INTRODUCTION

RATIONALE

*Turning Points* is a fully integrated course at Stages One and Two of the Proficiency Level, intended for 10th- and 11th-grade 4-point students. The course is based on the Revised English Curriculum of the Ministry of Education and, as such, incorporates task-based and communicative approaches to language learning. *Turning Points* integrates the domains of Social Interaction, Access to Information, Presentation and Appreciation of Language, Literature and Culture as outlined in the English Language Curriculum, and follows the benchmarks for the Proficiency Level in each domain. These benchmarks are assessed by means of performance tasks as well as a variety of other activities in the Student’s Book. The tasks and activities reflect the principles of the curriculum, generating a variety of outcomes and providing the students with opportunities to collaborate, apply new knowledge and reflect on their learning.

*Turning Points* is designed to help 4-point students by building their self-esteem as well as providing them with step-by-step tools for learning. As 10th and 11th graders, the students in this course are actually at a turning point in their academic lives. *Turning Points* addresses this need by providing them with the tools and skills necessary to succeed in the four-point Bagrut and thus open the doors for their further education.

*Turning Points* is meant to be an inspirational journey in which the students gain a sense of identity, confidence and the eagerness needed to make an impact on their own lives and on society as a whole. The general concept of this book and the themes within it are based primarily on three important messages for youth today. First, dream big and follow your dreams. Second, look at others for sources of inspiration and use those lessons to make a difference in the world. Third, be compassionate and tolerant of others, whether they are like you or not. In a world where competition encompasses almost every aspect of our lives, it has become even more important to develop attitudes that help a student feel confident and worthy.

There are five units in *Turning Points*: Dare to Dream (innovation), Music Matters (the power of music), The Winner in You (one wins even when losing), Loud and Clear (famous speeches and public speaking) and Turning Points (communities making change). The wide variety of texts in each unit are up-to-date, challenging and relevant to the students’ world.

The readings are based on topics that are relevant to a young person’s life and offer a basis for further exploration and discussion on important issues. The issues presented vary in order to develop in students the ability to see different perspectives, ranging from a personal point of view to that of the community or society as a whole. In addition, there is a focus on reading and writing strategies to further develop students’ language skills. A few poems and excerpts from literature appear in *Turning Points*. They are short, relevant and inspirational, and they are intended to be the grounds for interesting discussions in the classroom. They are also meant to encourage the students to look at themselves and at life from a positive perspective.

*Turning Points* aims to increase the students’ vocabulary – their knowledge of words, singly and in chunks, collocations and word families – by providing ample opportunities for students to be exposed to the lexis and to use it repeatedly in meaningful activities. Because *Turning Points* is a two-year book, over 1,000 words are taught overall.

The lexical items, which include both single words and chunks of language, were chosen for their usefulness to the learner and relevance to the unit theme. Over one-third of the new words for active mastery appear on Band III of the Revised English Curriculum. In addition, some of the new words and expressions fall into the following categories: words that are false friends and therefore difficult to remember; connectors, which students need not only for accessing information but also in writing; words and expressions commonly found in simpler academic texts; phrasal verbs, which are hard to learn and remember; words whose spelling make them hard to recognize; and words relevant to the use of higher-order thinking skills.
Expressions useful for speaking and writing are taught so the students can use them in meaningful tasks. These are listed on the Express Yourself pages of the Student’s Book, pages 163-165.

In addition, a feature called Vocabulary Builder teaches additional new words and expressions by raising awareness of language appreciation. This section teaches rules about English lexis and morphology, presenting and practicing phrasal verbs, word families, suffixes, prefixes, synonyms, opposites, binomials, noun-noun phrases and expanded topic word lists. A complete list of these words appears on pages 166-167 of the Student’s Book.

The recycling of vocabulary items and grammatical structures is a central feature in Turning Points. In each unit of the Student’s Book, previously learned lexical and grammatical items are re-entered and practiced. In addition, the students are regularly given the opportunity to recycle lexical items and grammar structures with their own responses to open-ended activities, both orally and in writing. The Word Review section provides an integrated list of the new unit vocabulary with practice exercises, while the Cumulative Review provides practice, recycling lexical items from previous units.

We believe the engaging texts, the variety of activities and the opportunities for communication, collaboration, creativity and critical thinking will motivate students to achieve the goals of the English curriculum.

ASSESSMENT

Assessment is an essential component of both the teaching and the learning process. It is used to provide feedback, monitor progress and demonstrate understanding. It also engages students in thinking about their learning, therefore enhancing performance. By integrating assessment throughout the units, the course enables the teachers to tailor their instruction to their students’ needs and improve achievement. The students may be assessed by means of traditional tests and quizzes as well as the following:

Speak Up! and Write It! Tasks: These tasks appear throughout each unit, offering opportunities for assessment of oral and written expression. The criteria for assessment should be discussed with the students before actually doing the task. Prior knowledge of the criteria makes assessment valid and more meaningful. Photocopiable assessment charts appear at the back of this Teacher’s Guide.

Word Review and Cumulative Review: These sections are intended to allow the students to work independently. Photocopiable answer keys for self-assessment appear at the back of this Teacher’s Guide.

DIFFERENT LEVELS OF ABILITY IN THE CLASSROOM

As stated above, Turning Points is intended for 4-point students in grades 10 and 11. However, every class is heterogeneous in that students vary in their backgrounds, interests and learning styles, as well as in their cognitive abilities. The following are suggestions for using Turning Points with different levels of ability in the classroom.

• The objectives listed in Your Goal at the beginning of each unit allows the students to know exactly what will be expected of them in the unit before they begin. This lowers the level of anxiety for many students and gives them an idea of what they will be able to do at the end of the unit, which ultimately raises the level of motivation.

• The Reading section can be approached differently depending on the level of the class.

• More-advanced students, who are used to reading texts on their own, should be encouraged to continue doing so independently, with the teacher there to guide them through by pointing out strategies that can help them comprehend the text correctly. Reading strategies, such as understanding connectors, finding and understanding main ideas, identifying the attitude of the writer, understanding cause and effect, and identifying the features of different text types, are taught and practiced throughout the Student’s Book.
• With less-advanced students, you might want to read the text out loud and have them follow, or you may play the recording of the text for the students to listen to. Gradually wean the students off this kind of reading by reading aloud one paragraph and the asking them to read the next paragraph independently, until they have the confidence necessary for reading alone. Ask the students guiding questions to keep them focused on the main ideas, and then ask them more specific questions to teach them how to look for details in a text.

• Many activities in Turning Points are open-ended, allowing for a variety of correct responses. Provide help with grammatical structures and vocabulary as needed, and accept all reasonable answers.

• Speaking and writing activities are relevant to the students’ world and often require thinking outside the box, which is also good practice for the real world. The activities are carefully scaffolded to enable all students to complete the tasks successfully.

• This Teacher’s Guide also provides specific suggestions for more-advanced students and less-advanced students.

COURSE COMPONENTS

STUDENT’S BOOK

Turning Points contains five theme-based units. Each unit begins with an opening page, which lists the unit objectives and provides thought-provoking lead-in activities to the unit, followed by four parts. Each part deals with a different aspect of the theme and includes one or more of the following components:

YOUR GOAL
This feature appears at the beginning of each part. It should be read together with the students, as it lets the students know what they will be able to do by the end of each part of the unit. This knowledge keeps the students focused and motivated.

NEW WORDS
A list of new words and expressions, grouped by parts of speech, is presented alongside each new written or spoken text. The students are instructed to look up each word or expression in the dictionary and write the meanings in their notebooks. A dictionary icon appears at the top of each list of New Words. An exercise is provided to focus on the new vocabulary and to familiarize the students with these words and expressions in categories or contexts before they read or listen.

READING
The texts in the Student’s Book are inspirational and are intended to expose the students to new information about special people, places and events. Moreover, they are meant to motivate the students to do their best, boost their self-esteem and find their own personal voice in an ever-growing competitive global society.

SPEAK UP!
The speaking activities in Turning Points are intended to make the students’ speech more fluent, coherent and natural. The tasks offer a gradual building up of the skill, often progressing from writing to speaking. Depending on the level of the students and the familiarity of the topic, less-advanced students can make use of all the tips provided, including useful expressions and grammar tips, while more-advanced students may do the same task more independently. Because the tasks are open-ended, even very weak students will be able to say at least a few short sentences.

LISTENING
There are one or two listening passages in each unit, including a conversation, a guided audio tour of a museum, interviews and a talk. The listening activities vary thematically and address important social issues, such as multiculturalism and human rights affairs.
VOCABULARY
The Vocabulary section provides meaningful and contextualized practice of every new word and expression in both receptive and productive exercises.

GRAMMAR
A grammatical structure is presented, explaining both form and use, and providing examples from the reading passage. Graded exercises for practice culminate in meaningful use of the structure in context. The students are referred to the Grammar Appendix for explanations in Hebrew and Arabic, further example sentences and spelling rules, where relevant.

WRITING
The students are given a variety of opportunities to express themselves in different genres in English. The topics are relevant to their lives and the writing tasks are meaningful, which make the activities much more enjoyable for the students. The writing strategies taught include: using connectors to describe an event or activity, expressing an opinion, how to write a for and against essay, how to write an opinion essay, and how to use connectors of sequence and informative details when describing an experience.

WRITE IT!
Each writing section culminates in a Write It! task which practices the use of the writing strategy taught. Additional Write It! tasks appear throughout the unit to offer further writing practice on relevant topics. These provide scaffolding and useful expressions for the topic and genre.

WORD REVIEW
A Word Review is provided at the end of each unit, which enables the students to review the words that were taught. The activities are varied in type and level in order to recycle words and provide opportunities for the students to use the words in productive speaking or writing activities.

VOCABULARY BUILDER
This section of the unit expands the students’ vocabulary by teaching words that are morphologically connected to words that were already taught in the unit.

READ ON
A Read On feature appears at the end of each unit to provide topic-related, enjoyable reading that the students can handle on their own just for the sake of reading.

Turning Points provides these appendices:

Cumulative Review This includes exercises that offer further practice, including lexical items recycled from previous units.

Grammar Appendix This serves as a grammar reference for the grammatical structures taught in each unit. It includes English / Hebrew / Arabic explanations of the meaning and use of the grammatical structures as well as example sentences.

Express Yourself This is a list of all of the functional language introduced in the Speak Up! and Write it! tasks.

Vocabulary Builder Wordlist This is a list of all the words and phrases taught in the Vocabulary Builder of each unit.
TEACHER’S GUIDE
The Teacher’s Guide provides the following:
• An introduction, which includes the rationale on which the course is based and a description of the course and its components
• Charts presenting the domains and benchmarks for the tasks in each unit
• Guidelines for teaching and implementing the course material
• Suggestions for additional activities or expansion of existing ones
• Suggestions for more-advanced and less-advanced students
• Answers to the exercises in the Student’s Book
• Background information, where relevant
• Scripts of the listening passages
• Suggestions for further reading
• Photocopiable answer keys for the Word Reviews and Cumulative Reviews
• Photocopiable assessment charts

AUDIO LINKS
The course has two audio links: one with the recordings of the listening passages and one with the recordings the reading texts.

TEACHING SUGGESTIONS

SPEAKING
• Introduce opportunities for speaking that are meaningful and motivating.
• Create a supportive classroom atmosphere in which students feel confident to speak English.
• Encourage pairwork and develop the protocol of listening respectfully to one another.
• Practice the skill of agreeing and disagreeing. Point out the need to repeat what the other person said, to make sure it was understood, before explaining your own point of view.
• Speaking activities focus on fluency. Avoid correcting mistakes in grammar, and explain to the students to do the same and not correct their peers while they are speaking.
• If you wish, during a more formal presentation, when the students have practiced for the task, both you and the students can jot down notes for later feedback. The feedback should relate more to presentation and less to grammar accuracy.
• Allow time in class for preparation and practice, following this procedure:
  1. Go over the instructions for the activities carefully with the students so that they know what is expected of them.
  2. Review the Functional Language before the students do the activity to make sure they understand the meanings of the expressions.
  3. The students first write down their ideas about a topic, preferably answering specific questions about it. This way, they consolidate their thoughts before speaking and have the time to do this in English.
  4. Then they speak in pairs or small groups, using their notes.
  5. The students then practice the roleplay, discussion or interview to improve their speaking. Recording themselves is helpful, so they can hear how they sound.
  6. In more formal presentations, encourage and practice the preparation and use of visuals that will help the students give their talk. Visuals have a dual function: they guide the speaker and clarify points for the audience.
  7. When the students present their conversation, roleplay, interview or talk to the class, remind them to make eye contact.
  8. Follow up with positive and constructive feedback to ensure the development of speaking skills.
READING

Varying the procedures you use when presenting a new reading text helps keep the students’ level of interest high. Below are suggestions to help the students approach a text before, while and after reading.

Before Reading
• Elicit a discussion about the topic. Use the title, headings, pictures and the pre-reading vocabulary list to introduce and make predictions about the text.
• Ask the students to find familiar words in the text and to guess what the text will be about based on those words.
• Have the students predict what the text will be about, based on their personal experience and background knowledge.
• Teach the students to scan the text for specific information, such as names and numbers.
• Have the students identify the text type they are about to read (for example: newspaper article, ad, interview) to help them predict the content and purpose.
• Encourage the students to read the comprehension questions before reading the texts.

While Reading
• Have the students read parts of the text on their own, silently. This enables the students to become independent readers, as it encourages them to deal with new material on their own. Then read aloud to them in order to clarify and reinforce comprehension.
• Read the text aloud to the students the first time or play the recording. You may choose to have the students listen to the recording before, while or after they read.
• Divide the text into smaller chunks (or paragraphs). Read each one aloud and have the students find the main idea. You may wish to summarize each paragraph on the board.
• When reading a dialogue or an interview, you can read the passage aloud with a student. Alternatively, divide the text into sections and have a few students read it aloud.

After Reading
• Ask the students to answer questions in a whole-class discussion, or have them work individually or in pairs and then discuss their answers.
• Ask the students to explain what they have read in their own language.
• Answer questions in chunks, according to paragraph or section headings

READING COMPREHENSION
• Tell the students to look up words that they don’t know in the questions and possible answers. If they see an answer that seems correct, tell them that they must find proof in the text for their assumption.
• Remind the students to pay attention to the paragraph they are being directed to.
• Point out that a common question type that appears on Bagrut exams is a question that asks you to give an example of something. Give the students easier ones to begin with: Apples and oranges are examples of fruit. / Hiking and mountain climbing are examples of extreme sports. Once the students have understood the concept, have them go back and discuss the original question.
• Point out that if the questions quote a line from the text, the answer may appear in the text just before or just after the line quoted.
• Remind the students to find similar words that appear in the answer options and in the text. Explain that the correct answer may be phrased a little differently than the way it appears in the text.
• Tell the students that when a question asks about the message or the main idea, they must look at the text globally and think about the point of the entire text before answering the question.
LISTENING

Below are some suggestions on how the students can get the most out of listening activities.

Before Listening

• Introduce a calm, quiet atmosphere before any listening activity. Make sure the students are ready and quiet before playing the recording.
• Discuss all the visual clues on the page before the students listen to the recording.
• Have the students read the instructions and the questions before they hear the text – this will give them a general idea of the subject. Point out that there may be details that aren’t in the questions. Some students may find it helpful to translate the questions to make sure they understand them.
• Encourage the students to guess some of the answers before they listen.
• Help the students identify keywords in the questions. This will help them focus on specific lexical items while they are listening.
• Extract keywords from the listening script and make sure the students are familiar with them and can identify them in context. Do the same with important expressions in the listening script.

While Listening

• Remind the students that they do not have to understand every word they hear. They should continue to listen and concentrate on the main idea.
• Suggest that the students take notes in their own language while they listen.
• Tell the students to stay focused. Point out that details they miss in the first listening will become clearer in the second listening.
• Remind the students that the questions usually follow the order of the text.

After Listening

• Allow sufficient time after each listening for the students to complete the activity.
• Check the students’ answers by playing specific portions of the recording.

VOCABULARY

To facilitate reading, you may wish to teach some of the more difficult lexical items that the students will encounter in the texts. This includes the lexical items in Words from the Text before each reading text, as well as any others you feel the students might need. Suggestions as to how to teach and reinforce these items are found below.

• Ask if there are any words that the students already know. They may be familiar with a word in one context and not be aware that it can be used in other contexts as well.
• Ask the students if they are familiar with any part of a new word, such as its root, prefix or suffix. Explain that this may help them remember the meaning of the word.
• Ask the students if they know other members of the same word family, for example, to permit and permission.
• Ask if any of the words or expressions are similar to words and expressions in the students’ own language.
• Point out the cultural differences between languages or differences between British and American English.
• Use pictures or real objects to teach new words and expressions.
• Have the students draw or imagine a picture or scene to help them remember new words.
• Personalize vocabulary by having the students link new words to personal experiences.
• Think of associations and connections that will help the students remember the meanings of words.
• Work on word collocations. Ask the students which words go together and why.
• Have the students categorize new words; for example: positive, negative or both.
• Elicit synonyms and antonyms of new words.
• Point out the spelling and pronunciation of words.
• Have the students complete stem sentences containing the new word or structure.
• Have the students prepare puzzles and word searches with the new words.
• Have the students play a guessing game: one student thinks of a word and the others have to guess what it is by asking Yes/No questions.
• Ask the students to create vocabulary riddles and test each other in pairs. For example: What do you call a ...? It can be used for ... .
• Have the students give each other short dictations in pairs.
• Have the students test themselves by choosing five words and memorizing their spellings and meanings, then writing the English words with their translations, or vice versa.
• Assign each student a certain number of words to look up in the dictionary. Tell them to write the dictionary definitions in their notebooks. As a second step, the students can test each other by reading out their definitions while the others write down the correct word.

GRAMMAR

The following is a Suggested Lesson Plan for teaching a new grammatical structure for writing purposes:

Exposure:
At first, it is important for the students to see a lot of examples of one kind of sentence structure. It is best if the structure is isolated from other structures. It is important for the students to read the structure out loud (chanting), say the structure (without the written text in front of them), and then write the structure (either copy from the board or from memory).

Explicit Instruction:
Here, the teacher explains the structure being taught and the rules involved.

Modeling:
At this stage, the students take turns speaking, using the structure taught. This can be done as pairwork or role-playing using a couple of volunteers. Then, all the students write down three sentences of their own using the structure.

Activity:
At the end of the lesson, or at the end of every couple of lessons, the teacher hands out a very short quiz. There should be four multiple choice items and three open ones that test the written form as well.

USING ICT IN THE CLASSROOM

Using ICT as a learning tool enables the students to access information, present projects and ideas, be creative, communicate, share and collaborate. Tasks which require the use of ICT are indicated with computer icon.

ACCESSING INFORMATION

The students can use ICT to access information in order to investigate, solve problems and make decisions. In order for the students to access information on the Internet easily and successfully, encourage them to use sites that are on their level and specifically intended for the students. They can search Google by reading level – Basic, Intermediate and Advanced.
Using the Google support page (http://tinyurl.com/kpvvlcc), the students can find tips on how to search the Internet more efficiently. The students simply type in the keywords and, when the results come up, they click on:

1. SEARCH TOOLS
2. ALL RESULTS
3. READING LEVEL and choose the correct level

The students can return to all the results by clicking CLEAR.

Sites that are on the students’ level:

1. Simple Wikipedia, which allows the students to search for topics and information in easy English. http://simple.wikipedia.org/wiki/Main_Page
2. Education – YouTube, which allows the students to access some of the most popular educational videos on YouTube. The videos are divided according to grade. https://www.youtube.com/channel/UC3yA8nDwraeOftnYfBWun83g

- Give tasks for accessing information that discourage the students from copying and pasting directly from the source.
- Encourage the students to use more than one site; explain that they will find additional information and also be able to check the accuracy of the information they found.
- Explain the importance of choosing keywords in a search. Some tips to share with the students are:
  - To find words that have similar meanings, right click on the word.
  - If search engines produce very few results, check your spelling.
  - Use quotation marks if you want a specific term to appear in a search.
  - Use + or – if you want to add specific words or leave out specific words.
- Check the sites before giving the students links to make sure that they are still available and do not have inappropriate advertising.

PRESENTATION

The students should be encouraged to use ICT to help them create different modes of presentation throughout the year. The students’ presentations can take the form of PowerPoint presentations, illustrated reports, online blogs, voki recordings, online recordings, photo albums, signs, posters, ads, online journals, prezi presentations, Google sites, blogs, etc.

CREATIVITY

The students can use ICT to create a wide variety of projects, including comics, book covers, slideshow presentations, brochures, posters, ads, picture reports, etc. The Internet offers sites for creative projects with clear templates to ensure success and clarity. Some suggestions include:

- menus, brochures, letters, schedules, timelines, fact files, newspapers, etc.
  http://templates.office.com
  http://www.smore.com
  www.timetoast.com

- comics
  http://www.makebeliefscomix.com/Comix/
  http://www.pimpampum.net/bubblr/

- picture books, photo albums, scrapbooks
  http://www.ourstory.com/ (for higher levels)
  http://photopeach.com
  http://www.fotobabble.com
• movies and videos
  http://www.knovio.com
  http://www.zimmertwins.com/movie/starters
  http://www.dfilm.com/moviemaker/index.html
  http://www.wevideo.com/personal
  http://goanimate.com/
  www.shotclip.com
  www.wideo.com

• walls and noticeboards
  http://popplet.com/
  http://padlet.com/
  http://groupzap.com/

• posters
  http://www.glogster.com/
  http://www.artskills.com/

• book covers
  www.readwritethink.org/files/resources/interactives/bookcover (http://tinyurl.com/26z4bvw)

• online diaries and journals
  http://www.my-diary.org/
  http://primarypad.com/

• news portal
  http://www.congoo.com/circlebuilder

COMMUNICATING, SHARING AND COLLABORATING

The students can use ICT to communicate, share and collaborate with peers and teachers locally or globally. The following are some tools to do this:

• Social networking sites allow the students to communicate and interact with their peers. You may want to open a class Facebook page or a WhatsApp group, where there can be interaction and discussion between all the students on topics covered in the classroom.

• Blogs and forums allow the students to share ideas, develop writing skills and reflect on their work. You may want to create a blog or class forum at the beginning of the year, in which you and the students can communicate. The students can post tasks and comment on their peers’ activities. (See Netiquette / Class Rules on page 14.) The following are suggested links for creating blogs or forums to be used at your own discretion:
  http://kidblog.org/home.php
  http://www.blogger.com
  http://www.webspawner.com/
  http://www.webstarts.com/
  http://www.wix.com/
  http://www.forumotion.com/
  http://www.simplesite.com
  http://www.freeforums.org/
  http://edublogs.org/

• Video sharing allows the students to share videos and podcasts with teachers and peers. It also allows the students to interact with or comment on existing videos. Below are suggested links for creating podcasts or interviews to be used at your own discretion:
  http://voki.com/
  http://audioboo.fm/boos/new
  http://www.podomatic.com/login
  http://mailvu.com/
• Wikis allow the students to edit a webpage that was set up either by themselves or with the teacher. You can use wikis to:
  – brainstorm topics
  – organize group work
  – discuss topics or get feedback
  – make class books or stories
  – summarize lessons

  To find out about wikis, search for “Wikis in plain English”.
  To set up a wiki in the classroom, you can join http://www.wikispaces.com/.

NETIQUETTE / CLASS RULES

If you create a class forum, blog or webpage, class rules and netiquette (etiquette on the Internet) should be established and posted. Suggested rules include:
1. Treat others as you want to be treated. Don’t use bad language or hurt someone’s feelings by giving derogatory feedback.
2. Behave online as you behave at home. Obey the rules.
3. Be understanding about other people’s mistakes.
4. Help friends who may not know as much as you about using a computer or doing a task.
5. Don’t post comments using all capital letters even if you want to emphasize something. Use of capitals on the Internet means you’re shouting.
6. Don’t use emoticons in class because not everyone knows their meanings and can get the wrong message.