

AT THE SEASIDE**KEY STAGE(S):** 1**SUBJECT(S):** Geography**TOPIC:** The seaside**LANGUAGE LEVEL:** New to English - Early acquisition**RESOURCE CONTENTS**

- Flashcards (provided on PowerPoint)
- Substitution table
- Sense poem frame

CURRICULUM OBJECTIVES

- To describe seaside places and experiences

Language functions **Useful Language****Predicting**

- Future tense: I will see ... I will play with ...

Describing

- Simple present tense: I see ... I touch ...

Vocabulary

Nouns: a ball, a boat, a bucket and spade, a crab, some deckchairs, fish and chips, a fishing net, a frisbee, an ice cream, an ice lolly, the sand, some seashells, pebbles, the waves

PREPARATION

- Print out and make copies of the substitution table and the sense poem frame as required
- Make an A3 copy of the substitution table and senses poem frame
- Make flashcards by printing out the PowerPoint as two-to-a page or six-to-a-page handouts, cutting up and laminating them. Slide 16 should be cut into three to make headings for the matching activity.

IDEAS FOR USING THE RESOURCE**Collaborative activity: pairs game**

1. Introduce the vocabulary visually using the flashcards. This could be done in the learners' first language as well as in English.
2. Put the learners in pairs or groups with two sets of the flashcards.
3. Mix the cards and place them picture side down on the table.
4. The first learner turns over two cards. If they match, the learner keeps that pair and has another turn.
5. In order to 'win' the pair the learner should say the word or phrase on the card.
6. When the first learner picks up a pair that does not match, the next learner has their turn. Repeat until all the pairs have been picked up.

7. The player with the most pairs at the end is the winner.

Collaborative activity: sorting flashcards

1. Put the learners in pairs or groups with one set of the flashcards and the three headings (Things I will see, Things I will eat, Things I will play with)
2. Ask learners to sort the cards under the three headings.

Speaking or writing activity: substitution table

1. Use the A3 copy of the substitution table to model predicting what learners are going to see at the seaside
2. Give learners an opportunity to practise the language orally using the substitution table as a scaffold
3. After practising the language orally use the substitution table as a scaffold for writing.
4. Use a shared writing approach. Write 2 – 3 possible sentences on a flip chart or IWB, pointing to the relevant cells in the substitution table to demonstrate how the sentences are being constructed.
5. Learners then work independently to write their own sentences.

Speaking or writing activity: senses poem

1. Role play being at the seaside and encountering each of the items on the cards, linking each to one or more of the senses. E.g. I see some seagulls, I hear some seagulls.
2. Role play planning a trip to the seaside. Ask each learner to imagine what they can see, taste, etc.
3. Use the A3 copy of the senses poem writing frame for shared writing.
4. Learners then work in pairs to write their own seaside poem using the A4 copies of the writing frame as a scaffold.
5. Alternatively, if a real trip to the seaside has taken place, learners could remember what they've seen, tasted etc. and write the poem in the past tense e.g. I saw the waves.

DIFFERENTIATION FOR SUPPORT AND CHALLENGE

Support

- Pair or group New to English or Early Acquisition EAL learners with supportive peers who can provide good models of English and/or learners who are able to explain the task in their first language.

Challenge

- Learners could perform their seaside poems, with actions where appropriate.
- Learners could develop their seaside poems by extending the nouns into nominal phrases: e.g. 'I hear seagulls' could develop into 'I hear screaming seagulls' and then into 'I hear screaming seagulls flying over my head'.
- Learners could describe what they will see, hear, smell, taste and touch in another context and write a poem about that using the same frame.



I see



I hear



I smell



I taste



I feel



At the seaside	I will	see		the seagulls.	
				some fish and chips.	
		eat		with a ball.	
				an ice cream.	
		play		in the sand.	
				with a bucket and spade.	

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