



# Chapter 3

## Everything is Connected Overview



### The children will:

- use critical thinking skills to identify climate change vocabulary.
- talk about lifestyle and the environment using the 1st conditional.
- read and understand an African folktale.
- ask and answer questions using the 1st conditional.
- describe transportation processes.
- find out about the effects of plastic on the environment.
- write an Earth Day leaflet.

### Key Vocabulary

**Climate change:** causing, climate change, energy, fuel, harming, lifestyle, population, save, wasting

**Ocean transportation:** broke down, cargo ship, chemicals, containers, currents, factory, port, storm

### Key Grammar

1st conditional

- If you recycle paper, you will save trees.
- If you take a shower, you won't waste water.

1st conditional questions

- What will happen if we use less fuel?
- If the ice melts, how will the sea change?

### Reading Skills

**Story:** *The Frog Hunt*  
**Genre:** African folktale

### Literacy Development

- use reading skills to understand and predict content
- relate story theme to personal experience
- use persuasive language

### Functional Language

- Will you help me do my math homework?
- I'll help you with your math if you help me with my art.
- OK! It's a deal!

### Spelling

Words with a *k* sound (*c, k, ck, ch*)





### CLIL: Science—Effects of plastic

The children find out about the effects of plastic on the environment.



## Competency Focus

### The children will:

				
use critical thinking skills to deduce the meaning of new vocabulary. (Lesson 1) predict the content of a story. (Lesson 3)	activate new vocabulary and apply new grammar knowledge. (Lesson 2) apply new grammar rules in a familiar context. (Lesson 5)	work in pairs to act out a dialogue. (Lesson 3) work in pairs to retell the story. (Lesson 6)	relate the story and story theme to their personal experience. (Lesson 4) invent and write their own Earth Day leaflet. (Lesson 8) evaluate their own progress in the chapter. (Review)	develop an understanding of resources by carrying out research. (Lesson 7)

## Digital Overview

### Presentation Kit

Projectable Student Book, Activity Book, and Reader pages

- Vocabulary Tool 3A: Climate change and the environment
- Vocabulary Tool 3B: Ocean transportation
- Oral Storytelling Video 3: *The Girl Who Loved Trees*
- Interactive versions of selected SB and AB activities
- Integrated Audio and Answer Key for all activities

### Teacher's Resource Center

Resources for planning, lesson delivery, and homework

- Class Planner Chapter 3
- Worksheets to print out (including notes and answers):
  - Grammar Worksheet 3A: 1st conditional
  - Grammar Worksheet 3B: 1st conditional questions
  - Oral Storytelling Video Worksheet 3: *The Girl Who Loved Trees*
  - CLIL Graphic Organizer 3
  - Writing Template 3
  - Festival Worksheet: New Year's Eve
  - Test Chapter 3
- Test Generator

- Speaking Assessment: CEYL
- Literacy Handbook

### Student's Resource Center

Resources for consolidation and practice at home

- Interactive Grammar 3A: 1st conditional
- Interactive Grammar 3B: 1st conditional questions
- Vocabulary Tool 3A: Climate change and the environment
- Vocabulary Tool 3B: Ocean transportation
- Oral Storytelling Video 3: *The Girl Who Loved Trees*

### Student's App

Vocabulary games: Climate change/the environment and ocean transportation

### Watch the Oral Storytelling Video



## Everything is Connected

## Lesson 1

## Vocabulary

**Lesson objectives:** identify and use vocabulary for climate change and the environment

**Key vocabulary:** causing, climate change, energy, fuel, harming, lifestyle, population, save, wasting

**Materials:** Class CD

Chapter 3 Everything is Connected Lesson 1

1 Listen and number the pictures in the order you hear them.

**Climate Change**

2 Listen again and write the words next to the clues.

1 The people living on the planet  
2 The way we live  
3 We're seeing more extreme weather  
4 It's an increase in temperature  
5 It's used to run cars and to make electricity

6 Damaging people, animals, and places  
7 Using energy when we don't need it  
8 Heat and light are types of  
9 To try to use less

population lifestyle climate change  
fuel harming wasting causing  
energy save

Climate change is harming people, animals, and places. Some animals are now endangered. We're damaging the earth. But we can do something to help. We can all make small changes to the way we live. We need to stop wasting energy, like heat and light, so we should stop using energy when we don't need it. We need to save water—try to use less. We need to recycle more: use our plastic, metal, paper, and clothes again. We can save our planet!

**Answers**

recycling 6, pollution 1, trash 2,  
water 5, endangered animals 3, energy 4

2 ))) 1.19 Listen again and write the words next to the clues.

- Play the CD again. The children listen and write the environmental word described in each clue, using the words supplied.
- Elicit answers.

**Answers**

1 population 2 lifestyle 3 climate change 4 causing  
5 fuel 6 harming 7 wasting 8 energy 9 save

**Optional activity: Definitions**

Give the children a model definition e.g. *The way we live.* to elicit *lifestyle*. The children continue the game—one child with their Student Book open giving definitions, and the other with their book closed guessing the word.

## Warmer: What's trash?

Have the children work in groups of three to write a list of everything they put in the trash yesterday. Write *recycle* and *can't recycle* on the board. Elicit items and ask *Can you recycle that?* Children write them on the board in the appropriate category.

1 ))) 1.19 Listen and number the pictures in the order you hear them.

- The children look at the pictures and read the words.
- Play the CD. The children listen and number the pictures in the order they hear them.
- Elicit answers.

**Audioscript**

There are more and more people living on the planet than ever before. The population is getting bigger every day. The way we live today is affecting the earth. Our modern lifestyle is making things change. Climate change is a big problem and we're seeing more extreme weather. Climate change is making the planet become warmer. It's causing an increase in temperature and causing things like very heavy rain and storms. We need fuel to run cars and to make electricity, but we're creating too much pollution. We need food and clothes, but we're throwing away too much trash.

Chapter 3 Everything is Connected Lesson 1

1 Complete the text. Then write the letters.

climate change harm save population fuel lifestyle waste causing

It's our planet ...

Our modern 1 lifestyle isn't always good and it's 2 a lot of problems for our planet. There are more people in the world now. Each year, the 3 grows. Sometimes the weather is very bad. This is called 4. It will get worse if we don't 5 energy. It's also important not to 6 water—take a shower, not a bath! Cars use 7, which causes a lot of. Plastic bags are also dangerous. They can 8 fish and animals.

2 Write true or false.

1 Wind is a type of energy. true  
2 You can't recycle plastic bottles.  
3 You waste water when you take a bath.  
4 A big population means a lot of people living in a place.  
5 A lifestyle can be good or bad.

3 What can we do to help save the planet? Talk to a friend.

I think we shouldn't use plastic bags. I think we need to stop climate change.

4 Choose a way to categorize the new words in your notebook.

1 Complete the text. Then write the letters.

The children complete the website with the words supplied. Then they match the pictures to the descriptions, writing the letters in the boxes. Elicit answers.

**Answers**

1 lifestyle 2 causing 3 population d 4 climate change e  
5 save a 6 waste 7 fuel (pollution) c 8 harm b

2 Write true or false.

The children label each sentence true or false. Elicit answers.

**Answers**

1 true 2 false 3 true 4 true 5 true

3 What can we do to help save the planet? Talk to a friend.

Elicit a few suggestions. The children then continue the discussion in pairs. Elicit ideas.

4 Choose a way to categorize the new words in your notebook.

Brainstorm appropriate categories, e.g. *positive/negative/positive and negative, things you can change/can't change*. The children choose the best categories for them and list the words in their notebook.

**Answers**

Children's own answers.

## Cooler: Which one doesn't belong?

Write sets of words on the board, e.g. 1 *save, harming, wasting* 2 *energy, fuel, lifestyle*. Have children choose the word in each group which is different and explain why. Elicit answers.

## Competency Focus

## Think! Critical Thinking

The children use critical thinking skills to understand the new vocabulary by using visual clues and processing the written and spoken forms.

## Grammar

**Lesson objective:** talk about lifestyle and the environment using the 1st conditional

**Key grammar:** 1st conditional

**Secondary language:** *instead of, harm, wildlife*

**Materials:** Grammar Worksheet 3A [TRC printout] (optional); pieces of paper with sentence words (Cooler)

**Lesson 2**

**1 Read. Check (✓) the things you do to save the planet.**

**Change Your Lifestyle and Save the Planet!**

1 If you take a quick shower instead of a bath, you will save water. It's a small change to your lifestyle, and a shower uses about half the water of a bath.

2 If more of the population stops traveling by car, we won't use so much energy and there will be less pollution. Pollution causes climate change. We can use less fuel by walking, riding bikes, or sharing transportation.

3 You will save energy if you turn off the TV or computer when you aren't using it. When your computer or TV is asleep, it still uses energy.

4 If you take your own shopping bag to the store, you won't use so much plastic. If you usually pick up just one plastic bag in a store every week, that's 52 bags a year! Plastic bags can harm wildlife.

5 You will save trees if you recycle paper. Recycling just the Sunday newspaper will save more than half a million trees every week.

6 If you recycle as much as you can, you will help the environment. Recycling bottles and boxes means that less plastic, glass, and paper is wasted.

**2 Complete the sentences with will or won't.**

1 If you travel to school by car, you will use a lot of fuel.

2 If you turn off the lights when you leave a room, you will save energy.

3 If you turn off the water when you finish your bath, you will waste water.

4 If you use less paper, you will save trees.

5 If you take a water bottle to school, you will waste so many plastic bottles.

**3 Talk to a friend about saving energy.**

**Grammar Central**

**1st conditional**

If you ... you will ...  
You won't ... if more ...

**A:** How can I save energy?  
**B:** If you turn off the TV when you aren't watching it, you will save energy.

1st conditional  
If you ... you will ...  
If you ... you will ...  
If you ... you will ...

## Warmer: Scrambled words

Write scrambled versions of the key vocabulary items from Lesson 1 on the board. As soon as a child has an answer, invite them to come to the board and write the word next to the scrambled version.

## 1 Read. Check (✓) the things you do to save the planet.

- Have the children look quickly at the text and the pictures. Ask *Where do you think this text comes from? (a magazine/website)*
- Have the children read the first paragraph of the text. Ask *Do you usually take a shower or a bath?* If they answer *shower*, point out they can check the box.
- Have the children continue. Then ask for a show of hands for each paragraph by those children who checked the box. Ask the children to keep a count to identify which is the most popular item.

## Answers

Children's own answers.

## 2 Complete the sentences with will or won't.

- Ask the children to identify which part of the text gives the information to complete the example sentence. (*paragraph 2*) Point out that the sentence wording is not exactly the same in the text, so they need to read and understand to complete the sentence.

- Have the children complete the sentences individually and then compare with a friend.
- Elicit answers.

## Answers

1 will 2 will 3 won't 4 will 5 won't

## Grammar Central

## 1st conditional

Have the children complete the grammar examples. Elicit answers. Then elicit the rules for using the 1st conditional. (If + present tense verb to introduce the situation, followed by a verb in the future (will/won't) to state the result of these actions.) The children write more examples in their notebook. See also the Grammar Reference sections in the Student Book (p. 99) and Activity Book (p. 98) for further explanation and practice.

**Grammar Central Answers:** If, will, take, won't

**AB Answers Activity 1:** 1 will get/ll get 2 If, won't be 3 goes 4 If, will tell/ll tell 5 If, won't waste 6 wants

## 3 Talk to a friend about saving energy.

- Choose two children to read the example dialogue.
- Divide the class into pairs. The children practice dialogues using the prompts supplied.
- Have pairs perform a dialogue for the class.

## Optional activity: 1st conditional sentences

Make 1st conditional sentences around the class. Start off with *If I take a shower not a bath, ...* The first child completes the sentence, e.g. *... I will save water.* Continue, with children taking turns starting and completing a sentence.

**Lesson 2**

**1 Circle.**

Hi Melissa,  
I just found a great website about saving the planet. If you 1 (look) / will look at it, it 2 help / will help you with your homework. If you 3 send / will send them a good idea, they 4 put / will put it on the website. I just read an article about bees. A lot of them might die because of climate change. If we 5 won't have / don't have bees, we 6 won't have / don't have plants or food in the future. At school, we're going to have a "Save the Bees" party. Everyone is going to wear black and yellow. If we 7 sell / will sell a lot of tickets, we 8 use / will use the money to make a wildlife area at school.  
Ben

**2 Write sentences. Then tell a friend what you'll do to help the planet.**

1 need/choose 2 be/not buy 3 take/save 4 not want/turn off 5 go/not use

1 If I need ... batteries, I'll choose ... rechargeable ones.  
2 ... thirsty, ... drinks in plastic bottles.  
3 ... a shower, ... energy.  
4 ... to use it, ... the computer.  
5 ... shopping, ... plastic bags.

**3 Write a leaflet for your school.**

**Did you know?**

1 If you put plastic or cans in the ocean, ...  
2 If you don't turn off ...  
3 If we recycle, ...  
4 If ...

Join us and help save our planet ... now!

What is it important to do when you write a leaflet?

## 1 Circle.

The children complete the text by circling the correct option from the two given each time. Elicit answers.

## Answers

1 look 2 will help 3 send 4 will put 5 don't have 6 won't have 7 sell 8 will use

## 2 Write sentences. Then tell a friend what you'll do to help the planet.

The children complete the sentences using the words supplied. They then discuss with a friend what they will do to help the planet.

## Answers

1 If I need, I'll choose 2 If I'm, I won't buy 3 If I take, I'll save 4 If I don't want, I'll turn off 5 If I go, I won't use

## 3 Write a leaflet for your school.

The children complete the leaflet using the picture prompts supplied. Then they compare with a friend. Elicit answers. Ask *What is it important to do when you write a leaflet? (make sure the text is simple but informative and interesting, the facts are correct, and that it looks attractive)*

## Answers

Children's own answers.

## Cooler: Scrambled sentences

Write each word of the following sentence on a separate piece of paper (big enough to be read by the class): *If you recycle as much as you can, you will help the environment.* Choose 13 children and give each child a piece of paper in random order. Have the children stand and face the class. The class then put the children in the correct order to make the correct sentence. Repeat with other sentences and different children.

## Competency Focus

## Learn

The children integrate previously acquired vocabulary into new grammar and structure and adapt the language to show an understanding of the topic.

**Presentation Kit** • Use *Noteпад* for the Warmer activity, asking different children to write the word correctly each time.

**TIP** You can move the *Answer Key* pop-up window around the screen to have the activity and the answers side by side. Hold the cursor over the colored band at the top of the window.

**Teacher's Resource Center** • For extra grammar practice, print out Grammar Worksheet 3A.

**Student's Resource Center** • The children can use Interactive Grammar 3A at home.

## Reading: Story Extract

**Lesson objectives:** ask for help and agree on a deal; use the title and pictures to predict story content; read the extract from the African folktale *The Frog Hunt* (middle)

**Functional language:** *Will you help me ...? I'll help you with ... if you help me with ... OK! It's a deal!*

**Secondary language:** *croaking, destroy, connected*

**Materials:** Class CD; pieces of paper with half-sentences (Warmer)

**Lesson 3 Telling Stories**

1 Listen and read.

Will you help me do my math homework?  
I'll help you with your math if you help me with my art.  
OK! It's a deal!

2 Talk to a friend. Take turns asking for help and making a deal.

clean my room / take the dog out / empty the trash can / do the dishes  
A: Will you help me clean my room?  
B: I'll help you clean your room if you help me do my homework.  
A: OK! It's a deal!

**THE FROG HUNT**

Amazu lay awake. The frogs were croaking loudly around the lake. "If they don't stop making that noise, I won't get any sleep," he thought.

The next morning, he called for Obi. "I'm so tired, Obi. Please destroy the frogs. I can't sleep with that noise." "They're just frogs, Master. They always croak at night," said Obi. "Eh-eh! Don't do that," interrupted Ieoma. "If you harm the frogs, bad things will happen to the village." "That's silly! In my opinion, nothing bad will happen," laughed Amazu. "But what will happen if we kill all the frogs?" she asked. "I believe that everything is connected. It will start causing new problems." "Well, if there aren't any frogs, I'll be able to sleep!" he answered. "If you destroy the frogs, Obi, I'll pay you well."

3 Look at the story. What do you think the problem is?  
4 Read the story extract and answer.

1 Why does Amazu want the frogs to be destroyed?  
2 Why do you think Ieoma said, "Everything is connected"?  
3 Do you think anyone has read or heard this story before?

### Warmer: Make sentences

Stick half-sentences on the board in random order, each one on a piece of paper, e.g. *If we play a game ... / If we study a lot ... / ... we'll learn a lot. / ... we'll have some fun.*, etc. Have the children work in pairs to see how many different complete sentences they can make orally in one minute. Elicit suggestions.

### Functional language

#### 1 ))) 1.20 Listen and read.

- Play the CD. The children listen and read along. Ask *What do Angelo and Yasmin need help with? (math, art)*
- Play the CD again, pausing for them to repeat.
- Divide the class into pairs to practice the dialogue.

#### 2 Talk to a friend. Take turns asking for help and making a deal.

- Choose two children to read the example dialogue. Elicit other examples using the prompts supplied.
- The children practice in pairs.
- Have pairs perform a dialogue for the class.

#### ➔ Before reading

#### 3 Look at the story. What do you think the problem is?

- Have the children study the story title and pictures to figure out what the problem is. Elicit ideas.

#### 4 ))) 1.21 Read the story extract and answer.

- Play the CD. The children listen and read along. Have them answer question 1. Elicit the answer.
- Play the CD again so they can write their ideas for questions 2 and 3. Encourage them to use reading skills (e.g. using the title, pictures, and context) to infer meaning and make predictions.

- Elicit answers, but do not confirm predictions: explain that they will have to read the story to find out.

### Answers

1 Because they are noisy and he can't sleep. 2 Children's own answers. 3 Yes (it's a traditional tale). / Children's own answers.

**Lesson 3 Telling Stories**

1 Choose and complete. Then act out.  
make a cake / wash the car / take the dog out / find my shoes / sweep the floor

Will you help me .....?  
I'll help you ..... if you help me .....  
OK! It's a deal. ...

2 Read the story in your Student Book. Write yes or no. Then circle the story type.

1 This is a traditional story that people like to tell again and again. ....  
2 It's a good idea to destroy the frogs. ....  
3 Amazu isn't thinking carefully about what might happen. ....  
4 Amazu will learn that he's wrong. ....

mystery folktale biography

3 Match.

1 Amazu is angry because ..... a there will be new problems.  
2 He can't sleep because ..... b he can't sleep.  
3 Ieoma thinks bad things will happen ..... c will give him a lot of money.  
4 If Obi kills the frogs, Amazu ..... d the frogs are croaking loudly.  
5 If there are no frogs, ..... e if Obi destroys the frogs.

4 Will Obi destroy the frogs? What will happen if he does? Think and write.

#### 1 Choose and complete. Then act out.

The children choose one of the sentences supplied and complete the dialogue. They then act it out in pairs. Encourage the children to use what they know to adapt and extend the dialogue. Have pairs act out their dialogue for the class.

#### 2 Read the story in your Student Book. Write yes or no. Then circle the story type.

The children read the Student Book story extract again, then write *yes* or *no* for each sentence. Then they circle the correct story type. Elicit answers.

### Answers

1 yes 2 no 3 yes 4 yes  
Circled: folktale

#### 3 Match.

The children match the sentence halves. Elicit answers.

### Answers

1 b 2 d 3 e 4 c 5 a

#### 4 Will Obi destroy the frogs? What will happen if he does? Think and write.

Elicit suggestions on whether Obi will destroy the frogs and what will happen if he does. The children write their own ideas, then compare with a friend. Elicit ideas.

### Answers

Children's own answers.

### Cooler: Stand up!

#### ))) 1.21

Play the story extract again. Divide the class into three groups. Have the children listen to and follow the story in their books. Instruct one group to stand up and sit down every time they hear the word *frogs*, one group to do the same for *if*, and the other group to do the same for *will*. This encourages children to pay close attention to the story and its syntax, and also have some fun!

### Competency Focus

#### Collaborate and Communicate

The children work together to practice, perform, and adapt the new functional language learned.

### Think

The children use critical thinking skills to identify the context of the story by looking at the text and story artwork.

#### Presentation Kit • Do not be afraid to turn off the screen!

Children benefit from variety and sometimes you will want to work just with books or without prompts. Work the Presentation Kit materials into your teaching in the way that suits you best.

- TIP** Hotspots shows which activities are interactive—here, AB Activity 3.

- Have the children close their books. Then, use *Mask* to slowly reveal the SB story extract. Encourage the children to use the pictures to figure out the context of the story.

# THE FROG HUNT



**1** “Welcome home to Africa, young master. I’m sorry about your father. He was a good and wise chief. We all respected him.”

“Thanks, Obi,” replied Amazu quietly.

**2** “Oh, Master Amazu, look at you!” Ifeoma hurried into the room. She used to take care of Amazu when he was a young boy. “You’ve been away at college for so long.”

**3** “Bring some juice. Master Amazu is tired.” Ifeoma sat down next to Amazu. “Our lifestyle is simple here; I imagine it’s different in the USA.”

“Yes, very different,” Amazu replied. “But I missed everyone.”

“Call if you need anything,” said Obi, leaving the room.

“You’re the Chief now, Amazu,” Ifeoma whispered. “And I know you’ll be a good one.”

**4** Amazu lay awake. The frogs were croaking loudly around the lake. “If they don’t stop making that noise, I won’t get any sleep,” he thought.

**5** The next morning, he called for Obi. “I’m so tired, Obi. Please destroy the frogs. I can’t sleep with that noise.”

“They’re just frogs, Master. They always croak at night,” said Obi.

“Eh-eh! Don’t do that,” interrupted Ifeoma. “If you harm the frogs, bad things will happen to the village.”

“That’s silly! In my opinion, nothing bad will happen,” laughed Amazu.

“But what will happen if we kill all the frogs?” she asked. “I believe that everything is connected. It will start causing new problems.”

“Well, if there aren’t any frogs, I’ll be able to sleep!” he answered. “If you destroy the frogs, Obi, I’ll pay you well.”

**6** So Obi asked the villagers to help destroy the frogs. “But if we destroy the frogs, the snakes that eat them will be hungry,” said a man. “What’s more, there will be more insects.”

**7** After a few quiet nights, Amazu was woken by a buzzing noise. “What’s that? Mosquitoes!”

**8** The next morning, Amazu was tired and itchy.

“Look at me! If those mosquitoes don’t stop biting me, I’ll be covered in spots,” he said, scratching.

“Pull the net around your bed. If you burn some candles in your room, they will stay away,” said Obi helpfully. “We don’t use chemicals for killing insects here. They break down into the water and harm the fish. We have to try and save water.”

“Remember, everything is connected,” said Ifeoma. “There are too many mosquitoes because there aren’t enough frogs to eat them.”

“Obi, destroy all the mosquitoes!” Amazu shouted angrily.

“It’s impossible to kill them all! What a waste of time,” said the villagers.

**9** As time passed, people became sick after they were bitten by mosquitoes. Dangerous snakes came to the village looking for food. Some people decided to pack up their houses and leave. Soon, the population of the village became very small. Everyone was talking about the foolish new chief who didn’t understand anything.

**10** Then one day, Ifeoma said, “I don’t feel well, Amazu. I have a fever and a headache. I can’t stay here.”

Amazu looked around him. “I’m so sorry, Ifeoma. I should have listened. Now I understand how everything is connected. We must all leave.”

Amazu helped Ifeoma and Obi carry their belongings. As they left, everything was quiet in the village except for the buzzing of mosquitoes.



**Lesson objective:** read and understand the African folktale

*The Frog Hunt* in the Reader

**Materials:** Class CD; Reader; Oral Storytelling Video Worksheet 3 [TRC printout] (optional)



## Warmer: Story extract summary

Summarize the story extract, pausing to elicit key details, e.g. *Amazu couldn’t sleep because ... (the frogs were croaking loudly).*

## Story Summary

Amazu returns to his African village after his father, the chief, dies. Ignoring the advice “everything is connected,” he orders his people to destroy the croaking frogs. With no frogs to eat, the natural order is unbalanced. With too many mosquitoes, dangerous snakes arrive and people start to get sick and leave.

**Theme:** the importance of the environment and its diversity

## 1.22 While reading

- Have the children look at the pictures in the Reader. Ask *How did Ifeoma feel when Amazu came home? (She was very happy.)*
- Play the CD. The children listen and read along. Ask *What did Amazu realize? (how everything is connected) What made him realize this? (Ifeoma became sick.)*
- Ask questions to check comprehension, e.g. *Why was Amazu angry? (because of the noisy frogs and the biting mosquitoes) Why are chemicals not a good idea? (They break down in the water and harm the fish.)*
- Allocate the beginning, middle, and end to different groups. Choose three groups to read the story aloud and have the rest of the class react emotionally (see **Story Time**).

## After reading: Reflect

- Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *Why do you think Amazu didn’t listen to the others? Can you think of a way to give the story a happy ending?*

## Optional activity: Who said it?

Read out some phrases of the dialogue said by different people in the story. Have the children call out who they think said it: Amazu, Ifeoma, Obi, or the villagers. The children then continue in pairs.

## Story Time

### Reacting to the story

This story has many features that provoke a reaction in the listener or reader. When you play the CD, have the children react to what they hear: *Boo!* for a bad idea, applause for a sensible idea, *Aaahhh* for a sad moment. These emotional reactions help fix the story better in the children’s minds.

## Reading Strategy

### Concept Map

A concept map works in a similar way to a story map, but focuses on the underlying message of the story rather than the structure. It helps the children organize the information and apply critical literacy skills to identify the story’s purpose.

For additional explanation and activities, see the Literacy Handbook on the Teacher’s Resource Center.

## Cooler: Play “Ready, Set, Draw!”

Play the game with key events in the story (see Games Bank p. 222).

**Presentation Kit** • Use *Hotspots* to read Reader pp. 12–13. Then *Mask* p. 14. Elicit what will happen if they destroy the frogs. Slowly reveal Picture 7 to confirm.

• Oral Storytelling Video 3 contains a different story on a related theme (*The Girl Who Loved Trees*). Watch and discuss it at the end of the lesson.

**Teacher’s Resource Center** • Print out Oral Storytelling Video Worksheet 3 to use with the video.

**Student’s Resource Center** • The children can watch Oral Storytelling Video 3 at home.

## Reading Comprehension and Critical Literacy

**Lesson objectives:** understand and evaluate the story; relate story theme to personal experience; focus on phrases used to persuade people

**Materials:** Class CD; Reader; Oral Storytelling Video Worksheet 3 [TRC printout] (optional)

**Note:** Please ensure that your class has read the Reader story before you do this lesson.

### Warmer: True or False?

Make statements to elicit true or false, e.g. *Amazu really likes the sound of the frogs croaking.* (false) Elicit correct versions of the false statements, e.g. *Amazu doesn't like the sound of the frogs because it keeps him awake.* Invite children to make up their own statements.

### 1 ))) 1.22 Read the story in your Reader.

- Have the children read the story. (Alternatively, play the CD and have them read along.)
- Elicit whether the children were correct in their predictions in Lesson 3 Activity 4. Ask *Why were there a lot of mosquitoes?* (*because frogs eat mosquitoes and there weren't enough frogs to eat them*)

### 2 Comprehension

- The children write answers to the first three questions. Elicit answers.
- Discuss question 4. Ask the children to justify their answers.

#### Answers

**1** Because bad things will happen. / Because it will start causing new problems. **2** He could pull the net around his bed and burn candles in his room. **3** Because they were bitten by mosquitoes. / Because the mosquitoes bit them. **4** Because they wanted to get away from the mosquitoes.

**Lesson 4**  
**Time to Think**

**1** Read the story in your Reader.  
Why were there a lot of mosquitoes?

**2 Comprehension**

- 1 Why does Iteoma tell Amazu not to kill the frogs?
- 2 How could Amazu stop the mosquitoes from biting him?
- 3 Why did people become sick?
- 4 Why did the people leave the village?

**3 Critical Literacy**

- 1 What does Amazu learn? When in the story does he learn this?
- 2 What do you think happens to the village after everyone leaves?

**Writing Workshop** Writing persuasive texts.

**4** Find examples of people trying to persuade Amazu. Write your own persuasive sentences.  
If you harm the frogs, bad things will happen to the village.

**Writing Tools**  
When you want to persuade somebody: Give your opinion. Explain what will or might happen. Give more information and ideas.  
In my opinion, ... I believe ...  
If you do this, ... Don't ... or ...  
What's more ... Also ...

**5 Text Connections**  
Do you know about any animals that people try to control in the real world?

### 3 Critical Literacy

- The children discuss answers with a friend. Elicit ideas and have a class discussion. Encourage children to consider the reasoning behind the characters' actions and if they agree with their behavior. Tackling broader issues like this helps children engage constructively with the story.

#### Answers

- 1** He learns that everything is connected. He learns it at the end of the story when they leave the village.
- 2** Children's own answers.

## Writing Workshop

### Writing persuasive texts

#### 4 Find examples of people trying to persuade Amazu. Write your own persuasive sentences.

Have a child read the example. Have them find examples in the story. Elicit other sentences, using phrases from the **Writing Tools** box. The children write persuasive sentences in their notebook, then compare with a friend. Elicit responses.

#### Answers

If you harm the frogs, bad things will happen to the village. If we kill the frogs, it will start causing new problems. If we destroy the frogs, the snakes that eat them will be hungry/there will be more insects.  
Children's own answers.

### 5 Text Connections

- Ask *What animals do people try to control in the real world?* Elicit ideas and discuss as a class.

#### Optional activity: Persuade your parents

Ask the children to think of something they would really like to do, but their parents do not allow (e.g. staying up late). Have the children write sentences persuading their parents using the guidelines in the **Writing Tools** box. Elicit answers.

**Lesson 4**  
**Time to Think**

**1** Draw lines to show which things are connected in the story. Then complete.

1 The mosquitoes are eaten by the frogs.  
2 The frogs ...  
3 The frogs ...  
4 The people ...  
5 The fish ...

**2 Complete.**

- 1 ..... you shouldn't do that.
- 2 ..... that everything is connected.
- 3 ..... use chemicals or the fish will die.
- 4 ..... bad things will happen.

**3 Persuade Amazu not to kill the frogs. Write a letter in your notebook. Use the Story Creator.**

**Story Creator**

I'm writing to you because ...	You should ...
I believe ...	Don't ...
If you ...	What's more, ...
In my opinion, ...	If you agree, ...
Please ...	

**4 Connect to Me**  
Have you ever done something without thinking about what will happen?  
When I ..... I .....  
Then .....

### 1 Draw lines to show which things are connected in the story. Then complete.

The children match the pictures of objects which are connected in the story, then complete the sentences about them. Elicit answers.

#### Answers

*Lines drawn between:* people + frogs/mosquitoes; frogs + snakes/mosquitoes; mosquitoes + chemicals; fish + chemicals

**1** The mosquitoes are eaten by the frogs. **2** The frogs are killed by the people. **3** The frogs are eaten by the snakes. **4** The people are bitten by the mosquitoes. **5** The fish are destroyed by the chemicals.

### 2 Complete.

The children complete the sentences using the phrases supplied. Elicit answers.

#### Answers

**1** In my opinion **2** I believe **3** Don't **4** If you do this

### 3 Persuade Amazu not to kill the frogs. Write a letter in your notebook. Use the Story Creator.

Use the **Story Creator** prompts to elicit ideas. The children write a letter in their notebook persuading Amazu not to kill the frogs, then compare with a friend. Have children read out their texts for the class.

### 4 Connect to Me

Elicit examples of a time the children have done something without thinking about what will happen. (e.g. *buying something that is too expensive, then not having enough money to buy other things*) The children write their own response, then compare with a friend. Elicit responses.

## Cooler: Persuade the teacher

Tell the children you are not sure if you are going to give them homework or not today. Have them work in pairs to think of reasons not to have homework. Encourage them to use the phrases in the **Writing Tools** box. Elicit suggestions. Then decide if they persuaded you! (Do this on a day when you were not going to give homework anyway!)

## Competency Focus

### Me: Critical Literacy

The children use critical literacy skills to reflect on the story and the characters and how this story relates to other true stories.

**Presentation Kit** • For SB Activity 4, have children use *Highlighter* to identify persuasive sentences with *If* in the Reader story.

- **TIP** Give children the opportunity to be your assistant! Ask a child to be responsible for choosing the relevant buttons (e.g. to go to the next activity or *Answer Key*).
- If you haven't already, show Oral Storytelling Video 3 (a different story on a related theme).

**Teacher's Resource Center** • If you haven't already, print out Oral Storytelling Video Worksheet 3 to do the support activities.

## Grammar and Reading

**Lesson objectives:** ask and answer questions using the 1st conditional

**Key grammar:** 1st conditional questions

**Secondary language:** *rise, habitat, endangered*

**Materials:** Class CD; Grammar Worksheet 3B [TRC printout] (optional)

**Lesson 5**

**1 Listen and read. Why do sea levels rise?**



Rufus: It's true that everything is connected.  
Scarlett: What do you mean?  
Rufus: Well, think about climate change. What will happen if the planet gets warmer?  
Yasmin: The ice will melt.  
Rufus: Right. So if the ice melts, how will the sea change?  
Yasmin: The sea level will rise.  
Rufus: OK, so if the sea rises, what will happen?  
Yasmin: There will be floods.  
Rufus: And if there are floods, habitats will be destroyed.  
Scarlett: But if habitats are destroyed, where will the animals go?  
Rufus: Some of them will die, so there will be more endangered animals.  
Scarlett: Who will help the animals if they become endangered? Who will ...  
Angelo: But why will anyone care if a few animals die?  
Rufus: Well, Angelo, if you destroy the frogs, then there will be a lot of mosquitoes!  
Angelo: Oh, I get it!

**2 Order the sentences to show how things are connected.**

If we don't use our cars, we won't need so much fuel.  
If we slow down climate change, we will help save the planet.  
1 If we travel to school by bike, we won't use our cars.  
If we reduce pollution, we will slow down climate change.  
If we use less fuel, we will reduce pollution.

**3 Talk to a friend about what will happen. Use the sentences in Activity 2.**

What will happen if ...?  
we travel to school by bike  
we reduce pollution  
we don't use cars

**A:** What will happen if we travel to school by bike?  
**B:** We will save fuel.

**Grammar Central**

**1st conditional questions**  
What ... will ... happen ... we use less fuel?  
If the ice ... how ... the sea change?

## Grammar Central

## 1st conditional questions

Have the children complete the grammar examples. Elicit answers. Then elicit when we use 1st conditional questions. (*to ask about things which are possible in the present or future*) The children write more examples in their notebook. See also the Grammar Reference sections in the Student Book (p. 99) and Activity Book (p. 98) for further explanation and practice.

**Grammar Central Answers:** will, if, melts, will

**AB Answers Activity 2:** 1 b 2 f 3 c 4 a 5 d 6 e

**3 Talk to a friend about what will happen. Use the sentences in Activity 2.**

- Ask *What will happen if we turn off the lights more often?* Elicit the results. (e.g. *we will save electricity*)
- Have the children continue the activity in pairs with the prompts supplied and the Activity 2 sentences.
- Have pairs perform their dialogue for the class.

**Optional activity: What will happen if ...?**

Have the children work in pairs. Each pair writes a question at the top of a piece of paper, starting *What will happen if ...*. This can be about anything they like. Each pair passes their paper to another pair and receives one. They then write an answer to the *What will happen if ...?* question. Repeat this activity for a few minutes, then ask pairs to read their favorite questions and answers.

## Warmer: Condition or result?

Write on the board *If we take care of our planet, our lives will be better.* Ask the children *In this sentence, which is the result, and which is the condition?* (If for the condition, will for the result) Read out the half-sentences from the Lesson 3 Warmer in random order and for each one have the children respond: they sit down and say *Condition* or stand up and say *Result*.

**1 ))) 1.23 Listen and read. Why do sea levels rise?**

- Play the CD. The children listen and read along. Ask *Does Rufus think everything is connected?* (yes)
- Play the CD again and ask *Why do sea levels rise?* (*because the ice melts*)

**2 Order the sentences to show how things are connected.**

- Have one child read out the first sentence in the chain of events.
- The children order the sentences, then compare with a friend.
- Elicit answers.

**Answers**

2 If we don't ... 5 If we slow ... 1 If we travel ...  
4 If we reduce ... 3 If we use ...

**Lesson 5**

**1 Unscramble the questions.**

1 If / can't / What / happen / find / will / animals / food / ?  
...What will happen if animals can't find food? ...  
2 the / gets / weather / be / will / If / the / planet / hotter, / better / ?  
3 the / melts, / will / have / ice / more / we / rain / ? / If  
4 climate change / live / where / If / ? / we / happens, / will / to / want  
5 weather / will / the / changes / ? / If / food / we / What / eat

**2 Match the questions in Activity 1 to Rufus's answers.**

a Yes, if it melts, there will be a lot of floods.  
b No, some countries will be colder and wetter.  
c If they're really hungry, they'll go somewhere else to live.  
d If the climate is different, everyone will eat more rice.  
e If there are more storms, it will be better to live away from the sea.

**3 Write questions to ask a friend. Then ask and answer.**

1 What you/do will you do ..... if you/not finish you don't finish ..... this activity in class?  
2 If it rains ..... this afternoon, where ..... ?  
3 Who you/see ..... if ..... ?  
4 What you/do ..... if ..... ?  
5 If your friend ..... what ..... ?

What will you do if you don't finish this activity in class?  
I'll finish it as homework.

**1 Unscramble the questions.**

The children write out the scrambled questions correctly. Elicit answers.

**Answers**

- 1 What will happen if animals can't find food?
- 2 If the planet gets hotter, will the weather be better?
- 3 If the ice melts, will we have more rain?
- 4 If climate change happens, where will we want to live?
- 5 What food will we eat if the weather changes?

**2 Match the questions in Activity 1 to Rufus's answers.**

For each answer, the children write the number of the question in Activity 1. Elicit responses.

**Answers**

a 3 b 2 c 1 d 5 e 4

**3 Write questions to ask a friend. Then ask and answer.**

The children complete the questions using the prompts supplied. Elicit answers. Then they ask and answer the questions with a friend.

**Answers**

Children's own answers.

## Cooler: Play "Disappearing Text"

Play the game with sentences from Student Book Activity 2 (see Games Bank p. 222).

## Competency Focus

## Learn

The children demonstrate their understanding of the new language by reading the dialogue and completing the activity.

**Presentation Kit** • Use *Hotspots* and choose the Grammar Central box to enlarge it. Have children use *Highlighter* to identify 1st conditional questions in the SB Activity 1 text.

• Have children use *Pen* to write the answers in AB Activity 2, before you use *Answer Key* to confirm.

**Teacher's Resource Center** • For extra grammar practice, print out Grammar Worksheet 3B.

**Student's Resource Center** • The children can use Interactive Grammar 3B at home.

**Vocabulary, Listening, and Spelling**

**Lesson objectives:** identify and use vocabulary of ocean transportation; practice spelling words with the k sound  
**Key vocabulary:** broke down, cargo ship, chemicals, containers, currents, factory, port, storm  
**Secondary language:** float, enormous  
**Materials:** Class CD; pictures for Key vocabulary (Warmer); sets of large cards with c/k/ck/ch (Cooler)

**Lesson 6**

1 Listen and circle on the map. Where were the toys found?

2 Listen again and order the sentences.

- Strong currents took them to the USA, Alaska, Japan, Australia, and South America.
- The cargo ship left the port in Hong Kong.
- The boxes broke down and the plastic ducks floated far across the ocean.
- Twelve enormous containers fell into the ocean.
- A factory in Hong Kong made thousands of plastic toys.
- They will take years to break down and will leave chemicals in the ocean.
- There was a storm in the ocean.

3 Talk to a friend and retell the story. Use the words in the text.

A: What happened?  
 B: The toys left the port in Hong Kong in a cargo ship.

**Spelling Central**

Circle the words with a k sound. Write the words in the chart. Can you add more k sound words?

c	k	ck	ch
container			

**Warmer: Pre-teach vocabulary**

Pre-teach the vocabulary by showing pictures, or draw images on the board. Alternatively, give definitions. Tell the class to stand. Ask questions using each of the words, e.g. *Does a cargo ship go on the sea?* The children raise their hand for *yes* or sit down for *no*.

1 **1.24 Listen and circle on the map. Where were the toys found?**

- Play the CD. Have the children listen and look at the map.
- Play the CD again, and have the children circle all the places the toys were found.
- Ask *Where were the toys found?* (USA, Alaska, Japan, Australia, South America, Europe)

**Audioscript**

A toy factory in Hong Kong made colorful plastic bath toys. They were going to sell the toys in stores in the USA. The toys left the port in Hong Kong in a cargo ship in 1992. While the ship was sailing across the Pacific Ocean, there was a terrible storm. Twelve big containers fell into the ocean and opened up when they hit the water. Boxes of toys floated out of them. The ship then sailed to Tacoma in Washington State, in the USA. The boxes made of cardboard broke down slowly in the water, and thousands of yellow plastic ducks floated away. There were blue turtles and green frogs, too! They traveled far across the ocean in strong currents.

2 **1.24 Listen again and order the sentences.**

- Play the CD again. The children listen and number the sentences in the order they hear them.
- Elicit answers.

**Answers**

6, 2, 5, 4, 1, 7, 3

3 **Talk to a friend and retell the story. Use the words in the text.**

- Choose two children to read the example dialogue. Elicit other examples using words from the text.
- The children practice in pairs.
- Have pairs perform a dialogue for the class.

*Years later, yellow ducks were found on beaches in the USA. Other ducks, turtles, and frogs traveled to Alaska, Japan, Australia, and South America. And some were found in Europe, too. Many are still swimming around the world! It's a funny story, but it's serious, too. The plastic toys will take years to break down and they will leave chemicals in the ocean. These chemicals will harm animals that eat them.*

**Spelling Central**

**Words with a k sound**

Have the children repeat *container* after you, paying attention to the *k* sound. They find the words with that sound on the page and complete the chart. They then add other words in each category. (e.g. *colorful; kangaroo; back; stomach*) Elicit the more usual pronunciation of *ch*. (*the sound in chair*)

**Answers**

- c: container, circle, currents, America, cargo, plastic, across, factory, Can  
 k: Alaska, broke, Kong, take, break  
 ck: ducks  
 ch: chemicals

**Optional activity: Play "Collocations"**

Play the game with collocations from the lesson, e.g. *strong—currents, the ship—left the port, break—down, across—the ocean, plastic—toys*, etc. (see Games Bank p. 222).

**Lesson 6**

1 Circle.

We live by the ocean. My dad works in the busy 1 **port** village of Long Beach. I enjoy watching the big 2 **factories** / **cargo ships** when they're getting ready to leave. They carry everything from plastic toys to food all around the world. Some ships carry more than 4,000 3 **containers** / **passengers**. That's a lot! Sometimes there are problems. Last year, there was a bad 4 **flood** / **storm** with wind and big waves. There were strong 5 **currents** / **climate** and an old ship sank near where we live. Fuel and dangerous 6 **animals** / **chemicals** got into the water and harmed the fish and the birds. My friends and I helped clean the beach.

2 Think and write answers. Then compare your answers with a friend.

Three things:

- 1 that are made in a factory. \_\_\_\_\_ toys, computers, \_\_\_\_\_
- 2 at home that won't break down easily. \_\_\_\_\_
- 3 that cause problems at sea. \_\_\_\_\_
- 4 that a cargo ship can carry. \_\_\_\_\_
- 5 you might see at a port. \_\_\_\_\_

**Spelling Central**

Find the words with a k sound. Circle the one that doesn't belong.

1	crackle	dark	cheat	confusing
2	crunchy	juicy	joke	respect
3	scarf	silk	watch	necklace
4	cycle	traffic	sidewalk	center
5	captain	rich	rock	crew
6	slice	cut	pick	make

**1 Circle.**

The children complete the text by circling the correct option from the two given each time. Elicit answers.

**Answers**

1 port 2 cargo ships 3 containers 4 storm 5 currents 6 chemicals

**2 Think and write answers. Then compare your answers with a friend.**

The children write items for each description. They compare answers with a friend. Elicit ideas.

**Answers (suggested)**

Any three for each prompt:

- 1 toys/computers/furniture/food, etc.
- 2 plastic bottles/bags/toys/cans/food containers, etc.
- 3 storms/currents/waves/chemicals/wind, etc.
- 4 toys/wood/computers/clothes/plants, etc.
- 5 ships/containers/lifeboats/life jackets, etc.

**3 Find the words with a k sound. Circle the one that doesn't belong.**

To practice the **Spelling Central** feature, the children read the words aloud and circle the one in each group that does not have a *k* sound. Elicit answers.

**Answers**

1 cheap 2 juicy 3 watch 4 center 5 rich 6 slice

**Cooler: Hold it up**

Give each child four cards, each with *c*, *k*, *ck*, or *ch* in big letters. Call out words from **Spelling Central** and have the children hold up the appropriate card.

**Competency Focus**

**Collaborate and Communicate**

The children work together to share their ideas on the topic, incorporating the new vocabulary.

**Presentation Kit** • Use Vocabulary Tool 3B to pre-teach key vocabulary. Use *Slideshow* to introduce the words and *Picture Dictionary* to review/test.

• Have children use *Highlighter* to identify *k* sound words in the SB Activity 2 text. Have different children use *Pen* to write in more *k* sound words in the Spelling Central chart.

**Student's App** • Encourage the children to play the games on their smartphone/tablet. Ask them to record their scores to compare in the next lesson.



## CLIL: Science—Effects of plastic

**Lesson objective:** find out about the effects of plastic on the environment

**Materials:** CLIL Graphic Organizer 3 [TRC printout] (optional)

**Effects of Plastic** CLIL: Science Lesson 7

**1 Read.** Do you think plastic has been good for the environment?  
**A World of Plastic**



When the first plastic was invented in the 1870s, it was thought to be an amazing new material. It was light and it could be easily made into different shapes and colors. But, because it was so cheap, people threw away plastic things instead of using them again. This created a very wasteful lifestyle. Plastic is still a very useful material, and it lasts a long time. But now we know this isn't good for the environment. When plastic is thrown away, it breaks down very slowly. Tiny pieces of plastic float in the ocean currents for maybe 500 years. Sometimes plastic is eaten by animals, and the chemicals can harm them.

Some people say that plastic has been good for the environment. Factories used to make cars from metal. Now that more plastic is used, cars are much lighter so they use less gas and produce less pollution. The world produces 300 million tons of plastic every year, but only 5% of it is recycled. Most plastics are still made from oil, and the factories that make plastic create a lot of pollution, too. There are some new plastics now which are made from plants, like corn. Corn can be easily grown and this plastic breaks down without pollution. It's true that some types of plastic can be recycled, but what happens to all the plastic you throw away?

**2 Read again and complete.**

**Good things about plastic**  
it's light.

**Bad things about plastic**

**3 Discuss.**  
Is plastic a good or bad invention? Why? / Why not?

**4 Find Out More!**  
How can we use less plastic? What can we do with the plastic we use to help the environment?

**Search Engine**  
Search recycling + the name of your town to find out how you can help in your area.

## Warmer: Board race

Divide the class into two groups and the board into two halves. Write *Plastic* on the board. Give one child in each group a board pen. The children have two minutes to write as many items as possible that are made of plastic. Each new word must be written by a different child and only one child from each team can stand up at a time. Count the words and check spelling at the end.

## 1 Read. Do you think plastic has been good for the environment?

- Have the children read the article quickly and then discuss the answer to the question with a friend.
- Ask *Do you think plastic has been good for the environment?* Invite opinions from children and ask for class agreement.

## 2 Read again and complete.

- Have the children find and underline the sentence in the text that mentions that plastic is light. (*It was light and it could be easily made into different shapes and colors*—lines 2–4.) Point out that the sentence can be expressed as *It's light*. Elicit more basic information that can be taken from it. (*different shapes and colors*)
- Have them continue to find and underline good and bad things about plastic and summarize them in the chart. The children compare with a friend.
- Elicit answers.

## Answers

**Good:** It's light. It can easily be made into different shapes and colors. It's cheap/useful. It lasts a long time. Cars are lighter so they use less gas. Some types of plastic can be recycled. You can make plastic from corn.

**Bad:** It isn't good for the environment. It breaks down very slowly. It is eaten by animals. The chemicals can harm plants and animals. The factories that make plastic create a lot of pollution.

## 3 Discuss.

- Have a child read out the discussion question.
- Have the children talk about their ideas in small groups, then share ideas as a class.

## 4 Find Out More!


- The children research how we can use less plastic and what we can do with the plastic we use to help the environment. The **Search Engine** feature gives support on where to look. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

## Optional activity: Scan the text

To help the children practice the skill of scanning (and to focus on key phrases), read out the beginning of some phrases to elicit what follows, e.g. *Plastic was invented ... in the 1870s. It could be easily made ... into different shapes and colors.*, etc.

**Lesson 7** CLIL

**1 Read and complete.** basket reusable bag cart backpack



I use a 1 ..... for shopping. It was very cheap. It's strong, it isn't heavy and I can use it again and again. It's made of recycled plastic.  
My mom has a fantastic 2 ..... She buys a lot of heavy things but she doesn't have to carry them – she just pulls it along on its wheels.  
I have a 3 ..... It's made of wicker, which comes from trees. It's great for carrying fruit and vegetables and it fits on the front of my bike. If everyone rides their bike to the store, we will use less fuel, too!  
A 4 ..... is the best way to carry shopping. It's better for your back and your arms are free. If you buy a good one, it will last forever.

**2 Use your Student Book research to make an Info Card. Write about recycling plastic.** Find Out More!

How can we use less plastic? Why is it important to recycle plastic?  
What plastic can we recycle and what can we make?

**3 Keep a plastics diary.** Try it Out

- Draw a chart. Fill it in every day for a week.
- Compare results with your class.

	Plastic I threw away	Plastic I recycled
Sunday		
Monday		
Tuesday		

**4 Select and store information on this topic in the Class Info Hub.**

## 1 Read and complete.

The children complete the text using the words supplied. Elicit answers.

## Answers

1 reusable bag 2 cart 3 basket 4 backpack

## 2 Use your Student Book research to make an Info Card. Write about recycling plastic.

Divide the class into groups. Have the children pool the information they learned from their research in the Student Book and the Activity Book. The children write about and illustrate their ideas individually. Have the groups present their Info Cards to the class.

## 3 Keep a plastics diary.

The children follow the **Try It Out** instructions to keep a plastics diary. After a week, they bring in their diaries and compare with friends.

## 4 Select and store information on this topic in the Class Info Hub.

Have the children vote for the five most interesting Info Cards and the best plastics diaries. Archive these in your Class Hub (see p. 41) in a folder called **Chapter 3 Recycling Plastic**.

## Cooler: Play "Back to the Board"

Play the game with words from Student Book Activity 1 (see Games Bank p. 222).

## Competency Focus

## Act

The children carry out research to find out about reducing our use of plastic and recycling. This helps them expand their learning and relate it to their world, both inside and outside the classroom.

**Presentation Kit** • TIP When using the board for "heads-up" teaching, give the children as much opportunity as possible to participate. Ask plenty of questions so they engage with the text. Use *Pointer* on the text as you read it aloud.

- Have different children use *Pen* to write AB Activity 1 answers. Elicit class agreement by a show of hands. Confirm with *Answer Key*.

**Teacher's Resource Center** • Print out CLIL Graphic Organizer 3 for the children to use in collating their Find Out More! research.

## Writing Project

**Lesson objectives:** review language from Chapter 3; design a leaflet for Earth Day and present it to the class

**Materials:** Writing Template 3 [TRC printout] (optional)

**Lesson 8**

**Prepare**

- In groups, talk about your opinions about the environment.

**Write**

- Design a leaflet for Earth Day.
  - Write words about the environment.
  - Then write an acrostic poem.
  - Write a paragraph persuading people to save energy.
  - Write an Earth Day promise.

**Writing Tools**

When you write a persuasive text: Give your opinion. Explain the consequences of actions. Ask questions. Use connectives to give more ideas.

**Showcase**

- Present your Earth Day leaflet to the class.

**Reflect**

- Vote for the best Earth Day leaflet and talk to the class.

I think this leaflet is good because I want to recycle more plastic now.

I also believe that we should stop wasting water.

## Warmer: Missing vowels

Write key vocabulary items (*recycling, pollution, endangered, energy, climate, plastic, fuel, habitat*) on the board, omitting the vowels. The children have to figure out what the words are and write them correctly by putting the vowels in the correct places. Invite children to write in the missing vowels on the board.

## Prepare

### 1 In groups, talk about your opinions about the environment.

- Give the children a model using your opinions about two aspects of the environment—one pessimistic and one optimistic. Introduce them with phrases like *In my opinion* or *I believe*.
- Divide the class into small groups to continue the discussion. Ask them to decide after two minutes if their group is more positive or more negative about the future of the environment.

## Write

### 2 Design a leaflet for Earth Day.

- Have the children read the Earth Day leaflet as a model for their own writing.
- Read the **Writing Tools** box together. Elicit examples of persuasive sentences and suggestions for lines for a new acrostic poem.

- The children prepare an Earth Day leaflet, using the instructions and the model leaflet. They write and illustrate their leaflet, then compare with a friend. Give support as necessary.

## Showcase

### 3 Present your Earth Day leaflet to the class.

- Choose children to read their Earth Day leaflet to the class. Ask the class to listen and figure out what the acrostic words are.

## Reflect

### 4 Vote for the best Earth Day leaflet and talk to the class.

- Have the children comment on which leaflet was the best and why. Have a class vote to identify their favorite.

## Optional activity: Memorization

Give the children one minute to look at and try to memorize the acrostic Earth Day poem in the Student Book. Then have them close their books. Read out the first part of each line, e.g. *E is for environment ...* and see if they can remember the ending of each line (... *that's all around.*).

**Lesson 8**

**GRAND QUIZ CENTRAL**

- Play with a friend. Choose a character.
- Write a new question to ask your friend.
- Take turns asking. Say the answer, then write it in your notebook.
- If a question is too hard, you can swap! Choose and check (✓) up to three questions. Remember: each swap loses a bonus point!

**Questions to ask Climate Protector**

- Unscramble this word: unolatpop
- Complete: If you turn off the water, ...
- What will happen if you don't do your homework tonight?
- When was plastic invented?
- Which animals eat frogs in the story?
- Choose: Plastic takes years to break down / sink in the ocean.
- True or false? Rufus thinks everything is connected.
- Make a What question: If the ocean rises, there will be floods.
- Say and spell a word where ch sounds like k.

**Questions to ask Energy Saver**

- Unscramble this word: steffilly
- Complete: If you travel to school by bike, ...
- What will happen if you go to bed at midnight tonight?
- Name one thing that plastic can be made from.
- What do frogs eat in the story?
- Choose: There were chemicals in the water from the currents / containers.
- True or false? Scarlet is worried about the animals.
- Make a What question: If the planet gets warmer, the ice will melt.
- Say and spell a word where c sounds like k.

Check your friend's answers. Then color your globes and write your score.

Now choose your title:

- Quiz Master! I understand this topic well.
- Quiz Improver! I don't understand everything.
- Quiz Beginner! I need some help.

## Grand Quiz Central

See p. 43 for details of how to take the quiz.

## Answers

1 population / lifestyle 2 you will save water or you won't waste water / you will save energy or you won't waste energy 3 Children's own answers. 4 in the 1870s / oil or corn 5 snakes / mosquitoes or insects 6 break down / containers 7 true / true 8 What will happen if the ocean rises? / What will happen if the planet gets warmer? 9 any one of: chemicals, school, archeologist / any one of: container, cargo, color 10 Children's own answers.

## Cooler: One word at a time

Tell the children you will all discuss your ideas about the environment, but with each person giving just one word of each sentence. Give the first topic, saying *Let's talk about energy*. Start the sentence with *If ...*. The children add a word each, e.g. *we – save – energy*, etc.). You can help when necessary, or change the direction of the sentence by adding in your own words. When the children come to the natural end of a sentence, ask the class to recall the whole sentence. Repeat with other topics.

## Competency Focus

Me

The children invent and write their own leaflet for Earth Day, exploring their imagination and creativity.

## Language Review

**Lesson objective:** review language from Chapter 3

**Materials:** Class CD

**Review**

1 ))) Listen and complete the sentences with the correct form of the verbs.

save destroy be  
grow get be

1 If we use chemicals on plants, we will destroy insects.  
2 If the bees die, the bee population will get smaller.  
3 The flowers won't grow if the bees die.  
4 If there aren't any flowers, there won't be any fruit or vegetables.  
5 We will be very hungry if there isn't any food.  
6 If we don't save the bees, they will destroy us!

2 Write sentences in your notebook about the environment.

If the planet gets warmer ...  
If the ice melts, ...  
There will be more endangered animals if ...

3 Think about Chapter 3. Color the bone.

Which activity was easy?  
Which activity was difficult?  
Figure it out with a friend.  
Write a tip to help you remember.

**Treasure Hunt!**  
Look back at pages 4 and 5. Where's the story *The Frog Hunt* set? Find something from that continent. What is it?

## Warmer: Memory test

Tell the children to close their Student Book. Say their "password" to begin today's lesson is to remember the first part of all the lines of the acrostic poem in Lesson 8 (*E is for environment, A is for animals*, etc.) Write the letters vertically. Have the children raise their hand to give a suggestion. Write each correct suggestion on the board.

1 ))) 1.25 Listen and complete the sentences with the correct form of the verbs.

- Have the children look at the pictures and read the sentences. They try to guess the complete versions in pairs. Elicit suggestions.
- Play the CD and have the children listen and complete the sentences.
- Play the CD again for the children to listen and check.
- Elicit answers.

**Audioscript**

**Boy:** What will happen if we use chemicals on the plants?

**Woman:** Well, the chemicals will destroy insects you don't want. But they can also harm other creatures. Chemicals will cause bees to die. The bee population will get smaller.

**Boy:** What will happen if all the bees die? I guess there won't be any honey!

2 Write sentences in your notebook about the environment.

- Elicit sentences from the class using the prompts.
- The children write more sentences in their notebook, then compare their sentences in pairs.

**Answers**

Children's own answers.

3 Think about Chapter 3. Color the bone.

- Have the children look back at Chapter 3 and color the bone to evaluate their progress (self-evaluation).
- Discuss ideas for remembering difficult words, e.g. note difficult words on a special page in your notebook. The children choose and write a tip in their Student Book.

**Treasure Hunt**

Ask *Where does the story The Frog Hunt take place? (Africa)* Have the children look at pp. 4–5 to find something from Africa. (*an African mask*)

## Chapter 3 Review

## 1 Reading and Writing.

Read and write the words.

fuel population currents a port a storm  
energy a factory chemicals plastic lifestyle

## Example.

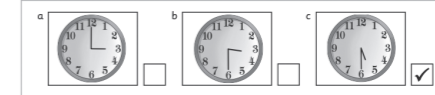
This is used to make heat or power. ....fuel.....

- 1 Bad weather with a lot of wind and rain. ....
- 2 The number of people who live in a place. ....
- 3 A building where things are made. ....
- 4 This is made from chemicals and is used for lots of things. ....
- 5 A place where ships arrive or leave from. ....

## 2 Listening.

Listen and check  the correct picture.

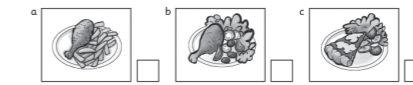
Example. What time did the School Recycling Club finish?



1 What did Grace make at the club this week?



2 What did Grace's dad cook for dinner?



3 What homework does Grace have?



82

83

1 Reading and Writing. Read and write the words.

The children complete the text using the words supplied.

Check answers.

**Answers**

1 a storm 2 population 3 a factory 4 plastic 5 a port

2 ))) 2.33 Listening. Listen and check (✓) the correct picture.

The children read the questions. Play the CD twice. They listen and check the correct picture in each section.

Check answers.

**Answers (Audioscript on p. 223)**

1 a 2 b 3 b

**Cooler: Play "Tic-Tac-Toe"**

Play the game using key words from the chapter to elicit sentences and questions (see Games Bank p. 222).

**Competency Focus****Me: Self-evaluation**

The children reflect on the chapter, express their personal opinions about their own progress, and look for ways to improve. This encourages them to evaluate and make decisions about what they need to revisit and how they can learn better.

**Presentation Kit** • Use the drop-down Menu to access the AB Review pages.

**Teacher's Resource Center** • Print out Test Chapter 3 to use at the end of this lesson. The Test Generator also allows you to create customized tests.

- For the CEYL (Cambridge YLE) exam preparation activities, there are Speaking prompts available for this chapter.
- Print out Festival Worksheet: New Year's Eve to expand the children's knowledge of celebrations throughout the world.