**Planet Earth : a planet in pieces**

**Teacher’s Notes and Answer Keys**

**A.** (p. 1 -2)

Students discuss about the information about the Earth they can collect for the images. They keep notes of **key vocabulary** and try to provide their own understanding in different ways, using as much vocabulary as possible.

B. (p. 2- 4)

Students study the texts and **keep notes of new specialized vocabulary,** which can then use, along with their previously noted vocabulary to **present** different aspects about planet Earth.

C. Activity 1

1e, 2a, 3f, 4g, 5c, 6d, 7b

 Activity 2

It can be used as a writing or speaking activity.

 Activity 3

It is an open activity, but possible answers could be :

1) …crosses the Greenwich Observatory.

2) ….shows location.

3) …in degrees.

4) …is called “the Equator”.

 Activity 4

1e , 2g, 3a, 4h, 5b, 6c, 7f, 8d - This activity **does not** require previous knowledge of the facts and figures of the Earth’s magnetic field. Students have discovered **some** things about it in p. 3-4, and here they are asked to revisit their discoveries and try and construct **both** syntactically correct sentences **and** true ones.

 Activity 5 –Crossword

3 (Equator), 5(Greenwich), 7 [across](coordinates), 9(axis), 10(degrees), 1(poles), 2(longitude), 4(zero), 6(meridian), 7[down](compass), 8(magnet)

 Activity 6 – Gap Filling

1) magnetic – through, 2) poles – located – ends – bar, 3) massive – molten – below, surface – create, 4) determine – magnetic – located, 5) show – needle – attached – effected , 6) necessary – survival, 7) deflects – space – water – place

**Mediation Activity**

**NOTE:** In this activity the students are given a text in their **mother tongue** and they are challenged **to elicit specific information and communicate it in *English***, either orally or in a written text. To guide the students towards eliciting this information, specific questions are given. The text provided here is in Greek, but the teacher will provide a translation in English, which the other teachers can translate in each one’s mother tongue.

Apart from the questions that Ss need to develop in a text, they can also isolate **key words**  from their mother-tongue text and transfer them in English in a list. Then they can **communicate core information from the mother-tongue text *in English****,* functioning as meaning/information mediators.