

3

The Winner in You

The students are assessed on a variety of tasks. The chart below shows tasks and activities for assessment according to domains and benchmarks.

Domains and Benchmarks				
	Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
SPEAK UP! Prepare and participate in a debate. (Student's Book, page 65) Assessment Chart: Teacher's Guide, page 125	<ul style="list-style-type: none"> express ideas and opinions, providing in-depth explanations interact for a wide variety of purposes, such as persuading, discussing and group decision making 			
WRITE IT! Write a for and against essay. (Student's Book, page 71) Assessment Chart: Teacher's Guide, page 125			<ul style="list-style-type: none"> present an argument for or against a particular point of view review and edit presentations based on feedback from peers / teacher 	
WRITE IT! Create a commercial. (Student's Book, page 75) Assessment Chart: Teacher's Guide, page 126	<ul style="list-style-type: none"> express ideas and opinions, providing in-depth explanations create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital, such as Skype, discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose 		<ul style="list-style-type: none"> react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level 	
SPEAK UP! Discuss the differences between books and movies. (Student's Book, page 79) Assessment Chart: Teacher's Guide, page 126	<ul style="list-style-type: none"> engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose 			
WRITE IT! Write a review of a book or a movie. (Student's Book, page 81) Assessment Chart: Teacher's Guide, page 127		<ul style="list-style-type: none"> identify the features of different text types and use this knowledge as needed 	<ul style="list-style-type: none"> react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level review and edit presentations based on feedback from peers / teacher 	

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Discuss the title of Unit 3, “The Winner in You”, by asking the students what it feels like to win something. Ask them to give some examples. Read the subtitle together. It summarizes the theme of the unit. It offers food for thought, and you may discuss with the students what they think it means.

- 1 To introduce the topic of what it means to win, and to stimulate discussion, the students read the quotes by famous people and talk about what they have in common. This task requires analytical thinking and comparative and contrastive reasoning. First, have the students identify the personalities. Then have them read the quotes and give them some time to think about the messages of each quote before beginning a discussion about it. You may want to let different students read the quotes aloud for the class.

POSSIBLE ANSWERS

They all discuss winning versus losing and failure.

- 2 Having discussed the similarities of the quote, the students now focus on the differences.

POSSIBLE ANSWERS

All of the personalities come from the world of sports except for Thomas Edison and Oprah Winfrey. / All are still alive except for Edison. / Some of them share a message about the importance of believing in yourself, others talk about the importance of failure. / Only one of them, Michael Phelps, says there is no “middle ground” – either you win or you lose.

- 3 Having determined the similarities and differences among the quotes, the students discuss who they agree with and why. Encourage discussion.

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PART 1 AS I SEE IT

Draw the students’ attention to the title of Part 1, “As I See It”, and explain that this is a common way to introduce your own opinion. It is also a play on words, implying that we can see things differently if we take the time to view it from different perspectives.

Point out “Your Goal” at the top of the page, which states the objective of Part 1 of the unit. Explain that the activities in this part of the unit are designed to enable the students to achieve their goal. They will conduct a debate about winning and will be able to defend a position regarding a thought-provoking statement.

READING

In this section, the students read a poem.

- A** The opening exercise is a lesson in perspectives, in this case, optical illusions. The students look at the picture and try to see more than one image. Ask them what they see, encouraging them to see two different images entirely. The students will be amazed when they see how the two images are contained in one picture.

ANSWER

1. A young girl facing away with a long neck and a necklace.
2. An old woman facing left.

Note: The young girl’s ear is the old woman’s eye.

The young girl’s chin is the old woman’s nose.

The young girl’s necklace is the old woman’s mouth.

- B** Read the instruction. The students look at the cartoons and talk about their similarities. Then they focus on the different perspective of each person by explaining what each person wants and why. Elicit the purpose of these two activities. They both demonstrate that our own perspective, or ways of looking at things in life, can change. There may be a side to things we haven't noticed, as in exercise A, or our perspective may be different depending on where we are at the time and what situation we are in.

POSSIBLE ANSWERS

The people are both dreaming about something they don't have and therefore want. The person in the big building in the city wants to be on a desert island. He is looking for quiet, nature and no one to bother him. The person on a desert island is dreaming about being in a big city because he is all alone. He misses the noise, the people and the excitement.

Suggestion for less-advanced students: To help the students in the discussion, you may also introduce these phrases on the board:

The first person wants ... , while the other person views it as...

In the first person's eyes, the city is ... while in the eyes of the other person, the city is

As the first person sees it, a desert island is ..., but to the man on the island, it is

- C** The purpose of this pre-reading activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.

See Teaching Suggestions for Vocabulary in the Introduction to this Teacher's Guide.

ANSWERS

1. evil
2. The second group are nouns: attitude, goodness, mind, satisfaction, surroundings; goodness
3. pretty

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- D** The students learn about tone and use the new words to predict the tone of the poem they are going to read. Read the definition of the term tone. Have the students look again at the words at the side of page 60 and guess what overall tone the poem will be. Any answer is acceptable as long as the students explain which words they base it on. Because the poem is written with two conflicting messages, there will be a variety of answers.

- E** The students read the poem and list the words that create the tone.

See Teaching Suggestions for Reading in the Introduction to this Teacher's Guide.

POSSIBLE ANSWERS

The tone is pessimistic or cynical.

the absolute worst day ever, don't try to convince me, evil (a pretty evil place), satisfaction and happiness don't last, it's not true that good exists, it's all beyond my control, (reality creates) my attitude, you'll never in a million years

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- F** The students now read the poem again, from the bottom up, and get a totally different message. Tell the students to read the poem, last line first.

Ask the students what the tone is now and what words create this tone. Have the students compare the two lists they made and elicit that the two lists are completely different, and yet this is the same poem.

POSSIBLE ANSWERS

1. optimistic
2. today was a very good day, my attitude creates the reality, true happiness, it's all in the mind and heart, goodness does shine through, there's something good in every day

Background Information

Chanie Gorkin wrote this poem when she was 16 for a high school assignment. It was found on a bar wall in London and the person who saw it felt so inspired that he decided to share it with his followers on Twitter.

- G** The purpose of this exercise is to encourage the students to analyze the main ideas of the poem and to learn how to look at things from different angles to get different outlooks. The rationale behind teaching different perspectives plays a role here, as the poem makes the students think more openly about things instead of seeing only black and white. The students discuss the questions in pairs, and you can ask them after a few minutes to share their answers with the class.

POSSIBLE ANSWERS

1. The theme is: looking at the bright side of life, appreciating life, being optimistic, having a positive outlook.
2. The two perspectives are: “today was the worst day ever” and “today was a very good day”. The poet wanted to show two different perspectives in order to emphasize the message: the same situation can be positive or negative. It all depends on your attitude and how you look at it.
Reading the poem from the bottom up provides a whole new meaning: the meaning changes from pessimistic to optimistic.
3. The question mark is a hint that it isn’t really the worst day ever. When we read the poem the first time, we aren’t getting the real message. We have to change our perspective (read the poem upside down) to see that it isn’t the worst day. If we look at the day differently, it isn’t so bad.

VOCABULARY

In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

- A** The students use the new words in context, completing the sentences. They then decide whether or not the statements represent a positive outlook. The purpose is to give the students practice with words in context and to get them to be able to read and think critically.

ANSWERS

- | | |
|-------------|-----------------|
| 1. goodness | 4. even if |
| 2. attitude | 5. surroundings |
| 3. attain | 6. absolute |

Positive attitudes: 1, 2, 5

- B** In this open-ended exercise, the students work in pairs to create a conversation about different attitudes towards eating meat, using the new words. This is a relevant and controversial topic. It is important that the students practice discussing opposing opinions with respect. This exercise helps the students develop skills they will need in the debate at the end of Part 1.

First the students read the beginning of a conversation to see what it’s about and then they complete the conversation by stressing the two different perspectives. Make sure they use the new words. Encourage the students to role play the dialogue and present it to the class.

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LISTENING

In this section, the students listen to an interview about Omri Casspi.

- A** To open the subject, they look at the different pictures of him and share what they know about him and his accomplishments. Have a short discussion.

- B** The purpose of this pre-listening activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.

See Teaching Suggestions for Vocabulary in the Introduction to this Teacher's Guide.

The students choose the words that are related to sports. Answers appear below, but you may accept any other word if they can relate it to sports.

ANSWERS

balance, inspiration, mental training, role model

- C** Before listening, the students read some statements about attitudes in sport. Read the statements together and make sure the students understand them. Then have them predict which statements they think Omri said, based what they know about him or just on the fact that he is a famous sportsman. Let the students explain why they chose a particular statement. Accept all answers.
- D** The students listen to the interview, listening for the specific statement/s that Omri said. The purpose is to give the students a reason to listen.

See Teaching Suggestions for Listening in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

- HOST:** Welcome to our weekly program "Ask an Athlete", where we get to hear about famous athletes from our reporter, Alexandra Reynold. Tell us, Alex, who did you get to meet this week?
- ALEX:** Well, this week was extra special since I interviewed one of our own sports stars. I'm referring to the king of basketball, Omri Casspi.
- HOST:** Wow, that's great! What did he tell you?
- ALEX:** Well, to start with, Omri started playing basketball when he was in the third grade. His mother and older brother both taught him the ins and outs of the game. His mother also was an inspiration to him, since she was a successful basketball player herself.
- HOST:** I see, I guess the athletic talent runs in the family! Does he have any other role models?
- ALEX:** Yes! He also mentioned how he and his entire family had watched Michael Jordan play with the Chicago Bulls back in the 1990s. Michael Jordan was always his role model.
- HOST:** Is Omri ever anxious before a game?
- ALEX:** Yes.
- HOST:** How does he cope with this?
- ALEX:** Well, I have heard Omri say, "Fear is sometimes just an illusion". He feels that people can actually control their fear more than they think. He said that mental training plays a big part in professional sports and that more and more people are becoming aware of this aspect of training. Still, Omri made a good point. He doesn't say he never feels fear. In fact, he described his first time on the NBA court in front of millions of people as being scary and exciting at the same time. But what I learned about Omri is that he faces his fears and meets new challenges with a positive attitude.
- HOST:** I guess that positive attitude helped him achieve his goals.
- ALEX:** Yes it certainly did. When I asked him what steps he took to become a professional athlete, he said three things – love for the game, working hard and working smart. But especially love for the game.
- HOST:** Alex, I understand what he meant by working hard. But what did he mean by working smart?
- ALEX:** Well, Omri explained how a good athlete has to listen to his body and his mind. Sometimes an athlete needs to take a day off and relax, which is just as important as practicing around the

cont →

clock. Knowing how to find the balance between the two, hard work and smart work, is what makes all the difference.

HOST: Alex, do you remember when Omri Casspi wore those running shoes with the flag of Israel on them?

ALEX: I sure do, and when I asked Omri why it was important to wear them on that occasion he said that he was a proud Jew and a proud Israeli. He felt it was a privilege to represent his home, Israel and the Israeli people.

HOST: I know that Omri knows English very well now, but did you discuss how he learned to speak English?

ALEX: I did. As a matter of fact, Omri mentioned that he was a good pupil in school, but that his English improved after he had to start communicating with other players on his team in the U.S.A. He realizes how learning English at school gave him a good basis for the language and he encourages young people to take English seriously.

HOST: Did Omri have a special message for young people who have dreams of their own?

ALEX: He sure did. He explained that you should never give up on your dreams and that hard work will help you to achieve your goals. He said it's possible to make any dream a reality.

HOST: That's all the time we have for now. Thank you, Alex, for sharing what you learned about Omri Casspi.

ALEX: Thank you, the pleasure was all mine.

ANSWERS

1, 3, 6

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- E** Before listening to the interview a second time, have the students read the questions. Make sure they understand them, looking up words they don't know. The students listen to the interview again and answer the questions in their notebooks. Point out that the last question requires inference. Explain that the students will not hear these exact words in the interview: when a question asks, "*what can we understand?*" it means we have to infer how Omri felt from what he said.

Suggestions for less-advanced students:

- Give them time to translate the questions and possibly write the questions in their native language next to the question. Check their translations before they listen to the interview.
- Stop the recording after a question can be answered from the listening. Point out keywords that will help them answer the question. For example, in number 3, when asked what Omri thought was most important to become a successful athlete, the words actually used in the interview are *especially stressed*, which have the same meaning.

ANSWERS

1. Omri's mother and Michael Jordan
2. c
3. a
4. One of the following: take a break / take a rest / rest when their body needs it
5. d

- F** The students are given the opportunity to discuss important issues by answering the questions in pairs.

1. The students discuss the topic of role models and how important they are on the road to success.

Suggestion: You may want to walk around the classroom and listen in on the students' discussions. To encourage them to speak in English, choose two or three statements from the conversation and write them in English on the board for the students to copy into their notebooks.

2. The students relate personally to the topic by talking about a role model they may have for themselves. The purpose of this discussion is to make the topic relevant to their own lives, and to maybe give them the idea that good role models may be rare but are important. Perhaps the point can be made that we can learn something important even from people who aren't "perfect."

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VOCABULARY

In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

- A** The students practice using the new words in the context of a website that gives tips for people who do sports. They choose the correct words to complete the tips.

ANSWERS

- | | |
|----------------------|-----------------|
| 1. positive attitude | 4. role model |
| 2. mental training | 5. Make a point |
| 3. basis | 6. balance |

- B** The students are given the opportunity to discuss important issues by answering the questions in pairs. The purpose of this speaking task is to get the students to relate to the topic of having a positive attitude personally and authentically.

In pairs, the students discuss which tips in the website they find most helpful and explain why. They also suggest areas other than sports where these tips could be helpful. Remind the students to use the words provided to help them express themselves. Some examples are: succeeding in difficult subjects in school, succeeding at a new summer job, getting a new idea or invention off the ground.



Prepare and participate in a debate.

This task offers an opportunity for speaking and for assessment of social interaction.

To sum up Part 1, the students have an oral debate revolving around the statement given.

Go over the guidelines with the students. The students sit in groups of four and one pair in each group takes the pro position while the other takes the con. Remind the students the meaning of pro (for) and con (against). Each pair writes reasons for or against the statement depending on what position they are defending.

The students then begin practicing the debate with each other.

Point out the list of useful phrases "Discussing Pros and Cons" and make sure they know what they mean. Encourage the students to use them in their debate.

The students present the debate to the class. This task may be done over two lessons, because the process is important for two reasons: building their confidence and practicing their speaking skills.

Refer the students to the checklist for this task on page 171. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 125 of this Teacher's Guide with the students. These charts may be used for ongoing and summative assessment.

Suggestion: Have the students record themselves to be able to improve their speech more effectively. It's very helpful to use the recording technique to improve speech. It allows the students to get used to hearing their own voices and eventually lowers the level of anxiety of speaking in public. It also helps them to correct grammar errors and improve vocabulary when they can use their recording as a concrete baseline to work from. They can use earphones for this process so as not to disturb others' thinking and speaking processes.

PART 2 WINNING AND LOSING

Draw the students' attention the title and to "Your Goal" at the top of the page, which states the objective of Part 2 of the unit. Explain that the activities in this part of the unit are designed to enable them to achieve their goal. The students will broaden their understanding of the consequences of winning and losing, and they will be able to write a "for and against" essay using an outline, suitable expressions and the Present Perfect.

READING

In this section, the students read an article about winning and losing.

- A** To introduce the topic of winning and losing, the students discuss whether they think it's always important to win. They are asked to focus on times when it isn't. Encourage them to give examples from real life or even from movies.

Suggestion: Brainstorm with the students about areas in their lives where there is competition. For example, grades, sports, perhaps getting into a band, choir, dance group, course of study. Then generate a list of areas that don't require competition. Which list is longer?

- B** The purpose of this pre-reading activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections. Point out the cognates.

See Teaching Suggestions for Vocabulary in the Introduction to this Teacher's Guide.

The students write two lists in their notebooks. They should make two columns: *Winning and Losing*. Have them explain their choices.

POSSIBLE ANSWERS

Winning: struggle, pride, self-worth, winning streak

Losing: lose, struggle, defeat, difficulty, weakness, miss out on

- C** The students read the article for the main idea. Have them write it in their notebook. Point out that they may copy it from the article, as it is actually repeated in different ways many times, or they can write it in their own words.

See Teaching Suggestions for Reading in the Introduction to this Teacher's Guide.

POSSIBLE ANSWERS

When you lose, you actually win in many ways. / The most important lessons are learned from losing. / Learn from your mistakes. / Every time you lose brings you closer to winning. / It is actually important to lose.

Suggestion for less-advanced students: Before the students read the whole article, have them find the main idea of each paragraph. Usually it is the first sentence and if it isn't it may be the last sentence. In this article, paragraph 2 is an exception because it begins by explaining what most people feel and then says: HOWEVER, research shows that ...

Make sure the students understand each of these key sentences before they read the article.

Paragraph 1: the last sentence

Paragraph 2: has its main idea in the middle: "However, research shows that ... both important"

Paragraph 3: the first sentence

Paragraph 4: the first sentence

Paragraph 5: the first sentence

- D** This exercise builds on the skill of developing perspectives that the students learned in Part 1. Remind the students that it is often valuable to see two sides of an issue. In this exercise, the students look back at the lists they made in exercise B and decide whether or not they still agree where they put the words for winning and losing. If their perspective has changed, what words would they move to another column, or remove altogether?

Accept all logical answers that the students can explain.

POSSIBLE ANSWERS

Remove the words *weakness* and *miss out on* from “Losing”.

Add *self-worth* and *get back on (their) feet* to “Losing”.

- E** The students show their understanding of the text by answering comprehension questions about the article in their notebooks. Point out that question 5 requires that they compare and contrast. Explain that questions that require comparing and contrasting may be phrased in several different ways. These questions may use the words *similar* and *both*.

ANSWERS

1. c
2. No. Any one of the following phrases prove it: lessons that can be learned from losing are more important than those learned from winning. / they are equally important factors in developing a strong identity.
3. b, f
4. winning, cooperation and hard work
5. Possible answers
 - a. famous athletes
 - b. to face defeat and get back on their feet

Suggestion: Ask the students to answer questions 1 and 2 and write the answers on the board before they continue on their own.

- F** The students are given the opportunity to discuss important issues by answering the questions in pairs. They discuss the writer’s opinion. Then the students discuss whether they agree with the opinion or not and explain why. As this may be a controversial issue, remind the students of the skills they learned in the debate at the end of Part 1 to help them organize their thoughts. Make sure they can express themselves clearly.

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VOCABULARY

In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

- A** The students match the words in A to the synonyms in B. Point out that learning new words with their synonyms can help them remember the meanings of the new words.

ANSWERS

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

- B** The students practice using the new words in context by choosing the correct new word to complete each sentence.

ANSWERS

1. a 2. c 3. a 4. b 5. a

- C** In this open-ended exercise, the students complete the sentences according to their own opinions. They learn to use the words in relevant contexts. Accept all logical and grammatically correct answers.

- D** In this speaking activity, the students describe the picture, explaining how the person feels. Then they give him advice, using the new words.

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GRAMMAR Present Perfect

Direct the students' attention to the grammar explanation at the top of the page. Read the explanation with the students. Point out the form in the little box at the side.

Go over the example sentences, pointing out the form and meaning.

Read the note about the difference between the Present Perfect and the Past Simple, emphasizing that the Past Simple is used more frequently, as it describes activities that took place and were completed in the past.

Refer the students to the Grammar Appendix on page 152 for Hebrew and Arabic explanations, as well as further examples of the Present Perfect.

- A** The students translate the example sentences in the teaching box for the purpose of language comparison. They will discover that the Present Perfect is sometimes translated into the past in Hebrew and Arabic and sometimes into the present. The tense, as such, does not exist in these languages.

ANSWERS

1. We have lost every game since the season began.
הפסדנו בכל משחק מהתחלת העונה. / خسرنا كل مباراة من بداية الموسم.
3. We have won every game so far, and hope to keep on winning.
ניצחנו בכל משחק עד עתה ואנחנו מקווים להמשיך לנצח. / فزنا بكل مباراة حتى الآن ونأمل أن نستمر بالفوز.

- B 1** This exercise offers a quick review of the second and third forms of verbs to raise awareness of the similarities and differences: most verbs have the same form in V2 and V3, but some of the most frequently used verbs have different forms. Point out that all of the regular verbs, those that can end in *-ed* in the past, retain the same form in V3. The students examine the verb table on the page and to see if V2 and V3 are always different.

ANSWER

No. Many verbs have the same form for V2 and V3.

- 2** The students write the V3 forms of the verbs. Explain to the students that V3 just have to be memorized and used often in order to remember their unique forms. Refer the students to the chart in the Grammar Appendix on page 154 for a list of the irregular verbs.

ANSWERS

- | | |
|----------------|--------------|
| 1. lost | 5. spoken |
| 2. experienced | 6. shown |
| 3. won | 7. mentioned |
| 4. spent | 8. broken |

- C** The students complete the sentences with the Present Perfect form of the verbs. Most of these sentences come directly from the article they read on pages 66-67, so when they have answered, tell the students that they can check their answers by looking back at the article.

ANSWERS

1. has ... won, has ... experienced
2. have lost, have ... won
3. have done
4. have made, faced

- D** The students are given the opportunity to discuss important issues by answering the questions in pairs. Make sure they explain their answers. Remind them to use the Present Perfect.

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WRITING A For and Against Essay

In this section, the students learn how to write a for and against essay by expressing both sides of an issue, with the help of an outline.

- A** This exercise introduces a topic for a for and against essay: cellphones in the classroom. The students look at the picture and discuss how this classroom has handled the issue. Then they express their own opinion.
- B 1** In this exercise, the students read sentences that express opinions for the use of cellphones in class and against. Have the students write two columns in their notebooks: *For* and *Against*. Then tell them to write the five sentences under the correct category.

ANSWERS

- | | |
|------------|------------|
| a. for | d. against |
| b. against | e. for |
| c. for | |

- 2** The students write two more sentences, one “for” and one “against” the use of cellphones in class. Remind them that in a for and against essay, you have to show the other side of the issue before stating your own opinion.

- C** In this exercise, the students learn to write clear sentences about an issue.

Accept all logical and grammatical sentences.

Suggestion for less-advanced students: Write the possible endings below on the board. Have the students choose the correct ending for each sentence. Then brainstorm together for other possible endings.

- put their cellphones in a box*
- important to both students and teachers*
- students should be encouraged to use cellphones for research in class*
- what to do with cellphones in class*
- cellphones are a useful tool for learning*
- you can find out many facts quickly by using a cellphone*
- use their cellphones for research*

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- D** The purpose of this exercise is for the students to understand the structure of a for and against essay. To do this, begin by first reading the outline. Make sure that all the students understand what each paragraph does by drawing their attention to the words in bold.

Then go over the expressions in a, b and c and make sure the students understand them. Have the student match the expressions provided to the correct paragraph. Remind them that to do this, they must pay attention to the function of each paragraph and the function of each group of expressions. After giving them a few minutes, go over the answers together.

ANSWERS

- Paragraph 1. b
Paragraph 2. c
Paragraph 3. a

Suggestion: Have the students copy the outline into their notebooks, with translation if necessary.

This task offers an opportunity for writing and is the culmination of Part 2.

Go over the guidelines with the students. The students write a for and against essay about a topic that they choose from those listed. Remind them to use the outline in exercise D and sentences from exercises in the writing section to help them. In addition, point out the list of useful phrases “Presenting Arguments For and Against” Go over the list of phrases and make sure they know what they mean. Encourage the students to use them in their essay.

They can also use words from “Discussing Pros and Cons”, listed on page 65, in their essay.

Tell the students to first write a draft which you can check. They hand in the final essay once they have corrected it.

Refer the students to the checklist for this task on page 171. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 125 of this Teacher’s Guide with the students. These charts may be used for ongoing and summative assessment.

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PART 3 FACE TO FACE

Draw the students’ attention to the title of Part 3. Elicit the meaning of this common phrase, written for short as F2F. Ask what expression in their language has the same meaning. (ב'ארבע עיניים) Point out “Your Goal” at the top of the page, which states the objective of Part 3 of the unit. Explain that the activities in this part of the unit are designed to enable the students to achieve their goal. They will create a commercial using information from the article about friendship and new words.

READING

In this section, the students read an article about friendship and new trends.

- A 1** This pre-reading task allows the students to enter the new topic in an illustrative way. The students look at the picture and describe what they see. You can review with them the concept of different perspectives and the idiom *It's all in your head*. The students choose a caption for the picture and explain why they chose it.

Accept all logical answers that the students can explain.

- 2** The purpose of this exercise is to continue the discussion about who influences how we feel about ourselves. The students discuss who they think has an effect on how a person sees himself or herself.

This is an open discussion and the students will come up with many different answers. Some may include: teachers, parents, friends, brothers and sisters. Some students may come up with the answer: complete strangers. Encourage them to explain their answers.

- B** The purpose of this pre-reading activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.

See Teaching Suggestions for Vocabulary in the Introduction to this Teacher’s Guide.

The students scan the words at the side of the page and choose those that are related to the topic of friendship.

POSSIBLE ANSWERS

interact, invest, contact, relationship, tie, friends count, inner feelings, social media

- C** The students read the article with a purpose: to find out how friendship is changing and how the writer feels about this change. Have them answer these questions in writing while they read.

See Teaching Suggestions for Reading in the Introduction to this Teacher's Guide.

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- D** The students answer the reading comprehension questions in their notebooks. Point out that question 2 requires that the students relate to both studies mentioned in paragraph 2. Ask the students to find the reference to these studies before answering the question.

ANSWERS

1. d
2. c, d
3. interact with other people
4. c
5. b
6. meeting people face to face / investing time in building strong ties
7. Yes

The title: Friends Count.

Opinion: First Paragraph: "And it may become even more problematic when ..."

Any sentence from the last paragraph.

- E 1** This speaking activity allows the students to discuss the impact of social media on friendship. The students discuss what would happen if a good friend decided to take his/her birthday off of his/her social media profile. Point out that they don't have to agree with their partner. Walk around the class and listen to some of the students' conversations.

Suggestion: Have the students write a couple of their ideas in their notebooks so they can share them with the class afterwards. Have them compare responses.

POSSIBLE ANSWERS

I think much fewer of the person's friends wished him a happy birthday, because so many of them didn't even know it was his/her birthday. / I think he/she felt lonely and neglected. / In my opinion, this shows that social media is a good way to spread news and important dates with friends, and we should use it.

- 2** The students discuss whether or not they agree with the writer. Remind them to look back at their answer to exercise D7 regarding the writer's opinion. Have the students explain why they agree or not.

PAGE 75**VOCABULARY**

In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

- A** The students match the words to their definitions.

ANSWERS

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

- B** The purpose of this exercise is for the students to use the new words in context and then to interact with the statements and relate to them personally. The students complete the sentences with the words provided and decide whether they agree with the statements or not.

ANSWERS

1. recent
2. measure
3. relationships
4. reveal
5. impersonal

- C** 1 The students discuss factors that contribute to a feeling of self-worth. Have them look at the list of factors provided and make sure they understand what they mean. Then have them select three factors that they think are most important.

Suggestion: Ask the students to add other factors that do not appear on this list.

- 2 The students compare their top three factors with a partner or small group. They explain to one another the reasons they chose the factors they did.

POSSIBLE ANSWER

I think my parents positively affect my sense of self-worth. They always tell me I'm great the way I am and I don't have to compare myself to others.

- 3 The students discuss how much they think society affects people's self-worth. They may relate to commercials, ads, songs, TV shows, social media, etc.

WRITE IT!

Create a commercial.

This task offers an opportunity for speaking and for assessment of social interaction.

Many commercials use pictures that show friends together having fun to sell a product. By doing so, they hope to attract more and more buyers.

Go over the guidelines with the students. The students work in pairs or small groups to decide on the product they want to advertise. They choose images that they think will sell their product. They then create the text for their commercial, including a slogan.

This task demands creativity and students will probably enjoy doing it. It's worthwhile to give the students the time needed to think of good slogans and pictures. Encourage them to use online sources to find images and music. They can also use a variety of web 2.0 tools to create a video of their commercial. They can use sites such as Animoto, Magisto, PowToon or WeVideo.

Have the students present their commercials in class.

Refer the students to the checklist for this task on page 171. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 126 of this Teacher's Guide with the students. These charts may be used for ongoing and summative assessment.

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PART 4 AGAINST ALL ODDS

Draw the students' attention to the title of Part 4, "Against All Odds". Point out the meaning of this idiom – to accomplish something despite the difficulties.

Point out "Your Goals" which states the objectives of Part 4. Explain that the activities in this part of the unit are designed to enable the students to achieve their goals. They will be exposed to a book about a girl who wants to achieve her dream despite great challenges. The students will be able to discuss the differences between books and movies and write a short book or film review about a book or film they love using model book reviews, the passive and new words.

- A** This exercise introduces the topic of online reviews. Elicit that people read online reviews of many things, including movies, restaurants, sites, etc. Point out that some of these are one-line comments.

The reviews they will read are longer. Open a discussion about how reviews can be helpful. Accept opinions expressing that they may not be helpful at all as long as the students can explain their thinking. Encourage the students to give examples.

- B** The purpose of this pre-reading activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.

See Teaching Suggestions for Vocabulary in the Introduction to this Teacher's Guide.

The words they see on the side of the page will appear in an online book review. Have them look carefully at the words and write two lists in their notebooks, one for the adjectives with negative connotations and one for positive connotations. Since the students have done this type of sorting in previous exercises, elicit the importance of recognizing the fact that words and phrases have connotations: an idea or feeling that a word projects in addition to its literal meaning. Have the students explain their choices.

POSSIBLE ANSWERS

Negative connotation: drown, quit, refuse, miserable, trapped, upside down

Positive: attempt, attract, recover, rediscover, support, heroine, despite, believable, brave, cheer (her) on, identify with

Suggestion: To demonstrate what connotation is, ask the students to list as many words as they can for *slim* in their notebooks. Write their words on the board – even expressions in their own language are valid in this exercise. Have them look at the list they have created and decide which of the terms are complimentary and which are critical. You can demonstrate this again with a word like *tall*.

- C** This exercise focuses on the text type of a book review. Ask the students what kind of information they think an online review would include. Go over the list of suggestions with them. Ask the students if any of them have ever written an online review or comment.
- D** The students now read the online reviews, focusing on which of the elements of a book review each one includes. The students may notice the stars; if they don't, point them out and elicit that most reviews online have a star rating system.

See Teaching Suggestions for Reading in the Introduction to this Teacher's Guide.

ANSWERS

None of the reviews mention how long the book is, or how the book ends

Reviews 1, 2 and 3 all mention what it is about

Reviews 1, 2, 3 and 4 discuss the main characters.

All the reviews give an opinion of the book.

Only review 5 says who she'll recommend the book to.

- E** The students answer reading comprehension questions about the reviews.

ANSWERS

1. Athletes and people who want to become athletes.

2. The fact that other points of view towards running are shown.

3. She can't believe that anyone can raise that much money – \$20,000 – for a prosthetic leg.

- F** In this post-reading exercise, the students are required to reread the reviews in order to find specific information. This helps improve their skill of reading with a purpose.

ANSWERS

1. Janet Tory because she wants to express that she agrees with the lines.

2. Mallory Jennings

3. Joe Manning

4. Max Terri because he also doesn't enjoy running, just like Kaylee.

5. Kim Daisy because the author uses themes that everyone can relate to

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- G** The students now read an excerpt from the book on the same site. Point out that the tab above is “A Look Inside” – many sites offer a sample read of the first few pages of a book. Their purpose is to find out how the main character relates to running and what changed in her life.

POSSIBLE ANSWERS

1. She was “born running”. For her, running was like eating and breathing.
2. She lost a leg. (line 20)

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- H** The students answer the reading comprehension questions in their notebooks according to the excerpt they have read.

ANSWERS

1. Kaylee counts her steps because she hates running and when you hate something you count the minutes (or steps) till you’re done. Jessica loves running so she doesn’t count her steps.
2. Jessica became optimistic again when Kyro showed her footage of amputees running.
3. The “reality” is the need for twenty thousand dollars.

- I** In pairs, the students discuss the issues raised in the excerpt. The purpose of this activity is to provide the students with the opportunity to talk about something they have all read and to use some of the new vocabulary in their speech. You may want to walk around the room to encourage them to speak to each other in English.

1. The students discuss what they think will happen to Jessica. Remind them that her issues are both mental and physical.

Suggestion: Before the students discuss this question, generate a list of the challenges that Jessica faces on the board, dividing them into groups, according to suggestions from the students. For example: mental, physical and emotional. Brainstorm with the students.

2. The students express their opinion about wanting to read the book after they’ve read the reviews and the excerpt. Ask them which had the greater influence, the reviews or the excerpt? Make sure they can explain their opinions.

VOCABULARY

In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

- A** This exercise focuses on collocation: how words work together in a sentence. The students choose the words that can follow the words in color. Point out that some of the words in color are verbs and will be followed by an object, which is a noun, and some are adjectives, also followed by a noun. Ask them to explain why certain choices are wrong. The exercise is challenging because it does not stipulate how many answers there are for each word.

POSSIBLE ANSWERS

1. identify with: an author, an attitude
2. believable: storyline, theme
3. brave: heroine
4. admit: weakness, defeat
5. adopt: an identity, a point of view

Suggestion for less-advanced students: For each word in this exercise, tell the students how many correct answers there are.

- B** This exercise focuses on practicing the meaning of new words by giving examples. In choosing examples, the students are also taking into account how the word collocates: how the word works in a sentence. This exercise also allows for personal expression.

Suggestion for less-advanced students: Elicit and write a couple of examples on the board before the students begin to work on the task alone. Make sure they write complete sentences in their notebooks. For example:

1. *I can recover from a cold or a broken leg.*
2. *A person can attempt to do better in math at school, despite the fact that they don't really like the math teacher's method of teaching.*

- C** In this open-ended activity, the students use the new words creatively. They are asked to create a story, even or especially if it's silly, using new words. Explain that putting words into a context is very helpful when it comes to remembering their meanings.

Suggestion: You can demonstrate the fact that building a story will help them remember the meanings of the new words by first giving a dictation on the words in exercise C. Have the students write the meaning of each word as you read it out. Then have the students do the exercise, creating a story of their own. Then have the dictation again. They will see that their scores have improved.



Discuss the differences between books and movies.

This task offers an opportunity for speaking and for assessment of social interaction.

Go over the guidelines with the students.

1. The students decide if they would be interested in watching a movie based on what they have read so far about *The Running Dream* and explain why. Make sure they relate to both the reviews and to the excerpt.
2. The students relate to other books that were made into movies and explain which they preferred and why. Then can relate to movies and books in any language, not only English.

Point out the list of useful phrases “Discussing Preferences” and make sure they know what they mean. Encourage the students to use them in both parts of their discussion.

Refer the students to the checklist for this task on page 172. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 126 of this Teacher's Guide with the students. These charts may be used for ongoing and summative assessment.

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GRAMMAR Passive

Read the grammar box together with the students. The passive is a structure that will be new to most of the students. Take the time to explain to the students the difference between structure and tense. Tell them tense has to do with time, and that's why the passive is a structure that can be seen in all the different tenses. Tell them to look out for hints of tense, like the *-ing* suffix, and the tense of the verb *be* (*is / am / are / was / were / will be*) which help indicate the tense of a sentence.

Explain to the students when the passive is used and read the example sentences with them. Point out the form in the box at the top.

Refer the students to the Grammar Appendix on page 155 for Hebrew and Arabic explanations, as well as further examples of the passive.

Suggestion: Ask the students to say some examples of their own, and after you've checked if they are grammatically correct and logical, tell them to write down their own examples. Going through the stages of READ, SAY and WRITE is essential for learning a new grammatical structure.

- A 1** The students read sentences 1-5 and decide which tense each sentence is written in. Point out that all of the sentences are in the passive. Elicit how the students will be able to determine the tense.

ANSWERS

1. Present Perfect
 2. Past Simple
 3. Past Progressive
 4. Future Simple
 5. Present Simple
- 2** In order for the students to understand the difference in meaning between the active and the passive, they change the sentences into the active voice and write them in their notebooks. Point out that when the person who did the activity is clear, it is stated in the passive with the word by. When the person who did the activity is not known or not important, this information is not stated in the passive sentence.

ANSWERS

1. Jessica's story has taught me how to be brave. / I have been taught how to be brave by Jessica's story.
2. The community raised thousands of dollars.
3. Jessica's friends and family were supporting Jessica for a long time.
4. The doctor will give Jessica a new artificial leg.
5. We / I (can) feel Jessica's strong personality on every page of the book.

Suggestion for less-advanced students: Before the students do the activity, go over each sentence together to locate the subject of each sentence in the active voice. Ask: *Who did the action in the sentence?*

1. Jessica's story
2. the community
3. her friends and family
4. the doctor
5. the subject is understood: "we"

- B 1** The students read sentences from readers' reviews and complete them with the correct form and tense of the Passive.
- 2** To focus on meaning, the students decide whether each comment they read is about a book or a movie, or both.

ANSWERS

1. has recently been praised – book
2. has already been translated – book or movie (subtitles)
3. were won – movie
4. is currently being shown – movie
5. will soon be made – book
6. are used / were used – movie

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- C** In this open-ended activity, the students practice producing and writing sentences in the passive using phrases that are given. By doing so, they practice using the structure authentically in a variety of tenses. Remind the students that they can write about the present, the past or the future. Read the example together with the students. Accept all logical and grammatically correct answers.

Suggestions for less-advanced students: Do this activity together, one phrase and one tense at a time to ensure success and accuracy. First, change the phrases into the passive, sticking to one tense at a time: will be flown / will be driven, etc. Then brainstorm for possible ideas that could complete the sentence. After you have done this together for all the sentences, have the students write sentences in their notebooks.

- D** The students discuss decisions that they've made for themselves and that others have made for them. They talk to each other in pairs about decisions that they've been happy about, disappointed about and when they prefer to make their own decisions. You may want to walk around the classroom to listen to some of the conversations and maybe even write down some of their remarks to share with the rest of the students.



Write a review of a book or a movie.

This task offers an opportunity for writing and is the culmination of Part 4.

Go over the guidelines with the students. The students write a short review of a book they have read or a movie they have seen. Remind them that they are including the elements they discussed on page 76, exercise C.

Point out that they should use the passive structure and new words from the unit in their writing. Go over the list of words for “Recommending a Book or a Movie” and make sure they know what they mean.

Refer the students to the checklist for this task on page 172. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 127 of this Teacher's Guide with the students. These charts may be used for ongoing and summative assessment.

PAGES 82-83

WORD REVIEW

This section reviews and consolidates the new vocabulary in the unit. An alphabetical list of the words learned in the unit appears at the top of the section. Expressions are listed separately.

The purpose of the activities is for the students to review the words they've learned.

The students should be able to do these activities independently. A photocopiable answer key is provided on page 133 of this Teacher's Guide, so that students can assess their progress.

Refer the students to Express Yourself on page 164 for lists of the functional language taught in the unit.

Cumulative Review appears on page 144 for independent review of vocabulary. A photocopiable answer key appears on page 135 of this Teacher's Guide for self-assessment.

PAGES 84-85

VOCABULARY BUILDER

The purpose of this section is to increase vocabulary by raising awareness of the way words are formed with word families, phrasal verbs with *get*, words joined by *and*, *by* and *or*; words followed by gerunds and common words related to job titles.

Read the instruction at the top of the page with the students. Stress that these tips will help the students to expand their vocabulary. Explain that they must check their answers in the dictionary. Also point out that a list of all the new words taught on these pages appears on page 167 for the students' convenience and for review.

A Word Families

Explain to the students what word families are and how helpful it can be to be able to spot the “small word” that you recognize when confronted with a new word. Elicit how knowledge of word families can help them figure out the meaning of new words. Read the examples together with the students. The new words which they create are listed in the Vocabulary Builder List on page 167.

- 1 The students focus on the word families chart. Point out that the new words from the unit are in bold. Ask them to look at the adjectives and find common adjective endings.

ANSWERS

-ed, -ing, -ory, -able

After completing the chart, the students will add the ending *-ive*

- 2 The students copy the word family chart into their notebooks and complete it with the missing words. Have the students do this section with the help of their dictionaries.

ANSWERS

- | | |
|------------------------|---------------------------|
| 1. inspiration | 4. demonstrative |
| 2. survivor / survival | 5. lose |
| 3. satisfy | 6. achievement / achiever |

B Phrasal Verbs with *get*

- 1 The students learn about the different phrasal verbs based on the verb *get*. They match the expressions with their meanings and then use some of them to complete sentences, practicing them in context.

ANSWERS

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

- 2 The students use the phrasal verbs from exercise B1 to complete the sentences. They may need to change the form of the expressions.

ANSWERS

- | | |
|------------------|---------------------|
| 1. get away with | 4. get along with |
| 2. get back to | 5. gotten around to |
| 3. gotten over | |

C Two Words Joined by *and*, *by*, or

Go over the definition with the students. Point out that these kinds of expressions are very common and can cause confusion when encountered in reading or in conversation, because they cannot always be translated word for word. The students match each of the expressions, known as binomials, to their meanings.

ANSWERS

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

D Words followed by gerunds

Point out that it is important to know how to use words in a sentence, and so it is worth learning words and phrases that must be followed by a gerund. Go over the definition of a gerund in the teaching box.

Review the list of words they know that are followed by gerunds. Then go over the new words and phrases in color that are followed by gerunds. Make sure they know what they mean.

The students complete the sentences by providing the correct verb from the list in the box. The emphasis in the exercise is on those words and not on the gerunds themselves.

ANSWERS

- | | |
|--------------|-----------|
| 1. relies on | 4. misses |
| 2. recommend | 5. denies |
| 3. forbid | |

E Job Titles

Job titles are a good example of how language continues to change as society changes. The major shift is from separate job titles for men and women to one title that includes both genders.

Go over the teaching box and the examples in the list. Make sure they know what the new words mean.

In pairs, the students write ads for two of the jobs described by the new job titles. Point out that the ads must describe what kind of person is needed for the job and what responsibilities are included. Make sure that their ads do not imply that the job is only for men or only for women. Explain that in the U.S.A. it is, in fact, against the law to publish an ad that stipulates that it is only for men or only for women.

Refer the students to the Vocabulary Builder Wordlist on page 167 for all of the words taught in this section in Unit 3.

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READ ON

This is a text for Independent Reading. The purpose of this extra reading is to motivate the students to read for enjoyment on their own. Allow time in class for the students to read and answer the questions.

Before the students work on their own, you may want to ask them what the title means. Point out or elicit that the expression in English is: "A picture is worth a thousand words." Ask if their language has a similar expression.

- A** The students read the blog and answer the ten questions in the questionnaire according to what's true for them.

Suggestion: Encourage the students to compare their answers afterwards and discuss them with one another.

- B** The students answer the questions to demonstrate understanding of the text.

1. In order to work out their score on the questionnaire, the students add up the number of times they felt that the sentence was true for them.
2. The students decide on the tone of the blog. Remind them about the definition of tone on page 61 of the unit. Encourage the students to explain their answer.

POSSIBLE ANSWERS

sad, cynical, angry, frustrated

3. The students write a few sentences about whether they agree or disagree with Julie and explain why. Encourage discussion about the topic of photos on social media. Encourage the students to present different points of view on the subject and justify them.

Suggestions for Further Reading

Red Dog by Louis de Bernieres, Oxford Bookworms, Stage 2

Noughts and Crosses by Malorie Blackman, Penguin Readers, Level 3

Just Good Friends by Penny Hancock, Cambridge English Readers, Level 3

Formula One by Alex Raynham, Oxford Bookworms, Stage 3

The Swiss Family Robinson by Johann Wyss, Pearson English Readers, Level 3

Three Men in a Boat by Jerome K. Jerome, Oxford Bookworms, Stage 4

Silas Marner by George Eliot, Oxford Bookworms, Stage 4

Falling Leaves by Adeline Yen Mah, Penguin Readers, Level 4

Oliver Twist by Charles Dickens, Eric Cohen Books, Level 4