

Lesson 1

Vocabulary

Pupil's Book pages 70–71



70

Unit 6 Identify and use new words: sea animals
WB, page 62

Lesson 1 Vocabulary

1 2.9 Listen, point and say.

2 2.10 Listen and play the game. Say the word before or after.



3 Write the new words in your notebook.

Has arms or legs	Doesn't have arms or legs
penguin	jellyfish

4 Look at the picture. Ask and answer.

How many penguins can you see?

I can see two penguins.

5 2.11 Sing the song. Be a star!

Goodbye, big shark

Two pink octopuses
Swimming together.
Along comes a hungry shark
Looking for his dinner.

Hide, pink octopuses!
Swim, swim away.
Goodbye, big shark,
Until another day.

Three black eels
Swimming together.
Along comes a hungry shark
Looking for his dinner.

Hide, black eels!
Swim, swim away.
Goodbye, big shark,
Until another day.

Four ... Can you make
Five ... two new verses?

Unit 6 Sing a song
WB, page 62

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Learning objectives: Identify and use new words: sea animals; Sing a song

Vocabulary: crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale

Resources: (PK) - Unit 6, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities; review Unit 6 song, Flashcards; (PRC) - Review audio tracks 2.9–2.11

Materials: Class Audio CD2

Warm-up: Categories

- Write these three headings on the board in large circles: *Family, Musical instruments, Food.*
- Call out different words from Units 4 and 5. Have volunteers raise their hands to come to the board and write each word in the correct circle.



1 2.9 Listen, point and say.

- The children look at page 70. Ask *Who can you see? (Flo, Ella, Luke, Charlie, Aunt Daisy) Where are they? (under the sea) What are they doing? (looking at sea animals)*
- The children look at page 71. Play the audio. The children listen and point.
- Play the audio again. The children repeat each item.

2 2.10 Listen and play the game. Say the word before or after.

- Have the children listen to the first example on the audio.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: jellyfish

Child: Before octopus!

Teacher: eel

Child: Before whale, after penguin!

Teacher: Now you. 1 starfish 2 whale 3 dolphin
4 penguin 5 shark

Answers: 1 Before shark, after dolphin. 2 Before seahorse, after eel. 3 Before starfish, after seahorse. 4 Before eel, after octopus. 5 Before crab, after starfish.

Teaching star! ★

Extension

- You can use the flashcards to introduce the new vocabulary.
- Hold up each flashcard one at a time and call out the word. Have the children repeat. Stick each flashcard on the board. Then call out the words one at a time in random order and have volunteers go to the board and point to the correct flashcard.

3 Write the new words in your notebook.

- Draw an octopus and an eel on the board. Point to them and ask *Which animal has arms or legs? (the octopus) Which animal doesn't have arms or legs? (the eel)*
- Have the children copy and fill in the table into their notebooks.
- Copy the table onto the board and have volunteers fill it in.

Answers: Has arms or legs: octopus, penguin, starfish, crab Doesn't have arms or legs: jellyfish, eel, whale, seahorse, dolphin, shark

4 Look at the picture. Ask and answer.

- Ask the class the example question and have a volunteer read out the answer. Tell the children to find the two penguins in the big picture on page 70.
- Divide the class into pairs and have them take turns asking and answering.

5 Sing the song. Be a star! ★

- Make sure the children can't see the words of the song. Every time they hear *shark*, they snap their hands together like shark jaws.
- Play the audio. If the children don't snap their hands at the word *shark*, snap yours.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).

- Ask the children to suggest sea animals for two more verses. You could have a class vote for the two most popular sea animals.
- Finally, the children listen and sing. They sing the extra two verses with their own choice of sea animals.

Cooler: One verse each

- Divide the class into four groups. Assign one verse of the song to each group. Play the song one more time, and each group performs their verse.

Workbook page 62

6 Under the sea

Lesson 1 Vocabulary

1 Circle the name of the sea animal.

1 a octopus
b penguin
c seahorse

2 a dolphin
b shark
c whale

3 a crab
b jellyfish
c starfish




4 a shark
b whale
c dolphin

5 a eel
b jellyfish
c octopus

6 a whale
b shark
c dolphin

2 Name the sea animals.

octopus starfish jellyfish

1  2  3 

3 Which sea animal on Pupil's Book page 71 is missing from Activities 1 and 2? Draw and name it.

This is a _____

62 Unit 6

1 Circle the name of the sea animal.

Answers: 1 b 2 c 3 a 4 c 5 a 6 b

2 Name the sea animals.

Answers: 1 jellyfish 2 starfish 3 octopus

3 Which sea animal on Pupil's Book page 71 is missing from Activities 1 and 2? Draw and name it.

Answers: seahorse
Children's own drawings.


Lesson 2 Reading

1 Look at the photos and the text. Circle the correct words.
 What type of text is this?
 1 a a story b an informative text c an email
 Where can you see a text like this?
 2 a in an aquarium b in a cinema c in a supermarket

2 Scan the text. Underline the new words from Lesson 1.

3 2.12 Read the text. Which sea animal is your favourite? Why?


Penguin



A penguin is a bird and it lives in the Antarctic Ocean. It's got very short legs and a fat body. It lives on land, but it swims in the sea and catches fish.

Fun fact! A penguin can walk and swim, but it can't fly.


Octopus



An octopus lives in the ocean, but it isn't a fish. It's got a round body and eight long arms, but it hasn't got any legs. It's a fast swimmer and it can hide in tiny places.

Fun fact! An octopus hasn't got any teeth, but it can eat snails.


Seahorse



A seahorse is a fish, but it can't live in cold water. It's got a beautiful head, a thin body and a tail, but it hasn't got any legs. It's a very slow swimmer and it hardly ever moves.

Fun fact! A seahorse can hold onto a plant with its tail.


Starfish



A starfish isn't a fish. It lives on the ocean floor. It's got a hard body and hundreds of tube feet on its arms. It can't swim so it walks on the ocean floor.

Fun fact! A starfish can make itself a new arm!

Whale



A whale is a mammal and it lives in the ocean. It's very long, heavy and loud. It's longer than three buses, heavier than forty elephants and much louder than a lion. It can swim very long distances.

Fun fact! A whale only breathes air once every 90 minutes.

fat hard heavy
round thin tiny

Learning about language

Adjectives
 Adjectives give information about nouns, and make your writing more interesting.

A penguin has got short legs.

A whale is very long, heavy and loud.

Adjectives come before the noun or after am / is / are.

Find examples of adjectives and nouns in the texts about sea animals and write them in your notebook.

Adjective	Noun
short	legs

Learning objectives: Read an informative text; Identify new words: adjectives

Vocabulary: fat, hard, heavy, round, thin, tiny

Additional vocabulary: mammal

Resources: (PK) - Unit 6, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 2.12

Materials: Class Audio CD2

Warm-up: Memory game

- Tell the children to work in pairs. Give them one minute to remember the ten sea animals from Lesson 1. Ask each pair to call out one sea animal and write them on the board (crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale).
- Have volunteers draw each sea animal under the words.

Vocabulary

Teach *fat* and *thin* with drawing of a fat cat and a thin cat. Say *This cat is fat / thin*. and have the children repeat.

- Teach *hard*, *heavy*, *round* and *tiny* with objects in the classroom. Knock on the board and say *The board is hard*. Try to lift a table and say *The table is heavy*. Draw a circle on the board and say *The circle is round*. Show the children a small pencil and say *This pencil isn't big. It's tiny*. Have the children repeat the sentences each time.
- Write the adjectives on the board, point to each item, say the word and have the children repeat again. Then repeat the sentences but leave a pause for the adjective and elicit the word from the children.

1 Look at the photos and the text. Circle the correct words.

- Refer the children to the texts on pages 72–73. Tell them to look at the photos and the texts. Read out the instructions and questions.
- Have the children answer the questions in pairs.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 b – an informative text 2 a – in an aquarium

2 Scan the text. Underline the new words from Lesson 1.

- Remind the children what *scan* means and tell them they have one minute to find all the new words.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: penguin, octopus, seahorse, starfish, whale (all three times).

3 2.12 Read the text. Which sea animal is your favourite? Why?

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the texts quietly. Ask *Can the starfish swim? Which animal swims the fastest? Is the whale a fish or a mammal?* and elicit answers. Explain *mammal* in L1 if necessary.
- Ask the children *Which sea animal is your favourite?* Elicit answers, e.g. *The whale is my favourite because it's big.*
- The children talk about their favourite sea animals in pairs.
- Have a show of hands for each sea animal and count which one is most popular.

Teaching star! ★

Group work

- You can check comprehension by asking the children to create questions for the class.
- Have the children work in five groups. Assign a sea animal to each group. Have each group create a question on the fun fact for their sea animal. Then give the children one minute to read the fun facts. Tell them to turn over their books. Each group asks their question. Can the other groups answer?

Learning about language

- Read out the Learning about language box to the children. Ask the children *What colour blocks are the adjectives / nouns in?* and elicit *green / yellow*.
- Have the children read the texts and look for adjectives and nouns. They copy the table into their notebooks and work individually.
- Then have volunteers write the answers on the board.

Answers: Adjective: short, beautiful, cold, fast, fat, hard, heavier, heavy, long, longer, loud, louder, new, round, slow, thin, tiny, tube **Noun:** air, Antarctic Ocean, arm(s), bird, body, buses, distances, elephants, feet, fish, floor, head, land, legs, lion, mammal, minutes, ocean, octopus, penguin, places, plant, sea, snails, starfish, swimmer, tail, teeth, water

Cooler: Draw and guess

- Ask a child to draw part of a sea animal from this lesson on the board. The class have to guess what it is. The child keeps adding to the drawing until the class guesses correctly.
- Repeat with other children.

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Lesson 2 Reading

1 Complete the sentences. Use the adjectives from the box.

fat	hard	enormous	heavy	thin	tiny
-----	------	----------	-------	------	------

1 A whale is enormous.

2 A whale is also very _____.

3 This eel is long and _____.

4 This is a _____ penguin.

5 The body of a crab is _____.

6 This baby seahorse is _____.

2 Think. What is ... ?

1 fast a car

2 slow _____

3 hard _____

4 round _____

5 tiny _____

6 heavy _____

Learning about language

3 Read and complete the descriptions of the eels.

a penguin		an eel	
a fat penguin		a <u>long</u> eel	
a fat, black and white penguin		a _____ eel	
The fat, black and white penguin is happy.		The _____ eel is _____.	

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1 Complete the sentences. Use the adjectives from the box.

Answers: 1 enormous 2 heavy 3 thin 4 fat 5 hard 6 tiny

2 Think. What is ... ?

Answers: Children's own answers.

3 Read and complete the descriptions of the eels.

Answers: long; long black; long black, scated

2 Write the sea animals in the correct place in the diagram. **Be a star!** ★

- Have the children look at the diagram and think about what the sea animals in the box can do.
- The children do this individually and then compare answers with a friend.
- Draw the diagram on the board and have volunteers fill in the answers.

Answers: can swim: penguin, octopus, whale, seahorse, eel, crab, shark
 breathes air: penguin, whale
 has got legs: penguin, crab

3 Think of another sea animal. Add it to the diagram.

- The children think of a sea animal that is missing and add it to the diagram.

Suggested answers: dolphin (can swim, breathes air), jellyfish (can swim), starfish (breathes air)

4 2.13 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*a starfish riding a shark*).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters? (/a:/)*.
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: 'Faster, faster!' says the starfish to the shark. The party's ...

Children: starting

Teacher: 'Faster! ...' says the starfish to the shark. The party's starting.

Children: faster

Teacher: 'Faster, faster!' says the starfish ... The party's starting.

Children: to the shark

Teacher: 'Faster, faster!' says ... the shark. The party's starting.

Children: the starfish to

Lesson 3 Reading comprehension

1 Write the sea animals.

- 1 It's got eight long arms. octopus
- 2 It can hold onto a plant with its tail. _____
- 3 It's got tube feet, but it hasn't got any legs. _____
- 4 It's a bird, but it can't fly. _____

2 Write the sea animals in the correct place in the diagram. **Be a star!** ★

penguin octopus whale seahorse eel crab shark

sea animal

can swim penguin

breathes air penguin

has got legs penguin

3 Think of another sea animal. Add it to the diagram.

Sounds and spelling

4 2.13 Listen and say the chant. Look at the spelling.

'Faster, faster!' says the starfish to the shark.
 'The party's starting!'

5 2.14 Write the missing letters *ar* or *a*. Listen to check.

1 st ar 2 fter 3 p k 4 g den 5 ban ana 6 sk

74 Unit 6 Reading comprehension: identify facts Sounds and spelling: *ar* or *a* (/a:/) WB: page 64

Learning objectives: Reading comprehension: identify facts; Sounds and spelling: *ar* or *a* (/a:/)

Vocabulary: after, ask, banana, faster, garden, park, party, star, starting

Resources: (PK) - Unit 6, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 2.13–2.14

Materials: Class Audio CD2

Warm-up: What's the animal?

- Describe a penguin: *It swims around in the sea. It isn't a fish. It can walk. It can swim. It's a bird. It can't fly.*
- Have the children raise their hands to say what the sea animal is.

1 Write the sea animals.

- Ask the children to recall the sea animals they have learned about so far in this unit. Have volunteers call out one sea animal each.
- Read out the first description and have a volunteer say the sea animal and do a drawing on the board. Then have the children finish the activity individually. Ask pairs to read out the descriptions and answers and other volunteers do drawings.

Answers: 1 octopus 2 seahorse 3 starfish 4 penguin

5  2.14 Write the missing letters *ar* or *a*.
Listen to check.

- Elicit all the words from the children by inserting the sound /a:/.
• The children now complete the words with *ar* or *a*.
• While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
• Play the audio for the children to check their answers.

Answers: 1 star 2 after 3 park 4 garden 5 banana
6 ask

- Have the children scan the texts in Lesson 2 and find other words that are pronounced this way: *Antarctic, can't, fast, plant, hard*.

Teaching star! 

Game

- Pronunciation games allow the children to practise more while having fun.
- Play *Bingo* using the following words *faster, starfish, start, party, shark, banana, park, garden, ask, after*.
- See the Games Bank (pages 14–17) for how to play this game.

Cooler: Which sea animal?

- Ask the children to think of a sea animal (e.g. *a starfish*) and tell their friend about it (e.g. *It can't swim. It can breathe air. It has five arms*). Their friend guesses the sea animal.
- Then pairs swap roles.

Workbook page 64

Lesson 3 Reading comprehension

1 Read the text on Pupil's Book pages 72–73. Answer the questions.

1 Where do penguins live?
They live in the Antarctic Ocean.

4 Can a penguin fly?

2 How many arms has an octopus got?

5 Is the seahorse a good swimmer?

3 How does a starfish move?

6 How often does a whale breathe?

Sounds and spelling

2 Find the words. Circle the *ar* words with red and the *a* words with blue.

sharkfastarthardbathstartdanceafter

3 Write the *ar* words in the star and the *a* words in the plant.

star

plant

64 Unit 6

1 Read the text on Pupil's Book pages 72–73. Answer the questions.

Answers: 1 They live in the Antarctic Ocean.
2 It's got eight arms. 3 It walks on the ocean floor. 4 No, it can't. 5 No, it isn't. 6 It breathes once every 90 minutes.

2 Find the words. Circle the *ar* words with red and the *a* words with blue.

Answers: Red (*ar*): shark, art, hard, start
Blue (*a*): fast, bath, dance, after

3 Write the *ar* words in the star and the *a* words in the plant.

Answers: Star (*ar*): star, shark, art, hard, start
Plant (*a*): plant, fast, bath, dance, after

- Ask the children which colour blocks the adjective is in (*green*) and what colour block the word *than* is in (*dark pink*).
- Read out the sentences again and have the children repeat.
- Refer the children to the spelling rules in the Look! box.
- Read out the adjectives and have the children repeat.

Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Comparing two people, animals or objects

The seahorse is slow.

The starfish is slower than the seahorse.

The seahorse is faster than the starfish.

Look!

thin → thinner fat → fatter heavy → heavier ugly → uglier

2 Write sentences to compare the sea animals.

1 (long) An eel is longer than a starfish.

2 (big) _____

3 (heavy) _____

4 (hard) _____

3 Make true and false sentences. Be a star!

A whale	is	thinner	than	a dolphin.
An eel		slower		a starfish.
An octopus		faster		a shark.
A seahorse		heavier		a penguin.

An eel is heavier than a whale. False!

Unit 6 Compare two people, animals or objects WB: page 75

Learning objectives: Compare two people, animals or objects

Grammar: Comparing two people, animals or objects

Resources: (PK) - Unit 6, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: Think of words with *ar* or *a*

- Write *ar* on the left side of the board and *a* on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the /a:/ sound.

1 Look and read.

- If you don't have access to the class video, draw a fat cat and a thin cat on the board. Point to the fat cat and say *This cat is fat. This cat is fatter than the thin cat.* Point to the thin cat and say *This cat is thin. This cat is thinner than the fat cat.* Explain in L1 that you are comparing the cats.
- Refer the children to the pictures in Activity 1 and ask what they can see.
- Read out the sentences one at a time. Ask the children *What do we add to the word when we compare?* Elicit *-er*. *What word do we add after?* Elicit *than*.

- If you have access to the class video, present the comparison with the fat and thin cat as above. Then tell the children to watch the video and think about what letters we add to the adjective to compare things and what words we add after the adjective.
- Play the video. Ask the children for feedback.
- Refer the children to the spelling rules in the Look! box.
- Play the video again, and have the children repeat the sentences and the adjectives.

2 Write sentences to compare the sea animals.

- Ask the children *What's the first / second sea animal?* and elicit *An eel / A starfish*. Ask *Which one is longer?* and elicit *The eel*. Read the example sentence to the children.
- Have the children do the activity individually. Then ask volunteers to read out their sentences. Write the correct adjectives with *than* on the board.

Answers: 1 An eel is longer than a starfish. 2 A dolphin is bigger than a penguin. 3 A whale is heavier than a crab. 4 A shark is harder than a jellyfish.

3 Make true and false sentences.

Be a star! ★

- Ask a volunteer to read out the example.
- Have the children work in pairs and take turns to say sentences and answer *True* or *False*.
- Have some children tell the class their sentences.

Teaching star! ★

Personalising

- Adapt an activity to the children's own experience so they can use the language in relation to themselves.
- Ask volunteers to say sentences about themselves using comparative adjectives. Suggest adjectives they can use: *older, younger, taller, shorter, faster, slower*. The volunteer thinks of a sentence and the class vote *True* or *False*. Then the volunteer reveals the truth.

Cooler: Can you spell?

- Write these adjectives on the board and have volunteers add to or change them to write the comparative forms: *big, heavy, thin, fat, ugly, slow, long, small, hard, happy*.



Workbook page 65


Lesson 4 Grammar


1 Write the adjectives in the correct place.


big	fast	fat	happy	hard	heavy
hot	long	short	thin	tidy	ugly


+ er	y + ier	Double letter + er
faster	heavier	fatter
_____	_____	_____
_____	_____	_____
_____	_____	_____


2 Complete the sentences. Use the comparative of the underlined adjectives.

1  a The shark is fast.
b Yes, but the penguin is faster.

3  a My crab is heavy.
b Yes, but my crab is _____ than your crab.

2  a You look very thin in this photo!
b Yes, I was ill. I was _____ than I am now.

4  My new phone is large. It's _____ than the old one.

3  Answer the questions about a friend.

1 What is your friend's name? _____

2 How old is he / she? _____

3 How tall is he / she? _____

4 (young or old) I am _____ than _____

5 (tall or short) I am _____ than _____

Go to Grammar reference on page 123 Unit 6 65

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 123 while completing these Workbook activities.

1 Write the adjectives in the correct place.

Answers:

+ er	y + ier	Double letter + er
faster	heavier	fatter
harder	happier	bigger
longer	tidier	hotter
shorter	uglier	thinner

2 Complete the sentences. Use the comparative of the underlined adjectives.

Answers: 1 faster 2 thinner 3 heavier 4 larger

3 Answer the questions about a friend.

Answers: Children's own answers.

Grammar reference (page 123)

1 Think about someone you know. Write sentences with comparative adjectives.

Answers: Children's own answers.

Lesson 5 Language in use

1 2.15 Listen and say.

bad	worse	the worst
good	better	the best
friendly	friendlier	the friendliest
tall	taller	the tallest

- 1 Tell me about your family. Who's **the tallest**?
- 2 My dad is **the tallest**.
- 3 Who's **the friendliest**?
- 4 My grandma is **the friendliest**.
- 5 Who's **the best** at football?
- 6 My brother is **the best** at football.
- 7 And who's **the worst** at drawing?
- 8 Me!

2 Write sentences about your friends.

- _____ is **the tallest**. (*tall*)
- _____ is **_____**. (*fast*)
- _____ is **_____**. (*old*)
- _____ is **_____** at swimming. (*bad*)
- _____ is **_____** at dancing. (*good*)

3 Now make a new dialogue. **Be a star!**

76 Unit 6 Use the superlative form with short adjectives Use new words: adjectives WB: page 66

- Say the sentences again and have the children repeat. Ask *What's the best grade?* And elicit *A*. *What's the worst grade?* and elicit *B+*.
- Read through the table and have the children repeat the words. Explain the concept of the superlative in L1 if necessary.
- Play the audio and have the children listen and raise their hands every time they hear one of the words from the box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the superlative forms. Ask the children *What do we do to tall?* and elicit *add -est*. *What do we do to friendly?* Elicit *remove y and add -iest*. Ask *How about good and bad?* and help the children work out that these words change completely.
- Ask *What word do we add before these adjectives?* and elicit *the*.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.

If you have access to the class video, follow the above procedure with the video. Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

Learning objectives: Use the superlative form with short adjectives; Use new words: adjectives

Vocabulary: bad, worse, the worst; friendly, friendlier, the friendliest; good, better, the best; tall, taller, the tallest

Resources: (PK) - Unit 6, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 2.15 and Language in use video

Materials: Class Audio CD2

Warm-up: True or False

- Say sentences about sea animals and have the children call out *True* or *False*: e.g. *Whales are bigger than penguins. Eels are longer than seahorses. Sharks are smaller than crabs. Crabs are bigger than whales. Dolphins are smaller than jellyfish.*

1 2.15 Listen and say.

- If you don't have access to the class video, teach the superlative form with *good*, *better* and *the best*. Write three grades on the board: *A*, *A-* and *B+*. Say *Grade B+ is a good grade. Grade A- is better than B+. Grade A is the best.*

- 2 Write sentences about your friends.
- Have a child read out the example and suggest a friend.
 - Have the children complete the sentences individually. Then they read their sentences with a friend.
 - Ask some children to read out their sentences. Have volunteers write the correct superlative forms of the adjectives on the board.

Answers: Children's own answers.
1 the tallest 2 the fastest 3 the oldest 4 the worst 5 the best

Teaching star!

Mixed ability

- Plan ahead for early finishers so they have something to do.
- If some children finish Activity 2 quickly, write these adjectives on the board and tell them to think of some more sentences while they wait for their classmates to finish: *happy*, *loud*, *friendly*.

3 Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Cooler: Table fillers

- Tell the children to look at the table at the top of page 76 of their Pupil's Books for one minute. Then they close their books. Draw the table on the board and fill in one word for each adjective. Have volunteers fill in the missing words.



Workbook page 66

Lesson Language in use

1 Look. Then complete the table.


fast → faster → the fastest
nice → nicer → the nicest
heavy → heavier → the heaviest


young	younger	the
clever	cleverer	the
happy	happier	the
friendly		the
good	better	the
bad		the worst


2 Complete the sentences.

- Dolphins are clever. They're the cleverest animals in the sea.
- Anna is young. She is _____ in the class.
- Joe is very friendly – he's _____ boy in the school.
- The music on this CD is good. It's _____ CD I've got.

3 Write sentences about the pictures.

1  fat / thin Abby is the fattest. Benjy is the thinnest.

2  tall / short Roy is _____. Silvia is _____.

3  big / small House A is _____. House B is _____.

66 Unit 6 Go to Grammar reference on page 123

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 123 while completing these Workbook activities.

1 Look. Then complete the table.

Answers:

young	younger	the youngest
clever	cleverer	the cleverest
happy	happier	the happiest
friendly	friendlier	the friendliest
good	better	the best
bad	worse	the worst

2 Complete the sentences.

Answers: 1 the cleverest 2 the youngest
3 the friendliest 4 the best

3 Write sentences about the pictures.

Answers: 1 Abby is the fattest. Benjy is the thinnest. 2 Roy is the shortest. Silvia is the tallest. 3 House A is the biggest. House B is the smallest.

Grammar reference (page 123)

2 Write two more questions. Answer the questions.

Answers: Children's own answers.

Lesson 6 Listening and speaking

1 Talk about the pictures. What can you see? Together is better!

2 Listen to the story and order the pictures.

3 Listen again. Why is the little fish scared? Why is it happy at the end?

4 Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story. Be a star!

Values
Do you welcome new friends into your group?

Unit 6 Listening: sequence events Speaking: act out a story WB: page 77

Learning objectives: Listening: sequence events; Speaking: act out a story

Additional vocabulary: together, waited, watched

Resources: (PK) - Unit 6, Lesson 6; (PRC) - Review audio track 2.16

Materials: Class Audio CD2; (optional) coloured pencils

Warm-up: Opposites

- Call out these comparative adjectives and have the children raise their hands to say the opposite word: *bigger (smaller), longer (shorter), fatter (thinner), faster (slower) happier (sadder)*.
- Repeat but say the adjectives in the superlative, e.g. *the biggest (the smallest)*.

1 Talk about the pictures. What can you see?

- Tell the children to look at the pictures and think about what they can see. They work in pairs and take turns to describe a picture.
- Have volunteers say what they can see in the pictures. Prompt with questions if necessary: *What colour is the small / big fish? What shape do the small fish make together?*

2 Listen to the story and order the pictures.

- Tell the children to look at the pictures and listen to the story to see which order they are in.
- Play the audio. Ask the children to say the order of the pictures.
- Play the audio again and tell the children to point to the correct pictures while they listen.

Audioscript

A little pink fish was all alone in the big sea. There were no jellyfish, no starfish and no octopuses. The little pink fish was sad. It waited and it watched.

'Oh look! Here comes a fish.' The fish was big and grey. It was bigger and fatter and longer and faster than the little pink fish. The little pink fish was scared.

'Oh look! Here comes another fish.' The fish was blue, green, yellow, orange, purple and red. It was the biggest fish of all! The little pink fish was very scared. 'But look again, little fish.' It wasn't one big fish. It was lots of little fish, all different colours.

'Hey little pink fish, don't be scared,' said a little blue fish. 'Come with us!'

Now the little pink fish is happy. It always swims with its new friends and it's never scared. 'Together is better!' thinks the little pink fish.

Answers: a 3 b 1 c 4 d 2

3 Listen again. Why is the little fish scared? Why is it happy at the end?

- Read out the questions to the children. Tell them to listen again so they can answer these questions.
- Play the audio again. The children work in pairs and talk to each other about the questions for a moment.
- Ask the class the questions again and have the children raise hands to offer answers. Ask for class agreement.

Answers: It is scared because it thinks the big fish is going to eat it. It is happy because the other little fish ask it to come with them.

4 Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story. Be a star!

- Have volunteers read out the bubbles.
- The children work in pairs and read the bubbles again. They decide what colour to circle the bubbles. If they do not have colours, they can label the bubbles LF (little fish) and BF (big fish). Then call out the numbers and have the children say pink or grey.

- Divide the children into groups of three. Assign the roles *grey fish*, *pink fish*, *biggest fish* to the children. They read out the dialogue in their groups.
- Have each group act out the dialogue to the class. They can read the roles from their books.

Answers: Pink (little fish): Bubbles 1, 3, 4, 9
Grey (big fish): Bubbles 2, 8

Values

- Refer the children to the Values box.
- Ask one child to read out the question. Ask the children to discuss how they welcome new children.
- You could ask additional questions: *Were you ever new to a school? How do new children feel? What can you do to make a new friend feel welcome?*

Teaching star!

Group work

Assign a prompter for acting out activities so the children do not need their books.


- Tell the children to learn their parts as well as they can, but not to worry too much because another child will be there with the book to help out. Have each group stand at the front without their books. Ask a child from another group to have their book open. The children act out the story. If they forget their lines, the prompter helps them remember.


Cooler: What's wrong?

- Tell the children to place their Pupil's Books face down. Say incorrect sentences about the story and have the children call out the correct version, e.g. *The big fish was pink. The little fish was grey. The little fish was happy and alone.*

Workbook page 67

Lesson 6 Language builder

1  Look and read and write. There is one example.



Complete the sentences.

Example There are three black eels.

1 There is one black and white _____.

2 There is one black and grey _____.

Answer the questions.

3 Where are the crabs? _____

4 What is the dolphin doing? _____

5 Where is the octopus? _____

Now write two sentences about the picture.

6 _____

7 _____

CE:YL Movers, Reading & Writing, Part 6, Unit 6 67

1 Look and read and write. There is one example.

This activity helps prepare the children for Part 6 of the Reading and Writing of the Cambridge English: Movers test.

- The children look at the picture. They complete the sentences, answer the questions and then write two sentences about the picture.
- If done in class, ask the children to say what they can see in the picture. Then explain to them what they have to do.
- Have the children complete the activity individually. Then have volunteers read out the complete sentences, the correct answers and then their sentences about the picture.

Answers: 1 shark **2** whale **3** They are on a rock. **4** It's jumping out of the water. **5** It's next to a rock. **6** Children's own answers. **7** Children's own answers.

Lesson 7 Writing

1 Read about the penguin on page 72 again. Answer the questions.

1 How many sentences are there? four


2 How many ideas are there in each sentence? _____

3 How many times can you find the words *and* and *but*?
and: _____ *but*: _____

Look!
 Use *and* to give additional information.
 Use *but* to give contrasting information.

Read the notes about an eel. Complete the text with *and* or *but*.


An eel
 long, thin
 can swim, can't walk
 eats small fish, small crabs, doesn't eat octopuses



An eel
 An eel is long ¹ and thin. It can swim, ² _____ it can't walk. It eats small fish ³ _____ small crabs, ⁴ _____ it doesn't eat octopuses.

3 Read the notes and write a text about an octopus. Be a star! ★

An octopus
 round body, eight long arms, no teeth
 fast swimmer, can hide in small spaces
 eats crabs, sometimes snails



An octopus
 An octopus has a _____

Unit 6 Write an informative text from notes
 WB: pages 68-69

2 Read the notes about an eel. Complete the text with *and* or *but*.

- Ask the children to read the notes. Ask some questions, e.g. *Is it long? Can it walk? Does it eat octopuses?* and elicit answers.
- The children do the activity individually. Then ask volunteers to read a sentence each.

Answers: 1 and 2 but 3 and 4 but

3 Read the notes and write a text about an octopus. Be a star! ★

- After the children read the notes, ask *How many arms / teeth has it got? Is it a slow swimmer? Where does it hide? What does it eat?* and elicit answers.
- The children do the activity individually. Monitor and help as necessary. Then have volunteers read out one sentence each. Write the text on the board after each sentence.

Answer: An octopus has a round body and eight long arms but it hasn't got any teeth. It's a fast swimmer and it can hide in small spaces. It eats crabs, but it sometimes eats snails too.

Cooler: Twenty questions

Ask a child to think of a sea animal, but not say which one yet. Ask the child a *yes / no* question, e.g. *Can it walk? Has it got long arms?* Then have volunteers ask questions to find out what the sea animal is. They can ask a maximum of twenty questions.

Learning objectives: Write an informative text from notes

Resources: (PK) - Unit 6, Lesson 7

Warm-up: First letters

- Write the first letters of the sea animals on the board. Have volunteers complete the words.
crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale

1 Read about the penguin on page 72 again. Answer the questions.

- Have the children read through the questions first. Then tell them to look back at the text about a penguin on page 72 and to count the sentences to confirm the example answer.
- Have the children complete the activity individually. Then ask the questions and have volunteers answer. Ask *What are the two ideas in sentence 1?* and elicit *The penguin is a bird, it lives in the Antarctic Ocean.*

Answers: 1 four **2** sentences 1, 2 and 4 = two ideas; sentence 3 = three ideas **3** *and* = four times, *but* = twice

Lesson 7 Writing

Prepare to write

1 **Complete the sentences with *and* or *but*.**

- 1 A starfish lives in the sea _____ *but* _____ it isn't a fish.
- 2 A giraffe has got long legs _____ a long neck.
- 3 A seahorse has got a head, body _____ a tail _____ it hasn't got any legs.
- 4 A whale is big, fat _____ heavy _____ it can swim long distances.

2 **Read the notes and complete the sentences.**

Dolphins

eat: fish – eat in a group in the ocean, some rivers

live: in the ocean, some rivers

size: 2.5 metres long

heavy: 300 kilograms

fast: 40 kilometres per hour

Dolphins eat _____.

They don't eat alone. They eat _____.

Dolphins live _____.

They're _____ long _____ heavy.

They can swim at _____ at 40 kilometres per hour.

Sharks

oldest meat eaters in the ocean

eat: fish, dolphins, small whales, other sharks – eat alone some don't eat meat

live: in the ocean

size: 4.6 metres long

heavy: 200 kilograms

fast: 60 kilometres per hour

Sharks are _____ the oldest _____ meat eaters in the ocean.

They eat fish, dolphins _____.

Sharks eat _____. Almost all sharks eat meat, _____ some sharks don't eat _____.

Sharks live _____.

They're 4.6 metres long and 200 kilograms heavy.

They can swim at _____ at 60 kilometres per hour.

Ready to write

3 **Compare sharks and dolphins.**

old long heavy fast

- 1 Sharks are _____ *older than* _____ dolphins.
- 2 Sharks are _____ dolphins.
- 3 Dolphins are _____ sharks.
- 4 Sharks are _____ dolphins.

4 **Now write a paragraph to compare sharks and dolphins. Use *and* or *but* to join ideas.**

Sharks and dolphins eat fish, and sharks also eat small whales and other sharks. Sharks eat alone, but _____

5 **Read and check what you wrote in Activities 3 and 4.**

Ask yourself:

- Did I use *and* and *but* to join ideas?
- Did I use comparatives to compare sea animals?
- Did I use the correct punctuation?
- Did I write neatly?

Prepare to write

1 **Complete the sentences with *and* or *but*.**

- The children read the sentences and complete them with *and* or *but*.
- If done in class, have a volunteer read out the example.
- The children complete the activity individually.
- Ask volunteers to read out a sentence each.

Answers: 1 but 2 and 3 and, but 4 and, and

2 **Read the notes and complete the sentences.**

- The children read the notes and complete the sentences with the information they find.
- If done in class, tell the children to read the notes first. The children complete the activity individually.
- Ask volunteers to read out a sentence each.

Answers: Dolphins: Dolphins eat fish. They don't eat alone. They eat in a group. Dolphins live in the ocean and some rivers. They're 2.5 metres long and 300 kilograms heavy. They can swim at 40 kilometres per hour.

Sharks: Sharks are the oldest meat eaters in the ocean. They eat fish, dolphins, small whales and other sharks. Sharks eat alone. Almost all sharks eat meat, but some sharks don't eat meat. Sharks live in the ocean. They're 4.6 metres long and 200 kilograms heavy. They can swim at 60 kilometres per hour.

Ready to write

3 **Compare sharks and dolphins.**

- The children use the adjectives in the box to complete the sentences that compare sharks and dolphins. They write the adjectives in the comparative form with *than*.
- If done in class, ask the children *What do we add to an adjective to make it comparative?* and elicit *-er*. Ask *What word do we add after?* and elicit *than*.
- The children complete the activity individually.
- Have volunteers read out the answers. Write the comparative adjectives on the board.

Answers: 1 older than 2 longer than 3 heavier than 4 faster than

4 **Now write a paragraph to compare sharks and dolphins. Use *and* or *but* to join ideas.**

- The children write a paragraph of their own to compare the shark and the dolphin.
- Have the children complete the activity individually then read each other's paragraphs.
- Check the children's work individually.

Answers: Children's own answers.

5 **Read and check what you wrote in Activities 3 and 4.**

- Children check their work and tick the boxes.

Lesson 8 Think about it! Write an animal puzzle

1 Look at the information. Answer the questions.

	average speed	average length
dolphin	██████████	██████████
eel	██████████	██████████
jellyfish	██████████	██████████
octopus	██████████	██████████
seahorse	██████████	██████████
starfish	██████████	██████████

Which animal(s) are ...

- faster than a jellyfish? A dolphin and an octopus.
- slower than a seahorse? _____
- longer than an octopus? _____
- shorter than an eel? _____

2 Read the puzzle. Which animal in Activity 1 is it?

Write a puzzle about an animal in Activity 1. Ask a friend to guess. **Be a star!**

It's faster than an eel and it's slower than an octopus.

It's longer than a seahorse and it's shorter than an octopus.

Unit 6 Decode information WB: pages 70-79

Learning objectives: Decode information

Additional language: average length, average speed

Resources: (PK) - Unit 6, Lesson 8; (TRC) - (TG) - Unit test

Warm-up: Draw and guess

- Whisper the name of a sea animal in a child's ear and have the child draw it on the board. Can the other children say what it is?
- Repeat with other children.

1 Look at the information. Answer the questions.

- Tell the children to look at the information. Explain *average*, *speed* and *length*. Write 1 – 5 – 10 on the board. Tell the children *1 is the slowest, 10 is the fastest so 5 is the average*. Say *Speed is how fast we go. Length is how long we are*.
- Give the children a few minutes to work out the answers. They then compare their answers in pairs.
- Have some pairs read out the questions and answers.

Answers: 1 A dolphin and an octopus. 2 A starfish. 3 An eel and a dolphin. 4 A jellyfish, an octopus, a seahorse and a starfish.

2 Read the puzzle. Which animal in Activity 1 is it?

- Have a volunteer read out the puzzle. Ask for suggestions from the children. Give reasons for rejecting wrong answers.

Answer: A jellyfish.

3 Write a puzzle about an animal in Activity 1. Ask a friend to guess.

Be a star! ★

- The children write their own puzzle. Give them a few minutes to do this. Then the children work in pairs and read out their puzzle to their friend.
- Ask the children for feedback. Did they solve each other's puzzles?
- Have some children read out their puzzles to the class.

Answers: Children's own answers.

Teaching star! ★

Pairwork

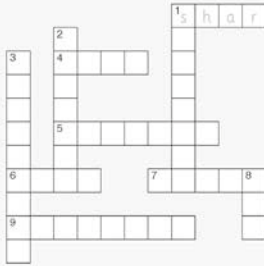
- You can encourage the children to co-operate by assigning them written pairwork.
- Tell pairs to work together to write another puzzle about any of the sea animals from this unit. They then read out a sentence each to the class for the other children to solve.

Cooler: Did you know?

- Ask the children questions about the unit. *Did you know that a whale isn't a fish? Did you know that an octopus doesn't have teeth? Did you know that a starfish can't swim? Did you know that a whale is heavier than forty elephants? What else didn't you know?*
- Ask the children to say what they didn't know, but have now learned.

Check-up challenge

1 Complete the crossword.



ACROSS



DOWN



2 Read and complete with *and* or *but*.

- The little pink fish was sad. There were some big fish _____ but _____ no other little fish.
- One day, there was a very big fish. It was blue, green, yellow, orange, purple _____ red.
- It was very big _____ it wasn't one fish. It was lots of little fish.
- The little fish were clever _____ friendly.
- Now the little pink fish is happy _____ has lots of friends.

3 Read the story. Choose the right words and write them on the lines. There is one example.

A little pink fish was alone in the big sea.

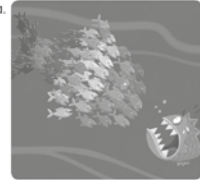
It waited and it watched.

'Oh look! Here comes a fish.' It was bigger and fatter and longer and ¹ _____ than the little pink fish. The little pink fish was scared.

'Oh look! Here comes another fish.' It was the ² _____ fish of all! The little pink fish was scared, but it wasn't one big fish. It was lots of little fish, all different colours.

They were ³ _____ fish. They said, 'Don't be scared! We are little fish but we are ⁴ _____ than the big fish. You can come with us.'

The little pink fish is happy. 'Together is ⁵ _____!' laughs the little pink fish.



Example	(big)	bigger	biggest	3	friendly	friendlier	friendliest
1	fast	faster	fastest	4	clever	cleverer	cleverest
2	big	bigger	biggest	5	good	better	best

What I can do!

1 Put a tick (✓) or a cross (✗).

name some sea animals	<input type="checkbox"/>	compare sea animals	<input type="checkbox"/>
sing the song <i>Goodbye, big shark</i>	<input type="checkbox"/>	say and spell words with <i>ar</i> and <i>a</i>	<input type="checkbox"/>
use adjectives to make my writing more interesting	<input type="checkbox"/>	write a text using facts	<input type="checkbox"/>

2 In this unit,

- I enjoyed _____.
- My favourite part was _____.
- _____ was quite difficult.

1 Complete the crossword.

Answers: ACROSS: 1 shark 4 crab 5 penguin 6 fish 7 whale 9 seahorse
DOWN: 1 starfish 2 octopus 3 jellyfish 8 eel

2 Read and complete with *and* or *but*.

Answers: 1 but 2 and 3 but 4 and 5 and

3 Read the story. Choose the right words and write them on the lines. There is one example.

This activity helps prepare the children for Part 4 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the paragraph and complete it with words they choose.
- If done in class, read out the example.
- Remind the children to look for key words in the sentences.
- Have the children complete the activity.

Answers: 1 faster 2 biggest 3 friendly 4 cleverer 5 better