

Unit Walkthrough

Pupil's Book 5, Unit 3



Introductory **video** at the start of each unit with the "Kids Can Investigate" team, sparking **curiosity**.

Lesson 1 Vocabulary

Unit aims: To find out, talk and write about green spaces in the past and in the present.

1 Watch. What question do the Squirrels ask? Listen to check. Say.

2 Match the words to pictures 1-10. Listen to check. Say.

3 Listen to Libby. What is she looking at? How does she feel?

4 Listen to the riddles. Guess the words.

5 Close your book. Play a memory game.

There's a stream in the country. True.

There aren't any motorways in the city. False.

airport chimney factory farm field lake motorway rock stream traffic jam

30

Every ability icon indicates activities with differentiated instruction and flexible learning outcomes.

Groups from different cultures exchange messages about the topic.

The **cross-curricular** area is linked to the topic of the unit and introduces the **2nd vocabulary set** using the **grammar structure** already presented and practised.

Lesson 2 Grammar and Communication

1 Watch. Which parts of the tree does Milo talk about? Why are they important for animals?

2 Find out more. Read and listen. How do trees make us feel?

TERRIFIC TREES Trees are important for people and the environment. Here are four reasons why.

1 Trees clean our air. Cars and factories produce a gas called carbon dioxide which causes pollution in the air. The leaves on trees take in carbon dioxide and release oxygen into the air. Trees store the carbon in their leaves, trunks and branches, as well as in the roots in the soil.

2 Trees keep our streets and houses cool. Their leaves give us shade when it's sunny. When water in the leaves evaporates, it cools the air around the tree. Do you know that in summer, a street with trees can be more than 10°C cooler than a street without trees? That's amazing!

3 Trees make us happier and healthier. We exercise and play more when we live in a place with trees. And we feel more relaxed and positive. Scientists also say that students study better when they are near to trees.

4 Trees keep us safer. They reduce the risk of landslides and flooding. They also help to prevent soil erosion.

5 Trees are important for animals. They provide food and shelter for many different animals.

34

The **inter-cultural dialogue** continues in the **Culture** section.

In the **Compare cultures** section pupils compare another culture with their own, one of the **UN Sustainable Development Goals**.

Reading text with a tip box suggesting a key **plurilingualism** strategy.

Lesson 6 Culture

1 What types of green spaces are there in your country?

2 Listen and read. How do the children create more green spaces in Thailand and the USA?

3 Read again and answer.

4 Compare cultures. Think about your country. Ask and answer.

36

The **Communication and Skills** section includes both speaking and writing.

Clear models and functional language help scaffold learners' **oral** and **written production**.

The carefully staged **project** sets up a **learning situation** in which pupils **collaborate**.

Lesson 3 Story

1 Think. How do people protect the environment?

2 Watch or read and listen. How does Wangari's village change during the story?

The small seeds

1 Wangari lives in a small village below Mount Kenya. She loves helping her mother to collect firewood from the forest near her house.

2 Wangari also enjoys working in her family's garden. The soil is good and many vegetables grow there.

3 Wangari is very clever and when she is 20, she wins a prize to study biology in the United States of America.

4 Years later, Wangari returns to her village in Kenya. It looks very different now. People are cutting down trees because they want more land to build houses.

5 Wangari knows that planting trees helps the land, but big trees are expensive. She has an idea and tells her friends.

6 Soon more women join Wangari and her friends. They plant them in their gardens and around their homes.

32

Stories from all over the world build an understanding and tolerance of **different cultures**.

Pupils compare language, acquiring **plurilingualism** strategies.

The **Curiosity Corners** encourage pupils to ask their own questions.

Every story highlights an important aspect of **SEL (Social and Emotional Learning)**.



Optional communication activities which develop **linguistic mediation** skills.

The **Creativity Corners** help pupils become creative and critical thinkers.

Lesson 7 Communication and Skills

1 Watch. What are Libby and Mia doing?

2 Listen, read and say.

3 **chit-chat** Ask for and give instructions. Act out.

4 Read the information on the seed packet. Would you like to grow this imaginary plant? Why? / Why not?

5 Read again and answer.

37

Each writing task focuses on a different text type.

Kids Can! Project A community garden

1 Watch Alfie and Libby present their community garden. Then answer the questions.

2 Think! Where do these words go?

3 **think and disagree** Brainstorm ideas for a community garden as a class. Use a diagram.

4 **plan** Work with a friend. Choose things for your garden. Think about why you want them.

5 **create** Design your garden with your friend. Label your drawing.

6 **share** Practise presenting your community garden with your friend.

39

A **video** provides a model to help learners prepare their presentation.