

# think 4 skills

Welcome to a truly innovative program for English language learners!

*Think 4 Skills* is Think Education's new 3-level skills course designed especially for today's enquiring young adult learner profile. Each skill strand demands equal attention as the many sides of each unit's topic are uncovered. Every page boasts opportunities for vocabulary acquisition, topic exploration, low and high-order thinking skills, and meaningful discussion. When learners open a unit, they open a world.

Invite language learners to *Think 4 Skills* today:

**A focus on authentic content** – novel topics are taken directly from the students' real world generate interest and create unexpectedly new perspectives.

**A rich multi-genre approach** – students encounter and explore a wide variety of text types to build both writing and reading skills.

**4 Skills ... every time** – each unit provides dedicated practice within unique topic contexts for meaningful skills development.

**Critical thinking and life connections** – real examples and true facts invite questioning so students connect their knowledge and experiences to their world.

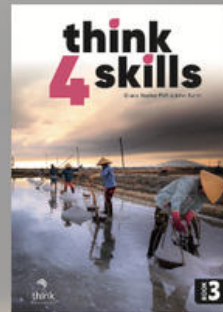
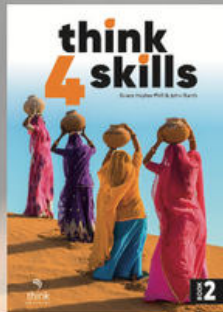
**Project integration** – students consolidate knowledge and develop creativity, alongside communicative and collaborative skills by creating and presenting original projects.

**Video** – students contextualize and extend understanding of unit content.

**Digital – offline & online** – iTOOL for teachers, eBook for students.

**Extra components:**

- Teacher Guide (with Answer Key)
- Unit Quizzes
- Vocabulary worksheets
- Transcripts (video & audio)



1

think 4 skills

# think 4 skills

Grace Haylee & John Barth

Grace Haylee & John Barth





# think 4 skills



Grace Haylee & John Barth

**STUDENT'S BOOK**

**1**

# Contents

Unit 1		p.4-17		Learning Objective		Vocabulary	
<b>Talented Animals</b>				Understand that animals can do cool things		ability, communicate, mimic, reinforcement, result, reward	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	Scientific Article	Application Form	Introductions	Conversation	Prepare an original artwork about a special pet		
<b>Skill</b>	Expressing abilities	Expressing abilities	Introducing yourself	Expressing gratitude			
<b>Topic</b>	Training animals	Pet school	National animals	Animals breaking world records			
<b>Content Area</b>	Education	Education	Culture	Etiquette			
Workbook P. 118 - 121							
Unit 2		p.18-31		Learning Objective		Vocabulary	
<b>Big Big World</b>				Understand that something can be big, but there is always something bigger		Arctic waters, breed, breeding, enormous, explode, explore, extinct, gigantic, hospitality, map, massive, migrate, sailor, ship strike, sizeable, supernova, tusk	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	Documentary	Map	Message	Recording a message	Make an illustrated list of 5 things smaller and 5 things bigger than you		
<b>Skill</b>	Compare and contrast	Compare and contrast	Ordering	Ordering			
<b>Topic</b>	Size: whales	Size: mountains	Size: stars	Size: superclusters			
<b>Content Area</b>	Nature	Geography	Astronomy	Astronomy			
Workbook P. 122 - 125							
Unit 3		p.32-45		Learning Objective		Vocabulary	
<b>The Art of Pottery</b>				Understand that even basic clay can be turned into something valuable		amphora, auction, bone-dry stage, buried, excavate, excavation, excess, hieroglyph, instructions, kiln, leather-dry stage, necropolis, plastic stage, sift through, smooth, spread, strainer, suspend, valuable, vessel	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	Newspaper	Art Auction	Podcast	Video	Make a clay object, and create a video advertisement to sell it in a class auction		
<b>Skill</b>	Describing	Describing	Following instructions	Following instructions			
<b>Topic</b>	Ancient artefacts	Value of objects	Making clay	Pottery for beginners			
<b>Content Area</b>	Archaeology	Philosophy	Art	Art			
Workbook P. 126 - 129							
Unit 4		p.46-59		Learning Objective		Vocabulary	
<b>How's it made?</b>				Understand that people make objects with hard work and labour		advertisement, cause, charcoal, chocolatier, cholesterol, cool down, diabetes, dimensional, evidence, fuse, itchy, interview, layer, liquid, melt, mould, phenylethylamine, reconstruct, reduce, slice, solid, sparkler	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	Blog	Job Training Session	Interview	Advertisement	Make an object and advertise it		
<b>Skill</b>	Benefits	Harms	Asking and answering questions	Asking and answering questions			
<b>Topic</b>	How chocolate statues are made	How fireworks are made	How 3D printers are made	How mosquito coils are made			
<b>Content Area</b>	Culinary Arts	Chemistry	Engineering	Engineering			
Workbook P. 130 - 133							

Unit 5		p.60-73		Learning Objective		Vocabulary	
<b>Let's Race!</b>				Understand that people can overcome obstacles with ambition and self-confidence to achieve great things		achievement, aim, biography, boast, compete, defeat, finish line, give away, give off, give out, give up, inference, keep going, left behind, main idea, obstacle, opponent, reach, success, unequal	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	Folk Tale	Biography	Sports Broadcast	Athletic Commentary	Build a race car with recycled materials and compete with it		
<b>Skill</b>	Identifying main idea	Identifying main idea	Inferencing	Inferencing			
<b>Topic</b>	<i>The Tortoise and the Hare</i>	Disabled racers	Physics: calculating time using distance and speed	Athletics			
<b>Content Area</b>	Literature	Sports	Maths	Sports			
Workbook P. 134 - 137							
Unit 6		p.74-87		Learning Objective		Vocabulary	
<b>Good Luck!</b>				Understand that people make their own good and bad fortune in life		assume, avoid, blame, destroy, divorced, equation, fact, fire, hire, homeless, letter, life lesson, luck, number, optimistic, phobia, prediction, prevent, refuse, tetraphobia, triskaidekaphobia, unlucky, worst-case scenario	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	TV News Broadcast	Letters	Life Lesson from Murphy	Lesson from a Math Professor	Perform an act of social responsibility to increase good fortune in life		
<b>Skill</b>	Fact and opinion	Giving examples	Predicting	Predicting			
<b>Topic</b>	Superstitions	Ways to increase luck	Murphy's Law	Calculating possibility			
<b>Content Area</b>	Psychology	Psychology	Philosophy	Maths			
Workbook P. 138 - 141							
Unit 7		p.88-101		Learning Objective		Vocabulary	
<b>Masquerade</b>				Understand that masks have many different purposes		anxiety, beak, bully, calm, comfortable, conscious, deep, defence, depression, exhaustion, graphic novel, humour, identity, mechanism, nonfiction, quality, social rejection, socialiser, summarise, topic sentence, unconscious, unique, victim	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	Informative Website	Book Excerpt (nonfiction)	Radio Advertisement	Graphic Novel	Design and create an original mask		
<b>Skill</b>	Writing topic sentences	Writing topic sentences	Summarising	Summarising			
<b>Topic</b>	Masking natural personality	Wearing masks during an epidemic	Masks: historical Venetian	Masks: superheroes and villains			
<b>Content Area</b>	Psychology	Health	Culture	Media			
Workbook P. 142 - 145							
Unit 8		p.102-115		Learning Objective		Vocabulary	
<b>The Mysterious Moon</b>				Understand that the Earth and its moon move in harmony, and that they have effects on one another		affect, axis, cause, crater, gloomy, gravity, heat, inspired, orbit, orbital period, peaceful, satellite, scared, temperature	
	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Project</b>		
<b>Genre</b>	Encyclopedia	Magazine	Presentation	Figures	Build and present a model showing the solar system or a planet and its moons		
<b>Skill</b>	Reading charts	Reading a moon phase calendar	Cause and effect	Talking about the location of space objects			
<b>Topic</b>	The Earth's moon	Phases of the Moon	Tidal forces	Solar and lunar eclipses			
<b>Content Area</b>	Astronomy	Astronomy	Astronomy	Astronomy			
Workbook P. 146 - 149							
Glossary P. 150 - 160							

# UNIT 1

## Talented Animals



### Head Start

Name three special tricks or actions pets can do.

Why do animals learn new tasks and unique behaviours?

How do you think an animal's natural behaviours are different from the behaviours it learns from humans?

### In this unit you will...

- **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.

### Think about it!

Want to create a unique artwork? Put some paper and paint on the floor. Show a piece of food to your pet mouse. The animal sniffs the food and begins to follow it. Guide your mouse with the food and control its movement. The mouse steps on the paint and walks across the paper. Moving here and there, the mouse can paint a picture!

- **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.



Before you read

How can you communicate with animals?

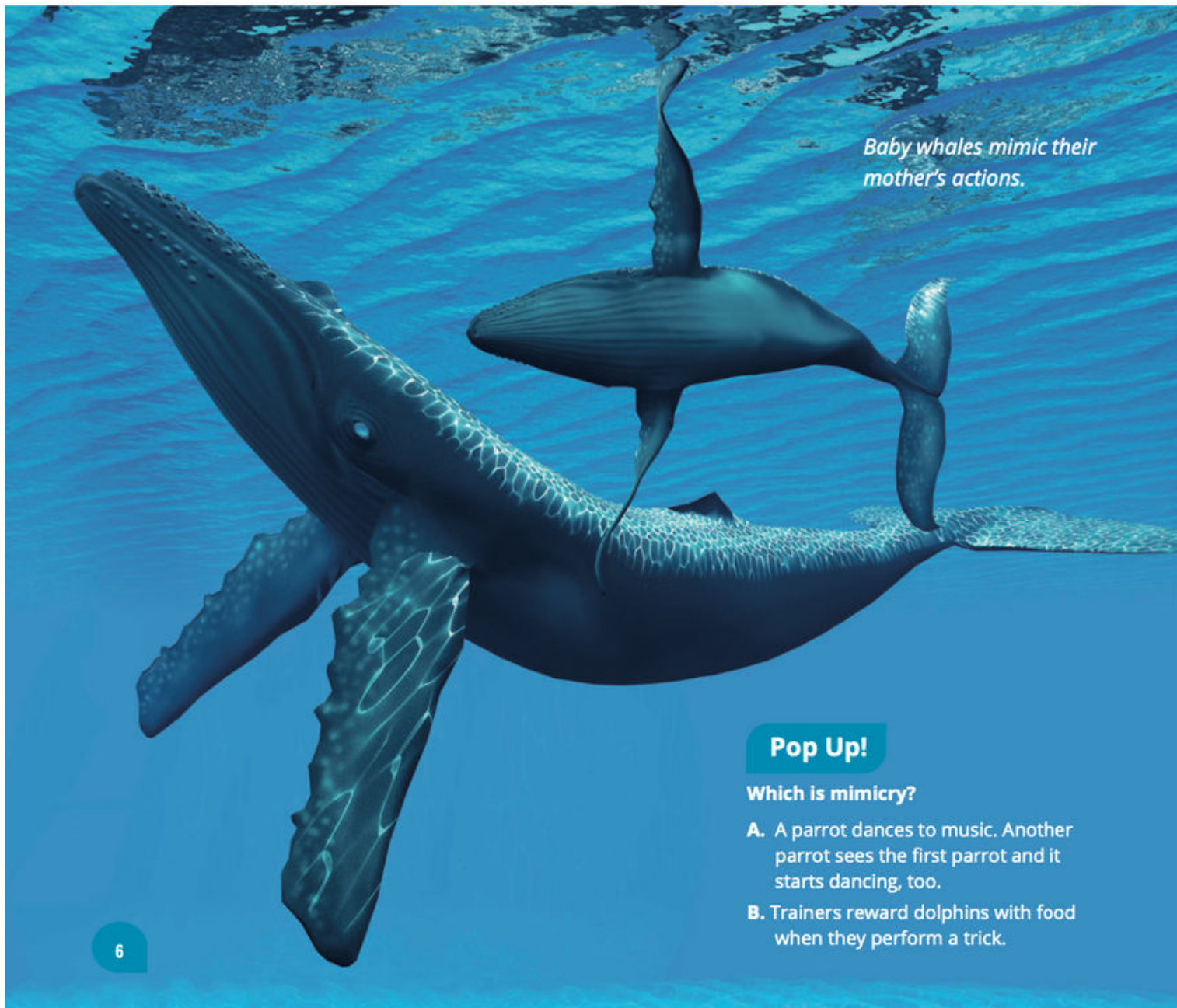
# Animals Learn

Can whales dance?

Can dogs communicate with humans without words?

Yes, they can! Animals can do really cool things.

Animals learn by watching other animals and humans. For example, a baby whale closely follows its mother. It watches and **mimics** the mother's actions and behaviours. When the mother whale swims, it swims. When its mother jumps from the sea's surface, it does the same. The baby whale dances and plays when its mother dances and plays with it. Like human children, a young whale watches and learns important behaviours and skills from its parents.



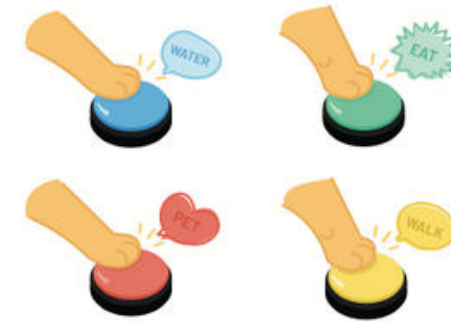
Baby whales mimic their mother's actions.

Pop Up!

Which is mimicry?

- A. A parrot dances to music. Another parrot sees the first parrot and it starts dancing, too.
- B. Trainers reward dolphins with food when they perform a trick.

Animals also learn from the **results** of their actions. Animals are like us. They want to get **rewards** for good behaviour. For example, a trainer can teach a dog to ask for water. How? Put a special button in the house. When you give the dog some water, always push the 'water' button. This button has got a special symbol and noise. The dog begins to make an important connection in its mind: push the button and water comes. Time passes and the dog learns to push the button when it feels thirsty. The dog wants some water so it pushes the button. The water arrives and it drinks. Water is the reward for pushing the button.



Some dogs can learn up to 30 different words and communicate with humans.

Teaching animals new tricks is cool but **reinforcement** is an important part of training. Reinforcement makes animals' learning stronger. Animals can forget new things just like people do! Reinforcement helps animals remember new behaviours. A dog pushes the water button to say it's thirsty. Great! But don't forget to give it water! A reward for doing a trick is an animal's motivation. Without motivation, an animal forgets a new trick quickly.

What about us? Are we different from our animal friends? We push different buttons on a controller to make a dinosaur robot move. We learn that different buttons make the toy do different actions. We play because it's challenging and fun. But what happens when a button doesn't work? We can try and try but finally we stop playing with the toy. When there is no more reinforcement, our motivation goes away.



The dog pushes the 'water' button to get water. When the dog performs the correct behaviour, it gets a reward.



How does reinforcement work? A boy learns to push buttons to make the toy move. He plays because having fun motivates him.

Pop Up!

Which is a reward?

- A. A tiger jumps over a stack of boxes. Afterwards, its trainer gives it kind words and some food.
- B. A girl shares her chocolates with others but nobody says, "Thank you." Soon she stops sharing.

1 Fill in the blanks with words from the box below.

reinforcement reward result mimic communicate

Animals learn in different ways. They can watch other animals and 1) \_\_\_\_\_ their actions. The 2) \_\_\_\_\_ of an animal's new behaviour is also important. Animals learn quickly when they get a 3) \_\_\_\_\_ like food or praise. For example, throw a ball and a dog can easily learn to bring it back. Give it a special treat and your dog will chase more balls! Use special commands like 'Sit!' or 'Stay!' to 4) \_\_\_\_\_ with your pet. But don't forget! Animals can forget these new tricks or special behaviours without 5) \_\_\_\_\_. So, motivate your pet with a delicious treat, lots of praise and love every time they perform for you!

2 Which pictures show that an animal can communicate? Put a tick in the box.








Go deeper in words:

**-ment** is a suffix. When it is at the end of a verb, it forms a noun. Read the list of words below. Decide if the word is a verb or noun.

<b>reinforce (verb):</b> to make something stronger e.g. <i>They reinforce the building with metal.</i>	1. enjoyment	verb	noun
	2. enjoy	verb	noun
	3. attach	verb	noun
<b>reinforcement (noun):</b> something that makes something else stronger e.g. <i>The walls aren't strong so they need reinforcement.</i>	4. attachment	verb	noun
	5. agreement	verb	noun
	6. agree	verb	noun



3 Answer the questions according to the text.

- How many words can a dog usually learn and understand?  
\_\_\_\_\_
- How is learning similar for animals and people?  
\_\_\_\_\_
- Imagine a parrot learns to sing a song. What happens when it receives no reinforcement after it learns this new trick?  
\_\_\_\_\_
- Do you think it's helpful to teach animals to communicate? Why?  
\_\_\_\_\_

Think about it!

Assistance dogs are specially trained. They can help the disabled. They can open doors, bring objects or pull a wheelchair.



Ability:

It is a power or skill needed to do something. For example, monkeys can peel and eat bananas and horses can carry a rider long distances. These animals have the power and skill to do these things.

4 Is it an ability a whale can learn? Read the text again and put a tick (Yes) or a cross (No) in the box.

- |                        |                          |                      |                          |
|------------------------|--------------------------|----------------------|--------------------------|
| 1. swim                | <input type="checkbox"/> | 5. open a door       | <input type="checkbox"/> |
| 2. give a reward       | <input type="checkbox"/> | 6. peel a banana     | <input type="checkbox"/> |
| 3. bring a newspaper   | <input type="checkbox"/> | 7. jump out of water | <input type="checkbox"/> |
| 4. mimic their mothers | <input type="checkbox"/> | 8. communicate       | <input type="checkbox"/> |

5 Describe two abilities and two inabilities of whales. Make sentences using information from the exercise above.

e.g. *Whales can swim.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Make a list.

What are some other cool things animals can learn?



Pop Up!

What can an assistance dog do to help a disabled person?

ASK QUESTIONS:

Ask your partner questions about the picture below.

- What is this dog doing?  
\_\_\_\_\_
- In what ways can dogs learn to help people?  
\_\_\_\_\_



**PET SCHOOL**  
Get your pet ready for the future!

**APPLY NOW!**

**30% OFF**

**Classes for Special Talents**  
Dancing, Singing, Playing Music, Speaking, Surfing, Racing, Jumping, Riding Bicycles

**Don't wait! ADMISSION OPEN NOW**

**Group Activities**  
Learn new skills and talents!

**Interactive Learning**  
Communicate with people and other animals!

**Development**  
Play outdoor games and have fun!

**CALL NOW**  
00 1234 56789

[www.mypetiscool.com](http://www.mypetiscool.com)

**What is an application form?**

You use an application form when you want to apply for something like a job, a program, a school or a special group.

**APPLICATION FORM**

Owner's name: *Kate Leslie*  
 Pet type: *parrot*  
 Pet's name: *Chatty*  
 Course: *singing*  
 Reason for application:  
*My parrot is a social media star! My pet can talk and dances to music. I want my parrot to get a role in a pirate movie or commercial. There is just one problem: my parrot isn't able to sing.*



**Think about it!**

Animal actors in films or TV can make between \$5,000 to \$10,000 a year!

**Pop Up!**

1. Think of pet actors you saw in films or TV programs. What type of animal were they? What film or program was it?  
\_\_\_\_\_
2. What special abilities do they have?  
\_\_\_\_\_
3. What do you think it would be like to have a pet that acts in film or TV programs?  
\_\_\_\_\_

**TIPS & STRATEGIES**

**To (not) be able to** is a way to express abilities. You can use this expression in the place of *can* (*can't*).

can	able to
My dog <b>can</b> swim.	My dog <b>is able to</b> swim.
My monkey <b>can't</b> climb a tree.	My monkey <b>isn't able to</b> climb a tree.

Look at the pictures on the brochure. Make sentences using **(not) able to**.

1. The parrot is able to \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**6** The people below want to apply for a class at Pet School for their animals. What is the best match? Draw a line from each person to the picture of their talented pet. Read the brochure again and write the name of the correct class in the blank.

<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>Hello! 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>
<p>class</p>	<p>class</p>	<p>class</p>	<p>class</p>



TIPS & STRATEGIES

Meeting someone for the first time.

When we meet someone new, we want them to have a good feeling about us. It is good to know how to tell others about yourself in a positive way. You can greet them with special expressions like **Hi!**, **Hello!** or **Let me introduce myself.** Give your name and other information you would like to share. You can finish your conversation with a common farewell like **Take care!** **Let's keep in touch.** or **See you soon!**

Before you listen:

Why are some animals able to do things that others cannot?

Let me introduce myself.	Nice to meet you.	See you soon.	Take care.	Let's keep in touch.
<i>You can also say:</i> Can I tell you about myself? I want to tell you a little about myself.	<i>You can also say:</i> I'm happy to know you! I'm glad to meet you.	<i>You can also say:</i> Goodbye! We'll meet later. I hope we meet again.	<i>You can also say:</i> Be well. Be safe.	<i>You can also say:</i> Let's talk again. Let's meet up again.

7 Listen to the animals introduce themselves. Fill in the blanks with the missing greetings and farewells.



1. \_\_\_\_\_  
I'm a Golden Frog.  
My name is Aldring  
and I'm the national  
animal of Panama.  
2. \_\_\_\_\_



3. \_\_\_\_\_  
My name is Jack. I'm a  
kangaroo, a native animal  
of Australia.  
4. \_\_\_\_\_



7. \_\_\_\_\_  
I'm Ameerah, a falcon. I'm  
Pakistan's national animal.  
8. \_\_\_\_\_!

5. \_\_\_\_\_  
My name is Janez. I'm a bee.  
I'm from Slovenia.  
6. \_\_\_\_\_



9. \_\_\_\_\_  
My name is Saanvi, an Indian  
dolphin.  
10. \_\_\_\_\_!

8 Connect the countries to their correct national animals with a line.

	Panama	Kangaroo
	Pakistan	Golden Frog
	India	Falcon
	Slovenia	Dolphin
	Australia	Bee



Think about it!

Did you know that the sounds animals make in different languages are not the same? For example, frogs say *Ribbit Ribbit* in English, *Guo Guo* in Chinese, *Brekeke* in Hungarian and *Kwaak* in German. What do they say in your language?

9 A national animal is special because it is an animal that

- a. has a unique cultural value for a country.
- b. can only be found in one country in the world.
- c. can communicate in that country's language.

10 Listen again and write important details about each animal.

Animal	Details
Aldring	
Jack	
Janez	
Ameerah	
Saanvi	

11 Introduce yourself to your partner. Prepare notes below to help you speak with your friend.

Your name and age: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Special abilities: \_\_\_\_\_  
 Important details: \_\_\_\_\_

Pop Up!

- 1. What is the national animal of your country?  
\_\_\_\_\_
- 2. Do you think animals can have nationalities?  
\_\_\_\_\_

Make a list.

What are sounds that other animals make? Make a list.





TIPS & STRATEGIES

Expressing gratitude

How do you say thank you? Saying thanks to someone is polite but it's also about appreciating things.

When someone does something nice for you, show your appreciation by saying, **I really appreciate..., I want to thank you for..., It's really kind of you to...**

It's also nice to do something good in return. For example, if someone teaches you a new skill, return the kindness by giving a small gift or a nice note.

When someone expresses gratitude to you, you can say, **You're welcome!**

12 Read the conversation between Zac and Marcus. Find and underline these phrases in their speech.

A Parrot with a World Record

I really appreciate it.

I want to thank you for...

It's really kind of you to...

You're welcome.

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.

Anytime, Zac! You're welcome.

Pronunciation check:

How do you pronounce the word *appreciate*?

Words spelled with *ci*, *ti* or *si* before a vowel are pronounced with a /sh/ sound.

For example:

social, official, action, Asian, musician, suspicion

Good to know!

To **owe a debt of gratitude** to someone is an idiom. When someone says this, it means this person is extremely thankful or grateful for something.

e.g. *I owe a debt of gratitude to my teacher. She always helps me with my homework.*

Pop Up!

What nice things does Marcus do for Zac?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Think about it!

Tippi Hedren and her husband trained a lion cub and kept it in their home as a pet. Hedren said, "It was love at first bite." Later, they adopted six more lions! Finally, their lions performed in the popular film, 'Roar'. Producing a film was a dream for them, and it came true thanks to these special pets.

13 Read Think about it! and write answers to the questions. Then share your answers with a partner.

1. What type of animal did Tippi Hedren and her husband keep as a pet? Would you do the same?  
\_\_\_\_\_
2. What special thing did their pets do?  
\_\_\_\_\_
3. Imagine you are Tippi Hedren. Why would you feel gratitude for your pets? What would you do or say to express your gratitude to them? Give examples.  
\_\_\_\_\_  
\_\_\_\_\_
4. How do you think pets show their gratitude to the people who care for them? Give examples.  
\_\_\_\_\_  
\_\_\_\_\_

14 Your turn! Think about four nice things people do for you. Write them below.

Who?	What do they do?
e.g. Millie	carries my heavy backpack to the bus for me
1.	
2.	
3.	
4.	

15 Express your gratitude. Write sentences and share them with your partner.

e.g. *I want to thank Millie because sometimes she carries my backpack for me.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Elayna and Nico designed artworks to illustrate their pets. These are not ordinary pets – they are impossible pets to keep at home. They would be cool to own but impossible to take care of! In a perfect world, these are the animals Elayna and Nico would choose as pets.

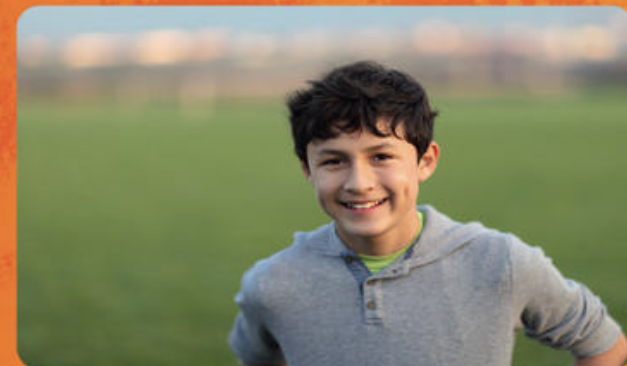
Read and look at their artworks to learn how they introduce themselves and their pets. Next, answer the questions on the next page and plan your artwork about an impossible but cool pet. What is it? Why is it special? What is it able to do? Introduce yourself and present your pet to classmates.

Hi! Let me introduce myself. My name is Elayna, I'm 13 years old and French. I play the guitar and I can paint with watercolours. I want to thank my mother for teaching me how to paint. I love to be creative. It's fun to make pictures and songs!



I would like to tell you about my impossible but cool pet. It's an elephant named Dorina. She's big and pink and not like ordinary elephants. She's a great artist like me - Dorina is able to paint with her trunk! We hope to see you soon.

Hello! I'm Nico. I'm Greek and 12 years old. I'm a great football player but I'm not able to draw good pictures. For my project, I asked my best friend Tobias to help me. Now I've got a nice picture. I really appreciate it.



Let me introduce George, a yellow and brown giraffe. He's cool but it's impossible to keep a giraffe in my house. George likes to travel and he's able to drive a car. Thank you for listening. Let's keep in touch!

**Look back - their artworks:**

1. Where are Elayna and Nico from?
2. What are Elayna and Nico able to do, or not able to do?
3. Who or what do they appreciate? Why?
4. What are their pets?
5. Why are these animals special? What are they able to do?
6. What type of artwork do they present?

**Look forward - your artwork:**

1. What information do you want to share when you introduce yourself?
2. What do you appreciate?
3. Choose an impossible but cool pet. What is its name? What special ability does it have?
4. What type of artwork do you want to create?
5. Go to Workbook p.121 to complete your project planning.

**16 Wrap it up.**

**1. What's the main idea of this unit? Unscramble the words below to make a sentence.**

can learn cool do things to animals

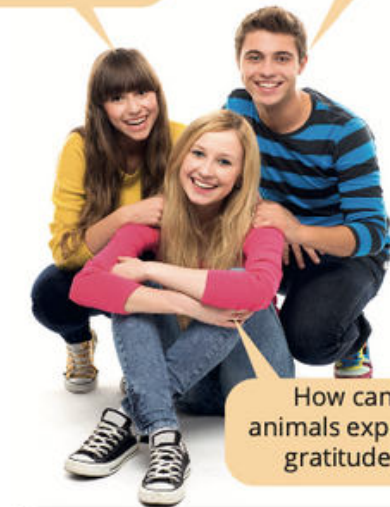
**2. Look again at the pet school brochure on p.10. Find three examples of special abilities animals can have. Write a sentence for each.**

e.g. *Animals can dance.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Which animals can learn to ride a bicycle?

Do circus animals really like to perform tricks?



How can animals express gratitude?

**Your turn to ask!**

What more do you still wonder about talented animals?

**Mark your own skills from 1 to 5.**

**I can:**

- read an article about special animal abilities and how they learn.
- write sentences to describe abilities.
- listen to greetings and farewells, and for important details.
- speak to introduce myself and others, and to express gratitude.



# think 4 skills

Grace Haylee & John Barth

**WORKBOOK**

**1**

# UNIT 1

# Talented Animals



1 Combine the beginnings and endings to create correct words.

re-	rein-	mim-	commun-	re-
-sult	-forcement	-ic	-ward	-icate

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

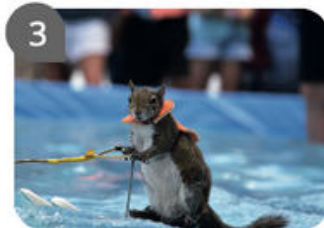
2 Look and describe the abilities of animals in the pictures below. Complete the boxes in your own words.



Animal: dog  
Talent: writing  
The dog can write. \_\_\_\_\_  
\_\_\_\_\_



Animal: seal  
Talent: balancing a ball  
\_\_\_\_\_  
\_\_\_\_\_



Animal: \_\_\_\_\_  
Talent: waterskiing  
\_\_\_\_\_  
\_\_\_\_\_



Animal: \_\_\_\_\_  
Talent: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Animal: \_\_\_\_\_  
Talent: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Animal: \_\_\_\_\_  
Talent: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Fill in Pet School's application form for the pets on p.11.

**APPLICATION FORM**  
Owner's name: Billy  
Pet type: Fish  
Pet's name: Bubbles  
Class: Jumping  
Reason for application:  
My fish isn't able to jump.

**APPLICATION FORM**  
Owner's name: Logan  
Pet type: \_\_\_\_\_  
Pet's name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Reason for application:  
\_\_\_\_\_  
\_\_\_\_\_

**APPLICATION FORM**  
Owner's name: Alexis  
Pet type: \_\_\_\_\_  
Pet's name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Reason for application:  
\_\_\_\_\_  
\_\_\_\_\_

**APPLICATION FORM**  
Owner's name: Jennifer  
Pet type: \_\_\_\_\_  
Pet's name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Reason for application:  
\_\_\_\_\_  
\_\_\_\_\_

4 The classes are fantastic! These talented animals are learning new skills and tricks. Use *to be able to* and describe the animals' new talents in complete sentences.



Now my fish is able to \_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



My mouse \_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

**5 Unscramble the special expressions below.**

1. care / take \_\_\_\_\_
2. you / nice / meet / to \_\_\_\_\_
3. touch / keep / in / let's \_\_\_\_\_
4. introduce / me / myself / let \_\_\_\_\_
5. soon / you / see \_\_\_\_\_

**6 Who is not expressing gratitude? Read, choose and put a tick in the box.**

- It's really kind of you to teach me English.
- You showed me how to solve this Maths problem. I owe a debt of gratitude to you.
- I want to thank you for sharing your paints with me.
- You're fixing my bike! Thank you. I really appreciate it.
- You're welcome!



Five empty speech bubble icons arranged horizontally below the group of people, intended for marking the correct responses.

**7 Drake volunteers at an animal shelter. He feeds and exercises dogs in his free time. Today he's playing games with Oscar. Imagine the conversation between Drake and Oscar. What do you think they are thankful for? How can they express their gratitude to each other? What do they say?**



Five horizontal lines for writing a response to the question about Drake's gratitude.

Five horizontal lines for writing a response to the question about Oscar's gratitude.

**What do I need?  
Materials for my artwork:**

Blank space for writing materials.

**What does my artwork look like?  
My plan:**

Blank space for writing a plan.

**8 Get ready to present! Write a paragraph to introduce yourself.**

What is your name and age? Where are you from?	_____
What abilities and inabilities have you got?	_____
What type of artwork is it? What materials did you use?	_____
Who helped you with your idea? Who helped you make the artwork? How do you express your gratitude?	_____

**9 Write a paragraph to explain and describe your artwork.**

What type of animal is it? What is your pet's name?	_____
What can your pet do? What special abilities has it got?	_____

# Glossary

## Unit 1 - Talented Animals

**ability** (n) a power or skill needed to do something



**application** (n) a formal request for a position, place in a group, or job

**to appreciate** (v) to be grateful, to be thankful

**behaviour** (n) how one behaves or acts

**to communicate** (v) to talk with someone, to express thoughts, feelings or ideas through speaking or writing



**debt** (n) something that is owed to another, something to be paid

**gratitude** (n) the feeling of being grateful or thankful for something

**to introduce** (v) to present someone or something to others for the first time

**to mimic** (v) to imitate or copy someone or something's action or speech

**motivation** (n) something that makes someone behave in a certain way, a reason for doing something

**nationality** (n) belonging to a particular country

**reinforcement** (n) the act of making something stronger

**result** (n) a consequence of something happening, an outcome

**reward** (n) something positive given in return for an achievement

**skill** (n) a special ability that comes from learning and practice

**thirsty** (adj) wanting or needing water



**trainer** (n) someone who coaches others, someone who teaches special skills to others

**training** (n) education, instruction, learning how to do special things

**trick** (n) a clever act, a special skill

## Unit 2 - Big Big World

**Arctic waters** (pl. n.) the ocean and seas in the Arctic region



**astronomer** (n) a scientific observer of space and stars

**to breed** (v) to create babies, to reproduce

**breeding** (n) producing babies

**continent** (n) one of the seven main landmasses in the world

**endangered** (adj) to be at risk of extinction, to be very few in number

**enormous** (adj) greater than a normal, common size



**to explode** (n) to break up into tiny pieces violently

**to explore** (n) to search and discover

**extinct** (adj) no longer alive, ended or died out

**gigantic** (adj) very large

**hospitality** (v) welcoming and entertaining guests or visitors in a friendly way

**immense** (adj) huge, very great

**map** (n) a visual representation of an area

**mammal** (n) an animal with a skeleton that gives birth to live babies and feeds them with milk

**massive** (adj) incredibly big

**to migrate** (v) to travel from one region to another at certain times of the year

**monumental** (adj) remarkable for its greatness or size

**route** (n) a way or road of travel

**sailor** (n) someone who works on ships and travels the oceans and seas

**ship strike** (n) the killing of a whale or other marine animals by large container ships

**sizeable** (adj) of a considerable or large size



**supercluster** (n) a massive structure of galaxies

**supernova** (n) a star's explosion, the largest that can take place in space

**to survive** (v) to remain alive, to continue to exist

**tremendous** (adj) extraordinarily great in size, amount or other ways

**tusk** (n) the long tooth of an animal that sticks out from its mouth



**whaler** (n) a special ship designed for hunting whales

## Unit 3 - The Art of Pottery

**archaeologist** (n) a person who studies ancient people and cultures by examining artefacts and monuments

**afterlife** (n) the part of a person's life after death happens

**amphora** (n) an ancient storage jar used for oil and other liquids

**ancient** (adj) extremely old, from a past age

**artwork** (n) any item or object that an artist creates

**auction** (n) a special sale where people make bids to buy an item, but the winning bid is the highest

**bone-dry stage** (n) the clay is completely dry and ready to be baked in the kiln

**bucket** (n) a round container for collecting, carrying or holding water, sand, etc.



**buried** (adj) to be under the ground

**common** (adj) ordinary, regular, not special in any way

**decoration** (n) things made or done to make something more attractive or interesting

**to dip** (v) to put into liquid for a short time

**to excavate** (v) to dig and remove dirt and rock, to expose something underground



**excavation** (n) an area where digging is happening, an archaeological site

**excess** (n) an amount of something that is more than desirable

**to glaze** (v) to paint, to apply a layer of colour to something

**hieroglyph** (n) an ancient symbol used in writing like a modern letter

**historian** (n) someone who studies the past

**instructions** (pl. n.) steps or procedures necessary to complete an action or task

**kiln** (n) a special oven for baking pottery

**leather-dry stage** (n) the clay is dry but not hard, and the potter cannot shape it anymore



**lumpy** (adj) not smooth and even in texture

**necropolis** (n) an ancient burial site, a large cemetery from an ancient city

**plastic stage** (n) when clay is wet and soft, easy to work with and shape

**potter** (n) someone who works with clay to make pottery

**pottery** (n) ceramics, dishes and vessels made from clay

**rare** (adj) extremely uncommon, very difficult to find or get

**to shape** (v) to give a shape to something



**to sift through** (phr. v.) to separate and remove particles or things from something

**to smooth** (v) to make something less rough, to make a surface flat and even

**to spread** (v) to apply on a surface, to cover something with

**strainer** (n) a tool that has holes in it for separating solids from liquids

**to suspend** (v) to hang something from somewhere

**symmetrical** (adj) having equal parts together in a whole, two parts being the same size and shape

**tomb** (n) a monument made for a dead person, a burial chamber

**to uncover** (v) to expose, to reveal

**valuable** (adj) having a great worth, costing a high price

**vessel** (n) a container, an object that can hold and carry liquids or solids

## Unit 4 - How's It Made?

**advertisement** (n) a commercial, brochure or other media that promotes products and services for sale

**anthropologist** (n) a person who studies the customs, beliefs, work and development of humans

**benefit** (n) an advantage or positive thing that comes from something

**to cause** (v) to make something happen

**charcoal** (n) a special carbon solid made from burned wood

**charge** (n) a quantity of explosive set to explode at a certain time

**chocolatier** (n) a person who makes and sells chocolates



**cholesterol** (n) a fat-like substance found in the blood and all cells of the body

**citronella** (n) a strong-smelling grass that produces oil used in insect repellents

**to cool down** (phr. v.) to bring back to normal temperature, to remove from heat

**danger** (n) hurt or harm that can happen to something or someone, great risk that can bring negative consequences

**diabetes** (n) a disease that occurs when blood sugar is too high and causes damage to the heart, kidneys and other body parts

**dimensional** (adj) having height, length, and width; not flat

**eco-friendly** (adj) does not cause harm to the environment

**eucalyptus** (n) a tall evergreen tree native to Australia and popular for its oil

**evidence** (n) things that prove something is or is not true

**to ferment** (v) a process that converts sugar into the chemical compound: C<sub>2</sub>H<sub>5</sub>OH

**fireworks** (pl. n.) explosive devices that produce a colourful and loud light display, usually at festivals or celebrations

**fuse** (n) a cord or device that ignites an explosive

**to harvest** (v) to gather ripened crops at the end of the growing season

**itchy** (adj) feeling the need to scratch an unpleasant skin irritation like an insect bite

**layer** (n) one thickness, level or fold that lies on top of another

**liquid** (n) a substance that flows like water or oil



**to melt** (v) to become a liquid, to dissolve a solid

**mould** (n) a hollow shape or form to create solids from a liquid that is poured into it

**phenylethylamine** (n) a chemical found in chocolate that creates an antidepressant effect in the brain

**to pour** (v) to send or make a liquid flow or fall from one container to another or onto something

**pyrotechnician** (n) a fireworks technician, an expert who works with fire and explosives