



E & Beyond

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E and Beyond

Liora Arnon and Avishag Dei

Pedagogical Editors: Yonah Russ

Tzivi Medinets

Proofreader: Yonah Russ

Design: E.Z GRAPHICS

Layout: Avital Elmishali

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Reach Higher Books

Tel: 077-2346676

077-5311580

Fax: 057-9557172

E-mail: reachhigherbooks@gmail.com

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FIRST PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

Smell to Sell?

Does the smell of chocolate in a shop make you want to buy some chocolate? Do certain aromas tempt you to stay longer in a shop? As fragrance technology improves, a fast growing number of marketers say that "smell sells"! Using aroma is a very popular strategy in today's marketing world. According to Steven Semoff, president of Scent Marketing Institute, new technology enables smells to be cheaply added to any environment with impressive results of increased sales.

Different kinds of businesses have adopted the idea of using smells to increase their sales. Children's toy shops, for instance, reported that parents began to stay longer in a store after sweet scents like pina colada were introduced into the shop. Hotels are following the trend too, introducing fragrance into their marketing strategies. Here, the focus is about creating something fresh, airy and welcoming, which also reflects the hotel's brand in some way. An experiment by Nike showed that adding scents in its stores increased consumers' intent to purchase by eighty percent. In another experiment at a gas station shop, the owners followed the same technique and very soon purchases of their drinks increased by three hundred percent.

Businesses have recognized that in order to appeal to customers, they need to work on an emotional level. The sense of smell goes directly to the emotion control center of your brain, as opposed to sight and hearing which the brain processes before it reaches the emotion control center. "It's no longer enough to attract customers through price or convenience, you have to incorporate other elements as well," marketing expert at Washington University, Eric Spangenberg, says. "At first, as a way to increase sales, it used to be just color, then color and music, then the element of touch was incorporated, and most recently scents have been added," Spangenberg explains. Still, making the smell too overpowering is a sure way to drive customers away. In other words, fragrance technology can work only if it is used in the correct measure.

The recent use of smell in marketing led to some controversy. Earlier this year, *Time* magazine reported that the artificial aromas of chocolate and baked bread in the Net Cost grocery store in Brooklyn, made many customers feel cheated. But Alex Hiller, a marketing ethics expert, doesn't think that using artificial aromas is cheating. "Marketers do everything they can to create environments that tempt people to buy – that's the whole point of marketing. Since it doesn't limit anyone's freedom of choice, I think the ethical problem is irrelevant."

A Answer questions 1-9.

1. What are we told in lines 1-6?

- (i) Which smells are the most effective in increasing sales.
- (ii) How fragrance improves technology.
- (iii) How using smells can aid marketing.
- (iv) How sales promote marketing.

(8 points)

2. How is the use of smells in children's toy shops and in hotels similar? (lines 7-14)

- (i) They achieved the same results.
- (ii) They have the same goal.
- (iii) They have the same background.
- (iv) They use the same kind of smell.

(7 points)

3. "In another experiment at a gas station shop, the owners followed the same technique." (line 13)

What did the owners actually do?

ANSWER:

(8 points)

4. The fact that the smell goes directly to the emotion control center of the brain can explain why (-) (lines 15-23)

- (i) customers prefer a specific kind of smell when they shop.
- (ii) using scents in businesses has an advantage over using colors and music.
- (iii) businesses have recognized that they must appeal to customers.
- (iv) the brain processes sights before they reach the emotion control center.

(8 points)

5. COMPLETE THE SENTENCE ACCORDING TO LINES 15-23.

If you don't use the right amount of smell,

.....

(8 points)

6. What does Spangenberg recommend that marketers do in order to attract customers? (lines 15-23)

- (i) reduce prices.
- (ii) incorporate touch, music and color.
- (iii) choose strong smells.
- (iv) add scents wisely.

(8 points)



Need help to answer this question? Read the tip at the bottom of this page.

7. What negative consequence may the use of smell have? (lines 24-29)

ANSWER:
(8 points)

8. What can we understand from lines 27-29 regarding the use of scent in marketing?

- (i) It tempts marketers.
- (ii) It is sometimes problematic.
- (iii) It is legitimate.
- (iv) It always makes people buy more.

(7 points)

9. The title of the article, "Smell to Sell? ", is a question. Give ONE example from the article that proves that smells increase sales.

ANSWER:
(8 points)

B Tip

In some multiple-choice questions, the best way to choose the correct answer is simply by eliminating the wrong options. Out of four options, you'll easily be able to eliminate two options. In most cases, the other two options will seem correct. Now, look for the option which is inaccurate, partial or incorrect, and eliminate it. After you have eliminated three options, you will be left with the correct answer.

בחלק מהשאלות הרב ברירתיות הדרך המומלצת להגיע לתשובה הנכונה היא ע"י מחיקת האפשרויות הלא נכונות. מתוך ארבעת האפשרויות, בדרך כלל שתיים ייפסלו על ידכם ללא התלבטות. ברוב המקרים, נשארות שתי אפשרויות שייראו לכם נכונות ממבט ראשון. כעת, חפשו את האופציה שאינה מדויקת, נכונה חלקית או לא נכונה, ופסלו אותה. לאחר פסילת שלושת האפשרויות נשארה לכם התשובה הנכונה!

C Give It a Chance!

1. Read the passage below.

"...Growing up in Connecticut, I knew that if it snowed, school would be canceled and I wouldn't have to do my homework. So, I would read every weather report in the newspaper. That's how I got into the science of meteorology. By eighth grade, it dawned on me that I wanted to be a weatherman."

2. Answer the question.

Why did the writer decide to be a weatherman?

- (i) As a child, he didn't like doing homework and going to school.
- (ii) He was inspired by his eighth grade teacher.
- (iii) As a child, he loved science.
- (iv) As a child, he had a reason that made him interested in weather reports.

D Back into the Text

1. Read this paragraph again.

Does the smell of chocolate in a shop make you want to buy some chocolate? Do certain aromas tempt you to stay longer in a shop? As fragrance technology improves, a fast growing number of marketers say that "smell sells"! Using aromas is a very popular strategy in today's marketing world. According to Scent Marketing Institute president Steven Semoff, new technology enables smells to be cheaply added to any environment with impressive results of increased sales.

2. Answer the question.

From this paragraph we can understand that the fragrance technology is (-).

- (i) environmental
- (ii) ineffective
- (iii) trendy
- (iv) expensive

Vocabulary

A Give an example of the following.

1. furniture designed for **convenience**

.....

2. a sports activity that **appeals to** you

.....

3. a **marketing** technique

.....

4. a fruit with a strong **scent**

.....

5. a sentence you tell yourself to resist **temptation**

.....

6. a wrong **purchase** you have made

.....

7. an **ethical** problem that students might face

.....

8. a place where there is an **artificial** lake

.....

B Use the words below to fill in the sentences correctly. Make necessary changes.

appeal to • artificial • convenience • ethics • incorporate
introduce • marketing • purchase • scents • tempt

1. The of using a Rav-Kav is obvious; you use the same card for all bus lines.

2. Candies are placed on the low shelves because they young children.

3. The vanilla scent of this shampoo is ; I prefer the natural one.

4. Many people question the of releasing terrorists from prison.

5. The expert explained how to improve the image of the business.

6. Mr. Ziv is an admirable teacher; he drama and singing into his lessons.

7. Mr. Ganz consulted with me about a car.

8. Offers like "2+1" people to buy products they don't really need.

9. The clothing company a jacket with a cooling system inside.

10. As a child, I used to collect erasers with different

PART TWO – ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 POINTS)

Listen to the recording and answer questions 1-5. (5 points for each correct answer)

Close to the Bees

1. According to Peter, which of the following influenced his decision to become a beekeeper?

- (i) He had a lovely garden many years ago.
- (ii) There used to be a hive in his garden.
- (iii) Rick's stories about his hive.
- (iv) The fresh honey Rick gave him to eat.

2. Name ONE way to learn beekeeping.

ANSWER:

3. What does Peter explain about his fear of bees?

- (i) What incident made him be afraid.
- (ii) What helped him overcome his fear.
- (iii) How reading made him more fearful.
- (iv) How the fear negatively affects him today.

4. What are we told about being stung by bees?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) What increases its chance of happening.
- (ii) What should be done when a bee stings.
- (iii) Why it may be dangerous.
- (iv) Who is more likely to be allergic to bee stings.
- (v) Where people who are allergic can get drugs.
- (vi) How many of Peter's guests have gotten stung.

5. What are we told about bees on rainy days? Name ONE thing.

COMPLETE THE SENTENCE.

On rainy days, bees are

SECOND PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

How the Arts Unlock the Door to Learning

What do Mars and paintings have to do with one another? How is drama part of learning about World War I? How do you connect the water cycle with a photo album? At Bates Middle School in Maryland, the answer is a unique program called Arts Integration. In this program, every teacher has to combine the arts and the standard curricula together in order to create a richer learning experience for the students. It all began when students' achievements were down and teachers were desperate. The principal at the time, Diane Bragdon, was ready to try anything possible to achieve greater success. After several fruitful trials, Bragdon's school became fully arts-integrated.

The unique approach in this program is that each unit is taught using artistic skills. For example, in a science classroom you might see students depicting through drama the way the body fights viruses. Even in a math class, you might see students learning geometry by baking cakes in different shapes. Unlike ordinary classes, here in Bates School each class is divided into several groups of four to five students. Naturally, each student has different talents and is able to contribute to the group in a different way. Some students are creative thinkers and come up with original ideas while others are highly responsible and bring the ideas to fruition. This way each student plays a meaningful role in his group. Finally, each art project is individually assessed and graded by the teacher.

Integrating arts proved to have a variety of rewards. To begin with, when Bates school's students created art projects based on the material they learned, the students were able to absorb the information more deeply. In fact, this teaching strategy has been shown to improve comprehension and long-term memory. Consequently, the students' grades significantly improved in all subjects. This improvement led to a twenty-three percent drop in students' behavioral problems. Laura Casciato, a teacher at Bates School, explains, "It was a wise decision to spend time on the arts because we see that the students remember the information better. They are going to look at that test and say, 'Oh yeah, I remember that answer from my photo!' Teaching in my classes has become much more effective."

If the arts can provide all kinds of benefits for kids, from intellectual to creative to social-emotional benefits, then why aren't more schools adopting this model? The answer is indefinite. Many schools lack the financial support to implement arts integration. On the other hand, some schools are still afraid that integrating arts might lower their students' academic achievements because the arts will consume precious class time. Diane Bragdon doesn't think these concerns are justified. "Initially, I also worried about the financial cost of the program, but I found that the town's businessmen were eager to donate money for this purpose. As for the time the program consumes, reality proved that it actually did save review time and boosted academic growth as well."

A Answer questions 1-8.

1. What can we learn from lines 1-8 about the idea of arts integration?

- (i) Drama can be taught instead of history.
- (ii) In most schools, teachers don't combine arts with the standard curricula.
- (iii) The Arts Integration program made teachers desperate.
- (iv) Bates School succeeded in teaching arts.

(8 points)

2. What problem did Arts Integration try to solve? (lines 1-8)

ANSWER:

(8 points)

3. According to lines 9-17, Bates School is different from ordinary schools in (-)

- (i) the students' talents.
- (ii) the school's objectives.
- (iii) its number of students.
- (iv) its teaching strategy.

(8 points)

4. COMPLETE THE ANSWER ACCORDING TO LINES 9-17.

Coming up with new ideas is one way that

(8 points)

5. Bates School became "fully arts-integrated". (lines 7-8) What process did the students undergo following the school's decision?

Complete the missing information in the sequence below. Base your answer on lines 18-26.

- (1) The students used artistic skills in learning the material.
- (2) As a result,
- (3) The students' academic achievements improved.
- (4) Therefore,

(7*2=14 points)



Need help to answer this question? Read the tip on page 12.

6. What can we understand from Mrs. Casciato's words? (lines 18-26)

- (i) Why spending time on making decisions is important.
- (ii) How tests help students remember information better.
- (iii) How Arts Integration is beneficial.
- (iv) How different students learn in different ways.

(8 points)

7. According to lines 27-35, what might enable some schools to integrate arts into their curricula?

- (i) funding
- (ii) academic efforts
- (iii) eager students
- (iv) consuming more class time

(8 points)

8. In lines 27-28 we are told that Arts Integration has "social-emotional" benefits for the students. Give ONE example of this kind of benefit from lines 12-17.

ANSWER:

(8 points)

B Tip

In the Bagrut exam, you may be asked to fill in questions involving sequence of events or sequence of cause and effect. To do so, read the paragraph again and mark the sentences that talk about the same event and the sentences that start a new idea. The connectors may help you do this. When you fill in your answer, write the general idea and leave out the details.

בבחינת הבגרות, אתם עשויים להתבקש לכתוב רצף מאורעות או רצף של גורם והשפעה. לשם כך, קראו שוב את הפסקה וסמנו את המשפטים העוסקים באותו עניין/אירוע ושימו לב אילו משפטים מתחילים עניין חדש. מילות הקישור עשויות לעזור לכם בתיחום המשפטים. כאשר הנכם עונים על השאלה, כתבו את הרעיון העיקרי והשמיטו את הפרטים.

C Give It a Chance!

1. Read the passage below.

Looking for Meteorites

"... Seven of us had just arrived in Antarctica to work on a project for NASA. Our robot, Nomad, had been developed by NASA to find meteorites on Earth. We had come to see if our robot could find meteorite rocks that had fallen to Earth from space. Meteorites are important to NASA because they can tell us more about what is in outer space. At first, Nomad found several ordinary rocks, and then, suddenly, its computer screen flashed an alert. Nomad had found a meteorite! Eventually, Nomad found a few more meteorites in Antarctica."

2. Answer the question.

What did NASA do to learn about space?

Fill in the sequence of events below.

- a. NASA was looking for meteorites to learn about space.
- b. As a result,
- c. Later, NASA sent the robot and a group of scientists to Antarctica.
- d. Within a few days,
- e. NASA was able to learn more about space.

D Back into the Text

1. Read paragraph I.

What do Mars and paintings have to do with one another? How is drama part of learning about World War I? How do you connect the water cycle with a photo album? At Bates Middle School in Maryland, the answer is a program called Arts Integration. In this program, every teacher has to combine the arts and the standard curricula together in order to create a richer learning experience for the students. It all began when students' achievements were down and teachers were desperate. The principal at the time, Diane Bragdon, was ready to try anything possible to achieve greater success. After several fruitful trials, Bragdon's school became fully arts-integrated.

2. Answer the question.

What sequence of events led Bates School to become fully arts-integrated?

- a. Bates school taught according to the regular curricula.
- b.
- c. The principal looked for ways to improve the students' grades.
- d.
- e. Bates school became fully arts-integrated.

Vocabulary

A Complete the sentences in a logical way.

1. Some cities **lack**
2. In my opinion, the best way to **assess** knowledge is by
3. I once got the **trial** version of
4. It is a memorable **achievement** in my life; I once
5. There are many ways to **contribute** to society, for example,
6. This dress isn't **ordinary** because
7. When I, it **consumes** all my energy.
8. Mrs. Rayman forgot her wallet at home. **Consequently**,

B Use the words below to fill in the sentences correctly. Make necessary changes.

achievement • assess • consequently • consume • contribute
integration • lack • ordinary • significantly • trial

1. The conversation with the boss to her decision to quit the job.
2. Opening a business of her own was a great for Mrs. Portman.
3. Gas prices rose too high., many people started using their bikes to travel to work.
4. Talking in class precious learning time.
5. The of the new computer software was completed on time.
6. The damage was by the insurance company.
7. The weather was warmer than usual.
8. It started out as an day, but it changed my life forever.
9. Unfortunately, she the necessary qualifications to apply for that job.
10. You have the right certificates, so we'll hire you for a period.

PART TWO – ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 POINTS)

Listen to the recording and answer questions 1-5. (5 points for each correct answer)

Mystery Shoppers

1. What does Natalie tell the listeners in her first answer?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) What customers should do.
- (ii) What the mom and her baby were asked to buy.
- (iii) Who might be a mystery shopper.
- (iv) What mystery shoppers might be asked to do.
- (v) How companies evaluate the mystery shoppers.
- (vi) How much time it takes until the salesperson greets the mystery shopper.

2. What should mystery shoppers do before they reach a conclusion? Name ONE thing.

ANSWER:

3. What skills should a mystery shopper have? Name ONE thing.

COMPLETE THE SENTENCE.

He/She should

4. According to Natalie, most mystery shoppers (-)

- (i) don't like their job.
- (ii) like to report about bad service.
- (iii) are afraid they might get fired.
- (iv) believe that their job helps people obtain better service.

5. What does Natalie explain in her last answer?

- (i) Mystery shoppers are well paid.
- (ii) Some normal customers pretend to be mystery shoppers.
- (iii) Mystery shopping is a steady job.
- (iv) Being a mystery shopper isn't an attractive job.

THIRD PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

Writing to Heal

For nearly twenty years, Dr. James W. Pennebaker, a professor in the Department of Psychology at the University of Texas, has been conducting research in the field of psychology. This research involved giving people an assignment where they would write down their deepest feelings about an emotional confusion or a difficulty in their lives. The participants in
5 Pennebaker's research were told to do so for fifteen to twenty minutes a day for four days in a row. For his research, Pennebaker chose people who were coping with different kinds of hardships, such as: a person dealing with a terminal illness, a victim of violent crime and a college student facing first-year transition.

Many of those who followed Pennebaker's simple instructions have found that their writing
10 has changed various areas of their lives for the better. Some participants have seen their grades improve while others have found that their immune systems were strengthened. This research has shown that short-term focused writing can have a beneficial effect on anyone dealing with difficulties. Pennebaker explains that our minds are designed to try to understand the things that happen to us. When a traumatic event occurs or we undergo a major life
15 change, our minds have to work overtime to try to process the experience. When we translate an experience into language, we make the experience understandable.

Pennebaker's research is also benefiting people aside from those who actually participated in his studies. In 2004 Pennebaker published his bestseller *Writing to Heal* in order to help people successfully overcome difficult experiences. The book offers basic information on healing
20 and numerous writing exercises that anyone can try. Additionally, a writing workshop based on Pennebaker's work has recently opened in Austin, Texas. The participants in the workshop were not necessarily people who approached writing with an intention to publish; they each brought a life event they hoped to work through using Pennebaker's method. Maureen Ryan Griffin, a participant in the workshop, who suffered from a childhood trauma, said, "I came
25 away feeling that the writing really helped me overcome my trauma."

If writing can have such a dramatic effect on our lives, does that mean that we would all be better off keeping a daily diary? Not necessarily. Pennebaker explains, "I'm not convinced that having people write every day is a good idea or that writing about a horrible event for more than a couple of weeks is helpful. This risks getting into a cycle of self-pity". Pennebaker
30 notes that writing should be used cautiously. For instance, a person shouldn't try to write about a trauma too soon after it happens or devote too much time to writing about a problem. According to Pennebaker, writing is a powerful healing tool, as long as you use it correctly.

A Answer questions 1-8.

1. What are we told about Pennebaker's research in lines 1-8?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) The aim of the research.
- (ii) The difficulty each participant in the study faced in his life.
- (iii) Pennebaker's response to the research.
- (iv) The task the participants had to perform.
- (v) What the participants had in common.
- (vi) How many people participated in the research.

(7*2=14 points)

2. What is "a victim of violent crime" (line 7) an example of?

ANSWER:
(8 points)

3. What health benefit did some participants gain from their writing? (lines 9-16)

ANSWER:
(8 points)

4. What information is given to explain why writing is a helpful act? (lines 9-16)

ANSWER:
(8 points)

5. What makes Pennebaker's book practical for use? (lines 17-25)

ANSWER:
(8 points)

6. What are we told about both the book *Writing to Heal* and the writing workshop?
(lines 17-25)

- (i) The feedback they got.
- (ii) Their purpose.
- (iii) The information they give.
- (iv) Their popularity.

(8 points)