

## CLASSIFICATIONS OF ANIMALS

### 4.1. Vocabulary

*Ex. 1. Match the words with their definitions.*

1. tissue	a. a regular practice or routine that is often done without thinking.
2. describe	b. not able to provide any benefit or value; ineffective.
3. useless	c. something that you know well or recognize easily.
4. vertebrate	d. the study of the natural world through observation and experimentation.
5. invertebrate	e. causing damage or injury to someone or something.
6. thorough	f. being alive; having life and growth.
7. observe	g. a group of cells that work together to perform a specific function in the body.
8. scientist	h. to help someone learn by giving information or instruction.
9. living	i. to give details about something so others can understand it better.
10. thin	j. a type of animal that has fur or hair and usually gives birth to live young.
11. mammal	k. complete and detailed, covering all aspects of a subject.
12. familiar	l. to watch carefully in order to learn or notice something.
13. study	m. to examine or investigate a subject in detail to gain knowledge.
14. heredity	n. having little width or thickness; not thick or wide.
15. harmful	o. to arrange things into groups based on shared characteristics.
16. classify	p. an animal that has a backbone, such as mammals, birds, and fish.
17. habit	q. an animal that does not have a backbone, like insects or jellyfish.

18. plant	r. the way a person or animal acts in different situations.
19. teach	s. a living organism that grows in soil, typically with leaves and roots.
20. science	t. a person who studies or works in a field related to science.
21. behaviour	u. the passing of traits from parents to their children through genes.

*Ex. 2. Complete the sentences.*

**describe, teach, harmful, living, tissue, vertebrate, Science, habit, thin, mammal, Heredity, observe, classify, behaviour, scientist, familiar, invertebrate, thorough, study**

The classification of animals is \_\_\_\_\_(1) to many students in school.

The \_\_\_\_\_(2) of dogs is often different from that of cats.

Scientists \_\_\_\_\_(3) animals into various groups based on their traits.

Some chemicals can be \_\_\_\_\_(4) to specific species of fish in rivers.

Many people have a \_\_\_\_\_(5) of adopting pets from shelters.

In class, we learn how to \_\_\_\_\_(6) the characteristics of different animals.

Many creatures play a vital role in our \_\_\_\_\_(7) ecosystems each day.

\_\_\_\_\_ (8) explains why some animals have similar features to their parents.

An octopus is an interesting example of an \_\_\_\_\_(9) animal.

A snake is a long and \_\_\_\_\_(10) creature that moves quickly.

It is important to \_\_\_\_\_(11) the behaviors of animals in their natural habitat.

A \_\_\_\_\_(12) understanding of animal classifications helps us appreciate biodiversity.

A dolphin is a well-known \_\_\_\_\_ (13) that lives in the ocean.

Teachers often try to \_\_\_\_\_ (14) students about the diversity of animal life.

Aloe vera is a useful plant because it can heal minor burns.

\_\_\_\_\_ (15) helps us learn more about the various species on our planet.

A \_\_\_\_\_ (16) studies the differences between vertebrates and invertebrates closely.

To \_\_\_\_\_ (17) animals effectively, you must understand their habitats and behaviors.

Muscle \_\_\_\_\_ (18) is what allows many animals to move and function properly.

Fish are classified as \_\_\_\_\_ (19) animals because they have backbones.

## 4.2. Grammar

*Ex. 1. Put the verbs into the correct column.*

<i>act, make, attract, be, beat, change, describe, enclose, draw, form, keep, leave, lose, move, pump, observe, produce, teach, think, weigh</i>	
Regular verbs	Irregular verbs

*Ex. 2. Put the words into the correct column.*

<i>anchorage, normal, activity, bony, division, different, familiar, harmful, heredity, importance, insulator, internal, observation, pressure, protective, scientist, sensory, useless</i>	
noun	adjective

*Ex. 3. Analyze the mini-text and determine what function the word pump performs and what part of speech it is.*

The heart is really two pumps side by side. One side pumps blood to the head and body. The other side pumps blood to the lungs. The two pumps pump with exactly the same rhythm.

## 4.3. Reading

***Ex. 1. Read the text.***

There are many ways to classify animals based on their characteristics. One basic classification system divides animals into vertebrates and invertebrates. Vertebrates are animals with backbones, such as mammals, birds, and reptiles. On the other hand, invertebrates lack a backbone and include insects, spiders, and worms.

Scientists use different methods to study animals. They often look at tissue samples to get a more thorough understanding of how different animals are constructed. Heredity also plays an important role in animal classification. By examining the genes passed down from parent to offspring, scientists can describe how closely related different animals are.

When we observe animals, we notice that some have habits we are familiar with, like dogs or cats, while others might seem useless to us. Yet, each animal has its role in the living world. Some animals might even seem harmful, but they often play crucial roles in their ecosystems. For instance, certain insects help plant reproduction.

In science, thorough investigation helps us understand more about the diversity of life. Classification not only helps us teach about animals but also aids in conservation efforts. Understanding whether an animal is a vertebrate or an invertebrate, for example, can provide insights into its habitat needs and behaviors, which is vital for protecting endangered species.

***Ex. 2. Answer the questions.***

1. How are animals classified based on their characteristics?
2. What is the difference between vertebrates and invertebrates?
3. What methods do scientists use to study animals?
4. Why is heredity important in animal classification?
5. Why do some animals seem useless to us, according to the text?
6. How do certain insects contribute to plant reproduction?
7. How does classification help in conservation efforts, as mentioned in the text?

#### **4.4. Communication**

*Ex. 1. Make sentences using the following words.*

1. Mammals/live/young
2. Birds/feathers/fly
3. Reptiles/cold-blooded/eggs
4. Amphibians/live/water
5. Fish/breathe/gills
6. Insects/six/antennas
7. Arachnids/eight/wings
8. Birds/beaks/eggs
9. Mammals/hair/fur
10. Reptiles/scales/eggs