



AL NOOR INTERNATIONAL SCHOOL  
Riyadh, Saudi Arabia

# **English Enhancement Program**

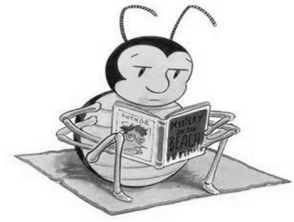
## **Grade 3 Modules**

Name: \_\_\_\_\_ Section: \_\_\_\_\_

Academic Year: \_\_\_\_\_

## MODULE 0

### LEARNING TO LEARN



Hamad started learning English two years ago. He has five English lessons a week and his teacher gives him a lot of homework on Wednesday night and at the weekend. He thinks

English is important for travel because he wants to travel around the world. He likes listening to British and American music and watching programs in English on satellite television. He gets good marks for speaking and listening, but he has problem with grammar and writing.

are important to study and practice?

	Your Friend	You
Speaking		
Listening		
Reading		
Writing		
Pronunciation		
Vocabulary		
Grammar		

#### A. Reading

Is it True or False?

1. Fatima started learning English two years ago.
2. Fatima's teacher gives her books to read.
3. She has problems with grammar and writing.
4. Hamad has five lessons a week.
5. He thinks English is important for travel.
6. He has problems with speaking and listening.

#### B. Speaking

With your partner complete the table. Which areas of English



Fatima started learning English three years ago and she has three English lessons a week. She thinks English is important for work, because she wants to be a businesswoman. Fatima likes reading simplified books in English,

which her teacher gives her. She writes down the important new words in her vocabulary book. She gets good marks for grammar and writing, but she has problem with speaking and pronunciation.

Write about your English. Share it with your classmates.

I started learning English \_\_\_\_\_ years ago. I have \_\_\_\_\_ English lessons a week. I think English is important for \_\_\_\_\_. I get good marks for \_\_\_\_\_ and \_\_\_\_\_ but I have problems with \_\_\_\_\_ and \_\_\_\_\_.

## MODULE 1



# The Closet Creature

by Kelly Hashway

Bump! Bump! Scratch!

Adam opened his eyes and pulled the covers up to his chin. He stared around his room, searching the darkness

for the thing that was making those scary sounds.

The closet door moved as something banged on it from the inside.

“Who’s there?” Adam asked in a shaky voice.

The closet slowly began to open. Adam jumped out of bed and ran to the closet door, slamming it shut with his palms. He grabbed his desk chair and propped it against the door handle. Then he ran out of his room and down the hall. His brother’s door was wide open, and Adam jumped onto David’s bed.

“Adam?” David asked in a groggy voice. “What are you doing in here?”

Adam tugged on David’s arm. “There’s something in my closet!”

“You probably had a bad dream. Go back to bed.”

Adam yanked the blankets off the bed. “It wasn’t a dream. I was awake, and the closet door started opening by itself!”

David sighed. “Fine. But when we don’t find anything, you have to promise to leave me alone for the rest of the night.”

Adam nodded. David reached into his desk drawer and pulled out a flashlight. Then they headed to Adam’s room. Adam stopped in the doorway. He could hear something scratching his closet door.



“Do you hear that?” Adam asked. David nodded. He walked over to Adam’s bed and pulled the case off one of the pillows. He opened the pillowcase.

“You open the door very slowly, and I’ll grab whatever it is.”

Adam slid the chair to the side and pulled the closet door open a crack. Something banged against the door, trying to force it open. Adam took a deep breath and opened the door a few more inches. A small furry creature ran right into the pillowcase. “I got it!” David said, closing the pillowcase and holding it in the air.

“What is it?” Adam moved closer as David peeked inside. David put the pillowcase on the bed and an orange cat climbed out. Adam scooped the cat up. “Apricot? How did you get trapped in my closet?” David laughed.

“The poor cat. If I was locked in your closet with your stinky shoes, I’d be banging on the door to get out, too!”

“Poor, Apricot,” Adam said. “You were probably more scared than I was.”

## **After Reading**

### **A. Comprehension Questions**

1. What happened right after David went into Adam's room?
  - a. Adam jumped into David's bed.
  - b. Adam awoke to strange sounds coming from his bedroom closet.
  - c. David heard the noise coming from Adam's closet.
2. What did David plan to do with the pillowcase?
  - a. keep the creature from coming out of the closet
  - b. catch the creature in the closet
  - c. hit the creature in the closet

3. What was making the strange sounds in Adam's closet?

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4. Write three adjectives that describe David. Tell why you chose each word.

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

5. What type of story is this?

a. tall tale

b. non-fiction

c. mystery

### B. Vocabulary

Fill in the missing letters to create a word from the story. Then, write the full word on the line. Be sure you spell each word correctly.

1. \_\_\_\_ o \_\_\_\_ y  
clue: sleepy

1. \_\_\_\_\_

2. \_\_\_\_ l \_\_\_\_  
clue: past tense of slide

2. \_\_\_\_\_

3. \_\_\_\_ \_\_\_\_ m s  
clue: inner surfaces of the hands

3. \_\_\_\_\_

4. \_\_\_\_ i \_\_\_\_ \_\_\_\_ \_\_\_\_ a \_\_\_\_  
clue: soft bag for keeping a pillow clean

4. \_\_\_\_\_

5. \_\_\_\_ e \_\_\_\_ e d  
clue: went towards

5. \_\_\_\_\_

6. \_\_\_\_ \_\_\_\_ i \_\_\_\_ o \_\_\_\_  
clue: orange fruit

6. \_\_\_\_\_

7. \_\_\_\_ \_\_\_\_ e \_\_\_\_ e d  
clue: took a quick look  
*Super*

7. \_\_\_\_\_

## Parts of a Story



**Characters:** List the main characters and briefly describe them.

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**Setting:** Tell where and when the story takes place.  
Be specific.

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**Problem:** Describe the main character's problem.

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**Solution:** Tell how the problem was solved, and how the story ended.

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**Personal Opinion:** Tell whether or not you liked the story, and justify your opinion.

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## Listening Activity



### A Day at School

#### 1.1 Pre-Listening Exercise

##### 1.1.1 Introduction

Describe a normal school day in your school including hours, class subjects, meals, rules, dress, and activities.

##### 1.1.2 Key Vocabulary

Before listening to the audio clip, learn the following words:

1. backpack [BAC-pak]

Meaning: (noun) a pack to be carried on one's back.

Sentence: He puts his books in his backpack and food in his lunchbox.

2. cafeteria [kaf-i-TEER-ee-uh]

Meaning: (noun) a restaurant where food is served.

Sentence: Jenny went to the school cafeteria to take her lunch.

3. interview [IN-ter-vyoo]

Meaning: (verb) To ask questions from someone to get facts or statements.

Sentence: The reporter interviewed the baseball player after the game.

#### 1.2 Listening Exercise

Listen to the conversation of Rendall and Joshua. Take note of important details and useful expressions.





### 1.3 Post-Listening Exercise

#### **Comprehension Check:**

1. How does Joshua go to school in Japan?
  - A. He takes a school bus every morning
  - B. He rides the subway at 8:00 AM.
  - C. He walks with a group of students.
2. Which item did Joshua NOT mention when talking about the things he takes to school?
  - A. backpack
  - B. gym clothes
  - C. school hat
3. What is one of the first things Joshua does when he arrives at school?
  - A. He practices his reading and writing.
  - B. He stands and bows to the teacher.
  - C. He puts on his gym clothes for class
4. Where does Joshua eat lunch at school?
  - A. in his classroom
  - B. in the lunchroom
  - C. in the gymnasium
5. What time does Joshua probably get home from school most days?
  - A. between 1:00 PM and 2:00 PM
  - B. between 2:00 PM and 3:00 PM
  - C. between 3:00 PM and 4:00 PM

### **Express Yourself**

What thing did you most enjoy about your school life i? Explain and discuss some of these topics:

a. The length of the school year

Useful expressions that you can use: The duration of our school year is....

Our school year starts from...and ends in....

b. a typical day at school :Useful expressions that you can use:

Usually, I ..... In regular days...

c. teacher and student interaction: Useful expressions that you can use:

- I interact with my teacher....
- .... It is exciting to interact...



## Speaking Exercise



**Choose a partner and practice the dialogue.**

Randall: Hello. Today I'm interviewing Joshua on his experiences going to a Japanese school. Now Joshua, what time do you go to school?

Joshua: Eight O'clock.

Randall: Eight O'clock. And do you go by yourself, or on a school bus?

Joshua: No, I have a group that goes with me.

Randall: So you go with a group?

Joshua: uh-huh .

Randall: Now what kinds of things do you take to school?

Joshua: I take my *taiso fuku*, that is gym clothes, and I take my backpack and my books [Oh, okay] and stuff like that.

Randall: Okay, and where do you eat lunch? Do you have a lunchroom or cafeteria?

Joshua: No, we eat in our classroom.

## MODULE 2



### **MAGICIAN OF THE SEA**

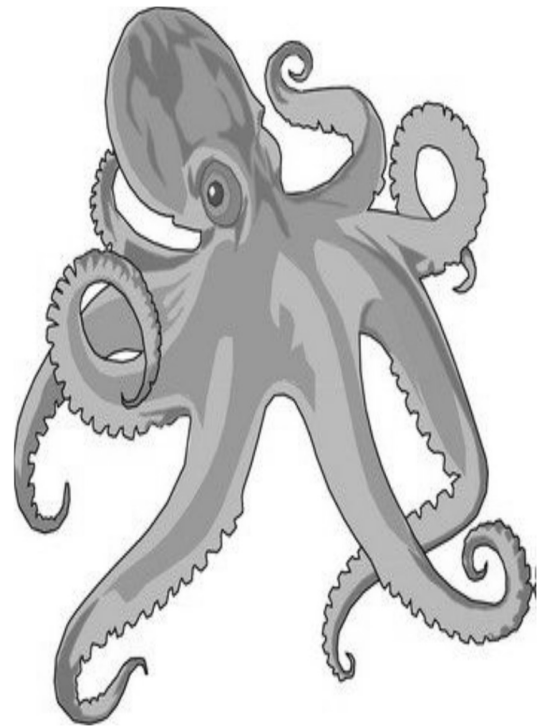
**by Kelly Hashway**

What do three hearts, eight arms, and one huge brain add up to? An octopus, a creature that can do amazing things.

Octopuses are extremely intelligent. They can learn new things just like humans. They've even learned a few tricks to get them out of sticky situations.

If an octopus is threatened by a predator, such as a shark or bird, it can use some pretty incredible skills to get away. Octopuses don't have teeth or sharp claws to defend themselves. Instead, they use more clever ways to fool their attackers. Octopuses like to hide themselves in the sand on the bottom of the ocean floor. How you ask? Well, the octopus is like a chameleon because it can change the color of its skin to match the sand.

And this color change, or camouflage, happens in less than a minute. Some octopuses like to stay in more shallow water where there are rocks and coral. Because octopuses are invertebrates, meaning they don't have backbones, they can squeeze themselves into small spaces between the rocks to get out of reach of their predators. Another way an octopus can hide is by shooting ink. An octopus uses a part of its body called a siphon to shoot ink into the water. The ink forms a cloud that hides the octopus. By the time the ink clears and the predator can see again, the octopus has swum away or hidden. It's very much like a magician doing a vanishing act. If you think that's a neat trick, then you'll love what else these creatures have up their sleeves. If an octopus is being attacked, it can actually make itself look like a venomous sea snake.



It will bury itself in the sand, keeping two arms visible. It will change the color of those arms to match a sea snake. But what if there's no time to hide? If an octopus is in trouble, it can break off one of its arms.



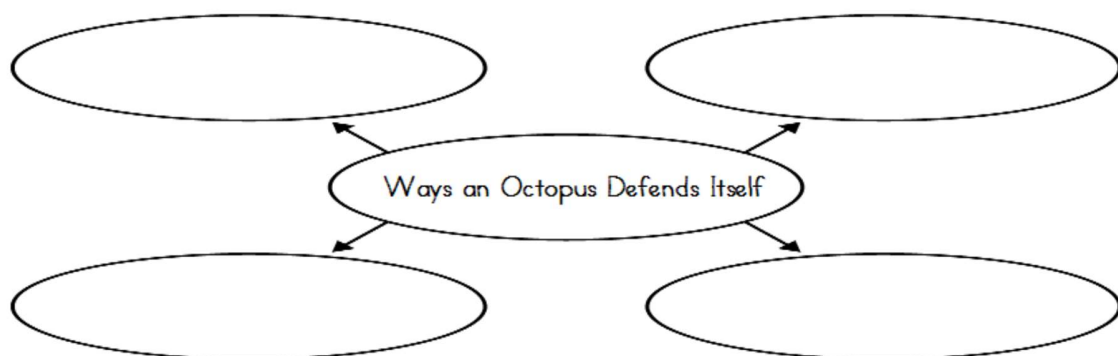
The arm will then change colors and squirm around in the water to distract the predator while the octopus swims away to safety. Don't worry though. The octopus's arm will grow back.

There is one kind of octopus that has venom to use in defense. The blue-ringed octopus is tiny; it could fit in the palm of your hand. Predators might think this size makes the octopus a great snack, but they know to stay away. The blue-ringed octopus is very poisonous and can kill predators much larger than itself, including humans.

So the next time you see an octopus in the aquarium or while you're snorkeling, remember that inside that oversized head is a very large brain, making them a clever addition to the sea.

### After Reading

1. What is the passage all about? Complete the graphic organizer. Write the main idea at the middle circle and supporting details to the other circles.



2. How are an octopus and a chameleon alike?
  - a. They both like to hide on the ocean floor.
  - b. They can both change the color of their skin.
  - c. They are both invertebrates.



3. Explain how shooting ink helps an octopus to escape from predators.

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4. What happens to an octopus if it loses one of its eight arms?

- a. It will grow a new one.      b. It will die.      c. It is no longer poisonous.

5. What is the author's purpose for writing this article?

- a. to explain how octopuses eat, live, and play  
b. to describe the physical characteristics of octopus  
c. to explain how octopuses protect themselves

### **Vocabulary Activity**

The scrambled words below are vocabulary words from the article. Unscramble each word and write it on the line. Please be sure each word is spelled correctly.

1. \_\_\_\_\_ t i i e e g t l l n n

hint: smart; brainy

2. \_\_\_\_\_ m u a f c l o e g a

hint: ability to blend in

3. \_\_\_\_\_ r i b n e v e t a e r t

hint: animal without a backbone

4. \_\_\_\_\_ b e i s v i l

hint: in sight; able to be seen

5. \_\_\_\_\_ t e s o r d p a r

hint: animals that hunt other animals

6. \_\_\_\_\_ r o k s e n g n i l

hint: diving under water with a breathing tube

7. \_\_\_\_\_ n i m a c g i a

hint: person who performs tricks

**Extended Activity** Read the paragraph and underline the two supporting details of the given main idea.



<p>Niagara Falls is one of the most beautiful sights in North America. It is on the Niagara River about halfway between Lake Ontario and Lake Erie. Niagara Falls is on the American and Canadian border. The American Falls is 167 feet high. On the Canadian side, the Horseshoe Falls is 161 feet high.</p>	<p>Main Idea: Niagara Falls is one of the most beautiful sights in North America.</p> <p>It is fun to visit a waterfall in the summer.</p> <p>The American Falls is 167 feet high.</p> <p>Niagara Falls is on the American and Canadian border.</p>
<p>The Statue of Liberty is visited by thousands of people every year. The Statue of Liberty is a 151 foot statue of a woman holding a book and a torch. It is located on an island in New York Harbor. It was a gift of friendship from the people of France. It has become a universal symbol of freedom.</p>	<p>Main idea: The Statue of Liberty is visited by thousands of people every year.</p> <p>It is located on an island in New York Harbor.</p> <p>The Statue of Liberty is a 151 foot statue of a woman holding a book.</p> <p>Islands are surrounded by water on all sides.</p>
<p>The Erie Canal changed the way people moved goods and supplies in the mid 1800's. The 363 mile canal connected Albany, New York to Lake Erie in Buffalo for the first time. When the canal opened in 1825, building supplies and goods could be transported quickly and cheaply across New York State. Canal boats pulled by mules carried people and supplies the 363 miles.</p>	<p>Main idea: The Erie Canal changed the way people moved goods and supplies in the mid 1800's.</p> <p>The 363 mile canal connected Albany and Buffalo for the first time.</p> <p>Canal boats pulled by mules carried people and supplies across New York State.</p> <p>It's lots of fun to travel by boat.</p>

## Listening Activity

### Nice to Meet You

#### 1.2 Pre-Listening Exercise

##### 1.1.1 Introduction

What are the kinds of questions you ask when meeting someone for the first time? Would you ask different questions depending on the age and gender of the person to whom you are speaking? Share your ideas before you listen to the conversation.

##### 1.1.2 Key Vocabulary

Before listening to the audio clip, learn the following words:

##### 1. Keep Straight [keep-STREYT]

Meaning: (verb) Remember clearly

Example Sentence: You need to keep the facts straight if you want to pass the test.

##### 2. Professor [pruh-FES-er]

Meaning: A teacher of the highest academic rank in a college or university,

Example Sentence: My professor in Mathematics explains the lessons well.

##### 3. Traveller [TRAV-uh-ler]

Meaning: (noun) a person who travels, especially habitually

Example Sentence: Every traveller thinks through what kind of experience they want.

#### 1.2 Listening Exercise

Listen to the conversation of Nancy and her teacher. Take note of important details and useful expressions.



#### 1.3 Post-Listening Exercise

##### 1.3.1 Comprehension Check:

##### 1. Where does this conversation most likely take place?

- A. at a park    B. at a school    C. at a birthday party    D. at a music recital

##### 2. What is the girl's name?

- A. Kathy    B. Karen    C. Nancy    D. Nanny

##### 3. Where does the girl probably live now?

- A. in Scotland    B. in France    C. in England    D. in the United States

##### 4. What does the girl's father do for a living?

- A. He is a travel agent.    B. He is a professor.  
C. He is computer programmer.    D. He is a French teacher.

5. What is one thing NOT mentioned about the girl's family?
- A. why her parents lived in England for several years
  - B. where her mother works at the present time
  - C. where the girl grew up
  - D. how old the girl was when she moved to her present location



### Share Your Ideas

People say hello and greet one another differently throughout the world. Some shake hands and others hug each other.

What about in your home country? words are said or exchanged? What do people do during this greeting? Explain and discuss these topics:

- words that are said or exchanged
- people's way of greeting or interaction
- importance of greeting someone

### Speaking Exercise

Choose a partner and practice the dialogue.

Teacher: Oh, hi. What was your name again. I can't keep straight all the students' names this being the second day of school.

Student: It's okay. I have a hard time remembering names myself.

Teacher: How, uh, Karen, right?

Student: No, it's Nancy. My mom's name is Karen.

Teacher: Nancy. Okay. I think I heard you were from England.

Student: Well, I was born there, but my parents are American. I grew up in France.

Teacher: Oh, a world traveller!

Student: But then we moved here when I was nine.

Teacher: So, what does your father do now?

Student: Well, he's a college professor, and he is in Scotland at the moment.

Teacher: How interesting! What does he teach?

Student: He teaches chemistry.

Teacher: Oh, chemistry, and uh, what about your mother?

Student: She works full time at home.

Teacher: Oh, and what, does she have her own business or something?

Student: Nah, she takes care of me.

Teacher: Well, being a homemaker can be a real hard, but rewarding job.

Student: I think so too..

## MODULE 3



### Achoo!

by Cynthia Sherwood

Achoo! We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper!

Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body.

Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a tissue or “sneezing into your sleeve” captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season.

Do you ever sneeze when you walk into bright sunlight? Some people say that happens to them often. Scientists believe the UV rays of the sun irritate the nose lining of these people so they sneeze. If someone nearby sneezes, remember to tell them “Gesundheit!” That is a funny-looking word which is pronounced “gezz-oont-hite.” It is the German word that wishes someone good health after sneezing.







## After Reading

### A. Comprehension Questions

1. Which parts of your body work together when you sneeze?

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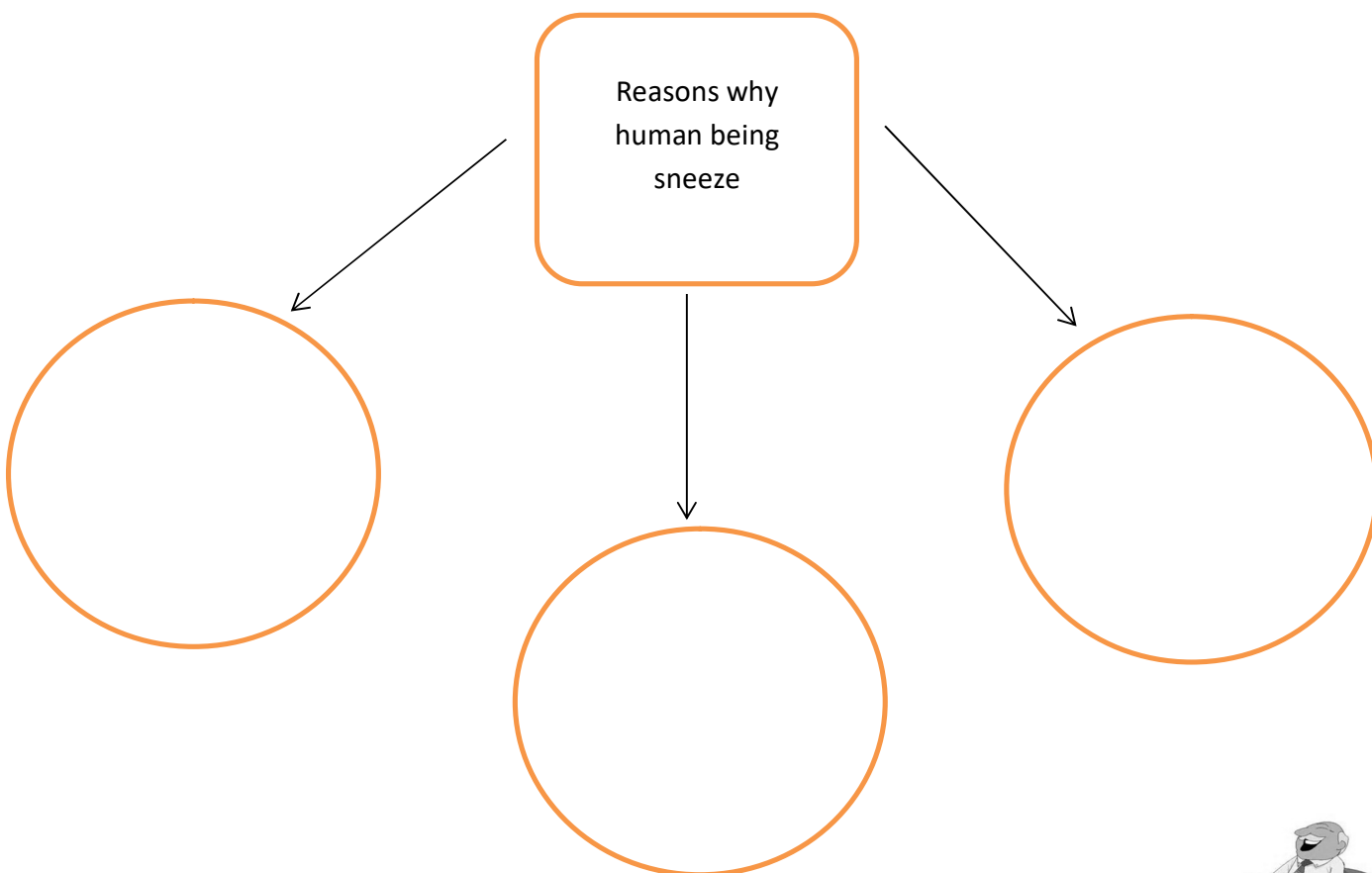
2. What does the German word Gesundheit mean?

- a. I wish you good health.      b. I wish you God's blessings.  
c. I wish you a good day.      d. I wish you would stop sneezing.

3. Why do people sneeze when they walk into bright sunlight?

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4. Complete the web with information from the article.



## Listening Activity

### Snack Time, Healthy Foods for Kids

#### 1. LISTENING ACTIVITY

##### 1.3 Pre-Listening Exercise

###### 1.1.1 Introduction

What kinds of food do young children like to eat for breakfast, lunch, and dinner in your culture? What about snacks?

###### 1.1.2 Key Vocabulary

Before listening to the audio clip, learn the following words:

###### 1. Go on [goh-AWN]

Meaning: (phrasal verb) getting near to, almost

Sentence: It's going on 6:00 p.m., so we'd better start dinner before the guests arrive.

###### 2. Out [out]

Meaning: (adjective) not acceptable or possible

Sentence: Going to the movie is out tonight. We don't have enough money to pay for the tickets.

###### 3. Whip up [HWIP-uhp]

Meaning: (phrasal verb) Prepare or cook food quickly

Sentence: We don't have much time for dinner, so I'll whip up something right away

##### 1.2 Listening Exercise

Listen to the conversation of Micky and his father. Take note of important details and useful expressions.



### 1.3 Post-Listening Exercise

Comprehension Check:



1. What time of day does this conversation take place?  
A. in the morning                      B. in the afternoon                      C. in the evening
2. Why doesn't the father give his son something to eat?  
A. There isn't any food to eat.  
B. The boy just ate something.  
C. They are going to eat soon.
3. What snack does the boy want at the beginning of the conversation?  
A. potato chips                      B. candy                      C. donuts
4. Which one food does the father NOT offer to his son for a snack?  
A. tomatoes                      B. broccoli                      C. carrots
5. What does the father ask the boy to do while he is preparing the snack?  
A. watch TV                      B. play with toys                      C. look at books

#### **Share Your Ideas**

What kinds of snack do you like eating? Are they healthy to eat? Explain and discuss some of these topics:

- Snacks that you prefer eating
- The benefits of the snack you eat
- Snacks that are common or popular in your home country



## Speaking Exercise

Choose a partner and practice the dialogue.

Son: Dad!

Father: Yeah, Micky.

Son: Can I have a really good snack?

Father: Uh, I don't know. I thinks it's . . . uh . . . what time is it? I think it's going on dinner.

Son: Uh, it's three thirty.

Father: Three thirty. Uh . . . We'd better wait. [Why, Dad?] Well, what kind of snack do you want?

Son: Candy?

Father: No, candy is out. Oh, how about some broccoli? [No!] Uh, carrots? [No!] Well, what else can you suggest?

Son: Candy.

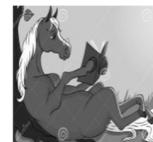
Father: Candy. No, I don't think . . . I think You'd better wait.

Son: A sandwich? A spinach sandwich?

Father: Spinach sandwich? Spinach sandwich! When did you start liking spinach?

Son: Uh, today.

Father: Well, what about a small sandwich? [Okay] Okay, I'll (5) it up in a minute. Play with your toys while you're waiting for it.



## **The Miller, His Son, and Their Donkey**

One day, a miller and his son set off to sell their donkey at a fair. Their donkey carried their luggage, and they walked beside him. Soon they met some women.

"You're walking? How silly! You could ride!" one said.

So the miller made his son ride the donkey.

Then they met some old men. One said, "See that lazy boy ride the donkey? His poor old father has to walk!"

So the son got down and the miller rode the donkey.

Then they met some women and children. "Why, you mean old man!" one woman shouted. "Your poor little boy has to run to keep up with you on your donkey!" So the

miller told his son to ride, too. When they were almost at the fair, they met a judge.

He said, "Your poor old donkey has to carry you *and* your luggage? Why, you two could carry *him* easier than he can carry *you*."

So the miller and his son got down. They tied the donkey's feet together. They put a pole between his legs and turned him upside down. Then they carried their own donkey on the pole!

As they crossed a bridge, a crowd gathered to laugh at the silly sight. The laughter made the donkey angry. He broke free from the pole—and fell into the river. So the old

miller went home. By trying to please everybody, he had pleased nobody. And he lost his donkey, too.





## After Reading

### A. Comprehension Questions

1. Where were the miller and his son taking the donkey?

2. Why were they going there?

3. List the people that the miller and his son met.

4. What did the miller and his son do after they talked to the judge?

5. How did the donkey wind up in the river?

### B. Discuss the following questions with your partner.

1. Was the miller a kind man? How can you tell?

2. Why do you think the miller kept doing what people said?

3. Was it smart to keep doing what each group said? Why or why not?

4. Do you think the people liked the miller because he did what they said?

5. What if the miller met all the different people at the same time? What would he do?

## Listening Activity

### Reading Time

#### Pre-Listening Exercise

##### 1.1.1 Introduction

What kinds of books do you like to read? Where can you find cheap or discount books? Do you buy books at a bookstore or at an online bookstore?

##### 1.1.2 Key Vocabulary

Before listening to the audio clip, learn the following words:

1. **Bedtime** [BED-tahym]

Meaning: (noun) the time when you normally go to bed

Example Sentence: I often read a book or watch TV before bedtime.

## 2. Boring [BAWR-ing]

Meaning: (adjective) not interesting

Example Sentence: The book was very boring, so I decided to read a different one.



## 3. Section [SEK-shuhn]

Meaning (noun): a separate part of a book or newspaper

Example Sentence: Be sure to read this section of the book carefully. It will help you understand the story better.

### 1.2 Listening Exercise

**Listen to the conversation of the father and his daughter. Take note of important details and useful expressions.**



### 1.3 Post-Listening Exercise

#### 1.3.1 Comprehension Check:

1. What is the father reading at the beginning of the conversation?
  - A. a novel
  - B. a magazine
  - C. a newspaper
2. What kind of book does the girl want to read?
  - A. a book about animals
  - B. a book on dolls
  - C. a book about candy and cookies
3. What does the girl's teacher say about reading?
  - A. The girl can check out books from the library.
  - B. The girl should read books every day.
  - C. The girl ought to read at least ten books a night.
4. What is one thing the girl wants to eat while they are reading?
  - A. cookies
  - B. ice cream
  - C. bananas
5. About what time of day is it in the conversation?
  - A. the late morning
  - B. the early afternoon
  - C. in the evening

## Share Your Ideas



After listening to the dialogue, read and answer the questions below. Share your answers/ideas with the class.

- What are the benefits of reading?
- What types of material are best to read?
- How can you learn to read without the help of a dictionary?

## Speaking Exercise

Choose a partner and practice the dialogue.

Girl: Dad, will you read to me?

Dad: Uh, let me finish the newspaper first?

Girl: You've been saying that forever!

Dad: Well, how about reading the business section of the newspaper together?

Girl: That's boring. Let's read this book. It's about a bear and cat that becomes friends. [Okay] And these books too.

Dad: Whoa. I thought you said one book. There must be ten here.

Girl: My teacher, Mrs. Green, says you have to read to me every night, and the newspaper doesn't count. And let's eat some popcorn and cookies while we're reading

Dad: Well, it's bedtime right now. So, okay, here we go. Once upon a time in a deep, dark forest, lived a brown bear .



## MODULE 5



### Foggy Figure

by Kelly Hashway

Justin and Mary woke up early, even though they were vacationing at their uncle's lake house. The night before, Uncle Thomas told them about the Foggy Figure that haunts the lake. Justin and Mary were determined to see the ghostly creature before their vacation was over.



"Is it foggy outside?" Mary asked, as Justin peered out the window. "Yup! Let's go!" Justin let go of the curtain and rushed to the door with Mary on his heels.

It was only 5:00AM, so everyone else in the house was still asleep. As they crept through the kitchen to the back door, Mary sniffed the air. It had the faint scent of coffee and something sweet. She shrugged it off and followed Justin out the door, down the back steps, and out onto the boat dock. The fog had settled over the lake, making it impossible to see anything.

"Do you see anything?" Mary asked, leaning forward for a closer look.

"Nothing. Do you think Uncle Thomas was just trying to scare us with that story?"

Uncle Thomas did have a good imagination. He'd been telling Justin and Mary stories for years, but this was the first scary story. Mary had a feeling it wasn't made up.

Mary shook her head. "Remember what Uncle Thomas said? The Foggy Figure haunts the lake. We're on the dock. Maybe that's why we can't see him. The people in the story were in boats."

"You want to go out on the water?" Justin asked.

Mary looked around, trying to find Uncle Thomas's boat, but the fog was too thick.

“Mom and Dad will be really angry if we go out on the lake alone in this fog,” Justin said. Mary shrugged. “Maybe we don’t have to go anywhere. We could sit in the boat while it’s docked. That wouldn’t be dangerous.”

“Okay.” Justin crept toward the end of the dock. He could barely see the outline of the boat. “I’ll go first.” He carefully lowered himself into the boat and then reached for Mary’s hand.



Mary climbed into the boat and sat beside him. She was getting nervous now that they were on the water. “See anything?” They looked around, and gradually, the fog began to lift. Mary turned around and screamed. “The Foggy Figure!” It was in the boat with them! Justin and Mary hugged each other in fear, but then they heard a laugh. Justin leaned toward the Foggy Figure. “Uncle Thomas?”

“I knew that story would get you two out of bed early enough to take a boat ride with me.” Mary sighed, happy there was no Foggy Figure after all. Justin looked relieved, too. Uncle Thomas laughed. “What do you say? I packed a breakfast for us.” Mary smiled. She *had* smelled coffee. And Uncle Thomas had packed pastries for them, too.

“Let’s do it,” Mary and Justin said.

### **A. Comprehension Questions**

1. When does this story take place?
  - a. shortly before or after dawn
  - b. shortly before or after dusk
  - c. in the middle of the night
  - d. after their vacation is over
2. Uncle Thomas told Justin and Mary stories about \_\_\_\_\_.
  - a. a haunted figure that scared campers in tents
  - b. a haunted figure that can be seen from the shore every night
  - c. a haunted figure on the lake that many boaters have seen
3. Based on the information in the story, which word best describes Uncle Thomas? (Circle one)  
Scared      hard-working      lonely      creative

Tell why you chose the word above.

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4. Why didn't Justin and Mary take the boat out on the lake alone?

- a. They were too scared.
- b. The boat engine wouldn't start.
- c. They thought their parents would be mad.

B. In a mystery story, the author will sometimes add *clues* in the story that readers can use to help readers figure out the ending. This is called *foreshadowing*.



1. How did Kelly Hashway use foreshadowing in the fourth paragraph of this story? Tell what clue was written into the story and how readers could have used this clue to predict the ending of the story.

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2. Do you think it was dangerous for Justin and Mary to venture out onto the boat dock? Explain your answer.

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C. The words below are scrambled words from the story. Unscramble each word and write it on the line. Check back in the story to make sure each word is spelled correctly.

1. g o f y g \_\_\_\_\_

Clue: having low clouds near the surface of the land or water

2. o d k c \_\_\_\_\_

Clue: wooden pathway on water for fishing or keeping boats

3. r a n y g \_\_\_\_\_

Clue: upset

4. d u l y r a g a l \_\_\_\_\_

Clue: slowly; not all at once

5. a t p r s s e i \_\_\_\_\_

Clue: doughnuts, danishes, and other sweet breakfast foods

6. n v r u s e o \_\_\_\_\_

Clue: feeling worried

## Listening Activity



### Family Activities

#### Pre-Listening Exercise

##### 1.1.1 Introduction

Imagine you are a five-year-old girl, and your father asks you about your day. What activities do little children (in this case, a little girl) do during the day at that age?

##### 1.1.2 Key Vocabulary

Before listening to the audio clip, learn the following words:

##### 1. Court [KAWRT]

Meaning: (noun) a smooth, level quadrangle on which to play tennis, basketball,

Example Sentence: The player was practicing at the tennis court.

##### 2. Junior high school [joon-yer-HAHY-skool]

Meaning: (noun) a school attended after elementary school and usually consisting of grades seven through nine.

Example Sentence: I had trained myself not to go to the bathroom throughout my elementary and junior high school years, because I was bullied.

##### 3. rode [rohd]

Meaning: (verb) a simple past tense of *ride*, means to sit on and manage (a horse, bicycle, etc.) so as to be carried along.

Example Sentence: She rode her bike to school.

#### 1.2 Listening Exercise

Listen to the conversation of Emily and her dad. Take note of important details and useful expressions.



#### 1.3 Post-Listening Exercise

##### 1.3.2 Comprehension Check:

1. In addition to paper books, what did the little girl make with paper at school ?
  - A. an animal
  - B. a person
  - C. a building
2. What thing did she NOT talk about when making the object in Question 1?
  - A. paper
  - B. glue
  - C. scissors



3. What did the girl do after school?
  - A. She rode her bicycle.
  - B. She watched television.
  - C. She went to the store.
4. Who did she meet and play with at the junior high school?
  - A. her teacher
  - B. her cousins
  - C. her father
5. Where does this conversation most probably take place?
  - A. at a house
  - B. at school
  - C. at a park

### Speaking Exercise

**Choose a partner and practice the dialogue.**

Emily: Welcome home, Dad.

Dad: Oh, Emily. How are you today?

Emily: Fine.

Dad: Good. And what did you do?

Emily: We made things.

Dad: Like what types of things did you make?

Emily: We made books.

Dad: You made books! Okay. And what else?

Emily: We . . . we made paper kangaroos.

Dad: You made paper kangaroos? Okay, and what did you need to make your paper kangaroos? What kind of supplies did you need?

Emily: We used crayons, papers, glue, and we had to follow directions.

Dad: Well good. And what did you do after school?

Emily: We went home, played games.

Dad: And did . . . Mom said you went to the junior high school.

Emily: I rode my bike in the tennis court.

Dad: Well, that's great. Let's get ready for dinner.

Emily: Okay.



## **Spider Webs**

All spiders spin webs. That's because webs help spiders. Webs help spiders do three things. Webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food.

Webs help spiders hold eggs. Many spiders like to lay their eggs in their webs. The webs help keep the eggs together. Webs help spiders keep their eggs safe.

Webs help spiders hide. Most spiders are dark. They are brown, grey, or black. But spider webs are light. They are white and cloudy. When spiders hide in their webs, they are harder to see.

Webs help spiders catch food. Spider webs are sticky. When a bug flies into the web, it gets stuck. It moves around. It tries to get out. But it can't. It is trapped! Spiders can tell that the bug is trapped. That's because spiders feel the web move. And the spider is hungry. The spider goes to get the bug.

As you can see, webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food. Without webs, spiders would not be able to live like they do. Spiders need their webs to survive!



### **Comprehension Questions:**

1) This passage is mostly about

A. spider colors

B. spider webs

C. spider eggs

2) Spider webs help spiders

I. hold eggs

II. catch food

III. find water

A. I only

B. I and II only

C. I, II, and III



3) As used in paragraph 4, the word trapped most nearly means

A. stuck

B. hidden

C. eaten

4) How can spiders tell when something is trapped in their web?

A. They hear it.

B. They smell it.

C. They feel it.

5) As used in the last sentence of the passage, the word survive means to stay

A. alive

B. hidden C. caught

6) The passage lists three reasons why spiders spin webs. Of these reasons, which do you think is the most important? How come?

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7) Do you like spiders? Why or why not? Have you ever been scared by a spider? Have you ever been hurt by one? Have you ever helped one? Explain.

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8) Are spiders good? Do we need them in our world? Why or why not?

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## Listening Activity



### Spending Money

#### Pre-Listening Exercise

##### 1.1.1 Introduction

Did you receive allowance from your parents when you were child? How about now? Did you have to do household chores to earn the money? How did you spend it?

#### Key Vocabulary

Before listening to the audio clip, learn the following words:

##### 1. Allowance [uh-LOU-uh ns]

Meaning: (noun) an amount of money that someone receives regularly, in order to pay for the things they need.

Example Sentence: She receives a monthly school allowance of SR 500.

##### 2. Owe [ OH ]

Meaning: (verb) to be under obligation to pay or repay:

Example Sentence: "Tell me how much I owe, and I'll give it to you."

##### 3. pile up [PAHYL-uhp]

Meaning: (verb) the amount of something that increases

Example Sentence: All the time the bills were piling up due to failure of payment.

#### Listening Exercise

Listen to the conversation of Joshua and his father. Take note of important details and useful expressions.



#### Post-Listening Exercise

##### A. Check Your Understanding

- How much does the father owe his son in allowance?  
A. three dollars      B. thirteen dollars      C. thirty dollars
- Why hasn't the father given his son allowance?  
A. because he didn't remember to do it      B. because he doesn't have any money now  
C. because his son already has money
- When does the father usually give his son money?  
A. on Friday      B. on Saturday      C. on Sunday
- Where does the man get money to pay his son?  
A. in his bedroom      B. at the bank      C. from the bookstand
- Choose one thing the boy does NOT mention about how he will spend his money.  
A. He will buy some toys.      B. He will save some of it.  
C. He will give part to the needy.





**B. After listening to the dialogue, read and answer the questions below. Share your answers/ideas with the class.**

1. Why does the father owe much to Joshua?

Answer: \_\_\_\_\_

2. Aside from the bank, where else does the father save his money?

Answer: \_\_\_\_\_

3. What will Joshua do with the money?

Answer: \_\_\_\_\_

### **Speaking Exercise**

**Choose a partner and practice the dialogue.**

Joshua: Dad. Allowance day. Can I have my allowance?

Father: Oh. I forgot about that.

Joshua: You ALWAYS forget.

Father: I guess I do. How much do I owe you?

Joshua: Just \$13.

Father: Thirteen dollars!? Why do I owe you that much? Just seems like I paid you the other day.

Joshua: No. You forget every Saturday, and it has been piling up.

Father: Well, I'm not sure if I have that much.

Joshua: Go to the bank. You have lots of money.

Father: Lots of money, uh? Uh, well, I think the bank is closed.

Joshua: Then, what about your secret money jar under your bed?

Father: Oh, I guess I could do that. So, what are you going to do with the money?

Joshua: I'm going to put some in savings, give some to the poor people, and use the rest to buy books.

Father: Well, that's sounds great, Joshua

## MODULE 7

### READING EXERCISE

#### I'm Late For School



I got up late for school today,  
And nearly missed the bus!  
I hurried down the stairs,  
Wolfed my toast, and caused a fuss!  
I quickly threw books in my bag,  
My pens, my lunch and shorts.  
Grabbed my coat from out the cupboard,

Took my bat and ball for sports.

I slid across the kitchen floor,  
And hopped around the cat!  
Then expertly rolled over,  
Jumped back up and grabbed my hat  
I belted out of our front door,



Spun round and swung it shut.  
Saw the bus was waiting for me,  
I felt I had time to strut!



I climbed aboard and then froze still,  
And knew that things weren't right!  
My friends fell down in fits of fun,  
And pointed with delight!  
My face went red, I couldn't breathe,  
For in my haste I knew!

I'd forgotten to wear trousers,  
Jumper, shirt, my socks and shoes!

## Comprehension Questions

Direction: Read each question. Circle the best answer.

1. What did the boy feel when he woke up late?

- a. blissful
- b. gloomy
- c. fussed

2. What were the things he put in his bag?

- a. books, pens, lunch and shorts.
- b. books, pens, lunch and coat
- c. bat and ball



3. What did he grab after heading to kitchen?

- a. cat
- b. hat
- c. belt

4. When he came out of the house, he saw the \_\_\_\_\_

- a. bus leaving
- b. bus waiting
- c. bus passing

5. Why did his friends make fun of him?

- a. He forgot to wear trousers
- b. He forgot to comb his hair
- c. He forgot to bring his bag



## Key Vocabulary

### WORD

### MEANING

### IMAGE

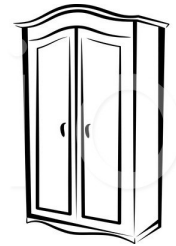
1. **wolf** [verb]

to eat something very quickly



2. **cupboard** [noun]

used for storing things with shelves inside



3. **hop** [verb]

to move forward by jumping on one foot



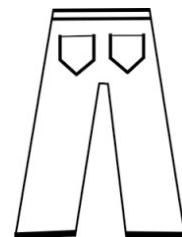
4. **delight** [noun]

something that gives you pleasure or happiness



5. **trousers** [noun]

a piece of clothing covering the body from the waist to the feet



## LISTENING EXERCISE

### First Day at School

**Direction:** Listen to the conversation and do the exercises to practice and improve your listening skills.

A. Identify if each sentence is true or false. Circle the answer.

- Jing and Tania are in the same class.      TRUE      FALSE
- Their teacher is a man.      TRUE      FALSE
- Jing knows where the classroom is.      TRUE      FALSE

B: **Arrange the conversation in order: Write the number in the right column.**

Jing: And where's our classroom? Tania: This way. Come with me. Jing: OK. Great.	
Tania: Hi. I'm Tania. What's your name?	
Tania: Me too. I'm in Class 1B too.	
Tania: Nice to meet you, Jing. What class are you in?	

## **SPEAKING EXERCISE**

### Doing the Right Thing

A: I am doing poorly in my history class.

B: What is your grade?

A: I have an F.

B: You need to do well on the final exam.

A: I am planning to study.

B: That did not work all the times before.

A: What do you think I should do then?

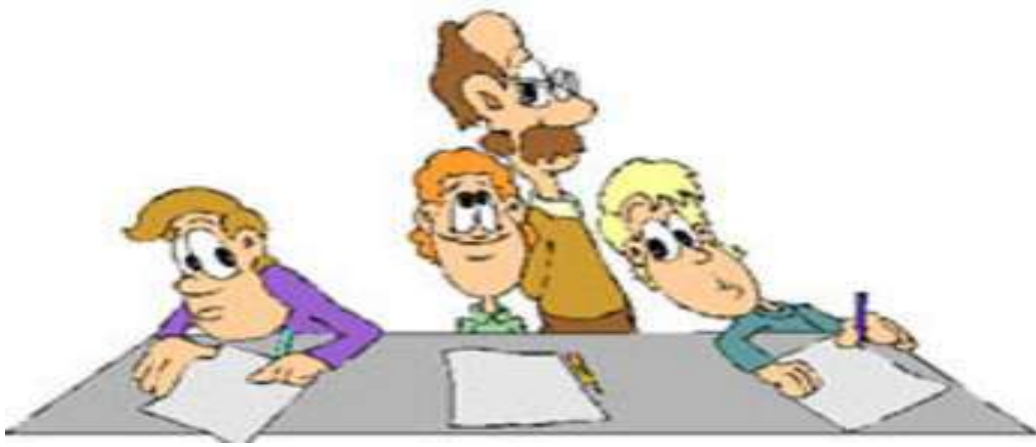
B: Look at a smart person's test answers.

A: But that is cheating!

B: What other choice do you have?

A: I would rather fail the class than cheat.

B: You're a good student.



## MODULE 8

### NEWS

### Drink up!

By Zachary Humenik

A new study shows that many kids aren't drinking enough water

Are you drinking enough water? Many kids aren't, according to a new study published in the American Journal of Public Health.



How much is enough?

The human body is made up of 60% water. It regulates body temperature, delivers oxygen all over the body, assists in digestion, and performs various other tasks that keep our bodies healthy.

Not drinking enough water can lead to health problems such as headaches, irritability, poor physical performance, and even more serious issues. Your body needs more water when you are in hot climates, when you are physically active, and if you have a fever.

The United States National Agriculture Library says on average, kids need between 10 to 14 cups of water every day. This water can come from a mix of drinks and foods that contain high amounts of water, such as celery, melons, or tomatoes. It is also

recommended that fluids come from water instead of sugary drinks that are high in calories and can lead to weight problems.

“The good news is that this is a public health problem with a simple solution,” said senior author on the study and professor health sociology at Harvard University, Steven Gortmaker. “If we can focus on helping children drink more water – a low cost, no calorie beverage – we can improve their hydration status, which may allow many children to feel better throughout the day and do better in school.

## Comprehension Questions

Direction: Read each question. Circle the best answer.

1. What does the water do in our body?
  - a. It regulates body temperature
  - b. It assists in digestion
  - c. both a and b
2. Not drinking enough water can cause \_\_\_\_\_.
  - a. health problems
  - b. wealth problems
  - c. beauty problems








3. According to the study, how much water do kids **need**?
  - a. between 8 to 10 cups of water every day
  - b. between 10 to 12 cups of water every day
  - c. between 10 to 14 cups of water every day

4. The water that kids need can come from \_\_\_\_\_.
  - a. a mix of drinks and foods
  - b. a mix of soft drinks and foods
  - c. a mix of soft drinks and junk foods



5. "If we can focus on helping children drink more water, we can improve their \_\_\_\_"
- a. respiration status
  - b. digestion status
  - c. hydration status

## Key Vocabulary

WORD	MEANING	IMAGE
1. <b>headache</b> [noun]	a pain in your head	
2. <b>irritability</b> [noun]	likely to become easily annoyed or impatient	
3. <b>celery</b> [noun]	a pale green vegetable with a group of long stems that are eaten raw or cooked	
4. <b>fluid</b> [noun]	a liquid	
5. <b>hydration</b> [noun]	the process of making your body absorb water or other liquid	

## LISTENING EXERCISE

**Direction:** Fill in each blank as you listen to the audio clip. Word choices are in the table for you to choose from.

### Stay In Fit

park	walking	fit	muscles	stress
Tuesdays	three	fitness	play	weights

I go to a health club two or \_\_\_\_\_ (1) times a week to stay in shape and stay \_\_\_\_\_ (2). On Mondays and Wednesdays, I run several miles on a treadmill and then cool down by \_\_\_\_\_ (3) around the indoor track. On \_\_\_\_\_ (4) and Thursdays, I lift \_\_\_\_\_ (5) and discuss nutrition with my personal trainer.

On Fridays, I \_\_\_\_\_ (6) racketball with a friend and then relax in the Jacuzzi for a few minutes to relax my \_\_\_\_\_ (7). On Saturdays, I do aerobics to improve my cardiovascular \_\_\_\_\_ (8). Exercise also lets me burn off \_\_\_\_\_ (9) from work. On Sundays, I take a day off from exercising, but I might take a stroll around the \_\_\_\_\_ (10) with my dog.



## SPEAKING EXERCISE

**Direction:** Choose one question and explain your answer in the class. Try to add more information.

### Let's Talk About Health

1. Are you healthy?
2. Do you want to be healthier? Please explain.
3. Do you get enough sleep? Please explain.
4. Do you eat a lot of healthy food? What do you eat?
5. Do you avoid eating unhealthy food?
6. Do you exercise? Please explain.
7. What do you do to be healthy?
8. How often do you catch a cold?
9. When were you last sick?
10. When did you last visit the doctor? Why did you go?

## MODULE 9

### READING EXERCISE



#### The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

One good turn deserves another.

### Comprehension Questions

1. What was the ant searching for?  
a. water    b. food    c. tree
2. To reach the spring, the ant had to \_\_\_\_\_.  
a. climb up a hill  
b. climb up a blade of grass  
c. climb up a mango tree
3. The ant could have drowned if the \_\_\_\_\_ didn't see her.  
a. dog    b. cat    c. dove
4. The hunter wanted to \_\_\_\_\_ the dove.  
a. eat    b. trap    c. kill



5. How did the ant help the dove escape from the hunter?

- a. the ant gnawed the net
- b. the ant bit the hunter's heel
- c. the ant called the other ants to help the do



## Key Vocabulary

WORD	MEANING	IMAGE
1. <b>spring</b> [noun]	water that flows up from under the ground and forms a small stream or pool	
2. <b>slipped</b> [verb]	sliding accidentally and losing balance or fall over	
3. <b>drowned</b> [verb]	to sink under water	
4. <b>dove</b> [noun]	a white bird	
5. <b>plucked off</b> [verb]	to pull a piece of fruit from a tree, or a flower or leaf from a plant	

## LISTENING EXERCISE

Direction: Fill in each blank as you listen to the audio clip.

### The Farmer in the Dell

The \_\_\_\_\_ in the dell  
The \_\_\_\_\_ in the dell  
Heigh-ho, the derry-o  
The farmer in the dell  
The farmer takes a \_\_\_\_\_  
Heigh-ho, the derry-o . . .

The wife takes the \_\_\_\_\_  
Heigh-ho, the derry-o . . .  
The child takes the \_\_\_\_\_  
Heigh-ho, the derry-o . . .  
The nurse takes the \_\_\_\_\_  
Heigh-ho, the derry-o . . .

The cow takes the \_\_\_\_\_  
Heigh-ho, the derry-o . . .  
The dog \_\_\_\_\_ the cat  
Heigh-ho, the derry-o . . .  
The cat takes the \_\_\_\_\_  
Heigh-ho, the derry-o . . .  
The mouse takes the \_\_\_\_\_  
Heigh-ho, the derry-o . . .  
The cheese \_\_\_\_\_ alone  
Heigh-ho, the derry-o . .



## **SPEAKING EXERCISE**

**Direction:** Divide the class into 2 groups, each group with 10 members. Each student will read one line. For every pronunciation mistake, the succeeding members will repeat the whole line until it is pronounced perfectly.

### **A Tree Toad**

A tree toad loved a she-toad

Who lived up in a tree.

He was a two-toed tree toad

But a three-toed toad was she.

The two-toed tree toad tried to win

The three-toed she-toad's heart,

For the two-toed tree toad loved the ground

That the three-toed tree toad trod.

But the two-toed tree toad tried in vain.

He couldn't please her whim.

From her tree toad bower

With her three-toed power

The she-toad vetoed him.





## MODULE 10

### READING EXERCISE

## An Exciting Visit to Asia

Liz was excited. She was going to Asia with her mom. Neither of them had ever traveled out of the United States before. They were going to fly to Hong Kong. After staying in Hong Kong for three nights, they would travel on their cruise ship to Shanghai and Beijing.



"Beijing is inland, so we have to take about a two-hour bus ride to get there from the port. I forget the name of the port. Anyway, we're going to see the Great Wall, the Tiananmen Square, and the Forbidden City. It's going to be so cool!" she told her neighbor Jane.

From China, the cruise ship would go to Pusan in South Korea, and finally to Tokyo. From Tokyo, they would catch a flight back to Los Angeles.

"The trip is going to last three weeks. It's only going to cost us \$2,800 each, IF we can control our urge to shop," she laughed.

"I hope your trip is more fun than mine was," said Jane. "I took a cruise to the Bahamas, but almost all the passengers got sick. I caught some kind of virus that made me throw up for almost three days. They gave us a discount that we could use on a future trip. Ha! No more cruising for me."

"We've heard about those disasters," said Liz. "Mom and I are going to be washing our hands every 30 minutes, and we're bringing surgical masks with us."

## Comprehension Questions

Direction: Read each question. Circle the best answer.

1. Why was Liz excited?
  - a. She received a free cruise ticket.
  - b. She was going to Asia with her mom.
  - c. She bought a car with a big discount.
2. After staying in Hong Kong for three nights, where would Liz and Mom travel to?
  - a. Shanghai and Beijing.
  - b. Russia
  - c. Tokyo
3. Who was Liz talking to?
  - a. Mary
  - b. Jane
  - c. Claire
4. How long will the trip last?
  - a. Four weeks
  - b. Two weeks
  - c. Three weeks.
5. How much would the trip cost for each?
  - a. \$2,800
  - b. \$2,000
  - c. \$ 8,000





## Key Vocabulary

WORD	MEANING	IMAGE
1. <b>cruise</b> [noun]	a pleasure voyage on a ship.	
2. <b>disaster</b> [noun]	something very bad that happens and causes a lot of harm	
3. <b>surgical mask</b> [noun]	something that is worn over the nose and mouth to prevent bacteria.	
4. <b>passenger</b> [noun]	someone who travels in a motor vehicle, aircraft, train, or ship.	
5. <b>port</b> [noun]	an area of water where ships stop, including the buildings around it	

## LISTENING EXERCISE

Direction: Fill in each blank as you listen to the audio clip. Word choices are in the table for you to choose from.

### A Holiday to Singapore

luggage		wonderful	pleasant	met	visit
laughed	sightseeing	lovely	each		



Last year Mr. and Mrs. Bentley took a trip to Singapore. They went to \_\_\_\_\_ (1) some friends and to do some shopping.

The flight to Singapore was very \_\_\_\_\_ (2). They arrived at 11 in the morning and their friends \_\_\_\_\_ (3) them at the airport. They were very happy to see \_\_\_\_\_ (4) other. After the Bentleys got their \_\_\_\_\_ (5), their friends took them back to their place. They talked and \_\_\_\_\_ (6) all afternoon and had a \_\_\_\_\_ (7) dinner together that evening. The next few days the Bentleys went \_\_\_\_\_ (8) and shopping as well as spending time with their friends. Soon they had to fly home. They were sad to leave their friends. However, they had a \_\_\_\_\_ (9) time in Singapore.

## **SPEAKING EXERCISE**

### **Booking Cruise Ticket**



A: I would like to book a cruise.

B: I can help you with that. Where are you traveling to?

A: I am traveling to Shanghai.

B: What date will you be traveling?

A: I want to travel on June 14th.

B: From where you are traveling out?

A: I would like to travel out of Hongkong.

B: Would you prefer to travel in the morning or afternoon?

A: I would rather travel in the morning.

B: Well, I have you booked that will fit your schedule. The tickets will arrive by mail in a few days.

## MODULE 11

### READING EXERCISE

# Outer Space

by Meish Goldfish



From far out in space, Earth looks like a blue ball. Since water covers three-fourths of the Earth's surface, blue is the color we see most. The continents look brown, like small islands floating in the huge, blue sea. White clouds wrap around the Earth like a light blanket. The Earth is shaped like a sphere, or a ball. It is 25,000 miles around! It would take more than a year to walk around the whole planet. A spaceship can fly around the

widest part of the sphere in only 90 minutes.

Even though spaceships have traveled to the Moon, people cannot visit the Moon without special suits. The Moon has no air or water. Plants and animals can't live there either. Astronauts first landed on the Moon in 1969. After that, there were six more trips to the Moon. They brought back Moon rocks, which scientists are still studying. There are holes, or craters, all over the Moon's surface. Scientists believe that meteorites smashed into the Moon millions of years ago and formed the craters.

The Sun is the closest star to Earth. A star is a hot ball of burning gas. The Sun looks very big because it is so close. But the Sun is just a medium-sized star. Billions of far-away stars are much bigger than our Sun. The burning gases from the Sun are so hot that they warm the Earth from 93 million miles away! Even though the Sun is always glowing, the night here on Earth is dark. That's because the Earth rotates, or turns around, every 24 hours. During the day, the Earth faces the Sun. Then we see light. During the night, the Earth turns away from the Sun. Then it faces the darkness of space.

Each day we learn more about the Earth, the Moon, and the Sun.

## Comprehension Questions

Direction: Read each question. For questions 1, 3, 4, 5, circle the best answer.

1. Why is blue the color we see most when looking at Earth from outer space?
  - a. Because the Sun's rays make the Earth look blue.
  - b. Because most of the Earth is covered in water.
  - c. Because clouds wrap around the Earth.

2. Write one fact and one opinion from the article that tells what the Earth looks like from outer space.

Fact: \_\_\_\_\_

\_\_\_\_\_

Opinion:

\_\_\_\_\_

\_\_\_\_\_

3. Read this sentence from the story. Scientists believe that meteorites smashed into the Moon millions of years ago and formed the craters. What does *formed* mean?
  - a. hit
  - b. made
  - c. broke
4. What causes daylight on Earth?
  - a. The full Moon causes daylight.
  - b. Daylight is caused by the Earth facing away from the Sun.
  - c. Daylight is caused by the Earth facing toward the Sun.
5. What is the main idea of the article?
  - a. Plants and animals can't live on the Moon.
  - b. Without the Sun we would have no heat or light.
  - c. We know a lot about the Earth, Moon, and Sun, but there is still more to learn.

## Key Vocabulary

**Direction:** Match the word in Column A with its meaning in Column B.

### Column A

1. surface
2. continents
3. sphere
4. crater
5. meteorites

### Column B

- a. great divisions of land of the earth
- b. large round hole in the ground made by explosion
- c. an outside part or layer
- d. a piece of rock that has fallen to outer space
- e. a round object

## LISTENING EXERCISE

### Baking Cookies

#### 1.1 Pre-Listening Exercise

##### 1.1.1. Introduction

What are three types of cookies you like to eat? Are there any kinds of baked goods you don't care for? Do you bake your own cookies, or do you buy them? Who does the most baking in your family: mother, father, grandparent, you, or another person?

##### 1.1.2. Key Vocabulary

Before listening to the audio clip, learn the following words.

###### 1. **endure**

Meaning: (*verb*) keep doing something unpleasant or difficult

Sentence: I can't endure my roommate's cooking for another day. It's terrible!

###### 2. **switch**

Meaning: (*verb*) change

Sentence: Can we switch recipes for tonight's dinner? I'd rather have chicken instead of fish.

###### 3. **entire**

Meaning: (*adjective*) complete or whole

Sentence: My daughter prepared the entire meal for the family.

###### 4. **ingredients**

Meaning: (*noun*) materials for cooking

Sentence: These are great cookies. What ingredients do you use to make them?

###### 5. **pinch**

Meaning: (*noun*) a small amount

Sentence: The chicken might taste better if you add a pinch of salt and pepper.

## **1.2 Listening Exercise**

Listen as Chef Randall shares his experience in baking and how he makes special cookies.

## **1.3 Post-Listening Exercise**

Comprehension Check:

1. Where did the chef learn to cook?
  - a. at a cooking school
  - b. at a family member's home
  - c. in a friend's kitchen
2. What is special about the chef's cookies?
  - a. He makes them by following a healthy recipe.
  - b. He prepares them by using inexpensive ingredients.
  - c. He sells them at many local stores.
3. Which ingredient does the chef NOT use to make his cookies?
  - a. baking powder
  - b. flour
  - c. sugar
4. At what temperature should you bake the cookies?
  - a. At 305 degrees
  - b. At 315 degrees
  - c. At 350 degrees
5. What is the topic of the next cooking program?
  - a. Fun cookies for teenagers
  - b. Inexpensive meals
  - c. Tips for cleaning your kitchen

## **Share Your Ideas**

In addition to cookies, what traditional sweets are common in your area? What are the ingredients to prepare them? Are there any ingredients that are unique to your area that people in other countries might not include in the recipe?

## **SPEAKING EXERCISE**

**Practice the following dialogue.**

### **Baking Cookies: Dad's Baking Show**

Chef Randall: Well, hello everyone, and welcome to today's show. And joining me today is my daughter, Ashley, who has had to endure my cooking experiments over the years.

Are we ready, Ashley? [*Ready to eat.*] No, let's wait for a few minutes. We'll get to that. But as you know, my faithful listeners, I starting cooking and baking almost 30 years ago when my grandmother taught me in her humble kitchen. In fact, she taught almost me everything I know, and I've never attended cooking classes [*You should have . . .*] Wait, wait, wait . . . I know my daughter's going to mention to you faithful listeners that recently as I was helping the kids prepare for our kitchen for chicken meal, I forgot to take the chicken out of the oven, burned the bird to a crisp, and we ended up ordering pizza for dinner.

Kids: We had to use the fire extinguisher.

Chef Randall: But that's another story. So, anyway, today I'd like to share with you our favorite . . . at least my favorite . . . chocolate chip cookie recipe. Now, before you switch the TV channel, I know what you are thinking. "Another fattening cookie recipe." But wait. What makes this recipe great is that it offers a wonderful low-fat, low-calorie, low-cholesterol dessert for the entire family.

Kids: We still like the fat though.

Chef Randall: Well, I know we do. But let's see. We have all the ingredients, so we can start by mixing all of the ingredients, the sugars, the flour, the egg whites, the low-fat butter, vanilla, baking soda, and a pinch of salt in a large mixing bowl. Then, we add the mini chocolate chips

Now, my kids would like me to add the big ones but we start with the mini-chocolate chips. And don't forget to preheat the oven to 350 degrees (Fahrenheit). And finally, when the cookies are done, take them out of the oven, remove them from the cookie sheet, and let them cool before their fingers get into them. Did I forget anything?

Kids: Yeah, if you have college-age kids, be sure to make a few extra batches they can take back to school for their roommates. And don't forget the kids still at home.

Chef Randall: Oh, well yeah. We can't do that. We can't forget them. And unfortunately, by the time your kids get the cookies, you, the cook, will be left with a single cookie - your instant diet plan for you - and a dirty kitchen.

So, that's all for today. On next week's show, we will be showing you how to feed hungry teenagers on a budget without having to sell the family car.



## MODULE 12

### READING EXERCISE

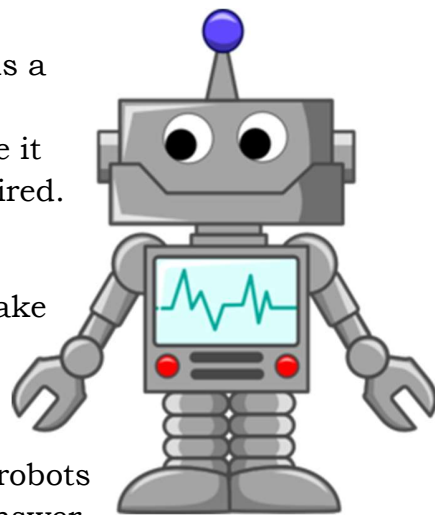
# Robots

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.

Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.



## Comprehension Questions

Direction: Read each question. Circle the best answer.

1. What is the main purpose of paragraph 2?
  - A. to show how easy it is to make a robot
  - B. to tell what a robot is
  - C. to describe the things a robot can do
2. According to the passage, when was the first real robot made?
  - A. 1961
  - B. 1900
  - D. 2000 years ago
3. Using the information in the passage as a guide, which of these gives the best use of a robot?
  - A. to help make a sandwich
  - C. to help read a book
  - D. to help explore Mars
4. Which of these statements correctly summarizes how the author of this passage feels about robots?
  - A. Robots are old.
  - C. Robots are helpful.
  - D. Robots are dangerous.
5. Near the end of the passage, the author says that "In the future, we will have even more robots." The author concludes by telling us that robots "will help make life better." What do you think about this? Do you think this is true? Will robots help make life better? Why or why not? Explain.

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## Vocabulary Activity

Unscramble the letters to form a word from the article. Write it on the line.  
Remember to check from the passage if the spelling is correct.

1. c m a i n h e \_\_\_\_\_  
hint: engine, motor
2. p l c o m a n i s \_\_\_\_\_  
hint: unhappy, do not like something
3. c u v a u m \_\_\_\_\_  
hint: to draw or suction
4. m f a s o u \_\_\_\_\_  
hint: known, famed
5. g n a i t \_\_\_\_\_  
hint: great size, immense

### LISTENING EXERCISE

#### Seasons in my City

##### 1.2 Pre-Listening Exercise

###### 1.1.1. Introduction

What seasonal changes do people in your hometown experience throughout the year?

Are there four basic seasons (i.e., winter, spring, summer, and fall)? Is it one season all year around? Do you have a typhoon, hurricane, or rainy season?

###### 1.1.2. Key Vocabulary

Before listening to the audio clip, learn the following words.

1. occasionally (*adverb*): from time to time, now and then, once in a while  
- We occasionally go on picnics during the spring and summer seasons.
2. sledding (*noun*): the activity or sport of riding on a sled, usually in snow  
- I took the kids sledding yesterday down a real fun hill, and we had a great time.
3. hover (*verb*): remain somewhat steady  
- You should be prepared from cold weather this weekend because temperatures will hover around freezing.
4. stroll (*verb*): take a leisurely walk  
- During the early spring, you often see couples strolling through the park.
5. soar (*verb*): rise quickly  
- The weather forecast predicts that temperatures will soar in to the 100s by the middle of the week.
6. humidity (*noun*): wetness in the air  
- Because I live in a dry climate, I'm not used to the humidity when I travel.

##### 1.2 Listening Exercise

Listen to the audio as one shares what the weather is like in his city.

### 1.3 Post-Listening Exercise

#### Comprehension Check:

1. This presentation was most likely part of which type of recording?
  - A. a TV weather program on seasonal changes
  - B. an informal discussion between friends
  - C. an academic speech at school
2. Based on what you heard, how would you characterize the winter season?
  - A. January receives about 30 inches in snow.
  - B. Winter temperatures hover below freezing for the 3-month period.
  - C. Outdoor activities tend to be popular during this season.
3. Which statement is NOT true about the spring?
  - A. Spring usually begins at the end of March.
  - B. Plentiful wind currents make some outdoors activities possible.
  - C. Nighttime temperatures dip below 50 degrees.
4. What is the summer season like in this area?
  - A. mild and breezy
  - B. hot and dry
  - C. warm and humid
5. What is one activity people like to do in the fall?
  - A. go and see the fall colors
  - B. clean their houses
  - C. have a fall picnic

### Share Your Ideas

Decide on a place you would like to visit during your next vacation. Then, do some research on the area's climate and describe the region's seasons, including average temperatures and precipitation. Finally, explain popular activities that you could enjoy during different times of the year.

## **SPEAKING EXERCISE**

### **Practice speaking:**

## **Seasons in my City (script)**

Hello everyone. Have you ever wondered what the weather is like in other places around the world? Today, I'd like to talk to you about the changing seasons in my city which was the assigned topic for this class.

First of all, the winter season usually begins in December and ends in early March. The coldest month is January, and temperatures can drop below freezing for most of this month. The city usually averages about 30 inches of snow during this entire, 3-month period. Occasionally, we have snow storms that can drop a foot of snow in a very short period of time. Winter activities during this season include sledding, skiing, and snowshoeing.

Spring usually arrives in late March, and the temperatures hover around 50 degrees during the day. It is a beautiful season because the flowers start to bloom. It is also sometimes windy, and this is great for flying kites. People in my city often like to go on picnics, stroll through the parks, and play outdoor games.

Next, summer starts in June, as temperatures slowly rise to around 80 degrees. The summer in my city is very dry with little rain throughout the season, and temperatures can soar above 100 degrees in August. Fortunately, the weather is very dry with low humidity, so it is pleasant even on hot days. Popular activities during this season hiking, fishing, camping, water skiing, and outdoor sports including football and soccer.

And finally, summer changes to fall in late September when the weather cools off, and the trees begin to change colors. A lot of people enjoy driving into the mountains and viewing the fall colors. It is also a time when people clean up their yards and gardens in preparation for the winter season.

So, as you can see, my city has a lot to offer no matter when you visit this area.