






# 3 Natural world

Rise and Shine

-  Talk about what you were doing.
-  Design a game about climate change.
-  Talk about the weather.
-  Write about an extreme weather event.
-  Give a speech about climate change.

I wonder...

Why is it good to plant new trees?

- 1 woods
- 2 path
- 3 plant
- 4 cave
- 5 waterfall
- 6 earth
- 7 rainbow
- 8 stream
- 9 grass
- 10 cloud

## Lesson 1



What can you see?

1



3.01

Listen and explore.

2



3.02

Listen, point, and say.



Do you have any woods in your town or city? What things can you see there?

3



Watch the video.

4

Look and say.

There's a path through the woods.

The rainbow is next to the waterfall.





## Lesson 2

1



Read and listen.

## BLOG

Add a comment



## Summer camp challenge blog: Planting trees

Yesterday, our camp challenge was to plant some new, young trees. We left the camp in the morning. The sun **was shining**. By noon, we **were working** hard in the woods. Julia **was digging** the holes, and Mateo **was watering** the trees. We had a great day in the woods, and we can't wait for our next challenge!

Su

2

Read and learn.

## Grammar

The sun **was shining**.By noon, we **were working** hard in the woods.**Was** Su **digging** the holes?Yes, she **was**./No, she **wasn't**.**Were** they **watering** the trees?Yes, they **were**./No, they **weren't**.

3



Read and write. Then ask and answer.

- 1 Mateo/dig the holes? \_\_\_\_\_
- 2 Su/put young trees in the holes? \_\_\_\_\_
- 3 Mateo and Su/plant the young trees? \_\_\_\_\_
- 4 Julia and Mateo/swim in the stream? \_\_\_\_\_

Was Mateo digging the holes?

No, he wasn't.

I can shine!

4



Imagine you were in the woods yesterday. Ask and answer.

What were you doing in the woods yesterday?

*I was walking along the path and  
I was looking at the rainbow.*

I can talk about what I was doing yesterday.

### Lesson 3

1 Look at the pictures of the machine. What do you think this machine is for?

2  3.05 Read, listen, and write. What do Matt and Louise have to design in the competition?

3 Read and match.

- |                |   |
|----------------|---|
| 1 volcano      | a a storm with strong winds that spin into a tunnel shape                   |
| 2 earthquake   | b a long time with no rain  |
| 3 thunderstorm | c a mountain that throws out hot rocks and fire                             |
| 4 flood        | d very bad weather with a lot of rain, strong winds, thunder, and lightning |
| 5 tornado      | e when water covers land that is usually dry                                |
| 6 drought      | f when the earth suddenly moves   |


4 Read again and complete the sentences.

water thunderstorm machine  
farmers earthquake volcano tornado

- Matt and Louise went inside a \_\_\_\_\_ to find out more about extreme weather.
- They saw hot rocks coming out of a \_\_\_\_\_.
- They felt an \_\_\_\_\_ when the machine started to move.
- They heard thunder and lightning during a \_\_\_\_\_.
- They saw \_\_\_\_\_ inside people's homes after a flood.
- They saw \_\_\_\_\_ who didn't have any food because of a drought.

I can shine! 

Do you want to try the Wild Weather Machine?

5  Design a video game about extreme weather.

Players have to travel through thunderstorms, floods, and tornadoes to get home.

They make decisions on the way – they win 10 points by turning off lights!

I can understand details in a graphic novel.

## The Wild Weather Machine

Matt and Louise were visiting the science museum.

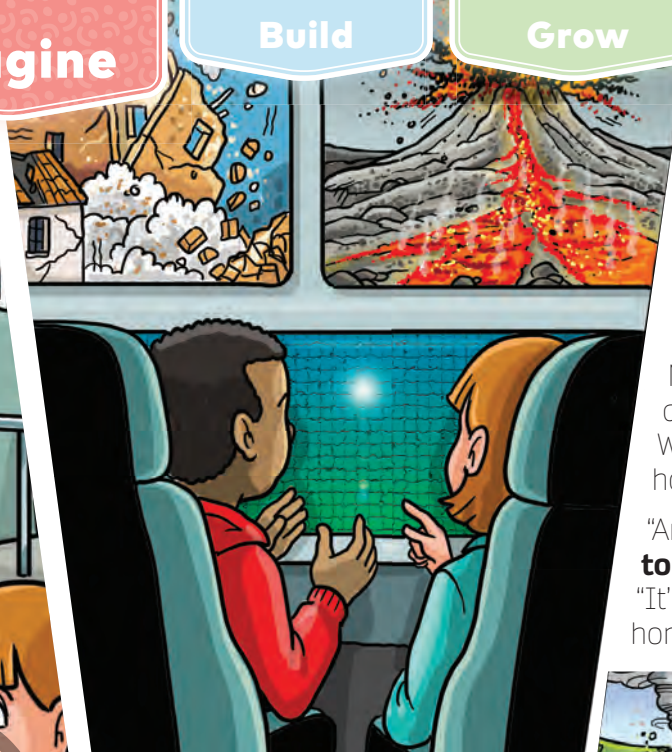
"Look," said Louise. "There's a competition. Design a video game about climate change."

"We can do that!" said Matt. "Let's look around the museum to get some ideas!"

"Look at this machine!" said Louise. "It says: *There are more extreme weather events now than there were in the past. Come inside the Wild Weather Machine to experience extreme weather.*"







They stopped moving and then it started to rain. There was thunder and lightning in the sky.

"It's an enormous **thunderstorm!**" said Matt. "Oh, no, there's a **flood** over there. Water is going into those homes."

"And look at that **tornado,**" said Louise. "It's going to destroy those homes, too."

They climbed inside, the doors closed, and everything went dark. Then suddenly they heard a strange noise and they saw a **volcano**. It was throwing out hot rocks. While they were watching the volcano, they started to move.

"It's an **earthquake!**" said Louise. "Oh, no! Those houses over there are going to fall down. That's terrible."



"I have an idea," said Louise. "Let's make a video game about living through extreme weather."

"Great!" said Matt. "Players can fly around the world in eco-friendly planes and experience terrible weather."

"Yes!" said Louise. "And you win points for doing things to help stop climate change, for example you win 10 points for planting 10 trees!"

Matt and Louise won the competition! A video-game designer created their game. A lot of children all around the world played the game. They all had fun and learned about climate change!



## Lesson 4

Liam Joe

1



3.06

Listen and match.

**Man:** Today, we're talking about extreme weather. Liam, you lived through an earthquake. What were you doing when the earthquake started?

**Liam:** I was sleeping. It was very scary.

**Man:** And Joe, you lived through a tornado. Were you sleeping when the tornado hit your house?

**Joe:** No, I wasn't. My mom and I were watching TV when we saw the news about the tornado nearby.

1



2



3



4



2

Read and learn.

### Grammar builder

What

were you doing

when

the thunderstorm arrived?

We were sleeping.

Were you sleeping

when

the earthquake started?

Yes, I was./No, I wasn't.

3



3.07

Read and sing. What was the boy doing when the storm arrived?

What were you doing when the storm arrived?  
Were you sleeping in your bed?  
Yes, I was! Yes, I was! "Wake up!" my brother said.  
We were looking out of the window  
when the thunder started to roar.  
The lightning lit up the dark night sky  
and it rained and rained some more.

What were you doing when the Sun came out?  
Were you dancing in the rain?  
Yes, we were! Yes, we were! We ran out into the day.  
We were jumping across the water  
when the rainbow came out in the sky.  
The birds were chirping, the children were playing –  
we couldn't believe our eyes!

Remember!  
**Was I/he/she sleeping?**  
**Were we/you/they sleeping?**



4

Imagine that extreme weather interrupted something you were doing. Ask and answer.

What were you doing  
when the...?

I was...

## Lesson 5

1



Read, listen, and write. When are Julia and Omer going to visit the waterfall?



2



Listen again and repeat the words in blue.

- Omer: I'm thinking about visiting that big waterfall in the woods.  
 Julia: Oh! Can I come?  
 Omer: Yes! Should we go now or tomorrow?  
 Julia: **What's the weather like** outside?  
 Omer: It's warm and very sunny!  
 Julia: And **what's it going to be like** tomorrow?  
 Omer: Um, I think **it's going to be** cold and foggy.  
 Julia: Well, then, let's put on our shoes right now! How exciting!

3 Match. Then say with a partner.

Tomorrow, it's going to be foggy.

1



2



3



4



5



6



a rainy  
b sunny

c cold  
d windy

e foggy  
f warm

## Pronunciation

4



Say and write. Then listen and check.

thinking sunny going exciting  
rainy windy visiting then

thin

thing

## I can shine!

5



Talk with a partner about the weather.

What's the weather like today?

It's cold and sunny.

What's it going to be like tomorrow?

I can talk about what the weather is going to be like.



## Lesson 6

### 1 Look. Which extreme weather events can you see?

#### Dangerous weather

Extreme weather events are happening more often because **temperatures** are **rising** and there's more **rainfall**. But what's it like to live through extreme weather? Some children shared their diaries so we can all understand how one weather event can change lives forever.



That summer was very hot and we had no rain for weeks. Then one night when I woke up, my mom told me that there was a fire. It was getting closer and we had to go. I packed a small bag and waited in the car. But then we heard that all the roads out of the city were closed, so we went to the beach instead. There was a lot of smoke in the air and the sky was red. We covered our noses and mouths. Some boats were waiting for us and they took us to safety. I'm sad because we lost our home, but I'm glad that we're all safe.



**Max, 11, Mallacoota, Australia**

It was raining for days. Then the water came over the top of the river bank and there was an enormous flood. The water ran into the streets and into our homes. We climbed onto the roof of our house and waited for help. Finally, a helicopter came and pulled us to safety. I'm happy that my family and I are OK.



**Julieta, 12, Orihuela, Spain**

We knew that the **hurricane** was coming. But we didn't know how dangerous it was. At first, it was just like any other thunderstorm, but the winds got stronger and the rain didn't stop. While we were sitting in our kitchen, the door blew off and then so did part of the roof. We didn't sleep all night because the house was shaking in the wind. It was the most terrifying night of my life.



**Luca, 11, Catano, Puerto Rico**

### 2 Read and listen. Match the weather events to the children.



hurricane forest fire flood

### 3 Read again and circle true (T) or false (F).

- 1 Max had to cover his face because there was smoke in the air. T / F
- 2 Max and his family escaped from the fire by car. T / F
- 3 There was a drought in Orihuela in the days before the flood. T / F
- 4 Julieta and her family escaped from the flood by plane. T / F
- 5 Luca didn't know about the hurricane until it started to rain. T / F
- 6 The hurricane destroyed parts of Luca's house. T / F

### 4 3.14 Listen. What's Anya's talk about?

### 5 3.15 Listen again. Then write.

- 1 What are the dangers of higher temperatures? \_\_\_\_\_
- 2 What's the danger of more rainfall? \_\_\_\_\_
- 3 What can children do at home to help stop climate change? \_\_\_\_\_
- 4 What can children do at school to help stop climate change? \_\_\_\_\_

*How are **you** going to make a difference to climate change?*





## Lesson 7

**1**  **3.17** Read, listen, and write. What two extreme weather events did Lauren experience?

**2** **skill Up**  Read again. How do we start and finish an email?

Hi Lucy,  
I'm writing to tell you about something terrible that happened to us. While I was sleeping, there was an enormous thunderstorm in our town. It rained all night and the next day. In the evening, water from the river came into our house! There was water everywhere and it was rising. I was very scared.  
In the end, the rain stopped and the water started to go down. It took us days to clean our house and furniture. We had to throw away our rugs. But we're all safe. That's the most important thing.  
I hope that you and your family are well.  
Write soon. Bye for now,  
Lauren



## Our writing workshop

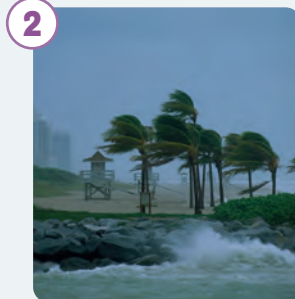
**3**  **3.18** **Ideas generator** Listen and write.

Melina

Rafi

Ola


Josh



**4**  **Give it a go** Plan your email.

- 1 How are you going to start your email?
- 2 How are you going to explain the topic of the email in one sentence?
- 3 What extreme weather event are you going to describe?
  - What were you doing when it started?
  - What happened during the event?
  - How did you feel?
  - What happened after the event?
- 4 What else could you write after you have finished describing the weather event?
- 5 How are you going to finish your email?

**I can shine!**  

**5**  Imagine you lived through an extreme weather event. Write an email to a friend to describe your experience.

**I can write an email about an extreme weather event.**



# A speech about climate change

## Review

1 Point, ask, and answer.



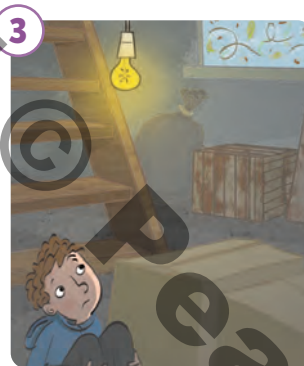
What was she doing yesterday afternoon?

She was digging a hole in the earth.

2 Look, ask, and answer.



What was he doing when the tornado arrived?



He was hiding in the basement.




3 Ask and answer questions about what the weather is going to be like tomorrow.

4 Look at the pictures in Activity 2 and write.

- 1 Which pictures show extreme weather? \_\_\_\_\_
- 2 Can you think of any other examples of extreme weather? \_\_\_\_\_
- 3 Why are these weather events happening more often now? \_\_\_\_\_

5 Watch the video. What do you know now?

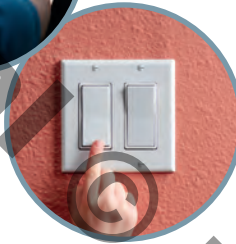
## Create


- 6  Think of ideas for your speech. Draw a spider diagram to organize your ideas.


## CLIMATE CHANGE SPEECH

How is the climate changing?

What can we do about it?



- 7   Share your ideas. Then plan your own speech.

- 8  3.19 Listen. Then write and practice your speech.

- 1 Good morning, everyone.
- 2 Today, I want to talk to you about \_\_\_\_\_.
- 3 First, let's talk about \_\_\_\_\_.
- 4 Next, let's think about \_\_\_\_\_.
- 5 Finally, I want to say that \_\_\_\_\_.

## Skill Up

It's OK to feel nervous when you give a speech. The more you practice, the easier it gets!

## Time to shine!

- 9  Take it in turns to give speeches to the class.

*Good morning, everyone.  
Today, I want to talk to you about how we can help stop climate change.*

- 10 Vote for your favorite speech.

## Shine on!

Ask questions to find out more information.

*Where are you going to plant your new trees?*

I can talk about climate change.