



# At the Beach

## Subject Area

The Natural World

## Topics & Curriculum Links

physical features of the beach (Geography)

plants and animals (Science)

food chains (Science)

parts of the body (Science)

camouflage (Science)

safety at the beach (Civics)

materials (Science)

measurements (Mathematics)

## Vocabulary

animals; plants; parts of the body; places; food; sports; sizes; colors; numbers

## Grammar

present simple; *can/can't*; question forms; imperative; adjectives; prepositions

## Activities Answers

**Page 20** 1 1 The ocean is salt water. 2 At low tide the ocean goes down the beach. 3 Sand is little pieces of rock and shell. 4 At high tide the ocean goes up the beach. 2 1 rocks 2 beach 3 shell 4 waves 5 sand Secret word: ocean.

**Page 21** 1 1 The tellin shell hides under the sand. 2 The flat periwinkle hides in seaweed. 3 The barnacle lives on rocks. 2 1 The tellin shell gets food with a siphon. 2 The barnacle's shell grows onto rocks. 3 Some barnacles grow on whales.

**Page 22** 1 1 rockpool 2 starfish 3 clam 4 crab 2 1 rockpools 2 claws 3 barnacles 4 stomach 5 clams

**Page 23** 1 1 This is a prawn. The prawn walks with 10 legs, and it swims with 10 legs! 2 (possible answer) This is a seahorse. The seahorse hides in the seaweed. In green seaweed, the seahorse is green, but in yellow seaweed, it's yellow! 2 1 food 2 little 3 twenty 4 swims 5 green

**Page 24** 1 1 seal 2 dolphin 3 basking shark 2 1 air 2 head 3 fish 4 plankton

**Page 25** 1 1 pelican 2 puffin 3 oystercatcher 2 1 false 2 false 3 true 4 false 5 false 6 true

**Page 26** 1 1 sand dunes 2 cave 3 cliffs 4 arch 5 stack 6 ocean 2 1 coast 2 cliffs 3 sand dunes 4 caves

**Page 27** 1 1 people 2 flag 3 animals 4 plants

## Teaching Ideas

See also pages 8–9 for general ideas that you can adapt. Or go to [www.oup.com/elt/teacher/readanddiscover](http://www.oup.com/elt/teacher/readanddiscover)

### Beach Animals

After completing the project, students find out about other beach animals. They can look in other books or the Internet. They can make posters about each animal, using the model on page 28 for support. Students can work in groups, and posters can then be displayed together, organizing them by different types of animals, for example, birds, fish, mammals.

### Food Chain Posters

After completing the project, students draw their food chains on a poster and then present them to the class: *[Crabs] eat [starfish] and [starfish] eat [clams]*. Posters can then be displayed together.

### Which Animal Is It?

Choose a photo of one of the animals from the Reader. Then without saying the animal's name, describe the animal to the class: *This animal lives in ...; It has ...; It eats ...* Then ask students to guess which animal it is. Students can then do this in small groups or pairs.

### I Spy ...

Find some pictures of beaches from magazines or the Internet. Play *I-Spy* with the pictures. Ask the class to guess the beach item that you have chosen from the picture: *I spy with my little eye, something beginning with ...* Students can then play *I-Spy* in small groups or pairs.

### A Beach Collage

Students make a beach collage with beach pictures and/or items collected from a beach (sand, pebbles, shells, etc.). Then they label their collage. Collages can then be displayed together.