

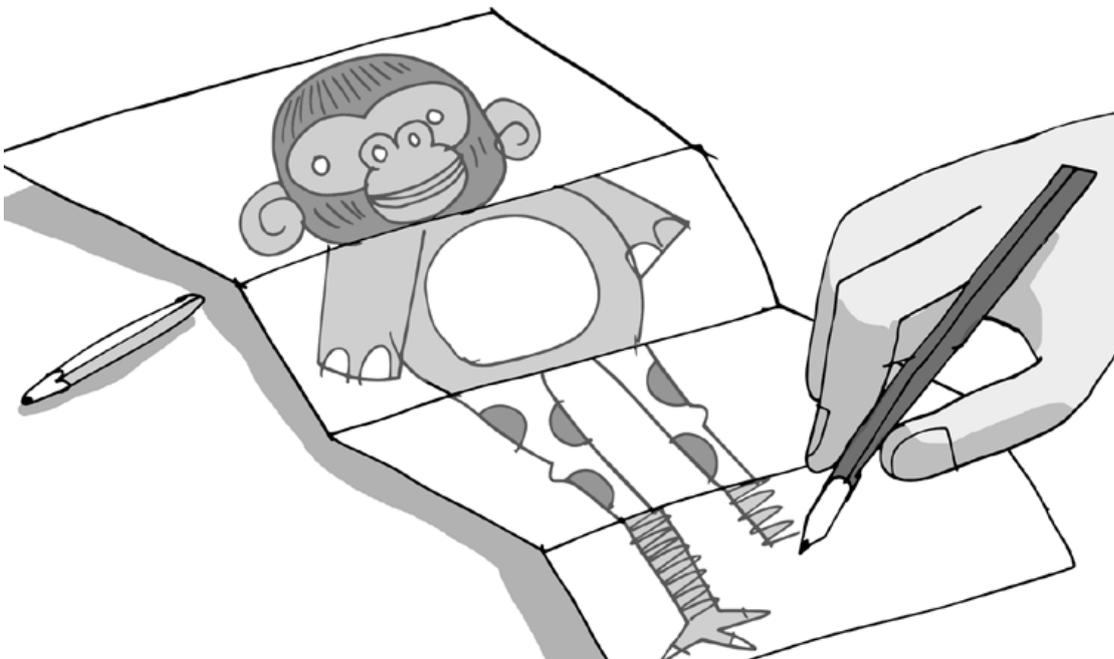
1 Match the animals with the descriptions.

- | | |
|--|-------------|
| 1 I'm yellow and black and I make honey. | a butterfly |
| 2 I live in Australia and often jump around. | b gorilla |
| 3 I'm a very large mammal and I live in the sea. | c tiger |
| 4 I have eight legs and sometimes bite people. | d lion |
| 5 I'm the tallest animal in the world and I live in Africa. | e kangaroo |
| 6 I have two hands, two feet and I'm very similar to humans. | f snake |
| 7 I'm an orange and black cat and I live in Asia. | g whale |
| 8 I haven't got any arms or legs, but I can bite! | h wolf |
| 9 I'm very light and I sometimes have beautiful wings. | i giraffe |
| 10 I'm one of the largest cats and I live in Africa. | j shark |
| 11 I'm a very large fish with big teeth. | k bee |
| 12 I'm a wild dog and I live in groups in forests and mountains. | l spider |

2 Complete the sentences with the correct parts of an animal. The first letter is given.

- Elephants' big e_____ help keep them cool and also mean they can hear very well.
- Dolphins use their t_____ to help them swim very quickly.
- An eagle uses its e_____ to see small animals over 2 km away.
- Honey bees fly by moving their w_____ about 230 times every second.
- Hippos can open their m_____ over 120 cm wide.
- Frogs use their back l_____ to jump. Some of them can jump over 20 times their own length.
- Crocodiles have about 80 t_____, which they use to bite into the animals they eat.
- We call the feet of animals like cats and dogs p_____.
- Monkeys have two hands and two f_____, just like us.

3 Look at the picture. What different animal parts can you see?



- 4 **SPEAKING** Work in groups of four. Each student folds a piece of paper into four like in the picture above. Draw the head of an animal from exercises 1 and 2. Fold your drawing over and hand the piece of paper to the next person. Then draw a body and repeat. Then draw legs and repeat. Finally, draw feet. Open your drawings and describe your new animal to the class.

6A Wild animals

Aims: To review and practise vocabulary for wild animals and parts of an animal.

Time: 10–15 minutes

Materials: 1 handout for each student. 1 extra sheet of paper for each student.

Exercise 1

- Give each student a handout face down and explain that they are going to do the first two exercises in pairs as a race against the clock. Set a time limit of five minutes and tell them to start. When the time is up, ask them to swap their handout with another team and go through the answers as a class.

KEY

1 k 2 e 3 g 4 l 5 i 6 b 7 c 8 f 9 a 10 d
11 j 12 h

Exercise 2

KEY

1 ears 2 tails 3 eyes 4 wings 5 mouths 6 legs
7 teeth 8 paws 9 feet

Exercise 3

- Draw students' attention to the picture on the handout. Ask them what the different parts and animals are.

KEY

a gorilla's head, a hippo's body, a giraffe's legs,
an eagle's feet

Exercise 4

- Students work in groups of four. Give each student a piece of paper, and show the students how to fold it into four equal parts, like in the picture.
- On the top part, ask each student to draw the head of a particular animal. Then ask students to fold their papers so their drawing can't be seen.
- Students pass their paper to the next student.
- They then draw the body of a different animal. They should fold that over as before and pass it to the next student.
- Students should repeat this two more times, first with the legs, and finally with the feet.
- When they've finished, ask them to open their pictures and see what they have. Ask them to think of a name for their animal and then present it to the rest of the class.