

Our environmental action video

4

Introduction



Learning situation

Choose an environmental action to do. Make a video interview to inspire people.

Tell your friend what you want to know more about in the video.

1 **Soundscape** Look, listen and imagine. Answer the questions. 🎧 066

2 Ask and answer about the photo. Use these question starters.

Where ... ?

What ... ?

Why ... ?

3 **Circles poster** Which environmental problems do you know about? Share ideas.



Lessons 1 & 2



What environmental actions can we do?

▶ Video



Vocabulary

1 Listen, point and say. 🔊 067

2 Listen to the sounds. Listen and repeat. 🔊 068

Pronunciation repair /ɪ/ reuse /iː/

3 Read, write and number. 📖 Listen and check. 🔊 069

make a bee bath make a bird feeder pick up litter
plant trees recycle repair reuse turn off the lights
use less plastic use public transport

make a bee bath - 4



4 Listen and repeat. 🔊 070 Ask and answer with a friend.

How often do you use public transport?

Five times a week. I go to school by bus. How often do you recycle?

I recycle every day.

every day
once a week
twice a month
three times a year
never

 Video



Song

5 Read and listen.  071 Which environmental actions from Lesson 1 aren't in the song? 

6 Listen again and sing.  071

7 Change the **words**. Write new lines and sing.   072



Do something small!



Reuse **a shopping bag**, don't throw it away.
Turn off the lights when we leave the room.
Go **by bus** or walk to school.
Let's work together, do something small.

Chorus

One small thing and another small thing,
And another small thing, makes a big thing!
Do something small and work together.
We can help the planet, so let's be clever.

Use both sides of a piece of paper.
Put **old notebooks** in the recycling bin.
Plant **flowers** in the **playground**.
Let's be clever and do a small thing.

Chorus

Do a **book** swap at your school.
Make **a bee bath** – because **bees** are cool!
Use metal straws, don't use plastic.
Let's work together and do something small.

Chorus



Hands On!

1

8 Choose an environmental action you can do.
Make a pledge.

Hands On! Log AB p70 

My skateboard is broken.
I'm not going to throw it away.

I'm going to repair it.



Lessons 3 & 4



How can we show people how we take action?



- 1 Read and listen. 🎧 073
- 2 Use the table to ask and answer about last week.

Past simple: questions					
What		you	do?	I	made a bird feeder.
Where		he	put it?	He	put it in the garden.
When	did	she	see the first bird?	She	saw three birds yesterday.
How long		it	take?	It	took three hours.
How		they	make it?	They	recycled a bottle and a spoon.



Verb list p88 >

- 3 Listen. 🎧 074 What did Leonie make? Say *a, b, c* or *d*.



- 4 Write the questions. 📖 Which questions did Sasha ask in Activity 3. Listen again and check. 🎧 074

1 Where buy them?

3 How long take?

2 What do?

4 How make them?

- 5 Listen and repeat. 🎧 075 Ask and answer about an object in Activity 3.



What did you make?

I made a bag.

When did you make it?

I made it last weekend.



6 Listen and answer the questions. 076

- 1 What action did Elise decide to do?
- 2 How long did she do it for?
- 3 How did she show people?



7 Copy the chart. Listen and write Yes or No. 077

My journal

What did you do to help the environment?

Monday	Tuesday	Wednesday	Thursday	Friday

8 Read the list. Listen and say which ideas Melinda and Konrad used. 078

- 1 Make a chart.
- 2 Take a photo.
- 3 Show the final product.
- 4 Write a journal or make an audio diary.

Melinda ...



Mediation

I'm going to use less plastic for one week. I'm going to make a tick chart.

Start your action!



9 How can you show people your environmental action? Choose the best idea.

Hands On! Log AB p70 >

Lesson 5



What impact do our actions have on our local community?

- 1 Look and say the environmental actions in the story.
- 2 Read and listen. 🎧 079 Who did Aluna and Yaro find out about?

No impact is too small

1 It's break time at Aluna and Yaro's school in Kenya.

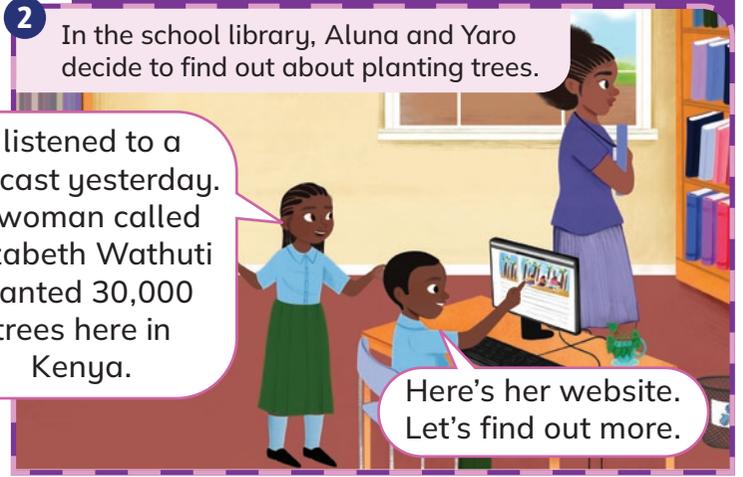


It's very hot again today.

We need more trees so everyone can sit in the shade.

2 In the school library, Aluna and Yaro decide to find out about planting trees.

I listened to a podcast yesterday. A woman called Elizabeth Wathuti planted 30,000 trees here in Kenya.



Here's her website. Let's find out more.

3 When Elizabeth Wathuti was seven years old, she planted her first tree.



I love nature.

4 When she was a teenager, Elizabeth saw problems in her village in Kenya.



The soil is dry. People want to cut down more trees. What can I do?

5 In 2016, Elizabeth started the 'Green Generation Initiative'. She teaches young people about nature.



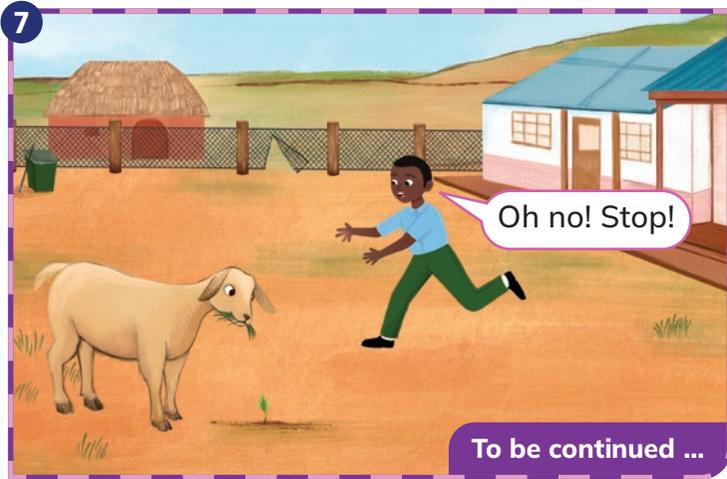
We are going to grow one million trees every year.

Trees clean the air. They give us food and shade. And they make us happy.

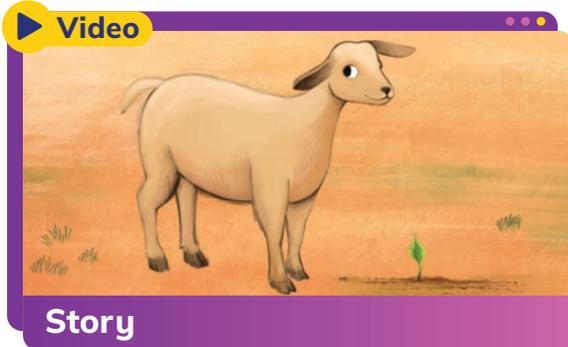
6 The next day, Aluna and Yaro talk to their class.



In 2019, Elizabeth won the 'Africa Green Person of the Year' award.



3 What happens next? Watch and find out.



4 Read and answer the questions. 📄

- 1 Why does Yaro think they need more trees in their school?
- 2 What did Elizabeth do when she was seven years old?
- 3 What environmental problems did Elizabeth see in her village?
- 4 When did Elizabeth start the Green Generation Initiative?
- 5 What is the goat going to do in Frame 7?
- 6 How long does it take for a guava tree to grow fruit?

5 **Mediation** Choose one question to answer. Talk to your friend about it.

Why are trees important?

How did Aluna and Yaro change their local community?

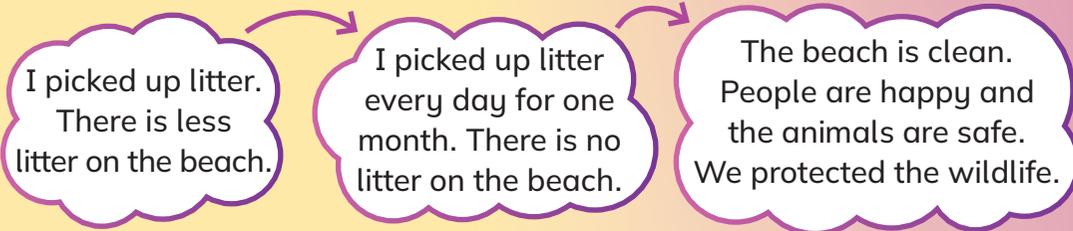


Who do you know that had a good idea and helped their local community?

Write ideas in your notebook. 📄 Share and compare ideas.



6 Think about your environmental action. Create an impact diagram. **Hands On! Log AB p71** >



Lessons 6 & 7



What impact do our actions have globally?



- 1 Listen, point and say. 🗣️ 080
- 2 Say the number and the environment word.

Number 5.

Landfill!

ecosystem fossil fuels landfill planet pollution renewable energy



- 3 Listen and say the environment word. 🗣️ 081 Say what you think.

Fossil fuels!

Fossil fuels aren't good for the environment.

Hands On!

- 4 Look at your impact diagram in Hands On! 3. Write a global impact.

Hands On! Log AB p71 >

I'm worried about pollution around the world. Litter isn't good for wildlife or the ocean.

When I pick up litter, I help the planet.



▶ Video



Grammar

5 Listen and repeat. 082 Read and learn.

Conjunctions: <i>so, but, before</i>		
I recycle rubbish	so	it doesn't go to landfill.
Cars are useful,	but	they cause pollution.
We used both sides of the paper	before	we recycled it.

6 Read and listen. 083 What do people on Tilos want to stop?



I'm Andreus. Here's an article about how my community is helping to reduce global pollution.

The future is zero!

On the island of Tilos, in Greece, there are beautiful beaches and mountains. More than 700 people live on the island, but there aren't any bins!

In most countries, rubbish goes to landfill. Landfill puts dangerous gases into the air and causes pollution. On Tilos, there isn't any landfill, so there is less pollution in the air, on the land and in the water.

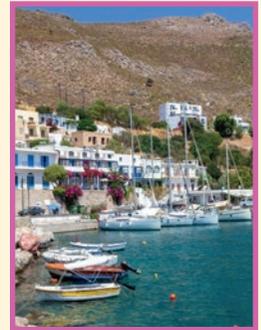
Where do people put their rubbish? Every house has different bags for different types of rubbish. There is one for recycling (paper, plastic, metal, etc.) and one for food. Workers collect the bags and take them to a recycling centre.

People on the island can find out how much rubbish they collect and how much is recycled. Everyone has an app on their phones.

The 'zero-waste' project started in 2022. The results are fantastic:

87% of rubbish went to landfill before the project. Now there is 40% less rubbish and zero landfill!

People use less plastic, and all rubbish is reused or recycled. That is good news for people on Tilos and for the planet!



7 Read again. Listen and say the missing word. 084

8 Read and write *so, but* or *before*.

- More than seven hundred people live on the island, there aren't any bins.
- There isn't any landfill on the island, there is less pollution.
- 87% of rubbish went to landfill the project.

Compare cultures



Where is the nearest landfill in your local area? What do you do to reduce rubbish going to landfill?

Grammar cut-out AB pp109–110 >

Our learning situation

Choose an environmental action to do. Make a video interview to inspire other people.



How can we inspire other people?

Video



Our environmental action video

1 Look back at your log.

Hands On! Log AB pp70–71 >

2 Read your pledges from Hands On! 1 with a friend.

3 Write five questions to ask your friend about their action. 
Ask and answer the questions.

My friend's pledge: make a bee bath

My questions:

- 1 What did you do?
- 2 Why did you make a bee bath?
- 3 How long did it take?

Hands On! Language

Look!

You can also use body language to show interest.

4 Practise useful language. Listen and repeat.  085



I made a bee bath so bees can drink.

I made it because bees are in danger.

Did you know, there are 20,000 species of bees?

That's fantastic!

Oh no, **that's terrible!**

Wow! **That's interesting!**



5 Write a script for your interview. Use the template to prepare your script.

Topic 4 Write your video interview.

Introduce yourself.
 Introduce the topic.

Show interest: *That's fantastic!*
 Include a 'Did you know?' fact.

Q _____ ?

Look!
Try to include a 'Did you know?' fact in your script.

Video interview template AB p97 >

6 **Mediation** Practise your interview.

7 Make your videos.



Hands On!

8 Watch the videos. Which new action can you try? Write a new pledge.

Your video was really interesting! I'm going to make a bee bath this weekend.



Hands On! Log AB p71 >

9 How can you share your videos with the school or wider community? Share ideas.



10 Think about your work in Topic 4.

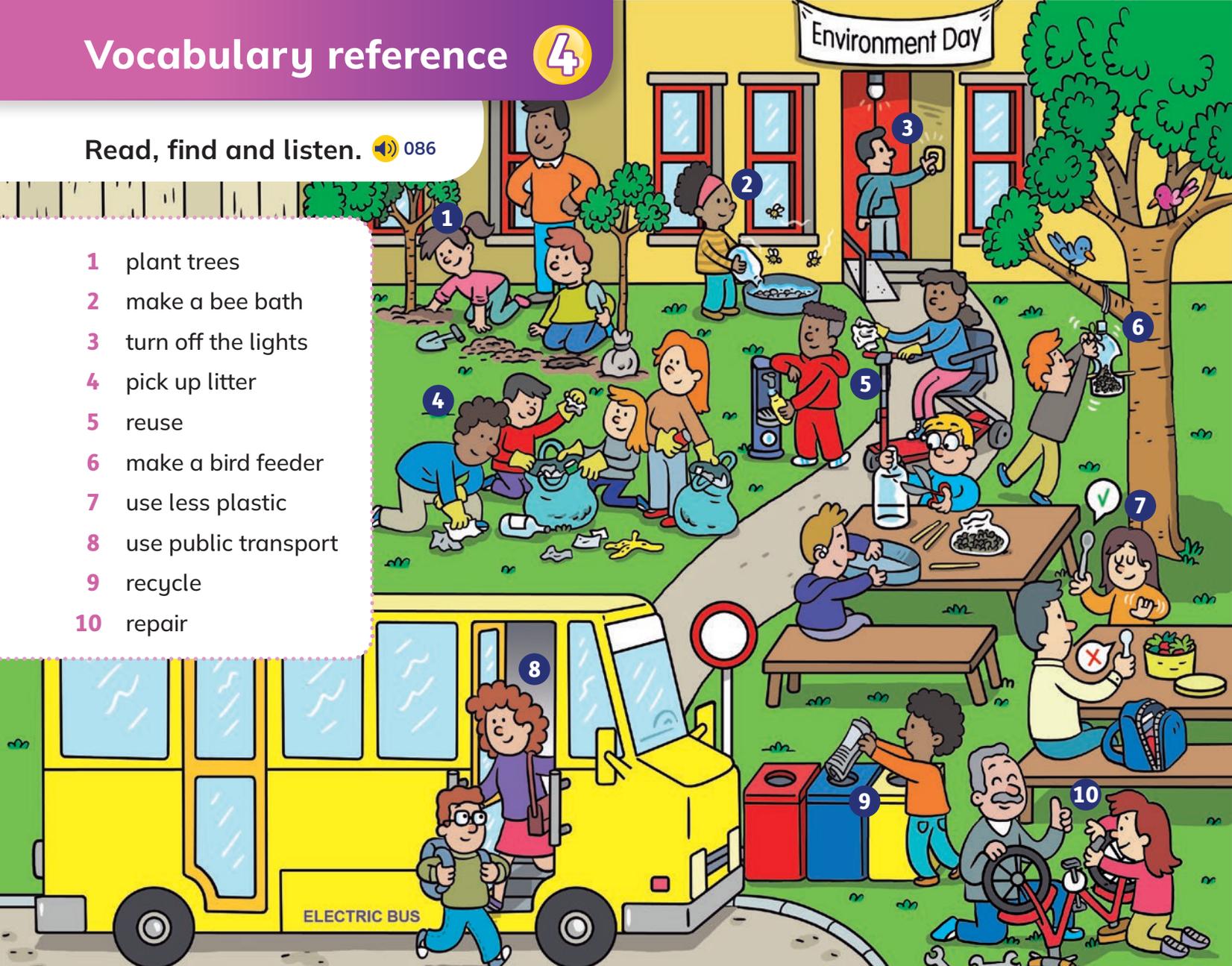


Self-evaluation p86 >

Vocabulary reference 4

Read, find and listen. 🎧 086

- 1 plant trees
- 2 make a bee bath
- 3 turn off the lights
- 4 pick up litter
- 5 reuse
- 6 make a bird feeder
- 7 use less plastic
- 8 use public transport
- 9 recycle
- 10 repair



- a renewable energy
- b pollution
- c landfill
- d fossil fuels
- e planet
- f ecosystem

Tips for tricky texts

1 Read. Why does Iris want to read the article?

I found this article. It looks really interesting. I want to find out more about where our food comes from.



2 Listen. 087 How does Iris feel about reading the text?

3 Read Tip 1 and answer the questions.

Tip 1 Look at the pictures and read the title.

- What can you see?
- What do you know about these things?
- What do you predict you are going to read about?

Food miles!



4 Read Tip 2. Then read the text and answer the question.

Tip 2 Read the whole text to get a general understanding.

- Don't stop when you don't know a word.
- Keep reading to get a general understanding of the text.

What is the text about?

- a Our favourite banana recipes.
- b The distance food travels is a problem for the environment.
- c Food you can buy in supermarkets in the UK and Cuba.

Some food only grows in hot countries. Bananas grow well in South America, Africa and Asia but not in the UK. It's too cold in the UK.

A banana that grows in Cuba travels 4,000 miles by plane to get to a supermarket in London. Tomatoes from Spain travel 1,000 miles to the UK. We call this distance 'food miles'.

Planes use fossil fuels to fly. Dangerous gases such as carbon dioxide are released when we burn fossil fuels. The gases pollute the atmosphere.

5 Read Tip 3. Then try to understand the underlined sentence.

Tip 3 Look for clues.

- Look for words you know.
- Remember, cognates can help you.
- Read the sentence before and after to help you understand the meaning of a sentence you don't know.
- Think about what you know about the subject.

Planes use fossil fuels to fly. Dangerous gases such as carbon dioxide are released when we burn fossil fuels. The gases pollute the atmosphere.

6 Now read this text. Use the three tips you learned. Write notes. 📝

- 1 Look at the pictures and read the title. Say what you know.
- 2 Read the whole text for general understanding.
- 3 Look for clues: words you know and cognates. Read the sentence before and the sentence after.

Buy local!

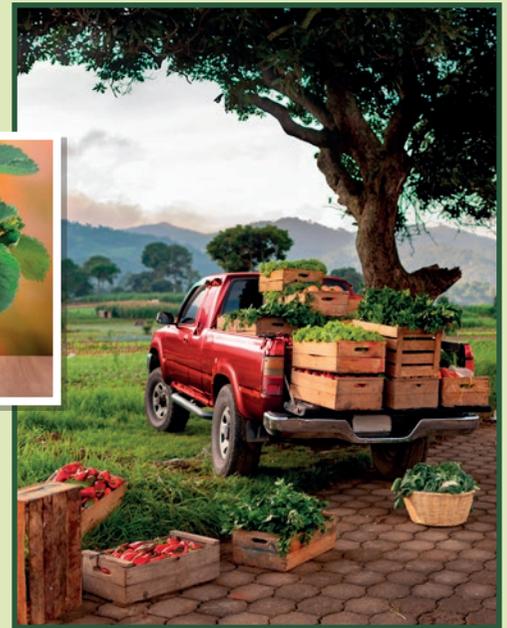


Some food has very low food miles. Food that grows locally doesn't need to travel by plane. The food with the lowest food miles is food you grow in your garden or on your balcony. Try growing strawberries or chillies in a pot!



Food that grows on farms in your local area also has low food miles. The food travels by truck, but it doesn't usually travel very far.

Find out which foods grow in your local area and buy these foods as much as you can.



7 **Mediation** Explain what you understand from the text to your friend.

8 When could you use these reading tips? Make a list. 📝

These tips can help us when we read a text in our History lesson.