



AL NOOR INTERNATIONAL SCHOOL
Riyadh, Saudi Arabia

English Enhancement Program

Grade 4 Modules

Name: _____ Section: _____

Academic Year: _____



Tara's Terrarium

By: Sue Peterson

Tara was looking forward to the science fair this Monday. Science was her favorite subject and someday Tara wanted to follow in her mother and grandmother's footsteps

to be a scientist for her future career. Tara had planned out her experiment about plants and followed the scientific rubric that her teacher, Mrs. Winston, had outlined. Last night Tara realized that her experiment would not work. The plants that were in the dark basement and were not watered seemed to be growing better than the plants that were in the sun and being watered daily. Tara knew that science experiments were to predict something was going to happen and to hypothesize why something would happen. But how would Tara explain this? She needed to switch gears and come up with a different idea.

Tara had stayed up through the night to do some research on plant experiments. With a little luck and some scientific insight, this might just work out. After a delicious breakfast of hot oatmeal sprinkled with brown sugar, Tara finished her freshly squeezed orange juice and was ready to go. The experiments needed to be set up Monday morning so she needed to hurry. Dusting off a large glass jar from the basement, Tara was headed in a new direction. "This will work out great!" Tara shouted as she ran up the stairs. Then she carefully placed a thin layer of sand followed by some black, rich dirt into the jar. She grabbed some of the plants that had grown well from her first experiment and tucked a few into the dirt. It took a little longer than she had thought because the top of the jar was quite narrow. Tara carefully placed the hermit crabs into the sand. They scrambled into their shells, a little frightened in their new environment. Tara filled a small container of water and placed it against some rocks. She made a mental note to refill the water daily so the crabs could have enough water if they needed some. Then she sprinkled some of the crab food powder near the shells. It was almost late afternoon and Tara needed to add notes to her scientific log. She copied the dates from the weekend into the log and wrote all of the details of how her first experiment did not quite work out. Then she wrote a summary of what her new experiment was all about. She was careful to follow the rubric that Mrs. Winston had reviewed. She was going to grade the experiments right before the science fair opened to the crowds of people who routinely came to view it. Tara almost forgot. She did not want anything to happen this time. There would be no excuse for her changing her experiment again. Tara placed the small

of screen she had found in the garage on top of the jar and tightly added a rubber band around the opening. The crabs would be sure to get enough air and they would be safe. She did not want anything to happen to the crabs. After all, they were her brother's. She had hoped he wouldn't care if she borrowed them for a few days. It was "in the name of science" and she thought that Ted would understand.

Tara wrote about the terrarium she created: *A terrarium is a container designed to hold small plants and animals in a controlled condition.* (A "controlled" condition is a way of directing what is going to happen.) She wrote about the beach environment she created for the crabs. Luckily, she already knew a lot about crabs. When her log was completed, she placed it next to her terrarium. She was happy to be finished and quite pleased that her experiment worked out after all. Then she ran off to find Ted and to thank him for the crabs.

**Practice
Language Work**

A. Write the words.

career _____
switch _____
sprinkled _____
squeezed _____
scrambled _____

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

delicious _____

direction _____

carefully _____

C. Matching. Draw a line to connect the word to its meaning.

- | | |
|--------------------|--|
| 1. career | a) to guess what will happen |
| 2. predict | b) a written record of a scientist |
| 3. hypothesize | c) to do over and over again |
| 4. insight | d) your life's profession |
| 5. scientific log | e) the reason to justify taking the crabs in the story |
| 6. "in the name of | f) a step in an experiment to what is science" going to happen |
| 7. routinely | g) having deep wisdom and understanding of something |

Comprehension Questions:

Multiple-Choice Questions (Encircle the letter of the correct answer.)

1. In the text, what was **one** of the main reasons that Tara wanted to be a scientist some day?
 - a. She has a brother with hermit crabs.
 - b. She likes animals.
 - c. She wants to experiment.
 - d. Her mother and grandmother are scientists.

2. According to the text, why didn't Tara's first experiment work out for the Science Fair?
 - a. She did not have enough time.
 - b. She did not have enough plants.
 - c. She could not explain the hypothesis and the results.
 - d. She had too much other homework.

3. Which one of these is **not** mentioned in the story as necessary to make Tara's terrarium?
 - a. a jar
 - b. a sand, dirt, rocks
 - c. water
 - d. a screen and rubber band
 - e. insects

Definitions (Write the meaning of each word as it is used in the text.)

1. switch _____
2. sprinkled _____
3. squeezed _____

Extended Response

1. How do you know that Tara is a good problem solver?

2. At the end of the text, Tara runs off to find her brother. Why did she use her brother's crabs without permission?

3. Can you explain 2 or more reasons why Tara's first experiment did not work out?

Listening Activity

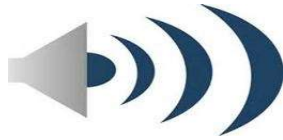
School Supplies

Pre-Listening Exercises

What kinds of school supplies do you usually need to buy before the start of a new academic year (e.g., pen, pencils, laptop or desktop computers, PDA, calculators)?

Listening Exercises

Listen to the telephone message by pressing the "Play Audio" button and answer the questions.



1. Which item did the girl NOT mention about her needed supplies for school?
 - A. pencils
 - B. computer
 - C. calculator
 2. Why doesn't the father want to buy his daughter some of these supplies?
 - A. The items are far beyond his financial means.
 - B. He feels his daughter really doesn't need them.
 - C. The family already owns some of these supplies.
 3. For which specific class does the girl mention that she needs these supplies?
 - A. geometry
 - B. chemistry
 - C. physics
 4. What specific argument does the girl give her father to persuade him to buy these things?
 - A. They are on sale until the end of the week.
 - B. Her teachers require them as part of the curriculum.
 - C. She volunteers to use some of her own money.
 5. Why does the father eventually give in to his daughter?
 - A. He discovers he had more money than he thought.
 - B. He concludes that she will provide for him when he is older.
 - C. The girl promises to help her mother in exchange for the supplies.
-

Listen again to the recording and complete the dialog.

TEXT COMPLETION QUIZ

Girl: Dad, I need a few supplies for school, and I was wondering if

Dad: Yeah. There are a couple of pencils and an (1) _____ in the kitchen drawer, I think.

Girl: Dad, I'm in eight grade now, and I need REAL supplies for my (2) _____ classes.

Dad: Oh, so you need a ruler too?

Girl: Dad, I need some high-tech tech (3) _____ like a calculator, a Palm Pilot, and a laptop computer.

Dad: Uh. I didn't have any of that when I was in middle school, and I did just fine.

Girl: Yeah, and they weren't any cars either, WERE there. [Hey] And things are just more (4) _____ now.

Dad: Well, we can rule out the hand pilot [Palm Pilot, Dad]. Whatever, AND the computer . . . unless mom lets you sell the car. And as for the (5) _____ machine [Calculator]. Yeah, I think mine from college is kicking around here somewhere.

Girl: Dad, I need a calculator for geometry, and I have heard you can download free software from the Internet.

Dad: Great. My daughter will be playing video games in geometry class.

Girl: Dad.

Dad: Okay. How much is this thing going to (6) _____ me?

Girl: Well, I saw it at the store for only \$99, WITH a \$10 mail-in (7) _____ , or you could buy it online.

Dad: Oh. Do they throw in a few aspirin so your father can (8) _____ from sticker shock?

Girl: Dad. Please!!!. Everyone has one [I've heard that before.] and you always say you want me to (9) _____ in school, and I'll chip in \$10 of my own, and I'll even clean up my room [Hey!!].

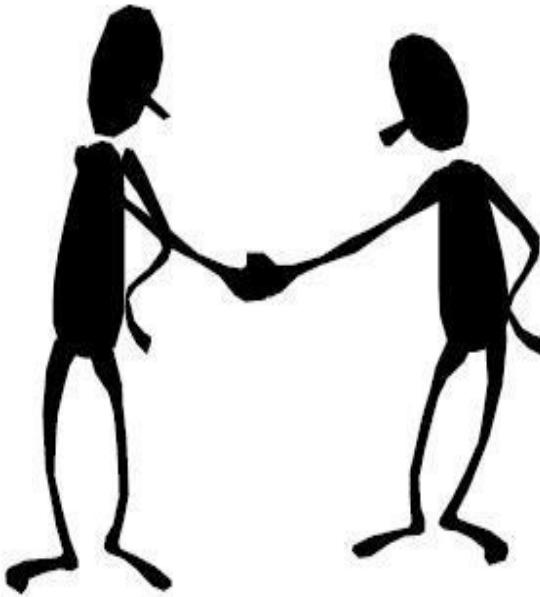
Dad: Hmmm, 100 buck. Well, you'll be (10) _____ me in my old age, so, I guess so. When do you need it?

Girl: Now, right now. [Now!] Mom's already waiting in the car for us. [Huh?] She said she would buy me an ice cream if I could talk you into buying it for me today.

Speaking Activity

Most students enjoy having new school supplies at the beginning of every year. What kinds of school supplies do you usually need to buy before the start of a new academic year? Which supplies do you really need and which ones do you want, if money isn't an object? Where do people usually buy these supplies: at school, at a local store, or on the Internet? Discuss these ideas.

MODULE 2



Conflict Resolution

By: Sue Peterson

Conflict resolution is a peaceful way of trying to solve a conflict with resolution. Both sides in the conflict explain what they feel happened to cause the conflict. The person who listens to both sides is called the mediator.

After both sides state what they feel happened to cause the conflict, they discuss ways to solve the conflict. They try to come up with a “resolution” that both sides agree to.

Communication throughout the entire conflict resolution process is always exchanged in a calm manner without anger. Everyone attempts to use good listening and attending skills while people are talking. If voices get too loud or it appears that someone is angry, the mediator’s role is to address this and have the people treat each other with respect.

After various suggestions are shared in how to mediate the conflict, discussion centers on the best solution. Conflict resolution can also be called dispute resolution. It is used in many environments to help solve disagreements in a peaceful way.

This is an example of how conflict resolution works in a school playground setting:

- Someone says that a student pushed them on the soccer field.
- The person accused as the “pusher” claims it was an accident.
- The person pushed gets the mediator.
- The mediator takes the two people who are upset somewhere in a quieter spot and away from others to talk.
- The mediator calms everyone down and lets them know that he understands their feelings.
- Each person describes what happened.

- The mediator asks for clarification if something is not clear.
- The mediator repeats what he heard so it is clear to everyone and /she identifies with those involved.
- The mediator asks for ideas to solve the problem.
- The two individuals offer ideas and solutions to the problem.
- The individuals discuss the ideas and solutions and come to some agreement on the solution.
- The mediator makes sure the individuals follow through on the solution whether it is to say they are sorry, to shake hands or to play nicely together, etc.
- The mediator offers praise for solving the problem. Conflict resolution can work in many settings and it can work with several individuals at once. In any event, it is worth trying to get at the heart of the matter by involving the peers themselves who have a concern. It encourages them to analyze what really happened, to share their feelings about the conflict, and to work together peacefully to solve the problem. Conflict resolution gives those involved a structure to use with a mediator to help reach an agreement. It allows onlookers to see a workable framework.

Practice Language Work

A. Write the words.

Exchanged` _____

Angry _____

Dispute _____

Accident _____

Clarification _____

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

mediator

event

structure

framework

C. Fill in the blanks. Fill in the missing blanks with the multi-meaning words: address, heart and peers.

1. The President will give the _____ to the public.
2. My uncle almost had a _____ attack when he saw the snake curls up in his tent.
3. Mother said for my 9th birthday, I could invite all of my _____ from school to my birthday party.
4. Which _____ should I use on the envelope to mail the letter to Grandma?
5. The child _____ out the window to see if Dad is coming home from work.
6. The teacher told the students in math class that they should get to the “_____ of the matter”; you know the important stuff about how to multiply those larger numbers.

Definitions (Write the meaning of each word as it is used in the text.)

1. address _____
2. heart _____
3. peers _____

Comprehension Questions:

Multiple-Choice Questions (Encircle the letter of the correct answer.)

1. What is the vocabulary word in the text that means “a solution to the conflict”?
 - a. resolution
 - b. disagreement
 - c. angry
 - d. address

2. Why do you think the author included the bullet points in this particular text about conflict resolution?
 - a. The author likes to use the bullet points.
 - b. There is no reason to include this.
 - c. So you could more easily see the steps in conflict resolution.
 - d. So you could more easily see the steps in being angry.

3. According to the text, what is the **most likely** reason to use conflict resolution?
 - a. So you can talk.
 - b. So you can have a mediator
 - c. So you can take your time.
 - d. So you can have a framework to solve problems.

Extended Response

1. Summarize the role of the mediator in conflict resolution.

2. Explain the ideal communication in the steps to solve a conflict. How should a person talk, etc.?

Listening Activity

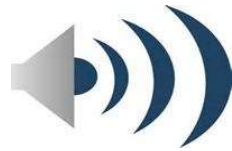
Shopping for the Day

Pre-Listening Exercises

Shopping online or at local department stores is an activity many people enjoy. How often do you go shopping for the following items and where do you buy them: clothing, gifts for friends and family, music, DVD movies, electronics?

Listening Exercises

Listen to the conversation and answer the following questions.



1. What is the girl shopping for?
 - A. a present for her mother
 - B. a present for a friend
 - C. a present for her father
2. How much is the black wallet?
 - A. \$49.95
 - B. \$40.95
 - C. \$44.95
3. Why doesn't the girl like the brown wallet?
 - A. There isn't a place to put pictures.
 - B. It's too big and heavy.
 - C. She doesn't like the color.
4. About how much does the girl have to spend?
 - A. \$5.00
 - B. \$10.00
 - C. \$13.00
5. What does the girl decide to buy?
 - A. a black wallet
 - B. a brown belt
 - C. a tie

Listen again to the recording and complete the dialog.

Shopping for the Day

Man: Hi young (1) _____ . How may I help you?

Girl: Well, . . . yeah. I'm (2) _____ for a Father's Day's gift.

Man: Okay. How about (3) _____ your father a new wallet?

Girl: Hmm. How much is that wallet?

Man: Huh . . . which one?

Girl: The (4) _____ one.

Man: Oh. It's only \$40.95.

Girl: Huh? That's too (5) _____ for me. Do you have a cheaper one?

Man: Hmm. How about this brown leather one?

Girl: Umm. . . I don't think my father will like the (6) _____ on the outside, and it doesn't have a (7) _____ to put pictures.

Speaking Activity

With a partner, decide on a particular item you want to buy like a camera, computer, or book. Then, write your own dialog and present it in the class.

**The Skeleton Key by
Kelly Hashway**



Erik rang his grandparents' doorbell and silently wished the next four hours would go by quickly. He didn't want to give up his entire Saturday afternoon at his grandparents' house where there were no kids in the neighborhood.

"You're right on time," Grandma Bethany said, opening the door. "There's tea and cake in the dining room."

Cake? At least the first ten minutes would go by quickly. Erik hung his coat on the rack by the door and saw a strange looking key hanging on a hook. "Grandpa Bill, what's this funny key for?"

"That's a skeleton key. It opens the best room in this house," Grandpa Bill whispered so no one else could hear. "It's the room I go to when your grandmother tries to make me help with the dishes."

"What's so special about the room?" Erik asked.

"It's a game room," Grandpa Bill said. "Take the key and see if you can find the room by the time I finish my tea."

Erik grabbed the key and stared at it. "A skeleton key? It looks old." Erik decided the oldest things in the house were probably upstairs in the walk-up attic. He headed past the dining room and to the stairs.

Grandpa Bill sipped his tea and shook his head. Erik knew that meant he was going the wrong way. He headed back to the front door where he'd found the key. Erik thought about the oldest part of a house. "The basement! It's the first part that's built." He rushed to the basement door and looked at the lock. It was different from a normal lock. He slid the key inside and turned it. With a click, the door opened. Erik switched on the light and walked down the stairs. The basement was one giant room with a pool table in the middle and a dartboard on the far wall.

"Awesome!" Erik said. "Ever learn to play pool?" Grandpa Bill asked, coming down the stairs. "No," Erik said.

“Well then, grab a cue from the rack and I’ll teach you.” Erik smiled. The next four hours were going to fly by.

Vocabulary

Choose the best definition for the underlined word in each sentence.

1. Erik and his grandfather played a game of pool.
 - a. a hole in the ground filled with water
 - b. a game where a large ball is shot into a goal
 - c. a game where a stick is used to shoot balls across a table
2. Grandpa Bill grabbed a cue from the rack.
 - a. a ball used to play pool
 - b. a stick used to play pool
 - c. a storage container for pool equipment
3. Erik noticed a dartboard on the wall in Grandpa Bill's game room.
 - a. a square box where darts are kept
 - b. a piece of wood use to keep score while playing darts
 - c. a target made of cork that is used in a game of darts

Comprehension Questions:

1. What is the setting of this story?

(Tell where and when the story takes place.)

2. Why didn't Erik want to visit his grandparents' house at the beginning of the story?

3. Grandpa told Erik that the skeleton key opened...

- a. a trunk with secrets
- b. the basement door
- c. the attic door
- d. a game room

Listening Activity

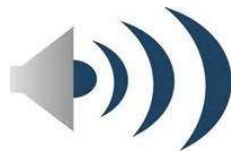
Where Are You From?

Pre-Listening Exercises

What are typical topics of conversation that come up when meeting someone for the first time? Share your ideas.

Listening Exercises

Listen to the conversation and answer the following questions.



1. What is the woman's name?
 - A. Julie
 - B. Jenny
 - C. Jane
2. Where is the woman from originally?
 - A. Argentina
 - B. the United States
 - C. Chile
3. About how old was the man when he returned to the United States?
 - A. 7 years old
 - B. 10 years old
 - C. 17 years old
4. What is the man studying?
 - A. physics
 - B. biology
 - C. psychology
5. What is the woman's job?
 - A. a sales representative
 - B. a computer programmer
 - C. a receptionist

Listen again to the recording and complete the dialog.

Where Are You From?

Tom: Hi. I don't (1) _____ we've met. My name's Tom.

Jenny: Hi, Tom. Nice to meet you. My name is Juanita, but (2) _____ calls me Jenny.

Tom: Nice to meet you, Jenny. Where are you from?

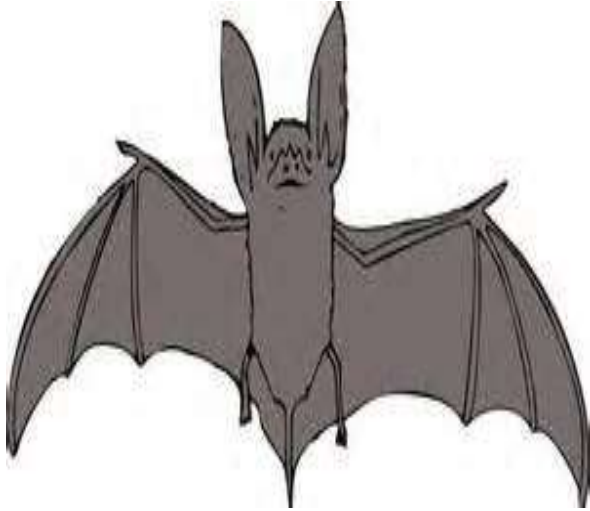
Jenny: Well, originally I'm from Argentina, but we (3) _____ to the United States when I was about five years old. My parents now (4) _____ in Chile. That's where they first met. How about you, Tom?

Tom: I was born in Fresno, California, and we lived there until I was seven. Then, (5) _____ my father worked for the military, we moved all over the place.

Speaking Activity

Introduce yourself to two other people in your class using the conversation as a model.

They See With Their Ears



Bats have an interesting way of looking at their world. Bats are nocturnal, which means they are most active at night. They don't use their eyes to find their way around in the dark. They use their ears instead!

Bats are among a very select group of animals. The animals in this group also include whales, porpoises and dolphins. They all use ultrasound, which is a special noise, to do what other animals do with their eyes. This

skill is known as echolocation. Echolocation allows bats to hunt for food. It also helps them avoid obstacles in their path as they fly in the dark. It even lets them communicate with other bats. So how does echolocation work? It's just like echoes in a large, empty room or at the edge of a canyon. Bats move air across their vocal chords just like people do when they speak or yell. Some bats make the sound come out of their mouths. Others make the sound come out of their noses. The sound they make has a very high pitch. This means the sound waves move very quickly. The energy from the sound waves goes out in front of the bat and bounces off any objects there. It creates an echo that returns back to the bat.

A bat's ears often appear quite large compared to the size of its head. Depending on where the sound hits on the folds of the bat's ear, the bat can tell very precisely where an object is. The strength of the echo can even tell the bat how large the object is. The echo from a moving object has a different sound than one that is still. It is either softer or louder. The sound is louder if the object is coming closer and softer if it's going away. This is important because it helps the bat find insects to eat.

The process of echolocation is very natural for the bat. The bat does not have to think about listening, or what to do next. It works so well that the bat doesn't care that he is "as blind as a bat." He can see with his ears!

Comprehension Questions:

1) What kind of sound does a bat use for echolocation?

2) What kind of echo does a bat hear from a object moving way from it?

3) What would you miss if you suddenly switched from seeing with your eyes to echolocation? Why?

4) What is the main idea of this reading passage?

5) What might cause echolocation to work differently for whales than it does for bats?

6) Write down the main idea of paragraph 3, paragraph 4 and paragraph 5.

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

Listening Activity

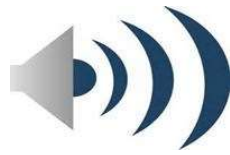
Eyeglasses for You

Pre-Listening Exercises

Eyeglasses are very important to many people around the world. Now, you will hear a tape recorded message of one eyewear store. You would normally hear such a message if you called the store after hours. What kind of information would you expect to hear?

Listening Exercises

Listen to the conversation and answer the following questions.



1. What is the name of the store?
 - A. American Village
 - B. American Image
 - C. American Vision
2. What time does the store open on Wednesday?
 - A. 8:00 AM
 - B. 8:30 AM
 - C. 9:00 AM
3. What day is the store closed?
 - A. Friday
 - B. Saturday
 - C. Sunday
4. How much would you pay for this store's main product on Saturday if it cost \$100 during the rest of week?
 - A. \$90
 - B. \$80
 - C. \$70

Listen again to the recording and complete the dialog.

Male Voice:

"Hello and thank you for (1)_____ American Vision, this area's
(2) _____ store in eyeglasses for you and your family. Our (3)_____
hours are Monday to Friday, 8:00 AM to 5:30 PM. We're open Saturdays until
six. Closed on Sundays.

Please visit our store on Saturday for an (4) _____ 20% off on our already low
prices on all (5) _____ of eyewear. And remember: eye exams are free."

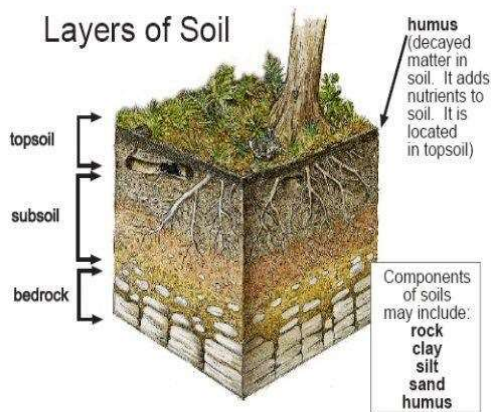
Speaking Activity

Practice how the man delivers the script. Imitate the recording in reading the script in the class.

MODULE 5

About Soils

By: Sue Peterson



Soil is found on the upper most layer of the Earth. It is made up of a mixture of rock, minerals, plants, and some living/dead animals (mostly insects). This nutrient-rich layer of soil extends downward a few feet. This is about how far the roots of plants grow.

Soil is made up of all the nutrients needed by plants to live. Some areas of the world like desert regions have very poor soil. Here, it is difficult for complex plant life to take hold.

Tropical rainforests also have poor soil. Yes, the rainforest region gets enough rainfall to grow plants, but the poor soil found in rainforests is caused by so many living plants.

These plants have the nutrients right inside themselves, so nutrients are not abundantly found in the soil.

For over a million years, the soil of the Earth has been developing. Weather has played an important role in shaping the soil. The top rocky layer of the Earth has been ground down into smaller and finer grains. Plants and animals (mostly insects) have helped to deposit nutrients.

An important part of the soil is the living part. Bacteria (any microscopic plant that lives in soil, water, or organic matter), algae (any plant as a seaweed of a group that forms the lowest division of the plant kingdom and includes mostly plants growing in water that are usually brown or red coloring), and fungi (any group of flowerless plants like molds, rusts, mildews, and mushrooms that lack chlorophyll and live on dead or decaying organic matter) are living parts of the soil. They help more complex life forms live.

The soil under our feet has a darker color than the dirt. This darker color is caused by the plants and animals (living and dead) that are found within it. Soil is formed from geology, climate, topography, biology, and by passing time.

- ◆ Geology is the land.
- ◆ Climate is the temperature and weather conditions.
- ◆ Topography is the type of landform.
- ◆ Biology deals with the living organisms and their life processes.
- ◆ And, time is the period of an action.

Maybe the next time when you sit on the grass to have a picnic, get your shoes dirty or walk barefoot, you will be reminded of the importance that soil has on life in this world.

Vocabulary

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

nutrient _____

deposit _____

climate _____

topography _____

Phonics work. The prefix “geo” means earth. So, “geology” is “the science that deals with the earth’s crust and the layers of the earth”. Write **three** additional words that use the prefix “geo” to mean earth. Circle the prefix “geo” and write the meaning of each word.

Comprehension Questions:

Encircle the letter of the correct answer.

1. Soil is made up of a mixture of ____.
 - a. rock, minerals, tree trunks, shrubs, and blacktop
 - b. rock, dirt, sand, water, plants, and metal
 - c. rock, minerals, plants, and some living/dead animals
 - d. rock, sand, water, tree trunks, and plastic

2. How long has it taken for the Earth's soil to develop?
- a. 10 years
 - b. 100 years
 - c. 1000 years
 - d. a million years
3. What is the name given to any microscopic plant living in soil, water, or organic matter?
- a. fungi
 - b. algae
 - c. bacteria
 - d. topography

Definitions (Write the meaning of each word as it is used in the text.)

1. nutrients _____
2. deposit _____
3. geology _____

Extended Response

1. What is soil made out of and where is it found?
- _____
- _____
2. Why do deserts and rainforests have poor soil?
- _____
- _____
3. How does weather shape soil?
- _____
- _____

List down the cause and effect that you can find in the passage.

Cause : _____

Effect: _____

Cause: _____

Effect: _____

Listening Activity

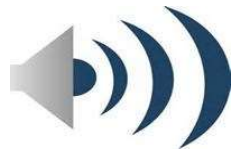
Is Your Dad Home?

Pre-Listening Exercises

Make a list of all of the reasons why a person may not be able to take a call (e.g., *she's out of the office, he's on another line*, etc.). When you do take a call, be sure to repeat the caller's name, number, and message before you hang up to confirm that you have the correct information.

Listening Exercises

Listen to the conversation and answer the following questions.



1. What is the name of the caller?
 - A. Nick
 - B. Nate
 - C. Neil
2. According to the girl, her father:
 - A. is not home.
 - B. is on another line.
 - C. can't come to the telephone.

3. What is the man's telephone number?
- A. 598-7482
 - B. 587-4728
 - C. 589-7248
4. The man tells the girl:
- A. that he will call again sometime after 7:00 PM.
 - B. to ask her father to call him later.
 - C. that he will drop by around 8:30 PM.
5. What does the girl refuse to tell the caller?
- A. her age
 - B. her name
 - C. her address

Listen again to the recording and complete the dialog.

Little Girl: Hello.

Caller: He, he.., hello? Uh, yeah. Is . . . uh . . . your dad home?

Little Girl: Just a (1) _____ please.

Older Sister: Hello.

Caller: Uh . . . yeah . . . uh hello? Yeah, um . . . is . . . uh . . . Nick home please?

Older Sister: Oh, he can't (2) _____ to the phone right now.

Caller: Okay, well, um, yeah, I need to talk to your dad. Um, yeah, could you . . . um . . . take a (3) _____ ?

Older Sister: Yeah.

Caller: Yeah. This is . . . my name's Nick Johnson. And if . . .

Older Sister: The (4) _____ number?

Caller: Yeah if you could tell him. Yeah, the phone number is 589 [Uh-huh] (5) _____ .

Older Sister: 589- (6) _____ ?

Caller: Yeah, right and if you could tell him to call me (7) _____ between 7:00 and 8:30?

Older Sister: Okay.

Caller: Alright, and uh. Now, I think . . . are you his (8) _____ ?

Older Sister: Yeah.

Caller: Yeah, now what's your name?

Older Sister: I . . . I'm not supposed to (9) _____ that.

Caller: Ah, that's really (10) _____. Alright, well just tell him I called.

Older Sister: Okay.

Caller: Okay, bye.

Older Sister: Bye.

Speaking Activity

Practice this conversation with a partner. Then write your own telephone conversation by using some of the phrases you came up with in the prelistening activity. Act out your dialog with your partner in the class.

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!

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

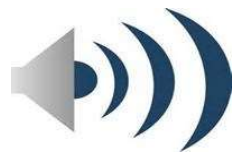
Household Chores

Pre-Listening Exercises

What are some ideas on how to assign household chores in a family? Should parents give money to their children as a reward? Use the Internet to search for ideas on this topic.

Listening Exercises

Listen to the conversation and answer the following questions.



1. What does the boy want to do at the beginning of the conversation?
 - A. go play outside
 - B. watch TV
 - C. play video games
2. What is one thing the boy is NOT assigned to do around the house?
 - A. clean the garage
 - B. vacuum the floors
 - C. wash the walls
3. What does the boy have to do in his bedroom?
 - A. put away his books
 - B. make his bed
 - C. pick up his dirty clothes
4. What is the father going to do while the boy is doing his household chores?
 - A. wash the car
 - B. paint the house
 - C. work in the yard
5. Where will the father and son go after the housework is done?
 - A. to a movie
 - B. out to eat
 - C. to a ball game

Listen again to the recording and complete the dialog.

Son: Dad. Can I go (1)_____ to play?

Dad: Well, did you get you Saturday's (2)_____ done?

Son: Ah, Dad. Do I have to?

Dad: Well, you know the (3) _____. No playing until the work is done.

Son: So, what is my work?

Dad: Well, first you have to clean the bathroom including the toilet. And don't forget to (4) _____ the bathtub.

Son: No, I want to do the family room.

Dad: Well, okay, but you have to (5)_____ the family room and the hall, and be sure to dust everything. Oh, and don't forget to wipe the walls and clean the baseboards. [Okay.]And after that. [Oh, no.] Next, (6)_____ and mop the kitchen floor and be sure to polish the table in the living room.

Son: Okay. Okay.

Dad: And (7) _____your bed and pick up all your toys and put them away. And . .

Son: More?

Dad: Yeah. And then, how about going out for (8)_____ and getting a big milk shake, but you probably don't want to do that.

Son: No, No. I want to.

Dad: Okay. While you're doing your work, I'll be out in the yard(9)_____ leaves and pulling (10)_____.

Speaking Activity

Share your ideas in the class.

What are the different roles men and women play in carrying out housework? What do men usually do? And women? In your country, are children assigned chores to do around the house? Do everyday people hire housekeepers to do such housework?