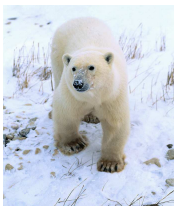
UNIT 1

What do you think? Do all these animals and plants live in a big or in a small ecosystem?

In groups of two, cut out all these shapes of animals and stick them into their correct habitat.

- **Talk with your partner:**

I think that	*polar bears* *monkeys* *zebras* *lions* *gnus* *dragonflies* *grasses* *bushes* *frogs* *water plants* *snails*	***live***	***in*** *a pond* *(SMALL)*
			in *the savannah* *in the jungle* *in the arctic* *(BIG)*



JUNGLE 	
SAVANNAH 	
ARCTIC 	
POND 	

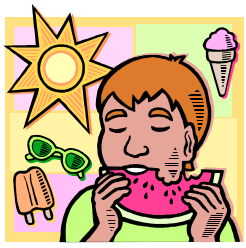
HOW DO THEY ADAPT TO THEIR ECOSYSTEM?

.Match each description with the right animal

His coat is snowy white to camouflage himself in his habitat. **Thick and warm white fur** 	**Strong teeth to catch fish.** **Thick layer of body fat to keep it warm** **Flippers to help it swim.**
Has long legs to keep body away from hot sand **Can store fat in hump.** **Can go for long periods without water.** 	**Has thick layer of fat to keep warm.** **Produces oil to keep feathers waterproof.** **Stream lined body for swimming.**
In the summer they wear thin clothes, drink plenty of water, and keep their selves in the shade. **In the winter they have to wrap up warm, eat warm food and drink hot drinks.** 	**Stream lined body for swimming.** **Fins to propel through the** water. **Sharp teeth.** **Gills to breath under water.**

POLAR BEAR

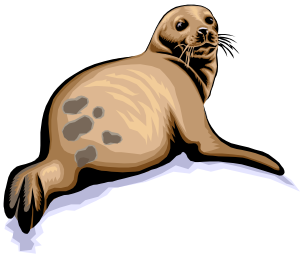
HUMAN



SHARK

CAMEL

SEAL



PENGUIN

I bet it is true...

1. You have got a maximum of 200 points to bet. Read the sentences below. Decide how many points you want to bet for each statement. You can bet from 0 to 40 in each statement.

2. If the statement is TRUE, you win what you bet. If it's FALSE you lost it.

3. GOOD LUCK!

STATEMENT	YOUR BET	
Animals are non-living things		
They can move		
They eat and grow		
They can not have babies		
Animals do not need a place to live		
They need food and sandwitches		
They need gasoline		
Animals live in one place only		
They live in land and water		
The place where an animal lives is called home		
Animals are all the same		
Animals only eat plants		
TOTAL (what you WIN / LOSE)	Win	lose

.In a

GRAND TOTAL: _____points

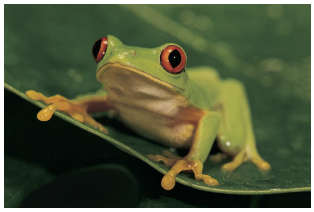
- **Talk with your partner:**

In an ecosystem	*there are*	*living things like*	*soil* *a frog* *a bear* *rocks* *a tree* *the wind* *a plant*
		non-living things like	

Win

Pla

Roc



Tree

Fro

Bea

Soil

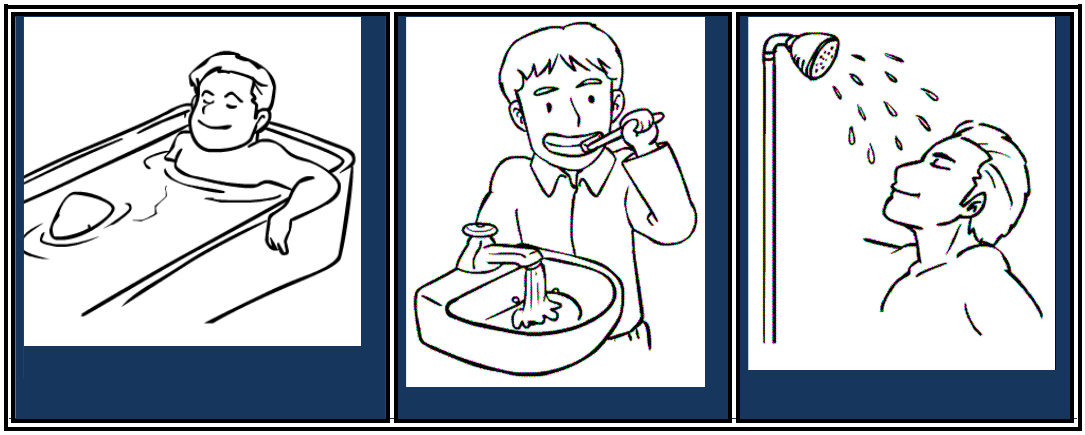
Now, write them down in the following box:

LIVING THINGS	NON-LIVING THINGS

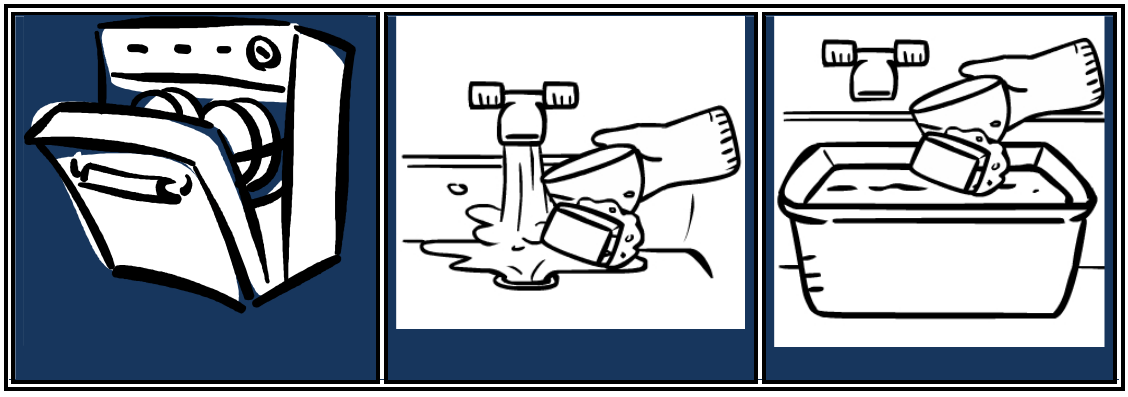
ARE YOU A WATER WASTER?

Look at these pictures. Two people are wasting water in every scene. Cross out the people who are wasting water.

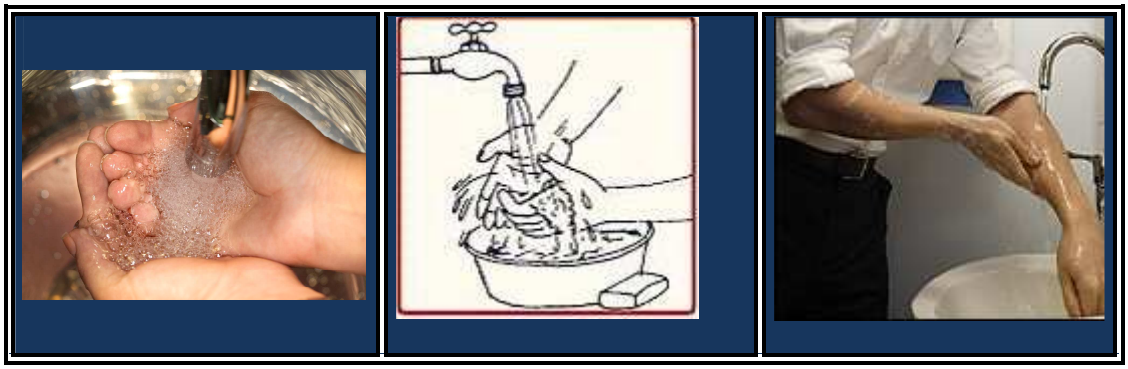
1) In the bathroom:



2) In the kitchen



3) Washing hands



Now, ask people in your family, friends, etc. These questions. Write each person's name, ask the questions and then put a tick in the right box. Talk about the scores. Are they water wasters?

Do you...	have a shower more **often** than a bath?	put the **plug** in when you wash your hands?	**turn off the tap** when you wash your teeth?	**recycle water** for other uses?
Name_____	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐
Name_____	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐
Name_____	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐
Name_____	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐	Never ☐ Sometimes ☐ Always ☐

UNIT 2

Tell your students to get into circles of five. Give out the slips. Ask students to read their slips to each other. They must keep their own slips of paper. Tell them that the student with slip number 1 has the beginning of the text. Ask them to work out the correct order of the text.

1 Plants and animals in an ecosystem are linked together by their feeding relationships. The sequence of steps within these feeding relationships is a food chain.
As green plants are usually the main source of energy input into an ecosystem, food chains generally begin with a green plant.
The arrow in a food chain represents the direction of energy flow
Energy in the form of food is shown to be transferred from producers, which are principally plants and algae, to a series of consumers.

Habitats
Can you put each animal in its correct home?

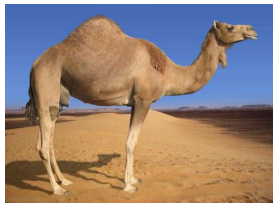
Pond

Desert

Arctic

Sea

Forest



fish	**camel**	**shark**	**dragonfly**	**snail**
scorpion				
frog	**squirrel**	**reindeer**	**coyote**	**mouse**

The [ ] [ ] [ ]
live in the pond.

The [ ] and [ ]
live in the sea.

The [ ] and [ ]
live in the desert.

The [ ] and [ ]
live in the forest.

The [ ] and [ ]
live in the arctic.

FOOD CHAIN GAME
Cut out and laminate these cards. Distribute amongst the children, who then have to find the other members of their food chain.
They are colour coded (but no need to tell the children that!)

You are grass.

You are eaten by a rabbit.

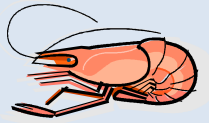
You are a rabbit

You are eaten by a fox.

You are a fox

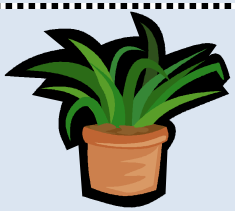
You are plankton

You are eaten by shrimps.



You are a shrimp.

You are eaten by a tuna fish.

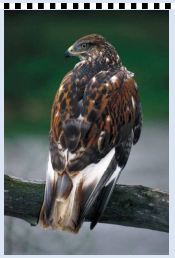


You are a green plant.

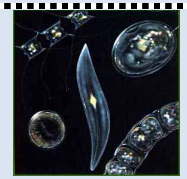
You are eaten by a mouse.

You are a mouse.
You are eaten by a rattlesnake.

You are a rattlesnake.
You are eaten by a hawk.

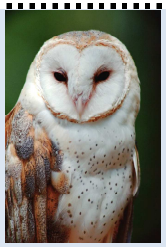
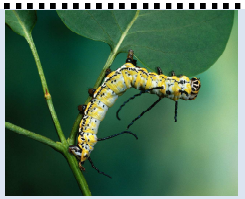


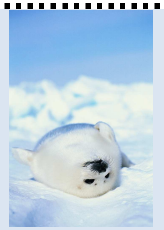
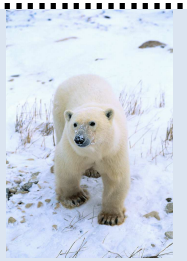
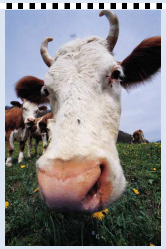
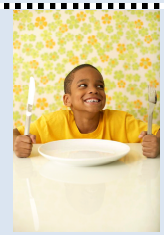
You are a hawk.



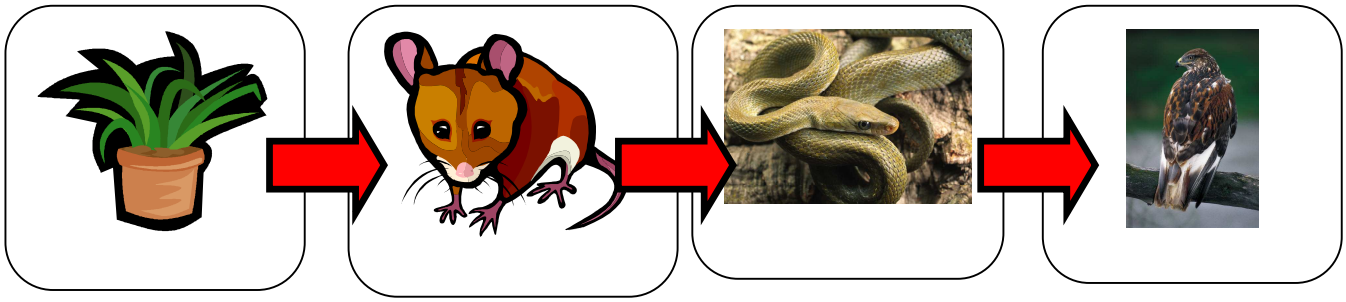
You are plankton

You are eaten by an Arctic Cod.

 You are a shrew You are eaten by an owl.	 You are an owl.	 **You are an oak leaf. You are eaten by a caterpillar.**	 **You are a caterpillar.** **You are eaten by a blue-tit.**	 **You are a blue-tit.**
 You aret una fish. You are eaten by a shark.	 **You are a shark You are eaten by a human.**	 **You are grass. You are eaten by a zebra.**	 **You are a zebra. You are eaten by a lion.**	 **You are a lion.**

You are an arctic cod. You are eaten by a seal.	 You are a seal. You are eaten by a polar bear.	 You are a polar bear.	You are a decaying leaf. You are eaten by an earthworm.	You are an earthworm. You are eaten by a shrew.
You are grass. You are eaten by a cow.	 You are a cow You are eaten by a human.	You are a human who had steak for dinner.	 You are human who ate shark at a restaurant last night	

FOOD CHAINS



Study the food chain.

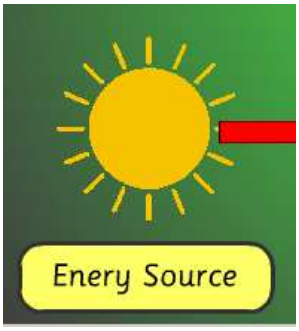
- ✓Which is the producer?
- ✓Which are the consumers?
- ✓Is there an herbivore? Which one is it?
- ✓Name a carnivore in the food chain

Look at the sentence below. Match each sentence to a word from the box. Copy them into your notebook.

- A living thing that feeds on meat.
- Living things existing together in a certain habitat.
- A living thing that does not feed on another thing to survive.
- An animal that survives on plants.

Ecosyste	**Carnivore**	**Herbivore**	**Producer**

Go to the *flash* application provided by the teacher, explore it and try to complete the information below.



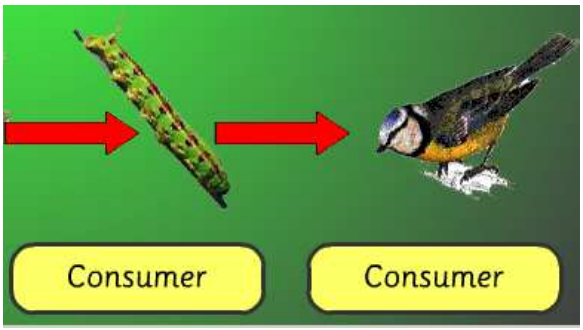
We need to remember that the chain is started by _____, usually in the form of_____.

It's the energy from the _____ that all life is dependent on

A food chain will start with a _____, and this will usually be a _____ _____.

Plants are living organisms. They need nourishment (food) in the form of _____, nutrients and _____ to survive.

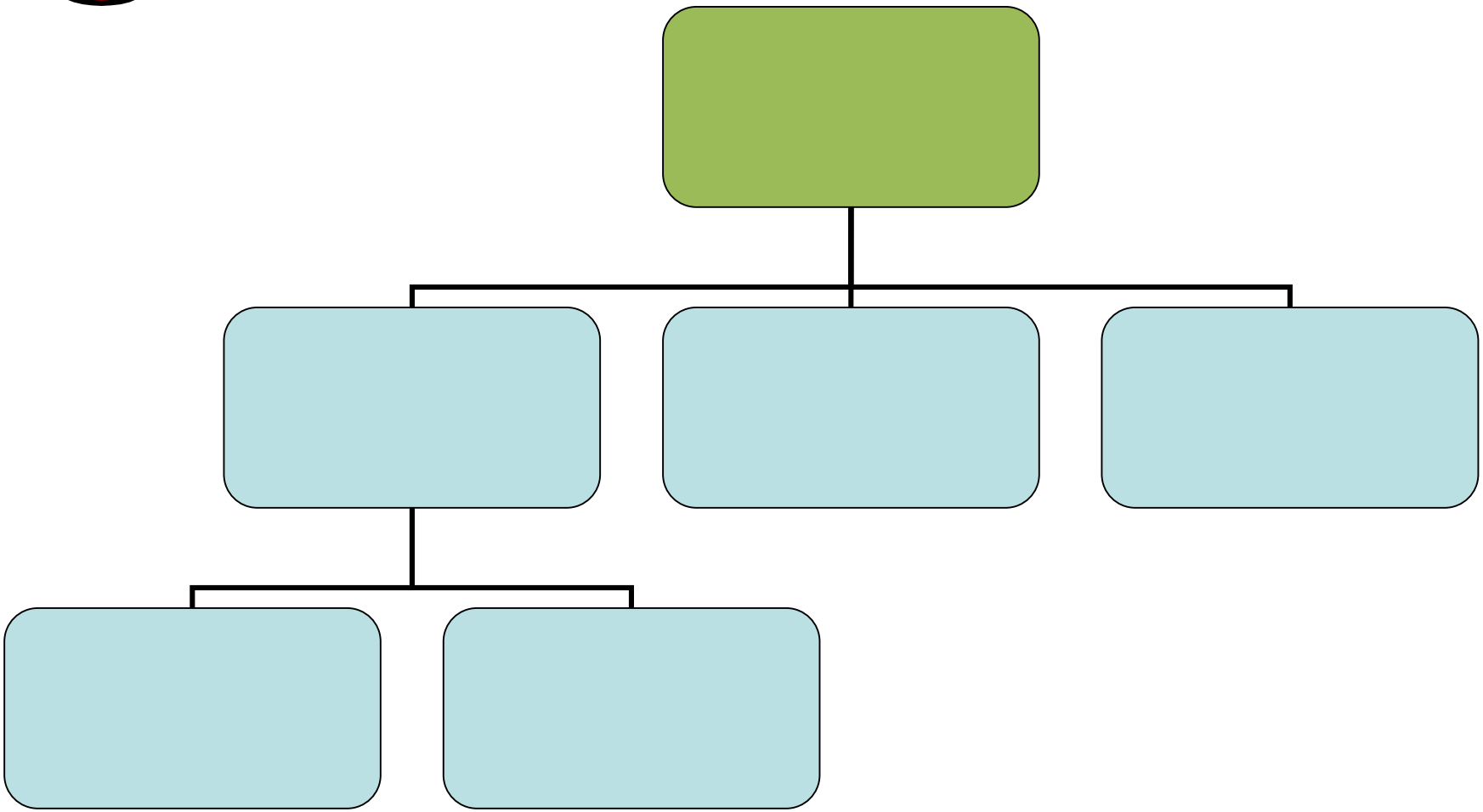
Plants are called _____, because they make their own food inside themselves, using water and sunlight, in a process known as _____. (similar to Catalan, remember?)



Consume means _____. Animals are consumers because they eat (consume) food provided by _____ or _____.

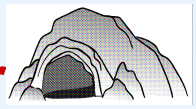
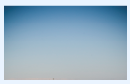
Here you have got a mind map about food chains, and what elements does it have.

Can you complete it with the information that the teacher is giving you on the power point?



UNIT 3

Protection from predators or weather.
Oxygen either from the air or dissolved in water is required for respiration.
All living things require liquid water.
All living things need food (for energy) to grow and reproduce. Some organisms (such as plants) make their own food from air, water, and sunlight. Other organisms must eat plants or other living things to get their energy.
Animals require **different** amounts of space to find food, water, shelter and a mate. Some animals defend a large territory or roam over a large range. Other animals only need a small amount of space and can tolerate close neighbours.

Food
Space
Water
Shelter 
Air 

Can you match the habitats in a forest with the animals they would live there?

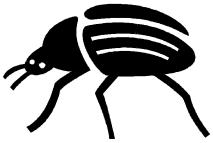
Bee

Deer

Spider

Lizard

Ants



Insect

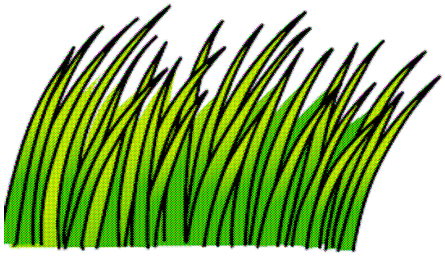
Mole

Earthworm

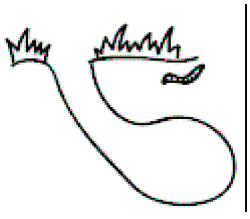
TREES

BUSHES

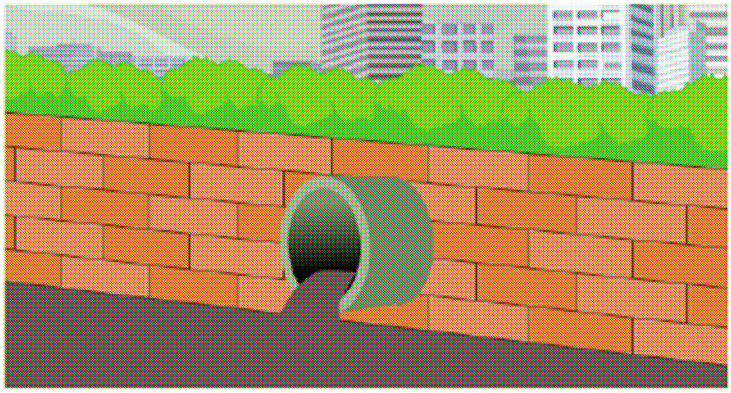
GRASS

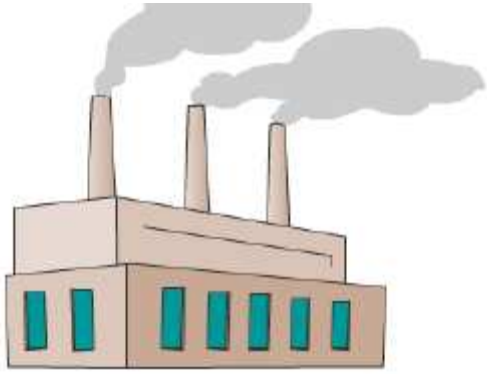


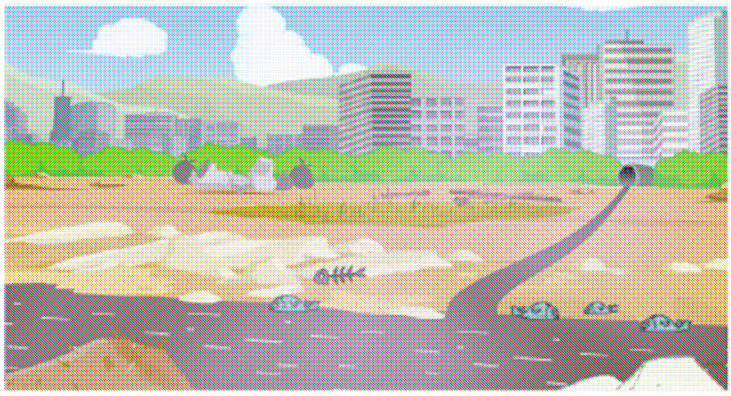
UNDER THE GROUND

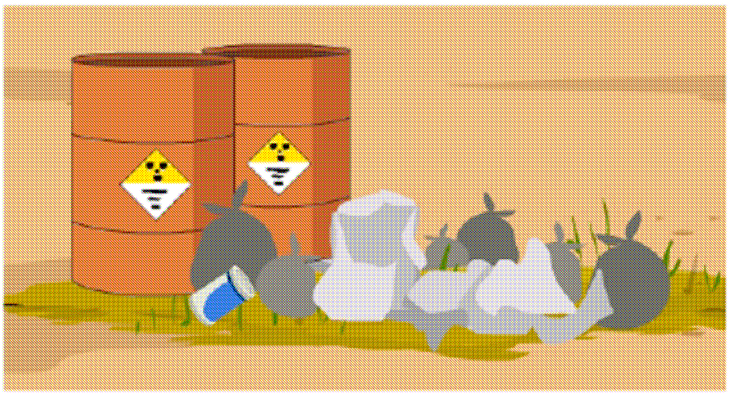


UNIT 4

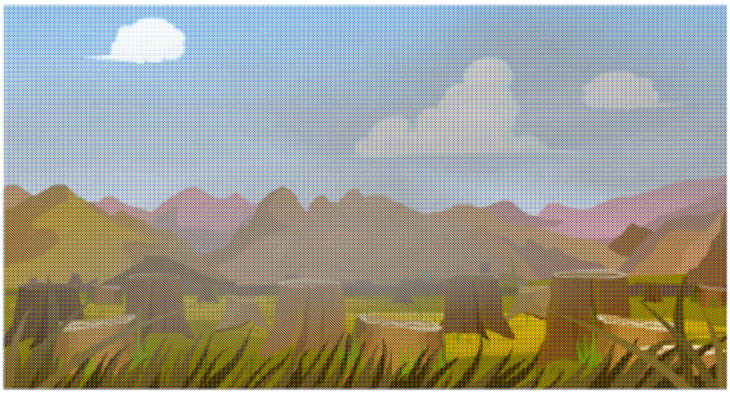


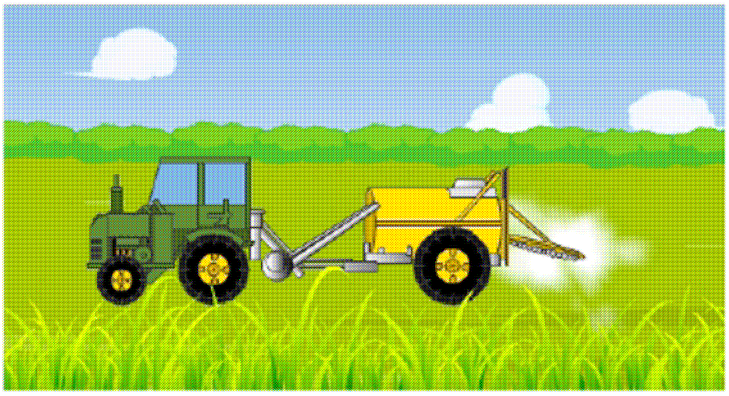




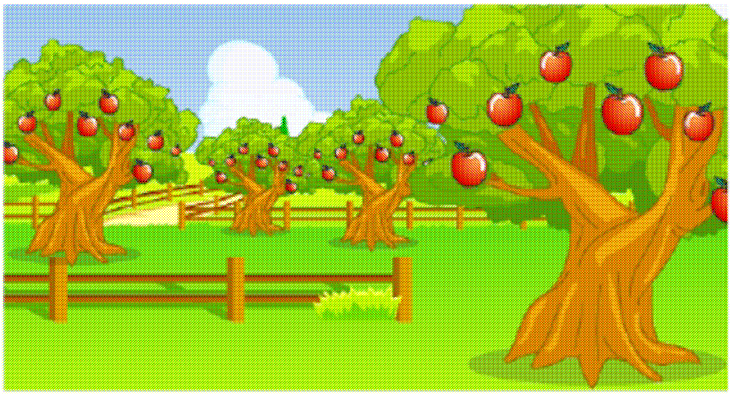


0°C





Envases, si
Gracias



Alternative energy

Pesticides

Fossil fuels

A sewer

A factory

Pollution

Chemical waste

Global warming

Deforestation

Organic farming

Recycling

Turning off the light

You will find a lot of new words when you are reading about the environment. Here are some words. Can you match the words with the right meanings?

Recyclin	Deforestatio	Organic farming	Alternative energy
Global warming			

This means cutting down trees and using the land for other things.

Energy created from wind power or from the sun are examples of this.

Growing vegetables and keeping animals without

The planet's air and seas are getting hotter.

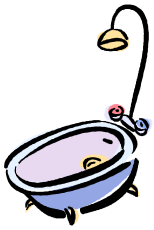
Using materials (for example glass) again to make new

Try the quiz…

How green are you?

.It's time to get up

1. **Do you have**



   a) a shower?

   b) a bath?

   c) a quick wash?

.You are ready for school

2. **Do you go**

   a) by bus?

   b) by car?

   c) on foot?

   d) by bike

3. **Your teacher gives you a piece of paper to do some work. Do you:**

   a) Write on both sides?

   b) Make a paper airplane?

   c) Write on one side, then ask for more?

.It's playtime

4. **What do you do with your rubbish? Do you**

   a) Throw it on the floor?

   b) Throw it in the nearest bin?

   c) Throw it in the right recycling bin?

.You are at home

5. **How many electrical appliances do you switch on? (lights, air conditioning, heating, computer, CD player, TV, DVD player…)**

   a) 1-2

   b) 3-4

   c) 5 or more

.It's bed time

6. **Do you**

   a) Turn off the monitor on your computer / TV

   b) Leave your computer/TV on standby mode?

   c) Leave your computer on all night?

7. **Do you**

   d) Forget to brush your teeth?

   e) Leave the tap on while you brush your teeth?

   f) Turn off the tap while you brushyour teeth?

ANSWERS:

You

Partner

Classroom energy survey

Is our classroom green enough?

Use this checklist to look for places where energy is being wasted

• **Lights**	
Are lights on unnecessarily?	☺☹
Is someone in charge of turning off lights in the room when everyone leaves (e.g. at breaktimes)?	☺☹
Are all the lights turned off in empty rooms?	☺☹
Are there any energy-efficient lightbulbs / compact fluorescent lightbulbs in your building?	☺☹
• **Computers and other electrical equipment (e.g. photocopiers)**	
Are all unused computers (including monitors) and other electrical equipment turned off?	☺☹
Are all computers and other electrical equipment turned off at the end of the day?	☺☹
Is someone responsible for checking?	☺☹
• **Windows and doors**	
Are windows or doors left open in winter?	☺☹
• **Heating**	
Can you turn heating up or down in this room only?	☺☹
Are the corridors kept as warm as the classrooms?	☺☹

• **Recycling**	
Does your school recycle paper?	☺☹
Does your school recycle other things (plastic, glass?)	☺☹

How many ☺ have you got?_____

How many ☹ have you

CONCLUSION:

Is your classroom green enough? YES/NO

I think our classroom is green enough	**because**	**we...**	*Turn off the lights.* *switch off the computers.* *close windows in winter.*
I think our classroom isn't green enough	**because**	**we don't...**	*open windows in winter* *recycle* *have someone in charge of turning off lights/computers.*

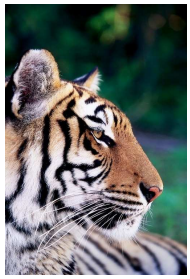
We know that we are using the Earth's resources too quickly. What can we do to help the planet? Listen to a song and find out some useful tips.

It's up to me and you!

Can you understand
What we have to do?
There's only one world,
It's up to me and you!
Brush your teeth, but turn off the tap,
Take a shower, don't have a bath,
Walk or ride your bike to school,
Recycle paper, that's the rule.
Can you understand
What we have to do?
There's not much time,
It's up to me and you!
Unplug the TV, switch off the lights,
Go out with friends, don't surf all night,
Give old clothes to charity,
Join a green group, plant a tree.
Can you understand
What we have to do?
There's only one world,
It's up to me and you!

You can listen to this song on the LearnEnglish Kids website:
http://www.britishcouncil.org/kids-songs-environment

ANIMALS IN DANGER



Which endangered animal is which?

Write 'P' fot the Panda, 'T' for the tiger and 'B' for the polar bear

Habitat

- ☐ It lives in the Arctic.
- ☐ It lives in the forests of China.
- ☐ It lives in the forests, woods, grasslands and mangrove swamps of Asia.

Physical characteristics

- ☐ It has an orangey-brown coat with white fur under its body and black stripes.
- ☐ It has a white coat with black fur around its eyes, ears and legs.
- ☐ It has thick, creamy-yellow fur and brown eyes.

Diet

- ☐ It eats bamboo.
- ☐ It eats wild pig, deer, antelope and buffalo.
- ☐ It eats seals, walruses, beluga whales, narwhals, seaweed and birds' eggs.

Interesting facts

- ☐ It hunts at night.
- ☐ It can swim and run up to 55 kilometres an hour.
- ☐ It eats 12 hours a day!

Population

- ☐ There are only 1,600 in the wild.
- ☐ There are only 5,000-7,000 in the wild.
- ☐ There are only 20,000-25 000 in the wild.

Now find out about some other endangered animals such as the elephant, rhino or orang-utan and see what you can do to protect them: http://www.wwf.org.uk

We can make a difference! Your TV advertisement:

1) Fill in this table in groups of four:

What to you want to advertise?	Animals in danger/recycling/pollution, etc.
How long will it last?	(between 60 and 90 seconds)
What will you need?	-animals -objects -people…
What will you say?	It's time to… Remember… You have to know that… Animals are in danger…
Will you use other images?	Yes / No?

2) Draw a brief storyboard of what you want to record.

3) Pick up a laptop and use the webcam to record your advertisement. Then, ask your teacher for some help in order to edit what you have done.

OTHERS

WORDS CHART

ECOSYSTEMS

WEEK: **MONTH:**

UNIT-THEME: .....

WORDS WE WANTED TO KNOW THIS WEEK	
MONDAY	
TUESDAY	
WEDNESDAY	
THUSRDAY	
FRIDAY	
WINNER!	

So it's time to start the unit...What do YOU know about how animals live? It's time to start your very own KWL chart!

K **(what do I know?)**	**W** **(what do I want to know?)**	**L** **(what have I learned?)**
I know*...that there are lots of different animals*	***I want to know****...how animals live in a desert*	

Self Assessment

WHAT ARE ECOSYSTEMS?

My name: _____ Peer: _____ Date: _____

Self	Learning Intention (you can have a look at your KWL chart)	Peer
☺ 😐 ☹		☺ 😐 ☹
☺ 😐 ☹		☺ 😐 ☹
☺ 😐 ☹		☺ 😐 ☹

Here are some interesting things I found out…

-
-
-

A question that I still have or I'd still like to know more about…

Something that I found hard to understand was…

ECOSYSTEMS-IDEAS AND SUGGESTIONS

Here we can find some activities and ideas for:

- ✓ Giving new information
- ✓ Teaching and activating key vocabulary
- ✓ Speaking
- ✓ Writing
- ✓ Consolidation and revision

Giving new information:

1. ASK ME YOUR QUESTIONS:

AIMS:

-Asking *wh*- questions

-Giving students a voice

-Arousing students' curiosity

-Listening for specific information

PREPARATION:

Prepare an outline of the information you want to give your students.

PROCEDURE:

1. Remind the students about question forms by practising *yes/no* and *wh*- questions.

ECOSYSTEMS

What are they?
Which types of ecosystems are there?
What are ecosystems made of?
What is a food chain?
Where do animals live?

2. Write the topic of your outline on the board.
3. Put the students into pairs. Give them time limit (between 5 and 7 minutes) to tell each other what they know about the topic and then to write a question about it that they want answered. They write their questions on the board. Correct any mistakes. If necessary they can write their questions in their mother tongue.
4. The class copy all the questions on the board into their notebooks.
5. Each student who wrote a question says it out loud to the class. The class try to answer it.
6. Tell the students you are going to give them a talk. While they are listening they should tick any of the questions they think you have answered.
7. Give your talk (first two slides of the power point), trying to incorporate as many answers as possible.
8. When you have finished, invite any students who think their question has been answered to give the answer. If they are right, they come to the board and rub off their question.
9. Ask pairs to work with another pair. They go through the questions in their notebooks and answer any they can.
10. Check their answers.

2. CO-OPERATIVE LISTENING:

AIMS:

-Listening

-Note-taking

-Cooperative learning

PROCEDURE:

1. Arrange your students into two rows. Row A with one B row sitting behind them. All the students must be facing the teacher.
2. Write the topic on the board.
3. Tell the class that you are going to give them a short talk (slides on the power point). The A arrows are the listeners and must not write anything down. The B rows are the writers and can take as many notes as they like.
4. Give half your talk.
5. When you have finished tell the A rows to turn their chairs round to face their group B partners. The As tell the Bs what they can remember from listening to the talk. The Bs listen carefully and use their notes to jog the As' memories. They need to help the As to remember more, but they must not just read out all their notes.
6. Ask students to change roles. Continue your talk and repeat step 5.

COMMENTS:

By means of using this technique you can help them understand the importance of listening carefully, and taking notes in class.

The talk has to be adapted to the students' level of English and the content has to be adequate.

3. TEXT CIRCLES:

AIMS:

-Ask and answering questions

-Ordering words

-Getting new information

-Working in groups

-Reading

PREPARATION:

1. Find or write a short text.

Once, all climate changes occurred naturally. However, during the Industrial Revolution, we began altering our climate and environment through agricultural and industrial practices. The Industrial Revolution was a time when people began using machines to make life easier. It started more than 200 years ago and changed the way humans live. Before the Industrial Revolution, human activity released very few gases into the atmosphere, but now through population growth, fossil fuel burning, and deforestation, we are affecting the mixture of gases in the atmosphere.

2. Divide the text into sections, making sure that each section break is in the middle of the sentence. There should be enough parts for each student in a group to have one. Write a number 1 next to the beginning of the text.

1 Once, all climate changes occurred naturally.
However, during the Industrial Revolution, we began altering our climate and environment through agricultural and industrial practices.
The Industrial Revolution was a time when people began using machines to make life easier.
It started more than 200 years ago and changed the way humans live.
Before the Industrial Revolution, human activity released very few gases into the atmosphere, but now through population growth, fossil fuel burning, and deforestation, we are affecting the mixture of gases in the atmosphere.

3. Cut into slips.

PROCEDURE:

1. Write the text title on the board. Write up any difficult words or phrases from the text.

2. Tell them to get into circles of five. Give out the slips. Ask students to read their slips to each other. They must keep their own slips of paper. Tell them that the student with slip number 1 has the beginning of the text. Ask them to work out the correct order of the text.
3. Choose a group to read out their chosen order. The whole class listens and checks. Do this with another group to give them time to check, hold and anchor the information in their minds.
4. Take in the slips. Give out copies of the text, one for each student.

Teaching and activating key vocabulary

1. TWO MINUTES TO REMEMBER:

AIMS:

-Defining and describing

-Listening for specific information

-Note-taking

-Memorizing key words

-Learning definitions

-Visualizing as an aid to revision.

PREPARATION:

-Find or write a text that gives key words and examples (about ecosystems, greenhouse effect, food chains, recycling and so on).

-Make a list of all the key words you will write on the board, and another of the examples you will write around the key words:

EXAMPLE:

Key words: animals, ecosystems, living things, consumers, producers, food chain…

Writing around the key words: ANIMALS→ fox, rabbit, rat, mouse….

PROCEDURE:

1. Write the title of the text on the board. Discuss the title with the students.
2. Write the key words from the text in any order on the board. Draw a box round each key word and leave enough space between the boxes to add the example words given in the text.

EXAMPLE:

ANIMAL ECOSYSTEM LIVING THINGS CONSUMERS

FOOD CHAIN PRODUCER

EXAMPLE:

Food chains

1. Animals and plants are linked by food chains

- Animals get energy and nutrients by eating other animals or plants.
- For example, caterpillars eat leaves; small birds eat caterpillars; owls eat small birds; eagles eat owls.
- These links between animals and plants are called food chains.
- Nearly all food chains start with a green plant.
- If one part of a food chain alters, the whole food chain is affected. For example, if a disease suddenly wiped out caterpillars, it would affect owls, eagles and many other animals (most animals and plants are part of more than one food chain).

Food chains

2. Producers and consumers

- Plants are called producers because they make their own food. They are at the start of a food chain.
- Animals are called consumers because they eat other plants and animals.

3. Tell the students you will read the text twice. Do the first reading. Do not discuss the text with students.
4. Write the example words by the side of the matching key word boxes and draw lines connecting them.
5. Read the text the second time. Tell the students that they have two minutes to memorize the examples.
6. Rub out the examples and leave the key words on the board. Ask the students to work alone, copy the key words and write the examples they can remember. Set a time limit depending on the ability of the class.
7. Students check their work with a partner and add to their list.

8. Call volunteers to write examples on the board next to the matching key words. Students copy what is on the board for future reference.

2.USING MIND MAPS:

AIMS:

-Categorizing words.

-Using mind maps, using the visual/spatial intelligence.

MATERIALS:

-Different coloured pens/crayons.

PREPARATION:

-Prepare a list of words and phrases connected to the topic you want your students to revise.

-Put them into a mind map.

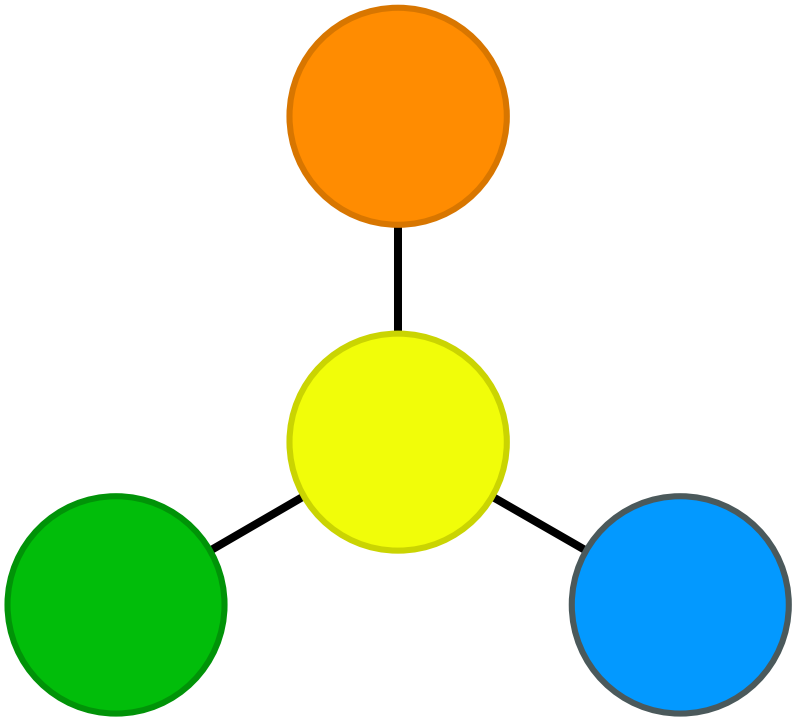
-Prepare and photocopy a skeleton of the mind map blanks for the students to fill in.

PROCEDURE:

1. Give the students the mind map skeleton with just some of the words filled in.

2. Dictate or write on the board the other words for them to write in the appropriate boxes.

3. Encourage the students to add other words as they arise. ***EXAMPLE:***



Speaking

1. TELL ME WHAT YOU KNOW:

AIMS:

-Asking and answering questions.

-Using questionnaires.

-Oral revision.

-Interviewing skills.

PREPARATION:

-Write a worksheet and make copies, one for each student (see the example). Write an answer key.

PROCEDURE:

1. Give each student a copy of the worksheet. Set a time limit. Ask the students to walk round the class and interview as many other students as possible. Tell them to try to find answers for at least eight of the questions before you stop them.

2. On the dotted lines the students make notes of the answers they get and the names of the students who gave them.

3. When they have finished, choose a student to read out the information they collected for questions. 1. Choose a different student to answer for question. 2. Continue through the worksheet. Tell the students to keep the questionnaire for future reference.

Follow-up 1:

In a later lesson read the questions again and get the students to write down answers individually.

Follow-up 2:

Students could work in groups to make their own "Find someone who..." sheets to be used in the class.

EXAMPLE:

FIND SOMEONE WHO...

1.knows what an ecosystem is

_____

2.can name three types of food available in a food chain

_____

3. can distinguish living and non-living things

4. can name interactions among living things in an ecosystem

5. knows what a rabbit eats

6. knows why animals live in groups

7. can tell you three ways of saving energy

ANSWER KEY

2. CHOOSE FROM YOUR LIST:

AIMS:

-Preparing and giving a short talk on a specific subject.

-Memorizing words.

-Making revision lists.

-Note-taking.

-Listening.

MATERIALS:

-Screen or poster for display.

PREPARATION:

-Display these instructions or make copies for the students.

1. Write notes in your language on the content you want to include.
2. In your head, give your talk using your language.
3. Re-write your notes in English. Don't write full sentences. Ask me for help or use a dictionary.
4.Repeat your talk once more in English in your head.

PROCEDURE:

1. Ask the students to write a list of words on a given topic. Tell them that if they don't know the words in English they can write them in their mother tongue to start with.

2. Students translate into English any words they wrote in the mother tongue. They do this with the help of their partner, a dictionary, their course book or you.

3. Tell the class that they are going to give a short description (not more than 3 minutes) of one item that they choose from their list.

4. Show the instructions on a screen or give each student a photocopy of them.

5. Give the students time in class to prepare, or ask them to do this for homework, using their dictionaries. They can check any questions with the teacher in the next lesson.

6. Put the students into pairs or small groups. They take it in turns to give their talks, while the listeners take notes.

Writing

1. SPELLING PRACTICE:

AIMS:

-Working in difficult spellings.

- Saying and understanding the letters of the alphabet.

- Repetition.

-Memorizing.

-Using the kinaesthetic intelligence.

PREPARATION:

-Prepare a list of words your students find difficult to spell.

EXAMPLE:

dairy deforestation pollute warming carnivore

reservoir...

PROCEDURE:

1. Write the words all over the board-not in a vertical list. This is so that the students can pick any words they like in step 3

2. Put the students into pairs. Tell them they are going to take it in turns to choose a word from the board and to write it with their fingers on their partner's back. Their partner has their back to the board.

3. Demonstrate with a student whose back is to the board. Write each letter of the word separately and ask the student to say it out loud, before you continue with the next letter.

4. Stop the activity when they have all written two words on their partner's back.

5. Tell them they must now choose one other word which they write with their finger on the desk.

6. Finally ask them to choose any remaining words and write them with their finger in the air.

7. Rub the words off the board and ask the students to write them from memory.

Consolidation and revision

1. TRUE/FALSE DICTATION

AIMS:

-Critical listening

-Correcting sentences

-Translating

PREPARATION:

-Write a set of true and false statements on a specific topic you want your students to revise.

EXAMPLE:

GLOBAL WARMING

1.The things people do that send greenhouse gases into the air are making our planet warmer. (T)

2.Since the Industrial Revolution, the need for energy to run machines has decreased. (F)-increased

3.Electricity comes from power plants. (T)

4.The trash that we send to landfills produces a greenhouse gas called methane. (T)

5.The greenhouse effect is the fall in temperature that the Earth experiences because certain gases in the atmosphere (water vapour, carbon dioxide, nitrous oxide, and methane, for example) (F)-rise

PROCEDURE:

1. Tell the students you are going to give them a dictation with a difference. You are going to dictate sentences to them in English to revise a particular topic (or at the end of a lesson). They have to decide if each sentence is true or false. If they think a sentence is true, they have to translate it into mother tongue and write it down. If they think it's false they rewrite the sentence in English so that it is true.

2. DEFINITION BINGO

AIMS:

-Understanding definitions

-Matching key words and definitions

-Listening

-Understanding and memorizing key words

MATERIALS:

-Slips of paper or card and a bag.

PREPARATION

1. Prepare a list of nine key words you want your students to understand and remember.

2. Write a definition or description for each key word on a separate slip of paper card.

PROCEDURE:

1. Write the key words all over the board.

2. Ask the students to draw a nine-square grid. Tell them to choose nine of the keywords and to write each one in a square, in any order.

3. Put your definitions into a bag. Pull out one at a time and read it out. If the students have the matching word on their grids, they cross it out. When a student has crossed out a whole line of words, he or she calls out *LINE!* Get them to read out their words and to give the meanings.

4. Continue reading the definitions until one student has crossed out all their squares. This student calls out *BINGO!*, then reads out one of their words, asking someone else in the class to give its meaning. Continue like this until all that student's words have been read out.
5. Read out any definitions still remaining in your bag and ask students to give you the matching word.
6. Ask the class to write the key words and definitions in their books.