

4 ARE YOU AN ANIMAL PERSON?

PREVIEW THE UNIT

LESSON 1	Talk about animal videos
	Vocabulary Words to describe unusual things
	Language choices Articles for general and specific nouns
	Conversation skill Use circumlocution when you don't know a word
LESSON 2	Discuss animal personalities
	Language choices Quantifiers with singular vs. plural verbs
	Pronunciation Reductions in quantifier phrases
	Listening skill Summarize
LESSON 3	Discuss animal behavior
	Language choices Articles for known and unknown information
	Note-taking skill Identify a speaker's key examples
	Discussion skill Tell an anecdote
LESSON 4	Read about animals that use language
	Reading skill Recognize definitions
LESSON 5	Write a persuasive essay
	Writing skill Use strong, emotional language
	Writing tip Start strong
PUT IT TOGETHER	
	Problem solving Consider how to avoid the spread of invasive species

GET STARTED

- A**
- Write the unit title on the board and read it aloud.
 - Tell Ss to read the learning goals. Answer any questions they have.
 - Read the target questions aloud. Write *animal person* on the board. Elicit the meaning (people who enjoy being around animals). Write Ss' ideas on the board.
 - In pairs, have Ss share why they do or do not identify as an *animal person*.
 - Take a class poll. Ask, *Are you an animal person?* Call on Ss and ask, *Why or why not?*
- B**
- Direct Ss' attention to the picture. Read the target questions aloud. In pairs, have Ss discuss the difference between communicating and talking. (Talking is speaking to or at someone without the need for a response. Communicating is the verbal and nonverbal exchange of information.) Elicit answers.
- C**
- Focus on the social media message. Ask, *Who wrote the message?* (Hiro) Have them read what Hiro says in *Meet the People of TSW Media* on page 4 or play the video of Hiro. Then ask, *What do you know about Hiro?* (For example, He's a project manager. He's from Tokyo but is based in the New York office.) Read Hiro's social media message aloud.
 - Read the target questions aloud. Have Ss discuss in pairs. Ask for volunteers to share their ideas with the class.

4

ARE YOU AN ANIMAL PERSON?

LEARNING GOALS

In this unit, you

- 🕒 talk about animal videos
- 🕒 discuss animal personalities
- 🕒 discuss animal behavior
- 🕒 read about animals that use language
- 🕒 write a persuasive essay



GET STARTED

- A** Read the unit title and learning goals. What does it mean to be an animal person? Are you one? Why or why not?
- B** Look at the picture. The flamingos appear to be communicating, but are they talking? What's the difference?
- C** Read Hiro's message. How do people communicate with their animals? What are the most complicated ideas pets can express?



HIRO MATSUDA

@HiroM

My dogs have different barks, whines, and growls. I think each sound means something specific.



HIRO MATSUDA

@HiroM

Working from home today. Hope the puppy doesn't distract me!

1 VOCABULARY Words to describe unusual things

- A** Look at the pictures. Do you think the descriptions are accurate?
- B** ▶ 04-01 Read and listen.



exotic, unique, striking



cute, precious, adorable



weird, peculiar, bizarre, gross



magnificent, astonishing

>> FOR PRACTICE, PAGE 134 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Articles for general and specific nouns

- A** Nouns can be general or specific, depending on the context and how the speaker perceives them. Read the example sentences. Underline the nouns and circle the articles. Then complete the rules in the chart with the words *general* or *specific*.

Example sentences

1. The lion is a magnificent animal.
2. A toucan is an exotic bird with a large, colorful bill.
3. Toucans live in the rainforest in South America.
4. Rainforests are full of unique animals.
5. A chameleon can change the color of its skin.
6. Did you see the cute new panda bear at the zoo?
7. I watched a video of elephants eating fruit and playing in the water.

Articles for general and specific nouns

- A noun that refers to a particular member of a category is specific.
- A noun that refers to a category or to an undefined member of a category is general.
- Use *the* with specific nouns that are singular, plural, or non-count.
- Use *a / an* or *the* with general nouns that are singular.
- Use no article with general nouns that are plural or non-count.

>> FOR PRACTICE, PAGE 134

- B** Underline the nouns in this sentence. For each noun, explain why the writer chose to use *the*, *a / an*, or no article. Is it possible to use different articles with these nouns?

A flying squirrel cannot fly like a bat or a bird, but it has the ability to glide between trees.

Answers will vary. Possible answer: The “a” is used with *squirrel*, *bat*, and *bird* because they are general nouns. The writer could also use “the” with *squirrel* if he or she thinks it’s a unique animal. Alternatively, the writer could use no article and make all of the animals plural. The writer used “the” with *ability* to indicate it is a specific ability. The writer used no article with *trees* because it is a general noun. It is only possible to use “the” here if the speaker is referring to specific trees, such as ones that are visible in the scene.

LESSON 1 TALK ABOUT ANIMAL VIDEOS

- Read the lesson title. Ask for a volunteer to read the social media message aloud.
- Ask, *Where is Hiro working?* (from home) *What is he worried about?* (being distracted from his work) *Why?* (because he has a puppy at home) Elicit the answers.

1 VOCABULARY

- A** • Read the vocabulary title aloud. Give Ss a few minutes to look at the pictures and read the captions silently.
 - Project or hold up the book and point to each animal. Ask, *What kind of animal is this? Do you think the description is accurate?* Write the names of the animals on the board (*goura/crowned pigeon, panda, frogfish, tiger*). Elicit answers.
 - B** • Say, *Listen to the words that are commonly used to describe unusual things.* Ask Ss to point to each word in their books as they hear it. Play the audio.
 - In pairs, have Ss take turns reading the words aloud and discussing their meanings.
- Review the definitions as a class. Ask Ss what other animals they would describe using these words.
 - Remind Ss they can go to page 134 for further practice and page 158 for definitions.

+ **EXTENSION** Project or show pictures of other animals. Ask Ss to have short conversations, using the target vocabulary to describe the animals. Leave each picture up for two minutes. Monitor. Listen for the correct use and pronunciation of the terms.

2 LANGUAGE CHOICES

- A** • Ask Ss to close their books. Read the title aloud. Say, *Tell a partner what you know about articles in English.* Give Ss a few minutes to discuss.
 - Ask, *What are the articles in English?* (*a, an, the*) Elicit answers. Write them on the board. Say, *We use these articles with general and specific nouns.*
 - Have Ss open their books. Read the explanation and instructions aloud.
 - Look at the first example sentence. Write on the board: *The lion is a magnificent animal.* Underline *lion* and *animal*. Circle *the* and *a*. Point to the word *magnificent*. Say, *The adjective is part of the noun phrase, so the article comes before it.*
 - In pairs, have Ss read and annotate the example sentences. Ask them to complete the chart by writing *general* or *specific* in the blanks.
 - Review the rules. Explain that proper nouns for countries, like *Peru*, are generally non-count.
- +** **EXTENSION** Have Ss write four sentences using general and specific nouns. Then, ask them to swap papers with a partner. Tell Ss to circle the articles and identify if the nouns are general or specific. Have Ss read their sentences in pairs and check each other's work.
 - B** • Ask for a volunteer to read the example sentence aloud.
 - Give Ss time to annotate the sentence and answer the question in pairs.
 - Write the sentence on the board. Ask for a volunteer to circle the articles and label the nouns as general or specific. Correct if necessary.
 - Point to each article and ask, *Why did the writer choose this article? Could we use a different article with the noun?*
 - Elicit the answers. Ask Ss to reference the grammar chart to provide reasons for their answers.

LANGUAGE NOTE *Non-count nouns* are also called *mass nouns* or *uncountable nouns*. They usually have only singular forms while *count nouns* have both singular and plural forms.

3 CONVERSATION SKILL

- A**
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat. Tell Ss we often use hand gestures with these expressions to increase understanding.
 - Direct Ss' attention to 3A. Read the instructions aloud. Play the audio.
 - Have Ss complete the exercise individually.
 - To review, call on Ss to read the completed sentences aloud. After each, ask, *What are they talking about?* (1. a hula hoop; 2. an opossum; 3. saddles)
- B**
- Have Ss use expressions from the conversation skill box to take turns describing and guessing different objects or animals.
 - Give Ss a few minutes to brainstorm and take notes before discussing. Remind them to use the conversations in 3A as models.
 - Have Ss complete the exercise in pairs. Walk around and listen for the correct use of circumlocution.
 - Time permitting, have Ss repeat the exercise with different categories of nouns, such as food, drinks, or sports.

4 CONVERSATION

- A**
- Say, *Listen to Hiro and Carla have a conversation on video chat.*
 - Read the instructions. Have Ss read what Carla says in *Meet the People of TSW Media* on page 4 or play the video of Carla. Then ask, *What do you know about Carla?* (For example, She's a market researcher.)
 - Ask, *What do you think Hiro and Carla are talking about?* Elicit ideas.
 - Have Ss listen and complete the exercise individually.
 - Review answers. Ask, *Were your predictions correct?*
- B**
- Give Ss time to preview the questions and predict the answers.
 - Play the audio again. Suggest Ss take notes as they listen. Review answers.
 - Clarify any new or confusing words, such as *fetch* (to go after and bring back), *paddle* (to swim by moving your hands and feet in short, quick motions), *grab* (to quickly take and hold), and *sled* (a wooden vehicle used to travel over snow).
- C**
- Ask, *How would you describe an animal that is well-trained? (obedient) What does it mean if something wraps up? (It finishes.) What does Carla mean when she says that cats give her the creeps? (They give her an uncomfortable feeling of nervousness or fear.)*
 - Ask, *Do you think Hiro is a cat person or a dog person? What about Carla? Why?* Elicit ideas from the class.
 - Take a class poll. Ask, *Are you a cat person or a dog person?* Call on Ss to give their opinions about the differences between *cat people* and *dog people*.
- C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
 - In pairs, have Ss practice the conversation, then swap roles and practice again.

5 TRY IT YOURSELF

- A**
- Copy the chart on the board. Read the instructions and the headings aloud.
 - Model the activity. Take notes in the chart as you speak. Say, *I saw an amazing animal video yesterday of a walrus playing a saxophone!*
 - Have Ss complete the chart with their own ideas. If appropriate, allow Ss to do an online search for animal videos and watch a few to get ideas.
- B**
- In groups, have Ss use their notes to talk about what happens in the video. Ask them to use expressions from the conversation skill box.
 - Remind Ss to choose one video that is the cutest, funniest, or most bizarre. Ask a representative from each group to describe the video to the class.



EXIT TICKET Arrange Ss in pairs. Student A sits facing the front of the classroom, and student B sits facing the other direction. To begin the game, project or show a short animal video or show a picture of an animal. Ensure that all the Ss facing the front can see the video or picture. Ss must remain silent while viewing the video or picture. Then student A has two minutes to describe what he or she saw using circumlocution to get student B to say the name of the animal. After two minutes, have Ss switch seats and roles, and the game repeats. Monitor as Ss discuss. Listen and take notes on areas for review.



LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to talk about animal videos
- ✓ using articles for general and specific
- ✓ using circumlocution when they don't know a word

3 CONVERSATION SKILL

- A** ▶04-04 Read the conversation skill. Then listen. Notice how the speakers use circumlocution. Complete the sentences.
- It's shaped like a big ring and you move it with your body.
 - It's about the size of a small cat.
 - They weren't using you know, those things that people sit on when they ride a horse.
- B** **PAIRS** Student A: Think of an object or an animal. Use circumlocution to describe it. Student B: Guess the object or animal.

Use circumlocution when you don't know a word

When you aren't sure of a word for something, try to describe it. For example:
those things that...
it looks like a...
it's shaped like a...
it's about the size of a...

4 CONVERSATION

- A** ▶04-05 Listen. What do Hiro and Carla talk about? interesting animal videos they have seen
- B** ▶04-05 Listen again. Answer the questions. dogs, cat, and birds, particularly crows
- Which animals do Hiro and Carla discuss? dogs, cat, and birds, particularly crows
 - Which animal do Hiro and Carla feel differently about? cats
 - What happens in the video that Hiro describes?
A crow plays on a snowy roof by sliding down it over and over.
- C** ▶04-06 Listen. Complete the conversation.

Carla: Puppies are so precious. I just saw this great video of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a...on one of those things that you float on...

Hiro: Like an inflatable mattress?

Carla: Yes, exactly! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.



5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think of an animal video you've seen. If you can't remember a real video, use your imagination. Take notes to prepare for describing it.

Type of animal	Words to describe it	What it does in the video

- B** **GROUPS** Tell your classmates about the video. Use circumlocution to describe things you don't know the words for. Come to a consensus about which video is the cutest, funniest, or most bizarre.



■ I CAN TALK ABOUT ANIMAL VIDEOS.



HIRO MATSUDA

@HiroM

Listened to a podcast about dogs' personalities being like their owners'. My three dogs are pretty different. Not sure what the research would say about that!

1 BEFORE YOU LISTEN

A PAIRS THINK Think of some dogs you have known or have seen in the movies. How would you describe their personalities? Make a list of the personality traits.

B **04-07 VOCABULARY** Look at the words and listen to the sentences. Do you know these words?

conduct	extroverted	fearful	a lifespan
extensive	excitable	pessimistic	a shelter

>> FOR PRACTICE, PAGE 135 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Quantifiers with singular vs. plural verbs

A Read the example sentences. Circle the verb that goes with the quantifier. Is the verb singular or plural? In the chart, complete the rules by circling the correct answer.

Example sentences

1. **About 50 percent of** a dog's life is spent sleeping. **singular**
2. **At least half of** the researchers disagree with that information. **plural**
3. **Most of** the information has been proven false. **singular**
4. **A lot of** my friends have been adopting pets lately. **plural**
5. **Every one of / Each of / One of** her cats has a funny name. **singular**
6. **Both of** my dogs are house trained. **plural**
7. If **either of** the dogs barks loudly, separate them. **singular**
8. **None of / Neither of** my cats likes to go to the vet. **singular**

For *either*, *neither*, and *none*, a plural verb is commonly used in informal contexts:

If either of the dogs bark loudly, separate them.

None of / Neither of my cats like to go to the vet.

Quantifiers with singular vs. plural verbs

- Use a **quantifier** / **verb** to give information about the number or amount of something.
- With fractions, percentages, *most of*, *a lot of*, *some of*, and *all of*, the verb form is determined by the **noun** / **quantifier**.
- With *one of*, *each of*, and *every one of*, always use the **singular** / **plural** form of the noun and the **singular** / **plural** form of the verb.
- With *both of*, the form of the verb is **singular** / **plural**.
- With *either of*, *neither of*, and *none of*, use the **singular** / **plural** form of the verb in formal contexts.
- Use the **singular** / **plural** form of the verb with a quantifier + non-count noun.

>> FOR PRACTICE, PAGE 135

B Look at the verbs in this sentence. Are they singular or plural? What words determine subject-verb agreement? Notice the verbs after *a number of* and *the number of*.

A number of animal shelters **use** personality assessments to match prospective pet owners with the right cat or dog, and most of them **claim** that the number of successful matches **has** greatly **increased** as a result.

use = plural, determined by "a number of"
claim = plural, determined by "them"
has increased = singular, determined by "the number of"
In the second clause, "them" refers to "animal shelters."



LESSON 2 DISCUSS ANIMAL PERSONALITIES

- Read the lesson title. Ask, *How do you think animal and human personalities are the same or different?* Have Ss share ideas in pairs.
- Read the social media message aloud. Ask, *What did Hiro listen to a podcast about?* (dogs' personalities) *What did he learn?* (that dogs' personalities are like their owners') *How many dogs does he have?* (three) *What are they like?* (all pretty different)
- Take a class poll. Ask, *Who has pets? Is your pet's personality similar to yours?* Elicit answers.
- Point out the words *dogs'* and *owners'* in the social media message. Ask, *Why does Hiro use an apostrophe at the end of these words?* (to make them possessive) Elicit ideas.
- Remind Ss that to form the possessive of plural nouns that end in -s, we add the apostrophe after the -s. Provide additional examples, such as *two cats' toys*.

1 BEFORE YOU LISTEN

- A**
- Read the instructions aloud. Give Ss time to discuss in pairs. Remind them to take notes.
 - Ask, *Based on your experiences, how would you describe dogs' personalities?* Elicit answers. List Ss' ideas on the board. (For example, curious, intelligent, playful, fearless, social, confident)
 - Invite volunteers to use the words on the board to describe a specific dog they know or have seen in movies.
- B**
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
 - Say, *Listen to the words that are commonly used to talk about animal and human personalities.* Tell Ss they will hear the word followed by an example sentence.
 - Clarify words or phrases that help Ss understand the definitions. Ask, *What does it mean if research is meaningful?* (It's relevant, useful, or important.)

What does it mean to look at the bright side? (to think about the good parts of a situation that is mostly bad)

- Have Ss define the terms in small groups. Review meanings as a class. Remind Ss they can go to page 135 for practice and page 158 for definitions.



OPTION Make a cloze exercise with the example sentences in the audio script from 1B by replacing the target vocabulary with blanks. Pass out the exercise. Tell Ss to fill in the blanks with the words that they hear as they listen. Play the audio. Then have Ss open their books and check their answers.



TEACHING TIP Tell Ss to listen for the stressed syllable when they hear new words and phrases. Encourage them to put a large dot over the syllable with the heaviest stress or write out the syllable-stress pattern.

2 LANGUAGE CHOICES

- A**
- Read the title and the instructions aloud. Tell Ss the words in bold in the example sentences are quantifiers.
 - Do number 1 as a class. Write on the board: *About 50 percent of a dog's life is spent sleeping.* Underline the quantifier *About 50 percent of* and circle the verb *is*. Ask, *Is the verb singular or plural?* (singular)
 - In pairs, have Ss read and annotate the example sentences. Ask them to complete the chart by circling the correct answers. Ask, *What does it mean if an animal is house trained?* (It's taught not to urinate in the home.)
 - Ask for a volunteer to read the first rule aloud for the class. Further explain that quantifiers state the quantity or amount of something without stating a specific number.
 - Review the rest of the rules. For each, ask, *What is an example sentence that demonstrates this rule? How?* (For example, sentence 1 demonstrates the second rule. It includes a percentage, so the noun *a dog's life* determines the singular verb *is*.) Elicit answers.
 - Bring Ss' attention to the note. Read the explanation and examples aloud.
 - Write additional example sentences using quantifiers on the board with the verbs missing. Ask Ss to decide

if the missing verb should be singular or plural in each sentence.



LANGUAGE NOTE *Of* is commonly used after a fraction, such as *a half + of a noun*, *a third + of a noun*, and so on. However, it is common to omit the *of* before a noun of measurement. For example, *You need half a cup of butter.*



LANGUAGE NOTE Additional quantifiers that require a plural verb are *several of*, *many of*, *plenty of*, *(a) few of*, and *a couple of*.



EXTENSION Ask Ss to turn the statements in 2A into questions. Monitor. Provide help with question words and formation if necessary. Then have Ss take turns asking and answering the questions in pairs.



- Read the instructions. In pairs, ask Ss to read the statement aloud and answer the questions. Suggest they underline the quantifiers and circle the nouns.
- Ask for a volunteer to read the sentence aloud. Elicit the answers.

3 PRONUNCIATION

- A**
- Bring Ss' attention to the pronunciation note.
 - Ask Ss to follow along as they listen. Play the audio.
 - Say the quantifier phrases *neither of those* /niðəɹəðouz/ and *half of it* /hæfəvɪt/ several times, blending of with the surrounding words. Have Ss repeat.
- B**
- Tell Ss to listen for reductions in the quantifier phrases. Ask them to pay attention to whether the word after *of* begins with a consonant sound or a vowel sound.
 - Play the audio. Remind Ss to listen first, then listen and repeat.

- Point out that the word *whom* begins with the consonant letter *w*, but, since the /h/ sound is silent, the first sound of the word is actually the vowel sound /u/.
- C**
- Read the instructions.
 - Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
 - Review answers.



EXTENSION In pairs, ask Ss to reread the reasons why animals end up in shelters in 3B. Have Ss write two other reasons using quantifier phrases and read them to the class.

4 LISTENING

- A**
- Tell Ss they are going to listen to an episode of a podcast called *The Dog Pod*.
 - Play the audio. Have Ss listen.
 - In pairs, have Ss discuss the target question. Review the answer.
- B**
- Ask Ss to look at the Listening Skill box.
 - For the second listening, tell Ss to listen specifically for the two main findings of the research.
 - Read the instructions aloud. Tell Ss that summarizing doesn't always mean writing a paragraph in complete sentences. Encourage Ss to take notes on each main finding in a short phrase or sentence.
 - Copy the chart on the board. Read the headings aloud.
 - Play the audio. Have Ss complete the exercise.
 - Elicit the answers. Add them to the chart on the board.

- C**
- For the third listening, have Ss listen for details. Tell them to note the most important details about each research finding on the right side of the chart.
 - Play the audio. Have Ss complete the exercise individually and then compare their charts in pairs.
 - Invite volunteers to add their answers to the chart on the board.
 - Clarify the meaning of *purebred* (having parents that are of the same breed). Ask, *What does it mean to dig into an area of study?* (to learn more about it) *What does it mean if something is set in stone?* (It's permanent and impossible to change.)
- D**
- Ask Ss to write notes individually.
 - In pairs, have Ss share their notes. Ask them to explain their reaction.

5 TRY IT YOURSELF

- A**
- Copy the chart on the board. Read the instructions. Model the activity, writing notes in the chart. Say, *When I was young, my family had a huge cat named Tabby. He was lazy but always really affectionate.*
 - Have Ss complete the chart with their own ideas.
- B**
- Read the target question. Ask for a volunteer to read the example aloud for the class.
 - In pairs, have Ss use their notes to share their experiences.
- C**
- Read the instructions. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
 - Have Ss brainstorm things owners do that have a positive or negative effect on their pet's personality. Suggest note takers organize their group's ideas in a T-chart.
 - Tell Ss to think of more ideas for how owners can have a positive effect on their pets. Ask groups to choose one idea from this list to share with the class.
 - Have reporters present their group's idea to the class and explain why they chose it.
 - Write Ss' ideas on the board. Take a class vote on 3-4 ideas that could have the most positive effect on pets' personalities.



LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to discuss animal personalities
- ✓ using quantifiers with singular vs. plural verbs
- ✓ using reductions in quantifier phrases
- ✓ summarizing the main ideas of the discussion



EXIT TICKET Write on the board: *Is your pet's personality like yours?* Have Ss write their names on a blank card. Give them time to write 4-5 sentences to answer the questions. If Ss don't have pets, suggest they answer the questions about other people's pets. Tell Ss to use the target vocabulary and provide examples from both the podcast and their own experiences. Read the cards to identify areas for review.

3 PRONUNCIATION

- A** ▶04-09 Listen. Read the pronunciation note.
- B** ▶04-10 Listen. Notice how the words in the underlined phrases blend together. Then listen and repeat.

1. Some of the animals in pet shelters have been abandoned by their owners.
2. Some animals are brought in by their owners, many of whom are moving.

- C** ▶04-11 Listen. Cross out the letter *f* in *of* when it's not pronounced.

some videos ~~of~~ my new dog both of our cats
 one ~~of~~ the cats so many ~~of~~ the animals

Reductions in quantifier phrases

In quantifier phrases like *some of the animals* or *half of it*, the preposition *of* is unstressed and blends with the words around it. The quantifier before and the noun after *of* are usually stressed. *Of* is often reduced to /ə/ when the next word begins with a consonant sound: *neither of those* /niðə'reðəʊz/. When the next word begins with a vowel sound, *of* is often pronounced /əv/: *half of it* /hæfəvɪt/.

4 LISTENING

extroverted humans → excitable dogs
 agreeable humans → less aggressive/fearful dogs
 pessimistic owners → dogs anxious & difficult to train

- A** ▶04-12 Listen. What is the main idea of the podcast?
 Dogs' personalities often resemble their owners' personalities.
- B** ▶04-12 Read the Listening Skill. Listen again. Summarize the findings of Chopik and Weaver's research in the chart.
 Answers will vary. Examples:

	Key findings	Details
1.	Dogs are like their owners	
2.	Dogs' personalities change over time, esp. with training	training = better relationship best time to train ~6 years old

LISTENING SKILL Summarize

Immediately after listening, summarize the main ideas to help you remember information and gain a deeper understanding.

- C** ▶04-12 Listen again. Note the details in the chart.
- D** **PAIRS REACT** Are you surprised by the results of the study? Why or why not?



5 TRY IT YOURSELF

- A** **THINK** Consider people you know (you can include yourself) who have had pets. Make a list of the pets. What was the pet's personality like?

Pet	Personality

- B** **DISCUSS** Did / Does the pet's personality resemble or not resemble that of its owner?
 I have a friend who has a tarantula, a spider the size of your hand. In some ways, it resembles my friend because it spends most of its time being quiet and watching the world, and my friend is a quiet, observant person. On the other hand, the tarantula is very scary-looking and possibly dangerous, but my friend would never hurt anyone.

- C** **ANALYZE** In groups, brainstorm some things owners can do to have a positive or negative effects on a pet's personality. As a class, vote on three or four of the most important ideas.

■ I CAN DISCUSS ANIMAL PERSONALITIES.





HIRO MATSUDA

@HiroM

You should watch [this talk](#) about amazing animal behaviors. They're so much more like us than people realize.

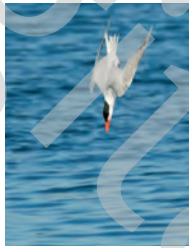
1 BEFORE YOU LISTEN

- A PAIRS THINK** Which wild animals are the most intelligent? What have you heard about them?
- B** **04-13 VOCABULARY** Label the pictures with the words in the box. Then listen and check your answers.

grieve mourn howl hold a grudge dive-bomb scold be self-aware feel guilty



scold



dive bomb



hold a grudge



be self-aware



howl



grieve

feel guilty

mourn

>> FOR PRACTICE, PAGE 136 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Articles for known and unknown information

- A** Read the example sentences with articles for known and unknown information. Then complete the rules in the chart with *a / an, the, or Ø* (no article).

Example sentences

- Could you please run to **the** store and pick up some food for **the** cat?
- I hear dogs barking. It sounds like **the** dogs are really close to our house.
- Harry recently got **a** pet snake. I think **the** snake is pretty creepy, but I really don't like snakes.
- Slow down! Watch out for **the** deer.
- Did you ever watch **the** animal show that I told you about?
- The** birds in that cage seem upset.

Articles for known and unknown information

- When it's clear that the speaker and the listener both know which specific person, place, or thing is being referred to, use the .
- When a singular noun is mentioned for the first time, use a / an .
- When a plural noun is mentioned for the first time, use Ø .
- When a noun has already been mentioned, use the .
- When the noun is made definite by an adjective clause or phrase that directly follows it, use the .

>> FOR PRACTICE, PAGE 136

- B** Which information in this sentence is known or unknown to the listener? How can you tell?

I looked out the window and watched the cat chase a squirrel around the tree.

We can tell that the listener already knows about the window, cat, and tree because the speaker uses "the."

We can tell the listener is not familiar with the squirrel because the speaker uses "a."



LESSON 3 DISCUSS ANIMAL BEHAVIOR

- Read the lesson title and the social media message aloud. Ask, *What did Hiro watch a talk about? (animal behaviors) What did he learn? (Their behaviors are similar to human behaviors.)*
- Ask, *We know that animals' personalities can be like ours, but are their behaviors also like ours? Have Ss share ideas in pairs.*

1 BEFORE YOU LISTEN

- A** • Read the target questions aloud. Point out that Ss should focus on wild animals and not animals that are typically kept as pets.
- Give Ss time to discuss the questions in pairs. Ask them to take notes on the kinds of animals and real-life examples that demonstrate their intelligent behavior.
- Walk around as Ss work. Provide help with vocabulary and spelling. If possible, allow Ss to do an online search to look for the names of specific wild animals.
- Ask for volunteers to share their answers with the class. Write Ss' ideas on the board.
- Take a class vote on which wild animal is the most intelligent.
- B** • Draw Ss' attention to the pictures. Say, *Label the pictures with the words in the box. Then listen and check your answers.*
- Have Ss preview the vocabulary. Tell them to circle any terms they are unfamiliar with and share their previous knowledge in pairs. Have Ss label the pictures.
- Play the audio.
- In pairs, have Ss compare their answers. Play the audio again.

- Clarify any new or confusing words in the sentences, such as *passing* (someone's death).
- Review answers. Refer Ss to the practice and definitions on pages 136 and 158.

- ⊕ **EXTENSION** In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example:
1. *What should you tell someone who is grieving?*
 2. *How long do you think people mourn the passing of their pets?*
 3. *Have you ever heard an animal howl? How did it make you feel?*
 4. *Who in your family holds a grudge? Who does not?*
 5. *Have you ever seen a bird dive-bomb? What happened?*
 6. *Have you ever been scolded or have you ever scolded somebody else? Why?*
 7. *How can people become more self-aware about how their actions affect others?*
 8. *What is something you think many people feel guilty about? Why?*

2 LANGUAGE CHOICES

- A** • Read the grammar title and instructions aloud.
- Ask for volunteers to read the example sentences for the class. Tell Ss to pay attention to the articles in bold as they listen.
- In pairs, have Ss complete the rules in the grammar chart. Suggest Ss find an example sentence(s) that demonstrates each rule to support their answers.
- To review, call on Ss to read the completed rule aloud for the class. After each, ask, *What is an example sentence that demonstrates this rule? How? (For example, Sentence 1 demonstrates the first rule. The speaker is asking a favor of someone who is probably also the cat's owner and references the specific store where they usually buy food for their cat. Because of this shared knowledge, the speaker uses the definite article *the*.)*
- For the fourth rule, tell Ss that even if the noun is mentioned the second time by another name, we still use *the*. For example, *This is a piece of a puzzle. The part fits right here into the top of the puzzle.*
- B** • Ask for a volunteer to read the example sentence aloud.
- Ask Ss to circle the articles and underline the nouns in the sentence. Give them time to answer the questions in pairs.
- Ask for volunteers to answer the questions and reference the grammar chart to give reasons for their answers.

- ⊕ **EXTENSION** In pairs, have Ss repeat 2B for each example sentence in 2A. Remind Ss to discuss how they can tell which information is known or unknown. To review, read the example sentences aloud and ask for volunteers to share their answers with the class.

- ⊕ **EXTENSION** Have Ss write four sentences using articles for known and unknown information. Ask them to describe things they do with and for their own or someone else's pets. Then ask them to swap papers with a partner. Tell Ss to circle the articles and identify which information in the sentences is known or unknown to the listener, and why. Have Ss read their sentences in pairs and share their ideas.

3 VIDEO TALK

- A**
- Have Ss look at the picture. Read the title of the talk aloud: *Animals Like Us*. Ask, *What do you think you will learn about in this talk?* Elicit ideas.
 - Bring Ss' attention to the Note-taking Skill about how to identify a speaker's key examples. Read it aloud.
 - Read the target question. Remind Ss to listen for the main idea and not examples or details at this stage.
 - Play the audio or video. Have Ss share their answers in pairs.
 - Copy the chart on the board. Review the answer. Add it to the chart. Ask Ss to do the same.
- B**
- For the second listening or viewing, tell Ss to listen for key examples and details that support the main idea.
 - Play the audio or video again. Pause after *that are surprisingly human*. Ask, *What is the first key example of animals showing human behaviors?* (the chimp greeting her friend) Add the example to the chart.
 - Ask, *What details illustrate the chimp's humanlike behaviors?* (face brightening, small cry of joy, stroking hair) Elicit answers. Add them to the chart. Ask Ss to do the same.
 - Play the rest of the audio or video.
 - Have Ss compare their charts in pairs. Ask for volunteers to complete the chart on the board.

- Review answers. Elicit any additional ideas from the class. Add them to the chart.
- Clarify any new words or phrases used in the talk, such as *beloved* (very much loved), *remarkable* (unusual or surprising), and *chief among these* (the most important of these).
- Project or show pictures of invertebrate creatures, such as octopuses and spiders. Point to each and ask, *Do you think they have feelings?* Elicit ideas.

+ **EXTENSION** Ask Ss to close their books and take turns summarizing the key examples to help them remember the information and gain a deeper understanding of the talk.

- C**
- Have Ss complete the exercise individually and then compare their answers in pairs.
 - Elicit the speaker's conclusion. Ask, *Do you agree? Why or why not?* Take a class vote. Call on Ss to explain their opinions.
- D**
- Tell Ss to look back at their chart in 3B. Read the target questions aloud.
 - Have Ss answer individually before sharing their opinions in pairs.
 - Ask for volunteers to share which animal behavior was most surprising, and why.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read the phrases aloud.
- Ask for volunteers to share which phrases they use in their own discussions. Elicit additional phrases to

begin an anecdote, such as *So, this one time...* Write them on the board.

- Ask, *Why are anecdotes an effective way to illustrate a point?* (They help connect the speaker's ideas to real life and real people.)

5 TRY IT YOURSELF

- A**
- Read the instructions aloud. Tell Ss to base their answers on animal videos, stories they have heard, or their own personal experiences.
 - Copy the chart on the board. Read the headings aloud.
 - Model the activity. Take notes in the chart as you speak. Say, *My cat falls asleep on his back with his paws on his belly. It's so hilarious and humanlike because cats normally have all four legs up.*
 - Ask Ss to write down their answers individually. Monitor.
- B**
- Have Ss take turns sharing their notes in small groups. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
 - Remind Ss to use the expressions from the discussion skill box to begin their anecdote.
 - When all group members have told their stories, ask Ss to discuss how similar they think animal and human behaviors really are.
 - Tell Ss to come to a group conclusion. Tell note takers to list the reasons that support their group's choice.

- C**
- Ask the target question. Tell reporters to share their group's conclusions with the class.
 - Write Ss' ideas on the board.



LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to discuss animal behavior
- ✓ using articles for known and unknown information
- ✓ identifying a speaker's key examples
- ✓ telling anecdotes



EXIT TICKET Have Ss write their names on a blank card or piece of paper. Tell them to choose a common pet and make an argument for how the animal's behavior is or is not humanlike. Ss should write at least 4–5 complete sentences and use articles for known and unknown information. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 VIDEO TALK



- A** ▶04-15 Read the Note-taking Skill. Listen or watch. What is the main idea of the talk? Write it in the chart.

NOTE-TAKING SKILL Identify a speaker's key examples

In talks and lectures, speakers often say a lot to engage or entertain you. You don't have to recreate their whole speech or descriptive scenes in your notes. Instead, first identify the main idea of the talk. (The title of the talk or lecture is often a good clue.) Then focus on capturing the key examples that support it.



Talk title: <i>Animals Like Us</i>		
Main idea: <i>Animals show surprisingly human behaviors.</i>		
	Key examples	More details
1.	<i>chimp greeting friend</i>	<i>face brightening; stroking hair</i>
2.	<i>wolf grieving</i>	<i>crying alone; lowering head & tail, walking softly past place where pack-mate died</i>
3.	<i>crow holding a grudge</i>	<i>dive-bombing & scolding researchers who had trapped them</i>
4.	<i>octopus problem solving</i>	<i>figuring out how to escape from aquarium</i>



- B** ▶04-15 Listen or watch again. Add key examples and more details to the chart.

- C** What does the speaker conclude about animal behaviors? *We can't know how animals feel, but we could learn by studying them.*

- D PAIRS REACT** Which of the animal behaviors was most surprising to you? Why?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions?

Tell an anecdote

An anecdote is a brief story that illustrates a point. You can begin an anecdote with phrases like these:
Did I ever tell you about the time I...?
I'll never forget the time I...
Here's a good one...
Believe me,...

5 TRY IT YOURSELF

- A THINK** What is an animal behavior that you have seen (in person or on video) that seemed humanlike. Take notes in the chart.

Type of animal	Description of behavior	Why it seemed humanlike

- B DISCUSS** Share your anecdotes in small groups. Do you think the animal and human behaviors just appear to be similar, or is there a deeper connection? Come to a consensus.

- C SYNTHESIZE** What conclusions can you draw about animal and human behavior? Share your ideas with the class.

■ I CAN DISCUSS ANIMAL BEHAVIOR.





HIRO MATSUDA

@HiroM

After reading this interview, I wonder how many people will try to teach their pets to talk?

1 BEFORE YOU READ

A PAIRS What are some similarities and differences between the way animals and humans communicate?

B **▶ 04-16 VOCABULARY** Read and listen. Do you know these words?

mimic in the wild deprived of be suited to nasal ungrammatical
 primitive captivity befriend albeit a cavity intelligible

>> FOR DEFINITIONS, PAGE 159

2 READ

A PREVIEW Read the title and the interview questions only. What is the main topic?

B **▶ 04-17** Read and listen to the interview. Were your predictions correct?

Home | Technology | Work | Social Media

SCIENCE IN FOCUS: TALKING ANIMALS

Last weekend, I interviewed Jennifer Orsher, the curator of primates at the Stoneville Animal Conservation Center, about animals using human language. Here's what she had to say.

Q: Jennifer, why can some animals learn to mimic words while others can't?

A: Not many species have the capacity for vocal mimicry: among birds, only parrots, songbirds, and hummingbirds, and among mammals, only humans, bats, elephants, seals, and cetaceans—whales, dolphins, and the like.

Q: What makes these animals different?

A: Well, the biology of animals that are vocal mimics is different because the muscles that control their voices are directly connected to the forebrain. However, in most other animals, those voice-control muscles are connected to the brain stem, a more primitive part of the brain. Plus, all vocal mimics are social animals, and imitation is their way of interacting and bonding with one another in the wild.

Q: Why would animals want to mimic human speech?

A: In the wild, they rarely would, but most vocal mimicry goes on in captivity, where these normally social animals find themselves deprived of contact with others of their kind. It seems they befriend humans and mimic them as they would when joining a new group of animals of their own species.

Q: Do you know of any examples of the mammals you mentioned mimicking human language?

A: Not bats, but I've heard seals in aquariums use a few words. Talking elephants are quite rare as elephants' mouths aren't suited to mimicking human sounds. However, there is one named Koshik. He lives in Everland, South Korea's largest theme park. He inserts his trunk into his mouth to help make sounds resembling Korean words meaning *yes*, *no*, *sit*, *lie down*, and several others. Then there's Nack, a Beluga whale in Kamogawa Sea World, a marine park near Tokyo. He can imitate a few sounds and Japanese words, albeit not exactly, by over-inflating his nasal cavities.

Q: Do other primates have the ability to mimic or use language the way humans do?

A: Although their larynx (the organ in the throat that produces sound) is very similar to ours, they usually don't. Tilda, an orangutan at the Cologne Zoological Garden in Germany, surprised everyone by making humanlike sounds—but not words. Koko, a gorilla that was kept by researcher Francine Patterson in California, learned over 1,000 signs >>



Dr. Francine Patterson and Koko

LESSON 4 READ ABOUT ANIMALS THAT USE LANGUAGE

- Read the lesson title aloud. Ask, *Do you think that animals use language? What language do they speak?* Have Ss share ideas in pairs.
- Read the social media message aloud. Ask, *Have you ever tried to teach your pet to talk? Why or why not?* Invite volunteers to share their experiences with the class.

1 BEFORE YOU READ

- A** • Read the question aloud. Ask Ss to share their ideas in pairs. Encourage them to list similarities and differences between the way animals and humans communicate.
- Ask, *What is similar between how animals and humans communicate? What is different?* Call on Ss to explain their answers with real-life examples. Make two lists on the board.
- Lead a class discussion about whether there are more similarities or differences, and why.
- B** • Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with.

In pairs, have them share and compare their previous knowledge.

- Tell Ss to listen to the vocabulary. Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 159.

⋮ **OPTION** Rather than defining the terms first, ask Ss to read the article and guess the meaning of the vocabulary from the context. Have Ss share their definitions in pairs and then check their answers on page 159.

2 READ

- A** • Read the title of the article: *Science in Focus: Talking Animals*. Have Ss take turns reading the interview questions aloud. Remind them not to look at the answers.
- Direct Ss' attention to the picture. Read the caption aloud.
- Ask, *What animal is this? (a gorilla) What is the relationship between the gorilla and the person? (friendship) What are they doing? (hugging)* Have Ss share ideas in pairs.
- Ask, *How do you think this picture relates to the title of the article?* Elicit ideas.
- Ask Ss the target question. Elicit ideas.

⋮ **OPTION** Have Ss close their books. Read the title and interview questions. Ask Ss to listen for key examples that could support the main topic of the interview. In pairs, have them discuss the answer to the target question.

⋮ **OPTION** Make copies of the title and the interview questions on a separate piece of paper. Pass them out to pairs or small groups. Have Ss close their books. Ask them to reference the handout to complete 2A.

- B** • Tell Ss to look at the text. Ask, *What is it? (an interview) How do you know? (because it's a conversation where questions are asked and answers are given)*
- Have Ss listen to the interview and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Explain that a *curator* is a person in charge of a museum or zoo.
- Ask, *Were your predictions correct?*
- Ask, *Is the interview written in a formal or informal style? (formal) How do you know? (There are no*

colloquialisms and it is mostly objective, scientific language. For example, *He can imitate a few sounds and Japanese words, albeit not exactly, by over-inflating his nasal cavities.*)

- Write on the board: *If a lion could talk, we wouldn't be able to understand it.* Read the statement aloud. In pairs, ask Ss to explain the meaning of the quotation in their own words. Ask, *What do you think the philosopher Wittgenstein meant when he said this?*
- Ask, *Do you agree or disagree with this statement? Why?* Ask for volunteers to share their opinions with the class.

⋮ **OPTION** Play the audio and pause after *Here's what she had to say.* Ask, *Who is being interviewed? (Jennifer Orsher) What is her job? (curator of primates at the Stoneville Animal Conservation Center) What is the interview about? (animals using human language)* Review answers and then play the rest of the interview.

🌐 **CULTURE NOTE** Stoneville is the name of a small community located in Jackson, Mississippi, in the U.S. The Stoneville Wildlife Management Area has the mission of engaging the public in natural resource conservation and conserving Mississippi's wildlife, fisheries, and parks.

⊕ **EXTENSION** Ask Ss to reflect on the genre of interviews. Ask, *What do you think about this kind of text? What are the benefits to discussing a topic in an interview format?* For example, an interview can be useful to obtain detailed information about personal feelings, perceptions, and opinions. Since interviewees don't always know the questions they will be asked, the format also allows for more authentic answers.

3 CHECK YOUR UNDERSTANDING

- A**
- Read the questions aloud. Suggest that Ss underline key words and phrases to look for, such as *vocal mimics*, *Koshik*, *Koko*, *sit*, and *lie down*.
 - Make sure Ss understand the questions before moving on. Ask, *What does it mean to use language intelligibly?* (to use it in a way that is clear or simple enough to understand)
 - Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
 - Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*
- B**
- Ask a volunteer to read lines 9–12 and line 16 aloud.
 - Read the questions and the answer choices aloud. Have Ss discuss in pairs.
 - Review the answers as a class.
- C**
- Direct Ss' attention to the Reading Skill. Say, *When using difficult words or specific terminology, authors often include definitions in the text.* Read the information in the box aloud.
 - Write on the board the names and symbols of the punctuation marks mentioned in the explanation: *parentheses ()*; *comma ,*; *dash -*.
 - Read the instructions and terms aloud.
 - Ask Ss to go back and reread the interview to find the definition of each term. Have them complete the sentences individually and then compare their answers in pairs.
 - Call on Ss to read the definitions aloud. Ask them which punctuation mark was used to introduce each definition (parentheses, a comma, or a dash).

- Project or show a diagram of the brain and larynx area to further increase Ss' understanding of the terms.

⊕ **EXTENSION** Have Ss define three other terms in the text, using a dictionary if necessary. Suggest that they look at *forebrain* and *vocal mimicry* as terms to define. Ask them to underline the sentence where the term is used in the text and rewrite it to include a definition that clarifies the meaning of the term. For example, *Last weekend, I interviewed Jennifer Orsher, Stoneville's curator of primates (the group of mammals that includes monkeys and apes).* Invite volunteers to read their new sentences for the class.

- D**
- In pairs, have Ss write a short summary of the interview. Remind them to use their own words as they summarize.
 - Ask Ss to reread the interview and underline the main idea in each of Jennifer Orsher's answers.
 - Walk around and provide help as necessary.
 - In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.
 - Suggest that Ss read their summaries aloud to friends or family members to teach them about animal behavior.

⊕ **EXTENSION** For homework, ask Ss to visit Koko the gorilla's website and watch videos of her using Gorilla Sign Language, as suggested in the sidebar. Ask them to consider if she uses language meaningfully, and why or why not. Have Ss take notes on their ideas and share them in small groups in class.

4 MAKE IT PERSONAL

- A**
- Ask Ss to close their books. Lead a class recall activity of the species of animals that have the capacity for vocal mimicry as described in the interview (birds: parrots, songbirds, hummingbirds; mammals: humans, bats, elephants, seals, cetaceans).
 - Have Ss open their books. Read the target question aloud.
 - Give an example. Say, *If cetaceans like dolphins and whales could use human language, they could alert us to where we should target our ocean clean-up efforts.*
 - Remind Ss to write down their ideas and include key real-life examples of how this would benefit both humans and animals.
 - Walk around and provide help as necessary.
- B**
- Have Ss present their ideas to their group. Ask groups to choose a group leader, a timekeeper, a note taker, and a reporter. Give a time limit.
 - First, have Ss discuss different ways we could teach vocal mimics to use human language. Remind Ss to consider exactly how a process like that would be implemented.
 - Then have Ss share the advantages (the potential benefits) as well as the disadvantages of animals being

able to communicate. Tell Ss to focus on real-world applications. Ask note takers to list their group's ideas.

- C**
- Ask group leaders to summarize the group's ideas to focus the conversation. Tell note takers to circle the biggest advantage and biggest disadvantage on the list.
 - Have reporters present them to the class. Write Ss' ideas on the board.
 - Ask, *Based on this information, is it useful for scientists to teach animals to use human language?* Take a class vote.

🗉 **EXIT TICKET** In pairs, have Ss take turns retelling anecdotes of times when animals have communicated with humans. Tell them they can discuss pets, wild animals, or the specific examples described in the interview. Remind Ss to begin their anecdotes with phrases from the discussion skill box, and challenge Ss to keep their book closed as they discuss. Monitor. Listen and take notes on areas for review and extra practice in later lessons.



30

in Gorilla Sign Language, a modified form of American Sign Language. Although she claimed that Koko used signs to express herself much as humans do, Koko's signing was ungrammatical, and Dr. Patterson always had to interpret it.

Q: Do you think any animals will one day use language in a more intelligible way?

A: I'm not sure. It brings to mind a quotation from the philosopher Wittgenstein: "If a lion could talk, we wouldn't be able to understand it." He meant that we'd have too little in common to understand each other. So, perhaps it's primates that we would have the best chance of talking with since they are our closest animal relatives!

Answers will vary. Possible answer: The animals capable of vocal mimicry are parrots, songbirds, hummingbirds, humans, bats, elephants, seals, and cetaceans. There are two key characteristics of vocal mimics: the forebrain is connected to the vocal muscles and they are social animals. Animals mimic human speech in captivity because they treat humans as their own kind. Jennifer knows of seals in aquariums, an elephant in Korea, and a beluga whale in Japan that mimic human speech. Primates don't usually mimic human speech, but Tilda the orangutan made human-like noises and Koko the gorilla could use sign language. Jennifer explains that communicating with animals that are very different from us may not be possible but thinks communicating with primates might be possible as they are our close relatives.

3 CHECK YOUR UNDERSTANDING

- A** Answer the questions according to the interview. *The muscles that control their voices are connected to the forebrain, not the brain stem.*
- How does the biology of vocal mimics differ from that of most other animals?
 - Why did Koshik likely learn to say *sit* and *lie down*? *His trainers likely say those words a lot to him.*
 - Why does Orsher doubt that Koko expressed thoughts like a human? *Koko's signing was ungrammatical and Dr. Patterson always had to interpret it.*
 - Why is Orsher unsure about animals ever using language more intelligibly? *She feels we might have trouble understanding them as we have too little in common.*
- B** **CLOSE READING** Reread the lines. Then circle the correct answers.

- In lines 9–12, how is the second sentence related to the first sentence?
 - It provides a reason for direct connections.
 - It explains a different type of connection.
 - It describes the purpose of direct connections.
- In line 16, what does the word *as* mean?
 - because
 - in the same way
 - during the time

C Read the Reading Skill. Then reread the interview.

Write the definition of each term.

- cetaceans: whales, dolphins, and the like
- brain stem: a more primitive part of the brain
- larynx: the organ in the throat that produces sound
- Gorilla Sign Language: a modified form of American Sign Language

READING SKILL Recognize definitions

After a new or difficult noun or noun phrase, look for a definition that clarifies the meaning of the term. It might be set off by a comma or dash or be in parentheses. Recognizing such definitions helps break some long sentences into easily understandable chunks.

D **PAIRS** Summarize the interview in six sentences.

Write one sentence for each answer in the interview.

Visit Koko the gorilla's website and watch videos of her using Gorilla Sign Language. Does she use language meaningfully?

4 MAKE IT PERSONAL

- A** **THINK** How would it be useful for scientists to teach different species of vocal mimics to use human language and communicate with them? Think of as many benefits as you can. Take notes.
- B** **GROUPS** Discuss how they could be implemented and the advantages and disadvantages of having animals that are able to communicate with us.
- C** **EVALUATE** In the same groups, decide the biggest advantage and the biggest disadvantage. Choose one person to present your idea to the class.



HIRO MATSUDA

@HiroM

Why don't we treat animals better? 😞 Check out this piece I wrote for @AnimalLife...

1 BEFORE YOU WRITE

A Read about persuasive essays.

A persuasive essay is similar to an opinion essay in that the writer seeks to convince the reader to agree with the points that he or she is making. The language in a persuasive essay is usually stronger, as the writer takes a stand on a topic of importance. In the introductory paragraph, the writer states his or her position. Then, the writer provides reasons and examples to support that position and convince the reader to agree.

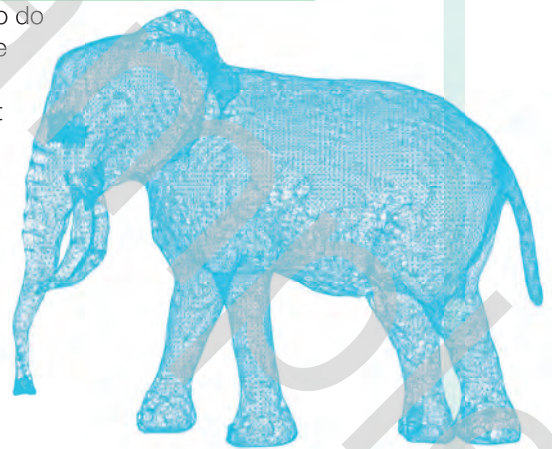
B Read the model. What does the writer want to be done about the use of wild animals in circuses?

Life in the circus is a terrible life for animals. It is hard to believe that in this day and age, we still accept animals being taken away from their natural environment and used for the sole purpose of entertainment. While some countries are taking steps in the right direction, far too many people still do not consider what a horrible way this is to treat animals. There is no question in my mind that the use of wild animals in circuses should be banned.

Most animals that are used in circuses are captured in the wild. They are taken away from their homes and families. Elephants in the wild live in herds, and numerous studies show that without their families, elephants often become depressed. Can you imagine being taken from your family and forced to travel and entertain others? Of course not; we would call this slavery. Animals also have emotions, and so humans have the responsibility to treat them fairly.

As part of the circus, the animals have to live in cages and travel all the time. Then they are forced to perform tricks that they would never do naturally. Perhaps people think that children can learn about animals by going to the circus, but what are they learning? That tigers will jump through a hoop if you make them? To get the animals to do these tricks, the trainers hit or poke them. The animals do the tricks out of fear, not because they want to do them. There is no reason in the world why people should be allowed to treat animals this way.

There are alternatives. Some circuses today do not use animals at all. The internationally famous Cirque du Soleil is a show with only people, performing acrobatic tricks of all kinds. It is much more astonishing to watch a show like this, seeing the amazing things that people are able to do; and it is also more enjoyable, knowing that every performer is there because they want to be. It would be a better world if all circuses were like this. Banning the use of wild animals in circuses is a no-brainer. In the meantime, it's up to all of us to make the right choices and not to support any show that uses wild animals for entertainment.



One circus has replaced real animals with holograms.

C PAIRS Has the writer convinced you that animals should not be used in circuses? Which argument in particular convinced you?

LESSON 5 WRITE A PERSUASIVE ESSAY

- Read the lesson title and the social media message aloud. Ask, *What is Hiro upset about?* (the mistreatment of animals) *What does he mean when he says he published a piece?* (He published an article online.) *Where did he publish his work?* (in a publication called *Animal Life*) Elicit answers.
- Ask, *What kinds of treatment do you think Hiro is upset about?* Have Ss share ideas in pairs.



LANGUAGE NOTE *Mentions* (often known as *@mentions*) are a useful way of drawing someone's attention to a page or comment, or assigning a task to them. To mention someone, users type *@* followed by the name of the user they want to tag. This is a commonly used feature across most social media platforms.

1 BEFORE YOU WRITE

- A** • Read or ask for a volunteer to read the text about persuasive essays aloud for the class.
- Ask, *Who has written a persuasive essay before?* Ask for volunteers to share what kinds of persuasive essays they have written.
- B** • Ask Ss to cover up the caption and look at the picture. Ask, *What does it make you think of? Why?* Have Ss respond to what they see in the picture in pairs.
- Read the caption. Ask, *What's a hologram?* (a special kind of picture that is produced by a laser and that looks three-dimensional) *Have you ever seen one?* Elicit answers.
- Ask, *Have you ever been to a circus? Were there animal performers? Why do you think that a circus would replace real animals with holograms?* Have Ss share their experiences and ideas in the same pairs.
- Have Ss follow along in their books as you read the persuasive essay aloud for the class.
- Ask the target question about what the writer wants to be done about the use of wild animals in circuses. Elicit the answer.
- Clarify any new or confusing words, such as *herd* (a group of animals that live or are kept together), *poke* (to push your finger or something thin or pointed into or at someone or something), *acrobatic tricks* (skillful actions involving balancing, jumping, or turning your body with great skill), and *no-brainer* (a decision or choice that is very easy to make and requires very little thought).
- Ask, *What does the phrase this day and age mean?* (in the present or modern times) Provide additional examples of use, such as *People shouldn't be living without running water in this day and age.*
- Draw Ss' attention to the questions in paragraphs 2 and 3. Ask Ss to read the questions aloud in pairs.
- Ask, *What kinds of questions are these?* (rhetorical questions) *How do you know?* (because the writer doesn't expect an answer) Lead a brief class review on the meaning and use of rhetorical questions.
- Ask, *Why do you think the writer included rhetorical questions in this essay?* (to persuade the reader of his or her particular point of view)
- OPTION** In small groups, have Ss take turns reading the essay aloud. Ask them to switch roles every 4-5 lines.
- C** • Arrange Ss in different pairs. Read the target questions aloud.
- In pairs, ask Ss to read the model essay and underline the writer's arguments. Then have Ss state which argument, if any, was the most persuasive, and why.
- Take a quick class vote on how many Ss are convinced of the writer's argument at this stage.
- Ask, *Does the information in the article surprise and shock you? Why or why not?* Elicit opinions from the class. (For example, Not really because I already knew about this. OR I'm really surprised because I never thought about it from that perspective.)
- D** • Copy the chart on the board. Read the instructions.
- Ask, *What is the position of the writer?* (The use of wild animals in circuses should be banned.) Elicit the answer and add *banned* in the center circle. Tell Ss to add the answer to their own chart.
- Have Ss work in pairs to complete the rest of the activity but ask them to fill in their charts individually. Tell them to include examples from the persuasive essay where relevant.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.
- EXTENSION** Project or show pictures of circus animals. Pre-select pictures where animals exhibit a wide range of emotions, such as happy, anxious, or neutral expressions. For each picture, tell Ss to share with a partner how it makes them feel. Have them write down any sensory words that come to mind and compare their ideas in pairs.

2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Ask, *What is an example of strong, emotional language in the first sentence of the essay?* (terrible)
- Tell Ss to reread the text in 1B and underline colloquial and emotional language. Tell Ss this kind of language can be words, phrases, or whole sentences.
- In pairs, have Ss compare their answers.
- Elicit answers. Write Ss' ideas on the board.

3 PLAN YOUR WRITING

- A** • Read the instructions aloud. Ask for a volunteer to read the list of animal rights issues aloud for the class.
- Give Ss time to analyze the issues individually.
- Walk around as Ss work and provide additional information about the issues if necessary.
- Tell Ss to choose one animal rights issue to write about. Encourage them to choose an issue that is very important to them.
- If Ss want to write about an issue that is not listed in the box, make sure to approve it before Ss move on.
- Have Ss draw their own chart using the chart in 1D as a model.
- Have Ss complete the chart individually with their own ideas. Remind them to write phrases, not individual words, in the chart.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if necessary.
- B** • In pairs, have Ss use their notes to take turns sharing information about their issues.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more arguments that support their position.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their persuasive essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 states their position, paragraphs 2 and 3 provide reasons and key examples to support that position, and the final paragraph provides alternatives.
- Bring Ss' attention to the Writing tip. Read it aloud.
- Have Ss discuss in pairs different ways to capture the reader's attention from the beginning of their essay, such as a personal anecdote or shocking statistics. Elicit ideas. Write them on the board for reference.



TEACHING TIP Tell Ss that although a strong start is the first thing their readers see, it can be helpful to write it only once they've finished the main part of their essay.

5 AFTER YOUR FIRST DRAFT

- A** • Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's persuasive essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answers. For example, when the question asks if the essay uses strong, emotional language, encourage Ss not to just say yes, but to also list some examples of this kind of language. Encourage Ss to suggest more colloquial and emotional language to help make the writing more persuasive.
- When Ss have answered all the questions, ask them to give the essay back to its author.
- B** • Have Ss give each other feedback. Encourage them to ask clarification questions.
- Give Ss time to review their partner's feedback and make corrections.
- Invite volunteers to share with the class any suggestions that were particularly useful.
- C** • Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their essay, then read it through again for overall sense.



EXIT TICKET Ask Ss to walk around and describe their issue to three different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's arguments. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D Read the model again. Take notes in the chart.

Environment

animals taken from depressed
animals become their homes
without families

Treatment

animals forced to do tricks
trainers hit poke
the animals

Position: The use of wild animals in circuses should be banned.

Not educational

tricks aren't natural
children don't learn about animals

Alternatives exist

some circuses have no animals
Example: Cirque du Soleil

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline language that you think is colloquial or emotional, rather than formal. *Answers may vary.*

WRITING SKILL Use strong, emotional language

Although formal language makes a good impression, sometimes it is appropriate to use a more colloquial or conversational voice and appeal to your readers' emotions. In a persuasive essay, using emotional language can help readers relate to you and convince them that you mean what you say.

3 PLAN YOUR WRITING

A What animal rights issue is important to you? Choose an issue from the box or think of one yourself. Create a chart like the one in 1D to organize your ideas.

- abandoning or mistreating pets
- hunting animals
- deforestation and/or development of land where many wild animals live
- keeping animals in zoos
- factory farming
- testing products on animals
- wearing fur or leather

B PAIRS Discuss your ideas.

I'm going to write about factory farming. The animals on factory farms are...

4 WRITE

Write a first draft of a persuasive essay about an animal rights issue. Remember to use strong, emotional language. Use the essay in 1B as a model.

Writing tip

Start strong! Having a strong, declarative statement of position in your opening sentence will immediately draw readers in.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay. Answer the questions.

- Does the essay give a strong position on the topic?
- Does it start strong, with a clear leading sentence?
- Are sufficient supporting examples given?
- Does the essay use strong, emotional language?
- Is the essay persuasive to you? Do you have suggestions for improving it?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it through again for overall sense.

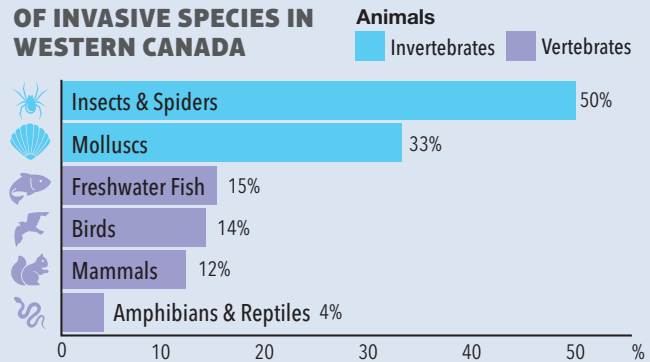
I CAN WRITE A PERSUASIVE ESSAY.

PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM Many invasive species threaten various ecosystems after being introduced by accident, such as when goods are shipped from one country or another, or deliberately, for example, when people adopt dangerous pets but later release them in the wild. Review the chart and circle the correct answers.

A TYPICAL DISTRIBUTION OF INVASIVE SPECIES IN WESTERN CANADA



- Insects and spiders are more likely to be an invasive species because they _____.
 - crawl great distances
 - b.** are shipped with goods
 - can always fly
- For fish to be considered invasive in lakes, they probably _____.
 - are dropped by birds
 - arrive from oceans
 - c.** kill off other fish
- Probably the easiest species to find and remove are _____.
 - spiders
 - birds
 - c.** mammals

B THINK CRITICALLY Discuss why some creatures are more likely than others to become invasive species. Talk to a partner. *Answers will vary. Possible answers: Insects and spiders are more likely than mammals, amphibians, and reptiles to be shipped with goods. Insects are also more likely to find homes in new ecosystems, for example, living in people's homes and other buildings; larger animals need appropriate shelter and food.*

C FIND A SOLUTION Consider the data, the problem, and possible solutions in small groups.

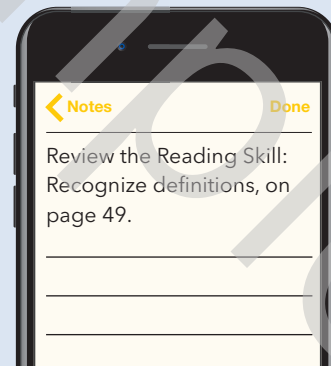
- Step 1 Brainstorm** Think of 3-5 ideas to help avoid the spread of non-native species that can destroy fragile ecosystems. *Better checks on shipments of goods, particularly foods; better licensing of dangerous pet ownership; stricter laws against the release of dangerous pets into the wild*
- Step 2 Evaluate** Choose the best solution. *release of dangerous pets into the wild*
- Step 3 Present** Explain the best solution to the class. Refer to the data to support your ideas.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives <ul style="list-style-type: none"> <input type="checkbox"/> Talk about animal videos <input type="checkbox"/> Discuss animal personalities <input type="checkbox"/> Discuss animal behavior 	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Use circumlocution when you don't know a word 	Language Choices <ul style="list-style-type: none"> <input type="checkbox"/> Articles for general and specific nouns <input type="checkbox"/> Quantifiers with singular vs. plural verbs <input type="checkbox"/> Articles for known and unknown information
Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Words to describe unusual things 	Pronunciation <ul style="list-style-type: none"> <input type="checkbox"/> Reductions in quantifier phrases 	Discussion <ul style="list-style-type: none"> <input type="checkbox"/> Tell an anecdote
Writing <ul style="list-style-type: none"> <input type="checkbox"/> Use strong, emotional language 	Listening <ul style="list-style-type: none"> <input type="checkbox"/> Summarize 	Reading <ul style="list-style-type: none"> <input type="checkbox"/> Recognize definitions
	Note-taking <ul style="list-style-type: none"> <input type="checkbox"/> Identify a speaker's key examples 	

B What will you do to learn the things you highlighted?



PUT IT TOGETHER

1 PROBLEM SOLVING

- A** • Read the problem aloud. Check Ss' understanding of the term *invasive species* (an animal or plant that spreads quickly in an environment where it is not found naturally). Ask, *What are examples of invasive species?* (For example, Burmese pythons in Florida) Elicit ideas.
- Direct Ss' attention to the bar chart. Read the title: *A Typical Distribution of Invasive Species in Western Canada*. Read the categories of the invasive species aloud.
 - Have Ss analyze the chart in pairs. Ask them questions to check their understanding of how the chart presents data, such as:
 1. *What is being shown in the chart?* (the number of invasive species in western Canada)
 2. *How does it show this data?* (presents how many of each category of invasive species have been introduced in western Canada)
 - Read the questions and the answer choices aloud. Tell Ss to discuss the questions in pairs and infer the answers based on the information in the chart and their own experiences.
 - Review the answers as a class.



CULTURE NOTE When invasive species are introduced into a new ecosystem, they become predators, competitors, parasites, and hybridizers of native and domesticated plants and animals. According to the World Conservation Union, they are the second most significant threat to biodiversity after habitat loss.

- B** • Read the instructions aloud. In pairs, have Ss discuss why some species are more likely than others to become invasive.
- Have Ss reference the species listed in the bar chart as they discuss. Encourage them to search online to learn more, if necessary.
 - Ask for volunteers to share their ideas.
- C** • Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the note takers to record all possible solutions. Encourage Ss not to limit themselves at this point.
 - For step 2, have groups choose the best solution for the problem. Be sure that all group members are able to provide reasons to support their group's decision.
 - For step 3, ask the reporters to present their group's best solution to the class. Remind them to cite data and explain exactly how the solution would work.
 - Leave 2–3 minutes for questions and comments after each presentation.



OPTION Have Ss focus on only one plant or animal that is an invasive species in the country where they live. Have Ss research how the species was introduced in the first place. Encourage them to brainstorm ideas and provide solutions that would help prevent the spread of this one specific species.

2 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.
- B** • Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
 - Then invite Ss to walk around and compare their ideas for learning different topics.