

5

Giving Is Receiving

This unit is about volunteering. In this unit, the students will learn new words and expressions, Temporals and the Zero, First and Second Conditionals.

The chart below shows the global and operative can-do statements for Unit 5.

OBJECTIVE	CAN-DO STATEMENTS: OVERALL AND SPECIFIC	SECTION IN UNIT
Can read a feature article about a special celebration	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand texts describing people, places, everyday life, and culture (e.g., traditional food, dress, festivals)</p>	Reading 1 pages 140-141
Can read an article about a photographer who uses photography to help others	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand texts describing people, places, everyday life, and culture (e.g., traditional food, dress, festivals)</p>	Reading 2 pages 150-151
Can listen to a conversation about a voluntary organization	<p>SPOKEN RECEPTION:</p> <p>Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g., basic personal and family information, shopping, local geography), especially if speech is clearly articulated</p> <p><i>Listening to audio media and recordings</i></p> <p>Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g., CDs, video games, travel, etc.)</p>	Listening and Speaking page 146
Can ask for and get information about a voluntary organization	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Information exchange</i></p> <p>Can deal with practical everyday demands: finding out and passing on straightforward, factual information</p>	

<p>Can exchange ideas and information about different topics</p> <p>Can interact with a partner to exchange ideas and information about volunteer projects</p>	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree / disagree with others, and compare objects / people</p>	<p>Vocabulary Practice pages 143 and 153</p> <p>Speak Your Mind</p> <p>Let's Talk page 158</p>
<p>Can prepare for a debate by focusing on summing up the points</p> <p>Can agree or disagree with a topic and give reasons</p>	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his/her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Sustained monologue: Putting a case</i></p> <p>Can express agreement or disagreement using simple formulaic expressions to explain why</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and/or clarification when necessary</p>	<p>Speak Your Mind</p> <p>Let's Debate page 159</p>
<p>Can write a for and against essay</p>	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and', 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Written reports and essays</i></p> <p>Can write simple texts on familiar subjects of interest, linking sentences with appropriate connectors</p>	<p>Writing page 157</p>
<p>At the end of the unit, the students will be able to:</p> <ol style="list-style-type: none"> research ways volunteers can help the local population in a different country and present their findings to the class make a plan to set up a community volunteer project in their town and present it to the class can use the Internet to find current information 	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his / her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Addressing audiences</i></p> <p>Can give a short, rehearsed presentation on a topic pertinent to everyday life, giving reasons and explanations for opinions, plans and actions</p> <p>MEDIATION:</p> <p>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</p> <p><i>Relaying specific information in writing</i></p> <p>Can relay in writing (in Language B) specific information contained in simple, informational texts (written in Language A)</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and / or clarification when necessary</p>	<p>Task page 163</p>

NEW WORDS

PART 1

approve	constant	following	manage	religious
aspect	contents	for sure	neighborhood	repair
at long last	contribute	furniture	no longer	sink
basin	convenient	greet	odd	suppose
be up to (someone)	course	in advance	one of these days	things
before	custom	in case	oven	thread
benefit (v)	domestic	in particular	owner	tissue
block	dust	Judaism	pension	try (one's) best
clap	economic	keep in touch	preparation	wedding
community	estimate	ladder	relation	wipe
complain	etc.	loads of		

PART 2

blow your nose	full-time	leisure	session	turn a page
button	gallery	magic	shadow	turn down
cancel (something)	habit	make a face	so long as	vision
correct (a test)	hang up (something)	partner	sunrise	youth
demonstrate	in many ways	photography	sunset	
exhibition	lay (something) down	postpone (something)	talk (n)	
experiment		press (v)	truly	
		put up (something)		
		send (something) back		

SPEAK YOUR MIND

aim	concentrate	confident	stress
common sense	conclude	requirement	voluntary

These words are reviewed at least three times in this unit of the Student's Book and Workbook. They are also recycled at least three times in later units of the Student's Book and Workbook as well as numerous times in the Digital Extra components: Wordlist Plus and Vocabulary Booster.

Activities for the students to monitor and assess their own vocabulary acquisition:

- **Track New Words** (Student's Book, pages 147 and 159)
- **Review** (Student's Book, pages 160-161)
- **Check Yourself** (Workbook, pages 148-151)
- **Read and Check** (Student's Book, pages 162-163 and Workbook, pages 152-153)
- **Digital Extra Components:** Wordlist Plus and Vocabulary Booster

In this unit, the students will learn about volunteering, discuss a controversial subject about whether it's more important to help people than to help the planet and write a for and against essay, using the new vocabulary, Temporals and the Zero, First and Second Conditionals. At the end of the unit, they will be able to research countries where volunteers help the local population or plan a community volunteering project in their town and present their tasks to the class.

Pages 136-137

Share the objectives on the page with the students. Point out that they show what skills the students will learn and what they will be able to do as they progress through the unit.

A This exercise introduces the students to the topic of volunteering. Tell the students to look at the title of the unit and ask them what “Giving Is Receiving” means. Explain that the saying means that when we give to others, we get something back. For example, if we volunteer our time and help others, we receive gratitude and a feeling of satisfaction and goodwill.

You may want to share the results of these studies with your class.

Studies have shown that:

- the happiness level of people who give money to charity or volunteer their time is higher (2002 survey by the National Opinion Research Center’s General Social Survey)
- people who regularly volunteer live longer if the volunteering is for unselfish reasons (*Journal of Health Psychology* 2012)

B In this activity, the students read the notices for the community center and discuss what they all have in common and how they differ.

POSSIBLE ANSWERS

What they have in common:

1. They are all suitable for teenage volunteers.
2. They all want volunteers to contribute their time.
3. They all are about programs that help the community.

How they are different:

1. Different projects are suitable for different ages.
2. Some projects require more than just time. For example: doing physical work or donating blood.
3. People can just join some projects, while for others people need to call to get more information.

C In this activity, the students read the notices again and decide which three issues they think are the most important. Ask them to give reasons for their choices. Point out to the students that each of them may rate the importance of the issues differently. Then ask the students which project they would volunteer for and to give reasons.

Suggestion: Have the students work in pairs to rank the importance of the issues. Write the numbers 1, 2, 3 on the board and then ask each pair which were the three most important projects. Put a mark by each number of the project and add up the results to get the three projects with the most points.

Pages 138-139

PART 1 A Helping Hand

In this part, the students will read a newspaper article about an unusual celebration. They will learn the vocabulary they need in order to understand the reading text and discuss it.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 124 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher’s Guide.

A The students are introduced to some of the new words they will learn in Part 1. They do a variety of exercises to reinforce their understanding of the new words in different contexts before they are exposed to the reading text. The students practice recognition of the new words to internalize their meanings.

- 1 Ask the students to decide which of the new words they can use to talk about a celebration. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

clap, course, custom, economic, greet, Judaism, manage, religious, wedding

- 2 In this exercise, the students match the new words in A to their meanings in B.

ANSWERS

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

- 3 In this recognition exercise, the students demonstrate understanding of the meaning of the new words by choosing the correct answer.

ANSWERS

1. won't go away	5. give
2. hands	6. cleaner
3. hello	7. after
4. cold	8. Saturday

- 4 In this activity, the students complete the sentences to show that they understand the meaning of the new words.

Accept all logical and grammatically correct answers.

- 5 In this exercise, the students complete a paragraph about a well-known volunteer organization in Israel, using the new words given to show that they understand the main ideas. Ask the students how Latet helps older people.

ANSWERS

1. economic	4. managed
2. religious	5. in particular
3. aspect	

Latet makes sure that the houses of the elderly are comfortable and safe to live in.

B These exercises introduce more new words in the context of a listening passage.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- 1 Ask the students which words we can use to talk about organizing a project.

POSSIBLE ANSWERS

approve, be up to, community, contribute, neighborhood, preparation, try (one's) best

- 2 This exercise provides practice of the words so that the students will be familiar with the vocabulary before reading the new text on pages 140-141. In this recognition exercise, the students choose the new word that means the same as the word in brackets. Tell the students to make any necessary corrections.

ANSWERS

1. neighborhood	4. contribute
2. approve	5. no longer
3. is up to	6. try our best

- 3** In this exercise, the students complete the sentences with the words given to show that they understand their meanings.

ANSWERS

- | | |
|--------------|----------------|
| 1. community | 4. preparation |
| 2. owner | 5. suppose |
| 3. etc. | |

- 4** In this activity, the new words are presented in the context of a listening text. Tell the students to listen to a teacher's talk in order to find out what she asks the students in her class to do.

See *Teaching Suggestions for Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Good morning, students. I suppose you're wondering why I want to talk to you. Well, now that you are in 10th grade, you will start the community service project. What does this mean? In order to get a full bagrut, you will have to spend time helping others. What you choose to do is up to you. For example, you may decide to help people in your neighborhood. Perhaps you can help someone who can no longer go out of their home, or maybe you want to take a dog out for a walk because its owner is sick or old. You can also help younger children with their preparations for tests, etc. Once you think about it, you will see there are many ways you can contribute to helping others. We will try our best to find projects that suit each of you. If you have an idea of your own, it's not a problem as long as I approve it. So, please complete this form with your preferences.

ANSWER

Two of the following: help someone who can no longer go out of their home / take a dog for a walk / help younger children

WORKBOOK ▶ page 125

Refer the students to the Workbook, page 125 for practice of the new words.

Pages 140-141

READING 1 It's Never Too Late!

In this section, the students read a feature article to find out about a special celebration.

- A** Have the students read the article. To focus on the main idea, ask the students to explain why the celebration was so special.

ANSWER

Because it was organized by teenagers for elderly people to celebrate their bar and bat mitzvahs.

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized.

ANSWERS

1. To show that you are never too old to celebrate a bar or bat mitzvah.
2. a. Paragraph 2
b. Paragraph 5
c. Paragraph 1
d. Paragraph 6
e. Paragraph 3
f. Paragraph 4

B The students answer questions about the text in order to demonstrate their comprehension.

ANSWERS

1. Because it is boys and girls who celebrate bar and bat mitzvahs. / To show that the celebration was one that is usually held for boys and girls.
2. get into trouble
3. 1. There was anti-Semitism. / There was fear of persecution.
2. He decided to organize a bar mitzvah for all those people who couldn't celebrate one when they were thirteen.
4. b
5. gave the students financial support / contributed money for the celebration
6. d

C In this exercise, the students write a personal response to the reading text. Tell them to write their opinion about whether every school should have a community service program that helps people in the community and make sure they explain their answer.

Accept all logical and grammatically correct answers.

Suggestion: Have the students share their responses with the class to encourage them to express their opinions.

Suggestion: In order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge, point out that when we use the phrase *be up to* (somebody), we need to add a name or a personal object pronoun, for example: It's up to Shira / him / her, you, etc. Explain to the students that personal pronouns take the place of the name of the person. They can be either subject or object pronouns. Make sure that the students understand the difference between the subject and object of the sentence. Then write the following chart on the board, leaving out some of the object pronouns and have the students complete it in their notebooks.

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

A In this exercise, the students choose the correct answer to demonstrate their understanding of the words.

ANSWERS

- | | |
|------------------|---------------|
| 1. approved | 5. owner |
| 2. in particular | 6. contribute |
| 3. preparation | 7. course |
| 4. odd | 8. domestic |

B In this activity, the students write a short email to a friend about a wedding or another celebration that they attended. They should describe the event and explain how they felt, using the new words.

Suggestion: Have the students read their emails to their partner who should identify the new words used. The students can then swap roles and decide who used the most new words correctly.

C The purpose of this interactive activity is to give the students the opportunity to discuss a relevant topic with a partner, using the new words. The students look at the pictures that show different ways of helping. Make sure they understand the difference between volunteering (by joining an organization), giving individual help or donating gifts or money. Discuss the best way to help others, using the new words on pages 138 and 139. Point out the speech bubbles that can be used as an example.

WORKBOOK page 127

Refer the students to the Workbook, page 127 to do the vocabulary exercises.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. In this case, words connected to household items.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 129 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the explanation with the class. Ask the students to look at the new words and ask them which things might need to be fixed and which are items that might help to fix them. Then have them do the exercises to demonstrate their understanding of the new words.

ANSWERS

Things to be fixed: basin, furniture, oven, sink

Things needed to fix them: ladder, thread

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

D In this exercise, the students match the clues to the correct new word to show that they understand the meaning of the word.

ANSWERS

- | | |
|-----------|--------------|
| 1. thread | 3. blocks |
| 2. sink | 4. furniture |

Suggestion for more-advanced students: Have the students who finish faster work in pairs to write a short dialogue about renovating someone's house using five of the new words.

E In this exercise, the students match the beginnings of the sentences in A to the endings in B to show comprehension of the new words in context.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. b | 2. d | 3. a | 4. c |
|------|------|------|------|

WORKBOOK page 130

Refer the students to the Workbook, page 130 for further practice of the new words.

GRAMMAR Temporals

In this section, the students learn about the use of temporals. Read the explanation about the grammar point with the class and explain that temporals are time expressions that are often used to talk about events in the future. Read the example sentences with the students and explain that we use the verb in the Present Simple tense after the use of a temporal. Ask the students how they would translate the example sentences into their own language. (For example, in Hebrew, both parts of the sentence would be in the future.) Ask the students the questions that appear in order to check their understanding of meaning and form.

ANSWERS

1. the moment (that)
2. The Present Simple (hear)
3. the Future Simple

Refer the students to the Grammar Appendix on page 238 for additional information.

A In this exercise, the students practice temporals by choosing the correct form of the verb.

ANSWERS

- | | |
|----------------|--------------|
| 1. arrive | 7. stops |
| 2. will tell | 8. go |
| 3. has | 9. won't see |
| 4. won't start | 10. pays |
| 5. goes | 11. takes |
| 6. will answer | 12. finish |

Suggestion for less-advanced students: Tell the students to write in their notebooks the temporals that are used in each sentence with their meaning. Explain that finding the temporal will help them decide on the tense of the verb that follows it.

B In this exercise, the students choose the correct verbs to complete the sentences and decide on the correct tense – Present or Future.

ANSWERS

- | | |
|------------|---------------|
| 1. stops | 4. will play |
| 2. see | 5. speak |
| 3. believe | 6. will agree |

C In this exercise, the students complete the email with the correct form of the verbs in brackets in the Present Simple or Future Simple. They show comprehension of the email by focusing on what the volunteers do after they finish their work.

ANSWERS

- | | |
|---------------|----------------|
| 1. arrive | 6. is |
| 2. will take | 7. have |
| 3. will check | 8. complete |
| 4. finish | 9. will return |
| 5. will be | 10. gets back |

D 1 In this exercise, the students complete the sentences with a logical ending. Remind them to pay attention to the temporals.

POSSIBLE ANSWERS

- | | |
|-----------------------|---------------------|
| 1. my mom comes home | 4. am ready |
| 2. will go to a movie | 5. will buy tickets |
| 3. finish | |

- 2 The students compare their sentences with a partner.

WORKBOOK page 131

Refer the students to the Workbook, page 131 for additional practice.

Pages 146-147

LISTENING AND SPEAKING Volunteering for One Day

This section integrates the skills of spoken reception and spoken interaction and production. The students first listen to and follow a conversation about an organization called One Day and then discuss the topic.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 133 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

Suggestion: Ask the students if they have done any volunteer work before. Ask them if they would like to volunteer, for example, at a community center with children, an animal shelter or help out at an organization. Ask them to explain their answers.

- A** This pre-listening activity introduces the new words that appear in the podcast that the students are going to hear.

- 1 Before they listen, read out the words so that the students hear how they are pronounced. Ask the students which words can be used to talk about plans to clean up the house.

POSSIBLE ANSWERS

benefit, dust, estimate, loads of, in advance, one of these days, repair, things

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- 2 In this exercise, the students match the new words to their meanings to show that they understand them.

ANSWERS

- | | |
|---------------|----------------------|
| 1. in advance | 5. one of these days |
| 2. pension | 6. for sure |
| 3. loads of | 7. convenient |
| 4. things | 8. keep in touch |

- 3 In this exercise, the students choose the correct answer to show that they understand the meanings of the new words.

ANSWERS

- | | |
|------------------|-------------------|
| 1. helps | 4. an approximate |
| 2. not satisfied | 5. are broken |
| 3. uncle | 6. the desert |

- B** Before listening to the conversation about the organization One Day, have the students look at the pictures and describe what they see. Then they listen to a conversation to see which of the pictures show what Ron did as a volunteer.

See *Teaching Suggestions for Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Lucy: Ron! You're dirty! That's not like you!

Ron: I know, Lucy. I'm covered with dust. I've just finished doing some volunteering. I've been thinking about volunteering for some time, and then I heard about an organization called One Day and it's really cool!

Lucy: OK. What's so special about One Day?

Ron: It's an awesome idea. As the name suggests it's all about volunteering for just one day. That's all. You don't need to do any more. Young people have so much to do – work, studies, social life and they find it difficult to volunteer for projects that require them to give up too much of their time. The One Day teams estimate what kind of job a group of people can do in one day. The volunteers work together and at the end of the day they go home. It's all very easy, you don't need any special skills, although you can say what kind of job you prefer to do. And of course, you volunteer when it is convenient for you.

Lucy: So, who did you work with?

Ron: That's the interesting thing about One Day. It's for volunteers between the ages of 18-35, so you get to meet people and make new friends. Everyone benefits! The organization has all kinds of programs. For example, sometimes a company sends its workers to volunteer. Many of the workers say that it has made a huge difference to the way they work in the company afterwards. There are loads of things to do – for instance, you can build a community garden, prepare food packages for people who need them, clean up the beach and all kinds of other useful activities.

Lucy: What did you do?

Ron: Our team helped paint a house for an older person. He lives alone and doesn't have any relations here. I saw that his bed was broken, so I repaired it for him. I also helped him tidy up his things a little. He was so happy. He said he had wanted to repair the bed for a long time, but because he lives on his pension, it was too expensive. I really felt good about helping him.

Lucy: Actually, it sounds like the sort of thing I'd like to do. But surely it can't be all good. Was there anything you didn't like?

Ron: There was only one thing that we all complained about. We were sorry that it was only for one day! I had a great time and met some amazing people. We all agreed to keep in touch and that one of these days we'd volunteer again. Would you like to come?

Lucy: For sure! Just let me know in advance!

Ron: Great.

ANSWER

Picture number 4

C The students listen again and pay attention to the details. Have the students read the questions before they listen. This will help them focus on the specific information they need to listen for in order to answer.

The students write their answers on page 133 of the Workbook.

ANSWERS

1. b
2. c
3. 18-35
4. enough money
5. One of the following: build a community garden / prepare food packages / clean up the beach

D In this collaborative activity, the students first write questions to ask a representative of the organization One Day. Then, in pairs they answer each other's questions. Point out the speech bubbles that can be used as an example.

Suggestion for more-advanced students: After writing questions, the students can prepare and act out the conversation between the volunteer and the representative.

WORKBOOK page 134

Refer the students to the Workbook, page 134 for additional vocabulary practice.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
1. The students go to the Vocabulary Tracker on page 242 of the Workbook. By writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
1. In this collaborative exercise, the students work in pairs to plan their own One Day volunteer project, using the new words. Tell them to describe the activities they would include for the day and create a radio announcement to advertise the project and persuade people to take part in it. Before they begin writing, they should tick the words that they think they will use. You may wish to walk around the class and listen to the students to check that they are using the new words correctly. Then, ask them to present their announcements to the class.
 2. Ask the students how many new words they used.

Page 148-149

PART 2 Hope for Others

In this part, the students will read about a photographer who uses photography to help others.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 135 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- A** The students are introduced to some of the new words they will learn in Part 2. They do a variety of exercises to reinforce their understanding of the new words in different contexts before they are exposed to the reading text. The students practice recognition of the new words to internalize their meanings.

- 1** Ask the students to decide which of the new words they can use to talk about taking photographs. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

button, demonstrate, in many ways, leisure, photography, press, session, vision

- 2** In this exercise, the students choose the word in each group that does not collate or go with the new word in order to demonstrate that they understand the meanings of the new words. Explain that often adjectives and nouns, or verbs and nouns can be used together to make a useful phrase.

ANSWERS

- | | |
|-------------|-----------------|
| 1. military | 3. employment |
| 2. a damage | 4. good-looking |

- 3** In this exercise, the students choose the correct answer to show that they understand the new words.

ANSWERS

- | | |
|------------------|----------------------|
| 1. push | 5. in your free time |
| 2. often | 6. work with |
| 3. see paintings | 7. cannot |
| 4. see | |

- 4** In this exercise, the students complete the sentences with the correct new word to show their understanding of the new words in context.

ANSWERS

- | | |
|-----------------|-----------------|
| 1. demonstrated | 5. In many ways |
| 2. so long as | 6. button |
| 3. partner | 7. vision |
| 4. session | 8. truly |

- 5** In this exercise, the students use the new words to complete the text about a special photography project for young people to make sure they understand the main idea. Remind them to make any necessary changes. Ask the students how the project benefits the young people.

ANSWERS

- | | |
|----------------|-----------------|
| 1. photography | 4. demonstrates |
| 2. youth | 5. truly |
| 3. session | |

POSSIBLE ANSWER:

The young people who take part can express their hopes and dreams and can sell their photographs. It gives them a chance for a new start in life.

B These exercises introduce more new words in the context of a listening passage.

- 1** Ask the students which words they could use to talk about light.

POSSIBLE ANSWERS

shadow, sunrise, sunset

- 2** In this exercise, the students show their understanding of the new words by finding the words in exercise B1 that are related to the clues given.

ANSWERS

- | | |
|---------------|-----------|
| 1. sunrise | 3. shadow |
| 2. experiment | 4. sunset |

- 3** In this personalized activity, the students answer questions using the new words in their answers.
Accept all logical answers.
- 4** The purpose of this exercise is to hear the new words in context. The students listen to the conversation and find out where the woman gets ideas for her photographs.

LISTENING SCRIPT

- Man:** I love your photographs. The photograph of the young girl in the shadow with just some light on her face is my favorite. Are you a full-time photographer?
- Woman:** Oh, no! I do photography in my free time. That photo was actually a kind of experiment – I wasn't sure how it would look, but I am very pleased with the result.
- Man:** What kind of photographs do you like to take?
- Woman:** Anything, really. I have to say I do like taking photographs of a sunrise or a sunset. It's the time of day when there's a kind of magic in the air, and if you're lucky, you can catch it in your photograph.
- Man:** Absolutely! Did you study photography?
- Woman:** Not really. I watch lots of talks on YouTube and I often go to photography exhibitions – I often get some good ideas when I see what the other photographers do.
- Man:** Thank you for sharing your work with us. Good luck!

POSSIBLE ANSWERS

She watches talks on YouTube. / She goes to photography exhibitions (where she sees the work of other photographers).

WORKBOOK page 136

Refer the students to the Workbook, page 136 for further practice of the new words.

Page 150-151

READING 2 More Than Just a Photographer

In this section, the students read an article about a photographer and demonstrate understanding of the main ideas and basic details.

- A** The students read an article about a photographer who uses photography to help others, focusing on the main idea. Ask the students which projects are described.

ANSWER

The three different projects that are discussed in the article are "Through Rose-tinted Glasses", "Photography from the Heart" and "Spearhead".

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized.

ANSWERS

1. 1. Photography from the Heart
2. Through Rose-tinted Glasses
3. Spearhead
2. d

B The students answer questions about the article in order to demonstrate their comprehension.

ANSWERS

1. a and d
2. Young people (from the Youth At Risk groups) who would be turned down by the army if they had a police record.
3. His reason for starting the project was so that young people from the Youth At Risk groups could go to the army even if they had a police record. / Because he believes everyone deserves a second chance and young people who had a police record should be able to change their lives.
The new word that helped answer is *turn down*.
4. find and press the right buttons
5. During the corona pandemic, it helped many soldiers whose family and friends weren't able to come to their special ceremonies in the army.
6. d

C In this exercise, the students write a personal response to the reading text explaining which project they consider to be the most important and giving reasons for their answers.

Accept all logical and grammatically correct answers.

Suggestion: In order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge, point out to the students that the words *vision* and *exhibition* end with the suffix *-ion*. Explain that this noun ending means “act or condition” of something (for example, the condition of seeing, the act of exhibiting). Ask the students to look at previous units in the book and find words ending in *-ion*. (*dictation, consideration, information, introduction, relation, addition, position, expression*)

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

A In this exercise, the students choose the correct new words to complete the sentences.

ANSWERS

1. a 2. c 3. b 4. a 5. b 6. c 7. b

B In this personalized exercise, the students answer questions about themselves, paying attention to the new words in bold.

Accept all logical and grammatically correct answers.

Suggestion: Have the students work in pairs taking turns asking and answering the questions.

C The purpose of this collaborative activity is to give the students the opportunity to speak with a partner about photography and art using the new words. Tell the students to read the quote and discuss their opinions about it. Point out the speech bubbles that can be used as an example.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. In this case, verb and noun expressions.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 139 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the explanation with the class and check that the students know the meanings of the verb and noun expressions given. Ask the students how many of the expressions are the same in their language. Have the students do the exercises to demonstrate understanding of the new words.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

D To use the new expressions, the students write sentences in their notebooks using the chart.

ANSWERS

1. I'm blowing my nose because I have a cold.
2. I'm hanging up a picture because I want to add color to the room.
3. I'm postponing the meeting because I won't be at work.
4. I'm making a face because I don't agree with you.
5. I'm turning the page because I want to see how the story ends.

E In this exercise, the students complete the sentences with the new expressions given. Remind them to make any necessary changes.

ANSWERS

- | | |
|------------------|------------------------|
| 1. put up | 4. laid ... down |
| 2. sent ... back | 5. corrected ... tests |
| 3. cancel | |

Suggestion: Have the students work in pairs to write a dialogue using at least three of the expressions. Walk around and help the students. Ask them to present their dialogues to the class.

WORKBOOK page 140

Refer the students to the Workbook, page 140 for more practice of the new words.

Pages 154-155

GRAMMAR Zero Conditional and First Conditional

This section introduces the meaning and use of the Zero, First and Second conditional sentences.

Explain that to show a condition, we use the word *if*. The part of the sentence that comes after *if* shows the condition. The result is the rest of the sentence. Point out that the sentence can also begin with the result. (*You will succeed (result) if you work hard.*)

Read the explanation about the Zero Conditional. Tell the students to look at the example sentence for the Zero Conditional and ask them which tense is used for the condition and which for the result.

ANSWER

We use the Present Simple tense for both the condition and the result parts of the sentence.

Read the explanation about the First Conditional.

Point out that whereas the Zero Conditional uses the Present tense in both parts of the sentence, the First Conditional uses the Future Simple tense in the result. For example:

*If she **eats** nuts, she **gets** sick.* – Zero Conditional

*If Jean **volunteers** at the animal shelter, she **will make** new friends.* – First Conditional

Tell the students to look at the example sentences in the Student's Book and answer the questions.

ANSWERS

1. The Present Simple tense is always used after *if* and the Future Simple tense is used to show the result.
2. Note: In English we use the Present Simple after *if*. In Hebrew, the Future Simple is usually used in both parts of the sentence.

Draw the students' attention to the note. Explain that *unless* means *if not*, and the tenses used are the same as for the First Conditional.

Refer the students to the Grammar Appendix on page 238 for additional information and examples.

- A** In this exercise, the students practice the Zero Conditional by completing the sentences. Point out or elicit that these sentences express 100% certainty that if the condition happens, this result always follows.

POSSIBLE ANSWERS

- | | |
|---------------------|--------------------|
| 1. add sugar | 4. eat nuts |
| 2. goes below zero | 5. like tasty food |
| 3. don't water them | |

- B** To practice seeing the connection between condition and result, the students match the beginnings of the sentences (conditions) in A to the results in B to form sentences using the First Conditional.

ANSWERS

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

- C** In this exercise, the students complete the Zero and First Conditional sentences with the correct form of the verbs in brackets. Remind them that after *if* we always use the Present Simple.

ANSWERS

- | | |
|--------------|------------------|
| 1. collects | 4. don't have |
| 2. will stay | 5. won't succeed |
| 3. will know | |

Suggestion: Ask the students to identify each of the sentences as Zero or First Conditionals before they give the answers. This will help them focus on the tense that they need to use.

WORKBOOK page 141

Refer the students to the Workbook, page 141 for additional practice.

Second Conditional

Read the explanation of the meaning and use of the Second Conditional with the students and ask them to match them to the sentences.

Draw the student's attention to the note and explain that *were* is used in the past tense for all the sentence subjects, including *I, he / she* and *it*. Now, tell the students to answer question B.

ANSWERS

- A 1. b 2. a 3. c

- B In the condition part of the sentence, the Past Simple is used.
In the result, *would* + V1 is used.

Refer the students to the Grammar Appendix on page 238 for additional information and examples.

- D 1** This exercise combines practice of form and meaning. The students choose the correct verb to create Second Conditional sentences.

ANSWERS

- | | |
|----------|---------------|
| 1. slept | 4. would take |
| 2. had | 5. would be |
| 3. lived | |

- 2** To focus on meaning, the students match the sentences in exercise D1 to the sentences given. This clarifies the reason we would choose to use the Second Conditional in exercise A1. (For example, some sentences talk about a possibility that may not happen.)

ANSWERS

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

- E** **1** In this exercise, the students complete the sentences with the correct form of the Second Conditional.

ANSWERS

1. didn't have 3. would have
2. would tell 4. stopped

- 2** In this exercise, the students decide who would say each sentence in exercise E1.

ANSWERS

1. a prime minister 3. a police officer
2. a parent 4. a shopkeeper

WORKBOOK page 143

Refer the students to the Workbook, page 143 for additional practice.

Pages 156-157

WRITING A For and Against Essay

In this scaffolded writing section, the students learn how to write a for and against essay. Read the explanation and explain that in this type of essay, the writer gives advantages for both sides of the topic and states his or her opinion in the final paragraph.

- A** **1** The students read the model essay about volunteering. The question focuses on the main idea.

POSSIBLE ANSWERS

Everyone can benefit from volunteering. / People can even learn from a bad experience.

- 2** To analyze the structure of a for and against essay, the students copy and complete the chart into their notebooks, according to the information in the model.

ANSWERS

1. Whether volunteers always benefit from the experience.
2. When we help others, we have a good feeling.
3. You may not have a positive experience as a volunteer.
4. Everyone can benefit from volunteering.

Suggestions for less-advanced students: Draw the chart on the board and complete it with the students. Point out that all the answers appear in the model and check that the students go back to the model to find them.

Writing Tip

Read the tip with the students and point out that organization of a paragraph is important in order to make ideas clear to the reader. Explain that the first sentence of the paragraph is the topic sentence, which gives an opinion or a general statement. The supporting sentences give reasons, facts, examples or additional information about the topic sentence.

- B** In this exercise, the students read the model again to find the topic and supporting sentences for paragraphs 2 and 3.

ANSWERS**Paragraph 2:**

Topic sentence: On the one hand, there is no doubt that when we help others, we have a good feeling.

Supporting sentences:

First of all, you know that you are doing something good and making another person's day better.

Moreover, in many ways, you learn a lot about yourself, about others and about the job.

Paragraph 3:

Topic sentence: On the other hand, you may not have a positive experience as a volunteer.

Supporting sentences:

Firstly, if you don't get the right kind of training, you will probably not be able to do the job well.

Furthermore, the actual job may not be what you expected and you may be disappointed.

C

To practice understanding the logic of topic and supporting sentences, the students match each topic sentence with its supporting sentence.

ANSWERS

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

D

- 1** This activity gives the students the opportunity to practice writing supporting sentences for and against the topic. In the first part of this activity, the students decide which sentences are for and which sentences are against volunteering.

ANSWERS

1. Against 3. Against
2. For 4. For

- 2** In this part of the activity, the students choose one topic sentence for and one against volunteering from exercise D1 and write a supporting sentence for each.

Accept all logical and grammatically correct sentences.

WORKBOOK page 145

Refer the students to the Workbook, page 145 for additional practice of the writing skills.

WRITING TASK

This task requires the students to apply what they have learned in this section. Read the writing task with the students and tell them to write 100-120 words using the new words.

Suggestions:

1. Write these sentences on the board and ask the students to decide which agree with the topic and which disagree with the topic. They can use these ideas in their essays.

I have no doubt that people should come before animals. (Disagree)

If we don't help animals, many will end up sick and possibly die. (Agree)

Although I have a lot of sympathy for animals, I would rather volunteer to help people. (Disagree)

We damage the environment and this affects the animals, so we have a commitment to help them. (Agree)

These days, more and more people need our help. (Disagree)

Nowadays, many animals are in danger of disappearing and we must ensure that this does not happen. (Agree)

2. Write these connectors on the board for the students to use in their essays:

First of all, Firstly, Secondly, In addition, Furthermore, On the one hand ... On the other hand, However, In conclusion, Finally, To sum up

Go over the guidelines for the task and make sure that the students understand what they are required to do.

Point out to the students that they can use the checklist to edit their work and check that they have completed all the requirements for the task so that they won't lose any points. The checklist appears on page 217 of the Workbook.

To assess this activity, use the photocopiable chart on page 207 of this Teacher's Guide.

Pages 158-159

SPEAK YOUR MIND

This section provides the students with the opportunity to collaborate in a team to structure an argument, and state their points of view in order to debate a controversial topic. Each unit prepares the students for a stage in the debate process. For the full debate process see page 172 of this Teacher's Guide.

LET'S TALK

A In this two-part activity, the students use pictures to stimulate a discussion about volunteering with people or helping the environment.

1 The students answer the questions about the pictures.

POSSIBLE ANSWERS

1. Similarities: teens volunteering; people who are involved and enjoying what they do.

2. Differences:

In picture a, the activity takes place outside, in picture b, the activity takes place inside; in a the volunteering is dealing with things, in b it is with people; in a the activity requires mainly physical work, in b it's not such a strenuous physical activity.

3. Accept all logical answers.

2 The students now interact in pairs to discuss which project they would choose and give reasons for their answers. Point out the speech bubbles that can be used as an example.

LET'S DEBATE

This section introduces the students to the new words and teaches them how to prepare for the debate.

Explain to the students that a debate involves two teams who present arguments for and against a topic and try to persuade the audience to agree with their opinion.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 146 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

Read the debate topic with the students. Point out that the debate topic is usually controversial and that they will learn to prepare arguments that will support both views – for and against – the topic.

B The students learn the new words they will need to use in their debate.

1 Tell the students to find the words that are connected to doing an activity.

POSSIBLE ANSWERS

aim, concentrate, conclude, confident, requirement, stress, voluntary

2 The purpose of this exercise is for the students to complete at least three of the sentences to show that they understand the meanings of the new words while at the same time relating to the debate topic.

Accept all logical and grammatically correct answers.

Suggestion for less-advanced students: Do the exercise together as a class. Have the students brainstorm their answers and then choose some of them to write on the board. This will help the students to see a variety of answers.

Suggestion for more-advanced students: Have the students who have used different words read out their sentence completions so that the whole class is exposed to all of the new words and the students have a chance to hear how they are used.

Tip! Sum up

This tip focuses on summing up the points at the end of the speech. Read the tip with the students.

Remind them of the previous stages in the debate process (brainstorming, choosing ideas, introducing the topic, writing the speech and making cue cards). Now they need to learn how to sum up the argument.

- C** 1 In this activity, the students read the sentences and decide which one is for the topic and which one is against it.

ANSWER

Sentence A is for the topic, sentence B is against it.

- 2 Tell the students to listen to two people summing up their speeches about volunteering and say what the opinion of each speaker is. Tell them to read the sentences again before they hear the recording so that they will be familiar with what they hear.

LISTENING SCRIPT

Speaker 1

Our aim is to save our planet. I must stress that we should protect the environment and put an end to climate change. It's common sense that then the lives of people will be much safer. I am confident that you will all agree with me on this.

Speaker 2

I agree that the planet needs our help, but there are more urgent issues to deal with in our community. Doing voluntary work is very important. We can only conclude that the first requirement is to concentrate on helping people and then we can help the planet.

ANSWER

Speaker 1 supports sentence A and Speaker 2 supports sentence B.

- D** In this three-part activity, the students, in their teams, decide if they are for or against the topic and prepare their speeches.

- 1 Tell the students to pay special attention to summing up the points of their argument. Tell them that they can use ideas in exercise C and add their own. Then tell them to organize their ideas to present to the class. Tell them to use the new words and the Useful Phrases to help them.
- 2 Tell the students to read the checklist on page 219 of the Workbook to help them prepare their presentation.
- 3 Tell the students in each team to choose one member to present their speech. The person can practice it first in front of the team members who can help by giving constructive advice.

While each pair of students is giving their presentation, have the other students evaluate them according to the following criteria:

1. Could I understand what they said?
2. Did they speak fluently?
3. Did they state their opinion / argument clearly?

Refer the students to the Workbook, page 147 for further practice of the new words.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
1. The students go to the Vocabulary Tracker on page 243 of the Workbook. By writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can also use the Digital Extra component, *Wordlist Plus*, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
1. In this activity, the students work in pairs to decide what organization or community project they want to help and how they will do it. They write down their ideas, using the new words. Tell the students to use the information from the reading texts on pages 140-141 and 150-151 to help them. Before they begin writing, they should tick the words that they think they will use. Then they should share their ideas with the class.
 2. Ask the students how many new words they used.

Pages 160-161

REVIEW

This section consolidates and reviews the new words and expressions taught in the unit. All the new words are listed according to the part of the unit in which they appear. Have the students go over all the words to make sure they know what they mean before doing the exercises. They can test themselves using *Wordlist Plus* and the Vocabulary Tracker. The section also includes a review of the grammar points taught in the unit. The last two exercises in the Review are cumulative and review words and grammar points from Units 1-5.

Suggestion: Review the new words orally by giving the students the meanings in Hebrew or Arabic of some of the more challenging words and asking the students to find the words on the wordlist.

- A** In this exercise, the students choose five words to complete the graphic organizer. They should find words that relate to helping people. Tell the students to write a definition and a sentence for each new word that they choose.

Accept all logical and grammatically correct answers.

- B** In this exercise, the students choose the correct answer to show that they understand the meanings of the words in the unit.

ANSWERS

- | | |
|---------------|---------------|
| 1. convenient | 5. constant |
| 2. clapped | 6. dust |
| 3. owner | 7. approve |
| 4. oven | 8. contribute |

- C** In this exercise, the students complete the sentences with the correct form of the verbs given. Tell them to pay attention to the Temporals used and remind them to use the Present Simple tense after the temporal.

ANSWERS

- | | |
|--------------|--------------|
| 1. arrives | 4. eats |
| 2. will feel | 5. will want |
| 3. reach | |

Suggestion: Ask the students to identify the temporal in the sentence and the tense needed to complete the sentence. Have the students write 3-5 sentences using the temporals. They can refer to page 144 if they need to review temporals.

- D** In this exercise, the students review the Conditionals by matching the sentence beginnings in A to the endings in B. Tell them to pay attention to the conditional word – *if* – and elicit the rules that the verb following it is always in the Present Simple. Ask the students to identify the sentences as Zero, First or Second Conditional. This will help them decide which tense to use.

ANSWERS

- e (First Conditional)
- d (Second Conditional)
- a (Second Conditional)
- f (Second Conditional)
- c (First Conditional)
- b (Zero Conditional)

- E** In this recall activity, the students produce words learned in this and the previous units. Point out that they are given some of the letters in the missing words to help them recall the words. Ask the students what some of the volunteers do abroad.

ANSWERS

- | | |
|-----------------------------|----------------|
| 1. economic | 6. communities |
| 2. citizens | 7. treatment |
| 3. commit | 8. volunteers |
| 4. attended | 9. youth |
| 5. environmentally friendly | 10. benefit |

Any of the following: They teach farming / give medical treatment / teach English

- F** In this productive activity, the students work in pairs to prepare a roleplay between the head of a volunteer project and a young person who wants to take part in it. Tell the students to use the new words and the grammar that they have learned, and use the speech bubbles as an example. Have them act out their roleplays for the class.

WORKBOOK page 148

Refer the students to Check Yourself in the Workbook, page 148.

Point out that Check Yourself in the Workbook reviews vocabulary, grammar and writing. The vocabulary section reviews recognition and production of the vocabulary in the unit. It is cumulative and includes words learned in all previous units.

The students are referred to the Digital Extra component called Vocabulary Booster. The Vocabulary Booster offers reinforcement and assessment, and promotes speaking. Interactive activities include speaking activities, games, a unit review and a cumulative review.

Pages 162-163**READ AND CHECK** A Different Kind of Vacation

The students are presented with a text for independent reading that recycles words from all previous units.

- A** To monitor vocabulary acquisition, the students are asked to look at the words in bold in the text and see how many they remember.

- B** The students read the article about voluntourism. Explain that the concept is a combination of the words volunteering and tourism and involves volunteers going to different countries. Tell the students that while reading, they should focus on the main idea – how the volunteers can have a successful vacation.

ANSWER

They should research the company they are traveling with and make sure that the community receives the money that it is meant to receive.

- C** The students answer the questions about voluntourism. The questions reflect the categories of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

1. Volunteers may have to pay in order to volunteer.
2. a, e
3. Two of the following: by making a contribution to the local community / by having a vacation / by making new friends / by learning about a different culture
4. 2. become close to the volunteer
4. feel sad (when the volunteer leaves / and can suffer from emotional damage)
5. a
6. Because some companies / organizers use volunteer programs to make easy money. / The money doesn't go to the community.
7. d

- D** In this writing task, the students write a paragraph expressing their own opinion about if they would prefer to volunteer at home or abroad. Remind them to use correct paragraph structure: main ideas and supporting sentences.

Accept all logical and grammatically correct answers.

WORKBOOK page 152

Refer the students to the Workbook, page 152 for an additional reading text and comprehension questions.

TASK

The task requires that the students apply what they have learned in the unit. They can choose one of the two tasks.

In the first task, the students choose a country where volunteers can help the local population, and research the options available for volunteers. Then they prepare a presentation on the topic.

In the second task, the students think of a community project that they would like to do in their own town and plan how they would go about setting up a volunteer group. They would then make a podcast or poster, explaining the aims of the project and what they expect from the volunteers, to present to the class.

Go over the guidelines for the task on page 223 or 224 of the Workbook and make sure that the students understand what they are required to do.

Tell the students to mark the checklist on page 223 or 224 of the Workbook when they have completed the task. Explain that the checklist can help them see if they have completed all the requirements for the task so that they won't lose any valuable points.

Tell the students that they can use any information in the unit to help them.

To assess this activity, use one of the photocopiable charts on page 215 or 216 of this Teacher's Guide.

Suggestion: The students can use the following digital tools:

to create a slideshow of the ways volunteers can help in a foreign country – *Photopeach* <https://photopeach.com/>

to create their podcast – *Podomatic* <https://www.podomatic.com/>

to prepare a poster explaining the aims of the voluntary community project – *Artskills* <https://www.artskills.com/>

SUGGESTIONS FOR FURTHER READING

Women Who Changed the World (Penguin, level 4)

Mother Teresa of Calcutta: A Personal Portrait (abridged version) by Leo Maasburg (published by Augustine Institute)

Gandhi by Rowena Akinyemi (Oxford Bookworms, level 4)

Gandhi by Rachel Bladon (Heinemann Readers, level 4)

How to Give Up Plastic by Will Mcallum (Penguin, level 5)