Unit 1: Confident Me

	Title	Reading	Listening	Writing	Speaking
1	Self confidence	Questionnaire	----	Advice	Personal preference and experience
2	How to Encourage Self-Confidence	Short story	Lecture	Letter	Role play
3	Courage and Confidence	Article	----	Opinion	Role play situations
4	Encouraging Friendship	Letters	Pair presentations	Advice	Advising
5	The Details are in The Description	Short description	-----	Description	Personal accounts
6	Stress	Article	Survey results	Opinion Essay	Reporting survey results
7	Expert Advice		Panel Discussion	Poster	Opinions and Advice
8	Positive Aspects of Stress	Article / Notices	Descriptions	----	Descriptions and points of view
9	What Would You Do?	Role play descriptors	Role Play situations	Opinion essay	Role play situations

Overall performance objectives:

- Can discuss how to raise confidence and how to avoid stress
- Can discuss personal experiences
- Can express points of view and personal preferences
- Can write a description and an opinion essay
- Can persuade and discuss a variety of topics orally
- Can present and offer advice

Vocabulary: New

absence	befriend	deadline	exchange	loss	regulate
abuse	bland	decision	failure	mission	relevant
accompanied	boundaries	demands	flight	nervous	relief
accompany	categories	details	gain	objective	scenario
achievable	challenged	disciplined	generation	occupy	scene
acknowledgment	characteristics	dishes	handle (v)	offended	severely
activates	circumstances	dominate	inaccuracies	option	sign
adjustment	clarify	donate	incident	overwhelmed	sources
advocate	cognitive	duties	intent	particular	stress
agent	concerned	efficiently	interact	perceives	tend
aid	confess	encounter	interpret	qualities	universe
announcement	constructive	essentially	interpretation	quarters	relevant
aspiration	courage	event	lengthened	reflect on	relief

Collocations, Chunks, and Idioms

At random	Take time out
Be on the same page	To have a lot on your plate
Don't bite off more than you can chew	Typical of

Reentered / Reviewed

acceptable	confirm	factors	modify	represents
accepted	consequences	failure	motivates	resolution
achieve	context	frequent	motivation	respond
adequate	damaged	function	panic	select
anxiety	desire	give in	participant	situation/s
anxious	determination	goals	perception	soul
appreciate	developed	illustrated	performance	specific
appreciation	displays	image	perspective	stand out
approach	diversity	imagine	pleasure	situation
aspire	elementary	impression	pressure	strange
associated with	emphasize	indecisive	priorities	struggling
avoid	enhance	initiative	process	summarize
background	entire	inspect	productive	symbolize
breathe	environment	intense	pursue	tendency
capable of	event	intensely	react	threat
capacity	exclude	involve	reasonable	transmit
combine	exclusively	irresponsible	recognition	tremendous
community	experience	landscape	relevant	valuable
complex	facilitate	management	relieve	value
confidence	facilities	memorize	remote	witness

Page 6

1: Self Confidence

1. Let's Talk! Have the students write three things that make them feel confident. Then have them work in small groups of three to discuss what they wrote.
Afterwards, have the groups share their points.

2.a. Have the students write the correct word next to each definition.
Answers:

1. criticize
2. concerned
3. exchange
4. inaccuracies
5. scenario
6. efficiently
7. circumstances
8. offended
9. characteristics
10. decision

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

1. concerned
2. offended, characteristics
3. decision, efficiently
4. inaccuracies
5. exchange, scenario
6. criticize, circumstances

3. Have the students give logical answers for each question or statement. Review the vocabulary to ensure comprehension.

Page 7

4 a. Have the students complete the chart about themselves.

4.b. Have the students write one example of something they've achieved and are happy to share with others in their notebooks.

5. Have the students fill in the chart with the missing parts of speech.
Answer Key

	Noun	**Verb**	**Adjective**	**Adverb**
1.	**critic, criticism**	criticize	critical	critically
2.	anxiety		anxious	**anxiously**
3.	**offence offender**	offend	offensive	offensively
4.	complexity		complex	**complexly**
5.	efficiency		**efficient**	efficiently
6.	**qualification quality**	qualify	quality	
7.	acceptance	accept	**acceptable**	
8.	approval	**approve**	approved	approvingly
9.	confidence		confident	**confidently**

6. Have the students write at least five sentences giving a friend advice on how to accomplish a task she is having a hard time finishing.
They should write their ideas in their notebooks. Encourage them to share their ideas.

Page 8

2: How to Encourage Self Confidence

1. Let's Talk. Pair Work – Role Play. Have the students work in pairs to role play the different roles to give encouragement to the friend. Then have them switch roles.
Encourage them to share their ideas afterwards.

2. a. Have the students match the words to the pictures.
Answers:
a. 1. goals 2. clarify 3.announcement 4. accompanied 5. Process

2. b. Have the students decide whether the pairs of words have a similar or an opposite meaning. They should write S for similar and O for opposite.
Answers:

1. S	5. S	9. S
2. O	6. O	10. S
3. S	7. S	11. S
4. O	8. O	12. O

3. Have the students complete the passage with the words in the bank.
Answer key:

a.accompanied	f. reflected
b.clarify	g. announcement
c.achievable	h. aspirations
d.relevant	i. acknowledgment
e.generations	

4. Listening Comprehension.
Have the students listen to the lecture by Rebbetzin Nechama Sheinker.
It's a good idea to have them read the questions prior to listening.
Play the lecture twice to enable the students to check their answers.

Lecture Transcript

Principal: Good evening teachers of Or Bruriya School. Since we aspire to make our students into good Jewish women, mothers and members of the community we need to pay close attention to every student. Sometimes while we teach, we don't always do this, so we could use some motivation to improve. Therefore, I have invited Rebbetzin Nechama Sheinker to help us achieve our goals.

Rebbetzin: Thank you, Mrs. Winkler for having me. It is an honor for me to come to your extraordinary school and help you facilitate some change in your educational approach. The first thing I want to say is not to be discouraged. I want to quote: **"You can't go back and change the beginning, but you can start right here and change the ending."** When we reflect on this quote, we come to the acknowledgment that tomorrow in class is your starting point. It's where you have to begin to try and reach the soul of every learner. How is this possible? The job of every teacher is to encourage students to do the best they can in any given situation. No one in this world is perfect, only Hashem. Every person was created in His image and was given different qualities in order to fulfill his goals. Everyone needs encouragement to achieve those goals. What is encouragement? The dictionary defines encouragement as: words or behavior that give someone confidence to do something.

To emphasize and clarify this idea I'll tell you a few stories about methods of encouraging people.
The first story I heard from a wonderful teacher. She had a class of students who were having difficulties in English. One day, she gave back tests to her class. One of her student's had a grade of plus 2, 2 out of 20 but the teacher put a smiley face on it. The student was surprised, so she went up to the teacher and asked, "Mrs. Smith, isn't plus two a failing grade?" "Yes, it is," the teacher answered. "So why did you put a smiley face on my paper?" "Well you got two correct, so it wasn't all bad. Won't you do better next time we have a test on this material?" "Yes teacher you are right. I will do better. I know I will!" The teacher had shown the student that she could do better, and the student made an announcement that she wanted to improve. This interaction really encouraged the student to want to improve.
The second story is adapted from an article by Rabbi Benzion Klatzko. In the middle of the year a teacher came into the class and told each student to take out a piece of paper and write her name on the top, then copy the names of each student in the class on a different line. The next part of the project was to write one nice thing about each one of her classmates. That evening when the teacher returned home, she took out the pages from her bag. Then rewrote each of them on a nice page with the name of each girl and what each of her friends in class had said about her. The next day the teacher gave each student her special page. As they were reading, the teacher could see the smiles on the student's faces and how happy they were to get all the encouraging remarks.
Many years later the teacher got a call from the mother of one of the girls in that class. The mother said that her daughter had suddenly passed away. The teacher went to visit the family during the week of mourning. When the mother recognized the teacher, she asked the teacher to come into her daughter's bedroom to show her something. The mother opened her daughter's purse and took out a folded piece of paper. The mother said, "This piece of paper has accompanied my daughter since the time she was in your class. Every time she ever felt bad, she would read all the things her friends had written about her. It made her feel relevant and important. It gave her courage to continue on in her life to

achieve her goals. Other girls from the class who came to comfort the family also told the same story of how that piece of paper encouraged them whenever they were anxious in their lives.
The last story I heard in a lecture by Rabbi Zelig Pliskin. The story is about a Yeshiva rebbe in a school. This is an example of how a good teacher brings out the value of every student.
After giving back a test to the class, the teacher approached a student; we'll call him Chaim, and said to him. "You know Chaim the reason you got only fifty percent on the test was because you only answered half of the questions. Let's look at number five. Wow, you wrote the answer so clearly. How about number eleven? That was precisely on track. See how well you did with the questions you answered. Keep up the good work!" On the next test Chaim got another fifty percent and he was afraid the teacher would scold him. But the teacher encouraged Chaim again. "You know Chaim, every day you learn new things. Even though you got fifty percent on the test, every answer you did was very well written. Keep up the good work!" Chaim began to think. "The teacher is correct. Every answer I wrote was correct." Then Chaim began to pay attention in class and review the material. Chaim got one hundred percent on the next test he took. Then he continued and got 100 on the next four tests. This was the beginning of Chaim's success as a student and a human being.

I'll just end with a little clever remark about the Chazon Ish. When Avraham Yishiya was only three years old, he had learned the entire 'aleph bet'. He came up to his father and said, "I know the whole Talmud." His father was very surprised. "Let's open any gemora and I will tell you every letter on the page," the child added. This shows how much confidence the young child had and he grew up to be the "Chazon Ish", the leader of his generation.

Principal: Rebbetzin, I have no words to thank you for teaching us about the importance of encouraging our students to become better learners, achieve more and be better Jews.

Rebbetzin: It was my pleasure and I hope you all will put some of the ideas into practice.

Answers to questions

a. 3
b. 2
c. 1
d. 2
e. 1
f. The Chazon Ish
g. Have the students write their opinion or information about what they took away from this lecture. Encourage them to share their ideas.

Page 9

6. a. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Discuss the story and what the letter does for the girls.
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.

b. Have the students write a letter of encouragement to a friend who is taking an entrance exam to a post high school seminar. They should use as many words of encouragement as possible. They are to write their letter in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 10

3: Courage and Confidence

1. Let's Talk! Have the students answer the questions about themselves in a whole class discussion.
If you need to, ask more questions such as: Are you afraid to take chances? Do you think about what you could have done but didn't do? What stops you from trying?

2. Have the students circle the word that means the same as the word in bold. Note, some of the words are review. The new words are: gain, adjustment, failure, event, loss, universe and courage.
Answers:

a. follow
b. suggestion
c. change
d. damage
e. bravery
f. happening
g. disappointment
h. plan
i. world
j. convey

3. a. Have the students read the collocations and add one more of their own. They should use the dictionary to help them.

3.b. Have the students use one collocation for each word and write a sentence with it 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'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.

Page 11

5. Have the students answer the questions according to the text they read in Exercise 4, in their notebooks.
a. Have the students explain what they feel the tips mean, in their own words. Encourage them to share their ideas afterwards.

Page 12

b. Answers and corrections where relevant:

1. F – she gives three tips on how to overcome fear
2. T
3. T
4. F – …think of a time you were or of someone who you admire
5. F - … elevates
6. F - … making yourself more confident
7. F - … means you have the courage to know what you are capable of
8. T

6. Let's Talk! Pair Work. Have the students work in pairs to role play the one of the situations, of their choosing. They could use the Tip box to help them if they need it. You may want to review it with them prior to having them start.

Have the pairs present their situation to the class. Encourage the class to discuss each situation afterwards.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.

Page 13

4: Encouraging Friendship

1. Let's Talk! Pair work. Have the students work in pairs to answer the question and discuss their ideas. Encourage them to share their ideas with the class.

2. a. Have the students match the meanings to the new words.
Answers:

1. specific
2. cause
3. limits
4. become close
5. help
6. purpose
7. admit

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

1. befriend
2. particular
3. intent
4. agent
5. confessed
6. boundaries
7. aid

3. Have the students write a personal answer to each of the statements or questions in their notebooks. Encourage them to share their answers.

4. a. Let's Talk. Have the students work in pairs to read the letters and come up with advice for the two girls. They should use the questions to guide them or help them think of how they want to approach their ideas.

Page 14

4. b. Have the pairs share their ideas. Discuss the differences and similarities among the ideas in class.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.

Page 15

5: The Details Are in the Description

1. Let's Talk! Group work. Before having the students work, review the words nervous, challenged and stressed to make sure the meanings are clear.

Have the students work in groups of three to answer the two questions. Make sure each student relates to what is the most and what is the least in each situation.
Encourage the students to share their ideas.

2.a. Have the students circle the correct word for each sentence.
Answers:

1. challenged
2. nervous
3. typical of
4. details
5. scene
6. stress

2.b. Have the students complete the short dialogues with the words in the word bank.
Answers:

1. A –details, B – stress
2. A – scene, B – background
3. A – typical of, B – impression
4. A – summarizes, B – challenged
5. A – strange, B – nervous

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

NOTE: The students will be writing a short description with a caption. To do this scaffold using the example in 4.a.

4.a. Let's Talk! Have the students describe what they see orally and answer the questions.
Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Explain what a caption is – a short title which summarizes the main idea in the picture.
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.

Page 16

4. b. Review the explanation of how to write a caption and a description.
Go over the tip for describing a picture. Ask the students to give you examples of how they would describe the picture in 4 using the tips in the box.

5.The students are going to write a description, as a reporter, of one of the six scenes presented on page 17.

5. a. Have the students write captions for each of the pictures in their notebooks.

5. b. Have the students choose one of the six pictures and write a description of the events, as a reporter.

5. c. Have the students present their report to the class.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.

Page 18

6: Stress

1. Let's Talk! Group work. Have the students work in small groups of 4. They are to answer the questions in the survey individually and then compare among their group. They should collect their findings and share the results with the class. What are the most common responses in class?

2. a. Have the students choose the correct word according to the descriptions.
Answers:

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

Page 19

2.b. Have the students cross out one word in each row that DOES NOT create a collocation with the words in bold.
Answers:

1. concern
2. accordingly
3. frequent
4. image
5. entire

2.c. Have the students choose two collocations from each row in Exercise 2.b. and write at least two sentences using those collocations, in their notebooks. Encourage the students to share their sentences.

Page 20

3. a. Have the students look at the title and share what they already know about stress.

3.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**.
Make sure to ask the leading questions prior to each paragraph to enable the students to predict what they might be reading.

Page 21

4. Have the students answer the questions about the article in Exercise 3.b. in their notebooks.
Answers:

a. The answer should show that they understood that the interpretation of the situation is what causes the different perception of it.
b. Any of the following: *past experiences / self esteem / a person's thought process / experience in dealing with the situation at hand / emotional resilience and discipline in dealing / other additional stressful situations in life / amount of support*

c. Any of the following: *A person might feel stress when … they are under pressure/ there are big changes / they are worried about a problem / they feel they don't have control of the situation / they feel helpless because of many responsibilities / they aren't busy enough or occupied enough / they are living in times of uncertainty*
d. Anything that shows they understood that this is a change that may impact the person's life as well as having to be happy or be on your best behavior all the time can cause stress.
e. The answer should show that the living conditions could interfere with peace of mind, a quiet place to work or study, maybe not enough room for all their things. Any answer that is logical and clearly explained.

5. Let's Write! Have the students write a short paragraph in their notebooks, 50-75 words, relating to the questions presented about getting ready for Pessach.
Encourage the students to share their paragraphs.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 22

7: Expert Advice

1.Let's Talk! Have the students work in groups of three. They are to answer the question and come up with one agreed upon idea. They present their idea to the class and then the class decides which idea they like best.
It's recommended to write the groups' ideas on the board for easy referral.

2.a. Have the students circle the word that doesn't mean the same as the word in bold in each line.
Answers:

1. by means of something
2. capability
3. flexible
4. expectation
5. engage
6. desires
7. damage

2.b. Have the students choose the sentence that could be before the sentence with the new vocabulary word, that helps understand the meaning.
Answers:

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

Page 23

3. Have the students write at least one example for each of the descriptors. They should write their ideas in their notebooks.

Tip Box: Do you know?
Read the Tip box with the class to make sure they understand the expressions presented there. Give them examples of when they might be useful. Ask the students to provide examples of their own as well.

4. Listening Comprehension.
Have the students listen to the panel discussion between Mrs. Noa Turner and the teens.
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.
Have the students answer True or False, according to what they heard.

Interview Transcript
Principal: Good afternoon students. We are going to listen to a panel discussion about how teens deal with stress in their lives. Our panel moderator this afternoon is Mrs. Noa Turner, an expert in stress management.
The three teens who will be participating today are typical students in our school systems from various places throughout the country. I would like to introduce our participants.
Chana Baron from Netivot, Simcha Rotterman from Bnei Brak and Ruth Elyashiv from Haifa.
Welcome ladies. (murmur of thank yous)
The panel will be conducted in the following manner. I will ask a question about a certain stressful situation of each participant. She will in turn describe how she would react in that situation.
But first, I want to welcome Mrs. Noa Turner. We are very happy to have you here with us.

Mrs. Turner: Thank you, I'm very happy to be here with you and the girls. To make sure we are all on the same page, I'll start with a definition of what stress is. Stress is defined by the dictionary to be a state of mental or emotional pressure or tension, internal or external, resulting from unfavorable or very demanding circumstances.
There are many causes to stress, and we are going to see how each of our panel members reacts to stressful situations. I will ask the questions at random, to make sure everyone gets a chance to express their point of view.
The first question I want to ask is to Ruth Elyashiv. Ruth, what do you do if you don't have enough time to accomplish all the things you need to do for school and at home?

Ruth: I frequently find myself running around all day trying to balance my duties at school and at home and I still don't manage to do all the things on my list. This can be because of the demands that I placed on myself are unrealistic. It could be a problem of poor time management and not keeping my priorities in focus.
I have learned a great amount from watching my mother and reading a few books on time management. I have noticed that I waste a lot of precious time doing various unimportant tasks. I have learned to prioritize my schoolwork and my household jobs by doing the most important jobs first.
Another rule I follow is doing the jobs than must be done first, even though they are not the most enjoyable. After I have finished that job then I can go on to something that needs to be done, but that I enjoy doing more. Not everything we do in life will necessarily give us pleasure.

Mrs. Turner: Thank you, Ruth for your very wise suggestions and the necessity of knowing how to manage your time and choosing your priorities.
The second question is for Chana Baron. Chana, what would you say to a person you know or to yourself if you see they have the tendency to take on too much at home or at school?

Chana: Thank you Mrs. Turner for that question. That situation that you described sounds just like me. I tend to take on too many things at school and also at home. Since I come from a big family, I try to help my mother as much as I can. I also am very active in school and like to help direct plays and plan Rosh Chodesh activities.

One of the reasons I do this is because I don't like to let people down. But it leads to stress and not managing to achieve all the things I wanted to. When I take on too much, I can't give my best to each of the projects I was planning to do. Sometimes this can lead to failure. It took me a while until I learned that I have to set boundaries. As the saying goes, 'Don't bite off more than you can chew.'
I also learned to tell people "No!" It's better to be honest than to have people expect too much. This way I avoid being overly stressed. I also learned it's not a sign of weakness to ask for help.

Mrs. Turner: Thank you, Chana, for sharing with us the very important lesson of not taking on more responsibility than you can handle. Everyone must accept their own limitations. Our third question is to Simcha Rotterman. Simcha, what would you suggest to someone who is unable to accept things as they are?

Simcha: That is a very relevant question to ask especially of teens. As we grow older, we think we can control things that happen in our lives. On the other hand, we seem to forget that there are certain circumstances we can't to control. If you try to change something you really can't change, you will create unnecessary stress in your life. Trying to do that is a total waste of time that could be used for activities and projects that are more constructive.
The best thing to do is to accept the situation as it is and realize there is nothing you can do about it. Talking to a teacher or another adult you trust can help you understand that. This will help you have a more positive outlook and help you see the situation in a different and less stressful perspective.

Mrs. Turner: Thank you so much Simcha for giving us your perspective of the problem that people face when they cannot change the situation. This is true at school and at home. We must learn to accept things in life that are beyond our control. Now I just want to discuss one last issue. Why do you think it is important to take a break and find time to relax?

Chana: When a person is in a constant state of activity their body never has a chance to relax and gain the energy to get rid of stress. Relaxation is an important part of a healthy lifestyle, although people may not think so.

Ruth: It's important for everyone to take some time out to relax. If you fail to do that, it will affect your ability to function effectively.

Simcha: You need to have time to recharge your batteries and enjoy some free time to have fun with friends and family. Relaxation is a form of stress relief and helps you organize your thoughts more clearly.

Mrs. Turner: Girls, *I* am really amazed at the wonderful points you all expressed today. I am sure that they have assisted your friends in learning how to deal with stress in their lives. Thank you all for attending our session on How Teens Deal with Stress.

Answers to questions:

1. false
2. true
3. true
4. false
5. true
6. true
7. false
8. false
9. true
10. false

5. Group Work! Have the students work in small groups of three or four. They are to create a poster about one of the expressions they learned from the Tip! Box.
They have to show the meaning of the expression and what the individual words means literally.
They are to then present their posters to the class.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.

Page 24

8: Positive Aspects of Stress

1. Let's Talk! Group work. Have the students work in small groups of 3-4 students. They are to read the notices and answer the questions presented. They should try to reach a consensus and present that to the class.

2. a. Have the students match the word in the Word Bank to the meanings in the chart.
Answers:

1. flight
2. essentially
3. abuse
4. activate
5. tend
6. deadline
7. cognitive
8. bland
9. dominate
10. donate
11. incident
12. lengthened
13. regulate
14. overwhelmed

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

1. deadline, lengthened
2. incident, flight
3. donate, tend
4. essentially, cognitive
5. abuse, regulate
6. activate, dominate
7. bland, overwhelmed

Page 25

3. Read the **Good to Know** box with the class and discuss the issue of flight or fight. Make sure the expression and the phenomenon is understood.

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'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.
Text adapted from: https://time.com/5434826/stress-good-health/

Page 26

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

a. 2
b. 1
c. The students should explain that a little bit of stress helps keep the body alert and not get sick, keeps you from getting old, aging, prevents disease.
d. *Distress is negative- ongoing internal or external pressure while 'eustress' is positive and can help you improve in functioning in different ways*
e. Students should explain that eustress triggers enough emotion and motivation to get people to complete things and perform properly. These should be backed up by examples from the text. For example, i*t can enhance motivation to succeed, it helps push us forward, it forces people to solve problems at hand, it can help build confidence.*
f. *Stress can be positive but make sure it is not chronic.*

Page 27

6. Let's Talk! Let's Play a Game! Have the students play in small groups of four. Each member gets a number from one to four. According to the number they received, they should copy the situation on a piece of paper and fold it and place it on the table. Then they write one more situation of their own, without showing it to their team members, on a different piece of paper, fold it and place it on the table as well.
Each member, in turn, picks up one of the pieces of paper that was placed on the table and reads it aloud. The rest of the group has to decide which category – distress/ eustress / both / neither - the situation that was read aloud belong to. Then each member has to explain why they chose that category. The presenter can agree or disagree but has to explain why.

Page 28

9: What Would You Do?

1. Let's Talk! Have the students describe various positive stress situations that they experienced in the past few days. They should share why they think it's positive and how the used it to their advantage.
Encourage as many students as possible to share.

2. a. Have the students circle the word that means the same as the word in bold on the left.
Answers:

1. tableware
2. inhabit
3. supporter
4. lack of presence
5. purpose
6. task
7. come with
8. strongly
9. cooperate
10. alternative

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

1. option
2. mission
3. dishes
4. severely
5. accompanied

3.Have the students continue the sentences, using vocabulary in Exercise 2, about themselves. They should write their ideas in their notebook.
Encourage the students to share their ideas.

4. Group Work- Role Play! Divide the class into small groups of 3-4 students according to the situations. Each pair gets to role play some stressful situation and they need to present it to the class. They can use props and costumes to make it more realistic. At the end of each presentation the class will fill out feedback chart in their books.
They are to write Yes or No for each of the three statements and write comments if they agree or disagree, or if they would react in the same manner or not and why.
They are to share their comments / ideas with the class after the role play.

Page 29

5. Let's Write! Have the students write an opinion essay that discusses how to best deal with the situation given. They should explain what they think is the best way to deal with it and why.
They should write between 100-120 words in their notebooks. Encourage the students to share their essays.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.