

# 4 Our World

This unit is about taking care of our world. In this unit pupils will learn new words and phrases, the Present Progressive – positive, negative and questions and imperatives so that they:

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read a quiz about taking care of our world	<p>WRITTEN RECEPTION</p> <p><b>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</b></p> <p><i>Reading for information and argument</i></p> <p>Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support</p>	<p>Reading</p> <p>Page 144</p>
can listen to a conversation about a water problem	<p>SPOKEN RECEPTION</p> <p><b>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</b></p> <p><i>Understanding conversation between expert language users</i></p> <p>Can recognize words and simple phrases related to familiar topics with or without the support of pictures</p>	<p>Listening</p> <p>Page 146</p>
can read a magazine article about special dogs	<p>WRITTEN RECEPTION</p> <p><b>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</b></p> <p><i>Reading for information and argument</i></p> <p>Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support</p>	<p>Reading</p> <p>Page 152</p>
can write sentences describing people and what they are doing	<p>WRITTEN PRODUCTION</p> <p><b>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</b></p> <p><i>Creative writing</i></p> <p>Can write about themselves and fictitious people, where they live and what they do</p>	<p>Writing</p> <p>Page 156</p>

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can buy things	<p><b>SPOKEN INTERACTION</b></p> <p><b>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</b></p> <p><i>Conversation</i></p> <p>Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. his / her home country, family, school)</p> <p><i>Goal-oriented cooperation (e.g. repairing a bike, discussing a document, organizing an event)</i></p> <p>Can ask people for things and give people things</p> <p><i>Obtaining goods and services</i></p> <p>Can ask people for basic products / services and give people basic products / services</p> <p>Can ask for the price of basic products / services</p>	Speaking Page 147
can read an informational text about a girl who helped her city	<p><b>WRITTEN RECEPTION</b></p> <p><b>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</b></p> <p><i>Reading for information and argument</i></p> <p>Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support</p>	Reading Page 160
can read a letter	<p><b>WRITTEN RECEPTION</b></p> <p><b>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</b></p> <p><i>Reading correspondence</i></p> <p>Can understand short, simple messages in notes, social media or email (e.g. proposing what to do, when and where to meet)</p>	Reading Page 161
can read and follow directions	<p><b>WRITTEN RECEPTION</b></p> <p><b>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</b></p> <p><i>Reading instructions and directions</i></p> <p>Can follow short, simple written directions (e.g. to go from X to Y)</p>	Reading Pages 168-169

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can have a conversation asking for and giving directions	<p>SPOKEN INTERACTION</p> <p><b>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</b></p> <p><i>Goal-oriented cooperation (e.g. repairing a bike, discussing a document, organizing an event)</i></p> <p>Can act on short, basic instructions that involve times, locations, numbers, etc.</p> <p><i>Information exchange</i></p> <p>Can ask and answer simple questions in areas of immediate need or on very familiar topics</p>	Speaking Page 170
can listen and follow directions in a conversation	<p>SPOKEN RECEPTION</p> <p><b>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</b></p> <p><i>Listening to announcements, instructions and directions</i></p> <p>Can understand and follow short and simple instructions/ directions addressed carefully and slowly to him/her, including simple teacher instructions and explanations</p> <p>Can understand when someone tells him / her where something is, provided the object is in the immediate environment</p>	Listening Page 171
can read, enjoy and act out a creative story	<p>WRITTEN RECEPTION</p> <p><b>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</b></p> <p><i>Reading as a leisure activity</i></p> <p>Can understand (illustrated) creative texts that are written in level-appropriate language (vocabulary and grammar)</p> <p>Can understand simple stories and shorter texts with the help of pictures and drawings</p> <p>PHONOLOGICAL CONTROL</p> <p><i>Prosodic features</i></p> <p>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</p>	Reading Pages 174-175, 179-180
give a personal response to a story	<p>MEDIATING A TEXT</p> <p><i>Expressing a personal response to creative texts (including literature)</i></p> <p>Can use simple words, phrases and sentences to say how a work made him/her feel</p>	About You Page 176

Objectives	Can-do Statements: Overall and Specific	Section in Unit
will be able to write a chant or comic about the environment by the end of this unit.	<p>WRITTEN PRODUCTION</p> <p><i>Overall written production</i></p> <p><b>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</b></p> <p><i>Creative writing</i></p> <p>Can write about themselves and fictitious people, where they live, and what they do</p> <p>MEDIATING A TEXT</p> <p><i>Overall mediation</i></p> <p>Can convey simple predictable information of immediate interest given in short, simple signs and notices, posters and programs</p>	Task Page 157
will be able to make a map and give directions by the end of this unit.	<p>MEDIATING A TEXT</p> <p><i>Relaying specific information in writing</i></p> <p>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</p>	Task Page 172

## New Words

Part 1 One World	Part 2 A Day in the Forest	Part 3 Let's Help	Word Power Phrases with go	Part 4 Green Town	Part 5 Story The Tree Queen	
bottle cellphone city glass leave remember take a shower teeth turn off usually wash world	back fall finish forest have fun kilogram large look like magazine no visit work (n)	because of better busy change go on have a problem here letter life plan (v) send too ...	go away go in go out go shopping	bank between cinema fast food museum on the left on the right plant (n) river sand straight supermarket	<b>Part 1</b> anyone come from finger heart light list point rich tent these top travel	<b>Part 2</b> air clear dark everywhere forget into last Listen! over quiet stay thin

Unit 4 is about taking care of our world. 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 the world around us and how we can protect it.

## Page 141

Look and name.

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

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

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

Share the objectives of the unit with the pupils and point out that by the end of the unit they will have learned the skills to make a chant or comic about the environment and make a map with directions for getting from one place to another.

## Page 142

# Part 1 One World

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

### GETTING READY

#### New Words

*bottle, cellphone, city, glass, leave, remember, take a shower, teeth, turn off, usually, wash, world*

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Turn off the lights in the room and ask the pupils to give examples of other things they can *turn off* (the television, water, music, etc.). Write the phrase *take a shower* and ask the pupils how they say it in their language. Point out that in Hebrew and Arabic, it is one word whereas in English it's three words. Ask the pupils to name a big *city* in Israel. Ask the pupils to think of connections between words, such as *wash* and *take a shower*. Ask the pupils to name places where they aren't allowed to use *cellphones*. Elicit the classroom, movie theaters and shows. Tell the pupils to smile and show their *teeth*. Then draw the pupils' attention to the note and point out that *teeth* is an irregular plural and *tooth* is the singular form of *teeth*. Ask the pupils to name other words that have irregular plurals (*foot, man, woman, child*).

**Optional:** Have the pupils work in groups and challenge the pupils to make up sentences with at least two of the New Words in each sentence.

#### ➔ Learn New Words WORKBOOK, page 136 / 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: soft c

#### 1 Listen and repeat.

*Listen and repeat the words.*

Read the words in the *Look!* box (*cellphone, city, place*) and tell the pupils to repeat them. Explain that when the letter *c* is followed by the letters *i, e, or y*, it makes the *s* sound. Read the explanation below the box. Point out that this is called the soft *c* sound.

Then read the words in the *Remember* box (*clean, clothes, computer*) and tell the pupils to repeat them. Ask the pupils what sound the *c* makes in those words. Elicit that it makes the *k* sound. Read the explanation below the phonics box and point out that this is the hard *c* sound. Then invite the pupils to say other words with the hard and soft *c* sounds.

## 2 Read and say.

*Read the words and say if they have a soft c sound or a hard c sound.*

Ask a pupil to read the first word and say if the *c* makes a soft *c* sound or a hard *c* sound. Elicit that it has the soft *c* sound because the *c* is followed by the letter *i*. Then continue with the remaining words. Alternatively, tell the pupils to take two small pieces of paper and write “*c=s*” on one and “*c=k*” on the other. Read each word and tell the pupils to hold up the correct piece of paper according to the sound.

 **WORKBOOK**, page 242

Tell the pupils to turn to page 242 in the Workbook to practice the soft *c* and hard *c* sounds.

### 1 Listen and circle.

*Listen and circle the words you hear.*

Say *cellphone* 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. nice      2. race      3. police      4. candy      5. sentence      6. cellphone

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

### 2 Listen and circle.

*Listen and circle the words with a soft c.*

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

#### **Listening Script**

1. city      2. club      3. December      4. ice      5. country      6. cellphone

Play the recording again and tell the pupils to circle the words with a soft *c* sound.

#### **ANSWERS**

1, 3, 4, 6

### 3 Write and highlight.

*Write the words in the correct columns. In the *c=s* column, highlight the letters that make the soft *c* sound.*

Tell the pupils to write the words with the hard *c* sound in the *c=k* column, and the words with the soft *c* sound in the *c=s* column. Then tell them to highlight the letters that make the soft *c* sound in the words in the *c=s* column.

#### **ANSWERS**

**c=k:** cucumber, corner, clock

**c=s:** cellphone, recipe, dance

### 4 Read, highlight and tick.

*Read about a race and highlight the words with a soft c. Then tick the picture that matches the story.*

Tell the pupils to read the text “The Race” and highlight all the words with a soft *c* sound. Then tell the pupils to tick the picture that matches the story.

#### **ANSWERS**

race, city, faces, excited, practiced, police, ice, nice, place

Picture A

**Optional:** Tell the pupils to draw a two-column chart in their notebooks with the headings “*c=s*” and “*c=k*”. 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 Match.

*Match the phrases and sentences to the correct pictures.*

Tell the pupils to translate the words in bold and make sure they understand. Read the first phrase together and ask which picture matches the phrase. Tell the pupils to choose the correct picture for the remaining phrases.

#### ANSWERS

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

**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. Things from glass
2. Cities
3. Things you wash
4. Face
5. Things you buy in a bottle
6. Things you do with a cellphone

## Pages 144-145

### READING

#### 1 Read and say.

*Read how Maya and her brother take care of our world. Then say other things people can do to take care of our world.*

Tell the pupils to look at the picture and describe what is happening. Then read Maya's speech bubble and ask the pupils how Maya and Adam are taking care of the world. Invite the pupils to make other suggestions of things they can do to take care of our world.

**Optional:** Point out that Earth Day which is celebrated every year on April 22, is a special day intended to raise awareness of environmental issues and is also an opportunity to get involved in doing something positive for the environment.

#### 2 Do the quiz.

*Answer the questions to find out if you are taking good care of our world. Answer each question with yes or no.*

Tell the pupils to look at the text and ask what text type it is. Elicit that it is a quiz. Read the title of the quiz and ask the pupils if they think they take care of our world.

**Optional:** Write the names of the pupils on the board with their answers about whether or not they think they take care of our world. Then compare their answers to the results they receive after they do the quiz.

Read the questions and demonstrate how to do the quiz for yourself. Explain that for each question, the pupils need to choose an answer, either *yes* or *no*. Then tell them to do the quiz themselves and to record their answers.

### 3 Find out.

*Count how many questions you answered yes to in exercise 2 and find out if you're taking good care of our world.*

Read the three possible results to the quiz and check that the pupils understand. Then tell the pupils to count the number of questions they answered *yes* to in the quiz in exercise 2 and to find out if they take care of our world. Have the pupils share their results with a partner or the class.

**Optional:** Ask the pupils to bring empty plastic bottles and soft drink cans and collect them in your classroom. If you have several classes, you can make a contest and see which class brings the most bottles and cans. At the end of the unit bring the collected bottles to a recycling center and donate the money to an environmental group or cause.

### 4a Do a survey.

*Choose three questions from the quiz in exercise 2 or use your own questions about taking care of the environment. Write your questions in the chart on page 136 of the Workbook. Ask at least five people the questions and write their answers down.*

Tell the pupils to conduct a survey about taking care of the environment. Tell them that they can choose three questions from the quiz in exercise 2 or think of their own questions. Instruct them to write the questions in the chart on page 136 of the Workbook. Then tell them to ask at least five people their questions and to record their answers in the chart. Point out that they may ask their classmates, friends, family, and neighbors to answer the questions.

#### b Write sentences.

*Write sentences that describe the results of your survey from exercise 4a.*

Tell the pupils to look at the chart from exercise 4a and count how many people answered “yes” to the question. Then read the example sentence and explain that in the sentence, to report on the results from the survey, the *Do you* from the questions should be replaced with the number of people followed by the activity from the question. Point out that when the question has *you* or *your* in the activity, in the sentences, *you* should be *they* and *your* should be *their*. Then tell the pupils to write sentences to report the results from their survey.

## WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 142. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

### 1 Match A to B.

*Match A to B to make sentences.*

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

#### ANSWERS

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

### 2 Translate and say.

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

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

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

### ANSWERS

1. אני גר/ה בעיר גדולה. / أَسْكُنُ فِي مَدِينَةٍ كَبِيرَةٍ.
2. אני עושה מקלחת בבוקר. / أَنَا أَسْتَحْمُ فِي الصَّبَاحِ.
3. אני בדרך כלל אוכל ארוחת ערב עם המשפחה שלי. / عَادَةً أَتَنَاوِلُ الْعِشَاءَ مَعَ عَائِلَتِي.
4. אני רוחץ/רוחצת את ידי לפני שאני אוכל/ת. / أَغْسِلُ يَدَيَّ قَبْلُ أَنْ أَتَنَاوِلَ الطَّعَامَ.
5. המשפחה שלי זוכרת תמיד את יום ההולדת שלי. / تَذْكُرُ عَائِلَتِي دَائِمًا عِيدَ مِيلَادِي.
6. החברים שלי אוהבים לשחק משחקים בטלפונים הסלולריים שלהם. / يَحِبُّ أَصْدِقَائِي أَنْ يَلْعِبُوا الْأَلْعَابَ فِي الْهَوَاتِفِ الْخُلَوِيَّةِ الْخَلَصَّ بِهِمْ.

**WORKBOOK** Tell the pupils to do the exercises on pages 137-138 of the Workbook to practice the New Words.

## Page 146

### LISTENING

#### 1 Say.

*Look at the pictures and say which things you think waste a lot of water.*

Tell the pupils to describe what they see in the pictures and to say which things they think waste a lot of water.

#### 2 Listen and find out.

*Nick is visiting Class 5B. He's talking about a big water problem in Australia. Listen to the conversation and find out why Australia has a water problem.*

Tell the pupils they are going to listen to a conversation between a man named Nick and Class 5B. Explain that Nick is telling the class about a big water problem in Australia. Tell the pupils to listen to the conversation and find out why Australia has a water problem.

#### Listening Script

**Teacher:** Hi, Nick. Thanks for coming to our class to talk about the water problem in Australia.

**Nick:** Hi, Debbie. Hi, kids. It's great to be here. So ... what do you know about our water problem?

**Girl 1:** We didn't have a lot of rain in the winter. Now we don't have a lot of water.

**Nick:** That's right. It's a big problem.

**Boy 1:** How can we fix the problem?

**Nick:** Well, we can't make more rain. So, we need to use less water. Do you have any ideas about how we can use less water at home?

**Girl 2:** Take very short showers.

**Nick:** Great idea.

**Boy 1:** Turn off the water when you brush your teeth.

**Nick:** Another nice idea. Always think about how much water you're using in the bathroom ... and in the kitchen too. Any other ideas?

**Boy 2:** Use less water in the garden.

**Nick:** That's very important.

**Girl 1:** Try not to use a lot of water when you wash your car.

Continued ►

**Nick:** That's another great way to help ... . Wow! This is a great class. I like your ideas about how to use less water at home. When you go home, please remember to do the things we talked about. And talk to your families about using less water. Everyone needs to help.

**Teacher:** Thanks for coming to our class, Nick.

**Nick:** You're welcome.

### ANSWER

They didn't have a lot of rain in the winter.

## 3 Listen and choose.

*Listen again and choose the ideas that are mentioned for using less water.*

Read the sentences with the pupils and check that they understand. Then play the recording again and tell the pupils to listen and to say which of the ideas for using less water are mentioned in the conversation.

### ANSWERS

2, 3, 5, 6

## Page 147

### SPEAKING


#### 1 Talk with a partner.

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

Tell the pupils to look at the picture and say what they see. Elicit that there's a yard sale – people are selling lots of their old things. Read the sign and ask the pupils why having a yard sale is helpful to our world. Elicit that instead of throwing old things out and creating more garbage, other people can buy them and use them. So it prevents more waste which is harmful to the planet. Tell the pupils to name items that are for sale and the price for each item.

Tell the pupils to work in pairs and read the conversation between Lily and Amy. Then 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 the pupils which words are blue (items for sale) and which are purple (places or causes where donations can be given). Point out that the bold words are colors and money amounts.

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 277 of the Workbook. This self-assessment checklist gives the pupils the opportunity to check and monitor their performance.

## Page 148

#### 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. Ask the pupils to name the rhyming words. Then tell them to find at least three different ways to help our world. Play the song again and have the pupils join in.

## GRAMMAR: Present Progressive – positive

### 1 Read and say.

*Read what Yara says. Then tell a partner what you and your classmates are doing now.*

Tell the pupils to look at the speech bubble and find names. Explain that Yara is talking about what she, Lana and her dogs are doing. Read what Yara says. Check that the pupils understand by asking: *What is Yara painting? What is Lana painting? Are the dogs painting too?*

Explain to the pupils that English has more than one tense to describe the present. Elicit that the Present Simple is one of the present tenses. Remind the pupils that we use the Present Simple to talk about routines. Explain that the Present Progressive is also a present tense and that it is used to talk about things that are happening now. Elicit that Yara is talking about what she, Lana and her dogs are doing now, so she is using the Present Progressive.

Draw the pupils' attention to the words in bold. Point out that verb *to be* and a verb with *ing* are required to form sentences in the Present Progressive. Review the three forms of *to be* and which pronouns go with each. Tell the pupils to work in pairs and read what Yara says. Then tell them to say what they and some classmates are doing now. Point out that they should use the speech bubble as a model.

### Learn about the Present Progressive – positive, WORKBOOK, page 139

Tell the pupils to read the explanation in the grammar box on page 139 of the Workbook. Remind the pupils that we use the Present Progressive to talk about things that are happening now. Explain that we form a sentence in the Present Progressive with *to be* + a verb + *ing*.

Draw the following diagram on the board to help the pupils remember to add the verb *to be* before the verb and the *ing* following the verb. Tell the pupils to copy this “glasses” diagram into their notebook:



Read the example sentences with the pupils. Draw the pupils' attention to the highlighted words and remind the pupils that there are three forms of the verb *to be* and a different color is used to highlight each. Point out that *ing* is added to all verbs and it is the same for all of the pronouns. Point out that short forms for the verb *to be* are used in the Present Progressive as well.

Write the following verbs on the board *eat, draw, color* and have the pupils change them to the Present Progressive form by adding *ing*. Then tell the pupils to do the exercise.

### 2 Complete the sentences

*Choose the correct word to complete each sentence.*

Tell the pupils to complete each sentence by choosing the correct word. Have the pupils read the correct sentences to the class.

#### ANSWERS

- |        |        |
|--------|--------|
| 1. am  | 4. are |
| 2. is  | 5. are |
| 3. are | 6. is  |

## Page 149

### 3 Complete the sentences.

*Complete the sentences according to the picture. Use the verbs below and the Present Progressive.*

Tell the pupils to describe what the characters in the picture are doing. Read the verbs in the word bank with the pupils and make sure they understand. Then tell the pupils to complete each sentence with a verb from the word bank in the Present Progressive form, according to the picture.

**ANSWERS**


- |                |                 |
|----------------|-----------------|
| 1. is washing  | 5. is playing   |
| 2. is painting | 6. are carrying |
| 3. are fixing  | 7. is bringing  |
| 4. is building |                 |

**Optional:** Have less-advanced pupils check that they formed the Present Progressive correctly by referring back to the diagram of the glasses in their notebooks.

**4 Complete the sentences.**

*Complete the sentences. Use the Present Progressive and the verbs below or your own words.*

Read the verbs in the word bank and check that the pupils understand. Then tell the pupils to complete the sentences using the Present Progressive and the verbs in the word bank or their own verbs. Accept all logical and grammatically correct answers.

 **WORKBOOK** Tell the pupils to do the exercises on pages 140-141 of the Workbook to practice the Present Progressive – positive. Then tell the pupils to do the READ MORE on pages 142-143 of the Workbook.

**Page 150****Part 2****A Day in the Forest**



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

**GETTING READY****New Words**

*back, fall, finish, forest, have fun, kilogram, large, look like, magazine, no, visit, work (n)*

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Tell the pupils to find a word on the list that is the opposite of *small* (*large*), the opposite of *start* (*finish*) and the opposite of *get up* (*fall*). Ask them find a word that is a body part (*back*) and a word that may be similar in English and their language (*kilogram*). Ask the pupils to name a *forest* that they have been to in Israel.

**Optional:** Challenge the pupils to make up sentences with at least two of the New Words in each sentence.

 **Learn New Words** WORKBOOK, page 144 / **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: soft g****1 Listen and repeat.**

*Listen and repeat the words.*

Read the words in the *Look!* box (*large, village, giraffe*) and tell the pupils to repeat them. Explain that when the letter *g* is followed by the letters *i, e, or y*, it makes the *j* sound. Read the explanation below the box. Point out that this is called the *soft g* sound.

Then read the words in the *Remember* box (*dog, ground, glass*) and tell the pupils to repeat them. Ask the pupils what sound the *g* makes in those words. Elicit that it makes the *g* sound. Read the explanation below the phonics box and point out that this is the hard *g* sound. Tell the pupils to find two words on the New Words list with the hard *g* sound (*kilogram, magazine*). Then invite the pupils to say other words with the hard and soft *g* sounds.

## 2 Read and say.

*Read the words and say if they have the soft g sound or the hard g sound.*

Ask a pupil to read the first word and say if the *g* makes a soft *g* sound or a hard *g* sound. Elicit that it has the soft *g* sound because the *g* is followed by the letter *e*. Then continue with the remaining words. Alternatively, tell the pupils to take two small pieces of paper and write “*g=j*” on one and “*g=g*” on the other. Read each word and tell the pupils to hold up the correct piece of paper according to the sound.

➡ **WORKBOOK, page 243**

Tell the pupils to turn to page 243 in the Workbook to practice the soft *g* and hard *g* sounds.

### 1 Listen and number.

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

Say *village* 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. magic   | 2. big  | 3. goal | 4. large | 5. evening |
| 6. village | 7. page | 8. game | 9. age   | 10. guitar |

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 soft g sound.*

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

#### **Listening Script**

- |           |          |          |            |          |        |
|-----------|----------|----------|------------|----------|--------|
| 1. orange | 2. green | 3. large | 4. giraffe | 5. sugar | 6. age |
|-----------|----------|----------|------------|----------|--------|

Play the recording again and tell the pupils to circle the words with the soft *g* sound.

#### **ANSWERS**

1, 3, 4, 6

### 3 Highlight.

*Highlight the words with a soft g in yellow. Then highlight the words with a hard g in green.*

Tell the pupils to highlight the words with a soft *g* in yellow. Then tell them to highlight the words with a hard *g* in green.

#### **ANSWERS**

**yellow** – large, orange, giraffe, magic, village, page

**green** – kilogram, good, garlic, magazine, wrong

### 4 Read, highlight and write.

*Read about Angela and Regina and highlight the words with a soft g. Then write the correct name for each person in the picture.*

Tell the pupils to read the text about Angela and Regina and to highlight all the words with the soft *g* sound. Then tell the pupils to write the correct name next to each person in the picture.

**ANSWERS**

Angela, Regina, magic, orange, age, village, large, giraffe, George

1. Regina
2. Angela
3. George

**Optional:** Tell the pupils to draw a two-column chart in their notebooks with the headings “g=j” and “g=g”. 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 151****Words, Words, Words****1 Choose the phrase.**

*Choose the correct phrase for each picture.*

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

**ANSWERS**

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

**2 Make phrases.**

*Add the verbs to the correct groups to make phrases. Then add as many words as you can to each group.*

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

**Optional:** Ask the pupils to translate the phrases.

**Optional:** Check that the less-advanced pupils understand the verbs in the word bank. Have them read the words in group 2 and match a verb to the group to make phrases. Have them repeat the procedure for at least one other group.

**ANSWERS**

- |             |                 |
|-------------|-----------------|
| 1. finish   | 4. visit        |
| 2. fall     | 5. build        |
| 3. have fun | 6. take care of |

**Page 152****READING** **1 Look and say.**

*Look at the magazine article and complete the sentences.*

Tell the pupils to look at the text and ask what text type it is. Elicit that it is a magazine article.

Read the first sentence stem and ask the pupils to look at the text and find the name of the magazine. Elicit that it is on the top right corner of the text. Tell the pupils to complete the sentence. Then ask the pupils what kind of topics or articles they think will be in this magazine based on the title.

Read the second sentence stem and ask the pupils what the title of the article is. Point out that a title is usually in a larger font size, or a different color so that it stands out. Have the pupils complete the sentence. Then ask the pupils if they like to go on hikes or camping in the forest. Ask them what interesting things they can see in the forest. Elicit trees, birds, insects, animals, flowers and rocks. Point out that forests cover approximately 30 percent of the Earth's surface.

Read the third sentence stem and have the pupils scan the text for the author's name. Explain that it is often under the title. Tell the pupils to complete the sentence.

### ANSWERS

1. Animal World
2. A Day in the Forest
3. Linda Brown

## 2 Read and find out.

*Read the magazine article and find out how some dogs help a forest.*

Tell the pupils to look at the pictures and describe what they see and what is happening. Tell the pupils to scan the text for names and numbers. Then ask the pupils to predict what they think the article is about.

Read the article with the pupils and stop periodically to ask comprehension questions:

Paragraph 1:

1. *Who are Das, Summer and Olivia?*
2. *How old is Das?*
3. *Are all of the dogs the same age?*
4. *Where do the dogs live?*

Paragraph 2:

1. *What happened to the forest in 2017?*
2. *What does the forest look like?*

Paragraphs 3 and 4:

1. *What are the dogs doing in the forest?*
2. *What do the dogs have on their backs?*
3. *What happens when the dogs run?*

Paragraph 5:

*What do the dogs do when they finish their work?*

Ask the pupils to say how the dogs helped a forest.

## Page 153

### 3 Choose the answers.

*Choose two correct answers to complete each question.*

Tell the pupils to choose TWO correct answers for each question. Have the pupils read their answers to the class.

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

### ANSWERS

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

### 4 Choose.

*Choose a different title for the article.*

Read the different titles with the pupils and make sure they understand. Ask them to choose another suitable title for the text and to explain their choice.

### ANSWER

4

## WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 150. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

## 1 Match A to B.

*Match the questions in A to the answers in B.*

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

## Page 154

## 2 Complete the text.

*Complete the text with the words below.*

Tell the pupils to read the words in the word bank and check that they understand. Then tell the pupils to complete the text using the words in the word bank.

**Optional:** Have the pupils read the completed text aloud and ask the following questions to check comprehension: *Where are Amy and her mother? What does Amy see in the forest? Does Amy enjoy her visit to the forest?*

## ANSWERS

1. forest                      4. having fun  
2. large                      5. falls  
3. look like                      6. visit

**Optional:** Review the meaning of the words *large*, *look like* and *forest* with less-advanced pupils and tell them to complete the first three sentences.

## WORKBOOK

Tell the pupils to do the exercises on pages 144-145 of the Workbook to practice the New Words.

## GRAMMAR: Present Progressive – negative

## 1 Read and say.

*Read what Kevin says. Then tell a partner what you, your classmates or your family are and are not doing now.*

Tell the pupils to look at Kevin's speech bubble and find names and people. Explain that Kevin is talking about what he and his family aren't doing and what they are doing right now. Read what Kevin says. Check that the pupils understand by asking: *What is Kevin doing? What is the baby doing? What are Dad and Alex doing?*

Remind the pupils that we use the Present Progressive to describe things that are happening now. Draw the pupils' attention to the bold words and explain that when forming negative sentences in the Present Progressive, we add *not* between *am / is / are* and the verb.

**Optional:** Write the following chart on the board and have the pupils copy it into their notebook.

I	am	}	not	verb + ing	now.
He / She / It	is				
You / We / They	are				

Tell the pupils to work in pairs and read what Kevin says. Then tell them to say what they and some classmates and their family are and are not doing now. Point out that they should use the speech bubble as a model.

➡ **Learn about the Present Progressive – negative, WORKBOOK, page 146**

Tell the pupils to read the explanation in the grammar box on page 146 of the Workbook. Remind the pupils that in order to form a negative sentence in the Present Progressive we add *not* after the verb *to be*. Draw the pupils' attention to the highlighted words and remind them that there are three forms of the verb *to be* thus a different color is used to highlight each, with the pronouns used with each form.

Explain to the pupils that the negative form is often shortened. Draw the pupils' attention to the two ways of forming the contracted forms; they can shorten the verb *to be* and the pronoun (as shown in the middle column) or shorten the verb *to be* and the word *not* (as shown in the third column).

Remind the pupils that the apostrophe replaces the missing letter. Then tell the pupils to do the exercise.

## 2 Complete the sentences.

*Complete the sentences with the words below.*

Tell the pupils to choose the correct form of the verb *to be* to complete each sentence. Have the pupils read the completed sentences to the class.

**ANSWERS**

- |           |           |
|-----------|-----------|
| 1. am not | 4. isn't  |
| 2. isn't  | 5. aren't |
| 3. aren't | 6. aren't |

## Page 155

### 3 Read and say.

*Read the riddles and answer them according to the picture.*

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 girl according to the description. Tell the pupils to continue with the remaining riddles

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

**ANSWERS**

- |         |         |
|---------|---------|
| 1. Lily | 3. Judy |
| 2. Jade | 4. Dina |

### 4 Talk with a partner.

*Choose a character in the picture and make up a riddle about them. Use the negative form of the Present Progressive. Ask your partner to guess which character you are describing.*

Tell the pupils to describe what is happening in the picture. Then tell the pupils to make up a riddle of their own about one of the characters in the picture, using the negative form of the Present Progressive. Point out that the riddle should include three clues (three sentences about what the character isn't doing). Tell the pupils to use the example in the speech bubble as a model.

Then tell the pupils to share their riddle with a partner and have their partner guess which character it is. Accept all logical and grammatically correct sentences.

**Optional:** Have the pupils post their riddles on a class forum for all the pupils to solve.

➡ **WORKBOOK**

Tell the pupils to do the exercises on pages 147-149 of the Workbook to practice the Present Progressive – negative.

## Page 156

## WRITING



Read the explanation and the examples in the teaching box. Explain that we use the verb *to be* to describe people and things and we use action verbs to describe what someone or something is doing. Point out that the second sentence is in the Present Progressive form. Draw the pupils' attention to the Tip and remind them we use the Present Progressive when we talk about things that are happening now.

## 1 Write sentences.

*Write sentences describing the people and animals in the picture. Then write sentences about what the people and animals are doing. Use the words below or your own words.*

Tell the pupils to name the animals and people in the picture and to describe what they are doing. Read the example sentences to the pupils and draw their attention to the color-coding. Point out that the sentence highlighted in blue uses the verb *to be* to describe a character (animal) and the sentence highlighted in purple uses an action verb (*eat*) and the Present Progressive to describe what that character is doing.

Tell the pupils to complete the sentences about the picture. They can use words from the word bank or their own. Have the pupils read their sentences to the class. 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.

## POSSIBLE ANSWERS

1. The giraffe is tall. It is eating.
2. Ella is in a jeep. She is looking at the giraffe.
3. Kim and Ben are happy. They are looking at the elephants.
4. The hippo is thirsty. It is drinking water.
5. The monkeys are in a tree. They are climbing.

## 2 Write sentences.

*Write more sentences about the people and animals in the picture in exercise 1. Use the words above or your own words.*

Tell the pupils to write more sentences about the picture. Remind them to write two sentences for each character like in exercise 1 using the blue and purple word banks or their own words. Instruct the pupils to write as many sentences as they can.

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



Tell the pupils to do the WRITING exercises on pages 149-150 of the Workbook to practice the writing. Then tell the pupils to do the READ MORE on pages 151-152 of the Workbook.

## Page 157

## 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. **places:** city, forest, work, world
2. **water:** bottle, take a shower, turn off, wash

## 3 Find.

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

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

### ANSWERS

- |             |              |
|-------------|--------------|
| 1. large    | 4. magazine  |
| 2. have fun | 5. glass     |
| 3. teeth    | 6. cellphone |

## 4 Write.

*Write at least three sentences. Use as many of the words in the word list as you can.*

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



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



## Make a chant or a comic about the environment.

Instruct the pupils to make a chant or a comic about the environment as follows:

1. Brainstorm the elements of a chant with the class and write their ideas on the board. Repeat with the elements of a comic.
2. Tell the pupils to choose if they want to make a chant or a comic.
3. Tell the pupils to write at least four sentences or phrases in their chant or comic. Explain that their chant comic can be funny and fictional or it can be factual.

4. Tell the pupils to include pictures. Point out that a comic should have several pictures.
5. Remind the pupils to use capital letters and punctuation.
6. Remind the pupils to check their spelling.
7. Have the pupils share their chants / comics with a partner, a small group or the class.

The pupils can use a digital tool such as Pixton or StoryboardThat to do their task.

**Optional:** Project or photocopy and give out the model that appears on page 254 of this Teacher's Guide.

➔ **WORKBOOK** This task may be used for assessment. Refer pupils to the guidelines and checklist in Hebrew and Arabic on page 271 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Rubric appears on page 264 of this Teacher's Guide.

## Page 158

# Part 3 Let's Help!

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

## GETTING READY

### New Words

*because of, better, busy, change, go on, have a problem, here, letter, life, plan (v), send, too ...*


Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Tell the pupils to find words in the list that are verbs (*change, go on, plan, send*). Ask the pupils what they are *planning* to do in the summer. Ask the pupils to name a food that is *too* sweet.

Write *here* and *hear* on the board. Ask the pupils to read the words. Elicit that the words are pronounced the same, but they are spelled differently and they have different meanings. Ask the pupils to say the meanings of both words. Ask them to say a sentence with each word. As a challenge, invite the pupils to say a sentence with both words.

Point out that in English there are many words that have multiple meanings, so the pupils may encounter words that they are familiar with but that have a different meaning. For example, the word *letter* was previously learned to mean תיבת / حرف.

**Optional:** As pupils often have difficulty spelling the word *because* teach them the following mnemonic to help them with spelling. **B**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants.

**Optional:** Play "Live Bingo" with the New Words and other words you want to review.

➔ **Learn New Words** WORKBOOK, page 153 / 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: final *y*

### 1 Listen and repeat.

*Listen and repeat the words.*

Read the words in the *Look!* box (*busy, city, my, cry*) and tell the pupils to repeat them. Ask what sound the *y* makes in the words. Elicit that it sometimes makes a long *e* sound (the letter's name) like in the words *busy* and *city* and it sometimes it makes the long *i* sound (the letter's name) like in the words *my* and *cry*. Read the explanation below the phonics box. Explain that *y* has a long *e* sound when it appears at the end of a word with two or more syllables and that *y* has a long *i* sound when it appears at the end of a word with one syllable. Invite the pupils to say other words that end with a final *y* with the long *e* and long *i* sounds. List the words on the board.

Then read the words in the *Remember* phonics box (*play, day, say*) and have the pupils repeat them. Remind the pupils that *ay* makes a long *a* sound, like the letter's name. Read the explanation below the phonics box.

### 2 Read and say.

*Read the words and say if they end with a long e, a long i or a long a sound.*

Ask a pupil to read the first word and say if it ends with a long *e*, a long *i* or a long *a* sound. Elicit that it has a long *e* sound because it ends with *y* and it has two syllables. Then continue with the remaining words. Alternatively, tell the pupils to take three small pieces of paper and write “*y=long e*” on one, and “*y=long i*” and “*y=long a*” on the others. Read each word and tell the pupils to hold up the correct piece of paper according to the sound.

➔ **WORKBOOK, page 244**

Tell the pupils to turn to page 244 in the Workbook to practice words that end in *y* that make the long *e* and long *i* sounds and words that end in *y* that make the long *a* sound.

### 1 Listen and number.

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

Say *baby* 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. baby | 2. body | 3. busy | 4. bakery |
| b. 1. why  | 2. buy  | 3. try  | 4. cry    |
| c. 1. play | 2. gray | 3. day  | 4. Monday |

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

### 2 Listen and circle or underline.

*Listen and circle the words that end with a long e sound. Then underline the words that end with a long i sound.*

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

#### **Listening Script**

- |         |       |          |          |          |        |
|---------|-------|----------|----------|----------|--------|
| 1. busy | 2. my | 3. story | 4. today | 5. candy | 6. fly |
|---------|-------|----------|----------|----------|--------|

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

#### **ANSWERS**

**long e:** busy, story, candy

**long i:** my, fly

**3 Draw lines.**

*Draw a red line through the words that end with a long e sound. Then draw a blue line through the words that end with a long i sound.*

Tell the pupils to read the words and draw a red line through the words with the long *e* sound. Then tell the pupils to draw a blue line through the words with the long *i* sound.

**ANSWERS**

**red** – happy, hobby, country, angry, easy, body, family

**blue** – my, why, fly, try, cry, buy, sky

**4 Read, highlight and write.**

*Read about the Y family. Highlight the words that end with a long e sound in yellow. Highlight the words that end with a long i sound in green. Then write the correct name for each member of the family.*

Tell the pupils to read the text about the Y family and highlight all the words that end with the long *e* sound in yellow. Tell the pupils to highlight all the words that end with the long *i* sound in green. Then tell them to write the name for each member of the family under the correct picture.

**ANSWERS**

**yellow** – Family, busy, Libby, party, candy, city, dirty

**green** – Ty, flying, sky

a. Mom

b. Ty

c. Libby

**Optional:** Tell the pupils to draw a three-column chart in their notebooks with the headings “y=long *e*”, “y=long *i*” and “ay=long *a*”. Ask them to complete the chart with the words in exercise 2. Then challenge them to add as many words as they can to each list.

**Page 159****Words, Words, Words****1 Match.**

*Match the phrases and the sentences to the correct pictures.*

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

**ANSWERS**

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

**2 Match and translate.**

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

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

**Optional:** Tell the pupils to compare the words they chose with a partner.

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

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

#### POSSIBLE ANSWERS

change your life / change your ideas / change the world  
plan a good day / plan your life / plan a party / plan a trip  
send flowers / send a letter  
have a problem / have fun / have a party / have a good day  
enjoy a good day / enjoy flowers / enjoy a party / enjoy a trip

## Pages 160-161

### READING

#### 1 Look and answer.

*Look at the picture of a lake and answer the questions.*

Tell the pupils to look at the picture and describe what they see and what is happening. Then read the first question and have the pupils answer. Repeat with the remaining questions.

#### ANSWERS

1. No, they aren't.
2. No, it isn't.
3. Accept all logical answers.

#### 2 Read and find out.

*Read the story and the letter and find out how Mari Copeny helped her city get clean water.*

Read the title of the text and check that the pupils understand. Point out that Flint is the name of a city in Michigan, USA. Tell the pupils to look at the pictures and ask them if they recognize the people. Point out that the man is Barack Obama. He was the President of the United States from 2009 to 2017.

Then tell the pupils that they are going to read a story about a girl who helped her city get clean water.

#### Background Information

Flint is a city in Michigan, USA. In 2014, Flint switched to a new water source in order to save money. After the change, people in Flint started to complain about the taste, smell and appearance of the water. Lead was discovered in the water. Nearly 100,000 people in Flint were exposed to dangerous levels of lead and many people got sick. After 18 months of exposure to the contaminated water, the city switched back to its previous water source.

#### A

Tell the pupils to scan the text for names and numbers. Then read the first two paragraphs with the pupils and ask the following questions to check comprehension:

1. *Who is Mari Copeny?*
2. *Where does Mari live?*
3. *When was there a big water problem in Flint Michigan?*
4. *What did Mari do?*
5. *Why did Mari send a letter to President Obama?*

Read the remaining paragraphs and ask the following questions:

1. *How did President Obama feel about the water problem in Flint?*
2. *What did he do?*
3. *What does Mari want to do one day?*

After reading the text, ask the pupils to explain how Mari helped her city get clean water.

#### B

Tell the pupils to look at Mari's letter to Barack Obama and discuss the structure of a letter.

Point out that it begins with an opening greeting or salutation to the person who the letter is to and ends with a closing greeting and the name of the person writing the letter.

Read the letter with the pupils and ask the following questions to check comprehension:

1. *How old was Mari when she wrote the letter?*
2. *What does Mari want President Obama to know?*
3. *What is the problem with the water in Flint?*
4. *Why are many people in Flint sick?*

Ask the pupils if they think writing a letter about a problem to a public official can make a difference. Elicit that Mari's story shows that sending a letter about a problem to a public official can be a powerful tool to spark change. This is what Mari did: her letter caught the attention of President Obama which then jump-started the path to resolving the water crisis in Flint, her home town. Explain that Mari's example will hopefully inspire other kids and encourage them to take action to help their communities.

### 3 Answer the questions.

*Answer the questions about the story and the letter. Do as many as you can.*

Tell the pupils to answer as many questions as they can about the story and the letter.

#### A Match A to B.

*Match A to B to make sentences.*

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

#### ANSWERS

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

#### B Complete the sentences.

*Choose the correct answer to complete each sentence.*

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

#### ANSWERS

- |                    |                    |
|--------------------|--------------------|
| 1. a girl          | 4. a water problem |
| 2. President Obama | 5. sick            |
| 3. Mari            | 6. help            |

### 4 ABOUT YOU Talk with a partner.

*Answer the questions and compare your answer with a partner.*

In this personal response activity, the pupils talk about how they feel about the story and what Mari did and if there are similar problems in their towns or neighborhoods. This activity may be done individually, in pairs, or in small groups.

## Page 162

### WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 158. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

#### 1 Complete the sentences.

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

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

**Optional:** Help less-advanced pupils translate the words in the word bank below picture 1 and to complete the sentences. Have them repeat with at least one more picture.

#### ANSWERS

- |                     |                    |
|---------------------|--------------------|
| 1. here, because of | 3. too small, plan |
| 2. going on, life   | 4. busy, better    |

## 2 Answer the questions.

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

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



Tell the pupils to do the exercises on pages 153-155 of the Workbook to practice the New Words.

## Page 163

### VIDEO



## 1 Answer the questions.

Tell the pupils they are going to watch a video about helping animals. Read the first question and ask them to say what they think an animal shelter is. Explain that it's a place where animals who are homeless, abandoned or have been badly treated can be cared for. Read the second question and talk about the reasons animals are in shelters. Explain that shelters provide protection from different dangers such as bad weather and dangerous predators as well as medical care. Ask the pupils if they've ever been to an animal shelter and if so ask them to share their experiences.

## 2 Watch and say.

*Watch the video and say why animal shelters are important.*

**The videos are optional. Review this video before using it to make sure it is appropriate for your class.** Tell the pupils to watch the video *Helping Animals*. After viewing have them say why animal shelters are so important.

#### Video script

Look! This is my new dog, Samson. He was in a dog shelter. He didn't have a home. Animal shelters are great because they save animals and they help people like me get a great new friend.

There are lots of shelters that help animals. This animal shelter saves turtles. Look at this turtle. Her name is Ziggy. She lived at the beach. But she was sick because she ate plastic. Now she's at the shelter. The vets are taking good care of her.

This animal shelter is in Africa. Look at this baby elephant. She doesn't have a mother. She was sick and hungry. Now she's at the animal shelter. One day, when she isn't sick, she can go back to her home in the forest.

Look at this sloth. His name is Slow. He's beautiful. Some people wanted Slow to live in their house. But it isn't good for sloths to live in houses. Now Slow lives in an animal shelter. These shelters are important because they help animals. And animals are important for our world.

## 3 Watch and say.

*Watch the video again and say if the sentences are true or false.*

Read the sentences together with the pupils and make sure they understand. Then tell the pupils to watch the video again and to say if the sentences are true or false according to the video.

#### ANSWERS

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

**4 ABOUT YOU** Talk with a partner.

*With a partner, think of more ways people can help animals.*

In this personal response activity, the pupils work in pairs and think of more ways they can help animals.

**GRAMMAR:** Present Progressive – questions and short answers**1** Read and say.

*Read the dialogue between Kate and her father. Then, with a partner, ask and answer questions about what you are and aren't doing now.*

Read the dialogue between Kate and her father. Explain that Dad is asking Kate questions about what she and Bella are doing. Draw the pupils' attention to the words in bold and point out that in the question form of the Present Progressive, the word order changes: the verb *to be* (*am, is, are*) comes before the pronoun or noun. Write the following sentences and questions on the board and draw arrows to show how the words *are* and *is* have changed places to form Yes / No questions:

*You are writing a letter.*

*He is drinking water.*



*Are you writing a letter?*



*Is he drinking water?*

Point out that we usually use a short form when answering a Yes / No question.

Tell the pupils to work in pairs and read the dialogue in the speech bubble. Then tell them to ask and answer questions about what they are doing. Point out that they should use the speech bubble as a model.

➔ Learn about the Present Progressive – questions and short answers, WORKBOOK, page 156

Tell the pupils to read the explanation in the grammar box on page 156 of the Workbook. Remind the pupils that when forming questions in the Present Progressive the word order is different – the verb *to be* comes before the pronoun or noun. Draw the pupils' attention to the highlighted words and remind them that there are three forms of the verb *to be* and a different color is used to highlight each and show which pronouns are used with each form. Draw the pupils' attention to the short answers column and point out that when answering questions, the contracted form of *to be* is usually used in negative short answers. Then tell the pupils to do the exercise.

**Page 164****2** Complete the questions.

*Complete the questions with Is or Are.*

Tell the pupils to choose the correct form of the verb *to be* to complete each question. Have the pupils read the questions to the class and check they understand.

**ANSWERS**

1. Are

4. Are

2. Is

5. Are

3. Are

6. Is

**3** Talk with a partner.

*Choose one of the girls in the pictures below. Your partner asks questions to guess which girl you chose. Use the Present Progressive form of the verbs below or your own verbs.*


Tell the pupils to look at the pictures and say sentences about what the girls are doing. Then read the speech bubbles and check that the pupils understand.

Tell the pupils to work in pairs. Explain that each pupil chooses a girl from one of the pictures. They ask each other questions to guess which girl their partner chose. Tell the pupils to use the speech bubbles as a model. They should continue asking questions, until they know which girl their partner chose. Remind the pupils to use the verbs in the word bank, in the Present Progressive form. Accept logical and grammatically correct answers.

#### 4 Talk with a partner.

*Choose a person in your class. Your partner asks questions to guess which person you chose. Use the Present Progressive form of the verbs below or your own verbs.*



Tell the pupils to work in pairs. Each pupil chooses a person in the class. Then each pupil asks his / her partner questions in the Present Progressive form to guess who their partner chose. Tell the pupils to use the verbs in the word bank or their own words. Point out that pupils may use speech bubbles from exercise 3 as a model. Accept logical and grammatically correct answers.

 **WORKBOOK** Tell the pupils to do the exercises on pages 157-159 of the Workbook to practice the Present Progressive – questions and short answers.

### Page 165

#### Word Power: Phrases with go

Draw the pupils' attention to the Word Power box and ask them what they notice about all of the new phrases. Elicit that they all have the word *go*. Ask the pupils what the word *go* means and have them say a sentence with the word. Explain that when the verb *go* appears as a phrase with other words, it can have a different meaning. Read the phrases with *go* and check that the pupils understand.

 **Learn New Words** WORKBOOK, page 159 / **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.

#### 1 Choose.

*Choose the correct sentence for each picture.*

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

##### ANSWERS

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

#### 2 Complete the sentences.


*Complete the sentences with the words below.*

Tell the pupils to translate the words and phrases in the word bank and check that they understand.

Then tell the pupils to choose the correct word or phrase to complete each sentence. Have the pupils read the sentences out to the class.

##### ANSWERS

1. go out                      3. Go away  
2. go shopping                      4. go in

 **WORKBOOK** Tell the pupils to do the exercises on pages 159-160 of the Workbook to practice the New Words. Then tell the pupils to do the READ MORE on pages 161-162 of the Workbook.

## Part 4

## Green Town

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

## GETTING READY

## New Words

*bank, between, cinema, fast food, museum, on the left, on the right, plant (n), river, sand, straight, supermarket*

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Ask the pupils to name a *museum* that they have visited. Ask them what *fast food* they like. Then ask where they can find *sand*.

Tell the pupils to raise their left hand and then their right hand. Check that they understand. Then ask individual pupils to say who is sitting *on their left* or *on their right*.

Write the words *bank, cinema* and *museum* on the board and ask the pupils how they say these words in their language. Elicit that these words are cognates. Point out that *supermarket* sounds similar in their language.

Challenge the pupils to categorize the words in as many different ways as they can.

**Optional:** Write the word *supermarket* on the board. Ask the pupils to say how many letters and how many vowels are in the word. Then give them a time limit and challenge them to write as many words as they can using only the letters in that word.

➔ **Learn New Words** WORKBOOK, page 163 / 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: *ar*

## 1 Listen and repeat.

*Listen and repeat the words.*

Read the words in the *Look!* box (*supermarket, car, large*) and tell the pupils to repeat them. Explain that *ar* says the name of the letter *r*. Read the explanation below the box. Ask the pupils to share other words they know with *ar*.

Then read the words in the *Remember* box (*all, ball, small*) and tell the pupils to repeat them. Remind the pupils that when *a* is followed by *l* it makes a short *o* sound. Read the explanation below the phonics box and have the pupils name other words with *a* followed by *ll* making the short *o* sound.

## 2 Read and say.

*Read the words and say if they have the sound of the letter r or a short o sound.*

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

Tell the pupils to turn to page 245 in the Workbook to practice words that have the letters *ar* that make the *r* sound and words that have the letters *all* that make the short *o* sound.

## 1 Listen and number.

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

Say *farm* 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. hard        | 2. tall | 3. farm  | 4. ball | 5. card    |
| 6. supermarket | 7. wall | 8. large | 9. all  | 10. guitar |

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 r sound.*

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

### **Listening Script**

- |                |          |           |         |          |           |
|----------------|----------|-----------|---------|----------|-----------|
| 1. supermarket | 2. small | 3. artist | 4. call | 5. March | 6. garlic |
|----------------|----------|-----------|---------|----------|-----------|

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

### **ANSWERS**

1, 3, 5, 6

## 3 Underline.

*Underline the rhyming words in each row.*

Tell the pupils to read the words and to underline the pairs of words that rhyme in each row.

### **ANSWERS**

1. card, hard
2. star, car
3. farm, arm

## 4 Read, highlight and tick.

*Read about Carl's trip to the market and highlight the words with the r sound. Then tick the picture that matches the story.*

Tell the pupils to read the text about Carl's trip to the market and to highlight all the words with the *r* sound. Then tell the pupils to tick the picture that matches the story.

### **ANSWERS**

Carl, Market, artist, large, stars, farm, garlic, car, hard  
Picture B

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

## Page 167

## Words, Words, Words

## 1 Choose.

*Choose the correct picture for each phrase.*

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

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

**ANSWERS**

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

## 2 Match A to B.

*Match A to B to make sentences.*

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

**ANSWERS**

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

## Page 168

READING 

## 1 Read and complete.

*Read about Green Town and complete the chart on page 163 of the Workbook. Then complete the second column about your town and say what is the same.*

Tell the pupils to scan the text for adjectives and words relating to things in nature. Read the title and ask the pupils to predict what might be special about a town called Green Town.

Then read the text with the pupils and ask the following questions to check comprehension:

1. *What does Green Town have in the town?*
2. *What is near the town?*
3. *How do people travel around the town?*
4. *What does the town look like?*

Ask the pupils to explain why Green Town is special. Then ask the pupils why they think the town is called Green Town. Explain that when something is "green" it means that it doesn't hurt the environment, and the lifestyle in Green Town is very friendly to the environment.

Then tell the pupils that they are going to compare Green Town to their town by completing the chart on page 163 of the Workbook. Read the sentence stems and check that the pupils understand. Then draw their attention to the two columns and explain that they should complete the first one according to the text about Green Town and the second about their town. Finally, have the pupils say what is the same about Green Town and their town.

**ANSWERS**

	<b>Green Town</b>
1. There are ...	lots of trees, plants, flowers
2. It's near ...	a forest, a river
3. It looks ...	clean and green
4. People ... to go from place to place.	walk or ride a bike

## 2 Look and find.

*Look at the map of Green Town and find examples of the items below. There may be more than one correct answer.*

Tell the pupils to look at the map and name places and streets. Say the name of a place or street and have the pupils point to it. Invite pupils to name places and have the rest of the class point to the place. Review the directions *north, south, east* and *west* with the pupils and have them find them on the map.

Read the first item and tell the pupils to look at the map, find A street and then find a place where you can buy food. Then tell the pupils to find examples on the map for the remaining items. Point out that there can be more than one answer. Have the pupils read their answers to the class.

### ANSWERS

- |                                 |                   |
|---------------------------------|-------------------|
| 1. supermarket                  | 5. falafel, pizza |
| 2. pet store                    | 6. pool           |
| 3. H Street                     | 7. E Street       |
| 4. sport store, ice cream store |                   |

## Page 169

### 3 Read and find out.

*Read the directions and find out where each child is going. Use the map in exercise 2.*

Read the instructions and explain to the pupils that they are going to follow the directions on Tim's phone to find out where he is going. Draw the pupils' attention to the arrows and have them say what each one means. Alternatively, say *Turn left* and have the pupils point to the correct arrow in the text. Repeat with *Turn right* and *Go straight*. Then tell the pupils to find Tim's house on the map. Read the directions from Tim's house and have the pupils to follow along on the map. Once you finish reading the directions ask the pupils to say where Tim is going. Then repeat this procedure with Pam's directions.

### ANSWERS

1. the ice cream store
2. the hospital

## Page 170

### WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 166. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

### 1 Say true or false.

*Say true or false. Then correct the false sentences.*

Tell the pupils to 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's true or false. Alternatively, have the pupils show thumbs up for correct sentences and thumbs down for false sentences.

Then tell them to read the remaining sentences and say if they are true or false. Tell the pupils to correct the false sentences.


### POSSIBLE ANSWERS

1. true
2. false – You can buy clothes at a store.
3. false – There's usually food in a pizza restaurant.
4. false – Fast food isn't good for your body.
5. true
6. false – There are lots of plants in a park.

**2 Answer the questions.**

*Answer the questions. Do as many as you can.*

Tell the pupils to translate the words in bold and check that they understand. Then tell them to answer as many questions as they can. Invite pupils to share their answers with the class. Accept all logical answers.

 **WORKBOOK** Tell the pupils to do the exercises on pages 164-165 of the Workbook to practice the New Words.


**SPEAKING** 

**Talk with a partner.**

*Read the dialogue. Then use the map of Green Town in exercise 2 on page 168 and change the words in color and bold to make a new dialogue.*

Explain to the pupils that they are going to read a conversation between a woman, Mia, who is asking for directions, and a man, Dave, who is giving her directions. Tell the pupils to work in pairs and read the dialogue between Mia and Dave. Then tell each pair to use the map on page 168 and 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 (places) and which are purple (directions). Point out that the bold words are the street names, and they should change those according to their directions.

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 277 of the Workbook. This self-assessment checklist gives the pupils the opportunity to check and monitor their performance.

**Page 171****LISTENING** **1 Listen and draw.**

*Ella and Rob are doing a treasure hunt in Green Forest. They need to find six letters of the alphabet in the forest. Listen to their conversation and draw their path on the map of Green Forest on page 166 of the Workbook.*

Tell the pupils to describe what they see on the map. Point out that it is a map of a place called Green Forest. Explain that Ella and Rob are doing a treasure hunt in Green Forest. They need to find six letters and they get clues as text messages on their cellphones.

Play the recording and tell the pupils to listen to Ella and Rob's conversation and follow their path on the map of Green Forest on page 166 of the Workbook.

**Listening Script**

**Rob:** Look, Ella. I have a text on my cellphone. The game is starting.

**Ella:** What does the text say, Rob?

**Rob:** It says, "Start at the grass. Go north to the trees. Then turn right and walk to the flowers. There are two letters in the flowers."

**Ella:** We're at the grass. Let's go north.

**Rob:** Here are the trees. Let's turn right.

**Ella:** Now we need to walk to the flowers.

**Rob:** I see the flowers, Ella.

**Ella:** Let's look for letters in the flowers.

Continued ►

Rob: Here's a letter. It's an "s".

Ella: Here's another letter. It's an "e".

Rob: There's a new text on my cellphone. It says, "Go north to the sand. Then turn left and walk to the tall plants. There are two more letters near the tall plants."

Ella: Okay. Let's go north.

Rob: Here's the sand. Now we need to turn left and walk to the tall plants.

Ella: Here are the tall plants.

Rob: Where are the letters?

Ella: I see a letter. It's on a plant.

Rob: What letter is it?

Ella: It's an "m".

Rob: I see another letter. It's an "m" too.

Ella: We have four letters – s, e, m, and another m. We need two more letters.

Rob: I have the next text on my cellphone. It says, "Go west to the river. Then go south and walk to the sign. There are two more letters near the sign."

Ella: Okay. Let's go west.

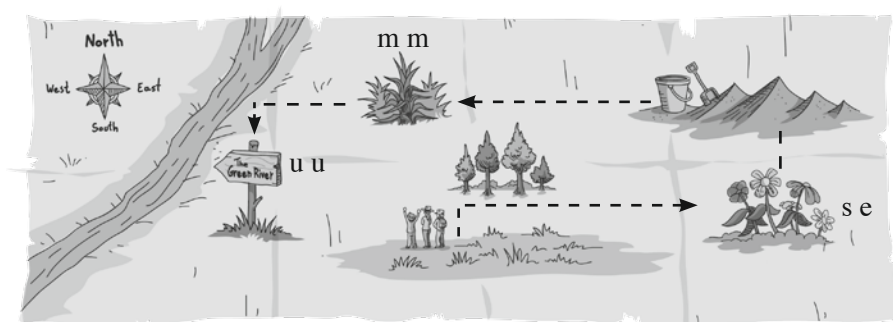
Rob: Here's the river. Now we need to go south and look for the sign.

Ella: I see the sign.

Rob: I see a letter on the sign. It's a "u".

Ella: I see another letter on the ground near the sign. It's also a "u". Now we have all the letters. Let's go get our prize.

## ANSWERS



## 2 Listen and write.

*Listen again and write the letters of the alphabet, including double letters, that Ella and Rob find on the map on page 166 of the Workbook.*

Tell the pupils to listen to the conversation again and write all six letters that Ella and Rob find on their treasure hunt on page 166 of the Workbook.

## ANSWERS

s, e, m, m, u, u

## 3 Find out.

*The children's prize is a day at a fun place in Green Town. Unscramble the letters you wrote in exercise 2 to find out the place and write it on page 166 of the Workbook.*

Explain to the pupils that the prize is a day at a fun place in Green Town. Tell the pupils to unscramble the letters to find out the place. Then tell the pupils to write the name of the place on page 166 of the Workbook.

## ANSWER

the museum

**GRAMMAR: Imperatives****1 Read and say.**

*Read what Annie says. Then repeat it.*

Read what Annie says to the class and explain that she is teaching her brother how to play soccer. Explain that when we give instructions or directions, we use the imperative form. Draw the pupils' attention to the words in bold and point out that in the imperative form, the verb comes at the beginning of the sentence and it is in its base form. Explain that when we tell someone not to do something we begin the imperative with the word *don't*.

Make up a variety of commands, for example, *Take a shower. Open your mouth. Don't run. Read the sentence.* and have the pupils name the person who is likely to give the command.

Then tell the pupils to read and repeat what Annie says.

➔ **Learn about Imperatives, WORKBOOK, page 166**

Tell the pupils to read the explanation in the grammar box on page 166 of the Workbook. Remind the pupils that when we give instructions or directions, we use the imperative form. Point out that in the imperative form, the verb comes at the beginning of the sentence and it is in its base form. Elicit that when we tell someone not to do something, we begin the imperative with the word *don't*. Then tell the pupils to do the exercise.

**Page 172****2 Choose the words.**

*Choose the correct words to help Lucy's dad finish the note he is writing to her.*

Tell the pupils to choose the correct word to complete each sentence in Dad's note to Lucy.

Have the pupils read the completed sentences to the class.

**ANSWERS**

- |          |              |
|----------|--------------|
| 1. Make  | 4. Take      |
| 2. Wash  | 5. Don't eat |
| 3. Clean | 6. Don't use |

**3 Write sentences.**

*Write two positive sentences and two negative sentences. Use the words in the table below.*

Tell the pupils to write two positive sentences and two negative sentences using the words in the chart.

➔ **WORKBOOK** Tell the pupils to do the exercises on page 167 of the Workbook to practice Imperatives. Then tell the pupils to do the READ MORE on pages 168-169 of the Workbook.

**TASK**

**Make a map and give directions to get from one place to another.**

1. Tell the pupils to make a map of their town or an imaginary one. Tell them that they can draw the map, build a model or use a digital tool such as Easelly to do their task.


Tell them to include:

- at least eight places in town, for example, houses, stores, community centers, ...
- at least four streets

2. Tell the pupils to label each place on the map and the streets.
3. Tell the pupils to write *north*, *south*, *east* and *west* in the appropriate places on the map.

4. Tell the pupils to choose a path between two destinations on the map and to write directions for their path. The directions should include at least four sentences. Remind the pupils to use the imperative form when writing directions.
5. Remind the pupils to use capital letters and punctuation correctly.
6. Remind the pupils to check their spelling.
7. Tell the pupils to give their map and directions to a partner and ask him / her to follow the directions and find out what the destination is.

**Optional:** Project or photocopy and give out the model menu that appears on page 255 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 272 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Rubric appears on page 265 of this Teacher's Guide.

## Page 173

# Part 5 Story: The Tree Queen

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



## GETTING READY 1

### New Words 1

*anyone, come from, finger, heart, light, list, point, rich, tent, these, top, travel*

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Ask the pupils to find two words on the list that are body parts (*heart, finger*). Then ask them to find the opposite of *poor* (*rich*). Ask the pupils to name something that is *light* and different types of *lists*, for example, a list of names such as a class list, a list of things to buy such as a shopping list, a list of things to do, a list of things you need, for example, in a recipe, etc.

**Optional:** Challenge the pupils to make up sentences using two of the New Words in each. Have the pupils work in groups and give them a time limit to write the sentences.

 **Learn New Words** WORKBOOK, page 170 / VOCABULARY BOOSTER 

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

## Words, Words, Words 1

### 1 Choose and add.

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

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

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

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

### ANSWERS

1. a heart, trees
2. a big city, Canada
3. to a new country, by airplane
4. a light bag, a baby
5. some money, these books
6. to the north, at something

## 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.

## Pages 174-175

### READING 1

#### 1 Talk.

*You are going to read a story about a forest that gets destroyed. Talk about other stories you know about helping or hurting the environment.*

Tell the pupils that they are going to read a story about a forest that gets destroyed. Ask the pupils to share other stories they know about helping or hurting the environment.

#### 2 Read and find out.

*Read the first part of the story and find out how Captain B plans to get rich.*

Read the title of the story and check that the pupils understand. Tell the pupils to say sentences about the pictures. Then tell the pupils to predict what they think will happen in the story. Read the text with the pupils. Stop periodically to ask the following questions to check comprehension:

Frames 1 and 2:

1. *Where is Captain B?*
2. *What does Captain B see?*
3. *What does Captain B make?*

Frame 3:

1. *Who does Captain B meet in the forest?*
2. *What does the fairy look like?*
3. *What is the Tree Queen's job?*

Frame 4:

1. *What is a tent bag?*
2. *Does the Tree Queen like Captain B's bag? Why not?*

Frames 5 and 6:

*Does the girl like the tent bag?*

Frame 7:

1. *What is Captain B's problem?*
2. *How does he get help?*

Frame 8:

1. *How do Captain B's family and friends help?*
2. *What do they do in the shop?*

Ask the pupils how Captain B plans to get rich.

**ANSWER**

He plans to make and sell lots of tent bags.

## Page 176

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

### 4 Say true or false and find.

*Say true or false for each sentence. Find sentences from the text to prove your answers.*

Read the first sentence and tell the pupils to say if it is true or false according to Part 1 of the story. Ask them to find a sentence from the text that proves their answer and write it on the board. Continue with the remaining sentences.

**ANSWERS**

1. false. They are red, blue and pink.
2. true. It's a very cool bag! ... But it's also a tent.
3. false. Nobody wants your tent bag.
4. true. This is a great bag and a great tent.
5. false. They cut down lots of trees.

### 5 Answer the questions.

Tell the pupils to answer the questions.

**ANSWERS**

1. The Tree Queen thinks that the forest is more important.
2. Captain B thinks that money is more important.

### 6 ABOUT YOU Talk with a partner.

*Answer the questions and compare your answer with a partner.*

In this personal response activity, the pupils talk about values and whether or not they think the tent bag shop is a good idea. They also predict what they think will happen in the second part of the story.

## Page 177

### WORD PRACTICE 1

Before the pupils do the exercises in this section, have them go over the New Words on page 173. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

**1 Match A to B.**

*Match A to B to make sentences.*

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

**ANSWERS**

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

**2 Complete the text.**

*Complete the text with the words below.*


Tell the pupils to read the words in the word bank and check that they understand. Then tell the pupils to complete the text using the words in the word bank.

**Optional:** Review the meaning of the words *list*, *tent* and *travel* with less-advanced pupils and tell them to complete the first three sentences.

**Optional:** Have the pupils read the completed text aloud and ask the following questions to check comprehension: *What do Neta and her family like to do? Where are Neta and her father? What does Dad find at the store? What does Neta find at the store?*

**ANSWERS**

- |           |           |
|-----------|-----------|
| 1. travel | 4. light  |
| 2. list   | 5. Anyone |
| 3. tent   | 6. hearts |

 **WORKBOOK** Tell the pupils to do the exercises on pages 170-171 of the Workbook to practice the New Words.

**Page 178****GETTING READY 2****New Words 2**

*air, clear, dark, everywhere, forget, into, last, Listen!, over, quiet, stay, thin*

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Tell the pupils to find words on the list that are verbs (*forget, listen, stay*). Have three or four pupils stand in a line and ask the pupils to say who is first and who is *last*. Point out that the word *dark* can mean both *غامق اللون / כהה* and *ظلمة, عتمة / חשוך*.

Challenge the pupils to make up sentences with at least two of the New Words in each sentence.

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

 **Learn New Words** WORKBOOK, page 172 / VOCABULARY BOOSTER 

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

## Words, Words, Words 2

### 1 Match.

*Match the phrases and sentences to the correct pictures.*

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

#### ANSWERS

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

### 2 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.

**Optional:** Check that less-advanced pupils understand the words in group A and then help them translate the words in group B. Have them match at least four words from A to the words with the opposite meaning in B.

#### ANSWERS

last – first	over – under
forget – remember	stay – leave
quiet – lots of noise	thin – fat

## Pages 179-180

### READING 2

#### 1 Read and find out.

*Read the second part of the story and find out what changes in Captain B's shop.*

Review Part 1 of the story by asking questions such as: *What do Captain B and his family build? What do they make in his shop? What do they use to make the tent bags?*

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

Frames 1 and 2:

1. *Who comes to visit Captain B?*
2. *What does the Tree Queen tell Captain B about the animals?*
3. *Does Captain B stop making the tent bags?*

Frames 3 and 4:

1. *Who visits Captain B?*
2. *What is the sky dirty?*
3. *Why is the lake dirty?*
4. *What's wrong with the animals?*
5. *What do the birds and fish need?*

Frames 5 and 6:

1. *Why is Captain B angry?*
2. *Why can't Captain B make more tent bags?*

Frames 7, 8 and 9:

1. *What is Captain B's new idea?*
2. *Do you think the Tree Queen is happy? Why or why not?*

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

## Page 181

## 2 Complete the sentences.

*Choose the correct word to complete each sentence.*

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

**ANSWERS**

- |          |                   |
|----------|-------------------|
| 1. food  | 4. the last tree  |
| 2. isn't | 5. clean the lake |
| 3. sick  |                   |

## 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.

**ANSWER**

3

## 4 Talk with a partner.

*Tell your partner how you think Captain B felt when each event occurred in the story and why you think he felt that way. Use the words below or your own words.*

Read the first sentence with the pupils and ask them how they think Captain B felt at this part of the story. Draw the pupils' attention to the word bank and point out that these are adjectives, and the pupils can use these words or their own to answer the questions. Then tell the pupils to work in pairs and tell each other how Captain B felt and why for the remaining events.

5 **ABOUT YOU** Write a conversation.

*Write a conversation between the Tree Queen and Captain B at the end of the story.*

In this personal response activity, the pupils imagine and write a conversation between the Tree Queen and Captain B at the end of the story. Brainstorm with the pupils what the Tree Queen and Captain B might say to each other when they meet.

**Optional:** Provide the following sentence stems for less-advanced pupils and ask them to complete the conversation as a continuation to the story.

*Tree Queen:* Look! The animals are ... ! They have ...

*Captain B:* I'm happy because ...

*Tree Queen:* Well done! Everyone ...

This activity may be done individually, in pairs, or in small groups. Encourage the pupils to share their dialogues with the class.

 **WORKBOOK** Refer the pupils to the READER'S THEATER on pages 259-261 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 in a forest, scene 2 in the forest, scene 3 in a shop in town, scene 4 in the shop, scene 5 in the forest, in the shop and then back in the forest.

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 on how to use the Reader's Theater scripts in class, see *How to Use the Reader's Theater Scripts* in the Introduction.

## Page 182

### WORD PRACTICE 2

Before the pupils do the exercises in this section, have them go over the New Words on page 178. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

#### 1 Match A to B.

*Match the questions in A to the answers in B.*

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

**Optional:** Tell less-advanced pupils to look for answers in B to questions 1, 3 and 6. Check that they understand the questions and then help them by reminding them that we generally answer the question *why* with the word *because*; to look for a color to answer question number 3 and a weather word in B to answer question number 6.

#### ANSWERS

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

#### 2 Complete the sentences.

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

Tell the pupils to complete as many sentences as they can with words from the word bank or words of their own. Invite pupils to share their sentences with the class.

**Optional:** Help less-advanced pupils translate the words in the wordbank and to choose 3 sentences to complete.

#### WORKBOOK

Tell the pupils to do the exercises on pages 172-174 of the Workbook to practice the New Words.

## Pages 183-184

### UNIT CHECK

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

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

1. Tell the pupils to look at the list of words and say how many words they remember. Encourage the pupils to list the words that they don't remember in their notebooks so that they can learn and practice them again.

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

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

3. Play a game with the class as follows. Choose one of the columns from the list. Have the pupils work in groups of 4-5 pupils. Each pupil should choose a different word from the list. Start playing the game by telling all the pupils to stand up. Call out the Hebrew /Arabic translation of the words or a definition. Pupils sit down when their word is called. The first group with all of the pupils sitting wins.

## 1 Make word maps.

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

Read the topics in the word maps and check that the pupils understand. Point out that *camping* may sound similar in their language. Tell the pupils to copy and complete a word map for at least one of the topics. Then tell the pupils to compare the words they chose with a partner and to say sentences about the topic.

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

## 2 Match and translate.

*Match the adjectives in A to the nouns in B to make phrases. Then translate them.*

Draw the pupils' attention to the words in A and ask what they have in common. Elicit that they are all adjectives. Say one of the adjectives from A and ask the pupils to find a word in B that can follow it, for example, *dark clouds*. Then tell the pupils to match the adjectives in A to the nouns in B to make phrases. Point out that words may be used more than once and that they should make as many phrases as they can. Have the pupils translate their phrases. Invite them to share their phrases with a partner or with the class.

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

### POSSIBLE ANSWERS

dark clouds / dark night / dark sky / dark bag / dark glass

busy night / busy supermarket / busy road / busy city / busy restaurant / busy bank

quiet night / quiet supermarket / quiet road / quiet city / quiet restaurant / quiet bank

light bag / light glass / light guitar

large bag / large glass / large guitar / large city / large supermarket / large bank / large clouds

clear sky / clear glass / clear night

## Page 184

## 3 Number.

*Rate the words in each group: 1= the most, 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 go to them to have fun from 1 to 3, with 1 being the place they enjoy the most and 4 being the place they enjoy the least. Tell the pupils to continue with the remaining phrases. Accept all logical answers.

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

*Look at the words and the picture. Then do the exercises 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 forest. 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 is happening in the picture. Point out that they should use the Present Progressive.

**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 is happening in the picture. Tell them to use the words from the word bank and the sentence in the speech bubble as a model. After two minutes tell the secretaries from each group to count how many sentences were said by the group. Walk around and make sure pupils are speaking in English during this activity.

##### c. Write sentences.

*Write at least three sentences about the picture.*

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

 **WORKBOOK** Tell the pupils to do UNIT CHECK on pages 175-177 of the Workbook to review the New Words and the grammar taught in this unit. Then refer the pupils to pages 178-183 of the Workbook for the EXTRA READING texts and exercises.

 **VOCABULARY BOOSTER** 

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**

*Flat Stanley Goes Camping* by Jeff Brown, ICR, Level 2

*Around the World in Eighty Days* by Jules Verne, Macmillan Readers, Starter

*Would You, Could You Plant a Tree?* by Todd Tarpley, Random House, Step Into Reading 2

*Bravo, Amelia Bedelia!* by Herman Parish, ICR, Level 2

*The Cup in the Forest* by Anne Collins, Pearson English, Active Readers, EasyStarts