קורס הכנה לבגרות באנגלית 3 יחידות לתלמידי תיכון

פרק 14

Module B- Unseen and Literature

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Module B – New Survey On American Airports:

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות)
קרא את הסקר שלפניך וענה על השאלות 1-8 שאחריו.

Read the survey below and then answer questions 1-8.

NEW SURVEY ON AMERICAN AIRPORTS

by Dan Shelly

A recent survey by Dr. Jane Robins shows that people find air travel much more difficult today than it was in the past. Dr. Robins and her team visited nine of the biggest airports in the USA, and interviewed 1,000 travelers and 800 airport workers. They asked them, "What do you think are the major problems at airports today?" The main complaint from both groups was that bad behavior makes traveling unpleasant.

Many travelers said that both the workers and the other travelers were rude. For example, seventy percent of the travelers complained about children making too much noise and about people talking loudly on their phones. More than half of the workers complained about travelers shouting at them. In addition, over twenty percent of the workers said some travelers even used violence.

When Dr. Robins asked about the reasons for this behavior, both groups agreed that there are not enough workers at airports to serve all the travelers. "More and more people are traveling", says Dr. Robins. "According to the findings of my survey, people in airports often wait in line for an average of four hours before they are served. This causes them to feel frustrated, which leads to bad behavior". The survey also showed that because the staff is too small, workers have to work harder. They behave rudely because they are under stress.

Based on her survey, Dr. Robins believes that an increase in staff is a necessary first step to improve the situation. "However, there will always be crowds and lines", she says. "So both workers and travelers need to be more calm and patient".

ענה באנגלית על השאלות 1-8 על פי הסקר ועל פי ההוראות בשאלות.
(70 נקודות)

Answer questions 1-8 in English according to the survey and the instructions.

Questions:

1) What did Dr. Robins want to find out in her survey? (lines 1-5)
ANSWER: …… .
(7 points)

2) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 1-5)
How did Dr. Robins get the information for her survey?

i. She talked to people on the phone.
ii. She asked people questions.
iii. She traveled all over the world.

(7 points)

3) Give ONE example of bad behavior that travelers complained about. (lines 6-10)
ANSWER: …… .
(8 points)

4) Give ONE example of bad behavior that workers complained about. (lines 6-10)
ANSWER: …… .
(8 points)

5) According to both the travelers and the workers, what is the reason for the bad behavior? (lines 11-17)
ANSWER: …… .
(9 points)

6) According to Dr. Robins, why do travelers feel frustrated? (lines 11-17)
ANSWER: …… .
(7 points)

7) According to lines 11-17, workers have more work than before because (-).

i. there are more travelers today.
ii. airports are bigger.
iii. travelers are under stress.

(8 points)

8) PUT AN (X) BY THE TWO CORRECT ANSWERS. (lines 18-20)
According to Dr. Robins, how can traveling be made more pleasant?

i. Airports should have more workers. ……
ii. More airplanes are needed. ……
iii. Workers need to work more hours. ……
iv. Travelers and workers need to change their behavior. ……
v. Travelers should not use their phones so much. ……

(2x8=16 points)

Module B – How To Find A Summer Job:

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות)
קרא את הקטע שלפניך וענה על השאלות 1-8 שאחריו.

Read the passage below and then answer questions 1-8.

HOW TO FIND A SUMMER JOB

A GUIDE FOR TEENAGERS

by John Stuart

The summer holiday starts next month and now is the time to look for a summer job. Here are five steps that will help you find the job you want:

- Decide which summer job you really want. Make a list of a few jobs that you are interested in because you may not get the first job on your list.
- Start looking for a job. You can ask your parents and other family members to help you find work. You can also ask your teachers. Look in the local newspapers to see if there are any jobs available. Ask at the local shops and businesses if they need workers.
- Apply for the job. When the employer asks you to fill in the form for the job, make sure that all the information you give is correct and that you write clearly
- Prepare for the job interview. Find out as much as you can about the job before you arrive at the interview. Prepare questions about the working conditions. For example, ask about what hours you will have to work and how much money you will earn.
- Come on time to the interview. Remember to be polite and to speak clearly to the employer. Don't forget to tell the employer where you worked in the past and about your hobbies and interests.

You might be lucky and find a job you really like. But even if you don't like your job, remember that you will only be working there for a short time. This is your chance to earn money and get experience

ענה באנגלית על השאלות 1-8 על פי הקטע ועל פי ההוראות בשאלות.
(70 נקודות)

Answer questions 1-8 in English according to the passage and according to the instructions.

Questions:

1) COMPLETE THE SENTENCE
The information in this passage helps teenagers ……...
…… .

(9 points)

IN QUESTIONS 2 AND 3 CIRCLE THE NUMBER OF THE CORRECT ANSWER.

2) Why should you make a list of the jobs you want? (lines 1-4)

i. You will need the list for your interview.
ii. You might not get the job you want most.
iii. Some jobs are not available in the summer.

(6 points)

3) A local shop (line 7) is given as an example of a place (-).

i. where you can buy a newspaper.
ii. which is near your home.
iii. where you can look for a job.

(6 points)

4) What is the first thing you need to do when you apply for a job?
ANSWER: …… .

(9 points)

5) PUT AN (X) BY THE TWO CORRECT ANSWERS.
How can you prepare yourself for a job interview?

i. Ask your teacher what to do. ……
ii. Get information about the job. ……
iii. Visit many other places of work. …..
iv. Think about questions to ask the employer. ……
v. Talk to your friends. ……

(2x6=12 points)

6) How should you behave during the interview? Name ONE way. (lines 15-17)
ANSWER: …… .
(9 points)

7) What should the employer know about you? Give ONE example. (lines 15-17)
ANSWER: ..... .
(9 points)

8) Why should you work at a summer job even if you don't like it? Give ONE reason. (lines 18-20)
ANSWER: ..... .
(10 points)

Module B – Nano – The Friendly Robot:

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות)
קרא את הקטע שלפניך וענה על השאלות 1-7 שאחריו.

Read the passage below and then answer questions 1-7.

NANO – THE FRIENDLY ROBOT

by Ellen Harkin

When my friend, Dr. Richard Perkins, brought a large box into our living room last month, my family was curious. We were especially curious when he opened the box and took out his newest invention – a robot named Nano. Richard asked if Nano could stay in my house for a few weeks. He explained that he had invented the robot to help people at home and he wanted to find out how Nano functions with people. I wasn't so happy about this unusual guest, but my friend promised me Nano would be a great help.

And he really was! Every morning Nano greeted my husband and me, brought us the newspaper, and reminded us what we needed to take to the office. He also woke the children, help them get ready for school, and made sure they took their school bags.

The most important thing about having Nano was that we all felt more relaxed. I always worry about my children being alone at home when they return from school. But when Nano stayed with us I didn't worry because he could phone me if there was a problem. At night, we also slept more peacefully because Nano was always awake.

When it was time for Nano to leave, my children didn't want to say goodbye. But finally Richard took Nano away and I really miss him. I told Richard that Nano is a great invention. A robot like Nano is especially good for families with young children and for people who live alone. You can't feel lonely when Nano is around.

(adapted from "I, Roommate, The Robot Housekeeper Arrives," New York Times, July 14, 2005)

ענה באנגלית על השאלות 1-7 על פי הקטע שקראת ועל פי ההוראות בשאלות.
(70 נקודות)

Answer questions 1-7 in English according to the passage and the instructions.

Questions:

1) PUT A (V) BY THE TWO CORRECT ANSWERS
What information is given in lines 1-7?

i. Why Richard brought Nano to the writer. ……
ii. How Richard and the writer become friends. ……
iii. How Richard become an inventor. ……
iv. Why Richard invented Nano. ……
v. Where the writer's house is. ……

(2x7=14 points)

2) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 1-7)
Why does the writer call Nano an "unusual guest"? Because he (-).

i. is a great help.
ii. is a robot.
iii. stays for a few weeks.

(6 points)

3) How did Nano help the family in the mornings? Write ONE thing. (lines 8-10)
ANSWER: …… .

(7 points)

4) Why did the writer feel relaxed when Nano was in her house?
Give TWO reasons. (lines 11-14)
ANSWER: (1) …… .
(2) …… .

(2x6=12 points)

5) (1) CIRCLE THE CORRECT ANSWER: YES or NO. (lines 15-18)
The children wanted to keep Nano. YES / NO
(2) Copy the words that justify your answer.
ANSWER: …… .

(7 points)

6) How did the writer feel about Nano before he came to her house (lines 1-7) and how did she feel after Nano left (lines 15-18)?
(1) Before: The writer ……... .
(2) After: The writer …… .

(2x8=16 points)

7) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
Richard wanted to find out how Nano functions with people. What did he find out after a few weeks? Nano (-).

i. worked well only with children.
ii. did many things to help the family.
iii. helped Richard but not other people.

(8 points)

Module B – The Western National Park Is Looking For You:

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות)

קרא את המודעה שלפניך וענה על השאלות 1-8 שאחריה.

Read the notice below and then answer questions 1-8.

THE WESTERN NATIONAL PARK IS LOOKING FOR YOU!

Do you like being outdoors? Are you looking for adventure?

- Join our summer program and become a Junior Park Ranger* in the Western National Park!
- Volunteer to work in the park for six weeks during the summer vacation.

During the first two weeks of the summer program you will take part in a course for Junior Rangers. You will:

- learn about the animals and the plants in the park.
- hike through the park and learn to use a map and a compass.
- get information about the activities for visitors.
- learn first-aid so you will be able to help in emergencies.

While you are in the park you will live in a cabin and get three meals a day, but you must bring your own sleeping bag. You will also receive a uniform, but you need to bring good walking shoes. In the evenings, Junior Rangers have time for social activities, so if you play a musical instrument, bring it with you.
At the end of the course, Junior Rangers will:

- give out information to visitors.
- guide visitors in the park.
- make sure that visitors follow park rules.
- help keep the park clean.

When you return home, you will visit schools and talk to students about the National Park. In addition, you will be able to use your park experience as part of your school assignments. You can get bonus points in school if you write a report about what you learned in the park.

Interested high school students can apply for this summer program on the National Park website: www.nparks.com.

*Park Ranger – פקח שמורת טבע

ענה באנגלית על השאלות 1-8 על פי המודעה שקראת ועל פי ההוראות בשאלות.
(70 נקודות)

Answer questions 1-8 in English according to the notice and the instructions.

Questions:

1) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 1-4)
This notice is for high school students who (-).

i. want to make money.
ii. enjoy working outside.
iii. study during vacation.

(7 points)

2) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
"Hike through the park" is mentioned in line 8 as an example of an activity that (-).

i. is part of Junior Rangers course.
ii. all visitors like to do.
iii. is dangerous to the park animals.

(8 points)

3) (1) CIRCLE THE CORRECT ANSWER: YES or NO. (lines 5-10)
Junior Rangers learn to help visitors who get hurt in the park. YES / NO

(4 points)

(2) Copy the words that justify your answer.
ANSWER: …… .

(6 points)

4) PUT A (V) BY THE TWO CORRECT ANSWERS. (lines 11-14)
What do Junior Rangers get when they join the summer program?

i. Sleeping bags. ……
ii. A place to stay. ……
iii. A pair of walking shoes. ……
iv. A musical instrument. ……
v. Food and drinks. ……

(2x7=14 points)

5) CIRCLE THE NUMBER OF THE CORRECT ANSWER
According to lines 11-14, you can use your musical instrument to (-).

i. play for visitors to the park
ii. teach other Junior Rangers to play.
iii. have fun with other Junior Rangers.

(8 points)

6) Junior Rangers help visitors in the park. Give ONE example of what they do. (lines 15-19)
ANSWER: ……... .

(7 points)

7) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 20-23)
What do Junior Rangers do when they go back home?

i. They go on hikes with their school friends.
ii. They tell students about the park.
iii. They take care of the parks in their town.

(8 points)

8) Junior Rangers learn a lot during the summer program. How can this help them in school? (lines 20-23)
ANSWER: ……...
…….. .

(8 points)

Module B – Forest Hills Summer Camp:

WRITING TASK:

Forest Hills Camp is looking for teenagers between the ages of 15-18 to work as camp counselors with young children during the summer.

Please fill in the form.

Name: .....
Age: ..... Phone Number: .....
Address: .....
Write a short paragraph about yourself and why you want to work in the summer camp. You can write about places you worked in the past, sports and outdoors activities you like, musical instruments you play, and other hobbies you have.

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Module B – Lost And Found – Report Of A Lost Bag Or Suitcase:

WRITING TASK:

Name: ..... Telephone: .....

Write a short description of what you lost. Include as many details as possible, such as the bus number, time and date you were on the bus, description of the bag or suitcase you lost, and what was inside it.

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Module B – Lost Bag:

WRITING TASK:

Scenario:
You went on a trip to England and you lost your bag. After three days you got it back. Write a letter to your parents telling them what happened.

Here are some things that you can write about:

- Where you lost your bag?
- What was in the bag?
- What you did to find it?
- Who found it?
- What is missing from your bag?

July 10, 2018

Dear Mom and Dad,

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Module B – Zoo Directors:

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות)
לפניך מכתב למערכת.
קרא אותו וענה על השאלות 1-7 שאחריו.

Read the letter to the editor below and then answer questions 1-7.

Dear Editor,

I am the director of the Detroit Zoo. Next month I am leaving my job after thirty years of work. Before I retire, I would like people to know about unsuitable conditions for wild animals in zoos.

For many years as the zoo director, I have tried to improve the conditions of wild animals. However, I feel I have not done enough. Many of the wild animals in zoos are unhappy and unhealthy. Elephants, for example, suffer more than any other wild animal. In nature, elephants get lots of exercise. They walk about sixty kilometers a day. They also eat a large variety of trees and bushes and live with other elephants in large groups. None of these conditions exist in our zoos today.

Recently I participated in a meeting of zoo directors from around the country. We discussed my ideas about the ways to make zoos better places. We agreed that a few things should be done. First of all, zoos should only keep animals which are used to the climate of the area. For example, in our zoo in Detroit, where the winter is very cold, we should not keep lions or tigers because they are used to hot weather. In addition, if we want wild animals to stay healthy, we must feed them the same food they would eat in nature. Zoos should also give animals a large enough living area so they can get the exercise they need.

I hope you will publish my letter because I think your readers should realize that many wild animals suffer in zoos and something must be done about it.

Dr. David Handler

ענה באנגלית על השאלות 1-7 על פי המכתב שקראת ועל פי ההוראות בשאלות.
(70 נקודות)

Answer questions 1-7 in English according to the letter and the instructions.

Questions:

1) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 1-4)
why did Dr. Handler decide to write his letter now? Because he (-).

i. will soon stop working at the zoo.
ii. is worried that the zoo will close.
iii. wants more people to visit the zoo.

(7 points)

2) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 5-10)
How does Dr. Handler feel about his job as a zoo director? He feels (-).

i. he has been very successful in his work.
ii. he should have done more for wild animals.
iii. sorry to leave his job at the zoo.

(9 points)

3) PUT A (V) BY THE TWO CORRECT ANSWERS. (lines 5-10)
Elephants that live in zoos suffer because they do not (-).

i. like visitors who come to the zoo. ……
ii. get enough exercise. ……
iii. get along with other animals. ……
iv. live with lots of other elephants. ……
v. like living in cold climate. ……

(2x8=16 points)

4) What did other zoo directors think about Dr. Handler's ideas? (lines 11-18)
ANSWER: They ……..... .

(8 points)

5) What are TWO things that zoos can do to improve the lives of wild animals? (lines 11-18)
ANSWER:
1) ..... .
2) ..... .

(2x7=14 points)

6) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 5-18)
Elephants, lions and tigers are mentioned in the letter as examples of animals that (-).

i. don't get enough food.
ii. should not be kept in zoos.
iii. live in unsuitable conditions.

(8 points)

7) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
Dr. Handler wants his letter to be published because he wants people to know (-).

i. it is possible to make zoos better places.
ii. what he plans to do in the future.
iii. about the improvements he made at the zoo.

(8 points)

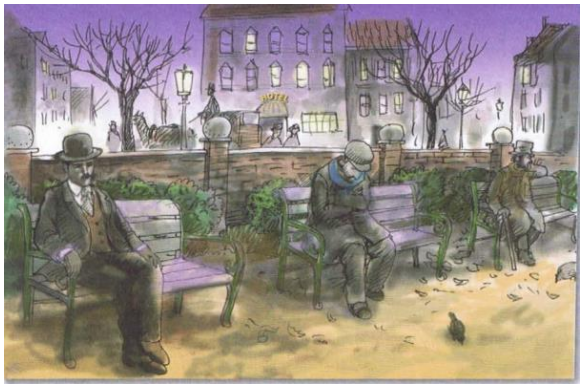
Module B – Dusk:

DUSK

By Saki

What do you think?

1) Look at the picture. What do you see? What is the atmosphere in the picture?



2) Read about a man named Norman. What was his problem or dilemma?

Norman sat on a bench in the park. A stranger asked for his help, but Norman just couldn't believe the stranger's story. He decided that the man was lying.
He was right.
Or perhaps he was wrong...

3) Will Norman find out the truth? If so, how will it make him feel?

Now read the story.

The story:

Norman Gortsby sat on a bench in the park of a busy city. It was 6:30 on an early March evening. The sun had set, the street lights were on, but it was not yet dark.
In the half-light of dusk, many lonely people were walking alone in the park, or sitting on benches in the shadows.
This scene fitted' Norman's mood. Dusk, he thought, was the hour of the defeated. Men and women who had dreamed or fought for something - and lost. They came out at dusk, when their sad eyes and old, shabby clothes would not be so noticeable.

STOP AND THINK!
1. *In what kind of mood was Norman?*
2. *Why did he feel disappointed? What do you think?*

Norman was in the mood to put himself among the defeated. He did not have money problems. He had not failed at his work. But he had been hurt and betrayed by someone he had trusted. Right now, he felt defeated. And he enjoyed sitting on a bench watching others like him, who had been disappointed by life.
Next to him on the bench sat an old man. His clothes were not shabby, but he looked as if he had no friends or anyone to care about him. He was the kind of person no one would ever notice or pay attention to. As he got up co leave, Norman imagined him going back to a lonely room somewhere.

STOP AND THINK!
1. *What did Norman think of the old man?*
2. *Was Norman lonely, too?*

His place was taken by a young man. He seemed upset. He muttered to himself.
You don't seem in a very good mood," said Norman.
The young man said, "You wouldn't be in a good mood if you were in the mess I'm in. I've done the stupidest thing I've ever done in my life."
"What is that?" asked Norman.
"I came to the city this afternoon," the young man said. "I was planning to stay at the Berkshire Hotel. But when I got there, I found that it had been torn down. They've put a movie theater there. The taxi driver told me about another hotel somewhere else, so I went there."
Norman nodded, just to be polite.
"After I checked into the hotel, I decided to go out and buy some soap. I'd forgotten to pack any. And I hate those little bars of hotel soap. So I went out and walked around for a while. I bought some soap, and I had something to eat. When I turned to go back to the hotel, I realized that I couldn't remember its name. I couldn't even remember

what street it is on. That's the mess I got myself into. I don't have any friends here. I spent the money I took with me from the hotel. I used it to buy the soap and a snack. Here I am, with a few pennies in my pocket, and no place to stay tonight."

STOP AND THINK!
Does the man's story sound true? Why or why not?

The young man paused for a moment. Then he said, "I suppose you think that's an unbelievable story."
"No, not at all," said Norman. "The same thing happened to me in a foreign country. I was with someone, and neither of us could remember where we were staying. But we did recall the hotel was on a canal. And when we found the canal, we were able to find the hotel."
The young man said, "l wouldn't mind so much in a foreign country. At least you have officials from your own country to help you with problems. But what can I do here, in my own country? If I don't find someone who believes my story and gives me some money, I'll have to spend the night in the park. But I'm glad you don't think the story is unbelievable."

STOP AND THINK!
What kind of proof did Norman want in order to be convinced that the man was telling the truth? What do you think?

Norman said, "The only weak part of your story is that you don't have the bar of soap with you." The young man jumped and felt quickly in his pockets. "I must have lost it," he said angrily.
Norman said, "To lose both a hotel and a bar of soap in one afternoon is very strange. In fact, ..." But the young man did not wait for Norman to finish. He walked quickly away into the shadows.

STOP AND THINK!
1. *Why did the man walk quickly away?*
2. *Was the man telling the truth or was he lying? What do you think?*

Norman thought, "Too bad. Going out to get a bar of soap almost made his story sound true. But he forgot to have the soap with him. Otherwise he would have gotten money from more than one person. He should have taken a little extra trouble."
Norman stood up, ready to leave the park. Then he saw a small package next to the bench. It was a bar of soap. It must have fallen out of the young man's pocket when he sat down.

STOP AND THINK!
1. *How did Norman feel when he found the bar of soap?*
2. *What did he decide to do? What do you think?*

Norman hurried after the young man. When he caught up with him, Norman said, "The proof that you were telling the truth has turned up." He held out the bar of soap. "It must have fallen from your pocket when you sat down. Excuse me for not believing you. Without the soap, I didn't think you were telling the truth. But now I'm convinced. Please let me lend you some money."
Silently, the young man took the money Norman offered. "'Here is a card with my address on it," Norman continued. "You may pay me back any day this week. And here is the soap. Don't lose it again. It's been a good friend to you."
"Lucky thing you found it," said the young man. "Thanks." He shook Norman's hand and hurried off.
"Poor boy," said Norman. "He looked ready to cry from relief. This must be a lesson for me. I shouldn't judge people too quickly."

STOP AND THINK!
Norman is feeling much better now. But not for long. What do you think will happen?

Norman walked back the way he had come.When he came to the bench he had been sitting on, he stopped. An old man was looking around and under the bench. Norman remembered him. He was the man who had been sitting there before the young man came.
"Have you lost something, sir?" Norman asked.
"Yes, sir. A bar of soap."

Questions:

Understanding the story:

1) In your notebook, complete the sentences, then put them in the correct order.
(a) When the old man left, a _____ man took his place.
(b) Norman sat on a _____ in the park next to an old man.
(c) When he wanted to return to his _____, he realized he didn't remember its name and he didn't have any money with him.
(d) The young man asked Norman to give him some money, otherwise he would have to spend the _____ in the park.
(e) Norman didn't _____ the stranger's story because he didn't have the bar of soap with him.
(f) He explained that he had _____ into a hotel and then went out to buy some soap.

2) Which sentence in column B follows a sentence in column A?
Copy the sentence pairs into your notebook

A	B
i. Norman didn't give the man any money.	a. It was a bar of soap.
ii. But then, Norman saw a small package next to the bench.	b. The man was looking for a bar of soap.
iii. At that point, Norman believed that the man's story was true	c. Norman felt he couldn't trust people again.
iv. Then he saw the old man who had been sitting next to him	d. So the man walked away.
v. Norman understood that the young man had lied to him.	e. He hurried after the man and gave him some money

3) Read your answers to activities A and B.
Now you have the summary of the story.

Words to know:

1) Choose the TWO correct answers to show that you understand the meaning of the words in red. Write them in your notebook.

a. How do people feel when they are betrayed?
   i. hurt ii. disloyal iii. Disappointed

b. How do people usually feel in a foreign country?
   i. angry ii. confused iii. less confident

c. If people want to be unnoticeable, what don't they want?
   i. to be seen ii. to draw the attention of others iii. to notice other people

d. How should we Judge people?
   i. by their behavior ii. by their looks iii. by their character

e. If you lend money to a friend, what do you expect?
   i. to get it back ii. to pay it back iii. to be paid back

2) Use the words from the word bank to complete the following paragraph in your notebook.

The benches near the streetlights were unoccupied. The people preferred the benches in the (1) _____, where nobody would (2) _____ them. Those people had once dreamed of becoming successful, but they had (3) _____ . As a result, they were (4) _____ by life.

WORD BANK:
failed , disappointed , shadows , notice.

Interpreting:

Answer the questions in your notebook. Refer to the Tool Box first.

1) Why did Norman tend to believe the young man's story at first?

2) What else made the man's story believable? What do you think?

3) In what kind of mood was Norman when he met the young man? Why?
How did his mood affect his decision not to believe the man's story?

4) How did the bar of soap change Norman's outlook on life?
   a. How did it make him trust people again?
   b. How did it cause him not to trust people again?
   c. How did it affect his belief in himself?
      - When he found the soap?
      - when he met the old man the second time?

Tool Box:

1) Which thinking skill do you intend to use for question 2?
   - Distinguishing Different Perspectives?
   - Comparing and Contrasting?
   - Inferring?

2) What about questions 3 and 4?

3) Explain why you used that particular skill.

Looking into literature:

Go through the story again and answer the questions in your notebook.

1) Give an example of an ironic situation. Copy sentences from the story to prove your point.

2) The mood of the story is gloomy.
How does the setting reflect the mood? Complete the sentences.
   a. The park is the place for _____ and dusk is _____.
      (Find the sentence in the story.)
   b. As darkness is falling, the _____ of the story gets darker and darker.

3) How does language create the mood in the story?
Find five words that create the mood.

4) What is dusk a metaphor of? Choose the suitable words.
• failure • darkness • shadows • hopelessness • defeat
• loss • half-light • trust • soap • a dark, pessimistic perspective

CITY LIFE

As you already know, Saki, the author of this story, was born in 1870 and died in 1916. During those years, many changes occurred in England. After the Industrial Revolution, many people who had been living in small communities in the countryside moved to the cities. They had high hopes and believed that they would be able to realize their dreams of becoming rich and successful.
However, the hopes of many of them burst like a soap bubble. The work in the factories was hard and the pay was low. Opening a small business was risky and many shopowners lost their money. People found themselves unable to support their families.
In addition, life in the city was very different from life in the country where people knew everybody and could get help and support when they needed it. In the city, it was "every man for himself. "They didn't know anybody and nobody knew them, so they felt lonely and insecure. Some of them also felt ashamed because they were poor. There was a large gap between the rich, successful class and the poor working class.

Read how O. Henry, another famous author who wrote many stories about city life, described the city:
"Far below and around, lay the city like a *purple dream, the wonderful, cruel, great city."*

Questions:

1) How would the people in the park describe the city in one sentence?
Write that sentence in your notebook.

2) In "Dusk" the city serves as background.
In "The Open Window" the country serves as background.
How are the two locations, the people and their ways of life different?
Are there any similarities?

Based on your general knowledge, write a paragraph or two to compare the city and the country in our modern world. Consider at least THREE of the following:

- the place and the atmosphere.
- the people and their outlooks on life.
- their behavior / manners.
- the spare-time activities.
- the size and type of the community.
- the way people feel.

Tool Box:
Decide which thinking skill to use. You can use either Comparing and Contrasting or Distinguishing Different Perspectives; it depends on what you intend to emphasize.
Explain why you used that particular skill.
Tip: For Comparing and Contrasting remember to use Connectors of Similarity and Contrast.

Post reading – tasks:

Choose one of the following:

1) Draw the park at dusk. Describe your picture to a partner.
For atmosphere, choose or compose suitable music.

2) It is possible that Norman's story could have ended differently if he had met an honest man who asked for his help.
Act out a dialogue between Norman and the honest man he meets. Include:

- the person's problem.
- the proof that he is telling the truth.

3) The honest man writes Norman a letter. He thanks him for his kindness and sends him the money back. Pretend to be the young man.
Write the letter in your notebook. Below are some guidelines.

- Greeting.
- Write an introduction and some details about your present life.
- Thank Norman and emphasize how valuable his help has been.
- Write what you have learned from the experience.
- Mention the way you intend to pay your debt.
- Closure.

Reflection:

1) How did the story make you feel?

2) How did the Literature Dictionary help you to better understand the story?

3) How did the information about the social context in which the story is set add to your understanding of the setting, the characters and the events?

4) How many new words do you now know?
Make two lists:
   a. Words I can use.
   b. Words I understand.

Module B – Mama And Her Bank Account:

MAMA AND HER BANK ACCOUNT

By Kathryn Forbes

About the Author:

Kathryn Forbes (1908- 1966) was an American writer.
She was born and raised in San Francisco.
Her family came from Norway in the late 19th century.
Her most popular work was Mamas Bank Account, which
is a series of short stories about growing up in a Norwegian
family in San Francisco 1n the early 1900s.
The story below is one of the most popular stories from the book.

About the Story:

The parents in this story came to America from Norway.
Like all immigrants they had to learn English, but spoke
it differently from people born in America.
For example, they said "Is good" instead of "That's good
and "Is all?" instead of "Is that all?"

The story:

For as long as I can remember, the small house on Castro Street has been home. It's all so familiar to me: Mama, Papa, my only brother, Nels. There is my sister Christine, closest to me in age - a very secretive person - and the littlest sister, Dagmar. But the thing I remember most is Mama. I remember that every Saturday night Mama would sit down by the scrubbed kitchen table and count out the money Papa had brought home in the little envelope. There would be various piles. "For the landlord"; Mama would say, piling up the big silver coins. "For the grocer." Another group of coins. "For Katrin's shoes to be repaired." And Mama counted out the little silver pieces. "Teacher says this week I need a notebook." That would be Christine or Nels or me - Katrin. Mama would solemnly take a nickel or a dime and set it aside. At last Papa would ask. "ls all?" And when Mama nodded, we could relax a little and reach for schoolbooks and homework. For Mama would look up and smile. "1s good," she'd say quietly." We do not have to go to the Bank.

It was a wonderful thing, that Bank Account of Mama's. We were all so proud of it. It gave us such a warm, secure feeling. No one else we knew had money in a big bank downtown. I remember when the Jensens had to leave their house because they couldn't pay the rent. We children watched poor Mrs. Jensen's tears. She was so ashamed when they took away her furniture. This then happened to people who do not have the pile of coins marked "Landlord." Could this happen to us too? I held onto Christine's hand tightly. "We have a bank account." she reassured me calmly and suddenly I could breathe again.

When Nels wanted to go on to high school, Mama said "Is good," and Papa was pleased too. "It will cost a little money," said Nels. Eagerly we brought up chairs and sat around the table. I took down the colorfully painted box that Aunt Sigrid had sent us from Norway and put it carefully in front of Mama.

This was the "Little Bank." The "Little Bank" was used for sudden emergencies, such as the time Christine broke her arm and had to be taken to the doctor, or when Dagmar got sick and Papa had to go to the drugstore for medicine.

Nels had it all written out neatly - so much for carfare, for clothes, for notebooks and supplies. Mama looked at the figures for a long time. Then she counted out the money in the Little Bank. There was enough. "We do not," she reminded us gently, "want to have to go to the bank." We all shook our heads. "I will work in Dillon's grocery store after school," Nels volunteered. Mama gave him a bright smile and carefully wrote down a sum and added and subtracted. Papa did it in his head. Papa was very quick in arithmetic. "Is not enough," he said. Then he took his pipe out of his mouth and looked at it for a long time. "I give up tobacco," he said suddenly. Mama reached across the table and touched Papa's sleeve, but she didn't say anything. Just wrote down another figure. "I will look after the Elvington children every Friday night," I said. "Christine can help me." "Is good," said Mama. We all felt very good. We had passed another

milestone without having to go downtown and draw money out of Mama's Bank Account. The Little Bank was enough for now.
So many things, I remember, came out of the Little Bank that year. Christine's costume for the school play, Dagmar's operation, my Girl Scout uniform. And always in the background was the comforting knowledge that we still had the Bank to depend upon.
During the strike, when Papa didn't work, Mama "helped out" at Kruper's bakery for a big sack of only slightly old bread and coffee cake. Papa washed bottles at the Castro Creamery every night and they gave him some fresh milk and all the sour cream he could carry. Marna made fine cheese out of it.
The day Papa went back to work; I saw Mama stand a little straighter. She looked around at us proudly. "Is good," she smiled. "See? We did not have to go down to the Bank". That was twenty years ago.
Last year I sold my first story. When the check came. I hurried over to Mama's and put the long green slip of paper in her hand. "For you," I said, "to put in your Bank Account." And I noticed for the first time how Mama and Papa looked. Papa seemed shorter now, and Mama's golden hair was now filled with grey. "Is good," she said and her eyes were proud. "Tomorrow," I told her, "you must take it down to the Bank." "You will go with me, Katrin?" "That won't be necessary, Mama. See? I've written my name on the back of the check. Just hand it to the teller and he'll deposit it in your account." Mama looked at me. "Is no account," she said. "In all my life, I never been inside a bank." And when I didn't - couldn't - answer, Mama said seriously, "ls not good for little ones to be afraid, to feel insecure."

Questions:

Think ahead:

1) What do you learn about the family from this picture?
What values you think are important to them?



2) What values are important to you?

Time to read:

1) What made Mama's family feel safe?

What do you think?

1) How do you think Katrin felt at the end of the story? Why?

Did you understand?

1) Summarize the story by matching the beginning of each sentence in A to its ending in B.

A	B
i. Every Saturday evening, the family	a. pay for unexpected costs.
ii. Mama made a pile of coins for	b. Mama never had a bank account.
iii. The family used the Little Bank to	c. both Mama and Papa were given food for helping out.
iv. The family never needed to	d. counted out their money
v. During the strike	e. take her check to the bank.
vi. Many years later, Katrin told Mama to	f. go to the "bank"
vii. Then Katrin found out that	g. each thing they needed to pay for

2) What did each character below do so that Nels could go to high school? Complete the chart.

CHARACTERS	WHAT THEY DID
Nels	
Papa	
Katrin And Christine	

Think about it:

1)

i. What lie did Mama tell her family?
……...……. .

ii. What reason did Mama give for lying?
……...……. .

iii. Do you think Mama was right to lie to her family about the bank account?
……...……. .

2) About the Setting – Setting is when and where the story takes place.

i. Where and when does this story take place?
……...……... .

ii. Do you think this story could take place in Israel today? Why or why not?
……...……... .

3)

i. What did the children learn about money from Mama?
……...……. .

ii. What did the children learn from Mama about family life?
……...……. .

4) Do you think Papa knew the truth about the bank account? Explain your answer.
……...……. .

5)

i. What do you think the message of this story is?
……...……. .

ii. Do you think this message is relevant today?
……...……. .

Over to you:

Expression from the story:
deposit the check • costs too much money • count out the money • pay the rent • set some money aside.

1) What would each person say in the following situations?
Complete the sentences with the expressions above.

i. Max explains why he can't buy a new car.
"It ..... !"

ii. You want to save money in order to buy a computer game.
"I must ..... each week."

iii. You want to see if you have enough money for a train ticket.
I need to ..... in my wallet."

iv. Mrs. Smith has a check and she wants to bring it to the bank.
I am going to the bank to …..... ."

v. Andy wants to give the owner of his apartment a check.
"I have come to ..... . Here's your check."

Word focus – Describing:

Words from the Story	Extra Words
calmly	endlessly
carefully	immediately
proudly	politely
Seriously	positively
suddenly	unfortunately
tightly	well

2) Complete Penny's description about her best friend. Use words from the lists above to help you.

My Best Friend

By Penny White

Emily is my best friend. When she was eight, she had a terrible accident.
She was riding her new bike … proudly … to school when ……. A big truck appeared. ..... , the driver
didn't see Emily and hit her. She was ..... hurt.
Now Emily is in a wheelchair, but she doesn't complain. She always

smiles and looks at life …… .
I love being Emily's friend. We talk ……..... about all sorts of stuff and laugh all the time. I know things aren't always easy for Emily, but she handles everything so ……... I am sure she will be very successful in life.

3) Now write a composition describing your best friend or a special person. Use words from the lists above to help you.