## Unit 3: Modern World

| | Title | Reading | Listening | Writing | Speaking |
|---|---|---|---|---|---|
| 1 | **Smart Homes** | Informative | Pair work | Compare and contrast | Point of view |
| 2 | **Future Transportation** | ---- | Panel Discussion | Description | Opinion / point of view |
| 3 | **Ancient Inventions** | Newspaper Articles | Group descriptions | Compare and contrast | Group Discussion |
| 4 | **Useful Inventions** | ---- | Pair discussion | Opinion | Description/ Agreement |
| 5 | **Biometrics** | Article | ---- | Opinion | Explanations |
| 6 | **Inventions that Advanced the World** | Timeline | Group discussion | Compare and contrast | Point of view |
| 7 | **My Favorite Invention** | Timeline | --- | Description | Description |
| 8 | **Protecting your Home** | ---- | Presentation | Recommendation | Opinion |
| 9 | **My Invention** | --- | Presentations | Description | Presentation |

Overall performance objectives:

- can discuss home security and keeping safe
- can discuss inventions and their uses
- can compare and contrast qualities of inventions from past to present
- reach conclusions and present their ideas
- express opinions and their reasoning
- are familiar with collocations and idioms
- write an opinion essay
- can write a description
- can present a fully developed idea

Vocabulary: New

| | | | | | |
|---|---|---|---|---|---|
| acceptance | commercial | enable | integrated | printing press | suitable |
| access | complex | enhance | internal | professional | surveillance |
| achieve | complex equipment | entire | invest | rails | sustained |
| affordable | concept | environment | involve | railway | system |
| ancient | concern | equally | log cabin | range | technique |
| anticipate | consequently | equipment | majority | record (v) | traditionally |
| apartment | consists of | evolve | mansion | remote | transform |
| appliance | consumers | expert | mechanism | resides | transport |
| assume | correspond | expertise | method | roll | transportation |
| attract | correspondence | external | moreover | scale | urban |
| automation | crime | factor | obtain | secured | various |
| bar | damaged | financial | ongoing | security | vehicle |
| beneficial | data | goods | overcome | shades | workshops |
| break out | depressed | improvement | payment | sight | |
| campaign | document | industry | pleasure | spread | |
| characters | efficient | innovation | population | subsequently | |
| civil service | emotional | instrument | printer | | |

**Collocations and idioms**

| | | | | |
|---|---|---|---|---|
| cause a problem | enhance performance | Home sweet home | industrial equipment | solve a problem |
| deal with a problem | enhance quality | identify a need | make money | spend money |
| eat someone out of house and home | exercise equipment | identify a problem | safe as houses | transport equipment |
| enhance efficiency | have a roof over your head | identify a solution | save money | waste money |

**Reentered / Reviewed**

| | | | |
|---|---|---|---|
| available | exercise | obesity | quantity |
| benefits | exhausted | performance | rate |
| challenge | expectation | position | relax |
| completely | flexible | prevent | resist |
| constant | identify | process | routine |
| crave | knowledge | produce | useful |
| cycle | level | products | take into account |
| develop | maintain | properly | variety |
| development | mentally | pursue | vital |
| difference | motivation | quality | well-being |
| discipline | notice | | worthwhile |

## 1 – Smart Homes

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1.a. Have the students write down as many words for house as they can. Encourage them to use a dictionary.
NOTE: This can be done as a full class challenge or in pairs or groups.
Possible answers.

| | | | |
|---|---|---|---|
| household | log cabin | tent | residence |
| apartment | flat | home | caravan |
| building | dwelling | mansion | trailer |
| mobile home | castle | palace | habitation |

b. Have the students match the words to the pictures. If they aren't sure of a word, they should look it up.
Answers:
a. house
b. mansion
c. apartment
d. trailer
e. palace
f. log cabin

c. Pair Work. Have the students work in pairs, describing a house and their partner guessing.

2. Pair Work. Have the students describe their houses to each other, filling in the Venn diagram in their notebooks, with what is similar and what is different.
It's a good idea to do an example with the class on the board so they'll be familiar with the use of the compare and contrast Venn diagram.

3. Let's Talk! Have a class discussion about the expression Home Sweet Home. Have the students express ideas about what this means to them.

4. Have the students choose the correct answer for each sentence.
Answers:

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

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5. a. Have the students write examples according to the description given, in their notebooks.

Possible answers (just suggestions). Accept logical, correct, and appropriate examples.

1. equipment- tools, kitchen equipment, building equipment, a doctors' equipment
2. a system- an air conditioning system, a heating system, a school system, a lighting system
3. something complex – science, math, a difficult puzzle, something new
4. someone under surveillance - A suspect of a crime, a person who looks suspicious, a dog who is near some children, a strange looking person, a strange looking car
5. something anticipated – a birthday, a family visit, a holiday

b. Have the students use the vocabulary from the previous exercise to write four sentences using two vocabulary words in each sentence.

6. a. Before reading the text with the students, have them look at the table of contents of the magazine. Discuss the issue of Fact and Opinion with them. Ensure they can differentiate between the two.

Use the Tip! box to help you with the discussion. Ask the students to supply an example or two of their own.

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's 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.

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Have the students go over the text again and underline sentences that are facts in red and opinions in blue.
Possible answers below:

***Everyone Can Live in a Smart Home***

*Imagine coming home to a household that can anticipate you and your family's every need. If you live in a smart home this is not far from reality. Technology makes it possible.*

*Technology should make your life easier, not more complex. There are many different systems available if you want to create a smart home. It can be as simple as adding a smart thermostat, a smart light switch, or a smart speaker that can play your favorite songs with the command of your voice. Having a home automation system brings all those things together to enhance your home.*

*Simply saying 'Goodbye' to your home when you leave can tell the automated system to turn off the lights and to adjust the thermostat. Your voice command can turn off the music and make sure your home is secured and protected by turning on the surveillance camera system. These are just some examples of everything working together to save time, energy and money.*

*Wherever you are, you can control your lights, shades, door locks, alarm, surveillance cameras, and more by using an elegant hand-held remote, touch screen. This hand-held remote-control system integrates everything in one place. Never again will you hurry from room to room on your way to work, to turn off lights, adjust shades and lock doors. Instead, with just the single tap of a fingertip, you can control everything in your house.*

*Furthermore, this integrated system centralizes all the controls in one place. You have access to everything in one central location in your home or bag. Instead of one device doing one thing, light switches all over the house and different thermostats in each room, you can control everything from one place, a place that is easy and convenient for you.*

*So what can you control with a Smart Home?*
*Surveillance Camera Security Systems*
*Install a surveillance camera security system in your home and make it part of the smart home. The surveillance cameras help secure your home and enable you to watch your home no matter where you are.*

*Windows*
*installing window control can enhance the environment throughout your home with automated shades. Mechanical windows protect your home from the sun's strong rays and increase your home's privacy. You can control when the shades will open and when they will close, keeping your house both safe and cool.*

*Video Doorbell Systems*
*Video doorbells allow you to see who is at your door, whether you are home or not. This adds another level of security and convenience to your home.*

*The bottom line is that it seems obvious that it is worthwhile changing your home to a smart home and it has a lot of advantages. Being able to control the heating and lighting systems in your home from one place is much easier than having to run around turning off all the lights and heaters. This is also more efficient and less time consuming.*

*However, if you want to create a smart home system in your house, there is one main disadvantage. It is very expensive. Installing all the equipment can be very costly. Also, you have to take into account to set the Shabbat clock before Shabbat begins, or you might be in the dark, freeze, or be too hot the whole day. Something to think about.*

c. Have the students compare what they underlined with their partners. Check their answers with the whole class.

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7. Have the students answer the questions according to the text in Exercise 6.
Answers:
a. Any two of the following:

From paragraph 2: It can turn off the lights/ adjust the thermostat / turn off the music / turn on the cameras
From paragraph 3: it can control the lights / shades / lock the doors /
From paragraph 4: You can control everything from one place

b. You don't have to run around closing windows or turning off lights. You can do it all from one place.
c. It saves time and makes life easier by putting all the controls in one place.
d. Any two of the following: You can control the heating system, the lighting system, it's easier than running around, it is safer.
e. Any one of the following: It's very expensive, if you forget to set the Shabbat clock you might freeze or be hot, or sit in the dark.
f. Have the students write their opinion as to whether they would like a smart home or not and why. It's a good idea to have them share their ideas.

## 2 – Future Transportation

Page 62:

1. Group work. Transportation Challenge
Have the students draw a chart with four columns, such as the one below, to do this challenge, writing as many words as they can that relate to transportation.

| Me | Pair | Group | Class |
|---|---|---|---|
| | | | |

a. In the Me column, they should write as many words as they can in one minute. Use a timer of some sort or look at your watch.
b. Have the student work in pairs and compare columns. Anything that they do not have in their original column should be written in the Pair column. (one minute)
c. Have the pairs pair up with another pair and compare their columns. Again they are to write down whatever isn't on the lists they have, this time in the Group column. (two minutes)
d. The groups present their lists to the class and the whole class writes in the fourth column any words they don't have.
Write down the words on the board and see how many words the class knew.
Some possible answers: (not limited to these)

car, station wagon, van, taxi, police car, bus, ambulance skateboard, baby carriage (US)/ Pram (UK), bicycle, mountain bike, scooter, motor bike, hover board, motorcycle, fire engine, tractor, garbage truck, cement mixer, dump truck subway, helicopter, airplane, jet, fighter plane, hot air balloon, carriage, rowboat, boat, battleship, cargo ship, ferry, passenger ship, barge, boat, canoe, yacht, gondola, sailboat, submarine, fishing boat, train, pickup truck, tractor, tow truck, fire engine, tank, jeep, tractor-trailer, car transporter

2. Have the students write the word from the bank next to its meaning. They should use a dictionary for words they don't know.
Answers:

| | Meaning | Word |
|---|---|---|
| 1. | business of producing something | industry |
| 2. | problem | concern |
| 3. | rise above | overcome |
| 4. | tracks where a train travels | rails |
| 5. | of the city | urban |
| 6. | supplies or things you buy | goods |
| 7. | train | railway |
| 8. | car, truck, or bus | vehicle |
| 9. | making something better | improvement |
| 10. | knowing how to do something in the best way | expertise |
| 11. | change | transform |
| 12. | something new | innovation |
| 13. | idea | concept |
| 14. | can do something well | efficient |
| 15. | professional in his/ her field | expert |
| 16. | system for taking people and goods from one place to another | transportation |

2.b. Have the students complete the paragraph with the words in Exercise 2. a.
Answers:

1. Innovation
2. improvements
3. industries
4. goods
5. experts
6. concepts
7. transform
8. vehicles
9. railways
10. urban
11. expertise
12. overcome
13. concerns
14. rails
15. efficient

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3. Let's Talk! Have the students work in groups to discuss what they think homes and cars will be like in the future. They should write their ideas so they can share them afterwards.

4. Listening Comprehension.
Have the students listen to the round table session hosted by Howard Kemp. They should then answer the questions in their books.
It's a good idea to have them read the questions prior to listening.
Play the interview twice to enable the students to check their answers.

*Interview Transcript*
Kemp: Hello, I am Howard Kemp. Today I will be interviewing a group of experts on transportation. Mr. Jack Wilson is an expert in automotive vehicle industry; Mr. Steven Kantor whose expertise is railway travel; and Mr. Charles Hill is an expert in the field of aircraft development.

Howard Kemp: My first question is for Mr. Jack Wilson about the automotive industry. Sir, what would you say is the greatest concern regarding the use of cars, trucks and buses in the world today?

Mr. Jack Wilson: In most of the major cities in the world, one can see a big brown cloud in the sky over the city. This is smog. It's a type of air pollution that is caused by vehicles like cars, trucks and buses. The other problem is the smog, there is the challenge of urban growth. Many people live and work in the major cities, and every year more and more people come. This means more vehicles on the roads. This leads to challenges to transportation. All over the world, there are big traffic jams during rush hour, when everyone is going to work and coming home from work. A drive that should take 30 minutes could take almost 2 hours during rush hour. In some places traffic jams start at 5:00 am and end around 7:00 pm.

Kemp: What plans does the automotive industry have to help overcome this problem?

Mr. Jack Wilson: Things are about to get better. A new wave of improvement, led by carmakers and automotive-tech companies, will transform the driving experience. Don't worry, the car won't disappear, it will use different energies, like electricity or solar panels and in some cases, take on new shapes.

Kemp: How exciting. Thank you. We'll have to wait and see what the future holds in the automotive industry. My next question is to Mr. Stephen Kantor about the future of railway travel. Can you please tell us what to expect in the improvement of rail travel?

Mr. Steven Kantor: I *would* be happy to explain *the new* innovations in train transport of goods and people. Maglev trains are the railway option of the near future. They run at a high speed of 500 kilometers an hour. They don't run on wheels on the tracks like a regular train. They use a special system that works on magnetic force, like a huge magnet. The train is so fast, it seems to be floating, or flying. But in reality it's running on this special system. This will make sure everyone gets to where they want to go, very quickly.

Kemp: That sure is a fast way to travel. Thank you for that information. Now let's go to our last expert, Mr. Charles Hill. What changes will there be in air travel in the future.

Mr. Charles Hill: Thank you Mr. Kemp. There are many changes coming in the future of aircrafts. These changes will be able to fly more passengers more comfortably, faster than before. They will be more efficient because they will use less fuel or gasoline, so perhaps air travel will cost less.

Kemp: Mr. Hill, that's something to look forward to.
Thank you all for giving us the outlook for the future. We have enough time for one short comment from each in conclusion. Mr. Hill?

Mr. Charles Hill: Certainly! The major companies building airplanes are all working on the same concept, to create planes that will be more comfortable, faster, more efficient and make the air travel experience more enjoyable, and they'll be safer for the environment. Great things are coming.

Kemp: Good news for the air travel industry. Mr. Kantor?

Mr. Steven Kantor: Certainly. Companies that build trains are always looking for ways to improve on train travel, making the trains faster, more comfortable and more environmentally friendly. I'm sure we'll see many surprises in the future.

Kemp: That's excellent news, we must protect the environment. And Mr. Wilson, one last sentence about the automotive industry.

Mr. Jack Wilson: I'm very happy Mr. Kantor mentioned the environment. The automotive industry has been working very hard to create vehicles that work on different energies, not gasoline. We will see more and more electric cars and solar cars that work on the sun's energies. The future looks bright.

Kemp: It really does look bright. Thank you all for joining me today. You provided us with very interesting information. Thank you all for listening.

Answers to questions:

a. 2, 3
b. 4
c. 2, 4
d. 2
e. environment

## 3 – Ancient Inventions

Page 64:

1. a. & b. Let's Talk! Pair Work. Before discussing in pairs have the class look at the pictures and identify each one.
In pairs, have the students discuss each item according to the questions presented.
Have the students share their ideas after they are finished discussing the topic in pairs.

2 Have the students match the word to its synonym in the chart.
Answers:

a. affordable – inexpensive
b. bar – stick
c. civil service – government office
d. correspond – communicate
e. (to) document - write notes
f. mechanism – machine
g. obtain – get
h. correspondence – communication
i. pleasure – enjoyment
j. population – people
k. (to) roll – move
l. sight – scene
m. subsequently - then
n. workshop – studio
o. technique – method

3. Have the students choose the correct word to complete each sentence.
Answers:

a. population
b. technique
c. correspond
d. correspondence
e. bar
f. mechanism
g. sight
h. pleasure
i. affordable
j. obtain
k. rolled
l. civil service
m. document
n. workshop
o. Subsequently

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4. Group work reading comprehension.

Before the students are sent off to work in groups, talk about the structure of a newspaper and about headlines. Discuss each of the headlines of the 6 articles and ask: What do you think the articles will be about?

Have the students work in groups of 5. In the groups, each student is responsible for 1 text.

The students read and share what they've learned with their group. Together the group fills in the chart from Exercise 5.a, that they copied into their notebooks.

**Option**:
Use these texts to do a Jigsaw Group Work activity.
1. Divide the class into 5 groups. Do a "jigsaw group work" activity to have the students learn about the material. If using this technique, each group is given a specific text, so you have 5 groups in class. Once the groups learn their text, they become the expert groups. These groups are then dispersed in class, and new groups are created, which are made up of one representative from each group. These are called home groups.
In these home groups, the experts have to teach each other about their text / their invention. The home group then fills in the chart together, with the information each expert brings with her. See page

5.a. Have the students fill in the chart in their notebooks using information from the texts.
Answers:

| Name of invention | Place of Origin | Function | Uses Today (possible answers) |
|---|---|---|---|
| Wheel | Mesopotamia<br>Asia | To roll heavy items<br>To travel easier | Cars, bikes, carriages inside small<br>Parts of other machines |
| Chocolate<br>From coca pods | South America | Hot drink<br>Make you feel good<br>Energy drink | Chocolate bars<br>Ingredients in cakes and cookies |
| Papyrus and pen | Egypt | Writing tool | No longer in use |
| Paper | China | Writing tool for civil servants | Basis of paper for today |
| Printing press | Germany | Printing tool for book using movable type | Used today to print books with modern technology |

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5. b. Have the students choose two of the inventions they have been reading about and compare and contrast the two that they like the most. The should use the Venn diagram to help them do the task.
**Option**: Have the students write three sentences using the information they completed in a Venn Diagram in their notebooks.
Have the class share their ideas.

6. Have the students complete the chart with the missing words.
This is a good opportunity to discuss parts of speech and how the words are connected to each other and what the differences are.

For example, you can focus on the 'tion' suffix to create a noun.
Read the Tip! Box with the class to talk about the suffix 'er' or 'or' to create the person who does the action.
Answers

| | **Verb** | **Person** | **Noun** |
|---|---|---|---|
| 1 | **invent** | inventor | invention |
| 2 | print | **printer** | printer/printing press |
| 3 | **document** | documenter | document- documentation |
| 4 | correspond | **correspondent** | correspondence |
| 5 | develop | developer | development |
| 6 | ---- | **mechanic** | machine/ mechanism |
| 7 | **transport** | transporter | transporter/transportation |
| 8 | connect | connector | **connection** |
| 9 | comment | **commentator** | commentary |

## 4 – Useful Inventions

Page 67:

1. Group Work. Divide the class into groups of three or four students.
Have each group member, in turn, choose one of the professions in the list. The rest of the group has to ask Yes / No questions to guess what profession the student has chosen.
Review how to form Yes / No questions with the class with the help of the Tip! Box.
Read the suggested questions provided to help the students formulate questions. Explain that they don't have to use these, these are just suggestions.
Have each group report on how many professions were guessed correctly.

2. Pair work. Have the students work in pairs with their partners completing the sentences any way they like. The partner should then state whether they agree or disagree with what their partner said and why.

3. a. Review the notion of collocations with the students. Use the Tip! box to help you. Ask the students to give you examples of collocations they are familiar with.
Then have them define the collocations in the chart.
Possible explanations:

| | Collocation | | Meaning |
|---|---|---|---|
| 1 | make | money | Earn money |
| | save | | Put money aside |
| | spend | | Use money to buy things or pay for things |
| | waste | | Use money on useless things |
| 2 | cause | (a) problem | Create trouble |
| | deal with | | Work in trying to find a solution |
| | solve | | Find a solution |
| 3 | enhance | efficiency | Make things more effective |
| | | performance | Make something function better |
| | | quality | Make something better overall |
| 4. | complex | equipment | Difficult to use tools |
| | industrial | | Tools used in industry, in workshops |
| | transport | | Tools used to move things around |
| | exercise | | Tools used for exercising or sports |

| | | | |
|---|---|---|---|
| 5. | identify | a problem | Saying what is wrong |
| | | a solution | Saying how to solve a problem |
| | | a need | Noticing that something is missing |

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3.b. Have the students write a paragraph about one of the topics listed. They can use the brainstorming flower chart to write down their ideas.
Their paragraph has to be between 80-100 words. It has to include at least 4 of the collocations. They should check their grammar, spelling and punctuation.
Encourage the students to share their paragraphs.

4. Pair Work. Have the students work together in pairs to try to agree upon which invention, from over 100 years ago, is the most useful still today. They have to discuss the reasoning and then present their decision to the class, as a pair.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

## 5 – Biometrics

Page 69:

1. Pair Work. a. Have the students look at the pictures in the chart and discuss what they all have in common.
b. Have the students discuss the issue of the use of technology in each item and what kind, if they know.

2. Have a whole class discussion on the issue of biometrics and what it is. If you aren't sure, this is a short explanation for you to use:

***Biometrics*** *is the technical term for body measurements and calculations. Biometrics authentication uses 'who you are' so it can identify you. It uses your physical characteristics, such as your fingerprints, or the irises in your eyes. It can also use your face. It identifies you by one of these and then allows you to have access to certain things, like a locked room or entry to a country.*
*It also uses behavioral characteristics like your voice or your handwriting, to identify that it's truly you and not someone else. It more secure than a key or a password and it's harder to copy or forget (you can't forget your fingerprint).*
From https://science.howstuffworks.com/biometrics.htm & https://en.wikipedia.org/wiki/Biometrics

3. Have the students read the sentences and decide which of the three options does NOT have a similar meaning to the word in bold.
NOTE: The word 'correspond' in this lesson = to match. The students have learned correspond as a synonym for 'communicate'. It's a good opportunity to discuss the idea that some words look exactly the same but have different meanings.
Answers:

a. 2
b. 3
c. 1
d. 1
e. 1
f. 3
g. 2
h. 1
i. 2
j. 3
k. 2
l. 3
m. 2
n. 3

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Review the Do you know? box on this page.

4. Have the students use the bold words in Exercise 3 to complete the sentences.
Answers:

a. range
b. reside
c. Financial
d. majority
e. consumer
f. achieved
g. correspond

5. 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's 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.

The text is adapted from:
https://opusresearch.net/wordpress/2018/04/27/biometrics-the-good-the-bad-and-the-reality/

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

*a.* Any two of the following: *Consumer products, smart homes, car, banks, government services, E-voting, healthcare and education.*
b. any one of the following: *voice, fingerprint or eyes*
c. ..
    1. True
    2. False. Some devices can include fingerprint sensors.
    3. False. Many people resist and criticize the use of biometrics.
    4. False. Not all biometric forms are good for all environments.
d. Any two of the following:
    1. Any two of the following: deals with security issues/ deals with privacy issues / protects documents / can get remote services / are more secure
    2. Any two of the following: all forms cannot be used in all environments / face identification doesn't work well in the dark / voice identification doesn't work well in a noisy place / biometrics can be used to recognize an individual / consumers who choose to be anonymous are uncomfortable with providing their biometric information
e. Accepting that biometrics has many advantages but also disadvantages might be best.

7. Have the students write a few sentences in their notebooks on what they think of biometrics based on what they read, and why they think so.

## 6 – Inventions that Advanced the World

Page 72:

1. Give the students 30 seconds to write down all the inventions they can think of.
When they are finished, have them share with the class.

2. Have the students organize the inventions in the chart, from the oldest to the newest.

Answers:

a. an old plane
b. an old camera
c. an old fridge
d. a light bulb
e. the typewriter
f. petrol
g. credit card

3. Let's Talk! Have students think about which modern invention has influenced their life the most and to explain why. Have a class discussion.

4. Have the students match the words to their synonyms.
Answers:

1. c
2. g
3. m
4. i
5. f
6. n
7. k
8. l
9. d
10. h
11. j
12. b
13. e
14. a

5. a. Have the students choose the correct word for each sentence.
Answers:

a. enables
b. commercial
c. internal
d. evolved
e. professional

5.b. Have the students complete each sentence in a logical manner to show their understanding of the word in italics. Accept all logical and correct sentences.

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6. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Discuss what type of text this is and how we know it's a timeline. It's recommended that you read and discuss the context so that the text is understood by all the students. Read each item separately and discuss it to make sure the students are aware of what it is and how it works.
It's 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.

7. Have the students answer the questions in their notebooks.
Answers:

a. The first cooling systems for food simply involved ice. Today, it consists of a thermally insulated compartment and a heat pump.
b. It is a large box with a small hole on the side. The first photograph was taken in 1826 with it.
c. The modern day keyboard is used and is based on the original typewriter.
d. Thomas Alva Edison's version of the electric light. He was able to combine three factors that made the light bulb more efficient.
e. Gasoline or petrol is a flammable liquid that is used primarily as a fuel in most engines. We use it for engines in transportation.

f. They were two American aviation pioneers who invented, built, and flew the world's first successful motor-operated airplane.
g. We use it to pay for goods and services without using cash.
h. Have the students write when each item was invented, who invented and what it's main use way. They may want to create a chart similar to the one below.

| Invention | WHEN was it invented? | WHO invented it? | WHAT is its main use? |
|---|---|---|---|
| Fridge | 1750 | | cooling food storage |
| Camera | 1826 | - | taking pictures |
| Typewriter | 1865 | Henson | writing characters (letters, books) |
| Electric light | 1879 | Thomas Alva Edison | lighting spots, places |
| Petrol | last quarter of 19th century | - | vehicles' engines |
| Airplane | 1903 | Wright brothers | flying |
| Credit card | 1958 | the Bank of America | paying for services and goods |

8. Let's Write! Have the students write a passage in their notebook, of between 60-80 words, comparing and contrasting two of the inventions on the timeline, comparing the original version to the version we know today. Encourage the students to share their work.
Read the Tip! Box to remind them of how to best compare and contrast.

You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

## 7 – My Favorite Invention

Page 74:

1. Let's Talk! Pair Work. Have the students work in pairs to describe their favorite item in their room at home. They should explain why it's their favorite. Encourage them to share with the class.

2. Explain the concept of adjectives and how they are used. This should be familiar, but it's a good idea to review the notion and make sure it's clear to all. Review the Tip Box as well.

2.a. Have the students write the definition of each adjective in the chart, in their notebooks.
Possible answers:

1. beneficial – helpful, useful
2. complex – very complicated, not easy or clear
3. entire – whole
4. accurate – correct
5. capable – able to
6. depressed – very, very sad
7. emotional – touching, moving
8. external – of the outside
9. ancient – very, very old
10. fashionable – trendy, stylish

2.b. Have the students use the adjectives to complete the sentences.
Answers:

a. complex
b. capable
c. beneficial
d. accurate
e. ancient
f. fashionable
g. depressed
h. emotional
i. entire
j. external

3.a. Have the students turn to the timeline text on page 73 and write down how the inventions are described, using adjectives, in the texts.
Answers:

| | Invention | Adjectives |
|---|---|---|
| 1 | petrol | flammable, liquid, suitable |
| 2 | credit card | enable, agreed, successful |
| 3 | typewriter | mechanical, commercial, easier, modern-day |
| 4 | fridge | essential, first, common |
| 5 | camera | optical, large, small, digital |
| 6 | electric light | able, efficient, popular |
| 7 | airplane | successful, sustained |

3.b. Have the students try to describe one of the inventions in the timeline using the adjectives of a different invention. Have them try to explain how that changes the invention in their notebooks. Have the students share their ideas.

4 a. Have the students write as many adjectives as they can for each invention. They can work with a partner to get a longer list.
Possible answers:

| | Paper money | ATM | Telephone |
|---|---|---|---|
| Appearance | colorful, made of paper/ metal, flat, round, rectangle, has different numbers/ drawings on it | a box with keys, numbers, has a screen, can put a credit card inside | a receiver, keys with numbers on them, a wire, |
| Use | to pay immediately for goods and services | to take out paper money (to have cash) | to call someone, to talk to someone who's far |

4.b. Let's Write! Review the structure of a descriptive essay using the Tip Box and have the students write a description of one of the inventions in Exercise 6.a.
They are to use the adjectives in their essay. They should relate to what the invention does, what it's used for and how it's used.
They should write between 100-120 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.

## 8 – Protecting Your Home

Page 75:

1. Let's Talk! a. Have a whole class discussion. Start the discussion by pointing out that first and foremost, the mezuzah that we all have protects us. Our hishtadlut is to install different devices in our homes. Have the students express an opinion on which of these items would be used to protect their homes.

You can also point out that the mezuzah we all have protects us as well.

b. Have the students say what they think of each item and how important it is really to protect our homes or our communities.

c. Have the students express ideas that they might have on how to protect their homes in a simple manner, other than using the items above.

2. a. Have the students match the words in A with the synonym in B.
Answers:

1. g
2. l
3. a
4. e
5. d
6. h
7. i
8. b
9. k
10. f
11. j
12. c

2. b. Have the students complete the sentences using the words in the word bank.
Answers:

1. damaged
2. campaign
3. break out
4. attract
5. invest
6. spread

2.c. Have the students match the expressions in A to their meanings in B.
Answers:

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

Page 76:

2.d. Review the notion of connectors with the students. Explain their uses and give a few examples. Read the Do you know? box and go over the connectors moreover and consequently. Have the student give examples of when they would use them.
Now, have the students complete the sentences using moreover or consequently.
Answers: a. Moreover b. Consequently c. Consequently d. Moreover

3. Listening Comprehension.
Have the students listen to the talk by Police Officer Tom about home safety. They should then answer the questions in their books.
It's a good idea to have them read the questions prior to listening. Give them time to do so. Play the talk twice to enable the students to check their answers.

*Interview Transcript*
Hello, students. My name is Officer Tom, and I am here to talk to you about keeping your homes safe. We sometimes hear about burglars that break into homes, or about fires that break out inside a kitchen or a bedroom and spread to the entire house. We at the police station are interested in reducing the number of homes that are damaged or broken into every year. For this reason, we are starting a campaign to encourage homeowners to protect their homes from break-ins and from fire damage.

Now, many people assume that in order to protect their homes they need to invest in expensive equipment, such as home security systems or surveillance cameras. This is not necessarily true. Many affordable methods are available to help us protect our homes from theft or from fire damage. That is why I came to speak to you today, to give you several tips about ways that we can protect our homes from burglary or from fires without requiring equipment that costs thousands of shekels.

The first and most important tip is to keep your outside doors and your windows locked. This is especially important at night, but it is equally vital during the day when no one is at home, or when everyone is in their rooms or far away from the front door. Therefore, the first piece of equipment that you need is a strong door with a secure lock. Most thieves like to work quickly, and if there is no easy way to get into the house, they may give up. A strong door may prevent the thieves from even trying.

The second tip is that burglars want to work quietly, without attracting any attention, so if you have an alarm system that makes a loud noise or if there is a dog that barks when anyone enters the home, the thief will most likely run away. Another tip is that most criminals avoid places that are well lit. Consequently, many people buy light sensors which light up when someone comes near the property. This certainly makes it more difficult to break into the house. However, if you do not want to invest in a light sensor, I would recommend having a bright light shine over your front door throughout the night. Either way, with a light sensor or a light, you will come into your home in a well lit area.

Another way of protecting our homes is to prevent fire damage. Fires can break out if someone forgets about food on the fire, or if room heaters are too close to clothing or other items. Therefore, it is important to keep an eye on the food that is cooking. Before you leave the house, walk into the kitchen to make sure that stoves, toasters and ovens are off. Moreover, make sure there is nothing close to room or space heaters that can start fires. One very vital piece of equipment is a smoke detector, which is affordable and easy to install.

I hope that this information will help you make your homes safer and reduce the number of crimes and fires in our town. Thank you for listening.
(Information taken from SafeHome.Org – A Comprehensive Guide to securing your home)

Answers to questions:

a. 1,4
b. expensive equipment / something that costs a lot of money
c. 2, 5, 6
d. 2
e. 3

4. Let's Write! Have the students go back to Exercise 1 and choose one of the home security systems there. They should choose one and explain why they would recommend this particular item and how they think it could help.

NOTE: Try to encourage the students to choose different items. You wouldn't want them all to discuss the mezuzah.

They should use at least 6 of the new words and write at between 50-70 words in their notebooks.

## 9 – My Invention

Page 77:

1. Pair Work. Have the students work in pairs to fill in the chart in their notebooks, using vocabulary from the unit for each category. Encourage them to flip through the unit and find words they've learned and feel confident with.

Possible answers are below but accept anything that is logical and correct.

| In the Office | Security | Inventions or Inventors | People and their Homes |
|---|---|---|---|
| **correspondence**<br>**data**<br>**distribution**<br>**document**<br>**finance**<br>**technique** | **system**<br>**solution**<br>**crime**<br>**damaged**<br>**surveillance**<br>**strengthen** | **enhance**<br>**consumer**<br>**development**<br>**engineer**<br>**equipment**<br>**overcome**<br>**solution**<br>**transform** | **apartment**<br>**palace**<br>**population**<br>**reside**<br>**resident**<br>**urban** |

2. Have the students circle the word that doesn't belong. They should try to explain why they think so.
Answers:

1. Concept – not a tool or a physical item
2. Population – not a type of method
3. Equally – not something beneficial or good or useful
4. Moreover – shows addition, not result
5. Cycle – not a variety or range

3. Before going into this exercise, discuss idioms with the students and read the Do you know? box. Explain the uses and how they are formed. Give a few examples, like 'piece of cake' or 'under the weather' and how what each individual word means is totally different

from what the words mean together. Ask if they can give you an example or two from Hebrew.
3.a. Pair Work. Have the students work in pairs to look at the idioms in the exercise and write what they think the meaning is.
Answers: (they appear on the bottom of the page)

a. safe as houses – very safe
b. eat someone out of house and home – eat a lot of food
c. have a roof over your head – have somewhere to live

NOTE: Have the students discuss the idioms. You can point out that the idiom 'safe as houses' is a British idiom whereas an idiom like 'call it a day' is American.

3.b. Let's Talk! Have the students share similar Hebrew idioms if they are familiar with some. Ask them to try to translate these idioms and what the difference is.
3. c. Have the students find an idiom that they know in Hebrew and also in English. For example, רותח and see red – both meaning very angry.

4. Pair Work: Explain that they will be working in pairs to come up with a new invention idea. They are to think of something that could make life easier or more pleasant.

4.a. Have the students use the points provided to brainstorm their ideas and to write each element down clearly and in an organized manner.

4. b. After they've finished coming up with the idea, they should think of a way to present their new invention. The pair of students should come up with a plan to share their idea and to convince the class that their idea is useful.

4.c. Each pair presents their idea and the others have to express an opinion regarding the invention and its usefulness. Review the Tip! Box to remind them how to discuss their points of view. It's very important to remind the students to express their ideas in a positive manner and not to make the others feel insulted.

You can assess the students using the **Speaking Rubrics** on page x in the TG.

**Printable** for Jigsaw
**Name** _____

**Topic** _____

As you read and discuss with your group, write down important facts about your topic. After you have become an expert on your own topic, you will share your findings with a group of classmates, and learn about their topics as well.

| | | | |
|---|---|---|---|
| **Important Ideas**<br><br>1.<br><br>2.<br><br>3. | | | |
| **Summary** | | | |
| **Other Facts** | | | |
| | | | |
| | | | |