All About Me

This unit is about everyday life and personal information. In this unit the pupils will learn new words and phrases, and the verb *to be* so that they:

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read a blog about a girl and her hobbies	WRITTEN RECEPTION Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required	Reading Page 22
	Reading for information and argument Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support	
can talk about their favorite hobbies	SPOKEN PRODUCTION Can provide factual personal information about him/herself using level-appropriate language (vocabulary and grammar) Sustained monologue: Describing experience Can describe him/herself, what he/she does and where he/she lives	Speaking Page 24
can read an article about cool schools	WRITTEN RECEPTION Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required Reading for information and argument Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support	Reading Page 28
can read an email about a boy's new home	WRITTEN RECEPTION Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required Reading correspondence Can understand short, simple messages in notes, social media or email (e.g. proposing what to do, when and where to meet)	Reading Page 36

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can listen to a	SPOKEN RECEPTION	Listening
description of a house	Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary	Page 38
	Understanding conversation between expert language users	
	Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings	
can have a	SPOKEN INTERACTION	Speaking
conversation with someone new	Can engage in limited interactions (restricted in the number of turn-takings and scope) where communication may involve repetition at a slower rate of speech and rephrasing	Page 39
	Understanding the interlocutor	
	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him in a clear, slow and repeated speech by a sympathetic speaker	
	Conversation	
	Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. his/her home country, family, school)	
	Can introduce people and use basic greetings and leave-taking expressions	
can write	WRITTEN PRODUCTION	Writing
sentences describing people	Can write simple isolated phrases and sentences using level- appropriate language (vocabulary and grammar) and spelling that approximates accurate conventions based on a developmental continuum	Page 41
	Creative writing	
	Can write about themselves and fictitious people, where they live and what they do	
can read about	WRITTEN RECEPTION	Reading
an unusual	Can understand stories and short texts on a range of familiar	Page 44
birthday game	topics (e.g. sports, music or travel) written in level- appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required	
	Reading as a leisure activity	
	Can understand (illustrated) creative texts that are written in level-appropriate language (vocabulary and grammar)	
can listen to a	SPOKEN RECEPTION	Listening
conversation in a shop	Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary	Page 46
	Understanding conversation between expert language users	
	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a waiter in a cafe), when people talk slowly and clearly	

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can talk about when your birthday is	SPOKEN INTERACTION Can engage in limited interactions (restricted in the number of turn-takings and scope) where communication may involve repetition at a slower rate of speech and rephrasing Information exchange	Word Power Page 48
	Can ask and answer simple questions in areas of immediate need or on very familiar topics	
can read, enjoy and act out a creative story	WRITTEN RECEPTION Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and	Reading Pages 50-51
	supported by illustrations and pictures, rereading as required Reading as a leisure activity Can understand (illustrated) creative texts that are written in level-appropriate language (vocabulary and grammar) Can understand simple stories and shorter texts with the help of pictures and drawings	
	PHONOLOGICAL CONTROL Prosodic features Can articulate a limited repertoire of words and phrases using appropriate prosodic features (stress, rhythm, intonation) despite possible interference from other language(s) he/she speaks	
can give a personal response to a story	MEDIATING A TEXT Expressing a personal response to creative texts (including literature) Can use simple words, phrases and sentences to say how a work made him/her feel	About You Page 52
will be able to make a presentation of their dream school by the end of the unit.	SPOKEN PRODUCTION Can provide factual personal information about him/herself using level-appropriate language (vocabulary and grammar) Sustained monologue: Giving information Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, especially when he/she can prepare in advance	Task Page 33
	MEDIATING A TEXT Overall mediation Can convey simple predictable information of immediate interest given in short, simple signs and notices, posters and programs	
will be able to make an invitation by the end of the unit.	MEDIATING A TEXT Overall mediation Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs	Task Page 48

New Words

Part 1 Meet Emma	Part 2 Cool Schools	Word Power: Numbers	Part 3 The New Flat	Part 4 A Birthday in Brazil	Word Power: Months	Part 5 Story A Special Present
a lot of also far goal hobby Israel kick piano play song subject	about classroom dining room every forty other special student study their trip wait	one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty thirty forty fifty sixty seventy eighty ninety a hundred	age bathroom building flat guitar her like (adj) same sofa soon teach toilet	candy date do everyone flour give July outside ready sweet then throw	January February March April May June July August September October November December month year	card end (n) flower for hear I'm sorry market present pretty sell thing village

Unit 1 is about everyday life and personal information. The overall goal of the unit is to develop the pupils' language skills, helping them improve their performance in spoken reception (listening), written reception (reading), spoken production (speaking) and written production (writing), while expanding their background knowledge about different hobbies, types of schools and birthday customs.

Page 19

Look and name.

Look at some of the pictures from this unit. Name five things that you think you are going to learn about.

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.

Have the pupils read the title of the unit and check that they understand. Tell the pupils to look at the pictures and describe what they see. Read the captions for each part and check that they understand. Then ask the pupils to name five things that they think they are going to learn about in this unit. Accept all logical answers.

Share the objectives of the unit with the pupils and point out that by the end of the unit they will have learned the skills to make a presentation about their dream school and make an invitation.



Ask the pupils to read the title of Part 1 and check that they understand.



New Words

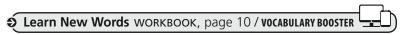
a lot of, also, far, goal, hobby, Israel, kick, piano, play, song, subject

Introduce the new words using the ideas suggested in *How to teach and review the new words* in the Introduction. Draw the pupils' attention to the word *play*. Explain that in English there are many words that have multiple meanings, so the pupils may encounter words they are familiar with but have a different meaning. For example, the word *play* was previously learned as play a game or sport, and here it means to play music or a musical instrument.

Ask the pupils to name a word that means the same as *too* (also), a country (Israel) and subjects that they are learning in school. Ask the pupils to name things that there are a lot of in the classroom, for example, pupils, desks, chairs, books. Point out that we can use lots of instead of a lot of as they both have the same meaning.

Ask the pupils to think of connections between words, for example, *play*, *piano* and *song*. Accept all logical answers.

Optional: Write the word *piano* vertically on the board and tell the pupils to copy it into their notebooks. Then tell the pupils to work in groups and add new words to build a crossword.



Tell the pupils to complete the activity in the Workbook to learn the new words. This prepares them for reading the text. The pupils have the option of learning and practicing the New Words in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

Read Better: au

1 Listen and repeat.

Listen and repeat the words.

Read the words in the Look! box (play, say, day) and tell the pupils to repeat them. Ask what sound the ay makes. Elicit that it makes the long a sound. Remind the pupils that the long a sound is the name of the letter. Read the explanation below the phonics box. Ask the pupils to find a word from the New Words list that has a long a sound (play). Then ask the pupils to name other words that they know where ay makes the long a sound.

Read the words in the *Remember* box (man, hat, bag) and tell the pupils to repeat them. Ask the pupils what sound the a makes in those words. Elicit that it is the short a sound. Read the explanation below the box. Then invite the pupils to say other words with the short a sound.

2 Read and say.

Read the words and say if they have a long a or a short a sound.

Ask a pupil to read the first word and say if it has a long a sound or a short a sound. Elicit that it has the long a sound because ay makes the long a sound. Then continue with the remaining words. Alternatively, tell the pupils to take two small pieces of paper and write "short a" on one and "long a" on the other. Read each word and tell the pupils to hold up the correct piece of paper according to the sound.

Optional: Tell the pupils to draw a two-column chart in their notebooks with the headings "long a" and "short a". Ask them to complete the chart with the words in exercise 2. Then challenge them to add as many words as they can to each list.

• worквоок, page 230)

Tell the pupils to turn to page 230 in the Workbook to practice the long a with ay and the short a sounds.

1 Listen and circle.

Listen and circle the words you hear.

Say *gray* and tell the pupils to point to the word. Repeat with other words in the exercise. Play the recording and tell the pupils to point to the words as they hear them.

Listening	Script					
1. day	2. sad	3. today	4. play	5. grass	6. Sunday	

Play the recording again and tell the pupils to circle the words they hear.

2 Listen and circle.

Listen and circle the words with the long a sound.

Play the recording and tell the pupils to point to the words as they hear them.

```
Listening Script

1. play 2. Tuesday 3. happy 4. say 5. bag 6. birthday
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Play the recording again and tell the pupils to circle the words with the long a sound.

ANSWERS

1, 2, 4, 6

3 Read, circle and highlight.

Read and circle the words with the long a sound. Then highlight the letters that make the long a sound.

Tell the pupils to read the words and circle the words with the long a sounds. Then tell the pupils to highlight the letters that make the long a sound in each of those words.

ANSWERS

1. day 3. okay 4. today 5. play 8. Friday

4 Read, highlight and write.

Read about Jay's week and highlight the words with the long a sound. Then write the correct day for each picture.

Tell the pupils to read the text about Jay's week and to highlight all of the words with the long a sound. Then tell the pupils to write the correct day under each picture.

ANSWERS

Jay's, Sunday, Jay, Monday, plays, Tuesday, Wednesday, Thursday, Friday, birthday

a. Tuesdayb. Sundayc. Mondayd. Fridaye. Wednesdayf. Thursday

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice with the *ay* long *a* sound and the short *a* sound. The pupils can complete the dictation in their notebooks.

Page 21

Words, Words, Words

1 Match.

Match the phrases and sentence to the correct pictures.

Have the pupils translate the words in bold. (These are the new vocabulary items.) Read the first phrase together with the class and ask which picture matches the phrase. Then tell the pupils to match each phrase to the correct picture.

ANSWERS

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

2 Choose the word.

Choose the word that doesn't belong in each group.

Read the words in the first row together with the class and ask the pupils to say which word doesn't belong. Ask the pupils to explain their answer and their logic for the grouping. Then tell the pupils to continue with the other groups.

Have less-advanced pupils find two words that are connected in each group and to explain how they are connected.

Optional: Have more-advanced pupils replace the word that doesn't belong with a word that belongs in the group.

ANSWERS

cake
 chair
 now
 socks
 Tel Aviv

Page 22



1 Talk about the girl.

Describe the girl in the picture.

Tell the pupils to look at the picture and describe the girl. Ask the pupils what they think she likes to do. Elicit *play football* because she is holding a ball and wearing sports clothes.

Optional: Encourage the pupils to answer using full sentences. Write the following sentence stems on the board and tell the pupils to use them when describing the girl: *I see*; *She has*; *She is*

2 Read and find out.

Read Emma's blog and find out what her favorite school subject is.

Tell the pupils to read the title of the text and check that they understand. Ask the pupils if they know what a *blog* is. Point out that the word *blog* sounds similar in their language. Explain that a blog is a post that people share on a website on a regular basis. People can share their thoughts and opinions on a particular topic (like food, clothes or politics) or write about their personal life and experiences, like in a diary. Explain that usually the posts invite people to leave notes and comments on the topic and sometimes it leads to a discussion. Ask the pupils if they have ever read a blog, and if so, what it was about.

Tell the pupils that Emma is posting a blog about herself. This is a good opportunity to talk about internet safety. Remind the pupils that they should never share personal information like their home address or phone number. Also, they should never agree to meet anyone or do anything without an adult's consent.

Have the pupils scan the text for numbers and names. Remind the pupils that all names, including the names of places, months and days, begin with a capital letter. Explain that by looking for this information before we read a text, we can already learn important information. Elicit the facts we learn from these words. (The text is about Emma; She lives in Israel; Emma is 10 years old; She has a seven-year-old brother; She has a three-year-old sister; She goes to Blue Sky School.)

Read the text out loud with the pupils and have them follow along. Stop after each paragraph and ask the following questions to check comprehension:

Paragraph 1: How old is Emma?

Paragraph 2: How many brothers and sisters does she have?

Paragraph 3: What's the name of her school?

Paragraph 4: What are Emma's hobbies?

Then ask the pupils to say what Emma's favorite subject at school is.

Ask the pupils to compare themselves to Emma by saying how they are the same and how they are different, using the information in the blog.

Optional: Draw the chart below on the board and tell the pupils to copy it into their notebooks. Tell the pupils to complete the column about themselves and then to say how they and Emma are the same and different.

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

	Emma	Me
how old	ten years old	
brothers and sisters	one brother and one sister	
name of school	Blue Sky School	
favorite subject	art	
hobbies	play football, play the piano	

ANSWER

art

3 Say true or false.

Say true or false for each sentence.

Read the sentences aloud with the pupils and ask them to say whether they are true or false. Alternatively tell the pupils to show thumbs up if the sentence is true or thumbs down if it is false.

ANSWERS

false
 false
 false

3. true

4 ABOUT YOU Tell the class.

Tell the class what your favorite subject at school is.

Review school subjects such as math, art, Hebrew, English, Arabic, sports, music and computers. Brainstorm other subjects that pupils learn, such as geography and science, and translate if necessary. Ask a pupil *What's your favorite subject at school?* and have them answer using the model in the speech bubble. Then repeat with other pupils.

Optional: Conduct a class survey by drawing a chart on the board with the subjects and the names of the pupils who like each and see which subject is the most popular.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 20. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

1 Match.

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

Tell the pupils to describe what they see in the picture. Have them translate the words in bold and check that they understand. Read the first sentence to the class and ask the pupils which person in the picture is saying it. Then tell the pupils to continue matching the sentences to the people in the picture.

ANSWERS

- 1. Adi 4. Gali 2. Yoni 5. Nir
- 3. Simba

Page 24

2 Complete the sentences.

Choose the correct word to complete each sentence.

Tell the pupils to choose the correct word to complete each sentence. Have the pupils read the sentences out to the class.

Optional: For less-advanced pupils, check that they understand the words in bold in sentence 1. Then have them translate the sentence with each of the bolded words and say which of the words is correct for the sentence. Repeat with sentence 2.

ANSWERS

hobby
 goals
 subject
 far
 also
 Israel

WORKBOOK Tell the pupils to do the exercises on pages 10-11 of the Workbook to practice the New Words.



1 Talk about hobbies.

Read the names of the hobbies in the pictures. List them in your notebook. Then ask at least five pupils what their hobby is. Write the name of a pupil who participates in each of the hobbies on the list.

Tell the pupils to look at the pictures and name the hobbies. Ask a pupil to choose a hobby and then model the dialogue by asking the question and having the pupil answer with the hobby he / she chose.

Tell the pupils to list the hobbies in their notebooks. Then tell them to ask at least five pupils what their hobby is and to list the pupils' names next to the hobby in their notebooks.

Walk around the classroom and make sure the pupils are speaking in English during the activity. Once the pupils have finished, ask them how many pupils on their list have the same hobby.

Optional: Do a class survey. List the hobbies on the board. Ask each pupil what their hobby is and record the number of pupils who have each hobby on the board. Then discuss with the class which hobby is the most popular.

Optional: Tell the pupils to ask people in their family or community what their hobbies are and to list their responses. Have the pupils share the responses with the class and compare the hobbies of the pupils with the hobbies of the people in the community.

WORKBOOK Refer the pupils to the SPEAKING CHECKLIST in Hebrew and Arabic on page 275 of the Workbook. This self-assessment checklist gives the pupils the opportunity to check and monitor their performance.

Page 25

2 Listen and sing.

Listen and sing the song.

Read the title of the song and ask the pupils what they think the song is about. Tell the pupils to describe the boys in the picture and what they are doing. Elicit that they are wearing sports clothes and they are kicking a ball.

Play the recording and tell the pupils to listen and follow along. Ask them to find the words that are verbs (action words).

Play the recording again and tell the pupils to sing along.

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

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

Optional: Record the pupils singing and play the recording back to them.

WORKBOOK Tell the pupils to do the READ MORE on page 12 of the Workbook.

Page 26



Ask the pupils to read the title of Part 2 and check that they understand.



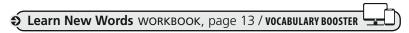
New Words

about, classroom, dining room, every, forty, other, special, student, study, their, trip, wait

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Ask the pupils to find a number (*forty*), a word that has the same meaning as pupil (*student*) and two rooms (*classroom* and *dining room*). Point out that in Israel, many houses don't usually have a separate room in which meals are eaten. However, many public places like hotels, workplaces and boarding schools have dining rooms.

Draw the pupils' attention to the word *their*. Point out that it has the same pronunciation as *there* but has a different meaning and spelling. Ask the pupils to describe something that they do *every* day.

Optional: Tell the pupils to work in groups and challenge them to make up sentences with at least two new words in each sentence.



Tell the pupils to complete the activity in the Workbook to learn the New Words. This prepares them for reading the text. The pupils have the option of learning and practicing the New Words in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

Read Better: ai

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*wait*, *train*, *rain*) and tell the pupils to repeat them. Ask the pupils what sound *ai* makes. Elicit that it makes the long *a* sound. Read the explanation below the phonics box and remind the pupils that when two vowels are together, the first one usually says its name. So, *ai* says the name of the first letter, *a*, which is the long *a* sound. Ask the pupils to find a word from the New Words box that has a long *a* sound (*wait*).

Read the words in the *Remember* box (*cat*, *sad*, *add*) and tell the pupils to repeat them. Ask what sound the letter *a* makes in these words. Elicit the short *a* sound. Read the explanation below the box. Then tell the pupils to find a word from the New Words box that has the short *a* sound (*classroom*).

Invite the pupils to say other words with the long and short a sounds.

2 Read and say.

Read the words and say if they have a long a or a short a sound.

Ask a pupil to read the first word and say if it has a long *a* sound or short *a* sound. Elicit that it has a long *a* sound because *ai* makes the long *a* sound. Ask the pupils to find another word with a long *a* sound but with a different spelling. Elicit the words *say* or *today*. Remind the pupils that *ay* also makes the long *a* sound.

Continue having pupils read the words and say which a sound it has. Alternatively, tell the pupils to take two small pieces of paper and write "short a" on one and "long a" on the other. Read each word and tell the pupils to hold up the correct piece of paper according to the sound.

Optional: Tell the pupils to draw a two-column chart in their notebooks with the headings "long a" and "short a". Ask them to complete the chart with the words in exercise 2. Then challenge them to add as many words as they can to each list.

♦ workbook, page 231

Tell the pupils to turn to page 231 in the Workbook to practice the long a with ai and the short a sounds.

1 Listen and number.

Listen and number the words in the order you hear them.

Say *train* and tell the pupils to point to the word. Repeat with other words in the exercise. Play the recording and tell the pupils to point to the words as they hear them.

Listening	Script			
1. wait	2. man	3. cat	4. rain	5. play
6. dad	7. train	8. today	9. say	10. class

Play the recording again and tell the pupils to number the words as they hear them.

2 Listen and circle.

Listen and circle the words with the long a sound.

Play the recording and tell the pupils to point to the words as they hear them.

Listening Script 1. wait 2. okay 3. mad 4. rain 5. grass 6. train

Play the recording again and tell the pupils to circle the words with the long a sound.

ANSWERS

1, 2, 4, 6

3 Draw a line and highlight.

Draw a line through the words with the long a sound to help Gail meet Faith at the park. Then highlight the letters that make the long a sound.

Tell the pupils to help Gail meet Faith at the park by drawing a line through the words with the long *a* sound. Then tell the pupils to highlight the letters that make the long *a* sound in each of those words.

ANSWERS

rain, wait, train, Friday, day, say

4 Read, highlight and tick.

Read about Daisy and highlight the words with the long a sound. Then tick the picture that matches the story.

Tell the pupils to read the text about Daisy and to highlight all of the words with the long *a* sound. Then tell the pupils to tick the picture that matches the story.

ANSWERS

Daisy, Train, Today, Sunday, Spain, waiting, rain, plays Picture B

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice with the *ai* long *a* sound and the short *a* sounds. The pupils can complete the dictation in their notebooks.

Page 27

Words, Words, Words

1 Choose.

Choose the picture that matches each phrase.

Have the pupils translate the words in bold. Draw their attention to the first set of pictures and ask them to describe each picture. Ask the pupils to read the phrase and say which picture matches it. Then tell the pupils to choose the correct picture for each of the remaining phrases.

Optional: Challenge the pupils to make up a sentence for the incorrect pictures.

Optional: Read the first phrase and have the pupils write the letter of the matching picture on their mini whiteboards or on a piece of paper. Have them hold up their answers for you to check. Repeat with the remaining phrases. This ensures full class participation.

ANSWERS

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

2 Choose the words and add.

Choose two words that can follow the verb in bold. Then add more words to as many groups as you can.

Tell the pupils to read and translate the words in bold. Ask them what all the words have in common. Point out that they are all verbs. Have the pupils choose two words in each row that can follow the verb, thereby creating phrases. Then tell the pupils to add as many words of their own to each group as they can.

Optional: Have the pupils read the phrases with each verb to the class.

Optional: Tell less-advanced pupils to translate each verb in bold and to find one word in each row that can follow it.

ANSWERS

- music, math
 in the rain, at a bus stop
 friends, students
 every day, in a pool
- 3. a classroom, a floor 6. a special meal, a new game

Pages 28-29



1 Talk about the pictures.

Look at the pictures from different schools around the world. Which school do you think is real?

Tell the pupils to look at the pictures and describe what they see. Then ask the pupils to say which school they think is real.

2 Read and match.

Read and find out about three cool schools. Then match each school to a picture in exercise 1.

Read the title of the text and explain to the pupils that they are going to read about three unique and unusual schools. Read each heading and ask the pupils to think about what makes each school special. Ask, for example, where they think the lessons take place and what subjects the students learn.

Read text A about Trip School to the class. Ask the following questions to check comprehension:

- 1. Where is the school?
- 2. What can the bus do?
- 3. Where do they learn about sea animals?

Repeat with text B about Boat School and text C about Magic School.

- B Boat School
- 1. Where is the school?
- 2. Where is their classroom?
- 3. What subjects do the students learn?
- C Magic School
- 1. Where do the students live?
- 2. What do the students study?
- 3. What can the students bring to school?

Tell the pupils to match each school to the correct picture. Ask the pupils if after reading the texts their answer to exercise 1 is the same. Point out that only the Boat School is real.

Optional: After reading about the Trip School with the class, have the pupils work in pairs. Each pupil reads about one school (Boat School or Magic School) and then shares the information with a partner.

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

ANSWERS

1. C

2. A

3. B

3 Answer the questions.

Answer the questions for as many schools as you can.

Tell the pupils to answer the questions for as many schools as they can. Encourage less-advanced pupils to choose one school, for example, the one they found most interesting, and answer the questions just for that one text.

A Complete each sentence.

Choose the correct words to complete each sentence.

ANSWERS

1. bus

2. trip

3. go on a trip in the sea

B Say true or false.

Say true or false for each sentence.

ANSWERS

1. false

2. true

3. true

C Answer the questions.

ANSWERS

- 1. Scotland
- 2. to fly and to do magic
- 3. in a big dining room

4 ABOUT YOU Talk with a partner.

Answer the questions and compare your answers with a partner.

In this personal response activity, the pupils talk about which school they'd like to go to and explain why. Point out the example sentence which pupils can use as a model for their answers. This activity caters to heterogeneous classes. More-advanced pupils can answer using a full sentence like the model, while less-advanced pupils can answer by naming the school and explaining their reason in their own language.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 26. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

1 Say true or false.

Say true or false for each sentence.

Have the pupils translate the words in bold and check that they understand. Read the first sentence and tell the pupils to say if it is true. Then tell them to read the remaining sentences and say if they are true or false. Alternatively, have the pupils hold thumbs up for correct sentences and thumbs down for false sentences.

ANSWERS

1. false

4. true

2. true

5. true

3. true

6. false

2 Complete the sentences.

Complete the sentences with the words below.

Ask the pupils to read the words in the word bank and check that they understand. Then tell the pupils to use these words to complete the sentences. Have the pupils read the completed sentences to the class.

Optional: Tell less-advanced pupils to translate the words in the word bank and to choose three sentences to complete.

ANSWERS

students
 classroom
 waiting
 about
 other
 their

WORKBOOK Tell the pupils to do the exercises on pages 13-15 of the Workbook to practice the New Words.



1 Read and say.

Read the sentences about activities students do at school. Then say which of the activities you do at your school.

The videos are optional. Review this video before using it to make sure it is appropriate for your class. Tell the pupils they are going to watch a video about different types of schools. Read the first sentence to the class and check that the pupils understand. Then ask the pupils to say if it's something that they do at their school. Repeat with the remaining sentences.

Optional: Tell the pupils to say sentences about other things that they do at their school.

2 Watch and say.

Watch the video about different kinds of schools. In pairs, say which of the activities in exercise 1 students do at the schools in the video.

Tell the pupils to watch the video All About Schools. Then tell the pupils to work in pairs and say which of the activities in exercise 1 are mentioned in the video.

Video script

It's morning. The children are going to school. They learn subjects like maths, English and science. They meet their friends and play sport too. Some schools are big, with lots of teachers and students. Some schools are small. Some schools are in big towns. Other schools are in small towns. Some students don't go to school. They study at home. Some schools have special subjects. This school has a garden. Students work in the garden. They have tomatoes, carrots and other vegetables. They make soups and salads with vegetables from the garden. Yum! This is a drama school. The students are in shows. Their families come and watch. It's a lot of fun. Come and look at this school. It's a ski school. In the morning, the children learn English, geography and other subjects. Then they go skiing. It's cool! What's your school like?

ANSWERS

Sentences 1, 2, 5, 6, 8

3 Watch and find.

Watch the video again and find two more activities you do at your school.

Tell the pupils to watch the video again and find two more activities that they do at their school. Ask the pupils to say which of the activities mentioned in the video they would like to do at their school. Have the pupils explain their answers.

GRAMMAR: to be - positive

1 Read and say.

Read what Ben says. Then tell a partner about yourself and a friend.

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

Tell the pupils to look at Ben's speech bubble and find names and pronouns. Explain that Ben is talking about himself and a friend. Read what Ben says. Then translate the sentences.

Optional: Check that the pupils understand by asking: What grade are Ben and Nick in? Where are Ben and Nick?

Compare the sentences in English and the pupils' language. Explain that in English we always use a verb in a sentence but in Hebrew and Arabic we don't. Tell the pupils that the verb in this case is called *to be*. Draw the pupils' attention to the words in bold. Point out that these are the three forms of *to be*.

Copy the diagram below onto the board to show the forms and when we use them. Explain that the verb to be has three different forms in the present tense -am, is, are - and that the different forms are used according to the pronoun or object they are connected to. Tell the pupils to copy the diagram into their notebooks.

Tell the pupils to work in pairs and talk about themselves and a friend. Point out that they should use the speech bubble as a model.

Optional: Chant "I am, You are, He is" and so on with the class.

🍳 Learn about to be – positive, worквоок, page 16

Tell the pupils to read the explanation in the grammar box on page 16 of the Workbook. Draw the pupils' attention to the highlighted words. Ask the pupils why there are three different colors. Elicit that there are three different forms of the verb *to be* and a different color is used to highlight each. Draw the pupils' attention to the short forms. Explain that the apostrophe replaces the letters that have been dropped. Ask the pupils to say which letter is missing in each case. Tell them to copy the short forms into their notebook next to their regular forms.

Write a sentence on the board in English which includes the verb *to be* for example, *I am hungry*. Have the pupils translate and compare this to their own language. Elicit that there is no form of *to be* in the present tense in Hebrew or Arabic. Repeat with other sentences, using pronouns and nouns for example: *The girl is happy. The children are in the classroom. You are 11 years old*.

Then tell the pupils to do the exercise in the grammar box. Point out that pupils may highlight the words using three different colors like the color coding in the box or the same color.

2 Complete the sentences.

Complete the sentences with the words below.

Tell the pupils to complete the sentences with the correct form of the verb *to be*, according to the noun or pronoun at the beginning of each sentence. Tell the pupils to continue with the remaining sentences. Have the pupils read their completed sentences to the class.

ANSWERS

1. am 4. are

2. is 5. is

3. are 6. are

3 Write sentences.

Write at least four sentences about yourself and your family. Use the words in the table.

Tell the pupils to look at the columns in the chart and say what type of words appear in each (people, the verb *to be*, adjectives or places). Explain that in order to make up sentences, they need to use one word or phrase from each column. Then tell the pupils to write at least four sentences about themselves and their families in their notebooks.

Optional: Point out that the word *family* can be used with both a singular and a plural verb, depending on whether it is referring to one unit or individuals. In American English family is almost always be used with a singular verb while in British English it is more common to see it used in both ways, depending on the context.

Encourage more-advanced pupils to write more sentences.

POSSIBLE ANSWERS

- 1. I am at school.
- 2. My sister is funny.
- 3. My brother is tall.
- 4. My mom is at home.
- 5. My grandma and grandpa are nice.
- 6. My family is happy.
- 7. My dad is short.
- 8. My sister and I are at school.

WORKBOOK Tell the pupils to do the exercises on pages 16-18 of the Workbook to practice *to be* – positive.

Page 32

Word Power: Numbers

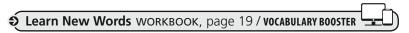
Read the title of the Word Power and explain that the words in this group are all numbers. Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction.

Have three pupils read the numbers, each reading one column at a time. Point out that 13-19 have the suffix *-teen* while 20-90 have the suffix *-ty*. Ask the pupils to find which numbers change their spelling when you add the suffixes (*thirteen*, *fifteen* and no extra *t* in *eighteen*; *twenty*, *thirty*, *forty*, *fifty* and no extra *t* in *eighty*).

Count around the class in English, stressing the importance of pronouncing the n at the end of numbers 13-19.

Optional: Have the pupils work in groups. Give each group an envelope with a different amount of fake money. Tell each group to count their money and then say how much money they have.

Optional: Play the counting game Buzz. The pupils say numbers in turn but when they reach number 6 or a number that is a multiple of 6 they need to say Buzz instead. Challenge the class to see how far how they can count without making any mistakes.



Tell the pupils to complete the activity in the Workbook to learn the New Words. The pupils have the option of learning and practicing the New Words in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

1 Complete the sentences.

Complete the sentences according to the picture.

Tell the pupils to complete the sentences about how old each person is, according to the picture. Point out that pupils should use words, not numerals. The pupils may use the Word Power box for reference. Have the pupils read out the completed sentences.

Check the less-advanced pupils know how to say each of the numbers on the T-shirts and have them choose three sentences to complete.

ANSWERS

fifty
 sixty-nine
 seventy-three
 twenty-one
 forty-eight

2 Choose the number.

Choose the bigger number in each pair of numbers.

Have the pupils read the numbers in the first pair and ask them which number is bigger. Repeat for the remaining pairs. Allow less-advanced pupils to complete only four of the sentences.

ANSWERS

sixty
 eighty-six
 eighty
 a hundred
 thirty
 seventy-three
 fifty-seven
 forty-two

Optional: Have the pupils work in pairs. Each pupil writes five pairs of numbers on a piece of paper. Then pupils exchange their papers and tell their partners to choose the bigger or smaller number in each pair.

WORKBOOK Tell the pupils to do the exercises on pages 19-20 of the Workbook to practice numbers. Then tell the pupils to do the READ MORE on page 21 of the Workbook.

Page 33

STOP AND CHECK

This mid-unit vocabulary activity allows the pupils to take responsibility for their learning by giving them tools to monitor their progress and assess how many New Words they remember.

Say a word and have the pupils find it on the grid and say its translation. Repeat with other words. Then tell the pupils to look at the chart and say how many words they remember. Encourage the pupils to list the words that they don't remember in their notebooks so that they can learn and practice them again.

Optional: Encourage less-advanced pupils to make and play a memory game with the words and translations of the words they don't remember.

Optional: Challenge the pupils to read as many words as they can in 15 seconds. Have them keep score. Repeat several times and see if their score improves.

1 Play a game.

Play a game with a partner. Choose a word from the list above and say where it is, for example C-4. Your partner reads the word and says its meaning. How many words can you say in one minute?

Demonstrate the game in front of the class. Say the coordinates for a word or phrase on the grid, for example, C-4, and have the pupils find the word, read it and translate it. Then tell the pupils to play a game in pairs. One pupil chooses a word and tells the other pupil its coordinates. The other pupil then reads the word and says its meaning. Then pupils exchange roles. Tell the pupils to keep score. Then set a timer for one minute and tell each pair to see how many words they can say in one minute.

2 Find.

Find at least three words in the list above related to each of the following subjects.

Tell the pupils to look at the list of words and to find at least three words or phrases that relate to each category.

POSSIBLE ANSWERS

- 1. football: far, goal, hobby, kick
- 2. **numbers:** a hundred, eighteen, eighty, fifteen, fifty, forty, fourteen, nineteen, ninety, seventeen, seventy, sixteen, sixty, thirteen, thirty, twenty
- 3. school: classroom, student, study, subject

3 Find.

Find the word from the list above that matches each definition.

Tell the pupils to find a word or phrase from the list that matches each meaning.

ANSWERS

1. song 4. far

2. piano3. seventy5. dining room6. a hundred

4 Write.

Write at least three sentences. Use as many words as you can from the list above.

Tell the pupils to write at least three sentences with the new words. Tell them to try and use as many new words as they can. Remind them to begin their sentences with a capital letter and end them with a period. Encourage those who can write more sentences.



The pupils have the option of reviewing and practicing the New Words from Parts 1 and 2 in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.



Make a presentation about your dream school.

Instruct the pupils to make a presentation of their dream school as follows:

- 1. Tell the pupils to imagine their dream school. Brainstorm ideas of activities that the students would do and subjects they would learn. List the pupils' ideas on the board. Tell the pupils they can use ideas from the schools they read about on page 28.
- 2. Tell the pupils to choose a name and a location for their school.
- 3. Tell the pupils to describe two special things at their school and two subjects that the students study.
- 4. Tell the pupils to describe the reasons why the students like the school.
- 5. Tell them to use as many of the New Words as they can.
- 6. Tell them to include pictures of the school or the activities.
- 7. Remind the pupils to check their spelling.
- 8. Tell the pupils to present their work to the class. Remind them to speak clearly.

The pupils may make their presentation on a poster or they may make a digital presentation using a slideshow program like Padlet or PowerPoint.

Optional: Project or photocopy and give out the model presentation that appears on page 249 of this Teacher's Guide.

WORKBOOK This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew and Arabic on page 265 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Rubric appears on page 258 of this Teacher's Guide.

Page 34



Ask the pupils to read the title of Part 3 and check that they understand. Explain that a *flat* is a place to live, like a house, but it is part of a building.



New Words

age, bathroom, building, flat, guitar, her, like, same, sofa, soon, teach, toilet

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Remind the pupils that in English there are many words that have multiple meanings, so the pupils may encounter words that they are familiar with but that have a different meaning. For example, the word *like* was previously learned as *enjoy* (לאהוב / בבי, צַּבִּבֹי, צַבִּבֹי). Ask the pupils to find words that have to do with home. Elicit *flat*, *building*, *bathroom*, *sofa*, *toilet*. Draw the pupils' attention to the verb *teach*. Write the word *teacher* on the board and point out the connection between the two words. Ask the pupils to find a word that is a musical instrument (*guitar*). Ask the pupils to find a word that is similar in their language. Elicit *guitar*.

Optional: Ask the pupils to name other words that are the same or similar in their language. List the words on the board

Optional: Play "Quick Bingo" by asking the pupils to copy 4-6 of the New 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!"

€ Learn New Words workbook, page 22 / vocabulary booster

Tell the pupils to complete the activity in the Workbook to learn the New Words. This prepares them for reading the text. The pupils have the option of learning and practicing the New Words in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

Read Better: ea

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*teach*, *read*, *meal*) and tell the pupils to repeat them. Remind the pupils that when two vowels are together, the first one (in this case *e*) usually says its name, so *ea* has a long *e* sound. Elicit that the long *e* sound is the name of the letter. Read the explanation below the phonics box. Ask the pupils to find a word from the New Words box that has a long *e* sound (*teach*).

Then read the words in the *Remember* box (*ten*, *red*, *egg*) and tell the pupils to repeat them. Ask what sound the letter *e* makes in these words. Elicit the short *e* sound. Read the explanation below the box.

Invite the pupils to say other words with long and short e sounds.

2 Read and say.

Read the words and say if they have a long e or a short e sound.

Ask a pupil to read the first word and say if it has a long e sound or short e sound. Elicit that it has a long e sound because the ea makes the long e sound. Then continue having pupils read the words and say which e sound it has. Alternatively, tell the pupils to take two small pieces of paper and write "short e" on one and "long e" on the other. Read each word and tell the pupils to hold up the correct piece of paper according to the sound.

Optional: Tell the pupils to draw a two-column chart in their notebooks with the headings "long e" and "short e". Ask them to complete the chart with the words in exercise 2. Then challenge them to add as many words as they can to each list.

♦ workbook, page 232

Tell the pupils to turn to page 232 in the Workbook to practice the long *e* with *ea* and the short *e* sounds.

1 Listen and number.

Listen and number the words in the order you hear them.

Say *meal* and tell the pupils to point to the word. Repeat with other words in the exercise. Play the recording and tell the pupils to point to the words as they hear them.

Listening Scr	ript		
a. 1. teach	2. ten	3. meat	4. test
b. 1. menu	2. teacher	3. meal	4. helmet
c. 1. please	2. west	3. dress	4. beach

Play the recording again and tell the pupils to number the words as they hear them.

2 Listen and circle.

Listen and circle the words with the long e sound.

Play the recording and tell the pupils to point to the words as they hear them.

Listening Sc	ript					
1. teach	2. wet	3. clean	4. text	5. east	6. best	

Play the recording again and tell the pupils to circle the words with the long e sound.

ANSWERS

1, 3, 5

3 Read, circle and highlight.

Read and circle the words with the long e sound. Then highlight the letters that make the long e sound.

Tell the pupils to read the words and circle the words with the long e sound. Then tell the pupils to highlight the letters that make the long e sound in each of these words.

ANSWERS

1. read 3. eat 5. sea 8. teach

4 Read, highlight and write.

Read about the Keaton family and highlight the words with the long e sound. Then write the correct name for each member of the family.

Tell the pupils to read the text about the Keaton family and to highlight all of the words with the long *e* sound. Then tell the pupils to write the name of each family member in the picture.

ANSWERS

Keaton, beach, Dean, sea, Neal, eating, cream, Bea, teaching, reading, cleaning

- Dean
 Neal
 Bea
 Mom
- 3. Dad

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice with the *ea* long *e* sound and the short *e* sounds. The pupils can complete the dictation in their notebooks.

Page 35

Words, Words, Words

1 Choose.

Choose the correct phrase for each picture.

Read the phrases under the first picture and ask the pupils to say which phrase matches the picture. Then tell the pupils to choose the correct phrase for the remaining pictures.

Optional: Have the pupils write the letter **a** on a piece of paper or whiteboard and the letter **b** on the back of the paper or whiteboard. Read the phrase in the first question and have the pupils hold up their answers for you to check and then invite a pupil to read the correct sentence. Repeat with the remaining phrases. This ensures full class participation.

ANSWERS

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

2 Add the words.

Add the words below to the correct groups. Then add as many words as you can to each group.

Read the words in the word bank and have the pupils translate them. Then read the first pair of words and ask the pupils which word from the word bank can be added. Tell them to add the correct word to the remaining pairs of words. Then tell the pupils to add as many words to each group as they can.

ANSWERS

guitar
 sofa
 age
 bathroom
 soon

Pages 36-37



1 Answer the question.

Oren is moving to a new flat. How do you think he feels?

Tell the pupils that they are going to read about a boy who is moving to a new flat. Ask the pupils if they've ever moved to a new home in a different city or country. Encourage those who have to share how they felt moving to a new place where everything was new and unfamiliar. Then ask the pupils to say how they think how Oren feels about moving.

2 Read and match.

Read Oren's email and match each child to the correct flat.

Tell the pupils to look at the picture of the building and to describe what they see in each flat. Then ask the pupils to look at the text and ask what type of text it is. Elicit that it is an email. Discuss the structure of an email. Elicit that there is information at the top – who the email is to and the subject of the email. Ask the pupils to say who this email is to (*Grandma*) and what the subject of this email is (It's about a new flat).

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

Tell the pupils to scan the email for names and numbers.

Read the first paragraph and check comprehension by asking the following questions.

- 1. Where does Oren live?
- 2. Who else lives in Oren's building?

Continue with the remaining paragraphs.

Second paragraph

- 1. How old is Oliver?
- 2. Who is in Oliver's class?
- 3. What is special about Oliver's flat?

Last three paragraphs

- 1. Where is Gota from?
- 2. What does Gota have?
- 3. What is funny about Molly's cat?
- 4. Who is Oren going to meet?

After reading the email tell the pupils to match each child to the correct flat.

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

ANSWERS

Flat 1 – Molly

Flat 2 – Gota

Flat 3 – Oren

Flat 4 – Oliver

Ask less-advanced pupils to translate the following words and then scan the text for them: *computer*, *sofa*, *TV* and *games*. Point out that all of these items are in the same flat. Then have them find the child's name and match him to his picture.

3 Choose the names.

Who could say each sentence? Choose the correct name/s.

Read the first sentence to the class and ask the pupils to say which of the children from the email could say it. Point out that there may be more than one correct answer. Then tell the pupils to match the remaining sentences to the child or children who could say them.

ANSWERS

- 1. Oren, Oliver, Gota, Molly
- 2. Gota
- 3. Oliver
- 4. Oren, Oliver, Gota
- 5. Molly
- 6. Oliver

4 Answer the questions.

Tell the pupils to answer the questions. Encourage more-advanced pupils to answer using complete sentences.

ANSWERS

- 1. Grandma
- 2. a sofa, a big TV, a computer, lots of games
- 3. It sits on the toilet
- 4. to Oliver's flat

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 34. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

1 Match A to B.

Match A to B to make sentences.

Tell the pupils to match A to B to make sentences. Then have the pupils read the sentences out to the class.

ANSWERS

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

2 Translate and say.

Translate the sentences. Then say which sentences are true for you. Do as many as you can.

Check that the pupils understand the words in bold. Then tell them to translate as many sentences as they can and to say if they are true for them.

Optional: Have the pupils compare their answers with a partner.

Optional: Ask less-advanced pupils to find at least two sentences they can translate and to then say if they are true for them.

ANSWERS

- הדירה שלי קטנה. / شقّتى صغيرة. . 1
- אני גר בבניין ישן. / أنا ساكن في بناية قديمة. . 2
- למשפחה שלי יש ספה אפורה. / לשולדם וֹרעֲבֹה רָחוּרַבֵּה. 3.
- החברים שלי ואני אוהבים את אותם המשחקים. / يفضّل أصدقائي وأنا أفضّل نفس الألعاب. . 4
- בביתי יש שני שירותים. / يوجد في بيتي مرحاضان. .5
- אני יכול לנגן בגיטרה. / أستطيع العزف على الجيتار. .6

WORKBOOK Tell the pupils to do the exercises on pages 22-23 of the Workbook to practice the New Words



1 Talk about the pictures.

Look at the pictures and describe each room.

Tell the pupils to name different rooms in a house, for example *kitchen*, *living room*, *bathroom* and *bedroom* and items or furniture that they might find in each room, for example, *sofa*, *TV*, *windows*, *a table*. Write their answers on the board.

Name a room and tell the pupils to point to the correct picture. Repeat with other rooms. Alternatively point to a picture and have the pupils say what room it is. Then tell the pupils to describe each room. Point out the example sentences which the pupils can use as a model. Tell the pupils they may use the words listed on the board in their sentences.

2 Listen and find out.

Listen to Natalie describe her new flat and find out if she likes it.

Tell the pupils they are going to listen to a girl named Natalie talk about her family's new flat. Tell them to listen to the recording and to say if Natalie likes her new flat.

Listening Script

Hi, I'm Natalie. My family and I have a new flat.

The living room is big. There's a sofa, a table and a TV in the living room.

The kitchen is big too. There are two windows in the kitchen. And lots of good food.

My bedroom is small. There's a bed, a desk and a poster of my favorite band.

My brother's bedroom is small too. There's a bed, a desk and lots of games in his bedroom.

Mom and Dad's bedroom is big. There's a TV in their bedroom.

We have two bathrooms – a big bathroom and a small bathroom. There's a picture of the sea in the big bathroom.

I like our new flat. It's beautiful.

ANSWER

Yes, she does.

3 Listen and say.

Listen again and say which pictures in exercise 1 are from Natalie's flat.

Play the recording again and tell the pupils to listen and say which pictures in exercise 1 are from Natalie's flat.

ANSWERS

1, 3, 5

4 ABOUT YOU Talk with a partner.

Describe your house or your dream house to a partner.

In this personal response activity, the pupils work in pairs and describe their house or their dream house Point out the example sentences which the pupils can use as a model for their answers.



Talk with a partner.

With a partner, read the dialogue. Then, choose a pair of children below, replace the words in bold and make a new dialogue.

Explain to the pupils that they are going to read a conversation between two kids meeting for the first time. Read the dialogue with the pupils and check that they understand. Point out that the answer to the question *Where do you live?* is Adel's address. Read the questions from the dialogue and ask different pupils to answer about themselves.

Tell the pupils to work in pairs and read the dialogue. Point out that Mike and Adel are the first pair of children in the bank below the dialogue. Then tell the pupils to make a new dialogue by choosing another pair of children from the bank and replacing the information in bold with the information about the children they chose. Point out that the information in column A replaces the information in the speech bubbles on the left side of the dialogue and the information in column B can be used to replace the information in the speech bubbles on the right side of the conversation. Walk around and make sure the pupils are speaking in English during the activity. This activity caters to heterogeneous classes, since the less-advanced pupils can choose the information from the bank while the more-advanced pupils can use words of their own.

Optional: Have the pupils perform their dialogues in class or record themselves and present their recording.

WORKBOOK Refer the pupils to the SPEAKING CHECKLIST in Hebrew and Arabic on page 275 of the Workbook. This self-assessment checklist gives the pupils the opportunity to check and monitor their performance.

Page 40

GRAMMAR: to be - negative

1 Read and repeat.

Read and repeat what Nadia says.

Tell the pupils to describe what they see in the picture. Then tell the pupils to look at the speech bubble and find animals and people. Explain that Nadia is describing how everyone feels about the bird that is in the kitchen. Read what she says with the class.

Optional: Check that the pupils understand by asking: What is in the kitchen? Is Nadia scared? Who is scared?

Draw the pupils' attention to the words in bold. Explain that to make a sentence negative we add the word *not* and sometimes we use a short form. Ask the pupils where the word *not* appears in the sentences. Elicit that it appears after the verb to be - am, is and are.

Then tell the pupils to work in pairs and read and repeat the text in the speech bubble.

• Learn about to be – negative, workbook, page 24

Tell the pupils to read the explanation in the grammar box on page 24 of the Workbook. Draw their attention to the highlighted words and remind them that there are three different colors because there are three different forms of the verb *to be*. Remind the pupils which pronouns go with each form of the verb *to be*. Then point out the short forms

Write a sentence on the board and show how the short form is made.

For example:

He is not tall. \rightarrow He is not tall. \rightarrow He isn't tall.

Tell the pupils to copy this example into their notebook. Explain how the "o" in *not* is deleted and replaced with an apostrophe, and that the contracted form is a combination of is + not. Point out that there is no contracted form for *am not*.

Then tell the pupils to do the exercise in the grammar box.

2 Complete the sentences.

Complete the sentences according to the picture. Use the correct words below.

Tell the pupils to complete the sentences using am not, isn't or aren't according to the picture.

ANSWERS

 1. isn't
 5. isn't

 2. isn't
 6. aren't

 3. aren't
 7. am not

4. isn't

3 Complete the sentences.

Complete the sentences so they are true for you. Use am not, isn't or aren't.

Read the first sentence and have the pupils suggest possible endings. You can write all the sentences on the board so the pupils can see all the possibilities. Then tell the pupils to complete the sentences with the correct negative form of the verb *to be*.

Optional: Have the pupils share their completed sentences with a partner or with the class.

ANSWERS

Accept all logical and grammatically correct answers.

WORKBOOK Tell the pupils to do the exercises on pages 25-26 of the Workbook to practice to be – negative.

Page 41



Read the explanation and examples in the teaching box. Write the sentences on the board. Explain that all sentences in English must have a verb. Explain that *to be* is a verb that we use to describe people and things. Point out that some verbs are referred to as "action words" because they express actions, for example, *run*, *read*, *write*, *give*, *wash*, etc.

Read the Writing Tip and elicit the rules for capital letters and periods. Remind the pupils that every sentence begins with a capital letter, and we use capital letters for names of people, places, months and days. Write a few sentences on the board missing out some capital letters and some periods. Ask for volunteers to come up and correct your sentences.

1 Write sentences.

Complete the sentences about the picture. Use the words below or your own words.

Read the words in the word bank and check that the pupils understand. Tell the pupils to describe what they see in the picture. Then tell the pupils to complete the sentences about the picture. Draw the pupils' attention to the example sentence (*Holly is tall.*) and ask which word is the verb (*is*). Point out that the sentence begins with a capital letter and ends with a period. Then draw the pupils' attention to sentence number 5 and ask a pupil what words are missing to complete that sentence. Elicit the verb *to be* (*is* or *isn't*) and the ending.

As an extra level of support there is a bank of words that pupils can use to complete the sentences, or they can use their own words. Review the words in the bank and check that the pupils understand.

Optional: Have the pupils read their sentences to the class.

Optional: Help less-advanced pupils translate the words in the word bank and then tell them to choose at least 3 sentences to complete.

POSSIBLE ANSWERS

- 1. Holly is tall / under the tree.
- 2. Holly isn't angry / near the table.
- 3. Ava and Jack are near the table.
- 4. Ava and Jack aren't on the grass / dirty / wet.
- 5. Jack is thirsty.
- 6. Evan is funny / under a tree.
- 7. Clara and Rocky are wet / on the grass.

2 Write sentences.

Write more sentences about the characters in the picture. Use is / isn't / are / aren't and the words above or your own words. Write as many sentences as you can.

Now tell the pupils to write more sentences about the picture using the words from exercise 1 or their own words. Tell them to write as many as they can.

Optional: Refer the pupils to the WRITING CHECKLIST in Hebrew and Arabic on page 278 of the Workbook. This self-assessment checklist gives the pupils the opportunity to check and monitor their writing. Alternatively, you can photocopy and give out this checklist that also appears on page 268 of this Teacher's Guide.

WORKBOOK Tell the pupils to do the WRITING exercises on page 27 of the Workbook to practice writing. Then tell tell the pupils to do the READ MORE on page 28 of the Workbook.

Page 42



Tell the pupils to read the title of Part 4 and check that they understand.

Ask the pupils if anyone has been to Brazil and if so, have them share their experience and describe what they saw. Invite the pupils to share any other information that they know about Brazil.

Optional: Have the pupils find Brazil on a world map and find Brasilia, the capital city of Brazil.

Background Information

Brazil is the largest country in South America and the fifth largest country in the world. Brasilia is the capital city of Brazil, but the largest city is São Paulo. The official language of Brazil is Portuguese. Soccer is a very popular sport in Brazil. The Brazil soccer team has won the World Cup five times and Brazil hosted the World Cup in 2014. Many famous soccer players, like Pelé and Neymar come from Brazil. Brazil has the largest variety of animals, birds and insects. Brazil also has the largest carnival in the world, the Rio de Janeiro Carnival, which takes place once a year. There are parades and music and many people dance in the streets.

GETTING READY

New Words

candy, date, do, everyone, flour, give, July, outside, ready, sweet, then, throw

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Tell the pupils to find a word that begins with a capital letter (the month *July*). Point out the difference in pronunciation between English and their language. Write the word *outside* on the board and ask the pupils to name things that they like to do outside. Ask the pupils *What's the date today?* Write the date on the board. Point out that in American English, the month comes before the day, which is then followed by the year. But in British English, the day comes before the month which is similar to Hebrew and Arabic.

Ask the pupils to find verbs (do, give, throw). Ask the pupils to think of connections between words such as candy, flour and sweet.

Ask if any pupils know how to say פרח / زهرة in English. Point out that *flower* sounds just like *flour* but the words are spelled differently.

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

Learn New Words workbook, page 29 / vocabulary booster

Tell the pupils to complete the activity in the Workbook to learn the New Words. This prepares them for reading the text. The pupils have the option of learning and practicing the New Words in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

Read Better: ee

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*sweet*, *tree*, *week*) and tell the pupils to repeat them. Ask what sound the *ee* makes. Elicit that it makes the long *e* sound. Remind the pupils that when two vowels are together, the first one (in this case *e*) usually says its name, so *ee* has a long *e* sound, and the long *e* sound is the name of the letter. Read the explanation below the phonics box. Ask the pupils what other sound the letter *e* sometimes makes. Elicit the short *e* sound, like in the word *bed*.

Read the words in the *Remember* box (*bed*, *pen*, *desk*) and tell the pupils to repeat them. Read the explanation below the box. Invite the pupils to say other words with long and short *e* sounds.

2 Read and say.

Read the words and say if they have a long e or a short e sound.

Ask a pupil to read the first word and say if it has a long e sound or short e sound. Elicit that it has a long e sound because the ee makes the long e sound. Then continue having pupils read the words and say which e sound it has. Alternatively, tell the pupils to take two small pieces of paper and write "short e" on one and "long e" on the other. Read each word and tell the pupils to hold up the correct piece of paper according to the sound.

Optional: Tell the pupils to draw a two-column chart in their notebooks with the headings "long e" and "short e". Ask them to complete the chart with the words in exercise 2.

♦ workbook, page 233

Tell the pupils to turn to page 233 in the Workbook to practice the long *e* with *ee* and the short *e* sounds.

1 Listen and circle.

Listen and circle the words you hear.

Say *meet* and tell the pupils to point to the word. Repeat with other words in the exercise. Play the recording and tell the pupils to point to the words as they hear them.

```
Listening Script

1. sweet 2. men 3. week 4. three 5. best 6. see
```

Play the recording again and tell the pupils to circle the words they hear.

2 Listen and circle.

Listen and circle the words with the long e sound.

Play the recording and tell the pupils to point to the words as they hear them.

```
Listening Script
1. sweet 2. sheep 3. bed 4. need 5. help 6. queen
```

Play the recording again and tell the pupils to circle the words with the long *e* sound.

ANSWERS

1, 2, 4, 6

3 Circle and highlight.

Circle pairs of words that rhyme in the same color. Then highlight the letters that make the long e sound.

Tell the pupils to circle the pairs of words that rhyme in the same color. Then tell them to highlight the letters in each word that make the long e sound.

ANSWERS

gr <u>ee</u> n – cl <u>ea</u> n	m <u>ea</u> l – f <u>ee</u> l
sw <u>ee</u> t – m <u>ea</u> t	n <u>ee</u> d – r <u>ea</u> d
s <u>ea</u> – tr <u>ee</u>	ch <u>ee</u> se – pl <u>ea</u> se

4 Read, highlight and tick.

Read about Doreen's cats and highlight the words with the long e sound. Then tick the picture that matches the story.

Tell the pupils to read the text about Doreen's cats and highlight all of the words with the long e sound. Then tell the pupils to tick the picture that matches the story.

ANSWERS

Doreen, three, sleep, sees, tree, green

Picture B

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice with the *ee* long *e* sound and the short *e* sound. The pupils can complete the dictation in their notebooks.

Page 43

Words, Words, Words

1 Match.

Match the phrases and sentences to the correct pictures.

Tell the pupils to describe what they see in each picture. Then tell them to match each phrase or sentence to the correct picture.

Optional: Tell less-advanced pupils to choose three sentences to match to the pictures.

ANSWERS

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

2a Make phrases.

Add the verbs below to the correct groups to complete the phrases.

Tell the pupils to read the words in the word bank and check that they understand. Ask the pupils to say what all the words have in common. Elicit that they are all verbs. Read the phrases in the first group and ask the pupils which verb goes with those phrases (*give*). Then tell the pupils to match the remaining verbs with the correct groups. Check the pupils' answers by having them read the phrases in each group to the class.

Optional: Ask the pupils to translate the phrases.

Optional: Help less-advanced pupils translate the words in at least two groups and match the verbs to the words to make phrases.

ANSWERS

give
 add
 write
 work

3. eat

b Add.

Add more words or phrases to as many groups as you can.

Tell the pupils to add as many words or phrases to each group as they can. Have the pupils share the phrases they added with the class. Accept all logical answers.

Pages 44-45



1 Talk with a partner.

Tell your partner how you celebrate birthdays in your family.

Say a sentence to the class about how you celebrate your birthday. For example, *I eat a special meal with my family on my birthday*. Then ask several pupils the question *What do you do on your birthday?* or *How does your family celebrate birthdays?* Point out that different families often have different customs or traditions for celebrating birthdays, and there is no one correct way to celebrate.

Then tell the pupils to work in pairs and talk about how they celebrate birthdays in their families.

2 Read and complete.

Read about Ana's birthday and complete the invitation to her birthday party.

Tell the pupils to read the title of the text and check that they understand it. Tell the pupils to describe what they see in the picture. Ask them to predict what is going to happen in the story.

Have the pupils scan the text for numbers and names. Remind them that all names begin with a capital letter.

Write the word *when* on the the board and check that the pupils understand. Point out that *when* can be used to ask at what time something happened or will happen, as in מתי / متى or to say at or during the time that something happened or will happen, as in כאשר / عندما. Read the text with the pupils. Have the pupils follow along. Stop after each paragraph to ask questions to check comprehension.

Paragraph 1:

- 1. Where does Ana live?
- 2. When is Ana's birthday?
- 3. How old is Ana?

Paragraph 2:

- 1. When do Ana's friends come to her house?
- 2. Why do they come to her house?

Paragraph 3:

What do the children do to Ana when she comes outside?

Paragraph 4:

- 1. What is in Ana's hair?
- 2. Why is Ana smiling?

Paragraph 5:

What does Ana's dad bring?

Read the invitation with the class and check that the pupils understand what information goes on each line. Tell the pupils to complete the invitation to Ana's birthday party using the information from the text.

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

ANSWERS

- 1. 11
- 2. Tuesday, July 22
- 3. four o'clock / 16:00
- 4. Ana's house
- 5. Ana

3 Choose the answers.

Choose the two correct answers to complete each sentence.

Read the beginning of the first sentence stem and tell the pupils to choose the two correct answers that complete the sentence according to the story. Then tell the pupils to continue with the remaining sentences. Have the pupils read their completed sentences to the class.

Optional: Tell less-advanced pupils to find two sentence stems they understand and check they understand the answers listed below. Then tell them to complete the sentences with at least one of the answer choices.

ANSWERS

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

4 ABOUT YOU Talk with a partner.

Answer the questions and compare your answers with a partner.

In this personal response activity, the pupils talk about whether or not they like the special birthday game in Brazil and if they would like to play it on their birthday. Allow the pupils to explain their answer in their own language if necessary.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 42. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

1 Complete the sentences.

Choose the correct word to complete each sentence.

Tell the pupils to choose the correct word to complete each sentence. Then have the pupils read the sentences out to the class.

ANSWERS

gives
 outside
 ready
 date
 Everyone
 Then

Page 46

2 Answer the questions.

Answer the questions about yourself. Do as many as you can.

Have the pupils translate the words in bold and check that they understand. Then tell them to answer the questions about themselves. Tell the pupils to do as many as they can.

Optional: Tell the pupils to compare their answers with a partner.

WORKBOOK Tell the pupils to do the exercises on pages 29-30 of the Workbook to practice the New Words.



1 Talk with a partner.

You are shopping for a birthday party. Tell your partner what you want to buy.

Explain to the pupils that they are going to listen to a boy who is shopping for supplies for his birthday party. Point out that when planning a birthday party or any event, it's important to make a list of things you need. Write 2-3 items on the board. For example: *balloons*, *a cake*, *cookies*. Then tell the pupils to put their thumbs up if they would like to have this at a birthday party or thumbs down if they wouldn't. Then tell the pupils to work in pairs and talk about what they need for a party.

2 Listen and say.

Listen to a conversation between Yoni and a salesman and say which of the items below Yoni doesn't buy.

Tell the pupils to describe what they see in the pictures. Then tell them that they are going to listen to a conversation between a boy, Yoni, and a salesman about the things Yoni needs for his birthday party. Tell them to listen to the conversation and say which of the items Yoni doesn't buy.

Listening Script

Salesman: Hello. How can I help you?

Yoni: It's my birthday. I'm having a party on Wednesday. Salesman: Happy birthday! What do you want for your party?

Yoni: I want balloons.

Salesman: How many balloons do you want?

Yoni: Fifty balloons please.

Salesman: Okay.

Yoni: I also want to give my friends gift bags to take home.

Salesman: What color gift bags do you want?

Yoni: I want blue gift bags, please.

Salesman: What do you want in the bags? Do you want candy?

Yoni: Yes, I want candy.

Salesman: Do you want balls with happy faces?

Yoni: Yes, I want balls too.

Salesman: Do you want funny hats?

Continued ➤

Yoni: No, thanks. I don't want hats.

Salesman: Okay. How many gift bags do you want?

Yoni: Thirty gift bags, please. How much are the gift bags, candy, balls and

balloons?

Salesman: Forty shekels.

Yoni Here's 40 shekels. Thanks. Salesman: Have fun at your party.

ANSWER

2

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

Listen again and say true or false for each sentence.

Tell the pupils to read the sentences and make sure they understand. Play the recording again and tell the pupils to listen and say if the sentences are true or false. Alternatively, have the pupils hold thumbs up for correct sentences and thumbs down for false sentences.

ANSWERS

true
 false
 true
 false
 false

Page 47

GRAMMAR: to be - questions and short answers

1 Read and say.

Read the dialogue between Malika and Nura. Then ask and answer the questions with a partner.

Tell the pupils to look at the dialogue and ask them to find names and foods. Explain that Malika is hungry so Nura is offering her a sandwich. Read the dialogue.

Optional: Check that the pupils understand by asking: *Does Malika want Nura's sandwich? What kind of sandwich does Nura have?*

Draw the pupils' attention to the words in bold. Explain that when we form Yes / No questions the order of the verb *to be* and the pronoun / noun changes. The verb *to be* goes at the beginning of the question.

Tell the pupils to work in pairs and read the dialogue. Then tell them to ask and answer the questions about themselves.

2 Learn about to be – questions and short answers, WORKBOOK, page 31

Read the explanations in the grammar box on page 31 of the Workbook with the pupils. Write the sentence *She is hungry*. on the board, and under it write the question *Is she hungry*? Draw arrows to show how the word *is* has changed places.

Write other example questions on the board, such as:

He is happy.

The chairs are near the table.

Are the chairs near the table?

Remind the pupils that when forming a Yes / No question with the verb *to be*, the verb *to be* goes at the beginning of the question. Point out that we generally answer Yes / No questions using the short form. Draw the pupils' attention to the highlighted words and remind them that each color represents a different form of the verb *to be* with the pronouns used with each form.

Please note that in the presentation of the full paradigm, questions and short answers for all forms appear using the same pronouns so that the pupils can see and learn them all, even though in conversational English some of the pronouns usually change.

Optional: Explain to the pupils that in real communication, when asking someone a question, you generally use *you*, for example, *Are you tired?* and the person will answer with *I*, for example *Yes*, *I am*.

Then tell the pupils to do the exercise in the grammar box.

2 Complete and answer.

Complete the questions with Is or Are. Then choose the correct answer for each question according to the picture.

Tell the pupils to look at the pictures and complete the questions with *Is* or *Are*. Remind them to use a capital letter when starting a question. Then tell them to choose the correct answer according to the picture.

ANSWERS

- 1. Is; No, it isn't.
- 2. Are; Yes, they are.
- 3. Are; No, they aren't.
- 4. Is; Yes, he is.

3 Write and choose.

Put the words in the correct order to make questions. Then choose the correct answers.

Tell the pupils to put the words in the correct order to form questions. Then tell them to answer the questions about themselves. Do the first question as an example with the class.

ANSWERS

- 1. Are you at school?
- 2. Are your friends hungry?
- 3. Is your desk clean?
- 4. Are your shoes white?
- 5. Is your teacher at the beach?

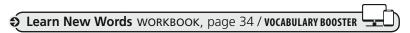
WORKBOOK Tell the pupils to do the exercises on pages 31-33 of the Workbook to practice *to be* – questions and short answers.

Page 48

Word Power: Months

Read the title of the Word Power and explain that the words in this group are all related to months of the year. Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction.

Say the names of the months and have the pupils repeat after you. Ask the pupils which months sound similar in their language. Point out any differences in pronunciation between their language and English.



Tell the pupils to complete the activity in the Workbook to learn the New Words. The pupils have the option of learning and practicing the New Words in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

1 Listen and chant.

Listen to the chant and chant along.

Tell the pupils to scan the chant for names, weather words and words that rhyme. Point out that the months begin with capital letters as they are names and this is the same for the days of the week.

Play the recording and tell the pupils to listen and follow along. Play the recording again and tell the pupils to join in.

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

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.

2 Talk about birthdays.

Ask at least five pupils when their birthdays are.

Draw a chart on the board with two columns headed *Names* and *Months*. Ask a pupil *When is your birthday?* and help him / her answer *My birthday is in* Fill in the appropriate information in the chart. Continue with another pupil. Then tell the pupils to copy the blank chart from the board into their notebooks. Have them find out when five pupils have their birthdays. Tell them to use the examples in the speech bubbles as a model. Instruct the pupils to record the answers in the chart in their notebook. Remind them to use capital letters when writing the names of the pupils and the names of the months.

Optional: Complete the chart on the board for all the pupils in the class and run a survey by asking: *How many pupils have birthdays in (month)? Which month has the most birthdays?*

Create a large birthday calendar for the class. Brainstorm how you can celebrate all the birthdays in a month with the pupils, for example, singing the Happy Birthday song together on the day of a birthday.

3 Answer the questions.

Tell the pupils to answer the questions about the months of the year.

ANSWERS

- 1. twelve
- 2. April and August
- 3. January, June, July
- 4. May
- 5. Accept all logical answers.

WORKBOOK Tell the pupils to do the exercises on pages 34-35 of the Workbook to practice the New Words. Then tell the pupils to do the READ MORE on pages 36-37 of the Workbook.



Make an invitation for an event.

Tell the pupils that they are going to make and design an invitation for an event of their choice. It can be a real event or imaginary.

- 1. Brainstorm types of events that people make invitations for, for example, an end-of-year party, a summer picnic, a birthday party. Invite the pupils to share their ideas and write them on the board. Then tell them to choose an event and to write a description of the event.
- 2. Ask the pupils what information is important to include in an invitation. Elicit the following: when and where the event will take place. Tell the pupils to include information about when and where the event will take place the date, the time and the location.
- 3. Tell the pupils to include any items their invited friends need to bring to the event.
- 4. Tell the pupils to include the name of the person having the party and contact information, like a phone number or an email address. Explain to the pupils that invitations usually include contact information in case people want to ask questions and for confirming attendance.
- 5. Remind the pupils to use capital letters and punctuation and to check their spelling.
- 6. Tell the pupils to design their invitations nicely and to decorate their work.

The pupils may use a digital tool such as Animoto to do their work.

Optional: Project or photocopy and give out the model presentation that appears on page 250 of this Teacher's Guide.

WORKBOOK This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew and Arabic on page 266 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Rubric appears on page 259 of this Teacher's Guide.

Page 49



Ask the pupils to read the title of this part and check that they understand.



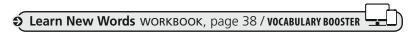
New Words

card, end (n), flower, for, hear, I'm sorry, market, present, pretty, sell, thing, village

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Draw the pupils' attention to the word *flower* and point out that it has the same pronunciation as *flour*, but it has a different meaning and spelling. Point out the word *for* and ask what other word has the same pronunciation, but different meaning and spelling (*four*). Write the homophones (*flour, flower / for, four*) on the board in two different colors and number each word. Say sentences out loud and ask the pupils to identify the word by saying which number word it is. For example, *I have four brothers*. *I have flowers in my garden*. The present is *for my brother*. The cake has *flour and eggs*.

Ask the pupils what you can buy at a *market*. Ask the pupils to find another word for gift (*present*).

Optional: Play "Live Bingo" with the New Words. See Games in the Introduction.



Tell the pupils to complete the activity in the Workbook to learn the New Words. This prepares them for reading the text. The pupils have the option of learning and practicing the New Words in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

Words, Words, Words

1 Match.

Match the phrases and sentences to the correct pictures.

Have the pupils translate the words in bold. (These are the new vocabulary items.) Then read the first phrase together and ask which picture matches the phrase. Then tell the pupils to match each phrase to the correct picture.

ANSWERS

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

2 Match A to B.

Match A to B to make phrases. Do as many as you can.

Draw the pupils' attention to the words in A and ask what they have in common. Elicit that they are all verbs. Say one of the verbs from A and tell the pupils to find a word or phrase in B that can follow that verb. Write the answer on the board, for example, *hear a bird singing*. Then tell the pupils to match the verbs in A to the words or phrases in B to make new phrases. Point out that words may be used more than once and that they should make as many phrases as they can. Have the pupils translate their phrases. Invite them to share their phrases with a partner or with the class.

Optional: Check that the less-advanced pupils understand the verbs in group A and then help them translate the words in group B. Have them match each verb in A to at least one word in B to make phrases.

Optional: Have more-advanced pupils write sentences including some of their phrases.

POSSIBLE ANSWERS

hear the music / hear a bird singing give presents / give flowers / give clothes walk to the market / walk near a park sell clothes / sell flowers / sell presents live in a village / live near a park make clothes / make a card

Pages 50-51



1 Look and say.

You are going to read a story about a girl who lives in Peru. Look at the pictures and say what you think will happen in the story.

Tell the pupils that they are going to read a story about a girl who lives in Peru. Read the title of the story and check that the pupils understand. Tell the pupils to describe what they can see in the pictures and to then predict what is going to happen in the story.

Optional: Show the pupils a world map or globe and point out where Peru is. Ask the pupils to share what they know about Peru. Point out the following facts about Peru:

- Peru is located on the South American continent.
- Peru is the third largest country in South America (after Brazil and Argentina).
- Lima is the capital city of Peru.
- Both the Amazon Rainforest and the Andes Mountains run through Peru.
- In the past, most people lived in the countryside, but now approximately 70 percent of the population live in cities.

2 Read and find out.

Read the story and find out if Isabel likes her birthday present.

Read the story out loud with the pupils and have them follow along. Stop after each section and check for comprehension by asking the following questions:

Frame 1:

- 1. Where does Rosa live?
- 2. What happens every Monday in Rosa's village?
- 3. Why is Rosa going to the market?
- 4. What does Rosa buy Isabel?

Frame 2:

- 1. What does Rosa buy to eat?
- 2. What does Rosa do while she eats her sandwich?
- 3. What does Rosa discover when she is ready to go home?

Frame 3:

What does Rosa see when she runs down the street?

Frame 4:

- 1. Why can't Rosa give Isabel the bag?
- 2. What present does Rosa want to give Isabel?

Frame 5

Does Isabel like her new present?

Optional: Have more-advanced pupils write a continuation to the story.

3 Find examples.

Find examples in the story:

Read the first question and tell the pupils to look through the text to find four things people sell at the market. Then tell the pupils to find the remaining items in the text.

ANSWERS

- 1. cakes, flowers, bags, clothes
- 2. a bag, a birthday card and a big chicken sandwich (and a drink)
- 3. a bag, a puppy

4 Choose the answer.

Choose the correct answer to each question.

2. b

Read the first question with the pupils and tell them to choose the correct answer according to the story. Then tell the pupils to continue with the remaining sentences.

ANSWERS

1. b

3. c

4. a

5 Answer the questions.

Tell the pupils to answer the questions. Encourage more-advanced pupils to answer using complete sentences.

ANSWERS

- 1. Because his dog has the bag and it is dirty.
- 2. to give Isabel a puppy

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6 ABOUT YOU Talk with a partner.

Answer the questions and compare your answers with a partner.

In this personal response activity, the pupils talk about special presents they gave or received. This activity may be done individually, in pairs, or in small groups. This activity caters to heterogeneous classes. Pupils who feel more comfortable expressing themselves in their own language should be allowed to do so.

WORKBOOK Refer the pupils to the READER'S THEATER on pages 250-252 of the Workbook.

Read the script out to the class modeling expressive reading.

Divide the class into groups according to the number of roles in the script. Assign roles to the pupils or allow the pupils to choose their roles. Have the pupils highlight their lines in the script.

Point out the setting of each scene of the play – scene 1 takes place at the market, scene 2 in a bag shop, scene 3 in a café, scene 4 on the street, scene 5 at Isabel's house.

Tell the pupils to practice reading their lines, first silently and then in their groups.

Remind the pupils that they do not need to memorize their lines and they do not need props and costumes, although using these can enhance the reading. Using props or even holding up written signs for different scenes or places in the play can also offer roles for those pupils who don't want to participate in the reading.

Then have each group perform for the class. You may also want to film the performance in order to share with the pupils' parents.

For additional suggestions, see *How to use the Reader's Theater scripts* in the Introduction.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 49. For a quick vocabulary review, you may also use some of the ideas suggested in How to teach and review the new words in the Introduction.

1 Translate and say.

Translate the sentences. Then say which sentences are true for you. Do as many as you can.

Check that the pupils understand the words in bold. Then tell them to translate as many sentences as they can and to say if they are true for them. Tell the pupils compare their answers with a partner.

Optional: Ask less-advanced pupils to find at least two sentences that they can translate and to then say if the sentences are true for them.

ANSWERS

- יש לי מעיל לחורף. / لدى معطف للشتاء. .1
- ברחוב שלי יש גן יפה. / توجد في شارعي حديقة جميلة. 2.
- 3. البحر من بيتي.
 4. أستطيع أن أسمع البحر من بيتي.
 4. ممادات طان المدايا.
 4. ممادات طان المدايا.
- נתתי לסבתא שלי כרטיס ליום ההולדת שלה. / וً משבב בנושה שלי כרטיס ליום ההולדת שלה. / וً משבב בנושה שלי כרטיס ליום ההולדת שלה. / וً
- אני אומר: "אני מצטער" כאשר אני פוגש חבר חדש. / أقول: «أنا أسف» عندماً ألتقي بصديق جديد. .6

2 Complete the text.

Complete the text with the words below.

Tell the pupils to complete the text with the words in the word bank.

Optional: Help less-advanced pupils translate the words in the word bank and then tell them to complete the first four sentences.

Optional: Check comprehension by asking the following questions: Where does Carlos live? What does Carlos do at the market? Where does Pedro work? What do Carlos and Pedro do at the end of the day?

ANSWERS

- 1. village 3. things 5. flowers 2. sells 4. market 6. end
- WORKBOOK) Tell the pupils to do the exercises on pages 38-40 of the Workbook to practice the New Words.

UNIT CHECK

A list of all new vocabulary from the unit is presented here. Explain to the pupils that the exercises in this section review and practice the new vocabulary.

The following are some suggestions for activities using the word list:

- 1. Tell the pupils to look at the list of words and say how many words they remember. Encourage the pupils to list the words that they don't remember in their notebooks so that they can learn and practice them again.
- 2. Draw a 5x5 grid on the board. Label the coordinates 1-5 across the top and a-e down the side. Write the letters of the alphabet randomly in the grid without the letter x. Say coordinates to spell a target word from the list. Have the pupils work in groups to figure out the word that you are saying. The first group to say the word and its translation gets a point. Alternatively, you can instruct the groups to figure out the word and to write a sentence with it, and the first group to do this gets a point. Continue with other words from the list. The group with the most points at the end wins.
 - *Optional:* This game can also be played in pairs. One pupil chooses a word from the list and says the coordinates of the letters of that word and the other pupil must figure out what the word is.
- 3. Play a game with the class as follows. 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 playing 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 of the pupils sitting wins.

1 Make word maps.

Make a word map for at least one of the following subjects. Find at least three words or phrases related to the subject from the list above. Add more words or phrases. Compare your words with a partner. Then say sentences about the subject.

Read the topics in the word maps and check that the pupils understand. Tell the pupils to copy and complete a word map for at least one of the topics. Then tell the pupils to compare the words they chose with a partner and to say sentences about the topic.

Tell the pupils to draw an empty word map in their notebooks. Then tell them to think of another way they can group words from the list. For example, words can be grouped by topic, parts of speech, words with similar meanings, words that begin with capital letters, etc. Tell them to write the topic in the center and to complete the new word map. Point out that as they progress through the book, the pupils can add more words to each of these word maps.

2 Match and translate.

Match the verbs in A to the words in B to make phrases. There are many possible answers. Then translate the phrases.

Tell the pupils to match the verbs in A to the words in B to make phrases. Point out that words may be used more than once. Then have the pupils translate their phrases. Invite the pupils to share their phrases with a partner or with the class.

Optional: Have more-advanced pupils write sentences including some of their phrases.

POSSIBLE ANSWERS

wait with a friend / wait in the classroom teach in the classroom / teach art / teach math / teach a new game give a ball / give a pencil / give an eraser / give a new game throw a ball study in the classroom / study with a friend / study art / study math

3 Number.

Rate the words in each group: 1 =the most and 3 =the least.

Read the first phrase and the three subjects and check that the pupils understand. Tell the pupils to rate the subjects in the order that they enjoy them from 1 to 3, with 1 being the activity they enjoy the most and 3 being the activity they enjoy the least. Tell the pupils to continue with the remaining phrases.

Accept all logical answers.

4 1 2 3 4 5 Let's talk and review.

Look at the words and the picture. Then do the exercises.

Review the list of words and explain to the pupils that they may use these words when doing the activities.

a. Say words.

Name at least five items in the picture.

Ask the pupils where the people are in the picture. Elicit that they are in a house or flat. Then tell the pupils to work in pairs and name at least five items in the picture.

b. Say sentences.

Say sentences about the picture.

Tell the pupils to say sentences describing what they see in the picture. Point out that they should use *is* or *are* or *I can see*.

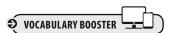
Optional: Divide the class into groups of 3-4 pupils. Tell each group to choose a secretary. Give them two minutes to say as many sentences as they can describing what they can see in the picture. Tell them to use the words from the word bank and the sentences in the speech bubbles as a model. After two minutes tell the secretaries from each group to count how many sentences were said by the group. Walk around and make sure pupils are speaking in English during this activity.

c. Write sentences.

Write at least three sentences about the picture.

Tell the pupils to write at least three sentences about the picture. Encourage them to use words from the word list. Remind them to pay attention to the order of the words and to use capital letters and full stops wherever needed.

WORKBOOK Tell the pupils to do UNIT CHECK on pages 41-43 of the Workbook to review the New Words and the grammar taught in this unit. Then refer the pupils to pages 44-49 of the Workbook for the EXTRA READING texts and exercises.



The pupils have the option of reviewing and practicing the New Words from this unit in the digital extra component called the Vocabulary Booster. They can access the interactive activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose.

Further Suggested Reading

Lucky Number by John Milne, Macmillan Readers, Starter

Ice Cream Soup by Ann Ingalls, Random House, Step Into Reading 1

I Want to Be a Pilot by Laura Driscoll, ICR, Level 1

Let's Go Magic School by Alan Bryce and Steve Ziolkowski, Oxford Let's Go series, Level 2

Jimmy's Lucky Day by Terence G. Crowther and Kelly Scott Morris, Oxford Up and Away series, Level 2