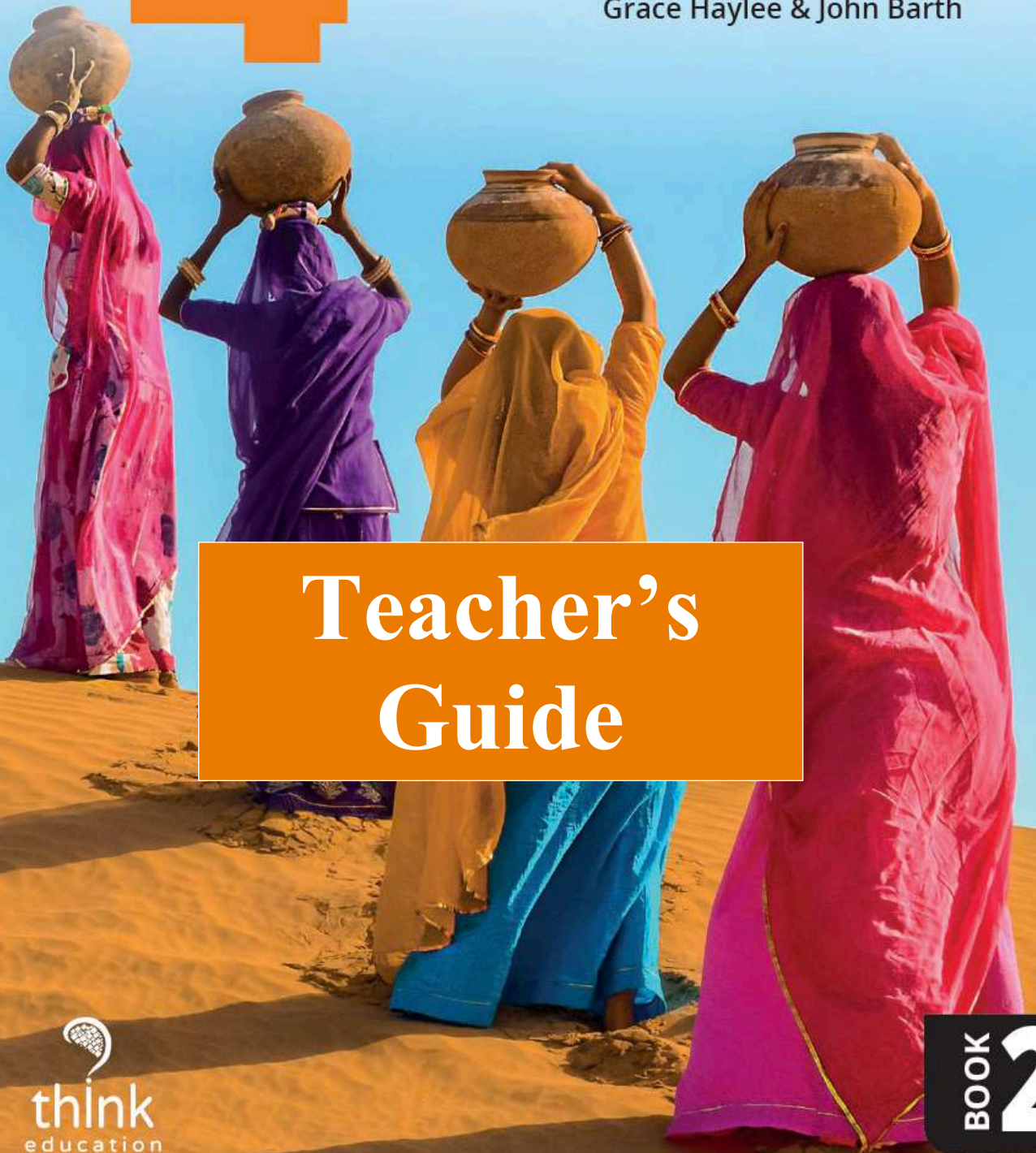


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think & skills

think 4 skills

Grace Haylee & John Barth



Teacher's Guide

Grace Haylee & John Barth


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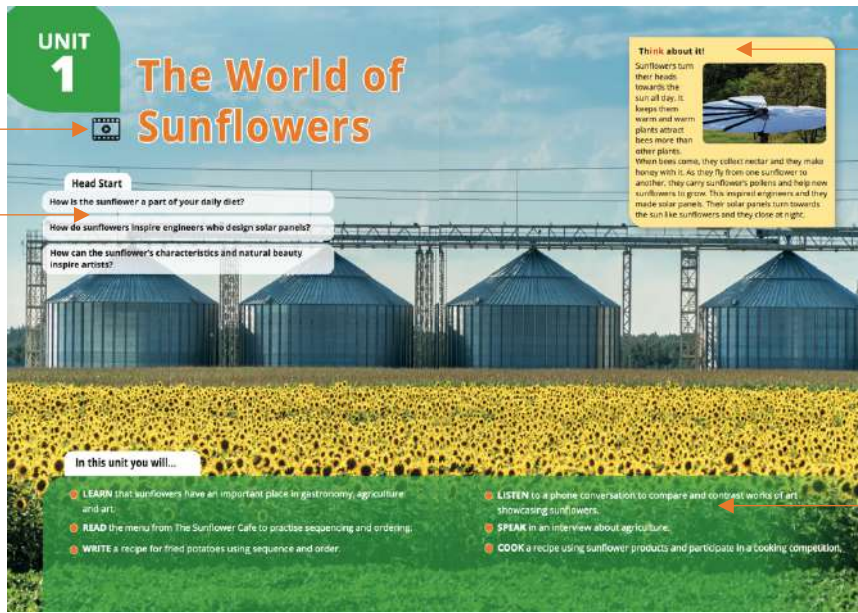
Unit Overview

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.

STUDENT BOOK



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.



MARGIN TEXTS

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

VOCABULARY

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

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.

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

- Circle the odd words and explain why they are different than the others.
 - Parts of the sunflower: head petals leaves seeds tea
Is odd because _____
 - Ingredients: yeast olives chocolate chips decorate cream
_____ is odd because _____
 - Cooking instructions: mix sauce bread sprinkle add
_____ is odd because _____
- Look at the reading again. Match the words with the pictures.

serve	pour	shape	cover
-------	------	-------	-------

Go deeper in words:
A suffix is a letter or a group of letters attached to the end of a word to change the grammatical function of the word. Read the definition of **poisonous**, **poisonous** and **nutritious**. Next, circle true (T) or false (F).

nutritious (noun)
nutritious (adjective)
- containing substances that are healthy and good for physical growth.

poisonous (noun)
poisonous (adjective)
- capable of causing illness or death.

- Some people think sunflower leaves are poisonous. T F
- The owner of the cafe thinks sunflower leaves are nutritious. T F
- The two nouns become adjectives by taking different suffixes. T F
- The words *ambitious*, *glorious* and *vicious* are nouns. T F

Comprehension

- Answer the questions according to the text.
 - What are the ingredients of Sunflower Chicken?
 - What is the last step when cooking bread with sunflower seeds?
 - Becky goes to the Sunflower Cafe. She orders a fried starter, a hot drink, a grilled main course and a dessert. How much money does she pay?
 - Would you order the Sunflower Salad in the menu? Why or why not?
- Read the procedure again for baking Sunflower Cupcakes on p.7. Put the pictures in the correct sequence. Write the letters in the arrow below.

Think about it!
After the Hiroshima, Fukushima, and Chernobyl nuclear disasters, people planted fields of sunflowers around the areas. This is because sunflowers take poisonous metals and radiation from the soil.

What is missing?
It's putting the cream thing in the oven.

ASK QUESTIONS:
Look at the pictures below.

- What does each picture show?
- How do you plant a sunflower? Explain the process in your own words.

Make a list.
Time to research! What are some other flowers you can make tea with? Look online and find ideas.

WHAT IS ...?

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

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.

ASK QUESTIONS

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

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.

Writing

TIPS & STRATEGIES

We use **first, second, third, next, then** and **finally** to explain a sequence of steps or the order of events. Read the paragraph about the making of biofuel. Find these words and underline them. See how they show the sequence in the paragraph.

From Waste Cooking Oil to Biofuel
Waste cooking oil is harmful for animals and environment. However, people can recycle it and make biofuel. First, they determine how much potassium hydroxide they need for the process. Second, they carefully pour potassium hydroxide into methanol. Third, they mix the solution with oil and heat the solution for 15 minutes. They continuously stir it. Next, they wait until the mixture cools down. When this happens, biofuel and glycerine separate. Biofuel goes on top of glycerine. They remove the glycerine and they get the biofuel. Then, they wash the biofuel with hot water to remove methanol and potassium hydroxide. They also filter the biofuel with a cotton cloth to remove food particles. Finally, they boil the biofuel to remove the water. The biofuel is ready! Don't forget that doing experiments with chemicals can be dangerous. It requires an experienced professional's help and guidance. So, don't try making biofuel from waste cooking oil at home. Pour the waste cooking oil into the oil recycling bin and relax!

3. How much waste cooking oil do you produce at home in a week? How much of it do you recycle? Let's record the data and find out!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Waste cooking oil amount							
Amount recycled							

Pop Up!
Circle True or False.

- Everyone can make biofuel from the waste cooking oil at home. T F
- People should pour the waste cooking oil into the oil recycling bins. T F
- The first step of recycling waste cooking oil is boiling. T F
- There can be some food particles in the waste cooking oil. They remove them by filtering. T F

I completed the table and now I understand that...

- we always recycle our waste cooking oil in our family.
- we don't recycle our waste cooking oil enough in our family.
- we want to recycle our waste cooking oil but there isn't a recycling bin for waste cooking oil close to our house.

POP UP!

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

What is a recipe?
A recipe is a list of instructions someone follows in the correct order to prepare a dish.

INSTRUCTION:
It is easy to prepare French fries. First,

Ingredients:
- 3 large potatoes
- 1 litre sunflower oil
- salt (1 teaspoon)

You need:
- a knife
- a cutting board
- a frying pan
- a slotted spoon

5. Make the best sandwich in the world! What ingredients are you putting in your sandwich? Write and draw them in the boxes. Next, write the steps of preparing the sandwich below.

Ingredients:

Bread with sunflower seeds			
----------------------------	--	--	--

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

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.

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.

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.

Listening

What is context and context?
When you compare things, you find similarities. When you contrast things, you find differences.



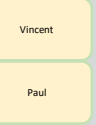

Good to know!
"Turn your face to the sun, and shadows follow behind you"
- Maori Proverb.

Vincent van Gogh was an Impressionist painter. At that time, his style was new and different, but most people didn't understand or like his paintings. Today, however, he is one of the most famous painters in the World. He inspires other artists with his vision and original technique. Van Gogh followed his dreams and chose a different path. Like a sunflower, he looked forward and didn't let people's harsh words stop him.

Before you listen:
Which do you think is more beautiful – a photo or a painting of sunflowers?
Why?

gratitude thanks and appreciation	imperfection a flaw or problem, something that is not perfect	realistic accurate and realistic	impressive great and special, magnificent or spectacular	immortal endless and eternal
---	---	--	--	--

2. Listen to the conversation between Craig and Vincent Van Gogh. As you listen match the painter with the correct painting. Draw a line. Then, write and explain why they painted these pictures.

	Vincent	
	Paul	

3. Listen and fill in the blanks.
To Van Gogh sunflowers mean 1. _____ and 2. _____. He loves their 3. _____ and 4. _____. Van Gogh doesn't draw sunflowers, he draws his 5. _____ and 6. _____ about sunflowers.

9. Listen and complete the Venn diagram comparing photography and painting.

Photography

Both

Painting

10. Answer the questions.

- When was Vincent Van Gogh born?
- Why didn't Van Gogh try to paint realistic pictures?
- Van Gogh said that his painting made him immortal. What does he mean? Do you agree?
- If you were Craig, what questions would you ask Van Gogh?
 - _____
 - _____

Make a list.
Who are some other painters you know? Make a list.

Think about it!
This painting by the French painter, Claude Monet, is called "Bouquet of Sunflowers."

Pop Up!
What are some similarities and differences between Monet's painting of sunflowers and Van Gogh's painting on p. 12?

What's painting do you like most? Why?

ASK QUESTIONS!
Ask your partner questions about the picture below.

- Is the picture better a painting or a photo?
- Art often expresses beauty. What do you find beautiful in this picture?

GRAPHIC ORGANIZERS

Graphic organizers like flow charts, tables, graphs, brainstorm maps and Venn diagrams are included in each unit to support thinking skills and help students organise ideas and key details.

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.

SPEAKING

Models demonstrate the purpose, ideas and structure for speaking tasks to prepare students for the productive task that follows.

Speaking

AN INTERVIEW WITH A FARMER

How do you plant sunflowers?
First, find a sunny place because they like sun so much. Second, dig holes in the soil. Then, put the sunflower seeds and cover the seeds with soil. Finally, water them and watch them grow.

When should I plant sunflowers?
You can grow sunflowers in all seasons but I usually put the seeds in the soil in October. October is better than the other months.

Do sunflowers need fertilizer?
Their soil should be rich with organic matter. Soil with fertilizer is always better than soil without.

How can I protect sunflowers as they grow?
I think birds are the biggest problem. We always put scarecrows in the fields to keep them away.

How do you know when it's harvest time?
Back of the sunflower heads turn yellowish-brown. It means they are ready for harvesting.

Problems to solve:
There are many different needs. There are which need to be met for that kind of crop. For example, for sunflowers, you need to be careful about the soil. There is a connection and an analogy with the comparison and contrast. For example, sunflowers usually need more than regular plants. The process of the soil is the most important for them as a crop.

PRONUNCIATION CHECK

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

PREPARATION and PLANNING

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

Cotton farmers choose sunny places to plant them. If there isn't enough sunlight, the plants can't grow well. Also, cotton needs fertilizers. The best time to plant cotton plants is May. They harvest cotton when the plants open and the soft white cotton comes out. Cotton farmers' biggest problem is a tiny insect called 'boll weevil' because it destroys the cotton plants.

11. Compare and contrast sunflower farming and cotton farming. Complete the table below. With your partner, talk about the similarities and differences.

	Sunflower	Cotton
Location for planting		
Things to add to the soil		
When it is best to plant		
How to know it is time to harvest		
Problems farmers must solve		

12. Time to do some research! Prepare 4 different questions to ask a cotton or sunflower farmer in an interview. What will their answers be? Write your questions and answers below. With a partner, act out the interview.

1. Q: _____ A: _____

2. Q: _____ A: _____

3. Q: _____ A: _____

4. Q: _____ A: _____

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.

PROJECT and PRESENTATION

Every unit consolidates and celebrates learning with an original project task. Students have the opportunity to develop their creativity, problem-solving and presentation skills.

LOOK BACK, LOOK FORWARD

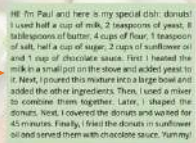
Students examine and deconstruct the model projects to understand purpose and process. Students then use these key points to reflect upon their own project and plan how to complete it.

Project - Cooking Competition

It's time to cook and challenge! Here are some original recipes using sunflower products by chefs competing in a cooking competition. First, take a look and learn how they prepared and presented their dishes. Next, answer the questions on the next page. Finally, you will prepare your own original dish using sunflower products. What will it be? How will it taste?



Hi! I'm Laura and the name of my special dish is Sunflower Seed Cookies. I used half a cup of sugar, half a cup of butter, 1 egg, 1 teaspoon of vanilla, 1 cup of flour, 1 teaspoon of baking soda and half a cup of sunflower seeds. First, I moved the ingredients in a bowl. Second, I kneaded the dough. Then, I shaped the cookies. Later, I baked them in the oven for 20 minutes. Finally, I served them on a plate with a glass of milk. Bon appetit!



Hi! I'm Paul and here is my special dish: donuts! I used half a cup of milk, 2 teaspoons of yeast, 1/2 teaspoon of butter, 4 cups of flour, 1 teaspoon of salt, half a cup of water, 2 cups of sunflower oil and 1 cup of chocolate sauce. First, I heated the milk in a small pot on the stove and added yeast to it. Next, I poured this mixture into a large bowl and added the other ingredients. Then, I used a mixer to combine them together. Later, I shaped the donuts. Next, I covered the donuts and waited for 45 minutes. Finally, I fried the donuts in sunflower oil and served them with chocolate sauce. Yummy!



Hi! My name is Lily and my dish is called Sun Soup. You need 1/2 cup of sunflower seeds, 3 cubes of corn, 1 onion, 1 teaspoon of salt, 2 potatoes, 1 table spoon of sunflower oil and 3 cups of water to cook this soup. It's easy to make. First, cut the onion, corn and potatoes into small pieces. Put all of the ingredients into a large pot of boiling water. Cook the soup for 30 minutes, but don't forget to stir it often. Next, use a blender to mix the ingredients well. Finally, serve the soup in a bowl and decorate it with sunflower seeds and green herbs. It is very nutritious.

Look back - their dishes

- Which dish do you prefer? Why?
- How many ingredients are in the dish? What are they?
- How many steps are in the recipe?
- What cooking method do they use to make the dish?

Look forward - your dish

- What will you make for the cooking competition? Is it sweet, nutritious, served hot, or anything you wish?
- What ingredients do you need?
- What method will you use? Will you bake, fry, grill or boil your dish?
- What are the instructions?
- Go to Workbook p.121 to complete your project planning.

Wrap it up.

Sunflowers have an important place in _____ and _____.

- Swab back in the unit. Which of the following can you NOT use to complete the sentence above?
 - a. geography
 - b. art
 - c. communication technologies
 - d. agriculture

- Which of the following is NOT correct about sunflowers?
 - a. People can make cooking oil with them.
 - b. Their petals are good to make tea.
 - c. Farmers like painting their pictures.
 - d. People can't eat their seeds.

- Which of the following is TRUE about sunflowers and the environment?
 - a. They leave poisonous mist and cause radiation in the soil.
 - b. They don't inspire engineers who design solar panels.
 - c. Waste cooking oil can be recycled for other purposes like biofuels.
 - d. The seeds of the sunflower plant contain birds.

Are there different types of sunflowers or are they all the same?

How many seeds are in a sunflower?

Your turn to add! What are two things you still wonder about sunflowers?

Mark your own skills from 1 to 5.

I can:

- read a menu to sequence and order.
- write my own recipe.
- listen to a phone conversation to compare and contrast.
- make an interview about agriculture and compare and contrast the information I get.

MODELS

Detailed and realistic models inspire students and illustrate how they can a) problem-solve to complete the project, and b) present their project to their peers upon completion.

WRAP IT UP

Students look back at what they've learned in the unit by answering questions about key content and ideas.

YOUR TURN TO ASK!

A fun, collaborative discussion opportunity where students think of other questions inspired by this topic of study. A model question breaks the ice. No question is a silly question, and there's always a chance that somebody knows the answer!

SELF CHECK

Students reflect on their success and develop self-awareness across each skill area.

WORKBOOK

UNIT 1 The World of Sunflowers



1. Read and complete the summary of the sunflower chef's menu on p.12. Use the words in the box below.

but get, poisonous, nutritious, together, bake, try, mixed, delicious

Sunflowers are very _____ and people can cook many different dishes with them. First, they can _____ together in a bowl. Second, they can _____ the petals in water to make tea. Also, they can eat sunflower seeds to boost their bodies. They are _____ and shape it into many. Sunflower leaves are a yummy _____, too. They are delicious to eat but some people think they are _____, finally, sunflowers can be used to make _____, their dishes to look like them. For example, they can _____ together to make some dishes with cheese and onions. The dish looks like a sunflower! They can also be _____ together and use sunflower seeds and oil, etc.

Put the steps for baking bread in the correct order.

- Roll the bread.
- Shape the dough.
- Cover the dough and wait.
- Mix the flour, yeast, salt, water and sunflower seeds.
- Place the seeds in it.
- Use an oven to bake the bread.
- Put a plate in the garden with oil of sunflower.
- Take seeds from the head of a sunflower.

2. Write the steps for the recipe you planned on p.11 in a paragraph. Write them in the correct sequence. Use linking words such as first, second, third, next, after and finally. Don't forget to write the ingredients.



Preparing a sandwich is so much fun! Use the questions on:

Fill in:

3. Read the clues and complete the crossword puzzle.

Across

1. A flower that has bright petals and a green and yellow center. They love to eat it. (4)

2. People with sunflower seeds in their hair. (6)

3. A person who grows and takes care of plants. (6)

4. People who are good at making things. (6)

Down

1. A flower that has a yellow center and a green and yellow center. (4)

2. A person who grows and takes care of plants. (6)

3. A person who grows and takes care of plants. (6)

4. A person who grows and takes care of plants. (6)

5. A person who grows and takes care of plants. (6)

6. A person who grows and takes care of plants. (6)

7. A person who grows and takes care of plants. (6)

8. A person who grows and takes care of plants. (6)

9. A person who grows and takes care of plants. (6)

10. A person who grows and takes care of plants. (6)

11. A person who grows and takes care of plants. (6)

12. A person who grows and takes care of plants. (6)

13. A person who grows and takes care of plants. (6)

14. A person who grows and takes care of plants. (6)

15. A person who grows and takes care of plants. (6)

16. A person who grows and takes care of plants. (6)

17. A person who grows and takes care of plants. (6)

18. A person who grows and takes care of plants. (6)

19. A person who grows and takes care of plants. (6)

20. A person who grows and takes care of plants. (6)

4. Now it's time to put on the chef's hat! Cook your dish and present it in the cooking competition. Write a paragraph to present your dish.

Name: _____

Class: _____

Topic: _____

Ingredients: _____

Time: _____

Cooking time: _____

How you feel about your dish? _____

Trace your friend's dishes. Compare them and award points to find the Best Chef in the class! Use the criteria below to judge the dishes. Share your scores and opinions with your classmates.

Mark each category as 1, 2, 3, 4, 5.

original use of a sunflower product: _____

taste: _____

appearance: _____

healthiness: _____

decoration and presentation: _____

VOCABULARY

Further target vocabulary practice to reinforce understanding and reinforce context.

COMPREHENSION

Further comprehension exercises to clarify and assess knowledge of main ideas and key details from the reading text.

PORTFOLIO

After preparation and rough planning, students now compose their polished copy of the unit's writing task.

LANGUAGE

Students do further practice of key language points and the subskills introduced in the unit.

PRESENTATION

After building and completing the project, it's time to present it to the class. Students use these frameworks to structure their talk with key details and suggested language.

Unit 1 - The World of Sunflowers 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 sunflowers have an important place in gastronomy, agriculture and art.
- Read the menu from The Sunflower Cafe to practise sequencing and ordering.
- Write a recipe for fried potatoes using sequence and order.
- Listen to a phone conversation to compare and contrast works of art showcasing sunflowers.
- Speak in an interview about agriculture.
- Cook a recipe using sunflower products and participate in a cooking competition.

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?

Contrast the field of sunflowers with the industrial storage silos in the background (the crop before and after the harvest of the sunflower seeds). How are they connected?

Think about the size of the containers and how it represents the size of the harvest. Have students seen such fields before? What were their impressions? What do they know about farming, from prior knowledge, personal experience or otherwise?

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 – I eat sunflower seeds for a snack. My mother cooks with sunflower oil.
- 2nd – Sunflowers turn towards the sun. Engineers design solar panels like this. Solar panels face the sun to catch sunlight. Then the solar panels close at night.
- 3rd – A sunflower has got bright and beautiful colours, like yellow and green. It has got interesting shapes, too. Artists can paint, draw and take photos of the sunflower's special beauty.

Think about it! Page 5

Read the text aloud or play the audio. Students examine the accompanying photo and discuss similarities between the solar panel and an actual sunflower (e.g. general shape, facing the sun, closing at night).

- **Extension Fact:** Discuss pollination with students. Flowers and many plants require pollination in order to reproduce and create seeds and fruits. Approximately 80% of the food we eat requires pollination by animals. Insects like bees perform this function. Beekeepers often keep their hives near fields or areas with wildflowers and plants.

Reading Pages 6 & 7

Before you read Page 6

Arrange students into pairs to discuss the question.

Conduct a quick survey: Who ate food items made with or from sunflower products in the last week? Which sunflower products were used? What were the most common food items eaten by students?

Answer Key (Sample answer):

- You can fry foods. For example, fried chicken, potatoes and eggs are delicious. You can bake cakes and desserts with sunflower oil. Sunflower seeds are a delicious snack, too.

Before reading:

- Quickly review target vocabulary with illustrations and 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 photographs of food items. What do they recognise?
 - If they were at this café, which item looks like something they would try? Why or why not?
 - Can they identify any ingredients used in the dishes by examining the photographs?

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.

As an extension after the reading is completed, ask students if any of their previous answers have changed. Would they still choose the same item from the menu? Why or why not?

Pop Up! Page 7

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

Answer Key (Sample answers):

- The Sunflower Cupcake and Sunflower Chicken haven't got any ingredients from sunflowers.
- The Sunflower Salad has got nutritious ingredients like sprouts, seeds, nuts, lemon juice, sunflower oil and vinegar in it.
- I would order the Sunflower Salad because I like healthy, delicious foods.

Workbook Page 118

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

Answer Key:

- | | | |
|---------------|---------------|-------------|
| 1. nutritious | 4. knead | 7. decorate |
| 2. fry | 5. ingredient | 8. grill |
| 3. boil | 6. poisonous | 9. bake |

Put the steps in the correct order:

- Baking bread: E, B, D, C, A
- Planting sunflowers: E, D, A, C,

Vocabulary Page 8

Explain the task clearly to students: One of the words (of the 5 or 6) is different from the others. Identify it (with a circle) and then complete the sentence frame directly below to explain why.

Exercise 1 Page 8

Answer Key:

- tea Tea is odd because it is not a part of a sunflower.
- decorate Decorate is odd because it is not an ingredient.
- sauce Sauce is odd because it is not a cooking instruction.

Exercise 2 Page 8

Answer Key:

- 1st picture – pour
- 2nd picture – cover
- 3rd picture – serve
- 4th picture – shape



Go deeper in words: Page 8

Explain and demonstrate to students what a suffix is. Review vocabulary (with illustrations) and note the differences between noun and adjectival forms of the root word. Check for understanding. Model and practise pronunciation of the suffix form.

In small groups, ask students to brainstorm further examples of word pairs ending in the *-ous* suffix. Encourage them to check their dictionaries. Elicit answers and write to the board for sharing and illustration.

- danger / dangerous
- anxiety / anxious
- space / spacious
- mystery / mysterious
- study / studious
- envy / envious
- fury / furious
- caution / cautious
- infection / infectious
- luxury / luxurious

Answer Key:

1. T - true
2. T - true
3. F - false
4. F - false

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 (with sample answer):

1. The ingredients of Sunflower Chicken are chicken breast, cheese and olives.
2. Taking the bread out of the oven is the last step.
3. Becky pays \$27.
4. No, I wouldn't order the Sunflower Salad. Some people think sunflower leaves are poisonous.

Exercise 4 Page 9

Answer Key:

1. C
2. B
3. A
4. D

Think about it! Page 9

Read the text aloud or play the audio. Discuss the content by asking if anyone knows about one of the three nuclear disasters mentioned here – Hiroshima, Fukushima or Chernobyl. Encourage students to share they know about these disasters – locations, impact and consequence, etc.

Extension fact: What is the scientific rationale for planting sunflowers in nuclear-affected landscapes? Sunflowers help absorb toxic metals and radiation from soil. Sunflowers planted on floating rafts can absorb toxic elements in water through their roots. The radioactive elements are then pulled up from the roots and into the stem and leaves. The result? The soil is cleaned! (The plants are later disposed of in a special process as radioactive waste.) Research suggests that sunflowers can be as good for our environment as they are lovely to look at.

Ask Questions: Page 9

Direct students to look at the picture sequence showing the cycle of planting, growing and harvesting a sunflower, from seed to seed. From picture to picture, guide students' understanding of what the illustration shows. Record key vocabulary to the board for the benefit of all. Finally, before assigning the questions, gather students in pairs so they can share ideas and compose responses.

Answer Key (Sample answers):

1. The picture shows the life cycle of a sunflower.
2. First, get a sunflower seed and plant it in the soil. Water the seed and give it sunshine. The sunflower grows tall. At the end, you have more sunflower seeds!

Make a list. Page 9

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

Answer Key (with sample answers):

- lavender, chamomile, linden, rose, peppermint, ginger, sage

Writing Pages 10 & 11

Tips & Strategies Page 10

Explain the concept of sequencing / order of events and demonstrate the target language to students. Check for understanding. Elicit responses from students regarding where examples of the target language can be found in the text, *'From Waste Cooking Oil to Biofuel.'*

Answer Key:

- Waste cooking oil is harmful for animals and environment. However, people can recycle it and make biofuels. **First**, they determine how much potassium hydroxide they need for the process. **Second**, they carefully pour potassium hydroxide into methanol. **Third**, they mix the solution with oil and heat the solution for 15 minutes. They continuously stir it. **Next**, they wait until the mixture cools down. When this happens, biofuel and glycerine separates. Biofuel goes on top of glycerine. They remove the glycerine and they get the biofuel. **Then**, they wash the biofuel with hot water to remove methanol and potassium hydroxide. They also filter the biofuel with a cotton cloth to remove food particles. **Finally**, they boil the biofuel to remove the water. The biofuel is ready! Don't forget that doing experiments with chemicals can be dangerous. It requires an experienced professional's help and guidance. So, don't try making biofuel from waste cooking oil at home. Pour the waste cooking oil into the oil recycling bin and relax!



From Waste Cooking Oil to Biofuel

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From Waste Cooking Oil to Biofuel Page 10

Read the text aloud or play the audio. After each key word signaling a step in the sequence, pause to assess comprehension. Also, address any vocabulary questions students might have. After reading, gather students in pairs or small groups to construct a sequential graphic organizer that illustrates the steps, from start to finish (like the figure below). Students write key words or details taken from the text in each corresponding box. Elicit answers from the class and consolidate responses to the board for comparison and sharing.

1 st	2 nd	3 rd	4 th	5 th	6 th (last)

Exercise 5 Page 10

Students will complete this exercise as homework. They will track the use of cooking oil at home (by volume, each day) and record amounts in the table. Further, students will also record in the table how much of the waste cooking oil was recycled each time.

Before assigning, review common forms of liquid measurement: bottles, litres, millilitres, cups, tablespoons, teaspoons. If possible, bring in actual sets of measuring tools to demonstrate and illustrate the concept.

At the end of the week, students return to class with the completed data sets. In small groups, students compare their findings. What important findings stand out or are shared by most members of the group? What generalisations can students make from the data? For example:

- How much cooking oil is being used every day?
- How much is usually recycled?

Students can also share anecdotes based upon the data:

- If very little waste oil is recycled at home, what are the reasons for it?
- How could students encourage more recycling to happen at home?

Answer Key (Sample answers for the table):

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 cup	1 cup	1 tablespoon	none	1 tablespoon	3 cups	1 cup
none	1 cup	none	1 cup	none	2 1/2 cups	none

- b. I completed the table and now I understand that **we don't recycle our waste cooking oil enough in our family.**

Pop Up! Page 10

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

Answer Key:

1. F - false
2. T - true

3. F - false
4. T - true

What is a recipe? Page 11

Arrange students into pairs or small groups to discuss and brainstorm what a recipe is, why we follow its steps and suggestions, and what a recipe usually contains. Share and compare answers.

Explain and illustrate to students what a recipe is. A recipe is a set of written instructions used when cooking or baking food. For the person cooking the food, a recipe lists the ingredients they should use and how to measure them. Also, a recipe lists the steps or special techniques a cook follows when making a dish. (Sometimes nutritional facts are included.)

Ask comprehension check questions. For example:

- Why do we use recipes?
- What happens if an ingredient is missing from a recipe?
- What happens if we don't follow all of the steps in a recipe?
- Did you ever cook something using a recipe? What was it? How did it turn out?

Recipe Page 11

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

Answer Key:

- Instruction: It is easy to prepare French Fries. First, **pour sunflower oil in the pan and heat it.** Second, **cut potatoes on the cutting board.** Third, **fry potatoes in sunflower oil.** Fourth, **remove fried potatoes from the pan.** Finally, **sprinkle salt on the French fries.** Bon appetit!

Extension activity: Students look at the pictures in the recipe book illustration (P.11). Students number them in correct sequential order. Next, they match the pictures to the corresponding sentences in their recipe text by drawing lines.



Exercise 6 Page 11

Answer Key (Sample answers):

- bread with sunflower seeds
- tomato
- cheese
- salami
- mayonnaise

Step 1: Slice the salami, tomatoes and cheese.

Step 2: Slice and grill the bread.

Step 3: Spread mayonnaise on the two slices of the bread.

Step 4: Put the salami, tomatoes and cheese on one slice of bread.

Step 5: Put the other slice of the bread on top of the ingredients.

Workbook Page 119

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

Answer Key (Sample answer):

- Preparing a sandwich is so much fun! The ingredients are **two slices of bread with sunflower seeds, a tomato, some cheese, mayonnaise and salami.**

First, **slice the salami, tomatoes and cheese.** Second, **slice and grill the bread with sunflower seeds.** Third, **spread some mayonnaise on the two slices of the bread.** Next, **put the slices of salami, tomato and cheese on one slice of bread.** Now **put the other slice of bread on top.** Hold your sandwich with **two hands and take a big bite! Bon appetit!**

Listening Pages 12 & 13

What is compare and contrast? Page 12

Arrange students into pairs or small groups to discuss and brainstorm what compare and contrast is and how we can do it. Share and compare answers. Explain and illustrate the concept of compare / contrast to students: Comparing involves identifying similarities between two or more things (*e.g. Apples and oranges are both sweet fruit*). Contrasting involves looking at two or more things in order to identify their differences (*e.g. An apple is red or green; an orange is orange in colour.*)

Ask comprehension check questions. For example:

- Can we compare only one thing? Why or why not?
- Compare any two things in the classroom now and find at least 3 similarities.
- Contrast any two things in the classroom now and find at least 2 differences.

Before you listen Page 12

Generate interest and activate background knowledge of the similarities and differences between photography and painting by asking about students' personal perspectives. Frame responses by introducing language and concepts such as: realistic, imagination (vision), style, technique, creative, art.

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):

- **I think a painting is more beautiful because I can use my imagination. Photos are realistic but paintings are more interesting.**

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 (Sample answers):

- **Vincent Van Gogh painted this picture. He painted it to make his friend Gaugin happy.**



- **Paul Gaugin painted this picture. He painted it to express his gratitude to Van Gogh.**



Exercise 8 Page 12

Answer Key:

- | | | |
|--------------|-------------------------|-------------|
| 1. happiness | 3. bright yellow colour | 5. feelings |
| 2. gratitude | 4. imperfection | 6. thoughts |

Workbook Page 120

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

Answer Key:

- Across: 1. impressive 2. immortal 4. realistic
- Down: 1. imperfection 3. gratitude

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

Answer Key:

1. Sunflowers grow faster than cotton plants.
Cotton plants grow slower than sunflowers.
2. Cotton plants need more fertilizer than sunflowers.
Sunflowers need less fertilizer than cotton plants.
3. Cotton seeds are cheaper than sunflower seeds.
Sunflower seeds are more expensive than cotton seeds.
4. The history of sunflowers is longer than the history of the cotton plant.
The history of the cotton plant is shorter than the history of sunflowers.

Exercise 9 Page 13

Arrange students in pairs or small groups to complete the graphic organizer with the correct details from the listening text. Before they begin, it may be necessary to explain and illustrate how a Venn Diagram works. Model the thinking and type of response for students – for example, compare and contrast two sports, two types of music, two food dishes, etc.

- one circle contains unique details about one subject (differences),
- the other circle contains details only unique to the other subject (differences), and
- the middle where the circles overlap contains details both subjects share (similarities).

Play the audio of the Listening text again. Students listen for key details mentioned by the speakers and record them in the graphic organizer according to whether the detail applies only to photography, only to painting, or is a characteristic shared by both.

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

Answer Key:

Photography:

- easier to take
- more realistic

Both:

- uses images to express meaning
- a form of artistic expression

Painting:

- more impressive
- harder to draw

Exercise 10 Page 13

Answer Key (with sample answers):

1. He was born in 1853.
2. He thinks people can see real sunflowers outside. Van Gogh wants people to understand how he sees sunflowers.
3. An artist can live forever in people's hearts because people love the paintings. I agree. I think about the artist when I see a painting.
4. a. What kind of paint do you use?
b. What are your favourite things to paint?

Think about it! Page 13

Introduce students to the artwork of another Impressionist painter, Claude Monet. Claude Monet was also an Impressionist painter. Talk with students about colours, brushstrokes, more/less realistic, subject matter, brightness, and their feelings about each work.

Pop Up! Page 13

Gather students in pairs. They now compare and contrast the two paintings by Vincent van Gogh and Claude Monet. As an Impressionist, Monet's style is somewhat similar to Vincent van Gogh's, but it's also remarkably different. They also lived at the same time and were both living in western Europe. Elicit answers from students and record details to the board for sharing and comparison. Use one side of the board to write the similarities and the opposite side to list the differences. After details are recorded on the board, practise making full responses using the sentence model in the Answer Key.

Answer Key (sample answers):

1. Both have got a vase with sunflowers. Van Gogh uses brighter colours than Monet.
2. I like Monet's painting because the sunflowers look more realistic.
e.g. I like _____'s painting because _____.

Ask Questions: Page 13

Students can now compare a 3rd variation of a sunflower artwork – this time a photograph. Gather students in pairs to compare and contrast the photo with the two previous examples of sunflower paintings. Generate discussion and guide thinking by asking questions:

- How are they similar and different?
- Which type of artwork, painting or photograph, do you prefer? Why?

Elicit answers from students and share with the whole class.

Answer Key (with sample answer):

1. It is a photo.
2. I like the yellow colour and the shape of the flower petals. They remind me of the Sun.

Make a list. Page 13

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

Answer Key (with sample answers):

- Jackson Pollock, Picasso, Frida Kahlo, Piet Mondrian, Leonardo Da Vinci, Wassily Kandinsky, Salvador Dali

Speaking Pages 14 & 15

An interview with a farmer Page 14

Before 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.

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. If necessary, provide further examples of 'than' and 'then' 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.

Ask Questions Page 15

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.



Answer Key (Sample answer):

- Farmers plant cotton because we use cotton for clothes and fabrics. For example, we make shirts and jeans, napkins and tablecloths, bandages and beach towels from cotton. Cotton products are all around us.

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

Exercise 11 Page 15

Answer Key:

	Sunflower	Cotton
Location for planting	a sunny place with good soil	a sunny place with good soil
Things to add to the soil	fertilizer	fertilizer
When it is best to plant	October	May
How to know it is time to harvest	The back of the sunflower plant turns yellowish-brown.	The plant opens and the soft white cotton comes out.
Problems farmers must solve	birds	the boll weevil

Exercise 12 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 answers):

1. Q: When did you start farming cotton?

A: This is my family's farm. My grandfather was a sunflower farmer. My father was a farmer, too. Now I grow sunflowers.

2. Q: When do you plant sunflowers?

A: I plant seeds in the early spring. The weather is warm and the soil is ready.

3. Q: How do sunflowers grow?

A: They need sunshine and water. Sunflowers grow in the summer. In the autumn, they are ready to harvest.

4. Q: Do you like being a farmer?

A: Farming is wonderful. I love my farm. I like working with plants and the soil. Sometimes it is difficult but I'm proud of my work. My job is important for everyone.

Project – Cooking Competition Pages 16 & 17

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

- What dishes do they see?
- How do they look? If you could, would you eat this dish?
- How do you think this dish is made?
- What do you think are their ingredients?

Introduce the project's purpose and expectations with a brief overview. Students will create/follow a recipe to cook/bake/make an actual dish of their choice. This dish will be shared with classmates but each student will present their dish beforehand, describing what it is, what the ingredients are, and how it is made.

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 sequential nature of recipes, and raise students' awareness of the corresponding use of language.

Look back – their dishes: Page 17

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

Answer Key (with suggested answers):

1. I prefer Sun Soup because it is nutritious.

2. Laura – Sunflower Seed Cookies: There are seven ingredients. There is sugar, butter, egg, vanilla, flour, baking soda, sunflower seeds.

Paul – Donuts: There are eight ingredients. It has got milk, yeast, butter, flour, salt, sugar, oil and sauce in donuts.

Lily – Sun Soup: There are seven ingredients. There are sunflower seeds, corn, onion, salt, potatoes, sunflower oil, water.

3. Sunflower Seed Cookies: There are 5 steps.

Donuts: There are 6 steps.

Sun Soup: There are 5 steps.

4. Sunflower Seed Cookies – baking

Donuts – frying

Sun Soup – boiling

Look forward – your dish: Page 17

Gather students in pairs (or leave as individuals, if preferred). Introduce the planning phase of their project. Model the creative thinking process, brainstorming, questioning and preparation necessary before doing the actual cooking.

Focus on process. Present students with a complete model to help them understand both the project's procedures and expectations. If necessary, use the following complete recipe below.

Answer Key (sample answer):

1. I will make oatmeal sunflower seed cookies.

2. These are the ingredients I need:

- 1 cup regular white sugar
- 1 cup brown sugar
- 1 cup soft butter (room temperature)
- 2 large eggs
- 1 packet vanilla flavour
- 2 cups flour
- ½ packet baking powder
- 1 packet baking soda
- 2 cups rolled oats
- 1 cup roasted and salted sunflower seeds
- 1 cup flaked coconut

3. I will bake my cookies in the oven.

4. These are the instructions for making oatmeal sunflower seed cookies:

- **Step 1** – First, preheat the oven to 175 degrees C.
- **Step 2** – Second, in a large bowl, mix together the white sugar, brown sugar, and butter until smooth and creamy. Beat in the two eggs one at a time, then stir in the vanilla flavour.
- **Step 3** – Third, combine the flour, baking powder, and baking soda; stir into the creamed mixture until just blended. Mix in the rolled oats and sunflower seeds. Stir in coconut if desired.
- **Step 4** – Then, drop dough by spoonful onto an ungreased baking pan. Leave room between cookies for spreading.
- **Step 5** – Next, bake for 10 to 12 minutes in the preheated oven. Cookies will become brown around the edge.
- **Step 6** – Finally, allow cookies to cool for a few minutes on the baking pan before removing to cool completely.

Workbook Page 121

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

Answer Key (Sample answer):

Hello! My name is Miranda.

I cooked Sunflower Muffins for this cooking competition.

The ingredients are 2 cups of flour, 3 teaspoons of baking powder, ½ teaspoon of salt, ¾ cup of white sugar, 1 egg, 1 cup of milk, ¼ cup of vegetable oil, and ¼ cup of sunflower seeds.

First, I preheated the oven to 180°C. Second, I mixed the ingredients in a bowl. Third, I poured the muffin mixture into small cups. Next, I baked the muffins in the oven for 25 minutes. They became a light golden colour and I took them out of the oven. After they cool down, they are ready to eat. These muffins are delicious. Baking muffins make me feel happy.

Wrap it Up. Exercise 13 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.

Answer Key:

1. C

2. D

3. C

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:

How many seeds are there in sunflowers?

- There are around 1000 seeds in every sunflower!

Are there different types of sunflowers or are they all the same?

- There are 70 different types of sunflowers.

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.

Give students time to individually complete their assessments.