



AL NOOR INTERNATIONAL SCHOOL
Riyadh, Saudi Arabia

English Enhancement Program

Grade 6 Modules

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MODULE 7

A Bad Trick

By Cindy Grig

¹ Potato chips might have been invented because the cook tried to play a bad prank. One story says that a customer didn't like his fried potatoes. He sent them back to the kitchen. He thought his potatoes were too thick. He thought they tasted soggy. He wanted the cook to slice them thinner. He wanted the potatoes cooked longer.



² The place was Saratoga Springs, New York. The time was 1853. The cook was a man named George Crum. He thought his potatoes were fine just the way he made them. People said that George had a bad temper. He decided to play a bad trick on the customer. He sliced the potatoes very thin. They were too thin to eat with a fork (as fried potatoes usually were). He fried them until they were crispy. George wanted to play a bad trick on the customer who sent back his potatoes.

³ The customer loved them! He asked for more. Other people tried them. They liked the new potatoes, too. People kept asking for them. For many years, they were called Saratoga chips. They were named after the town where they were first made. These may or may not have been the very first potato chips.

⁴ People still like potato chips. They have been around for more than 150 years. About ten percent of potatoes grown in the U.S. are made into potato chips. Potatoes have a lot of water in them. It takes four pounds of potatoes to make one pound of potato chips.

⁵ Chips were sold unsalted until the 1920s. At that time, the Smith's Potato Crisps Company began putting a package of salt inside the bag of chips. People could then add just the right amount of salt to their chips. Today, we can get our chips plain or rippled. We can get chips with many different flavors. Sour cream and onion and barbeque flavors are some of the most popular. We can get chips made from corn, too. Today, many kinds of Chips are baked. This kind has less fat than fried chips.

⁶ Chips are popular in other countries, too. In Great Britain, potato chips are called crisps. There, people can also get chips made out of parsnips. Sweet potato chips are popular in New Zealand. In Canada, some people store their chips in the freezer. They enjoy eating them while they are still frozen!

⁷ One of America's favorite snack foods is potato chips. Chips of all kinds are a large part of the snack foods market. If you like chips, just be glad that George Crum wanted to play a bad trick!

Post- Reading Activities

A. Comprehension Questions:

1. Who is the man who may have invented potato chips?
 - A. George Smith
 - B. Frito Lay
 - C. George Crum
 - D. Saratoga Slim
2. According to the story, where in the United States were the first potato chips made?
 - A. Sarasota, Florida
 - B. The story doesn't say.
 - C. Saratoga Springs, California
 - D. Saratoga Springs, New York
3. How many pounds of potatoes does it take to make one pound of chips?
 - A. Four
 - B. One
 - C. One-half
 - D. Ten
4. How many potatoes grown in the U.S. wind up as potato chips?
 - A. Ten percent
 - B. Fifty percent
 - C. Four percent
 - D. Twenty-five percent
5. How many potatoes grown in the U.S. wind up as potato chips?
 - A. Ten percent
 - B. Fifty percent
 - C. Four percent
 - D. Twenty-five percent

6. What does "bad temper" mean in paragraph 2?
- A. Gets nervous
 - B. Having a bad day
 - C. Gets mad easily
 - D. Having a sickness
7. What is a good thing about baked chips?
- A. They have more flavors.
 - B. They have less salt.
 - C. They have less fat.
 - D. They have less water.
8. Only people in the United States eat potato chips.
- A. False
 - B. True
9. What is something else chips can be made of?
- A. Watermelon
 - B. Corn
 - C. Green beans
 - D. Chocolate
10. Great Britain, what are potato chips called?
- A. Snaps
 - B. Parsnips
 - C. Crisps
 - D. Mash

B.Vocabulary Activity

The scrambled words below are vocabulary words from the article. Unscramble each word and write it on the line. Write the word correctly.

1. _____ , rapkn
Hint: trick that is done to someone as a joke
2. _____, yogsg
Hint: completely wet and usually soft
3. _____, metpre
Hint: tendency of someone to become angry
4. _____, leprip
Hint: to move in small waves
5. _____, pinpars
Hint: a vegetable that is long white root of a plant related to the carrot

Listening Activity I

1.1 Pre-Listening Exercise

1.1.1 Introduction

Describe your favorite food. Why do you like it?

1.1.2 Key Vocabulary

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

1. raisin /'reɪz(ə)n/

Meaning: (noun) a dried grape

Sentence: *Raisins have different colors.*

2. bran /bræn/

Meaning: (noun) the outside of the grain of a cereal such as wheat
or oats

Sentence: *I love raisin bran.*

3. sensation /sen'seɪʃ(ə)n/

Meaning: (noun) a physical feeling

Sentence: *He had the uncomfortable sensation that he was
being watched.*

4. packet /'pækɪt/

Meaning: a small piece of plastic or carton that holds small
amount of grain, powder, or liquid

Sentence: *Packet of seeds arrived in the store.*

5. Cereal /'sɪəriəl/

Meaning: a food made from grain, for example wheat, oats,
with milk for breakfast

Sentence: *I took a cereal meal for breakfast.*

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. What fruit does she always have?
 - A. Raisins
 - B. Strawberries
 - C. Raspberries

2. How often does she eat raisins?
 - A. Everyday
 - B. Almost everyday
 - C. A few times a week

3. Which does she like more, raisins or grapes?
 - A. Raisins
 - B. Grapes
 - C. She loves them equally

4. What do they say is special about grapes?
 - A. How they feel
 - B. How they taste
 - C. How they look

5. What has Ruth never eaten?
 - A. Raisin bran
 - B. Raisin bread
 - C. Raisin cookies

Speaking Activity / Express Yourself

Discuss the following and share your thoughts with the class.

What kinds of food do you often eat? Discuss some of them:

- a. Cereal: Useful expression that you can use:
 - Because cereal is a carbohydrate-rich food....
- b. Fruits: Useful expression that you can use:
 - Of all fruits, what I like best is...
- c. Chips: Useful expression that you can use:
 - Although chips are considered junk foods....

Listening Activity II

Now listen again to the audio and complete the dialog.

Todd: Hey Ruth, how's it _____?

Ruth: Fine, thank you. I'm fine. How are you?

Todd: Good. Now Ruth, I was _____ that you are eating raisins.

Ruth: That's right yes.

Todd: What is it with the raisins? You _____ have raisins!

Ruth: I really like raisins. They're so nice. They're so _____ because you can take them anywhere. It's not like if you take other fruits with you: they squash and they bruise but raisins are so _____ and they come in a little packet and you can always have fruit with you.

Todd: That's a _____ good point there actually but still, I mean, all the time? I see you with raisins every day!

Ruth: I eat raisins every day. I really like them.

Todd: Don't you get _____ of them? I mean eating them every day?

Ruth: I don't ever get sick of things like raisins or broccoli for that matter. I could never get sick of it.

Todd: Well that's _____. What about grapes? Because you like raisins do you like grapes?

Ruth: Actually I prefer grapes. Grapes are _____ my favourite fruit but they're not practical. You can't carry them around with you and they're heavier and they're more expensive as well. Raisins are cheap.

Todd: Have you ever _____ that grapes, at least when I eat grapes, my mouth gets a sensation (not the taste) but something about the texture of eating grapes: my mouth gets a sensation that no other food gives me?

Ruth: Yeah that's true. I don't know why that is. Do you think that's because it's slightly acidic maybe?

Todd: Ah, could be.

Ruth: I don't _____ but I like it.

Todd: Yeah, grapes are great. _____ where I'm from in California it's a big producer of raisins.

Ruth: Oh yeah that's right and you can get raisins in little red boxes can't you?

Todd: Yeah. The thing is, I love raisins but not just plain. _____ raisins just doesn't do it for me but I love raisins in my cereal. And I love raisin bran. Best cereal ever made.

Ruth: I really like it too.

Todd: And I love raisins in _____ and raisin bread.

Ruth: I don't think I've ever had raisin bread.

Todd: What? You're like a big raisin fan. And you've _____ had raisin bread?

Ruth: I don't think so. Is it like a teacake?

Todd: No, it's just like sweet bread with raisins in the _____.

Ruth: No, I've never had that.

Todd: You are deprived!

Ruth: Obviously!

Todd: Well I'll find some raisin bread and I'll give it to you.

Ruth: Oh you're a _____, thank you.

MODULE 8

Be a Good Sport

By Brenda B. Covert

¹ If you enjoy sports, you may play games in the backyard with your friends. You may join a league. Would your friends call you a good sport? What are some rules for being a good sport? Maybe you would say that the first rule is "no cheating." Perhaps the second rule would be "don't cry or pout if you lose." The third rule could be "no yelling at others." If you chose those rules, you have made a good start. However, there is more to being a good sport.



² 1. **A good sport follows the rules of the game.** That means no cheating. It also means knowing the rules of the game and playing fair.

³ 2. **A good sport controls his or her temper.** That means no crying or pouting. A good sport doesn't argue with the coach or the referee. A good sport doesn't start a fight with any of the players. A good sport doesn't trash talk the opposing team.

⁴ 3. **A good sport treats everyone with respect.** That means no yelling, but it also means that you don't whine if a less-skilled player joins the game. It means listening when the coach is talking. It means not complaining about a referee's call. A good sport doesn't taunt the losing team, but instead praises them for playing a good game. Good sports don't throw trash at the other team.

⁵ There is a reason sports are called games and not chores! They should be fun. It's hard to have fun with bad sports on the team. Don't be a bad sport. Be a good sport and enjoy the game!

Post- Reading Activities

A. Comprehension Questions:

1. This article is about:
 - A. Being a team player
 - B. What it means to be a good sport
 - C. Respecting all sports
 - D. How we should not cheat
2. A good sport follows the _____.
 - A. Rules
 - B. Coach
 - C. Ball
 - D. Team
3. A good sport controls his _____.
 - A. Temper
 - B. Coach
 - C. Score
 - D. Team
4. A good sport treats other players with _____.
 - A. Abuse
 - B. Respect
 - C. Cold drinks
 - D. Disdain

Complete the sentence:

5. Games are more fun when everyone is a _____ sport.

State your opinion:

6. What is something a poor (or bad) sport would do?

B. Vocabulary Activity

Choose the word being defined in each number. Write the word at the opposite line.

taunt	pout	league	whine
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1. to complain in an annoying way _____
2. a group of sports team that regularly play one another _____
3. to say insulting things to someone to make that person angry _____
4. to push up your lips to show that you are angry or annoyed _____
about something.

Listening Activity I

1.1 Pre-Listening Exercise

1.1.1 Introduction

Describe your family. Do you have a big family? Where do your relatives live?

1.1.2 Key Vocabulary

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

1. immediate /ɪ'mi:diət/ (adjective) family

Meaning: consist of your parents, children, and brothers and sisters

Sentence: *People who have immediate family on plane are asked to contact this number.*

2. extended /ɪk'stended/ (adjective) family

Meaning: a family group that includes grandparents, cousins, aunts etc

Sentence: *My extended family lives in one roof.*

3. gap /gæp/ (noun)

Meaning: a large difference between things or groups

Sentence: *There is a big age gap between the youngest and the oldest member of our family.*

4. funeral /'fju:n(ə)rəl/ (noun)

Meaning: a ceremony that takes place after someone dies

Sentence: *He flew home to arrange for his father's funeral.*

1.2 Listening Exercise

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



1.3 Post-Listening Exercise

Comprehension Check:

1. How many people are in Ruth's immediate family?

- A. three
- B. four
- C. five

2. What will happen soon?

- A. Her family will live together.
- B. Her family will take along trip.
- C. Her brother will get married.

3. How big is the gap from the oldest to the youngest person?

- A. 60 years
- B. 70 years
- C. 80 years

4. How big is Ruth's extended family?
- A. Not that big
 - B. She is not sure.
 - C. Really, really big.
5. Where does Ruth have family members?
- A. All over Britain
 - B. All over Europe
 - C. All over the world

Speaking Activity / Express Yourself

Let's talk about families:

- a. Ideal family size for you: Useful expression that you can use:
 - For me, the ideal family size is....

- b. Age gap in the family: Useful expression that you can use:
 - I believe that...

- c. Importance of living together : Useful expression that you can use:
 - In my opinion...

Listening Activity II

Now listen again to the audio and complete the dialog

Akane: Hey, Ruth.

Ruth: Hi, Akane.

Akane: So, um, how big is your _____ family?

Ruth: Ah, there are four of us.

Akane: Four people, OK. _____ in it?

Ruth: Not big really. Well, there's my mum and my dad and my older brother and then there's me.

Akane: Oh, I see....Does _____ still live together?

Ruth: Well, actually at the moment my brother lives in London and my parents live in Darbyshire and I live in Japan but very soon we are all going to _____ back in together.

Akane: Ooh, are you looking forward to that?

Ruth: I'm looking forward to it but I think it could be _____.

Akane: Yeah, for sure.....So who is the oldest person in your family?

Ruth: The oldest _____ is probably my great aunt and she's 80.

Akane: Oh, and who is the youngest person in your family?

Ruth: Actually, my cousin was _____ about two weeks ago. She's called Ema. She's two weeks old.

Akane: Wow! Did you see a picture of her?

Ruth: I have seen a _____ of her, yes. She lives in Sweden.

Akane: That's really exciting.

Ruth: Yes, it was nice.

Akane: And how big is your _____ family?

Ruth: Well, I'm not from a really big family actually. My dad _____ three sisters and my mom has just got one brother, so you know, some people are from families and _____ has ten children, and they have lots of aunties, and uncles. It's not like that in my family.

Akane: Oh, OK. And where is your family originally from?

Ruth: Originally, my _____, and their parents, and their parents I think, are all from Yorkshire in England. It's in the North of England.

Akane: Everybody in your family is from there?

Ruth: I think so, _____ my family have since moved, and so some live in Sweden now, some live in Australia and some live in America.

Akane: Oh, that sounds really interesting.....So when does your entire family ever get together?

Ruth: Well, that's a good _____. Well, a lot of people get together at Christmas, but even then not everybody does. I think really we only see the entire family at _____ and at funerals.

Akane: Oh, OK, and when was the last time there was a wedding or a funeral?

Ruth: Um, I think it was about _____ years ago, so quite a long time ago, now.

Akane: Oh, I see. OK, well thanks for that _____, Ruth.

Ruth: Oh, no _____. Thanks, Akane.

MODULE 9

Chess

Directions: Read the following passage and answer the questions that follow.

Chess is called the game of kings. It has been around for a long time. People have been playing it for over 500 years. Chess is based on an even older game from India. The chess we play today is from Europe.



White Chess Pieces

Chess is a two-player game. One player uses the white pieces. The other uses the black pieces. Each piece moves in a special way.

One piece is called the king. Each player has one. The players take turns moving their pieces. If a player lands on a piece, he or she takes it. The game ends when a player loses his or her king. There are a few more rules, but those are the basics.

Some people think that chess is more than a game. They think that it makes the mind stronger. Good chess players use their brains. They take their time. They think about what will happen next. These skills are useful in life and in chess. Chess is kind of like a work out for the mind.

You don't always have lots of time to think when playing chess. There is a type of chess with short time limits. It's called blitz chess. In blitz chess, each player gets ten minutes to use for the whole game. Your clock runs during your turn. You hit the time clock after your move. This stops your clock. It also starts the other player's clock. If you run out of time, you lose. Games of blitz chess are fast-paced.

Chess is not just for people. Computers have been playing chess since the 1970s. At first they did not play well. They made mistakes. As time went on they grew stronger. In 1997, a computer beat the best player in the world for the first time. It was a computer called Deep Blue. Deep Blue was big. It took up a whole room. By 2006 a cell phone could beat the best players in the world. Chess sure has come a long way. Don't you think so?

Post- Reading Activities

1. What is the author's purpose in writing the second paragraph?
 - a. To explain the rules of chess
 - b. To compare different types of games
 - c. To talk about game pieces
 - d. To persuade people to play chess
2. Which is **not** a reason that chess is a good workout for the mind according to the text?
 - a. Good chess players think about what will happen next.
 - b. Good chess players take a lot of risks
 - c. Good chess players take their time
 - d. Good chess players use their brains
3. How long have people been playing chess?
 - a. Over 100 years
 - b. Over 500 years
 - c. Over 1000 years
 - d. Over 5000 years
4. Where did the game that chess is based on come from?
 - a. Europe
 - b. America
 - c. India
 - d. All of these
5. Which best describes the main idea in the fourth paragraph?
 - a. This paragraph argues that players should think less
 - b. This paragraph explains how blitz chess is played
 - c. This paragraph explains time clocks work
 - d. This paragraph describes many different ways to play chess
6. How does a game of chess end according to the text?
 - a. One player takes all of the other player's pieces
 - b. One player makes it to the end of the board
 - c. One player becomes king
 - d. One player loses his or her king

7. Which happened first?
- a. Computers did not play chess well
 - b. Deep Blue won an important game
 - c. Cell phones got good at playing chess
 - d. Deep Blue took up a whole room.
8. How is blitz chess different from regular chess?
- a. Each player has two kings
 - b. Players are blindfolded
 - c. Players only have ten minutes to play
 - d. Players start from a random position
9. If it's your turn in blitz chess, what happens when you hit the clock?
- a. Both your clock and the other person's clock keep running
 - b. The other person's clock stops running and yours starts
 - c. Both clocks stop running
 - d. Your clock stops running and the other person's clock begins
10. When did a computer first beat a strong human player in chess?
- a. 2006
 - b. 1997
 - c. 1970
 - d. 1976

Extended Response

How might playing chess be good for people? Refer to the text in your answer.

Listening Activity I

Pre-Listening Exercise

1.1.1 Introduction

What are the advantages and disadvantages of using credit cards, particularly for people your age and in similar financial situations?

1.1.2 Key Vocabulary

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

1. stuff (*noun*): miscellaneous items
- His room is filled with stuff he bought on his credit card.
2. dough (*noun*): informal for money
- He didn't have enough dough to buy the TV, so he borrowed money from his brother.
3. in the world: used to emphasize something you say
- Why in the world would you buy an expensive TV if you didn't have enough money?
4. rating (*noun*): a measure to show how good something is
- You should look over the ratings for MP3 players before you buy one.
5. over (*preposition*): during
- You shouldn't travel over the weekend because the weather is expected to be terrible.

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 conversation, which item did the woman NOT purchase with her credit card?
 - A. a digital camera
 - B. a TV
 - C. a stereo

2. What is one reason to explain why the woman obtained a student credit card?
 - A. She wants to buy things at a discount using the card.
 - B. She hopes to establish a good credit rating.
 - C. She doesn't want to borrow from her parents.
3. What is one problem NOT mentioned in the conversation?
 - A. People generally have a difficult time getting out of debt.
 - B. Students often apply for more credit cards than they need.
 - C. The interest rates on student cards are very high.
4. What does the woman imply about how she plans on resolving her credit card problems?
 - A. She hopes that someone will give her the money.
 - B. She plans on getting rid of her student credit cards.
 - C. She is going to return the items she purchased on the card.
- 5- .What is the man going to do for the woman to help her manage her money?
 - A. help her find a better paying job to cover her expenses
 - B. teach her how to prepare a financial management plan
 - C. show her how she can apply for low-interest student credit cards.

Speaking Activity / Express Yourself

A few decades ago, getting a credit card was somewhat difficult and almost impossible for students with no credit history. Now, many students have their own. However, finding the best card is often difficult. What do you think are the dangers of having a credit card? Share your comments.

Listening Activity II

Now listen again to the audio and complete the dialog

Man: Hi, Sis. I just came over to drop off the DVDs you wanted, and . . . Hey, wow!? Where did you get all of this _____?

Woman: I bought it. So, what do you think of my new _____ center? And the widescreen TV . . .

Man: Bought it?

Woman: . . . and my new DVD player. Here, let me show you my stereo. You can _____ rock the house with this one.

Man: But where did you get the _____ to buy all this? You didn't borrow money from mom and dad again, did you?

Woman: Of course not. I got it with this!

Man: This? Let me see that . . . Have you been _____ Dad's credit card again?

Woman: No, silly. It's mine. It's student credit card.

Man: A student credit card? How _____ did you get one of these?

Woman: I got an _____ in the mail.

Man: Well, why did you get one in the first place?

Woman: Listen. Times are changing, and having a credit card helps you build a credit _____, control spending, and even buy things that you can't pay with cash . . . like the plane ticket I got _____.

Man: What plane ticket?

Woman: Oh yeah, my roommate and I are going to Hawaii _____ the school break, and course; I needed some new _____ for that so . . .

Man: I don't want to hear it. How does having a student credit card control spending? It sounds you've _____ yourself in a hole. Anyway, student credit cards just lead to _____ spending . . . as I can see here. And the interest rates of student credit cards are usually sky-high, and if you miss a payment, the rates, well, just jump!

Woman: Ah. The credit card has a credit limit . . .

Man: . . . of \$20,000?

Woman: No, no quite that high. _____, . . .

Man: I've heard enough.

Woman: Did I tell you we now get _____ cable with over 100 channels? Oh, and here's your birthday present. A new MP3 player . . .

Man: Yeah. Oh, don't tell me. Charged on the credit card. Listen. Hey, I don't think having a student credit card is a bad idea, but this is _____. And how in the world are you going to pay off your credit card bill?

Woman: Um, with my birthday money? It's coming up in a week.

Man: Hey, let's sit down and talk about how you're going to _____, and maybe we can come up with a budget that will help you get out of this mess. That's the _____ I can do.

MODULE 10

The Pony Express

Directions: Read the following passage and answer the questions that follow.

In this age of texts and tweets, it is easy to send messages. You just press a few buttons, and boom! Your message is sent. The person to whom you sent it will get it in just a few seconds. Distance is no longer an issue. But things weren't always so easy.

In 1848 gold was found in California. Thousands of people rushed there to get some. Many people liked living there and decided to stay. But there wasn't a whole lot between California and Missouri, where the nearest trains ran. The train line to California wasn't finished until 1869. It took a long time to ride a horse to Missouri.

Imagine that it is the year 1860. You have moved to California to open a shop. Most of your family stayed back East. Your shop is doing well and now you want to your family to join you. How do you get news to them? There's no phone, no train, and you can't leave your shop for too long. What do you do? Well, you could use the Pony Express.

In 1860 and 1861, the Pony Express was the fastest way to get news to and from the West. The trail that they rode was around 2000 miles long. It took most people weeks or months to ride that far. The Pony Express could make the trip in just ten days. Those speeds were unheard of at the time. So how did they do it? Well, they had a good system.



The Pony Express had 184 stations along the trail. The stations were around ten miles apart. This is about how far a horse could run at a gallop before tiring. The rider would switch to a new horse at each station. He would only take his mail pouch with him. Every 75-100 miles, the rider would get to a home station. At each home station, riders would rest. Before resting, he would give his mail pouch to a new rider. The mail never stopped moving, even while the horses and riders rested.

It was tough to ride for the Pony Express. Each rider had to weigh less than 125 pounds. Speed was the key. Most of the riders were teenage boys. They rode at a fast pace for up to 100 miles a day. If there were an emergency, one might have to ride 200 miles in a day. The ride could be rough and dangerous. Attacks by Native Americans were common. But in its time running, the Pony Express only lost one mail pouch.

The Pony Express filled an important role for a time, but it did not last. The Civil War started in April of 1861. This was bad news for the owners. The worst for them was yet to come. On October 24th, 1861, the first telegraph line to California was finished. This linked them to the rest of the country. People could send messages in an instant. Two days later the Pony Express closed. But the lore of the brave riders lives on even today.

Post-Reading Activities

1. Which happened first?
 - a. Settlers rushed to California to find gold.
 - b. The Pony Express was started.
 - c. The train line to California was finished.
 - d. The first telegraph line to California was finished.
2. Which best explains why Pony Express riders had to weigh less than 125 pounds?
 - a. Heavier men were more expensive.
 - b. Horses were scared of heavier men.
 - c. Heavier men scared customers.
 - d. Horses could move quicker with lighter men.
3. How fast could the Pony Express take a letter from California to Missouri?
 - a. 24 hours
 - b. ten days
 - c. twenty days
 - d. one month
4. Why were the Pony Express stations about ten miles apart?
 - a. This was about as far as a man could walk in a single day.
 - b. This was as far as a man could ride on a horse in a day.
 - c. This was so the riders wouldn't get so lonely at night.
 - d. This was as far as a horse could run without getting tired.
5. Which was probably **not** a requirement to be a rider for the Pony Express?
 - a. You had to be light.
 - b. You had to be an expert horse rider.
 - c. You had to be able to read and write.
 - d. You had to be brave in the face of danger.

6. Which best describes that main idea of the fifth paragraph?
- a. It is about how many Pony Express stations there were.
 - b. It is about how the Pony Express carried mail so quickly.
 - c. It is about how the Pony Express riders slept in the stations.
 - d. It is about how far the Pony Express riders would go in a day.
7. Which of these ended the Pony Express?
- a. The telegraph
 - b. The Civil War
 - c. Wars with Native Americans
 - d. The train line
8. About how far did Pony Express riders travel on a usual day?
- a. 10 miles
 - b. 200 miles
 - c. 100 miles
 - d. 2000 miles
9. How many mail pouches did the Pony Express lose?
- a. The Pony Express never lost a mail pouch.
 - b. One
 - c. Two
 - d. Too many to keep track
10. Which title best describes the author's purpose in writing this?
- a. Out of Touch: Why Phones are Faster Than Horses
 - b. The Pony Express: Stories of Their Bravery in Battle
 - c. Back in Touch: Why We Should Use Horses to Deliver the Mail
 - d. The Pony Express: About the 1860's Fastest Mail Service

Extended Response

How was the Pony Express able to move letters across the country so quickly? Refer to the text in your answer.

Listening Activity I

Pre-Listening Exercise

1.1.1 Introduction

What are typical foods you eat in your country for breakfast, lunch, and dinner? Is there another small meal or snack between the main mealtimes? Who usually prepares the food in your home?

1.1.2 Key Vocabulary

- starving (*verb*): hungry, famished
 - Many deer will starve to death in the mountains because of the harsh winter.
- yuck or yucky: expression showing strong displeasure or dislike for something (*informal*)
 - Oh, Dad. I don't like this yucky soup.
- adaptation (*noun*), adapt (*verb*): a change or modification to something, revision
 - Sometimes it takes time to adapt to the customs and language of another culture.
- mess up (*phrasal verb*): (1) to make a mistake or (2) make something untidy or cluttered
 - If you take your eyes off that boy, he might mess up your entire house.

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 does the conversation imply about the mother?
 - A. She is busy at work.
 - B. She had to run some errands.
 - C. She is resting in bed.

- 2 .What is the first problem the girl notices about her father's cooking?
 - A. He is not following the recipe.
 - B. He is missing the right pan to cook the pizza.
 - C. He is using the directions for a different food.

3. How does the girl know her father doesn't like the pizza he prepared?
 - A. He tells her honestly what he thinks about it.
 - B. She can tell by his non-verbal expressions.
 - C. He throws it away after making it.

4. What problem did the girl NOT mention about the pizza?
 - A. It was too salty .
 - B. It was burned.
 - C. It was too chewy.

- 5 .What do they end up doing for lunch?
 - A. They decide to go out to eat.
 - B. They eat something different at home.
 - C. They eat at friend's house.

Speaking Activity / Express Yourself

What is a typical meal for breakfast, lunch, and dinner in your country? What are the ingredients for the dish, and how is it prepared? Are any unique utensils or tools used to cook these foods? Who usually cooks in your family? Explain how to prepare the dish using transition words of time including *first*, *second*, *then*, *next*, and *finally*.

Listening Activity II

Now listen again to the audio and complete the dialog

Father: Time to eat!

Daughter: Coming. Oh, I'm _____. [*Good, good.*] Oh yuck! What's that?

Father: Ah, now don't complain!

Daughter: But what is it, and where is _____?

Father: Now, mom put me in charge of _____ because she's not feeling well tonight.

Daughter: But what is it . . . and that _____!

Father: It's _____. I just followed an old family recipe here, and . . .

Daughter: Let me see that . . . Oh, Dad. [*What?*] You're missing a page!

Father: Oh, uh, well, uh . . . well I _____ find the second page of the recipe, but don't worry. I have plenty of experience around the house. Plenty of experience _____.

Daughter: That's not what mom says.

Father: Well, wait, wait, here let me try a _____ first. Here, let me, let me cool this off here. Ohhh, yeah. Oh, this is great stuff.

Daughter: Yeah right. Why are you _____ that face?

Father: Well, well, it's just, just a little rich for me. That's all.

Daughter: Let me try it Dad. Uh. Dad. You put a little too much _____ in it and besides it's _____. [*Well . . .*] And what's that?

Father: Oh, well, well, that's just part of my own _____ to the recipe. I added some pumpkin.

Daughter: Oh, not another one of your surprises. _____ doesn't go on pizza!

Father: Well, okay, well, so what? Uh, what do we do now?

Daughter: Well, how about some cold cereal . . . You can't _____ on that, Dad.

MODULE 11

Read the passage and answer the questions given below.

Money

Money is what you use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth! Money is very important in our world and comes in many different forms.

People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. In the United States, we use the dollar as our currency or money, but people in different parts of the world use different currencies, though some countries also use or accept our dollars.

People earn money from the jobs they work and use that money to save for the future or pay for their houses, cars, food, taxes, medical needs, and household items, among other things.” Even things such as turning the lights on, using the air conditioning or heat, and connecting to the internet cost money.

Post- Reading Activity

1. The dollar
 - A.is never used in other countries
 - B.is used in United States
 - C.is used in every country in the world.
 - D.is not used very much in United states
2. According to the author of the story, the money is _____
 - A. only used in America
 - B. not very important
 - C. very important
 - D. only earned by adults

3. Select all the things that money might be used for

- A. to buy things
- B. to pay you for doing your chores.
- C. to save for your future.
- D. to pay bills

4. What did people do before there was no money?

- A. They made everything themselves.
- B. They just never got what they needed.
- C. People traded to get what they needed.
- D. The story doesn't tell.

5. How long have people used money?

- A. they started recently.
- B. Hundreds of years.
- C. Thousands of years
- D. Since the beginning of time.

Listening Activity I

Pre-Listening Exercise

1.1.1 Introduction

What are some of the most common problems for which people go to a doctor when seeking medical advice and an examination? Do you ever look for medical advice or medication online?

1.1.2 Key Vocabulary

- **refer someone or something** (*verb*): directed or pointed to
 - My brother referred me to this doctor.
 - Please refer to page 30 in your textbook. You will find more information on heart disease on that page.
- **happen** (*verb*): have the chance or possibility of something
 - I think he happens to know a doctor who might be able to help you. Give him a call.
- **nature** (*noun*): purpose
 - What is the nature of your problem?
- **sprain** (*verb*): twist suddenly
 - I need to see a doctor today. I think I sprained my knee when I slipped on the ice outside of my apartment.
- **case** (*noun*): special circumstances or situation
 - Wow. That looks like a bad cut. In this case, you'd better see a doctor and get stitches. That cut won't heal well by itself.

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 man's name?
 - A. Russell
 - B. Randall
 - C. Ronald

2. From the conversation, how did the man probably find out about Dr. Carter?
 - A. He saw the office on his way home from work.
 - B. A friend referred him to Dr. Carter's office.
 - C. He found Dr. Carter's number in the phone book.

3. What time does he schedule an appointment to see Dr. Carter?
 - A. Tuesday
 - B. Wednesday
 - C. Thursday

4. Why does the man want to see the doctor?
 - A. He hurt his knee when a tall ladder fell on him.
 - B. He injured his ankle when he fell from a ladder.
 - C. He sprain his hand when he fell off the roof of his house.

5. What does the receptionist suggest at the end of the conversation?
 - A. The man should put some ice on his injury.
 - B. The man needs to come into the office right away.
 - C. The man ought to take it easy for a few days.

Speaking Activity / Express Yourself

What are your major concerns in visiting medical facilities, for example, a doctor's office or a hospital, in a foreign country? What differences have you noticed in the medical care, facilities, and attitudes of doctors and nurses towards patients in comparison with those in your own country? Share your opinions on the topic.

Listening Activity II

Now listen again to the audio and complete the dialog

Receptionist: Dr. Carter's Office.

Ronald: Yes, I'd like to make an _____ to see Dr. Carter, please.

Receptionist: Is this your first visit?

Ronald: Yes it is.

Receptionist: Okay. Could I have your _____ please?

Ronald: Yes. My name is Ronald Schuller.

Receptionist: And may I ask who _____ you to our office?

Ronald: Uh, I drove past your office _____.

Receptionist: Okay. How about the day after tomorrow on Wednesday at 4:00 O'clock?

Ronald: Uh. Do you _____ to have an opening in the morning? I usually pick up my kids from school around that time.

Receptionist: Okay. Um . . . how about Tuesday at 8:00 A.M. or _____ at 8:15 A.M.?

Ronald: Uh, do you have anything earlier, like 7:30?

Receptionist: No. I'm sorry.

Ronald: Well, in that _____, Thursday would be fine.

Receptionist: Okay. Could I have your phone number please?

Ronald: It's 643-0547.

Receptionist: Alright. And what's the _____ of your visit?

Ronald: Uh . . .

Receptionist: Yes sir.

Ronald: Well, to tell the truth, I fell from _____ two days ago while painting my house, and I _____ my ankle when my foot landed in a paint can. I suffered a few scratches on my hands and knees, but I'm most concerned that the swelling in my ankle hasn't gone down yet.

Receptionist: Well, did you put ice on it immediately after this _____?

Ronald: Well yeah. I just filled the paint can with ice and . . .

Receptionist: And so after you removed the paint can . . . Sir, sir, Mr. Schuller, are you still there?

Ronald: Well that's part of the _____. Uh, the paint can is still on my foot.

Receptionist: Look, Mr. Schuller. Please come in today. I don't think your _____ can wait.

MODULE 12

Read the passage and answer the questions given below.

Pyramids

The Great Pyramid at Giza is one of the world's most amazing landmarks. Rising high above the Sahara Desert in the Giza region of northern Egypt, the Great Pyramid stands some 450 feet into the burning desert sky and occupies an area of 13 acres. The rough climate of the Sahara has actually caused the pyramid to shrink 30 feet from its original height. The pyramid was such an amazing feat of engineering, that it remained the tallest structure in the world for over 3800 years! The entire pyramid was originally faced with polished limestone to make it shine brilliantly in the sun.

Most Egyptologists, scientists who study ancient Egypt, agree that the Great Pyramid was built around 2560 BC, a little more than 4,500 years ago. It took tens of thousands of workers twenty years to build. The pyramid contains over two million stone blocks. Although most of the blocks weigh two or three tons, some weigh up to 80 tons!

The Great Pyramid of Giza was ordered built by the Pharaoh Khufu as a magnificent tomb. His vizier (advisor) Hemon is credited with being the pyramid's architect. Khufu's pyramid is actually part of a complex of pyramids that includes the Pyramid of Khafre, the smaller Pyramid of Menkaure, a variety of smaller pyramids and structures, and the Great Sphinx. The Great Pyramid of Giza is the last remaining of the Seven Wonders of the World.

Post- Reading Activity

1. Where is the Great Pyramid NOT located?
 - A. Sahara Desert
 - B. Giza
 - C. Southern Egypt
 - D. Northern Egypt
2. How many stone blocks make up the pyramid?
 - A. 4,500
 - B. 3800
 - C. 2,560
 - D. More than two million
3. Most of the blocks in the pyramid weigh about _____ tons.
 - A. 4,500
 - B. 80
 - C. five
 - D. two or three
4. The Pharaoh _____ ordered the pyramid to built as his _____.
 - A. vizier; tomb
 - B. Khufu; tomb
 - C. Hemon; tomb
 - D. Khufu; wonder of the world
5. Which of the following definitions best describes the meaning of "complex" in the passage.
 - A. materials
 - B. army
 - C. group or set
 - D. Pyramid
6. Which is NOT part of complex of pyramids?
 - A. The Tomb of King Tut
 - B. The Sphinx
 - C. The Great Pyramid of Giza
 - D. The Pyramid of Khafre
7. Which of the following is FALSE?
 - A. Hemon was Khufu's vizier and architect.
 - B. Khufu was Hemon's vizier and architect.
 - C. The Great Pyramid is the last of the Seven wonders of the World.
 - D. The Pyramid took tens of thousands of works about twenty years to complete

Listening Activity I

Pre-Listening Exercise

1.1.1 Introduction

What images come to mind when you read the title of this conversation, "Personal Security: Theft in the Park"? What people might be involved: men, women, and/or children? What time of day is it? What is stolen? Write down your ideas.

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 was the man doing when he was robbed?
 - A. fishing by the stream
 - B. birdwatching in the park
 - C. coming home from work
2. What was the thief wearing?
 - A. a black striped dress
 - B. a light red sweater
 - C. tennis shoes
3. How tall was the thief?
 - A. about 170 cm
 - B. about 180 cm
 - C. about 190 cm

4. What did the thief take from the man?

- A. his shoe
- B. his leather briefcase
- C. his hat

5. Who is the "bearded woman"?

- A. a man who dresses up like a woman
- B. a woman who robs men in the park
- C. a man who lives in the park

Speaking Activity / Express Yourself

Choose one question and share your ideas in class

:

- Have you ever been in a situation where something was stolen from you? What happened and were your possessions ever recovered?
- What can people do to protect themselves from theft at home or in public?
- Are there any special precautions tourists should take when traveling to another country?

Listening Activity II

Now listen again to the audio and complete the dialog

Man: Yes, I'd like to _____ a theft.

Police Officer: Okay. Can you tell me _____ what happened.

Man: Well, I was walking home from work two days ago, enjoying the _____ all around me . . . the birds, the frogs, the flowing stream . . . [Okay, Okay] when this woman _____ me right off my feet, grabbed my stuff, and ran off through the trees. [Hmm]. I was so surprised by the ordeal that I didn't go after her.

Police Officer: Yeah. Can you _____ the woman for me?

Man: Yeah. He was about a hundred and ninety centimeters tall . . .

Police Officer: Wait. You said a woman _____ you.

Man: Well, I'm not really sure. [Hmm]. You see, the person was wearing a white and black polka dot dress, a light red sweater over it, and she . . . or he . . . was _____ a pair of basketball shoes.

Police Officer: Humm. What else can you tell me?

Man: Okay. Like I said, the person was about 190 _____ tall, heavy build, with long wavy hair. She . . . or he . . . was probably in his or her late 30's. I didn't get a good look at the person's face, but well ... uh

Police Officer: What? Was there _____ else?

Man: Well, the person . . . had a beard.

Police Officer: Ah! What was, uh, taken . . . _____?

Man: Well, just my left shoe. Bizarre, isn't it?

Police Officer: Ah. The "bearded _____" has struck again!

Man: The "bearded woman"?

Police Officer: Yeah. It's this man who dresses up like a woman and, for some _____ reason, removes the left shoe from his victims. He's really quite harmless, though, and he usually _____ the shoe to the crime scene a couple of days later.

Man: Hey, he can keep my shoe, and I'll just take off my left shoe every time I walk _____ the park