5 Let's Have Fun

This unit is about entertainment. In this unit the pupils will learn new words and phrases, can / can't and possessives so that they:

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read notices	WRITTEN RECEPTION	Reading
about things to do in a city	Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required	Pages 188-189
	Reading for orientation	
	Can find and understand simple, important information in advertisements, programs for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times, etc.)	
	Reading for information and argument	
	Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support	
can follow a	SPOKEN RECEPTION	Listening
conversation between friends who are	Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary	Page 191
planning to meet	Understanding conversation between expert language users	
	Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings	
	Can recognize words and simple phrases related to familiar topics with or without the support of pictures	
	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a waiter in a café), when people talk slowly and clearly	
can talk about	SPOKEN INTERACTION	Speaking
what they like to do for fun	Can engage in limited interactions (restricted in the number of turn-takings and scope) where communication may involve repetition at a slower rate of speech and rephrasing	Page 214
	Informal and formal discussions	
	Can exchange likes and dislikes for sports, foods, etc. when addressed clearly, slowly and directly	

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can read a	WRITTEN RECEPTION	Reading
webpage about a special project	Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required	Pages 210-211
	Reading correspondence	
	Can understand short, simple messages in notes, social media or email (e.g. proposing what to do, when and where to meet)	
	Reading for information and argument	
	Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support	
can write	WRITTEN PRODUCTION	Writing
sentences using the correct adjective/noun order	Can write simple isolated phrases and sentences using level- appropriate language (vocabulary and grammar) and spelling that approximates accurate conventions based on a developmental continuum	Page 200
	Creative writing	
	Can write about themselves and fictitious people, where they live and what they do	
	Can describe certain everyday objects (e.g. the color of a car, whether it is big or small)	
can read an	WRITTEN RECEPTION	Reading
interview with an interesting person	Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required	Pages 196-197
	Reading for information and argument	
	Can form an idea of the content of simple informational material	
	and short simple descriptions, especially if there is visual support	
can read a	WRITTEN RECEPTION	Reading
movie review	Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-appropriate language (vocabulary and grammar), and supported by illustrations and pictures, rereading as required	Page 205
	Reading for information and argument	
	Can form an idea of the content of simple informational material and short simple descriptions, especially if there is visual support	
can listen to an	SPOKEN RECEPTION	Listening
ad about a music festival	Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary	Page 213
	Listening to audio media and recordings	
	Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered slowly and clearly	

Objectives	Can-do Statements: Overall and Specific	Section in Unit
can buy movie	SPOKEN INTERACTION	Speaking
tickets	Can engage in limited interactions (restricted in the number	Page 207
	of turn-takings and scope) where communication may involve repetition at a slower rate of speech and rephrasing	
	Conversation	
	Can take part in a simple conversation of a basic factual nature	
	on a predictable topic (e.g. his/her home country, family, school)	
	Goal-oriented cooperation	
	Can ask people for things and give people things	
	Obtaining goods and services	
	Can ask people for basic products/services and give people basic	
	products/services Can ask for the price of basic products/services	
	Can ask for the price of basic products/services	D 11
can read, enjoy and act out a	WRITTEN RECEPTION	Reading
creative story	Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written in level-	Pages 218-219 and 222-224
	appropriate language (vocabulary and grammar), and	
	supported by illustrations and pictures, rereading as required	
	Reading as a leisure activity	
	Can understand (illustrated) creative texts that are written in level-appropriate language (vocabulary and grammar)	
	Can understand simple stories and shorter texts with the help of	
	pictures and drawings	
	PHONOLOGICAL CONTROL	
	Prosodic features	
	Can articulate a limited repertoire of words and phrases using	
	appropriate prosodic features (stress, rhythm, intonation) despite possible interference from other language(s) he/she speaks	
can give a	MEDIATING A TEXT	About You
personal	Expressing a personal response to creative texts (including	Page 224
response to a	literature)	
story	Can use simple words, phrases and sentences to say how a work	
	made him/her feel	
will be able to interview	SPOKEN INTERACTION	Task
someone with	Can engage in limited interactions (restricted in the number of turn-takings and scope) where communication may involve	Page 201
an interesting	repetition, at a slower rate of speech and rephrasing	
job by the end of this unit.	Information exchange	
of this unit.	Can ask and answer questions about themselves and other	
	people, where they live, people they know, things they have	
will be able to	WRITTEN PRODUCTION	Task
make a scrapbook about	Can write simple isolated phrases and sentences using level- appropriate language (vocabulary and grammar) and	Page 216
a singer or a	spelling that approximates accurate conventions based on a	
band that they	developmental continuum	
like by the end of this unit.	Creative writing	
or and and.	Can write about themselves and fictitious people, where they live	
	and what they do	

New Words

Part 1 Fun in the City	Word Power: Words with er	Part 2 Meet an Animator	Part 3 Good Friends	Part 4 Pianos in the Park	Word Power: Family	Part 5 Stor A New Sup	*
center Do you know? drive early floor How about? maybe price seat See you later. singer ticket	dancer farmer painter runner writer	as beginning difficult doll group heavy hold jeans movie storm strong those	catch dry him just make plans never not very push Say it again, please. someone well young	begin cool grandson have a nice time internet last night lie down often there tonight until yesterday	daughter grandchildren granddaughter grandparents husband uncle wife	Part 1 anywhere holiday inside jacket language leather nobody real speak spend taxi the moon	Part 2 ate good luck half late laugh part program radio than turn on watch (n)

Unit 5 is about entertainment and having fun. The overall goal of the unit is to develop the pupils' language skills, helping them improve their performance in spoken reception (listening), written reception (reading), spoken production (speaking) and written production (writing), while expanding their background knowledge about different types of entertainment and leisure activities.

Page 185

Look and name.

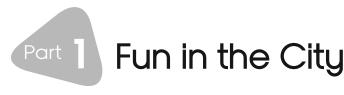
Look at some of the pictures from this unit. Name five things that you think you are going to learn about.

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 interview someone with an interesting job and make a scrapbook about a singer or a band they like.

Page 186



Tell the pupils to read the title of Part 1 and check that they understand. Ask the pupils what fun activities they like to do in the afternoon, on weekends or on holidays.

Optional: Show pictures of fun indoor and outdoor activities that children do around town such as playing cards with friends, riding a bike in the park, going to the library, reading a book, playing Frisbee on the beach, going to the museum, meeting friends at the mall etc. Tell the pupils to give the thumbs up sign if they think this activity is fun or the thumbs down if they don't.

GETTING READY

New Words

center, Do you know ...?, drive, early, floor, How about ...?, maybe, price, seat, See you later., singer, ticket

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Draw the pupils' attention to the word *center* and explain that a center is a place people come to for particular activities. Ask the pupils to name centers in their town. Say *See you later*, wave goodbye and pretend to leave the room. Elicit the meaning of *See you later*. Ask individual pupils the following questions: *Do you know what time it is? Do you know where my book is? Do you know when the next English lesson is?* Elicit the meaning of *Do you know ...?* Point out that we use *Do you know ...?* when we are asking someone for information.

Draw the pupils' attention to the word *singer* and ask what they can see in that word. Elicit *sing*. Explain that *sing* and *singer* are from the same word family: *sing* is the verb and *singer* is the noun. Remind the pupils that in English there are many words that have multiple meanings, so the pupils may encounter words that they are familiar with but have a different meaning. For example, the word *floor* was previously learned to mean the *surface that you walk on in a room*.

Ask the pupils to think of connections between words, such as *seat*, *ticket* and *price*. Accept all logical answers.

Optional: Write the word *ticket* 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 184 / 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: er

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*singer*, *center*, *summer*) and tell the pupils to repeat them. Ask them what sound the *er* makes. Explain that when *r* follows a vowel, it becomes the boss and gives the vowel a different sound that isn't long or short. Read the explanation below the box. Invite pupils the name other words that they know with the *er* sound.

Then read the words in the *Remember* box (ten, teach, see) and tell the pupils to repeat them. Ask the pupils what sound the e makes in these words. Elicit that in the word ten it is the short e sound and in the other words it is the long e sound. Remind the pupils of the rule that when two vowels are together the first one usually says its name. Read the explanation below the box. Then invite the pupils to say other words with the short and long e sounds.

2 Read and say.

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

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

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

♦ workbook, page 246

Tell the pupils to turn to page 246 in the Workbook to practice the er, the short e and long e sounds.

1 Listen and circle.

Listen and circle the words you hear.

Say *winter* 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. butter 2. letter 3. water 4. winter 5. center 6. singer

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

2 Listen and circle.

Listen and circle the words with the er sound.

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

```
Listening Script
1. center 2. send 3. singer 4. summer 5. supper 6. street
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Play the recording again and tell the pupils to circle the words with the er sound.

ANSWERS

1, 3, 4, 5

3 Read, circle and highlight.

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

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

ANSWERS

1. center 2. corner 5. paper 6. pepper 8. painter

4 Read, highlight and write.

Read about each of the people and highlight the words with the er sound. Then write the correct profession for each person.

Tell the pupils to read the text about each of the people and to highlight all the words with the *er* sound. Then tell the pupils to write the correct profession under each picture.

ANSWERS

dancer, river, water, letter, singer, computer, center, teacher, supermarket, cucumbers, peppers, dinner

- a. teacher
- b. dancer
- c. singer

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

Words, Words, Words

1 Choose.

Choose the correct phrase or sentence for each picture.

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

ANSWERS

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

2 Choose the word.

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

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

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

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

ANSWERS

tent
 price
 Yes
 ticket
 Yes

3. letter 6. Do you know ...?

Pages 188-189



1 Read and say.

Read the conversation between Ellen and her mom and name the places they want to visit.

Read the dialogue between Ellen and her mom with the class. Then ask the pupils to name the places that Ellen and her mom plan to visit this week.

ANSWERS

the Selfie Museum, the music center

2 Read and find out.

Read about the Cool City Music Center and find out what you can do there.

Read the title on the noticeboard and ask the pupils what the name of the city they are going to read about is. Elicit that it is called Cool City. Then tell the pupils to look at the texts on pages 188-189 and ask what text types they are. Elicit that they are ads. Ask the pupils what information is usually included in an ad. Elicit the name of the place or product being advertised, what is special about the place or product and general information about the price and where the place is or how you can buy the product. Tell the pupils to scan the ads for numbers and names.

Tell the pupils to read the titles of each ad and ask them to name the two places in Cool City that are being advertised (*Cool City Music Center* and *The Selfie Museum*).

Read the first ad about the Cool City Music Center with the class. Ask the following questions to check comprehension:

- 1. What shows are playing at the Cool City Music Center?
- 2. Who is playing on July 1st?
- 3. What time is The Red River Band's show on July 1st?
- 4. How much is a ticket to The Red River Band show?
- 5. When is Willy Wilson's show?
- 6. What can you do if you come early to Willy Wilson's show?

Ask the pupils to say what you can do at the Cool City Music Center. Then ask the pupils if they have a music center in their town and if so, if they have been to any shows there. Ask the pupils who have been to shows to share their experiences.

3 Answer the questions.

Tell the pupils to answer the questions about the Cool City Music Center ad.

ANSWERS

1. Monday

4. \$13

2. 19:30

- 5. Willy Wilson
- 3. Cool City Music Center 6. Early, before the show

4 Read and find out.

Now read about the new Selfie Museum and find out what you can do there.

Read the ad about the new Selfie Museum with the class. Ask the following questions to check comprehension:

- 1. Can kids visit the Selfie Museum?
- 2. What can you do at the Selfie Museum?
- 3. How much are the tickets for adults?
- 4. How can you buy tickets to the Selfie Museum?

Ask the pupils to say what you can do at the Selfie Museum. Then ask the pupils if they have been to a selfie museum, and if so have them share their experiences.

Page 190

5 Choose the rooms.

Choose the rooms described in the ad for the selfie museum.

Tell the pupils to describe what is happening in each picture. Then tell them to choose the pictures that match the rooms that they can take pictures in at the Selfie Museum.

ANSWERS

pictures 1, 4, 5

6 Complete.

Complete the sentences with the information from the ad.

Tell the pupils to complete the sentences with information from the ad for the Selfie Museum.

ANSWERS

1. 10:00 4. \$13 2. 18:00 5. tickets 3. \$10

7 ABOUT YOU Talk with a partner.

Talk about the following new ideas with a partner.

In this personal response activity, the pupils work in pairs and talk about ideas for a new room at the selfie museum and another show they would like to see at the music center. Encourage the pupils to share their ideas with the class.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 186. 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.

Have the pupils translate the words in bold and check that they understand. Tell the pupils to match the questions in A to the answers in B. Then have the pupils read the matching questions and answers.

ANSWERS

1. b

2. e

3. d

4. f

5. a

6. c

Page 191

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 as many sentences as they can and to say if they are true for them.

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

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

ANSWERS

- ההורים שלי מסיעים אותי לבית הספר כל יום. / يقلّني والديّ كلّ يوم إلى المدرسة. 1.
- אני בדרך כלל קם/קמה מוקדם בשבת. / عادةً أنا أستيقظ في ساعة مبكّرة في يوم السبت. . 2
- הזמר האהוב עלי הוא איתי לוי. / المغنّي المفضّل عليّ هو إيتاى ليفي. . 3
- מקום הישיבה שלי בכיתה הוא ליד החלון. / مقعدى في الصف هو بالقرب من الشباك. 4.
- יש לי כרטיסים למשחק כדורגל. / עש تذاكر لمباراة كرة القدم. .5
- אני הולך/הולכת למרכז הספורט שבעירי כל יום שני. / أذهب إلى المركز الرياضيّ في مدينتي كلّ يوم الاثنينُ. . 6

WORKBOOK Tell the pupils to do the exercises on pages 184-186 of the Workbook to practice the New Words.



1 Read and say.

Read Alex's speech bubble and say which place in Cool City you think Alex would like to visit.

Draw the pupils' attention to the places in Cool City and make sure that they understand. Then tell the pupils to read Alex's speech bubble and to say which place they think Alex would like to visit.

ANSWER

the Selfie Museum

2 Listen and find out.

Listen to the phone conversation and find out where Alex and Theo are going and where and when they plan to meet.

Tell the pupils they are going to listen to a conversation between two boys, Alex and Theo, who are making a plan to go to a museum. Tell them to listen to the conversation and to find out which museum they are planning on going to and where and when Alex and Theo plan to meet.

Listening Script

Alex: Hi, Theo. Theo: Hi, Alex.

Alex: There's a new Selfie Museum in our city. I saw some cool pictures from the

museum. There are lots of interesting rooms. Would you like to go together?

Theo: Great idea. When do you want to go?

Alex: Let's go on Wednesday.

Theo: I can't go on Wednesday. How about Thursday?

Alex: Okay. I can go on Thursday.

Theo: Do you know what time the museum opens?

Alex: Yes, it opens at 10:00. Do you want to go at 10:00?

Theo: No, I don't want to wake up early. Let's go at 11:00.

Alex: Okay, we'll go at 11:00.

Theo: Do you know how much the tickets are?

Alex: Yes, the tickets are \$10. Theo: Where is the museum?

Alex: It's on Beach Street near the music center.

Theo: That's too far to walk.

Alex: We can go by bus.

Theo: Okay. Let's meet at the bus stop on Thursday at 10:45. We'll be at the museum at

11:00.

Alex: It will be a fun day. Don't forget your cellphone.

Theo: Okay. See you later.

ANSWERS

They are planning to go to the Selfie Museum.

They plan to meet at the bus stop on Thursday at 10:45.

3 Listen and complete.

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

Tell the pupils to read the sentences and check that they understand. Then play the recording again and tell the pupils to choose the correct answer to complete each sentence. Have the pupils read the completed sentences to the class to check comprehension.

ANSWERS

Thursday
 sleep in the morning
 ride a bus
 11:00
 a cellphone

Page 192

GRAMMAR: can

1 Read and say.

Read the dialogue between Noga and Miri and repeat it.

Tell the pupils to look at the dialogue and ask them to find names. Explain that Noga is asking Miri for help. Read the dialogue.

Optional: Check that the pupils understand by asking the following questions: Can Noga get her kite out of the tree? Can Miri help Noga?

Draw the pupils' attention to the words in bold. Explain that *can* is used either to say that someone has the ability to do something or as a polite way to make a request (to ask for help, to ask for things, to ask if you can do things and to ask people to do things for you). Point out that *can* goes together with the base form of the verb, for example, *can help*, *can climb*. Explain that the negative form of *can* is *can't* or *cannot*. Point out that when forming questions, the order of *can* and the pronoun / noun changes. *Can* goes at the beginning of the question.

Demonstrate using can to show you have the ability to do something by saying: I can stand on one foot. I can make a funny face. I can't play the piano. and miming the actions. Demonstrate using can to make a request by asking questions such as: Can I use your pencil? Can you close the window please?

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

S Learn about *can*, workвоок, page 187

Tell the pupils to read the explanation in the grammar box on page 187 of the Workbook. Remind the pupils that we use *can* to express an ability or to make a request. Read the example sentences and explain that we use *can* or *can't* for all of the pronouns. Remind the pupils that the main verb comes after *can*, in its base form. Draw the pupils' attention to the example questions and remind them that when forming a question, we change the word order and *can* goes at the beginning of the question. Point out that we usually use short answers to answer questions. Then tell the pupils to do the exercise.

2 Choose can or can't.

Choose can or can't to complete the sentences so that they are true.

Tell the pupils to complete the sentences using *can* or *can't* so that they are true.

ANSWERS

1. can 4. can't 2. can't 5. can 3. can't 6. can

3 Write questions.

Put the words in the correct order to make questions.

Write the following on the board: to school / bring / cellphones / we / Can? Ask the pupils to say which word goes at the beginning of the question. Write the word on the board and continue with the remaining words until the question is complete and the words are in the correct order. Then tell the pupils to complete the exercise by putting the words in the correct order to form questions.

ANSWERS

- 1. Can I use your pen?
- 2. Can you open the window?
- 3. Can we play football in the sports lesson today?
- 4. Can you move your chair?
- 5. Can your parents drive us to the cinema?
- 6. Can I come to your house after school?

4 Talk with a partner.

Ask your partner for something. Use Can.

Tell the pupils to work with a partner and to ask him / her questions using *Can*. Point out that pupils may use the examples in the speech bubbles as a model.

Optional: Have the pupils fold a page into four and tell them to choose four questions with can to ask their friends. Tell them to walk around the classroom and ask the pupils the questions and record the names of those pupils who answered Yes.

WORKBOOK) Tell the pupils to do the exercises on pages 188-189 of the Workbook to practice can.

Page193

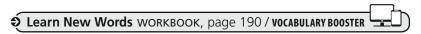
Word Power: Words with er

Read the title of the Word Power and explain that the words in this group all end with er.

Introduce the New Words using the ideas suggested in How to teach and review the new words in the Introduction.

Draw the pupils' attention to the word dancer and ask what word they can see in that word. Elicit dance. Explain that dance and dancer are from the same word family: dance is the verb and dancer is the noun, a person who dances. Repeat with the remaining words.

Ask what all the words in this group have in common. Elicit that they are all jobs / professions.



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

1 Say true or false.

Say true *or* false *according to the picture*. *Then correct the false sentences*.

Read the first sentence with the pupils and ask them to say if it's true or false according to the picture. Alternatively, have the pupils show thumbs up for the correct sentences and thumbs down for the false ones. Continue with the remaining sentences. Then tell the pupils to correct the sentences that are false.

ANSWERS

- 1. true
- 2. false The dancer is painting a picture.
- 4. false The writer is writing in a notebook.
- 5. true

2 Choose and add.

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

Tell the pupils to choose TWO correct answers that complete each sentence. Then ask them to add another answer of their own. Tell them to do as many as they can. Have the pupils share their answers with the class.

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

ANSWERS

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

WORKBOOK) Tell the pupils to do the exercises on pages 190-191 of the Workbook to practice the New Words. Then tell the pupils to do the READ MORE on pages 192-193 of the Workbook.



Tell the pupils to read the title of Part 2 and make sure they understand. Ask the pupils how they say *animator* in their language. Elicit that it may sound similar in their language.



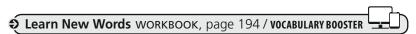
New Words

as, beginning, difficult, doll, group, heavy, hold, jeans, movie, storm, strong, those

Introduce the New Words using the ideas suggested in *How to teach* and *review the new words* in the Introduction. Draw the pupils' attention to the word *jeans* and point out that it sounds similar in their language.

Ask the pupils to find a word on the list that is the opposite of *easy* (difficult), end (beginning) and light (heavy). Ask them to name a toy (doll), a type of clothing (jeans) and a word related to weather (storm). Ask the pupils to name a funny movie and a character from a movie or story who is very strong.

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



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: or

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*storm*, *for*, *corner*) and tell the pupils to repeat them. Ask them what sound the *or* makes. Explain that when *r* follows a vowel, it becomes the boss and gives the vowel a different sound that isn't long or short. Read the explanation below the phonics box. Invite pupils the name other words that they know with the *or* sound.

Then read the words in the *Remember* box (doll, note, road) and tell the pupils to repeat them. Ask the pupils what sound the o makes in these words. Elicit that in the word doll it is the short o sound and in the other words it is the long o sound. Remind the pupils of the magic e rule and the rule that when two vowels are together the first one usually says its name. Read the explanation below the box. Then invite the pupils to say other words with the short and long o sounds.

2 Read and say.

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

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

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

♦ workbook, page 247

Tell the pupils to turn to page 247 in the Workbook to practice the short and long o and the or sounds.

1 Listen and number.

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

Say *short* 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 Sci	ript		
a. 1. store	2. short	3. storm	4. story
b. 1. forget	2. forty	3. fork	4. forest
c. 1. horse	2. important	3. morning	4. north

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 or sound.

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

```
Listening Script
1. no 2. corner 3. dog 4. storm 5. before 6. snow
```

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

ANSWERS

2, 4, 5

3 Underline.

Underline the rhyming words in each row.

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

ANSWERS

- 1. for, or
- 2. more, store
- 3. sport, short

4 Read, highlight and tick.

Read about Nora and highlight the words with the or sound. Then tick the picture that matches the story.

Tell the pupils to read the text about Nora and to highlight all of the words with the *or* sound. Then tell the pupils to choose the picture that matches the story.

ANSWERS

Nora, Forest, horse, important, forty, storm, short, story

Picture A

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

Words, Words, Words

1 Choose.

Choose the correct picture for each phrase or sentence.

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

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

ANSWERS

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

2 Choose.

Choose the best meanings for the words in bold.

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

ANSWERS

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

Pages 196-197



1 Say.

Tell a partner about your favorite character from an animated movie, TV show or book.

Read the speech bubble together with the class and check that the pupils understand. Then tell the pupils to work in pairs and to talk about their favorite character from an animated movie, TV show or book. Remind them that they can use the example in the speech bubble as a model.

2 Read and find out.

Joe is interviewing an animator named Alice for a school project. Read the interview and find out how many pictures animators need to draw for every second in an animated movie.

Tell the pupils to look at the text and ask what text type it is. Elicit that it is an interview. Explain that a pupil named Joe is interviewing an animator named Alice for a school project. Ask the pupils if they know what an animator does. Explain that an animator is an artist that works on animated films. Ask them if they've ever met an animator and if so have them share their experiences. Then tell the pupils to look at the pictures and describe what they see.

Read the interview with the class and tell the pupils to find out how many pictures animators need to draw for every second in an animated movie. Stop periodically to ask questions to check comprehension.

Page 196:

- 1. What does Alice draw?
- 2. How long does it take to make an animated movie?
- 3. Why does it take a long time to make one movie?
- 4. Is every picture the same?
- 5. Why does it look like things are moving?
- 6. What kind of movie is Alice working on now?
- 7. Who is Buddy?

Page 197:

- 1. What is Buddy holding?
- 2. What are Buddy and his friend carrying?
- 3. Why is Buddy wet?

After reading the interview, ask the pupils how many pictures animators need to draw for every second in an animated movie. (24 pictures)

3 Choose the names.

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

Read the first sentence to the class. Ask the pupils which person or character in the interview this sentence relates to. Then tell the pupils to choose the correct person or character for the remaining sentences.

ANSWERS

Alice
 Joe
 Buddy
 Alice
 Joe
 Buddy

Page 198

4 Choose the answer.

Choose the correct answer to complete each sentence.

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

ANSWERS

1. a 2. c 3. c

5 ABOUT YOU Write a question.

Write a question you would like to ask Alice.

In this personal response activity, the pupils write a question they would like to ask Alice. Encourage the pupils to share their ideas with the class.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 194. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

1 Complete the sentences.

Complete the sentences with the words below.

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

Optional: Tell less-advanced pupils to translate the words in the word bank and to choose 3 sentences to complete.

ANSWERS

1. strong4. as2. holding5. Those3. group6. beginning

2 Answer the questions.

Answer the questions so they 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 answer the questions about themselves. Tell the pupils to do as many as they can.

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

WORKBOOK Tell the pupils to do the exercises on pages 194-196 of the Workbook to practice the New Words.

Page 199

GRAMMAR: Possessives

1 Read and say.

Read what Anya says. Then tell a partner about yourself, a friend and your teacher.

Tell the pupils to look at the speech bubble and find colors and school items. Explain that Anya is talking about the color of her pen and the color of her friend's and teacher's books. Read what Anya says. Draw the pupils' attention to the words in bold. Point out that these words are possessive adjectives. Remind the pupils that we use possessive adjectives when we want to show possession or ownership, and that they come before a noun. Point out that adding 's is also a way to show possession.

Write the following chart on the board and tell the pupils to copy it into their notebooks. Point out the relationship between the pronouns and the possessive adjectives.

Pronoun	Possessive Adjective
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

Write the sentence *My pen is red* on the board. Tell the pupils to translate it and to compare the word order in English and their language. Then tell the pupils to work in pairs and read what Anya says. Then have them tell their partner what color school items they, their friend and their teacher have. Point out that they should use the speech bubble as a model.

Σ Learn about Possessives: workbook, page 197

Tell the pupils to read the explanation in the grammar box on page 197 of the Workbook. Remind the pupils that we use possessive adjectives to show possession or ownership. Read the example sentences with the pupils and point out the relationship between the pronouns and the possessive adjectives. Remind the pupils that the possessive adjective comes before the noun.

Draw the pupils' attention to the second explanation and point out that we can also use 's to show possession. Explain that we use 's after a name or noun in the singular to show possession. Then tell the pupils to do the exercise.

2 Complete.

Complete the text according to the picture. Remember to add 's to show ownership.

Tell the pupils to describe the characters in the picture. Then tell them to complete the sentences according to the picture. Remind them to add the 's to show ownership.

ANSWERS

Mom's
 Sam's
 Dad's
 The baby's
 Bill's
 The dog's

3 Complete the sentences.

Complete the sentences with the correct possessive adjective below.

Tell the pupils to complete the sentences with the words from the word bank. Remind them that they should choose the correct possessive adjective according to the pronoun in the sentence that precedes it. Remind them to use capital letters as each of the possessive adjectives begins a sentence.

ANSWERS

 1. My
 5. Their

 2. Her
 6. Its

 3. Our
 7. Your

4. His

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

WORKBOOK Tell the pupils to do the exercises on pages 198-199 of the Workbook to practice Possessives.

Page 200



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

Ask the pupils to say other sentences describing items that they have or that they can see in the classroom. Write their sentences on the board and have them check that the word order for the adjectives and nouns is correct.

1 Write sentences.

Write as many sentences as you can about the people and things at Fun Place using an adjective-noun pair in every sentence. Use the words below or your own words.

Tell the pupils to describe the characters and objects in the picture. Explain that they are going to write sentences about the picture using an adjective and noun pair in every sentence. Read the example sentence with the class. Draw the pupils' attention to the color-coding; the words in blue are adjectives, and the words in purple are the nouns. Tell the pupils they can use the words in the word banks or their own words. Tell the pupils to complete the sentences and then to write as many of their own as they can.

POSSIBLE ANSWERS

- 1. Dina has a dirty doll.
- 2. Alma and Yael have a big ball.
- 3. Ruti is a strong woman.
- 4. Gidi is an old man.
- 5. There is a man with a beautiful picture.
- 6. There are pretty flowers in the garden.

2 Write sentences.

Write sentences about your home and family, using an adjective-noun pair in every sentence.

Tell the pupils to write about their home and family using an adjective and noun pair in every sentence. Read the examples and tell the pupils to use them as their model.

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

WORKBOOK Tell the pupils to do the WRITING exercises on pages 200-201 of the Workbook to practice writing. Then tell tell the pupils to do the READ MORE on pages 202-203 of the Workbook.

Page 201

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?

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. jobs: dancer, farmer, painter, runner, singer, writer
- 2. cinema: movie, price, seat, ticket

3 Find.

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

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

ANSWERS

difficult
 heavy
 jeans
 drive
 farmer
 group

4 Write.

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

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



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



Interview someone with an interesting job.

Instruct the pupils to interview a person with an interesting job.

- 1. Brainstorm different jobs with the pupils and list their suggestions on the board. Then tell the pupils to choose a person they know with an interesting job.
- 2. Tell them to write at least four questions that they want to ask their interviewee. Brainstorm questions that the pupils might want to ask and list the pupils' suggestions on the board. Elicit questions like What is your job?; Where do you work?; What do you do?; What do you like about your job?; What don't you like? Keep these questions on the board for the pupils to use when writing their questions. Remind the pupils to use question marks when writing questions.
- 3. Tell the pupils to ask their interviewee their questions and to write or record their answers.
- 4. Remind the pupils to speak clearly when interviewing their interviewee.
- 5. Remind the pupils to use capital letters and punctuation.
- 6. Remind the pupils to check their spelling.

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

Optional: Project or photocopy and give out the model interview that appears on page 256 of this Teacher's Guide.

Optional: Allow less-advanced pupils to ask fewer questions in their interview. You may adjust the criteria in the rubric accordingly.

Optional: Tell the pupils they can film or record the interview and then present it to the class.

WORKBOOK) This task may be used for assessment. Refer the pupils to the guidelines and checklist in Hebrew and Arabic on page 273 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Rubric appears on page 266 of this Teacher's Guide.



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



New Words

catch, dry, him, just, make plans, never, not very ..., push, Say it again, please., someone, well, young

Introduce the New Words using the ideas suggested in *How to teach and review the new words* in the Introduction. Ask the pupils if they are *making plans* for the summer vacation and if so, have them share what their plans are.

Ask a pupil a question. After s/he answers say, Say it again, please. and elicit the meaning.

Mime the words *push* and *catch* and have the pupils say the words. Ask them to name a food that they *never* eat. Ask the pupils to think of connections between words such as *young* and *dry*.

Optional: Write the word *young* 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.

Example 1 Learn New Words workbook, page 204 / 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: floss rule

1 Listen and repeat.

Listen and repeat the words.

Read the words in the *Look!* box (*well*, *glass*, *off*) and tell the pupils to repeat them. Ask the pupils what these words have in common. Elicit that all three words have one syllable and a short vowel, and they end with double letters. Read the explanation below the phonics box. Explain that if a one syllable word has a short vowel and it ends in f, l or s, then we double the last letter. Point out that this is called the "floss" rule and write *floss* on the board. Elicit that the word *floss* contains the letters f, l, s while providing an example of the rule. Invite the pupils to say other words that follow this pattern.

Then read the words in the *Remember* box (*flat*, *club*, *mix*) and tell the pupils to repeat them. Point out that we don't double other letters at the end of words with one syllable and a short vowel. Read the explanation below the phonics box.

2 Read and say.

Read the words and say which have a short vowel followed by two f's, 1's or s's.

Ask a pupil to read the first word and say if it has a short vowel followed by two f's, l's or s's. Then continue having pupils read the words and say which words follow the floss rule.

workbook, page 248

Tell the pupils to turn to page 248 in the Workbook to practice the floss rule.

1 Listen and number.

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

Say *class* 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. well	2. tell	3. sell	4. class	5. grass
6. pass	7. dress	8. less	9. off	10. doll

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

2 Listen and circle.

Listen and circle the words that end with a short vowel + ff, ll *or* ss.

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

Listening	Script					
1. well	2. win	3. dress	4. off	5. fix	6. glass	

Play the recording again and tell the pupils to circle the words that end with a short vowel + ll, ff or ss.

ANSWERS

1, 3, 4, 6

3 Draw and highlight.

Draw a line through the words that end with a short vowel + ff, 11 or ss to bring the dress to the doll. Then highlight the short vowel + ff, 11 or ss in each word.

Tell the pupils to read all the words in the maze and then draw a line through the words that end with a short vowel +ff, ll or ss in order to bring the dress to the doll. Then tell the pupils to highlight the short vowel +ff, ll or ss in each of those words.

ANSWERS

dress, pass, well, glass, less, tell, off, doll

4 Read, highlight and write.

Read about each of the cats and highlight the words that end with the short vowel + ff, 11 or ss. Then write the correct name for each cat.

Tell the pupils to read the text "Cats and Friends" and to highlight all the words with the short vowel + ff, ll or ss. Then tell the pupils to write the name of each cat under each picture.

ANSWERS

Nell, glass, well; Fluff, off, selling; Princess, grass, doll

- a. Princess
- b. Nell
- c. Fluff

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice that follow the floss rule. The pupils can complete the dictation in their notebooks.

Words, Words, Words

1 Match.

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

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

ANSWERS

1. f

2. d

3. e

4. b

5. a

6. c

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

1. f

2. d

3. a

4. c

5. b

6. e

Pages 204-205



1 Read, say and add.

Read the list below and say which qualities you think make a good friend. Then add more qualities.

Ask the pupils to brainstorm traits they think make a good friend. Then read the list of qualities and ask the pupils to say which make a good friend, in their opinion. Then invite the pupils to add more qualities that make a good friend.

2 Read and find out.

Read the movie review for a movie called Luca on page 205 and find out why Luca doesn't like the rain.

Tell the pupils to look at the pictures from a movie called *Luca* on page 205. Ask the pupils to predict what the movie will be about. Then tell them to look at the text and ask what text type it is. Elicit that it is a movie review. Explain that a review is a report that gives an opinion about something such as a movie, a book, etc.

Tell the pupils to scan the movie review for names. Point out that the movie review contains the names of characters (Luca and Alberto), and the place where the story takes place (Italy).

Read the review with the pupils, stopping periodically to ask questions to check comprehension.

Paragraphs 1 and 2:

- 1. Where does Luca live?
- 2. What is Luca scared of?
- 3. What happens to sea monsters when they are dry?

Paragraphs 3 and 4:

- 1. Who is Alberto?
- 2. Where does Alberto take Luca?
- 3. What happens when Alberto and Luca are on the beach?
- 4. How does Luca feel when he turns into a boy?
- 5. What do Luca and Alberto plan to do together?

Paragraphs 5 and 6:

- 1. What happens when Luca and Alberto visit a town?
- 2. What happens on the day of the race?
- 3. Why does Luca think he can't win the race?

Paragraphs 7-9:

- 1. What does Alberto bring for Luca?
- 2. What happens when Alberto gets wet?
- 3. What does the movie help you think about?

After reading the text, ask the pupils to explain why Luca doesn't like the rain.

3 Number the sentences.

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

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 the movie.

ANSWERS

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

4 Choose.

Choose three sentences that are true about Luca.

Read the sentences with the pupils and check they understand. Then tell the pupils to choose three sentences that are true for Luca.

ANSWERS

Sentences 1, 2 and 5

5 Find examples.

Find an example from the text that shows each of the things below.

Read the first item and tell the pupils to look through the review to find something that Luca is scared of. Then tell the pupils to find the remaining items in the text. Have the pupils read their answers to the class.

POSSIBLE ANSWERS

- 1. people, leaving the sea
- 2. Alberto brings Luca out of the sea.; Alberto brings Luca an umbrella.
- 3. Luca saves Alberto when someone tries to catch him.

6 ABOUT YOU Talk with a partner.

Tell a partner how you feel when the following things happen in the movie.

In this personal response activity, the pupils talk about how they felt when Luca turned into a boy and when Luca and Alberto finished the race. This activity may be done individually, in pairs, or in small groups.

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 202. 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. b 2. d 3. a 4. f 5. c 6. e

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.

OVERY SOURCE SET OF SE



1 Listen and sing.

Listen and sing the song.

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

Tell the pupils to name the things you can do with a friend that are mentioned in the song. Call out a word and tell the pupils to recite the line in which the word appears. Ask the pupils to find rhyming words. Then play the recording a second time and tell the pupils to listen and sing along.

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

Page 207

2 Talk with a partner.

Read the dialogue. Then, replace the words in bold and color and make a new dialogue. Use the names and times in the chart below or your own.

Read the title of the dialogue and explain to the pupils that they are going to read a conversation between a ticket seller and a customer. Read the part of the ticket seller and have the class read the answers together. Then exchange roles.

Then tell the pupils to work in pairs and read the dialogue. Draw the pupils' attention to the words in color and bold. Point out that the word Luca is in blue and can be replaced with movie names and the times such as 16:00 in purple, can be replaced with times according to the movie schedule. Point out that *four* can be replaced with any number of tickets that they want to buy and 160 should be replaced by the calculating the total amount according to the price of the tickets they chose. Then tell each pair of pupils to make a new dialogue by replacing the words in bold and color.

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.

♦ WORKBOOK

Then tell the pupils to do the READ MORE on pages 206-207 of the Workbook.

Page 208



Pianos in the Park

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



New Words

begin, cool, grandson, have a nice time, internet, last night, lie down, often, there, tonight, until, yesterday

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 a synonym for the word *start* (*begin*) and a word related to family (*grandson*). Draw the pupils' attention to the word *internet* and point out that it sounds similar in their language.

Ask the pupils to think of connections between words, such as *yesterday*, *last night* and *tonight*. Challenge the pupils to make up sentences with at least two of the New Words in each sentence.

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



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: igh

1 Listen and repeat.

Listen and repeat the words.

Read the words in the Look! box (tonight, night, right) and tell the pupils to repeat them. Ask the pupils what sound the igh makes in these words. Elicit that igh makes the long i sound in all three words. Read the explanation below the box. Invite the pupils to say other words with igh.

Then read the words in the *Remember* box (bike, drive, my). Remind the pupils that i_e and the final y in one-syllable words also make the long i sound. Read the explanation below the box. Invite the pupils to say other words with the long i sound.

2 Read and say.

Read the words and say which letters make the long i sound for each word.

Ask a pupil to read the first word and say which letters make the long *i* sound. Elicit that *igh* makes the long *i* sound in the word *tonight*.

Then continue having pupils read the words and say which letters make the long i sound.

Optional: Tell the pupils to draw a three-column chart in their notebooks with the headings "igh", " i_e " and "final y". Ask them to complete the chart with the words in exercise 2. Then challenge them to add as many words as they can to each list.

♦ workbook, page 249

Tell the pupils to turn to page 249 in the Workbook to practice the long i sound with igh, final y and magic e.

1 Listen and number.

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

Say *right* 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. time	2. night	3. dry	4. right	5. like
6. rice	7. light	8. cry	9. wife	10. tonight

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

2 Listen and circle.

Listen and circle the words with the long i sound.

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

```
Listening Script

1. night 2. cinema 3. tonight 4. interesting 5. light 6. right
```

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

ANSWERS

1, 3, 5, 6

3 Read, circle and highlight.

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

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

ANSWERS

1. tonight 3. light 6. night 8. right

4 Read, highlight and tick.

Read the dialogue and highlight the words with the long i sound. Then tick the pictures that match the dialogue.

Tell the pupils to read the dialogue and to highlight all the words with the long i sound. Then tell the pupils to tick the pictures that match the dialogue.

ANSWERS

night, tonight, Dwight's, right Pictures A. C

Optional: Give a dictation using the words in the *Look!* and *Remember* boxes or other words of your choice with the long i sound -igh, i_e and final y. The pupils can complete the dictation in their notebooks.

Words, Words, Words

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

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 titles. 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, to explain how they are connected and then to look for an appropriate title.

ANSWERS

- 1. Places you can lie down
- 2. Weather
- 3. Family

- 4. Time
- 5. Things you do on the internet
- 6. Things your parents often say

Pages 210-211



1 Say.

Look at the pictures and say which things you like to do in the park.

Tell the pupils to describe the activities in the pictures. Then tell them to say which activities they like to do in the park.

2 Read and find out.

Read the first part of the webpage and find out about a special project in some parks in Chicago, USA.

Tell the pupils to look at the text on pages 210 and 211 and ask what text type it is. Elicit that it is a webpage. Ask the pupils to describe the features of a webpage that they see in the text. Elicit that there is a title or heading at the top, there are tabs such as Important Dates and Music, there's a scroll bar on the right and a search bar at the top of the page.

Tell the pupils to read the title of the webpage and explain that this webpage is about places and events in the city of Chicago, USA.

Tell the pupils to look at the picture and to read the heading of the text. Ask what they think the text is about.

Read the text with the class and ask the following questions to check comprehension.

- 1. What is the special project in some parks in Chicago?
- 2. What is the purpose of this project?
- 3. What do people do when they see a piano in a park?

Ask the pupils if they have ever been to a park or any public place with a real piano that is accessible and allowed to be used. Have the pupils share their experiences.

Background Information

Pianos in the Park is one of many global projects where municipalities and organizations are placing real pianos in public outdoor spaces for the public to play and enjoy. These pianos foster opportunities for people to connect, perform, practice or have a first experience with a musical instrument. It is believed that engaging with the pianos brings people together and creates joy. The public pianos also have a positive influence on the environment and the community. Many of the pianos are decorated and painted by local artists thus bringing both visual and performance arts into the community.

3 Read and answer.

Read the comments from people who are using the pianos in the parks and answer the questions for as many of the comments as you can.

Tell the pupils to look at the three texts and explain that they are comments by people who use the pianos in the park. Read Carlos' comment with the class and ask the following questions to check comprehension.

- **A** 1. Who was Carlos with at the park?
 - 2. What did Carlos do until 20:00?
 - 3. Who played the piano?

Repeat with Kim's and Mark's comments.

- **B** 1. Why does Kim enjoy playing the piano in the park?
 - 2. Why did the woman take out her guitar?
 - 3. Did people enjoy the music? How do you know?
- **C** 1. Who does Mark go to the park with?
 - 2. Who plays the piano?
 - 3. What does Lucky do?

After reading the comments tell the pupils to answer the questions for as many of the comments as they can.

A Choose the answer.

Choose the correct answer to complete each sentence.

Tell the pupils to choose the correct word to complete each sentence.

ANSWERS

1. b

2. a. 3. b

Page 212

B Say true or false.

Say true or false for each sentence.

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

Optional: Tell the pupils to correct the false sentences.

ANSWERS

- 1. false Kim often comes to the park and plays.
- 2. false Kim plays the piano.
- 3. true
- **C** Answer the questions.

Tell the pupils to answer the questions according to the text.

ANSWERS

- 1. Lucky is Mark's dog.
- 2. He is four years old.
- 3. He can play the Happy Birthday song.

4 Match.

Each person added a sentence to his or her comment. Match each comment to the correct person.

Explain to the pupils that each of the three people from page 211 added a sentence to their comment. Tell the pupils to read the sentences and to match each sentence to the person that might have added it.

ANSWERS

1. c

2. b

3. a

WORD PRACTICE

Before the pupils do the exercises in this section, have them go over the New Words on page 208. 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.

Choose and add.

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

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

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

ANSWERS

1. b.c

2. a, c

3. a, b

4. b.c

5. a.b

Page 213

2 Complete the sentences.

Complete the sentences with the words or 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. Accept all logical answers.

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

WORKBOOK Tell the pupils to do the exercises on pages 208-210 of the Workbook to practice the New Words.



1 Look and say.

You are going to listen to a radio ad for a music festival called Boom Music Festival. Look at the activities below and say which activities you think kids do at Boom Music Festival.

Tell the pupils that they are going to listen to a radio ad for a music festival called Boom Music Festival. Ask the pupils if they have ever been to a music festival and if so have them share their experience. Then tell the pupils to look at the pictures and say which activities they think kids might do at the Boom Music Festival.

2 Listen and find out.

Listen to the ad for the Boom Music Festival and see if you were right.

Play the recording and tell the pupils to listen to the radio ad and say if they were correct about which activities take place at the Boom Music Festival.

Listening Script

Hi. My name is Amy. I'm here to tell you about the Boom Music Festival. It's from Sunday, July 7 until Tuesday, July 9 at Boom Park.

My family and I go to the Boom Music Festival every year. It's the best music festival. There are lots of things to do.

There are 45 different bands. Concerts begin every day at 11 o'clock in the morning and finish at 12 o'clock at night. You can choose the concerts you want to go to.

If you don't want to listen to music, there are other things to do. You can swim in the pool. You can play Frisbee. There's also a magic show for young children.

There's lots of great food to eat. You won't be hungry at the Boom Music Festival.

Don't wait! Buy your tickets on the internet today.

I'll see you at the best music festival of the year, Boom Music Festival.

ANSWERS

Pictures 1, 2, 3, 5

3 Listen and say true or false.

Listen again and say true or false for each sentence.

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

ANSWERS

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

Page 214



Play "Find a Friend Bingo".

Find a pupil that matches each sentence and write his / her name underneath the sentence on the Bingo board on page 210 of the Workbook. When every square is full, say "Bingo".

Tell the pupils they are going to play "Find a Friend Bingo". Read the title and elicit that each square on the Bingo board has a sentence with an activity that people like to do for fun. Tell the pupils to read the sentences on the Bingo board and check that they understand them.

Explain to the pupils that they must walk around the room and get signatures from other pupils on the Bingo board on page 210 of their Workbook according to the sentences. The first pupil to completely fill his / her board with a different signature in each square, calls out "Bingo!" and wins.

Ask for a volunteer to demonstrate the game. Tell the volunteer to choose a classmate, ask the classmate the question *What do you like to do for fun?* and read sentences together with the classmate until they find a sentence that is true for him / her. The classmate signs his / her name in the square corresponding to the sentence. Then the volunteer moves on to a different friend.

• WORKBOOK Refer the pupils to the SPEAKING 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 performance.

Word Power: Family

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

Draw the pupils' attention to the word granddaughter and point out it has two d's because the word is made up of two individual nouns – grand and daughter.

Ask the pupils to name other family words and write them on the board.

€ Learn New Words workbook, page 211 / vocabulary booster

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

1 Complete the sentences.

Look at the family tree and complete the sentences with the words below.

Tell the pupils to look at the family tree and explain to the pupils that usually the oldest generations are presented at the top of the tree and the younger generations are at the bottom. Read the first sentence stem with the class. Tell the pupils to find Betty and Jenny on the family tree and elicit their relationship: Betty is Jenny's daughter and Jenny is Betty's mother. Then tell the pupils to complete the sentence. Repeat with the remaining sentences.

ANSWERS

daughter
 grandparents
 husband
 uncle

3. wife 7. grandchildren

4. granddaughter

2 Complete Emma's family tree.

Use what Emma says to complete her family tree on page 211 of the Workbook.

Tell the pupils to read about Emma's family and to complete the family tree on page 211 of the Workbook according to the information in Emma's text. Remind the pupils that the oldest generation is presented at the top of the tree and the younger generation is at the bottom.

Optional: Focus less-advanced pupils on the first three sentences which relate to Emma's immediate nuclear family (mother, father and sister) and have them complete the family tree just for those family members.

ANSWERS

Henry (grandpa)
 Sara (grandma)
 Tom (grandpa)
 Molly (grandma)
 Joy (aunt)
 Ruben (uncle)
 Jack (Dad)
 Abby (aunt)
 Mike (uncle)
 Liz (cousin)
 Emma
 Ruby

7. Camila (mother)

Page 216

3 Answer the questions.

Tell the pupils to use Emma's family tree on page 211 of the Workbook to answer the questions about her family. Have the pupils read their answers to the class.

ANSWERS

1. 4

2. 2

3. 3

4. 2

Words.

Tell the pupils to do the exercises on pages 211-212 of the Workbook to practice the New

VIDEO D

1 Answer the question.

Tell the pupils they are going to watch a video about listening to music. Read the question and ask the pupils to say why they think people listen to music.

2 Watch, choose and say.

Watch the video, choose one of the children in the video and say how music is part of his / her life.

The videos are optional. Review this video before using it to make sure it is appropriate for your class. Play the video and tell the pupils to choose one of the children from the video and say how music is part of their lives.

Video script

How is music a part of your life?

This is Emily and this is her friend Jane. Emily loves music! She listens to music all the time – on the way to school, when she does homework and when she cleans her bedroom. She loves to dance in her room with Jane. It makes her feel good!

Meet Alex and Rob. They're brothers. Their family loves music. They play in a band together. Alex and Mom play guitars. Mom also sings and plays the piano. Dad plays the accordion and Rob plays the drums. Music brings the family together.

This is Tom. He plays the violin. He plays in a big group called an orchestra. They practice three times a week. Sometimes they travel to different towns to play in concerts. It's a great way to meet new people and see new places!

This is Sam. She loves singing. She sings with a group at school. It's a lot of fun. She feels happy when she sings. That's why music is great.

When you're listening to a great song, you forget about everything – your homework and all your problems. Everything is better with music. So turn on your favorite song and be happy.

ANSWERS

- 1. Emily listens to music all the time.
- 2. Alex and Rob play in a band with their family.
- 3. Tom plays in an orchestra. He travels and meets new people and sees new places.
- 4. Sam sings with a group at school and says music makes you feel better.

3 Watch and complete.

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

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

ANSWERS

cleans her room
 family
 good
 guitar
 forget

4 ABOUT YOU Talk with a partner.

Tell a partner how music is a part of your life.

In this personal response activity, the pupils work in pairs and say how music is a part of their lives.

WORKBOOK) Tell the pupils to do the READ MORE on pages 213-214 of the Workbook.



Make a scrapbook about a singer or a band you like.

Tell the pupils they are going to make a scrapbook. Explain that a scrapbook is like an album – a collection of pictures that can tell a story.

Instruct the pupils to make a scrapbook about a singer or band that they like as follows:

- 1. Tell the pupils to choose a singer or band that they like. Explain that they can choose any musician that they like.
- 2. Tell the pupils to find at least three facts about the singer or band. Brainstorm with the class ways to collect information about a singer or band.
- 3. Tell the pupils to write at least five sentences about the singer or band. These sentences should include the facts or information that they found.
- 4. Tell the pupils to include at least three pictures of the singer or band.
- 5. Tell the pupils to decorate their scrapbooks.
- 6. Remind the pupils to check their spelling and to use capital letters and punctuation.
- 7. Have the pupils share their scrapbook with the class.

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

Optional: Project or photocopy and give out the model scrapbook that appears on page 257 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 274 of the Workbook and check that they understand the criteria according to which they will be assessed. A photocopiable Teacher's Assessment Rubric appears on page 267 of this Teacher's Guide.

Page 217



Story: A New Superhero

Tell the pupils to read the title of Part 5 and check that they understand. Explain that a superhero is a fictional hero that has extraordinary powers or capabilities. Ask the pupils if they have a favorite superhero.



New Words 1

anywhere, holiday, inside, jacket, language, leather, nobody, real, speak, spend, taxi, the moon

Introduce the New Words using the ideas suggested in How to teach and review the new words in the Introduction. Tell the pupils to look at the list and find a word that is the opposite of outside (inside), the opposite of the sun (the moon). a type of clothing (jacket) and a type of transportation (taxi). Ask the pupils to name things made from leather.

Ask the pupils to think of connections between words, such as *speak* and *language*.

Draw the pupils' attention to the word *jacket* and ask how they say it in their language. Point out that it may sound similar in their language.

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

Example 2 Learn New Words workbook, page 215 / VOCABULARY BOOSTER

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

Words, Words, Words 1

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 and sentences.

ANSWERS

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

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 titles. 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, to explain how they are connected and then to look for an appropriate title.

ANSWERS

- 1. Clothes
- 2. Things you do with your mouth
- 3. Things on the road
- 4. Things in the sky
- 5. Languages
- 6. Things you do on a holiday

Pages 218-219



1 Read and say.

Read the list and say which things you think you can see in New York City. Then say other things you think you can see there.

Tell the pupils that they are going to read a story about two children who are on holiday in New York City. Ask the pupils if they have ever been to New York City and if so, to share their experiences.

Read the list with the pupils and ask them to say which things they think can be found in New York City. Then, ask them to say other things they think they can see in New York City.

Optional: Show pictures of popular places in New York City and invite pupils to share what they know about these places, for example, The Statue of Liberty, Times Square, Central Park, the Brooklyn Bridge, Broadway and many others.

2 Read and find out.

Read the first part of the story about two children who visit New York City in 1962 and find out why the children want to call the police.

Tell the pupils to look at the text and ask what the text type is. Elicit that it is a comic story. Tell the pupils to describe what they see in 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:

Frame 1:

- 1. What do Hank and Debbie see in New York City?
- 2. What do Hank and Debbie hear?

Frames 2 and 3:

- 1. What is special about the taxi?
- 2. What does Debbie want to see?

Frames 4 and 5:

- 1. What looks different in New York City in 1962?
- 2. What do Hank and Debbie buy at the store?

Frame 6:

- 1. What do the kids see when they leave the store?
- 2. Who do they want to call?

Frame 7:

What does the man explain to Hank and Debbie?

Ask the pupils to say why Hank and Debbie want to call the police.

ANSWER

They see men taking a woman's bag.

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

Page 220

4 Complete the sentences.

Choose the correct answer to complete each sentence.

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

ANSWERS

1. different languages 3. are in a movie

2. taxi 4. want

5 Choose the question.

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

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

4

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 whether or not they would like to travel to New York City and why, and where they would like to go in the Magic Taxi.

WORD PRACTICE 1

Before the pupils do the exercises in this section, have them go over the New Words on page 217. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

1 Say true or false.

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

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

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

ANSWERS

- 1. false The moon is not black.
- 2. false In Mexico, everyone speaks Spanish.
- 3. true
- 4. true
- 5. false There are real lions in a zoo.
- 6. false You can go in a taxi from Tel Aviv to Bat Yam.
- 7. true

2 Answer the questions.

Answer the questions so they are true for you. Do as many as you can.

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

WORKBOOK Tell the pupils to do the exercises on pages 215-217 of the Workbook to practice the New Words.

Page 221

GETTING READY 2

New Words 2

ate, good luck, half, late, laugh, part, program, radio, than, turn on, watch (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 *early* (*late*). Ask the pupils to say what makes them *laugh* and what *programs* they like to watch on TV.

Draw the pupils' attention to the word *radio* and ask how they say it in their language. Point out that it sounds similar in their language.

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 *watch* was previously learned to mean שמו אל Ask the pupils to name something that they *ate* yesterday.

Ask the pupils to think of connections between words, such as *good luck* and *part*. Accept all logical answers.

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.

Example 218 / 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 Choose the word.

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

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

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

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

ANSWERS

visited
 light
 runner
 last night
 river
 wash

2 Match A to B.

Match the words in A to the descriptions in B.

Read the first word in A and find its description in B. Then tell the pupils to match the remaining words to their descriptions. Invite the pupils to share their answers with a partner or with the class.

ANSWERS

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

Pages 222-223



1 Read and find out.

Read the second part of the story and find out how Spider-Man was created.

Review Part 1 of the story by asking questions such as: Where are Hank and Debbie? What year did they travel to? Is there a real problem on the street?

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

Frame 1:

- 1. Who is Weather-Man?
- 2. What is special about Weather-Man's watch?
- 3. Does Weather-Man have a part in the movie?

Frame 2:

- 1. What did the children do all morning?
- 2. How did Weather-Man save New York City?

Frame 3:

- 1. What do Hank and Debbie eat for lunch?
- 2. Where are the kids going?

Frames 4 and 5:

- 1. Who is Stan Lee?
- 2. What is special about his new superhero?
- 3. What do Hank and Debbie say about his name?
- 4. Why does Weather-Man need to go?

At the end of the story ask the pupils how Spider-Man was created. (*Hank and Debbie helped Stan Lee make him.*)

Point out to the pupils that while this story is fictional, Stan Lee is a real person. Stan Lee was born in 1922 and he died in 2018. He was a comic book writer, editor, publisher and producer who helped create some of the most popular comic superheroes for Marvel comics.

Optional: Have more-advanced pupils think of a present to give to one of the characters in the story. Have the pupils write what the present is and why the character would like it.

2 Choose the names.

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

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

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

ANSWERS

- 1. Weather-Man
- 4. Weather-Man
- 2. Stan Lee
- 5. Debbie, Hank
- 3. Debbie, Hank, Weather-Man
- 6. Weather-Man

Page 224

3 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. d

2. c

3. a

4. e

5. b

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 questions they would like to ask Stan Lee. The pupils also discuss if they liked the story, and explain why or why not. This activity may be done individually, in pairs, or in small groups.

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

WORKBOOK Refer the pupils to the READER'S THEATER on pages 262-264 of the Workbook.

Read the script out to the class modeling expressive reading.

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

Point out the setting of each scene of the play – scene 1 takes place on a street in New York in 2020, scene 2 on the street in 2020, scene 3 on the street and in a store in 1962, scene 4 on a movie set on the street in 1962, scene 5 in an office.

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

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

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

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

WORD PRACTICE 2

Before the pupils do the exercises in this section, have them go over the New Words on page 221. For a quick vocabulary review, you may also use some of the ideas suggested in *How to teach and review the new words* in the Introduction.

1 Match A to B.

Match the questions in A to the answers in B.

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

ANSWERS

1. b 2. d

3. e

4. c

5. a

2 Complete the sentences.

Complete the sentences so they are true for you. Do as many as you can.

Tell the pupils to complete as many sentences as they can. Invite pupils to share their sentences with the class.

WORKBOOK Tell the pupils to do the exercises on pages 218-220 of the Workbook to practice the New Words.

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UNIT CHECK

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

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

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

- 2. Tell the pupils to work in pairs and find as many verbs as they can in two minutes. Then ask them to say words that go with each verb to make phrases, and to list as many phrases as they can for each verb. Have them share their lists with the rest of the class. Accept any logical answers.
- 3. Play a game with the class as follows: Choose one of the columns in the list. Ask the pupils to copy 4-6 words from that column onto a piece of paper. Call out the meaning of a word. The pupils who have the word cross it off. The first pupil to cross off all the words calls out "Bingo!" and wins.

1 Make word maps.

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

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

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

2 Make new sentences.

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

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

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

ANSWERS

begins
 sports center
 moon
 inside

3. half 6. is making plans

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3 Number.

Number the words in each group: I = the most, 3 = the least.

Read the first phrase and the three things to spend money on and check that the pupils understand. Tell the pupils to rate the things in order from 1 to 3, with 1 being the thing they spend money on the most and 3 being the thing they spend money on the least. Tell the pupils to continue with the remaining phrases. Accept all logical answers.

4 12345 Let's talk and review.

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

This activity is cumulative and includes words from this and previous units, as indicated by the icon next to the instruction. Review the list of words and explain to the pupils that they may use these words when doing the activities.

a. Say words.

Name at least five items in the picture.

Ask the pupils where the people in the picture are. Elicit that they are in a city. 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 they can see in the picture. Tell them to use the words from the word bank and the sentence in the speech bubble as a model. After two minutes tell the secretaries from each group to count how many sentences were said by the group. Walk around and make sure pupils are speaking in English during this activity.

c. Write sentences.

Write at least three sentences about the picture.

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

WORKBOOK Tell the pupils to do UNIT CHECK on pages 221-223 of the Workbook to review the New Words and the grammar taught in this unit. Then refer the pupils to pages 224-229 of the Workbook for the EXTRA READING texts and exercises.



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

Further Suggested Reading

Who Wants to be a Star? by Julia Allen and Margaret Iggulden, Pearson English Readers, Easystarts The Secret of Shazam by Christy Webster, Random House, Step Into Reading 2
This Makes Me Silly by Courtney Carbone, Random House, Step Into Reading 2
Wonder Woman 1984 by Alexandra West, ICR, Level 3
My Parents Think I'm Sleeping by Jack Prelutsky, ICR, Level 3