2 Sports and Hobbies

This unit is about sports and hobbies. In this unit the pupils will learn new words and phrases, the verb *to have*, plurals and *There is / There are* so that they:

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read notices about different clubs	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 58
	Reading for orientation Can find and understand simple, important information in advertisements, programs for special events, leaflets and brochures (e.g., what is proposed, costs, the date and place of the event, departure times, etc.)	
can talk about	SPOKEN PRODUCTION	Speaking
what people have	Can provide factual personal information about him/herself using level-appropriate language (vocabulary and grammar)	Page 62
	Sustained monologue: Giving information Can answer a series of simple questions about family and friends, using basic phrases	
can read a biography about Linoy Ashram	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 66
	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 have a	SPOKEN INTERACTION	Speaking
conversation about making a plan to meet	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 70
	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	
	Goal-oriented co-operation (e.g., repairing a bike, discussing a document, organizing an event)	
	Can act on short, basic instructions that involve times, locations, numbers, etc.	

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read a	WRITTEN RECEPTION	Reading
school newspaper article about special people	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	Pages 74-75
	Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support	
can listen to a	SPOKEN INTERACTION	Listening
news report about a special swimmer	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 76
	Understanding conversation between expert language users	
	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly Listening to audio media and recordings	
	Can pick out concrete information (e.g., places and times) from short audio recordings on familiar everyday topics, provided they are delivered slowly and clearly	
can write	WRITTEN PRODUCTION	Writing
sentences describing people and things and what they have	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 Creative writing	Pages 78-79
	Can write about themselves and fictitious people, where they live and what they do	
	Can describe certain everyday objects (e.g., the color of a car, whether it is big or small)	
can read short	WRITTEN RECEPTION	Reading
informational texts about video games	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	Page 83
	and short simple descriptions, especially if there is visual support	
can follow a conversation between two kids playing a	SPOKEN RECEPTION 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	Listening Page 85
game	Understanding conversation between expert language users Can recognize words and simple phrases related to familiar topics with or without the support of pictures	
	Can understand words and short sentences when listening to a simple conversation (e.g., between a customer and a waiter in a café), when people talk slowly and clearly	

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read, enjoy	WRITTEN RECEPTION	Reading
and act out a creative story	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	Pages 88-89, 92-93
	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	MEDIATING A TEXT	About You
personal response to a	Expressing a personal response to creative texts (including literature)	Page 94
story	Can use simple words, phrases and sentences to say how a work made him/her feel	
will be able to	SPOKEN PRODUCTION	Task
make a poster about a sport or	Can provide factual personal information about him/herself using level-appropriate language (vocabulary and grammar)	Page 71
hobby that they like by the end	Sustained monologue: Giving information	
of the unit.	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	
	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	SPOKEN PRODUCTION	Task
make a game	Playing with spoken language (new)	Page 86
about sports and hobbies by the end of the unit.	Can take part in age-appropriate, level-appropriate games that use formulaic expressions or rhymes	
ond of the unit.	MEDIATING CONCEPTS COLLABORATION	
	Facilitating collaborative interaction with peers	
	Can invite peer contributions to very simple tasks using short, simple phrases	

New Words

Games	l .	
always country choose first a quarter past a quarter to club hard clock because fix how second practice medal problem safe Olympic Games table tennis use was a quarter to artist ago build artist because build get	Part 1 after aunt money more neighbor our parent poor prize sick sign us	Part 2 cry excited get up hurt ice important keep lie noise of son winner

Unit 2 is about sports and hobbies. 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 types of sports and hobbies, and special people.

Page 55

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. Ask the pupils to name sports and hobbies and list their answers on the board. Tell the pupils to look at the pictures and describe what they see. Read the captions for each part and check that they understand. Ask if any of the sports and hobbies that they named appear in the pictures. 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 poster about a sport or hobby that they like and make a game about sports and hobbies.

Page 56



Ask the pupils to read the title of Part 1 and check that they understand. Explain to the pupils that a *club* is a group of people who meet to do an activity, such as a sport or hobby, together. Point out that *club* is also used to mean the building where the people in the club meet. Ask the pupils to name clubs that they belong to or that are available in their school or community center.

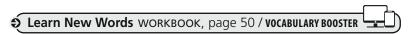


New Words

always, choose, club, find, fix, or, paint, practice, problem, safe, table tennis, use

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Ask the pupils to look at the list and to find verbs (*choose*, *find*, *fix*, *paint*, *practice*, *use*). Ask the pupils if anyone plays *table tennis*. Then ask them to name something: a. they like to *practice*, b. they *always* do in the morning, c. they *use* in school.

Optional: Write the word *practice* 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: magic e

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (safe, nine, home) and tell the pupils to repeat them. Ask what sound the a makes in the word safe. Elicit that it is the long a sound. Remind the pupils that the e at the end of the word is called a "magic e" because it is silent and it tells the first vowel to say its name, which is the long vowel sound. Read the explanation below the box. Ask the pupils to find two words from the new vocabulary list that have magic e (safe, use). Then ask the pupils to name other words with the magic e and the long vowels sounds.

Then read the words in the *Remember* box (*can*, *club*, *kick*) and tell the pupils to repeat them. Point out that the vowels in these words have a short sound. Read the explanation below the box. Invite the pupils to say other words with short vowel sounds.

2 Read and say.

Read the words, name the vowel you hear, and say if the vowel has a long or a short sound.

Ask a pupil to read the first word and say if it has a long vowel sound or a short vowel sound. Elicit that it has the long *a* sound because it has a magic *e* at the end of the word. Then continue with the remaining words.

Optional: Draw a chart on the board with the headings: "a-e" and "short a", and ask the pupils to find two magic e words in exercise 2 that have a long a sound (safe, hate), and one word with a short a sound (hat). List the words in the correct columns in the chart on the board. Repeat this procedure with "o-e" and "short o", "i-e" and "short i", and "u-e" and "short u". Tell the pupils to copy the charts into their notebooks. Then challenge them to add as many words as they can to each list.

♦ workbook, page 234)

Tell the pupils to turn to page 234 in the Workbook to practice the long vowel sounds with magic *e* and the short vowel sounds.

1 Listen and number.

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

Say *five* 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					
a. 1. safe	2. same	3. Sam	4. say		
b. 1. five	2. win	3. write	4. time		
c. 1. no	2. phone	3. home	4. hot		

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

2 Listen and circle.

Listen and circle the words with a long vowel sound.

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

Listening S	Script				
1. safe	2. close	3. dog	4. smile	5. flat	6. king

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

ANSWERS

1, 2, 4

3 Circle and highlight.

Circle the words with the same vowel sound as the first word in each row. Then highlight the letters that make the vowel 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. Then tell them to repeat with the long i and long o sounds.

ANSWERS

- 1. play, bake, train
- 2. ride, bike, five
- 3. nose, go, phone

4 Read, highlight and write.

Read about the children's plans and highlight the words with long vowel sounds. Then write the correct name for the child that brings each item.

Tell the pupils to read the text about the children's plans and to highlight all of the words with long vowel sounds. Then tell the pupils to write the correct name under each picture.

ANSWERS

lake, Jade, Mike, like, Kate, make, game, kite, Rose, cake, home

- a. Mike
- c. Jade
- b. Kate
- d. Rose

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

Page 57

Words, Words, Words

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 the pupils 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 correct people in the picture. To check the pupils' answers, say the name of a person in the picture and have a pupil read out the matching sentence.

Allow less-advanced pupils to choose two sentences that they can translate and then match those to the characters in the text.

ANSWERS

Joe and Tali
 Mike
 Ann
 Kim and Sally
 Rob

2 Choose the answers and add.

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

Tell the pupils to read and translate the words in bold. 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 more words to each group.

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

ANSWERS

a car, a phone
 a lamp, a computer
 a shirt, a pet
 basketball, English
 a friend, your homework
 safe, tired

Page 58



1 Answer the questions.

Read the questions to the class and have the pupils tell their partner what clubs they go to and what clubs their friends go to.

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

2 Read and find out.

Read and find out what new clubs kids can go to at East Town School.

Tell the pupils to look at the text and ask what the text type is. Elicit that they are notices on a noticeboard. Read the title and check that the pupils understand. Explain that they are going to read about four new clubs at East Town School.

Tell the pupils to scan the noticeboard for the names of the clubs. Point out that because *Dungeons and Dragons* is such a long name, it is often referred to in its abbreviated form, *D&D*. Explain to the pupils that the symbol between the letters, which is called an ampersand, means *and*. Have the pupils identify words that are similar in their language (*karate*, *tennis*, *sports*). Point out that the names of the clubs begin with a capital letter.

Ask the pupils the say what information they would expect to find in a notice for a club. Elicit the name of the club, what you can do there, and when and where the activity takes place. Ask the pupils to scan the notices for days, times and places. Remind the pupils that names begin with capital letters.

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

Art Club:

- 1. What can you do at the club?
- 2. When does the club meet?
- 3. Where does the club meet?

Continue reading the remaining notices and ask the following questions to check comprehension:

Karate Club:

- 1. What do you learn at the Karate club?
- 2. Why is Karate useful?
- 3. When does the club meet?
- 4. Where does the club meet?

Table Tennis Club:

- 1. What can you do at the club?
- 2. When does the club meet?
- 3. Where does the club meet?

Dungeons and Dragons Club:

- 1. What can you do at the club?
- 2. When does the club meet?
- 3. Where does the club meet?

Say a sentence about one of the clubs, for example, *You can draw animals*. and have the pupils name the club. Repeat with other sentences.

Page 59

3 Say true or false.

Say true or false for each sentence.

Read the sentences aloud and tell the pupils to say if they are true or false according to the notices. Alternatively, have the pupils show thumbs up for the correct sentences and thumbs down for the false ones.

Optional: Tell the pupils to correct the sentences that are false.

ANSWERS

true
 true
 false
 false
 true

4 Read and match.

Read what the children say and match them to the clubs. There is one extra child.

Tell the pupils to read what each child says and then to match each child to the correct club. Point out that more than one child can go to a club. To check the pupils' answers, ask: *Who is at the ... club*? and have the pupils say the name of the child / children.

ANSWERS

- Kate
 Matan
 Ben
 Fatima
- **5** 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 of the clubs they read about they'd like to go to and why. Point out the example sentence which pupils can use as a model for their answers. This activity caters to heterogeneous classes. The pupils may answer using a word, a phrase or a sentence. Pupils who feel more comfortable expressing themselves in mother tongue should be allowed to do so.

Page 60

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 56. 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 the questions in A to the answers in B.

Check that the pupils understand the words in bold. Then tell them to match the questions to the answers. Invite pairs of pupils to read the question and answers out to the class.

ANSWERS

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

2 Choose the answers and add.

Choose the two correct answers to complete each sentence. Then add another answer to complete each sentence. Do as many as you can.

Tell the pupils to translate the words in bold and check that they understand. Read the beginning of the first sentence stem and tell the pupils to choose two correct answers to complete each sentence. Tell them to add another answer to complete the sentence. Then tell the pupils to do as many of the remaining sentences as they can. Have the pupils read the sentences out to the class.

Optional: Allow less-advanced pupils to look for only one correct answer.

ANSWERS

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

WORKBOOK Tell the pupils to do the exercises on pages 50-52 of the Workbook to practice the New Words.

Page 61

GRAMMAR: have / has

1 Read and say.

Read what Lia says. Then tell a partner what you and your classmates have.

Say a sentence about something you have that is visible to the class, for example, *I have red pen*. Then point to a pupil and say something about what he / she has: *You have a blue pen*. Then continue, saying sentences with *has* about other pupils in the class, for example, *Ofir has a black pen*. Elicit the meaning of the verb *to have*.

Tell the pupils to look at Lia's speech bubble and find names and fruit. Explain that Lia is talking about the fruit that she and other children have. Read what Lia says. Then ask *Who has bananas? Who has apples? Who has oranges?*

Draw the pupils' attention to the sentences in the speech bubble. Ask the pupils which pronoun could replace *Carla*. Elicit *she*. Repeat with *Jen and Bill*. Elicit *they*. Then draw their attention to the bold words. Explain that the verb *to have* has two forms, *have* and *has*, and that *have* is used for *I*, *you*, *we*, *they* and *has* is used for the third person singular, *he*, *she*, *it*.

Ask the pupils how they say these sentences in their language. Compare the word order in English and Hebrew / Arabic.

Then tell the pupils to work in pairs and describe what they and other pupils have. Point out that they should use the speech bubble as a model.

Second Learn about have I has, workвоок, page 53

Tell the pupils to read the explanation in the grammar box on page 53 of the Workbook. Draw the pupils' attention to the highlighted words. Point out that there are only two different colors because there are only two forms for $to\ have-have$ and has- and that a different color is used to highlight each.

Optional: Draw the following graphic on the board to help pupils learn the rule:

Elicit that the pronouns he and she begin with the h and s in has.

Play the game *Grandmother's Basket*. Name an item that you have, for example, a book. Say: *I have a book*. Have the pupils translate the sentence to mother tongue and remind them that the word order in English is different to Hebrew / Arabic. Then ask a pupil to complete the sentence *I have* for an item he / she has, for example, a pen. Repeat: *I have a book*. *Omer has a pen*. Repeat several times, helping the pupils produce *I have* and *he / she has* but challenging them to recall the different items.

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

2 Complete the sentences.

Complete the sentences with have or has.

Tell the pupils to complete the sentences with *have* or *has*. Remind them that they should choose the correct form according to the pronoun or noun that precedes it.

ANSWERS

have
 has
 has
 has
 have
 have
 have

3 Write sentences.

Write at least four sentences about the characters in the picture. Use the words in the table.

Tell the pupils to describe what they can see in each picture. Then tell them to choose a word or phrase from each column in the table and write at least four sentences about the characters in their notebooks. Check that they understand that we use *has* after one person (singular) and *have* after two or more (plural). Draw the pupils' attention to the word *children* and ask them what is special about this word. Elicit that even though it doesn't end in s, it is a plural word.

Have the pupils read their sentences to a partner or the class.

Optional: Help less-advanced pupils by telling them to first look for character words in the plural form and elicit that they need to use the word have, and then to use has with the remaining words in the singular form. Encourage more advanced pupils to write more sentences.

POSSIBLE ANSWERS

The girl has a book.

The boys have trucks.

The mom and dad have apples.

The children have cookies.

The dog has a ball.

The tree has apples.

• WORKBOOK) Tell the pupils to do the exercises on pages 53-55 of the Workbook to practice

have / has.

Page 62



1 Talk with a partner.

With a partner read the dialogue. Then change the words in bold and color to make a new dialogue. Use the words below or your own words.

Describe one of the characters in the picture using the dialogue in the model, for example, He has a gray hat. Ask the pupils to guess who you are describing. Repeat with a sentence in the plural, for example, They have hats. (Rafi and Tal).

Now tell the pupils that they are going to play this guessing game in pairs. Each pupil chooses a character / characters from the picture and says a sentence about something that character has. Then pupils try and guess which character their partner is describing. Draw the pupils' attention to the color-coded words. Ask the pupils which words are blue (colors), and which are purple (clothing). Point out that the bold words are the names. Tell the pupils to use the dialogue as a model, replacing the words in color with words from the banks. Pupils may also use words of their own.

• 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 63

2 Listen and sing.

Listen and sing the song.

Play Simon Says to review the vocabulary in the song, for example, Simon says dance. Review right and *left* and repeat the game with *jump up | down*, *listen* and *clap your hands*.

Read the title of the song and check that the pupils understand. Ask the pupils to scan the song and find the rhyming words. Play the song and tell the pupils to listen and follow along. Then play the song again and have the pupils join in with the words and then the actions.



1 Watch and say.

Watch the video about things kids like and say which child you think is the most interesting and why.

The videos are optional. Review this video before using it to make sure it is appropriate for your class. Tell the pupils that they are going to watch a video about diverse children introducing themselves and the things that they like and are good at. Play the video and then ask the pupils to say which child they think is the most interesting and why. Accept all logical answers.

Video Script

Jane: My name is Jane. I am nine years old. I love dance. I'm at Get Fit Club today. It's fun.

James: My name is James. This is my bedroom. Can you see my guitar? I love my guitar.

Anna: Hi. I'm Anna. I love dogs. These are my dogs. Their names are Simba and Nala.

Daniel: Hi. I'm Daniel. My friends are Harry and Grace. We are in Class 5B. We love robots.

Emily: I'm Emily. I like sport. My favorite sport is football. I'm good at football.

Bobby: I'm Bobby. I've got a big family. I've got two sisters and one brother.

2 Watch and complete.

Watch the video again and choose the correct words to complete the sentences.

Read the sentences with the pupils and check that they understand. Then play the video again and tell the pupils to choose the correct answer to complete each sentence.

ANSWERS

1. dance 4. robots

2. guitar 5. football

3. dog 6. sisters

3 ABOUT YOU Talk with a partner.

Tell a partner at least one thing you are good at. Are you both good at the same thing/s?

In this personal response activity, the pupils work in pairs and share with their partner at least one thing they are good at. Have the pupils compare and say if they are good at the same things.

♦ WORKBOOK

Tell the pupils to do the READ MORE on pages 56-57 of the Workbook.

Page 64



Tell the pupils to read the title of Part 2 and to share any facts they know about Linoy Ashram. Tell the pupils that Linoy Ashram is a retired Israeli rhythmic gymnast. She has set many records and won many medals in her sport. Ask if any pupils do gymnastics or know anyone who does. Ask if anyone has watched gymnastics on TV.

GETTING READY

New Words

country, first, hard, hour, how, later, many, medal, need, Olympic games, prepare, was

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 word that means the same *as a lot of (many)*. Elicit the meaning of the question word *how* and explain that *how many* is also a question we use to find out a number of items. Explain to the pupils that the word *first* is used to talk about order. Ask three pupils to stand in a line. Point to each one saying *He | She is first | second | third*. Elicit the meaning of the word *first*. Point out that we also use *first* to talk about the date, for example, *It is January the first*. Ask the pupils to name words that are connected to sports (*medal* and *Olympic Games*). Compare the sound of the letter *h* in the word *hour* to the words *how* and *hard* and point out that the letter *h* in the word *hour* is silent.

Optional: Challenge the pupils to write as many words as they can in two minutes, using the letters from the phrase *Olympic Games*, for example, *also*, *age*, *me*, *my*, *say*, *lamp*, *camp*, *same*.

Example 1 Learn New Words workbook, page 58 / 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: ow

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*how*, *cow*, *now*) and tell the pupils to repeat them. Explain that sometimes *ow* makes the sound you make when you are hurt. Say the *ow* sound out loud and tell the pupils to repeat it. Read the explanation below the box.

Write the phrase: *how now brown cow* on the board. Read it and have the pupils repeat. Then repeat it in different tones and speeds: happy, sad, slow, fast etc. and have the pupils repeat it after you.

Then read the words in the *Remember* box (hot, mom, soft) and tell the pupils to repeat them. Point out that the letter o in those words have the short o sound. Read the explanation below the box. Encourage the pupils to say other words with the short o and ow sounds.

2 Read and say.

Read the words and say if they have the sound you make when you are hurt or the short o sound.

Ask a pupil to read the first word and say if it has the sound you make when you are hurt or the short o sound. Elicit that it has the sound you make when you are hurt. Then continue having pupils read the words and say if it has the sound you make when you are hurt or the short o sound.

Optional: Have the pupils make a chart in their notebooks with two columns: "ow" and "short o". Ask them to complete the chart by listing the words in exercise 2 in the correct column. Then challenge them to add as many words as they can to each list.

♦ workbook, page 235

Tell the pupils to turn to page 235 in the Workbook to practice the sound you make when you are hurt and the short o sounds.

1 Listen and number.

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

Say *now* 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 S	Listening Script						
1. now	2. cow	3. stop	4. box	5. down			
6. on	7. town	8. not	9. how	10. wow			

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

2 Listen and circle.

Listen and circle the words with a long vowel sound.

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

Listening S	cript					
1. how	2. mom	3. flower	4. town	5. socks	6. wow	

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

ANSWERS

1, 3, 4, 6

3 Read, circle and highlight.

Read and circle the words with the sound you make when you are hurt. Then highlight the letters that make that sound.

Tell the pupils to read the words and circle the words with the sound you make when you are hurt. Then tell the pupils to highlight the letters that make the sound you make when you are hurt in each of those words.

ANSWERS

1. br<u>ow</u>n 3. h<u>ow</u> 5. n<u>ow</u> 8. d<u>ow</u>n

4 Read, highlight and tick.

Read about Howard and the cow and highlight the words with the sound you make when you are hurt. Then tick the picture that matches the story.

Tell the pupils to read the text about Howard and the cow and tell them to highlight all the words with the sound you make when you are hurt. Then tell the pupils to tick the picture that matches the story.

ANSWERS

 $H\underline{ow} ard, c\underline{ow}, t\underline{ow} n, br\underline{ow} n, fl\underline{ow} ers, h\underline{ow}, n\underline{ow}$

Picture B

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice with the sound you make when you are hurt. The pupils can complete the dictation in their notebooks.

Page 65

Words, Words, Words

1 Choose the pictures.

Choose the correct picture for each phrase or sentence.

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

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

ANSWERS

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

2 Choose the word.

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

Read the words in the first row 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.

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

Optional: Challenge the pupils to add more words to as many groups as they can and invite the pupils to share the words they added with the class.

ANSWERS

1. song 4. flat 2. wait 5. far

3. same 6. everyone

Pages 66-67



1 Read and say.

Read some facts about the Olympic Games in 2020 and say which fact you think is the most interesting.

Ask the pupils if they watched or followed the 2020 Olympic Games. If so, ask them which sports or events they watched.

Point out that we can say the year 2020 as twenty/twenty or as two thousand and twenty. Both ways are acceptable.

Read the facts about the 2020 Olympic Games with the pupils and ask them to say which fact they think is the most interesting and to explain why.

Background Information

The Olympic Games is the biggest sports event where athletes from around the world compete in many different sports. It can also be referred to as "the Olympics".

The five Olympic rings represent the five major regions: Europe, Asia, the Americas, Africa, and Oceania (which includes Australia and New Zealand).

The Olympic Games take place every four years. However, due to the Coronavirus outbreak the games that were supposed to take place in 2020 were postponed to the summer of 2021.

The 2020 Olympic Games took place in Tokyo. This was the second time Tokyo hosted the Olympic Games. The first time was in 1964.

In the 2020 Olympic Games, karate, sport climbing, skateboarding, and surfing were included for the first time.

2 Read and find out.

Read and find out how Linoy Ashram won a gold medal in the 2020 Olympic Games.

Read the title of the text and check that pupils understand.

Tell the pupils to look at the picture and describe what they see. Then tell them to look closely at Linoy and point out that she is biting her medal. Explain that we often see Olympians biting their medals after they win, and that they do that to imitate an old habit of testing whether the medal was made from real gold. Many years ago athletes tested the medals to see if they were made from real gold by biting them. If tooth marks were left on the medal, it meant that it was real gold. This is no longer relevant today because the medals aren't made of pure gold, but the athletes continue with this tradition and the photographers love to catch it on film.

Tell the pupils to scan the text for numbers and names of people or places. Remind the pupils that names begin with capital letters. Explain that these words give us information about the text before reading it. Have them say what the numbers refer to, for example, 12 (Linoy started to win medals when she was 12 years old), 10-12 (number of hours she practiced), 2020 (the year the Olympics took place), Tokyo, Japan (where the Olympics took place).

Read the first paragraph with the pupils. Say: *Linoy is a special woman* and tell the pupils to give the thumbs up sign if the sentence is true or thumbs down if the sentence is false.

Then ask the following question to check comprehension: Why is Linoy special?

Repeat with the remaining paragraphs, using the following sentences and questions:

Paragraph 2

- 1. Linoy started to do rhythmic gymnastics when she was twelve years old.
- 2. Where did Linoy win medals?

Paragraph 3

- 1. Linoy practiced for many hours to prepare for the Olympics.
- 2. How did Linoy prepare for the Olympics?

Paragraph 4

- 1. Linoy was in the 2020 Olympics.
- 2. How was Linoy's show in the Olympics?

3 Number the sentences.

Number the sentences in the correct order according to the text.

Tell the pupils to number the sentences in their notebooks in the correct order according to the text. Then have the pupils read out the sentences in the correct order.

ANSWERS

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

4 Choose.

Choose a different title for the text.

Read the different titles with the pupils and make sure they understand. Ask the pupils which title could be a different title for this text. Remind the pupils that the title should describe the main idea of the text not a specific detail.

ANSWER

3

5 Read and say.

Read what other kids think of Linoy. Then add your own comment and share it with a partner.

Read the speech bubbles with the pupils and make sure they understand. Then tell the pupils to work in pairs and to say what they think of Linoy, her success and her accomplishments. Tell them that they may use the examples in the speech bubbles as a model. Allow pupils who feel more comfortable answering or expressing themselves in their mother tongue to do so.

6 ABOUT YOU Talk with a partner.

Tell a partner about a person you admire.

In this personal response activity, the pupils share their opinion about a person they admire. Read the example in the speech bubble and tell the pupils they can use this as a model. Allow pupils who feel more comfortable answering or expressing themselves in their mother tongue to do so.

Optional: Have the pupils post a picture of a person they admire with a sentence about why they admire this person on a collaborative class board.

Page 68

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 64. 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.

Complete the sentences with the words below. There is one extra word in each group.

Tell the pupils to look at the first picture and describe what is happening. Ask the pupils to read the speech bubbles and complete the sentences with words from the word bank below the picture. Point out that there is an extra word. Then have two pupils read the completed dialogue. Tell the pupils to continue with the other dialogues and then have the pupils read the completed dialogues to the class to check their answers.

ANSWERS

- 1. Olympic Games, medal 3. How, first
- 2. was, country
- 4. prepare, hour

2 Translate and say.

Translate the sentences. Then say which sentences are true for you.

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

Optional: Ask less-advanced pupils to find at least two sentences they can translate.

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

ANSWERS

- יש לי שיעור מוסיקה מאוחר יותר היום. / لدى درس موسيقى لاحقًا اليوم. 1.
- אני צריך/צריכה לנקות את החדר שלי כל יום שישי. / يتوجّب على أن أنظف غرفتي كلّ يوم الجمعة. 2.
- מתמטיקה הוא מקצוע קשה בשבילי. / ולעושבוד הפשפש בשבי بالنسبة لي. . 3
- אני יודע/ת איך להכין פסטה. / أعرف كنفية تحضير الباستا. . 4
- תלמידים רבים בכיתה שלי רוכבים על אופניים לבית הספר.
- يركب كثير من طلاب صفّي الدرّاجة الهوائيّة إلى المدرسة. مספורט האהוב עלי במשחקים האולימפיים הוא ג'ודו. / الرياضة المفضّلة علىّ هي الجودو. .6

• WORKBOOK Tell the pupils to do the exercises on pages 58-60 of the Workbook to practice the New Words.

Page 69

Word Power: Time

Read the title of the Word Power and explain that the words in this group are all related to time.

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Draw a clock on the board showing 2 o'clock and write the word *clock* underneath it. Ask: *What time is it?* Elicit the time and write *It's 2 o'clock*. on the board and have the pupils repeat. Write different times scattered on the board, for example, *It's half past 8, It's a quarter to 4* and *It's a quarter past 7*. Read the phrases with the class, and have the pupils come up to the board to draw the correct clock for each phrase. Alternatively have the pupils draw the clocks in their notebooks or on their individual white boards and hold them up for you to check.

Ask the pupils how they say the times in their language. Point out that the word order is sometimes different (for example, *a quarter past* and *half past*) and there is no word for *o'clock* in Hebrew or Arabic.

Point out that some countries use a 24-hour clock, where hours are shown from 1-24, while other countries show the time with numbers from 1-12. In places where a 12-hour clock is used, we add the letters *a.m.* to tell the time from 12:00 at night to 12:00 midday and p.m. to tell the time from 12 midday to 12:00 at night.

Ask the pupils how many *minutes* are in an hour, how many *seconds* are in a minute and how many *seconds* are in an hour.

€ Learn New Words workbook, page 60 / VOCABULARY BOOSTER

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.

Say the correct time for each clock. Use the speech bubbles to help you.

Point to the first clock, ask the question in the speech bubble and ask a pupil to answer. Then tell the pupils to work in pairs and say the correct time for each clock. Point out that the pupils should use the examples in the speech bubbles as a model.

ANSWERS

It's 6 o' clock.
 It's a quarter to 4.
 It's a quarter to 4.
 It's 10 o' clock.
 It's a quarter to 2.

Optional: Ask individual pupils questions, for example, *What time do you go to school? What time do you eat dinner?* Encourage them to answer using full sentences, such as: *I go to school at (time)*.

2 Complete, read and compare.

Complete the sentences so that they are true about your Mondays. Then read your sentences to a partner and compare. Are any sentences the same?

Share the things you do on Mondays by completing the sentence stems. Then tell the pupils to complete the sentences for themselves. Have the pupils work in pairs and compare their answers with their partners. Ask each pair if any of their sentences were the same.

Optional: Make a class graph to show how many pupils get up / eat breakfast at 7:00, do homework / watch TV at 16:00, meet friends / eat supper at 17:45, etc.

Page 70

3 Answer the questions.

Answer the questions so they are true for you.

Read the questions with the pupils and check they understand. Then tell them to answer the questions so that they are true for them.

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

4 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 completed sentences out to the class.

ANSWERS

- minutes
 seconds
 time
 clock
- 3. time

WORKBOOK Tell the pupils to do the exercises on page 61 of the Workbook to practice the New Words.



Talk with a partner.

Read the dialogue. Then change the words in color to make a new dialogue. Use the schedule for sports lessons below or your own schedule.

Tell the pupils to look at the Sports Club's schedule and ask them: What time is the table tennis lesson on Tuesday? Repeat for other sports. Then ask What lesson can you go to at a quarter to six? Repeat with other times. Read the dialogue with the pupils and check that they understand. Tell the pupils to work in pairs and to make a new dialogue by replacing the sports and times in color with information from the schedule. Draw the pupils' attention to the color-coded words. Ask the pupils which words are purple (sports lessons) and which are blue (times).

This activity caters to heterogeneous classes, since the less-advanced pupils can use the schedule, while the more-advanced pupils can use ideas of their own.

Have the pupils perform their dialogues in class or record themselves and present their recordings.

WORKBOOK) Refer the pupils to the SPEAKING CHECKLIST in Hebrew and Arabic on page 276 of the Workbook. This self-assessment checklist gives the pupils the opportunity to check and monitor their performance. Then tell the pupils to do the READ MORE on pages 62-63 of the Workbook.

Page 71

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. **sports:** club, practice, table tennis, medal, Olympic Games
- 2. time: hour, later, minute, second, a quarter past, a quarter to

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

hour
 many
 paint

3. hard

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 as many new words as they can. Remind them to begin their sentences with a capital letter and end with a period. Encourage those who can to 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 poster about your favorite sport or hobby.

Instruct the pupils to make a poster about their favorite sport or hobby as follows:

- 1. Tell the pupils that they are going to make a poster about their favorite sport or hobby. Brainstorm different sports and hobbies with the class. List the pupils' suggestions on the board. Then tell them to choose their favorite sport or hobby.
- 2. Tell the pupils to write at least five sentences on their poster to answer the following questions:
 - a. What is your favorite sport or hobby?
 - b. Where do you do it?
 - c. Who do you do it with?
 - d. When do you do it?
 - e. Why do you like it?
- 3. Tell the pupils to include at least two pictures of the sport or hobby.
- 4. Remind the pupils to use capital letters and periods and to check their spelling.
- 5. Tell the pupils to decorate their work.
- 6. Tell the pupils to present their work to the class. Remind them to speak clearly.

The pupils can use a digital program such as Canva to do their task.

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 / Arabic on page 267 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 260 of this Teacher's Guide.

Page 72



Read the title of Part 3 and check that the pupils understand. Ask the pupils to generate ideas of people who they think are special and to explain why.

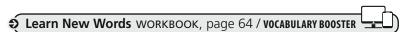


New Words

again, artist, because, (be) called, easy, interesting, move, place, plate, race, them, tomorrow

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 the word that is the opposite of *hard (easy)*. Ask the pupils to name a famous *artist* and a *place* they like to go to.

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



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: ow

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (tomorrow, show, know) and tell the pupils to repeat them. Ask the pupils what sound the ow makes in these words. Elicit that it is the long o sound. Read the explanation below the phonics box.

Then read the words in the *Remember* box (how, now, cow) and tell the pupils to repeat them. Remind the pupils that ow also makes the sound you make when you are hurt. Read the explanation below the phonics box. Encourage pupils to say other words with both ow sounds, for example, town, wow, brown and snow, window.

2 Read and say.

Read the words and say if they have a long o sound or the sound you make when you are hurt.

Ask a pupil to read the first word and say if it has the long o sound or the sound you make when you are hurt. Elicit that it has the long o sound. Then continue having pupils read the words and say which sound it makes.

Optional: Have the pupils make a chart in their notebooks with two columns: "ow (the sound you make when you are hurt)", and "ow (long o)". Ask them to complete the chart with the words from exercise 2 in the correct column. Then challenge them to add as many words as they can to each list.

♦ workbook, page 236

Tell the pupils to turn to page 236 in the Workbook to practice the letters ow when they make the long o sound and the sound you make when you are hurt.

1 Listen and circle.

Listen and circle the words you hear.

Say *throw* 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 So	cript				
1. snow	2. wind	3. yellow	4. now	5. throw	6. tomorrow

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 o sound.

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

Listening Scr	ipt				
1. tomorrow	2. down	3. snow	4. yellow	5. now	6. throw

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

ANSWERS

1, 3, 4, 6

3 Draw lines.

Draw a blue line through the words with the long o sound, like go. Then draw a red line through the words with the sound you make when you are hurt, like now.

Tell the pupils to read the words and draw a blue line through the words with the long o sound. Then tell the pupils to draw a red line through the words with the sound you make when you are hurt.

ANSWERS

blue – go, tomorrow, show, know, window, throw, snow, home **red** – now, cow, how, town, down, wow (also flower)

4 Read, highlight and write.

Read about each of the dogs and highlight the words with the long o sound. Then write the correct name for each dog.

Tell the pupils to read the text about the dogs and to highlight all the words with long o sound. Then tell the pupils to write the correct name under each picture.

ANSWERS

Willow, throwing, snowballs, Bow, show, know

a. Bow b. Willow

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice with the long o sound and the sound you make when you are hurt. The pupils can complete the dictation in their notebooks.

Page 73

Words, Words, Words

1 Match.

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

Tell the pupils to describe what they see in each picture. Have them translate the words in bold and check that they understand. Read the first sentence and ask which person could be saying it. Then tell the pupils to continue matching the sentences to the correct people. To check the pupils' answers say the name of a person and have the pupils read out the matching sentence.

ANSWERS

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

2 Choose and add.

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

Tell the pupils to read and translate the words in bold. 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. Accept all logical answers.

ANSWERS

1. a race, a game 4. a place, a key

2. my hands, a table 5. from a plate, a meal

3. an artist, a friend 6. an interesting show, a funny video

Pages 74-75



1 Look at the pictures and say.

Look at the pictures of the people who visited Park School and say what you think is special about each person.

Tell the pupils to look at the pictures of the people who visited Park School and have them say what they think is special about each person.

2 Read, find out and answer the questions.

Read about the special people and find out if you were right. Then answer the questions for as many parts as you can.

Tell the pupils to look at the text and ask what text type it is. Elicit that it is a news article on a school website. Ask what features helped them determine the text type (school website: scroll bar, tabs, the school logo on the top bar; news article: the headings and subheadings). Point out that the article appears on the *What's New?* tab.

Read the title of the article and check that the pupils understand. List the following Wh- questions on the board: *who*, *what*, *when* and review their meanings. Read the first two lines under the title and ask the pupils to find answers to the Wh- questions.

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

Class 5A Meets Andy:

- 1. What is special about Andy?
- 2. How does Andy move from place to place?
- 3. What sport does Andy like to play?

Repeat with the remaining texts.

Classes 5B and 5C Meet Maya:

- 1. What is special about Maya?
- 2. What is Maya doing with the students?
- 3. What food is on the plates?

Class 5D Meets Eden:

- 1. What is Eden's job?
- 2. What is special about Eden?
- 3. How does she draw?

Ask the pupils to say if their predictions from exercise 1 about why these people are special were correct. Then tell the pupils to answer the questions for as many parts as they can.

Optional: This may be done as a jigsaw activity as follows: Divide the class into groups. Assign different texts to different pupils or groups. Tell the pupils to read their text and then share the information about the text they read with the rest of their group or the class.

CLASS 5A MEETS ANDY

Match A to B.

Match A to B to make sentences.

Tell the pupils to match A to B to make sentences. Have the pupils read the completed sentences to the class.

ANSWERS

1. c 2. a 3. b

CLASSES 5B AND 5C MEET MAYA

Say true or false.

Say true or false for each sentence.

Tell the pupils to read the sentences and say if they are true or false according to the text.

ANSWERS

- 1. false
- 2. true
- 3. true

CLASS 5D MEETS EDEN

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 completed sentences to the class.

ANSWERS

- 1. an artist
- 2. feet
- 3. make pictures

3 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 of the special people from the text in exercise 2 they would like to meet and why.

Optional: Brainstorm questions the pupils might want to ask Eden, Maya or Andy, for example, Do you go to a regular school? Do you have lots of friends? What things are hard for you to do? What can people do to help you?

Background Information

Explain to the pupils that there are over 1.6 million people with disabilities currently living in Israel. These people want to live a normal life alongside their disabilities, but they are often faced with barriers such as negative attitudes and inaccessibility preventing them from engaging in common everyday life activities. There are a number of non-profit organizations that help people with disabilities. Access Israel is one of these organizations. It was founded in 1999. Their mission is to promote accessibility and inclusion to improve the quality of life of people with disabilities and the elderly. One of their great achievements has been to promote awareness of the importance of accessibility and inclusion of people with disabilities. They have created many educational programs designed for kids of all ages because they believe that educating the next generation through information, simulation and participation will lead to lasting and effective change.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 72. 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 text.

Complete the text 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 complete the text using the words in the word bank.

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

Optional: Have the pupils read the completed text aloud and ask the following questions to check comprehension: What is special about Lina? How does Bud help her? Who do they meet at the park? What do they do together? What does Lina want to do on Monday?

ANSWERS

1. because 2. is called 4. them 5. again

3. places

Page 76

2 Complete the sentences.

Complete the sentences with the phrases below or your own words. Do as many as you can.

Tell the pupils to complete as many sentences as they can with words from the word bank or words of their own. Point out that there could be more than one answer and that words and phrases from the word bank can be used more than once. Invite pupils to share their sentences with the class. Accept all logical answers.

Optional: Ask less-advanced pupils to find three sentence stems they understand and then reduce the number of words or phrases from the word bank that they can use to complete those sentences.

POSSIBLE ANSWERS

1. paint my room / draw my house

5. at the pool

2. my legs

Words.

6. bake a cake / play the piano

3. eat a big meal

7. draw my house / bake a cake / play the piano / paint my room

4. on the wall / in the classroom

WORKBOOK) Tell the pupils to do the exercises on pages 64-66 of the Workbook to practice the New



1 Read and choose the picture.

Read about the Paralympic Games and choose the picture that matches the sentence below.

Read the sentence with the pupils and make sure they understand. Then tell the pupils to look at the pictures and choose the one that matches the sentence.

Optional: Ask the pupils if they know anything about the Paralympic Games or Paralympic athletes and encourage them to share what they know with the class.

Background Information

The first Olympic-style games for athletes with disabilities took place in Rome in 1960. These games are known as the **Paralympic Games** and they take place every four years after the Olympic Games. In the first Paralympic Games in 1960, approximately 400 athletes from 23 countries competed in 6 sports. In the 2020 Paralympic Games there were over 4,000 athletes from 163 countries. The athletes competed in 22 sports. Paralympic athletes are classified according to the type and extent of their disabilities, and how this affects the activities of their sport. The Paralympic Games have helped to promote more positive attitudes towards persons with disabilities and social inclusion.

2 Listen and find out.

Listen to a conversation with a sports reporter and find out what happened on the first day of the 2020 Paralympic Games.

Tell the pupils they are going to listen to a radio news report about the first day of the 2020 Paralympics which took place in Tokyo, Japan. Before the pupils listen to the recording tell them to look at the picture of Iyad Shalabi and ask if anyone knows what is special about him and what sport he does. Then tell the pupils to listen to the news report and to find out about Iyad and what happened on the first day of the 2020 Paralympics. After listening ask the following questions to check comprehension: Where is Avi reporting from? What happened on the first day of the 2020 Paralympics? Where is Iyad from? How old is Iyad? What is Iyad's problem? What can Iyad do?

Listening Script

Lea: Today is the first day of the 2020 Paralympic Games in Tokyo, Japan. Let's talk to Avi in Tokyo. Hello, Avi.

Avi: Hello, Lea.

Lea: How was the first day of the Paralympics?

Avi: It was a great day for Israel. I'm very happy to tell you that Iyad Shalabi won a medal in a swimming race today.

Lea: That's great. Tell us about Iyad.

Avi: Iyad is a special man from Shfaram in Israel. He's 34 years old. He has a problem with his legs. He can't walk. But he can swim.

Lea: How does Iyad feel now?

Avi: Iyad and his family are happy. Iyad worked very hard to prepare for the Paralympics. Now he has a medal!

Lea: That's great! Thanks for talking to us Avi. Let's talk again tomorrow.

Avi: Goodbye, Lea.

Page 77

3 Listen and complete.

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

Tell the pupils to read the sentences to themselves. Play the recording again and tell the pupils to listen and choose the correct answer to complete each sentence. Have the pupils read the completed sentences to the class.

ANSWERS

Japan
 Israel
 worked hard
 legs
 tomorrow

GRAMMAR: Plurals

1 Read and say.

Read what Ron says. Then tell a partner about the things you see.

Tell the pupils to look at Ron's speech bubble and find transport, food and people words. Explain that Ron is talking about the things he sees while he is riding his bike outside. Read what Ron says.

Optional: Check that the pupils understand by asking: What does Ron see? What does Ron want?

Draw the pupils' attention to the bolded letters at the end of the words. Explain that in English, to make a noun plural we usually add an s, and sometimes we add es and ies.

Draw a three-column chart on the board, with the headings -s, -es, -ies. Have the pupils list the plural nouns from the speech bubble in the correct column in the chart according to the letters at the end of the word. Explain to the pupils that we add es to form the plural for nouns that end with the letters s, ss, sh, ch, x and o. This makes it easier to hear the additional s. Then tell the pupils that to form the plural with a noun that ends with the letter s and a consonant before the letter s, we change the s to s and add s. Challenge the pupils to add other words to each column in the chart.

Draw the pupils' attention to the notice box and explain that some nouns in English have irregular plural forms.

Optional: Tell the pupils to copy the irregular plurals into their notebooks.

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

Ş Learn about Plurals, worквоок, page 66

Tell the pupils to read the explanation in the grammar box on page 66 of the Workbook. Remind the pupils that we add *es* to form the plural for nouns that end with the letters *s*, *ss*, *sh*, *ch*, *x* and *o*, and to form the plural with a noun that ends with the letter *y*, we change the -*y* to *i* and add *es*. Make sure that pupils understand that this is only when the letter before the *y* is not a vowel. Tell the pupils to do the exercise in the grammar box.

2 Complete the sentences.

Choose the correct word to complete each sentence.

Tell the pupils to choose the correct word to complete each sentence. Point out that pupils can look for clues in the sentence to help them determine if the noun should be singular or plural. For example, if there is a number larger than one then the word will be plural.

ANSWERS

game
 baby
 classes
 birds
 hobbies
 lunch

Page 78

3 Complete the sentences.

Complete the sentences with the plural form of the words below.

Tell the pupils to look at the first picture and describe what they see. Then tell them to complete the sentence with a word from the word bank in the plural form. Tell the pupils to continue with the remaining sentences. Then have the pupils read the completed sentences to the class to check their answers.

Optional: Read the first sentence and have the pupils write the missing word on their mini whiteboards, or on a piece of paper, paying attention to the spelling rules. Have them hold up their answers for you to check and then invite a pupil to read the correct sentence. Repeat with the remaining sentences. This ensures full class participation.

ANSWERS

1. guitars 4. boys 2. books 5. stories 3. dresses 6. boxes



WORKBOOK) Tell the pupils to do the exercises on pages 67-68 of the Workbook to practice Plurals.



Read the explanation and the examples in the teaching box. Write the examples on the board. Elicit the different meanings of is and has, and emphasize that all sentences in English must have a verb. Have the pupils name some verbs. Remind the pupils that to be (am, is, are) and to have (have, has) are also verbs, and that we use to be to describe people and things and we use to have to talk about things we have. Underline the verbs in the sentences on the board.

Ask the pupils to name the five vowels. Call out a variety of words and tell the pupils to clap their hands if the word begins with a consonant and stamp their feet if the word begins with a vowel. Draw the pupils' attention to the Tip. Read the words and point out that we usually add a in front of a singular noun, but if the noun begins with a vowel, we use an instead of a.

Page 79

1 Write sentences.

Write sentences describing the characters in the picture and sentences about what they have. Use the words below or your own words.

Tell the pupils to describe what they see in the picture. Then tell the pupils to complete the sentences describing the characters in the picture and what they have. Read the example sentences with the class. Point out that the characters, including people and animals are highlighted in blue and each sentence will begin with one of the characters. As an extra level of support, the bank of words that can come after is / are is highlighted in green while the words that can come after have / has are highlighted in purple. Point out that the pupils can use words from the word bank or their own. Have the pupils read their sentences to the class.

POSSIBLE ANSWERS

Maya has a small elephant. / Maya has a gray elephant.

Maya is tall.

The monkeys have bananas.

The monkeys are brown.

The giraffe has an apple.

The giraffe is tall.

2 Write sentences.

Write more sentences about the characters in the picture in exercise 1 and more sentences about the things the characters have. Use is / are / have / has and the words above or your own words.

Tell the pupils to write more sentences about the picture. Remind them to use the example sentences as a model.

3 Write sentences.

Write sentences about the people in your family and the things they have. Use is / are / have / has and the words below or your own words.

Tell the pupils to write as many sentences as they can about the people in their family using *is / are / have / has*. Tell the pupils they may use the example sentences in exercise 1 as a model. Point out that the pupils can use the words from the word banks or their own.

Optional: For less-advanced pupils, write the following sentence stems on the board $My \ mom \ has \dots$, $My \ dad \ has \dots$, $My \ brothers \ / \ sisters \ have \dots$ and instruct them to complete as many as they can with words from the purple word bank. Repeat with the sentence stems $My \ mom \ is \dots$, $My \ dad \ is \dots$, $My \ brothers \ / \ sisters \ are \dots$ and instruct them to use words from the green word bank.

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 69 of the Workbook to practice writing. Then tell the pupils to do the READ MORE on page 70 of the Workbook.

Page 80



Part 4 All About Video Games

Ask the pupils to read the title of Part 4 and check that they understand. Ask the pupils if they play video games and if so what types of games (sports, adventure, building, puzzles ...).

GETTING READY

New Words

adult, ago, build, get, player, right, road, some, something, think, true, way

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 verbs (*build*, *get*, *think*) and something that you find outside (*road*). Then tell the pupils to name their favorite football *player* and an important *adult* in their life. 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 *right* was previously learned to mean בביל 'ימין. Ask the pupils to think of a connection between words from the list, such as *build* and *road*.

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

♦ Learn New Words WORKBOOK, page 71 / 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: oa

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (road, boat, goal) and tell the pupils to repeat them. Ask the pupils what sound oa makes. Elicit that it makes the long o 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, oa says the name of the first letter, which is the long o sound. Ask the pupils to find a word from the New Words box that has a long o sound (road).

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

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

2 Read and say.

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

Ask a pupil to read the first word and say if it has a long o sound or short o sound. Elicit that it has a long o sound because oa makes the long o sound.

Then continue having pupils read the words and say which o sound it has. Alternatively, tell the pupils to take two small pieces of paper and write "short o" on one and "long o" 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 o" and "short o". 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 237

Tell the pupils to turn to page 237 in the Workbook to practice the long o sound made by the letters oa and the short o sound.

1 Listen and number.

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

Say *toast* 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 S	Script				
1. coat	2. dog	3. goal	4. box	5. road	
6. toast	7. on	8. long	9. boat	10. sock	

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

2 Listen and circle.

Listen and circle the words with the long o sound.

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

Listening Script 1. road 2. soft 3. goal 4. not 5. mom 6. boat

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

ANSWERS

1, 3, 6

3 Color.

Color the words with the long o sound in red. Then color the words with the short o sound in blue.

Tell the pupils to read the words and color the words with the long o sound in red. Then tell them to color the words with the short o sound in blue.

ANSWERS

red – road, home, yellow, goal, window, no, phone, boat, go **blue** – box, stop, hot, mom, long

4 Read, highlight and tick.

Read about Joan and her boat and highlight the words with the long o sound. Then tick the picture that matches the story.

Tell the pupils to read the text about Joan and her boat and to highlight all the words with the long o sounds. Then tell the pupils to tick the picture that matches the story.

ANSWERS

Joan, Boat, toast, coat, road

Picture B

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

Page 81

Words, Words, Words

1 Choose.

Choose the correct phrase or sentence 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 or sentence for the remaining pictures.

ANSWERS

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

2 Make phrases.

Match each of the verbs below to the correct group to make phrases.

Tell the pupils to read the verbs in the word bank and check that they understand. Read the words in the first group and ask the pupils which verb goes with the words to make phrases. 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.

ANSWERS

build
 get
 listen to
 eat
 walk
 learn

Pages 82-83



1 Read and say.

Read the sentences about video games and say which ones you think are true.

Tell students that they are going to read a text about video games. Read the sentences aloud with the pupils and tell them to predict which ones are true and which ones are false. Point out that each sentence relates to a section in the text and they are going to read and find out if each sentence is true.

Optional: Take a class survey about whether or not each sentence is true or false and project the results to the class.

2 Read and find out.

Read the text on page 83 and find out if you were right.

Read the title and check that the pupils understand. Read the first text and ask the following questions to check comprehension:

- 1. Do adults play video games?
- 2. Why do adults like video games?

Continue reading the remaining texts and asking the following questions to check comprehension.

Text 2:

- 1. Can you learn about history with video games?
- 2. How can you learn history by playing video games?

Text 3:

- 1. Can dogs play video games?
- 2. Are there video games for dogs?
- 3. When do they get dog food?

Text 4:

- 1. Can you do sports with video games?
- 2. How can you play tennis in a video game?
- 3. How can you play football in a video game?

Ask the pupils if their predictions about video games were right.

3 Choose the answers.

Choose the two correct answers to complete each sentence.

Tell the pupils to choose two correct answers to complete each sentence about the text. Have the pupils read the completed sentences to the class.

ANSWERS

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

Optional: Allow less-advanced pupils to choose the texts they want to answer the questions for and tell them which questions to answer (question 1 matches the first text, question 2 the second, ...).

Page 84

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 video games and which games they like to play. This activity caters to heterogeneous classes. The pupils may answer using a word, a phrase or a sentence. Pupils who feel more comfortable expressing themselves in mother tongue should be allowed to do so.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 80. 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.

Complete the sentences with the words below.

Tell the pupils to complete the sentences with words from the word bank. Invite pupils to share their sentences with the class.

ANSWERS

road
 some
 true
 ago
 something
 right

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

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 the pupils to answer the questions. Invite them to share their answers with the class. Accept all logical answers.

WORKBOOK Tell the pupils to do the exercises on pages 71-73 of the Workbook to practice the New Words.

Page 85



1 Describe the pictures.

Look at the pictures from the video game Minecraft and describe each character.

Tell the pupils to look at the pictures and elicit that the characters are from the game *Minecraft*. Ask them to describe the character in the first picture. Encourage the pupils to use the verb *to be* and *have* or *has*, for example, *The boy has brown eyes*. *The boy is short*. Write the pupils' answers on the board. Then have the pupils describe the remaining pictures and have the rest of the class identify which characters they are.

2 Listen and say.

Listen to two girls playing Minecraft and say which pictures in exercise 1 are from their game.

Tell the pupils they are going to listen to a conversation between two girls playing Minecraft.

Tell the pupils to listen to the recording and to say which characters shown in exercise 1 are mentioned in the girls' conversation.

Listening Script

Adina: Hey, Kate. Do you want to play Minecraft?

Kate: I don't know how to play, Adina.

Adina: I can teach you. It's fun.

Kate: Okay.

Adina: Great. Let's choose players. My player has short brown hair and brown eyes.

Kate: Okay. My player has orange hair and green eyes.

Continued >

Adina: Let's build something. What do you want to build?

Kate: Hm ... let's build a house.

Adina: Okay. We need wood to build a house.

Kate: How do we get wood?

Adina: We can go to the town. There's lots of wood near the town.

Kate: Okay ... hey, there's something near the road. It's green and it has a face. What is

it?

Adina: It's called a creeper. It's bad. Run! Fast!

Kate: Is it behind us?

Adina: No, it isn't. We're okay.

Kate: Oh, good. Let's get the wood.

Adina: Oh, look, there's a dog on the road.

Kate: I love dogs. Can we bring the dog to the new house?

Adina: Yes, we can.

Kate: Come on, doggie, come with us. *Adina:* Yay. I'm happy we have a dog.

Kate: This is a great game!

ANSWERS

Pictures 2, 4, 5, 6

3 Listen and say.

Listen again and say true *or* false *for each sentence*.

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

Optional: Correct the false sentences with the pupils.

ANSWERS

true
 false
 false
 true
 true

Page 86

GRAMMAR: There is / There are

1 Read and say.

Read what Clara says. Then tell a partner what there is in the classroom.

Tell the pupils to look at Clara's speech bubble and find animals. Explain that Clara is describing her farm. Read what Clara says.

Optional: Check that the pupils understand by asking: Which animals are on the farm?

Draw the pupils' attention to the bolded words. Explain that *There is* is used to talk about an item in the singular. *There is* is followed by *a / an* or the number one and a singular noun. *There are* is used to describe plural nouns. It is followed by the word *some*, *many* or numbers more than one and a plural noun. Check that the pupils understand the sentences.

Tell the pupils to work in pairs and talk about what there is in the classroom. Point out that they should use the speech bubble as a model.

Solution Learn about *There is / There are*, workвоок, page 74

Tell the pupils to read the explanation in the grammar box on page 74 of the Workbook. Explain that in English we use *There is / There are* to say that something is in a certain place. We use *There is* before singular nouns and *There are* before plural nouns. Draw the pupils' attention to the short form of *There is* and tell them that there is no short form for *There are*. Then tell the pupils to do the exercise in the grammar box.

2 Complete the sentences.

Choose the correct word to complete each sentence.

Tell the pupils to choose the correct form of *There is / There are* to complete each sentence. Remind them to check if the noun following *There is / There are* is singular or plural in order to decide which form to use.

ANSWERS

1. is 4. are 2. are 5. are 3. is 6. is

3 Complete the sentences.

Complete the sentences so that they are true about your classroom. Do as many as you can.

Read the first sentence with the pupils and ask a pupil to complete it. Then tell the pupils to complete the sentences so that they are true about their classroom. Tell the pupils to do as many as they can. Invite pupils to share their sentences with the class. Accept all logical answers.

WORKBOOK Tell the pupils to do the exercises on pages 75-76 of the Workbook to practice *There is / There are*. Then tell the pupils to do the READ MORE on pages 77-78 of the Workbook.



Make a game about sports and hobbies.

Tell the pupils that they are going to make a game about sports and hobbies.

- 1. Tell the pupils to work in pairs and choose the kind of game they want to make. It can be a card game, a board game, a digital game or any other kind of game.
- 2. Tell them to write questions and tasks that are related to sports and hobbies. The tasks can include sentence completion, writing sentences and asking if they are true or false, or pictures for players to name, spell or talk about. Encourage the pupils to use New Words from this unit in their tasks.
- 3. Tell them to write instructions on how to play and win the game. Brainstorm game-related vocabulary and list it on the board for the pupils to copy and use if necessary.
- 4. Remind the pupils to use capital letters and punctuation.
- 5. Remind the pupils to check their spelling.
- 6. Divide the class into small groups and have the pupils play their games. Then tell the pupils to play the games with their families at home.

The pupils can use a digital tool such as *Kahoot* to do their task.

Optional: Tell the pupils to take a photo or video of them playing the games with their families.

Optional: Project or photocopy and give out the model presentation that appears on page 251 of this Teacher's Guide.

WORKBOOK This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew / Arabic on page 268 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Chart appears on page 261 of this Teacher's Guide.

Page 87



Ask the pupils to read the title of Part 5 and check that they understand.



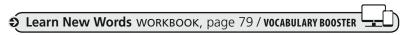
New Words 1

after, aunt, money, more, neighbor, our, parent, poor, prize, sick, sign, us

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Write the word *prize* on the board and ask the pupils to share if they've ever participated in a competition and won a prize. Write the word *sick* on the board and ask the pupils to share what makes them feel better when they are sick. Ask the pupils what they do *after* school. Ask the pupils to think of connections between words, such as *aunt*, *neighbor* and *parent*. Challenge the pupils to make up sentences with at least two of the New Words in each sentence.

Draw the pupils' attention to the word *neighbor*. Remind the pupils that in British and American English, there are some common spelling differences, such as words ending in *or* or *our*. In American English *or* is used, as in *neighbor* but in British English *our* is used as in *neighbour*.

Optional: Play "Live Bingo" with nine New Words and three other words you want to review from this unit.



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

1 Choose the pictures.

Choose the correct picture for each phrase or sentence.

Have the pupils translate the words in bold. Draw the pupils' attention to the first set of pictures and ask them to describe each picture. Then ask the pupils to read the phrase and say which picture matches the phrase. Tell the pupils to choose the correct picture for each phrase.

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

ANSWERS

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

Page 88

2 Choose the word.

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

Read the words in the first row 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.

Optional: Tell less-advanced pupils to find two words in each group that are connected and to explain why. Challenge the pupils to add more words to as many groups as they can and invite the pupils to share the words they added with the class.

ANSWERS

paint
 special
 hobby
 age
 first



1 Talk with a partner.

You are going to read a story from 1865 about a boy and his sister who want to participate in an ice-skating race. Look at the pictures in the story. Describe the children and what they are doing.

Tell the pupils that they are going to read a story from 1865 about a boy and his sister who want to participate in an ice-skating race. Tell them to look at the pictures and describe the children. Then read the title of the story and ask the pupils to predict what they think is going to happen.

Background Information

The story *The Silver Skates* is based on the novel *Hans Brinker and the Silver Skates* by American author Mary Mapes Dodge. It was first published in 1865. The story takes place in the Netherlands and it depicts Dutch life during that time.

2 Read and find out.

Read the first part of the story and find out why Hans wants to earn money.

List the Wh- questions *who*, *what*, *where*, *when* and *why* on the board and review their meanings. Read the first two paragraphs of the story and ask the pupils to find answers to each of the Wh- questions.

- 1. Who is the story about?
- 2. Where does the story take place?
- 3. Why are Hans and Lena's family poor?
- 4. What do Hans and Lena see?

Explain that this information introduces us to the characters and the setting of the story.

Continue reading the sign and ask the following Wh- questions to check comprehension:

- 1. What is the sign about?
- 2. When is the race?
- 3. Where is the race?
- 4. Who is the race for?
- 5. What is the first prize?

Repeat with the remaining paragraphs, asking the following questions to check comprehension.

Paragraph 3:

- 1. What do Hans and Lena want to do?
- 2. How can Hans get money?

Paragraph 4:

- 1. What does Hans buy when he has some money?
- 2. Why is Lena happy?
- 3. Why does Hans continue working?

Ask the pupils why Hans wants to earn money.

Page 89

3 Choose the correct name.

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

Read the first sentence to the class. Ask the pupils which character in the story this sentence relates to. Tell the pupils to find and read the sentence from the text to support their answer.

Then tell the pupils to choose the correct character for the remaining sentences. Point out that there may be sentences with more than one correct character.

ANSWERS

- 1. The father
- 4. Lena
- 2. Hans and Lena
- 5. Lena
- 3. Hans and Lena

Page 90

4 Answer the questions.

Read the questions with the pupils and check they understand. Have the pupils answer the questions and share their answers with the class.

POSSIBLE ANSWERS

- 1. They see a sign in the street.
- 2. at the lake
- 3. Their skates are old.
- 4. He works and gets money.

5 ABOUT YOU Talk with a partner.

Answer the questions and compare your answers with a partner.

In this personal response activity, the pupils predict what will happen on the day of the race. Tell the pupils to work in pairs and share their predictions to their partner.

Optional: Allow less-advanced pupils to answer the question in their own language.

WORD PRACTICE 1

Before the pupils do the exercises in this section, have them go over the New Words on page 87. 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 translate the words in bold and check that they understand. Then tell the pupils to choose the correct word to complete each sentence. Have the pupils read the completed sentences out to the class.

ANSWERS

Our
 poor
 money
 aunt

2 Say true or false.

Say true or false. Then correct the false sentences. Do as many as you can.

Tell the pupils to translate the words in bold and check that they understand. Read the first sentence and tell the pupils to say if the sentence is true or false. Then tell the pupils to read as many of the remaining sentences as they can and say if they are true or false. Have the pupils correct the false sentences.

ANSWERS

- 1. false Doctors help sick people.
- 2. true
- 3. true
- 4. false Your father and your mother are your parents.
- 5. true
- 6. true

WORKBOOK Tell the pupils to do the exercises on pages 79-80 of the Workbook to practice the New Words.

Page 91

GETTING READY 2

New Words 2

cry, excited, get up, hurt, ice, important, keep, lie, noise, of, son, winner

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Ask the pupils to look at the list and to find the verbs (*cry, get up, hurt, keep* and *lie*). Draw the pupils' attention to the word *winner* and ask what word they can see in that word. Elicit *win*. Explain that *win* and *winner* are from the same word family: *win* is the verb and *winner* is the noun, a person who wins a game or a competition. Ask the pupils to find two adjectives (*excited, important*).

Optional: Give the pupils a time limit and challenge them to write as many words as they can from the letters in the word *important*.

€ Learn New Words WORKBOOK, page 81 / 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.

Words, Words, Words 2

1 Match.

Match the sentences to the correct pictures.

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

ANSWERS

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

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2 Choose the answers and add.

Choose the two phrases that can follow the words in bold. Then add more phrases to each group.

Tell the pupils to read and translate the words in bold. 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: Tell less-advanced pupils to translate the verbs in bold and to then find one word in each row that can follow the verb.

ANSWERS

- 1. music, a noise
- 4. on the floor, in bed
- 2. your head, his leg
- 5. slowly, when you are ready
- 3. a picture, a book
- 6. an important book, an interesting story



1 Read and find out.

Read the second part of the story and find out why Hans's family is happy.

Review Part 1 of the story by asking questions such as: Who are the characters in the story? Are Hans and Lena ready for the race?

Ask the pupils to say what they hope to find out in the second part of the story.

Tell the pupils to describe what they see in the pictures and then to predict how the story ends.

Read Part 2 of the story to the class or have the pupils read it aloud. Stop periodically to ask questions to check comprehension:

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Paragraph 1

- 1. Can Hans buy new skates?
- 2. Why is he sad?

Paragraph 2

- 1. Why does Hans want to give Dr. Smit money?
- 2. Does Dr. Smit take money from Hans?

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Paragraphs 1-2

- 1. Who wins the girls' race?
- 2. What happens at the beginning of the boys' race?

Paragraphs 3-4

- 1. Why is Peter lying on the ice?
- 2. Why is Hans sad?

After reading the story, ask the pupils to say why Hans's family is happy.

Optional: Ask the pupils if they have ever won or lost a race, and if so, to share how they felt.

ANSWERS

Hans's family is happy because Dr. Smit is helping their father, Lena is the winner of the race and Hans is a good son and friend.

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

2 Number the sentences.

Number the sentences in the correct order according to the story.

Tell the pupils to number the sentences in their notebooks in the correct order according to the story. Then have the pupils read out the sentences in the correct order.

ANSWERS

1. a

2. c

3. f

4. b

5. d

6. e

3 Write sentences.

Write four sentences about the story. Use the words in the chart.

Tell the pupils to write sentences about the story using the words in the chart. Have the pupils read the completed sentences to the class.

ANSWERS

Hans talks to Dr. Smit because his father is sick.

The children are excited because it's the day of the race.

Peter is lying on the ice because his foot hurts.

Dr. Smit doesn't take money because he wants Hans to buy skates.

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4 Choose and say.

Choose three phrases you think describe Hans. Then give an example from the story that supports each of your choices.

Read the phrases with the pupils and check they understand. Then tell the pupils to choose three phrases that they think best describe Hans and to find an example from the text that supports their

Accept all answers pupils can prove from the story.

5 ABOUT YOU Talk with a partner.

Answer the question and compare your answer with a partner.

In this personal response activity, the pupils work in pairs and share with their partner an experience where they helped someone or someone helped them. Tell them to talk about how they solved the problem and how they felt.

WORKBOOK) Refer the pupils to the READER'S THEATER on pages 253-255 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 on the street, scene 2 in a house and on a frozen lake, scene 3 at Hans and Lena's house and outside a store, scene 4 on the frozen lake, scene 5 at Hans and Lena'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 2

Before the pupils do the exercises in this section, have them go over the New Words on page 91. 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.

l Match A to B.

Match A to B to make sentences.

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

ANSWERS

1. f

2. d

3. e

4. c 5. a

6. b

2 Give examples.

Give examples of the following. Do as many as you can.

Ask the pupils to translate the words in bold. Read the first item and tell the pupils to give an example. Then tell the pupils to work in pairs and give examples for as many items as they can. This activity caters to heterogeneous classes. The pupils may answer using a word, a phrase or a full sentence. Accept all logical answers.

♦ WORKBOOK) Tell the pupils to do the exercises on pages 81-82 of the Workbook to practice the New Words.

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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. Play a game with the class as follows: Invite a pupil to stand at the front of the room. Choose a word from the list and tell the pupil to spell it. If the pupil spells the word correctly, he or she gets another word. The pupil continues until he or she spells a word incorrectly. If he or she spells a word incorrectly, invite a different pupil to the front of the room to be the speller.

Optional: This game can also be played in groups, where members of the group give words to the speller.

3. Tell the pupils to work in pairs and find as many verbs as they can in two minutes. Then ask them to say words that go with each verb to make phrases, and to list as many phrases as they can for each verb. Have them share their lists with the rest of the class. Accept any logical answers.

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.

Optional: 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 the same 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 words 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

choose a club / choose a house / choose your friends / choose a desk / choose your pen / choose a computer

find a club / find a house / find your friends / find some money / find a desk / find your pen / find a computer

fix a desk / fix a computer

build a house / build a road / build a computer

use a road / use a desk / use your pen / use a computer

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3 Number.

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

Read the first phrase and the three places and check that the pupils understand. Tell the pupils to rate the places in the order that they want to go to them from 1 to 3, with 1 being the place they want to go to the most and 3 being the place they want to go to the least. Tell the pupils to continue with the remaining groups.

Accept all logical answers.

4 12 3 4 5 Let's talk and review.

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

This activity is cumulative and includes words from this and previous units, as indicated by the icon next to the instruction. 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 in the picture are. Elicit that they are in a park. 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 / are, have / has* 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 sentence in the speech bubble 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 periods wherever needed.

WORKBOOK Tell the pupils to do UNIT CHECK on pages 83-85 of the Workbook to review the New Words and the grammar taught in this unit. Then refer the pupils to pages 86-91 of the Workbook for the EXTRA READING texts and exercises.



The pupils have the option of reviewing and practicing the New Words from the 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

Get a Hit, Mo! by David A. Adler, Random House, Step Into Reading 2
The Big Race by D. H. Howe, Oxford Start with English Readers, Grade 3
Beans Baker's Best Shot by Richard Torrey, Random House, Step Into Reading 3
I Want To Be My Sister by Lynne Robertson, Oxford Let's Go series, Level 4
Gymnastics by Sarah Wassner Flynn, National Geographic Kids, Level 2