

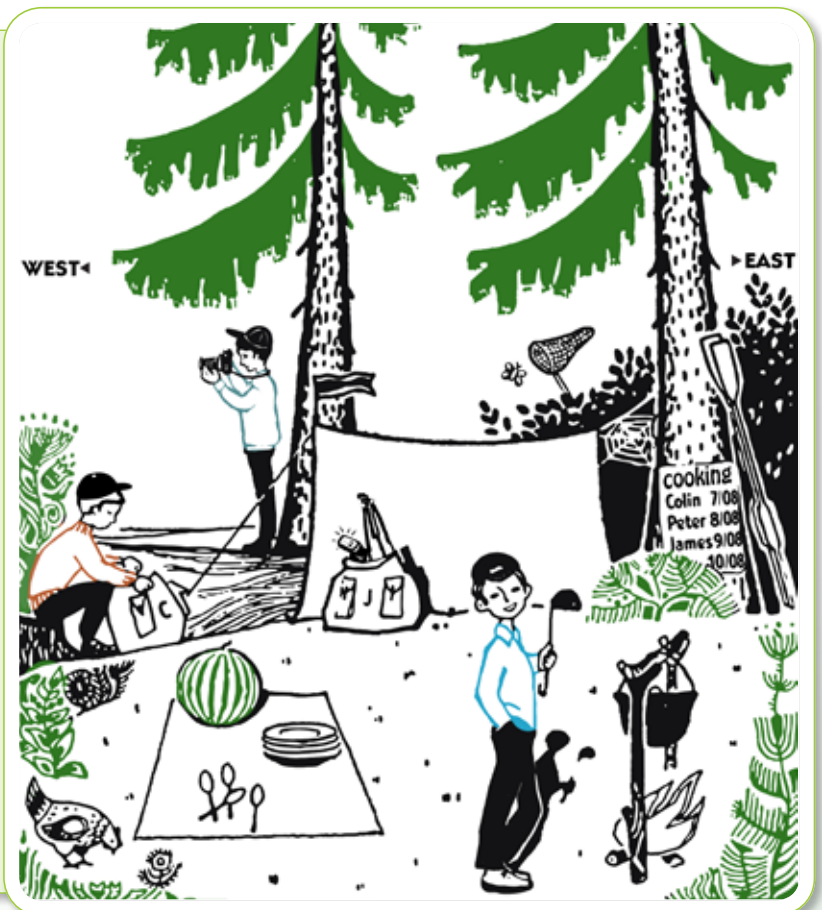
PEOPLE AND PERSONALITIES

In this unit, you will (-)

- learn about ways in which people are the same and ways in which they are different from one another.
- read about different kinds of personalities.
- listen to an interview with a “super-recognizer.”
- describe what people around you are doing.
- write a descriptive composition about a person.

A In groups of FOUR, look carefully at the picture. Many of the details are clues. Use the clues to help you answer the questions below.

- 1 How many campers are staying at this campsite?
- 2 Did the campers arrive today or a few days ago?
- 3 How did the campers get to the campsite?
- 4 Is the wind blowing from the east or the west?
- 5 Where did Alex (one of the campers) go?
- 6 What is the name of the boy who is bending down?
- 7 What is the name of the boy who is cooking?



B In the exercise above, every student in your group noticed something important about the picture that helped you answer the questions. Each group member contributed to the group effort with a unique perspective and set of abilities.

In this unit, you are going to read about people with different abilities, personalities and talents.

PART A

A Air, Fire, Water, Earth: Who Are YOU? Take the quiz and find out.

1 How would your friends describe you?

- a. You are always fair.
- b. You are a great speaker.
- c. You are a good listener.
- d. You are always calm.

2 What would make you most unhappy?

- a. Being very bored.
- b. Feeling like you have nothing important to work on.
- c. Not having any good friends.
- d. Not getting enough sleep.

3 Which of the following is true about you?

- a. I try to control things too much.
- b. I get angry easily.
- c. I cry too easily.
- d. I almost never change my opinion.

4 How do you support good friends who are going through a challenge?

- a. I look at the bigger picture and help them see things logically.
- b. I encourage them to deal with the challenge.
- c. I understand the situation and their feelings.
- d. I make them laugh and feel good again.

5 You find yourself working on a task with a group of students who don't know one another very well. What role do you take in the group?

- a. I make suggestions for everyone to think about.
- b. I take charge and make sure everyone is working to complete the task.
- c. I talk to everyone and create a comfortable atmosphere between the members of the group.
- d. I am the first to start doing what the group decides on.

6 Which of the following would make you proudest?

- a. Writing stories for the school newspaper.
- b. Winning a contest.
- c. Designing a beautiful project.
- d. Working hard and achieving my goal.

7 You have a day off, but you can't leave the house. What do you do all day?

- a. Read all day OR begin a new creative project.
- b. Invite my friends for a party OR play my music really loud.
- c. Call a friend who needs my support.
- d. Cook and eat a great meal OR take a long nap.

8 You have a big decision to make. What do you do to make the decision easier?

- a. Organize my options and make a list of positives and negatives for each option.
- b. Make a decision as quickly as possible and then stop worrying.
- c. Talk to someone about my feelings OR write about my feelings in my diary.
- d. Get advice from experts so I can be sure about my decision.

Count how many times you chose each letter. Which letter did you choose most often?

- If you chose **A** most often, you are an **Air Personality**.
- If you chose **B** most often, you are a **Fire Personality**.
- If you chose **C** most often, you are a **Water Personality**.
- If you chose **D** most often, you are an **Earth Personality**.

If you didn't choose one letter most often, don't worry. Many people are a combination of two elements.

- B** You are going to read a magazine feature about the personalities of the four elements. Look at the NEW WORDS. Which of the words can you use to talk about yourself and your personality?
- C** Read the magazine feature below and find out about different kinds of personalities.

NEW WORDS

art	make a decision
at times	negative (adj)
calm (adj)	pay attention
challenge (n)	personality
change one's mind	plan (n)
clever	quality (n)
control (n)	satisfied
earth	several
easily	space (n)
flow (v)	tend to
focus (v)	toward
goal	well prepared
kind (n, adj)	writer
leader	

AIR, FIRE, WATER, EARTH: Who Are YOU?

THE AIR PERSONALITY


Where can you find air? Everywhere! People cannot touch it, but it spreads out and fills every space. If you are an Air Personality, you are just like that: you can do many things and

5 think about several ideas at the same time. Thoughts and ideas are more important to you than things that you can touch. You are clever and use words well, and you might be a good writer. As an Air Personality, you are the kind of leader who always dreams of plans to make things work better. You are usually well prepared, and at times

10 you are a perfectionist. You try to be fair, and the people around you realize it. On the negative side, Air Personalities may try to be in control too much. As an Air Personality, it is a good idea for you to make sure that you aren't bored because when you are interested in what you are doing, you feel happy and satisfied.

15 THE FIRE PERSONALITY

Everyone knows that you can sit and watch a fire for hours. It always seems like it is moving, jumping and dancing. If you



are a Fire Personality, you are just like that: interesting to watch, and always moving toward an important goal. You
20 are a powerful leader, and can be a fantastic speaker. When you talk, people pay attention to what you say, and when you walk into a room, it is filled with life. As a Fire Personality, you are very kind to others. It's not surprising that people like to be around you. On the negative side, Fire Personalities tend to get angry easily. They also rush
25 into things impatiently, without too much thought, which means they sometimes end up making bad decisions. As a Fire Personality, it's a good idea for you to find new challenges that you can work on. This will make you feel happy and energetic.

THE WATER PERSONALITY

30 Wherever you find water, one thing is true: it is always flowing. As a Water Personality, you don't stop what you are doing just because problems come up. Feelings are more important to you than thoughts, and you usually follow your heart. You like to tell
35 others about what's going on in your life. At the same time, you are a great listener, and you are a giving person, always offering to help. Interestingly, these qualities can help you create beautiful and meaningful art. On the negative side, Water Personalities may cry
40 easily, and they may have difficulty making decisions. As a Water Personality, you should make sure you are always around the people who love you because this will help you feel happy and safe.

THE EARTH PERSONALITY

45 Earth stays where you put it and doesn't move around. In the same way, an Earth Personality wants to feel calm. As an Earth Personality, you care about what you can touch and what you can do.

When you set a goal, it is realistic: you make plans before you start, and once you start, you continue to work toward your goal, even if it takes you a
50 long time. Home is your favorite place, and you make sure that your family enjoys living there too. On the negative side, you don't like to change your mind, and you may insist on doing things your way even when you are wrong. As an Earth Personality, you should make sure that you get enough food and sleep because this will help you feel good and focus on what you need to do.

D Answer the following questions.

1. What is true about an Air Personality? (lines 1-14)
 - a. He likes to touch things.
 - b. He is interested in thoughts and ideas.
 - c. He doesn't think it's good to be in control.
 - d. He always feels happy and satisfied.
2. Copy the words that show that an Air Personality is an ambitious person. (lines 1-14)
3. In what way is a Fire Personality like a fire? (lines 15-28)
4. Why does a Fire Personality sometimes make the wrong choices? (lines 15-28)
5. How does a Water Personality support others? Name TWO ways. (lines 29-43)
6. What will make a Water Personality feel good? (lines 29-43)
7. What physical needs are important for an Earth Personality to take care of? (lines 44-55)
- EXTRA 8. In your opinion, is it important to learn about different kinds of personalities? Why or why not?

E Read about the following people. Which element fits each person: Air, Fire, Water, or Earth?

1 Yosef: Everyone wants to be friends with Yosef. He is fun and exciting to be around. When the class does projects in groups, Yosef always offers to explain his group's work to his classmates. He also organizes all the social activities for his class.

Element:

2 Aharon: Aharon is one of the smartest boys in the class. When he does homework, it is always correct. At home, Aharon makes sure that his brothers and sisters do their homework. He likes to make up his own stories and write them down.

Element:

3 Talya: Talya's favorite part of the day is when she sits in the kitchen after school, relaxing and drinking hot tea. She's usually in bed by 10:30, and her friends know not to call her too late. Whenever there is a class party, the teacher asks Talya to do the planning because she does a good job.

Element:

4 Tami: Tami is a very kind girl. Whenever one of her friends has a problem, they know they can talk to Tami about it, and they know that she will always try to help them out. The walls of her room are covered with colorful pictures that she has made.

Element:

HOW ABOUT YOU?

F If you had to choose a new friend, which personality would you choose (Air, Fire, Water or Earth)? Explain why. Share your thoughts with your partner.

Useful Expressions

- get along with
- important quality
- look for
- make me feel...
- take into account



WORKBOOK

LANGUAGE POWER

Relative Clauses

Relative Clauses add extra information to a sentence by defining a noun or an idea. A **Relative Clause** begins with a **Relative Pronoun** such as "who" or "that."

- For example:
- *You are the kind of leader **who dreams of making things better.***
 - *You should try to find new challenges **that you can work on.***

Relative Pronoun	Use	Example
who	defines people	I met the lady who wrote this poem.
which	defines animals and things	My green sweater, which I bought just last week, already got lost.
that	defines people, animals and things	I marked all the questions that I didn't understand.
whose	defines possessions – of people, animals and things	The boy, whose father is a doctor, wants to study medicine.
where	defines places	This is the room where you can wait for the doctor.
when	defines times	I love the days when I have no homework or tests to study for.

Appendix, page 182

PRACTICE POWER

A Underline the relative clause in each sentence and circle the noun it defines.

1. Fire Personalities are happier on days when they are busy.
2. A Water Personality is happy to listen to people who have difficulties.
3. Some people are like earth, which naturally stays in one place.
4. An Earth Personality likes the house where he lives.

B Circle the correct answers. Then use the words below and write who each sentence is talking about.

1. He works early in the morning, (**why/when/where**) people are still asleep.
2. The galleries (**which/where/whose**) his works can be found are filled with beautiful paintings.
3. He helps people (**whose/when/who**) backs and feet ache.
4. He solves difficult computer problems, (**why/which/where**) people can't solve on their own.
5. He helps people (**who/where/when**) want to achieve a goal.
6. He uses cameras (**who/where/that**) are water-resistant.

artist	coach	computer technician
newsboy	orthopedist	underwater photographer

C Complete the following sentences in a logical way.

1. I remember the year **when**
2. People **who** are happier than other people.
3. Every city should have a place **where**
4. Sometimes, the best books are the books **whose** covers
5. I always drink coffee from this cup, **which**

D Mike is a taxi driver. Write **FOUR** sentences that Mike might say about his job. In each sentence, use **ONE** relative clause and **ONE** of the phrases below.

belong to the passengers	forget to give a tip	full-time job
people complain	stuck in traffic jams	

For example:

*I like the summer months, **when** I have a full-time job.*

1.
2.
3.
4.





DESCRIBING A PERSON

In the article *Air, Fire, Water, Earth: Who Are YOU?* on pages 42-43, you read descriptions of four different types of people. Sometimes you will want to write a descriptive paragraph about a person you know.

A Read the model of a descriptive paragraph about a person.

My First Grade Teacher

I am already in high school, but I still remember Mrs. Gifter, who was my first-grade teacher. Mrs. Gifter made everyone feel special. Each girl in the class thought she was her favorite student! Her face was soft and kind. She had happy brown eyes and a big smile, and she never shouted. She was a wonderful storyteller, and she used different voices while telling stories. Singing in Mrs. Gifter’s class was lots of fun because she taught exciting moves, which we did while we sang. I am lucky that I had a teacher like Mrs. Gifter.



B Find TWO relative clauses in the paragraph above.

C Fill in the chart below. Use information from the paragraph above.

Mrs. Gifter	
	Example
1. What Mrs. Gifter looks like	
2. Mrs. Gifter’s character	
3. What Mrs. Gifter is good at	
4. What the writer thinks or feels about Mrs. Gifter	

- D** To write a good descriptive paragraph about a person, include these **FOUR** points.

	Examples
1. What the person looks like	<ul style="list-style-type: none"> ● He is of medium height. ● She has short, black hair. ● She usually wears an elegant top with a black skirt.
2. The person's character	<ul style="list-style-type: none"> ● He is a sensitive person. ● She is one of the happiest people I know. ● He is such a hard worker.
3. What the person is good at	<ul style="list-style-type: none"> ● He always listens to my problems and gives me good advice. ● When she prepares food, it always looks beautiful. ● If you want to know how to get anywhere, ask him. He knows every road in the city.
4. What you think or feel about the person	<ul style="list-style-type: none"> ● Thanks to him, I had a very happy childhood. ● I am lucky to have such a good friend. ● I always feel comfortable when I am around her.

WRITING TASK

- E** Write a descriptive paragraph about the classmate sitting in front of you. Include at least **TWO** relative clauses in your composition.

Guidelines:

1. Write a paragraph of 60-80 words.
2. Include all **FOUR** points listed in the chart above.
3. Use **TWO** relative clauses.
4. Present your paragraph to the class.

CHECKLIST

Use the checklist below to assess your work.

- I wrote a paragraph of 60-80 words.
- I included all **FOUR** points listed in the chart above.
- I used **TWO** relative clauses.
- I presented my paragraph to the class.

WORKBOOK

PART B

- A** Look at the picture below for SIXTY seconds. Then turn the page and take the memory test that follows.



- B** Answer the following questions about the picture on the previous page and find out how good your memory is.

Memory Test

1. How many chairs are there?
2. How many flowerpots are there?
3. Is the bowl on the table empty or full?
4. Are there white flowers on the table?
5. Is there a rug on the floor?
6. What color is the floor?
7. Is the window open or closed?
8. Is the light above the table on or off?

- C** You are going to read about Jill Price, a woman who never forgets any experience she has ever had. Look at the NEW WORDS. Which words do you think you can use to talk about Jill's memory?
- D** Read the following article. How does Jill Price feel about her memory?

NEW WORDS

agree
assistance
average (adj)
check (v)
claim (v)
concentrate (v)
constantly
currently
date (n)
decade
definitely
depressing
describe
detailed
finding
frequently
gift (n)
memory
painful
second (n)
since
so far
sound (v)
study (v)
unusual

People Who Never Forget



Can you remember what you ate for breakfast on October 13th, 2017? Most people cannot, but Jill Price can. Jill Price is a 52-year-old Jewish woman who lives in California. She remembers every breakfast she has ever eaten since she was 7 years old. She knows what she did every day of her life and can answer detailed

questions about it. That is because Jill has HSAM¹, an unusual memory condition. In
10 fact, she is the first person that was ever diagnosed with² HSAM!

At 52 years old, Jill can remember what happened to her 20 years ago just like she
remembers what happened two days ago. She also remembers what day of the week
things happened! But she says, “While many people would call this a gift, I call it a
challenge. My memories make me tired! Whenever I see a date, I automatically think
15 about what I was doing that day. I’m not in control of it! Worst of all, I constantly
remember all of the negative and painful things that ever happened to me, and it’s very
depressing.”

June 8th, 2000 was an important day for Jill. She was 34 years old, and she wrote to Dr.
McGaugh, asking for help with her memory problem. Dr. McGaugh, a professor who
20 began studying memory in the 1950s, remembers that day too. Dr. McGaugh suggested
that if Jill needed assistance, she should go to a doctor, not to a researcher. But when
Jill described her problem, Dr. McGaugh changed her mind and agreed to meet her. Dr.
McGaugh had never before heard of a case like Jill’s!

Jill waited impatiently for her appointment. On the morning of June 24th, she woke up
25 very excited. Dr. McGaugh greeted Jill at her office and picked up a big book that talked
about the most important world news from the past 100 years. She used the book to ask
Jill questions and to test her memory.

Holding the book, Dr. McGaugh asked, “When did Hurricane Andrew begin?”

Jill concentrated for just a couple of seconds and answered, “August 24th, 1992.”

30 “No, you are wrong,” Dr. McGaugh said, shaking her head. “It was August 23rd.”

Jill was calm. “That’s impossible. It was August 24th,” she said. Dr. McGaugh checked
another book: Jill was right; the first book was wrong.

For almost two decades, McGaugh has been searching for more people with HSAM. So
far, she has only found about 60 people who really have this condition. She is currently
35 working with them to understand HSAM better. “My findings frequently surprise me,”
McGaugh says. She explains that HSAM people can remember many things about their
lives, but they might have difficulty recalling things that the average person remembers
easily. In fact, Jill Price had to study hard for tests when she was in school. And it may
sound funny, but Jill claims that one day, when a friend asked her to close her eyes, she
40 realized that she couldn’t remember what she was wearing! “I am still studying HSAM,
and it’s just amazing,” Dr. McGaugh says. “But one thing I definitely know already: we
should appreciate the fact that we are able to forget.”

¹ HSAM - *Highly Superior Autobiographical Memory*

זיכרון אוטוביוגרפי ברמה גבוהה מאוד

² diagnosed with - אובחן עם

E Answer the following questions.

1. What is true about Jill Price? (lines 1-10)
 - a. She can't remember what she ate for breakfast.
 - b. She is the only Jewish woman in California.
 - c. She can answer questions about almost everything that she has ever done.
 - d. She met the first person with HSAM.

2. In lines 11-16 we are told (-)

Tick (✓) the TWO correct answers.

- a. where Jill was 20 years ago.
- b. what happened to Jill 2 days ago.
- c. why Jill thinks that HSAM is a gift.
- d. what Jill thinks about when she sees dates.
- e. how HSAM can be a problem.
- f. what Jill doesn't remember.

3. Why did Jill send a letter to Dr. McGaugh? (lines 17-22)

4. Complete the sentence according to lines 17-22.

At first, Dr. McGaugh advised Jill to

5. According to lines 23-26, what is true about what happened on June 24th?

- a. Jill read a book about the most important world news.
- b. Dr. McGaugh was excited about the meeting.
- c. Dr. McGaugh asked hundreds of questions.
- d. Dr. McGaugh tested Jill's memory.

6. "The first book was wrong." (line 31)

What was wrong in the first book?

- a. The name of the hurricane.
- b. The month.
- c. The date.
- d. The event.

7. Complete the sentence according to lines 32-41.

There are very few people

8. According to lines 32-41, what is surprising about people with HSAM?

HOW ABOUT YOU?

- F** Imagine that you met with a doctor who told you that you can have a memory like Jill Price's. Would you like to have such an extraordinary memory? Explain.
Share your answer with your partner.

Useful Expressions

- on (the) one hand
- on the other hand
- save time
- to-do lists
- unnecessary information

WORKBOOK

G You and Memories

Share the following with your partner.

- What was your favorite story as a child?
- Tell about an experience you had with your grandfather or grandmother as a child.
- What kinds of games did you like to play as a child? With whom?
- Tell about a scary incident you experienced as a child.



LANGUAGE POWER

REVIEW OF PRESENT TENSES

The Present Simple

We use the **Present Simple** to talk about a habit, a fact or a general truth.

- For example:
- *Jill Price lives in California.*
 - *My memories make me tired.*

Form:

Positive	Negative	WH Questions	Yes/No Questions
I/You/We/They play.	I/You/We/They don't play.	When do I/you/we/they play?	Do I/you/we/they play?
He/She/It plays.	He/She/It doesn't play.	When does he/she/it play?	Does he/she/it play?

Time Expressions:

always	generally	never	often
regularly	usually	all the time	during the summer
every day	on Mondays	once a week	twice a week

The Present Progressive

1 We use the **Present Progressive** to talk about an action that is happening right now.

For example: • *She is working to understand HSAM better.*
• *I am still studying HSAM.*

2 We also use the **Present Progressive** to talk about the near future.

For example: • *Jill Price is turning 53 in December.*

Form:

Positive	Negative	Yes/No Questions	WH Questions
I am playing.	I am not playing.	Am I playing?	Where am I playing?
He/She/It is playing.	He/She/It isn't playing.	Is he/she/it playing?	Where is he/she/it playing?
You/We/They are playing.	You/We/They aren't playing.	Are you/we/they playing?	Where are you/we/they playing?

Time Expressions:

at the moment now right now this year today these days nowadays

Stative Verbs

Stative verbs are verbs that aren't actions. They usually express emotions, senses and thoughts. We don't use stative verbs in the Present Progressive. Instead, we use them in the Present Simple.

For example: • *I hear what you are saying.*

We also don't use Stative Verbs in the Past Progressive. Instead, we use the Past Simple.

For example: • *He was listening carefully, but he **didn't** hear anything.*

Here are some common stative verbs:

Stative verbs that express senses	Stative verbs that express emotions	Stative verbs that express thoughts
hear	dislike love	believe
see	hate prefer	guess
smell	hope want	know
taste	like wish	think
feel		understand

PRACTICE POWER

A Copy the blue sentences from the language box on pages 53-54 into the first column of the chart below. Then complete the chart.

Sentence	Tense	Hebrew
1. Jill Price lives in California.	Present Simple	ג'יל פרייס גרה בקליפורניה.
2.		
3.		
4.		
5.		
6.		
7.		

B Choose the correct answer – the Present Simple or the Present Progressive.

More About Jill Price

1. This year, Jill **works/is working** as an assistant in a school in California.
2. She always **collects/is collecting** things that remind her of what happens in her life.
3. Jill has a collection of toy animals. She **likes/is liking** her collection very much.
4. Jill gives lectures about her special memory. At the beginning of every lecture, she asks the audience, "Who **knows/is knowing** what they ate last Wednesday?"
5. Usually no one **answers/is answering** this question.
6. These days, Jill **plans/is planning** to share her experiences with other people.
7. Jill says, "I **start/am starting** to write a book about HSAM soon."
8. Jill has a younger brother, Michael Rosenberg. They **talk/are talking** on the phone every day.
9. Michael is not like Jill. He says, "Things happened, but I **don't remember/am not remembering** many of them now."

- 🟢 Complete the interview by choosing the correct answers – the Present Simple or the Present Progressive.

Human Calculator*

Interviewer:

Today, kids around the world ¹ **try/are trying** to improve their math abilities, and Scott Flansburg is helping them. Scott ² **is/is being** here to tell us about a special ability he ³ **has/is having**. Scott, can you tell us about your special ability?

Scott Flansburg:

People ⁴ **call/are calling** me the human calculator. I ⁵ **solve/am solving** math problems in my head as fast as a calculator!

Interviewer:

How ⁶ **do you do/are you doing** this?

Scott Flansburg:

I ⁷ **don't work/am not working** hard to do it! I just ⁸ **know/am knowing** the answers! For example, right now I ⁹ **think/am thinking** about what 876 times 9,584 is. In my head, I ¹⁰ **see/am seeing** the answer: 8,395,584.

Interviewer:

What projects ¹¹ **do you work/are you working** on at the moment?

Scott Flansburg:

Right now I ¹² **plan/am planning** to travel around the world to teach math to kids, and I ¹³ **write/am writing** a new book about math games. I ¹⁴ **hope/am hoping** children all over the world will enjoy my book.



* human calculator - מחשבון אנושי

- 🟢 1. Look at the picture and complete Shani's greeting. Use the Present Simple or the Present Progressive.

Hi Galia, it's Shani. You know where I am? I ¹ (sit) in the waiting room at the Graphology Center of Jerusalem.



2. What do you think Shani will tell Galia in their conversation? Write THREE sentences.

3. Complete the conversation between Shani and Galia. Use the Present Simple and the Present Progressive.



Galia: What ² (you/do) there?

Shani: I ³ (wait) for my appointment with a graphologist. I ⁴ (hope) she can help me.

Galia: Interesting. I ⁵ (not know) anything about graphologists. How can she help you? What ⁶ (she/do) ?

Shani: Well, she ⁷ (look) at your handwriting. Your handwriting actually ⁸ (hide) many secrets about you! By understanding those hidden secrets, a graphologist ⁹ (recognize) your strengths and weaknesses. Sometimes a graphologist ¹⁰ (tell) you what job would be good for you. At the moment, I ¹¹ (plan) to find a new job, and I ¹² (not want) to get the wrong kind of job.

Galia: Wow! That's great! I hope it works. But I ¹³ (not look for) a job right now. Is there anything a graphologist can do to help me?

Shani: Sure. She can tell you what ¹⁴ (make) you happy and what ¹⁵ (have) a negative effect on you. That's information that can help anybody!

Galia: Hmm. Let's talk after the appointment. I ¹⁶ (want) to hear how it goes!

Talk About It

- E** Read the situations below. Then say THREE sentences to answer each question. Use the Present Simple and the Present Progressive.

1. Right now, you are riding on a bus from Safed to Jerusalem.

- What are some of the people on the bus doing?



2. Every day, you wait at the bus stop for a long time. Other people also wait at the bus stop.

- What do some of the people usually do while they wait at the bus stop?

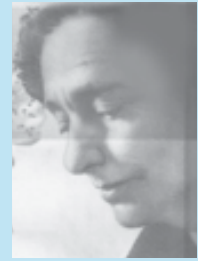


3. It is nine o'clock in the morning. It is snowing.

- What are you and your friends doing this morning?
- What do you and your friends usually do at this time of day?



LISTENING COMPREHENSION



For the answer, see page 72.

- A** We all see this face very often. Do you remember where you have seen it?
- B** You are going to listen to an interview with Garry Collins, who works for the police. Before listening to the interview, look at the phrases below and try to guess how Garry helps the police.

special ability look at pictures watch videos
catch criminals remember faces recognize people

- C** Listen to the interview and answer the following questions.

To Be a Super-Recognizer

- What makes Garry a super-recognizer?
 - He remembers the names of many people he sees.
 - He recognizes 20% of all the faces he sees.
 - He remembers most phone numbers he sees.
 - He remembers most faces he sees.
- Complete the sentence.

When Garry was with his family on vacation, he realized that he had a
- What does Garry do at his job?
 - He uses hundreds of special cameras at home.
 - He looks at pictures of criminals.
 - He visits criminals in prison.
 - He talks to many people.
- How does Garry's memory affect his daily life?

Tick (✓) the TWO correct answers.

a. He never forgets friends from the past.

b. He gets to know many new friends.

c. He has a good relationship with his neighbors.

d. He doesn't enjoy going to the same place twice.

e. He almost never gets lost.
- What DOESN'T Garry like about being a super-recognizer?
 - His work never stops.
 - He doesn't have enough time to spend with his kids.
 - He can't do his shopping at supermarkets.
 - He sees too many dangerous criminals because of his work.



THE STRANGERS THAT CAME TO TOWN

ADAPTED FROM THE ORIGINAL
BY AMBROSE FLACK

PRE-READING

- A** You are going to read a story about two brothers who have new neighbors living across the street. Look at the NEW WORDS. Which words do you think you can use to talk about the neighbors?

NEW WORDS

address (v)	gratitude
avoid	guilty
bar (n)	hold (v)
behave	immigrant
bright	join
congratulate	possession
conversation	poverty
curiosity	ruin (v)
disrespect (n)	signal (n)
drop (v)	strict
explore	stuff (n)
extremely	tiny
furniture	

- B** Read Part One of the story. What made Mr. Gonzalez proud?

PART ONE

The first of April came dark and stormy. My brother Jim and I, recovering from colds, tired of reading, turned to the big living-room window of our house on Syringa Street.

“Here they come, Mother,” cried Jim when a truck stopped in front of the empty cottage across the street. Mother hurried in from the kitchen and we three looked out. That truck, we knew, contained the Gonzalez family and all their possessions.

“I wonder if Andy and me can help ‘em move their stuff,” said Jim.

He said this, as Mother knew, out of curiosity, and she shook her head. It was a strict rule that any illness which kept us out of school would keep us indoors.

But the Gonzalezes got along without us. In no time, the

truck was empty and the Gonzalezes had disappeared inside their new home.

That was the signal for Mother to step into the kitchen.

30 She returned, carrying a basket with a pot of soup, a baked tuna dish and a chocolate cake. These she took to the house across the street and gave to the boy who answered her knock.

The next day, we heard a tap¹ at the back door.

35 I answered it and there stood a dark-eyed boy, holding our basket with the clean pot, dish and cake plate, and a beautiful tiny rosebush.

“I send them a bit of food,” said Mother later, with shining eyes, “and get this queenly gift!”

40 That was our last meeting with the Gonzalez family for over two years. When Mother went to visit a week after their coming, the girl who opened the door said, “Mamma’s sick today.”

Mrs. Gonzalez never crossed the street to our house, and Mother did not try to see the family again.

■ ■ ■

45 Syringa Street was a friendly street. But the Gonzalezes were immigrants, the only struggling family in a wealthy community—and poverty often disturbs the wealthy. The women said Mrs. Gonzalez avoided everyone. The children whispered when they saw Mr. Gonzalez walk by. People called the young Gonzalezes “extremely quiet,” and talked about how they frequently spent time in the dump, picking up shoes, clothes and furniture
50 for the house as well.

But Mother, remembering the rosebush, always had a friendly word and a smile for the Gonzalezes. Father was the only man on Syringa Street who nodded to them when they passed by.

“I think,” said Father one bright morning in July two years after the Gonzalezes had come
55 to Syringa Street, “that it would be nice for Andy, Jim and myself to pitch² our tent at Durston’s Pond³ and spend the night. We could explore and fish.”

An hour after lunch we drove out to Durston’s Pond. When we arrived, we found half a dozen Gonzalezes there. They had been fishing for several hours from the bridge and in a rented rowboat.

60 Jim and I ignored them, but Father went up to Mr. Gonzalez, put out his hand and addressed him.

¹ tap - נקישתה

² pitch - להקים

³ pond - אגם



“Good afternoon, Mr. Gonzalez! Nice to see you and the boys here. What a beautiful day!”

Mr. Gonzalez’s face, red with mosquito bites, was filled with gratitude for Father
65 noticing him.

“I know the mosquitoes⁴ are biting,” Father went on pleasantly, waving away a mosquito, “but are the fish biting?”

Proudly, oh, so proudly, Mr. Gonzalez displayed the fish that might feed his family for almost a week: a wooden washtub⁵ full of bass, perch and sunfish, all of them alive and
70 swimming around. Father congratulated Mr. Gonzalez and said we couldn’t hope to do as well but we’d try.

We three pitched the tent, and then Father lay down to rest in the sun. Jim and I played on the grass for a while. Later, when we made a trip to the tent for a snack and some hand soap, we stopped to look again at the Gonzalezes’
75 fish.

Mr. Gonzalez and the boys had moved away. Jim and I, our eyes meeting over the bar of soap in my hand, suddenly had the same idea. We had a short, whispered conversation, and then I played a
80 shameful⁶ trick. Without thinking, I dropped the bar of soap into the tub of fish.

“Let’s go,” whispered Jim, and we ran back to the grass.

After a while, the Gonzalezes prepared to go home. Soon Jim
85 and I could hear their cries. Father woke up and joined our neighbors. Then we heard him call our names.

Looking as guilty as we felt, we came. Father stood, holding the half-melted bar of soap angrily, for the fish had died in the soapy water and were no good to eat. Not only had Jim and I ruined the food of a struggling family, but we had behaved with great
90 disrespect.



⁴ mosquito - יתוש

⁵ washtub - גיגית

⁶ shameful - מביש

BASIC UNDERSTANDING

Vocabulary

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

bar behaved congratulated disrespect dropped
explore immigrants poverty ruined

The Gonzalezes, a family of ¹....., moved across the street from Jim and Andy's house. Their ²..... caused the people on Syringa Street to keep away from them. The only neighbors who ³..... kindly toward the Gonzalezes were Jim and Andy's parents. One day, Father, Jim and Andy decided to go to Durston's Pond to fish and ⁴..... . The Gonzalezes were At Durston's Pond too, and Father ⁵..... Mr. Gonzalez for catching so many fish. Later, when no one was watching, Jim and Andy had an idea about the ⁶..... of soap Andy held. Without thinking carefully, Andy ⁷..... the soap into the Gonzalezes' washtub. This killed all the fish swimming inside. When Father learned what had happened, he was angry at the boys: they had ⁸..... the family's food, and they had shown them great ⁹..... .

LOTS

E Answer the following questions.

1. What did Jim and Andy see out the window? (lines 1-24)
2. What did Mother bring the neighbors? What did she get in return the next day? (lines 25-45)
3. What did the neighbors say about the members of the Gonzalez family? Name THREE things. (lines 46-54)
4. How were Mother and Father different from the rest of the neighbors? (lines 46-54)
5. How did Father, Jim and Andy plan to spend their day? (lines 55-62)
6. What did Father praise Mr. Gonzalez for? (lines 63-74)
7. What trick did Jim and Andy play? (lines 75-85)
8. What was wrong with Jim and Andy's behavior? Name TWO things. (lines 87-92)

ANALYSIS AND INTERPRETATION

F Answer the following questions.

1. Compare and contrast the Gonzalez family with Jim and Andy's family. Refer to at least ONE similarity and THREE differences.



2. Name at least ONE character trait to describe each of the following people. For each character trait, prove your point with a line from the story.

a. Mother b. Father c. Jim and Andy d. Mr. Gonzalez



3. "Poverty often disturbs the wealthy." (line 47)
What does the author mean by this line?

4. There are two perspectives toward the Gonzalez family in Part One of the story.

a. What are the two perspectives? Who has each perspective?

b. What is your perspective toward the Gonzalez family?



5. "We had a short, whispered conversation, and then I played a shameful trick." (lines 79-81)

What do the words "shameful trick" suggest about Andy, the narrator of the story?

6. Based on what you already know about Father, how do you think he will respond to Jim and Andy's trick? Be specific. Support your prediction with lines from the story.

7. Based on what you already know about Mr. Gonzalez, how do you think he will respond to Jim and Andy's trick? Support your prediction with lines from the story.



PART TWO

A You are going to read Part Two of the story. Look at the NEW WORDS and predict what will happen to the Gonzalez family at the end of the story.

NEW WORDS

add	gather	laughter	reply (v)
at once	ground (n)	low	rise (rose) (v)
comfort (n)	hint (n)	meal	slightly
demand (v)	incident	moment	starve
evident	include	obviously	unable
fact	judgment	pleasant	worth
fee			

B Read Part Two of the story. How did Mr. Gonzalez show his appreciation?

PART TWO

I had never seen Father so angry. "You will begin," he said in a voice I didn't recognize, "by saying you're sorry."

Our neighbor wiped¹ his blinking eyes as he listened to our words.

"Turn over the tub," said Father.

5 We turned it over. The soapy water ran away, and the fish lay on the ground—quiet, open-mouthed.

"Count the fish," Father ordered.

We got down on our knees.

"How many are there?" demanded Father.

10 "Sixty-one," I replied.

"How many bass?"

"Twelve."

Father handed Mr. Gonzalez two dollars, the fee for a day's rental of the rowboat. Then, he ordered Jim and me onto Durston's Pond.

15 "And you are not to come back until you've caught sixty-one fish. Make sure you bring in at least a dozen bass."

Father stepped up to the tent, got our hats and threw them into the rowboat. He then turned his back to us, and Jim and I rowed out² on the pond.

20 Almost at once Jim pulled in a large bass, and ten minutes later, we added two perch to our string³. The Gonzalezes went home, and Father sat down. That was about four in the afternoon.

Oh, the mosquitoes! After we had been fishing for three hours and had caught eight fish, they came in clouds. They got in our ears, noses, eyes, even our mouths.

The night went on.

25 "Andy, what time is it?"

"Ten o'clock."

"Is that all?" Jim sighed and pulled in another bass. The moon sailed high in the sky, then disappeared behind the clouds.

¹ wipe - לנגב

² row out - להתעייף מוחתירה

³ string - חבל דק

30 "Andy, what time is it?"

"Two o'clock."

The treetops whispered, making us feel alone. Our only comfort was the campfire Father kept burning near the tent. We went on fishing as
35 the mosquitos bit.

"Andy—"

"Four o'clock, and we've got sixteen fish."

Morning came; the mosquitoes disappeared. But the sun rose higher, and by eleven it was a ball of fire.

40 "I wish it was night again," said Jim. "This is worse than the mosquitoes."

We caught two more bass and half a dozen sunfish.

By one o'clock, groups of people gathered by the lake; news of the drama on Durston's Pond had spread through the town.

45 Between three and four we pulled up twenty perch. Then, when the sun was low, I pulled up the thirteenth bass — our sixty-first fish.

Beet-red, starving and weak, we rowed to where Father was waiting. He asked to see the fish, and we held up the strings.

"Sixty-one," said Jim.

"Including thirteen bass," I added.

50 "Good," said Father coolly. "We will return to Mr. Gonzalez what is his."

When we climbed out of the rowboat, I thought Father was secretly proud of Jim and me, and I realized, too, that all through the night he had suffered with us.

55 We found Mr. Gonzalez sitting outside of his cottage. When we handed him the fish, he swallowed hard, unable to speak.

"Will you shake hands with the boys?" asked Father.

60 Instead, Mr. Gonzalez broke down in tears. During those moments, my brother and I suffered more than we had suffered in clouds of mosquitos and under the burning sun.



■ ■ ■

"It's about time," Father said to Mother the day after the fish incident, "for the feeling in this neighborhood against the Gonzalezes to stop. And it's our responsibility to make it happen. Tonight we are having supper with them. I've just seen Mr. Gonzalez and he
65 said he'd feel better if we shared the fish. With a few hints from me, he invited us over."

We walked across the street at six o'clock. At once we saw a difference in the family. The children kept showing their pleasure in wide smiles and laughter. Mr. Gonzalez, overjoyed to have neighbors in his house, stood so straight that he seemed quite as tall as Father.

70 All our neighbors respected Father's judgment. Obviously the Gonzalezes were important in Father's eyes—evident from the fact that we had recognized the family by taking a meal with them in their own house. Everyone on Syringa Street decided that if the Gonzalezes were good enough for Father, they were good enough for them. Soon it became the fashion to give the Gonzalezes a pleasant nod. Children stopped whispering
75 when Mr. Gonzalez passed, and the young Gonzalezes found friends. Jim and I got to know the older Gonzalez boys, too.

One cold, snowy afternoon two years later, Jim and I watched a truck stop in front of the cottage across the street; the Gonzalezes were moving again. This time, we both helped our friends load boxes and furniture onto the truck. In the evening, Mr.

80 Gonzalez came to say goodbye, and he presented Father with a pair of leather gloves that smelled slightly funny⁴. *The boys found them in the dump*, I thought as Father pulled on the gloves. *But... why should they be worth any less?*

"Who would have dreamed," Jim said to me
85 a few days after the truck was gone and the cottage was empty once again, "that we would miss the Gonzalezes so much?"



⁴ smelled slightly funny - הריח לא טוב במקצת

BASIC UNDERSTANDING

Vocabulary

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

comfort demanded fact fee gathered
hints low meal unable

Father ¹ that Jim and Andy count the fish in the tub, and they counted sixty-one fish. After Father paid Mr. Gonzalez the ² for the boat rental, he ordered Jim and Andy onto Durston's Lake to catch sixty-one fish. The fishing went slowly, and there were clouds of mosquitos biting all night. Jim and Andy's only ³ was the fire that Father kept burning. The boys felt even worse the next day when it got hot. In the afternoon, groups of people ⁴ to watch them fishing. Finally, when the sun was ⁵ , Andy pulled up the last fish. Mr. Gonzalez was ⁶ to speak when the two boys returned the fish to him. The next day, after some ⁷ from Father, Mr. Gonzalez invited Jim and Andy's family over for supper. The two families shared a ⁸ of fish at the Gonzalez home. This ⁹ caused the rest of the neighborhood to look at the Gonzalez family differently, and to treat them kindly.


LOTS

D Answer the following questions.

1. What did Father tell Jim and Andy to do? Name TWO things. (lines 1-6)
2. When would Jim and Andy be allowed back on the land? (lines 7-16)
3. What problem did Jim and Andy face after a few hours of fishing? (lines 19-24)
4. How did the boys feel while they fished? Name TWO feelings. What gave them each feeling? (lines 25-37)
5. Why did people from the community come to Durston's Pond? (lines 38-45)
6. How did Mr. Gonzalez react when Jim and Andy gave him the fish? Name TWO reactions. (lines 46-60)
7. What did Father feel was his family's responsibility? (lines 61-68)
8. How did the Gonzalezes seem different during their supper together with Jim and Andy's family? (lines 61-68)
9. How did life improve for the Gonzalez family? (lines 69-75)
10. How did Jim and Andy help the Gonzalezes? (lines 76-86)

ANALYSIS AND INTERPRETATION

E Answer the following questions.

1. Do you think Jim and Andy deserved the punishment they got? Explain.
2.  "During those moments, my brother and I suffered more than we had suffered in clouds of mosquitos and under the burning sun." (lines 58-60)
Why did they suffer so much during those moments? Explain.
3. What motivated Father to give Mr. Gonzalez hints about inviting the family for supper?
4. What caused the community's change in attitude toward the Gonzalez family?
5. Compare and contrast the moving day at the beginning of the story with the moving day at the end of the story. Refer to at least THREE points.
6. What do you consider the most important lesson that Jim and Andy learned in Part Two of the story? How can you apply this lesson to your own life?
7. What do you think would happen if another family of poor immigrants would move onto Syringa Street after the events in the story are over? Explain.

BRIDGING TEXT AND CONTEXT

F a. Read the following information.

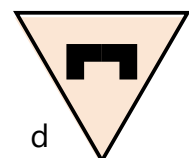
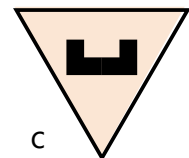
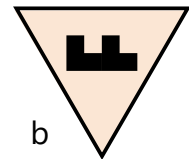
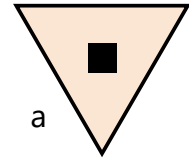
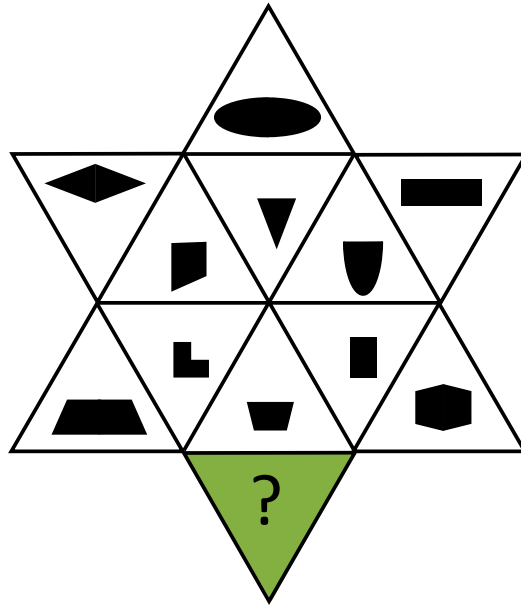
What makes a story a good story? Read the criteria below.

1. The characters are unforgettable.
2. The characters sometimes behave irrationally.
3. The plot is interesting and unusual.
4. The reader wonders how the characters will overcome the conflict.
5. The ending is a surprise.
6. The ending solves the conflict of the story.

b. Which of the above criteria makes the story *The Strangers that Came to Town* a good story? Explain your answer.



A Choose the image that completes the pattern.



For solution and explanation, turn to page 72 at the end of this unit.

B Look at the following number patterns. Can you figure out what the next number is in each pattern?

1. 17, 34, 35, 70, 71, 142, 143, ?
2. 3, 12, 21, 84, 93, 372, 381, ?
3. 1, 4, 9, 16, 25, 36, 49, ?

For solutions and explanations, turn to page 72 at the end of this unit.

C When something repeats itself, it is a pattern. In the exercises above, you identified patterns in shapes and numbers.

The skill called **Explaining Patterns** is identifying different patterns in the text and explaining their significance.

Useful Vocabulary

pattern • repeat • again and again • over and over • always • never

D People often have behavioral patterns.

1. Read about Rina. How would you describe her pattern of behavior?

Rina wakes up early to finish her homework in the morning. Before leaving the house, Rina mentions to her mother that she will be home an hour late because of choir* practice. At school, she notices that her friend is absent and writes a reminder to herself to call her and tell her what she missed. Later, she asks the secretary for the tape recorder so that her class can use it during English. At the end of the day, Rina puts the chairs that are still on the floor onto the tables so that the cleaning lady can mop the floor easily.

* choir - מקהלה

2. What is a behavioral pattern that you have? Explain and give THREE examples.
3. What positive pattern of behavior does someone you know have?
4. Why might it be important to understand the behavioral patterns of others?

HOTS into the Story

- E**
1. "I answered it and there stood a dark-eyed boy, holding our basket with the clean pot, dish and cake plate, and a beautiful tiny rosebush." (Part One, lines 35-37)
What pattern is the rosebush a part of? Name the ONE other item in the story that completes the pattern.
 2. "The children whispered when they saw Mr. Gonzalez walk by." (Part One, line...)
What pattern of the neighbors' behavior is this a part of? Find THREE other examples of this kind of behavior.
 3.
 - a. Father is a leader who does what he thinks is right, no matter what others will say. Find FOUR examples of this behavioral pattern.
 - b. Despite Father's anger, he cares greatly for his sons. Find THREE lines from the text that show this behavioral pattern.
 - c. Think of someone you know who shares one of Father's behavioral patterns. Give TWO examples. How does the pattern make the person more successful?

Literary Terms

Symbolism – A symbol is something which is both itself and also a representation of something else. For example, a dove is a symbol of peace.

Symbolism is the use of symbols.

Answer the following questions.

1. What do the soup, tuna fish dish and cake symbolize?
2. What does the rose bush symbolize to Mother?
3. What does the campfire symbolize to Jim and Andy?
4. What does the shared fish meal symbolize to the Gonzalez family?
5. What do the gloves symbolize about Father's relationship with Mr. Gonzalez?

POST-READING ACTIVITY

Choose ONE of the following tasks.

1. Character Collage

Create an image of the main character of the story. This may be a drawing, a painting, a photo, or a 3D* exhibit. Add a speech bubble** to the image with a first-person description of the character's difficulties and wishes. Write 60-80 words.

2. Gift Shop

Prepare THREE goodbye gifts: one gift from Mother to Mrs. Gonzalez, one gift from Father to Mr. Gonzalez, and one gift from Jim and Andy to the Gonzalez boys. The gifts should be connected to the plot of the story. Present your gifts to the class and explain why you chose them.

3. Song

Write a song to go along with the story. Write 8-10 lines. Sing it for the class using a playback.

4. Another Perspective

Write the story from the perspective of one of the children in the Gonzales family.

* 3D - תלת מימד ** speech bubble - בועת דיבור

BRIDGING TEXT AND CONTEXT

A Read the quote below.

"The best apology is changed behavior."

— Unknown

B Make a connection between this quote and the story *The Strangers that Came to Town*.

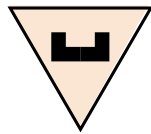
PERSONAL RESPONSE

1. Which character did you identify with most? Explain why.
2. Did you like the ending of the story? Explain why or why not.

Answer from page 58:



Answers from page 69:



A. option c.

Each inner triangle touches an outer triangle. Imagine that you could take the group of inner triangles as a whole and turn it counterclockwise ONE time. Now, each triangle touches a new outer triangle. The shape in the inner triangle is the RIGHT half of the shape in the outer triangle.

B.

1. 286 (always multiply by 2, then add 1)
2. 1524 (always multiply by 4, then add 9)
3. 64 (1x1, 2x2, 3x3 ... 8x8)

Review

Words to Keep in Mind

add	currently	guilty	rise (rose) (v)
address (v)	date (n)	hint (n)	ruin (v)
admit	decade	hold (v)	second (n)
agree	definitely	immigrant	several
art	demand (v)	incident	signal (n)
assistance	depressing	include	since
at once	describe	join	slightly
at times	detailed	judgment	so far
average (adj)	disrespect	kind (n)	sound (v)
avoid	drop	adj) laughter	space (n)
bar (n)	earth	leader	starve
behave	easily	make a decision	strict
bright	evident	meal	study (v)
calm (adj)	explore	memory	stuff
challenge (n)	extremely	moment	tend to
change one's mind	fact	negative (adj)	tiny
check (v)	fee	obviously	unable
claim (v)	finding	painful	unusual
clever	flow (v)	pay attention	valuable (adj)
comfort (n)	focus (v)	personality	well prepared
concentrate (v)	furniture	plan (n)	well-being
congratulate	gather	pleasant	wife
constantly	gift (n)	possession	willing
control	goal	poverty	worth
conversation	gratitude	quality (n)	
curiosity	ground (n)	reply (v)	

A Find at least **THREE** words from the list above that fit into each category.

- What you might write in a thank-you card
- What can help you do well on a test
- What can make people happy

B Find a word from the list above that has the opposite meaning of the following.

1. sick -

4. normal -

2. go away -

5. ask -

3. cheap -

6. light -

C Write **THREE** sentences. Use **TWO** words from the list above in **EACH** sentence.

Be Creative!



How Well Do You Know Your Friend?

1. Work in pairs. Write SEVEN questions that can help you and your partner find out how well you know each other. In each question, use ONE of the words from the list on page 73.

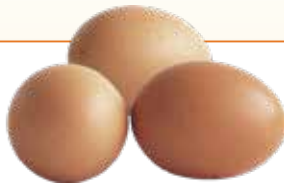
For example:

- *What TWO **qualities** does your partner most appreciate in a friend?*
 - *What would make your partner **scream**?*
2. Answer all SEVEN questions about your partner.
 3. Ask your partner to answer the same SEVEN questions about you.
 4. Check which questions you answered correctly about your partner, and which questions your partner answered correctly about you. Then correct the answers you got wrong.
 5. Write all SEVEN questions and the correct answers about your partner on a poster.
 6. Create a 3D item to illustrate the character of your partner. You can use any material you like to work with. (For example: Fimo, play dough, pipe cleaners, clay, wood etc.)
 7. Present your poster and 3D item to the class.

Keep in Mind

- ✓ Use the present tenses correctly.
- ✓ In each question, use ONE of the words from the list on page 73.
- ✓ Check spelling, punctuation and word order.

A Read the passage below.



Potatoes, Eggs and Coffee Beans¹

Once upon a time, a girl complained to her father that her life was very difficult. It seemed to her that just as one problem was solved, another one appeared.

Her father, a chef, took her into the kitchen. He filled three pots with water and put the three pots on the fire. When the pots began to boil, he put potatoes into the first pot, eggs into the second pot, and coffee beans into the third pot. He then let the pots boil again without saying a word. The daughter waited impatiently, wondering what her father was doing.

After twenty minutes, the father took the three pots off the fire. He took the potatoes out of the first pot and put them into a bowl. He pulled the eggs out of the second pot and put them into another bowl. He then used a big spoon to get the coffee out of the third pot and into a cup. Turning to his daughter, he asked, “What do you see?”

“Potatoes, eggs and coffee,” she answered.

“Look closer,” he said. “Touch the potatoes.”

“They are soft,” she said when she felt them.

“Take an egg and break it,” he continued. After she peeled² the egg, she saw that it was hard-boiled.

“Now drink the coffee,” he finally said. Its rich flavor³ brought a smile to her face.

“Father, what does this mean?” she asked.

Her father answered: “The potatoes, the eggs and the coffee beans all had the same difficulty – they were put into boiling water. However, each one reacted differently. At first, the potato was strong and hard, but in boiling water it became soft and weak. The egg could break easily before I put it into the pot, but in the boiling water, it became hard. The coffee beans, however, are special. They changed the boiling water and created something new and wonderful.”

“So, which are you?” the father asked his daughter. “When difficulties knock on your door, how do you react? Are you a potato, an egg or a coffee bean?”

¹ coffee beans - פולי קפה

² peeled - קילפה

³ flavor - טעם

B Answer the following questions.

1. What did the father do with the pots of water?
2. How were the coffee beans different from the potatoes and the eggs?
3. Tell about a time in your life when you behaved like a coffee bean.