



Unit 6 Lesson 1

Vocabulary: Looking after the environment *planet, air, protect, ocean, pollute, turn the lights on/off, cycle, insects, creatures, extinct, environment* **Grammar:** Using *should/shouldn't* We *should* (keep our oceans clean). We *shouldn't* (pollute the seas).

Lesson outline




- 5 min** 1 **Start the lesson:** revise the vocabulary in preparation for the song
- 2 min** 2 **Video introduction:** introduce the video for this lesson
- 12 min** 3 **Vocabulary presentation and game:** present and practise the environment words and play a class game
- 5 min** 4 **Music video:** play the video, then play it again so pupils can join in with the dancing and actions
- 13 min** 5 **Video Activity Book page 24:** pupils complete the activities to practise the environment vocabulary, including a self-evaluation activity and an optional fast finisher activity
- 5 min** 6 **End the lesson:** review the environment vocabulary by watching the music video again and asking pupils to do actions. Then say goodbye




Unit 6 Song

Let's protect our planet

1 Watch the music video. Look and write the words.

cycle fish insect light ocean planet

1  2  3 

4  5  6 

2 Read and write True or False. Correct the false sentences. Listen again to check.

- We should pollute the seas.
- Our rivers shouldn't be cleaner.
- Turn the lights off when you sleep.
- Don't cycle.
- Look after the environment.
- Our planet needs protection.

Fast finishers Write a short poem about looking after planet Earth.

How do you feel? Write:

Unit 6 Song

- 1 Start the lesson:** Revise / pre-teach the following words (*sea, river, land, fish, animal*). Play a drawing game with the words. Slowly draw one of the five things on the board pausing after you add a line for pupils to guess, e.g. *It's land* until they have the correct answer. Give pupils a chance to draw the next one.
- 2 Video introduction:** Tell the class that today they are going to learn some new words about the environment and watch a music video with Planet Pop Superstars.
- 3 Vocabulary presentation and game:** Present the new words to the class using the flashcards and model pronunciation. Highlight the link between *cycle* and *riding a bike* with which students will already be familiar. Play 'Same' using the flashcards. Write one of the words on the board and make sure pupils can read it and recognise it. Then reveal the flashcards one after the other, slowly at first. Pupils shout *Same!* when they see the card that matches the word on the board. Repeat with other words, speeding up to make it more exciting.

- 4 Music video:** Play the Unit 6 music video for pupils to enjoy. Then play the video again, encouraging participation with the dancing and actions.
- 5 Video Activity Book page 24: 1** Pupils watch the music video and label the pictures. **Answers: 1 fish 2 ocean 3 insect 4 cycle 5 planet 6 light** **2** Pupils watch the video again and write true or false. They correct the false sentences. **Answers: 1 False We shouldn't pollute the seas. 2 False Our rivers should be cleaner. 3 True 4 False Cycle when you can. 5 True 6 True**

How do you feel? Pupils write a sentence explaining how they feel about their work.

Fast finishers: Pupils write a short poem about looking after planet Earth. You could remind them of how to write an acrostic poem (e.g. E-A-R-T-H) as per Unit 3.

- 6 End the lesson:** Play the music video again. Ask pupils to do actions to the song as they sing along before saying goodbye.



Unit 6 Lesson 2


Vocabulary: Looking after the environment *planet, air, protect, ocean, pollute, turn the lights on/off, cycle, insects, creatures, extinct, environment* **Grammar:** Using *should/shouldn't* We should (*keep our oceans clean*). We shouldn't (*pollute the seas*).


Lesson outline

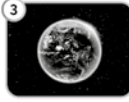
- 5 min** 1 **Start the lesson:** play a singing game with the unit song
- 2 min** 2 **Video introduction:** introduce the video and tell pupils they are going to watch a vocabulary rap
- 10 min** 3 **Vocabulary game:** play a flashcard game to practise the new vocabulary
- 10 min** 4 **Vocabulary rap:** play the vocabulary rap a few times, first to listen and enjoy, and then for pupils to join in. Play a class game with the rap
- 12 min** 5 **Video Activity Book page 25:** pupils complete the activities to practise the new words and phrases, including a self-evaluation activity and an optional fast finisher activity
- 5 min** 6 **End the lesson:** play the vocabulary rap, then say goodbye

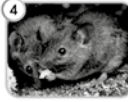
Unit 6 Vocabulary


1 Look and complete the words and phrases. Say. 11



 i _ _ _ ts



 o _ _ n



 p _ _ t



 crea _ _ es



 env _ _ _ _ t

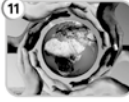

 a _ r


 t _ _ n the lights _ f


 e _ _ _ _ t


 p _ _ _ _ e


 c _ _ _ e


 pr _ _ _ _ t

2 Complete the text with words and phrases from Activity 1. 7

We must look after our planet and 1 _____ the animals that live here. We don't want any 2 _____ to become 3 _____.

So don't 4 _____ the land, 5 _____ or water. Cycle when you can and 6 _____ the lights off when you are going out. Let's keep our 7 _____ clean!

Fast finishers What can pollute the environment? Write two sentences.

How do you feel? Write:

Unit 6 Vocabulary 25

- 1 Start the lesson:** Divide the class into four groups. Play the unit song from the previous lesson. Assign each group a verse/verses to sing along to, doing the actions. Everyone sings the chorus together.
- 2 Video introduction:** Tell the class that today they are going to listen to a vocabulary rap and practise the new words from the previous lesson so they can join in with the rap.
- 3 Vocabulary game:** Use the flashcards to practise the vocabulary. Hold up each flashcard in turn, say the word and ask pupils to call out the words as they see them. Play a game. Model this with a volunteer. They sit facing the class while you hold a flashcard up behind them. Pupils try to communicate the thing on the flashcard without saying the word itself, e.g. *It's water, fish live in it* (ocean). If they are struggling, they can mime the word or point at examples of it around them. When the pupil has correctly guessed the thing on the flashcard, they swap with another pupil.
- 4 Vocabulary rap:** Play the Unit 6 vocabulary rap. Then play the rap again for the class to join in and repeat the words. Play the rap again, pausing for pupils to shout out the word that comes next.

- 5 Video Activity Book page 25:** 1 Pupils look at the pictures and write the words. **Answers: 1 insects 2 ocean 3 planet 4 creatures 5 environment 6 air 7 turn the lights off 8 extinct 9 pollute 10 cycle 11 protect** 2 Pupils read and complete the text using words from Activity 1. **Answers: 1 protect 2 creatures 3 extinct 4 pollute 5 air 6 turn 7 environment / planet**
- How do you feel?** Pupils write a sentence explaining how they feel about their work.
- Fast finishers:** Pupils consider things that can pollute the environment. They write two sentences.
- 6 End the lesson:** Pupils listen to the vocabulary rap again and sing along. Then say goodbye.



Unit 6 Lesson 3

Vocabulary: Looking after the environment *planet, air, protect, ocean, pollute, turn the lights on/off, cycle, insects, creatures, extinct, environment* **Grammar:** Using *should/shouldn't* We should (keep our oceans clean). We shouldn't (pollute the seas).

Lesson outline

- 5 min** 1 **Start the lesson:** review the vocabulary from the unit
- 1 min** 2 **Video introduction:** introduce the video for this lesson
- 7 min** 3 **Grammar tutorial:** ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely
- 10 min** 4 **Grammar presentation and game:** present the new grammar (*We should (keep our oceans clean). We shouldn't (pollute the seas).*) and play a class game
- 10 min** 5 **Video Activity Book page 26:** pupils complete the activities to practise the grammar, including a self-evaluation activity and an optional fast finisher activity
- 7 min** 6 **Karaoke:** play the music video, then play the karaoke version. Allow pupils to practise and join in
- 5 min** 7 **End the lesson:** reflect on pupils' achievements in Unit 6. Play the karaoke video again and say goodbye

Unit 6 Grammar

1 Look and write sentences with *We should ...* and *We shouldn't ...* 5

1 _____
2 _____
3 _____
4 _____
5 _____

2 Look at the poster and write a paragraph about how to look after the park. 5

Fast finishers Can you think of some other ways to look after the environment? Write three sentences using *should* and *shouldn't*.

How do you feel? Write:

- 1 Start the lesson:** Tell pupils they are going to hear the Unit 6 song again and to listen carefully to remember what the song says we should do to protect our environment. Play the song and then ask the pupils to tell you the things they heard. Make a list on the board and then play again to check.
- 2 Video introduction:** Tell the class that they are going to hear Mary talking about the environment. Then they are going to sing along to a karaoke video.
- 3 Grammar tutorial:** Before you play the video, ask the pupils to watch and tell you how many ideas Mary has about how to protect our planet. Play the video. Pause after Mary says *We should look after all the animals in the oceans!* and elicit the answer (*She has four ideas*). Continue the video for pupils to join in with the game. Then play the video again, pausing for pupils to repeat the sentences with *should* and *shouldn't*.
- 4 Grammar presentation and game:** Write *We should eat vegetables* and *We shouldn't eat sweets every day* on the board. Ask pupils if these are rules or good ideas. Erase *We* and replace with other subject pronouns to show that the form stays the same. Explain (use L1 if necessary) that we use *should* and *shouldn't* to give advice and make suggestions when something is or isn't a good idea. Then play 'True and false'. You can use sentences from the lesson, e.g. *We should cycle when we can* (true) or *We shouldn't look after our planet*

(false), and extend to school rules. Pupils stand and say *True!* or stay seated and say *False!* Pupils change false sentences to make them true, e.g. *We should look after our planet*. Give pupils the opportunity to lead the game or play in small groups.

- 5 Video Activity Book page 26: 1** Pupils look and write sentences about the picture using *should* and *shouldn't*. **Student's own answers 2** Pupils look at the poster and write a paragraph about how to look after the park. **Student's own answer**
How do you feel? Pupils write a sentence explaining how they feel about their work.
Fast finishers: Pupils write three sentences suggesting more things we should and shouldn't do to look after the environment.
- 6 Karaoke:** Play the Unit 6 music video again. Then play the karaoke version for pupils to watch and listen. Play it again, breaking it down for pupils to practise. Repeat, then play it in full for pupils to join in.
- 7 End the lesson:** Ask pupils to reflect on what they have learned in Unit 6: they know new environment words, they can use *should* and *shouldn't*, do a rap and sing a song! Congratulate the pupils. Play the karaoke video again and say goodbye.