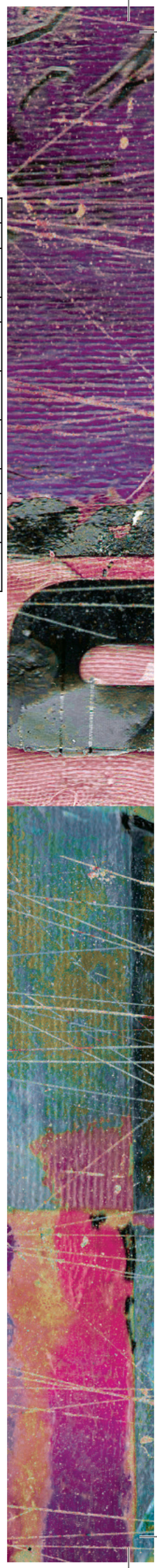

Unit 1 – About Me

	Title	Reading	Listening	Writing	Speaking
1	My Learning Styles	Questionnaire	---	-----	Comparison
2	Talking to Experts	----	Interview	Description	Opinion / point of view
3	Self Confidence	Informative	---	Explanation	Opinion
4	Self-Image	----	Situation and Solution	Advice	Persuasion
5	Time Management	Article	----	Opinion	Explanations
6	Motivation	----	Story	---	Agreement / Disagreement
7	Achieving Goals	Essay	---	Opinion	Self-description
8	Affect of Motivation	Self Help	---	Letter	Discussion – connections
9	What Motivates Me	---	---	Description	Reflection and explanation

Overall performance objectives:

- can express opinions
- can discuss what motivates them
- can discuss learning styles, and relate to themselves
- will learn about time management, self-confidence and motivation
- can write a description of personal goals
- can give advice and make suggestions orally

Vocabulary: New

ability	effectiveness	observe	resistance
accurate	essential	omit	rigid
attitude	establish	perception	routine
available	expand	persistence	schedule
challenge	guarantee	possession	shell
circumstances	identify	predatory	stimulation
commit	image	process	stimulus
commitment	lobster	productive	sustainable
confining	memorable	protests	unexpected
constantly	motivation	relax	variety
develop	notice	relaxation	visual
dominant	novelist	resist	worthwhile

Collocations, Chunks, and Idioms

according to schedule	cast off	life ambitions	pay attention	rock formation	self-mastery	*waste a minute*
bottom line	constant striving	life-threatening	(to) put someone down	self-confidence	self-talk	*waste time*
capable of	figured out	make a living	recharge your batteries	self-critical	take into account	
carry out	high priority	out of his mind	retain information	self-image	train of thought	

Page 5

1 – My Learning Styles

1. Let's Talk! a. Have the students discuss the opinions in the speech bubbles in pairs. Encourage them to share their ideas with the whole class afterwards.

2. a. Have the students write English definitions for each word in their notebooks.

Possible answers:

1. acquire - to get or buy something new
2. learning styles - individuals' different types of learning
3. visual - something which refers to seeing
4. stimulation - an action that causes someone to become more active
5. pay attention - notice someone or something
6. auditory - something which refers to listening
7. personality - a character of a human being
8. motivation - a will or enthusiasm to do something
9. kinesthetic - something which refers to physical activity

2.b. Have the students fill in the missing words to complete each sentence

Answers:

1. personality
2. motivation
3. visual
4. acquire
5. pay attention
6. kinesthetic
7. stimulation
8. learning styles
9. auditory

Page 6:

3. Have the students fill in the questionnaire and then check what their learning style is.

4. Have the students discuss the results of the questionnaire with a partner and compare.

5. Take a class vote and find out which learning style is most dominant in class. This is a good opportunity to discuss the differences and get examples of how each student learns best.

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2 – Talking to Experts

1. Let's Talk! Have the students read the short passage and discuss in pairs how it relates to the questionnaire they filled in in Lesson 1.
Ask them how they think the quote in the box relates to the issue of learning styles.

2. Have the students write True or False for each sentence and correct the false sentences.

Answers:

a. F – When you acquire a new language you are learning it now.
b. T
c. F – When you pay attention to something you do notice it.

d. F – Kinesthetic learning is when you use your hands or body.
e. F – All learning styles can help you succeed in school.
f. T
g. F – When someone has motivation, he usually wants to do something.
h. T
i. T

3. Have the students match the word to the definition.
Answers:

1. d
2. e
3. h
4. f
5. g
6. b
7. c
8. a

4. Have the students rewrite the sentences by replacing the word in bold with one of the new vocabulary words learned in Exercise 3.
Answers:

a. Dr. Davidson **established** a new school.
b. I like his **personality**. He is really funny.
c. I **observed** the students while they were working in the classroom.
d. I always **pay attention** when the teachers talk.
e. We need to have a **variety** of choices for our projects**.**
f. We need to present our ideas using **visual** images.
g. She **capable of** reading the whole book in one week.
h. I **acquire** new language skills every lesson.
i. The difficult **circumstances** affected their mood and they aren't very happy.
j. Good grades give me the **motivation** to study harder.

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5. Listening Comprehension.
Have the students listen to the interview between Mrs. Cohen and Dr. Davidson. They should then answer the questions in their notebooks.
It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript:
Mrs. Cohen: *Welcome Dr. Davidson. Thank you for agreeing to do this interview for our school newspaper.*
Dr. Davidson: *I am very happy to be here and do this interview.*
Mrs. Cohen*: Can you tell us why you decided to establish the school, "Bnei Daat School'?*
Dr. Davidson*: Over the years, I observed that children are all different. Their personalities develop differently and they learn differently. It seems that they have a variety of learning styles. I always noticed how children develop their personalities differently. I wanted to help each child learn the best way he or she is capable of, and to allow them to learn in their own learning styles.*
Mrs. Cohen*: What exactly is a learning style?*
Dr. Davidson*: A learning style is the way a child learns new things best. It's the way a person needs to be able to interact with the information.*

***Mrs. Cohen**: So what different learning styles are there?*
***Dr. Davidson**: There are three main different types of learning styles. That means there are three types of learners: There are visual learners, auditory learners, and kinesthetic learners. I'll explain each one in simple terms so everyone can understand.*
Visual learners are people who understand and learn best when they see the information. They are more motivated to learn when they are shown how to do something, for example through a demonstration. They learn best when they can see a picture, a graph, a chart, a map or can imagine something in their mind. They like to learn through written language, such as reading and writing tasks.
***Mrs. Cohen**: That sounds very interesting. So a visual learner needs to see what he or she is learning through pictures, a demonstration or a written explanation.*
***Dr. Davidson**: Exactly.*
On the other hand, auditory learners are students who learn best when information is presented to them orally. These students understand better by listening to lectures, stories or material being read. Auditory learners often talk to themselves so they can hear what they are learning. They also may move their lips while reading or read out loud. They often do better by talking to a friend or making a recording and then listening to what was said at a later time.
***Mrs. Cohen**: Fascinating. So auditory learners need to hear what they are learning to understand it. How about kinesthetic learners? How are they different than the other two?*
***Dr. Davidson**: Kinesthetic learners are students who understand and learn best when what they are learning can be understood through using their hands or bodies. They need stimulation to experience the concepts taught. Kinesthetic learners do best while touching and moving. When listening to lectures they may want to take notes just to move their hands. When reading, they like to scan the material first, and then focus in on the details. Some use color highlighters and take notes by drawing pictures, or diagrams.*
***Mrs. Cohen**: So the third type of learner, kinesthetic learners, need to move and touch. How interesting. All three seem so different.*
***Dr. Davidson**: Yes, all three are very different and can present a challenge to any teacher in a classroom.*
***Mrs. Cohen**: Indeed! We have time for one more question. Can you sum up by telling us something interesting about learning styles?*
***Dr. Davidson**: Definitely. I mentioned three types of learning styles. However, most people have a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are styles fixed. Everyone can develop more ability in less dominant styles, as well as further develop styles they already use well.*
To answer your original question of why I opened my school. This is the reason I decided to open our school. I'm happy to say that with much support from the staff, teachers, parents, and of course the students, we have been very successful. I hope we will continue in this manner.
***Mrs. Cohen:** I wish you the best of luck with the school and many many years of success. Thank you very much for the interview Dr. Davidson.*
***Dr. Davidson**: You're welcome! It has been my pleasure.*

Answers to questions:

a) 3 c) 4 e) 1
b) 1 d) 4 f) 2

6. Have the students relate to what they learned about their own learning styles by writing a few sentences in their notebooks. Then have them share with the class.

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3 – Self Confidence

1. Let's Talk! Have the students talk about the pictures relating to who they think has self confidence and why they think so.

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

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

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

1. possession
2. constantly
3. accurate
4. commitment
5. process
6. putting you down

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4. Have the students notice that the words all contain 'self' in them and refer to the different elements regarding oneself.
Have them find the definitions of each word and write it down in English.
Possible answers:

1. self-mastery – teaching oneself something
2. self-image – how we see ourselves
3. self-talk – talking to oneself to convince or persuade in relation to anything
4. self-critical – criticizing oneself for everything you do
5. self-confidence – having confidence in one's abilities

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.

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6. Have the students read the text and then answer the questions according to the text.
Answers:

a. He shows that if we believe we can, our self-image of ourselves is of someone who can, then we can do anything we want.
b. 3, 4, 6, 7
c. Have the students choose the one point they connect to the most and answer. Answers will vary. Accept logical explanations that are on topic.

d. We need to work on our self-image all the time. It doesn't happen overnight.
e. 4

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7. Read the second part of the text with the class. Again, read and discuss the text so as to ensure comprehension.
It's a good idea to remind them of what they read in the first part.
8. Have the student choose the two correct sentences.

Answer: 2, 4

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9. Have the students rank the sentences in order of usefulness according to their own opinion and explain why they chose that ranking.

10.a. Have the students match the first half of the statement to the second half. They should write the sentences in their notebooks.
Answers:

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

10.b. Have the students choose one statement, or two if they like, and write it in the bookmark that is provided on the bottom of the page. They are to write it on one side and on the other side they should write why they connected to that statement. They can decorate the bookmark any way they like if they should so desire. They then cut it out and can use it.

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4 – Self Image

1. Discuss the formulaic speech provided as ways that can be used to express ideas or opinions. Have the students give examples of how to use each.

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

1. capable of
2. pay attention
3. dominant
4. worthwhile
5. observe
6. commitment

2.b. Have the students match the questions in exercise A to the questions in exercise B.
Answers:

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

2.c. Have the students circle the correct word to complete the meaning of the word in bold.
Answers:

1. no
2. themselves
3. grow
4. many things
5. will do
6. things
7. left it out
8. complains

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3. Let's Talk! Pyramid discussion
Have the students discuss the questions relating to the Five Affirming Attitudes about self-image.
First they discuss in pairs. Then in groups of four and then as a whole class. They have to see if it's possible to reach a mutual agreement in regards to the question.

4. Grammar: Review the use of Modals and Semi-Modals with the class, using the chart. Encourage the students to give you examples of their own for each modal and semi-modal.

5.Let's Write! Have the students read Hanna's question and offer advice, in writing. They should write at least 3 sentences using modals in their notebooks.

6. Group work. Divide the class into small groups of three or four. Each group is to work on one of the situations presented in their book.

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6.a. Have the students choose one of the situations and discuss what they would say and do. They are to role play the situations and come up with advice for the situation they chose.

6. b. Once the groups are done, each group presents their situation and ideas to the class.

6. c. The class has to listen and write, in their notebooks, what the question was and what was answered. They should state whether they agree or disagree with the advice provided.

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

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5 – Time Management

1. Let's Talk! a. Have the students look at the pictures and say how they are connected in their opinion.

1. b. Have the students say in what ways they think it might be important to use these items.

2. Teach the notion of collocations, words that normally go together in a specific order, like black and white. Have the students match the words and the collocations to the meanings in column B.

Answers:

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

3. Have the students fill in the missing words from Exercise 2 to complete the passage.
Answers:

a) productive
b) waste time
c) interruptions
d) resistance
e) constant striving
f) protests
g) out of your mind
h) relax
i) recharge your batteries
j) essential

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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.

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

a) We shouldn't waste time / our effort must be constant
b) No, *You probably never saw this. But you have seen someone throwing five minutes out the window*.
c) 2
d) to make a decision to make a change
e) 1
f) 2

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6. Read the second half of the text with the students in the same format as the first half.

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7. Have the students answer the questions according to the text in Exercise 6.
Answers:

a) 3, 5
b) 1
c) 3
d) 3

8. Have the students write the definitions of the collocations in English as well as a sentence using the collocation in their notebooks.
Possible Answers:

a) according to schedule – according to a set timetable
b) make a living – to earn money
c) bottom line – end result / final product
d) limited time – having just a little bit of time to do something
e) train of thought – sequence of ideas / thinking of a sequence of ideas
f) retain information – to remember information
g) life-threatening – could be risky to life / could be dangerous to life
h) life ambitions – what you want to do in life
i) constant interruptions – having something or someone always stop you from what you are doing

9. Have the students explain the idiom and their ideas on how this is connected to the text. Encourage them to use the new vocabulary learned this lesson. Accept all logically explained answers and have them share their ideas.

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6 – Motivation

1. Have the students mark each sentence true or false according to what they think they know about motivation. Then discuss each one with the class.
Answers:

a) T
b) T
c) F
d) F
e) F
f) F
g) F
h) T
i) T

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

a) 6
b) 2
c) 1
d) 5
e) 7
f) 9
g) 4
h) 3
i) 8

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

a) stimulus
b) shells
c) Lobster
d) rock formation
e) confining
f) predatory
g) cast off
h) rigid
i) expand

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4. Listening Comprehension.
Have the students listen to the story by Rabbi Dr. Avraham Twersky. They should then answer the questions in their notebooks.
It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript:
Hi everyone. I want to tell you about the lobster. The lobster is a sea animal. It has a very hard, rigid shell outside, but inside it is a very soft animal. The rigid shell outside does not expand- Well, you might ask, if that rigid shell doesn't expand, how can the lobster grow? Well, as the lobster grows, that shell becomes very confining. It's like the lobster is wearing clothes that are too small on it and are very tight. The lobster feels uncomfortable and feels itself to be under pressure.
To help make itself feel better, the lobster looks for a safe place to protect itself from predatory fish. It usually finds a rock formation, with lots of rocks and plants, because it is big and there are many places to hide. The lobster then goes under the rock formation and , casts off, or removes, its shell. The shell it casts off stays on the ground and the lobster produces a new shell, one that fits it properly. Over time, the lobster repeats this process many times as it grows. Every time the shell is too small or uncomfortable, the lobster removes it, and creates a new one.
So why does the lobster do this? The only way for the lobster to grow is to cast off the shell that is confining and to make a new one, that fits better and allows it to grow. The stimulus for the lobster to be able to grow is the very uncomfortable feeling in the confining shell.
Now imagine, if lobsters had doctors, what would happen? Imagine the lobster feels confined in its shell. It goes to the doctor and the doctor gives it medicine to feel better. If the lobster feels better, it won't cast off its shell. That means the lobster won't grow. Then it'll stay small forever. So the uncomfortable feeling gives the lobster a reason, or motivation, to make its life more comfortable. This in turn enables the lobster to grow. When a person is motivated by something, a goal or a need to change things, he/she feels like he/she can do anything, just like the lobster. Motivation is the feeling we have inside when we do something that brings us towards what we really want or value. It helps us grow and move forward.

Answers to the questions:

a) 3
b) 1
c) 3
d) 2
e) 2

5. a, b, c. Have the students answer the questions referring to their own ideas in direct connection to the story they just heard. Encourage them to write as much as they can, in their notebooks, and share their ideas.

Page 24:

7 – Achieving Goals

1. Have the students talk with a partner about what motivates them to succeed in school. Then share their ideas with the whole class.

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

1. i
2. e
3. f
4. g
5. j
6. c
7. b
8. d
9. a

3. Have the students fill in the missing words from the words in Exercise 2.
Answers:

a) schedule
b) unexpected
c) essential
d) took into account
e) identify
f) available
g) carried out
h) effectiveness
i) high priority

4. Have the students rank or organize the sentences according to what they feel is a logical order. Discuss their ideas.

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5. Review the layout of an opinion essay. Teach the students how to write an opinion essay and explain that they are going to write their own in the next exercise.
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.

6. Have the students write an opinion essay about how to achieve a goal. Their question is 'What is one goal I want to achieve? How can I achieve it? What can I do?'
They should use the checklist provided to make sure they included all the necessary elements.

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8 – Affect of Motivation

1. a. Let's Talk! Have the students work in groups to discuss the four subjects of the unit. They should copy the chart to the notebooks to ensure they have enough space to write.

Subject	Motivation	Time Management	Self Confidence	Learning Styles
Challenges				
Strengths				
Tips				
Other ideas				

1.b. The students should discuss whether there is a connection among all these topics and if yes, how.
1.c. The students should choose a way to present their ideas in 1.b. in a graphic manner. Then have them all present and discuss with the class.

2. Have the students define the words in the boxes. Have the students write in one or two sentences what they think the connection between all these words is. Then share with the class.
Possible answers for the definitions:

a. sustainable - something that lasts
b. routine – repetitive, something we do all the time
c. guarantee – security, agreement
d. mention – to say, to state
e. novelist – a writer, an author of a book
f. subtract – to take away
g. challenge – a test, a contest
h. figured out – understood
i. memorable – something that is easy to remember

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

a) Sustainable
b) guarantee
c) figured out
d) memorable
e) novelist
f) challenge

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4. Have the students complete the sentences in a logical manner.

5. Have the students work in pairs discussing what motivates them to do something. Then have them share their examples with the class.

6. 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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7. Have the students answer the questions according to the text in Exercise 6.
Answers:

a) It's just about the right amount of time to add or subtract a new habit.
b) 3
c) when he made small, sustainable changes, they were more likely to stay
d) have the students write T or F and correct the false sentences
    1. F – He decided to take the 30-day challenge because he was unhappy.
    2. T
    3. T
    4. F – He finished writing his novel in 30 days.
e) Have the students write their opinion on the passage.
f) Have the students fill in the cause and effect chart.
    1. Do something for 30 days – add a new habit or subtract a new habit
    2. Write 1667 words a day - You have your own novel!
    3. Making small sustainable changes – they are more likely to stay.

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9 – What Motivates Me

1. Let's Talk! a. Have the students work in pairs, discussing one tip they are taking from the unit. Then have them compare their choices and see if they are the same.
1.b. Have the pairs pair up with another pair and compare answers.

2. Have the students choose the right answer for each sentence.
Answers:

a) 1
b) 2
c) 1
d) 1
e) 2
f) 2
g) 1
h) 2
i) 2
j) 1

3. Have the students complete the sentences using the words in the bank.
Answers:

a) available
b) take into account
c) unexpected
d) routine, figure out, recharge my batteries
e) sustainable, effectiveness
f) memorable
g) guarantee
h) expanded, carry out, challenge

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4. Have the students complete the sentence stems into complete and logical sentences in their notebooks. Encourage them to share their ideas.

5. Have the students write a paragraph or two of at least 100-120 words, keeping within a specific topic or two, using as many of the words and expression as possible describing what they think might motivate them to do something.

6. Let's Talk! Have the students work in pairs to discuss the different goals presented.

6.a. Have the students discuss which one of these goals is the most important in their opinion.

6.b. Have the students discuss which of these goals serve as motivation for studying, helping at home or succeeding at what they do.

6.c. They are to then discuss the pros and cons of each of these goals.

7. Have each of the pairs team up with another pair and discuss the pros and cons of the goals with the new pair and fill in the chart in their notebooks.
Finally, have the groups share their ideas and discuss the issues.