



## 1 - Family Dinner



1. With your partner, discuss whether you agree or disagree with the following statements about eating dinner with your family. Together, decide on two ideas that you both agree on and two you disagree on. Present your ideas to the class.

## Tip:

Remember, when you want to present your ideas, use:  
We both agreed on.. / We firmly believe that.. / We feel that..

		Agree	Disagree
a.	A family that eats together connects better.		
b.	Family meals are too noisy for me to enjoy.		
c.	I only eat meals with my family on Shabbat.		
d.	Everyone in my family eats meals at different times.		
e.	Eating a meal every day with my family is very important to me.		
f.	It's important to have a hot meal when you come home from school.		
g.	We eat our main meal in the evening when everyone is home.		
h.	Eating a light meal in the evening is healthier than eating a heavy meal.		



2. Match the definition in the chart to the sentences below.

a. a reasonable price, not expensive	b. a way of dealing with a problem	c. discover more facts, get new information	d. be made up of
e. answer, act in response to	f. in comparison to something	g. essential	h. to be part of a whole
i. give to others, tell about	j. connection with	k. usual	l. to bring relief, to ease
m. to start, to push for	n. V. feel N. knowledge or event that happened	o. being most important	p. examine in order to learn about

- We will have to **explore** the possibilities of buying that extra-large refrigerator. \_\_\_\_
- Would you **promote** the idea of sending your children to school if they were sick? \_\_\_\_
- Are they all coming to visit, **including** the kids? \_\_\_\_
- Sarit likes to **share** her food with her friends; everyone loves what she brings. \_\_\_\_
- Many scientists have done **research** on that disease. \_\_\_\_
- The parents were **relieved** when they found out the baby was healthy. \_\_\_\_
- If you go to that store you will find a lot of good quality clothes at **affordable** prices. \_\_\_\_
- How did your mother **respond** when you asked her if you could go away for the class Shabbat? \_\_\_\_
- What did you **experience** as a child that you find interesting today? \_\_\_\_
- We have to work on a **solution** to the problem. \_\_\_\_
- Some people don't realize the **importance** of healthy eating and doing exercise. \_\_\_\_
- It is important to have good **relationships** with your siblings. \_\_\_\_
- A healthy diet **consists of** a lot of fruit, vegetables, and meat. \_\_\_\_



14. Eating less sugar is **relatively** important for being healthy. \_\_\_\_
15. My mother's **priority** for Shabbat is to bake challahs on Thursday or Friday. \_\_\_\_
16. A **typical** summer's day in Israel is hot and sunny. \_\_\_\_

3. In your notebook, write a sentence or two in response to each statement. Make sure to use the words in bold in your sentences.

- a. Explain the **importance** of eating healthy food.
- b. Explain a **solution** to a problem that you came up with.
- c. Describe a place in Israel that you would like to **explore**.
- d. Describe something you would like to **promote**.
- e. Describe a scary or happy **experience** you had in your life.
- f. Describe something you like to **share** with others.



4. Do you think family dinners are important? Read the article and find out.

### The Benefits of Family Dinners

1 Recent research has stressed the importance of families eating together. One of the most lasting and powerful traditions among families is the family dinner. Family dinner time is an opportunity for the family to spend quality time together. "It's quality time, not quantity time that counts," says Dr. Cohen. Sharing a family dinner creates an experience that touches all our senses – sight, touch, taste, smell, and hearing – quality time that leads to laughter and good conversation. Relationships with children can be developed at the dinner table. Most children need to sit in a quiet and secure setting before they are ready to really open up to share their experiences or problems of the day.

2 Many conclusions were found in the studies (See Box). Family meals are so important, and they should become part of family life. One of the most effective ways of achieving these benefits

#### Conclusions from the Studies

- 1. 80% of families who eat together develop stronger relationships.
- 2. Teens in families who eat together are 50% less likely to be obese or overweight.
- 3. Teens who eat dinner as a family are over 60% more likely to be happy and friendly.
- 4. Family meals have a strong influence on the language development of the children.
- 5. Family dinners give the children at home a set routine, making family life consistent.
- 4 6. Family meals offer a chance to learn social values and behavior.

is the Shabbat family meal. Since this is a time when everyone is home and eating together, it offers a chance for good things to happen. However, eating as a family during the week presents many difficulties. For about 80% of families, this is almost impossible.

In different parts of the world, different foods are eaten. Whether your dinner is a hot cooked meal, a sandwich, or a bowl of soup, eating together as a family is the priority, not what you eat. Unfortunately, this isn't always an option every day of the week.

The importance of eating dinner at least three to four times a week together as a family is clear from





the research. Families need to make a point of finding time to eat together. The research shows that most families who eat together develop stronger relationships. So, families have to plan in advance, which days of the week each family member must be home on time to eat dinner together. Shabbat dinner is an important one, but it's essential to find at least two or three more days a week to eat dinner together as a family. Setting family dinners in your schedules or routines is the easiest solution to family dinner time.

- 5 Dr. Cohen stresses the importance of being consistent with family dinners. It's beneficial for the whole family, but especially for the children and the teens in the family. The research shows that teens benefit in so many ways: they are healthier, they are happier, and they are friendlier.
- 6 Additional benefits that have been found in the research are the influence on social behavior as well as on the language development of the children at home. They learn how to speak correctly, how to listen to others, how to respond when someone speaks, and how to ask questions properly.
- 7 According to the research, family dinners are extremely important and influential. They offer so many benefits and are relatively easy to manage. Since the benefits are so great, it should be a top priority for families.

**5. In your notebook, answer the questions below according to the article in Exercise 4.**

- a. Give two examples of the benefits of family dinners, according to paragraph 1.
- b. What is the Shabbat meal an example of?
- c. In what way can families ensure family dinner time during the week?
- d. Why is being consistent so important in planning family dinner time?
- e. In what way does family dinner time influence the language development of children?
- f. Why does family dinner time influence language development and social skills among children? Explain.
- g. Why do you think family dinners can help prevent teens from becoming obese? Explain.



**6. Let's Write! Choose one of the findings from the studies about family eating that are presented in the box.**

**In your notebook, write your opinion about what that finding says in one paragraph.**

**Explain how you think it can help all members of the family and give an example or two to support your ideas.**



## 6. Idioms and Sayings using food

a. Match the idiom or saying to its meaning.

	Idiom		Meaning
1.	apple of one's eye	a.	you want more than you deserve
2.	cool as a cucumber	b.	to say something simply and in as few words as possible
3.	have your cake and eat it too	c.	reveal a secret
4.	in a nutshell	d.	very intelligent
5.	put all your eggs in one basket	e.	not fully believe what you are being told
6.	smart cookie	f.	you are admired and loved by someone
7.	spill the beans	g.	rely on one thing or person to succeed
8.	take something with a grain of salt	h.	you are relaxed

### Do you know? Idiom vs. Sayings

What is the difference between an idiom and a saying?

An idiom is an expression where the meaning of the words together means something completely different to the individual words. For example, "The cat's out of the bag" is an idiom that means 'the secret has been told'.

A saying is an old but familiar saying, usually giving advice. For example, "Always put your best foot forward" is a saying that means you should always try your best or as hard as you can.



b. Read the short dialogues below. Fill in the missing idiom according to the context.

Then choose one with your partner and act it out.

1. **Miri:** Malka, you really are a smart cookie. That answer you gave the teacher was brilliant. Now you'll be the \_\_\_\_\_.

**Malka:** I don't think she will admire me that much. She called on me, because she saw me raise my hand first.

2. **Sima:** Hi, Ruchi. What's new?  
**Ruchi:** Well, I'll tell you, if you don't \_\_\_\_\_.  
**Sima:** You know I can keep a secret.  
**Ruchi:** My sister is getting engaged tonight! Sh...

3. **Tami:** Gila, did you hear what that girl said. I can't believe that's true.  
**Gila:** You must remember not to believe everything you hear. Take what she said \_\_\_\_\_ . It might be just gossip.

4. **Chaya:** Hi, Simcha. Which seminars did you apply to?  
**Simcha:** I only applied to one, even if the teacher said to apply to more than one.  
**Chaya:** I think the teacher is right. You can't \_\_\_\_\_ .  
 What will happen if you don't get accepted?  
**Simcha:** You know what, you're right. I'll send in my application to that new seminar too, just in case.

5. **Vered:** Shoshi, can you please tell me what the teacher said? It was so long and I didn't understand everything.

**Shoshi:** Sure! \_\_\_\_\_ she said you need permission from your parents to go on the school trip? Short enough?

**Vered:** Thanks so much. What was all the rest about?

**Shoshi:** She just wanted us to know more details.

6. **Pnina:** Fagie, when you got up to speak in front of the parents, you were \_\_\_\_\_ .  
 You didn't seem nervous at all.

**Fagie:** I'm glad it seemed that way. That's very kind of you to say.

**Pnina:** How did you do it?

**Fagie:** I just decided not to ask for too much. After all, I don't think I can have my cake and eat it too, can I?





## 2 - Modern Life and Obesity



### 1. Let's Talk! Discuss with your partner.

a. How many children and teens in Israel do you think are obese?

- a. 25%      b. 35%      c. 50%      d. 10%

b. Look at these tips on how to stay healthy. What do you think of them? Why?

#### Tips for the Obese

1. We urge you to eat an extra cookie whenever you feel like it.
2. Make sure to eat fried foods, like chips, at least once a day.
3. Chocolate is important to round out your diet.
4. When eating fruit, put sugar on top to make it sweet.
5. Cream cakes are good as a main meal as well as dessert.
6. Always add an oily and salty dressing when eating a vegetable salad.
7. It's important to eat two big meals each day and to snack all day to keep your self-image positive.
8. When baking, make sure to use margarine for best results.

c. Other than saying Don't do that! for each tip, what suggestions would you make to help someone be healthier? Choose three tips and improve on them in your notebook.

#### Do you know? Cause and Effect

Many times, we see cause and effect. Something happens that causes something else to take place. The cause leads to the effect. For example, 'It was a very hot day, so the clothes dried very quickly outside'.



### 2. Match the sentence in Column A, the Cause, to the continuation, or Effect, in Column B.

A. Why it happened (Cause)	B. What happened (Effect)
1. Taking the class on a trip in the winter was <b>problematic</b> .	a. so he gets free bus tickets for all the members of his family.
2. The <b>management</b> of the supermarket couldn't pay rent.	b. so she wants to be an artist.
3. The <b>audience</b> was sitting quietly.	c. so the students arranged a concert instead.
4. She was always <b>slim</b> as a child.	d. so she gained a lot of weight.
5. Mr. Sultan works for the <b>ministry</b> of transportation.	e. so they had to close the store.
6. It has been <b>considerably</b> cold lately.	f. so the drama teacher gave her a big part in the school play.
7. The supermarket has a good <b>selection</b> of healthy foods.	g. so they can get well.
8. If you <b>maintain</b> an exercise program.	h. so you can become fluent.
9. The doctors and nurses <b>assist</b> the patients.	i. so I buy a lot of chocolate gifts there.
10. Many <b>factors</b> are needed in order to learn English.	j. so the children will stay home from school.
11. 'Chocolate World' <b>specializes</b> in imported Swiss chocolates.	k. so we can buy good food for our family.
12. The forecast <b>indicates</b> that it will snow tomorrow.	l. so chances of her becoming obese as an adult are slim.
13. My friend Bina has a <b>tendency</b> to draw cute pictures during the lesson.	m. your body will be strong.
14. Her eating <b>patterns</b> were very unorganized.	n. so we stayed inside a lot.
15. Sarit <b>managed</b> to read the part very well.	o. so the speaker could begin his lecture.





**3. Choose the correct word to complete each sentence.**

- a. Did your doctor **specialize / reduce** in heart disease?
- b. Teenagers have the **ability / tendency** not to eat healthy meals.
- c. Can you **assist / enhance** me with the cleaning of the house for Pesach?
- d. Who can **assume / manage** to finish their homework quickly, so we can go to the park?
- e. It's **problematic / filthy** when students talk while the teacher is trying to teach.
- f. If you want to stay **accurate / slim**, you must stick to a healthy food and exercise routine.
- g. Her **management / correspondence** style is so pleasant that people like to work for her.
- h. It's hard to **identify / retain** information if you don't practice and review it many times.
- i. The **audience / lobster** clapped at the end of the wonderful show.
- j. The school **maintains / attracts** a very rigid testing schedule at the end of the year.



**4. You are going to listen to a discussion between Dr. Mina Factor and the mothers at Beth-Yaakov Or Rochel School. They are going to be discussing a problematic health situation. Listen to the discussion and answer the questions below.**

**a. Circle 2 answers. Dr. Mina Factor is an expert...**

- 1. children's doctor
- 2. teacher
- 3. dietary consultant
- 4. mother
- 5. minister of health

**b. The main topic of the discussion is about...**

- 1. eating a healthy diet
- 2. awareness of the problem of obesity in children and teens
- 3. helping mothers plan menus for obese children
- 4. teaching teens how to prevent obesity

**c. There is a high percentage of obese children in many cities in Israel. Yes/ No**

**d. Dr. Factor describes obesity as...**

- 1. being a few kilos above the recommended weight
- 2. weighing over 63 kilos
- 3. weighing at least 10 percent more than what's recommended
- 4. weighing 30 percent more than what's recommended

**e. When can obesity begin? \_\_\_\_\_**

**f. If one parent is obese there is a \_\_\_\_ chance that the children will be obese too.**

- 1. 38%
- 2. 63%
- 3. 80%
- 4. 50%



g. Which of the following could lead to obesity? Circle 2 answers.

1. pains in the knees
2. obese peers
3. stressful life events
4. poor eating habits
5. low self-confidence

h. What is one thing that Dr. Factor mentions as a way of changing eating habits?

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5. After having listened to the discussion, what are the two most important points you learned? Write them in your notebook.



#### 6. Puzzle Time

Find all the nouns in the word cloud below. Copy them into your notebook and write a short paragraph using at least 7 of them.





### 3 - What We Eat

1. **Let's Talk!** What is the connection between how we eat and obesity? What do you think? Explain your ideas.

2. **Let's Play Bingo!**

In your notebook, draw a chart with 16 squares, 4X4. In each square write one of the words below.

*commitment / motivation / attitude / circumstances / quality / high priority / knowledge / products / mixture / clients / relationship / restrictive diet / trendy diet / routine / document / connections / importance / share / indicate / slim / problematic / commercial / foggy / strengthen*

The teacher will read out a sentence that is missing a word. You have to decide which word is missing. If you have that word, **mark it in your chart**, and **write down the sentence in your notebook**. **The winner is the one with at least four words marked in a row.**

3. a. Complete the sentences using the following verbs.

**assist, ensure, performed, reduce, avoid, build up, concentrate, to process, develop, urge you to**

1. I \_\_\_\_\_ be careful when you cross the street.
2. It is important to \_\_\_\_\_ eating food high in calories if you don't want to become obese.
3. If you \_\_\_\_\_ good relationships with people, you can achieve much in life.
4. You can \_\_\_\_\_ tension and stress when you speak calmly.
5. It was hard for the elderly grandmother \_\_\_\_\_ the fact, that she couldn't go out of the house because of the corona virus.
6. If it is hard for you to \_\_\_\_\_ when you study, drink a glass of water and you'll feel better.
7. In order to \_\_\_\_\_ the best results when baking a cake, follow the instructions carefully.
8. My sister \_\_\_\_\_ so nicely in the school play.
9. Don't let your problems \_\_\_\_\_. Ask someone for help.
10. Do you ever \_\_\_\_\_ your mother with Shabbat preparations?

b. In your notebook, write examples of two things that are...

1. meaningful: ...
2. great expectations you had: ...
3. food that has preservatives: ...
4. something worthless to you: ...
5. vital things in your life: ...

**Tip:** Remember, when you want to show how things are connected, you can use the first conditional.  
For example: If you eat a lot of fattening foods, you will become obese.

**If + present simple = condition**  
**Future simple = result**





c. **Let's Write!** Take one of the examples that you wrote in Exercise 3.b. and in your notebook, write a short paragraph describing it. Explain what, why and how you feel about the examples you gave.

Write between 60-80 words.

**Tip: Remember the structure of a paragraph**

A paragraph has an opening sentence that presents the main idea.

Then you have explanations of your idea and a few examples.

It's important to make sure your paragraph deals with one topic only.



4. a. **Survey Time!**

Each group is responsible for one of the questions below. Your group has to ask everyone in class the question and collect the data in your notebook.

**Questions:**

1. Who do you eat your main meal with every day?
2. How often do you go for a walk or do exercise?
3. What is the best tip you can give to someone who is trying not to become obese?
4. What do you consider a good snack when you are hungry in the afternoon or evening?
5. What would you consider a risk in eating unhealthy food?
6. What do you think is an important factor in eating Shabbat meals with your family?

b. Use the information you collected and put it in a chart, like the example below.

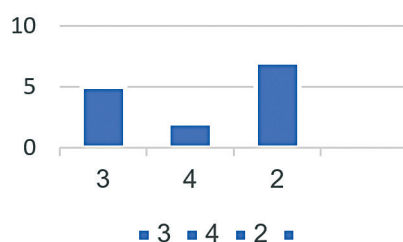
Share your findings with the class. Compare and contrast your findings with the findings of the other groups.

*For example, to the question 'How much chocolate do you eat each day?' 10 girls responded: 3 eat 5 bars a week;*

*4 eat 2 bars a week; 2 eat 7 bars a week.*

*So, we can see the findings in graph.*

example → Chocloate Bars



**Tip:** Remember, when you present your findings, talk about how many people were asked and how many said the same thing. Also mention what you can learn from the findings.

For example: We asked 15 girls.../

Out of the 15 girls we asked.../

As we can see, out of...

## 4 - Advertisements

### 1. Let's Talk!

a. Look at the products below. Which of these would you choose? Why? What would you base your decision on?

a.



b.



c.



b. Do you look at advertisements in magazines or flyers? Would you buy a product because of the way it is advertised? What do you think makes an advertisement effective?

**Tip:** Remember, when you want to agree or disagree with what someone says, you use: I agree with.. because... / I don't agree with (name)'s point because...

### Do you know? Advertisements

Advertisements are often called 'ads' or 'adverts'. It depends where you come from. If you are American, you probably use 'ad'. If you are British, you would say 'advert'. Isn't English a funny language?



2.a. Circle the meaning of word in **bold** as it appears in these sentences.

1. If I **approve** of your new skirt, it means...

- a. I think it is nice      b. I think you should return it to the store

2. If I **persuade** you to do something, it means...

- a. you will do what I asked      b. you won't do what I asked

3. If I **convince** you that my opinion is better, that means...

- a. I will probably change my mind      b. you will probably change your mind

4. If I have a good **impression** of a person...

- a. I know a little bit about him or her      b. I think he or she is nice

5. A person who is **perceptive**...

- a. notices even the smallest details and can infer      b. has very good eyesight

6. When a store **promotes** a product...

- a. it explains why you should buy it      b. it puts it on the shelves in the store so you can buy it

7. A person who is **persuasive** is...

- a. easy to believe      b. easy to argue with

8. If we have a **general** idea about what's needed, we...

- a. know exactly what is needed      b. we know something about what is needed

9. When we talk about **an organization**, we are talking about...

- a. a company or business      b. a neat place





b. Match the words in Column A to their meanings in Column B.

Column A	Column B
1. a term	a. include
2. contain	b. feelings
3. to profit	c. a word or a phrase
4. a customer	d. pay special attention
5. focus	e. specific
6. media	f. a shopper
7. emotions	g. to get more money or success
8. certain	h. newspapers, magazines, flyers, etc

3. Complete the sentences any way you like in your notebook.

- I would be happy if I could convince my sister that...
- I think that customers should focus on... when they shop for food.
- I usually approve of...
- A perceptive person will notice...
- Our school promotes...
- Advertisements often contain...



4. Read the article about advertisements and answer the questions that follow.

### Why Are Some Advertisements So Convincing?

- Advertisements are very much part of our lives. Often, these ads are very powerful, and they persuade many people to buy certain products or to believe in a certain issue. What is their secret? What are the techniques that make some ads so convincing?
- The first technique that is used is called "following the crowd". The message of these ads is that their product is so popular that it must be good, and since "everyone is buying it", you should try it too. There is no mention of the advantages of the product, and we do not know the reason it is so popular, but since "everyone can't be wrong", the product is certainly worth trying. Terms like "thousands of happy customers" and "all over the world" are examples of expressions using this technique.
- Another technique used is to appeal to our emotions. Ads that use this technique usually contain pictures that arouse a certain feeling, such as fear or sadness, excitement, or happiness. Examples of these images are pictures of sad children, or of happy grandparents. By using these images, the advertiser promotes his message by having the consumer focus only on his emotions. In this way, these ads may hide the facts about the product by focusing on emotions and not on the real issues.
- Repetition is also used as a method of advertising. If a person sees or hears the same message again and again, on posters and on flyers, on billboards and in the media, she may



#### Reading Tip:

We can understand new words from context!

When we aren't sure what a word means in a text, one way to understand it is to read the sentences that follow. Many times, the words are explained in the same sentence. Read the entire sentence before you try to understand any difficult words.





find herself approving of the idea, even if at first she did not. This is especially true if the ads contain slogans, or catchy words that are easy to remember. These catchy slogans become part of the lives of many people. This is a powerful tool that tries to inspire others into believing in the product or the ideas that the company is selling.

5 In addition, some advertisements include generalities, general terms, like delicious, healthy, or low fat, which give the impression that the product will make us feel good. Generalities are also used as a way to spread a positive message or to promote a belief in an organization or an idea. Using terms like “home”, “quiet”, and “green”, are examples of using this technique to influence our decisions.

6 These and other persuasive advertising techniques are what keeps a company well known and successful. Advertising has now become a multi-billion-dollar industry which has only one goal in mind: to persuade people to buy the products they are offering so that the company or organization can profit. If we understand these methods, we can look at advertisements in a more perceptive way, finding the techniques that were used, and decide for ourselves whether the products are as good as they seem to be.

**5. In your notebook, answer the questions below about the text you read in Exercise 4.**

**a. Paragraph 1 asks why...**

1. advertisements are so much part of our lives
2. advertisements are so powerful
3. people buy certain products
4. some techniques are used and not others

**b. The technique described in paragraph 2 focuses on...**

**c. Ads that appeal to our emotions, usually include pictures.... (par. 3 )**

1. to help us understand the message more clearly
2. so that we can focus on the picture instead of reading so much
3. to help us make a proper decision
4. to make us focus on our emotions and not on the real issue

**d. The words ‘she did not’ in line 1 (par. 4) refer to the fact that she did not...**

**e. Complete the chart in your notebook.**

The Technique that is Used	The Reason for Using It
Repetition and catchy slogans	1.
	2. to show how popular the product is so it is certainly worthwhile.
Generalities	3.
4.	It promotes the message through feelings rather than through logic.

**f. What is the main message in this article?**

1. Advertising is a very big and powerful business.
2. When we see which techniques are used, we can understand the ad better.
3. We should notice which techniques were used and make a careful decision.
4. Advertising can help companies become very profitable.

**6. Let's Talk! What's your favorite advertisement? Explain why you like it.**



## 5 - Healthy Drinking



1. In groups of 4-5 students, ask each other about how much liquid you drink a day.

Everyone must answer all the questions and fill in the chart below.

- How many cups of liquid do you drink every day?
- How much chocolate do you consume?

Names:					
cups of water					
cups of soda					
cups of coffee					
sugary drinks					
chocolate					

**Do you know?**

**How many vs. How much**

If we can say there is one of something, we ask *How many*. For example, How many apples do you eat a day? I eat 1 apple a day / I eat 5 a day. But if we can't say one of the item, we ask *How much*. For example, How much milk do you drink a day? I drink a lot of milk. I drink a small amount each day.

2. **Let's Talk!** Share your findings with the class. Do you feel that your answers show that you and your classmates lead a healthy way of life?



3. a. Match the questions in Column A to the answers in Column B

A		B
1. Do you have a <b>tendency</b> to drink coffee?		a. I reduced the amount of sugar that I <b>consume</b> .
2. I heard that your friends did not go back to class after recess. What was the <b>outcome</b> ?		b. Yes, I did. He said that I had <b>low blood pressure</b> .
3. I know you were <b>somewhat</b> weak yesterday. Did you go to the doctor?		c. No, I don't. I have an <b>occasional</b> cup or two if I am tired, but I don't enjoy drinking it.
4. How were you able to lose weight?		d. They may become <b>dehydrated</b> .
5. I heard that you did <b>research</b> on the importance of drinking water. What did you learn?		e. They will have to stay in the classroom during the break for a week.
6. What happens if a person doesn't drink enough on a hot day?		f. The <b>findings</b> were clear. It is important to drink enough every day.

b. Circle the word or phrase that does NOT have the same meaning as the others.

- in truth / in fact / occasionally / as a matter of fact*
- research / findings / data / start*
- at risk / in danger / blood pressure / problem*
- findings / somewhat / evidence / outcome*
- furthermore / moreover / as well / consequently*

4. a. Complete the dialogue with the words from the Word Bank below.

**as a matter of fact, somewhat, liquid, occasional, furthermore, truth, pleasure, dehydrated, as well as**

Yael: Thank you for coming to my home.

Miriam: Thank you for inviting me. It is my 1. \_\_\_\_\_ to be here.

2. \_\_\_\_\_, I have been looking forward to your visit for a long time.

Yael: We also enjoy your 3. \_\_\_\_\_ visits. I understand you were not able to visit us for a while.

Miriam: That is right. I have been 4. \_\_\_\_\_ busy, lately.

Yael: Please have something to drink. In this heat, it is very important to drink enough so we will not become 5. \_\_\_\_\_.

Miriam: Isn't that the 6. \_\_\_\_\_! It is important to have lots of

7. \_\_\_\_\_, such as water or juice.

Yael: Can I offer you some watermelon?

Miriam: Yes, thank you. Did you know that watermelon, 8. \_\_\_\_\_ some other fruits, contains a large amount of water? 9. \_\_\_\_\_ melons and fruit are a good source of vitamins. Wow, this watermelon is delicious! Thank you.

Yael: You are very welcome. Enjoy.

b. What do you know about how much we should drink a day? Answer the questions.

	True	False
1. Doctors <b>recommend</b> drinking at least 14 cups of water a day.		
2. There is <b>evidence</b> that It is more important to drink in the summer than in the winter.		
3. Many young people have a <b>tendency</b> to drink too much coffee.		
4. The outcome of drinking coffee is always <b>negative</b> .		
5. Too much coffee can cause <b>low blood pressure</b> .		
6. <b>Reducing</b> the amount of caffeine consumed is more important for high school students than it is for adults.		
7. <b>Research</b> shows that soda water is not a healthy drink.		
8. All types of chocolate are <b>good for your health</b> .		





5. You are going to listen to an interview with Dr. Goldstein and Mrs. Levy at the local-clinic. They are having an information evening on Healthy Drinking Habits for interested parents. **Listen to the interview and answer the questions below.**

a. According to the doctor, why do we have a tendency to drink less in winter?

1. We don't remember we have to drink.
2. We don't feel thirsty.
3. It's too cold to drink.
4. We have to wait until we are thirsty.

b. How many cups of water a day should a woman drink? \_\_\_\_ A man? \_\_\_\_

c. Why is it so important to drink water?

1. Almost 30 percent of our body is made up of water.
2. The outcome of drinking water can be dangerous.
3. Everything that happens in our bodies uses water.
4. Water can cause dehydration.

d. The doctor recommends eating certain fruits and vegetables as a way of getting enough liquid. Write one example of a fruit or vegetable that was mentioned. \_\_\_\_\_.

e. There is growing evidence showing....

1. that coffee has a bad name
2. young people should drink 3-4 cups of coffee a day
3. too much coffee may be a cause of Alzheimer's disease
4. that a few cups of coffee may be good for adults

f. Chocolate may be good for our health if \_\_\_\_\_.

g. How many cups of coffee should a high school student drink daily? \_\_\_\_\_.



6. **Let's Write!** In your notebook, write a short letter to the doctor thanking him for his interview.

In the note, write about the new information that you learned from the interview, and whether you are planning to make any changes in the amount of **water / coffee / soda / chocolate** that you consume. Use at least 5 of the new words in Exercise 4.

Your letter should be between 70-90 words.

**Tip! Remember the structure of a letter**

Remember to include:

**The date:** At the top right-hand corner

**A greeting** - Dear Dr. Goldstein

**An opening:** I am writing to say.

**The body:** Explain what you want to talk about

**A closing sentence:** Summing up

**Sign off:** Sincerely / Respectfully

**Signature:** your name

## 6 - Influence of Packaging



**1. Let's Talk!** Look at the pictures of the chocolate bars and of the water bottles. In pairs, discuss the questions about each set of pictures.

Then share your ideas with the class.

### a. Chocolate:

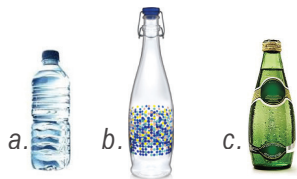


- Which of the above chocolate bars would you like to buy?
- Which of the packaging around the chocolate do you like the best?
- Does the design of the package make a difference when you choose which one to buy?

**Tip:** Remember, when you express an opinion, you can use:

In my opinion... / I would prefer... /  
I would rather buy... / is worth  
buying because... / is important  
to some extent... / One important  
consideration is...

### b. Water bottles



- What is the difference between one bottle of water and the others?
- Which shape of bottle do you find most appealing and comfortable to use?
- Do you like plastic bottles or glass ones?



**2. Match the questions in Column A to the answers in Column B to learn the new phrases.**

Column A	Column B
1. Which of these bottles of water <b>would you like</b> ?	a. No, I think that the way the package looks <b>is not at all significant</b> .
2. <b>Would you rather</b> eat white chocolate or dark chocolate?	b. I think it is. It is a bit expensive, but it is an excellent camera, and <b>it is worth the price</b> .
3. Do you feel that the design of a package is important?	c. I think it makes a difference <b>to some extent</b> . When a box or package looks nice, I usually enjoy buying it more.
4. Do you think that this camera <b>is worth buying</b> ?	d. The cost of the product <b>counts a lot</b> when I make my decision.
5. <b>To what extent</b> does the packaging of the product make a difference when you go shopping?	e. <b>I'd rather</b> eat the dark chocolate. I heard that it is healthier.
6. How much does the cost of the product influence your choice?	f. I feel that <b>the most important thing to consider</b> when buying food is the Kashrut of the product.
7. <b>What other considerations</b> do you have when you buy food?	g. <b>I would prefer</b> the glass bottle to the plastic one.





**3. Match the word in Column A to its meaning in Column B**

Column A	Column B
1. for instance	a. show the importance
2. familiar	b. for example
3. emphasize	c. out of 100
4. marketing	d. seen clearly
5. rely	e. expresses, gives over
6. percent	f. advertising and selling
7. design	g. trust, depend on
8. to what extent	h. well-known
9. apparent	i. the way something looks
10. convey	j. how much

**4. a. Complete the following sentences by circling the correct word or phrase.**

- If I want you to pay attention to something in the article, I will... it.  
a. emphasize      b. design      c. package
- I think I met you at the lecture last week. You look...  
a. apparent      b. significant      c. familiar
- My brother invented something but he's having trouble selling it. He's not good at \_\_\_\_.  
a. designing      b. shopping      c. marketing
- Do you ever buy new products because of the design on the box?  
a. to some percentage      b. to some extent      c. to some consideration
- I would like to... my thanks to you for the lovely gift.  
a. convey      b. count      c. package

**b. Complete the sentences using the words in exercises 2 and 3.**

- She is a wonderful friend. I can always \_\_\_\_\_ on her when I need help.
- I like your school bag. It has a beautiful \_\_\_\_\_ on it.
- When the school finally opened, only fifty \_\_\_\_\_ of the students were allowed to come each day, that's only half our class.
- My sixth-grade teacher was an amazing person. I feel that she had a \_\_\_\_\_ influence on my life.
- When I go food shopping, I always like to buy the same \_\_\_\_\_ products that I remember from my childhood. \_\_\_\_\_ I always buy the same kind of chocolate bar, even though many people \_\_\_\_\_ it not very good.
- I know you are trying to use less sugary foods. \_\_\_\_\_ are you successful?
- The baby finished all her food. It is \_\_\_\_\_ that she likes your cooking.



5. Look at the title. What do you think you'll learn in this article? Read the article and see if you were right.

### The Product or the Package?

1 There is a famous saying that says, "Don't judge a book by its cover." We are taught to focus on the product that is inside the package, and not to base our decisions on the packaging. Yet in the world of marketing, the design of the package is considered very important.

5 The significance of packaging to some shoppers is especially apparent when one shops at a large supermarket that has a great variety of products. Many shoppers have a hard time deciding what to buy, since there are many types of each product made / manufactured by different companies. Every company that makes a certain product would like you to choose their product and leave the others on the shelf. In order to do so, they will try to make a good  
10 impression on you and on all of the other customers. The design and shape of the packaging is one way to attract the attention of the consumer and to make the product more appealing.

One way that the packaging can attract the shopper's attention is by its familiarity. Well-known companies will emphasize the fact that the company is well known and familiar, and you can always rely on the quality of their product. Phrases like "here since 1980" or  
15 "the taste you have always loved" are examples of this approach in packaging. On the other hand, newer products may use bright colors or interesting shapes to attract new customers. They may also put eye-catching messages on the package in order to make shoppers curious, so they will be interested in buying a product that they have never tried before.

Some packages have shapes or images that cause the shopper to feel a certain emotion.  
20 A package or bottle that is shaped like a curve or a wave can bring a feeling of softness and comfort. In fact, when one of the well-known cola companies started using a bottle with a curvy<sup>1</sup> shape, their sales increased by 45 percent. Pictures and images on the package can also influence sales. For instance, a picture of a hot bowl of soup is meant to give the shopper a cozy feeling of home, while an image of a fish conveys a feeling of freshness. In  
25 this way, colors, shapes and imagery all play a part in attracting the customer.

To what extent does attractive packaging increase sales? No one really knows. There are many reasons why customers choose one product over another. However, we know that the color, shape and design of the packaging can often make a product more successful. It seems that today, many people focus on the packaging at least as much as they focus on  
30 the product inside it.

<sup>1</sup> curvy – מעקל, עקלתוני, מעקם, מסוב, מעגל

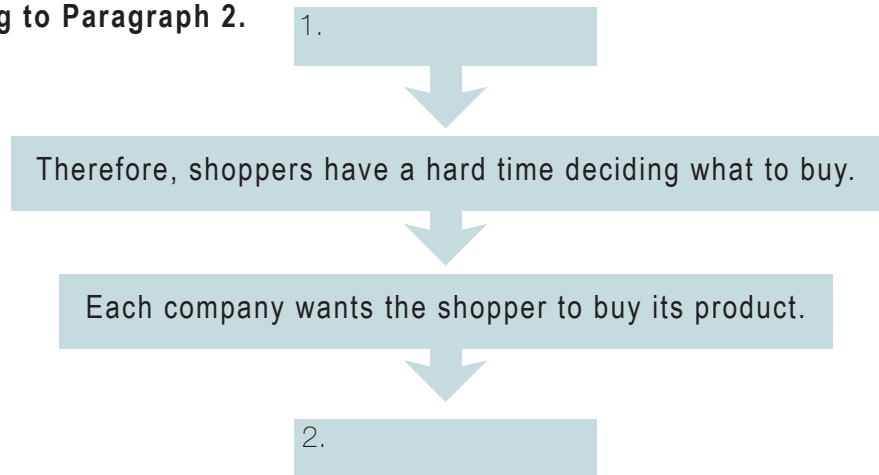
6. Answer the questions below in your notebook, according to the article in Exercise 5.

a. Complete the sentence according to Paragraph 1.

Even though the product is more important than the packaging, there are many people today...



- b. Why is packaging considered so important in big supermarkets? Complete the flowchart below, according to Paragraph 2.



- c. The words "here since 1980" (line 14) is an example of...
- d. Why do new companies use bright colors and interesting shapes in their packaging?
1. to emphasize that you can count on its quality
  2. to make shoppers curious
  3. to show that their product is new
  4. to attract old and new consumers
- e. What example is presented in the article showing that the shape of a product can benefit the company?
- f. In the last paragraph, we are told that "the color, shape and design of the packaging can often make a product more successful" (line 28). Give one example from the text showing how each of these is used. (The answers can be found throughout the text.)
1. color      2. shape      3. image



7. Based on your own point of view, write a short response to each of the following questions in your notebook.

- When you are in the supermarket, what do you notice about package designs?
- Which packaging designs or shapes do you enjoy looking at the supermarket?
- How much influence does the packaging have on your decisions of what to buy?
- Other than package design, what other considerations do you have when you choose a product? .

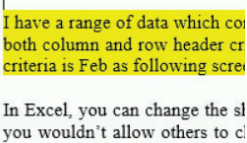







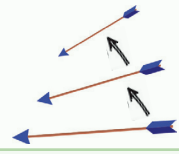

## 7 - Inventions


**1. Let's Talk!** Look at the pictures of these odd inventions below. Describe what you see and what you think these are used for.



**2. Write the correct word for each picture. Use the words in the word bank below.**

**document, successful, emphasize, negative, promote, research, patterns, blood pressure, marketing, audience, difference, dehydrated, reduce**

				
a.	b.	c.	d.	e.
				
f.	g.	h.	i.	j.

 **3. Let's Write!** Choose 8 of the words in Exercise 2 and find a connection among them. Write a short paragraph, 40-60 words in your notebook.

 **4. Match the word to its definition.**

Word	Definition
1.familiar	a. after a mentioned time
2.elementary	b. doing something in an effective way
3.former	c. practical
4.exclusive	d. seems to be something even if it's not true
5.afterwards	e. also
6.entitled	f. basic
7.functional	g. for a short time
8.additionally	h. limited to a person/ group
9.apparently	i. someone / something that you know and met in the past
10.output	j. the right to do or to have something
11.briefly	k. before something had happened
12.efficiently	l. what is produced, production



5. Fill in the chart with the missing words. Note not all the words have all parts of speech.

	Noun	Verb	Adjective	Adverb
a.		-----		relatively
b.		recommend	-----	-----
c.	impression			
d.		emphasize	-----	-----
e.	-----	convince		
f.	consideration			-----
g.		-----		efficiently

6. Complete the passage using words from Exercise 4 and 5.

When I saw it at my neighbor's house, it looked very 1. \_\_\_\_\_, like I'd seen it before. I walked into the room 2. \_\_\_\_\_, I didn't want to stay too long. I suddenly had the 3. \_\_\_\_\_ that I was back in 4. \_\_\_\_\_, in grade 1, in my room. That was years ago. I loved the idea that my old bed and night stand went to my sweet young 5. \_\_\_\_\_, my cousin Shira. The furniture is still 6. \_\_\_\_\_ and my cousin is 7. \_\_\_\_\_ to a really nice bed. 8. \_\_\_\_\_, when we were back home, I noticed that my grandmother's vase was in our living room. My family really likes to help each other.

7. a. You are going to create an advertisement for a product of your choice.

Before you start, take a look at the ad below. What do you see in the advertisement?

BE AWARE OF THIS CHAIR!

A very unique chair to use for anything that you like!

Included:

- ✓ a small table to write on
- ✓ a place to put your drinks and food
- ✓ an electric massage



Buy now before they are all gone!

Contact us at: 07-2356455

What's in the ad?

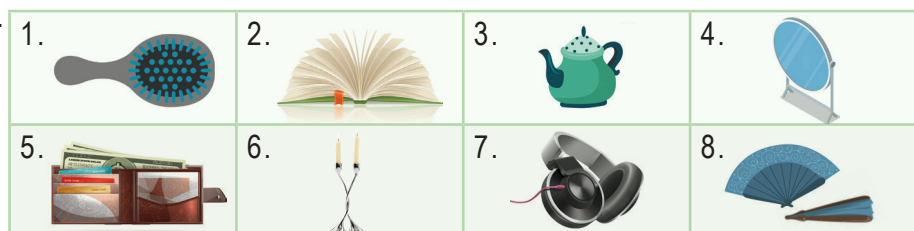
- A catchy title
- A picture
- The qualities of the item - using attractive words
- The uses of the item
- Reason to buy
- Contact information



b. **Let's Write!** Now it's your turn. Choose one of the following products and create an advertisement for it. You should include at least 6 words from Exercises 4 and 5 in your ad.

Write your advertisement on an A4 page or card paper. Decorate it to make it attractive so you can present it easily. Your ad should include the following:

- Catchy title
- Name of product
- Qualities
- Uses
- Why I should buy it
- Contact information



c. Present your advertisement. Sell your product.  
Vote on the most useful item presented.

## 8 - Colors and Us

### 1. Let's talk!

- What's your favorite color?
- How do you feel when you see or wear that color?
- What color makes you feel happy? Sad? Hungry?



Draw  
an arrow  
to your  
favorite color.

### 2. Complete the passage below using the words in the Word Bank.

**elementary, former, briefly, apparently,  
reaction, familiar, pressure, afterwards**

Two days ago, I met someone who looked very (a). \_\_\_\_\_. Then I remembered. She was my best friend in kindergarten! (b). \_\_\_\_\_ we separated when we started (c). \_\_\_\_\_ school. I felt anxious because I thought that I had forgotten her name, but I then I did remember it. Sarah's (d). \_\_\_\_\_ when she saw me was really heartwarming. Even though we only spoke (e). \_\_\_\_\_ because she had to go, it was very nice seeing her again. (f). \_\_\_\_\_, I thought to myself that I need to keep in touch with more of my (g). \_\_\_\_\_ friends. No (h). \_\_\_\_\_, but hopefully, I will manage.



### 3. a. Match the words to their synonyms.

#### b. Circle the correct word in each sentence.

- I felt very **anxious** / **dehydrated** before the test.
- Ideal blood **connection** / **pressure** is normally about 120/80.
- His name is **convinced** / **associated** with many companies.
- My parents **signaled** / **impacted** my sister that she could cross the street safely.
- Her **experiment** / **perception** of the previous events was completely wrong.
- The teacher's **reaction** / **output** to the whole situation was very calm.

1. anxious		a. power
2. force		b. mix
3. subjective		c. understanding
4. designer		d. sign
5. associated with		e. developer
6. signal		f. test
7. impact		g. engage
8. experiment		h. influence
9. perception		i. response
10. reaction		j. upset
11. combine		k. individual
12. affect		l. connected to



### c. Let's Write! What is your favorite color? Why? How does it make you feel?

Write a short description answering these questions in your notebook. Use at least 8 words from Exercises 2, 3.a. and 3.b. Write about 40-60 words.

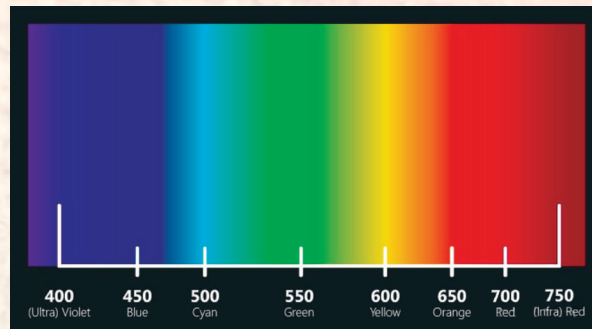




#### 4. What do you know about the influence of color? Read the text and find out more.

### The Influence of Color

- 1 Do you feel a bit anxious in a yellow room? Does the color blue help you feel calm and relaxed? Designers believe that color can affect your mood, feelings, and emotions. "Colors follow the changes of the emotions," a famous artist once said.
- 2 Color is an amazing tool and can be used to signal action, to affect mood, and even influence reactions in our bodies. Certain colors such as red and orange, for example, have been associated with increased blood pressure. Green has been associated with increased hunger.
- 3 **So how exactly are we influenced by colors? How does it work and why can it impact our mood and behavior?**
- 4 Color is a powerful force in our lives. It affects our bodies and minds. While perceptions of color are somewhat subjective, there are some color effects that have universal meaning. Even though there is so much color everywhere, there isn't much research on the subject. However, experts have made a few important discoveries.



An example of the color spectrum

- 5 Colors can be shown on a spectrum<sup>1</sup> like in the picture, a sort of range. The ones in the red area are known as warm colors. This includes red, orange, and yellow. These warm colors can make you feel anything from warmth and comfort to anger and hostility.
- 6 Colors on the blue side of the spectrum are known as cool colors. This includes blue, purple, and green. Although these colors are often described as calm colors, they can also be connected to feelings of sadness or even depression.
- 7 Color is also used in advertisements and packaging. When something is white, people consider it clean, fresh, young, and modern. Black, on the other hand, seems to give a feeling of power or mystery. Yellow makes people look and grabs their attention. You remember a yellow package. But they will remember a gray package less. Color says something about the product.
- 8 **So color affects people in many ways. Think about your favorite color. How do you feel when you wear clothes in that color? Or when you see the color somewhere? Did you ever notice it before? What about your friends? Think about it, it may help you understand something about yourself.**

<sup>1</sup> spectrum = ספקטרום, מקשת



5. In your notebook, answer the questions below, according to the article in Exercise 4.

a. What are yellow and blue examples of in the 1st paragraph?

b. According to the 2nd paragraph, what is so special about colors?

c. Perceptions of color have universal meaning. Yes / No

Copy a sentence to support your answer.

d. Circle the INCORRECT fact regarding the red color.

1. It is known as a warm color.
2. It makes you feel warm and comfortable.
3. It makes you feel calm and relaxed.
4. It makes you feel anger and hostility.

e. In what way are colors used in advertisements and packaging? Give one example.

f. What are we asked in the last paragraph? Why?



6. **Let's Write!** Write a letter to a friend telling her about your favorite color and how it makes you feel.

In your letter, relate to the following:

- Why is it your favorite color?
- How does it make you feel when you see this color?
- How do you feel when you wear this color?
- How do you use this color in your life?

Write between 80-100 words in your notebook.

Template:

Dear \_\_\_\_\_,

(date)

**Greetings**

**An opening sentence**

**The body**

**A closing sentence**

**Sign off**

**First name only**

Sincerely, \_\_\_\_\_



## 9 - The Best



**1. Let's Talk!** What do you have on your bookshelf or desk? Describe it to your friend without saying what it is. Have your friend try to guess what the item is. Remember to use adjectives and adverbs to help you describe the items.

**2. a.** In your notebook, make two columns, one for adjectives and one for adverbs. Write the words in the Word Bank in the correct column.

*apparently, familiar, exclusive, additionally, entitled, functional, efficiently, briefly, elementary, afterwards, former, subjective, relatively, important, considerably*

**b.** In your notebook, write 3 sentences using two of the adjectives above in each sentence and write 3 sentences using two of the adverbs above in each sentence.



**3. a. Let's Write!** You are going to write a **persuasive essay**, to convince the reader that your idea or opinion is the correct one.

In a persuasive essay you need to convince your readers that your point of view makes the most sense or is the most correct point of view. To do so, you have to present clear ideas or arguments. Each idea has to be supported by examples and facts. These have to have logical reasoning.

Your task is to choose one item from your closet and persuade us that it's the best of its kind. It can be anything you have in your closet, it doesn't have to be a piece of clothing. Use the vocabulary in Exercise 2.a. to help you write.

**3. b.** You are going to present the item you wrote about and persuade the class that your item is the best. Use the vocabulary in Exercise 2.a. to help you speak about the item.

You are not to read what you wrote, but to present the same ideas. You may use pictures or the actual item. If you can, bring it to class, and show your class why it's the best. The class has to decide which presentation persuaded them that the item is best.

**Tip! Remember the structure of an Essay**

Introduction - body - conclusion

Use relevant vocabulary.

Check your grammar.

Check your punctuation - periods, commas.

**Tip: For your presentation:**

Write down important points from your essay. Don't memorize it!

Have a clear introduction, body (arguments) and closing.

Speak loudly and clearly.

Bring supporting pictures or items.