

COASTAL TOWNS**KEY STAGE(S):** 2**SUBJECT(S):** Geography**TOPIC:** The seaside**LANGUAGE LEVEL:** New to English - Early acquisition**RESOURCE CONTENTS**

- Flashcards (provided on PowerPoint)
- Pictures of seaside towns (provided on PowerPoint)
- Graphic organiser
- Venn diagram
- Substitution table

CURRICULUM OBJECTIVES

- To compare the features of different coastal towns

Language functions**Useful Language****Describing**

- Simple present: There is a .../ There are ... There is no ... / There are no ...
- ... in Hastings / Weymouth / Scarborough

Asking and answering questions

- I think that Prospero is (adjective) here because ...
- I think it is this picture because ...

Comparing

- Why ...? ... because ...

Vocabulary

Nouns: a beach, cliffs, a harbour, a lighthouse, pebbles, a pier, sand.

PREPARATION

- Print out and make copies of Word documents as required (A4 copy of each for each pair of learners)
- Make one A3 copy of each of the Word documents
- 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.
- Print out the pictures of seaside towns as full page slides and display on three large sheets of paper (one showing pictures of Weymouth, one Scarborough and one Hastings). These can be laminated for re-use.

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: comparison jigsaw

1. Divide learners into three groups and give each group the pictures of one of the coastal towns
2. Use the A3 copy of the substitution table to model describing the features of their seaside town. Model forming sentences using the table. E.g. There are cliffs in Hastings. There is a harbour in Scarborough.
3. Reorganise the learners so that they form new groups, with at least one person in each group having looked at each of the three coastal towns.
4. In the new groups, learners complete the Venn diagram pooling information about the three towns. E.g. There is a pier in Weymouth. There is a pier in Hastings too. So we need to put 'pier' here.

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 two or three 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

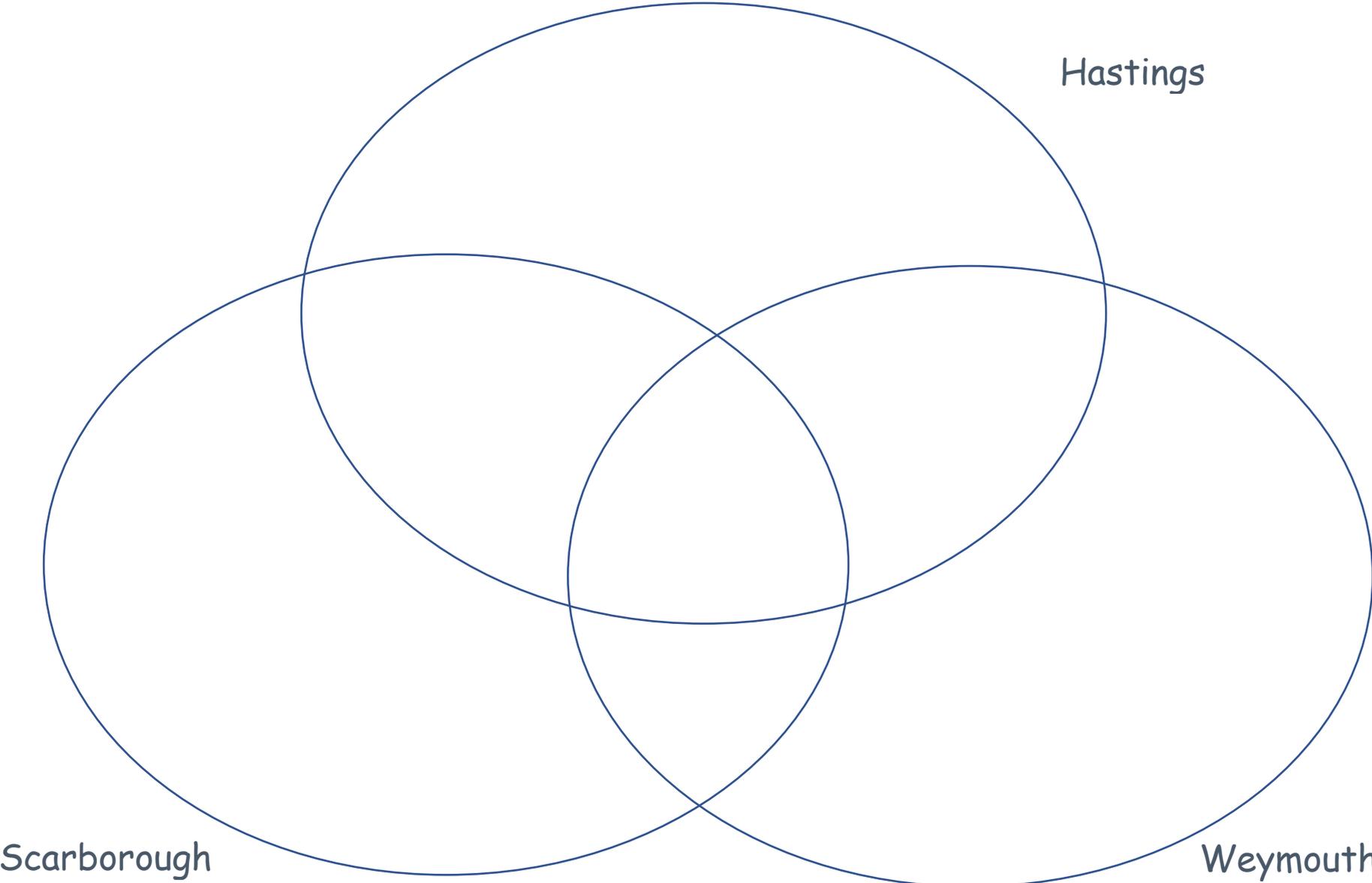
- Pair or group New to English or Early Acquisition EAL learners with supportive peers who can provide good models of English and/or learners who are able to explain the task in their first language

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

	Hastings	Weymouth	Scarborough
cliffs 			
a lighthouse 			
a beach 			
sand 			
pebbles 			
a harbour 			
a pier 			

There	is	a pier		at	Hastings.
		sand			
		cliffs			Scarborough.
	Are	a lighthouse			
	pebbles		Weymouth.		
	a harbour				



- Sand - Sand Waves Beach Dunes <https://pixabay.com/en/sand-waves-beach-dunes-2050026/>
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- Pier - Nice clear evening. Used a Hitech 0.9 Hard GND to hold back the Pier lights. https://commons.wikimedia.org/wiki/File:Brighton_Pier_at_dusk.jpg By hozinja (<https://commons.wikimedia.org/wiki/User:BaldBoris>) Available under CC BY 2.0 License. For more information see <http://creativecommons.org/licenses/by/2.0>
- Pebbles - Rocks Stones Pebbles Nature Tranquil Meditation <https://pixabay.com/en/rocks-stones-pebbles-nature-691717/> By Free-photos <https://pixabay.com/users/free-photos-242387/> Available under Pixabay Licence. For more information see <https://pixabay.com/service/license/>
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- Harbour - Brixham Harbour From the base of New Pier (left), looking across to King's Quay and the Custom House. <http://www.geograph.org.uk/photo/5296766> By Derek Harper <https://www.geograph.org.uk/profile/5089> Available under CC BY-SA 2.0 License. For more information see <http://creativecommons.org/licenses/by/2.0>
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- Bempton Cliffs - Bempton Cliffs. Tide retreating, approx. 3 hrs to low tide. <http://www.geograph.org.uk/photo/45067> By Tony Lumb <https://www.geograph.org.uk/profile/2044>
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