

Avishag Dei • Liora Savitzky
with Tzivi Trepp

Revised
Edition
with Can-Do
Questions

Go B

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LOG B

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FOLLOWS THE CURRICULUM OF THE MINISTRY OF EDUCATION AND CULTURE

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Bridging Text and Context, Rubric for 3-point literature responses, Literary Terms Definitions

1

Afternoon On A Hill

Pre-Reading

A Look at the picture. Choose the words that you think best describe the scene.

הסתכלו על התמונה. איך הייתם מתארים מקום זה? בחרו את המילים המתאימות.



stressful

quiet

relaxing

beautiful

noisy

B In the poem you are going to read, the speaker wants to spend time on a hill. What do you think she'll see there? Read the poem and find out.

New words

glad
(gladdest)
touch (v)
pick (v)
cloud
wind
watch (v)
grass
rise (v)
light (n)
town
mark (v)
mine

Afternoon on a Hill

By Edna St. Vincent Millay

I will be the gladdest thing

Under the sun!

I will touch a hundred flowers

And not pick one.

5 I will look at cliffs¹ and clouds

With quiet eyes,

Watch the wind bow² down the grass,

And the grass rise.

And when lights begin to show

10 Up from the town,

I will mark which must be mine,

And then start down!

¹ cliffs - צוקים

² bow - מכופפת

Basic Understanding

Vocabulary

A In your notebook, write the English word for each of the Hebrew words below. Use the New Words from page 4.

כתבו במחברתכם את המילה באנגלית ליד כל אחת מהמילים הבאות. השתמשו במילים החדשות מעמוד 4.

Word	Meaning
1.	a. אור
2.	b. דשא
3.	c. לגעת
4.	d. לעלות
5.	e. לסמן
6.	f. לצפות, להסתכל
7.	g. לקטוף
8.	h. עיירה
9.	i. ענן
10.	j. רוח
11.	k. שלי
12.	l. שמח ביותר

B Complete the puzzle and write the answers in your notebook. Use words from exercise A.

השלימו את התשחץ במחברתכם. היעזרו במילים מתרגיל A.

- This is not yours. It is... — — — —
- It is green. It is... — — — —
- Hands off. Do not... — — — —
- It is in the sky. It is a... — — — —
- When you go up, you... — — — —
- I am very happy. I am the... — — — —

What word did you get?

All living things are a part of

C Write the correct answer in your notebook.

בחרו במחברתכם את התשובה הנכונה.

1. I need **light** / **clouds** to be able to see.
2. Workers **watch** / **pick** oranges off the trees.
3. It is cold outside, and the **wind** / **town** is blowing.
4. If you **rise** / **watch** me play, you will learn how the game works.
5. When I study, I **mark** / **touch** important sentences in my notebook.
6. Many people live in the **town** / **grass**.
7. That book isn't yours. It's **gladdest** / **mine**.

D Match the questions and answers. Write the answers in your notebook.

התאימו שאלה לתשובה וכתבו את התשובות במחברתכם.

- | | |
|--|----------------------|
| 1. What falls from clouds ? | a. flowers |
| 2. What gives off light ? | b. people |
| 3. Who lives in a town ? | c. move things |
| 4. What can you pick from the ground? | d. your hands |
| 5. What part of your body do you use to touch ? | e. the sun |
| 6. What can the wind do? | f. rain |

E Copy the sentences you agree with into your notebook.

העתיקו למחברתכם את המשפטים איתם הינכם מסכימים.

- ☐ 1. Getting a bad mark would make me the **gladdest** person in the world.
- ☐ 2. Green **grass** is nicer than flowers.
- ☐ 3. The teacher should **mark** all the mistakes that students make on tests.
- ☐ 4. Smoke never **rises** from fire.
- ☐ 5. Everything I see is **mine**.
- ☐ 6. If you see gray **clouds**, it means it's going to rain.
- ☐ 7. **Watch** your bag if you don't want anyone to take it.

F According to the poem, choose the correct word for each blank and copy it into your notebook. There is one extra word in each group.

glad • grass • pick • touch • town

1. The speaker lives in the
2. When she is in nature, she feels
3. She does not want to ... the flowers.
4. The ... goes down and then comes up again.

cloud • lights • mark • watch • wind

5. The speaker sees the ... make things move.
6. The speaker wants to ... many things in nature.
7. At the end of the day, the speaker will see ... that come from the town.
8. She will ... the one that is coming from her home.

Basic Understanding

A Answer the following questions in your notebook.

ענו על השאלות הבאות במחברתכם.

1. Where does the speaker hope to spend the afternoon?
 - a In a town.
 - b On a hill.
 - c In a forest.
2. According to lines 1-4, how does the speaker feel about spending time in nature?
3. What does the speaker plan to touch?
4. What doesn't the speaker want to do?
5. What are THREE things that the speaker plans to see during her afternoon on a hill?
6. Which light will the speaker mark?
 - a The light from the sun.
 - b The light of the stars.
 - c The light that must be hers.
7. Choose the correct answer, YES or NO.
 At the end of the poem, the speaker plans to come back to the hill. Yes/No
 Copy the words that justify your answer.

B For each picture, find a line from the poem that goes with it. Write the answers in your notebook.

העתיקו למחברתכם שורה מן השיר המתאימה לכל תמונה.



a

.....

.....



b



c

.....

.....



d



e

.....

.....



f

Analysis and Interpretation

Can-Do Questions

In your notebook, answer the following questions

ענו על השאלות הבאות במחברתכם.

1. How did the speaker feel on the hill? Describe a similar experience you once had.
2. Do you think the speaker will come back to this place another day? How do you know?
3. What was the speaker careful not to do on the hill? Why do you think the speaker behaved this way?
4. How does the poem end? Do you feel this was the best way to end it? Why or why not?

Literary Terms

Rhyme - When the last syllables of two or more words share the same sound.

Rhyme is used in poetry, often at the ends of lines.

For example:

An apple a day

Keeps the doctor away

What is the function of rhyme in a poem?

1. It helps to mark off the ends of lines, clarifying the structure of the poem.
2. It makes reading the poem more enjoyable.
3. It helps readers remember the poem more easily.

חריזה - בשירה, החריזה מופיעה בדרך כלל בסופי שורות, כאשר להברות האחרונות של המילים יש צליל זהה.

מה תפקיד החריזה בשיר?

1. להדגיש את סופי השורות ובכך להסביר את מבנה השיר לקורא.

2. ליצור חווית קניה מהנה יותר.

3. לעזור לקורא לזכור את השיר.

Look at the poem again. (page 4)

1. Copy each set of rhyming lines into your notebook.
2. You read about the three functions of rhyming in poetry. In your opinion, which function is most meaningful in the poem *Afternoon on a Hill*?



Bridging Text and Context

* For help in answering this kind of question, turn to page 102 in your book.

A Read the quote below.

When Millay was young, her family's house was "between the mountains and the sea.
Baskets of apples on the porch mixed their smells with the nearby trees."

Make a connection between the above quote and the poem *Afternoon on a Hill*.

B Complete the following sentences.

From the above quote, I can understand that Millay liked From the poem *Afternoon on a Hill* I can also see that Millay liked The speaker says, "..... ."

Post-Reading Activity

Choose ONE of the following tasks.

בחרו אחת מהמשימות הבאות.

1. Go outside and take pictures of THREE different items in nature that are mentioned in the poem. Describe each picture in two sentences.
2. Add four more lines to the poem to show what else the speaker might do or see during the afternoon.
3. Make a PowerPoint presentation to illustrate the poem. Create at least SIX slides. Add a caption under each slide.

Personal Response

1. Did you like the ending of the poem? Why or why not?
2. Which THREE sentences in the poem did you like most? Explain.