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This unit aims at preparing pupils for the seventh grade by consolidating the vocabulary, reading, thinking and writing skills learned throughout the year.

The Vocabulary Review section recycles the vocabulary that has been taught in a variety of different activities, reflecting the tips pupils have learned. After each activity, pupils are referred to the Workbook for further practice.

The vocabulary exercises can be given as independent work in class or as homework. You may wish to complete examples on the board to make sure pupils understand what to do. Tell pupils to translate as many words in each exercise as they can and to check the words they don't know in the dictionary at the back of the book.

Optional: Divide the class into two teams. Team A selects a vocabulary topic from one or two of the exercises, for example, people, adjectives or verbs, and lists as many words as they can. Team B has three minutes to guess as many of the words as they can that are on the list. Each word that they guess gives them one point. Then the teams reverse roles. The team with the most points wins.

The Read On section provides a wide variety of text types, each reviewing one of the reading strategies taught in the course. Comprehension questions are varied and include basic understanding, personal response and the higher-order thinking skills introduced throughout the course. A checklist is provided in this Teacher's Guide for assessing each personal response activity.

**Vocabulary Review**

Tell pupils that this section will help them review words and learning tips from the course in preparation for Grade 7.

- 1 a. Test your memory. Copy the chart into your notebook and write as many words as you can in each group.**

Read the headings in the chart and check that pupils understand them. Then tell pupils to copy the chart into their notebooks and to write as many words as they can from the list in each group.

- b. Add at least two words to each group.**

Challenge pupils to add as many words as they can to each group.

► **WORKBOOK** Tell pupils to do exercise 1 on **page 201** of the Workbook.

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- 2 a. Match each word to its opposite.**

Tell pupils to make pairs by matching the opposites.

Optional: Ask pupils to make up sentences with the pairs.

ANSWERS

same – different	always – never
boring – interesting	dangerous – safe
right – wrong	true – false
villain – hero	early – late
beginning – ending	fact – opinion

b. Match each word to its opposite.

Tell pupils to make pairs by matching the opposites.

Optional: Ask pupils to make up sentences with the pairs.

ANSWERS

cheap – expensive	came – went
past – future	different – same
stop – start	high – low
was born – died	before – after
love – hate	best – worst
difficult – easy	loud – quiet

c. How many more pairs of opposites can you write in two minutes?

Challenge pupils to add as many more pairs of opposites as they can within the time limit.

► **WORKBOOK** Tell pupils to do exercise 2 on **page 201** and exercise 3 on **page 202** of the Workbook.

3 a. Put these words into categories. Give each group a name. Each group can have two or more words.

This exercise requires pupils to use the higher-order thinking skill of Classifying and Categorizing.

Ask pupils to name words that can be linked and to define the category they used. For example:
grandmother, daughter – family / women.

Optional: Have pupils work in groups or pairs and allow them to name the groups in their own language.

b. Talk about your groups with a partner. Are they the same or different? Explain your choices.

Have pupils compare their groups with a partner or another group. Call on pupils to read out their categories and words. Accept all logical answers.

c. List more words for your partner to put in groups.

Challenge pupils to add write words and ask their partners to categorize them.

► **WORKBOOK** Tell pupils to exercise 4 on **page 202** of the Workbook.

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4 With a partner, write a question or sentence for each expression.

Read the expressions and have pupils translate them. Read the example and ask pupils to think of other questions that could be answered with *Yes, I did. I'm sorry.* Write another expression on the board and ask pupils to suggest suitable questions or responses. Tell them to make up a question to follow the expression *Excuse me.*

Tell pupils to complete the exercise in pairs and then share their questions or sentences with the class.

POSSIBLE ANSWERS

1. "Can I use your pencil?" "Of course!"
2. "I got 100 on my English test." "Well done!"
3. "Let's go shopping after school." "All right."
4. "What's wrong?" "Nothing. It doesn't matter."
5. "Who is this cake for?" "Just for you."
6. "Excuse me. What's the time?"
7. "You're late again!" "I'm sorry."
8. "When did your grandparents come to Israel?" "A long time ago."

► **WORKBOOK** Tell pupils to do exercises 5 and 6 on **pages 202-203** of the Workbook.

5 Compare these people and places. How are they different? Write sentences for at least three pairs. Use the comparative form.

This exercise requires pupils to use the higher-order thinking skill of Comparing and Contrasting.

Read the example for the first pair of words and ask pupils if they can think of other ways of comparing a factory and a library. For example: *A library is quieter / more interesting than a factory.* Then tell pupils to think of ways they can compare the nouns in each pair. Pupils may do this in pairs or groups. Accept all logical answers.

► **WORKBOOK** Tell pupils to do exercises 6 and 7 on **page 203** of the Workbook.

6 Change the underlined words in the sentences with the words below.

Make sure pupils understand the words and phrases in the word bank. Tell them to find those that can replace the underlined words without changing the meaning of the sentences.

ANSWERS

- | | |
|----------------|-----------|
| 1. soon | 5. glad |
| 2. lie down | 6. save |
| 3. it is clear | 7. street |
| 4. am busy | 8. empty |

► **WORKBOOK** Tell pupils to do exercise 8 on **page 204** of the Workbook.

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7 a. Learn how to spell these words. Choose at least five and write them in your notebook in the order of the alphabet. Check the meanings in your dictionary and then practice writing them.

Read the words with the pupils and check their pronunciation. Point out that correct pronunciation is important as it may sometimes help in spelling the words.

Refer pupils to the TIP and remind them that using a dictionary to check the spelling and meaning of words can be very helpful.

Explain the following phonic / spelling points:

1. the letter combination *gh* in the words *enough* and *high*
2. the long and short sound of the vowel combination *ea*
3. the sound of double *s* at the end of words
4. the soft / hard sound of the letter *c*
5. the letter *i* before *e* except after *c*
6. the silent *w* before *r*

Practice alphabetizing words on the board. Ask pupils to name words they know that begin with the letter *b* and write them on the board. Explain that when we alphabetize words that begin with the same letter, we need to look at the second letter of the words. Complete a few examples with the class. Then tell pupils to copy at least five of the words in the exercise into their notebooks in alphabetical order.

b. Make a wordsearch with at least five of the words in exercise 7a.

Tell pupils to choose at least five words from exercise 7a and to make a wordsearch with them. Remind them to write the words vertically and horizontally, and to fill in the rest of the grid with random letters.

c. Share your wordsearch with a partner.

Tell pupils to give their wordsearches to their partners to complete.

Optional: Have a spelling bee with the words in the exercise and other words from the course.

- d. Find at least four more words from the dictionary that are hard to spell and learn them.**

Challenge pupils to choose four more words from the dictionary at the back of the book that they find hard to spell and to learn them. Tell them to test themselves when they think they know them well enough.

► **WORKBOOK** Tell pupils to do exercises 9 and 10 on **pages 204-205** of the Workbook.

- 8 With a partner, make as many phrases as you can with the verbs and translate them. How many can you make in three minutes?**

Have pupils work in pairs and make up phrases using the verbs listed. Explain that there may be many options for some verbs. Challenge them with a time limit. Accept any logical answers.

POSSIBLE ANSWERS

count: points / money / pupils
copy: words / sentences / stories / pictures
make: a mistake / a cake / a meal
steal: an idea / money / a cell phone
invent: a machine / a car / a phone / an iPad
go on a: trip / hike / boat
feel: angry / better / well / glad
get: a gift / to the top / a surprise
plan: a party / a meal / a meeting
practice: words / sentences / sports / dancing

- 9 a. Put the words in order from:**

Have pupils look at each group of words and decide how to rank them according to the criteria given. Accept all logical answers or answers pupils can justify.

- b. List words for your partner to put in order.**

Challenge pupils to choose their own group of words and to ask their partners to order them according to specific criteria. Make sure the pupils tell their partners whether to rank according to personal opinion or according to fact.

► **WORKBOOK** Tell pupils to do exercise 11 on **page 206** of the Workbook.

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- 10 a. Complete the sentences with ideas of your own.**

Tell pupils to complete the sentences with their own ideas. Invite them to share their ideas with the class. Find out if any pupils used the same ones.

- b. Answer the questions with ideas of your own.**

Tell pupils to answer these useful questions. Invite them to share their answers with the class. Find out if any pupils used the same ideas.

- 11 a. Write a sentence about at least four of the pictures for a diary or a blog. Use the words below.**

Remind pupils that blogs are online diaries. Brainstorm the kinds of things people write in diaries or blogs. Review the contents of Tanesh's diary on page 25 in Unit 2 and Assaf's blog on page 101.

Review the words in the list and tell pupils to use them to describe what is happening in the pictures. Then tell them to write sentences for at least four of the pictures for a diary or blog.

- b. Put the sentences in order to write an entry for a diary or a blog. Use *first, then, after that* and *finally*.**

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

Review the words we use to sequence events. Tell pupils to add them to their sentences in order to tell a story.

- c. Share your blog or diary with a partner.**

Have pupils share their work with their partners and compare their blogs or diaries.

► **WORKBOOK** Tell pupils to do exercise 12 on **page 206** of the Workbook.

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Read On

Explain to the pupils that this section includes a variety of texts and that each one reviews a reading strategy to help pupils read and understand.

Text 1

Read Better

Draw pupils' attention to the Read Better box. Read the explanation and remind pupils that it helps to identify the text type and think about what information it is likely to include before they start reading.

- 1 a. Look at the text below. What type is it? How do you know?**

Ask pupils to identify the text type (a movie review) and to explain what helped them. Talk about how the title, picture and design can help determine the type of text.

- b. Which of these do you think you will find in the text?**

Read the words in the list and discuss with the pupils which ones they would expect to find in the review. Remind pupils that a movie review tells about the characters, plot and setting of the movie, and that it also gives the writer's opinion.

- 2 Read the text and check your answers to exercise 1b.**

Ask pupils if they have seen the movie or read the book *Shrek*. If so, have them share their opinions of it with the class. Tell them they are going to read a review of the movie *Shrek*.

Read the text with the class and ask them if it included all of the information listed in exercise 1b. Elicit that the setting wasn't included.

After reading the review, ask pupils if the wolf in *Shrek* is similar to the wolves in other stories they have read or movies they have seen. Have them explain their answers.

Ask pupils what the reviewer's opinion was of the movie.

Optional: Bring in the book *Shrek* by William Steig and invite pupils to read it.

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- 3 Choose the correct answers.**

Tell pupils to choose the correct answer for each question.

ANSWERS

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

4 Find two facts and two opinions in the movie review.

Tell pupils to find two facts and two opinions in the review. Have pupils share and compare their findings with their partners.

POSSIBLE ANSWERS

Facts: The movie *Shrek* is based on the book by William Steig. Shrek goes on a big adventure. Many of the characters in the movie are characters from famous fairy tales.

Opinions: I loved it and I recommend it to all my friends! My favorite character is Big, Bad, Wolf.

5 Is Shrek happy? Why or why not? Discuss with a partner.

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

Read the question and engage the class in a discussion about whether or not Shrek is happy. Have pupils use examples from the review to justify their answers. Accept all logical answers.

POSSIBLE ANSWER

He is happy because he finds a princess and gets married.

6 Look at the review and find at least:

Ask pupils: *What kind of words describe people?* Elicit *adjectives*. Ask pupils to name adjectives that describe people. Then tell pupils to find at least two sentences that describe Shrek and two things that Shrek does on his adventure.

POSSIBLE ANSWERS

1. It is about a big ogre called Shrek. / He is very ugly and smelly, too!

2. He meets a dragon and a donkey. / Shrek's friends help him find a princess. / In the end, they marry.

► **WORKBOOK** Tell pupils to do the exercises on **page 207** of the Workbook.

7 The writer of the review says, "I loved it." What did she like about the movie? Find at least two reasons from two different parts of the review.

Ask pupils to find two reasons the reviewer says she liked the movie. Tell them to make sure the reasons come from different parts of the review. This exercise uses the higher-order thinking skill of Integration which is taught later in this unit.

POSSIBLE ANSWERS

The movie is very funny and teaches an important lesson.

It has adventure, fun and love.

There are great songs.

8 a. Copy the chart below into your notebook. Complete it for a movie or book that you like.

Ask pupils to name books that they have read or movies that they have seen recently. List some titles on the board. Ask pupils if they would recommend any of the books or movies on the list. Then tell them to copy the chart into their notebooks and to complete it for one of the titles they would like to recommend.

b. Write 2-5 sentences about the movie or book.

Tell pupils to write at least two sentences about the movie or the book that they recommended. Make sure that they explain why they would recommend this book or movie. Draw pupils' attention to the instructions and remind them to use *and*, *but* and *because* to connect ideas and sentences.

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

A photocopiable Teacher's Assessment Chart appears on page 185 of this Teacher's Guide.

Optional: Tell pupils to make a flyer advertising the book or movie *Shrek*. Brainstorm the information that is usually on a flyer. Elicit that it should have the title of the book or movie, a picture and perhaps one or two sentences or phrases to catch people's attention and persuade them to see the movie or read the book.

Page 178**Text 2****Read Better**

Read the explanation and remind pupils that a book review gives information about the characters. Mention that a review also gives some details of the plot and the setting of the story.

1 Look for capital letters in the book review below and write:

Have pupils scan the text and find the names of characters (Joy and George Adamson, Elsa) and places (Kenya, Africa). Explain that this gives them some important information about the characters and setting.

2 Read the book review. Why do you think it tells us so much about the setting?

Tell pupils they are going to read a book review about the book *Born Free*. Ask pupils to predict what the story is about based on the title and the picture. Ask pupils to say who wrote the book review. Then tell pupils to read the review.

Ask pupils if this book review reminds them of any other books or stories that they have read. Ask pupils: *What is the setting of the story? Why is the setting important in this book?* Elicit that lions only live in certain areas, and this story could only take place where lions live freely.

Page 179**3 Answer the questions.**

Instruct pupils to answer the questions about the book review. Remind them to refer back to the text in order to find the answers.

ANSWERS

1. The story happens in Kenya.
2. He kills the lioness.
3. He takes the young lions home to his wife.
4. She lives with George and Joy.
5. He thinks it is dangerous for a lion to live with people.
6. She doesn't eat because she can't kill to find food, and she doesn't drink because she can't find water.

4 Answer the questions with a partner.

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

Tell pupils to work in pairs and find the sentences in the review that answer each question. Point out that they need to think about other facts they know in order to find the answers.

POSSIBLE ANSWERS

1. They keep a young lion. / They look after a young lion and feed her like one of the family.
2. She grew up like Joy and George's child. She never learned how to find food and water for herself.

5 Number the sentences in order to tell the story.

Tell pupils to use the higher-order thinking skill of Sequencing to put the sentences into the order in which they happen in the story. Then invite pupils to read the sentences out in the correct order to the class. Point out that this forms a summary of the plot.

ANSWERS

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

► **WORKBOOK** Tell pupils to do the exercises on **page 208** of the Workbook.

6 a. Write 2-5 sentences to answer one of these questions:

Engage the class in a discussion about whether George did the right thing and what they predict will happen to Elsa. Point out that when we answer a “Do you think ... ?” question, we are being asked to give an opinion. Remind pupils to use words such as *think*, *feel* and *believe* to express opinions.

b. Choose one of the questions in exercise 6a and write your opinion.

Tell pupils to write at least two sentences expressing their opinions about one of the questions in exercise 6a. Draw pupils’ attention to the instructions.

Tell pupils to use the checklist on page 255 of the Workbook to check their work.

A photocopiable Teacher’s Assessment Chart appears on page 185 of this Teacher’s Guide.

Optional: Bring a variety of books to class and show pupils the covers. Ask pupils what information goes on a book cover. Elicit that the title of the book, the name of the author, and a picture usually appear on the front cover, and often a brief summary or review appears on the back.

Tell pupils to make a book cover for the book *Born Free*. Then tell them to write sentences about the story on the back cover.

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Text 3

Read Better

Read the information and point out the importance of headings and pictures in a text. Remind them that informative texts generally have titles, headings and pictures that show what the text is going to be about.

1 Look at the title, pictures and headings in the article below. What do you learn?

Tell pupils to look at the title, pictures and headings. Then ask them to say what they think they are going to read about in the text.

2 Read the article. Which country do you think has the best food?

Read the names of the countries and ask pupils if they have ever visited any of these places. If so, have them describe what it was like and if there was any special food that they ate there.

Read the first paragraph with the pupils and ask: *What is street food? Is street food the same in every country?* Then tell pupils to read the remaining text about street food in four different countries.

Ask pupils which of the street foods described are most appealing to them and which country they think has the best food.

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3 Answer the questions.

Instruct pupils to answer the questions about the text. Remind them to refer back to the text in order to find the answers.

ANSWERS

1. a special sauce and a bit of yogurt
2. Because many people are vegetarians.
3. beans, vegetables, meat, hot peppers
4. Because you can have a big meal.
5. rice

4 Answer the questions.

Read the first two questions and engage the class in a discussion about how street food got its name and why street food is different in every country. Accept all logical answers. Read question 3; note that it requires pupils to use the higher-order thinking skill of Inferring.

ANSWER

It is fast to make and easy to eat.

5 Answer the questions.

Tell pupils to answer the questions. Remind them to refer back to the text in order to find the answers.

ANSWERS

1. Mexico
2. India
3. pancakes with sauce and vegetables / little balls with potatoes and sauce / tortillas with beans and vegetables / rice balls or rice cakes with red beans / noodles with vegetables / salads

► **WORKBOOK** Tell pupils to do the exercises on **page 209** of the Workbook.

6 a. Discuss these questions with a partner.

Brainstorm the street foods available in Israel and ask pupils which they like to eat. You might want to take a class vote.

b. Write 2-5 sentences about the kind of street food you like and want to taste.

Tell pupils to write at least two sentences about street food in Israel, their preferences and what street food they would like to taste. Tell them that when they list several different foods or items in a sentence, each item is separated with a comma. Also remind them to use the word *because* to answer the question "Why?" Refer pupils to the instructions.

Tell pupils to use the checklist on page 255 of the Workbook to check their work.

A photocopiable Teacher's Assessment Chart appears on page 185 of this Teacher's Guide.

Optional: Tell pupils to write an advertisement for street food. Show pupils different ads and elicit the main elements of an ad, for example, a description of the product and its name in big, clear letters.

Page 182**Text 4****Read Better**

Read the explanation and remind pupils that the headings and the first sentence or sentences in an article state the main idea of the text.

1 Read the first three sentences in the article below. What is the text about?

Read the first three sentences (the introduction) or ask a pupil to read them to the class. Then ask pupils to say what the text is about. Elicit that the main idea is table manners in different countries.

2 Read about the different countries. Find out what to do and what not to do while you eat.

Ask pupils to describe table manners in their home and encourage a class discussion.

Tell pupils to look at the flags and read the words in bold. Ask them what countries they are going to read about. Then tell pupils to read the text and find out what to do and what not to do at the dinner table in different countries. Ask pupils which of the rules they found most interesting.

3 a. Are the sentences true or false?

Read each sentence with the class and have the pupils say if it is true or false according to the text.

ANSWERS

- | | |
|----------|---------|
| 1. false | 5. true |
| 2. false | 6. true |
| 3. false | 7. true |
| 4. false | |

b. Correct the false sentences.

Tell pupils to correct the false sentences in exercise 3a.

ANSWERS

1. Table manners are not the same in every country.
2. In China, you must leave a little food on your plate.
3. In India, you mustn't eat too slowly.
4. In France, people only put ketchup on their food when they don't like the taste.

4 Answer the questions with a partner.

Tell pupils to work in pairs and answer the questions. Engage the class in a discussion about the country that has the most rules about table manners (England) and what they think they can learn about the people from that country. Note that question 1b requires pupils to use the higher-order thinking skill of Inferring. Accept all logical answers.

Ask pupils to share with the class special customs or manners in their own cultures.



Integrating

Explain that the higher-order thinking skill of Integrating involves combining information from different parts of a text in order to understand it better and to answer questions about it.

5 Why is it a good idea to find out about table manners before you visit a country? Find a reason from at least two countries.

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

Read the question with the pupils and brainstorm why it's a good idea to find out about table manners before visiting a country. Tell pupils to find a reason from at least two of the countries in the article. Elicit that different things are considered to be impolite in different places. For example, leaving food on your plate implies different things in China and India. Accept all logical answers.

6 Answer the questions about table manners in different countries.

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

Tell pupils to answer the questions. Remind them to refer back to the text in order to find the answers.

ANSWERS

1. a. China and India
b. In China, you must leave a little food on your plate; in India, you mustn't leave food on your plate.
2. a. Japan and England
b. In Japan, it is polite to make noise when you eat; in England, it isn't polite.

► **WORKBOOK** Tell pupils to do the exercises on **page 210** of the Workbook.

7 Write a list of at least four rules for table manners.

Tell pupils to write a list of at least four rules for table manners, with the first rule being the most important. Remind pupils how to form the imperative and then tell them to write their rules using the imperative form. Refer pupils to the instructions.

Tell pupils to use the checklist on page 255 of the Workbook to check their work.

A photocopiable Teacher's Assessment Chart appears on page 185 of this Teacher's Guide.

Optional: Tell pupils to make a poster for rules about table manners. Pupils may choose a country and write all the rules for table manners for that country. Alternatively, pupils may choose to write a variety of different rules and specify the country in which the rules apply.

Page 184**Text 5****Read Better**

Draw pupils' attention to the explanation and remind them that a timeline shows important events that happened in chronological order.

1 You are going to read a timeline about how people got the news in the past. Look at the timeline and write the dates in your notebook.

Read the title of the article and ask pupils what they think they are going to read about. Tell pupils to say the dates on the timeline and write them in their notebooks.

Optional: Ask pupils to describe what they see in each picture.

2 Read the timeline. Write what happened next to each date in your notebook.

Ask pupils how they or their parents prefer to find out the news. Then tell pupils to read the text and write what happened next to each date that they wrote in their notebooks.

Check comprehension by asking: *Where was the first popular newspaper printed? Why was the news on the radio after 7 o'clock in the evening? How did Ted Turner change the way news was reported on television? How did people find out about news in the past? How do we find out about news today?*

Ask pupils if they think there is still a need for printed newspapers. Have pupils explain their answers.

Page 185**3 Choose TWO correct answers to complete each sentence.**

Explain to the pupils that in this exercise there are two correct answers for each item. Tell them to choose the answers based on the information they read in the timeline.

ANSWERS

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

4 Number the sentences in the order they happened.

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

Tell pupils to sequence the sentences in the order they happened. Then invite pupils to read them out. Point out that this gives a brief history of the facts in the correct order.

ANSWERS

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

5 Why are 24-hour news channels popular? Discuss with a partner.

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

Tell pupils to find the part that tells us that people like to have the news available to them at all times. Then brainstorm why pupils think this is the case. Accept any logical answers.

Optional: Explain that many years ago, people got the news from a “town crier”. A town crier was a man who went to the town center or the market, rang a loud bell, shouted “Oyez! Oyez!” (“Listen! Listen!”) and then announced the news. Ask pupils if they know of any modern-day events that have been announced by a town crier. (the birth of Prince William and Kate Middleton’s baby) Ask pupils why they think he was called the “town crier”. Point out that in those days there were no cars, so the town crier rode from place to place on a horse. Ask pupils what they think about the job of the town crier. Then ask if they think that the news that the people heard was new. Have pupils explain their answers.

6 Compare how people got news in the past and how we get news today. Are some things still the same?

This exercise requires pupils to use the higher-order thinking skill of Comparing and Contrasting.

Tell pupils to copy the Venn diagram into their notebooks and to complete it with the different ways people got news in the past and how we get news today. Remind them to refer back to the text in order to find the answers. Brainstorm how many ways of getting the news in the past are the same as today and why they think that is. Point out that in the section where the circles overlap, they must fill in information that is the same for both the past and today.

ANSWERS

In the past: from the newspaper, radio, TV

Today: from the newspaper, radio, TV, on the Internet, through cell phones

Both: from the newspaper, radio, TV

► **WORKBOOK** Tell pupils to do the exercises on **page 211** of the Workbook.

7 Write 2-5 sentences about how you get the news and what kind of news you think is the most interesting.

Brainstorm different kinds of news items, for example, world events, local events, the weather, fashion, music, sports, politics. Tell pupils to write at least two sentences about how we get the news today. Then ask them to say what kind of news they think is the most interesting. Refer pupils to the instructions.

Tell pupils to use the checklist on page 256 of the Workbook to check their work.

A photocopiable Teacher’s Assessment Chart appears on page 185 of this Teacher’s Guide.

Optional: Tell pupils to make a timetable for a TV channel for one week. Remind them that a timetable is a schedule that lists times and activities in the order in which they occur. Pupils may make up the name of the channel and the programs or use real ones. Tell pupils to include the news, the weather and other programs that they like. Make sure they list the times in chronological order.

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Text 6

Read Better

Draw pupils’ attention to the explanation and remind them that a webpage is an online article and that it often has links to related topics.

1 Look at the webpage below. What are the links?

Read the title of the article with the pupils and check that they understand it. Then ask pupils to say what they know about the history of transport. Tell pupils to name the links that are listed on the webpage.

2 Read and find out at least two facts about the first bicycle, the first car and the first astronauts.

Ask pupils if they know when the bicycle and car were invented, or when the first astronauts went into space. Then tell pupils to read the text and find out at least two facts about them. Check comprehension by asking the following questions: *What was the "running machine"? What did Henry Ford do in 1896? When did scientists send people into space?*

Page 187**3 Are the sentences true or false?**

Have the pupils read each sentence and say if it is true or false. Ask pupils to support their answers with sentences from the text.

ANSWERS

- | | |
|----------|----------|
| 1. false | 5. false |
| 2. false | 6. true |
| 3. true | 7. true |
| 4. false | |

4 Look at the article again and classify the information. Match the words to the correct wheel. Write the groups in your notebook.

This exercise requires pupils to use the higher-order thinking skill of Classifying and Categorizing.

Tell pupils to copy the heading of each group into their notebooks and to write each phrase in the word bank in the correct group. Ask them to read out their answers by making up sentences. For example: *The first bicycle had no pedals.*

ANSWERS

The First Bicycle: two wheels, no pedals, no engine

The First Car: four wheels, an engine

The First "Astronauts": fastest kind of transport

5 Why do you think the first cars were so popular? Discuss with a partner.

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

Read the question and ask pupils to work in pairs to answer it. Then engage the class in a discussion about why the first cars were so popular. Accept all logical answers.

6 Complete the sentences in at least two ways.

Tell pupils to complete the sentences with at least two facts about the first kinds of transport. Call on pupils to share their answers with the class.

POSSIBLE ANSWERS

- The first bicycle had two wheels / didn't have pedals.
- The first car had four wheels / had an engine / had a chair / was small.
- The first "astronauts" were flies / weren't people.

► **WORKBOOK** Tell pupils to do the exercises on **page 212** of the Workbook.

7 Which kind of transport do you think has changed the least?

Tell pupils to use the higher-order thinking skill of Comparing and Contrasting to compare the description of each kind of transport to the same kind of transport today. List the differences and have pupils decide which has changed the least. Accept all logical answers.

8 Write 2-5 sentences about the invention you think was the most important.

Tell pupils to choose an invention and say why they think it was the most important. Allow pupils to research their answers using resource books or the Internet. Refer pupils to the instructions.

Tell pupils to use the checklist on page 256 of their Workbook to check their work.

A photocopiable Teacher's Assessment Chart appears on page 185 of this Teacher's Guide.

Optional: Tell pupils to choose an existing invention or to make up one of their own. Then tell them to make a poster for the invention. Tell pupils that the poster should include the name of the invention, a brief description and a picture. Remind pupils that words on a poster should be big and clear.

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Text 7

Read Better

Draw pupils' attention to the explanation and remind them that a biography tells us important facts about a person's life. Point out that finding dates and words with capital letters can help the reader find facts about the person in the biography.

1 Find the words that begin with capital letters in the biographies below. Complete the chart in your notebook.

Tell pupils to copy the chart into their notebooks and to then scan the biographies for words that begin with capital letters. Tell them to complete the chart with the appropriate names.

Remind pupils that looking through a text for words that begin with capital letters before they read can help them learn the names of people and places in the text. This is an important pre-reading strategy that can help enhance comprehension.

2 Read the biographies of two famous people. What is amazing about them?

Ask pupils to describe someone they admire. Tell them to explain why they admire him / her by describing the person's characteristics and accomplishments.

Ask pupils if they are familiar with Stevie Wonder and / or Tai Lihua. Then tell them to read the biographies and have them say what is amazing about each person. Elicit that they did not allow their disabilities to stop them from meeting challenges.

Optional: Play some of Stevie Wonder's songs for the class. Ask pupils to name other famous and successful people who are physically challenged.

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3 Answer the questions.

Tell pupils to write *S* (Stevie Wonder) or *T* (Tai Lihua) in their notebooks for each question. Remind pupils to refer back to the text in order to find the answers.

ANSWERS

1. Stevie Wonder
2. Stevie Wonder
3. Tai Lihua
4. Stevie Wonder
5. Tai Lihua

4 Choose one of the biographies you read and make a timeline.

Remind pupils that a timeline shows important events and when they happened in chronological order. Tell pupils to use the higher-order thinking skill of Sequencing and make a timeline for one of the people they read about.

Optional: Have pupils make a timeline for another famous person they have read or know about.

5 Compare the lives of Stevie Wonder and Tai Lihua to find out which things are the same.

This exercise requires pupils to use the higher-order thinking skill of Comparing and Contrasting.

Tell pupils to copy the Venn diagram into their notebooks and to complete it in order to compare and contrast Stevie Wonder and Tai Lihua. Encourage pupils to include information such as when they were born, their disability, prizes they have won and why they are famous. Point out that in the section where the circles overlap, pupils must fill in information that is the same for both people. Once pupils have completed their diagrams, conduct a class discussion comparing and contrasting Stevie Wonder and Tai Lihua.

POSSIBLE ANSWERS

Stevie Wonder: was born in the U.S., was born in 1950, recorded his first song at age 11, won 15 Grammys

Tai Lihua: was born in China, was born in 1976, danced at the Paralympics ceremony in Athens in 2004, danced at the Olympics in Beijing in 2008

Both: had a disability as a young child, became famous

6 Both Stevie Wonder and Tai Lihua have disabilities. What can we learn from these people? Discuss with a partner.

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

Read the question and engage the class in a discussion about what we can learn from Stevie Wonder and Tai Lihua. Accept all logical answers.

7 The title of the article is “They Did It!”. What did Stevie Wonder and Tai Lihua need to overcome? How did each one succeed?

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

Brainstorm the meaning of the title. Have pupils identify each person’s disability and the way he / she overcame it.

ANSWERS

Stevie Wonder is blind. He overcame this by teaching himself to play different instruments, practicing playing music all the time and singing.

Tai Lihua is deaf. She overcame this by learning to dance according to the beat of music she felt under her feet and pushing herself to be an excellent dancer.

► **WORKBOOK** Tell pupils to do the exercises on **page 213** of the Workbook.

8 Who would you like to see in a performance – Stevie Wonder or Tai Lihua? Write 2-5 sentences to say why.

Tell pupils to choose the person they would like to see perform and to write at least two sentences explaining why. Refer pupils to the instructions.

Tell pupils to use the checklist on page 256 of their Workbook to check their work.

A photocopiable Teacher’s Assessment Chart appears on page 186 of this Teacher’s Guide.

Optional: Tell pupils to imagine that they are going to interview Tai Lihua or Stevie Wonder. Have them think of and write questions that they would like to ask them.

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Text 8

Read Better

Draw pupils' attention to the explanation and remind them that a blog is a diary that someone writes online.

1 Read Kevin's blog. What does he write about?

Ask pupils if there are any dangerous wild animals near their homes. If so, have them describe them. Read the title of the blog and have pupils share their general knowledge about polar bears. Then tell pupils to read the blog.

Check comprehension by asking the following questions: *What are Kevin's favorite months of the year? Why? What should people do if they see a polar bear in town?*

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2 Answer the questions.

Tell pupils to answer the questions about the text. Remind them to refer back to the blog to find the answers.

ANSWERS

1. Kevin lives in Canada. / He lives in a small town near the sea. / His favorite months are October and November. / At school, he learns about what to do when we see a bear.
2. Polar bears live in the North Pole
3. Polar bears eat fish in winter.
4. Polar bears eat anything they can find, like eggs and fruit.
5. Polar bears are still on land in October because of global warming.
6. They walk into town to find food.

3 What happens when a bear comes to town? Number the sentences in the correct order.

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

Tell pupils to sequence the sentences in the order they happen. Then invite pupils to read them out in the correct order. Point out that this gives a summary of what happens when a bear comes to town.

ANSWERS

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

4 Why does Kevin write about polar bears in his blog?

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

Read the question to the class and engage the class in a discussion about why Kevin wrote about the problem of polar bears. Ask if they think it is new problem. Encourage pupils to recall what they learned about global warming when considering their answer to the question. Accept all logical answers.

5 a. Which season is it? Write "winter" or "summer" for each sentence in your notebook.

Tell pupils to copy the sentences into their notebooks and to write which season is described in each sentence. Have pupils read out their answers in full sentences. For example: *The bears hunt for fish in the winter.*

ANSWERS

1. winter
2. summer
3. summer
4. winter

b. Why is global warming a problem for the polar bears? Give an answer from two different paragraphs.

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

Read the question and engage the class in a discussion about why global warming is a problem for the polar bears. Talk about why it is a problem for other animals, too. Make sure pupils give reasons from different parts of the text.

► **WORKBOOK** Tell pupils to do the exercises on **page 214** of the Workbook.

6 a. Discuss these questions with a partner.

Read the questions and ask pupils to work in pairs and find out which season is Kevin's favorite time of year and why. Then ask pupils to answer the questions for themselves and to give reasons. Remind them to use adjectives in the comparative form.

b. Write 2-5 sentences about Kevin's and your favorite time of year.

Tell pupils to write sentences to explain their answers to the questions in exercise 6a. Review the spelling rules for adjectives in the comparative and superlative form. Remind pupils to use adjectives and the words *and*, *but* and *because* to connect ideas and sentences. Refer them to the instructions.

Tell pupils to use the checklist on page 257 of their Workbook to check their work.

A photocopiable Teacher's Assessment Chart appears on page 186 of this Teacher's Guide.

Optional: Tell pupils to make a "Bear Alert" poster. Ask them what information should appear on the poster. Elicit ideas such as what they should do if they see a bear. For example: *Don't run. Walk to the nearest house and call the Bear Patrol.* Tell pupils to include graphics in their poster.