

In This Unit

Theme This unit is about water.

Content Objectives

Students will

- describe and discuss the water cycle.
- read about plastic in our oceans.
- read about and discuss environmental protection.

Language Objectives

Students will

- talk about the water cycle.
- brainstorm solutions.
- use the present progressive to talk about what is happening now.
- use *there was* and *there were* to describe a situation in the past.
- write a paragraph of persuasive writing.

Vocabulary

pp. 96–97 *cloud, freshwater, ground, ice, lake, melt, ocean, rain, river, salt water, sky, snow, underground*

p. 98 *clean, dirty, safe, unsafe*

p. 101 *less, reusable, toilet, water*

p. 102 *cloth, plastic, recycle, reuse*

Vocabulary Strategy The prefix *-un*

Speaking Strategy Brainstorming solutions

Grammar

Grammar 1 Use the present progressive to talk about what is happening now

Grammar 2 Use *there was* and *there were* to describe a situation in the past

Reading *An Ocean of Plastic*

Reading Strategy Identify examples and explanations

Video Scene 5.1: *Boyan's Big Idea*;

Scene 5.2: Meet Osvel Hinojosa Huerta

Writing Persuasive writing

National Geographic Mission

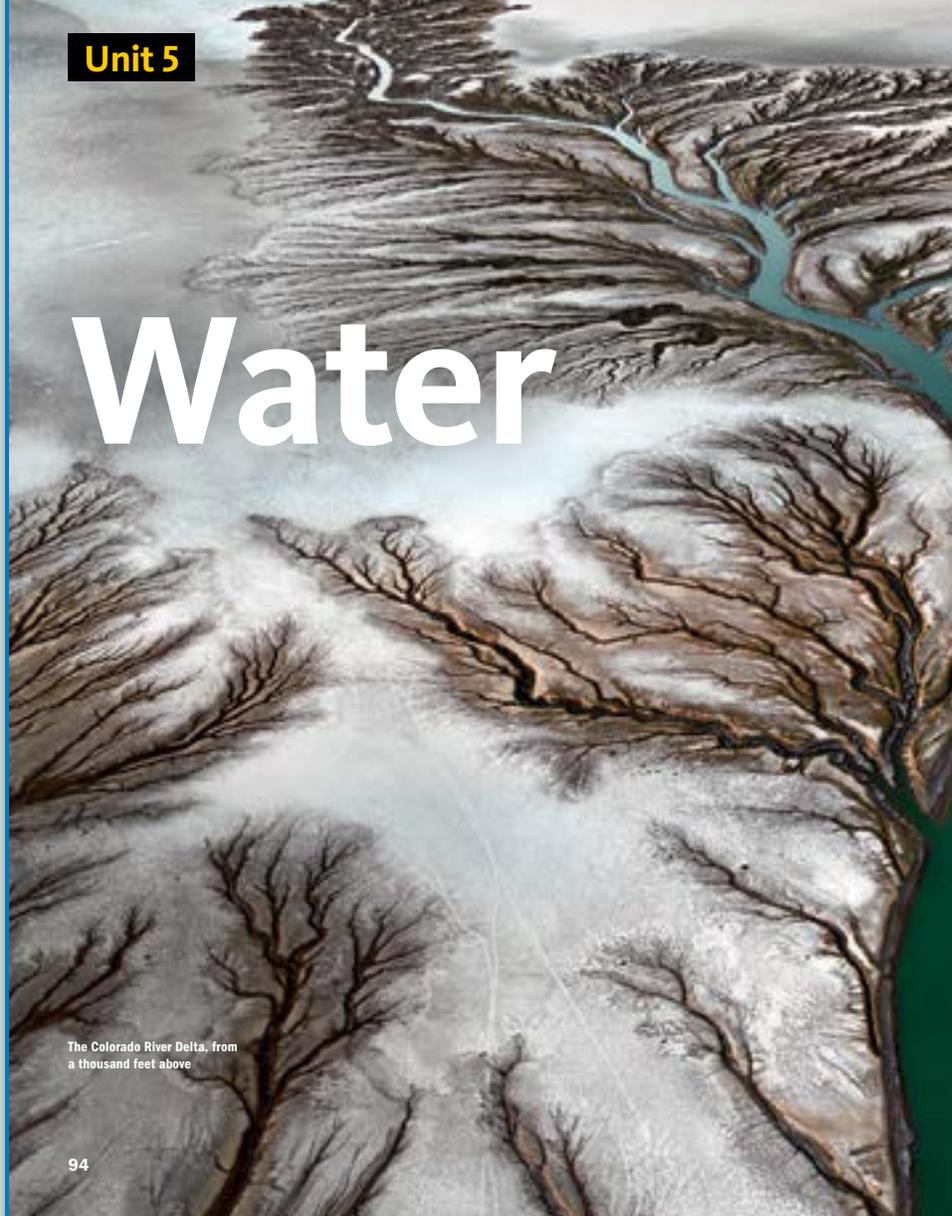
Protect Our Water

Project

- Poster
- Comic strip
- Presentation

Pronunciation Long vowel sounds

Pacing Guides F.5.1, F.5.2, F.5.3



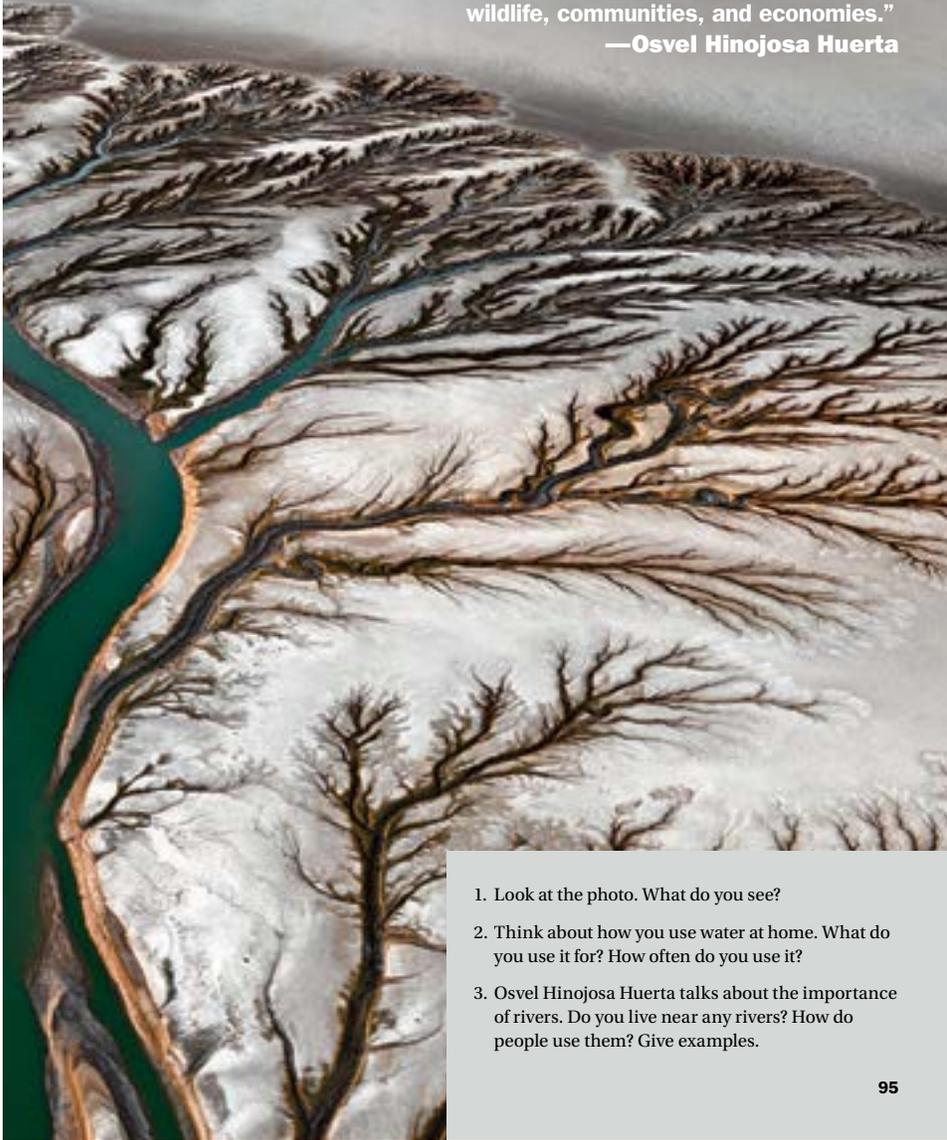
The Colorado River Delta, from a thousand feet above

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Introduce the Unit

- **Activate prior knowledge** Say *In this unit we're talking about water.* Ask *Where can we find water?* Elicit students' ideas.
- Say *Without water, we would die. How much of your body is water?* Let students make suggestions. Confirm *About 60 per cent of our body weight is water. Water is really important.*
- Tell students to open their books to pp. 94–95. Point out the unit title *Water*. Read Question 1. Say *Talk to a classmate. What do you think the photo shows?* Give students a few minutes to discuss the photo, then ask them to share their ideas. Read the caption aloud, and say *The Colorado River flows through two countries. Do you know which ones?* (the U.S. and Mexico)
- Explain that a *delta* is the place where a river breaks up into smaller rivers that flow into the ocean. Then ask questions about the photo and the caption such as the following:
 - How do you think this photo was taken?*
 - What does the shape of the river remind you of?*
 - Are there a lot of plants and trees growing around the river? Why or why not?*

“Rivers affect the health of our seas,
wildlife, communities, and economies.”
—Osvel Hinojosa Huerta



1. Look at the photo. What do you see?
2. Think about how you use water at home. What do you use it for? How often do you use it?
3. Osvel Hinojosa Huerta talks about the importance of rivers. Do you live near any rivers? How do people use them? Give examples.

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- Read the quote by Osvel Hinojosa Huerta aloud. Explain that *health* means that someone or something is well and strong. Say *Communities are groups of human beings living together on Earth. Economy means how we earn and spend money. Who can give some examples of how rivers affect our wildlife, our communities, and our economies?* Let several students give their ideas. Share with students the information in About the Photo.
- Ask a student to read aloud Question 2 and discuss as a class. List students' responses about water use on the board. Then ask a student to read aloud Question 3. Prompt a class discussion of students' ideas about how people use rivers.

Extend

- Hand out **Worksheet F.5.1**. Put students into pairs. Explain that partners will be reading about and discussing water.

Unit Opener

Objectives

Students will

- describe and discuss an aerial photo of a river delta.
- discuss the importance of water and rivers.

Resources Worksheet F.5.1 (Teacher's Resource CD ROM/Website);
CPT: Unit Opener

Materials world map or globe (*optional*)

Be the Expert

About the Photo

The photo was taken by Canadian photographer Edward Burtynsky, who specializes in taking large-scale photos showing the impact of human activity on nature. The photo shows the Colorado River Delta in Mexico. In the photo, the river looks like a green-trunked tree with brown branches.

The area around the river delta has become dry and infertile as freshwater has been used by people along the course of the river. Wildlife, agriculture, and fisheries have been affected. However, a number of environmental projects are returning freshwater to parts of the area, and in those areas vegetation and wildlife are recovering.

Teaching Tip

Students may not tell you when they don't understand a word or a concept. Before beginning a lesson, preview some of the more challenging concepts or vocabulary. You may want to pair a fluent student with a less fluent one and allow them to communicate briefly in their first language, if necessary, to clarify understanding. During class discussions, walk around the room and check students' understanding by asking individuals to share ideas with you.

Related Word

delta

Vocabulary

Objective

Students will

- use vocabulary related to the water cycle.

Target Vocabulary *cloud, freshwater, ground, ice, lake, melt, ocean, rain, river, salt water, sky, snow, underground*

Content Vocabulary *cycle, evaporates, faucet*

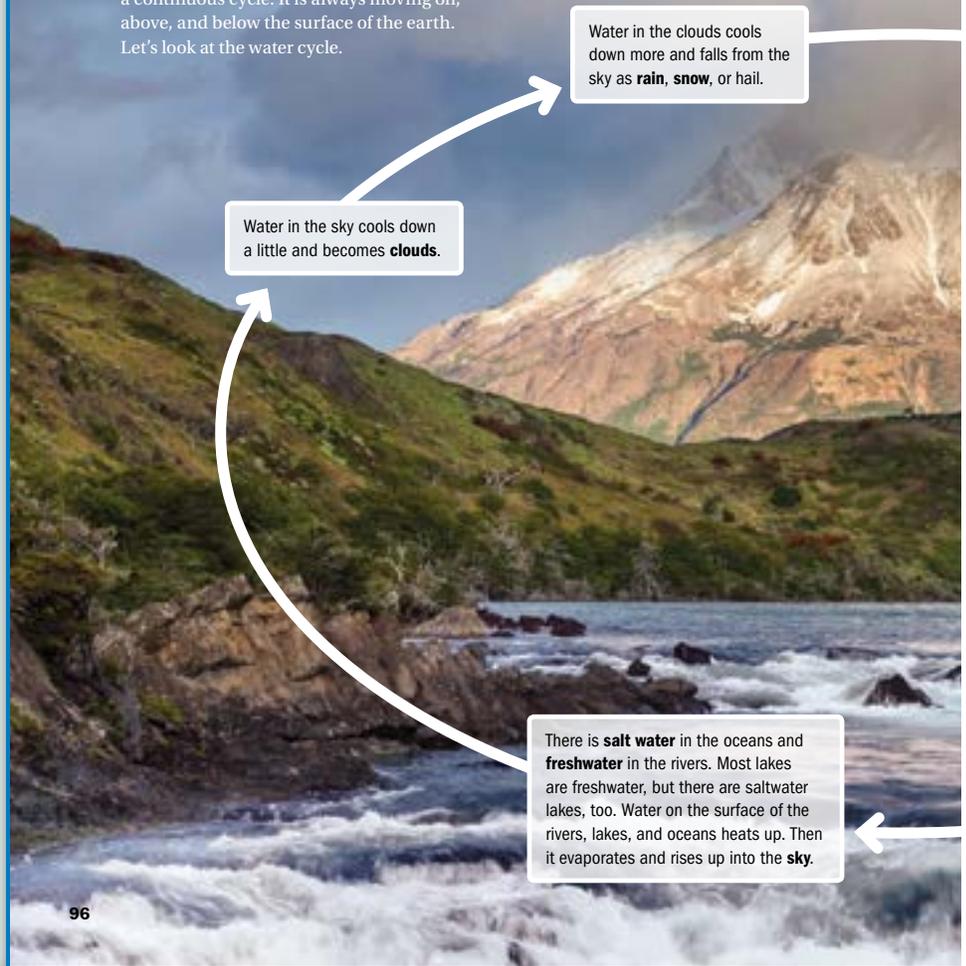
Resources Worksheet F.5.2 (Teacher's Resource CD-ROM/Website); TR: 79–80 (Audio CD/Website/CPT); CPT: Vocabulary

Materials diagram of the life cycle of a frog (*optional*)

1 Where does your water come from?

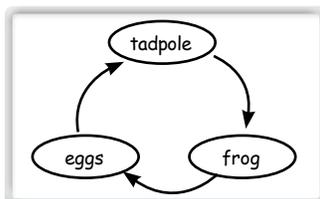
Discuss. Then listen and read. TR: 79

You turn on a faucet and water comes out of it. But do you know where your water comes from? Earth is sometimes called “The Blue Planet” because 71 percent of its surface is covered in water. This water is in a continuous cycle. It is always moving on, above, and below the surface of the earth. Let's look at the water cycle.



Warm Up

- **Build background** Tell students they're going to read about the water cycle. Write *the water cycle* on the board. Ask *What word do you know that has cycle in it?* If students suggest *bicycle*, say *A bicycle has wheels that go around and around. A cycle is a series of events that happen in the same order again and again, like the bicycle's wheels turning.*
- Explain *The life cycle of an animal is another example of a cycle. Let's think about the life cycle of a frog.* Draw this simple diagram on the board:



Trace the arrows with your finger, pointing out how the arrows lead around the circle. Say *A cycle is continuous. This means it doesn't stop.* Tell students to open their books to pp. 96–97. Point to the diagram, and trace your finger around in the direction of the arrows. Say *This diagram describes another continuous process: the water cycle.*

- **Predict** Say *We're going to read about why Earth is sometimes called "The Blue Planet." Why do you think this is?* Ask students to share their ideas.

Present 1 2

- **1** Draw students' attention to the main photo on pages 96–97. Ask *Where is there water in the photo?* (in the river or lake at the bottom of the photo; in the form of ice and snow on the mountain) Call on a

Our World in Context

Looking at pictures of Earth taken from space, we can see how most of the planet is covered in water—snow and ice at the poles, and liquid water in the oceans.

Both salt water and freshwater are critical to the health of the planet, but for humans, freshwater is especially important because it's used for drinking and agriculture.

Teaching Tip

Try to involve students actively in learning new words and concepts. A good way of doing this is by asking students to use the new vocabulary in a context that is real for them, one that relates to their own lives. For example, in presenting the different types of weather, you could ask students to describe their experiences of being in rain or snow. When presenting the concepts of *safe* and *unsafe*, you could ask students *Where do you feel safe?* or *Tell me about a time when you felt unsafe.*

Related Words

rapids, white water

WATER GIVES LIFE, BUT IT IS ALSO A KILLER!

Less than 1% of the water on Earth is freshwater, and not all of that water is clean and safe to drink.

- Unsafe water is one of the top ten killers in the world.
- Dirty water causes 80% of all diseases in some parts of the world.



There is snow on the mountains. Some snow turns into **ice**.

Sometimes the ice and snow on the mountains **melts**. Then it runs down the side of the mountains and onto the **ground**.

Some of the water goes **underground**. Some water flows from the ground into **oceans, lakes, and rivers**.

2 Learn new words. Listen and repeat. **TR: 80**

3 Work in pairs. Talk about why the water cycle is important to us.

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student to read aloud Activity 1. Have a class discussion about where water comes from, helping students with any necessary vocabulary.

- Play **TR: 79** while students listen and read. Ask *So, was your prediction correct? Why is Earth called The Blue Planet?* (because most of its surface is covered in water, which makes Earth look blue when seen from space) Say *Find the word evaporates. What do you think it means?* (the water turns into a gas and rises)
- Discuss the reading with students. Ask questions such as:
 - How many stages are there in the water cycle?* (six)
 - In what different forms does water fall from the sky?* (rain, snow, or hail)
 - What two forms of water are found near the tops of mountains?* (snow and ice)

Where is water found on the ground? (in bodies of water such as oceans, seas, lakes, rivers, ponds, streams, and so on)

What kind of water can we drink? (freshwater)

What does “water is also a killer” mean? (If people drink unsafe water, it can kill them.)

Is unsafe water a big problem? How do you know? (yes; it causes 80 per cent of all diseases in some places)

- **2 Learn new words.** Play **TR: 80**. Have students listen and repeat. Then put the students into small groups. Display the new words. Give each group three or four of the words. Say *Work together to make a new sentence for each word.* When students have finished, ask each group to read their sentences aloud.

Objectives

Students will

- use vocabulary related to water.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *clean, dirty, safe, unsafe*

Vocabulary Strategy The prefix *-un*

Academic Language *prefix*

Content Vocabulary *bodies of water, wetlands*

Resources Online Workbook/Workbook pp. 60–61; TR: 81–82 (Audio CD/Website/CPT); CPT: Vocabulary

Materials maps of the local area (optional)

4 Read and write the words from the list.

cloud freshwater ground ocean rain river salt water sky

The Colorado River is 2,330 km (1,448 mi.) long. It flows from the Rocky Mountains in the United States of America, through five U.S. states and into Mexico. It finally flows out into the Delta wetlands. The freshwater in the wetlands is very important for wildlife and plants. From the wetlands, the river then joins the salt water of the ocean in the Gulf of California.

But there's a problem. Factories, farms, and cities are using a lot of water from the Delta wetlands. There is also less rain than there was in the past. This means that the ground in some parts is now completely dry. Dr. Osvel Hinojosa Huerta is a National Geographic Explorer and conservationist. He's working with business owners, farmers, and city officials to save the Delta wetlands. He wants to put water back into the wetlands.



Sandra Postel and Osvel Hinojosa Huerta

5 Learn new words. Listen for these words and match them to the definitions. Then listen and repeat. TR: 81 and 82

clean dirty safe unsafe

- unsafe 1. not safe, dangerous
- clean 2. free from dirt or marks
- safe 3. not dangerous
- dirty 4. covered with dirt or marks

6 Choose an activity.

1. **Work independently.** Find different bodies of water near where you live. Look for rivers, lakes, or ponds. Draw and label a map to show where they are.
2. **Work in pairs.** How much water do you use in your daily life? Talk about an average day, and make a list of every time you use water.
3. **Work in groups.** Research groups that help people find clean, safe water. Learn about where they work and what they do. Share what you learn with the class.

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Practice 3 4 5

- **3** Share with students the information in Our World in Context. Put students into pairs. Read aloud the Activity 3 directions. Say *Discuss how the water cycle is important. Think about how we use water.* Ask pairs to write their ideas. When they have finished, ask them to share their ideas with the class. List the different reasons that students suggest on the board. You could ask the class to put the reasons in order of importance.
- **4** Ask students to turn to p. 98. Point out the photo. Say *What are the people in the photo doing? What problem do you think they're trying to solve?* Have students respond. Then tell students to read the words in the word box and to complete Activity 4 independently. Invite a student to read the completed paragraph aloud.
- **5 Learn new words.** Read aloud the words in the Activity 5 word box. Ask students to work in pairs and look for each word in context on p. 97. Play **TR: 81** and tell students to listen for the words. Have students complete the matching activity independently. Play **TR: 82** and ask students to listen and repeat the words and sentences.

- **Vocabulary Strategy** Say *Read the words in the box again. Which two words have the same four letters? (safe, unsafe)* Ask a student to read the definitions of the two words. Say *Unsafe means the opposite of safe. What two letters are added to give it the opposite meaning? (u, n)* Ask *Are the letters at the end of the word, or the beginning?* (the beginning) Explain *When we add letters to the beginning of a word to change its meaning, that group of letters is called a prefix. The prefix un- makes a new word with the opposite meaning. Can anyone think of another adjective that we can change by adding un-?* Have students respond. Write on the board:

safe + un- = unsafe (not safe)

Add any correct suggestions that students have made. If they are unable to think of any examples, add the following to the board: *happy – unhappy; believable – unbelievable; kind – unkind; real – unreal.* Ask students to make sentences with some of the words.

Apply 6

- **6** Tell students to silently read the choices in Activity 6. Say *Choose one of the three activities. You'll work on your own, with a partner, or in a group.* For options 2 and 3, help students to find partners or groups to work with. If students choose option 1, provide or help them to find maps of their local area to base their own maps on. If students choose option 3, make sure they have access to the Internet to do their research.

Extend

- Invite pairs of students who chose option 2 to present their work to the class. Divide the class into small groups. Say *It's important to know how much water we use. What activity uses the most water? Discuss in your groups. List the ways you use water. Put the list in order, starting with the activity that uses the most water.*
- If time allows, hand out **Worksheet F.5.2**. Explain that students will write about and discuss the new vocabulary words.

Wrap Up

- Write on the board:

Water falls on the ground and flows into rivers. 4
 Water in the clouds cools and falls as rain. 3
 Water flows from the rivers into the ocean. 5
 Water from the ocean evaporates. 1
 Water in the sky becomes clouds. 2

- Ask students to draw a simple diagram of the water cycle, putting the phrases from the board in the correct order. If time allows, tell them to draw symbols or simple pictures to illustrate each stage.

Vocabulary Strategy

The prefix -un Tell students that we can't add *un-* to every adjective to make a word with the opposite meaning. Explain that it's useful to understand what prefixes mean so students can guess the meaning of unfamiliar words that begin with them.

Un- can also be added to verbs to make a verb with the opposite meaning, for example, *tie – untie, do – undo.*

Point out to students that *un* at the beginning of a word is not always a prefix. For example, in the words *uniform* and *until*, *un* is not a prefix.

Teaching Tip

Drawing diagrams and pictures can help students to work out their ideas and therefore to remember them better. Tell students that their ideas are more important than their artistic ability. Praise students' drawings for the ideas they express, rather than for how artistic they look.

Formative Assessment

Can students

- use new vocabulary related to water?

Ask students to choose the correct word to complete each sentence:

*Water falls from the clouds as _____.
 (rivers/rain)*

The water in the oceans is _____. (salt water/freshwater)

Clean water is _____ to drink. (unsafe/safe)

- use new vocabulary to discuss why the water cycle is important?

Ask students to describe two important stages of the water cycle.

Workbook For additional practice, assign Workbook pp. 60–61.

Online Workbook Vocabulary

Speaking Strategy

Objective

- Students will
- brainstorm solutions.

Speaking Strategy Brainstorming solutions

Content Vocabulary faucet, rainwater, save water, turn off

Pronunciation Long vowel sounds

Resources Online Workbook; Worksheet F.5.3 (Teacher's Resource CD ROM/ Website); TR: 83–84, 144–146 (Audio CD/Website/CPT); CPT: Speaking Strategy

Materials scissors

SPEAKING STRATEGY TR: 83

Brainstorming solutions

How can we save water?	Maybe we can take shorter showers?
What about young people? What can they do?	What if they learn about the water cycle at school?
What can we do in the garden to save water?	I think we should collect rainwater for the plants.
Do you have any other ideas?	Sorry, I can't think of anything.

- 7 **Listen.** How do the speakers brainstorm solutions? Write the phrases you hear. TR: 84

- 8 **Read and complete the dialogue.** Possible answers:

Stefan: _____ *What can* _____ we do at school to save water?

Frieda: At school? _____ *Maybe we can* _____ put some posters up in the bathrooms about saving water. Then people will remember to turn the faucets off.

Stefan: Good idea. _____ *What about* _____ teachers? What can they do?

Frieda: _____ *What if* _____ they show us some videos about saving water and ask us to research other ways?

Stefan: Yes, OK. And _____ *how can* _____ we save water in the school kitchen?

Frieda: Sorry, I can't think of anything.

Stefan: OK, never mind. _____ *Do you have* _____ any other ideas?

Frieda: Yes. _____ *I think we should* _____ plant more trees in the school garden. Trees don't need that much water.

Stefan: Great idea. Thanks Frieda.



- 9 **Work in pairs.** Take turns. Choose a card. Brainstorm solutions.



Go to p. 179.

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Warm Up

- **Revisit** Say *In the last lesson we talked about problems related to water. What were they?* Ask students to give their ideas without looking back at their books. Say *One big problem was that many people don't have safe drinking water. Some of you found out about groups that help people find clean water. What are those groups doing to help?* Let students who found out about these groups say what they can remember.
- Say *In this lesson we're going to learn how to brainstorm solutions.* Write *brainstorming solutions* on the board. Explain *Brainstorming means thinking of lots of ideas, as quickly as you can.* Ask *What is a solution?* Take students' responses. Then say *A solution is a good way of dealing with a problem. When two or more people brainstorm, they make lots of suggestions for ways to solve a problem and then*

choose the best ones. It's a great way to decide what to do when you have a difficult problem.

- Ask the class to brainstorm ways of solving the problem of unsafe water. Say *Raise your hands if you can think of a solution. We'll see how many suggestions we can make in three minutes. Let's brainstorm!* When the three minutes are up, discuss the best suggestions the students made, and say *That was good! Now we're going to find out some other ways of brainstorming solutions.*

Present 7

- Have students open their books to p. 99. Say *Let's listen to two people brainstorming solutions.* Play TR: 83. Tell students to listen and read along. Ask *What's the problem they're trying to find solutions for?* (how to save water)

- Play **TR: 83** again, pausing after each sentence for students to repeat. Make sure that they use the right intonation for the questions. Then ask students to practice reading the dialogue with a partner.
- **7** Say *Now let's listen to a conversation about saving water at home. What phrases do the young people use to brainstorm solutions? Write down the phrases you hear.* Play **TR: 84**. Call on some students to tell the class the phrases they wrote.

Practice **8**

- **8** Once students seem comfortable using the speaking strategy to brainstorm solutions, direct them to Activity 8. Say *Stefan and Frieda are talking about how to save water at school.* Read the instructions, and tell students to complete Activity 8 independently.
- Ask pairs of students to read their completed dialogues aloud, taking turns as Stefan and Frieda. Then ask the class *Did anyone complete the dialogue in a different way?* Discuss any alternative phrases students used.

Apply **9**

- **9** Ask students to work with their partner to cut out a set of cards on p. 179 of their books. Read the instructions aloud. Say *Place the cards facedown in front of you. Mix them up. Take turns picking one card. Read aloud the topic on the card, then brainstorm ways to do what the card says. Take turns making suggestions. Try to think of at least four ideas for each topic.* Tell partners to begin. Encourage them to pick and discuss at least four different cards.

Extend

- Put each of the pairs from Activity 9 together with one or two other pairs to form small groups. Say *Now play the same game in your groups. Brainstorm solutions for each topic. Each member of the group suggests one solution. Then vote on the best one. Do the same for all the cards.* When groups have finished, have them share with the class their best solution for each topic.
- If time allows, hand out **Worksheet F.5.3**. Put students into pairs. Explain that students can use the worksheet to get further practice in brainstorming solutions to problems.

Wrap Up

- Write on the board the sentence beginning: *How can we _____?* Give students one minute to write down a different problem that needs a solution. Say *Try to think of a problem we haven't talked about yet.* Invite different students to the front of the class to read aloud the problem they wrote and invite the rest of the students to brainstorm solutions.

Strategy in Depth

Brainstorming is a way of generating as many ideas as possible in a short amount of time, for the purpose of coming up with creative ways to solve problems. Encourage students to call out any ideas that come to mind, without stopping to worry about whether their suggestion is a good one or not. The important thing is to keep the ideas flowing. The suggestions generated can be evaluated and graded when the brainstorming session is over.

Pronunciation

Go to Student Book p. 164. Use TR: 144–146.

Long vowel sounds

Long vowel sounds are longer than short vowel sounds. Words from this lesson with long vowel sounds include *do*, *school*, *saving*, *mind*, *choose*, *solutions*. Some languages do not make a distinction between long and short vowel sounds, and this can cause difficulty in both comprehension and speaking. Asking students to concentrate on the different mouth positions used to form each sound can help, as can asking them to focus on minimal pairs such as *not* and *note*, *shell* and *sheep*, *hat* and *hate*.

Formative Assessment

Can students

- use appropriate language to brainstorm solutions?

Ask students to respond to each of these statements:

How can we save water in school?

Do you have any ideas about saving water in the garden?

Objectives

Students will

- identify the form, meaning, and use of the present-progressive tense.
- use the present progressive to talk about what is happening now and about things that always happen.

Grammar Present progressive: Talking about what is happening now and about things that always happen

Target Vocabulary *less, reusable, toilet, water*

Academic Language *compare, order*

Content Vocabulary *apps, fridge, gutter, hose, shower, turn on the faucet*

Resources Online Workbook/Workbook pp. 62–63; TR: 85–88 (Audio CD/Website/CPT); CPT: Grammar 1

Materials large sheets of paper

GRAMMAR TR: 85

Present progressive:

Talking about what is happening now

How **are we trying** to save water?

People **aren't wasting** as much water as they used to.

They're keeping water cold in the fridge.

Apps **are helping** people to save water in the garden.

Talking about things that always happen

My brother **is always taking** long showers!

Our neighbor **is always washing** his car.

- 10 Listen.** You will hear six ways that people are trying to save water. Number the words in the order you hear them. Then write them out in the correct form. TR: 86

6	buy	My parents <u>are buying</u>
2	put	We <u>'re putting / are putting</u>
4	help	We <u>'re helping / are helping</u>
1	keep	I <u>'m keeping / am keeping</u>
5	plant	I <u>'m planting / am planting</u>
3	talk	My sister <u>'s talking / is talking</u>

- 11 Read.** Complete the text with the correct form of the verb in parentheses.

What are you doing (you / do) today?

We're on Day 1 of our Water Saving Plan at home. Mom and Dad are trying (try) really hard to save water right now, but Hugo, my little brother, isn't helping (not help) us at all. He 's / is always playing (always play) with the hose in the garden, and his friends are always turning (always turn) on the faucet in the kitchen and then running away. We 're / are getting (get) very annoyed with them! Do you have any advice for us?



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Warm Up

- **Activate prior knowledge** Ask *Who can remember what brainstorming solutions means?* Invite two or three students to respond. Then say *In the last lesson we brainstormed solutions for how to save water at school, at home, and in the garden.* Ask *Did you tell your family about any of the solutions for saving water? Did you try any of them? If so, which ones?* Allow several students to respond. If any of them are putting water-saving suggestions into practice, praise them, saying *That's great. Good job!*
- Say *We brainstormed a lot of good ideas for saving water. I decided to try some of them at home. Here are some of the things my family does now.* On the board, write several sentences in the present progressive about how your family is saving water at home. Use these ideas, or your own, if more appropriate for your situation:

- 12 **Learn new words.** Listen to learn about other ways of saving water. Then listen and repeat. TR: 87 and 88



- 13 **Work independently.** Imagine that you're trying to save water at home. Write a list of the things you're doing to help. Use words from the box.

faucet	garden	less	plants	reusable
shower	toilet	wash	waste	water

- 14 **Work in pairs.** Compare your lists from Activity 13. Do you have similar ideas?

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We're taking shorter showers.
I'm remembering to turn the kitchen faucets off.
My family is collecting rainwater for the plants in the garden.

Add one or two things that students have said they are doing at home to save water. Say *All these things are happening now, in the present.*

Present

- Tell students to open their books to pp. 100–101. Point out the grammar box at the top of p. 100. Say *We're going to listen to sentences about things that are happening now, and things that always happen.* Play TR: 85 while students listen and read along.
- Read aloud the first question in the box, and ask three students to read aloud the sentences below it in the first column. Ask *Are these things happening now?* (yes) Explain that when we talk about what is happening now we use the present-progressive tense.

Be the Expert

Grammar in Depth

The present progressive is formed with *am, are, or is* and the present participle of the main verb. We usually use contractions of *am, is, or are* in speech or informal writing:

I'm helping my mom in the kitchen, but my sister's playing with her friends.

The present progressive is used to describe an action that is continuing or in progress. We also use the present progressive to talk about repeated actions, if they are happening within a temporary period of time. We can use the present progressive with an adverb such as *always* to talk about actions that happen very often, perhaps too often:

He's always making fun of me.

They're always forgetting to do their homework.

Teaching Tip

When planning lessons, remember that students have different learning styles. Some students learn best when they hear information, others when they see the information written or in visual form, and others learn best when they can touch physical objects and use their bodies by pointing, pantomiming, or walking and talking. Provide a variety of activity types to involve all learners in the lesson.

GRAMMAR 10-11
Present progressive
 Talking about what is happening now
 How are we trying to save water?
 People aren't treating so much water as they used to.
 They're keeping cars out of the streets.
 Apps are helping people to save water in the garden.

Talking about things that always happen
 My brother is always taking long showers!
 Our neighbor is always washing his car.

10 Listen. You will hear six ways that people are trying to save water. Number the words in the order you hear them. Then write them out in the correct form. **Use** *is* *are*
 1 boy My parents **are** *buying*
 2 post We **are** *putting* / *are* *putting*
 3 help We **are** *keeping* / *are* *keeping*
 4 keep *is* / *are* *keeping* / *are* *keeping*
 5 plant *is* / *are* *planting*
 6 talk My sister **is** *washing* / *is* *washing*

11 Read. Complete the text with the correct form of the verb in parentheses.
 What **are** you doing? (you / do) today?
 We're on Day 1 of our Water Saving Plan at home. Mom and Dad **are** really hard to save water right now, but help us with water. (help) (always-plant) with the house in the garden, and his brother **is** always taking so long to shower. (keep) (talk) very annoyed with Dad. (talk) Do you have any advice for us?

12 Learn new words. Listen to learn about other ways of saving water. Then listen and repeat. **Use** *is* *are* *isn't* *aren't*

13 Work independently. Imagine that you're trying to save water at home. Write a list of the things you're doing to help. Use words from the box.

shower	garden	take	plants	reusable
water	water	water	water	water

14 Work in pairs. Compare your lists from Activity 13. Do you have similar ideas?

verb separately in full. Write the contractions on the board for students to refer to. Ask students to help you write the following chart:

I + am	=	I'm
you + are	=	you're
he / she / it + is	=	he's / she's / it's
we + are	=	we're
they + are	=	they're
my uncle + is	=	my uncle's

Tell students to work individually to write the verbs. When they have finished, play **TR: 86** again while students check their answers individually. Then review the answers as a class.

- Have a student read the two example sentences in the second column. Say *These are things that always happen. They happen many times. We also use the present progressive tense for these situations.*
- Ask *What do you notice about these two sentences? Are the actions described good things to do, or bad?* (bad) Explain that we often use the present progressive to describe an action that we don't like people doing. Say *For example: The students in the other class are always forgetting to clean up their classroom.*
- Review how to form the present progressive. Say *To make the present progressive, we use the present tense of the verb be and the main verb with the -ing ending. Which forms of the verb be can you see in the yellow box? (are, is)* Tell students to read aloud the verbs with *-ing* from the box.
- Play **TR: 85** again. Ask students to listen and repeat several times. Encourage them to read with expression and correct intonation.

Practice 10 11

- **10** Read the first part of the directions aloud. Have a student read aloud the verbs in the first column. Say *Now we're going to listen to some ideas for saving water. Listen for the main verb in each sentence and write numbers to put them in order.* Play **TR: 86**, pausing at the end of the first sentence. Ask *What is the main verb in the first sentence? (keep)* Show students that they should write the number **1** on the line in front of *keep*. Play the rest of the track while students number the verbs in order. Check answers.
- Read the final part of the directions. Say *Complete the verbs in the present progressive. You can write the short form of the verb be, or write the pronoun and the*

- Say *You heard about six ways that people are saving water. Which is the best idea?* Let students give their opinions.
- **11** Put students into pairs and read aloud the directions for Activity 11. Tell students to read through the text together once, then go back to the beginning and fill in the verbs. Check answers as a class.

Apply 12 13 14

- **12 Learn new words.** Tell students that they're going to learn some new words as they listen to an audio track. Have students look at the pictures in Activity 12. Ask them to predict what the audio will be about. Play **TR: 87** while students listen. Ask *What did we find out about?* (more ways of saving water at home)
- Tell students to look at the picture on the right. Say *The caption for this picture says "Water runs through your gutter, and a special container collects it." Can you guess what a gutter is? It's part of a house. Who would like to try to draw a gutter?* Invite a student or students to draw on the board a house with a gutter. Confirm *The rain from the roof falls into the gutter, which carries it away from the house.* Replay **TR: 87**. Ask students to listen again to the ways of saving water.
- Ask students to silently read the labels and captions for the photos in Activity 12. Point out the four words in bold type in the captions. Say *Let's listen to the words alone and in sentences.* Play **TR: 88**. Ask students to repeat each word and sentence.

- **13** Ask students to look at Activity 13. Read the directions aloud, and have a student read the words in the box. Ask *How many verbs are there in the box? What are they?* If students say there is only one verb (*wash or waste*), point out that several of the words can be used as both a noun and a verb, such as *garden, plants, shower, waste, and wash*. Tell students to work individually to write their lists. Say *See how many words from the box you can use!*
- **14** Put students into pairs. Ask them to compare their lists of ways to save water. Ask *What's the same? What's different?*

Extend

- Invite pairs from Activity 14 to come to the front of the classroom and tell the class, from memory, how their partner is saving water. Encourage them to use the present-progressive tense. After each idea, ask the other students to raise their hands if they or their partner wrote the same idea on their list.

Wrap Up

- Say *Let's design a super water-saving home!* Put the students into small groups. Give each group a large sheet of paper and ask them to draw a house with many water-saving features. Tell them to brainstorm ideas in their group before they begin to draw. Say *Make sure everyone has a turn to draw part of the house. Add labels to each water-saving feature. Include as many as you can. Use your imaginations!*
- Give groups time to complete the task, then have each group present their drawing. Ask each student in the group to explain one feature of their house.
- To wrap up, you might like to take a class vote on the best design. Encourage students to vote for the best water-saving ideas, not just the most artistic drawing.

Our World in Context

Most water use at home is indoors. This includes personal and clothes washing, toilets, kitchen use, and drinking water. Choosing water-efficient products and making small changes in our water use habits can help to reduce our water footprint.

Formative Assessment

Can students

- use the present progressive to talk about what is happening now?

Ask *What are you doing to save water at home?*

- use the present progressive to talk about things that always happen?

Ask students to complete the following present-progressive sentences, using the words in parentheses, and their own ideas for the end of the sentence: *Endings will vary.*

My (little sister) is always washing. (always / wash).

My friends are always trying. (always / try).

Workbook For additional practice, assign Workbook pp. 62–63.

Online Workbook Grammar 1

Objectives

Students will

- read about and discuss the problem of plastic in our oceans.
- use new words from the reading.
- identify examples and explanations in the reading.

Reading Strategy Identify examples and explanations

Target Vocabulary *cloth, plastic, recycle, reuse*

Academic Language *examples, explanations*

Content Vocabulary *microbeads, microplastics, nutritious, products*

Resources Online Workbook/Workbook pp. 64–65; Worksheet F.5.4 (Teacher's Resource CD-ROM/Website); TR: 89–90 (Audio CD/Website/CPT); CPT: Reading

15 Before you read, discuss in pairs. Based on the title and the photo, what do you think the reading is about?

16 Learn new words. Find these words in the reading. Which two words are types of material? Which two words mean to do something again? Then listen and repeat. **TR: 89**

cloth plastic recycle reuse

17 While you read, look for examples and explanations. **TR: 90**

Keep our oceans clean!

Look around you. Do you see anything made with plastic? We use plastic in our computers, in our phones, in our homes, in our cars, and even in our clothes!

We make 300 million tons of plastic every year. That's about the same weight as 30 million elephants! Plastic is very useful, but there's a problem. When we don't want things made of plastic anymore, we often throw them away.



An Ocean of Plastic

102

Warm Up

- **Activate prior knowledge** Say *We talked about why it's important to have clean water for drinking. We don't use water from the oceans for drinking. But it's important to keep our oceans clean. Why are clean oceans important?* Let several students give their ideas. Say *It's a problem when trash or garbage gets into the ocean. How do you think that happens?* Elicit some suggestions, then ask *What kind of garbage gets into the ocean? Have any of you found garbage on a beach? What was it?* List students' responses on the board.

Before You Read **15** **16**

- **15** Tell students to open their books to pp. 102–103. Call on a student to read Activity 15 aloud. Put students into pairs. Have another student read aloud the main title and subtitle of the reading. Say *Don't read the text yet. Look at the photo and think about the titles. Predict what the reading will be about.* When students are ready, review their predictions as a class.

A lot of that plastic ends up in our oceans. In fact, every year, at least 8 million tons of plastic goes into our oceans. This plastic breaks up into very small pieces called *microplastics*. Sea animals and fish eat the microplastics and may die.

Microplastics are not the only problem. Other tiny pieces of plastic, called *microbeads*, are added to many types of toothpaste and shampoo. When we use these products, the microbeads go into the water and fish eat them. However, because microbeads are not food and are not nutritious, the fish then die. Microbeads can also pass into our systems when we eat fish.

There are things we can do to stop plastic from reaching the ocean. Some countries have now banned the use of microbeads in products. We can also reduce the amount of plastic we use and find ways to recycle it. Don't use plastic bags. When you go shopping, take cloth bags to the store with you and reuse them. Recycle your plastic bottles at home and at school. If you live near a beach, join or start a cleanup group. Let's all work together to keep our oceans clean!

A gray triggerfish below trash floating in the Atlantic Ocean, Palm Beach, Florida

18 After you read, work in pairs to answer the questions.

1. How much plastic do we make every year?
2. What do we sometimes do when we don't want our plastic?
3. How much plastic goes into the ocean every year?
4. What happens when fish eat microplastics?
5. What kinds of products have microbeads in them?
6. Why are reusable bags better than plastic bags?

19 Work in pairs. How does the author give examples or explanations to answer these questions? Underline the sentences.

1. Three hundred million tons of plastic is the same weight as how many elephants?
2. What happens when we use products with microbeads?
3. Give an example of how people can reuse or recycle plastic.

20 Discuss in groups.

1. How does the reading change the way you feel about plastic? Explain.
2. How much plastic is in your classroom? Make a list of all the plastic things you can see. Compare your list with other groups.
3. What happens when people eat fish that eat plastic?

103

Reading Strategy

Examples and explanations

Students have already learned to identify the main point, or topic sentence, of a paragraph. A well-written paragraph identifies the main point clearly, and gives more information about this point in the form of examples or explanations. Examples help to illustrate the writer's main point, and explanations help to give more information and clarification. Explanations would normally follow the topic sentence in a paragraph, but examples could come first in a paragraph that has the main point stated at the end.

- **16** **Learn new words.** Read aloud the words in the word box on p. 102. Have students repeat. Then tell students to work with their partner to find the four words from the box in the reading.
- Read aloud the two questions in Activity 16. Say *Material means what something is made of. Which two words do you think are types of material? (cloth, plastic)* Ask *Which two words mean to do something again? (recycle, reuse)* Explain that the prefix *re-* means to do something again. Ask students if they can name other words with the prefix *re-*. (*reheat, rename, renegotiate, reread*)
- Explain to students that a few words with *re-* use a hyphen after the prefix to avoid a misunderstanding of the intended meaning of the word. For example, *re-cover*, meaning “to cover again,” as a book, is hyphenated to avoid confusing it with the word *recover*, meaning “to get something back again,” as your health after an illness. Tell students they'll need to learn which words are hyphenated, and that they can check a dictionary if they're unsure.



After You Read 18 19 20

- **18** Put students into pairs. Ask them to work together to answer the Activity 18 questions. Encourage them to locate the paragraph in the reading with the answer, and read the relevant sentence or sentences together. Check answers as a class.
- **19** Read aloud the Activity 19 directions. Tell students that the author of the reading has provided examples or explanations for all three questions. Ask pairs to locate them in the reading and underline them. When they've finished, invite several pairs to read the sentences they underlined for each question. Ask the class if they identified the same sentences.

- Encourage a class discussion about which sentences are examples, and which are explanations. Draw a three-column chart on the board and record students' ideas in the appropriate column, like this:

Question	Example	Explanation
1	30 million elephants	-
2	-	microbeads are not nutritious
3	use reusable bags recycle plastic bottles	-

- **20** Put students into small groups for Activity 20. Ask each group to choose one member to act as secretary and write notes about the group's discussions. Tell students that when they discuss Question 1, they might want to list some adjectives that describe how they feel, before explaining why they feel that way.
- When students are listing plastic items for Question 2, encourage them to draw a quick sketch of the item if they don't know the word for it. When groups have compared their lists, bring the class together to say what they found out. See if other students in the class can help students to name any items they've drawn. Then confirm or correct the words.
- For Question 3, remind students to think of the food cycle in our oceans.

- Play **TR: 89** and tell students to listen. Say *Another word with the prefix re- is replay. What does replay mean? Now I'm going to replay the track. Listen to each word and sentence and then repeat.*

While You Read 17

- **17** Say *You predicted what the reading is about. Let's find out if you were right.* Play **TR: 90** and tell students to listen and read along. Have students tell what parts of their predictions were correct. Then have them find the word *nutritious* in the fourth paragraph of the reading. Ask *Can anyone guess from the sentence what nutritious means?* Confirm that *nutritious* describes a food that helps people or animals to stay healthy.
- Read the directions for Activity 17. Say *We know how to identify the main point of a paragraph. Well, a paragraph may also contain examples and explanations of the main point. An example is something that the writer uses to represent an idea. It shows the kind of thing you're talking about and helps people to understand the main point.* Tell students that rain and snow are examples of weather. Then say *The word explanation comes from the verb explain. An explanation gives more information about what something is, or about why or how it happens.*
- Replay **TR: 90** while students read and listen for examples and explanations in each paragraph. Tell students to write one or two examples or explanations that they hear. When they've finished, ask some students to read the examples or explanations they identified. Ask the rest of the class to say if they agree with what the students wrote.

Extend

- Call on students to name some of the effects of plastic in the oceans. List them on the board. Say *Imagine you work for an organization that wants to clean up our oceans. Work with a partner. Decide what you will do to solve these problems. Write some solutions.*
- When students have finished writing, invite a pair to come to the front of the room. Have them pretend to be experts from an environmental organization. The rest of the students interview them. Encourage the “experts” to use the present progressive to tell the class what they’re doing to solve the problem of plastic in our oceans. Let several pairs take a turn role-playing.
- If time allows, you may want to hand out **Worksheet F.5.4** in class. Students will use the worksheet to practice the new vocabulary and think more about the problem of plastic in our oceans and how to solve it.

Wrap Up

- Say *Let’s play True or False.* Ask students to write one sentence about keeping our oceans clean. It can be true or false. Ask students to stand or sit in a circle. Join the circle. Say *I’ll go first.* Address the student to your left. Say *Here’s my sentence: “Microbeads are very nutritious for fish.” Is that true or false?* Prompt the student to say *false* and to make the sentence correct. Then that student takes a turn, addressing the student to her left. Continue until all the students have had a turn.

Teaching Tip

Use pictures and other visuals to help students remember new vocabulary. Drawing pictures of vocabulary words, or arranging words into diagrams, such as word webs, to show the relationship between them, requires students to demonstrate their understanding of word meanings, and helps them to make new words part of their vocabulary.

Answer Key

Comprehension 18

1. 300 million tons
2. We sometimes throw it away.
3. 8 million tons
4. The fish may die.
5. toothpaste and shampoo
6. because they reduce the amount of plastic we use

Formative Assessment

Can students

- talk about the problem of plastic in our oceans?

Ask *What’s one way of stopping plastic from getting into our oceans?*

- use new words from the reading?

Ask *What materials can you make shopping bags with?*

- identify examples and explanations?

Ask students to choose one paragraph from the reading, and identify one example or explanation from that paragraph.

Workbook For additional practice, assign Workbook pp. 64–65.

Online Workbook Reading

Objectives

- Students will
- discuss an invention to clean up plastic from the ocean.
 - apply the message of the video to their personal lives.

Content Vocabulary *litter, pollution, prototype, trash*

Resources Video scene 5.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Answer Key**Comprehension 24**

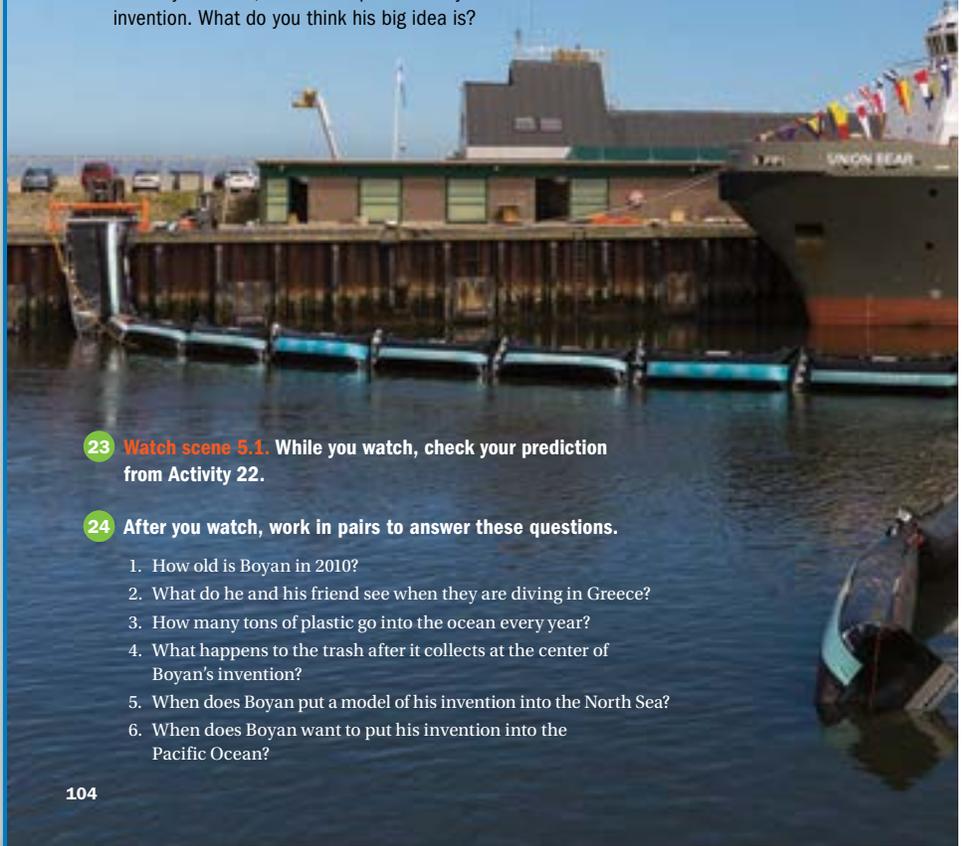
1. 16 years old
2. plastic bags that look like jellyfish
3. 8 million tons
4. Boyan and his team take the trash out, store it, and ship it to land for recycling.
5. 2016
6. 2020

21 Before you watch, discuss in pairs.

1. How often do you go swimming? Where do you go swimming?
2. Do you ever find plastic bags or other trash in the water? How do you feel when you find litter in the water?

22 Work in pairs. You are going to watch *Boyan's Big Idea*.

Before you watch, look at the photo of Boyan's invention. What do you think his big idea is?

**23 Watch scene 5.1.** While you watch, check your prediction from Activity 22.**24 After you watch, work in pairs to answer these questions.**

1. How old is Boyan in 2010?
2. What do he and his friend see when they are diving in Greece?
3. How many tons of plastic go into the ocean every year?
4. What happens to the trash after it collects at the center of Boyan's invention?
5. When does Boyan put a model of his invention into the North Sea?
6. When does Boyan want to put his invention into the Pacific Ocean?

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Before You Watch 21 22

- Say *We read about the problem of plastic in the ocean. We also read about some solutions to the problem. Who can remember what they were?* Ask several students to say what they remember. Say *Now we're going to read about another idea. It's a big idea!*
- **21** Ask students to open their books to pp. 104–105. Read aloud the questions in Activity 21. Put students into pairs. Say *Discuss the questions with your partner. Have you had similar experiences?* When pairs have finished, encourage them to share their responses with the class.
- **22** Read the instructions for Activity 22 aloud. Say *Look at the photo. Who do you think Boyan is? What do you think his big idea is? Try to predict what the video will say.* Give pairs time to discuss the questions. Ask them to share their ideas with the class.

While You Watch 23

- **23** Say *Now let's watch Boyan's Big Idea. Let's find out if your predictions were correct.* Play **Video scene 5.1**. Ask *Were you right? What's Boyan's big idea?* Invite several students to answer.

After You Watch 24 25 26 27

- **24** Put students into new pairs. Tell them to use information from the video to answer the questions. If necessary, play all or part of the video again. Check answers as a class.
- **25** Put students into small groups. Ask a student to read the directions aloud. Say *Make sure each member of your group has a chance to give an opinion. Tell what's good about the invention. List any problems you can think of.* When groups have finished, have a short class discussion to share opinions.

- 25 **Work in groups.** What do you think about Boyan's idea? Discuss any possible problems.
- 26 **Work in pairs.** Plastic isn't the only problem in our ocean. What other environmental problems are there? Discuss your ideas together.

The Ocean Cleanup North Sea Prototype in The Hague, Netherlands

- 27 **Choose an activity.**
 1. **Work independently.** Look for ways to reduce plastic pollution. Make a list of your ideas.
 2. **Work in pairs.** Design a poster to tell people not to use plastic bags. Include some information about plastic in the oceans.
 3. **Work in groups.** Create a commercial for Boyan's Ocean Cleanup system. Use music and images. Act it out for the class, or make a video.

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Teaching Tip

The novelty of watching a video in class may make students excited and talkative. Set clear expectations before you play the video. Remind students of how they should behave by setting positive rules of what they should do while they are watching.

Formative Assessment

Can students

- discuss an invention to clean up plastic from the ocean?

Say *Describe Boyan's big idea. Do you think it will be successful?*

Online Workbook Video

- 26 Put students into pairs again. Read Activity 26 aloud. Check that students understand *environmental* (referring to the natural world around us, including birds, animals, and plant life). Say *Think of other environmental problems. Make a list and try to put them in order of importance, by listing the most serious problem first, followed by the less serious problems.* Have pairs compare lists with other pairs.
- 27 Have students choose an activity. If students choose the first one, guide them to do online research about plastic pollution and ways of reducing it.
- Put students who choose the second option into pairs. Say *You're going to design a poster. Your poster needs to be very persuasive. Make sure you include some surprising or startling information that will make people think about how they use plastic.* Encourage pairs to plan before starting to draw or write.
- Put students who choose the third option into small groups. If they want to film their commercial, make sure they have access to a cell phone or other video recording device. Make sure they rehearse their commercial before they act it out or make a video.
- If there is not enough time for students to rehearse and perform or film their commercial, they could present their ideas on paper or as a PowerPoint® presentation or slide show.

Grammar 2

Objective

- Students will
- use *There was / There were* to describe a situation in the past.

Grammar

There was / There were

Content Vocabulary

factory, museum, park, tourist

Resources Online Workbook/Workbook pp. 66–67; Worksheet F.5.5 (Teacher's Resource CD-ROM/Website); TR: 91 (Audio CD/Website/CPT); CPT: Grammar 2

Materials for the game: one coin per pair, and a colored counter or small object for each student; scissors (optional); sheets of paper

GRAMMAR TR: 91

Talking about the past: *There was* and *There were*

The Han River, South Korea

In the 1970s . . . → Now . . .

- | | |
|---|--|
| There was pollution in the water. | There isn't any pollution in the water. |
| There were lots of dead fish in the river. | There aren't any dead fish in the river. |
| There wasn't any food for wildlife. | There's plenty of food for wildlife. |
| There weren't any birds near the water. | There are many types of birds in and near the water. |

28 Read. Complete the paragraph with *there was*, *there were*, *there wasn't*, or *there weren't*.

In the 1950s and 1960s, in Singapore, there was a big problem with the Singapore River. There was a lot of trash in the water. There were farms and factories very close to the river, and there was a lot of pollution from these places. There weren't many tourists near the river because it was dirty. There wasn't any clean water in the river. Then, in 1977, there was a big cleanup project. Now the Singapore River is clean and beautiful. Many tourists come to visit the parks and museums near the river.



The Singapore River in the 1960s



The Singapore River, 2016

29 Work in pairs. Toss a coin and move ahead. (Heads = 1 space; tails = 2 spaces) When you land on a space, make a sentence about how the park was in the past and how it is now.

In the past there was trash on the grass, but now there's no trash on the grass.



Go to p. 183.

106

Warm Up

• Activate prior knowledge Write *There is* _____ and *There are* _____ on the board. Say *Let's say what's in the classroom today*. Make some sentences that are true for your classroom, beginning with *There is* or *There are*. Say, for example, *There's a big poster on the wall. There are a lot of books on the shelf*. Invite students to make similar sentences using *There is* or *There are*. Say *We use There is to say that one thing exists. For more than one thing, we use There are. Now we're going find out how to do the same thing about the past. We'll compare situations then and now.*

Present

• Have students open their books to p. 106 and look at the grammar box. Read the title and headings. Say *Which column is talking about the past?* (the first) *What time in the past is being described?* (the 1970s) Play **TR: 91** while students read along silently.

- Say *The sentences compare the past and the present of the Han River. Was the river clean in the 1970s?* (no) *Is it clean now?* (yes) Write the following on the board:

Present		Past	
Positive	Negative	Positive	Negative
There is	_____	There was	_____
There are	_____	_____	_____

- Invite students to help you complete each blank, and read aloud the sentence in the grammar box that uses that form; for example, say *There wasn't any food for wildlife. Wasn't is short for what two words?* (was + not) Do the same for the other sentences with contractions. Tell students that *There is* is often shortened to *There's*, but *There are* can't be shortened. Play **TR: 91** again, and ask students to listen and repeat each sentence.

Practice 28

- **28** Read the Activity 28 directions aloud. Say *We're going to find out how another river has changed. Scan the text. Which river is it?* Give students time to scan the text and find the answer. (the Singapore River) Say *Look at the pictures. Which do you prefer?* When some students have responded, tell students to read and complete the paragraph individually. Then have them review the answers with a partner. Finally, confirm the answers as a class.

Apply 29

- **29** Put students into pairs. Say *Let's play a game!* Ask them to look at the game board on p. 183. Allow students to cut it out if they wish. Read the game instructions and the speech balloon aloud. Give a coin to each pair, and make sure that they understand *heads* and *tails* (*heads* = when the coin lands, the side with the head is facing up; *tails* = the other side of the coin is facing up)
- Ask each student to take a colored counter or small object and place it on the top left circle, marked "start." Demonstrate how to play the game, throwing the coin, moving the correct number of spaces, and making a correct sentence from the prompts on the circle. Then let a student have a turn. Say *If you can't make a correct sentence, you miss a turn. The first student to reach the finish circle—marked by a yellow flower—wins.* Walk around the room and monitor pairs as they play the game.

Extend

- Put students into pairs with a different partner. Give each pair two sheets of paper. Say *Look at the game board again. It describes how a park has changed over time. Imagine what the park looked like in the past and how it looks now. Talk to your partner. Draw pictures of the same park in the past and now. Add some more details.* Give pairs time to draw their "before and after" pictures. Then invite pairs to the front of the class to show their pictures and make sentences about the past and present.
- Hand out **Worksheet F.5.5** to give students more practice using *There was(n't)* and *There were(n't)*.

Wrap Up

- Say *I'll make a sentence about this school when I first started teaching here. You respond by saying something about the school now.* Model an example. Say, for example *There weren't any computers in the classrooms.* Invite a student to respond *Now there are computers in every classroom.* Call out some more sentences for students to respond to.

Grammar in Depth

There is is used to say that something exists or happens. *There are* is used for a plural subject. The word *There* is an "empty" or "dummy" subject at the beginning of the sentence, with the actual subject being the noun or noun phrase that follows.

There is / are is usually used with an indefinite noun phrase:

There is a computer in the classroom.

NOT

There is the computer in the classroom.

There can be used in this way with all forms of *be*, including modal forms.

Formative Assessment

Can students

- use *There was / There were* to describe a situation in the past?

Ask students to choose the correct form to complete these sentences:

In the 1950s, _____ a lot of trash in the river. (there were / there was)

Now, _____ many birds living by the river. (there are / there were)

The river was dirty and _____ any food for wildlife. (there aren't / there wasn't)

Workbook For additional practice, assign Workbook pp. 66–67.

Online Workbook Grammar 2

Objectives

Students will

- identify phrases used to persuade readers.
- analyze a model paragraph to see how the writer uses persuasive language.
- write a paragraph to persuade people to save water.

Writing Persuasive writing

Academic Language *persuade*

Resources Online Workbook/Workbook p. 68; Process Writing Worksheet, Genre Writing Worksheet: Persuasion (Teacher's Resource CD-ROM/Website); CPT: Writing

WRITING

In persuasive writing, we try to make the reader think or do something. We can give advice with phrases, such as:

It's really important to save water.

It's a good idea to take a quick shower instead of a bath.

You should use a reusable water bottle.

You shouldn't leave the faucet on.

- 30 Read the model.** Work in pairs to identify and underline the phrases that persuade the reader.

Save Water!

Water is very important. We drink it, we wash in it, we swim in it, and we cook with it. It's very important to save water at home and at school. How can you help? In the classroom, you should use reusable water bottles. In the school bathrooms, you should remember to turn off the faucet after you wash your hands.

Teachers can also help. They should teach us about the water cycle in school. We should have posters about water in our classrooms. For example, it's a good idea to collect rainwater in a special container and use it to water the trees and plants in the schoolyard.

- 31 Work in pairs.** Do you already do things to save water at your school? What do you do?

- 32 Write.** Write a paragraph to persuade people to save water at home. Include some ideas from pages 99 and 101 to give advice.



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Warm Up

- **Recycle** Say *Earlier in this unit, we brainstormed solutions for how to save water. Who can remember some of those solutions?* Let several students say what they remember. Say *We know how important saving water is. We talked about what people should and shouldn't do. Tell your partner one way he or she should save water.* Ask students to turn to the student next to them and make a sentence starting with *You should/shouldn't*.
- Say *Saying "You should . . ." is one way of trying to persuade someone to do something.* Write *persuade* on the board. Say *When you read an ad, someone is trying to persuade you to do something. What do you think persuade means?* Elicit students' ideas, then say *Let's find out if you're right.*

- Tell students to open their books to p. 107. Ask them to read silently through the information in the green box at the top of the page. Point to the word *persuade* on the board. Say *Which word in the box is related to the word persuade?* (*persuasive*) Explain *Persuade is a verb. Persuasive is an adjective. From the information in the box, what does persuade mean?* (to try to make someone think or do something)
- Say *When you read an ad, what is someone usually trying to persuade you to do?* (buy something) Ask *Can anyone remember a time when you tried to persuade someone to do something?* Ask several students to give examples.
- Ask a student to read aloud the first example sentence in the green box. Ask *Which phrase is used to give advice?* (*It's really important to*) Go through the

other three sentences in the same way, asking students to identify the phrases used to advise or persuade. List them on the board. Explain that the first two phrases are more polite, gentler ways of giving advice. Using *should* and *shouldn't* is a stronger way of persuading someone to follow your advice.

Read the Model 30 31

- **30** Say *Now we're going to read a paragraph that tries to persuade the reader to save water.* Ask *Does the paragraph talk about saving water at home, outside, or at school?* Ask students to skim the paragraph and find out. Confirm *The paragraph is about saving water at school.*
- Put students into pairs. Read the directions aloud. Say *Read the paragraph with your partner. Take turns reading one sentence. Identify the phrases that are trying to persuade the reader to do something, and underline them.* Explain that not every sentence has one of these phrases. Give pairs time to complete the task. Check answers by having students read the phrases they underlined to the class.
- Say *The first sentence of the paragraph states that water is very important. The writer wants to make the reader understand how important it is, so he or she goes on to give examples of all the ways we use water. What are these?* (drinking, washing, swimming, cooking) *This helps to make the paragraph more persuasive.*
- Say *The paragraph gives a lot of different ideas about saving water at school. Which idea do you think is the most important? Which idea will save the most water? Talk to your partner.* Give students time to discuss. Let several pairs give their opinion, and take a class vote to decide on the most important idea.
- **31** Draw students' attention to Activity 31, and read the instructions aloud. Have students work with a new partner to discuss the questions. Say *Make a list of the things you already do. Try to think of some ideas that aren't in the model.*
- When pairs have finished, invite partners to the front of the class to persuade the other students to agree with their ideas. Tell them to use the phrases on the board, for example, *You shouldn't use tap water to water the plants in the classroom. It's a good idea to collect rainwater instead.*

Writing Support

Persuasive writing In persuasive writing, we don't have to present two sides of an argument. It's important to stick to the main message and state it more than once, in different ways. A good persuasive paragraph uses simple, clear language and gives reasons and examples to back up its message.

Encourage students to be personal when writing persuasively. Tell them that using *I* or *you* engages the reader. It's also a good idea to use questions because they make the reader think. For example, in the model the writer addresses the reader directly, asking *How can you help?*

Teaching Tip

Many students find writing difficult, and it's important to recognize when they have worked hard on a piece of writing and to praise their efforts. A combination of appropriate praise with helpful suggestions on doing even better next time helps students to improve their work and grow in self-confidence.

Workbook For scaffolded Writing support, assign Workbook p. 68.

Online Workbook Writing

WRITING

In persuasive writing, we try to make the reader think or do something. We can give advice with phrases, such as:

- It's really important to save water.*
- It's a good idea to take a quick shower instead of a bath.*
- You should use a reusable water bottle.*
- You shouldn't leave the faucet on.*

30 Read the model. Work in pairs to identify and underline the phrases that persuade the reader.

Save Water!

Water is very important. We drink it, we wash in it, we swim in it, and we cook with it. It's very important to save water at home and at school. How can you help? In the classroom, you should use reusable water bottles. In the school bathrooms, you should remember to turn off the faucet after you wash your hands.

Teachers can also help. They should teach us about the water cycle in school. We should have posters about water in our classrooms. For example, it's a good idea to collect rainwater in a special container and use it to water the trees and plants in the schoolyard.

31 Work in pairs. Do you already do things to save water at your school? What do you do?

32 Write. Write a paragraph to persuade people to save water at home. Include some ideas from pages 99 and 101 to give advice.



107

- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out the **Process Writing Worksheet** and review it together.
- **Workbook** Refer students to Workbook p. 68 to help them organize and plan their writing.

Write

- After students have completed their prewriting, tell them to work on their first drafts. If you don't have enough time in class, assign the first drafts as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organization. Ask each student to consider the following: *Have I chosen the most persuasive examples? Have I used phrases for giving advice correctly? Have I stated my opinion clearly and with good explanations?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism, and word choice. Then ask them to proofread for mistakes in grammar, punctuation, capitalization, and spelling.

Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Plan 32

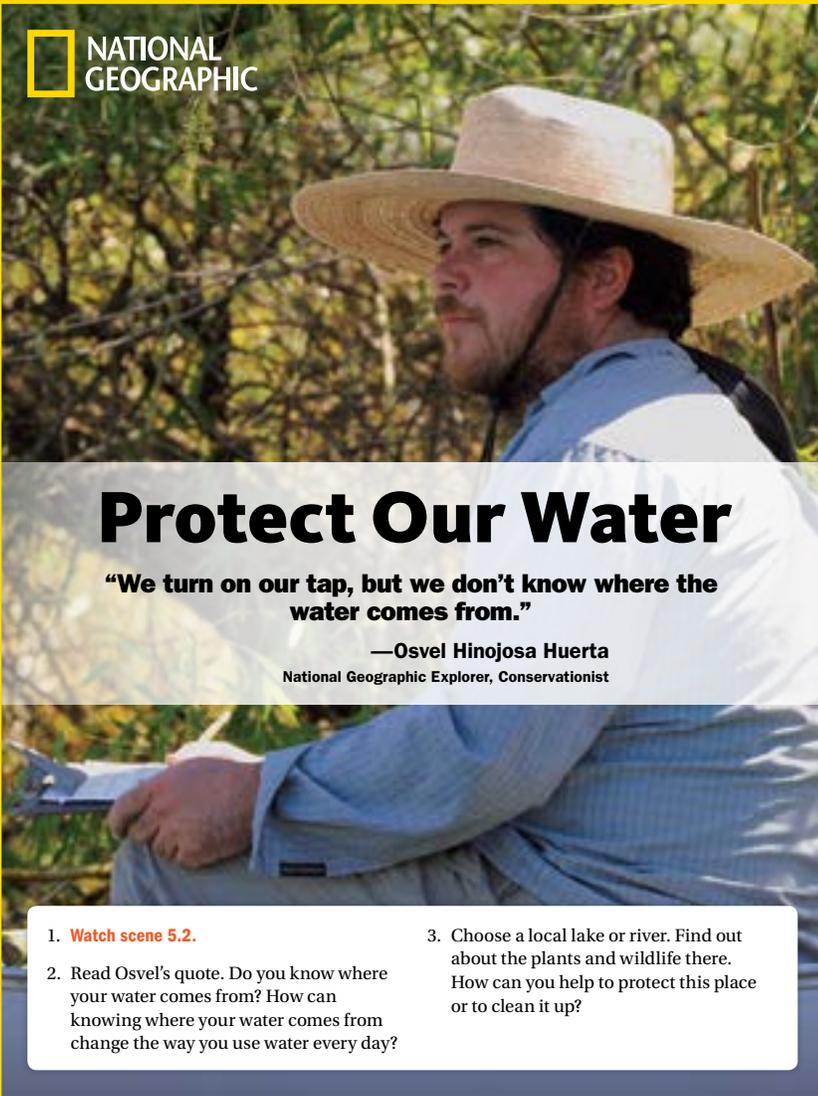
- **32** Read Activity 32 aloud. Say *Now you're going to plan your own writing. The topic is to persuade people to save water at home.* Encourage students to review the ideas for water saving from the unit, as well as listing their own ideas. Remind them of the water-saving houses they designed. Say *You need to decide on the best, or most persuasive, ideas for your paragraph.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook p. 68 for writing support.

Writing Rubric

Use this rubric to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the rubric.

- 4 = Excellent
- 3 = Good
- 2 = Needs improvement
- 1 = Redo

	1	2	3	4
Writing Student includes phrases for persuasive writing.				
Grammar Student uses the present progressive to talk about what is happening now and what always happens.				
Vocabulary Student uses a variety of word choices, including words learned in this unit.				



Protect Our Water

“We turn on our tap, but we don’t know where the water comes from.”

—Osvel Hinojosa Huerta
National Geographic Explorer, Conservationist

1. Watch scene 5.2.
2. Read Osvel’s quote. Do you know where your water comes from? How can knowing where your water comes from change the way you use water every day?
3. Choose a local lake or river. Find out about the plants and wildlife there. How can you help to protect this place or to clean it up?

Mission

Objective

- Students will
- discuss how natural bodies of water can be protected.

Resources Video scene 5.2 (DVD/Website/CPT); Worksheet F.5.6 (Teacher’s Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

Be the Expert

Teaching Tip

When students are particularly interested in a topic, spontaneous discussions can sometimes happen during lessons. These can provide productive speaking opportunities if encouraged. Prompt all students to take part, and try to be flexible with error correction in order not to interrupt the flow of students’ ideas.

Mission

- Read aloud the mission Protect Our Water, and write it on the board. Ask *Who can explain what protect means?* (to take care of something) Invite students to share their ideas about how we can protect the world’s water. Say *We’re going to learn about someone who’s doing great work protecting water.*
- Tell students to turn to p. 108 and look at the photo. Say *We already learned something about Osvel Hinojosa Huerta. Can anyone remember in what part of the world he works?* If students need help answering this, have them turn back to p. 98. Confirm *Osvel works in the Colorado River Delta in Mexico.* Read aloud the quote on p. 108. Tell students that *tap* is another word for *faucet*. Say *Osvel says that people use water, but they don’t know where it comes from.*
- **Activity 1** Say *Now let’s watch a video about Osvel’s work.* Play **Video scene 5.2**. Ask students to focus on

what Osvel’s work is, and why it’s so important. Play the video again, and ask students to notice whether Osvel’s work has been successful.

- **Activity 2** Put students into pairs. Read the quote aloud again, and have a student read the questions. Have partners discuss them. Tell students to think of examples of how they will change their own water use now that they know more about the water supply.
- **Activity 3** Read Activity 3. Ask students to choose and research a local lake or river. Make sure they have access to the Internet to do their research and maps of the local area. If there are any organizations protecting lakes or rivers in your area, make sure that students can access information from them. Ask students to present their ideas individually.
- **Worksheet** Hand out **Worksheet F.5.6**. Explain that students will use the worksheet to write about and further discuss the need to protect our water.

Make an Impact

Objective

Students will

- choose and complete a project related to water pollution and water saving.

Academic Language *comic strip, story*

Content Vocabulary *cleanup day, volunteers*

Resources Assessment: Unit 5 Quiz; Workbook pp. 69 and 108; Worksheet F.5.7; (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials large, strong sheets of paper for posters; examples of comic strips (*optional*)

A Make a cleanup day poster.

- Imagine that a local park, river, or lake is holding a cleanup day.
- Create a poster to advertise the day. Include information about why the cleanup project is important.
- Display your poster in the classroom. Talk to your classmates about the day and answer their questions.

B Create a comic strip.

- Think of a short story about trash in a river.
- Design a comic strip to illustrate the story.
- Share your comic strip with the class.

C Give a presentation.

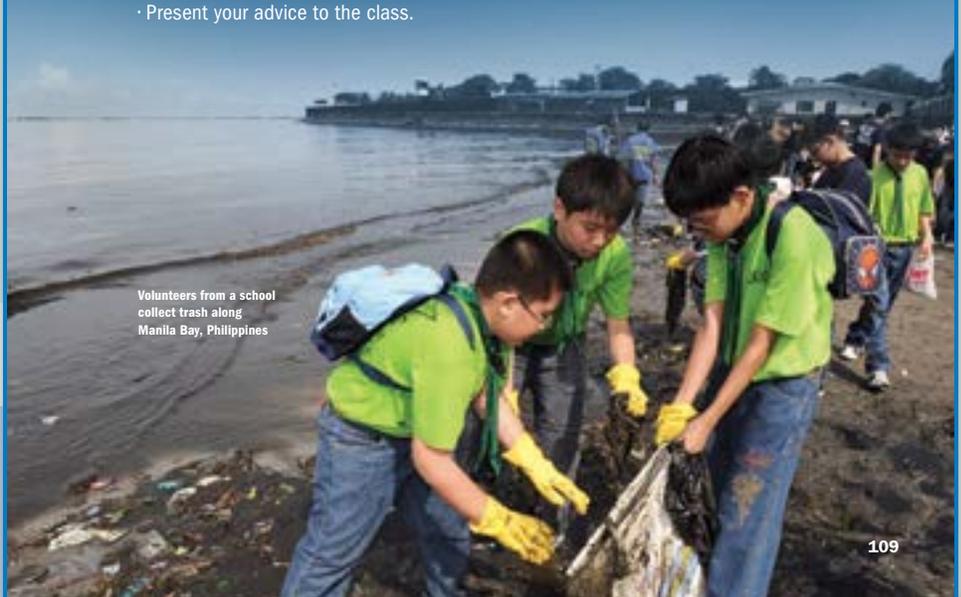
- Find information about different ways that a city can save water.
- Make a list of the most useful advice and find pictures to illustrate your ideas.
- Present your advice to the class.

Assessment Go to p. 285.

Unit Review Assign Worksheet F.5.7.

Workbook Assign pp. 69 and 108.

Online Workbook Now I can



Volunteers from a school collect trash along Manila Bay, Philippines

109

Prepare

- Have students choose a project.
- **Activity A** Draw students' attention to the boys in the photo and the caption. Ask *What country are the students from?* (the Philippines) *What are they doing?* (taking part in a beach cleanup) Explain that if someone is a *volunteer*, they're helping with something because they want to, not to earn money.
- Ask students to choose a local park, river, or lake to feature in their poster. Ask them to think about how it could benefit from a cleanup day. Encourage them to plan a design for their poster before they start to draw or write. Remind them to use persuasive language to encourage readers to get involved in the cleanup day.
- **Activity B** Remind students of the features of a comic strip—how it tells a story in pictures and speech balloons. If you have some examples, display them to remind students how a comic strip works.

Ask students to think of a story about trash in a river. Encourage them to think about the beginning, middle, and end of the story, and to keep it simple.

- **Activity C** Tell students to think about how a city uses water, for example, in public swimming pools and golf courses, and other large-scale activities that depend on water. Ask them to think about how they will present their advice in an attention-getting way, and to choose pictures and other visual aids that will illustrate their ideas clearly.

Share

- Schedule time for students to present their projects to the class. Allow time for the other class members to ask questions about their classmates' work.
- **Modify** Help students simplify a project by eliminating one of the options or steps. For example, for Activity C, you could provide information for the students about the ways one city uses water.

TR: 79 **1** **Listen and read.** See Student Book pp. 96–97.

TR: 80 **2** **Learn new words.** **cloud** / When water in the sky cools down, it makes a cloud. **freshwater** / Freshwater is water that is not from the sea. **ground** / Water flows onto the ground and helps plants to grow. **ice** / When it's very cold, water turns to ice. **lake** / There are a lot of large lakes in Canada. **melt** / When it gets hot, snow and ice melt and turn to water. **ocean** / The ocean covers more than 70% of the earth's surface. **rain** / Rain falls from the sky onto the ground. **river** / Rivers flow from the mountains to the sea. **salt water** / Salt water is in the ocean. **sky** / The sky is above us. **snow** / There is usually snow at the top of mountains. **underground** / You can often find water underground.

TR: 81 **5** Water gives life, but it is also a killer! Less than 1% of the water on Earth is freshwater, and not all of that water is clean and safe to drink. Unsafe water is one of the top ten killers in the world. Dirty water causes 80% of all diseases in some parts of the world.

TR: 82 **5** **Learn new words.** **clean** / We can drink this water because it's clean. **dirty** / This water is very dirty, so you shouldn't drink it. **safe** / This water is safe to drink. **unsafe** / This water is unsafe. Don't drink it!

TR: 83 **SPEAKING STRATEGY** See Student Book p. 99.

TR: 84 **7** **S1:** How can we save water at home? **S2:** I think we should collect rainwater for the garden. **S1:** Good idea. What can we do in the kitchen to save water? **S2:** Maybe we can use less water when we do the dishes. **S1:** OK. What about the pets? How can we save water there? **S2:** What if, when we clean the fish tank, we put the dirty water on the plants in the garden? **S1:** Mmm hmmm ... Do you have any *other* ideas? **S2:** Sorry! I can't think of anything else.

TR: 85 **GRAMMAR** See Student Book p. 100.

TR: 86 **10**

S1: What are you doing to save water?

S2: I'm keeping a bottle of water in the fridge. Then I don't need to run the faucet for a long time to get cold water.

S3: We're putting a big container in our garden to store rainwater.

S4: My sister's talking to her classmates about the water cycle.

S5: We're helping to clean our local river.

S6: I'm planting local flowers and trees in my garden. They don't need as much water.

S7: My parents are buying a new dishwasher. It uses less water.

TR: 87 **12** Many people are trying to save water at home. Let's look at some ideas for the bathroom. First of all, the toilet. Did you know that every time you use your toilet, it uses nearly 7 liters of water? If you have a toilet like the one in the picture, you can use this simple solution. Find a reusable object, for example, a brick. Then put it in the toilet tank. In this way, less water goes into the toilet when you use it. You can also use the runoff water from your roof. You can't drink it, but you can use it to water your plants in the garden. Remember, ask your parents before you try any of these ideas!

TR: 88 **12** **Learn new words.** **less** / Try to use less water at home. **reusable** / Fill a reusable bottle and put it in the fridge. **toilet** / A toilet can use a lot of water. **water** / Use rainwater to water your garden.

TR: 89 **16** **Learn new words.** **cloth** / Use a cloth bag when you go shopping. **plastic** / Plastic in our oceans is a big problem. **recycle** / We should recycle plastic bottles. **reuse** / Don't throw away that bag; reuse it!

TR: 90 **17** **While you read, look for examples and explanations.** See Student Book pp. 102–103.

TR: 91 **GRAMMAR** See Student Book p. 106.