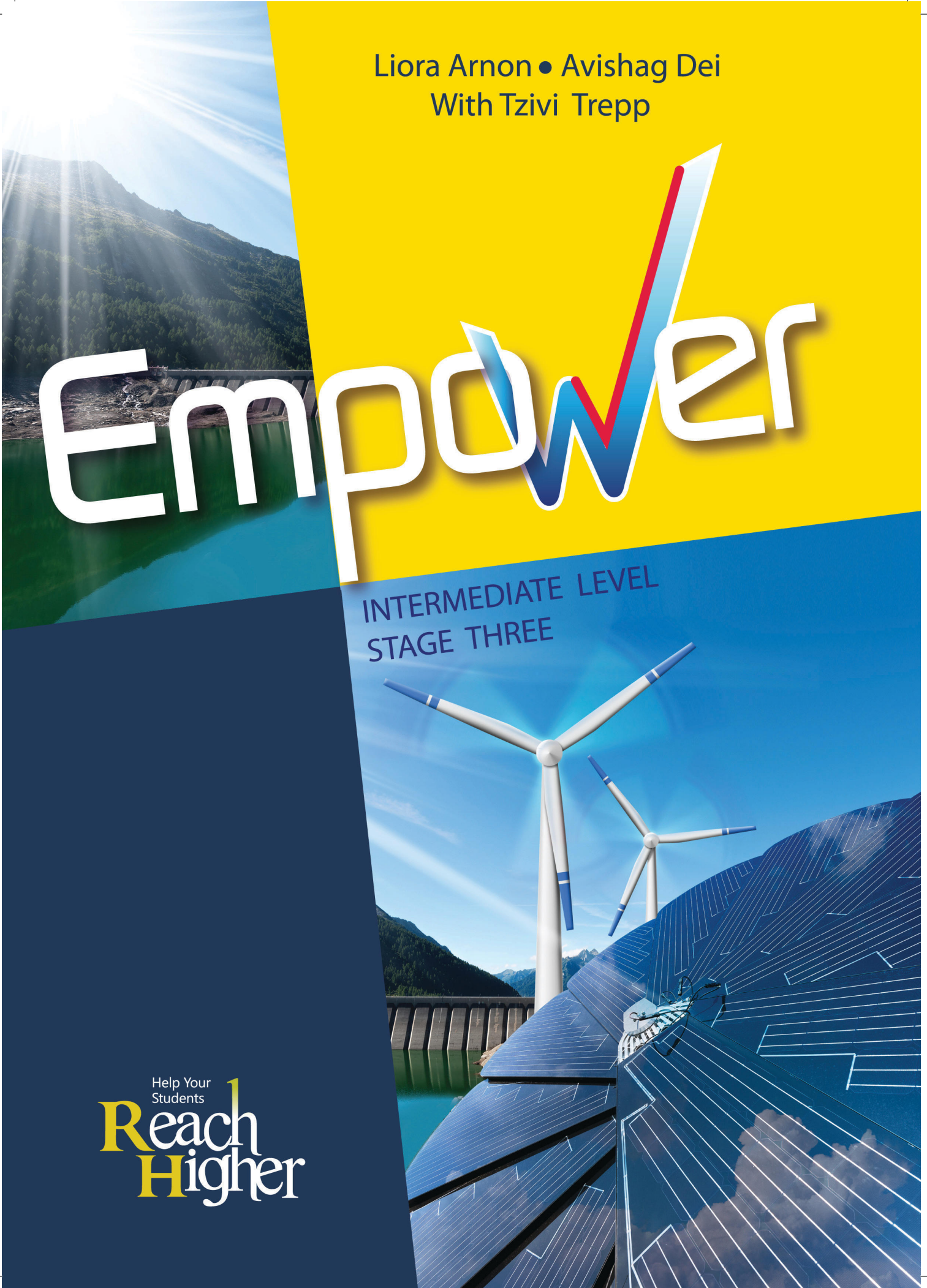


Liora Arnon • Avishag Dei
With Tzivi Trepp

Empower

INTERMEDIATE LEVEL
STAGE THREE

Help Your
Students
**Reach
Higher**





	ACCESS TO INFORMATION	SOCIAL INTERACTION
--	-----------------------	--------------------

1

At the Last Moment
Page 7

A Double Save
Magazine article

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Historical facts

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- Interview

Race Against the Clock
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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

- Engaging in conversation about a specific topic
- Interacting for a purpose
- Sharing a personal story
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- Interpreting information from visual data
- Locating relevant information for a specific purpose
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- Expressing personal preferences
- Asking and answering questions
- Discussing issues

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Animal Doctors
Informative article

Dolphin Therapy
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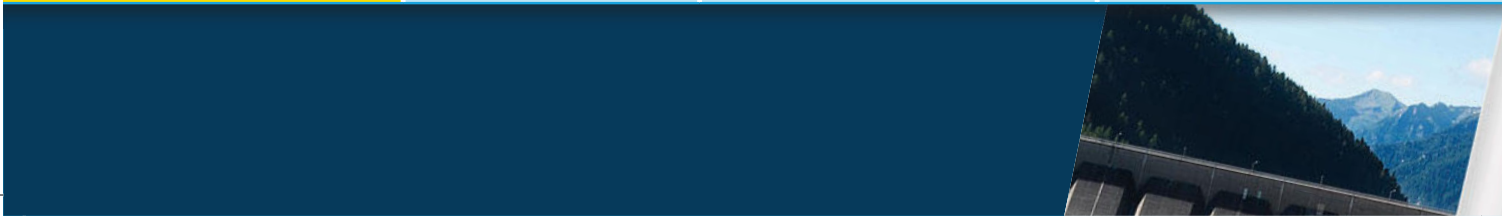
Fight to Survive
Interview

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
<p>Literature Tommy's Pony Short Story by Elizabeth Friedrich</p> <ul style="list-style-type: none"> • Identifying the plot of a literary piece • Providing a visual response to a literary text • Becoming aware of a story's historical background <p>Culture</p> <ul style="list-style-type: none"> • Appreciating the different kinds of financial help given in different cultures <p>Language</p> <ul style="list-style-type: none"> • The use of the suffixes <i>-er</i> and <i>-or</i> 	<p>Writing</p> <ul style="list-style-type: none"> • Writing a diary <p>Task</p> <ul style="list-style-type: none"> • Create an album to display last-minute changes. 	<ul style="list-style-type: none"> • Conveying information about past events, using the Past Simple and the Past Progressive • Using Adverbs of Manner • Useful vocabulary for oral discussion
<p>Literature Father of the Bride Short Story by Avner Gold</p> <ul style="list-style-type: none"> • Reflecting on a literary piece • Identifying characters • Recognizing hints that help with understanding characters in a story <p>Culture</p> <ul style="list-style-type: none"> • Discussing the ethics of a character's deed 	<p>Writing</p> <ul style="list-style-type: none"> • Describing a person <p>Task</p> <ul style="list-style-type: none"> • Write answers to questions about your partner and create a 3D object to go along with the answers. 	<ul style="list-style-type: none"> • Conveying information about the present, using the Present Simple and the Present Progressive • Adding information using Relative Clauses • Useful vocabulary for oral discussion
<p>Literature A Mother in Manville Short Story by Marjorie Kinnan Rawlings</p> <ul style="list-style-type: none"> • Identifying paradox • Relating to a character in a literary piece <p>Culture</p> <p>Discussing whether or not the story could happen in Israel today</p> <p>Language</p> <p>Identifying and using phrasal verbs</p>	<p>Writing</p> <ul style="list-style-type: none"> • Describing a place <p>Task</p> <ul style="list-style-type: none"> • Design a stand displaying healing herbs. 	<ul style="list-style-type: none"> • 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 <i>-full</i> or <i>-less</i> • Useful vocabulary for oral discussion



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Interview

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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

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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

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APPRECIATION OF LITERATURE, CULTURE AND LANGUAGE

Literature

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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 Arnon and Tzivi Trepp

FOLLOWS THE CURRICULUM OF THE MINISTRY OF EDUCATION AND CULTURE

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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

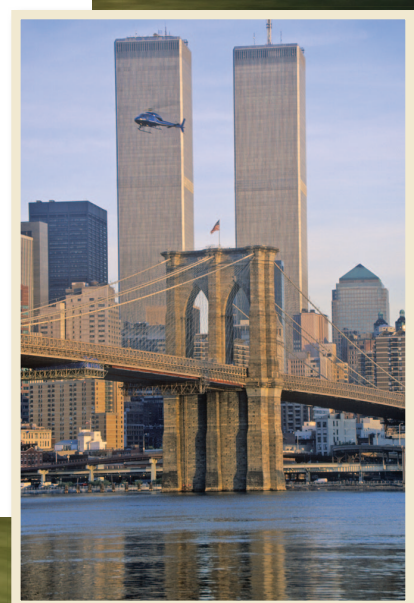
* Real name has been changed.



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

► **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



Workbook

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 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 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 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 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

- D** 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.

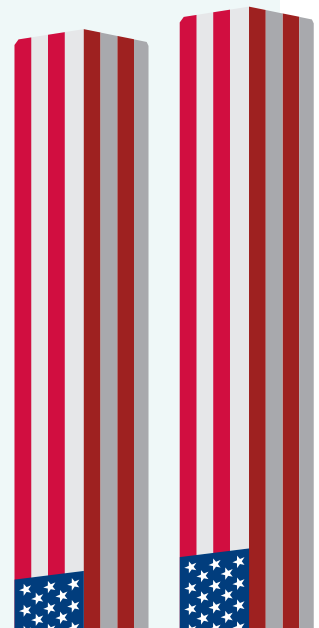
Quiz

- Where were the Twin Towers?
a New Jersey **b** New York **c** Washington, D.C.
- On what date did two planes crash into the Twin Towers?
a September 9, 2001 **b** September 11, 2001 **c** November 11, 2001
- How many floors did each of the Twin Towers have?
a 101 **b** 108 **c** 110
- How many people worked in the Twin Towers on a normal day?
a 75,000 **b** 50,000 **c** 25,000
- How many people visited the Twin Towers on a normal day?
a 400,000 **b** 140,000 **c** 14,000
- Which terrorist group flew the planes into the Twin Towers?
a Taliban **b** Al Qaeda **c** Hamas
- 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.*