Sky High is an engaging coursebook for seventh grade heterogeneous classes.

Sky High contains all the requirements for the revised curriculum and is approved by the Ministry of Education.

Components
- Student’s Book
- Workbook
- Teacher’s Guide
- Audio CD / links for listening and reading
- Digital formats
Sky High  Teacher’s Guide
by Ellen Zelenko with Ruth Shemesh

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RATIONALE

Sky High is a heterogeneous course for seventh-grade students who are at Intermediate Level Stage 1. The objective of the course is to teach English as a foreign language to Israeli students through the integration of the four domains: Social Interaction, Access to Information, Presentation, Appreciation of Literature and Culture, and Language based on the Principles, Standards and Benchmarks in the Revised Curriculum. The course incorporates task-based and communicative approaches to language learning, with special emphasis on speaking and productive skills. The many interesting texts, activities and performance-based tasks aim at teaching and practicing the skills that the students need in order to reach the standards of the four domains. A chart at the beginning of each unit of the Teacher’s Guide indicates the tasks in which the benchmarks for each domain are assessed.

Sky High has been designed to cater to heterogeneous classes, that is, classes in which students vary widely in level, language learning ability, interests, motivation, etc. It does not, however, cater for emergent readers or students who know little or no English at all. See Heterogeneity on page 5.

The aim of Sky High is to expose the students to meaningful learning in order to acquire the knowledge and skills they need to interact successfully and learn about the world around them. The course aims to instill a feeling of self-accomplishment in students, as well as an appreciation of our culture and the culture of others. In today’s world, students are exposed to so much stimulation through social media and the Internet that it is difficult to keep them motivated and interested in the classroom. In addition, there is the reality of large classes and a range of levels within the same classroom. It is therefore of utmost importance to make every attempt to provide interesting materials in order to motivate students, while at the same time making sure that students of varying backgrounds and abilities are catered for. Students usually enter the seventh grade with an interest in learning English – the language of international communication – and this interest can be sustained through relevant materials and interesting activities. By providing materials and tasks which reflect the principles underlying learning materials as stipulated in the English Curriculum, these goals can be achieved. Sky High is the vehicle through which this can be done.

Sky High consists of five units related to the overall theme of the weather and the seasons, with their associative, figurative, cultural and symbolic connections. The topics and issues covered in this course are up to date and relevant to our modern world. The reading and listening passages, as well as the literary pieces provide the input through which the four domains are taught. Each of the five units focuses on a different theme and exposes the students to a variety of text types, such as articles, questionnaires, ads, quizzes, websites, a timeline, interviews, short stories and poems. Each unit is divided into four parts. Each part has its own objective and assessment task. In each part, the students learn and practice enabling skills that culminate in a task. Each unit contains at least three reading texts, a listening passage and at least one literary piece. In addition, three independent readings appear in the Workbook.

The texts, activities and tasks in Sky High have been carefully chosen for their interest value to students in the seventh grade. In addition, the materials challenge the students cognitively while teaching them the language skills they need. The themes are dealt with in an appealing way, and the activities are engaging and success oriented.

The reading passages are followed by questions that practice literal understanding, inference, integration and personal response.

Tasks and questions that require higher order thinking are included where appropriate. Higher-order thinking skills are taught and recycled in all four domains. A chart indicating the skills taught and re-entered in Sky High by domain appears on page 15 of this Teacher’s Guide.

The rich variety of activities also provide opportunities for contextual language use and meaningful communication in accordance with the guidelines set by the Ministry of Education.
HETEROGENEITY

Sky High Students’ Book caters to the heterogeneous classroom in the following ways:

• Within a reading section, a number of texts are provided, or one text may be divided into parts. This offers the teachers the option of allowing the less-advanced students to read only the first text or certain parts of a text (specified in the instructions as Read at least …). The students should be encouraged to continue reading as much as they can.

• Frequently used instructions are presented in English, Hebrew and Arabic for students reference before Unit 1. The teacher may focus on these so that the students familiarize themselves with the instructions at the beginning of the year.

• Instructions throughout the course encourage the students to read or do at least a certain amount, or to do as many items as they can. The less-advanced students do at least the minimum required, whereas the more-advanced students complete the entire activity. Every student feels he or she has met the requirements.

• Open-ended and personalized activities allow for a variety of outcomes, so that each student can answer according to his or her ability.

• Speaking activities include scaffolding, such as questions and examples, to enable all students to take part.

• Activities are provided that pose an additional challenge for more-advanced students or fast finishers.

• The performance-based tasks are varied, and open-ended, and allow for multiple outcomes.

• Teaching points for grammar, reading and writing appear in Hebrew and Arabic to allow for student independence.

• Before every reading or listening, previously learned vocabulary is presented for review.

• The word review at the end of each unit presents strategies for learning and reviewing the new vocabulary. These are tools the students can use for independent learning.

In addition, the Workbook caters to heterogeneity in the following ways:

• The exercises are graded to allow for varied abilities and learning styles. There are three levels of exercises: the students begin at the first level and do as many exercises as they can. Instructions for the exercises that are at the easiest level are translated into Hebrew and Arabic to encourage the less-advanced students to feel confident and to be able to do the exercises independently.

• Writing activities expand on the writing section in the Student’s Book. They provide success-oriented activities in order to further scaffold the writing task.

• “Challenges” are a prominent feature in the Workbook. They offer further practice for more-advanced students or fast finishers.

• Independent readings appear at the end of each unit on three different levels. The texts are followed by comprehension questions at different levels of understanding: basic, integration, inference and personal response.

• A comprehensive English-Hebrew-Arabic Glossary is provided at the back of the Workbook. The Glossary serves as an aid to the student and is meant to foster independent learning.

VOCABULARY

Vocabulary is a critical component of language learning. In accordance with the Ministry’s requirements for the seventh grade, about 600 words are taught in Sky High, more than one-third of them from Band II. A list indicating which Band II words are taught in the course appears at the back of the Teacher’s Guide.

Sky High increases the students’ vocabulary by introducing new words and expressions before every reading passage, listening passage and literary piece. The students write the translation of the new words in their Workbook before they read or listen. After reading, these words are practiced both in the Student’s Book and in the Workbook. Words and expressions for active mastery have been selected from Band II of the word list in the Revised English Curriculum, as well as words and expressions needed to understand and discuss the topics in each unit. In addition, a selection of words that were previously learned appears before each reading and listening. The students match these words to their meanings in the Workbook.
Every word or expression taught in Sky High is recycled in the Student’s Book and Workbook. Unit reviews, as well as cumulative reviews, offer further opportunities for recycling of lexical items throughout the year. A comprehensive Glossary of all the words in the Student’s Book appears at the back of the Workbook.

**SPEAKING**

English is the most widely spoken and fastest spreading language in the world. It is therefore essential to provide students with ample opportunity to improve their spoken English. Sky High encourages students to interact socially through a number of motivating speaking activities. These include functions such as asking and answering questions about themselves and other topics, expressing opinions, talking about events in the past and describing pictures. One task in every unit is an assessed speaking task. When students speak in pairs, it is advisable to walk around the classroom and monitor the students’ conversations, helping them when necessary and making sure they are speaking in English.

**ASSESSMENT**

Assessment is an integral part of the teaching and learning process. In Sky High the students are assessed on their ability to apply their newly-learned knowledge of language in meaningful contexts and real-life situations. The students may be assessed by means of traditional tests and quizzes. In addition, Sky High provides opportunities for self-assessment as well as teacher assessment by way of the following:

- social interaction tasks
- written presentation tasks
- performance-based tasks, including options for ICT (Information and Communications Technology). These tasks encourage and enable the students to collaborate and to access and create information using Web 2.0 tools.
- post-reading activities for literature
- unit reviews and cumulative reviews in the Workbook

Checklists for the assessment activities appear at the back of the Teacher’s Guide. The page numbers of the checklists are listed in the chart at the beginning of each unit of the Teacher’s Guide. The charts are photocopiable for student use.

**COURSE COMPONENTS**

Sky High includes a Student’s Book, a Workbook, a Teacher’s Guide and audio components.

**STUDENT’S BOOK**

Sky High consists of five units that are thematically linked to the theme of “weather”. Each unit is divided into four parts. The task is stated at the beginning of each part, followed by the unit objectives.

Each unit of the Student’s Book contains the following:

**Opening Spread**

The opening spread introduces the theme of the unit through activities and discussion questions based on photos, quizzes, idioms, sayings or expressions.

**New Words**

A feature called Get Ready precedes the reading, listening and literary texts. It is divided into two parts: The first section is called Do you remember these words? It consists of a list of recycled lexical items (including words from Band I and Band II) that appear in the text that the students are going to read or hear. The second part introduces the New Words and includes words from Band II. All New Words are recycled throughout the book to ensure mastery. Suggestions for vocabulary practice and re-entry appear on page 10 of this Introduction.
Reading
Each unit contains a wide variety of authentic text types such as questionnaires, webpages, magazine articles, interviews, ads, news reports, blogs and a timeline. The reading sections include pre-reading, while-reading and post-reading activities so that the students have a clear purpose for reading. Helpful reading strategies, translated into Hebrew and Arabic, teach useful skills, such as predicting and scanning and finding the main idea.
The reading passages are followed by comprehension questions which are varied and enable the students to engage with the text to improve reading comprehension. They practice literal understanding and, as much as possible, inference, integration, other higher-order thinking skills, and personal response. Question types include charts, completion exercises, open-ended questions, multiple choice questions and true / false questions.
All the passages are recorded. Suggestions for a variety of helpful classroom approaches to reading appear on page 10 of this Introduction.

Listening
Each unit contains a spoken passage related to the theme of the unit. These listening passages include conversations and interviews. The activities are varied and provide practice in accessing the main idea, specific details from spoken texts and engaging higher-order thinking.
Pre-listening activities prepare the students for the topic of each listening passage. Students then listen twice, the first time for global understanding of the passage, and the second time for specific details to answer questions in a variety of exercise types.
The questions for the listening activities also appear in the Workbook so that the students can write their answers. Vocabulary exercises to practice the new words are also provided in the Workbook.
All the passages are recorded. Each listening script appears in the listening section of each unit in this Teacher’s Guide.
Suggestions for a variety of helpful classroom approaches to listening appear on page 11 of this Introduction.

Speaking
In a special feature, Talk About It, the students work in pairs in order to discuss familiar topics. To offer scaffolding, specific questions are asked and examples are given. Through this practical approach, the students gain verbal competence in useful, everyday English. In addition, one task in every unit provides an excellent opportunity to assess social interaction.
Assessment charts appear in the body of the Teacher’s Guide.

Writing
The writing syllabus guides the students in developing their writing skills from sentence to paragraph level. Each teaching point is translated into Hebrew and Arabic and accompanied by graded exercises that give the students practice and lead up to the writing task. The students are referred to the Workbook for further practice.
Assessment charts for the writing task appear in the body of the Teacher’s Guide.

Vocabulary
The New Words are practiced in the Student’s Book in a section called Word Power. This includes a variety of communicative, contextualized and meaningful exercises. They progress from recognition exercises to open-ended and communicative activities. The Workbook provides further vocabulary practice.
Vocabulary expansion is provided in order to increase the student’s vocabulary and enrich language understanding. Items in this section include parts of speech, opposites, reflexive pronouns, homophones, words that are both verbs and nouns, words with more than one meaning and compound words. Further practice of the expansion points appears in the Workbook.

Grammar
Two grammar points are featured in each unit and reflect the requirements of the Revised Curriculum for the Intermediate Level. Each grammar section is divided into presentation and practice. The rules are translated into Hebrew and Arabic, and are illustrated through example sentences. The students are referred to Spelling Rules
in English, Hebrew and Arabic which appear at the back of the Student’s Book. The language points taught in each unit are practiced in a contextualized and meaningful way. Further practice, ranging from recognition to production activities, appears in the Workbook.

ICT Tasks
Many of the performance-based and post-reading tasks are marked with a small icon 📚. The students can do these tasks individually or collaboratively in pairs or groups, using suitable Web 2.0 tools.

Challenges
A feature called *Sky High Challenge* appears throughout the book. The tasks here are suitable for more-advanced students and fast finishers. They offer further practice, including a variety of opportunities for students to broaden their horizons.

Spelling
A section called *Spell It!* focuses on selected spelling issues that often cause difficulty for the students. Practice of each spelling point is provided. The rules are translated into Hebrew and Arabic at the back of the Student’s Book.

Literature
This section features a variety of age-appropriate, interesting and enriching poems and stories, thematically related to each unit. Longer texts are divided into two parts for easier reading. There are questions that focus on basic understanding as well as questions that encourage analysis. Basic literary terms and techniques, such as rhyme, message, setting, character and plot are introduced.

Questions appear alongside the text in the margin. These are guiding questions which will help the students understand the basic facts of the story while they read.

Vocabulary from the literature is practiced in the Workbook following Basic Understanding.

A test for the poems or story in each literature section appears at the back of the Teacher’s Guide.

Task
Each part of a unit ends with a task which integrates the skills that the students have learned and offers them the opportunity to apply them in a meaningful context. The tasks are varied and open-ended, and allow for a variety of outcomes. Guidelines and assessment charts appear in the body of the Teacher’s Guide.

Review
Each unit ends with a section called *Word Review*, which presents the students with a variety of learning strategies that will help them remember the new words better and become independent learners. These strategies include organizing words into groups by parts of speech, categorizing words, creating word maps and making sentences with the new words. The exercises are organized according to the vocabulary that is taught in each part of the unit. They encourage pair work and allow for a variety of outcomes.

WORKBOOK
The Workbook is an integral part of the *Sky High* course. It provides practice and reinforcement of the vocabulary, grammar and writing skills covered in the Student’s Book. Activities are labeled with icons according to their level of difficulty – progressing from easy to difficult. The instructions to the first level of activities appear in English, Hebrew and Arabic.

Word Review
At the end of each unit, a comprehensive list of all the words taught in the unit is presented for students for the purpose of independent review. The words are listed in alphabetical order; Band II words are listed first.
Unit Review
At the end of each unit, the students are given the opportunity to check their progress and demonstrate their ability to use the vocabulary, grammar and writing skills taught in the unit.

Cumulative Review
At the end of Units 2-5, there are cumulative exercises, called Review Units 1-2, etc., that target the recycling of vocabulary and grammar to consolidate learning from the current and previous units.

Read More (Independent Reading)
To ensure that students have the opportunity to read interesting passages on their own, three thematically-linked independent readings appear at the end of each unit. These three texts, each at a different level of difficulty, are accompanied by questions for literal understanding, inference, integration and personal response.

The Sky High Challenge feature also appears in the Workbook. It offers more-advanced students and fast finishers additional opportunities to use English in a motivating and creative manner.

Answers to all the activities in the Workbook appear in the Workbook Answer Key at the back of the Teacher’s Guide.

It is important that students have the opportunity to check their answers and see where they need to improve. For self-assessment, photocopiable answer keys for the Unit Review, Cumulative Review and Read More appear on page 174 of the Teacher’s Guide.

A comprehensive English-Hebrew-Arabic Glossary is included at the back of the Workbook.

TEACHER’S GUIDE
The Teacher’s Guide provides:
• the rationale on which the course is based
• a description of the course and its components
• a chart indicating the higher-order thinking skills taught and re-entered in the course
• suggestions, guidelines and strategies for the teaching and implementation of the material
• the answers to the exercises in the Student’s Book
• background information where relevant
• suggestions for adapting the material for students with different learning abilities
• the scripts of the listening passages
• suggestions for further reading
• guidelines and assessment charts for speaking, writing, performance-based tasks and post-reading literature activities
• photocopiable tests of the literature
• the Ministry’s list of lexical items for the Intermediate Level (Band II), indicating the words taught in Sky High
• the Workbook Answer Key
• photocopiable answer keys for Unit Reviews, Cumulative Reviews and Read More

AUDIO CDS
The course includes an audio CD with recordings of all the listening passages, and two audio CDs with recordings of all the reading texts and literary pieces.
TEACHING SUGGESTIONS

SUGGESTIONS FOR INTRODUCING AND TEACHING VOCABULARY

Sky High presents vocabulary for active mastery and provides activities to practice the new words.

The following are suggestions you may choose to implement in the classroom for presentation, practice and reentry of the vocabulary:

• Have the students keep a special vocabulary notebook for listing the new words and expressions. They should arrange the notebook alphabetically for easy access. Periodically, the students can sit with a partner and test each other on their knowledge of the new vocabulary.

• Encourage students to write the part/s of speech for each word in their vocabulary notebook.

• Personalize the vocabulary by linking new words to personal experiences.

• Use graphic illustrations, such as pictures or drawings, or bring real objects to class.

• Categorize words into different categories, showing that there are many possibilities. Keep the categories and have the students add words to them every few weeks.

• Have the students draw or bring in a suitable picture to help them remember a group of words.

• Have the students complete stem sentences with words or expressions. For example: My favorite game is … .

• Play the Disappearing List game. Write the new words on the board. Erase the words, one at a time, and have the class recite the list of words, including the missing ones. Then have the students write down as many of the words as they can remember from the list. Finally, have the students get into groups to share and come up with the most complete list.

• Make a class chain story. Each student adds a sentence with one of the new words.

• Have the students prepare puzzles, wordsearches, crossword puzzles and codes in pairs. Then have each pair swap their puzzle with another pair.

• Make and play games, such as Bingo, Hangman and the Memory Game.

• Encourage the students to think of word associations. Ask the students what a word reminds them of. They must say another word that comes to mind.

• Compare expressions in English with expressions in the students’ language.

• Practice looking up words in the Glossary for ease of use.

• Give dictations.

For further ideas for presenting and practicing vocabulary in class, please refer to “A Practical Guide for Teaching Vocabulary,” published by the Ministry of Education, which is available at your school.

SUGGESTIONS FOR TEACHING READING

• All the texts are recorded and can be downloaded from www.ecb.co.il. You may choose to have your students listen to all or part of the reading passage before, while or after they read.

• Have the students read each paragraph separately and answer questions relating to it. You may decide to read one or more paragraphs in this way before asking your students to continue on their own.

• Use the “paced reading” method. Sit with a group of less-advanced students and read the text with guiding questions. Assign a number of lines to be read and ask a question (either orally, on the board or as a question-strip flashcard). The students then read silently, find the answer to the question and write it in their notebook. Ask the question again, elicit the answer from a student and then assign the next short reading section with its question. Continue in this paced manner with short reading sections and questions until a part of the text or the whole text has been covered.

• Practice and recycle the use of reading strategies with each text. Over the year, elicit from the students the strategies they know and can use.
• Alternate the methods you use for having the students answer the questions following the texts. For example, have the students answer questions in a whole-class discussion; another time, have the students work individually or in pairs and then have them discuss their answers with the class. This enables the less-advanced students to organize their thoughts and participate in class. The more-advanced students can prepare additional questions on the text.

SUGGESTIONS FOR TEACHING LISTENING

• Discuss all the visual clues on the page before the students listen to the recording.
• Make sure the students read the instructions and questions that relate to the listening passage before they listen to it. That way, they can get a general idea of the subject and possibly guess some of the answers based on common sense and their general knowledge. When they listen to the passage, they can change their answers if necessary.
• Some students may find it helpful to translate the questions to make sure they understand them. Encourage the students to look up words they are unsure of in the Glossary.
• Remind the students that they do not have to understand every word they hear. They should continue to listen and concentrate on the main idea.
• Suggest that the students take notes in their own language while they listen.
• Tell the students to stay focused. If there is any distraction, point out that details they missed in the first listening will become clearer in the second listening. Point out that they should answer as much as they can.
• Allow sufficient time after each listening for the students to complete the activity.
• Check the students’ answers by playing specific portions of the recording.

SUGGESTIONS FOR TEACHING SPELLING

The Spell It! exercises in Sky High can be used to practice spelling. In addition, here are alternative ideas for practice.

• Match each word to an image.
• Complete the first letter of the word with a choice of 3-4 letters.
• Create or solve a wordsearch. The clues can be pictures or words in Hebrew or Arabic.
• Create or solve a crossword puzzle. The clues can be pictures or word clues. Stronger students can create sentences with blanks.
• Complete sentences with the target word. The sentences can be printed or given orally.
• Put letters in the correct order to create words.
• Fill in missing letters (double consonants, vowel sounds) of target words.
• Complete compound words, with one half of the target word missing, for example, \textit{rail \_ \_ \_ .}
• Think of as many words as you can that follow the spelling pattern.
• Think of a word or two that belong to the category that you give.
• Write sentences with target words.

The students can also prepare exercises for each other to solve in the first or last several minutes of class, or special classes can be devoted to spelling improvement.

Exercises for spelling can also be used to reinforce meaning. With any of the suggestions above, add the instruction that students write the translation of the target word.
**USING ICT IN THE CLASSROOM**

Using ICT as a learning tool enables the students to access information, present projects and ideas, be creative, communicate, share and collaborate.

**Accessing Information**

The students can use ICT to access information in order to investigate, solve problems and make decisions.

- In order for the students to access information on the Internet easily and successfully, encourage them to use sites that are on their level and specifically intended for the students. They can search Google by reading level – Basic, Intermediate and Advanced.

  Using the Google support page (http://tinyurl.com/kpvvlc), the students can find tips on how to search the Internet more efficiently. The students simply type in the keywords and, when the results come up, they click on:

  1. SEARCH TOOLS
  2. ALL RESULTS
  3. READING LEVEL and choose the correct level

  The students can return to all the results by clicking CLEAR.

  Sites that are on the students’ level:

  1. Simple Wikipedia, which allows the students to search for topics and information in easy English.
     http://simple.wikipedia.org/wiki/Main_Page
  2. Education – YouTube, which allows the students to access some of the most popular educational videos on YouTube. The videos are divided according to grade.
     https://www.youtube.com/channel/UC3yA8nDwraeOfnYfBWun83g

- Give tasks for accessing information that discourage the students from copying and pasting directly from the source.

- Encourage the students to use more than one site; explain that they will find additional information and also be able to check the accuracy of the information they found.

- Explain the importance of choosing keywords in a search. Some tips to share with the students are:
  - To find words that have similar meanings, right click on the word.
  - If search engines produce very few results, check your spelling.
  - Use quotation marks if you want a specific term to appear in a search.
  - Use + or – if you want to add specific words or leave out specific words.

- Check the sites before giving the students links to make sure that they are still available and do not have inappropriate advertising.

**Presentation**

The students should be encouraged to use ICT to help them create different modes of presentation throughout the year. The students’ presentations can take the form of PowerPoint presentations, illustrated reports, online blogs, voki recordings, online recordings, photo albums, signs, posters, ads, online journals, prezi presentations, Google sites, blogs, etc.

**Creativity**

The students can use ICT to create a wide variety of projects, including comics, book covers, slideshow presentations, brochures, posters, ads, picture reports, etc. The Internet offers sites for creative projects with clear templates to ensure success and clarity. Some suggestions include:

- menus, brochures, letters, schedules, timelines, fact files, newspapers, etc.
  http://templates.office.com
  http://www.smore.com
  www.timetoast.com
Communication, Sharing and Collaborating

The students can use ICT to communicate, share and collaborate with peers and teachers locally or globally. The following are some tools to do this:

- Social networking sites allow the students to communicate and interact with their peers. You may want to open a class Facebook page or a WhatsApp group, where there can be interaction and discussion between all the students on topics covered in the classroom.

- Blogs and forums allow the students to share ideas, develop writing skills and reflect on their work. You may want to create a blog or class forum at the beginning of the year, in which you and the students can communicate. The students can post tasks and comment on their peers’ activities. (See Netiquette / Class Rules on page 14.) The following are suggested links for creating blogs or forums to be used at your own discretion:
  
  - http://kidblog.org/home.php
  - http://www.blogger.com
  - http://www.webspawner.com/
  - http://www.webstarts.com/
  - http://www.wix.com/
Video sharing allows the students to share videos and podcasts with teachers and peers. It also allows the students to interact with or comment on existing videos. Below are suggested links for creating podcasts or interviews to be used at your own discretion:

- [http://voki.com/](http://voki.com/)
- [http://audioboo.fm/boos/new](http://audioboo.fm/boos/new)
- [http://www.podomatic.com/login](http://www.podomatic.com/login)
- [http://mailvu.com/](http://mailvu.com/)

Wikis allow the students to edit a webpage that was set up either by themselves or with the teacher. You can use wikis to:

- brainstorm topics
- organize group work
- discuss topics or get feedback
- make class books or stories
- summarize lessons

To find out about wikis, search for “Wikis in plain English”.

To set up a wiki in the classroom, you can join [http://www.wikispaces.com/](http://www.wikispaces.com/).

Netiquette / Class Rules

If you create a class forum, blog or webpage, class rules and netiquette (etiquette on the Internet) should be established and posted. Suggested rules include:

1. Treat others as you want to be treated. Don’t use bad language or hurt someone’s feelings by giving derogatory feedback.
2. Behave online as you behave at home. Obey the rules.
3. Be understanding about other people’s mistakes.
4. Help friends who may not know as much as you about using a computer or doing a task.
5. Don’t post comments using all capital letters even if you want to emphasize something. Use of capitals on the Internet means you’re shouting.
6. Don’t use emoticons in class because not everyone knows their meanings and can get the wrong message.
## HIGHER-ORDER THINKING SKILLS IN *SKY HIGH*

This chart shows the exercises that require higher-order thinking skills in all four domains.

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| 3    | Predicting, Ex C, page 72  
Explaining Cause and Effect: bottom of page 73  
Making Connections: Ex F, page 74  
Inferring: Ex G, page 75  
Inferring: Ex F, page 92 | Explaining Cause and Effect: Ex E, page 78  
Inferring: Ex B3, page 87  
Making Connections: Ex G2, page 92  
Inferring: Ex H, page 100 | Distinguishing Different Perspectives: Ex K, page 101  
Making Connections: Ex M, page 101 | Distinguishing Different Perspectives: Task, page 101 |
| 4    | Making Connections: Ex E, page 109  
Making Connections: Ex F, page 109  
Integrating: Ex F, page 118 | Inferring: Ex E (1), page 122  
Distinguishing Different Perspectives: Task, page 124 | Sequencing: Ex I (2), page 130  
Inferring: Ex J (1-3), page 130  
Integrating: Ex J (4), page 130  
Generating Possibilities, Task: page 131 |
| 5    | Inferring: Ex E, page 138  
Inferring: Ex F (2), page 138  
Predicting, Ex C, page 143  
Inferring: Ex E, page 148  
Inferring, ex F, page 152 | Inferring: Ex G (1), page 138  
Comparing and Contrasting: Ex E, page 145  
Inferring: Task, page 146  
Comparing and Contrasting: Ex F (1), page 148  
Making Connections: Ex G, page 152 | Inferring: Ex E (1), page 159  
Distinguishing Different Perspectives: Ex E (2), page 159  
Comparing and Contrasting: Ex E (3), page 159  
The students are assessed on a variety of tasks and activities. The chart below shows tasks and activities for assessment according to domains and benchmarks.

<table>
<thead>
<tr>
<th>Domains and Benchmarks</th>
<th>Access to Information</th>
<th>Social Interaction</th>
<th>Appreciation of Language, Literature and Culture</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Create a weather</td>
<td></td>
<td></td>
<td>Summarize and present</td>
<td></td>
</tr>
<tr>
<td>forecast for one week.</td>
<td></td>
<td></td>
<td>information for a limited range of sources</td>
<td></td>
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<tr>
<td>(Student’s Book, page 17)</td>
<td></td>
<td></td>
<td>Design different means for collecting</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>information (a weather chart or app) and</td>
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<td>report on the results and conclusions using</td>
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<td>appropriate higher-order thinking skills for</td>
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<td></td>
<td>this level (Predicting)</td>
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<td>Optional: Use digital media tools, such as Web</td>
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<td></td>
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<td>2.0 tools</td>
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</tr>
</tbody>
</table>

**Assessment Chart**
Teacher’s Guide, page 131

| **Part 2**             |                        |                    | Express ideas and opinions about general       |              |
| Write a description of |                        |                    | topics using main and supporting ideas         |              |
| the weather where you  |                        |                    | (Student’s Book, page 26)                      |              |
| live and what you like |                        |                    |                                                |              |
| to do.                 |                        |                    |                                                |              |

**Assessment Chart**
Teacher’s Guide, page 131

| **Part 3**             |                        |                    | Express and elaborate on personal wishes       |              |
| Decide which place     |                        |                    | and opinions                                   |              |
| you want to visit and  |                        |                    | Interact for a variety of purposes, such as    |              |
| explain why.           |                        |                    | agreeing and disagreeing and making decisions  |              |
| (Student’s Book, page 32) |                      |                    |                                                |              |

**Assessment Chart**
Teacher’s Guide, page 132

| **Part 4**             |                        |                    | Provide an oral, written or visual response to  |              |
|• Create a cartoon OR   |                        |                    | a literary text                                 |              |
| write a story.         |                        |                    |                                                |              |
|• Write one of the      |                        |                    |                                                |              |
| poems as a story.      |                        |                    |                                                |              |
| (Student’s Book, page 35) |                      |                    |                                                |              |

**Assessment Chart**
Teacher’s Guide, page 132
The opening spread introduces the theme of the unit – different kinds of weather. Discuss the title of the unit, “Sky High”, with the class and point out the different parts of the unit. Elicit different meanings of the title.

**A**  The opening activity introduces the topic of the unit: different kinds of weather. Encourage the students to describe the pictures in detail. Point out that the pictures are labeled to help them. Then discuss what they show, as a whole, about the weather.

**POSSIBLE ANSWERS**
There are many different kinds of weather. / The weather changes all the time. / The weather can be quiet or dangerous. / The weather is different in different places around the world.

**Suggestion:** As a follow-up activity, ask the students which picture they like best and ask them to explain their choice.

**B**  The students make a list of songs that are connected to the weather and share it with the class. They can work alone or in pairs. You can have a competition to see who comes up with the most titles.

**POSSIBLE ANSWERS (recent songs)**
Set Fire to the Rain by Adele, Storm Warning by Hunter Hayes, Umbrella by Rihanna, Sunrise by Nora Jones, Soak Up the Sun by Sheryl Crow, Beautiful Day by U2

As a follow-up activity, ask the students to bring their favorite weather song (in English or other language) to class and prepare a listening activity for the class. Ask: What are most of the songs about – rain, summertime, the cold? Are the songs about rain all sad songs? Tell the class to think about these questions throughout the year.
PART 1

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

Reading

A The purpose of this pre-reading activity is to introduce the topic of how the students feel in different kinds of weather. The students describe pictures of activities in different kinds of weather. First, encourage the students to describe what they see in each picture. Then ask the students which picture they would like to be in and why. Make sure that they mention the fact that the weather is different in each picture.

POSSIBLE ANSWERS
I’d like to run in the rain. I enjoy the rain.
I’d like to be at the picnic. I love picnics in the summer.
I’d love to be in the snow. It is so much fun!

B This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 Do you remember these words? These are words that the students should know, many of which are from Band 1. In future units, they are words taught in previous sections of the book. Refer the students to the Workbook, page 6, for a quick revision exercise where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 7, where they look up the new words in the Glossary and write their meanings.

Point out that the words are listed in alphabetical order for easy access in the Glossary.

You can explain that (v) means verb, (n) means noun and (adj) means adjective. The students will learn about parts of speech later on in this unit (on page 23).

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

Suggestion: Depending on the level of the class, review the alphabet with less-advanced students. Look up the first few words together to demonstrate use of the Glossary.

Ask the students which words they can use to talk about the weather.

POSSIBLE ANSWERS
dangerous, degree, fall, ground, heat, outside, pleasant, rain, shine, snow, temperature, warm, weather, wind

C This activity presents a questionnaire as a motivating activity before the students read the weather app. The students answer the questionnaire to find out what kind of “weather person” they are. Instruct the students to write the answers to the questionnaire in their notebook.
D After completing the questionnaire, the students use the key to see how many points they get. They read to find out what kind of “weather person” they are according to their score.

**Suggestion:** Summarize the results on the board by asking the class: “How many of you got 10 points / 20-30 points / 40-50 points”?

E The students express their opinion about the questionnaire that they completed in exercise C. Ask if they think the results show what kind of weather person they really are. You might want to mention that questionnaires of this kind are for fun and not meant to be taken too seriously.

F This exercise offers the students the opportunity to review the months of the year. The students look back at the questionnaire in exercise C in order to find out which months are missing. Take this opportunity to revise the months of the year on the board so that all the students will be able to complete this activity successfully. Remind the students that the names of the months are written with capital letters. This will help them find the months easily in the questionnaire.

**ANSWERS**
January, March, May, June, July, September, November

**Sky High Challenge**  This activity is suitable for **more-advanced students** and **fast finishers**. The activity encourages the students to think of at least one more question that could be added to the questionnaire. Encourage the students to write three choices of answers as well, in accordance with the explanations in the key in Exercise D and have the class answer their question.

**POSSIBLE ANSWERS**
1. It’s January. It’s snowing outside. What do you feel?
   a. excited   b. sad   c. angry
2. It’s September. It’s still very hot outside. What do you do?
   a. I make plans to go to the pool after school.
   b. I sit under a tree during the break.
   c. I don’t go outside. I stay in class during the break.

**PAGE 12**

G In this activity, the students brainstorm about the different ways that people find out about the weather.

**POSSIBLE ANSWERS**
go online / watch the weather report on TV / listen to the radio / look out the window / go outside / call a friend or relative / use an app

**Suggestion:** Turn this activity into a group work activity. Divide the class into small groups. Give them a time limit. When they report their ideas, list them on the board and see how many sources of information they thought of.

H In this activity, the students read a weather “app” in order to understand its features. This app shows the weather forecast for New York City. Go over the information in the weather app. Make sure the students understand how the information is organized by month, week and days of the week.

**ANSWERS**
The app shows the month of September. It shows seven days.
It also shows the date, the type of weather, the temperature, a suggestion for what to do / or not to do on a given day and a key to the weather symbols.
BACKGROUND INFORMATION

Weather apps are becoming increasingly popular. They are not only useful when you are planning your vacation or just a day out, but they can also save lives, especially in areas that are prone to unpredictable, severe weather.

Today’s weather apps give you a detailed hourly forecast as well as a look at the week ahead. Many weather apps have radar imaging, which will show you how the weather will change over the next couple of hours. You can see which direction the clouds are moving and where it is probably going to rain. In addition, today’s weather apps often show the intensity of a storm and the path it is likely to take over the next few hours.

I

1. In this section, the students focus on the icons and the temperatures in the app and complete the sentences.

   **ANSWERS**
   1. pleasant
   2. Sunny
   3. windy
   4. Rainy

2. The students now relate to the content of the app. Encourage the students to write as many sentences as they can about the weather on the other days. Accept all logical answers that the students can justify. Point out that they can use the sentences in Exercise I1 as models.

   **TALK ABOUT IT**

   In this communicative activity, the students use the sentences in the app in Exercise H to talk about activities they can do each day. First go over the activities that appear underneath the temperatures in the app and point out how these activities are connected to the weather. Then tell the students to talk about the activities they can do each day.

   **Suggestion:** Have the students talk about additional activities that they can do on the different days.

PAGE 13

K

The students read Weather Stories that are a feature of the weather app. They read at least two weather stories and answer the questions that follow.

See **Suggestions for Teaching Reading** in the Introduction to this Teacher’s Guide.

Point out that names of places begin with a capital letter. For example: Portsall, France in the first story. This will help them answer the first question. The second question focuses on the main idea of each story.

**Less-advanced students** may need help finding a title for each story, as the titles are paraphrased. Help them by pointing out key words, as follows: a tornado is “dangerous”, an alligator is “strange”, the people near the ocean were “safe”, and Death Valley is “hot”.

**More-advanced students** can write at least one additional question about each story.

**Suggestion:** Discuss the pictures next to each story. Encourage the students to guess what each story is about.

**ANSWERS**
1. A Dangerous Wave – Portsall, France
   Tornado Destroys Homes! – Hamburg, Germany
   In the Heat – Death Valley, U.S.A.
   Alligator In Town! – Louisiana, U.S.A.
2. a. Tornado Destroys Homes!  
   b. Alligator In Town!  
   c. A Dangerous Wave  
   d. In the Heat
Another feature of the weather app is a place for comments from readers. The students read some comments that people wrote about the weather app and answer the questions. After going over the answers, elicit that people don’t always have the same opinions – what one person likes, another doesn’t.

**ANSWERS**

Greg likes weather stories.
Mary doesn’t like weather stories.

1. The students answer questions related to the comments in Exercise L. Point out that question 5 requires deeper understanding.

**ANSWERS**

1. Just the weather (the temperature)
2. plan his days and trips
3. Because the app said “rain will fall at 3:00”.
4. Greg. He gets everything he wants from the app. He gave it five stars.
5. Accept all answers the students can justify.

2. In this speaking activity, the students discuss which readers they agree with and make sure they justify their answers.

**PAGE 15**

**Word Power**

The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

**A**

In this activity, the students practice comprehension of the new words in purple by writing the two correct answers in their notebook. Point out that in English you can “get on” a bus, a train or a plane but you “get into” a car.

**ANSWERS**

1. a, c 3. a, b 5. b, c
2. a, c 4. b, c 6. a, c

**Suggestion:** Turn this activity into a game. Have the students see how many answers they can think of in five minutes.

**B**

The students work in pairs to practice comprehension of the new words by asking and answering open-ended questions about themselves.

**Suggestion:** Ask the more-advanced students to explain their answers. For example: *I like rock music because it makes me feel happy.*

**C**

In this communicative activity the students talk about the weather. Encourage them to use as many of the new words listed as they can. Point out that they can use the speech bubbles as models.

**Workbook** Refer the students to page 8 of their Workbook for additional practice of the new words.
Spell It! This feature focuses on special spelling issues. The spelling pattern in this unit is the long “i” sound, as in the words sky and high in the title. This sound can be spelled in several ways. Go over the rules with the class.

1. Have the students practice saying the words out loud. Elicit that all of these words have the long “i” sound.

2. The students categorise the words according to their spelling. Put these categories on the board:
   - magic “e”, y and igh.

Point out to the students that the rules are translated into Hebrew and Arabic in the spelling rules on page 167.

See Suggestions for Teaching Spelling in the Introduction to this Teacher’s Guide.

ANSWERS
magic “e”: outside, nine, surprise, bike, ride
y: sky, why
igh: high, right

Sky High Challenge The students are challenged to list as many words with the long “i” sound as they can. Remind them that they can look in the book and in the Glossary at the back of the Workbook.

Suggestion: Have the less-advanced students write the words in their notebooks and circle the “i” sound in each.

PAGE 16

Listening Predicting the Weather

A In this pre-listening activity, the students use the higher-order thinking skill of predicting. Go over the list with your class. In pairs, they discuss which ways they use to predict the weather without a weather app.

Explain that predicting is a general thinking skill which they use in all the subjects that they are studying. Predictions are projections about the future and are based on things they already know, such as things that happened in the past.

Suggestion: To help the students understand what predicting is, bring a large bag of items to class, such as car keys, hairbrush, shampoo, swimsuit, goggles and a beach towel. Put the bag on your desk without showing the students what’s inside. Take out the items one at a time and ask the students to predict what you are going to do after school. The more clues (items) they see, the more certain they will feel about their prediction.

B This section prepares the students for the listening passage by recycling known vocabulary and presenting the new words. The words in these lists appear in the conversation that the students are going to hear.

1 Do you remember these words? These are words that the students should know, many of which are from Band 1. Refer the students to the Workbook, page 10, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to hear. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 11, where they look up the New Words in the Glossary and write their meanings.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.
The students listen to a conversation between Olga and Emily, who are talking about different, old-fashioned ways of predicting the weather. The students will hear the conversation twice. The first time, they are referred to the list in exercise A and are asked to tick the ways of predicting the weather that they hear. Tell the students to tick their answers in the Workbook, page 12.

See Suggestions for Teaching Listening in the Introduction to this Teacher’s Guide.

LISTENING SCRIPT

Olga: Hey, Emily, what’s up? You look worried.
Emily: Hi, Olga. We have a class trip tomorrow, but the teacher said we won’t go if it rains.
Olga: That won’t happen!
Emily: How can you be so sure? Have you checked a weather app on the Internet or on your cellphone?
Olga: I don’t need to. My grandmother taught me how to predict the weather using the old ways.
Emily: The old ways? And what are those, Olga?
Olga: Well, long ago, people had many ways of predicting the weather. It was very important for farmers and sailors to know if it was going to rain or not – and it still is important for them.
Emily: That’s interesting! What did they do?
Olga: Well, one thing they did was look at the sky. In the evening, as the sun goes down, you look at the sky and check its color. If the sky around the sun is red, then the next day will be fine.
Emily: And what if the sky around the sun is red in the morning?
Olga: Then rain might be on the way!
Emily: Wow! I didn’t know that! Red sky at night means good weather, and red sky in the morning means rain.
Olga: Yes. Another way to predict the weather is to look at the clouds.
Emily: What should I look for?
Olga: Clouds that are white and high mean good weather, and clouds that are dark and low mean rain is on the way.
Emily: So for tomorrow, I hope the clouds are white and high! OK, Olga. Any more tips?
Olga: Well, how about checking the wind?
Emily: What do I do with the wind?
Olga: You need to check where it comes from. You can feel the wind with a wet finger. Winds from the east can mean that rain is on its way; winds from the west often mean good weather.
Emily: Wow!
Olga: By the way, Emily, you should look at the animals, too.
Emily: What animals? Cats and dogs?
Olga: No. Cows are good, though. If the cows lie down in a field, it means rain is on its way. They also like to stay close together before it rains.
Emily: Cows! I don’t see many of those! But I do get what you are saying. You know, my hair certainly tells me about the weather. It goes very curly if the air is wet. I’m going outside to check the clouds and hope we still have a class trip tomorrow.
Olga: Me too!

ANSWERS

The students tick the following sentences: 1, 3, 4, 6, 9
The students listen to the conversation again, paying attention to the details. Have the students read the questions before they listen. This will help them focus on the specific information they need to listen for in order to answer the questions. The students write their answers in the Workbook, page 12.

ANSWERS
1. c  3. c, d
2. a, c  4. curly

This question helps the students gain a deeper understanding of the text, encourages critical thinking and stimulates class discussion. The students are exposed to the higher-order thinking skill of inferring which will be taught explicitly in the Teacher’s Guide in Unit 3. Tell the students that they should use their common sense to answer this question as the answer is not discussed in the conversation they just heard.

For **less-advanced students**, you may want to discuss this question with the whole class. Alternatively, you can have the students work in pairs before sharing their answer with the class.

POSSIBLE ANSWERS
Sailors and farmers depend on the weather. Sailors need to know if it’s going to rain in order to sail safely. Farmers need rain for their food to grow.

In this communicative activity, the students discuss the methods for predicting the weather in exercise A. Read the speech bubbles together with the class. Point out that they can use the phrases: “I never check …” and “Me neither! I’d like to try it.” for this speaking activity.

Refer the students to page 13 of the Workbook for practice of the new words.

**TASK** Create a weather forecast for one week.

This task requires the students to apply what they have learned in Part 1 of the unit to create a weather forecast for one week.

Tell the students to keep a record of the weather in their area or any city in the world. Make sure they understand that they need to record the weather for one week. Explain to the students that they will then predict the weather for the following week based on the record they kept.

The students create a calendar or an “app” to show the weather including high and low temperatures. Encourage them to use icons. You may want to refer the students to the weather app on page 12 of the Student’s book to get some ideas.

**Suggestion for weaker students:** Write this example of the language used in a weather “app” on the board:

Today: Sunny with a high of ….
Tomorrow: Cloudy with a high of ….
Tuesday: Rain in the morning. Clear in the afternoon.

Remind the students to use the new words. Tell the students that they can present their work to the class online or by means of a calendar.

**Suggestion:** The students who wish can pretend to be a TV weather forecaster and present or make a video clip of a forecast.

To assess this activity, use the photocopiable chart on page 131 of this Teacher’s Guide.
PART 2

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

Reading

A In this pre-reading activity the students think of at least two things that they associate with each season. Have the students write their answers in their notebooks. Then elicit the students’ answers on the board. As this is a free association activity, accept all relevant answers. Encourage the students to explain why these associations come to mind.

B This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 15, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 16, where they look up the new words in the Glossary and write their meanings. Point out that the words are listed in alphabetical order for easy access in the Glossary.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

Ask the students if there are any words that they are familiar with. For example: capital, for example and vacation.

Suggestion: To demonstrate the use of the Glossary, focus on finding several words that all begin with the same letter. For example: season, set, several, south, spend time. Elicit that it may be necessary to look at the second or even the third letter to find them in the Glossary.

PAGE 19

C 1 In this activity, the students read and answer frequently asked questions (FAQs) from a website. Draw their attention to the picture and ask them to describe it. For example: The picture shows the Earth and its seasons. The green part is spring. The yellow is summer, the red part is fall and the blue with snow and a snowman is winter. Point out the equator and the north and south poles.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

Suggestion: Make sure all the students are familiar with the layout of a website. You may want to ask some or all of the following questions:

What is the name of the website? (What’s New?)
How can you find out more information? (Go to Search)
What does FAQ mean? (frequently asked questions)
What kind of information can you see when you click on “home”? (general information)
Where can you see pictures? (Go to Images)
What kind of stories do you think you can read on the site? (stories about the weather / seasons)
Where can you post a comment on the site? (Go to Posts)
Where can you read what other people wrote? (Go to Posts)
The students read the explanation in the website and then answer the questions about the main idea.

**ANSWERS**
1. no
2. The following countries are on the equator: Kenya, Indonesia and Ecuador.
   They have warm weather all year round – but sometimes it is wet and rainy and sometimes it is dry.

This reading comprehension exercise, the students answer more detailed questions about the website. Instruct the students to write the answers in their notebook.

**ANSWERS**
1. b. north and south
2. c. the opposite
3. a. on
4. c. winter

**Sky High Challenge** Make a competition out of this challenge. See who can name the most countries in a given time frame, set by the teacher. If you are comfortable with the students using their phones in class, they can access information from their phones.

**PAGES 20-21**

In this activity, the students practice the reading strategy of scanning in order to find specific information without reading the entire text.

Read the explanation about scanning with the students. Elicit names of people, places and months and write them on the board. Point out that these kinds of words always begin with capital letters in English.

Then refer the students to pages 20-21 to scan the names of the people who wrote the posts, the countries they are from and what month they wrote about.

For less-advanced students you may want to write the chart below on the board. Tell them to copy the chart into their notebooks and to complete the missing information.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hugo</td>
<td></td>
<td>January</td>
</tr>
<tr>
<td>William</td>
<td>Australia</td>
<td>January</td>
</tr>
</tbody>
</table>

**ANSWERS**
3. They all wrote about the month of January.

The students read at least two posts on page 21 and answer the questions. Point out that the questions have been divided according to the posts.

**ANSWERS**
1. False – Quito is special because it is on the equator.
2. False – Ecuador is beautiful because it has lots of mountains and rivers.
3. True
4. False – He is on vacation in January and February.

1. in Australia, it is summer in January
2. outdoors / at the beach / in town
3. February

1. In the north of England, near Scotland.
2. Because they filmed many parts of the Harry Potter movies in this castle.
3. It is really cold.
4. Siberia
In this activity, the students work in pairs or groups of three to share information about the posts they read on page 21 in order to organize this information into a chart. Divide the class into groups of three so that there is a student who has read each message on page 21. Refer the students to page 17 of the Workbook to complete the chart.

More-advanced students can work alone.

<table>
<thead>
<tr>
<th>January</th>
<th>Quito</th>
<th>Perth</th>
<th>Morpeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teens are on vacation now.</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. The teens spend time outdoors.</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. It is warm all year.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The days are long.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. The teens are in school now.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. It is winter.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

In this activity, the students use the higher-order thinking skill of comparing and contrasting to find similarities and differences between two of the places they have read about.

To demonstrate what this thinking skill is, you can write a few times (7:00, 3:30) on the board and ask the students to jot down what they generally do at these times of day. Then tell them to share their information with a partner to see if they have similar routines. Remind them to use words such as both, the same, different, in common, and similar in their conversations.

- capital city
- doesn’t have different seasons
- on the equator
- highest temperature 25°C
- 12 hours daylight all year
- cities
- children don’t go to school in January
- outdoor sports
- big city
- has different seasons
- south of the equator
- summer high temperature 33°C
- 14 hours daylight in summer

In this communicative activity, the students use the information in the messages on page 21 to talk about which place they would like to live in. Encourage the students to explain their choices. Go over the questions and examples in the speech bubbles. Point out that they can use the phrases “I’d like to...” and “Not me”.

Suggestion: Encourage more-advanced students to have a more extended conversation by giving more examples and reasons for their answers.

Word Power

The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.
In this activity, the students decide which sentences they agree with and explain why or why not. You can have them do this orally or in their notebooks.

For less-advanced students, you may want to first go over the new words and review their meanings.

In this pair-work activity, the students answer questions in order to practice the new words.

ANSWERS
1. Jerusalem
2. Five
3. Accept all logical answers
4. The Jordan
5. About 6 o’clock / Between 5:30 and 6:30
6. Mount Hermon

It is important for the students to have an understanding of parts of speech early in the year in order to understand how words “work” in a sentence and how to use words correctly in speaking and writing. This section introduces the three basic parts of speech: noun, verb and adjective. Adverbs are taught in Unit 4. Read the explanation and examples with the class.

In this activity, the students read a text and identify parts of speech. The students read about the Israeli mountain climber Nadav Ben Yehuda. Tell the students to copy the words in bold into their notebooks and to write the part of speech next to each word.

ANSWERS
mountains – noun
climber – noun
years – noun
became – verb

is – verb
dangerous – adjective
world – noun
climb – verb

In May 2012, Israeli mountain climber Nadav Ben Yehuda was on his way up Mount Everest. Everything was going according to plan when he came across a climber just 300 meters from the peak. The climber, Aydin Irmak from Turkey, was lying in the snow and had lost consciousness. Ben Yehuda didn’t think twice and began to help this stranger. He revived Irmak and then carried him on his back for eight hours until he reached their camp.

Nadav not only gave up on his goal of reaching the top of Mount Everest through this selfless act, but he also put his own life at risk. His gloves got in the way of rescuing Irmak so he took them off, exposing his hands to frostbite. Former President Shimon Peres met with Nadav to congratulate him on this act of heroism. During the meeting, Peres presented Nadav with an Israeli flag for him to place at the top of the next mountain he would climb. Nadav planted the president’s flag a few months later at the peak of the 5,042 meter Kazbek Mountain in Eastern Georgia, Russia.

In this exercise, the students categorize words they recently learned into groups according to parts of speech.

Suggestion: For less-advanced students you may want to draw a chart on the board. Tell them to copy the chart in their notebooks and to complete the missing information.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>season</td>
<td>hang out</td>
<td>angry</td>
</tr>
</tbody>
</table>

ANSWERS
Nouns: season, river, vacation, snow
Verbs: destroy, spend time, hang out, divide
Adjectives: angry, strange, famous, warm
**Suggestion:** Play parts of speech Bingo with your class. You will need a container with 25 cards in it. Of these 25 cards, nine of them have the word “verb” written on them, eight have the word “noun” written on them and eight have the word “adjective” written on them. Provide each student with a blank bingo card (4 x 4 squares). Write 25 words on the board of which there are nine verbs, eight nouns and eight adjectives. Have the students copy onto their bingo cards in random order six of the verbs, five of the nouns and five of the adjectives. Then pull out from your container the names of the three parts of speech in random order.

When you call out a card which says noun, the students cover one of the nouns on their card with the card which says noun. The first person to cover four squares horizontally shouts out “BINGO”. The student must read aloud each word and state its part of speech for verification. The first person to cover the whole frame of the bingo board is the next winner.

Workbook Refer the students to page 17 of their Workbook for additional practice of the new words and parts of speech.

### PAGE 24

**Grammar Present Simple**

This section presents the Present Simple in its positive, negative and question forms. Explain to the students that we use the Present Simple for facts, habits and everyday actions.

**Positive sentences:** Introduce the subject by asking the students to describe a daily action and / or habit. Begin with your own sentence: *I get up at 6 o’clock.* Then have a student repeat what you said, *Rami gets up at 6 o’clock,* and add a sentence of his or her own. Another student follows suit, repeating what the students before him or her said. Stop the activity while the students are still interested.

Go over the explanation and the sample sentences. Point out that we add *s, es, ies* to the third person singular (*he, she, it*).

**Negative sentences:** Go over the explanation and the sample sentences. Explain the use of *don’t* and *doesn’t.* Stress that when we use *doesn’t,* the main verb remains in its base form (as in *doesn’t go*).

**Yes / No questions:** Go over the explanation and the sample sentences. Elicit how the word order changes in Yes / No questions. Remind the students, or elicit from them, that a question mark always appears at the end of a question. Point out the answers to yes / no questions.

**Wh- questions:** Make sure that the students know the meaning and spelling of the Wh-question words. Point out the difference between *Who and How.*

**Suggestion:** You may want to teach Wh- questions by explaining that the Wh- question word is added on at the beginning of a Yes / No question. The answer to the question is then deleted from the question, as in the following examples.

*They live in Haifa.* (positive sentence)
*Do they live in Haifa?* (Yes / No question)
*Where + Yes / No question – the answer (in Haifa)? = Where do they live?*

For a translation of the spelling rules for the Present Simple, refer the students to page 162.

This activity provides contextualized practice of the Present Simple. The students first write the correct form of the verb in bold in their notebooks and then decide whether the sentence is true or false.

**Suggestion:** Encourage more-advanced students to correct the false sentences.
PAGE 25

B
This activity provides further practice of the Present Simple based on a text they have read. The students complete the sentences with the words given. Remind the students to use the positive or the negative form of the Present Simple. Tell the students that they can refer to Hugo’s message on page 21.

ANSWERS
1. lives
2. doesn’t have
3. doesn’t need
4. goes
5. don’t play

C
This section focuses on the time expressions and adverbs of frequency used in the Present Simple. Explain that the words always, usually, often, sometimes, never come before the verb. Then explain that time expressions that have more than one word can come at the beginning or the end of the sentence.

Tell the students to copy the timeline into their notebooks and to complete it with the words given.

ANSWERS
never – sometimes – often – usually – always

D
Refer the students to page 20 of the Workbook for additional practice of the Present Simple.

TALK ABOUT IT
In this communicative activity, the students talk about themselves in pairs, asking and answering the questions given. Make sure that all the students understand the questions before they start this activity. Go over the first question and the example answers in the speech bubbles.

PAGE 26

Writing Write a description

Review the explanation of a sentence with the class. Explain that every sentence in English has a subject and a verb. The subject is the person or thing that does the action; it is always a noun or a pronoun.

With the students’ help, write the pronouns on the board: I, you, he, she, it, we, you, they. Point out that a pronoun always replaces or refers to a noun. Explain that the subject is followed by the verb. Read the example sentences with your class, identifying the subject and the verb in each.

Suggestion: You may wish to write sentences on the board using the same proper nouns and ask the students how pronouns can be used to improve the sentences.

For example: Shira lives in Tel Aviv. Shira is 12 years old. Shira’s sister is 10 years old.

➔ Shira lives in Tel Aviv. She is 12 years old. Her sister is 10 years old.

A
The purpose of this exercise is to make the students aware of the fact that every English sentence must have a verb, whereas in Hebrew and Arabic, there is no form of am / is / are in the present tense. The students translate the sentences and compare them to their language. Have the students write the sentences in English in their notebook and underline the verb. Then have the students translate the sentences to see if there is a verb in their language.
ANSWERS
1. I am very tall. / أنا طويل جدًا.
2. She is in the room. / هي في الغرفة.
3. We are good dancers. / نحن راقصون جيّدون.

B
The purpose of this activity is to reinforce understanding of sentence structure. The students identify the subject and the verb in each sentence. Remind the students that the subject of a sentence can include more than one word; likewise, a verb can be made up of a helping verb + a verb.

ANSWERS
1. subject = John and Carol verb = live
2. subject = Glasgow verb = has
3. subject = They verb = go
4. subject = Mandy verb = studies

C
This exercise focuses on subject pronouns. Point out that pronouns are used to avoid repetitiveness in speaking and writing. The students write sentences about Sydney in their notebook. Encourage them to add more information. They can go back to Olivia’s post on page 21 to help them.

ANSWERS
1. They live in Sydney, Australia. 4. She doesn’t have school in January.
2. It is a beautiful city. 5. We go to the beach on vacation.
3. It is warm in January.

Workbook Refer the students to page 25 of their Workbook for additional practice in writing.

TASK Write a description of the weather where you live and what you like to do.
This task requires the students to apply what they have learned in Part 2 of the unit. They describe the weather where they live and what they like to do.

Read the guidelines with the students to make sure they understand what they are required to do. Tell the students to choose a month, use new words from Part 2 of the unit and the Present Simple in order to write about facts and habits.

Explain to the students that they have to write at least five sentences (40-50 words). Tell them that they can use the posts on page 21 to help them. Remind the students to begin each sentence with a capital letter and end with a period.

Less-advanced students: The students use one of the posts on page 21 as a model.

More-advanced students: The students describe at least five activities that they like to do in this weather.

To assess this task, use the chart on page 131 of this Teacher’s Guide.

PAGE 27
PART 3
Share the objectives with the students so that they know what skills they will learn and what they will able to do as they progress through this part of the unit.

Reading
In this pre-reading activity, the students are introduced to the topic of extreme weather by answering questions.
This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 26, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 27, where they look up the new words in the Glossary and write their meanings.

   See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

   **POSSIBLE ANSWERS**

   below, feel like, freezing, storm, zero

C The students learn how the title and the pictures of an article can help them predict the topic. Read the explanation with the students. Point out that predicting is an important strategy to use before reading. First read the title of the article on page 28 with the class. Then have the students describe the pictures. Elicit how they illustrate the title. Point out the places on the map and encourage the students to guess which of these places is the hottest, the coldest and the rainiest.

   **ANSWER**

   The article is about extreme temperature and weather – the hottest, coldest and rainiest places in the world.

PAGES 28-29

D The students read the article to find the main idea: which cities are the hottest, the coldest and the rainiest.

See *Suggestions for Teaching Reading* in the Introduction to this Teacher’s Guide.

Please note: While Bangkok doesn’t experience the world’s most extreme summer temperatures, it IS the world’s hottest city when it comes to year-round intense heat.

   **ANSWERS**

   The hottest: Bangkok (in Thailand)
   The coldest: Yakutsk (in Russia)
   The rainiest: Sohra (in India)

E In this activity, the students answer basic comprehension questions to demonstrate their understanding of the article.

   **ANSWERS**

   1. They go to one of the many rivers.
   2. It is 37°C below zero.
   3. In Sohra, because it is the rainiest town in the world.
   4. There are holes in the roof, so students sit in class with their umbrellas open.

F In this exercise, the students are exposed to the higher-order thinking skill of inferring. Explain to the students that the answers to these questions do not appear explicitly in the text – they have to think about what they learned from the text in order to answer.
ANSWERS
1. a. Because you will burn your feet.
2. b. Because they don’t want the engine to freeze.
3. It is the rainiest town in the world.

This exercise focuses on the main idea of the article, by discussing an alternative title. To answer this question, the students are exposed to the higher-order thinking skill of integrating, which is taught explicitly in the Teacher’s Guide in Unit 2. Point out that a good title reflects the topic of the article and that, hopefully, it also interests the reader enough to want to read it. Accept both yes or no as an answer, as long as the students justify their answer.

In this communicative activity, the students work in pairs and discuss the question. Go over the question and the speech bubbles. Point out that the students can use the phrases I’d like to... , I’d love to... to express their opinion, and the word “because” to explain their answer. Tell the students to use information from the text in their answers.

Sky High Challenge The students are encouraged to find out more information about the hottest cities in the world. Encourage them to check several sites on the internet and share the information with the class.

PAGE 30

Word Power
The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

A
The students practice comprehension of the new words by selecting the words closest in meaning to the word in color.

ANSWERS
1. get to
2. all
3. cook
4. heavy rain
5. under

B
In this activity, the students practice using the new words in context to complete the text about the Hermon. Point out that they won’t use all the words.

For less-advanced students, go over the meanings of the new words.

Encourage more-advanced students and fast finishers to write sentences with the words they didn’t use (zero, roof and turn off).

ANSWERS
1. heavy
2. below
3. feel like
4. freezing
5. really

C
This word expansion activity focuses on words and their opposites. There are many opposites in this unit, especially words like hot and cold, etc, to discuss and describe the weather. Read the explanation with your class. Point out that when words come in pairs, such as opposites, we remember them together; that way, if we know one word, it will help us remember the other.

Tell the students to match the words in A to their opposites in B.

ANSWERS
1. f 2. j 3. d 4. a 5. h 6. b 7. i 8. c 9. e 10. g
**Suggestion:** Encourage more-advanced students and fast finishers to think of additional examples of words and their opposites.

Refer the students to page 28 of their Workbook for additional practice of the new words and opposites.

**PAGE 31**

**Grammar**  **Comparison with Adjectives**

In this section, the students learn about comparative and superlative forms of adjectives, and the use of *as ... as*.

Introduce the subject by explaining that when we want to show the differences between two people, places, things or events, we use the comparative. When we want to show the differences between more than two people, places, things or events we use the superlative.

Read the explanations for the comparative and the superlative with the students. Refer the students to the spelling rules on page 164 for explanations and examples.

**Suggestion:** Ask for three volunteers to hold up their backpacks and ask the students to compare them. Write their sentences on the board. For example:

*The black bag is bigger than the blue bag, but the red bag is the biggest.*

*The black bag is not as big as the red bag.*

**PAGE 32**

A In this activity, the students are exposed to sentences demonstrating the meaning of the comparative and superlative forms of adjectives. They match columns A to B to form meaningful sentences based on information from the article on page 28.

**ANSWERS**

1. b 2. c 3. d 4. a

B In this activity, the students choose the correct answer, looking for correct meaning based on information they learned in the article on page 28. Encourage the students to write their answers in their notebooks.

**ANSWERS**

1. hotter 3. colder
2. rainier 4. the hottest

Refer the students to page 31 of the Workbook for additional practice of comparison with adjectives.

C The students use the information in the chart to write sentences comparing the weather in three major cities in the world. Remind them that to do this they are using the higher-order thinking skill of comparing and contrasting. Ask the students to find the name of three cities on the chart. Then draw their attention to the four types of information listed on the left.

Explain that mm = millimeters.

**POSSIBLE ANSWERS**

In the summer it is hotter in Israel than in Ethiopia.

Moscow has the longest days in the summer.
**Suggestion:** Ask questions about the chart so that the students know how to access information from the chart. For example: *How much does it rain in Moscow? What is the temperature in the summer in Addis Ababa?*

2 In this communicative activity, the students discuss which city they think has the best weather and why. Remind them to use the correct form of the superlative adjectives. Then read the speech bubbles with the class and remind them that they can use these sentences as models.

**Suggestions:**
1. For less-advanced students, brainstorm adjectives that they will use and write them on the board. Ask the class for the superlative forms.
2. On the board you can write the beginning of sentences to help the less-advanced students. For example: *... is the rainiest city. ... is the hottest city. ... is hotter than ... ... is colder than ... .*

**TASK** Decide which place you want to visit and explain why.

This speaking task requires the students to work in pairs in order to apply what they have learned in Part 3 of the unit.

First elicit the names of the places the students have read about and write them on the board. (Yakutsk in Russia, Sohra in India and Bangkok in Thailand). Then read the questions with the students to make sure they understand what they have to discuss. Encourage the students to use the new words and the comparative and superlative forms of adjectives where relevant.

**Less-advanced students:** In pairs, the students go back to the article on page 28 and list the things you can do in each place to help them make their decision.

**More-advanced students:** The students discuss what time of year they want to visit, what they need to pack, and things they’d like to see and do when they are there.

To assess this task, use the photocopiable chart on page 132 of this Teacher’s Guide.

**PAGE 33**

**PART 4**

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

The students read two poems. *It’s Hot* by Shel Silverstein and *Solution* by Leland B. Jacobs.

**BACKGROUND INFORMATION**

**Shel Silverstein** was born in 1930 and died in 1999. He was an American poet, singer, songwriter, cartoonist, screenwriter and writer of children’s books. His poems have been translated into more than 30 languages. He illustrated his own poems.

**Dr. Leland Jacobs** was born in 1907 and died in 1992. He was a teacher and then a professor at Columbia University in New York who encouraged the teaching of literature to young children. He also wrote poetry for children.

**A**

The purpose of this activity is to introduce the students to the topic of the poems. In answering the questions, the students discuss how they decide what to wear in different weather. The students are presented with pictures of clothes that appear on an “app” and decide in which season it would be suitable to wear these items of clothing.

**Suggestion:** For less-advanced students elicit the names of the seasons and of the items of clothing and write them on the board.
This section prepares the students of all levels for the poems by recycling known vocabulary and presenting the new words. The words in these lists appear in the poems that the students are going to read.

1 **Do you remember these words?** These are words that the students have already learned, many of which are from Band 1. Refer the students to the Workbook, page 34, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the poems that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 35, where they look up the new words in the Glossary and write their meanings. Point out that the words are listed in alphabetical order for easy access in the Glossary.

   See **Suggestions for Introducing and Teaching Vocabulary** in the Introduction to this Teacher’s Guide.

   **Suggestion:** Have the less-advanced students look up all the words that begin with s. Remind them that they may have to look at the second or even third letter to find the word in the Glossary.

   Ask the students which words they could use to talk about hot weather.

   **POSSIBLE ANSWERS**
   - fan, ice cream cone, shade, skin, sticky, sweat

**PAGES 34-35**

The purpose of this activity is to read and enjoy two amusing poems. Read the poems out loud to your students or play the recording, so that they can appreciate the rhythm and rhyme. Elicit which poem the students liked the best and why. Encourage discussion and accept all logical answers.

   **Suggestion:** Discuss the pictures before reading the poems. Encourage the students to predict what the poems are about.

The students answer basic questions that will help them understand the meaning of each poem.

**ANSWERS**

**It’s Hot**
1. Any two of the following: He drank a quart of lemonade / he took off his shoes / he sat in the shade / he took off his clothes / he tried to cool down with electric fans and pools and ice cream cones.
2. He plans to take off his skin.
3. no

**Solution**
1. morning – “the day had just begun” (line 2)
2. “Put on your coat”
3. “Take off your coat”
4. The writer put on his sweater.

Refer the students to page 36 of the Workbook for practice of the new words.

Read the explanation about rhyme with the students. The students choose one of the poems and find the words that rhyme. Remind the students that words that rhyme do not necessarily have a similar spelling. For example, *train* – *plane.*
**F** In this exercise, the students use the higher-order thinking skill of comparing and contrasting to find the similarities and differences in the poems *It's Hot* and *Solution*. The guiding questions will enable them to focus their discussion. Make sure to guide the discussion so that the students see how the poems are the same or different for each question asked.

**ANSWERS**
1. Yes, they both tell a story.
2. The problem
   - Similar:
     - The person in both poems has a problem.
     - Both problems are caused by the weather.
   - Different:
     - The problems are not the same. In the first poem, the person’s problem is that it’s too hot. In the second, the problem is that the weather changes so the person doesn’t know what to wear.
3. The ending – They are not the same. The first ends by being funny. There is no solution to the problem! The second ends with a solution: wear a sweater.

**G** In this communicative activity, the students express a personal response to the poems. Read the speech bullets together with the class. Point out the expressions *I’m like* and *Not me!*

**H** In this exercise, the students choose something that they like on page 34 and explain why they like it. Go over the instructions and make it clear to the students that they can choose a picture, a title, a line of a poem or a whole poem. You can tell them that Shel Silverstein illustrated his own poems. Accept all relevant answers. Make sure the students explain their choices.

**TASK** Create a cartoon OR write a story.
In this creative post-reading task, the students have the opportunity to demonstrate their appreciation of one of the poems. This activity has two options for the students to express themselves in different ways. In the first option the students create a new cartoon with a caption. In the second option, the students tell the story from the poem in their own words.

**Suggestion:** Create a class exhibit of the students’ work. You can also create a “virtual” exhibit on the school or class website.

To assess this activity, use the photocopiable chart on page 132 of the Teacher’s Guide.

**Test for Literature**
A photocopiable test for “It’s Hot” and “Solution” appears on page 126 of this Teacher’s Guide. This test will provide evidence of the students’ understanding of the material they have studied. Therefore it should be done in class and graded. If you wish, you can allow the students to have their books open while doing the test.

**ANSWERS**

**It’s Hot**

1. b
2. a
3. c
4. It helps to know that Shel Silverstein lived in a hot place. He knows its hard to get cool.
5. In the summer, it gets very hot here. It’s very hard to get cool.
Solution
1. The person went out to play.
2. The sun said, “Take off your coat.”
3. The wind said, “Put on your coat.”
4. Accept all logical answers that the students can justify.

Both Poems
1. a. run: sun, fun, bun, one, gun
   b. stay: play, day, may, lay, ray, say
2. Similar: Both poems tell a story. / Both poems are about the weather. / In both poems, a person has a problem and looks for a solution.
   Different: One poem is about the sun, the other is about the sun and the wind. / In one poem, it’s too hot. / In the other poem, it’s sunny and windy. / In the first poem, there is no solution. In the second poem, there is a solution.

PAGES 36-37

Word Review
This section reviews the new words from each part of the unit by teaching and practicing a variety of skills designed to help the students remember the new words. Encourage the students to continue to use these skills throughout the year so they become better independent learners.

Part 1
The students learn about categorizing. Explain that the process of deciding which words go into which groups will help them remember the meanings of new words. Each group is made up of words that have something in common.

1. The students think of a category that includes all three words. For example: weather

2. Working in pairs, the students think of categories that the words can be grouped in. Point out that there are many possibilities, such as words that have the same first letter (cloud, curly, check, certainly, coat) or words that describe people (sailor, farmer).
   Give less-advanced students categories such as: words about the weather, words about people, words that begin with “c”.

Part 2
Review the explanation with the class. Elicit from the students how grouping words by parts of speech can help them learn or remember the meanings of new words.

1. The students identify the part of speech for these words.
   ANSWER
   They are nouns.

2. Working in pairs, the students put the words into groups according to their part of speech.
   ANSWERS
   Nouns: season, earth, vacation, city
   Verbs: set, spend time, hang out, rise, divide
   Adjectives: strange, several, famous
Part 3
Read about word maps and how they are used to organize words by meaning or association.

1. The students decide which of the words listed would appear in a word map for “Winter”.
   **ANSWERS**
   freezing, storm, zero, boots

2. Working in pairs, the students make word maps for “Summer”. Encourage them to explain their answers and to add more words from the unit.
   **POSSIBLE ANSWERS**
   Summer: melt, fry, extreme, feel like

Part 4
Go over the teaching point with the class. Explain that making sentences with more than one new word will help the students remember its meaning.

1. Working in pairs, the students write at least three sentences using both words in each pair.
   **Suggestion:** More-advanced students and fast finishers can write sentences with more than two new words in each choosing from the new words in exercise 1.

2. Have the students read their sentences to the class. See if any are similar.

Workbook Refer the students to the Workbook for Word Review, page 38; Unit Review, page 39; Read More, page 42.

Word Review This page lists all the new words from the unit in alphabetical order, listing those from Band II first. The students go over the words to make sure they know what they mean before doing the Unit Review.

Unit Review This section reviews the vocabulary, grammar points and writing skills learned in the unit.

Read More The section offers readings linked to the topic of the unit for the students to read on their own. There are three readings, each at a different level of difficulty.

**Suggestions for further reading:**

*The Amazon Rain Forest* by Bernard Smith, Penguin Readers, Level 2
*Walkabout* by James Vance Marshall, Pearson English Readers, Level 2
*Moby Dick* by Herman Melville, Penguin Readers, Level 2
*Scotland* by Steve Flinders, Oxford Bookworms, Stage 1
The students are assessed on a variety of tasks and activities. The chart below shows tasks and activities for assessment according to domains and benchmarks.

<table>
<thead>
<tr>
<th>Domains and Benchmarks</th>
<th>Access to Information</th>
<th>Social Interaction</th>
<th>Appreciation of Language, Literature and Culture</th>
<th>Presentation</th>
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<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td></td>
<td></td>
<td>Describe people, express ideas and opinions about general topics using main and supporting ideas</td>
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<tr>
<td><strong>Write a description of yourself.</strong> (Student’s Book, page 50)</td>
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<tr>
<td><strong>Assessment Chart</strong></td>
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<td><strong>Teacher’s Guide, page 132</strong></td>
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<tr>
<td><strong>Part 2</strong></td>
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<tr>
<td><strong>Decide which festival you are going to go to and discuss your plans.</strong> (Student’s Book, page 57)</td>
<td>Understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed</td>
<td>Express and elaborate on personal wishes and opinions</td>
<td>Interact for a variety of purposes, such as making a decision and making plans</td>
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<td><strong>Assessment Chart</strong></td>
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<td><strong>Part 3</strong></td>
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<tr>
<td><strong>Create a fact file for a country of your choice.</strong> (Student’s Book, page 62)</td>
<td>Understand the details in a text, and use this knowledge as needed</td>
<td>Interpret information from visual data, such as maps</td>
<td>Extract and integrate relevant information from a limited number of sources for a specific purpose</td>
<td>Summarize and present information from a limited range of sources</td>
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<tr>
<td><strong>Assessment Chart</strong></td>
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<td><strong>Part 4</strong></td>
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<tr>
<td><strong>Create a graphic version of the story OR find out information about Crete and Icaria.</strong> (Student’s Book, page 67)</td>
<td></td>
<td></td>
<td></td>
<td>Provide an oral, written or visual response to a literary text</td>
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<tr>
<td><strong>Assessment Chart</strong></td>
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<td><strong>Teacher’s Guide, page 133</strong></td>
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<td></td>
<td></td>
<td>Task 1: Analyze and interpret literary texts, using higher-order thinking skills</td>
</tr>
</tbody>
</table>

Task 2: Understand the historical context of the text and explain its connection
Point out the title of the unit, “Spotlight”. The focus of this unit is the sun. Ask them what comes to mind when they think of the sun and see how many different associations they come up with. Ask the students what they think is the connection between the title and the sun.

A The quiz introduces interesting facts about the sun, some of which the students may know and some of which may be new. Before the students do the quiz, discuss the pictures and ask the students to describe what they see. For example: The girl enjoying the sun; the sunrise; a solar eclipse and the planets. Ask the students to name as many planets as they can. Elicit the position of the Earth in the solar system – third from the sun. Order of planets shown: Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto. Explain that Pluto is no longer actually considered a planet.

Point out to the students that they can find the answers by looking for the important words from the question; for example: the word “airplane” in number seven also appears in the answer h. The answers appear on page 165.

ANSWERS
1. d  2. c  3. e  4. b  5. a  6. g  7. h  8. f

B Encourage class discussion about which facts are new to the students, and which are the most interesting to them. Be sure they explain their answers.

Sky High Challenge  More-advanced students and fast finishers will find out what the word for “sun” is in different languages and see which are similar to English. You can elicit where they can go to find this information. If they are going online, ask what words they will type in or which sites they will use.
PART 1

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

LISTENING Keeping Cool

A This exercise introduces the topic of the sun – how different animals keep cool and whether the sun is good or bad for animals. The exercise presents pictures of different animals and asks the students to consider which they think need the sun, and which may be harmed by too much sun. Elicit the names of the animals before you begin.

B Before the students listen to the interview, they are presented with words they know as well as the new words that they will hear.

1 Do you remember these words? These are words that the students should know, many of which are from Band 1 or words taught in previous sections of the book. Refer the students to the Workbook, page 48, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 49, where they look up the New Words in the Glossary and write their meanings.

POSSIBLE ANSWERS fall asleep, feather, fur, scale, take care of, wool

C This activity focuses on listening for the names of the animals discussed in the interview. As the students listen to the interview, they number the animals in the order they hear them on page 50 of the Workbook.

LISTENING SCRIPT

Andy: We all know that when we stay in the sun too long on a hot day it can be dangerous. We can get sunburned. That’s why we use sunscreen when we go out in the sun. You do, don’t you? But what about animals? Can they get sunburned? Do they use sunscreen? We invited Tal Shamir, an expert, to give us some answers. Tal, good morning! Tell us, do all animals need the sun?

Tal: Yes, they are a lot like us – they all need the sun, but too much sun is not good for them. Animals can get sunburned, just like you and me.

Andy: I didn’t know that! Do all animals get sunburned?

Tal: No, not all of them. Birds have feathers to protect them and snakes have scales. Of course lizards also have scales. Wool also protects animals from the sun. Sheep have lots of wool. Another thing that protects animals from the sun is fur. Dogs and cats have fur to protect them, but a dog will get sunburned on its nose if it falls asleep in the sun!

Andy: Is that because he doesn’t have any fur on his nose?
Tal: That’s right, and it’s the same for cats. They are smart. They love to rest in the sun, but they know when they have had too much. You should make sure your dog or cat has a place to sleep in the shade. And lots of water to drink, too!

Andy: What about animals in Africa – it gets very sunny over there, doesn’t it?

Tal: Rhinos use sand and mud as sunscreen and so do elephants. They throw sand or mud over their backs and on the backs of the baby elephants, too. That’s how the mother elephant takes care of her young elephant, and also teaches it what to do.

Andy: The young elephant learns from its mother – I see.

Tal: Yes. And the mother makes shade for the young elephant to stand under. That way it’s less hot for the young.

Andy: What about hippos? They like to stand in the river on a hot day, don’t they?

Tal: They certainly do! Give them water and they’ll be cool and happy.

Andy: Happy hippos! Thank you so much for all your help.

Tal: You’re welcome. Phone in any time you want for answers to your animal questions.

ANSWERS
1. g. bird
2. b. snake
3. d. lizard
4. c. sheep
5. i. dog
6. f. cat
7. a. rhino
8. h. elephant
9. e. hippo

The students listen again to discover how each animal protects itself from the sun. The students tick the chart on page 50 of the Workbook.

ANSWERS
feathers – bird
fur – dog, cat
scales – snake, lizard
wool – sheep
sand and mud – rhino, elephant
water – hippo

After hearing the interview twice, the students answer comprehension questions. Depending on the level of the class, you can play the recording again so that the students focus on listening for the answers to these questions.

ANSWERS
1. no
2. It will get sunburned on its nose.
3. The mother elephants throw sand or mud over the babies’ backs.

1 Having learned about animals, the students now get into pairs to discuss how animals compare to people. To do this exercise, remind the students that they are using the higher-order thinking skill of comparing and contrasting. Elicit what they already know about people and the sun: people need the sun, but too much sun is dangerous. We need to protect ourselves when we are in the sun especially in the summer. Based on their previous knowledge, they can make comparisons with the animals they heard about.

Elicit that people can also use good judgment as to when and how long to be out in the sun.

Point out that the students can use the speech bubbles to help them begin their conversation.

For less-advanced students write these sentences on the board:

Both animals and people need to protect themselves from the sun.
But only animals have fur.
People have to wear hats and put on sunscreen.
2 The students draw conclusions based on their comparison of animals and people. Elicit that what we can learn from animals is to be careful and use whatever protection we can, such as sunscreen, clothing or shade.

Workbook Refer the students to page 51 of the Workbook for practice of the new words.

PAGES 42-43

Reading

A 1 The students are introduced to the topic of horoscopes and find their sign according to their birthday on the chart. Read the short explanation with the class.

Suggestion for less-advanced students:
A quick review of the names of the months may be helpful.
Also review how to read and say dates: August 22nd, April 3rd, etc. Point out that we say “March 21st to April 19th”.

2 This question relates to cultural differences. Some people enjoy reading horoscopes while others don’t. This is a place to be sensitive to cultural differences: no one has to “believe” in horoscopes, but they are interesting and can be read just for fun.

3 The students compare the names of the signs in English and in their language.

B This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

Do you remember these words? These are words that the students have already learned, many of which are from Band 1. In future units, they are words taught in previous sections of the book. Refer the students to the Workbook, page 53, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Point out that many of the words are the names of jobs because that’s one of the things that horoscopes predict. Have the students go to the Workbook, page 54, where they look up the New Words in the Glossary and write their meanings.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

Ask the students which of the words can be used to describe one of their friends.

PAGES 44-45

C This exercise encourages the students to be critical readers: The students have the opportunity to discuss how true they think their horoscope is. Remind them that these signs are for fun; they are not “written in stone”.

Have a class discussion so that the students can share their reactions to the signs.

Suggestion: Ask the students to get into pairs and discuss what their signs said about them. Encourage them to look for a sign that might describe them better.
The students read at least four horoscopes of people they know and consider how valid they think they are.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

The students answer reading comprehension questions for the horoscopes they read. Point out that there is a question for each sign in this exercise. The less-advanced students will therefore answer only four questions, while others will answer more. In question 2, the students are to find TWO correct answers and write them in their notebooks.

ANSWERS
2. 1. b. are good with people; c. like art
   2. a. solving problems; c. doing things with their hands
   3. a. meet people; b. go to different countries
3. Accept any two sentences that show understanding of these horoscopes.

In this exercise, the students use the higher-order thinking skill of integrating to decide which horoscope best fits each person described. Explain that when we use the skill of Integrating, we use information from different parts of the text to answer the question. To practice this skill, make sure that the students get into pairs or groups so that between them they have read as many horoscopes as possible. They then read about at least three different people and decide which horoscope best describes each one. Point out that they will have to look back at several horoscopes and that there may be more than one answer for each person. Make sure the students justify their answers with words from the text.

POSSIBLE ANSWERS
1. Joe – Cancer (loves animals), Taurus (flowers)
2. Mandy – Aries (enjoys competition), Virgo (activity), Capricorn (be in charge of people)
3. Peter – Libra (likes music), Sagittarius (always looking for something new and better)
4. Brian – Aquarius (new ideas), Pisces (creative), Scorpio (wonderful with hands)
5. Sarah – Gemini (tour guide), Sagittarius (adventure), Leo (attention)
6. Ann – Aries (athlete), Libra (dancing)

In this communicative activity, the students discuss why some people read horoscopes and others do not. Discuss whether they do or not. For example, a person may want to read his or her horoscope before a big event or when they face a big change or decision. / Many people think horoscopes are silly. Read the speech bubbles together and remind the students to use them as a model.

In this activity, the students answer questions to demonstrate understanding of the new words. Point out that they can give more than one answer.

Accept all logical and grammatically correct answers.

Suggestion: Ask the students to write their answers in their notebooks before sharing their answers with the class. See how many different answers come up in class.
B The students select the best answer to demonstrate understanding of the new words. **Less-advanced students** answer at least three.

**ANSWERS**
1. a. reading a book
2. b. in its correct place
3. a. new places
4. c. new
5. b. learn

C This exercise focuses on the names of jobs. Point out that in English, the names do not indicate male or female. Ask if this is true in their language.

1 The students match the pictures to the names of the jobs.

**ANSWERS**
1. musician 5. athlete
2. chef 6. salesperson
3. nurse 7. artist
4. actor 8. scientist

2 In this communicative activity, the students have a chance to express their opinion in pairs. Encourage the students to rank the top five jobs and explain their reasons.

**Suggestion:** With **less-advanced students**, brainstorm together to come up with some criteria for what makes a good job. This will help them explain their answers in English. Some examples of criteria are: hours, pay, doing what you love, prestige, duties / responsibilities, opportunities for travel, advancement, etc.

 Workbook Refer the students to page 55 of the Workbook for additional practice of the new words and names of jobs.

PAGES 48-49

**Grammar** *Future with will*

Point out that the website with horoscopes uses the Future to make predictions about what people will do. Review the rules for forming the Future with *will* by going over the chart with the class. Point out the structures for forming sentences in the positive and negative, yes/no and wh- questions. In addition, point out the use of short forms using *'ll*. Go over the time expressions and elicit additional possibilities, such as *next month, next year, next Tuesday, next fall, in the year 2040*, etc. Make sure the students know what they mean.

A 1 This exercise focuses on the meaning of the Future. The students match situations in column A with what the person will do in column B. They are exposed to the correct form of the future while focusing on its meaning.

**ANSWERS**
1. c. She will get a job washing cars.
2. d. She’ll go to the beach.
3. a. He’ll study with a friend.
4. e. He will share a book with a friend.
5. b. They’ll go shopping after school.
2 The students write additional sentences to follow at least three sentences in column A. Encourage the use of both the positive and negative in their sentences.

Workbook Refer the students to page 58 of the Workbook for additional practice of the future with *will*.

B 1 In this exercise, the students are given context in order to use the Future tense with *will*. They read about the jobs on the notice board and then discuss in pairs who will answer each ad.

**ANSWERS**
1. Brian will answer ad “c” to take care of the sick puppy.
2. Lenny will answer ad “c” to help children in first grade.
3. Alan will answer ad “a” to be an actor.
4. Anna will answer ad “b” to help in the garden.
5. Linda will answer ad “d” to perform for seniors.

The students discuss what they think each of the teens will do in their new jobs.

**POSSIBLE ANSWERS**
1. Brian will feed the puppy. / He’ll play with the puppy.
2. Lenny will help younger children learn to read. / He’ll also help them with their math homework. / He will explain difficult things to them. / Maybe they will get better grades.
3. Alan will perform in front of the school. / He’ll be in a comedy. / He’ll make everybody laugh.
4. Anna will work in the garden. / She’ll help the neighborhood look better. / She’ll grow flowers. / She will work outdoors with the neighbors. / Maybe she’ll grow vegetables.
5. Linda will play the guitar. / She will sing for the seniors. / She will contact Miriam. / She’ll have fun.

PAGE 50

**Writing Describe yourself**

In this section, the students learn to write a description about themselves, using adjectives.

Read the teaching box with the students. Elicit how adjectives make a description more interesting; write basic sentences on the board, such as *Tom is a boy*. Ask the students to provide adjectives that tell us about Tom – what he looks like and what kind of person he is, such as *Tom is a tall and funny boy*, etc.

Point out the correct placement of adjectives in a sentence: before the noun they describe or after the verb *to be*. Remind them that the verb *to be* can appear in the present (*am, is, are*), the past (*was, were*) and the future (*will be*). Depending on the level of your class, you can explain that adjectives can also come after the words *seem* and *look*.

*He seems happy.*

A In this exercise, the students add adjectives to sentences to enhance description. They also practice the correct placement of adjectives in a sentence. They choose adjectives to describe the nouns in bold.

**Suggestion:** With less-advanced students, brainstorm a variety of adjectives that can describe the nouns in bold and write them on the board. Ask: *What adjectives can describe a movie?* (*great, boring, new*), etc.

B In this activity, the students write at least two sentences in their notebooks using adjectives to describe the pictures. Point out the example which shows that their sentences should describe what the person is doing or what he or she enjoys, and what they think he or she will be or do in the future.

**Suggestion:** With less-advanced students, do the exercise orally before having them write sentences in their notebooks. With more-advanced students, ask the students to choose one of the people in the pictures and write a horoscope for him or her.

Workbook Refer the students to page 60 of the Workbook for additional practice in writing.
**TASK** Write a description of yourself.

In this writing task, the students write a description of themselves. Point out that the horoscopes they read on pages 44-45 can serve as models.

Go over the guidelines together with the class, reminding them to write sentences using adjectives. Encourage them to use new words. Point out that they can use the future if they wish. For example: “You will go far.”

**Less-advanced students:** The students choose one of the horoscopes and use it as a model.

**More-advanced students:** In addition, the students write a description for a member of their family.

**Suggestion:** Create a real or virtual album of class horoscopes.

Assess this activity with the photocopiable chart on page 132 of this Teacher’s Guide.

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**PAGE 51**

**PART 2**

Share the objectives with the students so they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

**Reading**

**A** This activity introduces the topic of summer festivals. To get into the spirit of festivals, the students have the opportunity to dream up an outdoor festival for teens in their city or town. They first work in pairs to write down their ideas before sharing them with the class. Encourage class discussion where the pairs share their “festivals” with the class.

**B** This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1. **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 61, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2. **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 62, where they look up the New Words in the Glossary and write their meanings.

   See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

   **POSSIBLE ANSWERS**

   celebrate, exciting, perfect, success, surprise

**C** This activity focuses on the reading strategy of using titles and subtitles to help you know what the article is about. Read the strategy with the class.

The students read the title and subtitles in the article to determine the topic of the article (*Summer Festivals*) and the specific festivals they will read about. Discuss whether any of the festivals they designed in exercise A are similar to the festivals they will read about. From the titles, they can understand that one festival involves lights, one celebrates the new year, and one involves sports.
The students read about at least one festival to see what is special about it.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

More-advanced students will read about two or three festivals. They can choose which ones to read. Many aspects of each festival make it special, so accept all relevant answers.

POSSIBLE ANSWERS
The festival of light is special because it has beautiful displays of lights. It is also special because it is in all four quarters of the Old City of Jerusalem.
The Thai New Year Festival is special because people come from all over the world. It is also special because people spray water to celebrate.
The World Sports Festival is special because it is like an Olympics for teens. It is also special because children as young as 10 years old can take part.

To demonstrate comprehension, the students answer questions in their notebooks for the festivals they read about.

ANSWERS
Jerusalem Festival of Light
1. 2008 2. 250,000 3. four
2. False – The festival takes place in the Old City of Jerusalem.
   2. False – There will be lots of performances outdoors.
   3. True
Thai New Year Festival
1. from April 13-15
2. a. pour water over the hands of the old people in order to get a blessing
   b. throw water at anything that moves / spray anyone they see with water guns
3. waterproof cameras, cheap clothing, sunscreen
World Sports Festival
1. b. was there until 2016
2. It is for teenagers and kids; There are only nine different sports; There is orienteering.
3. a. to make new friends
   d. to learn about different countries

To answer these questions, the students are exposed to the higher-order thinking skill of inferring. Point out that the answers do not appear in the article; the students have to answer the questions, thinking about what they learned from the text. The students answer at least one question, so that the less-advanced students will answer the first question, the one about the Jerusalem Festival of Light. Have the students write the answers in their notebooks so that each student has time to think.

More-advanced students will answer all three questions.

Accept all relevant answers in the class discussion that follows.

Have the students work in pairs or groups such that there is someone who has read about each festival. Then the students can integrate the information in order to answer the questions. Remind them to use the higher-order thinking skill of integrating, which means they have to refer to more than one part of the text in order to answer.

ANSWERS
1. World Sports Festival
2. Jerusalem Festival of Lights
3. Thai New Year Festival
4. Accept all logical answers.
**Word Power**

The aim of these activities is to reinforce the students’ understanding of the New Words and offer them practice in a variety of contexts.

**A**

In this exercise, the students demonstrate understanding the meaning of the new words in context by deciding if the sentences are true or false. They correct the false sentences in their notebooks; encourage them to add information (and not just to add the word “not”) to make a false sentence correct.

**ANSWERS**

1. True
2. False – ABCD are at the beginning of the alphabet. / MNOP are in the middle of the alphabet.
3. True
4. False – Every party is different. Some are a success, some are not.
5. False – People usually buy a computer they can afford / according to their budget.
6. False – Parents should let children choose, but often they have to encourage a balanced diet.

**B**

The students complete at least four sentences about themselves or their beliefs to demonstrate understanding of the new words in bold in context. Accept all relevant answers.

**Suggestion:** For less-advanced students, offer the following multiple choice answers to help them complete the sentences. For example:

1. a. take a bus b. walk c. ride my bike d. get a ride
2. a. go to the beach b. visit my friends c. go to a new city d. go to camp

**Sky High Challenge** More-advanced students and fast finishers write a mini story using all of the given words. Encourage them to be creative. Remind them that even a very short story must have a beginning and an end.

**C**

This activity introduces the reflexive pronouns. A very common mistake among Hebrew and Arabic speakers is to use the word enjoy without the reflexive pronoun, hence this focus. Read the definition with the class. Go over the example sentences to point out which word or pronoun is the subject and how the reflexive pronoun refers back to it. Then go over the forms in the chart.

1. To make the meaning of these pronouns clear, it helps to compare them to the use of reflexive pronouns in the student’s own language. You can elicit that in Hebrew and Arabic, some verbs have a special reflexive form (התרחצתי / 나는 התרחצתי) which does not exist in English (I washed myself).

**ANSWERS**

We enjoy ourselves at festivals.

Ted cut himself making salad.

2. The students practice providing the correct reflexive pronoun in context.

**ANSWERS**

1. ourselves 2. himself 3. yourself / yourselves 4. herself 5. itself 6. themselves
PAGES 56-57

Grammar  Future with be going to

This section presents and practices the Future with be going to. Point out that the article uses this tense to describe things that are going to happen at the various festivals.

Read the explanation about the Future with be going to with the class. Remind the students that they have learned to express the future with will and this is another way.

Go over the example sentences with the class. Point out that the time expressions are similar to the ones used with the future with will.

A The students use the higher-order thinking skill of predicting to describe what is going to happen in the picture. Remind them that predicting is based on whatever information we have – in this case, the details in the picture. They will use the future with be going to in order to make their predictions.

Encourage the students to give as many predictions as they can and write them in their notebook. This is so that they write grammatically correct sentences, as well as have the time to look at each of the people in the picture.

Suggestion: Have the students share their predictions and see which are the most common, which are the most original, the funniest, etc.

More-advanced students who finish exercise A quickly can write humorous predictions about the more distant future: The waiter is going to lose his job. / Everybody is going to get wet because ... / The family is never going to eat at this restaurant again because ..., etc.

POSSIBLE ANSWERS
The ball is going to break the window.
The waiter is going to drop the dishes.
The dishes are going to break.
The man is going to finish his spaghetti.
The woman is going to drink her coffee.
The teenager thinks it is going to rain.
It’s going to rain.
The boy is going to drop his ice cream.
The man is going to pay.
The dog is going to eat the food on the table.
The man is going to fall (over the dog).
The woman is going to enter the restaurant.

B 1 In this communicative exercise, the students work in threes. They interview the two other students about their plans for the immediate or distant future. They must write down the answers in their notebook, using the future with be going to. The students may use the speech bubbles for help.

2 After everyone has written down at least two answers, ask the students to share what they have written. Check with the other students to see if everyone has similar answers or not.

It could be that Dan, in the case of the example, gave different answers to different friends.
**TASK** Decide which festival you are going to go to and discuss your plans.

This speaking activity assesses the objectives of Part 2. In this communicative activity, the students imagine they are going to one of the festivals they read about on pages 52-53.

In pairs, the students decide which festival they are going to go to. Make sure they elaborate and explain reasons for their choices. They must also discuss their plans by asking and answering the students questions.

**Suggestion:** Have the students convince the class to go to the festival they chose.

**Less-advanced students:** In pairs, the students go back to the descriptions and list what they can do at each festival to help them decide.

**More-advanced students:** In addition, the students discuss what types of festivals they enjoy and why.

To assess this task, use the photocopiable chart on page 133 of this Teacher’s guide.

**PAGES 58-59**

**PART 3**

Share the objectives with the students so that they know what skills they will learn and what they will able to do as they progress through this part of the unit.

**Reading**

**A** In this pre-reading activity, the students look at the map and read about Finland, focusing on its neighboring countries. Point out to the students that they have to infer the answer to the question about its population from the text and the map because the description of Finland does not give the answer explicitly.

**ANSWERS**
Norway, Sweden and Russia are close to Finland.
Most people live in the south because it is too cold to live in the north of the country / it’s close to the Arctic Circle.

**B** This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 70, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 71, where they look up the New Words in the Glossary and write their meanings.

See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

**C** The students read the article about Finland for its main idea. As established earlier on the opening pages of this unit, the students may well wonder what such a cold country is doing in a unit about the sun. Draw their attention to the photographs that accompany the article and ask what they show us.

**Suggestion:** Less-advanced students should be encouraged to read the text. However, weaker students can read paragraphs 1-3 only and answer the relevant questions.
See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

ANSWER
Because the sun never sets in the summer in the north of Finland.

PAGES 60-61

D The students discuss their reactions to the article. Many of the facts are surprising. Accept all relevant answers and make sure the students explain their reasons.

E The students complete a fact file about Finland, writing their answers in the chart on page 72 of the Workbook. Point out that they have to integrate information from both the short article with the map on page 58 and the article on page 59 to complete the fact file.

ANSWERS
Where Finland is: in the north of Europe / Sweden on the west, Russia on the east
How many people live there: about 5,000,000
What the country is famous for: It’s the land of the midnight sun.
What the weather is like in the summer: 13-17°C, sunny all day and all night
What the weather is like in the winter: -22 to -3°C, cold, snowy and dark

F This exercise focuses on the reading strategy of Main Idea. Point out to the students that they read the article for its main idea, namely: Finland is the land of the midnight sun.

Read the explanation: Articles are organized into paragraphs and each has its own main idea. It is an important reading strategy to look for the main idea of the paragraph in the first sentence.

To practice, the students match a heading to each paragraph. Remind them to read the first sentence in each paragraph in the article to do this.

ANSWERS
a. What About Sleep? – Paragraph 3
b. The Sun Never Sets – Paragraph 1
c. A Special Place All Year Round – Paragraph 5
d. Winter in Finland – Paragraph 4
e. What to Do in the Summer – Paragraph 2

G Now that the students have focused on the main ideas, they answer at least four questions to locate specific details in the article.

ANSWERS
1. b. May, June, July and August
2. Any four: swim, play tennis, go for a hike, take a boat out on a lake, go fishing, go to concerts, rent a bike
3. go kayaking (on the fast rivers in the northeast of the country)
4. a. They don’t sleep enough at night.
5. d. You can skate on the ice on the rivers.
6. doesn’t rise (and it is dark all day)
7. hibernate (go to sleep in the fall and don’t get up until spring)

H In this communicative activity, the students talk about the questions in pairs. They discuss which time of year they would like to visit Finland and why. Go over the speech bubbles to help them get started. Remind them of expressions they can use for agreeing and disagreeing, like Me too! and Not me!
Word Power

The aim of these activities is to reinforce the students’ understanding of the New Words and offer them practice in a variety of contexts.

A 1 The students find the word or phrase that best defines the new word.

**ANSWERS**
1. move about 4. become  
2. move on ice 5. wake up  
3. visitor

2 The students write sentences using the new words. Encourage the **less-advanced students** to write at least three sentences.

**Suggestion:** The **more-advanced students** can be challenged to write five sentences, using two more new words in each.

B The students complete the sentences to demonstrate understanding of the new words in context.

**Suggestion:** For **less-advanced students**, you can provide these five answers and ask them to match the answer to each sentence. This will get them started. Then encourage them to write their own answers to two sentences.

a. 5:00  b. the snow  c. they are tired  d. winning  e. visit Israel

C In this communicative exercise, the students imagine they are going to Finland. They discuss which time of year they’ll visit and why. They also talk about what they will take with them. Ask them to be specific, taking into account the activities they plan on doing.

Encourage them to use the new words. Remind them to use the future with **will or be going to** in order to discuss their future plans.

PAGE 62

D This word expansion exercise presents the concept of homophones. Homophones are a major source of misspelling, even among native English speakers. This focus will help students understand words when they read, and use them correctly when they write. Read the explanation with the class.

Explain that there are many words in English that sound the same but have different meanings and different spellings such as *no, know; to, too, two; by, buy, bye.* It’s important to be aware of this so the students can understand spoken English and so they can write correctly.

In this activity, the students select the correctly spelled word to complete each part of the sentence. Remind the students that the words sound exactly the same. Their spelling and meanings are different. Seeing the two words in the same sentence helps demonstrate the difference in meaning.

**ANSWERS**
1. son, sun 4. write, right  
2. You’re, your 5. knew, new  
3. here, hear

**Sky High Challenge** The students are challenged to find the homophone for additional familiar words. Encourage them to go online if necessary. Ask them to share how they found the answers. For example: flour-flower; for-four; high-hi; eye-I; buy-bye-by; weather-whether; to-two-too; which-witch

Refer the students to page 72 of the Workbook for additional practice of the new words and homophones.
E  Spell It!  This spelling point focuses on silent letters – in this case, consonants. Silent letters are problematic even for English speakers. The words midnight, sunlight and whatever are all New Words in this section.

Read the explanation with the class. Point out that it is important for the students to be aware of silent letters so they can read, speak and write correctly.

Point out to the students that the rules are translated into Hebrew and Arabic in the spelling rules on page 167.

See Suggestions for Teaching Spelling in the Introduction to this Teacher’s guide.

ANSWERS
1. walk – l 6. wrong – w
2. night – gh 7. white – h and e
3. castle – t 8. know – k
4. lamb – b 9. sunlight – gh
5. listen – t 10. whatever – h

TASK  Create a fact file for a country of your choice.

This task assesses the objectives of Part 3. The students create a fact file for a country of their choice. Remind them that the fact file they completed on page 60 (page 72 of the Workbook) can act as a model.

Go over the guidelines with the class. Emphasise that they can find as many facts as they want, but they must choose at least five from the list of questions. They can present their fact file on paper or digitally as an online poster. Encourage them to add a map, a flag, a national anthem or any other photos or short clips of their choice.

More-advanced students find out more information about the country and create a poster or a slideshow.

Suggestion: Make a class exhibit of the fact files. Have each student mark the location of the country he or she wrote about on a big map.

To assess this activity, use the photocopiable chart on page 133 of this Teacher’s guide.

PAGE 63

PART 4

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

In this part, the students are going to read the famous tale of Daedalus and Icarus.

BACKGROUND INFORMATION

The myth of Daedalus and Icarus is one of the most famous and fascinating of the Greek myths. It contains both historic fact and mythical fiction.

1 This activity presents the subject by asking the students to use their imagination to design an escape-proof prison. They imagine there is a monster and the students are asked to prepare a prison which will keep it locked away from people. The students can work as a class, or in groups or pairs, to design the prison. They then share their concepts with the class.

2 The students continue on their imaginary path and discuss means of escape. They are trapped on an island. Encourage them to think of as many ways as possible for escape plans. This gets them into the frame of mind that Daedalus and Icarus were in: an impossible-seeming escape plan.
This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 76, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 77, where they look up the New Words in the Glossary and write their meanings.

   See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

   Ask the students which words they think are connected to the monster.

   **POSSIBLE ANSWERS**

   escape, evil, guard, prison

   The purpose of this pre-reading exercise is to introduce the students to the characters in the story. Encourage them to describe them and even to predict what kind of people they may be.

   **PAGES 64-65**

   Now the students read the story of Daedalus and Icarus, answering the guiding questions in the margin to help them understand the story.

   **ANSWERS**

   1. an excellent architect, sculptor and inventor  
   2. King Minos  
   3. Yes. (He was very pleased.)  
   4. Daedalus and his son Icarus  
   5. feathers (that fell from the birds)  
   6. to fly (like the birds)  
   7. close to the sun  
   8. melted the wax (that held the feathers of his wings together)

   **E** For basic reading comprehension, the students answer at least five questions about the facts in the story.

   **ANSWERS**

   1. a. build a special prison  
   2. The Minotaur was a monster that had the body of a man and the head of a bull.  
   3. b. He was afraid they would help the monster escape.  
   4. His plan was to fly off the island. He got the idea by watching the birds fly in the sky.  
   5. Learn from the birds: Do not fly too high. Do not fly too low.  
   6. fell into the sea and drowned

   Refer the students to page 78 of the Workbook for practice of the new words.
This exercise presents and practices the higher-order thinking skill of explaining cause and effect. This thinking skill is critical to the understanding of the story: We, the readers, have to understand the reason why each event followed the other.

Go over the explanation and the examples with the class. Then have the students match the events to the results. Point out the graphic organizer, which helps to illustrate the causal relationships. They do at least three sentences.

**ANSWERS**

1. d 2. e 3. a 4. b 5. c

*Suggestion: More-advanced students* find the results for all of the sentences. Ask them to write the sentences in their notebooks using the useful words: *because, so* and *as a result.*

In this exercise, the students learn what a myth is and apply what they learn to this myth. Go over the definition. Ask what myths they are familiar with. Ask them to think about what lesson each myth teaches and why it’s so popular. Discuss the message of this myth.

**POSSIBLE ANSWERS**

Always listen to what an older person tells you.
People shouldn’t try to fly like birds.
Think before you act.

In this communicative activity, the students discuss Daedalus’s escape plan. They can go back to their own plans for escape and compare them for workability.

They also discuss the efficacy of myths: whether they think telling myths is a good way to teach children a lesson or not.

Encourage the students to give reasons for their opinions. Maybe they can think of a story that taught them a valuable lesson as children.

This activity bridges the text with artwork inspired by the same story and exposes the students to the higher-order thinking skill of making connections. Encourage class discussion to answer the questions and discuss the connection of the painting to the myth they read. Ask the students if they feel it helps clarify the story for them.

**TASK** Create a graphic version of the story OR find out information about Crete and Icaria.

This task assesses the objectives of Part 4. The students choose one of the activities to express or deepen their understanding of the story. The students can work alone, in pairs or groups.

1. They can create a graphic version of the story. Many students are interested in animé or graphic novels. Encourage them to be creative, as long as they stick with the facts in the story. For example, they can change the time in history and make it look modern. Explain that they have to add speech bubbles that tell the narrative as well as what the characters are saying.
They can find out more about the actual setting in history and explain the connection of Crete and Icaria to the myth.

**Suggestion:**
Task 1 – The students present their graphic representations to the class.
Task 2 – The students share the information with the class. They can create a poster or a slideshow or give an illustrated talk.

To assess the task, use the photocopiable chart on page 133 of this Teacher’s Guide.

**Test for Literature**
A photocopiable test for “Daedalus and Icarus” appears on page 127 of this Teacher’s Guide. This test provides evidence of the students' understanding of the material they have studied. Therefore it should be done in class and graded. If you wish, you can allow the students to have their books open while doing the test.

**ANSWERS**
1. b
2. a
3. b
4. c
5. b
6. a
7. He drowned in the sea. / He fell into the sea and drowned/died.
8. a. The sun melted his wings / the wax on his wings.
   b. Icarus didn’t listen to his father / to what his father told him.
9. a. teach them a lesson
   b. children should listen to their parents
10. Both “yes” and “no” are correct.
   The answer must show that the student read the story and must include an explanation.

**PAGES 68-69**

**Word Review**
This section reviews the New Words from each part of the unit by teaching and practicing a variety of skills designed to help the students remember the new words.

Encourage the students to continue to use these skills throughout the year so they become better independent learners.

**Part 1**
This activity practices the higher-order thinking skill of comparing and contrasting as a tool for remembering and reviewing vocabulary. Review the explanation with the class. Elicit from the students examples of how we remember new things best by comparing them with something familiar to us.

1. The students answer the questions and explain their answers. Accept all answers that the students can justify. The point is to talk about the differing characteristics of things and to remember the meaning of the words in doing this.

2. The students work in pairs to compare the jobs listed. Accept all answers that are relevant and that can be justified.
Part 2
Review the explanation with the class.

1. The students divide the words into parts of speech. They make two lists in their notebook: adjectives and nouns.

   **ANSWERS**
   - **Adjectives:** perfect, main, excellent, exciting
   - **Nouns:** beginning, tradition, event, team, success, suggestion, route, aim

2. In pairs, the students make adjective-noun phrases that make sense. Point out that they will use adjectives more than once. In this case, each adjective goes with almost each noun. Make sure the students understand the meaning of each phrase they create.

Part 3
Go over the explanation with the class.

1. The students write a mini-story with the four words provided. Remind them that even a mini-story has a beginning and an end.

   **Suggestion:** With less-advanced students, give them the following beginning: *One day, a long long time ago ...*

2. Now the students work in pairs to create a story. The rule is that they must use as many of the words listed as they can. Encourage the students to share their stories.

Part 4
Go over the explanation with the class. Explain that not all words have a positive or negative meaning, but this works well for words that do.

1. The students decide which words are positive and explain why. Accept any answer they can justify.

2. The students now work in pairs and divide the given words into two groups: positive and negative. Explain that there is not necessarily one correct answer. When comparing their lists with other pairs of students, they must explain their decisions as to why a word is positive or negative. For example, the word “guard” is positive because a guard keeps us safe. It can also be negative if we are thrown into prison and can’t get out because of an evil guard.

Workbook Refer the students to the Workbook for Word Review, page 80; Unit Review, page 81; Cumulative Review, page 85; Read More, page 86.

Suggestions for further reading:

- *Jungle Book* by Rudyard Kipling, Penguin Readers, Level 2
- *Seasons and Celebrations* by Jackie Maguire, Oxford Bookworms, Stage 2
- *Black Beauty* by Anna Sewell, Penguin Readers, Level 2
- *Red Dog* by Louis de Bernières, Oxford Bookworms, Stage 2
- *Hercules* by Anne Stanmore, Eric Cohen Books, Level 2
- *Ariadne’s Story* by Joyce Hannam, Oxford University Press, Dominoes two
- *Perseus* retold by Bill Bowler, Oxford University Press, Dominoes Quick Starter
- *Blue Fins* by Sarah Axten, Macmillan Readers, Starter
The students are assessed on a variety of tasks and activities. The chart below shows tasks and activities for assessment according to domains and benchmarks.

<table>
<thead>
<tr>
<th>Domains and Benchmarks</th>
<th>Access to Information</th>
<th>Social Interaction</th>
<th>Appreciation of Language, Literature and Culture</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong>&lt;br&gt;Tell a true story about something unusual that happened to you or someone you know. (Student’s Book, page 80)</td>
<td></td>
<td></td>
<td></td>
<td>React to something that happened using the appropriate higher-order thinking skills for this level such as Explaining Cause and Effect</td>
</tr>
<tr>
<td><strong>Assessment Chart</strong>&lt;br&gt;Teacher’s Guide, page 134</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part 2</strong>&lt;br&gt;Write your opinion about the best way to spend a vacation. Give reasons or examples. (Student’s Book, page 89)</td>
<td></td>
<td></td>
<td></td>
<td>Express ideas and opinions about general topics using main and supporting ideas</td>
</tr>
<tr>
<td><strong>Assessment Chart</strong>&lt;br&gt;Teacher’s Guide, page 134</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part 3</strong>&lt;br&gt;Find out about the meaning of rainbows in another culture and present the information to the class. (Student’s Book, page 94)</td>
<td>Interact for a variety of purposes, such as interviewing someone to get information</td>
<td>Summarize and present information from a limited range of sources. Use information tools such as simplified Web 2.0 tools Optional: Use digital media tools, such as Web 2.0 tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Chart</strong>&lt;br&gt;Teacher’s Guide, page 135</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part 4</strong>&lt;br&gt;Write a thank you note from the point of view of Velu, one of the characters. (Student’s Book, page 101)</td>
<td>Provide an oral, written or visual response to a literary text Analyze and interpret literary texts, using higher-order thinking skills such as Distinguishing Different Perspectives and Explaining Cause and Effect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Chart</strong>&lt;br&gt;Teacher’s Guide, page 135</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Point out the title of the unit. Elicit that in this unit, the students will be learning interesting and unusual stories and information linked to the topic of rain.

Go over the titles of the parts of the unit with the class as a preview of what they will be reading.

**A**  This exercise opens the unit with the students learning famous sayings about the rain. These sayings reflect how we feel about the rain and how the rain makes us feel, whether it’s sad or hopeful. Discuss what each saying means. Then encourage class discussion about which saying they like the best and why.

**POSSIBLE ANSWERS**
1. We have to enjoy every day. If bad things happen, we have to keep smiling.
2. Rain spoils our plans. Where’s the sun?
3. Sometimes, when one bad thing happens, many bad things happen at the same time.
4. Rainbows are beautiful and they come just when things look dark. Look on the bright side of things.

**Suggestion:** The students can create their own posters for sayings of their choice.

**B**  This exercise focuses on more expressions about the rain. The students become familiar with these expressions and discover their meanings by completing sentences that illustrate the meaning.
ANSWERS
1. e. as right as rain
2. b. take a rain check
3. f. It’s raining cats and dogs
4. a. come rain or come shine
5. d. rained out
6. c. save it for a rainy day

PAGES 72-74

PART 1

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

Reading

A

In this part, the students will read true stories in the news related to the rain. This exercise opens Part 1 by presenting different words for different kinds of rain: a drizzle is a light, steady rain, whereas a shower is a quick, heavy rain that can leave you soaking wet. Have the students brainstorm for words and expressions for rain in their language. Different cultures, representing family backgrounds, will have different expressions for rain. For example, in Hebrew there’s an expression, ק馁, meaning rain that is a blessing: it is just the right amount of rain, that will help things grow and not destroy what’s growing.

B

This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 92, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 93, where they look up the New Words in the Glossary and write their meanings. See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

POSSIBLE ANSWERS
alive, edge, firefighter, flood, lift, quickly, rescue, save, scared, wild

C

This exercise teaches and practices the reading strategy of reading titles, looking at pictures and reading captions to predict what a story is about. Go over the strategy with the class. Remind them that they are using the higher-order thinking skill of predicting. Have the class read the titles and look at the pictures that accompany each story on pages 73 and 74. Discuss what information the title gives and what the picture shows. From this, they can predict what the story is about before they read.

POSSIBLE ANSWERS
“It’s Raining Fish” is about a time that fish actually fell from the sky in a small village.
“Wild Weather in London” is about a heavy rain in London. People got trapped in their cars.
“A Chinese Mary Poppins” is about a girl who fell off a roof. Her open umbrella saved her life.
The students read at least two stories and check their predictions. The students answer basic comprehension questions to make sure they understood what happened in each story. Point out that to answer the questions about *Wild Weather in London* they are using the higher-order thinking skill of cause and effect.

See *Suggestions for Teaching Reading* in the Introduction to this Teacher’s Guide.

**ANSWERS**

**It’s Raining Fish!**
1. False – The fish fell on the park, roads and roofs.
2. True
3. False – Some fish were still alive when they fell.
4. False – They had a party. / They had a delicious meal of fish.

**Wild Weather in London**
1. c 2. a 3. b

**A Chinese Mary Poppins**
1. on a roof / on the top (floor) of a high building
2. into a garden

**Suggestion:** Have the more-advanced students write a sentence or two for each story, describing what happened. They can use words from the story or their own.

The students sit in pairs or groups so that between them they have read every story. Together, they complete a chart on page 94 of the Workbook summarizing the main event in each news story. Emphasize that they should complete as much as they can. Then go over the chart with the class.

**ANSWERS**

<table>
<thead>
<tr>
<th>Story 1</th>
<th>Story 2</th>
<th>Story 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What happened</td>
<td>It rained fish.</td>
<td>There was a flood.</td>
</tr>
<tr>
<td>3. Where it happened</td>
<td>small village, Sri Lanka</td>
<td>London</td>
</tr>
<tr>
<td>4. What was unusual</td>
<td>Fish fell from the sky.</td>
<td>Drivers were trapped.</td>
</tr>
</tbody>
</table>

These questions encourage the use of the higher-order thinking skill of making connections in order to answer. Point out that they must think about the connection between the idiom or the title and the text. Encourage discussion. There is a choice of questions, but even the students who didn’t read the third story can answer question 2 because in Exercise E they filled in the chart about the story together with other students.

**POSSIBLE ANSWERS**
1. It’s connected to all of the stories: It is mentioned in the first story. In the second, there was a flood. In the third, because it was raining so hard (raining “cats and dogs”), Zhang’s clothes got wet and the wind blew Zhang off the roof.
2. Because Zhang looked like she was flying when she fell with her umbrella open. The image of someone flying with an umbrella reminds us of Mary Poppins.

**Sky High Challenge** The students go online to find additional stories using keywords such as umbrella, save life.

**PAGE 75**

In this exercise, the students practice the higher-order thinking skill of inferring. Point out that we often infer, whether we are reading or listening, or even looking at someone’s expressions. It means that we are able to understand an idea, even if it isn’t specifically stated or written on the page.
The students look back at the stories on pages 73-74 and discuss who they think might have said each of the sentences and why. Point out to the students that these quotes do not appear in the story, so they have to infer. There may be more than one answer, as long as they can justify their opinions.

**ANSWERS**
1. Steve Smith – He was trapped in his car and couldn’t get out.
   Zhang – She fell off the roof.
2. The people in the village – They had a party and ate the fish together in the evening.
3. The firefighters – They rescued the drivers in the flood.
4. Zhang – She was saved by her umbrella.
5. A villager in Sri Lanka – They heard the fish falling from the sky.
   A neighbor or worker might have heard Zhang when she fell off the roof.

In this communicative activity, the students share their personal opinions about the stories, discussing which story they find the most interesting or unusual. Make sure they give reasons for their opinions. Go over the speech bubbles with the class. Elicit that each student expresses an opinion and gives a reason.

**Word Power**

The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

A. The students select the correct answer to show that they understand the meaning of the words in bold. **Less-advanced students** can answer three questions.

**ANSWERS**
1. storms
2. rain
3. water
4. dirty
5. an elephant

B. The students answer the questions to show that they understand how the new word is used logically in a sentence. Do question one together, explaining that you can drive a bus, but not a plane. Point out that the questions have two correct answers. Tell the students to write both correct answers in their notebook.

**ANSWERS**
1. a. a bus; c. a taxi
2. a. a city; b. a country
3. b. an animal; c. the weather
4. a. water; c. apples
5. a. on your birthday; b. on the last day of school

C. In this word expansion activity, the students learn about words in English that can be both verbs and nouns. The fact that many words in English double as verbs and nouns with no change is an important concept to learners of English. Many words in this unit fall into this category. They learn that one word can sometimes be used with different functions. Read the explanation with the students. Then have the students choose the correct word to complete each pair of sentences. They then translate the word in each sentence to show that they know what it means and how it functions in the sentence.
ANSWERS
1. park  a. פארק / בمبادה בבארק  b. יחלות / י الكريم
2. report a. דווח / Powered by  b. דווח / דווח
3. season a. עונה / עונה  b. אפס / אפס
4. train  a. הרכבת / הרכבת  b. תופס / תופס
5. turn  a. תור / תור  b. לפנים / לפנים
6. tie a. עניבה / עניבה  b. לשב / לשב

D Spell It! The spelling point in this unit is the long “ai” sound in the middle of a word, as in the word rain, the theme of the unit. This explanation will help the students with the new words wait for and explain later on in this unit. Read the explanation with the students. The students match the words with ai to the pictures that show what they mean.

Point out to the students that the rules are translated into Hebrew and Arabic in the spelling rules on page 167.

See Suggestions for Teaching Spelling in the Introduction to this Teacher’s Guide.

ANSWERS
1. paint  5. train
2. email  6. nail
3. brain  7. sail
4. jail  8. tail

Sky High Challenge The students are asked to think of words that rhyme with the words in Exercise D. See how many of these are spelled with ai.

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Listening Monsoon

In this section, the students will listen to a radio program about the monsoon.

A To introduce the students to the topic, this exercise presents them with photos and sentences about the rainy season in India. While matching the sentences to the photos, the students will learn that many Indian farmers are poor. They work hard on small plots of land to grow rice, which is the mainstay of their diet, and they are dependent on the rainy season.

ANSWERS
1. f  2. b  3. d  4. a  5. e  6. c

B This section prepares the students of all levels for the listening texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 Do you remember these words? These are words that the students should know, some of which are from Band 1. Refer the students to the Workbook, page 97, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 98, where they look up the New Words in the Glossary and write their meanings.
See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

**Suggestion:** Depending on the level of the class, help the less-advanced students look up the first few words in the Glossary. Explain that when there is an expression, they will find it in under the first word. For example: *my pleasure* is under the letter *m*.

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The students listen to the radio program for the first time, paying attention to numbers. Instruct them to write the answers on page 99 of their Workbook while they listen. Remind them to keep listening until they hear the number they need.

See Suggestions for Teaching Listening in the Introduction to this Teacher’s Guide.

**LISTENING SCRIPT**

**Michael:** Hello everyone! This is Michael Smith, and welcome to our program “Weather Around the World”. This morning we have a special visitor, Dr. Suzanne Jones. She was in India for a year. Dr. Jones, first of all, I’d like to say welcome home.

**Suzanne:** Thank you, Michael.

**Michael:** What can you tell us about the weather in India?

**Suzanne:** I’d like to talk about some very special weather in India—the monsoon season.

**Michael:** The monsoon season? That sounds interesting. Please tell us what it is.

**Suzanne:** Well, the monsoon season is the time of year with very heavy rain. The rain usually lasts a long time—about five months. It starts in April and ends in September. During that time, it rains a lot, and I mean a lot! Some cities have more than 2,000 millimeters of rain during these months.

**Michael:** 2,000 millimeters! Does it rain all the time during the monsoon season?

**Suzanne:** Most of the time. But sometimes the rain stops for a few days.

**Michael:** How do the people manage to get around with all this rain?

**Suzanne:** The people are used to it, but the farmers are very happy. The Indian farmers need plenty of rain to grow rice and tea. They wait for this rain all year. Many areas in India do not have any other way to water the fields. The heavy monsoon rain fills the wells. That way the farmers have water for the whole year.

**Michael:** It seems like the monsoon rains are very important for this area. But isn’t too much rain a bad thing?

**Suzanne:** Of course. For example, in the Indian city of Mumbai, there can be about 500 millimeters of water in the streets every summer. But when the monsoon is too strong, floods can cover large parts of the city. However, outside the city, there is so much mud, it can cover villages and destroy everything in the fields.

**Michael:** That’s terrible!

**Suzanne:** Yes, it is. The farmers wait all year for the rain and then they can lose everything they have.

**Michael:** I’m so sorry we don’t have more time. Thank you so much for your interesting talk about the monsoon in India.

**Suzanne:** My pleasure.

**Michael:** We’ll be back next week with more “Weather Around the World”.

**ANSWERS**

1. 5  
2. 2,000  
3. 500
The students listen a second time, focusing on additional facts about the monsoon. They write their answers on page 99 of the Workbook.

**ANSWERS**
1. c. a year
2. a. in April
3. a. a few days
4. c. to water the fields
5. b. floods

These discussions require that students use the higher-order thinking skill of explaining cause and effect.

1. In this communicative activity, the students discuss the positive and negative effects of the monsoons, using the skill of explaining cause and effect.

   Read the speech bubbles with the class and remind them that they can use them as models for their discussion. Point out that the words “Yes, but” are used to show polite disagreement.

2. The students talk about floods, their own knowledge or experience and how people are affected by them.

Refer the students to page 100 of the Workbook for practice of the new words.

**PAGE 79**

**Grammar** *Past Simple*

Point out that the true stories they read are all told in the past tense. Review the rules for the Past Simple and go over the example sentences. Point out that the spelling rules for adding *-ed* to verbs appear on page 163.

Go over the time expressions for the past. Ask the students to give more examples with the words *ago, last or in the year*.

Explain that there are many irregular verbs and that these need to be learned by heart. A list of irregular verbs appears on page 166.

Review the past tense of *to be*.

1. In this exercise, the students complete sentences with the past form of regular and irregular verbs. Ask the students to look at the verbs in brackets and elicit which of them are irregular. Have the students write the sentences in their notebooks.

   **ANSWERS**
   1. fell  4. were
   2. said, thought  5. was
   3. helped  6. tried

2. The students number the sentences in the correct order using the skill of sequencing. They read the sentences to identify them as telling the story of Steve Smith in the wild weather in London.

   **ANSWERS**
   1. a  2. d  3. f  4. e  5. c  6. b

**Suggestion:** Ask them to take turns reading the sentences aloud to retell the story.
**PAGE 80**

**B**

1. This exercise provides the students with a story in the past about Ariel’s first day at school. The students practice completing a story with the past tense of the most common verbs.

**ANSWERS**

1. woke up  
2. was  
3. wanted  
4. got dressed  
5. washed  
6. brushed  
7. went  
8. ate  
9. drank  
10. made  
11. took  
12. put  
13. was  
14. said  
15. went

2. The students work in pairs to continue the story about Ariel. They can first discuss what kind of day he had and then describe what happened to him. Each pair of students writes at least three sentences. Then have the pairs read out their continuations of the story. See how many of them gave Ariel a great day and how many stories ended with mishaps or disaster.

**Workbook** Refer the students to page 102 of the Workbook for additional practice of the Past Simple.

**TASK** Tell a true story about something unusual that happened to you or someone you know.

This task is a culmination of the skills taught in this part of the unit. The students tell a true story. It can be about themselves or someone they know or heard about. It can be about bad weather, but the main thing is that it should be an unusual event that happened.

They describe the event and what made it so unusual, and explain how or why it happened.

Point out that all the stories they read in this part are models for this activity.

Go over the guidelines, making sure they include the details of the story (what, where and when). Elicit that a story in the past will be told in the Past Simple. Encourage them to use new words.

The students tell the story to the class. They may use visual aids or music if they wish.

**Less-advanced students:** The students choose one of the stories on pages 73-74 and use it as a model.

**More-advanced students:** The students add dialogue to the story.

**Suggestion:** The students can read their stories or record them to share them with the class.

To assess this task, use the photocopiable chart on page 134 of this Teacher’s Guide.

**Sky High Challenge** More-advanced students find out about a true story in the news, preferably about the rain, but not necessarily, and tell it to the class.

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**PART 2**

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

**Reading**

This pre-reading activity introduces the topic of how people feel when it rains. The students discuss the questions that Samira, a reporter for a school magazine, asks.
This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1. **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 105, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2. **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 106, where they look up the New Words in the Glossary and write their meanings.

   See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

   **Suggestion:** Depending on the level of the class, help the less-advanced students look up words like *therefore, thick* and *thousand*, pointing out that they must look at the second and even third letter in the word to find it in alphabetical order in the Glossary.

   Ask the students to choose words that show how people feel.

   **POSSIBLE ANSWERS**
   - horror, relax, scare, suffer

**PAGES 82-84**

The students read interviews that Samira conducted for the school magazine. Her question is: What does the rain mean to you? The students read the first interview and answer the questions attached. One of the students she interviews, Gilad, mentions the story of *Dracula*. Ask your students if they are familiar with this classic story by Bram Stoker.

   See *Suggestions for Teaching Reading* in the Introduction to this Teacher’s Guide.

   **ANSWERS**
   1. Any two: She goes to bed / gets under the blanket / reads a good book
   2. horror stories
   3. Ron. He gets sick.
   4. Accept all logical answers that the students can justify.

The students now read at least two more interviews and answer the questions that follow. They can choose which interviews to read.

   **ANSWERS**
   **Interview 1 (Ofek):**
   1. bats
   2. b. Their heartbeat is slower.
   3. c. They lose weight.

   **Interview 2 (Moshe):**
   1. the fall. He says, “I can’t wait for the end of summer!”
   2. avocados and apples (fruit on the trees)
   3. three days of heavy rain then three days of sun

   **Interview 3 (Gali):**
   1. b. The birds rest here on their way to Africa.
   2. in Northern Europe
   3. It has study centers to watch these birds and protect them.
This exercise teaches the students how to distinguish between fact and opinion. Elicit why this is an important skill for critical reading. Often we hear someone quoting an opinion as if it is a fact. If it can’t be proved, it is not a fact. Opinions are what someone thinks or believes. Go over the explanation with the class.

1. The students complete at least two sentences with facts from the interviews they read.

   ANSWERS
   1. insects
   2. find a warm cave and go to sleep
   3. any one or all of these: avocados, apples, oranges, lemons
   4. fruit
   5. northern Europe

2. The students read at least two opinions and identify who said each one, based on the interviews they read.

   ANSWERS
   1. Ofek
   2. Samira
   3. Moshe
   4. Gali

In this communicative activity, the students discuss which interview they found the most interesting and why. They then have the opportunity to discuss what the rain means to them and why. Read the speech bubbles with the class. Point out that they can use the phrases “I learned ...”, “I thought ...” for this speaking activity.

Word Power
The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

A. The students decide if the sentences are true or false, based on the meanings of the new words, and correct the false ones.

   ANSWERS
   1. True
   2. False – Bats eat insects.
   3. True
   4. False – Sarah eats lots of fruit, especially peaches / plums / bananas / oranges.
   5. False – Mark prefers ice cream, so he always / often eats it.
   6. True

B. To enhance understanding of the new words, the students give at least two examples that illustrate their meaning.

   POSSIBLE ANSWERS
   1. avocados, apples, oranges, lemons
   2. houses, cars, fruit
   3. umbrellas, boots, hats, raincoats
   4. trees, rivers, lakes, animals
   5. bats, stones, insects
   6. famous actor, TV host

Refer the students to page 107 of the Workbook for additional practice of the new words.
Grammar  Modals

Point out that in the interviews, people use modals to talk about things they can, could or must do.

Read the explanation with the students. Emphasize that in English, the modal comes before the base form of the verb. Go through the explanations for the use of can, could and must with the example sentences. Note that the example sentences relate to the topics in the interviews they just read.

A  The students are exposed to the correct form of the modals and complete the sentences with a logical ending.

**ANSWERS**
1. d 2. c 3. f 4. e 5. b 6. a

**Sky High Challenge**  More-advanced students and fast finishers write new endings in their notebooks to three sentences in Exercise A. Have them share their answers with the class.

Workbook  Refer the students to page 109 of the Workbook for additional practice of modals.

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B  In this activity, the students practice the use of must and mustn’t in a natural context. Point out that signs often tell us what we must and mustn’t do.

1. The students look at the signs and match them to the phrases below.

**ANSWERS**
1. b 2. f 3. c 4. a 5. h 6. d 7. g 8. e

2. The students practice the use of can, can’t, must and mustn’t by writing a sentence for each sign.

**POSSIBLE ANSWERS**
1. You mustn’t use your cellphone.
2. You can’t eat here.
3. You can come here 24 hours a day.
4. You must be quiet.
5. You can have a picnic here.
6. You can’t bring your dog here.
7. You mustn’t bring drinks into this room.
8. You mustn’t run here.

3. The students use the higher-order thinking skill of inferring to decide in which places any of these signs would or could appear. For example: no cellphones, sign 1, could appear in a hospital or a classroom. Encourage the students to explain their answers.

C  This exercise offers practice using the modals. In pairs, the students discuss what people do in different situations. Read the situations with the class and go over the first example.

**Suggestion:** For less-advanced students brainstorm additional answers for number 1 using each of the modals.

**POSSIBLE ANSWERS**
Ami can use his friend’s phone. / Ami could go to the police. / He could try to find his phone. / He must get a new phone. / He mustn’t keep his phone in his pocket.
Read the explanation about the semi-modal *have to* with the class. Explain that we can use *have to* in the present, past and future tenses. Go over the example sentences.

Explain that the negative form of *have to* means that there is no necessity. The example sentence demonstrates this meaning.

In this exercise, the students practice using *have to* in context. They look at the pictures and write what the different people are saying using the verbs given. Explain to the students that to do this, they need to consider what the person or the people have to or don’t have to do.

POSSIBLE ANSWERS
1. We have to go now. / I have to brush my hair. / We have to leave immediately.
2. You don’t have to drive so fast. / We’ll have to change our clothes now. / He has to go home now.
3. You have to be quiet here. / Other people have to finish their projects.
4. I have to buy this cellphone. / I have to have this new phone.

Refer the students to page 110 of the Workbook for additional practice of *have to*.

The students practice the different tenses of *have to*. They write sentences as delineated about themselves. Go over the example. Accept all logical and grammatically correct answers.

**Writing** Express your opinion

In this section the students need to express and explain their opinion in writing, using appropriate expressions, as well as the words *so* and *because*.

Read the explanation with the class. Remind them of the difference between fact and opinion and explain that this is why we use expressions such as “I think” when we want to make our opinion clear to the reader.

Go over the example sentence. Point out that it is important to explain our opinion; we use the words *so* and *because* to introduce the reasons we feel the way we do.

The students read what Noam wrote to see what his opinion is and why. Explain that they can guess (infer) his favorite free-time activity from the reasons he gives.

**A**

**ANSWER**
The students can infer that Noam’s favorite activity is football, because he is really good at it and it makes him feel great.

**B**

1. In this exercise, the students are exposed to the use of *because* and *so* to explain opinions. They read opinions and match them to their logical endings.

**ANSWERS**
1. b  2. d  3. a  4. c

2. This exercise provides the next step in preparing the students to write their own opinions. In their notebooks, the students write new endings to at least two of the beginnings of sentences in column A.

**POSSIBLE ANSWERS**
1. … I love adventure / it is exciting / I love outdoor activities.
2. … I listen to music to relax / I travel to performances / I stay at home to listen.
3. … I draw to relax / I keep busy by drawing / I draw together with my little brother.
4. … it’s wonderful / I can relax / I feel calm at the sea / it’s terrific.
**Suggestion:** Organize pairs of **more- and less-advanced students** so that they can write grammatically correct as well as logical sentences.

Refer the students to page 111 of the Workbook for additional practice in writing.

**TASK** Write your opinion about the best way to spend a vacation. Give reasons or examples.

The students write their opinion about different ways to spend a vacation and which way they think is the best and explain their opinion. Point out that they can use Noam’s sample to help them. They can use the expressions *in my opinion, I like it because, I especially love to, we can.*

Go over the guidelines with the class.

**Less-advanced students:** The students use Exercise A on page 89, to help them.

**More-advanced students:** The students give two reasons and two examples to support their opinion.

To assess the writing task, use the photocopiable chart on page 134 of this Teacher’s Guide.

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**PART 3**

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

A

This exercise introduces the topic of rainbows by presenting the students with a quiz on the topic. Have the students answer individually in their notebooks. Tell them that they will check their answers when they read the article.

**ANSWERS**
1. b. seven
2. b. red
3. c. behind you
4. a. from an airplane
5. b. in a waterfall

B

This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 112, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 113, where they look up the New Words in the Glossary and write their meanings.

See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

**Suggestion:** Help the **less-advanced students** look up phrases, such as *even though* and *no matter,* pointing out that they will find them in the Glossary under the first word in the phrase.

Ask the students if there are any words that they already know, such as *clothes* and *cloudy.*
Illicit from the students what they know about rainbows from the story in the Bible. The students now read the article about rainbows and find the answers to the quiz.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

Suggestion: The less-advanced students can read the first three or four paragraphs of the article. They will then answer as many questions in Exercises D and E as they can.

This exercise reviews the reading strategy taught in Unit 2 about how to find the main idea of a paragraph. The students are reminded that the main idea is often in the first sentence of the paragraph. They find a heading for each paragraph, based on its main idea.

ANSWERS
a. Paragraph 3
b. Paragraph 1
c. Paragraph 4
d. Paragraph 5
e. Paragraph 2

The students demonstrate comprehension of the article when they answer questions about specific details in the article.

ANSWERS
1. a. False – A rainbow is not something you can touch. (lines 1-2)
   b. True – Because we see a rainbow from the ground, we only see part of it. (line 12)
   c. True – There are many stories from different countries about rainbows. (line 17)
   d. False – You don’t have to wait for a rainy day to see a rainbow. (line 14)
2. They are in the opposite order.
3. made up stories to explain them
4. A rainbow was like a ladder to heaven.
   They show that even though it is dark and cloudy, the sun can come out.

This question about the text requires the students to use the higher-order thinking skill of inferring. Point out to the students that the answer does not appear explicitly in the text. Even if less-advanced students have not read the last paragraph, they can relate to the question; explain that some cultures believe there is a pot of gold at the end of the rainbow.

In this communicative activity, the students discuss what new facts they learned about rainbows.

This exercise presents a saying by the famous writer, Maya Angelou, and asks the students to discuss what they think it means. This discussion requires the use of the higher-order thinking skill of making connections. The students use this skill to connect the saying with what they have read about rainbows. Read the speech bubbles with the class. Point out that they can use the phrases “I think” and “It means” in their discussion.

Sky High Challenge There are many students who will enjoy reading up on how to create their own rainbow in a glass, a mirror, or on the window, and presenting this skill to the class. You can help them find the best sources either online or with the science teachers.

Suggestion: Bring in the song “Over the Rainbow”.

Suggestion: Bring in the song “Over the Rainbow”.
Word Power

The aim of these activities is to reinforce the students’ understanding of the New Words and offer them practice in a variety of contexts.

This exercise provides the students with information about amazing people or places. The students complete the texts with the new words.

**ANSWERS**

1. ancient  
2. culture  
3. hero  
4. clothes  
5. fountain  
6. surprising  
7. waterfall  
8. cloudy  
9. rainbow  
10. lucky

**Sky High Challenge** Encourage the students who are interested in geography and history to find out about other ancient places or buildings, heroes, fountains or waterfalls and share the information with the class. They can create a slideshow, a poster, or any other type of presentation.

In this communicative exercise, the students ask and answer questions in pairs. In questions 2-5, they express their opinions about a variety of familiar topics, using the new words in context.

**ANSWERS**

1. v, w, x, y, z  
2-8. Accept all logical answers.  
9. Five interlocking rings – colored blue, yellow, black, green, red

This word expansion exercise introduces and practices the concept that there are many words in English with more than one meaning. It is confusing to learners of English to learn that many words in English have two unconnected meanings, such as the new word “order.” This is the source of mistakes, because Hebrew and Arabic speakers will use words like this incorrectly. For example: We **invited** our food from the waiter. Read the explanation and the examples with the class. Then have the students write their answers to at least three of the questions in their notebooks.

**ANSWERS:**

1. **b.** دعوة / دعوة  
2. **a.** نحن / حروف  
3. **b.** يوم / يوم  
4. **a.** مجال / مجال  
5. **b.** تاريخ / تاريخ

**Suggestion:** With **less-advanced students**, point out that they can find both meanings of the words in bold in their Glossary. Allow time for them to do so.

**Sky High Challenge** The **more-advanced students** and the **fast finishers** are challenged to find examples of words with more than one meaning in their language.

Refer the students to page 114 of the Workbook for additional practice of the new words and one word, two meanings.
**TASK** Find out about the meaning of rainbows in another culture and present the information to the class.

Go over the guidelines with the class. The students go to at least two sources – they can be oral or written sources – to learn more about what rainbows mean in other cultures. For example, Noah and the flood. They must write at least five sentences and present them to the class.

**Less-advanced students:** The students can work in pairs or groups. See the guidelines on page 12 of this Teacher’s Guide for websites in easy English. The students can also interview people they know for information.

**More-advanced students:** The students use two or more sources of information and provide copies or links.

**Suggestion:** The students who have written about the same culture can get together and create a group presentation.

To assess this activity, use the photocopiable chart on page 135 of this Teacher’s Guide.

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**BACKGROUND INFORMATION**

Kamakshi Balasubramanian was born in January 1907 and died on December 19, 1988 in Tiruchi, TN, India. She had a husband and four children.

---

A To introduce the topic of the story, the students are presented with information in the form of photos with explanations. They learn about farmers in India and try to predict the answers to the questions below.

**POSSIBLE ANSWERS**

1. They need water for the rice to grow. Rice needs a lot of water.
2. They won’t have food to eat and they won’t have rice to sell.

---

**PAGES 96-97**

B This section prepares the students of all levels for the story by recycling known vocabulary and presenting the new words. The words in these lists appear in the story that the students are going to read. Point out that these words are from Part 1 of the story.

1 **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 117, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 118, where they look up the New Words in the Glossary and write their meanings.

See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.
**Suggestion:** Depending on the level of the class, point out to the less-advanced students the difference between *look after* and *look like*. Help them pronounce the word *throughout*, pointing out that it is made up of two words they know: *through* and *out*.

Ask the students to find words that are connected to farming.

**POSSIBLE ANSWERS**

beans, gather, land, look after

The students now read part one of the story and answer the guiding questions in the margin.

**ANSWERS**

1. a bright sun / no clouds / not even one cloud
2. rice and beans
3. rain
4. it was dry (hard / cracked)
5. the weather office (in the city)

The students answer at least two questions about part one to demonstrate basic understanding of what happened in the story so far.

**ANSWERS**

1. d, b, a, e, c
2. it rained, it didn’t
3. He was tired, unhappy and thirsty.

Refer students to page 119 of the Workbook for practice of the new words.

**GET READY**

This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1. **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 121, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2. **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 122, where they look up the New Words in the Glossary and write their meanings.

See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

The students now read part two of the story and answer the questions in the margin.

**ANSWERS**

1. an old woman
2. What will happen to me? How will I feed my family?
3. “The earth works, too, when you plow, and sow, and plant.” / “The earth has worked for years – centuries, in fact, thousands of years.” / “Shouldn’t someone let the land rest a bit?”
4. To go home and wait patiently.
5. a tiny drop (of rain)
The students answer questions to demonstrate basic understanding of what happened in the story. They answer at least two of the questions.

**ANSWERS**
1. old, skin, eyes, smiled
2. rest, old
3. It started to rain.
4. a. the old woman  
   b. the old woman  
   c. Velu  
   d. Velu

This exercise presents questions that require students to use the higher-order thinking skill of inference. Point out to the students that the answers do not appear word for word in the text; they must use the skill of inferring, or “reading between the lines”, to answer. Have the students answer these questions orally, so that you can guide them in reaching conclusions.

**ANSWERS**
1. b  
2. c

Refer the students to page 123 of the Workbook for practice of the new words.

Review the definition of **setting** with the class. Have the students identify the setting of this story and explain how they know.

**ANSWER**
The setting is India. “Velu was a farmer in India.” (lines 1 and 2, part one)

Read the explanation of **characters** with the class. Have the students answer the questions.

**ANSWERS**
1. Velu and the old woman  
2. a. Velu  
   b. Velu  
   c. the old woman

This exercise teaches and practices the higher-order thinking skill of distinguishing different perspectives, or points of view. Point out that the characters in a story often have different points of view – different ways of looking at things. As in real life, among friends or family, it’s important to try to understand and respect the fact that someone may have a different point of view. Point out that the characters in this story represent opposite perspectives: they have a completely different way of looking at the same thing. Answer the questions together in class.

**ANSWERS**
1. Velu’s point of view: 2  
   The old woman’s point of view: 1  
2. Velu says, “Perhaps she is right.” (line 53, Part Two)

**Suggestion:** Ask the students if they know of any other cultures that let the land rest. Bring in or ask students to bring in information about Shmita.
This exercise focuses on the difference between British and American English, by pointing out the different spellings of certain words in the story. Tell the students to look up the American spelling of the words in the Glossary.

**ANSWERS**
neighbor
favorable

In this exercise, the students use the higher-order thinking skill of making connections to explain the connection between the pictures and the information on page 95 and the story they read.

**ANSWERS**
The information and photos illustrate the life that the poor farmers in India live. The farmer in one of the pictures could be Velu.

**TASK** Write a thank you note from the point of view of Velu, one of the characters.

The students write the thank you note that Velu wrote to the old woman.

Elicit from the students when people might write a thank you note, the reasons for writing and how the recipient will feel.

In doing this activity, the students will have a chance to be creative and think about things from the character’s point of view. They will also practice a valuable social skill: writing a thank you note that is honest, specific and meaningful.

Go over the guidelines with the class. Point out that they must write the note from Velu’s point of view. In the note, Velu must explain why he is thanking her. He must be specific about what she said or did that helped him. He must also explain how he now feels, thanks to her.

**Less-advanced students:** The students can use the template below.

```
Dear Amma,
I don’t even know your name, but I want to thank you.
You told me...
You explained ...
Your words taught me ...
Because of you, I ...
With thanks,
Velu
```

**More-advanced students:** In addition, the students write the old woman’s reply.

To assess this task, use the photocopiable chart on page 135 of this Teacher’s Guide.

**Test for Literature**

A photocopiable test for “Waiting for the Rain” appears on page 128 of this Teacher’s Guide. This test will provide evidence of the students’ understanding of the material they have studied. Therefore, it should be done in class and graded. If you wish, you can allow the students to have their books open while doing the test.
ANSWERS
1. b
2. a
3. the plants to grow
4. b
5. needs to rest
6. a
7. a. the old woman
   b. man in weather office
   c. Velu
8. Possible answers: In Israel, we have a similar problem to the farmer in the story. So we understand the man’s problem, why the man needs rain and why he is so sad.
9. Accept all logical answers that the students can justify.

PAGES 102-103

Word Review
This section reviews the New Words from each part of the unit by teaching and practicing a variety of skills designed to help the students remember the new words.
Encourage the students to continue to use these skills throughout the year so they become better independent learners.

Part 1
Review the explanation with the class. Explain that putting words into categories according to how they are spelled will have two benefits: you will remember both the spelling and the meaning of the words in each group.

1. The students answer the questions and explain their answers. Point out the long “i” sound in alive, driver and wild.

2. The students work in pairs to match the name of a category to each list of words.

   ANSWERS
   1. b  2. c  3. a

   Suggestion: Expand on this exercise by giving students additional words for each category on the board. In pairs, have the students compete to see who can categorize the words first.

Part 2
Read the explanation with the class. Elicit that when you have to make up a word game, it will help you remember the meaning and even the spelling of the words.

1. The students work in pairs to choose eight words to create a crossword puzzle, wordsearch or another game. They can use clues in English or in their own language. Explain that clues can be a word, a phrase or even a sentence with the word missing.

2. The students exchange puzzles with other pairs of students and solve them.

Part 3
Read the explanation with the students, pointing out that to really know a new word, you have to know which words can come before and after it in a sentence.
In more technical terms, this includes knowing which words can correctly describe other words (come before it) or be their direct objects (come after it).

1. The students read the sentences to see which one makes sense and explain their choice. You can’t describe a suitcase as “cloudy”.

**ANSWER**

a. It was a cloudy day. (A suitcase can’t be cloudy.)

2. The students work in pairs to think of three answers to each question, demonstrating understanding of the new words and their use in context. Accept all logical answers.

**POSSIBLE ANSWERS**

1. a bathing suit, a hat, shorts
2. a wall, a baby, a car
3. a city, a building, a painting
4. the sun, the stars, a light
5. a puzzle, your homework, a game

Note that you can “touch” all of the items, except those that answer question 4.

**Suggestion:** For **less-advanced students**, write the possible answers on the board scrambled as a wordbank.

**Part 4**

Read the explanation with the class, pointing out that sometimes you have to learn a whole expression, because it has one meaning which is not the same as the meaning of each separate word.

1. The students give the meanings of expressions they have learned. If they don’t remember, remind them that they appear in the Glossary. Elicit that expressions are listed under the first word in the expression.

2. The students work in pairs to match words to make expressions. Remind them that they can use a word more than once.

**ANSWERS**

at last  look after
not even  in fact
look like  a bit
ever since  able to
in particular

> **Workbook** Refer the students to the Workbook for Word Review, page 125; Unit Review, page 126; Cumulative Review, page 131; Read More, page 132.

**Suggestions for further reading:**

*The Amazon Rain Forest* by Bernard Smith, Penguin Readers, Level 2
*Green Planet* by Christine Lindop, Oxford University Press, Dominoes two
*Robinson Crusoe* by Daniel Defoe, Penguin Readers, Level 2
*The Birds* by Daphne du Maurier, Penguin Readers, Level 2
*The Swiss Family Robinson* by Johann Wyss, Penguin Readers, Level 2
*Dangerous Journey* by Alwyn Cox, Macmillan Readers, Beginner
*Twenty Thousand Leagues Under the Sea* by Jules Verne, Pearson English Readers, Beginner
The students are assessed on a variety of tasks and activities. The chart below shows tasks and activities for assessment according to domains and benchmarks.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Write a description about a visit to a winter park or any sports event. (Student’s Book, page 114)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Chart</td>
<td>Teacher’s Guide, page 136</td>
</tr>
<tr>
<td><strong>Part 1</strong> Access to Information</td>
<td>Social Interaction</td>
</tr>
<tr>
<td>Understand the general meaning, main ideas and supporting details in the texts, and use this knowledge as needed</td>
<td>React to the content of something seen, using the higher-order thinking skill of Explaining Cause and Effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Create a trivia quiz about an animal. (Student’s Book, page 119)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Chart</td>
<td>Teacher’s Guide, page 136</td>
</tr>
<tr>
<td><strong>Part 2</strong> Identify the features of different text types and use this knowledge as needed</td>
<td>Use information tools such as simplified Web 2.0 tools Optional: Use digital media tools, such as Web 2.0 tools</td>
</tr>
<tr>
<td>Extract and integrate relevant information from a limited number of sources for a specific purpose</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
<th>Role play a conversation about a snowstorm. (Student’s Book, page 124)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Chart</td>
<td>Teacher’s Guide, page 137</td>
</tr>
<tr>
<td><strong>Part 3</strong> Engage in conversations about general topics, using language to suit context, audience and purpose</td>
<td>React to something that happened, using the higher-order thinking skill of Distinguishing Different Perspectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4</th>
<th>Create a dialogue for the story and act it out in class. (Student’s Book, page 131)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Chart</td>
<td>Teacher’s Guide, page 137</td>
</tr>
<tr>
<td><strong>Part 4</strong></td>
<td>Provide an oral, written or visual response to a literary text</td>
</tr>
<tr>
<td>Analyze and interpret literary texts, using higher-order thinking skills such as Distinguishing Different Perspectives and Explaining Cause and Effect</td>
<td></td>
</tr>
</tbody>
</table>
Go over the title of the unit and the parts of the unit with the class as a preview of what they will be reading.

A

The opening activity presents the students with a variety of pictures illustrating snow-related activities. Ask students if they have seen snow and if so, where. The students describe what they see in each, then discuss which of the pictures they would like to be in and why. Encourage discussion. Accept all relevant answers, making sure the students explain why.

POSSIBLE ANSWERS
1. People are toboganning.
2. Someone is snowboarding.
3. These are sculptures made of ice and snow.
4. Machines are cleaning the snow off the streets.
5. Special machines wash the snow / ice off an aeroplane to make it safe to fly.
7. People are dressed warmly / are wearing warm coats, hats, boots and gloves. / They have to clean the snow off their car/s.
8. Eskimos live in igloos, made of ice.
9. These animals have special fur / feathers to camouflage (hide) in the snow.

B

In this exercise, the students are introduced to popular expressions about the snow and the cold. Read the definition of each expression, then have students read the situations. They complete the sentences with the correct expression.
ANSWERS:
1. c. break the ice
2. a. snowed in
3. f. walking on thin ice
4. d. tip of the iceberg
5. b. put the idea on ice
6. e. leave me out in the cold

Suggestion: Encourage more-advanced students to come up with another situation that illustrates the use of one or more of the expressions.

PAGES 106-109

PART 1

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

A

This is a brainstorming activity to open the part on winter fun. The students are asked to match captions to pictures illustrating how people have fun in the snow in the winter.

Suggestion: The students may want to share stories about winter fun they have had. In places where it may not snow, they may have visited the mall or the city centre where snow has been brought. In addition, elicit “vicarious” experiences in the snow that they have seen on TV shows and in movies.

ANSWERS:
1. d  2. e  3. a  4. b  5. c

B

This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1  Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 138, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2  NEW WORDS  This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 139, where they look up the New Words in the Glossary and write their meanings.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

Point out that the words are listed in alphabetical order for easy access in the Glossary.

Suggestion: Ask the less-advanced students if they recognize any of the new words, such as skiing or beginner.

Ask the students which of the words are activities that can be done in the winter.

POSSIBLE ANSWERS
ice hockey, ice skating, skiing, snowboarding

C

The students scan the texts on pages 107, 108 and 109 for specific information. Remind them about the reading strategy of scanning. Remind that they look for words that begin with capital letters. Elicit what that will help them find: the names of places, cities, months and days of the week. Remind them that they also scan for numbers. Elicit that this will help them find prices, phone numbers and times.
The students tick the correct column in the chart on page 140 of the Workbook to show which information each article gives.

**ANSWERS:**

<table>
<thead>
<tr>
<th></th>
<th>Iskate</th>
<th>Ice Mall</th>
<th>Ski Gilboa</th>
<th>Hermon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. phone number</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. e-mail address or website</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. where the place is</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. what you can do there</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. what’s special there</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. when the place is open</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students read about at least places 1, 2 and 3 in the article “Winter Fun” and answer the related questions.

See *Suggestions for Teaching Reading* in the Introduction to this Teacher’s Guide.

**ANSWERS:**

1. Iskate
   1. knee pads and hand pads
   2. Sunday
2. Ice Mall Eilat
   1. Yes. “Skating lessons for beginners and advanced skaters of all ages”
   2. a. video games
3. Ski Gilboa
   a. You don’t need real snow.
4. Hermon Ski Resort
   1. b. snowboarding
   2. go mountain biking

In this exercise, the students decide which place each visitor is writing about based on what he or she says. They will need to use the higher-order thinking skill of making connections to link the comments that visitors posted to the places they read about.

**ANSWERS**

Sarah – Iskate, Ice Mall Eilat, Ski Gilboa
Helena – Ice Mall Eilat
Jim – Ski Gilboa
Annie – Ice Mall Eilat
Mike – Hermon Ski Resort, Ski Gilboa
Avi – Hermon Ski Resort

To answer this question, the students use the higher-order thinking skill of making connections. Point out that they should think about what they already know about the weather and things you can do in Eilat in order to explain why it sounds strange that you can go ice skating in Eilat.

**POSSIBLE ANSWERS**

It sounds strange that you can go ice skating in Eilat – a place that is hot all year round. / Because when you think of Eilat, you don’t think of ice skating. You think of going to the beach.
In this communicative activity, the students discuss their personal opinions and explain why they feel that way. Then they decide together which of the places they would like to go to and why. Encourage the students to share their decisions with the class and explain their reasons. In this exercise, the speech bubbles are incomplete. Read what is written and tell the students to complete the sentences. Remind them to talk about the activities you can do in each place, the prices, the opening hours, the ages, the special classes or services offered, etc.

PAGE 110

Word Power

The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

A The students choose the word that matches each description to verify understanding of the meaning of the new words.

ANSWERS
1. opening hours
2. holidays
3. ice skating
4. competition
5. beginner
6. snowboarding
7. improve
8. playground

B The students use the new words in context by choosing the correct completion to each sentence. Tell the students to write the correct answers in their notebook.

ANSWERS
1. a. the movie theater
2. a. teacher
3. b. skis very well
4. a. facts
5. b. very big
6. b. begin
7. a. winter
8. a. singers

Sky High Challenge Students make crossword puzzles using the new words.

Less-advanced students can use the definitions in the exercise or translations of the words as clues.

More-advanced students can use other clues.

Workbook Refer the students to page 140 of the Workbook for additional practice of the new words.

PAGE 111

Grammar Adverbs

Read the explanation with the students. Point out that the articles used adverbs to clarify the activities described. Adverbs describe how we do something. Point out the form of the adverb: adjective + ly. Tell the students that spelling rules appear on page 165.

Go over the most common irregular adverbs together: good, fast, hard and late.

You can demonstrate the use of adverbs by asking simple questions of the class:

Tami, how do you skate – slowly or quickly? / Amir, how do you sing – loudly or softly?

Questions like these show that the adverb answers the question “how”.

86
A In this exercise, the students are exposed to adverbs in context. The students locate the adverb in each sentence and the verb it describes.

ANSWERS
2. Adverbs: slowly, carefully. They describe skis.

Workbook Refer the students to page 143 of the Workbook for additional practice of adverbs.

B To practice using adverbs to describe activities, the students relate to the picture in order to create sentences using adverbs. Discuss each activity in the picture with the class. With less-advanced students, write one or two sentences on the board about the picture. Then have them write sentences for each activity in their notebook using the adverbs in the word bank.

POSSIBLE ANSWERS
Tali skis nervously / badly / slowly.
Gabby is learning to ski well / correctly.
The instructor Tomer, is speaking loudly / He is teaching her well / slowly / patiently.
Eyal and Amil are going to ski perfectly / fast / well.
Rafi is opening his present excitedly / quickly / happily.
Keren is watching Rafi happily.

Sky High Challenge The students tell a story in writing about the picture. Explain that a story, however short, has a beginning, a middle and an end.

PAGE 112

Listening The Winter Olympics

A This activity introduces the topic of the Winter Olympics and exposes the students to the names of some of the sports. The students look at silhouettes of some of the sports events that are part of the Winter Olympics, identify them and match them to name of the sport.

ANSWERS
1. b 2. e 3. c 4. f 5. a 6. d

B This exercise uses pictures to teach some of the concepts that are intrinsic to the Olympics: gold, silver and bronze medals.

ANSWERS
The girl in the middle (number 1) gets the gold, the girl on the left (number 2) gets the silver and the girl on the right (number 3) gets the bronze.

C This section prepares the students of all levels for the listening program by recycling known vocabulary and presenting the new words. The words in these lists appear in the interview that the students are going to hear.

Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 145, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.
NEW WORDS  This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 146, where they look up the New Words in the Glossary and write their meanings.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

POSSIBLE ANSWERS
bronze, figure skating, gold, international, medal, silver, ski jumping, speed skating, win, won

PAGE 113

The students listen to the interview and tick the events the speaker talks about on page 147 of the Workbook.

See Suggestions for Teaching Listening in the Introduction to this Teacher’s Guide.

LISTENING SCRIPT

Pete: Good afternoon! This is Pete, and welcome to our program “Sports for All”. Today, Dana Miller is here to talk to us about the Winter Olympics. Hello, Dana! It’s good to have you with us.

Dana: Thanks, Pete. It’s good to be here!

Pete: Dana, can you tell us a bit about the history of the Winter Olympics?

Dana: Sure. The first Winter Olympic Games were held in 1924, in France. They were a great success. In fact, more than 10,000 people came to watch the games.

Pete: That’s a lot of people for those days! How many athletes took part?

Dana: There were 258 athletes, but only eleven of them were women.

Pete: Only eleven women? That’s surprising! Why was that?

Dana: At the time, people thought that women weren’t strong enough to participate in fast sports, like skiing and speed skating. In fact, the only sport that women could participate in was figure skating.

Pete: Wow, a lot has changed since then.

Dana: Yes, it has, but it took a long time for people to realize that women can do the same sports as men. For example, ski jumping for women only took place for the first time in 2014 – at the Winter Olympics in Russia!

Pete: Tell us more about the Winter Olympics in Russia.

Dana: Do you remember Ireen Wust, the speed skater from Holland? She won two gold medals and three silver medals that year.

Pete: That’s amazing!

Dana: It is and the rest of the team from Holland was very successful. They won a total of 23 medals – 8 gold, 7 silver and 8 bronze.

Pete: Wow! Dana, I have one last question. The Winter Olympics are held two years after the Summer Olympics. Was this always true?

Dana: No, it wasn’t. Until the year 1992, the Winter Olympics were held in the same year as the Summer Olympics. But then, they decided to hold these two international events in different years. They wanted the Winter Olympics to get more attention. Now more people watch the Winter Olympics.

Pete: Thank you so much for this interesting talk.

Dana: My pleasure!
The students listen to the interview a second time and answer the questions on page 147 of the Workbook. Point out that if they miss the answer to a question, they should just skip it and listen for the answer to the next question.

**ANSWERS**
1. c. in 1924
2. b. 11
3. skiing / speed skating
4. 2014
5. False
6. a. so the Winter Olympics will get more attention.

**TALK ABOUT IT**

1. In this communicative activity, the students discuss the Olympics and other sport events: whether they like to watch them or not. Make sure they explain their answers. For example, those who watch the games can discuss how they stay up late or record the games. Read the speech bubbles with the class and remind them to use them as models for their answers.

2. The students discuss why they think winning a medal in the Olympics is important for a country. Encourage discussion, especially examples of Israelis who have won.

Workbook Refer the students to page 148 of the Workbook for practice of the new words.

**Writing Describe an Event**

In this section the students learn to describe an event in writing, using the connectors *and, but* and *because*, as well as connectors of sequence.

**A** Read the explanation with the class. Explain that the words *and, but* and *because* connect ideas. Go over the example sentence. Point out that we often use connectors to make better sentences.

Write the following on the board: *I like the winter. I love ice skating. I like skiing.* Ask how this compares to the example sentence: *I like the winter because I love ice skating and skiing.* Elicit that the word *because* shows the reasons I like the winter; it shows the connection between the ideas. Likewise, elicit the use of the word *and* to connect ideas into one flowing sentence.

The students practice using the correct connector in sentences that exemplify their uses in the exercise that follows.

**ANSWERS**
1. and
2. but
3. because

**PAGE 114**

**B** The connectors of sequence: *first, then* and *in the end*, are introduced. Elicit the importance of using words like these to mark the order in which events happened: when we write about a past event, it is important for the reader to understand clearly what happened and in what order. Even the shortest story has a beginning, a middle and an end.
Have students read the example.

In this exercise, the students write a story using pictures and words as scaffolding. The story has three pictures: one is the beginning, one is the middle and one is the end. Point out that the words appear under the pictures and that they must create a sentence for each, putting the verbs into the past tense.

The students write the story, using the connectors *first, then* and *in the end*.

**ANSWERS**

First, I fell slowly into the deep snow. Then my friends came quickly to help me. In the end, I pulled them down too. It was great fun!

**Sky High Challenge** The more-advanced students and fast finishers can draw a set of pictures that tell a funny story and write a sentence for each, then add connectors to tell the story.

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**TASK** Write a description about a visit to a winter park or any sports event.

In this writing task, the students imagine that they went to one of the places they read about or to any sports event. They then write a description of something funny, unusual or interesting that happened.

Go over the steps with the class. Explain that they must include the name of the event, who went, where and when it happened, as well as tell what happened and why. Elicit that when you explain why, you use the word *because*.

Point out that they must use the connectors they have learned, adverbs and new words. Remind them that adverbs describe how something happened: *quickly, slowly*, etc. Remind the students that sentences begin with a capital letter and end with a period.

The less-advanced students can use the texts on pages 107-109 for examples of where the event took place.

To assess the writing activity, use the photocopiable chart on page 136 of this Teacher’s Guide.

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**PAGE 115**

**PART 2**

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

**Reading**

**A**

This exercise introduces the topic of winter animals with a brainstorming question. Encourage students to name as many animals that live in the snow as they can. Remind them that they can look on page 105 for some examples. They can name the animals in their own language. You can share these possible answers, depending on the level of your class.

**POSSIBLE ANSWERS**

snow owl, snow leopard, snow hare/rabbit, reindeer, penguin, polar bear, Arctic fox, walrus, seal, ox, moose, orca, otters, certain wolves. The Alaskan malamute is a powerful sled dog from Alaska.

**B**

Point out that the students are going to read about penguins and polar bears.

This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the article/s that the students are going to read.
1 **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 152, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 153 where they look up the New Words in the Glossary and write their meanings.

*See Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

**Suggestion:** For **less-advanced students**, look up the words that begin with c, p or s together. Remind the students how to look for words using the second and even third letter. In addition, elicit how to look up a phrase (by the first word). Ask them to find the phrases in the list of New Words.

Ask the students which words can be used to describe penguins.

**POSSIBLE ANSWER**
body, chick, cute, female, hunt, male, parent, penguin, shape, survive

C In this exercise, the students test their prior knowledge of penguins by taking a quiz. Tell them that they will check their answers while reading the article on page 116.

**ANSWERS**
1. a. in the Antarctic 3. c. fly
2. a. largest 4. b. male

**PAGES 116-117**

D The students learn the important reading strategy of reading headings first to find out what each paragraph is about. By reading the headings in this article, the students will be able to know in which paragraph they can find the answer to each question in the quiz. They read at least the first article and check their answers.

*See Suggestions for Teaching Reading* in the Introduction to this Teacher’s Guide.

**Suggestions:** For **less-advanced students**, you can practice the skill of using headings to find information by asking students under which heading they can find the information below.
1. Some penguins live in New Zealand. (Where do they live?)
2. Male and female penguins both share in looking after their chicks. (Who looks after the chicks?)
3. There are several different kinds of penguins. (Are all penguins the same?)

For **more-advanced students**, you can give them the information below about the polar bears and ask them to predict under which heading they can find the information. Again, they can check their answers while they read.
1. The cubs watch their mother and learn how to hunt. (How cubs survive)
2. The claws of a polar bear are thick and strong, and about five centimeters long. (What they look like)
3. They have two layers of fur to keep them warm. (Why they don’t suffer from the cold)
4. Some polar bears live in Greenland. (Where they live)
5. The cubs stay close to their mother to keep warm. (How cubs survive)
6. They live in and around the Arctic, also known as the North Pole. (Where they live)

**PAGE 118**

E The students answer at least three questions and share the answers with the class, so that those students who didn’t read about polar bears learn about them.
ANSWERS

Penguins
1. 40, a meter
2. Little Penguin
3. because they waddle when they walk / they have a funny walk / they have short legs
4. Yes, they are excellent swimmers. They can swim 25.5 kilometers an hour (and stay under water for over 20 minutes).
5. when it is one year old

Polar Bears
1. in and around the Arctic
2. very dangerous
3. They have two layers of fur. They have ten centimeters of fat under their skin.
4. in the winter
5. They watch their mother.

The students are asked several questions about penguins and polar bears. Questions 1 and 4 are answered in the texts, but to answer these questions, the students use the higher-order thinking skill of integrating. Questions 2 and 3 are not answered in the texts. Encourage the students to make the connection between where these animals live and their coloration. Point out, if necessary, their need to blend in with their surroundings.

ANSWER
1. Because penguins live at the South Pole (Antarctica) and polar bears live at the North Pole (Arctic).
4. Because the female is hunting for food.

In this communicative activity, the students discuss whether or not they have seen penguins and polar bears, and what they think of them. Point out that even if they haven’t seen one, they have probably seen them in movies or read about them in books or in the news. They also discuss their opinions as to whether animals like these should be kept in zoos or not. Make sure they give as many reasons as they can to explain why or why not.

Read the speech bubbles with the students and remind them to use them as models. Point out the phrase “Me, too!”

Word Power

The aim of these activities is to reinforce the students’ understanding of the New Words and offer them practice in a variety of contexts.

A
In this exercise, the students list items for each of the new words to develop and demonstrate understanding of their meanings. Remind them to list at least TWO items for each.

POSSIBLE ANSWERS
1. dogs, cats, monkeys, most baby animals
2. circle, square, triangle, rectangle
3. lions, tigers, penguins, polar bears
4. boots, jackets, hats, gloves, hot drinks, a house, a warm car
5. food, pencils, books

PAGE 119

B
The students practice using the new words in context. Tell them to do at least four of the sentences.

ANSWERS
1. penguin 4. climate
2. body 5. seal
3. parents 6. paws
Suggestion: More-advanced students and fast finishers can write sentences using the words that were not the correct answers in exercise B. (cub, claw, females, danger, polar bear, chicks)

Sky High Challenge Students who are interested can find out names for baby animals and share the information with the class. They can also explain where they found the information so that other students can follow up and do the same.

C Synonyms are an excellent way to learn and remember new words in pairs. Several of the new words, such as parents, powerful and survive, have synonyms that the students already know. Read the explanation about synonyms with the class. Ask if they can think of words in their own language that have similar meanings.

The students then match the words to their synonyms.

ANSWERS
1. e 2. b 3. a 4. c 5. d

Workbook Refer the students to page 154 of the Workbook for additional practice of the new words and synonyms.

D Spell It! The spelling point in this unit is the sound “ow” at the end of a word, as in the word snow, which is the theme of the unit. The words slowly, follow and throw out are also active in this unit. Go over the rules with the class. Point out to the students that the rules appear in Hebrew and Arabic in the spelling rules on page 167.

The students practice the spelling rule by pronouncing the words listed with the “ow” sound and deciding what sound it has.

ANSWERS
In these cases, the sound is long /او/.

See Suggestions for Teaching Spelling in the Introduction to this Teacher’s Guide.

Read the next rule, which points out another sound with “ow”. Ask the students to pronounce the words and decide which sound it has.

ANSWERS
In these cases, the sound is /او/.

TASK Create a trivia quiz about an animal.

In this performance task, the students work in pairs to create a trivia quiz about an animal. They can choose a winter animal or any other. Go over the guidelines, making sure the students understand what they must do.

The students must first choose which animal they want to make the quiz about and find out information about it, such as how big it is, how much it weighs, where it lives, and what is special about it. Point out that this is the information they read about in the articles. They then write at least five questions for their quiz, using the quiz on page 115 as a model.

The students present their quiz to the class and see how much their classmates know, then give them the correct answers. You can see which teams do best.

Less-advanced students: The students can create a quiz about penguins or panda bears, based on information on pages 116-117.

More-advanced students: The students use at least two sources to find out information about the animal and include the links.

Suggestion: As each student or group presents its quiz, the rest of the class answers. Then the presenters share the correct answers.

To assess this activity, use the photocopiable chart on page 136 of this Teacher’s Guide.
Share the objectives with the students so that they know what skills they will learn and what they will able to do as they progress through this part of the unit.

Reading

A This exercise introduces the students to the topic of snowstorms by asking them to imagine how they would prepare for a huge snowfall in their town, and what they would do after it snows. This takes them from the realm of the familiar into the realm of northern cities that suffer from serious snowstorms. Encourage discussion.

B This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the texts that the students are going to read.

1 Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 157, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 158, where they look up the New Words in the Glossary and write their meanings. See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

Suggestion: Ask the less-advanced students if they recognize any of the new words, such as weekend or empty. Then have them find all the two-word phrases in the list of New Words. Elicit that they can find their meanings by looking up the first letter of the first word in the phrase.

Ask the students to find words about problems that a storm can cause.

POSSIBLE ANSWERS
accident, cancel, electricity, power cut

C Before the students read the news report on page 121, go over the questions in this exercise. While they read, they can answer the questions in their notebooks.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

Suggestion: Less-advanced students should be encouraged to read the text. However weaker students need only read paragraphs 1-4 and answer the relevant questions.

ANSWERS
1. The storm began yesterday / the day before the article was written / Friday, January 22.
   To answer this question, the students must integrate two pieces of information.
2. The East Coast of America.
3. have enough food and water in their homes (to last for at least three days)
4. to stay indoors because the roads are dangerous
5. May Green. For example: concerts and sports events won’t take place / shows and sports events are canceled
6. There were power cuts.
This exercise reviews the information from the article by organizing it into cause and effect sentences. The students work in pairs to complete the sentences, providing the missing cause or effect in each. Point out that there may be more than one answer to some of the sentences, and encourage the students to give as many correct answers as they can.

POSSIBLE ANSWERS
1. can’t take off / can’t land
2. should go shopping to prepare for the storm / should always have canned food and bottled water in their homes
3. there are no buses / no trains / the roads are too dangerous to drive on / it’s too cold and snowy to walk
4. there is no electricity / no lights / no heating / no radio or television / no Wi-Fi / no Internet
5. get out their sleds / go skiing / take out their skates / go to work / clean off their cars and see if they work / take buses and trains

In this communicative activity, the students use the higher-order thinking skill of inferring to discuss which events will or won’t take place in a snowstorm and why. Point out that they can use what they read in the news report to inform them of the effects of a snowstorm to help them decide.

Encourage the less-advanced students to use the speech bubbles as a model. They need to complete the sentences.

This question brings the topic of extreme weather home. The students can discuss any weather that they feel is extreme (the heat, the cold, the rain, snow, sand storms, the hamsin) and what they do to be prepared for it.

Word Power
The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

This exercise presents the new word in context so that the student can choose the appropriate new word.

ANSWERS
1. empty
2. expected
3. all along
4. accident
5. hit

The students work in pairs, asking and answering questions, using the new words in context. Make sure they give at least two answers. Encourage them to give as many answers as they can.

POSSIBLE ANSWERS
1. diving, math homework, judo, speaking in front of the class
2. see a movie, meet friends
3. make a list of who brings what, bring something to sit on, bring bug spray, check the weather
4. see TV, use WhatsApp, use the Internet, cook or bake with electricity
5. Can I help you? / How many would you like? / How are you going to pay?
6. accident, power cut, not being able to leave the house

The students discuss their answers to see which were different.
Compound words are common in English, and an excellent method for understanding new words. There are a myriad of compound words based on sun, rain and snow, hence this choice for the focus.

Read the definition of compound words with the class. Point out that when you know the meaning of each word in a compound word, you can often guess what the compound word means.

The students use the wordbank to create compound words beginning with sun-, rain- or snow-. Point out that they can use the pictures to help them. Have them check their answers in the Glossary.

ANSWERS
sunscreen, raincoat, snowstorm, snowboard, sunburn, raindrop, snowflake, snowball, rainbow

Sky High Challenge  More-advanced students and fast finishers think of as many other compound words as they can. You can tell them to think of words that begin with school- or end with -ball.

Workbook Refer the students to page 159 in the Workbook for additional practice of the new words and compound words.

Grammar  Past Simple
This section teaches the negative and question forms of the Past Simple. Do a quick review of the Past Simple, as follows:

Give sentences in the present, which the students have to change into the past, orally and quickly, while you write their answers on the board.

I study. Yesterday, I ... .
We run. Yesterday, we ... .
She travels. Last Monday, she ... .
He sits. An hour ago, he ... .

Then give the students time to write the answers in their notebooks.

Now read the explanation with the class, presenting the form for the negative of the Past Simple. Go over the example sentences, pointing out the short form of did not (didn’t).

In this exercise, the students practice forming the negative of the Past Simple. Point out that they will be doing this in order to make false sentences true. Elicit the form, making sure the students use did not or didn’t and the base form of the verb.

ANSWERS
1. Planes didn’t (did not) take off in the snowstorm.
2. People didn’t (did not) wear sandals in the snow.
3. Children didn’t (did not) go to school.
4. The storm didn’t (did not) end quickly.
5. People did not (didn’t) drive on the ice.

Suggestion: More-advanced students and fast finishers can write more incorrect sentences about snowstorms and then correct them by using the negative form of the Past Simple.

Read the explanation of the Question form of the Past Simple with the class. Emphasize that we use the word Did at the beginning of a yes / no question and the base form of the verb, NOT the past tense form.

Go over the example questions and answers.

Then read the rules for Wh-questions, pointing out that the wh- word precedes the word did to begin the question. You can explain that this is because the wh-word is actually the most important word in the question, because that is the information we are looking for: why, when, where and how.
Read the rules for wh-subject questions, emphasizing that these questions are different. Here, we do not add the word *did*, and we use the past form of the verb.

Go over the examples with the class.

**Suggestion:** Tell the class you are thinking of an event that happened in the past and they have to guess what it is by asking questions. Encourage the students to ask you yes / no questions, and then to ask questions beginning with *when, where, why* and *how*. Don’t reveal the event until they have asked at least ten questions.

You can repeat this activity again, making sure more students have the opportunity to participate by first writing their questions down in their notebooks.

In this exercise, the students form questions, using the slashed words given. They then write the answers in their notebooks. Write the correct question forms on the board, then encourage students to share their answers.

**ANSWERS**

1. Did it snow yesterday?
2. When did it snow in Jerusalem?
3. Why did people buy a lot of food before the storm?
4. Who performed in Tel Aviv last summer?
5. How did you get to school this morning?

Refer the students to page 162 in the Workbook for additional practice of the Past Simple.

**TASK** Role play a conversation about a snowstorm.

In this performance task, the students role play a conversation based on the information they learned in the news report about the snowstorm. They imagine they were in the storm and discuss what they did and didn’t do before, during and after the storm. Explain that they should use the higher-order thinking skill of distinguishing point of view in order to think about what the different people had to do before, during and after the storm.

Go over the guidelines with the students. Explain that they will work in pairs. Each student adopts a role, whether it’s that of schoolchild, teacher, rescue worker, mayor, etc. They engage in a conversation by asking each other questions about what they each did before, during and after the storm. Point out that they should use new words and of course, the Past Simple.

Have the students present their dialogues to the class. Those who wish can record them and present an audio or video of their dialogue.

**Less-advanced students:** In pairs, the students go back to the news story on page 121 and write down what the different people involved did and didn’t do. Then the students choose two of these people for their conversation. Each student takes a role.

**More-advanced students:** The students can create additional officials or citizens and role play the conversations. They can role play an interview between one of the people and a reporter.

**Suggestion:** The students can record or videotape their conversations.

To assess this task, use the photocopiable chart on page 137 of this Teacher’s Guide.

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**PART 4**

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

In this part, the students read an adapted version of the story “Stray”, by Cynthia Ryland.
BACKGROUND INFORMATION

Cynthia Ryland was born in 1954 and lives in Portland, Oregon in the U.S.A. She is the author of over 100 children’s books, which include short stories, novels, non-fiction and poems. She often writes about Appalachia, where she grew up. Her family was very poor and lived without electricity, running water or a car. She often writes about her pets and the joys and hardships of family life.

A
This exercise introduces the topic of the story. The students discuss whether they have ever brought a stray animal home and how their parents reacted. To encourage discussion, they can talk theoretically about what would happen if they brought home a stray, about what happened with other people they know or in movies they have seen.

B
This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in Part One of the story that the students are going to read.

1 Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 165, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 166, where they look up the New Words in the Glossary and write their meanings.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide

Ask the students to find words they can use to talk about a pet.

POSSIBLE ANSWERS
hug, shake, sleepy, smart, smell, tail, tear up, trouble

PAGES 126-127

C
The students read Part One. While they read, they answer the guiding questions in the margin in their notebooks.

Point out to the students that they can see “icicles” hanging from the word “Winter” on page 107.

ANSWERS
1. Icicles hung from the roof of houses and snow covered the cars. / It was winter. / It was very cold.
2. It was small.
3. because school was closed
4. because of the snow
5. “I don’t know where it came from, but I know for sure where it’s going.”
6. in the basement
7. No, it never cried.
8. It wagged its tail.
9. to the dog pound

D
The students answer these questions to assure basic understanding of what happened in Part One of the story.
ANSWERS
1. b. in the garden
2. No. Doris’s father wanted to take it to the dog pound.
3. c. There was too much snow on the roads.
4. Three answers:
   a. She’s a good dog.
   c. She’s not much trouble.
   d. She’s very smart.

Workbook Refer students to page 167 of the Workbook for practice of the new words.

PAGES 128-129

E In this exercise, the students predict what they think will happen in the story. Encourage discussion as to whether they think Doris will get to keep the dog or not, and why.

F This exercise presents the new words for Part Two.

1 Ask the students how many of these words they remember. Have students match these words to their meaning on page 169 of the Workbook.

2 Have the students look up the New Words in the Glossary and write their meanings on pages 170 of the Workbook.

G The students now read Part Two of the story and find out what happened. While they read, they write the answers to the guiding questions in the margin in their notebooks.

ANSWERS
1. nine
2. She said they can’t afford a dog.
3. She cried herself to sleep.
4. She started feeling hungry. / She was hungry.
5. sitting at the table
6. “You’d better feed your dog.”
7. There are ten dogs to a cage. The smell was horrible. They give an animal six days to live, then they kill it.
8. He brought the dog back (home).

PAGES 130-131

H The students answer questions to ensure basic understanding of what happened in the story.

ANSWERS
1. He took the dog to the dog pound.
2. He told Doris to feed her dog.
3. it was a horrible place / they kill the dogs after six days

Workbook Refer the students to page 171 of the Workbook for practice of the new words.

I This exercise teaches the literary term of plot. Read the definition with the class, making it clear that the plot of a story always has a beginning, a middle and an end. The students have been exposed to this concept when writing their own description of an event.
1. The students choose the first and last events in the story from the list of events.

**ANSWERS**

**Beginning:** a. Doris saw a stray puppy in the garden.

**End:** c. Mr. Lacey said, “You’d better feed your dog.”

2. The students use the higher-order thinking skill of sequencing to number the sentences in the order they occurred. Point out that the chronological order of events is not the same as the order in which we read about them in the story. The students have to think about which event came first. In this story, we read that Mr. Lacey brought the dog home before we know why he changed his mind.

**Suggestion:** Ask the students to write the sentences in the correct order in their notebook.

**ANSWERS**

a, d, f, g, b, e, c

3. The students work in pairs and use connectors of sequence, some of which they learned in the writing section of this unit, to tell the main events of the story to each other.

**Suggestions:**

- **Less-advanced students** will tell the story using the sentences given in Exercise I1.
- **More-advanced students** can add additional details.

**J**

These questions focus on a deeper understanding of the story. Point out to the students that the answers do not appear word-for-word in the story. In questions 1-3 they will need to use the higher-order thinking skill of inferring, or reading between the lines. In question 4, the students use the higher-order thinking skill of integrating to put together the picture that shows that the Laceys were not a rich family. To do this, the students have to integrate the different details that they learned in different parts of the story. The students can answer the questions orally or in their notebooks.

**ANSWERS**

1. It was shivering. It was cold and probably scared and hungry.

2. c. She didn’t want to fall in love with the dog.

3. Because as long as there was snow, Doris’s father couldn’t drive to the dog pound.

4. 1. small (line 5, Part One)

2. “You know we can’t afford a dog, Doris.” (line 9, Part Two)

3. old (line 11, Part Two)

**K**

In this communicative exercise, the students talk about the issues the story raises.

1. The students relate to the main characters in the story and discuss which one they liked the best. Ask them to give reasons.

2. The students discuss the change in the father from the beginning to the end of the story. (Although the family didn’t have a lot of money, the father wasn’t going to put the dog in such a horrible place.)

3. The students express their opinions about why people abandon dogs, and what better solutions exist. They should discuss the responsibility the members of a family take upon themselves in adopting a dog.

4. The students discuss how dog pounds can be improved. Encourage them to discuss experiences they may have had with organizations here in Israel that care for abandoned animals.

**L**

This exercise presents a notice from the vet’s office that demonstrates the expenses involved in adopting a puppy. The students read this notice to see why Doris’s parents didn’t want her to keep the dog. Point out that they must use the higher-order thinking skill of making connections to answer the question. They have to make the link between the information on the notice and Doris’ situation in the story.
POSSIBLE ANSWER
This shows that it costs a lot of money to get a dog and to keep it healthy. You have to understand that when you get a pet, you make the decision to keep it and to pay for its health and care. This is why Doris’s parents feel that they can’t afford a dog.

2 The students discuss other reasons why it’s hard to have a pet. Encourage a discussion about the responsibilities connected to owning a pet.

ANSWER
Because you have to take it out several times a day in all kinds of weather, feed it, wash it, train it, etc.

M In this exercise, the students use the higher-order thinking skill of generating possibilities to write an ad for the stray puppy. Explain that they are creating something new, based on the story they read.

Task Create a dialogue for the story and act it out in class.

In pairs or groups, choose one of the situations, create a dialogue, then act it out for the class. Point out to the students that to do this task they are generating possibilities. The students create a dialogue for one of the situations from the story, working in pairs or groups. They then act out the dialogue for the class.

Go over the situations listed and make sure the students remember the events from the story. Discuss which characters will take part in each dialogue. Point out that when they get into groups or pairs, they can choose one of these situations.

Less-advanced students can select a scene from the story that already has dialogue and expand it. They should think about what the people said just before or just after the dialogue in the story.

More-advanced students can create dialogue for the story in a place where there is none. For example, they can create a conversation that took place between the father and someone who works at the dog pound.

Suggestion: The students can use costumes, background music and props in their enactment.

To assess the task, use the photocopiable chart on page 137 of this Teacher’s Guide.

Test for Literature
A photocopiable test for “Stray” appears on page 129 of this Teacher’s Guide. This test will provide evidence of the students’ understanding of the material they have studied. Therefore it should be done in class and graded. If you wish, you can allow the students to have their books open while doing the test.

ANSWERS
1. b
2. a and c
3. She called it into her garden. / She hugged the puppy hard. / She took it home and asked her parents if she could keep it.
4. b and d
5. lets her keep the puppy / brings the puppy back from the dog pound
6. 1. e 2. b 3. c 4. a 5. d
7. First Doris saw the puppy on the road.
   Then Doris asked her parents to let her keep the puppy.
   Next / after that she put the puppy in the basement.
   After that / Next Mr. Lacey took the puppy to the dog pound.
   In the end he brought the puppy back home.
8. Accept all logical answers that give an explanation relevant to the story.
Word Review

This section reviews the new words from each part of the unit by teaching and practicing a variety of skills designed to help students remember the new words.

Encourage students to continue to use these skills throughout the year so they become better independent learners.

Part 1

Read the explanation with the students, pointing out that there are many cognates. Some are almost identical to Hebrew or Arabic, and others less so.

1. The students decide which of these words is a cognate. Encourage them to read the words aloud in pairs so they can hear them as well. Remind them that the cognate has a similar meaning to the word in their language.

   ANSWERS
   Cognates in Hebrew: medal, history, ski, hockey, bronze
   Cognates in Arabic: medal

2. The students work in pairs to think of other sports or words about sports that are cognates.

   POSSIBLE ANSWERS
   Hebrew and Arabic: tennis, ballet

Part 2

Read the explanation with the students, pointing out that testing yourself is a good way to learn the meaning and spelling of words. When you work in pairs, you also practice pronunciation and understanding.

1. The students practice pronouncing and spelling words in preparation for giving a dictation.

2. The students do a dictation in pairs: they take turns dictating the words and writing them down with their meanings.

Part 3

Read the explanation with the students, pointing out that when you think of examples for a word, it will help keep its meaning in your memory.

1. The students give examples of things they often do on the “weekend” to help demonstrate the meaning of the word.

2. The students work in pairs to give examples of the items in the list, paying attention to the words in color. Have the students then compare their answers with other pairs to see if they came up with the same examples.
POSSIBLE ANSWERS
1. Ashdod, Tel Aviv, Haifa
2. money, sickness
3. beans, peas, tomato sauce, tuna
4. lights, ovens, toasters
5. class, sports games, a movie
6. rainstorm, sandstorm
7. Accept all logical answers.
8. fall down, get cut, break an arm

Part 4

Read the explanation with the class. Explain that some words have positive or negative connotations; others do not. It can help to remember words by whether they have a positive or a negative meaning.

1 The students decide which of the words in the list have a positive meaning. This exercise will help them understand what a positive meaning is.

ANSWERS
smart (“ignore” has a negative meaning; “voice” is neither positive nor negative)

2 Working in pairs, the students categorize the list of words into three groups: positive, negative and both. Have the students compare their decisions with other pairs of students and explain why they put the words into those categories.

Accept all answers that the students can justify. For example, “complain” is negative because you don’t like to listen to complaints. On the other hand, one could argue that it can be good to complain, if you want to change something or make it better.

Workbook Refer the students to the Workbook for Word Review, page 174; Unit Review, page 175; Cumulative Review, page 179; Read More, page 180.

Suggestions for Further Reading:

The Everest Story by Tim Vicary, Oxford Bookworms, Stage 3
Extreme Sports by Michael Dean, Penguin Readers, Level 2
Animals in Danger by And Hopkins and Joc Potter, Oxford Bookworms, Stage 1
Call of the Wild by Jack London (retold by Nick Bullard), Oxford Bookworm, Level 3
The students are assessed on a variety of tasks and activities. The chart below shows tasks and activities for assessment according to domains and benchmarks.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Write a paragraph for a blog about an adventure. It can be real or imaginary. (Student’s Book, page 141)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Chart</strong></td>
<td>Teacher’s Guide, page 138</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td>Read the ad and discuss the question: Do you think people should chase storms? (Student’s Book, page 146)</td>
</tr>
<tr>
<td><strong>Assessment Chart</strong></td>
<td>Teacher’s Guide, page 138</td>
</tr>
<tr>
<td><strong>Part 3</strong></td>
<td>Prepare a display for a class exhibit named “Wind and Weather”. (Student’s Book, page 155)</td>
</tr>
<tr>
<td><strong>Assessment Chart</strong></td>
<td>Teacher’s Guide, page 139</td>
</tr>
<tr>
<td><strong>Part 4</strong></td>
<td>Write a poem or a paragraph about a season. (Student’s Book, page 159)</td>
</tr>
<tr>
<td><strong>Assessment Chart</strong></td>
<td>Teacher’s Guide, page 139</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domains and Benchmarks</th>
<th>Access to Information</th>
<th>Social Interaction</th>
<th>Appreciation of Language, Literature and Culture</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td>Identify the features of different text types (ads) and use this knowledge as needed</td>
<td>Express and elaborate on personal opinions</td>
<td>Engage in a conversation (debate) on a topic of interest</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td>Draw inferences in order to identify the point of view and to distinguish fact from opinion (in the ad)</td>
<td>Identify the features of different text types (ads) and use this knowledge as needed</td>
<td>Express and elaborate on personal opinions</td>
<td></td>
</tr>
<tr>
<td><strong>Part 3</strong></td>
<td>Understand the general meaning, main ideas and supporting details in a text and use this knowledge as needed</td>
<td>Interact in a group to make decisions (what the display will be about and how best to display the subject)</td>
<td>Summarize and present information from a limited range of sources</td>
<td></td>
</tr>
<tr>
<td><strong>Part 4</strong></td>
<td>Extract and integrate relevant information from a limited number of sources for a specific purpose</td>
<td>Use information tools, such as the Internet</td>
<td>Express a personal reaction to the content of something read or heard</td>
<td></td>
</tr>
</tbody>
</table>

Express ideas and opinions about general topics using main and supporting ideas
Organize and present information in writing (describing a personal or imaginary adventure)
Go over the title of the unit and the parts of the unit with the class as a preview of what they will be reading. Point out that you can see from the names of the parts that the wind has many “faces”—we can enjoy it, use it, or suffer from its destructive forces.

A The opening activity presents the students with a variety of pictures. They describe what they see and decide how all of them are connected to the wind.

ANSWERS
1. They all use the wind or show the power or the force of the wind.
   a. flower seeds  f. hot air balloons
   b. wind turbines  g. trees (blowing)
   c. wind instruments h. waves
   d. tornado      i. hurricane
   e. wind chimes  j. kite

B 1 This exercise introduces idioms connected to the wind. Go over the definition of idioms with the class, reminding them that idioms are expressions that can’t be translated word for word into their language. Idioms are commonly used and fun to learn.

The students match sentences with idioms to sentences with a similar meanings. The students should use the context of the sentences to help them understand the meaning of the idioms in bold.
ANSWERS
1. b. really shocked me
2. e. something that doesn’t last for a long time
3. c. heard about it for the first time
4. d. had more energy after feeling very tired
5. a. What a nice surprise!

This exercise focuses on language awareness, asking the students to think of idioms in their own language/s connected to the wind.

POSSIBLE ANSWERS
- Tail wind (back wind) רוח בקעת
- Uplifting (uplifting wind or spirit) הרוחות והרוחה

Have the students make sentences, orally or in writing, that use the idioms they learned and share them with the class.

PAGE 136
PART 1
Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit.

Reading

A
In this exercise, the students discuss birthday presents – what they think constitutes a “good” present and why. Encourage them to discuss what they would give their best friend and the reason for their choice.

B
This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the blog that the students are going to read.

1 Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 186, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 187, where they look up the new words in the Glossary and write their meanings.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

Suggestion: Point out to the students that the word dream can be both a noun and a verb. In addition, point out that there are two similar words: land (v) and landing (n). Look them up in the Glossary together with the class and ask them to explain how they are the same and how they differ. Then point out or elicit that there are two other similar nouns – photograph and photography – and ask the students to look them up and find out how they differ.

Ask the students to find words that can describe a surprise present.

POSSIBLE ANSWERS
come true, dream, feeling, present, thanks to, thrilling
C The students read the blog and find out how Tom’s dream came true.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

ANSWER
He went for a ride in a hot air balloon.

D In this exercise, the students answer reading comprehension questions to demonstrate understanding of the events and feelings described in the blog.

ANSWERS
1. at 4:00 am
2. Grandma / Tom’s grandmother
3. at the meeting point in the Negev
4. Two of the following:
   It was her birthday gift to him. / She also wanted to go up in a hot air balloon. / It was also her dream. / She is doing something she dreamed about.
5. b. the history of the first balloon flight
c. the safety procedures
e. what will happen on the flight
6. when he saw the sunrise
7. Three of the following: animals / trees / farms / houses / other buildings

E This exercise asks questions that require the students to use the higher-order thinking skill of inferring. Point out to the class that the answers do not appear in the text. Help them “read between the lines” in order to answer. Explain that there are many possible answers.

POSSIBLE ANSWERS
1. He wanted them to enjoy the flight. / He didn’t want them to be afraid when the balloon made noises or went high up in the air.
2. He needed them to do what he said. / He needed to make sure they didn’t fall out of the balloon. / It can be dangerous to go up in a balloon and there are rules to follow.

F This exercise focuses on understanding the text type of blogs. Now that the students have read the blog and enjoyed it, point out that blogs, while describing events, also include descriptions of how the writer felt.

1 This exercise highlights expressions from the blog that express how Tom and his family felt while going up in the hot air balloon. The students decide which of the expressions listed express feelings.

ANSWERS
1. I was surprised
2. We were all very excited
4. I couldn’t wait
5. I was a bit scared

2 In this exercise, the students use the higher-order thinking skill of inferring to answer the question about how Tom felt at the end of the flight. Remind them to base their answer on what he wrote, even though he doesn’t state his feelings explicitly.

ANSWER
He was sad / disappointed / wanted it to go on.
In this communicative exercise, the students discuss their personal response to the blog.

1. The students try to imagine what other things Tom and his family saw on the flight. Point out to the students that the answer does not appear in the blog— they have to use the higher order thinking skill of inferring to answer. Refer the students to the speech bubbles to use as models for their answers.

2. The students use their imaginations to talk about where they would like to go if they had the chance to go up in a balloon anywhere in the world. Encourage them to converse about why they made the choice and what they want to see.

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Word Power

The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

A

In this exercise, the student give examples to help them understand the meanings of the new words in color.

POSSIBLE ANSWERS

1. Sahara, Mojave, Negev, Sinai
2. in a car, on a train, on a bus, on a plane
3. the ocean, the sea, a lake, a river, a swimming pool
4. a birthday present, getting a good grade, going on a trip
5. clothes, a phone, a game, a book
6. London, Rome, Moscow, Eilat

B

This exercise focuses on how words collocate, or go together with other words in a sentence: what can be a direct object of the word, what nouns the word can describe, etc. Point out to the students that there are two correct answers for each question. Tell the students to write the answers in their notebooks.

ANSWERS

1. b. your friends; c. your grandparents
2. a. a flight; c. a bicycle
3. b. happiness; c. sadness
4. a. on a river; b. on the ocean
5. b. a wish; c. a dream

C

Adjectives ending in -ed and -ing are common in English, and a great source of confusion. The students learn the word thrilling in this section, so this is a good opportunity to review and consolidate other adjectives ending in -ed and -ing that they have learned. This exercise raises language awareness by pointing out adjectives that end in -ed or -ing. Point out that there are many pairs of adjectives that they have learned that can have both of these endings. The ending gives the adjective a different meaning.

Go over the example sentences and explain the difference in meaning:
Tom was excited. – The word excited describes Tom and how he felt.
The flight was exciting. – The word exciting describes the flight.

The students practice using these adjectives in sentences. They complete sentences with the help of pictures that illustrate the meanings of the adjectives.

ANSWERS

1. boring, bored
2. thrilled, thrilling
3. confusing, confused
Workbook  Refer the students to page 188 of the Workbook for additional practice of the new words and adjectives with -ed and -ing endings.

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Grammar  Present Progressive

This section focuses on a quick review of the Present Progressive and teaches two new uses of the tense. Go over the explanation with the class. Point out that they have learned the use of the Present Progressive to talk about things that are happening now. Ask the students to provide examples. They can talk about what they are doing at the moment:

We are sitting at our desks.
We are learning.
We are giving examples.

Then explain that the Present Progressive can be used in two other ways:
The first is to describe something that is happening over a long period of time. Go over the example. Ask: What other subjects are you studying this year? Have the students respond in a complete sentence: I am studying history, etc.

The other new use of the Present Progressive is to show future meaning. Go over the example.
You can practice using the Present Progressive with future meaning by asking the students: What are you doing tomorrow? Write the question on the board. Have different students respond, using the Present Progressive. For example: I’m having lunch with my friends. / I’m going shopping. / I’m doing homework. / I’m visiting my grandparents.

Point out the time expressions, explaining that they describe both the present and the future. Tell the students that spelling rules appear on page 162.

A  In this exercise, the students review the use of the Present Progressive to describe things that are happening at the moment. They look at a picture. Elicit that this is what you can see looking down from a hot air balloon.

ANSWERS
The man is playing with his dog.
The father is buying ice cream.
The boy is eating an ice cream.
The kid is riding his bike.
The (blind) lady is walking with her friend.
The boys are running.
The girls are playing soccer.

Suggestion: In pairs, the students play a game. One describes what the people or things in the picture are doing and the other has to identify it. Then they switch roles.

B 1 This exercise focuses on practicing the use of the Present Progressive. The students use the Present Progressive form of the verb to complete the questions.

ANSWERS
1. are you spending
2. is your friend studying
3. are you learning
4. is your brother getting
5. Is your family traveling

2 The students answer the questions in exercise B1 to help them understand the different uses of the tense. Accept all logical and grammatically correct answers.
Workbook Refer the students to page 191 of the Workbook for additional practice of the Present Progressive.

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WritingWrite a Paragraph

In this section, the students learn how to write a paragraph, beginning with a topic sentence.

Go over the explanation with the class. Point out that a paragraph is a group of sentences that are all about the same topic. A paragraph often begins with a topic sentence that tells what the topic of the paragraph is.

A This exercise presents a model paragraph about a past adventure. The students read the model and locate the topic sentence. Then they have to find the sentence that doesn’t belong. Elicit that this will be a sentence that is not on the topic – it doesn’t describe the raft trip.

ANSWERS
Topic sentence: Yesterday, my family and I went out in a raft on the Jordan River.
Doesn’t belong: I swim at the pool once a week.

B The students now practice writing topic sentences by completing possible topic sentences with their own opinions or past experiences.

C In this exercise, the students practice writing topic sentences with the help of pictures. They imagine they had the adventures in the pictures and write one sentence for each.

POSSIBLE ANSWERS
1. Last weekend, my family and I went to the beach.
2. I went skiing with my friends last week.

Workbook Refer the students to page 193 of the Workbook for additional practice in writing.

TASK Write a paragraph for a blog about an adventure. It can be real or imaginary.

Go over the guidelines with the students. They must first decide what adventure they are going to write about. It can be real or imaginary. Remind them that they must begin their paragraph with a topic sentence. Then they write the facts to describe what happened. Make sure that they also include opinions or feelings.

Remind the students that sentences begin with a capital letter and end with a period.

Less-advanced students: The students use Exercise A, page 141 as a model.
More-advanced students: The students use the blog on page 137 as a model.

Suggestion: The blogs can be presented on a class website. The students can be encouraged to write and ask questions or make (positive) comments about each other’s adventures.

To assess the writing task, use the photocopiable chart on page 138 of this Teacher’s Guide.

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PART 2

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit. Point out that this part of the unit is about the destructive force of the wind.
Reading

This exercise shows pictures of bridges all around the world. The students look at the pictures and read the captions to learn the names of the bridges and where they are located. They discuss the importance of bridges and why they have to be strong.

POSSIBLE ANSWERS
1. Why they are important:
   - because they connect two pieces of land
   - because they are the only way to get from one place to the other
   - because they provide the fastest way to get from one place to the other
2. Why they have to be strong:
   - because heavy cars and trucks drive across them
   - because they have to stand in all weather, rain or shine, especially in strong winds

This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the articles that the students are going to read.

1. Do you remember these words? These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 194, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don't know in the Glossary at the back of the Workbook.

2. NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 195, where they look up the new words in the Glossary and write their meanings.

   See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

   POSSIBLE ANSWERS
   - break, cause, destruction, force, injure, measure, movement, speed, strength, tornado, violent

In this exercise, the students learn the reading strategy of reading the first paragraph of an article to predict what the article is about. Explain or elicit the importance of this strategy: it enables the reader to get a good idea about the topic just by reading the opening paragraph. Point out to the students that this strategy requires the use of the higher-order thinking skill of predicting. The students apply this strategy to the articles by reading the first paragraph of each and explaining what each article is about.

ANSWERS
1. Article 1 is about the Tacoma Bridge and how it broke and fell into the water only four months after it opened.
2. Article 2 is about tornadoes and the destruction they cause.

The students read at least one article and answer the comprehension questions that follow. After the students read article 1 and answer the questions, you may wish to show them a video depicting this true story. The collapse of the Tacoma Bridge is documented in several amazing links online.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.
ANSWERS

**Galloping Gertie**
1. 1. The Tacoma Bridge opened.
2. The bridge broke / fell into the sea.
3. Engineers built a new bridge.
2. “Galloping Gertie” – because it galloped like a horse in the wind
   “Sturdy Gertie” – because it was strong
3. over 80 kilometers an hour

**Chasing Tornadoes**
1. a. 500  b. three  c. 100
2. in Bangladesh (in Southeast Asia) in 1989
3. c. in Tornado Alley
4. Any two of the following: They drive close to the tornado. / They take photographs. / They measure the strength of the wind.

In this communicative activity, make sure that the students sit in pairs so that at least one of them has read Article 2. The students compare the force of the wind in the two articles using the higher-order thinking skill of comparing and contrasting to decide which is more destructive and give reasons for their decisions.

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**Word Power**

The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

A

In this exercise, the focus is on the specific meaning of the new words by giving examples of how the words can be used. The students find two answers to each question.

**ANSWERS**
1. a tornado, a penguin
2. a tornado, a storm
3. a race, a sports event
4. tennis, skiing
5. dishes, a window
6. a zebra, a horse

B

The students match sentences to demonstrate understanding of the new words in context.

**ANSWERS**
1. c  2. e  3. a  4. d  5. b

Workbook

Refer the students to page 196 of the Workbook for additional practice of the new words.

**TASK** Read an ad and discuss the question: Do you think people should chase storms?

In this performance task, the students work in pairs. They read an ad for storm chasers and answer questions about it. Point out that they are using the higher-order thinking skill of inferring: the answers do not appear in the ad. The students talk and discuss why people should chase storms or not.

This task gives the students the opportunity to have a discussion on a subject of interest, based on a given stimulus. Go over the guidelines with the class. Point out that they will be having a discussion in pairs. Each student in the pair must take a different side: yes or no. They must give as many reasons as they can for their
side and explain them. Explain that in a discussion each person takes turns speaking while the other person listens quietly. First, make sure each pair of students reads and understands the ad. Make sure they understand the nature of an ad (to persuade), who it appeals to, and can distinguish between fact and opinion in the ad. (what is exaggerated?) Then have them list the reasons for their side of the argument in their notebooks.

For example the side that says “no”:
Reason: Storm chasing is dangerous.
Explanation: Rescue teams will have to come out and save them. This costs a lot of money. People will get hurt for no reason.

Then the students have the debate, taking turns and explaining their opinions.

Suggestions:
With less-advanced students, do the brainstorming together before the debate. List together on the board the reasons for and against storm chasing:

- I think storm chasing is ...
- It is dangerous / wonderful because ...
- Another reason for this is ...
- exciting, wonderful, terrible, dangerous
- get into trouble
- need people to come and rescue them
- tornadoes are very dangerous
- storms can kill you
- learn new things
- have great adventures
- see new places

To assess this activity, use the photocopiable chart on page 138 of this Teacher’s Guide.

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Part 3

Share the objectives with the students so that they know what skills they will learn and what they will be able to do as they progress through this part of the unit. This part focuses on the ways we use or capture the power of the wind.

Listening  Music in the Air

A
This exercise opens with a discussion of wind instruments: musical instruments that we play by blowing into them.

The students look at the pictures of the instruments and identify those that are wind instruments.

ANSWERS

2. dizi 7. tuba
3. flute 8. trombone
4. bagpipes 9. didgeridoo
5. saxophone 10. pan flute
6. clarinet 13. trumpet

B
This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the conversations that the students are going to hear.
1 Do you remember these words? These are words that the students have already learned know, some of which are from Band 1. Refer the students to the Workbook, page 199, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 NEW WORDS This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 200, where they look up the new words in the Glossary and write their meanings.

See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

POSSIBLE ANSWERS
flute, join together, length, musical, pipe, sound, squeeze, traditional

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The students listen to the conversations in the recording. While they listen, they tick the country they hear next to the appropriate instrument in the chart on page 201 of the Workbook. Have the students look at the pictures of these unusual instruments on page 147 so they get an idea of what they look like. Point out that they will hear one country twice.

See Suggestions for Teaching Listening in the Introduction to this Teacher’s Guide.

LISTENING SCRIPT

Narrator: One day as I was walking along London’s busy Oxford Street I saw several people playing strange wind instruments. I wanted to learn more about the instruments, so I stopped to talk to the people. This man is playing a long pipe. Excuse me, please, could you tell me what instrument you are playing?

Australian: Of course, mate, it’s a didgeridoo?

Narrator: A what??

Australian: A didgeridoo. It’s an Australian pipe. Native Australians have been playing it for over a thousand years.

Narrator: A thousand years? Wow! And is the pipe always that long?

Australian: A didgeridoo can be two meters long, like this one, or even longer. The longer it is, the lower its sound. Listen to the wonderful sound this one makes.

Narrator: Thank you for talking to me!

Australian: You’re welcome!

Narrator: The next person I came across was from China. He was blowing into an instrument made of bamboo, which looked like a flute. Hi! What you are playing? Is that a flute?

Chinese: No, its called a dizi.

Narrator: Can you tell me about it?

Chinese: Sure! It’s a traditional Chinese flute and people have been playing the dizi for about four thousand years.

Narrator: Four thousand years?

Chinese: Yes. And as you can see, it’s made of bamboo and is about a meter long. It has 11 holes and is a folk instrument.

Narrator: Is it difficult to play?
Chinese: It’s not very easy. It took me more than two years to learn to play and I’m still learning.
Narrator: Wow! Thank you for talking to me!
Chinese: You’re welcome.

Narrator: The next person I saw was blowing into a strange instrument. It had several pieces of bamboo, all of different lengths, and they were joined together. Good afternoon. Could you tell me what instrument you are playing?
Greek: Of course. It’s a pan flute, an Ancient Greek musical instrument.
Narrator: Why is it called “pan”?
Greek: Well, Pan was the Greek god of Nature. In old pictures of Pan, we see him playing this kind of flute. That’s how it got its name.
Narrator: How does it work?
Greek: Each pipe makes a different sound when you blow into it. My flute has eight pipes, but there could be between six and twelve pipes. Although it’s an ancient Greek instrument, it’s also common in Peru and Bolivia.
Narrator: And how old is it?
Greek: At least 2,000 years, and maybe more.
Narrator: It sounds amazing.
Greek: Thanks.

Narrator: The next person I saw was a young woman from Scotland. She was wearing a Scottish skirt called a kilt and she was playing the bagpipes. Here was a musical instrument I knew and liked. Still, I wanted to know more, so I stopped to listen and then spoke to her. Hello! Could you please tell me a little bit about the bagpipes that you are playing?
Scottish: Sure. As you can see, there’s a bag and pipes coming from it. You blow through this pipe, squeeze the bag, and the air comes out through the other three pipes.
Narrator: That sounds difficult!
Scottish: It’s not easy, that’s for sure!
Narrator: How old are the bagpipes?
Scottish: Bagpipes probably came here from Greece and Italy, almost two thousand years ago.
Narrator: Wow! And do they only play them in Scotland today?
Scottish: Not at all! Mine are from Scotland, but there are bagpipes from Ireland and many other places in the world.
Narrator: Are they the same everywhere?
Scottish: No. There are dozens of different bagpipes today, but they all have a bag for air and they all have pipes.
Narrator: I’ve learned a lot today. Thank you very much.
Scottish: You’re welcome.

ANSWERS
1. didgeridoo – Australia
2. dizi – China
3. pan flute – Peru, Greece, Bolivia
4. bagpipes – Greece, Scotland, Ireland, Italy
The students listen a second time and answer the questions on page 201 of the Workbook.

**ANSWERS**
1. c. more than a thousand years
2. two metres long
3. c. a traditional Chinese flute
4. b. bamboo
5. c. between 6 and 12
6. 2,000
7. No

To answer this question, the students use the higher-order thinking skill of inferring. Point out that the answer does not appear in the conversations they heard, but they can answer, based on what they learned.

Accept all logical answers.

1 In this communicative exercise, the students analyze the information they heard about the different instruments and using the higher-order thinking skill of comparing and contrasting, they explain what they have in common and how they are different.

**POSSIBLE ANSWERS**
In common – They are all wind instruments. / They are all old and traditional. / The pan flute and the bagpipe have pipes. / You blow into every instrument.
Different – They differ in the number of pipes. / The bagpipe has a bag. / They come from different countries.

2 The students decide which of these unusual instruments they would like to hear and give their reasons. Point out the phrases *I'd love to* and *Me too* in the speech bubbles.

Refer the students to page 202 of the Workbook for practice of the new words.

---

**Reading**

**A**
In this article, the students learn about green energy. Before they read draw their attention to the illustration. Elicit or explain that these letters and colors are used to show how “friendly” an electrical item (like a washing machine) is to the environment.

**B**
This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the blog that the students are going to read.

1 **Do you remember these words?** These are words that the students already know, some of which are from Band 1. Refer the students to the Workbook, page 204, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2 **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 205, where they look up the new words in the Glossary at the back of the Workbook and write their meanings.
See Suggestions for Introducing and Teaching Vocabulary in the Introduction to this Teacher’s Guide.

Ask the students to find words that they can use to talk about green energy.

POSSIBLE ANSWERS
energy, environment, friendly, power, produce, provide, technology, windmill

This exercise teaches the students about the text type of timelines – what they are and how to read them. Because timelines list information by dates, the reader can scan for information. Elicit that you can also scan by looking for capital letters at the beginning of names of people, countries, cities, etc.

The students scan the timeline to answer the questions. You can ask them how they found the answer. For example, what dates or names could they find quickly in the timeline.

ANSWERS
1. In China, people used simple windmills (with sails to pump water).
2. 1000s
3. 1100s (the eleven hundreds)
4. the first wind turbine in America

PAGES 150-151

Before the students read the timeline, go over how to read the dates with the class. For example eighteen eighty seven, not one thousand eight hundred and eighty seven. Discuss the meanings of B.C.E. and C.E. Also point out how to read the centuries: the ten hundreds, the eleven hundreds, the twelve hundreds.

The students now read the timeline. The question highlights an important feature of a timeline: what time span it represents.

See Suggestions for Teaching Reading in the Introduction to this Teacher’s Guide.

ANSWER
It begins in 5,000 B.C.E. and ends with Today.

BACKGROUND INFORMATION

The difference between windmills and wind turbines is only in how the energy they harness is used. Windmills were originally designed to grind grain and pump water. Wind turbines generate electricity.

PAGE 152

The students answer at least three questions about specific details in the timeline. Ask the students how they will know where to find the answer to each question. Elicit that they will look for the word that begins with a capital letter, that is, the name of the country or nation. For example, in question 1, they will look for the word Egypt.

ANSWERS
1. It moved their boats.
2. give power to the pipes of an organ to create music
3. the sails (which turned a huge stone wheel) that turned wheat into flour
4. c. drying land around the river
5. 1800s
6. James Blyth
7. to create large amounts of electricity
This question reflects a global understanding of wind or green energy and its relevance to today. Point out that the answer does not appear in the text. The students must use the higher-order thinking skill of inferring to answer.

**POSSIBLE ANSWERS**

Green energy is not new. / People have been using wind energy for a very long time.

In this activity, the students use the higher-order thinking skill of making connections. Explain that when you make connections, you use information that you know to help you understand new information. You use this thinking skill to find the link between what you read with something you already know.

In this communicative exercise, the students discuss issues related to green energy. They make connections between what they know and the new information they read. In addition, encourage the students to make connections by using what they have learned in other subjects. Point out the speech bubbles and encourage the students to use them as a model for their answers.

**Suggestion:** With *less-advanced students*, brainstorm the issues and write words or expressions on the board that will help the students discuss this topic in English.

**Word Power**

The aim of these activities is to reinforce the students’ understanding of the new words and offer them practice in a variety of contexts.

The students recognize the correct new word to complete the sentences, paying attention to the context. In order to select the correct word, they must understand the meaning of both choices.

**ANSWERS**

1. flour  
2. environment  
3. electricity  
4. windmill  
5. discovered

**Suggestion:** More-advanced students write sentences with the words that were not used to complete the sentences: *pipes, instrument, stone, wheel* and *provided*.

In this exercise, the students use the higher-order thinking skill of making connections to describe the house and explain the use of green energy. They write at least three sentences using one or more of the given new words in each sentence.

**Suggestion:** With *less-advanced students*, have them first describe the picture orally to practice.

**POSSIBLE ANSWERS**

These houses use green energy. / These houses get their energy from the sun and wind. / They are good for the environment. / The houses use new (the latest) technology. / The sun and wind provide energy (electricity) for these houses. / The power of the sun and wind create electricity for these houses. / The people in these houses use green energy.

**C**

Word families is a critical concept in English as well as in Hebrew and Arabic. It is an excellent focus to consolidate new words they have learned during the year by showing how they belong to the same word family.

Go over the explanation and the examples with the class.
1. To help raise their language awareness, the students translate the words into their language to see if they are from the same root.

**ANSWERS**

<table>
<thead>
<tr>
<th>English</th>
<th>Hebrew</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>surprise</td>
<td>מבטיחה / מתפתחת</td>
<td>مفاجأة</td>
</tr>
<tr>
<td>surprised</td>
<td>מפתיע / מתפתע</td>
<td>مفاجئ</td>
</tr>
<tr>
<td>surprising</td>
<td>מפתיע / מתפתחת</td>
<td>مفاجئ</td>
</tr>
<tr>
<td>safe</td>
<td>בטוח / אמין</td>
<td>أمان</td>
</tr>
<tr>
<td>safely</td>
<td>על نحو אמין</td>
<td>نجاح</td>
</tr>
<tr>
<td>safety</td>
<td>בטוחה / בטוח</td>
<td>أمان</td>
</tr>
<tr>
<td>high</td>
<td>עלי / גובה</td>
<td>גובה</td>
</tr>
<tr>
<td>height</td>
<td>גובה / ארגע, על</td>
<td>فوق</td>
</tr>
<tr>
<td>sail</td>
<td>לבריאות, בים</td>
<td>ירח</td>
</tr>
<tr>
<td>sailor</td>
<td>בحار / בים</td>
<td>ירח</td>
</tr>
<tr>
<td>worry</td>
<td>תסכול, ליוות מרדא</td>
<td>תסכול</td>
</tr>
<tr>
<td>worried</td>
<td>מרדא / תסכול</td>
<td>מרדא</td>
</tr>
<tr>
<td>long</td>
<td>ארוך / طويل</td>
<td>طويل</td>
</tr>
<tr>
<td>length</td>
<td>ארוך / طويل</td>
<td>طويل</td>
</tr>
</tbody>
</table>

2. Students need to choose the correct word from a word family to show their understanding of the vocabulary.

**ANSWERS**

1. height 4. safe
2. surprised 5. strength
3. worried 6. long

**Sky High Challenge** For more-advanced students, have them find words in the same word family as the words listed. Elicit that they can use the Glossary to help them or to check their answers.

**ANSWERS**

- teach - teacher
- comedian - comedy
- begin – beginner, beginning
- excitement - excited, exciting, excite

> Workbook  Refer students to page 206 in the Workbook for additional practice of the new words and word families.

**D** Spell It! The spelling focus in this unit is the confusing issue of double letters in English, as in the new words common, windmill and disappear.

Read the explanation with the class. Many spelling problems arise because some words have double letters in them. Students may get confused and double the wrong letter, or forget to double the correct letter. The students find the double letter in each word.

Point out to the students that the rules are translated into Hebrew and Arabic in the spelling rules on page 167.

See Suggestions for Teaching Spelling in the Introduction to this Teacher’s Guide.

**Suggestion:** Have a dictation with these words. The students study the words in readiness for dictation – they must write the word and its meaning.
Grammar  Review of Tenses

This section consolidates and reviews the uses and forms of the tenses that the students have learned: Present Simple, Present Progressive, Past Simple and Future with will and be going to.

Go over the explanations with the class. Draw their attention to the examples for each tense.

Suggestions:

• Have the students close their books. Call different students to come to the board in turns to write one of the example sentences on the board. After each sentence, ask the students to decide which tense the sentence is in and explain why.

• Write an example sentence on the board. Have the students follow your instructions, for example:
  
  **Write this sentence in the negative.**
  **Change the subject of the sentence to “My family and I”.**
  **Change the verb to “arrive”**.
  **Add a time expression to the sentence.**
  **Use the time expression “today” and change the verb as necessary.**

1. This exercise reviews the tenses by way of a quiz that covers facts the students have learned in *Sky High* throughout the year. In order to practice using all of the tenses, the students should complete the quiz with the correct form of the verbs in brackets.

**ANSWERS**

1. will get  
2. live  
3. has  
4. will … be  
5. wrote  
6. reached  
7. is raining  
8. are going  
9. fell, melted, tried, drowned  
10. gave

2. Students work alone or in pairs to decide if the sentences are true or false. Encourage them to go back in the book to find or check their answers.

**ANSWERS**

1. True  
2. False – Penguins live in the Antarctic.  
3. True  
4. False – We can sometimes see a rainbow (when it’s raining and sunny at the same time).  
5. True  
6. False – The Vikings reached North America before Columbus.  
7. False – He is sad because it isn’t raining.  
8. True  
10. False – He didn’t give the puppy away (although he took it to the pound, he brought it home again).

**Suggestion:** Have the students work in teams (pairs or groups) to write more questions for a trivia quiz about *Sky High*. Remind them to put the verb in its base form in brackets for the other teams to put into the correct tense. They can then test the class or, alternatively, swap quizzes with other teams.

Have each team write an answer key on a separate piece of paper so their friends can check their answers.

**Workbook** Refer students to page 209 of the Workbook for additional practice of the tenses.
**TASK** Prepare a display for a class exhibit named “Wind and Weather”.

Go over the guidelines with the students. Explain that they must first decide what their display will be about. Then they find out about their choice, answering the questions listed. After they gather information, they can decide what their display will include and who is preparing each aspect of the display.

The exhibit can include anything related to the wind and weather.

For the wind: wind sports, wind instruments, devices that use the wind, a display about the destructive power of the wind, etc.

For the weather: devices that predict the weather, sundials, uses of green energy, etc.

Each student prepares a display. Explain that the display can exhibit real items or videos, posters and/or pictures of items. Each display is accompanied by a written explanation. As students visit the exhibit, other students must be prepared to talk about their displays.

Each group must present a written explanation for their display for the exhibit. In addition, they must all be prepared to talk about their display at the exhibit, while students visit their stand.

**Less-advanced students:** The students can choose a device, like a sundial, and either bring one in or bring in illustrations. The students can work in pairs and create a poster for the exhibit. They can create posters about what to do or not do to prepare for a tornado or a hurricane.

**More-advanced students:** The students can create a timeline showing the history and development of a specific kind of energy or form of transportation. They can find out about tornadoes, hurricanes or tsunamis and make a display with an explanation.

**Suggestion:** The exhibit can be open for other classes to visit.

To assess this task, use the photocopiable chart on page 139 of this Teacher’s Guide.

**PAGE 156**

**Part 4**

In this, the last part of the book, the students read three poems: *Bed in Summer* by R.L. Stevenson; *Summer Vacation* (author unknown) and *Dear Summer* by Kenn Nesbitt.

**BACKGROUND INFORMATION**

**Robert Louis Stevenson** was born in 1850 in Scotland. He is the author of the famous books, *Treasure Island, Kidnapped* and *The Strange Case of Dr. Jekyll and Mr. Hyde*.

He was also a poet. His most famous collection of poems for children is *A Child’s Garden of Verses* (1885).

**Kenn Nesbitt** is an American children’s poet. His poems appear in numerous anthologies and on his friendly colorful website. He writes about many different subjects, using humor and ending on a realistic note.

**A** This exercise is a pre-reading activity to introduce the topic of summer vacation. The students list at least five thing that readily come to mind when they think of “summer vacation”. They can use the visual stimulus or anything they can think of.

**2** The students sit in pairs and compare their lists to see how many of their items are the same.

**B** This section prepares the students of all levels for the reading texts by recycling known vocabulary and presenting the new words. The words in these lists appear in the poems that the students are going to read.
1. **Do you remember these words?** These are words that the students have already learned, some of which are from Band 1. Refer the students to the Workbook, page 211, for a quick revision exercise, where they match these words to their meanings. Guide the students to look up the words that they don’t know in the Glossary at the back of the Workbook.

2. **NEW WORDS** This section introduces the new words and expressions from the texts that the students are going to read. Read out the words and expressions so that the students hear how they are pronounced. Ask the students which words they are already familiar with. Have the students go to the Workbook, page 212, where they look up the new words in the Glossary and write their meanings.

   Please note that we teach *swim suit* as two words because that is how Kenn Nesbitt writes it in his poem. It is also acceptable to write *swimsuit* as one word.

   See *Suggestions for Introducing and Teaching Vocabulary* in the Introduction to this Teacher’s Guide.

   **Suggestion:** Ask the students to look at the two lists of words (remember and new) and guess what the poems have to say about summer vacation.

   **POSSIBLE ANSWERS**
   
   awake, dress, shorts, summertime, swim suit

**PAGES 157-158**

*The students read the poems. Have them discuss which one they like best and why.*

Accept all reasonable answers.

**PAGE 159**

*In this exercise, the students answer questions to make sure they understand the poems.*

**ANSWERS**

1. “dress by yellow candlelight”
2. a. warmer water
   b. colder drinks
   c. louder music
3. Dear Summer

*Workbook* Refer students to page 213 in the Workbook for practice of the new words.

**E**

These questions require a deeper understanding of the poems.

Question 1 requires the use of the higher-order thinking skill of inferring. Point out to the students that they have to “read between the lines” to answer.

Question 2 directs the students’ attention to the different perspectives of the poems. Remind them that they learned about distinguishing point of view in the story *Waiting for the Rain*. Elicit that the characters had very different points of view. Point out that these poems reflect different points of view as well.

In Question 3, the students focus on which poems compare summer and winter. Remind them to use the higher-order thinking skill of comparing and contrasting to answer this question.
ANSWERS
1. We stay up all night. / The nights are long because we don’t go to bed early.
2. a. Bed in Summer
   b. Summer Vacation, Dear Summer
3. Bed in Summer – The poem begins: “In winter... In summer...”
   Summer Vacation – The poem uses the comparative forms of the adjectives again and again: lighter,
   darker, warmer, colder, louder, longer, better. We understand that this is in comparison to the winter.

In this communicative exercise, the students discuss the poems and share a personal perspective.
Remind the students that before they read the poems, they listed their own ideas of summer vacation.
Now they use the higher-order thinking skill of integrating to discuss which poem came closest to their
own ideas and explain why. Point out that they can begin their discussion by using the speech bubbles
to help them. Accept all logical responses.

TASK Write a poem or a paragraph about a season.
In this task, the students create a poem or a paragraph of their own about a season. They can describe the
season and express their feelings, whether positive, negative or mixed.
Go over the guidelines with the class. Point out that they should go back over the texts and stories they have
read in Sky High to decide what they want to write their poem or paragraph about. Before writing they should
think about why they chose that season or kind of weather: they love it, they hate it, it makes them happy or
sad, it scares them, etc.
If writing a poem, the students can look at the poems on page 34 and the poems they just read and they can
use them as models.
Explain that they can add illustrations to their poem or paragraph and read it aloud or record it to play for the
class.
Less-advanced students can use one of the poems as a model and substitute their season or kind of weather.
More-advanced students can write a song or a story.
Suggestion: Have a competition for the best book cover for a book of poems about the weather. Create a real
or digital class book.
To assess the task, use the photocopiable chart on page 139 of this Teacher’s Guide.

Test for Literature
A photocopiable test for the poems appear on page 130 of this Teacher’s Guide. This test will provide
evidence of the students’ understanding of the material they have studied. Therefore it should be done in
class and graded. Please allow the students to have their books open while doing the test.

ANSWERS
1. b
2. b, d
3. play
4. a
5. Hair gets lighter, Skin gets darker
6. Any three of the following: water / drinks / music / nights / life
7. a. ii
   b. it starts with the words, “Dear Summer”
8. Any three of the following: go outside to play / wear shorts / play summertime sports / do nothing / go
   swimming / go to the beach or park / go for a hike / ride a bike / stay awake after dark
9. a. that the summer is great / that summer is fun / that we love the summer / all the great things about the summer
   b. They don’t give the same examples. / They don’t list all the same things. / They give different reasons that we love the summer. / One is about the things that get better, the other is about the great things we do.
10. Accept all relevant answers. The student lists two reasons or activities from the poems and writes a sentence for each, explaining why he or she agrees.

PAGES 160-161

Word Review

This section reviews the new words from each part of the unit by teaching and practicing a variety of skills designed to help students remember the new words.

Part 1

Read the explanation with the students, pointing out that when you write sentences with new words, you remember their meaning better. When you use more than one word in a sentence, it’s almost like a puzzle and becomes more of a challenge to yourself.

1. The students are given three new words and write a sentence that includes all of them, in any order.
   
   POSSIBLE ANSWERS
   The pilot landed his plane in the desert.  
   It is hard for a pilot to land in the desert. 
   When a pilot lands in the desert, he must be careful. 
   Why did the pilot land in the desert?

2. The students make sentences with given sets of word. Point out that they can use the second word first. They can also change the word to a different tense (dreamed) or to the plural (presents).

   After writing sentences in their notebooks, they compare them with a partner.

   POSSIBLE ANSWERS
   1. Sam dreams of getting a good present for his birthday. 
   2. I don’t feel safe at this height. 
   3. We sailed slowly so we could enjoy the scenery. 
   4. Our flight was quite thrilling. 
   5. The pilot introduced himself to the passengers.

Part 2

Read the explanation with the students, which reminds them that they learned that some words can be both verbs and nouns without any change in spelling or form. The trick to remember is that when you learn words like these, you actually learn two meanings and uses at once.

1. The students read sentences that demonstrate the two uses and meanings of the same word, once as a verb and once as a noun. Explain that they can find the word force listed twice in the Glossary and its meanings as a verb and as a noun.

   ANSWER
   force (n)  
   قوة / لَجَهْرَة
   force (v)  
   يُجْبِر / يُجْهِر
The students work in pairs to write three sets of questions and answers that demonstrate the meaning of each word, once as a verb and once as a noun. Remind them that the meanings are listed in the Glossary. Do at least the first set of words together:

Did you hear the **forecast**? (noun)
Yes, they **forecast** rain. (verb)

**POSSIBLE ANSWERS**
Did your dog **chase** the cat? Yes, the **chase** was short.
Does she **design** houses? Yes, the **designs** are beautiful.
What **speed** are they traveling? About 100 kilometers an hour. Their **speed** is too fast.
Who **caused** the accident? The man in the red car. The **cause** was that he fell asleep.
What did she **break**? Can you fix the **break**?
The **bridge** is very strong. They need to **bridge** the gap between the weak and the strong students.

**Part 3**
Read the explanation with the class. Elicit why puzzles help you remember how a word is spelled and what it means.

1. The students start thinking about how to write a crossword puzzle by deciding on a clue for the word **simple**. Discuss the kinds of clues you can use for a puzzle. For example: translation or definition or sentences with fill-in (the target word is the missing word) or the letters in the word scrambled.

2. In pairs, the students compose a crossword puzzle or a wordsearch for six to eight words. They should include clues. Explain that they can use any of the kinds of clues discussed.

   **Suggestion:** The students swap their puzzles with another pair to solve.

**Part 4**
Read the explanation, which reviews the definition of compound words. Point out that being aware that there are compound words can help you figure out the meaning or a new word.

1. In these exercises, new words have been used to create new compound words. The students guess the meaning of the new words based on their knowledge.

   **ANSWERS**
   - **dresscode** / كُدِّ لِبْسٍ, قَانُونٌ الْمَلَابُس
   - **nightlight** / مَصْبَحٌ لَيْلِي

2. The students work in pairs to guess the meanings of new compound words that contain words they have learned. Have them check their answers in the Glossary.

**Workbook** Refer the students to the Workbook for Word Review, page 214; Unit Review, page 215; Cumulative Review, page 219; Read More, page 220.

**Suggestions for Further Reading:**
- *Cathy’s Dreams* by Julie Hart, Eric Cohen Books, Level 2
- *The Wind in the Willows* by Kenneth Grahame, Penguin Readers, Level 2
- *Double Cross* by Philip Prowse, Cambridge University Press, Lower-Intermediate
- *Extreme Sports* by Michael Dean, Penguin Readers, Level 2
- *The Mysterious Island* by Jules Verne, Pearson English Readers, Level 2
Unit 1 – Poems

It’s Hot

1. What problem does the person have?
   a. He can’t drink lemonade.
   b. He can’t get cool.
   c. He wants to take off his shoes.

2. Why is his back sticky?
   a. Because of the heat and sweat.
   b. Because of the fan.
   c. Because of his shoes.

3. Why does he want to take off all his clothes?
   a. To help him eat ice cream.
   b. To help him take his skin off.
   c. To help him get cool.

4. Shel Silverstein, the man who wrote It’s Hot lived much of his life in Florida, where they have very hot summers. The temperature there in summer is often more than 30 degrees. How does this help you understand the poem?

5. How can you identify with (تتضامنون مع / להזדהות مع) the person in the poem It’s Hot?

Solution

Sentences 1-3 are false. Correct them!

1. The person went to work in the morning.

2. The wind said, “Take off your coat.”

3. The sun said, “Put on your coat.”

4. Which advice is better, in your opinion, that of the sun or the wind? Or do you think the poet had the best solution? Explain why.

Both Poems

1. Both poems have words that rhyme:
   Write a word that rhymes with each of the words below.
   a. run __________________
   b. stay __________________

2. Write ONE way the two poems are similar and ONE way they are different.
   Similar: __________________________
   Different: ________________________
Unit 2 – Daedalus and Icarus

1. This story took place in ____.
   a. Italy   b. ancient Greece   c. England
2. Daedalus was the ____ of Icarus.
   a. father   b. son   c. friend
3. The Minotaur was a ____.
   a. king   b. monster   c. prince
4. The king asked Daedalus to build a ____ for the Minotaur.
   a. beautiful home   b. special island   c. labyrinth (מאב / בתה)
5. King Minos put Daedalus and Icarus into prison because ____.
   a. they were evil   b. they might tell the Minotaur how to escape   c. they didn’t do what the king asked
6. Daedalus and Icarus made ____ to escape.
   a. wings   b. airplanes   c. birds
7. What happened to Icarus?

8. Why did this happen? (Complete the sentences.)
   a. The sun ____________________________
   b. Icarus didn’t listen ____________________________
9. Complete the sentences.
   a. Parents tell myths to their children in order to ____________________________
   b. This myth teaches us that ____________________________
10. Did you like the ending of the story? Explain why or why not.

   ____________________________________________
Unit 3 – Waiting for the Rain

1. Where does the story take place?
   a. in ancient Greece
   b. in India
   c. in England

2. Who is Velu?
   a. a poor farmer
   b. a rich inventor
   c. an old woman

3. The rain is important because it helps ________________________________.

4. Why did Velu go to the weather office?
   a. To find out when the sun would rise.
   b. To find out when the rain would come.
   c. To talk to an old woman.

5. The old woman tells Velu that the land ________________________________ and needs to rest.

6. How does the story end?
   a. It rains, and Velu is happy.
   b. Velu takes the old woman home.
   c. Velu goes home and waits for rain.

7. Which character might say each of the following sentences?
   Velu          the old woman          man in weather office
   a. “You must be patient. The rain will come when the land rests.” __________________
   b. “We do not know why there is no rain.” __________________
   c. “Without rain, my family will not have any rice to eat.” __________________

8. In Israel, we all learn that we must never waste (نبذّر / לבזבז) water because it is precious (غال / יקר).
   What is the connection between this information and the story?

9. Do you think this could be a true story? Explain why or why not.
Unit 4 – Stray

1. Why is the story called “Stray”?
   a. It’s about a girl called Stray.
   b. It’s about a stray puppy.
   c. It happened when there was stray snow.

2. Because there was a lot of snow … . Choose TWO correct answers.
   a. Doris’s school was closed.
   b. The puppy slept in the basement.
   c. Doris’s father was not at work.
   d. Someone abandoned the puppy.

3. Doris liked the puppy from the beginning. How do we know this?
   She ____________________________

4. How was the puppy “good”? Choose TWO correct answers.
   a. It didn’t have a name.
   b. It never cried at night.
   c. It played in the snow.
   d. It wasn’t much trouble.

5. Complete the sentence.
   The story ends in a happy way for Doris because her father ____________________________

6. Number the sentences in their correct order.
   ___ a. Mr. Lacey took the puppy to the dog pound.
   ___ b. Doris asked her parents to let her keep the puppy.
   ___ c. Doris put the puppy in the basement.
   ___ d. Mr. Lacey brought the puppy back home.
   ___ e. Doris saw the puppy on the road.

7. Now write the sentences in their correct order, using words like First, Then, Next, After that, In the end.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. Doris didn’t give the puppy a name in the story. What name would you give it? Give it a name that
   suits (ما أنسب) the puppy and the story. Explain why you chose that name.
Unit 5 – Poems

Bed in Summer
1. In what season does the person in the poem have to go to bed when it’s still light outside?  
a. in the winter  
b. in the summer  
c. in the spring
2. What TWO things are happening when the person is going to bed?  
a. people are singing  
b. adults are walking around  
c. all the animals are asleep  
d. the birds are awake  
e. people are lighting candles
3. What does the person say he would like to do instead of going to bed?  
4. The poem is written from the point of view of  
a. a child  
b. an adult  
c. a teacher

Summer Vacation
5. Two lines in the poem tell us how the sun affects our bodies. Write the words.

6. What other things get better in the summer, according to the poem? Name THREE.

Dear Summer
7. a. The poem is written like  
   i. a song  
   ii. a letter  
   iii. a story
   b. Complete the sentence.  
   We know this because

8. Name three examples of things that people do in the summer, according to the poem.

9. Compare the poems Summer Vacation and Dear Summer by answering the questions.  
a. What do both poems show about the summer?  
b. How are they different?

10. Choose two things that you agree with in any of the poems. For each, write a sentence about why you agree.
### From Page 17

Create a weather forecast for one week.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student wrote down the weather for one week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student predicted the weather for the next week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student made a calendar or “app” to show the weather.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student used new words from Part 1 of the unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student presented his / her calendar or “app” to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### From Page 26

Write a description of the weather where you live and what you like to do.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student chose a month.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student wrote about what he/she likes to do in that month.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student used new words from Part 2 of the unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student used the Present Simple.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student wrote at least five sentences (40-50 words).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The student started each sentence with a capital letter and ended it with a period.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Page 32
Decide which place you want to visit and explain why.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Level of performance*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The student answered all the questions clearly.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Fluency</td>
<td>The students could understand each other.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>The student used words and phrases correctly.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Grammar</td>
<td>The student used the Present Simple correctly.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

*4 = greatly    3 = very much   2 = to some extent   1 = hardly at all

From Page 35
Create a cartoon OR write a story.

<table>
<thead>
<tr>
<th>Assessment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for assessment</td>
</tr>
<tr>
<td>1. The drawing or story shows the student understood the poem.</td>
</tr>
<tr>
<td>2. The drawing or story includes details from the poem.</td>
</tr>
<tr>
<td>3. A drawing: The student wrote a caption that goes with the drawing.</td>
</tr>
<tr>
<td>A story: The student wrote complete sentences in the story.</td>
</tr>
</tbody>
</table>

2 Spotlight

From Page 50
Write a description of yourself.

<table>
<thead>
<tr>
<th>Assessment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for assessment</td>
</tr>
<tr>
<td>1. The student described himself / herself, using adjectives correctly.</td>
</tr>
<tr>
<td>2. The student used New Words.</td>
</tr>
<tr>
<td>3. Optional: The student can use the future with will.</td>
</tr>
<tr>
<td>4. The student wrote at least five sentences (40-50 words).</td>
</tr>
<tr>
<td>5. The student started each sentence with a capital letter and ended it with a period.</td>
</tr>
</tbody>
</table>
From Page 57
Decide which festival you are going to go to and discuss your plans.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Level of performance*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The student decided which festival to go to and explained why. The student answered all the questions for making plans clearly.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Fluency</td>
<td>The students could understand each other.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>The students used new words correctly. The words were appropriate and conveyed meaning clearly.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Grammar</td>
<td>The student used the Future with <em>be going to</em> correctly.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

*4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

From Page 62
Create a fact file for a country of your choice.

| Assessment Points |
|-------------------|-----------------|-----------------|
| Criteria for assessment | Points Possible | Student | Teacher |
| 1. The student decided which country to write about. | | | |
| 2. The student used sources and found at least five facts about the country. | | | |
| 3. The student made a fact file about the country by answering the questions. | | | |
| 4. The student added pictures, maps, flags and photos. | | | |
| 5. The student presented the fact file to the class, either as a poster or an online poster. | | | |

From Page 67
Create a graphic version of the story OR find out information about Crete and Icaria.

| Assessment Points |
|-------------------|-----------------|-----------------|
| Criteria for assessment | Points Possible | Student | Teacher |
| 1. The student showed understanding of the events in the story. | | | |
| 2. The student illustrated the story and included narrative and dialogue. | | | |
| 1. The student showed understanding of the message of the myth. | | | |
| 2. The student showed the importance of the myth in history and geography. | | | |
From Page 80
Tell a true story about something unusual that happened to you or someone you know.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>level of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The student told a story about an unusual event in the past. The student included details: when, where, what and why. The student made it clear why this story is unusual. The student explained how or why this event happened, showing cause and effect.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Fluency</td>
<td>The students understood each other.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>The students used new words correctly.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Grammar</td>
<td>The student used the Past Simple (positive) accurately.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Optional</td>
<td>The student used visual aids or music to make the story more interesting.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

*4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

From Page 89
Write your opinion about the best way to spend a vacation. Give reasons or examples.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student wrote his/her opinion using expressions, such as <em>I think.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student explained his / her opinion using the words <em>so</em> and <em>because.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student used modals to explain what he / she can or doesn’t have to do on his / her holiday.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student used new words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student wrote at least five sentences (40-50 words).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The student started each sentence with a capital letter and ended it with a period.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Page 94
Find out about the meaning of rainbows in another culture and present the information to the class.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Assessment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student used at least two sources, to find out about the meaning of rainbows in another culture.</td>
<td>Points Possible</td>
</tr>
<tr>
<td>2. Optional: The student worked together with another student to find and present the information.</td>
<td></td>
</tr>
<tr>
<td>3. The student wrote several sentences to explain the facts, using new words.</td>
<td></td>
</tr>
<tr>
<td>4. The student added pictures.</td>
<td></td>
</tr>
<tr>
<td>5. The student presented the information to the class.</td>
<td></td>
</tr>
</tbody>
</table>

From Page 101
Write a thank you note from the perspective of Velu, one of the characters.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Assessment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student showed understanding of events in the story.</td>
<td>Points Possible</td>
</tr>
<tr>
<td>2. The student wrote the note from the perspective of the character.</td>
<td></td>
</tr>
<tr>
<td>3. The student showed understanding of how the character changed.</td>
<td></td>
</tr>
<tr>
<td>4. The student gave specific examples of how the old woman helped the character.</td>
<td></td>
</tr>
<tr>
<td>5. The student explained how the character feels now.</td>
<td></td>
</tr>
</tbody>
</table>
### From Page 114

Write a description about a visit to a winter park or any sports event.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student described what happened, including the details: who, where, when, what, how and why.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student use the connectors <em>and, but and because</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The students used the connectors of sequence <em>first, then and in the end</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student used adverbs and new words correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student wrote at least five sentences (40-50 words).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The student started each sentence with a capital letter and ended it with a period.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### From Page 119

Create a trivia quiz about an animal.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students chose an animal and worked together to find out information about it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The students worked together to write at least five questions for a trivia quiz.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The students gave choices for each answer in the quiz.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The students presented the quiz to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The students gave correct answers to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Page 124
Role play a conversation about a snowstorm.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Level of performance*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The students decided who they wanted to be and explained why. The students asked and answered at least four questions.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Fluency</td>
<td>The students were able to understand each other</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>The students used new words correctly.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Grammar</td>
<td>The students used the Past Simple.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

From Page 131
Create a dialogue for the story and act it out in class.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students worked together to create a new dialogue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The dialogue shows understanding of events in the story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The dialogue shows the perspective of each character.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The students presented the dialogue to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Optional: The students recorded or filmed their dialogue and presented it to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Page 141
Write a paragraph for a blog about an adventure.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students described a real or imaginary adventure in the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student began the paragraph with a topic sentence that stated what the paragraph is about.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student described the facts, such as what happened, where, when and who was there</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student gave opinions and/or described his or her feelings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student used new words correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The student wrote at least 40-50 words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The student started each sentence with a capital letter and ended it with a period.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Page 146
Read the ad and discuss the question: Do you think people should chase storms?

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students read the ad and answered the questions about it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Each student took a side, yes or no, and wrote at least two reasons to support it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student gave his/her reasons, taking turns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student listened carefully while his or her partner spoke.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Page 155
Prepare a display for a class exhibit named “Wind and Weather”.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students worked in pairs or groups. Each took part in a discussion to decide what the group display will be about.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Each student found out information for their display and answered the questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The students worked together to create a display for the exhibit: videos, posters, and / or pictures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Each student wrote a description about the display.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Each student talked about their group’s display at the exhibit.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Page 159
Write a poem or a paragraph about a season.

<table>
<thead>
<tr>
<th>Criteria for assessment</th>
<th>Points Possible</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student wrote a poem or a paragraph about a season.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The poem or paragraph showed understanding of text/s read throughout the year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The poem or paragraph described the weather and / or expressed feelings about it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Optional: The student illustrated the poem or paragraph.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The students read the poem or paragraph to the class or recorded it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band II (Intermediate Level)</td>
<td>Words taught in <em>Sky High</em></td>
<td>Band II (Intermediate Level)</td>
<td>Words taught in <em>Sky High</em></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>ability</td>
<td></td>
<td>any time</td>
<td></td>
</tr>
<tr>
<td>able</td>
<td>✓</td>
<td>anywhere / any place</td>
<td></td>
</tr>
<tr>
<td>absent</td>
<td></td>
<td>apart from</td>
<td></td>
</tr>
<tr>
<td>absolutely</td>
<td></td>
<td>apartment</td>
<td></td>
</tr>
<tr>
<td>accept</td>
<td></td>
<td>apologizing</td>
<td></td>
</tr>
<tr>
<td>by accident</td>
<td>✓</td>
<td>appearance</td>
<td></td>
</tr>
<tr>
<td>according to</td>
<td>✓</td>
<td>apply to</td>
<td></td>
</tr>
<tr>
<td>account</td>
<td></td>
<td>Arab</td>
<td></td>
</tr>
<tr>
<td>take into account</td>
<td></td>
<td>area</td>
<td>✓</td>
</tr>
<tr>
<td>act (v)</td>
<td>✓</td>
<td>argue</td>
<td></td>
</tr>
<tr>
<td>active</td>
<td></td>
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</tr>
<tr>
<td>weather</td>
<td>✓</td>
</tr>
<tr>
<td>weight</td>
<td></td>
</tr>
<tr>
<td>west</td>
<td>✓</td>
</tr>
<tr>
<td>whatever</td>
<td>✓</td>
</tr>
<tr>
<td>which</td>
<td></td>
</tr>
<tr>
<td>on the whole</td>
<td></td>
</tr>
<tr>
<td>the whole</td>
<td></td>
</tr>
<tr>
<td>whose</td>
<td></td>
</tr>
<tr>
<td>wide</td>
<td>✓</td>
</tr>
<tr>
<td>wife</td>
<td></td>
</tr>
<tr>
<td>win (v)</td>
<td>✓</td>
</tr>
<tr>
<td>wind (n)</td>
<td>✓</td>
</tr>
<tr>
<td>within</td>
<td></td>
</tr>
<tr>
<td>wonder (v)</td>
<td>✓</td>
</tr>
<tr>
<td>wood</td>
<td></td>
</tr>
<tr>
<td>in other words</td>
<td></td>
</tr>
<tr>
<td>at work</td>
<td></td>
</tr>
<tr>
<td>worth …ing</td>
<td></td>
</tr>
<tr>
<td>would</td>
<td></td>
</tr>
<tr>
<td>worried (about)</td>
<td>✓</td>
</tr>
<tr>
<td>worry</td>
<td>✓</td>
</tr>
<tr>
<td>yet</td>
<td></td>
</tr>
<tr>
<td>not yet</td>
<td></td>
</tr>
<tr>
<td>yours</td>
<td></td>
</tr>
<tr>
<td>zero</td>
<td>✓</td>
</tr>
</tbody>
</table>
Workbook Answer Key

Instructions at a glance

A 1. below 5. discuss
2. choose 6. look up
3. glossary 7. match
4. correct 8. complete

B 1. at least 5. false
2. check 6. opposites
3. compare 7. translate
4. contrast

C 1. d 3. c 5. a 7. b 9. g
2. i 4. f 6. h 8. e

UNIT 1 Sky High

PART 1

Reading

Get Ready

Do you remember these words?

1 1. e 3. b 5. c 7. f 9. h
2. d 4. g 6. a 8. i

2 1. g 3. a 5. b 7. h
2. e 4. f 6. c 8. d

Sky High Challenge

Accept all logical and grammatically correct answers.

Possible answers:
heat, pleasant, rain, shine, snow, temperature, warm, weather, wind

Pages 8-10

Word Power

A 1. dangerous خطير
2. rain مطر
3. surprised مفاجأ
4. ground أرض
5. luckily لحسن الحظ
6. fall هبوط
7. cover غطاء
8. snow شتاء
9. sea بحر
10. shine شɣر

B 1. turn on
2. get on
3. wake up
4. put on

2 Accept all logical and grammatically correct answers.

C 1. warm
2. outside
3. fall
4. coat
5. heat
6. waves
7. destroyed

People love to talk about the weather.
Do you remember these words?

1. a  2. b  3. c  4. d  5. e  6. f  7. g  8. h  9. i  10. j

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words

1. certainly
2. check (v)
3. close (adj)
4. cloud
5. curly
6. east
7. farmer
8. field
9. finger
10. hope
11. lie down
12. low
13. mean (v)
14. predict
15. sailor
16. west
17. wet
18. worried

Sky High Challenge

Before New Words After

clothing cloudy
farm farmer fast
lovely Luckily
sail sailor salad
west wet wetsuit

Word Practice

A 1. low d 2. curly c 3. dry e 4. dark b 5. worried a
Sky High Challenge
Accept all logical and grammatically correct answers.

Pages 17-19

Word Power
A
strange, south, famous, several, opposite, divide, vacation, probably, river, rise

1. rise 6. vacation
2. several 7. famous
3. strange 8. opposite
4. south 9. divide
5. river 10. probably

B
1. earth 5. season
2. vacation 6. hang out
3. strange 7. south
4. opposite 8. special

C
1. spending time 5. several
2. can’t wait 6. it depends on
3. ice 7. For example
4. river 8. it depends on

D
1. capital 5. north
2. indoors 6. rises
3. outdoors 7. sets
4. mountains 8. probably

2 Accept all logical and grammatically correct answers.

E
Accept all logical and grammatically correct answers.

Sky High Challenge
Accept all logical and grammatically correct answers.

F
1. Alison is my best friend.
2. In some races you have to run, swim and ride a bike.
3. There are dark clouds in the sky.
4. Yesterday I bought shoes, jeans and a jacket.
5. Dana loves pink and white flowers.
6. Every day Amir makes lunch and then he does the dishes.

G
1. My brother bought a beautiful house with a large garden.
2. I saw a great movie yesterday.
3. I enjoy the cold weather in the winter.
4. It always rains when we are on vacation.
5. My neighbor sold his black bicycle.
6. My friend found a sweet puppy.

H

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountain</td>
<td>predict</td>
<td>dangerous</td>
</tr>
<tr>
<td>cloud</td>
<td>divide</td>
<td>angry</td>
</tr>
<tr>
<td>ice</td>
<td>stay</td>
<td>famous</td>
</tr>
<tr>
<td>snow</td>
<td>check</td>
<td>strange</td>
</tr>
<tr>
<td>sea</td>
<td>rise</td>
<td>warm</td>
</tr>
</tbody>
</table>

2 1. warm 4. ice
2. dangerous 5. sea
3. check 6. stay

Pages 20-24

Grammar Present Simple

Positive and Negative Sentences
A

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
<th>-ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoys</td>
<td>goes</td>
<td>tries</td>
</tr>
<tr>
<td>hangs</td>
<td>washes</td>
<td>dries</td>
</tr>
<tr>
<td>rises</td>
<td>does</td>
<td>flies</td>
</tr>
<tr>
<td>puts</td>
<td>teaches</td>
<td>copies</td>
</tr>
<tr>
<td>turns</td>
<td>watches</td>
<td>cries</td>
</tr>
<tr>
<td>sets</td>
<td>mixes</td>
<td>hurries</td>
</tr>
<tr>
<td>stays</td>
<td>fixes</td>
<td>studies</td>
</tr>
</tbody>
</table>

B
1. a 3. a 5. a 7. a
2. b 4. b 6. b 8. a

C
1. go 4. doesn’t stop
2. comes 5. sets
3. don’t eat 6. leave

D
1. Ben and Amir sometimes play video games in the afternoon.
2. I usually eat lunch at 1 o’clock.
3. We often eat ice cream in the summer.
4. You never wake up on time!
5. My mom drives me to school every day.

E

<table>
<thead>
<tr>
<th>1. live</th>
<th>5. play</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. don’t have</td>
<td>6. sets</td>
</tr>
<tr>
<td>3. works</td>
<td>7. doesn’t rise</td>
</tr>
<tr>
<td>4. teaches</td>
<td>8. gets</td>
</tr>
</tbody>
</table>

2 Accept all logical and grammatically correct answers.

Yes / No Questions
A
1. Do 4. Does
2. Does 5. Do
3. Do

B
1. Does … play
2. Do … ride
3. Does … bake
4. Do … go
5. Do … need
6. Does … live

C
1. Does it rain in the winter?
   Yes, it does.
2. Do you like to hang out with your friends?
   Yes, I do. / No, I don’t.
3. Do your friends enjoy sports?
   Yes, they do. / No, they don’t.
4. Does your teacher give a lot of homework?
   Yes, he/she does. / No, he/she doesn’t.
5. Do your friends play games on their phones?
   Yes, they do. / No, they don’t.
D  Accept all logical and grammatically correct answers.

Wh- Questions

  2. When  6. Where
  3. How  7. Why
  4. Who

B  1. does ... make  4. do ... leave
  2. do ... eat  5. does ... get
  3. does ... meet  6. do ... call

C  1. Where do you usually hang out with your friends?
  2. When do they eat dinner?
  3. What does Tom buy every morning?
  4. Why does Miriam always leave home early?
  5. Who do you want to invite to the party?

Sky High Challenge
Accept all logical and grammatically correct answers.

Page 25

Writing  Write a description

A  1. I  4. We
  2. It  5. She
  3. He  6. They

B  1. They go hiking.
  2. She knows the names of all the flowers.
  3. He usually tells them interesting things about the area. / He usually talks about the area.

C  Accept all logical and grammatically correct answers.

PART 3

Pages 26-27

Reading

Get Ready

Do you remember these words?

1  1. c  2. b  3. a  4. e  5. d

2  1. e  2. b  3. d  4. a  5. c

Sky High Challenge
Accept all logical and grammatically correct answers.

New Words

1. arrive
2. below
3. extreme
4. feel like
5. freezing
6. fry
7. heavy
8. hold a record
9. hole
10. leave
11. melt
12. really
13. roof
14. sidewalk
15. storm
16. swimming pool
17. the whole
18. through
19. turn off
20. zero

Sky High Challenge

Verbs: arrive, fry, leave, melt, turn off
Adjectives: extreme, freezing, heavy
Nouns: hole, sidewalk, roof, zero, swimming pool

Pages 28-30

Word Power

A  1. a  3. a  5. b  7. a
  2. b  4. a  6. a  8. a

B  1. a  3. c  5. a  7. a  9. b
  2. c  4. b  6. b  8. c

C  1. sidewalk  4. zero
  2. freezing  5. swimming pool
  3. roof

Possible additional answers:
  1. beach
  2. hot
  3. room

D  1. freezing  4. melt
  2. below  5. storms
  3. heavy

2 Accept all logical and grammatically correct answers.

E  Accept all logical and grammatically correct answers.

F  1. go  4. remember
  2. cold  5. rise
  3. west

G  1. hot – cold
  2. above – below
  3. dry – wet
  4. long – short
  5. winter – summer
  6. inside – outside
  7. question – answer
  8. happy – sad
  9. high – low
  10. difficult – easy

H  Accept all logical and grammatically correct answers.
Workbook Answer Key

**Pages 31-33**

**Grammar** Comparison with Adjectives

A
1. as cold as
2. as gray as
3. as interesting as
4. as beautiful as
5. as rainy as
6. as fast as
7. as sweet as

B

<table>
<thead>
<tr>
<th>Hebrew / Arabic</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. long (ארוך)</td>
<td>longer than</td>
<td>the longest</td>
</tr>
<tr>
<td>2. strange (﨑ב)</td>
<td>stranger than</td>
<td>the strangest</td>
</tr>
<tr>
<td>3. big (גדול)</td>
<td>bigger than</td>
<td>the biggest</td>
</tr>
<tr>
<td>4. easy (קל)</td>
<td>easier than</td>
<td>the easiest</td>
</tr>
<tr>
<td>5. dangerous (خطر)</td>
<td>more dangerous than</td>
<td>the most dangerous</td>
</tr>
<tr>
<td>6. warm (חום)</td>
<td>warmer than</td>
<td>the warmest</td>
</tr>
<tr>
<td>7. safe (טיול)</td>
<td>safer than</td>
<td>the safest</td>
</tr>
<tr>
<td>8. hot (חום)</td>
<td>hotter than</td>
<td>the hottest</td>
</tr>
<tr>
<td>9. heavy (כבד)</td>
<td>heavier than</td>
<td>the heaviest</td>
</tr>
<tr>
<td>10. famous (מפורסם)</td>
<td>more famous than</td>
<td>the most famous</td>
</tr>
</tbody>
</table>

C
1. older than
2. hotter than
3. more interesting than
4. better than
5. larger than
6. worse than

D 1 and 2

1. The highest
   That month it rained about 744 mm.
2. The hottest
   It was 54 degrees Celsius.
3. The lowest
   It was -13.7 degrees Celsius.
4. The strongest
   It was 120 kilometers per hour.
5. The rainiest
   That day it rained about 25 mm.

E
Accept all logical and grammatically correct answers.

**Sky High Challenge**
Accept all logical and grammatically correct answers.

**Part 4**

**Pages 34-35**

**Reading**

**Get Ready**

Do you remember these words?

1. f 3. g 5. i 7. e 9. j
2. a 4. b 6. h 8. c 10. d

**Sky High Challenge**
Accept all logical and grammatically correct answers.

**Pages 36-37**

**Word Practice**

A

<table>
<thead>
<tr>
<th>Down</th>
<th>Across</th>
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</thead>
<tbody>
<tr>
<td>1. problem</td>
<td>2. fan</td>
</tr>
<tr>
<td>3. advice</td>
<td>5. solution</td>
</tr>
<tr>
<td>4. bone</td>
<td>7. sweat</td>
</tr>
<tr>
<td>5. solve</td>
<td>8. chin</td>
</tr>
<tr>
<td>6. back</td>
<td></td>
</tr>
<tr>
<td>7. skin</td>
<td></td>
</tr>
</tbody>
</table>

**Possible answers:**

**Sky High Challenge**
Accept all logical and grammatically correct answers.

**Possible answers:**

The man is putting on his coat.
The lady is wearing a sweater.
The man has a hot drink. / The man is drinking coffee.
There is no sun. / There is a lot of wind.
The wind is blowing outside.
The hat is flying in the wind.
A man has just walked into the restaurant.
The woman with the glasses is wearing a sweater.

**New Words**

1. advice / نصيحة
2. back (n) / ظهر
3. bone / عظم
4. chin / أذن
5. fan / مروحة
6. ice cream cone / مخروط الآيسكريم
7. in the right / على حق
8. problem / مشكلة
9. roll down / أزل، يتدحرج
10. shade / ظل
11. skin / علبة
12. solution / حل
13. solve / يحل، لحل
14. sticky / دقيق
15. sweat (n) / عرق
16. take off (v) / يخلع

**Sky High Challenge**
Accept all logical and grammatically correct answers.

**Possible answers:**

The dog is eating a bone.
The boys are eating ice cream cones.
The lady is standing next to the fan.
The man is sweating.
The little boy has sticky hands.
The dog is in the shade.

**New Words**

1. advice / نصيحة
2. back (n) / ظهر
3. bone / عظم
4. chin / أذن
5. fan / مروحة
6. ice cream cone / مخروط الآيسكريم
7. in the right / على حق
8. problem / مشكلة
9. roll down / أزل، يتدحرج
10. shade / ظل
11. skin / علبة
12. solution / حل
13. solve / يحل، لحل
14. sticky / دقيق
15. sweat (n) / عرق
16. take off (v) / يخلع
Word Practice

A sand, expert, mud, protect, sunburn, throw, feather, fur, sunscreen, wool, scales

1. sand 7. protect
2. mud 8. throw
3. wool 9. fur
4. feather 10. scales
5. expert 11. sunscreen
6. sunburn

B 1. c 3. a 5. a 7. b 9. b
2. b 4. c 6. c 8. a 10. a

C 1. throw 8. fall asleep 9. sand
2. mud 7. feathers
3. sunburn 6. make sure
4. sunscreen
5. scales

E Accept all logical and grammatically correct answers.

Sky High Challenge

Possible answers:
Animals: feather, fur, scale, wool
Activity: fall asleep, make sure, protect, take care of, throw
The Sun: sunburn, sunscreen

Pages 51-53

UNIT 2 Spotlight

PART 1

Listening

Do you remember these words?

1. e 2. a 3. d 4. c 5. b
2. d 2. c 3. a 4. e 5. b

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words

1. another
2. expert
3. fall asleep
4. feather
5. fur
6. make sure
7. mud
8. protect
9. sand
10. scale
11. sunburn
12. sunscreen

Keep cool and use sunscreen!
New Words
1. activity: نشاط
2. adventure: تجربة
3. art: فن
4. athlete: لاعب رياضي
5. change (n): تغيير
6. company: شركة
7. competition: منافسة
8. creative: إبداعي
9. date of birth: تاليد
10. excellent: ممتاز
11. free (adj): مجاني
12. get hurt: يصدم
13. in charge of: يتحمل
14. look for: يبحث
15. pay attention: يشغد
16. show (v): يظهر
17. sign (n): شارة
18. sit still: يجلس
19. start-up: شركة
20. tidy: زاهية
21. tour guide: ساكن
22. travel (n, v): سفر

Sky High Challenge
Tour guide: 3, 4 and 6
Athlete: 1, 2 and 5

Pages 55-57
Word Power

A Across
1. start-up
2. adventure
3. travel
4. show
5. free
6. tidy
7. competition
8. change
9. company

B
1. b
2. a
3. a
4. a
5. a
6. a
7. b
8. b
Accept all logical and grammatically correct answers for the second part of the exercise.

C
1. 1. sign
2. sit still
3. activities
2. 1. travel
2. adventure
3. competition
4. excellent

D 1 Example Answer:

Name: David Ross
Date of birth: 27 October 2002
Zodiac sign: Scorpio
Description: honest, dependable, loyal

2 Accept all logical and grammatically correct answers.

E
1. salesperson
2. actor
3. nurse
4. musician
5. chef
6. scientist
7. athlete
8. artist

F 1. b
2. f
3. a
4. e
5. c
6. g
7. d
2 Accept all logical and grammatically correct answers.

G Accept all logical and grammatically correct answers.

Pages 58-59
Grammar Future with will

A
1. People will carry phones in their bags.
2. People will live on other planets.
3. People will protect wild animals.
4. Robots will clean people’s homes.
5. People won’t buy CDs.
6. People will use solar energy.
7. People won’t have jobs because robots will do all the work.
Predictions 1, 3, 4 and 6 are already true.
B 1. Will … work
2. will … help
3. will … change
4. Will … go up
5. Will … become

2 a. will travel
b. will stop, won’t use
2 c. will take, will cook
2 d. will go down, will be
e. will help, won’t need

C 1. will be
2. will melt
3. will rise
4. will disappear
5. Will ... build
6. will ... live
7. will not be (won’t be)

D Accept all logical and grammatically correct answers.

Page 60

Writing Describe yourself

A 1. I have long hair.
2. My mother has a red car.
3. We live in a small house.
4. My brother has a new bike.
5. My dad is an excellent artist.

B 1. new 3. ancient
2. outdoor 4. famous

C Accept all logical and grammatically correct answers.

Possible answers:
1. He wants to be a famous singer.
2. She has long hair.
3. She is a great cook / chef.

PART 2

Pages 61-62

Reading

Get Ready

Do you remember these words?

1. c 2. a 3. d 4. e 5. b

2. c 2. d 3. a 4. b

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words

1. aim (n) ﻟَارْد / غرض / هدف
2. beginning ﺧيرا ﺑداية
3. celebrate لآاد ﻷحتفال
4. choose لآاد ﺑاختار
5. countryside ﻛآد ﻣري

Page 60

Writing Describe yourself

A 1. I have long hair.
2. My mother has a red car.
3. We live in a small house.
4. My brother has a new bike.
5. My dad is an excellent artist.

B 1. new 3. ancient
2. outdoor 4. famous

C Accept all logical and grammatically correct answers.

Possible answers:
1. He wants to be a famous singer.
2. She has long hair.
3. She is a great cook / chef.

Sky High Challenge

Nouns: aim, beginning, countryside, event, excuse, festival, light, route, success, suggestion, team, tradition, visitor

Verbs: celebrate, choose, download, follow, imagine, pour, surprise, visit

Adjectives: exciting, expensive, main, perfect

Pages 63-66

Word Power

A 1. pour 7. imagine
2. celebrate 8. countryside
3. excuse 9. success
4. festival 10. download
5. suggestion 11. follow
6. team

B 1. T 6. T
2. F 7. T
3. T 8. T
4. T 9. F
5. T 10. F
Workbook Answer Key

C 1. beginning 6. left out
2. expensive 7. in order to
3. perfect 8. seems
4. take place 9. main
5. imagine 10. suggestions

D 1. takes place 5. take part
2. exciting 6. event
3. In addition to 7. perfect
4. Visitors

2 Accept all logical and grammatically correct answers.

E Accept all logical and grammatically correct answers.

Sky High Challenge
Accept all logical and grammatically correct answers.

F 1. e 3. d 5. f 7. c
2. a 4. g 6. b

2 Accept all logical and grammatically correct answers.

G 1. ourselves 5. herself
2. myself 6. yourself
3. himself 7. itself
4. themselves 8. yourselves

H 1. No, I bought it myself.
2. Yes, they built it themselves.
3. Because he cut himself.
4. Yes, we enjoyed ourselves.
5. No, she made it herself.

I 1. themselves 4. herself
2. ourselves 5. yourselves
3. myself

Pages 67-69
Grammar Future with be going to

A 1. am going to
2. are going to
3. is going to
4. not going to
5. aren’t going to
6. isn’t going to

B Accept all logical and grammatically correct answers.

Possible answers:
Positive sentences
1. I am going to celebrate my birthday next week.
2. We are going to travel to London next summer.
3. She is going to create a new website tomorrow.

Negative sentences
1. I am not going to hike in the desert next week.
2. You aren’t going to enjoy the movie tonight.
3. She isn’t going to swim in the sea tomorrow.

Sky High Challenge
Accept all logical and grammatically correct answers.

Possible answers:
Mom is going to take the dog for a walk.
The cat is going to catch the fish.
Dad is going to bake a cake / cookies.
Tom is going to do his homework.
Tom isn’t going to watch TV.
Mom isn’t going to go to sleep.
Dad isn’t going to cook dinner.
The cat isn’t going to climb a tree.
The dog isn’t going to play with a ball.
They are going to eat cake.

PART 3

Pages 70-71
Reading

Do you remember these words?

1 1. c 2. a 3. f 4. b 5. e 6. d
2 1. b 2. e 3. a 4. c 5. d

Sky High Challenge
Accept all logical and grammatically correct answers.

New Words
1. because of دلائل / بسب
2. be used to معتاد على / לי武术 על
3. both ... and كلاهما ... فما هو أيضاً / גם ... וגם
4. concentrate يتركّز / להתרכז
5. darkness ظلام / חושך
6. during خلال / בustralian
7. get around يتجوّل / להסתובב
8. get up ينهض / להתעורר

155
Sky High Challenge
Possible answers:
go for a hike, lake, rent, skate, tour, tourist

Pages 72-75
Word Power

A
<table>
<thead>
<tr>
<th>Down</th>
<th>Across</th>
</tr>
</thead>
<tbody>
<tr>
<td>midnight</td>
<td>lake</td>
</tr>
<tr>
<td>skate</td>
<td>darkness</td>
</tr>
<tr>
<td>whatever</td>
<td>tour</td>
</tr>
<tr>
<td>sunlight</td>
<td>concentrate</td>
</tr>
<tr>
<td>rent</td>
<td></td>
</tr>
<tr>
<td>unusual</td>
<td></td>
</tr>
</tbody>
</table>

B
| 1. a        | 6. c        |
| 2. a        | 7. a        |
| 3. c        | 8. a        |
| 4. b        | 9. b        |
| 5. a        | 10. c       |

C
| 1. go for a hike | 6. skate    |
| 2. get up       | 7. tourists |
| 3. worry about  | 8. million  |
| 4. get around   | 9. unusual  |
| 5. turn into    | 10. used to |

D
| 1. tourists    | 4. lakes    |
| 2. both ... and| 5. because of|

2 Accept all logical and grammatically correct answers.

E
Accept all logical and grammatically correct answers.

F
| 1. ate, eight | 6. two, too |
| 2. for, four  | 7. read, red|
| 3. know, no   | 8. eye, I   |
| 4. you’re, your| 9. sun, son |
| 5. write, right|

G
| 1. a. week   | 4. a. rode  |
| 2. a. there  | 5. a. threw |
| 3. a. hour   | 6. a. our   |

H
Accept all logical and grammatically correct answers.

PART 4
Pages 76-77
Reading
Do you remember these words?

| 1. go for a hike | 6. go for hike |
| 2. lake         | 7. lake       |
| 3. darkness     | 8. darkness   |
| 4. tour         | 9. tour       |
| 5. concentrate  | 10. concentrate|

New Words

| 1. carefully   | 6. go for hike |
| 2. collect     | 7. lake       |
| 3. create      | 8. darkness   |
| 4. dead        | 9. tour       |
| 5. drown       | 10. concentrate|
| 6. escape      |               |
| 7. evil        |               |
| 8. feel sorry for |           |
| 9. god         |               |
| 10. guard      |               |
| 11. invented   |               |
| 12. island     |               |
| 13. please     |               |
| 14. prison     |               |
| 15. sculptor   |               |
| 16. string     |               |
| 17. tie        |               |
| 18. towards    |               |
| 19. warn       |               |
| 20. wax        |               |

Sky High Challenge
Accept all logical and grammatically correct answers.
Workbook Answer Key

Pages 78-79

**Word Practice**

A
1. a 3. a 5. b 7. a 9. a
2. a 4. b 6. a 8. b 10. b

B
1. b 3. f 5. a 7. d
2. e 4. c 6. g

C
1. sculptor 6. evil
2. inventor 7. prison
3. island 8. escape
4. created 9. guarded
5. pleased 10. carefully

Accept all logical and grammatically correct answers.

Page 80

**Word Review**

Accept all logical and grammatically correct answers.

Possible answers:
date of birth, excellent, expert, perfect, unusual, athlete, creative, evil, inventor, pleased, sculptor, tour guide, tourist, visitor

Pages 81-91

For photocopiable answers of Unit 2 Review, Cumulative Review Units 1-2 and Read More, see pages 175-176 of this Teacher’s Guide.

**UNIT 3 Strange, but True**

**PART 1**

Pages 92-93

**Reading**

Get Ready

Do you remember these words?
1. c 3. e 5. a 7. b
2. g 4. d 6. f

Sky High Challenge
1. sky
2. storm
3. roof
4. Accept all logical and grammatically correct answers.

New Words
1. actually
2. alive
3. as a result
4. blow, blew
5. bucket
6. building
7. driver
8. edge
9. firefighter
10. fish
11. flood
12. floor
13. later
14. laundry
15. lift
16. manage to
17. party
18. quickly
19. rescue
20. save
21. scared
22. top
23. village
24. wild

Pages 94-96

**Word Power**

A

Down

1. party
2. laundry
3. building
4. blow

Across

5. top
6. actually
7. wild
8. fish

B
1. put down
2. but
3. bucket
4. edge

Across
5. blow
6. floor
7. slowly
8. flood

C
1. driver
2. actually
3. edge
4. lift

Across
6. later
7. floor
8. firefighters
9. rescued
10. wild
Do you remember these words?

1. h 3. e 5. g 7. c
2. d 4. a 6. b 8. f

2. b 3. a 5. c 7. e
2. g 4. f 6. d

New Words

1. area
2. cover (v)
3. fill (v)
4. last (v)
5. my pleasure
6. plenty (of)
7. program
8. rice
9. sound (v)
10. terrible
11. wait for
12. water
13. well (n)

Sky High Challenge
Accept all logical and grammatically correct answers.

Word Power

A
1. sound 5. program
2. terrible 6. rice
3. water 7. fill
4. well 8. last

B
2 Accept all logical and grammatically correct answers.

Possible answers:
1. Terrible means very bad.
3. The area around the Dead Sea has very few trees and flowers.
5. The rain can water the fields.

C
1. rice 4. wait for
2. my pleasure 5. area
3. sounds
2 Accept all logical and grammatically correct answers.

D
1. area 4. rice
2. plenty of 5. waters
3. wells 6. terrible
2 Accept all logical and grammatically correct answers.

E
Accept all logical and grammatically correct answers.

Sky High Challenge
Accept all logical and grammatically correct answers.

Grammar Past Simple

A
1. carry
2. filled
3. followed
4. preferred
5. tried
6. arrived
7. saved
8. planned
9. arrived
10. saved

Sky High Challenge
Accept all logical and grammatically correct answers.
B 1

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
</tr>
</tbody>
</table>

C 1. Wendy bought two sweaters at the mall yesterday.
2. Yesterday Alex studied for a test.
3. The bus stopped here a minute ago.
4. They danced at the party last night.
5. We took our dog to the vet yesterday.

D 1. invented
2. made
3. used
4. started
5. bought
6. were
7. became
8. created
9. weighed
10. found

2. They made them with the leaves of palm trees.
3. They were very expensive.
4. They weighed about 5 kilos.
5. Samuel Fox.

E Accept all logical and grammatically correct answers.
C 1. pick
2. horror
3. necessary
4. prefer
5. a couple of

2. Accept all logical and grammatically correct answers.

D 1. suffering
2. scare
3. deep
4. in danger of
5. a couple of
6. thick

E Accept all logical and grammatically correct answers.

Pages 109-110

Grammar  Modals and Semi-modal

A 1. couldn’t, can’t
2. Can / Could, can’t
3. couldn’t
4. can’t
5. Can / Could
6. can

B 1. can
2. must
3. could
4. mustn’t
5. shouldn’t
6. can’t

C and D Accept all logical and grammatically correct answers.

E 1. has to
2. had to
3. has to
4. doesn’t have (doesn’t have to)
5. will have to
6. has to
7. don’t have to
8. have to

F 1. will have to
2. had to
3. don’t have to
4. have to
5. has to
6. doesn’t have to
7. has to
8. had to
9. don’t have to
10. won’t have to

G Accept all logical and grammatically correct answers.

Page 111

Writing  Express your opinion

A 1. c
2. e
3. b
4. a
5. d

B Accept all logical and grammatically correct answers.

C 1. Sentences 1, 3, 5 and 6
2. Accept all logical and grammatically correct answers.

PART 3 Pages 112-113

Reading

Get Ready

Do you remember these words?

1. d 2. e 3. a 4. c 5. b

2. c 2. d 3. e 4. a 5. b

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words

1. ancient
2. brightly
3. circle (n)
4. clothes
5. cloudy
6. complete (adj)
7. culture
8. double
9. even though
10. explain
11. fountain
12. heaven
13. hero
14. ladder
15. lucky
16. no matter
17. order (n)
18. rainbow
19. secretly
20. surprising  
21. symbol  
22. tiny  
23. touch  
24. waterfall

<table>
<thead>
<tr>
<th>Sky High Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cloudy</td>
</tr>
<tr>
<td>2. fountain</td>
</tr>
<tr>
<td>3. rainbow</td>
</tr>
<tr>
<td>4. Accept all logical and grammatically correct answers.</td>
</tr>
</tbody>
</table>

**Pages 114-116**

**Word Power**

| A | 1. brightly | 5. heaven |
|   | 2. even though | 6. lucky |
|   | 3. culture | 7. no matter |
|   | 4. order | 8. hero |
| B | 1. T | 3. F |
|   | 5. T | 7. T |
|   | 2. T | 4. F |
|   | 6. F | 8. F |
| C | 1. fountain | 5. order |
|   | 2. complete | 6. secretly |
|   | 3. clothes | 7. touch |
|   | 4. ladder | 8. explained |
| D | 1. surprising | 4. rainbows |
|   | 2. brightly | 5. lucky |
|   | 3. cloudy | 6. double |
|   | 2 Accept all logical and grammatically correct answers. |
| E | Accept all logical and grammatically correct answers. |

**Sky High Challenge**

Accept all logical and grammatically correct answers.

| F | 1. b | 2. a |
|   | 3. e | 4. c |
|   | 5. d |
| G | 1. a. rose | 7. office |
|   | b. rose | |
|   | 2. a. letters | |
|   | b. letters | |
|   | 3. a. right | |
|   | b. right | |
|   | 4. a. light | |
|   | b. light | |
|   | 5. a. date | |
|   | b. date | |
| H | 1. a. floor | |
|   | b. floor | |

Accept all logical and grammatically correct sentences.

2. a. fan  
   b. fan  

Accept all logical and grammatically correct sentences.

3. a. bright  
   b. bright  

Accept all logical and grammatically correct sentences.

**Pages 117-118**

**PART 4**

**Story – Part One**

**Do you remember these words?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. d</td>
<td>3. g</td>
</tr>
<tr>
<td>2. c</td>
<td>4. e</td>
</tr>
<tr>
<td>5. f</td>
<td>6. a</td>
</tr>
<tr>
<td>7. b</td>
<td></td>
</tr>
</tbody>
</table>

2. 1. d 3. b 5. a 7. T | 2. f 4. c 6. e |

**Sky High Challenge**

Accept all logical and grammatically correct answers.

**New Words**

| 1. at last | 2. beans |
| 3. completely | 4. cough |
| 5. (not) even | 6. ever since |
| 7. gather | 8. land |
| 9. look after | 10. look like |
| 11. nearly | 12. office |
| 13. pass | 14. search |
| 15. sneeze | 16. thirsty |
| 17. unhappy |

**Sky High Challenge**

Accept all logical and grammatically correct answers.

**Pages 119-120**

**Word Practice**

| A | 1. beans | 7. office |
| 2. completely | 8. pass |
| 3. cough | 9. search |
| 4. gather | 10. sneeze |
| 5. land | 11. thirsty |
| 6. nearly | 12. unhappy |

2. Velu grew beans and rice on his land.
3. Velu worked hard all year, never thinking of resting or taking a holiday.
5. The people at the weather office said that they couldn’t really tell him when the sky would gather clouds and bring rain.

C 1. a. time to go 2. b. dog 3. a. my dad 4. b. quickly 5. b. moved to Haifa 6. b. all over the house

Accept all logical and grammatically correct answers for the second part of the exercise.

D 1. not even 2. look after 3. looks like 4. pass 5. thirsty 6. cough 7. ever since 8. office

2 Accept all logical and grammatically correct answers.

E Accept all logical and grammatically correct answers.

Pages 121-122

Story – Part Two

Do you remember these words?

1. 1. c 3. e 5. a 7. f 2. d 4. b 6. g

2. 1. f 3. c 5. b 2. a 4. d 6. e

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words


Sky High Challenge

Accept all logical and grammatically correct answers.

Word Practice

A 1. honestly 5. Perhaps 2. break 6. a bit 3. be able to 7. feed 4. patiently


2 Accept all logical and grammatically correct answers.

C 1. b 2. a 3. d 4. f 5. e 6. c

D 1. wide 5. staring 2. let 6. peace 3. softly 7. difficulty 4. century 8. heart

E Accept all logical and grammatically correct answers.

Page 125

Word Review

Accept all logical and grammatically correct answers.

Possible answers:
Positive meaning: alive, complete, fresh, look after, lucky, party, hero, honestly, patiently, peace
Negative meaning: in danger (of), unhappy, terrible, confused, damage, flood, horror, suffer

Pages 126-137

For photocopiable answers of Unit 3 Review, Cumulative Review Units 1-3 and Read More, see pages 177-178 of this Teacher’s Guide.
UNIT 4  Out in the Snow

PART 1

Pages 138-139

Reading

Get Ready

Do you remember these words?

1. e 3. a 5. f
2. d 4. b 6. c

Sky High Challenge

Accept all logical and grammatically correct answers.

Possible answers:
1. Mount Hermon
2. Natan Goshen
3. ice skating / skiing / snowboarding
4. Tel Aviv
5. the Jerusalem Marathon
6. a Ferrari (car)

New Words

1. adult / בַּגֵּל / بالغ
2. advanced (adj) / מְצוּמָה / متقدم
3. beginner / מִנְחָל / مبتدئ
4. except / חוֹזֵר / ما عدا
5. get started / לא לְהָקָה / بدأ
6. holiday / חַג / عيد
7. huge / עֲנָק
8. ice hockey / הוקי על הקרח
9. ice skating / החלקה על הקרח
10. improve / לְהוֹסֵן
11. including / מִתְכַּסֵּפַת, بما في ذلك
12. information / מְעה / معلومات
13. instructor / מֶרֶדֶד / مرشد
14. opening hours / שְׁעָתֵי הַפָּתח / ساعات الفتح
15. performance / חֲפָער / حفلة
16. playground / מֶלֶב / ملعب
17. price / סֵפֶר / ثمن
18. ski resort / מֶלֶב / منتجع تزلج
19. skiing / סִקי / تزلج
20. snowboarding / גִּלָּשָׁה / تزلج على الثلوج
21. ticket / קִרְסָת / تذكرة

Sky High Challenge

1 Words connected to winter sports: ice hockey, ice skating, ski resort, skiing, snowboarding
2 Accept all logical and grammatically correct answers.

Pages 140-142

Word Power

A

1. Opening Hours
2. Prices
3. skiing
4. snowboarding

B

1. a, b
2. a, c
3. a, b

C

1. except
2. beginner
3. playground
4. get started
5. tickets
6. performance
7. advanced
8. including

D

1. price
2. including
3. instructor
4. opening hours
5. ice skating
6. information

E

Accept all logical and grammatically correct answers.

Possible answers:
1. ice hockey, skiing, snowboarding, ice skating
2. Accept all logical and grammatically correct answers.

Sky High Challenge

Accept all logical and grammatically correct answers.

Pages 143-144

Grammar

Adverbs

A

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Meaning</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>יפה / جميٍّل</td>
<td>beautifully</td>
</tr>
<tr>
<td>happy</td>
<td>סֵפֶר / شرِيٍّ٣</td>
<td>happily</td>
</tr>
<tr>
<td>complete</td>
<td>קָל / كامل</td>
<td>completely</td>
</tr>
<tr>
<td>angry</td>
<td>דָּרָה / مشغول</td>
<td>angrily</td>
</tr>
<tr>
<td>clear</td>
<td>נָרָה / واضح</td>
<td>clearly</td>
</tr>
<tr>
<td>strange</td>
<td>מָר / غريب</td>
<td>strangely</td>
</tr>
<tr>
<td>loud</td>
<td>נָר / كبير</td>
<td>loudly</td>
</tr>
<tr>
<td>soft</td>
<td>נָר / ناعم</td>
<td>softly</td>
</tr>
<tr>
<td>nice</td>
<td>מָר / جميل</td>
<td>nicely</td>
</tr>
<tr>
<td>extreme</td>
<td>מָר / كبير</td>
<td>extremely</td>
</tr>
</tbody>
</table>
**B** 1. carefully  
2. fast  
3. brightly  
4. correctly  
5. hard

**C** 1. carefully  
2. heavily  
3. late  
4. immediately  
5. quickly  
6. slowly  
7. badly  
8. well

Accept all logical and grammatically correct answers.

---

**Sky High Challenge**  
Accept all logical and grammatically correct answers.

**Pages 145-146**

---

**Listening**

**Get Ready**

Do you remember these words?

1. e 3. d 5. a 7. f
2. g 4. c 6. b

1. b 3. d 5. a 7. c
2. e 4. f 6. g

---

**Sky High Challenge**  
Accept all logical and grammatically correct answers.

---

**New Words**

1. attention - إنتباه  
2. bronze - برونز  
3. figure skating - التزلج الفني على الجليد  
4. gold - ذهب  
5. history - تاريخ  
6. hold, held - يُقِم، يُجري  
7. international - دولي  
8. medal - ميدالية  
9. participate - يشترك  
10. total - المجموع  
11. win, won - يفز، حفلة

---

**Word Practice**

**A** 1. bronze  
2. figure skating  
3. gold  
4. international  
5. participate  
6. silver  
7. ski jumping  
8. speed skating  
9. successful  
10. total

**B** 1. won  
2. history  
3. successful  
4. total

**C** 1. medals  
2. were held  
3. participate  
4. gold  
5. international  
6. figure skating

1. The 2016 Olympic games were held in Rio de Janeiro.
2. A gold medal is better than a silver medal.
3. You can watch figure skating at the Winter Olympics.

Accept all logical and grammatically correct answers.

---

**Possible answers:**

1. Olympics, Wimbledon  
2. Usain Bolt, Roger Federer, Serena Williams  
3. medals, jewelry, money/coins, crowns  
4. a medal, a trophy, a prize, a reward  
5. snowboarding, ice skating, skiing, ice hockey, speedskating, bobsledding

---

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**Sky High Challenge**  
Accept all logical and grammatically correct answers.

---

**Writing**

Describe an event

**A** 1. and  
2. because  
3. because  
4. but  
5. and  
6. but

**B** 1. First  
2. then  
3. In the end

1. the Polar Bears, the Penguins  
2. the Polar Bears  
3. 4-1

**C** 1. b 2. c 3. a 4. d

1. He watched speed skating.  
2. They just skated around in circles.  
3. One of the skaters, a Russian, began to skate much faster than all the others.  
4. The Russian skater won the race.  
5. He was happy.
D Accept all logical and grammatically correct answers.

PART 2

Pages 152-153

Reading

Get Ready

Do you remember these words?

1. c 2. d 3. e 4. b 5. a
2. b 2. a 3 d 4. e 5. c

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words

1. avoid / لم يستوعب
2. body / جسم
3. chick / فرخ
4. claw / مخال
5. climate / مناخ
6. cub / شبل، جرو
7. cute / لطيف
8. danger / خطر
9. female / أنثى، أنثي
10. hunt / صيد، لصق، يتصيد
11. in the meantime / أثناء ذلك
12. keep ... warm / يحافظ على الدفئ
13. layer / طبقة
14. male / ذكر
15. parent / والد/ة
16. paw / حذاء الحيوان
17. penguin / بطرس
18. polar bear / دب قطبي
19. powerful / قوي
20. seal / عجل البحر
21. shape / شكل
22. share / يشرِك، يتقاسم
23. similar / يشبه، مثل
24. survive / يبقى
25. the rest / الباقى

Sky High Challenge

Polar Bears: claw, cub, powerful, paw, hunt
Penguins: chick, cute

Pages 154-156

Word Power

A

1. a 3. a 5. a
2. b 4. b

B

1. b 3. a 5. b 7. a 9. a
2. b 4. b 6. a 8. b

C

1. the rest 6. share
2. similar 7. female
3. paws 8. cub
4. Penguins 9. shape
5. danger 10. layer

D

1. cute
2. hunt
3. share
4. climate
5. keep
6. layers
7. paws

2. Arctic wolves have white fur.
3. They hunt in small groups.
4. They have two thick layers of fur.
5. They have fur on their paws.

E

Accept all logical and grammatically correct answers.

F

1. powerful – strong
2. survive – stay alive
3. unusual – strange
4. huge – big
5. quickly – fast
6. wonderful – great

G

1. take care of 5. so
2. several 6. Actually
3. go on 7. small
4. because of 8. nice

H Accept all logical and grammatically correct answers.

PART 3

Pages 157-158

Reading

Get Ready

Do you remember these words?

1. e 3. g 5. d 7. f
2. a 4. b

2. b 3. f 5. d 7. e
2. a 4. g 6. c

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words

1. accident / حادث
2. according to / حسب
3. all along / كل الوقت
4. be over / ينتهي
5. cancel / يلغى
6. canned food / مكون معلب
7. coast / ساحل
8. electricity / كهرباء
9. empty (adj) / فارغ
10. expect / يتوقع
11. extremely / جدًا
12. hardly / بقليلاً
13. hit (v) / يضرب
14. major / أكبر
15. might / يمكن، ربما
16. on time / في الموعد المحدد
17. power cut / إنقطاع التيار الكهربائي
18. prepared (adj) / جاهز، مهيأ، مستعد
19. so far / حتى الآن
20. take off (v) / تقلع الطائرة
21. weekend / نهاية الأسبوع

Sky High Challenge
Accept all logical and grammatically correct answers.

Pages 159-161

Word Power

A
1. coast
2. is over
3. might
4. taking off
5. empty

B
1. cancel
2. accident
3. hardly
4. prepared
5. coast
6. expect

A carrot.

7. T

2 Accept all logical and grammatically correct answers.

Possible answers:
1. You can find cars all along the street. / You can find shells all along the beach.
2. Children don’t go to school on the weekend. / Children go to school during the week.
3. Buses don’t always arrive on time. / Buses sometimes arrive on time.

D
1. major
2. hit
3. According to
4. empty
5. hardly
6. power cuts
7. electricity

E
Accept all logical and grammatically correct answers.

F
snow
snowman
snowboard
snowflakes
snowballs

G
1. snowman
2. rainbow
3. snowballs
4. sunrise
5. sunlight
6. sunglasses
7. raincoat
8. sunset
9. snowboard

2 Accept all logical and grammatically correct answers.

H
Possible answers:
dishwasher, toothbrush, whiteboard, haircut, firefighter, bedroom, waterfall, policeman, homework, basketball

Pages 162-164

Grammar Past Simple

Negative and Questions

A
1. didn’t go
2. baked
3. walked
4. wrote
5. didn’t stay
6. studied
7. didn’t rain

B
1. didn’t read
2. didn’t go
3. didn’t rain
4. didn’t wear
5. didn’t play
6. didn’t cancel

C
1. went
2. didn’t listen
3. began
4. weren’t
5. didn’t know
6. didn’t want
7. decided
8. didn’t pay
9. found
10. didn’t feel
11. saved
12. said

2 Possible answers:
1. It was beautiful. The sun was high in the sky and there weren’t any clouds.
2. He was near the top of a mountain.
3. He didn’t pay attention to the trail.
4. He is a rescue worker.
5. Accept all logical and grammatically correct answers.
Workbook Answer Key

D
Accept all logical and grammatically correct answers.

Possible answers:
1. Did you go to a party yesterday?
   Yes, I did. / No, I didn’t.
2. Did your parents travel to Eilat last night?
   Yes, they did. / No, they didn’t.
3. Did your brother or sister help you study a week ago?
   Yes, he/she did. / No, he/she didn’t.
4. Did you and your family go snowboarding last year?
   Yes, we did. / No, we didn’t.
5. Did it snow in Jerusalem an hour ago?
   Yes, it did. / No, it didn’t.

E
1. What did you eat for breakfast this morning?
2. When did you learn to ride a bike?
3. Where did you go on vacation last year?
4. How did you get to school this morning?
Accept all logical and grammatically correct answers.

F
1. did you go
2. did you get
3. did you sit
4. did you arrive
5. you enjoy

PART 4

Pages 165-166

Story – Part One

Get Ready

Do you remember these words?

1.  e  a  c  d
2.  f  4  b

2.  f  4 5 6 7

Sky High Challenge
Accept all logical and grammatically correct answers.

New Words

1. basement  / قبو، بدروم
2. clear  / دوار، صنف (v)
3. complain  / شكو، تحدث
4. definitely  / بانتظار، باطر
5. each other  / بعضهم البعض
6. for sure  / بالتأكيد
7. guess  / ناخب
8. hang, hung  / لحلا، لتلقى
9. hug (v)  / جاس، عناق
10. ignore  / إهمال
11. out of the question  / لا ما يقال / مستحل، غير وارد

12. right away  / على الفور
13. shake  / لرز، ترجيح
14. sleepy  / دوار، نعسان
15. smart  / ذكي، ذكي
16. smell  / بوه (v)
17. so little  / قليل جداً
18. step  / خطوة (n)
19. stray  / لاب، مثار، شرير
20. tail  / ذنب
21. tear up  / لضيق، لطود، بديع
22. trouble / ظفر، ظروف، صيان
23. unless  / إلا إذا

Sky High Challenge

Verbs: clear, complain, guess, hang, hug, ignore, shake, smell, tear up

Pages 167-169

Word Practice

A
1. b 3. a 5. a 7. b
2. b 4. b 6. a 8. a

B

C
1. hugged
2. so little
3. trouble
4. right away
5. sleepy
6. definitely

D
1. stray
2. smart
3. right away
4. shaking
5. clearing
6. steps
7. hugged

E
Accept all logical and grammatically correct answers.

Possible answers:
1. The puppies are cute and smart.
2. The boy is sleepy.
3. The man is clearing the snow.
4. The dog has a white tail.

F
Accept all logical and grammatically correct answers.
Do you remember these words?

<table>
<thead>
<tr>
<th>1</th>
<th>e</th>
<th>3</th>
<th>d</th>
<th>5</th>
<th>e</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>a</td>
<td>4</td>
<td>f</td>
<td>6</td>
<td>b</td>
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</tbody>
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<tr>
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<th>e</th>
<th>3</th>
<th>f</th>
<th>5</th>
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<tr>
<td>2</td>
<td>c</td>
<td>4</td>
<td>b</td>
<td>6</td>
<td>a</td>
</tr>
</tbody>
</table>

Sky High Challenge
Accept all logical and grammatically correct answers.

New Words
1. act (v) / لتصرف
2. afford / يتمكن له
3. although / على الرغم من / رغم أن
4. bring back / يعاد / يعود
5. clear (adj) / واضح
6. face (v) / يواجه
7. grown-up / بالغ
8. horrible / مروع
9. I've ever seen / شاهدته على الإطلاق
10. kill / يقتل
11. shake / يهز رأسه
12. smell (n) / ينتف
13. turn around / يدور
14. voice / صوت
15. whisper / يصغي
16. wonder (v) / يتساءل
17. you’d better / من الأفضل أن

Sky High Challenge
1. afford
2. grown-up
3. you’d better
4. horrible
5. whisper

Word Practice

A
1. a 3. b 5. a 7. a
2. a 4. b 6. a

B
1. whispered 4. You’d better
2. afford 5. bring back
3. although 6. acts

C

Get Ready

<table>
<thead>
<tr>
<th>1</th>
<th>d</th>
<th>3. e</th>
<th>5. f</th>
</tr>
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<td>a</td>
<td>4. c</td>
<td>6. b</td>
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<table>
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<th>3. a</th>
<th>5. d</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>e</td>
<td>4. f</td>
<td>6. b</td>
</tr>
</tbody>
</table>

Sky High Challenge
Accept all logical and grammatically correct answers.
New Words

1. air / جوّ، هواء / אוויר
2. come true / يتحقّق / להתגשם
3. desert / بادية، صحراء / מדבר
4. dream (n, v) / حلم، يحلم / חלום, לחלום
5. feeling / إحساس / תחושה
6. flight / رحلة جوية، طيران / טיסה, מטוס
7. float / لطيف / י翱, יפגש
8. height / إرتفاع / גובה
9. introduce / يقدّم / להציג
10. land (v) / يهبط / לנחות
11. landing (n) / هبوط / נחתת
12. passenger / راكب / נוסע
13. photograph (n) / صورة فوتوغرافية / תצלום, תמונה
14. photography / تصوير / צילום
15. pick up / يمسك، يلتقط / להרים
16. pilot / طيار / טייס
17. present (n) / هدية / מתנה
18. quite / تمامًا، كليًا، إلى حدّ ما / די-,olutely
19. safe / آمن / בטוח
20. sail (v) / يبحر / להפליג
21. scenery / منظر / נוף
22. thanks to / بفضل / הודות ל-
23. thrilling / مثير للعواطف / מרגש

Sky High Challenge
1. dream
2. passengers
3. desert
4. Accept all logical and grammatically correct answers.

Pages 188-190

Word Power

A
1. c 3. e 5. f
2. a 4. b 6. d

B
1. b, c 5. a, b
2. a, c 6. a, b
3. b, c 7. b, c
4. a, c

C
1. scenery 4. quite
2. come true 5. landed
3. flight 6. thrilling

Accept all logical and grammatically correct answers.

D
1. float 5. safe
2. flight 6. thanks to
3. heights 7. air
4. pilot 8. scenery

Possible answers:
1. Anna is at a hot air balloon festival in Albuquerque, New Mexico.
2. She / Anna is afraid of heights.
3. She / Sally is a hot air balloon pilot.
4. She / Anna took many pictures of the beautiful scenery.

Accept all logical and grammatically correct answers.

F

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>thrill</td>
<td>-ed</td>
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<tr>
<td>confuse</td>
<td>confused</td>
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<tr>
<td>excited</td>
<td>excited</td>
</tr>
<tr>
<td>surprise</td>
<td>surprised</td>
</tr>
<tr>
<td>interested</td>
<td>interested</td>
</tr>
<tr>
<td>bored</td>
<td>bored</td>
</tr>
</tbody>
</table>

G
1. excited 4. exciting; bored
2. interesting 5. thrilling
3. surprised 6. confused

H
Accept all logical and grammatically correct answers.

Pages 191-192

Grammar Present Progressive

A
1. a 3. b 5. a 7. a 9. b
2. a 4. b 6. b 8. a 10. a

B
1. is raining
2. aren’t (are not) listening
3. are celebrating
4. are walking
5. Is ... studying
6. isn’t making
7. am (’m) trying
8. am (’m) not playing
9. are ... getting
10. are ... leaving

C
1. Where are you going? c
2. How long are you staying? d
3. When are you going? f
4. Are you going alone? b
5. Are you traveling by train? a
6. Where are you staying? e

D
1. Where is Jane playing basketball on Sunday? She is playing in Holon.
2. What is Jane doing on Monday? She is going to the dentist.
3. When are Jane and Amy studying for the test? On Tuesday.
4. What museum is Jane visiting on Thursday? She is visiting the Israel Museum.
5. Who is Jane having lunch with on Friday? She is having lunch with her grandfather.

E
Accept all logical and grammatically correct answers.

Page 193

Writing Write a paragraph

A
1. b 2. c 3. c

B
1. a 2. c 3. b 4. c

C
Accept all logical and grammatically correct answers.
PART 2
Pages 194-195

Reading

Get Ready

Do you remember these words?

1. e 3. h 5. i 7. j 9. c
2. g 4. b 6. a 8. d 10. f

Sky High Challenge
Accept all logical and grammatically correct answers.

New Words

1. add (v) /ضيف
2. break (v) /يكسر
3. bridge (n) /جسر
4. cause (v) /يسبب
5. chase /يطارد، يلاحق
6. design (n) /تصميم
7. destruction /إيذاء
8. disappear /يختفي
9. engineer /مهندس
10. equipment /الآلات /المعدات
11. excitement /الإثارة
12. force (n) /قوة
13. forecast /التنبؤ
14. gallop /يركض، يعدو (الحصان)
15. hold up /يرفع
16. indeed /أينما
17. injure /يضر، يؤذي
18. measure /يقيس
19. movement /حركة
20. occur /يحدث
21. reporter /الصحفي
22. speed /السرعة
23. strength /القوة
24. tornado /تornado
25. violent /عنيف

PART 3
Pages 199-200

Listening

Get Ready

Do you remember these words?

1. d 3. b 5. c
2. f 4. e 6. a

Sky High Challenge
Accept all logical and grammatically correct answers.
New Words

1. common
2. dozen
3. flute
4. folk
5. instrument
6. join together
7. length
8. musical
9. native
10. pipe
11. sound
12. squeeze
13. traditional

Sky High Challenge

Kinds of Music: folk, native, traditional
Musical Instruments: flute, pipe

Possible answers for additional words:
Kinds of Music: classical, jazz, hip hop, rock, etc.
Musical Instruments: guitar, piano, drums, etc.

Pages 202-203

WORD PRACTICE

A Across Down
1. folk 1. flute
2. traditional 3. dozen
4. squeeze
6. length
7. native

B 1. traditional 6. native
2. length 7. dozen
3. folk 8. squeezed
4. joined together 9. musical
5. pipes 10. common

C 1. e 3. b 5. f
2. c 4. a 6. d

1. A long didgeridoo has a low sound.
2. Native Australians play the didgeridoo.
3. The dizi flute has eleven holes.
4. A pan flute is a traditional Greek musical instrument.
5. The pipes of the pan flute are not the same length.
6. When you squeeze a bagpipe, the air comes out through the pipes.

D 1. instrument
2. pipes
3. common
4. sounds
5. musical

E Accept all logical and grammatically correct answers.

Pages 204-205

Reading

Get Ready

Do you remember these words?

1. e 3. f 5. d
2. b 4. c 6. a

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words

1. amount
2. corn
3. develop
4. discover
5. dry
6. energy
7. environment
8. flour
9. friendly
10. land
11. power
12. produce
13. provide
14. reach
15. simple
16. stone
17. technology
18. wheel
19. windmill

Sky High Challenge

1. f 3. a 5. d
2. e 4. b 6. c

Accept all logical and grammatically correct answers.
Word Power

A
1. produce 5. land
2. discovered 6. Corn
3. technology 7. reached
4. energy 8. dry

B
1. a, c 6. a, c
2. b, c 7. b, c
3. a, b 8. a, c
4. a, b 9. a, b
5. b, c 10. a, c

C
1. windmills 5. wheels
2. develop 6. simple
3. reach 7. provide
4. stone

The higher the clouds, the better the weather.

D
1. energy 4. technology
2. produce 5. power
3. friendly 6. environment

Accept all logical and grammatically correct answers.

Possible answers:
Good: Thanks to wind turbines, we can live in a safer and cleaner environment.
Bad: Animals get killed by the fast turning blades of the wind turbines. / When there is no wind, they do not produce electricity.

E
Accept all logical and grammatically correct answers.

PART 4 Literature

Reading

Get Ready
Do you remember these words?

1. e 3. a 5. f 7. b
2. h 4. c 6. d 8. g

Sky High Challenge

Accept all logical and grammatically correct answers.

New Words
1. awake
2. candlelight
3. dress (v)
4. finally
5. I don’t mind
6. long after
7. miss (v)
8. past
9. promise (v)
10. ride (v)
11. shorts
12. sort of
13. street
14. summertime
15. swim suit
16. the other way
17. whenever

Sky High Challenge

Accept all logical and grammatically correct answers.
Page 213

Word Practice

A 1. b  2. a  3. d  4. e  5. c

B 1. shorts
  2. I don’t mind
  3. the other way
  4. candlelight
  5. past
  6. street

C 1. awake
  2. finally
  3. swimsuit
  4. ride
  5. sort of

  2 Accept all logical and grammatically correct answers.

Page 214

Word Review
Accept all logical and grammatically correct answers.

Possible answers:
air, dry, forecast, measure, summertime, tornado,
violent, windmill

Pages 215-225
For photocopiable answers of Unit 5 Review,
Cumulative Review Units 1-5 and Read More, see
pages 181-182 of this Teacher's Guide.
Unit 1 Review

Vocabulary

A 1. b 3. c 5. b 7. b 9. b 2. b 4. b 6. c 8. c 10. c


D 1. low 2. light 3. wet 4. east

Grammar

Present Simple

E 1. gets 2. doesn’t like 3. spend 4. doesn’t snow 5. watches 6. don’t climb 7. ride 8. fixes


Comparative and Superlative Adjectives

G 1. the hottest 2. beautiful 3. more dangerous than 4. older than 5. the most interesting

Writing

H 1. Seattle gets a lot of rain. 2. The rain comes from clouds. 3. Albert sometimes flies his kite on windy days. 4. Angelina and Marta live in Barcelona.
Workbook Answer Key

Pages 81-84

Unit 2 Review

Vocabulary

A
1. wings, feathers
2. visit, travel
3. sculptor, artist
4. perfect, excellent
5. expert, visitor

B
1. c 3. e 5. d
2. f 4. a 6. b

2
1. pay attention
2. sit still
3. fall asleep
4. take care of
5. get hurt
6. make sure

C
1. myself 3. itself
2. themselves 4. herself

2 Accept all logical and grammatically correct answers.

Grammar

Future with will

D
1. won’t go
2. will have
3. won’t be
4. will get
5. will sing
6. won’t rain

E
1. Will ... call
2. will ... leave
3. will ... invite
4. Will ... be
5. will ... meet

2
1. Will you call me tonight?
2. Will the next Olympics be in Tel Aviv?
3. Where will you leave the keys?
4. When will Fred meet David?
5. Who will Amy invite to her party?

Future with be going to

F
1. We are going to travel to New York.
2. I am not going to tidy my room.
3. Danny is going to stay at home today.
4. I am going to wear my new dress to the party.
5. It is not going to rain today.
6. They are not going to buy a new car this year.
7. The chef is going to cook dinner tonight.
8. We are not going to skate on the lake today.

G
1 Accept all logical and grammatically correct answers.
2 Accept all logical and grammatically correct answers.

Writing

H
1. I saw an [exciting] movie on Thursday.
2. Alex is an [excellent] athlete.
3. I like to listen to [rock] music.
4. Angela’s [hair] is [long].
5. One day I’m going to be a [famous] artist.
6. My [room] is [tidy].

2 Possible answers:
1.ارتني فيلمًا مثيرًا في يوم الخميس.
2. ألكس هو رياضي متفوق.

3
1. before
2. after

I
1. wonderful, famous
2. exciting, interesting
3. expensive, small
4. large, beautiful
5. big, smart
6. extreme, warm

J Accept all logical and grammatically correct answers.

Page 85

CUMULATIVE REVIEW Units 1-2

VOCABULARY

1. a 3. c 5. c 7. c 9. b
2. c 4. b 6. b 8. b 10. b

GRAMMAR

1. b 3. a 5. b 7. b 9. b
2. c 4. c 6. b 8. c 10. a

Read More 1

B
1 b

2 a YES
b When we sit or walk in the sun, our body makes a vitamin called Vitamin D.

3 a 1. F 2. F 3. T
b 1. It gives us lots of energy.
2. It makes us feel happier.

4
1. You can get sunburn.
2. You can get a bad headache.

5 three times a week for 15 minutes

C Accept all logical and grammatically correct answers.
Read More 2

B 1. a 2. a 3. b 4. b
2. They were both cool.
3. 1. so that the heat could escape during the day 2. so that cool air could come in at night
4. b

C Accept all logical and grammatically correct answers.

Possible answers:
- Wear cotton clothing.
- Try to swim in the sea or in a swimming pool.
- Use a fan.

Read More 3

B 1. thousands 2. 700 B.C.E 3. 1958 4. 20 5. 46,000 6. five
2. b
3. sun
4. a FALSE
   b. People still use solar ovens today.
5. 1. solar-powered satellite 2. longer than any other man-made object
6. It is clean energy. / There is more than enough for everyone to enjoy.

Sky High Challenge
Accept all logical and grammatically correct answers.
Unit 3 Review

Vocabulary

A 1

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
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<tbody>
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<td>cover</td>
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<td>terrible</td>
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<tr>
<td>flood</td>
<td>flood</td>
<td>deep</td>
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<tr>
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<td>thirsty</td>
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<tr>
<td>area</td>
<td>prefer</td>
<td>wild</td>
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</table>

2 1. a. flood (v) / غمر، يغرق (v) / غمر (n) / طوفان
   b. flood (n) / طوفان
2. a. cover (v) / غطى
   b. cover (n) / غطاء / ستار

B 1. a 3. b 5. a 7. a 9. a
2. a 4. b 6. b 8. b

C 1. edge
2. peace
3. rescue
4. bucket
5. lucky

D 1. culture
2. century
3. softly
4. Perhaps
5. realize
6. fresh
7. village
8. even though

2 Accept all logical and grammatically correct answers.

Grammar

Past Simple

E 1

<table>
<thead>
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<th>Past Simple</th>
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<td>did</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
</tbody>
</table>

2 1. Lisa talked to her friends.
2. She went to the mall with her friends.
3. She bought a present for her mom.
4. She did her homework.
5. Lisa played video games with her brother.
6. She had supper with her family.

3 Accept all logical and grammatically correct answers.

2 1. They went to India in August last year.
2. They stayed in a hotel next to the sea.
3. They started dancing in the street.
4. Yes, they loved it!

Modals and Semi-modals

G 1. couldn’t
2. can’t
3. has to
4. can
5. mustn’t
6. must
7. don’t have to
8. had to
9. will have to
10. could

H Accept all logical and grammatically correct answers.

Possible answers:
1. Where can Andrew meet us?
2. What time does George have to wake up?
3. Why must you be at school at 8:00?
4. How many languages could Kate speak when she was a child?
5. Did you have to wait for a long time?
6. Do I have to bring food to the party?

Writing

I 1. love
2. In … opinion
3. think
4. believe
5. feel
6. don’t like

J 1. b 2. c 3. a 4. f 5. d 6. e

K Accept all logical and grammatically correct answers.

Page 131

CUMULATIVE REVIEW Units 1-3

VOCAZ}
Read More 1

B 1 c
2 a 1. F   2. T   3. F   4. T
   b 1. You can go up to 15 meters.
       3. It takes about 20 minutes to learn.
3 make a big splash / go high up in the air
4 a, c
5 a YES
   b Anyone can ride this water bike. / 
       You just get on it and go.

C Accept all logical and grammatically correct answers.

Read More 2

B 1 b, d
2 nature at its best / a dry wadi suddenly changes 
   into a wild river
3 a 1. F   2. T   3. T   4. F
   b 1. He loves watching a dry wadi change into 
       a wild river.
       4. David prepares himself well before each 
          trip.
4 He goes online to check the latest weather 
   information.
5 Any one of the following: 
   food / drinks
6 a NO
   b Even experienced people like David usually 
      travel in groups.
7 He enjoys looking for floods with his friends. / He 
   enjoys traveling with a group of friends.

C Accept all logical and grammatically correct answers.

Read More 3

FACT FILE

Country: Peru
Area: The Amazon Jungle
Length: six kilometers
Width: 25 meters
Temperature: 86˚C

2 a 1. F   2. T   3. T   4. F
   b 1. He was born in a small village in Peru.
       4. His project is called “The Boiling River”.

3 Because hot rivers can only be found near volcanoes, and there were no volcanoes in that part of Peru.
4 a YES
   b The River of Death was real and she had actually been there several times.
5 b
6 b

C 1 and 2 Accept all logical and grammatically correct answers.
Workbook Answer Key

Unit 4 Review

Vocabulary

A
1. a, b
2. a, c
3. b, c
4. a, b

B
1. unless
2. instructor
3. avoid
4. participated
5. except
6. tickets

C
1. major
2. hit
3. prepared
4. canned food

D
1. immediately
2. even though
3. very big
4. terrible
5. clever

Grammar

Past Simple, positive or negative

E
1. didn’t have
2. complained
3. didn’t kill
4. didn’t promise
5. participated
6. didn’t go
7. didn’t wear
8. lost
9. ate
10. arrived

F
1. Alex didn’t visit his cousins yesterday. He hung out with his friends.
2. Alma didn’t participate in the race. She stayed at home.
3. Max didn’t study for a test last night. He went to a party.
4. Helen didn’t wake up late this morning. She got to school on time.
5. Margot and Dina didn’t go skating last weekend. They played tennis.

Past Simple Questions

G
1. Did you enjoy the movie?
2. Where did she buy that jacket?
3. When did Tom come home?
4. How did you get home?
5. Why did they go out in that rainy weather?
6. Did it rain on your way to school?

H
1. did you go to Norway
2. did you do there
3. did you stay
4. you have fun

Writing

I
1. because
2. but
3. and
4. and
5. because
6. but

J
1. c
2. b
3. d
4. a

K
Accept all logical and grammatically correct answers.

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CUMULATIVE REVIEW Units 1-4

VOCABULARY

1. b
2. c
3. c
4. a
5. c
6. b
7. b
8. b
9. c
10. a

GRAMMAR

1. b
2. a
3. b
4. c
5. c
6. b
7. c
8. b
9. a
10. c

Pages 180-181

Read More 1

A
1. Winter Hat
2. Talking Gloves
3. Winter Boots

B
1. F
2. T
3. T

C
and

Accept all logical and grammatically correct answers.

Pages 182-183

Read More 2

B
1. a

2. a

The word igloo means “house”.

3. The hotel is in Norway.

3. Some (Inuit) hunters can build an igloo in less than an hour.

4. made of snow and ice

a. YES

b. It is an amazing place.
5 Seeing the Northern Lights
6 c

C Accept all logical and grammatically correct answers.

Pages 184-185

Read More 3

B 1. birds
   2. They fly south.
   3. bears
   4. bats
   5. They go to the hot water pools at Jigokudani Monkey Park and jump inside.
   2 to enjoy a hot bath outside in the snow
   3 1. b 2. a 3. d 4. c
   4 b, d

5 a sick
   b the monkeys a park with their own hot water pool

6 The snow monkeys relax in the hot springs here and people enjoy watching them.

C Accept all logical and grammatically correct answers.
**Unit 5 Review**

**Vocabulary**

**A**
1. presents
2. chased
3. photograph
4. add
5. injured
6. flute
7. destruction
8. passengers
9. Finally
10. reporter

**B**
1. forecast
2. musical
3. reached
4. dozen
5. simple
6. dry
7. occur
8. air

**C**
1. energy
2. provide
3. technology
4. height
5. movement
6. environment

**Grammar**

**Present Simple and Present Progressive**

**D**
1. is speaking
2. aren’t (are not) studying
3. I’m not (am not) picking up
4. is landing
5. are ... wearing
6. Is ... having
7. isn’t (is not) working
8. is ... flying

**E**
1. plays
2. will live
3. walked
4. am going to bake
5. is studying
6. won’t rain
7. aren’t leaving
8. isn’t snowing

**Hebrew**:

There is one present tense in my language.

**Arabic**:

There are two kinds of Present in my language: One is اسم الفاعل واسم المفعول that is used for Future and Present together.

**F**
1. When are you going to start your new job?
2. Did you go out yesterday?
3. Where does Ann live?
4. Will you call her this evening?
5. Why is Lea studying?

**G**
1. doesn’t spend
2. invents
3. won
4. collects
5. is working
6. hopes
7. will provide

Accept all logical and grammatically correct answers.

**Possible answers**

1. The woman’s hat flew off in the wind.
2. The man fell in a puddle.
3. The girl is going to pick up her phone.
4. The umbrella is flying away.
5. The dog is running away.

**Writing**

**I**

1. Yesterday I went diving at Lizard Island in Australia.
2. b

**J**

1. c  2. b

**K**

Accept all logical and grammatically correct answers.

**Page 219**

**CUMULATIVE REVIEW Units 1-5**

**VOCABULARY**

1. b  3. b  5. b  7. a  9. b
2. c  4. c  6. a  8. a 10. c

**GRAMMAR**

1. b  3. c  5. b  7. b  9. c
2. a  4. b  6. c  8. a 10. a

**Pages 220-221**

**Read More 1**

<table>
<thead>
<tr>
<th>B</th>
<th>Weight</th>
<th>Speed (per hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Canadian Goose</td>
<td>3-9 kilograms</td>
<td>112 km (per hour)</td>
</tr>
<tr>
<td>The Great Snipe</td>
<td>80-140 grams</td>
<td>95 km (per hour)</td>
</tr>
<tr>
<td>The Arctic Tern</td>
<td>100 grams</td>
<td></td>
</tr>
</tbody>
</table>

1. b
2. e
3. c
4. d
5. a

2. big
3. wind
3. a day

3 Sentences 1 and 4
4. It is the fastest long-distance flyer in the world.
5 b
6. flies back again
7. b. Flying with the Wind

**C**

Accept all logical and grammatically correct answers.

**Pages 222-223**

**Read More 2**

<table>
<thead>
<tr>
<th>B</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. b</td>
<td>2. c</td>
<td>3. e</td>
</tr>
<tr>
<td>4. d</td>
<td>5. a</td>
<td></td>
</tr>
</tbody>
</table>

1. tornado
2. at school
3. tornado box
3 a 1. F
2. T
3. NEI
4. F
5. NEI
6. F

b 1. The basement had a heavy door.
2. He was shocked.
6. Today, Mark and his mom live in a new house in the same town.

4 1. It destroyed Mark’s house completely.
2. It killed 72 people.
3. It injured at least 145 people.

5 Yes, he is worried that it will happen again.

C Accept all logical and grammatically correct answers.

Possible answers:
first aid equipment, water, food, clothing, flashlights

Pages 224-225

Read More 3

B 1 Any three of the following:
sailing / mountain climbing /
traveling by dogsled /
rowing across the ocean

2 c

3 He flew a hot air balloon nonstop around the world in 11 days.

4 1. he could not breathe without oxygen
2. could be as cold as -56°C at night
3. heavy thunderstorms
4. he was afraid that his balloon might crash

5 Any two of the following:
They gave him weather information. / They helped him find the best route. / They helped solve some technical problems. / They helped him stay awake when it was too dangerous for him to sleep.

C Accept all logical and grammatically correct answers.

Sky High Challenge
Accept all logical and grammatically correct answers.