

**Station Rotation Recording Sheet**

Use this sheet to record your work as you move through the four stations. Complete each section before rotating to the next station.

**Station 1: The Lesser Mouse-Eared Bat**

Fill in the missing word from the text for each blank.

| Sentence from the text                                                                         |  |
|------------------------------------------------------------------------------------------------|--|
| 1. The lesser mouse-eared bat is a small _____ found in most parts of Europe and Central Asia. |  |
| 2. It weighs about 23 g and has a _____ of 35–40 cm.                                           |  |
| 3. It doesn't have very good _____ in the dark.                                                |  |
| 4. It uses its sense of smell and a system of _____ to find out about its surroundings.        |  |
| 5. _____ suspect that it doesn't emit high-pitched sounds when hunting.                        |  |
| 6. It doesn't emit high-pitched _____ when hunting.                                            |  |
| 7. It helps with the _____ of plants.                                                          |  |
| 8. It is very beneficial to humans when it comes to _____ control.                             |  |
| 9. It keeps a strong hold on its perch with the _____ in its feet.                             |  |
| 10. Its small size means _____ doesn't make its blood rush to its head.                        |  |

**Benefits of bats:** Based on the text, list two ways the lesser mouse-eared bat benefits humans and the environment.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Station 2: Impersonal Sentences

1. \_\_\_\_\_ cold and dark in the cave.  
A) There's  
B) It's
2. \_\_\_\_\_ help endangered species in this zoo.  
A) You  
B) They
3. \_\_\_\_\_ appears that they're sleeping now.  
A) It  
B) There
4. \_\_\_\_\_ a colony of bats inside.  
A) It's  
B) There's
5. The research programme is now open. If interested, \_\_\_\_\_ can apply online.  
A) they  
B) one

## Station 3: Reported Speech and Introductory Verbs

Rewrite each sentence in reported speech. Use the introductory verb in brackets and shift the tense back. Remember: time words change too (*last night*→*the night before*, *tomor row*→*the next day*).

1. "Where did you see the fox?" Jon said to Ann. (**ask**)

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2. "Sorry I didn't help you with your essay on echolocation," Ben said. (**apologise**)

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3. "Hand in your biology assignment tomorrow," Professor Green said. **(remind)**

4. "Don't make noise in the cave," the teacher said to the students. **(order)**

5. "Let's watch this documentary," Sue said. **(suggest)**

### Station 4: Echolocation and Biology Vocabulary

Write a short paragraph explaining how the lesser mouse-eared bat hunts and survives. Use **at least 3** of these words: *echolocation*, *mammal*, *pest control*, *wingspan*, *tendons*, *eyesight*, *polynabn*, *gravity*, *high-pitched sounds*, *chiropterologists*.

#### Need a way to start?

If it helps, begin your sentences like this:

- "The bat uses \_\_\_\_\_ to \_\_\_\_\_."
- "Because it doesn't have good eyesight, it \_\_\_\_\_."
- "The tendons in its feet help it \_\_\_\_\_."
- "This trait helps the bat survive because \_\_\_\_\_."

If you don't need the starters, write your paragraph in your own words.