

# 4

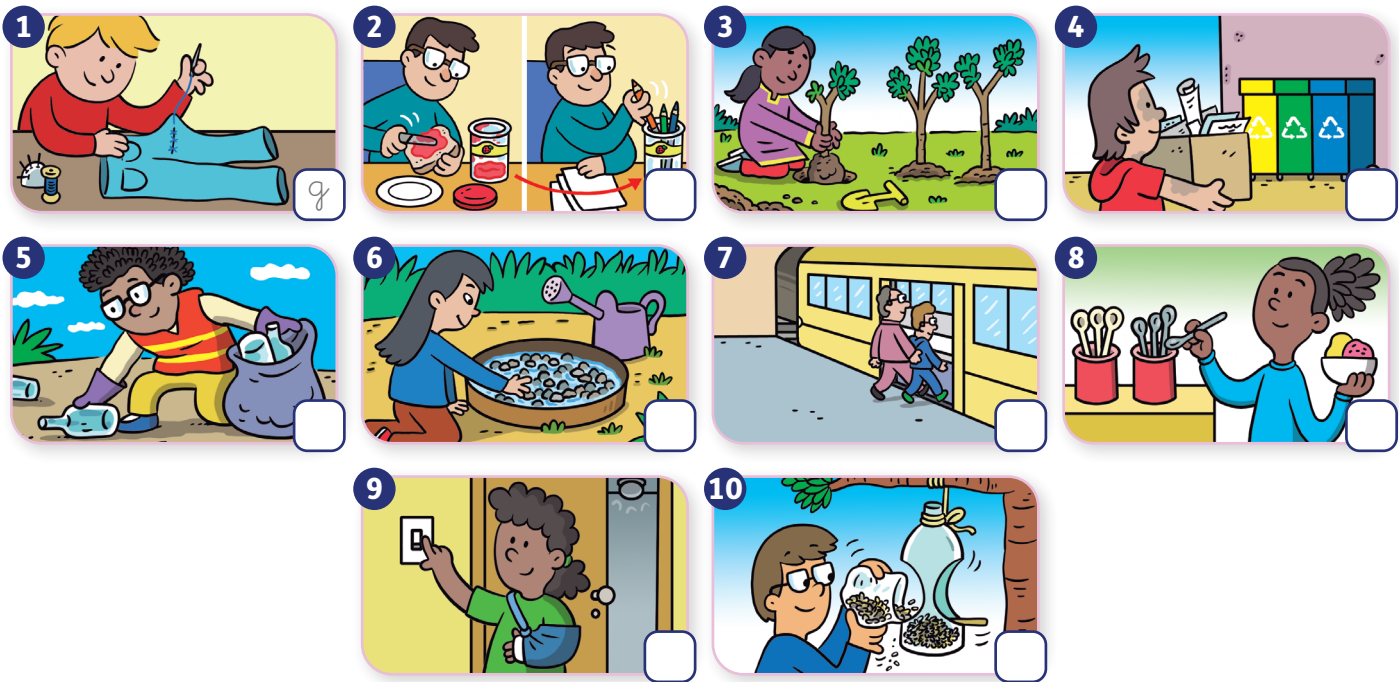
## Our environmental action video



### Lesson 1 Vocabulary

#### 1 Look and match.

- |                       |                        |
|-----------------------|------------------------|
| a use less plastic    | f recycle              |
| b reuse               | g repair               |
| c make a bird feeder  | h make a bee bath      |
| d pick up litter      | i use public transport |
| e turn off the lights | j plant trees          |



#### 2 What did you do last year? Read and circle for you.

- I **repaired** / didn't repair a book.
- I **made** / didn't make a bird feeder.
- I **used** / didn't use public transport.
- I **recycled** / didn't recycle paper.
- I **used** / didn't use less plastic.
- I **picked up** / didn't pick up rubbish.

I repaired a book.  
I didn't make a bird feeder.



## 1 Remember and match. Listen and check. 016



- |            |                                  |
|------------|----------------------------------|
| 1 reuse    | a a bee bath                     |
| 2 turn off | b metal straws                   |
| 3 walk     | c a shopping bag                 |
| 4 use both | d sides of a piece of paper      |
| 5 put old  | e the lights                     |
| 6 plant    | f flowers                        |
| 7 make     | g to school                      |
| 8 use      | h notebooks in the recycling bin |



## 2 What small things can you do to help the environment? Read and circle or write.



### I can make ...

- a bird feeder    a bee bath
  - a flower garden
- \_\_\_\_\_

### I can reuse ...

- shopping bags    water bottles
  - cardboard boxes
- \_\_\_\_\_

### I can repair ...

- clothes    toys    books
- \_\_\_\_\_

### I can turn off ...

- the lights    the TV    the computer
- \_\_\_\_\_

## 3 Read and match the small things to the big things.

### Small things

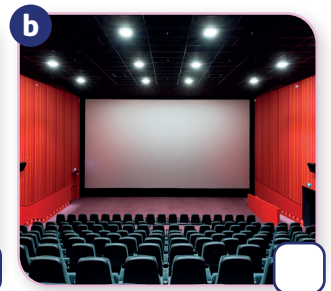
- 1 Making a bird feeder or a bee bath
- 2 Planting trees
- 3 Reusing or repairing things
- 4 Using public transport

### Big things

- reduces rubbish.
- gives animals a home and cleans the air.
- makes our cities safer and cleaner.
- helps save wildlife.

# Lesson 3 Grammar

## 1 Listen and tick ✓ the correct picture. 017



## 2 Look, read and write A or B.



- |   |                       |                         |                          |   |                                    |                          |   |
|---|-----------------------|-------------------------|--------------------------|---|------------------------------------|--------------------------|---|
| 1 | What did you do?      | I made a bird feeder.   | <input type="checkbox"/> | B | I planted a tree.                  | <input type="checkbox"/> | A |
| 2 | Where did you put it? | I put it in our garden. | <input type="checkbox"/> |   | I put it in the school playground. | <input type="checkbox"/> |   |
| 3 | How long did it take? | It took 20 minutes.     | <input type="checkbox"/> |   | It took 30 minutes.                | <input type="checkbox"/> |   |
| 4 | Who helped you?       | My friend helped me.    | <input type="checkbox"/> |   | My mum helped me.                  | <input type="checkbox"/> |   |

## 3 Read and match. Then complete for you.

- |   |   |   |                     |
|---|---|---|---------------------|
| 1 | When did you wake up?                     | a | I sat with _____.   |
| 2 | What did you eat for breakfast?           | b | I ate _____.        |
| 3 | How long did it take to travel to school? | c | I woke up at _____. |
| 4 | Who did you sit with in class?            | d | It took _____.      |

## 1 Read and circle. Which story is true and which one is fictional?






**A** Elizabeth Wathuti <sup>1</sup> recycled planted a tree when she was seven years old. When she was a teenager, she noticed problems in her <sup>2</sup> village school . The soil was dry. Elizabeth wanted to grow 1 million <sup>3</sup> flowers trees every year. In 2019, she <sup>4</sup> ran won an award.

**B** Aluna and Yaro were at <sup>5</sup> school home . It was very hot and dry. They decided to research trees online. They found a <sup>6</sup> website book about Elizabeth Wathuti. Yaro saw a <sup>7</sup> bird goat in the school field. The children stopped it eating a seedling. They <sup>8</sup> stopped decided to plant lots of trees at their school.

**Mediation** What's the story's message? Tell your friend.



I think the story is    . I like the characters message ending .

## 2 Write about a person you know who had an idea to help the environment.



My teacher put a recycling bin in the classroom.



My family stopped buying soap in plastic bottles. Now we use soap bars.



Tell your family the story.

# Lesson 6 Vocabulary

## 1 Look and write.

pollution renewable energy landfill ecosystem fossil fuels planet



- 1 landfill \_\_\_\_\_ 3 p \_\_\_\_\_ 5 p \_\_\_\_\_  
 2 r \_\_\_\_\_ e \_\_\_\_\_ 4 f \_\_\_\_\_ f \_\_\_\_\_ 6 e \_\_\_\_\_

## 2 Read and circle.

- The plants and animals in the river are an ecosystem the planet .
- Our landfill planet has land and oceans.
- Renewable energy Pollution makes energy from the wind and sun.
- Ecosystem Landfill is rubbish that goes into the ground.
- Some factories put pollution fossil fuels into the air and the water.
- Some cars use renewable energy fossil fuels , like diesel and petrol.

## 3 Find and circle these things in the picture. Use blue for the things that are good for the environment and red for the things that are bad.

reusable water bottle litter electric car petrol car bird feeder renewable energy  
 air pollution public transport water pollution recycling bins reusable bag landfill



# A persuasive letter



## 1 Look and read. Who do you think Mrs Saad is?

Dear Mrs Saad,

26<sup>th</sup> March

There's a pond in the school garden, but there isn't any water in it. There aren't any plants or wildlife.

1

The students in Class 6A want to repair the pond. We want to fill the pond with rainwater and plant some plants. Then we can wait for the wildlife to come!

2



We want a new pond because it's an important habitat. A pond's ecosystem can have over 1,000 different species of plants and animals. Plants in a pond provide food and shelter for insects, fish and small animals. Birds and other animals can drink the water. Also, the plants make oxygen, which is good for the planet.

3

The black plastic liner at the bottom of the pond has got holes in it, so the water is escaping. We went shopping with my mum, and we found glue to repair the holes. Please can we repair our pond and create a new ecosystem?

4

Please help us to help wildlife and help the planet!

Yours sincerely,  
Alex Carrick, Class 6A



## 2 Read the letter again. Write O (old pond) or N (new pond).

- 1 There isn't any water.  O
- 2 There are plants and animals.
- 3 There are holes in the plastic liner.
- 4 There's some rainwater.
- 5 There's food for the frogs, fish and insects.

**3** Look at sections 1–4 in the letter. Match.

- Section 1 — **a** why you want to solve the problem
- Section 2 — **b** what the problem is
- Section 3 — **c** details of how to solve the problem
- Section 4 — **d** what you want to do

**4** Plan your letter. Write notes.

Think of an environmental action you want to do and who you need to ask. Look at these ideas or choose your own.

Make a wildlife garden in your school – ask your head teacher.

Make a hedgehog corridor – ask your neighbour.

Plant trees in your park – ask your local council.



**The problem**

\_\_\_\_\_

\_\_\_\_\_

Who do you need to ask?

\_\_\_\_\_

\_\_\_\_\_

What do you want to do?

\_\_\_\_\_

\_\_\_\_\_

Why do you want to solve the problem?

\_\_\_\_\_

\_\_\_\_\_

How do you want to solve the problem?

\_\_\_\_\_

\_\_\_\_\_

**Let's write!**

Starting and ending a letter:

**Formal**

Dear (their name),

Yours sincerely, (your name)

**Informal**

Hi (their name),

See you soon, (your name) or

Love from, (your name)

**5** Write your persuasive letter. Share your letter with your friend. Do they agree?



Show your family your Topic 4 work. Talk about the environmental action you want to do.