

Objectives

In this unit, the pupils will:

Part 1: • learn about different celebrations around the world

• present their favorite celebration

Part 2: • read about different homes

• read about a famous castle

• draw a picture or make a model of a house and present it to the class

Part 3: • read an email about a trip

• read about an unusual sport

• interview friends about sports or outdoor activities that they do

Part 4: • read the story “Around the World in 80 Days”

• make a passport for places that they want to go to

Domains and Benchmarks

	Access to Information	Social Interaction	Appreciation of Language, Literature and Culture	Presentation
PART 1 Task: Present your favorite celebration.			<ul style="list-style-type: none"> are familiar with different cultural practices and traditions from reading literary texts 	<ul style="list-style-type: none"> present information on limited content supported by visual aids describe people, places, things, events and personal experiences in familiar settings use given criteria such as checklist / rubric to prepare presentations
PART 2 Task: Find or draw a picture of a house or make a model, write about it and present it to the class.				<ul style="list-style-type: none"> present information on limited content supported by visual aids describe people, places, things, events and personal experiences in familiar settings
PART 3 Task: Interview at least three friends about sports or outdoor activities that they do.		<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 everyday situations 	<ul style="list-style-type: none"> know how word order, sound and writing systems are organized and how these elements compare with their language (questions) identify words that are the same in English and their own language 	<ul style="list-style-type: none"> design a means for collecting information and list the results

	Domains and Benchmarks			
	Access to Information	Social Interaction	Appreciation of Language, Literature and Culture	Presentation
PART 4 Task: Make a passport.			<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

Page 49

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. Have the pupils think about special places (for example, the safari, home) and write them on the board.

Remind the pupils that Part 4 is a story.

Pages 50-51

Part 1 • Let's Celebrate

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

New Words: *call, celebration, clean, clothes, get, home, rice, supper, throw, visit*

Teach the words that are listed at the bottom of pages 50-51. (See suggestions in the Introduction – *How to teach and review the new words.*) Have the pupils name the verbs (*call, clean, get, throw, visit*) and nouns (*celebration, clothes, home, rice, supper*) in the list. Write the word *celebration* on the board and ask the pupils how many vowels appear in the word.

Optional: Ask the pupils to write as many words as they can in two minutes, using the letters from the word *celebration*. For example: *at, tree, it, on, eat, one, ten, cat, lion, car.*

Write three of the new words on the board (for example, *clean, clothes, celebration* or *rice, supper, home*) and ask the pupils to work in pairs or groups and write one sentence containing all of them. Have them share their sentences with the class.

Read the sentences in the Notice! box and elicit the two meanings of the word *call*. Ask the pupils for other examples using both meanings of the word *call*.

NEW WORDS Workbook, page 66

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

Reading

1 Talk about the pictures.

Describe the celebrations in the pictures.

Show a map of the world with Thailand, Ethiopia and China labeled. Ask the pupils to share what they know about these countries. Explain to the pupils that they are going to read about New Year celebrations in each of these countries.

Tell the pupils to look at the pictures on page 51 and describe the celebration in each. Encourage the pupils to use full sentences, such as *I can see (a) ...* or *There is / are ...*.

2 Read and match.

Read and match each celebration to the correct picture.

Tell the pupils to look at the text and ask them what type of text it is. Elicit that it is an article from a children's magazine. Explain that magazine articles generally have a date and the title of the magazine across the top or bottom of the page. Read the title of the magazine to the pupils and ask them what kind of articles or information they think would be in this magazine. Point out other features of the magazine article, such as the photos with captions.

Tell the pupils to read the title of the text and check that they understand. Tell the pupils to scan the text for names. Remind them that all names, including the names of places, months and days, begin with a capital letter. Point out that each paragraph is a letter written by a child.

Before reading the text, tell the pupils to look at the captions under each picture and ask what they can learn about each celebration. Elicit that one celebration takes place over two months, one takes place in September and one takes place over three days in April. They can also learn the names of the celebrations.

Read the first letter from Dao with the pupils. Check comprehension by asking the following questions:

1. *Where does Dao live?*
2. *What does Dao do on his New Year?*
3. *What does Dao eat on his New Year?*
4. *Why do people in Thailand throw water on other people on their New Year?*

Repeat with Annan's and Bo's letters, asking the following questions:

Annan:

1. *Where does Annan live?*
2. *What does Annan wear on the New Year?*
3. *What do children do at night?*
4. *What does Annan eat on his New Year?*

Bo:

1. *Where does Bo live?*
2. *How long is his New Year?*
3. *What does Bo eat on his New Year?*
4. *What does Bo do on his New Year?*
5. *What does Bo wear on his New Year?*

Tell the pupils to match each letter to the correct picture. Then tell them to name each festival and say when it takes place.

Optional: After reading the first letter together with the class, have the pupils work in pairs. Each pupil reads one letter and then shares the information with his / her partner.

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

ANSWERS

First letter (Dao) – picture 3

Second letter (Annan) – picture 2

Third letter (Bo) – picture 1

3 Match the sentences.

Match at least four sentences to the country / countries they relate to.

Read the first sentence to the class. Ask the pupils which country this sentence relates to. Tell the pupils to find and read the sentence from the text to support their answer.

Then tell the pupils to match at least four sentences to the country or countries they relate to. Point out that some sentences may relate to more than one country.

This exercise practices basic understanding and integration. The pupils need to locate information given explicitly in the text, and at times in different parts of the text, in order to complete this task.

ANSWERS

1. Ethiopia
2. China
3. Ethiopia, China
4. Ethiopia
5. Thailand, Ethiopia
6. China
7. Thailand

4 Compare celebrations.

Compare two of the New Year celebrations. Relate to the length of the celebration, the food, clothes and customs.

Draw the pupils' attention to the Venn diagram and ask them what two countries are being compared. (You might want to explain that a Venn diagram is a diagram that uses overlapping circles to show what the items being compared have in common.)

Ask the pupils to say what the New Year celebrations in Thailand and China have in common. Elicit that both countries eat rice as part of their New Year celebrations. Ask the pupils how many days the New Year celebration lasts in both countries. Point out that the information for the length of the New Year celebration in Thailand appears in the caption under the picture. Pupils need to infer that if it is from April 13 to 15, it is three days.

Tell the pupils to choose two of the countries they read about and compare their New Year celebrations. Explain that they should relate to the length of the celebration, the food, clothes and customs. Tell them to create their own Venn diagram to show the comparison.

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

5 Talk about celebrations.

Say which New Year celebration you think is fun.

This exercise requires a personal response. Tell the pupils to say which New Year celebration they think is fun. Write the sentence *I think the New Year celebration in ... is fun because ...* on the board and encourage the pupils to answer using a full sentence.

Draw a tally chart on the board to see which celebration the pupils think is the most popular.

6 Compare celebrations.

Choose one of the New Year celebrations you read about and compare it to how you celebrate your New Year.

Brainstorm with the pupils how they celebrate their New Year. Ask them to focus on the food, clothes, family, customs and length of the celebration.

Have the pupils compare their New Year celebration to one of the celebrations they read about. Invite pupils to share their work with the class. The pupils may present the information in a Venn diagram or they may prepare this task digitally and include photos or pictures of their New Year celebration.

Optional: Tell the pupils to choose another country, research how the people there celebrate the New Year and present the information to the class.

This exercise practices integration and personal response.

Page 52

Words

1 Match A to B.

Match A to B to make phrases.

Tell the pupils to read the words in A and ask them what they have in common. Elicit that they are all verbs. Then explain that they must match a verb from A to a noun from B to make as many phrases as they can. Have the pupils share their answers with a partner.

Optional: Have the pupils write sentences with the phrases they made.

POSSIBLE ANSWERS

throw a ball / water
visit family / friends
eat rice / supper
get water / money / a ball
clean a house

2 Choose the words.

Choose the two words that are associated with the word in bold in each row.

Tell the pupils to read and translate the words in bold. Then tell them to name the two words in each row that are associated with the word in bold. Do the first one together with the class as an example. Have the pupils explain their answers.

Optional: Ask the pupils to add another word to each group.

ANSWERS

1. birthdays, friends
2. food, flowers
3. family, rooms
4. T-shirt, pajamas

3 Give examples.

Give at least one example for each item below.

Ask the pupils to translate the words in bold. Then tell them to give at least one example for each item. Point out the example in the speech bubble.

Optional: To help the pupils answer using full sentences, write the sentence stem for each answer on the board.

1. *I like to visit ...*
2. *I eat rice with ...*
3. *In spring I wear ...*
4. *At home I help clean ...*

Speaking

Talk with a partner.

Ask and answer the questions with your partner.

Read the questions and answer stems with the pupils and check that they understand. Then tell the pupils to work in pairs, taking turns to ask and answer the questions. Walk around the class to check that the pupils are speaking English. Invite pupils to share their answers with the class.

→ **Workbook** Tell the pupils to do the exercises on pages 67-68 of the Workbook to practice the new words.

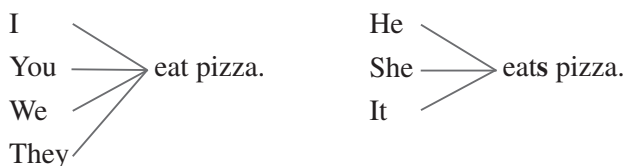
Page 53

Present Simple

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

Read the sentences in the teaching box and translate them. Point out the difference between the first and third person singular – *s* is added to the verb in the third person singular. Explain that we use Present Simple to talk about what we do every day, every week, and what we do regularly.

Write the following diagrams on the board and tell the pupils to copy them into their notebook:



Point to a few pupils and say: *(Name) and (Name) eat pizza every day*. Then point to one pupil and say: *(Name) eats pizza every day*. Repeat with other verbs. Elicit that we add *s* to the verb for the third person singular.

Tell the pupils to go back to the text on page 50 and find some verbs in the Present Simple in the text. Point out that most of the verbs don't have the *s* because the subject is *we*.

→ **Learn about the Present Simple: Workbook, page 68**

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

1 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to choose the correct form of the verb to complete each sentence. Remind them that the subject of the sentence determines which form of the verb to use.

Read the first sentence together with the class. Ask the pupils to say what the subject is (*the children*). Then point out that *the children* is *they*, so the verb does not need an *s*. Tell the pupils to continue in the same way and choose the correct word to complete each sentence.

Have pupils read the correct sentences out loud when they are finished.

ANSWERS

- | | |
|----------|----------|
| 1. sing | 4. rides |
| 2. plays | 5. help |
| 3. eat | |

2 a. Talk about the pictures.

What do the children do every Friday? Say a sentence about one of the pictures using the words in the chart. Your partner must identify the picture.

Tell the pupils to work in pairs. Pupil A must make up a correct sentence from the substitution chart about one of the pictures. Point out that they must pay attention to the subject of the sentence and then choose the correct form of the verb. Pupil B must say which picture is being described. The pupils then exchange roles. Point out the example in the speech bubbles which they can use as a model.

b. Write sentences.

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

Tell the pupils to choose at least three pictures and write a sentence for each, using the words in the chart.

ANSWERS

1. Max throws water on his friend.
2. Deb gives flowers to her mom.
3. The children get money.
4. Lee eats rice.
5. Janet and Tali wear new clothes.

→ **Workbook** Tell the pupils to do the exercises on pages 69-70 of the Workbook to practice the Present Simple.

Page 54

New Words: *each, everyone, fall, flag, guess, kind of, many, outside, parents, pull, spoon, weekend*

Teach the words that are listed at the bottom of pages 54-55. (See suggestions in the Introduction – *How to teach and review the new words.*) Write the word *outside* on the board and ask the pupils what they can do outside. List their ideas on the board. Ask the pupils to name the days of the week that make up the weekend.

Draw the pupils' attention to the Notice! box. Ask them how they say *blog* and *picnic* in their language. Elicit that these words are cognates. Explain that both words appear in the text. If necessary, explain that a blog is an online personal journal or diary.

Optional: Review the words by listing all or some of them on the board and asking pupils to add their translations. After a few minutes, erase them. Have the pupils recall and write as many as they can and to then share their lists with other pupils until they have the complete list.

NEW WORDS Workbook, pages 70-71

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

Reading**1 Read and find out.**

Does your country have any special celebrations? Read Zoe's blog and find out two things that people do on Picnic Day.

Ask the pupils: *Does your country have any special celebrations?* List their answers on the board.

Read the title of Zoe's blog and ask the pupils: *Do you like picnics?* Encourage them to answer using *Yes, I do. / No, I don't.*

Read the blog with the class. Have the pupils follow along. Stop after each paragraph to ask questions to check comprehension:

Paragraph 1:

1. *Where does Zoe live?*
2. *What special celebration is there in Australia?*
3. *When is Picnic Day?*

Paragraph 2:

What two kinds of picnics do people have?

Paragraph 3:

What games do people play on Picnic Day?

After reading the blog, ask the pupils to name two things people do on Picnic Day.

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

2 Say true or false.

Say true or false for each sentence.

Have the pupils read each sentence and say if it is true or false according to the text. Tell the pupils to read the sentences in the text that support their answers.

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

ANSWERS

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

3. Picnic Day is on a *Monday*.
4. Kids *don't* go to school on Picnic Day.

Page 55

3 Talk with a partner.

Which items do you think are needed for the picnic? Which items do you bring on a picnic?

Review the items in the pictures. Then ask the pupils to work in pairs and say which items are needed for a picnic on Picnic Day in Australia and which items they bring on a picnic.

This task requires inference and personal response. The pupils need to infer what items are needed at an Australian Picnic Day based on the activities and the description in the blog. The pupils must draw on their understanding of the text and their opinions to answer the second question.

4 Answer the question.

Answer the question. Find a sentence from the text that shows this.

Have the pupils answer the question. Then tell them to find a sentence in the text to justify their answer.

This question requires inference: the pupils need to infer that Zoe likes Picnic Day since it is her favorite celebration.

Optional: Have the pupils describe their ideal Picnic Day.

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. Then tell the pupils to use these words to complete the sentences. Have pupils read the completed sentences to the class.

ANSWERS

- | | |
|----------|-------------|
| 1. Each | 4. Everyone |
| 2. guess | 5. Pull |
| 3. many | 6. fall |

2 Give examples.

Give examples for at least three of the items below.

Ask the pupils to translate the words in bold. Then tell them to give examples for at least three of the items. List the responses for items 4, 5 and 6 on the board and find out how many pupils gave the same examples.

→ **Workbook** Tell the pupils to do the exercises on pages 71-72 of the Workbook to practice the new words.

Page 56

Listening

1 Say yes or no.

Read the sentences. Say yes or no if they are true or not true for you.

Explain to the pupils that they are going to hear some children talk about their birthdays. Read the first sentence to the class: *On my birthday, I eat candy.* Check that the pupils understand. Then tell the pupils to put their thumbs up if the sentence is true for them or thumbs down if not. Then tell the pupils to work in pairs and read the remaining sentences and say “yes” or “no” if they are true or not true for them. Point out that children from other countries do these things on their birthdays.

2 Listen and number.

Listen to three children talk about their birthday celebrations. Number the pictures in the order you hear about them.

Tell the pupils that they are going to listen to three children talk about their birthday celebrations. Tell them to look at the pictures and ask them to name objects that they see.

Have the pupils write the letters *a*, *b* and *c* in their notebook. Play the recording for the pupils to listen only. Play the recording again for the pupils to listen and number the pictures by writing the numbers next to the letters they wrote in their notebook. Play the recording a final time for the pupils to check their answers.

LISTENING SCRIPT

1. My name is Anna. I live in Russia. I like to go to school on my birthday. The teacher gives the birthday boy or girl a present. We get flowers or a book. We eat pie on our birthdays. This birthday pie has my name on it!
2. My name is Nicolas. I live in Brazil. Birthdays in Brazil are fun. We eat special candy. My favorite is melon candy. We put paper flowers on the walls of the house. We pull the ears of the birthday boy or girl for each year of their birthday.



3. My name is Eva. I live in Norway. In Norway, our parents put flags outside the house on our birthday. We also play a fun party game. It's called the Fishing Game, but we don't get fish. We get ice cream! I like to go to school on my birthday. A friend at school dances with me and the class sings me the Happy Birthday song.

ANSWERS

1. b 2. a 3. c

Speaking

1 Talk with a partner.

Talk with a partner about how you and your friend celebrate your birthdays. Use the verbs below.

Say a sentence to the class about how you celebrate your birthday. For example: *I eat a special supper with my family on my birthday.* Then ask a pupil the question: *How do you celebrate your birthday?* After the pupil responds, repeat what you do and say what the pupil does pointing out the difference in the verb. Then tell the pupils to work in pairs and talk about what they do and what their friend does on their birthdays. Tell the pupils to use the verbs in the word bank and to use the examples in the speech bubbles as a model.

2 Read and answer.

Read the situation and answer the question with a partner. Use the words below or your own.

Read the situation and check that the pupils understand. Then ask the pupils to answer the question using the words provided or their own. Accept all logical answers. Have the pupils explain why they would bring the item they chose.

Page 57

3 Play a game.

Tom wants a party to celebrate his birthday. Choose a picture. Your partner must say sentences about the place, the game and the food to identify the party you chose for Tom.

Explain to the pupils that they are going to play an elimination game in pairs where one pupil chooses a picture from the board and the other pupil must say sentences and figure out which picture his / her partner chose. Point to the picture of Tom and explain that he wants a party to celebrate his birthday.

The board consists of 16 pictures. Each picture depicts a party. The varying elements of the party are:

- the place: pool, park, house, beach
- the game: ball, balloon, flag, spoon, candy, dancing
- the food: pizza, hamburgers, popcorn, sandwiches, fruit, salad, cake, candy, cookies, ice cream

Have the pupils describe each picture on the board. Elicit the elements of each party – where it is taking place, the type of game and the food. Point out that in the pictures with:

- a blue frame, the party takes place at the pool;
- a green frame, the party takes place at the park;
- the light pink frame, the party takes place at home;
- a red and orange umbrella in the top left corner, the party takes place at the beach.

Ask the pupils to name the food and games in each picture.

Tell the pupils to play the game in pairs as follows:

Pupil A chooses the birthday party Tom (a fictional character) wants.

Pupil B says positive sentences in the Present Simple about what kind of party Tom wants, what type of game there is and what food there is. Based on pupil A's responses (*Yes* or *No*) to his / her statements, Pupil B uses a process of elimination to work out which birthday party Tom wants.

For example: If pupil B says *Tom wants a party at the beach*, and pupil A says *No*, pupil B eliminates all of the pictures with a party at the beach.

This continues until pupil B works out which picture pupil A chose. The pupils then exchange roles.

Tell the pupils to read the examples in the speech bubbles as a model.


Optional: You may list the varying elements of the party on the board for the pupils to use as a reference while they play.

→ **Workbook** Tell the pupils to do the Read More on page 73 of the Workbook.

TASK

Present your favorite celebration.

1. Brainstorm different celebrations with the class and ask the pupils to say which is their favorite. Then tell the pupils to choose their favorite celebration, write what the celebration is called, and write at least three sentences about what they do, what they wear and how they feel.
2. Remind the pupils to use capital letters and periods.
3. Tell the pupils to use new words from this part.
4. Tell the pupils to decorate their work.
5. Encourage the pupils to bring in a photo or items that are connected to the celebration and to include them in their presentation.
6. Tell the pupils to present their work to the class. Remind them to speak clearly.

 **ICT** Pupils may make a poster or a digital presentation using a slideshow program such as PowerPoint. Pupils may also show a short video of their favorite celebration as part of their presentation.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 235 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.

Pages 58-59

Part 2 • My Home

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

New Words: *cupboard, dining room, glass, mat, mirror, refrigerator, roof, shower, sink, stove, straw, toilet, wood*

Teach the words that are listed at the bottom of pages 58-59. (See suggestions in the Introduction – *How to teach and review the new words*.) Point out that the word *glass* is a material and also something we drink from.

Ask the pupils to suggest ways to categorize the new words. Have them share and compare their answers with other pupils. Accept all logical answers.

Ask the pupils which words from the list are associated with: (a) a bathroom, and (b) a kitchen. Draw a Venn diagram on the board. Label one circle *kitchen* and the other *bathroom*. Then tell the pupils to write items from the new words list in the correct circle. Remind the pupils that items that can be in both are written in the overlapping part.

Ask the pupils which of the new words are materials. Elicit *glass*, *wood* and *straw*. Have the pupils say which of the new words are made from each material. For example: *a straw mat, a glass mirror*, etc. Then ask the pupils to name other items that are made from each material.

Optional: Write the word *refrigerator* vertically on the board. Divide the class into two groups. Invite individual pupils to add one of the new words to build a crossword. The pupil earns a point for his / her team if he / she spells and translates the word correctly.

NEW WORDS Workbook, page 74

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

Reading

1 Read and choose.

Read what some children from around the world say about their homes. Then match each text to the correct picture.

Tell the pupils to scan the text and look for names. Remind them that names of people and countries begin with capital letters. Ask the pupils which countries the children are from.

Tell the pupils to look at the pictures in Frame 1 and describe them. Then read the text with the pupils and ask the following questions to check comprehension:

1. *Where does Jane live?*
2. *Why is Jane's home special?*
3. *What rooms are in the house?*
4. *What is in the garden?*

Then tell the pupils to choose the picture that matches the text.

Repeat this procedure with the other three texts.

Frame 2:

1. *Where does Hiran live?*
2. *Describe Hiran's kitchen.*
3. *Where does Hiran eat?*

Frame 3:

1. *Where does Vicky live?*
2. *Who is Kitty?*
3. *Why doesn't Kitty like the toilet, sink or shower?*

Frame 4:

1. *Where does Carlos live?*
2. *Describe Carlos's bedroom.*
3. *Who is Jack?*
4. *Where does Jack sleep?*

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

2 Answer the questions.

Read the questions with the class and check that the pupils understand. Then tell the pupils to answer the questions.

In this exercise, the pupils answer open-ended reading comprehension questions that require global understanding of the text. Questions 2, 3 and 5 require inference: the pupils need to infer that if Hiran eats in the dining room, there is a table there, that Vicky's cat sees its own reflection in the mirror, not another cat, and that Carlos wants a new mirror because the mirror that he has is old.

ANSWERS

1. Jane's cottage is special because it has a straw roof.
2. The table in Hiran's house is in the dining room.
3. Vicky has one cat.
4. Jack likes to sleep in Carlos's room.
5. Carlos says: "I want a new mirror."

Page 60**Words****1** Talk about the pictures.

Look at the pictures and say what each item is made of.

Write the words *wood*, *straw* and *glass* on the board. Check that the pupils understand their meanings. Point to the first picture and ask the pupils which material it is made from. Elicit that it is made from wood. Write number 1 under the word *wood*. Repeat with the other items.

ANSWERS

- | | |
|----------|-------------------|
| 1. wood | 5. glass |
| 2. straw | 6. straw |
| 3. glass | 7. straw |
| 4. straw | 8. wood and glass |

2 Match A to B.

Match A to B to form sentences.

Tell the pupils to translate the words in bold. Then tell them to match A to B to make complete sentences. Have the pupils read the complete sentences to the class.

ANSWERS

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

3 What is it?

Match the words to the sentences.

Tell the pupils to read each sentence and find the word it refers to in the word bank. Then have the pupils repeat each sentence, replacing the word *it* with the word they chose.

ANSWERS

- | | |
|-----------|-------------|
| 1. stove | 4. mat |
| 2. roof | 5. cupboard |
| 3. toilet | |

→ **Workbook** Tell the pupils to do the exercises on pages 75-76 of the Workbook to practice the new words.

Page 61**Listening****1** Listen and choose.

Aki is a boy from Japan. Listen and find out about his house. Then choose the correct pictures.

Explain to the pupils that they are going to listen to a radio show about homes around the world and that a boy named Aki, from Japan, is going to talk about his house.

Before listening, tell the pupils to look at the pictures and describe what they see. Then play the recording for the pupils to listen only. Play the recording again and tell the pupils to choose the correct pictures of Aki's house. Play the recording a final time for the pupils to check their answers.

LISTENING SCRIPT

Kayla: Hello, listeners. Welcome to our show about homes around the world. Aki from Japan is here with me today. Aki, tell us about your house. Is it a new house or an old house?

Aki: My house isn't new. It's old. It's a hundred years old!

Kayla: Wow! That is old. Is it just one room?

Aki: Yes. In Japan, many houses are one big room.

Kayla: Does it have a living room?

Aki: No, it doesn't. My house doesn't have a living room or bedrooms.

Kayla: Do you have chairs?

Aki: No, we don't have chairs.

Kayla: If you don't have chairs, where do you sit?

Aki: We sit on straw mats on the floor.

Kayla: Where are the beds?

Aki: The beds are in the cupboards.

Kayla: Are the windows glass?

Aki: No, the windows aren't glass. They are wood and paper.

Kayla: Your house is very special, Aki. Thanks for talking to us.

ANSWERS

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

2 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. Read the first sentence and ask pupils if it is true or false according to what they heard. Continue with the remaining two sentences.

ANSWERS

1. false
2. false
3. true

3 Talk about houses.

Compare your house to Aki's. Talk about the features below.

Ask a pupil to say a sentence describing Aki's house using the first criteria (old or new). Elicit the sentence *Aki's house is old*. Then ask a pupil to say a sentence about his / her house, using the same feature. Have the pupil repeat the sentences together to show the comparison.

Then tell the pupils to say sentences comparing their house to Aki's house according to the features listed (whether the house is old or new, the number of rooms in the house, things in the house and what the windows are made of). The pupils may use the example in the speech bubble as a model.

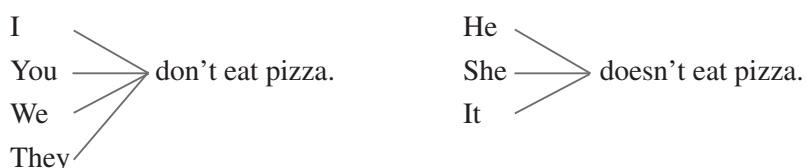
Optional: Have the pupils first write the comparison information in a Venn diagram and see if there is anything in common between their house and Aki's house. Then have the pupils say their sentences according to the information they wrote.

Present Simple – negative

Write a positive and a negative sentence in the Present Simple on the board. For example: *I come to school on Tuesdays. I don't come to school on Fridays.* Repeat with a sentence using the third person singular. For example: *It rains in winter. It doesn't rain in summer.*

Explain that in order to make a negative sentence in the Present Simple, we add a helping word. Elicit what that word is in each sentence (*don't*, *doesn't*). Point out that *don't* and *doesn't* are the shortened forms of *do not* and *does not*. Demonstrate how we delete the letter *o* in the word *not*.

Write the following diagrams on the board and tell the pupils to copy them into their notebook.



Explain to the pupils that we use *don't* with the pronouns *I*, *you*, *we* and *they* and we use *doesn't* with the pronouns *he*, *she* and *it*. Point out that in the Present Simple negative we don't add *s* to the verb in the third person singular but we do add *s* in the helping word *doesn't* in the third person singular.

Read the sentences in the teaching box out loud and translate them. Compare the sentences in English and the pupils' language.

Tell the pupils to look for sentences in the Present Simple negative in the text on pages 58-59 and have volunteers read them aloud to the class.

Optional: Ask the pupils to talk about things they don't do. For example: *We don't swim on Thursdays.*

→ Learn about Present Simple negative: Workbook, page 76

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 each sentence with the correct word – *does* or *doesn't*. Remind them that they should choose the correct form according to the subject that precedes it.

ANSWERS

- | | |
|------------|------------|
| 1. doesn't | 5. don't |
| 2. doesn't | 6. doesn't |
| 3. don't | 7. don't |
| 4. don't | 8. doesn't |

2 Make sentences.

Form at least four sentences with the words in the chart and write them in your notebook.

Look at the chart together with the class. Read the nouns and pronouns in the first column and discuss which helping word – *don't* or *doesn't* – goes with each.

Tell the pupils to form at least four sentences with the words in the chart and write them in their notebook. Tell the pupils to compare their sentences with a partner and see if any of the sentences are the same.

3 Talk with a partner.

Talk with a partner about things you and your brother or sister don't do on the weekend.

Ask the pupils to name things they don't do on the weekend. List their ideas on the board. Encourage the pupils to answer using a full sentence. Read the examples in the speech bubble. Then tell the pupils to work in pairs and talk about things that they and their siblings don't do on the weekend.

→ **Workbook** Tell the pupils to do the exercises on page 77 of the Workbook to practice the Present Simple negative.

Page 63

Writing

Explain to the pupils that in order to talk about where something is, we use the prepositions *in*, *on*, *under*, *in front of* and *next to*.

Optional: Write the prepositions on the board and have the pupils copy them into their notebook and then translate them.

Read the sentences in the teaching box with the class. Explain the structure of the sentence: The sentence begins with a noun, something that answers the question *What is it?* This is then followed by the verb *to be* (*am / is / are*). The last part of the sentence must answer the question *Where is it?* (*it* refers to the noun) and consists of a preposition of place and then another noun.

Ask the pupils to say sentences about where things are in the classroom. Write the sentences on the board. Underline the prepositions and point out the structure like in the example sentences in the teaching box.

1 Talk about the kitchen.

Describe the kitchen in the picture. Use the prepositions and the words below.

Have the pupils read and translate the words in the word bank. Then tell them to describe the kitchen in the picture using the words in the word bank and prepositions. Read the example in the speech bubble and tell the pupils to use it as a model.

2 Complete the sentences.

Complete the sentences according to the picture.

Tell the pupils to look at the picture and name the items they see in the bedroom. Then tell the pupils to complete the sentences with prepositions according to the picture. Have individual pupils read out the completed sentences.

ANSWERS

- | | |
|------------|----------------|
| 1. next to | 4. under |
| 2. on | 5. in front of |
| 3. in | |

3 Write.

Write about your bedroom. Use exercise 2 as an example.

Brainstorm different items that pupils have in their bedrooms. List the items on the board. (Items can include bed, mirror, desk, chair, lamp, shoes, computer / laptop, pencil, book, clothes, etc.) Then tell the pupils to write sentences about their bedroom or an imaginary bedroom. Explain that they should write about where things are in the bedroom. Point out that they may refer to the paragraph in exercise 2 as an example.

Optional: Tell the pupils to draw a picture of their bedroom to illustrate what they wrote.

→ **Workbook** Tell the pupils to do the exercises on pages 78-79 of the Workbook to practice writing.

Page 64

New Words: *all, artist, castle, forest, look at, lunch, paint, rich, thing*

Teach the words that are listed at the bottom of page 64. (See suggestions in the Introduction – *How to teach and review the new words*.) Challenge the pupils to list as many things as they can that are found in a castle and a forest. Then have the pupils list foods that they eat for lunch. Write sentences on the board which include *look at*, *look like* and *look for*. Elicit the different meanings. Have the pupils find connections between the words *artist, castle, forest, paint* and *rich*.

NEW WORDS Workbook, page 79

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

Reading

1 Answer the questions.

Tell the pupils that they are going to read about a real castle. Read the questions and have the pupils answer them.

Ask the pupils if they have ever visited a castle. If they have, tell them to describe what they saw and share their experience.

Optional: Share some interesting general facts about castles with the class. For example:

- *The first castles were made from wood.*
- *There were no toilets (like we know them) in the first castles.*
- *Castles have very high walls because they were built to protect the people living in them.*

2 Read and find out.

Read about Kelburn Castle and find out what you can do there.

Tell the pupils to look at the ad for Kelburn Castle and ask them to describe the picture of the castle. Tell them to scan the ad for adjectives and names. Then read the ad with the pupils and ask the following questions:

First section:

1. *Where is Kelburn Castle?*
2. *Why is Kelburn Castle special?*
3. *Who is Lord Glasgow?*

Second section:

1. *Why are the trees special?*
2. *What looks like the flag of Scotland?*
3. *Where can you eat?*

Third section:

1. *What can you see in the Secret Forest?*
2. *Who can you look for in the Secret Forest?*

Ask the pupils to say what you can do at Kelburn Castle.

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

3 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to choose a word to complete each sentence. Then have pupils read the completed sentences.

This exercise practices basic understanding. It requires global understanding of the ad. Question 4 requires inference: the pupils need to infer that if taking candy from the witch's house will make her angry, then she doesn't want children to take the candy from her house.

ANSWERS

1. an old
2. Artists
3. Children's Garden
4. doesn't want
5. find

4 Answer the question.

Read the question with the pupils and ask them to answer it. This question requires inference: the pupils need to understand that you can't visit the rooms in the castle every day because Lord Glasgow might be at home.

Words

1 Complete the sentences.

Complete the sentences with the words below. There are two extra words.

Tell the pupils to complete the sentences with words from the word bank. Point out that there are two extra words.

ANSWERS

- | | |
|--------------|-----------|
| 1. rich | 3. things |
| 2. an artist | 4. All |

2 Match A to B.

Match the questions in A to the answers in B. There are two extra answers.

Tell the pupils to translate the words in bold. Then read the first question. Ask the pupils what kind of words will be in the answer. Elicit food words. Then ask the pupils which answer in B matches this question. Elicit that it is *c*. Point out that *a* is incorrect because the question is not about what you like to eat. Repeat with the remaining questions.

ANSWERS

- | | | |
|------|------|------|
| 1. c | 2. e | 3. b |
|------|------|------|

→ **Workbook** Tell the pupils to do the exercises and the Read More on pages 80-82 of the Workbook.

TASK

Find or draw a picture of a house or make a model, write about it and present it to the class.

1. Tell the pupils to find or draw a picture of a house or make a model. The pupils may build a model using materials of their choice, or they may create one digitally.
2. Tell them to label the rooms in the house.
3. Tell the pupils to draw and label at least five items in the house. Explain that they should use at least three new words.
4. Tell the pupils to write at least two sentences describing their house.
5. Tell the pupils to write at least two sentences describing what you do in each room.
6. Remind the pupils to use capital letters and periods.
7. Have the pupils present their houses to the class. Tell them that they should describe their house and say why it is special.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 236 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Chart appears on page 183 of this Teacher's Guide.

Page 66

Part 3 • Getting Out

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

New Words: *breakfast, cousin, desert, evening, fire, moon, quiet, sometimes, tent, think, trip, us*

Teach the words listed at the bottom of pages 66-67. (See suggestions in the Introduction – *How to teach and review the new words.*)

Ask the pupils to name the words that are connected to “outside”. Ask the pupils how the words *evening* and *moon* are related, as well as *desert, tent* and *trip*. Ask the pupils to describe the weather in the desert. Write the word *breakfast* on the board. Have the pupils share with the class what they like to eat for breakfast. Write the word *desert* on the board and tell the pupils to describe the weather in the desert. Challenge the pupils to make up sentences with at least two of the new words in each sentence.

Optional: Play “Grandmother’s Basket” with the phrase: *I sometimes ...* . Play again with: *I think ... , I want to go on a trip to ... and I eat ... for breakfast.*

NEW WORDS Workbook, page 83

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

Reading

1 Talk with a partner.

Imagine that a friend or cousin from another country is coming to visit. Where would you like to take him or her?

Say the name of one of the places and have the pupils point to the picture. Repeat with the other places. Ask the pupils if they have been to any of these places and, if so, to describe them and what they did there. Then tell the pupils to imagine that a friend or cousin from another country is coming to visit. Ask them where they would like to take him or her. Explain that they may use one of the places in the pictures or another place that they think is special.

2 Read and find out.

Read the email from Linda and find out about a camping trip.

Tell the pupils to look at the text and ask what type of text it is. Elicit that it is an email. Discuss the structure of an email. Elicit that there is information at the top – who the email is to and the subject of the email. Ask the pupils to say who this email is to. Then ask the pupils to read the subject line and say what the subject is (Camping Trip). Ask the pupils if they have ever gone on a camping trip and have them share their experiences.

Point out that the body of an email is like a letter. It begins with the person who the letter is to and ends with a closing greeting and the name of the person writing the letter.

Tell the pupils to scan the email for names. Ask them what types of names are in the text. Elicit that they are names of people and places. Ask the pupils to say what they think the email is going to be about.

Tell the pupils to read the first paragraph and check comprehension by asking the following questions.

1. *Who is the email to?*
2. *Where is Emma from?*
3. *What things can you do and see in Israel?*

Continue with the remaining paragraphs.

Second and third paragraphs:

1. *Who does Linda go camping with every year?*
2. *How many tents are there?*

Last three paragraphs:

1. *What is the weather like in the desert?*
2. *What do Linda and her family do in the evening?*
3. *Why does Linda like mornings in the desert?*
4. *What is the connection between Linda and Emma?*

After reading the email, ask the pupils to describe what Linda and her family do on a camping trip.

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

Page 67

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. Linda's family goes camping in the desert.
2. Linda's family has two tents.
3. Ben plays the guitar.
4. They eat chocolate chip pancakes in the morning.

4 Choose the answers.

Choose the correct answer to complete each sentence.

Tell the pupils to complete each sentence by choosing the correct answer.

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

ANSWERS

1. b
2. c
3. a

5 Choose and say.

Which of the things below do you think Linda's family needs to bring for the camping trip? Say three more things you think Linda's family needs and explain why.

Review the list of suggested items with the class. Then tell the pupils to work in groups and say which of the items in the list Linda's family needs to bring for the camping trip. Encourage the pupils to answer using full sentences. Read the sentence in the speech bubble and tell the pupils to use it as a model. Then have the pupils name three more things they think Linda's family needs and tell them to explain why. Remind the pupils that when explaining a reason for something, we use the word *because*.

This task requires inference: the text does not explicit say what they need to bring.

Page 68**6 Answer the questions.**

This exercise requires a personal response. Read the first question and have the pupils answer. You can write *like* and *don't like* on the board and tally the pupils' answers. Read the remaining questions with the pupils and have them share their answers.

Optional: Tell the pupils to write an email to a friend or relative, inviting him or her to go on a special trip with them. Have the pupils tell him or her all the fun things they can do together. Encourage the pupils to write at least three sentences.

Words**1 Match.**

Match the phrases to the pictures.

Tell the pupils to read the phrases and look at the pictures. Then have them match each phrase to a picture.

ANSWERS

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

2 Match A to B.

Match A to B to form at least three sentences.

Have the pupils read and translate the words in bold. Then tell them to match the sentence beginnings in A to the endings in B to form complete sentences.

ANSWERS

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

Page 69**3 Listen and chant.**

Read the title of the chant and check that the pupils understand it. Tell the pupils to scan the chant for weather and transportation words. Play the recording of the chant and tell the pupils to listen and follow along in their books. Ask the pupils to name the rhyming words. Check that the pupils understand the general meaning of the chant. Then play the chant again and have the pupils join in.

Optional: Have a competition. Divide the class into 3-4 groups and have each group recite the chant as clearly / loudly / softly as they can.

Speaking

Talk with a partner.

Act out a dialogue with your partner. Then replace the words in bold with your own to create a new dialogue.

Read the questions and answers with the pupils and check that they understand them. Then tell the pupils to work in pairs and ask and answer the questions. When answering the questions, have the pupils replace the words in bold with their own to create a new dialogue. Have the pupils act out their dialogues in front of the class.

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

Page 70

New Words: *afternoon, pick up, river, sport, thanks, town, until, work, you're welcome*

Teach the words that are listed at the bottom of pages 70-71. (See suggestions in the Introduction – *How to teach and review the new words.*) Brainstorm with the pupils how the following groups of words can be connected:

1. afternoon, river, sport
2. work, town, until
3. pick up, you're welcome, thanks

Write the word *afternoon* on the board. Ask the pupils to say how many letters and how many vowels are in the word. Then tell the pupils to write as many words as they can using only the letters in this word in one minute. Have the pupils share the words they wrote.

Draw the pupils' attention to the Notice! box. Read the sentences and have the pupils translate them. Elicit the two meanings of the word *fish*. Point out that in the first sentence *fish* is a noun and in the second it is a verb, the action of catching or trying to catch fish. Explain that both meanings of the word *fish* appear in the text.

Optional: Play "Live Bingo" with the nine new words and three other words you want to review.

NEW WORDS Workbook, page 85

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

Reading

1 Talk about Alaska.

Say what you know about Alaska.

Look at the map with the pupils and point out Alaska. Explain that it is part of the United States but it is further north near Canada. Ask the pupils if they have ever been to Alaska and if so to describe what it is like. Ask the pupils to share any information that they know about Alaska.

Read the facts about Alaska and Israel. (Note that these are approximate figures.) Ask which has more people. Ask the pupils which they think is bigger in size, Alaska or Israel. Point out the two countries on a world map and elicit that Israel is smaller in size but has a lot more people. Then read the question at the end of the text and have the pupils answer. Accept all logical answers.

Optional: At the end of the lesson, ask the pupils to find three more facts about Alaska. Have the pupils share these facts with the class.

2 Read and find out.

Jake won a fishing competition in his town in Alaska. Read Jake's interview with Rona, a reporter, and find out about his favorite sport.

Tell the pupils that this text is in the form of an interview in a magazine. Point out that in an interview, one person generally asks questions and the other answers.

Read the title of the text and check that the pupils understand. Tell the pupils to look at the pictures and describe what they see. Then tell the pupils to say what they think this interview will be about.

Read the interview with the class. Alternatively, choose one pupil and ask which part he or she would like to read. Then read the interview with the pupil.

Ask the following questions to check comprehension:

1. *What competition did Jake win?*
2. *Why can't Jake pick up his fish?*
3. *When do kids start to fish?*
4. *Who does Jake like to fish with?*
5. *When can Jake not fish and why?*
6. *What does Jake do in the winter?*

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

Page 71**3 Say true or false.**

Say true or false for each sentence.

This exercise practices basic understanding and inference. The pupils need to locate information given explicitly in the text. Sentence number 3 requires inference: the pupils need to infer that a raincoat and rain boots are special clothes for rainy days.

Read the first sentence to the class. Tell the pupils to put their thumbs up if it's true or thumbs down if it's false. Then tell the pupils to read the remaining sentences and decide if they are true or false according to the text.

ANSWERS

- | | |
|----------|----------|
| 1. true | 4. false |
| 2. false | 5. true |
| 3. 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. Bears like to eat the fish in the river.
4. Jake and his father don't fish in the winter.

4 Answer the question.

Read the question and ask the pupils to find the sentence in the text that shows that Jake likes the summer.

This question requires inference: the pupils need to understand that the sentence "I wait for the summer!" implies that Jake likes the summer.

5 Compare Alaska to Israel.

Compare Alaska to Israel. Complete the chart in your notebook.

Tell the pupils to compare the following for Alaska and Israel: animals, favorite sports, the weather in the summer and the weather in the winter.

Tell the pupils to copy the chart into their notebook and complete it. The pupils may complete this activity in pairs or small groups.

This activity requires basic understanding, integration and a personal response. The pupils must locate information given explicitly in different parts of the text and draw on their own knowledge to complete the chart.

ANSWERS

	Alaska	Israel
Animals	fish, bears	cats
Favorite sports	fishing	soccer, tennis, etc.
Weather in summer	hot, rain sometimes	hot
Weather in winter	cold and snowy	cold and rainy

Optional: Have the pupils write as many sentences as they can based on their comparison chart.

Page 72

Words

Complete the sentences.

Complete the dialogues with the words below. There are more words than you need.

Read the question and answer in the first picture and ask the pupils to complete them with the words from the word bank below the picture. Point out that there is an extra word. Then have two pupils read out the completed dialogue. Repeat with the other dialogues.

ANSWERS

1. work, town
2. Thanks, You're welcome
3. pick up, until
4. river, sport

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

Present Simple – questions and short answers

Ask a pupil a question with *Do*. For example: *Do you like sushi?* Help him / her answer the question by saying *Yes, I do* or *No, I don't*. Then repeat the question but this time in the third person singular: *Does (name of pupil) like sushi?* Help the pupils answer using *Yes, he / she does* or *No, he / she doesn't*. Explain that we use both *do* and *does* to help us ask and answer questions in the Present Simple.

Remind the pupils that we use *do* with the pronouns *I, you, we* and *they* and that we use *does* with the pronouns *he, she* and *it*. Make sure that the pupils understand that we do not add an *s* to the verb for the third person singular, like we do in affirmative sentences, but that the letter *s* appears in the helping word *does*.

Point out that these questions are called Yes / No questions and the answers should be "Yes" or "No" and can be in the short form: *Yes, I do. / No, I don't* or *Yes, he / she does. / No, he / she doesn't*.

Tell the pupils to follow in their books as you read the question and answers in the teaching box. Ask individual pupils a few questions, such as: *Do you walk to school? Do you read a book every day?* Elicit short answers.

Have the pupils find the questions in the Present Simple in the interview on pages 70-71.

→ Learn about Present Simple questions and short answers: Workbook, page 87

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

1 Complete the questions.

Complete the questions with the words below.

Read the first question and ask a pupil to complete it using *Do* or *Does*. Then tell the pupils to complete the remaining questions. Have the pupils read the complete questions to the class.

ANSWERS

- | | |
|---------|---------|
| 1. Does | 4. Does |
| 2. Do | 5. Does |
| 3. Does | 6. Do |

Optional: Tell the pupils to write four questions: two with the word *Do* and two with the word *Does*. Have the pupils work in pairs: each pupil gives his / her questions to a partner, who then answers them.

Page 73

2 Talk with a partner.

Choose one of the pictures. Your partner must ask questions to identify the girl.

Say the name of one of the girls and have the pupils point to the correct picture. Then explain that the pictures show what each girl eats for supper. Ask the pupils to name the foods each girl eats.

Then tell the pupils to work in pairs. Pupil A chooses a picture. Pupil B asks questions in the Present Simple in order to identify the girl. Tell the pupils they may use the structures in the speech bubbles as a model.

Speaking

1 Ask questions.

Ask three friends the questions in the chart and write their answers on page 88 of the Workbook.

Read and translate the questions with the class and check that the pupils understand them. Then tell the pupils to ask three classmates these questions and to write their answers in the chart on page 88 of the Workbook. Remind the pupils that they need to answer the questions with the short answers *Yes, I do* or *No, I don't*.

2 Write sentences.

Choose one of the friends you interviewed and write positive and negative sentences about him / her. Do as many as you can.


Tell the pupils to choose one of the classmates they interviewed in the previous activity, and to write positive and negative sentences about what they do or don't do based on their answers. Tell the pupils to use the sentences in the example as a model.

→ **Workbook** Tell the pupils to do the exercises on pages 88-89 of the Workbook to practice the question form of the Present Simple, and to do the Read More on pages 90-91.

TASK

Interview at least three friends about the sports or outdoor activities that they do.

1. Tell the pupils to write a questionnaire about sports or outdoor activities. (Use exercise 1 on page 73 as a model.) Explain to the pupils that they should write at least four questions in the Present Simple and they should choose at least one sport or activity that is the same in English and their language and highlight it.
2. Remind the pupils to use capital letters and question marks.
3. Tell the pupils to ask at least three friends the questions and fill in their answers in the questionnaire. Remind the pupils to speak clearly so that their friends can understand them.
4. Tell the pupils to write at least four sentences about their friends using the results of their questionnaire. Remind them to use capital letters and periods.

 **ICT** This task may also be done digitally. Tell the pupils that they may record their interviews using a smartphone or an online web tool such as Voki.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 237 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 184 of this Teacher's Guide.

Pages 74-75

Part 4 • Story

Share the objectives of this part with the pupils.

New Words: *about, another, around, catch, detective, servant, ship, thief, travel, world*

Teach the words that are listed at the bottom of pages 74-75. (See suggestions in the Introduction – *How to teach and review the new words.*) Have the pupils name the verbs and the people from the list. Ask the pupils how the words *catch, detective* and *thief* as well as *travel* and *world* are related. Ask the pupils to make up sentences with at least two of the new words in each sentence.

NEW WORDS Workbook, page 92

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

1 Talk about travel.

The story you are going to read takes place over 200 years ago. What methods of travel do you think there were then?

Tell the pupils that they are going to read a story that takes place over 200 years ago. Ask them what means of transport they think there were then. List their answers on the board.

2 Read and say.

Read Part 1 of the story. What places do the characters visit?

Read the title of the story to the class and ask the pupils if they are familiar with it. Point out that this story is an adaptation of the book by Jules Verne. Explain that the book was published in 1873.

Draw the pupils' attention to the characters at the top of the frame. Remind them that the characters are the people who are in the story and who the story is about.

Tell the pupils to look at the pictures in each frame and to name types of transport. Then ask the pupils to predict what they think will happen in this part of the story.

Read Part 1 of the story as a class and ask the pupils to say what places the characters visit and what problems they had along the way.

Check comprehension while reading by asking the following questions:

Frame 1:

1. *Where are Phileas Fogg and his friends?*
2. *What is special about the new train?*

Frames 2 and 3:

1. *Who believes you can travel around the world in 80 days?*
2. *What does Fogg's friend say he will do if Fogg goes around the world in 80 days?*

Frame 4:

Where do Fogg and his servant first travel to?

Frame 5:

1. *Why is Detective Fix on the ship?*
2. *Describe the thief.*

Frame 6:

1. *Where do Fogg and his servant travel to next?*
2. *What is the problem?*
3. *What is the solution?*

Frames 7 and 8:

1. *How many days do Fogg and his servant travel for?*
2. *Where are they now?*
3. *Where do they want to travel to next?*

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

3 Answer the question.

This question requires a personal response: the pupils need to draw on their literal understanding of the text and their opinion in order to answer it. Explain to pupils that this answer cannot be found within the text. Instead they need to offer their opinion based upon what they have read so far.

Ask the pupils to raise their hands if they believe Fogg and his servant can go around the world in 80 days. Ask those who raised their hands to give a reason why they think that. Then ask the pupils to raise their hands if they believe Fogg and his servant cannot go around the world in 80 days and ask the pupils to give a reason.

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 93-95 of the Workbook. The reading comprehension exercises practice different levels of reading comprehension as follows:

Exercise 1 requires basic understanding. The pupils need to locate information given explicitly in the text.

Exercises 2a and 2b require integration: the pupils need to locate information given explicitly in different parts of the text in order to complete the task.

Pages 76-77

New Words: *after, before, bridge, late, too, wrong*

Teach the words that are listed at the bottom of page 76. (See suggestions in the Introduction – *How to teach and review the new words.*) Ask the pupils how the words *after* and *before* are connected. (They are opposites.) Write the words *to*, *two* and *too* on the board and number them 1, 2, 3. Elicit that they all have the same pronunciation and explain or review the different meanings. Have the pupils make up sentences using the three options. Invite pupils to read their sentences out loud and ask the class to identify the word *to*, *too* or *two* by saying which number word it is.

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

4 Read and find out.

Read Part 2 of the story and find out which two people made mistakes and what the mistakes were.

Review the events that happened in Part 1 of the story. Ask the pupils to say what they think will happen in Part 2. Then tell the pupils to read Part 2 of the story.

To check comprehension while reading, ask the following questions:

Frame 1:

Where are Fogg, his servant and Detective Fix?

Frame 2:

What happens to the bridge?

Frame 3:

Where do Fogg and his servant travel to next?

Frame 4:

1. *Who do Fogg and his servant meet?*
2. *Where does the detective take Fogg?*

Frames 5 and 6:

Who was wrong and why?

Frames 7 and 8:

1. *Where are Fogg and his servant now?*
2. *How do you think Fogg feels?*

Frames 9 and 10:

1. *How long did it take Fogg to travel around the world?*
2. *Does Fogg get the money?*
3. *How do you think Fogg feels?*

After reading, ask the pupils to say which two people made mistakes and what the mistakes were. Ask the pupils to explain how Fogg made it back to London in 80 days. Check that the pupils understand that when you travel from East to West, and you cross the International Date Line, you gain a day.

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

5 Answer the question.

Read the question and tell the pupils to answer it. This question requires global understanding of the text.

ANSWER

Fogg runs to the train station because the train is leaving for London and he wants to get to London before the end of the eightieth day.

Optional: Invite pupils to work in groups of four and act out the story.

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 96-97 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 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.

TASK

Make a passport.

1. Tell the pupils to make a passport with six pages.
2. Explain that they must write the name of the country that they live in on the cover.
3. Tell them to write their personal details and to include a photo on page 1.
4. Tell them to write the names of three different countries that they would like to visit on pages 2, 3 and 4.
5. Have them add a picture and a flag from each country.
6. Tell them to write two sentences about where they want to go and how they want to travel on pages 5 and 6.
7. Remind them to use capital letters and periods.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 238 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 184 of this Teacher's Guide.

Page 78

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 pupils to look at the list, and find and name:
 - rooms and household items (*dining room, cupboard, mat, mirror, refrigerator, roof, shower, sink, spoon, stove, toilet*)
 - people (*artist, cousin, detective, parents, servant, thief*)
 - places (*bridge, castle, forest, desert, home, river, tent, town, world*)
2. Play a game. Choose one of the columns from the list. Have the pupils work in groups of 4-5 pupils. Each pupil should choose a different word from the list. Start the game by telling all the pupils to stand up. Call out the Hebrew / Arabic translation of the words or a definition. Pupils sit down when their word is called. The first group with all the pupils sitting calls "Bingo!" and wins.

Let's Practice Words

1 Match.

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

Tell the pupils that for each verb in A they need to find two words in B that can follow it. Then tell the pupils to translate all of their phrases.

POSSIBLE ANSWERS

travel on a ship, travel around the world
 get a present, get money
 work every day, work in town
 go around town, go on a trip
 eat fruit, eat food, eat breakfast
 clean our homes, clean our clothes
 visit friends, visit cousins

2 Make pairs.

Make as many pairs as you can with words that are connected. Explain how they are connected.

Tell the pupils to make as many pairs of words that are connected as they can. Then ask the pupils to explain the connections between the words.

3 Categorize the words.

Put the words in the correct group. Some words may belong in both groups.

Tell the pupils to copy the Venn diagram into their notebook. Then tell them to write as many words as they can in the correct group in two minutes. Remind the pupils that some words may belong to both and, as a result, belong in the overlapping part of the circles.

4 Number.

Rate the words in each category from 1 to 3.

Read the categories on the left and check that the pupils understand them. Then tell the pupils to rate the words in each category from 1 to 3, 1 being the highest and 3 being the lowest.

5 Make word maps.

Make word maps in your notebook for at least one of the topics below. Translate the words and compare the words you chose with your 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 “Tic Tac Toe” to review collocations.

Draw a Tic Tac Toe grid on the board and write the following verbs in it: *call, clean, visit, catch, travel, work, think, look at, get*. Divide the class into two teams. Team 1 names a verb and a noun that goes with that verb. Team 2 repeats the procedure. Continue until one team has a line through three verbs in a row.

2. Make a crossword with words connected to celebrations.

Divide the class into two or three teams. Write the word *celebration* vertically down the board. Invite a pupil to the board to add an item crossing the first letter in order to build a crossword. The word must be connected to celebrations. Teams get a point for spelling, translating the word correctly and making up a sentence. Take it in turns. The team with the most points at the end wins.

3. Play a True / False team game.

Make up true / false sentences using words from the unit or use the sentences below. Divide the class into two teams. The pupils in each team line up one behind the other. Put two chairs in the front of the classroom. Label one “true” and one “false”. Say one of the sentences. The first pupil at the front of each line to sit on the correct chair gets a point for his / her team.

My brother and sister are my parents.

We eat supper in the morning.

Saturday and Sunday are the weekend.

Some fish live in rivers.

School begins in the afternoon.

A thief catches detectives.

An artist paints pictures.

We make food hot on the stove.

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 of the picture (a community center). Ask the pupils to name at least five items in the picture.

2 Say sentences.

Work in groups to say sentences about the picture. Use There is / There are, the Present Simple and have / has.

Tell the pupils they are going to work in groups to say sentences describing what they see in the picture using *There is / There 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 *There is / There are* to describe what is 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 *There is / There are* as they can describing what they can see in the picture. Tell them to use words from the word bank and the sentence in the first speech bubble as a model. Encourage more advanced pupils to help 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.

Have the pupils repeat the activity, first by saying sentences in the Present Simple about what people in the picture do every day, and then about what the people in the picture have. Tell them to use the two other sentences in the speech bubbles as models.

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 98-107 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 101.

1. Today is a special day. Our parents visit our school.
2. Everyone eats a special breakfast together. We all eat outside.
3. There is a big tent. In the tent, we sit on mats and paint pictures.
4. We play games and there are races. It is the egg and spoon race now. Sometimes the eggs fall and then you begin the race again.

Suggestions for Additional Reading:

My Home, by Margaret Lo, Penguin Young Readers, Level 2

Tanya Travels to South America, by Kathryn L. O'Dell, Oxford Let's Go series, Level 5

Around the World in Eighty Days, by Jules Verne, Macmillan Readers, Starter

A Birthday in the Neighborhood, by Christine Hartzler, Oxford Let's Go series, Level 4

The Queen's Handkerchief, by Rosemary Border, Oxford Start with English Readers, Grade 3