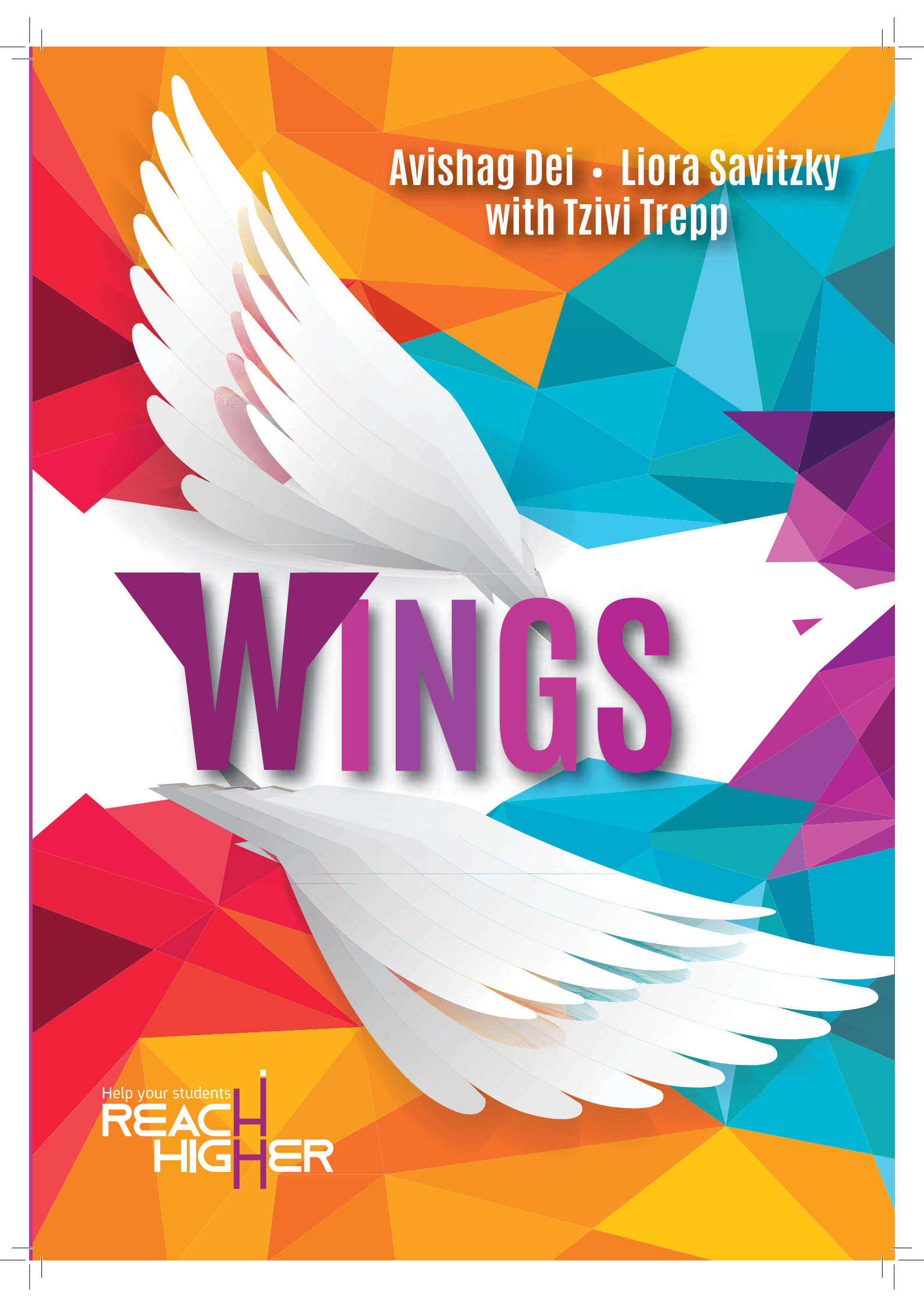




Avishag Dei • Liora Savitzky
with Tzivi Trepp

WINGS

Help your students
**REACH
HIGHER**

1

Take Action Pages 7-38

ACCESS TO INFORMATION

SOCIAL INTERACTION

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

- 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
Literature • 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 Culture • appreciating kidney donation Language • 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	Writing • capitalizing words in a sentence Task • writing an advertisement about help you can offer	• talking about what people did in the past, using the Past Simple
Literature • A Secret for Two - by Quentin Reynolds • reflecting on a literary text • identifying stanzas • understanding the historical context of the text • identifying characters Culture • appreciating the use of tact Language • using common expressions in English and in your mother tongue • understanding how sound is organized	Writing • writing sentences using correct word order Task • writing a riddle	• 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
Culture • being exposed to medicines from different cultures Language • being aware of the way words are structured • using common expressions in English and in your mother tongue • understanding how sound is organized	Writing • writing using correct tenses Task • making a presentation on a country	• talking about habit and facts, using the Present Simple

4

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
Literature • The Secret Garden - Story - by Frances Burnett • identifying climax • providing an oral, written or visual response to a literary text Culture • comparing other cultural traditions to your own • becoming familiar with different cultural practices • being aware of differences in cultural conventions, such as saying "hello" Language • using prepositions of time in English • using common expressions in English and in your mother tongue • understand how sound is organized	Writing • writing using connectors Task • creating a game to review vocabulary	• describing people and things, using the verb "to be" in the present and past tenses
Literature • There is a Difference - by Hans Christian Andersen • recognizing the use of personification • providing an oral, written or visual response to a literary text Culture • appreciating the benefits of music therapy Language • 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	Writing • punctuating correctly Task • presenting an invention that has changed the world	• predicting what will or will not happen in the future, using the Future Simple

WINGS

by Liora Savitzky, Avishag Dei and Tzivi Trepp

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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 **b** an old lady **c** a school teacher
- Why do you think someone made these decorations?
a to decorate a house **b** to decorate a school **c** 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.

☐ football	☐ call	☐ fall	☐ wall	☐ small
☐ recall	☐ tall	☐ 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.

☐ ball	☐ hall	☐ rainfall	☐ tall	☐ 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.

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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



Part B

A Which of the following would you choose to have at an important wedding?
Choose TWO options.

אלו מבין הדברים הבאים הייתם בוחרים להוסיף לחתונה חשובה? בחרו את שתי התשובות המתאימות ביותר.



New Words

idea
someone with special needs
remember
grow (grew)

organization
volunteer (n)
different
famous

excited
cry (v)
imagine
pray

Workbook

B Read the report. Why was the wedding special?

קראו את הדיווח. מדוע החתונה הייתה מיוחדת?

Thirty Six Brides

A Special Camp

Three high-school students from a seminary in Jerusalem had a great idea. Mashi, Hindy and Simi wanted to open
5 a camp for girls with special needs.

Hand in Hand

The three girls opened a camp. "The name of our camp is *Hand in Hand*. In the first year, eight girls with Down
10 syndrome came to our camp," remembers Mashi. The camp quickly grew into an organization. *Hand in Hand* is now a loving family for sixty girls with special needs. "Both the volunteers and the girls wear¹ yellow shirts with the logo of *Hand in Hand*," says Hindy. "No one feels different."

Wedding Dreams

15 "The girls with special needs told us that they had a dream," says Simi. "They really wanted to be brides!" So Mashi, Hindy and Simi had a new idea: They decided to make a wedding for their girls, in a real hall², with music, dancing and delicious food.

¹ wear - לובשות

² hall - אולם



Many Helpers

Many kind people helped to make the special wedding. Rabbi Deitsch told the organization they could use his beautiful hall, Beit Yisroel. *Gemachs* in Jerusalem gave each bride a real white dress to wear. Of course, hair and makeup artists came to help out on the special day. Famous singers and musicians came to the wedding too.

The Special Day

On the wedding day, the brides were very happy, and all the people at the wedding were excited. “We felt that the walls cried with us before the *chupah*,” says Hindy. “Imagine: thirty six special brides, praying together for a happy life!”



C Answer the following questions.

ענו על השאלות.

A Special Camp

1. What idea did the three girls have?

Hand in Hand

2. Complete the sentence.

Only eight girls came to the camp

3. Why don't the girls with special needs feel different?

Wedding Dreams

4. What did the girls with special needs want very much?

Many Helpers

5. Where was the wedding?
6. What did each bride wear to the wedding?

The Special Day

7. What did the brides do on the wedding day?
- They cried with the people.
 - They looked at the pictures.
 - They prayed.

Give Wing to Talking —

- D** Think about a child with special needs who lives in your neighborhood. How can you make him or her happy? Share your ideas with your partner.

חשבו על ילד או ילדה מיוחד/ת שגר/ה בשכונתכם. איך הינכם יכולים לשמחו/ה? ספרו על כך לחברכם.



Useful Vocabulary

- ▶ tell a funny story
- ▶ take him/her to the park
- ▶ cook with him/her
- ▶ play with him/her

Workbook

Capitalization

שימוש באותיות גדולות

- We capitalize the first letter of a sentence; the word "I"; and the first letter in names [of people, places, organizations, books, days, months, etc.]

אנו משתמשים באות גדולה:

- בתחילת כל משפט
- במילה I (אני)
- בשמות [של אנשים, מקומות, ארגונים, ספרים, ימים, חודשים וכד']

For example:

Every Monday I meet my friend Dina.

A Circle the words that should begin with a capital letter.

הפכו לאותיות גדולות לפי הכללים.

cry	grace brett	daphne	different
famous	idea	tnuva	
pray	scotland	tuesday	wedding

B Capitalize according to the rules.

השתמשו באותיות גדולות לפי הכללים.

- my sister noa's birthday is in *tishrei*.
- we will go on a trip to the *hermon* next week.
- on fridays, leah goes to school by bus.
- it's always cold in january in israel.
- did you see where i put my bag?
- last sunday i read the book kids speak.
- yad sarah helps sick people.



A Special Woman

A Look at the following English words. Match each word to its meaning in Hebrew.

התבוננו במילים הבאות באנגלית. התאימו כל מילה לפירושה בעברית.

a. Jews	1. כלא
b. Christians	2. ציווה
c. ordered	3. יהודים
d. in secret	4. ממשלה
e. prison	5. נוצרים
f. government	6. בסתר

B You are going to listen to a conversation between Ruth and her Grandmother. Ruth's grandmother is telling her about a special woman, Doña Gracia. Listen to the conversation.

הנכם עומדים להאזין לשיחה בין רות לסבתה. סבתה של רות תספר לה על אישה מיוחדת, דונה גרציה. האזינו לשיחה.





Choose the correct answer - Yes or No.

בחרו את התשובה הנכונה - Yes או No.

1. Doña Gracia was born in Spain. Yes / No

2. The King told the Jews in Portugal to become Christians. Yes / No

3. Fransisco Mendes was a businessman. Yes / No

4. Doña Gracia didn't have children. Yes / No

5. Doña Gracia helped Jews to get out of Portugal. Yes / No

6. Doña Gracia put some people into prison. Yes / No

7. In Turkey, Doña Gracia used her money to help Jews. Yes / No



Part C

- A** Which of the following is the best gift someone can ever give another person?
Choose ONE answer and explain why.

מהי המתנה הטובה ביותר שאדם יכול לתת לאדם אחר? בחרו תשובה אחת והסבירו מדוע.

1 a lot of money



2 a smile



3 a job



5 health



4 tips for success in life



6 a house



- B** Read the interview with Rav Yerachmiel Levin. What did Rav Yerachmiel give to another person?

קראו את הראיון עם הרב ירחמיאל לוין. מה
הרב ירחמיאל נתן לאדם אחר?

New Words

terror attack
first
kill (v)
lose (lost)
save
decide
donate
another
speak (spoke)
die
thanks to
year

Workbook

TO SAVE A LIFE

The Terror Attack

Rav Yerachmiel, we all remember
the terror attack in Har Nof on the
25th of Cheshvan, 5775. (18/11/14)

- 5 What happened to your father
there?

My father was standing near the door
of a large synagogue¹ in Har Nof
with a *tallit* and *tefilin* on his head.

- 10 Suddenly, two terrorists came into the
synagogue. They had knives and guns.
My father didn't have a chance... He
was the first man they saw and killed.
I lost my father, Rabbi Kalman Levin,
15 on that sad day.

¹ synagogue - בית כנסת



The synagogue in Har Nof

A Decision

How did the tragedy change you?

Because I lost my father, I wanted to save the life of a father who had children. I decided to donate my kidney² to a father of children. I know my father is happy that I helped save someone's life.

An Organization Helps

Who helped you to find a father who needed a kidney?

With the help of the organization *Tikva Umarpe*³, I met Chanan Mark. Chanan is the father of three children, and he needed a kidney. *Tikva Umarpe* also helped me in another way. They gave me all the important information I needed before I donated my kidney.

A Family's Thanks

How did Chanan Mark and his children feel?

Chanan cried when he spoke to me. He said, "My father and grandfather died young because their kidneys didn't work. But thanks to you, I hope I will have many more years with my family." When Chanan's children came to visit, they told Rav Yerachmiel, "Thank you for saving our father."

² kidney - כליה

³ *Tikva Umarpe* - תקווה ומרפא הוא ארגון המקשר בין חולי כליות ואנשים המעוניינים לתרום כליה. הארגון מלווה את תהליך התרומה במקצועיות.



Rav Yerachmiel Levin in the Hospital

C Answer the questions.

ענו על השאלות.

The Terror Attack

1. Who killed Rabbi Kalman Levin?
2. Where did they kill Rabbi Kalman Levin?
3. Why did the terrorists kill Rabbi Kalman Levin first?

A Decision

4. Why did Rav Yerachmiel want to donate his kidney to a FATHER?

An Organization Helps

5. Chanan Mark ...
- a. worked for *Tikva Umarpe*.
 - b. donated a kidney.
 - c. got a new kidney.
6. How did *Tikva Umarpe* help Rav Yerachmiel? Name ONE thing.

A Family's Thanks

7. Why was Chanan Mark so excited to get the kidney?
- a. He was happy to help Yerachmiel.
 - b. He wanted to help a father.
 - c. He got a new chance to live.
8. How did Chanan Mark's children thank Rav Yerachmiel?

Give Wing to Talking —

- D** What are TWO more questions that you would like to ask Rav Yerachmiel Levin? Compare your questions with your partner's questions.

אלו שתי שאלות נוספות הייתם רוצים לשאול את הרב ירחמיאל לוי? השוו את שאלותיכם לשאלות חברכם.



Useful Vocabulary

- ▶ How did you feel...?
- ▶ Weren't you...?
- ▶ What did your family...?

Workbook

Word Focus

Singular and Plural

יחיד ורבים

In the article, you read the following sentence:

"They had **knives** and guns."

Did you know that **knives** is the plural form of the word **knife**?

There are a few ways in which we form plural nouns. Take a look at the chart below.

במאמר קראתם את המשפט הבא:

"They had **knives** and guns."

האם ידעתם שהמילה **knives** היא צורת הרבים של המילה **knife**? ישנן צורות שונות להפוך שם עצם מיחיד לרבים. התבוננו בטבלה שלפניכם.

דוגמה	הכלל
girl - girls	לרוב שמות-העצם נוסיף רבים s.
watch - watches	לשמות-עצם המסתיימים ב: z, sh, s, x, ch או o נוסיף es.
baby - babies toy - toys	כאשר שם העצם מסתיים ב-y שלפניה עיצור, נשמיט את ה-y ונוסיף ies. אולם, אם לפני ה-y יש אות ניקוד, נשאיר את ה-y ונוסיף s בלבד.
shelf - shelves wife - wives	כאשר שם העצם מסתיים ב-f או ב-fe, נשמיט את ה-f או ה-fe, ונוסיף ves.

Spread Your Wings & Practice

A Write the plural form of the following nouns.

כתבו את צורת הרבים של שמות העצם הבאים.

1. boy -		4. tax -		7. glass -	
2. lobby -		5. branch -		8. dish -	
3. lunch -		6. wife -		9. wolf -	

B Write the singular form of the following nouns.

כתבו את צורת היחיד של שמות העצם הבאים.

- | | | | | | |
|--------------|--|--------------|--|--------------|--|
| 1. shelves - | | 4. candies - | | 7. berries - | |
| 2. leaves - | | 5. cities - | | 8. brushes - | |
| 3. days - | | 6. boxes - | | 9. bosses - | |

C Complete the questions using the word bank below. Use singular and plural correctly. Then answer the questions about yourself.

השלימו את השאלות בעזרת המילים הבאות. השתמשו בהטיה הנכונה: יחיד או רבים. לאחר מכן ענו על השאלות לגביכם.

baby ▪ city ▪ day ▪ family ▪ sandwich ▪ telephone

- How many *telephones* do you have at home?
We have *three telephones at home*
- How many can you babysit at the same time?
I can babysit
- How many do you make every morning?
I make
- How many before a test do you start to study?
I start to study
- How many do you know that have the same name as your family?
I know
- How many did you visit last month?
I visited

Note:

Some nouns don't get -s added to the end when they are plural. They have a special form to make them plural. Look at the chart below.

חלק משמות העצם אינם מקבלים -s ברבים. יש להם צורת רבים מיוחדת. התבוננו בטבלה.

Singular	-	יחיד	Plural	-	רבים
a foot		רגל	feet		רגליים
a tooth		שן	teeth		שיניים
a mouse		עכבר	mice		עכברים
a man		איש	men		אנשים
a woman		אישה	women		נשים
a fish		דג	fish		דגים
a child		ילד	children		ילדים

Spread Your Wings & Practice

D Change the singular nouns in brackets into plural. Pay attention to nouns with a special plural form.

הפכו את שמות העצם בסוגריים לרבים. שימו לב לשמות עצם בעלי צורת רבים מיוחדת.

1. All of the (child) enjoyed the trip.
2. Tikva always has two (pen) with her - one black and one blue.
3. Are you afraid of (mouse) ?
4. These glasses are for boys and (man)
5. It's interesting to learn about other (country)
6. This shop sells shoes for (woman)



Workbook

Let's Speak

- A** Here are a few expressions that will appear in the dialogue below. Match each expression to its meaning in Hebrew.

לפניכם ביטויים שיופיעו בדו השיח הבא. התאימו כל ביטוי לפירושו בעברית.

- | | |
|---------------------------|--------------------|
| a. What's new? | 1. אנסה זאת. |
| b. Did you hear about...? | 2. מה חדש? |
| c. Well, | 3. האם שמעת על...? |
| d. I'll give it a try. | 4. ובכן, |

- B** Tamar is telling Riki about a new store. Read the dialogue below. What is special about this store?

תמר מספרת לריקי על חנות חדשה. קראו את דו-השיח. מה מיוחד לגבי החנות החדשה?

TAMAR: Hello, Riki.

RIKI: Hi, Tamar. **What's new?**

TAMAR: **Did you hear about** my aunt's new store? It's called *Unique*. They sell secondhand clothing¹. You should come see!

RIKI: I don't usually buy clothing in secondhand stores.

TAMAR: **Well**, *Unique* is different. It has special clothing. My aunt gets the clothing from countries like Italy, France and England. You'll be the only one in your school with the clothes you buy!

RIKI: But secondhand clothing usually looks old.

TAMAR: Not at my aunt's store! She only takes clothing that looks new. You can buy beautiful clothes and save money. If you come, I'm sure you will like it!

RIKI: Well, **I'll give it a try**.

ביגוד יד שניה - secondhand clothing¹



- C** With a partner, write a new dialogue about a store that opened in your area. In your dialogue, use the expressions from exercise A.

עבדו בזוגות. כתבו דו-שיח חדש המדבר על חנות שנפתחה באזורכם. השתמשו בביטויים החדשים מתרגיל A.

- D** Present your new dialogue to the class.

הציגו את דו-השיח החדש בפני הכיתה.

How to Write an Advertisement

- 1 Ask a question to get the reader interested.
- 2 Explain how the reader can benefit from your service.
- 3 Call to Action! Tell the reader what action he or she should take.

כיצד לכתוב פרסומת?

- 1 הציגו שאלה כדי לעניין את הקורא.
- 2 הסבירו איזו תועלת הקורא יפיק מהשירות שלכם.
- 3 הזמינו לפעולה! ציינו באיזו פעולה על הקורא לנקוט.

Everybody is good at something. But not everyone is good at the *same* things.
You can help others with things you are good at.

- 1 Think of one way in which you can help others. For example: You know how to bake, so you can bring a cake to the class party; you have good taste in clothing, so you can help your friend go shopping; you understand how people feel, so you can help others when they are sad, etc.
- 2 Follow the model advertisement on on page 32 and write an advertisement in which you offer help to your classmates.
- 3 Present your advertisement to the class.

בני אדם מצטיינים בתחומים שונים ומגוונים וכל אחד יכול לסייע לאחרים בתחום שבו הוא חזק.

1 חשבו על דרך שבה אתם יכולים לעזור לאחרים. לדוגמה: אם אתם טובים בתחום האפיה, תוכלו להכין עוגה למפגש כיתתי. אם יש לכם טעם טוב בהתאמת ביגוד, תוכלו לעזור לחבר בקניית בגד. אם יש לכם יכולת הקשבה, תוכלו להקל על חבר עצוב.

2 התבוננו במודעה בעמוד 32. לפי המודעה שבדוגמה, נסחו מודעה חדשה שבה אתם מציעים עזרה לבני כיתתכם בתחום מסוים.

3 הציגו את המודעה החדשה לפני הכיתה.

**Do you need help shopping for clothing?
Do you want to get compliments on your clothes?**



I can help you!

I know how to choose beautiful clothes. I know what clothes are good for work, what clothes are good for a wedding and what clothes are good for *Shabbat*.
If you want to buy new clothes, I can come shop with you for free for two hours!

Call me at: 052-76236999

Use the checklist below to check your work.

Checklist ✓

- ☐ I thought of a way in which I can help others.
- ☐ I wrote an advertisement in which I offered help to my classmates.
I followed the model on page 31.
- ☐ I presented my advertisement to the class.

השתמשו ברשימת הבדיקה הבאה כדי לבדוק את עבודתכם.

✓ רשימת בדיקה

- חשבתי על דרך אחת בה אני יכול/ה לעזור לאחרים. ☐
- לפי המודעה שבדוגמה, כתבתי מודעה בה אני מציע/ה את עזרתי לתלמידי הכיתה. ☐
- הצגתי את המודעה לפני הכיתה. ☐

Literature

New Words

how many	depend	cut (v)	give
how much	loud	inside	
old	piece	live	

Workbook

Pre-Reading

A Take out a clean piece of A4 paper. Cut it into strips.

How many strips of paper did you cut? How many strips of paper did your friend cut?

קחו דף בגודל A4. גזרו אותו לרצועות. כמה רצועות גזרת? כמה רצועות חברכם גזר/ה?

B Read the poem below. How is it connected to the activity you did in A?

קראו את השיר. כיצד השיר קשור לפעילות שעשיתם ב-A?

HOW MANY, HOW MUCH

Based on the original by Shel Silverstein

How many bangs¹ in an old door?
Depends how loud you shut² it.
How many pieces in a bread?
Depends how thin you cut it.
How much good inside a day?
Depends how good you live them.
How much love inside a friend?
Depends how much you give them.



¹ bangs - סימוני טריקה

² shut - לסגור

Basic Understanding

C Choose the correct answers.

בחרו את התשובות הנכונות.

1. How many bangs will you have in your door? The answer is: it **pieces** / **depends**.
2. You will have many bangs if you shut the door in a **loud** / **cut** way.
3. If you **shut** / **cut** bread very thin, you will have many pieces.
4. When you **live** / **shut** your days well, they will be full of good.
5. If you **give to** / **depend on** your friends, they will love you.

Analysis and Interpretation

D Answer the questions below.

ענו על השאלות.

1. If you cut your bread very thin, what will you get?
2. What can you do to have loving friends?
3. If you had to answer ALL FOUR of Shel Silverstein's questions with just ONE word, what would that word be? (Hint: You can find the word in the poem.)

Workbook

Literary Terms

Theme - the main idea of the story or poem.

נושא - הרעיון המרכזי בו יעסוק הסיפור או השיר.

E What is the theme of the poem *How Many, How Much*?

1. Life is good when you have good friends.
2. Your life depends on what you do.
3. You can depend on other people.

HOTS**Explaining Cause and Effect**

- A** Look at the pictures of the girl. For each picture, circle Cause or Effect.

התבוננו בתמונות הילדה. הקיפו גורם או השפעה ביחס לכל תמונה.

1. In picture A, I see the Cause / Effect.
2. In picture B, I see the Cause / Effect.



In order to choose the correct answers in A, you used the thinking skill of **Explaining Cause and Effect**.

A **cause** is why something else happens.

To find the cause, ask: Why did it happen?

An **effect** is what happens because of something else.

To find the effect, ask: What happened because of that?

כדי לענות על תרגיל A, השתמשתם במיומנות החשיבה - הסבר סיבה ותוצאה.

סיבה - הדבר שגורם למשהו לקרות. כדי לגלות את הסיבה, שאלו: מדוע זה קרה?

תוצאה - הדבר שקורה בגלל דבר אחר. כדי לגלות את התוצאה, שאלו: מה קרה בגלל זה?

Useful Vocabulary for Explaining Cause and Effect

► because - מפני ש... ► cause - גורם ► effect - השפעה

You and the HOTS

- B** Complete the sentences according to your opinion.

השלימו את המשפטים כך שיהיו נכונים לדעתכם.

1. How healthy you are
depends on

2. How many friends you have
depends on

3. How tidy your room is
depends on

HOTS into the Poem

C Look at these lines from the poem. Which lines express a cause? Which lines express an effect? For each line, tick (✓) Cause or Effect.

קראו את שורות השיר הבאות. האם כל שורה מביעה גורם או תוצאה? סמנו ✓ בעמודה המתאימה.

	Cause	Effect
1. How many bangs in an old door?		
2. ... how loud you shut it.		
3. How many pieces in a bread?		
4. ... how thin you cut it.		
5. How much good inside a day?		
6. ... how good you live them.		
7. How much love inside a friend?		
8. ... how much you give them.		

Bridging Text and Context

A Read the information below.

קראו את המידע.

The author of the poem *How Many, How Much* is Shel Silverstein. Shel Silverstein had a unique imagination.

הכותב של השיר *How Many, How Much* הוא של סילברשטיין. של סילברשטיין ניחן בדמיון מפותח.

B How is this information connected to the poem *How Many, How much?*

איך המידע הזה קשור לשיר *How Many, How Much*?

1. The poem teaches an important lesson.
2. The poem is about bread.
3. There are many images in the poem.

Post-Reading Activity ///

Choose ONE of the tasks below.

בחרו אחת מהמשימות הבאות.

1. Create a PowerPoint presentation to illustrate the poem. Create at least FOUR slides. Add a caption under each slide.
2. Record yourself reading the poem aloud. In the background, play different kinds of music or sounds to suit the different parts of the poem.
3. Illustrate the poem using materials you like to work with. Arrange your creations neatly.

1. הכינו מצגת הממחישה את השיר. צרו לפחות ארבע שקופיות. הוסיפו כיתוב מתחת לכל שקופית.
2. הקליטו את עצמכם קוראים את השיר בקול. השמיעו ברקע צלילים או סוגי מוזיקה שונים המתאימים לחלקים שונים של השיר.
3. המחישו את השיר באמצעות חומרים שונים שאתם אוהבים לעבוד איתם. ארגנו את התוצרים בצורה נאה.

Personal Response ///

Read the answers that other students gave for the following question.

Choose the answer that you like best.

קראו מה תלמידים ענו על השאלה הבאה. בחרו את התשובה שמוצאת חן בעינכם.

Is the message of the poem relevant to you? Explain.

Janet: Yes, because I believe that I can do things to make my life better.

Adina: Yes, because I want to have more friends.

Goldi: No, because some things don't depend on me.

Shira: I'm not sure, because I don't understand what I need to do.

Review

Words to Keep in Mind

A Read the words below. Which words do you remember?

קראו את רשימת המילים. אלו מילים הנכם זוכרים?

already	excited	knit (v)	remember
another	famous	live	save
call (v)	first	lose (lost)	someone with
cry (v)	give	loud	special needs
cut (v)	grow (grew)	make a change	speak (spoke)
daughter	how many	old	terror attack
decide	how much	organization	thanks to
decorate	idea	piece	town
depend	imagine	plan (n)	volunteer (n)
die	inside	pray	walk (v)
different	kill	ready	year
donate	kind (n)	really	

B Find the following words in A.

מצאו את המילים הבאות ב-A.

	- 4. רעיון		- 1. לזכור
	- 5. לדמיין		- 2. שונה
	- 6. שנה		- 3. נרגש

C Look at the word list in A and find the following.

עיינו ברשימת המילים ב-A ומצאו את הדברים הבאים.

1. TWO words we can use to talk about a wedding
2. TWO words we can use to talk about a tragedy
3. A word that means "a small city"
4. TWO things that people can do, but animals can't do