

UNIT 8: OUR WORLD

Lesson 1: The fire and the bird

Content: Learners practise vocabulary items and lexical phrases related to animals, senses and volunteering. The vocabulary is introduced in context through the traditional Indian story ‘The fire and the bird and is further expanded and consolidated through various playful activities.

Linguistic aims:

Learners are expected to:

- learn vocabulary items about nature: *save, forest, fire, smoke, owl, bird, beak, hear, carry*
- learn vocabulary related to senses: *see, smell, hear*
- be able to identify the written form of the words (word recognition)
- be able to start producing sentences and language chunks
- write an e-mail as a form of communication

Pedagogical aims:

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to promote group/pair work
- to sensitize learners to the concept of volunteering as active members of a society
- to promote problem-solving skills

Suggested material:

- flashcards or realia (soft toys such as owl, bird etc)
- story pictures (found online)
- boardmarkers
- computers with internet connection (if available)

Suggested procedure (up to 3 days)

Step 1

Books are open. Teacher discusses the story plot through pictures. S/he asks questions first about what learners can see in the pictures and then about how the animals feel and why. Teacher informs learners that this is a well-known story from India.

Step 2

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 to elicit the plot from the learners (e.g., *why are the animals running? Who needs help? What is the bird doing? Why is the bird carrying water?*). If they have difficulties, learners are asked to answer the questions while listening to the story for the second time.

Step 3

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., Show me / Where is the bird/owl/smoke/mouse/fire/beak/water/forest?



S/he might also ask questions such as: ‘Has the bird got a beak?’ and expect a “Yes” or “No” reply from learners at this stage.

The teacher may further ask “Are the animals scared?”, “Are the animals happy/angry, etc.”.

Step 4

Teacher may involve all learners in reading the text aloud but by giving them a purpose, e.g., asking them to play a role, or organising a chorus, reading once loud, once in a low voice, only boys, only girls, rap style, hip hop style, etc.

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. The teacher allocates roles: one learner as an owl, one as a bird and one as a group of animals. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

Note: Learners may have difficulty understanding the idea behind the phrase ‘I’m doing the best I can with what I have’. Teacher is advised to help learners realize the importance of this idea through stories like ‘The good Samaritan’ or the ones found in Unit 1 in their Environmental Studies textbook.

Step 7

First activity:

Learners are asked to read the story and match the phrases. Perhaps learners will face some difficulty with the first two pairs (fire/smoke and bird/beak), so the teacher may wish to help them.

Step 8

Second activity:

Learners look at the pictures and answer the questions. Teacher may wish to revise the verbs given, before the activity, e.g. *hear, see, smell, carry, do*.

Step 9

Third activity:

Teacher elicits the story background by asking learners to guess what they can see in the picture (footprints) where they can see them (on the beach), if they are animals’ or humans’ and why the title of the activity is: *Mystery in the sun*. Then they are asked to work in pairs, put the words in the correct order to make meaningful sentences, check the answers with their classmates and finally write the “mystery” sea animals. Teacher may need to help learners with this task.

Step 10

Fourth activity:



Learners first listen to the songs. Teacher does not emphasize new vocabulary. It is only there to convey the meaning of the songs. The teacher can help understanding through miming. Then learners are split in two groups and sing the songs.

Step 11

Fifth activity:

If there's internet connection at school, the teacher invites the learners to visit the websites of *archelon* (<http://www.archelon.gr>) and *Mom* (<http://www.mom.gr>). Together they find information about these two sea animals and discuss the fact that they are rare but protected by volunteers. Then they decide which one they would like to help and send an e-mail. This is a guided writing activity and learners may do it in pairs rather than individually.

SCRIPTS

p.103

Narrator: Unit 8, Our world, Lesson 1, The Fire and the Bird. Listen and read.

Owl: Why are you all running?
3 animals: Can't you see the fire, brother owl?
Can't you smell the smoke?
Can't you hear the animals crying?
Our forest is on fire! Run!

Owl: HELP!

Owl: What are you doing bird?
Why are you running to the sea?
Why are you carrying water in your beak?
You can't save the forest. Run!

Bird: I'm doing the best I can with what I have.

p.106

Narrator: Let's sing!

Swish, swish
on the sand,
goes the lonely seal,
Kids give a hand
to help her get her meal.

You live free,
in the blue sea.
You like to play,



in clean waters
you stay.
Beautiful Letta,
CARETTA CARETTA

KEY

p.104 Read the story and match the phrases.

Fire → smoke

Bird → beak

Save → forest

Carry → water

Hear → animals

Do → the best

p.104 Write the phrases.

What can you see? *I can see a bird.*

What can you hear? *I can hear the animals crying.*

What can you smell? *I can smell the smoke.*

What can you carry? *I can carry water.*

What can you do? *I can do the best I can.*

p.105 Find and write the animals.

Start 1: I am a sea animal, I'm grey or brown, I haven't got legs, I'm scared of tourists.

Start 2: I live in the sea, I can walk too, I am grey and green, I like food, I'm strong and fat, I have my babies near the sea

Animal 1: seal Animal 2: Turtle

Lesson 2: Action for you and me

Content: The story of ‘The fire and the bird’ continues and several lexical chunks are introduced.

Linguistic aims:

Learners are expected to:

- learn lexical chunks related to the topic of volunteerism: *I can carry water with..., we can all do the best we can, if you all help me, we can save the forest, let's all help.*
- be able to identify the written form of the words (word recognition)

Pedagogical aims:

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to promote pair work and dramatization
- to promote fun through playing
- to promote inductive learning skills

Suggested material:

- flashcards
- story pictures (found online)
- colouring pens
- boardmarkers

Suggested procedure (2-3 days)

Step 1

Teacher asks learners to listen to the first part of the story (previous lesson) once more on the CD. Subsequently, s/he asks them to listen to the continuation of the story in lesson 2 with their books closed. S/he asks them to pay attention to the story in order to understand what is happening.

Step 2

Learners listen to the story on the CD (twice or more times, if necessary). Teacher tries to elicit the plot of the story and facilitate the comprehension of the story using the story pictures. Learners discuss how each animal or human contributed to the common effort (the elephant with the trunk, the kangaroo with the pouch, etc.).

Step 3

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., ‘Show me / Where is the bird?’. The teacher might also ask questions such as: “Show me the elephant/crocodile/kangaroo /octopus” etc

Step 4

Teacher sticks the story pictures (flashcards found on line) on the board with blue tack following the storyline. The captions are also provided randomly on the board. Learners are invited to the board and



asked to match the captions with the corresponding picture after listening to the teacher reading them or while listening to the CD.

Step 5

Teacher invites learners to act out the story. S/he allocates roles: one learner as the bird, another learner as the owl, another as the elephant, etc. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

Step 6

First activity:

Learners are asked to read the questions, solve the riddle and tick the right picture. This can be done in pairs or groups of learners.

Step 7

Second activity:

Learners listen to the song and number the words as they hear them. Then they listen again and fill in the missing words. Finally, they listen, sing along and act it out. The pictures can be used as prompts.

As an optional step, learners can make their own sentences using the main verbs, e.g. *I love animals, I help my mother*, etc.

Step 8

Third activity:

Learners are asked to match the left pieces of the puzzle (1-6), with the right pieces of the puzzle (a-f). Then, they are required to match the complete picture with the action card on the right hand side of the page and present it orally in class.

SCRIPTS

p.107

*Narrator: Unit 8, Our World. Lesson 2: Action for you and me
Listen and read.*

- Bird: I'm doing the best I can with what I have. If you all help me, we can save the forest.
- Owl: Let's all help!
I can carry water with my beak!
- Elephant: I can carry water with my trunk!
- Crocodile: I can carry water with my big mouth!
- Octopus: I can carry water with my eight legs!
- Kangaroo: I can carry water in my pouch!



Children: We can carry water with our hands. We can all do the best we can with what we have.

p.109

Narrator: Listen and number the words.

Don't stay in the house, in the house in the house.

Go out there and help when you can.

And share and smile and give and help.

Share, smile, give and help when you can!

Don't stay in the house, in the house in the house.

Go out there and help, when you can. And share and love and give and help.

Share, love, give and help when you can!

p.109

Narrator: Listen again and write the words.

Don't stay in the house, in the house in the house.

Go out there and help when you can.

And share and smile and give and help.

Share, smile, give and help when you can!

Don't stay in the house, in the house in the house.

Go out there and help, when you can. And share and love and give and help.

Share, love, give and help when you can!

p.109

Narrator: Let's sing now!!

Don't stay in the house, in the house in the house.

Go out there and help when you can.

And share and smile and give and help.

Share, smile, give and help when you can!

Don't stay in the house, in the house in the house.

Go out there and help, when you can. And share and love and give and help.

Share, love, give and help when you can!

KEY

p.108 Read and find the right picture.

I live in the sea and I've got eight legs. Who am I? →an octopus

I live in the forest and I've got a beak. Who am I? →an owl

I've got a pouch. I carry my baby. Who am I? →a kangaroo

I've got big ears and a trunk. Who am I? →an elephant

I live in the water and I've got a big mouth. Who am I? →a crocodile

I live in the forest and I'm black and white. Who am I? →a panda

p.109 Listen and number the words.

stay (1) help (2) smile (3) give (4) share (5) love (6)

p.109 Listen again and write the words



stay, help, smile, give, share, love

p.110 Match the picture.

<u>Pictures on the right</u>	<u>Puzzle pieces</u>
Share with friends	2 + a
Feed the animals	4 + b
Plant trees	1 + c
Give things	3 + d
Pick up the rubbish	6 + e
Give help	5 + f

Lesson 3: Do your best

Content: The topic of volunteering is reinforced in context through the questionnaire and is further consolidated through playful tasks and a project.

Linguistic aims

Learners are expected to:

- learn vocabulary related to good deeds and volunteering, i.e., *share your toys, help old people, give to people in need, feed animals, recycle, visit old people*
- learn adverbs of frequency, i.e., *sometimes, always, never*
- revise vocabulary items taught in previous units

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to promote pair work
- to promote fun and the development of problem-solving skills through playing
- to sensitize learners to the concept of volunteering as active members of a society, through their involvement in the project

Suggested material:

- flashcards
- story pictures (flashcards found online)
- boardmarkers

Suggested procedure (2-3 days)

Step 1

Teacher reminds learners of the story in Lessons 1 and 2 as well as of the story in unit 7 (protection of the environment). This discussion will lead to the concept of sharing and helping. Teacher might ask learners whether and what they share with their friends, siblings, etc.



Step 2

Teacher encourages learners to guess what each picture demonstrates. If necessary, help is provided and after this guesswork teacher provides the lexical chunks for each picture (*share toys, help old people, give to people in need, recycle, feed animals, visit old people*).

Step 3

In order to practice the newly introduced vocabulary, teacher reads aloud the lexical phrases randomly and learners point to the corresponding picture. This may be repeated as many times as needed.

Step 4

Teacher helps learners to answer the questions of the quiz and provides the meaning of the three possible answers, i.e., *sometimes, always, never*. Learners circle their answers.

Step 5

Learners interview each other (in pairs) by asking questions and providing their own answers (i.e., *'Do you share your toys with other children?' 'Sometimes'*). In the end the teacher helps learners calculate the final score according to their personal answers.

Step 6

First activity:

Learners are asked to do the maze; This is an oral activity and learners are expected to produce the right lexical chunks (e.g., *feed the animals, etc.*).

Step 7

Second activity..

Learners listen and write the missing words in the appropriate spaces below. They check their answers in pairs.

Step 8

Third activity:

Learners find and write the words in the appropriate spaces. They then draw the items in the bag at the bottom of the page.

Step 9

Fourth activity:

The teacher discusses in classroom the idea of a *give away bazaar*, who organizes it, who goes there and why. Learners are asked to look at the picture and find what each person takes from the bazaar.

Step 10

Project:

Learners can bring toys, clothes, books, food, etc they do not need to share with people in need. They can organise their own bazaar at school.

Step 11

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.

KEY

p.112 Find the pictures

feed the animals → girl with fish / cat

visit old people → hand on bell / old man with glasses

give → one hand giving food to another / boy sitting with hand reaching out

share your toys → little girl giving toy / toys

plant trees → shovel digging into the ground / tree

help → two hands connected / planet earth

p.112 Listen and write the words.

Plant, give, feed, visit, share, save.

p.113 Find and write the words. Then draw the things in the bag.

In the kitchen: Find two things that start with "b". 1. *bread* 2. *bananas*

In the bathroom: Find the odd one out: *Teddy bear*

In the living room: What is the man reading? *A book*

What's on the sofa? *A pencil case.*

In the bedroom: What's winter wearing? Go to unit 4, lesson 3, page 63. 1. *a coat* 2. *gloves* 3. *a scarf*

p.114 Find and say what people take home.

Grandma → a mirror

Tall boy → food

Girl → pencil sharpener

Old man → a hat

Short boy → a toy

Two people carrying a sofa

