WORKSHEET

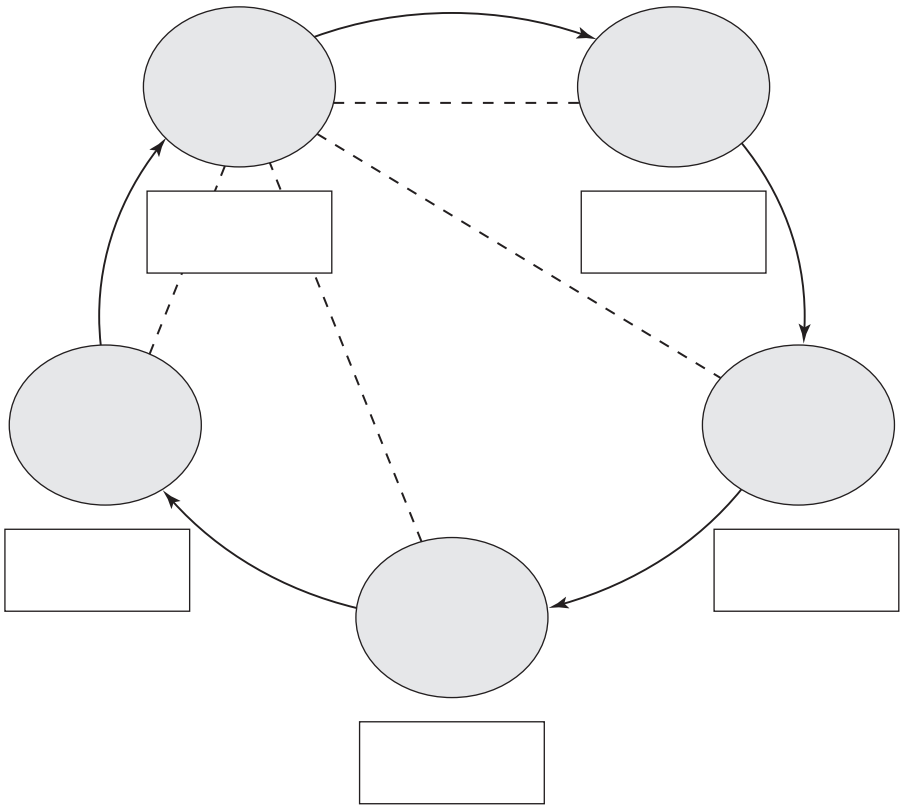
Environment – The food chain

Adrian Tennant

ACROSS THE CURRICULUM

Before listening

Can you label this diagram?



decomposer | first-level consumer | producer

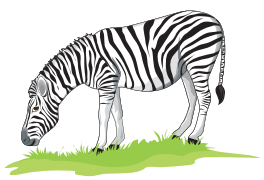
second-level consumer | third-level consumer

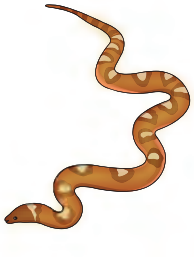
While listening

Exercise 1

Listen and check your diagram.

Listen again and add examples of each category eg, where in the food chain do you put a cat?



While listening — Exercise 2

Listen again and complete the sentences using the words in the box. Be careful! There are 4 extra words.

carnivores	consume	dead	decomposer	small	oxygen
destroy	energy	herbivores	produce	vegetarians	water

1 The sun provides plants with _____.

2 To grow, plants need _____, _____ and carbon dioxide.

3 Animals that eat plants are called _____.

4 Lions and snakes are examples of _____.

5 Vultures usually eat _____ animals.

6 Fungi are an example of a _____.

7 Bacteria _____ dead plants and animals.

Follow-up

plants

carnivores

herbivores

carbon dioxide

second-level consumers

decomposers

food chain

consume

energy

link

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ACROSS THE CURRICULUM

Level
Elementary

Time needed
30–40 minutes (approx)

Preparation
Photocopy of the worksheet for each student. Cut up the words from the Follow-up activity – one set for every five students.

Procedure

Before listening

1 On the board write up the words *Food chain* and ask the students if they know (and can explain) what it is. **Note**: Don't worry if they can't, explain that the lesson is about the food chain.

2 Hand out copies of the worksheet and ask the students to try and label the diagram using the words in the box.

3 Put the students in pairs and get them to check their diagram together.

4 Monitor, but don't give too much help.

5 Do NOT check the answers yet. Tell the students they will check it when they listen to the recording.

Exercise 1

While listening

1 Play the recording through once and get the students to check their diagram.

2 Put the students in pairs and get them to check together one more time.

3 Ask the students where in the food chain they think a cat would go. Try and elicit that it is a second-level consumer i.e. it eats herbivores such as mice and birds.

4 Ask students to listen to the recording again and add examples e.g. the names of animals etc, to each category

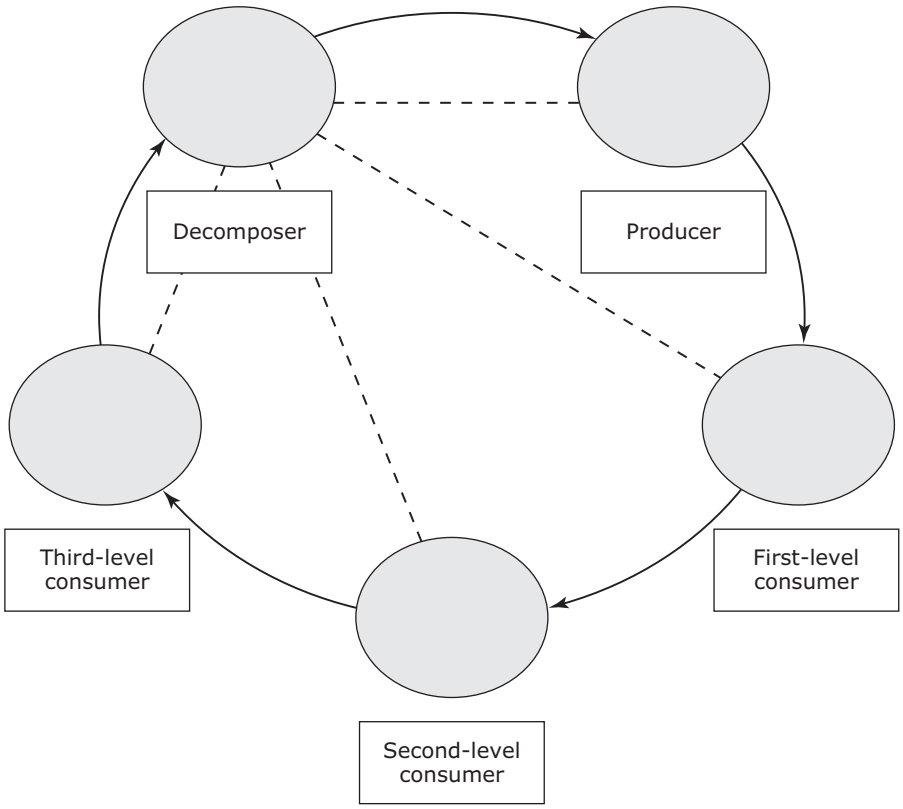
5 Play the recording again.

6 Put students in pairs and get them to compare their answers together.

7 Play the recording again, if necessary.

8 Finally, check the completed diagram as a class.

Key



Exercise 2

While listening

1 Hand out the worksheet to the students.

2 Ask the students to read the sentences and try to complete each one (in pencil) with a word from the box. Point out that there are 4 extra words.

3 Put the students in pairs and get them to discuss their answers together.

4 Play the recording.

5 Again put the students in pairs and get them to compare and discuss their answers.

6 Monitor and help where necessary.

7 Play the recording again.

8 Give the students a few minutes to check their answers before checking as a class.

Key

1 energy **2** oxygen, water

3 herbivores **4** carnivores

5 dead **6** decomposer

Follow-up

1 Make enough copies of the cards so that there is a set for each five students and cut them up as indicated.

2 Make one extra card with the word *environment* on it for yourself.

3 Demonstrate the game by picking up your word card, looking at the word on the card and then explaining it to

the students e.g. this is a word we use to describe where we live, nature and everything around us etc.

4 When a student says *environment* stop, show them the card and say *Well done!*

5 Next, divide the class into groups of 5 and give each group a set of cards, face down.

6 Explain that you want them to take turns picking up a card from the pile and explaining the word, in English, to the other students in their group.

7 Start. Monitor and help where necessary.

Tapescript

The food chain

OK - so everything in the environment is connected. Let's look at an example. What about a food chain?

Link 1: A food chain begins with a plant. It takes its energy from the sun. Plants also need water, oxygen and carbon dioxide to grow. Plants are producers: they produce their own energy.

Link 2: Some animals eat plants or seeds to get their energy. Examples of these herbivores are deer, giraffes, zebras, mice and some birds. They are first-level consumers.

Link 3: Some other animals are carnivores: they eat other animals, such as the first-level consumers. Examples are lions (killing and eating a zebra), snakes (eating a mouse), or a cat (eating a bird). These are second-level consumers.

Link 4: Yes, there can be third-level consumers, too! Who eats the snake? Perhaps an eagle: What about the cat? A bigger animal, like a wolf. And the lion? Does anything eat a lion? And what about vultures? They eat a lot of different dead animals. Ugh! But, in fact, this cleans up the environment!

Decomposers

There are other important organisms in the food chain. Examples are fungi and bacteria. These consume dead plants and animals, and then this food returns to earth.

Why are food chains important?

They remind us that, if we damage or destroy one link in the chain, this affects the next one. So if humans damage plants, the producers, there is no food for the first-level consumers. This can affect the second-level consumers and the third level consumers, too. The damage to plants can be from natural causes (flood, drought or climate change), or from human causes (pollution or destruction). The result will be the same. Ultimately, there will be no food for humans, either.