



AL NOOR INTERNATIONAL SCHOOL
Riyadh, Saudi Arabia

English Enhancement Program

Grade 4 Modules

S.Y. 2021 – 2022

Module 7

A Coral Reef By Mary Lynn Bushong

1 Why are coral reefs so important to us? They are places of beauty. They are also home to one quarter of the fish in the ocean. What would happen to them if the reefs died?

2 A coral reef is a little world all by itself. All the animals and plants depend on each other to live.

3 Coral are tiny animals called polyps. They make layers of calcium to help them hold onto the rocks. The calcium is the same mineral that makes the shell in hen eggs.

4 There are two kinds of coral. One is hard and the other is soft. Coral polyps have very soft bodies. Hard corals grow layers of calcium to protect themselves. Brain and stag horn corals are hard corals. They are stiff like rocks.

5 Soft corals do not grow that shell. They are sea fans, or sea whips. They move and sway with the water.

6 Coral need certain things to grow. They need warm, shallow, clean water. They need warmth and sun to live and grow. They also need clean water to breathe. If the water gets dirty, the dirt will settle on the coral. Coral animals cannot shake off the dirt or move to another place. Dirt would cut them off from food, light, and oxygen.

7 How have the waters stayed clean? They are cleaned by sea grasses and mangrove trees.

8 Mangrove trees have their roots in salt water. Their branches hold nests for water birds. Their roots trap nutrients and food for birds.

9 Mangrove roots also hold onto the ground. They keep it from washing away into the sea. When mangrove trees are cut, more dirt is lost. More mud can get out into the ocean.

10 Sea grasses help clean the water, too. They slow the water and mud down. The mud sinks near the roots of the plants. The plants hold it in place.

11 Sea grasses are also a shelter for baby lobsters and fish. Manatees and turtles eat the grasses. So do sea urchins and sea cucumbers.

12 If the corals did not have mangroves and sea grasses, they would die. If the reefs die, many fish would die, too.



- 13 Sometimes people hurt reefs. They touch the coral. Coral polyps are soft and easy to kill. People think coral is hard and strong.
- 14 Boats can hurt reefs, too. Anchors break coral, and boats can scrape it.
- 15 Sea grass likes shallow water. Boats can tear up the grass. Sometimes garbage is dumped in the water. Plastic garbage can kill sea animals like turtles and seals.
- 16 Cities can hurt reefs. Sometimes they grow too fast. Storm water and other things run into the ocean. It is not filtered by plants. Then there is less oxygen for the coral to breathe.
- 17 Sometimes coral is taken for fish tanks. Sometimes the fish are taken from the reef to sell, too.
- 18 The reefs of the world are dying. People have been careless. They have not taken care of them.
- 19 Coral reefs have as many kinds of life as a rainforest. We must protect them. If you visit a reef, do not leave garbage; do not touch the coral, fish, or animals. It is a special place.

Comprehension Questions Post-

1. The coral animals are called: <input type="radio"/> A Pups <input type="radio"/> B Pills <input type="radio"/> C Polyps <input type="radio"/> D Polly	2. Which of these is a hard coral? <input type="radio"/> A Whip <input type="radio"/> B Stag horn <input type="radio"/> C Fan <input type="radio"/> D Sponge
3. Which of these is a soft coral? <input type="radio"/> A Brain <input type="radio"/> B Fan <input type="radio"/> C Elkhorn <input type="radio"/> D Stag horn	4. Choose two things that clean the water. <input type="radio"/> A Whales <input type="radio"/> B Sea grasses <input type="radio"/> C Oak trees <input type="radio"/> D Mangrove trees
5. Sea grasses are a place for birds to nest. <input type="radio"/> A False <input type="radio"/> B True	6. Beaches stop mud from getting in the ocean. <input type="radio"/> A False <input type="radio"/> B True
7. Which of these are not what a coral needs? <input type="radio"/> A Clean water <input type="radio"/> B Sunshine <input type="radio"/> C Shallow water <input type="radio"/> D Cold water	8. Coral polyps are easy to kill. <input type="radio"/> A False <input type="radio"/> B True

Listening Activity

Pre-Listening Exercise

1.1.1 Introduction

What are common traffic violations and how do they threaten public safety (for example, following cars too closely, or tailgating, can result in rear end collisions if the car in front of you stops suddenly)?

1.1.2 Key Vocabulary

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

1. **glove compartment** (*noun*): a small space, usually on the dashboard of the car, used for storage
 - People usually keep the car's registration and other small items in the glove compartment.
2. **zone** (*noun*): area
 - You cannot park your car in this zone outside the airport.
3. **odometer** (*noun*): a meter that measures speed and distance traveled
 - Check your odometer. I think you're speeding.
4. **malfunction** (*verb*): fail to perform properly
 - If any part of your car malfunctions during the warranty period, just take it back to the car dealership.
5. **intersection** (*noun*): the place where two or more roads cross each other
 - It looks like the traffic light at the intersection is malfunctioning and is not changing from stop to go.

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. What law did the driver break in the school zone?
 - A. He didn't yield to children crossing the road.
 - B. He parked illegally near the school.
 - C. He exceeded the speed limit.

2. What happened at the intersection?
 - A. The driver didn't use his turn signals.
 - B. The driver didn't come to a complete stop.
 - C. The driver failed to yield to other drivers.

3. What does the police officer tell the man about his driver's license?
 - A. The license is no longer valid.
 - B. The driver is using someone else's license.
 - C. The license is only good for 6 more months.

4. What can be implied from the driver's conversation about the officer's name?
 - A. The driver plans to report the officer to his superiors.
 - B. The driver tells the officer that they have met before.
 - C. The driver hints that the officer could let him off.

5. What happens at the end of the conversation?
 - A. The driver gets a ticket.
 - B. The officer arrests the driver.
 - C. The driver is taken to court.

Express Yourself

Getting a traffic ticket for different violations can happen if you aren't aware of the laws or code where you live or visit. Choose a country you want to visit and find out about three specific traffic laws and the penalties for violating those laws. How do these rules compare to those in your own area. Keep in mind that the traffic code can vary widely from area to area within the same country. Learning about the criminal justice system before you travel to a new place can help you avoid legal problems

Speaking Exercise

Choose a partner and read the dialog.

Police Officer: Okay. May I see your driver's license please?

Driver: What? Did I do anything wrong?

Police Officer: License, please. And your car registration.

Driver: Oh, yeah. It's here somewhere in the [glove compartment](#). Yeah, here it is.

Police Officer: Sir, did you realize you were speeding in a school [zone](#)?

Driver: What? No, I didn't, but that's probably because my [odometer](#) is broken, I mean, [malfunctioning](#).

Police Officer: Yes, you were going 50 miles per hour in a 20 miles per hour zone. And [What?] AND, you failed to come to a complete stop at the [intersection](#) back there.

Driver: Rolling stops don't count?

Police Officer: And, one of your break lights is out, [Huh?], you're not wearing a seat belt AND your driver's license expired six months ago.

Driver: And your name is . . . Officer Smith? Hey, are you related to the Smiths in town? My wife's cousin's husband (I think his name is Fred) works for the police department here. Or was that the fire department. Anyway, I thought you might be good [pals](#), and you know . . .

Police Officer: Hey, are you trying to influence an officer? I could have this car [impounded](#) right now because of these [infractions](#).

Driver: No, of course not.

Police Officer: Okay, then. Here's your ticket. You can either appear in court to pay the [fine](#) or mail it in. Have a nice day.

Driver: Do you take cash?

**A Sticky Situation
By Colleen Messina**

1 Mary Anne did her math homework at her desk in her room. She liked to use a very sharp pencil. She thought that if her pencil had a perfect point, her mind would be sharp. That is what her dad told her!

2 Tap, tap, tap!

3 "Would you like a snack?" asked Dad.

4 "Yes, please," said Mary Anne.

5 "How about a slice of bread with grape jam?" asked Dad.

6 "Yummy!" said Mary Anne.

7 Dad went to the kitchen. He spread thick purple jam on the bread. It was shiny. It was sweet. Mary Anne loved jam on bread. He put the bread on a plate. He poured a glass of milk. Dad carried the snack up to Mary Anne.

8 Dad brought the tray into Mary Anne's room. Mary Anne talked to her dad and gobbled up her snack. A glistening glob of jam slid down Mary Anne's finger. She licked it off, but her hand was still sticky. She stacked her book and homework together so she could grab it in the morning. Dad then gave her a hug and said good night. Mary Anne got ready for bed. Soon she was asleep!

9 The next morning, Mary Anne grabbed her math book. She put it in her backpack. She ran out the door to school.

10 In math class, Mary Anne reached for her homework. She thought she had her book and her homework in her backpack. The math book was there. Her homework was not there! Where did her homework go? The teacher said she could bring the homework the next day. Whew!

11 At home, Mary Anne looked and looked. The homework had disappeared. She did not even have a dog to blame for the missing math paper.

12 "Retrace your steps and see if you can find your missing homework," said Dad.



13 Mary Anne thought about what she had done the night before. Her homework had been on her desk. Dad brought her the snack. She ate the snack. She got ready for bed and went to sleep! What was unusual about that?

14 Then Mary Anne had an idea. She remembered her sticky fingers. She ran into the kitchen. She found the tray. She peeked under it. There was her homework. It was stuck to the bottom of the tray!

15 Mary Anne was a detective. She figured out what had happened. She had put her math sheet on top of her math book. Her fingers had been sticky, so the paper got sticky. When Dad gave her a hug, he had put the tray on top of her math homework, and the paper had stuck to the bottom of the tray.

16 Mary Anne had fun telling her teacher about her sticky situation!

Comprehension Questions

<p>1. What kind of homework did Mary Anne do?</p> <p><input type="radio"/> A An essay</p> <p><input type="radio"/> B Reading</p> <p><input type="radio"/> C A handwriting page</p> <p><input type="radio"/> D Math problems</p>	<p>2. What kind of jam was on Mary Anne's bread?</p> <p><input type="radio"/> A Orange marmalade</p> <p><input type="radio"/> B Strawberry</p> <p><input type="radio"/> C Grape</p> <p><input type="radio"/> D Boysenberry</p>
<p>3. Who brought a snack to Mary Anne?</p> <p><input type="radio"/> A Her brother</p> <p><input type="radio"/> B Her dad</p> <p><input type="radio"/> C Her dog</p> <p><input type="radio"/> D Her mother</p>	<p>4. What could Mary Anne have done to prevent this sticky situation?</p> <hr/>
<p>5. What did Dad suggest to Mary Anne to solve her problem?</p> <p><input type="radio"/> A Eat more jam and bread</p> <p><input type="radio"/> B Retrace her steps to find the missing homework</p> <p><input type="radio"/> C Do the math problems over</p> <p><input type="radio"/> D Cry to her teacher</p>	<p>6. Mary Anne had a dog in the story.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>

7. Why did Dad put the tray down on top of Mary Anne's homework?

- A To give her a hug
- B To put the math book away
- C To help Mary Anne find her pajamas
- D None of the above

8. Which of the following did Mary Anne use to do her math homework?

- A A pencil
- B A cell phone
- C A calculator
- D A computer

Listening Activity

Pre-Listening Exercise

1.1.1 Introduction

Look at the list of TV programs below. Which shows interest you most? Discuss your answers:

nature, documentary, news, game, home improvement, reality, cartoon, fitness or exercise, soap opera or drama, talk, sitcom, cooking

1.1.2 Key Vocabulary

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

1. **get into something** (*verb*): be interested in something
- I didn't think the kids would get into watching that nature program, but they loved it
2. **documentary** (*noun*): a television program that gives facts on a person, place, or thing
- Hurry. Switch the channels. I don't want to miss the documentary on space travel.
3. **suspense** (*noun*): a feeling of excitement about what will happen next
- She liked the movie because it was full of suspense from beginning to end.
4. **rerun** (*noun*): a TV program that is shown over again
- This channel usually shows reruns of programs from the 1960s late in the evening.
5. **zillion** (*noun*): a very large number
- Sometimes, kids don't mind watching the some TV cartoons a zillion times.

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. When is the reality showing on TV? What channel is showing the program?
 - A. at 7:00 on channel 5
 - B. at 7:30 on channel 7
 - C. at 8:00 on channel 11

2. Why does the man not want to watch the reality show?
 - A. He watched the same program last week.
 - B. He isn't interested in show's theme.
 - C. He wants to go swimming instead.

3. How does the man feel about watching Star Wars on TV?
 - A. He wouldn't mind seeing it again.
 - B. He'd like to watch it if he had more time.
 - C. He'd prefer to watch something else.

4. Which statement best describes the man's feelings about watching the home improvement show?
 - A. He doesn't want to watch because his wife will expect him to fix things around the house.
 - B. He thinks that he will be able to get a better job by learning from the show.
 - C. He thinks it is easier to get someone else to repair their problems around the house.

5. What does the couple decide to watch?
 - A. a TV drama
 - B. a sports event
 - C. a talk show

Express Yourself

Watching online TV shows and viewing instant streaming movies is becoming a common recreational activity for the young and old. Use the Internet to find two companies that provide such services. Compare price, convenience, and features of each and discuss your findings with a partner.

Speaking Exercise

Choose a partner and read the dialog.

Paul: So, what do you want to watch on TV tonight?

Brenda: Well, what's on?

Brenda: Well, hmm. There is a reality show on at 7:00 on channel 5.

Paul: Nah, you know I don't like reality shows. I mean, they usually show people doing crazy things like, you know, eating live fish or swimming in a pool full of snakes. I don't get into that.

Brenda: Okay. Well, how about watching a documentary on the life of panda bears in the wild?

Paul: Personally, I'd rather watch something with a little bit more action and suspense.

Brenda: Well, then. Ah, here's something. Do you want to watch a rerun of Star Wars?

Paul: Nah, I've seen it a zillion times. I'd like to see something different.

Brenda: Okay, let's see here. Oh, how about this? On channel 2 at 9:00, there's a home improvement show about fixing anything around the house. We do have a few things that you could repair in the bathroom . . .

Paul: Fixing things? Uh, boy, I'm beat. I think I'm going to hit the sack.

Brenda: You're going to bed?

Paul: Yeah. I have to get up early tomorrow . . .

Brenda: . . . and then you're going to fix the bathroom?

Paul: Good night.

Brenda: Okay. Too bad, though. There's a basketball game on right now, but . . . but I guess you can catch the score in tomorrow's newspaper.

Paul: Oh, okay. I'll stay up and keep you company while I . . . I mean, you . . . I mean, WE watch the game.

Brenda: I thought you'd change your mind. I'll get the popcorn.

Another Kind of School By Kathleen W. Redman

1 Edensaw is the happiest boy in Alaska! Today is the last day of school. He is going to another kind of school.

2 Let me tell you about Edensaw. Edensaw is a seven-year-old Tlingit (clink-it) boy. He lives in a village near Icy Bay. His family is part of the Beaver Clan. Edensaw's name means "glacier." There are many glaciers near his home.



3 Edensaw is growing up like Tlingit children before him. He is expected to do whatever he can to help his family. He spends his time after school and during the summer picking berries, gathering roots and plants, and cleaning fish. Every year his work gets a little harder.

4 This summer he is going to live with his uncle. He will learn how to set snares, fish, hunt, and trap. He will learn the stories, songs, dances, and laws of his people.

5 Edensaw shuts down his computer. He thinks about all the things he will learn this summer. Many summers will pass before he has learned the history and traditions of his people.

6 It will be like time travel, in a way. He will learn traditional ways of hunting. He will also learn how to use a rifle. He will learn to go fishing in a kayak. He will also learn to use nets and steel skiffs for fishing. He will learn history from the elders. He will also use books and computers.

7 Edensaw wants to be a teacher when he becomes a man. He will teach his students many new things, but he will teach the old ways, too.

8 Edensaw runs home. His mother, father, and uncle are waiting for him. It is time to begin another part of his life.

9 He is thankful he is Tlingit. He is thankful he is part of the Beaver Clan. He is thankful for his mother, father, and uncle.

10 "Gunacheech," Edensaw says softly. "Thank you for my people."

Comprehension Questions:

<p>1. What is the main idea of the story?</p> <p><input type="radio"/> A Old ways and new ways are both important.</p> <p><input type="radio"/> B Edensaw is seven years old.</p> <p><input type="radio"/> C Edensaw is a Tlingit boy.</p> <p><input type="radio"/> D Edensaw has an uncle.</p>	<p>2. Who is the main character?</p> <p><input type="radio"/> A Alaska</p> <p><input type="radio"/> B Tlingit</p> <p><input type="radio"/> C Edensaw</p> <p><input type="radio"/> D The glacier</p>
<p>3. On what day does the story take place?</p> <p><input type="radio"/> A December 1</p> <p><input type="radio"/> B The last day of school</p> <p><input type="radio"/> C The first day of school</p> <p><input type="radio"/> D August 13</p>	<p>4. What happened first?</p> <p><input type="radio"/> A Edensaw picked berries.</p> <p><input type="radio"/> B Edensaw went to his uncle's home.</p> <p><input type="radio"/> C Edensaw ran home.</p> <p><input type="radio"/> D Edensaw shut down his computer.</p>
<p>5. How old was Edensaw when he went to his uncle's house?</p> <p><input type="radio"/> A Three</p> <p><input type="radio"/> B Seven</p> <p><input type="radio"/> C Two</p> <p><input type="radio"/> D Five</p>	<p>6. What is the setting of the story?</p> <p><input type="radio"/> A An Apache village in New Mexico</p> <p><input type="radio"/> B A Tlingit village in Alaska</p> <p><input type="radio"/> C A Choctaw village in Mississippi</p> <p><input type="radio"/> D A Cherokee town in North Carolina</p>
<p>7. Who will teach Edensaw the history of his people?</p> <p><input type="radio"/> A His mother</p> <p><input type="radio"/> B The elders</p> <p><input type="radio"/> C The teachers</p> <p><input type="radio"/> D His father</p>	<p>8. Which statement is not true?</p> <p><input type="radio"/> A Edensaw will learn to hunt.</p> <p><input type="radio"/> B Edensaw will learn the laws of his people.</p> <p><input type="radio"/> C Edensaw will learn to speak Spanish.</p> <p><input type="radio"/> D Edensaw will learn to use a kayak.</p>
<p>9. Who was waiting for Edensaw when he ran home?</p> <p><input type="radio"/> A His father and brother</p> <p><input type="radio"/> B His father, mother, and grandparents</p> <p><input type="radio"/> C His father, mother, and uncle</p> <p><input type="radio"/> D His mother and sister</p>	<p>10. Why do you think Edensaw is thankful to be a Tlingit?</p> <p><input type="radio"/> A He likes living near a glacier.</p> <p><input type="radio"/> B He is proud of the history and traditions of his people.</p> <p><input type="radio"/> C Tlingit is a funny name to say.</p> <p><input type="radio"/> D He likes Tlingit clothes.</p>

Listening Activity

Pre-Listening Exercise

1.1.1 Introduction

Learning about the culture is another important part of travel and sightseeing. What customs should visitors be aware of when visiting a home in your country? What should and shouldn't people do? What are the expected customs and behaviors in this situation?

1.1.2 Key Vocabulary

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

1. **mailing list** (*noun*): a list of people who subscribe or join a mailing distribution on a particular topic
- I'd like to join a mailing list on studying intercultural communication so I can exchange ideas with others.
2. **to be in hot water**: to be in a difficult situation or in trouble that might lead to punishment
- The politician is in hot water because of his insensitive comments at the conference.
3. **common** (*adjective*): the same for many situations and people
- One *common* gesture of friendship is to greet someone with a firm handshake while looking them in the eye.
4. **crash** (*adjective*): quick, complete, short or intensive, often difficult
She took *crash* course in Spanish before she left for Mexico, but I'm not sure if it helped.

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. Where is the man going on vacation?
 - A. Italy
 - B. France
 - C. Germany

2. Where did he meet Claudia?
 - A. at a music store
 - B. at the post office
 - C. on the Internet

3. What advice does Markus give Pete about meeting Claudia's parents?
 - A. be on time
 - B. take a small gift
 - C. smile and be friendly

4. What is one thing Markus does NOT say about greeting Claudia?
 - A. shake her hand
 - B. give her a friendly hug
 - C. take her some flowers

5. Markus' final suggestion for Pete is that he should:
 - A. brush up on his German.
 - B. buy souvenirs for Claudia's family.
 - C. visit Berlin during his visit.

Express Yourself

Discuss the do's and don'ts that visitors should be aware of when visiting your country. Topics could include eating manners, dress, attendance at weddings and funerals, dating, giving and receiving gifts, etc. Share an experience where you or someone you know unintentionally did something inappropriate in another culture.

Speaking Exercise

Choose a partner and read the dialog.

Pete: Hey Markus. I have a question I'd like to ask you.

Markus: Yes. Go ahead.

Pete: Well, I'm thinking about going to Germany this summer [*Great!*], and I need some advice. You're the best person I know to answer my questions since you're German.

Markus: Thank you. What do you want to know?

Pete: Well, don't laugh, but I met this really nice woman through an online music [mailing list](#), you know, a discussion group on the Internet [*laughter*]. I need some advice. You see, Claudia, . . .

Markus: Okay. So it's Claudia, oh?

Pete: Yeah, yeah. See, she invited me to spend two weeks in Germany [*Hum*]. And well, I told her I had studied a little bit about the country and language [*Hum*], and she's kind of expecting that I know more than I really do.

Markus: Hum. [You're really in hot water now!](#)

Pete: Yeah. I think so.

Markus: Well, what do you want to know?

Pete: Well, she's planning on introducing me to her parents.

Markus: Hey. Sounds kind of serious.

Pete: It isn't, at least I think it isn't. Anyway, what should you do when you greet someone for the first time in Germany?

Markus: Well, it depends upon your relationship with the person. Now, speaking of your girlfriend, Claudia,

Pete: Hey, I didn't say she was my girlfriend.

Markus: Ah, okay, okay. Now if you're meeting someone formally for the first time, like Claudia's parents, you should make sure you arrive on time.

Pete: Okay, so arrive on time. Uh, what about [common](#) greetings?

Markus: Well, Germans often shake hands, and they use the person's family name, unless they're really close friends.

Pete: Okay, what about with Claudia? I'm not sure what I should do in her case.

Markus: Ah. You can call her Claudia [*Okay*], shake hands, and why don't you take her some flowers?

Pete: Oh, how do you say "Nice to meet you" anyway?

Markus: Oh, "Ich freue mich, Sie kennenzulernen."

Pete: "Ich freu me senselen. . ? "

Markus: Uhhh. Not exactly. "Ich freue mich, Sie kennenzulernen" [*Uhhh*].

Markus: Humm. Honestly, I think you need to take a [crash](#) course in German before you leave. Claudia might think you're speaking Chinese or something if you don't.

Bobby's Bowling Team By Joyce Furstenau

¹ "Strike!" yelled Bobby, as his ball knocked down all ten of the pins at the end of the lane. Bobby was a great bowler. When he was little, Bobby's grandpa brought him to the bowling alley whenever he had a game. Bobby watched his grandpa bowl every week.

² When he turned five, his grandpa bought Bobby his own ball. It was much smaller than the grownups' ball, but it was still very heavy. Bobby's grandpa started teaching him how to bowl after his own game was over. Bobby had been bowling with his grandpa for the last seven years. Each year, Bobby got better. As Bobby grew, his ball got bigger and heavier, too.



³ This year, Bobby was in a bowling tournament. He was on a team with several other bowlers. They played a bowling game called *ten-pin bowling*. In ten-pin bowling, there are ten pins at the end of the *alley*. The bowler sends the ball down the *lane* and tries to knock down all ten pins with the bowling ball. If he does not knock them all down, he tries a second time. The number of pins knocked over after his second chance is the bowler's score for that *frame*. Each of the bowlers on a team get ten frames or chances to knock down all the pins. The scores are added up, and the winner is the bowling team with the highest score.

⁴ Bobby's team was ahead. All the players on his team were good bowlers. They were down to the last frame. Each member of the team had one last chance to make a strike. Bobby was nervous. He was the *anchor*, or the last player. His first ball went into the *gutter*. This is an area on the side of each lane that kind of looks like the bottom half of a big pipe or rain gutter. Bobby's face fell. He had not bowled a gutter ball for some time.

⁵ Bobby knew he could do better. He wiped his hands on a towel. Everyone in Bobby's family was there cheering for him. Bobby looked down and checked the laces on his bowling shoes. His bowling ball came up through the *ball return*. He picked up his ball and squinted at the pins at the end of the lane. He thought about the special tricks his grandpa taught him. He found the special spot on the lane he was looking for. Bobby put the bowling ball up to his eye and lowered the ball. He went into his *backswing* and brought it out to make *delivery* on his ball.

⁶ Bobby watched his ball curving ever so slightly. Everyone on the team was holding their breath as his ball continued on its path down the alley. Would it hit the mark or would he get a *split*? Bobby put his hands up in front of his eyes. He did not want to look. He opened his fingers slowly as he heard the ball crashing into the pins.

7 "Spare!" yelled his family. "Spare!" yelled Bobby. He had knocked down all the pins in his second roll, giving him a spare.

8 Everyone was jumping up and down. Bobby's team had won the tournament. Everyone on his team got a trophy. Everyone who participated in the tournament got a trophy. Bobby said he wanted to be in the Special Olympics Bowling Tournament again next year, too.

Post- Reading Activity

<p>1. What was the name of the game Bobby was playing?</p> <p><input type="radio"/> A Bobby was bowling.</p> <p><input type="radio"/> B Bobby was fishing.</p> <p><input type="radio"/> C Bobby was swimming.</p> <p><input type="radio"/> D Bobby was skiing.</p>	<p>2. How many pins are at the end of the lane in ten-pin bowling?</p> <p><input type="radio"/> A Twenty</p> <p><input type="radio"/> B Thirty</p> <p><input type="radio"/> C Ten</p> <p><input type="radio"/> D Five</p>
<p>3. How many tries does a bowler get to knock down the pins in a frame?</p> <p><input type="radio"/> A The bowler gets only one chance to throw the ball.</p> <p><input type="radio"/> B The bowler gets two tries per frame.</p> <p><input type="radio"/> C The bowler gets ten tries per frame.</p> <p><input type="radio"/> D The bowler gets to keep on until he makes a strike.</p>	<p>4. Who taught Bobby how to bowl?</p> <p><input type="radio"/> A His dad</p> <p><input type="radio"/> B His brother</p> <p><input type="radio"/> C His grandpa</p> <p><input type="radio"/> D His grandma</p>

Listening Activity

Pre-Listening Exercise

1.1.1 Introduction

What are common after-school activities children and teenagers might be involved in during a normal school week?

1.1.2 Key Vocabulary

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

1. **catch up** (*verb*): reach a point where one should be
- I need to catch up on my sleep. I've been very tired recently.
2. **geometry** (*noun*): math of lines, points, and shapes
- My daughter is taking geometry in junior high school now.
3. **uh-uh** (*verb*): informal for *no*
- Uh-uh. I don't like to do housework at all.
4. **chores** (*noun*): housework
- If you do your chores quickly, I'll take you shopping.
5. **ruin** (*verb*): destroy or damage
- My dad asked me to babysit tonight, so that ruined my plans to go out with friends to a movie.

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. What one thing does the girl NOT have to do on Wednesday after school?
 - A. practice the piano
 - B. take care of children
 - C. finish homework assignments

2. Why can't the girl go to a movie on Monday?
- A. She has to catch up on her French homework.
 - B. She needs to write a paper.
 - C. She must practice for a math test.
3. How long is her soccer practice on Tuesday?
- A. one hour
 - B. an hour and a half
 - C. two hours
4. What chore does the girl have to do on Saturday?
- A. clean the garage
 - B. pick up her room
 - C. finish her science project
5. Which movie showing is the girl going to see?
- A. 5:00 p.m.
 - B. 7:15 p.m.
 - C. 9:00 p.m.

Express Yourself

Describe your typical weekly schedule, including school, work, and leisure activities. Use adverbs of frequency (e.g., always, almost always, often, sometimes, seldom, never, etc.) and time expressions (once a week, twice a month, once in a while, etc.) to describe your schedule.

Speaking Exercise

Choose a partner and read the dialog.

Daughter: Dad, can I go to a movie this week with Shannon?

Father: Here. Try this. It's called a book. [*Ah, Dad!*] *Moby Dick*. An American classic. [*Dad!*] Okay. Let me look at the schedule here. Hmm. When are you thinking about going to the movie?

Daughter: Uh, we're thinking about seeing a movie on Wednesday after school.

Father: Well, that's not going to work. You have piano lessons after school and then you have to babysit for the neighbors until 9:00.

Daughter: What about Monday?

Father: Monday's out. You haven't practiced your clarinet at all . . . for an entire month, so you have to catch up on that. And, don't you have an essay due in your English class on Tuesday?

Daughter: Oh, I forgot about that [*Yeah*], and anyway, I was going to finish that during first period at school. [*Great. I've never heard of a three-sentence essay.*] So, what about Tuesday?

Father: Uh, you have soccer practice from 4:00 until 5:30, and after that, you have to do your homework.

Daughter: Ah, you can help me with that. Oh, I forgot you don't know how to do geometry. So, can I see the movie on Thursday?

Father: Well, remember the science fair at school is on Friday, right? Is, is your project finished yet?

Daughter: Umm, what about Friday night? I checked the paper, and there's a midnight showing.

Father: Uh-uh. Forget that idea.

Daughter: And Saturday?

Father: Well, you have to do your chores in the morning before noon. [*You can help me with that.*] Oh no. And then, we have to clean out the garage. You said you'd help. [*No, you volunteered me.*] Well, that should only take a couple of hours. [*Dad, you're ruining my social life.*] And then, after that, we can go to the movie.

Daughter: We?

Father: Yeah, We. Mom and I and you and Shannon.

Daughter: Uh, Dad, actually. We weren't planning on company.

Father: Now, let me check the paper for showtimes. [*The movie plays at three oh five, five seven fifteen, and nine.*] You already checked, I see.

Daughter: Yeah. So is it okay? Can I go see the nine O'clock showing?

Father: The five o'clock showing!

Daughter: How about the seven o'clock showing?

Father: And why are you so concerned about the show time?

Daughter: Well, I don't know if I'll get all of my chores and homework done before then.

Father: Sorry, but I want you to get to bed early that night, and so, I can drop you off at the movie theater about 4:30 so you'll have time to get tickets.

Daughter: Uh, Dad. Can I have money for the movie?

Father: Sure, just go into the family bank [vault](#) behind secret mirror in the hall and take a few hundred. [*Dad!*]. Look. I can only [spare](#) a few dollars, so you'll have to come up with the rest, okay?

Daughter: Okay. Thanks, Dad.

Module 11

GEORGE WASHINGTON AND HIS HATCHET

When George Washington was quite a little boy, his father gave him a hatchet. It was bright and new, and George took great delight in going around and chopping things with it. He ran into the garden, and there he saw a tree which seemed to say to him, "Come and cut me down!" George had often seen his father's men chop down the great trees in the forest, and he thought that it would be fine sport to see this tree fall with a crash to the ground. So he set to work with his little hatchet, and, as the tree was a very small one, it did not take long to come down. Soon after that, his father came home. "Who has been cutting my fine young cherry tree?" he cried. "It was the only tree of its kind in this country, and it cost me a great deal of money." He was very angry when he came into the house. "If I only knew who cut down that cherry tree," he cried, "I would—yes, I would"— "Father!" cried little George. "I will tell you the truth about it. I chopped the tree down with my hatchet." His father forgot his anger. "George," he said, and he took the little fellow in his arms, "George, I am glad that you told me about it. I would rather lose a dozen cherry trees than hear you tell one lie."



Reading Comprehension Check:

1. Who are the characters in the story?

2. When and where is the story happening?

3. What are the characters doing or what's happening to them?

4. What's the problem in the passage?

5. How was the problem solved?

Vocabulary Practice:

Getting Familiar

- I. Enumerate words in the passage that you're not yet familiar with.
- II. Underline the said words in the passage.
- III. Identify the synonym of each underlined word below by using the right word from the box. Write the word on the line.

appeared	axe	boy	choose	valued	
completely	cutting	happy	hatred	hit	joy

1. When George Washington was quite / _____ a little boy, ...
2. His father gave him a hatchet / an _____.
3. George took great delight / _____ in going around
4. Chopping/ _____ things with the hatchet.
5. He saw a tree which seemed / _____ to say to him, " Come and cut me down".
6. This tree fall with a crash / _____ to the ground
7. It was the only tree of its kind in this country, and it cost / _____ me a great deal of money.
8. His father forgot his anger/ _____ .
9. He took the little fellow / _____ in his arms.
10. I am glad / _____ that you told me about it .
11. I would rather / _____ to lose a dozen cherry trees than hear you tell one lie.

Listening Activity

Pre-Listening Exercise

1.1.1 Introduction

In what way(s) is the game of soccer similar and/or different from other individual or team sports?

1.1.2 Key Vocabulary

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

1. **be bounced out of** (*verb*): be eliminated from
- The team will be bounced out of of the tournament unless they improve their play.
2. **nagging** (*adjective*): a continual unpleasant feeling that lasts for a long time
- I've had a nagging pain in my neck that just won't go away.
3. **keep up with** (*verb*): keep pace with or up to the level with
- I never could keep up with with my brother when we ran races in high school.
4. **slip by** (*verb*): barely pass by
- My sister was able to slip by the final runner near the end of the race.
5. **rally** (*verb*): come together for a common effort
- The company employees rallied together to help a coworker who was suffering from cancer.

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. According to the man, his team lost the first match due to _____.
 - A. bad weather conditions
 - B. injuries
 - C. poor officiating

2. What reason was NOT mentioned about why his team lost their second game?
 - A. The referees made some terrible calls against some players.
 - B. They were disqualified for unsportsmanlike conduct.
 - C. One of their players shot the ball into the wrong goal.

3. The man's team was winning the final match until _____.
 - A. the other team made an amazing comeback
 - B. some of their players were ejected from the game
 - C. their fans booed the team and left the stadium

4. Which team does the man want to win the World Cup now?
 - A. He doesn't care who wins at this point.
 - B. He wants the host nation to win.
 - C. He hopes the matches are cancelled.

5. Now that his team is out of the tournament, how is he spending his time?
 - A. He's been following a golf tournament on TV.
 - B. He's become interested in an online chess tournament.
 - C. He's been playing in a local tennis tournament.

Express Yourself

Use the Internet to learn three things about the history of soccer around the world. Here are some possible questions:

- Where and when did the sport begin?
- What are the basic objectives and rules of the sport?
- How is the game different from sports such as American football and rugby?
- Which two or three players in the world have made a

Speaking Exercise

Choose a partner and read the dialog.

Woman: Hey. Have you been watching any of the World Cup soccer matches?

Man: Well, I was watching until my favorite team was bounced out of the first round of play. I mean, they should have made all the way to the second round, but a whole series of events cost the team the opportunity to prove themselves on the world stage.

Woman: What do you mean?

Man: Well, in the first match, two of their star players were out with nagging injuries, so the rest of the players, unfortunately, just couldn't keep up with the opposing team.

Woman: Well, that just life. I mean every team is going to have players out with injuries.

Man: Yea, but that's beside the point. And, and then, in the second game, the refs made some terrible calls, allowing the opposing team to slip by with a victory. I mean, we were robbed on that one. The refs must have been walking in their sleep!

Woman: But, didn't one of your own players accidentally kick the ball twice into his own goal? I mean that doesn't sound like a bad call to me.

Man: That's just beside the POINT!

Woman: Really?

Man: And finally, our team was ahead in the final watch---I mean they were way out ahead until the other team rallied in the final three minutes of play to squeak out a victory. Ias a total embarrassment for our team. Our team was booed. All I can say is that the sun must have been in our players' eyes . . .

Woman: Uh, wasn't it a night game?

Man: That's beside the point, too. You just not understanding anything I'm saying.

Woman: So, who are you rooting for now, seeing that your team has been eliminated?

Man: Ah, I can't watch any more soccer, so I've been following an online chess tournament.

Woman: What?! Now, that has to be the most ridiculous reaction I have ever heard of. So, you're going to completely boycott the rest of the play just because your team got bounced out of the tournament?

Man: Ah, forget it. You just don't understand.

Module 12

Roly-Poly Pill Bugs

by Cynthia Sherwood



Some people are afraid of bugs such as spiders or beetles. But there is one bug that just about everybody likes—pill bugs.

If you ever pick one up, you know why its nickname is “roly-poly.” A pill bug rolls up into a tight little ball to protect itself. This bug is scared of you, not the other way around! These little gray or brown bugs can be found almost everywhere in the United States except the desert. That is because they need to stay moist. But they can live in dry places like California thanks to lawn sprinklers. One of their favorite hang-outs is under damp flower pots.

Did you know that pill bugs have something in common with kangaroos? After her eggs hatch, the mother pill bug carries her young in a pouch under her belly. The little pill bugs stay there until they are big enough to be on their own.

Pill bugs also have something in common with snakes. Just as snakes shed their skin when it gets too small, pill bugs do too. This is called “molting.” A pill bug molts about five times until it is full-grown.

Pill bugs are a little like owls, too. Pill bugs are nocturnal, meaning they are most active at night. That is when they most like to wander around and look for food. And just like earthworms, pill bugs help break down plants in the soil. Pill bugs aren’t just nice bugs. They are also interesting ones!



Post- Reading Activities

Practice

Language Work

A. Use each word in a sentence. Underline the word used.

Beetles

Moist

pouch

Nocturnal

Comprehension Questions:

1. Why are pill bugs nicknamed “roly-poly”?

2. Where would you be least likely to find a pill bug?

a. under a large rock near a pond

b. under a log near a downspout

c. in a vegetable garden

d. hiding in the roots of a cactus

3. How is a pill bug like a kangaroo?

4. What does the word “molting” mean?

a. active at night

b. shedding its skin

c. crawling in a damp place

d. crawling like a snake

5. How are pill bugs and earthworms alike?

6. Which statement from the article is an opinion?

a. This bug is scared of you, not the other way around.

b. A pill bug molts about five times until it is full-grown.

c. Pill bugs aren't just nice bugs; they are interesting ones.

d. One of their favorite hang-outs is under damp flower pots.

Listening Activity

Pre-Listening Exercise

1.1.1 Introduction

Suppose you are applying to work for a computer software company. What qualifications and skills would be needed in different positions within a company? What kinds of questions do you think you would be asked in a job interview for such positions?

1.1.2 Key Vocabulary

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

1. **DOS** (*noun*): Disk Operating System

- Fortunately, most computer users don't need to remember DOS commands to run today's computers.

2. **UNIX** (*noun*): a powerful operating system used, for example, in business or at universities

This Website runs on UNIX server.

3. **CGI** (*noun*): Common Gateway Interface, a computer language commonly used for the Web

- I use a CGI script to handle my online forums on my Website.

4. **Java** (*noun*): a computer language used to write programs for the Internet

- Many webmasters use JAVA to design programs for use on their Websites.

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. What is the main topic of this conversation?

A. computer sales negotiations

B. a preliminary interview

C. an Internet seminar meeting

2. From the discussion, what did Mr. Taylor probably do for his previous company?
- A. He managed the sales department.
 - B. He gave seminars on the Internet.
 - C. He worked as a custodian.
3. Mr. Taylor thinks that Java is:
- A. a Web page authoring program.
 - B. a kind of beverage.
 - C. a computer game software.
4. What does the man mean when he says, "We'll be in touch" at the end of the conversation?
- A. He will call Mr. Taylor in the next few days.
 - B. He talk over their discussion with others.
 - C. He will not contact him for further consideration.
5. Choose the best word(s) to describe Mr. Taylor:
- A. on the ball
 - B. high achiever
 - C. uninformed

Express Yourself

Having some background in computers can make a major difference in your ability to land a good job in some fields. Imagine you want to learn more about computers to improve your job skills. Search the Internet for online schools that offer computer training. Compare the cost, types of courses, and class requirements for two schools. Report on your findings.

Speaking Exercise

Choose a partner and read the dialog.

Man: Okay, Mr. Taylor, let's go ahead and begin. First of all, tell me about your last job.

Mr. Taylor: Well, as stated on my resume, I worked for five years at Hi Tech Computers.

Man: Okay. Hi Tech. And what do you know about computer networks and operating systems including [DOS](#), Windows, Macintosh OS, and [UNIX](#)?

Mr. Taylor: Umm . . . well . . . I did come in contact with computers every night at my last job.

Man: Hum! . . . And how about web site authoring skills? [*Oh*]. We are looking for someone to create and manage our company's web site which would include the development, configuration, and use of [CGI](#) scripts.

Mr. Taylor: Umm . . . uh, web page, web page. Huh . . . I don't think I've read that book, and I'm afraid I've never used those CGI things.

Man: Huh?! And what about experience with [Java](#) or JavaScript?

Mr. Taylor: Well . . . I think I've tried Java at a foreign coffee shop one time, if that's what you mean.

Man: Okay, Mr. Taylor, I think I have ALL the information I need!

Mr. Taylor: Oh, and I really like computer games. I play them everyday.

Man: Right, right. Thanks Mr. Taylor. We'll be in touch.