

Liora Savitzky • Avishag Dei
With Tzivi Trepp

Empower

INTERMEDIATE LEVEL
STAGE THREE

Help your students
**REACH
HIGHER**

1

At the Last Moment
Page 7

ACCESS TO INFORMATION

A Double Save
Magazine article

Facts About the Twin Towers

Historical facts

Escape from the 81st Floor

Listening comprehension

- Interview

Race Against the Clock

Report of a news event

The Obstacle

Parable

- Locating relevant information for a specific purpose
- Understanding the main idea
- Listening for specific information
- Interpreting visual information
- Solving a riddle
- Expanding horizons
- 💡 Problem Solving

SOCIAL INTERACTION

- Engaging in conversation about a specific topic
- Interacting for a purpose
- Sharing a personal story
- Discussing solutions to a problem

2

People and Personalities
Page 39

Air, Fire, Water, Earth: Who are YOU?

Magazine feature

People Who Never Forget

Article

Memory Tips

Tips

To Be a Super-Recognizer

Listening comprehension

- Interview

Potatoes, Eggs and Coffee Beans

Parable

- Interpreting information from visual data
- Locating relevant information for a specific purpose
- Listening for specific information
- Relating personally to a text
- 💡 Sequencing

- Expressing personal preferences
- Asking and answering questions
- Discussing issues

3

Living Close to Nature
Page 74

Animal Doctors
Informative article

Dolphin Therapy

Listening comprehension

- Interview

Fight to Survive

Interview

Museum of Partisan Glory

Brochure

Seeing Nature

Parable

- Listening for specific information
- Understanding the structure and conventions of an interview
- Relating personally to a text
- Integrating information
- Problem solving - brain teaser
- Extracting relevant information to complete a chart
- 💡 Explaining Cause and Effect

- Discussing quotes
- Expressing personal preferences
- Interacting for the purpose of playing a game
- Asking questions

APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE

Literature

Tommy's Pony

Short Story

by Elizabeth Friedrich

- Identifying the plot of a literary piece
- Providing a visual response to a literary text
- Becoming aware of a story's historical background

Culture

- Appreciating the different kinds of financial help given in different cultures

Language

- The use of the suffixes *-er* and *-or*

PRESENTATION

Writing

- Writing a diary

Task

- Create an album to display last-minute changes.

GRAMMAR AND VOCABULARY EXPANSION

- Conveying information about past events, using the Past Simple and the Past Progressive
- Using Adverbs of Manner
- Useful vocabulary for oral discussion

Literature

Father of the Bride

Short Story

by Avner Gold

- Reflecting on a literary piece
- Identifying characters
- Recognizing hints that help with understanding characters in a story

Culture

- Discussing the ethics of a character's deed

Writing

- Describing a person

Task

- Write answers to questions about your partner and create a 3D object to go along with the answers.

- Conveying information about the present, using the Present Simple and the Present Progressive
- Adding information using Relative Clauses
- Useful vocabulary for oral discussion

Literature

A Mother in Manville

Short Story

by Marjorie Kinnan Rawlings

- Identifying paradox
- Relating to a character in a literary piece

Culture

Discussing whether or not the story could happen in Israel today

Language

Identifying and using phrasal verbs

Writing

- Describing a place

Task

- Design a stand displaying healing herbs.

- Using the Present Perfect Simple to discuss actions that began in the past and have a connection to the present
- Recognizing and using phrasal verbs
- Recognizing and using adjectives ending with *-ful* or *-less*
- Useful vocabulary for oral discussion

4

Science and Technology
Page 108

ACCESS TO INFORMATION

What's Behind Your Eating Habits?

Interview

Real Life with Driverless Cars

Listening comprehension

- Interview

Stay on Track with New Inventions

Ads

Future Technology

Cartoons

- Using pictures to aid in understanding an article
- Solving a riddle
- Listening for specific information
- Interpreting information from visual data
- Using pictures and headlines to aid in understanding an article
- Extracting relevant information to complete a chart
- 💡 Distinguishing Different Perspectives

SOCIAL INTERACTION

- Marketing an invention
- Interacting for the purpose of playing a game
- Making an assumption and suggesting how to test it

5

Not What You Thought
Page 140

The Great Fire of London

Diary entries

Birkat Kohanim

Human interest story

Fire in Kiryat Yovel

Listening comprehension

- Interview

Surprising Social Experiments

Report

A Kilogram of Butter

Parable

- Problem solving - brain teaser
- Listening for specific information
- Understanding the structure and conventions of a book review
- Extracting relevant information to complete a chart
- 💡 Identifying Parts and Whole

- Expressing opinions
- Interacting for the purpose of playing a game
- Conducting a social experiment and presenting results
- Sharing a personal experience

Irregular Verbs
Page 169

Appendix
Page 172

APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE

Literature

In My Dad's Book

Short Story

by Kay Blue

- Identifying foreshadowing in a literary piece
- Evaluating a story
- Responding to visual information

Culture

- Comparing the relevance of different inventions to students' lives

PRESENTATION

Writing

- Expressing opinions

Task

- Apply techniques from the article to a food product you make at home.

GRAMMAR AND VOCABULARY EXPANSION

- Describing people and things, using comparison of adjectives
- Conveying information about future possibilities using the future tenses
- Useful vocabulary for oral discussion

Literature

Heart to Heart

Short Story

by Rhona Lewis

- Identifying characterization in a literary piece
- Reflecting on a literary text

Culture

- Understanding social forces that influences people's behavior
- Dealing with social codes

Writing

- Writing a book review

Task

- Conduct and report on your own social experiment to find out what influences people's behavior.

- Using the Passive Voice to give information
- Useful vocabulary for oral discussion



EMPOWER

by Avishag Dei, Liora Savitzky and Tzivi Trepp

FOLLOWS THE CURRICULUM OF THE MINISTRY OF EDUCATION AND CULTURE

Editor: Dori Meshi

Proofreaders: Tzuty Leser, Razie Shlezinger

Layout: Avital Zamir

Design and Layout: Gilad A.

Illustrations: Avi Katz, Racheli Sheinfeld, Hana Min Hahar

Acknowledgements

The publishers gratefully acknowledge the following for providing photographs:

© Shutterstock

The publishers have done the utmost to trace all copyrighted material and would like to hear from any copyright holder who couldn't be traced.

All rights reserved by the publishers. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means - electronic, mechanical, photocopying or otherwise - without permission in writing from the publishers.

Experimental Edition

For orders, call: 077-5311580

077-2346676

reachhigherbooks@gmail.com

Copyright © 2018 Reach Higher Books

Published in Israel



1

AT THE LAST MOMENT

In this unit you will (-)

- consider how much can change at the last moment.
- read about dogs that helped save people.
- listen to an amazing survival story.
- talk about surprising incidents.
- write a personal diary entry.

A You have sixty seconds to complete all of the following tasks. Your partner will watch the time and tell you if you've managed to complete all of the tasks within sixty seconds. Then switch roles.

Tasks for Student A

1. Say SIX words that begin with the letter "s."
2. Touch TWO yellow objects.
3. Name SIX countries in Europe.
4. Name THREE presidents of the United States.
5. Count backwards from 20 to 10.



Tasks for Student B

1. Say SIX words that begin with the letter "m."
2. Touch TWO green objects.
3. Name THREE capital cities in Europe.
4. Name THREE wars.
5. Count backwards from 100 to 90.



- B** When you did the tasks above, you raced against time. How did you feel?
- C** In this unit, you'll read about people who raced against time. Why do you think they did it?

PART A

A You are going to read about Jackie, a man who was saved from a terror attack. Have you heard of someone who was saved from a terror attack? How do you think this person felt at that time? Share your thoughts with your partner.

B Look at the NEW WORDS. Which words can you use to talk about a terror attack?

NEW WORDS

act (n)	impatiently	order (v)	suggest
appointment	in front of	powerful	terrible
condition	line (n)	realize	
doubt (n)	offer (v)	search (n)	

C Read the following magazine article and find out how Jackie was saved.

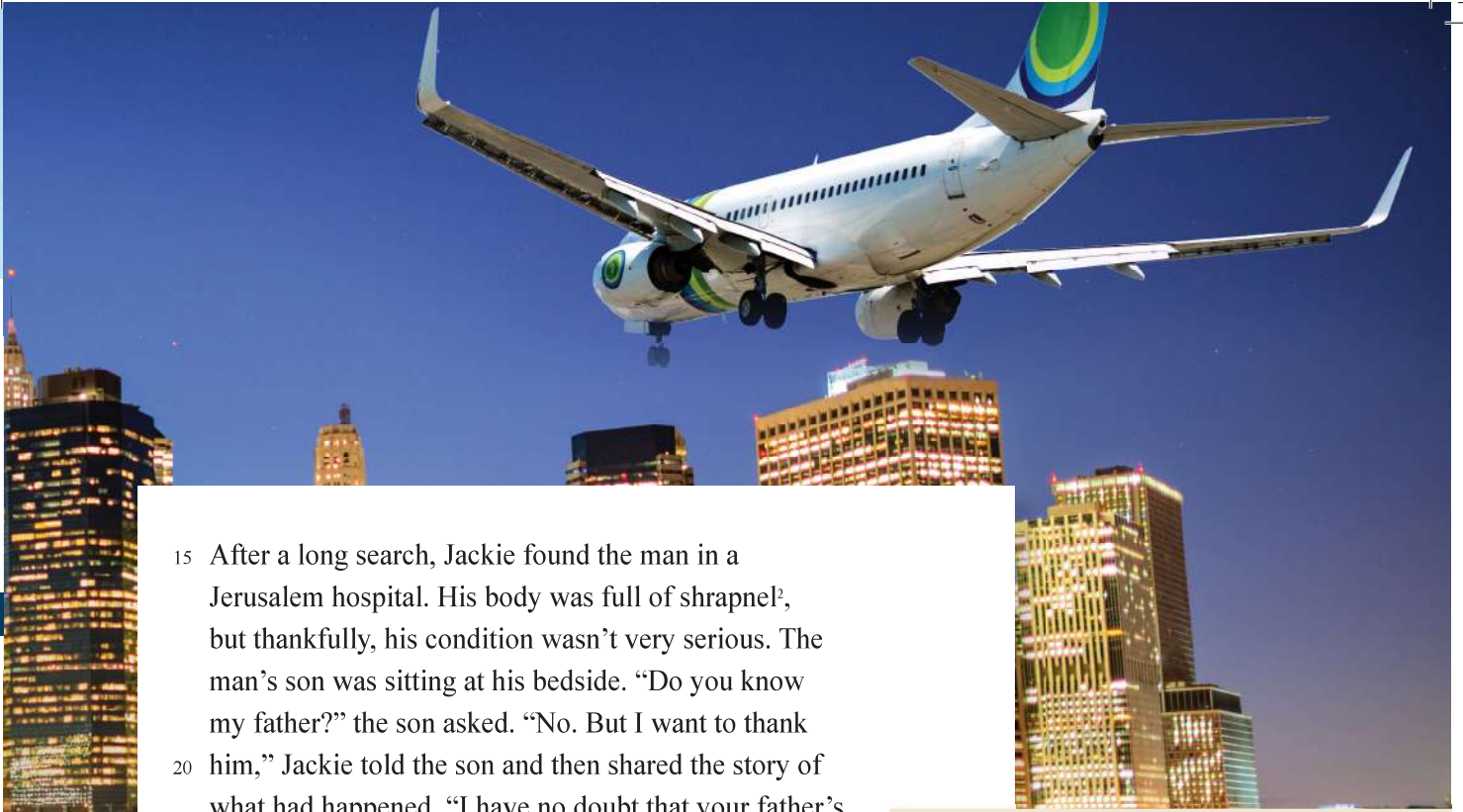
A Double Save

It was August of 2001, and Jackie Gardner* was in Israel on business. As he was walking along Jaffa Street, he was thinking about his next appointment. At the corner of King George Street, he saw a restaurant called Sbarro. He wanted to buy something to eat, so he went in. When he got inside the restaurant, Jackie saw that there was a long
5 line. "Are you in a hurry to get somewhere?" the man in front of him asked when he saw Jackie look at his watch impatiently. "Yeah, I have an appointment in a few minutes," Jackie answered. "You can go in front of me," the man offered. Jackie thanked the man and ordered his food. After a few minutes, Jackie was out of the restaurant and on the way to his appointment.

10 Jackie was still walking away from the restaurant when he heard a powerful boom. He turned around and looked back in disbelief. The restaurant had just been blown up¹ in a terror attack! People were screaming, there was broken glass everywhere, and black smoke was in the air. Jackie was in shock. *If that man hadn't let me go in front of him, I would have been hurt in the terror attack!* he realized. *I must know what happened to that man.*

¹ blown up - התפוצצה

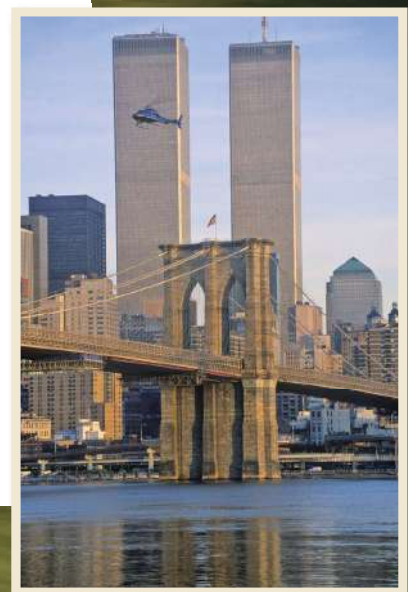
* Real name has been changed.



15 After a long search, Jackie found the man in a
Jerusalem hospital. His body was full of shrapnel²,
but thankfully, his condition wasn't very serious. The
man's son was sitting at his bedside. "Do you know
my father?" the son asked. "No. But I want to thank
20 him," Jackie told the son and then shared the story of
what had happened. "I have no doubt that your father's
small act of kindness saved my life. I don't know how
I can thank him," he said. "I am flying back to New
York in a few days, but here is my phone number. If
25 there is anything I can do, please call!"

Five weeks later, the doctors suggested that the man
fly to Boston for surgery³. "Don't worry about a
thing!" Jackie told the son over the phone. "I won't
go to work until everything is ready for your father's
30 surgery in Boston."

And so it was, on September 11, 2001, Jackie was
waiting at the Boston airport when the man and his
son arrived. But during their happy meeting, there
was suddenly panic all around them. Within minutes,
35 they heard the terrible news: terrorists had flown
airplanes into the Twin Towers of the World Trade
Center in New York. Jackie's face went white. After
a few moments of shocked silence, Jackie explained
that his office was on the 101st floor of the Twin
40 Towers. If Jackie had been in his office at the time, he
would have been killed in the terror attack. This was
the second time the man had saved his life!



² shrapnel - רסיסים

³ surgery - ניתוח

D Answer the following questions.

1. According to lines 1-9, where and when did the story happen?
2. Why was Jackie in a hurry? (lines 1-9)
3. Why did Jackie thank the man? (lines 1-9)
4. What happened to Sbarro after Jackie left? (lines 10-14)
5. Jackie understood that he had been saved thanks to the man. Copy the words that show this is true. (lines 15-25)
6. In lines 15-25 we are told (-)

Tick (✓) the TWO correct answers.

- ☐ a. how long Jackie searched for the man.
- ☐ b. where Jackie saw the man.
- ☐ c. what the man asked Jackie.
- ☐ d. why Jackie had a doubt.
- ☐ e. what Jackie offered the son.
- ☐ f. how the man thanked Jackie.

Tip The main idea is the central or most important idea in a paragraph.
The main idea is stated as a sentence.
To find the main idea, ask this question: "What is the paragraph about?"

7. What is the main idea of lines 31-42?
 - a. Jackie was waiting at the Boston airport.
 - b. Jackie and the man had a happy meeting.
 - c. The man's face went white.
 - d. Jackie was saved for the second time.
8. What was the second miracle that happened to Jackie? (lines 31-42)

EXTRA 9. What do you think Jackie did after the story in the article ended?

Workbook

HOW ABOUT YOU?

E Tell about someone you know who experienced a miracle.

Share the story with your partner.

Useful Language

- was supposed to
- at the last moment
- by a miracle
- in the end
- will never forget



The Past Simple

We use the **Past Simple** to talk about:

- 1 An action that happened in the past.

For example: • Jackie **saw** that there was a long line.

- 2 A series of events that occurred one after the other in the past.

For example: • A few days later, Jackie **packed** his bags, **traveled** to the airport, and **flew** home.

Form:

Positive	Negative	Yes/No Questions	WH Questions
I/You/We/They/ He/She/It played .	I/You/We/They/ He/She/It didn't play .	Did I/you/we/they/ he/she/it play ?	Where did I/you/we/they/ he/she/it play ?

Time Expressions:

a year ago, in 1946, last month, last week, when I was young, yesterday

The Past Progressive

We use the **Past Progressive** to show that:

- 1 A continuous action took place at a specific time or during an incident in the past.

For example: • At 8:46 a.m., people **were coming and going** at the airport.

- 2 A continuous action that took place in the past was interrupted by a short action.

For example: • Jackie **was still walking** away from the restaurant when he **heard** a powerful boom.

- 3 Two continuous actions took place at the same time in the past.

For example: • While he **was walking** along Jaffa Street, he **was thinking** about his next appointment.

Form:

Positive	Negative	Yes/No Questions	WH Questions
I/He/She/It was playing.	I/He/She/It wasn't playing.	Was I/he/she/it playing?	Where was I/he/she/it playing?
You/We/They were playing.	You/We/They weren't playing.	Were you/we/they playing?	Where were you/we/they playing?

Time Expressions:

all night as during the whole day while

Appendix, pages 172-173

PRACTICE POWER

- A** Copy the blue sentences from the language box on page 11 into the first column of the chart below. Then complete the chart.

Sentence	Tense	Hebrew
1. Jackie saw that there was a long line.	Past Simple	ג'קי ראה שהיה תור ארוך.
2.		
3.		
4.		
5.		

- B** Choose the correct answer – the Past Simple or the Past Progressive.

Jackie's Story: **The Facts**

- Jackie **walked/was walking** into Sbarro one day.
- At 1:30 p.m., many people **stood/were standing** in line in Sbarro.
- One man **offered/was offering** Jackie his place in line while they **waited/were waiting**.
- Jackie **decided/was deciding** to look for the man who had saved his life.
- The son **sat/was sitting** near his father's bed when Jackie **arrived/was arriving**.
- After Jackie **offered/was offering** to help the father and son, he **returned/was returning** to New York.
- While Jackie **talked/was talking** to the man in Boston, he **heard/was hearing** the terrible news about the Twin Towers.

1. You are going to read an interview with Yoshie Falber. Yoshie's son survived drowning by a miracle. Choose the correct form of the verb to complete the interview.

WHEN MY SON CAME BACK TO LIFE

Part One

Reporter: I understand that your son drowned and nearly died. When did this happen?

Yoshie: On *Sukkot*, we ¹ **ate/were eating** in the *sukkah*, and our son, Elchanan, ² **played/was playing** outside with other children. Suddenly, we ³ **heard/were hearing** a scream.

Reporter: Who was screaming?

Yoshie: A neighbor was screaming, "Help! Help! Help!" while he ⁴ **held/was holding** Elchanan, our two-year-old son. Elchanan was wet, and his face was blue. He wasn't breathing. The neighbor had found him in a fishpond* in the garden.

Reporter: What ⁵ **did you do/were you doing** then?

Yoshie: I was scared. I ⁶ **grabbed/was grabbing** Elchanan and gave him CPR**, but Elchanan still wasn't breathing. While I ⁷ **did/was doing** CPR, someone ⁸ **called/was calling** *Hatzalah*.

Reporter: When ⁹ **did Hatzalah men arrive/were Hatzalah men arriving**?

Yoshie: *Hatzalah* men arrived within two minutes. They ¹⁰ **put/were putting** Elchanan into the ambulance and ¹¹ **drove/were driving** to the hospital.

Reporter: What happened then?

Yoshie: On the way to the hospital, I suddenly ¹² **heard/was hearing** that Elchanan ¹³ **breathed/was breathing**! But the hospital doctors ¹⁴ **said/were saying** that Elchanan was still in danger and couldn't move.



2. Read what happened to Elchanan in the end. Fill in the correct form of the verb to complete the interview. Use the Past Simple or the Past Progressive.

Part Two

Reporter: What gave you hope?

Yoshie: I ¹ **(not believe)** the doctors. As we ² **(sit)** in the hospital, the people in our neighborhood ³ **(pray)** that Elchanan would be 100% fine. Their prayers ⁴ **(give)** me hope. "Everything will be okay! *Hashem* will help us," I told my son while I ⁵ **(hold)** him in my arms.

Reporter: How ⁶ **(you/know)** that Elchanan was getting better?

Yoshie: I was talking to Elchanan the whole time. I told him that we ⁷ **(love)** him. Suddenly Elchanan ⁸ **(move)** his eyes. I ⁹ **(ask)** him if he wanted a candy, and he moved his hands!



* fishpond - בריכת דגים ** CPR - החיאה

Reporter: What a miracle! How long did Elchanan stay in the hospital?

Yoshie: That night, Elchanan ^{10.} (not want) to sit in the stroller*. He ^{11.} (want) to walk! I ^{12.} (watch) my little boy run around when the doctor ^{13.} (come) by. The doctor saw that Elchanan ^{14.} (play) ! Four days later, we ^{15.} (leave) the hospital with a completely healthy little boy.

* stroller - עגלה

Talk About It

1. Tell your classmates about something surprising that happened while you were doing something else.

For example: *While I was walking on the street, I suddenly noticed a 200-Shekel bill.*

2. After you have heard all of your classmates' stories, choose the story that you think was most surprising.

Workbook

EXTRA

- A What do you know about the terror attack on the Twin Towers of the World Trade Center in 2001? Take this quiz and find out.

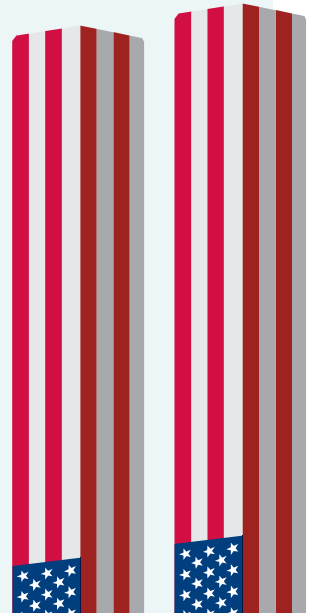
Quiz

- 1 Where were the Twin Towers?
a New Jersey b New York c Washington, D.C.
- 2 On what date did two planes crash into the Twin Towers?
a September 9, 2001 b September 11, 2001 c November 11, 2001
- 3 How many floors did each of the Twin Towers have?
a 101 b 108 c 110
- 4 How many people worked in the Twin Towers on a normal day?
a 75,000 b 50,000 c 25,000
- 5 How many people visited the Twin Towers on a normal day?
a 400,000 b 140,000 c 14,000
- 6 Which terrorist group flew the planes into the Twin Towers?
a Taliban b Al Qaeda c Hamas
- 7 In total, how many people died as a result of the terror attack in 2001?
a 3,617 b 2,996 c 4,321

B Read the historical facts about the Twin Towers and find out if you were correct.

Facts About the Twin Towers

- 1 On September 11, 2001, Al Qaeda terrorists flew three planes into the Twin Towers of the World Trade Center in New York City and the Pentagon building in Washington, D.C. A fourth plane crashed near Shanksville, Pennsylvania.
- 2 About 3,000 people were killed, including about 400 police officers and firefighters.
- 3 About 50,000 workers were normally in the Twin Towers at the busiest time of day, and the towers had about 140,000 visitors each day.
- 4 There were 110 floors in each of the Twin Towers.
- 5 20 people were rescued alive from the remains of the Twin Towers.
- 6 People who survived the attack suffered from many emotional and medical problems.
- 7 The 9/11 attack on the World Trade Center caused more deaths than any other outside attack on America.



LANGUAGE POWER

The suffixes **-er** and **-or**

The suffixes **-er** and **-or** at the end of many verbs make nouns. The nouns are the names of the people (or objects) that carry out the verbs.

work - worker

visit - visitor

- For example:
- *About 50,000 **workers** were normally in the Twin Towers at the busiest time of day.*
 - *The towers had about 140,000 **visitors** each day.*

PRACTICE POWER

- A** Copy the chart below into your notebook. Write the verbs in the first column. Turn each verb into a noun in the second column by adding *-er* or *-or*. Then, write the meaning of each new noun in the third column.

build calculate invent play run teach
buy edit manage report survive write

Verb	Noun	Meaning
1. manage	manager	boss, a person in charge
2.		

- B** 1. Add *-er* or *-or* to the following verbs to make nouns.

calculate collect drive edit
lead mix teach visit

2. Who or what says each sentence? Use the nouns you made in B-1 to fill in the blanks below.

- I know all of the streets in my city.
- I am in charge, and I tell everyone else what to do.
- I have bought many beautiful pieces of artwork over the years.
- I came to see sick people in the hospital.
- I can tell you the answer to 123×456 .
- I work in a classroom.
- People use me to make cakes and cookies.
- I find all of the mistakes in your writing.

Talk About It

- C** Work in pairs. Choose **THREE** of the nouns you made in A. Say a sentence to hint to each of these people. Let your partner figure out who the **THREE** people you chose are. Then switch roles.

Workbook

LISTENING COMPREHENSION



Escape from the 81st Floor

A You are going to listen to an interview with Bradley Stenson, a man who survived the terror attack on the Twin Towers on September 11th, 2001. Before listening to the interview, look at the picture and the phrases below. Try to predict what happened to Bradley.

fell down
stairs

ground floor
Tower 1

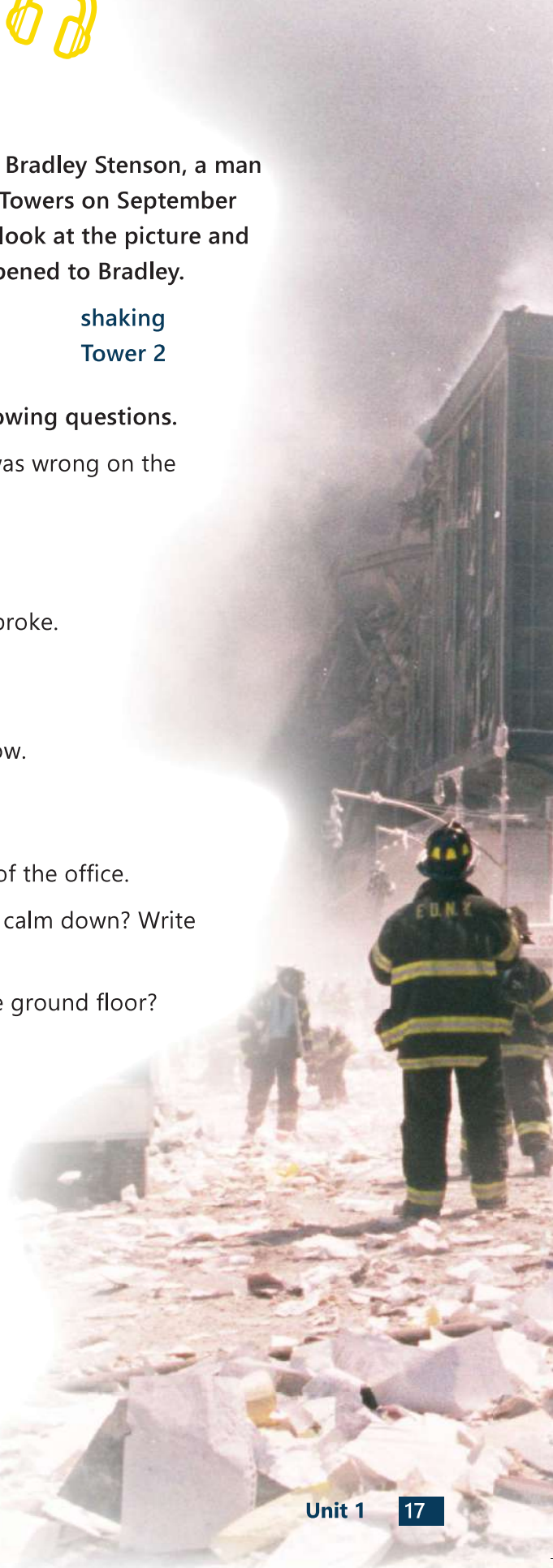
shaking
Tower 2

B Listen to the recording and answer the following questions.

- How did Bradley know that something was wrong on the morning of September 11th?
 - The whole building fell down.
 - His office door was open.
 - The windows in his office suddenly broke.
 - The walls around him were moving.
- How did Bradley get out of the office?
 - He jumped through the office window.
 - He used the stairs.
 - His wife helped him escape.
 - The firefighters helped him get out of the office.
- What did Bradley tell himself in order to calm down? Write ONE answer.
- What happened when Bradley got to the ground floor?
 - Tower 2 fell down.
 - Tower 1 fell down.
 - He met his son, Steve.
 - He ran back to his hotel.
- How did the fireman help Bradley?

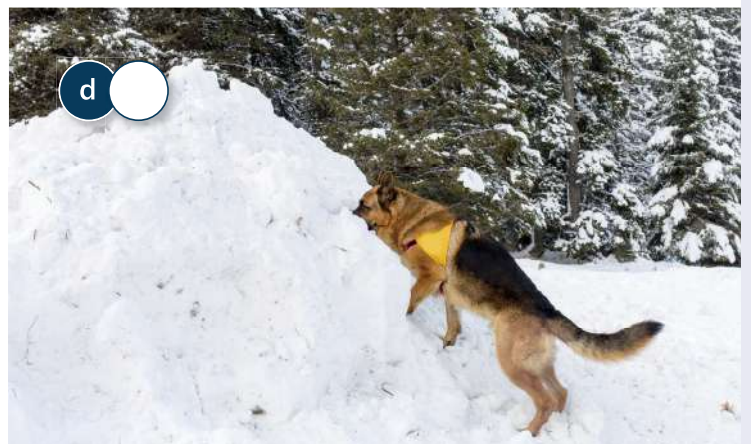
Tick (✓) the TWO correct answers.

☐	a. He called Bradley's family.
☐	b. He carried Bradley out the door.
☐	c. He broke the glass with an ax.
☐	d. He showed Bradley where to go.
☐	e. He gave the ax to Bradley.



PART B

- A** The pictures below show situations in which dogs help people and save lives. Match each picture to the correct caption.



1

Rescue Dog Finds Missing Person After Avalanche

2

Rescue Team Searches Through Earthquake Rubble

3

Dog Saves Drowning Person

4

More Guide Dogs Needed in Israel

- B** You are going to read about a dangerous illness that spread in Nome, an isolated town in Alaska. Look at the NEW WORDS. Which words do you think you can use to talk about saving the people of Nome?

NEW WORDS

beat (v)	pass (v)
case	race (n)
have in mind	ride (v)
impossible	spread (v)
isolated	team (n)
means of transportation	weather (n)
medicine	wonder (v)

- C** Read the following report. How were the people of Nome saved?

Race Against The Clock



It was January of the year 1925 in Nome, a small Alaskan town. Billy Burnett, a three-year-old boy, was in bed with a dangerous condition. He was sick with diphtheria¹. His young mother begged Dr. Welch, “Please save my little boy!” Dr. Welch didn’t answer her. *What can I do?* he wondered. *I have no medicine here in Nome. The medicine that I ordered a few*
5 *months ago didn’t come. How can I help this child?* Over the next few days, Dr. Welch found twenty more cases of diphtheria. Diphtheria spreads quickly, and Dr. Welch had no doubt that without medicine, the illness would soon spread to everyone in Nome.

Dr. Welch tried to find a way to get medicine from another city in order to save the 1,400 people who lived in Nome. But he couldn’t think of a way to make it work: Nome is
10 an isolated town in Alaska, and the winter of 1925 was Alaska’s worst in twenty years. Temperatures went down to -45 degrees, and winds got to 40 kilometers an hour. No airplane could fly in such terrible weather, and the sea was so frozen that boats couldn’t sail! There was no way for anyone to bring the medicine to Nome.

Then, on January 26th, the town of Nome got a radio message from the city of Anchorage:
15 “Anchorage calling... We have medicine... We can send it by train to Nenana... We suggest that you use sled dogs to carry it from Nenana to Nome!!!” The idea seemed wonderful and impossible at the same time. Dog sleds were the only means of transportation through the heavy snow. But the trip from Nenana to Nome normally takes a team of dogs twenty-five

¹ diphtheria - a bacterial disease that makes breathing difficult

days. In the freezing cold, the medicine would only stay effective for six days! Also, they had
20 to find mushers² who would agree to drive the dogs through the dangerous weather.

Although there were many difficulties, the only thing anyone had in mind was saving the
people of Nome. And so the race to save lives began. Twenty mushers waited in their places
along the way to Nome. Each musher rode with his team of dogs through snow and ice to
bring the medicine to the next musher. In this way, these twenty heroes passed the medicine
25 from one musher to the next. It was difficult to see with all the snow. The weather was so
terrible that four dogs died along the way. Gunnar Kaasen, the last musher, remembered
one moment of his drive very well. "The weather got really bad. A powerful wind suddenly
threw my dogs and me into the air. Then I realized that the box of medicine was gone! I felt
terrible! It was very dark, and I couldn't see anything, so I used my hands to search for it in
30 the frozen snow. I knew I just had to find it."

On February 2nd, the box of medicine arrived safely in Nome. Dr. Welch almost cried when
he saw the last musher, Kaasen, and his dogs. The doctor was finally able to give his patients
the medicine they needed so badly. By the end of February, Dr. Welch beat the diphtheria
in Nome, thanks to the mushers. They showed the world that people can do the impossible
when failure is not an option.

² musher - a person who drives a dog sled



► Answer the following questions.

1. What is true according to lines 1-7?
 - a. It was dangerous to give medicine to Billy Burnett.
 - b. Mrs. Burnett asked Dr. Welch for help.
 - c. Twenty people died of diphtheria.
 - d. Diphtheria spread to everyone in Nome.

2. Why wasn't there any medicine in Nome? (lines 1-7)
3. Copy ONE sentence that shows that the weather was very bad. (lines 8-13)
4. Name TWO kinds of transportation that WOULDN'T work for bringing medicine to Nome. (lines 8-13)
5. "The idea seemed wonderful ..." (line 16) What was the idea?
6. From lines 21-30, we learn (-)
Tick (✓) the TWO correct answers.
☐ a. what the purpose of the race was.
☐ b. who took part in the race.
☐ c. how long the mushers waited along the way.
☐ d. what helped the mushers see in the snow.
☐ e. who the first musher was.
☐ f. who helped one musher find the box of medicine.
7. What did Gunnar Kaasen do when he noticed that he lost the medicine? (lines 21-30).
8. Copy a fact that shows that Dr. Welch was excited to get the medicine. (lines 31-35).
- EXTRA 9. Do you think the twenty mushers were heroes? Explain.

Workbook

HOW ABOUT YOU?

E The mushers in the article "showed the world that people can do the impossible when failure is not an option."

Tell your partner about a situation when you felt you had to do something because "failure is not an option."

- What did you have to do?
- What difficulty did you face?
- What helped you overcome the difficulty?

Workbook

Useful Language

- at all costs
- couldn't imagine
- give up
- do my best
- gather all of my strength

I can't
Do it.

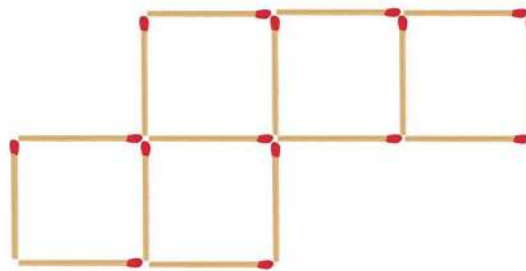
Unit 1

21



In the article *Race Against the Clock* you read about the problem that the people of Nome faced and how they solved it.

- A** Look at the picture. Move only 2 matchsticks so that you get four identical squares. There should not be any spare matchsticks left when you are finished. *To check your answer, turn to page 38.*



- B** In exercise A you tried to solve a problem. People often need to solve problems. In order to solve a problem, we need to:

- identify the problem.
- think of different ways to solve it.
- **decide** which solution is best.

Useful Vocabulary

Problem: conflict • difficulty • dilemma

Solution: deal with • overcome • solve

This thinking skill is called **Problem Solving**.

- C** Read about Mrs. Gold.

Mrs. Gold is an elderly woman who lives alone. It's now 11 p.m., and Mrs. Gold is getting ready to go to sleep. Suddenly, she hears a noise and sees that someone is trying to open the door of her home. When she goes to look through the peephole¹, she doesn't see anyone there. She is afraid because the same thing happened at the same time last night.

¹ peephole - עינית



1. What is Mrs. Gold's problem?
2. Read the solutions below. Circle the solution you think is best for Mrs. Gold.
 - a. Call the police.
 - b. Install a camera.
 - c. Look through the peephole on the following night at 11 p.m.

3. Suggest another solution for Mrs. Gold's problem.

D Give an example from your life that shows how you have used the skill of **Problem Solving**.

E Answer the following questions according to the article *Race Against the Clock*.

HOTS into the Text

1. What problem did the town of Nome face?
2. What THREE options were there for bringing things to Nome?
3. What solution did the mushers carry out?

LANGUAGE POWER

Adverbs of Manner

We use **adverbs of manner** to describe how something is done.

Adverbs of manner describe verbs.

Adverbs of manner answer the question HOW.

In order to form an **adverb of manner**, we usually add *-ly* to an adjective.

An **adverb of manner** may appear either before or after the verb it describes.

- For example:
- *Diphtheria spreads **quickly**.*
 - *The musher **carefully** held the box.*

See the rules of linking verbs and irregular adverbs in the appendix, page 182.

PRACTICE POWER

A How are the people saying the following sentences? Fill in each blank with the most suitable adverb.

angrily excitedly kindly nervously politely proudly sadly

1. "I just got engaged!" she said
2. "I'm in a hurry," she said
3. "I made no mistakes," he said
4. "May I please make a telephone call?" she asked
5. "This is the last time I'm telling you! Clean up your room!" she said
6. "I lost my new coat," he said
7. "Can I help you?" he asked

B Bob Jones is the grandson of one of the mushers you read about in the article *Race Against the Clock*. Bob wants to remember the important race that took place years ago, so every year he is part of a team that drives sleds in a race to Nome.

Read Bob's diary entry and circle the best word to complete each sentence.



My Race Diary

Sunday, March 4th

Dear Diary,

It's the first day of the race. This is my sixteenth year, but every time I drive in the race, it is ^{1.} **amazing/amazingly**. I am 76 years old, but I still love the ^{2.} **beautiful/beautifully** ride, even though it's not always easy. In fact, I drive in this race ^{3.} **proud/proudly** because my grandfather was one of the mushers in the first race to Nome.

This morning, the weather was ^{4.} **perfect/perfectly**. It was warm and sunny. But we couldn't find snow! Everyone traveled a few kilometers to find a ^{5.} **good/well** place with enough snow to start the race. The ride was ^{6.} **dangerous/dangerously** because part of the Swentna River wasn't frozen. I went around the river ^{7.} **careful/carefully**.

After lunch, things didn't go so ^{8.} **good/well**. The sky ^{9.} **quick/quickly** became dark, and it was ^{10.} **cold/coldly** outside. It started snowing ^{11.} **heavy/heavily**, and I couldn't see anything in front of me.

While we were eating supper, another musher's dog ran away. I tried ^{12.} **hard/hardly** to help the musher find his dog. We almost lost our way, but we ^{13.} **final/finally** managed to get the dog back.

Looking for the dog was the hardest part of my day, and I feel much better now that we have found him. I hope that I will be the first to finish the race, but even if I don't win, I really love this ride.

Bob

Talk About It

C Class Story

1. Read the following story starter:

One morning, I was walking calmly down the street. Suddenly,

2. Each student in the class takes a turn adding another sentence to the story. When it is your turn, make sure your sentence has ONE adverb. See adverb examples below.

calmly	carefully	happily	nervously	politely	sadly	slowly
carelessly	fast	kindly	noisily	quietly	seriously	

THE POWER OF WRITING



WRITING A DIARY

In Exercise B on page 24, you read an entry from the diary of Bob Jones. A diary is a place where people write down their personal experiences and ideas.

Writing a diary can help people deal with problems and relax. In a diary, people can write whatever they like, without worrying what other people will say about it.

A Read another entry from Bob Jones's diary. What are the features of a diary entry?

My Race Diary

Date

Sunday, March 11th

Introduction - Talks about the main idea of the entry.

It's the 8th day of the race, and I have just finished! I won the prize because I got to Nome first!

Body - Provides more details about what happened that day.

Late this morning there was another musher in front of me. I thought he would get to Nome first. But then he slowed down, and I beat him easily. When I reached Nome, people were waiting excitedly to welcome me and my team of dogs. While I was feeding my dogs, the people wrote down what time we arrived. Then they gave me the prize for getting to Nome first: \$75,000!

Personal reflection - Tells how the writer feels about what he has written.

I'm so proud! I am excited to take part in the same race next year!

Sign-off

Bob

B Answer the following questions according to Bob's diary entry on page 25.

1. Why did Bob think he wouldn't win?
2. What did the people waiting in Nome do? Name TWO things.
3. What did Bob get for arriving in Nome first?

C Find the following in the diary entry.

- a. TWO Past Simple verbs
- b. TWO Past Progressive verbs
- c. TWO adverbs of manner

Useful Language for Writing a Diary

- fortunately / unfortunately
- to tell you the truth
- right now I'm
- I wonder if
- You'll never guess what happened!

WRITING TASK

D Write a diary entry about something that turned out well at the last moment.

Guidelines:

1. Write a diary entry of 70-100 words.
2. Include the features of a diary entry.
3. Use the Past Simple and the Past Progressive to talk about what you did and what was happening.
4. Use at least ONE adverb of manner.
5. Present your diary entry to the class.

CHECKLIST

Use the checklist below to assess your work.

- ☐ I wrote a diary entry of 70-100 words.
- ☐ I included the features of a diary entry.
- ☐ I used the Past Simple and the Past Progressive correctly.
- ☐ I used at least ONE adverb of manner.
- ☐ I presented my diary entry to the class.

Workbook

Story Power

PRE-READING

- A** In this story, you are going to read about a family that dealt with a difficult situation. Every year, Tommy's papa grew corn and sold it. One year, Papa said sadly, "I don't know if I will ever be able to plant corn again."

Why do you think Tommy's papa might not be able to grow corn again?

- B** Look at the NEW WORDS. Which of them do you think you can use to talk about the difficulty that Tommy's family faced?

NEW WORDS

back and forth	plant (v)
borrow	sign (n)
dust (n)	swallow (v)
grow	whisper (v)
mean (v)	whole
own (v)	worst of all

- C** Read Part One of the story. Why was Tommy worried?

Tommy's Pony

Adapted from the original by Elizabeth Friedrich

Part One

The year the corn grew tall and straight, Tommy's papa bought him a pony. Papa knew that with the pony, Tommy
5 wouldn't feel lonely. The pony was strong and quick, and he had a bit of brown at the end of his white nose. The whole summer, Tommy rode his pony
10 back and forth through fields of corn. Tommy was proud of his pony, and he always brushed him until his hair shone.

Every day Tommy rode his
15 pony into town just to hear Mr. Sanderson shout from the door of his grocery store, "Tommy, that's the best pony in the whole country."



20 The next year the corn grew no taller than a man's finger. Tommy's house became very quiet. Sometimes on those hot, dry nights, Tommy heard Papa and Mama whispering in the kitchen. He couldn't understand the words, but he knew their sad sound.

Some days the wind was so strong that the sky turned black with dust. It was impossible for Tommy to keep his pony's hair shining in that kind of weather. It was impossible for
25 Mama to keep the house clean. "These are hard times," Papa told Tommy sadly. "That's what these days are. Hard times."

One hot, dry, dusty day, the neighbors put everything they owned on their truck and stopped to say good-bye. "We're going to Oregon," they said. "It must be better there." They looked sad and worried. Papa, Mama, and Tommy waved as their neighbors rode
30 away. Tommy felt terrible.

The hot, dry, dusty days kept coming. Tommy almost forgot
35 what the good times used to be like. One day Papa said, "I have something to tell you, Tommy, and I want you to be brave."

40 Tommy looked up at Papa with worried eyes. "I borrowed money from the bank.

45 I bought seeds¹, but the seeds got all dry, and nothing grew. I don't have any corn to sell. Now I can't pay back the bank." Papa stopped for a moment. "They're going to have an auction², Tommy. They're going to sell the cows and the chickens and the truck." Papa's voice got soft. "Worst of all, they're going to sell my tractor. I'll never be able to plant corn without my tractor. We might
50 have to leave the farm. I told you, Tommy, these are hard times."

Tommy's stomach suddenly hurt. He wanted to be brave, like Papa told him to, but it was hard. He knew what an auction meant. He knew that excited faces with strange voices would come to their farm. They would stand outside impatiently and offer money for Papa's nicest cow and Mama's best chicken and Tommy's favorite sheep.

55 All week Tommy worried and wondered what to do. One morning he watched a man in a big hat put a sign in front of the house. *He's going to take our things away!* Tommy thought. *How can he do that?*



¹ seeds - זרעים

² auction - מכירה פומבית

Tommy was upset. He was angry at the man for putting up the sign, and angry at the corn for not growing. He got on his pony and rode away. Tommy felt his heart beat³ hard and fast as
60 he passed empty fields and a house with broken windows. He rode right through the town and passed Mr. Sanderson, who was sweeping the steps⁴ outside his store.

At last Tommy realized what he had to do. He turned his pony around and rode back to Mr. Sanderson's store. "You can buy my pony," Tommy said. *I won't cry!* he told himself.

Mr. Sanderson stopped sweeping.

65 "Why would you want to sell him?" he asked.
"That's the best pony in the country."

Tommy swallowed hard. He tried to make his voice sound cheerful, but somehow it
70 came out all quiet when he said, "I'm getting too big for him."



³ beat - פועם

⁴ sweeping the steps - סְאָטא את המדרגות

BASIC UNDERSTANDING

Vocabulary

► Fill in the passage according to Part One of the story. Use the words below.

grew owned planted sign whispered back and forth worst of all

Tommy loved to ride his pony ¹ through the fields. But one year, something was wrong. Tommy's papa and mama always ² after Tommy went to bed. Papa told Tommy that he ³ corn, but it all dried up. As a result, nothing ⁴ in the fields. Papa said he couldn't pay back the bank, and that there would be an auction, where people would come to buy everything that Tommy's family ⁵ Papa said that ⁶ , people would buy his tractor, and then Tommy's family might have to leave the farm.

One day, Tommy saw a man put up a ⁷ in front of his house, telling people about the auction. When he saw the sign, Tommy rode into town and told Mr. Sanderson that he wanted to sell his pony.

LOTS

E Answer the following questions.

1. Why did Tommy's papa buy him a pony? (lines 1-13)
2. Why did Tommy like to ride his pony into town? (lines 14-19)
3. Copy a line that shows that the corn didn't succeed one year. (lines 20-26)
4. Why was the dust a problem for Tommy and Mama? (lines 20-26)
5. Why didn't Papa have any money to pay back the bank? (lines 32-50)
6. What will happen if people buy Papa's tractor? (lines 32-50)
7. How did Tommy feel after he saw the sign in front of his house? (lines 55-61)
8. What did Tommy explain to Mr. Sanderson about his pony? (lines 65-72)

Workbook

ANALYSIS AND INTERPRETATION

F Answer the following questions.

1. "Tommy heard Papa and Mama whispering in the kitchen." (lines 21-22)
What were they whispering about?
2. "All week Tommy worried." (line 55)
What was Tommy worried about?
3. "He passed empty fields and a house with broken windows." (line 60)
What can you learn about the situation in the neighborhood from this sentence?
4. Why do you think Tommy wanted to sell his pony to Mr. Sanderson, and not to someone else?

Part Two

A You are going to read Part Two of the story. Look at the NEW WORDS and try to predict what happened at the auction.

NEW WORDS

breathe	favorite	hand (v)	pick up
continue	fit (v)	hold (v)	seem
disappear	greet	item	shake (v)

B Read Part Two of the story and find out if you were correct.

Part Two

Tommy walked home alone. The auction had begun. The man in the big hat was already selling the family's things. "How much for this wagon¹? It's a great wagon to own!" shouted the man. His powerful voice made Tommy feel small. "Five dollars. Ten dollars. Sold for fifteen dollars to the

Papa's nicest cow.

Sold.

Mama's best chicken.

10 Sold.

Tommy's favorite sheep.

Sold.

Tommy held his money carefully. "It has to be enough," he whispered desperately.

15 "It just has to be."

"Here's one of the best items," shouted the man in the big hat. "How about five hundred dollars for this beautiful tractor?" he suggested.

It was time. Tommy's voice shook, "One dollar."

20 The man in the big hat laughed, and Tommy felt even smaller. "Let's hear some serious offers."

No one moved. No one said a word. No one even seemed to breathe.

"This tractor is almost new!"

Again no one moved. No one said a word. No one even seemed to breathe.

"Ridiculous!" the man shouted into the silence. "Sold to the young man for one dollar."

25 The crowd cheered². Papa's mouth was wide open. Mama cried. Tommy proudly walked up and handed one dollar to the man in the big hat. *It was enough!* he thought excitedly. *Even if we lose everything else, Papa still has his tractor!*

"How much for these six young chickens?" the man continued.

"Ten cents," offered a farmer from down the road.

30 "That's very cheap for six chickens!" the man said impatiently. His face looked angry.

Again no one moved. No one said a word. No one even seemed to breathe.



¹ wagon - כרכרה

² cheered - הריע

Tommy looked around. *What is happening?* he wondered.

“Sold for ten cents!”

The farmer picked up the chickens and walked over to Papa. “These chickens are
35 yours,” he said.

The man pushed his big hat back on his head. “How much for this truck?” he asked.

“Twenty-five cents,” shouted a neighbor.

Again no one moved. No one said a word. No one even seemed to breathe.

“Sold for twenty-five cents!” The man in the big hat shook his head.

40 The neighbor took the keys. “I think these will start your truck,” he whispered as he gave the keys to Papa.

Tommy’s eyes were bright as he watched friends and neighbors offer a penny for a chicken or ten pennies for a sheep or a half-dollar for a cow. One by one, they gave everything back to Papa. By the time the auction was over, Tommy was smiling from
45 ear to ear.

Then the crowds left, and the sign disappeared.

The farm was quiet. Too quiet. No pony greeted Tommy when he entered the barn.

Tommy swallowed hard and straightened³ his back. *I did what I had to do*, he told himself.

50 That night no sad voices whispered in the kitchen. Only Tommy was awake, listening to the clock. Tommy’s heart seemed to copy the clock’s slow, sad beat.

The next morning, Tommy opened the heavy barn doors. There was his pony! “You’re back!” he cried excitedly, running to the pony. “But how did you get here?” he wondered out loud.

55 Then Tommy saw the note with his name written in big letters:

Dear Tommy,

This is the best pony in the whole country. But he’s a little bit small for me and a little bit big for my grandson.

60 *He fits you much better.*

*Your friend,
Mr. Sanderson*

³ straightened - ישר



BASIC UNDERSTANDING

Vocabulary

C Fill in the passage according to Part Two of the story. Use the words below.

breathing continued fit greet handed held items shaking

At the auction, the man sold many ¹ that belonged to Tommy's family. Tommy ² his money carefully. When it was time to sell the tractor, Tommy offered one dollar for it with a ³ voice. Suddenly it seemed like everyone stopped ⁴ After Tommy bought the tractor, the man ⁵ selling things. But now people offered small amounts of money, and ⁶ the things they bought to Tommy's papa. After the auction, Tommy was sad because his pony didn't ⁷ him like he usually did. But when he woke up the next morning, his pony was there! A note from Mr. Sanderson said that the pony ⁸ Tommy better than it fit Mr. Sanderson or his grandson.

LOTS

D Answer the following questions.

1. What was the man with the big hat doing when Tommy got home? (lines 1-12)
2. How much did the man want for the tractor? (lines 13-18)
3. How did the crowd react when Tommy offered a dollar? (lines 19-24)
4. What did friends and neighbors do with the items they bought? (lines 30-45)
5. Copy the words that show that Tommy missed his pony. (lines 46-51)
6. What happened to the pony in the end? (lines 52-62)

Workbook

ANALYSIS AND INTERPRETATION

E Answer the following questions.

1. Tommy wasn't sure that his plan would work. Prove this with ONE line from the text.
2. "Papa's mouth was wide open. Mama cried." (line 25)
What does this show about Papa and Mama?
3. Why do you think people decided to buy the items cheaply and give them to Tommy's papa?
4. In the end, Mr. Sanderson gave the pony back to Tommy. Why do you think he bought it from Tommy at first?

5. *People like to help a person who tries to help himself.* Where in the story do you see that this is true?
6. How would people in your culture help someone with financial difficulties? Compare this to the help Tommy and his family got from the people in his town.
7. What are TWO messages that you learned from the story?

Literary Terms

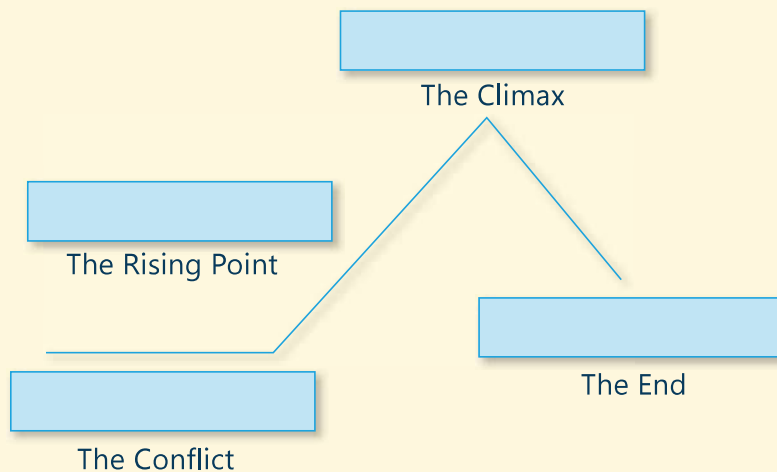
Plot - The set of main events in a story.

The plot consists of the following stages:

- **The Conflict** - The problem.
- **The Rising Point(s)** - The point(s) in the story where the conflict gets stronger.
- **The Climax** - The turning point; the most exciting part of the story.
- **The End** - How the story ends.

The diagram below will help you understand the plot of the story *Tommy's Pony*.

Copy the diagram into your notebook. Then, copy the sentences below into the correct boxes.



1. Everything is returned to Tommy's father, and Tommy gets his pony back.
2. Tommy decides to sell his pony.
3. There is going to be an auction, and Tommy's family will probably lose the tractor and the farm.
4. Tommy buys the tractor for one dollar.

Bridging Text and Context

A Read the information below.

Some of the worst droughts* in US history happened during the 1930's. With no rain, farmers couldn't grow anything. Since nothing grew, the wind blew clouds of dust everywhere. Some farmers had so much trouble that they had to move away and look for work.

* drought - בצורת



B Make a connection between the information above and the story *Tommy's Pony*.

Post-Reading Activity

Choose ONE of the following tasks.

1. **Costume Party**

Choose a character from the story. Dress up as the character and act out 7-10 lines from the story.

2. **Brochure**

Create a brochure to advertise the story. Your brochure should include 50-70 words and TWO pictures.

3. **Trivia Game**

Create a trivia game based on the story. Write 8-10 trivia questions about the events in the story. For each question, write ONE CORRECT answer and TWO INCORRECT answers. Decide on the rules of the game and play it with your class.

Sample Trivia Question

What did Papa tell Tommy?

Papa told Tommy that (-)

- a) Tommy should sell his pony.
- b) Papa might sell his tractor.
- c) Papa must borrow more money from the bank.

Personal Response

Circle the right number of stars to rate the following aspects of the story.

(1 star = not at all, 5 stars = very much)

1. Did you identify with the hero of the story?
2. Did you like the ending of the story?
3. Was the ending of the story surprising?
4. Is the message of the story relevant to your life?
5. Would you like to read other stories by this author?



Be Creative!

A Mini Album

Interview FIVE people. Ask them to tell you about a time when something went right or wrong at the last moment.

Present each of the FIVE stories in a mini album.

Step 1: Ask FIVE people to tell you about something that went right or wrong at the last moment.

Step 2: Write each of the FIVE stories on a different page of your album.

Step 3: Give each story a title.

Step 4: Make a cover for your album.

Keep in Mind

- ✓ Use the Past Tenses correctly.
- ✓ Use at least FIVE words or expressions from the list of NEW WORDS on page 37.
- ✓ Check spelling, punctuation and word order.



Review

Words to Keep in Mind

act (n)	fit (v)	means of transportation	seem
appointment	greet	medicine	shake (v)
back and forth	grow	offer (v)	sign (n)
beat (v)	hand (v)	order (v)	spread (v)
borrow	have in mind	own (v)	suggest
breathe	hold (v)	pass (v)	swallow (v)
case	impatiently	pick up	team (n)
condition	impossible	plant (v)	terrible
continue	in front of	powerful	weather (n)
disappear	isolated	race (n)	whisper (v)
doubt (n)	item	realize	whole
dust (n)	line (n)	ride (v)	wonder (v)
favorite	mean (v)	search (n)	worst of all

A Find at least **TWO** words from the list above that fit into each category.

- Things your brain does
- Words people say at the hospital
- Things that farmers do

B Find a word from the list above that has the opposite meaning of the following.

- | | | | |
|--------------------|----------------------|----------------|----------------------|
| 1. you can do it - | <input type="text"/> | 5. shout - | <input type="text"/> |
| 2. behind - | <input type="text"/> | 6. put down - | <input type="text"/> |
| 3. weak - | <input type="text"/> | 7. best - | <input type="text"/> |
| 4. stop - | <input type="text"/> | 8. wonderful - | <input type="text"/> |

C Write **THREE** sentences. In each sentence, use **TWO** words from the list above.

D In this unit you read **THREE** different texts.

A Double Save Race Against the Clock Tommy's Pony

1. Which text might be helpful to your own life? Explain why.
2. Which text did you like the most? Explain why.

