

Objectives

In this unit, the pupils will:

- Part 1:
- read about the youngest person to climb Mount Everest
 - read about kids who did something special to make a difference
 - make a certificate for one of the special kids they read about

- Part 2:
- read an invitation to an end-of-the-year party
 - read clues to solve a mystery in an escape room
 - read a menu and order food
 - write and decipher clues using a code

- Part 3:
- play games and do fun activities to review vocabulary taught in the course

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Language, Literature and Culture	Presentation
PART 1 Task: Make a certificate for one of the kids you read about in this part.	<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"> • present information on limited content supported by visual aids • express a personal reaction to the content of something read, seen or heard using appropriate higher order thinking skills for this level
PART 2 Task: Write clues in code for your friends to decipher and solve.	follow a short sequence of simple instructions / directions in familiar context	Create and respond to a limited range of written message types such as notes, email, blogs, invitations, personal letters, greeting cards.		

Page 145

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.

Pages 146-147

Part 1 • Kids' Success Stories

New Words: *country, dry, last, loud, mask, mountain, noise, person, plan, top, youngest*

Teach the words that are listed at the bottom of pages 146-147. (See suggestions in the Introduction – *How to teach and review the new words*.) Ask the pupils to name the adjectives (*dry, last, loud, youngest*). Elicit the difference between *young* and *youngest*. Have the pupils name the opposite of *last* and *loud* (*first* and *quiet*). Ask the pupils how to say the plural of *person* (*people*). Have the pupils give examples of *countries* they know in English.

NEW WORDS Workbook, page 202

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

Reading

1 Read and answer.

Read the paragraph and answer the questions.

Read the paragraph with the class and check that the pupils understand. Point out that *mount* is short for *mountain*. Elicit that Mount Everest is written with a capital M and E because it's the name of a place.

Ask the pupils why people were angry that Jordan Romero climbed Mount Everest. Ask them what they know about climbing Mount Everest. Explain that there are many dangers involved:

- It's very cold.
- It's very high up so the air is thin and it's difficult to breathe. Most people use oxygen masks to breathe.
- Sudden avalanches can bury people.
- People can't be rescued from Mount Everest if they run into danger.

Read the first question and tell pupils to hold their thumbs up if they think it's a good idea for a child to climb Mount Everest and put their thumbs down if they don't think it's a good idea. Invite pupils to explain their answers.

Repeat with the second question.

2 Read and find out.

Read and find out who Jordan called when he reached the top of the mountain.

Read the title of the text and check that the pupils understand. Have the pupils scan the text for numbers, names and headings. Ask the pupils what type of text this is. Elicit that it is a timeline. Ask what features helped them determine the text type. Elicit that a timeline has dates.

Read the first two paragraphs out loud. Ask the following questions to check understanding:

1. *What did Jordan and his father do together?*
2. *What is special about Jordan?*

Read the heading *Before the Trip* and explain to the pupils that they are going to read about the things that Jordan and his father did to get ready for their trip. Ask the pupils what they think people need to do to get ready to climb a mountain. List their suggestions on the board. Then tell the pupils to read the text and compare what Jordan and his father did to their suggestions.

Tell the pupils to look at the section called *The Trip*. Ask them how long the entire trip was. Point out that they started on April 16 and finished on May 21, so the trip lasted 36 days. Ask the pupils what season it is in April. Elicit that it is spring. Explain that the best climbing weather is in the spring because in the winter it is too cold to climb Mount Everest and the summer is rainy and stormy.

Read the text in the timeline with the class and ask the following questions to check comprehension:

April 16:

How many people are on Jordan's team?

May 13:

1. *Where is Jordan?*
2. *What is he looking at?*
3. *Can everyone climb to the top of Mt. Everest?*

May 14-18:

1. *What falls on Jordan's team?*
2. *How did they feel?*
3. *Can they finish climbing?*

May 19:

1. *How's the weather at Camp 1?*
2. *How do Jordan and his team stay warm?*
3. *How long does it take Jordan and his team to climb to Camp 2?*

May 20-21:

1. *How long does it take Jordan and his team to climb from Camp 2 to the top of the mountain?*
2. *Who does Jordan call when he reaches the top of the mountain?*

Ask the pupils how they think Jordan feels.

Read the last section of the text, *After the Trip*, and ask the pupils what Jordan did after his trip.

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

3 Number the sentences.

Number the sentences in the correct order.

Write the numbers 1-6 vertically on the board and tell the pupils to copy them into their notebook. Read sentences a-f out loud and ask the pupils which sentence occurred first in the text. (*Jordan meets his team at base camp.*) Tell the pupils to write *c* next to the number 1 in their notebook. Then tell them to put the remaining sentences in the correct order. Have pupils read the sentences in the correct order.

This exercise requires basic understanding and sequencing: the pupils need to sequence the events of the story.

ANSWERS

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

Page 148

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. The pupils need to locate information given explicitly in the text. Sentences 2-5 require inference: the pupils need to infer that if Jordan and his father climb many mountains in different countries, then Mount Everest is not the first mountain that he climbs, that if there are six people on his team, then five people climbed Mount Everest with Jordan, that if the events in the timeline continue, then Jordan didn't go home after ice falls on him, and that if he says "I'm calling you from the top of the world", he has reached the top of Mount Everest.

ANSWERS

- | | |
|----------|----------|
| 1. true | 4. false |
| 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

2. Mount Everest is not the first mountain Jordan climbs.
3. Five people climb Mount Everest with Jordan.
4. Jordan doesn't go home after ice falls on him.

5 Answer the question.

Read the question and check that the pupils understand. Have the pupils share their answers with the class.

This question requires inference: the pupils need to understand that Jordan feels worried, nervous and excited at the beginning of the trip based on the May 13 text: *It's hard to climb to the top. Jordan knows some people can't do it. But Jordan is ready for the trip.*

Words

1 Match.

Match each word below to its description.

Tell the pupils to match the words in the word bank to the descriptions.

ANSWERS

- | | |
|-------------|------------|
| 1. mountain | 3. mask |
| 2. person | 4. country |

2 Match A to B.

Match A to B to make 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. d | 2. b | 3. g | 4. a | 5. c | 6. f | 7. e |
|------|------|------|------|------|------|------|

→ **Workbook** Tell the pupils to do the exercises on pages 203-204 of the Workbook to practice the new words.

Listening

1 Talk with a partner.

Look at the picture and discuss the question with your partner.

Read the question to the class and check that the pupils understand. Tell the pupils to work in pairs, look at the picture and answer the question. Have the pairs share their answers with the class.

Explain that Alma Deutscher is a girl who lives in England. Her father is from Israel. She is a child prodigy in music. She started to play the piano when she was two years old and the violin when she was three. She also writes her own music. Today, she plays in concerts all over the world.

Optional: Start the lesson off by playing some of Alma Deutscher's music for the class. Ask the pupils if they can identify the instruments. Ask the pupils how old they think the musician is. Tell the pupils to open their books to page 149 and explain that they are looking at a picture of the musician and that she was born in 2005.

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

Jon and Brenda are waiting for Alma's concert to begin. Listen to their conversation and say if the sentences are true or false.

Tell the pupils that they are going to listen to a conversation between two people, Jon and Brenda, who are waiting for Alma's concert to begin.

Tell the pupils to read the sentences and check that they understand. Then play the recording for the pupils to listen only. Play the recording again and ask the pupils to say if each sentence is true or false.

LISTENING SCRIPT

- Brenda: I can't wait to hear Alma Deutscher play the violin and the piano.
- Jon: Did you know that Alma started to play the piano and the violin when she was very young?
- Brenda: Yes, I know. Alma also started to write music when she was four years old. Now she plays in concerts all over the world.
- Jon: How many hours does she practice music every day?
- Brenda: It says on the Internet that some days she practices for five hours. She has two music teachers near her home in England. She also has a music teacher in Switzerland.
- Jon: Wow! So Alma has three music teachers?
- Brenda: Yes, *three* music teachers.
- Jon: But Alma lives in England. How does she have music lessons with a teacher in Switzerland?
- Brenda: They use computers in the lessons so the teacher can see Alma and talk to her.
- Jon: How does Alma have time for music lessons and school and friends?
- Brenda: Alma doesn't go to school. Her mother teaches her at home.
- Jon: Does Alma have friends if she stays home every day?
- Brenda: Yes, Alma has dance lessons with other children. They play together after the dance lessons.
- Jon: I'm happy that Alma has friends.
- Brenda: She likes to dance and play like other girls. But *she* can write and play such beautiful music.
- Jon: Shh! They are ready to start the concert.
- Brenda: There's Alma. Look at her beautiful dress.
- Jon: Listen to her beautiful music.

ANSWERS

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

3 Listen and choose the answers.

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

Tell pupils to read questions 1-4. Play the recording a final time and tell pupils to choose the correct answers. Have the pupils read the completed sentences.

ANSWERS

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

Question 4 requires inference: the pupils need to infer that Alma's ability to write and play beautiful music makes her special.

Think!

Do you think Alma has a fun life or a hard life?

Read the question with the pupils. Tell them to base their answer on what they heard and their opinion.

Pages 150-151

New Words: *city, collect, decide, gave, had, letter, make a difference, newspaper, television, welcome, were*

Teach the words that are listed at the bottom of pages 150-151. (See suggestions in the Introduction – *How to teach and review the new words.*) Point out the connection between *different* and *difference*: *different* is an adjective and *difference* is a noun. Explain that the phrase *make a difference* is used to describe when people do something different that is also important and meaningful. Ask the pupils how they *welcome* guests in their homes. Have the pupils give examples of things they can *collect*.

Write the new words on the board and have the pupils make connections between pairs of words. Accept any logical answers.

NEW WORDS Workbook, pages 204-205

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

Reading

1 Answer the question.

Answer the question with your partner.

Read the question and check that the pupils understand. Tell the pupils to work in pairs and answer the question. Invite pupils to share their ideas with the class.

2 Read and find out.

Read Sally's blog and find out about three kids who did something to make a difference to others.

Read the title of the blog and the opening paragraph and ask the pupils what type of text it is. Elicit that it is a blog. Remind the pupils that a blog is an online personal journal or diary. Ask the pupils what Sally's blog is about.

Tell the pupils to describe what they see in the pictures. Ask them where each child is from. Tell the pupils to scan the text for names, numbers and places.

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

1. *Why was Olivia angry?*
2. *What did Olivia do?*
3. *What did Olivia change in her town?*

Read the other two paragraphs and ask the following questions:

Daniel:

1. *Why did Daniel sell his toys?*
2. *What did Daniel do with the money he made?*

Blare:

1. *Who did Blare help?*
2. *What was Blare's plan?*
3. *How many teddy bears did Blare collect?*

Ask the pupils to explain how each kid made a difference in his / her community or to other people.

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

3 Choose.

Who does each sentence describe?

Read the first sentence and ask the pupils which of the three children the sentence describes. Repeat for the remaining sentences. Point out that some sentences might describe more than one child. Pupils should say all the relevant names.

This exercise practices basic understanding and integration. It requires global understanding of the blog. The pupils need to locate information given explicitly in different parts of the blog.

ANSWERS

- | | |
|------------------|-----------|
| 1. Olivia | 4. Blare |
| 2. Olivia | 5. Daniel |
| 3. Daniel, Blare | 6. Blare |

4 Answer the questions.

Read the first question out loud. Remind the pupils that we use the Wh- question word *Why* to ask for a reason for something. Point out that we answer *Why* questions with the word *because*. Tell the pupils to answer the questions in their notebook.

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

ANSWERS

1. Olivia is angry because some people want to build new houses in the forest.
2. He sells them.
3. He collected more than 50,000 bears.

5 Choose the answer.

Choose the correct answer.

Read the question and check that the pupils understand. Have pupils explain their answers.

This question requires inference: the pupils need to understand that if Daniel sold things to raise money for sick children in his first project, his next project is also likely to involve selling things to raise money for sick children.

ANSWER

b

Words

1 Choose the words and add.

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

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 letter, a newspaper
2. books, bottles
3. television, a game

2 Say yes or no.

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

Ask the pupils to translate the words in bold. Then tell the pupils to say which sentences are true for them and which are not. 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.

Speaking

Talk with a partner.

Look at the pictures. Choose one of the problems and answer the questions. Use the phrases below to help you.

Tell the pupils to describe each picture. Have pupils read the phrases in the word bank and check that they understand. Then tell the pupils to work in pairs and choose a picture, say what the problem is and what they can do to help. The pupils should use the phrases in the word bank to help them. Have the pairs share their answers with the class.

Optional: Tell the pupils to think of a project that they want to do to make a difference. Tell them to make a plan for their project and to write why their project is important. For example:

I want to help poor children.

My plan: I want to collect school bags and put food, toys, books, pencils and other things in the bags. I want to give the bags to poor children.

My project is important because it helps poor children get ready for school.

→ **Workbook** Tell the pupils to do the exercises on pages 205-206 of the Workbook to practice the new words.

Writing

Read the explanation in the teaching box and check that the pupils understand.

Write sentences.

Write at least four sentences describing the event in the picture.

Tell the pupils to write at least four sentences describing the event in the picture. Remind them that when describing an event, they can write sentences about what they see, who is there, what the people are doing,

where the event is taking place, the weather and how the people feel. Remind the pupils to think about word order and to begin each sentence with a capital letter and to end each sentence with a period. Tell the pupils to use the example sentences as a model.

→ **Workbook** Tell the pupils to do the exercises on pages 207-209 of the Workbook to practice writing and the Read More on pages 210-211.

TASK

Make a certificate for one of the kids you read about in this part.

1. Tell the pupils to choose one of the kids they read about in this part and to make a certificate for this person. Pupils may use the photocopiable certificate on page 180 or they may create one of their own.
2. Tell the pupils to complete the following information about this person:
 - his / her name
 - where he / she is from
 - what he / she did
 - who he / she helped
3. Encourage the pupils to add at least one other fact about this person.
4. Tell the pupils to explain why they think he / she is special.
5. Tell the pupils to decorate their certificate and to include a picture if possible. The picture can be of the person or of something connected to what the person did.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 247 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.

Page 154

Part 2 • Escape Rooms

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

New Words: *between, clue, Earth, famous, lock, painting, planet, somebody, stole, turn off, turn on*

Teach the words that are listed at the bottom of pages 154-155. (See suggestions in the Introduction – *How to teach and review the new words.*) Invite a pupil to *turn off* the lights in the room. Invite a different pupil to *turn on* the lights. Ask pupils to give examples of other things they can *turn on* and *turn off*. Ask the pupils where they might find *paintings*. Elicit in museums or in people's houses or offices. Ask the pupils to name the adjective on the list (*famous*). Have the pupils name famous people that they admire.

Play "Cross the Road" with the new words from the list. Tell the pupils to add a word to go with each of the new words.

NEW WORDS Workbook, page 212

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

Reading

1 Answer the question.

Read the question with the pupils and check that they understand. Have a pupil explain what an escape room is. Ask the pupils if they have ever been to an escape room and, if so, to share their experiences.

2 Read and find out.

Read the invitation and find out about the escape rooms Grade 5 will visit.

Tell the pupils to look at the text and ask what the text type is. Elicit that it is an invitation. Ask what features helped them determine that it is an invitation. Elicit the Wh- words in bold – *when, where, what*.

Tell the pupils to read the top part of the invitation and check comprehension by asking:

1. *What is the party for?*
2. *When is the party?*
3. *Where is the party?*

Make sure that the pupils understand that there are three escape rooms. Tell the pupils to continue reading and find out about the three escape rooms. Ask:

1. *What is the special task in Room 1?*
2. *What is the special task in Room 2?*
3. *What is the special task in Room 3?*

Invite pupils to say which room they would like to visit.

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

Page 155

3 Choose the words.

Choose the correct word to complete each sentence.

Tell the pupils to choose the correct words to complete the sentences. Then have pupils read the completed sentences.

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

ANSWERS

1. Thursday
2. Jerusalem
3. three
4. planet
5. clues

4 Answer the question.

Read the question and check that the pupils understand. Tell pupils to choose the correct answer.

This exercise requires integration: the pupils need to locate information given explicitly in different parts of the text in order to complete the task. They need to understand that the party is at 16:00 which is in the afternoon, so it isn't in the morning.

ANSWER

a

5 Read and find out.

It's your turn to get a task at Kids' Escape Rooms. You are going to Room 3. Read and find out your task.

Tell the pupils they are going to do an escape room in English. First, they will get the background story. Then, they will have a listening task to acquaint them with their escape room. Finally, they will work in groups to solve the clues to complete their task.

Explain that they are going to room 3 (referring back to the invitation) and that that escape room task is about a famous painting called the Mona Lisa. Invite the pupils to tell the class what they know about the Mona Lisa. Explain that it was painted by Leonardo da Vinci in 1503. People can see this painting at the Louvre Museum in France. It is one of the most expensive paintings in the world.

Read the title and check that the pupils understand. Explain that this text is going to give them the story and setting for their escape room task.

Read the first paragraph and ask:
What happened to the Mona Lisa?

Read the second and third paragraphs with the class. Check comprehension by asking the pupils:

1. *Where are you?*
2. *What is your task?*
3. *What is in the thief's room?*

Read the last paragraph. Make sure the pupils understand that the Mona Lisa is in the cupboard and that they need to read the clues to find the three numbers to open the lock.

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

Page 156

Listening

1 Answer the questions.

Look at the picture of the thief's room and answer the questions.

Explain to the pupils that they are looking at the thief's room (which is the escape room). Read question 1 and have the pupils name items that they see in the room. Point out that many items in the picture have a number. Explain that they will need these numbers to complete their task. Read questions 2 and 3 and have the pupils answer them.

2 Listen and follow.

Look at the picture of the escape room on page 213 of the Workbook. Listen to the instructions and follow them.

Tell the pupils to open their Workbook to page 213. Point out that the picture in the Workbook is the same picture of the escape room they saw in the Pupil's Book. Explain that they are going to do a listening task to familiarize them with the escape room. They need to listen to the instructions and follow them.

Play the recording for the pupils to listen only. Play the recording again, pausing after each sentence in order to give the pupils enough time carry out each instruction. Play the recording a final time and tell pupils to check that they followed all the instructions correctly.

LISTENING SCRIPT

1. Circle the number six on the hat.
2. Circle the number two on the camera.
3. Draw a nose on the cat sculpture.
4. Draw another pencil on the round table.
5. Write the number fourteen next to the pencil.
6. Circle the lock on the cupboard.
7. Write a sentence to the thief in the sign in front of the table.

Reading

Read the task to the class and make sure the pupils understand.

Divide the class into groups of 3-4 pupils and tell them to work together to read the three clues and find the numbers to open the lock to save the Mona Lisa.

Optional: Have the groups compete to see which group saves the Mona Lisa first.

1 Read and complete.

Read about the sculptures in the thief's room and complete the chart on page 214 in the Workbook to find out what is behind the cat sculpture.

Tell the pupils to open their Workbook on page 214. Point out that the exercise contains sentences, a word bank and a chart for completion. The chart must be filled in with the words in the word bank without referring back to the picture on page 156 of the Pupil's Book.

Read the question for Clue 1 and explain that the pupils need to figure out what item is behind the cat sculpture by reading the sentences and completing the chart with the words in the word bank.

Tell the pupils to look at the chart and read the categories in the first column. Make sure the pupils understand. Explain that they need to fill in the information for each sculpture – the animal that the sculpture is, the country it is from, who the artist is, and what is behind the sculpture.

Read the first sentence and point out that the answer *giraffe* is already provided in the chart and that it is in the *Animal* column under *Sculpture 3*.

Read the second sentence and ask the pupils which row *an old man* belongs in (*Artist*) and which column (*Sculpture 1*). Point out that the words *an old man* are already written in the appropriate place as another example.

If necessary, read the third sentence out loud. Ask the pupils which row *a camera* belongs in (*What's behind the sculpture?*) and which column (*Sculpture 4*). Direct the pupils to write *a camera* in the appropriate square in the chart.

Have the pupils continue reading the sentences and filling in the chart in the Workbook for Clue 1 independently. Once they have completed the chart, ask: *What's behind the cat sculpture?* Elicit that it's a hat.

ANSWERS

	Sculpture 1	Sculpture 2	Sculpture 3	Sculpture 4
Animal	cat	dog	giraffe	kangaroo
Country	France	China	Australia	Canada
Artist	an old man	two sisters	a young man	a young woman
What's behind the sculpture?	a hat	a book	an apple	a camera

2 Find the number.

After you find out what's behind the cat sculpture, find the same item in another part of the room. The first number you need to open the lock is on that item. What is it?

Direct the pupils to find another hat in the picture. Ask what number is on the hat. That is the first number they need to unlock the cupboard.

ANSWER

6

Page 158**3 Read and find.**

Read the second clue and find the correct painting.

Clue 2: Find Renoir's painting.

Tell the pupils to look at the three paintings. Point out that they are by famous artists, one of whom is Renoir. Explain to the pupils that one of Renoir's paintings is missing. Tell the pupils to read the clue to find out what his painting looks like. If the pupils need help, read the instructions with them. The correct painting is A. (The other paintings are by Van Gogh and Monet.)

4 Find the number.

The second number you need to open the lock is in the painting you found, on a boat. What is it?

Tell the pupils to find the second number they need on the boat in the Renoir painting. This is the second number they need.


ANSWER

5

Page 159**5 Read and find.**

Read the last clue and find the sentence in the Egyptian art.

Clue 3: Find the special sentence.

Point out to the pupils that this last clue is in the form of a poem. Read the poem with the pupils, if necessary, and tell them to find the "special sentence" in the hieroglyphics image: 

Help them understand that the hieroglyphics sentence means *I see a mouse*.

6 Find the number.

Look in the room for an item with the same name as one of the words you found in the clue. The last number you need to open the lock is on that item. What is it?

Read the sentence that the pupils found in the Egyptian art and ask the pupils which word they think they would find in the thief's room. Elicit *mouse*. Tell the pupils to find a mouse in the picture of the room on page 156. Note that the mouse in the picture is a computer mouse, and not the animal. Explain to the pupils that the third number they need appears on the computer mouse. This is the last number they need to open the lock.

ANSWER

4

7 Choose the lock.

Which numbers can open the lock? Choose the correct lock.

Tell the pupils to choose the correct lock corresponding to the three numbers they got from the three clues. The correct numbers are 654.

ANSWER

Lock 2

8 Answer the question.

Read the question and ask the pupils to say if they saved the Mona Lisa.

Words

1 Choose.

Choose two words that belong in each category.

Tell the pupils to read and translate the words in bold. Then tell them to name the two words in each row that are associated with the category. Have the pupils explain their answers.

ANSWERS

1. a computer, a light
2. markers, paper
3. Tel Aviv, Jerusalem
4. China, Australia

2 Complete the sentences.

Complete the sentences with the words below.

Tell the pupils to complete the sentences with words from the word bank. Have the pupils read the completed sentences to the class.

ANSWERS

- | | |
|-------------|-------------|
| 1. clues | 4. turn off |
| 2. stole | 5. lock |
| 3. somebody | 6. between |

→ **Workbook** Tell the pupils to do the exercises on page 215 of the Workbook to practice the new words and the Read More on pages 216-217.

Reading

1 Read and find out.

Read the menu and find out what the Grade 5 kids can eat at Kids' Escape Rooms.

Tell the pupils to look at the text and ask what text type it is. Elicit that it is a menu. Point out the features of a menu: the food items are listed and there are prices. Tell the pupils to read the menu. Ask the pupils questions about the menu such as:

What costs 15 shekels?

What desserts can you order?

What is the most expensive item on the menu?

How much does the pasta with vegetables cost?

2 Answer the questions.

Tell the pupils to answer the questions about the menu in exercise 1.

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

ANSWERS

1. cola, fruit juice, water, lemonade
2. hamburgers, shnitzel
3. three
4. two

Speaking

Talk with a partner.

Ask and answer questions about what you want to eat from the Kids' Escape Room menu.

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.

TASK

Write clues in code for your friends to decipher and solve.

1. Tell the pupils to work in groups and think of three places in the classroom or school to hide three clues. The clues will lead to the last place where there will be a key for an escape room.
2. Give each group a copy of the code on page 181. Tell the pupils to write three clues leading to the places they chose using the code. Write an example clue on the board: *Go to the big chair.* = tl gl gsv yrt xszri.
3. Tell the pupils to check that the words in their code are spelled correctly.
4. Then tell them to hide clues 2 and 3.
5. Tell the groups to exchange clue number 1 with another group.
6. Tell the pupils to decipher another group's clues and follow them.
7. Tell the pupils to find the key to the escape room.

This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 248 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.

Pages 162-163

Part 3 • Success in English

Word Hunt

Think of words and sentences.

Think of words and sentences according to the instructions. Write your answers in your notebook.

Tell the pupils they are going to do a fun activity to review vocabulary they learned throughout the year. Read the first instruction aloud and invite the pupils to suggest possible words. Then tell the pupils to work with a partner and follow the remaining instructions, writing their answers in their notebook. Point out to the pupils that they can refer to the lists of words at the end of each unit.

Optional: Set a time limit and then allow for collaboration and teamwork by having different pairs share their answers with each other.

Pages 164 -165

Write a Story

1 Choose.

Choose the things that will be in your story according to the instructions. Write them in your notebook.

Explain to the pupils that they are going to write funny stories in English. Tell them that first they need to choose the words that will be in their stories.

Tell the pupils to write the numbers 1-8 in their notebook.

Read number 1. Invite a pupil to name the places in the pictures (*a forest, a castle, a town, a city, a desert*). Tell the pupils to choose one of the places on the list or their own and write it in their notebook for number 1.

Read number 2. Invite pupils to name the items in the pictures (*a blanket, a football, a phone, a sword, a hat, a helmet*). Tell the pupils to choose one of the items or their own and write it in their notebook for number 2.

Tell the pupils to repeat the procedure with the remaining categories 3-8.

2 Complete the story.

Complete the story on page 218 of the Workbook with the things you chose. Then read your story to your partner.

Tell the pupils to look at the story and to read the title (*Pat*). Make sure they understand that Pat is a girl's name.

Tell the pupils to complete the story with the things they chose in their notebook. For example, if they chose *forest* for number 1, they need to write the word *forest* for all the number 1s. If they chose *blanket* for number 2, they need to write the word *blanket* for all the number 2s. Tell the pupils to complete the story on page 218 of the Workbook.

Have the pupils read their stories to a partner. Invite pupils to read their stories to the class. Some of the stories will be very funny if pupils chose things that don't go well together.

Page 166

Find a Friend Bingo

Play "Find a Friend Bingo".

Find a pupil to match each sentence and write his / her name under the sentence on your Bingo board on page 219 of the Workbook. When all the boxes are full, say "Bingo!"

Tell the pupils they are going to play "Find a Friend Bingo". Tell them to read the sentences on the Bingo board and make sure they understand them.

Explain to the pupils that they must walk around the room and get signatures from other pupils on the Bingo board on page 219 of their Workbook according to the sentences. The first pupil to completely fill his board with a different name in each square and shout "Bingo!" is the winner.

Ask for a volunteer to demonstrate the game. Tell the volunteer to choose a friend and read sentences to the friend until they find a sentence that is true for him / her. The friend signs his / her name in the square corresponding to the sentence. Then the volunteer moves on to a different friend.

Page 167

Steps in English

1 Complete the sentences.

Complete the sentences about yourself.

This activity is intended to help pupils reflect on their year in English – to acknowledge their achievements and think about their future goals in English.

Ask the pupils what they see in the picture. Explain the word *steps* in English. Elicit that going up the steps is symbolic of pupils' advancement in English.

Read the first statement on the bottom step and ask the pupils how they would complete the statement. Write pupils' answers on the board. Read the remaining statements and check that the pupils understand them. Tell the pupils to copy the statements into their notebook and complete the statements so they are correct for themselves. Invite pupils to share their statements with the class.

2 Listen and chant.

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

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

Page 168

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. Draw a 5x5 grid on the board. Label the coordinates 1-5 across the top and a-e down the side. Write the alphabet randomly in the grid without the letter *x*. Divide the class into teams. Say coordinates to spell a target word from the unit list. Have the pupils work out what word you are saying and the first team to write a sentence with the word gets a point.

Optional: Have the pupils play in pairs instead of teams.

2. Divide the class into teams. Start spelling a word from the list. The first team to write and translate the word correctly gets a point for each letter.
3. Have the pupils randomly copy 16 words from the list onto a piece of paper. Have them translate two of the words. A pupil who has translated two words should hold up his / her page and exchange pages with another pupil. Each time a pupil receives a page, he / she should translate another two words. Continue until the words on all the pages have been translated. Check that all the words have been translated correctly.

Let's Practice Words

1 Make pairs.

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

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

2 Number.

Rate the words in each category from 1 to 4.

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 4, 1 being the highest and 4 being the lowest. Note that some of the categories are factual while others are personal.

3 Make word maps.

Make word maps in your notebook for at least one of the topics below. Translate the words and compare the words you chose with your partner.

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

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

Page 169

Let's Talk and Review

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 at a costume party at a museum. 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 is / are, have / has and can / can't.

Tell the pupils they are going to work in groups to say sentences describing the people in the picture.

Invite three pupils to demonstrate. One pupil is the "secretary". His / Her job is to write a check mark for each sentence the group says during the allotted time. Ask one of the volunteers to read the first speech bubble. Ask one of the other volunteers to say another sentence using *is / are* to describe someone in the picture. Remind the secretary to write a check mark. Ask the third volunteer to say another sentence and make sure the secretary writes a check mark.

Divide the class into groups of 3-4 pupils. Tell each group to choose a secretary. Give them two minutes to say as many sentences with *is / are* as they can, describing people 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 by saying sentences about what the people in the picture have, and then about what the people in the picture can or can't do. Tell them to use the second and third speech bubbles 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 220-229 for a review of the unit, which includes vocabulary and listening activities, and independent readings. Below is the script for the listening activity on pages 222-223.

1. We are walking in the tall grass near the water. We are near the mountains and far from the city.
2. We are riding bikes. It is a special road for bikes around the water. There are no cars on the road.
3. We hear a loud noise. We look in the sky. There are thousands of birds flying in the sky.
4. Jenny is turning on her phone. She wants to take pictures of the interesting birds.
5. We are reading a story in the newspaper. It says the birds come from countries with cold, snowy weather. Some birds stay in Israel for the winter because it's warm and dry. Some birds fly to other warm, dry countries.
6. We are watching a big bird on top of the water. It's called a pelican. It has a fish in its mouth.

Suggestions for Additional Reading:

Lucky Number, by John Milne, Macmillan Readers, Starter

The Well, by Clare Harris, Macmillan Readers, Starter

The Magic Barber, by John Milne, Macmillan Readers, Starter

Alissa, by C. J. Moore, Macmillan Readers, Starter

Marcel and the Mona Lisa, by Stephen Rabley, Pearson English Readers, Easystarts

Who Wants to be a Star? by Julia Allen and Margaret Iggulden, Pearson English Readers, Easystarts

Maisie and the Dolphin, by Stephen Rabley, Pearson English Readers, Easystarts

Pages 170-175

Plays

There are three plays in *Hey!* with six speaking parts in each play. The plays relate to themes from the units in the Pupil's Book:

Aliens Visit Planet Earth (theme: friends)

Safari in Africa (themes: did you know, special places)

Learning to Fly (themes: free time, success stories)

Allocating parts in the plays

Divide the class into groups of six pupils and give each group a different play.

Assign a role to each pupil or tell each group to read through their play and allow pupils to choose roles.

Before pupils read through their plays, point out that the sentences in italics are acting instructions. They are not lines to be learned.

One speaking part in each play is a very small part for less advanced pupils:

In *Aliens Visit Planet Earth*, it is Alien 1.

In *Safari in Africa*, it is Shelly.

In *Learning to Fly*, it is Nora.

Making changes to the plays

Character names

Some of the names in the plays can be changed to accurately reflect the gender mix in the group.

Smaller groups

If there are less than six pupils in a group, the parts can be reallocated so that each pupil has more lines. Alternatively, some lines can be eliminated.

Bigger / Smaller parts

If some pupils want larger parts in their plays and other pupils want smaller parts, they can reallocate the parts. For most of the lines in the plays, it isn't important who says them. However, it is a good idea to check any changes pupils make in part allocation to ensure that their changes make sense. For example, one of the alien characters should say, "We live on Planet Zoom." It doesn't make sense for one of the non-alien characters to say that line. Pupils who want larger parts can be encouraged to add their own lines to their play.

Performing the plays

The pupils can perform the plays for their class, parents or other classes at school.

The pupils will need 3-4 weeks to learn their lines by heart and prepare for their plays. Allocate some class time for preparation and / or tell the pupils to meet after school to practice and prepare.

Suggest that the pupils enhance their plays by wearing costumes or making scenery. If it's possible to perform the plays in a room with a projector and a screen, the pupils can make PowerPoint presentations for their scenery.

Acting tips

Many pupils have never acted in a play before. Acting in English makes it even harder. Some pupils will speak quietly. Some pupils will learn their lines beautifully and say them very quickly without emotion, drama or acting. Give them tips to help them create a dramatic performance, not just a rote recitation of lines in English. Some acting tips include:

- Speak loudly, slowly and clearly.
- Think about how the character is supposed to feel when he says each line. For example: *Is he scared?* Then make a scared face and voice.
- Follow the acting instructions in italics.
- Always face the audience. Never stand with your back to the audience.
- Stand on stage at an angle so that you are simultaneously speaking to the audience and to other characters in your play.