

Name of activity: Planet Earth

Short description: Students listen to a story, match pictures to the places, and talk about what they can do to save the planet.

Link to curriculum: Grade 9; Unit 1.21

Difficulty level: medium

Time: 30-40 minutes

Learning outcomes: by the end of this activity students will have listened to a description on the environment and practiced some vocabulary items related to the environment.

(Competency 3 & 4; Listening & Vocabulary)

Option 1

Lesson plan with:

- ✓ Worksheet
- ✓ Tapescript

Option 2

Lesson plan with:

- ✓ Worksheets to project (data projector)
- ✓ Link to audio or video recording

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material:

<http://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth>

Option 1: Worksheet

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| Preparation | <ol style="list-style-type: none"> 1. Make photocopies of worksheet 1 for each group of students or follow the suggestion given under “variations”. 2. You can make individual copies or copy down the activities from worksheet 2 onto the board. |
| Stage / Time | Procedure |
| Introduction 5 mins | <ol style="list-style-type: none"> 1. Tell students that they’re going to learn some important things about planet earth. 2. Arrange students in small groups (3 students per group) and give out worksheet 1. 3. Ask students to number the pictures from 1-8. 4. Ask students to match the words with the pictures. (Worksheets and answers given below) 5. Nominate students from different groups to elicit answers. Clarify any doubts if needed. |
| Listening 5 mins | <ol style="list-style-type: none"> 1. Pre – teach this difficult vocabulary that appears in the story (<i>pesticide, chemicals, oxygen, energy</i>). 2. Tell students that they are going to listen to a story about a museum called “Planet Earth Museum”. Tell them that some children are visiting this museum with their school teacher. 3. Tell students that the museum has 4 rooms, forests, oceans, Arctic and Antarctic, and rivers (the 4 from the previous exercise). Tell students to listen to the story, and order the rooms they visit in the order they visit them; which do they go to first, second...? 4. Read the tapescript (play it if you are able to download it from the internet) and elicit the answers: Answers: (1) Forests (2) Oceans (3) Arctic & Antarctic (4) Rivers |
| Post-listening 10 mins | <ol style="list-style-type: none"> 1. Ask students to focus on the 2nd activity in worksheet 1. 2. Ask students to work in their groups to fill in the blanks by circling the correct answer. 3. Get groups to exchange their worksheets. 4. Read or play the story again, so students can check answers. |

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| | <p>5. Elicit and clarify the correct answers.</p> |
| <p>Find the mistake 5 mins</p> | <ol style="list-style-type: none"> 1. Give out work sheet two and ask students to work individually on the first activity (exercise 3; Make it Right). 2. Tell students that they must find the mistake in every sentence, underline it and write the correction in the given blank. 3. Get students to exchange their worksheets. 4. Elicit and clarify the correct answers. |
| <p>Write more ideas 5-10 mins</p> | <ol style="list-style-type: none"> 1. Ask students to work in small groups again. 2. Ask students to make 2 lists of things that damage the environment and that help the environment. 3. Ask 1 student from each group to present their ideas to the class. |
| <p>Extension 1 Speaking</p> | <ol style="list-style-type: none"> 1. (Optional) Divide the class into 4 groups and assign each group one of the 4 places. Tell them to prepare a mini presentation about what they can do to save that environment. Give them 5 – 10 mins. 2. The groups present their ideas to the class. |
| <p>Extension 2</p> | <ol style="list-style-type: none"> 1. Students write a paragraph about how to save one of the above environments for homework. |
| <p>Variation</p> | <ol style="list-style-type: none"> 1. If photocopying is a problem: <ul style="list-style-type: none"> • Arrange students in small groups. • For activity 1: Write 'The arctic', 'The ocean', 'The rainforest' and 'The river' up on the board. • Ask groups of students to brainstorm 3 things that they can find in each place. • After a few minutes, elicit their feedback and write it up under each heading. • You can copy down the rest of the activities onto the board and ask students to make their copies from it. 2. You can ask students to come up with a name for their group. E.g. Otters 3. If time is a problem, do only worksheet 1. |



Planet Earth

Welcome to Planet Earth Museum, a museum where you can learn some interesting facts about the world we live in.

"There are many amazing places on Earth. Who knows, maybe you'll see them all one day! Where shall we go first, children?"
"Forests!"

Forests are home to over half of the world's animals and plants. Trees clean the air and produce oxygen for us to breathe.

Every day we throw away hundreds of trees in paper and card and we destroy more than 36 football fields of forests.

The oceans are home to millions of marine animals. They absorb the sun's heat, transfer it to the atmosphere and move it around the world.

A lot of the rubbish we produce on land pollutes the oceans. Turtles mistake plastic bags for jellyfish and die when they eat them.

At opposite ends of the world, the Arctic and Antarctic are freezing cold lands. It is so cold that the sea is covered in ice.

The fuel we use for energy makes the climate warmer. As it gets warmer, the ice melts and the sea rises. The land disappears.

Rivers collect rain water and carry it to the oceans. Along the way, plants absorb and clean the water so it is safe for us to drink.

Farms and factories pollute the rivers with pesticides and chemicals. Every day we flush 50 litres of dirty water down the toilet.

This is a green world, where people respect nature and live a long and healthy life. Wouldn't you like to live here?

Story



Planet Earth

1. Match them up!

Match the name of the environments with the unpolluted and polluted images.



| | | | |
|---------|--------|--------------------------|--------|
| forests | oceans | the Arctic and Antarctic | rivers |
|---------|--------|--------------------------|--------|



2. Choose the answer!

Why do we need the different environments? Circle the correct answer.



- Forests are home to many _____ and plants. **people / (animals) / pets**
Trees clean the air and produce _____. **oxygen / hydrogen / nitrogen**
- The oceans are home to _____ of marine animals. **hundreds / some / millions**
They absorb, transfer and move the _____'s heat. **Earth / sun / moon**
- The Arctic and Antarctic are _____ places. **freezing / hot / warm**
The sea is covered in _____, helping to store lots of water. **bottles / cream / ice**
- Rivers collect water and take it to the _____. **bank / ocean / mountains**
River plants absorb and clean the water so we can _____ it. **breathe / eat / drink**

Worksheet 2



3. Make it right!

How are we damaging the different environments? Find the mistake, underline it and write the correct word.



- a. Every day we throw away hundreds of plants in paper and card and we destroy more than 3 football fields of forest.
- b. A lot of the rubbish we produce on land pollutes the parks. Turtles mistake plastic bags for jellyfish and die if they touch them.
- c. The fuel we use for energy makes the climate colder. As it gets warmer, the ice melts and the sea rises. The land stays.
- d. Farms and schools pollute the rivers with pesticides and chemicals. Every day we flush 5 litres of dirty water down the toilet.

trees

4. Where does it go?

What things can we do to help the environment? What things do we do that damage the environment? Write more ideas in the boxes below.



| helps the environment | damages the environment |
|---------------------------|--------------------------------|
| have a shower, not a bath | throwing rubbish on the street |
| | |

Answers

Planet Earth – ANSWERS

1. Match them up!

Match the name of the environments with the unpolluted and polluted images.



| | | | |
|---|---|--|---|
|  |  |  |  |
| forests | oceans | the Arctic and Antarctic | ivers |
|  |  |  |  |

2. Choose the answer!

Why do we need the different environments? Circle the correct answer.



- Forests are home to many _____ and plants. people / animals / pets
- Trees clean the air and produce _____. oxygen / hydrogen / nitrogen
- The oceans are home to _____ of marine animals. hundreds / some / millions
- They absorb, transfer and move the _____'s heat. Earth / sun / moon
- The Arctic and Antarctic are _____ places. freezing / hot / warm
- The sea is covered in _____, helping to store lots of water. bottles / cream / ice
- Rivers collect water and take it to the _____. bank / ocean / mountains
- River plants absorb and clean the water so we can _____ it. breathe / eat / drink

**3. Make it right!**

How are we damaging the different environments? Find the mistake, underline it and write the correct word.



- | | | |
|----|---|----------------------|
| a. | Every day we throw away hundreds of <u>plants</u> in paper and card and we destroy more than <u>3</u> football fields of forest. | <u>trees</u> 38 |
| b. | A lot of the rubbish we produce on land pollutes the <u>parks</u> . Turtles mistake plastic bags for jellyfish and die if they <u>touch</u> them. | oceans eat |
| c. | The fuel we use for energy makes the climate <u>colder</u> . As it gets warmer, the ice melts and the sea rises. The land <u>stays</u> . | warmer disappears |
| d. | Farms and <u>schools</u> pollute the rivers with pesticides and chemicals. Every day we flush <u>5</u> litres of dirty water down the toilet. | factories 50 |

4. Where does it go?

Children write their ideas about what damages and what helps the environment in the relevant box.



| helps the environment | damages the environment |
|---------------------------|--------------------------------|
| have a shower, not a bath | throwing rubbish on the street |

Option 2: Data Projector

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| Preparation | <ol style="list-style-type: none">1. Follow the lesson for option 1 but instead of photocopying the worksheet project it on the wall/board.2. Go to the link given below and instead of reading, project the story onto the wall/board. <p>http://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth</p> |
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Option 3: Computer Lab

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| Preparation | <ol style="list-style-type: none">1. Arrange students in pairs.2. Follow the lesson for option 1 but instead of photocopying the worksheet you can get students to copy the exercises from the computer screen.3. Give the following link to the students and get students to watch the story. http://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth |
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