

Avishag Dei and Liora Arnon
with Tzivi Trepp

PROFICIENCY LEVEL - STAGES ONE - TWO

SKYLINE

Help Your
Students
**Reach
Higher**



ACCESS TO INFORMATION

SOCIAL INTERACTION

1

Achieving Goals

Pages 7-38

One Man's Trash is Another Man's Treasure

Human Interest Article

The Great Wall of China

Informative Article

From China to the Holy Land

Listening Comprehension - Interview

Chef with No Hands

Profile

- Locating relevant information for a specific purpose
- Listening for specific information
- Drawing inferences from the text
- Answering multiple-choice questions
- Expanding the students' horizons

● Inferring

- Expressing personal wishes and opinions
- Asking and answering questions in pairs

2

The Power of Art

Pages 39-74

Drawing It Out

Magazine Article

Elephant Artists

Monologue

Written in the Sand

Profile

Sandcastle Contest

Listening Comprehension - Interview

Life is Like a Painting

Poem

- Understanding the main idea
- Listening for specific information
- Explaining cause and effect
- Locating relevant information for a specific purpose

● Explaining Cause and Effect

- Engaging in conversations about specific topics
- Expressing personal opinions and preference
- Interacting for the purpose of giving information

3

Choices

Pages 75-106

Skiff in a Storm

Human Interest Article

Live and Remember

Autobiographic Article

Technology at Your Disposal

Ads

Two Wolves in Your Heart

Folk Tale

Marketing Tricks

Listening Comprehension - Talk

- Understanding the structure and conventions of ads
- Listening for specific information
- Comparing and contrasting information
- Understanding cause and effect
- Drawing inferences from the text

● Uncovering Motives

- Interacting in order to persuade
- Expressing personal opinions
- Engaging in conversations about specific topics
- Interacting for the purpose of giving information

APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE

PRESENTATION

GRAMMAR AND VOCABOLALY

Literature

- **To See the Invisible Man**

Story

- Discussing theme in the story
- Drawing conclusions about characters
- Interpreting a story using the thinking skill of **Comparing and Contrasting**

Culture

- Comparing attitudes towards disabled people in different cultures

Language

- Understanding how the **Present Perfect Simple** and the **Present Perfect Progressive** are used in English and in Hebrew
- Recognizing the use of the **Present Perfect Simple** and **Present Perfect Progressive** in articles
- Common expressions in English and in Hebrew

Writing

- Writing a **description** of important qualities:
- Useful vocabulary for description
- Using the Present Perfect Simple and the Present Perfect Progressive correctly

Task

- Creating a questionnaire to test a person's ability to achieve his or her goals

- Describing events in the present using the **Present Perfect Simple** and the **Present Perfect Progressive**
- Adjectives followed by prepositions

Literature

- **The Artist**

Story

- Defining characterization
- Analyzing the story using the thinking skill of **Distinguishing Different Perspectives**

Culture

- Comparing the different cultural behaviors connected to animal art

Language

- Understanding how the **Past Perfect Simple** and the **Past Perfect Progressive** are used in English and in Hebrew
- Recognizing the use of the **Past Perfect Simple** and **Past Perfect Progressive** in articles
- Being aware of the way words are structured
- Understanding how the passive voice is used in English and in Hebrew

Writing

- Writing a composition **for and against** an idea
- Useful vocabulary for presenting arguments for and against

Task

- Expressing a value in an artistic way

- Describing events in the past using the **Past Perfect Simple** and the **Past Perfect Progressive**
- Describing events using the Passive Voice
- Suffixes that indicate the word is a noun

Literature

- **The Society**

Story

- Discussing paradox
- Analyzing the story using the thinking skill of **Identifying Parts and Whole**

Culture

- Appreciating Jewish bravery

Language

- Phrasal verbs in English and in Hebrew
- Becoming aware of the differences in the appropriate use of language such as the use of the present tense to describe past and future actions

Writing

- Writing a **review**
- Useful vocabulary for review

Task

- Interviewing a person about an important decision

- Talking about actions that are likely to happen in the future using the **First Conditional** and **Temporals**
- Talking about events that are unreal or have already happened using the **Second and Third Conditionals**
- Recognizing and using **phrasal verbs**

	ACCESS TO INFORMATION	SOCIAL INTERACTION
 <p>Diversity Pages 107- 142</p>	<p>What's in a Color? Magazine Feature</p> <p>A Silent Language Article</p> <p>Value for the Golden Age Report</p> <p>The Color Speaks Listening Comprehension - Interview</p> <p>The Human Family Poem</p>	<ul style="list-style-type: none"> • Applying knowledge to new situations • Listening for specific information • Drawing inferences from the text • Integrating information • Interpreting visual information • Identifying the attitude of the writer <p> Explaining Patterns</p>
 <p>Education Pages 143-176</p>	<p>Changing Lives with Education Article</p> <p>Secrets to Success in Education Report</p> <p>Homeschooling Monologue</p> <p>My Best Teaching Experience Listening Comprehension – Interview</p>	<ul style="list-style-type: none"> • Making inferences • Listening for specific information • Identifying the writer's opinion • Following the development of an argument <p> Persuading</p>

APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE

PRESENTATION

GRAMMAR AND VOCABOLALY

Literature

- **Suzy and Leah**

Story

- Identifying flashbacks
- Drawing conclusions about characters
- Interpreting a story using the thinking skill of **Inferring**

Culture

- Becoming aware of the different ways elders are treated around the world
- Comparing the different messages of body language in different countries and cultures

Language

- Recognizing formal writing style
- Identifying subtle differences between synonyms
- Becoming aware of the way in which modal and modal perfect change the meaning of a sentence

Writing

- Writing a **formal letter** to make a suggestion
- Useful vocabulary for formal letter

Task

- Creating a "Diversity" album

- Using **either**, **neither** or **both** to present information.
- Describing actions using **gerunds** and **infinitives**
- Using **modal perfect** to talk about actions that did not happen

Literature

- **The Fun They Had**

Story

- Discussing connotations
- Continuing the story using the thinking skill of **Problem Solving**

Culture

- Comparing the educational systems in China and in Finland

Language

- Becoming aware that different languages use different tenses to express the same idea.
- Comparing the way in which English and Hebrew report what was said

Writing

- Writing an **opinion**
- Useful vocabulary for giving opinion

Task

- Creating a list of regulations

- Describing past events using the **past tenses**
- Using **prepositions** to describe time
- Using **reported speech** to report what was said

SKYLINE

by Liora Arnon, Avishag Dei and Tzivi Trepp

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הועדה הרוחנית לבקרת ספרים

שעניי ביהייד של הרב נ. קרליץ

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בס"ד מוסד אב תשל"ו

איל"ר

פרינו אולר שפיץ פונדק זכר על ספר פלימוג
סונגליית: "Skyline" ומצא אונטו בלר
וכאוי אלימוג ולטיטן רלפפ פאועליית.
כאוי לציין, שנעלפ מאטל מיוחד עוי מחברי.
פספר, זמ מבחינת ריטאכנ וגמ מבחינת רבורה, לרעטוימו
לכתי פספר, רימונכים זל אכרית בקבל.





In this unit you will:

- learn about the effects of art on our lives.
- explore different kinds of art.
- explain relationships of cause and effect.

At the end of the unit you will be able to:

- write a composition, presenting arguments for and against your opinion.
- evaluate art.

The Power of Art

A Look at the pictures below. What is each piece of art made of?



B Read what people said about these pieces of art. Match each comment to the picture(s) it refers to. (There is one EXTRA picture)

It is especially beautiful when the sun's rays shine through it.

So many hours of work were put into it. I wish it wouldn't dry out so quickly.

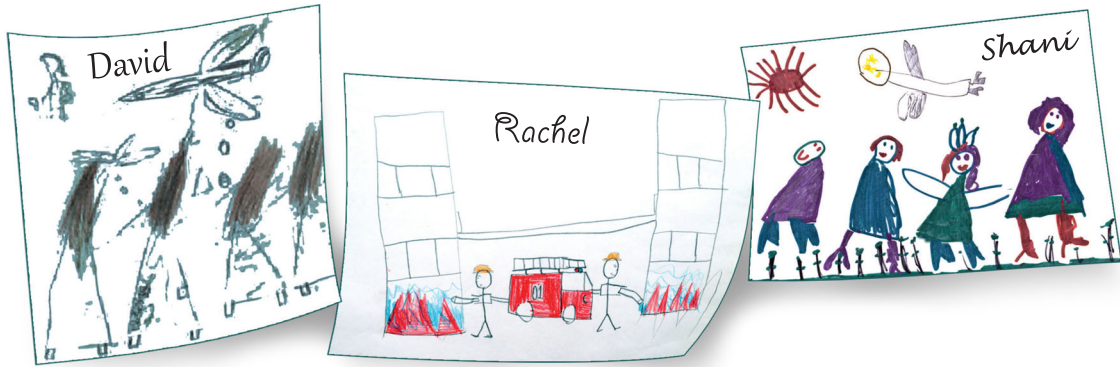
This piece of art will help beautify the *mitzvah*.

These flowers look too good to eat.

This incredible scene will last until nighttime, when the waves will wash it away.

PART A

A Look at the following pictures drawn by children who have undergone trauma. What kind of trauma do you think each child has undergone?



New Words

allow
at ease
attend
barrier
beneficial
concentration

decrease (v)
disruptive
function (v)
healing
insight
process (v)

promote
refer to
tear (v)
therapist
mental, physical and
emotional state

B Read the following magazine article and find out how art therapy helped Tom change.

DRAWING IT OUT



Tom was nine years old. Sadly, his parents were in a state that didn't allow them to properly care for Tom or his siblings. Whenever Tom attended school, his behavior showed strong anger and his teachers complained that he was "uncontrollable and disruptive." After a number of unsuccessful efforts made by the school, Tom's teacher

5 had an idea: He referred the boy to an art therapist. The therapist asked Tom to express himself by drawing something on a large piece of paper. Tom refused to do anything creative. He wasn't interested in anything at all. He took a pencil, ran it angrily through

the paper and then tore the paper into pieces. He took the torn pieces, rolled them into a ball and threw them away.

10 The therapist saw Tom's destructive¹ act of creativity and asked Tom a surprising question: He asked if Tom would let him do the same thing. Tom looked at the therapist, startled. He'd expected to be shouted at, but now this man wanted to copy him. Was he making fun of him? But when Tom saw the therapist tear the paper to pieces just as he had, he smiled. And then they both laughed. Through this shared act of willful destruction
15 they had essentially made contact. Feeling more at ease, Tom then chose to draw a picture of a boy named Richie, who suffered from trauma. Tom tried hard not to cry when he explained about Richie. Through his work of art, Tom expressed his story, his truth, over time. Although there were many things in Tom's life that the therapist couldn't easily change, Tom became a completely different boy. He no longer pretended that his problems
20 didn't exist; he was opening up.

What makes art therapy different from other therapies? To begin with, art therapy can be accomplished using various forms of art, such as sculpting, drawing, mosaic, painting, drama and music. Therefore, art has a low barrier of entry, meaning that anyone can be creative by using some form of art or another. Additionally, art therapy
25 is especially useful for children because they are usually less capable of, and less comfortable with, expressing themselves through words. Research shows fascinating results among children who have used art therapy. Art therapy can successfully help children improve attitudes, communication, concentration and relationships. It has also been shown to promote relaxation and decrease disruptive behaviors.

30 Children are not the only ones who can benefit from art therapy. Art therapy can also be helpful for teens and adults in all kinds of situations, especially for those who are shy and withdrawn², or have difficulty functioning within social situations. Art therapists are capable of guiding clients to expressing themselves creatively. Through a client's creations, the therapist can provide insights and allow the client to see the inner self that they otherwise may
35 not have understood. Then, as treatment continues, the therapist can help the client process emotions and feelings that they are dealing with, so they can begin healing. Additionally, art therapists can help people who suffer from physical diseases by helping them develop better coping strategies.

In conclusion, art therapy
40 can be beneficial for different kinds of problems. It can change lives by helping people to improve their mental, emotional, and even physical states.

¹ destructive - הרסני

² withdrawn - מופנם





Answer the following questions.

1. Which of the issues below most directly led to Tom's being in art therapy? (lines 1-9)
 - a. His parents couldn't take care of him.
 - b. He rarely came to school.
 - c. He was very difficult in the classroom.
 - d. He wasn't interested in anything at all.



2. Copy a fact that shows that Tom had destructive behavior. (lines 1-9)
3. "...this shared act of willful destruction..."? (line 14) What does the writer mean by these words?



4. From lines 10-20 we can infer that (-)
 - a. Tom really knew a boy named Richie.
 - b. Richie's story was similar to Tom's story.
 - c. Richie drew a picture that expressed his trauma.
 - d. the therapist could hardly help Tom change.
5. Why does the article mention "mosaic"? (lines 21-29)
Complete the sentence.
Mosaic is mentioned as an example of

6. What is a true benefit of art therapy? (lines 21-29)
Tick (✓) the TWO correct answers.
 - a. In art therapy, clients learn about many different kinds of art.
 - b. Art therapy is especially helpful for people who like to express themselves with words.
 - c. For children, art therapy is often more helpful than other therapies are.
 - d. Art therapy can help children learn to communicate better with other people.
 - e. People who use art therapy never suffer from illness.
 - f. Overuse of art therapy may lead to destructive behavior.

7. "...the therapist can help the client process emotions and feelings that they are dealing with..." (lines 35-36)
What emotion did Tom deal with? Take your answer from a DIFFERENT paragraph.

8. Lines 30-38 are mainly about (-)
 - a. the benefits of art therapy for children.
 - b. the most recent research in the field of art therapy.
 - c. the difficulties each client deals with.
 - d. the advantages of art therapy.

9. Copy ONE fact that shows that the art therapist plays an important role in healing the client. (lines 30-38)

Workbook

Fun
Line

Write a thank-you letter that Tom might have written to his art therapist ten years after they see each other for the last time.

Your Line

The article talks about art therapy. Think of another kind of therapy. Share a story you know which demonstrates the power of therapy.

Useful Vocabulary

- > express
- > hold on
- > outcome
- > share (n, v)

- > change one's perspective
- > leave a problem unsolved
- > the problem grows bigger
- > through hard work
- > improve one's functioning

Workbook

Extra Line

Suffixes that Indicate the Word is a Noun

When the following suffixes follow a verb, they may indicate that the word is a noun.

-ment → pay-payment -sion → conclude-conclusion -tion → concentrate-concentration
-ing → mean-meaning -al → try-trial

A Use the correct suffix to form nouns from the following verbs. When necessary, use your dictionary.

achieve - approve - concentrate -
confess - decide - impress -
swim - treat -

B Use the words you formed in A to complete the sentences below.

1. The teacher's was to refer the student to a therapist.
2. The boy felt that the was beneficial for him.

3. Mother allowed Tova to go after school.
4. The spy felt more at ease after making the about what he had done.
5. The prize the principal received was to award her for her
6. After the from security, the barrier was opened.
7. The long meeting required a lot of
8. The new therapist made a great on me.

Workbook

HOTS Explaining Cause and Effect

A **cause** is what makes something happen. To find the cause, ask, "What happened first?"

An **effect** is what happens because of something else. To find the effect, ask, "What happened second?"

A Look at the cartoon.

Describe the cause-and-effect relationship you see in the picture.



HOTS into the Story

B Answer the following questions according to the article *Drawing It Out*.

1. How did art therapy change Tom?
2. How might art therapy influence people? Name THREE things.

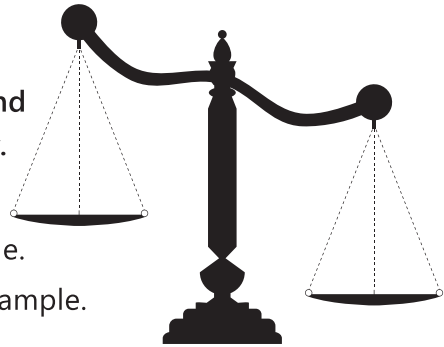
Useful Vocabulary for Explaining Cause and Effect
 because • effect • result • outcome • due to • thanks to

Writing

Presenting Arguments For and Against

A When you are asked to write arguments for and against a certain topic, follow the steps below.

1. **Introduce** the controversial topic.
2. Present an argument **for** and give an example.
3. Present an argument **against** and give an example.
4. **Conclude** and present your opinion.



B Read the model composition below.

Opening Paragraph

Art therapy may now become a reality for many people who feel they need it, but can't afford it on their own. A new law has been proposed that would require the Israeli health care system to offer art therapy free of charge.

Body

On the one hand, some people are extremely disturbed by this proposal. They claim that if the state has the money, they should spend it more wisely. There are many other important issues that the state does not seem to have the money for. The funds that have been proposed to go toward art therapy would be better spent if they were used to finance things like lifesaving medicine, or helping the poor and the homeless.

On the other hand, others feel that art therapy is a worthwhile investment. They claim that people who receive art therapy will be more successful in life and build healthier families. They support this claim by saying that people learn important techniques from art therapy, and that those techniques can help them make better life decisions. Why should people lose this opportunity just because they can't afford therapy?


Closing Paragraph

Although I understand that there are many causes for which money is needed urgently, I believe that putting funds toward art therapy would be a positive move. Free art therapy could actually help prevent the development of many serious problems, such as depression and unemployment. Thus, money spent on providing free art therapy would be an investment for the future.

C Answer the questions according to the model in B.

1. What new law has been proposed?
2. What argument opposes the new law?
3. What argument supports the new law?

Write Your Lines

-  The Ministry of Education has proposed to include art therapy as a compulsory subject in high schools. Write a passage for the newspaper discussing the possible positive and negative effects of this proposal.



Useful Vocabulary

- some say that
- in my opinion,
- as far as I'm concerned,
- there is no doubt that,
- on the contrary,
- on the other hand,
- however,
- to conclude,

-  Use the checklist below to assess your work.

- I wrote 100-120 words.
- I followed the FOUR steps in A.
- I followed the model in B.
- I read over my writing to check tenses, spelling and word order.

Enhance your Writing

Writing a Topic Sentence to the Paragraph

A good paragraph should begin with a topic sentence.

- ✓ A topic sentence expresses the main idea of the paragraph.
- ✓ Every word in the topic sentence is important.
- ✓ The topic sentence is supported by explanations and/or examples in the body of the paragraph.

 Workbook