

DORI ALONI MESHI
with **LIORA SAVITZKY • AVISHAG DEI**

Spread Your Wings



Intermediate

Help your students
**REACH
HIGHER**

	WRITTEN RECEPTION (READING)	SPOKEN RECEPTION (LISTENING)
1 Around the World Page 7	Life in Johannesburg A Monologue - can read a monologue about life in a city Cures You Can Make at Home An Informative Text - can read an informative text about home cures The Railway Children by <i>Edith Nesbit</i> A Story - can read and enjoy an authentic creative text - can compare opinions about the story - can respond personally to a creative text	Mud Houses An Interview can listen to and understand an interview about mud houses
2 Take Action Page 39	Thirty-Six Brides A Report - can read a report about brides with special needs To Save a Life A Magazine Article - can read a magazine article about a kidney donation How Many, How Much by <i>Shel Silverstein</i> A Poem - can read and enjoy an authentic and creative poem - can recognize the usage of rhyme - can respond personally to a creative text	104-Year-Old Artist A Conversation can listen to and understand a conversation about a woman who decorated her town
3 Wisdom Page 65	Say it With Tact A Magazine Feature - can read a magazine feature about tact Bringing the Children Home An Article - can read an article about saving Jewish children There is a Difference by <i>Hans Christian Andersen</i> A Story - can read and enjoy an authentic creative text - can compare opinions about a classic tale - can respond personally to a creative text	The Wrong Gift A Conversation can listen to and understand a conversation about using tact with good friends

	Spoken Interaction (Speaking)	Written Production (Writing)	Written or Spoken Production (Task)	Grammar & Vocabulary Expansion
	- can talk about a picture - can talk about where you'd like to live - can talk about what you like about your neighborhood - can talk about a health problem and its cure - can talk about choosing a house - can talk about the challenge of a character in a story - can talk about a big change in your life	- can write a description of a picture using adjectives - can write sentences about different homes - can use capital letters and punctuation correctly in written production	Prepare and present a report about a home cure - can write simple texts on familiar subjects of interest Make a presentation about a country you'd like to visit - can give a short, rehearsed presentation	Grammar Present Simple Word Wing adjectives that end with <i>-ful</i>
	- can talk about taking action in your life - can talk about a wedding you attended - can talk about how teens might help children with special needs - can talk about a time you helped other people - can talk about street art - can ask questions about a picture - can talk about what you'd say to a kidney donor - can discuss your personal response to a poem	- can write a narrative of an event using connectors of sequence - can relay information in writing	Present a report about a person who took action - can collaborate on simple, practical tasks - can give a short, rehearsed presentation Plan a fun event for children with special needs - can relay information in writing	Grammar Past Simple Word Wing - Using "in" or "at" to talk about time - Pluralizing words that end in <i>-f</i> and <i>-fe</i> - Homonyms
	- can express agreement and disagreement - can discuss a time you avoided hurting someone's feelings - can describe past and present actions in a picture - can talk about someone who used wisdom to solve a problem - can discuss changing your opinion	- can write a book review - can give basic written information - can express an opinion about a book you read	Write a questionnaire about wisdom and tact can understand and carry out a series of simple instructions and directions	Grammar Modals Present Progressive Review Past Progressive Word Wing <i>-er</i> at the end of verbs to create a noun that does the action

4

Ordinary Heroes Page 95

WRITTEN RECEPTION (READING)

Ordinary Heroes

Reports

- can understand reports about young heroes who saved lives

Ways to School

A Magazine Feature

- can read a magazine feature about ways to get to school

The Silver Skates by Mary Mapes Dodge

A Story

- can read and enjoy an authentic creative text
- can compare opinions about a story
- can respond personally to a creative text

SPOKEN RECEPTION (LISTENING)

A Brave Rescue

An Interview

- can listen to and understand an interview about a teenager who saved people from a storm

5

Yesterday, Today and Tomorrow Page 130

The History of Glasses and Contact Lenses

A Timeline

- can read an article about the history of eyewear

Flying for the First Time

A Comic Strip

- can read and understand a comic strip about the first airplane flight

Advertisements for Future Inventions

Ads

- can read ads for future inventions

The Automatic Maid by M. L. Campbell

A Story

- can read a story that includes dialogue and narrative
- can recognize the use of irony in a story
- can respond personally to a creative text

What Drones Can Do

An Interview

- can listen to and understand an interview about the different uses of drones

GLOSSARY

Page 163

CHECKLISTS

Page 171

	SPOKEN INTERACTION (SPEAKING)	WRITTEN PRODUCTION (WRITING)	WRITTEN OR SPOKEN PRODUCTION (TASK)	GRAMMAR & VOCABULARY EXPANSION
	- can talk about an emergency situation - can talk about a school trip - can talk about different ways to get to school - can talk about travel in the desert - can talk about your favorite season - can relate to the main character in the story	- can write a report about an emergency event - can relay information in writing from sources	Interview an ordinary hero - can collaborate on simple, practical tasks Create a hero poster - can give a short, rehearsed presentation	Grammar Past Progressive and Past Simple Adjectives: Comparative and Superlative Word Wing - Compound Nouns - Reflexive Pronouns
	- can talk about an invention you'd like to have - can compare inventions - can talk about future plans - can discuss a personal experience with the influence of ads - can describe an object - can talk about what you'd use a drone for - can express an opinion about machines that do housework - can predict how characters in a story will behave in new situations - can discuss the usage of irony in pictures	can write an ad using appropriate language and aspects of design	Write a timeline for an invention - can relay written information from sources Create a presentation comparing the past, present and future. - can write simple texts on familiar subjects of interest - can give a short, rehearsed presentation	Grammar Future Simple and <i>be going to</i> The Passive Word Wing - the rules of <i>do</i> and <i>make</i> - Onomatopoeia

Spread *Your* Wings

by Dori Aloni Meshi with Avishag Dei and Liora Savitzky

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In this unit, you will learn new words and practice using the Present Simple so that you:

- can understand a monologue about life in Johannesburg.
- can read an article about natural cures that you can make at home.
- can listen to and understand an interview about mud houses.
- can talk about living in different types of homes.
- can write sentences with adjectives to describe pictures.
- can read about three children who save a train and help solve the mystery of their father's disappearance.

At the end of the unit, you will be able to prepare a report about a home cure.

How do people say "hello" in different countries around the world? Match each word to the correct country. Then check your answers on page 38.

1. Privyet!

2. Bonjour!

3. Konnichiwa!

4. Habari!

5. Bună!

Romania



Kenya



Russia



Japan



France

READING 1

Get Ready

A 1. Do you remember these words?

WORD REFRESH

building
different

enjoy
garden

hope (n, v)
sunny

wall
weather

worry (v)

2.  What do you see in the picture? Use the words above to help you.



B You are going to read about the lives of Jews in South Africa. Look at the new words. Which of them can you use to talk about life in your city?

NEW WORDS

actually
area
check (v)
each other
even (adv)
free (adj)
fresh

gold
great
Jew
Jewish
kind (n)
like (prep)
look (v)

look after
meal
modern
neighborhood
pleasant
rarely
ready

really
too
whenever
worried

C Give an example of:

1. the **kind** of shoes you like to wear to school
2. something you **check** before you leave the house
3. a **great** day in your life
4. something that looks cheap but is **actually** expensive

D Match the sentences to the pictures.

1. He **looks worried**.
2. They are **really fresh**.
3. It's **too** heavy.
4. It's sad because it's not **free**.
5. It's a **modern neighborhood**.
6. It is **looking after** its babies.



E Choose the correct words. Then guess which sentences are true. Find the answers in the text.

JOHANNESBURG

1. Johannesburg is called the "City of **Gold / Meal**."
2. About 66,000 **areas / Jews** live in Johannesburg.
3. Jews in Johannesburg **rarely / whenever** walk around their neighborhoods.
4. The Jews of Johannesburg help **each other / even**.
5. Many **ready / Jewish** families have housekeepers* who help them clean and cook.
6. The weather in Johannesburg is **like / pleasant**.

*housekeepers - עוזרות בית



A Read Yedidya's monologue. How is life in Johannesburg different from life in Israel?

LIFE IN JOHANNESBURG

CITY OF GOLD

I live in the City of Gold.

I know what you're thinking, but no! Everything in my city isn't actually made of gold. In 1886, a man found gold in the area. That's how the city started – many people came to Johannesburg hoping to find gold.

Today, Johannesburg is a beautiful city with more than 5,000,000 people. There are modern buildings, but we also have lots of trees and green parks. The weather is pleasant. It's sunny in the winter, and it doesn't get too hot in the summer.



JEWISH LIFE

About 66,000 Jews live in Johannesburg.

Eating kosher in Johannesburg is easy because there is only one *hechsher* here, and everyone uses it. The shops sell many kinds of prepared food¹. You can get a cooked meal to take home, or you can buy fresh fruit and vegetables that are already cut and ready to eat.

Schools also sell prepared food, like hamburgers, sandwiches, and pizza. I can buy something at school whenever I want!

My school is a great place to learn. Classes are small, and the students and teachers are like a family. There are only ten boys in my class! Everyone comes to school by car because there are no school buses here. During the week, you rarely see people walking in my neighborhood. But on Shabbat, everything looks different. The streets in Jewish neighborhoods are full of people walking to shul² or to the *kiddush* after prayers. It's a time when everyone meets, talks and enjoys being together.



HOMES

We have a big, beautiful home, like most Jewish families here. We love our garden, but we are always a little worried because Johannesburg can be dangerous. Every house has a high wall around it. That's the only way we feel safe. And when we go out, we check that we remembered to lock³ the doors. Johannesburg is the City of Gold, but we don't really feel free living here.

We have a housekeeper who helps with everything in the house. She doesn't live with us – she lives in a small cabin⁴, not far away. She arrives every morning at 7:00. She cooks, cleans and looks after the children when my mother is busy. Sometimes she even drives us to school or to our friends' houses!

Now you know what it's like to live here. I hope you enjoyed learning about my city!



Yedidya

¹ prepared food - אוכל מוכן

² shul - בית כנסת

³ lock - לנעל

⁴ cabin - בקתה

- B** Complete the fact file about Johannesburg according to lines 1-9.

Facts About Johannesburg

1. Year the city started	
2. Number of people in the city	
3. Weather in the winter	
4. Weather in the summer	

- C** Answer the questions.

CITY OF GOLD

- Complete the sentence.
Johannesburg is called the City of Gold because
- Why might people enjoy living in Johannesburg? Write ONE thing.

JEWISH LIFE

- What kinds of food can people buy in shops in Johannesburg?
- What fact shows how small the classes are in Yedidya's school?
- How does Yedidya get to school?
- How do the Jewish streets change on Shabbat?

HOMES

- What do you know about Yedidya's house? Write TWO facts.
- What jobs does Yedidya's housekeeper do? Give TWO answers.

Words

- A** Decide if the sentences are true or false.

- You **really** need water to live.
- If you **rarely** come late, it means you are usually on time.
- You feel better before a test if you are **ready** for it.
- When people have a **great** idea, they don't need to look for more ideas.
- When two friends help **each other**, one friend doesn't do anything.
- When you know the answer, you are **actually** wrong.

B Choose the best word to follow each word in blue.

- | | | | | | |
|---------------|----------|---|----------|---|--------------|
| 1. gold | ring | ■ | Jew | ■ | neighborhood |
| 2. Jewish | water | ■ | garden | ■ | people |
| 3. pleasant | problem | ■ | wall | ■ | weather |
| 4. look after | the sky | ■ | children | ■ | language |
| 5. modern | building | ■ | summer | ■ | tree |
| 6. too | ready | ■ | hot | ■ | last |

C Complete the sentences so they are true for you.

1. My favorite meal is
2. I sometimes feel worried when
3. Before I go to school, I usually check
4. I feel happy whenever
5. For me, friends are like
6. My neighborhood is
7. I feel free when

D Answer the questions about yourself.

1. What area in your city is usually quiet?
2. Do you sometimes help others even when you are busy?
3. Where do you usually go when you need fresh air?
4. What is something you can find in the home of every Jew?
5. What kinds of books do you read most often?
6. When do you look happy?

E Would you like to live in Johannesburg? Talk about living in Johannesburg with your partner. Use the words below to help you.

Yes, I would like to live in Johannesburg because there are many nice gardens there.

It's not safe to walk around the neighborhood by yourself, so I wouldn't like to live there.



area
building
each other
garden

Jews
neighborhood
pleasant
weather

Language 1 - Present Simple

We use the Present Simple to talk about facts, schedules, usual activities and habits.

Positive	Example
I / You / We / They + verb He / She / It + verb+s	<i>Shops sell lots of prepared food.</i> <i>The housekeeper arrives every morning.</i>

Negative	Example
I / You / We / They + don't + verb He / She / It + doesn't + verb	<i>I don't worry about kashrut.</i> <i>The housekeeper doesn't live with Yedidya's family.</i>

When **be** is the verb

Positive	Example
I + am He / She / It + is We / You / They + are	<i>I am from Johannesburg.</i> <i>Johannesburg is the City of Gold.</i> <i>The students and teachers are like a family.</i>

Negative	Example
I + am not He / She / It + isn't We / You / They + aren't	<i>I 'm not worried.</i> <i>Everything in my city isn't actually made of gold.</i> <i>We aren't always safe in Johannesburg.</i>

Time Expressions for the Present Simple

every day / week / month... , in the summer / winter
at night, often, rarely, always, usually, sometimes, never

GRAMMAR APPENDIX, PAGE 176

A Yedidya is talking about Johannesburg. Complete the sentences with the verbs in brackets. Use the Present Simple.

In Johannesburg, the weather ¹ ... (be) usually pleasant in the winter. It ² ... (not rain) much, and it ³ ... (not be) very cold. On weekdays, the children ⁴ ... (not take) buses to school. They go by car because the school ⁵ ... (be) far away.

My school day ⁶ ... (start) at 8:00 a.m. I ⁷ ... (eat) fresh fruit for lunch every day. Johannesburg ⁸ ... (have) wonderful fruit! At home, we ⁹ ... (not clean) the house by ourselves, since we have a housekeeper who helps us. Even with some challenges, we ¹⁰ ... (be) happy to live in this wonderful city.

B Find the time expressions in exercise A above.



- C** Complete the sentences with the verbs in brackets. Use the positive and negative forms of the Present Simple. Then decide whether each sentence is true for Johannesburg, Jerusalem, or both.

	Jerusalem	Johannesburg
1. People ... (call) it the "City of Gold."		
2. It ... (not be) a capital city (עיר בירה).		
3. It sometimes ... (snow) in this city.		
4. Yedidya ... (not live) in this city.		
5. People ... (not leave) their doors open in this city.		
6. Yedidya ... (worry) because there are bad people in this city.		

- D** Look at the pictures. Write what the people usually do and what they don't usually do. Use the positive and negative forms of the Present Simple.



1. a. She usually does her homework at 4:00.
b. She doesn't usually sleep in the afternoon.

- E**  Tell your partner what you like about your neighborhood. Use the words below to help you.

I enjoy living in my neighborhood because it is in a very quiet **area**.

I like my neighborhood because **whenever** someone is sick, the neighbors send them food.



area
each other
even (adv)
Jew
like (prep)

look (v)
modern
pleasant
too
whenever

Get Ready

A 1. Do you remember these words?

WORD REFRESH

better
dark (adj, n)

go away
lie down

problem
sick

soon
soup

until
well (adv)

2.  Talk about the picture below with a partner. Use the words above to help you.



B Look at the new words. Which of them can you use to talk about someone who doesn't feel well?

NEW WORDS

a few
at least
brush (n, v)
burn (n, v)
cold (n)
cure (n)

disappear
expensive
fight (v)
get better
grow
headache

hurt (v)
medicine
mirror
mix (v)
piece
tasty

teenager
treat (v)
warm (adj)
What's the matter?

C Choose the correct answers.

- Which problem usually has a simple **cure** – *a broken leg* or *a headache*?
- If someone asks "**What's the matter?**" are they talking about – *feelings* or *food*?
- Who can **treat** sick people – *a doctor* or *a cook*?
- What do animals **fight** for – *food* or *music*?
- Who **gets better** faster? – *a person without medicine* or *a person with medicine*?
- What do people **mix** – *colors* or *air*?
- What **disappears** in a cup of tea – *sugar* or *a spoon*?

D Look at the pictures and complete the sentences with the words below.

a few ■ brush ■ burn ■ expensive ■ mirror ■ piece



1. He left a ... of bread for the birds.



2. This is very ...



3. She needs to buy ... things at the supermarket.



4. When she was cooking, she got a ... on her arm.



5. She can see herself in the ...



6. She needs to ... her hair before going to school.

E Read the following ad and choose the correct answers.

GARLIC CANDIES

Try Our New ¹Cold / Medicine :

Garlic candies are sweet and ² warm / tasty.

Our garlic candies are perfect for kids or ³ pieces / teenagers! They can help them ⁴ grow / hurt strong!

Garlic candies also make ⁵ brushes / headaches disappear fast. Take ⁶ a few / at least two candies, and you'll feel much better.



Now Read

A Read the following informative text about home medicines. What problems can you treat at home?

CURES YOU CAN MAKE AT HOME

Where is the Doctor?

It's late at night, and you don't feel well. What do you do? Ask your grandmother, and she'll tell you, "Have some chicken soup!" For hundreds of years, Jewish mothers have treated their children with chicken soup when they felt sick. Chicken soup is so popular among Jews as a cure that people even call it "Jewish penicillin."

In many places in the world, it isn't easy to get to a doctor. Medicines are expensive, too. What do some people do? They use the foods they have in the kitchen – "home cures" like chicken soup – to fix the problem.



My Head Hurts!

Do you sometimes get headaches? People in India have a great way to treat headaches: Mix cinnamon with some warm water. Rub¹ it on your forehead² and lie down in the dark. Your headache will disappear in a short time.



Do You Hate Looking in the Mirror?

Lots of teenagers get acne³ and want to make it go away. It usually disappears when you get older, but until then, learn from the South Africans. You can make your own acne cure! Mix a tablespoon of lemon juice with a tablespoon of water. Rub it on your face before you go to bed. Your face will look better in the morning!



Ouch! That was Hot!

Did you burn yourself? In the USA, people put egg whites on a burn! Do this at least three times every day. In a few days, you will forget where the burn was!



Where are the Tissues?

It isn't fun to get a cold, but garlic can help! Garlic doesn't just make food tasty. In Russia, people use garlic to fight colds and viruses! When you get a cold, eat one piece of garlic every day. You will get better soon.

What's the Matter with my Hair?

Look at your brush after you brush your hair. If it's full of hair every day, don't worry! Your hair is probably just dry. When your hair is very dry, it can fall out easily. But people in Egypt have a great way to fix the problem: They rub olive oil⁴ into their hair. It helps their hair grow better.



¹ rub - למרוח

³ acne - אקנה

² forehead - מצח

⁴ olive oil - שמן זית

B Complete the chart with information from the article.

	Problem	Cure	Country
1.	headache		
2.			South Africa
3.	burn		
4.		garlic	
5.	dry hair		

C Answer the questions.

1. What is another name for chicken soup? (lines 1-5)
2. Why do some people use home cures? (lines 6-8)
 - a. Medicines are very expensive.
 - b. Their doctors don't like medicine.
 - c. Home cures work better than medicine.
3. How can you use cinnamon and water? (lines 9-12)
4. What can teenagers with acne use as medicine? (lines 13-17)
5. How much garlic should you eat when you have a cold? (lines 21-24)
6. Why does hair sometimes fall out? (lines 25-29)
 - a. People brush it too much.
 - b. It's dry.
 - c. People don't eat enough oil.

Words

A Complete the sentences with the words below.

a few ■ brush ■ fight ■ get better ■ medicine ■ mirror ■ mix ■ piece

1. Can you give me a . . . of paper?
2. Please wait . . . minutes.
3. Every morning, I . . . my teeth.
4. When I'm sick, my doctor gives me . . . to help me get better.
5. Look in the You have something between your teeth.
6. . . . water with a little bit of lemon juice for a tasty, healthy drink.
7. It's important to . . . for what you believe in.
8. If you rest, you'll . . . more quickly.

B Choose the logical answer.

- What's the matter?
 - This soup is **tasty**!
 - My body feels **warm**, and my ear **hurts**.
- Why do you need aloe vera gel?
 - I was baking a cake, and I got a **burn**.
 - I have **a cold**.
- Why are you sitting in the dark?
 - It will help my hair **grow**.
 - It's a **cure** for a **headache**.
- Can I make my acne **disappear**?
 - Yes! You can **treat** it with lemon juice.
 - No. Medicine for acne is too **expensive**.
- Do many **teenagers** have acne?
 - Yes! **At least** 80% have some acne.
 - No. They never see acne when they look in the **mirror**.

C Think of a problem you would like to find a home cure for. Why do you think it's important to find a home cure for this problem? Use the words below to help you.

*I would like to find a home cure for headaches. They are very **unpleasant**.*



fight (v)
hurt (v)
medicine

pleasant/unpleasant
whenever
worried

WORKBOOK >>

TASK

Prepare a report about a home cure.

- Research another home cure. You can ask a grandparent, a parent or a nurse for ideas. You can also look in books or magazines.
- Explain why you chose this cure.
- Write down important facts about the cure.
- Try out the cure at home and write a summary of your results.
- Present your report to the class. You can also bring a sample of your cure to show everyone.



TASK CHECKLIST, PAGE 173

Language 2 - Present Simple Questions

Yes/No Questions

Do + I / you / we / they + verb?

Does + he / she / it + verb?

Example

Do you sometimes get headaches?

Does your hair fall out every day?

Wh- Questions

Wh-word + do + you / we / they + verb?

Wh-word + does + he / she / it + verb?

Example

What do you do?

Where does it hurt?

Subject Questions (Who, What)

Wh-word + verb+s?

What makes a burn feel better?

Who uses lemon juice as a remedy for acne?

A Complete the passage. Use the question form of the Present Simple.



BREAKFAST: The Most Important Meal of the Day

- Aiko is from Japan. How ¹ ... (she / start) her day? She eats fish, miso soup and rice.
- ² ... (you / like) croissants? Croissants come from France, and many people eat them for breakfast. They are very tasty and full of butter. What ³ ... (go) perfectly with a croissant? Hot coffee!
- What ⁴ ... (people / like) to eat for breakfast in Morocco? They often eat *baghrir*—a pancake with “a thousand holes*.” ⁵ ... (you / put) maple syrup on your pancakes? Well, in Morocco, people prefer honey and butter. What ⁶ ... (they / drink) in the morning? Tea with fresh mint**.
- Many teenagers don't eat breakfast. ⁷ ... (you / eat) breakfast every day? What ⁸ ... (you / have) for breakfast?

* holes - חורים

** mint - نعנע

B Make questions in the Present Simple with the words below. Ask your partner to answer the questions. Then switch roles.

1. what / you / usually / make / for breakfast / ?

What do you usually make for breakfast?

I usually make toast and a salad.

2. when / you / eat / breakfast / ?
 3. you / take / a sandwich / to school / ?
 4. who / prepare / dinner / in your family / ?
 5. where / you / usually / eat / breakfast / ?
 6. what / your family / eat / for dinner / ?
 7. your family / sit / together / for dinner / ?

C Complete the following passage. Use the Present Simple in the positive, negative and question forms.

Little Village

¹ ... you ... (have) family in another country? Where ² ... they ... (live)? Sarah Koval's grandparents ³ ... (live) in a small village in Ukraine. Sarah's father ⁴ ... (try) to visit them every summer, and Sarah usually ⁵ ... (go) with him. The village ⁶ ... (be) very poor. It ⁷ ... (not have) a big supermarket. The only shop in the village that sells food is very small. What ⁸ ... people ... (buy) in the shop? Flour, sugar, potatoes, and onions. But the shop ⁹ ... (not sell) things like tomatoes, apples or melons.

Life in the village ¹⁰ ... (not be) easy. For example, at night, it's usually dark because people ¹¹ ... (not have) money to pay for electricity*. When Sarah visits the village, she ¹² ... (like) to make things easier for her grandparents. So, she ¹³ ... (help) them prepare food, and she always ¹⁴ ... (wash) the dishes after meals. But first, she and her grandmother ¹⁵ ... (carry) water from the river to their home!

* electricity - חשמל



- D**  Ask your partner questions about someone they like to visit, and have your partner answer the questions. Then switch roles. Use the Present Simple.

WORKBOOK >>

LISTENING

Get Ready

- A** 1. Do you remember these words?

WORD REFRESH

around build fire (n) roof village

2.  Talk about the picture with a partner. Use the words above to help you.

People use leaves to make the **roofs** of these houses.



- B** Look at the new words. Which of them can you use to talk about life in Africa?

NEW WORDS

a lot of
break (n)
careful
catch fire

cooking
danger
easily
get together

grass
last (v)
mud
neighbor

of course
someone
strong

- C** Match the words to their meanings.

- | | |
|-----------------|------------------------|
| 1. a lot of | a. meet |
| 2. cooking | b. sure |
| 3. get together | c. making food |
| 4. of course | d. man, woman or child |
| 5. someone | e. many |

D Complete the sentences according to the pictures. Use the words below.

careful ■ catch fire ■ grass ■ mud



1. The ... is very tall.



2. It can ... quickly.



3. If he isn't ..., he'll fall.



4. It's hard to drive in this

E Give an example of:

1. something you do during a **break** at school
2. something that must be **strong**
3. something you can do **easily**
4. a test that **lasted** more than two hours
5. a time you were in **danger**
6. something that is important to both you and your **neighbor**

F  Think about the kind of house you would like to live in. What things are important to you? Use the words below to help you.

*It is important to me to have a house with **fresh air**.*

*I don't want a house that is too **expensive**.*



a lot of
area
expensive
fresh air
look (v)

modern
neighbor
neighborhood
pleasant
strong

WORKBOOK >>

**WORD
WING**



Some adjectives are nouns with the suffix **-ful** at the end.

tact – tactful care – careful success – successful

Tactful people think before they speak.

Can you think of any other **-ful** adjectives?

Now Listen

A This interview is about a special kind of house. What different kinds of houses are there where you live?

B  Listen to the interview and answer the questions.

MUD HOUSES

1. What is true about Mrs. Smith?
 - a. She wrote a book.
 - b. She built houses.
 - c. She was a teacher.
2. Mrs. Smith mentions Ethiopia, Kenya and Congo because they are examples of countries ...
 - a. that are far from Israel.
 - b. she visited.
 - c. that have mud houses.
3. What does Mrs. Smith say about mud houses?
 - a. They are expensive.
 - b. They only last for one or two months.
 - c. They are strong.
4. Complete the sentence.

Mud houses are pleasant in the ... and in the
5. What is one problem with mud houses?
 - a. They can catch fire easily.
 - b. You can't cook in a mud house.
 - c. The roof sometimes falls down.
6. According to Mrs. Smith, what is very special to see?
 - a. People working together to build a mud house.
 - b. A village with a lot of mud houses.
 - c. A lot of people living together in a mud house.



C  Listen to the interview again and check your answers.

- D** Would you like to live in a mud house for a week? Explain why or why not. Use the words below to help you.

*Yes, it would be an interesting **adventure**. I want to understand how people live in **different** places.*



adventure
catch fire
different

neighbors
pleasant
roof

shake
strong
whenever

WRITING

- A** Read about the main parts of a sentence.

Main Parts of a Sentence

In English, sentences have a **subject** and a **verb**.

The **subject** tells you who or what the sentence is about:

Friends and family help build the houses.

The **verb** tells you what action happens:

Many people in Africa live in mud houses.

Sometimes "**be**" (*am / is / are*) is the only verb in a sentence — there's no action.

Mrs. Noor is our visitor today.

- B** Read the following sentences. In each sentence, decide if the words in blue are the subject or the verb.

1. **Little children** help build mud houses.
2. People **make** strong roofs from grass.
3. In the summer, **the walls** are cool.
4. During the winter, mud houses **keep** people warm.
5. **Mud houses** aren't expensive to make.

- C** Read about adjectives.

Using Adjectives to Describe

The adjectives in a sentence describe nouns. They add information about the nouns. In English, the adjective usually comes *before the noun*.

*Cities in Africa have **modern** buildings.*

Adjectives can also come after the verb **be** (*is/am/are*).

*Mud houses **aren't** expensive.*

D Look at the sentences in exercise B on page 25 again. Find the adjectives in the sentences.

E Look at the pictures. Add an adjective from below to each sentence.

cold ■ dry ■ pleasant ■ tall ■ underground



1. This house has a garden.



2. Do you know that some people live in houses like this one?



3. People in Africa use grass for their roofs.



4. In big cities, people live in buildings.



5. Would you like to visit this house?

F 1. Read the description of Ruth's apartment. How is Ruth's home similar to your home? How is it different?

My name is Ruth. We live in a new apartment building in a pleasant neighborhood. Our apartment is on the fifth floor. It has a nice living room with large windows, so it is usually sunny. There are two small bedrooms and one big bedroom. The kitchen is easy to work in. We love our home, and it's perfect for our family.



2. Find at least EIGHT adjectives in the description above.

WRITING TASK

Find a picture of a house you like.

- 1 Look for THREE special things in the picture.
- 2 Think of an adjective for each special thing you found.
- 3 Use each adjective to write a sentence about the picture in the Present Simple.



Remember!

- Every sentence begins with a capital letter.
- Every sentence ends with a period, a question mark or an exclamation point.

CHECKLIST, PAGE 171

LITERATURE

WORKBOOK >>

Get Ready

- A** 1. Do you remember these words?

WORD REFRESH

| arrive | leave | poor | wonderful

2. Give an example of:

1. something **wonderful** you did
2. something you do when a guest **arrives**
3. a **poor** country
4. a reason you'd **leave** a place quickly

- B** Look at the new words. Which of them can you use to talk about someone who moved to a new place?

NEW WORDS

about to
adventure
brave
comfortable
explore

field
furniture
hill
knock (v)
loud

pack (v)
proud / proudly
sadly
shout (n, v)
train station

voice
wave (n, v)
work out

- C** Choose the correct answers.

1. There are beautiful flowers in the **field / adventure**.
2. Before they got on the train, they **knocked / waved** goodbye to their friends.

3. When I get to a new place, I like to **explore / shout** it.
4. I was **brave / proud** when I got a good grade.
5. He usually speaks in a loud **train station / voice**.

D Decide if the sentences are logical or illogical.

1. I am **about to** finish my homework, so I don't have homework.
2. I hope we'll **work out** the problem.
3. **Sadly**, we won the game.
4. Our sofa is **comfortable**. Everyone likes to sit on it.
5. We sometimes hear **loud** noises from the street.

E Match the words to their meanings.

- | | |
|-------------------------|--|
| 1. furniture | a. small mountain |
| 2. knock | b. things like chairs, tables, and beds |
| 3. shout | c. place where people get on and off trains |
| 4. brave | d. not afraid to do something difficult or scary |
| 5. train station | e. to speak very loudly |
| 6. hill | f. to put things in a bag or box |
| 7. pack | g. to hit a door to make a sound |

WORKBOOK >>

Now Read

- A** You are going to read a story about three children who try to help their father after he disappears. Read PART ONE of the story and answer the questions that follow.



PART ONE

Three children live in a comfortable, pleasant house in England. Roberta is the oldest. Next is Peter. He wants to become an engineer². Phyllis is the “baby.” She’s only eight.

The children’s mother, Mrs. Waterbury, tells the most wonderful stories! She always finds time to play with the children, read to them and help them with their lessons.

5 Their father has an important job in a government office³, but when he comes home, he's always ready to listen to the children or play a game with them. "What adventures did you have today?" he asks, and the children happily tell him about their day.

"Peter found a snake in the garden!" says Roberta. "We wanted to keep it, but Mother said no."

"I'm learning all about trains," Peter tells Mr. Waterbury. "Father, can we go on a train one day soon?"

10 "Father, I learned how to spell⁴ England! E-n-g-l-a-n-d!" says Phyllis proudly.

Mr. Waterbury looks at his children and smiles, and they smile back. It is a happy family, full of love.

Sadly, everything is about to change.

One night, someone knocks at the door. Mr. Waterbury opens the door, and two men in black suits⁵ enter. They go with Mr. Waterbury into his library. At first, it is quiet. Then the children can hear their father's voice. It is
15 getting louder and stronger. Mr. Waterbury calls to Mrs. Waterbury, and she goes into the library. Soon, a black car arrives at the house. The two men leave the house, and they take Mr. Waterbury with them. They all get into the black car, and the car disappears into the dark night.

"What's the matter, Mother?" asks Peter.

Mrs. Waterbury's eyes are red. She says, "Please, children, don't ask me any questions about this now. Father
20 will be away for some time, and I need you all to be very strong and brave."

About two weeks later, Mrs. Waterbury tells the children, "We are leaving this house and going to live in a village far away from here. Now, please go pack your clothes."

A man comes to the house. He pays Mrs. Waterbury some money. Then he takes away all the beautiful furniture. Mrs. Waterbury and the children look at the empty rooms.

25 "We must all be very brave," says Mrs. Waterbury. They leave their home for the last time and take a taxi to the train station.

On the train, the children enjoy looking out the windows.

"Look at those small houses!" says Peter.

"I hope we see cows!" says Phyllis.

30 Soon, it gets dark and there isn't anything to see. The children get bored and fall asleep. Then they hear their mother's voice. "Wake up, children. We're here. There aren't any taxis, so we must walk."

³ government office - משרד ממשלתי

⁴ spell - לאיית

⁵ suits - חליפות



The new house is small and very cold. Phyllis asks Roberta, "Are we poor now?"

Roberta says, "Don't worry, Phyllis. Everything will work out. Now, let's go explore the neighborhood."

The children go outside. They see a long road, fields, beautiful old trees, and hills that are green with grass.

35 "Look!" shouts Peter. "There are train tracks⁶. Let's go look for trains!"

The children are on a hill above the train tracks. A train is coming.

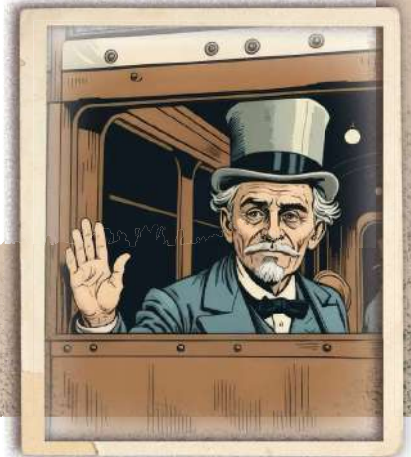
"Everybody wave!" shouts Peter. The children wave happily as the train passes. One old gentleman in the first-class carriage⁷ looks out of the train window and waves back.

40 The next day and the day after that, when the 9:15 train passes, the children are there. They wave, and the old gentleman waves back.

"What a nice man!" says Phyllis.

⁶train tracks - מסילות רכבת

⁷first-class carriage - קרון מחלקה ראשונה



pleasant • ready • garden • someone • disappear
dark • what's the matter? • strong • village • enjoy
hope • soon • worry • neighborhood • grass

Understanding the Story

B There is a mistake in each sentence. Correct the mistakes.

1. There are two children in the Waterbury family — Roberta and Peter. (lines 1-4)
There are three children in the Waterbury family — Roberta, Peter and Phyllis.
2. Mrs. Waterbury writes wonderful stories for children. (lines 1-4)
3. Mr. Waterbury has an important job at the railway. (lines 5-7)
4. The Waterburys are a sad family. (lines 8-11)
5. Mr. Waterbury's voice is pleasant when he talks with the men in black suits. (lines 13-17)

C Choose the correct answers.

1. When the men in black suits leave the Waterbury's house ... (lines 13-20)
 - a. Mr. Waterbury tells his wife not to worry.
 - b. Mr. Waterbury leaves with them.
 - c. Mrs. Waterbury calls the police.
2. What do we learn about Mrs. Waterbury and her children? (lines 21-26)
 - a. They are buying new furniture for their house.
 - b. They are going to live in a village far away.
 - c. They are packing their clothes to go on vacation.

3. Phyllis is worried that the family is poor now because ... (lines 30-33)
 - a. she hears her mother crying.
 - b. the new house is small and cold.
 - c. there aren't a lot of buildings in the new neighborhood.
4. Outside the new house, Peter is excited because he sees ... (lines 34-38)
 - a. beautiful fields and hills.
 - b. train tracks.
 - c. cows.
5. Every day, the children ... (lines 39-41)
 - a. walk on a long road to their new school.
 - b. go out and explore the neighborhood.
 - c. go to the train tracks and wave at the train.

-  **D**
1. The author doesn't tell us anything about the "two men in black suits." (line 13) Who do you think they are?
 2. "Mrs. Waterbury's eyes are red." (line 19) Why do you think her eyes are red?

Get Ready

A Do you remember these words?

WORD REFRESH

| cover (v)

| dear

| decide

| gift

B Give an example of:

1. something you **cover**
2. someone who is **dear** to you
3. a nice **gift** you got when you were young
4. something you **decide** by yourself

C Look at the new words. Which of them can you use to talk about danger?

NEW WORDS

accident
bottom (n)
earthquake
get off
guilty

less
noise
package (n)
passenger
photograph (n)

prove
reach
save
shake (v)
subject

terrible
wonder (v)

D Choose the correct answers.

1. There are many **passengers / earthquakes** on the train.
2. He should **get off / save** the train at the next train station.
3. The train will **prove / reach** that city at 9 o'clock.
4. Someone forgot his **package / earthquake** at the train station.
5. There is a lot of **bottom / noise** at the train station.
6. There was a **terrible / guilty** accident between two trains.

E Answer the questions about yourself.

1. Who takes the best **photographs** in your family?
2. What do you have to **shake** before you can use it?
3. What do you **wonder** about the future?
4. What **accident** do you remember?
5. What makes you feel **less** worried?
6. What **subject** in school is hard for you?

F Imagine you had to move to a new place, like the Waterbury children did. What do you think your biggest challenge would be? Share with your partner. Use the words below to help you.

*It would be difficult for me to get to know the new **neighbors**.*



arrive
building
different

explore
neighbor
neighborhood

problem
village

PART TWO

WORKBOOK >>

A Now read PART TWO of the story and answer the questions that follow.

It's a sunny morning, and the children are having a picnic near the train tracks. Suddenly, they hear a loud noise; it sounds like thunder¹.

"What's that?" asks Peter.

"LOOK!" Phyllis shouts. The trees on the hill are shaking very hard. Some of them break and roll² down the hill.

5 When they reach the bottom, the trees fall onto the train tracks.

"It's an earthquake!" cries Roberta.

In less than a minute, broken trees and rocks³ cover the train tracks!



“The 9:15 train is coming,” says Roberta. “They don’t know about the earthquake. The train is in danger! There will be a terrible accident!”

10 “Come with me!” shouts Peter.

The children run to the tracks. They jump and wave and shout. The train’s engineer sees the children and stops the train. The train is safe!

One of the passengers on the train is the old gentleman. He understands that the children saved the train, and that they also saved his life. “Thank you! Thank you, my dear friends,” he says to them.

15 The next day, Phyllis says, “I wonder when Father will come home. Mother never says anything.”

“We mustn’t⁴ ask,” answers Peter. “Mother looks so sad whenever we talk about Father.”

“I miss him,” says Phyllis.

Roberta wants to change the subject, so she says, “Look! Here’s a package from the old gentleman in London! It’s a gift to thank us for saving the train!” The old gentleman used old newspapers to wrap⁵ the package. There
20 are books inside — two for each of the children.

Peter and Phyllis run inside with their books. Roberta picks up the old newspapers to throw them away, but then she sees her father’s photograph in one of them!

Next to the photograph, she reads this:

CHARLES WATERBURY GUILTY!

25 ENGLISH SPY⁶ GOES TO JAIL⁷ FOR FIVE YEARS

Roberta waits until Peter and Phyllis are in bed. Then she asks her mother about the newspaper story.

“Of course he isn’t guilty, but we can’t prove it,” says Mrs. Waterbury.



⁴ mustn’t - אסור

⁶ spy - מרגל

⁵ wrap - לעטוף

⁷ jail - כלא

30 Roberta has an idea. *The old gentleman from the train looks like an important person. Maybe he can help us*, Roberta thinks, and she writes a letter to him.

• • •

It is a beautiful spring morning. The children decide to go for a walk. They sit on a bench⁸ near the train station and wait to wave at the passengers on the 9:15 train. The train stops at the station, and people begin to leave the train.

35 First, the old gentleman gets off. A tall man with long hair and a long beard⁹ follows him. The man looks around the station.

Peter sees the man first and says, "That looks like Father!"

The girls begin shouting, "FATHER! FATHER!"

Then they all run as fast as their feet can carry them into their father's arms.

⁸ bench - ספסל

⁹ beard - תְּקַי



sunny • danger • look • whenever • of course • like

Understanding the Story

B Complete the sentences according to PART TWO.

1. After the earthquake, there were broken trees ... (lines 1-7)
2. The children want to stop the train, so they ... (lines 8-12)
3. The old gentleman thanks the children because they ... (lines 13-17)
4. The children never ask their mother about their father because ... (lines 13-17)
5. When Roberta picks up the newspapers, she sees ... (lines 18-22)

C Answer the following questions.

1. What did Roberta read about their father? (lines 23-25)
2. What was Roberta's idea? (lines 26-31)
3. Who was the first person to get off the train, and who came after him? (lines 32-39)

D Can-Do Questions

1. Choose one character from the story. Would you like to be their friend? Why or why not?
2. What part of the story did you find the most exciting? Explain why.
3. What was a difficult moment for the children in the story? What would you do to help the children in that situation?

- E**  The children's lives changed suddenly when their father left. Tell about a time when your life changed suddenly. How did you feel, and what did you do? Use the words below to help you.

My mom got sick and went to the hospital. I was **worried** and scared. My dad told me to be **brave**. My sister and I helped **each other**.



brave
break (n)
each other
hurt (v)
leave

problem
really
wonderful
work out
worried

- F** Read the following story. Which character in "The Railway Children" applied the message of this story?

There was once a boat that sank. Only one man got out alive, but he had nothing. He asked the Jews nearby for help, but no one wanted to help him. Only Rabbi Elazar ben Shamua was happy to help. Rabbi Elazar gave the man his coat. He took him home and gave him food, drink and 200 dinars. Finally, he brought the man home on his own horse.



Sometime later, the king of Rome died, and that man became the new king. The new king was upset at the Jews of this city. He decided that they should all die. Rabbi Elazar visited the king and asked for his kindness. "I will be kind to the Jews of your city because of you," the king promised.

This is an example of what it says in Kohelet 11:1: "Send your bread on the water, because after many days, it will come back to you."

About the Story

The people in a story are *characters*. When a story is about animals or things such as robots, they are also characters. The most important characters in the story are the *main characters*.

Complete the chart with TWO facts about the following characters from the story.

1. Mr. Waterbury	a. <i>He has an important job.</i> b. <i>He went to jail.</i>
2. Mrs. Waterbury	
3. Roberta Waterbury	
4. Peter Waterbury	
5. The Old Gentleman	

REVIEW

A Look at the new words from the unit. Which ones do you remember?

NEW WORDS

a few
a lot of
about to
accident
actually
adventure
area
at least
bottom (n)
brave
break (n)
brush (n, v)
burn (n, v)
careful
catch fire
check (v)
cold (n)
comfortable
cooking
cure (n)
danger
disappear
each other
earthquake
easily
even (adv)
expensive
explore
field
fight (v)
free (adj)
fresh
furniture
get better
get off
get together
gold
grass
great
grow
guilty
headache
hill
hurt (v)
Jew
Jewish
kind (n)
knock (v)
last (v)
less
like (prep)
look (v)
look after
loud
meal
medicine
mirror
mix (v)
modern
mud
neighbor
neighborhood
noise
of course
pack (v)

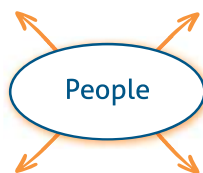
package (n)

passenger
photograph (n)
piece
pleasant
proud / proudly
prove
rarely
reach
ready
really
sadly
save
shake (v)
shout (n, v)
someone
strong
subject
tasty
teenager
terrible
too
train station
treat (v)
voice
warm (adj)
wave (n, v)
What's the matter?
whenever
wonder (v)
work out
worried

WORD REFRESH

around
arrive
better
build
building
cover (v)
dark (adj, n)
dear
decide
different
enjoy
fire (n)
garden
gift
go away
hope (n, v)
leave
lie down
poor
problem
roof
sick
soon
soup
sunny
until
village
wall
weather
well (adv)
wonderful
worry (v)

B Complete the word maps below. Use the words in exercise A on page 36.



C Make a sentence with each pair of words below.

1. brave ■ adventure
2. passenger ■ package
3. loud ■ voice
4. fresh ■ tasty
5. break ■ headache
6. photograph ■ great

D Complete the sentences so that they are true for you.

1. I once felt **proud** when I
2. I try to be **careful** when I
3. I live in a **neighborhood** with a lot of
4. I felt **really** happy when I heard that
5. My favorite **subject** at school is
6. My favorite **meal** is

E In groups, write sentences describing the picture. Use as many of the words below as you can. Then compare your sentences with another group's sentences.

accident ■ burn ■ check ■ cure ■ get better ■ hurt ■ medicine ■ treat ■ well



F Fill in the blanks using the Present Simple.

LIFE IN MOROCCO

Sammy ¹ ... (be) a 10-year-old boy who lives in Morocco. Every morning, he and his friends ² ... (wake up) early for school. Their houses ³ ... (be) far away from the school, but they don't take a bus. They all ⁴ ... (walk) to school together. Their school day ⁵ ... (start) at 8:00 a.m. and ⁶ ... (finish) in the early afternoon.

At school, Sammy ⁷ ... (learn) Arabic, French, and a little English. He ⁸ ... (not eat) lunch at school; he ⁹ ... (go) home to eat with his family. On Fridays, Sammy's family ¹⁰ ... (eat) couscous and salads. In the afternoon, Sammy and his friends ¹¹ ... (play) football in the street or at the park. They ¹² ... (not stay) inside all day because they love being outdoors. On weekends, Sammy's family ¹³ ... (visit) relatives, or goes to the market. Sammy's life in Morocco ¹⁴ ... (be) full of interesting old traditions.

WORKBOOK >>

TASK

Make a presentation about a country you'd like to visit.

- 1 Choose a country.
- 2 Find out about the foods the people in that country like to eat.
- 3 Find out what the weather is usually like in that country.
- 4 Explain why you think that country is interesting.
- 5 Write down what you learned about the country, and present the information to the class.
- 6 Ask your classmates to give you feedback on your work.
What did you learn from their feedback?



TASK CHECKLIST, PAGE 173

Answers from page 7:

1. Russia 2. France 3. Japan 4. Kenya 5. Romania