

Objectives

In this unit, the pupils will:

Part 1: • write a fact file for someone they know and introduce him / her to the class

Part 2: • learn about how to take care of a pet
• describe a pet they want
• make a poster for an event about pets
• read about a special friendship between a dog and a blind girl

Part 3: • read a story about good friends
• talk about what they have
• write about a friend

Part 4: • read the story “The Secret Garden”
• describe a special garden

Domains and Benchmarks

	Access to Information	Social Interaction	Appreciation of Language, Literature and Culture	Presentation
PART 1 Task: Make a fact file for someone you know and introduce him / her to the class.		<ul style="list-style-type: none"> • interact for a limited range of purposes such as asking for and giving information • engage in short conversations / discussions by asking and answering simple questions about familiar topics and every day situations 		<ul style="list-style-type: none"> • present information on limited content supported by visual aids
PART 2 Task: Make a poster for an event about pets.	<ul style="list-style-type: none"> • identify different text types and use this knowledge as needed 			<ul style="list-style-type: none"> • present information on limited content supported by visual aids
PART 3 Task: Write about a special friend and present him / her to the class.			<ul style="list-style-type: none"> • know how word order, sound and writing systems are organized and how these elements compare with their language (<i>be / have</i>) 	<ul style="list-style-type: none"> • describe people, places, things, events and personal experiences in familiar settings
PART 4 Task: Make a secret garden. Describe what you can see and do there.			<ul style="list-style-type: none"> • provide an oral, written or visual response to a literary text 	<ul style="list-style-type: none"> • express a personal reaction to the content of something read, seen or heard, using appropriate higher order thinking skills (by acting)

Page 17

The main purpose of this page is to get the pupils into the topic and theme of the unit. Explain that this page is an introduction to the unit and shows what they will learn in the unit.

Have the pupils read the title of the unit and look at each picture and its caption. Ask them to say what they can see and what they think they will learn about in each part.

Make a list on the board of all the words and collocations connected to the “root” word *friend* and make sure the pupils understand them. For example:

friendship

making friends

a good friend

Explain that Part 4 in each unit is always a story.

Page 18**Part 1 • Making Friends**

Read the title and share the objectives of this part with the pupils.

New Words: *age, also, begin, birthday, different, hobby, month, pool, the same, year*

Teach the words that are listed at the bottom of pages 18-19. (See suggestions in the Introduction – *How to teach and review the new words*.) Point out that *different* and *the same* are opposites. Ask the pupils how the words *birthday, age, month* and *year* are all related. Draw the pupils’ attention to the Notice! box about the two meanings of the word *play*. Explain that both meanings of the word *play* appear in the text. Give them two more examples, such as *play football* and *play the saxophone*. Elicit more examples from the pupils.

Optional: Play “Grandmother’s Basket” using the structure *I play ...* followed by *(Name) plays ...*. Challenge the class to see how many pupils can add sentences and recall all the information that came first.

NEW WORDS Workbook, page 17

Tell the pupils to complete the activities in the Workbook to learn the new words. This prepares them for reading the text.

Reading**1 Talk about hobbies.**

Look at these hobbies. Which do you like? Which don’t you like?

Look at the pictures and names of the hobbies. Write the question *Do you like ...?* on the board. Ask the pupils which hobbies they like or don’t like and help them answer with *I like* and *I don’t like*. Brainstorm the names of other hobbies, for example, *swimming*. Ask the pupils which hobby they think is the most popular in the class. Invite different pupils to ask the class if they like each hobby. Tell the pupils to raise their hands if they like the hobby; count and write the number of responses to each question on the board. Complete the sentence: *Our favorite hobby is ...*. Elicit the meaning of the word *favorite*.

2 Read and find out.

Read about two girls and find out two facts about each one.

Write the following structures on the board and have the pupils introduce themselves to the class:

My name is ...

I am ... years old.

My favorite hobby is ...

Tell the pupils to read the title of the text and check that they understand it. Then ask the pupils to name the items in the pictures (*comics, guitar*). Point out that both words, *comics* and *guitar*, are cognates.

Have the pupils scan the text for numbers and names. Remind the pupils that all names, including the names of places, months and days, begin with a capital letter. Explain that by looking for this information before we read a text, we can already learn important information. Elicit the facts we learn from these words. (The text is about Pam and Beth; their birthdays are in March and April; and Pam is 10 years old.)

Read the text with the pupils. Tell them to find out two facts about each girl. After each paragraph, stop and ask the pupils what they know about Pam and Beth. Write the facts on the board.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

Page 19

3 Complete the fact files.

Complete the fact files about Pam and Beth on page 17 of the Workbook.

Copy the fact file for Pam onto the board. Complete it by asking the pupils for the relevant information from the text.

Have the pupils open their Workbook to page 17 and complete both fact files. Remind the pupils to look for capital letters and numbers when finding the information in the text and to use capital letters where necessary when filling in the facts. Check the answers with the pupils on the board.

This exercise practices basic understanding and inference. The pupils need to locate information given explicitly in the text. In order to determine Beth's age, the pupils need to infer that she is 10 because the text states that she is the same age as Pam.

ANSWERS

Name: Pam

Age: 10 years old

Birthday: March

Hobbies: swimming and drawing comics

Name: Beth

Age: 10 years old

Birthday: April

Hobbies: playing computer games and playing the guitar

Ask the pupils what they have in common with their friends. Explain that friends don't have to be the same. Then compare and contrast the information about Pam and Beth. Elicit that the girls are the same age but that they have different names, birthdays and hobbies.

4 Listen and chant.

Listen and chant. Which months sound similar in your language?

Say the names of the months and have the pupils repeat after you. Ask the pupils which months sound similar in their language. Point out any differences in pronunciation between their language and English.

Say *Come on, everyone. Let's say the names of the months*, and elicit the meaning.

Play the recording and tell the pupils to listen and follow the words of the chant. Play the recording again and tell the pupils to join in. (See suggestions in the Introduction – *How to teach the songs and chants*.)

Optional:

1. Have a competition: Divide the class into three or four groups and have each group recite the chant as clearly / loudly / softly as they can.
2. Ask the pupils if they can find the word in the chant that means the same as the word *also* (*too*).

5 Tell the class.*Say when your birthday is.*

Draw a chart on the board with two columns headed *Names* and *Months*. Ask a pupil *When is your birthday?* and help him / her answer *My birthday is in ...*. Fill in the appropriate information in the chart. Continue with the rest of the pupils. Write on the board: *X's birthday is in ...*. Ask the pupils to complete this sentence for other pupils in the class. Ask: *How many pupils have birthdays in (month)? Which month has the most birthdays?*

Optional:

1. Create a large birthday calendar for the class. Brainstorm how you can celebrate all the birthdays in a month with the pupils (for example, singing the Happy Birthday song together on the day of a birthday).
2. Tell the pupils to copy the blank chart from the board into their notebook. Have them find out when five other pupils have their birthday. Walk around and make sure the pupils are speaking in English. The pupils should record the birthdays in the chart in their notebook. Remind them to use capital letters when writing the names of the pupils and the names of the months.

→ **Workbook** Tell the pupils to do the exercises on page 18 of the Workbook to practice the months of the year.

Page 20**Words****1 Complete the sentences.***Complete the sentences with the words below.*

Have the pupils read the words in the word bank and translate them. Ask the pupils to read the paragraph and complete the sentences with the new words.

ANSWERS

- | | |
|-------------|--------------|
| 1. birthday | 3. also |
| 2. hobby | 4. different |

2 Match A to B.*Match A to B to form sentences.*

Have the pupils read and translate the words in bold. (These are new vocabulary items.) Then tell them to match A to B to make sentences.

Optional: Give the pupils a time limit to copy the bolded words into their notebook and translate them. Remind them that the translations are at the bottom of pages 18-19.

ANSWERS

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

Speaking

Talk with a partner.

Ask and answer questions to find out about your partner.

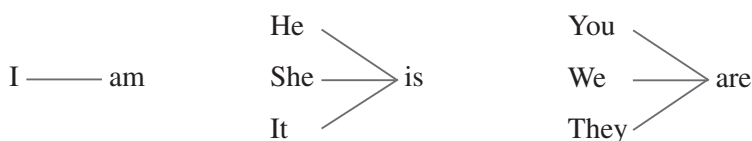
Read the questions with the pupils. Ask four different pupils to answer the questions as examples. Then tell the pupils to work in pairs and ask and answer the questions. Walk around and make sure the pupils are speaking in English during the activity.

→ **Workbook** Tell the pupils to do the exercises on page 19 of the Workbook.

to be

Review the personal pronouns by pointing to different people and objects around the room and eliciting the correct pronouns from the pupils.

Read the sentences in the teaching box out loud and translate them. Compare the sentences in English and the pupils' language. Explain that in English we always use a verb in a sentence but in Hebrew we don't. Tell the pupils that the verb in this case is called *to be*. Copy the diagram below onto the board to show the forms and when we use them. Explain that the verb *to be* has three different forms in the present tense – *am*, *is*, *are* – and that the different forms are used according to the pronoun or object they are connected to. Tell the pupils to copy the diagram into their notebook.



Write a sentence on the board in English which includes the verb *to be*. Have the pupils compare this to their own language. Elicit that there is no form of *to be* in the present tense in Hebrew / Arabic.

Tell the pupils to look for sentences with *to be* in the text on page 18 and have volunteers read them aloud to the class.

Optional: Chant “I am, You are, He is” and so on with the class.

→ Learn about *to be*: Workbook, page 20

Tell the pupils to read the explanation in the grammar box on page 20 of the Workbook. Draw the pupils' attention to the short forms. Explain that the apostrophe replaces the letters that have been dropped. Ask the pupils to say which letter is missing in each case. Tell them to copy the short forms into their notebook opposite their regular forms. Then tell the pupils to do the exercise in the grammar box.

1 Complete the sentences.

Complete the sentences with the words below.

Tell the pupils to complete the sentences with the correct form of the verb *to be*, according to the noun or pronoun at the beginning of each sentence.

ANSWERS

- | | |
|--------|--------|
| 1. is | 4. is |
| 2. are | 5. are |
| 3. am | 6. are |

2 a. Talk about the pictures.

Say sentences about one of the pictures using the words in the chart. Your partner must identify the picture.

Tell the pupils to look at the columns in the chart and say what type of words appear in each (people, the verb *to be*, places). Explain that in order to make up sentences, they need to use one item from each column.

Have the pupils describe what they can see in each picture and to then use the chart to form sentences. Tell the pupils to work in pairs. Pupil A makes up a sentence about one of the pictures; pupil B has to identify the picture. Then they should exchange roles.

2 b. Write sentences.

Write at least three sentences using the words in the chart.

Tell the pupils to choose a word or phrase from each column and write at least three sentences in their notebook. Encourage more advanced pupils to write more sentences.

ANSWERS

The friends are in the shop.

The children are at the cinema.

The men are in the park.

The girl is on the bus.

The teacher is in the classroom.

→ **Workbook** Tell the pupils to do the exercises on pages 20-21 of the Workbook to practice the verb *to be*.

Page 22

New Words: *a lot of, chess, first, important, learn, ninety, old, people, special, together, win, young*

Teach the words that are listed at the bottom of pages 22-23. (See suggestions in the Introduction – *How to teach and review the new words*.) Elicit the words that can describe people or things (*special, important, first, young, old*) and remind the pupils that we call these words *adjectives*. Ask the pupils to name the number (*ninety*) and two verbs (*learn, win*).

Read the sentences in the Notice! box. Have the pupils translate the two sentences and elicit the two meanings of the word *old*.

NEW WORDS Workbook, page 22

Tell the pupils to complete the activities in the Workbook to learn the new words.

Reading**1 Talk about games.**

Do you think both old and young people play these games?

Have the pupils look at the pictures of the games. Ask them which game has the same name in their language (*golf*). Ask the pupils if they play the games by saying *Do you play ...?* Help the pupils answer using *Yes, I do. / No, I don't*. Tell the pupils to work in pairs to find out which games their partners play.

Ask the pupils if they think that both young and old people play these games. Tell them to raise their left hands if they think just young people play the game, their right hands if they think just old people play the game, and both hands if they think both. Ask the pupils to share any personal examples of old and young people sharing a hobby.

2 Read and find out.

Read the article about Herman and Zachary and find out what they have in common.

Have the pupils describe the people in the picture. Read their names in the caption and point out that in the name Zachary, the *ch* is pronounced like a *k*. Explain that a chess set includes a board and pieces for both players. You may bring a real chess set to show the class.

Elicit the text type from the pupils (news article from a website). Ask what features helped them determine the text type (scroll bar on the right and the bar at the top of the page). Help the pupils make the connection between the word *new* and *news*.

Tell the pupils that the text they are going to read is a true story. Read the text out loud and have the pupils follow along. Stop after each paragraph and ask the pupils to do the following:

Paragraph 1: Identify Herman and Zachary in the picture, according to their ages.

Paragraph 2: Say what they know about Zachary and Herman. (Zachary goes to school, Herman doesn't work, etc.).

Paragraph 3: Name the hobby Zachary and Herman share (chess); say what they each "get" from playing together (Zachary learns a lot from Herman, Herman feels young when he plays with a younger person.)

Paragraph 4: Name the special present Herman gave Zachary for his birthday. Ask the pupils if they've ever been given a special present by an older person.

Paragraph 5: Find the sentence that says you don't need to be the same age to be friends.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

Page 23

3 Say true or false.

Say true or false for each sentence.

This exercise practices basic understanding. It requires global understanding of the news article.

Read the sentences aloud and ask the pupils to say whether they are true or false.

ANSWERS

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

Optional: Ask the pupils to correct the false sentences. Write the three false sentences on the board and have pupils come up and correct each sentence.

ANSWERS

1. Herman is *old*.
2. Zachary is *twelve* / 12 years old.
4. They play *chess* together.

4 Compare Herman and Zachary.

Compare Herman and Zachary. Say how they are the same and how they are different.

Draw a chart with two columns on the board, with the headings *The Same* and *Different*. Write two sentences in the appropriate column on the board as models for the pupils to say how Zachary and Herman are the same or different.

Tell the pupils to work in pairs and say as many things as they can about Herman and Zachary. Then have them share their answers with the class.

This exercise requires integration: the pupils need to locate information given explicitly in different parts of the text in order to complete the task.

Optional:

1. Have the pupils compare Herman and Zachary's friendship to Pam and Beth's friendship. Elicit that Pam and Beth are the same age with different hobbies, but Herman and Zachary are different ages with the same hobby.
2. Play the game "Who?". Divide the class into two groups. Invite a representative from each team to describe something about either Herman or Zachary but to substitute the name with the pronoun *He*. The other group has to name the character the sentence refers to. For example: *He is ninety years old.* (Herman) You can also allow the pupils to make up sentences that don't apply to either of the characters, in which case the team shouldn't give any name at all.

5 Answer the questions.

Tell the pupils to answer questions 1 and 2. Ask them to read the sentences from the article that gave them the answers. Then have the pupils answer question 3 about themselves.

This exercise requires global understanding of the news article. Question 1 requires inference: the pupils need to understand that playing with his young friend helps make Herman feel young. Question 3 requires a personal response.

ANSWERS

1. Zachary makes Herman feel young.
2. No, it isn't.
3. Accept all logical answers.

Words

Give examples.

Give an example for at least five items below.

Ask the pupils to translate the words in bold. Then read the example for the first item and tell the pupils to give different examples of things they can learn. Repeat for the first adjective in the list about people. Elicit the verb in the example sentence *My grandmother is special*. Remind the pupils to use the verb *to be* in their sentences about the people.

Have the pupils work in pairs and take turns making up sentences.

Optional: Have the pupils sit in groups of 3-4. Appoint one pupil to be “secretary”. Give the pupils a time limit to make up as many different sentences as they can for the criteria listed. Have the secretary record the number of sentences they make up and check that they aren't repeated. Find out which group made up the most sentences.

→ **Workbook** Tell the pupils to do the exercises on pages 23-24 of the Workbook to practice the verb *to be*.

Page 24

to be – negative

Read the negative sentences in the teaching box with the pupils. Elicit the meaning of the word *not*. Ask the pupils where the word *not* appears in the sentences (after *am*, *is* and *are*).

Write a sentence on the board and show how the contracted form is made. For example:

He is not tall.



He is ~~n~~ot tall.



He isn't tall.

Tell the pupils to copy this example into their notebook. Explain how the “o” in *not* is deleted and replaced with an apostrophe, and that the contracted form is a combination of *is* + *not*. Point out that there is no contracted form for *am not*.

Have the pupils find the sentence with the negative form of *to be* in the article on page 22.

→ **Learn about to be negative: Workbook, page 25**

Tell the pupils to read the explanation and do the exercise in the grammar box.

1 Complete the sentences.

Complete the sentences with the correct form of to be according to the pictures.

Tell the pupils to complete the sentences about the pictures with the positive or negative form of *to be* in brackets.

ANSWERS

1. It isn't old. It is new.
2. They aren't old. They are young.
3. It isn't small. It is big.
4. I am cold. I am not hot.
5. He is tall. He isn't short.
6. We aren't clean. We are dirty.

2 Tell your partner.

Say two sentences to your partner using to be, positive and negative. Use the words below to help you.

Refer the pupils to the sentences in the speech bubble and have them use them as a model to complete two sentence stems from the list. Tell the pupils to share their sentences with their partner.

Have the pupils complete other sentence stems and write their sentences in their notebook. Have the pupils share their answers and find out if anyone had the same sentences.

Optional: Challenge the pupils to use their own ideas to write additional sentences.

→ **Workbook** Tell the pupils to do the exercises on pages 26-27 of the Workbook to practice the negative form of the verb *to be*.

Page 25

More Words

1 Learn the numbers.

Say the numbers. Then look at the spelling. Which numbers change their spelling when you add -teen or -ty?

Have three pupils read the numbers, each reading one column. Point out that 13-19 have the suffix *-teen* while 20-90 have the suffix *-ty*. Ask the pupils to find which numbers change their spelling when you add the suffixes (*thirteen, fifteen* and no extra *t* in *eighteen*; *twenty, thirty, forty, fifty* and no extra *t* in *eighty*).

Count around the class in English, stressing the importance of pronouncing the *n* at the end of numbers 13-19.

Read the Think! bubble out loud. Elicit that the numbers 13-19 have the suffix *-teen*, which is the beginning of the word *teenager*. Ask the pupils what word they see in *teenager* (*age*).

2 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to work in pairs and choose the correct word to complete each sentence. Have them share their answers.

ANSWERS

- | | |
|-----------|------------|
| 1. twelve | 3. March |
| 2. thirty | 4. January |

3 Say the numbers.

Say the numbers in each row in order, from the smallest to the biggest.

Have the pupils read the numbers in the first set. Then read them to the pupils from the smallest to biggest. Have the pupils work out what was significant about the order in which you read them. Have the pupils repeat the procedure for the rest of the sets.

Optional:

1. Have the pupils sequence the numbers from the biggest to the smallest.
2. Tell the pupils to say only the odd or even numbers.
3. Give the class simple math exercises to do in English to practice the numbers.
4. Bring in fake money and give groups of pupils envelopes with money. Each group must say how much money is in their envelope.

→ **Workbook** Tell the pupils to do the exercises and the Read More on pages 27-29 of the Workbook.

TASK

Make a fact file for someone you know and introduce him / her to the class.

1. Tell the pupils to choose a person they know. Explain that they may choose anyone – a sibling, a parent or grandparent, a friend, a neighbor or a relative.
2. Tell them to use the questions in the speaking activity on page 20 as a model and ask the person they chose the questions in order to get the information to complete a fact file.
3. Have the pupils copy the fact file on page 19 and complete it with the information they get.
4. Encourage them to add as many other details to their fact file as they can.
5. Tell the pupils to include a picture of the person, if possible.
6. Tell them to write at least two sentences about the person using the information in the fact file, the verb *to be* and new words.
7. Remind them to use capital letters for names and at the beginning of sentences.
8. Have the pupils present their fact file to the class.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 231 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Chart appears on page 182 of this Teacher's Guide.

Page 26

Part 2 • Animal Friends

Read the title and share the objectives of this part with the pupils.

New Words: *best, better, call, choose, information, more, next, wait*

Teach the words that are listed at the bottom of pages 26-27. (See suggestions in the Introduction – *How to teach and review the new words.*) Elicit how *better* and *best* are connected to the word *good*. Ask the pupils to think of a connection between the words *call*, *more* and *information*. Elicit that you can call to get more information about something you see. Have the pupils name the verbs in the list (*call, choose, wait*). Write the word *information* on the board and ask the pupils how many vowels appear in the word and how many times each one appears.

Optional: Give the pupils a time limit to write as many words as they can from the letters in the word *information*.

Review the words and phrases *make a friend, pet, listen* and *Sunday* by listing them on the board and asking the pupils to add their translations. After a few minutes, erase them. Have the pupils recall and write as many as they can.

Tell the pupils to complete the activities in the Workbook to learn the new words.

Reading

1 Talk about the poster.

Look at the poster below and describe the pets.

Have the pupils describe the pets in the poster. Ask them if they have pets, and if they consider their pet to be their friend.

Have the pupils scan the text for names and numbers. Elicit the text type from the pupils (poster advertisement). Brainstorm what information you expect to see in an advertisement about an event (type of event, date / day, time, place, contact information, additional information).

2 Read and find out.

Read the poster and find out how you can adopt a pet.

Read the poster with the pupils. Elicit that important details are bolded. Ask the pupils to name the words in the poster that start with capital letters (the day, the month and the name of the park). Ask the pupils how one can adopt a pet according to the poster.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

Page 27

3 Answer the questions.

In this exercise, the pupils answer open-ended reading comprehension questions to show basic understanding of the text.

Review the Wh- question words *how*, *when* and *what*. Ask the pupils what the word *when* is asking about. Elicit that it is asking about time. Then ask the pupils what the word *how* is asking about. Elicit that it is asking about the way something is done. Ask the pupils how they say *when* and *how* in their language.

Read the questions about the poster with the pupils and make sure they understand them. Have the pupils answer and then justify their answers by reading out the information in the poster that helped them answer.

ANSWERS

1. Go to Adopt-a-Pet Day. / Adopt a pet.
2. On Sunday, September 9 at 5:30.
3. You can adopt a dog or a cat.

4 Find an example.

Read the sentence and find an example in the poster.

Tell the pupils to read the sentence and then find at least one reason why pets are good friends.

This exercise requires inference: the pupils need to infer that good friends listen to you, make you feel better and are your best friends, all stated explicitly as things pets can do.

POSSIBLE ANSWERS

- Your pet can listen to you.
- Your pet can make you feel better.
- Your pet can be your best friend.

5 Answer the questions.

Tell the pupils to answer the questions. This exercise requires a personal response.

Words

1 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to read the sentences and choose the correct words. Invite the pupils to read the sentences with the correct word inserted and to translate them.

ANSWERS

- | | |
|-----------|---------|
| 1. Call | 4. next |
| 2. better | 5. more |
| 3. wait | |

2 Complete the sentences.

Complete at least three sentences with your own words.

Ask the pupils to translate the words in bold. Then tell them to complete the sentences and questions with their own words. Tell them to do at least three. Have the pupils share their answers with the class.

Optional: Check how many pupils completed the sentences in the same way.

→ **Workbook** Tell the pupils to do the exercises on pages 31-32 of the Workbook to practice the new words.

Page 28

New Words: *at night, blanket, brush, every, give, put, take care of, time, toy, wash, with*

Teach the words that are listed at the bottom of pages 28-29. (See suggestions in the Introduction – *How to teach and review the new words*.) Ask the pupils which words are verbs (*brush, give, put, take care of* and *wash*). Ask the pupils to suggest nouns to add after each verb to make collocations. For example: *Take care of the baby. Put your book in your bag.*

Read the sentences in the Notice! box with the pupils and elicit that the word *time* has two different meanings. Have the pupils give other sentences with the two meanings. For example:

I go swimming three times a week.

The time is two o'clock.

Write the words *food, clean, water, pet, warm, buy, year, need, box* and *also* on the board and review their meanings. Play “Quick Bingo” by asking the pupils to copy 4-6 of the words onto a piece of paper. Call out the meaning of a word; the pupils who have the word, cross it off. The first pupil to cross off all the words calls out “Bingo!”

NEW WORDS **Workbook, pages 32-33**

Tell the pupils to complete the activities in the Workbook to learn the new words.

Reading

1 Read and find out.

Read and find out what pet the girl has.

Read the dialogue with the class and ask the pupils:

1. *What pet does the girl have?*
2. *What do the children want to find out?*

2 Read and match.

Read the webpage and find out how to take care of a dog or cat. Then match the headings below to the correct sections.

Tell the pupils to look at the text and elicit the text type from the pupils (webpage). Ask them how they know (scroll bar, tabs). Ask the pupils if they prefer dogs or cats. Tell the pupils that the webpage will explain how to take care of a dog or cat.

Write the four headings given on the board and number them. Tell the pupils they need to read and decide which heading matches each section. Read the first section to the class and check that the pupils understand. Read the headings and ask the pupils which of them matches the information in the section. Continue with the other sections.

After reading the text, ask the pupils to say four things that must be done when taking care of a pet dog or cat.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

Page 29

3 Say true or false.

Say true or false for each sentence.

Read the sentences aloud and tell the pupils to say if each is true or false according to the text they read.

This exercise practices basic understanding. It requires global understanding of the webpage.

ANSWERS

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

Optional: Ask the pupils to correct the false sentences. Write the two false sentences on the board and have pupils come up and correct each sentence.

ANSWERS

- 2. Dogs and cats like to be warm at night.
- 3. Don't wash your cat.

4 Answer the question.

Answer the question with an idea that is not in the webpage.

Tell the pupils to answer the question about how to take care of a new dog with an idea that is not in the webpage.

This question requires a personal response: the pupils need to draw on their literal understanding of the text and their own knowledge.

Read the question in the Think! bubble with the pupils. Point out that this is a challenging, open-ended question. Pupils should base their answer on what they read, though the answer does not appear in the text.

Listening

1 Listen and find out.

Listen and find out which robo-pets are in the shop, what the robo-dog can do and which robo-pet Jenny chooses.

Have the pupils describe the robo-pets in the pictures. Ask the pupils if they know what a robo-pet is. If necessary, explain that a robo-pet is a pet that looks like an animal but is a robot.

Explain to the pupils that they are going to listen to a conversation between Jenny and her friend Bill, and then a phone conversation between Jenny and a shopkeeper at a pet shop. Jenny wants a new pet and Bill and the shopkeeper help her choose one.

Play the recording for the pupils to listen only. Then play the recording again and tell the pupils to say:

1. which robo-pets the pet shop has;
2. what the robo-dog can do;
3. which pet Jenny chooses.

Play the recording a final time for the pupils to check their answers.

LISTENING SCRIPT

Jenny: I have a lot of pets – a cat, a dog and a rabbit. I like all my pets. But I want a new pet.

Bill: You can buy a robo-pet.

Jenny: What is a robo-pet?

Bill: A robo-pet is a pet robot. It has a face and legs. It can do things. But it isn't an animal. It's a robot.

Jenny: Where can I buy a robo-pet?

Bill: There are some robo-pets at the pet shop.

Jenny: Let's call the pet shop.

Shopkeeper: Larry's Pet Shop. Good morning.

Jenny: Hello. Do you have robo-pets?

Shopkeeper: Yes. We have different robo-pets. The first one is a robo-dog.

Jenny: Is the robo-dog big?

Shopkeeper: No, it isn't big. It's small.

Jenny: Is it brown?

Shopkeeper: No, it isn't brown. It's black and white. It can walk and jump.

Jenny: Really? It can walk and jump?

Shopkeeper: Yes. It can also sit and talk.

Jenny: What other robo-pets do you have?

Shopkeeper: I have a robo-bird.

Jenny: Is it yellow?

Shopkeeper: No, it isn't yellow. It's brown.

Jenny: Is it small?

Shopkeeper: No, it isn't. It's big.

Jenny: What can the robo-bird do?

Shopkeeper: It can talk and it can fly.

Jenny: I think I want to buy the robo-dog.

Shopkeeper: OK. The robo-dog is waiting for you.

ANSWER

a robo-dog

Speaking

Talk with a partner.

Choose a robo-pet from above. Your partner must ask questions to identify it.

Read out the model dialogue with a pupil. Explain to the pupils that they need to use the colors and adjectives in the word bank to ask and answer the questions. Then tell the pupils to work in pairs. Pupil A chooses a robo-pet; pupil B asks questions in order to identify it. Then tell the pupils to exchange roles.

Words

1 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to complete sentences by choosing the correct words. Invite pupils to read the sentences with the correct words inserted and to translate them.

ANSWERS

- | | |
|-------------|---------|
| 1. toy | 4. put |
| 2. wash | 5. with |
| 3. at night | |

2 Match A to B.

Match A to B to make as many sentences as you can.

Tell the pupils to match the verbs in column A to the endings in column B in as many different ways as they can. Tell them to write the sentences in their notebook. Check the answers.

POSSIBLE ANSWERS

Brush your hair.
Brush your pet.
Wash your pet.
Wash your hair.
Wash your hands.
Take care of your pet.
Give food to your pet.

Optional: Have the pupils suggest other words to write after each verb.

3 Who is it?

Name the person who is saying each sentence.

Have the pupils describe the people in the picture. Then have them read the sentences and decide who is saying each one.

ANSWERS


- | | |
|-----------------|---------|
| 1. Ben and Jill | 4. Tom |
| 2. Dad | 5. Rex |
| 3. Mom | 6. Sara |

→ **Workbook** Tell the pupils to do the exercises on pages 33-34 of the Workbook to practice the new words.

to be – questions and short answers

Write on the board: *Shoko is a dog*. Under it, write the question: *Is Shoko a dog?* Elicit how the question is formed. Draw arrows to show how the word *is* has changed places and moved to the beginning of the sentence. Write other example questions on the board, such as:

You are in English class.


Are you in English class?

She is happy.


Is she happy?

Have the pupils copy the examples with the arrows in their notebook.

Read each question in the grammar box with its two short answers. Point out that these answers are in the short form. Review how to write negative answers in the short form. Point out that while there isn't a short form of *am not*, we can use the short form *I'm + not*.

Ask questions about classroom items. For example: *Are the desks blue? Is Ben's shirt green? Is the door orange?* Elicit short answers, both positive and negative, from the pupils.

Tell the pupils to look for a question and short answer with *to be* in exercise 1 on page 28.

→ **Learn about to be questions and short answers: Workbook, page 35**

Tell the pupils to read the explanation and do the exercise in the grammar box.

1 Ask and answer.

Look at the pictures. Ask and answer the questions with a partner.

Tell the pupils to look at the pictures and then ask and answer the questions with a partner. Walk around and listen to the pupils. Check their answers.

ANSWERS

- | | |
|---------------------|-------------------|
| 1. No, it isn't. | 3. Yes, they are. |
| 2. No, they aren't. | 4. Yes, it is. |

2 Complete and answer.

Complete the questions with the words below. Then choose the answers that are correct for you.

Tell the pupils to complete the questions using *Am*, *Is* or *Are*. Point out that questions, like sentences, begin with capital letters. Then tell the pupils to answer the questions about themselves. Do the first question as an example with the class.

ANSWERS

- | | |
|--------|--------|
| 1. Are | 4. Is |
| 2. Are | 5. Are |
| 3. Is | |

The answers are personal. Accept all logical answers.

Optional: If the answer is negative, ask the pupils to provide a positive true statement.

→ **Workbook** Tell the pupils to do the exercises on pages 36-37 of the Workbook to practice the question form of the verb *to be*.

Page 32

New Words: *always, but, fast, hard, help, if, kid, like, other, team*

Teach the words that are listed at the bottom of pages 32-33. (See suggestions in the Introduction – *How to teach and review the new words*.) Point out that the word *like* has two meanings. Ask the pupils what other word they know for the word *kids* (*children*).

Read the pairs of words in the Notice! box and explain that when we add *-er* to certain verbs, the meaning changes to a profession or sportsperson. Name other verbs which fit this category (for example, *teach, swim, play, sing*) and have the pupils add *-er* and translate the words.

NEW WORDS Workbook, page 37

Tell the pupils to complete the activities in the Workbook to learn the new words.

Reading

1 Answer the question.

Look at the pictures and answer the question.

Ask the pupils to look at the pictures and say how dogs can help people. Explain that library dogs help children who are struggling to read develop a more positive attitude to reading. Children practice reading stories aloud to dogs and the dogs enjoy the story without correcting or judging the reader. Some service dogs help people who are physically challenged perform tasks like picking things up that fell or bringing them things like a ringing phone. Guide dogs help blind and visually-impaired people walk around. Point out to the pupils that not all disabilities are visible to the eye and it is important to always try to be kind and sensitive.

Brainstorm other animals that can help people in different ways. Ask the pupils if they know anyone who gets help from an animal.

2 Read and find out.

Read the article and find out who Ann's best friend is and what is special about their friendship.

Elicit the text type from the pupils (magazine article). Read the title and explain the word *friendship*. Have the pupils scan the text for words connected to friendship (*best friends, together, special*).

Read the text and have the pupils follow. Ask the pupils who Ann's best friend is (Jackie, her guide dog). Then ask why Ann needs a guide dog and how their friendship is special.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

Page 33

3 Answer the questions.

In this exercise, the pupils answer open-ended reading comprehension questions to show basic understanding of the text.

Read the questions with the pupils and make sure they understand them. Then tell the pupils to answer the questions.

ANSWERS

1. Ann and Jackie like to eat, listen to music and run together.
2. Jackie helps Ann run on her school team.
3. Ann needs Jackie's help because she is blind.

4 Complete the sentence.

Tell the pupils to choose the correct answer to complete the sentence. This task requires inference: the text does not explicitly say that Ann feels like a winner because she can run on a team even though she is blind. The pupils need to understand this implicitly from the text.

ANSWER

c

Words

1 Say yes or no.

Say which sentences are true and which are not true for you. Compare your answers with a partner.

Ask the pupils to translate the words in bold. Then tell the pupils to say which sentences are true for them. Have the pupils compare their answers with a partner. Alternatively, have the pupils find other pupils who answered in the same way as they did.

2 Give examples.

Give examples for at least three of the items below.

Ask the pupils to translate the words in bold. Read the first item and tell the pupils to give an example. Read the sentence in the speech bubble and tell the pupils to use it as a model. Then tell the pupils to continue and give examples for at least three items.

→ **Workbook** Tell the pupils to do the exercises and the Read More on pages 38-40 of the Workbook.

TASK

Make a poster for an event about pets.


1. Tell the pupils to make a poster for an event about pets that includes:

- where the event will take place
- when the event will take place
- how someone can get information about the event

Refer the pupils to the poster on page 26 as a model.

Remind the pupils that sentences and names of the days of the week and months begin with capital letters.

2. Tell the pupils to choose a pet and write at least two things one needs to do to take care of it. Tell them to use new words from this part of the unit.
3. Remind the pupils to use capital letters.
4. Tell the pupils to illustrate their poster.

 **ICT** This task may also be done digitally. Tell the pupils to use a Microsoft Office template or an online poster-making program such as Fotor or Glogster to make their poster.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 232 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Chart appears on page 182 of this Teacher's Guide.

Page 34

Part 3 • Good Friends

Read the title and share the objectives of this part with the pupils.

New Words: *beautiful, because, break, for, into, near, race, road, their*

Teach the words listed at the bottom of pages 34-35. (See suggestions in the Introduction – *How to teach and review the new words.*) Point out that the word *their* has the same pronunciation as *there* but has a different meaning and spelling.

Review prepositions that can answer the question *Where?* (*in, on, under, near, next to, in front of*).

Optional: Write the word *beautiful* on the board. Ask the pupils how many letters are in the word and then ask how many vowels there are. Challenge the pupils to write as many words as possible using only these letters. Give them a time limit. Then have the pupils share their answers with the class. (Possible answers include: *at, eat, if, but, it, be, fat, late, tail, left, bat.*)

NEW WORDS Workbook, page 41

Tell the pupils to complete the activities in the Workbook to learn the new words.

Reading

1 Talk about the pictures.

You are going to read a story in two parts. Look at the pictures below. What do you think the story is about?

Ask the pupils if they like to ride their bikes with their friends. Elicit other things that you can ride, such as skateboards, scooters, horses, etc.

Discuss with the pupils what they can learn from the title and pictures before reading the text.

Brainstorm what the problem might be with the boy's bike. Ask the pupils how they think he feels. Ask them what they think the story is about.

2 Read and find out.

Read Part 1 and find out why Dan is sad.

Read Part 1 of the story with the pupils. Ask the pupils to find the key sentences in each paragraph that tell the important facts in the story:

Paragraph 1:

Dan has a beautiful blue bike.

The boys want to ride their bikes in a race.

Paragraph 2:

He rides his bike into the tree and breaks the bike.

Paragraph 3:

But he is sad because he can't ride his bike in the race.

Ask the pupils why Dan is sad. Then ask them whose prediction about what happens in the story was correct.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

Page 35

3 Answer the question.

Answer the question. Choose the three correct answers.

Tell the pupils to read the question and choose the three correct answers. Check the answers and tell them to point to the sentences in the text that support each answer.

This question requires integration: the pupils need to locate information given explicitly in different parts of the text.

ANSWERS

a, c, e

4 Tell your partner.

Do you think Dan is going to ride in the race?

This exercise requires a personal response: in order to answer the question, the pupils need to draw on their literal understanding of the text and their opinion.

Write *I think Dan will / won't ride in the race because...* on the board and ask the pupils to complete it and tell their partners what they think is going to happen in Part 2 of the story.

Words**1 Choose the answers.**

Choose the correct answer to complete each sentence.

Tell the pupils to choose the correct words to complete the sentences. Have pupils read the completed sentences to the class.

ANSWERS

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

2 Complete the sentences.

Complete the sentences with the words below.

Have the pupils read the words in the word bank and translate them. Then tell the pupils to use these words to complete the sentences. Have pupils read the completed sentences to the class.

ANSWERS

1. races 4. their
2. near 5. for
3. because

→ **Workbook** Tell the pupils to do the exercises on pages 42-43 of the Workbook to practice the new words.

Page 36

New Words: *idea, money, now, use*

Teach the words that are listed at the bottom of page 36. (See suggestions in the Introduction – *How to teach and review the new words.*) Ask the pupils to work in pairs or groups of three and see how many different ways they can complete the following sentences:

*I have a good **idea**. Let's ...*

*I have a lot of **money**. I want to ...*

NEW WORDS **Workbook, page 43**

Tell the pupils to complete the activities in the Workbook to learn the new words.

Reading**1 Read and find out.**

Read Part 2 of the story and find out how Dan's friends help him.

Tell the pupils to guess how the picture and poster are related to the story. Ask if anyone in the class has received money for washing a car.

Read the text with the class and tell them to find out how Dan's friends help him. Ask the pupils how Dan feels at the end of the story.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

2 Match.

Match the words below to the correct sentences.

This exercise practices basic comprehension and requires global understanding of the story.

Read the words in the word bank with the pupils. Point out that these are all characters or items that appear in the story. Then explain to the pupils that each sentence refers to one of the people or items in the word bank. Tell them to match the words to the correct sentences. Tell the pupils to refer back to the text to check their answers.

ANSWERS

- | | |
|-----------------|-----------------|
| 1. Dan | 4. the cars |
| 2. Mike | 5. the children |
| 3. the new bike | |

Page 37

3 Answer the questions.

In this exercise the pupils answer open-ended reading comprehension questions that require global understanding of the story.

Tell the pupils to answer the questions about the story. Remind the pupils that we use the Wh- question word *Why* to ask for a reason for something. Point out that we answer *Why* questions with the word *because*.

ANSWERS

1. Mike needs money because he wants to help Dan buy a new bike.
2. Mike's idea is to have a car wash.

4 Find examples.

Read the sentence and find two examples from the story.

Tell the pupils to read the sentence and find two examples from the story that show why Dan is happy.

ANSWERS

He has a new bike to ride in the race.
He also has good friends.

5 Complete the note.

Complete the thank you note Dan makes for his friends on page 44 of the Workbook.

This exercise requires integration: the pupils must locate information from different parts of the story in order to complete the note.

Read the note and point out to the pupils that a thank you note needs:

- an opening (greeting and person being addressed)
- a body (the message you want to convey)
- a closing (name of person sending the message)

Ask the pupils to identify those elements in Dan's note.

Then tell the pupils to go to page 44 of the Workbook and complete the thank you note Dan makes to give to his friends. Tell the pupils to use the story to help them complete the message.

Words

Match A to B.

Match A to B to form sentences.

Tell the pupils to translate the words in bold. Then have them match each sentence beginning in A to an ending in B, thereby forming complete sentences.

ANSWERS

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

→ **Workbook** Tell the pupils to do the exercises on pages 44-45 of the Workbook to practice the new words.

Page 38

have / has

Read the example sentences with *have / has* in the teaching box. Then say a sentence about something you have that is visible to the class. For example: *I have a brown bag*. Then point to a pupil and say: *You have a blue bag*. Then continue, saying sentences with *has* about other pupils in the class. For example: *(Neta) has a pink bag*. Elicit the meaning of the verb.

Ask the pupils to look for sentences from Parts 1 and 2 of the story on pages 34 and 36 that include the verb *have / has*. Write the sentences with *have* and the sentences with *has* in separate columns on the board. Elicit the rule that *has* is used for the third person singular (*he / she / it*).

Direct the pupils' attention back to the sentences in the teaching box and ask them how they say them in their language. Compare the word order in English and Hebrew.

Have the pupils say sentences about something they have in their bags or on their desks. Repeat the sentences the pupils say in the third person. For example: *Tom has ...*

Play "Grandmother's Basket" by having the pupils make up their own sentences with *I have* and repeating the sentences their friends have said. For example: *I have a yellow pencil. Tom has a green notebook. Tali has a red bag*.

→ **Learn about have / has: Workbook, page 45**

Tell the pupils to read the explanation and do the exercise in the grammar box.

1 Complete the sentences.

Complete the sentences with the words below.

Tell the pupils to complete the sentences with *have or has*. Remind them that they should choose the correct form according to the pronoun that precedes it.

ANSWERS

1. have	4. have
2. has	5. has
3. have	6. have

2 Talk about the pictures.

Say sentences about one of the pictures. Your partner must identify the picture.

Say a sentence about a person or the people in one of the pictures using *have / has* and have the pupils name the picture.

Tell the pupils to work in pairs. Pupil A says a sentence about one of the pictures; pupil B must say which picture is being described. Tell them to use the example as a model. Walk around and make sure the pupils are speaking in English during the activity.

Speaking

Talk with a partner.

Talk with a partner about things you have.

Tell the pupils to ask and answer the question with their partner. Ask two volunteers to do an example dialogue for the class. Walk around and make sure pupils are speaking in English during the activity.

→ **Workbook** Tell the pupils to do the exercises on page 46 of the Workbook to practice *have / has*.

Page 39

Writing

Read the explanation and examples in the teaching box. Write the sentences on the board. Elicit the different meanings of *is* and *has* and emphasize that all sentences in English must have a verb. Explain that verbs are often referred to as action words because they express actions, for example, *run, read, write, give, wash*, etc.

1 Write sentences.

Write at least four sentences about the picture: two with the verb is / are and two with the verb have / has.

Ask a pupil to describe one of the people or animals in the picture, and then to say what one of the people or animals has. Repeat with other pupils.

Read the Writing Tip and elicit the rules for capital letters and periods. Write a few sentences on the board missing out some capital letters and some periods. Ask for volunteers to come up and correct your sentences.

Tell the pupils to write at least four sentences about the picture – at least two with the verb *is / are* and two with the verb *have / has*.

Tell the pupils to use the examples as a model.

POSSIBLE ANSWERS

Ben and Joe are young.

Grandma is old.

Ben and Joe have apples.

Grandma has a computer.

Dad is tall.

Simba is dirty.

Dad has a hat.

Simba has a ball.

Mom is short.

Mom has a cake.

Page 40

2 Complete the sentences.

Look at the information in the chart about a lost pet. Then complete the sentences on page 47 of the Workbook.

Read the notice for the lost pet with the pupils. Explain the meaning of the word *lost*. Ask pupils questions about the lost pet such as: *What is the pet's name? What kind of pet is it?* Then tell the pupils to complete the sentences on page 47 of the Workbook using the information in the notice. Remind them of the difference between *is* and *has*.

ANSWERS

I can't find my *cat*.

She is *small* and *black*.

She has *green eyes* and a *long tail*.

Her name is Lucky.

Please call: 777-3333

→ **Workbook** Tell the pupils to do the exercises on pages 47-48 of the Workbook to practice writing.

Listening

1 Talk about the animals.

Do you think animals can be good friends with each other? Which of the animals below do you think can be friends?

Ask the pupils if they think animals can be good friends with each other. Ask the pupils to name the animals in the pictures. Then ask them which of the animals in the pictures they think can be good friends. Tell them to explain their answers.

2 Listen and point.

Listen and point to the things Sandy the dog and Splash the duck do together.

Tell the pupils they are going to listen to a radio show about Sandy the dog and Splash the duck. Ask them which of the activities shown in the pictures they think the two do together. Tell them to listen and find out if their predictions were correct.

LISTENING SCRIPT

Ronny: Good morning. This is Ronny's Radio Show. I'm Ronny, and today I am talking to Alice about some special pets. Alice, please tell us about these pets.

Alice: There is a duck named Splash. There is also a dog named Sandy.

Ronny: What is special about Splash and Sandy?

Alice: Splash and Sandy are good friends. They are always together.

Ronny: What do they do together?

Alice: They like to play games together. First Sandy runs behind a tree and then Splash runs behind the tree too.

Ronny: That's a great game.

Alice: They also swim together.

Ronny: Where do they swim?

Alice: There is a small pool in the garden. Splash swims in it. Sandy sits in the pool next to Splash. Sometimes Sandy stands in the pool and Splash swims under Sandy.

Ronny: Do Splash and Sandy also eat together?

Alice: Yes, they eat together in the morning and at night.

Ronny: Do they eat the same food?

Alice: Yes, they eat the same food. Splash likes to eat Sandy's dog food.

Ronny: I think Splash wants to be a dog. Do Sandy and Splash sleep together?

Alice: Yes, they like to sleep together. They sleep on a blanket.

Ronny: I want to see the duck and the dog sleeping together.

Alice: Every day people come to the house because they like to watch Sandy and Splash.

Ronny: A dog and a duck are best friends. That is very special. Alice, thank you for talking to us today.

ANSWERS

1, 2, 5

3 Listen and say *true* or *false*.

Listen again and say true or false for each sentence.

Play the recording again for the pupils to listen. Then tell them to read the sentences and say if they are true or false.

ANSWERS

1. true
2. true
3. false
4. false

Optional: Ask the pupils to correct the false sentences. Write the two false sentences on the board and have pupils come up and correct each sentence.

ANSWERS

3. They eat the same food.
4. They sleep on a blanket.

4 Listen and sing.

Listen and sing the song about friendship.

Play the recording of the song for the pupils to listen. Ask the pupils to name the rhyming words. Then play the song again and have the pupils list the things that can be different among friends. Elicit that the common core between friends is the actual friendship and what they do together. Play the song a third time and have the pupils join in.


Optional: Ask the pupils to draw a picture or find a photo illustrating the message of the song.

→ **Workbook** Tell the pupils to do the exercises on page 49 of the Workbook.

TASK

Write about a special friend and present him / her to the class.

1. Tell the pupils to choose a special friend. Explain that they can choose any friend – a family member, a classmate, an older friend, a pet, etc.
2. Tell the pupils to write at least three sentences about him / her. They can write about their friend's hobbies, age and date of birth.
3. Explain that they should write about something that they do together.
4. Tell the pupils to write about how they and their friend are different or the same.
5. Tell them to use pronouns, the verb *to be*, the verb *have* and new words.
6. Have them complete the sentence: *I think ... is special because ...*.
7. Encourage the pupils to include a picture of their friend if possible and decorate their work.
8. Remind them to use capital letters where necessary.
9. Have the pupils present their special friend to the class.

 **ICT** This task may also be done digitally. Tell the pupils they may present their special friend in a slideshow using PowerPoint or another slideshow program.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 233 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Chart appears on page 182 of this Teacher's Guide.

Pages 42-43

Part 4 • Story

Share the objectives of this part with the pupils.

New Words: *closed, find, flower, look for, nice, secret, tell a story*

Teach the words that are listed at the bottom of page 42. (See suggestions in the Introduction – *How to teach and review the new words.*) Point out the difference between the verbs *look* and *look for*. Explain to the pupils that *tell* means to say something to someone. You can tell a story, you can tell someone good news and you can tell someone your name. Also point out that *closed, nice* and *secret* are all adjectives.

NEW WORDS Workbook, page 50

Tell the pupils to complete the activities in the Workbook to learn the new words.

1 Think about it.

You are going to read a story called “The Secret Garden”. Why do you think the garden is secret?

Tell the pupils they are going to read a story called “The Secret Garden”. Make sure they understand the meaning of the title. Ask them why they think the garden is secret.

Point out to the pupils that this story is based on a book by Frances Hodgson Burnett. Ask the class if anyone has read the book.

2 Read and find out.

Read Part 1 of the story and find out about the secret garden.

Frame 1:

Read the first two paragraphs to the class. Ask the pupils why Mary lives with her uncle. Elicit the answer: Mary lives with her uncle because she doesn't have parents. Write the answer on the board and underline the word *because*. Remind the pupils that when we give a reason for something we use the word *because*. Ask the pupils: *Why is Mary sad?* Encourage the pupils to answer using a full sentence. Then ask if they think Martha and Mary are friends and how they think Martha makes Mary feel.

Read to the end of the section with the class. Check comprehension by asking:

1. *What is in the garden?*
2. *Why is the garden closed?*
3. *Can Mary see the secret garden?*

Frame 2:

Read the text together with the pupils and ask them if they think there is a connection between the bird and the garden.

Frame 3:

Read the text together with the pupils. Check comprehension by asking:

1. *What does Mary find?*
2. *What does the garden look like?*
3. *Why does Mary need help?*

Ask the pupils how they think Mary feels when she goes into the garden.

Optional:

1. Give the pupils time to practice reading the dialogue in frame 1. Invite three pairs of volunteers to be Mary and Martha and to stand in front of the class and read out different parts of the dialogue.
2. Ask the pupils to name and describe the characters in Part 1 (Mr. Craven, Mary and Martha).

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

3 Answer the question.

Read the question with the pupils and have them say what they think Mary does in the secret garden.

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 51-53 of the Workbook. The reading comprehension exercises practice different levels of reading comprehension as follows:

Exercise 1 practices basic understanding. It requires global understanding of the story.

Exercise 2 requires basic understanding of the text and integration: the pupils need to locate information given explicitly in different parts of the text in order to complete the task.

Pages 44-45

New Words: *cry, I'm sorry, perhaps, sick, too*

Teach the words that are listed at the bottom of pages 44-45. (See suggestions in the Introduction – *How to teach and review the new words.*) Ask the pupils for another word they have learned that means the same as *too* (*also*).

NEW WORDS Workbook, page 53

Tell the pupils to complete the activities in the Workbook to learn the new words.

4 Read and find out.

Read Part 2 and find out who Mary meets and what Mary does in the secret garden.

Review the events of the first part of the story with the class. Write the following sentences on sentence strips and stick them in a random order on the board:

Martha tells Mary about the secret garden.

Mary sees a beautiful red bird.

Mary sees a door under the bird.

Martha finds the secret garden.

Martha needs help to clean the secret garden.

Read the sentences with the pupils. Ask them which event came first in the story. Have a pupil come up to the board and put that sentence strip first. Repeat with the remaining sentences, putting them in the correct order according to the story.

Frame 1:

Read the text together with the pupils. Ask the pupils who Mary meets and to name at least three different facts about the boy. (For example: *His name is Dickon. His mother is Martha. He loves animals. He has a fox and a bird. He is happy to help Mary clean the garden and to be her friend.*)

Ask the pupils how they think both the children feel.

Frame 2:

Read the text together with the pupils. Check comprehension by asking:

1. *Who does Mary find in the house?*
2. *Why is Colin sad?*
3. *How does Mary help Colin?*

Frame 3:

Read the last part of the story together with the class. Ask the pupils what Mary does in the garden.

Ask the pupils to name the characters in the story and list them on the board. Then tell the pupils to describe each character. Say a sentence – for example: *I have a fox and a bird.* – and ask the pupils to say which character would say that sentence. Repeat with other sentences.

Optional: Give the pupils time to practice the dialogue in frame 2. Ask two volunteers to be Mary and Colin. Tell them to stand in front of the class and read the dialogue.

For additional suggestions, see *How to deal with the reading texts* in the Introduction.

5 Answer the question.

This question requires a personal response: in order to answer this, the pupils need to draw on their literal understanding of the text and their opinion.

Read the question with the pupils and make sure they understand it. Elicit answers from the pupils. Talk about the fact that at the beginning of the story, both Mary and Colin were sad because they didn't have any friends. Dickon had friends, but only animals. Now all three children are friends because of the secret garden. Point out that Colin is physically challenged, which does not prevent Mary and Dickon from developing a friendship with him.

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 54-55 of the Workbook. The reading comprehension exercises practice different levels of reading comprehension as follows:

Exercise 1 requires sequencing: the pupils need to sequence the events of this part of the story.

Exercise 2 requires basic understanding and inference. The pupils need to locate information given explicitly in the text. Sentences 1 and 3 require inference: the pupils need to infer that Mary is happy and that Colin and Dickon are her new friends, and that the animals are Dickon's friends.

TASK

Make a secret garden. Describe what you can see and do there.

1. Give the pupils a copy of page 179 of this Teacher's Guide and tell them to cut out the gate or tell them to build a model of a gate that opens into a secret garden.
2. Tell them to draw or build what is inside the garden.
3. Tell the pupils to write at least two sentences about the garden and at least one sentence about what people do in the garden.
4. Remind the pupils to use capital letters and periods.
5. Tell the pupils to work in pairs and act out a dialogue between two people or animals in the garden. Tell them that they may act out a dialogue between two characters from the story "The Secret Garden". Remind the pupils to speak clearly when acting out their dialogue.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 234 of the Workbook, and check that they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Chart appears on page 183 of this Teacher's Guide.

Page 46

REVIEW

A list of all new vocabulary from the unit is presented here. The following are some suggestions for activities using the word list:

1. Tell the pupils to look at the word list and find and name:
 - a. words that begin with capital letters (the months)
 - b. words that end in *-teen* and *-ty* (numbers)

2. Tell the pupils to work in pairs and find as many verbs as they can in two minutes. Then ask them to find words that go with each verb and to list as many as they can for each verb. Have them share their lists with the rest of the class. Accept any logical answers. (The verbs in the list are: *begin, break, brush, choose, cry, find, give, help, learn, look for, put, take care of, use, wait, wash, win.*)
3. Draw a 5x5 grid on the board. Label the coordinates 1-5 across the top and a-e down the side. Write the letters of the alphabet randomly in the grid without the letter *x*. Say coordinates to spell a target word from the word list. Have the pupils work out what word you are saying and the first group to write a sentence with the word gets a point. Then have the pupils play in pairs.
4. Make a crossword with words from the list. Divide the class into 2-3 teams. Write the word *information* vertically down the board. Invite a pupil to the board to add a word crossing the first letter in order to build a crossword. The word must be from the list. Teams get a point for spelling, translating the word correctly and making up a sentence. Repeat in turn with each team. The team with the most points at the end wins.

Let's Practice Words

1 Match.

Find two words in B that go with each verb in A to make phrases. Then translate them.

Tell the pupils to make phrases by finding two words in B that go with each verb in A. Tell them to write the phrases in their notebook and then to translate them.

POSSIBLE ANSWERS

learn chess, learn a hobby
win a race, win some money
wash a toy, wash a blanket
help old people, help a sick kid

Page 47

2 Match A to B.

Tell the pupils to match the words or sentences in A to B.

ANSWERS

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

3 Find and match.

Find a word in the list that matches each definition.

Tell the pupils to find a word in the list that matches each definition.

Optional: Have the pupils work in pairs and divide the list. The pupils then share their answers.

ANSWERS

1. cry	5. young
2. year	6. a hundred
3. pool	7. brush / wash
4. at night	

4 Number.

Rate the words for each adjective from 1 to 3.

Read the adjectives in bold to check that the pupils understand them. Then tell the pupils to rate the words for each adjective from 1 to 3, 1 being the highest and 3 being the lowest.

5 Make word maps.

Make word maps for at least one of the topics. Translate the words and compare the words you chose with a partner.

Tell the pupils to copy and complete the word maps for at least one of the topics. Then tell the pupils to translate the words and compare the words they chose with a partner.

The following are suggestions for additional activities to review the vocabulary and language structures from this unit:

1. Play “Cross the Road” to practice collocations.

Divide the class into two teams and choose a “writer” from each team. Draw a zebra crossing on the board with two different colored stick figures at each end. Fill in the stripes on the crossing with the following verbs: *learn, wash, brush, take care of, help, break, look for, find*. Each team takes turns having a team member say a word to go with the first verb. For example: *learn English*. The team writer writes it on the board. Each writer uses a different color. A word cannot be repeated for the same verb. When one team reaches the other side, the game stops. Teams get a point for each word.

2. Play “Pass the Cards” to review adjectives.

Divide the class into teams of 3-4 and have the pupils sit in a circle. Write the following adjectives on cards: *important, special, young, old, fast, beautiful, nice, sick*. Pass the word cards around the circle. Say “Stop” and name a famous person or character from a story or someone they know. Any team that can include their word in a sentence with the character you named gets a point.

Page 48

Let’s Talk and Review

Review the list of words on the left. Explain to the pupils that they should use the words when doing the activities.

1 Say words.

Name at least five items in the picture.

Ask the pupils where the people are in the picture. Invite a pupil to read the sign and make sure they understand the setting. Invite pupils to name at least five items in the picture.

2 Say sentences.

Say sentences about the people and animals in the picture. Use is / are.

Tell the pupils they are going to work in groups and say sentences with *is / are* to describe the people and animals in the picture. Remind the pupils when to use *is / are*.

Invite three pupils to demonstrate. One pupil is the “secretary”. His / Her job is to write a check mark for each sentence the group says during the allotted time.

Ask one of the volunteers to read the first speech bubble. Ask one of the other volunteers to say another sentence using *is / are* to describe the people and animals in the picture. Remind the secretary to write a check mark. Ask the third volunteer to say another sentence and make sure the secretary writes a check mark.

Divide the class into groups of 3-4 pupils. Tell each group to choose a secretary. Give them two minutes to say as many sentences with *is / are* as they can to describe the people and animals in the picture.

Remind them to use words from the word bank and to use the sentences in the speech bubbles as a model.

Encourage the more advanced pupils to help the less advanced pupils formulate correct sentences.

After two minutes, tell the secretaries from each group to count how many sentences were said by the group.

Tell the pupils they now have to follow the same procedure as before, but this time to say sentences about what the people and animals in the picture have. Invite a pupil to read the second speech bubble. Remind the pupils when to use *have / has*.

Tell the pupils they have two minutes to say as many sentences with *have / has* as they can during the allotted time. Tell them to try and say more sentences than they said in the first round of sentences with *is / are*.

Find out from the secretaries which groups made more sentences during the second round.

Optional: Groups can compete against each other to see which group can create the most sentences.

3 Write sentences.

Write at least three sentences about the picture.

Tell pupils to write at least three sentences of their own about the picture. Remind them to use words from the word bank and to use the sentences in the speech bubbles as models.

→ **Workbook** Refer the pupils to pages 56-65 for a review of the unit, which includes vocabulary, grammar and listening activities, and independent readings. Below is the script for the listening activities on page 59.

1. Meet Honey. She is Guy's best friend. She's a beautiful dog.
2. Honey and Guy are always together. They like to run and play together.
3. At night, Honey sleeps on a blanket near Guy's bed.
4. Guy takes care of Honey. He gives her food every day. He also washes her.

Suggestions for Additional Reading:

The Naughty Monkey, by Terence G. Crowther, Oxford Up and Away series, Level 1

Two Friends, by Alan Bryce and Steve Ziolkowski, Oxford Let's Go series, Level 2

Do They Want Some Peanuts? by Lynne Robertson, Oxford Let's Go series, Level 3

Jimmy's Lucky Day, by Terence G. Crowther and Kelly Scott Morris, Oxford Up and Away series, Level 2

The Town Mouse and the Country Mouse, Oxford Classic Tales, Level 2