

Science Vertebrates

Objectives

- read and learn about vertebrates.
- learn vocabulary to describe animals.
- describe an animal.

Background

Vertebrates /ˈvɜːtɪbrəts/ are animals which have a backbone (also called the *spine*, *spinal column* or *vertebral column*). Animals which do not have a backbone, such as insects and worms, are called **invertebrates** /ɪnˈvɜːtɪbrəts/. The small bones that form the backbone are called **vertebra**.


Warm-up

- Put students into small groups.
- Ask: *Are all animals the same?* Elicit the answer that animals are different and then give students a couple of minutes to think of which categories we can organise animals into, e.g. animals that can fly, animals that haven't got legs, animals that live in the sea, animals that eat meat, animals that don't eat meat, etc.
- Ask one member of each group to tell the class that group's ideas.

- 1 • Ask students open their books at page 123. Read out the title of the page.
 - Elicit answers to the question from the class.
 - Write their answers on the board.


Suggested answers

1 parrot 2 goldfish 3 tiger 4 chameleon 5 frog

- 2  **2.39** Read out each of the animal groups.
 - Ask students what they know about each group.
 - Give students a few minutes to read the text and play the recording.
 - Put students into small groups to add further animals to each of the animal groups.
 - Check answers.
 - Ask students which of the groups human beings belong in (*mammals*).

Suggested answers

fish: shark, clownfish **mammals:** elephant, giraffe
reptiles: snake, lizard **amphibians:** toad, salamander

- 3  **2.39** Check students' understanding of the following vocabulary: *lungs*, *skin*, *fur*.
 - You can explain them by making reference to human beings. Touch your skin and say *skin covers our bodies*, point to the centre of your chest and say *lungs help us breathe*. Then point to your hair and ask: *What is this called?* Elicit the word *hair*. Ask if dogs have hair. At that point elicit or introduce the word *fur*.
 - Read out the example.
 - Put students into pairs to complete the exercise. Point out that item 2 has more than one answer.
 - Check answers and then practise the new words in the exercise by asking questions about human beings, e.g. *Have we got scales/skin/lungs/fur?*

Answers

2 birds, fish, reptiles, amphibians 3 mammals 4 fish
5 fish (and some reptiles: snakes) 6 mammals, birds
7 fish 8 amphibians

Optional activity

- Students underline in the text all the new vocabulary seen alongside the pictures.
- Put students into pairs.
- Students use their smartphones to find definitions of the words they underlined. They can use this website: <http://kids.wordsmyth.net/we>
- Students can then take it in turns to read out definitions for their partner to guess the word.

Your turn


- 4 • To help **weaker students**, revise the names of animals. Put the words on the board.
 - Give students few minutes to prepare descriptions of different animals (up to a maximum of four). Remind them to use the words from Exercise 2.
 - Put students into pairs.
 - Students take it in turns to give their descriptions. Their partner guesses which animal is being described.





5.4 Chameleons

See page 138 for activities you can do with this video.

 For homework, ask students to find out about an animal. Students should illustrate their profile with a photo or drawing and include the following information in it. They can present their profile to a partner in the next lesson.

NAME:	
ANIMAL GROUP:	
LOOKS LIKE:	
LIVES IN:	
EATS:	
INTERESTING FACT:	

Using their smartphones, students can record short videos of animals they see in their neighbourhood. This could be anything from a family pet to a cat they always see in their street. In the next class, they can show the video to their partner and explain a little about the animal, e.g. *This is my cousin's dog. It's got really long fur.*