



Unit 4

Instructional Activity	"Just a Minute"
Objective	Students give a short monologue on a given topic.
Number of Participants	Whole class divided into teams or jigsaw groups.
Time Allocation	One minute for each monologue.
Procedure	<ul style="list-style-type: none"> • The teacher divides the class into 2 or 3 teams, and puts the prompt cards face-down on the table. • One student is chosen from a team. This student takes a prompt card. • The student speaks about the topic on the card without mentioning the underlined word. For example, the word "pet" is underlined and the student would have to use expressions such as "house animals", "friendly animals", "domestic creatures," etc. instead of the word "pet". • The student is disqualified in the following conditions: <ul style="list-style-type: none"> ◆ Mention of the underlined word, ◆ Hesitation for more than 6 seconds, ◆ Being completely off the topic. • The student who speaks for 1 full minute on the topic, without hesitation and without mentioning the underlined word, gains a point for his or her team. • The activity is repeated until an equal number of students from each team have spoken. • The team with the most points is the winner. <p>Alternative method of "Just a Minute": The activity can also be performed in groups of 4-5 students with each student being given a number. Each group is given a different topic card to practice. At the teacher's signal, the students form new groups according to their given number. Each student has to talk about the given topic for 1 minute without mentioning the underlined word on his card and without hesitation. Students who succeed gain a point for their home group. Once every student has had a chance to speak, students report back to their home group on the number of points gained. The group with the most points is the winner.</p>
Material(s)	Laminated prompt cards
Feedback	The group that gets the most points or if played individually the students who succeed in doing the task. Teacher points out when students stray or digress from topic.

"What do you think about . . .?" cards

What I like about friends

Shopping at my favorite mall



What I see on the way to school

What I know about cooking



The best food in the world

What I love to talk about on the phone



Learning to water ski

My favorite teacher



Going by train to Tel Aviv

An Israeli film I loved



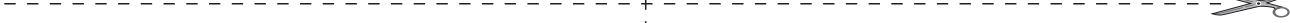
Things to do at the beach

How to play "Taki"



Things people do at the mall

Things people like to collect



My favorite television program

What makes people laugh



The animals you see at the zoo





Unit 4

Instructional Activity	"Eavesdropping" – Jigsaw
Objective	Students converse with each other.
Number of Participants	Whole class divided into groups of 8, each group then divided into pairs (four pairs).
Time Allocation	10-12 minutes
Procedure	<p>Nahal Ziv Instructions</p> <ul style="list-style-type: none"> • Students work in groups of 8 consisting of 4 pairs called A, B, C, and D. Each pair gets a different topic card conveying partial information about a trip to Nahal Ziv. Start by having pair A sit with pair B and pair C with pair D. Pairs A and C talk about the trip for 2 minutes, using the information on their cards, while pairs B and D "eavesdrop" on their conversation and fill in the missing information on their charts. After 2 minutes, the pairs switch roles. • After a further 2 minutes of conversation and eavesdropping, the teacher gives the signal for the pairs to change places. Pair A sits with pair C and pair B sits with pair D. The activity is repeated with students adding further information to their charts. • After another 2 minutes, the teacher gives the signal for the pairs to change places. Pair A sits with pair D and pair B sits with pair C. The activity is repeated with pupils adding the final information to their charts.
Material(s)	Fact sheet and topic cards
Feedback	The teacher asks the pairs how they felt when conversing with each other and about their specific difficulties, suggesting ways to overcome these difficulties.

Fact Sheet and Topic Cards for "Eavesdropping" – Jigsaw

School Trip to Nahal Zin in the Negev Desert Fact Sheet	
The date of the trip	
What the weather was like	
Where the students slept	
What happened to Shai	
Why Ofer was upset	
What Ma'ayan found	
What the students took to eat	
Why the teacher was angry	

Group A

Have a conversation about an imaginary school trip you took to Nahal Zin in the Negev Desert.

Include the facts that (1) you went on the 29th of December, and (2) one student, Ofer, was upset because he lost his iPhone somewhere on the hike.

Group B

Have a conversation about an imaginary school trip you took to Nahal Zin in the Negev Desert.

Include the facts that (1) you ate tuna and avocado sandwiches, eggs, and apples, and (2) it was sunny but windy.

Group C

Have a conversation about an imaginary school trip you took to Nahal Zin in the Negev Desert.

Include the facts that (1) the teacher was angry because two girls forgot to take water with them, and (2) one student, Shai, wasn't feeling well.

Group D

Have a conversation about an imaginary school trip you took to Nahal Zin in the Negev Desert.

Include the facts that (1) you slept in the old kibbutz houses at Kibbutz Ketura, and (2) one student, Ma'ayan, found a gold earring.





Unit 4

Instructional Activity	"Conversation in Pairs"
Objective	Students converse with each other.
Number of Participants	Whole class divided into pairs
Time Allocation	4-5 minutes
Procedure	<ul style="list-style-type: none"> • Give each pair a prompt card. • Explain the situation on the prompt card, that you plan to use, to the class. • The students have a conversation based on the prompt card. • The students form groups of four. Each pair acts out its conversation to the other pair.
Material(s)	Prompt cards
Feedback	<ul style="list-style-type: none"> • The teacher invites some pairs to perform the conversation they prepared. The teacher then provides feedback on their interviews and ideas. • Correct any English mistakes that occurred, explaining what was needed and why. • During subsequent lessons, other pairs can be invited to present their conversation.

Prompt Cards for "Conversation in Pairs"**"Conversation in Pairs"**

Prompt card: You and your partner are talking about teenage life in Israel. Have a conversation on this topic with him/her. Use at least two items from the box to guide you in your conversation.

Places teens go for fun

The kinds of entertainment teens enjoy

Teens' favorite kinds of music

What kinds of dancing teens enjoy

What teens like to talk about

What teens eat and drink when they go out

**"Conversation in Pairs"**

Prompt card: You and your partner are talking about gifts you like to buy. Have a conversation on this topic with him/her. Use at least two items from the box to guide you in your conversation.

The ideal gift for a friend/parent/grandparent/baby

The best places to go to buy gifts

The best price and where you can find less expensive gifts

"Conversation in Pairs"

Prompt card: A family visitor from abroad wants to go on a day trip somewhere in Israel. You and your brother/sister are trying to decide where to take him/her. Have a conversation on this topic. Use at least two items from the box to guide you in your conversation.

Suggestions of various places to visit and why the visitor will like them

How to take him/her there

Activities you can do at these places

The best time to visit and for how long



"Conversation in Pairs"

Prompt card: Choose a film/play/TV drama or YouTube clip that you and your partner saw. Have a conversation on this topic with him/her. Use at least two items from the box to guide you in your conversation.

The events that happened

The topic

Your feelings when you saw it

The ending

What you liked or disliked about it

"Conversation in Pairs"

Prompt card: You and your partner are discussing how to choose friends. Have a conversation on this topic with him/her. Use at least two items from the box to guide you in your conversation.

The qualities or characteristics you look for in a friend

The qualities you don't like

The activities you can do together

How and where you meet friends

