

# 3

## Natural world

### Key learning outcomes

in Unit 3, the pupils 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

**The natural world:** *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

*Shall we go now or tomorrow?*

### Target structures

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

### Pronunciation

*weather /w/, volcano /v/*

### 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. 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 dialogues.

**Wonder: sparking curiosity**

- Foster curiosity about the unit topic by having pupils 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; Flashcards

**Wonder**

# 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.

**1 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**

**1** **3.01** Listen and explore.

**2** **3.02** 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?*

**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 pupils write or draw what they think they are hearing.
- Have pupils 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 pupils to describe the picture in pairs.
- Encourage pupils 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 pupils write a description of the picture using a variety of structures.

**1 3.01 Listen and explore.**

- Have pupils 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 pupils 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 3.02 Listen, point and say.**

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



**I wonder**

- Read the question, then elicit answers from the class. Encourage pupils 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 pupils that they are going to watch a video about how we can help the planet. Ask pupils if they know any ways we can help.
- Play the 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 looking after the environment. Come back to the I wonder question and ask pupils 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 pupils if they have ever planted a tree.

**4** **Look and say.**

- Call out the target vocabulary and invite pupils to find the items in the picture.
- Invite two pupils to read out the speech bubbles.
- Pupils 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 pupils 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 pupils 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 pupils a list of things to find in the picture, have pupils write their own lists for their partner to find or play a game of *I Spy*.

**Extra activity**

Tell pupils to imagine they are in the picture and to act out a role play in pairs.

**Ending the lesson**

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

**Activity Book page 22**

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

- 1** **Look and write.** Pupils 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.** Pupils 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:** Pupils write a sentence about natural places they have seen. They can then tell a partner.

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

**Activity 1****Pupil's Book audioscript**

- Su** *We're going to leave the camp for today's challenge! We need to find our way into the woods!*
- Julia** *Mateo, have you got that young tree Anita gave us?*
- Mateo** *Yes, I have. 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've got 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 got 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, near the waterfall and the stream.*
- Mateo** *Oh yes! It's beautiful!*
- Julia** *Hello? Let's start digging. The trees are waiting...*



## 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 dialogues about familiar activities, if spoken slowly and clearly. Can identify activities occurring in the past in short, simple dialogues.

## Wonder: sparking curiosity

## Wonder

- Re-engage pupils with the Big Picture by calling out the steps involved in planting a tree. Have pupils 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** **3.03** 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 midday, 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 midday, 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. 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.

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

## Starting the lesson

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

**1** **3.03** Read and listen.

- Ask pupils to remember what happened in Lesson 1 (the children were planting trees). Then have pupils predict what they will write in their blog post.
- Play the audio and have pupils 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 pupils take turns to read the text aloud.
- **STRETCH** Play the audio and display the text with the title covered (and books closed). Have pupils write a title for the blog post.

**2** **3.04** Read and learn.

- Refer pupils to the Grammar box. Read the sentences together and have pupils notice the verb forms in purple.
- Have pupils find the past continuous verbs in the text in Activity 1. Then elicit how to form the past continuous and write the structure *was / were + verb -ing* on the board.
- Ask pupils if they remember how to form the present continuous. Elicit examples of affirmative and negative statements and questions then elicit the difference between present and past continuous 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 continuous with other verbs and write on the board.

## Extra activity

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

### 3 Read. Then ask and answer.

- Look at the first question prompt then invite two pupils to read the examples.
- Pupils take turns to ask and answer questions about the blog using the prompts. Remind pupils 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 pupils ask additional questions, e.g. about what the children were wearing.

**ANSWER KEY:** 1 Was Mateo digging the holes? Yes, he was. 2 Was Su putting young trees in the holes? Yes, she was. 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: personalising new structures

Pupils are more likely to understand the meaning of new structures if they have the chance to personalise them. Have pupils 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 pupils to close their eyes. Tell pupils 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 pupils that it is the next day. Invite two pupils to read the model dialogue. Tell pupils to ask and answer about what they were doing in the woods yesterday.
- Pupils ask and answer questions in pairs. Monitor and make sure pupils 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 pupils make sentences about other things, people and animals, e.g. *The sun was shining. The birds were singing.*

### I can shine! Assess

**ACHIEVE** The pupil can ask and answer about past actions using the past continuous.


**ADJUST** The pupil can ask and answer about past actions using the past continuous forms with some errors.

**EXCEED** The pupil can ask and answer about past actions using the past continuous with a variety of verbs.

### Ending the lesson

- Play the *True or False game*. Tell pupils 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, pupils take turns to read a sentence. The other pupils guess whether it is true or false.

### Activity Book page 23

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

**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.** Pupils use the prompts to write questions and sentences in the past continuous.

**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 (yesterday afternoon).  
c They weren't having a picnic on the beach (yesterday afternoon).

### I can shine!

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

**Extra time?** Pupils read the tip about learning vocabulary then make their own flashcards.



**Objectives**

- Lesson aim: to read and understand a comic book story
- Target language: *drought, earthquake, flood, thunderstorm, tornado, volcano*
- Recycled language: *museum, computer 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 pupils 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; Flashcards

**Imagine**

**Lesson 3**

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

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

**3** Read and match.

**4** Read again and complete the sentences.

**5** Design a computer game about extreme weather.

**6** Do you want to try the Wild Weather Machine?

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

**8** They make decisions on the way - they win 10 points by turning off lights!

**9** I can understand details in a graphic novel.

**Vocabulary** Extreme weather

**Story value** Understanding climate change

**FUTURE SKILLS: enquiry and imagination**

Ask pupils 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 pupils discuss in pairs a simulation machine they would like to try out.

**Starting the lesson**

- In pairs, give pupils two minutes to think of as many weather words as they can.
  - Give one point per correct answer. Pre-teach *extreme* and ask pupils 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 pupils 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 pupils predict what a 'wild weather machine' is. Have them suggest types of weather they think will appear in the story.
  - Give pupils two or three minutes to look at the story pictures and discuss their ideas in pairs.

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

- Play the audio and have pupils read the story in their books.
- Discuss reading techniques pupils 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 pupils if they would like to design a computer 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 pupils to summarise the information about the computer game that the children design.

**ANSWER KEY:** a computer game about climate change

### 3 Read and match.

- Have pupils look at words 1–6 and find them in the story.
- Pupils then read definitions a–f to find the one that matches each word. Pupils may need to read parts of the story again or look at the pictures to help them. Check answers using the flashcards. **(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 pupils 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 pupils 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 pupils definitions or have them try to work out the meaning by locating the target words in the story and using context clues.

### 4 Read again and complete the sentences.

- Give pupils 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 pupils complete the sentences with the words in the box. **(SUPPORT)** Pre-teach any new passive vocabulary in the questions and check comprehension. **(STRETCH)** Have pupils do the activity with the wordpool covered.

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



#### IMAGINE HELPER

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

### 5 Design a computer game about extreme weather.

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

#### I can shine!



#### Assess

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

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

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

#### Story extension

Have pupils 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 pupils think about what they have learnt 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.

#### Activity Book page 24

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

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

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

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

**Imagine helper:** Pupils 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.** Pupils answer the questions using their imagination. They can then share their sentences in pairs.

**Extra time:** Pupils discuss the question with a partner.





## Build

## 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 dialogues. 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 pupils 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; Flashcards

## 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 mum 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 flashcards to elicit extreme weather from Lesson 3.
- Play a miming game to elicit the target vocabulary from Lesson 3. Invite a pupil to the front and show them a flashcard. They act out what they would do if they found themselves in that kind of weather. The other pupils guess the word.

## 1 Listen and match.

- Focus on the pictures and have pupils say what they see, including the weather vocabulary and the natural places from Lesson 1.
- Play the audio and have them follow the dialogue. Pupils match Liam and Joe with the correct pictures. (Liam – picture 3, Joe – picture 1).
- **SUPPORT** Play the audio once. Then have pupils read at their own pace and check their answers.
- **STRETCH** Have pupils do the activity with the text covered.

## RECEPTIVE SKILLS TIP

Pupils may find it difficult to identify all the words in connected speech. Play a sentence containing the target structure. Then ask pupils 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 pupils 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.

## 36 Structures and song What were you doing when (the thunderstorm arrived)?



Starting the lesson



Learning path



Practice: Activity 1



Presentation: Activity 2



Build Helper

- Draw pupils' 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 continuous (green/purple box) and one verb in the past simple (blue box).

**SUPPORT** Write *I was sleeping when the earthquake started* on the board. Then use mime to act out the meaning of the sentence. Invite pupils to underline the two verb forms using different colours.

**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 pupils 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 pupils cut up sentences from the Grammar builder box on colour-coded cards 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 pupils ask and answer in pairs.

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

- Play the song and have pupils listen and read the lyrics. Elicit the answer to the question (He was sleeping in his bed).
- Give pupils 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 pupils choose and mime these everyday activities, e.g. *brush teeth, have a shower, have breakfast, get up, get dressed, watch TV, do homework*. If possible, play some background music while pupils do their mimes. Then switch off the music and call out *Oh no! A thunderstorm!* Pupils must 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 a dog, paint a fence, water the plants, chat online, send an email, play a game, watch a match*. Brainstorm more activities together.
- Invite pupils to read out the speech bubbles and complete with their own ideas. Make sure they use the target structures correctly.
- Pupils take turns to ask and answer questions in pairs. Monitor and ensure that pupils are using the target structures correctly.

**SUPPORT** Draw a substitution table on the board for questions and statements using past continuous and past simple.

**STRETCH** Have pupils 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 continuous. Have pupils choose five activities and write them down in the past continuous. Elicit that pupils have to ask questions with *Were you... yesterday morning / afternoon?* Pupils 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).

#### Activity Book page 25

- 1 **Read and write.** Pupils read and complete the sentences using the prompts in brackets.

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

**Build helper:** Pupils ask and answer questions in pairs.

#### Grammar extension

Grammar 3 Lesson on page 90 of the Pupil'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.



**Build**

**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 dialogues 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 pupils 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

Wonder Imagine **Build** Grow Shine

**Lesson 5**

**1** Listen. 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! Shall 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: Errr, 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 cold      c foggy  
 d sunny      e windy      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.**

Communication Talking about the weather **37**

**Starting the lesson**

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

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

- Have pupils 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 pupils follow the dialogue.
- Check the answer with the class (now). Encourage pupils to support their answers with information from the dialogue.

**SUPPORT** Point out that Julia doesn't give an answer right after Omer's question. Pupils have to continue listening until the end.

**STRETCH** Ask pupils why they don't want to go tomorrow (because it is going to be cold and foggy).

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

- Play the audio and have pupils read the dialogue again.
- Play the audio again, pausing after the phrases in blue for pupils to repeat them. Encourage pupils to copy the intonation.
- Write the two questions on the board and elicit the differences (the first question is in the present simple and the second question is in the future with *going to*). Remind pupils 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 pupils that they are going to give the weather forecast for tomorrow. Point to the pictures and elicit the types of weather.
- Have pupils match pictures 1–6 with words a–f.
- Look at the example together and elicit the structure *Tomorrow it's going to be...*
- In pairs, pupils take turns to say a sentence about the weather. **SUPPORT** Write a sentence starter on the board as a framework for pupils to use.
- **STRETCH** Have pupils make sentences predicting the weather in their city the next day.

**ANSWER KEY:** 1 c It's going to be foggy. 2 d It's going to be sunny. 3 e It's going to be windy. 4 a It's going to be rainy. 5 f It's going to be warm. 6 b 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 pupils listen and notice the difference between the two sounds. You may need to exaggerate for them to hear the difference.
- Pupils copy the table into their notebooks and write the words in the correct column.
- Play the audio. Have pupils repeat the words and check their answers. **SUPPORT** Show pupils how the back of their tongue touches the top of the mouth when pronouncing /ŋ/. **STRETCH** Have pupils think of more words to add to the table.

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

#### **TEACHER TIME TO SHINE: accuracy in pronunciation**

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

### 5 Talk with a partner about the weather.

#### With communication cards:

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

#### Without communication cards:

- Look at the model dialogue. Elicit that pupils have to ask and answer questions about the weather forecast for the next few days using the target functional language.
- Pupils 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 pupils a weather forecast for the following week and have them make predictions about the weather.

### I can shine! **Assess**

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

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

**EXCEED** The pupil 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 pupils role play being weather forecasters. In groups, each pupil 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 pupils 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.

### Activity Book page 25

- 2  **3.12** Read and write a–d. Then listen and check. Pupils read the dialogue 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. Pupils 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:** Colour the two sounds in red and blue. Pupils classify the words by sound.

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



## Grow

## 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

- Foster awareness of how climate change can cause extreme weather and natural disasters and have pupils 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 mum 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 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** **3.13** Read and listen. Match the weather events with the children.

hurricane forest fire flood

**3** Read again and say. *True or false?*

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

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

**5** **3.15** Listen again. Then answer.

- 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 difference to climate change?*

**38** Global Citizenship Extreme weather and climate change

## Starting the lesson



- Elicit the weather vocabulary and write on the board.
- In pairs, have pupils 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 pupils identify the weather events in the photos. Ask *How are they dangerous?* and elicit ideas.
- Ask pupils why these events are happening more now. Accept any answers – pupils will check these when they read the text.

2 **3.13** Read and listen. Match the weather events to the children.

- Before they listen, have pupils try to match the words in the box with the three pictures. Then play the audio and have pupils check their answers.
- Have pupils read the text again and find the names of the weather events. Encourage pupils 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 pupils 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 pupils 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.



92 Starting the lesson



Learning path



Presentation: Activity 1



Practice: Activity 2



Extra activity



Practice: Activity 3

### 3 Read again and say. *True or false?*

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

**SUPPORT** Use the flashcards 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 analyse the vocabulary: *Is climate change making temperatures go up or down? Can you find two words in 'rainfall'?*

**ANSWER KEY:** 1 True, 2 False, 3 False, 4 False, 5 False, 6 True

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

- Tell pupils that they are going to listen to a girl giving a talk. Remind them of the unit topic and ask pupils 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 answer.

- Give pupils 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 pupils answer the questions in their notebooks.

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

**STRETCH** Ask pupils 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 headteacher, add solar panels to the school roof or have more recycling bins



#### GROW HELPER

Read Anita's question. Brainstorm ideas about possible actions to stop climate change together.

In pairs, have pupils discuss what they are going to do and write a list.

### Background information (Culture and CLIL)

In this lesson, pupils explore how global warming is contributing to the number of natural disasters that occur. Assign a disaster to groups of pupils: 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 pupils say whether they were written by Max, Julieta or Luca. Pupils 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.

### Activity Book page 26

- 1 **Read and match. Then look and write.** Pupils match the words with 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 **3.16 Listen and circle.** Give pupils time to read the questions and answer options. Then play the audio for pupils to answer.

**ANSWER KEY:** 1 b, 2 c, 3 a

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

**Extra time:** Pupils share their opinions in pairs.

### Activity 4

### Pupil's Book audioscript

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 near 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 headteacher about making changes at school. Can you add solar panels to your school roof, or can you have more recycling bins? 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?'



## Grow

## 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 pupils to analyse 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

Wonder
Imagine
Build
Grow
Shine

3

**Lesson 7**

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

**2** **3.17** 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 match.

Rafi	Melina	Josh	Ola
------	--------	------	-----

**1**

**2**

**3**

**4**

**4** **3.18** Give it a go Plan your email.

- How are you going to start your email?
- How are you going to explain the topic of the email in one sentence?
- 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?
- What else could you write after you have finished describing the weather event?
- 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 pupils associate with it, including the target items from Lesson 6. You could show pupils a video of a hurricane to help with ideas.
- Review other extreme weather events then ask pupils which one they think is the scariest.

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

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

**2** **3.17** Read again. How do we start and finish an email?

- Read the question then have pupils 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 <sup>3.18</sup> Ideas generator Listen and match.

- Ask pupils to look at the four pictures and name the extreme weather events.
- Play the audio and have pupils match the names to the pictures. Display the audioscript to check answers.
- Use the audioscript 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 pupils that they are going to write an email about an extreme weather event.
- Read the questions together and have pupils answer the questions for Lauren, identifying the answer to each question in the model text in Activity 1.
- Give pupils 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 pupils discuss the questions in pairs and share ideas before making their plan individually.

#### Planning support

Give pupils a 'cheat sheet' to help them plan and organise their writing. The cheat sheet can contain useful language (structures, functional language, useful vocabulary), punctuation and organisation tips, and even a graphic organiser with space for pupils to write notes for each question in Activity 4.

#### FUTURE SKILLS: collaboration and communication

Have pupils 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 pupils write their emails in their notebooks, using their notes from the planning stage. Remind pupils to open and end their email appropriately.
- Invite pupils 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 pupils' written work, focusing on the use of adjectives, spelling, grammar and punctuation. **(SUPPORT)** Give pupils a 'cheat sheet' (see Planning support tip). **(STRETCH)** Have pupils 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 pupils' written work. Choose one email and read out 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 pupil can write an email about an extreme weather event.

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

**EXCEED** The pupil can write a well-organised email about an extreme weather event using a variety of descriptive language.

#### Activity Book page 27

- 1 **Read and answer.** Pupils 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! / Best, (+ your name)

- 2 **Give it a go** Plan your email about an extreme weather event that happened when you were camping last weekend. Pupils 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. Pupils complete their email following the model in Activity 1.

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

#### Activity 3 Pupil's Book audioscript

- 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.*
- Ra i** *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 frightened.*





## Shine

## Objectives

- **Lesson aim:** to review the language from Unit 3
- **Revised language:** the natural world, extreme weather; past continuous and past simple; 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 pupils 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 learnt in the unit.*

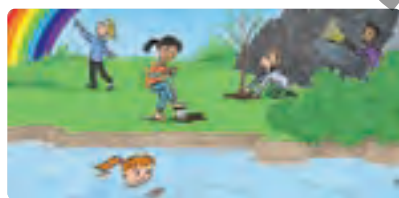
## Materials

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

## A speech about climate change

## Review

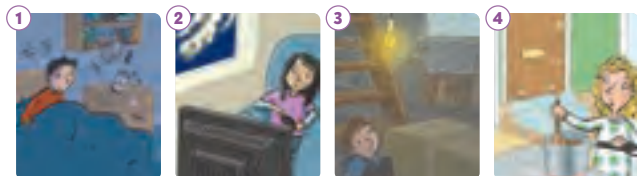
- 1 Point, ask and answer.



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 discuss.

- 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 pupils a large piece of paper and some coloured 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 pupils 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 personalise 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 pupils to further explore the global citizenship theme.

## 1 Point, ask and answer.

- Focus on the picture and elicit what is happening.
- Invite two pupils to read out the model dialogue. Have pupils notice the past continuous forms of the verbs and review as necessary.
- In pairs, pupils 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 continuous forms on the board. **STRETCH** Have pupils 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 pupils to read out the speech bubbles.
- In pairs, pupils take turns to ask and answer questions about the pictures using the target structures. **SUPPORT** Review the use of past continuous and past simple with *when* and write an example question and statement on the board. **STRETCH** Have pupils 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
- Revised 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 pupils of all abilities are able to demonstrate progress by modifying lesson objectives accordingly. Allow pupils sufficient planning and rehearsal time to ensure success for all pupils.
- 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 organise your ideas.

7 Share your ideas. Then plan your own speech.

8 Listen. Then write and practise 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 practise, the easier it gets!

**Time to shine!**

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

10 Vote for your favourite speech.

**Shine on!**  
Ask questions to find out more information.

Where are you going to plant your new trees?

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

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 pupils imagine what the planet would be like if there was no global warming.

**Create**


- This section focuses on personalisation, collaboration and creativity. In Activities 6 and 7 pupils brainstorm ideas and review key vocabulary. In Activities 8 and 9 pupils brainstorm ideas and practise their speech. Activity 9 fosters communication skills as pupils give a presentation in Time to shine!
- Make sure that pupils 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 lots of colour.
  - 4 Write the words neatly next to the pictures.
- Show pupils what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils 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 pupils 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 organise your ideas.**

- Remind pupils 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 pupils copy the diagram into their notebooks and complete with their own ideas.
- 7 Share your ideas, then plan your own speech.**
- Put pupils in groups and have them share their ideas from Activity 6.
  - Have pupils decide together how to organise their speeches.
- 8 <sup>3.19</sup> Listen. Then write and practise your speech.**
- Play the audio and have pupils listen to the model speech.
  - Explain that phrases 1–5 will help them organise their ideas in their speech.
  - Give pupils time individually to write their speech using the phrases to organise their ideas.
  - Then give pupils a few minutes to prepare and rehearse their speeches.
- **Skill Up** Read the *Skill Up!* box together and ask pupils 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  Take it in turns to give speeches to the class.**
- Invite a pupil to read out the model introduction.
  - Each pupil gives their speech. Have the class give a round of applause after each speech. **SUPPORT** Allow pupils to read their speeches or use the audioscript as support.
- STRETCH** Have pupils 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 pupils have enough time to plan, write and rehearse their speeches. You may wish to allow some pupils to record themselves giving their speeches at home.

### 10 Vote for your favourite speech.

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

#### SHINE ON: Ask questions to find out more information.

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

### Ending the lesson

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

### Activity Book page 29

- 1 Think and write. Then add an extra word to each category.** Pupils 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.** Pupils complete their journal by following the instructions.
- 3 Think and write.** Pupils complete a brief evaluation of the unit with personal responses.

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

### Time to shine!



### Assess

**ACHIEVE** The pupil 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 pupil 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 pupil can write and give a well-organised 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

### Pupil's Book audioscript

Good morning, everyone. Today I want to talk to you about how we can help to 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!

