

The “Welcome!” unit serves as a bridge unit that reviews the language and vocabulary that pupils should know from previous years. By doing this, in addition to giving pupils an opportunity to get to know their book, the transition from fifth grade to sixth grade is made easier.

Pages 6-7

The purpose of the opening spread is to introduce the pupils to some of the new features that appear throughout the book, connecting it to the digital world. Here, the pupils have the opportunity to relate to the present, past and future ways of learning, communicating, collaborating and creating.

Tell pupils to open their books to the opening spread. Read the title and elicit the meaning of the word *welcome*.

1 Look and talk.

Look at the pictures and answer the questions.

Tell pupils to look at the pictures for a few minutes and then close their books. Ask them to write a list of all the non-digital items that they can remember. Allow them to work in pairs or groups and ask them to try and add items to the list. Tell pupils to share their lists with the class.

Before opening their books again, ask pupils to make another list, this time of the digital items that they remember. Tell pupils to compare the number of items they remembered on both lists and report to the class. Ask pupils to open their books and check which items they didn't remember. Discuss in the pupils' own language why they think they didn't remember certain items.

Tell pupils to look at the pictures and ask them to say how they do each activity.

Brainstorm the following topics:

1. the most popular forms of communication today and the ones used in the past
2. the best ways to look for and to share information
3. who uses digital apps similar to those that appear on the pages and which are the pupils most familiar with

Read the question at the top of page 7 and tell pupils to look at the captions and pictures. Ask pupils where they do the activities in the pictures.

2 Ask questions.

Ask your parents or grandparents the questions from exercise 1. Share your answers with the class.

Tell pupils to ask their parents and grandparents the questions from exercise 1. Tell them to find out how many of their parents and grandparents did any of these things in the past and, if they did, find out how.

Optional: Tell pupils to post their answers on a shared Google document or a class forum site, or discuss the answers the following day.

3 Look.

This year you are going to do all of the following. Look out for these icons:

Tell pupils to look at the icons and explain that they appear throughout the book.

Explain the icons as follows:

Vote provides pupils with opportunities to share their opinions with the class. Pupils can be encouraged to carry out class surveys where relevant.

Find Out directs pupils to look for specific facts in the reading texts and encourages them to search the Internet for additional information.

Post It encourages pupils to share personal items or items of interest with the class. You may want to explain that this can be done either online or in written form using the class noticeboard.

Chat encourages pupils to interact in English.

Game is the symbol for a variety of vocabulary and communicative games.

Think and Talk offers thought-provoking questions that should lead to class discussions.

Pages 8-9



Get to Know Your Book

1 a. Look and guess.

Look at the titles of the units in the book. Then guess which units the pictures and texts come from.

Read the names of the units in the book and their translations. Tell pupils to describe what they can see in the pictures and to match each one to a unit title. Ask pupils what they think they will learn about in each unit. Tell them to base their guesses on the unit titles and the pictures.

b. Find.

Find the pictures and texts in the book and check your answers to exercise 1a.

Tell pupils to check their answers by doing a “scavenger hunt” in their books to try and find the different pictures and texts. Ask pupils:

On what page can you find a picture of Shrek? (page 38)

In which unit is it? (Unit 2)

Optional: Have pupils work in small groups to find all the items.

Refer pupils to the table of contents. Ask them how a dictionary and / or grammar appendix can help them and when they think they would use each of them.

2 Say.

What do you think you are going to learn about this year?

Brainstorm the topics the pupils think they are going to learn about this year. Tell them to use the pictures as prompts.

Page 10



Words, Words

Tell pupils that before embarking on new material, they are going to review vocabulary and instructions that they learned in the past. Encourage pupils to stop you at any time during the review to ask any questions they may have.

Vocabulary acquisition is critical for reading comprehension and language development. Tell pupils that a helpful tip for learning new vocabulary accompanies each lexical group.

Read the topic or title of each lexical group and ask pupils to generate words for each. Then read the words in each category with the class or have pupils read them out loud. Explain each tip and tell pupils to use these different tips throughout the course when learning new words.

Tell pupils to practice learning or revising the new words for at least 10 minutes every day.

Optional:

1. Tell pupils to make a special English word notebook as follows:
 - a. List the new words and translate them.
 - b. Write a sentence using each new word.
 - c. Draw a picture or symbol for each word.
2. Introduce a “word of the day” in your lessons. Write the heading “Word of the Day” on the board and write the chosen word under it. You may want to choose a word connected to the pupils in your class or a topical word. Find out if anyone knows the meaning of the word and, if not, teach it. Leave the word on the board for the duration of the lesson. Remind pupils of the word at the end of the lesson and find out who remembers it at the beginning of the next lesson.

Numbers

1 Say the words.

Work in pairs. For at least three groups, say the numbers in each group in the correct order and as fast as you can.

Ask pupils to count aloud from 0 to 20 and then in tens. Invite different pupils to read out the numbers in each group. Then ask pupils to order the numbers in at least three groups. Invite pupils to say the numbers in each group as fast as they can.

TIP: *Prepare a game with the new words. Play it with a friend.*

Tell pupils to prepare a game with the new words. For example, pupils may make a memory game by writing the new words and their translations on separate cards. Pupils may also repeat and recite the new words by putting them to a beat or to the tune of a song they know. Pupils may also use mnemonic devices (memory tricks) to help them remember the meaning of words.

► **WORKBOOK** Tell pupils to do the exercises on **page 4** in the Workbook.

Places

2 Draw a picture.

Draw a picture or symbol for at least seven places. Show your partner. Can he / she guess the place?

Read the names of the places. Check that pupils understand them. Ask pupils to say if there are any of these places near where they live and, if so, to name the places and their location. Then draw a symbol or picture for one of the places on the board. Have pupils identify the place.

TIP: *Draw a picture or symbol for the words.*

Tell pupils to work in pairs. One pupil draws a picture or symbol for a word; the other pupil must guess the place. Tell them to do this for at least seven words on the list.

► **WORKBOOK** Tell pupils to do the exercises on **page 5** in the Workbook.

Page 11

At Home

3 Make a word map for:

1. rooms in a house
2. things in a living room

Read the words and ask pupils to say if the words are the names of rooms in a house or things in a living room.

Optional: Have pupils clap their hands an appropriate number of times according to which group the words belong to.

Draw an example of a word map on the board. Write the name of the topic in the center and ask pupils to add as many words as they can. Have pupils make a word map for rooms in a house and things in a living room. Invite pupils to share their maps with the class.

TIP: *Make word maps.*

Have pupils make a word map for other target words. Invite pupils to share their maps with the class.

► **WORKBOOK** Tell pupils to do the exercises on **page 6** in the Workbook.

Verbs

4 Write sentences about:

Write at least two sentences about:

1. things that are fun to do
2. things we do every day
3. things you can't do
4. things you want to learn to do

Read the verbs in the groups and check that pupils understand them. Invite pupils to mime different actions; the class must name the verbs.

Read the criteria listed and have pupils make up sentences. Write them on the board.

TIP: *Make sentences with new words.*

Tell pupils to continue writing sentences for at least two of the criteria and to share them with the class.

► **WORKBOOK** Tell pupils to do the exercises on **pages 7-8** in the Workbook.

Page 12

Food

5 Find the words.

Find words for at least four groups.

Read the list of categories and check that pupils understand them. Tell pupils to read the words in the list and match them to at least four of the categories.

TIP: *Put new words in groups. Give each group a name.*

Tell pupils work in pairs and to list a selection of words for their partners to categorize.

► **WORKBOOK** Tell pupils to do the exercises on **pages 9-10** in the Workbook.

Time

6 Write the words.

Write at least seven words and their meanings in your notebook.

Write a selection of words on the board and invite pupils to translate them.

Explain the use of a dictionary. Review the alphabet by asking whether specific letters are found at the beginning, middle or end of the alphabet. Explain that it helps to think about the position of the letter in the alphabet when using the dictionary at the back of their Student's Book. Have pupils look up any words from the list that they don't know.

TIP: *Make a list of new words and their meanings. Use the dictionary at the back of the book to help you.*

Tell pupils to copy at least seven words from the list into their notebooks and to translate each one. Tell them to check the meanings in the dictionary at the back of the book.

► **WORKBOOK** Tell pupils to do the exercises on **page 11** in the Workbook.

Page 13

Adjectives and People

7 Make pairs.

Make at least ten pairs of words from each group.

Invite pupils to read the words in each group and review their meanings.

Ask pupils for examples of different types of pairs and write them on the board. Elicit the following types:

1. adjectives that are opposites, for example, *big / small*
2. people or items that come in pairs, for example, *king / queen*
3. adjective-noun pairs, for example, *cold day*

TIP: *Make cards for new words and make pairs.*

Tell pupils to make their own word cards and make adjective-noun pairs.

► **WORKBOOK** Tell pupils to do the exercises on **pages 12-13** in the Workbook. Note that the first exercise lists the translations of the “people” words in their masculine form only, as appears in a dictionary. Point out that all professions can be done by women as well as men.

Plural Nouns

8 Play a game.

Play a memory game with the words in their singular and plural forms.

Read the list of words and check that the pupils know their meanings. Elicit how each irregular word changes in its plural form. Point out that the words *sheep* and *fish* don’t change. Review the spelling rules for adding *s*, *es* or *ies* to a singular noun.

TIP: *Make a card for each word and play a memory game to practice the word pairs.*

Tell pupils to make cards for a memory game with the singular and plural forms of the nouns. Suggest that they choose one color card or paper for the singular nouns and a different color card or paper for the plural nouns. Tell pupils that they can play the game by themselves or with a partner.

► **WORKBOOK** Tell pupils to do the exercises on **page 14** in the Workbook.

Tell pupils to choose the tips they found useful and use them throughout the course.

Optional: Tell pupils to create a new file or document on the computer for learning new vocabulary. Pupils can list the words alphabetically or according to topics. Pupils should list a new word, write a definition or translation, and add a picture where relevant. This file should be ongoing; pupils should add new words as they learn them. Pupils may use this file to practice and review the vocabulary taught. Pupils should save this document on a disc-on-key and have it readily accessible both at school and at home.



Useful Instructions

Explain to pupils that pages 14 and 15 contain a dictionary of some of the useful words and instructions that appear in the book. The dictionary of instruction words is comprised of words on the Ministry's Band I core lexical list for Foundation Level.

1 Learn the words.

The words below will help you understand the instructions for exercises and tasks.

Read the words in the dictionary with the pupils and find out how many they already know. Brainstorm different ways they can learn these words, using the ideas for learning lexical items that they learned in the previous part of the unit.

2 a. Match.

Match the instructions to their meanings.

Read the instructions with the class. Tell pupils to identify the keyword(s) in each instruction and to then check the meanings in the dictionary above. Have pupils match each instruction to its translation.

ANSWERS

- | | |
|------|-------|
| 1. k | 7. h |
| 2. l | 8. b |
| 3. i | 9. j |
| 4. a | 10. c |
| 5. e | 11. f |
| 6. d | 12. g |

b. Find.

How many of the instructions in exercise 2a can you find in the Student's Book or Workbook?

Tell pupils to look through the book and see how many instructions or keywords from the instructions they can find.

3 Read.

Read these instructions that appear in the book. They will help you do the exercises.

Read through the instructions in English and their meanings with the pupils. Tell pupils that they should refer to this list when they don't understand an instruction.

4 Translate.

Translate the instructions.

Tell pupils to translate the instructions. Explain that there is a dictionary at the back of the book that lists all the words in the book in alphabetical order and that they can look up any words they don't know or remember.

► **WORKBOOK** Tell pupils to do the exercises on **pages 15-16** of the Workbook.



Type in English

Look at the keyboard and cell phone and do the exercises.

Tell pupils that there are digital activities in the Student's Book and therefore they will need to know how to type in English. Point out that, as on a Hebrew / Arabic keyboard, the letters are not in alphabetical order.

Do the activities that follow to help familiarize the pupils with the keyboard.

1 Say the alphabet and point.

Say the alphabet in English and point to the letters in the right order.

Tell pupils to say the alphabet and point to the letters on the keyboard in the right order. Tell them to repeat the activity several times, increasing the speed they say the letters each time.

2 Find a, e, i, o, u.

Find the vowels (a, e, i, o, u). What colors are they?

Tell pupils to find the vowels (a, e, i, o, u). Ask them what color each key is.

3 Find the letters in your name.

Find the letters that make up your name. In which rows do they appear?

Tell pupils to find the letters for their own names and to identify in which row each letter appears.

4 How do you type capital letters?

How do you type capital letters in English?

Find out how many pupils know how to type capital letters. Explain that they need to use the shift key (arrow) on the left or right side of the keyboard.

5 Find the keys.

Find the period (.), comma (,) and question mark (?) on the keyboard. When do we use each of these punctuation marks?

Tell pupils to look for the period, comma and question mark on the keyboard and discuss when to use them.

6 Spell your name.

Spell your name for your partner to write in his or her phone.

Tell pupils to spell their names in English; their partners can type the letters on the keyboard or add the name to their contact lists on their cell phones.

7 Send a message.

Send your partner a message in English.

Tell pupils to send a message to their partners in English. Encourage them to do this out of the classroom whenever possible.

8 Find the letters.

Name a letter of the alphabet and ask your partner to find it.

Tell pupils to name a letter of the alphabet; their partners must find it on their cell phones or on the keyboard.