

Unit 3 Task 1a



Tell me how to make a tuna sandwich/fruit salad/milkshake/smoothie.
Explain how to make it.



Unit 3 Task 1b



Tell me how to use the Internet for the first time. Explain how to use it.



Unit 3 Task 1c



Choose a technical gadget. Tell me how to use it.
(Examples: an MP4, a smart phone, a DVD, etc.)



Unit 3 Task 1d



Choose an animal. Explain how to take care of it.

Unit 3 Task 1e



Explain how to play your favorite game.



Unit 3 Task 2a



Your partner is wearing a beautiful sweater/new running shoes.

Student A: Tell him/her that you like it/them and explain why. When your partner gives you more information, ask him/her more questions.

Student B: Reply by giving your partner more information about the sweater/running shoes: where you got it/them, why you like it/them.



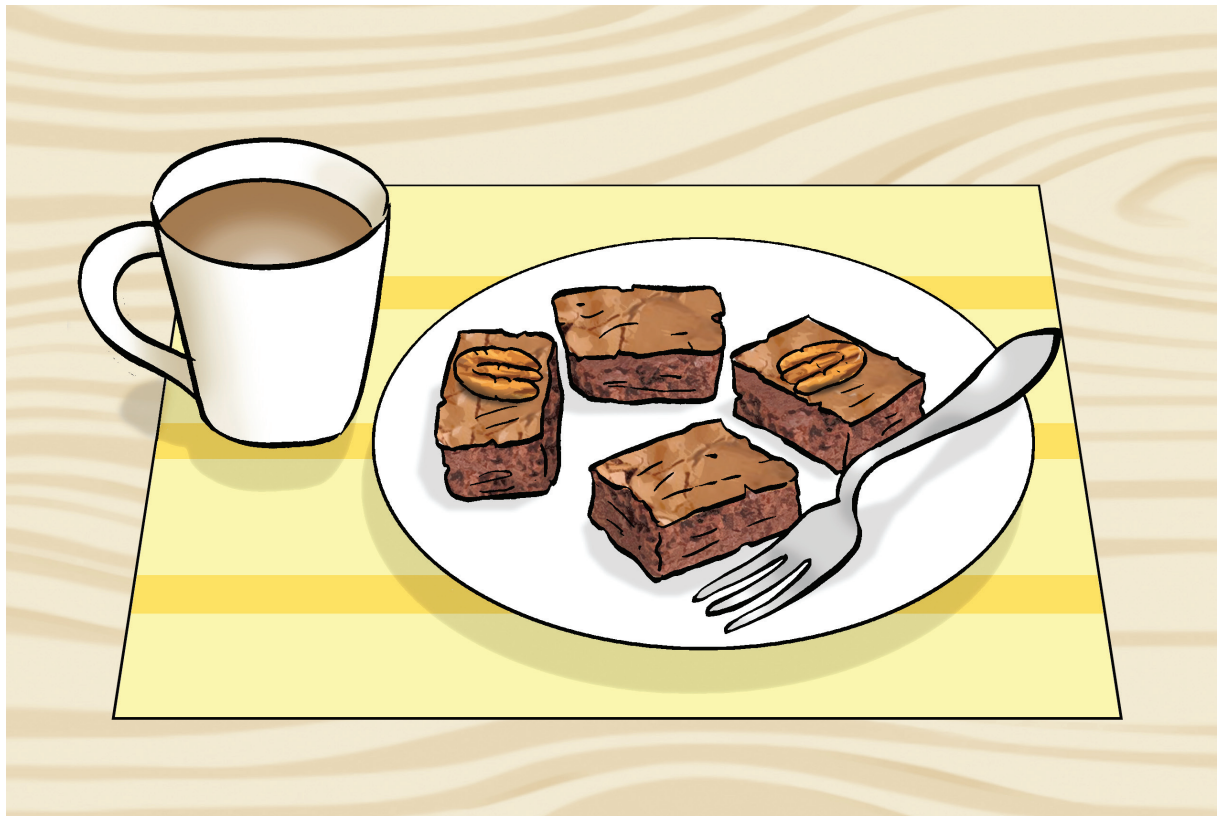
Unit 3 Task 2b



Your partner made brownies and brought them to school.

Student A: Tell him/her how good they are and explain what you like about them. When your partner gives you more information, ask him/her more questions.

Student B: Reply by giving your partner more information about the brownies: where you got the recipe, how long it took to make them, what's in them (sugar, chocolate, nuts).



Unit 3 Task 2c



Your partner played a great football game and helped his team win the match.

Student A: Tell him/her what you thought about his/her game. When your partner gives you more information, ask him/her more questions.

Student B: Reply by giving your partner more information about the football game and how you played.



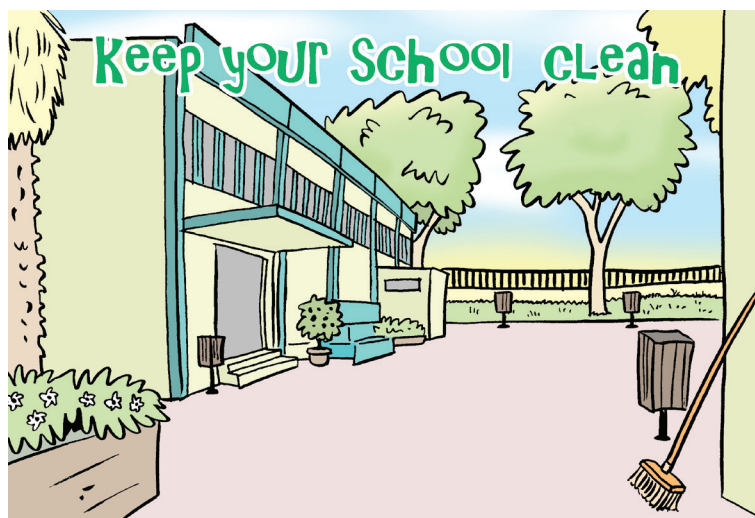
Unit 3 Task 2d



Your partner just made a poster about road safety/keeping the school clean.

Student A: Tell him/her that you like it and explain why. When your partner gives you more information, ask him/her more questions.

Student B: Reply by giving your partner more information about the poster: why you made it, where it's going to be displayed, how long it took you to make it, why you are happy with it.



Unit 3 Task 2e




Your partner decorated the classroom bulletin board.


Student A: Tell him/her that you like it and explain why. When your partner gives you more information, ask him/her more questions.

Student B: Reply by giving your partner more information about the bulletin board: why you decorated it, what's going to be displayed on it and for how long, how long it took you to make it, why you are happy with it.


Annual Trip
February 9
What to bring:
Coat
Sleeping bag
Water bottle
Flashlight



Special events
Rock concert
Monday, January, 16
Save the date!




Class party
Who is responsible for?
The drinks- Sima
The food- Ran
Music- Gad




Celebrating a birthday this month

January 12. Sivan
January 20. Raz
January 25. Rama



Class Timetable

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
I	English	Math	Science	Sport	Art	English
II	Literature	English	Science	Literature	Math	Heritage
III	History	Bible	Geography	English	Language	Math
IV	Math	Language	Sport	English	Bible	Geography
V	Math			Heritage	History	



Unit 3 Task 2f



Your partner got a great new school bag.

Student A: Tell him/her that you like it and explain why. When your partner gives you more information, ask him/her more questions.

Student B: Reply by giving your partner more information about the school bag: where you got it, why you like it, why it's such a good bag, what's special about the bag.



Unit 3 Task 3a



Student A: You want to stick to a healthy diet but don't know how. Ask your friend if he/she can help you learn how to eat healthy food.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend some advice about how to eat healthy food.

Remember to ask as many questions as you need in order to be able to give the best advice.



Unit 3 Task 3b



Student A: You would like to improve your grades. Ask your friend for advice about how to get better grades.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Offer your friend some advice about how to improve his/her grades.

Remember to ask as many questions as you need in order to be able to give the best advice.

Unit 3 Task 3c



Student A: You are tired of doing nothing on the weekends. Ask your friend for ideas. Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend some advice about what he/she can do to enjoy the weekend more.

Remember to ask as many questions as you need in order to be able to give the best advice.



Unit 3 Task 3d



Student A: You suspect that one of your good friends is lying to you. Ask another friend whether you should talk to him/her about it.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend advice about what to do if his/her best friend is lying to you.

Remember to ask as many questions as you need in order to be able to give the best advice.

Unit 3 Task 3e



Student A: You feel uncomfortable asking your parents for money all the time. Ask your friend for advice about how to earn some money.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend advice about how to earn some money.

Remember to ask as many questions as you need in order to be able to give the best advice.



Unit 3 Task 3f



Student A: Your room is a mess and you can't find anything. Ask your friend to give you some ideas about how to organize it.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend some advice about how to organize his/her room so that he/she will always be able to find whatever he/she is looking for.

Remember to ask as many questions as you need in order to be able to give the best advice.

Unit 3 Task 3g



Student A: You have to prepare an oral presentation in English. Ask a friend for help.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend advice about how to prepare an oral presentation.

Remember to ask as many questions as you need in order to be able to give the best advice.



Unit 3 Task 3h



Student A: You want to change the look of your room. Ask your friend for advice about how to decorate it.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Offer your friend some advice about what to do to change the way his/her room looks.

Remember to ask as many questions as you need in order to be able to give the best advice.

Unit 3 Task 3i



Student A: You play a guitar and want to play in public. Ask your friend for advice about how to join a band.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend advice about how to start a band.

Remember to ask as many questions as you need in order to be able to give the best advice.



Unit 3 Task 3j



Student A: You want to do an after-school activity but don't know what to choose. Ask your friend for advice about what to do.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend some advice about what to choose as an after-school activity.

Remember to ask as many questions as you need in order to be able to give the best advice.



For the Student (Hebrew)

Unit 3 Task 1

Criterion	Remember	זכרו	קריטריון
Communicative Ability	<p>Make your instructions clear.</p> <p>Cover all important details when giving instructions.</p> <p>You may correct yourself as you speak, or repeat what you said in different words.</p>	<p>הבהירו את ההוראות שלכם.</p> <p>הקיפו את כל הפרטים החשובים כאשר אתם נותנים הוראות.</p> <p>ניתן לעשות תיקון עצמי תוך כדי דיבור, או ניתן לחזור במילים אחרות.</p>	יכולת תקשורתית
Fluency	<p>Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.</p>	<p>שימו לב לדיבור רציף. במילים אחרות, דברו ללא היסוס וללא עצירות ממושכות.</p>	שטף דיבור
Pronunciation	<p>You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.</p>	<p>הקפידו על הגייה נכונה של המילים ושימו לב לדגשים בתוך המילים. המטרה המרכזית היא שבן השיח יבין את מה שאומרים.</p>	הגייה
Grammar	<p>Pay attention to word order, verb tenses, subject-verb agreement.</p>	<p>שימו לב לסדר המילים, זמנים של פעלים, התאמת נושא-פועל.</p>	דקדוק
Vocabulary	<p>Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.</p>	<p>בחרו את המילים באופן זהיר. וודאו שהמילים מתאימות למטרותיכם ולהקשר, והשתמשו במגוון מילים.</p>	אוצר מילים



For the Student (Hebrew)

Unit 3 Task 2

Criterion	Remember	זכרו	קריטריון
Communicative Ability	<p>Make sure the information you give is clear.</p> <p>You may correct yourself as you speak, or repeat what you said in different words.</p>	<p>וודאו שהמידע שאתם מוסרים הינו ברור.</p> <p>ניתן לעשות תיקון עצמי תוך כדי דיבור, או ניתן לחזור במילים אחרות.</p>	יכולת תקשורתית
Fluency	<p>Pay attention to how smoothly you speak.</p> <p>In other words, speak without hesitations and without long stops.</p>	<p>שימו לב לדיבור רציף. במילים אחרות, דברו ללא היסוס וללא עצירות ממושכות.</p>	שטף דיבור
Pronunciation	<p>You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.</p>	<p>הקפידו על הגייה נכונה של המילים ושימו לב לדגשים בתוך המילים. המטרה המרכזית היא שבן השיח יבין את מה שאומרים.</p>	הגייה
Grammar	<p>Pay attention to word order, verb tenses, subject-verb agreement.</p>	<p>שימו לב לסדר המילים, זמנים של פעלים, התאמת נושא-פועל.</p>	דקדוק
Vocabulary	<p>Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.</p>	<p>בחרו את המילים באופן זהיר. וודאו שהמילים מתאימות למטרותיכם ולהקשר, והשתמשו במגוון מילים.</p>	אוצר מילים



For the Student (Hebrew)

Unit 3 Task 3

Criterion	Remember	זכרו	קריטריון
Communicative Ability	When requesting advice or giving advice, make sure your request or the advice you give is clear. You may correct yourself as you speak, or repeat what you said in different words.	כאשר מבקשים עצה או נותנים עצה, וודאו שהבקשה או הייעוץ שאתם נותנים ברור. ניתן לעשות תיקון עצמי תוך כדי דיבור, או ניתן לחזור במילים אחרות.	יכולת תקשורתית
Fluency	Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.	שימו לב לדיבור רציף. במילים אחרות, דברו ללא היסוס וללא עצירות ממושכות.	שטף דיבור
Pronunciation	You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.	הקפידו על הגייה נכונה של המילים ושימו לב לדגשים בתוך המילים. המטרה המרכזית היא שבן השיח יבין את מה שאומרים.	הגייה
Grammar	Pay attention to word order, verb tenses, subject-verb agreement.	שימו לב לסדר המילים, זמנים של פעלים, התאמת נושא-פועל.	דקדוק
Vocabulary	Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.	בחרו את המילים באופן זהיר. וודאו שהמילים מתאימות למטרותיכם ולהקשר, והשתמשו במגוון מילים.	אוצר מילים



For the Student (Arabic)

Unit 3 Task 1

Criterion	Remember	تذكر	المعيار
Communicative Ability	<p>Make your instructions clear.</p> <p>Cover all important details when giving instructions.</p> <p>You may correct yourself as you speak, or repeat what you said in different words.</p>	<p>أعط تعليماتك بشكل واضح .</p> <p>اذكر التفاصيل المهمة أثناء إعطائك التعليمات .</p> <p>يمكنك أن تصحح نفسك خلال الحديث أو أن تكرر ما قلته بكلمات مختلفة .</p>	القدرة على الاتصال
Fluency	<p>Pay attention to how smoothly you speak.</p> <p>In other words, speak without hesitations and without long stops.</p>	<p>احرص على أن تتكلم بشكل متواصل . بعبارة أخرى، تكلم بدون تردد وبدون أن تتوقف طويلاً .</p>	طلاقة اللسان
Pronunciation	<p>You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.</p>	<p>احرص على أن تلفظ الكلمات بشكل صحيح مع المحافظة على مكان النبرة في الكلمة .</p> <p>هدفك هو التأكد من أن الذي يسمعك يفهم ما تقوله .</p>	طريقة اللفظ
Grammar	<p>Pay attention to word order, verb tenses, subject-verb agreement.</p>	<p>انتبه إلى ترتيب الكلمات في الجملة، وانتبه إلى زمن الفعل وإلى مطابقة الفعل للفاعل أو الخبر للمبتدأ .</p>	القواعد
Vocabulary	<p>Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.</p>	<p>اختر الكلمات بدقة .</p> <p>تأكد من أن الكلمات ملائمة لأهدافك وللسياق الذي تقال فيه .</p> <p>استعمل تشكيلة واسعة من الكلمات .</p>	الثروة اللغوية



For the Student (Arabic)

Unit 3 Task 2

Criterion	Remember	تذكّر	المعيار
Communicative Ability	<p>Make sure the information you give is clear.</p> <p>You may correct yourself as you speak, or repeat what you said in different words.</p>	<p>تأكد من أنّ المعلومات التي تقدمها واضحة .</p> <p>يمكنك أن تصحّح نفسك خلال الحديث أو أن تكرر ما قلته بكلمات مختلفة .</p>	القدرة على الاتّصال
Fluency	<p>Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.</p>	<p>احرص على أن تتكلّم بشكل متواصل . بعبارة أخرى، تكلم بدون تردّد وبدون أن تتوقّف طويلاً .</p>	طلاقة اللسان
Pronunciation	<p>You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.</p>	<p>احرص على أن تلفظ الكلمات بشكل صحيح مع المحافظة على مكان النبرة في الكلمة .</p> <p>هدفك هو التأكّد من أنّ الذي يسمعك يفهم ما تقوله .</p>	طريقة اللفظ
Grammar	<p>Pay attention to word order, verb tenses, subject-verb agreement.</p>	<p>انتبه إلى ترتيب الكلمات في الجملة، وانتبه إلى زمن الفعل وإلى مطابقة الفعل للفاعل أو الخبر للمبتدأ .</p>	القواعد
Vocabulary	<p>Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.</p>	<p>اختر الكلمات بدقّة .</p> <p>تأكد من أنّ الكلمات ملائمة لأهدافك وللسياق الذي تقال فيه .</p> <p>استعمل تشكيلة واسعة من الكلمات .</p>	الثروة اللغويّة



For the Student (Arabic)

Unit 3 Task 3

Criterion	Remember	تذكّر	المعيار
Communicative Ability	When requesting advice or giving advice, make sure your request or the advice you give is clear. You may correct yourself as you speak, or repeat what you said in different words.	عندما تطلب نصيحة من أحد أو أن تقدّم نصيحة لأحد، تأكّد من أنّ طلبك واضح، أو أنّ نصيحتك واضحة. يمكنك أن تصحّح نفسك خلال الحديث أو أن تكرّر ما قلته بكلمات مختلفة.	القدرة على الاتّصال
Fluency	Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.	احرص على أن تتكلّم بشكل متواصل. بعبارة أخرى، تكلم بدون تردّد وبدون أن تتوقّف طويلاً.	طلاقة اللسان
Pronunciation	You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.	احرص على أن تلفظ الكلمات بشكل صحيح مع المحافظة على مكان النبرة في الكلمة. هدفك هو التأكّد من أنّ الذي يسمعك يفهم ما تقوله.	طريقة اللفظ
Grammar	Pay attention to word order, verb tenses, subject-verb agreement.	انتبه إلى ترتيب الكلمات في الجملة، وانتبه إلى زمن الفعل وإلى مطابقة الفعل للفاعل أو الخبر للمبتدأ.	القواعد
Vocabulary	Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.	اختر الكلمات بدقّة. تأكّد من أنّ الكلمات ملائمة لأهدافك وللسياق الذي تقال فيه. استعمل تشكيلة واسعة من الكلمات.	الثروة اللغويّة



For the Teacher – Checklists for grading

Unit 3 Task 1

Criterion	Description	Level of Performance*			
		4	3	2	1
Communicative Ability	Instructions were clear. Instructions were comprehensive.	4	3	2	1
Fluency	Speech flowed smoothly.	4	3	2	1
Pronunciation	Speech was intelligible.	4	3	2	1
Vocabulary	The words and chunks chosen were appropriate and conveyed meaning clearly.	4	3	2	1
Grammar	The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

Unit 3 Task 2

Criterion	Description	Level of Performance*			
		4	3	2	1
Communicative Ability	The information was clear.	4	3	2	1
Fluency	Speech flowed smoothly.	4	3	2	1
Pronunciation	Speech was intelligible.	4	3	2	1
Vocabulary	The words and chunks were appropriate and conveyed meaning clearly.	4	3	2	1
Grammar	The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

Unit 3 Task 3

Criterion	Description	Level of Performance*			
Communicative Ability	The request for advice was clear. The advice was clear.	4	3	2	1
Fluency	Speech flowed smoothly.	4	3	2	1
Pronunciation	Speech was intelligible.	4	3	2	1
Vocabulary	The words and chunks were appropriate and conveyed meaning clearly.	4	3	2	1
Grammar	The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

