Skyrocket
Activity Book
5

Richmond

Helping the Environment

1 Read and match the sentence parts.

1. Overpopulation means there are   the biggest air polluters.

2. The traffic in cities is   the chemical waste and rubbish in rivers.

3. Factories and cars are   too many people living in a city.

4. Rubbish is   all the cars that circulate.

5. Parks are   all the waste material we throw out.

6. Water pollution is   important green areas in a city.

✦ Look and number the problems.
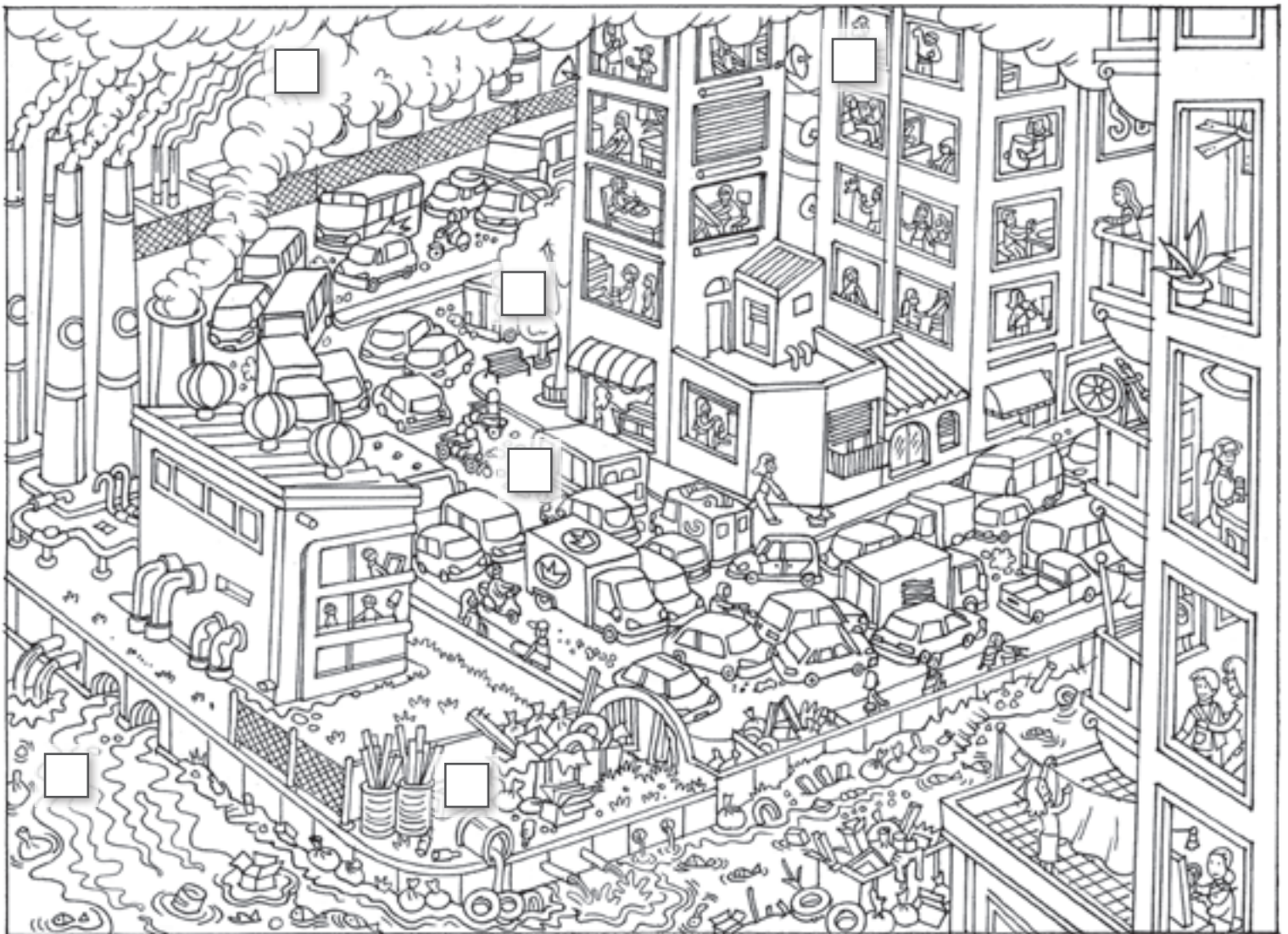
2 Look and number.

1 = reduce   2 = recycle   3 = reuse

[ ] [ ] [ ] [ ]

[ ] [ ] [ ] [ ]

[ ] [ ] [ ] [ ]

3 Read and colour the children's opinions.

red = Matthew   blue = Clara

Matthew: I like to take care of the environment!

Clara: I don't care a lot about the environment!

I always use a lot of plastic bags.

We can decorate old steel cans and put our pens and pencils in them.

I never turn off the lamp in my room.

My family and I never use organic waste in our garden!

Did you know that white paper napkins are organic waste?

I have put some flowers in a glass bottle.

✦ **Answer the question.**

Do you agree with Matthew's or with Clara's opinions? Why or why not?

_____

Will for predictions

We use *will* to make predictions about the future, according to what we think at the time of speaking. We use *will / won't* + the base form of the main verb.
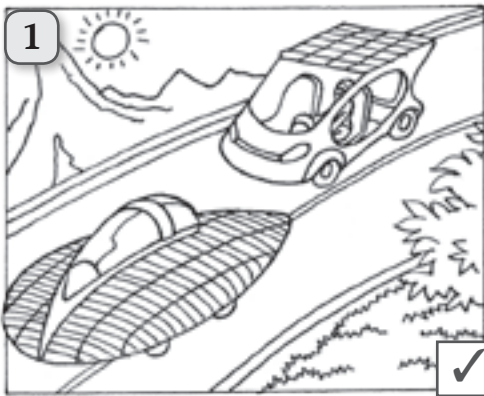
In the future people **will use** less water. There **won't be** many green areas.

1 Read the explanation above. Then use the cues to write predictions.

1. (*people - eat - different foods - future*) ✓ _____

2. (*be - many - sea animals - future*) ✗ _____

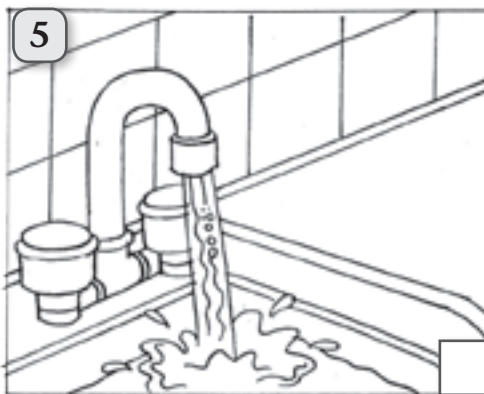**2** Look and circle (✓, ✗ or ?) to make predictions about the year 2055.

1	2	3
✓		
(✓) ✗ ?	✓ ✗ ?	✓ ✗ ?

4	5	6
✓ ✗ ?	✓ ✗ ?	✓ ✗ ?

✦ Listen and mark (✓ or ✗) each picture. 13

✦ Read and circle.

1. In the future cars **will / won't** use petrol.
2. There **will / won't** be many bikes in cities.
3. There **will / won't** be green areas.

4. We **will / won't** read printed books.
5. There **will / won't** be very little water.
6. We **will / won't** always recycle rubbish.

Will for promises

We also use *will* to make promises.
I **will reuse** my school materials.   We **won't waste** paper.

3 Read the explanation above. Then read and underline the promises.
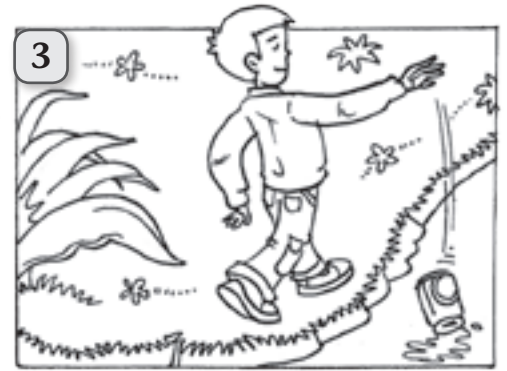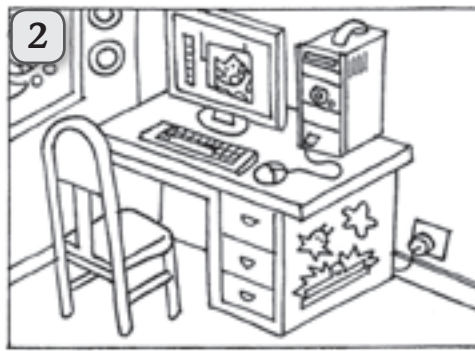
1. I will recycle the rubbish.
2. She will turn off the tap when brushing her teeth.
3. The population of the world will be bigger.
4. They will reuse their furniture.

4 Look and write about the things Dan does that harm the environment.

| separate   waste   use   throw out   pollute   throw |

1	2	3
Dan isn't separating the rubbish.		

4	5	6
		His mum's car _____ .

✦ Write Dan's promises to solve the problems.

I'll separate and recycle the rubbish.

Will for making offers

We also use *will* when we make a quick, or spontaneous, decision at the time of speaking. It is often an offer to help someone else.

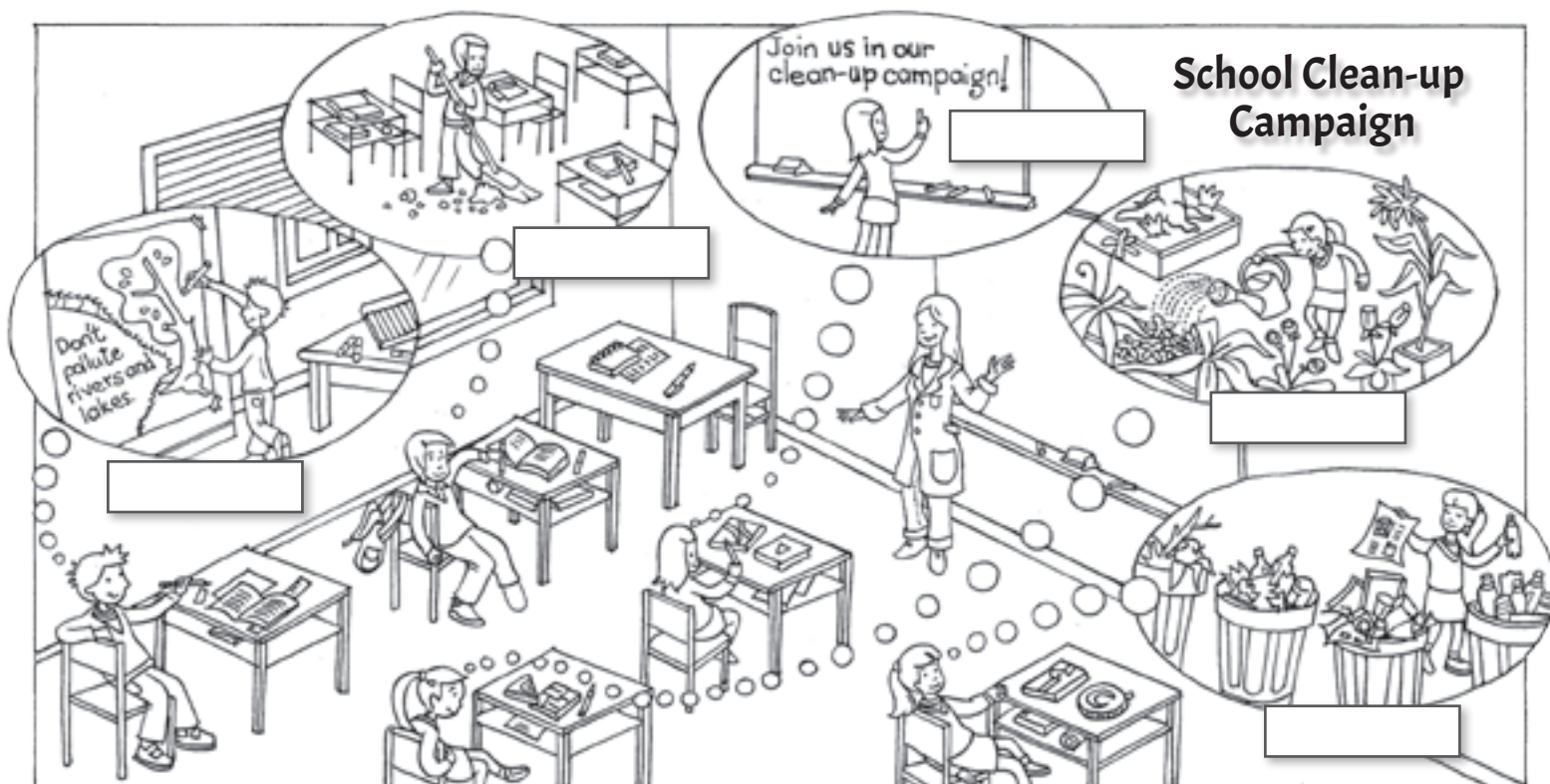Those rubbish bins are heavy. **I'll help** you.
Those flowers are dying! **I'll water** them.

1 Read the explanation. Then read and write a response to each statement.

1. Your room is dirty! _____ (*clean*)

2. We need more trees in this park! _____ (*plant*)

2 Listen, look and label the children. 14

| Thelma   Ted   Kenneth   Wendy   Irene |

School Clean-up Campaign

Join us in our clean-up campaign!

Don't pollute rivers and lakes

✦ Use the cues to write what the children offer to do.

1. IRENE: _____ I'll separate the rubbish. _____ (*separate - rubbish*)

2. TED: _____ (*clean - classroom*)

3. WENDY: _____ (*water - plants*)

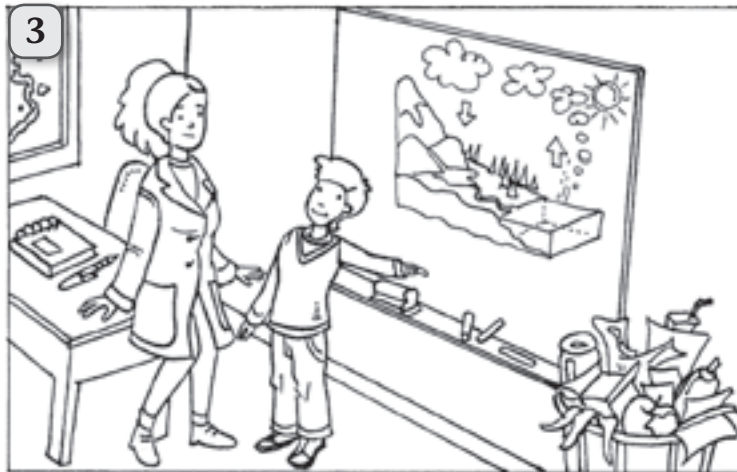4. KENNETH: _____ (*make - posters*)

5. THELMA: _____ (*invite - everyone*)

3 Look and write a prediction, a promise or an offer.

1

Prediction: <u>We won't have a lot of</u>
<u>water in 2100.</u>

2

Promise: _____

_____

3

Offer: _____

_____

4

Promise: _____

_____

5

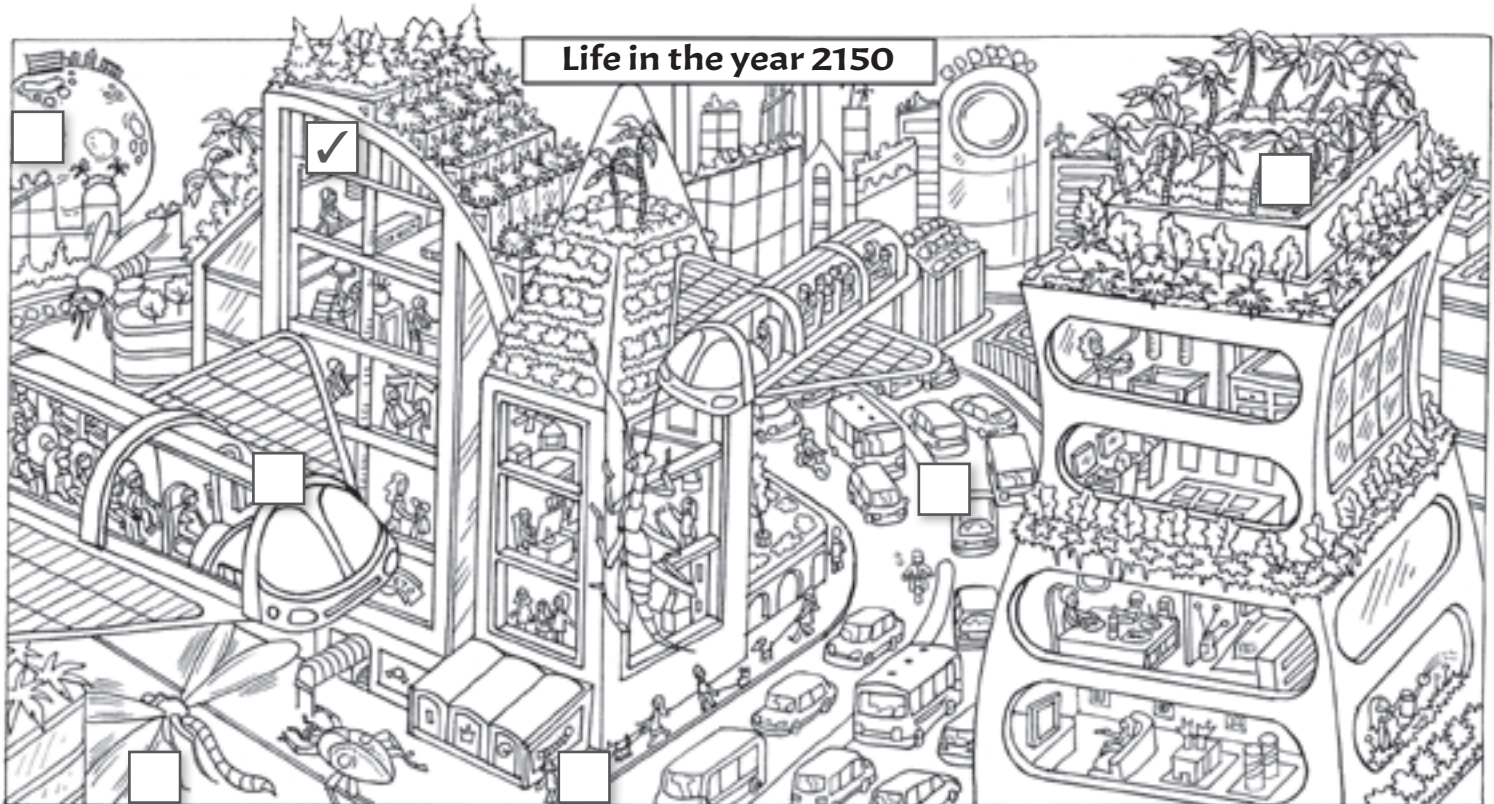Offer: _____

_____

6

Prediction: _____

_____

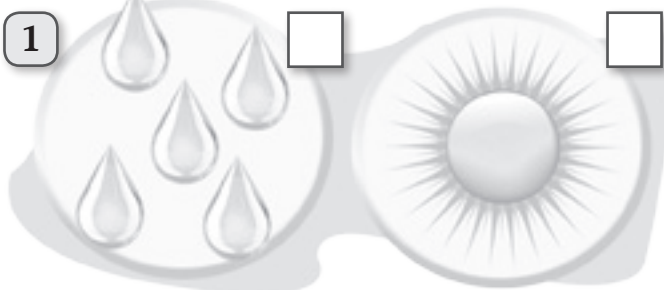**1** Look and write four things that don't exist today.

1. _____ 3. _____
2. _____ 4. _____

Life in the year 2150

✦ Listen and mark (✓ or ✗). 15

2 Listen and mark (✓) the pictures mentioned. 16

In the year 2150…

1 □ □
2 □ □
3 □ □
4 □ □
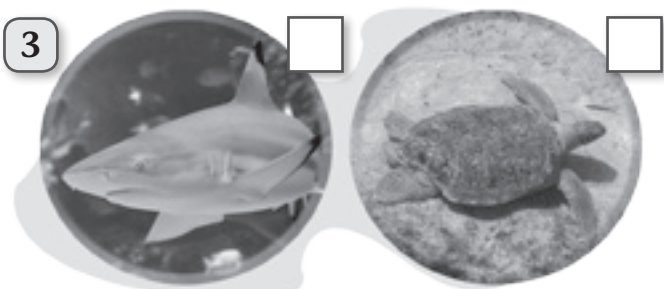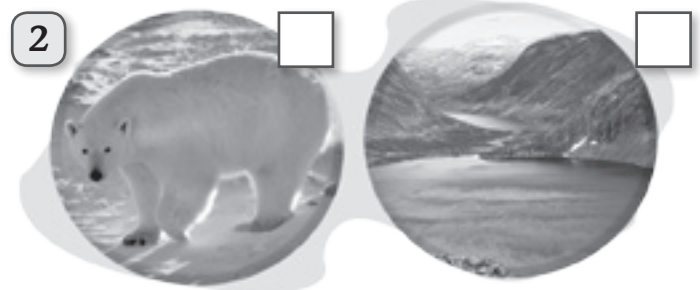
1 Read *Ecological Footprints* in your Student's Book and write who is talking.

Jeremy   Channary

1. It's very hot in my house, so we use a fan.

4. I ride my bike to school every day.

2. My mum drives me to school every day in her car.

5. We have to go to the local supermarket often.

3. Our house never gets hot because the air conditioning keeps it cool.

6. I go to a big supermarket every week with my dad, and we buy a lot of food.

2 Read and write *T* (True) or *F* (False).

1. Our ecological footprints are big if we reuse, recycle and reduce our resources. ____
2. When we recycle items such as paper and plastic, we help take care of the planet. ____
3. When we drive cars rather than ride bikes, we help save resources. ____
4. It's not important where we buy our food. ____
5. Fridges and freezers use a lot of energy. ____
6. It is important that we increase our ecological footprints to save the planet. ____

✦ Correct the false statements.

_____

_____

_____

_____

1 Read and match the sentence parts.

1. Cities are bigger,   and losing their habitats.

2. They separate rubbish   or small.

3. We won't waste energy   and water.

4. Your ecological footprints can be big   but green areas are smaller.

5. Many animal species are endangered   and use organic waste in the garden.

✦ Write the sentences.

1. <u>People have left a big ecological footprint on the Earth, but it's not too late to make changes.</u>

2. _____

3. _____

4. _____

5. _____

2 Combine the sentences.

1. People have left a big ecological footprint on the Earth. It's not too late to make changes.

_____

_____

2. Every day we use a lot of resources. Every day we pollute the air and water.

_____

3. Many people don't think about the future of our planet. Many people don't care about the future of our planet.

_____

4. It is important to teach these people about the importance of making changes to our lifestyles. Our lifestyles are wasteful.

_____

_____

5. We can recycle many everyday items. We can reuse many everyday items. We can reduce many everyday items.

_____

1 THINK BACK: evaluate what you have learnt in Unit 4 and colour the pyramids.

| 1 | 2 | 3 | 4 | 5 |
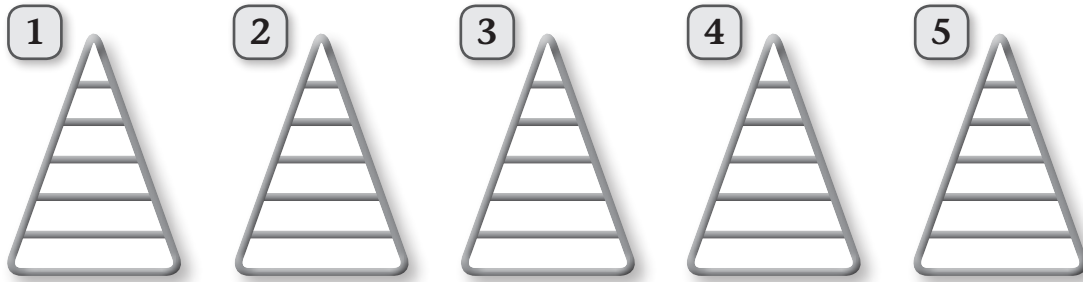
1. I can use the vocabulary from this unit to talk about environmental issues.
2. I can talk about things that we can recycle, reuse and reduce.
3. I can use *will* for predictions.
4. I can use *will* for promises.
5. I can use *will* for offering help.
6. I can combine sentences using *and, but* and *or*.

2 OBSERVE:

- Which pyramid is most coloured in? _____
- What do I need to improve? _____

3 REFLECT:

- What helped you learn the most?

  ☐ Listenings   ☐ Vocabulary activities   ☐ Grammar tables and explanations

  ☐ Readings   ☐ Individual work   ☐ Other: _____

  ☐ Writing activities   ☐ Pair/group work   _____

  ☐ Oral activities   ☐ Student-teacher time   _____

4 ACTION PLAN:

- What can I do to help me learn in the future? _____

_____
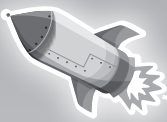
1 Read and match the pictures with the replies.

1 Someone needs to walk the dog!

2 You forgot my birthday, Jack.

3 My bike is broken!

4 I don't know how to do it!

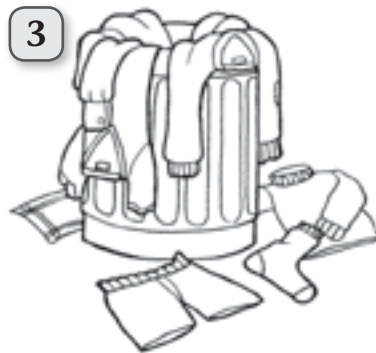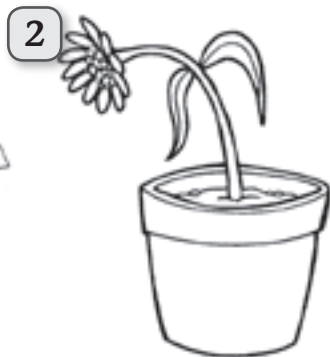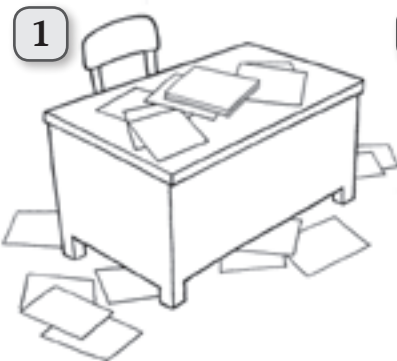Don't worry. I have two bikes. I _____ one of them!

I'm so sorry! I _____ you to the cinema this weekend.

Oh, no! I _____ how to skateboard!

OK, Mum. I _____ the dog!

✦ Read and complete the sentences.

2 Look and write promises.

1

2

3

4

1. _____

2. _____

3. _____

4. _____ .

Will for offers and promises

3 Look and use the code to write predictions about the future.

● = could ■ = may ▲ = might

1

■ ✓

2 World Population
1950 2009 2050

9.15 bn

6.83 bn

2.53 bn

● ✓

3

▲ ✗

4

■ ✗

1. _____

2. _____

3. _____

4. _____
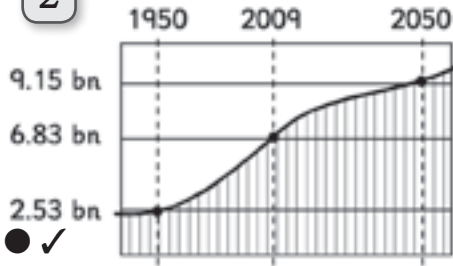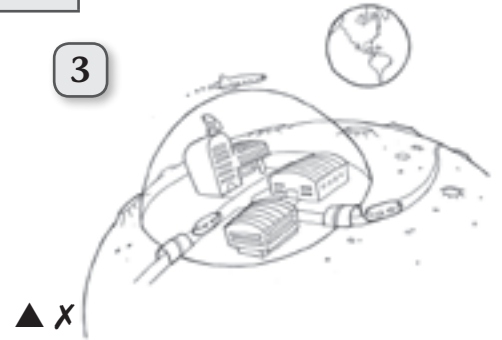
4 Look and write sentences.

beautiful careful perfect loud

1 Jane

2 Paul

3 David

4 Steph

Italiano

1. Jane dances ballet beautifully.

2. _____

3. _____

4. _____

Skyrocket to Literature

Read and listen to *Connections*. [25]

1 Look, read and write.

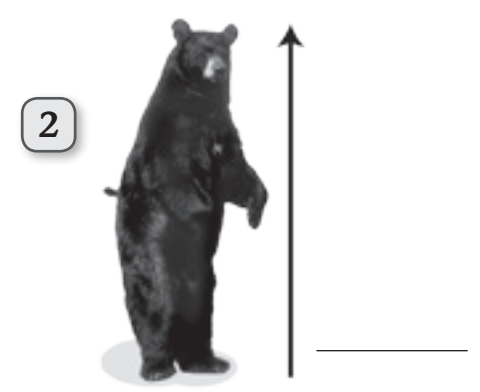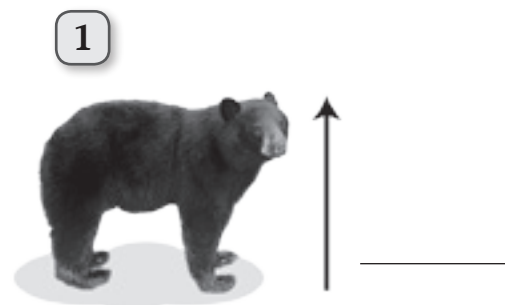| type of bear	home	diet	other information
black bear	United States and Canada	grass, roots, nuts, berries, fruits, insects and salmon	can climb and swim well; intelligent and shy; very adaptable
brown bear	North America, parts of eastern and western Europe and northern Asia	plants, roots, berries, insects, small animals, sheep, young deer and salmon	can climb trees only as cubs; some don't hibernate
polar bear	Arctic regions near the North Pole in Canada, Russia, United States, Greenland and Norway	mainly seals, also small whales or walruses; occasionally berries during the summer	largest carnivore in the world and among the largest bears; adult males may reach 700 or 800kg; not good climbers

1. The black bear lives in the United States, Canada and Mexico. It eats grass, roots, nuts, berries, fruit, insects and salmon. The black bear can climb and swim very well. It's very intelligent, and it's shy. This bear is very adaptable.

2. _____
   _____
   _____

3. _____
   _____
   _____

2 Read and label.

A bear on its four paws can measure up to 91cm. When it stands on its hind legs, it can measure from 1.5 to 2.1m.

1

2

3 Look and colour.

green = something the bear can hear   orange = something the bear can smell

Clang!   Clang!