
UNDERWATER WORLD

LIFE IN A ROCK POOL

Type of modul	Project work
Level	A1
Target group	10-13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	In this module learners will go on an imaginary holiday to the sea. They will study sea life in a rock pool with the help of pictures and texts. They will create their own rock pool in groups and study the creatures through their hand made magnifying glasses.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop learners' skills through task-based activities; ■ to create an atmosphere for co-operative learning; ■ to enrich learners' vocabulary using a picture story; ■ to study illustrated resources and get information from them; ■ to follow instructions in order to create useful tools; ■ to encourage learners to notice their own progress in using the target language.
TIMEFRAME	5 lessons
TARGET GROUP	Age: 10-13-year-old learners
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ talk about a place (there is/are) ■ understand and use basic vocabulary about summer (weather, clothes, outdoor activities) ■ describe animals using simple structures (is/are; has/have got; can)
LINKS OF THE MODULE	
Cross-curricular links	Biology Science Crafts
Links with other modules	Seize the day
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ understanding a story ■ describing pictures ■ scanning for information in short informative texts

General
educational skills

- developing co-operative skills
- building on learners' creativity
- evaluating self and peer performance

EVALUATION

Formative and summative evaluation:

- teacher provides continuous feedback throughout the learning process, emphasising good points in Ls' performance
- learners self-evaluate their progress using self-evaluation forms
- groups evaluate their own and each other's work based on previously agreed criteria

SUGGESTIONS

Teacher's role during the lessons is that of organizer and facilitator. (S)he monitors group-work and provides help when needed. (S)he prepares task sheets and provides learners with materials and stationery needed.

Differentiation can be achieved by forming groups carefully and giving groups an opportunity to use language at different levels.

Teacher can also vary the load of vocabulary according to the learners' needs.

BACK UP SYSTEMS

Suggested literature and other materials:

Cuno, Sabine: Száz ötlet, száz játék, Ciceró, 1992 ISBN 963539021 1

Sanders, Meg: The colouring guide to Seashore, Kingfisher Books, Grisewood&Dempsey Ltd, 1987 ISBN 0 86272 592 5

Wright, Andrew: Art and crafts with children, OUP 2001. ISBN 019 437825 X

Sea breeze CD, TRO Licensing LTD, 1999

You can find interesting facts, pictures and short movies about small sea creature here:

www.arkive.org/species/ARK/invertebrates_marine

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Building association between sounds, pictures and words</p> <p>Categorizing</p> <p>Cooperating as a whole class</p> <p>Guessing meaning of unknown words with the help of pictures</p> <p>Organising pictures to form a story</p> <p>Following the narrative structure of the story</p>	<p>Association game</p> <p>Clarifying the topic and aims: mind map</p> <p>Picture puzzle</p> <p>Story telling</p> <p>Guessing game</p> <p>Freeze frame game</p>	<p>Vocabulary: tent, rubber ring, suntan cream, picnic basket, fishing rod, etc.</p> <p>Structures: Have they got a lunch box? No, they haven't/Yes, they have.</p> <p>Questions: How many children can you see? Where are they? What are they wearing? What have they got in their hands?</p>	<p>1.1 Recording CD player wrapping paper markers</p> <p>1.3 Jigsaw puzzle</p> <p>1.4 Name cards</p> <p>1.4 Picture story, Blu-Tack</p> <p>5 small cards with numbers 1–5 on some 20 cm long pieces of string</p> <p>1.6 Vocabulary poster</p>
2	<p>Identifying and naming objects by touching them</p> <p>Identifying the written form of new words</p> <p>Matching words to pictures</p> <p>Playing a guessing game in two teams</p> <p>Managing time</p> <p>Listening to each other (being patient)</p>	<p>Miming game</p> <p>What's in my bag?</p> <p>Bingo to practise vocabulary</p> <p>Where's my towel?</p> <p>Drawing game</p>	<p>Vocabulary: see above</p> <p>Structures: asking about the place Is my towel in Tom's desk? Is it on top of the cupboard?</p>	<p>1.3 Jigsaw puzzle</p> <p>1.4 Picture story holiday objects in a bag</p> <p>2.3.A Word cards 2.3.A Bingo cards</p> <p>Blank A5 sheets</p> <p>Blu-Tack</p> <p>1.6 Vocabulary poster</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Describing pictures</p> <p>Acquiring new vocabulary</p> <p>Keeping the rules when playing a game</p> <p>Developing cooperation skills</p> <p>Understanding a sequence of instructions</p> <p>Memorizing words mentioned by others</p> <p>Taking an active part in a game</p>	<p>Masked pictures (guessing game)</p> <p>Memory game</p> <p>Practising vocabulary using picture story</p> <p>Making and using a magnifying glass</p> <p>Chain game</p>	<p>Vocabulary: starfish, crab, seahorse, seaweed, etc.</p> <p>Structures: imperatives</p> <p>Cut out ...</p> <p>Put it ...</p>	<p>Masks for the picture story</p> <p>1.4 Picture story</p> <p>3.2A Memory cards 3.2B Memory cards</p> <p>a magnifying glass</p> <p>3.4 Instructions</p> <p>things needed to make a magnifying glass</p> <p>a bowl of water with pebbles</p> <p>mind map prepared in Lesson 1</p> <p>1.6 Vocabulary poster</p>
4	<p>Thinking themselves in to various roles</p> <p>Describing pictures</p> <p>Listening to note key words</p> <p>Scanning for information</p> <p>Developing cooperation skills</p> <p>Planning and managing a group task</p> <p>Listening and answering questions</p>	<p>Role-play</p> <p>Imagination game</p> <p>Talking about sea animals</p> <p>Using authentic material in order to learn about sea life</p> <p>Sharing information</p> <p>Word search</p> <p>Quiz show</p>	<p>Vocabulary: leg, tentacle, spike, shell, pincer, etc.</p> <p>Structures: describing sea animals</p> <p>(How big are they? What colour are they? What do they look like? etc.)</p>	<p>OHP, cut-out animals cut-out seaweed</p> <p>4.3 Fact cards</p> <p>4.3 Information card 4.4 Sea quiz</p> <p>4.4 Word search</p> <p>1.6 Vocabulary poster</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Reconstructing written form of words Creating visual interpretations of ideas: designing a rock pool Developing cooperation skills Planning and managing of a group task Completing a summary of information Evaluating self and peer performance	Fishing game Project work: Creating a rock pool Presenting projects Evaluation Singing and miming	Life in a rock pool (vocabulary and structure review)	5.1 Fish metal paper clips magnet fishing rods bowls of water with pebbles plasticine newspaper sponge 4.3 Fact cards magnifying glasses made by Ls (background music, CD player) 5.3 Chart, 5.4. self-evaluation form

PROCEDURE

LESSON 1: HURRAY! HOLIDAY!

AIMS OF THE LESSON

- to introduce a new topic with the help of a picture story
- to motivate learners to enrich their vocabulary
- to create the atmosphere for co-operative learning

MATERIALS AND RESOURCES

1.1 Recording (Sea breeze, TRO Licensing LTD, 1999), CD player, wrapping paper, markers, 1.3 Jigsaw puzzle, 1.4 Name cards, 1.4 Picture story, Blutack, 5 small cards with numbers 1–5 on, (some 20 cm long pieces of string), 1.6 Vocabulary poster

Before the lesson: Cut up 1.4 Name cards and prepare 5 small cards with numbers 1–5 on. If you want to save 1.6 Vocabulary poster for other classes, make and use a copy of it.

Classroom arrangement: Some desks are put together to form a larger surface. Learners' chairs are placed around the desks.

STAGE 1

Warmer: Association game

TIME

3 mins

SKILLS AND COMPETENCIES IN FOCUS

Building association between sounds and words
Using imagination in eliciting learnt vocabulary

ORGANISATION

Whole class

AIDS AND MATERIALS

1.1 Recording, CD player

TEACHER'S ACTIVITIES

1. Play some music. Ask Ls to close their eyes and imagine what the music is about.
(Sounds of nature DC – Sea breeze)
Let them say as many words as they can in about 1–2 minutes.
Join the activity if they have difficulties. Suggest adding colours and actions.

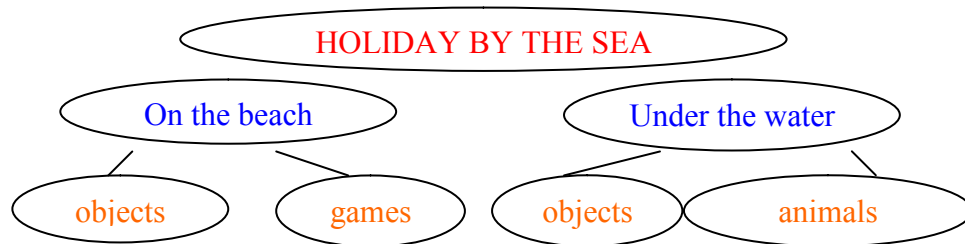
LEARNERS' ACTIVITIES

1. Ls listen to the music played by T and guess the topic:
T: *What can you hear?*
L1: *Water.*
L2: *The sea.*
L3: *Birds. etc.*

STAGE 2	Clarifying the topic and aims: mind map
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Logical thinking Categorizing Cooperating as a whole class
ORGANISATION	Whole class
AIDS AND MATERIALS	Wrapping paper, markers

TEACHER'S ACTIVITIES

1. Ask what they think they will learn about. Brainstorm ideas and put them on a piece of wrapping paper in the form of a mind map.
E.g.



NOTE: Add more items during the next 4 lessons if Ls are interested.

2. Explain to Ls that during the next 5 lessons you will 'go on holiday' to the sea and learn about sea creatures. In groups you will create a rock pool in order to study the underwater world.
To be successful, Ls must cooperate, help each other, listen to each other, find facts about sea animals, activate their vocabulary, use their creativity, etc.

NOTE: You might want to put some of these ideas on the classroom wall together with the mind map of topics and vocabulary.

LEARNERS' ACTIVITIES

1. Ls write their ideas on the wrapping paper placed in the middle of the desks. They mime and draw the objects they cannot name in English.

2. Ls may ask questions or add their own ideas to the list of activities mentioned by their teacher.

STAGE 3 A	Lead-in: Picture puzzle
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing new words accurately Guessing meaning of unknown words with the help of pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Jigsaw puzzle

TEACHER'S ACTIVITIES

1. Invite Ls to solve a puzzle. Show them the pieces of 1.3 Jigsaw puzzle one by one, introducing new vocabulary items shown on the pieces.

T: *My friends are on holiday by the sea. What have they got? Look.
This is a sunhat.*

(Place the picture of the sunhat in the middle of the table.)

And here's a pair of sun-glasses. etc.

Ask Ls to point at the pictures and repeat the new words after you.

(Suggested vocabulary: sunhat, sun umbrella, beach ball, towel, sun-glasses, tent, rubber ring, suntan cream, picnic basket, fishing rod, head scarf, etc.)

2. Invite Ls to put the puzzle pieces together to make up the whole picture.

T: *Linda, what have you got in your hand?*

L1: *A sun umbrella. It's on the beach.*

L2: *I've got a blanket. I think it's under the sun umbrella. etc.*

LEARNERS' ACTIVITIES

1. Ls listen to T and try to memorise the new words. They point at the pictures and repeat the words after their teacher.

2. Each L picks up a puzzle piece, names it, then tries to fit it in the picture.

STAGE 3B	Lead-in: Picture puzzle
TARGET GROUP	Ls who are familiar with basic vocabulary of 'going on holiday'
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing a guessing game with the teacher
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Jigsaw puzzle

TEACHER'S ACTIVITIES

1. Tell Ls that your friends want to go on holiday. Ask Ls to find out what have they got in their luggage. When they guess an object, put its picture (pieces of 1.3 Jigsaw puzzle) on the table.
2. Invite Ls to put the puzzle pieces together to make up the whole picture.

T: *Linda, what have you got in your hand?*

L1: *A sun umbrella. It's on the beach.*

L2: *I've got a blanket. I think it's under the sun umbrella. etc.*
3. Initiate a conversation about the picture. You might ask questions like:

How many children can you see?

Where are they?

What are they wearing?

What have they got in their hands?

Where do you think they are going?

LEARNERS' ACTIVITIES

1. Ls ask questions in order to find out the items in the luggage.

L1: *Have they got a lunch box?*

T: *No, they haven't.*

L2: *Have they got a pair of sun-glasses?*

T: *Yes, they have. etc.*
2. Each L picks up a puzzle piece, names it, then tries to fit it in the picture.

STAGE 4 Story telling: Hurray! Holiday!

TIME 7 mins

SKILLS AND
COMPETENCIES IN FOCUS Organising pictures to form a story
Following the narrative structure of the story

ORGANISATION Whole class

AIDS AND MATERIALS 1.3 Jigsaw puzzle, 1.4 Name cards, 1.4 Picture story, Blu-Tack

TEACHER'S ACTIVITIES

1. Introduce the children in the puzzle picture. Stick their names (1.4 Name cards) on the picture (1.3 Jigsaw puzzle) using Bluetack. (You can find the names in the story.) Show Ls some more pictures about their holiday. Ask them to listen to you and sequence the pictures.

Ask them either to put the pictures on the board in the correct order, or arrange and leave them in the middle of the desks.

THE STORY:

(Picture 1) This is a story about four children, Emma, Alice, Justin and Patrick, and a dog called Bobby. One morning they took a bus and went to the beach. Look. Here they are standing at the bus stop. Emma is wearing her new sun hat. She has got a towel and some suntan cream in her hand. Alice is wearing a head scarf and sunglasses. She has got a big picnic basket with a lot of yummy food and drinks. Justin has got his favourite baseball cap on. He is very strong. Look at the sun umbrella on his shoulder. He's got a blanket too. Patrick has got a beach ball. Bobby is next to Patrick. Everybody looks happy.

(Picture 2 – puzzle picture) The children are on the beach. The boys are playing in the water and the girls are sitting under the umbrella. They are talking. Bobby is playing with the beach ball. Can you see him? Be careful, Bobby!

Picture 3) The children are having fun in the water. They are wearing swimsuits and trunks. They have got their flippers, snorkels and goggles on. They want to watch the sea animals. Or do they want to catch some? Oh yes, Patrick has got a fishing rod.

(Picture 4) The children are having a picnic lunch. What are they eating? What are they drinking?

LEARNERS' ACTIVITIES

1. Ls try to join in answering their teacher's questions and pointing at various characters or objects.

(Picture 5) It's getting late. They are sitting on the bus on the way home. It was a perfect day!

NOTE: You might want to grade the text depending on the level of your learners. Ask questions to involve Ls in story telling.

STAGE 5	Post-listening activity: guessing game
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing a game in pairs
ORGANISATION	Whole class Pairs of Ls with similar abilities
AIDS AND MATERIALS	Same as in Stage 4, (some 20 cm long pieces of string)

TEACHER'S ACTIVITIES

1. Initiate a conversation about the story.
T: *I can see four happy children. They are on the beach. They are in the water. Linda, show me this picture please. Well done. And what's this? What can you see on the beach?*
2. Tell Ls that they are going to work in pairs.
An idea of putting Ls into pairs:
Hold some 20 cm long pieces of string in your fist so that the children can see only the ends of the pieces. Ask each L to grab a piece. Let the pieces go. Those who have the same string in their hands will work together.

LEARNERS' ACTIVITIES

1. Ls take an active part in the interaction. They try to answer T's questions, point at various parts of the pictures or just say what they can see in the pictures.

3. Invite Ls to play a guessing game. First it is your turn to give them statements about the pictures of the story in order to set an example. Ask them to point at the appropriate pictures or give their number:

T: *I can see a big red fish.*

L1: *Picture 3.*

T: *I can see a picnic basket.*

L5: *Picture 4.*

3. First Ls react to T's statements, then turn to their neighbours and continue the activity in pairs.

When you think each L understands how to play and are confident in talking about the pictures in simple sentences, ask them to play it in pairs.

VARIATION FOR LS WHO ARE MORE CONFIDENT IN USING LEARNT VOCABULARY AND ENJOY COMMUNICATING IN ENGLISH

AIDS AND MATERIALS	See above
DESCRIPTION	<p>Ls take part in the guessing game described above. While monitoring the activity, encourage them to communicate using longer and more complex structures:</p> <p>T: <i>There's a picnic basket under the sun umbrella.</i> L1: <i>Picture 4.</i></p> <p>When you think each L understands how to play and are confident in talking about the pictures, ask them to play the game in pairs.</p>
STAGE 6	End of lesson game: Freeze frame
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Building association between pictures and words
ORGANISATION	5 groups
AIDS AND MATERIALS	Small cards with numbers 1–5 on, markers, 1.6 Vocabulary poster

TEACHER'S ACTIVITIES

1. Ask Ls to form 5 groups. Explain to them how to play the Freeze frame game:
Go to each group and ask them to draw a small number card but not to show it to players in the other groups. Ask groups to act out what they can see in their picture without saying anything or pointing at the given picture. The others are asked to say key words about the scene they have just seen.

2. OPTIONAL TASK:

Before the lesson put 1.6 Vocabulary poster on the board or classroom wall. Ask Ls to write a word each on it as they leave the classroom. Don't forget to add your favourite word.

Our favourite words about the sea	A	B	C	D
E	F	G	H	I
J	K	L	M	N
O	P	Q	R	S
T	U	V	W	XYZ

LEARNERS' ACTIVITIES

LESSON 2: WHERE'S MY TOWEL?

AIMS OF THE LESSON

- to revise learnt vocabulary items
- to practise them in different contexts
- to involve learners in playing games

MATERIALS AND RESOURCES

1.3 Jigsaw puzzle, 1.4 Picture story, objects in a bag (sunhat, beach ball, towel, sun-glasses, suntan cream, rubber ring, head scarf, swimsuit, trunks, bottle of juice, apple, blanket), 2.3.A Word cards, 2.3.A Bingo cards (a copy for each L), Blank A5 sheets (one for each L), Blutack, 1.6 Vocabulary posterheet

STAGE 1

Warmer: miming game

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Building association between movements and words

ORGANISATION

Whole class

AIDS AND MATERIALS

1.3 Jigsaw puzzle, 1.4 Picture story on the classroom wall

TEACHER'S ACTIVITIES

1. Invite Ls to play a guessing game.

LEARNERS' ACTIVITIES

1. Ls choose an object shown in one of the pictures of the holiday story and mime how to use it. Others guess the words.

STAGE 2

Vocabulary game: What's in my bag?

TIME

8 mins

SKILLS AND COMPETENCIES IN FOCUS

Identifying and naming objects by touching them
Pronouncing words accurately

ORGANISATION

Whole class

AIDS AND MATERIALS

Objects in a bag (sunhat, beach ball, towel, sun-glasses, suntan cream, rubber ring, head scarf, swimsuit, trunks, bottle of juice, apple, blanket)

TEACHER'S ACTIVITIES

1. Show your bag. Ask 2 volunteers to close their eyes. Give them an object from your bag and ask them to guess what it is. Ask the others not to help.
Place the guessed objects in the middle of the table so that everybody can see them.

LEARNERS' ACTIVITIES

1. Learners guess the objects by feeling them.

VARIATION FOR LEARNERS WHO CAN EXPRESS CERTAINTY

AIDS AND MATERIALS	As above
DESCRIPTION	Play the game described above but while touching the objects ask them: T: <i>Do you think it's a T-shirt?</i> L1: <i>No. I think it's a towel.</i> L2: <i>I'm sure it's a towel.</i>
STAGE 3A	Vocabulary game: Bingo
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying the written form of new words Matching words to pictures Copying words accurately Identifying words while listening
ORGANISATION	Whole class Small groups
AIDS AND MATERIALS	1.3 Jigsaw puzzle, 1.4 Picture story on the classroom wall, objects used in 2.2, 2.3.A Word cards, 2.3.A Bingo cards, Blu-Tack

TEACHER'S ACTIVITIES

1. Hold the word cards (2.3 A Word cards) in your hand and walk round the room. Ask Ls to pick a card and label the objects seen on the table and in the pictures on the wall. Provide some Bluetack.
If you work with a larger group, add more word cards in order to involve everybody.
2. Read out the words one by one, pointing at the word cards and the objects or pictures. Ask Ls to repeat them after you.
3. Hand out the 2.3 A Bingo cards and ask them to copy the words from the word cards under the appropriate drawings.
4. Invite Ls to play Bingo in groups of 5-6. Ask each group to nominate a master of ceremony. His/her task will be to read out the words written on the Bingo card at random. Before starting the game ask each player to choose and mark 6 objects on their cards (They might mark the objects with small stars or circles.)

LEARNERS' ACTIVITIES

1. Ls label the objects and the pictures using the word cards provided by their teacher.
2. They repeat the words after their teacher, trying to pronounce new word accurately.
3. Ls complete their Bingo cards.
4. The master of ceremonies in each group reads the words on the Bingo card at random. Others listen and tick their marked words. When they have all their marked words ticked, they shout BINGO. The first player to shout BINGO is the winner of the game.

STAGE 3B

Vocabulary game: Bingo

TARGET GROUP

Ls who are familiar with basic vocabulary of 'going on holiday'

TIME

12 mins

SKILLS AND
COMPETENCIES IN FOCUS

Spelling words accurately
Playing a guessing game (asking questions)

ORGANISATION

Whole class

AIDS AND MATERIALS

As in Stage 3A

TEACHER'S ACTIVITIES

1. Hand out the 2.3.A BINGO cards and ask Ls to write the appropriate words under the drawings.

LEARNERS' ACTIVITIES

1. Ls write the appropriate words under the drawings on their own.

2. Show up word cards (2.3.A Word cards) and ask Ls to check their work.

3. Invite Ls to play Bingo with you. Before starting the game ask each player to choose and mark 6 objects on their cards. (They might mark the objects with small stars or circles.)

Explain to them that they have to ask you questions in order to guess the objects you want to refer to. Choose the objects from the Bingo card at random and give them clues.

E.g.

T: *I want to go swimming.*

L1: *Do you need a swimsuit?*

T: *Yes. (Ls who have marked the swimsuit can tick their picture.)*

L4: *Do you need a towel?*

T: *Yes. (Ls who have marked the towel can tick their picture.)*

T: *I want to go fishing.*

L6: *Do you need a rubber ring?*

T: *No.*

L2: *Do you need a fishing rod?*

T: *Yes. (Ls who have marked the fishing rod can tick their picture.)*

2. Ls can check their spelling with the help of the word cards provided by their teacher.

3. Ls take an active part in the game. As they get your clues, they ask questions to guess the objects. When a learner has guessed an object, those who have marked it can tick it on their Bingo card.

When they have ticked all the words marked before, they shout BINGO. The first player to shout BINGO is the winner of the game.

STAGE 4 **Game: Where's my towel?**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS
Playing a guessing game in two teams
Managing time
Keeping the rules while the teacher is not present

ORGANISATION 2 teams

AIDS AND MATERIALS Objects from Stage 2

TEACHER'S ACTIVITIES

1. Ask Ls to hide your towel while you are waiting outside the classroom. After coming back, talk to the children:

T: *I want to go swimming but I can't find my towel. Where is it?*

2. Split the class into two teams. Ask each team to choose 4 objects. Then ask members of Team 1 to go out while the others hide their 4 items in the classroom. In the meantime Ls outside have to think of questions to find out where the objects are.

4. Monitor the activity. Share your attention between teams in and outside the classroom.

LEARNERS' ACTIVITIES

1. Ls hide T's towel then answer his/her questions:

T: *I want to go swimming but I can't find my towel. Where is it? Is it in the cupboard?*

L1: *No, it isn't.*

T: *Is it in your bag, Tomi?*

Tomi: *No, it isn't. etc.*

2. Members of Team 1 go out of the classroom. Outside they think of possible questions to ask in order to find hidden objects in the classroom:

e.g.: *Is my towel in Tom's desk?*

Is it on top of the cupboard?

Is it behind the curtains? etc.

In the meantime, the others hide the chosen objects in the classroom.

3. Members of Team 1 come back and try to find the hidden objects.

E.g.

Where's the towel? Is it in Tom's desk?

No, it isn't.

Is it on top of the cupboard?

No, it isn't. But you are closer to it now.

Is it behind the curtains? etc.

4. Then it is another team's turn.

VARIATION FOR LARGE CLASSES

AIDS AND MATERIALS

Objects from Stage 2

DESCRIPTION

Choose 4 children (and a dog) to play the characters in the holiday story. Send them out for a short time while the others hide 4 objects from the table. When they come back, they have to find out which objects are missing and then find them with the help of questions.

Where's my towel? Is it in the cupboard?

No, it isn't.

Is it in your bag, Tomi?

No, it isn't. etc.

STAGE 5A	End of lesson activity: What do you need on your holiday?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing a game as a whole class Identifying and naming drawn objects Listening to each other (being patient)
ORGANISATION	Chain
AIDS AND MATERIALS	Blank A5 sheets

TEACHER'S ACTIVITIES

1. Hand out a blank A5 sheet of paper to each child. Ask them to write their names on the top, and then to draw an object they might need on their holiday by the sea. Ask them to fold the paper so that the next player cannot see the drawing and then pass it on to the person sitting on their left. Ls go on drawing objects, folding and passing on the paper till you do not say STOP.
2. After finishing the activity fold out the sheets and give them back to the children who have written their names on it. With the help of the pictures talk about each L's holiday.

LEARNERS' ACTIVITIES

1. Ls follow T's instructions.
2. Ls look at the drawings on their sheet and talk about their holiday: *e.g. I'm going to the sea. I've got two sun umbrellas, a pair of sun-glasses and three swimsuits.*

STAGE 5B	End of lesson activity: What do you need on your holiday?
TARGET GROUP	Ls who are more challenged in using the target language as a means of communication
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Using learnt vocabulary in a game
ORGANISATION	Mingle
AIDS AND MATERIALS	Blank A5 sheets, 1.6 Vocabulary poster

TEACHER'S ACTIVITIES

1. Hand out a blank A5 sheet of paper to each child. Ask them to write their names on the top, and then to draw an object they might need on their holiday by the sea. Ask them to fold the paper so that the next player cannot see the drawing and then pass it on to the person sitting on their left. Ls go on drawing objects, folding and passing on the paper for about two minutes.
2. Ask Ls to get their original sheet (with their names on) back. Then tell them to circulate in the classroom and talk to each other about the things they want to take with them. These must be the items drawn on their paper. Others listen and try to memorise as much as they can.
3. Ask volunteers to say what they have just learnt about each other.
4. OPTIONAL TASK FOR EVERYONE:
Before the lesson put 1.6 Vocabulary poster on the board or classroom wall. Ask Ls to write a word each on it as they leave the classroom. Don't forget to add your favourite word.

Our favourite words about the sea	A	B	C	D
E	F	G	H	I
J	K	L	M	N
O	P	Q	R	S
T	U	V	W	XYZ

Tell Ls that next time they will make a magnifying glass with your help. Ask each child to bring the following things:
an empty tin opened on both sides, rubber rings and a pair of scissors.
Don't forget to provide each learner with a 15x15 cm piece of thin plastic foil. Bring some plasters and Betadine too.

LEARNERS' ACTIVITIES

1. Ls follow T's instructions.
2. Ls look at the drawings on their sheet and talk about their holiday: e.g. I'm going to the sea. I've got two sun umbrellas, a pair of sun-glasses and three swimsuits.
3. Volunteers say what they have just learnt about each other:
e.g.: *Luca wants to take two sun umbrellas, a pair of sun-glasses and three swimsuits.*

LESSON 3: ON THE BEACH

AIMS OF THE LESSON

- to revise and extend vocabulary
- to help learners understand instructions
- to experiment with magnifying glasses made by learners
- to motivate learners to use target language for sharing experience

MATERIALS AND RESOURCES

Masks for the picture story, 1.4 Picture story, 3.2.A Memory cards, 3.2.B Memory cards, a magnifying glass, 3.4 Instructions, empty tins opened on both sides, rubber rings, scissors, a 15x15 cm piece of thin plastic foil for each learner, (plasters, Betadine), a bowl of water, some nice pebbles for each group of 4 children, mind map prepared in the first lesson, 1.6 Vocabulary poster

Before the lesson: Cut a hole in the middle of 5 A3 sheets of drawing paper in order to prepare masks for the picture story. Cover the pictures with these masks. Cut up 3.2.A and 3.2.B Memory cards.

STAGE 1 **Warmer: Masked pictures**

TIME 4 mins

SKILLS AND
COMPETENCIES IN FOCUS Describing pictures

ORGANISATION Pairs, whole class

AIDS AND MATERIALS Masks for the picture story, 1.4 Picture story

TEACHER'S ACTIVITIES

1. Show the pictures of the story one by one (or point at them if they are still on the classroom wall.) Ask Ls to say what they can see through the hole on the mask.

LEARNERS' ACTIVITIES

1. Ls discuss with their neighbours then say what they can see.

STAGE 2	Memory game: sea animals
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Acquiring new vocabulary Pronouncing new words accurately Keeping the rules when playing a game Developing cooperation skills
ORGANISATION	Whole class split into teams of 3–4
AIDS AND MATERIALS	3.2.A Memory cards (both sets of picture cards)

TEACHER'S ACTIVITIES

- Form teams of 3 or 4 and sit around the table with team members sitting next to each other.
Shuffle the memory cards (3.2.A) and place them face down spread on the table. Invite teams to play a memory game together in which teams compete with teams. Their aim is to find as many matching pairs as they can. A matching pair consists of pictures showing the same animals. Introduce new words as players turn up the cards and ask them to repeat the words after you. Monitor the activity and make sure they name each animal they turn up. Help with difficult words.
- You might want to ask Ls to repeat the new words after you.

VARIATION FOR LS WHO ARE CONFIDENT IN READING OUT NEW WORDS

AIDS AND MATERIALS	3.2.A Memory cards (one set of picture cards), 3.2.B Memory cards (one set of word cards)
DESCRIPTION	Ls play the same game according to the same rules. Their aim is to find as many matching pairs as they can. A matching pair consists of an animal picture and its description. Monitor the activity and make sure learners read out each description they turn up. Help with difficult words and expressions.

LEARNERS' ACTIVITIES

- Teams take it in turns to turn over two cards, letting the other players see them. If the cards match, they keep them and repeat their turn. If they do not, the cards are replaced in exactly the same position as before and it is the next team's turn. The team with the most matched cards is the winner.

STAGE 3 **Practising vocabulary: Who lives in the sea?**

TIME 6 mins

SKILLS AND
COMPETENCIES IN FOCUS Pronouncing new words accurately
Remembering words with T's help

ORGANISATION Whole class

AIDS AND MATERIALS Picture 3 (1.4 Picture story), magnifying glass

TEACHER'S ACTIVITIES

1. Take the mask off the third picture of 1.4 Picture story. Invite Ls to come closer. Take a real magnifying glass out of your pocket or bag. Tell them that they will study the sea animals shown in the picture story through it. Let them look at the details of the picture through the magnifying glass. Ask them to name the creatures living in the sea.
2. Pass the magnifying glass on to a child. Ask him/her to show an animal through it and ask others to name that creature.

LEARNERS' ACTIVITIES

1. Learners go closer to the picture and look at it through their teacher's magnifying glass. They name the sea creatures as the teacher moves the magnifying glass from one animal to another.
2. Children pass round the magnifying glass asking each other:
L1: *What's that?*
L2: *It's a starfish.*
L3: *What's that?*
L4: *I don't know.*
T: *Do you think it's a seahorse?*
L4: *Yes. A seahorse. etc.*

STAGE 4 **Activity: Let's make a magnifying glass**

TIME 15 mins

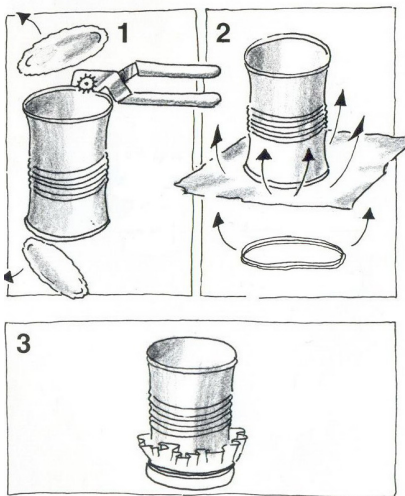
SKILLS AND
COMPETENCIES IN FOCUS Understanding a sequence of instructions
Using pictures to help understand instructions
Sharing experience

ORGANISATION Whole class as individuals

AIDS AND MATERIALS 3.4 Instructions, empty tins opened on both sides, rubber rings, scissors, a 15x15 cm piece of thin plastic foil for each learner, (plasters, Betadine – because Ls might cut themselves with the tins), a bowl of water, some nice pebbles for each group of 4 children

TEACHER'S ACTIVITIES

1. Tell Ls that you are going to make a magnifying glass together. Give them instructions (3.4 Instructions) and show what to do.
Cut out a 15x15 cm piece of thin plastic foil.
Put it tightly on the tin with the help of the rubber rings.



LEARNERS' ACTIVITIES

2. When the magnifying glasses are finished, put the bowls of water in the middle of the desks. Split the class into groups of 4. Ask Ls to stand round the bowl in groups, place the pebbles into the water then study them through their brand-new magnifying glasses.
3. Talk to Ls about what they have found out.
Take one of the pebbles out of the water and measure it with a ruler.
Put it back into the water. Ask Ls if they can see it bigger or smaller than in your hand?
Now tell them to look at it through their magnifying glasses. Ask if they see it bigger this time.
2. Ls might want to put their own objects into the water and study them.
3. Ls might want to express their opinion in their mother tongue.

STAGE 5	End of lesson game: I swam under the sea
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Memorizing words mentioned by others Taking active part in a game
ORGANISATION	Chain
AIDS AND MATERIALS	Mind map prepared in the first lesson, 1.6 Vocabulary poster

TEACHER'S ACTIVITIES

1. Invite Ls to play a chain game:
T: *I swam under the sea and saw a crab.*
L1: T: *I swam under the sea and saw a crab and a seahorse. etc.*
2. Ask learners to add new words or drawings to the mind map prepared in the first lesson.

LEARNERS' ACTIVITIES

2. Ls go to the mind map and add some new items. They can either write or draw.

VARIATION FOR CLASSES WITH RICHER VOCABULARY

AIDS AND MATERIALS same as above

DESCRIPTION Ls play the same game but they add adjectives to the nouns.
 T: I swam under the sea and saw a hungry crab.
 L1: T: I swam under the sea and saw a hungry crab and a small seahorse. etc.

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

2. OPTIONAL TASK:

Before the lesson put 1.6 Vocabulary poster on the board or classroom wall. Ask Ls to write a word each on it as they leave the classroom. Don't forget to add your favourite word.

Our favourite words about the sea	A	B	C	D
E	F	G	H	I
J	K	L	M	N
O	P	Q	R	S
T	U	V	W	XYZ

LESSON 4: LET'S STUDY SEA CREATURES

AIMS OF THE LESSON

- to revise vocabulary (sea creatures)
- to introduce new vocabulary (parts of the body)
- to study illustrated resources and get information from them
- to raise environmental awareness
- to share information in groups

MATERIALS AND RESOURCES

OHP, cut-out animals from memory pictures, background music (Sea breeze) cut-out seaweed (big enough to cover the OHP screen), 4.3 Fact cards, 4.3 Information card (2 copies for each group), 4.4 Sea quiz (a copy for each group), 4.4 Word search (a copy for each group), 1.6 Vocabulary poster

Before the lesson: Before the lesson, create an underwater scene on the OHP. Make a photocopy of the memory pictures and cut out some of the animals shown. Cut out some seaweed as well to cover the creatures.

Classroom arrangement: Desks should be arranged for group work.

STAGE 1

Warmer: How many animals?

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Thinking themselves into a given role

ORGANISATION

Whole class

AIDS AND MATERIALS

OHP, cut-out animals from memory pictures, cut-out seaweed (big enough to cover the OHP screen), background music

TEACHER'S ACTIVITIES

1. Project the underwater scene you created before the lesson using OHP. Play Sea Breeze CD and ask Ls to imagine that they are divers. Ask them what they can see under the water. During the activity gradually remove the seaweed from the screen so that Ls can notice more and more sea creatures.

LEARNERS' ACTIVITIES

1. Ls look for animals among the seaweeds and name them one after the other.
T: *What can you see among the seaweeds?*
L1: *I can see a seahorse.*
L2: *I can see two.*
T: *What is there under this stone?*
L3: *I don't know.*
L4: *I think it's a crab.*

2. Ask Ls to work in pairs and play a chain game. Show them how to play with the help of one of the learners.

Play some more music while they are playing. When the music stops they have to finish the activity.

2. Ls work in pairs and name the creatures they can see in the picture projected by the OHP:

L1: *I can see 2 seahorses.*

L2: *I can see 2 seahorses and a crab.*

L1: *I can see 2 seahorses, a crab and a starfish.*

STAGE 2	Extending vocabulary: Describing sea animals
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing new words accurately Memorising Describing pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	OHP, cut-outs used in Stage 1

TEACHER'S ACTIVITIES

1. Place the cut-out animals on the screen of the OHP one by one. Move the OHP farther from the wall to enlarge the pictures. Talk about the animals. Introduce new vocabulary: parts of their body.

(Suggested vocabulary: body, arm, leg, tentacle, spike, shell, pincer, etc.)

2. Ask Ls to come to the OHP, put an animal on it and describe it.

LEARNERS' ACTIVITIES

1. Ls try to take an active part in the activity.

2. Ls go to the OHP, put an animal on it and describe it:

L1: *This is a prawn. It has got a long body, strong front legs and two pincers.*

STAGE 3	Using authentic material: Who lives in the rock pool?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to note key words Scanning for information in order to complete fact cards Developing cooperation skills
ORGANISATION	Groups (AAA, BBB, CCC, DDD, EEE, FFF)
AIDS AND MATERIALS	4.3 Fact cards, 4.3 Information card

TEACHER'S ACTIVITIES

NOTE:

In Stages 3 and 4 Ls will study authentic materials in order to get to know more about sea creatures. 4.3 Fact cards contain 7 cards with pictures and descriptions of 7 animals living in rock pools. First, as an example, they will study one of the animals together with the teacher. Then they will work in 6 groups of 3 members (AAA, BBB, CCC, DDD, EEE, FFF) and learn about the other 6 animals. Finally, they will form 3 new groups of six members (ABCDEF, ABCDEF, ABCDEF) and complete a quiz about all the 7 animals.

1. Split the class into 6 small groups of 3 learners. To do this, use a counting rhyme (as many times as needed):
Red, yellow, green and blue, let's see what's in a rock pool: small fish, big fish, crab, seahorse, urchin, starfish. (Form bigger groups if you have more learners.)
Then ask all the 'crabs' to sit down together. Do the same with all the other 'animals'. So you will have 6 groups of 3 learners.
2. Tell Ls that they are going to study life in rock pools together. Explain their task through an example. Show them one of the pictures of sea animals (4.3 Fact cards) and give each group a copy of 4.3 Information card. Read out the description and ask learners to complete their cards. Ask them questions to check their answers.

LEARNERS' ACTIVITIES

1. Ls memorize their animal word and then form their groups.
2. Group members listen to their T and try to complete the information card together. Then they answer T's questions using the completed card.

3. Now ask each group to choose a Fact Card. Hand out the copies of the information card (4.3 Information card) too. Let groups study the pictures and read the texts and then complete the Information card on their own. Tell them that they are not supposed to understand every single word of the text. Recommend that they concentrate on the key words. Check their answers while monitoring the activity. Ask some questions to help them memorize the information.

NOTE: Provide more help for those groups where Ls have difficulties in understanding key information.

STAGE 4	Sharing information: Who lives in a rock pool?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing information in groups Planning and managing a group task Developing cooperation skills (accepting and tolerating each other)
ORGANISATION	Groups (ABCDEF, ABCDEF, ABCDEF) Whole class
AIDS AND MATERIALS	4.4 Sea quiz

TEACHER'S ACTIVITIES

1. Ask Ls to form 3 new groups. Each group must have all the different animals (small fish, big fish, crab, seahorse, urchin, starfish) in. So this time you will have 3 groups of 6 learners: one member from each previous group will sit together to form a new group.
2. Give each group a copy of the Sea quiz (4.4 Sea quiz) and ask them to complete it.

LEARNERS' ACTIVITIES

1. Ls move around to find their new group mates.
2. Ls share the information they have learnt during the previous activity and complete the quiz.

VARIATION FOR GROUPS THAT WORK FASTER

AIDS AND MATERIALS

4.4 Word search

DESCRIPTION

After completing the quiz, Ls can look for sea life words in 4.4.word search.

Solution:

S	T	A	R	F	I	S	H	S				R
E								E				O
A	N	E	M	O	N	E		A				C
W								U				K
E							P	R	A	W	N	P
E		C						C		A		O
D		R						H		T		O
S	E	A	H	O	R	S	E	I		E		L
		B						N		R		
B	R	I	T	T	L	E	S	T	A	R		

STAGE 5

End of lesson activity: Who knows more about sea life?

TIME

5 mins

SKILLS AND
COMPETENCIES IN FOCUS

Listening to questions and giving answers in groups

ORGANISATION

Groups (ABCDEF, ABCDEF, ABCDEF)

AIDS AND MATERIALS

Same as in Stage 4, 1.6 Vocabulary poster

TEACHER'S ACTIVITIES

1. Organise a mini quiz show to provide chance for Ls to show what they have learnt about sea life. Write some questions based on the Sea quiz in Stage 3 and on your Ls' interests.

LEARNERS' ACTIVITIES

1. Group members co-operate in order to answer all the questions accurately. They listen to their T's questions and write down the answers in their exercise books. The group with the most correct answers is the winner.

2. OPTIONAL TASK:

Before the lesson put 1.6 Vocabulary poster on the board or classroom wall. Ask Ls to write a word each on it as they leave the classroom. Don't forget to add your favourite word.

As a follow-up activity, you might organise a project competition with the task of designing a SEALIFE PICTURE DICTIONARY.

Did you enjoy the activities? 😊 😊 😊	Finding new pairs	True or false?	Project work

LESSON 5: LET'S GO DIVING

AIMS OF THE LESSON

- to create sea animals they have learnt about
- to exchange experiences
- to evaluate learners' achievement

MATERIALS AND RESOURCES

model 5.1 Fish, metal paper clips, magnet fishing rod for each group, bowls of water with pebbles, plasticine of different colours, newspaper, sponge, 4.3 Fact cards, magnifying glasses made by Ls (background music, CD player), 5.3 Chart (a copy for each group), 5.4 Self-evaluation form (a copy for each L)

Before the lesson: Copy and cut out the 5.1 Fish. Stick them on cardboard and put a metal paper clip on each one. (For a larger class you have to make more copies.) Prepare as many fishing rods as many groups will play.

Classroom arrangement: Desks should be arranged for group work.

STAGE 1

Warmer: Let's go fishing.

TIME

6 mins

SKILLS AND COMPETENCIES IN FOCUS

Reconstructing written form of words

ORGANISATION

Small groups

AIDS AND MATERIALS

5.1 Fish, metal paper clips, magnet fishing rod for each group

TEACHER'S ACTIVITIES

1. Put the fish you prepared before the lesson on the floor and tell Ls that that is a pond full of fish and the Ls are the anglers. Split them into groups and ask group members line up in equal distances from the 'pond' e.g. in different corners of the classroom. Give a fishing rod to the first player in each group. Give them 2 minutes to catch as many as they can using their magnet fishing rods. Then ask them to sit down in groups and make up as many words as they can using the letters on the back of the fish.

LEARNERS' ACTIVITIES

1. Group members line up in equal distances from the 'pond'. At a given signal, the players with the fishing rods run to the 'pond' and try to catch a fish. Then they run back to their group to pass on the rod. Members take turns to catch fish. When the fishing time is over, they sit down to write as many words as they can using the letters on the back of the fish. They work in their exercise books. The group with the longest words is the winner.

STAGE 2	Project work: Creating a rock pool
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Creating visual interpretations of ideas: designing a rock pool Developing cooperation skills Planning and managing of a group task
ORGANISATION	Groups of 4–6
AIDS AND MATERIALS	Bowls of water with pebbles, plasticine of different colours, newspaper, sponge, 4.3 Fact cards, magnifying glasses made by Ls (background music, CD player)

TEACHER'S ACTIVITIES

1. Ask Ls to form groups of 4–6 and help you to place all the necessary items (a bowl of water with pebbles, plasticine of different colours, newspaper, a sponge, magnifying glasses) on the desk of each group. (Friends are free to work together.) In the meantime, put the 4.3 Fact cards on the board so that everybody can reach them easily. Ask them to cover the desk with some pieces of newspaper to keep it clean. Ask Ls to close their eyes, feel the plasticine and decide what animal to form. Ls open their eyes and say what animal they want to make out of the plasticine. Try to make sure that a wide variety of animals is included.
2. As soon as they start working, walk round and talk to Ls, helping them to look critically at what they are making in relation to the actual animal. You might want to play some background music.
3. When they finish working, ask them to place their plasticine creatures into the tub of water with pebbles and study their 'rock pool' with the help of their magnifying glasses. You might want to look into the pools as well. If you want to complement a child, say:
What an interesting animal!
I love these colours here.
What a lovely seahorse!
I think your mum will love this starfish.

LEARNERS' ACTIVITIES

1. Ls must agree who is going to make what out of the plasticine.
2. Ls solve the puzzle found in the treasure chest then give it back to the group that has made up the puzzle. It is their task to check the solution.
3. Ls might want to add some plants to the pool. They can do it if T provides some moss. Or they may add some plants before the next lesson starts.
4. Ls clean and tidy the desks.

STAGE 3 Presenting projects

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Completing a summary of information

ORGANISATION Groups as in Stage 2

AIDS AND MATERIALS Rock pools, 5.3 Chart

TEACHER'S ACTIVITIES

1. Invite groups to walk from pool to pool studying underwater world with the help of their magnifying glasses. Provide them with a 5.3 Chart to help them remember what they could see.

LEARNERS' ACTIVITIES

1. Groups walk from pool to pool studying underwater world with the help of their magnifying glasses. They take notes in the 5.3.Chart.

STAGE 4 Evaluation

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Evaluating self and peer performance: finding the best things in each other's work

ORGANISATION Whole class

AIDS AND MATERIALS 5.4 Self-evaluation form

TEACHER'S ACTIVITIES

1. Ask Ls to give feedback on the work done on the basis of the 5.3 Chart.
2. Ask Ls to think about the activities of the last 5 lessons and evaluate their achievement (5.4 Self-evaluation form).
3. DISSEMINATION: Leave the pools at the back of the classroom for a day for other children to see. Ask two children to guard the pools in the breaks

LEARNERS' ACTIVITIES

1. Ls complete 5.4 Self-evaluation form.
2. Ls might add their personal opinion about the group work and the whole process in their mother tongue.

STAGE 5 **End of lesson activity: Sing a song**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Singing in time and tune
Miming movements

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Singing the melody of the well-known children's song 'Ten little Indians' introduce the following lyrics to Ls.

One little, two little, three little Brittlestars,

Four little, five little, six little Brittlestars,

Seven little, eight little, nine little Brittlestars,

Ten little creatures in the sea.

Ask Ls to sing along and mime the movements of the Brittlestar waving their arms and moving around in the classroom.

LEARNERS' ACTIVITIES

1. Ls to sing along and mime the movements of the Brittlestar waving their arms and moving around in the classroom.