

## UNIT 7: PLANET EARTH

### **Lesson 1: Help our planet**

**Content:** Learners practise vocabulary items and lexical phrases related to environmental issues. The vocabulary is introduced in context through a story and further expanded and consolidated through various playful activities.

#### **Linguistic aims:**

Learners are expected to:

- learn vocabulary related to the environment: *planet, earth, cry, cut down, water, litter, recycle, plant, need*
- learn some language chunks: *cut down trees, ride a bike, plant trees*
- be able to identify the written form of the words (word recognition)
- be able to produce the oral form of the words
- be able to produce a short paragraph relating to initiatives that can be taken to protect the environment

#### **Note:**

#### **Pedagogical aims:**

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to raise environmental awareness, sensitise learners regarding environmental issues and encourage them to take action
- to promote pair work and dramatization

#### **Suggested material:**

- flashcards or realia (e.g., recyclable material)
- story pictures (found online)
- boardmarkers

#### **Suggested procedure** (up to 3 days)

##### **Step 1**

Ask learners to open their books to Lesson 1, Unit 7.

Ask them to identify the two girls introducing the story, the bear as well as any vocabulary items and lexical phrases they already know from previous units, e.g., *forest, tree, bear, I'm so sorry, food to eat*, etc.

##### **Step 2**

Ask learners to open their books and listen to the recording once. Learners listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. Teacher may ask



learners a couple of comprehension questions (e.g., *why is the bear crying? can we help the bear?*). Learners try to answer them while listening to the story for the second time.

### Step 3

Depending on the learners' level, teacher may decide to act out the story with the use of pictures and/or the story cards found online.

### Step 4

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., Show me / Where is the bear/tree/river/litter?

S/he might also ask questions such as: "Has the bear got something to eat/drink? ....?" and expect a "Yes" or "No" reply from children at this stage.

The teacher can further ask "Do you help the planet/litter/recycle/ride a bike?" etc. leading onto a discussion on environmental issues.

### Step 5

Teacher sticks the story pictures on the board with blue tack following the storyline. The captions are also provided in random order on the board. Learners are invited to the board and asked to match the caption with the corresponding picture after listening to the teacher reading them or while listening to the CD.

### Step 6

Learners listen to the story again and the teacher invites them to act out the story. Teacher allocates roles: one learner as the bear, one as the boy, one as Lena and another as Tammy. All learners should be given the opportunity to participate in the acting.

### Step 7

Teacher invites learners to play *Simon says*. Learners are asked to mime each action, e.g., *recycle, plant trees, ride a bike*.

### Step 8

The lesson may finish with the song sung by all learners in chorus.

### Step 9

First activity:

Children are asked to decide how they can help the environment and to place a tick or cross in the circle of the pictures they choose. They can tick as many pictures as they like. It is not necessary for them to include all of the pictures. The teacher can discuss these pictures either before the children decide or afterwards. This is an activity for individual work but pair work is also appropriate.

When checking answers, the teacher can ask students to repeat/describe the picture they have chosen and may further ask what the other pictures show.

### Step 10

Second activity:

Learners listen and number the pictures in the order they hear them.

### Step 11

Third activity:

Learners are given the opportunity to practise writing the new vocabulary they have encountered in this lesson. They need to find the matching pairs in order to form the words and then write them in the table.



They can further practise the new vocabulary by producing the sentences or language chunks they learned in the story or make up their own examples.

### Step 12

Fourth activity:

This is a guessing game. It includes the characters from the previous units. One child chooses a character and an action but does not reveal this combination. Another child must guess and find the action. For example, if child A chooses Lady Decay, child B continues this sentence: Lady Decay ...is cutting down trees. There can be many combinations.

This game revises the vocabulary and language chunks presented in this lesson but also gives the learner the opportunity to use the correct form of the verb when describing an action in a picture.

### Step 13

Fifth activity:

Learners use the symbols for each letter to find the coded answer to the question: Can we help Planet Earth?

### Step 14

Sixth activity:

This is an activity for learners to write their own ideas about how they can help Planet Earth. The language required to complete this task has been covered during the lesson and so in this activity they use the language they have already learnt. The learners may answer using "I can..." or any other structure they are familiar with.

## SCRIPTS

### p. 91

*Narrator: Unit 7, Planet Earth. Lesson 1: Help our planet  
Listen and read.*

Tammy: Lena, look! It's a book about Planet Earth!  
Lena: Let's have a look, Tammy!  
Young boy: What's that? Who's crying?  
Young boy: Brown Bear, why are you crying?  
Bear: Look at my home! People cut down trees. I've got no food to eat! I've got no water to drink!  
Young boy: I'm so sorry. Can I help?  
Bear: Of course, you can!  
Don't litter! Recycle! Ride a bike! Plant trees!  
We all need water to drink.  
We all need something to eat.  
You need a house, I need a tree.  
We all need somewhere to live!

### p. 92

*Listen and number the pictures*

1. We pollute the Earth.
2. We don't cut down trees.
3. We don't litter.



4. We recycle.
5. We plant trees.
6. We ride our bikes.

## KEY

### p.92 Listen and number the pictures

- 1 → we pollute the earth
- 2 → we don't cut down trees
- 3 → we don't litter
- 4 → we recycle
- 5 → we plant trees
- 6 → we ride our bikes

### p.93 Match and write the words

drink, food, litter, recycle, ride, water, planet

### p.93 Let's play a game!

Characters: Miss Butterfly, Peter Pan, Lucy, Lady Decay, Pinocchio

Actions: littering, cutting down trees, riding a bike, planting a tree, recycling

Learners may combine any characters with any actions.

### p.94 Find and write the phrase

OF COURSE WE CAN

## Lesson 2: How to help our planet

**Content:** Children practice further vocabulary items relating to the environment. The vocabulary is introduced in context through a song and is further consolidated through games and various tasks.

### Linguistic aims:

Learners are expected to:

- learn some more vocabulary items related to the environment: *shower, bath, waste, tap, paper, plastic, glass*
- learn some language chunks: e.g., *of course we can, sure we can, turn off the tap, take a shower*
- be able to identify the written form of the words (word recognition)
- be able to produce the oral form of the words

### Pedagogical aims:

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to raise environmental awareness, sensitise learners regarding environmental issues and encourage them to take action
- to promote pair work and dramatization



- to promote fun through singing and playing

**Suggested material:**

- dice
- one marker per player
- story pictures (found online)
- boardmarkers

**Suggested procedure** (2-3 days)

**Step 1**

Teacher starts by eliciting learners’ opinions about the pictures – most of the vocabulary items are already known (recycling of previous knowledge)

**Step 2**

Learners listen to the song – this can be acted out and dramatized by the teacher to help understanding. The 2nd and 3rd time learners can copy the teacher and start miming the actions.

**Step 3**

Further listening and singing by taking roles and singing the corresponding lines; Afterwards, they may reverse roles. Then learners are ready to do the matching or pointing to corresponding pictures

**Step 4 (optional)**

Teacher takes out vocabulary items and asks them to put them in the correct space in the song. Alternatively, teacher may mix the verses / sentences and ask learners to put them in the correct order as they listen to the song.

**Note:** Teachers are recommended to play the song several times so that learners can have the opportunity to familiarise themselves with vocabulary and lexical chunks in a playful way. In this way, pronunciation is also expected to improve.

**Step 5**

First activity:

Learners read the sentences and select the appropriate picture writing the number in the circle. When this activity has been completed, learners are encouraged to read out the sentences and check their answers in pairs and finally as a whole class activity.

**Step 6**

Second activity:

This activity intends to raise children’s awareness towards looking after the environment and also to discover how environmentally friendly their habits are.

It is a questionnaire they have to fill in for themselves by drawing either a happy or sad face in the box for each question. They can then see how green they are. The last two questions should be negative answers. The teacher may decide to carry out a project with the learners and conduct a survey in class to see the habits of the class in total. Discussion from survey is sure to arise and a goal can be set for the children to improve their “green” behavior in the future.

**Step 7**

Third activity:



Learners are required to match the negative with the positive phrases.

### Step 8

Fourth activity:

Learners find words from Unit 7 that begin with E-A-R-T-H, and then write them next to the appropriate letter.

This activity can be expanded as an activity/ game where learners write down as many words as they can beginning with these letters and the winner is the one with the most words. Pair or group work is suggested in this case.

### Step 9

Fifth activity:

Learners play *Simon says!* (groupwork)

### Step 10

Sixth activity:

Snakes and Ladders (board game)

Materials needed: dice, one marker for each player

*How the game is played*

- The aim of the game is to be the first player to reach the end by moving across the board from square 1 to square 60.
- The game is played in groups (of four) according to the number of children in the class
- The children all throw the die to see who starts first. The child with the highest number plays first and the others follow in clockwise rotation.
- The first player to end on square 60 is the winner but must have the correct number on the die to land on square 60.

*Snake:* if a player lands at the tip of the snake's head, his/her marker slides down to the square at the snake's tail.

*Ladder:* if a player lands on a square that is at the base of a ladder, his/her marker moves to the square at the top of the ladder and continues from there.

## SCRIPTS

p.95

*Narrator: Unit 7, Planet Earth. Lesson 2: How to help our planet.*

*Listen and sing!*

Can we all help our planet?

Of course we can, sure we can.

Take a shower but not a bath,  
don't waste water, turn off the tap.

Recycle paper, plastic and glass,  
walk to school, don' litter the park.

Can we all help our planet?

Of course we can, sure we can.

Take a shower but not a bath,



don't waste water, turn off the tap.  
Recycle paper, plastic and glass,  
walk to school, don't litter the park.

## KEY

### p.96 Match the pictures with the words.

- 1.Plant a tree → picture of boy kneeling and planting a tree
- 2.Turn off the tap → picture of girl turning off the tap while brushing her teeth
- 3.Take a shower → picture of boy standing under shower
- 4.Walk to school → picture of boy walking
- 5.Recycle paper → picture of girl throwing litter in a recycling bin
- 6.Don't waste water → picture of sink with running water

### p.97 Match the phrases

- Don't take a bath → take a shower  
Don't waste paper → recycle paper  
Don't cut down trees → plant a tree  
Don't waste water → turn off the tap  
Don't litter → recycle

### p.97 Find and write a word from Unit 7

- E eat, earth  
A all  
R recycle, ride  
T tree, turn off, tap, take  
H help, home, house

## Lesson 3: Our animal friends

### Content:

Children practise vocabulary items related to endangered animals and discover information about them. The vocabulary is introduced in context through the listening passages and is further consolidated through games, puzzles and various tasks.

### Linguistic aims

Learners are expected to:

- learn some vocabulary items related to endangered animals: *panda, gorilla, elephant, whale*
- learn vocabulary items related to parts of the body: *arms, legs, ears, trunk*
- learn other vocabulary items: *sea, sleep, smell, big*
- recognise the names of the continents: *Africa, Antarctica, Asia, Europe, North and South America, Oceania.*
- be able to identify the written form of the words (word recognition)
- be able to start producing the oral form of the words



## Pedagogical aims

- to raise environmental awareness
- to familiarise themselves with the continents of the world
- to promote pairwork
- to use the internet and computer technology
- to promote play

## Suggested material:

- pictures of animals (and their habitats): panda, gorilla, bear, elephant, whale
- realia (e.g., a world map)
- boardmarkers

## Suggested procedure (2-3 days)

### Step 1

Before listening to the passage teacher goes through animals in pictures or allows the learners to discover the names of the animals for themselves. The listening passage needs to be played twice to help learners check their answers.

### Step 2

The teacher asks questions about the information given in the passages thus facilitating comprehension and at the same time giving the learners the chance to practice the language.

### Step 3

They can further act out the animals by showing how they move. For example, they can use their arm to show how an elephant's trunk moves and at the same time sway from side to side.

### Step 4

First activity:

This is a speaking activity. Learners are required to match the animals with the continents they live in. There can be more than one answer for some animals. Teacher may extend this activity to include other animals learners are familiar with.

### Step 5

Second activity:

Learners are free to draw any animal they like as long as it includes the information provided. They can then make up their own information and either draw an animal themselves or ask a classmate to draw it. This is a good opportunity for pairwork.

### Step 6

Third activity:

This is a straightforward crossword puzzle activity (pairwork).

### Step 7

Fourth activity:

*Sudoku*

It will probably be necessary to explain how Sudoku is played.





*How the game is played:*

- The learners have to choose from one of the six animals to complete each region of six cells.
- They have to solve the puzzle by filling in each cell.
- There can be no repetition of a word in the same region, row or column.

*Project:* The opportunity to use the internet and do some research is presented here. If there is no access to internet at school or at home, the learners can always refer to books or as a last resort the teacher will have to bring in some information on some animals in danger of extinction. After completing the writing activity the children can draw their animal and then present it to their class.

Another possibility is to have pairwork or groupwork and do a project about an animal in danger of extinction. This can either be done on a piece of cardboard or even as a power point activity if this is possible.

**Self-assessment:** Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, explain the meaning of the written phrases under each thermometer and ask learners to colour the thermometers according to how they assess themselves. Go around the class and offer help. Ask learners to give examples of things they can do and discuss their choices and answers in the self assessment section.

### Note

Learners should be encouraged to colour all pictures and illustrations included in the book. They may also repeat the steps suggested in the teacher's book or read the texts as many times as they need to. Revision of language previously taught is recommended at the beginning of every new lesson.

## SCRIPTS

### p.99

*Narrator: Unit 7, Planet Earth. Lesson 3: Our animal friends.*

*Listen and write the words.*

Gorillas live in Africa. They've got two arms and two legs.

Blue whales live in the sea. They sleep in the water. They haven't got any teeth.

Pandas are bears that live in bamboo forests in Asia. They are black and white and they eat bamboo.

Brown bears live in Europe, Asia and America. They sleep all winter. They are very strong.

Elephants live in Africa and Asia. They've got a trunk, four teeth and very big ears. Elephants smell, drink, eat and wash with their trunks.

## KEY

### p.99 Listen and write the words.



Gorillas live in Africa

Blue whales live in the sea

Pandas are bears that live in bamboo forests in Asia

Brown bears live in Europe

Elephants live in Africa and Asia. Elephants smell, drink, eat and wash with their trunks.

**p.101 Find and write the words.**

Across: 1.gorillas 2.elephants 3.trunk 4.whales

Down: 1.forest 2.pandas 3.legs 4.sea

**p.101 Sudoku: Find and write the word**

gorilla	mouse	bear	elephant	panda	Whale
bear	elephant	panda	whale	Gorilla	mouse
panda	whale	gorilla	Mouse	bear	Elephant
mouse	gorilla	whale	Panda	elephant	bear
elephant	panda	Mouse	bear	Whale	Gorilla
whale	bear	elephant	gorilla	mouse	panda