

OUR WORLD ⁵

Series Editors
Joan Kang Shin
JoAnn (Jodi) Crandall

SECOND EDITION • WORKBOOK

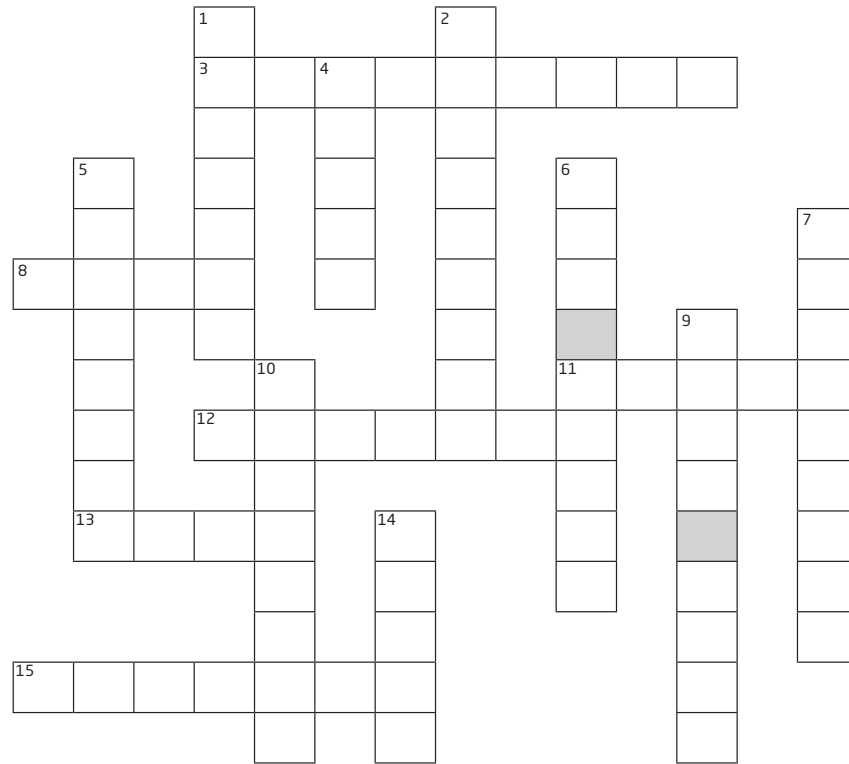
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Unit 1

Extreme Weather

VOCABULARY 1

1 Read and write. Do the extreme puzzle!



Across

- 3. Bad storm with very fast, dangerous winds
- 8. Go up
- 11. How fast something travels
- 12. Too little rain
- 13. Go down
- 15. Storm with strong, twisting winds

Down

- 1. Loud noise from a storm
- 2. Can make night look like day
- 4. From low to high or high to low
- 5. Snow falling hard
- 6. A rainstorm can change into this when it is very cold (two words)
- 7. Strong winds blowing in a desert
- 9. Hot for many days (two words)
- 10. A storm with heavy rain and fast winds
- 14. Too much water

2 Listen and circle. Listen for the puzzle words. Circle them on the puzzle in Activity 1. **TR: 1.1**



3 Unscramble the words.

- 1. egnar _____
- 2. orpd _____
- 3. ughdrot _____
- 4. natdoor _____
- 5. dazilbrz _____
- 6. tansmords _____

4 Read and write. Use the words from Activity 3 to complete the sentences.

- 1. The water in the lake was low because of the _____.
- 2. The winds from the _____ lifted a car and moved it 30 meters (98 feet)!
- 3. If there is a _____ in the temperature, I will need to wear a coat.
- 4. When it is windy in a desert, there can be a _____.
- 5. What was the _____ of temperatures today, from lowest to highest?
- 6. In a really bad _____, sometimes all you can see is white!

SONG

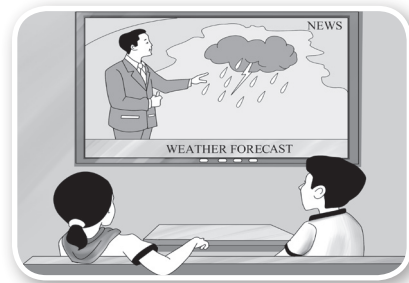
1 Listen and write. Use verses from the song. TR: 1.2

There's bad weather on the way!
There's bad weather on the way!

Is it going to storm? Yes, it is!
Is there going to be lightning? Yes, there is!
Is there going to be thunder? Yes, there is!

When there's going to be a storm,
I hurry inside!

Be prepared for emergencies.
It's always good to be safe. You'll see!
Grab supplies and a flashlight, too.
Seek shelter. It's the safe thing to do!



Is it going to storm? _____

Yes, it is! _____



2 Write a new verse for the song.

Is/Are _____? Yes, _____!

Is/Are _____? Yes, _____!

Is/Are _____? Oh, yes _____!

GRAMMAR 1

Future predictions and plans with *be going to*

It's	going to	snow	tomorrow.	<i>It's = It is</i> <i>I'm = I am</i> <i>We're = We are</i>
I'm		stay	home with my mom.	
We're		watch	a movie.	

Question					Answer	
	Is	it	going to	snow	tomorrow?	Yes, it is. No, it isn't.
What	are	you		do		I'm going to stay home.

Use *be going to* to talk about the future.

1 Write. What are they going to do on a rainy Saturday?

- Mario / walk / in the rain Mario's going to walk in the rain.
- Pedro / read / newspaper _____
- I / write / story _____
- Marta and Carla / listen / radio _____
- Pablo / sleep _____

2 Write. Answer the questions using the given word.

- What's the weather going to be like tomorrow? (ice storm)
Tomorrow there's going to be an ice storm.
- What's going to happen if it rains for another day? (flood)

- What are you going to do when there is a drought? (water)

- When she sees lightning, what is she going to hear soon after? (thunder)

- It's going to snow. What is he going to do? (boots)

VOCABULARY 2

1 Read and check.

What is it?	a plan	a shelter	an emergency
1. A hurricane arrives, and the streets are flooding.			
2. The winds are strong, and trees are falling.			
3. Get fresh water and other supplies.			
4. A room under a house. You can go there during a hurricane.			
5. Have a radio nearby at all times.			

2 Complete the sentences. Use words from the box. Some words may be used more than once.

emergency evacuate flashlight plan shelter supplies

- I'm going to take this flashlight with me to a(n) shelter.
- You need a(n) _____ so that you know when to _____.
- In a(n) _____, you will need _____ like food and water.
- This is a(n) _____, and everyone must _____ to a(n) _____.
- My _____ is to keep a(n) _____ with my _____.



GRAMMAR 2

Zero conditional (present tense)

If	it	snows,		school	closes	early.
	it	is	sunny,	I	wear	a hat.
	I	don't sleep	enough,	I	am	tired in the morning.

These two sentences mean the same thing. In sentence 1, notice the comma.
If it snows, school closes early.
School closes early if it snows.

1 Write what you see.



1. If she sees a stop sign,
she stops her bike.



2. If he sees that it is
 raining, _____



3. _____
 _____ we stand at the
 bus stop.



4. _____



5. _____



6. _____

READING

1 Listen and read. TR: 1.3

Weather Change

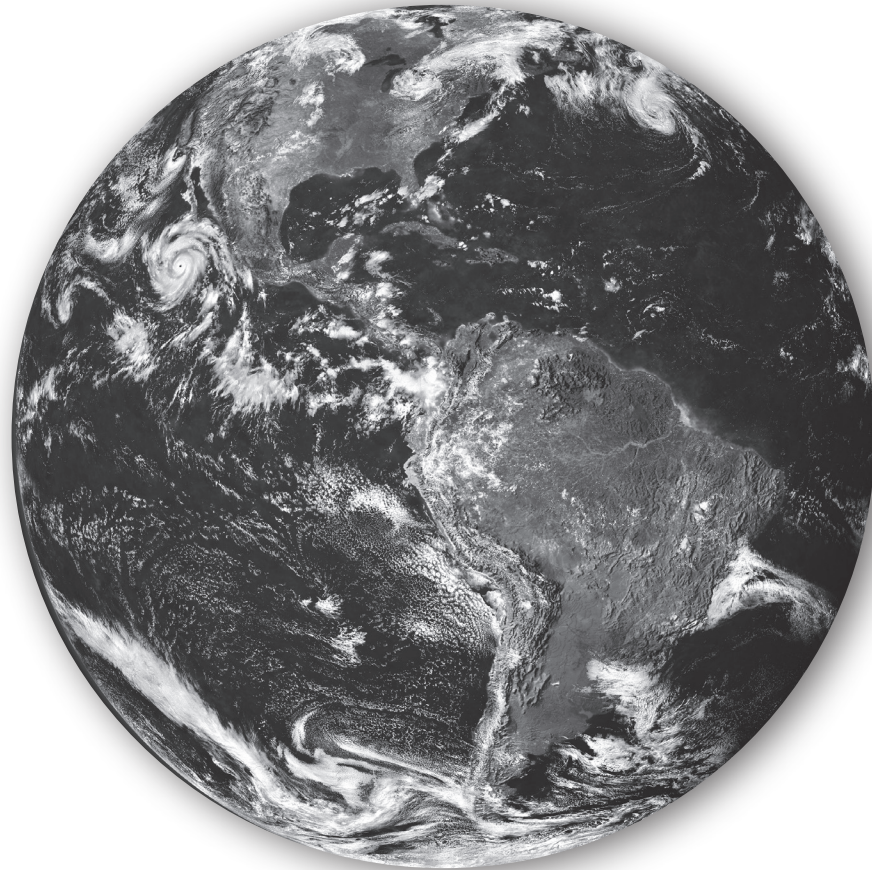
We've always had extreme weather. Do you know that there is more extreme weather now than in the past? According to many scientists, this change started when people started to burn coal, oil, and gas.

The average temperature on Earth is rising. Some droughts are longer and hotter. More of the ice on mountains melts faster. If this water goes to the sea, the sea level rises.

Different places have different changes in the weather. Some places have less rain. Other places have more rain and floods. In most places, there are more storms. Storms are stronger, too. The warmer sea temperatures make hurricanes stronger.

Weather change is a fact. But we can do something. For example, we can make factories and cars more efficient. That way, we can burn less coal, oil, and gas. We can also build stronger houses in safer areas. We can use less energy.

There are also some practical things that everyone can do to be prepared for more extreme weather. People should have a plan and supplies for emergencies. People who live in areas that can flood or in hurricane areas should evacuate in an emergency.



The coldest temperature ever recorded on Earth was -97.7°C (-144°F) on an ice sheet deep in the middle of Antarctica.

2 Circle the best answer.

- When the weather gets warmer,
 - ice on mountains melts faster.
 - the seas rise.
 - both a and b.
- To slow weather change, we can
 - build stronger houses.
 - burn less coal, oil, and gas.
 - both a and b.
- Hurricanes are stronger because
 - the sea water is warmer.
 - droughts are longer and hotter.
 - people don't evacuate.



3 Write what you learned from the text. Then work with a partner. Compare your answers.

What did you know?

What did you learn?

What do you want to know?

WRITING

1 Read *Safe not Sorry!* in your Student's Book. How did the writer plan her writing? Read the steps.

1. The writer chose something that happened.
2. Next, the writer wrote things that happened in the order they happened.
3. Then the writer wrote about her feelings about the things that happened.

Feelings
It was scary, but a little exciting, too.
Everyone was worried.
I am so happy we had a family plan.

4. Next, the writer added descriptions of how she lived the experience through her senses. In the chart below, see the sense words used. Notice that the writer didn't write about all her senses. You can write about all or only some senses.

See	Hear	Touch	Taste	Smell
part of a tree wood on the window	weather forecaster strong winds hard rain loud crash	heavy wood		

5. Next, the writer wrote a first sentence to say what the narrative was about.
If a hurricane comes, we know what to do.
6. Then the writer wrote what happened in order. She included information about what she saw, what she heard, and how she felt.
7. Finally, the writer wrote a sentence to close the narrative. *Hopefully there isn't going to be a hurricane for a while.*

2 Plan to write about your extreme weather experience.

Answer the questions and complete the chart.

1. What extreme weather experience will you write about?

2. What feelings will you write about?

See	Hear	Touch	Taste	Smell

3 Follow the steps in Activity 1. In your notebook, write your narrative about an extreme weather experience.

4 Express yourself. Plan to write about something that happened to you. Choose one of the items below. Then complete the table.

- a happy thing
 a scary thing
 a beautiful thing

What experience will you describe?	What words will you use to describe your senses?	What words will you use to describe your feelings?

5 Write each thing that happened. Put the events in order.

1. _____
2. _____
3. _____

6 Write your personal narrative in your notebook.

UNIT 1 REVIEW

1 Read and match.

- | | |
|-------------------------------------|--------------|
| 1. very, very cold | a. drought |
| 2. winds that spin | b. thunder |
| 3. very hot for a long time | c. ice storm |
| 4. hot, dry, and very windy | d. sandstorm |
| 5. very hot and dry for a long time | e. tornado |
| 6. loud noise | f. heat wave |

2 Write the temperature change.



1. a _____ in temperature 2. a _____ in temperature 3. a _____ of temperatures

3 Write true sentences.

- After you see thunder, you may hear lightning.
After you see lightning, you may hear thunder.
- A lot of rain after a flood can cause a drought.
- It can be very hot during a blizzard or an ice storm.
- The wind speed is slow in a tropical storm.

4 Read. Work with a partner. Student 1, go to page 122. Student 2, go to page 124.

5 Listen. Check T for *True* and F for *False*. TR: 1.4

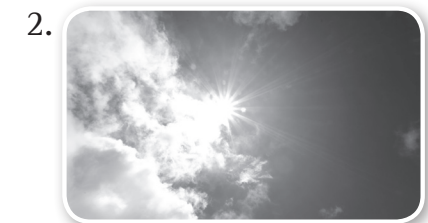
- Xavier puts on his winter coat if it snows.
- If a blizzard is coming, Xavier goes to visit his aunt.
- If a storm is coming, Berta listens to the radio.
- If it snows, Berta watches TV.

- | | |
|-----|-----|
| (T) | (F) |
| (T) | (F) |
| (T) | (F) |
| (T) | (F) |

6 Write what the weather is going to be like. Then explain what you normally do in that weather.



It's going to rain. If it rains,
I always stay home.



7 Read and match.

- | | |
|---|---------------------------------------|
| 1. If there is lightning, | a. the temperature drops. |
| 2. If the temperature drops and rises, | b. it is a heat wave. |
| 3. If a tropical storm comes, | c. there is also thunder. |
| 4. If the wind speed is 120 kilometers per hour (74 miles), | d. it is a hurricane. |
| 5. If it's hot for two weeks, | e. there is a range of temperatures. |
| 6. If an ice storm comes, | f. it will bring rain and high winds. |

Unit 2

Copycat Animals

VOCABULARY 1

1 Find and circle. Hidden words are down and across.

W	F	G	Q	I	N	S	E	C	T	U	L	H	X	L
M	R	E	O	F	E	N	A	H	E	C	U	U	I	R
C	O	P	I	E	S	J	Z	A	N	P	O	N	O	F
A	D	W	A	F	P	A	P	R	E	D	A	T	O	R
M	I	D	G	Q	E	N	I	A	N	G	W	T	Y	I
O	H	B	H	I	C	S	U	C	E	B	O	J	V	G
U	B	O	I	M	I	T	A	T	E	S	Y	I	X	H
F	V	Q	D	I	E	S	K	E	R	P	O	B	O	T
L	S	R	E	C	S	M	U	R	P	O	L	K	R	E
A	T	K	A	P	U	E	J	I	E	T	K	U	H	N
G	O	S	T	R	I	P	E	S	O	S	I	T	P	A
E	C	D	X	E	I	J	R	T	U	A	V	T	E	Z
D	M	Q	S	Y	X	P	O	I	S	O	N	O	U	S
A	F	M	R	O	O	U	P	C	A	C	Y	I	Z	U
Z	A	M	H	E	C	R	E	S	E	M	B	L	E	X

- | | |
|-----------------|-----------|
| camouflage | poisonous |
| characteristics | predator |
| copies | prey |
| frighten | resemble |
| hide | species |
| hunt | spots |
| imitates | stripes |
| insect | |

2 Read and write. Use words from the puzzle.

- It's hard to see some animals because of the marks on their bodies.
The _____ on some animals can be used as _____.
- A/An _____ uses camouflage so it doesn't frighten its _____ when it's time to hunt.
- Some animals use color so other animals can't see them. A/An _____ that is green can _____ on a leaf.

3 Match. Make logical sentences.

- | | |
|---|--|
| 1. Some insects have characteristics | a. that imitate eyes. |
| 2. A frog has two spots on its back | b. that can run or hide when frightened. |
| 3. The tiger has stripes on its body | c. that help to camouflage it in a jungle. |
| 4. Predators try not to be seen when they hunt prey | d. that resemble other poisonous insects. |

4 Listen for the puzzle words. Write the matching words under the photos. **TR: 2.1**



insect



ash borer moth resembles



tiger predator



butterfly spots



rabbit prey



black widow spider species

5 Make sentences. Use at least two of these words in each sentence.

camouflage characteristics copy frighten hunt imitate poisonous resemble

- _____
- _____
- _____

SONG

1 Listen and write. Choose sentences from the song for each picture. **TR: 2.2**



1. Predators are everywhere, and looking for a feast!
2. _____
3. _____
4. _____

2 Listen to the song again and answer. Choose words from the song.

1. What do a frog's stripes tell its enemies?

2. Why do animals do amazing things?

3. What must the predator and prey do each and every day?

4. What do animals do to hide in front of our eyes?

GRAMMAR 1

Comparisons with *as . . . as*

The striped frog	is	as	poisonous	as	a snake.
The red butterfly	isn't		pretty		the blue one.

as . . . as = The two things are the same.
not as . . . as = The two things are different.

1 Complete the sentences.

cute dangerous fast green soft

1. A predator must be as fast as its prey.
2. Some insects can be _____ a leaf.
3. The bite of a spider can be _____ the bite of a snake.
4. The fur of a fox is _____ a cat's fur.
5. I think a deer is _____ a dog.

2 Write comparisons.

1. the walk of a duck / funny / a turtle's walk
The walk of a duck is as funny as a turtle's walk.
2. the wool of an alpaca / soft / a sheep's wool

3. jaguar / dangerous / a cougar

4. predator / can be / camouflaged / its prey

5. a bee sting / painful / a wasp sting

