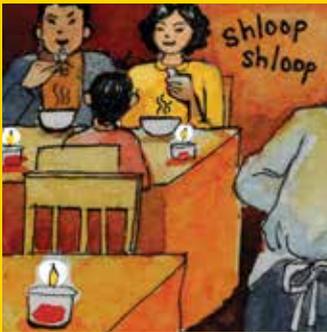


Loving LITERATURE



Teaching Exercises by
Rivka Lichtner

Loving LITERATURE

Teaching Activities by Rivka Lichtner

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CONTENTS

Short Stories

A Man Who Had No Eyes by MacKinlay Cantor	4
The Blanket by Floyd Dell.....	23
The All-American Slurp by Lensey Namioka.....	44
After Twenty Years by O. Henry	80
War Is Swell by David Lubar	102

Poems

Who Has Seen the Wind? by Christina Georgina Rossetti.....	136
Bed in Summer by Robert Louis Stevenson	144
Playgrounds by Laurence Alma-Tadema.....	152

Language Enrichment

Vocabulary Plus	160
Language Enrichment	170

Conclusion

Personal Response, HOTS, Literary Terms, and Rubric ...	187
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Note to teachers: The Teacher’s Guide is an integral component of this program. Please make sure to read the Guide carefully before starting to teach this book to your students.

A MAN WHO HAD NO EYES

Mackinlay Kantor (*adapted*)

Vocabulary List 1

- | | |
|---|---|
| 1. alive <i>adjective</i> (line 12) | 11. handsome <i>adjective</i> (line 26) |
| 2. annoyed <i>adjective</i> (line 25) | 12. just as <i>adverb</i> (line 16) |
| 3. (an) appointment <i>noun</i> (line 19) | 13. pity <i>noun, verb</i> (line 10) |
| 4. (a) beggar <i>noun</i> (line 1) | 14. (a) pocket <i>noun</i> (line 35) |
| 5. blind <i>adjective</i> (line 3) | 15. respect <i>noun, verb</i> |
| 6. carry <i>verb</i> (line 3) | 16. respected <i>adjective</i> (line 13) |
| 7. completely <i>adverb</i> (line 39) | 17. simple <i>adjective</i> (line 13) |
| 8. embarrassed <i>adjective</i> (line 25) | 18. still <i>adverb</i> (line 5) |
| 9. (a) handicap <i>noun</i> (line 15) | 19. successful <i>adjective</i> (line 13) |
| 10. handicapped <i>adjective</i> | 20. (a) suit <i>noun</i> (line 27) |

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A. Below are ten different professions / ways that people earn money. Which ways do you think are the best and most respectable? Rank them from best (10) to worst (1).

- | | | |
|---------------------|-----------------------|------------------|
| a. factory worker | e. street cleaner | i. street seller |
| b. business owner | f. doctor | j. bus driver |
| c. high-tech worker | g. insurance salesman | |
| d. beggar | h. artist | |

B. Compare your answers with your friends' answers. Are they very different from each other?

C. What do you think makes someone choose a specific profession / way of earning money?

- D. The story that you will read is about a beggar and an insurance salesman. How do you think each of them will look, talk, and behave? Read the story and see if your guesses are correct.

PART ONE

A beggar was coming down the street just as Mr. Parsons came out of his hotel.

He was a blind beggar, carrying a blind man's cane¹ and banging² his way in front of him, with the careful, half-scared look of the sightless.

- 5 He was a big man; his coat was dirty, and his hand held onto the cane very tightly.³ He wore a black bag on his shoulder. It looked like he had something to sell.

- 10 It was a beautiful spring day; the sun was warm and yellow on the road. Mr. Parsons, standing there in front of his hotel and hearing the clack-clack sound that the cane was making, felt a sudden pity for all blind people.

- © 2015. A.E.L. Publications And, thought Mr. Parsons, he was very happy to be alive. A few years ago he had been a simple worker; now he was successful, respected, liked, selling insurance.⁴ And he had done it all alone, with no help
15 and while fighting handicaps. And he was still young.

He took a step forward just as the tap-tapping of the blind man passed him. Quickly, the poor man turned.

“Listen, mister. Just a minute of your time.”

1. (a) cane = מקל הליכה, عصا المشي

2. banging = ידף, يضرب, חובט

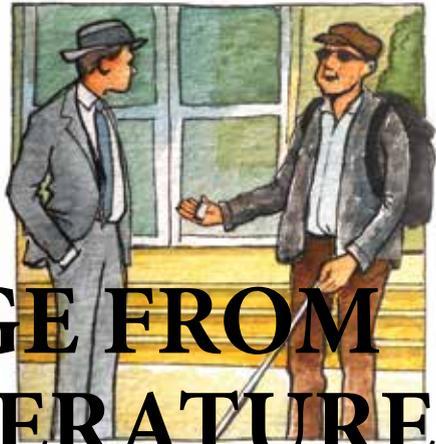
3. tightly = בשדה, בחוזקה

4. insurance = ביטוח, تأمين

20 Mr. Parsons said, "It's late. I have an appointment. Do you want me to give you some money?"

"I ain't¹ no beggar, mister. You bet² I ain't. I have a nice little thing here that I sell." He put the thing in Mr. Parsons' hand. "It costs a dollar. Best cigarette lighter³ made."

25 Mr. Parsons stood there feeling a little annoyed and embarrassed. He was a handsome man, dressed in a perfectly clean gray suit and hat. Of course, the man with the cigarette lighter couldn't see...



30 "But I don't have money," he said. "I don't know what you know about people who smoke. It's a nice little

present," said the man. "And, you would be helping a poor man!" He held on to Mr. Parsons' sleeve.

35 Mr. Parsons sighed⁴ and felt in his pocket. He took out a dollar bill and gave it to the man.

"Of course, I'll help you. As you say, I can give it to someone. Maybe the doorman⁵..." He stopped, not wanting to be nosy,⁶ even with a blind peddler. "Have you lost your sight completely?"

40 The poor man took the dollar bill. "It's been fourteen years, mister. Westbury, sir. I was one of them."

1. ain't = am not "أنا مش", "لست", "أنا مش"

2. You bet = בטח!, אכיד!

3. (a) lighter = מצית, قَدَاخَة

4. sighed = تنهّد, נאנח

5. the doorman = השוער, البوّاب

6. nosy = فضولي, مَنْ يَتَدَخَّلُ فِيهَا لَا يَعْينيه

Basic Understanding

A. Who?

1. He made a lot of noise when he walked.
2. He was wearing nice clothing.
3. He said that he was not a beggar.
4. In the past, he had a simple job.
5. His clothes were dirty.
6. He was selling cigarette lighters.
7. He didn't speak English well.
8. He needed to go meet someone.

SAMPLE PAGE FROM

B. Complete the sentences.

1. Mr. Parsons was staying at... (lines 1-7)
2. Mr. Parsons had pity for people who couldn't... (lines 8-11)
3. Mr. Parsons was successful although he was (lines 12-15)
4. Mr. Parsons offered to give the beggar (lines 16-20)
5. Mr. Parsons didn't want to buy a lighter because he didn't (lines 21-30)
6. The beggar said that Mr. Parsons could buy the lighter as a (lines 31-34)
7. Mr. Parsons thought that he could give the lighter to (lines 35-39)
8. Fourteen years ago, the beggar became (lines 37-41)

Vocabulary Practice

A. Match the words to their synonyms.

- | | |
|---|-------------------|
| 1. can't see | a. a suit |
| 2. good-looking | b. a beggar |
| 3. a person who asks other people for money | c. annoyed |
| 4. a set of clothing (jacket and pants / skirt) | d. blind |
| 5. a meeting made for a specific time or place | e. pity |
| 6. in every way | f. an appointment |
| 7. a little angry | g. handsome |
| 8. a feeling of sadness that you have for someone | h. completely |

B. Choose the correct word / phrase in each sentence / question.

1. Why are you (**just as** / **completely** / **still**) at home? You have a doctor's appointment in ten minutes!
2. I can't (**carry** / **respect** / **pity**) this bag. It's too heavy.
3. This is a very (**embarrassed** / **alive** / **simple**) question. Of course I know the answer!
4. I thought that my keys were in my (**handicap** / **pocket** / **appointment**), but I can't find them.
5. Vardit hoped that she could finish her project on time, but she was not (**respected** / **successful** / **handicapped**).
6. I can't believe that I made such a big mistake. I'm so (**alive** / **respected** / **embarrassed**)!

7. She came into the classroom (**still** / **just as** / **completely**) the teacher was closing the door.

8. Mark Twain was a very (**annoyed** / **blind** / **respected**) American writer. Millions of people read his books every year.

9. My grandfather was very ill last year. He is lucky to be (**alive** / **simple** / **handsome**).

10. I felt a lot of (**beggar** / **pocket** / **pity**) for the homeless man.

C. Fill in each sentence / question with one of the words / phrases in the box.

1. I don't agree with you. I think that you are ... wrong.
2. Not knowing how to use a computer can be a big ... when looking for a job.
3. The bus left the station ... I came there.
4. This restaurant must be very It is always full of people.
5. Mike bought a new ... to wear at his wedding.
6. Could you please help me ... this box to my room?
7. No, I don't want to eat anything now. I'm ... full from lunch.
8. He was in a bad car accident last year, so now he is ..., but he doesn't let that stop him.

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9. Put the paper in your ... and don't lose it.
10. Kalila's ... at the dentist is at nine o'clock tomorrow morning.

suit – completely – handicap – carry – pocket –
successful – appointment – just as – handicapped – still

D. Complete the sentences about yourself.

1. I feel embarrassed when
2. I really respect
3. It's simple for me to
4. I am annoyed when

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Vocabulary Plus: Adjective Suffixes

Optional Vocabulary Section. See pages 160–161.

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Analysis and Interpretation

Think and answer the questions.

1. The beggar was blind and walking with a white cane. How do you think that he knew that Mr. Parsons was there? (lines 1–18)
2. How were Mr. Parsons and the beggar different from each other? Write three things.
3. The beggar said to Mr. Parsons, “I ain’t no beggar. You bet I ain’t.” (line 21) Do you agree or disagree with what he said? Why?

HOTS (Higher-Order Thinking Skills)

A. Look at the objects below. Match each object to a way that you can use it (not the way that you usually use it!).

1. pot



2. keys



3. hairdryer

4. umbrella

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- a. Staying warm on a cold day.
- b. Using it as a cane.
- c. Making music.
- d. Opening an envelope.

B. Choose two of the objects from Exercise A. Think of another unusual way that you can use each object.

C. Choose two of the word pairs below. For each pair, try to create a sentence that combines¹ the two words.

For example: I only have one *pot*, so I cook *simple* meals.

- 1. pot – simple
- 2. keys – appointment
- 3. hairdryer – embarrassed
- 4. umbrella – suit

1. combines = משלב, יدمג

To answer the questions in Exercises A, B and C, you used the HOTS (Higher-Order Thinking Skill) of **Generating Possibilities**.

Generating Possibilities = creating something new on the basis of something that already exists

יצירת משהו חדש על בסיס משהו קיים, خلق شيئاً جديداً على أساس شيء قائم

You can generate possibilities by thinking outside the box and looking at things in a new and different way. This can help you solve problems and create new ideas.

Important vocabulary for **Generating Possibilities**:

1. create = ליצור, יخلق

5. invent = להמציא, יخترע

2. generate = ליצור, יגדיל

6. make up = להמציא, ימציא

3. guess = לנחש, יחزر

7. possibilities = אפשרויות, إمكانيات

4. ideas = לעיונות, أفكار

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D. Use the HOTS of Generating Possibilities to better understand the story.

1. How do you think that Mr. Parsons was able to go from being a simple worker to being a successful insurance salesman? Generate *one* or *more* ideas.
2. At the end of Part One, the beggar started telling Mr. Parsons how he became blind. He said, "It's been fourteen years, mister. Westbury, sir. **I was one of them.**"

We can understand that the beggar was one of some or many people who were hurt at Westbury. What do you think happened to **them** (to the beggar and to other people) at Westbury that made the beggar become blind? Generate one possibility.

- E. How can you use the HOTS of Generating Possibilities in your everyday life? Give *one* example.

Due to copyright restrictions, pages 12–16 have been entirely removed from these sample pages.

To read the entire story as well as the other stories and poems in the book, order *Loving Literature* directly from A.E.L. Publications at 02-622-1640.

(Tentative release date: May 2015)

7. Gilad's (**reaction / forgiveness / explosion**) to the surprise was very funny.
8. I can't believe that a thief stole all your money. That's (**ever / awful / the other way around**)!
9. We all got scared when we heard the (**government / explosion / forgiveness**), but it was only fireworks.¹
10. What he did was awful. I don't know if I can (**react / hurt / forgive**) him.

C. Fill in each sentence / question with one of the words / phrases in the box.

1. My head ..., and I feel cold. I think that I am ill.
2. I can't believe that a blind man was able to ... to the top of Mount Everest.
3. Oh, no! I forgot that I was ... meet Layla after school.
4. The ... has decided to give students a longer vacation in the winter.
5. Have you ... read this book? It's great!
6. Could you please ... the baby while I go out shopping?
7. The price of a bus ticket to Haifa is ... twenty shekels.
8. Doni ... very badly to the news. He started screaming and crying.
9. Shani likes all fruits ... kiwis.
10. Don't ... that pot. It's very hot!

SAMPLE PAGE FROM LOVING LITERATURE

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ever – except – supposed to – touch – take care of –
climb – exactly – hurts – reacted – government

D. Answer the questions about yourself.

1. Have you ever visited New York?
2. How do you react when you get a bad grade on a test?
3. Is it hard or easy for you to forgive other people?
4. How do you feel when other people touch your things?

1. fireworks = זיקוקים, ألعاب نارية

Language Enrichment: Past Simple Irregular Verbs

Optional Language Section: See pages 170–171.

Analysis and Interpretation

Think and answer the questions.

1. “He swallowed, and stood **waiting for the expected reaction.**” (lines 76–77)
What reaction was the beggar expecting? Choose the correct answer.
He thought that Mr. Parsons would (—).
 - a. ask him to tell the story one more time
 - b. feel pity for him and give him more money
 - c. tell him that the story was not exactly true
2. How did Mr. Parsons know that the beggar’s name was Markwardt?
(lines 66–69)
3. “The beggar stood for a long time, not saying a word. Finally, he said, ‘Parsons, by heaven! by heaven! I thought you —’” (lines 91–92)
What did the beggar think? Choose the correct answer.
 - a. That Mr. Parsons was still in the factory.
 - b. That Mr. Parsons didn’t know the story.
 - c. That Mr. Parsons was not alive.
4. How do you think that Mr. Parsons became blind?
5. Why is the ending such a surprise?



HOTS (Higher-Order Thinking Skills)

- A. Look at the advertisement for a house. If you had \$38,000 in savings,¹ would you want to buy this house? Why or why not?

BUY A HOUSE IN THE U.S.A. FOR ONLY \$38,000!

You don't have to be rich to buy a house in Florida! This house has a big kitchen, a living room, three bedrooms, two bathrooms, and a basement. It also has a private garden and a garage. You can rent it out² and make \$1,100 a month!



Call U.S.A. Realtors now at 1-800-999-999.

B. Now read more information about the house that U.S.A. Realtors did not want to tell you. Is your answer to Exercise A the same as before? Why or why not?

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1. The house is in very bad condition.³ It will cost \$25,000 to fix it.
2. The house is in a bad neighborhood. It will be very hard to find someone to rent it.
3. Similar⁴ houses in the neighborhood cost only \$28,000–30,000.

- C. Is there any other information that you should know before you buy a house for yourself or as an investment?⁵

1. savings = חסכונות, תופירות

2. rent it out = להשכיר אותו, للإيجار

3. condition = מצב, حالة

4. Similar = דומים, متشابهة

5. an investment = השקעה, استثمار

To answer the questions in Exercises A, B and C, you used the HOTS (Higher-Order Thinking Skill) of **Evaluating**.

Evaluating = making judgments about people, objects, situations, other people's opinions, etc., and justifying your conclusions

קביעת דעה על אודות אנשים, עצמים, מצבים, דעות של אנשים אחרים וכדו', והצדקת מסקונותיך

إتخاذ الرأي في أشخاص، أغراض، أوضاع، آراء الأشخاص الآخرين وما شابه ذلك وإثبات استنتاجاتك

Before you can evaluate someone or something, you must first decide **how** you are going to evaluate that person or thing. For example, before you can evaluate a house and decide whether to buy it or not, you must decide what is important to you in a house. For instance: location (where the house is), price, size (how big it is), condition, etc. Then you need to gather information about those things, because without information, it's impossible to make a correct evaluation.

Important vocabulary for Evaluating:

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1. (an) advantage = נזרון, فائدة, ميزة
2. against = נגד, ضد
3. agree = להסכים, يوافق
4. (a) disadvantage = חיסרון, عيب
5. disagree = לא להסכים, لا يوافق
6. evaluate = להעריך, يقيّم
7. (That's) a good / bad idea = (זה) רעיון טוב/רע, هذه فكرة جيّدة / سيّئة
8. in favor of = בעד, لصالح
9. judge = לשפוט, לקבוע דעה, يحكم, يحدّد الرأي عن فلان
10. (an) opinion = דעה, رأي

D. Use the HOTS of Evaluating to better understand the story.

1. What is your opinion of the beggar's behavior (both at the time of the explosion and afterwards)? Complete the sentence.
I think that the beggar's behavior was ... because
2. Did you like the story, and especially the ending? Why or why not?

E. How can you use the HOTS of Evaluating in your everyday life? Give one example.

F. Use the HOTS of Generating Possibilities to better understand the story.

1. How do you think Mr. Parsons was able to succeed in life despite being blind? Generate *one* or *more* possibilities.

2. Imagine that you are walking in the street and you see a blind beggar screaming at a man wearing a suit. What other reason could there be for this situation? Generate at least *one* possibility.

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a character = a person in a story

We can understand who a character is from the way the writer describes him / her, from the way he / she reacts to hardships, and from what he / she says.

1. How many characters are there in the story, *A Man Who Had No Eyes*? Who are they?
2. What do we know about the two characters' ...?
 - a. professions
 - b. handicaps and how they coped¹ with them
 - c. personalities

1. coped = התמודדו, واجهوا

Bridging Text and Context

There are around 40 million blind people around the world. Most of them live normal lives, and do not let their blindness stop them from doing the things that they want to do.

5 Erik Weihenmayer, an American who became blind when he was young, climbed to the top of Mount Everest in 2001. He has also climbed many other tall mountains, and he often goes kayaking.



10 Justin Daubenmire, who lost his sight at the age of eighteen, started a very successful business called BlindSoftware.com. The business makes computer programs and games for blind people, and all the workers there are blind or visually impaired.¹

15 © 2015, A.E.L. Publications Alison Bartlett decided to continue her hobby of photography even after becoming blind. She takes pictures of animals, and her hearing is so good that she can hear birds flying and animals eating! She has even held an exhibition² of her photographs!

1. Connect the information above to the story, *A Man Who Had No Eyes*. Give information from the story to support your answer. You can use the phrases in the box to help you. (45–60 words)

being blind – can succeed – Now, I understand –
it's possible – people shouldn't think – give up

-
1. visually impaired = בעלי לקות ראייה, ذوو الإعاقة البصرية
 2. held an exhibition = ערכה תערוכה, أقامت معرض

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(Tentative release date: May 2015)

THE ALL-AMERICAN SLURP

Lensey Namioka (*adapted*)

Vocabulary List 1

- | | |
|--------------------------------------|---|
| 1. (an) accent <i>noun</i> (line 78) | 13. (a) method <i>noun</i> (line 82) |
| 2. as if <i>idiom</i> (line 57) | 14. (an) offer <i>noun, verb</i> (line 13) |
| 3. behave <i>verb</i> (line 61) | 15. parents <i>noun</i> (line 11) |
| 4. behavior <i>noun</i> | 16. (a) phrase <i>noun</i> (line 87) |
| 5. discover <i>verb</i> (line 102) | 17. polite <i>adjective</i> (line 87) |
| 6. escape <i>verb</i> (line 57) | 18. (a) product <i>noun</i> (line 22) |
| 7. invite <i>verb</i> (line 1) | 19. relax <i>verb</i> (line 66) |
| 8. keep <i>verb</i> (line 2) | 20. the same <i>adjective</i> (line 43, 44) |
| 9. kind (of) <i>noun</i> (line 5) | 21. seem <i>verb</i> (line 30) |
| 10. (a) list <i>noun</i> (line 87) | 22. a string <i>noun</i> (line 40) |
| 11. manners <i>noun</i> (line 4) | 23. terrible <i>adjective</i> (line 23) |
| 12. memorize <i>verb</i> (line 8) | |

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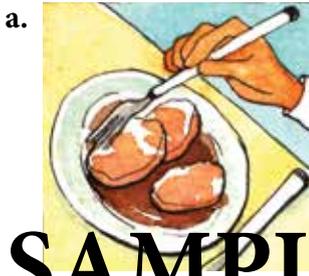
Before You Read

- A. Below and on page 45 are eating etiquette¹ rules from different countries. Match the rules to the pictures.
1. Start eating pasta as soon as it is on your plate — don't wait for anyone else! (Italy)
 2. Leave a little bit of food on your plate at the end of the meal. This shows that you've eaten enough. (China, Jordan)
 3. Never take the last serving² from the serving dish. (Norway, Thailand)

1. etiquette = כללי נימוס, آداب السلوك

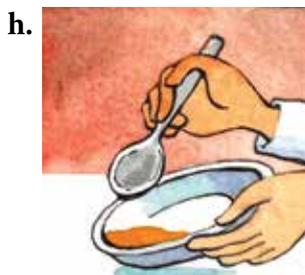
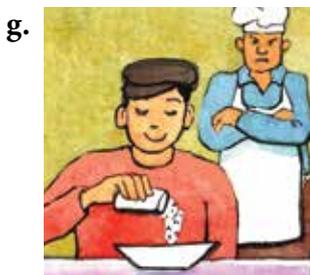
2. (a) serving = מנה, حصة من الطعام

4. While eating with only a fork or spoon, keep the hand that is not holding the fork or spoon in your lap.¹ (U.S.A.)
5. Don't eat until all the older people at the table have started eating. (Korea)
6. When eating soup, tip the bowl away from you. (England)
7. Use bread to clean up the sauce² on your plate. (Russia)
8. Don't cut potatoes with a knife — that shows that the potatoes aren't soft enough. (Germany)
9. Don't add salt to your food — that shows that you don't like the food. (Egypt)



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1. (a) lap = ברקיים, רכיתאן

2. the sauce = הרוטב, الصلصة

- B. Which of the rules on pages 44–45 do you think are correct, and which ones do you think are silly? Why?
- C. Can you think of another two etiquette rules from your culture?
- D. The story that you will read is told by a Chinese girl who has recently moved to America with her family. Read and see which American eating etiquette rules were new to her.

PART ONE

The first time our family was invited out to dinner in America, we embarrassed ourselves while eating celery. We had moved to this country from China, and during our first day here we had a hard time with American table manners.

5 In China, we never ate celery raw¹ or any other kind of vegetable raw. We always cooked the vegetables first. When we saw our first vegetable tray, we were surprised by the raw celery.

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We had been invited to dinner by our neighbors, the Gleasons. After arriving at the house, we shook hands with our hosts² and all sat
10 down together on one sofa. As our family of four sat stiffly³ in a row, my younger brother and I looked at our parents to see what to do next.

Mrs. Gleason offered the vegetable tray to Mother. The tray looked pretty, with its small red radishes, sticks of carrots, and long stalks⁴
15 of green celery. “Please try some celery, Mrs. Lin,” she said. “It’s from a farmer who lives near here, and it’s sweet.”

1. raw = נא / לא מבושל, ני; غَيْرُ مَطْبُوخ

2. hosts = מארחים, مضيفون

3. stiffly = מאובנים, متصلبون

4. stalks = גבעולים, سيقان

Mother picked up one of the green stalks, and Father did the same. Then I picked up a stalk, and my brother did too. We sat there, each with a stalk of celery in our right hand.

20 Mrs. Gleason kept smiling. “Do you want some dip, Mrs. Lin? I made it from sour cream¹ and onions.”

Most Chinese don’t like milk products, and in those days I wasn’t even ready to drink milk. Sour cream sounded terrible. Our family all shook our heads.

25 Mrs. Gleason went away with the vegetable tray to the other guests, and we carefully watched



30 to see what they did. Everyone seemed to eat the raw vegetables happily.

SAMPLE PAGE FROM LOVING LITERATURE

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Mother took a bite of her celery. *Crunch*. “Yes, it *is* good,” he said, looking surprised.

35

I took a bite, and then my brother. *Crunch, crunch*. It was more than good; it was delicious. When Mrs. Gleason came back with the vegetable tray, we each took another stalk of celery, except my brother. He took two.

40

There was only one problem: There were long strings in the stalk, and they got caught² in my teeth. When I help my mother in the kitchen, I always pull the strings out before cutting celery.

1. sour cream = کرمة حامضة الطعم, גבינת שמנת,

2. got caught = עלقت בין האסنان = נתקעו,

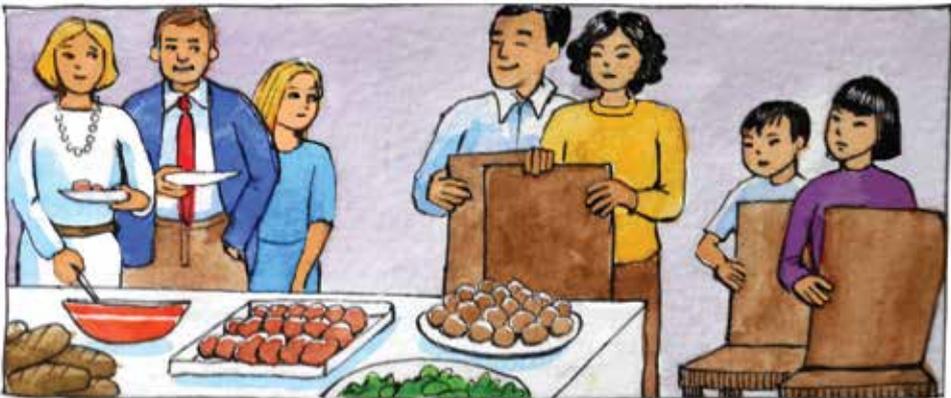
I pulled the strings out of my stalk. *Z-z-zip, z-z-zip*. My brother did the same. *Z-z-zip, z-z-zip*. To my left, my parents were taking the strings
45 out of their stalks. *Z-z-zip, z-z-zip, z-z-zip*.

Suddenly, I realized that the room was quiet except for our zipping. Looking up, I saw that the eyes of everyone in the room were on our family. Mr. and Mrs. Gleason, their daughter Meg, who was my friend,
50 and their neighbors the Badels—they were all staring at us as we busily pulled the strings out of our celery.

That wasn't the end. Mrs. Gleason said that it was time for dinner and invited us to the living table. It was full of plates of food, but we
55 couldn't see any chairs around the table. So we helpfully carried over some chairs and sat down. All the other guests just stood there. Mrs. Gleason came to us and whispered, "This is a buffet¹ dinner. You take some food and eat it in the living room."

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Our family escaped back to the sofa as if chased² by enemy soldiers. For the rest of the evening, too embarrassed to go back to the dining room table, I sat with a little bit of potato salad on my plate.



1. buffet = מניין, בوفيه

2. chased = נרדפני, طاردونا

60 The next day, Meg and I got on the school bus together. I wasn't sure
 how she would feel about me after the way our family behaved at
 the party. But she was the same as usual, and the only thing that she
 said about the party was, "I hope you and your family had enough
 to eat last night. Mom never tries to figure out¹ how much food to
 65 make. She just puts everything on the table and hopes for the best."

I began to relax. The Gleasons' dinner party wasn't so different from
 a Chinese meal after all. My mother also puts everything on the table
 and hopes for the best.

SAMPLE PAGE FROM LOVING LITERATURE

Meg was the first friend I had made after we came to America. I soon
 70 met a few other kids in school, but Meg was still the only real friend
 I had.

© My brother didn't have any problems making friends. He spent all
 his time with some boys who were teaching him baseball, and in no
 time he could speak English much faster than I could — not better,
 75 but faster.

I worried more about making mistakes, and I spoke carefully, making
 sure I could say everything right before opening my mouth. At least
 I had a better accent than my parents, who never really lost their
 Chinese accent, even years later. My parents had both studied English
 80 in school before coming to America, but what they had studied was
 mostly written English, not spoken.

Father's method of learning English was scientific.² He loved the
 way English verbs changed form according to what tense³ they were
 in: present, past simple, present perfect, or future. He was always

1. to figure out = לחשב, יחסב

3. scientific = מדעית, علمية

2. tense = זמן (דקדוקי), صيغة (قواعد اللغة)

85 making diagrams of verbs and their forms, and he looked for chances to use the more difficult tenses.

Mother tried to memorize lists of polite phrases. She was always saying things like “I’m fine, thank you.

90 And you?” Once, she accidentally stepped on someone’s foot, and quickly said, “Oh, that’s quite all right!” Embarrassed by her mistake, she decided to do better next time. So when someone stepped on her foot, she said,



95 “You’re welcome.”

SAMPLE PAGE FROM LOVING LITERATURE

100 In our different ways, we all learned English. My mother took me shopping for American clothes. In the same week, my brother made the baseball team.² Father started taking driving lessons, and Mother discovered garage sales.³ We soon got all the furniture we needed, plus a dart board⁴ and a 1,000-piece puzzle (fourteen hours later, we discovered that it was a 999-piece puzzle). There was hope that the Lins might become a normal American family after all.

1. made = התקבל ל-, תם קבולה للفريق الرياضي
2. team = קבוצה, فريق
3. garage sales = מכירת חפצים משומשים, بيع الأغراض المنزلية المستعملة
4. a dart board = לוח חיצים, لعبة السهام المريشة

Basic Understanding

A. Choose the two correct answers for each question.

1. What are we told about the Gleasons' dinner party? (lines 1–68)
 - a. It was the first dinner party the Gleasons had ever made.
 - b. It was the first American dinner party the Lins went to.
 - c. There wasn't enough food for all the guests.
 - d. The guests ate all their food in the living room.
 - e. All the food at the dinner party was raw.

2. What do we learn about Chinese eating habits¹ in lines 5–50?

The Chinese (—).

- a. never eat vegetables
- b. usually don't eat cheese
- c. always cook their vegetables
- d. never make noise when eating
- e. usually don't like celery

3. What problems did the Lins have with the celery that Mrs. Gleason offered them? (lines 5–50)

- a. They didn't know how raw celery tasted.²
- b. The celery strings got caught in their teeth.
- c. They didn't like the way the celery tasted.
- d. They only wanted to eat the celery with a dip.
- e. They didn't want to hold the celery in their hands.

4. What did the Lins do “wrong” at the Gleasons' dinner party? (lines 8–59)

They (—).

- a. all sat together on the sofa
- b. looked at what everyone was eating
- c. pulled the strings out of the celery
- d. didn't take radishes or carrots
- e. took chairs to the dining room

1. habits = הרגלים, עادات

2. how ... tasted = איזה טעם היה ל- , מהו ذوق ال

5. How did the writer speak English? (lines 69–81)
 - a. Without making many mistakes.
 - b. Without any worries or fears.
 - c. With a better accent than her parents.
 - d. Very quickly, without thinking.
 - e. With a perfect American accent.
6. What do we know about the way Mrs. Lin learned English? (lines 82–96)
 - a. Her method was scientific.
 - b. She tried to learn polite phrases.
 - c. She learned English very quickly.
 - d. She made some mistakes.
 - e. She didn't have any success.

Complete the sentences.

SAMPLE PAGE FROM LOVING LITERATURE

1. The writer and her brother weren't sure what to do at the dinner party, so they ... (line 1–2)
2. When Mrs. Gleason offered the Lins vegetables, each of the Lins took ... (lines 3–4)
3. Mr. Lin was surprised that the celery (lines 25–35)
4. While the Gleasons were pulling the strings out of the celery, everyone in the room (lines 40–50)
5. The writer was so embarrassed that she didn't (lines 51–59)
6. Meg didn't say anything about the way the Lins (lines 60–65)
7. Both Mrs. Gleason and Mrs. Lin liked to (lines 60–65)
8. The writer had only one friend, but her brother (lines 69–75)
9. The writer's brother learned how to play (lines 72–75)
10. When Mr. Lin spoke English, he liked to use (lines 82–86)
11. When someone stepped on Mrs. Lin's foot, she said (lines 87–96)
12. The Lins were turning into a (lines 97–103)

Due to copyright restrictions, pages 53–59 have been entirely removed from this sample unit.

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(Tentative release date: May 2015)

PART TWO

Then came our dinner at the Lakeview restaurant.

105 The Lakeview was an expensive restaurant, one of those places where a headwaiter dressed in tails¹ took you to your seat, and the only light came from candles. In one corner of the room, a harpist² played music.

Father wanted to celebrate, because he had just been promoted.³

110 He worked for an electronics company, and after his English started improving, his boss decided to promote him. Now he was getting a higher salary. He was very proud of his new job.

115 **SAMPLE PAGE FROM LOVING LITERATURE**
 Until then we had eaten only at Chinese restaurants. Although my brother and I liked hamburgers, my parents didn't much like western food.

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 But this was a special event, and Father asked his coworkers to recommend a really elegant restaurant. So Father went at the dark dining room of the Lakeview.

120 At our table we got our menus, and they were so big that I almost had to stand up again to read mine. But it was mostly in French, so I couldn't understand it.

125 Father, being an engineer,⁴ was always systematic.⁵ He took out a small French dictionary. "They told me that most of the menu would be in French, so I came prepared." He even had a small flashlight⁶ that looked like a pen. While Mother held the flashlight over the menu, he looked up the French words.

1. tails = חליפת ערב, بدلة أنيقة (مساوية)

2. a harpist = מנגן בנבל, عازف القيثارة

3. had...been promoted = קודם, تمت ترقيته

4. an engineer = מהנדס, مهندس

5. systematic = שיטתי, منظم

6. (a) flashlight = פנס, مصباح جيب

“Pâté en croûte,” he said. “Let’s see...pâté is paste...croûte is crust¹...hmm...a paste in crust.”

130 The waiter stood there, looking patient. I died at least fifty times.

At long last Father gave up. “Why don’t we just order four complete dinners at random?”² he suggested.



135 “Isn’t that risky?”³ asked Mother. “I’ve heard that the French eat some strange things.”

“A Chinese can eat anything a Frenchman can eat,” Father said.

140 The soup arrived in a plate. How do you get soup up from a plate? I looked at the other customers, but the ones at the nearby tables were not eating soup, and I couldn’t see the ones that were farther away in the darkness.

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 Luckily, my parents had studied books on western table manners before they came to America. “Tilt your plate,” whispered my mother. “It’s easier to eat the soup with a spoon that way.”

145 She was right. Tilting the plate worked. But the book on table manners didn’t say anything about what you did after the soup reached your lips. As any Chinese knows, the correct way to eat your soup is to slurp. This helps to cool the soup and prevent you from burning your lips. It also shows that you like the food.

150 We showed that we were enjoying the soup. *Shloop*, went my father. *Shloop*, went my mother. *Shloop, Shloop*, went my brother, who was the hungriest.

1. (a) crust = קרום פריך, قشرة

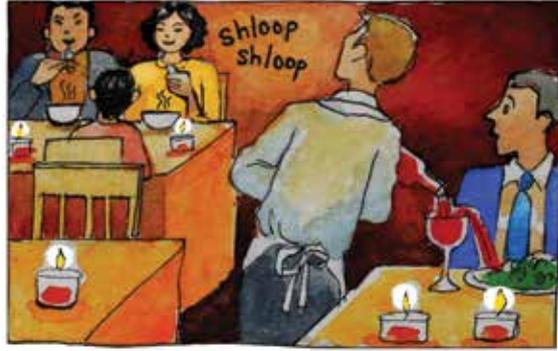
2. at random = באקראי, عشوائيًا

3. risky = מסוכן, خطر

4. Tilt = תטו, أميلوا

The harpist stopped playing music to take a rest.¹ And in the quiet, our family's soup slurping seemed especially loud. *Shloop, shloop, shloop.* That was the Lin family, eating soup.

At the next table, a waiter was pouring wine. When a large *shloop* reached him, he froze. The bottle continued to pour, and red wine poured onto the table and from there into the lap² of a customer.



Even the customer didn't notice anything at first, because he was also listening to the *shloop, shloop, shloop.*

It was too much. "I need to go to the bathroom," I said, jumping up. I put cold water on my burning face, and as I turned myself, I stared into the mirror. What was I doing here? What was our family doing in the Lakeview restaurant? In Aleppo?

Time passed — maybe half an hour, maybe an hour. Then my mother came in and asked, "Are you in there? You're not sick, are you?"

She sounded worried. A girl can't leave her family just because they slurp their soup. Besides, I couldn't live in the bathroom my whole life. "I'm all right," I said.

Mother didn't tell me how the rest of dinner was, and I didn't want to know. In the next few weeks, I managed to push the whole thing into the back of my mind, where it jumped out at me only a few times a day. Even now, I turn hot all over when I think of the Lakeview restaurant.

1. take a rest = יסתרע, זמן, לנח/לקחת פסק זמן 2. the lap = הברכיים, الركبتيان

180 But by the time we had been in the country for three months, our family was definitely becoming Americanized. I remember my parents' first PTA meeting.¹ They met my teacher and smiled as she told them that I was getting excellent grades. Of course, Chinese manners forced Father to say that I was a very stupid girl and Mother

185 to say that the teacher was showing favoritism² toward me. But I knew that they were both very proud.



SAMPLE PAGE FROM LOVING LITERATURE

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Basic Understanding

A. True or false? Copy the phrase / sentence that proves your answer.

1. The Lins went to the Lakeview restaurant to celebrate Mr. Lin's birthday.
2. The Lins were used to going to restaurants like the Lakeview.
3. Mr. Lin knew that the menu at the Lakeview was mostly in French.
4. Mr. Lin was able to translate everything on the menu into English.
5. The writer didn't know how to eat the soup at the restaurant.
6. The Lins slurped their soup because they thought that was the right way to eat soup.
7. The writer and her mother ran to the bathroom together.
8. The writer was having trouble learning in school.

1. (a) PTA meeting = אסיפת הורים, اجتماع أولياء الأمور والمعلمين

2. favoritism = הפליה, تمييز

B. Answer the questions.

1. Write three things that we know about Mr. Lin's job, his working conditions,¹ and / or how he felt about it. (lines 104–126)
2. Why was Mrs. Lin worried about ordering four complete dinners at random? (lines 122–137)
3. How did Mrs. Lin know the best way to eat soup from a plate? (lines 138–149)
4. What were the reactions of the other people in the restaurant to the Lins' slurping? (lines 145–165)
5. How long did the writer stay in the bathroom? (lines 166–179)
6. How did Mr. and Mrs. Lin react to the teacher's compliments at the PTA meeting? (lines 180–186)

SAMPLE PAGE FROM

Vocabulary Practice

LOVING LITERATURE

A. Match the synonyms.

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- | | |
|---|---------------|
| 1. become better | a. menu |
| 2. money that you get for working | b. suggest |
| 3. business | c. definitely |
| 4. list of foods that you can order at a restaurant | d. improve |
| 5. for sure | e. prevent |
| 6. make noise while drinking | f. company |
| 7. stop something from happening | g. slurp |
| 8. say what you think someone should do | h. salary |

B. Choose the correct word in each sentence.

1. Please be (**patient** / **proud** / **definitely**). The bus will be here in five minutes.
2. I (**recommend** / **prevent** / **notice**) reading this book. It's really interesting.

1. conditions = תנאים, شروط

3. A wedding is a very exciting (**company / event / menu**).
4. Why are you sitting quietly in a (**restaurant / salary / corner**) of the room?
Get up and start talking to people!
5. Our teacher gave us so much homework. There is no way that I will (**slurp / force / manage**) to do it all today.
6. Be careful when you (**celebrate / pour / suggest**) hot tea.
7. Oh, no! I didn't (**notice / manage / prevent**) what time it was, and now I'm late for school.
8. I need another sweater. It's (**especially / patient / improve**) cold today.
9. I don't want to do it, and you can't (**pour / force / slurp**) me to do it!
10. This (**event / suggestion / restaurant**) has excellent dishes on its menu.

SAMPLE PAGE FROM

- Fill in each sentence / question with one of the words in the box.
1. Renana loves giving... to her friends, but she doesn't like it when other people tell her what to do.
 2. Mrs. Moreno works at a high-tech... in Ra'anana.

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4. Eldad hopes that if he works hard, his boss will raise¹ his
5. Did you ... Suha's new glasses? They're really nice!
6. I'm ... coming to your party. I can't wait!
7. Mr. and Mrs. Karim went on a trip to ... their twenty-year anniversary.²
8. My doctor ... that I eat less salt.
9. Meital is very ... that she passed her English Bagrut exam.
10. If you want to ... heart disease,³ exercise every day and eat healthy foods.

proud – notice – manage to – recommended – suggestions –
prevent – celebrate – company – salary – definitely

1. will raise = יעלה, سيقوم بترقية (راتبه) 3. heart disease = מחלות לב, أمراض القلب
2. (an) anniversary = יום נישואין, عيد الزواج

D. Answer the questions about yourself.

1. What is something that you are proud of?
2. Which holiday do you most like to celebrate? Why?
3. What is something that you want to improve in your life?
4. What is one food that you especially like?

Language Enrichment: Comparatives and Superlatives

Optional Language Section: See pages 181–183.

Analysis and Interpretation

SAMPLE PAGE FROM

Think and answer the questions.

LOVING LITERATURE

1. “I died at least fifty times.” (line 110)

What does the writer mean by this sentence?

2. © 2015. A.E.L. Publications
Why did the waiter and customer freeze when they heard the Lins’ slurping?
Do you think that the reaction would have been the same at a less elegant restaurant? (lines 145–165)

3. When the writer’s teacher praised¹ the writer, Mr. Lin said that his daughter was very stupid and Mrs. Lin said that the teacher was showing favoritism toward the writer. (lines 180–186)
 - a. What is your opinion of Mr. and Mrs. Lin’s behavior?
 - b. How do you think that the writer knew that her parents were proud of her?

1. praised = שיבחה, מדחת

HOTS (Higher-Order Thinking Skills)

A. Read the three passages below. What is the main problem that each writer has? Choose the correct answer.

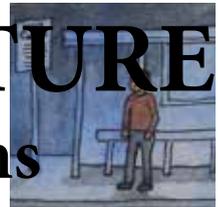
1. I came home at the end of a long day, feeling very hungry and tired. I opened my purse and started looking for my key. I looked and looked, but I couldn't find it. I put down my heavy bag and sat on the steps next to my house. It was going to be a long wait.

- a. She didn't have time to wait.
- b. She was hungry and tired.
- c. She couldn't find her key.



2. It was late at night, and I was far from home. I wanted to tell my parents where I was, but my cell phone wasn't working. I knew that they would be worried, but I didn't know how to get in touch¹ with them.

- a. He didn't have a way of calling his parents.
- b. He didn't know how to get home.
- c. He was worried because it was late at night.



3. I arrived at school and realized that I had forgotten my project at home. That day, I was supposed to² present³ my project to my class. If I didn't do it, I would get a zero. But there was no way that I could present my project without all the materials⁴ that I had prepared.

- a. She got a zero on her project presentation.
- b. She didn't have what she needed to present her project.
- c. She forgot what to say at her project presentation.



1. get in touch = ליצור קשר, יִתְּסַלֵּב

2. I was supposed to = הייתי אמורה, كان من المتوقع أن

3. present = להציג, יִעָרַץ

4. materials = מואָד, חומרים

- B. Choose one of the three situations above and imagine that you were the person facing¹ that problem. What is one thing that you could do to solve the problem?
- C. Think of a situation in your school or neighborhood that you are not happy with. Are there any ways that you can help fix the situation?

To answer the questions in Exercises A, B, and C, you used the HOTS (Higher-Order Thinking Skill) of **Problem Solving**.

Problem Solving = identifying a problem and its solution

זיהוי בעיה ופתרונה, تشخیص المشكلة وحلها

SAMPLE PAGE FROM LOVING LITERATURE

To solve a problem, you must first identify it and then think of the best way to solve it. It's important to take into account all the factors² of the problem and make sure that your solution is realistic.

Important vocabulary for **Problem Solving**:

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1. (a) conflict = קונפליקט, إحتلاف
2. deal with = להתמודד עם, التعامل مع
3. difficult = קשה, صعب
4. (a) difficulty = קושי, صعوبة
5. (a) problem = בעיה, مشكلة
6. (a) serious problem = בעיה רצינית, مشكلة خطيرة
7. (a) solution = פתרון, حل
8. solve = לפתור, يحل

1. facing = עומד/ת מול, يقف/تقف أمام, يواجه / تواجه

2. factors = גורמים, عوامل

D. Use the HOTS of Problem Solving to better understand the story.

1. **a.** Why did Mr. Lin bring a dictionary and a flashlight to the Lakeview restaurant? What problem was he trying to solve? (lines 122–137)
- b.** Why wasn't that solution successful? Choose the correct answer.
 - i. Many words were not in the dictionary.
 - ii. The solution took too much time.
 - iii. The restaurant was very dark.
- c.** What was the new solution that Mr. Lin thought of?
- d.** Can you think of another way that the Lins could have solved their problem?

2. **a.** What difficulty did the writer have with the soup? Complete the sentence. (lines 138–149)

SAMPLE PAGE FROM LOVING LITERATURE

She didn't know how to...
b. How did she solve her problem?
c. Why do you think that the writer had this problem? Choose the correct answer.

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- i. The Chinese don't eat soup in plates.
 - ii. The Chinese usually don't eat soup.
 - iii. The writer didn't like eating soup.

3. **a.** Everyone at the restaurant was shocked by the Lins' slurping. How did the writer deal with that problem? (lines 153–174)
- b.** Do you think that the writer's solution was a good solution? Why or why not?

E. How can you use the HOTS of Problem Solving in your everyday life? Give one example.

F. Use the HOTS of Evaluating to better understand the story.

1. Evaluate the Lakeview Restaurant. Would you want to go eat there? Why or why not?

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To read the entire story as well as the other stories and poems in the book, order *Loving Literature* directly from A.E.L. Publications at 02-622-1640.

(Tentative release date: May 2015)

HOTS (Higher-Order Thinking Skills)

- A. Use the HOTS of Comparing and Contrasting to better understand the story.
1. “Then she put vegetables and gravy on top of the rice and mixed everything together, the way you mix sand, gravel, and cement to make concrete.” (lines 210–212)
 - a. What comparison did the writer make in this sentence?
 - b. Why did she make this comparison? Choose the correct answer.

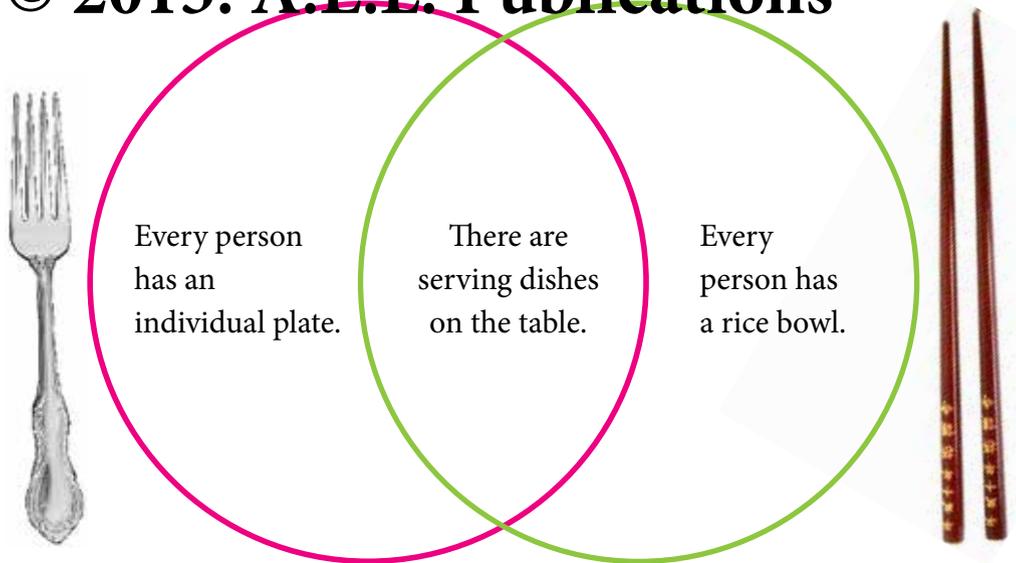
In China, (—).

 - i. only simple laborers¹ mix different foods together
 - ii. it is disgusting² to mix different foods together
 - iii. they add rice to the concrete to make it stronger

SAMPLE PAGE FROM LOVING LITERATURE

Compare and contrast American table manners and Chinese table manners. Copy the Venn diagram into your notebook and complete it with one comparison and three contrasts. (Parts Two and Three)

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1. laborers = פועלים, عمال

2. disgusting = מגעיל, مقرف

3. Compare and contrast the way the Gleasons hosted the Lins and the way the Lins hosted the Gleasons. Write at least one comparison and one contrast. (Parts One and Three)

B. Use the HOTS of Problem Solving to better understand the story.

- 1. a. What problem did Mr. Gleason have at the Lins' dinner party?
- b. How did he solve his problem?
- c. Would you have chosen the same solution? Why or why not?

C. Use the HOTS of Uncovering Motives to better understand the story.

- 1. Why do you think the Lins decided to give a dinner party?

Focusing on Literature

SAMPLE PAGE FROM
 (A) hero/heroine = the main character in a literary text (hero = boy/man, heroine = girl/woman).
 (The hero/heroine is usually good and courageous.)
LOVING LITERATURE

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- 1. Who is the heroine of the story, *The All-American Slurp*?
- 2. Write two facts from the story that show that the heroine is good and / or courageous.
- 3. Which other character in the story did you especially like? Why?

Bridging Text and Context

Lensey Namioka, the author of *The All-American Slurp*, was born in Beijing, China in 1929. Her family moved to the United States when she was ten years old. While studying at university, Lensey

5 married Isaac Namioka, who was born in Japan. As a result, she learned a lot about Japan and Japanese culture.



1. courageous = אמיץ / אמיצה, شجاع/ة

10 Lensey Namioka has written nineteen books. They are all connected to either her Chinese roots¹ or her husband's Japanese roots. Many of her stories are about Chinese immigrants² in the United States and the conflicts between their Chinese culture and American culture. *The All-American Slurp* is Lensey's most famous and popular short story.

1. Connect the information about Lensey Namioka and the story, *The All-American Slurp*. Give examples from the story to support your answer. You can use the words and phrases in the box to help you. (45–60 words)

immigrant – culture – was born – experiences – similar

Post-Reading Activity

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1. You are Mrs. Gleason. You and your family are on a trip to China, and you eat at a restaurant there. Write about your experience at the restaurant. (60–80 words)
2. Draw a comic strip (with captions³) of one of the funny scenes⁴ that happened in the story: the Gleasons' dinner party, the Lakeview restaurant, or the Lins' dinner party. (40–60 words)
3. (*Pairwork: 2 students*) Mr. Lin gets promoted at work again, and he wants to take his family to eat at another elegant restaurant. The writer tries to explain to her father or her mother why they shouldn't go to the restaurant.

One of you is the writer and the other is Mr. or Mrs. Lin. Act out your conversation in front of your class or make a video of your conversation for your teacher. (approximately 2–3 minutes of talking — 1–1.5 minutes per student)

1. roots = שורשים, جذور

2. immigrants = מהגרים, مهاجرون

3. captions = כיתוביות, عناوين

4. scenes = סצינות, مشاهد

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(Tentative release date: May 2015)

- 1 In winter I get up at night,
 2 And dress by yellow candle light.
 3 In summer quite the other way,
 4 I have to go to bed by day.
- 5 I have to go to bed and see
 6 The birds still hopping on the tree,
 7 Or hear the grown-up people's feet,
 8 Still going past me in the street.
- 9 And does it not seem hard to you,
 10 When all the sky is clear and blue,
 11 And I should like so much to play,
 12 To have to go to bed by day?



Basic Understanding

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A. Answer the questions.

1. Choose the correct answer. (lines 1–2)
 When the poet gets up in the winter, (—).

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- it is late
 - it is cold
 - it is late

- What is “quite the other way” in the summer? Complete the sentence.
 (lines 3–4)
 The poet must
- What are two things that the poet sees when he goes to sleep in the summer?
 (lines 5–10)

4. How does the poet know that there are still grown-up people in the street?
Choose the correct answer. (lines 7–8)
 - a. He sees their shoes.
 - b. He hears them talking.
 - c. He hears them walking.
5. What does the poet want to do instead of¹ going to bed? (lines 9–12)

Vocabulary Practice

A. In each line, choose the word that doesn't belong.

1. jump hop sit
2. candle notebook paper
3. arrive dress wear
4. quite never very
5. sunny clear angry

SAMPLE PAGE FROM LOVING LITERATURE

B. Choose the correct word / phrase in each sentence / question.

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 1. If you didn't go past / get dressed / hop / quite / clear, you will be late for school.

2. I agree with you. You are (**quite / clear / candle**) right.
3. Why did Shiran (**clear / go past / dress**) me this morning without saying hello?
4. Many people put (**candles / quite / hop**) on birthday cakes.
5. I don't think that it will rain. Look at how (**dress / hop / clear**) the sky is.

C. Fill in each sentence / question with one of the words / phrases in the box.

1. Beena _____ loves chocolate, so it's hard for her to ... the sweets shop without stopping to buy some chocolate.
2. Yaniv broke his leg and got a cast,² so he must ... everywhere he goes.
3. I'm not ... ready. Can you wait a minute?

1. instead of = במקום, بدلاً من

2. a cast = גבס, جيس

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Adjective Suffixes (*A Man Who Had No Eyes*, page 9)

“... with the **careful**, half-scared look of the **sightless**.” (lines 4–5)

“... now he was **successful**, **respected**, **liked** ...” (line 13)

“... not wanting to be **nosy** ...” (line 38)

There are many **adjective suffixes** in English — special endings that turn words into adjectives. These suffixes can help you understand the meaning of words. They include:

1. Suffixes that mean “full, having the qualities of, or feeling”

(מלא, יש בו את התכונות של או מרגיש, מליء بـ).

-ed, -ful, -y, and more.

For example: **annoyed** (feeling annoyance = منزع / מעוצבן, מרוגז / מרוגז),

successful (full of success = מוצלח, נאجح).

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2. Suffixes that mean “connected to, belonging to, or being

(קשור ל-, שייך ל-, או להיות, متعلق بـ).

-an, -ian, -ese, and more.

For example: **American** (belonging to America = אמריקני, أمريكي),

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Chinese (belonging to China = סיני, چيني).

3. A suffix that means “causing others to feel”

(לגרום לאחרים להרגיש, يحمل الناس على أن يشعروا).

-ing.

For example: **embarrassing** (causing others to feel embarrassed =

מביד, محرج).

4. A suffix that means “without” (ללא, بدون).

-less.

For example: **homeless** (without a home = מתשרד, חסר בית).

You can sometimes add different suffixes to the same base word to get different meanings. For example: **careful** = full of care (זהיר, حذر) / **careless** = without care (חסר זהירות, بدون حذر), **tired** = feeling the need to sleep (מעייף, مُتعب) / **tiring** = causing others to feel the need to sleep (לעיף, تعب).

A. Try to translate the words without using a dictionary. (The base word in brackets should help you.)

- | | |
|---------------------|----------------------|
| 1. shocking (shock) | 5. Japanese (Japan) |
| 2. helpful (help) | 6. dietetic (diet) |
| 3. rainy (rain) | 7. Italian (Italy) |
| 4. hopeless (hope) | 8. artistic (artist) |

B. Choose the correct word in each sentence.

- This cake is very (**tasty** / **tasteless**). Can I have more?
- George Washington was a very (**respected** / **respectful**) president. Most Americans admired¹ him.
- Could you please turn off that music? It's very (**annoyed** / **annoying**).
- This machine is (**useful** / **useless**). It never works.
- It's a (**windless** / **windy**) day. Make sure that your hat doesn't blow away!
- My brother is a very (**thoughtful** / **thoughtless**) person. He never makes decisions quickly.

© Complete the sentences.

- I am interested in
- When it's sunny,
- Many people are allergic to
- This is a very colorful
- I love Australian animals, especially
- It's worrying to me that

1. admired = اعجبوا, העריצו

Away (*The Blanket*, page 30)

“Petey hadn’t really believed that Dad would be doing it—**sending** Granddad **away**.” (lines 1–2)

“... in the morning he would be **going away**.” (lines 4–5)

Away is an adverb that means **למקום / לכיוון אחר** or **מכאן** or **למקום אחר / إلى مكان آخر / إلى اتجاه** // **למקום** (من هنا). There are many phrasal verbs (verb + adverb / preposition) with **away**. In some of these phrasal verbs, the meaning of **away** changes. Here are some phrasal verbs with **away** and their meanings:

1. give away = **ליתן במתנה / בחינם**, **يعطي مجانًا**
2. go away = **ללכת מכאן / למקום אחר**, **להסתלק**, **ينصرف**, **يذهب إلى مكان آخر**
3. put away = **לשים במקומו / בצד**, **يحتفظ**, **يضع جانبًا**

4. run away = לברוח, يهرب
5. send away = לשלוח מכאן / למקום אחר, يرسل من هنا لمكان آخر
6. throw away = לזרוק, يرمي في سلة المهملات

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1. In Israel, most families send their children away to boarding school.¹
2. If you see a bird, you should run away.
3. Some people give their old clothes away to charity organizations.
4. If you never throw anything away, your house will be full of things.
5. It is nice to tell someone to go away.
6. An organized² person knows where he / she put his / her things away.

1. (a) boarding school = **בית ספר עם פנימייה**, **مدرسة داخلية**
 2. organized = **מאורגן**, **منظم**

B. Fill in each sentence with one of the words in the box.

1. I didn't need those old papers, so I ... them away.
2. Why is your coat on the sofa? Please ... it away in the closet.
3. The party was boring, so I ... away after ten minutes.
4. Maya came for a visit, but I was very tired, so I ... her away.
5. When the Browns moved to another country, they ... away all their furniture to friends.
6. Roni ... away when he saw the big dog.

went – sent – ran – gave – threw – put

Polite Phrases (*The All-American Slurp*, page 54)

SAMPLE PAGE FROM
 “Mother tried to memorize lists of polite phrases. She was always saying things like ‘I’m fine, thank you. And you?’ Once, she accidentally stepped on someone’s foot, and quickly said, ‘Oh, that’s quite all right. Embarrassed by her mistake, she decided to do better next time. So when someone stepped on her foot, she said, ‘You’re welcome!’” (Lines 88–97)

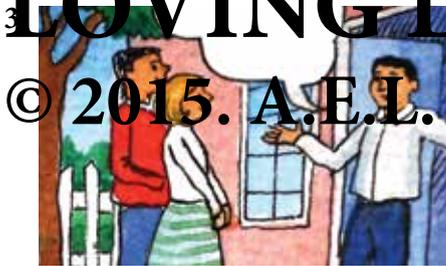
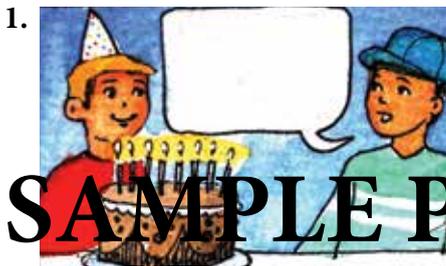
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Knowing polite phrases in English can really help you talk. Here are some useful phrases for you to remember:

1. **When you meet a friend:** Hello! // Hi! // How are you?
2. **When someone asks you how you are:** Great! // Fine. // I’m fine, thanks. And you?
3. **When someone comes to your house:** Welcome!
4. **To thank someone:** Thank you. // Thank you very much. // Thanks. // Thanks very much. // Thanks a million!
5. **When someone thanks you:** You’re welcome. // My pleasure. // Any time. // Don’t mention it.
6. **To apologize:** I’m sorry. // I’m so sorry. // Please forgive me.

- 7. **When someone apologizes to you:** It's okay. // That's all right. // Oh, that's quite all right.
- 8. **When you need to disturb someone:** Excuse me.
- 9. **To say goodbye:** Goodbye! // See you later!
- 10. **Other phrases:** Good luck! // Congratulations! // Bless you!

A. Look at the pictures below. Match the phrases to the pictures.



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That's all right. – Thanks! – See you later! –
Hi! How are you? – Welcome! – Congratulations!

B. Write the phrase that you would say in each situation.

1. Your parents give you a birthday present.
2. You meet your friend and she says, "Hi! How are you?"
3. You need to get off the bus, but there are people standing in your way.
4. Your friend sneezes.¹
5. You accidentally step on someone's foot.
6. You help a woman with her shopping bags, and she says, "Thank you."
7. Your friend comes to your house for dinner.
8. Someone steps on your foot and says, "I'm so sorry!"
9. Your friend is taking a very important test in a few minutes.
10. You go home after talking to your friend for a few minutes.

C. Complete the sentences.

1. Please forgive me for....

2. Excuse me, but I...

3. It marks a million for....!

4. Welcome to.....

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1. sneezes = מתעטש/ת, יעטס / تعطس

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C. Rewrite the sentences using *would*.

1. “Do you want to hear me play the fiddle?”
2. *Dad will not send Granddad away*, Petey thought.
3. Granddad often played the fiddle for Petey.
4. “There will be babies,” Granddad said.
5. “I really want to continue having Granddad at home.”
6. On fine evenings, Granddad and Petey sat together on the porch.

Comparatives and Superlatives (*The All-American Slurp*, page 66)

“... he could speak English much **faster than** I could — not **better**, but faster.” (lines 75–76)

“... He looked for chances to use the more difficult lenses.” (line 86–87)

“*Shloop, Shloop*, went my brother, who was the **hungriest**.” (lines 152–153)

We use comparatives (**faster than**, **more difficult**) to compare two people or things, and superlatives (**the hungriest**) to compare three or more

people or things. Comparative adjectives are usually followed by the word **than**, while superlative adjectives usually come after **the**.

1. Adjectives that have one syllable¹— We add **er** to the end of a comparative adjective, and **est** to the end of a superlative adjective.

For example: tall – taller – the tallest

(There are some exceptions, such as bored and afraid, which follow rule 3.)

If the adjective ends in an **e**, we only add **r** or **st**.

For example: safe – safer – safest

If the adjective ends in vowel + consonant, we double the last consonant.

For example: big – bigger – the biggest

1. syllable = מقطع لفظי, הברה

2. Adjectives that have two syllables and end in *y*— We remove the *y* and add **ier** or **iest** to the end of the adjective.

For example: early – **earlier** – **earliest**

3. Other adjectives with two syllables— We put **more** before a comparative adjective and **most** before a superlative adjective (between **the** and the adjective).

For example: bitter – **more** bitter – the **most** bitter

(There are some adjectives with two syllables that we can use with either form, such as clever, quiet, and simple. For example: clever – more clever / cleverer – the most clever / the cleverest)

4. Adjectives that have three or more syllables— We put **more** before a comparative adjective and **most** before a superlative adjective (between **the** and the adjective).

For example: beautiful – **more** beautiful – the **most** beautiful

5. Irregular adjectives— There are some adjectives (good, bad, well, far) that have irregular comparative and superlative forms.

For example: good – better – the best, bad – worse – the worst, well – better – the best, far – farther / further – the furthest / furthest

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A. Find another two comparative or superlative adjectives in Part Two of the story.

B. Write the comparative and superlative form of each of the adjectives below.

- | | |
|--|----------------|
| 1. hungry <i>hungrier</i> <i>the hungriest</i> | 5. intelligent |
| 2. terrible | 6. happy |
| 3. polite | 7. safe |
| 4. proud | 8. good |

C. Circle the correct adjective form in each sentence.

1. This is (**the interestingest / more interesting / the most interesting / interestinger**) book that I have ever read.
2. Her parents' accent was (**worse / the worst / more bad / the most bad**) than her accent.
3. Today, it is (**more hot than / the hottest / hotter than / the most hot**) it was yesterday.
4. For me, ironing¹ is (**the boringest / the most boring / boringer than / more boring than**) chore.²
5. The Lakeview restaurant was (**the most elegant / the elegantest / more elegant than / eleganter than**) other restaurants that the Lins had eaten at in the past.
6. Can you please give me (**the largest / larger than / the most large / more large than**) box of chocolate that you have in the shop?
7. What is (**the most earlier / earlier than / more early than / the earliest**) that you can come to my house to study?
8. A on feels much (**more well than / better than / the best / the most good**) he felt last week.

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D. Fill in the correct form of each one of the adjectives in brackets.

1. Rinat is ... (quiet) girl in the class.
2. This computer is ... (expensive) than the other one, but it also ... (powerful).
3. I want to study with a friend after school, so I will be home ... (late) than usual.
4. If you go 500 meters ... (far), you will see the shop on your left.
5. What is ... (healthy) dish on the menu?
6. That is ... (funny) joke that I have ever heard!
7. If you want to be a teacher, you must learn to be ... (patient).
8. Ari is ... (nice) person that I know.

1. ironing = גיהוץ, כי המלאים

2. chore = עבודת בית, عمل منزلي

Stative Verbs

“It **sounds** pretty interesting,’ said the policeman, ‘but it **seems** to me that that’s a long time between meetings.” (lines 38–39)

“I **wish** it were still here ...” (lines 76–77)

In English, there is more than one present tense. Present Continuous (Progressive) talks about things that are happening now or in the near future. The positive form of the Present Continuous is **am / is / are + verb + ing**. For example: Mira **is talking** on the phone now.

(The negative form of the Present Continuous is **am not / isn’t (is not) / aren’t (are not) + verb + ing**, and the question form is **am / is / are + subject + verb + ing**.)

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Present Simple talks about things that happen regularly. The positive form of the Present Simple is **verb (V1)** when the subject of the sentence is I, you, we, or they, and **verb + s** when the subject of the sentence is he, she, or it. For example: Mira often **talks** on the phone with her friends. Mira and Clippi **talk** on the phone every evening.

(The negative form of the Present Simple is **don’t (do not) + verb** for I, you, we, and they, and **doesn’t (does not) + verb** for he, she, and it. The question form is **do / does + subject + verb**.)

However, there is a group of words that always or almost always take the Present Simple form, even when talking about things that are happening now. These verbs are called stative verbs. They include:

1. **Feelings and desires**¹ — like, love, dislike, hate, want, need, prefer, wish

1. desires = רצונות, רגבות

2. **Belief and knowledge** — think, know, believe, hope, doubt, understand, remember, forget, agree, disagree
3. **Senses**¹ — see, hear, smell, taste, feel
4. **Descriptions**² — look (נראה, يبدو), seem, sound, cost
5. **Possession**³ — have, belong

That's why we say, for example, "Now, I **remember** what you told me" and not "Now, I'm remembering what you told me."

A. Choose the correct answer in each set of brackets.

1. Nadim (**wants / want / is wanting**) to become a doctor.

2. I can't talk to you now. I (**do / am / going / am do**) my own work.

3. If you (**aren't understanding / doesn't understand / don't understand**) the text, please raise your hand.

4. (Are you hearing / Do you hear / Are you hear) that noise? It (**sounds / is sounding / sound**) like an explosion.⁴

5. My father (**is cooking / cooks / is cook**) supper now. It should be ready soon.

6. This cake (**is tasting / is taste / tastes**) delicious! Can I have another piece?

7. At the moment, we (**wait / are waiting / waits**) for a bus, but I (**doubt / am doubting / am doubt**) that it will come on time.

8. (**Do Nili know / Is Nili knowing / Does Nili know**) what time our meeting is, or (**am I needing / do I need / am I need**) to call her?

1. senses = חושים, حواس

2. descriptions = תיאורים, أوصاف

3. possession = שייכות, ملكية

4. an explosion = פיצוץ, انفجار

B. Fill in each sentence with the correct form of the verb in brackets.

1. Esther ... (prefer) tea to coffee.
2. How many brothers and sisters ... (you have)?
3. The teacher ... (explain) the grammar rules now.
4. You ... (not look) happy. Is everything okay?
5. I ... (wish) that it would snow all week.
6. The Wells family really ... (love) “Big Joe” Brady’s restaurant. They ... (eat) dinner there tonight.
7. This bag ... (not belong) to me. It ... (belong) to my sister.
8. Avi and Kobi grew up together. They still ... (remember) all the fun that they had when they were young.

C. Answer the questions using full sentences.

For example: What is something that you love to do? I love to read books.

1. What is something that you love to do?
2. What do you hope to do when you finish school?
3. What is one thing that almost all of your friends have?
4. How much does a nice watch cost?
5. What is something that a student needs to do in the lesson?
6. What is something that your friend likes to do with you?
7. What is one question that students hear a lot?
8. How many languages does your mother know?

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