

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Literature and Culture, and Language	Presentation
<b>Task A:</b> <b>Plan a party or a picnic and write an invitation.</b> (page 91) ..... Assessment Chart: Teacher's Guide, page 182 .....	<ul style="list-style-type: none"> <li>identify different text types and use this knowledge as needed</li> </ul>	<ul style="list-style-type: none"> <li>create and respond to a limited range of written message types</li> </ul>	<ul style="list-style-type: none"> <li>identify words that are the same in English and in their own language</li> </ul>	<ul style="list-style-type: none"> <li>present information on limited content, supported by visual aids</li> <li>use given criteria such as a checklist / rubric to prepare presentations</li> </ul>
<b>Task B:</b> <b>Play a miming game.</b> (page 92) ..... Assessment Chart: Teacher's Guide, page 182 .....	<ul style="list-style-type: none"> <li>follow a short sequence of simple instructions / directions in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests</li> </ul>		
<b>Writing:</b> <b>Write a recipe for a fruit salad.</b> (page 75) ..... Assessment Chart: Teacher's Guide, page 181 .....	<ul style="list-style-type: none"> <li>identify different text types and use this knowledge as needed</li> </ul>			<ul style="list-style-type: none"> <li>present information on limited content, supported by visual aids</li> <li>use given criteria, such as a checklist / rubric to prepare presentations</li> </ul>
<b>Writing:</b> <b>Write about your favorite meal.</b> (page 82) ..... Assessment Chart: Teacher's Guide, page 181 .....				<ul style="list-style-type: none"> <li>describe people, places, things, events and personal experiences in familiar settings</li> <li>use given criteria, such as a checklist / rubric to prepare presentations</li> </ul>

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Literature and Culture, and Language	Presentation
<b>ICT:</b> <b>Plan a meal.</b> (page 76) <hr/> Assessment Rubric: Teacher's Guide, page 187 <hr/>	<ul style="list-style-type: none"> <li>locate relevant information for a specific purpose</li> </ul>			<ul style="list-style-type: none"> <li>present information on limited content supported by visual aids</li> <li>use digital media tools, such as podcasts and Web 2.0 tools</li> </ul>
<b>Story:</b> <b>Mama's Special Pizza</b> (Optional Literature Review – Workbook, page 261) <hr/> Answers: Teacher's Guide, page 214 <hr/>			<ul style="list-style-type: none"> <li>identify and describe events, settings and main characters in literary texts, using lower-order thinking skills</li> <li>understand the historical, social and/or cultural contexts of the text and its author</li> <li>provide an oral, written or visual response to a literary text</li> <li>reflect on the literary text</li> <li>are familiar with different cultural practices and traditions from reading literary text</li> <li>analyze and interpret literary texts using HOTS</li> </ul>	

## Page 55 – Opening page

The main purpose of this page is to get pupils into the topic and theme of the unit. Draw pupils' attention to the title "Stay Healthy" and brainstorm what this means. Ask pupils to suggest ideas about how to stay healthy.

Share the objectives with the pupils. Explain that at the end of the unit there is a choice of tasks to assess what they have learned throughout the unit. Read the descriptions of the tasks.

Refer pupils to the instructions at the bottom of the page. Tell them to look at the pictures and describe what they see. Read the titles of the articles, song and story that appear in the unit. Ask pupils what they think they are going to learn about in this unit. Elicit that they are going to learn about healthy foods and how they can maintain a healthy lifestyle.

*Optional:*

1. Brainstorm words related to food, such as the fruits and vegetables that appear on the page, or *breakfast, lunch, dinner, snacks, desserts*, and various other food and drink items. Have pupils divide the words into groups, giving each group a title. Ask stronger pupils to write a short description of the foods they eat for specific meals.
2. Have pupils prepare and play a memory game to review food vocabulary.

## Pages 56-57



Ask pupils to read the title of Part 1 and check that they understand the question.

Teach the vocabulary in the word strip at the bottom of the page. Explain that the phrase *Well done!* means that a job or task has been done properly, successfully or satisfactorily.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 65-66** of the Workbook.

### Chat

Read the conversation and discuss what may happen at school during "Health Month". Tell pupils that they are going to complete a quiz to find out how healthy they are.

- 1 a. How healthy are you? Do the quiz on page 57. Write *true* or *false* for each sentence on page 66 of the Workbook.**

Read the title of the quiz to the class. Ask pupils how many of them think that they follow a healthy lifestyle. Read the first sentence and ask pupils to raise their hand if it is true for them. Ask the other pupils how many hours they sleep every night. Continue with the other sentences. Then instruct pupils to complete the chart on page 66 of the Workbook by writing if each sentence is true or false for them.

- b. How many points do you have? Compare with a partner.**

Tell pupils to calculate their scores for the quiz by adding one point for each answer that was true for them.

*Optional:* Read the explanation and tips for each score with the class and check that they understand.

Tell pupils to work in pairs or small groups and compare how many points they have and which sentences in the quiz were true for them.



- 2 a. Listen to Tom talk about his health habits and do the quiz for him.**

Tell pupils that they are going to listen to a dialogue between a boy, Tom, and a doctor. They are discussing Tom's health habits. Instruct pupils to add the answers for Tom next to their answers to the quiz in the chart on page 66 of the Workbook.

Play the recording once for pupils to listen.

**Listening Script**

*Dr. Goldman:* Hello, Tom! How are you today?

*Tom:* Well, Dr. Goldman, I'm always tired. I don't have any energy.

*Dr. Goldman:* I see. Well, I have some questions I want to ask you. Question 1 is about sleep. How many hours of sleep do you get every night?

*Tom:* I sleep six or seven hours every night.

*Dr. Goldman:* That's why you're always so tired! Your body needs more sleep than that, Tom.

*Tom:* I usually go to bed at 11 o'clock.

*Dr. Goldman:* Well, question 2 is: Do you go to bed at the same time on school nights and on the weekend?

*Tom:* No, I don't. On the weekend I go to bed at 12 o'clock.

*Dr. Goldman:* Tom, it's important to go to sleep and wake up at the same times every day, even when you don't have school. Listen to question 3: How do you get to school?

*Tom:* Sometimes I walk to school with my friends and sometimes I ride my bike.

*Dr. Goldman:* Well, that's good. Question 4: Do you do any sports?

*Tom:* Yes, I do. We play football and basketball at school, but I don't enjoy it. Sometimes I go swimming on the weekend.

*Dr. Goldman:* Now answer question 5: How much time do you spend on the computer?

*Tom:* About three hours a day. I love computer games!

*Dr. Goldman:* I see. That's a lot of time on the computer. Question 6: How many meals do you eat every day?

*Tom:* Well, I don't eat breakfast because I don't have time in the morning. I eat lunch after school and dinner with my family. But I snack on chocolate and candy all the time because I'm so hungry.

*Dr. Goldman:* Hmm ... Here's question 7: Do you drink a lot of water?

*Tom:* Yes, I do. I always have a bottle of water in my bag.

*Dr. Goldman:* Well, that's good, Tom. Listen. You need to sleep more, you need to do more sports and you need to eat three good meals a day. Then I think you'll feel better. Come and see me again in three weeks.

*Tom:* OK, Dr. Goldman. I'll try!

Play the recording a second time and tell pupils to listen and write *true* or *false* for each question in the quiz for Tom.

Play the recording a third time and tell pupils to listen and check their answers.

**b. Compare your answers to Tom's. What is the same? What is different? Who sleeps more?**

Tell pupils that this exercise requires them to use the higher-order thinking skill of Comparing and Contrasting. Tell them to compare their answers to Tom's by saying which sentences were the same for both of them and which were different. Ask them if they sleep more hours than Tom.

**3 Complete the sentences. Do as many as you can.**

This vocabulary exercise provides practice of the new words. Tell pupils to complete the sentences with the words in the word bank.

**ANSWERS**

- |               |            |
|---------------|------------|
| 1. weekend    | 5. thirsty |
| 2. meals      | 6. change  |
| 3. Well done! | 7. healthy |
| 4. habit      | 8. should  |

**4 Write 2-5 sentences about how to be healthy. Use *should* and *must*. Talk in pairs and compare your sentences.**

Tell pupils to write sentences about how to be healthy. They can use ideas from the quiz.

Draw pupils' attention to the TIP about the modals *should* and *must*. Explain that these words come before the verb and add additional meaning – suggestion (*should*) and obligation (*must*) – to the verb. Review the modal *can*, and point out that *must* and *should* are used in the same way as *can*. Ask pupils to translate the example sentence into their language and notice the differences between English and their language.

Refer the pupils to page 231 of the Grammar Help for a more detailed explanation of the modals.

► **WORKBOOK** Tell pupils to do the exercises on **page 67** of the Workbook.

**Page 58**

Teach the vocabulary in the word strip at the bottom of the page. Note that the word *anything* has a negative meaning in the context in which it appears (a negative sentence).

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 68-69** of the Workbook.

**5 The sentences in red are things that people often say about food, sleep and doing sports. Read what Tammy and David think and answer the questions.**

Make sure that pupils understand that some people may not be able to eat all foods or do sports due to health issues. Take the time to discuss the importance of showing tolerance and helping people who aren't able to participate in all sports activities due to physical challenges.

Read the first section about chicken soup. Ask pupils: *Why is chicken soup good for you? What does chicken soup do?* Read the second section about chocolate and ask: *Is chocolate good for you? Does chocolate affect your skin?* Read the third section about doing sports and ask pupils: *Why does doing sports before bed stop you from sleeping?* Read the last section about sleep and ask: *Why do we need many hours of sleep?*

Refer pupils to the questions below the text and tell them to answer them in their notebooks.

**ANSWERS**

1. David
2. David
3. Tammy
4. David

**6 Who do you agree with – Tammy or David? Why?**

Ask pupils to say who they agree with and to add their own comments. Read the example sentences and tell them to use them as a model.

**Page 59**

**7 Read the article and find out the facts.**

Read the explanation about myths at the beginning of the article and then tell pupils to read the rest of the text and find out why each of the sentences is or isn't a myth. (Point out that the sentences in red are the same sayings they previously discussed in the text on page 58.) Suggested discussion questions include: *Why can chicken soup help you feel better? What happens when you do sports? What is unhealthy about chocolate?*

**8 Answer the questions. Do as many as you can.**

Read the questions and tell pupils to answer them according to the information in the article. You may have pupils answer the questions orally or write their answers in their notebooks. Note that question 5 uses the higher-order thinking skill of Inferring, which is taught in Unit 5.

Check pupils' answers by having them read them aloud.

**ANSWERS**

1. Yes, because it has lots of important vitamins in it. / It can help you feel better.
2. Yes, because it has a lot of sugar and fat in it.
3. in the morning or afternoon
4. 8-9 hours
5. Because you need to get 8-9 hours of sleep every night.

**9 Complete the sentences. Do as many as you can.**

Tell pupils to copy the sentences into their notebooks and complete them with information from the article. Check pupils' answers by having them read them out loud.

**ANSWERS**

1. a story that people tell each other over and over (and that is not true)
2. good for you
3. energy
4. 8-9 hours of sleep

**10 What foods do people eat in your culture when they don't feel well?**

Ask pupils to talk about the food they eat when they don't feel well. Ask them if there are special things that their parents or grandparents make them eat.

Find out if there are pupils who eat the same things.

► **WORKBOOK** Tell pupils to do the exercises on **pages 69-70** of the Workbook.

**Page 60**

Teach the vocabulary in the word strip at the bottom of the page. Ask pupils which words in the strip are adjectives. Ask pupils to say a phrase or sentence using the adjectives. Point out to the pupils that the words *everyone* and *everybody* have the same meaning.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 70-71** of the Workbook.

**11 Read the invitation. Which grade do you think is doing the best activity?**

Ask pupils to look at the text and identify what text type it is. Elicit that it is an invitation. Brainstorm the kind of information that generally appears on an invitation (name or type of event, date, time, place, program, what to bring, contact information such as phone number and who is organizing the event).

*Optional:* Bring in a variety of invitations to different events and show them to the pupils.

Tell pupils to read the title of the invitation. Ask them what they think will happen at a Stay Healthy Day and if they think having a Stay Healthy Day at school is a good idea.

Tell pupils to read the rest of the invitation. Ask them questions about the information included on the invitation such as: *Where is the Stay Healthy Day taking place? When is the Stay Healthy Day? What is the program?* Then ask pupils which grade, in their opinion, is doing the best activity and have them explain why.

## 12 Ronny is talking to two pupils about Stay Healthy Day. Read what they say. What is each pupil doing?

Tell pupils that they are going to read a comic strip interview and the ingredients for a recipe. Explain that a pupil named Ronny is interviewing other pupils for their class forum.

Tell pupils to look at the recipe and ask them whether, based on the ingredients, they think it is a healthy drink.

Read the interview or invite three pupils to read the interview to the class. Check comprehension by asking: *What do they need to make their smoothie? What is each pupil doing?*

### POSSIBLE ANSWERS

Ronny is asking questions / writing the boys' answers.

Nadav is cleaning the table.

Ben is cleaning the table / holding the recipe.

## Page 61

### 13 a. How do the pupils make a smoothie? Number the sentences in the correct order.

Ask pupils to look at the pictures and read the sentences. Then tell them to number the pictures / sentences in their notebooks according to the order in which they think Nadav and Ben are making the smoothie.

#### ANSWERS

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



### b. Listen to Ronny, Nadav and Ben and check your answers to exercise 13a.

Explain to the pupils that they are going to hear a continuation of the interview from exercise 12. Tell them to write the numbers 1-8 in their notebooks. Explain that you are going to play the recording three times. During the first listening, tell pupils to listen only. During the second listening, tell pupils to choose the correct picture / sentence and write the letter next to each of the numbers they wrote in their notebooks. In the third listening, tell pupils to check their answers.

#### Listening Script

**Ronny:** Hi, Nadav and Ben! Thanks for inviting me. OK, Nadav. Please tell us how to make a smoothie.

**Nadav:** Well, before we start, we need to choose the fruit we want in our smoothie. We have strawberries and apples because they are our favorites. Bananas and strawberries are good together too.

**Ronny:** OK. Ben, what are you doing now?

**Ben:** Right now, I'm washing the strawberries and apples.

**Ronny:** And now what?

**Nadav:** Ben is cutting the fruit. Now I'm putting one cup of fruit into the blender ... like this. And then one cup of yogurt.

**Ronny:** Wow, it's so easy!

**Nadav:** Yes, it is. First we wash the fruit, and then we cut it. Then we put the fruit in the blender, and after that we add the yogurt. Now I'm putting one cup of orange juice with four ice cubes into the blender with the fruit. The orange juice is sweet and the ice cubes are cold. This makes the smoothie extra delicious.

**Ronny:** It looks so good!

**Ben:** Look! Now the blender is mixing everything together: the fruit, the yogurt, the orange juice and the ice cubes.



**Ronny:** That's great! Can I have some?

**Nadav:** Just a minute ... I'm pouring the smoothie into a tall glass. Now it's ready.

**Ben:** Hey! What are you doing, Ronny?

**Ronny:** Ha, ha! Look, everyone! I'm drinking the smoothie. It's delicious! Thanks, Nadav and Ben!

**c. Listen again and answer the questions.**

Play the recording again and tell pupils to answer the questions about the listening text.

**ANSWERS**

1. strawberries and apples
2. wash it and cut it
3. one cup of fruit, one cup of yogurt
4. four

**d. Compare your answers with a partner.**

Tell pupils to compare their answers with a partner and make sure they have all the correct answers.

Point out the TIP. Give example sentences with *these* and *those*, using objects or pupils near to you and further away.

Refer pupils to page 231 of the Grammar Help for a more detailed explanation of *these* and *those*.

► **WORKBOOK** Tell pupils to do the exercises on **pages 72-75** of the Workbook.

**Page 62**

**Post It**

Read the message and point out that fruit smoothies are very popular and can be made with different combinations of fruits. Ask pupils why they think people like smoothies. Then ask them what fruit *they* like in their smoothies. Invite pupils to post their answers.

*Optional:* Encourage a discussion about why fruit smoothies are healthy.

**14 a. Put each verb with the correct group.**

Review the verbs in the word bank by playing a miming game. Then write the word *pour* on the board and ask pupils to say words that go with it and make phrases, such as *pour the coffee*, *pour some milk*. Then read the words in the first group which also follow the verb *pour*. Repeat with the other verbs and have pupils match them to the correct groups.

**ANSWERS**

- |         |           |
|---------|-----------|
| 1. pour | 4. wash   |
| 2. eat  | 5. mix    |
| 3. read | 6. invite |

**b. Add more words to each group. Do as many as you can.**

Ask pupils to add more words to each group. Point out the example. Tell them to compare their answers with a partner.

**Page 63**

**15 a. Which word doesn't belong in each group?**

Read the heading of each group and check that the pupils understand the words. Then tell pupils to write in their notebooks the word that doesn't belong in each group, using the example as a model.

Ask pupils to share their answers and give the reason the words don't belong.

*Optional:* Ask pupils to generate more words for each category.



## ANSWERS

- |           |               |
|-----------|---------------|
| 1. change | 4. invitation |
| 2. habit  | 5. invite     |
| 3. sure   |               |

### b. Add a word to each group in exercise 15a.

Have pupils add the words in the word bank to the groups in exercise 15a. Ask them for other suggestions.

## 16 Match the sentences to the pictures.

Tell pupils to match the expressions to the pictures. Ask for suggestions of other expressions the people in the pictures may be saying.

## ANSWERS

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

## 17 Match A to B. Do at least six.

Tell pupils to match each word to its meaning. They should be encouraged to do as many as they can.

## ANSWERS

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

## Page 64

### Present Progressive

Review with the class when we use the Present Simple. Give an example: *I teach English every day.*

Explain that English has more than one tense to describe the present. Tell them that we use the Present Progressive to describe things that are happening now. Point out that in the text they listened to on page 61, Ronny, Nadav and Ben are talking about what they are doing at the moment, so they used the Present Progressive.

Give an example: *I am teaching English now.* Ask pupils to look around the class and give examples of what they or their friends are doing at the moment. Say or repeat their sentences using the correct form of the Present Progressive.

Read the explanation of when we use the Present Progressive in the grammar box. Point out the time expression *right now*. Use one of the time expressions – *now*, *at the moment*, *today*, *tonight* – in each sentence. Explain that these can come at the beginning or end of a sentence.

Write four example sentences in the Present Progressive on the board. Add a different time expression to each sentence. Have pupils read the sentences. Emphasize and underline the verbs and time expressions. Tell pupils to copy the sentences into their notebooks.

Direct pupils' attention to the forms of the verb *be* in the sentences on the board, and explain that *be* is a helping verb in these sentences. Ask pupils how they know when to use *am*, *is* or *are*.

Emphasize that a sentence in the Present Progressive must include *be + verb+ing*.

Explain how to form short forms.

Tell pupils that just as there are spelling rules for the Present Simple, there are spelling rules for the Present Progressive. Explain them as follows:

1. When the verb ends in the letter *e*, we drop the *e* and add *ing*. Elicit examples from the pupils and write them on the board. For example: *come* → *com~~e~~ing* = *coming*
2. When the verb ends in CVC (consonant-vowel-consonant), we double the last letter and add *ing*. Elicit examples from the pupils and write them on the board. For example: *sit* → *sitt~~i~~ing*. Explain that we do not double the letters *w*, *x*, *y*. Give an example.
3. Tell pupils there is a special rule for three verbs: *tie*, *die*, *lie*. We drop the *ie*, replace them with *y* and add *ing*. For example: *tie* → *tying*.

Tell pupils to look at the sentences they copied from the board. Tell them to write these sentences in the question and negative forms. Check pupils' work.

Refer pupils to the grammar box on page 64 and to page 232 of the Grammar Help for a more detailed explanation of the Present Progressive.

### 18 Translate these sentences. Does the verb change in your language?

Tell pupils to translate the sentences and compare the verbs in the two languages. Remind pupils that English has two tenses – the Present Simple and the Present Progressive – to talk about the present.

### 19 Find at least one sentence and one question in the Present Progressive on page 60.

**Compare them with a partner.**

This activity requires the pupils to identify the Present Progressive in context. Tell them to find at least one sentence and one question in the Present Progressive in the comic strip they read on page 60. Tell pupils to compare the sentences and questions they found with their partners. Then ask them to say how the verb is formed in each.

Ask pupils to look at the sentences they found and at the sentences on the board and to say what they all have in common. Focus on the verbs and time expressions, if relevant.

## Page 65

### 20 What is happening right now? Say *true*, *false* or *I don't know* for each sentence.

Tell pupils to read each sentence and say if it is true or false. If they don't know, have them say *I don't know*.

### 21 a. What are the people in the picture doing? Write as many sentences as you can in five minutes. Use the words below to help you.

Ask questions about what specific people in the picture are doing. Encourage pupils to answer in full sentences using the Present Progressive. Then tell pupils to write sentences in their notebooks about the picture, using the words in the word bank to help them.

*Optional:* Brainstorm people and verbs related to the picture and list them on the board. Pupils may use them to create their sentences.

#### POSSIBLE ANSWERS

Mom is talking on the phone.

Dad is reading a book.

The baby is crying.

The boys are playing a game.

The girls are listening to music.

The girls are dancing.

### b. Compare your sentences with a partner. How many are the same?

Tell pupils to compare their sentences with a partner and to find out how many are the same. Check that they wrote the sentences using the correct form for Present Progressive.

**c. Talk about what is NOT happening at the restaurant.**

Tell pupils to create sentences in the negative form of the Present Progressive about what is not happening in the picture. Tell them to say as many negative sentences as they can and to follow them with a “correct” positive sentence. Refer pupils to the example sentences as a model.

## **22 About you! Answer the questions about what is happening now.**

This personalized exercise allows the pupils to talk about their surroundings and what is going on at the moment. Read the questions and call on individual pupils to answer them, using short answers.

*Optional:*

1. Write a few example answers on the board to remind pupils of the form.
2. Tell pupils to work in pairs and imagine that they are reporters writing about a Stay Healthy Day at your school. Tell them to make up a report about what is happening using the Present Progressive. Tell them to act out the report in front of the class or record the report and play it to the class.

► **WORKBOOK** Tell pupils to do the exercises on **pages 75-77** of the Workbook.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 78-79** of the Workbook.

### **Page 66**



## **Is It Good for You?**

Ask pupils to read the title of Part 2. Have pupils say which foods / drinks they think are healthy and good for them. List them on the board. Group the words and have pupils give a title to each group. For example: *fruit, vegetables, meat, drinks, others*. Have pupils write the title “Healthy Food” in their notebooks and copy the lists of words according to the groups.

Teach the vocabulary in the word strip at the bottom of the page. Ask which words relate to our five senses. Practice using *first, second, third, fourth* and *fifth* by asking pupils to name the first, second and third days of the week. Now point out the tip on page 67 and focus on the next two ordinal numbers: *fourth* and *fifth*. Draw pupils’ attention to the spelling of all the numbers, comparing them to their cardinal form.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 80-81** of the Workbook.

### **Find Out**

Read the question. Ask pupils if they know what rainbow foods are.

#### **1 a. Read the webpage and find out what rainbow foods are.**

*The easier text appears on page 202.*

Tell pupils to read the title and to predict what they are going to read about. Remind pupils that predicting what a text will be about based on the title and pictures is an important reading strategy which will help them to better understand a text.

Tell pupils to look at the words on the board or in their notebooks. Ask them which foods are the colors in a rainbow and which foods they think are rainbow foods. Ask pupils if and why they think rainbow foods are healthy foods.

Have pupils read the text and find sentences that show which foods are considered rainbow foods and why it is important to eat them. Have pupils read the sentences that support their answers out loud. You may ask the following discussion questions to check comprehension: *How do we use our eyes to taste? Why do doctors say that we must eat fruits and vegetables from each color group every day? Are all colored foods good for us to eat?*

Tell pupils to check if the foods they listed on the board are actually rainbow foods according to what they learned from the text.

*Optional:* Read the text aloud paragraph by paragraph and ask questions after each to check comprehension.

**b. Think about what you know about rainbows. Why are some foods called “rainbow foods”?**

Tell pupils that this exercise requires them to use the skill of Making Connections by thinking about what they know about rainbows and linking this information to the article about rainbow foods. Elicit that there are seven different colors of foods that we should eat every day. Brainstorm the colors of the rainbow and the colors of the foods, and have pupils compare them.

## Page 67

### 2 a. Are the sentences true or false? Do as many as you can.

Tell pupils to read the text again and then decide whether each sentence is true or false. Have them support their answers with sentences from the text. Check pupils' answers.

#### ANSWERS

- |          |          |
|----------|----------|
| 1. false | 4. false |
| 2. false | 5. true  |
| 3. true  | 6. false |

### b. Correct the false sentences.

Tell pupils to correct the false sentences from exercise 2a.

#### ANSWERS

- We use our eyes to see (and to taste).
- Red, orange, yellow, green, white, blue and purple fruits and vegetables are rainbow foods.
- It's important to eat rainbow foods every day.
- Not all colorful foods are healthy.

### 3 Choose the correct answers.

Tell pupils to choose the correct answer to complete each sentence. Remind pupils to refer back to the text.

#### ANSWERS

- |      |      |
|------|------|
| 1. c | 3. c |
| 2. a | 4. a |

### 4 How do rainbow foods affect your health? Give good and bad ways.

This exercise requires pupils to use the higher-order thinking skill of Integrating, which is taught in Unit 6.

Tell pupils to refer back to the text and find the reasons that rainbow foods are both good and bad for you. Tell them to look in different parts of the text to find the answers.

### 5 Some of the foods that we eat every day have food coloring in them. Do you think you should stop eating them?

Read the question to the class and elicit that some food coloring comes from natural sources, such as plants, vegetables and herbs. This kind of food coloring is healthy. However, food coloring that comes from unnatural sources is made with chemicals that are harmful and unhealthy. Ask pupils if this information is going to influence what they eat.

## 6 Complete the sentences. Do at least four.

Review the words in the word bank. Then tell pupils to complete the sentences in their notebooks, using the words from the word bank. Weaker pupils may do four sentences; ask them to translate the sentences into their language. Check the answers with the whole class.

### ANSWERS

- |                 |               |
|-----------------|---------------|
| 1. stay healthy | 5. as well    |
| 2. smell, taste | 6. everything |
| 3. In fact      | 7. Each       |
| 4. group        |               |

## 7 Complete the sentences.

Tell pupils to complete the sentences according to the text on page 66. Point out that they contain three of the ordinal numbers from the word strip and tip.

### ANSWERS

1. give you energy
2. has different vitamins and minerals
3. eat rainbow foods, your body is strong and you don't often get sick

► **WORKBOOK** Tell pupils to do the exercise on **pages 81-82** of the Workbook.

## Pages 68-69

Teach the vocabulary in the word strip at the bottom of page 68. Ask pupils to find two phrases that are opposites (*a few* and *a lot of / lots of*).

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 83-84** of the Workbook.



## Classifying and Categorizing

Explain that the higher-order thinking skill of Classifying and Categorizing helps pupils organize information. Classifying and Categorizing helps pupils develop reasoning skills and demonstrate an understanding of how concepts are related and that they can be related in different ways.

## 8 a. Read about at least one color in the text on page 69 and complete the chart on page 84 of the Workbook.

*The easier text appears on page 204.*

Play the “Fruit Salad” game to review fruits and vegetables. Have the class sit in a circle and give each pupil a card with the name of a fruit or vegetable. Have one pupil come to the middle of the circle and remove his / her chair. That pupil calls out the name of a fruit or vegetable. Anyone with that name must get up and change his / her place. The pupil from the center must also try to sit down. The last pupil left standing continues the game by calling out another fruit or vegetable.

Ask pupils to name the fruits and vegetables in the pictures. Read the title of the article to the class and have pupils predict what they are going to read about.

Divide the class into five “color” groups according to the groups in the text. Tell each group to read the text that relates to its color and fill in the chart on page 84 in the Workbook accordingly. Review the example and check that pupils understand the information that they are supposed to put into each column of the chart.

*Optional:* Have each group prepare a poster and present it to class.

## ANSWERS

Color	Fruit / Vegetables	Why they are good for you
red	tomatoes, watermelon, red peppers, cherries, strawberries, pomegranates, red apples	keep our hearts healthy
orange and yellow	oranges, lemons, apricots, peaches, mangoes, pineapples, carrots	give us vitamins A and C (Vitamin A is good for our eyes.) (Vitamin C stops us catching a cold.)
white	cauliflower, onions, garlic	Cauliflower has vitamin C. Onions and garlic keep our hearts healthy. Garlic stops a cold. Onions help a cough.
green	cucumbers, kiwis, green apples, asparagus, broccoli	Green fruits and vegetables have lots of minerals and vitamins. Green vegetables have vitamin K, which is good for us.
blue and purple	blueberries, purple grapes, plums, raisins	good for our hearts

**b. Share your chart with a partner.**

Copy the chart onto the board. Have a representative from each group share the information they completed in their chart, and fill in the chart on the board for the pupils to copy. Tell pupils to compare their charts with a partner and check that they have filled in all the relevant information.

**9 a. Make a list of the food colors. Think of the foods you eat and write them in the correct color group.**

Brainstorm phrases we use to talk about food that we like and eat, such as *I like ...* or *I eat ...* and *I don't like ...* or *I don't eat ...*, and list them on the board. Then ask pupils to name a fruit or vegetable that they like to eat and to say what color it is using the phrases on the board. Repeat with a fruit or a vegetable they don't eat. Ask other pupils if they eat the same fruit or vegetable.

Now tell pupils to make a list of the fruits and vegetables that they eat and to write what color they are. Tell them to check their lists and say what colors don't appear.

**b. Compare your list with a partner. Are there colors you both don't eat?**

Tell pupils that this exercise requires them to use the higher-order thinking skill of Comparing and Contrasting. They must compare their own lists with their partners', using the example in the speech bubbles as a model. Ask them if they found colors that neither of them eats.

**10 a. Write the names of as many fruits and vegetables as you can in two minutes. How many of them are the same in English and in your language?**

Tell pupils to write the names of as many fruits and vegetables as they can in two minutes. Then have pupils compare with a partner. Have pupils say which words on their lists are cognates. Point out that many of the words that are the same in English and in their language are pronounced slightly differently.

Have pupils think of other words that are the same in English and their language.

## 11 How many different ways can you group foods? Work with a partner and list the foods in at least two groups.

Tell pupils that this exercise requires them to use the skill of Classifying and Categorizing by thinking of as many different ways as they can to categorize foods. Point out the examples and elicit other categories, such as type, size, color, snacks, healthy foods, etc.

## 12 Why do people say, "An apple a day keeps the doctor away"?

This exercise uses the higher-order thinking skill of Inferring, which is taught in Unit 5.

Conduct a discussion about why people say, "An apple a day keeps the doctor away." Explain that apples have an abundance of vitamins and nutrients, such as vitamin A, C, E, beta carotene, boron, and pectin. These vitamins boost immunity, reduce the risks for many diseases and help maintain an overall healthy body. Point out that some people even say that apples act like a toothbrush and remove bacteria from our teeth. This discussion may be conducted in the pupils' language.

Point out that this saying is a proverb. A proverb is an old or familiar saying that usually offers advice. Ask pupils if they know of any other proverbs.

► **WORKBOOK** Tell pupils to do the exercises on **pages 84-85** of the Workbook.

### Page 70

## 13 Choose the correct answers. Do as many as you can.

Tell pupils to choose the correct words to complete the sentences. Then invite pupils to read out the sentences with the correct answers.

### ANSWERS

- |      |      |
|------|------|
| 1. a | 5. a |
| 2. b | 6. b |
| 3. a | 7. b |
| 4. a |      |

## 14 a. Write "I agree" or "I don't agree" for at least four sentences.

Review the phrases *I agree* and *I don't agree*. Then read out the sentences and have pupils signal thumbs up if they agree and thumbs down if they disagree. Tell them to write *I agree* or *I don't agree* in their notebooks for each sentence. Call upon individual pupils to read the sentences and say if they agree or disagree.

### b. Compare your answers with a partner.

Have pupils check if they have the same answers as their partners.

### Page 71

Teach the vocabulary in the word strip at the bottom of the page.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **page 86** of the Workbook.

### VOTE

Read the content and refer pupils to the poetry corner in exercise 15. Ask them to name the titles of the poems and the names of the authors. Tell them to scan the poems and find out the number of times the words *butter* appears. (eight)

Now read the poems to the pupils. Ask them to say which poem they prefer and then take a class vote to find the class's favorite.



### 15 a. Practice reading the poems. Then read them as fast as you can. How many foods are in each poem?

Tell pupils that both poems are tongue-twisters. Explain that a tongue-twister is a sentence or sentences that repeat the same sound many times and is hard, but fun, to say.

Remind pupils that poems often include literary techniques, such as rhythm, repetition and rhyme.

Tell pupils to read the first poem to themselves and then have them recite it out loud. Point out that *jam* and *jelly* are both fruit spreads. Repeat the procedure with the second poem, explaining any difficult words.

Have pupils say the poems as fast as they can and see what happens. (They will probably get “tongue-tied”.) Then ask pupils to count the number of different foods mentioned in the poem.

#### ANSWERS

Yellow Butter: 4 – butter, jelly, jam, bread

Betty Botter: 2 – butter, batter

### b. Find the words that rhyme in the poem “Yellow Butter” and write them in your notebook.

Tell pupils to find and say the pairs of rhyming words in the first poem and list them in their notebooks.

#### ANSWERS

thick – quick

thicker – quicker

repeat it – eat it

### c. These poems are tongue-twisters. What tongue-twisters do you know in your own language?

Brainstorm tongue-twisters that pupils know in their own language. Take a vote on the most popular one in the class.

### 16 Choose the correct answers.

Tell pupils to practice the new words by choosing the correct answers according to the context of the sentences.

#### ANSWERS

- |             |           |
|-------------|-----------|
| 1. a bit of | 4. appear |
| 2. count    | 5. quick  |
| 3. while    | 6. full   |

*Optional:* Ask pupils to find out more about the poets and their works, and to share the information they find with the class.

► **WORKBOOK** Tell pupils to do the exercises on **pages 86-87** of the Workbook.

## Page 72

### Count and Non-count Nouns

Review the definition of a noun, and ask pupils to give examples, including the names of foods. Write all the nouns that the pupils suggest on the board. Then ask pupils if they can tell which nouns can be counted and which cannot. Have pupils explain how they reached their conclusions.

Refer pupils to the explanation in the grammar box and explain that only count nouns have a singular and a plural form because you can count them. Non-count nouns cannot be counted and therefore can appear only in the singular form. Have pupils draw a chart with two columns in their notebooks and label one column “Count Nouns” and the other “Non-count Nouns”. Tell them to copy the nouns from the board into the correct column.

Remind pupils of the *a / an / some* rule. Emphasize that although a non-count noun is in the singular form, we put the word *some* before it.

Give an example of a sentence with a non-count noun. For example: *There is some milk in the cup.* Make sure pupils understand the use of *is* in the sentence.

Tell pupils that *some* is used only in positive sentences.

Point out the use of *How much ... ?* and *How many ... ?* Explain that we use *How many* to ask about the quantity of a count noun (for example: *How many pupils are in the classroom?*) and *How much* to ask about non-count nouns (for example: *How much butter is there?*)

Read or have pupils read the questions and negative sentences in the grammar box. Ask them which word is used instead of *some* in questions and negative sentences. (*any*)

Have pupils make up their own sentences with *some* and *any*, either in their notebooks or orally.

## 17 How do you say the sentences in the grammar box in your language?

Ask pupils to translate the example sentences in the grammar box and compare them to English.

## 18 a. Complete the chart in your notebook. Write at least two words in each column.

Tell pupils to create a chart in their notebooks with three columns headed “a”, “an” and “some”.

Remind them of the rules for choosing *a* versus *an*, and of the types of nouns that can follow *some*.

Once they have completed the chart with the words from the word bank, ask pupils to add other nouns.

Pupils may use nouns from the text on page 69.

*Optional:* List a variety of nouns on the board and tell pupils to write them in the correct column in the chart in their notebooks.

### ANSWERS

a: strawberry, sandwich

an: egg, onion, apple

some: butter, milk, cheese, bananas, pancakes, tea, vegetables, rice, bread, oranges

### b. Which nouns are non-count nouns?

Remind pupils that non-count nouns are nouns that cannot be counted. Ask pupils in which column non-count nouns appear. (*some*) Remind them that most count nouns take an *s* in the plural form, so nouns that don't are usually non-count.

### ANSWERS

butter, milk, cheese, tea, rice, bread

## Page 73

## 19 About you! Complete the sentences with *a*, *an* or *some*. Which sentences are true for you?

Tell pupils to copy the sentences into their notebooks and complete them with *a*, *an* or *some*. Remind them to look at the nouns that follow the blank spaces in order to determine their choices. Then ask pupils to say which of the sentences are true for them.

*Optional:* Have pupils add their own true sentences instead of those that are false for them.

### ANSWERS

- |         |         |
|---------|---------|
| 1. a    | 4. some |
| 2. an   | 5. a    |
| 3. some | 6. some |

## 20 Find six differences between pictures A and B and write at least five sentences. Use the words below.

Tell pupils to find six differences between pictures A and B. Then instruct them to use the words in the word bank to write at least five sentences describing the pictures and their differences. Remind pupils when to use *There is* and *There are*, that *any* is used in negative sentences and that *is* is used for non-count nouns. Draw pupils' attention to the example sentences. Have pupils share their sentences with the class before writing them in their notebooks.

### POSSIBLE ANSWERS

There is a cake in picture A. There isn't a cake in picture B.

There aren't any pancakes in picture A. There are some pancakes in picture B.

There are some eggs in picture A. There is an egg in picture B.

There is some juice in picture A. There isn't any juice in picture B.

There isn't any milk in picture A. There is some milk in picture B.

There is a pineapple in picture A. There isn't a pineapple in picture B.

► **WORKBOOK** Tell pupils to do the exercises on **pages 88-90** of the Workbook.

## Page 74



### 21 a. Listen to the song and sing.

Tell pupils to name the fruits in the picture. Ask them what other fruits they like in a fruit salad. Then have pupils scan the song for the names of fruits.

Play the recording and tell pupils to follow in their books. Mime the words *peel*, *toss in* and *chop up* and have pupils copy you. Translate any other words you think your class will need in order to understand the song. Play the recording again and encourage pupils to join in.

Ask pupils to find rhyming words.

*Optional:* Tell pupils to list the steps for making and then eating the fruit salad.

### b. Change the fruits in the song to vegetables and sing a "Vegetable Salad" song.

Review the names of vegetables and list them on the board. You may want to bring in vegetables or pictures of vegetables and have pupils name them.

Tell pupils to replace the fruits in the song with vegetables.

*Optional:* Divide the class into groups. Have one pupil in each group write the "new" song. Have each group sing its song to the class.

## 22 What salads are popular in your culture?

Ask pupils to talk about the salads their families make and eat. Find out if pupils from similar backgrounds make the same salads.

## 23 Keep a health log for one week. List the fruits and vegetables you eat each day.

Point out the difference between a log and a diary: Explain that they both record information according to dates, but a log records data while a diary records personal information. Tell pupils to copy the chart into their notebooks and to list the foods they eat each day for one week. Tell pupils to write the food groups each food belongs to in order to check that their meals were healthy. Have pupils present their logs to the class.

*Optional:* Divide the class into six groups and have each group plan a meal. Assign two groups to plan a breakfast, two groups to plan a lunch and two groups to plan a dinner. Explain that each meal must include food from at least three food groups. Pupils may make the meal plan on poster board or print it on the computer. Display the meal plans in the classroom.

## Imperatives

Refer pupils to the explanation and example sentences in the grammar box. Explain that when we give instructions or directions, we use the imperative. In the imperative form, the verb comes at the beginning of the sentence and it is in its base form. Give examples, such as: *Write your name. Close the door.*

Explain that when we want to tell someone *not* to do something, we begin the imperative with the word *Don't*. Give examples, such as: *Don't talk in class.*

### 24 a. How do you say the sentences in the grammar box in your language?

Ask pupils to compare the example sentences to similar instructions in their language.

### b. Find the verbs (in the imperative) in the song in exercise 21a.

Tell pupils to find the verbs in the song and identify which ones are in the imperative.

► **WORKBOOK** Tell pupils to do the exercises on **page 90** of the Workbook.

## Page 75

### 25 a. Read the recipe for a cheese salad. Then match the instructions to the pictures.

Tell pupils to look at the text and ask what type it is. Elicit that it is a recipe. Remind pupils that a recipe has two parts: one part lists the ingredients and the other part lists the instructions. Tell pupils to name the ingredients.

Ask pupils to predict which verbs will appear in the recipe. Elicit *mix, cut, chop, slice, add, wash* and *pour*. List these on the board. Remind pupils of the recipe they listened to on page 61 about making a smoothie. Tell pupils to read the recipe for a cheese salad and to match the instructions to the pictures.

#### ANSWERS

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

### b. Follow the instructions and make the salad.

Tell pupils to follow the instructions and make the salad at home or in school if there are suitable facilities.

*Optional:* Have pupils work in pairs and read out the instructions for each stage and to record themselves on their phones.

## Write Better

Read the tip and remind pupils that a recipe is made up of a title, a list of ingredients and instructions.

### 26 Your turn!

#### a. Write a recipe for a fruit salad. Use the Model to help you. Use the imperative. Add pictures.

Tell pupils to write a recipe for a fruit salad. Instruct them to write a sentence describing each stage in the process of preparing the fruit. Remind pupils to use the imperative form.

#### b. Check your work.

Refer pupils to the checklist on page 252 of the Workbook and explain that they should check their own work by going through each of the points listed.

#### c. Correct your work and put it in your English file.

Tell pupils to make any corrections to their recipes and then to put their work in their English file.

A photocopiable Teacher's Assessment Chart appears on page 181 of this Teacher's Guide.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 91-92** of the Workbook.

## Pages 76-77



## Time to Eat!

Ask pupils to read the title of Part 3 and explain the phrase. Ask pupils: *What do you eat during the day? When do you eat?*

Teach the vocabulary in the word strip at the bottom of the page. Note that the word *grow* in the context of the text that the pupils are going to read means לגדול / יכיר, ינמו.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 93-94** of the Workbook.

### Find Out

Read the content and point out that we need to eat foods from different food groups in order to be healthy. Ask pupils if they know what the food groups are and, if so, have them name them.

## 1 Look at the headings in the article on page 77. Give an example for each food group.

### Read Better – Headings

Refer pupils to the explanation about headings. Tell them to look at the headings on the “food plate” and encourage them to name food items they think they will find in each group.

*Optional:* Draw a word map on the board with the word *Fruit* in the center. Ask pupils to name fruits and write their suggestions on the word map. Have pupils work in pairs and complete their own word maps of different food groups.

## 2 Read about at least two food groups. Talk about how to plan healthy meals.

*The easier text appears on page 206.*

Read the text with the class. Explain that the “plate” is divided into five sections for the five different food groups that we must eat from in order to stay healthy. Point out that the sections of the plate are not equal in size. Explain that although we need to eat from all five groups, we should eat more from certain groups which give us more nutrients (vegetables and grains) than others. Tell pupils that the plate was designed to help people build healthy meals and select foods for their own plates.

Ask pupils how they can plan healthy meals. Have them share their ideas with a partner.

Refer pupils to the *Did you know?* feature and ask them if they think that Michelle Obama’s idea is successful and to explain their answers.

## 3 Complete as many sentences as you can. There may be more than one correct answer.

Instruct pupils to copy the sentences into their notebooks and complete them according to the information in the text.

### POSSIBLE ANSWERS

1. fruit / vegetables
2. grow / stay healthy
3. healthy skin, eyes, bones and hair
4. grains
5. meat, fish, eggs, milk, cheese and yogurt
6. calcium
7. milk / cheese / butter
8. keep our bodies healthy
9. give us energy

#### 4 Why is it a good idea to eat cheese and yogurt? Find reasons from two parts of the text.

This exercise requires pupils to use the higher-order thinking skill of Integrating, which is taught in Unit 6.

Tell pupils to refer back to the text and find out why both cheese and yogurt are healthy. Make sure pupils look for the information in two different parts of the text.

#### 5 Answer the questions.

Tell pupils to answer these challenging questions in their notebook. Note that question 3 requires pupils to use the higher-order thinking skill of Inferring, which is taught in Unit 5.

##### POSSIBLE ANSWERS

1. Michelle Obama
2. She is the wife of US President Barack Obama. She wanted an easy way to teach people to understand how to plan healthy meals.
3. Accept any logical answers.
4. Accept any logical answers.

### Post It

Read the ICT task in the Post It and check that pupils understand it.

The purpose of the ICT task is to enable the students to access, collaborate and share information using Web 2.0 technology. The task is divided into steps to ensure maximum success.

Tell the pupils to follow these steps:

1. Choose the food you want for your meal and arrange the items on your plate according to <http://www.choosemyplate.gov/>. Write a few sentences about the food you eat and whether you are a healthy eater or not.
2. Take a photograph of your plate.
3. Sign up to Fotobabble – <http://www.fotobabble.com/> – and choose FOTOBABBLE FOR FUN.
4. Upload your photo and record yourself reading what you wrote.
5. Save your link and share your meal with the class.

A rubric to assess this ICT task appears on page 187 of this Teacher's Guide.

► **WORKBOOK** Tell pupils to do the exercises on **pages 94-95** of the Workbook.

### Page 78

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Reading) on **pages 95-96** of the Workbook.

### VOTE

Ask pupils which meal they think is the most important meal of the day. List the number of votes for each meal on the board. Then encourage pupils to explain their answers.

#### 6 a. Read Bob's Health Corner. Why is it important to eat breakfast?

Write the word *breakfast* on the board. Tell pupils that it is made up of two different words. Underline *break* in one color and *fast* in another and explain the meaning of each. Then ask pupils why the meal is called *breakfast*.

Read the comic strip with a pupil or have two pupils read it aloud to the class. Then have pupils read it again independently and tell them to find out if Maya ate breakfast.

*Optional:* Tell pupils to work in pairs and act out the dialogue in the comic strip. Allow pupils time to practice and then call upon several pairs to act it out in front of the class. Weaker pupils may act out a portion of the dialogue.

Ask pupils to predict what the next part of the text is about. Have a pupil read the text out loud, or you may wish to read it to the class. Ask pupils to find two sentences that support the statement, “Breakfast is the most important meal of the day.” Then ask the following questions: *Which foods help you think? What do these foods do? What will help you more: sleeping late or eating a healthy breakfast?*

**b. Did you learn anything from Maya or Bob?**

Ask pupils to share what they learned from Maya’s morning and the advice that Bob gave. Ask the pupils if they think Maya did well on the test and to say why. Conduct a discussion based on the pupils’ responses. Have pupils say why it is important to eat breakfast according to the text.

► **WORKBOOK** Tell pupils to do the exercises on **pages 96-97** of the Workbook.

## Page 79

### 7 What foods do people eat for breakfast in your culture?

Ask pupils what they, their parents and grandparents eat for breakfast. Find out if pupils from similar backgrounds eat the same foods.

### 8 a. Look at the graph. It shows the results of a class survey. Ask and answer questions about the results.

#### Read Better – Graphs

Refer pupils to the teaching point about graphs. Talk about the kind of information that is displayed in graphs.

Tell pupils that this graph shows the results of a class survey about healthy eating habits. Draw pupils’ attention to the left side of the graph and explain that the numbers represent the number of pupils who answered “yes” to each question. Ask pupils questions about the graph, such as: *How many pupils eat breakfast? What do most of the pupils eat? What do ten pupils eat?* Explain how to find the correct answers.

Write the stem question *How many pupils eat ... ?* on the board. Then have pupils work in pairs and ask and answer questions about the graph, using the example in speech bubbles as a model. Explain that they should use the stem question on the board.

### b. Do your friends eat healthy food every day? Do a survey. Ask at least five friends the questions below. Complete the graph on page 98 of the Workbook and write sentences about the results.

Tell pupils to use the chart to make up questions for their survey. Then tell pupils to ask at least five friends each question and to record their answers on page 98 of the Workbook.

Once pupils have completed their survey, tell them to complete the graph in the Workbook using the one in exercise 8a as a model. Tell pupils to write sentences in the Workbook about the results of their survey. Accept all logical answers.

## Page 80

Teach the vocabulary in the word strip at the bottom of the page. Point out that sometimes words have more than one meaning. Explain that the word *grow* in the text they are going to read means לגדל / יזרע, ירבי. Point out the TIP about the word *grow* and the difference in the two meanings in Hebrew. (The meaning לגדל / יזרע, ירבי was a Remember word on page 76.) Also point out the TIP about *here* and *there*.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **page 99** of the Workbook.



## Read Better – Main Idea

Read the teaching point and explain to the pupils that in most articles the first sentence describes the main idea of what we are going to read about. It is called the topic sentence.

### 9 Read the title and the first sentence, and look at the picture. What do you think the article is about?

*The easier text appears on page 208.*

Tell pupils that this exercise requires them to use the higher-order thinking skill of Predicting by reading the title and the first sentence and looking at the photograph. Have pupils generate ideas about the main idea of the text. Accept all logical answers.

### 10 Now read the article. What do astronauts eat in space?

Tell pupils to read the first paragraph and ask questions to check comprehension, such as: *What are the two problems with eating in space? Why is healthy food important for astronauts?* Continue with the rest of the text and ask question, such as: *Why do astronauts need scientists to make their meals? Can astronauts eat ice cream?*

Once pupils have read the entire text, ask them what astronauts eat in space.

#### ANSWER

dried foods

*Optional:*

1. Draw pupils' attention to the picture and ask: *Why is the fruit in the air?* Conduct a discussion about gravity and what kinds of problems it creates for astronauts in space.
2. Explain that astronauts tend to lose their sense of smell in space. Ask pupils to eat something while blocking their noses and to compare the taste to what it is like without their noses blocked.

## Page 81

### 11 a. Answer the questions. Do as many as you can.

Have pupils answer the questions in their notebooks. Weaker pupils can answer fewer questions.

#### ANSWERS

1. to get fresh food
2. scientists
3. dried ice cream
4. in special bags with straws
5. Because they are in space for a long time.
6. They need to think clearly.
7. Because they will be able to grow some food.

### b. Share your answers with a partner.

Tell pupils to work in pairs and share their answers to the questions from exercise 11a.

### c. What problems do astronauts have with food and drink in space? Give two examples from two different parts of the text.

Tell pupils to read the question and check that they understand it. Elicit that the problems are how to find foods and drinks that don't float away and how to eat healthy food in space. Tell pupils to find examples of these problems in different parts of the text.

#### POSSIBLE ANSWERS

Astronauts need healthy food because they are in space for a long time. (lines 8-9)

It's difficult to drink in space, so they need to drink water and hot drinks from special bags with straws. (lines 18-19)

**12 What do you know about gravity? Why do you think it is a problem for astronauts?****Share your ideas with the class.**

Tell pupils that this exercise requires them to use the higher-order thinking skill of Making Connections. Brainstorm what pupils already know about gravity and connect this information to why astronauts drink with straws in space. Elicit that in space, drops of liquid can fly all over and damage instruments, and as a result, astronauts drink from a closed container with a straw. This discussion may take place in the pupils' language.

**13 What do you think is the most interesting fact about eating in space?**

Tell pupils to think about what they learned from the text and say which fact they found the most interesting. Have them share their thoughts with the class.

**14 Complete the dialogue.**

This activity provides pupils with practice of the new vocabulary. Tell pupils to read the dialogue and complete the sentences with the correct words from the word bank. Make sure pupils understand the question stem, *What would you like ... ?* Have pupils read out the completed dialogue in pairs.

**ANSWERS**

- |              |              |
|--------------|--------------|
| 1. difficult | 5. other     |
| 2. problem   | 6. possible  |
| 3. grow      | 7. delicious |
| 4. home      |              |

**15 Say two or three words connected to one of the words in blue. Your partner must guess the word.**

Tell pupils that this exercise requires them to use the higher-order thinking skill of Classifying and Categorizing.

Tell pupils to work in pairs. One pupil selects a word in blue and says two or three words connected to this word. His / Her partner must guess the word. Then pupils exchange roles. Tell them to use the example dialogue as a model.

► **WORKBOOK** Tell pupils to do the exercises on **page 100** of the Workbook.

**Page 82****16 Read Lia's description of her favorite meal and answer the questions.**

Read the title of the model and ask pupils what their favorite meal is. List some of the responses on the board. Then tell pupils to read the description of Lia's favorite meal. Ask pupils what foods are mentioned in the description. Then ask pupils to say which meal is Lia's favorite and to explain why.

Review the meanings of the Wh- question words. Tell pupils to answer the questions about Lia's favorite meal in their notebooks.

**ANSWERS**

- supper on Thursdays
- her family
- spaghetti with meatballs or chicken with rice
- Because her grandparents often come.

**Write Better**

Read the explanation about the connectors *and*, *but* and *because*. Explain that they will be expected to use them in their writing task. It is important that pupils understand the meaning of these connectors in a sentence and how to use them.

Provide additional examples if necessary and highlight the connectors:

*We like tomatoes **and** cucumbers in our salad.*

*I eat an orange every day **because** it has vitamin C.*

*I want my son to eat broccoli **but** he doesn't like it.*

Tell pupils to find examples of *and*, *but* and *because* in the model description.

► **WORKBOOK** Tell pupils to do the exercises on **page 101** of the Workbook.

## 17 Your turn!

**a. Write about your favorite meal. Use the Model to help you. Use *and*, *but* and *because*.**

Tell pupils to write a description of their favorite meal. Point out that pupils should explain what foods they like and who eats the meal with them. Tell pupils to use the Model in exercise 13 for help. Remind pupils to include the words *and*, *but* and *because*.

**b. Check your work.**

Tell pupils to use the checklist on page 253 of the Workbook to check their work.

**c. Correct your work and put it in your English file.**

Tell pupils to make any revisions and corrections to their descriptions and then to put their work in their English file.

A photocopiable Teacher's Assessment Chart appears on page 181 of this Teacher's Guide.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 102-103** of the Workbook.

## Page 83

### **Mama's Special Pizza**

Read the title of Part 4 and check that pupils understand it. Ask pupils to predict what the story is going to be about based on the title of the part.

**1 You are going to read a story about a family who come to America from Italy. Look at the pictures and compare life in Italy to life in America.**

Explain to the pupils that they are going to read a story about Mama and her family, who moved from Italy to America. Ask pupils if any of them moved from one country to another, and if so, how they felt in the new country. Ask pupils if they think it was hard for Mama in America.

This is a bridging exercise as it provides the cultural background required to appreciate the story. Another bridging exercise appears as a post-reading task.

Tell pupils to answer the first question by naming items and people. Ask pupils to say which pictures are of a big city and which are of a small village. Have pupils answer the second question and discuss their answers with the whole class. Tell pupils that this exercise requires them to use the higher-order thinking skill of Comparing and Contrasting in order to find out what is the same and what is different about life in a big city in America and life in a small village in Italy.

Write some captions for the photographs on the board, such as *The Family Dinner* and *Eating Dinner*. Have pupils make up captions for the remaining pictures.

## Pages 84-85

Teach the vocabulary in the word strip at the bottom of the page. Ask pupils to find words that have something in common. Elicit that there are seven “family” words.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words) on **page 104** of the Workbook.

## 2 Read Part 1 of the story and find out how the family feels about their new home.

Read the story to the class or have pupils read it aloud. Stop periodically to ask the questions from exercise 3 (on page 85) to check comprehension.

*Optional:* Ask pupils some of the following discussion questions: *How does each member of the family feel about their new home? How do you know? What is Mama's special food? Which ingredients make this food traditional and special? Why does Mama decide to buy yellow cheese instead of blue cheese? Do you think she did the right thing?* Tell pupils to find the sentences in the text that support their answers.

Refer pupils to the *Did you know?* feature on page 85. Read the list of toppings from other countries and ask pupils which they would like to taste. Ask pupils to rank the toppings from the most tasty to the least.

## 3 Answer the questions.

Read the questions and check that pupils understand them. Tell pupils to answer the questions in their notebooks, using full sentences. Remind pupils to find the answers in the text and copy them correctly.

### ANSWERS

1. Mama / She is in the supermarket.
2. She wants to make her special pizza.
3. Linda is Gabriella's friend.
4. Mama / She usually puts strong blue cheese on her pizza.
5. Alberto invited his friend Tom.

## 4 What kind of foods does Mama think Americans like?

This exercise uses the higher-order thinking skill of Inferring, which is taught in Unit 5.

Tell pupils to answer the question. Have them share their answers with the class.

### POSSIBLE ANSWER

Mama thinks Americans like yellow cheese, not strong blue cheese, and sauce without garlic, chili and onions.

► **WORKBOOK** Tell pupils to do the exercises on **page 105** of the Workbook.

## Page 86

Review Part 1 of the story by asking questions, such as: *Who are the characters in the story? Where does the story take place? What is Mama buying in the supermarket? Why does Mama change some of the ingredients for the pizza?*

Ask pupils to generate questions about what they want to find out in the second part of the story, such as: *Will Gabriella and Alberto like the pizza with the different ingredients? Will they notice the difference?* This may be done in the pupils' language. List the questions on the board.

## 5 Read Part 2 and find out what is different about Mama's new pizza.

Read Part 2 of the story to the class or have pupils read it aloud. Stop periodically to ask the questions from exercise 6 to check comprehension.

*Optional:* Ask pupils the following discussion questions: *What is different about Mama's new pizza? How do you think Mama feels at the end of the story?*

## 6 Answer the questions.

Read the questions and check that the pupils understand them. Then tell pupils to answer the questions in their notebooks, using full sentences. Remind pupils to find the answers in the text and copy them correctly.

*Optional:* Tell pupils to answer a certain number of questions and have them choose which questions they want to answer.

### ANSWERS

1. Garlic and onions are not in Mama's pizza sauce.
2. Gabriella, Alberto, their father and their friends (Tom and Linda) are sitting at the dinner table.
3. Mama puts the large pizza on the table.
4. Mama will make her special pizza next week.

## 7 Answer the questions.

Tell pupils to answer the questions. Have pupils share their answers with the class. Note that question number 2 requires the pupils to use the higher-order thinking skill of Inferring, which is taught in Unit 5.

### POSSIBLE ANSWERS

1. Mama doesn't make her special pizza because she thinks her children's friends won't like a spicy pizza.
2. They are quiet because it is not the pizza that they were expecting.

## Page 87

## 8 Number the sentences in the correct order to tell the story.

This exercise requires pupils to use the higher-order thinking skill of Sequencing, which is taught in Unit 4.

Draw pupils' attention to the TIP about apostrophe 's before they do the exercise.

Invite different pupils to read the sentences aloud to the class. Then tell them to number them in the correct order according to the sequence in which they happened in the story. Point out that this provides pupils with a summary of the main events of the story.

### ANSWERS

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

## Setting

Draw pupils' attention to the explanation about the setting of a story. Explain to pupils that the setting is the time and place of a story.

## 9 Read and answer the question.

Read the text with the pupils. Tell them that this activity requires them to use the higher-order thinking skill of Making Connections, as they need to consider the differences they discussed about life in a small village in Italy in contrast to life in a big city in America.

Engage the class in a discussion about how they think the setting of this story influenced Mama's behavior. Elicit ideas such as: *Mama wanted to feel she belonged to her new country and not feel different. She was afraid that Americans wouldn't like her traditional pizza recipe because it is different from the pizza they are used to.*

Ask pupils if the information about the importance of belonging helps them understand Mama's behavior.

**10 Choose a or b.**

- a. Write a letter from Mama to her cousins in Italy telling how she feels.
- b. Write a dialogue for a telephone conversation between Mama and her cousins in Italy. Act it out.

Discuss with the pupils what they think some of the difficulties or challenges may be for people who move to a new country. Elicit ideas such as the fact that it takes time to get used to different foods and customs and to make new friends, and that there may be language barriers. Tell them to think about these difficulties and the things that Mama probably misses about Italy when they complete this activity.

Make sure pupils understand that they must choose between the two activities and write their letter or dialogue in their notebooks.

**11 Your school is having a Culture Night. What food will you bring? Why?**

Engage the class in a discussion about traditional foods from specific countries. For example, baguettes and crêpes are traditional foods in France; paella is a traditional food of Spain. Ask pupils: *What is a traditional food in your family? Where is it from? Who prepares it? When do you eat it? Do you like it? Do you want to learn how to make it?*

Ask pupils what food they would bring to a Culture Night at their school. Have them explain their choice of food.

**12 Read and add your comment.**

Tell pupils to read the question and the girl's answer. Ask them if they agree with her. Invite pupils to share their opinions of the story. Point out that they do not have to enjoy or like every text or story they read, but it is important to support their opinions by explaining what they did or didn't like about it.

► **WORKBOOK** Tell pupils to do the exercises on **page 105-106** of the Workbook.

*Optional:* A Literature Review page for the story "Mama's Special Pizza" appears on page 261 of the Workbook.

**Page 88****WORDS, WORDS**

Remind pupils that the exercises in this section review and practice the new vocabulary of the unit. Tell them to complete the exercises in their notebooks.

Before pupils begin, go over the exercises to make sure all the pupils understand what they are expected to do.

**1 a. Test your memory. Translate as many words as you can.**

Tell pupils to copy the words into their notebooks and have them translate the words they know into their language. Refer pupils to the dictionary at the back of the book. Tell them to check if their translations are correct and to find the translations for the words they didn't know. Pupils should do as many as they can.

*Optional:* Allow pupils to work in pairs or small groups. Divide up the words so that each pupil is responsible for translating different words.

**b. Write at least ten sentences with the words.**

Tell pupils to write at least ten sentences or a short paragraph with words from the list. Point out that they may use more than one word from the list in each sentence.

Before pupils begin, encourage them to find words from the list that are connected, for example, *son* and *daughter* or *cell phone* and *ring*. Remind pupils that every sentence must have a noun and a verb; they should try and find both nouns and verbs from the list, but they can also choose their own to build sentences with other words from the list. Remind pupils to use linking words like *and*, *but* and *because* and to make sure their sentences begin with a capital letter and end with a period.

Tell pupils to underline or highlight the words from the list in their sentences.

**2 a. Look at the tips for learning words on pages 10-13. Choose one tip to help you with these words. Did it help you learn them?**

Tell pupils to refer back to the tips for learning words. Tell them to choose one to help them learn the words. In your next lesson, ask pupils to say if the tip they chose helped them.

**b. Look at the words above. Make as many groups as you can. Give each group a name. Compare your groups with a partner.**

This exercise uses the higher-order thinking skill of Classifying and Categorizing.

Tell pupils to think of as many ways as they can to group words from the list. Elicit that the words can be grouped according to:

- topic
- parts of speech (noun, adjective, verb)
- length of words
- letters they begin / end with
- nouns (size, shape, color)
- similar meanings or pairs
- opposites

Tell pupils to compare the groups they made with those of their partners.

Accept all logical answers.

**Page 89**

**3 Which word doesn't belong in each group? Say why.**

Tell pupils to decide which word doesn't belong in each group and then have them explain why. They can explain in their own language. Read the example in the speech bubble and tell pupils to use it as a model.

**ANSWERS**

1. knife – The other words are things we do.
2. wash – The other words are senses.
3. problem – The other words are connected to food.
4. neighbor – The other words are connected to family.
5. in fact – The other words are verbs.
6. meal – The other words are connected to quantity.
7. grow – The other words are adjectives.
8. everyone – The other words aren't connected to people.
9. other – The other words are connected to sequence.
10. understand – The other words are adjectives.
11. into – The other words have the same meaning.
12. a bit of – The other words have a negative meaning.

*Optional:* You may want to ask pupils to try and give a name to each group in English or their own language.

**4 Say the names of as many things in the picture as you can. Compare with a partner.**

Tell pupils to look at the picture and name as many things as they can. Then tell them to list the words and compare them with a partner. Alternatively, pupils may work in pairs or groups and name the items together.

**ANSWERS**

twenty-one, feed, smoothie, knife, menu, garden, straw, clean, dirty, point, dessert, market, bedroom, sofa, invitation, cell phone, hot dog, butter, gas, smile, heart, elephant, fairy, summer, winter, grandmother, grandfather, hotel, lamp, diary, guard, scientist, detective, ride a bike, sauce



## Page 90

### 5 Complete the sentences with the useful words.

Go through the list of Useful Words. Then tell pupils to use them to complete the sentences.

#### ANSWERS

- |           |             |
|-----------|-------------|
| 1. a few  | 6. Maybe    |
| 2. really | 7. a bit of |
| 3. more   | 8. Both     |
| 4. each   | 9. many     |
| 5. again  | 10. In fact |

### 6 a. Match the words in A to their opposites in B.

Have pupils find the pairs of opposites.

#### ANSWERS

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

### b. Write as many sentences as you can with the pairs you made in exercise 6a.

Explain to the pupils that they must take each pair of words from exercise 6a and write a sentence that contains both words.

### 7 Make and play a Bingo game. Use verbs or family words from exercise 1.

Tell pupils to make a Bingo board as follows: Draw a 4x4 grid (4 columns and 4 rows) on a piece of paper. Write a word from the list in exercise 1 on page 88 – verbs or words connected to family – in each of the squares on their boards.

Have pupils play Bingo in small groups. One pupil can be the “caller” and call out words from exercise 1. The first pupil to have four squares covered wins the game.

Refer pupils to the TIP and remind them that playing games is an excellent way to remember new words.

► **FINAL VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 107-110** of the Workbook.

► **INDEPENDENT READING** For four additional reading texts and exercises, refer pupils to **pages 224-231** of the Workbook.

## Page 91

Tell pupils they are going to do a task to sum up the unit. Pupils may choose one of the two tasks on pages 91-92. Read the instructions and checklist for each task with the pupils and check that they understand what they have to do.

### Task A Plan a party or a picnic and write an invitation.

Review the different food groups. Ask pupils to suggest what a healthy snack or meal might be. Show them a variety of invitations and ask them what information usually appears on an invitation.

Then tell pupils to plan a party or a picnic. Tell them that this task requires them to use the higher-order thinking skill of Classifying and Categorizing.

Tell pupils to:

- list the foods they want and categorize them according to the food groups on page 77, including foods from at least two groups.
- make a shopping list using *a*, *an* or *some* correctly before each item.

3. highlight the words which are the same in English and their language.
4. make an invitation for a party or a picnic. Remind them to include all of the relevant details and to decorate it. This can be done on the computer.

*Extra:* Tell pupils to explain why the foods on their lists are good for you.

This task may be used for assessment. Refer pupils to the checklist and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Chart appears on page 182 of this Teacher's Guide.

## **Page 92**

### **Task B Play a miming game.**

Review how to form the Present Progressive and the imperative.

Divide pupils into pairs and tell them to play a miming game as follows: Pupil A mimes preparing an item of food. Pupil B asks Pupil A questions using the Present Progressive to guess what he / she is making. Pupil A answers the questions. Once Pupil B has guessed correctly, they reverse roles.

Pupil A must then tell Pupil B how to prepare a different item of food using the imperative. Pupil A must name the food groups that the ingredients belong to. Pupil B must mime the actions and Pupil A checks that he / she is miming correctly. Pupils then reverse roles.

*Optional:* Tell pupils to video their miming game and share it with the class.

This task may be used for assessment. Refer pupils to the checklist and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Chart appears on page 182 of this Teacher's Guide.

### **Reflect on the Unit**

Ask pupils what new things they learned in this unit and what they will do to stay healthy. Then tell pupils to complete the Reflect on the Unit chart on page 258 of the Workbook.

### **Further Reading Suggestions:**

*Food* by Caroline Laidlaw, Penguin Young Readers, Level 4

*David Beckham* by Bernard Smith, Penguin Readers, Level 1

*Michael Jordan* by Nancy Taylor, Penguin Readers, Level 1

*Danny's Sick Day* by Kathryn L. O'Dell, Oxford Let's Go, Level 4