**Planet Earth Museum**

Katie and Jaia are on a school trip with their class. Visit the museum with them, and learn more about our planet.

(Video link: <https://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a narrative text (story/account) about travelling to different places with different climates, which fits into the module “*Magic of Nature”*.
* Language item/structure:
* Simple present tense to express simple truths
* Vocabulary items: e.g. forests, oxygen, destroy, oceans, absorb heat, pollutes, Arctic, Antarctic, warmer climate, rivers, respect nature

**Warm-up**

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| **Duration** | 5 minutes |
| **Aim** | * To review or pre-teach the key vocabulary items about the environment
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| **Teaching Steps** | 1. Ask the class to think of the wildlife that can be found in the four environments in the worksheet (the Arctic, the ocean, the forest and the river).
2. Distribute the worksheet to students and ask them to decide which items go in which area.
3. Students who need more challenge can be asked to add more items to the list.
4. Students who need more support can be given more time and encouraged to focus on the words as well as the images.
5. Check the answers with students and go over vocabulary items that may be challenging to them.
* The Arctic: a gull, an igloo, a polar bear, a seal, a walrus
* The ocean: a blue whale, a fishing boat, a turtle, seaweed
* The forest: a chameleon, a frog, an orang-utan, a toucan
* The river: a heron, a lotus flower, reeds
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**Main Activity**

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| **Duration** | 15 minutes |
| **Aim** | * To develop students’ ability to listen for specific information
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| **Teaching Steps** | 1. Ask students to work in groups and list the possible environmental problems in each of the four areas mentioned previously.
2. Suggested ideas:

Forestscut down treesdestroy forestsOceanspollutionrubbish in the oceanrising sea levels The Arcticice meltingRiversdirty (drinking) waterpollution from farms and factories1. Play the video and ask students to listen for the ideas they have listed.
2. Depending on the ability of the class, the video can be played non-stop or with pauses at suitable intervals. Distribute the audio script to students who need more support in mixed ability classes so that they can read along while watching the video.
3. Play the video two or three times if necessary.
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