

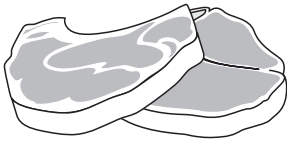
# WILD ANIMALS

## Carnivores, herbivores and omnivores



### 1 Match and complete.

a.



b.



plants and grass




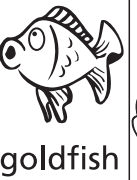


meat

- Lions and tigers eat \_\_\_\_\_. They're **carnivores**.
- Cows and horses eat \_\_\_\_\_. They're **herbivores**.
- Bears and frogs eat \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_. They're **omnivores**.

### 2 Circle.

- Animals that eat plants and grass are \_\_\_\_\_ carnivores herbivores omnivores.
- Animals that eat meat are \_\_\_\_\_ carnivores herbivores omnivores.
- Animals that eat plants and grass and meat are \_\_\_\_\_ carnivores herbivores omnivores.

### 3 Tick.

	 sheep	 eagles	 tigers	 goldfish	 frogs	 snakes		
lay eggs								
have babies	✓							
have got fur/hair	✓							
have got skin/scales								
have got feathers								
are mammals	✓							
are reptiles								
are birds								
are amphibians								
are fish								
are carnivores								
are herbivores	✓							
are omnivores								

## WILD ANIMALS



### Aim

- To study different groups of animals according to what they eat.
- To revise mammals, reptiles, birds, amphibians and fish.

### Materials

- Flashcards of food.
- Pictures of grass/plants and meat (or use the pictures on the worksheet).
- Flashcards of wild animals.
- Worksheet.
- Coloured pencils.

### Duration

30 minutes.

### Language focus

- Present simple including *have got* and *can*.
- Plural nouns.

### Cross-curricular content

- Natural science.
- Carnivores, herbivores and omnivores.
- Mammals, reptiles, birds, amphibians and fish.

## Warm-up

- Write *half past seven, two o'clock, half past eight, breakfast, lunch* and *dinner* on the board in random order. Get the children to match the times with the meals, eg, *I have breakfast at half past seven.*
- Tell the children what you eat for each meal, eg, *I eat cereal and fruit for breakfast. I eat meat and vegetables for lunch and I eat fish for dinner.* Encourage them to talk about their meals using the structure *I eat (cereal) for (breakfast).*

## Completing the Worksheet

### Activity 1

- Prompt the children's interest by showing them some pictures of animals. Ask them *Do (tigers) eat (zebras)? Yes, tigers eat zebras! What do elephants eat?* Continue with different animals. Introduce *grass* and *plants* and *meat*.
- Once they have a clear idea of what different animals eat, draw three columns on the board

with the headings *meat, grass and plants* and *meat, grass and plants*. Call out some animals and encourage the children to tell you which group they belong to. Make complete sentences, eg, *Elephants. (Grass and plants.) Yes, elephants eat grass and plants.* Write *elephants* in the second column.

- Continue with some more animals of each type. Once you have the three groups of animals, write *carnivores, herbivores* and *omnivores* on the board. Elicit what the three groups eat, eg, *Carnivores eat ... meat. Herbivores eat ... grass and plants. Omnivores eat ... grass and plants AND meat!*
- Elicit the names of animals in each group and write their names in the correct column, eg,

#### Carnivores

lions, tigers, leopards, panthers, wolves, crocodiles, eagles ...

#### Herbivores

sheep, kangaroos, lamas, camels, elephants, giraffes, zebras ...

#### Omnivores

raccoons, pigs, bears, mice, rats, squirrels, most fish ...

- Check understanding: encourage the children to finish your sentences, eg, *Elephants eat ... grass and plants. Elephants are ... herbivores. Tigers eat ... meat. Tigers are ... carnivores. Bears eat ... grass and plants and meat. Bears are ... omnivores. Most fish are ... omnivores too.*
- Ask the children to do Activity 1 on the worksheet.

**Answers:** a-meat; b-grass and plants / 1-meat; 2-grass and plants; 3-grass and plants and meat

### Activity 2

- Make sure the children understand the difference between the three groups of animals by asking them questions, eg, *Carnivores? What do they eat? Meat! Herbivores? What do they eat? Grass and plants! Are tigers herbivores? No.*
- Ask the children to do Activity 2 on the worksheet.

**Answer key:** 1-herbivores; 2-carnivores; 3-omnivores

## Activity 3

- Put some pictures from Activity 3 on the board, eg, sheep. Ask *Do sheep have babies or do they lay eggs? Babies!* Say *Sheep have babies!* Ask the children to repeat. Continue with *Have they got scaly skin, hair or feathers?* Elicit *Sheep have got hair. Are they mammals, reptiles, amphibians, reptiles or fish? Mammals! Sheep are mammals. Do they eat meat, grass and plants or meat, grass and plants? Grass and plants! Sheep eat grass and plants. Are sheep carnivores, herbivores or omnivores? Herbivores! Sheep are herbivores.* Continue with other animals.
- Ask the children to do Activity 3 on the worksheet.
- Then get them to draw two more animals and tick the right boxes.

### Answers:

	Sheep	Eagles	Tigers	Goldfish	Frogs	Snakes
lay eggs		✓		✓	✓	✓
have babies	✓		✓			
have got fur/hair	✓		✓			
have got skin/scales				✓	✓	✓
have got feathers		✓				
are mammals	✓		✓			
are reptiles						✓
are birds		✓				
are amphibians					✓	
are fish				✓		
are carnivores		✓	✓			✓
are herbivores	✓					
are omnivores				✓	✓	

### Extra activities/Fast finishers

- The children can use the information in the table to write sentences about the different animals in their notebooks.
- Elicit sentences from Activity 3. Demonstrate the activity with one child in front of the class, eg, choose one of the animals in Activity 3 (*tigers*) and say *They have babies, they've got fur, they are mammals, they eat meat, they are carnivores. Which animal is it? Elicit Tigers!* The children can then do the activity in small groups.