THE BLUE PLANET

World environments

CLIL Objective

Understanding the scope of the environment.

Curricular link: Geography

Language Objectives

Vocabulary: roads, clouds, mountains, rivers, railway lines, buildings, islands, factories, cars, planes, ships, houses, gardens, rubbish, farms, people, threats, environment

Structures: There is land and water. There are some clouds. Is it picture (one)?

Resources: poster (side A); poster pop-outs

THE BLUE PLANET

Presentation



Present the context. Say: Today we are going to learn about the planet Earth. It is sometimes called the blue planet. Show the children the poster (side A). Say: This is the Earth seen from space. What can you see? SS: Land, water... Prompt where necessary. Ask: Can you see any mountains in this picture? Continue asking about other natural or artificial features: roads, rivers, buildings... Point to the world map and explain that it is a representation of the land and water on the planet. Ask Can you see any (mountain ranges, rivers, seas, islands)?

Work with the book

Student's Book, page 45, Activity 1

Say: Open your books at page 45. Look at the six pictures. What can you see in picture one? S1: I can see land, water and clouds. T: Yes. In picture one there is land and water and there are some clouds. Continue with other children and the remaining pictures. Prompt the children to use there is/there are in their answers. When you have described all of the pictures, ask the children to choose a picture and describe it to a friend. S1: There are (some houses, some gardens), there is (a road) and there are (some trees). S2: That's picture (6). Continue until all the pictures have been described.

Student's Book, page 45, Activity 2

Say: Now look at Activity 2.

Explain to the children that all through this unit, they are going to help Eve with her project. Explain that they are going to research the questions at home and write down the information they find. Remind them to make references of the sources they use: books, authors and page numbers. If they use the internet, they should note the URL, and so on.

Then say: Let's look at Eve's project and see if we can help her. Ask the children to look at the list of words and then ask: Are cars a danger to our environment? SS: Yes! Ask the children to answer Eve's question using the list of words. When they have finished, make two columns on the board, one for A threat to our environment and the other for Not a threat to our environment. Ask the children to come to the board and write the things on their lists in the right columns.

Optional Activity Book exercises





Practice

Use the chart you made on the board to remind the children about dangers to the environment. Ask them to look out of the classroom window. T: Can you see anything that is a threat to our environment? Children give free answers (cars, buildings, rubbish, factories...)

ANSWER KEY

Student's Book, Activity 2

Threats: roads, railway lines, buildings, factories, cars, planes, ships, houses, rubbish, farms, people, boats

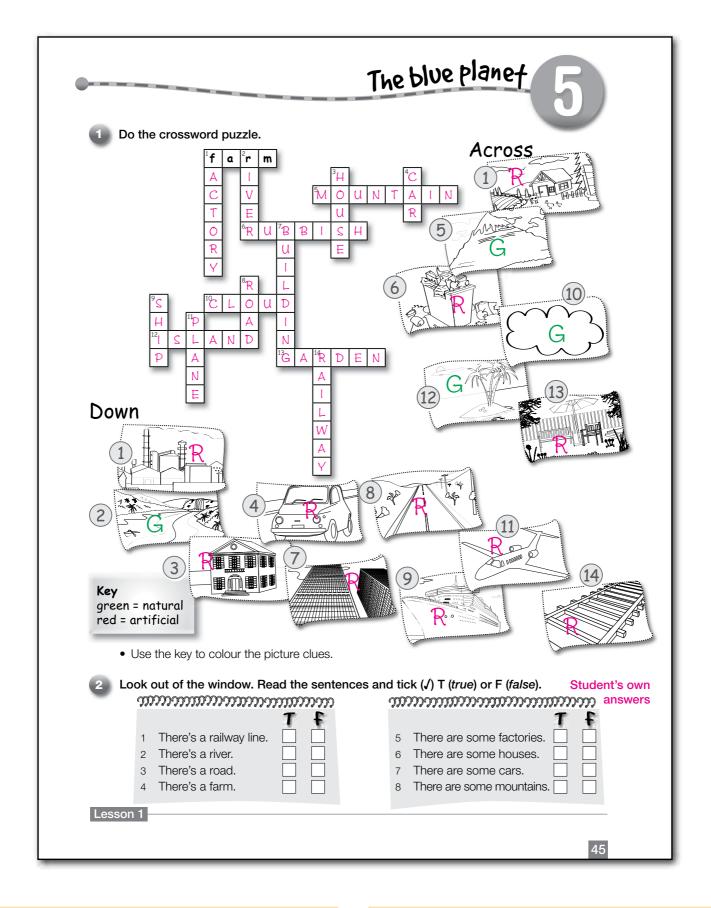


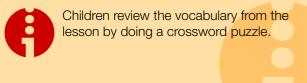


Children review concepts such as the environment, recycling, pollution, etc. Discuss with the children the effects of pollution and the need to protect our planet. Discuss what we can do in order not to damage the environment.



Encourage the children to use the structures and the vocabulary learned to describe the pictures.







Children identify natural and artificial elements in the environment that surrounds them.

Page 45, Activity 1

Say: Open your Activity Books at page 45. Look at Activity 1. Ask the children to identify the objects in the pictures. Tell the children to complete the crossword puzzle in their Activity Books.

Ask: Is a (farm) a natural or an artificial object? SS: Artificial. Repeat the procedure for the other pictures.

Tell the children to colour the pictures using the key.

Page 45, Activity 2

Say: Now look at Activity 2.

Ask: What can you see out of the window? The children

look and call out their suggestions.

Ask a volunteer to read the first sentence out loud and then

ask: Is that true or false?

Repeat the procedure for the other sentences.

Tell the children to read the sentences and circle *true* or *false* in their Activity Books.



Let's play!

Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an item. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

Resources



Unit 5, Episode 5

Teacher's Resource Book

DVD worksheet, page 29

Multi-ROM

Unit 5, Vocabulary 1



In this unit, the children will be working with countable and uncountable nouns again. Ensure that they understand the difference between cars (countable) and traffic (uncountable); clouds (countable) and smoke (uncountable), and so on. They may need a lot of reinforcement for these concepts. Keep asking them: Can you count (clouds/smoke)?



Focussing on extremes in water, relief and climate.

Curricular link: Geography; Science

Language Objectives

Vocabulary: the warmest, the coldest, the hottest, the deepest, the shallowest, the widest, the narrowest, the hottest, the lowest, the wettest, the coldest, the highest, the lowest, the highest, the driest; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Arctic Ocean, Ethiopia, The Antarctic, Mount Everest, The Dead Sea, Hawaii, the Atacama Desert, Chile; rain, sea level

Structures: It's the deepest ocean. The average temperature is 34°C.

Resources: CD; poster (side A); poster pop-outs

Materials: a map of your country or local region

WATER, RELIEF AND CLIMATE

Presentation



Say: Today we are going to learn about water on our planet. Use the poster (side A). Ask a volunteer to come to the map and to identify where the different oceans are. Then say: Let's see if we can find these places on the map. Where do you think Mount Everest is? Which continent is it in? Guide the children by naming the countries and giving compass points, for example: It's in Asia. It's in Nepal and Tibet. It's in the north of Nepal and the south of Tibet. Repeat the procedure for the following places: Ethiopia, the Atacama Desert, Hawaii, the Dead Sea and the Antarctic. Hand out the pop-outs and ask the children to come to the map and to place them on the map.

Work with the book



Student's Book, page 46, Activity 3

Say: Open your books at page 46. Look at Activity 3. Look at the information about the oceans. How wide is the Pacific Ocean? SS: Seventeen thousand, seven hundred kilometres. Repeat the question for the other oceans. Then ask: How deep is the Pacific Ocean? SS: It's eleven thousand and thirty-three metres deep.

Play Track 2.1. The children listen, and look at the information. Stop the CD after each sentence and ask: Is that true or false?

Say: Now play Guess the Ocean.

Tell the children to take turns making statements about the ocean and guessing which ocean it is, using the model on page 46.

Student's Book, page 46, Activity 4

Say: Now look at Activity 4.

Read the instructions for writing the quiz. Tell the children to work in pairs and write a guiz using the information they have got about the oceans, and the information in Activity 4. You can establish the number of quiz questions, if you prefer.

Tell the children to exchange their quizzes with another pair and race each other to write the answers.

Ask each pair to choose one of their questions and read it out to the rest of the class. The first child to raise their hand and answer correctly wins a point for their pair.

Transcript





See page 199.

Optional Activity Book exercises

See page 199.

Practice

Continuous assessment

Children can compare the relief, climate and water using superlative adjectives.

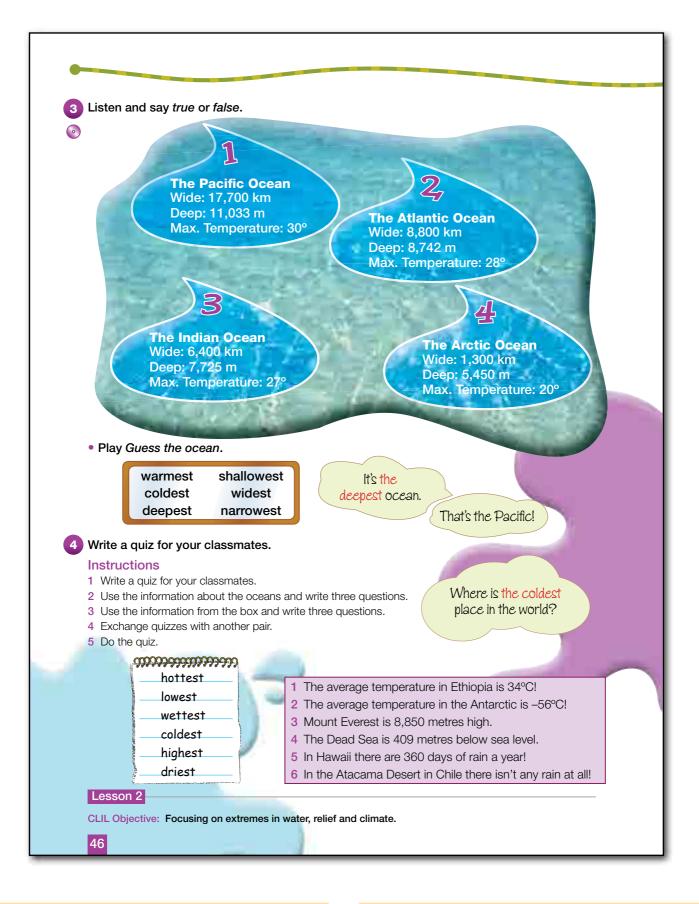
Ask questions about water, relief and climate in our country: Which oceans are on the shores of our country? Where are they? Are they in the (north/south/west/east)? Where is the highest point in our country? Where is the lowest point? What about the hottest area? And the coldest area? Which is the wettest area? And the driest? Are there any main rivers in our country? What are they called? Where are they? Which ocean/sea do they flow into?

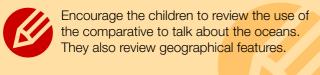
Project Quest: What things pollute water?

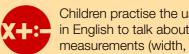
Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

Answer Key

See page 199.







Children practise the use of numbers in English to talk about the oceans and measurements (width, depth, temperature).

	Arctic	Atlantic	Indian	Pacific	
00	eans				
1 The	Pacific O	cean is between Nor	th and South Ame	rica and Asia.	
2 The	Atlantic Od	cean is between Nort	th and South Americ	ca, and Europe and A	frica.
3 The	Indian O	cean is between Afr	ica and Asia.		
4 The	Arctic O	cean is at the North	ı Pole.		Ā
• Corre	ct the mistakes al	oout the rivers.		K	
Rive	rs				
		orth America.	South America		
		America.		TI.	
3 The	Thames is in As	ia. Europe	<u> </u>	11	
4 The	Volga is in Afric	a. Europe			
5 The	Mississippi is in	Europe. North	America		
Find the	e information an	d complete the sent	ences. Student	s own answers	
In my co	ountry the				
				~	
∑ h	ottest place is		coldest place is _		
	est place is		laurat plan	e is	
				? IS	



Children review the information they have learnt about oceans and rivers, and reinforce their previous knowledge by correcting mistakes.



Page 46, Activity 3

Say: Open your Activity Books at page 46. Look at Activity 3. Tell the children to look at the names of the oceans and ask: Which ocean is between North America and Asia? SS: The Pacific.

Repeat the procedure for the other sentences about the oceans.

Tell the children to complete the sentences in their Activity Books.

Tell the children to look at the sentences about the rivers. Read the first sentence out loud: *The Amazon is in North America*. Tell the children that the sentence is wrong: *The Amazon isn't in North America, it's in South America*. The children correct the rest of their sentences in their Activity Books.

Page 46, Activity 4

Say: Now look at Activity 4.

The children complete the information about the hottest, highest, driest, coldest, lowest and wettest places in their country.

Grammar and Writing Booklet

Page 21, Activity 1

Say: In this unit we are going to learn how to write letters. Do you ever write letters to friends or members of your family? Do you write emails? What about postcards when you are on holiday?

Open your Grammar and Writing Booklets at page 21. Look at the text.

Ask different children to read out parts of the text. Ask questions: Who is writing the letter? Who is she writing it to? What's the date on the letter? Where is Sarah? Tell the children to look at the parts of the letter and label them.

Page 21, Activity 2

Say: Now look at Activity 2. Find and circle the words in the text.

Page 21, Activity 3

Tell the children to complete the lists using the words they have circled.

Tell the children that in the next lesson they are going to start making a rough plan for their letters.

Ask them to imagine Harry's reply and the kind of information that they are going to include. Make a note of their suggestions on the board.



Let's play!

Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.

ces

Resources

Multi-ROM

Unit 5, Grammar 2

Teacher's Resource Book

Ready to speak, page 87

Transcript



Track 2.1 Activity 3

The deepest ocean is the Indian Ocean.
The coldest ocean is the Arctic Ocean.
The widest ocean is the Pacific Ocean.
The narrowest ocean is the Arctic Ocean.
The shallowest ocean is the Atlantic Ocean.
The warmest ocean is the Pacific Ocean.

ANSWER KEY

Student's Book, Activity 3

false; true; true; true; false; true

Focussing on extremes of relief and climate.

Curricular link: Geography

Language Objectives

Vocabulary: the most important, the most populated, the most popular, the most difficult, the most beautiful, the most dangerous, the most boring, the most interesting, the longest, the biggest, the highest; The Alps, mountains, winter sports, city, ski run, food, season, avalanches, month, winter, spring, snow, snow storm, January, February; skiing, studying, travelling, meeting people, watching nature, melting Structures: The most difficult mountain to climb is

the Matterhorn. The biggest city is Grenoble.

Resources: CD; poster (side A)

EXTREMES OF RELIEF AND CLIMATE

Presentation



Say: Today we are going to learn about the Alps. Does anybody know where the Alps are?

Show the children the poster (side A). Ask a volunteer to come and point to the Alps on the map. Guide them if necessary by saying things like: They are in Europe. They are in France, Switzerland, Austria, Italy, Germany and

Ask the children if they know anything about the Alps: Do people live in the Alps? Do people ski in the Alps? Do you know the names of any towns or cities in the Alps?

Work with the book



Student's Book, page 47, Activity 5

Say: Open your books at page 47. Look at Activity 5. Read the introductory text out loud. Ask: What does most populated mean? It means that lots of people live there. Why do you think the Alps are a popular place for winter sports? What's the weather like in the winter?

Sav: Now look at the first photo. What can you see? This mountain is called the Matterhorn.

Tell the children to look at the phrases underneath the pictures and match them to the text under the photo. Repeat the procedure for the other photos and phrases. Tell the children to make a note of the complete sentences in their notebooks and to check with a classmate.

Student's Book, page 47, Activity 6

Say: Now look at Activity 6. We are going to listen to an interview with a girl called Lisel. Lisel lives in the Alps. She is a member of the International Homework Club and a friend of Eve's. Eve wants to know about life in the Alps. Tell the children to look at the text on the page.

Then say: Now let's listen to Lisel's answers.

Play Track 2.2. The children listen and point to the correct answers.

Play Track 2.2 again, this time stop after each question and ask: What does Lisel answer?

Tell the children to work in pairs and talk about the information about the Alps.

Transcript





See page 203.

Optional Activity Book exercises

See page 203.

Practice

Ask the children questions about our region: What's the most beautiful season of the year in our region? What's the most boring month? What's the most popular sport? What's the most interesting thing about living where we live? What's the most beautiful city? What's the most popular food?

Project Quest: What things pollute the land?

Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

ANSWER KEY

Student's Book, Activity 5

The Matterhorn is the most difficult mountain to climb. Salzburg is the most beautiful city.

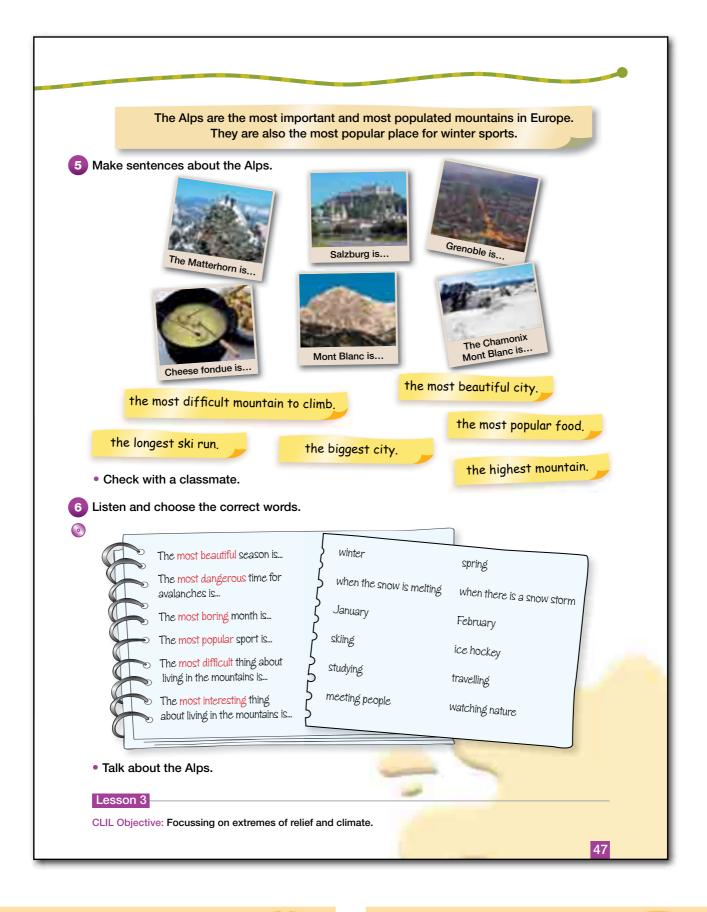
Grenoble is the biggest city.

Cheese fondue is the most popular food.

Mont Blanc is the highest mountain.

Student's Book, Activity 6

See Transcript page 203.

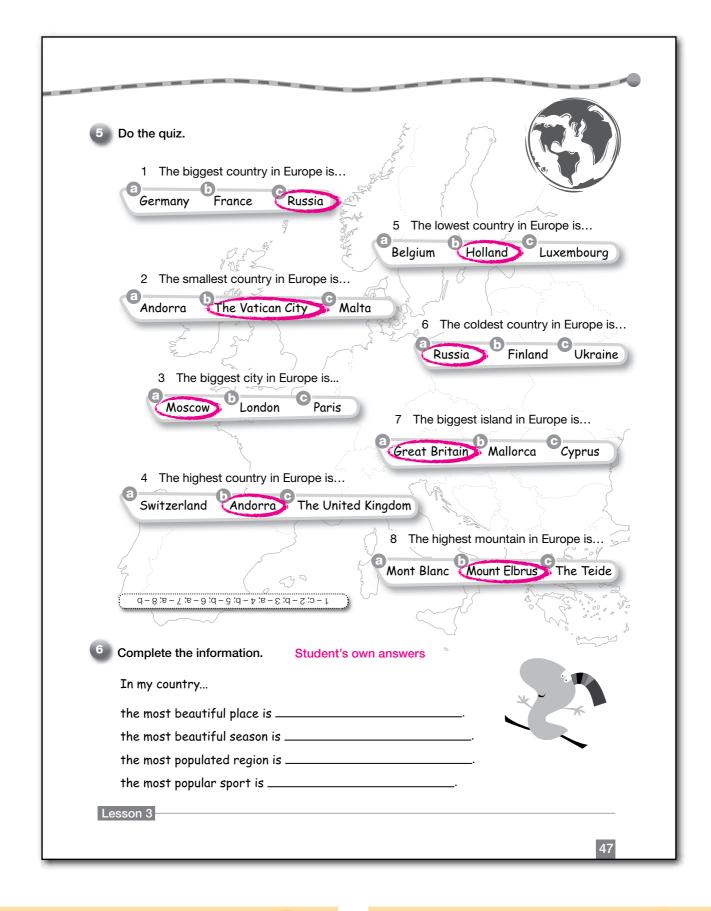




Discuss the Alps with the children. Ask them what they know about the Alps and encourage them to predict the correct answers to the questions.



Children learn structures and vocabulary for giving opinions and making predictions.





Quizzes are a fun way to build on the topic that the children have been learning about.



Children express their own opinions using the comparative structure.

Page 47, Activity 5

Say: Open your Activity Books at page 47. Look at Activity 5. Read the first sentence out loud stopping at the point when the children have to choose and ask: Which country do you think it is?

Repeat the procedure for the other quiz sentences. Tell the children to read the sentences and circle the options. They can come and look at the map for some of the answers.

Page 47, Activity 6

Say: Now look at Activity 6.

The children complete the information with their own personal opinions.

Ask volunteers to read some of their sentences out loud, and encourage the rest of the class to say whether they agree or disagree.

Grammar and Writing Booklet

Page 22, Activity 4

Ask: What kind of text did we look at in the last lesson? SS: A letter. Ask volunteers to read the sections of the letter out loud to remind them of the content.

Say: Open your books at page 22. Look at Activity 4. Let's plan our work.

Write on the board: at school, in his free time, with his friends, with his family. Ask volunteers to come to the board and write suggestions for what Harry is going to tell his sister in his letter.

Page 22, Activity 5

Say: Now look at Activity 5. Ask a volunteer to read the text out loud. Tell the children to circle the adjectives and write the list of adjectives on the board. Under the first word write the pattern of consonants and vowels. Ask volunteers to come to the board and write the patterns under the rest of the adjectives. Then ask: How do we form the comparative of these adjectives? Write the comparative (hotter) next to the first adjective.

Then tell the children to write the comparatives and superlatives of all the adjectives in their books.

Tell them to tick the ones that end with a single consonant and the ones that have a double letter. They should look carefully at the patterns and try to tell you what the rule is.

Page 22, Activity 6

Say: Now look at Activity 6.

Tell the children to use the model on the page and their plan in Activity 4 to write a rough draft of their letter. Walk around helping the children with any unknown language they want to use.

Resources

Teacher's Resource Book

Extension worksheet 1, page 47



Transcript



Track 2.2 Activity 6

Eve: Hi, Lisel!

Lisel: Hi there, Eve!

Eve: I'm writing about life in the mountains. Can you help me?

Lisel: Of course! What do you want to know?

Eve: Is the winter the most beautiful season in the Alps? **Lisel:** Well, the winter is very beautiful, but the spring is the most beautiful season. There are flowers everywhere.

Eve: Is the most dangerous time for avalanches when the snow is melting?

Lisel: No, not really. The most dangerous time is during a snowstorm.

Eve: Is it ever boring in the mountains?

Lisel: Sometimes! January is the most boring month. It's very cold and everybody stays at home.

Eve: What's the most difficult thing about living in the mountains?

Lisel: Probably travelling. Sometimes we can't go anywhere for days.

Eve: Is skiing the most popular sport?

Lisel: Well, skiing isn't really a sport for us. It's a means of transport. The most popular sport is ice hockey.

Eve: So, what's the most interesting thing about living in

the mountains?

Lisel: I suppose meeting people. Lots of people come to the Alps for summer and winter holidays. That's fun!

Eve: Thanks Lisel. Bye now! **Lisel:** You're welcome! Bye!

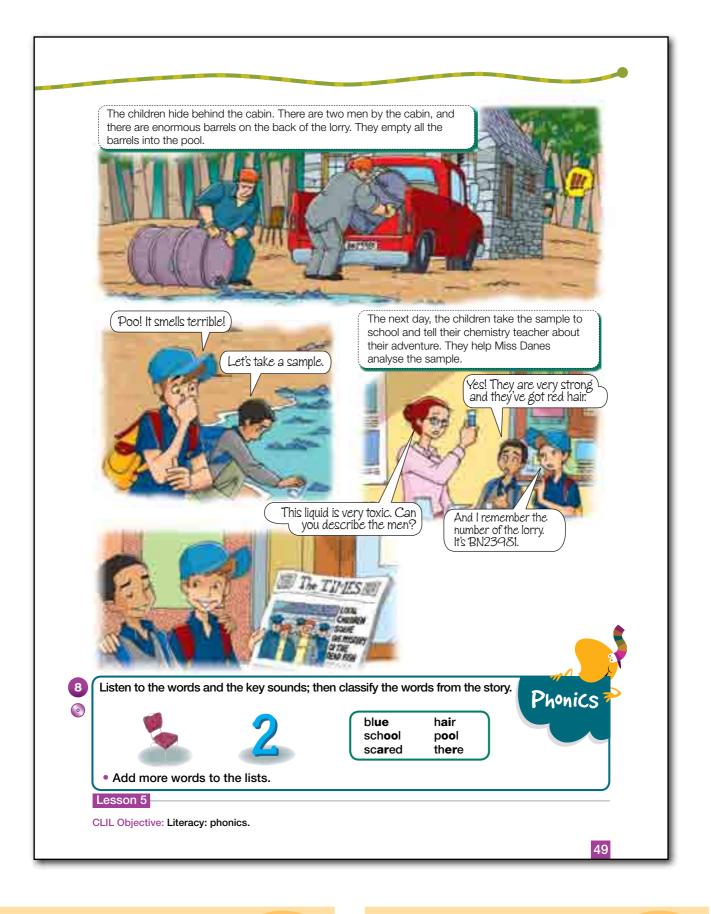




Children make inferences to decide what is happening in the story from the information given.



Discuss with the children the effects of environmental pollution on living things.





Children identify the target sounds and compare them with their written representation. Remind the children that English is not a phonetic language, and that the same sound can be written in a variety of ways.



Discuss whether the children's predictions were correct and review measures to protect our planet.

Literacy: using descriptions.

Curricular link: Literacy

Language Objectives

Story language: walk, cross, notice, decide, investigate, follow, reach, hide, help, analyse, describe, remember, solve; empty, smells, river, water, foam, fish, pipe, forest, cabin, pool, barrels, noise, vehicle, lorry, sample, liquid, school, teacher, adventure, dead, wrong, dirty, enormous, old, scared, terrible, chemistry, toxic, strong, morning, afternoon

Resources: CD

STORY: LOCAL HEROES

Present the story

Say: It's story time! Open your books at pages 48 and 49. Read the title out loud: Local heroes.

Ask the children to look at the pictures while you ask questions: (Picture 1) What are the boys looking at? Is the river clean or dirty? (Picture 2) Where does the dirt come from? Where does the pipe go? (Picture 3) Can you see a lorry? Why are the boys running away? (Picture 4) What are the men doing? Can the boys see them? (Picture 5) Why is one of the boys holding his nose? What is the other boy doing? (Picture 6) Who is looking at the sample? (Picture 7) Are the boys happy now?

Work with the book



Student's Book, page 48, Activity 7

Play **Track 2.3**. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: What are the boys' names? How do they go to school every morning? What do they notice is wrong with the water in the river? What's the matter with the fish? Where do they go to investigate? What do they find? Where does the pipe go? Why are they scared? Where do they hide? How many men are there? What is there on the lorry? What do the men do with the barrels? What do Harry and Alex do? Who do they take the sample to? What does Miss Danes say about the sample? How does Alex describe the men? What does Harry remember? Why are Alex and Harry happy in the last picture?

Ask the children to describe the main characters. Then ask the children to describe other elements in the story: the river, the cabin, the lorry and the teacher.

Transcript



Track 2.3 Story: Local heroes

See page 209.

Optional Activity Book exercises

See page 209.

Develop the story

Tell the children to read the story again in silence and make a note of any words they do not understand.

Ask volunteers to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.

Literacy: phonics oo (blue, school, pool) and air (scared, hair, there)

Curricular link: Literacy

Resources: CD

PHONICS

Retell the story

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

Work with the book



Student's Book, pages 48 and 49, **Reading Activity**

Tell the children to read the story out loud. Assign the characters Alex, Harry and Miss Danes to three children. Ask five other children to read the narration lines. Two other children can act out the roles of the men.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

Student's Book, page 49, Activity 8

Play Track 2.4 to identify the sounds in the words chair (air) and two (oo). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words: chair and two at the top of the columns. Tell the children to copy the columns into their notebooks and classify the words from the list.

Chair (air): scared, hair, there Two (oo): school, pool, blue

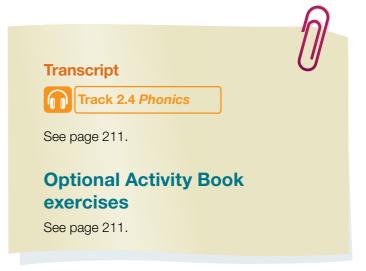
Tell the children to look for more words in the story that

have the same sounds. Chair (air): they're, where, their

Two (oo): to, two, into, poo, you

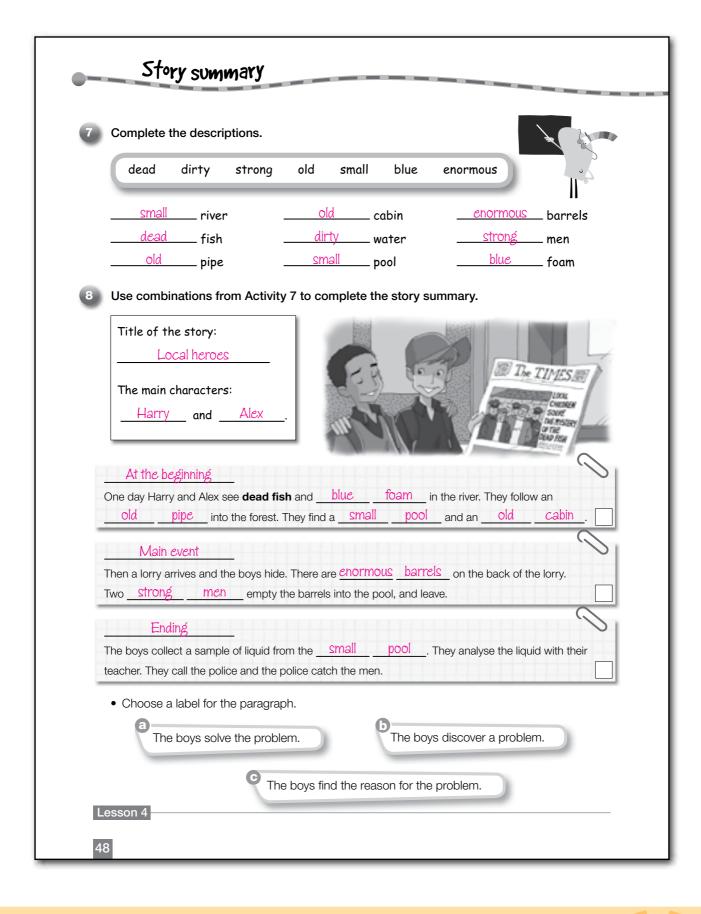
Tell the children to come to the board and write the words

from their lists.



Develop the story

Divide the class into groups of four. Assign a character to each child: Harry, Alex, Miss Danes and the narrator. Tell the children to read their story out loud in their groups. Encourage them to act out their roles.





Children learn how the use of adjectives can make a story more interesting.

Page 48, Activity 7

Say: Open your Activity Books at page 48. Look at Activity 7. Divide the board into two halves and write a set of the words on each half.

Ask the children to look at the words and then to come and match the adjectives to the nouns to make as many combinations as possible. Prompt the children by asking: Can we say (dead) (fish)? Can we say (dead) (men)? Can we say (dead) (cabin)?

Tell the children to match the words in their Activity Books according to the story.

Activity Book

Page 48, Activity 8

Say: Now look at Activity 8. Let's do the story summary. Ask: What's the title of the story? Who are the main characters?

Read the sentences out loud, stopping at the missing information and asking the children to complete the information orally using the combinations from Activity 7. Tell the children to complete the story summary in their Activity Books.

Ask volunteers to read the story summary out loud. Read the labels for the paragraphs out loud and ask the children to say which paragraph they each refer to.

Resources

Multi-ROM Unit 5, Story

Transcript



Track 2.3 Story: Local heroes

Narrator: Harry and Alex walk to their school every morning. They cross a small river on the way. One morning, they notice that something is terribly wrong.

Alex: There's blue foam in the water.

Harry: And look at the fish! They're all dead!

Narrator: On the way home that afternoon, Harry and Alex decide to investigate. They follow the dirty water up the river and they find an old pipe.

Harry: Look! The pipe goes into the forest.

Narrator: Alex and Harry follow the pipe. They reach an old cabin with a small pool. Suddenly, they hear the noise of a vehicle.

Alex: Harry! I'm scared! Someone's coming! **Harry:** Quick! Let's hide behind the cabin.

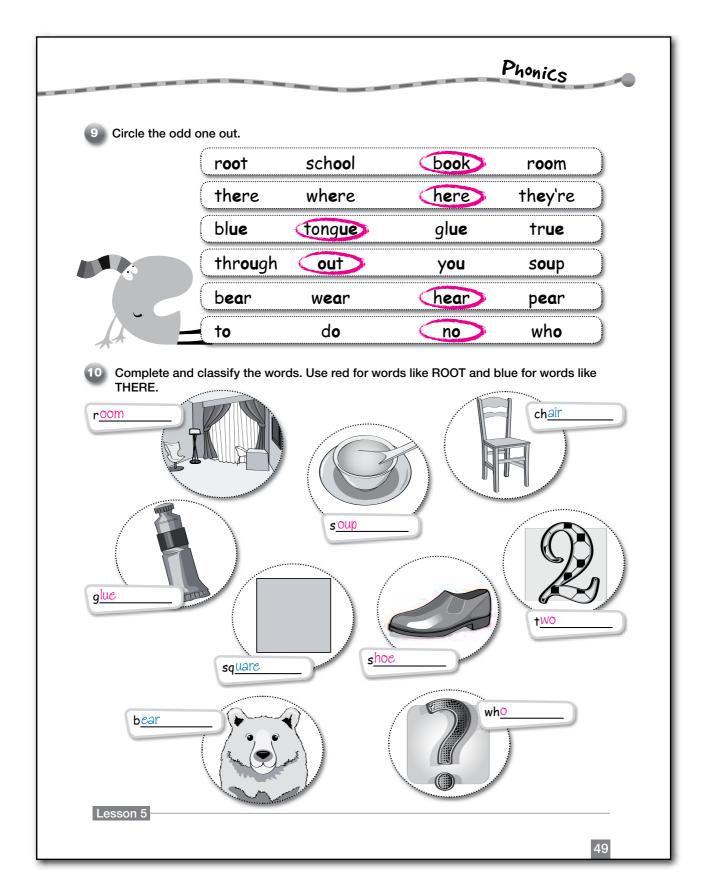
Narrator: The children hide behind the cabin. There are two men by the cabin and there are enormous barrels on the back of the lorry. They empty all the barrels into the pool.

Harry: Poo! It smells terrible! **Alex:** Let's take a sample.

Narrator: The next day the children take the sample to school and tell their chemistry teacher about their adventure. They help Miss Danes analyse the sample.

Miss Danes: This liquid is very toxic. Can you describe the men?

Alex: Yes! They are very strong and they've got red hair. **Harry:** And I remember the number of the lorry. It's BN23981.





Children should feel confident enough to identify the words with the same sounds. Encourage them to participate and take risks. If they make mistakes, ensure that they realise that they shouldn't be embarrassed and that making mistakes is a normal part of the learning process.

Page 49, Activity 9

Say: Open your Activity Book at page 49. Look at Activity 9. Ask volunteers to read the first line of words out loud and ask: Which word sounds different? SS: Book T: So that's the odd one out.

Repeat the procedure for the other lines of words. Tell the children to read and circle the odd one out.

Page 49, Activity 10

Say: *Now look at Activity 10.*Tell the children to look at the pictures.

In pairs, they complete the words, using *blue* for words

In pairs, they complete the words, using blue for words with the oo sound and red for words with the air sound.



Let's play!

Sound sorting

Write the following words on the board at random: chair, two, blue, school, scared, hair, pool, there. Put the children into teams. Give each team a piece of paper. Write oo and air on the board. The children classify the words into two categories: oo sounds and air sounds. Say: Ready, steady, go! The first team to complete the task wins.

Resources

Multi-ROM

Unit 5, Phonics



Transcript



Track 2.4 Phonics

air chair oo two

blue school scared hair pool there

Focussing on air.

Curricular link: Music; Science

Language Objectives

Vocabulary: chimney, smoke, pollution, clouds, air, clean, high, sky, smog, acid rain, sunshine, butterflies,

Structures: There is a... There isn't a... There are some... There aren't any...

Resources: CD

AIR

Presentation

Say: Today we are going to learn about the air. Ask the children to look out of the classroom window and ask questions: Can you see any (clouds, planes, birds, rain, smoke)?

Ask: Can we see the air? Do you know what air is made up of? Write the following gases and percentages on the board: nitrogen - 78%; oxygen - 21%; argon and carbon dioxide - 1%.

Then ask: Do we need air? Do all living beings need air? Say: Air is very important.

Talk to the children about some of the effects of pollution to make sure they understand words like: smog, smoke, acid rain, clean air, etc.

Work with the book



Student's Book, page 50, Activity 9

Say: Open your books at page 50. Look at Activity 9. Look at the photos.

When the children have had time to look at the photos, say: Now, we're going to sing a song.

Tell the children to listen carefully and play Track 2.5. Play Track 2.5 again and tell the children to follow the words in their books. Then ask the children to identify which photo corresponds to which part of the song (see the words in bold).

Play the song again and ask the children to join in. Then they ask each other questions about the pictures. S1: Are there any clouds in this picture? S2: Yes, there are./No, there aren't. S2: Is there any smog in this picture? S1: Yes, there is./No, there isn't.

Student's Book, page 50, Activity 10

Say: Look at the two pictures in Activity 10. Tell the children to work in pairs and describe the pictures following the example: S1: There isn't any (pollution) in (picture one). S2: There aren't any (birds) in (picture two).

Transcript



Track 2.5 Song: Up, up high

See page 215.

Optional Activity Book exercises

See page 215.

Practice

Continuous assessment

Children can name the main types of air pollution.

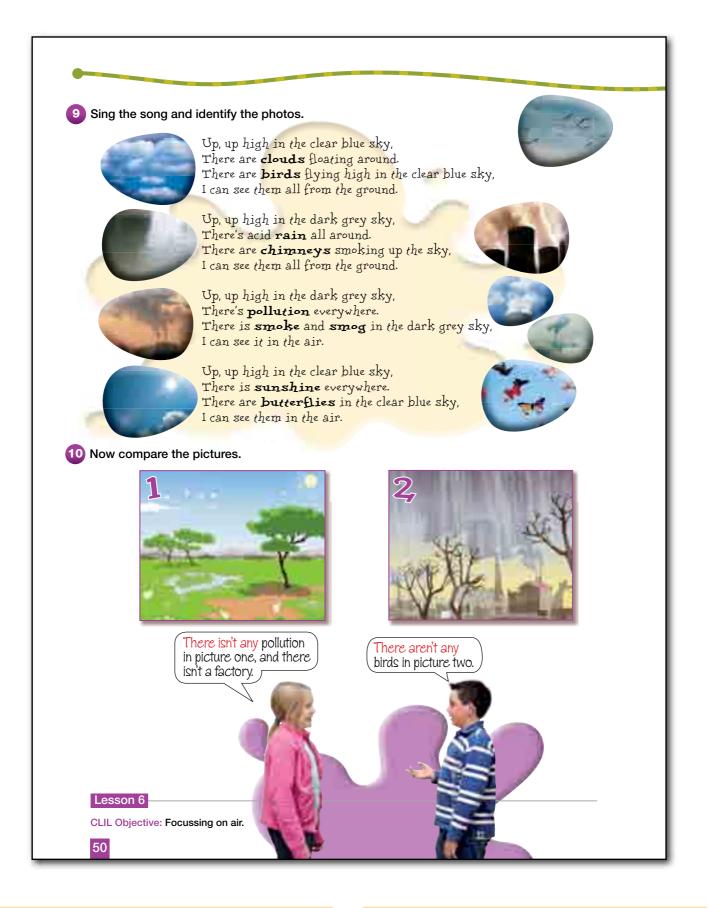
Ask the children what they think most pollutes the air: traffic, factories or heating. Ask them to think about how we can reduce the amount of pollution. Ask questions to guide their answers, for example: Do we need to use cars all the time? Can we walk to school, or to the shops? Do we need the heating on all the time?

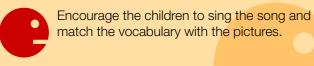
Ask the children what kinds of problems result from air pollution: acid rain, health problems, problems for other living beings (plants and animals).

Project Quest: What things pollute the air?

Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

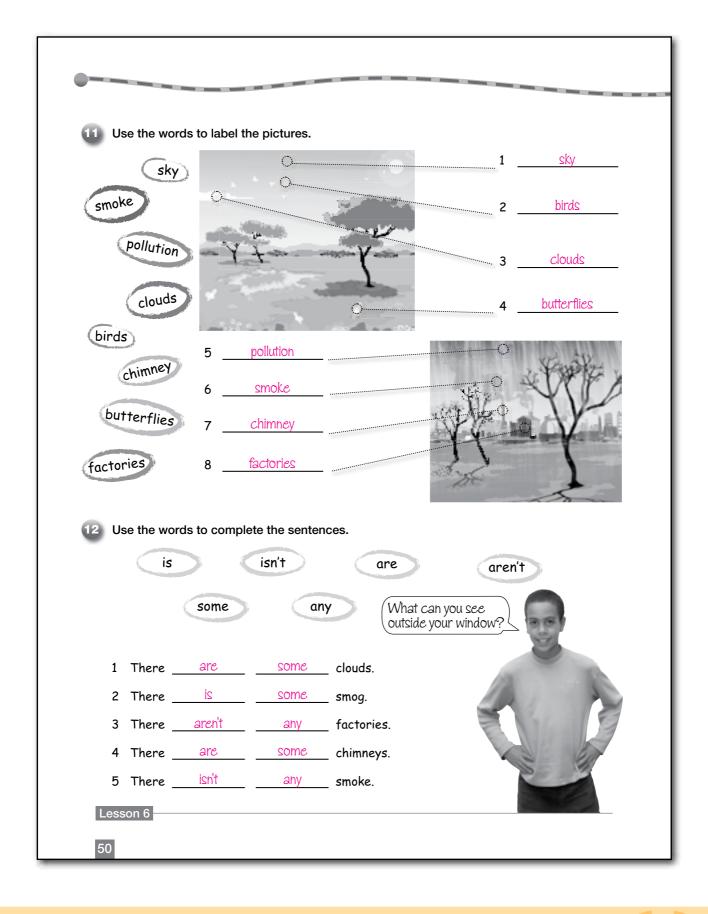
*Note: Tell the children to bring in some items that can be recycled for the poster in lesson 9 (for example: plastic bags, plastic bottles, plastic cutlery, cartons, old newspapers, paper bags, yogurt pots, old notebooks, bus tickets...). Alternatively, the children can find pictures of items in magazines and bring them to class.







Children use the vocabulary and structures learned to describe and compare the images. Discuss the effects that pollution has on the environment.





Children use the language they have learnt to identify the elements in the pictures and label them.

Page 50, Activity 11

Say: Open your Activity Books at page 50. Look at Activity 11.

Ask the children to identify the numbered elements in the pictures.

Tell the children to label the pictures using the words.

Page 50, Activity 12

Say: Now look at Activity 12.

Say: Look out of the window. Can you see any (clouds)? Repeat the question for the other elements.

Tell the children to complete the sentences in their Activity Books.

Ask volunteers to read their sentences out loud.

Grammar and Writing Booklet

Page 23, Activity 7

Say: Now we are going to see how we can make our rough drafts better.

Hand out the drafts and discuss any problems.

Ask the children to look carefully at the mistakes you have underlined, and ask you if there is anything they do not understand.

Say: Open your books to page 23. Look at Activity 7. Say: This is a list of types of mistakes. Look carefully at your rough drafts and tick the mistakes you made. Ask the children to read out some of their mistakes and corrections.

Page 23, Activity 8

Say: Now look at Activity 8. Choose four mistakes and write the correct sentences.

Page 23, Activity 9

Say: Now look at Activity 9.

Explain that we can always make our work better. Say: In letters we often ask questions. What kind of questions do we ask?

Write the children's suggestions on the board. Say: Now write six questions to include in different paragraphs in your letter.

Ask volunteers to read their questions out loud. Make suggestions where necessary.



Let's play!

Flash

Hold up a flashcard from the unit, back to front so that the children can't see the picture. Turn it around very quickly, so that the children only get a quick glimpse of the picture, and ask the children if they can guess what it is. Gradually show the flashcard a little bit more slowly until the children guess what it is. Repeat the procedure with other flashcards from the unit.



Resources

Multi-ROM

Unit 5, Song

Transcript



Track 2.5 Song: Up, up high

Up, up high in the clear blue sky, There are clouds floating around. There are birds flying high in the clear blue sky, I can see them all from the ground.

Up, up high in the dark grey sky, There's acid rain all around. There are chimneys smoking up the sky, I can see them all from the ground.

Up, up high in the dark grey sky, There's pollution everywhere. There is smoke and smog in the dark grey sky, I can see it in the air.

Up, up high in the clear blue sky, There is sunshine everywhere. There are butterflies in the clear blue sky, I can see them in the air.

Understanding recycling.

Curricular link: Science

Language Objectives

Vocabulary: plastic, glass, paper, organic waste; bottle, jar, glass, bag, newspaper, box, T-shirt, leaves, rotten fruit; reduce, recycle, reuse

Structures: I've got an old newspaper. Put it in the (blue) bin.

Resources: poster (side B); Unit 5 cut-outs or Teacher's Resource Book, page 13 (one photocopy per child)

Materials: scissors, dice

Student's Book, page 51, Activity 12

Say: Look at Activity 12.

Explain the concept of the three R's again: Reduce, Reuse and Recycle. Ask questions to help them classify the cut-outs. Ask: Can you reuse a (plastic bottle)? S1: Yes, I can. T: Can you reuse a (broken glass)? S2: No, I can't. The children classify the cut-outs and explain: I can reuse (a plastic bottle) but I can't reuse (broken glass).

Optional Activity Book exercises

See page 219.

RECYCLING

Presentation



Show the children the poster (side B). Write: The three R's on the board and then write: Reduce, Reuse, Recycle. Explain that we can help the environment if we remember the three R's.

Explain that we can reduce our use of most things. We can recycle and reuse some things. Other things we can only recycle. For example: we can't reuse a broken glass, or a battery. We can reuse a cotton T-shirt or a plastic bottle. Point at the different coloured bins and say: We use bins like these to help us recycle things. The different colours of the bins are to separate the waste into categories. Go through the different categories with the children. Ask: Which colour bin do we use for (glass)? SS: The (green) bin.

Work with the book

Student's Book, page 51, Activity 11

Say: Open your books to page 51. Look at Activity 11. Today we're going to play the recycling game. Read the instructions with the class. Say: Find your cut-outs for Unit 5. (Alternatively, hand out the photocopies.) The children cut out the pictures and place them on the board. Read and explain the instructions to the children. They take turns throwing the dice and moving around the board and collecting the pictures. They write their initials on the picture and make a sentence using the model. S1: I've got (an old newspaper). S2: Put it in the (paper) bin. The children place the pictures in the correct recycling containers. They count their pictures at the end of the game.

Practice

Ask the children to think of the amount of organic waste that we produce every day.

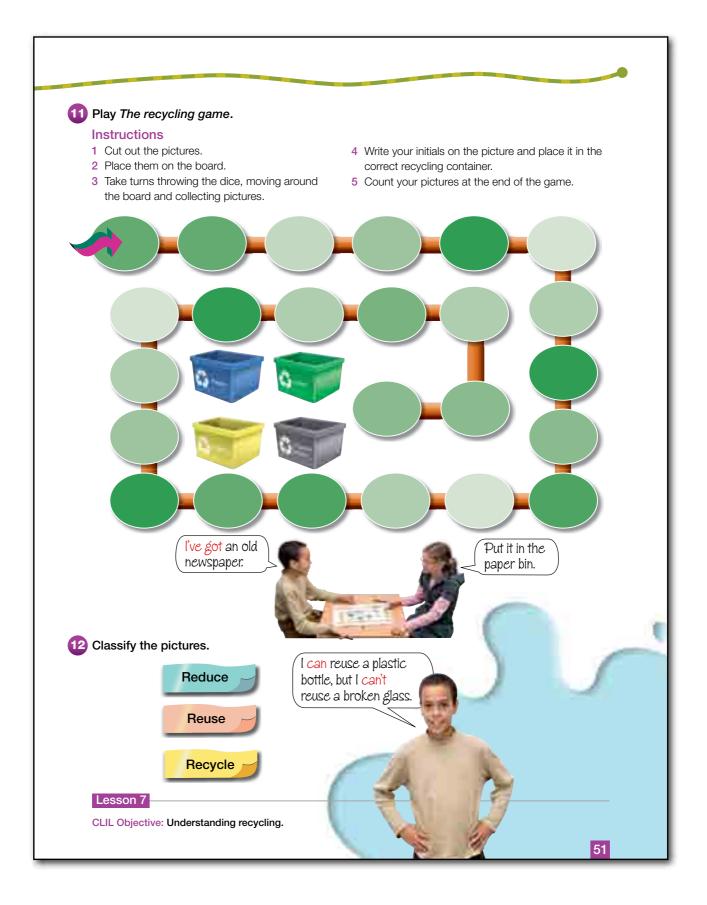
Explain that we can reduce the amount of rubbish we produce by recycling the organic waste and reusing it as

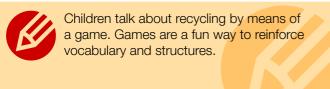
A lot of organic waste from the house can be composted, for example: food scraps, peelings, tea, coffee, hair, nail clippings...

Explain that you cannot compost any cooked food, meat, diary products, fish, eggs, bread, cakes or biscuits. If you try to compost these things you will attract rats.

Project Quest: What do you recycle at home? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

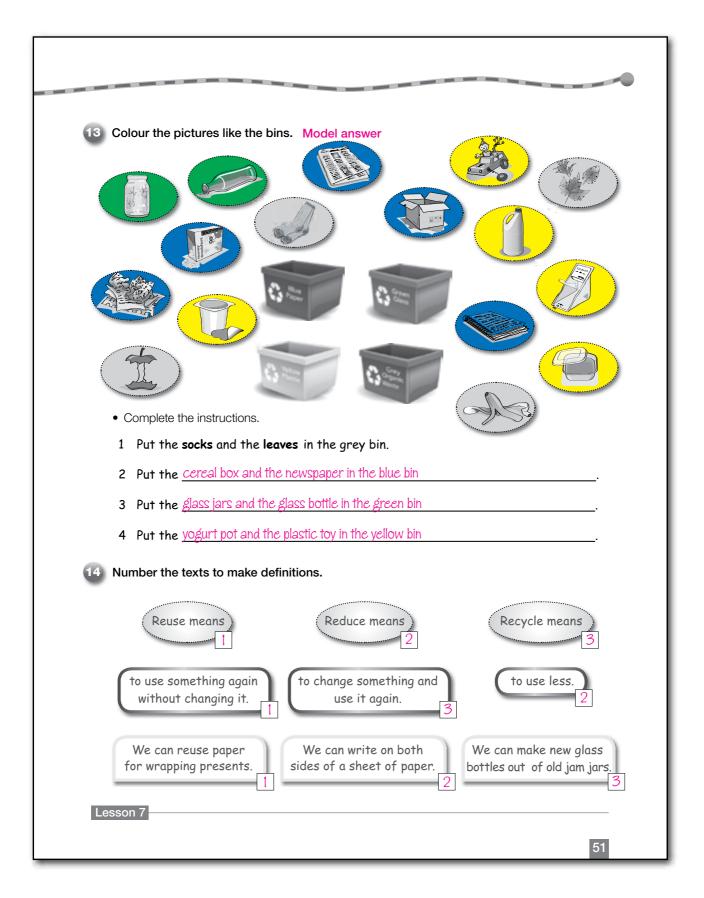
*Note: Remind the children to bring in some items that can be recycled for the poster in lesson 9 (for example: plastic bags, plastic bottles, plastic cutlery, cartons, old newspapers, paper bags, yogurt pots, old notebooks, bus tickets...) Alternatively, the children can find pictures of items in magazines and bring them to class.







Introduce the concept of reducing, reusing and recycling and encourage the children to put these ideas into practice in their daily lives.





Children classify the products that can be recycled together by colour-coding the pictures according to the bin in which they belong.



Page 51, Activity 13

Say: Open your Activity Books at page 51. Look at Activity 13.

Say: I can see a (glass jar). Put it in the (glass) recycling bin. Tell the children to follow your example and name the objects and the correct recycling bins.

Tell the children to colour the objects like the recycling bins in their Activity Books.

Read the completed sentence out loud. Ask: Who can complete the next sentence?

Repeat the procedure asking the children to complete the sentences orally.

Tell the children to complete the sentences in their Activity Books.

Page 51, Activity 14

Say: Now look at Activity 14.

Tell the children to look at the words, the definitions and the examples of things we can do.

The children number the texts to make definitions of the words *Reduce, Reuse* and *Recycle*.

Grammar and Writing Booklet

Page 24, Activity 10

Say: In this lesson we are going to write our own grammar charts.

Explain that this is a summary of the grammar we have been focussing on. It helps us to study the grammar. Ask the children to look through the last three lessons and summarise the grammar they have been looking at. Then say: In this lesson we are going to focus on the verb to be and comparative and superlative adjectives.

Say: Open your Grammar and Writing Booklets to page 24. Look at Activity 10.

Ask volunteers to help you complete the charts out loud. Tell the children to complete the grammar charts in their books.

Page 24, Activity 11

Say: Now look at Activity 11.

Tell the children to write a clean copy of their letter using their plans, rough drafts, corrections and all the exercises they did to make their written work better.

Ask a few volunteers to show and read their letters out loud.

Place the letters on the walls of the classroom and encourage the children to walk around and look at their classmates' work.



Let's play!

Memory

Stick the word flashcards face down on one side of the board, and the picture flashcards on the other using Blu-Tack. Put the children into four teams, and ask one member of each team to come to the board. The children take turns to turn over one picture flashcard and one word flashcard. If they get a pair they get a point, if not, they turn the cards back over, and another team member takes their place at the board. The winning team is the team that finds the most pairs.



Resources

Multi-ROM

Unit 5, Grammar 1

Associating human activity with environmental threats and solutions.

Curricular link: Science

Language Objectives

Vocabulary: tins, cars, factories, plastic bottles, planes, ships, traffic, air pollution, water pollution, land pollution

Structures: (Tins) pollute the land/air/water. (Smoke) pollutes the sky.

Speaking project: Get recycling!

Presentation

Tell the children that they now know there are three types of pollution: land pollution, air pollution and water pollution. Write the Project Quest questions on the board. Ask: How many people have found the answers to these questions? The children raise their hands. Ask some children to provide their answers. Make a note of their answers under the questions.

Work with the book

Student's Book, page 52, Activity 13

Say: Open your books at page 52. Look at Activity 13. Look at the picture. Ask them to tell you what they can see in the picture. S1: I can see a (river). S2: I can see a (factory).

Explain that in the picture we can see things that pollute the land, the air and the water. Ask the children to describe the picture: Factories pollute the land/air/water; planes pollute the air; cars pollute the air; ships pollute the water; tins pollute the water/land; plastic bottles pollute the water/

Prompt any missing answers by asking questions. T: Do (factories) pollute the (air)? SS: Yes, they do.

Student's Book, page 52, Activity 14

Say: Now look at Activity 14. We're going to do a survey about recycling.

Remind the children that recycling means taking materials from products you have finished using and making brand new products with them. Ask them to give you examples of things you can recycle. Possible answers: Tin cans, cardboard, glass, newspapers and plastic bottles. Explain the instruction for the class survey. The children

copy the table, write their own name and five friends' names. They write the words in place of the pictures: plastic bottles, glass bottles, newspapers, plastic bags, cardboard boxes, batteries, fruit, T-shirts,

The children ask each other questions and fill in the table. S1: Do you recycle (batteries)? S2: Yes, I do.

Optional Activity Book exercises

See page 223.

Practice

Continuous assessment

Children can name objects for recycling.

Ask the children to check their answers for the Project Quest.

What pollutes the water? (Factory waste, tins, detergents, rubbish, pesticides, fertilisers, oil from cars.)

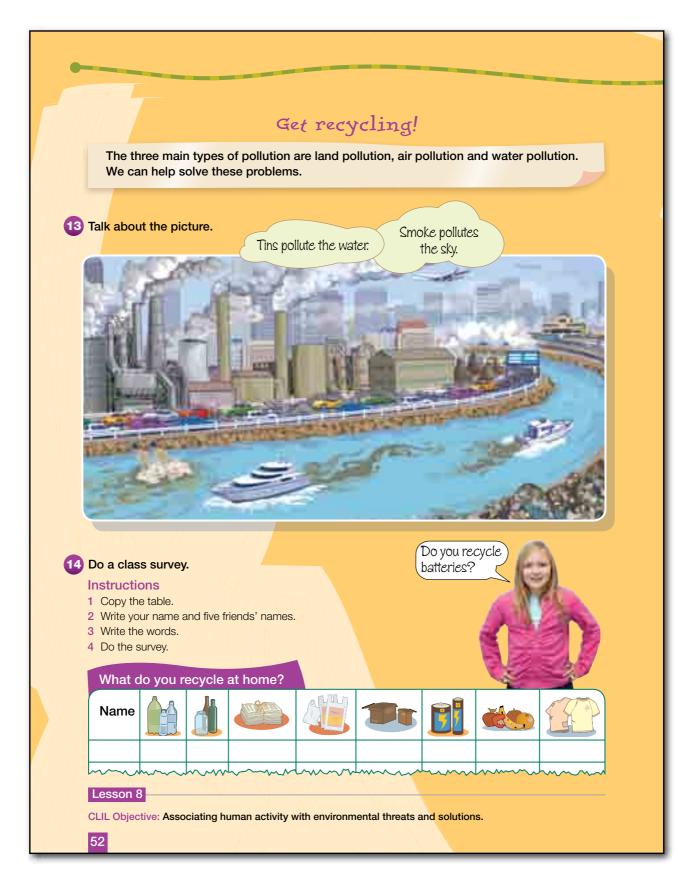
What pollutes the land? (Factory waste, rubbish, pesticides and fertilisers.)

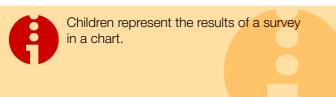
What pollutes the air? (Cars, planes, power stations, factories, wood fires, coal fires, smoke.)

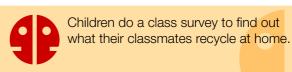
Ask: What do you recycle at home? The children use their answers from the class survey.

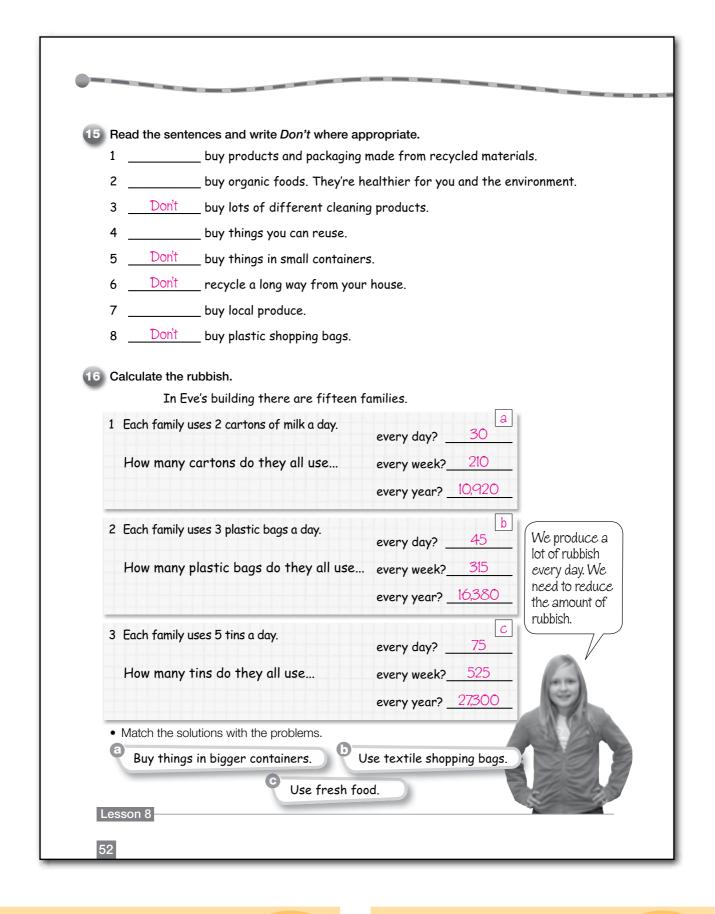
Ask: What can we recycle at school? Children make their own suggestions.

*Note: Remind the children to bring in some items that can be recycled for the next lesson (for example: plastic bags, plastic bottles, plastic cutlery, cartons, old newspapers, paper bags, yogurt pots, old notebooks, bus tickets, etc.) Alternatively, the children can find pictures of items in magazines and bring them to class.











Children focus on some rules to protect the environment. Ask the class if they usually do these things at home and ask for suggestions about how they can be more environmentally friendly.



Children solve some mathematical problems related to the topic of recycling.

Page 52, Activity 15

Say: Open your Activity Books at page 52. Look at Activity 15.

Tell the children to read quietly through the sentences. Then ask: Which sentences need the word don't at the beginning?

The children answer orally.

Tell the children to read the sentences again and complete them in their Activity Books.

Page 52, Activity 16

Say: Now look at Activity 16.

Read Eve's speech bubble out loud. Then read the first problem out loud and ask the questions.

Do the calculations on the board.

Ask two children to come to the board. One reads the next problem out loud while the other does the calculations. Repeat the procedure for the third problem.

Clean the board and tell the children to solve the problems in their Activity Books.



Let's play!

Snap!

The children work in pairs. Each child uses a set of Unit 5 cut-outs (or photocopies of Teacher's Resource Book page 13, one per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap!* The first child to say snap gets the cards that are laid on the table. The winner is the child who wins all the cards.



Resources

Multi-ROM
Unit 5, Writing

Teacher's Resource Book *Ready to read*, page 73

Understanding that we can solve environmental problems.

Curricular link: Art; Science

Language Objectives

Vocabulary: plastic, glass, paper, organic, bin, recycle, pens, bottles, yogurt pot, plastic bags, CD case

Structures: My bin's (yellow). It's for (plastic). (Plastic bags) pollute the (land) and the (water). We can recycle (plastic bags). Fifteen people recycle (plastic bottles).

Resources: poster (side B)

Materials: recyclable objects (or old magazines), card, crayons, felt-tip pens, glue, scissors, sticky tape

Speaking project: Recycling poster

Presentation



Use the poster (side B), to discuss the different types of recycling bins. T: Which recycling bin is for (glass)? SS: The (green) bin.

Ask if there are any other types in their areas, for example there may be a special bin for batteries.

Ask the children how they separate their rubbish at home. Then ask: What happens to the rubbish you put in the recycling bins?

Help them explain that the objects they put in the recycling bins are made into new objects.

You can explain that some of the things we make from recycled materials are: sleeping bags, ski-jackets, garden furniture, plastic bins and printer toner cartridges. Write short sentences on the board to summarise the information

Work with the book

Student's Book, page 53, Activity 15

Say: Open your books at page 53. Look at Activity 15. Tell the children to look at the pictures of the bins for a few minutes and to identify the rubbish for each one.

The children work individually to make a list of rubbish for their bins.

When they have finished, tell the children to stand up, walk around the class and find other children with the same type

Hand out the materials. The children work in groups to make their posters. They can either choose to make a poster using actual rubbish (plastic or paper) or using pictures from magazines (of organic or glass objects). When they have finished, they prepare a short presentation about their posters for the rest of the class, using the model in Activity 16.

Student's Book, page 53, Activity 16

Say: Look at Activity 16.

The children present their recycling posters to the rest of the class in their groups. Encourage the rest of the class to participate and ask questions.

Optional Activity Book exercises

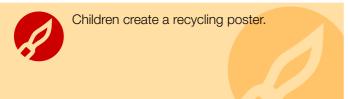


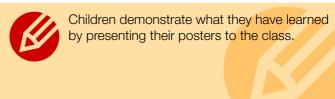
See page 227.

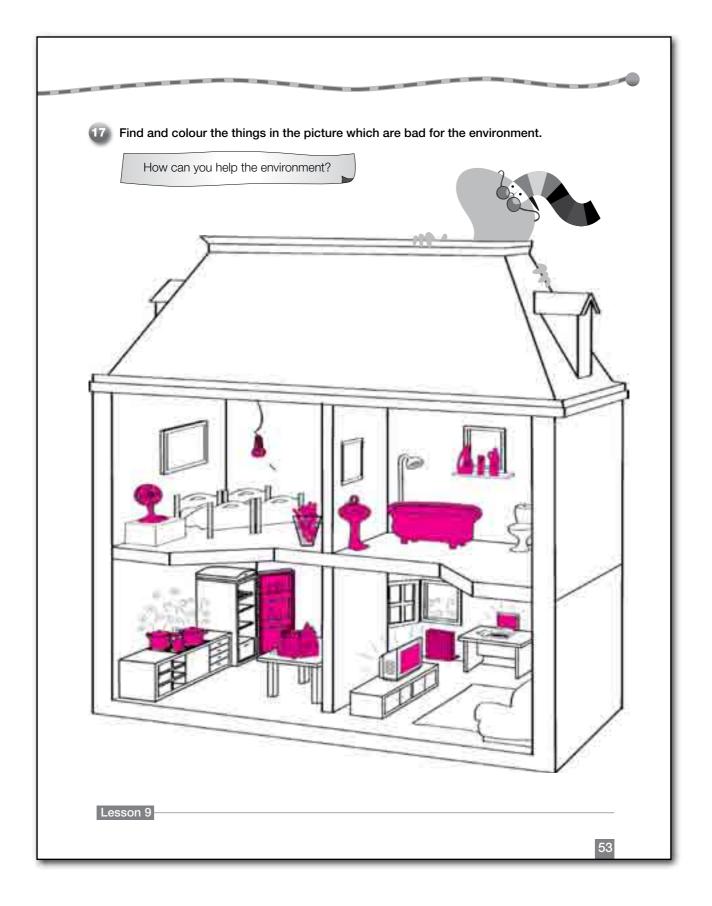
Practice

Display the posters around the classroom and invite children from other classes to come in and see them. Encourage your class to talk about their posters and to answer any questions.











Discuss with the children the ways in which they can help protect the environment and the reasons for doing so.



Page 53, Activity 17

Say: Open your Activity Books at page 53. Look at Activity 17.

Tell the children to look at the picture of the house. Say: There is nobody at home. Everybody is at school or at work. This family is very wasteful! What things in the picture are bad for the environment?

Encourage the children to name the elements that show wasteful behaviour, for example: *In the living room the window is open and the radiator is on.*

Tell the children to colour these elements in the picture.



Let's play!

Repeat the truth

Invent sentences relating to the picture in the Activity Book: There is a light on in the bedroom. The tap is on in the bathroom. The computer is off... If the sentence is true, the children repeat it, if it is false they stay silent. Tell the children to get into groups of five. The children take turns to make sentences about the picture. Their classmates repeat the true sentences and stay silent after the false ones.



Resources

Multi-ROM

Unit 5, Vocabulary 2

Teacher's Resource Book

Extension worksheet 2, page 48

Assessment.

Curricular link: Geography; Science

Language Objectives

All language from Unit 5.

Resources: CD; poster (sides A and B)

REVIEW

Let's remember!





Say: Today, we are going to remember all the work we have done in Unit 5. Put the poster on the board and say: Do you remember the names of the continents? Which is the (biggest) continent? SS: (Asia). T: Is (Europe) bigger or smaller than (Oceania)? SS: It's (bigger). Say: Do you remember the mountains? Where is (Mount McKinley)? SS: It's in (North America). T: Yes, (Mount McKinley) is the highest mountain in (North America). Is it higher or lower than (Mount Everest)? SS: It's (higher). Say: Look at the rivers. Where is the (River Nile)? SS: It's in (Africa). T: Yes, the (River Nile) is the longest river in (Africa). Is it longer or shorter than the (Mississippi)? SS: It's (longer).

Say: Do you remember the song?

Play Track 2.5 and sing the song with the children.

Work with the book

The class answers true or false.

Student's Book, page 54, Activity 17

Say: Open your books at page 54. Look at Activity 17. Ask volunteers to read the sentences out loud. Ask: Can you remember? What do you think?

Tell the children to work in pairs and to look back at pages 46 and 47. They answer the questions based on the information in the Student's Book and make a note of their answers. When they have finished, read the sentences out loud again and check the answers as a class.

Student's Book, page 54, Activity 18

Say: Now look at Activity 18.

The children look at the pictures and make sentences orally with There is... and There are...

Student's Book, page 54, Activity 19

Say: Look at Activity 19. Let's talk about recycling. Do you remember the different kinds of waste? Write on the board: organic, plastic, paper, textiles and others. Say: Give me an example of (organic) waste. SS: (Fruit).

Read the instructions with the children and divide the class into aroups.

The children empty out their school bags and organise the contents into materials. Then they tell their classmates what they have got. S1: There are (some bottles) and there is (some paper).

Transcript



Track 2.5 Song: Up, up high

See page 215.

Optional Activity Book exercises

See page 231.

Round up

Tell the children that April 22nd is Earth Day. Ask the children why they think there is a special day for our planet. On Earth Day we do different activities to make us aware of how important it is to care for our environment. Ask volunteers to describe the differences between the three Rs: Reduce, Reuse and Recycle.

Reduce: Everyone can reduce the amount of waste we produce. Composting is one way of reducing. If we only buy things which are made with recycled goods we also reduce waste.

Reuse: We don't always need a new piece of paper or a new T-shirt. We can try to reuse what we already have. We can use comics and magazines as wrapping paper, we can print school exercises on the back of paper we have already used. Old T-shirts can be used as dusters. Recycle: We should not throw cans, bottles and newspapers into landfills. These items can be recycled. Discuss how these items get recycled.

ANSWER KEY

Student's Book, Activity 17

1 true; 2 true; 3 false; 4 false; 5 true; 6 false; 7 true Student's Book, Activity 18

Model answer:

There is a cardboard box in the blue bin.

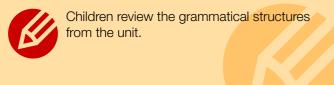
There is some old fruit in the grey bin.

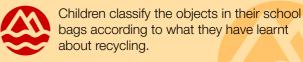
There are some glass bottles in the green bin.

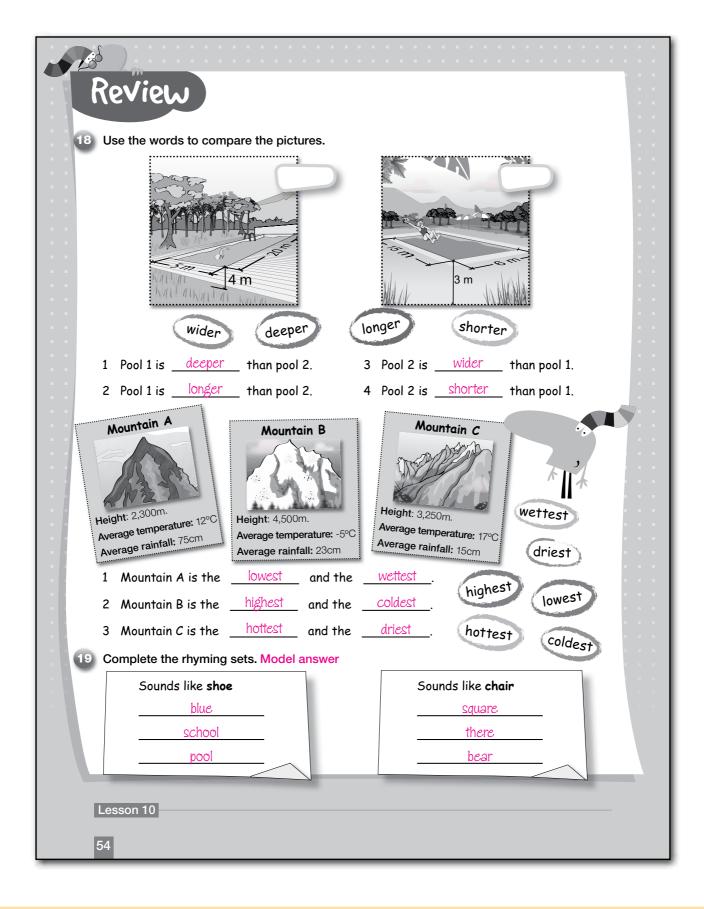
There are some plastic bottles in the yellow bin.

There are some old newspapers in the blue bin.











Children review the comparative form and numbers in English in order to compare the pictures.

Page 54, Activity 18

Say: Open your Activity Books at page 54. Look at Activity 18. Look at the pictures of the swimming pools. Is pool 1 (deeper) than pool 2?

Repeat the question using all the comparatives.

Say: Now look at the three mountains. Which mountain is the (highest)?

Repeat the procedure with the superlatives, then tell the children to complete the sentences in their Activity Books. Ask volunteers to read their sentences out loud in order to correct the activity.

Activity Book

Page 54, Activity 19

Say: Now look at Activity 19.

Ask: What words do you know that sound like shoe?

Repeat the question for chair.

Tell the children to complete the sets.

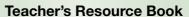


Let's play!

Whispers

The children form different teams and sit in rows. Whisper a sentence to the first child in each row, for example: *The average temperature in Ethiopia is 34°C*. The children have to whisper the sentence to the next child and so on along their row. When the sentence gets to the end of the row, the final child has to write it down. If it is correct they win. Repeat with different phrases. (You can use the Student's Book, page 46, Activity 4.)

Resources



Unit 5 Test, pages 103-104



See Transcript Track 2.6

Transcript



Track 2.6 Test. Activity 1

It's the hottest place on Earth.

It's the coldest and the smallest ocean.

It's the deepest, widest and warmest ocean.

It's the coldest place on Earth.

It's the most difficult mountain to climb in the Alps.

It's the highest place on Earth.

It's the wettest place on Earth.

It's the ocean between North and South America and Europe and Africa.

It's the lowest place on Earth.

Assessment criteria

CLIL Objectives

Children can understand the scope of the environment.

Children can understand that we can help to solve environmental problems.

Children can understand the concept of recycling. Children can associate human activity with environmental threats and solutions.

Language Objectives

Children can name features of the land, air and water on our planet.

Children can name the main threats to our land, air and water.

Children can name the three R's and items that can be recycled, reduced and reused.

Children can compare rivers and oceans.