

think 4 skills

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Teacher's Guide

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Unit Overview

STUDENT BOOK

UNIT 4 **How's It Made?**

Head Start

- Why is the demand for chocolate so great all around the world? Why do people love it so much?
- Can you describe the process for making chocolate?
- Where do you think ideas for new products come from? Why do people make new things?

Think about it!

The story of chocolate begins on a cacao tree. Each fruit has got 20-50 seeds. It's a bitter harvest and close the fruit. Then the fruit becomes for 9 days. Fermenting makes the cacao flavour bigger and richer. Next, they put the seeds, and have to make it dry under the sun for 14 days. When the seeds are dry, they blow away the shells, roast the seeds and make cocoa mass. They add sugar and milk to the mass, heat and stir it, and finally you get tasty chocolate. Chocolate makers use this secret to make any black squares or any shape you can imagine. All around the world, chefs, bakers and chocolatiers turn chocolate into delicious art.

In this unit you will...

- LEARN** that people make things with hard work and labour.
- READ** a blog about how chocolate art is made and talk about chocolate's benefits.
- WRITE** about the benefits and dangers of choosing different types of fireworks.
- LISTEN** to an interview that asks and answers questions about how AI projects are made.
- SPEAK** and do an interview about an advertisement for mosquito coils.
- MAKE** an original poster and advertise it for sale.

THINK ABOUT IT!

Related true facts and interesting examples tie into the unit's topic in surprising ways. These are designed to foster larger connections, deeper thinking and collaborative discussions.

HEAD START

Each unit poses three key discussion questions to establish the unit's topical focus and spark critical thinking skills. Answers to these prompts are found in the accompanying images, *Think about it!* text, personal experience or even their imagination. As students progress through the unit, answers to some questions will become more and more clear.

LEARNING OBJECTIVES

Curricular and skills objectives for each unit are clearly stated for students' awareness. These directly relate to the 'I can...' statements students reflect upon at the unit's conclusion.

AUDIO

Audio accompanies all key reading texts in the unit to support learners' comprehension.

BEFORE YOU READ

Discussion prompt activates learners' background knowledge and encourages a personal connection to the topic.

POP UP!

Comprehension questions consolidate understanding of the main ideas and key details in the reading. Written responses also give an opportunity for personal connections.

Reading

Before you read

Why do people eat so many sweets?

Phenylethylamine is a chemical with special benefits. It can prevent depression and helps to motivate people. It increases concentration and focus. Aids, citrus fruits, chocolate, cheese and vinegar all contain it as well as phenylethylamine.

Pop Up!

It's a nice, downy, sticky and she says. Focus on the work at school. What should she do? She should eat what she can eat! What? Cheese and vinegar? Or anything?

Pop Up!

Did you know that chocolate has many health benefits? Chocolate is full of important minerals so it is healthy. It reduces bad cholesterol in your blood. It is good for your heart and brain. Some doctors say it may prevent diabetes, too.

Pop Up!

There is phenylethylamine in chocolate. Your brain creates this same chemical when you fall in love. I think that is why people are in love with chocolate!

Pop Up!

I'm in love with chocolate for a different reason. It's perfect for making fancy dresses.

Pop Up!

Why does John like the chocolate?

Chocolate melts at different temperatures. Why? Ask two questions.

1) What type of chocolate is it? For example, white chocolate melts at a low temperature. Milk chocolate is in the middle and dark chocolate melts at a higher temperature.

2) What is made? Do you know that different chocolates contain different amounts of cocoa butter, sugar, sugar, powdered milk and other ingredients? This changes their melting temperatures. Most chocolate melts at 30-32°C, which is lower than your body temperature. This is why chocolate melts when you hold it.

Pop Up!

Chocolate is solid at room temperature but you can melt it easily in a pan. Melted chocolate becomes a lumpy, brown liquid. It makes a sweet drink, too.

Pop Up!

John melted two chocolate bars in a pan on the stove. She then poured it into heart-shaped moulds. What will the chocolate look like after it cools down? Choose the correct picture.

Pop Up!

For larger projects, I carve chocolate. For example, here I started with a large chocolate slab. I imagined there was a man made. I carved away the extra chocolate and shaped the man's head.

Pop Up!

I love to be creative with chocolate. This sculpture was in my mind but now everyone can see it! Because it's chocolate, they can taste it, too!

MARGIN TEXTS

Small texts supplement the core reading text, adding further context and explanation for understanding or examples to illustrate the topic.

POP UP!

In every unit, different questions types are used to consolidate and assess students' knowledge and support skill development.

GUIDING QUESTIONS and EXTENSION

Comprehension questions consolidate and assess students' understanding of the main ideas and key details in the reading text. Reading subskills are practiced, directing students to think critically and also make personal connections to the content.

THINK ABOUT IT!

Students combine information from the core texts with facts and details presented in these margin texts to broaden their comprehension of the topic. Guided questions support the making of connections.

VOCABULARY

Target content vocabulary is presented in new contexts and practiced to strengthen understanding.

Vocabulary

1. Is it a liquid or a solid? Look and decide if each picture shows a liquid or a solid. For a liquid, put a tick. For a solid, put an X.

2. Draw lines to match sentences with similar meanings.

the depressed	• You can use too vinegar if you add a lot of this.
I can't concentrate.	• I always feel sad. It's a psychological problem.
It will cool down.	• I have too serious physical health problems.
I have had cholesterol and diabetes.	• The temperature will decrease.
It reduces the amount of vinegar you need.	• It prevents depression.
Do it and you won't feel depressed.	• It's not able to focus.

3. Which two sentences above describe the picture below? Write the sentences.

Sentence 1: _____

Sentence 2: _____

Go deeper in words:
The suffix *-ine* has an important place in science, especially chemistry. We use it for things that we create or nature makes. It has a special meaning: 'work of'. Here are some examples:
caffeine, dopamine, gasoline, vaccine
Read the text again and find a word that ends with the suffix *-ine*. Write it below. How is this word related to medicine? Explain.

Comprehension

4. Answer the questions according to the text.

- Why does chocolate melt when we hold it in our hands?
- What can change the melting temperature of chocolate?
- How did Julema create her sculpture?
- Alice wants to make star-shaped chocolates. What materials does she need? How can she make them?

Think about it!
Charlie and the Chocolate Factory is a popular children's story by Roald Dahl. In the book, Willy Wonka, the owner of a special chocolate factory, makes five golden tickets in his chocolate bars. Five lucky kids find these tickets and win a tour of his chocolate factory.

TICKET

5. Chocolate has a lot of health benefits. Read the text again and find the errors. Write the correct phrases below.

Benefits of Chocolate

- increases cholesterol
- improves diabetes
- causes depression
- lowers concentration and motivation

ASK QUESTIONS:
Imagine you have a golden ticket to visit a chocolate factory.
How will you best use it? Do you think you will like these?

Make a list.
What are some delicious chocolate desserts you know?

What are benefits?
Benefits are advantages or positive things that come from something. For example, sports and exercise give you the benefit of good health. Studying gives you the benefit of better grades at school.

ASK QUESTIONS

These speaking prompts extend from the core topic and encourage pair work, small group or whole class collaborative discussions.

GO DEEPER IN WORDS

Each unit encourages students to strengthen vocabulary skills with a special focus on developing a different aspect of lexical awareness.

MAKE A LIST

A brainstorm activity concludes the reading section. Students respond to the prompt by listing as many other examples as they can think of, leading to a sharing of findings with peers. Example visuals are included to scaffold and generate responses.

WHAT IS/ARE ...?

Direct explanations of key concepts, terms, genres and more are regularly presented to support students' understanding as they practice the skill.

Writing

What are dangers?
They can cause harm or something to get worse. A danger occurs when there is a chance of being broken, threatened, injured or successful. There are many types of dangers. For example, smoking harms people's lungs. The car can be a danger. It also can be a danger to a computer system.

Fireworks are beautiful. We love to watch them at festivals or special celebrations. However, fireworks can be dangerous, too. They explode like bombs and can sometimes cause accidents. This is why making fireworks is dangerous. Never try it at home! People who make fireworks are called pyrotechnicians. They have special training and experience. It's Jackson's first day at work as a pyrotechnician, his friend, London, is experienced. He's teaching Jackson how to make fireworks.

A firework has four parts. The first part is the container. It's made from strong, glass paper. The second part is the fuse. You don't want the fireworks to explode quickly on the ground. The fuse is slow so the explosion happens high in the sky.

We also put a bursting charge in the middle. It's out of black powder, charcoal and sulfur. We're very careful with these materials.

For the last part, we put special chemicals in the container. We call these stars. The explosion pushes the stars in different directions. When you look up, you see shiny bursts. They're beautiful!

TIPS & STRATEGIES

You can use **to cause** when you talk about the dangers of something.
e.g. fireworks sometimes **cause** accidents.
Sugar can **cause** damage to your teeth.
Eating too much junk food **causes** obesity.

Think about it!
When fireworks explode, they release smoke and gas into the air. They also give off carbon dioxide, carbon monoxide, and dangerous and poisonous chemicals. This means fireworks are messy. These means pollute the air, water and soil. They can also cause damage to people's lungs.

4. For each correct answer, put a tick in the box. Which of the following ...

is a danger from fireworks?	is not a part of a firework?	is in the middle of a firework?
<input type="checkbox"/> They can cause accidents.	<input type="checkbox"/> a container	<input type="checkbox"/> black gunpowder
<input type="checkbox"/> They cause climate change.	<input type="checkbox"/> a fuse	<input type="checkbox"/> glued paper
<input type="checkbox"/> They cause damage to people's eyes.	<input type="checkbox"/> a pyrotechnician	<input type="checkbox"/> carbon dioxide
<input type="checkbox"/> They pollute the air, soil and water.	<input type="checkbox"/> a bursting charge	<input type="checkbox"/> carbon monoxide
<input type="checkbox"/> They're beautiful.	<input type="checkbox"/> stars	<input type="checkbox"/> nitrogen

The Solution: Eco-Friendly Fireworks!
Pyrotechnicians developed environmentally-friendly fireworks. Traditional fireworks have charcoal and sulfur fuel. They cause large amounts of pollution. These new fireworks are different. They reduce pollution and have less harmful chemicals.
Eco-friendly fireworks have a special, nitrogen-based fuel. It burns cleaner than traditional sulfur fuel. New fireworks also give out less smoke. They use small amounts of metal but can produce beautiful explosions.

Pop Up!
What are the differences between traditional fireworks and eco-friendly fireworks?

Think about it!
What do the colors in fireworks explosions come from? Fireworks contain metals. When these metals burn, they produce colour.
• Calcium is orange.
• Sodium is yellow.
• Copper and strontium are blue.
• Potassium creates a light pink and violet color.
• Leadium is a more red colour, but extremely rare!

TIPS & STRATEGIES

Writing tips are presented to direct students to key terms, phrases or techniques they will employ in the writing task. Tips are illustrated in the model texts that follow.

VOCABULARY

Target content vocabulary is presented with illustrations and clearly embedded within the reading text for context clues.

BEFORE YOU LISTEN

Guiding questions introduce the listening task's content, sparking interest and activating background knowledge. Students have an opportunity to predict, identify personal connections or offer ideas and opinions.

VOCABULARY

More target vocabulary is presented with definitions to prepare students for key concepts ahead in the listening task.

Listening

Before you listen: What is the difference between standard printers and a 3D printer?

What is an archive? An archive is a collection between two people, two person sets hardware, and the other person's services.

dimensional	to reconstruct	evidence	to slice	layer
having height, length, and width; not flat.	to build again something that is damaged or lost.	things that prove something is or is not true.	to cut something into thin, flat pieces.	one thickness, level or fold that lies on top of another.

7 Listen to the interview. Which of the following is not mentioned? Put a tick in the box.

8 Listen to the interview again. Mr Jones' microphone doesn't work. He says an important word but we can't hear it. What do you think he says? Look at the words below. Circle words you think he could say. Put an X on the words you think he wouldn't say.

explodes prevents releases
reduces causes prints

LISTENING

To develop listening skills, students encounter a variety of listening task types – interviews, podcasts, informational talks, narratives and more. In each unit, students listen multiple times to complete a variety of levelled tasks.

6 Listen to the interview again and answer the questions.

- What is the aim of the 3Dprints Printing company? What do they produce?
- How do they make 3D printers? Explain.
- What is a benefit of using 3D printers?

Pop Up! What does the picture show? Explain.

Think about it! Researchers reconstructed the skeleton of a baby. It was 12,500 years old. They made their version on a 3D printer. It's the same as the real skeleton. In October 2016, a team of anthropologists and artists wanted to solve crimes about missing persons. They reconstructed the faces of missing people with 3D printers.

ASK QUESTIONS: People use 3D printers to reconstruct fossils or windows from a crime scene. Talk with your partner. Why do you think this is useful?

Make a list: What other objects can 3D printers produce?

PERSONALISATION

Each unit encourages students to explore personal connections to the topic through open-ended tasks. Responses are intended to be shared with peers, to generate collaborative understanding and deepen perspectives.

VIDEO



Each unit showcases a video illustrating key elements of the unit's topic. Comprehension is supported with narrated audio and subtitles. Transcripts are available for the teacher.

Speaking

Process your ideas: Notice the pronunciation and stress of these words. Discuss and practice.

What is an advertisement? People make things with text, creativity and pictures using. They want others to use their products. But how can other people learn about them? This is the purpose of advertisements. For example, outdoor billboards, TV commercials, and brochures promote products and services.

Think about it! Mosquitoes are awful! They buzz buzz buzz when you sleep. Their bites cause a terrible itch. But they're good news. There are ways to get rid of them. You can burn a mosquito coil, for example. Companies use natural ingredients, essential oils and scents to make them. They are usually spiral-shaped. Use coils carefully. They can be dangerous because sometimes they catch fire. Also, never use these things near pregnant women. They create harmful smoke. How much? The same as 51 cigarettes! The smell of smoke stays in your house too.

Good to know! "You do not respond to a mosquito bite with a hammer." This is a quote by Patrick Lumbumba. What does it mean? Your reaction to a problem should be the same as the size of the problem. Don't use a hammer to hit a mosquito – a simple slap is enough.

Pop Up!

- What do they use to make mosquito coils?
- The advertisement above uses Patrick Lumbumba's quotation. Do you think it does a good job selling the product? Do you think the advertisement is effective? Explain why or why not.

PRONUNCIATION CHECK

Students learn about key phonetic aspects of language embedded within the task to assist them with their spoken production.

10 Does the advertisement work? Would you buy Raymond's mosquito coils? Why or why not? Write your answer below then discuss with your partner.

ASK QUESTIONS: Why do people like mosquito coils (or traps)? How do they like them? Explain.

Think about it! For a person, losing 2 litres of blood can cause death. A mosquito bite takes 0.01 millilitre of blood. So a very, very small amount of blood. For 2 litres, you need 200,000 mosquito bites! No every year mosquitoes cause the death of 1,000,000 people around the world. How? They transmit deadly diseases with their bites. Don't panic. You don't need to run and buy a mosquito net, just use mosquito repellents when you go outside.

1,000,000 deaths a year! That's all the people who die from malaria!

11 Time to do an interview! The president of Raymond's Mosquito Coils is in the studio. What three questions will you ask? How will he respond? With a partner, prepare your questions and answers. Then, act out the interview for your classmates.

Make a list: What are some other mosquito repellents you know?

PREPARATION and PLANNING

Key information and opportunities to plan their talk give students an opportunity to prepare for success and build confidence.

INTERACTIVITY

Students are encouraged to work collaboratively when preparing for spoken production. Personal connections and their own ideas play a key part in completing the tasks.

GOOD TO KNOW!

Students engage with riddles, quotations, proverbs or popular idioms to develop inferential thinking skills. As they think beyond the text, ideas are combined and conclusions are drawn.

Unit 1 – Talented Animals Pages 4 – 17**Title Page** Pages 4 & 5**Learning Objectives** Pages 4 & 5

Review and discuss the learning objectives with students to outline the core competences students will challenge in this unit.

- Learn that animals can learn to do many cool and surprising things.
- Read an article about animals' abilities and how they learn new behaviours.
- Write sentences to describe animal abilities.
- Listen to greetings and farewells, and for important details.
- Speak to introduce myself and others, and to express gratitude.
- Prepare and present an original artwork about a special pet.

Activating background knowledge and schema – photograph analysis and response Pages 4 & 5

Elicit responses to the title page photo. What can students identify in the picture?

Talk about what is unusual about this photo of a mouse holding a paintbrush, and the suggestion that the mouse is an artist. Ask students if this is actually possible? If not, why is it an appealing image? Why is it funny?

Ask students if anyone has got a pet. If so, what type? Talk with students about the different types of animals they have had contact with or are familiar with. Talk about what these animals can do (generally).

Head Start Page 4

Arrange students into pairs or small groups and have them discuss the 3 questions. Give them time to think and share but provide prompts and examples to inspire and direct their thinking. Then elicit answers and reasons for their answers. Students listen to one another's ideas to make comparisons or add further ideas and opinions.

On the board, record student responses within a brainstorm map as they provide them to demonstrate connections between ideas and details, and to bring a focus to important vocabulary.

Answer Key (Sample answers):

- 1st – Animals can play fetch and return a toy. They can roll over, climb or jump. Some animals can come or sit when we command.
- 2nd – Animals learn new behaviours for survival. They learn for fun. They protect people and places. Animals help people work or do daily activities, too.
- 3rd – Natural behaviours come from instinct. Animals learn new behaviours with training. Sometimes we want animals to perform tricks or entertain us. We can teach new behaviours and control them.

Think about it! Page 5

Read the text aloud or play the audio. Students examine the accompanying photo and discuss how a 'mouse painting' can be possible. The clues are in the text – the mouse will track paint with its paws on the paper while it follows the food treat. Ask students if this is really 'creating art' or not. What do they think? Could other animals do this trick, too?

Reading Pages 6 & 7

Before you read Page 6

Arrange students into pairs to discuss the question. Be sure to help students understand the question: what does communication between humans and animals mean? Is it following commands? Is it understanding one another's needs? Is it possible to have a conversation?

Answer Key (Sample answer):

- We can communicate with animals with words and noises. We also use body language, signals and gestures. We can mimic animal sounds. We give them rewards for good behaviour, like praise and food.

Before reading:

- Quickly review target vocabulary (in bold) with comprehension checks – offer definitions or further examples and comparisons to support understanding. Model and practise pronunciation.
- Raise topic awareness through discussion:
 - Direct students to look at the photograph of the whales (mother and calf). What do they see? How does the photo show the mother/calf relationship?

Choose a student to read each paragraph aloud. (Alternatively, play the audio of the reading text as the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there are questions about ideas or details, elicit answers from the students to foster collaborative discussion and knowledge sharing.

After the reading is completed, ask students if their understanding of the topic has improved.

Pop Up! Page 6

Give students time to answer on their own. Elicit answers from the class. Be sure to note and explain the difference between the two options.

Answer Key:

- A

Pop Up! Page 7

Give students time to answer on their own. Elicit answers from the class. Be sure to note and explain the difference between the two options.

Answer Key:

- A

Vocabulary Page 8

Explain tasks clearly to students: Students must complete the paragraph using the words from the box. There are context clues in the paragraph to help them. *Note: revision of vocabulary meanings may be necessary.*

Exercise 1 Page 8

Answer Key:

- | | |
|-----------|------------------|
| 1. mimic | 4. communicate |
| 2. result | 5. reinforcement |
| 3. reward | |

Exercise 2 Page 8

Explain tasks clearly to students. They must determine if the picture expresses the idea of communication. There are visual clues to help them. *Note: revision of vocabulary meanings may be necessary.*

Answer Key:



Explanations:

- The tiger and trainer have got a friendly relationship. They trust each other.
- The dolphin is doing a trick but it is not a natural behaviour. It is not instinct. The dolphin learned to do this trick because a human trained it.
- The cat photo does not show communication.

Go deeper in words Page 8

Explain and demonstrate to students what a suffix is. Review vocabulary and note the differences between verb and noun forms of the word. Check for understanding. Model and practise pronunciation of the suffix form.

Answer Key:

- | | |
|---------|---------|
| 1. noun | 4. noun |
| 2. verb | 5. noun |
| 3. verb | 6. verb |

In small groups, ask students to brainstorm further examples (verbs and nouns ending in the *-ment* suffix). Encourage them to check dictionaries or look online. Elicit answers and write to the board for sharing and illustration.

More examples:

- | | |
|----------------------|----------------------|
| • pay, payment | • amuse, amusement |
| • invest, investment | • treat, treatment |
| • judge, judgment | • state, statement |
| • argue, argument | • assign, assignment |
| • ship, shipment | • adjust, adjustment |
| • move, movement | • assess, assessment |
| • amaze, amazement | • govern, government |
| • place, placement | • manage, management |

Workbook Page 118

Exercise 1 – Give students time to answer the questions on their own. Elicit answers from the class.

Answer Key (in no particular order):

- | | |
|------------------|----------------|
| 1. reward | 4. communicate |
| 2. reinforcement | 5. result |
| 3. mimic | |

Comprehension Page 9

Give students time to answer the questions on their own or in pairs. Elicit answers from the class.

Exercise 3 Page 9

Answer Key (Sample answers):

1. A dog can learn up to 30 different words.

2. People and animals learn by mimicking their parents. They need reinforcement, too.
3. The parrot will forget. It will lose the new skill or forget the new behaviour.
4. Yes, it is helpful. People sometimes need help from animals. For example, guide dogs help blind people. We enjoy watching animals do funny tricks.

Exercise 4 Page 9

Answer Key:

- | | |
|------|------|
| 1. ✓ | 5. X |
| 2. X | 6. X |
| 3. X | 7. ✓ |
| 4. ✓ | 8. ✓ |

Exercise 5 Page 9

Answer Key:

- | | |
|------------------------------------|------------------------------------|
| 1. Whales can mimic their mothers. | 3. Whales can't bring a newspaper. |
| 2. Whales can jump out of water. | 4. Whales can't peel a banana. |

Think about it! Page 9

Read the text aloud or play the audio. Discuss the content by asking if anyone knows about assistance dogs. Do any students know a family member or friend who has an assistance dog?

Extension fact: What is an assistance dog? Assistance dogs are trained to support disabled people and people with medical conditions. There are guide dogs and medical alert dogs, autism dogs and hearing dogs. Assistance dogs can change and sometimes save the lives of their owners and families. Without assistance dogs, these people may not be able to move about and participate in their communities. They might face danger every day. Assistance dogs make a huge difference in these people's lives.

Pop Up! Page 9

Give students time to answer on their own.

Answer Key:

- An assistance dog can open doors and bring objects. It can pull a wheelchair for a disabled person.

Ask Questions Page 9

Direct students to look at the picture. What do they see? Before assigning the questions, gather students in pairs so they can share ideas and compose responses.

Answer Key (with sample answer):

1. The dog is bringing the newspaper to the person.
2. We can train dogs to help us. Guard dogs keep people safe. Search and rescue dogs can find people after an earthquake. A dog can take away a person's fear on an aeroplane. Pets make us happy.

Make a list. Page 9

Gather students in pairs or small groups to work collaboratively. Access to library resources or the Internet can help them answer this question. When complete, share answers and compile a list on the board for comparison.

Answer Key (Sample answers):

- Animals can do funny tricks. For example, they can push a button to take a photo or play music. They can be useful, too. They can guard a home. Some animals can ride skateboards or small bicycles.

Workbook Page 118

Exercise 2 – Give students time to answer the questions on their own. Elicit answers from the class.

Answer Key:

1. **Animal:** dog
Talent: writing
The dog can write.
2. **Animal:** seal
Talent: balancing a ball
The seal can balance a ball.
3. **Animal:** squirrel
Talent: waterskiing
The squirrel can waterski.
4. **Animal:** mouse
Talent: rowing a boat
The mouse can row a boat.
5. **Animal:** dog
Talent: counting / doing maths
The dog can do maths.
6. **Animal:** elephant
Talent: painting
The elephant can paint.

Writing Pages 10 & 11

What is an application form? Page 10

Arrange students into pairs or small groups to discuss and brainstorm what an application form is and what its purpose is. Share and compare answers.

Explain and illustrate using the text below. Explain to students that application forms ask for information and details (different forms have different purposes and require different information). Usually, an application form identifies the applicant and lists the applicant's special qualities, experiences, skills or requests.

Ask comprehension check questions. For example:

- Where do we find application forms? What are they for?
- What kind of information does an application form ask for?
- Who reads the application form when it is finished?
- Did you or someone you know ever fill out an application form? What was it for?

Pop Up! Page 10

Give students time to answer on their own. Students may need some suggestions of films with animal actors. These are some suggestions to share with students – clips and trailers can be found online and many of these programs are available on streaming services (like Disney+).

Extension fact: These films and programs feature live animal actors performing.

- **Films:** Dolittle 2020, The Jungle Book 2019, Lady and the Tramp (Live Action) 2019, The Lion King (Live Action) 2019, Pick of the Litter 2018, World’s Greatest Dogs 2016
- **TV Shows:** Cesar Millan: Better Human Better Dog 2021-2023, Dog: Impossible 2019-2020, Cesar Millan: Dog Whisperer 2004-2012

Answer Key (Sample answers):

1. In ‘World’s Greatest Dogs’, I saw stunt dogs. These dogs work in films.
2. The dogs do special tricks. They ride skateboards and bicycles. Some dogs surf, too.
3. I would like to have a talented pet. It would be great! My pet could become a famous actor and make money in films.

Think about it! Page 10

Read the text aloud or play the audio. Discuss the content. Ask students if they think \$5,000 - \$10,000 is a lot of money. What could they buy for this money? Then, ask students how much it costs to take care of a pet, or to train a pet.

Extension fact: Some famous animal actors can make more than \$100,000 a year. This is more than average human actors can make!

Extension fact: Pets are not cheap. Taking care of a cat or dog can cost a lot of money (but cats are usually cheaper than dogs). Food, health care and grooming services can cost between \$500-\$5,000 each year! If a pet is exotic, it can cost even more.

Language Help – Tips & Strategies Page 11

Discuss the relationship between *can/can’t* and *to be able to/to not be able to* with students. Clarify and explain. Ask students to think and offer their own examples using the target language – both positive and negative forms.

Answer Key:

1. The parrot is able to dance. It isn’t able to speak.
2. The dog is able to surf. It isn’t able to sail a boat.
3. The turtle is able to race. It isn’t able to run.

Exercise 6 Page 11

Answer Key:

<p>Hi! Billy speaking. I heard animal actors can make a lot of money. I've got a pet fish named Bubbles. What cool tricks can you teach it?</p>	<p>Hi! My name is Logan. I have a mouse called Cinna. I think she's got a musical talent. Can you teach Cinna to play an instrument?</p>	<p>Hi! I'm Alexis. I love dancing, especially ballet. Can you teach my cat, Milo, some ballet moves? I would like us to perform together! It would be great!</p>	<p>Hi! I'm Jennifer. My dog, Ozzy, is disabled and he isn't able to walk. How can I teach him to move without using his legs?</p>
class dancing	class playing music	class racing	class jumping

Workbook Page 119

Exercise 3 – Give students time to answer the questions on their own. Elicit answers from the class.

Answer Key:

Owner's name: Logan
Pet type: mouse
Pet's name: Cinna
Class: playing music
Reason for application: Cinna has got a musical talent.

Owner's name: Alexis
Pet type: cat
Pet's name: Milo
Class: Dancing
Reason for application: Alexis wants to perform with Milo.

Owner's name: Jennifer
Pet type: dog
Pet's name: Ozzy
Class: racing
Reason for application: Ozzy can't walk.

Exercise 4 – Give students time to answer the questions on their own. Elicit answers from the class.

Answer Key:

Now my fish is able to jump.

My dog is able to race.

My mouse is able to play music.

My cat is able to dance.

Listening Pages 12 & 13

Before you listen Page 12

Generate interest and activate background knowledge by asking students to think about why some animals can do certain things but other cannot. Frame responses by introducing language and brainstorming ideas such as: physical features, size, strength, intelligence, etc.

Gather students in pairs to discuss and share responses. Afterwards, nominate volunteers to share ideas and consolidate opinions with the whole class.

Answer Key (Sample answer):

- Animals have got different features. For example, birds have got wings and monkeys have got hands. Birds can fly and monkeys can hold things. Some animals are big and others are small. For example, an elephant can carry heavy things but a mouse cannot. Some animals are intelligent but others are not. For example, a dog can learn tricks but a fish cannot.

Before listening:

- Quickly review target vocabulary with definitions and comprehension checks – provide further examples or explanations to support understanding.
- Model and practise pronunciation.

Exercise 7 Page 12

Give students time to listen and produce answers on their own or in pairs. Elicit responses from the class.

Answer Key:

1. Let me introduce myself.
2. See you soon.
3. Nice to meet you.
4. Let's keep in touch.
5. Nice to meet you.

6. Take care.
7. Let me introduce myself.
8. Let's keep in touch.
9. Nice to meet you.

Workbook Page 120

Exercise 5 – Give students time to answer the questions on their own. Elicit answers from the class.

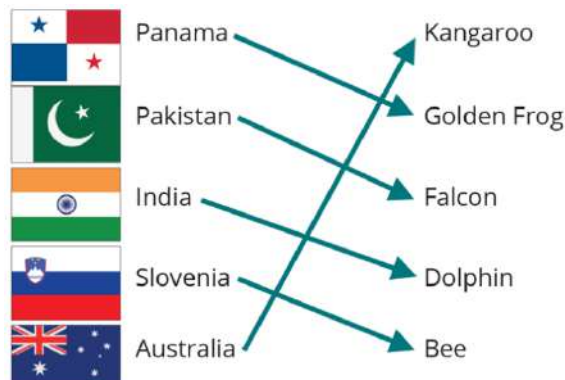
Answer Key:

1. Take care.
2. Nice to meet you.
3. Let's keep in touch.
4. Let me introduce myself.
5. See you soon.

Exercise 8 Page 13

Answer Key:

- Panama – Golden Frog
- Pakistan – Falcon
- India – Dolphin
- Slovenia – Bee
- Australia – Kangaroo



Exercise 9 Page 13

Answer Key:

- a

Exercise 10 Page 13

Answer Key:

- Aldring: People think frogs bring good luck.
- Jack: Kangaroos can travel fast. They are great jumpers.
- Janez: A bee can fly and make delicious honey. It isn't able to jump or speak.
- Ameerah: A falcon is a great flyer and hunter.
- Saanvi: An Indian dolphin can swim far distances. It can fish very well. It is a mammal but it can't live on land.

Exercise 11 Page 13

Answer Key (Sample Answer):

Your name and age: Hans, 12 years old

Nationality: German

Special abilities: sports, climbing, speaking languages

Important details: I'm a good athlete. I'm able to climb trees, ropes and high walls quickly. I'm German but I live in Spain with my family. I can speak German and French and I'm learning Spanish now.

Think about it! Page 13

Read the text aloud or play the audio. Discuss the content. Ask students if they know the sounds of various animals in their own language (for example, a lion, a goat, a chicken, a horse, a monkey, etc.). Check if they know the English sounds for the same animals.

Extension fact: Here are some more animal sounds in different languages:

Dog:

- Dutch: blaf-blaf
- English: woof-woof
- Icelandic: voff-voff
- Indonesian: guk-guk
- Japanese: wan-wan
- Korean: meong-meong
- Mandarin: wāng-wāng
- Romanian: ham-ham
- Russian: gav-gav
- Turkish: hav-hav

Cat:

- English: meow
- French: miaou
- German: miau
- Italian: miao
- Korean: yaong
- Mandarin: miāo
- Russian: myau
- Spanish: miao
- Swedish: mjau

Cow:

- Afrikaans: moe
- Albanian: muu
- Czech: bůů
- Danish: muh
- Dutch: boe
- English: moo
- French: meuh
- German: muh
- Indonesian: mooh
- Italian: mu

Pop Up! Page 13

Give students time to answer on their own.

Answer Key:

1. The national animal of Turkiye is the Gray Wolf. The national animal of Mexico is the Golden Eagle.

Extension fact: Some other countries' national animals are:

- | | |
|-----------------|--------------|
| • Afghanistan | Snow Leopard |
| • Australia | Emu |
| • Canada | Beaver |
| • France | Rooster |
| • India | Tiger |
| • Singapore | Lion |
| • United States | Bald Eagle |
| • Tanzania | Giraffe |
| • UK | Bulldog |

2. No, an animal cannot have a nationality. Only people have nationalities. Animals belong to nature. People are members of a community. We are citizens of a country.

Make a list. Page 13

Gather students in pairs or small groups to work collaboratively. Access to the Internet can help them answer this question. When complete, share answers and compile a list on the board for comparison.

Answer Key:

- sheep: baa
- owl: hoo hoo
- bee: buzz
- wolf: owoooo
- snake: hiss
- donkey: hee-haw

Speaking Pages 14 & 15

Tips & Strategies Page 14

Introduce the concept of being grateful for something. Give students examples of things that you are grateful to have or experience in your life. Ask students to do the same and share examples with the class. Introduce and model the target language using real examples. Alternatively, small role-plays can take place. Students can act out scenarios wherein they get / do / have something for which they can be grateful. For example, they can illustrate sharing, helping, or protecting somebody. They can talk about something important that they're glad to have in their lives, and so forth. Each time, the target language is employed.

A Parrot with a World Record Page 14

Before reading or listening:

- Quickly review target vocabulary with illustrations and comprehension checks – provide further examples or explanations to support understanding.
- Model and practise pronunciation.

Play the audio first to introduce and familiarise students to the text. Ask comprehension check questions to assess students' understanding of vocabulary, main ideas and details.

Next, read the dialogue aloud, nominating students to perform the two roles in turn. Check for pronunciation and oral fluency. Make special note of the interactive nature of an interview – sequential questions and answers – which affect intonation and expression.

Exercise 12 Page 14

Answer Key:

Zac: Hey, Marcus. I can shoot 22 baskets in a minute. It's a world record! I owe a debt of gratitude to you because I can't do this without you. You're a great friend. **I want to thank you for** helping me when I train. **It's really kind of you to** always carry the balls for me and help me during practice. **I really appreciate it.**

Marcus: Anytime, Zac! **You're welcome.**

Pronunciation Check Page 14

Raise students' phonetic awareness through specific examples of language and phoneme production. Read and explain the information in the box, and review the examples provided. Practise with further examples of 'ci', 'ti' and 'si' words from the book or on the board.

Next, with choral rehearsals and later with turn-taking, students do oral practice of the target language and make note of correct pronunciations.

Good to know! Page 14

Preview the questions in the box before reading the text about cotton farmers. Read aloud or play the audio to assist comprehension. Comprehension check any unfamiliar vocabulary or meaning.

Extension fact: What is a boll weevil? It is a small, grey beetle with a long 'nose' that feeds on pollen from the flowers of the cotton plant. It also lays its eggs on the small, growing cotton buds. If a cotton crop is infested with boll weevils, it can be destroyed in a short time. They're not harmful to people.

Pop Up! Page 14

Give students time to answer on their own.

Answer Key:

- Marcus helps Zac when he trains. Zac carries the balls.

Think about it! Page 15

Read the text aloud or play the audio. Discuss the content. Ask students if they watched the film, 'Roar'. Discuss the issue of people keeping or raising wild animals as pets. A lion is not a domestic animal like a cat. It has got natural instincts and wild behaviours. It can be dangerous to keep wild animals as pets. Encourage students to share their opinions and ideas with the class.

Note: The film was made in 2015 and is available on some streaming services. There are clips and trailers on YouTube.

Exercise 13 Page 15

Give students time to review the texts and complete the table on their own or in pairs. Elicit answers from the class.

Answer Key (Sample answers):

1. They kept six lions in their home. I would not keep lions because they are dangerous. Lions are wild animals. They are not pets.
2. The lions performed in the popular film 'Roar'.
3. I would feel gratitude because my pets are acting in films. I would give them rewards like special treats. I would say, 'I really appreciate you' and 'I love you.'
4. Dogs can wag their tails to show gratitude. They can bark and jump, too. Birds can sing. Cats can rub our legs.

Exercise 14 Page 15

Gather students in pairs to make this exercise interactive. Students may need to use library resources or find information on the Internet to find answers to the questions they create. When dialogues are prepared, encourage students to rehearse first, to practise intonation and pronunciation. Finally, students will present their dialogues to their classmates.

Answer Key (sample answer):

Who?	What do they do?
1. My mother	prepares breakfast for me in the morning
2. My father	drives me to my football practice at the weekend
3. My friend, Rita	shares her snacks with me
4. My cousin, Gabriel	listens when I talk about a problem

Exercise 14 Page 15

Answer Key (Sample answers):

1. I owe a debt of gratitude to my mother because she prepares breakfast for me in the morning.
2. My father drives me to my football practice at the weekend. I really appreciate it.
3. I want to thank my friend, Rita, for sharing her snacks with me.

4. It's really kind of my cousin, Gabriel, to listen when I talk about a problem.

Workbook Page 120

Exercise 6 – Give students time to answer the questions on their own. Elicit answers from the class.



Exercise 7 – Give students time to answer the questions on their own. Elicit answers from the class.

Answer Key (Sample answer):

Drake: I'm thankful I found you at the animal shelter. You're the best dog in the world, Oscar. You are friendly and fun. You always obey me. You're a good dog. I really appreciate it!

Oscar: You feed and play with me, Drake. It's kind of you to take me to the park every day.

Project – Artwork Pages 16 & 17

Before reading, direct students' attention to the two examples. Ask questions to activate interest and prior knowledge.

- What artworks do they see?
- How do they look? What do you think of them?
- How do you think the artworks are made?
- What do you think the artworks say? What are the artists' messages?

Introduce the project's purpose and expectations with a brief overview. Students will create an artwork to illustrate and celebrate an *impossible pet*. What is an *impossible pet*? This pet cannot be kept at home. It does incredible or impossible things (for an animal).

At the same time, the artist owes a debt of gratitude to someone. Perhaps someone helped her to make the project. Maybe someone gave him a good idea. Maybe somebody said something nice about the project. These are all reasons for an artist to feel gratitude to that person.

Choose a student to read each paragraph aloud. (Alternatively, play the audio of the text as the class reads along.) After each selection, pause to address any vocabulary questions the students might have. If there are questions about ideas or details, elicit answers from other students prior to providing the information to foster collaborative discussion and knowledge sharing.

Pay particular attention to:

- the use of language and structures said by each artist,
- the choice of *impossible pet*,
- the reasons why it is impossible,
- what type of artwork it is, and
- how the artwork was made.

Look back – their artworks Page 17

Gather students in small groups to discuss answers and share ideas.

Answer Key:

1. Elayna is French. She is from France. Nico is Greek. He is from Greece.
2. Elayna is able to play the guitar and paint with watercolours. Nico can play football but he isn't able to draw good pictures.
3. Elayna appreciates her mother because she taught Elayna how to draw pictures. Nico owes a debt of gratitude to his friend, Tobias. Tobias helped Nico paint his picture.
4. Elayna's pet is an elephant and Tobias' pet is a giraffe.
5. The elephant is able to paint with her trunk. The giraffe can drive a car.
6. Elayna presents a watercolour painting and Nico presents a colourful drawing.

Look forward – your artwork Page 17

Gather students to brainstorm and share ideas in pairs or small groups (or leave them to work individually). Monitor discussions and help with ideas. Encourage students to be original and creative.

Answer Key (Sample answers):

1. I want to share my name, age and nationality.
2. I appreciate my teacher for giving me help with this project.
3. My impossible pet is a kangaroo. Its name is Ozzie because it comes from Australia. It can do sports like wrestling and boxing because it's big and strong.
4. I want to do a large origami in the shape of a kangaroo. I found a model online.

Workbook Page 121

Exercise 8 – Give students time to answer the questions on their own. Elicit answers from the class.

Answer Key (Sample answers):

Planning Box: What do I need? Materials for my artwork:

- colourful paper - A4 size

Planning Box: What does my artwork look like? My plan:



What is your name and age? Where are you from?

- Hi! My name is Denisa. I'm 12 years old and I'm from Romania.

What abilities and inabilities have you got?

- I'm not able to paint or draw pictures but I can make origami.

What type of artwork is it? What materials did you use?

- Origami are special paper sculptures. This is an origami animal. For this project, I use colourful paper. I don't need scissors or glue.

Who helped you with your idea? Who helped you make the artwork? How do you express your gratitude?

- This project is my idea but my sister helped me. She works at a shop. She sells colourful paper. She gave some paper to me. It's really kind of her. I always say thank you to express my gratitude.

Exercise 9

Answer Key (Sample answers):

What type of animal is it? What is your pet's name?

- My cool and impossible animal is an Australian Kangaroo named Ozzie.

What can your pet do? What special abilities has it got?

- It has got a special talent for sports because he's a big and strong animal. Ozzie can wrestle and box like an Olympic athlete. He enters competitions around the world. He never loses a match. Ozzie is a great champion!

Wrap it Up Page 17

Give students time to look back in the unit and answer the questions on their own or in pairs. Elicit answers from the class.

Exercise 16 Page 17

Answer Key:

1. Animals can learn to do cool things.
2. 1. Parrots and parakeets can sing.
2. Cats can play music.
3. Dogs and monkeys can ride bicycles.

Your turn to ask! Page 17

The last interactive activity of the unit is a collaborative brainstorm and spontaneous Q&A session. Gather students in small groups and encourage them to look back at the unit's topic, sharing any questions that come to mind. Record the list to the board. No question should be ignored – all questions are valid. Encourage creativity and guide students to think critically.

- How many questions can they come up with?
- How many can they answer?

Answer Key (Sample answers):

Which animals can learn to ride a bicycle?

- Dogs, gorillas, monkeys and elephants can learn how to ride a bike.

Do circus animals really like to perform tricks?

- In a good circus, animals are healthy and happy. They have good trainers and comfortable lives. When animals do tricks, they get rewards. There are bad circuses, too. These circuses hurt their animals. These animals do tricks because they are scared. Remember: always be kind to animals.

How can animals express gratitude?

- Animals can show gratitude with their actions. For example, dogs wag their tails because they are happy and thankful. They bark and jump when their owners come home. Sometimes they want to share their food. These actions say, 'I really appreciate it!'

Mark your own skills from 1 to 5 Page 17

Conclude the unit with self-reflection. Discuss and define skills assessment with students. Model questioning and self-assessment by discussing each skill measurement separately, then thinking aloud about the value and differences between scores of 1 to 5.