	Domains and Benchmarks			
	Access to Information	Social Interaction	Appreciation of Literature and Culture, and Language	Presentation
Task A: Write about your dream holiday. (page 169) Assessment Chart: Teacher's Guide, page 184	locate relevant information for a specific purpose 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	• express feelings, likes and dislikes		present information on limited content, supported by visual aids use given criteria such as a checklist / rubric to prepare presentations
Task B: Make up a chant for saving the environment. (page 170) Assessment Chart: Teacher's Guide, page 184	• identify different text types and use this knowledge as needed			present information on limited content, supported by visual aids use given criteria such as a checklist / rubric to prepare presentations use digital media tools, such as podcasts and Web 2.0 tools
Writing: Write about your plans for a special day. (page 147) Assessment Chart: Teacher's Guide, page 184				describe people, places, things, events and personal experiences in familiar settings use given criteria such as a checklist / rubric to prepare presentations

	Domains and Benchmarks			
	Access to Information	Social Interaction	Appreciation of Literature and Culture, and Language	Presentation
Writing: Write at least two riddles for your partner to solve. (page 153) Assessment Chart: Teacher's Guide, page 184	 identify different text types and use this knowledge as needed identify facts, feelings and explicit opinions in a text locate relevant information for a specific purpose 	• interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfiling simple requests		describe people, places, things, events and personal experiences in familiar settings use given criteria such as a checklist / rubric to prepare presentations
ICT: Make an online trivia quiz. (page 152)	identify different text types and use this knowledge as needed locate relevant information for a			• use digital media tools, such as podcasts and Web 2.0 tools
Assessment Rubric: Teacher's Guide, page 187	specific purpose • 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			
Story: Magic on Frost Street (Optional Literature Review – Workbook page 263)			• identify and describe events, settings and main characters in literary texts, using lower-order thinking skills	
Answers: Teacher's Guide, page 231			recognize the use of basic literary techniques in a text	
			analyze and interpret literary texts, using higher-order thinking skills	
			provide an oral, written or visual response to a literary text	
			• reflect on the literary text	

Page 133 - 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 "The World Around Us" and explain it. Discuss some of the problems affecting our planet, such as pollution and global warming, and have pupils brainstorm ways to solve these problems and save the earth.

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

Refer pupils to the instructions at the bottom of the page. Tell pupils to look at the pictures and describe what they see. Tell them to read the titles of the articles and the story. Ask them what they think they are going to learn about in this unit. Elicit that they will learn about the environment and what they can do to protect it, as well as interesting places around the world.

Pages 134-135



Changes in the Weather

Ask pupils to read the title of Part 1 and check that they understand it. Review weather vocabulary, such as *sunny*, *windy*, *rainy*, *cold* and *hot*, and then have pupils describe today's weather.

Q Find Out

Read the content and tell pupils that they are going to learn about the environment and the weather.

1 Look at the names of the continents, countries and cities on the map. How do you say them in your language?

Write the name *Israel* on the board. Say the name and then ask pupils how they say it in their language. Point out the differences in pronunciation between English and their language. Repeat with the city or town that you live in or other big cities in Israel.

Read the names of the cities, countries and continents on the map and have pupils say them in their language. Point out the differences in pronunciation.

2 Match these cities to a country. Work with a partner.

Ask pupils to name the capital city of Israel. Explain the meaning of *capital city*, if necessary. Write the word *England* on the board and ask pupils to find it on the map. Ask them to name its capital city (London). Repeat with the other countries on the map (the USA, Turkey, Russia, Vietnam). Then tell pupils to read the names of the capital cities and match each one to the correct country on the map.

ANSWERS

- 1. Rome Italy
- 2. Buenos Aires Argentina
- 3. Jerusalem Israel
- 4. Cairo Egypt
- 5. New Delhi India
- 6. Paris France

Optional: Hand out cards with the names of countries or capital cities. Have pupils group themselves into matching pairs. Alternatively, play a game by naming a capital city and have pupils say what country it is in or vice versa.

Ask pupils to name other countries and their capital cities that they know.

3 Look at the temperatures (°C) on the map.

Show pupils a weather forecast map from a local newspaper or the Internet, or draw one on the board. Ask pupils what the temperature is now.

Check that pupils understand the symbol for degrees and that the *C* stands for *Celsius*, which is a scale for measuring temperature. Ask pupils to look at the map in their books and ask: *Which city has the highest temperature? Which city has the lowest temperature?*

Tell pupils to list the places from the highest to the lowest temperature in their notebooks.

ANSWERS

- 1. Canberra
- 2. Canberra (34°C)

Hanoi (18°C)

London (9°C)

Ankara (5°C)

Washington D.C. (-8°C)

Moscow (-21°C)

Read Better – Reading Maps

Explain to the pupils that weather maps often have symbols to help us understand the weather. Check that they understand the different weather symbols that appear in the key below the map. You may want to bring examples from newspapers or the Internet.

4 With a partner, use the key to talk about the weather in one of the cities. Your partner must say the name of the city.

Ask pupils what the weather forecast is: *Is it sunny? Is it rainy?* List weather words (*rainy*, *sunny*, *windy*, *cloudy*, *snowy*, *stormy*, *hot*, *cold*, *cool*, *warm*) on the board and point out the matching weather symbols.

Tell pupils to work in pairs. One pupil chooses a city from the map and describes the weather; the other pupil must name the city. Read the example in the speech bubbles and tell pupils to use it as a model.

Refer pupils to the *Did you know?* at the top of page 135. Ask pupils why they think this rhyme is popular in England and if they know a similar one that is said in Israel.

▶ WORKBOOK Tell pupils to do the exercises on pages 157-158 of the Workbook.

Page 136

Teach the vocabulary in the word strip at the bottom of the page. Point out the tip about the opposites listed, and remind pupils that a good way to remember new words is with their opposites, if relevant.

► WORKBOOK Tell pupils to do the Get Ready exercises (Words and Reading) on pages 158-160 of the Workbook.

Read Better - What You Know

Draw pupils' attention to the explanation. Explain that generating prior knowledge, or thinking about what they know about a topic, can help them understand a text better.

5 What do you know about global warming? Say if the sentences are true or false.

Explain to the pupils that the weather in the world is getting warmer all the time. Ask them what they know about it. Tell pupils to look at the term *global warming* and explain the concept. Ask where the word *global* comes from and where the word *warming* comes from. Then explain what the term means. Write on the board:

The weather is getting hotter. = *Earth is getting hotter.* = *global warming*

Tell pupils to think about what they know and say if they think the sentences are true or false.

false
 false
 false
 false
 true
 false
 true

6 Read the article below and check your answers to exercise 5.

The easier text appears on page 218.

Before reading the text, tell pupils to read the title and the headings of each paragraph to find out what they are going to read about. Ask them why they think global warming is going to be a problem in the future and how they think the warmer weather will change the Earth's landscape, such as mountains, the oceans and beaches. Accept all logical answers.

Ask pupils: In which paragraph can we learn what global warming is? According to the headings, in which paragraph can we learn about ways to stop global warming?

Tell pupils to read the first paragraph to themselves or read the paragraph aloud. Ask: *What is causing global warming?*

Continue reading the paragraphs out loud or have pupils read to themselves. Stop after each paragraph and ask questions to check comprehension. Suggested questions include: Why will some of the islands and beaches be under water? What will happen when the sea gets too warm? Name two ways we can look after the environment.

Ask why global warming is dangerous. Elicit the following: *Towns and villages near the sea will be under water. Fish and sea animals are going to die. There won't be enough food and water in the world. There will be more forest fires.*

Ask pupils to share two facts that they didn't know or that they found interesting in the article.

Page 137

7 The article explains why global warming is a problem. Find at least two facts from different parts of the article that show why.

Instruct pupils to go back to the article and find sentences that tell us why global warming is a problem. Tell pupils to look in two different parts of the article. This exercise requires using the higher-order thinking skill of Integrating which is taught in Unit 6.

POSSIBLE ANSWERS

Some of the islands and beaches on Earth are getting smaller.

The sea is getting hotter. Fish and sea animals don't like water when it is too hot.

There are going to be more forest fires.

It is going to be too hot to grow food.

8 Why do you think it is important for us to know about global warming?

Discuss why it is important to know about global warming. Accept all logical answers.

Talk about how being aware of a problem offers you the opportunity to try and do something about it.



Draw pupils' attention to the explanation of the higher-order thinking skill of Inferring and make sure they understand. Explain that we infer when we find implicit information by reading between the lines in order to understand information that is not in the text itself.

9 Why do you think some people are going to be hungry?

Ask pupils why they think some people will be hungry. Explain that this exercise requires them to "read between the lines" (infer). Discuss what is likely to happen to fish and sea animals if the sea is getting hotter and what could happen if the weather is too hot to grow food.

10 Choose the correct answers. Do as many as you can.

Play a game to review the new vocabulary on page 136. Then tell pupils to complete the sentences with the correct answers.

ANSWERS

1.	b	6.	a
2.	b	7.	a
3.	b	8.	b
4.	a	9.	a
5.	a	10.	a

▶ WORKBOOK Tell pupils to do the exercises on pages 160-162 of the Workbook.

Page 138

Future – be going to

Tell pupils they are going to learn the future tense. Explain the word *future* in their language. Tell them that there are two forms of the future, and that they are now going to learn the future tense with *be going to*.

Write the following sentence on the board: *I am going to save water*. Explain that in this form, the future tense is formed using the verb *be* (*am*, *is*, *are*) and *going to* and then the base form of the verb. Explain that we use *be going to* for prediction, making plans and talking about the future.

Refer pupils to the grammar box and read the explanation and the examples. Emphasize that the word following *be going to* must be a verb.

Write the following examples on the board: *I am going to school. I am going to go to school.* Ask pupils what the difference is between the two sentences. Elicit that the first sentence is in the present – someone is going to school now; the second sentence is in the future – someone is going to go to school tomorrow or next week. Ask pupils what the main verb is in each sentence. Make sure pupils understand that in the first sentence, the verb *am going* is the Present Progressive form of the verb *go*; in the second sentence *am going to* indicates the future and is followed by a verb.

Continue reading the explanations and examples of how to form the short forms, negative sentences and questions.

Draw a chart on the board with three columns, headed "Positive", "Negative" and "Question". Fill in the chart with the example sentences from the grammar box. Have pupils suggest their own examples and write two of them in the chart. Then tell pupils to copy the chart into their notebooks and add at least one sentence to each column. Invite pupils to share their sentences.

Have pupils choose positive or negative sentences from their chart and write them in the short form.

Refer pupils to page 239 of the Grammar Help for a more detailed explanation of the future with be going to.

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

Tell pupils to translate the model sentences in the grammar box into their language. Tell them to compare the structure in each language.

12 Find at least two sentences in the article on page 136 that use *be going to* to talk about the future.

In this activity, pupils identify the form of the tense they have just learned in context. Tell pupils to find at least two sentences in the text on page 136 that use a form of *be going to* to talk about the future.

Page 139

13 Are the sentences true or false? Do as many as you can. Check your answers in the article on page 136.

Tell pupils to read each sentence and say if it is true or false. Remind pupils to refer back to the text on page 136 for help.

ANSWERS

false
 true
 true
 true
 false
 false

14 Write sentences about the pictures. Use *be going to* (positive and negative) and the words below.

Tell pupils to look at the first picture and ask them to name the city. Then read the sentences in the example. Point out that according to the picture, Mary is going to visit London, so that is the positive sentence. Copy the two sentences on the board and draw pupils' attention to the second sentence. Point out that *Mary* was replaced with the pronoun *she*. Explain that instead of repeating the name, they can replace the subject of the sentence with a pronoun. Write other names on the board and ask pupils which pronoun can replace them.

Instruct pupils to write a positive and negative sentence in their notebooks for each picture. Remind them to use the correct form of *be going to*. Check pupils' answers by having them read their sentences to the class.

ANSWERS

- 1. Mary is going to visit London. She isn't going to visit Paris.
- 2. The children are going to play in the park. They aren't going to play at home.
- 3. Sam is going to ride a horse. He isn't going to ride his bike.
- 4. The boys are going to play basketball. They aren't going to play a computer game.
- 5. It is going to snow tomorrow. It isn't going to rain.
- 6. The people are going to go to a museum. They aren't going to go to the mall.

15 Play a game about what you are going to do in the summer.

Ask several pupils the question: *What are you going to do after school today?* Explain if necessary. Accept all logical answers. Invite pupils to ask others the question as well.

Have pupils play "Grandmother's Basket" about what they are going to do in the summer as follows: Have five (or more) pupils come to the front of the class. Have the first three pupils read the example. Then continue the game in the same way, with each player repeating the sentence and adding something of his / her own. The first pupil to forget or repeat an activity is out of the game.

- ▶ WORKBOOK Tell pupils to do the exercises on pages 163-164 of the Workbook.
- ▶ VOCABULARY REVIEW Tell pupils to do the exercises on pages 165-166 of the Workbook.

Page 140



Tell pupils to read the title of Part 2. Elicit what recycling is and ask pupils what items they recycle.

Teach the vocabulary in the word strip at the bottom of the page. Refer pupils to the TIP and ask them for other examples of synonyms.

► WORKBOOK Tell pupils to do the Get Ready exercises (Words and Reading) on pages 167-168 of the Workbook.

Solution Find Out

Read the content and then write the word *garbage* on the board. Have pupils brainstorm words that come to mind. Have pupils explain their choice of words. Ask them if they have ever heard of Hiriya or been to a recycling center. If so, have them describe what it was like. Tell pupils they are going to learn about recycling and how to save the environment.

1 a. Read about Hiriya and answer the questions. Do as many as you can.

The easier text appears on pages 220-221.

Explain to the pupils that the text they are going to read is divided into two parts. Read the title of the first part and brainstorm what they know about Hiriya. Tell pupils to read the first paragraph or read it aloud. Check comprehension by asking questions 1 and 2.

Continue with the rest of the text and ask the remaining questions.

ANSWERS

- 1. Hiriya is not far from Ben Gurion Airport.
- 2. Trucks brought more and more garbage.
- 3. Lots of birds flew above Hiriya to look for food.
- 4. Hiriya closed in 2000, because people didn't want to live near the smell and pollution.
- 5. Trucks stopped throwing garbage in Hiriya and birds stopped flying over Hiriya.

Optional: Once pupils have finished reading the text, ask them to find at least one fact that they think is interesting. Tell them to write the fact in their notebooks and to then compare the fact they chose with a partner.

▶ WORKBOOK Tell pupils to do the exercises on page 169 of the Workbook.

Page 141

▶ WORKBOOK Tell pupils to do the Get Ready exercises (Reading) on pages 169-170 of the Workbook.

Read the second set of questions on page 141 with the pupils and check that they understand them. Tell them to read the second part of the text and to answer the questions in their notebooks. Encourage them to answer using full sentences. Note that question 4 requires the pupils to use the higher-order thinking skill of Making Connections.

Refer pupils to the TIP box and point out that the words *change* and *cover* can be both a noun and a verb.

ANSWERS

- 1. Hiriya is now a green park.
- 2. The dangerous gases now go to a special factory.
- 3. People from all over the world visit the Ariel Sharon Park.
- 4. To show what people can make from recycled bottles.
- 5 In 2004, the country decided to change Hiriya into a green park.

Page 142

2 a. Complete the diagram with the sentences below and find out what is the same about old and new Hiriya.

Point out that this exercise requires the use of the higher-order thinking skill of Comparing and Contrasting.

Copy the Venn diagram onto the board. Ask pupils for a sentence that describes Old Hiriya and write it in the appropriate circle. Repeat for New Hiriya and then ask for a sentence describing both Old Hiriya and New Hiriya. Elicit the example given. Point out that sentences that describe Old Hiriya are in the past tense and sentences that describe New Hiriya are in the present tense.

Tell pupils to copy the Venn diagram into their notebooks and to write the sentences in the exercise (or their numbers) in the appropriate places.

ANSWERS

Old Hiriya: 3, 6, 7

Both: 1

New Hiriya: 2, 4, 5, 8

b. With a partner, add sentences to the diagram.

Tell pupils to work in pairs and check their answers. Then tell them to add more sentences and share them with the class.

c. Why do people come from all over the world to visit the Ariel Sharon Park?

Ask pupils to find reasons that people from all over the world visit the Ariel Sharon Park. Allow pupils to use their language if necessary.

POSSIBLE ANSWERS

Visitors come to learn about recycling. They come to see a garbage dump that has been changed into an environmentally-friendly and educational park.

d. Write an entry in a blog for someone who visited the Ariel Sharon Park. Write 2-5 sentences.

Brainstorm the kinds of things pupils may like to share in a blog after visiting the park. Tell pupils to imagine they visited the park and have them write 2-5 sentences in the form of a blog entry.

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

This activity provides pupils with practice of the new vocabulary. Tell pupils to copy the sentences into their notebooks and complete them using the words from the word bank.

ANSWERS

amazing
 clear
 empty
 artists
 visitor
 sky
 airport
 empty
 straight
 ountry

6. smelly

4 Answer the questions. You can use these words or your own.

Tell pupils to read the words next to the questions and check that they know their meanings. Then tell them to read the questions and answer with the words provided or their own. Explain that there are many possible answers to each question.

Optional: Tell pupils to share their answers with a partner or in a group. Find out who has the most words. List the pupils' answers on the board.

▶ WORKBOOK Tell pupils to do the exercises on pages 170-171 in the Workbook.

Page 143

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 172-173 of the Workbook.

The pupils in Class 6B made a poster to show what they will do. Match each sentence in the poster to a picture.

Tell pupils to look at the pictures and say what each one has to do with our environment and / or protecting it. Then have pupils read the sentences and match each one to the correct picture. Ask pupils if they do any of the things on the poster and, if so, to describe what they do.

ANSWERS

- 1. e 6. h 2. d 7. g 3. a 8. i 4. f 9. j 5. c 10. b
- Which of the things on the poster do you think are more important than others? Put them in order. Then compare your list with a partner and see if you agree.

Read the question with the class and ask pupils to use the higher-order thinking skill of Comparing and Contrasting in order to say which of the things on the poster in exercise 5 they think are more important than others. Have pupils explain their choices. Then tell pupils to re-order the list from the most important to the least important. Have them compare their lists with a partner.

- In many countries, supermarkets don't give people bags. People need to take their own bags when they go shopping. Do people do this in Israel? Do you think it's a good idea?
 - Ask pupils if they think it's a good idea to take bags to the supermarket instead of getting plastic bags each time you go shopping. Ask them why this is good for the environment.
- ▶ WORKBOOK Tell pupils to do the exercise on page 173 in the Workbook.

Chat

Read the text in the chat and ask pupils what they think they can do to help save the environment.

Page 144



a. Listen to Ella's ideas to help save the environment. Complete the chart on page 173 of the Workbook.

Tell pupils that they are going to hear a pupil named Ella tell her class how she plans to look after the environment. Tell pupils to look again at the pictures and the sentences in exercise 5 and discuss whether or not it is difficult to do these things.

Play the recording once and tell pupils to listen and find out which things Ella will do to help save the environment. Play the recording a second time and tell pupils to tick the relevant activities in the chart on page 173 of the Workbook.

Listening Script

We all know that our earth will be in trouble if we don't change the way we live. We need to think about how we can save the environment.

I made a poster of what I will do and I am going to start TODAY!

First, I'll turn off the lights when I leave a room. Second, I won't waste water. These are two easy things to do, so I'll start with them today.

Also, I will use a plastic box for my sandwiches instead of plastic bags. Then I can use the box again instead of throwing away sandwich bags. I told my mom about this and she said it's a good idea.

I will also remember to bring my own bag when I go shopping, so I don't need to take a plastic bag from the store. Plastic bags are really bad for the environment!

I won't ride in the car when I can walk. I know I will have to get ready early, but I want to do it for the environment. And walking is good for me!

But I won't walk up and down the stairs instead of using the elevator, because I'm too lazy.

Did you know that old batteries are bad for the environment? I will get batteries that I can use again, so I won't have to throw them away.

Let's see what else is on my poster. Ah yes ... I won't waste paper and I'll put a box in the classroom so everyone can put their paper in it. Then we can recycle it.

What about you? What will you do to save the environment?

ANSWERS

What will Ella do?		
1. turn off the lights	1	
2. use a plastic box	1	
3. grow vegetables		
4. bring a shopping bag	1	
5. go to school by bike		
6. walk up and down the stairs		
7. recycle paper	1	

b. Listen again. Add at least one more thing that Ella will do.

Play the recording again and tell pupils to listen and add at least one more thing that Ella will do to the chart in the Workbook.

ANSWERS

She won't waste water. / She will walk instead of riding in a car. / She will get baterries that she can use again.

9 Which things on the poster on page 143 aren't on Ella's list in exercise 8?

Tell pupils to refer back to the poster on page 143 and compare the items there to the ones on Ella's list. Point out that they must identify the items that are *not* on Ella's list.

ANSWERS

2, 9

Optional: Have pupils make their own poster. They can do this online or on poster board.

10 Which two words can come after each word in color?

Read the first colored word (*waste*) and check that pupils understand it. Then tell pupils to say the word in blue and the first word in the row as a phrase: *waste time*. Repeat the phrase and ask pupils if it makes sense. Then repeat with the other words in the row and ask pupils which other word can come after the word in color. Tell pupils to continue with the rest of the exercise.

ANSWERS

- 1. waste time, waste money
- 2. drop paper, drop garbage
- 3. recycle batteries, recycle water
- 4. empty bottle, empty battery
- 5. pick up paper, pick up bottles
- 6. walk straight, walk up the stairs

11 a. Complete the sentences and questions with the words below.

Check that pupils understand the words in the word bank. Then tell them to read the questions and answers in the mini-dialogues and to fill in the missing words.

ANSWERS

- 1. country 4. in trouble
- 2. change 5. air
- 3. instead of

b. Act out at least two of the dialogues in 11a. Change the answers to the questions.

Tell pupils to choose at least two questions from exercise 11a and act out the dialogues, but giving different answers to those in the exercise. Refer them to the example dialogue.

▶ WORKBOOK Tell pupils to do the exercises on pages 174-175 of the Workbook.

Page 145

Future – will

Tell pupils they are going to learn another way to talk about the future in English. Remind them of the form be going to that they learned in Part 1 of this unit and explain that the word will is another form of the future. Direct pupils' attention to the grammar box and read the explanation. Explain that we add the word will before the verb (in its base form), and that both will and the verb stay the same regardless of the subject. Read the example sentences. Ask pupils how they talk about the future in their language and compare it to English.

Review the time expressions the pupils learned with *be going to*. Tell them that we use the same time expressions with *will*.

Draw a chart on the board with three columns with the headings: "Positive", "Negative", "Question". Write a positive sentence in the future using *will*. Have pupils suggest examples of other positive sentences and add two examples to the chart.

Write an example of a negative sentence. Explain that we add *not* between *will* and the verb. Show pupils how to contract *will* and *not* to form *won't* and tell them to pay close attention to the spelling and pronunciation. It is important that pupils notice the difference between *won't* and *want*. Refer pupils to the grammar box and read the explanation about the negative form of *will*. Have pupils suggest examples of negative sentences and write two examples in the chart.

Write an example of a question with *will*. Ask pupils in what way this sentence differs from the positive sentence. Point out that a question begins with *Will*. Refer to the grammar box and read the explanation. Have pupils suggest examples of questions and add two examples to the chart.

Tell pupils to copy the chart into their notebooks and add two sentences of their own to each column.

Refer pupils to page 239 of the Grammar Help for a more detailed explanation of the future with will.

12 Complete the sentences with *will* or *won't* and the verbs below.

Tell pupils to complete the sentences with *will* or *won't* and one of the verbs from the word bank. Have pupils read the completed sentences to the class.

ANSWERS

will change
 won't take
 won't find
 won't drop
 will be
 will pick up
 will go / won't go
 won't waste

Page 146

13 a. About you! With a partner, talk about what you will do next weekend.

Ask pupils to give examples of different activities that they do on the weekend. Write the verbs on the board. Then tell pupils to work in pairs and talk about what they will do next weekend. Read the example sentence and tell pupils to use it as a model. Point out that they may use the verbs listed on the board.

b. Write at least three sentences about what your partner will do.

Tell pupils to write at least three sentences about their partners' plans for next weekend.

14 a. Look at the graph. What does it show?

Tell pupils to look at the graph. Remind them that a graph shows information in a visual way that is easy to understand. Read the title and the question and check that pupils understand. Explain that the numbers in the top row of the graph indicate the number of Grade 6 pupils at Sharon School that will do each of the activities listed on the lefthand side of the graph.

Ask questions about the graph, such as:

What activity will the most pupils do? (walk to school)

What activity will the fewest number of pupils do? (grow vegetables)

How many pupils will recycle batteries? (15)

How many pupils will grow vegetables? (4)

b. Write at least three sentences about what pupils will do to save the environment.

Have pupils write at least three sentences in their notebooks about what the Grade 6 pupils at Sharon School will do to save the environment. Tell them to use the example as a model.

ANSWERS

Eighteen pupils will recycle paper.

Twenty-six pupils will walk to school.

Four pupils will grow vegetables.

Twenty pupils will bring food in a box.

Fifteen pupils will recycle batteries.

Twenty-two pupils will bring shopping bags to the store.

Post It

Read the content and ask several pupils to name three things they will do to help save the environment. List their names and the three things they plan to do on the board. Then tell pupils to do a survey and ask at least five pupils what three things they will do to help save the environment. Pupils should record the answers and make a graph in their notebooks. They can use the graph in exercise 14 or the one on page 79 as a model. Have pupils share the results with the class or post their results on the class forum.

Optional: Have pupils conduct a similar survey by asking family members, neighbors or friends what they will do to help save the environment. Tell them to report the results to the class.

▶ WORKBOOK Tell pupils to do the exercises on pages 175-176 of the Workbook.

Page 147

15 Read about a special day at Keren's school and answer the questions.

Read the title of the text and ask pupils what they think Clean-Up Day involves. Then tell them to read Keren's plans for Clean-Up Day.

Read the questions that follow the Model and have pupils answer them orally. Tell pupils to find the answers in the text before answering.

- 1. Clean-Up Day
- 2. It will be on Wednesday.
- 3. They will meet at the park.
- 4. They will pick up the garbage in the park.
- 5. She loves Clean-Up Day because there won't be any homework.

Write Better

Draw pupils' attention to the teaching tip. Explain that before they write, it is important to think about and list their ideas, and then answer the Wh- questions for the topic they are going to write about. This will help them develop and organize their writing.

Tell pupils to look again at the questions below the Model and identify and translate the Wh- question words.

16 Your turn!

a. Write 2-5 sentences about your plans for a special day. Answer the questions in exercise 15.

Brainstorm different types of special days that the pupils have at school or in their community. These can include Clean-Up Day, Save the Environment Day, Sports Day, Eating Healthy Day, Dress-Up Day and Backwards Day.

Tell pupils that they are going to choose a special day and write about their plans for it. Have them answer the questions in exercise 15 but to obviously change the last one and answer it according to the special day they chose.

b. Use your answers and the Model to write about your special day.

Tell pupils to write about the special day they chose. Remind them that before they start writing, they should list their ideas and their answers to the Wh- questions in exercise 16a about this special day. Tell them to use the Model for help.

c. Check your work.

Tell pupils to use the checklist on page 254 of the Workbook to check their work.

d. Correct your work and put it in your English file.

Tell pupils to make revisions and corrections to their work and then put it 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 177-178 of the Workbook.

Page 148



On Top of the World

Read the title of Part 3 and check that pupils understand the meaning.

Teach the vocabulary in the word strip at the bottom of the page. Refer pupils to the TIP and check that they understand the difference in use between *Take care!* and *take care of*. Ask them when they think they would use the expression *Take care!*

▶ WORKBOOK Tell pupils to do the Get Ready exercises (Words and Reading) on pages 179-180 of the Workbook.

1 a. Read the brochure and find out what "Get to the Top" does for people who want to climb Mount Kilimanjaro. Then find at least two interesting facts.

Tell pupils to look at the text and ask what type it is. Elicit that it is a brochure. Remind them that a brochure is a small pamphlet or booklet with pictures and information about a place or a product. Elicit from the pupils that this brochure is advertising a Mount Kilimanjaro adventure.

Tell pupils to scan the brochure for words beginning with capital letters (names, and not the first word of each sentence). Tell them to write the words they find in their notebooks. Ask pupils what information they learned from these words. Then ask pupils to predict what they are going to read about based on the words they found.

List on the board the numbers that appear in the brochure and invite pupils to read them to the class. Then instruct them to find each of the numbers in the text and find out what they relate to. List the pupils' responses on the board. Ask them to share any new ideas they have about what the text is going to include.

Read the first paragraph with the class and ask: *How many days does it take to climb Mount Kilimanjaro? What is the great adventure being advertised in this brochure?*

Read the rest of the brochure with the pupils and ask: *How high is Mount Kilimanjaro? How many people try and climb Mount Kilimanjaro every year? What is different about Mount Kilimanjaro today? What do some scientists predict will happen by 2020? What do you need to bring on the climb? What do the writers mean when they say: "So climb this snowy mountain with us before it's too late"?*

Read the *Did you know?* feature and ask pupils if they have heard of other people with disabilities who have done something special.

Optional: Challenge pupils to find out more information about the Israeli group and to share what they find with the class. (The seven Israelis were part of a group of 24 who took part in the climb. The weather was stormy and freezing cold, which made the conditions for climbing very difficult.)

After reading the brochure, have pupils answer what "Get to the Top" does for people who want to climb the mountain.

ANSWER

They take care of everything: hot drinks, healthy food, a comfortable place to sleep.

Have pupils choose at least two facts about Mount Kilimanjaro that they thought were interesting.

b. Share and compare your facts with a partner.

Tell pupils to share and compare the facts they thought were interesting with a partner.

Page 149

2 Choose the correct answers.

Read the comprehension questions and check that pupils understand them. Then tell them to choose the correct answer for each question. Remind them to go back to the text to find the answers.

ANSWERS

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

3 About you! Would you like to climb Mount Kilimanjaro with "Get to the Top"? Why or why not?

Engage the class in a discussion about why it would be a good idea to climb Mount Kilimanjaro with the company "Get to the Top". Tell pupils to give at least two reasons from the brochure or reasons of their own. Point out the example answer.

4 a. Make word maps for three of these places. Write at least four words for each.

Review the words in blue. Tell pupils to choose at least three of the words and create a word map for each, writing words connected to the places they chose. Encourage pupils to write at least four words for each place.

b. With a partner, add more words to the word maps you made.

Tell pupils to work in pairs and to share their maps. Tell them to help each other add more words to the maps.

▶ WORKBOOK Tell pupils to do the exercises on pages 181-182 of the Workbook.

Page 150

Q Find Out

Ask pupils if they think they know a lot about places around the world. Read the content and tell pupils that they are going to do a trivia quiz to find out how much they know.

5 Do as much of the quiz as you can. Then check your answers at the bottom of the page.

Explain to the pupils that they are going to complete a trivia quiz based on general knowledge related to places around the world. Explain that the quiz has two parts: in the first part, pupils must decide if the statements are true or false; in the second part, pupils choose the correct answers for each question. Read each statement or question aloud and explain if necessary. Then have pupils write their answers in their notebooks. Tell pupils to check their answers in the answer key at the bottom of the page. When pupils have finished checking, ask them how many answers they got correct in each part.

Optional: Allow pupils to use resources such as an atlas, encyclopedia or the Internet to find the answers.

Page 151

Adjectives – Comparatives and Superlatives

Refer pupils to the grammar box and explain that adjectives are used to describe and compare people, places and things. Read the first example sentence and ask pupils to say which word is the adjective. Point out that the adjective *high* describes the mountain.

Read the example comparative sentence and point out that the adjective here compares two things – a mountain and a hill. Explain that the comparative is formed by adding er to the adjective and is followed by the word than. Write other example sentences on the board or have pupils generate their own. For example: Horses are bigger than dogs.

Point out that when an adjective has two or more syllables, the word *more* is added before the adjective and *than* is added after it. Read the example in the grammar box. Write another example, such as: *The movie is more interesting than the book*.

Tell pupils that the superlative form compares one thing to the rest of the things in that group. Explain that to form the superlative, we add the word *the* before the adjective, and *est* is added to the adjective. Read the example in the grammar box. Write other example sentences on the board or have pupils generate their own. For example: *The cheetah is the fastest animal*.

Point out that when an adjective has two or more syllables, we form the superlative by adding the words *the most* before the adjective. Read the example sentence and write a few more on the board.

Point out the adjectives that are exceptions to the rules explained above. Write a few example sentences on the board. For example: *Tal's score on the quiz was better than Shir's*.

Have pupils compare the use of adjectives in English to their own language.

Refer pupils to page 240 of the Grammar Help for a more detailed explanation of comparative and superlative adjectives and the spelling rules.

6 Find at least two sentences in the quiz on page 150 that use adjectives to compare places.

Refer pupils back to the trivia quiz on page 150 and tell them to read sentence 5. Ask pupils to find the adjective and to say what is being compared. (The adjective is *high*. Mount Everest is being compared to Mount Kilimanjaro.) Then tell pupils to look at the rest of the sentences in Part 1 of the quiz and find at least two other true sentences that use adjectives to compare places.

ANSWERS

The Dead Sea is the lowest place on Earth.

Antarctica is the coldest place in the world.

Mount Everest is higher than Mount Kilimanjaro.

The Atlantic Ocean is bigger than Lake Kinneret.

7 Choose the correct words. Do as many as you can.

Tell pupils to complete the sentences in their notebooks with the correct adjective forms. Invite them to read the completed sentences aloud in order to check their answers.

ANSWERS

1. longer 6. hotter

better
 most comfortable
 drier
 more interesting

4. tallest5. biggest9. cleverest10. easier

Page 152

8 Complete the sentences about these mountains in Israel.

Read the names of the mountains and ask pupils: *Where are these mountains?* Elicit that they are all in Israel. Ask pupils to name the highest mountain and the lowest mountain. Point out that the word *meter* is the same in Hebrew and Arabic.

Tell pupils that they are going to complete sentences describing and comparing the mountains. Read the comparative and superlative adjectives in the word bank and check that pupils understand them. Tell pupils to copy the sentences into their notebooks and complete them according to the information given.

ANSWERS

the lowest
 lower than
 lower than
 The highest
 higher than

9 Write at least four sentences about these mountains.

Tell pupils to look at the pictures and the captions. Read the names of the mountains and the countries. Ask: *Which mountain is the highest?* (Mount Kilimanjaro) *Which mountain is the lowest?* (Ben Nevis)

Optional: Bring a world map and have pupils find the countries on the map.

Tell pupils to use the model to write at least four sentences about the mountains in the pictures.

POSSIBLE ANSWERS

Ben Nevis is lower than Mount Kilimanjaro / Mount Fuji.

Mount Kilimanjaro is higher than Mount Fuji / Ben Nevis.

Mount Fuji is higher than Ben Nevis.

Mount Kilimanjaro is the highest.

Ben Nevis is the lowest.

10 Make an online trivia quiz. Give it to your partner to do.

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. Find 5-10 facts about different places using http://www.factmonster.com/.
- 2. Make an online quiz using http://pbskids.org/historydetectives/games/quiz_index.html. Click "Create Your Own Quiz" and write true or false statements similar to those on page 150.
- 3. Check your spelling, grammar and punctuation.
- 4. Give your quiz to your partner to do.

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 183-184 of the Workbook.

11 a. Write 2-5 sentences about where you would like to go on your summer vacation.

Have a discussion about where pupils would like to go on their summer vacation. Allow pupils to talk about dream vacations. Find out if any pupils chose the same places. Then tell them to write about the place they chose.



b. Listen to Alon talk about his plans for his summer vacation. Answer the questions.

Play the recording for the pupils to listen only. Then check they understand the questions. Play the recording again and tell pupils to answer the questions in their notebooks. Note that an answer stem has been provided for question 5. Discuss pupils' answers.

Listening Script

Lily: Hi, Alon. Where are you going on your vacation this summer?

Alon: I'm flying to Alaska with my parents.

Lily: Alaska? That's really far from here! When are you going to go to Alaska?

Alon: We're going to go in August, but I don't know the date.

Lily: Where are you going to stay?

Alon: We are going to stay in a hotel.

Lily: What are you going to do in Alaska?

Alon: We're going to see the glaciers, of course! Glaciers are amazing! I really want to see them.

Lily: What are glaciers?

Alon: A glacier is a river of ice. Glaciers start high in the mountains and move to the sea.

Lily: That's very exciting. So, what else are you going to do in Alaska?

Alon: We want to go on a boat tour of the lakes and rivers. There are beautiful hills and mountains.

Lily: Are you going to go hiking?

Alon: Yes, I am. There are some great hills for climbing.

Lily: Do you have everything you need for the trip?

Alon: Not yet. I'm going to go shopping with my mom. We're going to buy warm coats, sweaters and boots. It's cold in Alaska all year, even in the summer.

Lily: So you're going to need the warm clothes. Are you going to write to me?

Alon: I'm going to try to write a blog – you can read it every day. I need a good camera. Then I can put my photos of the trip on the blog.

Lily: Great! I can't wait to see them! Then you can tell me all about your vacation when you come back.

- 1. He is going to go to Alaska.
- 2. He will go with his parents.
- 3. He is going to go in August.
- 4. No, he doesn't. He needs warm clothes.
- 5. He is going to take pictures and put them on a blog.

c. Listen again and complete the chart on page 184 of the Workbook. Do as much as you can.

Tell pupils to complete the chart about Alon's upcoming trip in their Workbook.

ANSWERS

Things Alon wants to see and do	Things Alon needs for the trip
see the glaciers	warm coats, sweaters and boots
go on a boat tour	a good camera
go hiking	

d. Compare your answers with a partner.

Have pupils compare their answers with a partner.

Page 153

12 Itay wrote a riddle about a river. Do you know the name of the river?

Tell pupils to look at pictures of rivers around the world and read their captions. Ask: *Which river is in Africa? Which river is in the United States? Which river is the longest? Which river is the shortest?*

Have a pupil read the riddle aloud and tell pupils to solve it. Explain to the pupils that after each clue, they should eliminate the river that cannot be the answer. Invite a pupil to call out the answer.

ANSWER

the Mississippi River

Write Better

Read the explanation about using adjectives for comparing people, places and things.

Ask pupils to name the rivers Itay compares and to say which adjectives he uses.

As pupils will be required to produce comparative and superlative forms in the writing task, go over the spelling rules. (See Grammar Help, page 240.)

▶ WORKBOOK Tell pupils to do the exercise on page 184 of the Workbook.

13 Your turn!

a. Write at least two riddles for your partner to solve. You can use the rivers in exercise12 and the Model to help you. Use adjectives to compare.

Have pupils make up riddles about the rivers in exercise 12 or a topic they choose. Tell them to use the riddle they solved as a model. Emphasize the structure of the sentences and the fact that they describe the length and location of the river. Have pupils share their riddles with their partners, who must solve them.

b. Check your work.

Tell pupils to use the checklist on page 254 of the Workbook to check their work.

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

Tell pupils to correct their work and put it in their English file.

A photocopiable Teacher's Assessment chart appears on page 184 of this Teacher's Guide.

Page 154

Teach the vocabulary in the word strip at the bottom of the page. Point out that the word *gift* is interchangeable with the word *present*.

► WORKBOOK Tell pupils to do the Get Ready exercises (Words and Reading) on pages 185-186 of the Workbook.

Chat

Read the conversation and conduct a discussion about whether or not the pupils would want to climb a mountain. Ask: *After reading about Mount Kilimanjaro, would you want to climb it?* Have pupils explain why or why not. List the reasons for and against climbing a mountain on the board.

14 Look at the title of the article and the pictures. What do you think the article is about?

Tell pupils that this exercise requires them to use the higher-order thinking skill of Predicting. Remind them that predicting what a text will be about based on the title and pictures is an important reading strategy which will help them understand a text better.

Tell pupils to read the title and look at the pictures. Ask them to predict what they think the text will be about. Accept all logical answers.

Before reading the story, take the time to discuss the importance of showing tolerance and helping people who are different.

15 Read the article and find out what is special about the boy in the picture.

The easier text appears on page 222.

Tell pupils they are going to read Part 1 of a true story about a very special boy named Nicolai Calabria.

Read the first paragraph out loud. Ask pupils: *Where is Nicolai from?* (the USA) *What did he decide to do when he was 13 years old?* (climb Mount Kilimanjaro)

Have pupils read the second paragraph on their own. Ask: *In what way is Nicolai different from other children? What does Nicolai's statement "I've always thought I can do any anything I want" tell you about his character?*

Continue reading the rest of the text or have pupils read on their own. Ask: What happened on Nicolai's 13th birthday? Why did Nicolai want to collect money? What did Nicolai do before his trip? What do you think Nicolai wrote in his e-mails and letters to people?

Discuss Nicolai's character and ask pupils what they think is special about Nicolai Calabria. Elicit that Nicolai is persistent, determined and brave. Encourage pupils to support their answers with examples from the text.

Page 155

16 Answer the questions. Do as many as you can.

Have pupils answer the comprehension questions in their notebooks, using full sentences. Tell pupils to look for the answers in the text. Remind them that it is also important to copy the words with the correct spelling. Allow weaker pupils to answer only two questions.

- 1. He decided to climb Mount Kilimanjaro.
- 2. Climbing Mount Kilimanjaro is hard because it is very high.
- 3. He only has one leg.
- 4. They wanted to give him a special vacation as a gift.
- 5. He wanted to help people with disabilities in poor countries. / He wanted to collect money to buy wheelchairs for people with disabilities.
- 6. Nicolai wanted to help them because he wanted to give something. / He knew that poor people with disabilities needed wheelchairs.
- 7. He asked family and friends to send / give him money for climbing to the top of Mount Kilimanjaro.
- 8. No, they don't. *He also knew that most people don't get to the top.*

17 Number the sentences in the correct order.

Explain to the pupils that they need to use the higher-order thinking skill of Sequencing to number the sentences in the order they happened in the text. Tell pupils to write the numbers 1-5 in a column in their notebooks and then write the corresponding letter of the correct sentence next to each number.

Optional: Have pupils complete this activity in pairs.

ANSWERS

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

18 In the article, we read, "Then he said there was nothing he wanted to *get* – he wanted to *give* something." What does this tell us about Nicolai's character?

Tell pupils that they need to use the higher-order thinking skill of Inferring in order to describe Nicolai's character. Now that they have read that Nicolai wants to give rather than get something, brainstorm with the pupils what this says about him.

19 Choose the correct answers. Do as many as you can.

Have pupils choose the correct answer to complete each sentence. Invite pupils to read the sentences aloud.

ANSWERS

was born
 collect
 Most
 gift
 sure

20 a. Make as many phrases as you can.

Tell pupils to match words from each group to make phrases, and to write the phrases in their notebooks. Remind them to use the dictionary for words they don't know or are not sure of. Tell pupils there may be more than one possible answer for each word.

POSSIBLE ANSWERS

special gift, special holiday dry weather, dry season bad news, bad weather birthday gift hard climb, hard to do dangerous climb, dangerous sports expensive gift, expensive vacation good at English, good at sports send a letter, send a gift nothing to do

b. Write sentences with at least four of the phrases you made.

Tell pupils to use the phrases they made in exercise 20a in sentences. Tell them to write their sentences in their notebooks and underline the phrases.

Refer pupils to the TIP and read the example sentences. Explain **object pronouns** by giving example sentences, such as: *Please give the pen to <u>him.</u> Listen to <u>me.</u>*

Explain that an object pronoun can replace the noun that is the subject in the same sentence or a previous one. For example:

Adi's parents told her to do her homework.

The pupils are in class. The teacher is talking to them.

Ask pupils how object pronouns are formed and used in their language.

Refer pupils to page 241 of the Grammar Help for a more detailed explanation of object pronouns.

▶ WORKBOOK Tell pupils to do the exercises on pages 186-187 of the Workbook.

Page 156

Teach the vocabulary in the word strip at the bottom of the page. Point out that the word *all right* can also be written as *alright*.

► WORKBOOK Tell pupils to do the Get Ready exercises (Words and Reading) on pages 188-189 of the Workbook.

21 What do you think will happen in Part 2?

Tell pupils that they need to use the higher-order thinking skill of Predicting to guess what they think will happen next, based on what they already know about Nicolai. Engage the class in a discussion about their predictions.

22 Read Part 2 and check if your answer to exercise 21 was right.

The easier text appears on page 224.

Read Part 2 to the class or have pupils read it independently. Ask the following questions: Which word in the text describes Nicolai's feelings when he reached the top of the mountain? Which word describes the father's feelings toward his son?

Once pupils have completed reading the text, ask them to find two words in the text that describe Nicolai. Then ask: *Was Nicolai's climb a success?* Tell them to explain their answer.

Read the sentence: "Nicolai went up the mountain a boy and he came down a man." Ask pupils if they agree with this sentence. Ask: *When did Nicolai change from a boy to a man?* Give pupils a clue if necessary: an important decision Nicolai had to make.

Refer pupils to the example sentence in the TIP and explain the use of the word *himself*. Explain that we use these kinds of pronouns – **reflexive pronouns** – when we talk about an action we do to ourselves or for ourselves. Provide more examples, such as: *The little girl dressed <u>herself</u>*. We bought cookies for <u>ourselves</u>. I did that by <u>myself</u>.

Refer the pupils to page 241 of the Grammar Help for a more detailed explanation of reflexive pronouns.

Page 157

23 Answer the questions. Do as many as you can.

Tell pupils to answer the comprehension questions in their notebooks. Remind them to look for the answers in the text and copy the words correctly. Note that question 7 requires the pupils to use the higher-order thinking skill of Inferring.

- 1. They climbed for five and a half days.
- 2. It was hard.
- 3. Nicolai's father got sick.
- 4. He felt great.
- 5. Nicolai's father was very proud of his son. He felt the climb changed him into a man. (Discuss in the pupils' own language that he felt Nicolai had become more grown up, independent and responsible.)
- 6. Nicolai did change people's lives because he collected enough money to buy 1,100 wheelchairs.
- 7. Possible answer: It helped him to remember why he wanted to reach the top.

24 Answer the questions.

Tell pupils to answer these challenging questions in their notebook. Note that question 3 uses the higher-order thinking skill of Inferring.

POSSIBLE ANSWERS

- 1. He hopes other people will follow their dreams.
- 2. "It was very hard." (line 2) / "The climb was slow and the days were very long." (line 2) / "Nicolai wanted to stop, but he pushed himself." (line 3)
- 3. Possible answer: You grow up when you push yourself to do something really hard.
- 4. Accept all logical answers.

25 a. The end of the article tells us that Nicolai followed his dream. What was his dream and how did he follow it? Find the answers in Part 1 and Part 2 (pages 154 and 156).

Refer pupils to pages 222 and 224 for the easier texts.

Ask pupils to identify Nicolai's dream and to say how he succeeded in following it. Tell pupils that they need to look for the answer in both parts of the text. This exercise exposes pupils to the higher-order thinking skill of Integrating, which is taught in Unit 6.

POSSIBLE ANSWER

Nicolai's dream was to help people improve their lives. He followed his dream by collecting money to buy wheelchairs for people with disabilities in poor countries. He did this by asking people to send / give him money for climbing to the top of Mount Kilimanjaro.

b. Many people admire Nicolai. Write 2-5 sentences about someone you admire.

Ask pupils to name people they admire. They may choose a well-known person, a friend or a family member. Tell them to write sentences in their notebooks about that person and why they admire him / her.

26 Complete the sentences with the words below. Do as many as you can.

Check that pupils understand the words in the word bank and tell them to complete the sentences.

ANSWERS

1.	slow	6.	glad
2.	proud	7.	dream
3.	all right	8.	almost
4.	until	9.	In the end
5.	continue	10.	carefully

- ▶ WORKBOOK Tell pupils to do the exercises on page 190 of the Workbook.
- ▶ VOCABULARY REVIEW Tell pupils to do the exercises on pages 191-192 of the Workbook.

Page 158



Magic on Frost Street

Read the title of Part 4 and check that pupils understand it. Tell pupils that this is the title of the story they are going to read.

1 People in New York worked together to change their street. Look at the pictures. What changes do you see?

Tell pupils that this exercise uses the higher-order thinking skill of Comparing and Contrasting.

Instruct pupils to look at the photos and have them describe them using as many adjectives as possible. Explain that both photos show an area in New York before and after people worked together to change their street. Engage pupils in a discussion about the pictures, and have them compare and contrast the similarities and differences. Elicit changes such as: in the second photo there is grass, flowers and trees; there is no garbage; the walls are clean. Read the example sentence and tell pupils to use it as a model to describe what they see in each photo.

Refer pupils to the *Did you know?* feature. Ask them if they have a garden or know anyone who works in a garden. Ask their opinions about the statement that gardening is good for your health. Discuss reasons why this is true.

Page 159

2 a. Learn these useful expressions. Are they the same or different in your language?

Read the expressions and check that pupils understand them. Explain that they are very useful when speaking English. Ask them to compare the English to the translations and point out the differences. Draw pupils' attention to the TIP and explain that the two expressions are synonymous.

b. Complete the sentences and dialogues with the expressions in exercise 2a. There may be more than one possible answer.

Have pupils complete the mini-dialogues, as in the example. Have them share their answers with the class. Invite pairs of pupils to act out the completed mini-dialogues and check that everyone got the same answers.

ANSWERS

1. What's the matter?

6. What do you mean?

2. Are you ready?

7. I don't care

3. I'm sorry.

8. Are you interested in

4. That's not fair.

9. What a pity!

5. Excuse me.

10. cross the street / road

▶ WORKBOOK Tell pupils to do the exercise on page 193 of the Workbook.

Page 160

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

- ▶ WORKBOOK Tell pupils to do the Get Ready exercises (Words) on pages 193-194 of the Workbook.
- You are going to read a story about how people changed their neighborhood. Read Part 1 of the story. What did the girls do wrong?

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 4 to check comprehension.

Optional:

- 1. Ask pupils to describe the gardens on Frost Street.
- 2. Ask the following discussion questions: Who are the characters in the story? What is the setting? Why was Mrs. Goodwin angry? Do you think it was right of Rachel to say that she and Linda didn't break the window because Carly threw the ball?

Once pupils have finished reading and discussing Part 1, ask them how the story is connected to the pictures on page 158.

4 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.

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

ANSWERS

- 1. No, she didn't catch the ball.
- 2. The ball broke a vase in Mrs. Goodwin's house.
- 3. Mrs. Goodwin is angry. Her great grandfather bought the vase in China. It was very old and very expensive.
- 4. Carly's father is in the hospital, her mother works long hours, and they don't have a lot of money.
- 5. The girls live in New York.
- ▶ WORKBOOK Tell pupils to do the exercises on pages 194-195 of the Workbook.

Page 161

5 What do you think will happen in the garden? Read Part 2 and find out.

Tell pupils they need to use the higher-order thinking skill of Predicting to do this exercise.

Review Part 1 of the story as follows: Draw a chart on the board. Review the words *characters*, *setting* and *plot* and write them in separate columns in the chart. Ask pupils: *Who are the characters in the story? Where does the story take place? What happened in the story?* Write the answers in the chart and invite pupils to copy the chart into their notebooks.

Have pupils predict what they think is going to happen in the garden. Remind them to make their predictions based on what they read in Part 1 and the accompanying pictures. Accept all logical answers.

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 6 to check comprehension.

Optional: Ask the following discussion questions: What did Mrs. Goodwin want the girls to do? Who came to work at Mrs. Goodwin's house? Why didn't Carly tell her mother that she was coming to Mrs. Goodwin's house to clean her garden? What did Mrs. Goodwin teach Carly? How long did it take to clean the garden? How did Carly feel about working in the garden? What happened after one week?

Ask pupils if their predictions were correct.

6 Answer the questions.

Read the questions and check that the pupils understand them. Then tell them to answer the questions in their notebooks, using full sentences.

ANSWERS

- 1. No one takes care of the garden now.
- 2. They will help Mrs. Goodwin clean up / take care of her garden.
- 3. Carly is going to help Mrs. Goodwin in her garden.
- 4. Because she was waiting for Rachel and Linda, but they didn't come.
- 5. She needed to cut the grass and weed the garden.

▶ WORKBOOK Tell pupils to do the exercise on page 195 of the Workbook.

Page 162

7 Read Part 3 of the story and find out who told Carly's mom about the vase.

Before reading Part 3, review Part 2 by asking: What did Mrs. Goodwin suggest to the girls instead of paying for the vase? What did Mrs. Goodwin's garden look like? How did Carly feel about working in Mrs. Goodwin's garden?

Tell pupils to generate questions about what they would like to find out in the last part of the story. For example: What will happen to Mrs. Goodwin's garden now? Did Rachel and Linda apologize for not showing up to help clean the garden? List their questions on the board.

Tell pupils that somebody told Carly's mother about the vase. Ask them who they think it was.

Read Part 3 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 8 on page 163 to check comprehension.

Optional: Ask the following discussion questions: Why did it seem like magic was happening in Mrs. Goodwin's garden? Describe some of the changes in the neighborhood. Why didn't Carly's mother tell her that she knew what she was doing? Who told Carly's mother about the vase? Do you think Carly did the right thing by not telling her mother?

After reading, review the pupils' pre-reading questions on the board and see if they were answered in the story.

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8 Answer the questions about Part 3.

Read the questions and check that the pupils understand them. Then tell pupils to answer the questions in their notebooks, using full sentences.

ANSWERS

- 1. They went to the store to buy seeds.
- 2. Carly saw Rachel and Linda at the café.
- 3. Mrs. Goodwin bought lots of flower seeds and some vegetable seeds.
- 4. She invited some neighborhood kids to come and help.
- 5. Birds built a nest in a tree.
- 6. No, she didn't let Rachel and Linda work in the garden.
- 7. Mrs. Goodwin told Carly's mom about the vase.

▶ WORKBOOK Tell pupils to do the exercises on pages 195-196 of the Workbook.

9 Answer the questions.

Read the questions about the story with the pupils. Have pupils answer orally. Ask them to read out the sentences that support their answers. Note that questions 3, 4 and 5 practice the higher-order thinking skill of Inferring.

ANSWERS

- 1. Mrs. Goodwin's garden
- 2. Because her family didn't have money to pay for the broken vase.
- 3. Possible answer: Because they didn't want to help in the garden.
- 4. Possible answer: She thinks they don't like to work.
- 5. Possible answer: The neighbors started taking care of their gardens.

10 Number the sentences in the correct order to tell the plot of the story.

Tell pupils they need to use the higher-order thinking skill of Sequencing in order to number the sentences in the correct order according to the story. Then have pupils read the sentences in the correct order and point out that it is a summary of the plot.

ANSWERS

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

11 a. Which part of the story does each sentence about the garden come from, Part 1, 2 or 3?

Read each sentence and ask pupils to say which part of the story it comes from.

ANSWERS

- 1. Part 2
- 2. Part 3
- 3. Part 2
- 4. Part 3
- 5. Part 1

b. Match a title to each part of the story.

Tell pupils to match a title to each part of the story. Remind pupils that a title generally states the main idea of a text.

ANSWERS

Part 1 - b

Part 2 - a

Part 3 - c

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12 Characters often change from the beginning to the end of a story. How do Mrs. Goodwin and Carly change? When were they happier – at the beginning of the story or at the end?

Tell pupils they need to use the higher-order thinking skill of Comparing and Contrasting to do this exercise.

Explain that characters in stories often develop and change. Ask pupils to describe changes in the characters in the story "Magic on Frost Street". Ask them to compare Carly at the beginning and at the end of the story. Elicit that at the beginning she was very preoccupied and worried about her family, but once she started working in Mrs. Goodwin's garden she was able to focus on something else, which made her happier.

Repeat the procedure for Mrs Goodwin. Elicit that she was very angry with the girls at the beginning of the story, but by the end she was happy.

13 Answer the questions.

Read the questions and remind pupils that "why" questions need to be answered with a reason and with the word *because*. Note that question 2 requires pupils to use the higher-order thinking skill of Inferring. Elicit pupils' responses and accept all logical answers. (Pupils may answer in their language.)

Ask pupils if they think it was fair or right that Mrs. Goodwin didn't let Rachel and Linda work in her garden. Have them explain their answers.

14 Answer the questions.

Read the questions and have pupils discuss their answers. Encourage them to use details from the text to support their answers.

15 Remember what you learned about gardening on page 158. How do you think Mrs. Goodwin, Carly, the children and the people in the neighborhood benefit from the work they did in Mrs. Goodwin's garden?

Tell pupils they need to use the higher-order thinking skill of Making Connections to do this exercise.

Review the material about the benefits of gardening in the *Did you know?* feature on page 158. Ask pupils to think about how Mrs. Goodwin and the children worked in the garden and what happened in the neighborhood. Discuss how, with a little bit of effort, community members – including children – made a difference in their neighborhood by planting flowers and taking care of the environment around them. There are many benefits to cleaning up the neighborhood: It becomes more attractive, and the space can be used for different purposes.

Optional: Point out that in many communities there are local projects encouraging all community members to get involved and take responsibility for keeping their neighborhoods attractive and clean.

16 Choose a or b.

a. Make up a different ending to the story.

Tell pupils to make up a different ending to the story. Have pupils share their new endings with the class.

b. Make up a dialogue between Mrs. Goodwin and Carly's parents.

Have pupils think about what Mrs. Goodwin and Carly's parents may have said to each other when Mrs. Goodwin called. Tell them to make up a dialogue and present it to the class.

17 Read and add your comments.

Engage the class in a discussion about what they thought of the story. Ask pupils: *Did you like the story? Why or why not? What was your favorite part of the story?*

Tell pupils to read the comments about the story "Magic on Frost Street". Then conduct a discussion about the comments. Ask pupils: Which comments do you agree with? What is your opinion? Invite pupils to share their opinions of the story. Point out that pupils do not have to enjoy or like every text or story that they read, but it is important to support their opinion by explaining what they did or didn't like about it.

18 People celebrate Good Deeds Day all over the world. On March 20th, 2014, more than half a million people took part in Good Deeds Day in Israel. Think of projects you can do in your neighborhood.

Explain how Good Deeds Day is celebrated all over the world and brainstorm things they think people do, both all over the world and in Israel. Ask for ideas of the things that can be done in the pupils' own neighborhoods.

▶ WORKBOOK Tell pupils to do the exercise on page 196 of the Workbook.

Optional: A Literature Review page for the story "Magic on Frost Street" appears on page 263 of the Workbook.

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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 12 sentences with the words.

Tell pupils to write at least 12 sentences or a short paragraph with words from the list. Point out that they may use more than one word from the list in each sentence.

Before pupils begin, encourage them to find words from the list that are connected, for example, *spend* and *money* or *airport*, *plane* and *vacation*. Remind pupils that every sentence must have a noun and a verb; pupils should try and find both nouns and verbs from the list, but they can also choose their own to build sentences with other words from the list. Remind pupils to use conjunctions like *and*, *but* and *because* to make their sentences more interesting. Also remind them that sentences begin with a capital letter and end with a period.

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

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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 requires the pupils to use 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.

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

Tell pupils to decide which word doesn't belong in each group. Encourage them to explain why.

1. rest / garbage 5. airport

lady
 pollution / melt
 stairs
 immediately
 many

b. Match a heading to each group in exercise 3a. One word can match more than one group.

Have pupils read the words in blue (category headings) and make sure they understand them. Then tell pupils to match each of the headings to a group in exercise 3a (without the words that don't belong).

ANSWERS

- 1. Environment / Verbs
- 2. Adjectives
- 3. Verbs
- 4. Nouns
- 5. Verbs
- 6. Verbs / Environment
- 7. Land / Nouns
- 8. Money

c. Add at least one word to each group in exercise 3a.

Tell pupils to think of words to add to each group. Point out that they should look at the headings for each group from exercise 3b to remind them of the type of words they need.

4 a. Make word maps. Write at least three words for each map.

Tell pupils to write as many words as they can in each group in their notebooks. Point out that they may use the list in exercise 1.

Optional: Give pupils three minutes to complete the exercise.

b. Compare your word maps with a partner.

Have pupils compare their words with a partner and work together to add more.

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5 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

bathroom, teeth, shop / store, climb, knife, stairs, medal, street, wave, forest, battery, clothes, eat, throw, airport, nest, bread, truck, letter, cheap / expensive, flower, plate, strong, artist, bottle, fire, gift, message, mountain, library, shout, island, garbage, chicken, money, newspaper

6 Complete the dialogues with the useful words.

Have pupils read the list of Useful Words and check that they understand them. Then tell them to complete the mini-dialogues. Tell them to share their answers with a partner.

ANSWERS

all right
 nothing
 almost
 extra
 without
 back
 soon
 of

5. until

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7 Solve the riddles.

Tell pupils to read the definitions and find the matching words in the word bank. Weaker pupils should do at least six.

ANSWERS

fire
 mountain
 excuse me
 information
 artist
 bottle
 environment
 excuse me
 island
 recycle
 furniture

6. pollution

8 Write sentences with at least five of these words.

Tell pupils to write sentences or a short paragraph using at least five of the words given.

9 a. Make up sentences using the words as both verbs and adjectives.

Have pupils make up two sentences for each word. Tell them to say if the word is a verb or an adjective in each sentence. Tell them to make up more sentences with other words that have the same verb and adjective form.

b. Make up sentences using the words as both nouns and verbs.

Have pupils make up two sentences for each word. Tell them to say if the word is a noun or a verb in each sentence. Tell them to make up more sentences with other words that have the same noun and verb form.

10 Make a wordsearch. Write clues.

Tell pupils to make a wordsearch as follows:

- 1. Draw a 12x12 grid on a piece of paper. (This will enable pupils to include words with up to 12 letters.)
- 2. Choose 8-12 words from the list in exercise 1. Write each word in the grid. Point out that the words can be written horizontally (from left to right) or vertically (from top to bottom), and can intersect.
- 3. Write a clue for each word under the grid or on a separate piece of paper. The clue may be a definition, a synonym or a translation of the word.
- 4. Fill the empty spaces on the grid with random letters.

Then tell pupils to give their wordsearches to their partners to do.

- ► FINAL VOCABULARY REVIEW Tell pupils to do the exercises on pages 197-200 of the Workbook.
- ► INDEPENDENT READING For four additional reading texts and exercises, refer pupils to pages 240-247 of the Workbook.

Page 169

Tell pupils they are going to do a task to sum up the unit. Pupils may choose one of the two tasks on pages 169-170. Read the instructions and checklist for each task with the pupils and check that they understand what they have to do.

Task A Write about your dream holiday.

Ask pupils to name and describe places that they would like to visit, and have them explain why.

Instruct pupils to write about a dream holiday as follows:

- 1. Choose a place for a dream holiday from pages 250-251 of the Resource Pages in the Workbook.
- 2. Write at least five sentences about what they are going to do and see on their vacation, using *will* and / or *be going to*.
- 3. Find pictures of the place they are going to visit and add them to their report.
- 4. Write at least two sentences comparing and contrasting the place they chose to another place. Use adjectives.
- 5. Share their dream holiday with a partner.

Remind pupils to write clearly and legibly and to speak clearly when sharing their report with their partners.

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 184 of this Teacher's Guide.

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Task B Make up a chant for saving the environment.

Explain to pupils that a chant is a poem or short text recited with musical intonation. Chants are usually catchy and have some repetition in them.

Divide the pupils into groups. Tell each group to make up a chant for saving the environment as follows:

- 1. Make a list of all of the things they want to do to save the environment.
- 2. Arrange the items on the list in order of importance.
- 3. Make up a chant including the things on their lists, using the future tense. They should practice reciting the chant using props and actions where possible.
- 4. Present their chant to the class or film it and present the video.

Remind pupils to pronounce the words clearly when reciting the chant.

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 184 of this Teacher's Guide.

Reflect on the Unit

Ask pupils what new things they learned in this unit. Engage the class in a discussion about what they think is the most important thing to do to save the environment. Then tell pupils to complete the Reflect on the Unit chart on page 259 of the Workbook.

Further Reading Suggestions:

San Francisco Story by John Escott, Penguin Readers, Easystarts / Level 1

Treasure Island by Robert Louis Stevenson, Penguin Readers, Level 2

Rainforests by Rowena Akinyemi, Oxford Bookworms, Stage 2

Exploring Our World, Oxford Read and Discover, Level 5

Cathy's Dream by Julie Hart, Eric Cohen Books, Level 2

The Long Road by Rod Smith, Penguin Active Reading, Easystarts

People and Things by D. H. Howe, Oxford, Start with English Readers, Grade 5

Extreme Sports by Michael Dean, Penguin Readers, Level 2