

# 7

# Under the sea

## OBJECTIVES

### Reading

- Reading accuracy – Can identify the initial sound in simple words.

### Listening

- Listening comprehension – Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g., ‘Can you see ...?’).
- Listening comprehension – Can understand what people say they can and can’t do from simple sentences spoken slowly and clearly.

### Speaking

- Spoken production – Can give a relevant fact about an object or person.
- Spoken acts – Can ask about the identity of an object using a basic phrase (e.g., ‘Can you see ...?’).
- Spoken process and strategies – Can ask and answer simple questions in areas of immediate need or on very familiar topics.

### Writing

- Text development and written process – Can draw a picture of a new word they’ve heard to demonstrate understanding (before they can write it).

## KEY LANGUAGE

Key vocabulary	Phonics	STEAM	New language
crab fish jellyfish seahorse shark shell shrimp starfish	The sounds /i/ and /ʌ/ igloo insect instruments umbrella up	crab dissolve fish hard jellyfish lobster sea urchin shark shell shrimp turtle	Can you see a pink fish? Yes, I can. No, I can't. It's hot. It's cold. It's windy.

## PROJECT: MAKE A DIVING GAME

Students will make a diving game. They will think about different animals that live under the sea and find items to make their game, then make and decorate their game with sea animals. Finally, they will play their game with a partner by asking and answering about sea animals.

**Materials:** a plastic cup, a peg, string, scissors, glue, card, colouring pencils or crayons, a paintbrush, coloured paints, etc.

## EXPERIMENT LAB: ANIMALS WITH SHELLS

Students will learn about which animals have hard shells and why, then find out how we can dissolve shells.

**Materials:** seashells, transparent beakers or glasses, saltwater, clear vinegar

### Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

## CODING: TROUBLESHOOTING AND PATTERN RECOGNITION

- Students will learn how to search systematically for an error.
- Students will learn how to recognise different types of patterns, e.g., shape patterns, repeated sequence and growing patterns.

## MATHS

Students will review identifying shapes and counting from 1–10 using sea animals.

## VALUES AND SOCIAL-EMOTIONAL LEARNING: WEAR SUITABLE CLOTHES

Students will learn how to choose and wear suitable clothes depending on the weather and temperature.

## CREATIVE ACTIVITIES

### Make a fish tank. Ask and answer.

Students make a fish tank and discuss it in pairs.

### Act out the story in groups.

This feature occurs in each Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.

### Make a seaside fan. Play *Can you see?*

Students make a seaside fan to play a game.



# How can I make a diving game?

OPENER AND VOCABULARY

## 7 Under the sea

How can I make a diving game?

**1** Look at the picture. What can you see?

**2** Stick the animals on the picture.

**3** Listen, point and repeat.

**4** **SONG TIME** Listen and point. Then sing along and dance.

**5** Count the animals in the big picture. Then say.

**MATHS ZONE**

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seventy-five 75

### Lesson flow



#### LESSON OBJECTIVE

I will learn sea animal words.

#### KEY LANGUAGE

crab	jellyfish	shark	shrimp
fish	seahorse	shell	starfish

#### Warm up

- Review food and drink with students. Put the flashcards on the board, point to each one and elicit full sentences using *I like (salad)*. *I don't like (sandwiches)*.

- Show pictures of dirty lunchtime items to students and elicit sentences using *Wash the (plate)*. Repeat for wet lunchtime items using *Dry the (cup)*. Then ask students to point to and make sentences about the different lunchtime items with their partner.
- Monitor** Monitor students and provide support if needed. Take notes on any general issues with sentence structure, pronunciation and intonation.

#### CRITICAL THINKING

- Ask students *How can I make a diving game?* Explain that they will make a diving game as their final project, then ask in L1 what they need to be able to complete the project. Write ideas on the board (card, coloured paints, etc.).

- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for sea animals, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will learn sea animal words.*

- **Involve** Students will learn to sing a song with actions using sea animal words. The music and actions will help recall of the new vocabulary.

### COMMUNICATION

#### Presentation

#### 1 Look at the picture. What can you see?

- Ask students to look at the picture and share their ideas. Encourage them to use words they know, like *girl, boy, colours, numbers 1–10* and parts of the body.

### CRITICAL THINKING

#### Practice

#### 2 Stick the animals on the picture.

(Answers: Students stick the shark, the seahorse and the crab near the corresponding information signs.)

- Ask students to look at the picture and guess where the stickers can go. Write ideas on the board. Ask students questions in L1 to ensure understanding and encourage discussion around the reasons for students' guesses.
- Give students time to add their stickers to the picture.
- **Assist** Look back at the ideas on the board and discuss any similarities or differences with students in L1.
- Introduce the new vocabulary (*crab, seahorse, shark*) and encourage students to say the words.

#### Presentation

#### 3 067 Listen, point and repeat.

- Play audio 067. Students listen, point to the sea animals in the picture and repeat what they hear. They will say the word, spell it out in sound chunks, then say the word again.
- Point to the sea animals in the main picture and ask students *What's this?* (*shrimp*).

- **Challenge** Ask students to work with a partner. Students take turns to point to the sea animals and say the words out loud. Encourage them to spell the words out in sound chunks, too.

#### Song

#### 4 068 Listen and point. Then sing along and dance.

- Play audio 068. Ask students to listen and point to the sea animals they hear in the picture.
- Play the audio again. Ask students to sing along and show them the actions. You may need to repeat the song with actions a few times.

There are shrimps (*hands close together to show small*) And starfish (*arms and legs in a star shape*) Under the sea! (*arm bent to mime wave*) There are shells, (*hands close together*) There are crabs, (*hands to mime crab claws*) Come and see! (*hand gesture towards body*) Pink fish, grey fish, red fish, jellyfish, (*palms together to mime fish swimming*) There are fish under the sea. (*arm bent to mime wave*) Green fish, black fish, blue fish, starfish, (*palms together to mime fish swimming*) There are fish under the sea. (*arm bent to mime wave*) There are sharks (*palms joined behind head to mime shark fin*) And seahorses (*mime riding a horse*) Under the sea! (*arm bent to mime wave*) There are fish (*palms together to mime fish swimming*) And jellyfish, (*wobble body up and down*) Come and see! (*gesture towards body*)

### MATHS ZONE

#### Practice

#### 5 Count the animals in the big picture. Then say.

(Answers: 1 crab, 8 fish, 6 jellyfish, 9 shrimps, 5 shells, 4 starfish, 3 seahorses, 1 shark)

- Point to the first picture in the first row and ask students *What's this?* (*It's a crab*). Explain that students have to count and write the number of crabs in the main picture. Then they say using *There's (one crab)*. Students repeat for all the pictures. Then check answers as a class.
- **Assist** Point to the picture of the jellyfish and ask students *What shape does it look like?* (*semi-circle*). Then point to the jellyfish in the main picture and show them the semi-circle shape of the body and say *Count the jellyfish with me. (One, two, three, four, five, six jellyfish).*

#### Objective review

- Revisit the lesson objective. Say *Now I can use sea animal words.*
- **Involve** Encourage awareness of what students know by eliciting the new vocabulary and the actions, and having students point to pictures of them.

# Story lab

## ENJOYING A STORY



### Story lab

ENJOYING A STORY

**1** Listen to the story.

Can you see **teeth?**



**2** Circle the animals from the story. Check with your partner.



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I will listen to a story about sea animals.



**3** Make a fish tank. Ask and answer.

**4** Act out the story in groups. Use your fish tank.



seventy-seven 77

### Lesson flow



Warm up



Lesson objective



Pre-listening



Listening



Code Cracker  
Comprehension



Comprehension



Act out



Objective review

#### LESSON OBJECTIVE

I will listen to a story about sea animals.

#### KEY LANGUAGE

Can you see a pink fish?  
Yes, I can.  
No, I can't.

#### Warm up

- Ask students to stand up. Remind them of the actions for the song on page 75. Play audio 068 and ask students to sing along and do the actions.

- Monitor** Ask more confident students to stand at the front of the class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- Extra** Put the flashcards for sea animals on the board. Point to each picture and ask *What's this?* to elicit the words. Students work with a partner and take turns to point to the flashcards and say the words out loud.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will listen to a story about sea animals.*

- **Involve** Students will listen to a story about sea animals. They will use the information from the pictures and audio to understand the story.

### Pre-listening

- Before students open their Pupil's Books, explain that they will have one minute to look at the pictures in the story and try to remember all the animals they can see. Students look at the pictures in the story for one minute. After students close their book, ask them to put their hand up and elicit the animals in the story (*fish, starfish, seahorse, crab, Fluffy the dog*). Then ask *What animal doesn't live in the sea? (Fluffy the dog)*.

### Listening

#### 1 069 Listen to the story.

- Play audio 069 and ask students to listen and follow the story in their Pupil's Books.
- **Monitor** Ask questions to check understanding. Point to Lucy in Frame 4 and ask *What doesn't she like? (the big teeth)*. Point to Fluffy in Frame 5 and ask *Is it a shark? (No, it's Fluffy the dog)*. Point to the shell in Frame 7 and ask *What's the shell? (It's a crab)*.
- **Challenge** Ask students to close their Pupil's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

### Comprehension

## CODE CRACKER

#### 2 Circle the animals from the story. Check with your partner.

(Answers: Students circle the tropical pink fish, orange starfish, yellow seahorse and crab.)

- **Coding Syllabus:** Students will learn how to search systematically for an error.
- Ask students to look at the picture and circle the animals from the story. Remind them to look at the pictures in the story. Students ask and answer with their partner using *Can you see a pink fish in the story? (Yes, I can.) Can you see a blue fish in the story? (No, I can't)*. Then check answers with the class.

### CREATIVITY

#### Comprehension

#### 3 Make a fish tank. Ask and answer.

- **Materials:** paper plates, old CDs or DVDs, colouring pencils or crayons, coloured paper, scissors, glue, string, a small box or large piece of paper

- Students work with a partner to make a fish tank. They can use a box to make a model fish tank or a large piece of paper to make a poster. Give students paper plates or old CDs or DVDs and ask them to make fish or other sea animals from them. They can add coloured paper to make different shapes and draw and colour on them, too. Explain that they need to make the sea animals in the story so that they can use them when they act out the story.
- Students take turns to ask and answer with their partner about the sea animals in their fish tank using *Can you see a (red crab)? Yes, I can. No, I can't*.

### CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

#### Act out

#### 4 Act out the story in groups. Use your fish tank.

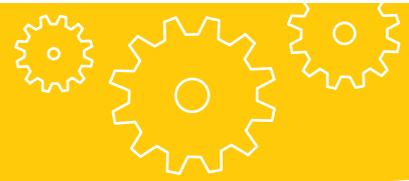
- Put students in pairs and ask them to decide who plays each character. Ensure students are happy to play the character they have picked. Remind them to use the fish tank they made.
- **Assist** Before students act out the story, ask them to discuss what happens in pairs and the lines in English. Encourage them to make up their own lines if they don't remember the exact wording. Then ask them to act it out with each student saying their character's lines.
- Ask each pair of students to practise individually before bringing them together to act out in front of the rest of the class. Encourage students to provide support and encouragement for each other. After each pair has acted out the story, tell them to clap or say *Well done!*
- **Differentiation** Put students in pairs of the same ability. Have less confident students practise acting out the story as it is, while more confident students make changes to the story. For example, they can change the ending, change what happens or extend the story.

#### Objective review

- Revisit the lesson objective. Say *Now I can understand a story about sea animals*.
- **Involve** Encourage awareness of what students can do by pointing to a frame in the story and eliciting a few words to describe what is happening.

# Sound lab

I AND U

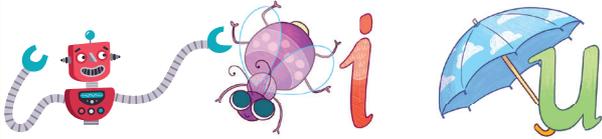


## Sound lab

I AND U

I will learn the *i* and *u* sounds.

**1** Listen, point and repeat.



**2** Listen, point and repeat. Circle the *u* sounds in blue and the *i* sounds in red.



**3** Play Sound fishing.



**4** Make a letter using shells. Say the sound.



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## Experiment lab

SCIENCE: ANIMALS WITH SHELLS

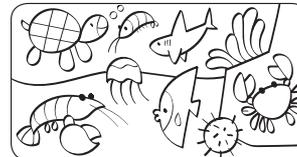
I will learn about animals with shells.

**1** Listen and tick the animals with shells.



Watch a video about turtles.

**2** Colour the animals with shells. Point and say.

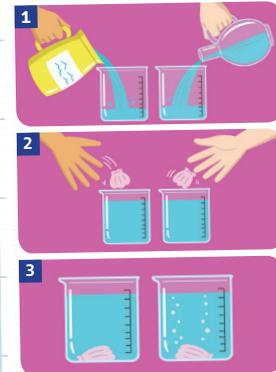


**3** Make a collage of sea and land animals with shells.



### EXPERIMENT TIME

Can I dissolve a shell?



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## Lesson flow



Warm up

Lesson objective

Presentation

Practice

Practice

Production

Objective review

### LESSON OBJECTIVE

I will learn the *i* and *u* sounds.

### KEY LANGUAGE

The sounds /i/ and /u/  
igloo  
insect  
instruments  
umbrella  
up

### Warm up

- Review the sounds from Units 1–6 with students. Put the flashcards for the sounds /k/ *cake*, /b/ *balloon*, /s/ *six*, /p/ *pink*, /t/ *table*, /d/ *door*, /æ/ *ant*, /f/ *fox*, /e/ *egg*, /l/ *lizard*, /dʒ/ *jam* and /j/ *yellow* on the board. Ask students *What's this?* (/k/ *cake*) as you point to each picture and elicit the sounds and the words.
- Ask students to work with a partner. They take turns to point to the pictures and say the sounds and the words.

- **Differentiation** Ask students to work with a partner. They take turns to choose a sound for the other student to say words beginning with that sound. Less confident pairs can say one or two words, while more confident pairs can say three or four words.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will learn the i and u sounds.*

- **Involve** Students will learn the sounds /ɪ/ and /ʌ/ through words that start with those sounds. They will learn to remember and recall the sounds through listening to and saying key words that start with those sounds.

#### Presentation

##### 1 070 Listen, point and repeat.

- Play audio 070. Ask students to listen quietly and point to the pictures in their Pupil's Books of the letters and words they hear.
- Play the audio again. Ask students to listen and repeat what they hear. Encourage them to emphasise the /ɪ/ and /ʌ/ sounds.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- **Extra** Divide the class into two groups and ask one group to say /ɪ/ four times and then *insect*, and then the other group to say /ʌ/ four times and then *umbrella*. Repeat several times, getting faster and faster. Swap so that both groups practise the different sounds.

#### Practice

##### 2 071 Listen, point and repeat. Circle the u sounds in blue and the i sounds in red.

(Answers: Students circle the umbrella and arrow pointing up in blue, and the insect, musical instruments and igloo in red.)

- Play audio 071. Ask students to listen, point and repeat what they hear. Encourage them to emphasise the /ɪ/ and /ʌ/ sounds.
- **Assist** Point to the first picture and elicit the word and initial sound (/ɪ/ *insect*). Repeat for the other pictures. Then ask students to point to and say the picture with the initial sound /ɪ/ (*insect*, *igloo* and *instruments*). Repeat for the initial sound /ʌ/.
- Ask students to circle the pictures with the initial /ʌ/ sounds in blue, and those with the initial /ɪ/ sounds in red. Then check answers as a class.

- **Challenge** Show students the flashcards for *fish*, *lizard*, *milk*, *cup*, *duck* and *lunch*, and ask them if they can hear the /ɪ/ and /ʌ/ sound in the middle of the words. Then ask them to say the sound /ɪ/ or /ʌ/ as you show them the flashcards. Give less confident students an opportunity to answer. Then ask students if they know any other words that have the /ɪ/ and /ʌ/ sounds.

#### COMMUNICATION

##### Practice

##### 3 Play Sound fishing.

- Find and fill a box with small pictures of an umbrella, an insect, an arrow pointing up, a group of musical instruments and an igloo. Attach a paperclip to each picture and ask students to take turns to use a simple fishing rod (a pencil with string and a magnet attached) to pick out one of the pictures. They have to say what it is and the initial sound, for example, *umbrella* /ʌ/.
- **Extra** Put students in groups and give them old magazines to cut out pictures of words that have the /ɪ/ and /ʌ/ sounds, for example, *fish*, *lizard*, *milk*, *cup*, *duck* and *lunch*. They put these in a box. Then give each group paperclips to put on the pictures and a simple fishing rod, and tell them to play *Sound fishing*. When they pick out the picture, they say what it is and the sound /ɪ/ or /ʌ/.

#### CREATIVITY

##### Production

##### 4 Make a letter using shells. Say the sound.

- Ask students to make the shapes of the letters from shells. They can use any type or shape of shell.
- Ask students to say out loud the sounds (/ɪ/ and /ʌ/) of the letters they make.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with identifying letter shapes.
- **Differentiation** Fast finishers can work with a partner and write a sequence of letters from shells. Then they can take turns to say the sounds of the letters in the sequence.

#### Objective review

- Revisit the lesson objective. Say *Now I know the i and u sounds.*
- **Involve** Encourage awareness of what students know by eliciting words with the /ɪ/ and /ʌ/ sounds.

# Experiment lab

SCIENCE: ANIMALS WITH SHELLS

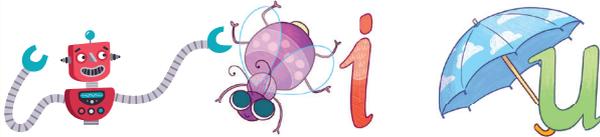


## Sound lab

I AND U

I will learn the i and u sounds.

**1** Listen, point and repeat.



**2** Listen, point and repeat. Circle the u sounds in blue and the i sounds in red.



**3** Play Sound fishing.



**4** Make a letter using shells. Say the sound.



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## Experiment lab

SCIENCE: ANIMALS WITH SHELLS

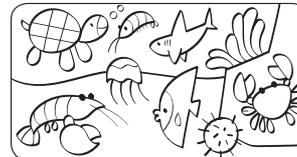
I will learn about animals with shells.

**1** Listen and tick the animals with shells.



Watch a video about turtles.

**2** Colour the animals with shells. Point and say.

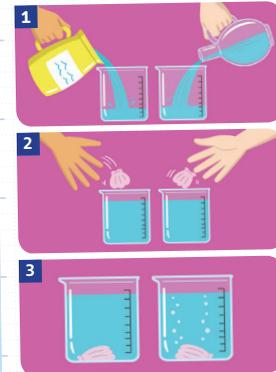


**3** Make a collage of sea and land animals with shells.



### EXPERIMENT TIME

Can I dissolve a shell?



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## Lesson flow



Warm up

Lesson objective

Video

Presentation

Practice

Production

Experiment time

Objective review

### LESSON OBJECTIVE

I will learn about animals with shells.

### KEY LANGUAGE

crab	hard	sea urchin	shrimp
dissolve	jellyfish	shark	turtle
fish	lobster	shell	

### Warm up

- Review sea animals with students. Put the flashcards on the board and ask students *What's this?* (*crab*) as you point to each picture and elicit the words.

- Ask students to work with a partner. They take turns to ask and answer about the pictures using *Can you see (a pink jellyfish)? Yes, I can. No, I can't.*
- Extra** Ask students to sit in a circle and give every other student a sea animals flashcard. Then ask them to say what's on their flashcard and pass it to the student on their left. If the student says the wrong word, they must leave the circle with the flashcard. Continue until there are no flashcards or only one student left.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about animals with shells.*

- **Involve** Students will learn about which animals have hard shells and why, then find out how we can dissolve shells.

### Video

#### Watch a video about turtles.

Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about turtles.

### Presentation

#### 1 072 Listen and tick the animals with shells.

(Answers: 1, 3, 4)

- Play audio 072. Ask students to listen quietly and point to the pictures in their Pupil's Books.
- Play the audio again and ask students to tick the animals with shells. Then check answers as a class.
- Put the flashcards on the board for *hard (shell)*, *lobster*, *sea urchin* and *turtle*. Point to each picture and say the words out loud, then ask students to repeat.
- Point to each of the flashcards in any order and ask students *What's this? (lobster)*.
- **Extra** Ask students to work with a partner. Students take turns to point to the pictures in their Pupil's Books and say the words out loud.

### CRITICAL THINKING

#### Practice

#### 2 Colour the animals with shells. Point and say.

(Answers: Students colour the lobster, shrimp, crab, turtle and sea urchin.)

- Point to the turtle in the picture and ask students *What's this? (It's a turtle.) Has it got a shell? (Yes, it's got a shell.)* Ask students to colour all the animals with shells. Then they can take turns with their partner to point to the sea animals and say *It's got a shell.* or *It hasn't got a shell.* Then check answers with the class.
- **Assist** Discuss with students why these animals have shells and explain that they protect them from predators. Then ask *Do we have shells? (no)*. Explain that we have bones inside our bodies. Show students an X-ray of a human and one of an animal with a shell.
- **Challenge** Put pictures on the board of X-rays of animals that students know, both with and without shells. Ask students to take turns with their partner to guess what the animals are.

### CREATIVITY

#### Production

#### 3 Make a collage of sea and land animals with shells.

- Divide the class into groups to discuss which sea and land animals have shells. Give each group magazines and a large piece of coloured paper. They can draw or cut out pictures of the animals and stick them on to the paper.
- **Digital literacy** Discuss in L1 how to search on the internet to find pictures of sea or land animals with shells. Show students how to use a search engine for images using *AND*, *OR*, for example, type in 'shells AND animals AND sea OR land'. Ask them to find two pictures for each animal, one inside its shell and the other outside.

### COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

#### Experiment time

#### Can I dissolve a shell?

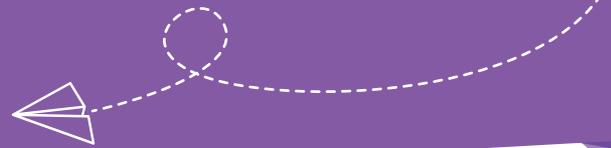
- **Materials for the experiment:** seashells, transparent beakers or glasses, salt water, clear vinegar
- **Assist** Before you start, ask students to look at the pictures and explain in L1 what they need and what they will do.
- Go through an example with students to show them what to do. Take two transparent beakers or glasses and pour salt water into one and vinegar into the other. Stick labels on them so you know which one is which. Take two similar shells and put one in each beaker or glass. The shell in the vinegar will give off tiny bubbles, but this may take time. Over the next few days, the shell in the vinegar will start to dissolve. Leave the shells in a safe place where students can watch them.
- Students work with a partner to do the experiment. Before they start, ask *Can the shells dissolve?* Then ask each student to predict *yes* or *no*, and if *yes*, which shell they think will dissolve.
- **Challenge** Ask students to repeat the experiment with different shells in vinegar, e.g., eggshells. Then have them predict how long each shell will take to dissolve. The harder shells will take longer to dissolve. To ensure the vinegar is effective, replace it every 24 hours.

#### Objective review

- Revisit the lesson objective. Say *Now I know about animals with shells.*
- **Involve** Encourage awareness of what students know by showing them pictures of sea animals and asking *Has the crab got a hard shell? (yes) Has the shark got a hard shell? (no)*.

# It's windy!

## COMMUNICATION



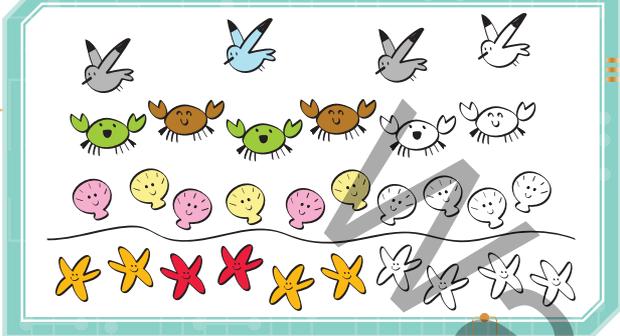
### It's windy!

COMMUNICATION

I will talk about the weather.

**1** Continue the sequence. Then say.

CODE CRACKER



**Values** Wear suitable clothes.

**2** Watch. Draw a ☀ or ☁.



80 eighty

eighty-one 81

**3** Listen and number. Then say.



**4** Play Guess the weather.



**5** Make a seaside fan. Play Can you see?



## Lesson flow



### LESSON OBJECTIVE

I will talk about the weather.

### KEY LANGUAGE

It's hot.  
It's cold.  
It's windy.

### Warm up

- Ask students to stand up. Remind them of the actions for the song on page 75. Play audio 068 and ask students to sing along and do the actions.

- Review sea animals with students. Put the flashcards on the board and tell students to ask and answer questions as you point to each picture using *Can you see (a red crab)? Yes, I can. No, I can't.*
- Challenge** Ask students to sit in two lines. Show the first student in each line a sea animal flashcard. The student whispers a question and answer about the flashcard to the next student in the line (*Can you see a purple crab? No, I can't.*). Students continue to whisper to each other until the last student in the line. The last student has to tell the class what they think the question and answer is!

### Lesson objective

- Introduce the lesson objective. Say *Today I will talk about the weather.*
- **Involve** Students will learn how to talk about the weather. They will practise using the new language in different contexts.

### Practice

## CODE CRACKER

### 1 Continue the sequence. Then say.

(Answers: Students colour the animals: blue bird, green crab, brown crab, pink shell, yellow shell, pink shell, yellow shell, red starfish, red starfish, orange starfish, orange starfish.)

- **Coding Syllabus:** Students will learn how to recognise different types of patterns, e.g., shape patterns, repeated sequence and growing patterns.
- Point to the first row of pictures and ask students to say the colours and animals (*grey bird, blue bird, grey bird*). When they arrive at the white bird ask *Grey or blue?* (*blue*). Then ask them to complete the activity on their own.
- **Extra** Ask students to work with a partner and ask and answer about the sea animals using *Can you see (two green crabs)? Yes, I can. Can you see (five brown crabs)? No, I can't.*

## Values

### Video

### 2 073 Watch. Draw a or .

(Answers: 1 , 2 )

- Students will learn the value of how to choose and wear appropriate clothes depending on the weather and temperature.
- Play the video *Unit 7: What's the weather like?* or audio 073. Ask students to sit and watch or listen quietly.
- Play the video again and pause after Lucy says *Oscar?* and ask *Can you see a shark?* (*Yes, I can.* or *No, I can't. It's Oscar.*). Then pause after Oscar says *It's windy.* and ask *Is it hot?* (*no*) *Is it windy?* (*yes*). Then play the video to the end.
- Ask students to look at the pictures and draw a sun or cloud to show what the weather's like. Then say *It's hot. It's cold. It's windy.* Remind them to think about what you should wear in different types of weather.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with understanding the content of the video or audio.
- Remind students of the value *Wear suitable clothes.*

### Practice

### 3 074 Listen and number. Then say.

(Answers: 2, 3, 1)

- Tell students to listen and number the pictures of different weather. Play audio 074.
- **Monitor** Check answers with the class. Play the audio again if needed.
- Then students take turns to point to and say the weather with their partner using *It's (cold).*
- **Differentiation** Ask students to take turns to point to the pictures and make sentences using *It's (hot).* Less confident pairs can practise making sentences, while more confident pairs can ask and answer using *What's the weather like? It's (cold).*

## COMMUNICATION

### Production

### 4 Play *Guess the weather.*

- Put students in groups. Tell them to take turns to mime the weather for the other students to guess using *Is it (windy)?* Remind them to give support using *Yes, well done! No, nice try!*
- Ask students to look at the pictures and teach them other types of weather, for example, *snowy, sunny, stormy* and *rainy.*
- Put students in groups so that they can play again using the new weather words.

## CREATIVITY

### Production

### 5 Make a seaside fan. Play *Can you see?*

- Give students coloured paper and ask them to decorate it with pictures of seaside animals. Show them how to fold the paper so that it is pleated. Stick a lolly stick to each end, leaving a little showing above the top. Then stick the bottom of the fan together. To open the fan, bring the lolly sticks all the way round so that they meet.
- **Assist** Show students how to use a fan by miming that you are hot and waving it gently in front of your face.
- Students play the game with a partner. They take turns to open their fan a little to reveal some of their seaside animals and ask *Can you see a pink shrimp?* (*Yes, I can.* or *No, I can't.*).

### Objective review

- Revisit the lesson objective. Say *Now I can talk about the weather.*
- **Involve** Encourage awareness of what students can do by showing them pictures of different weather and asking them to talk about it using *It's windy. It's hot. It's cold.*

# Project and Review

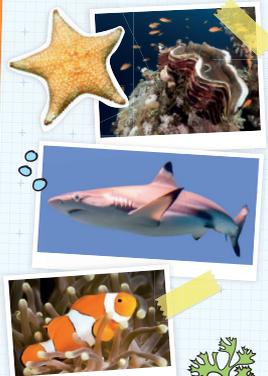
## MAKE A DIVING GAME

**PROJECT AND REVIEW**

**Step 1**  
**Research**

Research sea animals.

What animals live under the sea?



**Step 2**  
**Plan**

Find items you need for the game.

What do I need?



**Step 3**  
**Create**

Make your game.

How can I decorate my cup?



**Step 4**  
**Show and tell**

Play your game.



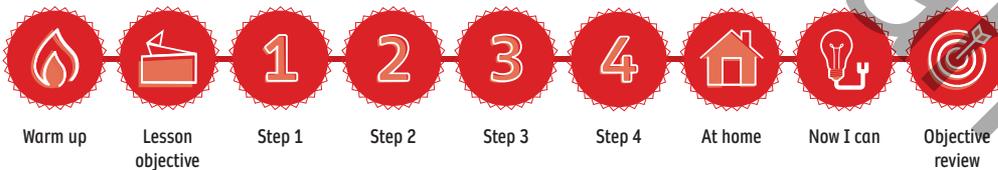
Find out about sea animals in cold places.



**Now I can ...**

- ... use sea animal words.
- ... talk about sea animals.
- ... talk about the weather.

### Lesson flow



#### LESSON OBJECTIVE

I will make a diving game.

#### Warm up

- Ask students to stand up. Remind them of the actions for the song on page 75. Play audio 068 and ask students to sing along and do the actions.
- Hold up the story cards one by one and ask students to retell the story in their own words. Encourage them to make up their own lines if they don't remember the exact wording.

- Mime the weather. Ask students to guess as quickly as possible what you are doing and ask questions using *Is it (hot)? Yes, it is. No, it isn't.* More confident students could mime the weather for other students to guess, too!

#### Lesson objective

- Introduce the lesson objective. Say *Today I will make a diving game.*
- **Involve** Students will learn how to make a diving game. They will use the language learnt from the unit to understand how to complete their project, and play their diving game with their partner.

## Step 1

### Research

- Students will make a diving game. Ask them to think about the sea animals they know and discuss with their partner.
- **Assist** Take time to check students' work and provide support if needed. Provide students with the English words for any sea animals they don't know. You can also ask more confident students to help.
- Give students old magazines to cut out pictures of sea animals and stick them in their notebooks. You can also tell them to draw pictures.

## Step 2

### Plan

- **Materials for the project:** a plastic cup, a peg, string, scissors, glue, card, colouring pencils or crayons, a paintbrush, coloured paints, etc.
- Show students the picture of the diving game in Step 3. Ask them to discuss with their partner the items they will need for the game, for example, a cup, a peg, string, colouring pencils or crayons.
- Students make a list of the items by drawing them in their notebooks. Then they find the items in the classroom or at school.

## Step 3

### Create

- Ensure students have the space, tools and materials they need to make their diving game.
- Give each student a peg and a plastic cup with a pre-made hole in the bottom to thread the string through. They draw and stick a picture of themselves on the peg wearing clothes for diving. Then they decorate their cup with sea animals by painting or sticking on pictures.
- When students have finished their peg and cup, show them how to thread the string through the cup and tie a knot at the end, then attach it to the peg.
- **Challenge** Ask students to make a game about the weather. They decorate their cup with different types of weather. They draw a picture of themselves wearing warm clothes on one side of the peg and cool clothes on the other. Then they ask and answer about the weather using *Is it (cold)? Yes, it is. No, it isn't.*

## Step 4

### Show and tell

- Ask students to take turns with their partner and ask questions using *Can you see (a yellow starfish)?* Then they try to get their diver in the cup by moving it down and up quickly using one hand. If their diver gets in the pot, they answer *Yes, I can.* and if not, *No, I can't.* They repeat for each sea animal on their cup.

- **Differentiation** Ask each pair of students to play their diving games in front of the class. Less confident students can ask two or three questions, while more confident students can ask more. Encourage students to provide support and encouragement for each other. After each student has presented, tell them to clap or say *Well done!*

### At home +

#### Find out about sea animals in cold places.

- Ask students to find out about sea animals in cold places. They can ask their families or look in books and on the internet. Encourage students to find pictures of the sea animals and what the weather is like where they live. Ask them to make a poster with pictures of the animals and the weather.
- **Digital literacy** Show students how to make a poster on the computer. Use software that allows you to add pictures, other icons and shapes, and draw with different colours over the top. Show students how to create a new page, add or draw pictures of sea animals and add icons to show what the weather is like.

### Now I can ...

- Show students the *Now I can ...* box and read the examples. Ask students to repeat, then check understanding in L1.
- **Involve** Ask students to think about how they feel about these statements. Explain that if they feel confident about a statement, they can stick on the light bulb sticker. If they do not feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do feel confident.
- **Monitor** Ask students to choose the statement they are the most confident about and tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you review the content in the future.

### Objective review

- Revisit the lesson objective. Say *Now I can make a diving game.*
- **Involve** Encourage awareness of what students can do by asking them to talk about their diving game using *Can you see (a yellow starfish)? Yes, I can. It's cold.*

### Pearson English Portal games

Go to the Pearson English Portal and click on 'Resources' for a class game about sea animals.

# Activity Book answer key and notes

## UNIT 7: UNDER THE SEA

### 1 Match and say.

(Answers: 1 crab, 2 shrimp, 3 shark, 4 jellyfish, 5 seahorse)

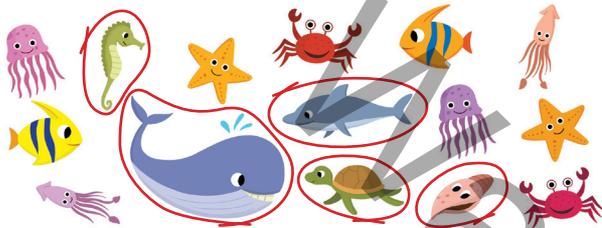
### 2 What's missing from 1? Draw and say.

(Answers: fish, shell, starfish)

### 3 🌀 084 Listen and sing. Colour the fish in order.

(Answers: Students colour the fish pink, grey, red, green, black and blue.)

### 4 Which of these animals are not a pair? Circle.



- In this coding activity, students learn to identify patterns by finding the pictures that haven't got a pair.

### 5 Look and say. Write the first letter.

- Students practise the new vocabulary from the unit and write the initial letters.
- Encourage students to continue the picture dictionary in their notebooks by drawing pictures of the other new vocabulary from the unit.

### Extra vocabulary

### 6 🌀 085 Listen, point and say.

- Students listen, point and say the new vocabulary items (*turtle, dolphin, whale, seal*).

### Story lab

### 1 Remember the story. Number in order.



### 2 🌀 086 Listen and check your answers.

- Students listen and check their answers in Activity 1.

### 3 🌀 087 Listen and tick .

(Answer: 1)

### 4 🌀 088 Listen and draw.

(Answers: Students draw two yellow fish, three blue fish, two pink shells and one orange starfish.)

### 5 Draw a fish tank in your notebook. Ask and answer with a partner.

- Students draw a fish tank, then take turns to ask and answer with their partner.

### Sound lab

### 1 🌀 089 Write, trace and match. Then listen, point and say.

(Answers: igloo, umbrella, up, insect)

### 2 Which two match? Circle.

(Answers: 1 red and black ladybird, 2 blue and yellow striped umbrella)

- In this coding activity, students learn to recognise patterns by finding the insects and umbrellas that match.

### 3 🌀 090 Listen, point and say.

- Students listen, point and say what they hear.

### Experiment lab

- 1 Tick  the animals with shells.  
(Answers: 2 (snail), 3 (turtle), 5 (mussels), 6 (lobster))
- 2 Look, sort and draw lines.  
(Answers: land: armadillo, ladybird, sea: shrimp, both: crab, snail, turtle)
- 3 Draw more animals for each section in 2.
  - Students draw more animals in each section of the Venn diagram in Activity 2.
- 4 Make a shell crab.
  - Students make a crab from a shell.

### It's windy!

- 1  091 Listen and tick .  
(Answers: 1 b, 2 b, 3 a, 4 a)
- 2 Continue the sequence. Then say.  
(Answers: 1 snowman, 2 sun, 3 tree)
- 3 Are the children wearing the correct clothes? Look and tick  or cross . Then say.  
(Answers: 1 girl ✓, boy ✗, 2 girl ✗, boy ✓, 3 girl ✗, boy ✓, 4 girl ✓, boy ✗)
  - Remind students of the value *Wear suitable clothes*.
- 4 Make dressing-up dolls.
  - Students make dressing-up dolls from spoons or pegs.
- 5 Play with your dolls and say.
  - Students take turns to say the weather their doll is dressed for.

### PROJECT

- 1 What does your diving game have? Tick .
- Students think about the project in their Pupil's Books and tick the sea animals in their diving game.
- 2 Complete your project report. Then draw.
  - Ask students to draw a picture of their diving game. They can use the information in Activity 1 to complete their report.
- 3  092 Listen and say. Play your game with friends and family.
  - Ask students to play their game with their family and friends. They can talk about the sea animals using the English words they know.

### REVIEW

- 1  093 Listen. What's on the tray? Tick  or cross .  
(Answers: 1 ✓, 2 ✗, 3 ✗, 4 ✓, 5 ✓)
- 2 Draw your favourite sea animals. Then say.
  - Ask students to draw a picture of their favourite sea animals. Then they describe their picture to a partner using the new language from the unit.