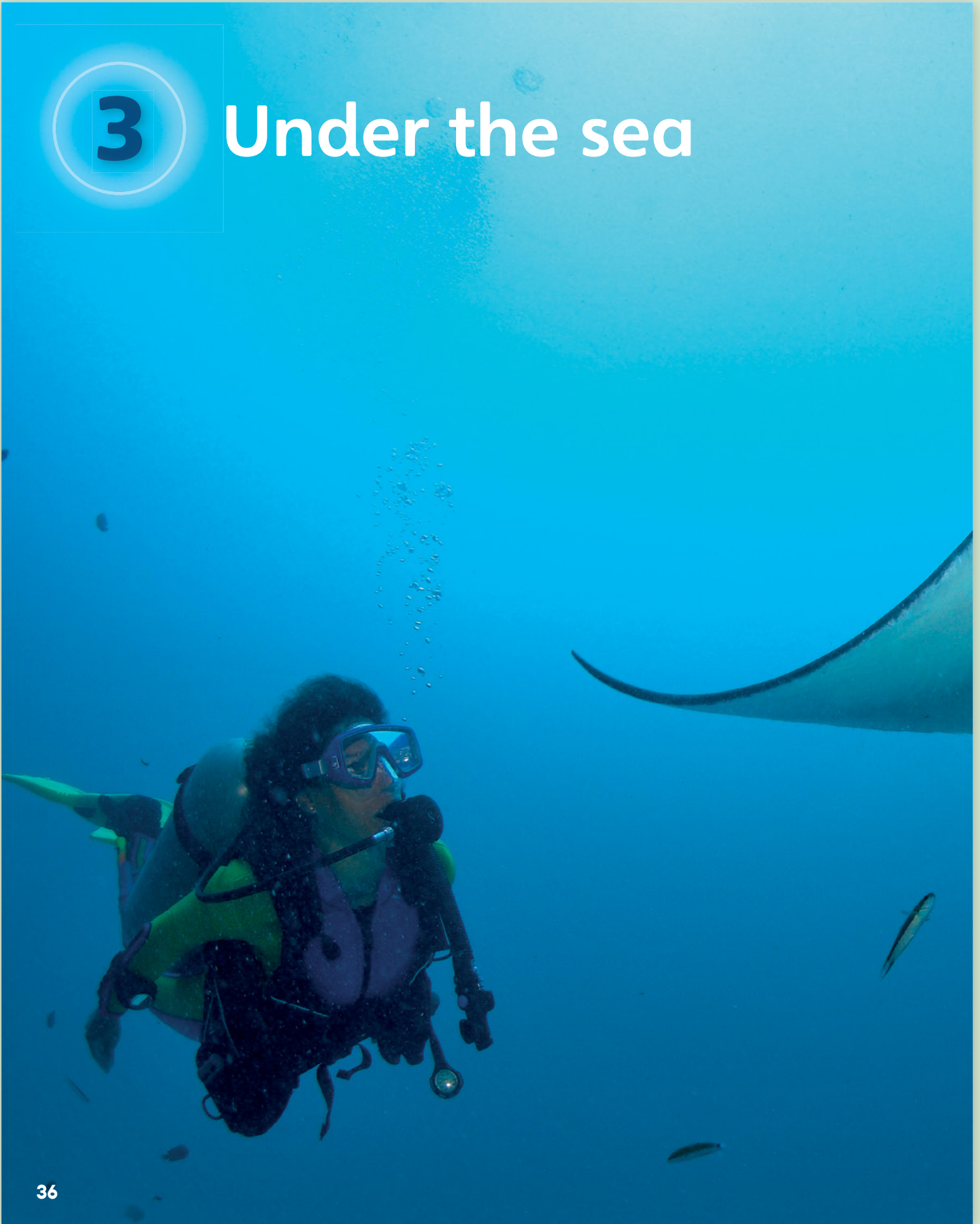


3

Under the sea





Unit aims Pupils will learn about sea animals. This includes:


- learning vocabulary for sea animals
- comparing sea animals
- doing an animal quiz
- learning about an underwater food chain


Background information The photo shows a diver swimming with a manta ray in the Indian Ocean.

Introduction to the unit

- Read the title of the unit and ask pupils to look at the photo. Then ask *What is Unit 3 about? (Life under the sea).*
- Ask *What animal can you see in the photo?* Elicit or teach *A manta ray.* Then point to the diver and ask *What's she doing?* Elicit or teach *diving* and *scuba diving.* Ask *Would you like to go scuba diving? What sea animals would you like to see?* (Pupils who have studied previous levels of *Guess What!* may remember sea animals from the pronunciation activities: *fish, turtle, dolphin, octopus, seal, whale, crab.*)
- Then ask *Would you like to go scuba diving with a manta ray? (Yes, I would. / No, I wouldn't.)* Ask *What do you know about manta rays?* Elicit pupils' ideas: *They're fish. They're big. They've got a long tail. They're beautiful.* You can also tell pupils some more information: *They are close relatives of the shark (but sharks and whales prey on them). They've got very large brains. They can live for twenty years. They can be more than six metres long. (Only sharks and whales are bigger.) They aren't dangerous. They have got sharp teeth, but they don't use them for eating.*
- Ask if pupils have seen a manta ray at an aquarium. The most likely answer is no. There are only four aquariums in the world that have them. Pupils might like to guess where they live in the wild (*In tropic or sub-tropic waters.*)



Guess!
What?

1  **Listen and look.**

2  **Listen and repeat. Then match.**




- a crab b dolphin c jellyfish d octopus e seal
 f shark g starfish h stingray i turtle j whale

3   **Listen and guess the animals. Then practise with a friend.**

It's got grey fur. It's smaller than a dolphin.

It's a seal!

4  **What's your favourite sea animal? Ask and answer.**

Lesson aims Pupils learn and talk about sea animals.

New language *dolphin, seal, jellyfish, turtle, whale, shark, starfish, octopus, crab, stingray*

Recycled language *What's your favourite sea animal? A dolphin. | It's (big). | It's got (grey fur). | It's (smaller) than a (dolphin). | It's good at (swimming).*

Materials CD2 | Word cards (optional): see page TB105

Warmer

- Ask *What animals can you find at the beach?*

Pupil's Book page 38

- Use the photos to introduce sea animals.

1 Listen and look.

- Play the recording. Pupils listen and point to the photos. Then play the recording again, pausing to ask questions, e.g. *What's Pedro's favourite sea animal? (A dolphin.) Does Emma like jellyfish? (No, she doesn't.)*

CD2:02

Pedro: Look, Emma. Do you want to look at my book? It's about animals. Look. This page is about sea animals.

Emma: Cool! What's your favourite sea animal?

Pedro: My favourite sea animals are dolphins. Look. This dolphin is jumping out of the water.

Emma: I like dolphins too. But seals are my favourite sea animals.

Pedro: Do you like jellyfish?

Emma: Not really. I think they're beautiful, but I don't like them much.

Pedro: No. What about turtles? I want to swim with turtles. I think they're beautiful.

Emma: Me too. What do turtles eat?

Pedro: I think these turtles eat jellyfish.

Emma: What about whales? Do you want to swim with whales?

Pedro: Hmm. I'm not sure. I don't think whales are dangerous – but they're very big! Is a whale a fish?

Emma: No, it isn't. Sharks are fish. I don't want to swim with sharks.

Pedro: No! They've got a lot of teeth!

Emma: Look at this starfish. It's red and white. It's got five legs.

Pedro: Yes, I like starfish, but I think this octopus is more interesting. Can you see it? It likes hiding in rocks.

Emma: Oh yes. And crabs like hiding too. I sometimes look for crabs on the beach.

Pedro: So do I. It's fun.

Emma: What's this fish?

Pedro: It's a stingray. Look at its long tail.

Emma: It's cool.

Pedro: Shall we go to the beach tomorrow?

Emma: Yes! Good idea!

2 Listen and repeat. Then match.

- Play the recording. Pupils repeat and point.
- Play the recording again. Pupils match the words.

Key: 1 b 2 e 3 c 4 i 5 j 6 f 7 g 8 d 9 a 10 h

CD2:03

1 dolphin 2 seal 3 jellyfish 4 turtle 5 whale 6 shark 7 starfish 8 octopus 9 crab 10 stingray

3 Listen and guess the animals. Then practise with a friend.

- Say *Listen and guess the animals*. Play the recording.
- Pupils play the same guessing game in pairs.

Key: 1 A seal. 2 A whale. 3 A stingray. 4 A crab. 5 A turtle. 6 Starfish. 7 A dolphin. 8 An octopus. 9 Jellyfish. 10 A shark.

CD2:04

1 It's got grey fur. It's smaller than a dolphin. 2 It's very big. It's bigger than a dolphin or a shark. 3 It's a fish. It's got a long tail. 4 It's got a shell. It likes hiding. 5 It's good at swimming and it eats jellyfish. It's got a shell. 6 It's got five legs. It's red and white. 7 It's grey. It's good at swimming and it's good at jumping too. It's bigger than a seal. 8 It's got eight legs and it likes hiding in rocks. 9 It's got long legs and it's yellow. It can sting. 10 It's a big fish. It's got a lot of teeth.

4 What's your favourite sea animal? Ask and answer.

- Pupils ask each other in pairs or groups.

Activity Book page 30

1 Look and write the words.

- Pupils label the sea animals.

Key: 1 crab 2 seal 3 dolphin 4 jellyfish 5 stingray

2 Look, read and write the words.

- Pupils read and write the correct sea animal.

Key: 1 octopus 2 starfish 3 shark 4 whale 5 turtle

3 Complete the table with the words in the box.

- Pupils categorise the sea animals.

Key: legs: crab, octopus, starfish, turtle; a shell: crab, turtle; a long tail: stingray, shark

My picture dictionary → Go to page 87. Write the new words.

- Pupils label the pictures.

Key: crab, dolphin, jellyfish, octopus, seal, shark, starfish, stingray, turtle, whale

Ending the lesson

- Use word cards to play *What's missing?* (see page xvii).

Extra activities: see page TB114 (if time)

Lesson aims Pupils compare sea animals. They also practise stressing the strongest syllables in words in a sentence.

New language *dangerous, intelligent, strong, weak, heavy, light* | *(Blue whales) are the (biggest) sea animals. (Dolphins) are the (most intelligent). | I (don't) agree.*

Recycled language sea animals, adjectives | *I think ...*

Materials CD2 | Word cards: see page TB105 | Slips of paper and a small bag

Warmer

- Use gesture and mime to introduce the new adjectives: *intelligent, dangerous, heavy, light, strong and weak.*

Presentation

- Ask questions comparing two sea animals, e.g. *Which is more dangerous, a shark or a dolphin? (A shark.) Which is heavier, a whale or a seal? (A whale.)*
- Then ask *Which is more beautiful, a turtle or a dolphin?* Elicit answers. Then say *I think a turtle is more beautiful than a dolphin. I think a turtle is the most beautiful animal in the sea.* Emphasise the difference between *more beautiful* and *the most beautiful*.
- Then say the sentence again: *Turtles are the most beautiful sea animals.* Pupils who agree with you stand up. Encourage them to repeat the sentence.
- Ask some of the pupils who are sitting down to make a sentence about the sea animal they think is the most beautiful. Pupils who agree with them stand up.

Pupil's Book page 39

5 Read and listen.

- Write some gapfill sentences on the board: *The most intelligent sea animal is a _____. The most dangerous sea animal is a _____. The biggest sea animal is a _____. Pupils guess the answers.*
- Say *Let's find out!* Play the recording. Pupils read and listen, following the text and checking if they have guessed the correct animal for each sentence. Congratulate pupils who guessed correctly.
- Then say *Now listen and repeat.* Play the recording again, pausing for pupils to repeat the sentences.
- Refer to the Focus! box to point out the rules for superlatives.

CD2:05 : see Pupil's Book page 39

6 Read and say true or false.

- Pupils read the sentences about the sea animals and say if they're *true* or *false*.

Key: 1 false 2 false 3 true 4 false

7 Make sentences about sea animals. Then talk to a friend.

- Pupils compare sentences about sea animals.

8 Which syllables sound the strongest? Listen and repeat.

- Say *Listen. Which syllables sound the strongest? Listen and repeat.* Play the presentation section of the activity. Pupils listen and repeat the words, emphasising the strongest syllables. Then they repeat the sentence, emphasising the strongest words and the strongest syllables in each word.

CD2:06

- | | |
|-----------------------------|------------------------------|
| A: Jellyfish | A: Dolphins |
| B: Jellyfish | B: Dolphins |
| A: Dangerous | A: Intelligent |
| B: Dangerous | B: Intelligent |
| A: Jellyfish are dangerous. | A: Dolphins are intelligent. |
| B: Jellyfish are dangerous. | B: Dolphins are intelligent. |

- Then say *Now listen to these sentences. Which syllables sound the strongest? Listen and repeat.* Play the practice section of the activity. Pupils listen and repeat each sentence, emphasising the strongest words and the strongest syllables within the words.

CD2:07

- | | |
|--|--|
| 1 <u>T</u> urtles are <u>b</u> eautiful. | 5 <u>H</u> olidays are <u>e</u> xciting. |
| 2 <u>A</u> nimals are <u>i</u> nteresting. | 6 <u>P</u> uppies are <u>n</u> ughty. |
| 3 <u>D</u> olphins are <u>f</u> riendly. | 7 <u>E</u> nglish is <u>e</u> asy. |
| 4 <u>S</u> tingrays are <u>h</u> eavy. | 8 <u>S</u> ofia is <u>c</u> lever. |

Activity Book page 31

4 Read and complete the table.

- Pupils complete the table with the superlative form of each adjective.

Key: the most dangerous, the heaviest, the lightest, the most intelligent, the strongest, the weakest

5 Complete the sentences. Use the words in brackets.

- Pupils complete the sentences with the superlative forms of the adjectives in brackets.

Key: 1 the most dangerous 2 the heaviest 3 the weakest 4 the strongest 5 the lightest 6 the most intelligent

6 Look and complete the sentences.

- Pupils use the adjective prompts to complete two sentences, comparing the animals in each picture.

Key: 1 the lightest 2 the heaviest 3 the slowest 4 the fastest 5 the most intelligent 6 the most dangerous

Ending the lesson

- Play a game of *Sentences in a bag* (see page xvii).

Extra activities: see page TB114 (if time)

5 CD2 05 **Read and listen.**



Dolphins are the most intelligent sea animals. They are the friendliest too.

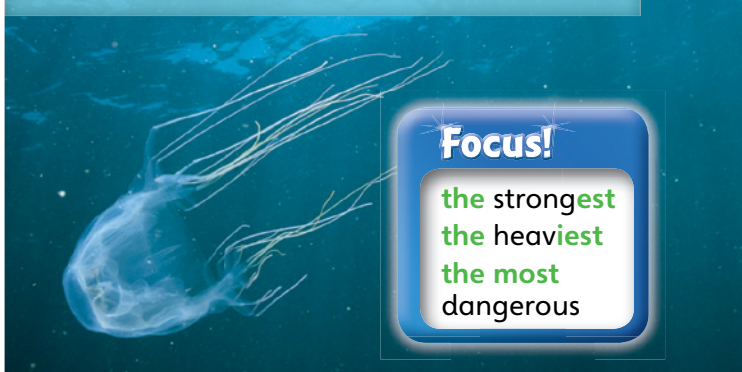
Great white sharks are the most dangerous sharks, but they aren't the most dangerous sea animals.



Unit 3

Blue whales are the biggest sea animals. They are the heaviest and the strongest too.

Box jellyfish are the most dangerous sea animals.



Focus!

the strongest
 the heaviest
 the most dangerous

6 **Read and say true or false.**

- 1 Blue whales are the weakest sea animals.
- 2 Dolphins are the most dangerous sea animals.
- 3 Great white sharks are the most dangerous sharks.
- 4 Box jellyfish are the friendliest sea animals.

7 My World **Make sentences about sea animals. Then talk to a friend.**

Turtles are the most beautiful sea animals.


Yes, I agree.

No, I don't agree. I think dolphins are the most beautiful.

Say it!

8 CD2 06 CD2 07 **Which syllables sound the strongest? Listen and repeat.**

Jellyfish are **dangerous**. Dolphins are **intelligent**.

- 9**  **What are they talking about? Listen and choose.**
a land animals b birds c sea animals

- 10**  **Listen again and practise.**

Carla: Hi, Alex. What are you doing?

Alex: I'm doing a quiz about animals.

Carla: Can I help?

Alex: OK. Question one. Which sea animal is the fastest?
Is it a turtle, a dolphin or a seal?

Carla: I think it's a dolphin. Yes. A dolphin.



Alex: Well done!

Carla: OK. Question two ...



Focus!

Which sea animal is the fastest?
It's a dolphin.

- 11**   **Look at the quiz. Make questions and ask and answer. Then listen and check.**

Which fish is the heaviest?

It's a whale shark.

Are you an animal whizz? Try our animal quiz.

1 fish/heavy?

- a) blue shark
- b) whale shark
- c) great white shark

2 bird/strong?

- a) eagle
- b) penguin
- c) owl

3 land animal/strong?

- a) gorilla
- b) elephant
- c) bear

4 land animal/tall?

- a) kangaroo
- b) panda
- c) giraffe

5 sea animal/slow?

- a) crab
- b) seahorse
- c) starfish

6 land animal/dangerous?

- a) hippo
- b) lion
- c) tiger



- 12**  **Go to page 102. Listen and repeat the chant.**

Lesson aims Pupils ask questions comparing groups of animals.

New language eagle, seahorse | *Which is the (fastest) (sea animal)? It's a (dolphin).*

Recycled language animals, adjectives

Materials CD2 | Slips of paper and a small bag (optional)

Warmer

- Play a game of *Correct my mistakes* (see page xv), making false sentences about sea animals for pupils to correct, e.g. *Dolphins are the most dangerous sea animals.*

Presentation

- Say *True or false? Seals are the heaviest sea animals.* When pupils reply *False*, ask *Which are the heaviest sea animals? (Whales.)* Repeat with other sentences about sea or land animals, e.g. *Monkeys are the biggest land animals. (False.) Which are the biggest land animals? (Elephants.)*

Pupil's Book page 40

9 What are they talking about? Listen and choose.

- Ask *Who can you see in the photo? (Carla and Alex.)* Ask *What are they talking about?* Pupils guess.
- Then say *Listen and choose.* Play the recording. Pupils listen and choose the correct answer.

Key: c sea animals

CD2:08 : see Pupil's Book page 40

10 Listen again and practise.

- Say *Now listen again.* Play the recording, pausing for pupils to repeat the question about sea animals in Alex's second line. Then elicit the answer and continue the recording for pupils to repeat the answer to the question.
- Then play the recording again, pausing for pupils to listen and repeat the dialogue. Pupils can also practise it in pairs.

11 Look at the quiz. Make questions and ask and answer. Then listen and check.

- Say *Now let's do an animal quiz!* Read and make questions. Use the word prompts to make the first question with the class as an example: *Which fish is the heaviest? Is it a blue shark, a whale shark or a great white shark?* Pupils guess the answer.
- Pre-teach *eagle* and *seahorse*, and read through the other animals, checking that pupils know them.
- Pupils make the rest of the questions and ask and answer them in pairs, guessing the answers. They use the example speech bubbles and the Focus! box to help them.

- Then say *Now listen and check your answers.* Play the recording. Pupils listen to see if they guessed correctly. Pupils tell you how many they got right. Praise the ones who did well by saying *You are an animal whizz!* (If necessary, explain that this means they know a lot about animals.)

Key: 1 It's a whale shark. 2 It's an eagle. 3 It's an elephant. 4 It's a giraffe. 5 It's a seahorse. 6 It's a hippo.

CD2:09

- 1 Which fish is the heaviest? A blue shark, a whale shark or a great white shark? It's a whale shark.
- 2 Which bird is the strongest? An eagle, a penguin or an owl? It's an eagle.
- 3 Which land animal is the strongest? A gorilla, an elephant or a bear? It's an elephant. But gorillas and bears are very strong too.
- 4 Which land animal is the tallest? A kangaroo, a panda or a giraffe? It's a giraffe.
- 5 Which sea animal is the slowest? A crab, a seahorse or a starfish? It's a seahorse.
- 6 Which land animal is the most dangerous? A hippo, a lion or a tiger? It's a hippo.

12 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Pupils listen and repeat the grammar chant, following the text on page 102. Repeat, with pupils changing roles, until they are chanting confidently.
- Pupils can make up their own verse of the chant, substituting the questions and answers for their own ideas.

CD2:10 : see Pupil's Book page 102

Activity Book page 32

7 Read and complete. Use the words in the box.

- Pupils read and complete the text with the adjectives.

Key: 1 the heaviest 2 the tallest 3 The smallest
4 The fastest 5 The slowest 6 the most intelligent

8 Read and number the pictures.

- Pupils read the texts and number the photos.

Key: 1 d 2 c 3 a 4 b

9 Complete the questions and answers. Use the words in the box.

- Pupils complete the sentences.

Ending the lesson

- Pupils play *Test the teacher* (see page xvii), either testing you on the questions in the animal quiz in the Pupil's Book or making up questions of their own.

Extra activities: see page TB114 (if time)

Lesson aims Pupils consolidate language with a story. They also discuss the value of keeping our seas and oceans clean.

New language *pod, Indian Ocean | It was a pleasure.*

Recycled language *Africa, South America, beautiful, rubbish, dolphin, shell, thank you | What's that? | Is it (rubbish)? I don't know. | (Capu) has got the (biggest shell).*

Materials CD2 | A world map or globe

Warmer

- Use the map of the world or globe to introduce the names of seas and oceans around the world. Give instructions to pupils: *Find the Atlantic Ocean. Find the Indian Ocean. Find the Pacific Ocean. Find the Mediterranean Sea.* Pupils point them out on the map. Then ask *What sea or ocean is near our country? What ocean is between Africa and South America? What ocean is between Africa and Australia?*
- Remind pupils of the story episode from the previous unit: *What kind of monkey is Capu? (A capuchin monkey.) Where is he from? (South America.) What do the children want to do? (They want to take Capu home.)* Ask pupils to guess where the children are in this episode. Accept any guesses, including the country or continent they travel to.

Pupil's Book page 41

13 Read and listen.

- Read the question in frame 1: *What is a dolphin family called?* Ask if any pupils know the answer to the question.
- Say *Let's find out! Read and listen.* Play the recording. Pupils follow the story in their books. At the end, pupils can answer the opening question: *It's called a pod.*
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *Are the children on land? (No. They're in the sea.)* Frame 2: *Which ocean are they in? (The Indian Ocean.)* Frame 3: *What can they see? (Rubbish. / They don't know.)* Frame 4: *What's inside the net? (A baby dolphin.)* Frame 5: *Who finds the biggest shell? (Capu.)* Frame 6: *What do they do with the shells? (They cut the net.)* Frame 7: *Are the dolphin pod friendly? (Yes, they are.)* Frame 8: *What are the dolphins saying? (Thank you.)*
- Ask *Does Capu go home in this story? (No, he doesn't.) Is he playing the game, too? (Yes, he is.)*
- Pupils can listen to the story again for pleasure, or you can pause after each line for pupils to repeat. Encourage pupils to use gestures and intonation from the story as appropriate. You could also divide the class into four groups, with each group acting the part of one character.

CD2:11 : see Pupil's Book page 41

Value **Keep our seas and oceans clean**

- Read the value label: *Keep our seas and oceans clean.* Pupils think how the story shows the importance of keeping our oceans clean. Ask *What animals live in the seas and oceans?* (Pupils list sea animals.) *Do they need clean water or dirty water? (Clean water. Dirty water with rubbish in it is dangerous for sea animals.)* Animals can get caught in rubbish left in the sea (like the baby dolphin in the net), or they can get poisoned by oil and chemicals in the sea water.
- Encourage pupils to think of ways they can help keep beaches, seas and oceans clean, e.g. *We mustn't drop litter on the beach, we must take our rubbish home with us. We mustn't throw litter or rubbish into the sea.* Or, for wider-reaching issues: *Ships and boats can use green fuel. We mustn't put chemicals in the sea.*

Activity Book page 33

10 Read the story again. Match and then number.

- Pupils match the two halves of each sentence about the story. They then number the sentences in the correct order. They can refer back to the Pupil's Book if necessary.

Key: 1 b Jack, Ruby and Sofia are by the sea. 2 d They see a baby dolphin. It needs help. 3 f Capu finds the biggest shell. 4 a Jack uses the shell to cut the net. 5 e The baby dolphin swims to its pod. 6 c The dolphin's pod is very friendly.

11 Read and complete. Use the words in the box.

- Pupils complete the summary of the story, using the words in the box.

Key: 1 Africa 2 rubbish 3 help 4 pod 5 thank you 6 pleasure

12 What can you do to show the value: keep our seas and oceans clean?

- Pupils note what the people in the picture shouldn't be doing if they want to keep our seas and oceans clean. They complete the sentences and then compare their ideas.

Key: 1 sea 2 fire 3 picnic 4 litter

Ending the lesson

- Ask questions about the story, e.g. *How many dolphins are in the pod? Who finds the big shell? Who cuts the net?* Pupils answer with their books closed.

Extra activities: see page TB114 (if time)

13 CD2 11 **Read and listen.**

1 What is a Dolphin family called?
 What? My feet are wet!
 Where are we now?
 Let's see.

2 We're in Africa.
 It's beautiful.
 I think this is the Indian Ocean.

3 What's that? Is it rubbish?
 I don't know.

4 Look! It's a baby dolphin.
 Poor thing!

5 Quick! Help me find some shells.
 Capu has got the biggest shell.

6 Cut it like this ...
 Be careful, Jack!

7 Look! It's the dolphin's pod.
 They're very friendly.

8 They're saying thank you!
 It was a pleasure!

→ Activity Book page 33

Value: Keep our seas and oceans clean

Skills: Listening and speaking

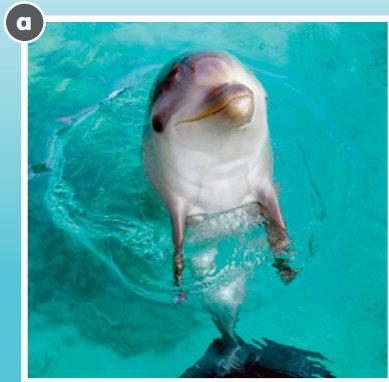
Let's start!

What can you see at an aquarium?

14

CD2
12

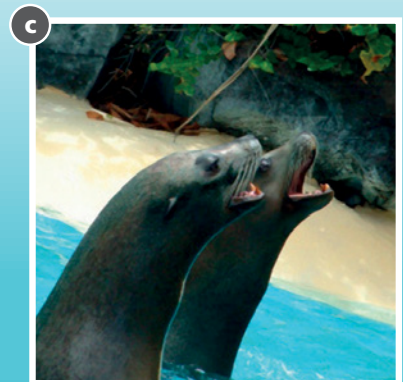
Which animals don't they see? Listen and say the letters.



See our baby dolphins.



Touch a stingray.



Feed our friendly seals.



Meet Otto.



Get close to our sharks.

15

CD2
12

Listen again and say the missing words.

- Otto is the _____ octopus in the world.
- Ava and Paco see _____ baby dolphins.
- Ava thinks _____ are dangerous.
- The time is _____ o'clock.
- They can feed the _____ at quarter past three.

16

CD2
13

Talk Time

Plan a trip for this weekend.

Where would you like to go this weekend?

I'd like to go to ...

How can you get there?

You can go by ...

Lesson aims Pupils practise the skills of listening and speaking, with reading in the Activity Book.

Recycled language sea animals | *What shall we do (first)?* | *Let's see (Otto)!* | *It's the largest octopus in the world.* | *There are some (baby dolphins).* | *What time is it (now)? It's three o'clock.* | *Where would you like to go this weekend? I'd like to go to the beach.* | *How can you get there? You can go by train.*

Materials CD2

Warmer

- Play *Ten lives* (see page xvii) with words for sea animals.

Pupil's Book page 42

What can you see at an aquarium?

- Ask *Who likes going to an aquarium?* Pupils put their hands up. Then ask the opening question: *What can you see at an aquarium?* Teach any new words as necessary.

14 Which animals don't they see? Listen and say the letters.

- Pupils look at the brochure and read the captions describing what you can see or do at the aquarium. Ask *Would you like to see a baby dolphin? Would you like to touch a stingray? Would you like to feed seals?* etc.
- Say *Now listen to Ava and Paco. They are at the aquarium. What do they see? Which animals don't they see?*
- Play the recording. Pupils listen and say which animals the children don't see. They then say the letter of the animal the children are describing in each section of the dialogue.

Key: They don't see the stingrays (b). 1 c 2 a 3 e 4 d

CD2:12

- Paco:** Come on, Ava. What shall we do first?
Ava: Let's go and see Otto!
Paco: Who's that?
Ava: It's a giant pacific octopus. It's the largest octopus in the world. Look – it's over there!
Paco: Cool! He's enormous!
- Paco:** Look, Ava. Over here! There are some baby dolphins.
Ava: Oh, how cute! One, two, three baby dolphins. Wow!
Paco: There are four. Look – there's one behind its mother.
Ava: Oh yes!
- Ava:** What do you want to do next? Shall we see the stingrays?
Paco: No. Let's walk in the shark tunnel. I love sharks.
Ava: Do you? I think they're dangerous. I prefer dolphins. They're friendlier.
Paco: Not all sharks are dangerous, Ava. And sharks are definitely the most exciting sea animals.
Ava: Maybe, but I still like dolphins better.

4 Ava: What time is it now, Paco?

Paco: It's three o'clock.

Ava: OK. Let's go to see the seals! We can help feed them.

Paco: What time do they feed the seals?

Ava: At quarter past three.

Paco: OK. Let's go!

15 Listen again and say the missing words.

- Pupils read the sentences about the aquarium trip and guess the missing words. Then play the recording again for them to listen and check.

Key: 1 largest 2 four 3 sharks 4 three 5 seals

16 Plan a trip for this weekend.

- Ask *Where would you like to go this weekend?* Elicit places to visit, e.g. *the beach, an aquarium, a football match, a museum, a cinema*, and write them on the board. Then ask *How can we get there?* Elicit means of transport, e.g. *bus, train, car, taxi, bike*, and write these on the board.
- Say *Let's plan a trip for this weekend!* Play the recording. Pupils listen while reading the conversation prompts in the speech bubbles. They then work in pairs or small groups, planning their own trip for the weekend. They use the example speech bubbles to help.
- Pupils can then read their conversations aloud.

CD2:13

A: Where would you like to go this weekend?

B: I'd like to go to the beach.

B: You can go by train.

A: How can you get there?

Activity Book page 34

13 Read Sara's blog and circle the correct words.

- Pupils read and circle the correct words in the blog.

Key: would, go, sleep, take, be

14 Look at activity 13. Read and write true or false.

- Pupils read the sentences about the blog and write if they are true or false. Pupils can correct the false ones.

Key: 1 false 2 true 3 false 4 false 5 true

15 How to use commas.

- Pupils read the rules about using commas. They then read Sara's blog again and circle the commas. They also underline the sentence with two things that don't need a comma.

Key: 1 car, plane, bus; blue whales, brown seals 2 You must bring a warm coat and a hat when you go whale watching!

Ending the lesson

- Play the *Drawing game* (see page xv) with sea animals.

Extra activities: see pages TB114 to TB115 (if time)

Lesson aims Pupils practise the skills of reading and writing, with extended writing in the Activity Book.

New language *SOS, save, in danger, protect, sick, healthy*

Recycled language *Turtles are one of the most beautiful animals in the sea. | How can we help them? | We must (keep our oceans clean). | Turtles eat (jellyfish). | Dirty seas are dangerous to (turtles). | The rescue centre helps (sick) turtles.*

Materials CD2 | Paper and drawing materials (optional)

Warmer

- Ask *How many animals do we know in English?* Write down all pupils' suggestions on the board and then count them up to see how many animal words they know. Congratulate pupils on remembering so many. Then ask *Which of these animals are in danger?* Explain the concept of *in danger*. Pupils then look at the list on the board and identify any that they think are on the endangered species list.

Pupil's Book page 43

What does the sea turtle rescue centre do?

- Pupils identify the sea animal in the photo (a sea turtle). Then read the title of the appeal: *Save Our Sea Turtles*. Ask pupils *Are sea turtles in danger? (Yes, they are.)* Then explain that this sea turtle rescue centre wants to help turtles in danger.
- Ask *What does the sea turtle rescue centre do?* Pupils guess. Accept any answers and then say *Let's find out!*

17 Read and listen.

- Say *Read and listen*. Play the recording while pupils read along with the text. Make sure that pupils understand any new words.
- Check comprehension of the text with a few questions: *Do turtles need clean or dirty seas? (Clean seas.) Do turtles eat animals or plants? (Both.) Do birds eat their eggs? (Yes, they do.) Where do the rescue centre help sick turtles? (In their animal hospital.) Do they put healthy turtles back in the sea? (Yes, they do.)*

CD2:14 : see Pupil's Book page 43

18 Read again and answer the questions.

- Say *Now read again and answer the questions*. Pupils answer the questions, referring back to the text in activity 17.
- Check the activity by asking pairs of pupils to say the questions and answers.

Key: 1 No, they aren't. 2 They eat jellyfish, crabs, other sea animals and plants. 3 They lay their eggs in nests on the beach. 4 They help sick turtles. 5 Turtles are happiest in the sea.

Think of a sea animal.

- Say *Now it's your turn. Think of a sea animal*. Pupils choose a sea animal and find out where it lives, what it eats and if it is in danger. They can find out the information from books or school computers. Alternatively, they can put together this information from knowledge they already have.
- Pupils can then work in pairs, draw their sea animal and write about it in their notebooks. They can use the text in activity 17 as a model.
- Pupils can then present their descriptions of sea animals to the class and answer questions about them. Pupils listen and see if the information about the different sea animals is correct, according to their own knowledge.

Activity Book page 35

16 Make notes about a place you want to go to.

- Pupils complete the mind map with ideas for an exciting trip, similar to the one in Sara's blog on Activity Book page 34. They fill in the details with where they want to go, how they can get there, what they can see there, what they can do and another idea (e.g. what they can take or eat). Do an example mind map on the board first, if necessary. Pupils can work individually, in pairs or in small groups on this activity.

Key: Answers will vary

17 Write a blog and draw a picture.

- Pupils write their own blog post about the trip they've planned in the space provided. They use the information from their mind map in activity 16 and Sara's blog on Activity Book page 34 to help them.
- Pupils can then read each other's blogs and see which trips sound the most interesting.


Ending the lesson

- Play the *Spelling game* (see page xvii), using words for sea and land animals.

Extra activities: see page TB115 (if time)

Skills: Reading and writing

Look below! What does the sea turtle rescue centre do?

17  Read and listen.

Save Our Sea Turtles

Turtles are one of the most beautiful animals in the sea, but they are also in danger. How can we help them?

We must keep our seas clean. Turtles eat jellyfish, crabs, other sea animals and plants. Dirty seas are dangerous to turtles and the food they eat.

We must protect turtle nests. Turtles lay their eggs in nests on the beach. Sometimes birds and other animals eat the eggs or baby turtles.

Sea Turtle Rescue Centre

The sea turtle rescue centre has safe beaches for turtles and their nests. They help sick turtles in their animal hospital. Then they put the healthy turtles back into the sea. Turtles are happiest in the sea.

18 Read again and answer the questions.

- 1 Are turtles dangerous?
- 2 How can we help turtles?
- 3 What do turtles eat?
- 4 Where do turtles lay their eggs?
- 5 What does the sea turtle rescue centre do?
- 6 Where are turtles happiest?

Your turn!

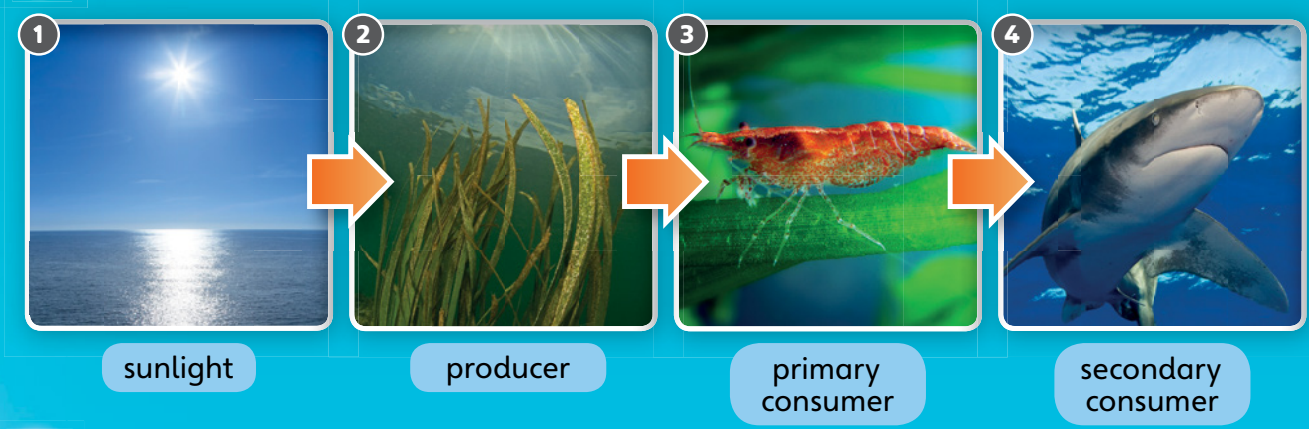
Think of a sea animal.
 Where does it live?
 What does it eat?
 Is it in danger?

Now write about it in your notebook.

What is an underwater food chain?



1 CD2 15 Listen and repeat.



2 Watch the video.

3 CD2 16 Read and listen.

Many plants and animals live underwater. How does an underwater food chain work? It needs sunlight, producers, primary consumers and secondary consumers.

Sunlight shines on the sea and some sunlight goes under the water. Plants use the sunlight to make, or produce, food inside their leaves. We call these plants producers.

Fish and other sea animals can't make their own food. They need to eat, or consume, plants and other fish. Some small sea animals or fish eat underwater plants. We call these fish primary consumers.

Then bigger sea animals or fish, like stingrays, eat smaller fish and other sea animals. They are called secondary consumers. Big secondary consumers like sharks eat animals like seals!

Guess! What!

Great white sharks can live for up to three months without food.

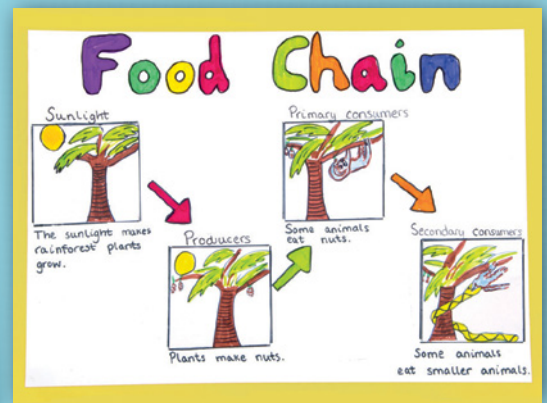
4 Answer the questions.

- 1 What helps plants to make food inside their leaves?
- 2 Are producers plants or animals?
- 3 What do we call fish that eat plants?
- 4 What do secondary consumers eat?

5 Which other food chains can you describe?

Project

6 Find out about another food chain. Draw a picture and write about it.



Lesson aims Pupils learn about the underwater food chain.

New language *underwater food chain, sunlight, producer, primary/secondary consumer*

Recycled language sea animals

Materials CD2 | DVD (optional) | English dictionaries (optional)

Warmer

- Ask *What do sea turtles eat?* Pupils remember from the previous lesson (*jellyfish, crabs, sea animals and plants*). Congratulate any pupils who remembered correctly.

Pupil's Book page 44

What is an underwater food chain?

- Ask *What animal can you see? (A fish.) What is it eating? (A sea plant.)*
- Then ask *What is an underwater food chain?* Demonstrate the answer with a simple food chain on the board. Draw a sea plant and ask *What eats the sea plant? (A fish.)* Then draw a simple side view of a fish with an open mouth about to eat the plant. Ask *What eats the fish?* Elicit an animal that eats fish, e.g. *A seal.* Draw a simple picture of a seal about to eat the fish. Then ask *What eats the seal?* Elicit a big predator, e.g. *A shark.* Draw a picture of a shark about to eat the seal.
- Then say *This is an underwater food chain: a fish eats a plant, a seal eats the fish and a shark eats the seal.*

Pupil's Book page 45

1 Listen and repeat.

- Say *Let's find out more about food chains!* Use the photos and say *Sunlight makes the plants grow. Small fish eat the plants. Big fish and animals eat the fish.*
- Play the recording, pausing for pupils to repeat. Explain: *Sunlight makes plants grow. Plants produce food inside their leaves. Fish eat plants. They are primary consumers. Primary consumers eat plants. Bigger fish and animals eat fish. They are secondary consumers. Secondary consumers eat fish and animals.*

CD2:15 : see Pupil's Book page 45

2 Watch the video.

- Play the video.
- If you don't have the video, write *plants, fish, squid, octopus, jellyfish, shellfish* on the board. Teach *squid* and *shellfish* and then ask what other sea animals eat: *Do seals eat jellyfish? (No, they don't.) What do seals eat? (Fish, octopus, squid and shellfish.) What do dolphins eat? (Fish and squid.) What do stingrays eat? (Shellfish.) What do octopus eat? (Crabs and shellfish.)*

Video 03 : see page TB123

3 Read and listen.

- Play the recording while pupils read the text. Then play the recording again, pausing for pupils to find and point to the correct photos in activity 1.
- Ask a few general comprehension questions, e.g. *Can plants make food? (Yes, they can.) Where do they make it? (Inside their leaves.) Can any other sea animals or fish make their own food? (No, they can't.) What do they need to eat? (Plants and other fish.)*

CD2:16 : see Pupil's Book page 45

4 Answer the questions.

- Pupils read and answer the questions about the text in activity 3. Pupils can work in pairs. Then check the activity by nominating pupils to ask and answer.

Key: 1 Sunlight. 2 Plants. 3 Primary consumers. 4 Smaller fish and other animals.

5 What other food chains can you describe?

- Pupils think of other food chains and describe them in pairs. Discuss ideas as a class.
- Pupils guess how long great white sharks can live for without food. They can then read the Guess What! fact (three months). Congratulate pupils who made the nearest guess.

Activity Book page 36

1 Read and complete the sentences.

- Pupils read and complete the sentences describing the underwater food chain.

Key: 1 sunlight 2 Plants 3 producers 4 consumers
5 secondary

2 Look, read and number the pictures.

- Pupils number the pictures in each food chain with the correct label number.

Key: 1 sun 2 grass 3 snail 4 snake
1 sun 2 flowers 3 butterfly 4 bird

3 Look at activity 2. Write the words.

- Pupils complete the sentences about the food chains in activity 2.

Key: 1 secondary consumers 2 producers 3 primary consumers 4 sunlight

Ending the lesson

- Play a game of *True or false?* (see page xvii), making sentences about the underwater food chain.

Extra activities: see page TB115 (if time)

Lesson aims Pupils find out about and draw a food chain. They can also complete the evaluation in the Activity Book.

Recycled language animals (land and sea) | Pupils revise all unit vocabulary and grammar in the evaluation.

Materials Reference books or access to class computers for pupils to research food chains (Alternatively, pupils' pictures and information brought in from home) | Paper, glue and drawing materials | Word cards (optional): see page TB105

Warmer

- Play a game of *Guess What!* (see page xv), using descriptions of animals, e.g. *This animal is from Africa. It's brown and yellow. It eats leaves. It's very tall. It's the tallest land animal in the world. (It's a giraffe.)*

Pupil's Book page 45

6 Find out about another food chain. Draw a picture and write about it.

- Say *Let's find out about another food chain!* Pupils look at the example food chain from the rainforest. Point out how the story has four numbered boxes, and read the labels showing how the food chain works: *1 The sunlight makes rainforest plants grow. 2 Plants make nuts. 3 Some animals eat nuts. 4 Some animals eat smaller animals.* Teach/revise *sloth* and *snake* if necessary. Then ask questions about the food chain: *Which is the producer? (The plant with nuts.) Which is the primary consumer? (The sloth – it eats nuts.) Which is the secondary consumer? (The snake – it eats the sloth.)*
- Then say *Now let's draw and write about another food chain!* Divide pupils into groups and allow them to work with books or class computers to choose and research a food chain from a different environment. Give them ideas if necessary (e.g. another rainforest food chain with different plants and animals, a desert food chain, an African animal food chain, an Arctic food chain, a food chain with animals from their own country). They will need to find out and note down similar information, as in the example food chain illustrated in activity 6 – sunlight creating a producer of food, then a primary consumer, followed by a secondary consumer. (Alternatively, pupils can find out this information at home before the lesson and just share it with their group in this stage of the activity.)
- Pupils then work together, producing their illustrated food chain. If pupils have access to class computers, they can produce this food chain on the computer, copying and pasting digital pictures of their chosen animal group at work and then labelling them with text boxes.
- If pupils don't have computers, they can produce their food chain by drawing or cutting out pictures, sticking them onto the paper and writing the information about them. Give each group a piece of paper and glue.

- Pupils present their completed food chains to the class. This can be done using their digital file, on the interactive whiteboard, or by presenting and describing their paper story poster to the class.
- The completed food chain can then be displayed in the classroom, or kept in display or digital folders of pupils' work.

Activity Book page 37 – Evaluation

1 Read and complete.

- Pupils complete the text with names of the sea animals they can see in the picture.

Key: 1 turtles 2 sharks 3 jellyfish 4 seals 5 Whales

2 Look at activity 1. Put the words in order and write the answers.

- Pupils order the words to make questions. They then answer them using the information from activity 1.

Key: 1 Which are the oldest sea animals? turtles
2 Which are the most dangerous sea animals? box jellyfish
3 Which are the biggest sea animals? whales
4 Which does Tina think are the most beautiful sea animals? whales

3 Complete the sentences about this unit.

- Pupils read the list of learning points that have been covered in Unit 3. They tick the box next to each thing they can now do and put a cross in the box next to anything they are still unsure about. Make a note of any areas pupils have found difficult for further revision work.
- Pupils then choose the part of the unit they found the most interesting and write it down. They can compare this choice with those made by other pupils.

Ending the lesson

- Pupils repeat their favourite activity from the unit.

Extra activities: see page TB115 (if time)