



Avishag Dei • Liora Arnon
with Tzivi Trepp

WINGS

Help Your
Students
**Reach
Higher**

1

Take Action Pages 7-38

ACCESS TO INFORMATION

Take Action
Song

104-Year-Old Artist
Magazine article

Thirty Six Brides
Report

A Special Woman
Listening - Conversation

To Save a Life
Newspaper report

- locating relevant information for a specific purpose
 - Interpreting information from visual data
 - listening for specific information
 - Identifying the features of an interview
- @ Explaining Cause and Effect

SOCIAL INTERACTION

- expressing personal wishes and opinions

2

Wisdom Pages 39-72

Say It with Tact
Magazine feature

Bringing the Children Home
Article

Miracle Visas
Listening - Interview

- locating relevant information for a specific purpose
 - listening for specific information
 - Using pictures to aid in understanding an article
- @ Problem Solving

- engaging in conversations about specific topics
- expressing personal opinions

3

Around the World Pages 73-104

Life in Johannesburg
Monologue

Medicines You Can Make at Home
Article

Mud Houses
Listening - Interview

Animal Attractions
Advertisements

- reading headlines to get the main idea
 - listening for specific information
 - understanding the structure and conventions of ads
- @ Comparing and Contrasting

- interacting for a variety of purposes
- expressing personal opinions
- engaging in conversations about specific topics

| APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE | PRESENTATION | GRAMMAR AND VOCABOLALY |
|--|---|--|
| <p>Literature</p> <ul style="list-style-type: none"> • How Many How Much - by Shel Silverstein • identifying the theme of a literary piece • providing an oral, written or visual response to a literary text • analyzing a literary text, using higher-order thinking skills <p>Culture</p> <ul style="list-style-type: none"> • appreciating kidney donation <p>Language</p> <ul style="list-style-type: none"> • being aware that languages differ in syntax – singular and plural • using common expressions in English and in your mother tongue • understanding how sound is organized | <p>Writing</p> <ul style="list-style-type: none"> • capitalizing words in a sentence <p>Task</p> <ul style="list-style-type: none"> • writing an advertisement about help you can offer | <ul style="list-style-type: none"> • talking about what people did in the past, using the Past Simple |
| <p>Literature</p> <ul style="list-style-type: none"> • A Secret for Two - by Quentin Reynolds • reflecting on a literary text • identifying stanzas • understanding the historical context of the text • identifying characters <p>Culture</p> <ul style="list-style-type: none"> • appreciating the use of tact <p>Language</p> <ul style="list-style-type: none"> • using common expressions in English and in your mother tongue • understanding how sound is organized | <p>Writing</p> <ul style="list-style-type: none"> • writing sentences using correct word order <p>Task</p> <ul style="list-style-type: none"> • writing a riddle | <ul style="list-style-type: none"> • talking about what people didn't do in the past, using the Past Simple – negative • asking questions about a past event using the past simple |
| <p>Culture</p> <ul style="list-style-type: none"> • being exposed to medicines from different cultures <p>Language</p> <ul style="list-style-type: none"> • being aware of the way words are structured • using common expressions in English and in your mother tongue • understanding how sound is organized | <p>Writing</p> <ul style="list-style-type: none"> • writing using correct tenses <p>Task</p> <ul style="list-style-type: none"> • making a presentation on a country | <ul style="list-style-type: none"> • talking about habit and facts, using the Present Simple |

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It's a Miracle
Pages 105 - 138

ACCESS TO INFORMATION

It's a Miracle
Song

10-Year-Old Girl Saves Lives
Newsletter Article

Avalanche on Mount Everest
Listening Comprehension - Interview

A War of Miracles
Article

- listening for specific information
 - Interpreting information from visual data
 - Using pictures to aid in understanding an article
- @ Predicting

SOCIAL INTERACTION

- expressing personal opinions
- interacting for a variety of purposes

5

Impact
Pages 139-171

A Car with No Driver
Walking Suitcase
Informative texts

The Popsicle
Listening - Interview

Music for Laura
Article

- identify facts in a text
 - listening for specific information
- @ Inferring

- engaging in a conversation about specific topics
- expressing personal opinions

Irregular Verbs
Page 172

Glossary
Pages 173 - 184

| APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE | PRESENTATION | GRAMMAR AND VOCABOLALY |
|--|---|---|
| <p>Literature</p> <ul style="list-style-type: none">• The Secret Garden - Story - by Frances Burnett• identifying climax• providing an oral, written or visual response to a literary text <p>Culture</p> <ul style="list-style-type: none">• comparing other cultural traditions to your own• becoming familiar with different cultural practices• being aware of differences in cultural conventions, such as saying "hello" <p>Language</p> <ul style="list-style-type: none">• using prepositions of time in English• using common expressions in English and in your mother tongue• understand how sound is organized | <p>Writing</p> <ul style="list-style-type: none">• writing using connectors <p>Task</p> <ul style="list-style-type: none">• creating a game to review vocabulary | <ul style="list-style-type: none">• describing people and things, using the verb "to be" in the present and past tenses |
| <p>Literature</p> <ul style="list-style-type: none">• There is a Difference - by Hans Christian Andersen• recognizing the use of personification• providing an oral, written or visual response to a literary text <p>Culture</p> <ul style="list-style-type: none">• appreciating the benefits of music therapy <p>Language</p> <ul style="list-style-type: none">• using possessive adjectives in English and in your mother tongue• using common expressions in English and in your mother tongue• understanding how sound is organized | <p>Writing</p> <ul style="list-style-type: none">• punctuating correctly <p>Task</p> <ul style="list-style-type: none">• presenting an invention that has changed the world | <ul style="list-style-type: none">• predicting what will or will not happen in the future, using the Future Simple |

WINGS

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TAKE ACTION

Unit

1

In this unit you will (-)

- learn about the importance of taking action.
- learn about a special way to save a life.

At the end of the unit you will be able to write an advertisement.



A Listen to the song and try to sing along with the CD.

האזינו לשיר ונסו להצטרף ולשיר עם הדיסק.

Take Action



(To the tune of "Ma'amin Benisim" by Yaakov Shwekey)

There's lots that you
Know how to do
And so many problems, it's true
It's not the time to wait
So get to work today
Take action right away...
Come on, take action right away!



B Listen again. What is the message of the song?

האזינו שוב. מהו המסר של השיר?

Part A

New Words

already
daughter
walk (v)
plan (n)

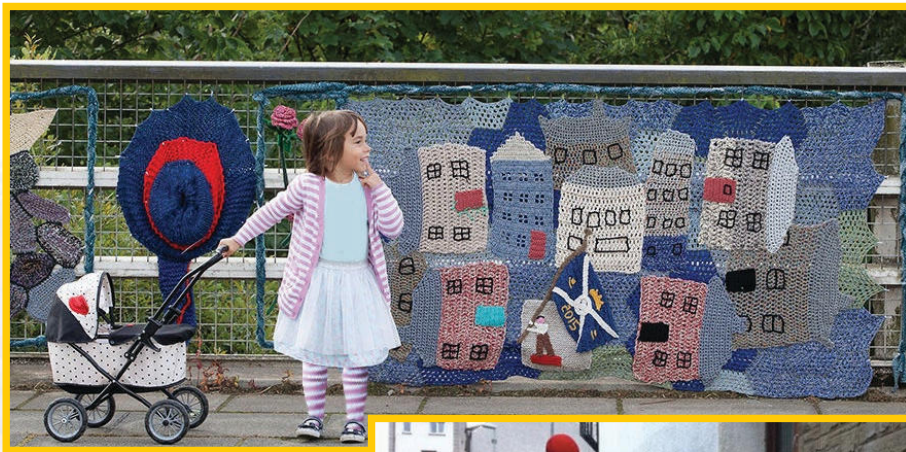
knit (v)
town
call (v)
kind (n)

ready
decorate
really
make a change

Workbook

A Look at the decorations in the pictures below and answer the questions.

התבוננו בקישוטים שבתמונות הבאות וענו על השאלות.



- Who do you think made these decorations?
☐ a school children ☐ an old lady ☐ a school teacher
- Why do you think someone made these decorations?
☐ to decorate a house ☐ to decorate a school ☐ to decorate a town

B Read the article. What idea did Grace Brett have?

קראו את המאמר. איזה רעיון היה לגרייס ברט?

104-Year-Old Artist

How It Began

Grace Brett was already 103 years old when she started an amazing project. One day, Grace and her daughter, Daphne, were walking in the town of Selkirk, Scotland. “It’s so sad to look at our town,” said Daphne unhappily. “When I was young, the town didn’t look this way. It was much nicer then.”

The Plan

Grace thought about her daughter’s words for a long time. Then she had a plan. “I know how to knit,” she said to herself. “After all, I’ve been knitting for my family all my life. I want to use knitting to decorate the town.” First, Grace called together thirty women. Then, the women knitted many kinds of beautiful decorations. They worked together for one year.

Ready!

Finally, after a year, when Grace was 104 years old, all the decorations were ready. Grace asked some kids for help. She told them to decorate the town with the beautiful decorations. The kids were happy to do that. In one evening, the kids decorated 46 places in their town, Selkirk. They decorated many things: trees, bus stops, and even garbage cans!

A Smiling Town

The people of Selkirk were very surprised to see the decorations. Suddenly their town was so beautiful! “Everyone loves it,” said one woman. “People smile because of the decorations! Grace Brett showed the world that nothing can stop you if you really want to make a change!”



¹ garbage cans - פחי אשפה

C Answer the questions.

ענו על השאלות.

How It Began

1. How old was Grace Brett when she started her project?
2. According to Daphne, how was the town different when she was young?

The Plan

3. What did Grace Brett plan to do with her knitting?
4. What did the thirty women do?

Ready!

5. What did the kids do?
 - a. They knitted beautiful decorations.
 - b. They decorated the town.
 - c. They helped Grace Brett sell the decorations.
6. Give TWO examples of places that the kids decorated.
 - a.
 - b.

A Smiling Town

7. Why were the people of Selkirk surprised?
 - a. The town was more beautiful.
 - b. They woke up in the morning.
 - c. They saw Grace Brett in the town.
8. What can we learn from Grace Brett's story?



Give Wing to Talking —

D Do you think decorating a town is a good idea? Explain why or why not.

האם קישוט העיר הוא, לדעתכם, רעיון טוב? הסבירו מדוע או מדוע לא.



Useful Vocabulary

- ▶ I think that decorating a town is / isn't...
- ▶ When a town is beautiful...
- ▶ If a town isn't beautiful...

Workbook

Give Wing to Reading /

כלל "all":

צירוף האותיות all יוצר צליל חדש: אול.

לדוגמה: all - כל ball - כדור

A Listen to the recording. Number the following words from 1-6 according to the order in which you hear them. There are TWO extra words.

מספרו את המילים הבאות מ 1-6 לפי הסדר בו תשמעו אותן בהקלטה. שימו לב, ישנן שתי מילים מיותרות.

| | | | | |
|-------------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| <input type="text"/> football | <input type="text"/> call | <input type="text"/> fall | <input type="text"/> wall | <input type="text"/> small |
| <input type="text"/> recall | <input type="text"/> tall | <input type="text"/> mall | | |

B With a partner, take turns saying these words out of order. While your partner says the words, number them from 1-5.

עבדו בזוגות. קראו לחברכם את המילים בקול, בסדר אקראי. מספרו את המילים לפי הסדר בו חברכם אומר אותן מ 1-5.

| | | | | |
|---------------------------|---------------------------|-------------------------------|---------------------------|---------------------------|
| <input type="text"/> ball | <input type="text"/> hall | <input type="text"/> rainfall | <input type="text"/> tall | <input type="text"/> mall |
|---------------------------|---------------------------|-------------------------------|---------------------------|---------------------------|

C Now, listen to the recording and write the words you hear. Then compare your answers with your partner's answers.

כעת, האזינו להקלטה וכתבו את המילים אותן הנכם שומעים. בסיום ההקלטה, השוו את תשובותיכם לתשובות חברכם.

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|----------------------|

Past Simple – Positive

עבר פשוט - חיוב

In the article, you read that Grace Brett decorated her town.

We use the Past Simple to talk about things that happened in the past. We add **-ed** to many verbs to make them Past Simple, but some Past Simple verbs have a different form. These verbs are called irregular verbs.

במאמר, קראתם שגרייס ברט קישטה את רחובות העיר שלה. אנו משתמשים ב-Past Simple כדי לספר על דברים שקרו בעבר. אנו מוסיפים **-ed** לפעלים רבים, אך לפעלים מסוימים יש צורה מיוחדת. פעלים אלו נקראים פעלים חריגים.

Form

| Positive - חיוב | | | |
|-------------------------------------|----------------|------------|---|
| נושא | פועל | המשך המשפט | דוגמאות |
| I, You, He, She, It, We, They | verb + ed | ... | Grace Brett started an amazing project. |
| | irregular verb | ... | Grace Brett thought about Daphne's words for a few days. |

Time Expressions

ביטויי זמן

- ▶ last week - בשבוע שעבר
- ▶ last month - בחודש שעבר
- ▶ last year - בשנה שעברה
- ▶ yesterday - אתמול
- ▶ ... ago - לפני ...
- ▶ in 1980 - בשנת 1980

Appendix, Workbook

Spread Your Wings & Practice

A Read the sentences. In each sentence, circle the verbs that are in the Past Simple.

קראו את המשפטים. הקיפו את הפעלים המופיעים בעבר פשוט.

1. One day Daphne visited her mother, Grace.
2. Daphne told her mother that the town didn't look nice.
3. Grace called some kids and asked them to help her decorate the town.
4. Grace and the children decorated 46 places in Selkirk.
5. Grace made the town more beautiful.
6. People enjoyed Grace's decorations very much.

B Use the words in brackets to make sentences in the Past Simple.

השתמשו בפעלים שבסוגריים כדי ליצור משפטים בעבר פשוט.

1. Grace (want) to make a change.
2. Grace and Daphne (walk) around the town of Selkirk.
3. Grace (think) about Daphne's words.
4. Grace (know) how to knit.
5. Thirty women (sit) together to knit.
6. The town (look) more beautiful.



C How were schools in the past different from schools today? Use the words below to write sentences about schools in the past. Use the Past Simple.

כיצד בתי הספר בעבר היו שונים מבתי הספר כיום? השתמשו במילים הבאות כדי ליצור משפטים על בתי הספר בעבר. השתמשו בעבר פשוט.



1. The teacher / visit / the students' houses
The teacher visited the students' houses.
.....
2. Students / go / to school for only 132 days a year
.....
3. All the students / walk / to school
.....
4. Sometimes one teacher / teach / 7- and 14-year-old students in the same class
.....
5. The students / clean / their classroom
.....
6. All the students / drink / water from the same glass
.....

D Complete the sentences about actions that people did in the past.

השלימו את המשפטים הבאים לגבי פעולות שאנשים עשו בעבר.

1. Yesterday I
2. Last summer, my family
3. When I was 10 years old, I
4. Yesterday my friends
5. Last week, our teacher
6. An hour ago, I

E Last week, a fire broke out at the home of the Green family. Tell your friend what the people in the picture did. Use the verbs below.

בשבוע שעבר פרצה שריפה בבית משפחת גרין. ספרו לחברכם מה עשו האנשים על פי התמונה. השתמשו בפעלים הבאים בעבר פשוט.

take the baby ▪ try to put out the fire ▪ pour water
call 101 ▪ come to the house ▪ spray water

