



Hello! This week
Discovery 101 is on a
beach clean. Why don't
you come along?

Discover Words

► things on the beach

1 2.36 Match the words with the picture.
Then listen, check and repeat.

jellyfish 7 fishing boat 11 sweet wrapper 14
crisp packet 2 rubbish bin 12 beach umbrella 5
rock 15 plastic bag 13 shell 4 sand 9 water bottle 8
seaweed 6 seagull 10 turtle 3 cardboard box 7
tin can 16



- 2 Which things shouldn't we leave on the beach?
*sweet wrappers, crisp packets, plastic bags, water bottles,
cardboard boxes, tin cans*
- 3 Work with a friend. Which things do you usually recycle?
I usually recycle paper and cardboard.

IN THIS UNIT:

- things on the beach
- the environment
- zero conditional
- first conditional
- tense review

Discover 5 extra words. Go to the inside back cover.

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New language

Vocabulary: things on a beach

Functions: giving advice

Preparation: Exercise 1. Bring in some realia: a crisp packet, a sweet wrapper, a plastic bag, a water bottle, a tin can – all empty. Also find pictures of clean and dirty beach scenes.

Unit introduction

► (*Books closed*) Use your pictures of clean and dirty beaches and ask

which students prefer and what is the problem with the 'dirty' beach. (*Rubbish*)

► (*Books open*) Focus on the picture of Tom. Ask students what they think a *beach clean* is. (*An organised cleaning of the beach.*) Ask if they would like to do, or have ever done, something like this. Ask why it is necessary to clean the beach. (*People leave rubbish.*)

► Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1

2.36

- Use the realia to teach the words. Students match the words in pairs.
- Play the recording. Students check answers and repeat.
- Ask the students how many seagulls, pieces of seaweed, jellyfish, shells they can find. (5; 2; 1; 6)

Answers → student page

Exercise 2

- Draw a table on the board. Students write the objects in the correct column.

Things on the beach	
rubbish	nature
<i>tin can, etc.</i>	<i>jellyfish, etc.</i>

- Using the table, make sentences, e.g. *We shouldn't leave tin cans on the beach.* Remind them to use plurals where necessary. Students work in pairs. Then ask them to write the sentences.
- Ask students what we should do with the rubbish. (*Take it home or put it in the bin.*)

Answers → student page

Exercise 3

- Revise or teach the word *recycle*. Make sure students know the difference between *recycle* and *reuse*. Ask students to write three or four sentences about their recycling habits. Ask them to read their sentences to a friend.

Discover extra words: Fast finishers or strong students can find the extra new words.