

INTERMEDIATE LEVEL
STAGE THREE

REACH HIGHER

Liora Arnon

Avishag Dei



Access to Information

UNIT

1

All About Friendship

Pages 7-36

Friendship Questionnaire

A questionnaire

The Extra Benefit of Friendship

A magazine article

Asking for Advice

Conversations



A Special Friendship

An interview

An Unexpected Gift

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- understanding cause and effect
- understanding the structure and conventions of different text types
- locating relevant information for a specific purpose
- listening for specific information
- drawing inferences from the text

UNIT

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A profile

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A talk



Dealing With ADD

An advice column

Dealing With Test Anxiety

An advice column

- understanding the structure and conventions of different text types
- comparing texts
- listening for specific information
- locating relevant information for a specific purpose

UNIT

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An interview



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A letter

- skimming a text for factual information
- understanding the structure and conventions of different text types
- comparing texts
- listening for specific information
- understanding the main idea and supporting details
- understanding sequence
- drawing inferences from the text
- understanding cause and effect

Appreciation of		Presentation	Social Interaction
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<ul style="list-style-type: none"> Phrasal verbs - keep Present Simple Present Progressive Stative Verbs Phrasal verbs - get Idioms 	<ul style="list-style-type: none"> relating personally to a text <p>Eyes A poem</p> <p>The Last Leaf A story</p> <ul style="list-style-type: none"> inferring evaluating 	<p>Tasks</p> <ul style="list-style-type: none"> Write a poem about a good friend/ friendship Imagine you are an autistic child who has a teenage friend. Write a letter to your teenage friend Write an excerpt from Debby's dairy. In your excerpt, write how Debby felt after she received Leona's gift and how she planned to thank her sister Conduct a survey about the important qualities of a good friend 	<ul style="list-style-type: none"> discussing quotations expressing opinions about friends discussing friendship tips discussing the meaning of: "Just be a true friend" answering questions about birthday gifts
<ul style="list-style-type: none"> Expressions using the word "meet" Past Simple Past Progressive Expressions for success and failure Future Tenses 	<ul style="list-style-type: none"> relating personally to a text <p>Victim or Victor? A poem</p> <p>The Cocoon and the Butterfly A fable</p> <p>The Little Florentine Scribe A story</p> <ul style="list-style-type: none"> applying explaining patterns 	<p>Tasks</p> <ul style="list-style-type: none"> Write about a special event that happened to Choi Chang-hyeon during his journey Write a letter Callahan wrote to his family after he spent 30 days on the island Write at least THREE more tips for dealing with ADD or for overcoming test anxiety Write an advice column for your school newspaper 	<ul style="list-style-type: none"> discussing quotations talking about victims and victors expressing opinions about the disabled engaging in a conversation
<ul style="list-style-type: none"> Suffixes - adjectives ending in <i>-ful</i> or <i>-less</i> The Passive Voice Expressions for showing amazement 	<ul style="list-style-type: none"> relating personally to a text <p>Quotes</p> <p>Virtuoso A story</p> <ul style="list-style-type: none"> identifying parts and whole generating possibilities 	<p>Tasks</p> <ul style="list-style-type: none"> Think of an invention that was useful in the past and is useless today. Present it to your class and explain why it is no longer useful Write about a person that you see as a role model Choose an exhibition you would like to visit. Describe what you plan to see there In pairs, design your own invention 	<ul style="list-style-type: none"> discussing quotations arguing for and against inventions expressing opinions about achieving goals expressing opinions about life in the past role playing Rollo and the Maestro

Access to Information

UNIT

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- understanding sequence
- understanding the structure and conventions of different text types
- listening for specific information
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- comparing texts
- drawing inferences from the text

UNIT

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- understanding the structure and conventions of different text types
- listening for specific information
- understanding the purpose of the text
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Appreciation of		Presentation	Social Interaction
Language	Literature and Culture		
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<ul style="list-style-type: none"> • Words describing amazement • Adverbs of manner • Comparison of adjectives • Phrasal verbs-look 	<ul style="list-style-type: none"> • relating personally to a text <p>A Builder's Story A tale</p> <p>To Stand on Two Feet A story</p> <ul style="list-style-type: none"> • uncovering motives • synthesizing 	<p>Tasks</p> <ul style="list-style-type: none"> • Pretend you are a reporter. Your editor asked you to interview the earthquake survivor, Lin Deyun. Write at least six questions that you would like to ask Mr. Deyun • Create a Trivia quiz about another natural phenomenon • Write a song or a poem about the story • Create your own book of <i>hashgacha pratit</i> stories 	<ul style="list-style-type: none"> • discussing quotations • talking about the importance of saving a human life • talking about an interesting experience connected to rain • talking about another time in history

REACH HIGHER

by Avishag Dei and Liora Arnon

FOLLOWS THE CURRICULUM OF THE MINISTRY OF EDUCATION AND CULTURE

Pedagogical Editors: Leah Solomon

Deborah Branse

Toby Albert

Proofreader: Deborah Branse

Design and Layout: Netta Shafir

Special thanks to Tova Teitelbaum for her support and advice in editing this edition.

Acknowledgements

The publishers gratefully acknowledge the following for permission to use copyright material:

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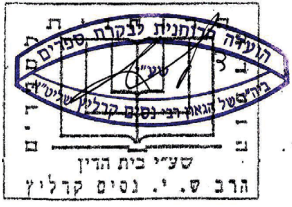
Published in Israel

For orders, call: 077-5311580 24 hours

הועדה הרוחנית לבקרת ספרים
שעניי ביהודי של הרב נ. קרליין

בס"ד אמסא אק רש"ט 2010

נ.ב. הספר נוצר / קיטי ספר לכתוב.



כרינו אולר לנפץ הנוצר זכר על ספר פלימוג
קאונקטייט: "Reach Up". ומצאו אונטו בלר
אכווי זלימוג וליטען בלפפ פיועליט.
כאוי לציין, שנישפ מאטל מיתד עי מחברי.
הספר, זמ מבחינת דימוכ וזמ מבחינת דבורה, ארגומיו
אכתי פספר לכנותי, דימוכים זל אכתי בקבל.

טלפון 0419 570

אשר על ידי משרד החינוך, אגף א' לחינוך מוכר שאינו רשמי (חינוך חרדי) והאגף לאישור ספרי לימוד,
א' בסיוון תשע"ב. מספר אישור: 09.61.002.00-44

UNIT 2

Meet Your Challenge

Objectives

- Learn how to cope with disabilities.
- Learn about achieving goals.

Rav Hutner, in his *sefer, Pachad Yitzhak*, writes:


“When we read about our Sages, we admire their perfection in *Avodat Hashem*. However, we are often not aware of the great effort they put into achieving what they accomplished. They tirelessly overcame trials and difficulties and they struggled to fulfill the Will of the Creator.

"There is a saying: 'Lose the battle and win the war.' It is impossible never to fail in your life struggles. As a good fighter, you shouldn't give up and eventually you will win the war.'

" 'Seven times the *tzadik* falls, and gets up.' Fools think that **although** the *tzadik* falls seven times, he gets up. But the wise person knows that the *tzadik* gets up **thanks to** his falls! ”

Look at the above quote and answer the following questions.

1. According to Rav Hutner, how does the *tzadik* reach perfection in *Avodat Hashem*?
2. As a good fighter, how should you act?



Victim or Victor?

Ralph Marston

- ▶ Victims say, "I'm too busy."
Victors say, "I'll find the time."
- ▶ Victims look for excuses not to even try.
Victors look for ways to get it done.
- ▶ Victims ask for pity.
Victors look for challenges.
- ▶ Victims complain.
Victors take action.
- ▶ Victims find comfort in the weakness of others.
Victors help others develop their strengths.
- ▶ Victims cry over yesterday's losses.
Victors prepare for the opportunities of tomorrow.

Each day, there are many opportunities for you to be a victim...
and just as many ways for you to be a victor.

The choice is yours!

Discuss

- What thoughts does a victor have?
- What thoughts does a victim have?
- Have you changed your way of thinking after reading about victims and victors?
In what way(s)?
- Which of the sentences above appeals to you the most? Explain why.

Part A

Overcoming Disabilities

A You are going to read about two very special people who successfully overcame their disabilities. The first, Judy Krecek, is an unusual teacher. The other, Choi Chang-hyeon, is a person with cerebral palsy (CP) who crossed 31 countries in a wheelchair.

Try to guess which of the following sentences talk about Judy Krecek and which ones talk about Choi Chang-hyeon. Put a ✓ in the right boxes.

	Judy Krecek	Choi Chang-hyeon
S/he applied to many schools.		
S/he hopes to cross 31 countries in Europe.		
S/he has excellent teaching abilities.		
S/he encourages students to keep on studying.		
S/he helps other disabled people.		
S/he was stuck in the same place for two days.		

B Look at the new words. In what way do you think Judy Krecek is different from other teachers?

admire	determination	insist	record (v)
apply	disappointed	opportunity	sighted
challenge (n)	in spite of	principal	vision

C Read the following profile and find out why Judy Krecek is a heroine.

An Unusual Teacher

When you imagine an unusual teacher, what comes to mind? Judy Krecek is an unusual teacher of literature in a high school in Manchester, England. She gives only oral tests and never sees which students attend her classes and which students don't. Judy Krecek is blind!

As a young child, Judy used to "play school" with her sighted friends. However, she couldn't
 5 imagine how difficult real school would be for her as a blind student. Her own school

experiences were very disappointing because her teachers insisted that she work on the same level as the other children in the class. In addition, her school did not give her the opportunity to learn Braille or to use "talking books" from the library. "I felt so disappointed because they wanted me to use the vision I simply did not have," she said.



Mrs. Krecek learned to be a teacher thanks to her mother's help and encouragement. The day Judy Krecek received her teaching diploma she said excitedly, "My mother did her best to help me achieve success. She tutored me tirelessly, even when I was about to give up. She also taped all of my textbooks and always gave me good advice about how to improve my grades. I can't help thinking what my life would have looked like without my mother's support."

Mrs. Krecek applied to many schools, but no principal gave her an opportunity to teach. In one school, they even tactlessly told her, "Not everyone gets everything he wants". However, on August 29, 1980, she had an unexpected opportunity to become a teacher: a literature course, which opened at the last minute, didn't have a literature teacher. Having no choice, Mr. Fox, the school principal, offered Mrs. Krecek this teaching job. He was soon pleasantly surprised by her excellent teaching abilities.

From the beginning, Mrs. Krecek was very successful as a teacher. "September 1st, 1980 was really an exciting day for me. It was the first time I entered a classroom as a teacher. While I was teaching, the principal was watching the class to check that everything was going well. He was amazed to see that the pupils were all listening attentively to the lesson," Mrs. Krecek recalls.

Every year, on the first day of school, she enters the classroom and tells her students, "I am going to test you in a different way than you are used to. When we have a test, I will record the exam questions and play them in class. Then you will orally answer the recorded questions." Believe it or not, no parent has ever been opposed to the idea that his child learn in Mrs. Krecek's class.

As a matter of fact, Mrs. Krecek is a heroine because her example encourages students to keep on studying in spite of their difficulties. As she told the National Federation of the Blind, "Many people admire my great determination and I tell them that when things are difficult in life, that is the time to rise to the occasion and meet the challenge."

D Answer the following questions according to the profile, "An Unusual Teacher".

1. What do you know about Judy Krecek, according to lines 1-3? Write TWO facts.
 - a. ...
 - b. ...
2. The main idea of lines 4-18 is:
 - a. Judy was not given the opportunity to learn Braille.
 - b. Judy became a teacher because she was blind.
 - c. Judy's school experiences were very disappointing.
 - d. Judy used to "play school" with her sighted friends.
3. Circle the correct answer YES or NO.
 Judy's teachers were very considerate because she was blind. YES/ NO
 Copy the words that justify your answer.
4. How did Judy's mother help her succeed in her studies? List THREE things. Base your answer on lines 19-24.
 - a. ...
 - b. ...
 - c. ...
5. How did Judy finally get a teaching job? (lines 25-30)
6. Copy TWO sentences that show that Judy Krecek is a successful teacher. (lines 31-40)
 - a. ...
 - b. ...
7. How do Judy's students take their tests? (lines 36-40)
- *8. In your opinion, should principals give disabled teachers an opportunity to teach? Explain your answer.



It Is Possible!

A Which of the new words below could be used to talk about journeys?

achieve	express	in order to	make up one's mind
continent	goal	journey	receive
disability	independent	list (v,n)	set a good example

B Read the following profile and find out about a special kind of journey.

The Monthly News

July 2008

Life on Wheels

Do you think it is possible to cross thirty-one countries in a wheelchair? That's exactly what Choi Chang-hyeon is trying to do. Choi Chang-hyeon is a 42-year-old Korean who suffers from CP (cerebral palsy) and is famous for trying to complete the longest wheelchair marathon ever. With great determination, Choi is now crossing the European continent in his electric wheelchair. In doing this marathon, Choi wishes to express his hope for peace between Southern Korea and Northern Korea.

Choi began his one-year journey in Greece on May 10, 2008 and he is planning to cross 31 countries in Europe (which is 22,000 kilometers). "Since May 10th, I have traveled through Poland, Slovakia, Norway and France. I feel satisfied because I am able to travel about 14 kilometers per hour. My goal is to return to Greece on May 10th next year. If I meet this challenge, I will feel a sense of fulfillment knowing that I have set a good example for everyone who faces disabilities or difficulties," said Choi the day he arrived in Switzerland.

Choi's wheelchair journey has not been very easy. Choi reported, "On one especially hot day, I felt something was wrong with my wheelchair. For a few moments it hardly moved and then it completely stopped working. In my worst dreams I had not imagined such an experience happening to me. I was in Spain, a foreign country, and my wheelchair wouldn't move! For two days I was stuck in the same place. I was about to give up and I started to believe this journey was just too adventurous for me. Miraculously, a kind Spanish businessman noticed me. He had pity on me and sent my wheelchair to be repaired. Ever since this experience, I have become convinced that one must never give up."

If you think that Choi has always been this determined and successful, you are absolutely wrong! As a disabled child, Choi could not go to school, like other disabled children in Korea at that time. Instead, he spent his childhood at home, doing nothing. Only when he was 19 years old, did Choi make up his mind to make a drastic change in his life.

"My first step was to set myself a list of goals which would allow me to become an independent person. Next, I started studying on my own in order to receive a high-school diploma. I took my friends' books and notes and I spent months learning all the material. After I finally received the diploma, I opened a small book store in Daegu, in order to make a living. Today, I run my book store. In my free time,



I try to help other disabled people in various ways. For example: I asked the Korean bus companies to introduce non-step buses in order to make it easier for the physically disabled to board," Choi said. "People around me are amazed to see that I, a disabled man, have accomplished so much," he added.

- 40 Choi's greatest wish is to complete his amazing journey across Europe. If he does so, he will be listed in the Guinness Book of World Records as the first person who will have completed such a long wheelchair marathon.

If you are curious to know whether Choi Chang-hyeon succeeded in completing his journey, read the interview with Choi on page 47.

C Answer the following questions according to the profile, "Life on Wheels".

- Why did Choi decide to go on a marathon? (lines 1-6)
- Complete the following sentence according to lines 7-13.
"Norway" is an example of a country which ...
- What do the words "this challenge" (line 11) refer to? Circle the correct answer.
 - Crossing 31 countries in Europe by wheelchair.
 - Leaving Greece.
 - Feeling great satisfaction.
 - Traveling across France.
- Circle the correct answer YES or NO. (lines 14-23)
In Spain, Choi made up his mind to stop his journey. YES / NO
Copy the words that justify your answer.
- What are we told in lines 30-39?
Put a ✓ by the TWO correct answers.
 - a. Why the physically disabled get on buses.
 - b. How Choi helped the disabled.
 - c. Who helped Choi achieve his goals.
 - d. When Choi received his high-school diploma.
 - e. What Choi does for a living.

D Compare and contrast the two texts you have just read and fill in the following chart.

	An Unusual Teacher	Life on Wheels
Name of the disabled person		
His/Her disability		
One fact about a childhood experience		
One fact that shows his/her determination		

E Discuss

- As Jews, we know that life has meaning and purpose. Find the differences between Choi, whose greatest wish was fame and honor, to your goals and desires as a Jewish girl.
- Do you think Judy and Choi are very determined **in spite of** their disability OR **because of** their disability? Explain your answer.
- Judy learned in a regular school while Choi didn't learn in a school at all. Do you think disabled children should/shouldn't learn in regular schools? Explain your answer.

F Reach Higher ▲

Make up a story about a special event that happened to Choi Chang-hyeon during his journey.



Words and Beyond

Expressions Using the Word "Meet"

- A Use the dictionary to translate the following expressions into your own language. Write the translations in column B.

A	B
meet	
meet the challenge	
meet the demands (of)	
more than meets the eye	
meet the needs (of)	

- B The following sentences are wrong. Replace each of the words in bold with one of the phrases above. Make necessary changes.

1. The two artists had difficult jobs but they were ready to **meet**.
2. The project was quite good but it didn't **meet the challenge** of the testers.
3. There is more to this poem than **meets the needs**.
4. Last week I **met the demands of** an old friend but I couldn't remember her name.
5. Mr. Bick earns enough money to **meet the eye** of his family.

Develop Your Writing Strategies

Completing Sentences Using Connectors

A Open the dictionary to find out the meaning of the following connectors. Translate them into your own language.

after - ...	however - ...	so - ...
although - ...	in addition - ...	then - ...
as a result - ...	in spite of / despite - ...	therefore - ...
because - ...	moreover - ...	
finally - ...	since - ...	

B Classify the connectors above according to their meaning.

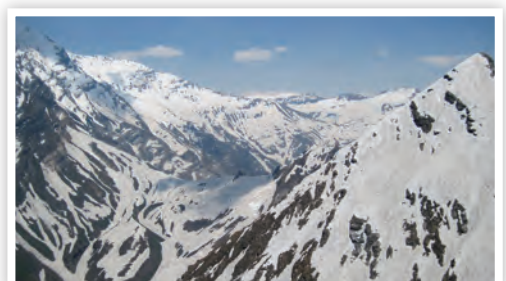
Addition	Cause	Effect	Contrast	Time or Sequence

C Complete the following sentences according to the profiles, "An Unusual Teacher" and "Life on Wheels". There are a few possible answers.

1. **Although** Judy's school experiences were very disappointing, she ...
2. No school gave Judy an opportunity to teach **because** ...
3. Judy's mother read her books. **In addition**, ...
4. ... and **finally** she became a teacher.
5. **In spite of** Choi's disability, he ...
6. Choi feels satisfied **since** he ...
7. Choi decided to make a change in his life. **As a result**, ...
8. Choi was about to stop his journey **because** ...

D Many prisoners tried to escape from the Siberian prison camps. One prisoner escaped from the Russians across the Gobi desert and through the Himalayas to freedom in India. This journey took him eleven months. Use your imagination to complete the following sentences.

1. I wanted to escape **because** ...
2. The weather was bad and **as a result** ...
3. I decided to carry a backpack that was a blanket tied at the corners. **In addition**, ...
4. **In spite of** the wire, I was able to ...
5. I walked 4,000 miles to freedom **although** ...



Language Point

Past Tenses

Past Simple

We use the Past Simple to talk about an action that happened in the past.

For example:

*"I **asked** the bus companies to introduce non-step buses."*

*"She **decided** to become a teacher herself."*

Form:

- (+) Subject + V²
- (-) Subject + did + not + V¹
- (?) Did + subject + V¹
- (WH) WH word + did + subject + V¹

Past Progressive

We use the Past Progressive to talk about:

1 a long action that took place in the past.

For example:

*"... the pupils **were all listening** attentively."*

2 a long action that was interrupted by a short action in the past.

For example:

*While Judy **was teaching** her first lesson, the principal **entered** the class three times.*

3 two long actions which happened at the same time in the past.

For example:

*"While I **was teaching**, the principal **was watching** the class ..."*

Form:

- (+) Subject + was / were + verb+ing
- (-) Subject + was / were + not + verb+ing
- (?) Was / Were + subject + verb+ing
- (WH) WH word + was / were + subject + verb+ing

A

You are going to read an interview between Choi and a Korean reporter two weeks after Choi completed his marathon.

Fill in the correct form of the verb in brackets. Use the Past Simple or the Past Progressive.

Crossing Europe by Wheelchair

Reporter: Why 1) you 2) (choose) to do a marathon as a way to express your wish for peace in Korea?

Choi: I 3) (want) to prove to myself that, despite my disability, I was able to complete a marathon.

Reporter: How do you feel about your journey?

Choi: I feel proud that I 4) (achieve) my goal.

I would like to thank the young volunteers who 5) (go along) with me when I traveled in Norway. I can't forget the day I 6) (be injured) in Norway. I 7) (want) to give up but the volunteers 8) (help) and 9) (support) me until I 10) (feel) better.

Reporter: What 11) you 12) (find) difficult when doing this marathon?

Choi: To be honest, it 13) (be) very difficult to travel across Europe by wheelchair. For example: I remember how I 14) (go) hungry for five whole days. Once on a very hot night, while I 15) (sleep) outdoors, a gang of thieves 16) (steal) all my belongings and I was left penniless. These are only few of the difficulties I 17) (experience) on my journey.

Reporter: How 18) people in the different countries 19) (react) when they 20) (see) you doing your marathon?

Choi: While I 21) (travel) across Europe, I 22) (meet) many people. Some of them were supportive of me but others 23) (laugh) at me. There were people who 24) (think) that I was just crazy when they 25) (hear) of my journey.

Reporter: You 26) (cover) 22,000 kilometers by wheelchair. Isn't it a world record for the disabled?

Choi: As I 27) (cross) the largest bridge in Athens, I 28) (meet) a Guinness book representative. He was totally amazed by my record and he 29) (say) that I could be compared to Helen Keller in the 19th century.

Reporter: I truly appreciate your determination and I wish you success in the future.



B

Complete the following sentences so that they are true for you. Use the Past Simple or the Past Progressive.

- I was very surprised when ...
- I felt very proud when ...
- I was disappointed after ...
- While I was taking the test, ...
- I was so tired that ...
- As we were getting ready for the trip, ...

Part B

Achieving Goals

- A** Imagine you are on a desert island. In your opinion, how important is each of the following actions for survival? Put a ✓ in the suitable boxes.

	Not important	Important	Very important
Building a survival raft.			
Inventing survival tools.			
Measuring time.			
Measuring distance.			
Reading about many different islands.			
Watching the beauty of the island.			

- B** You are going to read a fascinating survival story about a man named Steven Callahan. Look at the new words below. What do you think helped Callahan survive?

amazement	equipped with	invent	measure (v)	survival raft
come up with	exhausted	island	occur	survive
distance	fascinating	manage	struggle (n)	

- C** Read the following magazine article and see if you were right.

Seventy-Six-Day Survival

Can you imagine being on a distant island without clean water, cooked food or even a simple bed to sleep on? Do you think you would survive under these conditions for two and a half months?

- 5 Steven Callahan, an American writer, scientist and sailor, found himself alone on a desert island in the Atlantic Ocean. Amazingly, Callahan managed to survive for 76 days on that island. Later, he told his unbelievable survival story in his best seller, "Adrift: 76 Days Lost at Sea".

Callahan set sail from the Canary Islands on January 29, 1982. He had been sailing for only six days when, during a night storm, his boat hit a huge killer whale. His favorite boat

10 immediately broke and started to sink. Fortunately, he managed to escape in a small life raft and to reach an isolated island in the Atlantic Ocean.

In an interview with American reporters, he told his fascinating story, "After I escaped from the sinking boat, I started asking myself how I could survive on that island. I thought I wouldn't live through such a difficult experience. I was alone on the island, starving
15 and exhausted. There was no one there to communicate with. I often had to escape from frightening sharks and dangerous snakes. It was a real struggle to get food and water. I felt my chances for survival were very slim."

Steven Callahan did his best in order to survive on the island. For the first three days, he explored the island, trying to find food and water. Luckily, Callahan had managed to grab his
20 flashlight and his fishing rod just a second before his boat sank. Thanks to these two items he could get his food more easily. In addition, he decided to set up a daily schedule and to exercise every morning. He used his background in science and came up with new ways of measuring time and distance. Later, he realized that his life raft did not meet his needs so he invented a new kind of survival raft. Callahan would often take his raft out onto the Atlantic
25 Ocean to see if he could find the correct route to return home.

The most fascinating point about Callahan's life on the island was how he managed to keep himself going when all hope seemed lost. "I kept telling myself, 'I can make it'. Every time I said it, I became more encouraged to meet this challenge. I always imagined the day I would leave the island and see my family again. This gave me the strength to do anything to
30 survive," Callahan said.

Perhaps the most interesting part of his adventure occurred when a group of fish followed him across the ocean. "I had a very special connection to the fish. It was as if we had 'become friends' and we had a kind of affection for one another," Callahan said. "I used my
35 simple fishing rod to catch the fish that were swimming near my raft. Although it was quite dangerous for them, they still stayed close by. In the end, the fish even saved my life," he added.

Because these fish were always around Callahan's raft, many birds flew around the raft in order to try to eat the fish. One day, three fishermen noticed the birds and realized that there were probably fish there. The fishermen came closer and, to their amazement, they
40 discovered Callahan in his survival raft. They found a very thin and weak Callahan, but he was alive!

In spite of this difficult experience, Callahan still loves the sea very much. He is now planning to spend the next few years living on a boat equipped with the new life raft he invented.



C Answer the following questions according to the magazine article, "Seventy-Six-Day Survival".

1. What made Callahan write his book? (lines 4-7)

Complete the following sentence.

He wanted to tell ...

2. What happened to Callahan's boat? (lines 8-11)
3. Name THREE difficulties Callahan experienced on the island. (lines 12-17)

a. ...

b. ...

c. ...

4. In lines 18-25, we are told (-).

Put a ✓ by the TWO correct answers.

- a. what Callahan did for the first three days
 b. where Callahan put his flashlight
 c. how Callahan measured time and distance
 d. how exercise helped Callahan survive
 e. what Callahan invented on the island

5. What helped Callahan survive? Write TWO things.
Take your answer from TWO DIFFERENT paragraphs.
(lines 18-30)

a. ...

b. ...

6. What did Callahan mean when he said, "I can make it" in line 27?

7. What was Callahan's special relationship with the fish? Write THREE facts. (lines 31-36)

a. ...

b. ...

c. ...

8. How did the birds bring about Callahan's rescue? (lines 37-41)

Fill in the following chart.

Cause	Effect
	Three fishermen discovered Callahan.

9. Another title for the text might be:

- a. The Man Who Invented a New Life Raft
b. Unbelievable: Fish Saved a Man
c. Meeting a Survival Challenge



D Number the following sentences in the correct order according to the text.

- 1. Callahan's boat hit a huge killer whale and started to sink.
- 2. Callahan had a very special relationship with the fish.
- 3. Three fishermen noticed the birds.
- 4. Callahan was interviewed by American reporters.
- 5. Callahan set sail from the Canary Islands on January 29, 1982.
- 6. Callahan managed to escape in a small survival raft.
- 7. Three fishermen discovered Callahan in his survival raft.
- 8. Callahan succeeded in taking his flashlight and his fishing rod from the sinking boat.

E **Discuss**

- Suppose you were allowed to take only THREE items to a desert island. What THREE items would you choose?
- Suppose you were on a desert island. Which of the following would be the hardest for you? Explain why.
 - Looking for food and water.
 - Being alone.
 - Knowing nothing about your family.
 - Worrying about the future.



F **Reach Higher** ▲

Write a letter Callahan wrote to his family after he spent 30 days on the island.

Listening Comprehension



Can Success Go Together With Learning Disabilities?

A You are going to listen to Dr. Helen Don talking about famous people with learning disabilities. Which fact is about which person? Put a ✓ in the right boxes.

	Albert Einstein	Thomas Edison	Napoleon Bonaparte	Woodrow Wilson
He won many wars.				
He was unable to concentrate until he was twelve.				
He was a president of the U.S.A.				
He was very weak in math.				

B Listen again and answer the following questions.

Circle the most suitable answer.

- 1 What are we told about students with learning disabilities?
 - a. They are less intelligent than other students.
 - b. Despite their disabilities they can succeed in life.
 - c. They can never overcome their disabilities.

- 2 Albert Einstein is famous for (-).
 - a. being a weak student in math
 - b. being a symbol of genius
 - c. having learning disabilities

- 3 What are we told about Thomas Edison?
 - a. He had difficulty reading and writing.
 - b. He had difficulty speaking.
 - c. He had difficulty understanding texts.

- 4 Why was Woodrow Wilson famous?
 - a. He was the first president of the United States.
 - b. He was the 10th president of the United States.
 - c. He was the 28th president of the United States.

- 5 Napoleon Bonaparte (-).
 - a. was diagnosed with dyslexia
 - b. suffered from depression
 - c. lost many wars

- 6 What do all of the people you have just heard about have in common?
 - a. They suffered from serious illnesses and got well.
 - b. They overcame their learning disabilities and became famous for their achievements.
 - c. They were poor students and became rich.



Teen Challenges

A Look at the girl in the picture.



Which of the following words may describe her problem?

break (n)	distraction	(un) motivated	sense (n)
concentrate	face (v)	overcome	suffer
diagnose (v)	introduce	percent	take notes

B In the following text, Ruth, a high school student, is writing a letter to Orah, her school counselor.

Read the following letters and find out what advice Orah gave Ruth.

Dealing With ADD

Dear Orah,

When I was in fourth grade I was diagnosed with attention deficit disorder (ADD). At that time I wasn't exactly sure what that meant. It was very difficult for me to do homework and to concentrate in class. However, I didn't really want to face the fact that I had something
5 that made me different from the other girls in my class.

Now, that I'm in high school, I am determined to succeed in my studies. I realize that I have a serious problem. I always try hard to concentrate and do my homework, but many thoughts come into my mind and I cannot write even one full sentence. Many times, as I try to listen to my teachers and take notes, I notice something out the window. Often, I miss the whole
10 lesson. As a result, I don't do well on my tests. Unfortunately, my teachers think I'm lazy and unmotivated.

I don't know how to overcome my problem. I really feel helpless and desperately need your advice.

*Yours,
Ruth*