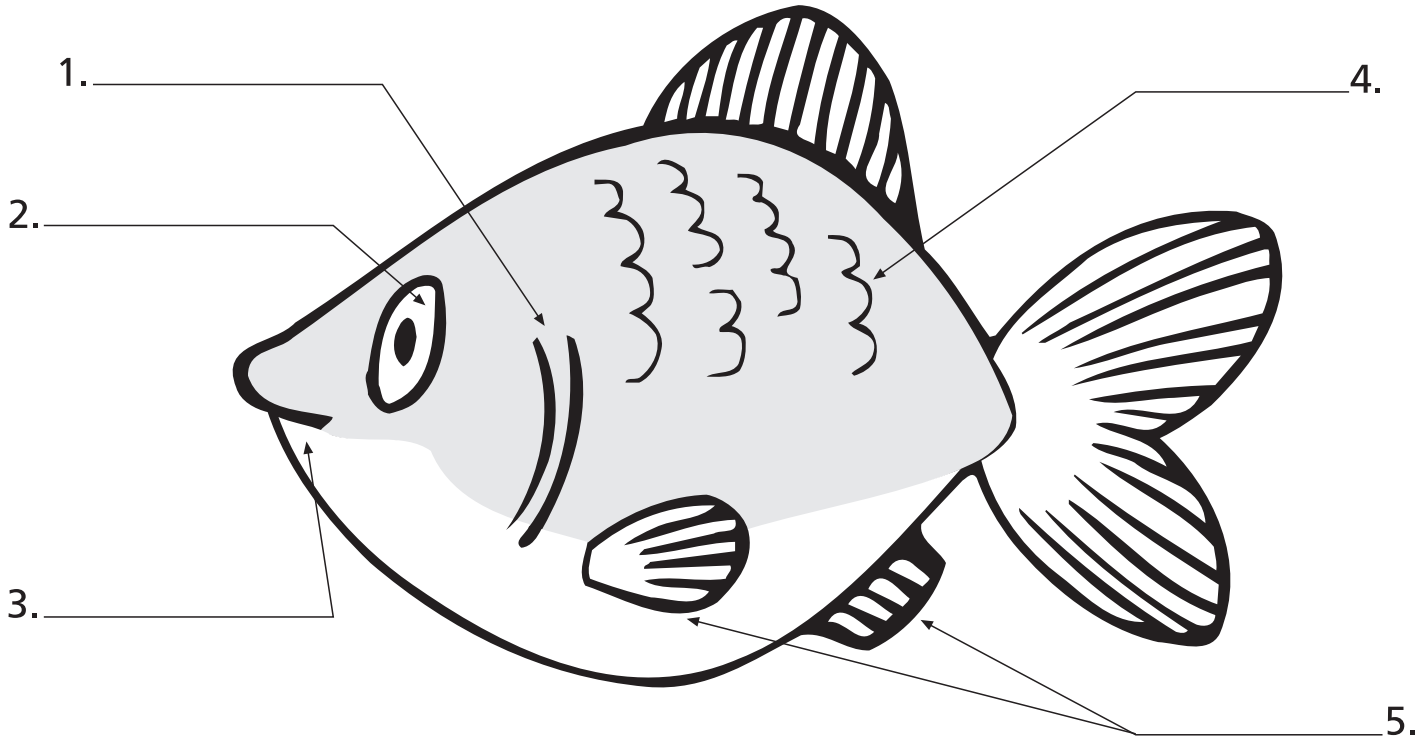



Fish

1 Write.

fins eye mouth gills scales



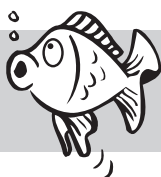
2 Read and write. True or false?

Your opinion True or false?	 <b>FISH</b>	The text True or false?
	1. Fish live in water.	
	2. Fish breathe with gills.	
	3. Fish have got feathers.	
	4. Fish have babies.	
	5. Fish have got a backbone – they’re vertebrates.	
	6. Fish only eat plants.	

3 Read and check.

Fish live and breathe in water. They live in the sea, in rivers and in lakes. They breathe with gills and they’ve got scales. Fish don’t have babies. They lay eggs. All fish have got a backbone – they’re vertebrates. Fish eat algae, insects and other small animals. They haven’t got legs, they’ve got fins to swim. There are about 25 000 different species of fish in the world!

## WILD ANIMALS



### Fast finishers

Children can colour in the fish and the sea around it!

#### Aim

- To study the main characteristics of fish.

#### Materials

- Flashcards/pictures of animals. If possible, include birds, reptiles, amphibians, mammals and fish.
- Worksheet.
- Coloured pencils.

#### Duration

30 minutes.

#### Language focus

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

#### Cross-curricular content

- Natural science.
- Fish

### Activity 2

- Elicit as much information as possible from the children by asking them questions, but don't provide too much information at this stage. *Where do fish live? What do they eat? Have they got bones? They've got fins to swim. They breathe with gills.* (Remember that dolphins and whales are not fish, they're mammals. They don't lay eggs, they have babies.)
- Ask the children to write *True or False* in the *Your opinion* column. If they're not sure, encourage them to guess.
- Get feedback from the class about their guesses, but don't do any correction yet.

### Preparation

- Put the animal flashcards/pictures up on the wall/board.

### Warm-up

- Show the children the flashcards/pictures of animals. Highlight some of the differences between different types of animals. Encourage the children to complete your sentences and to come up with their own ideas, eg, *Tigers have babies but parrots ... lay eggs. Parrots have got feathers but frogs have got ... skin. Tigers eat ... meat. Frogs live in water and on land but fish ... live in water.*

### Activity 3

- Ask the children to read the text in Activity 3 and then write *True or False* in the *The text* column.
- Check the answers with the class.
- Ask the children to check their own answers in the *Your opinion* column. How many did they get right?

**Answers:** 1-True; 2-True; 3-False; 4-False; 5-True; 6-False; 7-True

### Completing the Worksheet

#### Activity 1

- Leave a picture of a fish on the wall/board or draw it yourself. Use the picture to pre-teach *fins, gills* and *scales*.
- Ask the children to do Activity 1.

**Answers:** 1-gills; 2-eye; 3-mouth; 4-scales; 5-fins

## Extra activities

**1** Re-read the text in Activity 3 with the children. Then ask them to read it individually. Tell them to cover the text and tell you what they can remember about it. Finally, ask them to underline the most important pieces of information in the text with your help.

- Ask the children to choose one or two words from each underlined sentence and write them on the board, eg, *water / gills / scales / eggs / vertebrates / algae / insects / fins / 25 000 species*.
- Ask the children to memorize the main words.
- Ask them to put their materials away and then clean the board.
- In groups of 4, get children to take turns to say something different about fish. How many rounds can they go?
- To turn it into a competition, the first child who repeats some information in the same round or doesn't say anything new is out.

**2** The children can draw a fish in their notebooks and label its different parts. Then they can write some sentences about their fish.

