

MAJOR SCIENCE



TEACHER'S GUIDE



REVIEW 1

OBJECTIVES

Knowledge: Students will be able to

- review the vocabulary about water, air, types of pollution.
- review the ways to protect the environment.
- review and consolidate the language introduced in the unit.

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

WARMER

- Greet the class. Wave and say *Hello*. Then ask students how they are feeling: *How are you? Are you happy?*
- Energy the class with a warm-up song (any song suitable to cheer up the class).
- Play the video for the first time. Ask students to listen and follow the lyrics.
- Then play the video again for students to sing along and dance together.

LEAD IN

- Use flashcards to remind students the vocabulary about water, air, pollution and environmental protection.
- Have students read all the words aloud.
- Check pronunciation if necessary.

MAIN CONTENT

1. Unscramble the letters.

- Have students look the pictures and the given letters.
- Give students some time to write down the correct words.
- Ask students to give their answers and check.
- Let students read the words aloud.

Answer

- a. solid b. water cycle
c. oxygen d. wind
e. pollution f. smoke

Fast finishers

Ask students to write sentences using the words in exercise 1, e.g. *A snowman is in the **solid** state of water.* Call some students to say their sentences in front of the class. Encourage other students to give feedback.

REVIEW 1

1. Unscramble the letters.

a. l i s d o

b. e w t r a y c c e l

c. o g n y x e

d. n i w

e. o n i u l p l t o

f. o k s e m

2. Put the words in the correct order.

- three / states / There / are / solid / of / gas / liquid / water: / and
- we / Water / turns / when / boil / gas / it / into / a
- into / when / freeze / turns / Water / solid / we / a / it
- and / contains / oxygen / carbon dioxide / nitrogen / other gases / Air
- Wind / air / is / movement / the / of
- there is / when / wind / We / it / things / know / move / makes

3. Write the missing words.

(1) _____
from forest fires

(2) _____
in rivers

(3) _____
from vehicles

(4) _____
from factories

2. Put the words in the correct order.

- Read the given words and rearrange them to make meaningful sentences.
- Let students discuss their answers.
- Ask students to read complete sentences.
- Give feedback.

Answer

- There are three states of water: liquid, gas and solid.
- Water turns into a gas when we boil it.
- Water turns into a solid when we freeze it.
- Air contains nitrogen, oxygen, carbon dioxide and other gases.
- Wind is the movement of air.
- We know there is wind when it makes things move.

Extra practice

- Have students work in pairs. With books closed, ask questions about water and air.
What is the water cycle?
How many stages are there in the water cycle?
What does the air contain?
Can we see wind?
Can wind make things move?
Give some examples on how wind makes things move.
- Call some students to give the answers.

3. Write the missing words.

- Have students look at the pictures and think of the causes of water pollution and air pollution.
- Ask students to write the correct words for each space.
- Let students read their answers and give feedback.

Answer



(1) smoke
from forest fires



(2) garbage
in rivers



(3) smoke
from vehicles



(4) wastewater
from factories

4. Read and underline the mistake in each sentence. Then correct it.

- Have students read each sentence.
- Tell students that there is a mistake in each sentence.
- Give students some time to find out the mistake and correct it.
- Call students to give their answers and correct them.

Answer

- There are 4 states of water. 3
- The water cycle has 5 stages. 4
- Water evaporates into ice. water vapor
- Wind can't make pinwheels spin. can
- Throwing garbage into rivers causes air pollution. water
- Oxygen isn't important for living things. is
- We should put all kinds of garbage in one bin. shouldn't

Extra activity

Whispering a message

Divide the class into four teams. Each team stands in one line. The first student of each team will receive a note from the teacher. They will transfer the message to other members by whispering. The last student of each team will write all the information they remember on the board. Who writes correctly the content in the teacher's note within the shortest time will win.

4. Read and underline the mistake in each sentence. Then correct it.

- There are 4 states of water. _____
- The water cycle has 5 stages. _____
- Water evaporates into ice. _____
- Wind can't make pinwheels spin. _____
- Throwing garbage into rivers causes air pollution. _____
- Oxygen isn't important for living things. _____
- We should put all kinds of garbage in one bin. _____

5. Work in pairs. Look at the pictures. Ask and answer.



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5. Work in pairs. Look at the pictures. Ask and answer.

- Have students look at each picture.
- Encourage students to find the words and phrases to describe the picture.
- Then let students read the question and answer.
- Call two students to practice asking and answering based on *picture a*.
- Give feedback.
- Let students work in pairs to practice.
- Go around to help if needed.

Suggested Answer

- What should we do to protect our environment?
We should plant more trees.
- What shouldn't we do to protect our environment?
We shouldn't throw garbage into rivers.

Extra practice

Ask students to draw a grid, three by three squares. In each of the squares, they write a different word from the vocabulary set. Read words from the vocabulary set in any order. Students cross off the words in their grid as they hear them. The first student to complete a line of three shouts Bingo!