

Objectives

In this unit, the pupils will:

Part 1: • read notices for places around town

• read about a giant sleepover

• learn how to give directions to get somewhere

• make a notice for a place around town

Part 2: • read a blog

• read a movie review

• conduct a survey about what people like to do in their free time

Part 3: • do a sports quiz

• read a recipe

• write a recipe

Part 4: • read a story and create a different ending to the story

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Language, Literature and Culture	Presentation
PART 1 Task: Make a notice for a place around town.	• identify different text types and use this knowledge as needed		• identify words that are the same in English and their home language	• present information on limited content supported by visual aids • describe people, places, things, events and personal experiences in familiar settings
PART 2 Task: Make a survey about what people like to do in their free time.		• express feelings, likes and dislikes • 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		• present information on limited content supported by visual aids • design a means for collecting information such as a simple questionnaire and list the results
PART 3 Task: Write a recipe for a sandwich, a salad or a dessert and present it to the class.	• identify different text types and use this knowledge as needed			• present information on limited content supported by visual aids

	Domains and Benchmarks			
	Access to Information	Social Interaction	Appreciation of Language, Literature and Culture	Presentation
PART 4 Task: Create a different ending to the story.	<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 		<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 for this level

Page 113

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 the pupils what they do in their free time and write their ideas on the board.

Remind the pupils that Part 4 is a story.

Page 114

Part 1 • Around Town

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

New Words: *colorful, costume, festival, light, magic, mix, movie, museum, radio, rainbow, theater, ticket*

Teach the words that are listed at the bottom of pages 114-115. (See suggestions in the Introduction – *How to teach and review the new words*.) Ask the pupils to name the words in the list connected to the *theater*. Write the word *costume* on the board and ask the pupils what costume they like to wear when they dress up. Ask pupils to name a museum that they have visited. Write the word *ticket* on the board and ask the pupils to say the names of places or things we do for which we need tickets.

Have the pupils work in pairs and challenge them to find as many different ways to categorize the words as possible. Have them compare the groups they made with other pupils. Possible categories include places, words that begin with *m*, *c*, *r* or *t*, words connected to movies, words connected to colors, and things we need tickets for.

Draw the pupils' attention to the Notice! box. Ask them how they say *theater, radio, museum* and *festival* in their language. Elicit that these words are cognates.

NEW WORDS Workbook, page 154

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

Reading

1 Read and find out.

Read the notices and find out what you can do in three places in town.

Read the title on the noticeboard and ask the pupils to name places in town. List their answers on the board. Ask the pupils: *What is the name of the town they are going to read about?* Elicit that it is called “Fun Town”.

Have the pupils scan the text for names and numbers. Tell the pupils to say what they can see in the pictures. Elicit the text type from the pupils (notices). Brainstorm what information one would expect to see in a notice (name of the place being advertised, what you can do there, special attractions, opening times, price, contact information). Point out that the information in a notice is often in short form so that people can read it easily.

Tell the pupils to look at the titles of each notice and ask them which three places in Fun Town are being advertised.

Read the first notice with the class. Check comprehension by asking the following questions:

Spring Toy Festival:

1. *What is the ad for?*
2. *What can you do at the toy festival?*
3. *What days and times is it open?*
4. *Where is the toy festival?*

Continue with the remaining notices and ask the following questions:

The Lion King:

1. *What is showing at the Fun Town Theater?*
2. *Who is the story The Lion King about?*
3. *What can you do and see?*
4. *How much do tickets cost?*
5. *Where can you get more information?*

Fun Town Science Museum:

1. *What can you do at the museum?*
2. *What days and times is the museum open?*
3. *How much are tickets?*

After reading the notices, say a sentence about what you can do in one of the places (for example: *You can build a radio.*) and have the pupils name the place. Repeat with other sentences about things you can do. Alternatively, have individual pupils say sentences about what you can do in one of the places and have the class name the place.

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

Page 115

2 Say true or false.

Say true or false for each sentence.

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

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

ANSWERS

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

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

2. You can *feel* a hurricane at the museum.
4. You can build a radio at the *museum*.
5. The toy festival is at *Fun Town park*.

3 Read and answer.

Read what the kids say and answer the question.

Read the sentence in Bill's speech bubble and ask the pupils to say where he is. Point out that "painting an airplane" doesn't appear in any of the notices. Explain to the pupils that they should find the notices that mention airplanes and then figure out where they can paint airplanes. Repeat for the remaining kids.

This task requires basic understanding and inference: the pupils need to understand that when you build an airplane, you can paint it, a lion dancing in a red light would be in a play about lions and where there are colorful lights, and you can listen to music on a radio that you built.

ANSWERS

1. Ron
2. Bill
3. Sara, Dan

4 Answer the questions.

Tell the pupils to answer the questions. Ask the pupils to explain their answer to question 3.

Questions 1 and 2 require integration and inference: the pupils must locate information given explicitly in different parts of the text, and understand that monkeys, birds and lions are animals, and that building something is making it. Question 3 requires a personal response: the pupils need to draw on their literal understanding of the text and their own opinion.

ANSWERS

1. make beautiful monkeys and birds, watch *The Lion King*
2. an airplane, beautiful monkeys and birds, a radio, a rainbow
3. Accept all logical answers.

Words

1 Find and add.

Say which word doesn't belong in each group. Then add another word to each group.

Read the words in the first group. Ask the pupils to say which word doesn't belong and to explain why. Then ask the pupils to add another word to the group. Repeat this with the remaining groups.

ANSWERS

- | | |
|--------------|------------|
| 1. rainbow | 4. radio |
| 2. cucumbers | 5. theater |
| 3. ticket | 6. magic |

→ **Workbook** Tell the pupils to do the exercises on pages 155-156 of the Workbook.

Page 116

New Words: *giant, go straight, library, restaurant, sign, sports center, street, the end, turn left, turn right, Which way ... ?*

Teach the words that are listed at the bottom of pages 116-117. (See suggestions in the Introduction – *How to teach and review the new words*.) Ask the pupils to name the places and the directions. Ask them what their favorite restaurant is. Have the pupils say what street they live on.

Optional: Give the pupils a time limit to write as many words as they can from the letters in the word *restaurant*. (Possible words include: *ten, an, run, star, start, turn, tent, us, use, near*.)

NEW WORDS **Workbook, pages 156-157**

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

Reading

1 Talk with your partner.

Read the title of the text below and look at the picture. What do you think a “sleepover” is?

Tell the pupils to look at the picture and describe what they see. Then read the title with the pupils and ask them to say what they think a “sleepover” is. Ask the pupils if they have or go to sleepovers, and if so, what they like doing at them.

2 Read and find out.

Read and find out about the Giant Sleepover and how it helps kids in other countries.

Tell the pupils that they are going to read about a giant sleepover. Explain that this is a factual text – the Giant Sleepover is an event that occurs every year in England. Point out that *the UK* stands for *the United Kingdom*, which is England.

Read the first paragraph with the class. Check comprehension by asking the following questions:

1. *When is the Giant Sleepover?*
2. *Where do the children sleep?*
3. *What do the children do at the Giant Sleepover?*
4. *What do the children wear?*

Read the remaining text and ask:

1. *What do the children bring to the sleepover?*
2. *Why do the children bring money to the Giant Sleepover?*

After reading, ask the pupils to say how the Giant Sleepover helps kids in other countries. Elicit that they all donate money which is then used to help children by buying them things that they need. Ask the pupils if they have done any activities or donated things to help other children.

Point out that many children at the Giant Sleepover wear costumes. Ask the pupils on what other occasions do kids wear costumes. Accept all logical answers.

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

3 Answer the questions.

In this exercise, the pupils answer open-ended comprehension questions to show basic understanding of the text. Question 5 requires a personal response: the pupils draw on their literal understanding of the text and their opinion to answer this question.

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

ANSWERS

1. The Giant Sleepover is in the summer.
2. The children sleep at schools or sports centers.
3. There are fun games and races in the evening.
4. The children bring money to the sleepover to help poor children all over the world.
5. Accept all logical answers.

4 Answer the question.

Answer the question in English according to the text.

Read the question with the pupils and check that they understand. Then tell the pupils to 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 the pupils that this answer cannot be found within the text. Instead, they need to offer their opinion based upon what they have read.

5 Read and follow.

Read the directions and follow them to get to the Giant Sleepover.

Tell the pupils to look at the map and name places and streets. Say the name of a place or street and have the pupils point to it. Invite pupils to name places and have the rest of the class point to the place. Say *Turn left* and tell the pupils to point to the correct arrow in the text with the directions. Repeat with *Turn right* and *Go straight*.

Read the first paragraph and check that the pupils understand. Ask the pupils where Wendy wants to go and where she is looking for directions. Elicit that she is looking for directions on the Internet.

Tell the pupils to find Wendy's house on the map. Then read the directions from Wendy's house to the Giant Sleepover and have the pupils follow along on the map. Once you finish reading the directions, ask the pupils to say where the Giant Sleepover is.

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

6 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 text.

ANSWERS

- | | |
|-----------------|----------|
| 1. the Internet | 4. Grape |
| 2. Plum | 5. sign |
| 3. left | |

7 Answer the question.

Tell the pupils to answer the question. The question requires inference: the pupils need to understand that if the sign is at the sports center, then that is where the Giant Sleepover is.

ANSWER

at the sports center

Words

1 Match A to B.

Match the words and signs in A to their descriptions in B.

Tell the pupils to match each word and sign in A to its description in B.

ANSWERS

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

2 Complete the sentences.

Complete the sentences with the words below.

Read the words and phrases in the word bank and tell the pupils to translate them. Then tell the pupils to choose the correct word or phrase to complete each sentence. Have pupils read completed sentences to the class.

ANSWERS

1. Which way
2. turn right
3. sports center
4. the end
5. sign

→ **Workbook** Tell the pupils to do the exercises on pages 157-158 of the Workbook to practice the new words.

Page 119

Listening

1 Listen and find out.

Helen is coming to meet Jim. Listen to their conversation and find out where Jim is waiting for Helen.

Explain to the pupils that they are going to listen to a recording of a conversation between Helen and her friend Jim. Helen is on her way to meet Jim and Jim is giving her directions to come and meet him.

Play the recording once for the pupils to listen only. Play the recording a second time and tell the pupils to listen and find out where Jim is waiting for Helen.

LISTENING SCRIPT

Jim: Hi, Helen. It's three o'clock. I'm waiting for you. Where are you?

Helen: I'm at the mall. I'm coming to meet you. Where should I go?

Jim: Go out from the mall and turn left on Pear Street.

Helen: OK. I turned left on Pear Street. The cinema is on my right. Now I'm at Melon Street. Which way now?

Jim: Turn right.

Helen: OK. I turned right.

Jim: Go straight on Melon Street. Pass the fish restaurant.

Helen: I can smell the fish from the fish restaurant. I'm hungry ...

Jim: Pass the park. There are a lot of flowers. Do you see the theater after the park?

Helen: Yes, I'm at the theater now.

Jim: Good. Turn left on Peach Street. It's after the theater.



Helen: I'm turning left on Peach Street now. There's a pizza restaurant and then there's a hamburger restaurant.

Jim: I can see you. Do you see me? Go past the pizza restaurant. I'm standing in front of the blue door.

Helen: I see you.

Jim: Let's go into the restaurant and eat lunch.

ANSWER

Jim is waiting in front of the blue door at the hamburger restaurant.

2 Listen and choose.

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

Play the recording for the pupils and tell them to listen and choose the correct answer to each question.

Play the recording a final time and tell the pupils to listen and check their answers.

Question 6 requires inference: the pupils need to infer that Jim is hungry from the fact that he suggests they go and eat lunch.

ANSWERS

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

Page 120

Imperatives

Read the sentences in the teaching box. Explain that imperatives are used to tell people what to do, give commands, give advice or instructions, and offer and make suggestions. Point out that the imperative uses the base form of the verb and that the negative form of the imperative is formed by putting *Don't* before the verb.

Make up a variety of commands – for example: *Come and eat breakfast. / Open your books.* – and have the pupils name the person who is likely to give the command.

→ Learn about Imperatives: Workbook, page 159

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 word to complete the sentence.

ANSWERS

1. Wash 4. Throw away
2. Don't hurt 5. Don't play
3. Answer

2 Make sentences.

Make up sentences with the words below that your parents would say. Add Don't when necessary.

Read the words in the first row with the pupils. Ask a pupil to make up a sentence that his / her parents would say using those words. Elicit *Brush your teeth*. Then tell the pupils to continue with the remaining sentences. Point out to the pupils that they should add the word *Don't* to each sentence when necessary.

ANSWERS

1. Brush your teeth.
2. Don't eat in your room.
3. Do your homework.
4. Wear a jacket.
5. Don't jump on your bed.
6. Close the window.

→ **Workbook** Tell the pupils to do the exercises on pages 160-161 of the Workbook to practice imperatives.

Speaking**1 Talk with a partner.**

Choose a child's house and a place on the map on page 119. Give your partner directions from the child's house to the place you want to go.

Read the model in the speech bubble to the class. Have the pupils follow and say where you are. Then tell the pupils to work in pairs. Pupil A chooses Wendy's, Jim's or Dana's house and a place on the map on page 119, and then gives his / her partner directions from that house to the place they want to go. Pupil B must follow the directions and say what the place is. Pupils then change roles. Tell the pupils to use the example in the speech bubbles as a model.

Page 121**2 Play a game.**

Play the game and complete the chart on page 161 of the Workbook.

Tell the pupils to play the game in pairs or small groups as follows:

Players begin on the "Start" square and move in whichever direction they choose in order to reach a person or item suitable for each place in the center of the board.

When a player lands on a square, he must say:

1. what's in the square using the structure *It's ...* .
2. what place in Fun Town is suitable for that item, using *You are at the ...* .

Note that some items can be suitable for more than one place in Fun Town. For example, a ticket could be suitable for a theater, a museum or a cinema.

If the other players agree about the place that the item is suited for, the player ticks the corresponding place on page 161 of the Workbook.

If the player lands on one of the squares with an emoji on it, he / she must carry out the instruction: either throw the dice again or miss a turn.

The aim is to land on the necessary squares to tick each place in Fun Town at least once.

The winner is the first player to tick all the places on page 161 of the Workbook.

→ **Workbook** Tell the pupils to do the Read More on page 162 of the Workbook.

TASK

Make a notice for a place around town.

1. Brainstorm different places around town. Then tell the pupils to each choose and name one place in town and make a notice for that place.

2. Tell the pupils to make a notice which includes:


- a. the name of the place
- b. the address
- c. what you can do or buy there
- d. what days and times it is open
- e. the cost, if relevant

Remind the pupils that the information in a notice is often in short form so that people can read it easily.

3. Tell the pupils to decorate their notice.

4. Remind the pupils to write clearly and to use capital letters.

Optional: Tell the pupils to draw a map of a town. Explain that they should include a house and the place they chose. Then tell them to write directions how to get from the house to the place. Refer the pupils to the map on page 117 for help.

 **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 notice.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 243 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 186 of this Teacher's Guide.

Page 122

Part 2 • Free Time

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

New words: *busy, club, concert, finish, once, piano, practice, something, take pictures, usually, violin, wake up.*

Teach the words listed at the bottom of pages 122-123. (See suggestions in the Introduction – *How to teach and review the new words.*) Ask the pupils to name the words connected to music. Then ask them to name something: a. that they do once a week, b. that they need to practice, c that they like to take pictures of. Ask the pupils to make up sentences which include at least two of the words in the list.

Optional: Write the word *something* on the board. Ask the pupils how many letters are in the word and then ask how many vowels there are. Challenge the pupils to write as many words as possible using only these letters. Give them a time limit. Then have the pupils share their answers with the class. (Possible answers include: *me, the, some, thing, in, he, she, get, thin, no, sing.*)

NEW WORDS Workbook, page 163

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

Reading

1 Answer the question.

Answer the question with a partner.

Read the question to the class and have the pupils tell their partners what they like to do after school.

Optional: List the pupils' answers on the board and tally how many of them like to do the same thing.

2 Read and find out.

Read about Ansa and find out where she is from and what she does after school.

Ask the pupils to look at the text and say what text type it is. Elicit that it is a blog. Remind the pupils that a blog is an online personal journal or diary. Tell the pupils to scan the blog for numbers, names, sports and meals.

Tell the pupils to look at the picture and describe what Ansa is doing. Then read the title and have the pupils say what they think Ansa is going to write about her day.

Read the first four paragraphs with the class. Check comprehension by asking the following questions:

1. *Where does Ansa live?*
2. *How old is she?*
3. *How long are Ansa's lessons at school?*
4. *Where does Ansa eat lunch?*

Continue reading the next three paragraphs and ask the following questions:

1. *Why are Ansa's afternoons fun?*
2. *What does Ansa's mother want her to do?*
3. *What clubs does Ansa go to?*

Read the last three paragraphs and ask the pupils:

What does Ansa do on the weekend?

Ask the pupils if Ansa is busy all week. Point out the schedule on the bottom of the page and elicit that she has an activity every day, from Monday to Friday.

Optional: Tell the pupils to draw a schedule like Ansa's and list the activities they do from Monday to Friday.

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

Page 123

3 Complete the chart.

Complete the chart for Ansa on page 164 of the Workbook.

Ask the pupils: *What time does Ansa wake up?* Elicit that she wakes up at 7. Tell them to point to the sentence in the text.

Read the sentence stems in the chart and check that the pupils understand. Point to the two columns and explain that one is for Ansa and the other is for them. Then tell the pupils to complete the chart for Ansa on page 164 of the Workbook using information from the text. Point out that if information for a question does not appear in the text, they should put an X in the chart.

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

ANSWERS

1. 7 o'clock
2. 8 o'clock
3. 2 o'clock
4. 10 o'clock
5. X
6. basketball, tennis and pesapallo
7. cooking club, camera club
8. until 5 o'clock

4 Find examples.

Read the sentence and find two examples in the text.

Tell the pupils to read the sentence. Check that they understand. Then tell the pupils to find two examples in the text of things that Ansa does with her friends.

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

POSSIBLE ANSWERS

They play computer games together.

Ansa and her best friend go to camera club together.

She and her friend have a pajama party on the weekend.

5 Complete and write.

Complete the chart in exercise 3 about yourself. Then compare your day to Ansa's.

Tell the pupils to complete the second column in the chart in exercise 3 about themselves. Then tell them to compare their day to Ansa's. Tell the pupils to write at least one thing that is the same and one thing that is different. Have them share their comparisons with the class.

Words

1 Match A to B.

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

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

ANSWERS

practice – the piano, the violin, a sport

finish – homework, a game, school

play – the piano, the violin, a game, a sport

go to – a club, a concert, school

take – pictures

Page 124

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. something

4. wake up

2. once

5. usually

3. busy

→ **Workbook** Tell the pupils to do the exercises on pages 164-165 of the Workbook to practice the new words.

Speaking

1 Talk with a partner.

Ask and answer questions with a partner about what you do after school.

Ask a pupil the question: *What do you do after school on Thursdays?* Encourage the pupils to answer using a full sentence, such as: *I go to (judo) after school on Thursdays.* Repeat with other pupils. Then tell the pupils to work in pairs and ask and answer questions about what they do after school on different days. Tell the pupils to use the example in the speech bubbles as a model.

2 Sing the song.

Tell the pupils to look at the pictures and describe what is happening. Elicit that in both pictures kids are having a pajama party.

Play the recording of the song and tell the pupils to listen and follow along. Ask them to find rhyming words. Ask the pupils to say what the children are doing at the pajama party. Then ask them to say what they aren't doing. Play the recording a second time and tell the pupils to listen and sing along.

Page 125

More Words

1 Look and read.

Look at the clocks and read what the time is for each clock.

Ask the question *What's the time?* and check that the pupils understand. Then point to the first clock and say the time, and have the pupils repeat. Continue with the remaining clocks. Ask the pupils how they say the times in their language. Point out that the word order is sometimes different (for example, *a quarter past* and *half past*) and there is no word for *o'clock* in Hebrew or Arabic.

Optional: Point out that in some countries the time of the hour is shown with numbers from 0 to 24 and in other countries only the numbers 1 to 12 are used. When only the numbers 1 to 12 are used, *a.m.* and *p.m.* are included to show if it is the morning or afternoon / evening.

Draw several clocks with different times on the board. Say a time and have the pupils point to the correct clock. Then ask pupils *What's the time?* and have them answer for each clock.

Call out different times or invite individual pupils to call out different times and have the pupils draw the time in their notebook.

Optional: Tell the pupils to work in pairs. Each pupil writes different times in their notebook. Then they ask and answer each other's questions about the times they wrote.

2 Answer the questions.

Ask individual pupils the questions and encourage them to answer using full sentences, such as: *It's (time)* or *I go to school at (time)*.

Optional: Draw a chart on the board. List the names of pupils and the time they do homework. Compare the pupils' answers and see how many pupils do homework at the same time.

→ **Workbook** Tell the pupils to do the exercises on page 166 of the Workbook.

Listening

1 Listen and choose.

Listen to the ads for different clubs. Find the correct picture for each ad. There are two extra pictures.

Tell the pupils to describe what they see in each picture. Explain to the pupils that they are going to listen to recordings of ads for different clubs. Play the recording and tell the pupils to listen to the ads. Then play the recording again and tell the pupils to find the correct picture for each ad. Point out that there are two extra pictures.

LISTENING SCRIPT

1. Guess what you do in the A Club! You draw and paint and make new things. You draw faces and animals. You paint pictures of trees and houses. You make toys and clothes. Everyone can do it. Just bring some paper and a pencil and come to the A Club on Monday afternoons at 5. That's Monday afternoons at 5 o'clock.
2. Are you looking for something fun to do after school? Come to the Mix Club. You can mix things together. Watch them grow and change. Learn how things work. Make things fly. Meet the Mix Club every Thursday at half past three. The Mix Club meets every Thursday at half past three.
3. Don't play computer games all afternoon. Come outside. Come to the Go Club. We meet every Wednesday at a quarter to four. This is a club for children who like sports. You can go bike riding in the park. You can run and swim. You can play all your favorite sports – tennis, football and basketball. Perhaps you'll learn some new sports too. Come to the Go Club. Wednesday at a quarter to four.
4. Do you like to make interesting food? Then come to the Bon Appétit Club on Mondays at a quarter past four. You can make cakes, cookies, pizza and more. You can mix and cut and cook a lot of fun foods. But before you eat all the fun food, you need to say "Bon Appétit". We'll see you on Mondays at a quarter past four.
5. Do you like to take pictures? Come to the Click Club. Bring your camera. Or use our cameras. We take pictures of things in the class. We take pictures of flowers and trees outside. We take pictures of people. Learn to use different kinds of light to make beautiful pictures. The Click Club meets every Tuesday at half past four. That's Tuesday at half past four.

ANSWERS

1. f 2. b 3. g 4. c 5. e

2 Listen and complete.

Listen again and complete the timetable on page 166 of the Workbook with the correct club for each day and time.

Play the recording again and tell the pupils to listen and complete the timetable on page 166 of the Workbook with the correct club for each day and time.

ANSWERS

	Monday	Tuesday	Wednesday	Thursday
1. 15:30				Mix Club
2. 15:45			Go Club	
3. 16:00				
4. 16:15	Bon Appétit Club			
5. 16:30		Click Club		
6. 16:45				
7. 17:00	A Club			

Pages 126-127

New words: *again, don't worry, funny, helmet, hide, kind, laugh, mean, prize, strange*

Teach the words that are listed at the bottom of pages 126-127. (See suggestions in the Introduction – *How to teach and review the new words.*) Have the pupils name the adjectives in the list (*funny, kind, mean, strange*). Then ask the pupils to name someone who is *kind*, a *strange* food, a *funny* story or song, and a *mean* character from a movie or game. Ask the pupils when they need to wear a *helmet*.

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

NEW WORDS Workbook, page 167

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

Reading

1 Answer the question.

Answer the question with a partner.

Tell the pupils to look at the pictures and describe the type of movie in each (funny, scary and sad).

Explain that there are many different kinds of movies. Ask the pupils to name other types of movies, such as action or adventure, and list their suggestions on the board. Then tell the pupils to work in pairs and answer the question about what kinds of movies they like.

Optional: Do a class survey to see what kinds of movies are most popular.

2 Read and find out.

Read the movie review and find out what is special about Auggie.

Tell the pupils to look at the text and ask what type of text it is. Elicit that it is a movie review. Explain that a movie review tells about the characters and plot of a movie and it also gives the writer's opinion of the movie.

Ask the pupils if they have seen the movie or read the book *Wonder*. If so, have them share their opinions of the movie.

Tell the pupils to scan the text for names. Read the title and ask the pupils who wrote the review.

Read the first paragraph of the review with the class and check comprehension by asking the following questions:

1. *What is the name of the movie?*
2. *Who is the movie about?*
3. *What is Auggie's problem?*
4. *Why does Auggie wear a helmet?*

Read the second paragraph with the class and ask the pupils:

Why is it hard for Auggie to go to school?

Read the third and fourth paragraphs and ask the following questions:

1. *Who are Auggie's friends?*
2. *What do Auggie and Jack do together?*
3. *Who is Julian?*

Read the last three paragraphs and ask the pupils:

1. *What happens between Jack and Auggie?*
2. *How does the story end?*
3. *Does the writer like the movie?*

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

3 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 comprehension questions that require global understanding of the text. Question 2 requires integration: the pupils need to locate information given explicitly in different parts of the text. Questions 5 and 6 require inference: the pupils need to infer that Auggie wears a helmet because he doesn't want people to see his face and that if the writer wrote that "It's a very good movie" and people should "Go and see it", it means that he likes the movie.

ANSWERS

1. Auggie has a strange face.
2. Auggie's friends are Jack and Summer.
3. Auggie is angry because Jack tells Julian he doesn't like Auggie.
4. Auggie wins a special prize at the end of the movie.
5. We know Auggie doesn't want people to see his face because he always wears a helmet.
6. a. Yes
b. Wonder is a very good movie. / Go and see it!

4 Read and answer.

Read the sentences and answer the questions with a partner.

Read the sentences in the box and check that the pupils understand. Then ask the pupils to work in pairs and answer the questions. Accept all logical answers.

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

Page 128

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. c 2. b 3. a

2 Give examples.

Give an example for at least three of the items below.

Tell the pupils to translate the words in bold. Then ask them to give an example for at least three items. Point out the example in the speech bubble.

Optional: To help the pupils answer in full sentences, write the following sentence stems on the board:

1. *I want to see ... again.*
2. *I want to win*
3. *I can*
4. *A ... has a strange nose.*
5. *I like to hide*
6. *My parents always say*
7. *... is a mean character in*

Speaking

Talk with a partner.

Ask and answer questions with a 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 168-169 of the Workbook to practice the new words.

Possessive Adjectives

Read the pronouns and possessive adjectives and the example sentences in the teaching box. Explain that the possessive adjective needs to match the subject of the sentence and that it always comes before a noun.

Translate the sentences in the teaching box and tell the pupils to compare the word order in English and Hebrew.

Ask the pupils to look for possessive adjectives in the movie review on pages 126-127.

Write the following chart on the board and tell the pupils to copy it into their notebook:

Pronoun	Possessive Adjective
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

Taking each row separately, ask the pupils to say sentences for each word. For example: *We have a new car.* *Our car is beautiful.*

→ Learn about Possessive Adjectives: Workbook, page 170

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 describe the people in the pictures. Then tell the pupils to complete the sentences with the correct possessive adjective.

ANSWERS

- Her
- His
- Their

Optional: Tell the pupils to describe the color of the people's eyes using the correct possessive adjectives. For example: *Look at Jane. Her eyes are green.*

2 Complete the sentences.

Complete the sentences with the words below.

Tell the pupils to complete the sentences with the words from the word bank. Remind them that they should choose the correct possessive adjective according to the pronoun in the sentence that precedes it. Also remind them to use capital letters as each of the possessive adjectives begins a sentence.

ANSWERS

- | | |
|---------|----------|
| 1. My | 5. Their |
| 2. His | 6. Our |
| 3. Her | 7. Its |
| 4. Your | |

→ **Workbook** Tell the pupils to do the exercises on pages 171-172 of the Workbook to practice possessive adjectives. Then tell them to do the Read More on pages 173-174 of the Workbook.

TASK

Make a survey about what people like to do in their free time.

1. Tell the pupils to prepare a survey sheet as follows:
 - a. Write the question: *What do you like to do in your free time?* at the top of the page.
 - b. Draw a chart with two columns to record the information. Label the first column *Name* and the second column *Free Time*.
2. Tell the pupils to ask at least five people the question *What do you like to do in your free time?* and to record their answers on the chart.
3. Have the pupils present their results to the class. Explain that they should say how many people like to do the same things in their free time.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 244 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 186 of this Teacher's Guide.

Page 130

Part 3 • Clubs

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

New Words: *fencing, flat, hold, move, quiz, round, sharp, sword, tomorrow, touch, website*

Teach the words that are listed at the bottom of pages 130-131. (See suggestions in the Introduction – *How to teach and review the new words*.) Ask the pupils to name items that are a. flat, b. round, and c. sharp. Write the words randomly on the board and invite pupils to make connections between the words. Accept any logical connections.

NEW WORDS **Workbook, page 175**

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

Reading

1 Read and find out.

Read the quiz and find out which sport is the most suitable for you.

Tell the pupils to look at the text and ask what text type it is. Elicit that it is a webpage. Ask the pupils to describe the features of a webpage. Elicit that there is a title or heading at the top, there are tabs (*Our Quiz, Our Sports and Contact Us*), and there is a scroll bar on the side. Ask the pupils what website they think the page is from. Elicit that it is the Sports Center's website. Point out that the text on this webpage is a quiz.

Read the title of the quiz and explain to the pupils that by doing this quiz, they can find out what sport is best for them. Explain that for each question, the pupils need to answer *Yes* or *No* and that their answer determines the path they take and the next question they answer. Point out that the bottom row includes all of the sports that you can do at the Sports Center. Ask the pupils to name all the sports at the Sports Center. Read the questions and demonstrate how to do the quiz for yourself. Then give the pupils time to do the quiz and have them share what sport is best for them.

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

2 Read and say.

Read the sentences and say which sport is best for each person.

Read the first sentence to the pupils and check that they understand. Then tell the pupils do the quiz with Lisa's information and find out which sport is best for her. Then tell them to continue with the remaining sentences.

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

ANSWERS

- | | |
|---------------|-------------|
| 1. tennis | 3. fencing |
| 2. basketball | 4. football |

Page 131**3 Read and find out.**

Read and find out if Mike wants to learn fencing or not.

Tell the pupils to look at the text and say what type of text it is. Elicit that it is a text message conversation. Ask the pupils to scan the text and find out who is having the conversation. Elicit that Jessie and Mike are texting.

Tell the pupils to read the text messages and find out if Mike wants to learn fencing.

Point to the last line of the text message and have a pupil read it out loud. Explain to the pupils that it is acceptable and common practice to use informal language and abbreviations, as well as emoticons, when texting.

While reading, ask the following questions to check comprehension:

1. *What is the best sport for Mike according to the Sports Center website quiz?*
2. *What sports does Mike like?*
3. *Is fencing a dangerous sport?*
4. *Who is in a fencing match on Friday?*
5. *How can you win a fencing match?*
6. *Is Mike going to try fencing?*

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

Page 132**4 Say true or false.**

Say true or false for each sentence.

Have the pupils read the sentences and say if they are 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 and inference. It requires global understanding of the text. Sentence 5 requires inference: the pupils need to infer that if Jessie says fencing is fun, and if she goes to lessons and is in a fencing match, it means that she likes fencing.

ANSWERS

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

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

ANSWERS

1. You use a *sword* in fencing.
2. You *can't* hurt people with a fencing sword.
3. A fencing sword is round and *flat*.

5 Choose the answer.

Choose the correct answer.

Read the question and check that the pupils understand. Then tell them to choose the correct answer.

This question requires global understanding of the text.

ANSWER

a

Words

1 Choose the words and add.

Choose the words that each adjective in bold can describe. Then add another word that each adjective can describe.

Tell the pupils to read and translate the adjectives in bold. Then tell them to name the two words in each row that the adjective in bold can describe. 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 that each adjective can describe.

ANSWERS

1. scissors, a sword
2. paper, a pancake
3. a ball, an apple

2 Complete the sentences.

Complete the sentences with the words below.

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. quiz | 5. fencing |
| 2. tomorrow | 6. hold |
| 3. touch | 7. website |
| 4. move | |

→ **Workbook** Tell the pupils to do the exercises on page 176 of the Workbook to practice the new words.

Page 133

can / can't

Read the sentences in the teaching box together as a class. Explain that *can* is used to say something is possible or that somebody has the ability to do something. Point out that *can* goes together with the base form of the verb, for example, *can run*, *can swim*. Explain that the negative form of *can* is *can't* or *cannot*.

Tell the pupils to look for sentences or questions using *can* or *can't* in the texts on pages 130-131 and have volunteers read them aloud to the class.

Optional: Have the pupils fold a page into four and tell them to choose four questions with *can* to ask their friends. Tell them to walk around the classroom and ask pupils the questions, and record the names of those pupils who answered *Yes*.

→ **Learn about can / can't: Workbook, page 177**

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

Complete the sentences.

Complete the sentences with the words below so that they are true.

Tell the pupils to complete the sentences with *can* or *can't* so that they are true.

ANSWERS

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

Speaking

Talk with a partner.

Describe one of the sports below to your partner in three sentences. Use the words below to help you. Your partner must identify the sport.

Read the names of sports in the word bank and check that the pupils understand them. Name a sport and describe it by saying what you use or what you need for that sport. List the sport and the description on the board.

Read the categories in the colored circles. Then tell the pupils to work in pairs and describe a sport to their partner in three sentences. Explain that they should use items from the colored circles to help them. Their partner must guess the sport. Pupils then exchange roles. Read the example in the speech bubbles and tell the pupils to use it as a model.

→ **Workbook** Tell the pupils to do the exercises on page 178 of the Workbook to practice *can* / *can't*.

Page 134

New Words: *add, cherry, cup, dessert, half, melt, nut, quickly, recipe, salt, shake, strawberry, tasty*

Teach the words that are listed at the bottom of pages 134-135. (See suggestions in the Introduction – *How to teach and review the new words*.) Ask the pupils to name all the words connected to food. Ask the pupils how the words *melt, add, shake* and *recipe* are related. Elicit that these verbs are often written in recipes for cooking and baking.

Write the word *strawberry* vertically on the board. Challenge the pupils to write as many words as they can across the word to build a crossword. Have them compare their crosswords with other pupils.

Draw the pupils' attention to the Notice! box. Point out that *candy, cherry* and *strawberry* are in singular form, and *candies, cherries* and *strawberries* are in the plural form. Explain that when a noun ends in *y*, we drop the *y* and add *ies* to make the plural form. Ask pupils to think of other words that end in *y* (for example *party, hobby, baby, butterfly, battery, story*) and to write the words in plural form. Point out that in words where there is a vowel before the *y*, like *day, boy* or *toy*, we just add an *s* to make the plural form.

NEW WORDS **Workbook, page 179**

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

Reading

1 Read and find out.

Read and find out what Adam made at his cooking club.

Read the dialogue between Adam and his mother with the class. Ask the pupils:

1. *What club does Adam go to?*
2. *What did Adam make at his club?*
3. *What does Adam want to do?*

2 Read and find out.

Read the recipe and dialogue and find out how to make ice cream in a bag.

Tell the pupils to look at the text and ask what type of text it is. Elicit that it is a recipe. Point out that a recipe has two parts: the first part lists the ingredients that you need and the second part gives instructions of what to do. Point out that the ingredients are listed while the instructions are written in sentences in the imperative.

Read the title and ask the pupils if they have ever made ice cream in a bag. Ask them to guess what ingredients they think are needed to make ice cream. List their suggestions on the board. Then have the pupils read the ingredients and compare them with the list on the board.

Ask the pupils which words in the list of what you need are used for measuring ingredients. Elicit *cup*, *tablespoon* and *teaspoon*. Point to the different spoons in the recipe and explain that each is used for a different measurement – a teaspoon is smaller and a tablespoon is bigger.

Read the directions for how to make the ice cream with the class. Check comprehension by asking the following questions:

1. *What items do you put in the small bag?*
2. *What do you put in the big bag?*
3. *How long do you shake the bag?*

Read the final dialogue between Adam and his mother and make sure that the pupils understand what the salt is used for in this recipe.

After reading, ask the pupils what extras they like in their ice cream, what their favorite ice cream is and if they would like to try to make this recipe.

Optional: Show examples of other recipes to the class or ask the pupils to bring in their favorite recipes.

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

3 Number the pictures.

Number the pictures according to the order they appear in the recipe.

Tell the pupils to describe the pictures. Then tell the pupils to number the pictures in the correct order according to the recipe.

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

ANSWERS

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

4 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 comprehension questions that require global understanding of the recipe. Question 2 requires integration: the pupils need to locate information given explicitly in different parts of the text. Questions 3 and 4 require inference: the pupils need to understand that cherries and strawberries are fruit, so Dad can put those in his ice cream, and if Adam suggested to his mother that they make the ice cream for dessert, it means that he likes making the ice cream.

ANSWERS

1. You need two bags in the recipe.
2. The ice melts in the big bag because there is salt.
3. cherries or strawberries
4. He asks to make it for dessert tonight.

5 Think of an idea.

Think of a new idea.

Read the question with the pupils and explain that they must add an idea for another extra that is not listed in the text. Accept all logical answers.

This question 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 136

Words

1 Give examples.

Give an example 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.

Optional: List the pupils' responses on the board and find out how many pupils gave the same examples.

2 Say yes or no.

Read the sentences and say if they are true for you.

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

→ **Workbook** Tell the pupils to do the exercises on pages 180-181 of the Workbook to practice the new words.

Speaking

Talk with a partner.

Choose a food. Your partner must ask questions to find out which food it is.

Have the pupils describe the foods in the pictures. Then read out the model dialogue with a pupil. Explain to the pupils that they need to use the colors, adjectives and nouns in the word bank to ask and answer questions. Tell the pupils to work in pairs. Pupil A chooses a food; pupil B asks questions in order to identify it. Then tell the pupils to exchange roles.

Writing

Read the explanation and examples in the teaching box. Make sure that the pupils understand that in English, the adjective comes before a noun. Have the pupils translate the sentences and compare the word order in English and in their language. Encourage the pupils to say other sentences describing classroom items that they have or that they can see in the classroom. Write their sentences on the board and have them check that the word order for the adjectives and nouns is correct.

Write sentences.

Write sentences about the picture according to the instructions. Use the model sentences to help you.

Ask a pupil to describe one of the people or things in the picture, and then to say what one of the people is doing. Repeat with other pupils. Remind the pupils that when saying what someone is doing, they must use the Present Progressive. You may want to write the pupils' sentences on the board as examples.

Read the instructions to the pupils and check that they understand. Explain that they must:

1. write at least two sentences describing people and things in the picture and include an adjective-noun pair in at least one sentence
2. write at least two sentences describing what someone in the picture is doing

Tell the pupils to use the examples as a model. Remind them to use capitals letters and periods.

→ **Workbook** Tell the pupils to do the exercises on pages 181-182 of the Workbook to practice writing and the Read More on pages 183-184.

TASK

Write a recipe for a sandwich, a salad or a dessert and present it to the class.

1. Tell the pupils to write a recipe for a sandwich, a salad or a dessert. Tell them to include:

- a. the ingredients needed for the recipe
- b. directions for how to prepare it

Remind the pupils that the ingredients are listed and the directions are written in sentences in the imperative form.

2. Tell the pupils to decorate the recipe. They can add pictures of the ingredients or the final product.
3. Tell the pupils to present the recipe to the class and to tell the class how to prepare the sandwich, salad or dessert.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 245 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 186 of this Teacher's Guide.

Pages 138-139

Part 4 • Story

Share the objectives of this part with the pupils.

New Words: *acting, actor, broom, drama, get the part, good luck, great, nervous, play, stage*

Teach the words that are listed at the bottom of pages 138-139. (See suggestions in the Introduction – *How to teach and review the new words.*) Ask the pupils to name all the words connected to drama.

Write the words *acting* and *actor* on the board. Ask the pupils what word they see in both words. Elicit the word *act*. Translate it and point out that it is a verb. Then point out to the pupils that when we add *-or* to certain verbs, the meaning changes to a profession. Remind them that *-er* does the same thing, like in *teach* – *teacher*. Explain that when we add *ing*, the word becomes a noun, like in the word *acting*.

Write the phrase *Good luck!* on the board and ask the pupils to describe situations where you could use the phrase.

Ask the pupils to make up sentences with at least two of the new words in each sentence.

NEW WORDS **Workbook, page 185**

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

1 Read and find out.

Read part 1 of the story and find out why the children in the drama club are excited and why Bill is scared.

Read the title of the story and make sure the pupils understand the meaning. Ask the pupils if the word *play* is a noun or a verb in the title. Elicit that it is a noun. Point out that *the* before *play* gives us a signal that it is a noun. Point out that the *star* of a play is a person who stands out and gets a lot of recognition in the play. Ask the pupils if they think there is a connection between a star in the sky and a star in a play.

Ask if there are any pupils who have performed in a play. Invite those that have to share their experiences.

Tell the pupils to look at the pictures on pages 138-139 and ask what is happening in each picture. Invite the pupils to predict what the story is going to be about.

Frame 1:

Read the first two paragraphs to the class. Ask the pupils:

1. *Where is Bill?*
2. *Why are the children excited?*

Continue reading to the end of the section with the class. Invite two pupils to read the roles of Bill and Lucy. Check comprehension by asking:

1. *What part does Bill want in the play?*
2. *Does Bill think he can get the part he wants?*
3. *Does Lucy think Bill can get the part he wants?*
4. *What part does Lucy want in the play?*

Frame 2:

Read the text together with the pupils and ask the pupils how Bill is getting ready for the audition.

Frame 3:

Read the text together with the pupils. Ask them where Bill and Lucy are and why they are there. Ask the pupils to find a sentence that describes how Bill feels. Then ask the pupils why Bill is scared.

Frame 4:

Tell the pupils to read the rest of the story to themselves and ask the following questions:

1. *What part did Bill get in the play?*
2. *What part did Lucy get?*

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

2 Answer the questions.

Read the first question with the pupils and have them say how they think Bill feels. Ask the pupils how they think Lucy feels.

Invite the pupils to share their personal experiences when they did not get something they really wanted and worked hard for. Some examples may be:

- losing a competition after practicing a lot for it
- not being selected for a sports team, student council at school, or another program that they worked hard to be chosen for

Read the second question and ask the pupils to predict what Bill will do. Invite the pupils to share what they did when they lost competitions or weren't selected for roles they wanted.

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

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 186-188 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.

Exercise 2 requires integration and inference: the pupils need to locate information given explicitly in different parts of the text in order to complete the task. The pupils also need to infer that if Bill didn't get the part of Harry Potter, it means he didn't get the part he wanted, and that even though he wants to fly, it doesn't mean that he knows how to fly.

Exercise 3 requires integration: the pupils need to locate information given explicitly in different parts of the text in order to complete the task.

Pages 140-141

New Words: *art, it's not fair, leave, project, real, so, still, success, that, worst*

Teach the words that are listed at the bottom of pages 140-141. (See suggestions in the Introduction – *How to teach and review the new words.*) Write the phrase *It's not fair!* on the board. Ask the pupils to complete the sentence *It's not fair that ...*. Ask the pupils to name the worst movie they have ever seen.

Write the words *draw, paint, artist, castle, beautiful, stage, cry, movie, the play* and *month* on the board and review their meanings. Play "Quick Bingo" by asking the pupils to copy 4-6 of the words onto a piece of paper. Call out the meaning of a word; the pupils who have the word, cross it off. The first pupil to cross off all the words calls out "Bingo!"

NEW WORDS **Workbook, page 188**

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

3 Read and find out.

Read Part 2 of the story and find out if Bill is in the play.

Review the events that happened in Part 1 of the story. Write the following sentences on sentence strips and stick them in a random order on the board:

The teacher tells the class about a new play.

Bill practices every day for a month.

Bill and Lucy are at the Town Center for the auditions.

Bill walks on stage for his audition.

Bill gets the part of Draco Malfoy.

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

Ask the pupils to describe who and what they see in the pictures in Part 2 and then to say what they think will happen. Then read Part 2 of the story with the class and tell the pupils to find out if Bill is in the play.

Frame 1:

Read the text together with the pupils. Invite two pupils to read the roles of Bill and Lucy. Check comprehension of this part by saying the following sentences and having the pupils give a thumbs up if they are true or a thumbs down if they are false:

Bill is sad. (true)

Bill wants to be Draco in the play. (false)

Bill wants to leave drama club because it isn't fun. (false)

Lucy wants Bill to stay in drama club. (true)

Bill wants to go to his art class. (true)

Invite the pupils to pretend they are Bill. Ask how many of them would take the part of Draco in the play and how many of them would leave the play and drama club. Ask the pupils to suggest other ways to respond to the anger and disappointment Bill feels because he didn't get the role he wanted.

Frame 2:

Read the text together with the pupils. Invite two pupils to read the roles of Bill and Tom. Ask the following questions to check comprehension:

1. *Where is Bill?*
2. *Who is Bill with?*
3. *What is the new project in art class?*
4. *Why doesn't Bill want to make scenery?*
5. *What does Tom think about Bill?*

Frame 3:

Read the text together with the pupils. Ask the pupils what Bill and Tom made and what the art teacher thinks about their work.

Frame 4:

Tell the pupils to read the rest of the story to themselves and ask them why Bill feels like a star.

Optional: Have the pupils write a dialogue between Bill and his mother. Pretend that the dialogue is taking place right after Bill found out that he didn't get the part. Use as many new words as possible.

4 Answer the questions.

Read the questions with the pupils and ask them to share their opinions. Point out that Bill didn't get what he wanted at the beginning of the story (to be Harry Potter in the play), but that things worked out for him in the end, when he did something else he enjoyed (art) and got a lot of recognition for his efforts.

Invite the pupils to share personal experiences of disappointing situations that worked out well in the end.

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

→ **Workbook** Tell the pupils to do the reading comprehension and vocabulary exercises on pages 189-191 of the Workbook. The reading comprehension exercises practice different levels of reading comprehension as follows:

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

Exercise 2 requires basic understanding and inference: the pupils need to locate information given explicitly in the text. Question 3 requires inference: the pupils need to infer that Bill feels like a star because of his art.

Exercise 3 requires inference: the pupils need to infer that if everyone thinks the scenery is great, and if people are still talking about the scenery after the play is over, and if they want to know who the artists are, then people like the scenery.

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.

TASK

Create a different ending to the story.

1. Tell the pupils to create a different ending to the story. Explain that they should choose a point from the end of Part 1 and create a different ending.
2. Tell the pupils that they may draw a picture or cartoon, write sentences, act it out or record it.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 246 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 187 of this Teacher's Guide.

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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:
 - places (*concert, festival, library, museum, restaurant, sports center, street, theater*)
 - words connected to plays (*actor, acting, costume, drama, festival, get the part, good luck, light, nervous, practice, stage, success, theater*)
 - words connected to food (*cherry, cup, dessert, melt, mix, nut, recipe, restaurant, salt, shake, strawberry, tasty*)

Optional: Give the pupils a time limit to do this activity.

2. Tell the pupils to work in pairs and find as many verbs as they can in two minutes. Then ask them to find words that go with each verb and to list as many as they can for each verb. Have them share their lists with the rest of the class. Accept any logical answers. (The verbs in the list are: *add, finish, hide, hold, laugh, leave, melt, mix, practice, shake, take pictures, touch, wake up.*)
3. 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 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 word in A. Tell them to write the phrases in their notebook and then to translate them.

ANSWERS

get the part	wake up
good luck	don't worry
It's not fair!	go straight
take pictures	What's the time?

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2 Find pairs.

Find pairs of words and explain how they are connected.

Tell the pupils to make as many pairs of words as they can where the words are connected. Then ask the pupils to explain the connections between the words. Accept all logical answers.

3 Find words.

Find a word in the list that matches each sentence.

Tell the pupils to read each sentence and find the matching word in the list.

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

ANSWERS

- | | |
|------------------|---------------|
| 1. theater | 6. restaurant |
| 2. concert | 7. quiz |
| 3. library | 8. website |
| 4. sports center | 9. recipe |
| 5. museum | |

4 Give examples.

Give an example for at least three of the items below.

Tell the pupils to give at least one example for at least three of the items.

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.

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

1. Make a crossword with words connected to restaurants.
Divide the class into two or three teams. Write the word *restaurant* 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 restaurants. Encourage pupils to use words from the unit. 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.
2. Play “Simon Says” to review directions and verbs from the unit.
Call out a variety of directions and commands such as *go straight, turn left, turn right, laugh, mix, take pictures, play the violin* and *play the piano*, sometimes saying “Simon says” before the commands. The pupils should mime the command only if the words “Simon says” precede it. If these words are omitted, the pupils should remain in their previous positions and not move. Continue the game until there is just one winning pupil remaining.

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Let's Talk and Review

1 Say words.

Name at least five items in the picture.

Ask the pupils where the people in the picture are. Elicit that they are in a garden. Invite a pupil to read the sign. Ask the pupils to describe what they can see and 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 192-201 for a review of the unit, which includes vocabulary, grammar and listening activities, and independent readings. Below is the script for the listening activity on page 195.

1. Today and tomorrow are fun days in Hill Town. Everyone is going to the play at the theater now.
2. There are many actors in the play. They are wearing colorful costumes.
3. There is a new restaurant. It has tasty desserts. I want to eat their ice cream.
4. There is a violin concert tomorrow at half past eight. I love listening to music.
5. There is a special movie at the museum. I have tickets. I can't wait.

Suggestions for Additional Reading:

Shooting Stars, by Polly Sweetnam, Macmillan Readers, Starter

Wendy and Will's Weekend, by Kathryn L. O'Dell, Oxford Let's Go series, Level 5

Name Five Things, by Lynne Robertson, Oxford Let's Go series, Level 5

Billy and the Queen, by Stephen Rabley, Pearson English Readers, Easystarts

The Last Photo, by Bernard Smith, Pearson English Readers, Easystarts