

Unit 7: Resilience

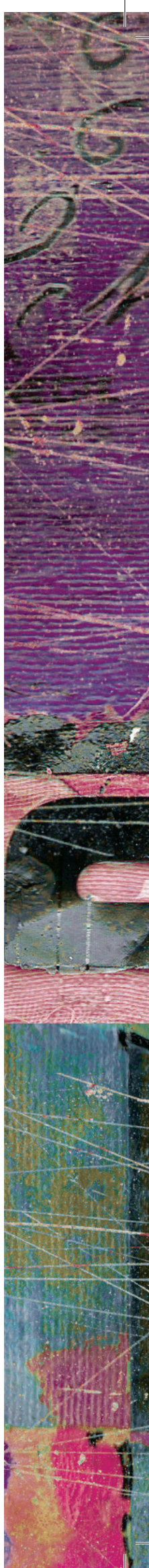
	Title	Reading	Listening	Writing	Speaking
1	How to be resilient	Article	----	Description	Reflection
2	Books on resilience	---	Interview	Opinion	Description
3	Happiness	Self Help Tips	----	Explaining ideas	Sharing ideas
4	Learning a new skill	Description	Presentations	Description	Future ideas
5	Life Dreams	Article	-----	Explanation and point of view	Expressing ideas and points of view
6	Planning for life dreams	Letters	----	Letter	Pair discussion
7	How to achieve dreams	Short descriptions	----	Diary entry	Giving advice
8	A Successful Woman	----	Interview	Description	Comparing
9	Helping others fulfill life dreams	Dialogue	Presentations	Descriptive essay	Discussion

Overall performance objectives:

- Can discuss personal experiences and points of view
- Can express opinion and preference
- Can describe a future plan
- Can write a diary entry and a letter
- Can write an opinion essay & a descriptive essay
- Can persuade and discuss a variety of topics orally
- Can discuss plans orally and in writing
- Use of connectors and adjectives correctly

Vocabulary: New

achievement	confusing	expand	institution	publish	suffer
adapt	considered	expense	justify	reality	suffering
advanced	contribute	extent	language	realize	surroundings
all sorts of	core	face (v)	master	reasonable	survival
allowing	current	failure	modify	recognition	survive
anxiety	decision	faith	murder	recover	survivor
aspire	defense	faithful	nonprofit	revolt	task
assume	desire	formulate	participate	seek	trait
attack	despite	founded	perspective	serious	victim
award	discover	fuel	positivity	skill	vision (n)
beyond	district	grateful	practical	soul	
brink	educate	growth	present	specialize	
career	effectively	historical	pressured	spiritual	
chemical	effort	host	progress		
comprehend	evaluate	implement	proceed		



Chunks, idioms and sayings

bring about	put on	take up
in practice	put together	throughout the course of (something)
make use of	put up with	to be able to
put down	stressed out	to what extent
put forward	take for granted	
put off	take into account	

Reentered / Reviewed

ability	challenge	environment	location	resilience
acceptance	characteristics	essential	long term	resist/ resistance
access	characters	establish	manage	review (v)
accurate	circumstances	exercise routine	mood	roll
achieve	connection	expand	motivate (v)	self-talk
acquire	consider	experienced	occasionally	sensitivity
actually	considerate	expertise	organization (count n)	situation
announce	constantly	explore	overcome	solution
appealing	contains	figured out	persistence	strategy
appreciate	convey	focus	personal	strengthen
approach	cope with	frequently	personality	success
appropriately	count	frustrating	positive	take advantage of
at my expense	descend	functional	process	take into account
attention	destruction	honesty	promote	take something with a grain of salt
attitude	determination	ignore	quality	transform
avoid	develop	image	rapid	vehicle
beneficial	discipline	in conclusion	rational	waves
benefits	discovery	integrated	recommend	witness
breathe (v)	efficiently	knowledge	relationship	worthwhile
capable of	engage	level	release	
cast off	enhance	life ambitions		

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1 – How to Be Resilient

1. Let’s Talk! Pair Work. Have the students work in pairs to discuss at least 3 of the situations presented. Then have them share their thoughts and ideas with the class.

If they don’t get the main idea, which is to see how we can help ourselves when things become stressful, give them some ideas that you think might be helpful.

2. a. Have the students choose the correct word to complete the sentences.

Answers:

- | | | |
|-----------------|--------------------------|-----------|
| 1. seek | 5. taking it for granted | 8. master |
| 2. victim | 6. fuel | 9. adapt |
| 3. ignore | 7. recovers | 10. core |
| 4. stressed out | | |

2.b. Have the students complete the passage with the words in the bank.

Answers:

- | | | |
|----------------------|---------------|---------------|
| 1. attacked | 5. mastered | 9. victim |
| 2. stressed out | 6. positivity | 10. pressured |
| 3. taken for granted | 7. spiritual | 11. soul |
| 4. adapts | 8. defense | 12. decision |

3. Read the Good to Know! box with the students and discuss what the meaning of resilience is according to Rabbi Zelig Pliskin. Discuss what resilience is in their opinion.

This is taken from Rabbi Zelig Pliskin's book: "Building Your Self-image and the Self-image of Others" (Artscroll) Chapter 65.

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4. a. Ask the students to discuss the issue of how one can develop resilience, in their opinion. This should serve as a pre-reading task to then have them check if they had similar ideas to those presented in the text.

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.

The text is based on: <https://www.aish.com/sp/pg/Your-Resilience-Tool-Box-for-these-Challenging-Times.html>, July 19th, 2020, Aish.com Slovie Jungreis-Wolff

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

Answers:

- The answer has to show that they understood that resilience is about becoming a better version of yourself.
- 2, 3, 5
- They have to give three examples, for different paragraphs. Any one from each paragraph:
 - Don't think about the negative all the time / replace pessimism with rational optimism / accept what we cannot change
 - Don't blame yourself / don't complain / don't allow yourself to feel hopeless / don't feel negative towards yourself / don't judge others / challenge yourself to look at the good
 - Don't live as a victim / find a way to manage the moment/ don't become pressured
- They find a way to manage the moment and not become pressured. / They transform the pain into a gain.
- They share spiritual beliefs, connection to Hashem, appreciate for the good in our lives, acts of kindness and the quality of relationships

- f. Allow for answers that show that resilient people use these tools to keep them grounded and for their defense.

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6. Have the students choose two of the descriptions and write their ideas according to the statement. Encourage them to use the text and the vocabulary from this lesson in their writing. They are to write between 40-60 words, in their notebooks. Encourage them to share their ideas and to develop a discussion on them.
7. Have the students write a few sentences saying what they are taking from the article. Encourage them to share their ideas.

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2 – Books on Resilience

1. Let's Talk! Pair Work. Have the students work in pairs to discuss two examples of resilience that they know of, one personal from their own life or their family, and one from Jewish history. Have the pairs team up with another pair and share their examples. Then in groups, have the group decide on one of the stories that they want to share orally.

Note: To help you get this exercise started, you can revisit the meaning of resilience and give a couple of examples. Mention famous historical happenings like going out of Egypt being slaves and praying for redemption, praying to be saved from Haman and others that they think of.

2. a. Have the students match the words to their definitions.

Answers:

- | | | |
|-------|-------|------|
| a. 14 | f. 2 | k. 7 |
| b. 13 | g. 11 | l. 5 |
| c. 1 | h. 3 | m. 9 |
| d. 10 | i. 4 | n. 6 |
| e. 8 | j. 12 | |

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

Answers:

- | | |
|-------------------------|-----------------------------------|
| 1. murdered | 5. historical, perspective |
| 2. suffered | 6. survivors, suffering |
| 3. determination, faith | 7. revolt, survived |
| 4. allow | 8. Survival, protection, district |

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- c. Have the students choose at least three of the sentences to complete. It's an opportunity allow them to express their opinions on different topics while using the new words.

3. Listening Comprehension.

Have the students listen to the interview between Chedva Epstein and Mrs. Batya Berkowitz about books on resilience. 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

Chedva: Thank you for agreeing to this interview, Mrs. Berkowitz.

Mrs. Berkowitz: My pleasure. I'm happy to recommend a few of the books I've been reading.

Chedva: What kind of books have you been focusing on?

Mrs. Berkowitz: We have been focusing on books about the Holocaust. We think it is important to make our readers, and especially the youth, aware to what happened and show how our Jewish heritage was preserved even through such suffering.

Chedva: It seems that you want to stress the Jewish nation's resilience and strength even in such an unfavorable environment.

Mrs. Berkowitz: Yes, that is one of my goals, but also it important to understand the historical perspective when reading any book about the Holocaust.

Chedva: Please, tell us about one of the books you have reviewed.

Mrs. Berkowitz: Of course! I reviewed a book by Rivka Feingenbaum Deutsch called "The Scarlet Thread". Even the name of the book is interesting, don't you think?

Chedva: Yes, the name is very interesting. Why was it called that?

Mrs. Berkowitz: The author took the name from a sentence in the book of Yehoshua in chapter 2, when the two spies were saved by Rachav from the citizens of Jericho. They gave her a scarlet thread, a red piece of lace, to tie on her window for protection. And she tied the scarlet thread in the window. It seems that Hashem had tied a scarlet thread to the lives of the Feubgebaum family in order to save them all during the Holocaust.

Chedva: What is something extraordinary about their story?

Mrs. Berkowitz: The father of the family, Chaim Feigenbaum, lived in the small village of Svosov in a district in southern Poland. He worked on his farm and also had many business dealings in the town nearby called Tarnow. Many of the local citizens worked for him. There was one man, Waldik Kojak, who was especially fond of the father. It was thanks to this relationship that Waldik Kojak helped the family survive. Waldik was an extraordinary man.

Chedva: It's incredible to learn about such good people all over the world, who were willing to risk their own lives to save a Jewish family.

Mrs. Berkowitz: I agree completely. He certainly was a special individual and that shines through as you read this suspense filled personal account of war and suffering. The author thanks Hashem for her family's survival and also writes that there isn't any way to truly describe the miracles or the suffering that took place during those very dark days.

Chedva: This book sounds amazing. I can't wait to read it. Is there another book you would like to share with us?

Mrs. Berkowitz: Yes. I have another very interesting book that I reviewed. This one is the story of one of the few survivors from the Sobibor death camp revolt.

Chedva: Tell us more about this camp, the revolt, and the book please.

Mrs. Berkowitz: : The book is by Shaindy Perl, and is called, Tell the World. It is the story of the revolt that took place in Sobibor, the Nazi's smallest and most secret death camp. Sobibor is not

such a well know camp. It was located in Poland. It wasn't a work camp nor was it an ordinary concentration camp. The people who arrived did not go through a selection process. Only a few were chosen to do the work and the others went straight to their deaths.

In the summer of 1943, there were 600 Jewish prisoners in the camp. Among them, were Jewish prisoners of war from Russia, who were expert soldiers. These prisoners planned and fought in the revolt, which took place in the fall of 1943. They planned a revolt of a woman, Esther Turner, who was one of the few survivors of the revolt of that camp. During the summer of 1943 there were 600 Jewish prisoners in, Sobibor. 300 prisoners left the gates of Sobibor but when the war ended, only 48 Jews were alive to witness being freed.

Chedva: So this story isn't about one person, but about many.

Mrs. Berkowitz: In a way yes, but it is the story of what happened as told by Esther Turner. She was one of the 48 survivors. After Esther had established her family and was living peacefully in America, she was asked to be a witness at the trial of the Nazis who had survived from Sobibor.

Chedva: That was definitely a way for Esther to make sure the thousands of Jews who were murdered in Sobibor were remembered.

Do you have a book that isn't so sad and terrible that you can share with us?

Mrs. Berkowitz: Yes, there is a book that has many happy incidents, although it takes place right in the middle of Belgium under the noses of the Nazis. The name of the book is Angel of Orphans.

Chedva: What is this story about?

Mrs. Berkowitz: This is the story of how a simple German Jew, R 'Yona Tiefenbrunner, opened an orphanage, a home for children whose parents died, or in other words, orphans. He opened it in Brussels, Belgium, under the ever-watchful eyes of the Gestapo. People and the children called him "Monsieur" and he became a hero, a father to hundreds of troubled and tortured Jewish orphans. The children knew he would risk his life for them. He was able to create a life filled with Torah, love and calm in the middle of a world of death and destruction. Even after the war he continued caring for the survivors, encouraging and educating the children as if they were his own.

Chedva: R' Yona must have been a very considerate and giving person with a lot of faith in Hashem.

Mrs. Berkowitz: Yes, he had a lot of devotion and determination and many children were helped by his willingness to give them a chance for a better life.

Chedva: Mrs. Berkowitz, thank you so much for sharing the three books you have recommended in the magazine Jewish Literary Lines. I am sure our readers will be interested and motivated to read them as soon as they can.

Mrs. Berkowitz: Thank you very much for allowing me to share these wonderful books with everyone.

Answers to the questions:

- a. 2
- b. 4
- c. 1
- d. Esther, one of the survivors
- e. 2
- f. 1. Southern Poland, 2. Sobibor death camp, 3. Belgium

4. Have the students explain in a few sentences in their notebooks, which book they would like to read and why. If they need to hear the recording an additional time, allow them that to enable them to focus more closely on the content of each book.

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3 – Happiness

1. Let's Talk! Group Work. a. Have the students work in small groups to brainstorm the word Happy. They should write down as many associations as they can in their notebooks.

b. When they are done, have the groups share their ideas. Compare the lists and see which group has words that no one else thought of.

Option: You can time it, give them one minute to write down all the words they can think of.

2. a. Have the students write the correct word for each definition in their notebooks.

Answers:

- | | |
|--------------|----------------|
| 1. anxiety | 7. recognition |
| 2. advanced | 8. grateful |
| 3. award | 9. trait |
| 4. nonprofit | 10. brink |
| 5. chemical | 11. career |
| 6. assume | 12. founded |

2.b. Have the students fill in the missing words in each mini dialogue to complete them using the words in Exercise 2.a.

Option: Have the students act out the short dialogues as mini skits, to offer them a chance to practice not only writing these words but saying them and using them orally.

Answers:

1. career, non profit, grateful
2. award, recognition, assume
3. anxiety, chemicals, advanced, brink
4. founded, traits

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3. Pair work: Have the students work in pairs, asking and answering questions based on the instructions they are given. They should choose at least 5 of the topics and ask each other questions.

NOTE: This is a great opportunity to review WH Questions and the use of auxiliaries with the class.

4. Read the **Good to Know!** box with the students and ask if anyone has ever heard of the Happiness Hall of Fame. Discuss what it says and ask what they think people need to do to be recognized in this hall of fame.

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. Ask them how they think the text they are going to read is connected to the Good to Know box they read. 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 answer the questions, in their notebooks, according to the texts in Exercises 4 and 5.

Answers:

- a. to give recognition to special people who have advanced the cause of happiness in the world
- b. Their answer should show that they understood the connection: Maimonides said that happiness can be learned and a positive trait can be developed through practice and Rabbi Pliskin is teaching how to do that and giving examples and suggestions.
- c. Rabbi Pliskin's goal is to teach people how to be happy. / a possible sentence – In 1974, Rabbi Pliskin began his career in spreading happiness / Rabbi Pliskin became one of Aish HaTorah's first teachers.
- d. 2
- e. The answer should show they understood that it means we are each responsible for our own happiness and we could be happy if we decide to be.
- f. **Challenge** – This task is a challenge for the students. Have them find the lines they feel relate to each tip and explain why they think so. Encourage them to do as many as they can.

Possible answers for each tip:

1. *I am joyful because of my thoughts; my self-talk enables me to appreciate*
2. *Any of the following: I will choose to be kind, I will be calm in my mind./ when I speak I will give my voice./Let us choose to be happy and kind*
3. *Where I create my night and my day, moment to moment I really do say / A life of meaning my actions will create,*
4. *I will upgrade from low quality and I will make high quality*
5. *Either of the following: It's up to me how I will be./I am one of a kind.*
6. *I have found the missing link, I no longer sink / I will choose a wise balance, for that is my allowance*
7. *Any of the following: I have found the missing link, I no longer sink/ I will upgrade from low quality and I will make high quality*
8. *My present moment is my only choice, and when I speak I will give my voice*
9. *I will choose to be kind, I will be calm in my mind*

7. Have the students choose one of the nine steps and explain how they can use it to become happier. They should write between 50=70 words, in their notebooks.

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4 – Learning a New Skill

1. Let's Talk! Pair Work. Have the students work in pairs to discuss things they would like to learn more about, skills they'd like to learn and subjects that are of interest to them. Encourage them to share their ideas with the whole class.

Option: When the students share their ideas, write them on the board and encourage each student to choose one thing and learn more about it so they can present it to the class in a future lesson.

2.a. Have the students write the meanings of each word or expression. Some are familiar, a few are new. Encourage them to use a dictionary.

2.b. Have the students choose 5 phrases from Exercise 2.a. Accept any logical sentence. Encourage the students to share their answers.

3.a. Read the **Tip!** Box with the students and give a few examples for the use of different punctuation so that it's clear to the students. Then have them read the paragraph and punctuate it and add capital letters. They should write the correct version on the lines provided.

Answer:

I have always wanted to learn how to swim. Whenever my friends go to the pool, I need to stand on the side since I am afraid of drowning. If I could learn how to feel comfortable in the water, it would help me swim and give me the opportunity to join my friends in the water. Therefore, there are many benefits in learning how to swim. In short, I am looking forward to beginning my swimming lessons.

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3.b. Analyze the paragraph in Exercise 3.a. to show the parts and how each section is written. Have the students write a short paragraph describing a skill they would like to learn, in their notebooks. They could use the same format as the example in Exercise 3.a. for their paragraph. Encourage the students to share their ideas in class.

4. Have the students read the beginnings of the sentences to their continuation. This is an opportunity to review a few formulaic expressions.

Answers:

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

4.b. Have the students match the definition to the formulaic expression in the sentences in Exercise 4.a.

Answers:

- | | |
|----------------------|--|
| 1. take advantage of | 3. throughout the course (of the year) |
| 2. take up | 4. take my advice |

- 5. all sorts of
- 6. bring about (a change)
- 7. make use of
- 8. take into account

5. Pair Work!

- a. Have the students work in pairs, each describing what they want to learn and why. They should decide on one of the ideas that they both agree upon.
 - b. Have the students write down their reasonings and what the benefit of learning this skill might be.
 - c. The students share their ideas and present their reasoning to the class.
 - d. While the pairs are listening, the students are to write down what each pair chose and why. Then they can decide which of the ideas is the best, in their opinion.
- You can assess the students using the [Speaking Rubrics](#) on page x in the TG.

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5 – Life Dreams

1. Let's Talk.

- a. Have the students discuss the questions presented about life dreams. It's important to ensure they understand that a life dream is about changing themselves and not about changing others. It's equally important that there is no such thing as a life dream that isn't good and that everyone can have a life dream.
- b. Have the students look at the list of qualities and discuss which of these might be useful or helpful in fulfilling a life dream. Accept logical reasoning. Encourage them to make use of the Tip Box if they need it.

2. a. Have the students complete the sentences with the words that mean the same as the words in brackets.

Answers:

- | | | |
|--------------|---------------------|-------------------|
| 1. aspire | 6. beyond abilities | 11. faithful |
| 2. current | 7. achievement | 12. face, failure |
| 3. formulate | 8. effectively | 13. present |
| 4. evaluate | 9. task | |
| 5. reality | 10. vision | |

- 2.b. Have the students choose the word in each line, that has a different meaning than the others.

Answers:

- | | | |
|---------------|------------|------------------|
| 1. beneficial | 4. accept | 7. determination |
| 2. long term | 5. under | 8. conclusion |
| 3. indication | 6. promote | 9. reality |

3. Have the students complete the dialogue using the words from Exercise 2a. Answers:

- | | | |
|--------------|----------------|-----------------|
| 1. present | 5. reality | 9. face |
| 2. aspired | 6. achievement | 10. evaluate |
| 3. educate | 7. failure | 11. effectively |
| 4. currently | 8. beyond | 12. task |

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4. a. Have the students skim the short text and say what they think the main idea is.

Answer: childhood dreams / life dreams / fulfilling childhood or life dreams

4.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 questions before each text 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.

Texts adapted from: <https://www.wanderlustworker.com/11-reasons-why-you-should-dream-big/>
<https://thriveglobal.com/stories/5-reasons-you-should-dream-big-in-life/>

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5. Have the students answer the questions, in their notebooks, according to the texts they read in Exercise 4.

Answers:

- a. 4
- b. 3
- c. you can evaluate your daily schedule.
- d. You will / might become disappointed and give up.
- e. Any two of the following: bravery / brave / truthfulness / truthful / optimism / optimistic / efficiency / efficient / self confidence / believe in himself/herself
- f. a
- g. Possible answers – something along these lines: *It will take a long time / You will become a different person (be in a different place than when you started*

6. Have the students write a short paragraph about which of the techniques mentioned in the text could be most helpful to them to pursue their life dream.

They should write between 60-80 words, in their notebooks.

Encourage them to share their ideas.

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6 – Planning for Life Dreams

1. Let's Talk! Pair Work. Have the students work in pairs in to answer the questions provided about how to put a plan into action to achieve their life dream.

This lesson is a continuation of the last lesson. It tries to clarify how one can take a life dream and turn it into a plan of action which is attainable.

You may need to remind the students about the concept of long-term goal and short-term goals, and that there should be a plan as to what to accomplish each week or each month.

Encourage the students to share their ideas with the class.

2. a. Have the students match the words or phrases in Column A to their definitions in Column B.

Answers:

1. b

2. c

- | | |
|------|------|
| 3. f | 6. a |
| 4. g | 7. d |
| 5. h | 8. e |

2.b. Have the students choose the correct answer for each of the sentences.

Answers:

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

3. a. Have the students use the words in the word bank to complete the passage.

Answers:

- | | | |
|-----------------|---------------|--------------|
| 1. contribute | 5. reasonable | 9. extent |
| 2. implementing | 6. modify | 10. decision |
| 3. progress | 7. expense | 11. despite |
| 4. proceed | 8. justified | |

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Read the **Do you know?** Box with the students. Explain the difference between despite and in spite of.

3.b. Have the students complete at least four of the statements any way they like. Encourage them to use despite or in spite of where possible.

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 what kind of letters these might be, considering the topic of discussion over the last few lessons.

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://wellnesswithmoira.com/putting-plans-into-action/>

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5. Have the students answer the questions based on the texts in Exercise 4.

Answers:

- 3
- be frustrated / feel frustrated / feel frustration... fail / be bound to fail
- The two parts:
 - If you do not make a decision quickly and start right away / immediately
 - You will feel good about your progress.
- 4
- a growing relationship with a grandmother can contribute a vast amount to you as well as to her
- it may be expensive / is expensive
- to progress at a slow pace / make short term goals

6. Let's Write. Have the students write the follow up letter as either Mira or Hadar, to the school counselor one month later. They are to let her know if the advice she gave them helped, how they are progressing and anything else they feel is important to add. They are to write between 50-70 words in their notebooks and use at least 5 of the new vocabulary words learned in this lesson.

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7 – How to Achieve Dreams

1. Let's Talk! Have the students express their ideas on each of the situations and say how they think each girl can achieve her dream.

This could be a whole class discussion, giving everyone a chance to express an idea.

Option: Have the students work in small groups of 3-4 students and then share the group ideas.

2. Have the students fill in the blanks to complete the sentences.

NOTE: This is a review of vocabulary learned in the last few lessons.

Answers:

- | | |
|-------------------|---------------|
| a. contributed | d. reasonable |
| b. progress | e. justify |
| c. To what extent | f. Despite |

3. a. Have the students rearrange the words to create questions. Remind them to use capital letters at the beginning and a question mark at the end.

Answers:

1. What good qualities does my friend have?
2. What is your current situation?
3. Can you tell me about a vision that you have?
4. In your opinion, what is your greatest achievement?
5. How can your dream become a reality?
6. What is your least favorite task?

3.b. Have the students work in pairs to ask and answer each question. Encourage them to share their answers with the class.

4. a. Read the expression: Don't put off till tomorrow what you can do today. Ask the students to describe what they think it means and when they would use it.

Have them relate the expression to the issue of life dreams that you've been discussing in class. Encourage them to share their ideas.

4. b. Look at the Do you know? box and read the examples of the phrasal verbs with put.

Remind them of other phrasal verbs they've learned in previous units and any others they may know.

Have them define the phrasal verbs in English.

Answers:

1. to place on one's body / to dress
2. to combine

3. to suggest, to propose
4. to allow, to tolerate
5. to write on paper / to insult
6. to postpone, delay, to do at a later time

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5. Read the short paragraph with the class and discuss the issue of what questions you might ask yourself.

Have the students answer the questions in their notebooks in order to help them with their plans for their future dreams. Explain that these are points that can help them.

Once they've written their answers, they can share if you think it's appropriate for your class.

6. Have the students write a diary entry with the aid of the questions they answered in Exercise 5 and the prompts given. Read the box with them to make sure they know what a diary entry is and how it looks.

They should write between 90-120 words in their notebooks.

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8 – A Successful Woman

1. a. Have the students write the habits as either good or bad, in their opinion.

Accept any logical reasoning for their ideas.

1.b. Have the students use the chart to discuss what might be a good habit and what might be a bad habit. They can add any other ideas of their own as well.

2.a. Have the students match the words to their definitions.

Answers:

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

2.b. Have the students add one word from the bank, that has a similar meaning as the words in each set of words in the exercise.

Answers:

- | | |
|----------------|-----------------|
| 1. serious | 6. surroundings |
| 2. institution | 7. considered |
| 3. discover | 8. in practice |
| 4. participate | 9. host |
| 5. publish | |

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3. Have the students use the words in the word bank to write a list of tips, in their notebooks, that could help one achieve their dreams. They should write at least three To do tips and three Avoid tips.

If you want to show them a few examples, these might help.

To Do	Avoid
Be serious about your goal.	Don't surround yourself with people who don't have faith in you.
Know your strengths and what you're able to do.	Don't lose your positivity.

4. Listening Comprehension.

Have the students listen to the interview between Tammy Shane and the singer, songwriter and author, Ariela Savir. 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

Tammy: Hello everyone, I'm Tammy Shane, your host for today. This evening, we have the wonderful and very talented songwriter, singer and author, Ariela Savir with us.

Hello Ariela. It's great to have you here. Thank you for coming to our center.

Ariela: Thank you, Tammy, for hosting me. It's my pleasure to be here. Hello everyone.

Tammy: Ariela, today's evening focuses on dreams and how to achieve them. We would like to hear from you, your personal story of how you succeeded to fulfill your dreams, even when reality is sometimes difficult.

Ariela: Gladly. I was born and raised in Moshav Orot. As a child, I was diagnosed with a serious eye disease, and during my youth I lost my ability to see. My parents chose to send me to regular educational institutions, which were not adapted for the blind, in order to integrate me into society. I must say that their determination changed my life for the better. However, because I went to regular schools, I didn't learn to read Braille until I decided to do it on my own after my eldest son was born. Don't worry, today I have filled the gap and I have been reading lots of books since then!

Tammy: How interesting. So, was being a songwriter and author a life dream? When did you start developing your career?

Ariela: Surprisingly, no. It developed with the birth of my children. It started with my eldest son who was born in 1984 and continued with the rest of my children. I sang to them, laughed, and played, wrote texts and read them to my children, and played children's games. From there my career started and the rest is history.

Tammy: What do you mean by history? Where did it lead you?

Ariela: When our eldest son was a year and a half, I was 'discovered', so to speak, by the kindergarten teachers. In a short time, everyone wanted me to work for them and sing and play with their students. I found myself working in no less than 25 kindergartens every week.

The secret was simple: what I did at home with my children I rewrote for the kindergartens. When I saw that my own children were not enthusiastic about them, I left them out and moved on.

Tammy: Amazing. What happened after that?

Ariela: From there it kept rolling, and alongside my work in the kindergartens I published tapes, discs and videos, at a rapid pace. Very quickly I had published books, tapes, and videos for children. I have written nearly 2000 songs, and many of my records have become bestsellers. I actively participated in my films and, amusingly, those who do not know my story will have a hard time believing that I am blind. Children who come to participate in my activities do not believe I am blind. I explain to them that my eyes are like a broken camera ... from the outside it looks normal but in practice it is not. Of course, I tell them so that they will understand that there is no difficulty in life that we can't overcome, no matter what your situation is.

Tammy: Incredible. You are truly a role model Ariela. Before we go, as we are running out of time, is there anything you would like to add?

Ariela: I would like to finish my talk with a very important message. I am considered 'a kids' star', but that's not true. The word 'star' as we know today is someone who has fame and success that dazzles everyone. I may be a star but of a different kind, an old fashioned star. The stars are meant to light up the world and I see myself as such a star - of someone who is meant to light up their surroundings, to elevate, strengthen, convey values and messages. I am not a star in the sense of glamor and a false world. Moreover, the star has come to shine in the darkness. If you take the word darkness (in Hebrew: חושך) and reverse the order of the letters you get the word forgetting (in Hebrew: שוכח). Who is in the dark? He who forgets where he comes from and where he is going. Those who forget that there is a Creator of the world, those who forget that we are here, in this world, for a limited time.

Tammy: Thank you Ariela for conveying a very important message and for sharing your fascinating story with us. I wish you health, continuation of wonderful creations and a fulfillment of dreams.

*adapted from <https://www.hidabroot.org/article/224338>

Answers to questions:

- a. 1, 4
- b. children
- c. 2
- d. 4
- e. 2
- f. 3

5. Let's Write. Have the students write a short passage in their notebooks about how this talk was inspiring to them. They should write between 50-70 words and use at least 5 of the new words they learned this lesson. Encourage them to share their points of view.

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9 – Helping Others Fulfill Their Life Dreams

1. Let's Talk! Have the students discuss how we can help other people in our lives, family or friends, fulfill their life dream. Encourage them to express their opinions as clearly as possible. Refer them to the Tip! Box for ideas on how to express their ideas.

2. Have the students write the synonym for each of the words.

Answers:

- | | |
|------------|---------------|
| a. want | d. major in |
| b. achieve | e. unclear |
| c. grade | f. understand |

3. a. Read the short paragraph describing what Shira did. Have the students complete the dialogue with the words in the bank.

Answers:

1. desired
2. specializing
3. realizing
4. published
5. comprehend
6. confusing

3.b. Have the students write how they think Shira's actions helped her sister feel like she could do anything now, in their notebooks. Encourage them to explain their ideas clearly and logically.

3.c. Have the students express their opinion in writing of whether or not Shira's actions were right. They should explain their point of view, either way, in their notebooks.

In both b and c, encourage the students to share their ideas.

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4. Let's Talk! Have the students work in pairs to come up with examples for each description. Encourage them to come up with as many examples as they can. Have the pairs share their examples.

Option: Draw a chart on the board, with the vocabulary words in italics as the headings for each column. Write down the examples the students give for each description. Then compare and see if there are similar examples for each.

Award	Organization	Achievement	Anxiety	Discovery	Participation	Decision

5.a. Let's Write. Have the students write an essay discussing the issue of helping others achieve their dream. They should relate to the points presented in the bullets and add anything else they think is relevant.

They should write between 90-120 words in their notebooks. Encourage them to use as many of the new vocabulary words taught in this unit as possible.

5.b. Let's Talk! Have the students present their essays to the class. Encourage them to share their thoughts and to comment positively on their classmates' essays. Discuss if any of the students have similar ideas or reservations.