

OBJECTIVES: By the end of the lesson, pupils will be able to talk about past experiences and will have reviewed words to describe the sea.

● **TARGET LANGUAGE**

Key language: present perfect with *for, since, still*; *rescue, dolphin, think of, blanket, the sea*

Revision: sea creatures

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box Teacher's Resource Book 6 Unit 5*

Reinforcement worksheet 1 (page 44)

Warmer

- Say, e.g. *I'm thinking of an animal. It's a mammal. It hasn't got legs, but it's got a tail. It lives in groups. These animals are very good swimmers. Sometimes they save people from the sea. Pupils guess (dolphin). Elicit some other sea creatures.*

PB46. SHOW WHAT YOU KNOW! *What sea words can you remember?*

- Write *The sea* on the board. Say *Show what you know ... about the sea*. Write one or two creatures which came up in the Warmer, e.g. *whale*, to start the mind map, but remind pupils it can be other things, e.g. *beach* or *sand*. Brainstorm in two minutes other sea words. Pupils copy the mind map.

PB46. ACTIVITY 1. *Listen and tick (✓) the sea words you hear.*

- Tell pupils to open their Pupil's Books at page 46. Focus them on the title of the unit. Focus pupils on the Activity 1 pictures. Elicit the names of the characters, where they are and which sea creature they can see (dolphin). Pre-teach *rescue*. Remind pupils they do the same as for the Show what you know in the previous units.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class. Elicit what happened to the dolphin in the end (they rescued it).

CD 2, 26

SHARI: Have you thought of anything for our ezine this month?

DAN: No, nothing.

ALVIN: We've talked about ideas for three days and we still haven't chosen a project.

DAN: Let's not talk about that now. Let's enjoy our day at the beach.

DAN: Is that a whale?

ALVIN: Excuse me, what's happening over there?

WOMAN: They've found a dolphin on the beach. The rescue people have been here since ten o'clock. They think it's lost its mother.

DAN: So what have the rescue people done to help it?

WOMAN: Look, they've moved it onto that big cloth like a blanket and they've put water on it because it mustn't get dry.

ALVIN: I've never seen a dolphin before. Has it been on the sand for a long time?

MAN: Yes, it has. It's been here for about three hours.

DAN: Has it eaten anything?

MAN: No, it hasn't.

SHARI: But look what the rescue people are doing now!

SHARI: Miss Jones, look! They've pulled the dolphin back out to sea.

DAN: Phew. They've rescued it.

MISS JONES: That's good. How exciting!

ALVIN: Yes ... now we've got something to write about for our ezine. Sea life!

DAN AND SHARI: Yeah!

PB46. ACTIVITY 2. *Listen again and answer the questions.*

- Focus pupils on the questions. Read them before playing the CD and check understanding (but don't explain the grammar at this stage). Play the CD again. Pupils write the answers. They check in pairs. Play the CD again. Write the answers on the board.

Key: 2 A dolphin. 3 Since ten o'clock. 4 Its mother. 5 Alvin. 6 No. 7 They've moved it onto a big cloth and they've put water on it. 8 For three hours.

CD 2, 27

Presentation

- Write the three sentences from the Look box on the board. Draw attention to the phrases with *for* and *since*. Elicit that one is a period of time (*for*) and one is a point in time (*since*). Give other examples for *for* and *since* and draw a timeline if appropriate. Focus on the sentence with *still* and check understanding.

PB46. ACTIVITY 3. *Read and match.*

- Focus pupils on Activity 3. Pupils do the activity in pairs. Play the CD again. Pupils write the complete sentences.

Key: 1 d, 2 a, 3 e, 4 c, 5 f, 6 b

AB46. ACTIVITY 1. *Read and choose the right words.*

- Focus pupils on the Look again box before they do the activities.

Key: 2 Saturday, 3 still, 4 have, 5 for

AB46. ACTIVITY 2. *Complete the sentences with 'for' or 'since'.*

Key: 2 for, 3 since, 4 for, 5 since

AB46. ACTIVITY 3. *Look at the code (a = _). Write the secret message.*

Key: I've seen a dolphin but I haven't seen a shark or a whale.

AB46. ACTIVITY 4. *Write a message in code in your notebook.*

Key: Pupils' own answers

Extra activities: see page T124 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 43 and 44).

Ending the lesson

- Pupils swap secret messages.

OBJECTIVES: By the end of the lesson, pupils will have had further practice using the present perfect with *for*, *since* and *still* and sung a song.

● **TARGET LANGUAGE**

Key language: the present perfect with *for*, *since*, *still*; past participles of known verbs

Additional language: *one of the best days I've ever had, all I need to know*

Revision: the sea, *mermaid*, food

● **MATERIALS REQUIRED**

Extra activity 1: Ten statements about your life from your lifeline, five of them true and five false

Extra activity 2: 20 time expressions written clearly on cards (for display on the board), ten used with *for* and ten used with *since*, e.g. *five minutes, Friday*.

Optional: *Kid's Box Teacher's Resource Book 6 Unit 5 Song worksheet (page 48)*

Warmer

- Review use of *for*, *since* and *still* by asking questions around the class, e.g. *How long have you been at this school? How long have I been your teacher? When did you arrive here today? How long have you been here? Have we finished this book?*

PB47. ACTIVITY 4. Read and look at the pictures. Tick (✓) the things that he has done.

- Before pupils open their books, do a quick oral brainstorm of sea words. Say e.g. *sand*. Pupils add others.
- Tell pupils to open their Pupil's Books at page 47 and look at the pictures. Elicit sea words they didn't say earlier. Focus them on the instructions and check pupils know what to do. Do the example first: elicit what's in the ticked picture and the line in the text which describes this: *I've picked up stones and shells from the sea*. Pupils work in pairs, using the pictures to guide them. They underline words they don't know. They compare their answers with another pair.

Key: 3 ✓, 4 ✓, 6 ✓, 7 ✓, 10 ✓, 11 ✓

PB47. ACTIVITY 5. Listen and sing the song.

- Tell pupils to listen. Play the CD. Hold your book up and work around the pictures, eliciting which he has done and which he hasn't done. At the end, elicit the sentence for each picture. Check understanding.
- Play the song line by line and then verse by verse for pupils to repeat. Then play it again for them all to sing along.

CD 2, 28

As in Pupil's Book

CD 2, 29

Now sing the song again. (Karaoke version)

PB47. ACTIVITY 6. Ask and answer.

- Focus pupils on the Activity 6 examples. Ask pupils to take turns to read these questions and answers aloud. Make sure they realise the questions are about the boy in the song. Continue the activity in open pairs. When pupils seem confident, make closed pairs. Pupils ask and answer. Monitor and correct / support.

PB47. ACTIVITY 7. Look at Michael's lifeline. Make ten sentences about his life: five with 'since' and five with 'for'.

- Focus on the 'lifeline' and check pupils understand how it works. Elicit information about Michael to check. Focus on the activity instructions and the example. Elicit another example with *for*. Pupils work in pairs and make eight more sentences about Michael. Check with the class. Pupils write the sentences.

Key: Note: The number represented by X will depend which year it is when your pupils are doing this activity.

- 1 Michael has had a sister for X years.
- 2 Michael has lived in Manchester since 2006. Michael has lived in Manchester for X years.
- 3 Michael has gone to Queen Street School since 2012. Michael has gone to Queen Street School for X years.
- 4 Michael has played tennis since 2014. Michael has played tennis for X years.
- 5 Michael has studied French since 2015. Michael has studied French for X years.

PB47. ACTIVITY 8. Draw and write your lifeline. Talk about it with a friend.

- Focus pupils on the example. Write some key dates on the board, e.g. the year pupils were born / the year they started school. Tell pupils to add key dates of their own, e.g. when a brother was born, when they learnt to swim. Pupils draw their own lifelines. Monitor and make suggestions.

AB47. ACTIVITY 5. Find and write four sentences.

Key: He's loved Maths since he started school. I've liked fishing for nine months. They've lived in that flat for five years. We've been in this lesson since three o'clock.

AB47. ACTIVITY 6. Write sentences about you with 'for' or 'since'.

Key: Pupils' own answers

AB47. ACTIVITY 7. Use the ideas in Activity 6 to write questions to ask your friend.

Key: Pupils' own answers

AB47. ACTIVITY 8. Read and complete the table.

Key:

	Got on the bus?	Going to get off the bus?	How long on the bus in total?
Peter	11.50	12.02	For 12 minutes
David	11.58	12.11	For 13 minutes
Helen	11.56	12.04	For 8 minutes
Emma	11.56	12.04	For 8 minutes

Extra activities: see page T124 (if time)

Optional activity

- Unit 5 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 43 and 48).

Ending the lesson

- Sing the song again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about different sea creatures.

● **TARGET LANGUAGE**

Key language: sea creatures, seal, turtle, mammal, crab, lobster, coral, jellyfish, octopus, squid, reef, brain

Additional language: zooplankton

Revision: animal body parts, measurements, numbers

● **MATERIALS REQUIRED**

Photocopiable 5 (see page T115), one copy for each pair of pupils

Optional: *Kid's Box Teacher's Resource Book 6 Unit 5*

Reinforcement worksheet 2 (page 45)

Warmer

- Ask pupils how much of the surface of the Earth, as a percentage, is covered by water. Invite them to guess, giving them clues as they do so, e.g. *No, you're very cold* (if they are a long way out), *Warmer* (if they're getting closer) and so on. Finally tell them the answer if they can't guess (71%). Tell them they're going to read about some of the sea creatures that live in the seas and the oceans.

PB48. ACTIVITY 9. *Read and think. Which is the smallest animal in the photos?*

- Tell pupils to open their Pupil's Books at page 48. Focus them on Activity 9 and on the activity instructions. Ask a pupil to read them aloud. Elicit that this is the webpage for *Kid's Box* ezine. Focus pupils on the introduction to the texts and read this to the class. Make sure they notice the key vocabulary at the bottom of the text. They read the texts silently to find the answer to the question. Discuss the answer with the class, eliciting where they found the information. Check comprehension by asking pupils to read each text aloud around the class. Encourage them to work out the meanings of the new words for themselves, using the pictures. Ask pupils which of these sea creatures they knew about before.

Key: Coral

PB48. ACTIVITY 10. *Listen. Repeat the word and say the letter.*

- Focus pupils on the Activity 10 instructions. Play the example to check pupils know what to do. Play the rest of the CD. Pupils repeat the word in chorus and then write the letter in their notebooks the first time they listen. Play the CD again. Pupils repeat the word and say the letter.

Key: 2 Squid. That's 'g'. 3 Coral. That's 'd'. 4 Crab. That's 'b'. 5 Jellyfish. That's 'e'. 6 Seal. That's 'a'. 7 Octopus. That's 'f'.

CD 2, 30

1 lobster, 2 squid, 3 coral, 4 crab, 5 jellyfish, 6 seal, 7 octopus

PB48. ACTIVITY 11. *Read again and answer.*

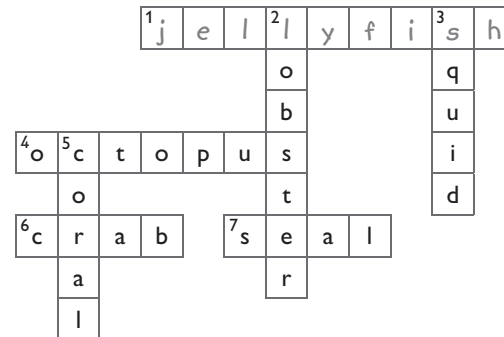
- Focus pupils on the Activity 11 instruction. Check they know what to do. They work in pairs, re-reading the text to answer the questions. They write the answers in their notebooks. Check with the class. Elicit which fact surprised them most about the animals.

Key: 1 Seals are mammals. 2 The blue-ringed octopus is very dangerous. 3 Because lots of other sea animals live there. 4 A crab is round. 5 The giant squid has the biggest eyes. 6 Jellyfish can be 61 metres long.

Photocopiable 5 (see pages T108 and T115)

AB48. ACTIVITY 9. *Complete the crossword.*

Key:



AB48. ACTIVITY 10. *Write the words.*

Key: 2 octopus, 3 jellyfish, 4 ocean, 5 crab, 6 seal, 7 coral, 8 lobster

AB48. ACTIVITY 11. *Read the text. Write the words.*

Key: 2 fish, 3 seals, 4 squid, 5 octopus, 6 Crabs, 7 money, 8 lobsters

Extra activity: see page T124 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 43 and 45).

Ending the lesson

- Call out some of the creatures from the Pupil's Book Activity 9 reading. Pupils say what is amazing about them, e.g. *Blue-ringed octopus / very small but very dangerous*.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with the present perfect with *for*, *since* and *still* and the vocabulary for sea creatures.

● TARGET LANGUAGE

Key language: sea creatures, present perfect with *for*, *since* and *still*; comparative adjectives, *aquarium*, *tank*, *clownfish*, *parrotfish*

Additional language: *Great Barrier Reef*, *I'm the only person who ...*

● MATERIALS REQUIRED

Warmer: The 20 time expressions from Extra activity 2 for Pupil's Book page 47. If not used then, write 20 time expressions clearly on cards (for display on the board), ten used with *for* and ten used with *since*, e.g. *five minutes*, *Friday*.
Extra activity 2: A large sheet of paper for each group of four, coloured pencils, the internet, printers
Optional: *Kid's Box Teacher's Resource Book 6* Unit 5 Extension worksheet 1 and / or Extension worksheet 2 (pages 46 and 47)

Warmer

- Stick the 20 time expressions on the board (or on a wall). Call out, e.g. *for*. Pupils put their hands up to match it with an expression, e.g. *for three weeks*. The pupil who chooses a correct expression comes and takes it off the board. Continue until pupils have taken all the expressions.

PB49. ACTIVITY 12. Correct the sentences.

- Tell pupils to open their Pupil's Books at page 49. Focus them on Activity 12. Do the first as an example. Pupils correct the others individually, then check in pairs. Check with the class.

Key: 1 *since* *for*, 2 *lived* *have lived*, 3 *found* *found*, 4 *since* *for*, 5 *hasn't* *haven't*, 6 *swimmed* *swum*

PB49. ACTIVITY 13. Listen and write a letter in each box. [YLE]

- Focus pupils on the instruction. Ask a pupil to read the question and others to read the names and identify the sea creatures. Play the CD. Pupils listen and write the letters. They check in pairs. Play the CD again. Check with the class.

Key: Sarah D, Helen F, Richard G, David E, Emma C

CD 2, 31

What is each person's favourite thing at the aquarium?

GIRL: Have you been to the aquarium in town, Mr Pepper?

MR PEPPER: Yes, I have. My wife and children love looking at fish and sea animals, and we're going to go again next week. I enjoy it too.

GIRL: What do you want to see?

MR PEPPER: Well, we all like looking at different things. I really like going to see the crabs. I know it's not usual, but I like the way they walk and sit between the rocks. I'm the only person in my family who likes them, though.

GIRL: What do the others want to see?

MR PEPPER: Well, my youngest daughter, Emma, loves the seals. There's a show and they give them fish to eat. That's where she goes first.

GIRL: What about your boys?

MR PEPPER: Well, the oldest boy, Richard, likes the squid. It's not a giant squid, but it's one of the biggest sea creatures in this aquarium. That's his favourite.

GIRL: And what about your other son?

MR PEPPER: Well, my younger son, David, likes the jellyfish. There's one which is very dangerous, but it's really beautiful to watch. That's David's favourite.

GIRL: And your wife?

MR PEPPER: Sarah likes the things that look beautiful. Her favourite is the coral. There's a tank with coral and tropical fish which have lots of different colours.

GIRL: Does your older daughter like the coral too?

MR PEPPER: Helen? No, she thinks it's boring! There's a very big octopus which she likes.

GIRL: Well, there are lots of things to see. I hope you enjoy it.

MR PEPPER: Thank you very much.

PB49. ACTIVITY 14. Read the text and write the missing words. Write one word on each line. [YLE]

- Focus pupils on Activity 14. Check they know what to do. Do the example with the class. Pupils work individually to complete the text. They check in pairs. Check with the class. Discuss with pupils how they know which type of word to use each time. Ask comprehension questions.

Key: 2 creatures / animals, 3 fish, 4 in, 5 are, 6 to

PB49. ACTIVITY 15. Play the game.

- Focus on the picture and tell pupils they are going to play a game. Pupils line up in four lines facing the board. Whisper a sentence to the first person in each line. They whisper it to the second pupil who whispers it to the third and so on to the end of the line. The last person writes it on a piece of paper. Repeat, but move the pupil at the front of the line to the back.
- Possible sentences: *An octopus has eight legs. Lobsters have a shell and two claws. Jellyfish eat small fish.*

AB49. ACTIVITY 12. Circle twelve words. Which two are different? Why?

Key: dangerous, strong, great, turtle, excited, dolphin, nice, exciting, good, dirty
Turtle and dolphin are different. They are nouns.

AB49. ACTIVITY 13. Compare these sea animals. Use adjectives from Activity 12 and your own ideas.

Key: Pupils' own answers

AB49. ACTIVITY 14. Read and colour and write.

AB49. ACTIVITY 15. Read and match.

Key: 2e, 3d, 4c, 5a

Extra activities: see page T124 (if time)

Optional activity

- Unit 5 Extension worksheet 1 and / or Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 43, 46 and 47).

Ending the lesson

- Say numbers from Pupil's Book Activity 12, e.g. *For 2,000 years ...* Pupils complete without looking.

OBJECTIVES: By the end of the lesson, pupils will have practised stressing syllables in order to pronounce words correctly. They will also have completed a communication activity.

● **TARGET LANGUAGE**

Key language: words with different stress patterns, *syllable*, *stress*, *seahorse*

Revision: infinitive / past simple / past participle, *Have you ever ... ?*, sea creatures

● **MATERIALS REQUIRED**

Reference materials / the internet

Extra activity 1: The words from Activity Book Activity 16, written on separate pieces of paper (one set of words per pair of pupils)

Optional: *Kid's Box Teacher's Resource Book 6 Unit 5 Topic worksheet (page 49)*

Warmer

- Write the phrase *below the window* on the board. Check comprehension. Say the phrase, making sure you stress the second syllable in *below* and the first syllable in *window*. Pupils repeat. Say the words with the stress in the wrong place. Ask pupils if it is easy to understand. Explain that in English it is important to stress the correct syllables in words and sentences, otherwise you can be misunderstood. Remind pupils of the meaning of *syllable* and ask them how many syllables there are in *below* and *window*. Ask them which syllable is stressed in each word and underline them on the board (*below* the *window*). Tell them they will be practising using stress correctly in today's pronunciation activity.

PB50. ACTIVITY 16. Focus on phonics.

- Tell pupils to open their Pupil's Books at page 50. Focus them on Activity 16 and on the instruction. Elicit / tell the class this activity is about stressing different syllables. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils put the stress on the correct syllables. Pupils practise the rhyme in pairs. Encourage them to clap when they say the stressed syllables in the rhyme.

Note: You may want to point out that the unstressed vowels in a word are often pronounced as a schwa (/ə/), e.g. in *bottle* and *again* in the rhyme.

CD 2, 32

As in Pupil's Book

PB50. ACTIVITY 17. Ask and answer.

- Focus pupils on the Activity 17 questionnaire. Ask a pupil to read the first question and another to answer it (using a short answer). Elicit the other full questions from different pupils. Pupils copy the questionnaire into their notebooks, writing the full question each time. They leave space to write the names of two different friends who answer the questions. They do a mingling activity, asking each question of at least two different people. They write the name and then *Yes* or *No*. Elicit answers from the class by asking a pupil to tell you what he / she found out about one of his / her friends. They say a complete sentence, e.g. *Juan has eaten lobster*.

PB50. ACTIVITY 18. Write eight more questions for your friend to answer. Use the questionnaire to help you.

- Focus pupils on the Activity 18 instructions. Brainstorm some ideas for other questions onto the board, e.g. *visited an aquarium, swum with a dolphin, seen a jellyfish*. Pupils write their questions individually in their notebooks. Monitor and check. They leave a line under each question for their friend to write an answer. Pupils swap notebooks with a new partner and write answers to each other's questions.

PB50. Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 2, 33

As in Pupil's Book

AB50. ACTIVITY 16. Write the words in the columns.

- Tell pupils to open their Activity Book at page 50. Check they know the meaning of all the words in the box. Copy the dots from the column headings on the board and make sure pupils realise that the large dots represent stressed syllables and the small dots unstressed syllables. Point out the example answer in the first column. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.

AB50. ACTIVITY 17. Listen, check and say.

- Play the CD for pupils to listen and check. They compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key: See audioscript

CD 2, 34

1. waited, eaten, coral
2. enough, between, about
3. waterfall, cinema, octopus
4. invited, important, explorer
5. understand, magazine, engineer

AB50. ACTIVITY 18. Read and complete the factfile.

- Before pupils do the activity, focus them on the Write it right box and discuss the features of a report in turn. Write the structure: *Introduction – Body – Conclusion* on the board to remind them.

Key: Different kinds: 32

Where: different parts of the world

How move: swim slowly

Food: small fish and krill

Interesting fact: pupils' own choice from the text

AB50. ACTIVITY 19. Make a sea animal factfile in your notebook. Write a report.

Key: Pupils' own answers

Extra activities: see page T124 (if time)

Optional activity

- Unit 5 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 43 and 49).

Ending the lesson

- Do the chant again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story, *quicksand*, *universe*

Additional language: *Good one, Dad!*

Revision: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box Interactive DVD 6: The computer room*

'Escape from the caves'

Warmer

- Review the previous episode of the story with Pupil's Books closed. Ask pupils, e.g. where Diggory and Emily were, who Richard Tricker was, and what happened to Iyam at the end.

PB51. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 51. Focus them on the first frame of the story. Teach *quicksand*. Set the gist questions: *Who goes into the cave? What does Iyam hope to find there? What creature does Diggory say Iyam is like?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Diggory, Emily and Iyam; Aztec gold, A turtle). Play the CD again. Pupils listen and read. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *Who's got the torch? When did Diggory hear about the caves? How long has the gold been there? What was more important to the Aztecs than gold?* Check pupils understand other key vocabulary.

CD 2, 35

As in Pupil's Book

AB51. ACTIVITY 20. Read and answer.

Key: 2 Quetzalcoatl got his long, green feathers there. 3 He has seen a turtle's shell. 4 Because he's hard and strong on the outside and soft and weak on the inside. 5 No, it wasn't. 6 He's going to destroy the place where they are.

AB51. ACTIVITY 21. Write sentences from the story.

Key: 2 I've found a torch. 3 I've known about these caves since 1971. 4 This is the place where their gods made the Sun, the Moon and the universe. 5 There's been gold here for hundreds of years. 6 Richard's using my mobile to follow us.

AB51. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 for; 3 Ocean; 4 coral; 5 three, end; 6 colour

AB51. CAN DO.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about things that have happened, using *for* and *since*. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about sea animals. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the reports they wrote about a sea animal.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T125 (if time)

Optional activity

- 'Escape from the caves' episode from *Kid's Box Interactive DVD 6 (The computer room section)*. See page 34 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about food chains and food webs and made their own food chain.

● **TARGET LANGUAGE**

Key language: *food chain, plant plankton, animal plankton, producer, consumer, habitat, baleen whale, predator, prey, beluga whale*

Additional language: *phytoplankton, zooplankton*

Revision: *animals, energy, nature, polar bear*

● **MATERIALS REQUIRED**

Extra activity 2: Reference materials on animals and their habitats to prepare for the project in the following lesson.

Warmer

- Write the following on the board: *Who eats who or what? Flies, fish, birds. Sheep, grass, human beings.* Discuss pupils' ideas and introduce the concept of the food chain. Write it on the board. Pre-teach *predator* and *prey*. Ask them to name other food chains they can think of.

PB52. FACT

- Tell pupils to open their Pupil's Books at page 52. Focus them on the top of the page. Ask a pupil to read the fact to the class. Remind them of the activity in a previous lesson where they learnt about the percentage of the Earth which is covered in ocean (71%). Check understanding of *habitat*.

PB52. ACTIVITY 1. Read and answer.

- Focus pupils on the Antarctic food chain shown in the photos and discuss with them how it works with reference to the Warmer.
- Focus pupils on the text and on the questions. Ask different pupils to read the questions aloud for the class. Check understanding of key vocabulary. Pupils read the text quickly and silently to find the answers. They discuss their answers in pairs. Check answers as a class and discuss question 4 in detail. Elicit some of the ideas for food chains onto the board. Discuss as a class. Check understanding of key concepts in the text: *consumer, producer, top predator*.

Key: 1 A green plant. 2 Sharks. Pupils' own answer. 3 Predator: whale; prey: krill. 4 Pupils' own answers

PB52. ACTIVITY 2. Find these words.

- Focus pupils on the Activity 2 instruction and on the text in the box. They look back in the reading text and fill in the gaps in pairs. Check with the class.

Key: 1 phytoplankton, 2 producer, 3 consumer, 4 predator

AB52. ACTIVITY 1. Read and label the pictures.

Key: 2 polar bear, 3 seal, 4 fish, 5 zooplankton

AB52. ACTIVITY 2. Draw and write the food chain for the text in Activity 1.

Key: 2 zooplankton, 3 fish, 4 seal, 5 polar bear

AB52. ACTIVITY 3. Think about your meals. Answer the questions.

Key: Pupils' own answers

AB52. ACTIVITY 4. Read and choose the right words.

Key: 1 snakes, 2 lizards, 3 insects, 4 plants
plants → insects → lizards → snakes

Extra activities: see page T125 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have learnt more about food chains and food webs and completed a project.

● **TARGET LANGUAGE**

Key language: sea creatures, food webs, *diagram*, *complicated*, *killer whale*, *blue whale*

Additional language: *are joined together*

Revision: animals, food chains

● **MATERIALS REQUIRED**

Project: Reference materials on animals and their habitats / access to the internet, large sheets of paper

Warmer

- Review what pupils remember about food chains from the previous lesson. Elicit one or two food chains as examples.

PB53. ACTIVITY 3. Listen and complete the ocean food web.

- Tell pupils to open their Pupil's Books at page 53. Focus them on the text at the top of the page (Food webs) and ask a pupil to read it aloud. Check understanding of how food webs and food chains differ.
- Focus pupils on the Activity 3 picture and elicit what all the animals are. Check pupils have read the activity instruction and know what to do. Make sure they realise the labels represent missing creatures (which are not pictured in the diagram). Play the CD. Pupils listen and complete the food web. They check in pairs. Play the CD again. Check with the class. Check understanding of vocabulary, e.g. *blue whale*, *killer whale*.

Key: 1 blue whale, 2 squid, 3 fish, 4 phytoplankton

CD 2, 36

PRESENTER: And joining me today is Bella Rigging to talk to us about food chains. Now, in your book, I've seen this very complicated diagram of ... an ocean food web? Could you explain this for us?

BELLA RIGGING: Yes, of course. An ocean food web is when you join a number of different food chains together.

PRESENTER: Ah, so this diagram is a complete ocean web of food chains?

BELLA RIGGING: Well, not exactly, because a complete ocean food web is very complicated. There are so many things in the sea!

PRESENTER: I see. So where do we start at the bottom of the web?

BELLA RIGGING: At the bottom, we've got phytoplankton – that's plant plankton. This is the producer in the chain. It's the smallest plant life in the ocean.

PRESENTER: And how many different life forms eat plant plankton?

BELLA RIGGING: Well, there are a lot, but on this web there are two. They're krill and zooplankton.

PRESENTER: Right, now zooplankton. In this web there are ... three things which eat zooplankton, aren't there?

BELLA RIGGING: That's right. The first, and smallest, is krill ... here ... The biggest is the blue whale ... up here on the right ... And then there are fish.

PRESENTER: Ah, yes. So fish are right here in the middle of the web.

BELLA RIGGING: Yes, they are. There are a lot of different fish in an ocean food web and we can't show them all.

PRESENTER: Now, which animals eat krill?

BELLA RIGGING: There are five here, but really there are a lot more. From the left of the krill, we have the baleen whale, at the top on the left, then seals, fish, penguins and squid.

PRESENTER: Seals and squid? That's funny because seals eat squid too, don't they?

BELLA RIGGING: That's right. On this web, squid have three predators: seals, penguins and the killer whale at the top in the middle.

PRESENTER: Right. Well, thank you very much. This is all very interesting, and I look forward to reading more of your book.

PB53. ACTIVITY 4. *How many food chains can you make from this web? In pairs, draw diagrams like the Antarctic food chain on page 52.*

- Focus pupils on the Activity 4 instructions and check understanding. Look back at Pupil's Book page 52 with the class to remind them of how food chains work. Pupils work in pairs and think of at least four food chains from this web. They draw them in their notebooks. Make groups of eight (four pairs). Pupils compare and discuss their food chains.

PB53. PROJECT. Make a food web poster: Who eats what?

Note: If you didn't do Extra activity 2 in the previous lesson, pupils will have to do their project research in this lesson, before doing the project. Pupils work in groups of four to research a habitat, to find out which animals live there, what they eat and their position in the food chain.

- Focus pupils on the project and remind them of what they are going to produce in their groups (a poster). Read through the instructions aloud with the class. Check pupils understand what they have to do. Remind pupils to follow the instructions carefully. Monitor and help pupils as they are working. Check they write all the factfiles before putting them on the poster. Display posters around the class.

AB53. ACTIVITY 5. FLYERS Reading and Writing, Part 3 *Read the conversation and choose the best answer. Write a letter (A–E) for each answer. There is one example. [YLE]*

- Tell pupils to open their Activity Book at page 53. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the lines of dialogue and write the letter of the correct response. Monitor pupils as they work. Check with the class. Ask pupils how they worked out the correct answer.

Key: 1 D, 2 A, 3 E, 4 B

Extra activities: see page T125 (if time)

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.