

Tzivi Trepp with
Liora Arnon | Avishag Dei

Help your students
**REACH
HIGHER**

prime

your

POWER

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
Historical account

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
- 💡 Explaining Patterns

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

3

Living Close to Nature
Page 76

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

PRESENTATION

GRAMMAR AND VOCABULARY EXPANSION

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*

Writing

- Writing a diary

Task

- Create an album to display last-minute changes.

- Conveying information about past events, using the Past Simple and the Past Progressive

- Using Adverbs of Manner

- Useful vocabulary for oral discussion

Literature

The Strangers that Came to Town

Short Story

by Ambrose Flack

- 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 *-full* or *-less*

- Useful vocabulary for oral discussion

4

Science and Technology
Page 110

ACCESS TO INFORMATION

SOCIAL INTERACTION

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

- 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 142

The Great Fire of London

Diary entries

An Unforgettable

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 171

Appendix
Page 174

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



PRIME YOUR POWER

by Avishag Dei, Liora Arnon and Tzivi Trepp

FOLLOWS THE CURRICULUM OF THE MINISTRY OF EDUCATION AND CULTURE

Editor: Sarah Kunz

Proofreaders: Tzuty Leser, Razie Shlezinger

Layout: Avital Zamir

Design and Layout: Gilad A. Pessie Lindenfeld

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: 052-7639640

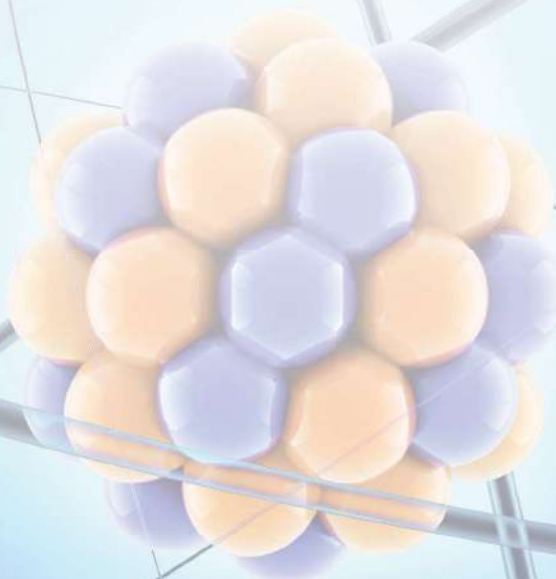
077-5311580

077-2346676

reachhigherbooks@gmail.com

Copyright © 2020 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 ever heard of someone who was saved from a terror attack? How do you think the person felt after the attack? 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

a couple of	attack (n)	emotional	line (n)	search (n)
act (n)	condition (n)	flight	offer (v)	suggest
appointment	customer	impatiently	order (v)	surgery
appreciation	depend on	in front of	powerful	terrible
arrangement	doubt (n)	insist	realize	victim

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 line. “Are

5 you in a hurry to get somewhere?” the customer 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 filled the air. Jackie was in shock. *If that man hadn’t let me go in front of him, I would have been one of the victims of the terror attack!* he realized. At that moment, he

¹ blown up - התפוצצה

* Name has been changed.

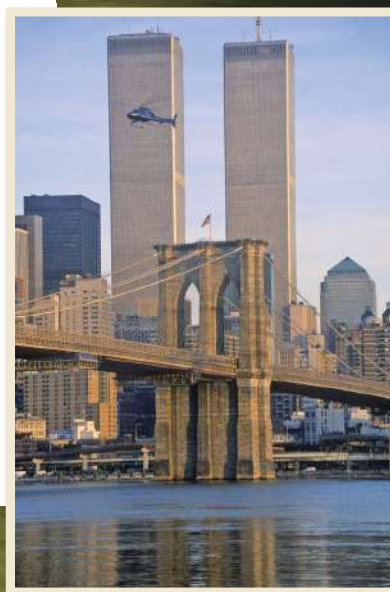
15 decided to do everything within his power to find out what
had happened to the man.

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
20 his bedside. "Do you know my father?" the son asked. "No.
But I want to thank 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 show my appreciation," he said. "I have a flight back to
25 New York in a couple of days, but here is my phone number.
If there is anything I can do, please call!"

Five weeks later, the doctors suggested that the man fly to
Boston for surgery. "Don't worry about a thing!" Jackie told
the son over the phone. "You can depend on me. I won't go
30 to work until I have made all of the arrangements for your
father's surgery in Boston," he insisted.

And so it was, on September 11, 2001, Jackie was waiting at a
Boston airport when the man and his son arrived. But during
their emotional meeting, there was suddenly panic all around
35 them. Within minutes, 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 Towers. If Jackie had been
40 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



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 10-16)
5. Jackie understood that he had been saved thanks to the man. Copy the words that show this is true. (lines 10-16)
6. In lines 17-26 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 32-42?
 - a. Jackie was waiting at the Boston airport.
 - b. Jackie and the man had an emotional 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 32-42)

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 happened one after the other in the past.

For example: • A couple of 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 continuing 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 continuing action was happening at the time that something else happened in the past.

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

- 3 Two continuing 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 174-175

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** Elchanan breathe! But the hospital doctors ^{13.} **said/were saying** that Elchanan was still in danger and couldn't move.



* fishpond - בריכת דגים ** CPR - החיאה

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. While 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!



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

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

For example: *While I was walking down 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. Compare your choice with your partner's choice.

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.

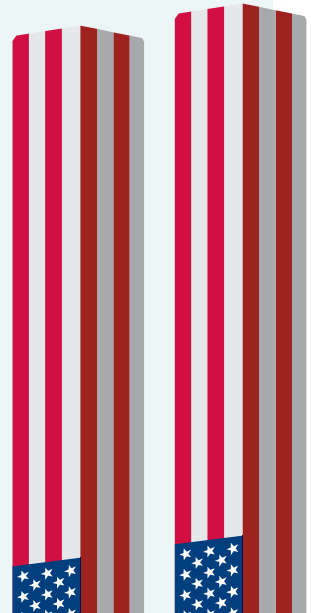
Quiz

- 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* added to many verbs make nouns. These nouns are 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 into your notebook. Write the verbs from the list below 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 who is 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.

- People depend on me to get around the 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 went to see my friend in the hospital after her surgery.
- I can tell you the answer to 123×456 .
- My desk is in front of the blackboard.
- People use me to make cakes and cookies.
- I read what you have written and suggest changes.

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 nouns. Let your partner figure out what the **THREE** nouns 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

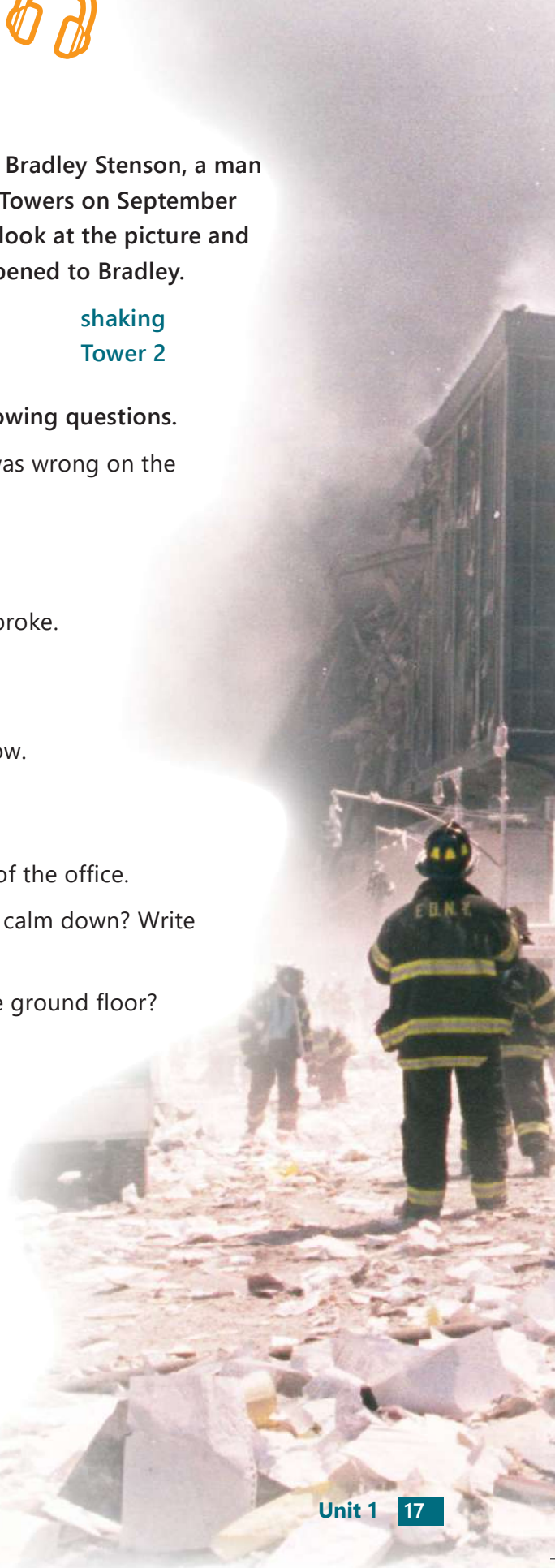
shaking
Tower 2

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.



a



b



c



d

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

* avalanche - מפולת שלגים ** rubble - הריסות

- 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)	end up	means of transportation	
case	fail (v)	medicine	
contain	failure	option	team (n)
degree	have in mind	pass (v)	temperature
die (v)	impossible	race (n)	weather
difficulty	in order to	ride (v)	wonder (v)
effective	isolated	spread (v)	

- C** Read the following historical account. 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! Don’t let him die!” Dr. Welch didn’t answer her. *What can I do?* he wondered. *I have no medicine here in Nome. The medicine*
5 *that I ordered a few months ago never came. 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
10 people who lived in Nome. But he couldn’t think of a way to make it work: Nome is 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.

15 Then, on January 26th, the town of Nome got a radio message from the city of Anchorage: “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

¹ diphtheria - a bacterial disease that makes breathing difficult

heavy snow. But the trip from Nenana to Nome normally takes a team of dogs twenty-five
20 days. In the freezing cold, the medicine would only stay effective for six days! Also, they had
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
25 bring the medicine to the next musher. In this way, these twenty heroes passed the medicine
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 that contained the medicine was gone!
30 I felt terrible! It was very dark, and I couldn’t see anything, so I used my hands to search for it
in the frozen snow. I thought about all the people who were depending on me. They would end
up becoming victims of diphtheria if I failed. I knew I just had to find it.”

On February 2nd, the box of medicine arrived safely in Nome. Dr. Welch was so emotional
that he almost cried when he saw the last musher, Kaasen, and his dogs. The doctor was
35 finally able to give his patients the medicine they needed so badly. By the end of February,
Dr. Welch had 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



D Answer the following questions.

1. What is true according to lines 1-8?
 - 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 1-8)
3. Copy ONE sentence that shows that the weather was very bad. (lines 9-14)
4. Name TWO kinds of transportation that WOULDN'T work for bringing medicine to Nome. (lines 9-14)
5. "The idea seemed wonderful ..." (line 17) What was the idea?
6. From lines 22-32, 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 realized that he had lost the medicine? (lines 22-32)
8. Copy a fact that shows that Dr. Welch was excited to get the medicine. (lines 33-37)
- 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."

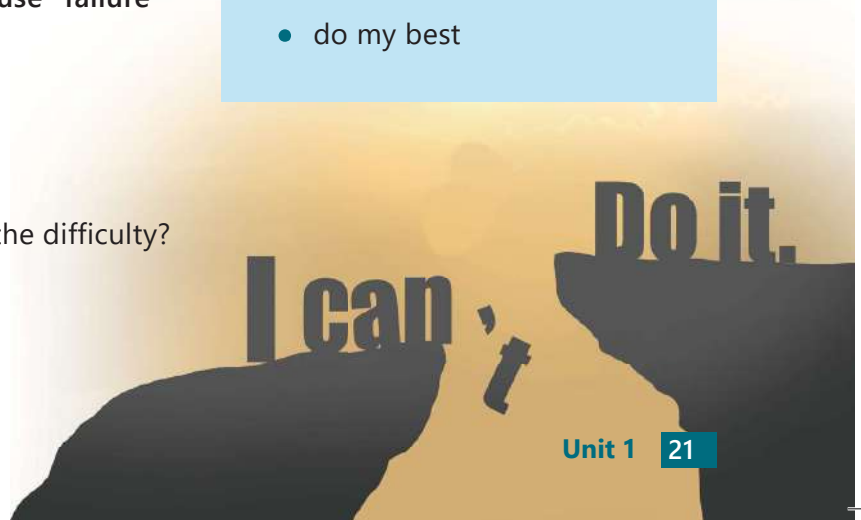
Tell your partner about a time when you felt you had to do something because "failure was not an option."

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

WORKBOOK

Useful Language

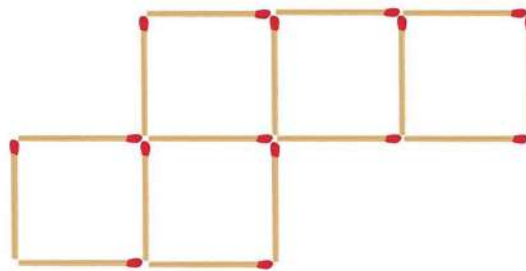
- at all costs
- couldn't imagine
- gather all of my strength
- give up
- do my best





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 two 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 tomorrow 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 were the THREE options for bringing things to Nome?
3. What solution did the city of Anchorage think of?

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 for linking verbs and irregular adverbs in the appendix, page 184.

PRACTICE POWER

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

angrily excitedly impatiently kindly nervously politely sadly

1. "I won the race!" he said
2. "My brother's condition is getting worse," he said
3. "I think I might fail the test," she said
4. "Can you please pass me the salad?" she asked
5. "This is the last time I'm telling you! Clean up your room!" she said
6. "I'm going to leave work early in order to help you," he said
7. "Let's go, or we'll end up being late!" she said

- B** Bob Jones is the grandson of one of the mushers you read about in the historical account *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. 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 the 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 Skwentna 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** 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 the adverb examples below.

calmly	carelessly	happily	nervously	politely	sadly	slowly
carefully	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 about 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.

Dear Diary,
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 my team of dogs and me. While I was feeding my dogs, the judges 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

all the way	mean (v)	the whole
anxious	ordinary	voice (n)
at last	own (v)	wave (v)
borrow	plant (v)	west
completely	possibly	whisper (v)
dust (n)	recall (v)	worried
field (n)	sign (n)	worst of all
hardly	swallow (v)	
landscape (n)	the following	

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 no ordinary pony. It's the best one in the whole country."



20 The following 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
25 impossible for Tommy to keep his pony's hair shining in that kind of weather. It was impossible for Mama to keep the house completely 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 goodbye. "We're going west, to Oregon," they said. "It must be better
30 there. It can't possibly be worse." They looked sad and worried. Papa, Mama, and Tommy waved as their neighbors rode away. Tommy felt terrible.

The hot, dry, dusty days kept coming. Tommy could hardly recall what the good times
35 used to be like. One day Papa said, "I have something to tell you, Tommy, and I want you to be brave." Tommy looked up at Papa with anxious eyes. "I borrowed money from the bank in order to buy seeds¹. But the seeds got all dry, and nothing grew. I don't have any corn to sell. Now I can't
40 pay back the bank." Papa



45 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 end up having to leave the farm. I told you, Tommy, these are hard times."

50 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.

All week Tommy worried and wondered what to do. One morning he watched a
55 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 beating³ hard and fast as he passed empty fields and a house with a couple of broken windows. Soon the landscape
 60 changed, and he reached the town. Tommy rode all the way through the town, passing right by Mr. Sanderson, who was sweeping the steps⁴ in front of his store.

At last Tommy realized what he had to do. There was no other option. 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.

65 Mr. Sanderson stopped sweeping.

"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,
 70 but somehow it came out all quiet when he said, "I'm getting too big for him."



³ beating - פועם

⁴ was sweeping the steps - טאַטא את המדרגות

BASIC UNDERSTANDING

Vocabulary

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

borrowed fields owned planted sign whispered worst of all

Tommy loved to ride his pony through the ¹..... . But one year, something was wrong. Tommy's papa and mama always ²..... after Tommy went to bed. Papa told Tommy that he ³..... money from the bank to buy corn. He ⁴..... the corn, but it all dried up, and nothing grew. 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..... . And ⁶..... , people would buy his tractor, and then Tommy's family might end up having 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 20-27)
4. Why was the dust a problem for Tommy and Mama? (lines 20-27)
5. Why didn't Papa have any money to pay back the bank? (lines 32-49)
6. What will happen if people buy Papa's tractor? (lines 32-49)
7. How did Tommy feel when he saw the sign in front of his house? (lines 54-61)
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 54)
What was Tommy worried about?
3. "He passed empty fields and a house with a couple of broken windows." (line 59)
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 will happen at the auction.

NEW WORDS

awake	crowd (n)	item	seem	tear (n)
belong to	disappear	note (n)	serious	touch (v)
breathe	fit (v)	pick up	shake (v)	vehicle
by the time	greet	relief	shout (v)	wagon
continue	hand (v)	rush (v)	straighten	wide

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

Part Two

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

- 5 Ten dollars. Sold for fifteen dollars to the man in the green shirt."

Papa's nicest cow.

Sold.

Mama's best chicken.

- 10 Sold.

Tommy's favorite sheep.

Sold.

Tommy touched the money in his pocket.

"It has to be enough," he whispered

- 15 desperately. "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 cheered¹. Papa's mouth was wide open. Mama had tears in her eyes. Tommy proudly walked up and handed one dollar to the man in the big hat. *It was enough!* he thought with relief. *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.

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

"Sold for ten cents!"



¹ cheered - הרע

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

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

“Twenty-five cents,” shouted a neighbor.

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

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

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
45 everything back to Papa. By the time the auction was over, Tommy was smiling from
ear to ear.

Soon 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 straightened his back. *I did what I had to do*, he told
50 himself.

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 following morning, Tommy opened the heavy barn doors. There was his pony!

“You’re back!” he cried excitedly, rushing toward the pony. “But how did you get
55 here?” he wondered out loud.

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

Dear Tommy,

*This is no ordinary pony. It’s the best
one in the whole country. But he’s a
60 little bit small for me and a little bit
big for my grandson.*

He fits you much better.

*Your friend,
Mr. Sanderson*



BASIC UNDERSTANDING

Vocabulary

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

breathing continued fit greet handed items note shook

At the auction, the man sold many ¹ that belonged to Tommy's family. Finally it was time to sell the tractor. When Tommy offered one dollar for the tractor, his voice ² Suddenly it seemed like everyone stopped ³ After Tommy bought the tractor, the man ⁴ selling things. But now people offered small amounts of money, and ⁵ the things they bought to Tommy's papa. After the auction, Tommy was sad because his pony didn't ⁶ him like he usually did. But when he woke up the next morning, his pony was there, and Tommy saw a ⁷ from Mr. Sanderson. It 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 28-46)
5. Copy the words that show that Tommy missed his pony. (lines 47-52)
6. What happened to the pony in the end? (lines 53-64)

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 had tears in her eyes." (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?

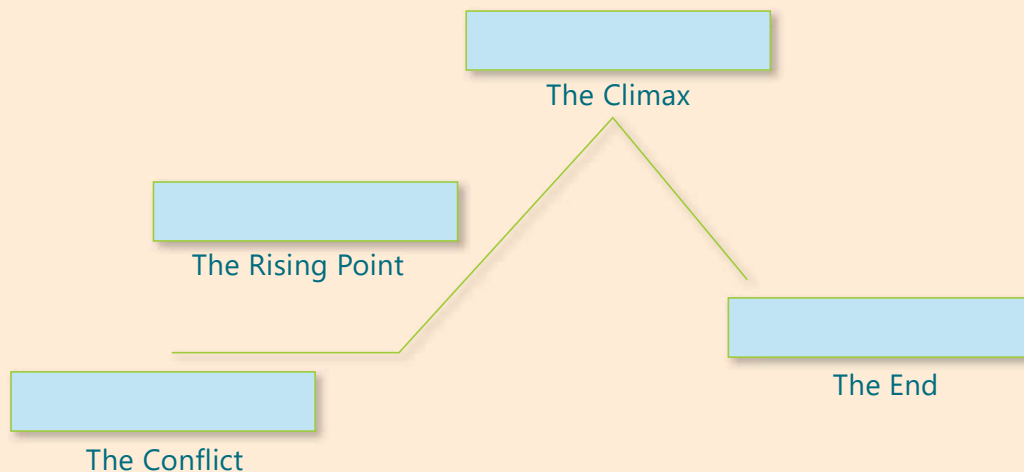
Literary Terms

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 1930s. 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

a couple of	difficulty	mean (v)	sign (n)
act (n)	disappear	means of transportation	spread (v)
all the way	doubt (n)	medicine	straighten
anxious	dust (n)	note (n)	suggest
appointment	effective	offer (v)	surgery
appreciation	emotional	option	swallow (v)
arrangement	end up	order (v)	team (n)
at last	fail	ordinary	tear (n)
attack (n)	failure	own (v)	temperature
awake	field (n)	pass (v)	terrible
beat (v)	fit (v)	pick up	the following
belong to	flight	plant (v)	the whole
borrow	greet	possibly	touch (v)
breathe	hand (v)	powerful	vehicle
by the time	hardly	race (n)	victim
case	have in mind	realize	voice (n)
completely	impatiently	recall (v)	wagon
condition	impossible	relief	wave (v)
contain	in front of	ride (v)	weather
continue	in order to	rush (v)	west
crowd (n)	insist	search (n)	whisper (v)
customer	isolated	seem	wide
degree	item	serious	wonder (v)
depend on	landscape (n)	shake (v)	worried
die (v)	line (n)	shout (v)	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
- Words you might use when planning a trip

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.

POWER YOUR THOUGHTS

A Read the passage below.

The Obstacle*

Long ago, a king asked his men to put a big rock in the middle of a road. The king then hid behind the trees and watched to see if anyone would move the rock out of the way. Many people passed by and simply climbed over the rock. Some people who saw the rock got upset at the king for not keeping the roads clear, but none of them did anything to try and remove the rock.

Finally, a poor man came along carrying vegetables. He was about to jump over the rock so he could get home quickly, but then he thought of the old people and the young children who wouldn't be able to jump over rock. He stopped, put down his vegetables, and tried to push the big rock out of the way. After much pushing and hard work, he finally got the rock off the road.

The poor man was about to pick up his vegetables and go home when he suddenly noticed a small bag lying on the road where the rock had been. Inside the bag were many gold coins and a note from the king. He had almost missed it!

The note said:

Thank you for pushing the rock off the road. These coins are for you. I am proud to have people like you living in this country.

* obstacle - מכשול



B Answer the following questions.

1. Why did the king hide behind the trees?
2. What did the poor man do at the last moment?
3. What message did you learn from this story?

Answer from page 22:

