

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

● TARGET LANGUAGE

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

Review: sea animals

● MATERIALS REQUIRED

Extra activity 1: The CD script from Student's Book Activity

1 written on a large sheet of paper

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

Reinforcement worksheet 1 (page 44)

Warmer

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

SB46. SHOW WHAT YOU KNOW! What ocean words can you remember?

- Write *The ocean* on the board. Say *Show what you know ... about the ocean*. Write one or two animals that came up in the Warmer, e.g., *whale*, to start the mind map, but remind students it can be other things, e.g., *beach* and *sand*. Brainstorm in two minutes other ocean words. Students copy the mind map.

SB46. ACTIVITY 1. Listen and check (✓) the ocean words you hear.

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

CD 2, 26

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

DAN: No, nothing.

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

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

DAN: Is that a whale?

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

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

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

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

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

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

DAN: Has it eaten anything?

MAN: No, it hasn't.

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

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

DAN: Phew. They've rescued it.

MISS JONES: That's good. How exciting!

ALEX: Yes ... now we have something to write about for our ezine. Ocean life!

DAN AND MARIA: Yeah!

SB46. ACTIVITY 2. Listen again and answer the questions.

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

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

CD 2, 27

Presentation

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

SB46. ACTIVITY 3. Read and match.

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

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

WB46. ACTIVITY 1. Read and choose the right words.

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

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

WB46. ACTIVITY 2. Complete the sentences with "for" or "since."

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

WB46. ACTIVITY 3. Look at the code (a = __). Write the secret message.

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

WB46. ACTIVITY 4. Write a message in code in your notebook.

Key: Students' own answers

Extra activities: see page T107 (if time)

Optional activity

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

Ending the lesson

- Students swap secret messages.

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

● TARGET LANGUAGE

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

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

Review: the ocean, *mermaid*, food

● MATERIALS REQUIRED

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

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

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

Warmer

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

SB47. ACTIVITY 4. Read and look at the pictures. Check (✓) the things that he has done.

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

Key: 3 ✓, 4 ✓, 6 ✓, 7 ✓, 10 ✓, 11 ✓

SB47. ACTIVITY 5. Listen and sing the song.

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

CD 2, 28

As in Student's Book

CD 2, 29

Now sing the song again. (Karaoke version)

SB47. ACTIVITY 6. Ask and answer.

- Focus students on the Activity 6 examples. Ask students to take turns reading these questions and answers aloud. Make sure they realize the questions are about the boy in the song. Continue the activity in open pairs.

When students seem confident, make closed pairs. Students ask and answer. Monitor and correct/support.

SB47. ACTIVITY 7. Look at Michael's lifeline. Make ten sentences about his life: five with "since" and five with "for."

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

Key: Note: The number represented by X will depend on which year it is when your students are doing this activity.
1 Michael has had a sister for X years. 2 Michael has lived in Los Angeles since 2006. Michael has lived in Los Angeles for X years. 3 Michael has gone to Beach Street School since 2012. Michael has gone to Beach Street School for X years. 4 Michael has played tennis since 2014. Michael has played tennis for X years. 5 Michael has studied French since 2015. Michael has studied French for X years.

SB47. ACTIVITY 8. Draw and write your lifeline. Talk about it with a friend.

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

WB47. ACTIVITY 5. Find and write four sentences.

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

WB47. ACTIVITY 6. Write sentences about you with "for" and "since."

Key: Students' own answers

WB47. ACTIVITY 7. Use the ideas in Activity 6 to write questions to ask your friend.

Key: Students' own answers

WB47. ACTIVITY 8. Read and complete the chart.

Key:

	Got on the bus?	Going to get off the bus?	How long on the bus in total?
Peter	11:50	12:02	For 12 minutes
David	11:58	12:11	For 13 minutes
Helen	11:56	12:04	For 8 minutes
Emma	11:56	12:04	For 8 minutes

Extra activities: see page T107 (if time)

Optional activity

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

Ending the lesson

- Sing the song again with students.

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

● TARGET LANGUAGE

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

Additional language: zooplankton

Review: animal body parts, measurements, numbers

● MATERIALS REQUIRED

Photocopiable 5 (see page T98), one copy for each pair of students

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

Reinforcement worksheet 2 (page 45)

Warmer

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

SB48. ACTIVITY 9. Read and think. Which is the smallest animal in the pictures?

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

Key: Coral

SB48. ACTIVITY 10. Listen. Repeat the word and say the letter.

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

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

CD 2, 30

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

SB48. ACTIVITY 11. Read again and answer.

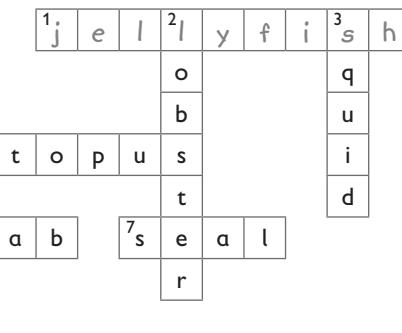
- Focus students on the Activity 11 instructions. Check that they know what to do. They work in pairs, re-reading the text to answer the questions. They write the answers in their notebooks. Check with the class. Elicit which fact surprised them most about the animals.

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

Photocopiable 5 (see pages T91 and T98)

WB48. ACTIVITY 9. Complete the crossword puzzle.

Key:



WB48. ACTIVITY 10. Write the words.

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

WB48. ACTIVITY 11. Read the text. Write the words.

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

Extra activity: see page T107 (if time)

Optional activity

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

Ending the lesson

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

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

● TARGET LANGUAGE

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

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

● MATERIALS REQUIRED

Warmer: The 20 time expressions from Extra activity 2 for Student's Book page 47. If not used then, write 20 time expressions clearly on cards (for display on the board), ten used with *for* and ten used with *since*, e.g., *five minutes*, *Friday*. Extra activity 2: A large sheet of paper for each group of four, colored pencils, the Internet, printers

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

Extension worksheet 1 and/or Extension worksheet 2 (pages 46 and 47)

Warmer

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

SB49. ACTIVITY 12. Correct the sentences.

- Tell students to open their Student's Book to page 49. Focus them on Activity 12. Do the first as an example. Students correct the others individually, then check in pairs. Check with the class.

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

SB49. ACTIVITY 13. Listen and write a letter in each box.

F toward

- Focus students on the instructions. Ask a student to read the question and others to read the names and identify the sea animals. Play the CD. Students listen and write the letters. They check in pairs. Play the CD again. Check with the class.

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

CD 2, 31

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

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

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

GIRL: What do you want to see?

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

GIRL: What do the others want to see?

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

GIRL: What about your boys?

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

GIRL: And what about your other son?

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

GIRL: And your wife?

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

GIRL: Does your older daughter like the coral, too?

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

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

MR. PEPPER: Thank you very much.

SB49. ACTIVITY 14. Read the text and write the missing words. Write one word on each line.

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

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

SB49. ACTIVITY 15. Play the game.

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

WB49. ACTIVITY 12. Circle twelve words. Which two are different? Why?

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

WB49. ACTIVITY 13. Compare these sea animals. Use adjectives from Activity 12 and your own ideas.

Key: Students' own answers

WB49. ACTIVITY 14. Read, color, and write.

WB49. ACTIVITY 15. Read and match.

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

Extra activities: see page T107 (if time)

Optional activity

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

Ending the lesson

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

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

● TARGET LANGUAGE

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

Review: infinitive / simple past / past participle, Have you ever ... ?, sea animals

● MATERIALS REQUIRED

Reference materials / the Internet

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

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

Warmer

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

SB50. ACTIVITY 16. Focus on phonics.

- Tell students to open their Student's Book to page 50. Focus them on Activity 16 and on the instructions. Tell the class / elicit that this activity is about stressing different syllables. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once more, making sure students put the stress on the correct syllables. Students practice the rhyme in pairs. Encourage them to clap when they say the stressed syllables in the rhyme.

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

CD 2, 32

As in Student's Book

SB50. ACTIVITY 17. Ask and answer.

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

SB50. ACTIVITY 18. Write eight more questions for your friend to answer. Use the questionnaire to help you.

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

SB50. Joke Corner

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

CD 2, 33

As in Student's Book

WB50. ACTIVITY 16. Write the words in the columns.

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

WB50. ACTIVITY 17. Listen, check, and say.

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

Key: See audioscript

CD 2, 34

- waited, eaten, coral
- enough, between, about
- waterfall, astronaut, octopus
- invited, important, explorer
- understand, magazine, engineer

WB50. ACTIVITY 18. Read and complete the fact sheet.

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

Key: Different kinds: 32

Where: different parts of the world

How it moves: swim slowly

Food: small fish and krill

Interesting fact: students' own choice from the text

WB50. ACTIVITY 19. Make a sea animal fact sheet in your notebook. Write a report.

Key: Students' own answers

Extra activities: see page T107 (if time)

Optional activity

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

Ending the lesson

- Do the chant again with students.

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

● TARGET LANGUAGE

Key language: language in the story, quicksand, universe

Additional language: Good one, Dad!

Review: language from the unit

● MATERIALS REQUIRED

Optional: Kid's Box AE Interactive DVD 6: The computer room "Escape from the caves"

Warmer

- Review the previous episode of the story with Student's Book closed. Ask students, e.g., where Diggory and Emily were, who Richard Tricker is, and what happened to Iyam at the end.

SB51. STORY. DIGGORY BONES.

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

CD 2, 35

As in Student's Book

WB51. ACTIVITY 20. Read and answer.

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

WB51. ACTIVITY 21. Write sentences from the story.

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

WB51. DO YOU REMEMBER?

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

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

WB51. CAN DO.

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

Extra activities: see page T108 (if time)

Optional activity

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

Ending the lesson

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

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

● TARGET LANGUAGE

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

Additional language: *phytoplankton, zooplankton*

Review: animals, energy, nature, polar bear

● MATERIALS REQUIRED

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

Warmer

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

SB52. FACT

- Tell students to open their Student's Book to page 52. Focus them on the top of the page. Ask a student to read the fact to the class. Remind them of the activity in a previous lesson where they learned about the percentage of Earth that is covered in ocean (71%). Check understanding of *habitat*.

SB52. ACTIVITY 1. Read and answer.

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

Key: 1 A green plant. 2 Sharks. Students' own answers

3 Predator: whale; prey: krill. 4 Students' own answers

SB52. ACTIVITY 2. Find these words.

- Focus students on the Activity 2 instructions and on the text in the box. They look back in the reading text and fill in the blanks in pairs. Check with the class.

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

WB52. ACTIVITY 1. Read and label the pictures.

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

WB52. ACTIVITY 2. Draw and write the food chain for the text in Activity 1.

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

WB52. ACTIVITY 3. Think about your meals. Answer the questions.

Key: Students' own answers

WB52. ACTIVITY 4. Read and choose the right words.

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

plants → insects → lizards → snakes

Extra activities: see page T108 (if time)

Ending the lesson

- Review with students what they have done and what they learned about in today's lesson.

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

● TARGET LANGUAGE

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

Additional language: are joined together

Review: animals, food chains

● MATERIALS REQUIRED

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

Warmer

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

SB53. ACTIVITY 3. Listen and complete the ocean food web.

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

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

CD 2, 36

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

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

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

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

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

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

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

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

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

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

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

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

PRESENTER: Now, which animals eat krill?

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

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

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

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

SB53. ACTIVITY 4. How many food chains can you make from this web? In pairs, draw diagrams like the Antarctic food chain on page 52.

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

SB53. PROJECT. Make a food web poster: Who eats what?

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

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

WB53. ACTIVITY 5. FLYERS Reading and Writing, Part 2

Read the conversation and choose the best answer. Write a letter (A–E) for each answer. There is one example. **F** toward

- Tell students to open their Workbook to page 53. Direct them to the activity instructions and check understanding. Go through the example. Students work in pairs. They read the lines of dialog and write the letter of the correct response. Monitor students as they work. Check with the class. Ask students how they figured out the correct answer.

Note: In the real test, Part 2 has 5 items, an example and 8 answer options.

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

Extra activities: see page T108 (if time)

Ending the lesson

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