

Getting Started

This unit serves as a bridge unit, reviewing language structures and vocabulary that were taught in previous years of English-language learning.

Page 7

Get to know your book!

Say and match.

Get to know your book! Guess which unit matches each picture.

Tell the pupils to look at the pictures and describe what they see. Read the titles of the units and check that the pupils understand. Translate if necessary. Ask the pupils to guess which unit each picture is from and to match each unit title to a picture.

ANSWERS

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

Explain to the pupils that in this unit they are going to review vocabulary that they previously learned. Encourage the pupils to stop you at any time during the lessons to ask any questions they may have.

Page 8

1a Talk and match.

Talk with a partner about what you can see in the picture. Then match the words to the pictures.

Ask the pupils to read the words in the list and check that they understand. Then tell the pupils to work in pairs and talk about what they can see in the picture. Tell the pupils to match the words to the pictures as follows: pupil A says a word from the list and pupil B points to the picture and says the corresponding number.

b Say.

Name the words in exercise 1a that have short vowel sounds.

Review the vowels by drawing a vowel smiley face on the board and having the pupils name the five vowels. Point out that most words in English have at least one vowel.



Write the words *cat*, *bed*, *kid*, *dog* and *sun* on the board. Have the pupils read the words and elicit the sound of the vowel in each word. Point out that these are the short vowel sounds. Tell the pupils to find a word in the list in exercise 1a with each short vowel sound. List each word on the board in the correct column under the words with the same short vowel sound. Emphasize the letter that makes the short vowel sound in each by writing it in a different color or underlining it. Then ask the pupils to name other words that they know with each short vowel sound and list those on the board as well.

Optional: Remind the pupils that each vowel has a long and a short sound.

ANSWERS

apples, pencil, sister, socks / hospital, bus

c Match and say.

Match the words from exercise 1a to the correct groups. Add as many words as you can to each group. Then complete the sentences.

Read the names of the groups and check that the pupils understand. Point to the first group and ask the pupils to find a word from exercise 1a that belongs in this group. Have them explain their answer. Then tell them to find other words in the list that belong to this group. Repeat with the remaining groups. Then tell the pupils to add as many words as they can to each group. Have the pupils share the words they added with the class.

POSSIBLE ANSWERS

1. book, notebook, pencil
2. father, friend, sister
3. apples, cake, chocolate
4. bus station, hospital, store
5. boots, shoes, socks

Read the sentence stems in the speech bubbles and check that the pupils understand. Then tell the pupils to work in pairs and complete the sentences with words from exercise 1a. Point out that each sentence stem works with one of the groups. For example, pupils can use words from the school items group to complete the sentences *I have a ...*. Have pupils take turns saying sentences.

Page 9

2a Match.

Match the sentences to the people in the pictures who say them.

Tell the pupils to describe the pictures. Tell the pupils to scan the sentences and find words that are body parts, a name, an animal, a food. Then read the first sentence and ask the pupils to find the matching picture. Repeat with the remaining sentences.

ANSWERS

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

b Say.

Say which sentences are true for you. Find someone who has the same answers as yours. Then change the sentences that aren't true to make them true for you.

Ask the pupils to say which sentences from exercise 2a are true for them and to find someone who has the same answers. Then tell them to change the sentences that aren't true to make them true by replacing the non-bolded words.

3a Choose.

Choose the word that does NOT belong.

Have the pupils name the items in the pictures in the first group of words. Then tell the pupils to read the words and say which word doesn't belong. Repeat with the remaining groups of words. Have the pupils explain their answers in English or in their language for each group of words.

Optional: Tell the pupils to work in groups. Challenge them to add as many words as they can to each group in one minute.

ANSWERS

- | | |
|----------|-------------|
| 1. snake | 3. kid |
| 2. zoo | 4. sandwich |

b Say.

Name the words in exercise 3a that have the following sounds: th, sh, ch.

Write the letters *th*, *sh* and *ch* on the board and ask the pupils to say the sound that each letter combination makes. Ask the pupils to name other words with each sound and list them on the board. Remind the pupils that they can come at the beginning, in the middle or at the end of a word. Then tell the pupils to find the words in exercise 3a with each sound and list those on the board in the correct column as well.

Optional: Say the following popular tongue twisters for each letter combination and tell the pupils to clap their hands every time they hear the target sound.

ch – How much wood would a woodchuck chuck if a woodchuck could chuck wood?

sh – She sells seashells by the seashore.

th – Whether the weather is warm, whether the weather is hot, we'll weather the weather, whatever the weather, whether we like it or not.

Then say the tongue twisters again and have the pupils repeat after you. Repeat several times saying the tongue twisters faster and faster.

ANSWERS

th: mother

sh: shirt, sheep

ch: sandwich

Page 10**4 Say.**

Name the items in the pictures. Then number them in order from 1-4: 1 = the thing you like most, 4 = the thing you like least.

Review the words on the list by saying a word and asking the pupils to say the corresponding line number and letter for the picture. Alternatively, you can say a line number and letter and ask the pupils to name the word. Then tell the pupils to rate the words in each group from 1 to 4, explain that 1 is the thing they like most and 4 is the thing they like least. Draw the pupils' attention to the examples in the thought bubbles and tell them that they can use them as a model.

Page 11**5a Read and match.**

Read the poem and find the matching picture.

Tell the pupils to describe what they see in the three pictures. Then read the title of the poem and check that the pupils understand. Tell the pupils to scan the poem for an animal, words for people, an outdoor activity, a sport, a season and a place. Read the poem or play the recording 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 poem. Read or play the recording of the poem again and have the pupils join in. Then ask the pupils to say which picture matches the poem.

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

Optional: Challenge pupils to write a new poem using the words from exercises 1-4. They can use the poem as a model.

ANSWER

Picture A

b Say.

Name things you like.

Tell the pupils to use words from the poem or their own words to name things they like.

c Say.

Say what you like to do. Use the phrases below or your own words.

Ask the pupils to say what they like doing using the phrases provided or their own words. Point out to the pupils that when you are talking about something that you like, you use the phrase *I like* and follow it with a noun, and when you are talking about something you like to do, you use the phrase *I like to* and follow it with a verb. Accept all logical answers.

Page 12

6a Say.

Answer the question.

Read the words in the list and check that the pupils understand. Ask the pupils what categories the words belong to. Elicit that the first group is living things – people and animals, and the second group is adjectives / feelings. Draw the pupils' attention to the question and the Wh- question word *Who* and ask what information it is asking about. Elicit that it is asking about people. Then read the question and tell the pupils to say who they can see in the picture. Tell the pupils to use the example in the speech bubble as a model.


b Find and say.

Find six hidden words in the picture and translate them.

Explain that there are six words hidden in the picture. Tell pupils to find them and translate them.

ANSWERS

hungry – جوعان / رעב	funny – مضحك / מצחיק
tired – مُتْعَب / עייף	happy – سعيد / שמח
wet – رطب / רטוב	cold – بارد / קר


 **WORKBOOK** Tell the pupils to do the exercises on pages 4-6 of the Workbook for more practice with the vocabulary being reviewed.

Page 13

Pronouns

Read the list of personal pronouns. Point out that the pronoun *you* can be translated into four different words in Hebrew / Arabic. Explain that we use personal pronouns in the same manner as we use them in Hebrew / Arabic, that is, so as not to repeat a person's name or a noun all the time.

Call out the names of pupils in the class (including pairs of pupils) and ask the pupils to say which pronouns can be used instead of their names. Say the names of different items (singular and plural) and ask the pupils which pronouns can be used instead.

 **Learn about Pronouns, WORKBOOK, page 6**

Tell the pupils to read the explanation in the grammar box on page 6. Point out that for animals we generally use the pronoun *it* if we don't know the gender, but if it's a pet and we know the gender we use *she* or *he*. Remind the pupils of all the possible translations for *you*. Then tell the pupils to do the exercise.

7 Play and say.

Throw a die. Find the number you threw in the key below and match the pronoun to the correct phrase. Can you complete them all in 30 seconds?

Call out numbers from 1-6 and have pupils name the matching pronoun in the key. Have the pupils list the numbers 1-6 in their notebooks. Explain that they need to throw a die and match the pronoun for the number they threw with the right phrase. They then need to write the phrase next to the appropriate number in their notebooks. Set a timer for 30 seconds and challenge the pupils to throw all six numbers and match them to the appropriate phrases. If you don't have dice, have the pupils write numbers 1-6 on pieces of paper and use them as they would a die.

ANSWERS

- | | |
|----------------------|----------------------|
| 1. he – Dan | 4. she – the girl |
| 2. you – you and Dad | 5. it – the computer |
| 3. we – Mom and I | 6. they – my friends |


8 Say.

Name the characters in the picture in exercise 6a on page 12 who are being described in the sentences below. Then make up sentences about the characters for your partner to name.

Read the sentences about the people. Have pupils name the pronoun in each sentence and translate it. Ask the pupils to identify the character in the picture on page 12 that each sentence describes. Point out that the pronoun will give them a clue. Then tell pupils to make up sentences about the characters for their partner to name.

ANSWERS

- | | |
|--------------|------------------------------------|
| 1. the boys | 4. the grandmother and grandfather |
| 2. the queen | 5. the king |
| 3. the wolf | 6. the policeman / Dave |

 **WORKBOOK** Tell the pupils to do the exercises on pages 7-8 of the Workbook to practice pronouns.

Page 14

9 Listen and chant.

Teach or review the words presented around the rap. Point out to the pupils that these words are important classroom language and that they will encounter these words throughout the Student's Book and Workbook and during their English lessons.

Tell the pupils to name the verbs. Point out that in English, some words can be both verbs and nouns, for example *answer*. Ask the pupils to say how many *letters* are in their first name or last name. Point out that the letter *z* can be pronounced as *zee* or *zed*. Ask the pupils to *count* and say how many *words* are in the third line of the rap. Repeat with other lines from the rap. Tell the pupils to turn to page 10 of the Student's Book and find a word that begins with the *letter* *b*. Tell the pupils to turn to page 12 of the Student's Book and find a *question*.

Draw the pupils' attention to the word *color*. Point out that in British and American English, there are some common spelling differences, for example, words ending in *or* or *our*. In American English *or* is used, as in *color* but in British English *our* is used as in *colour*.

Read the title of the rap and ask the pupils to say what they can see in the pictures. Play the recording of the rap and tell the pupils to follow along. Play the recording again and tell the pupils to point to the corresponding pictures in their books as they hear them. Play the recording a third time and have the class chant along.

For additional suggestions, see *How to teach songs and chants* in the Introduction.

Optional: Encourage the pupils to record themselves on their phones or computers and put the final product on the class forum. They may record themselves chanting individually, in pairs or in groups.

Page 15

10 Match and say.

Match A to B to make as many word pairs as you can. Then compare your list with a partner.

Tell the pupils to work in pairs and create as many phrases as they can using the verbs group a and the words in group b. Read the example as a model. Tell the pupils to write the phrases in their notebooks.

Optional: Give a time limit of three minutes for the pupils to do the activity. Then invite the groups to compare their phrases.


11 Choose the words.

Choose the two correct words to complete each sentence.

Tell the pupils to read the words in the sentence stem in number 1. Then tell them to choose the two correct words to complete each sentence. Have pupils read the completed sentences to the class. Repeat with the additional sentences.

ANSWERS

- | | |
|---------|---------|
| 1. b, c | 4. a, c |
| 2. b, c | 5. a, c |
| 3. a, b | |

 **WORKBOOK** Tell the pupils to do the exercises on page 9 of the Workbook to practice the words.

Pages 16-17

12 Play the game.

Play the game. Complete the sentence, answer the question or name the item. Use the words in the middle of the board.

The purpose of this game is to review previously learned words and language structures by answering questions, completing sentences and naming items.

Tell pupils to look at the different notes in the center of the game board. These provide examples for how to answer the questions, complete the sentences or name the items in the pictures on the game board. Point out that the color of the note matches the color of the square with the corresponding task.

Optional: Photocopy and hand out the full lists of possible answers for each task on the game board which appear on page 270 of the Teacher's Guide.

Then explain the rules of the game.

Players

groups of 2-6

Materials

- one die per group
- one counter (bottle cap) for each player
- notebook or paper and a pencil for each player

Aim of the game

- to be the first person to get to "Finish"

Before beginning

- Tell pupils to look at the game board and ask them to name as many of the pictures as they can.
- Review the sentences and sentence stems and ensure pupils understand the meanings.
- Ask the pupils questions from the game.
- Explain that some questions are personalized, and for those, they need to give their own information, but for others they can use the examples on the notes in the center of the board or the photocopiable lists to help them answer and complete the sentences.

Optional: Point out that all of the personalized questions appear on a square with a yellow background.

How to play

- Pupils take turns throwing the die and moving around the board.
- The player whose name in English comes first in the alphabet begins.
- When a player lands on a square he / she must:
 - a. say what the object is if it is a picture.
 - b. answer the question if it is a question.
 - c. complete the sentence if it is a sentence stem.
- If a player lands on one of the squares with a die on, that player must carry out the instruction: either throw the die again or miss a turn. (See the key at the bottom of page 16.)
- The winner is the first player who gets to “Finish”.

Optional: Tell the pupils to write the answers in their notebooks and add a colored dot next to the answer indicating which note from the center of the board it belongs to. Then challenge the pupils to play the game a number of times until they have completed a task from each colored note.

Optional: Encourage the pupils to play the game at home with their family.

Page 18**13** Talk with a partner.

Act out the dialogues with a partner. Use the words on the notes or your own words to complete the sentences.

Model reading the dialogues with appropriate expression, pointing out the difference in expression when asking a question or saying a sentence. You may invite more advanced pupils to model the dialogues with you. Ask the pupils to read and translate the words on the notes within each dialogue. Then tell the pupils to act out the dialogues in pairs by choosing words on the notes or their own words to complete the sentences. Point out that all the words on the notes are correct, the pupils can choose whichever they want. Have the pairs present their dialogues to the class.