



Reach Up

Avishag Dei

Liora Arnon



INTERMEDIATE LEVEL
S T A G E O N E

Access to Information

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Friendship

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The Extra Benefit of Friendship

A magazine article

Time for Tips

Tips

Asking for Advice



A conversation

A Special Friendship

An interview

A Surprising Present

Diary entries

Let's Speak

A dialogue

- understanding the structure and conventions of diary entries
- locating relevant information for a specific purpose
- listening for specific information
- drawing inferences from the text
- interpreting information from a bar graph
- using the dictionary - alphabetical order
- answering multiple-choice questions

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A profile

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An advice column

Let's Speak

A dialogue

- understanding the structure and conventions of fact file
- interpreting information from pictures
- understanding the main idea
- listening for specific information
- locating relevant information for a specific purpose
- using connectors
- interpreting information from a bar graph
- using the dictionary - guide words

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Facts

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An interview

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- understanding the structure and conventions of headlines
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- listening for specific information
- understanding cause and effect
- interpreting information from pictures
- drawing inferences from the text

Social Interaction	Appreciation of		Presentation
	Language	Literature and Culture	
<ul style="list-style-type: none"> discussing quotations relating doing activities with a good friend giving friendship tips sharing what gives a good feeling debating why a sister is a present describing a public place asking and answering questions in a survey expressing opinions about the story 	<ul style="list-style-type: none"> Present Simple The verbs "do" and "make" 	<ul style="list-style-type: none"> relating personally to a text learning writing elements: sentence order <p>Friendship Sayings</p> <p>The Last Leaf A story</p> <ul style="list-style-type: none"> learning literary terms: setting, characters, hero /heroine 	<ul style="list-style-type: none"> presenting a dialogue about life in Israel reporting the results of a survey <p><u>Tasks</u></p> <ul style="list-style-type: none"> Conduct a survey about the most important quality of a good friend. Write a letter from Johnsy's mother to Sue. Write about a time when someone in your family was saved at the last minute. Express a sentence from the story using different materials.
<ul style="list-style-type: none"> talking about challenges talking about victims and victors discussing quotations expressing opinions about the hero sharing a success story talking about life in a desert island giving tips for success explaining choices 	<ul style="list-style-type: none"> Past Simple Phrasal verbs - "look" 	<ul style="list-style-type: none"> relating personally to a text learning writing elements: sentence order <p>Victim or Victor? A poem</p> <p>The Cocoon and the Butterfly A fable</p>	<ul style="list-style-type: none"> presenting a dialogue about a hobby writing a fact file <p><u>Tasks</u></p> <ul style="list-style-type: none"> Make a fact file about a member of your family.
<ul style="list-style-type: none"> talking about snacks asking questions after reading the text role playing Rollo and the Maestro 	<ul style="list-style-type: none"> Prefixes - adjectives beginning with un-, in- or dis- Present Progressive 	<ul style="list-style-type: none"> relating personally to a text learning writing elements: adjectives <p>Virtuoso A story</p> <ul style="list-style-type: none"> learning literary terms: plot, conflict, rising point, climax 	<ul style="list-style-type: none"> presenting a dialogue about a new invention <p><u>Tasks</u></p> <ul style="list-style-type: none"> Design your own invention. Write a different ending to the story. Write the Maestro's ad for the concert. Draw a picture about one point of the story.

Access to Information

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Trees Are Us



An interview

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- understanding sequence
- understanding the structure and conventions of a monologue
- understanding the structure and conventions of slogans
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Saving Lives



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Weird Rains

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Together After 38 Years

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- understanding the structure and conventions of a monologue
- listening for specific information
- understanding what something is an example of
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Social Interaction	Appreciation of		Presentation
	Language	Literature and Culture	
<ul style="list-style-type: none"> telling about a lost item talking about ways to protect nature talking about the hero's feelings discussing quotations suggesting ways to make a change in the student's neighborhood 	<ul style="list-style-type: none"> Future Simple Phrasal verbs - "take" Future - "going to" Modals and semi-modals: can, should, may, must, mustn't, have to 	<ul style="list-style-type: none"> relating personally to a text learning writing elements: topic sentence <p>It's in your hands! A folk tale</p>	<ul style="list-style-type: none"> presenting a dialogue about a new idea <p><u>Tasks</u></p> <ul style="list-style-type: none"> Make a poster for a class exhibition.
<ul style="list-style-type: none"> making predictions talking about another person's feelings discussing the importance of people's deeds asking questions after reading the text talking about an interesting experience connected to rain telling about meeting someone after a long time sharing a story of someone who lost everything in a short time expressing opinions about the story 	<ul style="list-style-type: none"> Comparison of Adjectives Adverbs of manner Words describing amazement 	<ul style="list-style-type: none"> relating personally to a text learning writing elements: supporting sentences, closing sentence <p>A Builder's Story A tale</p> <p>The Little Scribe A Story</p> <ul style="list-style-type: none"> learning literary terms: Venn Diagram 	<ul style="list-style-type: none"> presenting a dialogue about giving advice writing a letter <p><u>Tasks</u></p> <ul style="list-style-type: none"> Make an album. Write a letter from the father to his son after he discovered his son's secret help. Write five questions you would like to ask one of the characters. Make a puppet of your favorite character. Give a puppet show about the story.

REACH UP

by Liora Arnon and Avishag Dei

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C Read the interview and find out what the interviewer asks Rachel.

Adapted from a real interview.

A Special Friendship



We'd like to interview Rachel, a fifteen-year-old teenager, about her special friendship with Becky, a six-year-old autistic girl.

"I wanted to give up."

5 Interviewer: Hello, Rachel. Please tell us about Becky.

Rachel: Becky is an autistic girl. She is usually happy and she smiles a lot. When we are together, I often forget she is disabled.

Interviewer: How long did it take for Becky to become friends with you?

Rachel: It took us about three months to become friends. The first time I met her,
10 she tried to push me out of her house. I wanted to give up. However, Becky's mother encouraged me and gave me support. After three months we finally became good friends.

"Becky's happiness gave me a wonderful feeling."

Interviewer: Can you tell me what activities you do with Becky?

15 Rachel: I simply do any activities that Becky likes to do. We play board games, have fun in the yard or go shopping together. It sounds unbelievable, but we do many interesting activities together.

Interviewer: Do you have difficulties with Becky?

Rachel: Yes. Sometimes it is difficult to give up other important activities for this
20 friendship. For example, last year Becky invited me to a party at her school. I had a problem because my classmates had planned a trip for that same day. At first, I wanted to tell Becky I couldn't come with her. However, in the end, I decided that I should go with Becky to her party. Becky was very happy and it gave me a wonderful feeling.

“Show these children that you love them very much.”

25 **Interviewer:** Would you like to help more children in the future?

Rachel: Yes. I would like to help young schoolchildren with their homework. I also want to help sick children by visiting them when they are in the hospital. This way, I hope to encourage the sick children and their families.

30 **Interviewer:** Sometimes it’s hard to be with the disabled. What advice would you give teenagers who want to help disabled children?

Rachel: First, you should know it is not going to be easy. You should work hard and never give up. Second, show these children
35 that you love them very much. Finally, just be a true friend!

Interviewer: That sounds like good advice. Thank you for speaking with us.



D Answer the questions in your notebook.

A Special Friendship

1. Why is the friendship between Becky and Rachel special?

“I wanted to give up.”

2. Circle the correct answer YES or NO.

Becky is often sad. YES / NO

Copy the words that helped you answer.

3. At first, Becky didn’t want to be friends with Rachel. Prove this from the text.

4. Why didn’t Rachel give up?

“Becky’s happiness gave me a wonderful feeling.”

5. List THREE activities that Rachel does with Becky.

a.

b.

c.

6. It's not always easy to be Becky's friend. Give an example from the text.

7. Circle the correct answer YES or NO.

Rachel decided to go on the trip with her classmates. YES / NO

Copy the words that helped you answer.

“Show these children that you love them very much.”

8. What is Rachel planning to do for children in the future? Name TWO things.

- a.
- b.

9. Lines 26-29 tell us (-).

Put a ✓ by the TWO correct answers.

- ☐ a. what future plans Rachel has
- ☐ b. how many children Rachel helps
- ☐ c. how Rachel studies with young schoolchildren
- ☐ d. where Rachel plans to visit the sick children
- ☐ e. why the children are sick

10. What advice does Rachel give?

- a. Go on trips with autistic children.
- b. Be a true friend.
- c. Encourage autistic children to work hard.

E Complete the sentences. There are a few possible answers.

- 1. Rachel is
- 2. Becky is
- 3. In the beginning, Becky didn't want to
- 4. Rachel and Becky like to
- 5. Becky was very happy when
- 6. You should show disabled children

F ***Tell Your Partner***

- “Becky was very happy and it gave her a wonderful feeling.”

Tell your partner what gives you a good feeling.

I enjoy ...

I feel wonderful when ...

It feels good to ...



Language Point

Present Simple - Yes/No Questions

Yes/No questions in the Present Simple begin with "Do" or "Does".

For example: Do you have difficulties with Becky?

Do	I / you / we / they	walk	every day?
Does	he / she / it		

A Make up FIVE questions using the table below.

Do Does	Rachel and Becky autistic children Becky Rachel Becky's mother	need a lot of love? do many activities together? want to help other sick children? encourage Rachel? go shopping with Rachel?
------------	--	---

B Complete these mini dialogues. Make up SIX questions in the Present Simple.

- Father:**
David: Yes. My friends like after-school activities.
- Na'ama:**
Nutritionist: No. I don't eat cookies in the morning. I eat yogurt and honey.
- Tehilla:**
Gym teacher: No. I don't exercise every day. I exercise only three times a week.
- Noah:**
Irit: Yes. My grandma lives only a five-minute walk from us.
- Samuel:**
Ronny: Yes. A good book helps me relax.
- Reporter:**
Nurse: Yes. I like my job very much. It gives me satisfaction.

Present Simple - Wh- Questions

Where What Why How When	do	I / you / we / they	study	every day?
	does	he / she / it		

Who What	studies makes you	every day? happy?
-------------	----------------------	----------------------

A Find the correct answer for each question.

A

- Who encourages you when you are sad?
- How do you make friends?
- Why do teachers give a lot of homework?
- Where do you meet your classmates?
- What do you plan to do during the summer vacation?
- When do you feel relaxed?

B

- After a good night's sleep.
- I invite them to my home.
- My mom.
- I want to improve my English.
- Because they want the students to study at home.
- At school.

B Use your imagination and make up questions for the answers below. Use the Present Simple.

For example:

1 Question: *Where do you usually go on holiday?*
Answer: To Jerusalem.

2 Question:
Answer: Very quickly.

3 Question:
Answer: At night.

4 Question:
Answer: Ice cream.

5 Question:
Answer: My parents.

6 Question:
Answer: Because it is fun.

Words and More



The verbs "do" and "make" have the same meaning in Hebrew.

We use "do" for actions, tasks and activities.

We use "make" for foods and creative things.

בעברית, פרוש המילים "do", "make" הוא לעשות.
אנו משתמשים ב"do" לציון ביצוע פעולות ומשימות.
אנו משתמשים ב"make" לציון הכנת מאכלים
ודברים יצירתיים.

For example:

do	dishes, homework, activities, sports
make	coffee, breakfast, a sandwich, a call, a postcard

A Circle the correct answer.

1. Every Friday my sister **makes / does** a chocolate cake.
2. In our home I **make / do** the cleaning and my mother **makes / does** the cooking.
3. "Don't forget to **make / do** your homework," Mrs. Koppel said.
4. At a visit to Tnuva you can learn how to **make / do** cheese from milk.
5. When I am away from home, I **make / do** many phone calls to my parents.

B The girls of Grade Ten are going to a summer camp in Tiberius. They will do a lot of activities every day.

Put the words in the right boxes. Add "do" or "make".

aerobics with music • lunch together • fun activities in the forest
ice cream • pictures from leaves • a CD in the studio

Day	Activity
Sunday	<i>do aerobics with music.</i>
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



Practice-Book page 21

Listening Comprehension



Tip

Before you listen to the recording, read the questions below. Make sure you understand the questions perfectly. Open your glossary to look up words you don't know.

לפני שאתם מאזינים לקטע, עליכם לקרוא את השאלות ולהבין אותן היטב. היעזרו במילון שבסוף הספר על מנת להבין מילים חדשות.

Asking for Advice

A You are going to listen to Rina, a school counselor, giving advice about different problems between friends.

What made each girl call Rina? Listen to the recording and put a ✓ in the THREE correct boxes.

	Naomi	Penina	Efrat
She argues with her best friend very often.			
She is very shy.			
She is often hurt by a classmate.			

B Listen again and answer the questions.

- What is Naomi's difficulty?
 - She will start school next week.
 - She is worried about the studies in her new school.
 - She has a problem talking to new people.
- Rina advises Naomi to (-).
 - talk to her classmates
 - say "hello" to her teachers
 - encourage her classmates
- Penina should (-).
 - speak to a teacher or a parent
 - talk to a good friend
 - move to a new school
- Efrat has a problem with (-).
 - her teacher
 - her sister
 - her best friend

