

Science

LESSON OBJECTIVE	In this lesson, students focus on some of the creatures that live in the deep ocean, and learn about the special features that help them survive.
LANGUAGE REFERENCE	Unit 9: <i>fish, conditions, food</i> ; animals, parts of the body, comparatives and superlatives Unit 10: modal verbs

WARMER

Brainstorm different types of wild animals students know. Ask which live in the students' own country and which live elsewhere. Sort the animals into categories depending on where they live, e.g. in the forest, by water, in the sea. Tell students they are going to learn about some amazing animals that live in the sea.

- 1 Ask students to look at the photos and describe the creatures. Elicit answers from the class.

Suggested answers

The photos show a giant shrimp and two fish that live in the deep ocean. The giant shrimp is very big. The first fish has unusual eyes. The second fish has big teeth, is black in colour and is glowing.

- 2 Students work in pairs and look at the creatures in the photographs. They think about what they would like to find out about each creature and write two questions for each one. Students then quickly read the text and find out if the text contains answers for the questions they wrote.

Possible answers

Where does it live?

What does it eat?

Why does it have big teeth / a long tail / big eyes?

Why is it so big / ugly?

What does that thing on its head do?

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- 3 Students read the text again in detail and then read the sentences and choose the correct answer. When students have finished, elicit the answers as a class.

Answers

- 1 light
- 2 pressure
- 3 ten
- 4 mirrors
- 5 green
- 6 to protect itself

- 4 Focus the students' attention on the definitions and ask them to look back at the text and find words to match each definition. Point out that the first letter of each word is given. With stronger or more confident students, ask them to guess the words first, then look back at the text to check their ideas. They can then check their answers in pairs before checking as a class.

Answers

- 1 hostile
- 2 oxygen
- 3 skin
- 4 habitat
- 5 prey
- 6 huge

- 5 In pairs, students discuss the questions. With a less confident class, you could brainstorm ideas together first and write them on the board, or direct students to think about the following things: size, colour, eyes, ears, skin, etc. Elicit answers from the class.

?? DID YOU KNOW?

Direct the students' attention to the *Did you know?* box. Read the interesting fact about how many species there may be in the sea. Point out that this is an estimate, as we don't know for sure how many species there are. There may be many interesting creatures living in dark, deep corners of the sea that we haven't discovered yet!

PROJECT

- 1 In groups of four, students choose one of the deep-sea creatures in the box that they would like to learn more about.
- 2 The students work together to answer the questions about the creature they chose, using books or the Internet to gather as much information as possible. Encourage students to use photos where possible.
- 3 The group decides how to present their information to the rest of the class. Allow some time for class preparation and set deadlines for the presentations.