

A decorative graphic consisting of several overlapping teal-colored shapes with rounded corners. Each shape contains a different pattern of small, light-colored icons. The top-most shape features icons of classical architecture like columns and arches. The middle shape shows a cityscape with various buildings. The bottom-most shape contains icons of nature, including leaves and plants. The text 'AROUND THE WORLD' is centered in a white box over the top two shapes.

# AROUND THE WORLD

# AROUND THE WORLD

CONTENTS	EVALUATION CRITERIA	
	<b>Pupils will be able to:</b>	
Basic characteristics of the surface of the Earth	Identify the basic characteristics of the surface of the Earth and distinguish between continents, seas and oceans.	
Physical geography of Spain	Describe the physical geography of Spain.	
Using maps to learn about countries and continents: identification	Identify features of inland and coastal landscapes and name rivers and mountain ranges in Spain	
Introduction to scientific activity: sources of information	Research, select and analyse information.	
Presentation of work	Present work carried out clearly, using different media.	
Personal skills	Develop social skills, responsibility, effort and concentration while studying.	

## – OPENING PAGES

Song: *Landscapes*

## STORY

*Adventure around the world*

## – WORK TOGETHER

*Fast facts card game*

## – CONTENT PAGES

Continents, oceans and seas

Landscapes

Landscapes in Spain

## – OUR WORLD

*Fighting pollution*

## – REVIEW

## – UNIT SUMMARY

In this unit pupils will learn:

- the names of continents, oceans and seas
- the types of landscapes
- the names of mountain ranges and rivers in Spain
- how to make a card game
- how to help prevent damage to the environment

## – LANGUAGE FOCUS

- Geographical features
- Proper names: continents, mountains, oceans, seas, rivers

## – KEY STRUCTURES

- Past / Present passive: is made of ..., is called ...
- Comparatives: It is longer than
- Superlatives: Because it is the longest ...
- Describing places: I can see ...
- Giving opinions: I think / I agree / I don't think that ...

LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
	LIN	MST	DIG	LTL	SOC	AUT	CUL
Distinguish between continents, seas and oceans.	●			●		●	
Know about the mountain ranges and rivers of Spain.	●	●	●	●		●	●
Identify some features of inland and coastal landscapes.	●	●	●	●	●		●
Obtain and analyse concrete and relevant information about specific facts using different sources.	●		●	●		●	
Orally express contents relating to the area of study clearly and in order, and using the correct vocabulary with precision and care.	●	●	●	●	●		●
Summarise orally and in writing, the information obtained and the work carried out.	●		●	●		●	
Show critical sense, personal initiative, curiosity, creativity, autonomy and confidence in themselves.				●		●	
Take responsibility for their words, actions and the decisions they make.				●	●	●	

<b>LIN</b> Competence in linguistic communication	<b>SOC</b> Competence in social awareness and citizenship
<b>MST</b> Competence in mathematics, science and technology	<b>AUT</b> Competence in autonomous learning and personal initiative
<b>DIG</b> Competence in the use of new technologies	<b>CUL</b> Competence in artistic and cultural awareness
<b>LTL</b> Competence in learning to learn	

**DIGITAL RESOURCES**

**PUPIL'S IWB**

**MY COMMUNITY**

**LEARNING KIT**

- Interactive content activities, Interactive language activities, Flashcards, Presentations, Song, Multimedia

**TEACHER'S KIT**

- Teacher's Book, Test generator, Methodology, Wordlists, Worksheets, Lyrics, Multimedia, 360° evaluations

**FAMILY CORNER**

- Presentations, Wordlist, Family guide

**UNIT TRACK LIST**

**Scripts on page 226**

Page 45 ● 1.68 ● 1.69

Page 46 ● 1.70

Page 48 ● 1.71 ● 1.72 ● 1.73 ● 1.74

Page 50 ● 1.75 ● 1.76

Page 51 ● 1.77 ● 1.78 ● 1.79

Page 52 ● 1.80 ● 1.81 ● 1.82

Page 53 ● 1.83

## 44 OPENING PAGES

### SUMMARY

The aim of the unit opener is to develop pupils' observational skills and find out what they already know about continents, oceans, seas and landforms. Elicit vocabulary related to the physical and human geographical features, as well as action verbs and elements to describe the scene.

### LANGUAGE

- Vocabulary: country, continent, ocean, sea, Earth, inland landscape, coastal landscape
- Question words: which, what, why
- Prepositions: in, on, next to, in front of, behind
- I can see ...
- There is / are ...

### MATERIALS

Digital flashcards.

1.68–1.69 Landscapes song

### GETTING STARTED

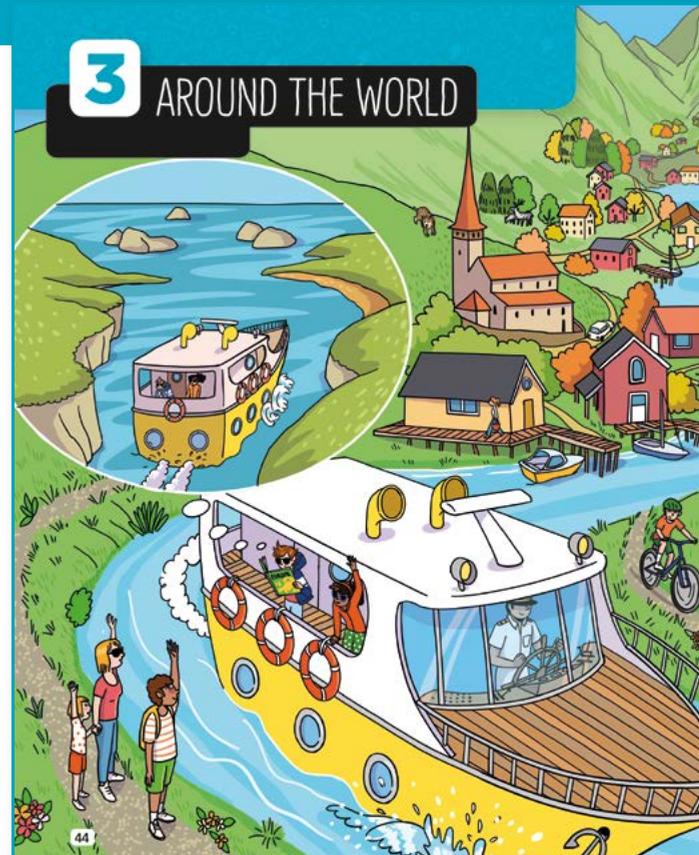
- If you are using an interactive whiteboard, focus only on the picture of the lake and the boat trip, not on the questions. Either elicit ideas about what is happening in the picture, or ask questions pointing to each part of the picture: *Which continent is this country in? Where are Ana and Tom?*
- Alternatively, use the whiteboard writing tools and ask the pupils to come up to the board, mark an area of the picture and describe what they can see. Help them produce full, correct sentences.

### STEP BY STEP

PAGES 44–45

#### Activity 1

Pupils should be aware of most if not all the continents, although possibly only in their language. Either elicit ideas (Europe, Americas, etc.) or ask questions, indicating each part of the picture. Point to the flag and ask pupils if they can guess the country (Sweden). You can give them clues. Encourage them to name all of the continents (Africa, Antarctica, Asia, Oceania, Europe, the Americas).



#### Activity 2

Encourage the pupils to talk about the differences between inland landscapes and coastal landscapes. What things can they see inland?

#### Activity 3

Focus the pupils' attention on the small image that shows what Tom is thinking about.

#### Activity 4

Elicit the names of the things they can see on the coast, for example, cliffs, sea, beach, etc. Which of these can they see in the thought bubble in the picture? Encourage them to use the expressions in the Useful language box.

#### Activity 5 1.30

Play the song and encourage the pupils to write the words as they hear them. Tell them they will hear some words in the plural form. Before playing the song, ask the pupils to say the words in the plural.

#### Activity 6 1.31

Play the song again and ask the class to sing along.

**LET'S BEGIN**

- 1 Which continent are Tom and Ana in?
- 2 Do you think Tom and Ana can see an inland landscape or a coastal landscape? Why?
- 3 Where are Tom and Ana going?
- 4 Can you see any typical features of a coast in the picture?
- 5 Listen to the *Landscapes* song. In your notebook, copy the words you hear.
 

valley	plain	mountain range
river	ocean	lake
- 6 Sing the song.
  - What do you know? Let's find out!

**Useful language**

I can see ...  
There's a ...  
There are some ...

45

1.30–1.31 **LANDSCAPES**



La la landscapes  
Let's learn about landscapes  
La la landforms  
Let's talk about them all!

In coastal landscapes  
You can find a beach  
Oceans, cliffs, you can also see the sea!  
Headlands, rivers  
Islands and bays  
They're beautiful so come and spend a day!

La la landscapes  
Let's learn about landscapes  
La la landforms  
Let's talk about them all!

In an inland landscape  
In the sun or wind or rain  
Climb up to a plateau, down to a valley or a plain  
Hike in the mountains  
Swim in a lake  
And if you don't like it, that would be a mistake!

### TARGETED QUESTIONS

- ① How many mountains can you see in the picture? Pupils count. Explain that we call this a mountain range when several mountains are joined together. Can they name any other mountain ranges they know?
- ②② How many people can you see in the picture? Pupils count. What time of year do you think it is? Why? (Summer, the people are wearing shorts, t-shirts, etc. because it's warm. There isn't any snow on the mountains.)
- ③③③ Can you locate Sweden on the map on page 49? You can also use a world map on the wall. Which sea borders Sweden? (The Baltic Sea)
- ④④④④ Which countries are next to Sweden? (Norway, Finland) You can also use a world map on the wall.

### WRAP IT UP

Divide the class into two teams. Pupils take turns drawing features from inland landscapes and coastal landscapes on the board. If a team guesses in 45 seconds, they win a point; if not, the other team has a chance to guess and win a point.

### 360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation test for the pupils to complete.

### SOLUTIONS

- 1 They are in Europe. (There is a Swedish flag).
- 2 Inland landscape: mountains, lake, valley.
- 3 They are going to the coast.
- 4 Cliffs, a bay, islands and the sea.
- 5 Ocean, river, valley, plain, lake

## 46 STORY

### SUMMARY

This page opens with a story in which the pupils have the opportunity to see Ana and Tom at particular moments on their adventure around the world. In the story, they visit different inland and coastal landscapes in the world.

### LANGUAGE

- Vocabulary: land, mountain range, dry area
- Verbs: is made of, sail
- Affirmative and negative statements: It's ...
- There's

### MATERIALS

Poster of a map.

### 1.70 Adventure around the world

### GETTING STARTED

Show the story and ask the pupils what they can see in it. Elicit ideas about what they know about the different places.

### STEP BY STEP

PAGE 46

### Adventure around the world 1.70

- Ask three pupils to read the story from the book. The rest of the class should read along.
- The concepts can be further reinforced by dividing the class into pairs and asking them to act out the story, each taking the role of Ana and Tom. You can practise the story with everyone standing up in their places and reading together, then sitting down and reading it again with their partners.
- This is a good opportunity to work on intonation and incidental language.

### Activity 1

Ask the pupils to read and match the four sentences (a-d) to the words under the pictures before copying them into their notebooks. Give them a time limit and

**Story**  
**Adventure around the world**

**Listen, read and act out.**

**1** Ana and Tom are at the North Pole.  
There's no land here – it's all made of ice.  
That's the Arctic Ocean. It's the smallest and shallowest ocean.  
Yes. It's too cold to swim here!

**2** Ana and Tom are in Asia.  
It's the highest mountain range on our planet.  
Look at the Himalayas! We're nearly at the summit!

**3** Ana and Tom are in Australia.  
We are in a very dry area of Australia.  
It's a beautiful colour!  
This is Lake Eyre. It often has very little water.

**4** Ana and Tom are back in Europe.  
I love Sweden!  
Yes! And now we're sailing to the coast. What an adventure!

**1** Copy and complete the sentences in your notebook. Use the pictures to help you.

- a. The highest point of a mountain is called the .....
- b. A ..... is a body of salt or fresh water.
- c. A series of mountains is called a .....
- d. An ..... is a very large body of salt water.

lake      ocean  
summit      mountain range

46

when the time is up, tell them to compare their answers with their partner. Ask for volunteers to share their answers.

### WRAP IT UP

Ask the class to name the continents, oceans and seas that Ana and Tom visited on their adventure around the world. Arctic: Arctic Ocean (no land, so it does not belong to a continent, as it is made of sea ice). Asia: Himalayas (India, Nepal, Pakistan, Tibet). Oceania: Australia. Europe: Sweden (possibly the North Sea or the Baltic Sea).

### FAST FINISHERS

Use a map to show the route that Ana and Tom took around the world.

### SOLUTIONS

**1** a. summit; b. lake; c. mountain range; d. ocean

## WORK TOGETHER 47

## Work together

## Fast facts card game

## Think first

You are going to make and play a card game with facts about different autonomous communities in Spain. Get into groups and decide which two communities or autonomous cities each member will investigate.

**Materials:** mini blank cards or A4 card each cut into 4 sections, pens, scissors, internet access, computers or tablets.

## Steps

- 1 Each group member chooses two autonomous communities or autonomous cities to research.
- 2 Search online to find the following information:
  - number of rivers
  - number of provinces
  - number of mountain ranges
  - population
- 3 Prepare a fact card for each of your autonomous communities, including the name and your four facts from step 2.
- 4  Now you are ready to play. Deal the cards randomly. Make sure each player has two cards.
  - Player A: Read a fact from your card.
  - Player B: Read the same fact from your card. If your number is bigger, you win both cards. If it is smaller, Player A wins both cards. If the number is the same, you both keep your card.
  - Player B: Repeat the process with Player C. Player C: Repeat the process with Player D and continue in this way.
  - Play the game until one player wins all the cards. If you lose all your cards, form a pair with another player.
  - You only have 5 minutes!



## Useful language

The population of ... is ...  
There are ... (borders / rivers / mountains) in ...

 Evaluate your cooperative learning.

47

## SUMMARY

Pupils will use the Teammates consult technique to help them develop their thinking and reasoning skills. As a group, pupils will discuss their ideas, each forming and explaining their own conclusions, while keeping their pencils in the middle of their desks. Once they have finished the discussion, they take their pencils and start working on the question or task. Finally, they share their work.

## LANGUAGE

- Vocabulary: province fact, mountain ranges, population
- Language for suggesting ideas: I think ..., Why don't we ...?, How about ...?
- Language for playing: It's your turn, ... is bigger than ...

## MATERIALS

Mini blank cards or A4 card each cut into 4 sections, pens, scissors, internet access, computers or tablets.

## GETTING STARTED

Explain that they are going to make and play a card game with facts about different autonomous communities in Spain. If possible, show the class an example of a card that you have already made in advance. Brainstorm the kind of information on the card.

## STEP BY STEP

PAGE 47

- **Step 1.** Divide the class into groups of four. As a group, they decide which autonomous communities they will research. Make sure each group member is working on a different one. Refer the class to the list of four sections they will research for each of their autonomous communities (number of rivers, mountain ranges and provinces, population).
- **Step 2.** Each pupil works individually, using the internet, to find out information and to complete the fact cards. Monitor the groups giving encouragement, guidance and help when necessary.
- **Steps 3 & 4.** Once all of the pupils have completed two fact cards each, they are ready to play the card game. One player takes all of the cards, shuffles them and deals all of them out to the members of the

group. Remind players who are left with no cards can form a pair with another player. Tell the class that they only have five minutes to play the game. While they are playing, monitor the groups.

## WRAP IT UP

Find out from the class which autonomous community has the highest and lowest number of rivers, mountain ranges, provinces and the largest/smallest population.

## 360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

## 48 CONTINENTS, OCEANS AND SEAS

### SUMMARY

This double-page spread is intended to give pupils a greater understanding of the land and water on Earth. The six continents are identified and the major oceans and seas are named on the world map.

### LANGUAGE

- Question words: why, which, what, how many
- Adverbs: partly / completely (surrounded)
- Comparative expressions: half the size of, smaller than
- Superlative forms: the largest, the deepest, the warmest, the smallest, the shallowest

### MATERIALS

Digital platform: *My community*

- 1.71 The continents
- 1.72 The oceans
- 1.73 The seas
- 1.74 Activity 1

### GETTING STARTED

- Introduce the main concepts dealt with on these two pages by showing the image on the interactive whiteboard and eliciting what the map shows. Ask the pupils to come up and point out places (continents or countries, seas or oceans).
- Indicate the initial question (Why is Earth called the 'Blue Planet?') and elicit answers (*Because there's more water than land and it looks blue from space.*).

### STEP BY STEP

PAGES 48–49

Ask the pupils to read the first paragraph. Ask concept questions to check their understanding such as *How many continents are there? Can you tell me the name of a continent with water on all sides?* A volunteer reads the paragraph out loud. Repeat this procedure with the next two sections.

#### Activity 1 1.74

Before the pupils answer the questions, use body language to check the concept of 'large', as opposed to the false friend 'long'. Encourage them to use the Useful language box to answer.

### Continents, oceans and seas

**The continents**

The land on Earth is divided into six **continents**: The Americas, Europe, Africa, Asia, Oceania and Antarctica. Some continents are connected to each other and others are completely surrounded by water.

**The oceans**

Most water is in the **oceans and seas**.

- The Pacific Ocean is the largest and deepest ocean.
- The Atlantic Ocean is half the size of the Pacific Ocean.
- The Indian Ocean is the warmest ocean.
- The Southern Ocean completely surrounds Antarctica.
- The Arctic Ocean is the smallest and shallowest ocean.

**The seas**

Seas are smaller than oceans. They can be partly surrounded by land, such as the Caribbean Sea and the South China Sea. They can also be almost completely surrounded by land, such as the Mediterranean Sea or the Red Sea.

Why is Earth called the 'Blue Planet'?



**Useful language**

I'm from ...  
Which continent is ... in?  
It's in ...

**1**  Listen and answer in your notebook.

- Which is the largest continent on Earth?
- Which is the smallest continent on Earth?

**2**  Which continent are you from? Which continent is Argentina in? Ask about other countries.

48

#### Activity 2

Remind the pupils that the Americas are counted as one single continent.

#### Activity 3

Encourage the pupils to follow the outline of the Mediterranean Sea with their finger in order to identify the continents and spot the two exits, one to the east and the other to the west.

#### Activity 4

Ask for a volunteer to come to the board to point to the Canary Islands. Then ask the pupils to look at the compass rose and point to the east before answering this question.

#### Activity 5

Ask for a volunteer to come to the board to point to the Balearic Islands. Elicit the names of the main islands in this group (Mallorca, Menorca, Ibiza, Formentera). Ask for a show of hands to see how many of the class have visited the islands.



- 3 How many continents surround the Mediterranean Sea?
- 4 Which body of water surrounds the Canary Islands?
- 5 Which sea surrounds the Balearic Islands?

49

### WRAP IT UP

Review the continents and oceans by playing an ordering game. For example, ask six pupils to come to the front of the class and whisper the name of a continent to each of them. You can also give slips of papers with the names. Then, tell them to form a line from biggest to smallest.

### FAST FINISHERS

The pupils find the names of more seas looking at the different maps in the digital platform, My community. If you are using an interactive whiteboard or have a large map on the wall, ask them to label the seas with sticky note paper.

### SOLUTIONS

- 1 a. Asia; b. Oceania
- 2 Which continent are you from? (Pupils' own answers.) Which continent is Argentina in? The Americas.
- 3 Three: Europe, Asia and Africa; The Mediterranean Sea connects to the Atlantic Ocean via the Straits of Gibraltar, and to the Indian Ocean via the Suez Canal.
- 4 Atlantic Ocean.
- 5 Mediterranean Sea.

## 50 LAND AND WATER

### SUMMARY

This double-page spread introduces the topic of inland and coastal landscapes. First pupils are introduced to the term 'inland landscapes' to see their natural features. Then pupils see the different landforms that are typical of coastal landscapes.

### LANGUAGE

- Vocabulary: mountain range, mountain, summit, foot, slope, valley, plain, plateau, hill, island, archipelago, cliff, headland, bay, beach
- Prepositions: next to, between
- Present passive: is made up of ..., is called ...
- Language for suggesting ideas: I think ..., In my opinion ..., Because it is the longest / saltiest / widest / shortest ...

1.75 Landscapes

1.76 Inland landscapes

1.77 Coastal landscapes

1.78 Coastal landforms

1.79 Activity 4

### GETTING STARTED

- If you are using an interactive whiteboard, point out the pictures on the double page and ask the pupils whether they can identify any of the features and can give examples of mountains or beaches near where they live or that they have visited.
- Indicate the initial question (Where is the land usually higher - on the coast or inland?) and elicit answers (inland). You can also ask if they have been to any mountains and to describe where.

### STEP BY STEP

PAGES 50–51

Ask the pupils to work in groups to answer the five questions and to talk about and agree on the answers before they make a note of them in their notebooks. Encourage them to use the visuals when they are looking for the answers, and to use the expressions in the Useful language boxes. Ask for volunteers from the different groups to give their answers to the rest of the class.

### Landscapes

Where is the land usually higher - on the coast or inland?

Landscapes can have **natural features**, like mountains, and **man-made features**, like roads. They can be **inland** or **coastal**. They are made up of **landforms**.

#### Inland landscapes

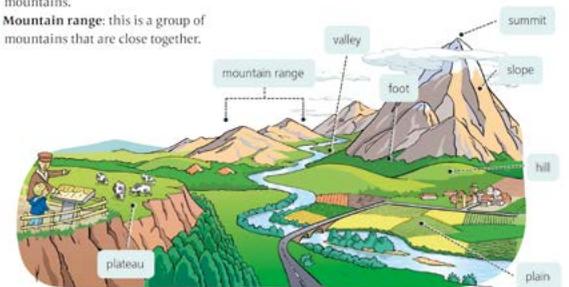
Inland landscapes can have high and low areas of land.

In **high areas** we can find these landforms:

- **Mountains:** these are large, rocky areas of land. The top of the mountain is called the **summit**. Its sides are called **slopes** and the bottom of the mountain is called the **foot**.
- **Hills:** these areas of land are lower than mountains.
- **Mountain range:** this is a group of mountains that are close together.

In **low areas** we can find these landforms:

- **Valleys:** these are areas between mountains and hills.
- **Plains:** these are flat areas of land.
- **Plateau:** this is a plain that is higher than the land around it.



1 Which part of the mountain do people ski on?

2 Why do you think not many plants and animals can live at the summit of very high mountains?

Useful language

I think ...  
In my opinion ...

50

### Activity 1

Pupils can see the labelled slope on the first picture, although there is only snow on the summit. If the pupils are skiers, they might know the word 'piste', which you can accept (it is most commonly collocated with 'off-piste skiing'), and then point out the word on the page.

### Activity 2

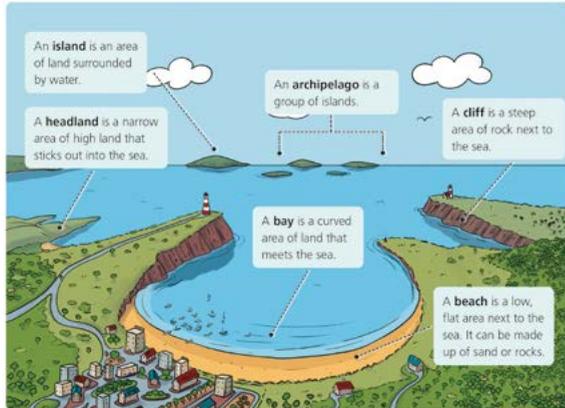
Pupils might point out that mountain summits are often covered in snow in winter, and that the cold and windy weather makes it difficult for plants and animals to survive. They may suggest the names (in their language, possibly) of plants and animals which do live on mountain tops (e.g., moss, lichen, spiders, eagles).

### Activity 3

Encourage the pupils to continue to use English even when they are talking about things close to home. In this activity pupils might have to look for information on the internet, or you could suggest other sources where they can search.

**Coastal landscapes**

Coastal landscapes are by the sea. We can find different landforms in a coastal landscape.



**3** 🗺️ Can you find an example of a mountain range, a valley, an island and an archipelago in Spain?

**4** 🎧 Listen and write *True* or *False* in your notebook.

- The Balearic Islands are in the Atlantic Ocean.
- Mallorca is the smallest island.

**5** 📍 Which is the closest beach to where you live? Can you describe it?

**Useful language**

The closest beach is ...  
There's a ...  
There are (some) ...  
You can find ...

51

**Activity 4** 🎧 1.40

Encourage the pupils to read the questions before listening and answering *True* or *False*.

**Activity 5**

Encourage the pupils to use expressions from the Useful language box here. They may have a range of different ideas, so encourage them to share these, and accept short or one-word answers and more complex structures.

**WRAP IT UP**

- Play 'Odd One Out' with landform vocabulary. Write three vocabulary words from this section on the board. Ask the pupils to tell you which is different and why, e.g., cliff, summit, slope (*Cliff, because it is on the coast not inland*).
- Pupils continue with the game in groups using vocabulary from this and other sections.

**SOLUTIONS**

- 1** The slope.
- 2** Because it is rocky, cold, windy and often covered in snow all winter.
- 3** Pupils' own answers.
- 4** a. *False*. They are in the Mediterranean Sea.  
b. *False*. Mallorca is the largest island.
- 5** Pupils' own answers.

## 52 LANDSCAPES OF SPAIN

### SUMMARY

This double-page spread builds on what the pupils have already learned about physical maps and landforms. Pupils read about some important mountain ranges and rivers in Spain and, by studying the map, will become aware of other important features, such as plains, plateaux and deserts, and where they are located.

### LANGUAGE

- Vocabulary: separates, extends across, flow into, form a border with
- Superlatives: the longest, the highest

1.80 Landscapes in Spain

1.81 Activity 1

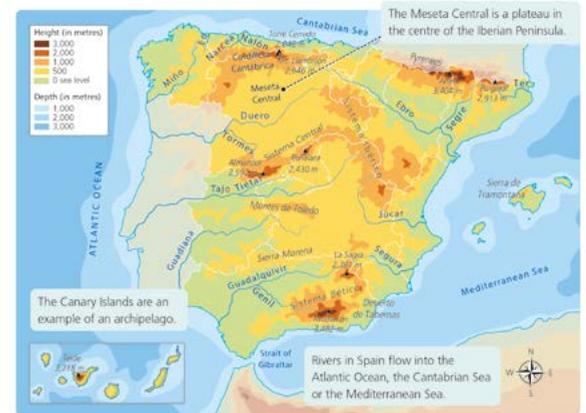
1.82 Mountain ranges

### Landscapes in Spain

What is the landscape like in your area of Spain?

Spain is located in south-west Europe. To the south, the Strait of Gibraltar separates the rest of Europe from Africa. To the west, Portugal shares the Iberian Peninsula with Spain.

To the north-east, the Pyrenees form a border between France and Spain. Spain has many different landscapes and landforms.



1 Listen and answer.

- Which ocean does the River Miño flow into?
- Where is the source of the River Duero?

2 Where do the rivers on the map flow into?

Useful language

The ... flows into ...

52

### GETTING STARTED

- Play a guessing game to revise the vocabulary from the previous section where the pupils mime the shapes of different landforms using gestures.
- Ask the pupils to look back to the map on pages 48-49 and encourage them to talk about the differences between that one and the one on today's pages.
- Indicate the initial question and elicit answers (Pupils' own answers).

### STEP BY STEP

PAGES 52–53

Ask the pupils to read the first paragraph. Draw a compass rose on the board and practise eliciting the points on the compass.

#### Activity 1 1.81

Ask the pupils to read the questions and point to the River Miño and River Duero on the map. Talk about the differences between 'mouth' (where the river ends and meets the sea or another river), 'source' (where the river begins or its furthest point from its estuary) and tributary (where one river flows into another river or a lake).

#### Activity 2

Ask the pupils to follow the rivers to the sea on the map and identify the sea or ocean where they end. Encourage them to use the Useful language box to express themselves.

#### Activity 3

Pupils should understand that the different greens show the low areas of land and the yellow, orange and brown show the areas of higher land. The different hues of blue show the different depths of the seas and oceans.

#### Activity 4

Ask the pupils to think of landforms in their areas by looking at the mountain ranges on page 53 and the words on pages 50 and 51. Encourage them to use the Useful language box to express themselves.

### Mountain ranges

The main mountain ranges in Spain are the **Cordillera Cantábrica**, the **Pyrenees**, the **Sistema Ibérico**, the **Sistema Central**, the **Sierra Morena** and the **Cordillera Bética**.



The **Cordillera Cantábrica** extends across the north coast of Spain. The highest points include the Picos de Europa.



The **Pyrenees** is the mountain range which separates Spain from France.



The **Sistema Ibérico** is home to eagles and vultures.



The **Sistema Central** is the longest mountain range in Spain. It extends over 700 kilometres.



The **Sierra Morena** is one of the last remaining habitats of the Iberian lynx.



The **Cordillera Bética** extends across the south coast of Spain.

3 🗺️ What is the highest mountain in the Iberian Peninsula? And in Spain?

4 🗺️ What landforms are near where you live?

🗣️ Useful language

I live near ...

53

### WRAP IT UP

Mix up letters to make anagrams of mountains, mountain ranges and rivers in Spain and ask the pupils to unscramble the names and find them on the map (e.g., YSEEEPNR – Pyrenees). Ask groups to invent two or three anagrams for the other groups to try to decipher.

### FAST FINISHERS

- Get the pupils to tell each other about places they have been to (a high mountain, a long river, etc.).
- Ask the pupils to mark all of the places they have been to on a map of Spain.

### SOLUTIONS

- 1 a. The Atlantic Ocean  
b. Its source is in the Picos de Urbión in the Sistema Ibérico.
- 2 The Atlantic Ocean, the Cantabrian Sea, the Mediterranean Sea.
- 3 Mulhacén is the highest mountain on the Iberian Peninsula and the second highest in Spain. It's in the Sierra Nevada in the Sistema Bético. The highest mountain in Spain is Teide in Tenerife.
- 4 Pupils' own answers.

## 54 OUR WORLD

### SUMMARY

This double-page spread presents the pupils with a selection of different types of pollution and introduces them to the idea of the importance of protecting the environment. Pupils are encouraged to think about ways in which they can help prevent environmental damage.

### LANGUAGE

- Vocabulary: environment, pollution, mass tourism
- Verbs: prevent, cause, damage
- Giving advice: can / should / shouldn't

### ★ Our world

#### Fighting pollution

Human actions often cause damage to our environment. For example, industry and transport pollute the air. Chemicals can destroy marine ecology and unrecycled rubbish harms plants and other living creatures.



- 1 Look at photos 1–6. What damage does each type of pollution cause?
- 2 There are seven different kinds of environmental pollution. They all come from different sources and cause different problems. How many of them can you name?
- 3 Which photo shows air pollution? Can you think of any possible solutions? What can you do to stop it?
- 4 What can you do to help the environment? Create a list of five tips.

#### Useful language

We can take / use ...  
People should / shouldn't ...

54

### GETTING STARTED

If you are using an interactive whiteboard, put up a photo of a polluted beach but hiding most of the image. Little by little, reveal the whole photo as you ask the class what they think it is.

### STEP BY STEP

PAGES 54–55

Ask the class to describe each of the photos on page 54. Who or what has caused each to happen?

#### Activity 1

Put pupils into pairs. Ask them to decide what damage each type of pollution can cause.

#### Activity 2

First, invite pupils in pairs to talk about as many different types of pollution that they can think of.

#### Activity 3

Ask the class how many children come to school on foot, by car, bus, bicycle, etc. Encourage them to think about which form of transport causes most pollution.

#### Activity 4

Draw a mind map on the board and write the word "Environment" in the centre. Brainstorm ideas for what the class can do to help the environment. Note down some of their ideas on the mind map. In pairs, ask the pupils to create their list of five tips.

#### Activity 5

Talk about types of holidays and what 'mass tourism' means. Ask the class about their favourite type of holiday, and how their choice may affect the environment.

#### Activity 6

Divide the class into working groups of four. As a group they divide the task into sections so that each group member can work on their section individually. Once they have done this, they come together to share their ideas and design the poster. As a group, they decide on which photos they will include and how they will distribute the information on the poster. Finally, they present their posters to the rest of the class.

**Protecting our coasts**

Human activity can sometimes have a negative impact on natural landscapes, plants and animals.

In the past, there were many small fishing towns in Spain. Now, there are a lot more large ports with bigger boats like yachts and cruise ships.



There are also now lots of tourist resorts along the coast with hotels, bars and shops. These changes cause a lot of pollution.



**5** What types of pollution and environmental damage can mass tourism cause? Compare your answers with a partner.

**6** Create a poster warning of the dangers of environmental pollution, and giving advice on how to prevent environmental damage. Use some of the tips you thought of on the previous page.

55

**WRAP IT UP**

Ask the class to name some of the ways we help our environment here at school. Are we doing enough? How else could we help?

**SOLUTIONS**

**1** 1. affects rivers, affects or kills animals and plants, can affect drinking water; **2.** affects or destroys marine life; **3.** causes air pollution, affects breathing, affects plant and animal life, produces serious illnesses; **4.** rubbish can cause harm to plants and living creatures; **5.** noise pollution can cause hearing problems, prevent sleep; **6.** noise and air pollution can cause hearing problems and breathing problems.

**2** Air pollution, water pollution, soil pollution, thermal pollution, radioactive pollution, noise pollution, light pollution

**3** Photo 3. Discuss public transport vs the use of private vehicles. Talk about the differences between electric vehicles and those that use other types of fuel.

**4** Pupils' own answers.

**5** Water pollution (more waste is left on the beach / boats and cruise ships pollute the sea); air pollution (aeroplane travel, more vehicles, etc); noise pollution (animals and humans can be affected); more rubbish produced; more water consumed; natural coastlines are built up and animal and plant life disappear, affecting ecosystems; light pollution.

**6** Pupils' own answers.

## 56 REVIEW

### SUMMARY

This double-page spread offers the pupils the opportunity to organise what they have learnt in the unit by means of a concept map. Pupils review content by completing a set of autonomous review activities. They can also learn a new study skill: in this unit, pupils use question-and-answers cards to test themselves.

Pupils can undertake a simple End-of-unit test.

### LANGUAGE

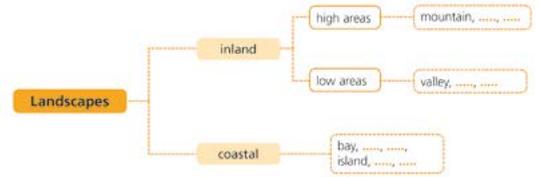
- Vocabulary: sticky note

### MATERIALS

Digital flashcards.

### REVIEW

1 Copy and complete in your notebook.



2 Look at the map of Spain. In your notebook, label the mountain ranges 1-6.



3 Which three bodies of water do rivers in Spain flow into? Write the words in your notebook.

56

### GETTING STARTED

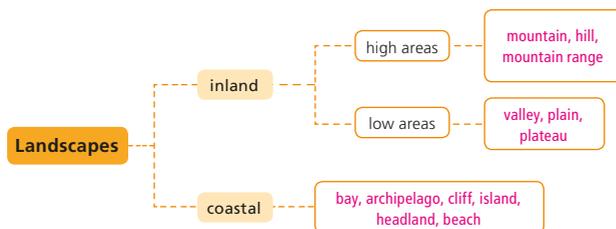
Play 'I spy with my little eye ...' to review the vocabulary from the unit. Use the picture from the opening pages 44–45.

### STEP BY STEP

PAGES 56–57

#### Activity 1

- Remind the pupils that when we organise new information, it is easier to understand and remember it.
- Focus the pupils' attention on the concept map and ask them to tell you what the missing words are. Pupils should copy and complete the concept map in their notebooks.



#### Activity 2

Ask the class to define what a mountain range is. Remind them that there are several mountain ranges in Spain. Can they name some of them from memory?

- a. Cordillera Cantábrica; b. Pyrenees; c. Sistema Ibérico; d. Sistema Bético; e. Sistema Central

#### Activity 3

Remind the pupils that there are different bodies of water. (*Lakes, rivers, oceans and seas*).

Mediterranean Sea, Atlantic Ocean, Cantabrian Sea

#### Activity 4

Read the sentences aloud. Ask the pupils to revise the words on pages 48 and 49.

- a. valley  
 b. cliff  
 c. the Arctic Ocean  
 d. the Pacific Ocean  
 e. Seas  
 f. Asia

4 In your notebook, copy and complete the sentences.

- ..... is a low area of land between mountains.
- ..... is a steep area of rock next to the sea.
- The ..... is the smallest and shallowest ocean.
- The ..... is the largest and deepest ocean.
- ..... are smaller than oceans.
- ..... is the largest continent.

5 In pairs, ask questions. Test your partner.

**Pupil A**

- Can you name the six continents?
- What is the Sierra Morena?
- Which sea does the Guadalquivir flow into?
- Which mountain range forms the border between Spain and France?

**Pupil B**

- What is in a mountain range?
- Can you name three rivers in Spain?
- What type of landform is the Meseta Central?
- What sort of landscape contains bays, cliffs and headlands?

**Study skills**

Use sticky notes to help you remember the unit.

- Open your book at page 48.
- What can you remember? Read the page.
- Write some important things from the page on a sticky note.
- Write the page number and a title.
- Do the same for pages 49-53.
- Compare your notes with your classmates.



✓ What do you know now? Check your progress!

57

### Activity 5

Ask each pupil to check they know the answers to each of the 4 questions they are going to ask. They can use their books. Then, encourage the pupils to do this activity without looking in their books. They should take turns reading out their sentence. If they are unable to answer the questions from memory, their partner may give them a clue. As a last resort they may refer to their books.

#### Pupil A

- The Americas, Europe, Africa, Asia, Oceania, Antarctica.
- A mountain range.
- The Atlantic Ocean.
- The Pyrenees.

#### Pupil B

- Mountains, valleys and sometimes plains and plateaus.
- Pupil's own answer.
- A plateau.
- A coastal landscape.

### Study skills

- Pupils should follow the instructions in the book to learn how to make and use sticky notes to help remember information in the unit.
- Ask the pupils to look at pages from the unit. They note down the most important information from each page on sticky notes.
- In a later lesson, ask the pupils whether they are using the sticky notes at home to help themselves learn. Praise the ones who have tried the technique.

### 360° EVALUATION

Download, print and hand-out the End-of-unit test and the Self-evaluation test again.

Compare both with the ones the pupils did at the beginning.