

### Unit 1

### Our environment

#### Introduction. Page 6

1. Our environment. Think about the planet. Ask your classmate on your left what problems are occurring nowadays?

What should we do to avoid those problems? Write what you have discussed with your classmates.

The teacher guides the student's response.

#### Vocabulary. Page 8

1. Dictionary Hunt. Look up the definition of the following words in an English dictionary. The teacher guides the student's response.

Population: all the people living in a particular country, area, or place.

Ecological: relating to ecology or the environment.

Conserve: to keep and protect something from damage, change, or waste.

Adaptations: the process of changing to suit different conditions.

Environment: the air, water, and land in or on which people, animals, and plants live.

Reusable: able to be used more than once.

Renewable: renewable forms of energy can be produced as quickly as they are used.

Purify: to remove bad substances from something to make it pure.

Evolution: the way in which living things change and

develop over millions of years.

\* <https://dictionary.cambridge.org/es/diccionario/ingles/evolution>

#### Vocabulary. Page 9

1. What's the word? Read the definition that is given. Write the correct word from the definition

DEFINITION	WORD
To sort and collect rubbish in order to treat it and produce useful materials that can be used again.	Recycle
The general weather conditions usually found in a particular place.	Climate
The power from something such as electricity or oil that can do work, such as providing light and heat.	Energy
Able to decay naturally and in a way that is not harmful	Biodegradable
To make something less pure or make it poisonous.	Contaminate
Something that lives and moves but is not a human, bird, fish, or insect.	Animals
A living thing that grows in earth, in water, or on other plants, usually has a stem, leaves, roots, and flowers, and produces seeds.	Plant

### Book activity. Page 11

1. The balad of Lisa the Lemur. Listen to the song and follow the directions. The teacher guides the student's response.

Listen to the song and write the missing words in the sentences.

- a. Lisa the lemur lives in a tree.
- b. People live in a flat.
- c. Fish live in the sea.
- d. Bees live in a hive.
- e. Goats live on a mountainside.
- f. Bears live in a cave.

Listen to the song. Find the mistake, underline it and write the correct word.

- a. Lisa and her family lived in the city. Rainforest Rainforest
- b. A girl chopped down the family tree. Man
- c. So they moved to another flat. Flat
- d. A man chopped their old tree down. new
- e. So Lisa and her friends moved to the town. family
- f. The park closes after light. dark
- g. There's no more room at the school. zoo
- h. Now Lisa and her family have nowhere to eat. live

### Book activity. Page 12

1. The balad of Lisa the Lemur. Many trees, like Lisa's, are cut down to make paper. Can you think of some ways to save trees? Draw a picture and write about it! The teacher guides the student's response. For example:

Reduce paper use.  
Plant trees.  
Support companies that don't hurt the environment.  
Recycle  
Use recycled paper.

### Book activity. Page 15

1. Sentinels comprehension. Answer these questions according to the reading. The teacher guides the student's response.

What will be extinguished due to climate change?

**The animal species will be extinct.**

What is the spacecraft's name that ESA is developing?

**Sentinel is the name of the spacecraft that ESA is developing.**

How many spacecrafts is ESA developing?

**ESA is developing five spacecrafts.**

What are Sentinel 1's missions?

**Sentinel 1's missions include monitoring of Arctic sea ice, checking for marine pollution, mapping of land movements, studying forests, water and soil, and supporting disaster relief.**

What are Sentinel 2's missions?

**Sentinel 2 will provide detailed optical images of vegetation, soil and water cover, as well as coastal areas.**

What are Sentinel 3's missions?

**Sentinel-3's several instruments will measure sea surface height, land and sea surface temperature, and ocean color.**



What are Sentinel 4's missions?

**Sentinel 4 will be able monitor air quality, the ozone layer, solar radiation and climate change.**

### Book Activity. Page 17

- About Earth Comprehension. Answer these questions according to the reading.

How much oxygen does the planet have?

**Earth has an atmosphere containing 21 percent of oxygen.**

What is the name of the ONLY planet which has liquid water on its surface?

**The only planet which has liquid water on its surface is Earth.**

Earth has something called plates. What are these plates called?

**These plates are called tectonic plates.**

Where do these plates float?

**These plates float on a rocky mantle.**

How many days does the earth take to orbit round the sun?

**The Earth takes 365 days to complete its orbit around the Sun.**

There is an extra day every four years. When does that occur?

**The extra day every four years occurs on the 29th of February.**

What is the fourth year called?

**This fourth year is called a Leap Year (366 days).**

### Book activity. Page 19

- Garbage or recycle. Color the sun. Match the sun with the things you wear when it is sunny. The teacher guides the student's response.



### Book activity. Page 21

1. Harmful and helpful. Investigate 5 harmful actions that people do to the planet and 5 helpful actions. Write them on the sentences. The teacher guides the student's response. For example.

#### Harmful

Leaving trash on the beach.

Deforestation destroys forests

Forest fires destroy forests.

Human activities affect the environment by contributing to air pollution.

#### Helpful

Recycling used paper

Use paper on both sides and make use of scrap paper.

Take shorter showers.

Use only biodegradable products

Start a compost.

Plant trees

### Book activity. Page 22

1. Let's reduce. Think of ways you can help the planet by reducing contamination and the use of water and electricity. Write them down on the spaces given above.. The teacher guides the student's response. For example.

Save water: some simple steps can go a long way in saving water like, like turning off the tap when you are brushing your teeth or shaving.



Let clothes dry naturally.

Choose energy-efficient appliances and light bulbs.



Always use both sides of a sheet of paper.

Recycle as much as you can.



### Book activity. Page 23

1. I can change the world. Draw a picture of yourself changing the world. Think of things you can do to make a difference in the world and write about it. The teacher guides the student's response.

### Book activity. Page 25

- Long vowel. Read the words inside each pair of clouds. Use an orange crayon or pencil to color the cloud that has the long vowel sound. The teacher guides the student's response.

### Long vowel

Words in clouds:

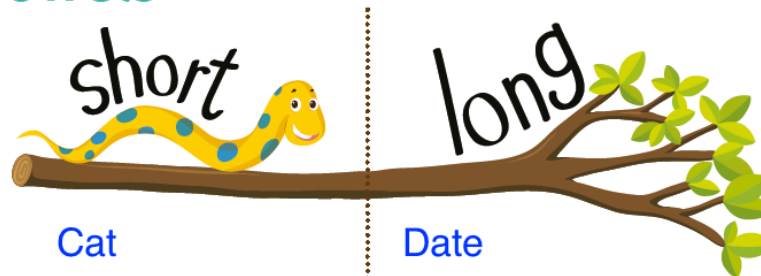
- Pie (circled)
- Pit
- Ran
- Rake (circled)
- Jug
- Joke (circled)
- Pay (circled)
- Pan
- Ten
- Take (circled)
- Rose (circled)
- Red
- Tap
- Tape (circled)
- Soap (circled)
- Soup
- Kite (circled)
- Kit

Large letters: i, o, a, u, e

### Book activity. Page 27

- Vowel. Cut and paste each word on the correct side of the paper. The teacher guides the student's response.

### Vowels



Cat  
Dog  
Sit  
Map  
Block

Date  
Like  
Frog  
Grape  
Toe

Ago

Slate

### Grammar. Page 29

- Present simple. Read and circle all the present simple forms you see on the text. The teacher guides the student's response.

I'm 13 years old. I am in school. We are learning about recycling.  
There is garbage you can recycle. There isn't garbage you can't  
recycle. There are colored trash bins in order to know where to  
throw away certain things.



2. Present simple. Look in a magazine a picture of a habitat cut and paste it in the box below. Write about your picture using the present simple form.. The teacher guides the student's response.

### Grammar. Page 30

1. Have to. Think and investigate on what you have to do to make the world a better place. Write an essay about it using have / has to. The teacher guides the student's response.

### Grammar. Page 31

- 1 Have to / has to. Write has to or have to on the blank spaces. The teacher guides the student's response.

1. They **have to** clean the beach.
2. Lisa and Tom **have to** recycle.
3. I **have to** help my brother plant some seeds.
4. My grandmother **has to** water the garden.
5. My grandfather **has to** trim the bushes.
6. My teacher **has to** teach us about the earth.
7. You **have to** take the bus.
8. They **have to** eat healthy food.
9. My father **has to** save money.
10. My best friend **has to** call me before noon.
11. The students **have to** be in class on time.
12. John **has to** study grammar.
13. We **have to** be at the airport on time.
14. She **has to** type very fast to be a secretary.
15. I **have to** take the test in the afternoon.
16. You **have to** learn English. It is very important.
17. Mr. Collin **has to** check the homework.
18. The coach **has to** be happy because we won!
19. We **have to** go outside now.
20. Kim and kyle **have to** read more books.

e.