



AL NOOR INTERNATIONAL SCHOOL
Riyadh, Saudi Arabia

English Enhancement Program

Grade 6 Modules

Name: _____ Section: _____

Academic Year: _____

Read the passage and answer the questions given below

**Spitting to Survive by Liana
Mahoney**

Spit keeps our mouths moist and softens our food when we chew. Without spit in our mouths, we would have a hard time talking. We would find it even harder to swallow. But for some animals, spit works better after it has left the mouth. Some animals are experts at surviving because they are expert spitters.

Llamas are animals often found in petting zoos and farms. These animals seem to like their personal space. A llama that feels threatened or annoyed will spit slimy gobs at you to get you to leave it alone.

Sometimes llamas even spit on each other to steal food! This trick usually works, because llama spit includes food from the llama’s stomach, and it can be quite smelly. When a llama spits on another animal, the animal usually loses its appetite and walks away, leaving its food behind.

The archer fish is a very skilled spitter. This fish is like a submarine with a loaded weapon. It takes aim and spits jets of water at insects and other small creatures to knock them into the water. Then it gulps them down quickly. To create such a forceful stream of water, an archer fish closes its gills, and uses its tongue to form a tube in its mouth. Then the fish sticks its snout out of the water and aims. Aim! Launch! Lunch!

Spitting cobras are also known for their expert aim. These snakes spray poisonous venom from their fangs to protect themselves. Scientists believe that these snakes actually aim for the eyes! When the cobra’s venom gets into the eyes of an animal, the venom causes terrible pain, and even blindness. This gives the snake plenty of time to get away.

Spitting is considered to be rude behavior in people. But for some animals, spitting can be a smart way to get lunch –or a clever way to avoid becoming lunch!

Comprehension Questions

- 1.** List the three ways spit helps humans.

2. Which animal creates a forceful stream of water to capture insects?
 - a. humans
 - b. archer fish
 - c. spitting cobras
 - d. llamas

3. Name two reasons a llama might choose to spit.

4. How does a spitting cobra use its spit to protect itself?

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

- a. to tell funny stories about animals
- b. to teach the reader how animals survive
- c. to express opinions about animals
- d. to show how animals are different

Synonyms

Synonyms are words that have almost the same meaning. Use dictionary and find out the synonyms for each word given in the box

Moist	
Soft	
Hard	
Expert	
Threaten	

Check your understanding

Circle the 2 synonyms for each set of words.

1. toasty chilly cool comfortable
2. walk crawl stroll run
3. argue scare confuse frighten
4. bravery honesty courage winner
5. cook drink eat munch

Listening Activity

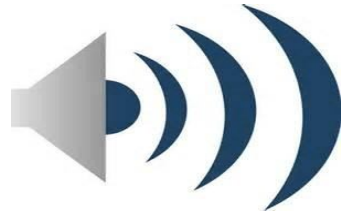
A Smart Phone

Pre-Listening Exercises

Discuss: In today's world, is a phone a necessity for people of all ages, or is it just a luxury item? Why or why not? How do people who grew up without mobile phones feel about this?

Listening Exercises

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



1. The young man says he needs a new phone because _____.
A. his parents took his last one
B. someone stole his last one
C. his phone is an older model
2. How many phones does the young man already have?
A. two B. three C. four
3. According to the conversation, what are the young man's parents like?
A. friendly B. generous C. kind
4. What do his parents want their son to do to get a phone?
A. take out money from his bank account
B. find a job and work to earn money
C. ask his brother if he can use an old phone
5. What is the BEST word to describe the young man's personality?
A. talkative B. mean C. self-centered

Vocabulary Activities

Write the correct word that best completes each sentence.

caring walk away speck of dust entitled self-reliant

1. Why do you always feel so _____?
Do you think it is my responsibility to pay for everything you want?
2. Be sure to clean the table. I don't want to see even _____ on it.
3. Jessica is so _____. She helps anyone who is in need.
4. James needs to be more _____ and not depend on help from mom and dad.
5. Please don't _____ when I am talking. We need to discuss the problem about your phone.

Speaking Activity

Choose one question to answer and share your ideas to the class.

1. At what age is it appropriate for a child to have his or her own phone?
2. How important is it for parents to track their children's phone calls, text messages, or Internet use on the phone?
3. Should children pay at least a part of their phone bill, and if so, how much?
4. Which method is better to ask someone out on a date: sending a text message or calling the person?
5. Which method is better to end a relationship: sending a text message or calling the person?
6. Is it illegal to text and drive in your city or region? If so, what is the penalty?
7. If a student cheats on a test by taking pictures of it and sending them to a friend, how do you handle the situation?

NASA's Stardust Review

In the wee hours of January 15 2006, stargazers caught a glimpse of an intergalactic treasure chest blazing through Earth's atmosphere. The space capsule plunged to the ground at a speed of about 28,800 miles per hour. Its fiery dive lit up the sky in the western United States. When the container landed safely in the Utah desert, excited scientists from NASA burst into applause. *Stardust*, which captured comet dust and space particles, recently completed a 2.9-billion-mile journey. The probe spent seven years exploring space and collecting particles that may hold clues to the solar system's origins.

"We visited a comet, grabbed a piece of it, and [the capsule] landed here," Donald Brownlee, an astronomy professor and the mission's head investigator, told reporters. "It's an incredible thrill." *Stardust's* cargo contains more than a million particles. Most of the particles are less than 1/10 the width of a human hair. Scientists could spend decades studying the tiny fragments.

Astronomers had been counting down the days until the container's arrival. *Stardust* was launched on Feb. 7, 1999. Five years later, the probe streaked through a comet, collecting dust along the way. A comet is a heavenly body made up of ice and dust that often develops a long, cloudy tail of dust when it is near the sun. Many scientists believe that comets are leftovers from the formation of the sun and planets about 4.6 billion years ago. Researchers hope that the dust will provide clues to how the solar system was created. It may also help scientists understand how certain materials combined to form life.

"*Stardust* could provide a new window into the distant past," astronomer Simon Green told reporters.

Comprehension Questions:

1. How many years did *Stardust* spend exploring space?
 - A. two
 - B. five
 - C. seven
 - D. eight

2. All of the following were effects of the space capsule's return to Earth EXCEPT
- A. excited scientists from NASA burst into applause
 - B. the space capsule lit up the sky and landed safely
 - C. the cargo onboard the capsule caught on fire
 - D. the capsule landed safely in the Utah desert
3. Why does the author refer to the space capsule as an "intergalactic treasure chest"?
- A. It contains valuable information about space.
 - B. It is filled with coins and bills from around the world.
 - C. It holds treasures from each planet in our solar system.
 - D. It was designed to be in the shape of a treasure chest.
4. Read this sentence from the passage: "Scientists could spend decades studying the tiny fragments."
- In this sentence, the word **fragments** means
- A. collections of information
 - B. fruits that are overripe
 - C. long, cloudy tails of dust
 - D. parts that are broken off
5. Which statement best describes the main idea of this passage?
- A. A comet is a heavenly body made up of ice and dust that often forms a tail.
 - B. A space probe's cargo may hold clues to the solar system's origins.
 - C. *Stardust* plunged to the ground at a speed of about 28,800 miles per hour.
 - D. Scientists may spend the next few decades studying tiny particles of dust.
6. Which of the following is an opinion?
- A. Its fiery dive lit up the sky.
 - B. Finding out about comets is thrilling.
 - C. *Stardust's* cargo had more than a million particles.
 - D. *Stardust* grabbed a piece of the comet's tail.
7. What does Simon Green mean when he says, "*Stardust* could provide a new window into the distant past"?
- A. *Stardust* can give scientists information about American history.
 - B. The windows in *Stardust* provide a view of distant space.
 - C. The dust picked up by *Stardust* could give clues about the origin of the solar system.
 - D. *Stardust* may be able to be used as a time-machine.

8. Which of the following is true about comets?

- A. Comets are made from ice.
- B. Comets are made from dust.
- C. Comets can have long dusty tails.
- D. All of the above.

9. An example of an opinion is:

- A. The scientists burst into applause.
- B. Most of the particles are less than the width of a human hair.
- C. It may help scientists understand how life was formed.
- D. *Stardust* was launched on Feb. 7, 1999

10. "Many scientists believe that comets are leftovers from the formation of the sun". Is this sentence a fact or an opinion? Explain.

Check your Understanding

Tell whether each sentence is a fact or opinion.

- _____ 1. Sunday is the best day of the week.
- _____ 2. George Washington was born in February.
- _____ 3. Memorial Day is the most important holiday of the year.
- _____ 4. Thanksgiving is celebrated in autumn.
- _____ 5. Some families eat turkey on Thanksgiving.
- _____ 6. Watching fireworks on the 4th of July is lots of fun.
- _____ 7. April is a month with 30 days.
- _____ 8. There are 12 months in the year.
- _____ 9. This has been a terrible week.
- _____ 10. Spring is the most beautiful season of all.
- _____ 11. Monday, Wednesday, and Friday are weekdays.
- _____ 12. The first day of the school year is scary.
- _____ 13. Everyone should make Valentine's Day cards.
- _____ 14. Your birthday comes only one day a year.

Listening Activity

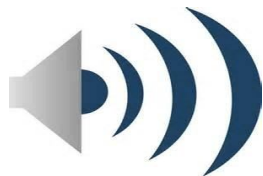
Vacation Plans

Pre-Listening Exercises

Discuss: 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?

Listening Exercises

Listen to the conversation and answer the following questions.



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.

Key Vocabulary

- **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.
- **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.
- **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.

Listen again to the audio and complete the dialog.

Time for a Vacation!

Pete: Hey Markus. I have a (1) _____ I'd like to ask you.

Markus: Yes. Go ahead.

Pete: Well, I'm thinking about going to Germany this (2) _____ [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 (3) _____ 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 (4) _____ 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 (5) _____ 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 (6) _____ 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 (7) _____ 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 (8) _____ 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 (9) _____ 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" _____?

Speaking Activity

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.

Return of the Cube

Twenty-five years ago, the Rubik's Cube puzzled people of all ages. They spent hours twisting and turning the movable pieces of the cubed-shaped puzzle so that each side was just one color. Some could solve the puzzle in seconds. Many could not solve it at all.

In 2005, the cube enjoyed a revival as a new generation of "cubers" traveled the country taking part in highly competitive tournaments.

"It's very

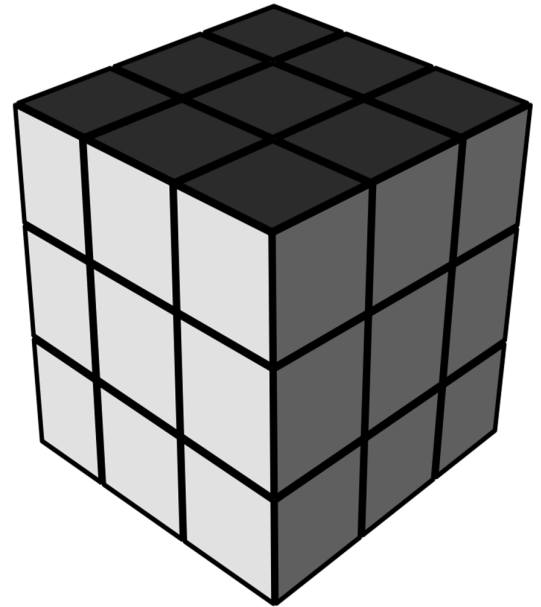
addictive, and it spreads like a virus," Tyson Mao, 20, told the *San Francisco*

Chronicle. "One person will learn it, get hooked, and then teach others."

Mao is part of the Rubik's Cube Club from the California Institute of Technology. The college has sponsored six tournaments in California since January 2004. Mao and about 40 others competed at the International Rubik's Cube Tournament in San Francisco. The tournaments usually consist of several events, including those in which cubers compete using one hand. In one difficult event, the competitors first look at the puzzle and then try to solve it while wearing a blindfold. In another event, they try to complete the cube in the fewest moves.

Fourteen-year-old Shotaro Makisumi broke his blindfolded record with a time of 2 minutes 57 seconds. Many of those at the San Francisco tournament weren't even born when Erno Rubik first came up with the idea for the cube in 1974.

Today's cubers have also found a home on the Internet, where they swap ideas that can shave seconds off their time. The company that makes the cube has sold more than 100 million since the puzzle made its debut in 1980.



Comprehension questions:

1. “It’s very addictive, and it spreads like a virus” is another way of saying
 - a. people begin to think they can’t live without it, and its popularity spreads quickly from person to person.
 - b. “one person will learn it, get hooked, and then teach others.”
 - c. people love it and quickly get others to love it too.
 - d. all of the above.

2. The phrase “shaving seconds off their time” refers to
 - a. finding more time to spend on the cube as a hobby.
 - b. completing the puzzle more quickly.
 - c. spending less time at cube tournaments.
 - d. spending more time doing activities other than solving the puzzle.

3. Which of the following is *not* an event at the tournament?
 - a. People compete to solve the cube puzzle while blindfolded.
 - b. People use only one hand to solve the cube puzzle.
 - c. People try to solve the cube puzzle in the fewest moves.
 - d. People solve the cube puzzle while standing on their heads.

4. How do “cubers” use the Internet to solve the cube puzzle?
 - a. They exchange ideas about how to solve the puzzle faster.
 - b. They solve the puzzle online using an Internet version of the cube.
 - c. They research the history of the puzzle.
 - d. They plan social events.

5. Explain what “the Rubik’s cube puzzled people of all ages” means.

Interpret the following sentences with figurative language:

1. Brian was a wall, bouncing every tennis ball back over the net.

2. Cindy was such a mule. We couldn't get her to change her mind.

3. The skies of his future began to darken.

4. My brother was boiling mad.

5. The assignment was a breeze.

Listening Activity

Dinner Time

Pre-Listening Exercises

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?

Listening Exercises

Listen to the conversation and answer the following questions.



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

Listen again to the audio and complete the dialog.

Dinner Time

Father: Time to eat!

Daughter: Coming. Oh, I'm 1) _____ . Oh yuck! What is that?

Father: Oh, don't (2) _____

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

Father: Now, mom put me in charge of dinner because she's not

(3) _____ well tonight.

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

Father: It's pizza. I just followed an old (4) _____ ecipe here, and . . .

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

Father: Oh, uh, well, I couldn't find the second page of the recipe, but don't worry. I have (5) _____ of experience around the house. Plenty of experience cooking.

Daughter: That's not what mom says.

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

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

Father: Well, well, it's just, just a little (6) _____ for me. That's all.

Daughter: Let me try it Dad. Uh. Dad. You put a little too much salt in it and besides its (7) _____. And what's that?

Father: Oh, well, well, that's just part of my own adaptation to the recipe. I (8) some pumpkin.

Daughter: Oh, not another of your (9) . Pumpkin doesn't go on pizza!

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

Daughter: Well, how about cold (10) . . . You can't mess up on that, Dad.

Speaking Activity

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*.

Surprise Encounter

Grady slung his backpack over his shoulder and slammed the door of the car shut.

“This is going to be a really long week,” he said to no one in particular. He looked around at the campground. Blue-green fir trees, some as tall as church spires, covered the mountainside. It was nearly 8:30. The sun would be setting soon. Then, Grady thought, maybe the heat wouldn’t feel like a coat. Even up here in the mountains, the hot stickiness of July clung to him.

Grady hated camping, but it was something his family insisted on every summer. His father liked cooking over an open fire, telling stories about how to survive things like bear attacks and swarms of bees. His mother and Jared liked to hike and take pictures of animals. Jared was his seven-year-old brother. He had a collection of bug pictures that he’d taped to the walls in his half of their room. *Bugs on leaves, bugs on tree trunks, bugs crawling in dirt.* Grady thought they were just plain creepy and considered them proof that Jared was weird.

They set up camp--two tents, one for his parents and one for himself and Jared. While everyone else got busy setting out cooking tools, Grady set off to check out the nearby stream. It was supposed to be deep enough to swim in a few places. As he neared the stream, something caught his eye. There was an adorable black bear cub—a small creature, no more than two feet tall.

It seemed to be playing at the edge of the water. Grady moved closer to get a better look. Then Grady heard a rustling behind him. He remembered that the cub could not be alone. He looked up and saw its mother . . .

Comprehension Questions:

1. What does Grady's brother collect?
 - A. bug pictures
 - B. baseball cards
 - C. stuffed animals
 - D. bearskin rugs
2. Grady goes to a nearby stream and encounters a black bear cub and its mother. What caused Grady to go to the stream?
 - A. He was trying to find his mother and younger brother.
 - B. He was checking to see whether he could go for a swim.
 - C. He wanted to see whether anyone was catching fish there.
 - D. He hoped that he would spot some frogs and insects.
3. What can you conclude about Grady at the end of the story?
 - A. He will go closer to the cub.
 - B. He will have a nice swim.
 - C. He is safe near the cub.
 - D. He is in serious danger.
4. Read this sentence from the passage: "Blue-green fir trees, some as tall as church spires, covered the mountainside."
In this sentence, the word **spires** means
 - A. amazing sights
 - B. pointed roofs
 - C. building floors
 - D. hard surfaces
5. The main purpose of this passage is to describe
 - A. what Grady likes to do in his spare time
 - B. what happens when Grady goes camping
 - C. why Grady's father likes cooking over an open fire
 - D. how camping is a fun activity for families to do together
6. An action that leads to the problem in the story is
 - A. Grady slams the car door shut.
 - B. Jared likes to hike and take pictures.
 - C. Grady sees an adorable black bear cub.
 - D. Grady thinks that bugs are creepy.
7. What is the main problem in the story?
 - A. Jared likes bugs but Grady does not.
 - B. Grady does not like to go camping.
 - C. The mountain air was hot and sticky.
 - D. Grady encounters a mother bear that will want to protect her cub.

8. A hint of a possible solution to the problem is given by the quote:
- A. “They set up camp—two tents, one for his parents and one for himself and Jared.”
 - B. “His father liked cooking over an open fire, telling stories about how to survive things like bear attacks and swarms of bees.”
 - C. “While everyone else got busy setting out cooking tools, Grady set off to check out the nearby stream.”
 - D. “[Jared] had a collection of bug pictures that he’d taped to the walls in his half of their room.”

9. We know the story begins at dusk because

- A. the author tells the time.
- B. the family is preparing to cook.
- C. the sun would be setting soon.
- D. the fir trees were blue-green.

10. Finish the story with an outcome in which Grady is not harmed by the adult bear.

Listening Activity

Airline Safety

Pre-Listening Exercises

Discuss: What items are passengers not allowed to take on board airplanes in your country? What are the reasons for these rules?

Listening Exercises

Listen to the conversation and answer the following questions.



1. What is the first item that the man has in his carry-on bag?
 - A. water
 - B. medication
 - C. a large bottle of shampoo
2. The man is carrying a lighter because he _____.
 - A. enjoys smoking cigarettes
 - B. is worried about his safety
 - C. he forgot to take it out of his bag
3. The next illegal item the man has with him is _____.
 - A. a live snake
 - B. firecrackers
 - C. a huge knife
4. The man received this item from _____.
 - A. a close friend
 - B. a relative
 - C. a stranger
5. The man doesn't know the airline's rules because _____.
 - A. the sign was written in Chinese
 - B. he didn't see the sign
 - C. he wasn't paying careful attention

(Play again the recording and let the students complete the dialogue.)

Security: Excuse me. Do you have any keys or money in your _____?

Passenger: No. No. I think I've taken everything out.

Security: Okay. Go ahead and walk through the body _____.

Passenger: Will I feel anything?

Security: No sir. Just walk through and keep your _____ in the air.

Passenger: Okay, huh?

[*Security alarm goes off*. . .]

Security: We need to do some _____ screening. Sorry, sir. Please come this way.

[*What? Did I . . . Did you find something?*] Relax sir. Okay? I'm going to open your carry-on bag. As I'm going through it, please do not try to touch it. [*Okay*.] Let's see now. Hmmm.

First of all, sir, you can't take any liquids like this bottled water past this point.

Passenger: Ah. Well, I really can't drink any other kind of water. Sierra Springs is the only bottled water I _____.

Security: Sorry sir. [*Ah . . .*] And, sir. What's this? [*What?*] No, sir, you cannot bring a lighter on the plane.

Passenger: But I don't smoke. I mean . . . [*You STILL can't bring it on the plane.*] But I have it just in case of _____. You know, as an emergency fire starter in case the plane crashes into a dark forest.

Security: Sir. You'll have to _____ that here. What's this?

Passenger: Well . . . Oh. That's my pocket knife.

Security: A pocket knife? It's almost a _____ long!

Passenger: Well, it's a special knife given to me by my _____, but I only use it to peel apples and fruit. You know . . . Things like that.

Security: Sir. I'm sorry, but you can't take that on the plane. In fact, do you have any other prohibited items in your bag? [*Well, I don't . . .*] I mean, didn't you read the sign back there explaining all of the items that were not allowed on board?

Passenger: Well, I started to read it, and I then got a little _____.

Security: A little? Sir. How many times have you flown on an airplane?

Passenger: Uh, it has been a while. I think the last time I traveled by plane was about, uh, 1960 . . .

Security: Sir. Why don't you come with me? [*WHAT?*] I think my supervisor would like to ask you a few questions.

Passenger: Oh, no!

Speaking Activity

With a partner, describe an experience, good or bad, that you have had at an airport or on an airplane. What happened? What did you learn about the experience that will help you the next time you travel?

The Stonecutter

Once upon a time there was a stone cutter. The stone cutter lived in a land where a life of privilege meant being powerful. Looking at his life he decided that he was unsatisfied with the way things were and so he set out to become the most powerful thing in the land.

Looking around his land he wondered to himself what it is to be powerful. Looking up he saw the Sun shining down on all the land. "The Sun must be the most powerful thing that there is, for it shines down on all things and all things grow from its touch." So he became the Sun.

Days later, as he shone his power down on the inhabitants of the land, there came a cloud which passed beneath him obstructing his brilliance.

Frustrated he realized that the Sun was not the most powerful thing in the land, if a simple cloud could interrupt his greatness. So he became a cloud, in fact, he became the most powerful storm that the world had ever seen.

And so he blew his rain and lightning, and resounded with thunder all over the land, demonstrating that he was the most powerful. Until one day he came across a boulder.

Down and down he poured and his thunder roared, lightning flashed and filled the sky, striking the ground near the boulder. His winds blew and blew and blew, and yet, despite all his efforts, he could not budge the boulder.

Frustrated again, he realized that the storm was not the most powerful thing in the land, rather it must be the boulder. So he became the boulder.

For days he sat, unmovable, and impassive, demonstrating his power, until one day, a stone cutter came and chiseled him to bits.

What is the moral of the story?

Activity 1

Decide if the following 15 statements about the story are true or false.

- _____ 1. Where the stone cutter lived, those advantaged because of their position or because they were rich were those with the ability to control people and events.
- _____ 2. The stone cutter was unhappy because he did not have what he wanted.
- _____ 3. The stone cutter decided that the sun was the most powerful thing in the land because it was so shiny.
- _____ 4. The stone cutter could turn into different things.
- _____ 5. The cloud prevented the sun from demonstrating its intelligence.
- _____ 6. The stone cutter believed that a cloud was more powerful than the sun.
- _____ 7. Never before had the world witnessed such a storm.
- _____ 8. The storm lasted for less than a day.
- _____ 9. The storm hit the boulder with lightning.
- _____ 10. The storm attempted to move the boulder.
- _____ 11. The storm felt annoyed and discouraged because it could not achieve what it wanted.
- _____ 12. The boulder showed how powerful it was by not moving.
- _____ 13. The stone cutter used a tool to destroy the boulder.
- _____ 14. According to the moral of the story, you sometimes have everything you need already, right inside of you.
- _____ 15. According to the moral of the story, power is something that is not really what **it** seems to be.

Activity 2

Match the word to its definition.

a. boulder	b. brilliance	c. (not) budge
d. chisel	e. frustrated	f. illusion
g. impassive	h. inhabitant	i. interrupt
j. lightning	k. obstruct	l. pour
m. privilege	n. resound	o. storm
p. thunder	q. unsatisfied	r. wonder

- _____ a flash of bright light in the sky which is produced by electricity moving between clouds or from clouds to the ground.
- _____ a person or animal that lives in a particular place.
- _____ a very large rock.
- _____ an advantage that only one person or group of people has, usually because of their position or because they are rich.
- _____ an extreme weather with very strong wind and heavy rain
- _____ an idea or belief which is not true; something that is not really what it seems to be
- _____ describes a person's face when it expresses no emotion, because they seem not to be affected by the situation they are experiencing
- _____ feeling annoyed or discouraged because you cannot achieve what you want
- _____ (not) move.
- _____ state of being full of light, shining or bright in colour
- _____ the sudden loud noise which comes from the sky especially during a storm
- _____ to (cause to) flow quickly and in large amounts
- _____ to ask yourself questions or express a desire to know about something
- _____ to block a road, passage, entrance, etc. so that nothing can go along it, or to prevent something from happening by putting difficulties in its way
- _____ to sound loudly or for a long time.

Listening Activity

Leisure Activities

Pre-Listening Exercises

Getting together with friends on group date can be a fun activity, especially when you like hanging out with people, but you aren't interested in a serious relationship. In such situations, what kinds of activities do you like to do with your friends (e.g., going to watch a movie, playing video games, hiking, etc.).

Listening Exercises

Listen to the conversation and answer the following questions.



1. What is Stuart planning to do with his friends?
 - A. go for a drive and have a picnic
 - B. watch a football game
 - C. see a movie and have dinner
2. Why does Amy say she can't go with them?
 - A. She has to study for an exam.
 - B. She doesn't have any spending money.
 - C. She already has plans to attend a party.
3. What are they planning to do at the end of the evening?
 - A. watch a video
 - B. have a party
 - C. play some games
4. How is Amy getting to the activity?
 - A. She's driving her car.
 - B. Stuart is giving her a ride.
 - C. She's taking the bus.
5. What time does Amy want to be home?
 - A. at 10:30 p.m.
 - B. at 11:30 p.m.
 - C. at midnight

(Play again the recording and let the students complete the dialogue.)

Stuart: Amy. So, how are you doing?

Amy: Oh, hi Stuart. _____ is so crazy these days, and when I'm not at school, I'm at work.

Stuart: Hey, listen. I'm getting together with Sara and Paul _____ and a few of our other friends are going to join us. [Oh.] And, we're . . . well, we're going out to eat and then catch _____. Why don't you come with us?

Amy: Hey, I'd love to, but I have to cram for a test _____.

Stuart: Ah, come on. We're _____ on having dinner around 6:30 and then seeing a movie at 7:30. We should be home by _____ . . . 11:30 at the latest. I mean you're always saying that you don't have any friends . . . and that your love life . . . well, that you don't have one. Come on!

Amy: I . . . I don't think I'd better. I haven't been _____ well lately.

Stuart: Yeah, because you study too much. Well, we'll have _____. Come on! Relax. [Well . . .] And it's Sara's birthday, too. And we're throwing her a small birthday party after the movie. Come on. Best friends always stick _____

Amy: Oh. Okay.

Stuart: Great. I'll pick you up at 6:00.

Amy: Okay. See you then, but I have to be back by 10:30.

Stuart: Ah, 10:30 . . . _____. It's all the same. See you at 6:00.

Speaking Activity

Imagine that you want to get together with a few new friends from out of town next weekend. What two or three leisure or recreational activities would you consider doing to introduce your friends to your city? Use the Internet to plan your day and look up the cost, operating hours, and location of each activity you plan. Discuss your results.

A Tricky Move

If you think moving a piano is tricky, try moving the 2,080-pound Liberty Bell. The bell, one of America's most enduring symbols of freedom, had to be moved from its second home at Liberty Hall Pavilion in Philadelphia to a new building down the street.



Why the change of address? The National Park Service built a new center for the Liberty Bell. Movers wanted to

make sure that no additional harm was

done to the bell's famous crack. During the move, scientists attached tiny **sensors** to the mostly copper bell. The sensors would sound an alarm if the bell's famous crack got bigger. "The bell is fragile because of the way it was [made]," said one scientist.

This wasn't the first time the Liberty Bell was moved. From 1885 to 1915, the Liberty Bell traveled across the country, visiting more than 400 cities and towns, including Chicago, New Orleans, and St. Louis.

Workers also moved the Liberty Bell in 1976, when it was taken from Independence Hall to the Liberty Hall Pavilion.

The Liberty Bell no longer rings today. During the move, wireless technology attached to the bell.

Comprehension Questions:

1. Which city is home to the Liberty Bell?
 - a. New Orleans
 - b. Chicago
 - c. New York
 - d. Philadelphia

2. The bell was moved from Independence Hall to the Liberty Hall Pavilion and later to the new center built by the National Park Service, probably in order to
 - a. get a bigger display space around it.
 - b. give it better security protection.
 - c. make it more convenient for more tourists to enjoy.
 - d. all of the above.

3. We can assume that if the sensors had sounded an alarm during the moving of the Liberty Bell,
 - a. the bell would have broken in two.
 - b. the movers would have checked the bell's condition.
 - c. the bell would have been moved to a different place.
 - d. the bell would have to be replaced.

4. The reason the bell traveled for 30 years all across the U.S. was
 - a. to keep it from being destroyed.
 - b. to repair its large crack.
 - c. to inspire pride and patriotism.
 - d. to earn money for its upkeep.

5. The National Park Service built a new center for the Liberty Bell. The problem was that workers had to make sure that the bell's crack was not harmed during the move. How was that problem solved?
 - a. Workers wrapped the bell in many layers of bubble wrap and tissue paper.
 - b. The bell was carefully taken apart before the move and then put back together again.
 - c. Sensors were attached to the bell and would sound an alarm if the crack got bigger.
 - d. Scientists used superglue to seal the edges of the bell's crack during the move.

6. Which of the following conclusions about the Liberty Bell is supported by the passage?
- a. Many workers have dropped the Liberty Bell.
 - b. The Liberty Bell is difficult to move.
 - c. Scientists are trying to figure out how to fix the bell's crack.
 - d. The Liberty Bell will ring once a day at the new location.

7. Read this sentence from the passage: "The bell is fragile because of the way it was [made],' said one scientist."

Based on the text, the word fragile means

- a. delicate
 - b. strange
 - c. wonderful
 - d. noisy
8. The primary purpose of this passage is to describe
- a. how the Liberty Bell got the crack that made it famous
 - b. how scientists are using wireless technology to move large objects
 - c. how the Liberty Bell traveled across the country from 1885 to 1915
 - d. how workers moved the Liberty Bell without damaging its crack

9. What was the home of the Liberty Bell in 1976?

10. Why is the Liberty Bell important? How do you know? Give specific examples from the article that support your answer.

11. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Scientists attached tiny sensors to the bell _____ no additional harm would come to the bell's crack.

- A. instead
- B. because
- C. so
- D. for

12. Answer the following questions based on the sentence below.

Workers carefully moved the Liberty Bell from Liberty Hall Pavilion in Philadelphia to a new center down the street that was built for the Liberty Bell by the National Park Service.

Who? _____

(did) What? moved the Liberty Bell

How? _____

Why?

Where?

10. Vocabulary Word (enduring, long-lasting). Use the vocabulary words in sentences.

Listening Activity

Invited to the Party Pre-Listening Exercise

1.1.1 Introduction

Suppose you have been invited to a party. How would you dress for the occasion? What types of fashionable clothing can you purchase at local stores?

1.1.2 Key Vocabulary

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

1. Adventurous [ad-**VEN**-cher-uh-s]

Meaning: (adjective) willingness to try new things

Example Sentence: If I were more adventurous, I think I would try mountain climbing.

2. Flashy [**FLASH**-ee]

Meaning: (adjective) brightly colored or unusually decorated beyond normal standards

Example Sentence: She tends to wear flashy ski wear during the winter season.

3. Outgoing [**OUT**-goh-ing]

Meaning: (adjective) very friendly and sociable

Example Sentence: He is very outgoing and always makes newcomers feel comfortable at a party.

Listening Exercise

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



Post-Listening Exercise

1. Who is visiting Jori for the weekend?
 - A. her best friend
 - B. her brother Bob
 - C. her sister
2. What is Carol wearing?
 - A. a sweater
 - B. a red sweat shirt
 - C. a black blouse
3. What is Carol like?
 - A. She's sociable.
 - B. She's timid
 - C. She's very reserved.
4. What is Bob wearing?
 - A. a flashy suit jacket
 - B. a green tie
 - C. blue jeans
5. Jori knows Bob because:
 - A. they work together in the same office.
 - B. she is taking karate lessons from him.
 - C. they met at a party two months ago.

(Play again the recording and let the students complete the dialogue.)

Jori: Hi Dave. [*Hi*] Happy to see you _____ Come on in.

Dave: Wow. Looks like the party is in _____.

Jori: Yeah. And they're _____ of house and home. Oh, I'd like you to meet my sister, Carol. She's visiting for the weekend.

Dave: Oh. Which one is she?

Jori: She's sitting on the sofa over there.

Dave: You mean the woman wearing the red sweater with the long **black hair**?

Jori: Yeah. That's right. Let me introduce you to her. I just know you two will **hit it off**. You're both so **outgoing** and **adventurous**.

Dave: Uh, and who's the man sitting next to her? Uh, the man with the **suit** jacket and **flashy** green tie?

Jori: Oh, that's Bob, my karate teacher.

Dave: Karate teacher! I never knew you were into **karate**.

Jori: Yeah, I started about two **months** ago. Come on. I'd like you to meet them.

Speaking Exercise

Share your answers to the following questions in the class.

Attending parties can be an enjoyable experience in a new culture as long as you understand the social rules of that country.

- What are some cultural rules that a visitor to your country should know?
- What type of dresses, gifts, and any special expression or language that is used in these situations?
- Have you been to a party in another country? Was it different from the parties in your country?