Includes Audio CD
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1 ‘Morning in the Desert’ from Shabanu: Daughter of the Wind by Suzanne Fisher Staples
2 ‘The River Gypsies’ from Going to Extremes by Nick Middleton
3 ‘Fresh Water to Drink’ from Little House on the Prairie by Laura Ingalls Wilder
4 'Bush Fire' by Jackie Kay
5 ‘Can You?’ by Nicholás Guillén
6 ‘Glasgow Fog’ from Tales from the Back Green by Bill Paterson
7 ‘The Eruption of Mount Vesuvius, 79 CE’ from Pliny the Younger
8 ‘Ningnong’s Great Day’
9 ‘A Lucky Day’ from A Single Shard by Linda Sue Park
10 ‘Wild Buffalo’ from Whatever You Do, Don’t Run by Peter Allison
11 ‘Letter to the Editor’
12 'My First Harvest' from Robinson Crusoe by Daniel Defoe
13 From Toro! Toro! by Michael Morpurgo
14 ‘Alien Abduction’ by Mariya Aziz
15 ‘Grandfather’s Language’ from The Relative Advantages of Learning My Language by Amy Choi
16 ‘Citizen of the World’ by Dave Calder
17 ‘Ben Comes Home’ from Red Sky in the Morning by Elizabeth Laird
# Living together

## Reading Texts

<table>
<thead>
<tr>
<th>Opening quotation</th>
<th>Folk tale</th>
<th>Classic fiction</th>
<th>Information text</th>
<th>Poetry</th>
<th>Extension reading</th>
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</thead>
<tbody>
<tr>
<td>from Thomas Malthus, 1798</td>
<td>The Red Rooster from Ethiopia</td>
<td>excerpt from Robinson Crusoe by Daniel Defoe</td>
<td>about creating land in the Netherlands and Dubai</td>
<td>'I'd like to squeeze' by John Agard</td>
<td>excerpt from Toro! Toro! by Michael Morpurgo</td>
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## Learning Outcomes

<table>
<thead>
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<th>Students will:</th>
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<tr>
<td><strong>Discuss</strong> in pairs and small groups and report back to the class</td>
</tr>
<tr>
<td><strong>Write and punctuate</strong> direct speech</td>
</tr>
<tr>
<td><strong>Create</strong> a design for an island, describe it in writing and give an oral presentation</td>
</tr>
<tr>
<td><strong>Write</strong> a folk tale</td>
</tr>
<tr>
<td><strong>Write</strong> a poem</td>
</tr>
<tr>
<td><strong>Write</strong> a journal entry</td>
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## Before beginning the unit

Ask the students to think about what we need in order to live. They may produce ideas such as land, air, water and shelter. Explain the term *natural resources* if it is new to the students. Introduce the idea of population growth and the need for more space and more natural resources.

Focus on resources, and the problems of shortages and excess. Food is a basic resource; remind students of their work on Unit 5. Ask if students know of countries where food is often scarce.

## How do we manage scarce resources?

Read and discuss the opening quotation and then the introductory text. The Talking points could be used in a whole-class discussion.

## Writing and punctuating speech

Ask the students to work in pairs to discuss the pictures and the lives of the people shown. Then ask them to complete the sentences of speech, as directed; this will give them practice in writing and punctuating direct speech.

## Toolkit

We use direct speech when we report someone’s words by quoting them: *She said, 'I think that is a marvellous idea!'* Explain to students that the quotation marks are around the spoken words and also the final full stop, question mark or exclamation mark.

## Can we create more land?

Do the students have any ideas about the title? What does it mean to create more land – how could that be done?

Locate the Netherlands on a map and activate previous knowledge. What is the Netherlands famous for? Students may suggest cheese, tulips, clogs, windmills, and so on.

Locate Dubai on a map and ask the students what they know about it. They may well mention a hot climate, sand, and oil. Possibly they will have read or heard about these islands before.

Read and discuss the text and the question in Looking closely. Ask the students to explain their reasons for or against building islands, in full sentences. If some students think it is a good idea and others think it is not, this could lead to a short discussion.
Presenting your design for an island
Before the students begin to create their islands, read through all of the bullet points together so that they are aware of what is required. This kind of creative assignment is often popular with students and provides opportunities for them to develop their individual ideas. The work could be completed over several lessons or it could be started in class and finished as a project or homework assignment. Remind the students that they will make an oral presentation when they have finished.

The rubric on page 45 could be used for assessment of the presentations.

Additional activity
To be able to study in English, students need to master academic language. Explain the differences between simple, everyday language and academic language to the students, and encourage them to be aware of academic words and to use them in their writing. Some examples from this unit are:

- resources
- to propose [compare with to suggest]
- to oppose [compare with to be against].

How do we share resources fairly?
Reading text: The Red Rooster
This is a folk tale that aims to teach a lesson. Talk about stories that try to teach right from wrong. Discuss the idea of fairness with the students and ask them to relate their own experiences that they feel weren’t fair.

Talk about fables and folk tales from different cultures. Can they think of a simple well-known folk tale from their own culture?

Writing a folk tale
This task may be challenging for some students, but they could retell a famous folk tale that is part of their own culture instead of writing an entirely original story. Remind the students to write in a clear, simple style and use paragraphs to give their story structure. The finished versions of the students’ folk tales could be illustrated and collected into a small book or folder, and perhaps read to younger students by the authors.

Reading text: ’I’d like to squeeze’
Read the introduction with the students. Do they think that it is true that some countries are greedy? Give them time to talk about their ideas and answer the questions.

Writing a poem
After reading and discussing the poem, the students should write their own poems about the issue of sharing resources. Remind them that poems do not have to rhyme. They could choose a specific resource as the topic of their poem – water, oil, air, or a staple food such as rice, bread, or potatoes. They may well have other ideas.

Reading text: My First Harvest
Before reading, ask the students if they have ever grown any food crop and what the experience was like.

Point out to the students that this story was written almost 300 years ago, so the language is slightly different from modern English, and sometimes the sentence structure may be more complex. Examples of different vocabulary include the use of the second for (meaning because) in the first sentence.

Toolkit
There and their are homophones (meaning they sound the same) and so there are often difficulties with spelling them. It may help students to think of here, there and everywhere all being spelt ere.

Additional activities
After reading the text, ask the students to write a heading for each paragraph. Discuss again the use of paragraphs to make reading easier. Each paragraph here has a clear focus and main idea, and students should aim for that in their own writing.

Students may like to create their own illustrations for the story, either one picture that shows the situation or a series of pictures depicting the different problems the narrator faces.

Students may like to write a journal entry about a time when they learned something the hard way, like the brother in the folk tale The Red Rooster.