

Reach Up

Avishag Dei

Liora Arnon



INTERMEDIATE LEVEL
S T A G E O N E

Access to Information

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Tips

Asking for Advice



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An interview

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Let's Speak

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- listening for specific information
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- drawing inferences from the text

Social Interaction	Appreciation of		Presentation
	Language	Literature and Culture	
- 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	- Present Simple - The verbs "do" and "make"	- relating personally to a text - learning writing elements: sentence order Friendship Sayings The Last Leaf A story - learning literary terms: setting, characters, hero /heroine	- presenting a dialogue about life in Israel - reporting the results of a survey <u>Tasks</u> - 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.
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- talking about snacks - asking questions after reading the text - role playing Rollo and the Maestro	- Prefixes - adjectives beginning with un-, in- or dis- - Present Progressive	- relating personally to a text - learning writing elements: adjectives Virtuoso A story - learning literary terms: plot, conflict, rising point, climax	- presenting a dialogue about a new invention <u>Tasks</u> - 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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- understanding the structure and conventions of a monologue
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Social Interaction	Appreciation of		Presentation
	Language	Literature and Culture	
- 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	- Future Simple - Phrasal verbs - "take" - Future - "going to" - Modals and semi-modals: can, should, may, must, mustn't, have to	- relating personally to a text - learning writing elements: topic sentence It's in your hands! A folk tale	- presenting a dialogue about a new idea <u>Tasks</u> - Make a poster for a class exhibition.
- 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	- Comparison of Adjectives - Adverbs of manner - Words describing amazement	- relating personally to a text - learning writing elements: supporting sentences, closing sentence A Builder's Story A tale The Little Scribe A Story - learning literary terms: Venn Diagram	- presenting a dialogue about giving advice - writing a letter <u>Tasks</u> - 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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Unit A

All About Friendship

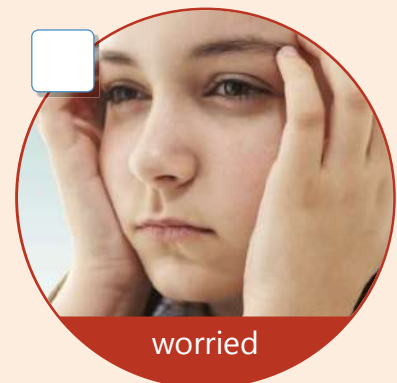
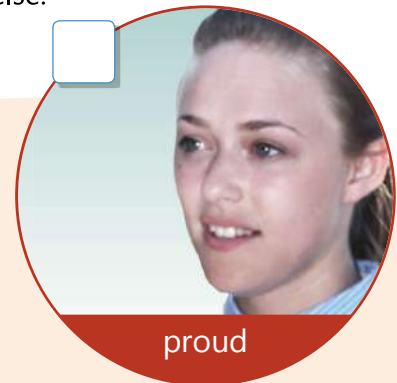
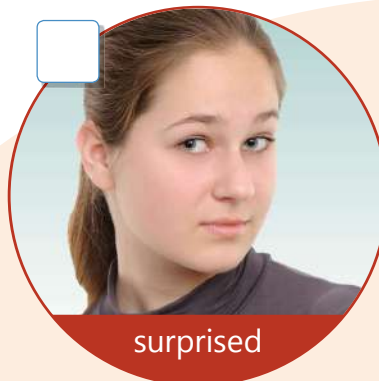
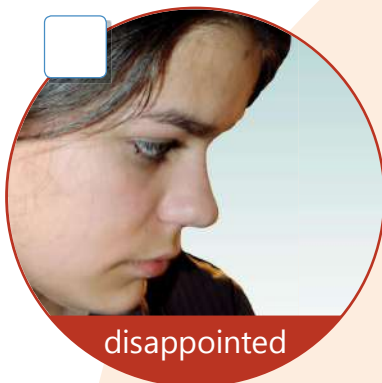
In this unit you will ...

- think about the importance of friendship.
- learn about special kinds of friendships.

When we think of our friends, we have mixed feelings.

Match each situation to the feelings below.

1. Math is very difficult for you. Your friend offers to help you study for the math test.
2. Your friend lost her wallet last week. You clean your room and you suddenly find the lost wallet under your bed.
3. You are on a class trip. Your friend is bitten by a snake.
4. You understand that your friend told your secret to someone else.
5. Your friend wins first prize.



Part A

- A** You are going to read an article about friendship and health. Look at the new words. Which words are connected to friendship?

affect • friendship • health • illness • improve • recover • relaxed
result • scientist • study • support • unbelievable • weak

Practice-Book page 4

- B** Put a ✓ by the sentences which are true for you.

- ☐ 1. When I look at the sea, I feel **relaxed**.
- ☐ 2. I think that **health** is more important than money.
- ☐ 3. I usually tell my best friend the **results** of my tests.
- ☐ 4. When I feel **weak**, I take vitamins.
- ☐ 5. The girls in our class **support** each other.
- ☐ 6. My friend's **illness** caused her to stay in the hospital for three weeks.

- C** Match THREE of the sentences above to the pictures below. Fill in the number of the correct sentence.





Read the article and see how friendship is connected to health.

A Weekly Column by Dr. Lydia Newton, PhD, Psychology

Friendship and Health

We all know that it is very nice to have friends, but would you believe that a good friend can improve your health?

A Study

- Two British scientists wanted to find out how friendship affects health. The
- 5 scientists took two groups of sick hamsters*. They kept the hamsters of the first group together. However, the hamsters of the second group were kept apart** and they couldn't see each other. The results were unbelievable: the hamsters in the first group recovered much faster than the hamsters in the second group.

Friends Help You

- 10 People are not hamsters, but good friends affect people too. When you are sad or down, your friend will make you feel much better. A good friend can give you hope that everything will be okay. A friend can help you calm down and relax. In short, friends can make your life much easier and happier!

Friends Improve Your Health

- 15 Friendship can also improve your health. People who have good friends enjoy a healthier life. Take Tamar for example, she is a 15-year-old girl who is recovering from a long illness. "There are times when I feel so bad and
- 20 weak that I can't do anything. However, my best friend, Edna, supports me in many ways. She calls me every day and comes with me when I go to the doctors.
- 25 Edna makes me feel much more relaxed! I believe my friendship with Edna helps me recover faster from my illness," Tamar says.

* hamsters - אוגרים
** apart - בנפרד



E Answer the questions in your notebook.

A Study

1. What did the two scientists try to discover in their study?
2. Choose the correct answers.
The hamsters in the first group were kept **apart** / **together**.
The hamsters in the second group were kept **apart** / **together**.
3. What were the results of the study?

Friends Help You

4. How can friends help you? Name THREE ways.
 - a.
 - b.
 - c.
5. Choose the correct answer.
In what way are hamsters similar to people?
 - a. They give you hope.
 - b. When they are together, they enjoy better lives.
 - c. Their lives are easier.

Friends Improve Your Health

6. People with good friends have a bonus. What is their bonus?
7. How does Edna help Tamar? Name TWO ways.
 - a.
 - b.
8. Who ... ?

Put a ✓ in the right boxes.

	Edna	Tamar
a. is recovering from an illness		
b. feels very weak		
c. supports her friend		
d. comes with her friend to see the doctors		
e. calls her friend		
f. feels more relaxed with her friend		

F Match the beginnings from A with the endings from B.

A

1. Did you know that
2. Two British scientists
3. The hamsters in the first group recovered
4. A good friend can make
5. Edna helps Tamar

B

- a. studied sick hamsters.
- b. your life nicer and easier.
- c. recover faster from her illness.
- d. friends can improve your health?
- e. faster than the hamsters in the second group.

G

Tip

When you answer a multiple-choice question, the first thing to do is to eliminate the answer you know is wrong. Then you will end up with two answers to choose from. Only one is correct.

כשבוצעוכם לענות על שאלה רב ברירתית, תחילה מחקו את התשובה שאתם בטוחים שאינה נכונה. משתי התשובות שנותרו רק אחת היא מדויקת.

Try it!

You may find the article, "Friendship and Health" in:

- a. a geography magazine.
- b. a teen magazine.
- c. an encyclopedia.

H

Tell Your Partner

What do you do with your best friend?

We talk about ...

We go ...

We ... together.



Practice-Book page 5

A For a better friendship, read these tips:

Time for Tips

1. **Give positive feedback.** Most people don't get enough positive feedback. Kind words will make your friend feel loved and special.
2. **Be there in good times and in bad times.** It is very easy to be a friend when everything is going well, but true friendship is more important in hard times. In bad times, give your friend a lot of help and support.
3. **Look at the positive.** Always remember the good things about your friend. Try to forget about the things you don't like in your friendship.
4. **Understand your friend.** Try to walk in your friend's shoes. It is always important to understand your friend's feelings and problems.



B Sarah, Lisa, Eva and Riki use the tips you read in "Time for Tips". Match each example to one of the tips.

	Tip number
a. Sarah's friend sometimes disappoints her, but Sarah tries to forget about it.	
b. Lisa's friend is usually late for school. Lisa is trying to understand why.	
c. Eva tells her friends that they are wonderful.	
d. When Riki's friend is sick, Riki doesn't forget to call her every day.	

C **Tell Your Partner**



Think of two more tips for a good friendship. Share it with your partner.

You should always ...

You should never ...

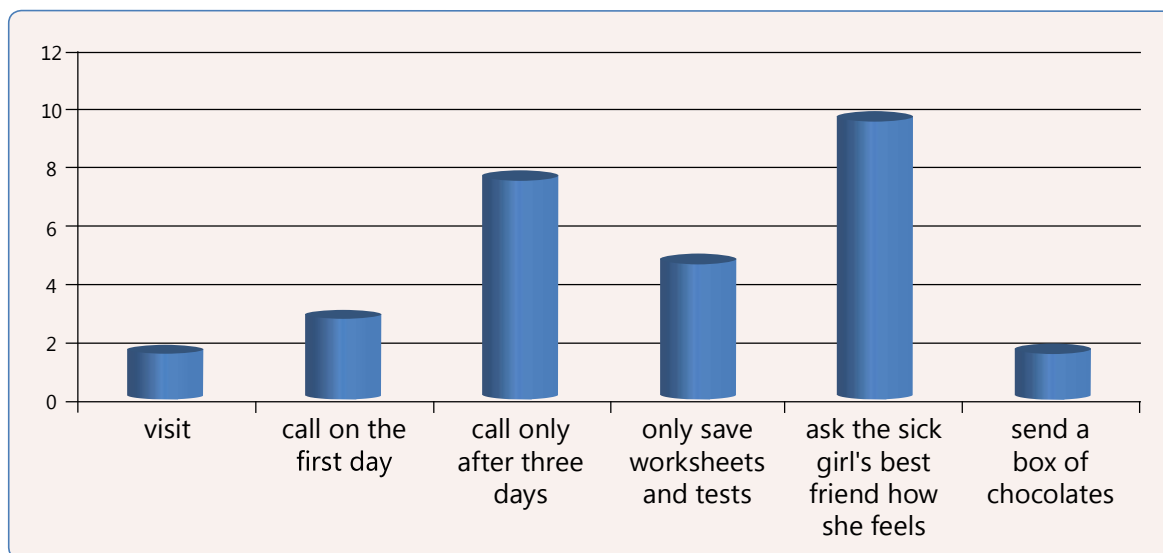
It's very important to ...



Looking at Graphs

Sometimes girls miss school. Here are different ways that girls in Netanya High School help their friends keep up with the class.

A Look at this bar graph.



B Answer the questions.

1. How many girls only save worksheets and tests?
2. How many girls visit the sick girls?
3. How many girls call the sick girls only after three days?

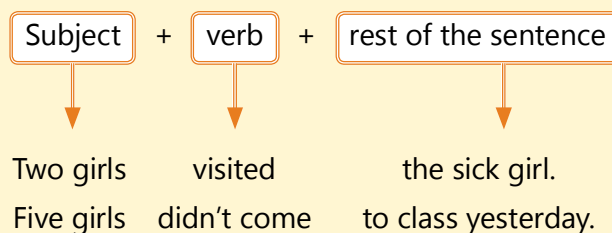
C How do *you* support sick friends in class? Share it with your friend.

Practice-Book page 8

Writing

Sentence Order

When you write a sentence, use the following sentence order:



Write it!

Think of your classmates. Describe what **FOUR** of your friends usually do. You may use the words below.

Useful Vocabulary

have / has • give • care
think • tell • remember

For example: *Noa and Ella give positive feedback.*

Practice-Book page 8

Use the Dictionary

Alphabetical Order

In the dictionary, words and phrases are in alphabetical order. When you want to look up a word, look at the first letter. When two words begin with the same letter, look at the second letter and so on.

במילון, מילים וביטויים מסודרים בסדר אלפבתי. כאשר ברצונכם לחפש מילה, הסתכלו על האות הראשונה. כאשר שתי מילים מתחילות באותה האות, הסתכלו על האות השנייה וכך הלאה.

For example:

cake
calm
calorie

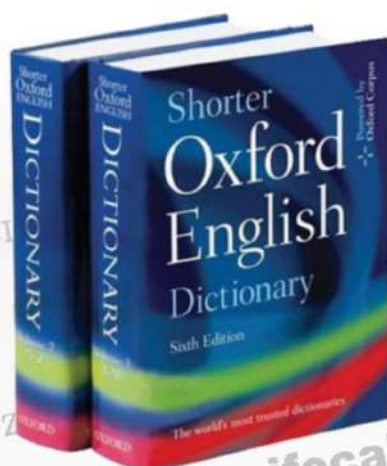
A Look up in the dictionary. In your notebook, write the words that come before and after each of the words below.

Before		After
1.	bored	
2.	disappointed	
3.	grateful	
4.	happy	
5.	surprised	

B Write these words in alphabetical order in your notebook.

keep • call • worksheet • send • card • workbook • sell • keyboard • sale

Practice-Book page 10



Language Point

Present Simple

We use the Present Simple to talk about habits, facts or general truths.

אנו משתמשים בהווה פשוט כדי לדבר על הרגלים, עובדות או אמיתות כלליות.

Positive:

I / You / We / They	verb	rest of the sentence.
נושא	פועל	המשך המשפט
Good friends	improve	your health.

He / She / It	verb+s	rest of the sentence.
נושא	פועל+s	המשך המשפט
A good friend	improves	your health.

Negative:

I / You / We / They	don't	verb	rest of the sentence.
נושא	don't	פועל	המשך המשפט
Good friends	don't	tell	your secrets.

He / She / It	doesn't	verb	rest of the sentence.
נושא	doesn't	פועל	המשך המשפט
A good friend	doesn't	tell	your secrets.

Time Expressions

always • generally • regularly • usually • often • sometimes • never
all the time • every day • once a week • three times a week • twice a year

Spelling Rules - he / she / it

- ☞ support + s = supports
- ☞ relax + es = relaxes
- ☞ try + ies = tries
- but play = plays

A Circle the correct time expression that is true for you.

1. I **never / always / often** give positive feedback.
2. I **usually / sometimes / regularly** understand my friends' feelings.
3. I call my friends **every day / three times a week / once a week**.
4. My friend and I go to school together **every day / three times a week / once a week**.
5. I **generally / sometimes / never** do homework at school.
6. I meet my friends **every afternoon / every evening / only in the mornings**.

B Circle the correct answer.

Mr. Stern is a photographer.

1. Many people **know / knows** him.
2. Mr. Stern **take pictures / takes pictures** at many weddings.
3. People **like / likes** his pictures because they are very beautiful.
4. Mr. Stern **work / works** from 5:00 p.m. to 12:00 a.m.
5. He **have / has** many clients.
6. He **like / likes** his job because he always **meet / meets** new people.



C Write SIX sentences. Use the table below.

I		sleep.
My sister		grow on trees.
My aunt		get up before 6:00 a.m.
Our teachers	don't	eat junk food.
Dolphins	doesn't	listen to CDs.
Money		speak English.
My parents		forget to give homework.

D Choose ONE of the people below.

A friend • A banker • A zookeeper

Look at the clocks. Use your imagination. Write what s/he usually does or doesn't do at these times.

08:00

.....

.....

10:30

.....

.....

14:30

.....

.....

19:00

.....

.....

22:00

.....

.....

Useful Vocabulary

- chat
- advise
- count money
- listen to music
- clean the cages
- do homework
- feed animals
- meet people
- talk to visitors
- work on the computer

For example: *At six o'clock every morning, my friend goes jogging. She usually doesn't sleep at six o'clock.*

Practice-Book page 10

Part B

A What makes a good friendship? In your answer, use as many of the new words as possible.

activity • advice • become friends • classmate • decide • difficulty • disabled
encourage • give up • interview • interviewer • plan • teenager

Practice-Book page 15

B You are going to read an interview with Rachel, who has an autistic friend called Becky. What questions would you ask Rachel?

Put a ✓ by the THREE questions that interest you the most.

- ☐ 1. What **activities** do you do together?
- ☐ 2. What **difficulties** do you have with Becky?
- ☐ 3. What **advice** would you give **teenagers** who want to help **disabled** children?
- ☐ 4. Would you like to help more **disabled** children?
- ☐ 5. When did you **become friends**?
- ☐ 6. Do your **classmates encourage** you to spend time with Becky?

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	



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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



Part C

- A** You are going to read about a twin sister who has a dilemma. Look at the words below. Can you guess what dilemma the girl has?

a few • although • competition • count • earn • expensive • however
look for • present • proud • save • soon • take care of • use

Practice-Book page 22

- B** Answer the questions about yourself. Circle YES or NO.

- | | |
|--|----------|
| 1. Do you like competitions ? | YES / NO |
| 2. Do you do homework although you are tired? | YES / NO |
| 3. Do you count the days until the summer vacation? | YES / NO |
| 4. Do you earn money from babysitting? | YES / NO |
| 5. Do you buy expensive books as presents ? | YES / NO |
| 6. Do you use your money to buy clothes? | YES / NO |

- C** Read the diary entries below and find out what's special about Leona's present.

A Surprising Present

Based on the original by O. Henry.



July 7, 1989

Nine dollars and eighty-seven cents. That's all. Cents that I saved from babysitting younger children. I also cleaned houses to earn a few more cents!

- I have counted the money three times and I have only nine dollars and eighty-seven
5 cents. Soon it will be Debby's birthday. For months I have been planning to buy a birthday present for my twin sister, Debby.

I can't ask for money from my parents. Mom is recovering from an illness and Dad works long hours to support our family. Debby and I help Dad with everything: cleaning, taking care of our little brother, and sometimes even buying food with our money.

- 10 Although our lives aren't easy, we still have a lot of fun.

Last year Debby won a violin* in a school competition. She likes playing it very much. I know that Debby has a dream. She wants "Keys", a set of music books. However, she doesn't have this set because it is very expensive.

I know one thing: I REALLY want to help my sister buy this set of music books.

- 15 I have been trying to save money for months, but I could save only nine dollars and eighty-seven cents!

Do you have any advice for me?

Leona

* violin - כינור

July 11, 1989

- 20 I have little money, but I won't give up.

I am sitting in my room looking for something to sell, but I can't find anything. Oh... my gold locket!*. I got this locket from my grandmother when I was born. When I got older, Grandma told me to be careful and take good care of it. She said she had gotten it from her mother many years before.

- 25 I feel so proud every time I look at this locket!

I never wear this locket because I don't have a chain**. A chain ... I will never have enough money to buy myself a chain. With the little money I have, I try to help my parents.

Now, I've got an idea! I will sell my locket! I feel I must do it! If I don't, my sister will never have a chance to have "Keys".

* locket - תליין
** chain - שרשרת

Leona

July 12, 1989

First thing in the morning, I went to the goldsmith with my locket. The goldsmith looked at it very carefully and said he would give me one hundred dollars for my locket. I didn't think twice. I decided to sell it right away.

- 35 I took the money and ran to the music shop. I paid \$100 for the set of books and put it in my bag. I had such a wonderful feeling.

I can't wait to see Debby's happiness!

Leona

July 13, 1989

- 40 Today, something unbelievable happened!

I gave my dear sister the "Keys" set of music books. I was sure Debby would be very excited to get my present, but she stood quietly and just looked at it.

I didn't understand why Debby didn't say anything. Suddenly, Debby started to laugh and to cry at the same time. "We will have to use our presents some

- 45 other time. Yesterday I sold my violin to get the money to buy a chain for your locket," she said.

Now, when I think of what Debby did for me, I feel like I am the luckiest person in the world.

Leona

D Answer the questions in your notebook.

July 7, 1989

1. How did Leona earn money? Write TWO ways. (lines 2-6)

a.

b.

2. Circle the correct answer YES or NO. (lines 7-10)

Leona and Debby helped their parents in many ways. YES / NO

Copy the words that helped you answer.

3. What was Debby's dream? (lines 11-17)

July 11, 1989

4. Why was the locket very important to Leona?

5. What was Leona's decision?

a. To buy a chain for her locket.

b. To save more money.

c. To sell her locket.

July 12, 1989

6. What did the goldsmith say to Leona?

7. Lines 32-37 tell us (-).

Put a ✓ by the TWO correct answers.

☐ a. where the goldsmith lived

☐ b. how much money the goldsmith wanted to give Leona

☐ c. what Leona did with the money

☐ d. how the goldsmith felt

☐ e. when Leona gave Debby the set of music books

July 13, 1989

8. Circle the correct answer YES or NO.

Debby immediately used the "Keys" set of music books that her sister gave her. YES / NO

Copy the words that helped you answer.

9. Why did Debby stand quietly and just looked at the locket?

Getting the Picture

*10. In your opinion, what will the twins do next?

E Look at the dates below. Put the sentences in the correct boxes.

July 7, 1989	July 11, 1989	July 12, 1989	July 13, 1989
"I have to work very hard to earn a few pennies."			

- "I have to work very hard to earn a few pennies."
- "I can give you \$100 for your locket."
- "I don't understand why Debby is so silent."
- "We found out that we couldn't use our presents."
- "My sister must see the present I bought her."
- "What can I do? We don't have anything to sell in our house."
- "I can't ask my parents to help me."
- "I am so happy that I decided to sell my locket."

F **Tell Your Partner**



- "A sister is a present." What do you think?

On the one hand, a sister ...

On the other hand, a sister ...

I think that ...



Language Point

The verb "Be"

In a descriptive sentence, we use the verb "be" before a noun or an adjective. In the present tenses, the verb "be" is **am/is/are**.

במשפט תיאורי, אנו משתמשים בפועל עזר "be" לפני שם עצם או לפני תואר. בזמני ההווה, פועל העזר "be" הוא **am/is/are**.

Tip: ברוב המקרים, במשפט בו אין פועל, יבוא פועל עזר BE. לכן, שימו לב שיהיה במשפט פועל או פועל עזר.

Positive

I / You / He / She / It / We / They	am / is / are	adjective / noun
נושא	פועל עזר be	תואר / שם עצם
The locket	is	expensive.

Negative

I / You / He / She / It / We / They	am not / isn't / aren't	adjective / noun
The locket	isn't	expensive.

Yes / No Question

Am / Is / Are	I / you / he / she / it / we / they	adjective / noun?
Is	the locket	expensive?

Wh Question

Wh word	am / is / are	I / you / he / she / it / we / they	adjective / noun?
Why	is	the locket	expensive?

Appendix, page 172.

A Make your own positive and negative sentences. Use the verb "Be".

1. The book is so boring. It isn't interesting.
2. Pasta
3. My schoolbag
4. Snakes
5. History books
6. My city

B Mrs. Green is a nutritionist*. She answers teenagers' questions. Make up questions to complete the dialogue.

1. **Teenager:** *Why is breakfast important?*

Nutritionist: Breakfast is important because it helps your mind work at its best.

2. **Teenager:**

Nutritionist: No, it isn't healthy to drink too much water.

3. **Teenager:**

Nutritionist: Tomatoes are dietetic because they don't contain a lot of calories.

4. **Teenager:**

Nutritionist: Yes, chocolate is a cause of acne.

5. **Teenager:**

Nutritionist: The best medicine for a cold is vitamin C.

6. **Teenager:**

Nutritionist: No, snacks aren't always fattening. Healthy snacks are part of a good diet.



* nutritionist - תזונאית

C Choose a public place*. Make FOUR sentences to describe it. Use the verb "Be" in the positive and negative forms. Ask your partner to guess which public place you chose.

For example: *It is sterile. It isn't open 24 hours a day.*



* public place - מקום ציבורי

Practice-Book page 25

Let's speak

A Avigail is a new girl in class from New Jersey.

Read the dialogue. What is Avigail saying about life in Israel?

Riki: Hello, I'm Riki. What's your name?

Avigail: My name is Avigail. I came here from New Jersey only three months ago.

Riki: **Oh, how interesting.** How is life in New Jersey different from life in Israel?

Avigail: New Jersey is a really different world!

Riki: **What do you mean?** Can you give me an example?

Avigail: Sure. Teenagers in New Jersey are never late to class.

Riki: Really? How else are they different?

Avigail: **Well,** students in New Jersey would never sit down until the teacher tells them to.

Riki: Is there something that **you like better** about Israelis?

Avigail: I **guess** Israelis are more **caring!** **Besides,** Israel is our home!



B Write ONE more question Riki asks Avigail. Then, write Avigail's answer.

C Present the dialogue to the class.

Food For Thought

- A** Look at these pictures. In your opinion, which picture best describes a good friend? Explain why.



- B** Read the following sayings.

"One who looks for a friend without faults will have none." Chassidic saying*

"There are many kinds of ships. There are plastic ships, wooden ships, and metal ships. However, the best kind of ship is friendship!" Old Irish saying

"Make new friends but keep the old; one is silver and the other is gold." Anonymous

* faults - פגמים

- C** Which saying do you like the most? Explain why.

Words to Keep in Mind

A Look at the words below. Which words do you remember?

Nouns	Verbs	Adjectives	Expressions	Other
activity advice classmate competition difficulty friendship health illness interviewer present result scientist study teenager	affect count decide earn encourage improve interview plan recover save support use	disabled proud relaxed unbelievable weak	become friends give up look for take care of	a few although however soon

B How well do you remember the people you read about?

two British scientists

Tamar

Rachel

Leona

1. Find TWO nouns that are connected to the two British scientists.
2. Find TWO adjectives that describe Tamar.
3. Find TWO expressions that tell what Rachel did.
4. Find TWO verbs that tell what Leona did.

C Write FIVE sentences about yourself. In each sentence, use ONE word from exercise A.

For example: *I always take my mother's **advice**.*

Your Task!

Conduct a survey* about what people think is the most important quality in a good friend. Ask seven teenagers and three adults.

1. Look up these words in your glossary.

caring • charismatic • friendly • good – hearted
happy • kind • loyal • polite • responsible • talkative

2. Choose six qualities you think are important in a good friend.
3. Write down the six qualities you chose.
4. Ask seven teenagers and three adults what the most important quality is.
5. Show the results of your survey on a bar graph, like the model on page 13.
6. Explain why you think this quality is so important in a good friend. (Use the Present Simple)
7. Present your survey to the class.

* survey - סקר

Checklist

- ☐ 1. I chose six qualities that are important in a good friend.
- ☐ 2. I wrote down the six qualities I chose.
- ☐ 3. I asked seven teenagers and three adults what the most important quality is.
- ☐ 4. I showed the results of my survey on a bar graph.
- ☐ 5. I explained why this quality is important in a good friend.
- ☐ 6. I presented my survey to the class.

Part D Literature

A Use your glossary and find the meaning of the words below.

almost • art • artist • draw • drawing board • get better • interested in
lie (lay) • sound • stranger • paint

B Use the words above to make sentences about the picture below.



C Read these sentences.

Which of the following sentences may be connected to an ill person?

Which of the following sentences may be connected to an artist?

Put a ✓ in the right boxes.

	An ill person	An artist
1. She loves to paint pictures.		
2. She is lying in her bed.		
3. The young girl is interested in drawing trees.		
4. The poor girl isn't getting better .		
5. She draws almost every day.		
6. The doctor heard strange sounds coming from the girl's heart.		

D Read Part One of the story and find out why Sue cried for a long time.

The Last Leaf

Based on the original by O. Henry.



Part One

In the 1890s, many artists lived in Greenwich Village, in New York City. The streets in Greenwich Village were very poor.

5 Sue and Johnsy were young artists. The two girls met each other in May.

“I’m from Maine,” Sue said to Johnsy. “I draw pictures for stories in magazines.”

10 “I’m from California,” Johnsy said to Sue.

The two girls talked for an hour – about art and about their dreams. “My dream is to paint the Bay of Naples* someday,” Johnsy said.

15 Soon after their first meeting, Sue and Johnsy rented a small studio together. Their studio was in an old brick house in Greenwich Village.



In December, the winter was very cold. A stranger came to visit Greenwich Village and touched many people with its icy fingers.

This stranger was pneumonia**.

20 Many people died because of it. That month, Johnsy got pneumonia too. She was very ill. She lay in her bed and she did not move. It seemed that Johnsy was not getting better.

One morning, the doctor visited Johnsy and then spoke quietly to Sue.

“I am not sure she will recover,” the doctor said.

“She is very sad. She doesn’t want to live. What is she interested in?”

25 “She’s an artist,” Sue answered. “She wants to paint a picture of the Bay of Naples someday.”

* the Bay of Naples - מפרץ נאפולי

** pneumonia - דלקת ריאות

"Her chance to recover is one in ten, and that is only if she wants to live," the doctor said and left the artists' studio. Sue went into her own room and cried quietly for a long time. Then she took her drawing board and walked into Johnsy's room. Johnsy lay silently in her bed. Her face was very white. She was looking through the window.

- 30 Suddenly, Sue heard a quiet sound. She went quickly to Johnsy's bed. Johnsy's eyes were open. She was looking out of the window and she was counting quietly. "Twelve," Johnsy said. Then she said "eleven". And later "ten". Then "nine". And then "eight" and "seven" almost together. Johnsy was counting backwards*.

"What was Johnsy looking at? What was she counting?" Sue wondered.

* backwards - אחורה

E Circle TRUE or FALSE.

- | | |
|---|--------------|
| 1. The two artists wrote stories for magazines. | TRUE / FALSE |
| 2. Johnsy and Sue lived in a beautiful villa. | TRUE / FALSE |
| 3. Johnsy was ill with pneumonia. | TRUE / FALSE |
| 4. Johnsy had a dream to paint the Bay of Naples. | TRUE / FALSE |
| 5. Johnsy wanted to recover. | TRUE / FALSE |
| 6. Sue was counting loudly. | TRUE / FALSE |

F Answer the questions in your notebook.

1. Describe Greenwich Village. (lines 1-4)
2. What did Sue and Johnsy talk about? (lines 5-13)
3. What did the girls do after their meeting? (lines 11-15)
4. Describe the stranger that visited Greenwich Village. (lines 16-20)
5. Why did the doctor visit Johnsy? (lines 19-25)
6. Why did Sue cry for a long time? (lines 26-29)
7. What was the quiet sound that Sue heard? (lines 30-34)

G What do you think of the two artists?

Use the sentences below to help you.

I think

I don't think

1. *I think* that Johnsy wanted to die.
2. being an artist is a good job.
3. painting the Bay of Naples could save Johnsy's life.
4. Johnsy didn't care for Sue.
5. it is good to tell an ill person that his illness is very serious.
6. Sue is a good friend.

Part Two

A Use your glossary and find the meaning of the words below.

another • climb • downstairs • hope • failure • fall • fix • leaf (leaves) • masterpiece

B Which sentences are correct? Put a ✓ by the correct sentences.

- ☐ 1. Going **downstairs** is easier than going **upstairs**.
- ☐ 2. A cat can **climb** up a wall.
- ☐ 3. **Hope** gives energy.
- ☐ 4. When you **fix** something, it is always perfect.
- ☐ 5. Everybody likes to look at a good **masterpiece**.
- ☐ 6. **Failure** is sometimes good.

C Read Part Two of the story and find out what Johnsy was counting and why.

Part Two

Sue looked out of the window. There she saw the wall of the next house. An old vine* was climbing up the wall. There were very few leaves on the vine. "Six," Johnsy said.

"They're falling faster now. Three days ago, there were

- 5 almost a hundred. Ah, there goes another one! There are only five now."

"Five what, Johnsy?" Sue asked.

"There are only five leaves on the vine now," said Johnsy.

"The last leaf will fall soon and then I'll die. Didn't the

- 10 doctor say that?"

"Don't say that! You're not going to die!" Sue said. "The doctor told me that you're going to get better. Now I want to draw another picture. I hope the magazine will pay me quickly. With the money, I'll buy some good food for you."

- 15 Johnsy was still looking at the vine. "There are only four leaves now," she said. "I don't want any food. The last leaf will fall soon."

"Johnsy, dear," Sue said. "Please close your eyes and go to sleep. Don't look at those leaves anymore."

Johnsy closed her eyes. "But I want to watch the last leaf falling," she said.



* vine - סוג של צמח מטפס

“Please try to sleep,” Sue said. “I’m going to call Mr. Behrman
20 for a minute. I will ask him to fix the heating.”

Old Mr. Behrman was an artist who lived downstairs. He was a failure in art. He was more than sixty years old but he had never painted any good pictures.

“One day, I will paint a wonderful picture,” Behrman always
25 spoke about his dream. “One day, I will paint a masterpiece.”

Sue told Mr. Behrman about Johnsy and the vine leaves. “Oh, how foolish! People don’t die because of falling leaves!” Behrman said.

Then, Sue asked Mr. Behrman to go upstairs to fix the heating.

30 Johnsy was sleeping when Sue showed Mr. Behrman the old vine. Then, she pulled the shade* down in Johnsy's room.



* shade - תריס

D Who / What did the following?

1. *Johnsy*..... looked out of the window.
2. was climbing the wall.
3. were falling fast.
4. wanted to buy some good food.
5. wanted to see the last leaf falling.
6. never painted any good pictures.
7. pulled the shade down.

E Answer the questions in your notebook.

1. What was Johnsy counting? (lines 1-4)
2. Why was the last leaf important to Johnsy? (lines 5-10)
3. Why did Sue want to draw another picture? (lines 11-15)
4. Why did Sue call Mr. Behrman? (lines 19-23)
5. Why was Mr. Behrman a failure in art? (lines 21-25)
6. What did Mr. Behrman say when he heard what Johnsy was thinking? (lines 26-31)

F How About You?

Pretend you are Sue. How can you make Johnsy think positively?

You may use the words below.

I will ...

make her good food such as ...

tell her ...

travel with her to...

Part Three

A Use your glossary and find the meaning of the words below.

move • notice • stay • still • teach a lesson • the same • wet • wind • wrong

B Put a ✓ by the sentences that you think happened in the story.

- ☐ 1. The last leaf didn't **stay** on the vine.
- ☐ 2. Sue and Johnsy decided to **move** to London.
- ☐ 3. A strong **wind** hit the brick house.
- ☐ 4. The doctor was **wrong** about Johnsy's illness.
- ☐ 5. Sue **noticed** something strange out of the window.
- ☐ 6. Johnsy died at the **same time** as the last leaf fell.

C Read Part Three of the story and find out if Johnsy recovered or not.

Part Three

That night cold rain fell and the wind was very strong.

The next morning Johnsy woke up early. "Pull up the shade," she said to Sue. Sue pulled up the shade. There was still one leaf on the vine! The leaf was dark green and yellow. "That's the last leaf," said Johnsy. "It will fall today. I'll die at the same time."

- 5 Sue came closer to her friend. "Don't say that, Johnsy," she said quietly. "I don't want you to die." Johnsy did not answer. The leaf stayed on the vine all day. That night, there was more wind and rain.

In the morning, Johnsy woke up early again. "Pull up the shade," she said.

- 10 The leaf was still on the vine! Johnsy lay in her bed and looked at the lonely leaf for a long time. Suddenly she smiled and called Sue.

"I've been wrong, Sue," she said. "I wanted to die but the last leaf has stayed on the vine. This showed me how mistaken I was. It has taught me a lesson. Please, bring me some soup now. And some pillows. I will sit up and watch you cook."

- 15 An hour later, Johnsy spoke again.

"Sue, my dear," she said. "One day, I will paint a picture of the Bay of Naples!"

The doctor came to see Johnsy in the afternoon. He looked at her carefully.

- "Your friend is out of danger now," he said to Sue. "She will recover soon. Just take good care of her. Now I have to go downstairs. I have to visit someone else, Mr. Behrman. He has pneumonia
20 too. I must send him to the hospital."



The next afternoon, Sue went into Johnsy's room and she put her arm around her friend's shoulders. "Mr. Behrman died this morning in the hospital," she said sadly. "Two days ago, the guard found him in his bedroom. Mr. Behrman was very ill. His shoes and clothes were cold and wet. Later, the guard found a ladder* and a lamp** in the yard. And there were brushes, and some yellow and green paint.

"Johnsy, look out of the window," Sue said quietly. "Look at the last leaf on the vine. It's still there. It has never moved in the wind. Didn't you notice it? It's Behrman's masterpiece, dear. He painted it right after the last leaf fell."

* ladder - סולם
** lamp - מנורה

D Find a sentence in the story to match each picture.



E Answer the questions in your notebook.

- "Don't say that, Johnsy." (line 5) What didn't Sue want Johnsy to say? (lines 1-4)
- How did Johnsy understand she was wrong? (lines 9-14)
- Find THREE facts which show that Johnsy changed her mind and wanted to live. (lines 9-16)
 -
 -
 -
- Why did the doctor visit Mr. Behrman? (lines 18-20)
- What facts show that Mr. Behrman died because he had painted the last leaf. Write TWO facts. (lines 21-25)
 -
 -
- How could Johnsy realize that the last leaf wasn't real. (lines 26-28)

Literature Corner

The **setting** is where and when the story happens.

The **characters** are the people in the story.

The **hero** of the story is the main character in the story. Usually, the hero/ heroine goes through a change. In addition, the hero/ heroine is usually a good person.

Answer the questions.

1. What is the setting of the story, "The Last Leaf"?
2. Who are the characters in the story?
3. Who is the hero / heroine of the story?

Tell Your Partner

Why is it a good story? In your answer, you may use the sentences below. Explain your answers.

- It talks about life and death.
- It is funny.
- It has a surprising ending.
- It has an important lesson.
- It is scary.
- It helps people understand a sick person.
- It can really happen.
- It teaches us about life.

Reach Up

Choose ONE of the following tasks.

- ↑ Write a letter from Johnsy's mother to Sue after she heard about her daughter's illness and recovery.
- ↑ Write about a time in your life when someone in your family was saved at the last minute. Compare it to Johnsy's recovery at the last minute.
- ↑ Choose a sentence from the story and try to express it with any material you like to work with. (For example: Fimo, Play Dough, pipe cleaners etc.)

Let the class guess which sentence you chose.

