



Why do we need nature?

1 Look at the picture and answer the questions.

- 1 Where is the boy?
- 2 What is he doing?
- 3 What problems could he have there?

2  **1.1** Watch the video. What natural places do the children visit? What problems do they have?

3 Look at the pictures of natural places. Discuss the questions.



- 1 Are there similar landscapes in your country?
What can you do there?
- 2 How often do you spend time in nature? How do you feel
when you're in nature?
- 3 Have you ever had a problem while you were in nature?
What happened?



STEAM Project 1

A Pollinator Garden

How can we help pollinators?

a



Vocabulary The Natural World

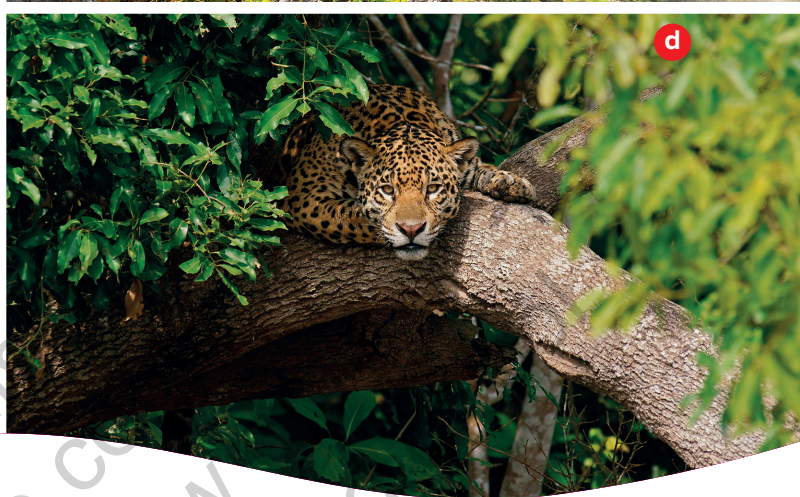
b



c



d



1 Match the pictures with the descriptions.

- This is a beach on a **bay** on the **coast** of California, where the **land** meets the ocean. There are **waves** breaking on the **shore**. The **air** at the coast is very clean. _____
- Rain forests** have a lot of **wildlife**, like this jaguar in the Amazon in Brazil. It is sitting on the **branch** of a tree and is partially hidden by **leaves**. _____
- This is the view from inside a **cave** in Switzerland. There is a small **waterfall** next to some rocks on the left, and there is also a narrow **stream** in the **valley** below. _____
- This is a **desert** in Utah, in the U.S. There's a large cave in a **cliff**. There are a few trees and a lot of bushes. _____

▶ 1.1 Listen and check.

2 Complete the sentences with natural features.

- We can generate electricity from the movement of water in _____ and _____.
- Prehistoric people used _____ for shelter and hunted _____ for food.
- Some people still use a pan to find gold in mountain _____.
- Scientists produce medicines from _____ plants.
- Animals that live on _____ need _____ to breathe.

3 Which natural features are there where you live?



Discuss how nature is used in your community.





1 Listen and follow. Why are Ben and Eva scared? Who or what is making the noise?

2 Choose the correct verb forms.

1 I ____ a noise.

a hear

b am hearing

2 ____ it's a bear?

a Do you think

b Are you thinking

3 I ____ bears!

a am hating

b hate

4 Alex ____ in the forest.

a sleeps

b is sleeping

Read the comic strip and check.

3 Which verb from activity 2 describes...

a a thought? _____

b a sense? _____

c a feeling? _____

d an action? _____



Stative and Action Verbs

	Simple	Continuous
Stative Verbs	I don't believe you.	I'm not believing you.
Action Verbs	I explore the forest.	I'm exploring the forest.

4 Discuss. Which questions can you complete in two ways?

1 What _____ you _____ (like) about nature?

2 What clothes _____ you _____ (wear)?

3 _____ you _____ (understand) this lesson?

4 What _____ your teacher _____ (do)?

5 _____ you _____ (have) a pet?

6 _____ it _____ (rain) at the moment?

Ask and answer the questions.



Discuss your favorite things to do in nature.

1 Find these natural features in the pictures.

1 oak tree _____ 2 reeds _____ 3 sun _____ 4 wind _____

► Discuss which qualities could best describe them.

aggressive

flexible

smart

stubborn

►  1.3 Listen and follow. Check your answers.

2 Read the morals and match them with the story titles. There is one extra moral.

1 You may survive difficult situations better if you are flexible than if you stubbornly stick to one position.

2 Arguing with your friends will make you sad and angry. It's better to work together to achieve your goals.

3 We are more likely to influence people with warmth and gentle persuasion than by trying to force them.

3 Read the stories again. Choose *T* (true) or *F* (false).

- 1 The Wind is annoyed at the beginning of the story because the Sun doesn't believe him.
- 2 The Sun and the Wind both try to make the man take off his coat.
- 3 The man takes off his coat because the Wind blows too hard.
- 4 The Oak Tree feels sorry for the Reeds.
- 5 The Reeds are pulled out of the ground by the strong wind.
- 6 The Oak Tree doesn't survive the storm.

T / F

T / F

T / F

T / F

T / F

T / F



Understanding the Moral

Some stories, such as fables, have a lesson that the author wants to send to the reader. Notice what each character in a story says and does. Then connect that with what happens at the end of the story. Analyze the consequences of each character's behavior.

4 Match the facts about nature with the lessons.

- 1 Ants work together to build big homes.
- 2 Everything in nature changes over time.
- 3 Each living thing plays an important role in its habitat.
- 4 Living things adapt to changes.
- 5 All living things rely on other living things to survive.

- a We need other people and nature in our lives.
- b We can be flexible when something changes in our lives.
- c We can do more when we work with others.
- d Our lives are constantly changing. Nothing lasts forever.
- e We all have a useful purpose in life.

► Discuss. Do you agree with the lessons?

Yes, I also think teamwork is essential.

Really? I see it differently.



The Sun and the Wind



One afternoon, the Sun and the Wind are in the sky, and the Wind is boasting that he is more powerful than the Sun. The Sun just smiles. This annoys the Wind, who decides to impress the Sun and prove he is more powerful.

“Do you see that man down there?” the Wind asks, pointing to a man walking through a field.

“I have so much power, I can make him do anything I want.”

“I doubt that,” says the Sun, “but why don’t you try something easy like making him take off his coat?”

The Wind laughs. “That’s too easy!” he answers. “I’ll blow his coat off. Watch this!”

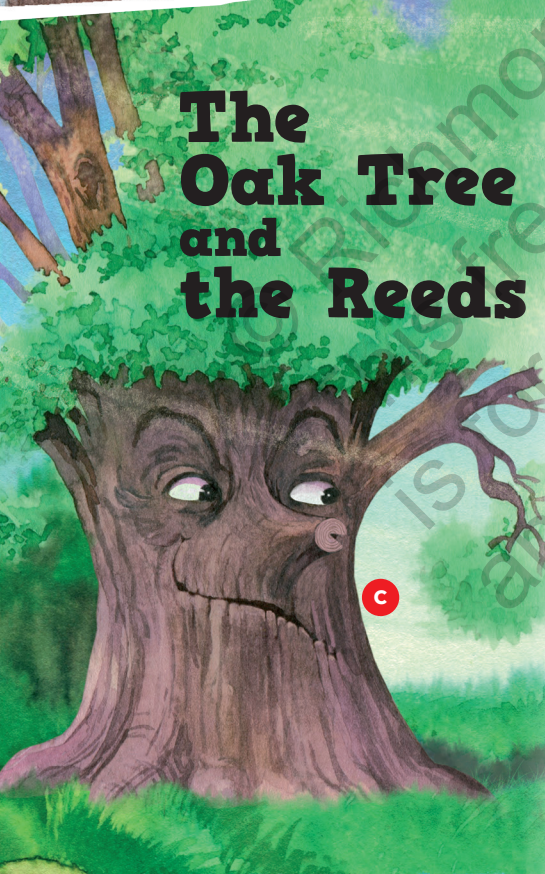
And the Wind begins to blow down on the man.

However, instead of removing his coat, the man wraps it around himself.

As the Wind blows harder, the man tightens his scarf, buttons up his coat and wraps it more tightly than ever.

The Wind blows harder and harder until he realizes he can blow no more. Then, smiling, the Sun comes out from behind a cloud and begins to shine.

The Wind watches the Sun’s rays get warmer and warmer until the man is bathed in sunshine. Soon, the man gets so hot that he takes off his coat.

The Oak Tree and the Reeds



A great Oak Tree stands beside a river. This Oak is very proud of his size and strength.

“I’m the strongest tree in this forest,” he boasts every morning.

One windy day, the Oak Tree looks down at the Reeds in the river and laughs.

“Look at you bending in the wind while I stand still,” he says. “You are so weak, and I am so strong!”

The Reeds give no reply. They simply continue swaying gently from side to side.

As day turns to night, the wind becomes stronger, and the little Reeds are blown more roughly. The branches on the Oak Tree begin to sway, but his trunk stays perfectly still.

“Now look at you!” the Oak says to the Reeds. “You’re bowing so low that you’re almost touching the ground! I don’t think you’re going to survive the night. I bet you wish you were as strong as me!”

Again, the Reeds say nothing. That night, the wind grows even stronger. The Reeds bend more than ever but stay in the ground. Meanwhile, branches begin to break off the proud Oak Tree, and he loses all his leaves. Eventually, the entire tree is pulled out of the ground. The Reeds watch as he rolls into the river and floats downstream.

Listening

- 1 1.4 Listen to the sounds and number the pictures in order. How do the sounds make you feel?



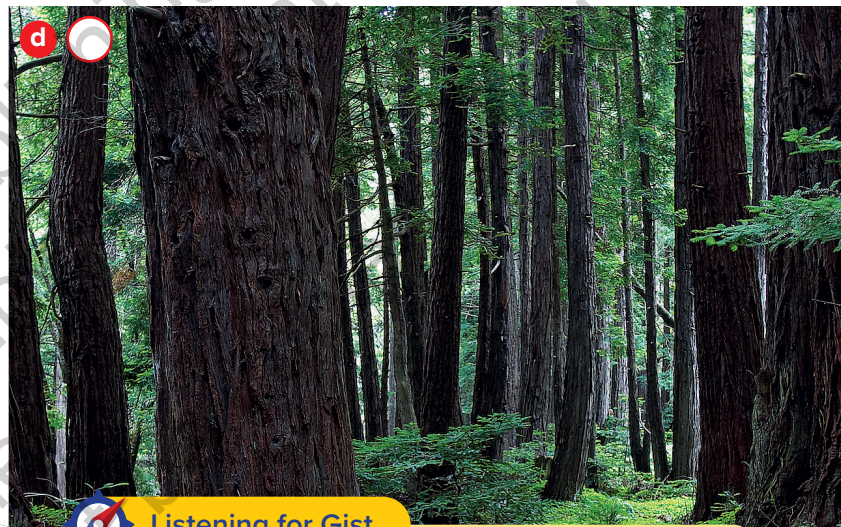
a ☐



b ☐



c ☐



d ☐

- List activities you can do in each place.

- 2 1.5 Listen. Why are the children visiting different places?

- Listen again. Why does Courtney visit each place?

- | | |
|--------------|------------------------------------|
| 1 a stream | a It makes her feel happy. |
| 2 the forest | b It helps her think more clearly. |
| 3 the park | c It makes her calm down. |

- 3 Discuss the questions.

- Where is your favorite natural place to spend time?
- What do you do when you're there?
- How does it make you feel?
- How does it affect you physically, emotionally and mentally?



Listening for Gist

You don't need to understand every word when you listen for the gist, or main idea, of a text. Listen for sounds and words that you do understand.

- First, read the questions to predict the content.
- Pay attention to the places and actions.
- Put together the words you understand to infer the main idea.



Imagine a world in which you cannot spend any time in nature. How would your life be different? What would you do instead?



Zip-lining

- Wear a helmet and attach your harness to the cable.
- Wait for staff to disconnect you from the zip line.
- Keep your body in an upright position.



Spelunking

- Bring
1 _____
- Wear a helmet with a
2 _____ at
all times.
- Stay with your spelunking
3 _____



Rock Climbing

- Practice tying the ropes before climbing.
- Double-check all knots and connections.
- Use your legs more than your arms for strength and balance.



Understanding

Not Understanding

Sorry, I don't understand.
Do you mean...?
Could you explain what that means, please?
What do you mean?

Checking Understanding

Did you say...?
..., is that right?

Showing Understanding

(Now) I understand.
(I've) got it.
I see (what you mean).

1 Look at the pictures and discuss the questions.

- 1 Have you ever done anything like this?
- 2 How much would you like to try these activities?

2 1.6 Listen to a talk about spelunking and complete the rules in the leaflet.

3 1.7 Listen and complete the sentences.

- 1 We bring two sweaters, _____?
- 2 Always wear a helmet. _____!
- 3 _____ everyone will have a partner?
- 4 Claustrophobia? Sorry, _____.
- 5 Oh, _____. I think I'm fine.

► Discuss. What are the speakers expressing?

4 Role-play a training session for one of the sports.



Think of similar sports. Find some rules and advice for people doing them for the first time.



Multiple-Choice Listening

- Before you listen, read the questions and answer options carefully.
- Predict possible correct options. But always be prepared to change your mind as you listen!
- You might not hear the exact words from the questions. Listen for paraphrasing.
- Watch out for distracters! You will often hear the incorrect options, but they are not answering the question.

1 Read the questions and predict the possible correct answers.

▶ 1.8 Listen to a teacher. Choose the correct options.

- 1 What does the word “calving” describe?
 - a the way icebergs float in the ocean
 - b the way that icebergs are made
 - c the reason why icebergs float
- 2 How much of an iceberg is underwater?
 - a 10%
 - b 50%
 - c 90%
- 3 What does the International Ice Patrol do?
 - a keeps ships safe from icebergs
 - b destroys icebergs that could be dangerous
 - c keeps penguins and seals safe on the icebergs
- 4 How could humans benefit from icebergs?
 - a by towing them to dry land
 - b by reducing the salt water in the ocean
 - c by using them as a source of fresh water
- 5 What is the teacher’s intention in sharing this information?
 - a He wants to encourage students to support the main idea.
 - b He is guiding students to think critically about the use of natural resources.
 - c He is only sharing information without any particular view.



1 Read the post. What advice would you give Joe?



JoeThompson

How can I connect with nature?

I know nature is good for me and all that, but I live in an apartment in the middle of a big city! So my question is... how can I connect with nature?

👍 55 🗨️ 3 ➦ Share



Anna

What's up, Joe! I love this question because I'm in a similar position to you. I used to think it was impossible to connect with nature when you live in a city, but guess what? It's not true! So here are some ideas off the top of my head for connecting with nature!

First of all, why don't you ask your parents to take you to the local garden center and buy some plants? Put the plants around your bedroom so they are the first thing you see in the morning. Trust me, you'll feel good. You should be careful with pets, though! Some plants like lilies and tulips are poisonous for cats and dogs.

Second, there is nature even in big cities, for example in parks. So why don't you go out and enjoy all the nature of your nearest park? Climb a tree, roll down a hill or feed the birds! You could also go for a walk in the rain.

And here's one last idea: Do you have a balcony? If I were you, I would go out onto the balcony to get some fresh air. You may need to take a blanket to stay warm. You'll get bitten by mosquitoes, but at least you'll be connecting with nature!

👍 12 🗨️ Reply ➦ Share



Giving Advice and Making Suggestions

You may need to take a blanket.

You should be careful with pets.

Why don't you go out and enjoy all the nature there?

If I were you, I would go out every day.

2 Read Anna's comment. Choose *T* (true) or *F* (false).

- | | |
|--|-------|
| 1 She thinks it's impossible for Joe to connect with nature. | T / F |
| 2 She tells Joe to put plants in his bedroom. | T / F |
| 3 She thinks he should only visit the park when the weather is good. | T / F |
| 4 She suggests he sleep on his balcony. | T / F |

3 1.9 Listen to four people describing problems. Complete the sentences with suggestions.

- Why don't you _____?
- You need _____.
- You should _____.
- If I were you, _____.

COMPASS Pod Kids

Season 5, Episode 1

Natural Resources

Write in and send us your riddles about natural resources @CompassPodKids.

"You can't live without me! Every living thing needs me, but nobody can see me. What am I?"
Do you think you know the answer?

1 Read the ad for the podcast. Can you guess the answer?

▶ 1.10 Listen and check.

2 Read the riddles and match the natural resources.

1 People make jewelry with me, but I'm not a **diamond**. I'm a **metal**, but I'm not **iron**. What am I? _____

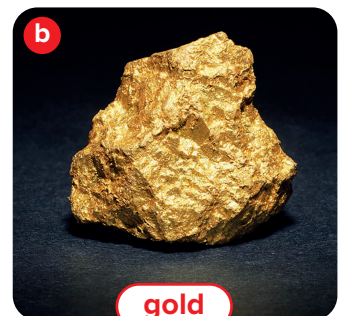
2 I'm a renewable resource that people wear, but I'm not **cotton** or **silk**. What am I? _____

3 I'm a **fossil fuel**, so I'm nonrenewable, but I'm not **oil** or **gasoline**. People use me when they cook. What am I? _____

4 People plant **crops** like **corn** and **wheat** in me, and they also grow trees in me for **wood**. What am I? _____



natural gas



gold



leather



soil

▶ 1.11 Listen and check.

3 Discuss the questions.

- 1 What other crops, fossil fuels and metals can you name?
- 2 What natural resources do we get from the ground?
- 3 Which natural resources are renewable/nonrenewable?



Write a riddle about another natural resource.

1 Look and discuss. Why do you think the woman is in the tree?



Julia and Luna

In 1997, Julia Butterfly Hill was at a music festival, but she wasn't having a good time. A year earlier, she had been in a car accident and had nearly died, and she was still feeling unhappy and lost. Then she heard at the festival about a plan to save some local trees. A lumber company wanted to cut the trees down for wood, and protesters were climbing the trees to stop them. On December 10, 1997, Julia climbed a 55-meter tree called Luna and decided to stay there for a few days. While she was living in Luna, she slept on a small, two-square-meter platform near the top of the tree. The company didn't change its plans, so Julia didn't come down. She stayed for days, weeks, months. Finally, the company agreed not to cut Luna down. Julia had planned to stay in the tree for only one week, but by the time she came down, she had been there for 738 days.

► Read and check.

2 Read again and answer the questions.

- 1 Was Julia in a car accident before or after the music festival?
- 2 How long did she plan to stay in the tree?

3 Choose the meanings of the underlined verbs.

- 1 "She stayed for days, weeks, months."
She is / isn't in the tree now.
- 2 "A year earlier, she had been in a car accident and had nearly died."
She had an accident before / after the music festival.
- 3 "While she was living in Luna, she slept on a small, two-square-meter platform."
During / After her stay in Luna, she slept on a platform.

4 Complete the sentences with the correct forms of the verbs.

- 1 Julia _____ (climb) the tree and _____ (stay) there for two years.
- 2 While she _____ (live) in the tree, she _____ (sleep) in a sleeping bag and _____ (cook) all her meals on a gas stove.
- 3 When Julia finally _____ (reach) the ground again, she _____ (feel) happy because she _____ (save) the tree.



Narrative Tenses

Julia's family **gave** her the nickname "Butterfly" after a butterfly **had landed** on her finger during a hike.

Julia **graduated** from high school at sixteen and **started** working in a restaurant.

Julia **was driving** a friend's car when a drunk driver **crashed** into her from behind.

Imagine you are living at the top of a tall tree. What are some problems you might have, and how could you solve them?



1 Match the words with the definitions.

bark concoction cure indigenous

- 1 original to a place (adjective): _____
- 2 something that makes you better when you are sick (noun): _____
- 3 the hard covering of a tree (noun): _____
- 4 a mixture of ingredients (noun): _____

2 Look at the pictures and read the title. What sort of information do you expect to find in the article?

3 Read the text and match the topic sentences below with the paragraphs.



Topic Sentences

In informative texts, the topic or central theme of each paragraph is presented in a single sentence, usually the first or second sentence. The rest of the paragraph will add supporting details, anecdotes and examples to expand on the topic.

a We may be in a race against time to find out.

b Native communities around the world have known about the healing properties of plants for millennia.

c Today, more than forty percent of modern drugs use plant extracts to treat diseases

d But did you know that some natural resources can even save lives?

e Legend has it that, in 1629, a Spanish noblewoman called the Countess of Chinchon was living in Peru when she fell gravely ill with malaria

4 Read the text again and choose the answers.

- 1 Who knew that the cinchona tree could treat malaria?
 - a Spanish doctors
 - b locals in Peru
 - c the countess's husband
- 2 Which plant treats digestive system disorders?
 - a yarrow
 - b mallow
 - c cinchona
- 3 How many rain forest plants have been tested for their medicinal properties?
 - a all of them
 - b most of them
 - c a few of them

5 Discuss the questions.

- 1 What other examples of plant medicines do you know?
- 2 Have you ever used plant medicines?
- 3 How can we protect rain forests?

Nature's Medicine Cabinet

Nature provides us with all sorts of natural resources, from oil and gas to drive our cars and cook our food, to wood and stone to build our houses. ¹ Numerous plants have contributed to the development of medicines that can cure or relieve the symptoms of a wide variety of serious ailments.

², which causes a high fever and brain damage if it goes untreated. Her husband, desperate to save her, gave her a local concoction made from plants, including the bark of an Andean tree. The countess quickly recovered, and the tree was named *cinchona* in her honor. It became the national tree of Peru and Ecuador. The bark of the cinchona tree contains quinine, which can cure malaria, but the Spanish hadn't discovered this magical plant medicine. The indigenous people of the Amazon, however, had used this cure for a long time.

³ Archaeological remains in Iraq show us that some plants—such as yarrow and mallow, two flowering plants—were already being used as medicine 60,000 years ago, the former to stop bleeding and the latter to treat disorders of the digestive system.

⁴, including some of the deadliest, such as cancer and heart disease. Most of these plants are found in rain forests, which is often called "Nature's Medicine Cabinet." Despite this, fewer than ten percent of rain forest plants have been tested for their medicinal properties. Who knows what other miracle cures may exist in these dense jungles?

⁵ Rain forests are also rich in other natural resources, such as wood and gold, but their exploitation leads to deforestation—the destruction of large areas of trees and plants. In fact, it is estimated that the world is losing over 100 plant and animal species every day. If this continues at the same rate, the rain forests will disappear before we have time to discover the medicinal properties of all their plants.



Extracts from the Madagascar periwinkle are used to treat several types of cancer.



An extract from snowdrops reduces symptoms of Alzheimer's disease.



Flaxseed helps regulate blood pressure.



Lavender helps relieve stress and anxiety.

Listening



1 You are going to listen to a talk on the California Gold Rush. What happened to these people during that time? Discuss.

- 1 the prospectors who looked for gold
- 2 the entrepreneurs who sold things to the prospectors
- 3 the native people who lived in the area where gold was found

▶ 1.12 Listen and check.

2 1.12 Listen again. Number the main points in order.

- a The prospectors had a hard life, and the entrepreneurs got rich. _____
- b People started leaving their homes and traveling west. _____
- c A carpenter found gold in a stream near a sawmill. _____
- d Indigenous people suffered during the Gold Rush. _____

3 Answer the questions.

1 What happened when people heard of Marshall's discovery?

2 What types of things did the entrepreneurs sell to the prospectors?

3 Why did the indigenous population decrease as a result of the Gold Rush?

4 How many people lived in San Francisco before and after the Gold Rush?

4 Discuss. Why was the Gold Rush the start of the American Dream? Did the American Dream come true for everyone involved?



Following a Talk

During a talk, a speaker uses specific language in the introduction, for main points and at the end.

Introduction: *Today, I'm going to...*

Main points: *First, Next, Now, My next point is, Finally*

Conclusion: *In conclusion...*



Imagine you are in California during the Gold Rush. Think of ways you could make money.

1 1.2 Watch a discussion. What do Sara and Alice disagree about?

2 1.2 Watch again and answer the questions.

- 1 How many times does Sara interrupt Alice? _____
- 2 How does Alice react to Sara's interruptions? _____
- 3 What question does Alice ask Rob? _____
- 4 What point does Rob make about jobs? _____
- 5 Who summarizes the discussion at the end? _____

3 Complete the sentences from the video.

exactly mean point said saying

- 1 I know what you _____, but people need cars.
- 2 What Alice _____ about fossil fuels... that's true, of course.
- 3 _____! It isn't our responsibility.
- 4 That's a really good _____, Rob.
- 5 So, what we're _____ is fossil fuels are bad, but it's not easy to stop using them.

4 Discuss the questions. Remember the tips for taking part in a discussion.

- 1 Should we stop cutting down trees?
- 2 Is it ethical to keep animals in zoos?
- 3 What is the best way to protect the natural world?



Taking Part in a Discussion

- Take turns and don't interrupt.
- Make sure everyone participates.
- Listen to everyone's ideas.
- Summarize the discussion at the end.



Work in the same discussion groups. For each question from activity 4, find the things you agree on as a group.



1 Read the text. Choose the sentences that show a growth mindset.

GROWTH MINDSET

Having a growth mindset might compare to having a superpowerful brain that is ready to achieve the things you've dreamed of all your life. But how does it work?

The brain has the fascinating ability to learn from new experiences and adapt accordingly. Your brain is like a muscle: The more you train it, the stronger it becomes. Having a growth mindset means believing that you can make your brain stronger by facing challenges and learning from mistakes.

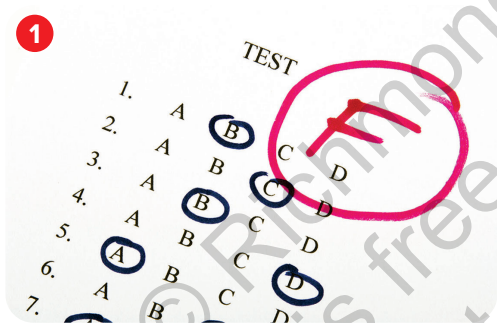
So, how do we train our brains? Whenever you come across something new or challenging, instead of thinking, "I can't do this," try saying to yourself, "I can't do this yet." The word *yet* reminds you that you're on a learning journey, and with practice and effort, you'll get better.

It's perfectly normal to feel afraid of making mistakes. The good news is that mistakes are helpful in building a growth mindset. Mistakes force you to work harder and become better. So, don't be afraid of making them! Celebrate the effort you put in, not just the end result.

- 1 I feel bad about myself when I make a mistake.
- 2 I enjoy learning new things.
- 3 I don't like to do difficult things if I can't do them well.
- 4 If I can't do something well the first time, I know I can practice until I get it right.
- 5 I hate it when someone gives me feedback or criticizes me.



2 Look at the pictures and read about the situations. What would you do?



You failed an exam but have the chance to take it again.



You have to give a presentation in front of the whole school.



You have to submit an essay, but you find spelling and punctuation difficult.



You try to keep your room clean, but it always gets messy again.



How to Have a Growth Mindset

People with a growth mindset believe intelligence can be developed.

- Don't be afraid of new challenges.
- Learn from criticism and bad experiences.
- Understand your weaknesses.
- Focus on improving the process and results will get better.

➤ Which were your best ideas for developing a growth mindset?

1 Choose how well you can do these skills.

	I can do this well.	I'm OK at this.	I need more practice.
1 I can give advice and make suggestions.			
2 I can identify the central theme of a paragraph.			
3 I can follow the introduction, main points and conclusion of a talk.			
4 I can take part in a discussion.			

2 Answer the quiz.

1 List three action verbs and three stative verbs.

2 Mention two phrases to check understanding.

3 Say what you were doing yesterday at 5:00 p.m.

4 Recall what you had already learned before you started elementary school.

5 Brainstorm natural resources that are renewable and nonrenewable.

3 Discuss the questions.

- 1 What medicinal plants can you think of?
- 2 What is the connection between icebergs and the water crisis?
- 3 What effect does nature have on you physically and emotionally?
- 4 What lessons can we learn from nature?

4 Answer the big question.

Why do we need nature?

