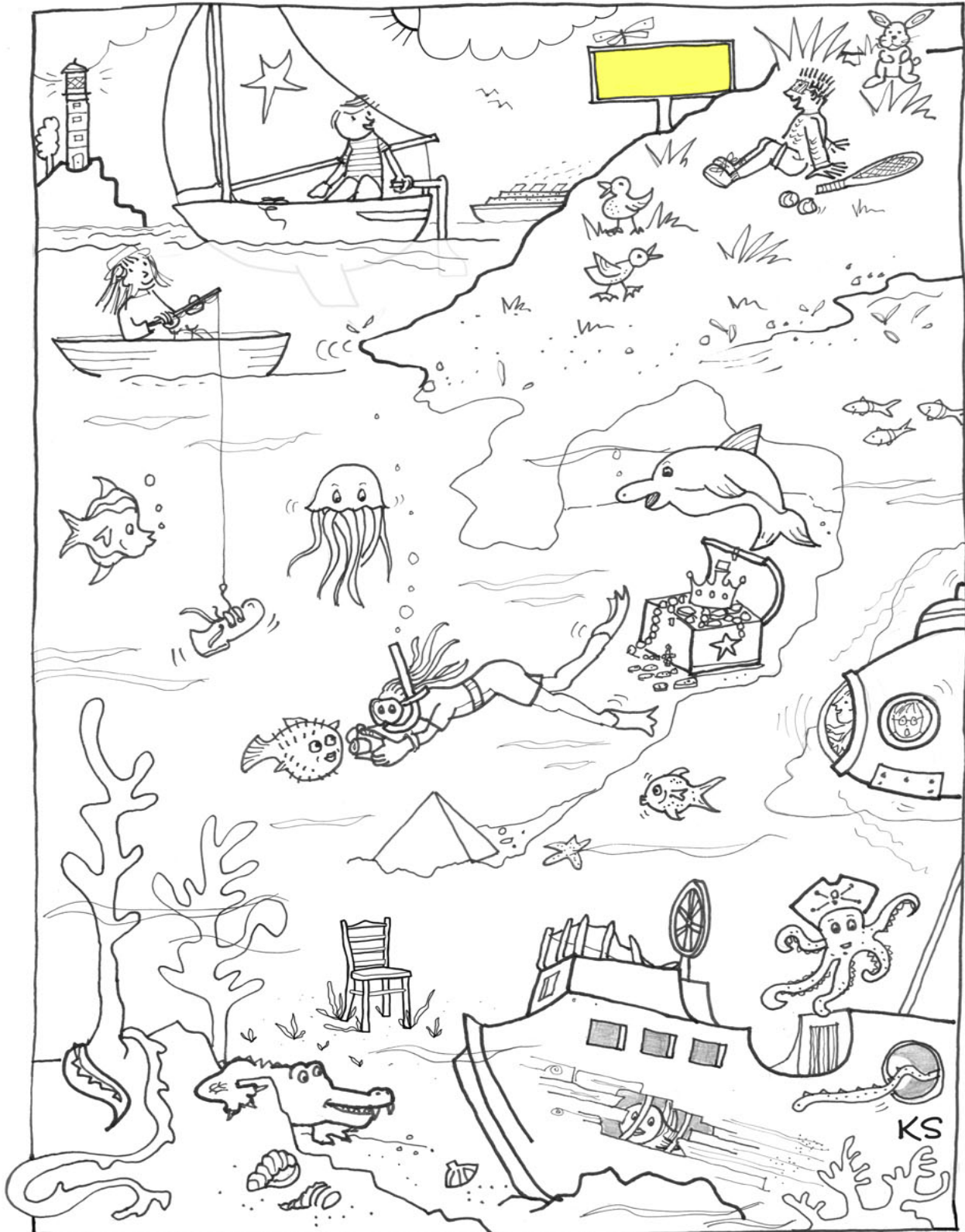


underwater

You could use this picture in a **Starters**, **Movers** or **Flyers** class.



underwater

7 ideas for use at **Starters** :

- Give colouring instructions for *the jellyfish, the duck, the shoe and the ship*, then ask *What sport does the boy on the sand like playing? (tennis)* Then say *Tell me more about this boy?* e.g. his name, age, his family, his home, his school, his hobbies. Learners imagine A's.
- Learners help you spell *windows, fish and shells* as you write these words on the board. Ask *How many windows / fish / shells can you see?* (3, 9, 4)
- Using *yes* and *no* cards, learners hold up answers to sentences about the picture, e.g. *A girl is swimming. One duck is jumping. You can see the sun/sea, a pineapple/a kiwi.*
- Learners draw 3 more fish: next to the shells, next to the old chair, under the small boat.
- Teach *submarine*. Ask *Who's in the submarine? Why are they in it? What are they doing? What can they see?* Pairs imagine answers. Help with vocab. Feedback in open class.
- Ask (in L1 if necessary) *Which other wild animals live / enjoy being in water?* Starters word list: *crocodiles, hippos, elephants, frogs, hippos, polar bears*. Pairs write the words in alphabetical order and then according to word length.
- Write on the board 'That big crocodile is angry!' Pairs then find 3 colour / body / clothes words they can make with the letters, (grey, red, orange, hat, boot, shoe, ear, leg, hand)

7 ideas for use at **Movers** :

- Give colouring instructions for *the dolphin, the pirate hat, the star on the sail*. Learners then colour something else. Learners feedback in open class e.g. *I coloured the jellyfish blue.*
- Ask *Where's the island/the treasure?* Learners point. Check the spellings then say *Write 'Treasure Island' on the yellow board.*
- Review / teach the other Starters/Movers underwater animals: e.g. *shark, whale, penguin, crocodile, jellyfish, polar bear*. Write these on the board then ask *Which is the fastest, slowest swimmer, the scariest, longest, smallest?* Pairs decide then feedback in open class.
- Teach *submarine* then practise the past simple tense. Ask what the girl who's fishing / the boy who's sailing / the people in the submarine did earlier this day. Pairs imagine answers.
- In small groups, learners write four sentences about the picture. Encourage compound sentences, but congratulate learners for writing simple sentences too.
- Tell learners they are in the submarine now. What are they texting to their best friend?
- Teach *lighthouse*. Ask *Would you like to live in a lighthouse? Why / Why not?*

7 ideas for use at **Flyers** :

- Give colouring instructions for *the crown, striped sweater, pyramid and insect on the board*. Learners choose a name for the island (eg *Treasure Island*) and write it on the board.
- Teach / review *to be like, to smell like, to sound like, to look like, to look after*. Pairs write 5 sentences about the picture, using one of these verb phrases in each sentence.
- Divide learners into two groups: A and B. Teach *lighthouse keeper ('keeps' the light on!), submarine captain*. To group A / B say, *You are the submarine captain / lighthouse keeper. What must you do?* Learners discuss in groups then feedback in open class.
- To practise future structures, ask what the submarine captain and lighthouse keeper will do later that day. Small groups imagine answers and feedback in open class.
- In small groups, learners write an eight-turn Q/A interview dialogue with the octopus pirate.
- Learners write a short story (30-50 words) called 'My visit to Treasure Island...'
- Pairs make a word cloud for 'ocean' vocabulary. Encourage learners to find the words they want in a dictionary (nouns, adjectives, verbs, adverbs) Display their clouds if possible.