

# 4

# Looking Back

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Literature and Culture, and Language	Presentation
<b>Task A:</b> <b>Make a timeline for a famous person.</b> (page 131) <hr/> Assessment Chart: Teacher's Guide, page 183 <hr/>	<ul style="list-style-type: none"> <li>understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed</li> <li>identify different text types and use this knowledge as needed</li> <li>locate relevant information for a specific purpose</li> <li>use information tools such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, YouTube videos</li> </ul>			<ul style="list-style-type: none"> <li>present information on limited content, supported by visual aids</li> <li>describe people, places, things and events</li> <li>use given criteria such as a checklist / rubric to prepare presentations</li> </ul>
<b>Task B:</b> <b>Interview an adult about what he / she did as a child.</b> (page 132) <hr/> Assessment Chart: Teacher's Guide, page 183 <hr/>		<ul style="list-style-type: none"> <li>express feelings, likes and dislikes</li> <li>engage in short conversations / discussions by asking and answering simple questions about familiar topics and everyday situations, such as family, school, and personal interests</li> </ul>		<ul style="list-style-type: none"> <li>design a means for collecting information and list the results</li> <li>use given criteria such as a checklist / rubric to prepare presentations</li> <li>optional: use digital media tools such as podcasts and Web 2.0 tools</li> </ul>
<b>Writing:</b> <b>Write a blog about a trip or a fun day.</b> (page 106) <hr/> Assessment Chart: Teacher's Guide, page 182 <hr/>	<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>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>Writing:</b> <b>Write a biography about a person from the past.</b> (page 121)	<ul style="list-style-type: none"> <li>understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed</li> </ul>			<ul style="list-style-type: none"> <li>describe people, places, things and events</li> </ul>
Assessment Chart: Teacher's Guide, page 183	<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>use given criteria such as a checklist / rubric to prepare presentations</li> </ul>
	<ul style="list-style-type: none"> <li>locate relevant information for a specific purpose</li> <li>use information tools such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, YouTube videos</li> </ul>			
<b>ICT:</b> <b>Make an online scrapbook about a trip you went on.</b> (page 103)	<ul style="list-style-type: none"> <li>use information tools such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, YouTube videos</li> </ul>			<ul style="list-style-type: none"> <li>present information on limited content, supported by visual aids</li> </ul>
Assessment Rubric: Teacher's Guide, page 187				<ul style="list-style-type: none"> <li>describe people, places, things, events and personal experiences in familiar settings</li> </ul>
				<ul style="list-style-type: none"> <li>use digital media tools such as podcasts and Web 2.0 tools</li> </ul>
<b>Story:</b> <b>Oliver Twist</b> (Optional Literature Review – Workbook, page 262)			<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>analyze and interpret literary texts, using higher-order thinking skills</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 texts</li> </ul>	
Answers: Teacher's Guide, page 223				

## page 93 – 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 "Looking Back" and check that they understand what it means.

Share the objectives of the unit 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. Tell pupils to read the titles of the articles, song and story. Ask them if any of the names are familiar to them, and if so, have them share what they know. Ask pupils what they think they are going to learn about in this unit. Elicit that they are going to learn about some famous writers, other famous people and some interesting places.

## Page 94

### **People and Places**

Teach the vocabulary in the word strip at the bottom of the page. Draw pupils' attention to the words *win* and *winner*. Translate if necessary and ask pupils what the connection is between these words. Elicit that *win* is a verb and *winner* is a noun, a person who wins. Point out other words for people ending in *-er* and ask pupils to name the appropriate verb. For example: *teacher – teach*, *writer – write*.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 111-113** of the Workbook.

### **Find Out**

Tell pupils to read the title of Part 1 and the content of this feature. Explain that in this part of the unit, they are going to learn about some well-known people and their accomplishments, as well as interesting places to visit.

#### **1 Read the quiz and choose the correct person. Do as many as you can.**

Make sure that pupils look only at the quiz on page 94, as the answers are in the article on page 95. Instruct pupils to look at the photos and ask if they can identify any of the people. If so, have them name them and explain why they are well known. Read the title of the quiz and check that pupils understand it. Read the names of the two women in the pictures under the first sentence and then tell pupils to read the sentence and decide who it is about. Write the names *Yael Arad* and *Lee Korzits* on the board and write how many pupils think the statement is about each one. Tell pupils to continue by reading the remaining sentences and matching each one to one of the people in each pair. Pupils should do as many as they can. Write the names of the famous people in each pair on the board. Ask pupils who they think each statement is about and write how many pupils chose each one.

## Page 95

### **Read Better – Names and Numbers**

Read the explanation and explain to the pupils the importance of pre-reading strategies, such as scanning a text for names (of people and places) and numbers. Point out that this information provides the reader with an idea of what the text is about, and that this can increase understanding. Remind pupils that in order to scan for names, they should look for words in the text that begin with capital letters.

#### **2 a. Look at the article and find:**

Read the instruction with the pupils and check that they understand each item. Then tell pupils to find the answers in the text in exercise 3.

*Optional:* Point out that the answers are names, and therefore pupils should scan the text for names that begin with capital letters in order to find the answers.

### ANSWERS

1. Yael Arad
2. Roald Amundsen
3. Ilan Ramon

### b. Find as many dates as you can in the text. What do they refer to? Share your answers with a partner.

Ask pupils what year it is and in what year they were born, and write their answers on the board. Then tell pupils to scan the text in exercise 3 for dates. Have them compare the dates they found with a partner. Then list the dates on the board and have pupils say what each date refers to.

### ANSWERS

- 1992 – Yael Arad was in the Olympic Games in Barcelona.  
1993 – Yael Arad was a winner in a competition in Europe.  
1973 – Martin Cooper used the first cell phone.  
1903 – Marie Curie won a Nobel Prize.  
2003 – Ilan Ramon was on the space shuttle *Columbia*. (He and six other astronauts died.)  
1849 – Elizabeth Blackwell finished medical school.  
1868 – Elizabeth Blackwell opened the first medical school for women in New York.  
1911 – Roald Amundsen was the first person to get to the South Pole.  
2012 – Yakov Toumarkin was 7th in the 200-meter backstroke finals in the Olympic Games in London.

## 3 a. Now read the article and check your answers to the quiz.

Explain to the pupils that this text provides information and answers regarding each statement in the quiz in exercise 1.

Read the text in the first paragraph and ask: *Where were the Olympic Games in 1992? What sport did Yael Arad compete in? Who was the first Israeli to win an Olympic medal?* Refer back to the results on the board for statement number 1 in the quiz to see how many pupils were correct. Then tell pupils to read the article and check their answers to the rest of the quiz in exercise 1. After pupils finish, refer back to the results on the board for the remaining statements and see how many pupils were correct.

*Optional:* Tell pupils to work in groups of six. Divide the six questions in the quiz among the group. Each pupil is responsible for a question that he / she answered in exercise 1. Tell each pupil to share the answer, as well as any other interesting information that he / she learned from exercise 3.

*Extra:* Ask pupils to select one of the people from the quiz, research more interesting facts and information about him / her and present the information to the class.

Draw pupils' attention to the *Did you know?* feature at the bottom of page 95. Ask them if they know who Yakov Toumarkin is. Read the text and point out that Toumarkin set a new record for an Israeli swimmer in the 2012 Olympic Games in London.

*Optional:* Share the following information about the other people in the quiz:

*Lee Korzits is an Israeli windsurfer. At the age of 19, Lee won her first world windsurfing championship, and she went on to win twice more. Lee competed in the 2012 Olympic Games in London and came in sixth.*

*Alexander Graham Bell was born in Edinburgh, Scotland in 1847. He is best known for inventing the telephone in 1876. Bell was committed to advancing science and technology, and invented other things as well.*

*Ada Yonath was born in Jerusalem in 1939. She is an Israeli chemist who was awarded the Nobel Prize in Chemistry in 2009.*

*Florence Nightingale was born in 1820. She was a famous nurse who saved many lives. She is considered the founder of modern nursing. She is also known as “the lady with the lamp” because she tended to patients during the night.*

*Neil Armstrong was an American astronaut. He was the first person to walk on the moon in 1969.*

*Robert Scott was a British explorer who led two expeditions to the Antarctic. He was the second person to reach the South Pole. He got there one month after Amundsen.*

### ANSWERS

1. Yael Arad
2. Martin Cooper
3. Marie Curie
4. Ilan Ramon
5. Elizabeth Blackwell
6. Roald Amundsen

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

Tell pupils to share their answers with a partner.

## Page 96

### 4 Choose the correct answers.

Tell pupils to choose the correct answer to complete each sentence according to the text on page 95. Pupils should write their answers in their notebooks.

### ANSWERS

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

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

Review the Wh- questions with the pupils. Then tell them to answer the questions. They should refer to the information on pages 94-95 for help.

### ANSWERS

1. a. in 1992  
b. She won a gold medal in a competition in Europe in 1993.
2. in 1903
3. Columbia
4. six
5. a. in 1868  
b. She was the first woman to finish medical school in 1849.
6. Norway

### b. Compare Marie Curie and Elizabeth Blackwell. What two things are the same about them? Why is this important? Which person would you like to meet?

Tell pupils to use the higher-order thinking skill of Comparing and Contrasting to find out what two things Marie Curie and Elizabeth Blackwell have in common. Elicit that both Marie and Elizabeth were women and both the first in their field. Then discuss why this is important and elicit that before this women didn't study. Ask pupils who they would like to meet.

## Chat

Conduct a class discussion by asking: *Who do you think was the most interesting person?* Have pupils offer their personal opinions and explain their answers. Then ask pupils to say which facts from the text were new to them.

## Page 97

### 6 Match the phrases to the pictures.

Tell pupils to describe the pictures. Then tell them to match each phrase to a picture.

#### ANSWERS

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

### 7 Which word doesn't belong in each group?

Tell pupils to find the word that doesn't belong in each group. You may want to ask them to explain why.

*Optional:* Have pupils create their own groups of words, including one word that doesn't belong, for their partners to identify.

#### ANSWERS

- heavy (the other words are nouns / people)
- explorer (the other words are verbs)
- winner (the other words are adjectives)
- make a call (the other words are connected to health)
- heavy (the other words are related to time)
- gold (the other words are verbs)
- person (the other words relate to winning)
- impossible (the other words relate to quantity)

### 8 a. Match A to B.

Play Charades to review the names of professions, such as *doctor*, *scientist*, *explorer*, *swimmer*, *astronaut* and *teacher*. Then tell pupils to match the professions to the correct people.

#### ANSWERS

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

*Optional:* Ask pupils who of the people in column B was a winner in a sports competition. (Yakov Toumarkin)

### b. Add more famous people to the list in exercise 8a. Share your list with a partner.

Tell pupils to add more famous people to the list. Have pupils share their answers with the class.

► **WORKBOOK** Tell pupils to do the exercises on **pages 113-114** of the Workbook.

## Page 98

### Past Simple – *be*

Tell pupils that we use the Past Simple to talk about things that happened in the past. Explain that they are going to learn the verb *be* in the Past Simple. As opposed to the verb *be* in the Present Simple, which has no counterpart in Hebrew or Arabic, the verb *be* in the past means היה / كان.

Read the explanation and point out that the verb *be* in the past has two forms: *was* for singular subjects, and *were* for plural. Refer pupils to the example sentences. Make sure they understand that for *I*, *he*, *she* and *it*, we use *was*, and for *we*, *you* and *they* we use *were*. Have pupils say sentences of their own with *was* or *were*. Write two sentences on the board and have pupils complete them with *was* or *were*.

Point out the time expressions used with the Past Simple. Translate them so pupils understand that these words refer to the past. Explain that the time expressions can come at the beginning or end of a sentence.

Read the explanation of the negative form with the pupils and explain how the contracted form is formed. Mention that the contracted form is used more often in speech. Ask pupils to change the positive sentences on the board to negative sentences.

Read the explanation for forming questions and short answers with *be* in the past. Go around the class asking pupils questions in the past and elicit answers. Ask pupils to copy the positive sentences you wrote earlier on the board into their notebooks and to change the sentences into questions. Remind them to always start their questions with a capital letter and not to forget to end them with a question mark.

Refer pupils to page 233 of the Grammar Help for a more detailed explanation of the Past Simple.

## 9 Find positive and negative sentences with *was* and *were* in the text on page 95.

Tell pupils to go back to the text on page 95 and find as many examples of *be* in the Past Simple as they can. Draw their attention to the subject of each sentence, and note whether it is singular or plural.

## 10 a. Are the sentences true or false?

Say a sentence about one of the people in the quiz on page 94. For example: *Lee Korzits was at the Barcelona Olympics in 1992.* Tell pupils to put their thumbs up if the sentence is true and to put their thumbs down if it is false. Elicit that it is false, and have pupils find the sentence in the quiz that supports this. Repeat with other sentences.

Now tell pupils to read the sentences and say if they are true or false. Pupils can refer to the information on pages 94-95.

### ANSWERS

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

## b. Correct the false sentences.

Tell pupils to correct the false sentences in exercise 10a.

### ANSWERS

- Ada Yonath and Marie Curie were scientists.
- Ilan Ramon and Neil Armstrong were famous astronauts.
- Neil Armstrong was the first astronaut to walk on the moon.
- Florence Nightingale was a famous nurse.

## c. Compare your answers with a partner.

Tell pupils to share and compare their answers with a partner.

## Page 99

## 11 a. About you! Complete the questions with *was* or *were*.

Tell pupils to complete the questions with *was* or *were*. Point out that they should look at the subject (noun) that follows the place for the missing word when deciding which form of *be* to use.

### ANSWERS

- |        |         |
|--------|---------|
| 1. was | 3. were |
| 2. was | 4. were |

## b. Answer the questions for yourself.

Tell pupils to answer the questions in exercise 11a about themselves.

## c. Compare your answers with a partner. How many are the same?

Tell pupils to compare their answers with a partner and find out how many answers they shared.



## 12 Look at the picture for one minute. Close your book and tell your partner what you remember. Use the words below. Who remembered more?

Tell pupils to look at the picture closely for one minute and try to remember as many details as possible. After the minute is over, tell pupils to close their books and, in pairs, tell their partners what they remember about the picture. Tell them to use the words in the word bank and to use the example sentences as a model.

*Optional:* Have pupils write their sentences in their notebooks and then compare them with a partner.

For weaker pupils, provide several words for them to write in their notebooks and instruct them to say or write sentences about the picture using those specific words.

► **WORKBOOK** Tell pupils to do the exercises on **pages 115-116** of the Workbook.

### Pages 100-101

Teach the vocabulary in the word strip on page 100. Point out that the words *return* and *come back* have the same meaning.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 117-118** of the Workbook.

### Find Out

Read the information and explain to the pupils that they are now going to learn about some famous places in Israel.

### Read Better – Blogs

Check pupils know that a blog is a log or diary that people write on the Internet. Ask them to say in what ways blogs and traditional diaries are the same and how they differ. Emphasize that a blog is written and read online, so anybody can read it, unlike a diary, which is more personal. In addition, people who read blogs often post comments about the blog, making the blog interactive, whereas diaries aren't commented on. Discuss why people write blogs and what they write about.

## 13 Look at some of Assaf's photos. What do you know about these places? Which places do you want to visit? Why?

Ask pupils if they know anything about any of the places in the photos and, if so, have them share the information with the class.

Have pupils name the places they would like to visit. Find out how many pupils want to visit the same place.

*Optional:* Bring more pictures of and information about the places shown and share them with the class.

You may want to share the following information about the places in the pictures:

*The tomb of Nabi Sablan is located above the Druze village of Horfesh in the Upper Galilee, east of Ma'alot. Sablan was an important Druze prophet and many Druze visit his tomb.*

*Akko is a city with a long and rich history. It is 4,000 years old. Akko is an international tourist city. It hosts many festivals, and it has a market, a port and many ancient ruins.*

*Rosh Hanikra is a geological formation on the coast in the Western Galilee. Caves and tunnels were formed by the force of the sea. Visitors can take a cable car ride down the cliff to see and explore the formations for themselves. Rosh Hanikra itself is a kibbutz.*

*Nahal Sarakh is located in the Upper Galilee. Along the stream there is a beautiful trail which includes a stalactite cave as well as ruins of a village from the Roman-Byzantine period. Along the way, you can also see olive presses, remains of flour mills and vegetation.*



**14 Read Assaf's blog and do exercises 15-18 below and on page 102.**

*The easier text appears on page 210.*

Tell pupils that they are going to read a blog written by a sixth-grader named Assaf and find out about Assaf's school trip to the north.

Read the blog one paragraph at a time with the pupils and ask the following questions:

*Where was their first stop?*

*Where did the class eat lunch?*

*Did Assaf enjoy the hike in Nahal Sarakh?*

Read the comments that follow the text. Ask pupils if other pupils in Assaf's class enjoyed the trip.

Elicit that they did. Point out the spelling of the word *great* – gr8 – in the first comment. Explain to the pupils that in certain types of digital media, like text messages, e-mails and online forums, abbreviations for many words are commonly used. Ask pupils for examples of abbreviations they are familiar with.

Ask pupils if they have ever been to any of the places mentioned in Assaf's blog. If so, encourage them to describe what it was like. Ask pupils if Assaf's blog makes them think of any experience that they have had on a school trip. If so, allow pupils to share their stories.

Read the *Did you know?* feature with the pupils. Brainstorm the kinds of places that are World Heritage Sites. Elicit that they are places that are important historically and / or culturally to the country where they are located and that special care is taken to preserve them. They are often also popular tourist sites. Ask pupils to name other World Heritage Sites in Israel and to find out something about each one.

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

Tell pupils to answer the questions about the blog. Note that question 5 exposes the pupils to the higher-order thinking skill of Inferring, which is taught in Unit 5.

**ANSWERS**

1. He put sandwiches, water, a hat, some healthy snacks and candy in his bag.
2. The first place they visited was Horfesh.
3. After dinner they went to Rosh Hanikra.
4. They slept in Shlomi.
5. The school trip was two days.

**Page 102****16 a. Assaf wrote facts and opinions in his blog. Find one fact and one opinion for at least two places. Complete the chart on page 118 of the Workbook.**

Remind pupils of the difference between a fact and an opinion. Elicit that a fact is something that is always true, or a piece of true information; an opinion is what someone thinks about something. Tell pupils to use the higher-order thinking skill of Classifying and Categorizing to complete the chart.

**POSSIBLE ANSWERS**

Place	Fact	Opinion
1. Nabi Sablan	The tomb of Nabi Sablan is a holy place for the Druze. It is on a hill above the Druze village Horfesh.	The view from the hill is great.
2. Nahal Sarakh	The water was cool.	It was great!
3. Rosh Hanikra	There are grottos.	They were beautiful.
4. Akko	Jews, Muslims, Druze, Bahai and Christians live there together.	It's very interesting. That was my favorite place.

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

Tell pupils to compare their answers and to go back to the text if they don't agree and check.

**c. Which place would you like to visit? Say why.**

Encourage pupils to say which place they would like to visit and to give reasons for their choices.

**17 What does Assaf learn about the Druze on his trip? Find your answers in different parts of his blog.**

Tell pupils that they need to scan the whole blog for information about what Assaf learns about the Druze as the information appears in different parts of the text. Note that in this exercise the pupils are exposed to the higher-order thinking skill of Integrating, which is taught in Unit 6.

**18 Answer the questions.**

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

Check pupils' work by asking them to read out their answers.

**ANSWERS**

1. Ram 26, Yael Hamalka, Tomer D
2. Yes, they were.
3. They liked it.

Refer pupils to the TIP. Explain that we use 's after a name or noun in the singular and s' after a name or noun in the plural to show possession. Have pupils translate the two examples into their language and compare the translations to the forms in English.



**Sequencing**

Read the explanation about the higher-order thinking skill of Sequencing with the pupils. Explain that the order in which events took place helps us understand a story, diary or blog more easily. Read the words listed that we use in order to sequence events.

**19 Look at the map. Draw a line on the map on page 119 of the Workbook to show the order of the places Assaf's class visited. Talk about at least four places. Use sequence words.**

Tell pupils to look in the blog for the names of the places that Assaf and his class visited. Tell them to find them on the map and draw the class's route on the map on page 119 of the Workbook.

Tell pupils to choose at least four places Assaf and his class visited and talk about them. They can talk about the places in the pictures in exercise 13 on page 100, as well as other places mentioned in the text. Encourage pupils to use the sequence words *first*, *then*, *after that* and *finally*.

**Page 103**

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

Tell pupils to choose the correct word to complete each sentence. Check pupils' answers by having them read the completed sentences aloud.

**ANSWERS**

- |            |                     |
|------------|---------------------|
| 1. drove   | 7. trips            |
| 2. view    | 8. hill             |
| 3. guide   | 9. above            |
| 4. jokes   | 10. a long time ago |
| 5. hike    | 11. Then            |
| 6. arrived |                     |

## 21 a. Match A to B to make as many phrases as you can. Write the phrases in your notebook.

Read the first phrase in column A and have pupils suggest endings. Then tell pupils to match each phrase in column A to a correct ending from column B. Point out that there may be more than one possible answer for some of the phrases. Tell pupils to write the complete phrases in their notebooks.

### ANSWERS

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

## b. Change the words in B and make as many new phrases as you can.

Tell pupils to change the words in column B to create their own endings to the phrases in column A. Accept all logical answers.

## 22 a. Make a sentence with each pair of words. Do as many as you can.

Tell pupils to look at the pairs of words and to write a sentence with each pair. Accept all logical answers.

## b. Share your sentences with a partner. Are they the same?

Tell pupils to share their sentences with a partner and compare them.

## 23 Make an online scrapbook about a trip you went on.

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 a place that you visited on a school trip. Search the Internet for facts about the place. (suggested keywords: [name of place] facts for kids)
2. Make notes about the trip:
  - a. when you went
  - b. how you traveled
  - c. where you went
  - d. what you saw
  - e. what the most interesting part was
3. Make an online scrapbook using the information you have. These sites can help you:
 

<http://www.myscrapnook.com/scrapBook/>  
<http://www.pimpampum.net/bookr/index.php>
4. Check your spelling, grammar and punctuation.
5. Add pictures to your scrapbook.
6. Present your scrapbook to 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 119-121** of the Workbook.

## Page 104

### Past Simple – Positive

Review the Past Simple with *be* by writing sentences on the board and having pupils complete them with *was*, *were*, *wasn't* or *weren't*. Remind them that the verb *be* is a special verb because it has two past forms: *was* and *were*. Tell pupils they are now going to learn other verbs in the Past Simple.

Refer pupils to the grammar box. Read the explanation and the example sentences for regular verbs. Point out that regardless of the subject, the verb always ends in *ed*. Ask pupils to find other verbs ending in *ed* in the text on page 101. (*filled, visited, walked, arrived*) Draw pupils' attention to the spelling rules for adding *ed* to the base form of the verb. Teach each rule with an example sentence on the board. Have pupils copy the sentences into their notebooks. In addition, you may ask pupils to write their own sentences using the example verbs or verbs of their choice. Point out that these spelling rules apply only to positive sentences.

Explain that in the Past Simple there are also irregular verbs that do not follow the rule of adding *ed*. Ask pupils to name irregular verbs in the past. You may want to tell them to look for them in the word strip on page 100. Read the explanation and the lists of words, and tell pupils that since these words do not follow any rules, they must memorize them. Have pupils make up sentences with these verbs.

Refer pupils to page 234 of the Grammar Help for a more detailed explanation of the Past Simple and to pages 235-236 for a list of irregular verbs.

## **24 Translate the sentences in the grammar box. Does the verb change in your language?**

Ask pupils to translate the example sentences in the box and to compare how they change verbs to the past tense in their own language.

## **25 Find sentences with verbs in the past in Assaf's blog on page 101.**

Tell pupils to go back to the blog on page 101 and look for verbs in the past. Remind them to look for both verbs that end in *ed* and irregular verbs.

## **26 a. Complete the sentences with the past form of the verbs below.**

Read the verbs in the word bank and ask pupils to say the Past Simple form of each. Then ask pupils to complete the sentences with the past form of these verbs. Point out that some of the sentences have more than one possible answer. Write them on the board.

### **ANSWERS**

1. went
2. walked
3. ate
4. visited / saw
5. went / saw

### **b. Write the sentences in order.**

Tell pupils to use the higher-order thinking skill of Sequencing in order to write the sentences in exercise 26a in the correct order in their notebooks. Point out that the first sentence should be the one that sets the scene. (sentence 1) Elicit the sentence that comes next (sentence 5) and ask pupils to say why (it contains the phrase *The first place*). Ask them which sentence would come at the end (sentence 4) and why (it contains the phrase *On the way home*). Point out that there is no definite order for sentences 2 and 3.

### **ANSWERS**

1. We went to Jerusalem on a school trip.
2. The first place we visited / saw was the Western Wall.
3. We walked on the walls around the Old City.
4. We ate lunch near the market and that was fun.
5. On the way home, we visited / saw the museum at Latrun.

### **c. Add the words *first, then, after that* and *finally* to tell the story.**

Review the sequence words and write the word *first* on the board. Ask pupils to make up a sentence about the first activity of the day. Write it on the board as a model for the rest of the exercise. Tell pupils to continue with the rest of the story.

**ANSWERS**

We went to Jerusalem on a school trip. First, we visited / saw the Western Wall. Then, we walked on the walls around the Old City. After that, we ate lunch near the market and that was fun. Finally, on the way home, we visited / saw the museum at Latrun.

**Page 105****27 Match the past and present form of the verbs.**

Write the following words on cards: *buy, bought, get up, got up, ride, rode, think, thought, wear and wore*. Scatter the cards on the board in two groups – one group with verbs in the present and the other with verbs in the past. Invite a pupil to pick a word from the present tense group and read it to the class. Then ask the pupil to find the past tense form of the verb. Remind pupils that there are many irregular verbs in the past that do not end in *ed*. Repeat with the remaining words.

*Optional:* Play the Memory Game with word cards of these and other irregular verbs in the present and past tense.

Tell pupils to match the past and present form of the verbs and to write each pair in their notebooks.

**28 a. Match A and B to make phrases. Do as many as you can.**

Ask pupils to look at the words in column A and say what kind of words they are. (verbs) Select a verb and ask pupils to find a word or phrase in column B that could follow it. Tell pupils to continue on their own and make as many phrases as they can. Refer them to the example.

Have pupils write their phrases in their notebooks and share them with the class.

**POSSIBLE ANSWERS**

swim in the Kinneret, drive jeeps / in the snow / in a forest, sleep in a tent / hostel, learn about the Hermon, ride jeeps / in the snow, wear jackets / boots / hats, eat in a tent / in a hostel / lunch / supper / hot soup / ice cream, cook lunch / supper / hot soup, play in the snow / in the Kinneret / in a forest, get up early

**b. Which phrases are about a summer trip? Which are about a trip in the winter?**

**Answer the questions with a partner.**

Tell pupils to use the higher-order thinking skill of Classifying and Categorizing to say which of their phrases are about a summer trip and which are about a winter trip. Have them compare their answers with a partner.

**c. Write 2-5 sentences about a school trip in the summer or the winter. Use the Past Simple.**

Tell pupils to take the phrases they created, change the verbs into the past, and write sentences about what they did on a school trip. Before they begin, tell them to choose the season when the trip took place. Draw their attention to the example sentences and show them how the verb in the phrase *walk in the snow* changed from base form to the Past Simple form. Tell pupils that their sentences need not be true.

Remind pupils to refer to the list of irregular verbs on pages 235-236 in the Grammar Help for the past forms of verbs that they don't know.

**29 Play a game. Use the phrases in exercise 28a or your own.**

Tell pupils to play Grandmother's Basket with the phrases they wrote in exercise 28a or phrases of their own. Read the example to the class and explain that each pupil must repeat what the previous pupil said and then add their own activity. Make sure they use verbs in the past form.

► **WORKBOOK** Tell pupils to do the exercises on **pages 121-123** of the Workbook.

### 30 Read Inbal's blog and answer the questions.

Review what a blog is and remind pupils that they read Assaf's blog about a school trip on page 101. Tell pupils to read Inbal's blog. Then tell them to read the questions, find the answer to each question in the blog and then write the answers in their notebooks.

#### ANSWERS

1. last week
2. Eilat
3. They visited Kibbutz Sde Boker, went on a jeep ride near Mitzpe Ramon, went to Timna Park, walked for two hours and ate lunch.
4. It was very special.

### Write Better

Draw pupils' attention to the explanation and review the sequence words. Tell pupils to find and copy the sequence words from Inbal's blog into their notebooks. Then have pupils add the relevant activity to each one. Ask: *What happened first? What happened at the end of the visit? What happened in between?*

► **WORKBOOK** Tell pupils to do the exercise on **page 123** of the Workbook.

### 31 Your turn!

- a. **Write a blog about a trip or a fun day. Use the Model to help you. Use *first, then / after that* and *finally*.**

Tell pupils to write a blog entry about a trip or a fun day that they had. Have pupils share their ideas about or the topics. Tell pupils to use the Model in exercise 30 to help them. Remind them to use the Past Simple and the sequence words listed when writing their blogs.

*Optional:* Ask pupils to think of ideas for a blog entry for a fun day. List their ideas on the board. Then use the ideas to write a short text with missing sequence words (*first, then, finally*) on the board. Tell weaker pupils to copy the text and to fill in the missing words.

- b. **Check your work.**

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

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

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

A photocopyable Teacher's Assessment Chart appears on page 182 of this Teacher's Guide.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 124-125** of the Workbook.

## **The Way Things Were**

Tell pupils to read the title of Part 2 and ask them what they think they are going to read about in this part of the unit.

### Think and Talk

Read the question and pupil's answer. Engage the class in a discussion about how they think life in the past was different to life today.

## 1 Look at the pictures of “Then” and “Now”. What did people do in the past? What do we do now?

Tell pupils to look at the pictures and phrases in the column labeled “Then”. Discuss the difference between how people traveled from one place to another in the past and what we do now. Have pupils read the example sentences describing the first set of pictures. Tell pupils to describe the other sets of pictures using sentences about the past and the present. Accept all logical answers.

### Page 108

Teach the vocabulary in the word strip at the bottom of the page. Ask pupils which two words are opposites. (*cheap, expensive*)

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 126-127** of the Workbook.

### Read Better – Timelines

Read the explanation with the pupils. Tell them that a timeline is a graphic representation of certain events that occurred during a specific time period, and these events are shown chronologically.

## 2 Look at the dates in the timeline. When does the timeline begin? When does it end?

Instruct pupils to look at the timeline and to name the beginning date. (*1940s*) Then ask them when the timeline finishes. (*Today*)

## 3 Read the timeline about music and see what changed.

*The easier text appears on page 212.*

Tell pupils to look at the pictures and ask them if they can identify any of the objects. Read the title and explain that the timeline shows how listening to music has changed through the years.

Read the timeline with the pupils paragraph by paragraph. Ask the following questions to check comprehension: *What did records look like? What did people need in order to hear the music on the records? Why were cassettes very convenient? What did people need to hear music on a cassette? What was a disadvantage of CDs when they first came out? How do you listen to music today?*

Point out the TIP about dates. Review the word *thousand* and explain how we say years in English. Ask pupils to compare this to how they say years in their language.

*Optional:* Bring in any of the objects described in the timeline, such as a Walkman, a record, a cassette or a cassette player, and show them to the pupils as you read about them.

### Page 109

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

Tell pupils to answer the questions. Pupils should refer back to the timeline to find the answers. Encourage pupils to answer as many as they can.

### ANSWERS

1. They listened to records.
2. They were flat, round pieces of black plastic.
3. They were small and cheap and you could listen to them everywhere.
4. They were expensive. Not everybody had a computer or CD player.
5. Today people listen to music on iPods, computers and cell phones.

## b. Answer the questions.

Have pupils answer these challenging questions in their notebooks. Point out that question 3 uses the higher-order thinking skill of Integrating, which is taught in Unit 6.



## ANSWERS

1. Because they were expensive.
2. They can play their favorite songs over and over again.
3. records, cassettes, CDs

### c. Think about what you learned in the timeline. Why do more people listen to music today than in the past?

Ask pupils to think about what they learned from the timeline about the development of equipment for listening to music. Tell them to use the higher-order thinking skill of Making Connections to say why they think more people listen to music today than in the past. Accept all logical answers.

## 5 Write 2-5 sentences about how your parents or grandparents listened to music in the past and what kind of music they listened to.

Ask pupils to find out how their parents or grandparents listened to music when they were younger. Ask them to find out the kinds of music they listened to. Have them write sentences in their notebooks about their findings.

## 6 How do you think people will listen to music in five or ten years? Share your ideas with a partner.

Ask pupils to use the higher-order thinking skill of Predicting to say how they think people will listen to music in the future. Tell them to discuss the question with their partners and see if they come up with similar ideas.

## 7 a. Match A to B and C to D to make pairs of opposites.

Hand out word cards to individual pupils with the following words: *old, happy, expensive, new, sad, cheap* and *bad*. Have pupils get into pairs by finding their opposites and then have each pair of pupils present their words to the class.

Tell pupils to complete the exercise by matching words in column A to words in column B and then those in column C and D in order to make pairs of opposites.

## ANSWERS

### A – B

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

### C – D

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

### b. Use the words to write pairs of sentences in your notebook. How many sentences can you write in three minutes?

Tell pupils to write pairs of sentences in their notebooks using the pairs of words they matched in exercise 7a. Read the example and tell pupils to use it as a model. Set a time limit of three minutes and see how many sentences pupils can write in that time. Accept all logical answers.

## VOTE

Ask pupils to name different types of music, such as disco, blues, classical, country, jazz, hip-hop, pop, rock, and techno. List their answers on the board. Then tell pupils to look at the list and ask them which of the words are the same in English and in their language. Point out that many of the words are the same or similar.

Read the content and take a vote to find out what kind of music is the class's favorite.

► **WORKBOOK** Tell pupils to do the exercises on **pages 127-129** of the Workbook.

## Page 110

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 **pages 129-130** of the Workbook.

### 8 How did people write before they had pen and paper? Read at least Part 1 of the text and find out.

*The easier text appears on page 214.*

Ask pupils how they think people shared or enjoyed stories before they were written down. Explain to pupils that stories were shared and passed down orally. People would gather in groups, both small and large, and listen to storytellers share all varieties of tales.

Tell pupils to look at the title of the text and the pictures and captions next to the text, and elicit that they are going to read about how people wrote in the past.

Tell pupils to read at least Part 1 of the text. Discuss how people wrote before they had pen and paper. Elicit that people used pictures and symbols before there were letters and alphabets, people wrote with feather pens (quills) and ink before there were ink pens, and people typed on typewriters before there were computers. Ask pupils what they write with today.

Draw pupils' attention to the picture of the typewriter (this machine might be unfamiliar to some pupils) and ask them to describe similarities and differences to a computer keyboard. Some similarities: they both have keys with letters and numbers and a space bar. Some differences: the keys on the typewriter have letters in only one language whereas computer keyboards often have two; there is no delete button on a typewriter.

Ask pupils what changes there are in books today. Elicit that that many books are digitalized and can be read online.

*Optional:* The reading of the text may be done in pairs or groups; each pair or group reads a paragraph and explains the information they read to the class.

Draw pupils' attention to the *Did you know?* feature. Ask them if they have read any of the "Harry Potter" books. Point out that the author, J. K. Rowling, is from England and before the book was published in America, some of the words were changed to words that Americans are familiar with. This is because British English and American English sometimes have different words for the same thing. Ask pupils to think of examples and list them on the board (for example: *trousers – pants, movie – film*).

## Page 111

### 9 Match A to B to make sentences. Do as many as you can.

Tell pupils to make sentences by matching the phrases in column A to those in column B. Point out to the pupils that they should refer back to the text on page 110 for help.

#### ANSWERS

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

### 10 Make a timeline with a partner to show how people wrote in the past.

Remind pupils that a timeline is a graphic representation of certain events that occurred during a specific time period in chronological order.

Remind pupils that when they make a timeline, they will be using the higher-order thinking skill of Sequencing.

Read the dates listed on the timeline. Then tell pupils to work in pairs and complete the timeline according to the text on page 110.

### **11 Complete the sentences.**

Explain that the sentences in this exercise compare today with the past. Have pupils complete each sentence, referring to the information in the text where necessary. Accept all logical answers.

### **12 How did people write stories in the past? Find at least three different ways. Which way would you like to try? Say why.**

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

Tell pupils to read the text again and find the different ways people wrote stories in the past. Tell them to look for the answers in at least three different places in the text.

Ask pupils which way they would like to try and to give a reason.

#### **ANSWERS**

People drew pictures on the walls of caves, wrote by using special signs, wrote with feather pens and ink, and used typewriters.

### **13 Why do you think there were storytellers many years ago?**

This exercise requires the pupils to use the higher-order thinking skill of Inferring which is taught in Unit 5.

Tell pupils to think about what they learned about writing in the past. Then brainstorm why they think storytellers told stories in the past.

## **Page 112**

### **14 Complete the dialogues.**

Read the words in the word bank and ask pupils to translate them. Then ask them to complete the two dialogues. Invite pupils to read out the dialogues in pairs.

#### **ANSWERS**

1. drawing, thousand, expensive
2. everywhere, signs, cheap

### **15 Complete the sentences with at least one word.**

Tell pupils to work in pairs and check that they understand all the words in the box. Then ask them to complete the sentences. Explain that there may be more than one correct answer to some of the questions. Accept all logical answers.

### **16 Find the words with the same meaning.**

Explain to the pupils that this exercise requires them to find pairs of words in British and American English that have the same meaning. Tell pupils to replace the bold word in each sentence with a word from the word bank that means the same.

#### **ANSWERS**

- |             |             |
|-------------|-------------|
| 1. crisps   | 4. trousers |
| 2. jumper   | 5. sweets   |
| 3. football | 6. film     |

► **WORKBOOK** Tell pupils to do the exercise on **pages 130-132** of the Workbook.

**17 List the categories “Then” and “Now” in your notebook. Find facts about music and writing on pages 108 and 110 and list them in the correct group.**

*The easier texts appear on pages 212 and 214, respectively.*

Tell pupils to make a chart with two columns, headed “Then” and “Now”, in their notebooks. Tell them to use the higher-order thinking skill of Classifying and Categorizing to complete the chart. Have them refer back to the texts and copy facts about both music and writing in the appropriate column.

**Page 113**

**Past Simple – Questions and Negative**

Tell pupils they are going to learn how to form questions and negative sentences in the Past Simple. Ask questions with *did*. For example: *Did you do your homework yesterday? What time did you come to school?* Explain that we use *did* in the Past Simple to form questions, in the same way as we use *do* in the Present Simple. Explain that the word *did* is also used in short answers to questions.

Explain that to form negative sentences, we add *did + not* (*didn't* in the contracted form) before the verb. Point out that when we add these words, the verb remains in the base form and the form of the verb is the same for all subjects. Make sure pupils understand that this applies to both regular and irregular verbs.

Refer pupils to the grammar box and read the explanations and examples to the class.

Write a positive sentence on the board. Ask pupils to change the sentence into the negative and question forms. Write the answers on the board and underline *did* and the verb. Have pupils copy the examples into their notebooks.

Draw a chart on the board with three columns labeled: Positive Sentence (+), Negative Sentence (-), Question (?). Invite several pupils to suggest sentences in the Past Simple. Write each sentence in the correct column. Point to the first sentence in the chart and ask pupils to change the sentence to the two other forms and write their answers in the correct columns. Then tell pupils to copy the chart into their notebooks and complete it. Remind pupils that regular verbs end in *ed* only in positive sentences.

Refer the pupils to page 237 of the Grammar Help for a more detailed explanation of questions and negative sentences in the Past Simple.

Refer pupils to the grammar box again. Read out the present and past irregular verbs listed and emphasize the importance of learning the past form of irregular verbs by heart. Remind pupils that a comprehensive list of irregular verbs appears on pages 235-236 of the Grammar Help.

**18 Translate the sentences in the grammar box. What do you add to make questions and negative sentences in your language?**

Tell pupils to translate the example sentences in the grammar box into their own language. Ask them what they need to add to create questions and negative sentences in the past in their language.

**19 Find a question and a negative sentence in the past in the text on page 110.**

Tell pupils to go back to the article on page 110 and find an example of a negative sentence and a question in the Past Simple.

*Optional:* Write the examples on the board, and reinforce the Past Simple rules for negative sentences and questions by having pupils circle the auxiliary *did / didn't*. Have pupils pay special attention to the form of the verb.

**20 With a partner, ask and answer the questions about the timeline on page 108 and the article on page 110.**

Tell pupils to work in pairs and ask and answer the questions about the articles on pages 108 and 110. Point out that the first question in each pair is a Yes / No question, and the second question is a Wh-question, asking for information. Read the example question and answer and tell pupils to use them as a model.

## ANSWERS

1. a. No, they didn't.  
b. They listened to music on records.
2. a. Yes, they did.  
b. They liked cassettes because you could listen to them everywhere.
3. a. No, they didn't.  
b. They wrote with feather pens and ink.
4. a. Yes, they did.  
b. They told a story.

## Page 114

### 21 Match the present and past form of the verbs.

Tell pupils to match the present and past forms of the verbs and to write each pair in their notebooks.

### 22 a. Choose an answer to each question or give your own.

Review the Wh- question words with the pupils. Read the first question aloud and ask pupils to read the two answer choices. Have pupils continue and choose the answer they prefer for each question. Tell them to copy the dialogue they have created into their notebooks.

### b. Act out the dialogues with a partner.

Tell pupils to practice their dialogues in pairs, and then act it out in front of the class.

### 23 a. Find the mistakes in the picture. How many did you find?

Have pupils describe what is happening in the picture. Tell them that there are six mistakes (things that are illogical), and that they should find as many as they can. Tell pupils to write sentences using the verbs in the word bank to say what the mistakes are. Remind pupils that the sentences should be written in the Past Simple negative. Point out the example sentence, which pupils can use as a model.

#### POSSIBLE ANSWERS

Pupils didn't write in notebooks a long time ago.  
Pupils didn't have computers many years ago.  
Pupils didn't watch TV many years ago.  
Pupils didn't listen to music on an iPod a long time ago.  
Pupils didn't play computer games many years ago.  
Pupils didn't have cell phones many years ago.

### b. Write 2-5 sentences about schools in the past.

Tell pupils to write sentences about schools in the past, based on the picture in exercise 23a. Remind them to check the form of the verbs in their sentences.

► **WORKBOOK** Tell pupils to do the exercises on **pages 133-136** of the Workbook.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 137-138** of the Workbook.

## Page 115



## Writers in the Past

Tell pupils to read the title of Part 3 and explain that they are going to learn about several famous writers.

### Find Out

Ask pupils if they are familiar with Shai Agnon and any of his writing. Elicit that Shai Agnon was a famous Israeli writer who wrote poems, stories and novels. He also won the Nobel Prize in Literature in 1966.

Explain that the name Shai actually comes from the initials of Agnon's two first names, Shmuel Yosef. In English, his name is published as S. Y. Agnon.

*Optional:* Tell pupils that they may have read Agnon's *Aleph-Bet* poems, where he wrote a verse for each letter of the alphabet.

# 1 a. Match the sentences to the pictures. Do as many as you can. Which sentence doesn't have a picture?

Ask pupils to describe what is happening in each picture. Then tell pupils to match a sentence from each picture. Explain that one sentence is not illustrated and have them identify it.

## ANSWERS

- |      |      |
|------|------|
| 1. f | 4. a |
| 2. d | 6. c |
| 3. e | 7. b |

Sentence 5 does not have a matching picture.



# b. Now listen and match the pictures in exercise 1a to the dates in the timeline below.

This exercise requires the pupils to use the higher-order thinking skill of Sequencing.

Draw pupils' attention to the timeline and ask them to read out the dates. Then play the recording for pupils to listen. Play the recording a second time and tell pupils to match the dates to the events depicted in the pictures in exercise 1a. You may stop the recording after each date to give pupils time to find the matching picture. Check pupils' answers by having them read the events depicted in the correct chronological order.

## Listening Script

*Teacher:* Today, we're going to talk about the famous writer, Shai Agnon. He won the Nobel Prize for Literature. You need to match the pictures to the timeline. Are there any questions you want to ask?

*Pupil 1:* When did he win the Nobel Prize?

*Teacher:* In 1966.

*Pupil 2:* Where did Shai Agnon live?

*Pupil 3:* I know! Shai Agnon lived in Israel. But was he born in Israel too?

*Teacher:* No, he wasn't. He was born in the Ukraine in 1888. He came to live in Israel in 1908 and he lived in Jaffa.

*Pupil 1:* I heard that Shai Agnon didn't go to school. Is that true?

*Teacher:* Yes, it is. He learned at home with his parents. They were good teachers because in 1896 he started writing in three languages – German, Yiddish and Hebrew. He was eight years old!

*Pupil 2:* Wow! I can't believe it! What did he do after that?

*Teacher:* He met Esther Marks in Germany and they got married in 1920. They had two children.

*Pupil 3:* Did he come back to Israel?

*Teacher:* Yes, he did. In 1931 he built a house in Talpiot in Jerusalem. That's where he wrote lots of his famous books and stories. In fact, you can visit that house today because it's a museum.

*Pupil 1:* When did Shai Agnon die?

*Teacher:* He died in 1970, but his books and poems are still popular today. Many streets in Israel are named after him. There is even a school in America called the Agnon School!

## ANSWERS

1888 – c      1920 – f  
1896 – e      1931 – b  
1908 – d      1966 – a

## Page 116

Teach the vocabulary in the word strip at the bottom of the page. Point out the TIP about the word *open*, and explain that sometimes the same word has more than one part of speech. Give examples, such as: *The door is open. Open the door, please.* Refer pupils to the TIP about the word *free*, which has two different meanings.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 139-140** of the Workbook.

## Chat

Read the chat and ask pupils if anyone has visited Shai Agnon's house. If so, have them share their experiences.

## Read Better – Brochures

Refer pupils to the explanation and discuss different kinds of brochures, such as ads for hotels, performances, trips and special events. Discuss the information you expect to see in a brochure, such as details of the place / event, prices, opening times, how to get there, etc.

### 2 a. Read the brochure. Find out what you can see in The Shai Agnon House.

Tell the pupils to look at the brochure and say what information appears there. (a description, the opening hours, the cost of a ticket, the address, how to get there)

Explain to the pupils that there is a museum in Jerusalem dedicated to Shai Agnon and that the museum was once Agnon's house. He lived there with his family for approximately 40 years. After his death in 1970, the house was converted into a museum, inviting the public to come and visit and celebrate his achievements and literature.

Tell pupils to read the brochure for The Shai Agnon House and say what they can see there.

## ANSWERS

books in the library, his Nobel Prize and other prizes, furniture, photos, paintings, the family's typewriter, things from the family's life

### b. Why do you think people visit the Shai Agnon House? Give at least three reasons. What would you like to see there?

Tell pupils to think about what they learned about Shai Agnon and his house. Ask them to say why they think people visit the house. Accept all logical answers. Ask pupils to say what they would like to see in the house.

## Page 117

### 3 Answer the questions. Do as many as you can.

Tell pupils to look at the Wh- word in each question in order to understand what type of information they need to find (a person, a place, a time).

Refer pupils to the TIP. Remind them that scanning a text for numbers and capital letters will help them locate certain information quickly. Ask pupils what information they can find from capital letters (names of people, cities, places) and which Wh- questions this information answers. Repeat the question for numbers (dates, prices, addresses).

Tell pupils to answer as many of the questions as they can. Encourage them to answer in full sentences.



*Optional:* Ask pupils if they are familiar with other similar museums in Israel. Elicit that the building housing the Nachum Gutman Museum in Tel Aviv was once an important center for Hebrew authors, called the “Writer’s / Editor’s House”. The house of David Ben Gurion (Israel’s first prime minister) in Kibbutz Sde Boker was also converted into a museum after his death.

### ANSWERS

1. The Shai Agnon House is in Talpiot, Jerusalem.
2. Shai Agnon lived there with his wife and his daughters.
3. He wrote many books.
4. You can see his books, his Nobel Prize and other prizes, furniture, photos, paintings and a typewriter.
5. There are thousands of books in the library.
6. The tickets cost 20 shekels per person, 15 shekels for students.
7. The house is open from Monday to Thursday, from 9:00 to 13:00.
8. Children under 6 get free entry.

### Find Out

Discuss the different bills we have in Israel. Ask pupils if they know which famous people appear on the current bills. Point out that Shai Agnon’s picture appeared on the 50-shekel bill from 1985 to 2014. Then tell them to choose two countries and find out what famous people appear on their bills.

*Optional:* Tell pupils to find out who appears or has appeared on the different bills in Israel. (Zalman Shazar, Yitzhak Ben Zvi, Moshe Sharett, Rachel Bluestein, Shaul Tchernichovsky, Leah Goldberg and Natan Alterman) Ask pupils who they think would be suitable candidates to be featured on Israeli bills in the future.

## 4 Complete the word maps with the words below.

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

Draw a word map for the word “animals” on the board. Ask pupils for suggestions of words to include on the map. Then tell them to complete at least one of the word maps in their notebooks, using the words in the word bank. Accept all answers that pupils can justify.

## 5 a. Which five places would you like to go to? Which one is your favorite? Why?

Ask pupils what places they like to visit when they are on vacation or have free time. Have them explain why. Read out the places in the exercise and ask pupils to say if and why they would like to visit each one. Then tell them to list the places in the order that they would like to visit them. Explain that number 1 should be given to the place they most want to visit and number 5 to their least favorite.

### b. Compare your list with a partner. Find out if you like the same places.

This exercise practices the higher-order thinking skill of Comparing and Contrasting.

Tell pupils to compare their answers with a partner and to find out if they would like to visit the same places.

### c. Write 2-5 sentences about your favorite place.

Tell pupils to write sentences describing what their favorite place is, where it is, and why they like it.

► **WORKBOOK** Tell pupils to do the exercises on **page 141** of the Workbook.

## Pages 118-119

Teach the vocabulary in the word strip at the bottom of the page. Check that pupils understand the two meanings of the word *letter*. In the upcoming text, it is a written communication between people. Point out that the word also refers to one of the “symbols” in the alphabet.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 142-143** of the Workbook.

## Find Out

Read the information and ask pupils if they have heard of the famous English writer, Charles Dickens. Ask them if they know what books he wrote and whether they have read any of them. Elicit or suggest titles, such as *Oliver Twist*, *Great Expectations* and *David Copperfield*.

### Read Better – Biographies

Explain the biography genre to the class. Point out that a biography tells us important information about a person's life. Ask pupils if they have ever read a biography or if there is someone's biography they would like to read.

## 6 Read the biography of Charles Dickens on page 119 and find at least one fact about his childhood and one about his books.

*The easier text appears on page 216.*

Tell pupils to read the first paragraph on their own or read it with them. Check comprehension by asking: *When was Charles Dickens born? What did his mother teach him? What did Charles Dickens like to do when he was young?*

Read the first sentence of the second paragraph and ask pupils to predict what is going to happen. Then tell pupils to read the paragraph and ask: *What happened that changed Charles's life at age 12? Why didn't Charles go to school?*

Have pupils read the third paragraph and ask: *How was Charles Dickens's life hard?*

Explain to the pupils that the paragraphs they have just read describe Charles Dickens's life as a child. Ask pupils to predict what his life as an adult was like. Then tell pupils to read the fourth paragraph and ask: *What was Dickens's first job? What did he love to do?*

Have pupils read the rest of the text and ask: *What are the names of some of Dickens's books? Why were Dickens's stories popular? Which sentence at the beginning of the text gives a clue about what Dickens did later in his life? How did Dickens's life as a child affect his writing?*

Then ask pupils to find and say one fact about his childhood and one about his books.

Draw pupils' attention to the *Did you know?* feature and explain that people all over the world celebrated Charles Dickens's 200th birthday in 2012.

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

Tell pupils to copy the sentences into their notebooks and fill in the missing words. Encourage them to do as many as they can.

### ANSWERS

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

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

Review the Wh- question words with the pupils. Then read the questions and check that pupils understand them. Ask pupils to say what information each question is asking for. Tell pupils to answer the questions about Charles Dickens. Remind them to refer back to the text to find the answers and to use examples from the text to support them.

### ANSWERS

1. He loved to read the books in his father's library.
2. He married Catherine.
3. He had ten children.
4. He worked ten hours.
5. He helped change the laws so that they didn't have to work long hours.

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

Have pupils check their answers with a partner. Then invite pupils to read their answers to the class.

**9 Why did Charles Dickens become a writer? Find your answer in different parts of the biography.**

Tell pupils to look in different parts of the text to find out why Charles Dickens became a writer. This exercise exposes pupils to the higher-order thinking skill of Integrating, which is taught in Unit 6.

**POSSIBLE ANSWERS**

He liked to tell stories to his friend and family.

He got a job as a newspaper reporter. He worked happily because he loved writing.

He wanted everyone to learn about the life of poor children.

**10 Answer the questions.**

Discuss with the pupils why Charles Dickens is still famous today. Ask them if they would like to read one of his books and tell them to give reasons for their answers.

**11 Name a story that helps you learn about your own country.**

Brainstorm with the pupils titles of books that teach them something about their own country. Ask them what kind of things they learned in the book. Accept all logical answers.

**Page 120****Adverbs**

Read the example sentences in the grammar box and explain that an adjective describes a noun, while an adverb describes a verb and answers the question *How?*

Tell pupils that adverbs follow verbs and generally end in *ly*. List exceptions on the board. Refer pupils to page 238 of the Grammar Help for a more detailed explanation.

**12 Find other adjectives and adverbs in the biography on page 119.**

Tell pupils to go back to the biography on page 119 and find examples of adjectives and adverbs.

**ANSWERS**

Adjectives: young, small, good, terrible, short, famous, poor, real, popular, long

Adverbs: hard, badly, happily, well

**13 a. Make as many phrases as you can with the verbs from A and words from B or C.**

Ask pupils what kind of words are in each group. Elicit that the words in group A are verbs, the words in group B are nouns and the words in group C are adverbs. Tell pupils to match words from each group to make phrases. Point out that there is more than one possible answer for some of the verbs. Accept all logical answers.

**b. Write at least four sentences with the phrases. Use the Past Simple.**

Tell pupils to make up sentences using the phrases they made in exercise 13a. Explain that they need to change the verb into the past form. Draw their attention to the example. Invite pupils to share their sentences with the class.

**14 With a partner, give examples and write sentences. Do as many as you can.**

Tell pupils to work in pairs and to list as many examples as possible for each item listed. Have pairs of pupils share their answers and see how many came up with the same words. Then find out which pair had the most examples for each category.

► **WORKBOOK** Tell pupils to do the exercises on **pages 143-145** of the Workbook.

## 15 Read a biography of another famous writer and answer the questions.

Ask pupils if they have ever heard of Louisa May Alcott or read any of her books.

Before reading the model biography, have pupils scan the text for dates and ask them when Louisa May Alcott lived. (1832-1888) Then tell pupils to scan the text for capital letters and ask them what words / names they found (*Pennsylvania, USA, Little Women*) and what information they suggest.

Tell pupils to read the biography and answer the questions that follow.

### ANSWERS

1. Louisa May Alcott was born in 1832.
2. She wrote her first book in 1848.
3. It is about a family with four daughters.

*Optional:*

1. Tell pupils that Louisa May Alcott's home is a museum and that they can go on a virtual tour of her home at: [www.louisamayalcott.org/alcottorchard.html](http://www.louisamayalcott.org/alcottorchard.html)
2. Share the following additional information about Louisa May Alcott with your pupils or suggest they find out more information about her by themselves:

*Before writing became her career, Louisa May Alcott worked as a servant, teacher and nurse. She did this in order to help support her family between the years 1850-1862.*

*She is famous for many novels that are still popular today, but she actually began writing under different names. Her first book was published in 1851, under the pen name Flora Fairfield. Once she was serious about making writing her career, she began using her own name.*

*The success of her famous book, Little Women, enabled Louisa to be financially independent and also created a demand for more books. She wrote many books, but her children's books became the most popular. Most of her books were drawn directly from experiences in her own life.*

## Write Better

Explain to the pupils that dates and time expressions are used in order to show sequence. Copy the time expressions onto the board and have pupils put them in the correct order.

► **WORKBOOK** Tell pupils to do the exercise on **page 145** in the Workbook.

## 16 Your turn!

### a. Write a biography about a person from the past.

Tell pupils to choose a person from the past and write a biography about him / her. Pupils should include all of the information listed. Tell pupils to use the biography of Louisa May Alcott as a model, and to include dates and time expressions in their biographies.

### 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 necessary revisions or corrections and to put their work in their English file.

A photocopiable Teacher's Assessment Chart appears on page 183 of this Teacher's Guide.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 146-147** of the Workbook.



## Oliver Twist

Read the title of Part 4 and ask if anyone knows the story “Oliver Twist”. If so, have the pupils share what they know about the story.

Ask: *Who wrote the story?* (Remind pupils they learned about this writer in the unit.) *What other books did he write? Did anyone see the movie?*

-  **1 a. “Oliver Twist” is a famous story by Charles Dickens. It is about a boy who didn’t have parents. There is also a movie of the story.**

**Listen to the song from the movie. What is the song about?**

Tell pupils they are going to listen to a song from the movie *Oliver Twist*, the famous story about an orphaned boy. Have pupils describe the picture. Play the recording of part of the song and tell pupils to listen and say what the song is about. Elicit that the song is about hungry children who are dreaming and fantasizing about food.

### Listening Script

#### Food, Glorious Food

Food, glorious food!  
Hot sausage and mustard!  
While we’re in the mood –  
Cold jelly and custard!  
Pease pudding and saveloys!  
“What’s next?” is the question.  
Rich gentlemen have it, boys –  
Indigestion!

Food, glorious food!  
We’re anxious to try it.  
Three banquets a day –  
Our favorite diet!

Just picture a great big steak –  
Fried, roasted or stewed.  
Oh, food,  
Wonderful food,  
Marvelous food,  
Glorious food.

Food, glorious food!  
Don’t care what it looks like –  
Burned!  
Underdone!  
Crude!  
Don’t care what the cook’s like.  
Just thinking of growing fat –  
Our senses go reeling  
One moment of knowing that  
Full-up feeling!

Food, glorious food!  
What wouldn’t we give for  
That extra bit more –  
That’s all that we live for  
Why should we be fated to  
Do nothing but brood  
On food,  
Magical food,  
Wonderful food,  
Marvelous food,  
Fabulous food,  
Beautiful food,  
Glorious food.

**b. Listen to part of the song again. Find words that tell us how the singer feels about food.**

Read the song with the class. Explain any difficult words. Ask pupils to say how the singer feels about food.

## **Page 123**

Teach the vocabulary in the word strip at the bottom of the page. Point out that the word *smile* can be either a noun or a verb; in this context it is used as a noun. Ask pupils for other words that are both noun and verbs, for example, *cover*.

Make sure pupils understand the difference between *ask* and *ask for*. Tell them to make up sentences using both forms.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words) on **page 148** of the Workbook.

### **2 Read Part 1 and find out why Oliver was unhappy.**

Read Part 1 of the story to the class or have pupils read it out loud. You may want to stop periodically to ask the questions from exercise 3 to check comprehension.

*Optional:* Ask the following discussion questions: *Why did the cook call Oliver “a bad boy”? Do you think he was right? How do you think Oliver felt when he saw that the boy stole money from the woman’s bag?*

Have pupils think about why Oliver was unhappy and ask them if they think he was still unhappy at the end of this part.

### **3 Answer the questions.**

Read the questions and check that 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 to copy the words correctly.

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

#### **ANSWERS**

1. They died when he was a baby.
2. It was dirty and there were rats in all the rooms.
3. They worked.
4. He got a small bowl of soup.
5. He ran away to London.
6. He met a bad man called Fagin.
7. Fagin wanted Oliver to learn how to steal.

## **Page 124**

### **4 Read Part 2 and find out what Fagin wants Oliver to do.**

Write the title *Oliver Twist* on the board. Review the first part of the story by having the pupils describe the main events. Write each event on the board. For example:

1. Oliver lived in a dirty house with many other children.
2. Oliver asked for more soup, and the cook said he was a bad boy.
3. Oliver ran away to London.
4. Oliver met Fagin.
5. Fagin told Oliver that he was going to have to learn how to steal.

Read Part 2 of the story to the class or have pupils read it out loud. You may want to stop periodically to ask the questions from exercise 5 to check comprehension.

Ask pupils what Fagin wanted Oliver to do, and how Oliver responded.

### POSSIBLE ANSWER

Fagin wanted Oliver to take money from an old man and give it to him. Oliver said he didn't want to steal because it's a bad thing to do.

*Optional:* Ask the following discussion questions: *Why did the boy give the money he stole to Oliver? Why was Oliver the only person who got caught? What do you think Mr. Brownlow is going to do?*

## 5 Answer the questions.

Read the questions and check that 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 to copy the words correctly.

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

### ANSWERS

1. He wanted Oliver to take the old man's money.
2. The boy stole the money from the old man.
3. Fagin ran away.
4. The policeman thought Oliver stole the money.
5. Mr. Brownlow wanted to take Oliver home and look after him.

## Page 125

## 6 Do you think the story has a happy ending? Read Part 3 and find out.

Review Part 2 of the story by having pupils describe the main events. List their answers on the board. For example:

1. Fagin told Oliver to steal money from an old man and give it to him.
2. One of the other boys stole the money and put it in Oliver's hand.
3. A policeman caught Oliver.
4. Oliver told the policeman and Mr. Brownlow that he wasn't the one who stole the money.

Before reading the last part of the story, ask pupils to use the higher-order thinking skill of Predicting and to say if they think the story will have a happy ending.

Read Part 3 to the class or have pupils read it out loud. You may want to stop periodically to ask the questions from exercise 7 to check comprehension.

Ask pupils if their predictions were correct.

*Optional:* Ask the following discussion questions: *Why does Mr. Brownlow decide to look after Oliver? Under what condition will Mr. Brownlow give Oliver the money from his mother? How does Oliver feel at the end of the story? Why does he feel this way?*

## 7 Answer the questions.

Read the questions and check that 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 to copy the words correctly.

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



## ANSWERS

1. Mr. Brownlow gave Oliver food, water, clean clothes and a bed to sleep in.
2. The woman was Oliver's mother.
3. Oliver can buy a house to live in and food to eat.
4. No. Oliver was not alone at the end of the story.

## 8 Say *true, false or I don't know* for each sentence.

Read each sentence and have pupils decide if it is true or false or if they don't know because the information is not provided in the text.

## ANSWERS

- |                 |         |
|-----------------|---------|
| 1. false        | 4. true |
| 2. false        | 5. true |
| 3. I don't know |         |

*Optional:* Tell pupils to correct the false sentences.

Point out the TIP about the abbreviated titles. Explain that *Mrs.* can only be used for married women, whereas *Ms.* can be used for either single or married women. Ask pupils whether they use similar abbreviated forms in their language.

## Page 126

## 9 Answer the questions.

### 1. Complete the chart on page 149 of the Workbook with the names of the characters.

Read the headings in the chart with the pupils. Explain that the column entitled "What he did" describes facts that happened in the story. Have pupils say which character did each action.

## ANSWERS

1. Oliver Twist
2. Fagin
3. Mr. Brownlow

### 2. What do we learn about each character? Choose the correct word.

Explain that we can learn about a character from what he / she does. Have pupils choose the word that describes what we learn about each character in each of the sentences.

## ANSWERS

1. happy
2. kind
3. bad

### 3. What is the setting of the story?

Remind pupils that the setting of a story is when and where the story takes place. Have pupils choose the correct answer based on the text.

## ANSWER

a

## Plot

Draw pupils' attention to the explanation of the literary term *plot*. Explain that the plot is the order of events in a story, and it has a beginning, a middle and an end.

### 4. Put the sentences in the correct order to tell the plot.

Tell pupils to use the higher-order thinking skill of Sequencing to number the sentences describing events from the story in the correct order. Explain that if they do this correctly, they will be telling the plot of the story.

**ANSWERS**

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

**5. Write the plot in your notebook. Use the sequence words: *first, then, after that, finally*.**

Instruct pupils to write a paragraph in their notebooks about the plot of the story. Explain that they need to use the higher-order thinking skill of Sequencing and therefore need to include events from the beginning, the middle and the end of the story, and to use sequence words.

**POSSIBLE ANSWER**

First, Oliver lived in a house with other children, but then he ran away to London. After that, he learned to steal money. Then, Mr. Brownlow took Oliver to his house and gave him food. Mr. Brownlow showed Oliver a picture of his mother and gave him some money. Finally, Oliver lived happily ever after.

**10 Oliver did not want to steal for Fagin. What do you think this tells us about Oliver?**

This exercise exposes pupils to the higher-order thinking skill of Inferring, which will be taught in Unit 5.

Read the question to the class and explain that the answer isn't given explicitly in the text but can be understood by other given information. Elicit that the fact that Oliver didn't want to steal shows that he is honest. Ask pupils to think of other traits that describe Oliver's character and to use examples from the text to justify their answers. For example: He was brave because he ran away to London.

**11 Write an entry in a diary about a day in Oliver's life. Write 2-5 sentences.**

Discuss how Oliver felt at different times in the story and the kinds of things he might write in a diary entry. Tell pupils to put themselves in Oliver's shoes and write an entry describing one day in his life. Tell them to use *I* in their sentences, not *Oliver*.

**Page 127**

**12 Think about what you learned about Charles Dickens in the biography on page 119. How does it help you understand why Charles Dickens wrote *Oliver Twist*?**

This task requires pupils to use the higher-order thinking skill of Making Connections.

Tell pupils to go back to page 119 and read the text about Charles Dickens again. Invite pupils to share what they learned about him and list their answers on the board. Then engage the class in a discussion about why they think Dickens wrote *Oliver Twist*. Accept all logical answers.

**13 Make a "Wanted" poster for Fagin. Draw a picture and write at least three sentences about him.**

Explain to the pupils what a "Wanted" poster is. Review the word *villain* and ask pupils for characteristics that describe a villain. Then tell pupils to use these words to help them write sentences about Fagin. Have pupils prepare a poster with a picture of Fagin and the sentences they made. Pupils may choose to do this task in pairs.



**14 a. Listen to part of the story "Oliver Twist". Choose a title for this part.**

Tell pupils that they are going to listen to a part of the story and that they need to choose a suitable title. Before playing the recording, read the titles and check that the pupils understand them.

Play the recording and ask pupils how they think Oliver feels. Ask them to choose the most suitable title for this part.

### Listening Script

*Narrator:* Oliver lived with twenty other children in one house. There was no mother, just an angry old woman who didn't give them enough food to eat. On Oliver's ninth birthday, a man came to the door. He was big and scary. His name was Mr. Bumble.

*Old Lady:* Good afternoon, Mr. Bumble.

*Mr. Bumble:* Good afternoon. I am here to talk about business. Oliver Twist is nine years old today. He is too old to stay in your house. I am here to take him to the workhouse.

*Old Lady:* Oliver, you are a big boy now. Go with this man. Goodbye!

*Narrator:* Oliver started to cry. He didn't have time to say goodbye to his friends. He was alone. The next day, Oliver woke up in his hard bed at the workhouse. He got dressed in the cold and went to see Mr. Bumble.

*Mr. Bumble:* Listen to me. You know that you are an orphan? You have no mother and no father.

*Oliver:* Yes, sir.

*Mr. Bumble:* I don't understand why you are crying! You are here to learn how to work! You must have a job. You will start work at six o'clock tomorrow morning.

*Narrator:* At the end of the day, Oliver went to eat in the large dining room with all the other boys. Each boy got a bowl of soup that looked like water. They didn't get any bread.

*Boy 1:* There is no bread tonight.

*Boy 2:* The soup tastes like water!

*Boy 1:* Someone must talk to the master.

*Boy 2:* Yes. Oliver, you go! Talk to the master.

*Boy 1:* Tell him we're all hungry! Tell 'im!

*Narrator:* When he finished his soup, Oliver stood up and went to the master. He had his bowl and spoon in his hands. He was scared. But he was very, very hungry.

*Oliver:* Please, sir, I want ... some more.

*Master:* WHAAT?! You want MORE?

*Narrator:* The master was so angry, he hit Oliver on the head with the spoon.

*Mr. Bumble:* You asked for MORE?? Come with me!

*Narrator:* Mr. Bumble took Oliver by the ear and locked him in a room. The next day he sold Oliver for five pounds. He sold him to a man who needed Oliver to work for him. The man took Oliver away.

### ANSWER

1. Oliver Asks for More

#### b. Listen again and choose the correct answers.

Play the recording again. Tell pupils to read the sentences and write the correct answers in their notebooks. Play the recording again for pupils to check their answers.

### ANSWERS

1. nine
2. take him away
3. water
4. talk to the master
5. sold Oliver to another man

## 15 Read and add a comment.

Tell pupils to read the question and comments about the story "Oliver Twist". Then conduct a discussion about the comments. Ask pupils which comments, if any, they agree with.

Invite pupils to share their opinions of the story. Point out that they do not have to enjoy or like every text or story that 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 **pages 149-152** of the Workbook.

*Optional:* A Literature Review page for the story "Oliver Twist" appears on page 262 of the Workbook.

## Page 128

### 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.

#### 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 129

#### 3 Which TWO words don't belong in each group? Say why.

Tell pupils to decide which words don't belong in each group and then explain why. Read the example in the speech bubble and tell pupils to use it as a model.

### POSSIBLE ANSWERS

1. The words *third* and *sign* don't belong because they aren't verbs in the past.
2. The words *straw* and *student* don't belong because they aren't places.
3. The words *street* and *plan* don't belong because they aren't people.
4. The words *plate* and *won* don't belong because they aren't connected to a trip.
5. The words *list* and *pocket* don't belong because they aren't adjectives.
6. The words *terrible* and *south* don't belong because they aren't connected to a competition.
7. The words *furniture* and *hate* don't belong because they aren't connected to reading / writing.
8. The words *maybe* and *stop* don't belong because they aren't connected to family / being married.
9. The words *carefully* and *thief* don't belong because they aren't verbs.
10. The words *bones* and *address* don't belong because they aren't connected to money.

#### 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

thousand, stop, swimmer, recipe, museum, pepper, cry, drawing, record, laugh, king, newspaper, pour, pocket, hill, smile, sign, view, letter, prize, furniture, library, medal, sleep, bowl, drink, tired, spoon, roof, old, factory, cut, cup, mix, young, street, address

### Page 130

#### 5 Choose the correct useful words.

Tell pupils to choose the correct word to complete each sentence.

#### ANSWERS

- |               |            |
|---------------|------------|
| 1. another    | 6. only    |
| 2. Finally    | 7. already |
| 3. then       | 8. last    |
| 4. everywhere | 9. above   |
| 5. above      | 10. even   |

#### 6 Read and say the words in each group. Then choose the correct word in each sentence.

Point out that in English, there are many words that sound the same but are spelled differently and have different meanings. Read through the words and translations in the glossary list and say an example sentence for each. Then tell pupils to complete each sentence by choosing the correct word. Point out to the pupils that they should refer to the glossary list to check the meanings of the words and see which fits the sentence.

#### ANSWERS

- |          |         |
|----------|---------|
| 1. meat  | 4. hear |
| 2. write | 5. two  |
| 3. knew  | 6. to   |

#### 7 Make and play a memory game.

Tell pupils to make a memory game with verbs in the past and present. Instruct them to cut out cards for 12-14 pairs. Have pupils write a verb in the past and in the present for each pair. Then tell pupils to work in pairs and play the Memory Game with the cards that they made. Each pair should play at least two rounds so that they use the set of cards that each pupil made.

Point out the TIP to the pupils. Tell them that playing games will help them to learn words in a fun way.

- **FINAL VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 153-156** of the Workbook.
- **INDEPENDENT READING** For four additional reading texts and exercises, refer pupils to **pages 232-239** of the Workbook.

## Page 131

Tell pupils they are going to do a task to sum up the unit. Pupils may choose one of the two tasks on pages 131-132. Read the instructions and checklist for each task with the pupils and check that they understand what they have to do.

### Task A Make a timeline for a famous person.

Review what a timeline is with the class. Then tell pupils to make a timeline for a famous person as follows:

1. Choose a famous person. It can be someone from page 249 of the Resource Pack in the Workbook or a famous person of their choice. Point out that when pupils are reading about the person they chose, they should use the dictionary to look up words they don't know.
2. List at least five important events in the person's life.
3. Write at least three sentences about these events using *was / were*, the Past Simple and sequence words.
4. Use the higher-order thinking skill of Sequencing to arrange the events in the correct order in a timeline with dates and sequence words. This may be done on the computer. Add pictures.
5. Present the timeline to 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 183 of this Teacher's Guide.

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### Task B Interview an adult about what he / she did as a child.

Tell pupils that they are going to write a questionnaire to interview an adult about what he / she did when he / she was a young child. Brainstorm questions and list them on the board. Point out that the questions and answers must be written in the Past Simple form.

Tell pupils to work in pairs and do the following:

1. Write at least five questions about the person's favorite games, activities and food when he / she was younger. Ask your person how old he / she was at the time.
2. Sequence the answers in chronological order.
3. Film or record the interview and present it to 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 183 of this Teacher's Guide.

## Reflect on the Unit

Ask pupils what new things they learned in this unit. Conduct a discussion about what pupils think is better in life today than in the past. Ask them what the most interesting fact was that they learned. Then tell pupils to complete the Reflect on the Unit chart on page 258 of the Workbook.

**Further Reading Suggestions:**

*Journey to the Centre of the Earth* by Jules Verne, Eric Cohen Books, Level 2

*Marcel and the Shakespeare Letters* by Stephen Rabley, Penguin Readers, Level 1

*A Christmas Carol* by Charles Dickens, Heinemann, Elementary Level

*Around the World in Eighty Days* by Jules Verne, Oxford Starter