

# Teacher Information

## Animal Habitats

### Objectives

- To develop awareness of correct terminology when describing animals' needs.
- To reinforce the skill of reading using pictorial information.
- To develop an understanding of the wider community.
- To develop awareness of the need to care for the environment for all its inhabitants.
- To reinforce the layout of a rebus.

### Teaching Points

- Draw pictures to show the needs of particular pets, including food, water, habitat, affection, and exercise.
- List selected animals indigenous to the local area, state, or country and the specific habitat needed to allow each to survive.
- Choose an animal from any country and do research to find out its food and habitat requirements, habits and particular skills, or activities. Complete a project to record the results of the research.
- Investigate endangered species and any programs aimed at protecting those species.
- Create a diorama of the habitat of a particular animal, such as a lizard.
- Create a habitat on the school grounds to breed frogs or butterflies.
- Sketch the habitat of particular insects or animals on the school grounds, such as worms or lizards.
- Visit a zoo to study the habitats of different animals.

### Evaluation


- Were students able to read the rebus fluently and comprehend the meaning of the passage?
- Were students made aware of the importance of maintaining the habitat of endangered animals?
- Are the students aware of the different ways that the habitats of animals can be threatened?
- Are students more aware of their environment as a place for many different creatures to share?

### Answers

- |          |                |            |              |                  |
|----------|----------------|------------|--------------|------------------|
| 1. house | 2. trailer     | 3. food    | 4. fires     | 5. People/Humans |
| 6. world | 7. cut/chopped | 8. forests | 9. Australia | 10. trees        |

Look at the pictures to help you choose words to write in the spaces.

## Animal Habitats

What kind of home do you live in? It could be a  \_\_\_\_\_ 1,

an apartment or even a  \_\_\_\_\_ 2! Where an animal

lives is called its habitat. This is the best spot to build its home, the place with the best temperature, and where the animal finds the




\_\_\_\_\_ 3 it needs. Disasters such as



\_\_\_\_\_ 4, cyclones, or floods can destroy an animal's home.



\_\_\_\_\_ 5 are doing a lot of harm to animal habitats.

All over the  \_\_\_\_\_ 6 forest trees are being



\_\_\_\_\_ 7 down. Siberian tigers live in the Taiga forest in

Russia. Giant Pandas live in bamboo  \_\_\_\_\_ 8 in China.

Koalas live in gum tree forests in  \_\_\_\_\_ 9. If we keep

cutting down  \_\_\_\_\_ 10, many animals will soon be

extinct—lost forever!

# Teacher Information

## What is a Car Pool?

### Objectives

- To develop reading skills by completing a cloze passage.
- To introduce the concept of a car pool to reduce pollution.
- To illustrate some reasons why some good strategies may fail if not used properly.
- To make students aware of ways to protect the environment.

### Teaching Points

- Survey the students to find out how they come to school. Graph the results.
- Encourage students to choose a day where they walk, share a ride to school, or use public transport.
- Discuss other types of pollution and what causes them.
- Investigate possible solutions to these forms of pollution.
- Hold a meeting of parents who may be interested in forming a car pool.
- Survey and graph the types of cars, trucks, motorcycles, or bicycles used by parents.
- Students create a cartoon drawing of a "car pool." ( This could be, for example, a swimming pool shaped like a car or a swimming pool in a car.
- Students count the number of cars, trucks, or buses which go past the school over a given period and note the number of cars with only one person in them.

### Evaluation

- Were the students able to complete the cloze using the words given?
- Did the students understand the correct meaning of "car pool"?
- Were the students able to understand the necessity for car pooling?
- Did the students understand why the system in Santa Fe failed?
- Were the students interested in the topic?

### Answers

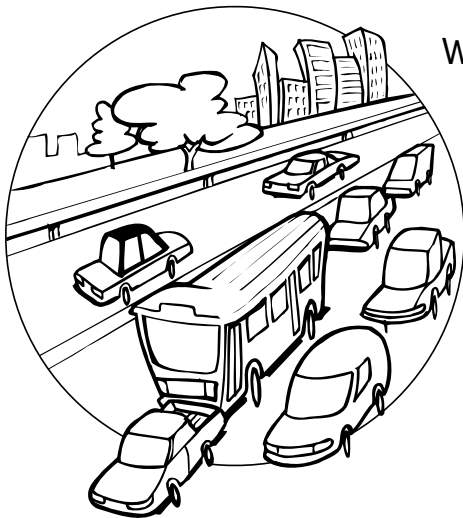
- |            |           |         |          |               |
|------------|-----------|---------|----------|---------------|
| 1. car     | 2. ride   | 3. less | 4. lane  | 5. encourages |
| 6. traffic | 7. cities | 8. not  | 9. alone | 10. stopped   |

Use the following list to fill in the missing words.

ride	encourages	alone	lane	less
car	not	stopped	traffic	cities

## What is a Car Pool?

You may be thinking about a swimming pool in a car! But a car pool is



when someone with a \_\_\_\_\_<sub>1</sub> gives other people a \_\_\_\_\_<sub>2</sub> to school or work.

This saves fuel because there are fewer cars on the road. Less fuel means \_\_\_\_\_<sub>3</sub> pollution!

There are cities which have a road \_\_\_\_\_<sub>4</sub> just for people who car pool. This lane \_\_\_\_\_<sub>5</sub> people to car pool because it does not get jammed with \_\_\_\_\_<sub>6</sub> like the other lanes.

In some \_\_\_\_\_<sub>7</sub>, such as Santa Fe, car pool lanes have been closed. They are \_\_\_\_\_<sub>8</sub> being used properly. People are driving there even when they are \_\_\_\_\_<sub>9</sub> in their cars! It would be sad if this plan to limit pollution was \_\_\_\_\_<sub>10</sub>.

# Teacher Information

## A New Game Park

### Objectives

- To develop reading skills by completing a cloze passage about a new topic.
- To use the words provided in the correct place to complete a cloze activity.
- To develop awareness of the need for game parks to allow tourists to view wild animals in safety.
- To develop awareness of the dangers which face animals in game parks when food is scarce.

### Teaching Points

- Discuss and list wild animals the students would like to see.
- Use an atlas to find countries where specific wild animals may be found.
- Use an atlas to locate the Great Limpopo Transfrontier Park.
- Invite a park ranger to speak to the class about his/her job.
- Visit a zoo or wildlife park to view the animals. Students draw or sketch their favorite animals.
- Discuss and list favorite tourist attractions visited.

### Evaluation

- Were the students able to complete the cloze activity easily using the words provided?
- Could any of the words have been used in different places to make sensible sentences?
- Were the students aware of the existence of game parks for tourists to view particular wild animals?
- Were the students interested in the topic?

### Answers

- |            |          |           |              |            |
|------------|----------|-----------|--------------|------------|
| 1. travel  | 2. safer | 3. newest | 4. countries | 5. called  |
| 6. attract | 7. money | 8. food   | 9. leaders   | 10. Hungry |

Use the list below to fill in the spaces.

called

newest

leaders

money

travel

food

attract

safer

Hungry

countries

## A New Game Park



Do you like elephants, lions, and rhinos? You can see them in

game parks as you \_\_\_\_\_<sub>1</sub> around in a four-wheel

drive vehicle. The animals are \_\_\_\_\_<sub>2</sub> in these parks where

rangers keep watch. Now you can see the biggest, \_\_\_\_\_<sub>3</sub>

game park in Africa. This park is in three different \_\_\_\_\_<sub>4</sub>:

South Africa, Mozambique, and Zimbabwe. It is \_\_\_\_\_<sub>5</sub>

the Great Limpopo Transfrontier Park. The people of the three countries

hope the park will \_\_\_\_\_<sub>6</sub> many tourists. Tourists spend

\_\_\_\_\_<sub>7</sub> when they visit and that helps the countries.

Some people around the world are worried about the park. There is

not much \_\_\_\_\_<sub>8</sub> in Zimbabwe. The rainfall has not been

enough for crops and \_\_\_\_\_<sub>9</sub> have misspent lots of money.

\_\_\_\_\_<sub>10</sub> people may kill the wild animals in the game park for food.

# Teacher Information

## Fashion

### Objectives

- To develop reading skills by completing a cloze passage about a topic of interest.
- To reinforce the skill of completing a cloze using the words given.
- To develop awareness of recurring fashion trends.
- To develop awareness of the importance of fashion in society.

### Teaching Points

- Students cut pictures from magazines of “fashionable” clothing or fashion trends.
- Students interview their parents and grandparents to discover particular fashion trends of their eras. Students note any trends which have returned or been changed slightly.
- Investigate the origin of the first jeans using the library or Internet.
- Research and list well-known national or international fashion designers.
- Hold a “Fashion Day” and allow students to dress up in their favorite fashionable outfit—current or past.
- Research fashion through the ages. Student sketch their favorite fashion “look.”

### Evaluation

- Were the students able to complete the cloze activity using the words given?
- Were some words able to be used in different places?
- Were the students aware of the importance of fashion to employment, media, etc.?
- Were the students able to decide on a favorite fashion trend?

### Answers

- |         |                |            |              |           |
|---------|----------------|------------|--------------|-----------|
| 1. most | 2. cold        | 3. good    | 4. important | 5. baggy  |
| 6. many | 7. top-selling | 8. sparkly | 9. hair      | 10. cargo |

Use the list below to fill in the missing words.

sparkly

baggy

most

important

hair

many

top-selling

good

cargo

cold

## Fashion

How do you choose what clothes you wear every day? If you are like

\_\_\_\_\_<sub>1</sub> people, you will choose clothes that not only suit

how hot or \_\_\_\_\_<sub>2</sub> it is, you will wear something that is in

fashion. You will have a \_\_\_\_\_<sub>3</sub> idea of what is in fashion

from magazines, movies, and television. Fashion

not only makes you look great, it is also an

\_\_\_\_\_<sub>4</sub> business. More people work

in fashion than any other business in the world!



Fashion is always changing. For example, people wore flared jeans in

the 1970s, tight jeans in the 1980s, and \_\_\_\_\_<sub>5</sub> jeans in the

1990s. Sometimes a type of clothing will come back into fashion after

\_\_\_\_\_<sub>6</sub> years. It is hard to guess what will be in fashion next! In

recent years, some \_\_\_\_\_<sub>7</sub> fashions were \_\_\_\_\_<sub>8</sub>

butterfly \_\_\_\_\_<sub>9</sub> clips and \_\_\_\_\_<sub>10</sub> pants.

What is in fashion now?



# Teacher Information

## Going to the Movies at Home

### Objectives

- To develop reading skills by completing a cloze passage about a familiar topic.
- To complete a cloze passage by adding missing words of their own choice.
- To reinforce current student knowledge about home theaters and DVDs.
- To develop vocabulary and language skills.

### Teaching Points

- Cut pictures of home theaters, VCRs, DVDs, televisions, CD players, etc. from sales catalogs and group them according to their function.
- Visit a movie theater to view the latest suitable movie. Students write a report following the visit about the theater, sound, picture, special effects, music, and how these enhance the enjoyment of the movie.
- Students compare VCRs and DVDs and discuss the differences, advantages, and disadvantages of using each.
- Survey the students to find the most popular movie, video, or DVD viewed in the past two weeks. Graph the results.
- Discuss "bloopers" (mistakes made by actors when making a movie or television show). Why include these on a DVD or make television shows about them?

### Evaluation

- Were the students able to easily complete the cloze passage using their own words?
- Did the students find the topic interesting?
- Were all students able to contribute to the discussions?
- Did all students have some background knowledge of the topic?

### Answers

- |            |           |           |               |           |
|------------|-----------|-----------|---------------|-----------|
| 1. theater | 2. movies | 3. around | 4. watch/view | 5. home   |
| 6. better  | 7. them   | 8. movie  | 9. future     | 10. video |

Use your own words to fill in the spaces. The picture may help you.

## Going to the Movies at Home

More and more people are setting up movie theaters in their living rooms.

These are called "home theaters." When you are sitting in a home

\_\_\_\_\_, it really feels like you are at the \_\_\_\_\_.

There are a few reasons for this. Like a movie theater, a home theater

has sound speakers all \_\_\_\_\_ you. There is also a large  
screen to \_\_\_\_\_.

An important part of a \_\_\_\_\_

theater is a DVD player. DVDs have a

\_\_\_\_\_ picture and sound

than videotapes. There is a large range

of \_\_\_\_\_ to buy or rent.

Most of these have extra features like

showing some mistakes the actors made when the

\_\_\_\_\_ was being filmed. In the \_\_\_\_\_

DVDs may totally replace \_\_\_\_\_ tapes.

