

Lesson 1: Help our planet

Content

The children 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 objectives

Children are expected:

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

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 pairwork and dramatisation
- familiarise the children with technological means used in a classroom

Suggested resources

- flashcards or realia (e.g. recyclable material, recycling bins in the schoolyard, litter in the playground, noticing waste of energy in the classroom)
- storycards (found online)
- boardmarkers
- masks of Lena, Tammy, child and bear
- images connected to planet Earth and rubbish (optional)

Suggested procedure (up to 5 days)

Student's book

Step 1 (optional): Show the children pictures of planet Earth from space. Proceed with images of rubbish and the ugliness and problems it creates on and off land. Images of deforested areas and dry rivers can also follow. The images are followed by questions (such as: *What can you see in the picture?/ What problem(s) can you see?*). This step has a double function. It activates the children's schematic knowledge related to environmental issues and it gives the teacher the opportunity to revise (and the children to remember and produce) vocabulary they may be familiar with from previous exposure to the language.

Step 2: Ask the children 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 3: 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. Ask learners a couple of comprehension questions (e.g., *why is the bear crying? can we help the bear?*). The children try to answer them while listening to the story for the second time.

OR If there is a video projector in class, ask the children to look at the story projected onto the screen and listen to it. The advantage of this approach for the presentation of the unit is to increase motivation due to larger images and the use of technology, which presents the story in a way that approximates video.

Step 4: Depending on the children's level, you may decide to act out the story with the use of pictures and/or the storycards found online.

OR If there is a video projector in class, the images can be used while the sound is turned off.

Step 5: Check 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. You can further ask *Do you help the planet/litter/recycle/ride a bike?* etc. leading onto a discussion on environmental issues.

Step 6: Stick the storycards on the board with BluTack following the storyline (or project the

Lesson 1: Help our planet

pictures via the video projector). Also provide the captions in random order on the board. Invite the children to the board and asked to match the caption with the corresponding picture after listening to you reading them or while listening to the CD.

Step 7: Ask the children to listen to the story again and then invite them to act out the story. Allocate roles and gives the masks according to the roles: one child as the bear, one as the boy, one as Lena and another as Tammy. All children should be given the opportunity to participate in the role-playing activity.

Step 8: Invite the children to play Simon says. The children are asked to mime each action, e.g. *recycle, plant trees, ride a bike*.

Step 9: The lesson finishes with the song sung by all the children in chorus.

Step 10: First activity: Discuss these pictures and decide together what the environmentally friendly actions are. Then, ask the children to listen and match what they hear to the pictures.

Step 11: Second activity: Ask the children to describe the actions they see in the pictures.

Step 12: Third activity: This is a guessing game. It includes the characters from the previous units. One child chooses a character and an action and reveals this combination in the form of number (of the character chosen) and letter (for the action done). Another child must guess and find the character and the action. For example, if a child says: "1-d", the other child must reply: "*Lady Butterfly is planting a tree!*". There can be many combinations. This game revises the vocabulary and language chunks presented in this lesson but also gives the learners the opportunity to use the correct form of the verb when describing an action in a picture.

Step 13: Fourth activity: The children look at the pictures and have to guess and say what the bear in the story is saying. The activity can be done either individually or in pairs. The children have the opportunity to recycle the phrases learnt in the lesson. When checking the answers, provide the children that talks with a bear mask. Expand, if you wish, on these environmentally unfriendly actions and their effects, asking questions such as: *Why have you got no water to drink?/Why have you got no food to eat?*, if there are masks, or *Why has the bear ...?*, giving, thus, the children the opportunity to practise the new vocabulary. They also become aware of the effects environmentally unfriendly actions have on other species on the planet. If you wish, you can show these effects through pictures of

floods, animals not having enough space to live in, etc. downloaded from the web. In the last picture the bear is asking: *Can you help?* Start a discussion with the children on what they can do to help.

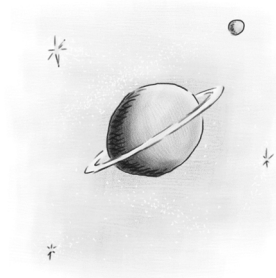
Activity Book

First activity: The children practise the recognition of the written form of the language learnt in this lesson by drawing lines between matching phrases/words in columns A and B and connecting them to the appropriate picture. The student's book can be used as reference. Then the children read the phrases they have formed and say what picture they have connected the phrase to.

Second activity: The children produce the written form of the new vocabulary items. The activity can be done either individually or in pairs. The pictures have been chosen to initiate discussion among learners who, in certain pictures, may come up with different answers. Their ideas are then read in class. The last picture has been left blank for the children to draw a situation themselves.

Third activity: The children use the symbols for each letter to find the coded answer to the question: Can we help Planet Earth?

Fourth activity: Ask the children 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 they use the language they have already learnt in this activity. The children may answer using I can... or any other structure they are familiar with.



Lesson 1: Help our planet

SCRIPTS & KEYS

Student's book

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!

Boy: What's that? Who's crying? Brown bear, why are you crying?

Brown Bear: Look at my home! People cut down trees. I've got no food to eat! I've got no water to drink!

Boy: I'm so sorry. Can I help?

Brown Bear: Of course, you can! Don't litter! Recycle! Ride a bike! Plant trees!

Boy and Brown Bear:

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!

Activity 1 SCRIPT: Listen and say.

1. [Example] We pollute the earth. (F)
2. We don't cut down trees
3. We don't litter
4. We recycle
5. We plant trees
6. We ride our bikes

Activity 1 KEY: Listen and say.

1. ▷ F [Example]
2. ▷ D
3. ▷ E
4. ▷ B
5. ▷ A
6. ▷ C

Activity 2 KEY: How can you help?

- A. Don't cut down trees [Example]
- B. Don't litter
- C. Recycle
- D. Plant trees
- E. Ride a bike

Activity 3 KEY: Let's play a game!

Characters:

1. Miss Butterfly
2. Peter Pan
3. Aesop
4. the Beast
5. Pinocchio

Actions:

- a. littering
- b. cutting down trees
- c. riding a bike
- d. planting a tree
- e. recycling

Learners may combine any of the characters with any of the actions.

Activity 4 KEY: Tell the story.

1. I'm sad.
2. I'm hungry.
3. I've got no food to eat.
4. I've got no water to drink.
5. "Can you help?" [Example]

Activity book

Activity 1 KEY: Read and match.

- A. drink water
- B. planet Earth
- C. cut down trees [Example]
- D. ride a bike
- E. plant trees

Activity 2 KEY: What do they need?

1. We need somewhere to live [Example]
2. I need water to drink
3. I need food to eat
4. We need a park to play.
5. We need toys to play.
6. The children talk according to what they have drawn.

Activity 3 KEY: Find and write the phrase.

▷ OF COURSE WE CAN

Lesson 2: Our animal friends

Content

The children practise vocabulary items and lexical phrases related to environmental issues, names of animals and continents. The vocabulary is introduced in context through a story and further expanded and consolidated through various playful activities.

Linguistic objectives

Children are expected:

- to learn and revise vocabulary related to animals: *turtle, panda, wolf, gorilla, koala, elephant, kangaroo*
- to learn some language chunks: *save the planet, protect the forest, pollute the sea, this is enough, that's right*
- to learn the names of the continents: *Africa, Antarctica, Asia, Europe, North and South America, Oceania*
- to be able to identify the written form of the words (word recognition)
- to 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 familiarise themselves with the continents of the world
- to promote pairwork and dramatisation
- familiarise the children with technological means used in a classroom

Suggested resources

- flashcards or downloaded images of endangered or protected species (and their habitats)
- storycards (found online)
- realia (e.g. a world map)
- boardmarkers
- masks of the animals appearing in the story

Suggested procedure (up to 5 days)

Student's book

Step 1: Ask the children questions about the problems the bear faced in the previous lesson. Ask questions such as: *Do you remember the brown bear? Why has the bear got no home to live in/food to eat/water to drink?* Then ask the children if there are other animals that face similar problems. Elicit names of endangered or protected species that the children may come up with. Every time they come up with an animal whose image you have on flashcard or downloaded image, show it to them. Proceed by showing them images of endangered species children have not come up with. Ask the children if there is anything the animals can do about this situation.

Step 2: Ask the children to look at the first picture of the story or show it on the projector if there is one in class and elicit their opinions concerning the situation in the picture. Ask questions such as: *Where are the animals? What animals are there in the picture* (children can name the ones they know)? *What do you think they are doing?*

Step 3: Ask the children to listen to the recording once. The children listen to the story while looking at the pictures. While listening, they point to the corresponding pictures. Ask the children some comprehension questions (e.g. *which animals are talking? What are they saying? What are the children saying?*). The children try to answer them while listening to the story for the second time. If you have got a video projector in class, ask the children to look at the story projected onto the screen and listen to it.

Step 4: Depending on the children's level, you may decide to play the script again and then act out the story with the use of masks and/or the storycards found online. Play the song in the end several times and encourage children to sing along.

Note: It is recommended to play the song several times so that the children 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: Display the flashcards of the animals in the story on the board with BluTack following the storyline (or project the pictures via the video projector). Also provide the captions in random order on the board. Invite the children to the board and ask them to put them according to what each animal is saying, after listening to you reading them or while listening to the CD. An alternative to this

step, and depending on the children's level, the phrases the animals are saying may be split in half. The children will be asked to match the halves and place them next to the mask of the animal uttering each phrase. The phrases could be split as follows: Save/the planet, Protect/the forest, Don't/litter, Keep/the sea clean, You pollute/the sea.

Step 6: The children listen to the story again. Invite them to act out the story. Allocate roles: each learner gets the role of one animal or child. All the children should be given the opportunity to participate in the role-playing activity. If masks of the animals have been prepared, they should be given to the children acting those parts.

Step 7: The lesson finishes with the song sung by all the children in chorus. Allow the children to enjoy the song while singing it and perhaps dancing to its rhythm.

Step 8: First activity: Ask the children to listen to the animal sound, look at the pictures of the animals in the book, and decide which animal it is. More animal sounds can be imitated to revise animals the children know so far from previous exposure.

Step 9: Second activity: The children, look at the written sentences and match them with the pictures of the animals.

Step 10: Third activity: The children are asked to match the word with the picture in order to produce the appropriate phrase.

Step 11: Fourth activity: This is a song. Mime the actions the first time the song is read and invite the children to do the same. The rhythm or reading is slow so that the children can follow along. On the second try, the children do the moves and sing the song together with you at an equally slow rhythm. After singing along once or twice, depending on whether children are enjoying it, increase the pace, until the children can sing it by themselves with no help.

Step 12: Fifth activity: Ask the children to read the sentences, look at the pictures of the animals and say which animal says each phrase.

Activity Book

First activity: Ask the children to listen to the CD, colour the animals according to what they hear and then draw a line connecting the picture of the animal with the area on the map where the animal lives. The children have the opportunity to revise the colours and learn about the continents of the planet. You may extend this activity to include other animals learners are familiar with. If a map is used, the children can be asked to draw the animals they know and place these pictures on the world map with BluTack.

Second activity: Ask the children to do the crossword. They read the clues and find the animals. The previous activity can be used as reference. Assign this activity as pairwork.

Third activity: This activity is a puzzle, similar to a Sudoku puzzle. The way to solve it will need to be clearly explained to the children. The children have to choose one of the six animals to fill in each of the six cells. All cells need to have an animal drawn or written in. No animal can be repeated either in a horizontal or vertical row.

Fourth activity: Ask the children to read and decide what animal is described in each paragraph.



Lesson 2: Our animal friends

SCRIPTS & KEYS

Student's book

Lesson 2: Our animal friends. Listen and read.

All: Save the planet!
Protect the forest!
Don't litter!
Keep the sea clean!

Wolf: You litter the forest!

Koala: You litter the planet!

Elephant: This is enough!

Turtle: That's right. You pollute the sea, too.

Panda: You cut down trees and I've got no home. Elephants, koalas and gorillas have got no home, either.

Child 1: Sorry, Ms Turtle.

Child 2: Sorry Mr. Panda.

Child 3: What can we do, Mr. Wolf?

Song: Save the planet!
Yes, you can!
Protect the forest!
Of course you can!
Help the Earth!
Keep it clean!
Make sure it's always green!

Activity 1 SCRIPT: Listen and guess.

1. [Example] Sound of a monkey. (A monkey!)
2. Sound of a lion.
3. Sound of an elephant.
4. Sound of a turtle in the sea.
5. Sound of a gorilla.
6. Sound of a bear.

Activity 1 KEY: Listen and guess.

1. A monkey! (F) [Example]
2. A lion! (B)
3. An elephant! (A)
4. A turtle in the sea! (D)
5. A gorilla! (E)
6. A bear! (C)

Activity 2 KEY: Match and say.

1. ▷ D. The bear [Example]
2. ▷ B. The turtle
3. ▷ F. The panda
4. ▷ A. The koala
5. ▷ C. The elephant
6. ▷ E. The wolf

Activity 3 KEY: Match and say.

1. Help the planet (1-A)
2. Stop littering (2-D)
3. Protect the forest (3-F)
4. Save the Earth (4-C) [Example]
5. Plant trees (5-B)
6. Ride a bike (6-E)

Activity 4 SCRIPT: Let's sing!

Clap your hands!
Stamp your feet!
Jump and dance to the animal beat!

Raise your arms!
Slap your legs!
Jump and dance to the animal beat!

Activity 5 KEY: Match and say.

1. Panda (F) [Example]
2. Kangaroo (A)
3. Turtle (D)
4. Lion (B)
5. Bear (C)
6. Gorilla (E)



Unit 7: Planet Earth

Lesson 2: Our animal friends

Activity book

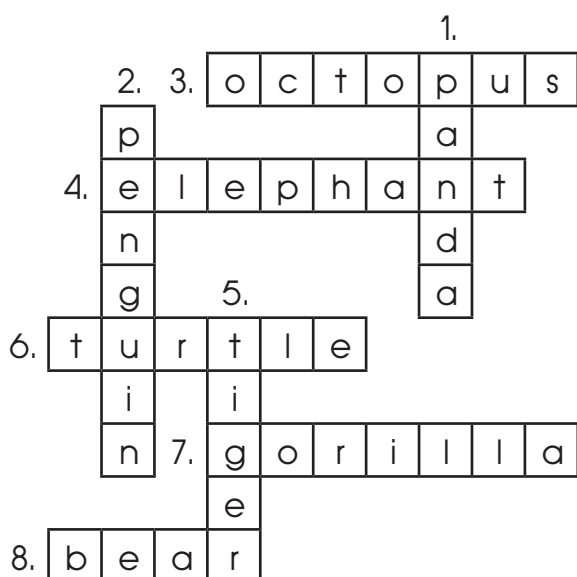
Activity 1 SCRIPT: Listen, colour and match.

- [Example] I'm an elephant. I'm big and grey. I live in Africa.
- I'm a tiger. I'm orange and black. I live in Asia.
- I'm a koala. I'm grey and white. I live in Oceania.
- I'm a brown bear. I live in Europe, Asia and North America.
- I'm a penguin. I'm black and white. I live in Antarctica.
- I'm a sea turtle. I'm green. I live in the sea.

Activity 1 KEY: Listen, colour and match.

- elephant ▷ grey ▷ Africa. [Example]
- tiger ▷ orange and black ▷ Asia.
- koala ▷ grey and white ▷ Oceania.
- bear ▷ brown ▷ Europe, Asia and North America.
- penguin ▷ black and white ▷ Antarctica.
- sea turtle ▷ green ▷ the sea.

Activity 2 KEY: Do the crossword.

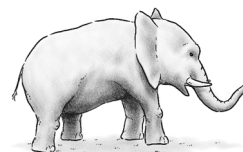


Activity 3 KEY: Sudoku: Find and write.

gorilla	koala	bear	elephant	panda	turtle
bear	elephant	panda	turtle	gorilla	koala
panda	turtle	gorilla	koala	bear	elephant
koala	gorilla	turtle	panda	elephant	bear
elephant	panda	koala	bear	turtle	gorilla
turtle	bear	elephant	gorilla	koala	panda

Activity 4 KEY: Choose and write.

- Gorillas [Example]
- Pandas
- Lions
- bears
- turtles
- Kangaroos



Lesson 3: How to help our planet

Content

Children practise vocabulary items and lexical phrases related to environmental issues. The vocabulary is introduced in context through a song and further expanded and consolidated through various playful activities.

Linguistic objectives

Children are expected:

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

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a song-based framework
- to raise environmental awareness, sensitise learners regarding environmental issues and encourage them to take action
- to promote pairwork and dramatisation
- to promote fun through singing and playing
- familiarise the children with technological means used in a classroom

Suggested resources

- storycards (found online)
- boardmarkers
- dice
- one marker per player

Suggested procedure (up to 5 days)

Student's book

Step 1: Ask the children questions on environmental problems they have met so far in the unit and the solutions offered so far. Ask the children what practical things they can do in their everyday life. The children will revise the vocabulary learnt so far, such as: *recycle, don't litter, protect the forest/trees*, etc. When they mention recycling, ask the children if they know what they can recycle. When they mention not wasting water, ask the children what they can do about it.

Step 2: The children listen to the song. Act out the song in order to help understanding. After the 2nd or 3rd time the children can copy the teacher and start miming the actions.

Step 3: Further listening and singing by taking roles and singing the corresponding lines. Assign roles to individual children or groups (for example, boys and girls). Then, roles may be reversed.

Step 4: Take out vocabulary items and ask the children to put them in the correct space in the song. Alternatively, mix the verses / sentences and ask the children to put them in the correct order as they listen to the song.

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

Step 5: First activity: Ask the children to read the sentences and select the appropriate picture.

Step 6: Second activity: Ask the children to look at the pictures to spot the problems. This activity is designed to be carried out in pairs and finally as a whole class activity. The activity offers opportunity for oral practice of the vocabulary encountered so far and gives a further chance to raise children's awareness on appropriate environmentally friendly everyday habits. In each pair, children alternatively take the role of the person who acts in an environmentally unfriendly way while the other child is asking him/her why s/he is doing that and telling him/her what to do.

Step 7: Third activity: This activity is a game. It's the same game as "Simon says ..." but the character of the brown bear is used instead since it is the main character of lesson one and one of the animals in lesson 2. One child says any of the environmentally appropriate actions shown in

Unit 7: Planet Earth

Lesson 3: How to help our planet

the pictures and the rest of the children perform it. If children can think of and produce any other environmentally friendly action, they are free to use it in the game.

Step 8 : Fourth activity: This activity is a board game. Children should be given ample time to play it since it is an enjoyable way to practise and revise the vocabulary and phrases from the unit. Instructions on how to play it :

- 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 reach 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.



Activity Book

First activity: Ask the children to match the phrases in an appropriate way. Imperatives are used to express prohibition and suggestion. Encourage the children to look at the actions they can take themselves to become more environmentally responsible.

Second activity: Ask the children to find a word from Unit 7 that begin with these letters: 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. The winner is the one with the most words. Pair/group work is suggested in this case.

Third activity: The children should look at the pictures and choose the appropriate, environmentally friendly behaviour. Extend the activity by asking children what else they can do in each case to consolidate the vocabulary of the unit further and give the children the opportunity for further oral practice. For example, in picture four, children may offer the suggestion "protect the forest". Similar suggestions are possible for most of the pictures.

Fourth activity: The children are asked to answer the questions by choosing the happy or sad face. They can use green colour for the happy face (indicating a "green" way of behaving) and red for the sad face. Once they finish, they can report their answers to each other, in pairs, and then to the whole class. Ask further questions for further practice, or ask the children to write questions of their own, depending on the level of the class.

Fifth activity: It's time to protest! Ask children to look at the signs and write captions according to the pictures they see on the signs. This activity can be done either in pairs or in groups and alternative answers are possible (for example: Don't litter OR Recycle). There is also an empty sign for the children to draw and write their own sign. You can use these signs on Earth Day as well by asking children to draw the images and write the captions in larger print on posters and stick them around the school.

Lesson 3: How to help our planet

SCRIPTS & KEYS

Student's book

Lesson 3: How to help our planet. Let's 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't 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.

Activity 1 KEY: Match and say.

- A. ▷ 2 [Example]
- B. ▷ 5
- C. ▷ 3
- D. ▷ 6
- E. ▷ 4
- F. ▷ 1

Activity 2 KEY: Be green!

- A. Why are you taking the car? Ride a bike!
[Example]
- B. Why are you littering? Clean it!
- C. Why are you cutting down trees? Plant trees!
- D. Why are you wasting water? Turn off the tap!
- E. Why are you taking a bath? Take a shower!



Activity book

Activity 1 KEY: Read and match.

1. Don't take a bath - take a shower (c)
2. Don't waste paper - recycle paper (d)
3. Don't cut down trees - plant a tree (a)
4. Don't waste water - turn off the tap (e)
5. Don't litter - recycle (b) (Example)

Activity 2 KEY: Find and write a word from unit 7

- E: ▷ Earth
- A: ▷ Animal
- R: ▷ Recycle
- T: ▷ Tree
- H: ▷ Home

Activity 3 KEY: Help the planet. Circle the correct phrase.

1. ▷ b [Example]
2. ▷ a
3. ▷ a
4. ▷ b
5. ▷ b
6. ▷ b

Art time!

Earth Day Superhero and Passport

Linguistic objective

The children are expected to practise orally and consolidate language they have learnt in this unit.

Pedagogical aims

- to develop creativity and imagination through art
- to engage the pupils in a fun learning activity

Suggested resources

- pencils
- rubbers
- coloured pencils or markers

Suggested procedure (1 day)

Step 1: Ask the children to imagine an Earth Day Superhero. The superhero has special super powers to help the environment.

Step 2: instruct them to draw their superhero and then complete the passport with a picture and description of the superhero.

Step 3: Ask the children to turn to page 101 and complete the Superhero's details on the passport.



Project

What can the Earth Day Superhero do to help the planet?

Linguistic objective

The children are expected to practise orally and consolidate language they have learnt in this unit.

Pedagogical aims

- to engage the pupils in a fun learning activity
- to enhance their writing skills

Suggested resources

- pencils
- rubbers
- coloured pencils

Suggested procedure (1 day)

Step 1: Brainstorm what a Superhero can do to help the planet and write the ideas on the board: What can the superhero do to help protect the planet? What super powers does s/he have? What does s/he wear? What is his/her name?

Step 2: Once the children have plenty of ideas and have practised the vocabulary, ask them to write what their Superhero can do in the space provided.

Step 3: Encourage them to present their Superhero to the class.

Unit Evaluation

Ask the children to colour the stars. 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, ask the children to write their favourite words and phrases from Unit 7. Go around the class and offer help. Discuss the children's choices and answers in the self-assessment section.