

3

Natural world

Key learning outcomes

in Unit 3, the students will:

Wonder

Participate in informational exchanges in English.

Imagine

Understand details in a graphic novel.

Build

Participate in social exchanges in English.

Grow

Identify and produce key features of familiar text types.

Shine

Plan and give a speech on a familiar topic.

Unit overview

Target vocabulary

Nature: cave, cloud, earth, grass, path, plant, rainbow, stream, waterfall, woods

Extreme weather: drought, earthquake, flood, thunderstorm, tornado, volcano

Climate change: hurricane, rainfall, rise, temperature

Functional language

What's the weather like (outside)? What's it going to be like (tomorrow)? It's going to be (cold and foggy).

Recycling and building

Nature (Level 2); was/were

Language stretch

Should we go now or tomorrow?

Target structures

The sun was shining. What were you doing when the thunderstorm arrived?

Pronunciation

thin /n/, thing /ŋ/

Values

Concern for the environment and awareness of the basics of climate change.

Competency focus

Demonstrate solidarity and interest in resolving problems.

Key progress indicator chart

GSE range for Level 6: 35–42 (stretch 46)

Development indicator:

Speaking

Connect simple related ideas in a logical sequence in short stretches of speech.

Working towards: taking part in a conversation of 4 exchanges, using a range of tenses and descriptive language and, at the highest level, being able to present on a topic of interest and engage with an audience.

Can ask where others were in the past, using *was/were*, given a model. (37)

Participate in common informational, academic, or transactional exchanges using simple language and expressions.

Can briefly say why something is a problem. (43)

Use a range of common language to talk about and describe a variety of situations, opinions, or attitudes in short stretches of speech.

Can describe weather conditions in their country using simple language. (36)

Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.

Writing

Write a short text on common topics and situations using simple language.

Working towards: writing 3–4 compound sentences in a structured paragraph on familiar topics and, at the highest level, being able to write for a range of informal and formal purposes.

Can write short, simple, personal emails/letters about familiar topics, given prompts or a model. (40)

Write short texts using simple language for social and interpersonal purposes.

Objectives

- Lesson aim: to name items in the natural world
- Target language: *cave, cloud, earth, grass, path, plant, rainbow, stream, waterfall, woods*
- Recycled language: *flower, grass, pond, tree*
- Receptive language: *destroyed, stick*

GSE

- Productive: Speaking: Can ask where others were in the past, using *was/were*, given a model. Can say where they and others were in the past, if supported by questions or prompts.
- Receptive: Listening: Can identify activities occurring in the past in short, simple dialogs.

Wonder: sparking curiosity

- Foster curiosity about the unit topic by having students think of questions they have about it in groups. Save these and come back to them at the end of the unit.
- Point to "Wonder" on the progress path and write the learning objective on the board: *We're learning to talk about the natural world.*

Materials

- Audio; *Our World* video; Picture Cards

Wonder

3 Natural world

Pose & 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.

1 wonder...

Why is it good to plant new trees?

Lesson 1

What can you see?

1 Listen and explore.

2 Listen, point, and say.

3 Watch the video.

4 Look and say.

There's a path through the woods.

The rainbow is next to the waterfall.

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

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

32 Vocabulary The natural world

Starting the lesson: warm up

- Before the lesson, find some natural sound effects online: forest sounds, a waterfall, a bubbling stream, an echo in a cave.
- Play the sound effects and have students write or draw what they think they are hearing.
- Have students compare their ideas in pairs.

Big Picture: What can you see?



- Ask where the children are in the picture (in the woods/forest). Elicit any known words from the picture, e.g., animals and things in nature, adjectives to describe things/places/people.
- Invite students to describe the picture in pairs.
- Encourage students to compare items in the picture, e.g., *This tree is bigger than that one. This tree is the biggest.*
- **SUPPORT** Elicit and write comparative and superlative forms on the board.
- **STRETCH** Have students write a description of the picture using a variety of structures.

1 Listen and explore.

- Have students remember the challenge from Unit 2 (They painted the cabin.) then predict what the Unit 3 challenge is.
- Play the audio then check answers (to plant trees).
- Ask follow-up questions and play the audio again, e.g., *Why are trees good for the environment? What happened last summer?*

SUPPORT Play the audio several times and have students point to the characters and the things they mention.

STRETCH Ask an additional question, e.g., *What is the first step in planting a tree? (digging the earth)*

2 Listen, point, and say.

- Present the vocabulary using the picture cards.
- Play the audio and have students find the items in the picture and repeat the word.
- Use the vocabulary picture cards to elicit the words from the class.

I wonder

- Read the question, then elicit answers from the class. Encourage students to give reasons for their answer.

ANSWER KEY: Trees are good for the environment. They give out oxygen and take carbon dioxide out of the air.

3 Watch the video.

- Tell students that they are going to watch a video about how we can help the planet. Ask students if they know any ways we can help.
- Play the *Our World* video, pausing where appropriate to ask comprehension questions, e.g., *How are they helping to save the planet?*

FUTURE SKILLS: enquiry and imagination

The theme of this lesson links explicitly to the Global Citizenship theme of taking care of the environment. Come back to the I wonder question and ask students why it is good to plant new trees. Point out that trees release oxygen back into the air, reduce wind speed, and cool the air as they lose moisture. Ask students if they have ever planted a tree.

4 Look and say.

- Call out the target vocabulary and invite students to find the items in the picture.
- Invite two students to read aloud the speech bubbles.
- Students take turns to make statements about the picture in pairs. Monitor to make sure they are using the correct vocabulary and structures.

(SUPPORT) Write *There's...* and *The... is (next to) the...* on the board. Elicit other prepositions of place.

(STRETCH) Have students ask and answer questions about the picture, e.g., *Where's the waterfall? Are there any flowers?*

**WONDER HELPER**

Read Su's first question together and elicit answers. Then read the second question and have students make a list in pairs.

TEACHER TIME TO SHINE: exploiting the main picture

The main picture in the unit opener can be used as the basis for different activities and games during the unit. You could give students a list of things to find in the picture, have students write their own lists for their partner to find or play a game of *I Spy*.

Extra activity

Tell students to imagine they are in the picture and to perform a role play in pairs.

Ending the lesson

- Have students play a guessing game using the target vocabulary. Students ask questions to guess the object, e.g., *Is it hard?*

Workbook page 22



Students think and write four places they know in the natural world.

- 1 **Look and write.** Students look at the picture clues and write the words in the puzzle.

ANSWER KEY: Across: 3 grass, 5 earth, 7 waterfall, 9 cloud
Down: 2 path, 4 stream, 6 plant, 7 woods, 8 rainbow

- 2 **Look at Activity 1. Then look and write.** Students complete the sentences with the correct words in singular or plural form.

ANSWER KEY: 2 path, 3 waterfall, 4 clouds, 5 cave, 6 rainbow

Wonder helper: Students write a sentence about natural places they have seen. They can then tell a partner.

Extra time? Students say which natural places they want to visit. They can write or tell a partner.

Activity 1

Audio script

Su We're going to leave the camp for today's challenge! We need to find our way into the woods!

Julia Mateo, do you have that young tree Anita gave us?

Mateo Yes, I do. Are we going to plant this tree?

Su Yes, Mateo!

Mateo But I can see a lot of trees in the woods. Why are we planting more trees?

Julia Trees are good for the environment! They give out oxygen and they take carbon dioxide out of the air.

Su That's right! Also, last summer, there was a fire in here in the woods. It destroyed a lot of trees and plants. We have to plant some new, young trees.

Mateo Look at these sticks and leaves on the path. I have an idea! Let's take them back to the camp. We can create an art display for the show!

Julia Great idea!

Mateo Oh, yes, Su, I see what you mean. There aren't many trees in this part of the woods. It's very sad.

Julia But we have some lovely, young trees to plant. Come on, let's start digging the earth! Are you going to help us, Su?

Julia and Mateo Su...?

Su Look! I can see a rainbow!

Mateo Where...?

Su Look over there, close to the waterfall and the stream.

Mateo Oh, yes! It's beautiful!

Julia Hello? Let's start digging. The trees are waiting...



Extra activity



Our World video:
Activity 3



Practice:
Activity 4



Wonder
Helper



Workbook:
Practice



Ending
the lesson



Learning
path

Objectives

- Lesson aim: to talk about past actions and events
- Target language: *(The sun) was shining. Was (Su) digging (the holes)? Yes, (she) was. No, (she) wasn't. Were (the children) planting (new trees)? Yes, (they) were. No, (they) weren't.*
- Recycled language: *have a picnic*
- Receptive language: *shine, dig, holes*

GSE

- Productive: Speaking: Can ask basic questions about things that happened in the past.
- Receptive: Listening: Can understand the main information in short, simple dialogs about familiar activities, if spoken slowly and clearly. Can identify activities occurring in the past in short, simple dialogs.

Wonder: sparking curiosity

Wonder

- Re-engage students with the Big Picture by calling out the steps involved in planting a tree. Have students find them in the picture and/or mime each step.
- Point to "Wonder" on the progress path and write the learning objective on the board: *We're learning to talk about what we were doing yesterday.*

Materials

- Audio

Wonder **Imagine** **Build** **Grow** **Shine** **3**

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.**

- Mateo/dig the holes? _____
- Su/put young trees in the holes? _____
- Mateo and Su/plant the young trees? _____
- 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.

Structures *(The sun) was shining.* **33**

Starting the lesson

- Give students a riddle to solve, e.g., *I often start in mountains, then I end up in the ocean, I'm smaller than a river. But fish still swim in me! What am I? (stream)*

1 **Read and listen.**

- Ask students to remember what happened in Lesson 1 (the children were planting trees). Then have students predict what they will write in their blog post.
- Play the audio and have students read the blog post and check their ideas.
- Ask concept-checking questions to check comprehension, e.g., *Did they plant old trees or young trees? What was the weather like?*
- SUPPORT** Play the audio once then have students take turns to read the text aloud.
- STRETCH** Play the audio and display the text with the title covered (and books closed). Have students write a title for the blog post.

2 **Read and learn.**

- Refer students to the Grammar box. Read the sentences together and have students notice the verb forms in purple.
- Have students find the past progressive verbs in the text in Activity 1. Then elicit how to form the past progressive and write the structure *was/were + verb -ing* on the board.
- Ask students if they remember how to form the present progressive. Elicit examples of affirmative and negative statements and questions then elicit the difference between present and past progressive forms (the verb *to be* is in its present vs past forms).
- SUPPORT** Drill the sentences in the box as many times as necessary.
- STRETCH** Elicit further examples of sentences and questions in past progressive with other verbs and write on the board.

Extra activity

Play the audio from Activity 1 again and have students stand up each time they hear a past progressive verb form.

3 Read and write. Then ask and answer.

- Look at the first question prompt then invite two students to read the examples.
- Students take turns asking and answering questions about the blog using the prompts. Remind students to use the correct form of the verb to be.

SUPPORT Write a model question and both short answer options on the board.

STRETCH Have students ask additional questions, e.g., about what the children were wearing.

ANSWER KEY: 1 Was Mateo digging the holes? No, he wasn't. 2 Was Su putting young trees in the holes? No, she wasn't. 3 Were Mateo and Su planting the young trees? Yes, they were. 4 Were Julia and Mateo swimming in the stream? No, they weren't.

TEACHER TIME TO SHINE: personalizing new structures

Students are more likely to understand the meaning of new structures if they have the chance to personalize them. Have students write sentences about themselves, their lives, homes, friends, and family using the target structures. These sentences don't have to be true, although it helps if they are.

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

- Invite students to close their eyes. Tell students to imagine they are in the woods. Ask questions to prompt ideas, e.g., *Can you see a stream? Do you want to go swimming in it? Do you go into the cave?*
- Now tell students that it is the next day. Invite two students to read the model dialog. Tell students to ask and answer about what they were doing in the woods yesterday.
- Students ask and answer questions in pairs. Monitor and make sure students are using the target language and vocabulary correctly.

SUPPORT Write another model question and answer on the board, underlining the words that can change.

STRETCH Have students make sentences about other things, people, and animals, e.g., *The sun was shining. The birds were singing.*

I can shine!



Assess

ACHIEVE The student can ask and answer about past actions using the past progressive.

ADJUST The student can ask and answer about past actions using the past progressive forms with some errors.

EXCEED The student can ask and answer about past actions using the past progressive with a variety of verbs.

Ending the lesson

- Play the *True or False game*. Tell students to write three sentences about what they were doing last Saturday morning. Sentences can be affirmative or negative and they can be true or false.
- In groups, students take turns to read a sentence. The other students guess whether it is true or false.

Workbook page 23

- 1 **3.04** Listen and match. Then make sentences. Play the audio. Students match the names to the pictures. Students then complete the sentences with the verbs in the past progressive.

ANSWER KEY: 2 d, 3 a, 4 b

- Tom was putting the trees in the holes.
- Tessa and Rita were putting earth around the new trees.
- Pedro and Nina were watering the new trees.

- 2 Look and make questions and answers. Students use the prompts to write questions and sentences in the past progressive.

ANSWER KEY:

- b She wasn't climbing a tree.
 - c She was planting a tree.
- a What were Jan and Marie doing yesterday afternoon?
 - b They were having a picnic in the woods.
 - c They weren't having a picnic at the beach.

I can shine!

- 3 Imagine you were on a nature trip with your family yesterday afternoon. What were you doing at three o'clock? Students write sentences with their own ideas using the past progressive.

Extra time? Students read the tip about learning vocabulary then make their own picture cards.



Objectives

- Lesson aim: to read and understand a comic book story
- Target language: *drought, earthquake, flood, thunderstorm, tornado, volcano*
- Recycled language: *museum, video game, rain, plane, water, homes*
- Receptive language: *machine, extreme, designer*

GSE

- Receptive: Reading: Can understand the order in which events happen (e.g., in diary entries or a story). Can identify key information in short, simple, factual texts from the headings and illustrations. Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
- Receptive: Listening: Can understand some unfamiliar words in a short description, if supported by pictures.

Imagine: fostering imagination

- Encourage students to imagine they are in the story and describe their feelings and responses to the story events.
- Point to "Imagine" on the progress path and write the learning objective on the board: *We're listening to and reading a story about extreme weather.*

Materials

- Audio; Picture Cards

Imagine

Lesson 3

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

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

3 Read and match.

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

4 Read again and complete the sentences.

water thunderstorm machine
farmers earthquake volcano tornado

1 Matt and Louise went inside a _____ to find out more about extreme weather.

2 They saw hot rocks coming out of a _____.

3 They felt on _____ when the machine started to move.

4 They heard thunder and lightning during a _____.

5 They saw _____ inside people's homes after a flood.

6 They saw _____ who didn't have any food because of a drought.

I can shine!

5 Design a video game about extreme weather.

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

Do you want to try the Wild Weather Machine?

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 climbed aboard and started playing a video game. Then, a thunderstorm began to rain. They had to turn off the lights so they could see the hot rocks. When 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 traveling through extreme weather!"

"Great!" said Matt. "Players can go around the world in real-time planes and experience terrible weather!"

"Yes!" said Louise. "And you can 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!

34 Vocabulary Extreme weather

35 Story value Understanding climate change

FUTURE SKILLS: enquiry and imagination

Ask students if they know of any other simulator machines like the Wild Weather Machine. Explain that these machines are used to learn how to do something as well as just for fun. You could look for pictures or videos online showing examples, e.g., flight simulator, medical simulations for surgeons, driving simulation video games, or sports games. Then have students discuss in pairs a simulation machine they would like to try out.

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

- Play the audio and have students read the story in their books.
 - Discuss reading techniques students could use to find an answer to a question, e.g., scanning the story for words that give information about a competition.
 - Read the question and elicit the answer. Ask students if they would like to design a video game.
- SUPPORT** Play the audio and pause after each scene to review. Ask questions to check comprehension of key events before moving on. **STRETCH** Ask students to summarize the information about the video game that the children design.

ANSWER KEY: a video game about climate change

Starting the lesson



- In pairs, give students two minutes to think of as many weather words as they can.
- Give one point per correct answer. Pre-teach *extreme* and ask students if any of the words are extreme weather.

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

- Ask students if they ever go to a science museum and what kinds of things they see there.
- Write the story title on the board and have students predict what a "wild weather machine" is. Have them suggest kinds of weather they think will appear in the story.
- Give students two or three minutes to look at the story pictures and discuss their ideas in pairs.

3 Read and match.

- Have students look at words 1–6 and find them in the story.
- Students then read definitions a–f to find the one that matches each word. Students may need to read parts of the story again or look at the pictures to help them. Check answers using the picture cards. **(SUPPORT)** Write on the board sentences from the story that show the words in context, e.g., *It's a drought. The plants can't grow.* **(STRETCH)** After the activity, have students rank the vocabulary in order from most serious (1) to least serious (6). There are no incorrect answers.

ANSWER KEY: 1 c, 2 f, 3 d, 4 e, 5 a, 6 b

RECEPTIVE SKILLS TIP

To help students understand new vocabulary, provide as many different contexts as possible in order to scaffold the meaning. For lower-level learners, pictures can be helpful. To provide more challenge, give students definitions or have them try to figure out the meaning by locating the target words in the story and using context clues.

4 Read again and complete the sentences.

- Give students time to read the sentences and think about the missing words. Have them identify important words, (e.g., *extreme weather* in sentence 1) and locate these in the story.
- Point out that the sentences are in the same order as the story events.
- Play the audio again and have students complete the sentences with the words in the box. **(SUPPORT)** Pre-teach any new passive vocabulary in the questions and check comprehension. **(STRETCH)** Have students do the activity with the wordpool covered.

ANSWER KEY: 1 machine, 2 volcano, 3 earthquake, 4 thunderstorm, 5 water, 6 farmers



IMAGINE HELPER

Have students discuss Mateo's question in pairs, giving reasons for their answers.

5 Design a video game about extreme weather.

- Have students look at the story again and find out more about the video game the children designed. Elicit answers and write bulleted points on the board in note form.
 - Tell students they are going to design a different game to teach people about extreme weather. Students should use the new vocabulary to discuss what their game will include.
 - Invite two students to read aloud the model dialog and check they know what to do.
 - Students work in small groups to discuss their ideas for the video game. They could draw a sketch or make notes about it.
- (SUPPORT)** Brainstorm vocabulary and phrases students could use and write them on the board.
- (STRETCH)** Have students give mini-presentations of their video games.

I can shine!



Assess

ACHIEVE The student can follow the sequence of events and understand details in a comic book story.

ADJUST The student can follow the sequence of events and understand details in a comic book story when prompted and with additional support.

EXCEED The student can follow the sequence of events and understand details in a comic book story with no support.

Story extension

Have students write a collaborative short story about an extreme weather event. Encourage them to use vocabulary from Lessons 1 and 3 and the structures from Lesson 2.

Ending the lesson

- Have students think about what they have learned in this lesson. Is there anything they know now that they didn't know before? Have them write down their ideas and then share with a partner.

Workbook page 24

- 1 Read and number.** Students read the sentences and put them in order according to the story in the Student's Book.

ANSWER KEY: a 2, b 5, c 6, d 1, e 3, f 4

- 2 Look and write.** Students write the word for each picture.

ANSWER KEY: 2 thunderstorm, 3 earthquake, 4 flood, 5 tornado, 6 drought

Imagine helper: Students circle the correct text type (comic book story) and complete the sentences (the story setting is a science museum).

I can shine!

- 3 Imagine you were inside the Wild Weather Machine yesterday.** Students answer the questions using their imagination. They can then share their sentences in pairs.

Extra time: Students discuss the question with a partner.



Objectives

- **Lesson aim:** to ask and answer about past actions and events
- **Target language:** *Were you (sleeping) when (the earthquake started)? What were you doing when (the thunderstorm hit)? We were (sleeping).*
- **Recycled language:** extreme weather, everyday activities

GSE

- **Receptive: Listening:** Can identify activities occurring in the past in short, simple dialogs. Can identify key details in a song if guided by questions.
- **Productive: Speaking:** Can ask where others were in the past, using *was/were*, given a model. Can say where they and others were in the past, if supported by questions or prompts.

Build: building confidence

- Build confidence by having students hold up four or five fingers representing the parts of the questions in the Grammar builder box and have them point to each finger as they say the words: *What* (thumb) *were you doing* (index finger) *when* (middle finger) *the earthquake started?* (ring finger), and the answer (little finger).
- Point to "Build" on the progress path and write the learning objective on the board: *We're learning to ask and answer about something we were doing in the past.*

Materials

- Audio; Picture Cards

Build

Lesson 4

1 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.



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.	

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



3 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!

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

What were you doing when the...?

I was...

Starting the lesson



- Use the picture cards to elicit extreme weather from Lesson 3.
- Play a miming game to elicit the target vocabulary from Lesson 3. Invite a student to the front and show them a picture card. They role-play what they would do if they found themselves in that kind of weather. The other students guess the word.

1 Listen and match.

- Focus on the pictures and have students say what they see, including the weather vocabulary and the natural places from Lesson 1.
- Play the audio and have them follow the dialog. Students match Liam and Joe to the correct pictures (Liam – picture 3, Joe – picture 1).

SUPPORT Play the audio once. Then have students read at their own pace and check their answers.

STRETCH Have students do the activity with the text covered.

RECEPTIVE SKILLS TIP

Students may find it difficult to identify all the words in connected speech. Play a sentence containing the target structure. Then ask students which words they heard and write them on the board. Write the full sentence and draw their attention to the unstressed words, e.g., *was/were*. Have them listen for these words as you play the audio again and notice how they are pronounced /wəz/ and /wə/.

2 Read and learn.

- Have students read the examples in the Grammar builder box.
- Drill the questions and answers as many times as necessary. Use the finger technique from the Build tip in the Lesson Objectives box.

- Draw students' attention to the use of *when* in the pink boxes. Then have them look at the blue boxes and notice the verb forms. Elicit that each question and statement has one verb in the past progressive (green/purple box) and one verb in the simple past (blue box).

(SUPPORT) Write *I was sleeping when the earthquake started* on the board. Then use mime to role-play the meaning of the sentence. Invite students to underline the two verb forms using different colors.

(STRETCH) Draw a timeline on the board to show how the action in the blue box interrupted the actions in the green/purple box. Tell students that in the sentence *I was sleeping when the earthquake started*, we can infer that the boy went to bed and fell asleep. Later, the earthquake started, and he woke up.

Extra activity

Give students cut up sentences from the Grammar builder box on color-coded pieces of thin cardboard or paper and have them put the words in order.



BUILD HELPER

Point out Julia's reminder about verb forms and elicit an example question and answer. Then have students ask and answer in pairs.

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

- Play the song and have students listen and read the lyrics. Elicit the answer to the question (He was sleeping in his bed).
- Give students time to read the lyrics again and notice the target language.
- Play the song again and divide the lyrics and the class into groups: group 1 sings the questions, group 2 sings the answers, and group 3 sings the statements.

Extra activity

Play a game: *What were you doing when the thunderstorm arrived?* Elicit some everyday activities from the class. Have students choose and mime these everyday activities, e.g., *brush teeth, take a shower, have breakfast, get up, get dressed, watch TV, do homework*. If possible, play some background music while students do their mimes. Then switch off the music and call out *Oh, no! A thunderstorm!* Students have to stop what they are doing and sit down. They then take turns to ask and tell each other what they were doing when the thunderstorm arrived.

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

- Review activities from previous levels, e.g., *walk with friends, paint a fence, water the plants, chat online, send an email, play a game, watch a game*. Brainstorm more activities together.
- Invite students to read aloud the speech bubbles and complete with their own ideas. Make sure they use the target structures correctly.
- Students take turns asking and answering questions in pairs. Monitor and ensure that students are using the target structures correctly.

(SUPPORT) Draw a substitution chart on the board for questions and statements using past progressive and simple past.

(STRETCH) Have students ask and answer questions about other situations (not limited to extreme weather events).

Extra activity

Write *Find someone who...* on the board and elicit a few ways of finishing the sentence using the past progressive. Have students choose five activities and write them down in the past progressive. Elicit that students have to ask questions with *Were you... yesterday morning/afternoon?* Students go around the class asking and answering questions until they find someone who answers *Yes, I was*. to each question.

Ending the lesson

- Play *Telephone game* (see page 27).

Workbook page 25

- 1 **Read and write.** Students read and complete the sentences using the prompts in parentheses.

ANSWER KEY: 2 Were you sleeping, started, was taking
3 Was Emily visiting, was sitting 4 were Petros and Louisa doing, heard, were riding

Build helper: Students ask and answer questions in pairs.

Grammar extension

Grammar 3 Lesson on page 90 of the Student's Book offers extended practice of the grammar introduced in Unit 3. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.



Objectives

- **Lesson aim:** to talk about the weather; to differentiate between the sounds *n*, *nn* /n/ and *ing* /ŋ/
- **Speaking function:** to talk about what the weather is going to be like
- **Functional language:** *What's the weather like (outside)? What's it going to be like (tomorrow)? It's going to be (cold and foggy).*
- **Recycled language:** weather words

GSE

- **Receptive: Listening:** Can identify the context of short, simple dialogs related to familiar everyday situations.
- **Productive: Speaking:** Can describe weather conditions in their country using simple language. Can make simple arrangements to meet or do something. Can make simple predictions about the future, given a model.

Build: building confidence

- Build confidence in functional language by engaging students with the picture and encouraging them to think of language that might be used in this setting.
- Point to "Build" on the progress path and write the learning objective on the board: *We're learning to talk about what the weather is going to be like.*

Materials:


- Audio; Communication cards

Build

Wonder Imagine **Build** Grow Shine

Lesson 5

1 **3.06** Read, listen, and write. When are Julia and Omer going to visit the waterfall?



2 **3.10** 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 c cold e foggy
 b sunny d windy f warm

Pronunciation

4 **3.11** 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.

Communication Talking about the weather **37**

Starting the lesson

- Review the natural places from Lesson 1 and write on the board. Then have students look at the list of vocabulary on page 34 (Lesson 3) and say which of the words is also a natural place (volcano).
- Ask students if they know of any volcanos you can visit, e.g., Vesuvius in the Bay of Naples or Mount Etna in Sicily.

1 **3.09** Read, listen, and write. When are Julia and Omer going to visit the waterfall?

- Have students look at the picture and predict what the children are talking about. Play the audio once for them to check (visiting a waterfall).
- Read the question, then play the audio again and have students follow the dialog.
- Check the answer with the class (now). Encourage students to support their answers with information from the dialog.
- **SUPPORT** Point out that Julia doesn't give an answer right after Omer's question. Students have to continue listening until the end.
- **STRETCH** Ask students why they don't want to go tomorrow (because it is going to be cold and foggy).

2 **3.10** Listen again and repeat the words in blue.

- Play the audio and have students read the dialog again.
- Play the audio again, pausing after the phrases in blue for students to repeat them. Encourage students to copy the intonation.
- Write the two questions on the board and elicit the differences (the first question is in the simple present and the second question is in the future with *going to*). Remind students that we use *going to* to talk about future plans. Explain that we can also use it when we know something will happen, e.g., because we've seen the weather forecast.

3 Match. Then say with a partner.

- Tell students that they are going to give the weather forecast for tomorrow. Point to the pictures and elicit the kinds of weather.
- Have students match pictures 1–6 to words a–f.
- Look at the example together and elicit the structure *Tomorrow it's going to be...*
- In pairs, students take turns to say a sentence about the weather. **SUPPORT** Write a sentence starter on the board as a framework for students to use.
- **STRETCH** Have students make sentences predicting the weather in their city the next day.

ANSWER KEY: 1 e It's going to be foggy. 2 b It's going to be sunny. 3 d It's going to be windy. 4 a It's going to be rainy. 5 f It's going to be warm. 6 c It's going to be cold.

4 **Pronunciation** Say and write. Then listen and check.

- Write a couple of the words from the box on the board and underline the target sounds. Have students listen and notice the difference between the two sounds. You may need to exaggerate for them to hear the difference.
- Students copy the chart into their notebooks and write the words in the correct column.
- Play the audio. Have students repeat the words and check their answers. **SUPPORT** Show students how the back of their tongue touches the top of the mouth when pronouncing /ŋ/. **STRETCH** Have students think of more words to add to the chart.

ANSWER KEY: thin: sunny, rainy, windy, then
thing: thinking, going, exciting, visiting

TEACHER TIME TO SHINE: accuracy in pronunciation

Students can find it difficult to pronounce sounds that do not exist in their mother tongue. If students find it impossible to pronounce /ŋ/ correctly, they shouldn't worry. In connected speech people rarely pronounce this sound fully so students will be perfectly understandable if they say /gəʊtɪŋ/ instead of /gəʊtɪŋ/.

5 Talk with a partner about the weather.

With communication cards:

- Place students in pairs and hand out versions A and B of the weather calendar to each pair. Ask students not to show their calendars to their partner. Explain that one student asks questions about the weather and their partner has to respond using the prompts in their calendar. Then they swap.
- Show students how to use their communication cards by modeling the activity.

Without communication cards:

- Look at the model dialog. Elicit that students have to ask and answer questions about the weather forecast for the next few days using the target functional language.
- Students can make their own calendars with the weather for today, tomorrow, and the following two days.

SUPPORT Display the weather vocabulary during the activity and provide model questions and answers in both present and future forms.

STRETCH Show students a weather forecast for the following week and have them make predictions about the weather.

I can shine! **Assess**

ACHIEVE The student can ask and answer about the weather in the present and the near future.

ADJUST The student can ask and answer about the weather in the present but has difficulties using future forms.

EXCEED The student can ask and answer about the weather in the present and the near future and make predictions based on evidence.


FUTURE SKILLS: collaboration and communication

Have students role-play being weather forecasters. In groups, each student takes turns to stand up and give the forecast for the next day in their country. You could use a map and they could point to different areas on it, giving a different forecast in each part.

Ending the lesson

- Have students work in pairs to write a four line rap or rhyme containing words with the target sounds. They can then perform their rap to the class or in groups.

Workbook page 25

- 2  **3.12** Read and write a–d. Then listen and check. Students read the dialog and decide where each sentence goes.

ANSWER KEY: 1 c, 2 d, 3 a, 4 b

I can shine!

- 3 **Ask and answer about the weather with a partner.** Students predict the weather forecast using the target language and the pictures as prompts, e.g.,
A *What's the weather going to be like on Saturday?* B *It's going to be rainy and warm.*

Pronunciation: Color the two sounds in red and blue.
Students classify the words by sound.

ANSWER KEY: thin: when, ten, rain
thing: everything, swimming, raining



Objectives

- Lesson aim: to explore extreme weather and climate change
- Cross-curricular connection: Social Science, Geography
- Global citizenship theme: Climate change
- Target language: *hurricane, rainfall, rise, temperature*
- Recycled language: *weather, forest fire*
- Receptive language: *smoke, safety, shaking*

GSE

- Receptive: Reading: Can use key words or captions to find information in a simple text. Can extract specific information in short texts on familiar topics.
- Receptive: Listening: Can identify key information (e.g., places, times) from short audio recordings, if spoken slowly and clearly.
- Productive: Speaking: Can talk about plans for the near future in a simple way.

Grow: Nurturing growth in society

Grow

- Foster awareness of how climate change can cause extreme weather and natural disasters and have students explore what action they can take on a personal and collective level.
- Point to "Grow" on the progress path and write the learning objective on the board: *We're reading about dangerous weather.*

Materials

- Audio

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 Listen. What's Anya's talk about?

5 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?

Starting the lesson



- Elicit the weather vocabulary and write on the board.
- In pairs, have students think about how each weather type can be dangerous, e.g., *You can get sunburn or feel sick when it's hot and sunny.*

1 Look. Which extreme weather events can you see?

- Have students identify the weather events in the pictures. Ask *How are they dangerous?* and elicit ideas.
- Ask students why these events are happening more now. Accept any answers – students will check these when they read the text.

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

- Before they listen, have students try to match the words in the box to the three pictures. Then play the audio and have students check their answers.
- Have students read the text again and find the names of the weather events. Encourage students to find "clues" in the text, e.g., *the sky was red, we covered our noses and mouths.*

ANSWER KEY: Max – forest fire; Julieta – flood; Luca – hurricane

RECEPTIVE SKILLS TIP

Encourage students to get into the habit of looking for context clues while reading. Context clues give the reader more information to help them understand the ideas and vocabulary in a text. When students come across a new word, ask them to read the words and sentences around it – there may be synonyms, antonyms (+ negative verb), word parts, definitions, or examples that can help us guess its meaning.

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

- Give students time to read the sentences and find the information in the text.
- Students decide in pairs whether each one is true or false. Check answers with the class.
- Have students locate the words in bold in the texts and discuss their meaning in pairs.

SUPPORT Use the picture cards to support comprehension of the new words. Look for the weather forecast in your area and find out the current temperature.

STRETCH Ask questions to analyze the vocabulary:
Is climate change making temperatures go up or down?
Can you find two words in "rainfall"?

ANSWER KEY: 1 T, 2 F, 3 F, 4 F, 5 F 6 T

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

- Tell students that they are going to listen to a girl giving a talk. Remind them of the unit topic and ask students what they think she might talk about.
- Play the audio once for general understanding.
- Read the question then play the audio again. Elicit the main idea of Anya's talk (how we can change climate change).

5 Listen again. Then write.

- Give students time to read the questions and think about what they need to listen for, e.g., in question 1 they are listening for the dangers of high temperatures.
- Play the audio and have students answer the questions in their notebooks.

SUPPORT For each question, elicit possible answers before playing the audio.

STRETCH Ask students if they do any of the things Anya suggests.

ANSWER KEY: 1 more droughts and forest fires
2 more floods 3 turn lights out, save water, reuse or recycle things 4 talk to your principal, add solar panels to the school roof, or have more recycling trash cans



GROW HELPER

Read Anita's question. Brainstorm ideas about possible actions to stop climate change together. In pairs, have students discuss what they are going to do and write a list.

Background information (Culture and CLIL)

In this lesson, students explore how global warming is contributing to the number of natural disasters that occur. Assign a disaster to groups of students: earthquake, forest fire, hurricane, flood, tornado, drought. Have each group do some research to find out how many of these events have happened each year since they were born. Groups can give a presentation explaining the results of their research.


Ending the lesson

- Call out sentences from the three diaries in Activity 1 and have students say whether they were written by Max, Julieta, or Luca. Students could also do a physical response instead of saying their name, e.g., make the first letter of the child's name using their arms.

Workbook page 26

- 1 **Read and match. Then look and write.** Students match the words to the definitions. They then complete the sentences with the words.

ANSWER KEY: 1 c, 2 a, 3 d, 4 b
1 hurricane, 2 rainfall, 3 temperature, 4 rise

- 2  **Listen and circle.** Give students time to read the questions and answer options. Then play the audio for students to answer.

ANSWER KEY: 1 b, 2 c, 3 a

Grow helper: Students discuss action they can take at school in pairs or groups.

Extra time: Students share their opinions in pairs.

Activity 4

Audio script

Hello and welcome to my talk: "You can change climate change!" Today, I want to talk about how our climate is changing and why we're seeing more extreme weather events every year. Then I want to talk about things that you can do to help!

So, how is our climate changing? Well, first, our planet is getting hotter. Temperatures are rising every year. This means that there are more droughts and more forest fires. Next, there's also more rain than there was in the past. More rainfall means more floods, especially for people who live close to rivers.

So, is there anything you can do about climate change? "I'm just a kid," I hear you say. "What can I do about it?" Well, there's so much that children like you can do. First, make changes at home, for example, turn lights out, save water, reuse or recycle things! Second, talk to your principal about making changes at school. Can you add solar panels to your school roof, or can you have more recycling trash cans? Finally, tell other people about the dangers of climate change. Talk to your friends, write a blog, make a speech! We can all make a difference to our planet. The question you need to ask yourselves isn't "Can I make a difference?" but "HOW can I make a difference?"



Practice:
Activity 4



Practice:
Activity 5



Grow
Helper



Workbook:
Practice



Ending the
lesson



Learning
path

Objectives

- Lesson aim: to write an email about an extreme weather event
- Text type: an informal email
- Recycled language: weather

GSE

- Receptive: Reading: Can understand the order in which events happen (e.g., in diary entries or a story). Can follow a simple series of written instructions to carry out a task.
- Productive: Writing: Can use appropriate standard greetings and closings in simple informal personal messages (e.g., postcards or emails). Can write short, simple personal emails/letters about familiar topics, given prompts or a model.

Grow: Nurturing growth in society

- Provide opportunities for students to analyze the language used in the writing model and to think about the effect it may have on the reader. Discuss the tone (friendly) and the use of descriptive language to help the reader imagine the situation.
- Point to "Grow" on the progress path and write the learning objective on the board: *We're learning to write an email about an extreme weather event.*

Materials:

- Audio

Grow

Wonder Imagine Build Grow Shine

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

1 2

3 4

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.

Writing An informal email 39

Starting the lesson



- Write *hurricane* on the board and brainstorm vocabulary students associate with it, including the target items from Lesson 6. You could show students a video of a hurricane to help with ideas.
- Review other extreme weather events then ask students which one they think is the scariest.

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

- Tell students that they are going to read an email. First, have students scan the email and identify the writer and the recipient of the email (Lauren, Lucy).
- Play the audio and have students read the email as they listen.
- Read the question together. Then play the audio again and have students find the two weather events in the text (thunderstorm/flood). Note that the word *flood* is not in the text – students have to infer this.
- **SUPPORT** Highlight or write on the board the sentences that give the answer "flood." Then give students the following options to choose from: hurricane/forest fire/flood/earthquake.
- **STRETCH** Have students imagine they are Lucy and say how they would reply to Lauren's email.

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

- Read the question then have students notice how Lauren starts and ends her email.
- Explain that we usually start with "Hi" when we write to a friend. Point out that we can end an email in different ways. In this case, "Bye for now" suggests that they will continue writing to each other.
- Highlight Lauren's use of "Write soon" and elicit why she says this (because she wants her friend to write back).

ANSWER KEY: Hi... , Write soon, Bye for now

3 Ideas generator Listen and write.

- Ask students to look at the four pictures and name the extreme weather events.
- Play the audio and have students match the names to the pictures. Display the audio script to check answers.
- Use the audio script to highlight the use of descriptive language and the target structures from the unit.

ANSWER KEY: 1 Rafi, 2 Ola, 3 Josh, 4 Melina

4 Give it a go Plan your email.

- Tell students that they are going to write an email about an extreme weather event.
- Read the questions together and have students answer the questions for Lauren, identifying the answer to each question in the model text in Activity 1.
- Give students time to think and answer the questions by making notes. Monitor and offer support and guidance as necessary (see Planning Support below). **(SUPPORT)** Discuss ideas for each question in turn as a class. **(STRETCH)** Have students discuss the questions in pairs and share ideas before making their plan individually.

Planning support

Give students a "cheat sheet" to help them plan and organize their writing. The cheat sheet can contain useful language (structures, functional language, useful vocabulary), punctuation and organization tips, and even a graphic organizer with space for students to write notes for each question in Activity 4.

FUTURE SKILLS: collaboration and communication

Have students interview their partner using the questions in Activity 4. They then use their partner's answers to plan and write their email, instead of using their own ideas.

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

- Have students write their emails in their notebooks, using their notes from the planning stage. Remind students to open and end their email appropriately.
- Invite students to swap notebooks and edit each other's work, checking their spelling, punctuation, and grammar, as well as the content, making sure they have answered all the questions from the outline in Activity 4.
- Provide feedback on the students' written work, focusing on the use of adjectives, spelling, grammar, and punctuation. **(SUPPORT)** Give students a "cheat sheet" (see Planning support tip). **(STRETCH)** Have students use a dictionary to find new words they could use in their writing to improve the overall effect on the reader.

Ending the lesson

- Take in the students' written work. Choose one email and read aloud a few sentences without naming the weather event. Have the class guess the weather event. Repeat with a few more emails.

I can shine!

Assess

ACHIEVE The student can write an email about an extreme weather event.

ADJUST The student can write an email about an extreme weather event with additional support and when a model is provided.

EXCEED The student can write a well-organized email about an extreme weather event using a variety of descriptive language.

Workbook page 27

- 1 **Read and answer.** Students read the text and identify the extreme weather event (an earthquake). They then read again and answer the question.

ANSWER KEY: Hi (+ name of person you're writing to), See you soon! (+ your name)

- 2 **Give it a go** Plan your email about an extreme weather event that happened when you were camping last weekend. Students read the questions and make notes.

I can shine!

- 3 **Write your email** about an extreme weather event that happened when you were camping last weekend. Students complete their email following the model in Activity 1.

Check your work: Students read their work and check their use of functional language.

Activity 3

Audio script

- Melina** *The last time it rained was three months ago. The fields are dry, and the plants can't grow. I don't know when it's going to rain again. I feel sad about it.*
- Rafi** *I was listening to the radio when I heard about the tornado. The cloud twisted into a long, thin shape from the sky all the way down to the ground. It destroyed all the houses as it passed by. I was very scared.*
- Ola** *While I was sleeping, I heard the thunder. I looked out of my window and saw the enormous lightning in the sky. Then the rain started. At first, I thought it was just a thunderstorm, but the winds got stronger and the rain didn't stop. I was very worried.*
- Josh** *I could see the fire from my bedroom window. It was spreading from tree to tree and destroying big areas of forest. We had to get in our car and drive away. I was scared.*



Objectives

- **Lesson aim:** to review the language from Unit 3
- **Reviewed language:** the natural world, extreme weather; past progressive and simple past; talking about the weather

GSE

- **Receptive: Listening:** Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- **Productive: Speaking:** Can ask where others were in the past, using *was/were*, given a model. Can say where they and others were in the past, if supported by questions or prompts. Can make simple predictions about the future, given a model.

Shine: Time to shine!

- Encourage students to develop learner autonomy by having them think about what they know and in which areas of the unit they may need further practice. Encourage them to take responsibility and identify these areas during the lesson.
- Point to "Shine" on the progress path and write the learning objective on the board: *We're reviewing what we've learned in the unit.*

Materials

- *Our World* video; paper, coloring pens and pencils

Shine**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?

40

Unit review Unit objectives review

Starting the lesson

- Give groups of students a large piece of paper and some colored pens. Tell them to brainstorm all the vocabulary and structures that they can remember from the unit and to write them on the paper.

Review

- The Review consolidates the target language of the unit from the I can shine! checkpoints and helps prepare students for the unit project. Vocabulary and target structures from the Wonder and Build spreads are reviewed through speaking in Activity 1. Activity 2 helps review and personalize the story value and language from the Imagine spread. The speaking element in Activity 3 consolidates the target functional language in the Build spread. Activity 4 and the video question in Activity 5 encourage students to further explore the global citizenship theme.

- 1 Point, ask, and answer.

- Focus on the picture and elicit what is happening.
- Invite two students to read aloud the model dialog. Have students notice the past progressive forms of the verbs and review as necessary.
- In pairs, students take turns to point to a person in the picture and ask a question using the target structure. Their partner answers according to the picture. **(SUPPORT)** Write example questions and statements using past progressive forms on the board. **(STRETCH)** Have students ask additional questions about the picture, e.g., *Was the boy watering the trees?*

- 2 Look, ask, and answer.

- Point to each picture and elicit the extreme weather event shown.
- Invite two students to read aloud the speech bubbles.
- In pairs, students take turns asking and answering questions about the pictures using the target structures. **(SUPPORT)** Review the use of past progressive and simple past with *when* and write an example question and statement on the board. **(STRETCH)** Have students ask each other questions in second person singular (*What were you doing when...?*) and make up an answer.



Objectives

- Lesson aim: to give a speech
- Reviewed language: extreme weather events

GSE

- **Productive: Writing:** Can signal the sequence of actions or events using a limited range of linking words (e.g., *first*, *then*, *next*), given prompts or a model.
- **Productive: Speaking:** Can give simple examples to support their point in a short talk on a familiar topic. Can talk about environmental problems in a simple way. Can answer simple questions after giving a presentation on a school topic.
- **Receptive: Listening:** Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.

Shine: Time to shine!**Shine**

- Ensure that students of all abilities are able to demonstrate progress by modifying lesson objectives accordingly. Allow students sufficient planning and rehearsal time to ensure success for all students.
- Point to "Shine" on the progress path and write the learning objective on the board: *We're going to give a speech.*

Materials

- Audio

Wonder Imagine Build Grow Shine 3

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 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.

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.

Unit project A speech about climate change 41

Starting the lesson

- Divide the board into two sections. On one side, brainstorm problems the planet has because of climate change. On the other side, have students imagine what the planet would be like if there was no global warming.

Create

- This section focuses on personalization, collaboration, and creativity. In Activities 6 and 7 students brainstorm ideas and review key vocabulary. In Activities 8 and 9 students brainstorm ideas and practice their speech. Activity 9 fosters communication skills as students give a presentation in Time to shine!
- Make sure that students understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to create a poster, give them clear step-by-step instructions:
 - 1 Choose or draw the pictures you want to use.
 - 2 Fill the page.
 - 3 Use a lot of color.
 - 4 Write the words neatly next to the pictures.
- Show students what is required of them. Some students may need more support to keep in mind all the key elements of a successful project. Other students may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for students to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

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

- Remind students of the speech Anya gave in Lesson 6. If necessary, play it again. Elicit that in a speech we talk about a topic on our own for a short time.
- Display or copy the diagram on the board. Elicit the main topic of the speech (climate change). Draw their attention to the two questions and elicit one or two ideas for each question, adding them to the diagram on the board.

- Have students copy the diagram into their notebooks and complete with their own ideas.

7 Share your ideas. Then plan your own speech.

- Put students in groups and have them share their ideas from Activity 6.
- Have students decide together how to organize their speeches.

8 3.1.9 Listen. Then write and practice your speech.

- Play the audio and have students listen to the model speech.
- Explain that phrases 1–5 will help them organize their ideas in their speech.
- Give students time individually to write their speech using the phrases to organize their ideas.
- Then give students a few minutes to prepare and rehearse their speeches.

- **Skill Up** Read the *Skill Up!* box together and ask students how they feel about giving a speech. Ask them again after they have given their speech and see if their answer has changed.

Time to shine!

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

- Invite a student to read aloud the model introduction.
- Each student gives their speech. Have the class give a round of applause after each speech. **(SUPPORT)** Allow students to read their speeches or use the audio script as support.

(STRETCH) Have students use their notes rather than reading their speeches.

TEACHER TIME TO SHINE: catering for all personalities

Public speaking can be a frightening experience, so it is essential that students have enough time to plan, write, and rehearse their speeches. You may wish to allow some students to record themselves giving their speeches at home.

10 Vote for your favorite speech.

- Hold a vote to find out who gave the best speech. You could give students some criteria to help them choose, e.g., 1 Interesting ideas, 2 Good organization, 3 Clear pronunciation, 4 Good body language and facial expressions.

SHINE ON! Ask questions to find out more information.

Invite a few students to sit at the front as a "panel of experts." Have the other students ask the panel questions related to their speeches. Then choose other students to make up the next panel.

Ending the lesson

- Refer students to the progress chart on page 3 in the Student's Book. Have them read the sentences for each skill and notice what they have achieved so far.

Workbook page 29

- 1 Think and write. Then add an extra word to each category.** Students complete the sentences with the words in the box.

ANSWER KEY: In the sky, I can see clouds, a rainbow, some rainfall. In the woods, I can see a waterfall, a cave, a stream. Climate change means more extreme weather, for example droughts, floods, and hurricanes.

- 2 Complete your journal.** Students complete their journal by following the instructions.

- 3 Think and write.** Students complete a brief evaluation of the unit with personal responses.

Home-school link: Students talk to their family using target language from the unit.

Time to shine!



Assess

ACHIEVE The student can write and give a speech about climate change using vocabulary for the natural world. They can talk about past events and make predictions about the weather. They can write an email following the conventions of the text type.

ADJUST The student can write and give a speech about climate change using vocabulary for the natural world with support. They can talk about past events and make predictions about the weather with some errors. When provided with a model, they can write an email following the conventions of the text type.

EXCEED The student can write and give a well-organized speech about climate change using vocabulary for the natural world prompted by their notes. They can talk about past events and make predictions about the weather. They can write a clear email following the conventions of the text type using a range of descriptive language.

Activity 8

Audio script

Good morning, everyone. Today, I want to talk to you about how we can help stop climate change. First, let's talk about how the climate is changing. Temperatures are rising and so there are more droughts and forest fires. There's more rainfall and so there are more floods. Next, let's think about what we can do about it. There are a lot of ways we can help. At home, we can turn off lights and we can save water. At school, we can recycle more things. In our local community, we can plant trees and we can tell other people about climate change. Finally, I want to say that it's not too late to stop climate change. It's our future! We can make a difference. Thank you!

