3 All About Food

This unit is about food. In this unit pupils will learn new words and phrases and the Present Simple positive, negative and questions so that they:

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read a comic-style mystery story	WRITTEN RECEPTION Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required Reading as a leisure activity Can understand creative texts that are written in level-appropriate language Can recognize key words and basic phrases in short, simple cartoon stories	Reading Pages 100-101
can read a recipe	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 instructions and directions Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures/illustrations	Reading Pages 110-111
can listen to people ordering food in a restaurant	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 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	Listening Page 113
can order food in a restaurant	SPOKEN INTERACTION Can engage in limited interactions (restricted in the number of turn-takings and scope) where communication may involve repetition, at a slower rate of speech and rephrasing Obtaining goods and services Can ask for food and drink using basic expressions	Speaking Page 114

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read poems about foods kids	WRITTEN RECEPTION Can understand stories and short toyts on a range of familian	Reading
like	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 118-119
	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	
can write	WRITTEN PRODUCTION	Writing
sentences describing where things are	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	Pages 122-123
	Creative writing	
	Can describe certain everyday objects (e.g. the color of a car, whether it is big or small)	
can read an ad	WRITTEN RECEPTION	Reading
for a dog café	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 orientation	Page 126
	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.)	
	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 read a menu	WRITTEN RECEPTION	Reading
	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	Page 127
	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.)	

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can listen to a	SPOKEN RECEPTION	Listening
conversation with a vet	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 129
	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	
can have a	SPOKEN INTERACTION	Speaking
conversation with a doctor	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 129
	Interviewing and being interviewed	
	Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' though he/she may use gestures and body language to reinforce the message	
can read, enjoy	WRITTEN RECEPTION	About You
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 132-133, 136-137
	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 138
story	Can use simple words, phrases and sentences to say how a work made him/her feel	

Objectives	Can-do Statements: Overall and Specific	Section in Unit
will be able to	WRITTEN INTERACTION	Task
write and share a recipe by the	Can ask for or pass on personal details in written form correspondence	Page 115
end of this unit.	Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using level-appropriate language (vocabulary and grammar)	
will be able to	MEDIATING A TEXT	Task
make a menu by	Relaying specific information in writing	Page 130
the end of this unit.	Can list (in Language B) names, numbers, prices and very simple information of immediate interest (in Language A), especially if the speaker's articulation is slow and clear, with some repetition	
	SPOKEN INTERACTION	
	Can engage in limited interactions (restricted in the number of turn-takings and scope) where communication may involve repetition, at a slower rate of speech and rephrasing	
	Obtaining goods and services	
	Can ask for food and drink using basic expressions	

New Words

Part 1 Where is Molly's tablet?	Word Power Compound Nouns	Part 2 Chocolate Mug Cake	Part 3 What food do you like?	Part 4 Luna's Dog Café	Part 5 Story Chocolate M	agic
another as usual call camera customer evening long look (for) note recipe restaurant waiter	afternoon bookshop raincoat watermelon weekend	cup mix mug oil put quick salt sometimes spoon sugar vegetable waitress	anything blouse breakfast butter cream different garlic jam onion only rice yogurt	all any cook (v) Good afternoon. Have a good day! knee neck once pepper steak toy	Part 1 before body corner enjoy friendly less next night supper take care of which Yes, please.	Part 2 ask for cucumber don't worry everything out pass save tea that understand Well done!

Unit 3 is about food. 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 food, recipes and outdoor dining.

Page 97

Look and name.

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

The main purpose of this page is to get the pupils into the topic and theme of the unit. Explain that this page is an introduction to the unit and shows what they will learn.

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

Share the objectives of the unit with the pupils and point out that by the end of the unit they will have learned the skills to write and share a recipe and make a menu.

Page 98



Where is Molly's tablet?

Tell the pupils to read the title of Part 1 and check that they understand. Ask them how they say *tablet* in their language. Elicit that it's a cognate; it sounds the same in their language. Explain that a tablet is an electronic device, like a computer. It is portable and has a touch screen, like many phones. People use tablets to do many things, including work, reading, playing games, shopping, making video calls and attending virtual meetings, listening to music and watching movies. Many businesses also use tablets, for example, restaurants use them as digital menus.

(GETTING READY

New Words

another, as usual, call, camera, customer, evening, long, look (for), note, recipe, restaurant, waiter

Introduce the new words using the ideas suggested in *How to teach and review the new words* in the Introduction. Tell the pupils to look at the new words and say which word is the opposite of *short* (*long*). Then tell them to find a job (*waiter*), a place (*restaurant*) and a time of day (*evening*). Ask the pupils who they *call* the most. Ask the pupils to think of connections between some of the words, for example, *restaurant*, *customer* and *waiter*. Draw the pupils' attention to the sound of the letter *c* in the words *call*, *camera* and *recipe* and elicit that the *c* in *recipe* makes a different sound. Point out that when *c* follows the letter *e* or *i* it makes the soft *c* sound, like its name.

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

♦ Learn New Words workbook, page 92 / 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: 00

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*look*, *good*, *foot*) and tell the pupils to repeat them. Explain that the *oo* in these words makes a short *oo* sound. Read the explanation below the phonics box. Then ask the pupils to name other words they know with the short *oo* sound.

Read the words in the *Remember* phonics box (road, snow, home) and have the pupils repeat them. Remind the pupils that oa, ow and o_e all have a long o sound, and that the long o sound says the name of the letter. Read the explanation below the phonics box. Invite the pupils to look at the word list and find a word with a long o sound (note). Then tell them to name other words with the long o sound.

2 Read and say.

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

Ask a pupil to read the first word and say if it has a short oo sound or a long o sound. Elicit that it has the short oo sound. Then continue with the remaining words. Alternatively, tell the pupils to take two small pieces of paper and write "short oo" 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.

♦ workbook, page 238

Tell the pupils to turn to page 238 in the Workbook to practice the short oo sound and the long o sound.

1 Listen and number.

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

Say *good* 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.

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Listening Script

a. 1. look 2. yellow 3. book 4. boat

b. 1. good 2. wood 3. window 4. snow

c. 1. cookie 2. nose 3. no 4. foot
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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 short oo sound.

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

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Listening Script
1. look 2. road 3. foot 4. throw 5. cookie 6 wood
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Play the recording again and tell the pupils to circle the words with the short oo sound.

ANSWERS

1, 3, 5, 6

3 Read, circle and highlight.

Read and circle the words with the short oo sound. Then highlight the letters that make the short oo sound.

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

ANSWERS

1. b<u>ook</u> 3. w<u>oo</u>d 5. l<u>oo</u>k 7. <u>goo</u>d

4 Read, highlight and tick.

Read about Woody and highlight the words with the short oo sound. Then tick the picture that matches the story.

Tell the pupils to read the text about Woody and to highlight all the words with the short *oo* sound. Then tell the pupils to tick the picture that matches the story.

ANSWERS

Cookies, Woody, good, book, foot, looks

Picture A

Optional: Tell the pupils to draw a two-column chart in their notebooks with the headings "short oo" and "long 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.

Page 99

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 for the remaining pictures.

ANSWERS

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

2 Match and add.

Match the titles to the correct groups. Then add more words to as many groups as you can.

Read the titles in the word bank and check that the pupils understand. Then read the first group of words and tell the pupils to say which title they belong to. Tell the pupils to match the remaining groups of words to the correct subjects. Then tell the pupils to add as many words as they can to each group.

Optional: Ask less-advanced pupils to translate at least two words that are connected in each group and to explain how they are connected and then to look for an appropriate title.

ANSWERS

- 1. People 4. Things people do with a phone
- 2. Things people write 5. Time of a day
- 3. Places 6. Things people take on trips

Pages 100-101



1 Talk with a partner.

Talk about the pictures in the story below and on page 101.

Tell the pupils that they are going to read a story about a woman named Molly, who works in a restaurant. Read the title of the story and check that the pupils understand. Point out that the title is a question and the story is a mystery. Then tell the pupils to describe what they see in the pictures and to predict what they think will happen in the story.

2 Read and find out.

Read about Molly's tablet and find why Molly is angry.

Read frame 1 of the story to the class or have the pupils read it aloud. Stop and ask the following questions about the story:

Frame 1:

- 1. Where does the story take place?
- 2. Who is the main character?
- 3. Where does Molly work?
- 4. What does she do there?
- 5. Why do people come to the restaurant?

Continue reading. Stop after each frame to ask questions to check comprehension:

Frame 2:

- 1. Who is Rob?
- 2. What does the customer want?
- 3. Why is he angry?

Frame 3:

- 1. What does the customer want?
- 2. Why is he angry?

Frame 4:

- 1. What is the customer doing?
- 2. How do the other customers feel about it?

Frame 5:

- 1. What happens when Molly comes to the restaurant on Tuesday morning?
- 2. Why does molly need her tablet?
- 3. How does Molly see the thief?
- 4. Why does Molly call the police?

Then ask the pupils to say why Molly is angry. Ask the pupils if their predictions about the story were correct.

Page 102

3 Say true or false.

Say true or false for each sentence.

Read the first sentence and tell the pupils to say if it is true or false. Then tell the pupils to decide if the remaining sentences are true or false according to the story. Alternatively, have the pupils hold thumbs up for correct sentences and thumbs down for false sentences.

ANSWERS

1.	false	4.	true
2.	false	5.	true
3.	true	6.	false

4 Choose the answer.

Choose the correct answer to each question.

Read the first question and tell the pupils to choose the correct answer according to the story. Continue with the remaining questions.

ANSWERS

1. b 2. a 3. c

5 ABOUT YOU Talk with a partner.

Answer the questions and compare your answer with a partner.

Read the question and answer choices out loud and check that the pupils understand. Then tell the pupils to say who they think took Molly's tablet. Have the pupils work in pairs and compare their answers.

Page 103

6 Read and complete.

With a partner, read the sentences and complete the chart on page 93 of the Workbook to find out who stole Molly's tablet and why. Use the possible answers that appear on the board.

Explain to the pupils that they are going to work in pairs to find out who stole Molly's tablet. Tell them to open their Workbooks to page 93. Point out that the exercise contains sentences, a word bank and a chart for completion.

Tell the pupils to look at the chart and read the headings at the top of the chart. Explain that these are four of the characters from the story on pages 100-101 of the Student's Book. Read the categories in the first column. Make sure the pupils understand. Explain that they need to fill in the information for all four characters (their names, what they do, what they need and what they want to do). Draw the pupils' attention to the word bank and explain that they should use those words to complete the chart.

Point out that *a waiter* is already provided in the chart in the Waiter's column under the category *I am*

Read the first sentence and ask the pupils which column the name *Milo* belongs in (*Customer 2*) and which row it belongs in (*My name is* ...).

Have the pupils work in pairs to continue reading the sentences and filling in the chart. Once the pupils have completed the chart, have them name the thief.

	Customer 1	Customer 2	Customer 3	Waiter
My name is	Oscar	Milo	Adam	Rob
I am	a thief	a chef	an artist	a waiter
I need	recipes	recipes	videos	money
I want to	open a new restaurant	write a recipe book	make a TV show	build a new kitchen

Page 104

7 Answer the questions.

Answer the questions. Use the information from exercise 6 on page 103.

Tell the pupils to answer the questions using the information from exercise 6.

ANSWERS

- 1. Oscar
- 2. He needs (good) recipes because he wants to open a new restaurant.

8 Find, write and read.

With a partner, find the words in the list that are made up of two shorter words. Write the letters for those words in the order they appear in the note on page 94 of the Workbook. Then write the thief's name and read the note.

Draw the pupils' attention to the note on the page and tell them that the thief who stole Molly's tablet wrote Molly a note and they are going to decipher what it says. Explain that in English some words are made up of two shorter existing words. These words are called compound nouns – they are nouns made up of two other nouns. Write the words *bathroom* and *homework* on the board. Highlight the words *bath* and *room* in different colors and elicit the meanings of the words separately and as a compound noun. Repeat with the word *homework*.

Then tell the pupils to work with a partner and find all of the compound nouns in the list. Explain that next to each word in the list there is a letter. The pupils must write the letters that appear next to all of the compound nouns in the order that they appear on the note on page 94 of the Workbook.

Once pupils completed filling in the letters in the note, tell them to write the thief's name (the answer to question 1 in exercise 7) at the end of the note. Then tell the pupils to read the note and find out what the thief wanted to say to Molly.

Optional: Tell the pupils to count the spaces for letters in the note in order to know how many compound nouns they need to find in the list.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 98. 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 dialogues with the words below. There is an extra word in each group.

Tell the pupils to look at the first picture and describe what is happening. Tell 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.

Optional: Tell less-advanced pupils to translate the words in the word bank under each picture and to complete at least one of the sentences. Repeat for each picture.

ANSWERS

note, restaurant
 looking for, camera
 evening, call

2 Complete the text.

Complete the text with the words below.

Tell the pupils to translate the words in the word bank and check that they understand. Then tell the pupils to complete the text with the words from the bank. Invite pupils to read the completed text to the class.

Optional: Check comprehension by asking the following questions: Where are mom and the girl? What is the girl eating? Do they like the food at the restaurant? What does mom want?

Optional: Focus less-advanced pupils on the words *evening*, *restaurant* and *customers*. Ask them to identify which word refers to a time. Repeat for a place and people. Then have them complete the answers for numbers 1, 2 and 3 in the text.

ANSWERS

evening
 restaurant
 customers
 long
 another
 recipe

WORKBOOK Tell the pupils to do the exercises on pages 94-96 of the Workbook to practice the new words.

Page 106

GRAMMAR: Present Simple - positive

1 Read and say.

Read what Jeff and his brother do. Then tell a partner what you and your family do.

Tell the pupils to look at the speech bubble and find names. Explain that Jeff is talking about himself and his brother Matt, and what they do every day. Read what Jeff says. Ask what both boys do. Elicit that they swim, they do homework and they play games.

Explain that we use the Present Simple to talk about routine things we do every day / week / month / year. Draw the pupils' attention to the words in bold. Point out that these are verbs in the Present Simple tense. Ask the pupils how the verbs are different when Jeff is talking about himself when he is using the pronoun *I* and when he is talking about his brother using the pronoun *he*. Elicit that with the pronoun *he*, *s* or *es* is added to the verb.

Ask a pupil what he / she does every morning. Write his / her name on the board and then his / her sentence. For example: Rana: I eat breakfast. Repeat the sentence in the third person, emphasizing the s at the end of the verb. Write it on the board and highlight the letter s. Rana eats breakfast. Write the sentence again, replacing the students name with a pronoun and highlight the letter s. She eats breakfast.

Explain that in the Present Simple tense, -s is added to the verb in third person singular, with she, he and it. In sentences with I, you, we and they the verb stays in its base form.

Tell the pupils to work in pairs and describe what they and a friend or family member do every day. Point out that they should use the speech bubble as a model.

5 Learn about the Present Simple – positive, workвоок, page 97

Tell the pupils to read the explanation in the grammar box on page 97 of the Workbook. Remind the pupils that we use the Present Simple to talk about routines, habits and facts. Draw the pupils' attention to the highlighted words and explain that for sentences with *I*, *you*, *we* and *they*, we use the base form of the verb, and for sentences with *he*, *she* and *it*, we add *-s* to the base form of the verb. Draw the pupils' attention to the spelling rules and explain them as follows:

We usually add *s* to the verb.

When the verb ends in s, ss, sh, ch, x or o, we add es.

When the verb ends in a consonant + y, we drop the y and add *ies*.

Have the pupils read the examples as you explain each rule. Invite pupils to suggest other verbs they know that go with each spelling rule.

Then tell the pupils to do the exercise.

2 Complete the sentences.

Choose the correct word to complete each sentence.

Tell the pupils to choose the correct form of the verb to complete each sentence. Remind them to check whether the sentences are about one person (singular) or more than one person (plural).

ANSWERS

see
 writes
 walk
 read
 studies

3 Write sentences.

Write sentences about yourself and the people you know. Use the chart below or your own words. Use the correct form of the verbs.

Read the phrases in column 1 aloud and ask the pupils to clap or raise their hands when they hear a phrase that can be replaced by the pronouns *he*, *she* or *it* (3rd person singular).

Then tell them to choose a word or phrase from each column and write sentences about themselves or the people they know. Give an example about yourself and write it on the board. For example, *I clean the house every week*. Remind them to use the correct form of the verbs.

4 Talk with a partner.

Tell your partner about things you and your family do every day. Use the Present Simple. Use the words below or your own words.

Tell the pupils to work in pairs and to talk about things they and their family do every day. Point out that they may use the verbs in the bank or their own words. Give an example sentence and write it on the board. For example, *I wake up at half past 6 every day*. Tell the pupils they may use this as a model.

WORKBOOK Tell the pupils to do the exercises on pages 98-99 of the Workbook to practice the Present Simple – positive.

Word Power: Compound Nouns

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

Remind the pupils that compound nouns are words that are made up of two existing nouns. Have the pupils name the two words that make up each word on the list. Tell the pupils to look at the words and find a fruit, a piece of clothing, and a place. Ask the pupils to name other compound nouns that they know.

€ Learn New Words workbook, page 100 / 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 Say the words.

Solve the riddles. Use the words below.

Point to number 1 and tell the pupils to name the two pictures and then to find the matching word in the word bank.

Optional: Have less-advanced pupils find two words from the word bank to match to the pictures.

ANSWERS

- 1. raincoat
- 4. weekend
- 2. bookshop
- 5. watermelon
- 3. afternoon

2 Translate and say.

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

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

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

ANSWERS

- יש חנות ספרים בקרבת ביתי. / עפר מבל צדי יוש חנות ספרים בקרבת ביתי. / 1
- אני לובש/ת מעיל גשם בחורף. / أرتدى معطف مطر في الشتاء. .2
- המשפחה שלי אוכלת את הארוחות בסוף השבוע ביחד. / تتناول عائلتي الوجبات في نهاية الأسبوع معًا. . 3
- אני משחק/ת במשחקי מחשב כל יום אחר הצהריים. / וً לשי וושושים ישנ שא שני משחק/ת במשחקי מחשב כל יום אחר הצהריים. /
- אבטיח הוא הפרי האהוב עלי. / البطيخ هو الفاكهة المفضّلة عليّ. . 5

3 Match A to B.

Match the questions in A to the answers in B.

Tell the pupils to match the questions in A to the answers in B. Then have the pupils read the matching questions and answers.

ANSWERS

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

WORKBOOK Tell the pupils to do the exercises on pages 100-101 of the Workbook to practice compound nouns. Then tell the pupils to do the READ MORE on pages 102-103 of the Workbook.



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



New Words

cup, mix, mug, oil, put, quick, salt, sometimes, spoon, sugar, vegetable, waitress

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 new words and find a job (*waitress*), a utensil that you use to eat soup (*spoon*) and something you use to drink (*mug*, *cup*). Ask the pupils to think of connections between some of the words, for example, *salt*, *vegetable* and *oil*.

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



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

Read Better: 00

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*spoon*, *food*, *choose*) and tell the pupils to repeat them. Ask the pupils what sound the *oo* makes. Explain that it makes the long *oo* sound. Say the *oo* sound out loud and tell the pupils to repeat it. Read the explanation below the phonics box. Ask the pupils to find a word from the New Words box that has a long *oo* sound (*spoon*).

Then read the words in the *Remember* box (*look*, *cookie*, *good*) and tell the pupils to repeat them. Ask what sound the *oo* makes in these words. Elicit the short *oo* sound. Read the explanation below the box.

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

2 Read and say.

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

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

♦ workbook, page 239

Tell the pupils to turn to page 239 in the Workbook to practice the long oo and short oo sounds.

1 Listen and circle.

Listen and circle the words you hear.

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

Listening Script 1. spoon 2. school 3. zoo 4. food 5. balloon 6. noon

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 oo sound.

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

Listening !	Script				
1. spoon	2. book	3. look	4. bathroom	5. afternoon	6. choose

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

ANSWERS

1, 4, 5, 6

Circle.

Circle pairs of words that rhyme in the same color.

Tell the pupils to read the words. Then tell them to circle the words that rhyme in the same color.

ANSWERS

spoon – June too – blue choose – shoes pool – school boot – fruit

4 Read, highlight and write.

Read about Brooke's day and highlight the words with the long oo sound. Then write the correct time for each picture.

Tell the pupils to read the text about Brooke's day and to highlight all the words with the long oo sound. Then tell the pupils to write the correct time under each picture.

ANSWERS

school, cool, classroom, dining room, pool, kangaroo, soon

a. 16:00 c. 10:00 b. 7:30 d. 13:30 c. 22:00

Optional: Tell the pupils to draw a two-column chart in their notebooks with the headings "short *oo*" and "long *oo*". 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.

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 word and say which picture matches it. Then tell the pupils to choose the correct picture for each phrase or sentence.

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

ANSWERS

1. b 2. a 3. b

4. b

6. b

2 Choose.

Choose the best meaning for the words in bold.

Tell the pupils to look at the first word and to choose the best meaning for it. Then tell them to continue with the rest of the words.

5. a

ANSWERS

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

Pages 110-111



1 Talk with a partner.

Look at the food items below. Tell your partner which of the foods you know how to make. Then name other foods you know how to make. Do you and your partner know how to make the same foods?

Look at the food items with the pupils. Draw their attention to the words *pasta*, *chocolate chip*, *salad* and *schnitzel* and ask what they notice about these words. Elicit that they may sound similar in their language. Ask the pupils if they like these items.

Optional: Take a poll to see how many pupils like each item and list the results on the board to see which of the items is most popular.

Tell the pupils to work in pairs and say which of the foods they know how to make. Then have the pairs say if they know how to make the same foods.

2 Read and find out.

Read Toni's recipe for a Chocolate Mug Cake and the comments about the recipe and find out if kids like the recipe.

Tell the pupils to look at the text and ask what text type it is. Elicit that it is a recipe. Point out that a recipe is made up of a title, a list of ingredients that you need to make the item, and instructions. Read the title of the recipe. Ask the pupils if they have ever made or tasted a chocolate mug cake and if so have them share what they thought of it.

Read the recipe with pupils. Point out that *teaspoon* and *tablespoon* are used for measuring when preparing food, and a *spoon* is used for eating and serving food. Explain that the word *teaspoon* originates from using the small spoon to add sugar to tea and the word *tablespoon* from using this spoon for serving at a table.

Draw the pupils' attention to the sentences in the "How to make ..." section and point out that all the sentences begin with a verb, and the verb is in its base form.

Tell the pupils to look at the second part of the recipe and explain that often, when a recipe appears on a digital platform, it includes comments from people who have tried the recipe. Draw the pupils' attention to the stars at the end of each comment and point out that these are ratings, with 5 being the highest and 1 being the lowest.

Read what the kids think about Toni's Chocolate Mug Cake and ask the pupils: Who shared comments about the recipe? When does Oliver make the recipe? Who does Lily make the recipe with?

Then ask the pupils if kids like the recipe.

3 Number the pictures.

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

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

ANSWERS

1. d

2. b

3. e

4. c 5. f

6. a

4 Say true or false.

Say true or false for each sentence.

Tell the pupils to say whether each sentence is true or false. Alternatively, have the pupils hold thumbs up for correct sentences and thumbs down for false sentences. Point out that these sentences relate to Oliver and Lily's comments.

Optional: Tell the pupils to correct the false sentences.

ANSWERS

1. true

4. true

2. false

5. false

3. false

5 ABOUT YOU Number.

Rate the toppings listed below for the chocolate mug cake: I= the best topping, 5= the worst topping. Then think of another topping people might like on the cake.

Tell the pupils to name the items in the pictures. Explain that they are possible toppings for the chocolate mug cake. Then tell the pupils to rate the toppings, with 1 being the best and 5 being the worst. Encourage them to add other toppings that aren't mentioned on the list. Have the pupils share their favorite topping with the class.

Optional: Do a class survey and draw the pupils' favorite toppings in a chart on the board.

Page 112

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 108. 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 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.

Read the first sentence stem and tell the pupils to choose TWO correct answers to complete the sentence. Then tell them to add another answer to complete the sentence. Tell the pupils to repeat the procedure with the remaining sentences. Have the pupils read the completed sentences to the class.

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

ANSWERS

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

Accept all logical answers.

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 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 104-105 of the Workbook to practice the new words.

Page 113



1 Say.

Dad, Jill and Pam are in a restaurant. They're ordering food. Look at the menu and say which foods you like.

Tell the pupils to look at the people in the picture and explain that Dad, Jill and Pam are in a restaurant and they are ordering food. Tell the pupils that they are going to listen to the conversation between Dad, Jill and Pam and a waitress. Name items on the menu and have the pupils point to the correct item. Ask the pupils to say which foods sound similar in their language. Elicit *hamburger*, *chips*, *salad* and *cola*. Draw the pupils' attention to the word *chips* and point out that this is used in British English, but in American English *chips* refers to the snack, like *tapuchips* and *french fries* refers to the long thin potato sliced fried in oil. Tell the pupils to say which foods they like. Encourage them to answer using a full sentence *I like*

2 Listen and say.

Listen to the family order food and say which item on the menu dad doesn't let Pam order.

Tell the pupils to listen to the conversation and to say which item on the menu dad doesn't let Pam order.

Listening Script

Waitress: Hi, I'm Ava. I'm your waitress at the Garden Restaurant. What would you like

to eat?

Dad: Jill, you're first. Tell Ava what you would like to eat.

Jill: I'd like chicken and vegetables, please.Waitress: Okay. Would you like soup or a salad?Jill: I don't want soup. But I want a salad.

Waitress: What would you like to drink?

Jill: I want juice.

Dad: Pam, your turn. Tell Ava what you would like to eat.

Pam: I'd like a hamburger with chips, please.

Waitress: Would you like soup or a salad?

Pam: No, I don't want soup or salad.

Waitress: What would you like to drink?

Pam: Hm ... Daddy, can I drink cola?

Continued ➤

Dad: No, cola is bad for you. It has lots of sugar.

Pam: Okay. I'll have water.

Waitress: Great. What would you like to eat?

Dad: I'd like meat and potatoes, please. I also want soup and salad.

Waitress: What would you like to drink?

Dad: I want cola.

Pam: But Daddy, cola is bad for you. It has lots of sugar.

Dad: You're right. I don't want cola. I want water.

Waitress: Okay. I'll bring your food when it's ready.

ANSWER

Dad doesn't let Pam order cola.

3 Listen and tick.

Listen again and tick the food and drink that each person orders in the chart on page 106 of the Workbook.

Play the recording again and tell the pupils to tick the correct food and drink that each person orders on the chart on page 106 of the Workbook.

ANSWERS

		Jill	Pam	Dad
Food	chicken	✓		
	hamburger		✓	
	meat			✓
	potatoes			✓
	vegetables	1		
	chips		✓	
	soup			✓
	salad	1		1
Drinks	juice	✓		
	cola			
	water		1	1



1 Talk with a partner.

Read the dialogue. Then change the words in color to make a new dialogue. Use the food and drinks from exercise 1 on page 113 or your own.

Tell the pupils that they are going to read a conversation between a waiter, and Alon a customer. Read the part of the waiter and have the class read Alon's answers together. Exchange roles. Then tell the pupils to work in pairs and read the dialogue. Then have each pair make a new dialogue by replacing the words in color with words from the menu in exercise 1 on page 113 or their own. This activity caters to heterogeneous classes since the less-advanced pupils can choose their answers from the word bank while the more-advanced pupils can use words 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.

2 Listen and sing.

Listen to the song and sing.

Read the title of the song and ask the pupils what they think the song is about. Play the recording of the song and tell the pupils to listen and follow along.

Call out a word and tell the pupils to recite the line in which the word appears. Ask the pupils to find rhyming words. Then play the recording a second time and tell the pupils to listen and sing along.

Optional: Invite different groups of pupils to sing or recite the entire song, for example, in rows or groups; in pairs; boys and then girls.

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



WORKBOOK) Tell the pupils to do the READ MORE on pages 107-108 of the Workbook.

Page 115

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. **people:** customer, waiter, waitress
- 2. baking a cake: cup, mix, mug, oil, put, recipe, salt, spoon, sugar

3 Find.

Find a 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

quick
 watermelon
 weekend
 raincoat

4 Write.

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

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



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



Write and share a recipe.

- 1. Tell the pupils to write a recipe for a food they like. It can be a recipe for a sandwich, a salad, a dessert etc. Tell them to include:
 - a. a picture of the food
 - b. the name of the food
 - c. the ingredients needed to make the food as well as the quantities for each ingredient
 - d. instructions for how to make the food

Remind the pupils that the ingredients are presented in a list and the instructions are written in sentences which begin with a verb in its base form.

- 2. Tell the pupils to make their recipe and to share it with their family and friends.
- 3. Tell the pupils to ask their family and friends to rate their food (5 stars = great, 1 star = not good) and to share a comment about what they thought of the recipe. Tell the pupils to include at least one of the ratings and comments in the recipe.
- 4. Remind the pupils to use capital letters and punctuation in the instructions and the comments.
- 5. Remind the pupils to check their spelling.

The pupils can use a digital tool such as Office templates to do their task.

Optional: Project or photocopy and give out the model recipe that appears on page 252 of this Teacher's Guide.

Optional: Publish the recipes in a class recipe book or have the pupils post their recipes on the class forum.

WORKBOOK This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew and Arabic on page 269 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 262 of this Teacher's Guide.



Tell the pupils to read the title of Part 3 and check that they understand.



New Words

anything, blouse, breakfast, butter, cream, different, garlic, jam, onion, only, rice, yogurt

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 new words and find a clothing item (*blouse*), a meal (*breakfast*) and things you can eat (*butter*, *cream*, *garlic*, *jam*, *onion*, *rice*, *yogurt*). Then ask them to find a word that is the opposite of *the same* (*different*). Write the word *breakfast* on the board. Have the pupils share with the class what they like to eat for breakfast.

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

Learn New Words workbook, page 109 / 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: ou

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*blouse*, *house*, *south*) and tell the pupils to repeat them. Stress the *ou* sound and explain that sometimes *ou* makes the sound you make when you are in pain.

Then read the words in the *Remember* phonics box (coat, know, note) and have the pupils repeat them. Ask what vowel sound they hear in all three words. Elicit the long o sound. Remind the pupils that oa, ow and o_e all have a long o sound (they say the name of the letter o). Read the explanation below the phonics box.

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

2 Read and say.

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

Ask a pupil to read the first word and say if it has the sound you make when you're in pain or the long o sound. Elicit that it has the sound you make when you are in pain. Then continue having pupils read the words and say if it has the sound you make when you are in pain or the long o sound. Alternatively, tell the pupils to take two small pieces of paper and write "ou – the sound when you're hurt" 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.

♦ workbook, page 240

Tell the pupils to turn to page 240 in the Workbook to practice the letters ou when they make the sound you make when you are in pain and the long o sounds.

1 Listen and number.

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

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

Listening	Script		
1. cloud	2. house	3. goal	4. window 5. outside
6. phone	7. blouse	8. throw	9. count 10. hour

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 sound you make when you're hurt.

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

```
Listening Script
1. south 2. show 3. coat 4. our 5. close 6. blouse
```

Play the recording again and tell the pupils to circle the words with the sound you make when you're hurt.

ANSWERS

1, 4, 6

3 Draw and highlight.

Draw a line through the words with the sound you make when you're hurt to help the mouse get to its house. Then highlight the letters that make that sounds.

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

ANSWERS

blouse, mouth, cloud, flower, brown, cow

4 Read, highlight and write.

Read about each of the mice and highlight the words with the sound you make when you're hurt. Then write the correct name for each mouse.

Tell the pupils to read the text about the mice and to highlight all of the words with the sound you make when you're hurt. Then tell the pupils to write the correct name for each mouse under each picture.

ANSWERS

Scout, mouse, ground, mouth, outside, cloudy, house, blouse

- a. Mickey
- b. Minnie
- c. Scout

Optional: Have the pupils make a chart in their notebooks with two columns: "ou" and "long 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.

Words, Words, Words

1 Choose the phrase.

Choose the correct phrase or sentence for each picture.

Read the phrases under the first picture and ask the pupils to say which is correct based on 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. a

2 Match.

Complete the graphic organizers with the words below. You can use a word more than once. Then add more foods to each category.

Read the topic and the four categories of the word map and check that the pupils understand. Tell the pupils to match the words in the word bank to the correct category. Point out that words may be used more than once. Then tell the pupils to add as many foods as they can to each group. Tell the pupils to compare their answers with a partner. Ask the pupils if they can think of other ways to group the foods.

Optional: Have the pupils copy and complete the word map in their notebooks.

POSSIBLE ANSWERS

Things with milk in them: butter, yogurt, cream, cheese

Things you make with garlic: onions, tomatoes, fish, meat, pasta

Things you put on bread: butter, jam, cheese Things in a salad: onions, oil, tomatoes

Pages 118-119



1 Read and match.

Read what the children like to eat and match what they say to the pictures. Then say what foods you like.

Read the sentence in the first speech bubble and check that the pupils understand. Then tell the pupils to find the matching picture. Repeat with the remaining sentences. Then tell the pupils to say what foods they like.

ANSWERS

1. b 2. c 3. a

2 Read and find out.

Read the poem about Sam and find out what she eats for breakfast.

Tell the pupils to look at the texts on pages 118-119 and ask what text type they are. Elicit that they are poems. Point out that poems often use literary techniques such as rhythm, repetition and rhyme.

Have the pupils scan the poem A Girl Called Sam and find a name, foods and rhyming words. Then read the poem to the class. Ask the following questions to check comprehension:

- 1. What does Sam like to eat?
- 2. Does Sam like cookies?
- 3. Does Sam eat different foods at each meal?
- 4. What do Sam's parents want Sam to do?
- 5. Does Sam really eat something new?

Elicit that although Sam says she's going to eat new food, she just switches the order of the foods that she agrees to eat, so she doesn't really eat anything new.

Read the poem again stopping after the beginning of some lines and having the class complete them, for example:

Her favorite food is She doesn't like.... Rice with jam is the

She eats it for

They don't know

What new food does she choose? ...

Then have the class read the poem chorally.

Ask the pupils to say what Sam eats for breakfast.

ANSWERS

Sam eats rice with jam.

3 Choose.

Choose the food items Sam agrees to eat.

Tell the pupils to choose the food items that Sam agrees to eat.

ANSWERS

1,6

4 Answer the questions.

Tell the pupils to answer the questions. Allow pupils who feel more comfortable answering or expressing themselves in their mother tongue to do so.

ANSWERS

- 1. They want Sam to eat something new.
- 2. This requires inference: the pupils need to understand that if Sam doesn't try anything new then her parents aren't happy.

5 Read and find out.

Read the poem about Tate and find out what he eats on Tuesday.

Tell the pupils to scan the poem for a name, foods and rhyming words. Then read the poem to the class. Ask the following questions to check comprehension:

- 1. What does Tate eat?
- 2. What is Tate's problem?
- 3. What do Tate's parents want him to do?

Read the poem again stopping after the beginning of some lines and having the class complete them, for example:

He eats anything

He eats broccoli with butter and onions

He eats yoghurt with garlic and chicken

On Sunday he ate a

And other things in

Tate, *please*,

Now he's eating

Then have the class read the poem chorally.

Ask the pupils to say what Tate eats on Tuesday.

ANSWERS

Tate ate some cups and other things in the house on Tuesday.

6 Choose.

Choose the items that Tate eats.

Tell the pupils to choose the items that Tate eats in the poem.

ANSWERS

1, 3, 4, 6

Page 120

7 Answer the questions.

Tell the pupils to answer the questions. Allow pupils who feel more comfortable answering or expressing themselves in their mother tongue to do so.

Optional: Draw a Venn diagram on the board. Label one circle Sam and the other Tate. List the differences in each individual circle and list pupils' ideas of how they are the same in the common center area.

POSSIBLE ANSWERS

- 1. Sam and Tate's parents aren't happy with them.; Sam and Tate are both kids.
- 2. Tate eats different foods, and the only thing Sam eats is rice with jam.

8 Read and say.

Read the sentence and say which child you think said the sentence – Sam or Tate. Use the information from the poems you read on pages 118-119 to explain your choice.

Tell the pupils to read the sentence and say which child from the poems could say it – Sam or Tate. Have the pupils explain their answer.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the new words on page 116. 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.

Look at the picture and complete the sentences with the words below.

Tell the pupils to look at the picture and describe what is happening. Then tell the pupils to complete the sentences with words from the word bank. Have the pupils read the completed sentences to the class to check their answers.

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

ANSWERS

breakfast
 yogurt
 onion
 jam
 butter
 anything

2 Match A to B.

Match A to B to make sentences.

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

ANSWERS

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

WORKBOOK Tell the pupils to do the exercises on pages 109-110 of the Workbook to practice the new words.



1 Read, watch and match.

Look at column B and name the foods. Then watch the video and match A to B to make correct sentences.

The videos are optional. Review this video before using it to make sure it is appropriate for your class. Tell the pupils to look at column A and find names and column B and find foods. Then tell the pupils they are going to watch a video about people talking about their favorite foods. Play the video and have the pupils match A to B to make sentences.

Video script

Molly: Hello. I'm Molly. I love baking. I can make cakes and biscuits. These are cupcakes. I love cupcakes. Look, I'm putting them in the oven.

Alfie: My name is Alfie. I love burgers and chips. I'm eating a meal with my parents and my brothers. I know that burgers and chips aren't very healthy but it's my birthday today!

Jess: Hi. I'm Jess. Meet my dogs, Samson and Delilah. They like healthy food. They eat special food with meat, eggs and vegetables. They love it!

Anna: Hi. I'm Anna. I'm at my favorite restaurant today. I love the food here. I usually eat fish and vegetables with lots of sauce. What do I love the best about this restaurant? The waiters. They're robots!

ANSWERS

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

2 ABOUT YOU Watch and say.

Watch the video again and tell a partner which food in the video you would like to eat.

Play the video again and tell the pupils to work in pairs and say which food in the video they would like to eat.

GRAMMAR: Present Simple – negative

1 Read and say.

Read what Dina says about what she and Ella like and don't like. Then say what you and your partner like and don't like.

Tell the pupils to look at Dina's speech bubble and explain that Dina is talking about fruit that she and her friend Ella like and don't like. Read what Dina says. Then ask the pupils to say what Dina and Ella like and what they don't like.

Draw the pupils' attention to the words in bold. Ask how these sentences, in the Present Simple negative, are different to the sentences in the Present Simple positive. Elicit that in the Present Simple negative form, we add a helping word, don't (do not) or doesn't (does not) before any given verb, and the verb remains in its base form. Explain the pupils that we use don't (do not) when the subject is *I*, you, we and they, and doesn't (does not) when the subject is he, she or it. Have the pupils translate the sentences in the speech bubble and compare the sentences in English and the pupils' language.

Optional: Draw the following diagrams on the board and tell the pupils to copy them into their notebook.

Tell the pupils to work in pairs and describe fruit that they and a friend like and don't like. Point out that they should use the speech bubble as a model.

🤶 Learn about Present Simple – negative, worквоок, page 111

Tell the pupils to read the explanation in the grammar box on page 111 of the Workbook. Remind the pupils that in order to make a negative sentence in the Present Simple, we add a helping word before the verb. Elicit what that word is in each sentence (don't, doesn't). Draw the pupils' attention to the highlighted words and remind them that we use don't (do not) with the pronouns I, you, we and they and that we use doesn't (does not) with the pronouns he, she and it. Point out that in the Present Simple negative we don't add s, es or ies to the verb in the third person singular – the verb remains in its base form. Point out that in the contracted form, the letter o is deleted from the word not. Explain that either form can be used, though the contracted form is used more frequently and almost always used in speech. Review the time expressions for Present Simple, if necessary, then tell the pupils to do the exercise.

Page 122

2 Complete the sentences.

Complete the sentences with don't or doesn't.

Read the first sentence with the class. And ask a pupil to complete it with *don't* or *doesn't*. Then tell the pupils to continue with the remaining sentences. Have the pupils read the completed sentences to the class.

Optional: Tell the pupils to replace the name at the beginning of each sentence with a pronoun and then to refer back to the chart to check which helping word to use.

ANSWERS

1. doesn't 4. doesn't 2. doesn't 5. don't 6. doesn't

3 Read and choose.

Read the riddles and choose the correct answer for each riddle.

Read the first riddle together with the class. Have the pupils translate each sentence to check that they understand. Then tell the pupils to choose the correct animal from the wordbank. Tell the pupils to continue with the remaining riddles.

Optional: Have less-advanced pupils choose and translate at least one riddle.

ANSWERS

a fish
 a penguin
 a policewoman
 a truck driver

4 Write a riddle.

Write your own riddle. Use don't or doesn't.

Tell the pupils to make up a riddle of their own using the riddles in exercise 3 as a model. Point out that their riddle should consist of three clues using the Present Simple negative form. Encourage pupils to share their riddles with a partner or the class.

OVERY BOOK Tell the pupils to do the exercises on pages 111-112 of the Workbook to practice the Present Simple – negative.



Read the explanation and the examples in the teaching box. Explain that we can use *There is / There are* to describe what we see. Remind the pupils that in order to talk about where something is, we use the prepositions *in*, *on*, *under*, *next to*, *in front of* and *behind*. Draw the pupils' attention to the Tip and check that they understand the meaning of each preposition.

Write the example sentence *There's a table next to the window*. on the board and point out the structure of the sentence. Explain that we begin with *there is / are* (in this sentence *There is*), then what we see (a noun, in this sentence *a table*) and then we describe where it is using a preposition (*next to*) and the place (*the window*).

Page 123

1 Write sentences.

Write sentences about where things are in the restaurant in the picture. Use the words below or your own words.

Tell the pupils to describe what they see in the picture. Then read the first sentence stem to the class and tell the pupils to find the window in the restaurant and ask what it is next to. Have a pupil say the completed sentence. Then tell the pupils to complete the remaining sentences about the picture. Point out that they can use words from the word bank or their own. Have the pupils read their sentences to the class.

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

POSSIBLE ANSWERS

- 1. There's a window next to the door.
- 2. There are potatoes on the floor.
- 3. There's a dog under the table.
- 4. There are customers in the restaurant.
- 5. There's a cat behind the door.
- 6. There are pictures on the wall.

2 Write sentences.

Write more sentences about where things are in the restaurant in exercise 1. Use There's / There are and the words above or your own words.

Tell the pupils to write more sentences about the picture. Remind them to pay attention to the order of the words. Instruct them to write as many sentences as they can.

3 Write sentences.

Write sentences about your classroom. Use There's / There are.

Tell the pupils to write sentences describing where things are in their classroom using There is or There are. Write the sentence There's a clock on the wall as a model.

Optional: For less-advanced pupils, brainstorm items they can see in the classroom and list them on the board.

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 pages 113-114 of the Workbook to practice writing sentences. Then tell the pupils to do the READ MORE on pages 115-116 of the Workbook.



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



New Words

all, any, cook (v), Good afternoon., Have a good day., knee, neck, once, pepper, steak, toy, website

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 words and find a food (*steak*) and body parts (*knee*, *neck*). Then ask them to name something that they do *once* a week and to name *websites* they use for schoolwork. Write the word *knee* on the board and read it to the class. Ask what sound the *kn* makes. Elicit that it makes the *n* sound. Point out that the *k* in *knee* is silent. Ask the pupils to name other words that they know with the silent *k*. Elicit *know* and *knife*.

Ask the pupils to think of connections between words, for example, *cook*, *pepper* and *steak*.

€ Learn New Words workbook, page 117 / 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: all

1 Listen and repeat.

Listen and repeat the words.

Read the words in the Look! box (all, ball, small) and tell the pupils to repeat them. Ask what sound the a makes in these words. Elicit that it makes a short o sound. Explain that when a is followed by ll it makes a short o sound. Read the explanation below the box.

Then read the words in the *Remember* box (*cat*, *ask*, *stand*) and tell the pupils to repeat them. Ask what sound the *a* makes in these words and elicit the short *a* sound. Read the explanation below the box. Invite pupils to say other words that they know with the short *o* sound as *all* and the short *a* sound.

2 Read and say.

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

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

€ workbook, page 241

Tell the pupils to turn to page 241 in the Workbook to practice the *all* words with the short *o* sound and the short *a* sound.

1 Listen and number.

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

Say *ball* 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. all	2. hat	3. hand	4. wall
b. 1. tall	2. call	3. ask	4. magic
c. 1. happy	2. small	3. band	4. ball

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 short o sound.

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

```
Listening Script
1. all 2. small 3. stand 4. dad 5. call 6. bag
```

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

ANSWERS

1, 2, 5

3 Highlight.

Highlight the words with the short o sound in yellow. Then highlight the words with the short a sound in green.

Tell the pupils to read the words and highlight the words with the short o sound in yellow. Then tell the pupils to highlight the words with the short a sound in green.

ANSWERS

```
yellow – small, all, wall, ball, call, tall green – man, and, cat, bad, class, camp
```

4 Read, highlight and tick.

Read the sentences and highlight the words with the short o sound. Then look at the pictures and tick the correct column for each sentence.

Tell the pupils to read the sentences and to highlight the words with the short o sound. Then tell the pupils to look at the pictures and to tick the columns that match each sentence.

ANSWERS

1. tall, A 4. small, wall, B
2. ball, A 5. All, A
3. ball, B

Optional: Have the pupils make a chart in their notebooks with two columns: "*short o*" and "*short a*". 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.

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 each picture. Then read the first sentence to the class and ask the pupils which person in 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 in the picture and have a pupil read out the matching sentence.

ANSWERS

1. b

2. a

3. e

4. f

5. d

6. c

2 Choose.

Choose the best meaning for the words in bold.

Tell the pupils to choose the best meaning for each word or phrase.

ANSWERS

1. a

2. b

3. a

4. b

5. b

6. a

Pages 126-127



1 Answer the questions.

Tell the pupils they are going to read about a special restaurant for dogs. Ask the pupils if they've ever heard of or been to a restaurant for dogs or any other animals. Then ask if they think it's a good idea to have such restaurants. Have them explain their answers.

2 Complete the sentences.

Look at the ad for Luna's Dog Café in exercise 3 below and complete the sentences.

Tell the pupils to look at the text and ask what text type it is. Elicit that it's an ad. Have the pupils say what information they would expect to see in an ad for a place. Elicit: the name of the place, what is special about it, where it is, opening hours, contact details. Ask the pupils to scan the ad for this information by looking for numbers and words with capital letters (names and days).

Ask:

- 1. What time does the café open on Tuesdays?
- 2. What day is the café closed?
- 3. Does the café have a website?

Then tell the pupils to complete each sentence about the ad.

Optional: Allow less-advanced pupils to look for only two correct answers.

ANSWERS

- 1. 8:00
- 2. 14:00
- 3. 123 Market Street, Animal Town
- 4. 099-5478613

3 Read and find out.

Read the ad and find out what's special about the café.

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

Read the ad with the class. Ask the following questions while or after reading to check comprehension:

- 1. What can dogs do at Luna's Dog Café?
- 2. What does Luna's Dog Café do for dogs on their birthdays?
- 3. What kind of birthday cake do they make?
- 4. Can dogs eat food from Luna's dog café at home?
- 5. How can you choose the food you want for your dog?

Then tell the pupils to say what is special about Luna's Dog Café.

ANSWERS

The café is for dogs, not people.

4 Choose the answers.

Choose two correct answers for each question.

Tell the pupils to choose TWO correct answers for each question.

Optional: Check that less-advanced pupils understand the questions and allow them to look for only one answer for each question.

ANSWERS

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

5 Read and find.

Read the menu for Luna's Dog Café and find the most expensive item.

Tell the pupils to look at the text and ask what text type it is. Elicit that it's a menu. Point out it's the menu for Luna's Dog Café.

Say an item and have the pupils say what the price is. Alternatively say a price and have the pupils say what the item is. Then tell the pupils to the menu and find the most expensive item. Point out that the \$\\$ sign means that the prices are in dollars.

ANSWERS

birthday cake - \$13

6 Find examples.

Find at least two examples on the menu of each of the groups below.

Tell the pupils to find at least two examples of each item on the menu.

POSSIBLE ANSWERS

- 1. Fish stars, Fish with rice
- 2. Steak with potatoes and carrots, Carrot cake, Birthday cake
- 3. Meatballs, Steak with potatoes and carrots, Meat with vegetables, Pasta with meat and tomatoes
- 4. Carrot cake, Apple cookies, Birthday cake

Page 128

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the new words on page 124. 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 dialogues with the words below. There is one extra word in each group.

Tell the pupils to look at the first picture and to 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.

Optional: Tell less-advanced pupils to translate the words in the word bank under each picture and to complete at least one of the sentences in each frame.

ANSWERS

Good afternoon., knee
 peppers, Have a good day.
 website, any
 cooking, Steak

2 Say true or false.

Say true or false for each sentence. Then correct the false sentences.

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

Optional: Have less-advanced pupils translate three of the sentences and to say if they are true or false.

ANSWERS

- 1. false Many people cook in the kitchen.
- 2. true
- 3. false A giraffe has a long neck.
- 4. false It's bad to play video games all day.
- 5. false You can buy bread in a bakery.
- 6. true

WORKBOOK Tell the pupils to do the exercises on pages 117-118 of the Workbook to practice the New Words.

Page 129



1 Talk with a partner.

Talk with a partner about why people take their pets to the vet.

Ask the pupils what a vet is. Elicit that a vet is a doctor for animals. Then tell the pupils to work in pairs and talk about why pet owners might take their pets to the vet. Elicit that pet owners take their pets to a vet for regular checkups and vaccinations to prevent illness as well as for medical care when a pet doesn't feel well or for first aid if a pet gets hurt.

2 Listen and find out.

Listen to the conversation and find out why Evan took his pet to the vet.

Tell the pupils they are going to listen to a conversation between Dr. Kitty, a vet, and Evan, a boy who has a pet. Play the recording and tell the pupils to listen to the conversation and find out why Evan took his pet to the vet.

Listening Script

Evan: Good afternoon, Dr. Kitty. Dr. Kitty: Good afternoon, Evan.

Evan: Can you help my cat, Oreo? She hurt her leg.

Dr. Kitty: How did Oreo hurt her leg?

Evan: She was in a tree. She hurt her leg when she jumped down. Now she can't walk

on it.

Dr. Kitty: Hello, Oreo. I want to look at your leg. I can see she hurt this leg The other

legs are fine. Her neck is fine too.

Evan: That's good.

Dr. Kitty: Oreo looks okay. She needs to rest for three or four days. Can you put Oreo in a

small room so she won't run or walk a lot?

Evan: Yes, I can put Oreo in my bedroom and close the door. I'll bring Oreo's food to

my room. She can sleep on my bed.

Dr. Kitty: Great! You can also put ice on her leg. Try to do it once a day for 15 minutes.

Evan: Okay.

Dr. Kitty: Oreo's leg will be fine.

Evan: Thanks, Dr. Kitty. Have a good day!

ANSWER

His cat, Oreo jumped and hurt her leg.

3 Listen and complete.

Listen again and choose the correct answers to complete the sentences.

Tell the pupils to read the sentences and check that they understand. Then play the recording again and tell the pupils to listen and complete the sentences with the correct answers. Have the pupils read the completed sentences to the class to check comprehension.

ANSWERS

cat
 tree
 rest
 small
 sleep
 day



Talk with a partner.

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

Read the title of the dialogue and explain to the pupils that they are going to read a conversation between a woman named Keren and a doctor, Dr. Biton.

Read the part of the doctor and have the class read Keren's answers together. Exchange roles. Then tell the pupils to work in pairs and read the dialogue.

Have each pair make a new dialogue by replacing the words in bold and color. Draw the pupils' attention to the color-coded words. Ask them which words are blue (times of day), which are green (parts of the body) and which are purple (the doctor's suggestions). Point out that they can replace the words in bold with any names that they like. This activity caters to heterogeneous classes since the less-advanced pupils can choose their answers from the color-coded words while the more-advanced pupils can use words 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.

GRAMMAR: Present Simple – questions and short answers

1 Read and say.

Read the dialogue between Adam and Ziv. Then ask and answer questions with a partner.

Tell the pupils to look at the dialogue in the speech bubble and find a sport. Explain that Adam is asking Ziv questions about things he and his dog do. Read the dialogue.

Optional: Check that the pupils understand by asking the following questions: *Does Ziv play football? Does Ziv's dog play football? What does Adam want to do?*

Draw the pupils' attention to the words in bold. Explain that we use both *do* and *does* to help us ask and answer questions in the Present Simple. Remind the pupils which pronouns go with *do* (*I*, *you*, *we*, *they*) and which go with *does* (*he* / *she* / *it*). Point out that we do not add an *s* to the verb in the third person singular like we do in affirmative sentences. The verb remains in its base form. Explain that these questions are called Yes / No questions and the answers should be "Yes" or "No" and can be in the short form: Yes, I do. / No, I don't or Yes, he / she does. / No, he / she doesn't.

Ask an individual pupil a question, such as: *Do you like yogurt?* Elicit a short answer *Yes, I do* or *No, I don't*. Then repeat the question in the third person singular *Does (name of child) like yogurt?* Elicit the short answer *Yes, she | he does* or *No, she | he doesn't*. Repeat with other questions.

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

• Learn about the Present Simple – questions and short answers, WORKBOOK, page 119

Tell the pupils to read the explanation in the grammar box on page 119 of the Workbook. Remind them that when we form Yes / No questions in the Present Simple, we add *do* or *does* at the beginning of the sentence. Make sure the pupils understand that we do not add *-s*, *-es* or *-ies* to the verb for the third person singular, like we do in affirmative sentences. The verb stays in its base form

Draw the pupils' attention to the highlighted words. Point out that there are only two different colors because there are only two forms of the auxiliary verb -do and does— and that a different color is used to highlight each. Remind the pupils that do is used with I, you, we and they and does is used with he, she and it. Then tell the pupils to do the exercise.

2 Complete the questions.

Complete the questions with Do or Does.

Tell the pupils to complete the questions with *Do* or *Does*.

ANSWERS

Do
 Does
 Does
 Does
 Does

3 Write questions and answers.

Write four questions. Use the table below. Then write answers.

Tell the pupils to choose a word or phrase from each column in the chart to write at least four questions. Then tell them to write answers for each question. Encourage pupils to read their questions and answers with the class.

WORKBOOK Tell the pupils to do the exercises on pages 120-121 of the Workbook to practice the Present Simple – questions and short answers. Then tell the pupils to do the READ MORE on pages 122-123 of the Workbook.



Make a menu for a new restaurant.

Tell the pupils that they are going to make a menu for a new restaurant.

- 1. Tell the pupils to make a menu for a new restaurant. Tell them to choose a name for the restaurant.
- 2. Tell them to include:
 - a. at least three food categories
 - b. at least six different foods
 - c. prices for each food item (they can choose their preferred currency)
 - d. pictures
- 3. Tell the pupils to work with a partner and act out a dialogue between a waiter at their restaurant and a customer ordering food. Refer the pupils to the dialogue on page 114 to use as an example. Encourage pupils to act out their dialogues in front of the class.

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

Optional: Project or photocopy and give out the model menu that appears on page 253 of this Teacher's Guide.

WORKBOOK This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew and Arabic on page 270 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 263 of this Teacher's Guide.

Page 131



Story: Chocolate Magic

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

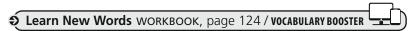


New Words 1

before, body, corner, enjoy, friendly, less, next, night, supper, take care of, which, Yes, please.

Introduce the new words using the ideas suggested in *How to teach and review the new words* in the Introduction. Tell the pupils to look at the words and find the opposite of *more* (*less*), a synonym for *dinner* (*supper*). Write the words *friend* and *friendly* and explain that they are from the same word family: *friend* is the noun and *friendly* is the adjective. Ask the pupils to say what they do *before* they go to sleep every night and what they *enjoy* doing on the weekend.

Optional: Write the word *corner* vertically on the board and tell the pupils to copy it in their notebooks. Then tell the pupils to work in pairs 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.

Words, Words, Words 1

l Match A to B.

Match the words in A to their opposites in B.

Tell the pupils to match the words in A to their opposites in B. Then have the pupils read the matching pairs to the class.

Optional: Help less-advanced pupils translate the words and phrases in B and then look for the words that mean the opposite in A. Tell them to do as many as they can.

ANSWERS

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

2 Match and add.

Match the titles to the correct groups. Then add more words to as many groups as you can.

Read the titles in the word bank and check that the pupils understand. Then read the first group of words and tell the pupils to say which title they belong to. Tell the pupils to match the remaining groups of words to the correct subjects. Then tell the pupils to add as many words as they can to each group.

ANSWERS

- 1. Question words
- 2. Body
- 3. Meals
- 4. Things you take care of
- 5. Things you see at the corner of the street
- 6. Things you can do next summer

Pages 132-133



1 Read, number and compare.

Read the list of food that have chocolate in them. Rate them from 1 (the food with chocolate you like best) to 6 (the food with chocolate you like least). Then compare your answers with a partner.

Tell the pupils that they are going to read a story about a boy who loves chocolate, Ask the pupils if they like chocolate and if so what their favorite type of chocolate is. Then tell the pupils to read the list of foods with chocolate and number the foods according to their preference. Point out that "1" refers to the chocolate food they like best and "6" refers to the one they like the least. Have the pupils compare their choices with a partner.

2 Read and find out.

You are going to read a story on page 133 about a boy, named Danny, who loves chocolate. Read the first part of the story and find out what Danny finds in the street.

Background Information

The story *Chocolate Magic* is based on the book *The Chocolate Touch* by Patrick Skene Catling. The book was first published in 1952. The story was inspired by the myth of King Midas. King Midas was a greedy, wealthy man who was granted a wish that everything he touched turned to gold. He quickly realized that this wish was a mistake, and that although he had a wealth of gold he would ultimately starve to death. Both the myth and the story have moral – that one should not be greedy and to be careful what you wish for.

Read the title of the story and tell the pupils to look at the pictures and predict what is going to happen in the story.

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

Frame 1:

- 1. What chocolate foods does Danny eat every day?
- 2. Why does Danny's mother take him to the doctor?
- 3. Why is Danny angry?

Frame 2:

- 1. Why is Danny excited?
- 2. What does the coin have on it?
- 3. Where does Danny go?
- 4. What does Danny do with the coin?

Frame 3

- 1. How does the man in the store know Danny's name?
- 2. What does Danny get in the story?

Frame 4:

- 1. Why is Danny happy?
- 2. What does Danny do after supper?

Then ask the pupils to say what Danny found in the street.

ANSWER

a coin

3 Complete the text.

Choose the correct words to complete the sentences about the story.

Read the first sentence and tell the pupils to choose the correct answer to complete it. Then tell the pupils to complete the remaining summary of the story with the correct words. Have them read the completed summary aloud.

ANSWERS

1. chocolate 4. a man in a candy store

2. angry 5. red and green

3. less 6. home

4 Choose the answer.

Choose the correct answer to complete each sentence.

Tell the pupils to choose the correct answer to complete each sentence about the story. Have the pupils read the completed sentences to the class.

ANSWERS

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

Optional: Check that less-advanced pupils understand the story by asking the following questions. Allow pupils who feel more comfortable answering or expressing themselves in their mother tongue to do so.

- 1. Who eats lots of chocolate?
- 2. Who says Danny needs to eat less chocolate?
- 3. Who gives Danny chocolate?
- 4. Why is Danny happy at the end of the story?

Page 134

5 ABOUT YOU Talk with a partner.

Answer the question and compare your answer with a partner.

In this personal response activity, the pupils predict what will happen in the second part of the story and how the story will end. Invite the pupils to share their ideas with the class.

WORD PRACTICE 1

Before the pupils do the exercises in this section, have them go over the new words on page 131. 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 dialogues with the words below. There is one extra word in each group.

Tell the pupils to look at the first picture and to 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.

Optional: Tell less-advanced pupils to translate the words in the word bank under each picture and to complete at least one of the sentences. Repeat for each picture.

ANSWERS

1. supper, Yes, please. 3. less, next 2. take care of, body 4. Which, enjoy

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 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.

Words.

♦ WORKBOOK) Tell the pupils to do the exercises on pages 124-125 of the Workbook to practice the New

Page 135

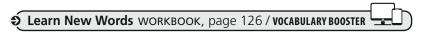
GETTING READY 2

New Words 2

ask for, cucumber, don't worry, everything, out, pass, save, tea, that, understand, Well done!, wrong

Introduce the new words using the ideas suggested in How to teach and review the new words in the Introduction. Tell the pupils to look at the words and find the opposite of in (out), the opposite of right (wrong), a vegetable (cucumber) and a drink (tea). Ask them to find a phrase that a teacher might write on a test (Well done!) and a phrase that a teacher might say before a test (don't worry).

Optional: Give the pupils a time limit to write as many words as they can from the letters in the word understand.



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. d 3. b 4. f 5. a 6. e

2 Match A to B.

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

Read the word in box A and point out that they are all verbs. Tell the pupils to match the verbs in A to the words in B to make phrases. Point out that words may be used more than once. Then have the pupils translate their phrases. Tell the pupils to do as many as they can. Invite the pupils to share their phrases with a partner or with the class.

Optional: Check that less-advanced pupils understand the verbs drink and eat and have them add words from B or their own words to make phrases with these verbs. Have them translate as many words as they can from the groups.

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

POSSIBLE ANSWERS

ask for help / ask for tea / ask for a dog / ask for a cucumber / ask for water pass a test save a dog / save a tree drink water / drink tea understand a test / understand your homework / understand a problem eat a cucumber

Pages 136-137



1 Read and find out.

Read the second part of the story on page 137 and find out what happens to the magic coin.

Review Part 1 of the story by asking questions such as: What is Danny's favorite food? How does Danny "pay" for the chocolate at the candy store? What does Danny eat after supper? Why does he eat it in his room?

Tell the pupils to describe what they see in the pictures and then to predict how the story will end. Read Part 2 of the story to the class or have the pupils read it aloud. Stop periodically to ask questions to check comprehension:

Frame 1:

- 1. What happens when Danny touches the cucumber?
- 2. What other things turn to chocolate?

Frame 2:

- 1. How does Danny feel?
- 2. Why is Danny scared?
- 3. Why does Danny go back to the man in the candy story?
- 4. Why does the man tell Danny not to worry?

Frame 3:

What does Danny see when he returns home?

Ask the pupils to say what happened to the magic coin.

Optional: Have more-advanced pupils make up a name and design an ad for the candy store in 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 the correct order according to the story. Then have the pupils read out the sentences in the correct order. Point out that this will be a summary of this part of the story.

ANSWERS

1. e 2. a

3. b 4. d

5. f

6. c

3 Choose the question.

Which question doesn't have an answer in the text?

Read the first question with the pupils and ask them to answer it according to the story. Tell the pupils to read the remaining questions and to say which question doesn't have an answer in the story.

Optional: Tell less-advanced pupils to answer questions 1 and 4.

ANSWER

3

4 ABOUT YOU Answer the questions.

In this personal response activity, the pupils talk about the moral of the story, which is *Don't be greedy because too much of something can be bad for you*. The pupils also say how they felt after reading the story and if they liked it. This activity may be done individually, in pairs, or in small groups.

WORKBOOK) Refer the pupils to the READER'S THEATER on pages 256-258 of the Workbook. Read the script out to the class modeling expressive reading.

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

Point out the setting of each scene of the play – scene 1 takes place at the doctor's, scene 2 at Danny's house, scene 3 on the street and at a candy store, scene 4 at Danny's house and a candy store, scene 5 at Danny'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.

Page 138

WORD PRACTICE 2)

Before the pupils do the exercises in this section, have them go over the new words on page 135. 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.

Read the words from the word bank with the pupils and check they understand. Tell the pupils to complete the sentences with the words from the word bank. Have the pupils read the sentences to the class to check their answers.

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

ANSWERS

1. wrong 4. save

2. Well done! 5. Don't worry.

3. everything 6. out

2 Answer the questions.

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

Tell the pupils to answer as many questions as they can about themselves. Invite pupils to share their answers with the class. Accept all logical answers.

WORKBOOK Tell the pupils to do the exercises on pages 126-127 of the Workbook to practice the New Words.

Pages 139-140

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: Choose one of the columns in the list. Ask the pupils to copy 4-6 words from that column onto a piece of paper. Call out the meaning of a word. The pupils who have the word cross it off. The first pupil to cross off all the words calls out "Bingo!" and wins.
- 3. Draw a 5x5 grid on the board. Label the coordinates 1-5 across the top and a-e down the side. Write the letters of the alphabet randomly in the grid without the letter x. Say coordinates to spell a target word from the list. Have the pupils work in groups to figure out the word that you are saying. The first group to say the word and its translation gets a point. Alternatively, you can instruct the groups to figure out the word and to write a sentence with it, and the first group to do this gets a point. Continue with other words from the list. The group with the most points at the end wins.

Optional: This game can also be played in pairs. One pupil chooses a word from the list and says the coordinates of the letters of that word and the other pupil must figure out what the word is.

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 Make new sentences.

Replace the words in bold with the words below to make new sentences.

Read the first sentence with the class. Ask the pupils what the bold word means and tell the pupils to find a word in the word bank that means the same thing or that could make sense in the sentence instead of the bold word. Then tell the pupils to make a new sentence replacing the bold words with the correct word from the word bank. Have them continue with the remaining sentences.

Optional: Help less-advanced pupils translate the words in bold as well as the words in the word bank in order to match the words with the similar meanings.

ANSWERS

blouse
 friendly
 wrong
 before
 understands
 toys

3 Number.

Rate 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 enjoy them from 1 to 3, with 1 being the place they enjoy the most and 3 being the place they enjoy the least. Tell the pupils to continue with the remaining phrases.

Accept all logical answers.

4 12345 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 restaurant. 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 *There is / There are*, *have / has* and *is / are*.

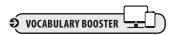
Optional: Divide the class into groups of 3-4 pupils. Tell each group to choose a secretary. Give them two minutes to say as many sentences as they can describing what they can see in the picture. Tell them to use the words from the word bank and the sentence in the speech bubble as a model. After two 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 full stops wherever needed.

WORKBOOK Tell the pupils to do UNIT CHECK on pages 128-131 of the Workbook to review the New Words and the grammar taught in this unit. Then refer the pupils to pages 132-135 of the Workbook for the EXTRA READING texts and exercises.



The pupils have the option of reviewing and practicing the new words from Unit 3 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

The Best Chef in Second Grade by Katharine Kenah, ICR, Level 2
David and the Giant by Emily Little, Random House, Step Into Reading 2
Sara Says No by Norman Whitney, Macmillan Readers, Starter
Nina, Nina Star Ballerina by Jane O'Connor, Penguin Young Readers 2
The Giant Jelly Bean Jar by Marcie Aboff, Penguin Young Readers 3