Lesson 1  Vocabulary

**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; PRG - 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.
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.

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.
• 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).

Answers: seahorse Children’s own drawings.

Workbook page 62

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

Answers: 1 jellyfish 2 starfish 3 octopus

Answers: seahorse Children’s own drawings.

• 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.

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Lesson 2  Reading

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.

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.

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.
Lesson 3
Reading comprehension / Sounds and spelling

Pupil’s Book page 74

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

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

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 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? (/ɑː/).
• 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
5. Write the missing letters *ar* or *a*. 

Listen to check.

- Elicit all the words from the children by inserting the sound /ɑː/.
- 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.

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**Workbook page 64**

### Lesson 3: Reading comprehension

1. Read the text on Pupil’s Book pages 72–73. Answer the questions.
   - Where do penguins live?
   - How many arms has an octopus got?
   - How does a starfish move?
   - Is the seahorse a good swimmer?
   - Can a fish fly?
   - How often does a whale breathe?

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

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

### Sounds and spelling

1. Read the text on Pupil’s Book pages 72–73. Answer the questions.
   - Where do penguins live?
   - How many arms has an octopus got?
   - How does a starfish move?
   - Is the seahorse a good swimmer?
   - Can a fish fly?
   - How often does a whale breathe?

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

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

### 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.

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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
Lesson 4  Grammar

Learning objectives: Compare two people, animals or objects

Grammar: Comparing two people, animals or objects

Resources: PK - Unit 6, Lesson 4, Graphic; 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 /ɑː/ 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.
- 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.

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.

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.

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Workbook page 65

1 Write the adjectives in the correct place.

<table>
<thead>
<tr>
<th>+er</th>
<th>y+ier</th>
<th>Double letter +er</th>
</tr>
</thead>
<tbody>
<tr>
<td>faster</td>
<td>heavier</td>
<td>fatter</td>
</tr>
<tr>
<td>harder</td>
<td>happier</td>
<td>bigger</td>
</tr>
<tr>
<td>longer</td>
<td>tidier</td>
<td>hotter</td>
</tr>
<tr>
<td>shorter</td>
<td>uglier</td>
<td>thinner</td>
</tr>
</tbody>
</table>

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

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

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

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

4 a. My new sweater is bigger.  
   b. 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?

5 Tall or short?

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Grammar reference:

Remind the children that they can refer to the Grammar reference on page 123 while completing these Workbook activities.
Lesson 5  
Language in use

Pupil's Book page 76

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.

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.

- 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.

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

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.

- Ask the children 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.

- 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.

Teaching star!
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.

Workbook page 66

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

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.

1 Look. Then complete the table.

Answers:

<table>
<thead>
<tr>
<th>young</th>
<th>younger</th>
<th>the youngest</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>cleverer</td>
<td>the cleverest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>the happiest</td>
</tr>
<tr>
<td>friendly</td>
<td>friendlier</td>
<td>the friendliest</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
</tbody>
</table>

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

Pupil’s Book 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.

Audiowscript
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 its 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

**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.

**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?

**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**

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

Pupil’s Book page 78

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

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.

Be a star!
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, 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.

   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!

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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.

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.

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.
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.

A little pink fish was sad, it wanted a friend.

‘Oh look! Here comes a fish!’ It was bigger and
taller and bigger and...

than the little pink fish. The little pink fish was sad.

‘Oh look! Here comes another fish!’ It was the

biggest fish of all. The little pink fish was sad, but it wasn’t the

biggest fish. They were

friends.

They were

friends. They said, ‘Don’t be sad. You can be friends.’

The little pink fish was happy. Together they...

What I can do!

1 Put a tick (•) or a cross (×).

• compare sea animals

• say and spell words with or and a

• write a text using facts

2 In this unit,

1 I enjoyed

2 My favourite part was

3 was quite difficult.

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

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