Unit 9: Wonderful World

	Title	Reading	Listening	Writing	Speaking
1	The Northern Lights	Article	---	Description	Description
2	Keeping Mitzvot in the Land of the Midnight Sun	---	Interview	Personal response description	Discussion
3	Waterfalls Around the World	Poem Article	-----	Description	Opinion
4	Waterfalls in Israel	-----	Conversation	Connections	Personal experience
5	The Great Barrier Reef	Informative Article	----	Personal preference Story	Discussion
6	Israeli Geography	Quiz	Sales pitch	Informative Advertisement	Explanations
7	Makhtesh Ramon	Informative Article	-----	Opinion	Discussion
8	Planning a Trip	Guide	-----	Travel plans	Personal preference
9	The Best Place to Visit	-----	Presentations	Opinion	Presentations

Overall performance objectives:

- Can discuss personal experiences
- Can express opinion and preference
- Can write a short story, a description, a for and against essay
- Can persuade and discuss a variety of topics orally
- Can plan and present their plan
- Can express different ideas easily

Vocabulary: New

aside	conservation	exploration	layer	protective	spring
astonishment	continent	extend (v)	magnetic	quote	stream
barely	coral	fantasy	magnificent	recreation	tightly
beforehand	counterbalance	fantasy	marine	reduction	trail
biological	crash	flame	marvel at (v)	region	transparent
breathtaking	customary	horizon	mutual	replace	triangular
bright	delicate	incredible	observation	sanctuary	tropical
burst	discriminate	integration	operate	scout	view (v)
cave	distinct	interruption	partially	sense (v)	wildlife
coastal	dynamic	isolated	path	spectacular	
colony	evident	laundry	present (v)	splendid	

Collocations, Chunks, and Idioms

hint of	little by little	not to mention	pretty much
judging by	nature reserve	once in a ...	take place
keep company	not believe your eyes	out of nowhere	wear away

Reentered / Reviewed

abandon	consideration	extensive	measurements	principle	stimulating

accompany	consume	features	minimize	quote (v)	structure
appreciated	correct	flash	mining	regulation	surface
attract attention	decrease	formation	moist	remarkable	tempted
attractions	disciplined	generate	observe	require	transform
balance	diverse	generate	overcome	route	tremendous
breath	diverse	imaginary	overwhelm	scale	unique
charged	dull	impressive	percent	shallow	unique
charming	ecological	income	perspective	sharp	view
come up	exceptional	increase	phenomenon	site	vital
complex	expand	inspire	possession	sparkle	witness
comprehensive	exposure	inspiring	primarily	splendid	
concept	extend	intense			

Page 209

1: The Northern Lights

1. Let's Talk! Have a class discussion about beautiful scenery that they have seen or have heard of around the world. Encourage them to describe it as best they can.

2. a. Have the students write the correct word next to the meaning, using the word bank. Answers:

1. burst
2. bright
3. extend
4. discriminate
5. dynamic
6. path
7. magnetic
8. hint
9. spectacular
10. once in a …

2.b. Have the students fill in the missing words to complete the sentences. They are to use the words in Exercise 2.a.
Answers:

1. discriminate
2. bright
3. burst, dynamic
4. magnetic, extend
5. spectacular, once in a …
6. hint
7. path

3. Have the students write at least two examples for each question provided, in their notebooks. Encourage them to share their ideas.

Page 210

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It is recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Page 211

Read the Food for Thought box with the students. It provides an interesting comparison for them to think about. Discuss it as well.

5. Have the students answer the questions according to the text in Exercise 4, in their notebooks.
Answers:

a. t*o discriminate between night and day and times and seasons /*
to know the difference between night and day and between times and seasons
b. *… the particles react to the magnetic field and atmosphere.*
c. T*he Northern lights can be seen in the far north of the world, in countries like Canada or Iceland, and in the south in places like Australia and New Zealand.*
d. T*he pink color in the northern lights will come and go, it is not very dominant.*
e. Accept any logical explanation that shows it is clear this is a rare phenomenon and doesn't always happen. The answer should refer to the text.
f. Any three of the following: *best time of year winter from December through March / observe them around Rosh Chodesh time, on a moonless night / important to be on watch throughout the night because they can appear—and disappear—in a second /weather conditions are important / a clear sky / very dark and free of clouds.*

6. Let's Write! Have the students write a short description, in their notebooks, of a natural event that they have either seen or heard about. They are to write between 80-100 words. It is a good idea to brainstorm with them prior to writing, to help them come up with ideas. For example, things like snow falls, seeing lightening in the sky, watching the waves at the beach, watching a waterfall. a boat ride on the Mediterranean or the Kinneret, a walk through a garden, seeing crops grow on a moshav, etc.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 212

2: Keeping Mitzvot in the Land of the Midnight Sun

1. Let's Talk! Have the students look at the map of the Arctic Circle and discuss what they see and what they can learn about the area.

NOTE: A little more information for you: based on information from:
https://www.auroraexpeditions.com.au/blog/where-is-the-arctic/
https://www.coolantarctica.com/Antarctica%20fact%20file/arctic_animal.php
The Arctic Circle is located at the top of the globe, covering about 1/6 of the globe. It crosses the northern parts of Russia, Alaska and Canada and the Arctic Ocean. There are eight countries with land in the Arctic region: Canada, Denmark, Greenland, Finland, Iceland, Norway, Russia, Sweden and Alaska-USA.
There is one day a year when the sun doesn't set and one day when it doesn't rise. In the summer, there is something called the "midnight sun", with beautiful colors of sunset at midnight. In the winter, there is the aurora borealis that fills the sky with spectacular lights. The Arctic Ocean is the smallest ocean in the world. In the winter it is covered in ice and enables the polar bears to hunt for food.

There are many different types of animals that live in the Arctic Circle, for example: Arctic Fox, Snowy Owl, Canada Goose, Beluga Whale, Orca Whale, Arctic Wolf, Moose, Polar Bears, different types of Seals, Walrus, and many others.

2. a. Have the students choose the correct word in each sentence, that means the same as the word in bold.
Answers:

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

2.b. Have the students choose the correct ending for each sentence.
Answers:

1. what the person said
2. like it a lot
3. do it all the time
4. telling it for the first time
5. how interesting it is

Page 213

3. Have the students answer the questions in their notebooks. They are to use the words in bold in their answers.

4. Listening Comprehension: Have the students listen to the interview between Moshe and Rabbi Lowenstein. They should then answer the questions in their notebooks.
It is a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript

Moshe: Thank you, Rabbi Lowenstein for being with us this evening. Before you begin explaining the halachic implications of keeping mitzvot disciplined by time in the "Land of the Midnight Sun", can you give us some geographical background information about the area?
Rabbi L: Thank you very much for that question. Without comprehensive knowledge of the area, it would be impossible to understand the problems and the solutions to the halachic *questions. First of all,* the Arctic Circle (located at 66.56° N Latitude, see map) is an imaginary line that runs through Canada, Greenland, Scandinavia, Russia, and Alaska. From this general area and northward, there are days in the summer when the sun does not set and days in the winter when the sun does not rise.
Moshe: That is a real reason to marvel at the miracle of the creation of the world by Hashem. What are some implications to these less than ordinary situations?
Rabbi L: I think the first implication to consider would be about davening shacharit, the morning prayer, because that is how a religious Jew conducts himself every day. First, I will quote the opinion of the Ben Ish Chai of Bagdad. When the sun is above the horizon for 24 hours, or when it is completely dark for 24 hours then, 6:00 a.m. is considered sunrise and 6:00 p.m. is considered sunset. In the "morning", one wears *tallit* and *tefillin*, *davens* Shachrit and performs most mitzvot done during the day.
Moshe: That is a very interesting consideration. Are there any other opinions?
Rabbi L: The *Moadim U'Zmanim* presents an original approach to deal with this problem. In the summer, when the sun does not set, each new *halachic* day begins and ends when the

sun is at its lowest point in the sky. A person could only fulfill *mitzvot* that are performed during the day (e.g. *Shachrit*) and not those done at night (e.g. reading the *Shema* of night). In the winter, when the sun is below the horizon, the new *halachic* day begins when the sun is closest to the horizon. In Polar Regions, on a day in the winter when it remains completely dark with no sunlight for 24 hours, one could perform night *mitzvot* but not day *mitzvot* (e.g. *Shachrit*) since there is no daylight.

***Moshe**:* That seems very hard for someone who is used to praying three times a day and is then left with only praying once or twice a day. Now can you please tell us about how Shabbat is observed in those places?

Rabbi L: There are a few opinions of how to observe Shabbat in those locations. The *Tiferet Yisroel* says that at the North Pole, one should use the times for Shabbat and *davening* based on the location from where he came.

***Moshe**:* That seems like a solution that is fitting. But are there other opinions about Shabbat?

Rabbi L: I'll quote the Ben Ish Chai again. He holds that *Shabbat begins* 18 minutes before 6:00 p.m. on Friday. *Shabbat* ends on Saturday at 7:12 p.m., 72 minutes after the "replacement sunset" of 6:00 p.m. At this time, one could say the evening *Shema*.

On the other hand, the *Moadim U'Zmanim* introduces a novel approach to deal with this problem. In the summer, when the sun does not set, each new *halachic* day begins and ends when the sun is at its lowest point in the sky. This is when *Shabbot* would begin on Friday and end on Saturday night. In the winter, when the sun is below the horizon, the new *halachic* day begins when the sun is closest to the horizon.

There are also regions that do not have the distinct day and night that we are used to, but do have some amount of light during the long winter, and do experience sunset during summer. These require rabbinical guidelines.

***Moshe**:* Thank you so much, Rabbi Lowenstein for sharing this interesting halachic information. I don't know if any of the members of our audience will ever go to such places but, you never know!

Rabbi L: It was my pleasure to share this unique halachic knowledge with you all.

Based on: https://www.star-k.org/articles/kashrus-kurrents/515/when-does-one-pray-when-there-is-no-day/

Answers to the questions:

a. 2
b. 1
c. 1
d. 1
e. 2

5. Let's Write! Have the students write a short paragraph describing what challenges they think there might be for someone who lives in the Arctic Circle to keep Shabbat. They are to write between 60-80 words, in their notebooks.

You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 214

3: Waterfalls Around the World

1. Let's Talk! Pair work. a. Have the students work in pairs to discuss the questions and the chant in Exercise 1. You may want to read the chant together with the class.

1.b. Have a whole class discussion about both and make sure they all know the names of the 7 continents in the world (North America, South America, Australia, Asia, Africa, Europe Antarctica).

2. a. Have the students match the words to the definitions.
Answers:

1. delicate
2. fantasy
3. mutual
4. continent
5. partially
6. trail
7. counterbalance
8. view
9. take place
10. splendid
11. operate

2. b. Have the students complete the sentences using the words in Exercise 2.a.
answers:

1. splendid, mutual
2. view, fantasy
3. operates
4. delicate, counterbalances
5. take place
6. trail
7. partially, continent

Page 215

3. Have the students write five sentences using any of the two word combinations from Exercise 2 that they desire. They are to write in their notebooks. Encourage them to share their sentences.

4. a. Read the short text about waterfalls with the students. Ask them if they have ever heard of the waterfalls in the text.

4. b. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to think about what they might learn.
It is recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Option: You might want to bring in the *pasuk* from Tehillim, *'More than the voices of great waters and more than the mightiest breakers of the sea, is the Lord mighty on high.'* Tehillim 93-4
This could be a point of discussion about the fact that the waterfalls are only a small portion of His creations and how loud and strong they are. From this we learn the greatness of Hashem YItbarach.

Challenge: Use the texts to do a Jigsaw Activity with the class, where each group gets one of the texts and then has to 'teach' it to the other groups.

Page 217

5. Have the students answer the questions according to the text in Exercise 4, in their notebooks.

Answers:

a. *falls sharply over a rocky ledge into a pool below.*

b. *cascade*

c. Accept any of the following per falls

Name	Location	Number of Falls	Interesting Fact	Water Power	Activities to do there
Niagara Falls	On the border of the USA and Canada in North America	three	More than 20 million people visit it a year / it is the most famous waterfall / it is a source of	Hydroelectric power They drop more than 50 meters. During peak daytime tourist hours, more than 168,000 cubic meters of water goes over the top of the falls every minute	a. Maid of the Mist boat ride b. Walk on trails on both sides of the falls. c. Go in an elevator under the falls.
Victoria Falls	On the border between Zambia and Zimbabwe in Africa	One curtain of water	It is called The Smoke that Thunders / it is known as the greatest curtain of falling water / there is a bridge over the falls.	Five hundred million cubic meters of water per minute fall over the edge of the falls which is over two kilometers in width. The water falls into a canyon one hundred meters below.	a. There is a beautiful national park near the falls. b. Visitors can see wild animals. c. They can also walk on the bridge over the falls.
Iguazu Falls	On the border between Argentina and Brazil in south America	Over 275 falls	It is the Most Beautiful Waterfall on Earth. / It was voted to be one of the New Seven Wonders of Nature.	Power of 30,000 cubic meters of water falling 200 vertical meters every single second	a. There are trails on this side of the falls, b. Visitors get soaked by the spray of the mighty force of the water falling into the river. c. Visitors can take a boat ride on the Brazilian side or the Argentinean side.

d. Have the students write sentences comparing the waterfalls. They should be comparing each waterfall to the two others, so they have 6 sentences in all.

e. This is an opportunity to have them express an opinion as to where they would like to go and why.

6. Let's Write! Have the students write a description of a waterfall that they've seen or heard of. They should use the vocabulary in the lesson. They are to write 100-120 words in their notebooks. Encourage them to share their ideas.

You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 218

4: Waterfalls in Israel

1. Let's Talk! Pair work. Have the students work in pairs to discuss the questions provided. Encourage the pairs to share with the class afterwards.

2. a. Have the students complete the puzzle with the words in the bank.
Answers:
Down:

1. magnificent
2. stream
3. crash
4. barely

Across:

2. sanctuary
5. aside
6. spring
7. cave
8. isolated
9. reserve
10. interruption

2.b. Have the students complete the sentences in their notebooks. Encourage them to share. Their sentences should show an understanding of the words.

3. Have the students write four sentences that are somehow connected to each other, using all the words in Exercise 2.a.
Encourage them to share their sentences.

Challenge: Have the students say a sentence without the word and their classmates have to complete the sentence with the correct word.

4. Listening Comprehension
Have the students listen to the conversation between Brachi Lev, the tour guide and the students in Beit Simcha school, on their school trip.

4.a. Have the students write which waterfall is seen in each picture.
Answers:

1. David Waterfall
2. Banias Waterfall
3. Gamla Waterfall

Page 219

4. b. They should then answer the questions according to what they hear.
It is a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.
Transcript

Brachi Lev (Tour Guide): Good morning, students of Beit Simcha School. My name is Brachi Lev, and I will be your tour guide for our trip today. I am happy to welcome you to our tour of waterfalls in Israel. I know it is very early this morning, but we have to get started at sunrise in order to be able to visit as many of our beautiful waterfalls as possible before it gets dark. Baruch Hashem we have been blessed with a great quantity of rain this year and all the waterfalls are flowing full strength.

Shira (student): Hi, I'm Shira. Where are we going first?

Brachi Lev (Tour Guide): This morning we will make our first stop at Ein Gedi. It is actually the closest waterfall to our starting point in Jerusalem. Because there is barely any traffic at this time in the morning, the drive will be fairly quick. We are already on our way and we will arrive soon.

Shira: Will we be there long?

Brachi Lev (Tour Guide): No, Shira, not too long, about an hour and a half or so, although, there is so much to see in the nature reserve. I will be explaining all about the history of Ein Gedi on our way so you can enjoy the beauty of the place without too many interruptions when we arrive.

Let me tell you about Ein Gedi first. As you can see by the landscape, we already are bordering the Dead Sea and we should arrive very soon.

In the year 1971 Ein Gedi was declared to be one of the most important nature reserves in Israel. The reserve is located on the eastern border of the Judean Desert, on the coast of the Dead Sea. It covers an area of 14,000 dunams. The nature reserve includes two streams of flowing water all year long: Nachal David and Nachal Arugot. Two other streams also flow into the reserve. All the streams together generate approximately three million cubic meters of water per year. This water is used for agriculture or is bottled as 'Ein Gedi Water' and is consumed all over Israel. The reserve is also a sanctuary for many types of plants, birds and animals.

Efrat (student): I'm Efrat. I know that Ein Gedi is mentioned in the *Tanach*. Can you tell us more about that?

Brachi Lev (Tour Guide): That is a good question. David Hamelch and his men were running away from Shaul Hamelech who wanted to kill him. It says in Shumel Aleph, perek 24, "*When Shaul returned from following the Philistine, he was told, 'Behold David is in the wilderness of Ein Gedi*." Then the *psukim* go on to tell us how Shaul pursued David in the caves and on the rocks. In one of the caves, David's men were very well hidden. This is when David got close to Shaul and cut off a corner of his clothing. David decided not to kill Shaul and convinced his men not to touch *Hashem's* chosen king. Then Shaul got up and left the cave with all his men.

We are going to see these caves in just a few minutes. We've arrived. Let's get off the bus and I'll explain what we are going to do.

We will take the short trail to the David Waterfall. It is a distance of 1.5 kilometers there and back. It is a short climb of 150 meters and is considered a very easy hike. So don't be worried. We will walk from the ticket office on the path. It is very well built with wooden bridges and stone stairs leading to the different levels. We will pass some charming views of flowing water. Then we will reach the last and highest waterfall in the stream called "David Waterfall". The water drops from the height of 36 meters to a shallow pool below. The splendid sight of the falls and the plentiful plants that surrounds it from all sides is impressive and beautiful. We will also see the caves I was telling you about.

***Narrator**: [music] after 2 hours*

Brachi Lev (Tour Guide): Okay girls, we are finished eating breakfast and now we are going to go up to the Golan Heights. This is a long drive, about three hours. We are going to the Gamla Waterfall. When we arrive there we will have lunch waiting for us.

Efrat and Shira(students)**:** That sounds very exciting.

***Narrator**: [music] after the long trip up north*
Brachi Lev (Tour Guide): Well, girls we're finally here! Let's eat lunch and while you eat, I'll tell you about what we're going to see.
The Gamla nature reserve is both a nature reserve and a historical site located in the center of the Golan Heights, about 20 km south to the Israeli town of Katzrin. The trail is 4.2 kilometers and is primarily used for hiking, walking, running, and camping. This trail to Gamla Waterfall is a spectacular flat route, and very easy to hike. After we cross a bridge over the Gamla River, we will see the highest waterfall in the country. The waterfall flows all year round and is especially remarkable during the rainy season. You will hear the crash of the Gamla Falls. It is located in an isolated spot, but we'll see if from the trail.
The trail begins through fields of wildflowers. Now is the most stimulating time to walk this path. There is a burst of color all around after the large amount of winter rain.
Shira (student): Thank you for lunch, it was wonderful. Let's get going!
Efrat (student): Look! The view is magnificent. We can see the beautiful plants, trees and hills. But where is the waterfall? We hear it but we can't see it.
Brachi Lev (Tour Guide): We are standing above it. Let's continue walking on to the waterfall.
Chani (student): There is it!! From here we can see the beauty of the Gamla Falls. It is amazing. The view from here completely captures the beauty of the waterfall. We can see the waterfall from top to bottom.
Brachi Lev (Tour Guide): Remember Gamla Falls is the highest waterfall in Israel. But this is not your typical visit to a waterfall in Israel. There's no spray in your face. No climbing over rocks to get wet. Gamla Waterfall can only be viewed from a distance. Aside from the waterfall, we can see an amazing view out to the surrounding area.
Take one last look. We are ready to go back to the bus.
Chani (student): Where are we going now?
Brachi Lev (Tour Guide): Once we are on the bus, I'll tell you all.
Okay girls, our next stop is the Banias. The Banias is the biggest waterfall in Israel. The Banias Waterfall is one of the most beautiful spots in Israel. Many people who visit there feel very relaxed sitting by the falls and just looking at it. The Banias Waterfall is located in the Golan Heights in the Banias Nature Reserve. The Banias is created from a water spring which rises from the base of Mount Hermon, the tallest mountain in Israel. It flows for about 3.5 kilometers and eventually becomes an impressive waterfall. When there is a lot of snow on Mount Hermon, the water's force is stronger.
Efrat (student): We are here, let's get off the bus. I can't wait to see the waterfall.
Brachi Lev (Tour Guide): We will walk on the trail to the waterfall. The Banias is the most powerful waterfall in Israel. It falls 10 meters with enormous force and noise into a beautiful pool surrounded by lots of plants and trees. Enjoy the flowers and the animals as you walk on the path. You will soon hear the crashing of the falls as you approch it.
Students: This is amazing! Beautiful! Wow!
Brachi Lev (Tour Guide): We want to leave before dark girls, so please be back at the bus in half an hour.
***Narrator**: [music] half an hour later*
Brachi Lev (Tour Guide): I'm glad to see you all came back on time. I hope you had an enjoyable day visiting three of Israel's waterfalls. I had a wonderful time with you all. Now, let's get on the bus and go home.
Students: Thank you very much! It was wonderful.

4. b. Answers to questions.

4. b. Answers to questions.

		Ein Gedi	Gamla	Banias
1.	It is located in the Golan Heights		✓	✓
2.	It is mentioned in the Tanach.	✓		
3.	It can only be seen from a distance.		✓	
4.	It is the biggest and most powerful waterfall in Israel.			✓
5.	One can go into it and feel the spary of the water.	✓		✓
6.	One can see many beautiful flowers in the spring on the way to see the waterfall.		✓	
7.	It is the place where David Hamelech hid from Shaul.	✓		
8.	It is an ideal place to calm down.			✓
9.	It is close to Jerusalem	✓		
10.	It has four streams flowing into it.	✓		

Page 220

5: The Great Barrier Reef

1. Let's Talk! Have the students discuss the questions provided. Ask them to explain what they know about a sea vs an ocean.
The seas are usually smaller and are located where the ocean and the land meet.
The oceans in the world are: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and the Southern Ocean.
Note: If the students aren't sure where each ocean is located, you might want to bring a world map and show them.

Atlantic – between Europe and North America
Pacific – between Asia and North America and South America
Arctic – North of North America, in the North Pole
Indian – south of Asia, east of Africa and around Australia on the west
Southern – Antarctica, South Pole

2. a. Have the students circle the two answers that have a similar meaning to the word in bold.
Answers:

1. b, d
2. a, c
3. a, b
4. c, d
5. a, b
6. a, c
7. a, b
8. b, c
9. a, c
10. b, c
11. a, b

2. b. Have the students complete the passage using the words in bold in Exercise 2.a. They may have to make changes in the words.

Answers:

1. tropical
2. coastal
3. coral
4. marine
5. evident
6. protective
7. wears away
8. colony
9. replaced
10. biological
11. transparent

3. Have the students write two sentences about the situations presented to them. They are to use the words in bold in their sentences. They are to write their answers in their notebooks.

Page 221

4.a & 4.b. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It is recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Page 222

5. Have the students answer the questions in their notebooks according to the passage in Exercise 4.b.

Answers:

a. *The Great Barrier Reef is famous because it is the largest coral reef in the world.*
b. *The Great Barrier Reef is located on the eastern coast of Queensland, Australia in the South Pacific Ocean.*
c. *Coral reefs are made of materials that are protective of coastal areas from storms and wearing away of the earth.*
d. Any three of the following: *sea creatures / 600 types of soft and hard corals /100 types of jellyfish / 3000 varieties of shellfish / 500 types of worms / 1625 types of fish / 133 varieties of sharks and rays / 30 species of whales and dolphins.*
e. *When the algae living inside the coral polyps are lost or die, the coral loses its color and turns white or is bleached and also dies. When corals die, there is less protecting the wildlife in the ocean floor.*
f. *The coral reef is delicate and is alive. One must make sure to keep it safe and not cause harm that can't be corrected.*
g. Have the students explain why they would or would not like to see the great coral reef. Encourage them to share their ideas.

6. Let's Write! Have the students write a short story about one of the three necklaces in the exercise. They should tell where it was obtained, who they gave it to or who gave it to them, why it was given, to whom or from whom, and anything else they think is interesting. They

are to write between 80-100 words in their notebooks. Encourage them to share their stories.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 223

6: Israeli Geography

1. Let's Talk! Pair work. Have the students work in pairs to identify the different places presented.
Answers:

a. Dead Sea, b. Mount Hermon, c. the Kinneret, d. Walls of Jerusalem, e. Port of Haifa

2. Have the students match the expressions to the meanings.
Answers:

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

3. Have the students complete the passage with the expressions in Exercise 2.
Answers:

a. out of nowhere
b. judging by
c. little by little
d. pretty much
e. not to mention

4. Group Work. Have the students work in small groups of 3-4 students. Together, in their notebooks, they are to complete the chart provided. Have them copy the chart and find the information about the different places. They are to write where it is located and what it is famous for.
If they aren't sure, they can ask their friends in other groups.
Provide books and maps to help them find the needed information.
Answers:

	Place	North	South	Center	Why is it famous? (answers here may very, these are the main points)
1.	Tel Dan	✓			Dan Spring is the largest of the springs in the nature reserve. fed by the snow from Mt Hermon, main source of the Jordan River
2.	Makhtesh Ramon		✓		world's largest "erosion cirque" crater
3.	Amuka	✓			deep valley about 8 kilometers from Safed. Buried there is the sage *Rabbi Yonatan Ben Uziel* The story says that before he died he promised that if someone looking for their *beshert* (intended), prayed at his grave, their prayers would be answered.
4.	Beit Shearim	✓			Home and grave of Rabbi Yehuda Hanasi

5.	Emek Ayalon			✓	Where Yehoshua and his army defeated five Emorite armies in a battle "Sun, stand still in Giveon; and Moon, in the valley of Aiyalon".
6.	Solomon's Pools		✓	✓	These pools were a part of an ancient waterway supplying water to Jerusalem. Built by Shlomo Hamlech.
7.	Rosh Hanikra	✓			grottos which are actually marine caves.
8.	Solomon's Pillars			✓	natural geological formations named after the biblical king. They are located in Timna Valley, 45 kilometers north of the Gulf of Aqaba (or Gulf of Eilat) of the Red Sea.
9.	Stalactite Cave			✓	Largest stalactite cave in Israel
10.	Saachne	✓			Water park and waterfalls

Page 224

5. Let's Talk and Write! Pair Work.
5.a. Have the students work in pairs to write a short advertisement describing one of the places in the chart in Exercise 4. They are to write about the place, what can be done there and why it is such a special place. They are to write between 100-120 words.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

5.b. They are to present their advertisement to the class, adding a little 'sales pitch' to their presentation.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

5.c. While the students listen, they are to try to pinpoint which points convinced them to go visit that particular place.

Page 225

7: Makhtesh Ramon

1. Let's Talk! Have the students share what they know about Makhtesh Ramon. Those who have been there should share their experiences.

2. a. Have the students choose the word that has a similar meaning to the words in bold.
Answers:

1. a
2. b
3. a
4. c
5. a
6. b
7. c
8. c
9. b
10. a
11. c
12. a
13. a
14. b

2. b. Have the students complete the sentences with the words in bold from Exercise 2.a.
Answers:

1. flaming
2. integration
3. reduction
4. conservation
5. fantasy, incredible
6. recreation
7. wildlife, breathtaking
8. not believe your eyes
9. scout, tightly
10. observation, triangular

3. Have the students fill in the chart and then choose one row and use all the parts of speech to write two sentences in their notebook.
Encourage the students to share their ideas.
Answers:

	Noun	Verb	Adjective	Adverb
a.	**integration**	integrate	integrated	----
b.	reduction	**reduce**	reduced	----
c.	fantasy	fantasize	**fantastic**	fantastically
d.	**observation**	observe	observed	-----
e.	----	tighten	tight	tightly

Page 226

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It is recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Page 227

5. Have the students answer the questions according to the passage in Exercise 4, in their notebooks.
Answers:

a. 1
b. 3
c. Any three of the following:
- *rocks and mountains – flaming to pale red, ultramarine to soft blue, gray*
- *light brown sand*
- *black hills*
- *not green like the Tabor*
- *sun's rays – reds, browns, yellows and oranges*

d. I*t was a mining town for people who worked in the mines in the Makhtesh.*
e. *The Makhtesh became recognized as a natural wonder and attracted attention.*
f. *It is mentioned in order to explain what can be seen from there and why it is important to start the visit there.*
g. *Minimized light pollution means the sky is dark at night, so the stars are much clearer, and it is easier to see them all.*

6. Let's Write! Have the students write an essay in their notebook about what they think Makhtesh Ramon as a tourist attraction. They are to write an opinion on whether they think

it is a good place to visit. They are to base their knowledge on what they've learned and any previous knowledge they may have. They are to write between 100-120 words.
Encourage the students to share their passages with the class.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 228

8: Planning a Trip

1. Let's Talk. Pair work. Have the students work in pairs to discuss traveling. They are to talk about where they like to travel, with whom and anything else they can think of. They are to describe their last trip to their partner.
Encourage the students to share their stories with the class afterwards.

2. Have the students match the word with its meaning.
Answers:

a. 8
b. 5
c. 1
d. 3
e. 2

3. Have the students write an example for each description, using the words in bold to help remind them of the new words. They are to write in their notebooks.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It is recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Page 229

5. Let's Write! Group work. Have the students work in small groups of 3-4.
In groups the students have to plan a trip to a destination that they learned about in the unit. They are to include all the steps they just read about and anything else they think of. They are to plan for 4 days of travel. Have the students use the text to help them plan.
In the next lesson, they will be discussing and presenting the places they've chosen, so it is important that this stage is done thoroughly.

Page 230

9: The Best Place to Visit

1. Let's Talk! Have a class discussion about the advantages of traveling around Israel and why people might prefer to travel abroad.

Encourage the students to express their opinions.

2. Have the students write words or expressions that they've learned as a way to review the vocabulary. They are to write three words or expressions for each place, in their notebooks. Encourage the students to share their ideas.

Option: Draw a chart on the board and in the left-hand column, write the words. Then have the students come up to the board, one after the other, to write the words they come up with. Then discuss their choices.

3. Let's Talk and Write! Group Work. Have the students continue the group activity from the previous lesson, Exercise 5, page 229.
a. They are to finish off their work for the planning of their trip.
b. They are to present their trip plan to the class. They should make sure to include all the elements asked of them.
You can assess the students using the **Speaking Rubrics** on page x in the TG.
c. While they listen, they are to write down what they liked the other trip plans, and then share that with the class.

4. Let's Write! Have the students write a for and against type of essay, stating the advantages and disadvantages of going on a trip without planning anything in advance. They are to write between 120-140 words, in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.