# My sea creature

## Topic
Sea creatures

## Aims
- To learn about some of the animals that live under the sea
- To practise talking about sea animals (big, small, long, colours, it's got/it hasn't got, it can/can't, etc.)
- To give learners an opportunity to create their own sea creature and present it to their classmates
- To provide listening practice with an ocean-themed song

## Age/level
Primary
CEFR level A1–A2

## Time
50–60 minutes

## Materials
2. worksheet A for younger/lower-level learners (one per learner)
3. worksheet B for older/higher-level learners (one per learner)
5. sticky tack
6. colour pens or pencils

## Introduction
In this lesson learners learn about life under the sea. They are introduced to different sea animals through flashcard games, then they complete a worksheet to invent their own sea creatures, which they present to their classmates. At the end of the lesson they listen to a fun song.

## Procedure
**Before the lesson**

- Make copies of worksheet A or B, depending on the age and level of your learners.
- Print a set of the flashcards and cut them up: [https://learnenglishkids.britishcouncil.org/en/flashcards/sea-animals-flashcards](https://learnenglishkids.britishcouncil.org/en/flashcards/sea-animals-flashcards)
- Open the song on the classroom computer or device you will use: [https://learnenglishkids.britishcouncil.org/en/songs/everything-beneath-the-sea](https://learnenglishkids.britishcouncil.org/en/songs/everything-beneath-the-sea)
1. Warmer (3–5 mins)
   - Start by asking learners to guess these three animals as you describe them:
     1. *It's small. It's orange and white. It hasn't got legs. It can swim.* (a fish/a clown fish)
     2. *It's big. It's grey and white. It's got a big mouth and big teeth. It can swim very fast.* (a shark)
     3. *It's big or small. It eats fish. It's got eight legs. It can hide in small places.* (an octopus)
   - Ask, *Where do these animals live?* Write ocean/sea on the board and ask learners to tell you the names of any animals they know that live in the sea.
   - If you wish, explain that World Oceans Day is 8 June and that people need to help keep our oceans clean for the animals that live in them.

2. Vocabulary (10 mins)
   - Stick the flashcards around the room. Give learners the word flashcards and sticky tack. In pairs, they stick the word flashcards next to the pictures.
   - Describe the sea animals in the flashcards for learners to guess, using gestures to help them understand:
     1. *This animal is very, very big. It's got a big head and it shoots water from a spout at the top.* (a whale)
     2. *This animal is very soft. It's got long tentacles and it floats in the water. You can see through it.* (a jellyfish)
     3. *This animal hasn't got a head. It's got five legs. It walks on the bottom of the sea.* (a starfish)
     4. *This animal has its house on its back. It can't swim and it hasn't got legs. It eats plants.* (a sea snail)

3. Generating interest in main activity (5–8 mins)
   - Present the worksheet activity by writing these words on the board (or choose your own combinations): *whalesnail, lobsnake, starpus.*
   - Ask learners to imagine what these sea creatures might look like and, following their instructions, draw the pictures on the board.

4. Inventing a sea creature (30 mins)
   - Give a worksheet to each learner, going through the instructions as a class.
   - Give learners time to invent their sea creature by combining parts of words on the flashcards. If you wish, they could use other combinations (e.g. carfish, snailflower, jellygirl – or some learners may prefer to draw and write about a real sea animal).
   - Learners complete the text below their pictures and then colour them. Older learners could label the parts of their sea creatures.

5. Presentations and song (10–15 mins)
   - Once completed, learners present their sea creatures to their group or, if you have time, they could present them to the class.
   - Finish the lesson by listening to the 'Everything beneath the sea' song.

Extra activities
   - Learners make a larger version of their invented sea creatures on card. They cut them out and add a description underneath. Stick the sea creatures on a wall or window to make an ‘Under the sea’ display.
   - Play these online word games:
- Play a Pelmanism game using the flashcards.
  - Print the flashcards on card so that the images can't be seen when the cards are turned face down. For younger or lower-level learners, print two copies of the pictures cards for them to match. Older or higher-level learners can match the picture cards and the word cards.
  - There are 16 sea animals in total on the flashcards. Divide the cards into two sets of eight matching picture cards or picture/word cards. You need one set of eight matching cards per group.
  - In groups, learners lay the cards face down in rows. They take turns to turn over two cards; if the two cards match, they keep them. Once all the cards have been matched, they count their pairs to find the winner.
  - Each group can then exchange their set with a group that had a different set and play again.
- Find out what we can do to help clean up our oceans: [http://www.worldoceansday.org/](http://www.worldoceansday.org/)
- Read about a girl who’s helping to reduce the amount of plastic in our oceans: [http://www.worldoceansday.org/below-the-surface/young-ocean-advocate-takes-the-better-bag-challenge](http://www.worldoceansday.org/below-the-surface/young-ocean-advocate-takes-the-better-bag-challenge)

**Contributed by**

Karen Elliott