

3 One planet

Unit objectives

By the end of this unit, pupils can:

- name and talk about things that are rubbish and actions to help the planet
- say what they are doing now and what they do every day
- give reasons for actions to help the planet
- understand and talk about ways to make a difference
- read and understand about rubbish, and create something out of rubbish

Skills development

Listening: understand video stories and dialogues about clearing up rubbish, making a difference and helping the planet

Reading: understand a story about a visit from the future and a factual text about rubbish

Speaking: talk about how often you do actions that help the planet and ways you can make a difference; present an object you have made out of rubbish and a picture diary

Writing: write about an object you have made out of rubbish and some eco rules; (optional) write presentation cards

Lesson 1 Vocabulary

cardboard box, glass bottle, metal can, plastic bottle, rubber tyre

Lesson 2 Vocabulary

pick up rubbish, plant trees, recycle bottles, recycle paper, reuse plastic bags, turn off the lights, turn off the tap, use public transport

Lesson 3 Grammar

I always reuse plastic bags. He's turning off the tap now. She usually recycles paper. Look – they're planting trees!

Lesson 4 Story

Carla's penpal

in the future, making a difference, recycle

Lesson 5 Vocabulary and Grammar

keep the planet clean, reduce waste, save electricity, stop pollution; Why do you recycle? Because I want to reduce waste. Why are they picking up rubbish? Because it keeps the planet clean.

Lesson 6 Myself and others

Responsible decision-making: Making a difference

I think we can... I want to...

Lesson 7 My world

Technology: Rubbish

factories, ground, landfill, packaging

Mini-project: Create something out of rubbish

Lesson 8 I can do it!

Let's talk!  Questions about making a difference

Project

A picture diary

Presentation skills: using presentation cards

In this picture, I'm...

Disney • PIXAR

WALL-E

WALL-E

A robot who is cleaning up planet Earth. He feels lonely but then he meets another robot, EVE.

EVE

She visits planet Earth to find a plant. She meets WALL-E, and they become friends.

Captain B. McCrea (The Captain)

He lives in space on a space station called the Axiom. He takes his people back to planet Earth to make a new start.



WALL-E is a film about a robot who lives on planet Earth and cleans up rubbish. Humans don't live there anymore – they live in space because they didn't take care of Earth, and now it's too polluted. Then WALL-E meets another robot named EVE. EVE finds a plant growing in the rubbish and she takes WALL-E with her back to space. They help the humans return to Earth and start to take care of the planet once more.



Video 3A: WALL-E helps the planet
Video 3B: WALL-E reuses rubbish

Did you know?
EVE stands for
Extra-terrestrial
Vegetation
Evaluator.

Online module Phonics

Extra Lesson

Words with *bl, fl, gl, pl, sl*
black, flag, glass, plane, sleep

Extra reading >>>>



Objectives

Lesson aim: name things that are rubbish

Target language: cardboard box, glass bottle, metal can, plastic bottle, rubber tyre

Recycled language: rubbish, trees, animals, plants, water, humans, old, boot

Receptive language: planet, robot, space, make a difference, reuse, rocket, look for

Materials: Video 3A; Audio; (optional) pictures showing robots, rockets, space and different types of rubbish

CSE Skills

Listening: can understand some unfamiliar words in a short description, if supported by pictures (31); can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (33)

Reading: can get the gist of short, simple texts on familiar topics, if supported by pictures (33)

Speaking: can describe objects in a basic way, e.g. colour, size (25)

Writing (AB): can write simple sentences about familiar things, given prompts or a model (32)

Teacher toolkit

Video summary – 3A

WALL-E helps the planet **Videoscript** see p.201
It is sometime in the future. WALL-E is cleaning up rubbish on planet Earth. He finds a plant growing in the rubbish and he uses an old boot as a plant pot. One day, EVE arrives on Earth in a rocket. EVE is looking for plants in the rubbish. WALL-E watches EVE and follows her as she flies around.

Making a difference

Use Video 3A to introduce the theme of making a difference and helping the planet. Talk about how WALL-E makes a difference to planet Earth by cleaning up the rubbish and caring for the plant. Elicit pupils' opinions by asking: *Why does WALL-E clean up the rubbish?* and encourage discussion.

Responsible decision-making

Warm-up

- Introduce the unit title *One planet* and elicit or explain *planet*. Ask: *What planet do we live on? (Earth)*. Invite pupils to name other planets in our solar system. Elicit pupils' ideas about why they think the unit is called *One planet* (*We've got only one planet to live on.*).

Presentation

Video story

What do you do to help the planet? Share ideas.

- Pupils look at the Big Picture. Introduce the film *WALL-E* and the characters WALL-E, EVE and The Captain, using the information from the unit overview on p.81.
- Ask: *What do you do to help the planet?* Elicit some examples, e.g. *clean up rubbish, put rubbish in the bin*. Put pupils into small groups to share their ideas, using L1 if necessary. Elicit each group's ideas and discuss.

1 3.1 Listen, find and say. Then tell a friend.

- Play the audio while pupils listen and find the different types of rubbish in the Big Picture.
- Pupils work in pairs, taking turns to say the names of each of the types of rubbish.

Audioscript (track 3.1)

- It's a tyre. A rubber tyre.
- This is a metal can.
- It's a plastic bottle.
- This is a cardboard box.
- This is another bottle – it's a glass bottle.

2 3A Watch and answer.

- Elicit or explain *robot, space* and *rocket*, using pictures if you have brought these to class. Pupils read the questions. Play Video 3A, and pupils watch and listen.
- Pupils work in pairs or groups to answer the questions. If necessary, play the video again for pupils to check their answers. (**Possible answers:** 1 *He picks up rubbish.* 2 *clean up our rubbish*)
- Elicit and write on the board a list of ideas about how we can clean up our rubbish, e.g. *recycle/reuse rubbish, save water/electricity, use fewer cars, plant trees and plants, use renewable energy, stop pollution*. If pupils don't know how to say a word or phrase in English, allow them to use L1 and you can recast in English. Then go through the list one by one, asking pupils if they do each action, and encourage discussion.

Practice

3 3.2 Listen and write.

- Pupils work on their own to read the gapped paragraph and complete it, using the new vocabulary items. Play the audio while pupils listen and check. Elicit and check answers as a class.
- Invite pupils to look at the Big Picture. Encourage discussion about what pupils think WALL-E does and doesn't find on Earth, giving reasons for their answers.

3 One planet

What do you do to help the planet?
Share ideas.

- 1 Listen, find and say. Then tell a friend.



Disney PIXAR
WALL-E
Storyboard

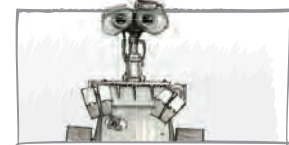
- 2 Watch and answer.

Making a difference

- 1 How does WALL-E help the planet?
2 What can we do to stop a future like that for planet Earth?

Responsible decision-making

- 3 Listen and write.



WALL-E is cleaning up the rubbish. There are 1 metal cans and glass 2 bottles. He finds 3 plastic bottles and 4 cardboard boxes. Another robot comes to Earth. She's looking for plants. All she sees are 5 rubber tyres.

- 4 Choose a material. Play Word tennis.

Plastic... ... pen. Metal...

Talk buddies

4 Choose a material. Play Word tennis.

- Invite two pupils to read aloud the speech bubbles. Go around the class, picking up different classroom objects and eliciting the name of the material. If necessary, elicit in L1 and give pupils the English word, e.g. wood.
- Pupils work in pairs, taking turns to say the name of a material for their partner to say the name of an object made from this material.

SUPPORT Review the names of different materials and write them on the board, e.g. *metal, cardboard, glass, rubber, plastic, wool, cotton*.

STRETCH Pupils can also say the names of objects for their partner to say the name of different materials that object can be made from.

Extra activity (video extension) Play Video 3A with no sound and invite pupils to tell the story, describing what WALL-E is doing.

Wrap-up

- Invite pupils to look around the classroom and out of the window to see if they can see any of the vocabulary items they have learnt in this lesson. They may identify plastic bottles, cardboard boxes and metal cans in the classroom and rubber tyres on cars in the street. However, if none of these items are around, put some around the classroom before the lesson for pupils to identify.

Activity Book

pages 26–27

Audioscript see p.203

- 1 Watch again. Read and circle. 1 c, 2 b, 3 b, 4 a
- Pupils watch the video again. Then they read each comprehension question and circle the correct answer.
- 2 Think and write. Then share ideas. Possible answers:
1 He picks up rubbish, he reuses things, he plants a plant.
- Pupils think about what they have seen in the video and write their answer to the first question. Then they think about their own experience and write their answer to the second question. They discuss what they have written in groups.
- 3 3.1 Read, choose and write. Then listen and check.
1 glass, 2 plastic, 3 metal can, 4 cardboard box, 5 rubber tyres
- Pupils match the words in the box to the pictures. They read the gapped sentences and complete them, using the words in the box. Play the audio for pupils to check their answers.
- 4 Draw rubbish in the bin. Write and say.
- Pupils draw different types of rubbish in the bin, drawing multiple items for each type of rubbish. Then they write a paragraph to describe the types of rubbish in the bin, following the example.
- Extra time? What types of rubbish do you see in parks, in your school playground, in the street?**
- Pupils write three lists, then compare with a partner.

Objectives

Lesson aim: name actions to help the planet

Target language: *pick up rubbish, plant trees, recycle bottles, recycle paper, reuse plastic bags, turn off the lights, turn off the tap, use public transport*

Recycled: *I always... I sometimes...*

Materials: Audio; prepared word cards (actions to help the planet)

GSE Skills

Listening: can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (27)

Reading: can get the gist of short, simple texts on familiar topics, if supported by pictures (33)

Speaking: can take part in a very simple conversation on a familiar topic, e.g. their home, family, school, if the other speaker repeats questions as necessary and speaks slowly and clearly (32)

Writing: can write two or three related sentences on a familiar topic (33)

Teacher toolkit

Teaching vocabulary

This vocabulary set consists of verb-noun collocations. Some of the verbs are phrasal verbs, which are verb-preposition collocations, e.g. *pick up, turn off*. Teach the vocabulary items as fixed expressions. Practise the expressions by writing on the board gapped sentences for pupils to complete, leaving out the verbs, e.g. *Remember to _____ (turn off) the lights. I _____ (pick up) rubbish.*

Home-school link

Before this lesson, encourage pupils to find and bring to class a poster or leaflet outlining different ways we can help the planet. During the lesson, invite individual pupils to read aloud their information, and ask the class to identify the things that help the planet.

Warm-up

- Write *green* on the board. Ask pupils to name all the things they associate with this colour, including plants, animals, fruit, etc., using L1 if necessary.
- Explain that we can also use the word *green* to mean *good for the environment*. Ask pupils if they have seen this use of *green*, and encourage discussion.

Presentation

1 3.3 Read and listen. What can you turn off?

- Ask pupils to look at the text, then elicit the text type (*an information leaflet*). Play the audio while pupils read and listen. Elicit the answer to the rubric question. (**Answers:** *the tap, the lights*)
- Then play the audio again and ask pupils to stand up each time they hear an action they already do. Alternatively, you can ask pupils to underline in the text all the actions they already do, then elicit which actions pupils have underlined and encourage discussion.

SUPPORT Mime each of the actions to help support understanding.

STRETCH Pupils work in pairs to think of more items they can recycle, reuse, pick up and turn off. Invite them to share their ideas with the class.

2 3.4 Listen and repeat the words in 1.

- Play the audio, and pupils point to the photos. Play the audio again, pausing after each phrase for pupils to repeat.
- Say a number, e.g. *seven*, and pupils say the phrases (*use public transport*). Do the same with the other numbers and phrases.
- Pupils work in pairs, taking turns to say a number from one to eight for their partner to say the corresponding phrase. Encourage them to add accompanying mimes to show the meaning of each phrase.

Practice

3 Look, read and number. Then write.

- Read aloud the first sentence and elicit which picture it describes as well as the correct phrase.
- Pupils work on their own to read the rest of the sentences. They match them to the pictures, then write the corresponding phrase from activity 1 below each picture.
- Pupils work in pairs to compare their answers. Then check answers as a class.

Review Read aloud the sentence starters and elicit from different pupils example sentences, e.g. *I always recycle plastic bottles. I sometimes use public transport*. Elicit other adverbs of frequency, e.g. *often, never*.

4 Write for you. Then tell a friend.

- Invite individual pupils to read aloud the speech bubbles and the writing model. Ask pupils to put up their hand if they do each action.
- Pupils work on their own to write sentences about actions they do to help the planet, using adverbs of frequency.
- Then pupils work in pairs, taking turns to read aloud their sentences. Encourage them to compare what they have written.

LESSON 2

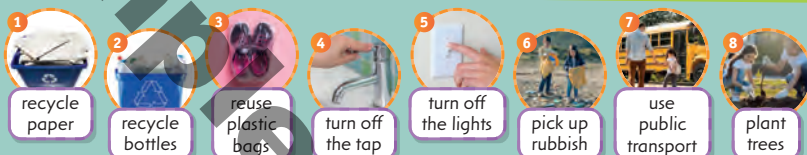
Vocabulary

1 Read and listen. What can you turn off?

LET'S GO GREEN!

- We can recycle paper and recycle bottles.
- We can reuse plastic bags when we go shopping!
- Turn off the tap when you brush your teeth and turn off the lights in the daytime.
- Pick up rubbish in the park and at school.
- Try not to use the car – use public transport.
- Plant trees and flowers.

I'm in the Green Club at school. This is what we can all do to help the planet.



WE CAN ALL HELP!

2 Listen and repeat the words in 1.

3 Look, read and number. Then write.

- I always reuse plastic bags for shopping.
- I sometimes get the bus to school and don't go by car.
- Our class often cleans up the school playground.



use public transport 2



pick up rubbish 3



reuse plastic bags 1

4 Write for you. Then tell a friend.

I always turn off the tap.
I sometimes pick up rubbish.



I always turn off the tap.

I sometimes recycle paper and bottles.



30

I can name actions to help the planet.

Teaching star

Diversity and inclusion Pupils may have differing opportunities as to how they can help the environment. For example, in their neighbourhood they may not have access to recycling containers or they may not have access to public transport and so they have to travel to school by car. Be understanding and try to make sure pupils don't feel guilty for things they are not in control of. Instead, focus on actions pupils can do, e.g. turn off the lights, turn off the taps.

Extra activity (class survey) Do a class survey to find out what pupils do (and don't do) to help the planet.

Wrap-up

- Play *Act it* (see Games Bank p.206) with the new vocabulary from this lesson. Use word cards and play the game in two teams. Pupils choose word cards and take turns to act out the phrases without saying anything. The rest of the pupils have to guess what word they are miming. If you haven't got prepared word cards, ask pupils to choose phrases they want to act out, without repeating the phrase to their team.

Activity Book

page 28

1 Look, read and match. 1 e, 2 f, 3 a, 4 g, 5 d, 6 b, 7 c, 8 h

- Pupils look at the picture and think about what the children are doing.
- They then read the sentences and match them to the children in the picture.

2 Write what you do in class. Use activities from 1.

- Pupils write sentences using the new vocabulary items and adverbs of frequency.

Find out!

- Pupils look in books or search online to find out how many plastic bottles their country wastes every year. Elicit pupils' answers and encourage discussion.

3 Write the things on the **don't do** list you want to do. Then tell a friend.

- Pupils think about what they have written in activity 2 on their list of *Things we don't do*. They complete the sentence to show that they want to do it, e.g. *I want to plant trees*. Then invite two pupils to read aloud the speech bubble model. Pupils work in pairs, taking turns to read aloud what they have written for their partner to say if they want to do the same action, too.

Extra time? Do people in your family do things to help the planet? Write sentences.

- Read aloud the question with the class. Pupils think about what the people in their family do to help the planet, then they write sentences, using adverbs of frequency, e.g. *My sister always uses public transport*.

Objectives

Lesson aim: say what they are doing now and what they do every day

Target language: *I always reuse plastic bags.*

He's turning off the tap now. She usually recycles paper.

Look – they're planting trees!

Recycled language: things that are rubbish, actions to help the planet; *space, building blocks*

Receptive language: *ring*

Materials: Video 3B; Audio

CSE Skills

Listening: can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (33); can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (31)

Reading: can get the gist of short, simple texts on familiar topics, if supported by pictures (33)

Speaking: can say what people are doing at the time of speaking, if supported by pictures or gestures (30); can talk about habits or daily routines in a simple way, given prompts or a model (32)

Writing: can write a single basic sentence about daily routines and activities (28); can write simple sentences about what they or other people are doing (33)

Teacher toolkit

Video summary – 3B

WALL-E reuses rubbish Videoscript see p.201

The humans are happy in space and they play and relax. WALL-E always works, but today he's playing! EVE visits WALL-E's home, and he shows her his favourite things. The video presents examples of the target grammar in context, e.g. *He always picks up the rubbish but never plants trees.*

Teaching grammar

Review the two present forms pupils already know: present simple and present continuous. Highlight that while the present simple form has got only one verb (e.g. *reuse*), the present continuous form has got two verbs (e.g. *am/are/is reusing*).

We use *always, usually* and *every day* with the present simple form to talk about activities that happen regularly. We use the present continuous form to describe an activity happening at the time of speaking.

Warm-up

- Elicit the new vocabulary items from Lessons 1 and 2 and write these on the board. Invite pupils to say which actions they do and which actions they don't do to help the planet.

Presentation

Video story

1 3B Watch and write T (True) or F (False).

- Pupils look at the picture. Ask: *Where is WALL-E? (on Earth) What has WALL-E got in his hand? (a ring and a box) What's the name of the other robot in the film? (EVE).*
- Ask pupils to read the sentences, then play Video 3B while pupils listen and watch. Pupils work on their own to decide if each sentence is true or false. Then play the video again for pupils to check their answers.
- Pupils work in pairs to compare answers. Then check answers as a class. Encourage pupils to correct the false sentence (2 WALL-E never plants trees.).

Teaching star

Classroom management Some pupils may find it difficult to focus and concentrate for a long time during class. As part of your everyday classroom routine, practise age-appropriate self-management techniques, e.g. begin the lesson with a deep breathing exercise, do some stretches after a listening activity where pupils have concentrated for a long time.

2 3.5 Listen and write L for Lily or M for Martina. Then match.

- Explain to pupils that they are going to listen to a conversation between Lily and Martina about what they are doing now and what they do to help the planet. Ask them to look at the photos and read the sentence halves.
- Play the audio, and pupils listen, identify the corresponding photos and write L or M next to each photo. Then they match the sentence halves to make true sentences. Play the audio again for pupils to listen and check their answers. Then check answers as a class.

SUPPORT Play the audio three times: once for pupils to write L or M next to each photo, once for pupils to match the sentence halves and once for pupils to check their answers.

STRETCH Pupils can write more true sentences about actions Lily and Martina do to help the planet.

Audioscript (track 3.5)

Martina: Hey, Lily.

Lily: Hi, Martina. What are you doing? Are you doing your homework?

Martina: Yes, I am. I always do my homework before dinner. I'm doing my project about the planet. What do you do to help the planet, Lily?

Lily: I always recycle paper and I sometimes reuse plastic bags. I usually use public transport, but...

Martina: But what...?

Lily: I'm coming home from school in the car now. My ankle hurts after gymnastics club, and I can't walk to the bus stop. What do you do to help the planet, Martina?

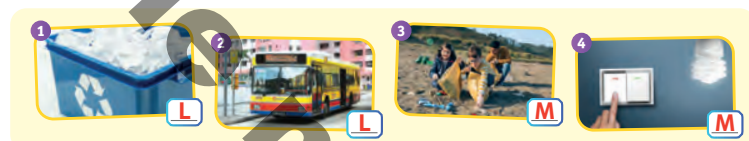
Martina: I often pick up rubbish in the park. And I sometimes plant trees on my grandad's farm. I'm turning off the light now because it's sunny outside!

Disney PIXAR
WALL-E

1 Watch and write T (True) or F (False).

- 1 WALL-E always picks up rubbish. **T**
- 2 WALL-E usually plants trees. **F**
- 3 WALL-E is playing with a toy. **T**
- 4 EVE is turning off the light. **T**

2 Listen and write L for Lily or M for Martina. Then match.



- 1 Lily always **a** picks up rubbish.
- 2 Lily usually **b** turning off the light now.
- 3 Martina often **c** recycles paper.
- 4 Martina is **d** uses public transport.

3 Listen and follow. Then say.

★ Grammar Heroes

I always reuse plastic bags.	He's turning off the tap now .
She usually recycles paper.	Look – they're planting trees!
I sometimes use public transport.	We're recycling plastic bottles.

4 Complete for you. Then tell a friend.

I'm _____ now.

I _____ every week.

I'm learning English now.

I use public transport every week.

Talk buddies

I can say what I am doing now and what I do every day.

31

Extra activity (whole class) Write on the board the completed sentences from activity 2 and ask pupils to identify the present form for each of the sentences (1–3 present simple, 4 present continuous). Then work as a class to transform the present form, as follows: 1 Lily always recycles paper. > Lily is recycling paper now. 2 Lily usually uses public transport. > Lily is using public transport now. 3 Martina often picks up rubbish. > Martina is picking up rubbish now. 4 Martina is turning off the light now. > Martina always turns off the light.

Wrap-up

- Play *Stand up, sit down* (see Games Bank p.207). Make sentences that are true for you about actions you are or aren't doing now and about actions you do every day. Pupils stand up if they think each sentence is true and stay sitting if they think the sentence is false.

Activity Book

page 29

1 Look, read and match. 1 e, 2 b, 3 d, 4 a, 5 c

- Pupils read the sentences and match them to the pictures.

★ Look and write. Tick (✓) the sentences happening now. 1 recycles; 2 're picking up, ✓; 3 turn off; 4 'm reusing, ✓

- Pupils complete the sentences with the correct form of the verbs in bold.
- Then they tick the present continuous sentences describing actions happening now.

2 Draw a picture of you and your friends helping the planet. Then write.

- Pupils draw a picture of themselves and their friends doing actions to help the planet.
- Then they use the sentence starters to describe their picture, e.g. *I'm turning off the light. My friends are picking up rubbish. We usually use public transport. We always recycle rubbish.*

Extra time? Look at 2. Share your pictures with a friend.

- Pupils work in pairs, taking turns to show and talk about their picture from activity 2.

Grammar Heroes★

3 Listen and follow. Then say.

- Pupils look at the grammar box. Play the audio, and they listen and read. Then play the audio again, pausing after each sentence for pupils to repeat.
- Pupils work in pairs, taking turns to read aloud the sentences in the grammar box.

Practice

4 Complete for you. Then tell a friend.

- Read aloud the two sentences in the speech bubbles and ask pupils to identify which activity is happening now and which activity is a routine activity, giving reasons (*First speech bubble – is happening now, uses present continuous form with now. Second speech bubble – is a routine activity, uses present simple form, with every week.*).
- Elicit ideas about actions pupils are doing right now, e.g. *thinking, writing, studying English, sitting on a chair*, and contrast these with actions they do every day/week, e.g. *play football, watch TV*.
- Pupils work on their own to write one sentence about an action they are doing now and one sentence about an action they do every week. Then they work in pairs, taking turns to read aloud their sentences.

Objectives

Lesson aim: read and understand a story about making a difference

Story language: *recycle, in the future, making a difference*

Recycled language: things that are rubbish, actions to help the planet

Receptive language: *penpal, throw out*

Materials: Audio; (optional) coloured pencils, paper

GSE Skills

Listening: can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (33)

Reading: can identify the overall theme of a simple illustrated story, if guided by questions or prompts (33)

Speaking: can act out parts of a picture story, using simple actions and words (31)

Writing (AB): can answer simple questions in writing about people or things, using basic words or phrases (33)

Teacher toolkit

Story summary

Carla's penpal

Carla sends a message to her new penpal, Mia, and is very surprised when Mia visits her from the future. Mia tells Carla what the planet looks like in the future and how humans can make a difference by doing actions now to save the planet. When Mia leaves, Carla isn't sure if meeting Mia was a dream but then she sees that her plants have gone!

Making a difference

Elicit or explain that Mia comes from a future planet Earth that has been destroyed by human activity. Ask pupils if they think this could happen in the future, giving reasons why, and ask them how they feel about this. Elicit different actions Mia says that Carla can do to make a difference. Ask pupils if they can do these things, too. Invite them to say more things they can do to make a difference.

Responsible decision-making

Warm-up

- Elicit or explain the meaning of *penpal* (a friend who doesn't live close to you, who you write letters to). Ask pupils if they have ever had a penpal, and invite them to share any experiences. Explain that people often have a penpal to practise writing in another language.

Presentation

1 Look. Does Carla recycle the rubbish?

- Ask pupils to explore the story pictures and answer the pre-reading question. If necessary, draw their attention to story frame 2. (**Answer:** *no*) Ask pupils if they have got recycle bins in their street like the ones shown in the picture.
- Have a class discussion about the difference between throwing out the rubbish and recycling (bottles, cans, paper, etc.).

2 3.7 Listen and read. What year does Mia come from?

- Ask the rubric question. Then play the audio, and pupils listen and read the story. Elicit and check answers. (**Answer:** *year 3021*)
- Play the audio again, pausing after each story frame to ask comprehension questions: *Who is at home with Carla? (her dad) What does Carla want to do when she gets home? (write to her penpal) How does Mia visit Carla? (through her computer screen) What weather hasn't Mia got in the future? (rain) What gift does Carla give Mia? (her plants).*

Think! Pupils think about the plants Carla gives Mia at the end of the story and what Mia can do with these plants in the future. Pupils work in groups to discuss their ideas, e.g. *Mia could eat the fruit and leaves of the plants, she could plant them in the ground, she could harvest the seeds and plant the seeds, she could give the seeds to other people to plant.*

Practice

3 Read again and write T (True) or F (False).

- Pupils work on their own to read the sentences. They read the story again and decide if each sentence is true or false.
- Pupils work in pairs to compare their answers. Then elicit and check answers as a class.

4 Think and answer.

- Pupils read the questions, then work in pairs or small groups to discuss. (**Answers:** *1 She uses public transport, she usually recycles, she grows plants. 2 Plant trees and reuse things, turn off lights and taps.*)
- Pupils can work with their partner to imagine they are Mia in the story. They look at each story frame and say how they think Mia feels in that situation, e.g. *I feel sad because there isn't any rain in the year 3021.*

5 Act out the story. Then reflect. What do you think Mia's world looks like?

- Pupils work in groups of three to act out the roles of Carla, Mia and Carla's father.



CARLA'S PENPAL

1 Look. Does Carla recycle the rubbish?

2 Listen and read. What year does Mia come from?



3 Now Carla is writing to Mia.

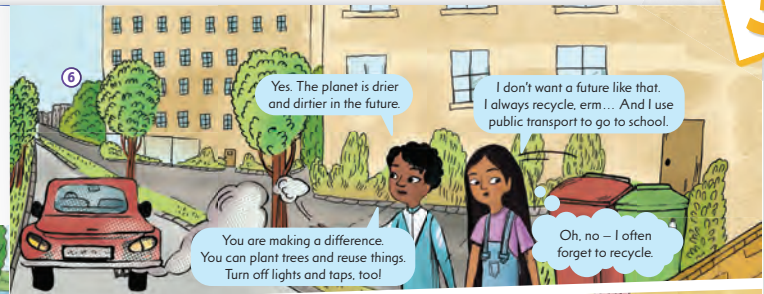


Think!

What can Mia do with the plants?

Because it never rains in the year 3021!

In the future?



3 Read again and write T (True) or F (False).

- Carla always helps at home after school.
- Carla recycles every day.
- Mia comes from the future.
- The planet is cleaner and wetter in the future.

T
F
T
F

4 Think and answer.

Making a difference

- How does Carla help the planet?
- What does Mia say people can do to save the planet?

Responsible decision-making

5 Act out the story. Then reflect. What do you think Mia's world looks like?



I think Mia's world is very dry.



I think there's a lot of rubbish.

I can read a story about making a difference.

- Play the story audio again (track 3.7), pausing after each story frame. Pupils repeat their character's lines and mime what their character is doing. Give the groups time to practise acting out the story. Then invite groups to act out the story for the rest of the class.
- Invite two pupils to read aloud the speech bubbles. Pupils work in pairs to discuss what they think Mia's world looks like in the future. They can draw pictures to show their ideas.

SUPPORT Pause the audio after each character's lines, for pupils to repeat.

STRETCH Encourage pupils to memorise their lines so that they can act out the story without referring to their Pupil's Books.

Extra activity (story extension) Pupils choose one of the story frames and write a description of what the characters are doing in that frame. Then they work in pairs, taking turns to read aloud their description for their partner to guess which frame they are describing.

Wrap-up

- Play *What happens next?* (see Games Bank p.207) to review the story. Say an event from the story and invite pupils to say and act out what happens next.

Activity Book

page 30

1 Read the story again. Look and number in order. a 3, b 1, c 6, d 5, e 2, f 4

- Pupils read the story once more in the Pupil's Book. Then they number the story frames to put them in the correct order.

2 Read and write. Possible answers: 1 It's dry and dirty. There aren't any plants or water because humans didn't take care of the planet.

- Pupils work on their own to think about and write answers to the questions.
- Then they work in pairs to compare what they have written. Invite individual pupils to report back to the class, and encourage discussion.

3 Storytellers club Think about the story. Write.

- Pupils reflect on their favourite scene in the story. They complete the gapped sentence, giving a reason for their opinion.

Extra time? Write and draw a different ending to the story.

- Pupils can write and draw an alternative ending to the story.

Objectives

Lesson aim: give reasons for actions to help the planet

Target language: *keep the planet clean, reduce waste, save electricity, stop pollution; Why do you recycle? Because I want to reduce waste. Why are they picking up rubbish? Because it keeps the planet clean.*

Recycled language: things that are rubbish, actions to help the planet

Materials: Audio

GSE Skills

Listening: can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (35)

Reading: can recognise the use of *because* to signal the relationship between an action and a reason or explanation (38)

Speaking: can take part in a very simple conversation on a familiar topic, e.g. their home, family, school, if the other speaker repeats questions as necessary and speaks slowly and clearly (32)

Writing (AB): can write simple sentences about familiar things, given prompts or a model (32)

Teacher toolkit

Teaching grammar

Write on the board: *Tara turns off the lights. She wants to save electricity. Ask: Why does Tara turn off the lights? (Because she wants to save electricity.). Ask: What word do we use to ask for reasons? (why) What word do we use to answer about reasons? (because) Do the same with different sentences, e.g. Tom picks up rubbish. He wants to keep the planet clean. > Why does Tom pick up rubbish? Because he wants to keep the planet clean.*

Home-school link

Before this lesson, ask pupils to write a list of the different actions they do before they go to bed. Pupils can work in pairs, taking turns to ask and answer about the reasons they do each of the actions, using *why* for questions and *because* for answers.

Warm-up

- Put pupils into two teams to play *Parachute* (see Games Bank p.207) with the new vocabulary from Lesson 2. Draw a large parachute on the board with some strings leading to a tick figure hanging from the parachute. Choose a phrase and draw inside the parachute a dash for each letter in the phrase. One team has a turn to guess the phrase in the parachute in order to win a point. For each incorrect guess, erase one of the parachute's strings. If all the parachute's strings are erased before the team can guess the phrase, the other team can try to guess the phrase. Then draw another parachute, and dashes for another phrase. Give the teams an equal number of turns to play the game.

Presentation

1 3.8 Listen and say. Then tell a friend.

- Pupils look at the photos and say any words they know.
- Play the audio. Pupils listen, read the phrases and point to the photos. Play the audio again, pausing after each item for pupils to repeat each phrase.
- Say a number, e.g. *one*, and pupils say the corresponding phrase (*stop pollution*). Do the same with the other numbers and phrases.
- Pupils work in pairs, taking turns to say a number from one to four for their partner to say the corresponding phrase. Encourage them to add accompanying mimes to show the meaning of each phrase.

2 3.9 Listen, read and tick (✓).

- Pupils look at the pictures. Ask: *Who can you see? (WALL-E, EVE) What is he/she doing? (holding on to a rocket, cleaning up rubbish, turning on / looking at a light).*
- Explain that pupils are going to listen to a dialogue between Zach and Lily in which Zach asks Lily a lot of questions! Play the audio, and pupils listen and follow in their Pupil's Books. Then they tick the picture showing the scene in the film that Lily is watching. Check the answer as a class.
- Ask comprehension questions about the dialogue, e.g. *Has Lily got the lights on? (no) What film is she watching? (WALL-E) What does Lily tell Zach to do? (watch the film).*
- Pupils work in pairs to read aloud the dialogue.

Grammar Heroes

3 3.10 Listen and follow. Then say.

- Pupils look at the grammar box. Play the audio, and pupils listen and read. Play the audio again, pausing after each sentence for pupils to read and repeat. Highlight that the first question uses the present simple form and the second and third questions use the present continuous forms.
- Pupils work in pairs, taking turns to read aloud the questions and answers.

Teaching star

Learning to learn Encourage pupils to notice the patterns and uses of grammar structures in different texts. Ask them to find different examples of the new structures *Why...?* and *Because...* in the dialogue in activity 2 and in the story in Lesson 4. This will help them to understand better how the language works and use it themselves in different contexts.

LESSON 5

Vocabulary and Grammar

1 Listen and say. Then tell a friend.



1 stop pollution



2 save electricity



3 reduce waste



4 keep the planet clean

2 Listen, read and tick (✓).

Zach: Why are you watching a film in the dark, Lily?

Lily: Because I want to save electricity.

Zach: Why do you want to save electricity?

Lily: Because it stops pollution.

Zach: What are you watching?

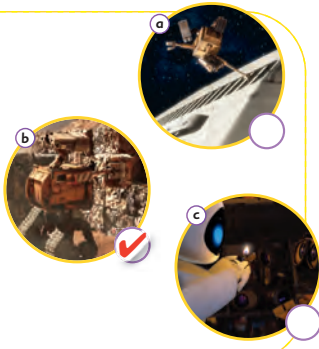
Lily: I'm watching WALL-E.

Zach: Why is that robot picking up rubbish?

Lily: Because there is a lot of rubbish on planet Earth.

Zach: Why is there lots of rubbish?

Lily: Oh, just watch the film!



3 Listen and follow. Then say.

★ Grammar Heroes

Why do you recycle? **Because** I want to reduce waste.

Why are they picking up rubbish? **Because** it keeps the planet clean.

Why are you using public transport? **Because** there is a lot of pollution.

4 Mime. Then ask a friend.

pick up rubbish recycle paper
turn off the lights

Why are you recycling paper?

Because it reduces waste.

Talk buddies



I can give reasons for actions to help the planet.

Wrap-up

- Write on the board different vocabulary items from Lesson 2 and this lesson. Invite individual pupils to ask a *Why* question about one of the actions, using either the present simple form or the present continuous form, e.g. *Why do you recycle bottles?* / *Why are you recycling bottles?* Invite a different pupil to answer the question, using *because* and one of the reasons from the board, e.g. *Because I want to reduce waste.* Repeat a few times, with different pupils and different vocabulary items.

Activity Book

page 31

Audioscript see p.204

1 3.2 Listen and write Z (Zach) or L (Lily).

Then choose and write. a L, reduce waste; b Z, keep the planet clean; c Z, save electricity; d L, stop pollution

- Pupils listen to Zach and Lily's conversation and label each picture with Z or L to show who made which sign.
- Then they label each picture using the phrases in the box.

2 Read and match. 1 c, 2 d, 3 b, 4 a

- Pupils read each question and match it to the corresponding reason.

3 Read and write. Share ideas.

- Pupils read each question and write an answer using *because*. They can use ideas from activity 1 or their own ideas.
- Then pupils work in pairs to compare their answers.

Extra time? Close your book. How many sentences from 3 can you remember?

- Pupils close their Activity Books. They work in pairs, taking turns to ask and answer any of the questions they can remember from activity 3.

Practice

4 Mime. Then ask a friend.

- Ask a pupil to read aloud the actions in the box. Then ask two pupils to read aloud the speech bubble model. Invite the class to act out the mime they think Zach is doing (*recycling paper*).
- Pupils work in pairs, taking turns to act out one of the actions in the box for their partner to guess the action and ask why they are doing it. They ask and answer following the speech bubble model.

SUPPORT Before pupils start, elicit and write on the board different reasons for doing each of the actions in the box.

STRETCH Pupils mime more actions from Lesson 2.

Extra activity (whole class) Go around the class with one pupil saying something that they do, and the next pupil asking why they do it.

Online module Phonics

Extra Lesson

Words with bl, fl, gl, pl, sl
black, flag, glass, plane, sleep



Objectives

Lesson aim: understand and talk about ways to make a difference

Target language: *I think we can... I want to...*

Recycled language: things that are rubbish, actions to help the planet, *ride a bike*

Materials: Audio; (optional) Video 3A; pictures of environmental projects

GSE Skills

Listening: can identify key information, e.g. places, times, from short audio recordings, if spoken slowly and clearly (31)

Reading: can identify key information in short, simple, factual texts (34)

Speaking: can take part in a very simple conversation on a familiar topic, e.g. their home, family, school, if the other speaker repeats questions a necessary and speaks slowly and clearly (32)

Writing (AB): can write basic, single-clause sentences, given a model (29)

Teacher toolkit

Making a difference

In this lesson, pupils expand on what they learnt in Lessons 1 and 4 about ways they can make a difference to help protect the planet. At this age, pupils should be able to identify that they can make different choices, and they should be able to make responsible decisions about their actions.

Responsible decision-making

Home-school link

Encourage pupils to talk to family members about ways in which they can help the planet. Ask them to plan one more thing they can do together as a family to make a difference. Pupils can create a weekly schedule to show different family members' responsibilities on different days in the week.

Warm-up

- Show pupils pictures you have brought to class of different environmental projects, showing people (including children) helping the planet. For each picture, invite pupils to say how the people are making a difference.

Presentation

1 Lessons 1 and 4 What do the characters in the unit do to help the planet?

- Pupils work in pairs or small groups to answer the rubric question. They discuss the situations and the characters in Video 3A and in the Lesson 4 story. If necessary, play the video again and use the story pictures from Lesson 4 to remind pupils of the situations and the characters' reactions.
- Ask questions to guide pupils: *Who's this? (WALL-E) What is he doing? (picking up rubbish). Who's this? (Carla) Is she recycling rubbish in this picture? (No, she isn't.).*
- Then elicit and discuss pupils' ideas to the rubric question. (**Answers:** *WALL-E picks up and reuses rubbish. Carla sometimes recycles, she uses public transport and grows plants.*)

2 3.11 Listen and circle Lily's answers. Then complete for you.

- Pupils read the title of the questionnaire. Elicit or explain the meaning of *eco-warrior*, using L1 if necessary (*'eco' means about the planet and 'a warrior' is a fighter, so 'an eco-warrior' is a person who fights for the planet*).
- Pupils work on their own to read the questionnaire. Then play the audio. Pupils listen and circle Lily's answers.
- Pupils then do the quiz, noting the answers that are true for themselves. They work in pairs to compare their answers. See if pupils have got different answers.

SUPPORT Before playing the audio, go through each scenario and question with pupils and check understanding. Pause the audio after each question and answer so that pupils can mark their answers.

STRETCH Pupils can write one more question for the quiz, with two or three options. They swap their question with a partner and answer their partner's question.

Audioscript (track 3.11)

Zach: Are you an eco-warrior?

Lily: I think so, yes!

Zach: Let's do this quiz! Question one. You've got an old glass bottle. Do you... *a* recycle it? *b* reuse it? *c* throw it in the rubbish?

Lily: Erm, *a*. Recycle it.

Zach: Question two. You see some metal cans in the park. Do you... *a* take them home to recycle? *b* put them in the bin? *c* leave them?

Lily: A. Take them home and recycle them.

Zach: OK. Question three. How do you get to school? *a* Ride a bike or walk. *b* Use public transport. *c* Go by car.

Lily: B. I usually use public transport.

Zach: Question four. What's the best thing you can do to help the planet?

a Recycle, reduce and reuse things. *b* Plant trees. *c* Nothing.

Lily: Not nothing! I think *b*. Plant trees.

Zach: Well done, Lily! You are an eco-warrior!

Lily: Yay!



Making a difference

LESSON 6

Myself and others

1 **Lessons 1 and 4** What do the characters in the unit do to help the planet?

2 Listen and circle Lily's answers. Then complete for you.

Are you an Eco-Warrior?

1 You've got an old glass bottle.

Do you...

- ☒ a) recycle it?
- ☐ b) reuse it?
- ☐ c) throw it in the rubbish?

2 You see some metal cans in the park.

Do you...

- ☒ a) take them home to recycle?
- ☐ b) put them in the bin?
- ☐ c) leave them?

3 How do you get to school?

- ☒ a) Ride a bike or walk.
- ☐ b) Use public transport.
- ☐ c) Go by car.

4 What's the best thing you can do to help the planet?

- ☒ a) Recycle, reduce and reuse things.
- ☐ b) Plant trees.
- ☐ c) Nothing.

Your score:

Mostly As and Bs: Well done! You are an eco-warrior.

Mostly Cs: Remember we only have one planet!

You can do more to help!



3 How can you help the planet? Share ideas.

At home

At school

In your town

I think we can recycle more rubbish at school.

I want to plant trees in town.

Useful Language

I think we can...

I want to...

Be a hero!
Keep a diary of how you help the planet.

Responsible decision-making I can recognise ways to make a difference.

35

Practice

Teaching star

Social-emotional learning Encourage pupils not to feel worried or overwhelmed about saving the planet. Explain that we can all help by doing small things like using public transport. Point out that lots of people are helping. Encourage them to find out about different local and global projects and to share this information with the class. This will help pupils feel that all of our positive actions form part of a bigger picture.

3 How can you help the planet? Share ideas.

- Introduce the sentence starters in the *Useful Language* box and elicit different ways of finishing each sentence.
- Read aloud the names of the three places *at home*, *at school* and *in your town*. Ask pupils to think about what they can do in each place, e.g. *pick up rubbish at school*. Challenge them to be creative as they think of ways they can help the planet in each of the three places.

- Pupils work in pairs to share their ideas and make a list, using the expressions from the *Useful Language* box.
- For each of the three places, invite individual pupils to share their ideas with the class. Pupils work together to make a class list for each place. Highlight that by working together pupils make a better list than any of them could have made on their own. Explain that it's the same with helping the planet: everyone's contribution, however small, helps to make a difference.

Be a hero! Invite pupils to keep a diary to make a note of the things they do to help the planet. Encourage them to do more things each week. If possible, review the diary at the end of the unit to celebrate what pupils have done to help the planet.

Extra activity (fast finishers) Pupils write a description of themselves as eco-warriors, explaining the positive actions they do to help the planet.

Wrap-up

- Ask pupils to look around the classroom and see what they can to help the planet before they leave class, e.g. turn off the lights, sort out rubbish for recycling, put scrap paper in a pile to be reused.

Activity Book

page 32

1 Read and order. Then share ideas.

- Pupils read the actions that help the planet. Then they order each action from 1 to 6, in relation to the frequency in which they do the actions.

2 What can you do with each thing?

Tick (✓).

- Pupils look at the pictures and identify each thing. For each thing, they decide if they can *recycle*, *reuse* or *reduce* it, choosing the best of these options for helping the planet.

3 **Think and complete.**

- Pupils think about each of the scenarios and write at least one sentence for each, using the sentence starter *I want to...*
- Pupils work in pairs to compare what they have written.

Objectives

Lesson aim: read and understand about rubbish, and create something out of rubbish

Target language: factories, ground, landfill, packaging

Recycled language: things that are rubbish, actions to help the planet, reasons for actions to help the planet

Materials: Audio; rubbish (e.g. large and small cardboard boxes, metal tins, plastic bottles); glue, scissors, string, paint

GSE Skills

Listening: can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (33)

Reading: can identify key information in short, simple, factual texts (34)

Speaking: can take part in a very simple conversation on a familiar topic, e.g. their home, family, school, if the other speaker repeats questions a necessary and speaks slowly and clearly (32)

Writing (AB): can write simple sentences about familiar things, given prompts or a model (32)

Teacher toolkit

Cross-curricular

Rubbish can be harmful to the planet, and every day people throw out a lot of rubbish! To help the planet, there are different things we can do with this rubbish. We can reduce the amount of rubbish we create by choosing to buy things with less packaging or bringing our own bottles and bags when we buy food. We can make sure that our bottles, cardboard and metal cans are recycled. We can reuse things we've already got at home, e.g. plastic bags, metal cans. Have a class discussion about what pupils can do with their families in each of the three categories: reduce waste, recycle, reuse.

Home-school link

Ask pupils to look in their bins at home to see what things they throw out and to think about where each piece of rubbish will go. Encourage them to find more ways or places to recycle the things they throw away.

Warm-up



Read aloud the *Disney in the real world* box with pupils. Ask: *How can we make a difference with rubbish? Do you think robots like WALL-E can help us?* Encourage discussion, getting pupils to think about the consequences of our actions. Use *Why* questions, for pupils to respond using *because*.

Presentation

1 3.12 Explore Read, listen and circle.

- Ask pupils to look at the photos. Elicit how the things in the photos are associated with rubbish.
- Invite two pupils to read aloud the numbered sentences with options above the text.
- Play the audio. Pupils listen and read the text in their Pupil's Books.
- Pupils work on their own to read the sentences again and circle the correct options. Check answers as a class.

Practice

2 Think Look and number. Then say recycled or reused.

- Pupils read the names of the materials, then look at the photos of recycled and reused items. They work on their own to match the materials to the photos, using the knowledge they have gained from the text to help them identify which materials have been recycled and which have been reused.
- Pupils work in pairs or small groups to share and discuss their ideas.

(Answers: a reused, b recycled, c reused, d recycled)

SUPPORT Explain to pupils the difference between recycling something and reusing it, using L1 if necessary (recycle = make a new item out of the materials of an old object; reuse = use an object again or use it in a different way without changing it).

STRETCH Pupils find different things around the classroom and say if they can recycle or reuse it, e.g. paper (*recycle*), a metal can (*reuse as a pencil pot*).

Thinking skills Create

Pupils can think about the materials in activity 2 and identify one more way in which they can recycle or reuse each material. They work in pairs to discuss their ideas.

Mini-project

3 Create something out of rubbish.

THINK Pupils look in the recycling containers in their classroom and choose a piece of rubbish to reuse to make a new object. You can prepare for this by bringing rubbish from home or asking pupils to bring rubbish from home.

PLAN Pupils do some online research to help them develop an interesting idea about how to reuse their piece of rubbish. They now go to their Activity Books and create their mini-project.



Rubbish



In the real world

1 Explore Read, listen and circle.

- 1 Rubbish goes to **factories** **landfill** or **ground** to be recycled.
- 2 You can take your own **ground** **packaging** to shops.



In *WALL-E*, the humans don't take care of the planet. They throw out their rubbish. They don't recycle, reuse or try to reduce waste.

What do we do with rubbish?

We throw out rubbish every day. A lot of the rubbish we throw out goes to **landfill**. Landfill is when you put rubbish in the **ground**. This can make pollution.

What can we do?

1 Reduce waste

A lot of rubbish is **packaging**. We can buy things with less packaging or take our own bottles and bags to put our food in.



2 Recycle

Factories recycle lots of things like glass and plastic bottles, cardboard and metal cans. Recycled cardboard and paper make new paper, and recycled glass bottles make new glass bottles. We can recycle to make different things, for example, plastic bottles can make clothes!



3 Reuse

We can reuse things at home. We can reuse plastic bags for our shopping. We can put pens or plants in metal cans. What can you reuse?



2 Think Look and number. Then say recycled or reused.

- 1 paper
- 2 cardboard
- 3 plastic bottles
- 4 metal cans



MINI-PROJECT

3 Create something out of rubbish.

THINK Choose an item you're going to throw away. Think about what you can make.

PLAN Find ideas on the internet. Choose your materials. Make your object.

Activity Book page 33

SHARE Present your object to the class. Say what it's made from and what it is now.

I can read and understand about rubbish.

SHARE

Pupils work in pairs or groups, taking turns to show and talk about the object they have made from a piece of rubbish. Encourage the pupils who are listening to ask follow-up questions and to give positive peer feedback.

Teaching star

Creativity To develop pupils' problem-solving skills, invite them to think about how they can join together pieces of rubbish made from different materials in order to make a new object. If possible, ask pupils to make their object and then present it to the class. Have a class vote for the most creative new object made from reused materials.

Extra activity (extension) Ask pupils to find out about what happens to the rubbish that is thrown out at school. Ask: *Which items go to landfill? Which items go to recycling?* Have a class discussion about whether or not your school can do more to reduce waste, giving reasons.

Wrap-up

- Invite individual pupils to say something they want to do differently after this lesson, e.g. *I want to reuse plastic bags when I go shopping.*

Activity Book

page 33

1 Read, choose and write. Then match. 1 packaging, 2 landfill, 3 ground, 4 factories; a 2, b 3, c 1, d 4

- Pupils read the gapped sentences and complete them with the words in the box.
- Then they match the sentences to the pictures.

2 Find things at home and complete. Tick (✓) what you want to use.

- Pupils categorise the rubbish they have brought from home or found in the classroom. They write each rubbish item under the correct heading. They then choose and tick the item they want to reuse.

3 Make an object. Then write.

- Pupils make their object, using their reused piece of rubbish.
- They complete the sentences to describe what they have made.

Read aloud the information in the box. Pupils do some online research to find out more about how recycled rubbish can be used in houses. Invite pupils to share with the class the information they have found out.

Objectives

Lesson aim: review target language from Unit 3

Target language: things that are rubbish, actions to help the planet, reasons for actions to help the planet; *I always reuse plastic bags. He's turning off the tap now. Why do you recycle? Because I want to reduce waste.*

Materials: Audio; (optional) Video 3A, Video 3B; a soft ball or a beanbag

CSE Skills

Listening: can recognise simple phrases related to familiar topics in slow, clear speech (33)

Reading: can get the gist of short, simple texts on familiar topics, if supported by pictures (33)

Speaking: can say what people are doing at the time of speaking, if supported by pictures or gestures (30); can answer simple questions about their daily routines, using gestures and short, fixed expressions (29)

Writing: can write a single basic sentence about daily routines and activities (28)

Teacher toolkit

Video review

You can return to Video 3A to reinforce the unit theme of helping the planet and making a difference. Invite pupils to say what they think the humans can do to make a difference when they return to planet Earth, e.g. *clean up and recycle the rubbish, plant trees and plants, save water*. Play Video 3B again and ask pupils to say what actions WALL-E does to help the planet, e.g. *He always picks up the rubbish*.

Home-school link

Pupils take home the object they made in Lesson 7 to show and talk about with their families. Encourage them to use their object at home.

Warm-up

- Play *Twenty questions* (see Games Bank p.206) with the new vocabulary from Lessons 1, 2 and 5.

I can do it!

1 Listen and write. Then number.

- Read aloud the gapped sentences with pupils. Pupils look at the pictures and predict the missing words. Play the audio, and pupils listen and complete the sentences. Then play the audio again for pupils to check their answers.
- Pupils write numbers to match their completed sentences to the pictures.
- Invite individual pupils to read aloud each completed sentence, and invite another pupil to say which picture the sentence matches.

SUPPORT Write the missing words in a word pool on the board. Play the audio twice, giving pupils time to write their answers.

STRETCH Ask pupils to find in the sentences examples of the present simple form and the present continuous form.

Let's talk!

2 Read. Then ask a friend.

- Elicit that the phrases on the green cards are actions that help the planet, and the phrases on the blue cards are reasons why we do the actions.
- Pupils work on their own to read the phrases. Complete the speech bubble model with a confident pupil, e.g. *Why do we turn off the taps? Because we want to save water.*
- Pupils work in pairs, taking turns to ask questions, using phrases on the green cards for their partner to answer using phrases on the blue cards.

SUPPORT Before the pair work speaking activity, match each phrase on the green cards to the correct phrase on the blue cards.

STRETCH Pupils write more phrases for the green cards (showing actions that help the planet) and phrases for the blue cards (showing reasons why we do the actions), then ask and answer with their partner.

3 Are you an eco-warrior? Complete. Then draw and write.

- Pupils use the prompts to make sentences about the actions they routinely do to help the planet, giving reasons about why they do each action.
- They then draw a picture of themselves doing a positive action for the planet and complete the sentence. Pupils work in pairs, taking turns to talk about the actions they routinely do to help the planet.

SUPPORT Brainstorm ideas with pupils for different ways they can complete the sentences, with corresponding reasons.

STRETCH Pupils write more sentences about the actions they routinely do to help the planet, using adverbs of frequency and giving reasons why.

I can...

- Read aloud the *I can...* statements as a class. Pupils tick what they feel they can do after they have completed Unit 3.
- Invite individual pupils to read aloud the sentences they ticked.

Extra activity (whole class) Pupils go to p.3 in their Pupil's Books and look at the picture of WALL-E. They use the unit language to write sentences or talk in pairs about WALL-E and how he makes a difference. Invite individual pupils to report back to the class.

I can do it!

LESSON 8 Review

1 Listen and write. Then number.

- EVE is looking at the rubber tyre.
- There are lots of plastic bottles near the little robot.
- WALL-E always picks up rubbish like plastic bags and glass bottles.
- There's a metal can in the rubbish.

Let's talk!

2 Read. Then ask a friend.

pick up rubbish recycle/reuse things save electricity/water Why do you/we... ?

turn off the lights/taps keep the planet clean Because...

reduce waste

3 Are you an eco-warrior? Complete. Then draw and write.

I always _____
because _____

I sometimes _____
because _____

In this picture, I'm _____

I can...

- name things we throw out and ways to help the planet ☐
- say things I do to help the planet and give reasons why ☐
- make a difference by helping the planet ☐
- understand about rubbish ☐

I completed Unit 8!

Wrap-up

- Pupils reflect on what they learnt in Unit 3. Ask: *What was your favourite activity? Why? What's the most interesting thing you learnt?* Have a class vote, and choose one activity to do again as a class, e.g. watch one of the videos, play a game or retell the story.

Activity Book

pages 34–35

Audioscript see p.204

My progress journal

1 3.3 Listen and write. Check your spelling. Then answer with a friend.

1 glass bottle, 2 cardboard box, 3 plastic bottle, 4 metal can, 5 rubber tyres, 6 pick up rubbish, 7 turn off the tap, 8 reuse plastic bags, 9 plant trees

- Pupils look at the photos. Play the audio, and pupils write the words. They refer back to the Pupil's Book to check that they have spelled each word correctly.
- They then work in pairs to discuss their answers to Lily's question.

2 Read and complete. Top row: Why, Because; 1 to; 2 turning; 3 there's; 4 reduces

- Pupils read the gapped sentences and complete them, using the words in the box.
- Then they match the Why questions to their corresponding reasons.

Challenge!

- Pupils write three things they do to help the planet. Then they mingle with their classmates to find if anyone else has got the same three sentences.

3 Read, write and circle. 1 recycling, cardboard boxes, plastic bottles; 2 turn off, save water; 3 I usually use, stop pollution

- Pupils look at the photo and read the gapped sentences and options. They complete the sentences with the words in the box. Then they circle the correct form of the verb.

4 Write questions and answers. 1 Why are you picking up rubbish? Because I want to keep the beach clean. 2 Why are you reusing rubber tyres? Because it reduces waste. 3 Why do you always use public transport? Because it helps the planet!

- Pupils use the prompts to make present simple and present continuous questions, and to make answers.

5 Write what you can do in cities to help the planet. Then tell a friend.

- Pupils think about what life is like in cities and what they can do in cities to help the planet, e.g. *plant more trees*.
- Pupils write two or more sentences, following the model sentences.

Star learner

- Pupils reflect on how much they enjoyed the unit and colour in the number of stars to give it a rating from one star to five stars.
- Pupils choose their favourite lesson from the unit, giving reasons why. Then they describe one new skill they have learnt. Elicit and discuss what pupils have written.

Objectives

Lesson aim: create and present a picture diary

Target language: *In this picture, I'm...*

Recycled language: things that are rubbish, actions to help the planet, reasons for actions to help the planet

Receptive language: *throw out*

Materials: Audio; coloured markers, card, pens, pencils, paper; small sheets of paper (for presentation cards); (optional) photos from a digital camera / smartphone

CSE Skills

Listening: can identify the main points in short talks on familiar topics, if delivered slowly and clearly (36)

Reading: can follow the sequence of events in a short text on a familiar, everyday topic (33)

Speaking: can describe a picture showing a familiar scene or activity, using simple language, if prompted by questions (34)

Writing (AB): can write two or three related sentences on a familiar topic (33)

Teacher toolkit

Project skills: Presentation

In this lesson, pupils learn to make presentation cards to help them remember what they want to say in a presentation. Show them an example of a presentation card containing a suitable amount of information – just enough to help pupils remember what they want to talk about, e.g. *talk about planting trees*.

Extend

Do a class project on helping the planet and create a class picture diary. Think of a simple idea you can do with the whole class, e.g. picking up rubbish around school, cleaning out pupils' desks, recycling unwanted items. Take photos of pupils at the beginning, middle and end of the project. Display the photos on the whiteboard and ask pupils to write captions for each photo.

Warm-up

- Read aloud the project title and look at the model project with pupils. Elicit initial ideas from pupils about different elements of a picture diary, e.g. photos, drawings, labels, descriptions of what people are doing in the pictures.

Review

1 9.3 Listen, read and write.

- Invite a pupil to read aloud the words in the box. Then invite different pupils to read aloud the gapped sentences. Pupils look at the photos and try to match the words in the box to the gapped sentences. Explain that they are going to listen to a presentation about the picture diary and that this will help them find the correct words to complete the sentences.
- Play the audio. Pupils listen and think about their answers. Then they complete the sentences with the words in the box. Play the audio again for pupils to check their answers.

Audioscript (track 9.3)

A: Hello, this is my picture diary. It shows the things I do to help the planet. I always turn off the lights in the day to save electricity. Look at this photo – I'm picking up rubbish with my family. I never throw out plastic bottles, either. I recycle them. Here, I'm planting trees with my family.

B: Why are you planting trees?

A: Because trees keep the planet clean.

Get ready

2 Make a list of the things you do. Tell a friend.

- Read aloud the speech bubble examples. Then brainstorm all the actions to help the planet that pupils have learnt about in the unit. You can also elicit other suitable actions pupils already know.
- Pupils work on their own to make a list of the actions they routinely do to help the planet – actions they do on their own, actions they do with their classmates at school and actions they do at home.
- They work in pairs, taking turns to tell each other about the actions they routinely do, following the speech bubble model.

Create

3 Create your picture diary.

- Pupils now go to their Activity Books and create their project.

Activity Book

page 88

1 Make notes and draw the things you do.

- Pupils draw pictures of themselves doing the actions they routinely do to help the planet.
- They then write notes to describe what they are doing in each picture, using adverbs of frequency.

2 Read and tick (✓) the best presentation card for the picture.

- Pupils read the presentation cards and decide which one describes what is happening in the picture.

UNIT 3
Project

A picture diary

Presentation

1 **Review** Listen, read and write. picking up planting plastic bottles recycle save

a I always turn off the lights to **1 save** electricity.

b I never throw out **3 plastic bottles**. I **4 recycle** them.

c Look! In this photo I'm **2 picking up** rubbish with my family.

d Here, I'm **5 planting** trees with my family.

2 **Get ready** Make a list of the things you do. Tell a friend.

I usually walk to school.

I always recycle paper.

3 **Create** Create your picture diary.

Activity Book page 88

4 **Share** Present your picture diary.

Tips

Presentation

- ☐ Create a presentation card for each picture.
- ☐ Don't read from your cards.
- ☐ Point to the picture you're talking about.



90

I can create and present a picture diary.

- At this stage, depending on the time you have available, pupils can either use their completed planning in the Activity Book as their final work or they can use their planning as a draft and work on their own to develop a picture diary.
- Give pupils paper to create their picture diary. They can use their own photos or they can draw new pictures. They use the language they have learnt in this unit to talk about what actions they do to help the planet, giving reasons why.
- Circulate around the class, helping as necessary. Encourage pupils to put up their hands and ask for help if needed.

Tips

Presentation

Read aloud the tips as a class. Provide small sheets of paper or card for pupils to make their presentation cards. Explain that they should only write a few words that will help them remember what they want to say in their presentation, in the correct sequence.

Share

4 **Present your picture diary.**

- Pupils take turns to present their picture diary to the class, using their presentation cards. Encourage other pupils to ask follow-up questions.

ACHIEVE

Pupils write and talk about positive actions they routinely do to help the planet. They create a picture diary with pictures and five or six sentences, either containing adverbs of frequency and the present simple form or containing the present continuous form. They create presentation cards and use these to present their picture diary to the class. They answer follow-up questions.

SUPPORT

Pupils can create a picture diary with pictures and three or four sentences containing some of the target language. They create simple presentation cards and use these to present their picture diary in small groups.

STRETCH

Pupils can create a detailed picture diary with pictures and seven or more sentences containing all of the target language. They create presentation cards and use these to give an engaging presentation of their picture diary to the class. They answer follow-up questions with fluency, giving additional information.

Extra activity (fast finishers) Pupils write a list of follow-up questions they would like to ask other pupils about the routine actions they have included in their picture diaries about how to help the planet. Encourage pupils to ask their questions, and encourage discussion.

Wrap-up

- Invite individual pupils to say an action to help the planet that they heard about in the presentations that they want to try themselves. e.g. *I want to plant trees with my family.*

Activity Book

page 88

3 **Reflect on your project.**

- Pupils colour the stars, then work in pairs and reflect on their project work.