

**Liora Arnon · Avishag Dei
with Tzivi Trepp**

**PROFICIENCY LEVEL
STAGE ONE**

LightSky

Help Your
Students
**Reach
Higher**

	ACCESS TO INFORMATION	SOCIAL INTERACTION
 Achieving Goals Pages 7-38	One Man's Trash is Another Man's Treasure Human Interest Article The Great Wall of China Informative Article From China to the Holy Land Listening Comprehension – Interview Chef with No Hands Profile • Locating relevant information for a specific purpose • Listening for specific information • Drawing inferences from the text • Answering multiple-choice questions • Expanding the students' horizons ■ ● Inferring	• Expressing personal wishes and opinions • Asking and answering questions in pairs
 The Power of Art Pages 39-74	Opening Up with Art Magazine Article Elephant Artists Monologue Written in the Sand Profile Sandcastle Contest Listening Comprehension – Interview • Understanding the main idea • Listening for specific information • Explaining cause and effect • Locating relevant information for a specific purpose ■ ● Explaining Cause and Effect	• Engaging in conversations about specific topics • Expressing personal opinions and preference • Interacting for the purpose of giving information
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APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE	PRESENTATION	GRAMMAR AND VOCABULARY
Literature • To See the Invisible Man Story • Discussing the theme of the story • Drawing conclusions about characters • Interpreting a story using the thinking skill of Comparing and Contrasting Language • Understanding how the Present Perfect Simple and the Present Perfect Progressive are used in English and in Hebrew • Recognizing the use of the Present Perfect Simple and Present Perfect Progressive in articles • Common expressions in English and in Hebrew	Writing • Writing a description of important qualities • Useful vocabulary for description • Writing a composition, using the present tenses correctly Task • Creating a questionnaire to test a person's ability to achieve his or her goals	• Describing events in the present using the Present Perfect Simple and the Present Perfect Progressive • Adjectives followed by prepositions
Literature • The Artist Story • Defining characterization • Analyzing the story using the thinking skill of Inferring Culture • Comparing the different cultural behaviors connected to animal art Language • Understanding how the Past Perfect Simple and the Past Perfect Progressive are used in English and in Hebrew • Recognizing the use of the Past Perfect Simple and Past Perfect Progressive in articles • Being aware of the way words are structured • Understanding how the passive voice is used in English and Hebrew	Writing • Expressing opinions • Useful vocabulary for expressing opinions Task • Expressing a value in an artistic way	• Describing events that happened in the past using the Past Perfect Simple and the Past Perfect Progressive • Describing events using the Passive Voice • Suffixes that indicate a word is a noun
Literature • The Society Story • Discussing paradox • Analyzing the story using the thinking skill of Identifying Parts and Whole Culture • Appreciating Jewish bravery Language • Phrasal verbs in English and Hebrew	Writing • Writing a review • Useful vocabulary for writing a review Task • Interviewing a person about an important decision	• Talking about actions that are likely to happen in the future using the first conditional and temporals • Talking about events that are unreal or have already happened using the second and third conditionals • Recognizing and using phrasal verbs

	ACCESS TO INFORMATION		SOCIAL INTERACTION
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APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE	PRESENTATION	GRAMMAR AND VOCABOLALY
Literature • Suzy and Leah Story • Identifying flashbacks • Drawing conclusions about characters • Interpreting a story using the thinking skill of Inferring Culture • Becoming aware of the different ways in which elders are treated around the world • Comparing the different messages of body language in different countries and cultures Language • Recognizing formal writing style	Writing • Writing a formal letter to make a suggestion • Useful vocabulary for writing a formal letter Task • Creating a "Variety Album"	• Using either, neither or both to present information • Talking about actions using gerunds and infinitives
Literature • The Fun They Had Story • Discussing connotations • Continuing the story using the thinking skill of Problem Solving Culture • Comparing the educational systems in China and Finland Language • Becoming aware that different languages use different tenses to express the same idea	Writing • Writing an opinion • Useful vocabulary for giving opinions Task • Designing an inspirational poster	• Using modals and semi-modals for different purposes • Using prepositions to talk about time • Adjectives ending in "ed" and "ing"

LIGHTSKY

by Avishag Dei, Liora Arnon and Tzivi Trepp

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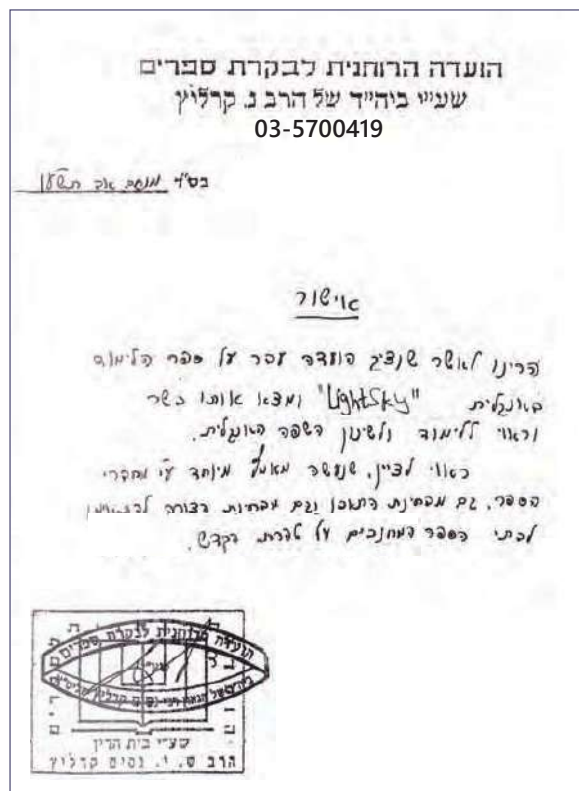
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Reach Higher Books

Experimental edition

Published in Israel



In this unit you will:

- read about people who achieved their goals through hard work.
- consider the historic value of the Great Wall of China.
- learn to read between the lines.

At the end of the unit you will be able to:

- write a descriptive composition.
- create a questionnaire and draw conclusions based on results.



Achieving Goals



Are You Determined Enough to Achieve Your Goals?

Take this quiz and find out.

- You miss the bus to school, and you have a test during the first lesson of the day. What do you do?**
 - I stay home and hope to take the test on a different day.
 - I take the next bus. I'll be only ten minutes late.
 - I use my pocket money and take a taxi so that I can get to school on time.
- Your alarm clock rings in the morning. What do you do?**
 - I press the snooze button* and continue to sleep.
 - I cover my ears with my pillow and ignore the ringing for a few minutes.
 - I get out of bed so I can get my day started.
- You have been working on a painting for a few hours. Suddenly, your friend spills water on the painting. What do you do?**
 - I realize that painting isn't for me.
 - I explain to my friend how careless his or her behavior was.
 - I wait until it dries, and then I try to fix it up. It's not so terrible.

* snooze button - לחצן השנהיה



Now, sum up your score. Each "a" is worth 2 points, each "b" is worth 5 points and each "c" is worth 10 points. Read the following conclusions and find out more about yourself.

6-14 points

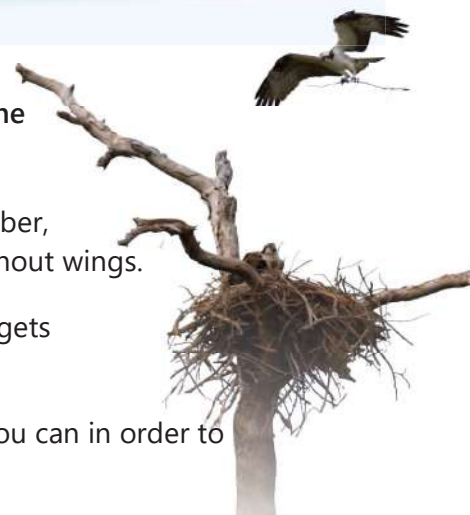
You give up on your goals very easily. Remember, talent without determination is like a bird without wings.

15-25 points

You do try to achieve your goals, but when it gets difficult, you give up.

26- 30 points

You are very determined. You do everything you can in order to achieve your goals. Good for you!



PART A



Look at the pictures below. What do you think is each item made of?
Match each item in the boxes below to the correct material.



1



2



3



4

nylon bags

plastic bottles

disposal teaspoons

aluminum cans

New Words

coast
consider
convince
destroy
electricity
follow the rules
fulfill
government
grateful
include

investor
local
material
mind (v)
passenger
plant (v)
provide
recall





Read the article below about Richart Sowa. What kind of home has Richart Sowa built?

One Man's Trash is Another Man's Treasure

What can a person do with used plastic bottles and other garbage? Most people would answer, "Throw them out." However, Richart Sowa, a man from Middlesbrough, England, has made the impossible possible. Near the coast of Mexico, Sowa built himself a green island out of only recycled materials.

5 In 1998, Sowa began working on his first green island using 250,000 plastic bottles to make it float¹. He also used soda cans, broken doors, bicycle parts and other materials. "It was all stuff I found on the beach," Sowa explains. "My island included a house and three beaches. To keep it cool, I planted trees. I also put a solar-powered oven in the kitchen," Sowa recalls proudly. Unfortunately, in July 2005, Hurricane Emily hit the coast of Mexico and Sowa's
10 island was completely destroyed. "I was grateful that my life was saved, but I was broken because I lost the work of seven years in just a few moments."

Sowa didn't give up. "I have told myself time and again that difficulty makes it possible to do great things," he says. Thankfully, Oscar Constandse, leader of the local ecological park, loved the idea of an environmentally-friendly island. He gave Sowa \$20,000 to use for rebuilding the
15 island. Other investors became interested in the plan, and soon Sowa had \$40,000 with which to start anew. By 2008, Joyxee, Sowa's new island near Cancun was ready. "Since then, people from all over the world have been coming both to visit and to help me with my project," says Sowa. "I live there, but I keep developing Joyxee all time."

Over time, Joyxee has grown to 7.5 meters long. It now includes three beaches, a lovely
20 house, and a mini farm, which provides food. Palm trees, sea grapes, cacti, and vegetables grow all over Joyxee. "In order to protect earth, I have solar panels that produce all the electricity I need," Sowa says.

While Joyxee is an amazing island, the government of Mexico has decided it is an ecological boat. On his
25 island, Sowa must follow the rules for boats. "I have to ensure that it has boat lights, a first-aid kit, and even life vests for all 'passengers' on Joyxee!" Sowa explains laughingly. Although Sowa can't convince the government to
30 consider Joyxee an island, he doesn't mind. "I am proud of Joyxee," he says.

Life on the island isn't always easy, but as Sowa says, "Nothing good comes easy. I put a lot of work into it, and this way, I feel
35 that I am fulfilling my dream every day!"



¹float - לצוף



Answer the following questions.

1. What "impossible" thing did Sowa do? (lines 1-4)
2. In lines 5-11 we are told (-)
Tick (✓) the TWO correct answers.
 - ☐ a. why Sowa couldn't use some of the things he found on the beach.
 - ☐ b. what kinds of materials Sowa used to build his island.
 - ☐ c. why Sowa wanted to keep the island cool.
 - ☐ d. who helped Sowa build his island.
 - ☐ e. what went wrong with Sowa's island.
 - ☐ f. what helped Sowa survive.
3. Complete the sentence according to lines 12-18.
Oscar Constandse financed the rebuilding of Sowa's island because
4. According to lines 12-18, what is true about Joyxee?
 - a. Joyxee is worth \$20,000.
 - b. Few people have been to Joyxee.
 - c. Joyxee develops all the time.
 - d. The purpose of Joyxee is to help Oscar Constandse.
5. What is something environmentally-friendly that Sowa included on his new island? (lines 19-22)
6. What are "cacti" (line 20) an example of?
7. Why does Sowa have to equip Joyxee with life vests? (lines 23-31)
8. Complete the sentence according to lines 23-31.
Although Joyxee is a beautiful island, the government
9. Name ONE difference and ONE similarity between Sowa's two islands. Take your answer from more than one paragraph.

 Workbook

**Fun
Line**

Imagine you were a travel agent. You would like to convince tourists to visit Sowa's island. Together with a partner, create a poster or brochure to advertise Sowa's island as an attraction for tourists.

Your Line

Richart Sowa worked hard and fulfilled his dream. Do you also have a dream? What can you do to achieve your dream?

Share your ideas with your friend.

Useful Vocabulary

- > courage
- > ignore
- > motivate
- > keep the goal in mind
- > overcome obstacles
- > plan ahead
- > step by step



📖 Workbook

Grammar Line

The Present Perfect Simple

The article *One Man's Trash is Another Man's Treasure* on page 9 uses the Present Perfect Simple.

Form

Subject + has / have + V³

When do we use the Present Perfect Simple?

- a** To describe an action that happened at an unspecified time before now. The exact time is not important.

א. לתיאור פעולה שקרתה בזמן לא מוגדר בעבר. הזמן בו קרתה הפעולה אינו משמעותי לקורא.

For example: *Richart Sowa, a man from Middlesbrough, England, has made the impossible possible.*

- b** To describe an action that was done in the past and has an influence on the present.

ב. לתיאור פעולה שקרתה בעבר ויש לה השפעה על ההווה.

For example: *The government of Mexico has decided it is an ecological boat.*

- c** To describe an action that has happened several times in the past.

ג. לתיאור פעולה שקרתה מספר פעמים בעבר.

For example: *I have told myself time and again that difficulty makes it possible to do great things.*

Time expressions for the Present Perfect Simple:

ever never once many times several times
before so far already just yet

Practice Line

A Choose the correct answer – the Past Simple or the Present Perfect Simple.

1. In 1977, Sowa **saw/ has seen** a picture that gave him the idea to build a green island.
2. Sowa **began/ has begun** building his first island in 1998, not far from Mexico.
3. More than once, people **said/ have said** that they would take the island out of the water.
4. In 2005, Hurricane Emily **destroyed/ has destroyed** Sowa's island.
5. Recently, Richart's new island, Joyxee, **became/ has become** famous.
6. Last year, Richart **gave/ has given** an interview to a local magazine and told his story.

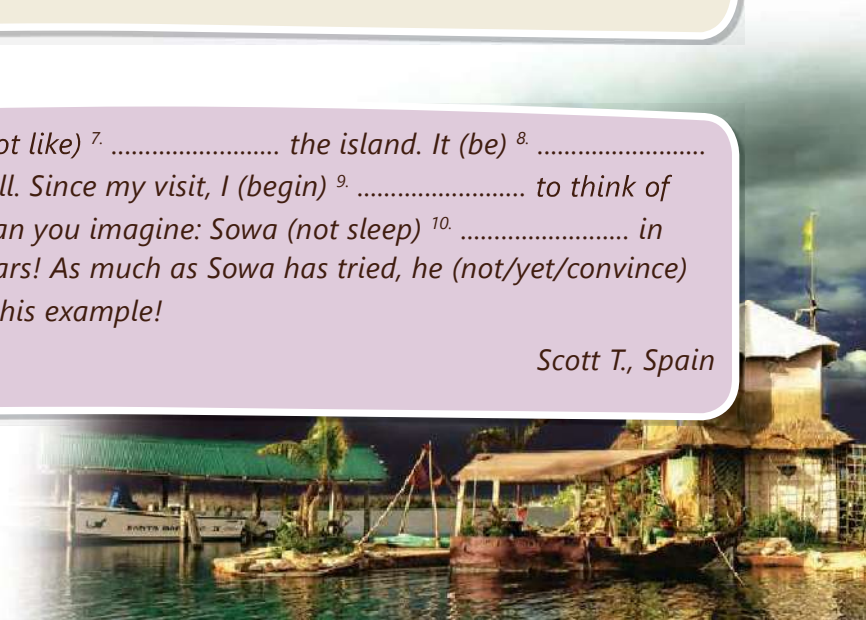
B Some people have visited Richart's island, Joyxee, and have written about their experiences. Complete their letters below using the Past Simple or the Present Perfect Simple.

When I (read) ¹ about Joyxee, I liked the idea of a green island. I (visit) ² there a few times and I still remember the island very well. The last time I (see) ³ this island, I finally (realize) ⁴ how all of us can help the environment. We don't have to create big projects in the way Richart Sowa (do) ⁵ , but we can follow his example in small ways. I (always/ be) ⁶ lazy about recycling, but now I understand that by recycling bottles and other stuff, we can help to improve our world.

Henry B., Holland

I went to see Joyxee and I (not like) ⁷ the island. It (be) ⁸ messy and not attractive at all. Since my visit, I (begin) ⁹ to think of my home as a real palace! Can you imagine: Sowa (not sleep) ¹⁰ in a real bed for the last two years! As much as Sowa has tried, he (not/yet/convince) ¹¹ me to follow his example!

Scott T., Spain



What really amazed me about Joyxee, was Richart Sowa himself! He (have)
^{12.} so many visitors over the years, and he still welcomes every visitor
 warmly. During our visit, we felt as if we were the only people who have ever visited
 his island. He (lead) ^{13.} our tour with such excitement. I (never/meet)
^{14.} a person as friendly as Richart Sowa.

Jonathan V., England



Imagine a teenager living on Sowa's green island for a month. Write what he or she might say about the experience. Complete the sentences below in a logical way. Use the Past Simple or the Present Perfect Simple.

For example: *Two days ago, I saw a big snake. It was terrible!*

1. Yesterday
2. Many times
3. The first day I came here
4. Last week
5. So far
6. Recently

[Workbook](#)

Grammar Line

The Present Perfect Progressive

The article *One Man's Trash is Another Man's Treasure* on pages 8-9 uses the Present Perfect Progressive.

Form

Subject + has / have + been + V^{ing}

When do we use the Present Perfect Progressive?

When we describe an action that started in the past and is still continuing.

לתיאור פעולה שהתחילה בעבר ועדיין ממשיכה בהווה.

For example: *Since then, people from all over the world **have been coming** ...*

Time expressions for the Present Perfect Progressive: for since all

Note: Stative verbs aren't used in the Present Perfect Progressive. When they are used in the present, they are only used in the Present Perfect Simple.

Practice Line



You are going to read an interview with a man who built a house in a bus. Circle the correct answers – the Present Perfect Simple or the Present Perfect Progressive.

A Bus House



Interviewer: I ¹. **(have seen/have been seeing)** many interesting houses during my life, but I ². **(have never seen/have never been seeing)** anything like your bus house. Can a person really live in a bus?

Architect: It's only 21 square meters*, but it has everything a person really needs. It has six beds! There's a bathroom and a kitchen with a sink. Recently, I ³. **(have put/have been putting)** an air conditioner into my bus house. However, I ⁴. **(have not yet put/have not yet been putting)** in an oven or a fridge.

Interviewer: Amazing! How can you fit all of that into a bus?

Architect: I ⁵. **(have researched/have been researching)** ways of building in small spaces for years. I ⁶. **(have developed/have been developing)** a technique for creating thin walls. In addition, the seats can turn into a table or beds.

Interviewer: How long ⁷. **(have you worked/have you been working)** on this project?

Architect: Not long. I completed the planning in seven weeks, and the work in about fifteen weeks. It was mostly finished by the end of December, but I ⁸. **(have tried/have been trying)** to improve it since then.

*square meters – מטר מרובע



Mrs. Tzur has been preparing for guests since the morning. The guests are coming in a few hours.

1. Write THREE sentences Mrs. Tzur might say to describe what she **has been doing** since the morning.
2. Write THREE more sentences Mrs. Tzur might say to describe what she **has already done**.

Extra Line

Adjectives with Prepositions

Some adjectives are normally followed by specific prepositions.

For example: *I am **proud of** Joyxee.*

Note: To find out which preposition normally follows an adjective, look up the adjective in the dictionary and read the example sentence.



After each word in bold, fill in the correct preposition: about, in, on, of, with, to.

FRIENDSHIP TIPS

Many people are **satisfied** ^{1.} the friendships they have, and they don't try to improve them.

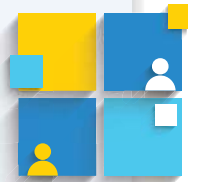
However, if you are **serious** ^{2.} improving your relationships, the following tips may be useful.

- Firstly, do your best to ensure that your friend enjoys the time you spend together.

For example, if your friend is **interested** ^{3.} a specific topic, try to talk about it with him or her.

- Secondly, be **aware** ^{4.} the things you do that your friend dislikes, and avoid doing them.
- Thirdly, it is okay for friends to sometimes be **dependent** ^{5.} one another. Therefore, don't be **afraid** ^{6.} getting help from your friend when you are in need.
- Finally, remember that although your friend is **similar** ^{7.} you in some ways, the two of you also have many differences.

These tips will help you build a friendship that you will be **proud** ^{8.}



Complete each sentence in a logical way. Begin with a preposition.

1. Students are usually serious
2. Anyone who goes on a hike in the forest should be aware
3. Great job! We are all so proud
4. I was so tired that I wasn't interested
5. I am afraid

PART B

A You are going to read an informative article about the Great Wall of China. How long is the Wall?

New Words

at once	force (v)	report (n)
attach (v)	incredible	section
attack (n)	indeed	structure
citizen	it is no wonder	up to
consist of	length	valley
equipment	purpose	witness (v)

The Great Wall of China

"If you haven't climbed the Great Wall, you haven't seen China." You may have heard this from many of your friends who have visited China. Indeed, the Great Wall of China is actually the longest man-made structure in the world! Millions of visitors believe that climbing it is the experience of a lifetime. Read the following information and learn some amazing facts about this incredible piece of history.

What does the structure of the Great Wall look like?

The Great Wall runs from east to west across many mountains and valleys with about 6,000 kilometers of wall. That's more than 12 times the length of Israel! The Great Wall is never boring because it consists of many different kinds of walls and includes guard towers, signal towers and more.

How was the Great Wall of China built?

Millions of people worked to build the Great Wall. The people who worked on it included soldiers, slaves and prisoners. Even free men were forced to help. Because China didn't have electricity or modern tools when the wall was being built, the work was done mainly by hand. Imagine people carrying building materials such as earth, wood, bricks and stones all on their backs. Sadly, the Great Wall is called "the longest cemetery¹ on Earth" because so many people died while working on it. Historical reports claim that it cost the lives of up to a million men!

Why did the Chinese build such a huge wall?

The Great Wall was not built all at once. Many parts of the wall have been destroyed, rebuilt, changed and enlarged in the last 2,000 years. At first, it was built in many small sections. Their

¹cemetery – בית קברות

purpose was to protect the country from attacks by the Mongols in the north. Later on, the smaller sections were attached together, and the Great Wall helped to keep Chinese citizens from leaving China.

What are some interesting facts about the Great Wall?

Many people believe that the Great Wall of China can be seen from space without special equipment. This belief is untrue. Still, the Great Wall gets over 10 million visitors every year. Most tourists walk along small parts of the wall that the government has repaired, but others want a bigger challenge. Three Chinese men once decided to walk along the whole Great Wall, from beginning to end. They started off at Shanhaiguan in the east and completed their walk at Jiayuguan in the west. The adventure took them 508 days!



With a history of over 2,000 years, the Great Wall witnessed the lives and deaths of men, and the happening of important historic events. So much laughter, and so many tears - the Great Wall silently watched it all. It's no wonder that the Great Wall of China is one of the most popular tourist attractions in the world!



Answer the questions below.

1. From lines 1-8 we can understand that (-)
 - a. visitors need experience in order to climb the Great Wall.
 - b. China is longer than any other country in the world.
 - c. the Great Wall is very popular among visitors to China.
 - d. from the Great Wall a person can see all of China.
2. What do you know about the length of the wall? Name ONE thing. (lines 9-12)
3. What makes the Great Wall interesting? (lines 9-12)
4. "Historical reports claim that it cost the lives of up to a million men!" (line 19)
What is the reason for this?

5. What are we told in lines 13-19?

Tick (✓) the TWO correct answers.

- ☐ a. Who worked on building the wall.
- ☐ b. Why everyone was forced to take part in building the wall.
- ☐ c. What materials the Chinese used to build the Great Wall.
- ☐ d. How heavy the materials were.
- ☐ e. Why the Great Wall was built next to the longest cemetery in China.
- ☐ f. How the Great Wall saved the lives of a million people.

6. Complete the sentence according to lines 20-25.

"To keep Chinese citizens from leaving China" is mentioned to explain why

7. "This belief is untrue." (line 28)

Complete the sentence.

The truth is that the great Wall of China

8. Another suitable title for this article might be (-)

- a. Great Tourism in China.
- b. Old Building Methods.
- c. The Wall the Mongols Helped Build.
- d. A Great Wall with a Long History.

 Workbook

Fun Line

Create your own trivia game about the Great Wall of China.

Your Line

The Great Wall of China is one of the Seven Man-Made Wonders.

If you were asked to recommend one more site for the list of Man-Made Wonders, what site would you recommend? Explain why.

Share your ideas with your friend.

Useful Vocabulary

- | | |
|--------------|--------------------------|
| > attraction | > arouse interest |
| > curiosity | > historical value |
| > natural | > the beauty of the site |
| | > do the impossible |



 Workbook

LISTENING COMPREHENSION

From China to the Holy Land

A What might lead a young Chinese man to convert* to Judaism? Think of TWO possible things.

B Listen to the recording and answer the questions below.

- ① In the beginning, Mr. Wood read the *Tanach* because (-)
 - a. he was interested in the book.
 - b. he wanted to learn English.
 - c. he wanted to learn Chinese.
 - d. he liked his American teacher.
- ② Why did Mr. Wood have a negative opinion of the Jews?
 - a. He heard the truth about Judaism.
 - b. He didn't learn history.
 - c. He read books that had a connection to the Jews.
 - d. He heard bad things about the Jews.
- ③ What did Mr. Wood decide to do?
 - a. Read articles about Judaism.
 - b. Write the truth about Judaism.
 - c. Change the Jewish people.
 - d. Describe what the Chinese are truly about.
- ④ What words did Mr. Wood feel connected to?
.....
- ⑤ Mr. Wood wanted to do all the things he learned about. Name ONE thing he learned about.
.....
- ⑥ What is Mr. Wood's goal?
 - a. To stop anti-Semitism.
 - b. To open a Yeshiva in Jerusalem.
 - c. To get married in Israel.
 - d. To teach Torah in Tianjin.

* להתגייר-convert



PART C

A In your opinion, which of the following is an impossible job for a person without hands?

cyclist

cartoonist

pianist

teacher

chef

reporter

B You are going to read about a girl who has done the impossible.
How do you think the girl in the picture managed to become a chef?

New Words

apartment
arrange
competition
decorate
dependent
graduate (v)

look after
manager
ordinary
routine task
sibling
sign up (v)

strength
struggle (v)
the rest
training center
treatment
trust (v)

Chef with No Hands

Maricel Apatan, 22, stands in the kitchen of the Edsa Shangri-La Hotel in Manila. She is preparing to decorate a cheesecake. This might be a routine task for most chefs, but Maricel is no ordinary chef – she has no hands.

Maricel's disability, however, hardly slows her down. Using her wrists¹, she covers the cake with cream. Next, she takes a chef's knife between her hip² and her left elbow and carefully

¹. wrist - פרק כף היד

². hip - ירך



cuts grapes, kiwi and strawberries in half. Quickly, she puts the fruit on the cake, and adds a chocolate flower on top.

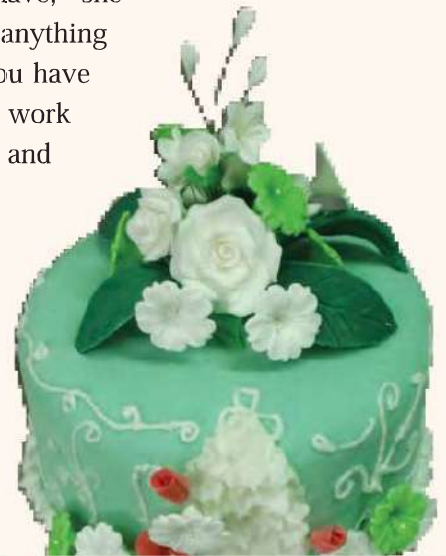
15 “When I first saw Maricel, I was worried she’d break the special equipment or even hurt herself with the chef’s knife because she couldn’t use it right,” says Chef Reyes, Maricel’s manager, “but that has never been
20 a problem. I don’t give her special treatment. Maricel always manages with the difficulties she faces. She works just as hard as the rest of the chefs, and her results are incredible!” Chef Reyes explains.

25 Maricel has greatly improved since that terrible Monday in September of 2000. She had been on her way home to the family farm in Zamboanga City when her life was changed forever by a terrible accident. The
30 twelve-year-old miraculously survived, but the doctors at the hospital could not save her hands. Two years later, Maricel returned to the local high school, but she struggled with her disability and was completely dependent
35 on her mother.

Then, in 2004, Maricel’s uncle, Antonio Ledesma, arranged for Maricel to live in *The House with No Steps*. This wonderful place is a training center in Manila for people with
40 disabilities. In this place, Maricel learned to write and do regular everyday activities. But more importantly, she learned to accept her

disability. “Trusting in G-d, I became more determined to have a normal life. Before that,
45 I had been struggling just to survive. In *The House with No Steps*, I realized that I can succeed in life.” Eventually, Maricel joined a two-year cooking course and graduated successfully. “I have loved cooking since I
50 was about seven years old,” Maricel says, explaining why she made that choice. “I wasn’t afraid of challenges and I signed up for class competitions like cake decorating. I believe that’s why I was able to fulfill my
55 dream.”

Maricel’s life is still not easy. For the past few years, she has been caring for her three younger siblings in her small apartment, since their parents must look after the family
60 farm in Zamboanga City. And yet, Maricel doesn’t let the challenges make her lose hope. “It is difficult, but I am grateful for all the good I have,” she says. “I believe anything
65 is possible if you have inner strength, work hard, dream and pray.”



A cake decorated by Chef Maricel Apatan



Answer the questions below.

1. What surprising fact is mentioned in lines 1-6?
2. How does Maricel use her body differently in order to manage with her disability?
Give ONE answer. (lines 7-14)
3. Complete the sentence according to lines 15-24.

At first, Chef Reyes didn’t believe that

4. What are we told in lines 25-35?
 - a. Where Maricel was returning from.
 - b. What caused Maricel's disability.
 - c. How old Maricel was when she became a chef.
 - d. How long the drive to the hospital took.
5. Copy a fact that shows that Maricel couldn't do things on her own. (lines 25-35)
6. Complete the sentences below according to lines 36-55.

Before she went to live at *The House with No Steps*, Maricel

However, once Maricel had lived at *The House with No Steps*, she
7. "In *The House with No Steps*, I realized that I can succeed in life." (lines 45-47)
What did Maricel actually do to succeed in life?
8. Name TWO difficulties Maricel copes with today. Take your answers from TWO different paragraphs.

📖 Workbook

**Fun
Line**

Work in pairs. One partner should act as Maricel and the other partner should act as an interviewer. Act out an interview for the class.

Your Line

What remarkable qualities does Maricel have that enabled her to become a chef?
Share your ideas with your friend. You may use the words below.

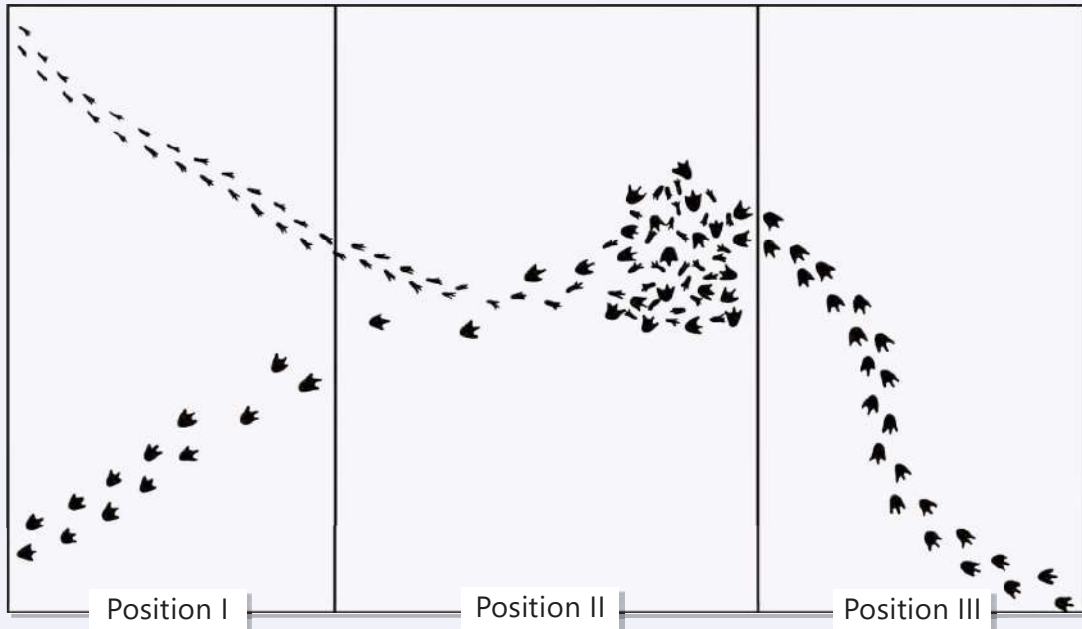
Useful Vocabulary

- | | |
|---|---|
| <ul style="list-style-type: none"> > ambitious > believe > patience | <ul style="list-style-type: none"> > develop one's strengths > learn from failures > push oneself > realize one's potential |
|---|---|

📖 Workbook

HOTS Inferring

A. Look at the following set of pictures. What do you think happened in each position?



When you interpreted what the pictures imply, you used the thinking skill of **Inferring**.

Inferring is drawing meaning by reading between the lines.

כאשר ניתחתם מה התמונות מרמזות, השתמשתם במיומנות החשיבה הנקראת **הסקת מסקנות**.
הסקת מסקנות שלא נאמרו במפורש מתקבלת על ידי קריאה בין השורות.

Useful Vocabulary For Inferring

להניח - assume • לקרוא בין השורות - read between the lines • להסיק - infer

B. Give an example of a situation in which you were able to infer meaning from a person's behavior.

HOTS into the Story

C. Go back to the article *Chef with No Hands*. Copy the sentences from which you can infer the following ideas.

- In the beginning, Maricel's manager didn't believe Maricel could be a chef.
- Maricel's injury could have ended in death.
- Maricel believes in her own abilities as a chef.

Grammar Line

Reviewing the Present Tenses

The article *Chef with No Hands* on pages 20-21 uses the four present tenses.

Present Simple - *Using her wrists, she **covers** the cake with cream.*

Present Progressive - *She **is preparing** to decorate a cheesecake.*

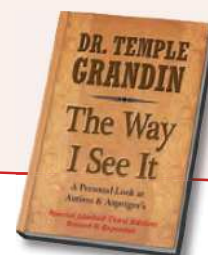
Present Perfect Simple - *She **has greatly improved** since that terrible Monday in September of 2000.*

Present Perfect Progressive - *For the past few years, she **has been caring** for her three younger siblings in her small apartment ...*

Practice Line

A Circle the correct answer – Present Simple, Present Progressive, Present Perfect Simple or Present Perfect Progressive.

1. Temple Grandin **gives/is giving/ has been giving** speeches to people about Autism although she herself is autistic.
2. Temple's own experience with autism **help/ is helping/ has helped** her to develop educational methods for autistic children.
3. Over the last few years, she **travel/ has traveled/ has been traveling** around the world, sharing her educational methods with both parents and teachers. This month, for example, she **teaches/ is teaching/ has been teaching** in London.
4. Temple Grandin says that she **becomes/ is becoming/ has become** the person she is today thanks to the fact that her parents taught her social skills as a child.
5. Temple, therefore, feels that it **is/ are/ has been** very important to teach social skills to autistic children. "Over the years, I **meet/ am meeting/ have met** many smart kids who have graduated, but they aren't getting jobs because they don't have any social skills," she says.
6. Temple Grandin **works/ is working/ has been working** as a professor at Colorado State University for the last twenty years.
7. Grandin has invented methods for minimizing the suffering of animals on farms. Recently, more and more farmers all over the US **start/ starts / have started** using her methods.





Fill in the interview below. Use the Present Simple, Present Progressive, Present Perfect Simple or Present Perfect Progressive.

A Famous Pastry Chef*

A reporter from Le Point is interviewing Francois Payard, a famous French pastry chef. Payard (**recently/write**) ¹ a new cookbook called *Payard Desserts*.

Interviewer: Hello, Chef Payard. What kinds of people (**use**) ² your new cookbook?

Francois Payard: My cookbook (**be**) ³ for serious bakers who (**have**) ⁴ special tools.

Interviewer: How long (**you/work**) ⁵ as a pastry chef?

Francois Payard: Ever since I was very young. The members of my family (**be**) ⁶ pastry chefs for three generations, so I have always known I would become a chef one day. I still talk to my father about recipe ideas today.

Interviewer: In your opinion, what ⁷ (**a chef/need**) in order to bake beautiful desserts?

Francois Payard: It's true that a chef (**need**) ⁸ some talent, but the most important thing is to constantly learn and improve your techniques. I, for example, (**take**) ⁹ a new course this year on making fruit desserts.

Interviewer: What (**you/learn**) ¹⁰ from other pastry chefs?

Francois Payard: I've learned that it is very important to always think carefully about a new recipe before you make it.

Interviewer: Thank you for sharing your experience with us!

*pastry chef - שף קינוחים





Writing

Francois Payard often gives speeches about his interesting career. Use your imagination and write Francois Payard's speech.

In your writing, use at least FIVE of the following time expressions.

for • since • recently • today • never • once in a while • many times

Write 60-80 words.

Workbook

Writing

Writing a Description



When you are asked to write a description, follow the steps below.

1. **Introduce** what you are going to describe.
2. **Describe** it, referring to different aspects: how you feel about it, what you think of it, what you see, smell or hear.
3. **Conclude** by saying what makes this thing special.

כאשר הנכם מתבקשים לכתוב חיבור תיאורי, בצעו את השלבים הבאים.

1. **הציגו** את הנושא אותו הינכם הולכים לתאר.
2. **תארו** את הנושא. התייחסו לתחומים שונים: איך הינכם מרגישים לגבי דבר זה, מה הנכם חושבים עליו, מה הינכם רואים, מריחים או שומעים.
3. **סכמו** מה מיוחד בעניין זה.

Useful Vocabulary For Description

- | | |
|---|---|
| <ul style="list-style-type: none"> > He/ She always/ never > inspires me > To begin with, > What impresses me most about ... is ... | <ul style="list-style-type: none"> > When I think of ... > Most of all, > In short, |
|---|---|



Read the model description below, written about Maricel's lecture to high school students.

A Lesson I will Never Forget

From the moment Maricel walked in, I knew her speech would be different. Although the air was hot, and the whole school was sitting in a small room, I listened to every word Maricel said.

For an hour, not a sound could be heard except for Maricel's voice. She spoke from her heart, describing how she overcame her physical challenges. I loved how honest she was; she didn't make believe it was always easy.

Watching Maricel's arms as she spoke made her message so real. I kept imagining her as a young girl, facing a terrible new disability. Yet, it was clear from the way she moved that Maricel had developed real confidence.

I learned an important lesson from Maricel, but it wasn't because of her speech. Just *seeing* her was an inspiration! If she could become a professional chef, I can surely overcome the difficulties in my life! I hope this lesson will stay with me for the rest of my life.



Write Your Lines

Think of a person you know who works hard to achieve his or her goals. Describe this person in 100 - 120 words.

In your composition, use the present tenses correctly.

.....

.....

.....



Use the checklist to assess your work.

- ☐ I wrote 100-120 words.
- ☐ I used present tenses correctly.
- ☐ I followed the model in B.
- ☐ I used spelling, word order and tenses correctly.

LINE OF



Create a Questionnaire!

How Good are You at Achieving Your Goals?

1. Together with a partner, think of FOUR situations that would test a person's ability to achieve his or her goals.
2. For each situation, write THREE possible courses of action*: one that shows strong determination, one that shows moderate determination and one that shows giving up.

For example:

You failed a test for the second time. What do you do?

- a I'll go to a private teacher so that I can understand the material better. Then, I'll take the test again.
- b I'll study a little more and take the test again.
- c I believe this material is too hard for me. I am not going to take the test again.

3. Give each option 1-3 points according to the level of the determination it shows.
4. Design the questionnaire in an attractive way.
5. Have five of your friends fill out the questionnaire.
6. Total each of your friends' points.
7. Give each of them feedback about their ability to achieve goals.

Checklist

- ☐ I wrote FOUR situations.
- ☐ I created THREE options for each situation.
- ☐ I designed my questionnaire in an attractive way.
- ☐ I had FIVE of my friends fill out the questionnaire.
- ☐ I totaled my friends' points.
- ☐ I gave feedback to my friends.

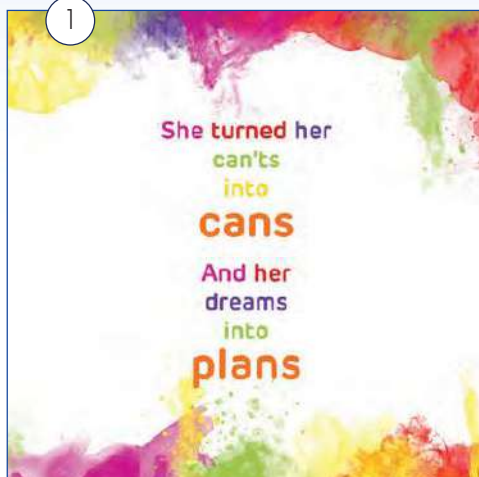
*courses of action - דרכי פעולה

For an Encore



Read the FOUR sayings below.

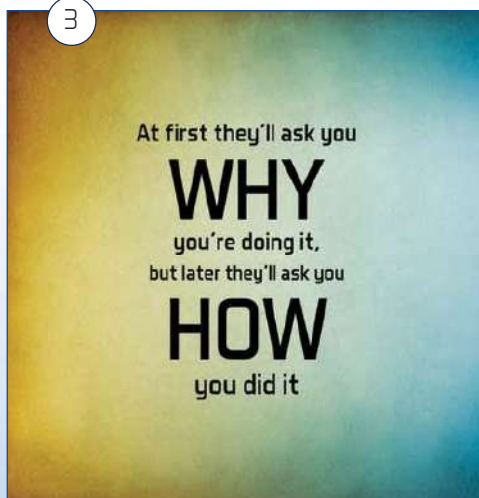
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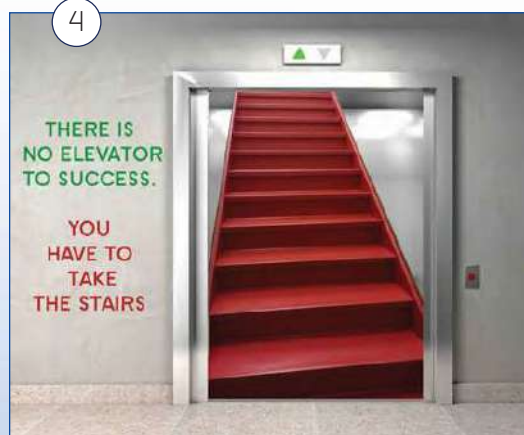
2



3



4



Tell about a specific goal you would like to achieve.

What can you learn from each of the above sayings about how to achieve your goal?

Review

New Words

apartment	electricity	local	siblings
arrange	equipment	look after	sign up (v)
at once	follow the rules	manager	strength
attach (v)	force (v)	material	structure
attack (n)	fulfill	mind (v)	struggle (v)
citizen	government	ordinary	the rest
coast	graduate (v)	passenger	training center
competition	grateful	plant (v)	treatment
consider	include	provide	trust (v)
consist of	incredible	purpose	up to
convince	indeed	recall	valley
decorate	investor	report (n)	witness (v)
dependent	it is no wonder	routine task	
destroy	length	section	

Useful Vocabulary

ambitious	get started	patience
arouse interest	historical value	plan ahead
attraction	ignore	push oneself
believe	keep the goal in mind	realize one's potential
courage	learn from failures	step-by-step
curiosity	motivate	the beauty of the site
develop one's strengths	natural	
do the impossible	overcome difficulties	

A In this unit, you have read three articles. Relate each of the quotes below to an article from the unit.

- *The journey of a thousand miles begins with one step.* **Lao Tzu**
- *Disability is a matter of perception.* **Martina Navratilova**
- *If you're not using recycled products, you're not really recycling.* **Ed Begley, Jr.**

B What do Richart Sowa and Maricel Apatan have in common? In your answer use at least SIX of the New Words above.



Pre-Reading

A If you had to be punished for a whole year, which of the following punishments would you consider to be most difficult? Rate each of the punishments below. (1 = least difficult, 6 = most difficult)

- ☐ a. Going to prison.
- ☐ b. Being alone in a faraway place.
- ☐ c. Having someone shout at you again and again.
- ☐ d. Paying 5,000 shekels as a fine.
- ☐ e. Having no one talk to you.
- ☐ f. Doing community service jobs such as street cleaning.

New Words

accuse	forehead	punishment	warmth
courthouse	free of charge	take (no) notice	
crime	guilty	treat (v)	

B Read Part One of the story. What was the man's punishment?

To See the Invisible¹ Man

Part One

Based on the original
by Robert Silverberg

They found me guilty and made me invisible for one year, beginning on May 11th, 2104. They took me to a dark room under the courthouse. "This won't hurt," the big man said, and put a mark² on my forehead. It felt cold for a moment, and that was all. "What now?" I asked. But they left the room at once, without a word.

5 No one would speak to me now. I was invisible. Of course, people *could* see me, but they *would* not see me. An absurd punishment? Maybe. But the crime was absurd too: the crime of coldness to another person. I had done this four times, and the punishment was being invisible for a year.

10 I went out into the world of warmth where people cared and connected. I headed toward the Hanging Gardens, to the fresh smell of growing flowers. I walked among ordinary people, but they took no notice of me. It's no wonder though, because the punishment for speaking to an Invisible is invisibility.

¹ invisible - בלתי נראה

² mark - סימן

I put my money on the admissions counter¹. The person working there did not take it. Something like fear entered his eyes and quickly disappeared.

15 "One ticket," I said.

No answer. He helped the man behind me instead.

People were really treating me as if they could not see me. I entered the garden free of charge. On my way out, I pushed my finger against a thorn² and drew blood. The cactus, at
20 least, still recognized that I was a person.

I thought about how easy my year would be. Invisible men cannot work with anyone, and they don't have to pay for anything. This would be a simple year of vacation, I was sure.

I soon learned how invisibility could be a problem. That night,
25 I tried to eat at a restaurant. I was ignored by the waiter, the chef, and the customers. Although it didn't seem nice, I had to eat from the pot³ in the kitchen. If I wouldn't have done that, I would have gone hungry!

The coming weeks taught me more about my invisibility. People
30 walked away from me as if I had a disease. Even other Invisibles did not see me.

After a few weeks, I fell ill and needed a doctor. The phone in my apartment was covered with dust⁴. If you take a call from someone you know is invisible, you get punished with invisibility.

A doctor answered my call.

35 "What is the trouble?"

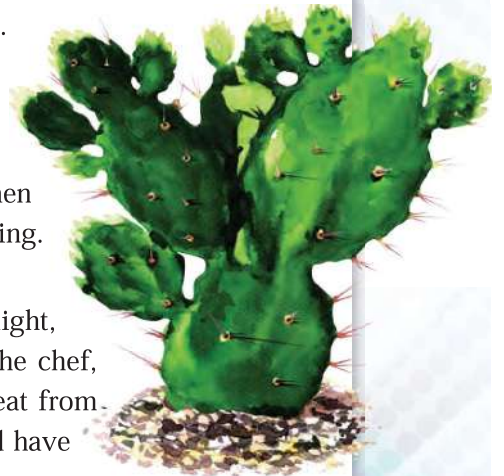
"Stomach pains. Maybe appendicitis."

"We'll send a doctor over in..."

He stopped. I had made the mistake of looking up. His eyes focused on my mark. The computer screen turned black.

40 "Doctor!" I cried. He was gone. I was forced to suffer alone.

It is true that there were times when invisibility was wonderful. I did not have to follow rules that ordinary men had to keep. I could enter stores and take anything I wished. However, I was lonely too. Even beggars did not see me. Who could accuse me of coldness? I wished for a word, a smile. I often hated my invisibility. Believe
45 me, there were moments when I felt that death would be better than life.



¹. admissions counter - דלפק קבלה

². thorn - קוץ

³. pot - סיר

⁴. dust - אבק

Basic Understanding

Vocabulary

 Fill in the passage according to Part One of the story. Use the words below.

crime · courthouse · forehead · accused · free of charge · punishment · treat

The Invisible Man was ¹ of being cold toward other people. This was a terrible ² Because of his behavior, he was given the ³ of being "invisible." He was taken to a room under the ⁴ A mark was stuck onto his ⁵ to warn people that they should ignore the Invisible Man.

Because of his invisibility, the Invisible Man could go to the gardens and restaurants ⁶ But there were problems with being invisible too. For example, if he was sick, a doctor would not ⁷ him. Not only that, but he began to feel very lonely.

LOTS

 Answer the following questions.

1. What punishment was the Invisible Man given? (lines 1-8)
2. What was the speaker's crime? (lines 1-8)
3. Why didn't anyone talk to the Invisible Man? (lines 9-12)
4. At the Hanging Gardens, what *did* recognize that the Invisible Man was real? (lines 13-20)
5. Who ignored the Invisible Man at the restaurant? (lines 21-30)
6. How did the Invisible Man manage to eat? (lines 21-30)
7. How did the doctor see the mark on the Invisible Man's forehead? (lines 31-39)
8. How did the Invisible Man feel at the end of Part One? (lines 40-45)

 Workbook

Analysis and Interpretation

 Answer the following questions.

1. "An absurd punishment? Maybe." (line 6) Why was the punishment absurd?
2. Why do you think the Invisible Man chose to go to the Hanging Gardens right after receiving his mark of invisibility? Explain.

3. "I had made the mistake of looking up." (line 38)

What might have happened if the Invisible Man had not made that mistake?

4. The Invisible Man's opinion of invisibility develops throughout Part One of the story. Name THREE points in the story where the Invisible Man learns new facts about invisibility.

Part Two

New Words

arrest (v)	contact (n, v)	I'd rather	pity (v)	surround
break the rules	endless	law	security	tradition

A Read Part Two of the story. How did his punishment change the Invisible Man?

Finally, I did something foolish. On one of my endless walks, I met another invisible man. He was a thin young man, with messy brown hair and a white face. I very much wanted to speak to him, but security robots were everywhere. Then he turned down a side street, as if he had nothing to do, just like the way all invisible men walk.

5 "Please," I said. "No one will see. We can talk. My name is..."

He turned around, fear in his eyes, then started moving away. I put my hand on his shoulder.

"Just a word," I begged, hoping to convince him.

10 But he ran away, and I looked after him, feeling a great loneliness. And fear. I could be punished for breaking the rules of invisibility. I looked around worriedly, but there were no security robots in sight.

I returned to the Hanging Gardens and found a beautiful cactus. I broke it to pieces, completely destroying it, filling my hands with a thousand needles. I pulled the spines from my hands. I left the garden alone, bleeding.

15 Time passed. One day, I opened the front door. There stood the men of the law. Wordlessly, they put their hands to my forehead. The mark fell down and broke. I looked in the mirror and saw a pale spot where the mark had been.

"Hello, Citizen," they said.



I nodded. "Yes. Hello."

"May 11, 2105. Your sentence is over. Come."

"I'd rather not."

"It's the tradition. Come along."

They took me to a café and bought me chocolate cookies. The man at the table nearby looked at the pale spot on my forehead. He offered me a can of soda. I accepted even though I wasn't thirsty. I was a person again.

Getting used to being visible again was difficult. I had forgotten how to have conversations. But I worked and did not give up because I was no longer the proud person I once was.

It was in the fourth month of my return to visibility that I really understood the lesson of my punishment, though. I was walking through the crowd toward the tube¹ when a hand caught my arm.

"Please, wait. Don't be afraid." I looked up, surprised. In our city, strangers don't talk to strangers.

Then I recognized him as the thin man I had met half a year before. He had grown old; his eyes were wild, his hair turning gray. I was scared. This was the most crowded street in the city. I struggled to get away.

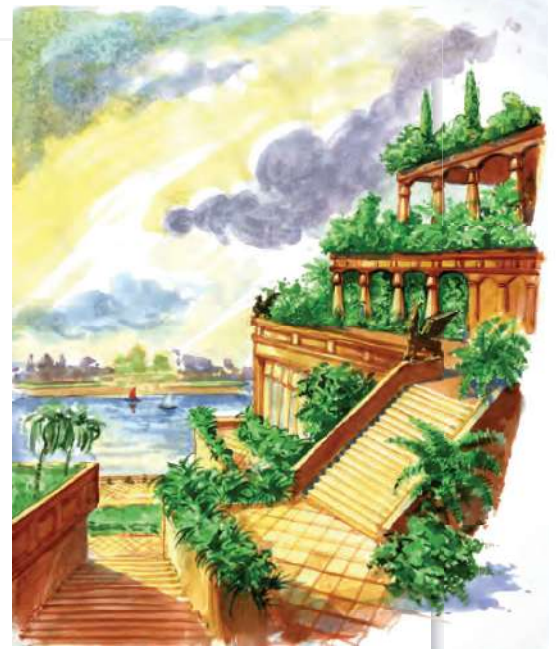
"No, don't go," he cried. "Can't you pity me? You've been there yourself."

I remembered how I had cried out to him when I was lonely. I took a step away.

"Please," he shouted. "Talk to me! Please!"

It was too much. I was touched. Sudden tears filled my eyes, and I touched his hand. The contact seemed to shock him. A moment later, I held him, trying to take some of his unhappiness into me. The security robots surrounded us. They threw him to one side and then arrested me. They will punish me again, not for a crime of coldness, but for a crime of warmth.

I do not care. This time I will wear my invisibility like a shield of honor².



¹. tube - רכבת תחתית

². a shield of honor - מגן של כבוד

Basic Understanding

Vocabulary

 Fill in the passage according to Part Two of the story. Use the words below.

arrest · broke the rules · contact · endless · law · pity · surrounded · tradition

The Invisible man took ^{1.} walks. During one of his walks, the Invisible Man ^{2.} of invisibility; he tried to speak to another Invisible, but the other Invisible ran away.

Finally, when his punishment was over, the men of the ^{3.} came and removed the mark from his forehead. Then they bought him cookies at a nearby café because it was the ^{4.}

One day, the Invisible Man met the other Invisible on a very busy street. The other Invisible wanted to speak to him. He sounded so sad that the Invisible Man had ^{5.} on him. He touched the man's hand and the ^{6.} was shocking to the man. Soon the security robots ^{7.} them both. The Invisible Man knew that they would ^{8.} him, but he didn't care. He was proud of what he had done.

LOTS

 Answer the questions below.

1. Why did the Invisible Man stop the other Invisible on the street? (lines 1-4)
2. How did the other Invisible react when the Invisible Man stopped him? (lines 5-11)
3. How could people know that the man was recently invisible? (lines 12-17)
4. What is "the tradition" mentioned in line 22?
5. Why was the Invisible Man surprised? (lines 31-36)
6. What did the Invisible Man remember? (lines 37-42)
7. How do we know that if the Invisible Man is punished for a second time, he will be proud of his punishment? (lines 43-49)



Analysis and Interpretation

Answer the questions below.



Comparing and
Contrasting

1. Compare the TWO meetings between the Invisible Man and the other Invisible. Find TWO differences.
2. "I really understood the lesson of my punishment..."? (line 32)
What does the Invisible Man mean by this?
3. If the narrator receives the punishment of invisibility again, how is it likely to be a different experience? How is it likely to be the same?



Inferring

4. Why do you think the author chose to include things like security robots and telephone screens in this story?

Literary Terms



Theme - The main subject that is being discussed or described in a literary work.

We can usually find the theme of a literary work by answering the question, "What is this work about?"

What is the theme of the story *To see the Invisible Man*?

Choose the correct answer.

- a. It is important to follow the rules of the society you belong to.
- b. The experience of isolation is the worst punishment a person can receive.
- c. People's attitudes change slowly over time.
- d. Every law is sometimes meant to be broken.

Bridging Text and Context



Read the quote below.

"Punishment is to reform the criminal."

Elizabeth Fry

2. Make a connection between the above quote and the story *To See the Invisible Man*.

Post-Reading Activity



Choose **ONE** of the following tasks.

1. Choose **THREE** scenes from the story and act them out for the class.
2. Imagine that the Invisible Man wrote his opinion about the punishment of invisibility. Write his diary excerpt. Write 100 - 120 words.
3. Write a poem that the Invisible Man might have written at some point in the story. You may put the words to a melody. Present your poem to the class.

Personal Response



1. What point in the story can be relevant to you? Explain.
2. Did you enjoy reading the story? Why or why not?
3. What did you find surprising or memorable about the story? Explain.