

Objectives

In this unit, the pupils will:

Part 1: • read interesting animal facts

• make a game about animals

Part 2: • read website articles about green things

• read an article about a boy who invented toys

• make a poster

Part 3: • read a folktale

• make a sign to take care of a forest

Part 4: • read about the first men on the

North Pole and make a timeline for their journey

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Language, Literature and Culture	Presentation
PART 1 Task: Make a game called “True or False” about animals and play it with your partner.	<ul style="list-style-type: none"> identify facts, feelings and explicit opinions in a text locate relevant information for a specific purpose 	<ul style="list-style-type: none"> interact for a limited range of purposes such as asking for and giving information 		
PART 2 Task: Make a poster for one of the items you read about in this part.	<ul style="list-style-type: none"> understand the general meaning, main ideas, and the sequence of events in a text and use this knowledge as needed 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 describe people, places, things, events and personal experiences in familiar settings
PART 3 Task: Make a sign. Act out a dialogue between one of the men and the animals in the forest.		<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"> provide an oral, written or visual response to a literary text 	<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 and illustrate a timeline for the story.	<ul style="list-style-type: none"> understand the general meaning, main ideas and sequence of events in a text, and use this knowledge as needed 		<ul style="list-style-type: none"> provide an oral, written or visual response to a literary text understand the historical, social and/or cultural contexts of the text and its author identify and describe events, setting and main characters in literary texts, using lower-order thinking skills 	<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 81

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. Ask them what type of texts they think they'll read based on the title. Elicit that the question *Did you know?* often relates to facts.

Remind the pupils that Part 4 is a story.

Pages 82-83

Part 1 • Animal Facts

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

New Words: *autumn, bee, careful, cucumber, fix, grow, honey, onion, pepper, plant, problem, thousand, vegetable*

Teach the words that are listed at the bottom of pages 82-83. (See suggestions in the Introduction – *How to teach and review the new words.*)

Ask the pupils to look at the list and name the verbs, food, a number, a time of year, and things that grow. Ask the pupils to name as many vegetables as they can in one minute. Write the new words on the board and have pupils make connections between pairs of words. Accept all logical answers.

Draw the pupils' attention to the Notice! box. Read the sentence and point out that there are two names for the season from September to December: *autumn and fall*. Review the names of the other three seasons with the pupils.

NEW WORDS Workbook, page 108

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

Reading

1 Look and say.

Look at the pictures. What can you say about bees?

Tell the pupils to look at the pictures and describe what they see. For example: *Bees are yellow and black, red and black, and orange and black. Bees have wings. Bees can fly (fast). People are scared of bees.* Ask the pupils what else they know about bees. Write the pupils' answers on the board. This activates prior knowledge on the topic of bees. This is an important reading strategy, which sets a purpose for reading and monitors comprehension.

Optional: Share the following facts about bees with the class:

- *When bees flap their wings very fast, it makes the buzzing sound we hear.*
- *Bees have five eyes.*
- *Bees live in many places. The only place they don't live is Antarctica.*
- *The queen bee can live up to five years.*
- *Bees dance to communicate.*
- *A honey bee is the only insect that makes food eaten by humans.*

2 Read and find out.

Read Ben the beekeeper's diary and find out why bees are important.

Tell the pupils that they are going to read entries from Ben the beekeeper's diary. Ask the pupils what a beekeeper does. Elicit that a beekeeper raises and takes care of bees and their hive. Check that the pupils understand what a diary is. Tell them to look at the text and ask how they know it's a diary entry. Elicit that diary entries often begin with *Dear Diary*.

Have the pupils look at the pictures in each part and ask them to say what they can see. Point out the items that are labeled and check that the pupils understand. Ask the pupils to predict what they think Ben will write about in his diary.

Read the diary entries with the class. Check comprehension while reading by asking the following questions:

Spring:

1. *What season is it?*
2. *What are the bees doing?*
3. *What is their food called?*
4. *What is pollen used for?*
5. *Why is Ben wearing special clothes?*

Summer:

1. *What season is it?*
2. *What are the bees doing?*
3. *What is Ben doing?*
4. *What can Ben see?*

Autumn:

1. *What season is it?*
2. *What are the bees doing?*
3. *Why are bees important?*
4. *What do the plants use the pollen for?*

Winter:

1. *What season is it?*
2. *Why are the bees in the hive?*
3. *Do the bees make honey in the winter?*
4. *Why is Ben sad?*
5. *What problem does Ben talk about?*

After reading, ask the pupils why bees are important and have them share their answers with the class.
For additional suggestions, see *How to deal with the reading texts* in the Introduction.

Page 84

3 Choose the season.

Choose the season each sentence describes.

Review the names of the four seasons. Tell the pupils to choose the season each sentence describes. Encourage the pupils to go back to the text and find the sentences that support their answers.

This exercise practices basic understanding. It requires global understanding of the diary entries.

ANSWERS

- | | |
|-----------|-----------|
| 1. spring | 4. summer |
| 2. winter | 5. autumn |
| 3. summer | |

4 Which questions have an answer in the text?

Read the first question with the pupils. Ask the pupils if Ben's age appears in the text. Encourage the pupils to go back and scan the text for that information. Tell them to look for a number. Elicit that the question *How old is Ben?* does not have an answer in the text.

Repeat with the remaining questions. If the answer does appear in the text, have a pupil read the sentence with the answer out loud.

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

ANSWERS

Questions 2 and 3 have answers in the text.

5 Answer the questions.

In this exercise, the pupils answer open-ended reading comprehension questions that require global understanding of the text. Question 1 requires integration. Question 2 requires a personal response.

ANSWERS

1. We need bees to grow fruits and vegetables. Bees take pollen from one plant to another plant. The plants then use the pollen to grow many fruits and vegetables.
2. Accept all logical answers.

Words

1 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to complete each sentence by choosing the correct word. Have pupils read the completed sentences.

ANSWERS

- | | |
|------------|------------|
| 1. Bees | 4. autumn |
| 2. a plant | 5. careful |
| 3. fix | |

2 Give examples.

Give examples for each item 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 their favorite vegetables. Then have the pupils work in pairs and take turns making up sentences and giving examples for each item.

Optional: Have the pupils sit in groups of 3-4. Choose one pupil to be “secretary”. Give the pupils a time limit to make up as many different sentences as they can for each item. 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.

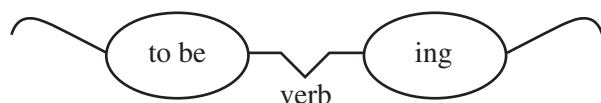
→ **Workbook** Tell the pupils to do the exercises on pages 109-110 of the Workbook to practice the new words.

Page 85

Present Progressive

Read the sentences in the teaching box and explain to the pupils that we use the Present Progressive to describe things that are happening now. Explain that we form the Present Progressive with *to be* + verb+*ing*. Review the verb *to be* by asking the pupils to name the words that follow the pronouns.

Use the following diagram to help the pupils remember to add the verb *to be* before the verb and the *ing* following the verb. Tell the pupils to copy the diagram into their notebook:



Write the verbs *eat*, *play*, *talk* and *draw* on the board and have the pupils change them to the Present Progressive form by adding *ing*. Then tell the pupils to write sentences in the Present Progressive. For example: *We are eating now. Gal is playing tennis now.*

Refer the pupils back to the diary on pages 82-83 and tell them to find sentences in the Present Progressive and read them out loud.

→ **Learn about the Present Progressive: Workbook, page 110**

Tell the pupils to read the explanation and do the exercise in the grammar box. Draw the pupils’ attention to the short forms. Remind them that the apostrophe replaces the letters that have been dropped.

1 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to complete each sentence by choosing the correct word. Have pupils read the completed sentences to the class.

ANSWERS

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

2 Talk about the pictures.

Say what is happening in each picture. Use the words below to help you.

Tell the pupils to look at the pictures and say what is happening in each. Read the example in the speech bubble and tell the pupils to use it as a model.

ANSWERS

1. The girls are dancing.
2. The children are running.
3. The boy is drinking a milkshake.
4. The dog is sitting.
5. My friends are eating pizza.

Optional: Challenge the pupils to write sentences about what the people in the pictures are doing now.

→ **Workbook** Tell the pupils to do the exercises on pages 111-112 of the Workbook to practice the Present Progressive.

Page 86

New Words: *butterfly, cute, feet, hour, interesting, minute, scary, storm, sweet, taste, teeth*

Teach the words that are listed at the bottom of pages 86-87. (See suggestions in the Introduction – *How to teach and review the new words.*)

Tell the pupils to name the adjectives, parts of the body and time words from the list. Ask them how the words *hour* and *minute* are related. Ask the pupils if they know how many minutes are in an hour and how many hours are in a day.

Play “Quick Bingo” by asking the pupils to copy 4-6 of the words onto a piece of paper. Call out each of the sentences that follow; the pupils who have the word to complete the sentence cross it off. The first pupil to cross off all the words calls out “Bingo!”.

Baby animals are (cute)

We like to ... sweet food. (taste)

Animals with big teeth are (scary)

There are 60 ... in an hour. (minutes)

We have two (feet)

It is raining and cold. This is a bad (storm)

It is ... to read about animals. (interesting)

Sugar is (sweet)

I brush my ... three times a day. (teeth)

There are twenty-four ... in a day. (hours)

A ... can fly. (butterfly)

Draw the pupils’ attention to the Notice! box. Point out that *teeth* and *feet* are plural nouns. Remind the pupils that some nouns are irregular and don’t follow the rules they learned. You may want to point out the vowel change in both words – that the *oo* becomes *ee*.

NEW WORDS **Workbook, pages 112-113**

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

Reading

1 Talk about the pictures.

What do you know about the animals in the pictures below? Say a sentence about at least two animals to your partner.

Tell the pupils to name the animals in the pictures. Then tell them to work in pairs and say a sentence about what they know about at least two animals.

2 Read and find out.

Read and find out interesting facts about animals.

Read the title of the text and ask the pupils what they think they are going to read about. Elicit that they are going to read facts about different animals. Check that the pupils understand what facts are. If necessary, explain that a fact is something that is true and that can be proven.

Read the opening paragraph. Ask the pupils to name the adjectives used to describe animals.

Then invite pupils to read the facts out loud.

After reading the text ask the following questions to check comprehension:

1. *Can cats taste sweet things?*
2. *Which animal sleeps for 30 minutes every 24 hours?*
3. *What do zebras use their ears for?*
4. *Why are rabbits' eyes special?*
5. *How do butterflies taste?*
6. *What animal knows a storm is coming?*
7. *How can you know a dolphin's age?*

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

Page 87**3 Who am I?**

Read the sentences and say which animals they refer to.

Read the first sentence and ask the pupils which animal it refers to. Then tell the pupils to read the remaining sentences and say which animals they refer to.

This exercise practices basic understanding and inference. The pupils need to locate information given explicitly in the text. Sentence 1 requires inference: the pupils need to infer that sleeping for only 30 minutes a day is not a long time. Sentence 4 also requires inference: the pupils need to infer that humans taste with their mouths, so if butterflies taste with their feet, their feet are like our mouths.

ANSWERS

- | | |
|------------|--------------|
| 1. giraffe | 3. dolphin |
| 2. zebra | 4. butterfly |

4 Answer the questions.

In this exercise, the pupils answer open-ended reading comprehension questions that require global understanding of the text. Questions 1, 2 and 3 require inference: the pupils need to understand that a storm is related to weather, that most chocolate is sweet and therefore cats wouldn't like chocolate, and that a rabbit's tail is behind its head so it could see its tail with its special eyes. Question 4 requires a personal response.

ANSWERS

1. Elephants can tell us about the weather.
2. Cats don't like chocolate because they can't taste sweet things.
3. Yes, a rabbit can see its tail (because it has special eyes).
4. Accept all logical answers.

5 Choose a title.

Choose a different title for the text.

This exercise requires global understanding of the text and integration. Ask the pupils what the purpose of a title is. Explain that a title gives or is related to the main idea of the text; it is not a specific detail from the text. Tell the pupils to choose a different title for the text and explain their answer.

Optional: Read the other choices and have the pupils explain why they wouldn't be appropriate as the title.

ANSWER

1. About Animals

Words

1 Complete the sentences.

Complete the sentences with the words below.

Read the words in the word bank and tell the pupils to translate them. Then tell the pupils to choose the correct word to complete each sentence.

ANSWERS

- | | |
|----------|----------------|
| 1. taste | 5. minutes |
| 2. storm | 6. hours |
| 3. feet | 7. Butterflies |
| 4. Teeth | |

Page 88

2 Give examples.

Give examples for each item below.

Ask the pupils to translate the words in bold. Read the first item and tell the pupils to give an example. Then have the pupils work in pairs and give an example for each item. Point out the example in the speech bubble.

→ **Workbook** Tell the pupils to do the exercises on pages 113-114 of the Workbook to practice the new words.

Listening

1 Listen and choose.

Melissa's dog doesn't want to go outside. Melissa calls the vet. Listen and find out what's wrong with the dog. Then choose the things that the dog does.

Explain to the pupils that they are going to listen to a recording of a phone conversation between Melissa and her vet. Melissa has a problem. Her dog doesn't want to go outside and she wants to find out what's wrong. Tell the pupils to describe what is happening in the pictures.

Play the recording and tell the pupils to listen and find out what's wrong with Melissa's dog. Then tell them to choose the pictures of the things that Rex the dog does.

LISTENING SCRIPT

- Melissa: Hello. This is Melissa. Is this Dr. Marks, the vet?
- Dr. Marks: Yes, this is Dr. Marks. How can I help you?
- Melissa: It's my dog, Rex. I want to take him outside for a walk, but he doesn't want to go outside. He's sitting in the house near the door. I'm calling him and I'm pulling him. But he isn't standing up to go outside. I think Rex is sick. What do you think?
- Dr. Marks: I don't know if Rex is sick.
- Melissa: Now Rex is standing up. He's walking to the kitchen.
- Dr. Marks: Perhaps he's thirsty. Give him some water.

- Melissa: He doesn't want to drink water. Now he's coming to the living room. Now he's going to the kitchen. He's in the living room again.
- Dr. Marks: What's he doing now?
- Melissa: He's sitting under the table. Oh no! He's crying.
- Dr. Marks: He's sitting under the table and crying? I don't think Rex is sick or thirsty. Perhaps a storm is coming.
- Melissa: What? A storm? But it's sunny and warm outside.
- Dr. Marks: Dogs know a storm is coming before we see rain and clouds. Dogs have very good ears and noses.
- Melissa: Hey, you're right! It's beginning to rain. The storm is here! Rex is scared because of the storm. How can I help him?
- Dr. Marks: Give Rex a blanket. You can play some music for him too.
- Melissa: Thanks, Dr. Marks.

ANSWERS

1, 5, 6

2 Listen and choose.

Listen again and choose the correct answer to complete each sentence.

Play the recording again and tell the pupils to choose the correct answer to complete each sentence. Check the pupils' answers by having them read the completed sentences.

ANSWERS

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

Page 89**Speaking**

Describe and draw.

Describe a strange animal to your friend. Use the chart to help you. Your friend must draw the animal.

Play a game to review the following parts of the body with the class: *head, eye, ear, nose, mouth, tail, leg, wing, neck, foot / feet, tooth / teeth.*

Direct the pupils' attention to the chart and tell them to make sentences using a word from each column. Read the sentences in the speech bubble and tell the pupils to use them as a model. Then tell the pupils to work in pairs. Pupil A says at least three sentences describing a strange animal to his / her partner. Pupil B must then draw the animal according to the description. The pupils then exchange roles.

Optional: Have the pupils write the sentences under the animals and display them to the class.

→ **Workbook** Tell the pupils to do the Read More on page 115 of the Workbook.


TASK

Make a game called "True or False" about animals and play it with your partner.

1. Tell the pupils to choose two animals that they want to learn about and find at least two facts about each.
2. Then tell them to write two true sentences and one false sentence about each animal. Point out that they may use the following structures: *(The animal) has ... (The animal) can / can't ...*

3. Tell the pupils to work in pairs and read their sentences to their partner and have their partner guess which sentence is not true. Then tell the pupils to exchange roles and say which of their partner's sentences are true or false.

Optional: Pupils may illustrate their sentences with a picture of each animal.

 **ICT** This task may be done digitally. The pupils may create and play their games using a game-based learning platform such as Kahoot!

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 239 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 90

Part 2 • Inventions

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

New Words: *battery, charge, easy, energy, environment, everywhere, full, hurt, strong, them, throw away*

Teach the words that are listed at the bottom of pages 90-91. (See suggestions in the Introduction – *How to teach and review the new words.*) Ask the pupils to name the adjectives in the list.

Write the word *environment* vertically on the board. Invite pupils to build a crossword by writing words to cross the word *environment*. Ask them to make up a sentence with each word they select.

Optional: Give the pupils a time limit to write as many words as they can from the letters in the word *environment*. (Possible words include *on, no, men, ten, nine, one, Ron, to, meet.*)

Draw the pupils' attention to the Notice! box. Explain that when something is "green", it means that it is something that doesn't hurt the environment. Explain that this is the meaning of the word *green* that appears in the text.

NEW WORDS Workbook, page 116

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

Reading

1 Talk about the pictures.

Look at the pictures. Which items are good for the environment?

Have the pupils look at the four pictures and discuss which items are good for the environment. Elicit that solar panels and wind turbines use renewable energy, and that this does not cause pollution, so they are good for our environment.

2 Read and answer.

Read about "green" bags and "green" spoons and answer the questions.

Tell the pupils to look at the first text and ask what text type it is. Elicit that it is a webpage. Ask the pupils to describe the features of a webpage that they see in the text. Elicit that there is a title or heading at the top, there are tabs such as *HOME* and *CONTACT US*, and there is a link at the end of the text.

Read the title of the article and check that the pupils understand. Ask the pupils to describe what they see in the picture. Then ask the pupils to say what they think this article is about.

Read the first paragraph with the class and ask the pupils: *What is Sally's problem?*

Read the second paragraph with the class and ask: *How is the bag in the picture special?*

Read the last paragraph and ask:

1. *What should you take on a day trip to make sure your battery will be full?*
2. *What can you find if you click the last line of the text?*

Then tell the pupils to answer the questions which require global understanding of the text. Questions 1, 2 and 3 require inference: the pupils need to understand that if the battery is dead the phone doesn't work and that is a problem, and since the bag uses the sun to charge the phone, you can use the bag to charge your phone anywhere that there is sun and that using energy from the sun is "green".

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

ANSWERS

1. The problem with phones is that the batteries die and when they are dead, you can't use the phones.
2. You can charge your phone everywhere by putting it in a special bag that uses the sun to charge it.
3. The bag is "green" because it does not hurt the environment.

Page 91

Tell the pupils to look at the pictures in the second text and read the title. Ask them if they think people can eat spoons.

Tell the pupils to scan the text for a number and words relating to time.

Read the text with the pupils and ask the following questions to check comprehension:

Paragraph 1:

Why does throwing away plastic spoons hurt the environment?

Paragraph 2:

What are "green" spoons?

Paragraph 3:

Why doesn't throwing away a "green" spoon hurt the environment?

Ask the pupils to compare how long it takes for a plastic spoon and a "green" spoon to break down.

Read the first sentence in the attached exercise to the class. Tell the pupils to put their thumbs up if it's true or their 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.

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.

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

ANSWERS

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

3 Answer the questions.

This activity requires integration and personal response. The pupils must locate information given explicitly in different parts of the text and draw on their own knowledge to answer the questions. For question 1, elicit that one could find the text "Spoons You Can Eat!" on the website "Green Things" because it is about "green" spoons.

Optional: Tell the pupils to research and find other "green" inventions. They can make a list and add pictures and show them to the class.

Words

1 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 the sentence beginnings in A to the endings in B to form complete sentences. Have pupils read the complete sentences to the class.

ANSWERS

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

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 give examples for at least three of the items.

→ **Workbook** Tell the pupils to do the exercises on pages 117-118 of the Workbook to practice the new words.

Present Progressive – negative

Read the sentences in the teaching box. Explain that when forming negative sentences in the Present Progressive, we add *not* between *am / is / are* and the verb.

Write the following chart on the board and have the pupils copy it into their notebook.

I	am			at the moment.
He / She / It	is	not	verb+ing	now.
You / We / They	are			right now.

Remind the pupils that we use the Present Progressive to describe things that are happening now. Check that the pupils understand the time expressions in the chart. If necessary explain them.

Explain that the negative form is often shortened. Demonstrate how the short form is created by combining *is / are* and *not* and dropping the *o*. Remind the pupils that the apostrophe shows that something has been removed from the word. Point out that *am + not* cannot be shortened.

Ask the pupils to find negative sentences in the Present Progressive in the texts on pages 90-91.

Ask the pupils to talk about things they aren't doing in class at the moment. For example: *We aren't swimming in the pool.* You may want to write some verbs such as *eat, drink, play, climb, fly* and *sing* on the board to help the pupils.

→ **Learn about Present Progressive negative: Workbook, page 118**

Tell the pupils to read the explanation and do the exercise in the grammar box. Draw the pupils' attention to the short forms. Remind them that the apostrophe replaces the letters that have been dropped. Ask the pupils to say which letter is missing in each case.

1 Complete the sentences.

Complete the sentences with the words below.

Tell the pupils to complete each sentence with the correct word – *isn't*, *aren't* or *am not*. Remind them that they should choose the correct form according to the subject that precedes it.

ANSWERS

- | | |
|-----------|-----------|
| 1. aren't | 4. isn't |
| 2. am not | 5. aren't |
| 3. aren't | 6. isn't |

Page 93**2 Who is it?**

Read the riddles and say which boy each one refers to.

Have the pupils read the names under each picture. Then tell them to read the first riddle and find out which boy it is describing. As the pupils read each sentence, they should eliminate the pictures which aren't correct. For example, in the first riddle, after reading the sentence *He isn't reading*, ask the pupils which boy can be eliminated. Elicit *Ron* because he is reading. Continue until the pupils find the correct boy. Then repeat for all of the riddles.

ANSWERS

- | | |
|--------|--------|
| 1. Lee | 3. Ron |
| 2. Tim | 4. Hal |

Speaking**Make up a riddle.**

Make up a riddle. Your partner must guess who you are describing.

Ask the pupils to name the people in the picture and describe what they are doing. Then tell the pupils to choose a person in the picture and make up sentences about what the person *isn't* doing. Explain that the sentences must be in the negative form of the Present Progressive. Then tell the pupils to work in pairs and present their riddles to their partner; their partner must guess who they are describing. Read the example in the speech bubble for the pupils to use as a model.

→ **Workbook** Tell the pupils to do the exercises on pages 119-120 of the Workbook to practice the negative form of the Present Progressive.

Page 94

New Words: *build, hear, invent, really, saw, sell, show, start, then, was*

Teach the words that are listed at the bottom of pages 94-95. (See suggestions in the Introduction – *How to teach and review the new words* on pages.) Ask the pupils to name the verbs. Ask them questions using some of the new verbs. For example:

*What is something you can **build**?*

*What can we **hear** with?*

*What is something you can **sell**?*

*What can you **show** a friend in class?*

*What time does school **start**?*

Play “Cross the Road” with the verbs from the list. 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 verbs *build, hear, invent, saw, sell, show, start* and *was*.

Each team takes turns having a team member say a word to go after the first verb. For example: *build a bridge*. The team writer writes it on the board. Each writer uses a different color. A word cannot be used more than once for each verb. When one team reaches the other side, the game stops. Teams get a point for each word.

NEW WORDS Workbook, pages 120-121

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

Reading

1 Answer the questions.

Look at the text and answer the questions.

Tell the pupils to look at the text and say what type of text it is. Elicit that it is a magazine article in a children's magazine. Point out that a magazine article generally has the following features: the name of the magazine, which appears at the top or bottom of the page, a title and the writer's name, and a photo or illustration with or without a caption.

Tell the pupils to scan the text for names. Remind them that all names begin with a capital letter.

Read the first question and ask the pupils to point to the title of the text. Point out that in a magazine article, the title is often in a bigger font size than the rest of the text. Read the title with the class.

Read the second question with the class. Point out that the word *by* indicates who the writer is.

Read the third question and ask the pupils to choose the correct answer. Elicit that the magazine title provides the answer to this question.

Read the last question and have the pupils say what they think this article is going to be about.

Explain to the pupils that before they read a text, they should look for this type of information in order to set a purpose for reading and enhance comprehension.

ANSWERS

1. Kids Can Do Many Things
2. Mark Smith
3. b
4. Accept all logical answers.

2 Read and find out.

Read the text and find out what special toy Richie invented.

Read the first two paragraphs with the pupils and check comprehension by asking the following questions:

1. *Why is Richie special?*
2. *Where did Richie and his father go together?*
3. *What did Richie and his father see?*
4. *What was the problem?*

Read the last two paragraphs and check comprehension by asking the following questions:

1. *What was Richie's idea?*
2. *What did Richie do to make his idea come to life?*
3. *What was Richie's toy called?*
4. *Why was Richie happy?*

Ask the pupils to say what toy Richie invented.

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

Page 95

3 Match A to B.

Match A to B to form sentences about the text.

Tell the pupils to match the sentence beginnings in A to the endings in B to form complete sentences about the text. Have the pupils read the complete sentences to the class.

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

ANSWERS

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

Optional: Encourage the pupils to think about something they would like to invent. Tell them to draw a picture or write sentences to describe their invention and say what it can do.

Words

1 Choose the words and add.

Choose the two words that can follow each verb in bold. Then add another word.

Tell the pupils to read and translate the verbs 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. Then ask the pupils to add another word to each group.

ANSWERS

1. a problem, music
2. a game, a race
3. a house, a table
4. a car, a toy

2 Choose the words.

Choose the correct word to complete each sentence.

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

ANSWERS

- | | |
|-----------|-----------|
| 1. was | 4. Then |
| 2. invent | 5. really |
| 3. show | 6. saw |

→ **Workbook** Tell the pupils to do the exercises on pages 121-122 of the Workbook to practice the new words.

Page 96

Speaking

Talk with a partner.

Read the dialogue between the shopkeeper and the child. Then change the words in bold to make a new dialogue.

Tell the pupils to look at the picture and name items that they can see. Read the dialogue between the shopkeeper and the child. Check that the pupils understand. Then tell the pupils to act out the dialogue in pairs and change the words in bold to make a new dialogue. Have the pairs present their dialogues to the class.

Writing

Read the explanation and examples in the teaching box. Write the sentences on the board. Make sure that the pupils understand that we use *There is / There are* to describe what we see in a picture and that we use the Present Progressive to describe what a person is doing.

1 Complete the sentences.

Complete the sentences according to the pictures. First describe who you see. Then describe what the children are doing.

Tell the pupils to complete the sentences according to the pictures. Remind the pupils that the first sentence describes who or what they see and the second sentence describes what the boy or the children are doing.

ANSWERS

- a. 1. There is a boy in the kitchen.
2. The boy is eating pizza.
- b. 1. There are kids in the park.
2. The kids are playing football / soccer.

2 Write sentences.

Write at least four sentences describing the picture and what the people are doing.

Tell the pupils to write sentences describing the picture. Instruct the pupils to write at least four sentences about who they see and what they are doing.

POSSIBLE ANSWERS


- | | |
|--|--|
| There is a girl. | The girl is talking on the phone. |
| There is a boy. | The boy is riding a bike. |
| There is a woman / policewoman. | The woman / policewoman is walking with her dog. |
| There is a man. | The man is running. |
| There is a dog. | The boys are playing with a ball. |
| There are people in the park. | The kids / children are drawing. |
| There are kids / children in the park. | |

→ **Workbook** Tell the pupils to do the exercises on pages 122-124 of the Workbook to practice writing and the Read More on pages 125-126.

TASK

Make a poster for one of the items you read about in this part.

1. Ask the pupils to name the three inventions they read about in this part of the unit. Then tell them to choose one of the items and make a poster for it.
2. Tell the pupils to make up a name for the item.
3. Tell them to write at least two sentences to describe the item and explain why it is helpful.
4. Optional: Add a price for the item.
5. Tell the pupils to decorate their poster and add a picture.

 **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 to make their poster.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 240 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 185 of this Teacher's Guide.

Page 98

Part 3 • Ecology

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

New Words: *ask, change, cook, cut down, grass, leaves, said, sky, stay, What's the matter?, wise*

Teach the words that are listed at the bottom of pages 98-99. (See suggestions in the Introduction – *How to teach and review the new words.*) Ask pupils to name the verbs (*ask, change, cook, cut down, said, stay*) and words connected to speaking (*ask, said*). Ask the pupils: *What's the matter?* and elicit answers such as *I don't feel well* or *I'm hungry*. Write the pupils' responses on the board.

Play "Pass the Word Card" as follows: Divide the class into teams. Have the pupils select a word from the list of new words and write it on a piece of paper. Have the pupils pass the words around the class. When you say "Stop", name one of these words: *question, vegetables, trees, color, green, blue, here, warm, old, man, woman, sick*. Any pupil who can make up a sentence including the word you named and the word on his / her piece of paper, gets a point for his / her team. Continue for several rounds. The team with the most points at the end wins.

Optional: Challenge the pupils to make up sentences using two of the new words in each. Have the pupils work in groups and give them a time limit to write the sentences.

NEW WORDS Workbook, page 127

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

Reading

1 Talk about the pictures.

Look at the pictures and talk about what's different.

Tell the pupils to describe each picture and then tell them to talk about what is different. This can be done in their language. Elicit that in picture 2 the forest is green and clean, animals live there and the animals (and trees) are happy. In picture 1 the forest is dirty, all of the trees are cut down and the animals are sad.

2 Read and find out.

Read Part 1 of the story and find out what changes in the forest.

Tell the pupils that they are going to read a story and that this story is a folktale. Ask the pupils if they know the features of folktales. Elicit that folktales are stories that were passed down orally, that they often begin with the expression *once upon a time*, that they have animals and objects that can talk, and that they often teach a lesson.

Read the title of the story and check that the pupils understand. Tell the pupils to scan the text for adjectives and colors.

Read the first paragraph with the class. Ask the following questions to check comprehension:

1. *Describe the forest.*
2. *What did people do in the forest?*
3. *How did the king feel?*

Read the rest of the story and check comprehension by asking the following questions:

1. *Why were the trees sad?*
2. *How are the people in the forest hurting the trees?*
3. *What did the king ask the people?*
4. *What did the people answer?*

Ask the pupils to describe how the forest changed.

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

Page 99

3 Choose the answers.

Choose the TWO correct answers to complete each sentence.

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.

Read the first sentence and ask the pupils to choose the two correct answers. Then have pupils read the completed sentences out loud. Repeat with the remaining sentences.

ANSWERS

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

4 Answer the question.

Read the question with the pupils. Ask them to find the sentences that show how people are using the wood from the trees.

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

ANSWERS

The people are using wood to build houses.

The people are using wood to cook food.

Words

1 Match A to B.

Match A to B to make at least four 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 at least four phrases. Have the pupils share their answers with a partner.

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

POSSIBLE ANSWERS

- | | |
|----------------|------------------|
| cut down trees | stay warm |
| cook rice | stay home |
| cook supper | change the world |
| ask a question | pick up leaves |

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 the words to complete the sentences. Have pupils read the completed sentences to the class.

ANSWERS

1. wise
2. What's the matter?
3. said
4. grass

→ **Workbook** Tell the pupils to do the exercises on pages 128-129 of the Workbook to practice the new words.

Page 100

New Words: *air, at least, bottle, breathe, place, plant, remember, rule, than, trash, while*

Teach the words that are listed at the bottom of pages 100-101. (See suggestions in the Introduction – *How to teach and review the new words.*)

Write the following sentences on the board:

There are many plants in the garden.

I plant flowers in my garden every spring.

Point out to the pupils that the word *plant* has two meanings; in the first sentence it is a noun and in the second it is a verb. Ask the pupils to say sentences with the word *plant*, as both a verb and a noun.

Write the word *rule* on the board and ask the pupils to name places that have rules. Write ideas on the board. You may want to have the pupils write two rules they follow at home or at school.

Draw the pupils' attention to the Notice! box. Read the sentences and point out that *trash* and *rubbish* mean the same thing but that the word *trash* is used in American English while *rubbish* is used in British English.

NEW WORDS Workbook, page 129

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 what answer the king gives the people.

Review what happened in the first part of the story with the class. Ask the pupils what the problem in the story is. Elicit that the trees in the forest are sad because they are being cut down by people, but man needs the wood from the trees to make houses and keep warm. Ask the pupils what they think the king's answer to the people is going to be.

Read Part 2 of the story with the class. Check comprehension by asking the following questions:

The first two paragraphs:

1. *Why are trees important?*
2. *What can happen if all the trees are cut down?*
3. *What does the man think is going to happen if he doesn't have wood to build a house?*

The last two paragraphs:

1. *What two rules did the king suggest?*
2. *Who liked the king's rules?*

Ask the pupils: *How does the king solve the problem?* Elicit that the king suggests a compromise so that the people will have the wood that they need while also taking care of the forest and making sure that there will always be enough trees.

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

Page 101

2 Answer the questions.

Answer the questions. There can be more than one correct answer.

In this exercise, the pupils answer comprehension questions that require global understanding of the story.

Ask the pupils to name the characters in the story. Elicit that the characters are the king, the trees and the people. Write them on the board. Ask *Who likes to walk in the forest?* and have the pupils answer with one of the characters. Then tell the pupils to read the questions in the exercise and answer them with the characters in the word bank. Make sure that the pupils understand that there can be more than one correct answer.

ANSWERS

1. the trees
2. the people
3. the king
4. the people
5. the king
6. the people and the trees

3 a. Say Yes or No.

Answer Yes or No according to the text.

Read the question with the pupils and ask if it is true or false according to the text.

This question requires inference: the pupils need to infer that if the trees give fruit to eat, it means that people get food from the trees.

ANSWER

Yes

b. Find the sentence.

Find and copy the sentence from the text that shows this.

Tell the pupils to find and copy the sentence from the text that supports their answer to the question in exercise 3a.

ANSWER

The trees give you fruit to eat and clean air to breathe.

4 Answer the questions.

Read the questions with the class and have pupils share their answers. Accept all logical answers.

This question requires inference: the pupils need to infer from the king's actions that he is wise.

POSSIBLE ANSWERS

The king is wise because he explained to the people the consequences of what can happen if they continue to cut down trees – many other things that they need from the trees and forest will disappear.

The king is wise because he found a compromise to make both the trees and the animals happy.

5 Read and add a rule.

Read the notice from the trees in the forest and say the rules. Then work with a partner and add another rule.

Tell the pupils to read the notice from the trees in the forest and to say the rules. Then have them work with a partner and add another rule.

This activity requires a personal response: the pupils need to draw on their literal understanding of the text and their own knowledge in order to answer it.

Page 102**Words****1 Choose the words.**

Choose the correct word to complete each sentence.

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

ANSWERS

- | | |
|-------------|---------|
| 1. while | 4. than |
| 2. plant | 5. air |
| 3. at least | |

2 Give examples.

Give examples of the items below.

Ask the pupils to translate the words in bold. Then tell them to give examples of the items listed. List the responses for some of the items on the board and find out how many pupils gave the same examples.

3 Draw and write.

Look at the picture on page 130 of the Workbook and follow the instructions.

Tell the pupils to look at the picture on page 130 of the Workbook. Ask them to describe the picture. Then tell the pupils to read the instructions in the Pupil's Book and to complete the picture in the Workbook accordingly.

→ **Workbook** Tell the pupils to do the exercises on pages 130-131 of the Workbook to practice the new words.

Page 103**Speaking**

Ask the pupils to describe the people in each picture. Then tell the pupils to work in pairs. Pupil A imagines that he / she is a person in one of the pictures. Pupil B asks what the matter is and pupil A must answer. Each pair must do this for at least three pictures. Read the example in the speech bubbles as a model.

Present Progressive – questions and short answers

Read the questions and short answers in the teaching box. Point out that in the question form of the Present Progressive, the word order changes: *am, is* or *are* comes before the pronoun or noun. Show this by writing the following sentences and questions on the board:

You are sitting in class.



Are you sitting in class?

He is eating a sandwich.



Is he eating a sandwich?

Ask questions about what is happening in the class. For example: *Is Adam playing on the computer?* Have the pupils answer using the short answer form *Yes, he is* or *No, he isn't*.

Tell the pupils to find questions in the Present Progressive in Part 1 of the story on page 98.

→ **Learn about Present Progressive questions and short answers: Workbook, page 132**

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

1 Complete and answer.

Complete the questions with is or are. Then ask and answer the questions with your partner.

Read the first question and ask a pupil to complete it using *is* or *are*. Then tell the pupils to complete the remaining questions. Have the pupils work in pairs and ask and answer the questions.

ANSWER

- | | |
|--------|--------|
| 1. Is | 4. Are |
| 2. Are | 5. Is |
| 3. Are | 6. Is |

Page 104

2 Write questions and answers.

Write questions with the words below. Then answer them according to the picture. Do at least three.

Tell the pupils to describe what they see and what the people are doing in the pictures. Then tell the pupils to form questions using the words in each row. Read the example and tell the pupils to use it as a model. Then tell the pupils to answer the questions they formed according to the picture. The pupils should do at least three.

ANSWERS

1. Is Mike talking on his phone? Yes, he is.
2. Are the children playing basketball? No, they aren't.
3. Is Yossi eating ice cream? Yes, he is.
4. Are the people reading books? Yes, they are.
5. Is the dog sleeping? Yes, it is.
6. Is the woman drinking coffee? No, she isn't.

→ **Workbook** Tell the pupils to do the exercises on pages 133-134 of the Workbook to practice questions and short answers in the Present Progressive.

Listening

1 Listen and find.

It's Clean the Park Day. Listen and find Maya at the park.

Tell the pupils to describe what they see and what is happening in the picture. Explain that it is Clean the Park Day and many people are in the park doing lots of activities. Tell the pupils that they are going to listen to a conversation between Maya and Jack. They are both at Clean the Park Day.

Play the recording and tell the pupils to listen, look at the picture and find Maya in the park.

LISTENING SCRIPT

Jack: Hi, Maya. It's me, Jack. I'm at Clean the Park Day.

Maya: Hi, Jack. I'm at Clean the Park Day too. ... Oh no!

Jack: What's the matter?

Maya: There are so many people! I can't see you, Jack.

Jack: I'm happy there are a lot of people. Everyone wants to take care of the park. I'll find you, Maya. Are you near the apple trees?

Maya: No, I'm not near the apple trees.

Jack: Are you near the road?

Maya: No, I'm not near the road. I'm near the flowers.

Jack: I see the flowers. I'm coming. Are you picking up trash?

Maya: No, I'm not picking up trash.

Jack: Are you planting new trees?

Maya: No, I'm not planting new trees. I'm building picnic tables.

Jack: I see people building picnic tables. What are you wearing? Are you wearing the red T-shirt from the park?

Maya: Yes, I'm wearing the red T-shirt. Oh no! Everyone is wearing the same shirt!

Jack: Are you wearing your blue sun hat?

Maya: No, I'm not wearing the blue hat today. I'm wearing a white hat. Do you see me?

Jack: Yes! I see you now. I'm coming. Bye!

ANSWER

Maya is the girl wearing a white hat, building a picnic table.

Page 105**2 Listen again and answer the questions.**

Play the recording again and tell the pupils to listen and answer the questions. Play the recording a final time for the pupils to check their answers.

ANSWERS

1. No, they aren't.
2. No, he isn't.
3. No, she isn't.
4. Yes, she is.

3 Answer the question.

Read the question and check that the pupils understand. Then ask the pupils to answer the question.

This question requires inference: the pupils need to infer that if the people at Clean the Park Day want to take care of the park, then Jack and Maya also want to take care of the park. The pupils also need to infer that Jack and Maya are at the park in order to clean it.

POSSIBLE ANSWERS

to clean the park
to take care of the park

Speaking

Ask and answer.

Ask and answer questions with your partner about what the people in the picture on page 104 are doing.

Tell the pupils to work in pairs and ask and answer questions about what the people in the picture are doing. Read the examples in the speech bubbles and tell the pupils to use them as a model.

→ **Workbook** Tell the pupils to do the Read More on pages 135-136 of the Workbook.

TASK

Make a sign. Act out a dialogue between one of the men and the animals in the forest.

1. Tell the pupils to make a sign with at least two rules for protecting a forest. Explain that they may use the picture to help them.
2. Refer the pupils to the picture and tell them to make up a dialogue between one of the men and the animals in the forest.
3. Tell the pupils to practice their dialogue with a partner.
4. Have the pupils act out their dialogues in front of the class. Remind the pupils to speak clearly.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 241 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 185 of this Teacher's Guide.

Pages 106-107

Part 4 • Story

Share the objectives of this part with the pupils.

New Words: *Are you ready?*, *drive*, *I'm ready*, *poor*, *teach*, *tonight*

Teach the words that are listed at the bottom of page 106. (See suggestions in the Introduction – *How to teach and review the new words*.) Ask the pupils to name the verbs in the list (*drive*, *teach*). Write the word *drive* on the board. Ask the pupils what forms of transport they know that can be driven (*car*, *bus*, *truck*). Make sure the pupils understand that we *ride* a bike.

Write the word *teach* and *teacher* on the board. Remind the pupils that when we add *er* to certain verbs, the meaning changes to a profession.

Challenge the pupils to make up as many questions as they can with the question *Are you ready?* For example: *Are you ready to eat supper?* *Are you ready to go on a camping trip?* Encourage the pupils to make questions with other words on the list as well. For example: *Are you ready for tonight?* Have the pupils work in pairs and ask and answer their questions.

NEW WORDS **Workbook, page 137**

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

1 Think about it.

Imagine you are traveling to the North Pole. What do you need to take with you and why?

Show the pupils a world map or globe and point out where the Arctic and the North Pole are. Ask the pupils what they know about the Arctic. Brainstorm by asking them what they think people there wear, what they eat, how they travel, etc. List the pupils' suggestions on the board.

Background Information

The Arctic is the area around the Earth's North Pole, directly opposite Antarctica (which is around the South Pole). The Arctic includes parts of Canada, Greenland, Russia, Iceland, Norway, Sweden, Finland, Lapland and the USA (Alaska).

The Arctic is mainly a huge, ice-covered ocean. The temperature in winter can drop below -50° C. Rain has not fallen in the Arctic for 200 years because it is too cold. However, there is a lot of snow. Often the snow is blown up by the wind, giving the impression that more snow is falling.

There are many types of wildlife in the Arctic, including fish and marine mammals, birds, land animals which include polar bears, wolverines, Arctic foxes and Beluga whales.

Tell the pupils to imagine that they are traveling to the North Pole. Ask them to say what they need to take with them and to explain why.

Optional: Have the pupils write a list of what they need to take with them. Then tell them to work in pairs and compare their lists and see how many items on their lists are the same.

2 Read and find out.

Read Part 1 of the story and find out what the locals teach Peary and Henson.

Ask the pupils if they have heard of Robert Peary or Matthew Henson. Explain that they were explorers.

You might want to ask the pupils to name other explorers and where they went.

Ask the pupils to name types of transport that are used in snowy climates.

Read the title of the story and check that the pupils understand. Tell them to look at the pictures and say what they think will happen in the story.

Tell the pupils to scan the text for numbers. Ask them when this story takes place. Tell the pupils that it takes place in the late 1800s and early 1900s. You might want to share information about that time period with the class.

Read Part 1 of the story together with the class and tell the pupils to find out what the locals teach Peary and Henson. Check comprehension while reading by asking the following questions:

Frame 1:

1. *How old is Matthew Henson in 1878?*
2. *What do we know about Henson?*
3. *Where is Henson going to work?*

Frame 2:

What does Henson learn on the ship?

Frames 3 and 4:

1. *Who does Henson meet when he is 20 years old?*
2. *Where do Henson and Peary go together?*
3. *Where do Peary and Henson want to go to next?*
4. *Why does Peary want to go to the North Pole?*

Frame 5-9:

What are Peary and Henson learning to do?

Frame 10:

Are Peary and Henson ready to go to the North Pole?

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

3 Answer the questions.

Read the questions and ask the pupils to answer them.

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

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 138-140 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 inference: the pupils need to understand that if Peary says he wants to be the first man to go to the North Pole, then no one has visited the North Pole before. If the Inuits say they can show Henson how to build an igloo, then they know how to make a house from snow.

Exercise 3 requires basic understanding and integration: the pupils need to locate information given explicitly in different parts of the text.

Pages 108-109

New Words: *brave, come back, dangerous, far, here, ice, much, only, save*

Teach the words that are listed at the bottom of page 108. (See suggestions in the Introduction – *How to teach and review the new words.*) Tell the pupils to name the adjectives (*brave, dangerous*) and the verbs (*come back, save*). Write the word *dangerous* on the board and ask the pupils to say what things can be dangerous.

Draw the pupils' attention to the Notice! box. Have them read the two words, *here* and *hear*. Make it clear to the pupils that both words sound the same but have different meanings. Remind the pupils of the meanings of both words.

NEW WORDS Workbook, pages 140-141

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 if Peary and Henson make it to the North Pole.

Review what happened in Part 1 of the story.

Tell the pupils to scan Part 2 for numbers and seasons. Tell them to look at the pictures and say what they think is going to happen in this part of the story.

Then read the story with the pupils. Check comprehension by asking the following questions:

Frame 1:

1. *Where are Peary and Hanson?*
2. *Where are they going?*
3. *What season is it?*
4. *Why can't the ship sail?*
5. *What solution does Henson suggest to their problem?*

Frame 2:

1. *What season is it?*
2. *How many men start the trip?*
3. *Is it hot or cold in the North Pole?*

Frames 3 and 4:

Why is the trip hard?

Frame 5:

Why can't they cross the water?

Frame 6:

Can they cross the ice?

Frame 7:

1. *Why did only six men finish the trip?*
2. *Where did the other men wait?*

Frame 8:

1. *When did Peary and Henson arrive at the North Pole?*
2. *What do Peary and Henson put there?*
3. *How do you think they feel?*

Ask the pupils if Henson and Peary were the first people to make it to the North Pole and what problems they had during their trip. Ask them if any of the problems were the same as what they predicted at the end of Part 1.

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

5 Answer the question.

This exercise requires a personal response.

Read the question and find out how many pupils would like to go to the North Pole. Brainstorm why they would like to go and what other places they'd like to visit.

Optional: Have the pupils write a diary entry by either Peary or Henson from their journey. Tell them to write about how they feel and the problems they encountered on their journey.

Optional: Tell the pupils to work in small groups and have them act out the story. Groups may act out the whole story or parts of the story.

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 141-143 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.

In exercise 2, question 1 requires integration: the pupils need to locate information given explicitly in different parts of the text. Question 2 requires a personal response.

TASK

Make and illustrate a timeline for the story.

1. Tell the pupils to draw a timeline for the story, beginning in the year 1878 and including the following dates: September, 1908; March 1, 1909; middle of March, 1909; April 1, 1909; April 6, 1909.
2. Tell them to write a sentence about what happened on each date.
3. Remind the pupils to use capital letters and periods.
4. Tell the pupils to add an illustration for each event on the timeline.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 242 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 185 of this Teacher's Guide.

REVIEW

A list of all new vocabulary from the unit is presented here. Remind the pupils that the word *plant* can be both a verb and a noun, and that they learned both meanings. The following are some suggestions for activities using the word list:

1. Tell the pupils to look at the list and find and name:
 - a. words connected to outside (*bee, plant, vegetable, storm, build, air, ice, dangerous*)
 - b. words connected to the environment (*throw away, hurt, charge, battery, build, invent, cut down, air, breathe, plant, trash*)
 - c. adjectives (*careful, interesting, sweet, scary, cute, easy, full, strong, wise*)
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. Have them share their lists with the rest of the class. Accept any logical answers. (The verbs in the list are: grow, taste, hurt, charge, throw away, start, hear, build, show, invent, saw, sell, was, change, cook, cut down, said, stay, remember, breathe, plant.)
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.

Let's Practice Words

1 Match A to B.

Match A to B to make phrases. Then translate them.

Tell the pupils to make phrases by finding words in B that go with each verb in A. Tell them to write the phrases in their notebook and then to translate them. Point out that words in B may be used more than once.

POSSIBLE ANSWERS

throw away trash	charge a battery
sell fruit, sell toys	wait a minute
invent toys	save the environment, save the world
grow vegetables	cut down trees
build a house	drive a new car
cook vegetables	

2 Match.

Match the sentences to the words below.

Tell the pupils to match each sentence to a word in the word bank.

ANSWERS

- | | |
|-----------|------------|
| 1. air | 4. autumn |
| 2. ice | 5. the sky |
| 3. plants | 6. an hour |

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.

4 Number.

Rate the words in each category from 1 to 3.

Read the categories in bold 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 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.

Optional: Tell the pupils they may include words that they learned in previous units as well.

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

1. Play “Pass the Word Card” to review collocations.

Divide the class into teams of 3-4. Write the following verbs on cards: *grow, plant, freeze, save, hurt, throw away, taste, cut down, remember, drink, eat, charge, cook, teach*. Pass the word cards around the room. Say *Stop!* and name one of the following nouns: *trash, honey, ice, environment, bottle, trees, plants, animals, rules, flowers, vegetables, water, bees, batteries*. Any team that includes their word in a sentence with the word you named gets a point.

2. Play “Cross the Road” to review adjective and noun pairs.

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 adjectives: *careful, interesting, scary, sweet, cute, strong, full, easy, poor, dangerous*. Divide the class into two teams. Choose a “writer” from each team. Team members take it in turns to come to board and tell the writer a noun to follow the first adjective. Each writer uses a different color. A noun cannot be repeated for the same adjective. When one team reaches the other side, the game stops. Teams get a point for each word.

3. Play a variation of “I Spy” to review the words in the unit.

Write the sentence *I’m thinking of something beginning with the letter (xx)* on the board. Write a list of words on the board or tell the pupils where the words will come from in the unit (for example, from Part 1). To begin with, play against the whole class; then have the students play in pairs. Pupil A thinks of a word and tells pupil B the letter it begins with. Pupil B guesses the word and the other player counts how many attempts he / she took to guess it.

Page 112**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. Elicit that they are in a clubhouse. Invite a pupil to read the children’s names. 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 and the Present Progressive.

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 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.

Have the pupils repeat the activity, this time saying sentences in the Present Progressive about what the people in the picture are doing. Tell them to use the second speech bubble as a model.

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 the 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 144-153 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 147.

Here are some tips for being “green”.

1. Don't cut down trees. Many animals need the trees as their homes. And we need trees to breathe.
2. Plant trees every year.
3. Throw away your trash so the forests, parks and roads stay clean.
4. Grow your own vegetables. You can grow peppers and cucumbers and tomatoes too.
5. Teach other people how to take care of the environment. You can teach your friends or your family.

Suggestions for Additional Reading:

Amrita and the Trees, Oxford Classic Tales, Level 2

Flying Home, by Stephen Rabley, Pearson English Readers, Easystarts

Blue Fins, by Sarah Axten, Macmillan Readers, Starter

The Pet Show, by Lynne Roberson, Oxford Let's Go series, Level 4

Adventure with a Good Friend, by Terence G. Crowther, Oxford Up and Away series, Level 3