

Unit 5: Inspirational Women

	Title	Reading	Listening	Writing	Speaking
1	Happy Mother of Children – Part 1	True story part 1	----	Prediction	Opinions
2	Happy Mother of Children – Part 2	Description	Dialogue / part 2 of the story	Short opinion	Predictions
3	Renee Reichmann	True story	----	Acrostics	Possibilities
4	Two Amazing Women	-----	Descriptions / opinions	Note taking	Group and pair discussions
5	Recha Sternbuch	True story	-----	Letter	Expressing opinions
6	Nechumelle Jacobs	Dialogue	Interview	Letter	Expressing ideas
7	An Inspiration	-----	----	Description	Expressing opinion / explanation
8	Chani Weinroth	Biography / Reflective	---	Opinion	Expressing opinions
9	Becoming an Inspiring Person	----	Presentations	Description	Pair work

Overall performance objectives:

- Can express opinion and preference
- Can describe ideas and thoughts
- Can express ideas in a letter, a descriptive essay and an opinion essay
- Can write an agreement between people
- Can persuade and discuss a variety of topics orally
- Can present their own work
- Use of adjectives correctly in a variety of manners
- Can express possibilities and predictions

Vocabulary: New

accepted	balance	expression	inclusive	perceive	respect
acknowledge	beauty	expressive	indecisive	personal	review (v)
acquaintance	capability	feelings	indicate	place (v)	sensitive
actually	characteristics	flexibility	introduce	pleasant	sensitivity
adolescence	consequences	follower	judge	popular	sincere
adolescents	consistently	fraction	leadership	popularity	solution
affect	contains	freedom	manner	positive	standards
aggressive	contradict	frequently	mean	prepare	strategy
amongst	crucial	frustrating	mood	principle	thoughtful
antisocial	defense	fundamental	motivate (v)	rational	tremendous
anxious	determine	gentle	nonetheless	react	trust
apologize	dilemma	helpfulness	obligation	regard	trusting
approach	display	heroic	option	regret	uncertain

appropriately	disturbance	honest	option	reject	upset
attend	dominant	honesty	otherwise	reliable	value
attention	engage	ignore	passive	request	weekend
background	express	immense			will

Chunks, idioms and sayings

at my expense	keep up	result in
in a positive light	look down on	stand up for
in case of ...	look out for sb	take advantage of
in contrast to	make a difference	tone of voice

Reentered / Reviewed

ability	complex	expert	notice	smart cookie
apartment	concern	explore	nutrients	solution
approach	connection	identify	obtain	spread
aspects	considerate	ignore	organization	success
at risk	consumers	image	overcome	suitable
attitude	customer	impact	pay attention	surprising
available	determination	importance	personality	truth
benefits	difference	impression	population	valuable
capable of	document	impressive	prevent	
carry out	emotions	influences	process	
certain	essential	level	professional	
certainly	exercise	life-threatening	pursue	
characters	expand	liquid	respond	
combine	expectation	look after	rigid	
completely	experienced	manage	separate	

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1 – Happy Mother of Children – Part 1

1. Let's Talk! Pair work. Have the students work with a partner to decide if the statements are true or false. While checking, discuss each point as it will help with the understanding of the upcoming story.

Answers and extra information

		True	False
1.	Immigration, people moving from one country to another, was the main reason for the increase of the Jewish population in America.	✓	
2.	Most of the people who came to America, came from the Far East. <i>NO: Most of the people came from Eastern Europe.</i>		✓
3.	The people arrived by plane and landed in Boston. <i>NO: The people arrived by ship and landed in New York port and were sent to Ellis Island for inspection to make sure no one was sick or had any</i>		✓

	<i>physical defects. It was a very hard and degrading experience for many people and a large number were sent back to their original country.</i>		
4.	Most of the people who moved to America from Eastern Europe became very rich quickly. <i>NO: Most had to work very hard to make a living and were poor for most of their lives.</i>		✓
5.	The Jews went to live in New York in the neighborhoods of the Lower East Side, the Bronx and Williamsburg.	✓	
6.	The people who came to America thought it was the "goldene medineh" and wanted to make a lot of money.	✓	
7.	The Jews found money lying in the streets of America. <i>NO: This was the dream but the reality was hard work to make ends meet. No one was giving anything away for free.</i>		✓
8.	Most of the people who moved to America lived in small apartments in crowded conditions.	✓	

2.a. Have the students write the words from the box on the right that are the opposite of the words in the exercise.

Answers:

- | | |
|--------------|------------|
| 1. pleasant | 4. crucial |
| 2. display | 5. dilemma |
| 3. anxiously | |

2.b. Have the students write the words from the box on the right that have the same meaning as the definitions in the exercise.

Answers:

- | | |
|----------------|-------------|
| 1. perceive | 4. shadow |
| 2. immigration | 5. medicine |
| 3. obligation | |

3. Have the students complete the sentences using the words in Exercise 2.

Answers:

- | | |
|------------------------|-----------------------|
| a. pleasant, crucial | d. anxiously, display |
| b. dilemma, obligation | e. perceive, shadow |
| c. immigration | f. medicine |

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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.

This story is based on a story in Mlshpacha magazine "Happy Mother of Children" by Yair Weinstock.

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5. Have the students answer the questions according to the story in Exercise 4, in their notebooks.

- a. Any two of the following:
 - Para 1: Their home was a very typical home in the neighborhood.
 - Para 3: However, he was very expensive.
 - Para 5: Dr. Parker noticed living conditions and knew they didn't have money to pay.
 - Para 7: She had no money for the bus or train...
 - Para 10: The pharmacist looked at Basya Bluma's clothes and explained that the medicine was very expensive.
 - Para 17: she said she didn't have any money.
- b. 2
- c. No. Dr. Parker understood how poor the family is and he wants to help the family with what he can, so the baby will get well.
- d. The pharmacy is far away and the medicine costs a lot of money.
- e. 1, 4
- f. She is going to work for 2.5 years, twice a week, cleaning the pharmacy.
- g. 3
- h. Any two of the following:
 - He takes her bag
 - He throws everything on the floor
 - He takes the medicine
 - He spits medicine on her dress
 - He throws the bottle on the ground
 - He pushes her

6. a. Read the short Nice to Know passage with the class. Discuss the content and the fact that Moshele survives whatever sickness he had. Have the class try to explain how they think he survives.

b. Have the students write a short prediction to what happens next in the story. Ask them to keep their ideas to themselves until the next lesson.

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2 – Happy Mother of Children – Part 2

1. Let's Talk! Pair work. Have the students discuss the predictions they made at the end of the last lesson with their partners. They should see if their ideas are similar.

Have class share their ideas and see how many students thought the same thing.

NOTE: Remember to come back to the predictions to see who was correct.

2.a. Have the students match the word to the definition.

Answers:

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

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

Answers:

1. immediately
2. agreement, trusting
3. apologized, option
4. rational, upset, regret
5. responsibility, sincere
6. respect, taking advantage of

3. Listening Comprehension.

Have the students listen to the second part of the story. 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

Narrator: After Basya Bluma picks herself up off the ground, she slowly walks back to the pharmacy. When she walks in the door the pharmacist sees her.

Pharmacist: What happened to you?

Basya Bluma: This big giant of a man approached me and asked me for my money. He wouldn't take no for an answer. He grabbed my bag and threw everything onto the sidewalk.

Pharmacist: Oh, that must have been frightening! Are you hurt?

Basya Bluma: I was so scared. I thought he was going to hurt me, but all I could think about was the medicine for my son. I thought and prayed please, Hashem, don't let him take the medicine.

Pharmacist: How did you get away?

Basya Bluma: He kept asking for money. I explained that I don't have any. Then he saw the bottle. He thought the red liquid was rum, so he grabbed it from my hand. He took a big gulp of it. When he realized it wasn't rum and it had an awful taste he spit it out. Then he pushed me down on the ground and ran away.

Pharmacist: I'm so sorry to hear what happened to you. I understand you want me to fill the prescription again. But you must understand that I can't just mix this medicine again and give you another bottle for free. It's a very expensive medicine.

Basya Bluma: Where is the agreement I signed?

Pharmacist: What do you need it for? Do you want to back out on our agreement? Just because of what happened to you, I don't owe you anything. I have no obligation to fill it again. I am not responsible for what happens to anyone after they buy medicine from me.

Basya Bluma: Please give it to me. I am not taking advantage of you. I am crossing out the two and a half years and writing in five years instead. Now can you please refill the prescription for my Moshele?

Pharmacist: Hey! What's that red spot on your dress?

Basya Bluma: Didn't I tell you? The giant man, when he spit the medicine, he spit some on my dress, just before he pushed me down.

Pharmacist: No, no you didn't tell me! That smells like..... Hashem really loves you. If you had given the medicine to your baby, he would have died on the spot. Hashem had mercy on you and sent that robber to save your child's life. That's poison! It would have killed you child.

Basya Bluma: What? I can't believe it. Thank Hashem for all the good he does for us!

Pharmacist: I don't know how to apologize for this terrible error that almost cost your child's life. I completely regret what I did and take full responsibility for my actions. The only rational option is to make the medication for you for free. I'll go do it now. Oh, I know what I did wrong! I mixed in something else with a similar name. Please, Ma'am, I beg of you, not to tell anyone about this mistake. They can take away my license. This time I'll pay better attention as I mix the ingredients.

Narrator: A few minutes later she came out of the laboratory and handed the new bottle of medicine to Basya Bluma.

Pharmacist: Here you are ma' am. You can go give this medicine to your baby. It's something that can really save his life. I am going to tear up the agreement you signed. (*sound of paper being torn*) And please remember not to tell anyone about the mistake. I can understand you must be upset, but I'm trusting you at your word to not say anything.

Basya Bluma: Thank you very much. I really appreciate this. I can see that you are sincere in your apology and I respect you enough to not tell anyone, I promise. Right now, I am anxious to get home as quickly as possible to save my Moshele's life.

Answers to questions:

- a. 3
- b. 1
- c. 4

- d. 3
- e. tell, license
- f. 1

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4. Have the students read the box, **An After Thought**. Discuss the content and the ideas presented in the text.

Have the students write their opinion, in their notebooks, on what the Rabbi is trying to tell us when he says he thanks the giant.

Encourage them to share their ideas after they write them.

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3 – Renee Reichmann

1. Let's Talk! Have the students discuss the items in the pictures. They should try to describe what they see and what they think these items have in common.

Try to get them to think of connections between the pictures. Ask them what time period they think what we are going to read about according to the pictures.

2. a. Have the students choose the word that DOES NOT mean the same as the word in bold.
NOTE: This is a great opportunity to review some of the words that have already been taught.

Answers:

- | | |
|--------------|---------------|
| 1. ignore | 5. ready |
| 2. rigid | 6. experience |
| 3. approach | 7. combine |
| 4. influence | 8. carry out |

2. b. Have the students choose the correct meaning of the word in bold for each sentence.

Answers:

- | | |
|------|------|
| 1. a | 5. a |
| 2. b | 6. b |
| 3. c | 7. a |
| 4. c | |

3. Read the **Do you know?** box with the class. Explain what an acrostic poem is and how to write it.

You may want to do one on the board with them using suggestions they give you.

Have the students work in small groups of 3-4 students. Each group has to write four acrostics, one for each word presented in the exercise. They are to use as many of the words in Exercise 2.a. and 2.b. in their acrostics as they can.

Encourage them to share their ideas with the class.

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4. a. Discuss the short introduction in 4.a. and ask them to think about how the pictures in Exercise 1 are connected to what they might read about.

4. b. Read the text with the students. Discuss what type of text this is and what we can expect to find in it.

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 based on The Jewish Observer, February 1991, To Save a World, David Kransler)

When you get towards the end, you can discuss the Reichmann family symbol with them.

Option: Have the students design their own family symbol and share with the class.

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

Answers:

- a. The answer should show that they heard of Kristallnacht in Germany and Austria and realized that it would be extremely dangerous to return and they are better going elsewhere.
- b. he was sympathetic to their situation/ he wanted to help / he felt their life was in danger and he knew he could warn them
- c. 1
- d. Yes, either: As Samuel became a major currency trader, the family made money and lived a comfortable life. / The children were able to get a Jewish education while Mr. Reichman was able to pray with a minyan every day.
- e. Answers: 1.e, 2.f, 3.a, 4.g, 5.b, 6.c, 7.d
- f. Summary:
 - 1. Renée was asked to send a package to someone in Hungary, so she got the idea to send packages to people living under the Nazis.
 - 2. Mrs. Reichmann's "care package business" for individual people began in late 1941.
 - 3. She got a list of 1800 girls who were in camps from her brother in Hungary.
 - 4. She convinced the Jews in Tangiers to help her with the project.
 - 5. Her family and especially her daughter helped her with the project of shipping the packages.
 - 6. The Spanish government also helped her by paying for the shipping of the packages and demanding the Nazi's provide proof that the packages were delivered to the right people.
 - 7. Renée Reichmann also helped save over 1500 people by getting them visas to Latin American countries.
- g. Other Jewish organizations set up their own supports systems also sending out food packages and aid.

6. This exercise could be either an oral discussion or a writing task. Have the students discuss, either orally or in writing, what else the Jewish population around the world could have done to help the Jews in need in Europe. Encourage them to share their ideas if in writing.

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4 – Two Amazing Women

1. Let's Talk! Pair work. Have the students work in pairs to discuss the two women they've been reading about. There are four questions for them to relate to. When they are done, have the whole class conduct a discussion relating to their points in pairs.

2. a. Have the students match the sentences in Column A to those with a similar meaning in Column B.

Answers:

1. d

2. e

3. f

5. a

4. c

6. b

2. b. Match the vocabulary words listed in the Word Bank to their meanings.

Answers:

1. in case of

7. regard

2. in contrast to

8. capability

3. principle

9. fundamental

4. affect

10. reject

5. honest

11. make a difference

6. indicate

12. look down on

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3. a. Have the students correct the sentences in their notebooks, by changing the words in bold with one of the words from Exercise 2.b.

Answers:

1. honest

5. fundamental

2. in contrast to

6. regard

3. indicate

7. capability

4. reject

8. looking

3. b. Have the students write an example of something that is described in the statement. Encourage them to share.

4. a. Have the students match the adjectives to their definitions.

Answers:

1. d

5. c

2. a

6. g

3. h

7. e

4. b

8. f

4. b. Pair Work. Have the students work in pairs to discuss the questions presented. They should relate to the adjectives in Exercise 4.a. regarding each woman and explain why they think so. The pairs should be encouraged to share their ideas with the class.

5. Let's Talk! Group work. Have the students work in small groups of 3-4 students to discuss the two questions presented regarding what lessons we can learn from the stories about the two women. The groups should share their ideas with the class.

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5 – A Special Family and an Unusual Bar Mitzvah

1. a. Have the students quietly fill in the chart, according to what they feel or think. The aim is to get the students thinking about what it takes to overcome hard situations.

b. Let's Talk! Have the class discuss their ideas and what they think gives a person courage to do anything.

NOTE: Read the Tip box with the class to remind them of how they might express their opinions.

2. a. Have the students choose the correct answer that shows the meaning of the words in bold.

Answers:

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. a | 7. a |
| 2. b | 4. a | 6. b | 8. b |

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2.b. Have the students match the vocabulary word to its meaning.

Answers:

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

3. Have the students complete the passage using the words from Exercise 2a and 2b.

Answers:

- | | | |
|-----------------|-----------------|------------------|
| 1. introduce | 6. Otherwise | 10. at his own |
| 2. immense | 7. ignore | expense |
| 3. aggressive | 8. acquaintance | 11. freedom |
| 4. mean | 9. acknowledged | 12. stand up for |
| 5. consequences | | |

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.

Answers:

- a. 2
- b. 1. *They went to Montreux to find the Sternbuch family who would help them.*
2. *They went to Etz Chaim Yeshiva, where one of the men had learned when he was young.*
- c. 4.
- d. 1. *and took the three (Jewish) men away.*
2. *try to save them from the Nazis / save their lives / set them free.*
- e. 3
- f. 1. *Yes*
2. *His parents were proud of him for being mature / for understanding that they had to be away.*
- g. 1. *sad / bad / disappointed*

2. *his parents were able to save Jewish lives, and that is the most important gift that they could give him.*

6. Let's Write! Have the students write a letter, choosing either of the two tasks offered. You might want to remind them of the format of a letter. You can use the [Writing Templates](#) on page v in the TG to help you teach and review this. The writing task is a chance for the girls to give their personal response to this moving story. They should write between 100-120 words. Encourage the students to share their letters if they feel open to doing so. You can use the [Writing Rubrics](#) on page vi in the TG to help you grade this.

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6 – An Inspiring Interview with Nechumelle Jacobs

1. Let's talk! Class Discussion. Have the students discuss the questions presented, bringing up examples and explanations. If you feel the need, you could discuss the idea that every situation could be 'framed' more positively, and that each person is capable of concentrating on his blessings in life rather than on the difficulties.

NOTE: Read the **Tip** box with the class to remind them that giving an example is a useful way to explain their ideas.

2. a. Have the students match the words in Column A to the meanings in Column B.

Answers:

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

2. b. Have the students choose the word that does NOT have a similar meaning to the words in bold.

Answers:

- | | | |
|----------------|------------------|------------|
| 1. baby | 5. run away from | 9. popular |
| 2. always | 6. easy | 10. lonely |
| 3. smallest | 7. fall behind | |
| 4. being angry | 8. express | |

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

Answers:

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

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3. b. Have the students complete the dialogue using the words in Exercise 2a and 2b.

Answers:

1. attending
2. accepting
3. frustrating
4. express (Motivate is the wrong answer because it is not followed by “to”.)
5. in a positive light
6. motivate
7. characteristic
8. keeping up with
9. looks out for
10. personally

4. Listening Comprehension.

Have the students listen to the interview between Sarah the interviewer and Nechumalle Jacobs. 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

Sarah (interviewer): Hello, Nechumalle. Thank you so much for accepting my request and allowing me come to your home to interview you. Tell me a little about yourself.

Nechumalle: My pleasure Sarah. Welcome to my home. So, a little bit about me. I was born in a religious neighborhood in England. When I was a baby, I had a sickness which left me unable to use my legs, as well as one of my hands.

Sarah: That means that you were always in a wheelchair. Did you attend a special school?

Nechumalle: No. My parents were told to send me to a special public school, but my mother was determined to send me to the religious school where my friends and neighbors learned.

Sarah: How did you manage in school?

Nechumalle: I enjoyed school. I was accepted by my friends, and I got a lot of attention. They always looked out for me and found ways to let me join in their games.

Sarah: Were you able to keep up with your studies?

Nechumalle: Usually. I had a personal helper in school who motivated me and wrote the lessons for me, and my teachers told me which part of the homework I needed to do. The problem was that I missed a lot of school because I often needed to go to the hospital or have an exercise class. Missing so much school was a bit frustrating.

Sarah: Adolescence is hard on everyone. As an adolescent, did you feel bad because you were different than everyone else?

Nechumalle: Not really. My mother treated me like everyone else, and thanks to her I have a positive attitude toward life. In a way, I am just like everyone else, because everyone has difficulties that they need to overcome.

Sarah: That is a wonderful attitude. Was there anyone else who made a difference in your life?

Nechumalle: Yes there was. When I was young, my parents took me to the Manchester Rov, Rabbi Yehudah Zeev Segal, *zatzal*, who gave me a blessing. He consistently asked about me, and his kind words helped me see Hashem’s hand in every part of my life.

Sarah: Now that you are a married woman, how do you spend your days?

Nechumalle: I am an expressive person, who likes to write poems. I also have started a group called H.O.P.E , which stands for Have Only Positive Expectations. There I express my thoughts about how we can see the world in a more positive light. This group is popular and has many followers, because everyone wants to have a positive attitude in life. I also do telephone work collecting money for a charity organization.

Sarah: That is amazing. I have one more question, Nechumalle. How would you describe your personality? What do you think is your dominant characteristic?

Nechumalle: I think my strongest characteristic is being motivated to get things done. If I want to accomplish something, I work hard on it until I succeed.

Sarah: Thank you so much for speaking with us, Nechumelle. We can learn a lot from your motivation and from your positive attitude on life.

Nechumalle: Thank you for listening to me.

Answers to the questions

- a. 3
- b. 1
- c. 1. her mother
2. The Manchester Rov / Rav Yehuda (Zeev) Segal
- d. 4
- e. any of the following: being motivated / getting things done / trying hard to succeed

5. Let's Write! Have the students write a letter to Nechumalle, in their notebooks, thanking her for her interview. They are to include reference to one point that they found the most inspiring and explain why they think so. They should also include their thoughts on how they can use these ideas in their own lives.

They should write between 80-100 words. Encourage them to share their letters.

Accept any letter that is clearly written and shows an understanding of the listening text.

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7 – An Inspiration

1. Let's Talk! Pair work. Have the students work in pairs to discuss someone who they feel inspires them.

a. They should work alone, thinking of someone who inspires them, but they shouldn't tell their partner.

b. They play the game, asking each other questions from the chart provided. They can add other questions as well. Each student, in turn, asks a question. They should try to guess who the person is.

c. The students explain to their partner why that person is an inspiration.

2. Have the students match the word to its definition.

Answers:

- | | |
|------|------|
| 1. e | 4. g |
| 2. n | 5. m |
| 3. a | 6. l |

- | | |
|-------|-------|
| 7. k | 11. c |
| 8. b | 12. j |
| 9. f | 13. i |
| 10. d | 14. h |

3. Have the students choose the correct word to complete the sentences.

Answers:

- | | |
|-------------------|-------------------------|
| a. passive | e. judge |
| b. nonetheless | f. gentle |
| c. will / amongst | g. tone of voice / mood |
| d. weekend | h. inclusive |

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4. Read the **Do you know?** box with the class. Explain the different types of questions that adjectives can answer.

There are four basic ones but, in this exercise, we are looking at two main ones and the positive or negative connotation. In general adjectives answer the questions: What type? To what level? Whose? Which?

Do a few examples with the students to see that they understand what adjectives can tell us and how we can understand what we are reading.

Have the students categorize the adjectives according to the headings of each column. The words can be placed in more than one column.

Possible answers:

What type?	To what level?	Is it positive?	Is it negative?
passive	valuable	useful	upset
gentle	minimal	gentle	passive
beautiful	extreme	beautiful	frustrating
thoughtful	crucial	valuable	dominant
inclusive	obese	inclusive	anxious
capable	integrated	capable	obese
beneficial		beneficial	immense
crucial		crucial	extreme
minimal		useful	
integrated		reliable	
useful		sincere	
sincere		thoughtful	

5. Let's Write! Have the students write a descriptive essay about a woman that inspires them. If they say they can't think of anyone, remind them that they have many women in their lives, their mothers, their grandmothers, their aunts, older sisters, etc. and perhaps

they can write about one of them. They should include adjectives to enrich their writing. They are to write 120-140 words in their notebooks. Encourage them to share their work when they are finished.

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8 – Chani Weinroth

1. Let's Talk! Have the students discuss the topic of personal miracles, what they think would make something a personal miracle and if they experienced one, they should / could share it.

2. a. Have the students match the beginning of the sentences in A to the continuation in B.

Answers:

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

2.b. Have the students complete the passage with the words in Exercise 2.a.

Answers:

1. (a) indecisive, (b) uncertain, (c) background
2. (a) disturbance, (b) balance, (c) heroic, (d) resulted in
3. (a) defense, (b) engaged
4. (a) standards, (b) fraction

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3. 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 first line and think about what Chani was referring to. Have them read and find out if they were right.

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.

Adapted from: <https://www.amimagazine.org/2017/12/13/personal-miracle-chani-weinroth-inspired-healthy-sick/>

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4. Have the students answer the questions according to the text in Exercise 3.

Answers:

- a. *Raising three growing children, and becoming an admired lecturer who helped many people overcome pain in life through emunah.*
- b. 4
- c. *a, d*
- d. *No, On the contrary, it can mean that life has begun once again, not seeing the disease as a disturbance in life, but concentrating on what is really important, setting new standards for oneself*
- e. Any two of the following: *a home with a yard/a husband who studies Torah/children/to be able to rest at noon/tell her kids a story before going to sleep/she wanted vegetables alongside the main dish of my meal/ to cook on Thursdays/ to light candles from real oil*

5. Let's Write! Have the students write what they feel was so special about Chani's messages that made women all around the world feel so connected to her. They should also relate to whether or not they connected to her messages themselves.

They should express their ideas using the text for reference. They are to write between 80-100 words in their notebooks.

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9 – Becoming an Inspiring Person

1. Let's Talk! a. Have the students write down a list of adjectives that they think they would use to describe inspiring people.

b. Pair work. In pairs, have the students compare their lists.

c. Have the students work in pairs to discuss what they wrote and what they tell us about people who inspire.

2. Have the students match the words in Column A to the definition in Column B.

Answers:

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

3. Have the students complete the sentences to fill in the puzzle.

Answers:

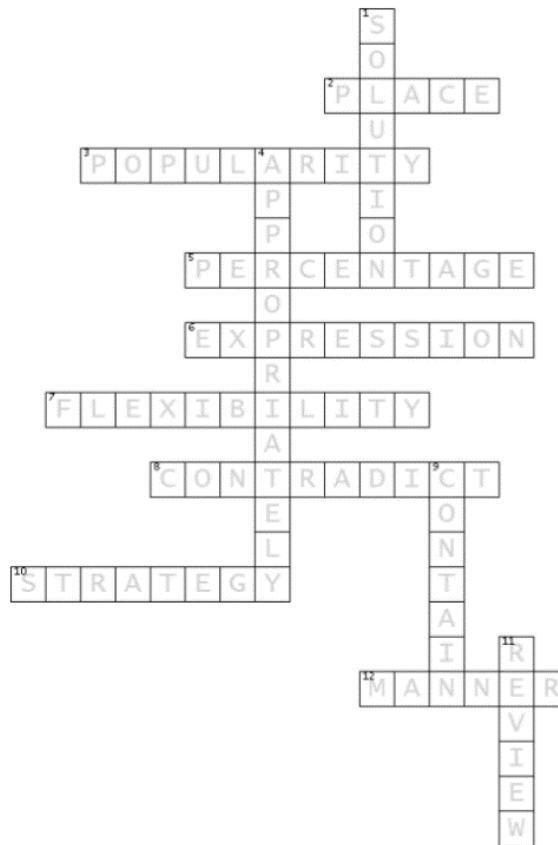
Across:

- 2. place
- 3. popularity

- 5. percentage
- 6. expression
- 7. flexibility
- 8. contradict
- 10. strategy
- 12. manner

Down:

- 1. solution
- 4. appropriately
- 9. contain
- 11. review



<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>

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- 4. Pair work. Have the students work in pairs to make an inspirational poster.
 - a. Have them make a list of ideas that could help someone become an inspiration.
 - b. They should use the list they made to write their ideas in a poster. They are to use the words in Exercise 2 in their poster.
 - c. Have the students present their posters to the class and share their ideas.

NOTE: It's important that they listen to each other as they will have to write their essay based on someone else's poster.

- 5. Let's Write! Have the students choose one poster and write in what way that poster could help them become an inspirational person. They should write between 100-120 words in their notebooks. Encourage them to share.