

Tales **4U**

Fifth Grade

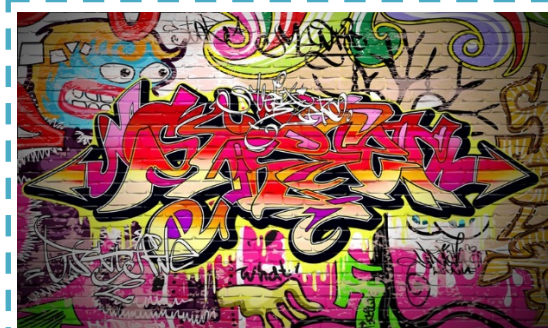


Unit 1

The history of street art

Look and describe the pictures. Then tick the one you like best. Explain why.


☐

☐

☐

Work with a friend. Create a piece of art.



Modern **graffiti** began in big cities in the United States of America in the **1970s**. In New York, young people wrote their names or "**tags**" on walls around the city.

One of the first "**taggers**" was a teenager called Demetrius. His tag was TAKI 183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius's tag and started writing their tags too. Soon, there were tags on **walls, buses** and **trains** all over New York.

Then, some teenagers started to write their tags with **aerosol paint**. Their tags were bigger and more colorful. Aerosol paint graffiti became very popular in the 1970s and 1980s. It appeared on trains, buses and walls around the world. In the 1990s and 2000s, a lot of graffiti artists started painting **pictures**. Some artists' pictures were about politics. Other artists wanted to make beautiful cities and painted big colourful pictures on city walls.

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are "**Graffiti zones**" where artists can paint on walls. In São Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit São Paulo just to see the street art!

In Bristol in the UK, there is a **street festival** in August every year. Artists paint all the buildings in a street.

Lots of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There have been exhibitions of street art in galleries in Paris, London and Los Angeles.





Some street artists have become famous. Here are three stars of the street art world:

- **Os Gêmeos** are twin brothers from São Paulo. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!
- **Blek le Rat** is from Paris. He is famous for painting pictures of homeless people in big cities.
- **Faith47** is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on pavements, postboxes, buses and of course, on walls!

Many street artists use the internet to look at photos of street art from around the world. They communicate with other artists online and share ideas. Some street artists are famous and you can see the pictures in galleries. We don't know about the future of street art, but it is here to stay for sure!





Read and answer the questions.

1 What was the first form of street art?

_____.

2 Where did teenagers use to write their tags?

_____.

3 What did teenagers start to use for writing their tags?

_____.

4 When did artist start to paint pictures?

_____.

5 Three artists were mentioned in the text. What do they like to paint?

a) _____ - _____.

b) _____ - _____.

c) _____ - _____.

Read and answer the question.

- What's your opinion about street art?





Fruit Fly Fix

Match the words with the correct definition.

breakfast

- You use this to eat a dessert.

kitchen

- When someone is bothering others, you say he is...

effort

- This is the first meal of the day.

annoying

- When you want or need to eat, you say you are...

germs

- This is something you make to catch an animal.

spoon

- This is the activity needed to achieve or do something.

crazy

- This is what you call activities that are done in places like the park, the beach, not done inside a place.

outdoors

- These are little living beings which can make you ill.

trap

- This is the room where people can cook.

hungry

- This is what you call someone who is not rational.





It is **breakfast** time. You have been looking forward to eating a nice **ripe banana** ever since you woke up. Just when you reach for the delicious piece of fruit on your **counter**, you see something that makes you much less hungry: **a swarm of fruit flies!** Fruit flies are **tiny insects** that are attracted to **ripe** or **rotting fruits** and **vegetables**. The flies not only eat the fruit, they also **lay their eggs** there. A single fruit fly can lay up to **500 eggs** on the surface of a piece of fruit. Within eight days, the fruit flies that **hatch** from these eggs are full adults that can then lay their own eggs. As you can see, what might start out as a small fruit fly problem can become very large very quickly. Although there is a chance that fruit flies can carry **germs** onto your food, this is not very likely.

Fruit flies are **annoying**, but they probably will **not hurt** you. Because they are such a **nuisance**, however, most people want to get rid of these **pesky bugs** as quickly as possible.

Some people use **pesticide sprays** on the fruit flies. Although this will kill the flies, it will also spread **harmful poison** all over your kitchen. Luckily, there is also a completely safe way for you to get rid of fruit flies in your house. The first step is for you to remove all fruits or vegetables from your counter. Store these items in the refrigerator or in sealed containers. Clean up any spilled juice or bits of food that might be on the floor. Take out the trash and empty the recycling bin. Wash any dirty dishes that are in your sink. Doing all of these things will stop new fruit flies from finding food or





places to lay their eggs. Next, make a trap to catch all of the remaining fruit flies in your house.

First, fill a small bowl with a few tablespoons of vinegar. Then, put a piece of very ripe or rotting fruit into the vinegar. Cover the bowl very tightly with a sheet of plastic wrap and poke a few very small holes in the wrap with a fork. If all goes according to plan, the flies will enter the trap through the holes but will be unable to fly back out.

The trap will catch all of the remaining fruit flies. You can either kill these flies or release them outdoors. Fruit flies can be a pest, but they do not have to make you crazy. With a little effort, you can get existing flies out of your house and prevent new ones from taking over your kitchen.





Follow the instructions and make your own trap. Observe what happens and take notes.

Monday

Tuesday

Wednesday

Thursday

Friday





Handmade soap

Look at the list of materials and check you have brought them all.

Materials

- plastic soap molds (plastic cups work as well)
- vegetable cooking spray or petroleum jelly for coating the molds
- pure glycerin soap (sold in blocks or cubes at craft stores)
- microwave-safe measuring cup with handle for melting the soap
- red, yellow and blue soap dyes (also found at craft stores)
- small plastic animals or trinkets
- a chopstick or Popsicle stick for stirring





Instructions

Prepare the molds

Spray the interior of the plastic molds with a small amount of cooking spray, **making sure** to cover all areas. If you use too much spray, simply use a paper towel to **wipe away** the excess. Likewise, if you are using petroleum jelly, use just enough to lightly cover the mold.

Melt the soap

The size of your mold will determine how much soap you'll need to bring with.

Start by melting smaller amounts of soap; you can always add more.

Place cube(s) of soap in the measuring cup and microwave on high for 30 seconds.

If some solid soap still remains, **microwave** in 10-second intervals until soap is melted, but not boiling. **Remove** the melted soap from the microwave. This is best done by an adult or older child as the soap is hot.

Add the colour

Add a drop or two of the liquid soap dye to the melted soap. Too much dye will make your soap dark, so don't overdo it. **Mix** colours to get your desired shade. Then **stir** the dye into the soap using your chopstick or Popsicle stick.

Partly fill the molds

Carefully **pour** the hot soap into the molds so that they are filled about a third of the way to the top. **Let** the soap **cool** for about 20 minutes and then **place** the plastic animal or trinket you want to use for decoration on top of the hardened soap.





Finish the soap

Repeat steps 2 and 3 to melt and colour the remaining soap into the mold, covering the plastic animal. **Let cool** and harden for at least 2 hours. Once cool, **turn** the mold **upside down** and **pop** the soap **out**. To clean the molds, just use hot water; the soap should wash right off!

You can also make the soap as described above without the trinkets. If you'd like a layered, rainbow look, **pour** small amounts into the molds and **let** them **harden** before adding another colour layer. You can also **add fragrance** to your soaps with a drop or two of essential oils, or natural elements like poppy seeds or citrus peels, if desired. These are just some suggestions. I'm sure that you can come up with even more great ideas.

The best part? After clean up, you can wash your hands with your craft!





Divide your soap into several pieces and give a piece to some adult people. Ask them to use it a few times. Tell them that you'd like them to share how they liked it.

Person 1: _____

Comment: _____

How good is it? Ok _____ Good _____ Very good _____

Person 2: _____

Comment: _____

How good is it? Ok _____ Good _____ Very good _____

Person 3: _____

Comment: _____

How good is it? Ok _____ Good _____ Very good _____





The lion and the mouse

One of Aesop's most popular fables tells the story of a mouse and a lion. Think about how very different these two animals are. Show these differences by listing words that describe each animal.

Lion

Mouse

- 1 What do you think a lion would do with a mouse if it caught one?

- 2 Could a mouse ever help a lion? Explain how or why not.





One day, a great lion was **asleep** under a tree. A little mouse began playing on the lion. The mouse **ran over** the lion's back and **across** his paws and soon **woke** him **up**.

The angry lion caught the mouse under **his huge paw** and **growled**:
"You have disturbed my nap, and for that, I am going to eat you!"

Just as the lion **opened** his big jaws **to swallow** the mouse, the tiny creature cried:

"Please, don't eat me, king lion. I am sorry for waking you up. Forgive me, and I promise I will help you some day."

The lion began to laugh:

"How could a little mouse like you help a mighty lion like me?" The lion asked.

"The idea is so funny. I will let you go this time because you made me laugh."

The lion **lifted** his paw, and the mouse **ran away**.

"Thank you! Thank you!" The mouse called. **"I will never forget my promise."**

Days later, the lion was **in a trap** by some hunters who tied him to a tree with a heavy rope. Then the hunters **went off** to get their wagon to **carry** the lion **off** to the king's zoo. The lion **roared** and **pulled**, but he could not break free from the heavy rope that held him.





The little mouse heard all the noise and came to see what had happened. When he saw the lion tied to the tree, he **ran up to** him and began to **chew** on the heavy ropes. In short while, he chewed through the rope, and the lion was **free**.

The lion turned to the mouse and said:

“Thank you my little friend. I am sorry that I laughed at you.”

As the lion **bounded off** into the forest, the little mouse **called out** to him:

“Always remember that even a little friend may someday be a great friend.”





Present the fable to younger students. You can:

- use puppets.
- use stuffed animals.
- act it out.

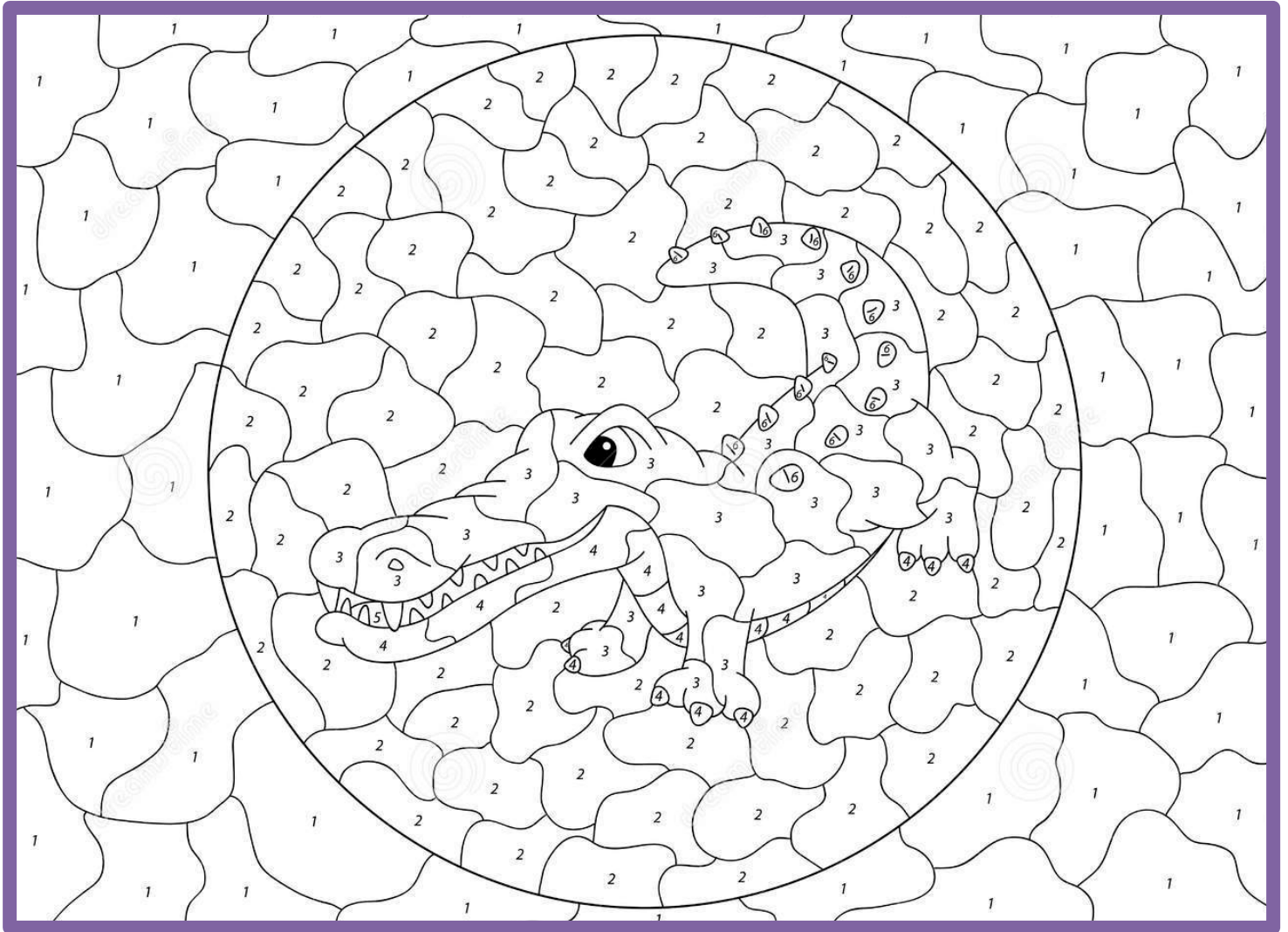
Talk to your friends and think of some sentences or phrases that could be helpful for you to share the message of the story.





The crocodile

Look and colour the crocodile.





Use a dictionary to find the meaning of the words below.



- 1 stare: _____
- 2 jaws: _____
- 3 brave: _____
- 4 scare: _____
- 5 snapped: _____
- 6 shriek _____
- 7 shuffled _____
- 8 flex _____

Today I saw a **crocodile**,
It sat and **stared** at me!
I didn't run, I didn't **shriek**,
In case I was his tea!
No move I saw the **snapper** make,
His **jaws** remained tight **shut**.
Whilst **sweat** poured down my **forehead**,
I heard **rumbles** from his **gut**!
I've been in worse predicaments,
But only in my head.
Like **wrestling** with big brown **bears**,
And monsters from our **shed**!
But feeling **brave** I **shuffled** close,
To see his scary **jaws**.
The crocodile was not impressed,
And **flexed** his giant claws!
The **beast** prepared to **eat** me **up**,
He **snapped**, he **sarled**, he **blew**!
But I just stood and **tapped** the glass,
Cause this croc is in the zoo!





Write a poem about your favourite animal and glue a picture of it in the second box. Then share your poem to the class.

A large, light green turtle-shaped area with a hexagonal pattern on its shell, designed for writing a poem. It has rounded corners and a green border.

Picture



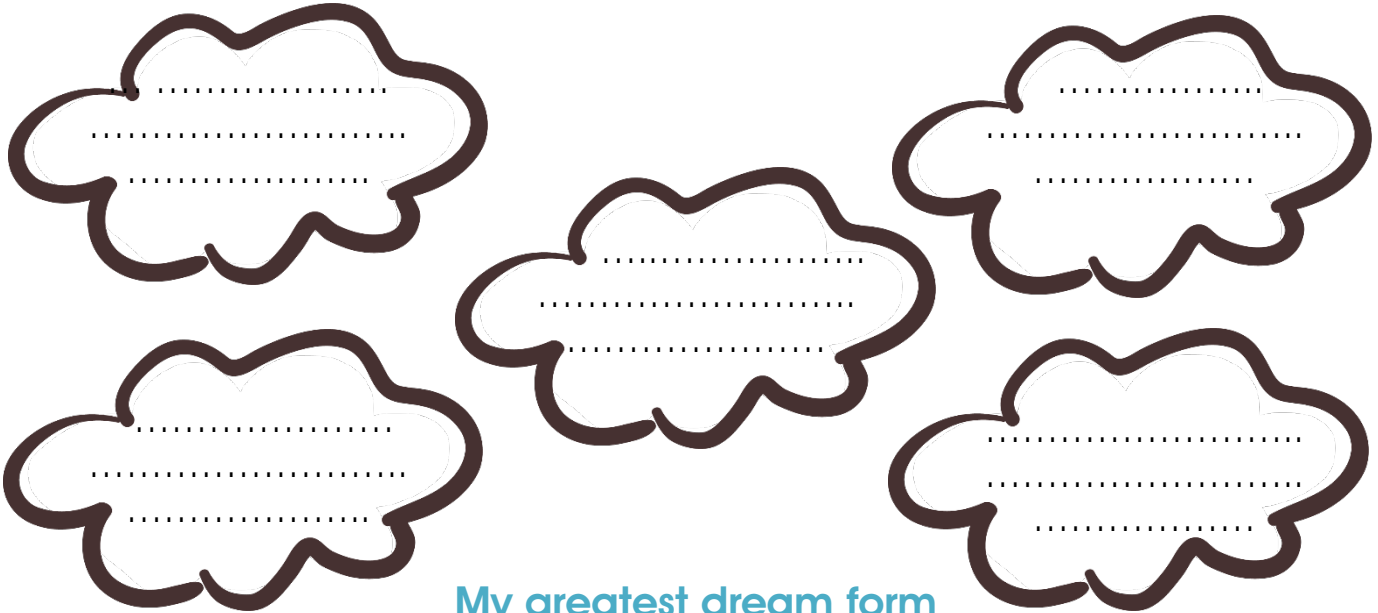


Unit 2



Dreams come true!

Write some of your hopes and dreams in the clouds. Use the one in the middle for your greatest dream. Then write about it in the Dream Form below.



Five cloud shapes arranged in a circle, each with three horizontal dotted lines for writing.

My greatest dream form

My greatest dream is.....

I want it because.....

.....

The people who can help me do this are.....

.....

I will keep it alive by.....

.....

Some of my talents are.....

.....

I have to work on.....





This is a lovely morning. I can tell that by **looking out the window** from my bedroom. Some **birds singing** and **flying** along with their bird friends. The **sunlight** just **makes** things **shiny**; the trees, the flowers, the nearby houses – well, you name it!

Every morning, I wake up and everything looks the same **“Perfect!”** This made me realize there is something inside me that tells me **“Come on! Give it a try! You know you love it!”**

So I have been wondering **“Is it even possible? What if I fall?”**
I don't want to fall and hurt myself.

What if people laugh at me? Am I good at doing this?

I just feel **scared** and **sad**. Nobody sees me doing it. I wish my family and my friends knew I **love skating!!!**

I don't know what to do!!!

My name is Gabrielle. I am a **10-year old girl** and I have a funny nick name, “Cheto.” I go to school and I usually get **good grades**. I am not like a super intelligent girl, but I **like studying** and **learning** everything my teachers teach me.

My mum is a young woman, her name is Diana. My dad is young too. His name is Fabian. My parents don't live together anymore. I live with my mum and sometimes my dad comes visit me and takes me to the mall. **He buys me things I need**; he also buys me some of the things I like; for example extra clothes, some toys and we often go to places where we eat delicious food.





I have a little brother, his name is Oscar. He is just six months old and he is very funny. When I get home after school, I always play with him. He gets the **giggles** when I make crazy **faces** and **noises**.

Another thing that I really enjoy is play with my **dog-pets**. They are Shaggy, Melina and Walto. After playing with my dogs, I **do my homework**; my mum says it is really important that I do it early in the evening. So I get back from school, play with my brother, check my dogs are ok, eat and do my homework, however I don't like it is all the same every day.

There is a time in the evening, when I finish doing all the things I have to do, that **I just get bored**. This is when **a strong desire** to put on my skates comes to me. My house is not too big, and because of that, I go out and close my eyes, I **get lost in imagining** what skating to the music in a competition – with thousands of people looking at me – would be like.

At first, it is just the most wonderful thing I can feel, but after a while, it **all ends and it fades away**. The day is over and I have to go inside for dinner and go to bed.

Do you have an idea of what the sad part is?

“Nobody noticed it again.”





Read and answer the questions.

1 What's Gabrielle's dream?

2 What are Gabrielle's fears?

3 What makes Gabrielle feel sad?

4 How many pets does she have?

5 When does her brother get the giggles?

6 What is Gabrielle's everyday routine?

7 What advice would you give Gabrielle?





Read the quotes and match them with the ideas. Write your answers in the boxes below. There is one extra quote which cannot be used.

1

2

3

4

5

1 When you start working, it becomes your objective.

A It always seems impossible until it is done.

Nelson Mandela

2 People can bring ideas into real life.

B Mistakes are the proof that you are trying.

Unknown Author

3 The moment you reach your goals, you realize it was always possible.

C Don't lose hope.
You never know what tomorrow may bring.

Unknown Author

4 What you do may not be correct at the moment, but it shows you are working on your dream.

D A dream becomes a goal when action is taken toward its achievement.

Bo Bennet

5 You may be surprised by future experiences.

E If you can dream it, you can do it.

Walt Disney

F Always believe that something wonderful is about to happen.

Anonymus





It would be great

Talk to your friends about the different skates.

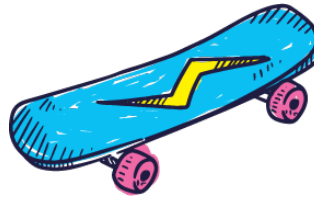
- How are the sports different?



roller skates



ice skates



skate board



rollerblades

Do you know these words for exercising? Use a dictionary to find out which picture shows each exercise.

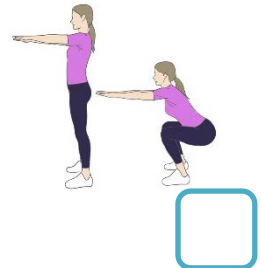
1 jogging

2 squats

3 lunges

4 bum kicks

5 slalom



Read the paragraph and write the words in the gaps.

with

to

well

recreational

which

- What's Roller-skating?

It is a _____ and competitive sport in _____ the participants use special shoes fitted _____ small wheels to move about on rinks or paved surfaces. Roller-skating sports include speed skating, hockey, figure skating and dancing competitions; similar _____ the ice-skating sports, as _____ as the vertical and street-style competitions common to so-called extreme sports.

Definition source: Encyclopedia Britannica





Finally, **"Saturday morning!" "Time to get up!"** I thought the week would never end. I have the whole weekend to make a plan. I wonder how I could make it look more real. Let's see, a day has three parts; the morning, the afternoon and the evening.

Mmmmm, it would be great to learn everything about skating. **Where to start?**

I know! I can watch some tutorials on the internet. I'll start with getting to know about the skates. Then I could search for information about warming up before hard skating. It may also be necessary that I listen to professional people talking about techniques and tricks.

Uffff! Sounds like hard work, but it doesn't matter. I want to discover what it takes to be a good skater.

"Gabrielle spent the next two hours browsing websites. She was so into it that she didn't notice the time passing by"

Wow, this site is great! I need to write down this list in my notebook:

- Bearings: this is what supports the axles.
- Toe cap: this part of the skate is hard and helps you protect your toes from shocks.
- Shoe: it is the body of the skate.
- Plate: this part holds the toe stop on to the skate.
- The tightening: this is what you do using laces to keep the skates firm on your feet.
- Wheels: these are the circular parts that make them move.
- Toe stop: this is the part at the front of a skate that helps you stop moving.
- Axle: this is the bar that connects the wheels.





“Gabrielle found this information so interesting that she made a poster – a drawing of her skates – and wrote all the parts that skates have.”

“Gabrielle thought up using the poster to memorise the names of the parts easily.”

Done! It looks great. I am going to ask mum if I can put it on the wall.

“Diana, Gabrielle’s mum, said it was ok. She even helped Gabrielle choose the best area to display it at.”

Well, first step “checked.” Now it is time to get to know how to warm up.

“Gabrielle thought it would be complicated routines. However, all the activity recommended on the website was actually the same she already did before skating: the only thing she had to do was put it in the form of a drill. And, after some serious thinking, she started writing the drill.”

Here’s the drill:

- Jogging
- Several moments in the track – direction is not important
- Some squats – touch right and left
- Side to side lunges
- Some bum kicks
- Some slalom

Well, second step “checked.” Now it is time to go out and practise my brand new warm up drill.





Read and answer the questions.

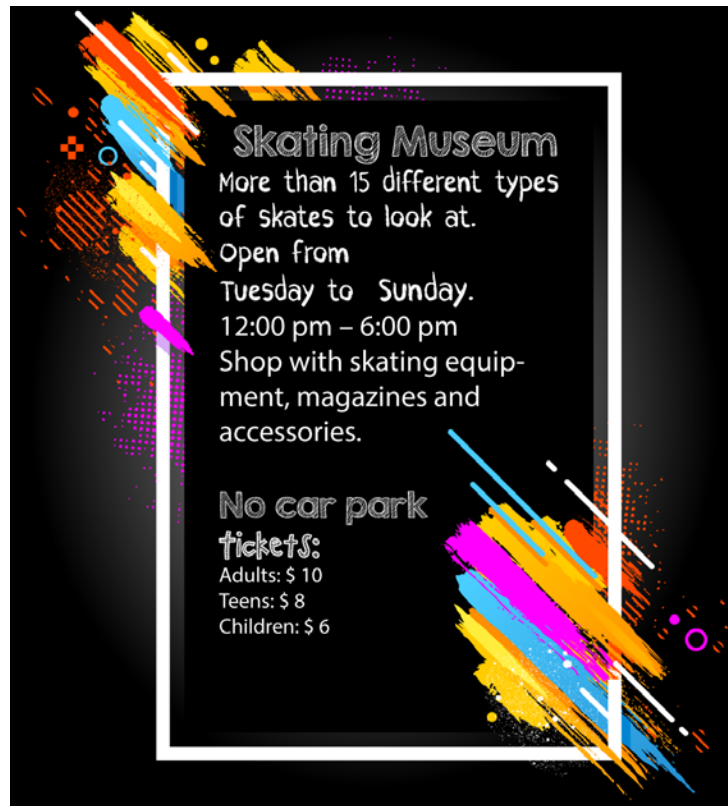
- 1 How long is Gabrielle going to work on the plan?
_____.
- 2 Why does Gabrielle say "It sounds like hard work"?
_____.
- 3 What information did Gabrielle get for her first list?
_____.
- 4 Why could the poster be helpful for Gabrielle to memorise the information?
_____.
- 5 What information did Gabrielle get for her second list?
_____.
- 6 What did Gabrielle do after finishing writing the second list?
_____.

Write the words for the parts of a skate. They were all mentioned in the story.





Look at the flyer and write questions about the place using the words.



1 What / see?

_____.

2 When / open?

_____.

3 Tickets / cost \$?

_____.

4 Parking?

_____.

5 Store / buy?

_____.





What if...

Read about a Skating Club in Arizona. Then write the sentence (s) that has (have) the information.

The Arizona Skate Club Artistic Team is an Artistic Roller Skating Club. The Club participates and competes in Team Dance, Freestyle Pairs, Freestyle Singles and Figure Skating. It is a member of the Arizona / Nevada League of the Southwest Region of USA Roller Skating (club Az026).

Club membership is available to skaters of all ages. The current youngest member is 5 and the oldest is in excess of 80. The Skateland Chandler Artistic Team is family oriented. Currently, there are several families where both the parents and children participate in skating.

Great Skate

Beginners classes are available on Saturday mornings from 9:00 am to 10:00 am at the Great Skate rink Glendale, Arizona. The rink is located on 43rd Avenue about a block south of Peoria Ave. You can register for lessons at the rink.

Information source: Arizona Skate Club Artistic Team

- 1 Name of the club:.....
- 2 Competitions:.....
- 3 It is part of:.....
- 4 Who can skate here:.....
- 5 Lessons – when:.....
- 6 Address:.....
- 7 Register – where:.....





So that's why they do it. I'm going to tell my mum about it. I hope she likes it.

What if I show her the list I wrote about the warm-up drill? She is going to be surprised!

"Gabrielle waited for dinner time to show her mum what she had written"

Mum, look what I got on this paper. What do you think?

"Gabrielle's mum was so surprised that she started making many questions."

- Where did you get this from?
- When did you do it?
- Have you tried it yet?
- Did it work?
- How is it helpful?
- Is it safe?

"Gabrielle could not get her eyes away from her mum while she was making the questions. Gabrielle thought it was a great thing that her mum finally noticed she loved skating so much that she would do anything to get herself into doing it."

Mum, I have never told you about skating because I had this idea of me falling, but I really love it. I'd like to practise more and more. I always help with the chores and do my homework on time. Would you help me find a club or a school where I can learn how to skate like a pro?

I promise I will be a good girl!!!

"Gabrielle was a little bit nervous because she was not sure of how her mum would react."

"Gabrielle and her mum went on eating. Gabrielle helped doing the dishes and her mum went to her bedroom without saying a word. What was about to happen would be a huge surprise for Gabrielle."

I can't help thinking about how great taking skating lessons with a qualified instructor would be like!!!





What if I go to ask my mum about it? **What if** she says **No?** **What if** we can't afford it? **What if** she says **Yes?** Oh, God! This is the worst time I've ever had.

"Suddenly, Gabrielle hears something. Someone is coming up stairs. Gabrielle is positive, she has a good feeling." Mum, is that you?

"Gabrielle's mum walks into the room and sits at the edge of Gabrielle's bed."

"Listen to me sweetheart, what if you surf the net and find some information about skating clubs and schools in the city. We could talk on the different options and decide what to do together."

"You are a great kid and I love you. You know that I would do anything for you. I just need to ask you to do something:

- You will keep up the good grades.
- You will always be grateful for the opportunities you may have.
- If you have the chance to help someone make their dreams come true, you will do.

How about that?"

Thank you mum!!! I promise!!!





Read and answer the questions.

- 1 When did Gabrielle tell her mum about the warm – up drill?
_____.
- 2 Why do you think that Gabrielle’s mum got surprised?
_____.
- 3 Why did Gabrielle stare at her mum while she was making the questions?
_____.
- 4 What did Gabrielle ask her mum for?
_____.
- 5 Why was Gabrielle having a horrible time?
_____.
- 6 What is your opinion on the things that Gabrielle’s mum asked her to do?
_____.

Imagine that you want to take skating lessons in the National Skating Club. Complete the registration.

National Skating Club Registration Form

Name: _____ Adress: _____

Surname: _____

Age: _____ Nationality: _____

School grade: _____ Starting date: _____

Please, tick your choice.

Class 1-on-1 _____ Small group _____ Large group _____

Who is picking you up after classes?



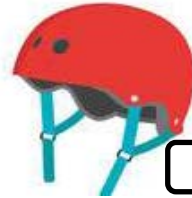


It seems to be impossible!

Do you know the words for the safety equipment below? Look up the words using a dictionary or the internet and write them in the boxes. Write one letter in each box.



□	□	□	□
□	□	□	□



□	□	□	□	□	□
---	---	---	---	---	---



□	□	□	□	□
□	□	□	□	



□	□	□	□	□
□	□	□	□	□

Read the definitions for the safety equipment and write the missing words.

1 _____ are protective gear worn on the _____ to protect them against impact injury from falling to the ground or hitting an obstacle or to provide padding for extended kneeling.

2 _____ are protective gear worn on the _____ to protect them against injury during a fall or a strike. They are worn by many athletes, especially hockey players, cyclists, roller skaters, skateboarders, volleyball players, skiers and wrestlers.

3 A _____ is a form of protective gear worn to protect the head from injuries. More specifically a _____ aids the skull in protecting the human brain.

4 The purpose of a _____ is to prevent the wearer from injuring their _____ when falling. When a person falls forward, the typical response is to stretch their hands out in front of them to break the fall.





What a great place. The first thing that comes to my mind is "Wow!" This place is more beautiful than I thought.

"Gabrielle couldn't stop making questions." "Everything in the Skating Club looked amazing for her."

Mum, what is that? Why are the kids wearing those things?

"Gabrielle's mum explained it to her kindly."

"Those things the kids are wearing are for safety – for protection."

I don't know what those things are called. I need to go ask someone about it.

Mum, can I go ask someone? Please, I want to find out what to call them.

"Gabrielle's mum explained to her that they had to complete the registration process before she could get into any activity in the club."

Ok, mum. Let's do it quickly so I can skate along with all the children.

"Hello! Welcome to the Moxi Girls Roller Skating Club", the woman at the front desk said.

"Gabrielle's mum explained to the woman that she wanted Gabrielle to join the club."

"Ok, sweetheart. I just need you to tell me why you want it so badly", the woman said to Gabrielle.

I just think skating is amazing. Every time I do it, I feel like I am flying – totally free. The music takes me away from this world and makes me feel like all things that exist are a god given gift.





“Would you like to start your lessons right now?” the woman asked.

YES!!! Absolutely. The problem is that I don’t have any of the safety equipment. Can you tell us where we can get it?

“Gabrielle couldn’t believe what the woman answered to her.”

“Guess what! You are a member of the club now, so you can wear the one we have here!”

Are you serious?! Mum, can I go skating now? Please, please please!!!

“Gabrielle attended the club regularly. She always tried the tricks their friends taught her and practised some of the techniques her instructors shared with her until one day, this one day on which an instructor made an unexpected request.”

“Excuse me, ma’am. Are you Gabrielle’s mum?” The instructor asked.

“Yes. Is everything ok? Gabrielle’s mum answered nervously.”

“Then the man brought it all up.” “Here is the thing; Gabrielle seems to be passionate about skating. Some of my fellow trainers have told me about Gabrielle showing some great skills, and to be honest, I have noticed that too. So the question is: How about letting Gabrielle try professional training? We can have her compete with clubs from different states, and if what we have seen evolves into high quality performance, we can have her





compete for a place in international competitions.”

“Gabrielle’s mum got so surprised by such wonderful news that she went to the rink to find Gabrielle and tell her about the request from the instructor.”

“When Gabrielle’s mum finished telling the good news, they both started to cry and hug each other.”

Mum, is it an opportunity to make my dream come true? I want to accept the challenge.

“After a few months, Gabrielle was not excited about going to the skating club anymore. She explained to her mum that all the training was very difficult; and she felt like giving up.”

Mum, I didn’t know it was so hard. Sometimes my legs are sore. I have fallen many times that I have thought of not speeding up on my skates. When the trainers explain what I have to do and how I have to do it, it seems easy, but it gets harder and harder when I actually do it in the rink.

Should I give up?





Find the sentences in the story. Then write what the words in bold refer to.

"I don't know what **those** things are called..."

"Gabrielle's mum explained to her that **they** had to complete the registration process..."

"Ok mum. Let's do **it** quickly so I can..."

"You are a member of the club already so you can wear **the one** we..."

"Then the man **brought it all up**".

"Some of my **fellow trainers** have told me about..."

"...If what we have seen **evolves** into high quality performance, ..."

"... but **it** gets harder and harder when I actually do **it** in the rink".





Look at the pictures and talk to your friends.

- What do you think instructors are telling the kids?
- What may the kids be learning?
- Are the children having difficulties with the training?





I think you can do it

Look and read. Then talk to a friend.

- Which picture would you use to illustrate each word?
- Why?

Persist: it is the action of doing or continue doing something in a determined way.

Overcome: it is the action of defeating or succeeding in controlling or dealing with something.

Hang on there: it is a phrase used to tell someone to not give up, despite difficulties.

Back down: it is the action of moving backwards away from someone or something, usually because you are frightened.

Own it: it is used to tell someone to take full responsibility of what they want to do and to do their best to get it.

Give up (sth): it is to stop doing something before you have finished it, usually because it is too difficult.





I never thought I would feel this way – I don't like feeling like this. I am doing what I always wanted. Is it that it was just a dream? Dreams end!!!

I don't know what to do!!!

“Gabrielle found herself in deep thought due to the fact that important things take a great deal of effort.

Gabrielle couldn't stop thinking about it. She was so sad that after having been crying for about two hours, she fell asleep.

That same night, her mum came to talk to her. She laid on Gabrielle's bed – next to her – and waited until Gabrielle woke up.”

Mum, what are you doing here?

“Then Gabrielle's mum started speaking. It was the greatest thing Gabrielle had ever heard.”

“Listen to me honey. I can't lie to you. Things get tough sometimes. There may be times you will feel like a fool, other times people may try to stop you from doing what you want to do, and worst of all, there will be times you will not be able to find the answer, however hard you try.

So let me ask you this: How big is your desire for skating?”

Mum, I just think that it is bigger than life, bigger than tiredness; there is no room for boredom.





“Then Gabrielle’s mum made a final question: So Gabrielle, do you want to quit?”

NO!!! I long for it.

“Good, it is great you gave it some thought and made a decision. Now you need to keep this in your head:

- You fall, stand on ground!
- You make a mistake, learn from it!
- You don’t know something, go find out about it!
- You don’t understand something, go ask someone!
- You get frightened, good, control it and move forward!
- Enjoy the ride and learn on the way.
- Be respectful and humble.

“But the most important thing I want you to never forget is: I love you and there is no safer place in this world than home. So anytime you feel down, come home, always come home, and we “TOGETHER” will fight for it. Alright?”





Read and answer the questions.

- 1 What is making Gabrielle feel worried?
_____.
- 2 Why did Gabrielle fall asleep?
_____.
- 3 Why do you think that the author used the phrase "... it was the greatest thing Gabrielle had ever heard"?
_____.
- 4 What does the phrase "However hard you try," mean?
_____.
- 5 What does the phrase "I long for it," mean?
_____.

Read the advice Gabrielle was given and match it with the ideas below.

You need to
study. ☐

Be a good
person. ☐

Try again. ☐

Not everything is
negative. ☐

Happiness is not at the
end of the road – but
along it. ☐

Ask for help. ☐

Don't let fear put you
down. ☐

Continued and ends in the next unit.....





Unit 3

The sky is the limit

Read and match the words with the definitions.

Will	•	•	The ability to control your fears in difficult situations.
Patience	•	•	To like something very much.
Strength	•	•	It is the ability to wait or continue doing something despite difficulties.
Courage	•	•	It is the honour and care shown towards something.
Love	•	•	It is the mental power people use to control thoughts and actions.
Respect	•	•	It is the ability to do things that take a lot of effort.

Read the quotes and choose the correct option.

- Do not give up; the beginning is always the hardest!
This is a message of **strength** **courage** **respect**
- Treat people the way you want to be treated. Talk to people the way you want to be talked to.
This is a message of **courage** **love** **respect**
- For all the things my hands have held, the best by far is you.
This is a message of **strength** **will** **love**
- It is not the ability to wait, but the ability to keep a good attitude while waiting.
This is a message of **will** **patience** **strength**
- What lies in our power to do lies in our power not to do.
This is a message of **will** **love** **respect**
- You never know how strong you are until strong is the only choice you have.
This is a message of **patience** **strength** **courage**





It's been seven years since I **look up** skating lessons. It has been great. Now I understand that the things I was afraid of were not real – it was all in my head. For instance, the times I fell were not caused **by me not knowing** how to do it, but because **I was learning** to keep balance at high speed. Or the times my knees were killing me because they were sore, **it was not that skating was painful**; it was because **I sometimes forgot to bring my safety** gear to the Skating Club. So here is the thing, everything is important – **the smallest thing can make the difference** in doing things well or wrong.

I just talked to my mum and we came to the conclusion that **it takes time to make great things happen** so people must be patient – patience must be of concern to us all; it means that people should get kind of a combination of will, patience, strength, courage, love and respect when it comes to **making dreams come true**. Furthermore, it is our responsibility to make it real, not somebody else's. **As a matter of fact, it is the only way; not otherwise.**

“Oh, Gabrielle, look at you, walking through this tunnel. What is waiting for you at the other side is what you had always imagined while skating in the yard – outside home; the clothes, the music, the lights, the crowd, the instructors and... You, Gabrielle, wearing these beautiful skates ready to try your routine in the rink.” I hope I can hit the first place and get the medal, but I know the other girls who are competing today are great too. So, whatever happens, I just did it. I am here and things will get bigger and harder from now on. But there is one thing that will always remain the same **“My mum’s words! Sweetheart, you want it – go for it!!!**

Whatever it takes, the sky is the limit!”





Read and answer the questions.

- 1 How long has Gabrielle been taking skating lesson?
_____.
- 2 What does Gabriel say about the fears she had when she was a kid?
_____.
- 3 What does Gabrielle mean by "My knees were killing me..."?
_____.
- 4 What does the phrase "patience must be of concern to us all..." mean?
_____.
- 5 Why does Gabrielle say that her mum's words will stay the same?
_____.

**These are the names of all the chapters in Gabrielle's story.
Why did the writer name each so?**

1 I can't explain why! _____.

2 It would be great! _____.

3 What if... _____.

4 It seems to be impossible! _____.

5 I think you can do it! _____.

6 The sky is the limit! _____.





Tara's terrarium

By Sue Peterson

Write what these words mean. Use a dictionary or the internet.

- 1 career: _____
- 2 switch: _____
- 3 sprinkled: _____
- 4 squeezed: _____
- 5 scrambled: _____

Draw lines to match.

- | | |
|----------------------------|---|
| 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 science" | f) a step in an experiment to say what is going to happen and why |
| 7 routinely | g) having deep wisdom and understanding of something |





Tara was looking forward to the **science fair** this Monday. Science was her favourite 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 were not watered and 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 could 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 the **shells**, a little frightened in the 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 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 section of screen she had found in the garage on top of the jar and tightly added a robber 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 to thank him for the crabs.





Read and tick the correct answer.

1 In the text, what was one of the main reasons why Tara wanted to be a scientist someday?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | She has a brother with hermit crabs. |
| <input type="checkbox"/> | She likes animals. |
| <input type="checkbox"/> | She wants to experiment. |
| <input type="checkbox"/> | Her mother and grandmother are scientists. |

2 According to the text, why didn't Tara's first experiment work out?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | She did not have enough time. |
| <input type="checkbox"/> | She did not have enough plants. |
| <input type="checkbox"/> | She could not explain the hypothesis and the results. |
| <input type="checkbox"/> | She had too much homework. |

3 Which one of these is not mentioned in the story as necessary to make Tara's terrarium?

- | | |
|--------------------------|----------------------------|
| <input type="checkbox"/> | a jar |
| <input type="checkbox"/> | a sand, dirt, rocks |
| <input type="checkbox"/> | water |
| <input type="checkbox"/> | a screen and a robber band |
| <input type="checkbox"/> | insects |





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

- 1 tucked: _____
- 2 scramble: _____
- 3 dust off: _____

Read and answer the question.

- 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 give two reasons why Tara's first experiment did not work out?





The elephant's child

By Rudyard Kipling

Write a description card of an elephant. Before you write it, follow the planning steps.

Step 1: Gather ideas:

What does an elephant look like?

-
-
-

What can an elephant do?

-
-
-

Where does an elephant live?

-
-
-

What does an elephant eat?

-
-
-

Step 2: Include all ideas in your description card.

Elephants





Long, long ago, the mighty **Elephant** had **no trunk**. His nose was **short**, and only as big as a boot! But the Elephant's child, just a baby Elephant, was very **curious** and always asked **silly** questions: "Aunt Ostrich, why do your **feathers** grow so **tall**? Uncle Giraffe, what makes your **skin so spotty**? Miss Hippo, how does your **mouth** open so **wide**?"

One fine morning, the curious baby Elephant asked, "What does the **Crocodile** have for dinner?" All together everybody yelled, "**HUSH!**" in a **dreadful** tone, and they **shushed** and **shooed** him away angrily. But the baby Elephant did not understand why.

He was still curious! Then the baby Elephant came upon the **magnificent** Kolokolo bird and he sighed, "My family has shushed and shooed me away, but I still want to know what the Crocodile eats for dinner!" The Kolokolo Bird answered sadly, "Go to the banks of the great green river if you want to find out." After a long and tiresome search, the baby Elephant found the Crocodile by the river bank, "I have been looking for you, Mr. Crocodile!" he said with excitement. "Will you please tell me what you **have** for dinner?" The Crocodile **grinned wide**, and he said, "Come closer, baby Elephant, I'll whisper it to you." The baby Elephant bent his head down to the Crocodile's **large, toothy mouth**. "I think, growled the Crocodile, today I will begin with a baby Elephant!" and suddenly the Crocodile caught him by his **little nose**. The baby Elephant cried out through his **pinched nose**, "Led go! You're hurdin be!"

Stubbornly, he sat back and began to pull as hard as he could. As he pulled, and leaned back, his nose began to stretch! They both pulled and pulled until the baby Elephant's nose was almost five feet long. Finally the Crocodile let go of his nose with a **plop**.

The poor baby Elephant was left with **a very sore** and **a very long nose**! At first, all the animals made fun of his **great, ugly nose**. But then he found many uses for it. He could pick fruit from high **treetops**, brush away flies, and even breathe when he was underwater! And that's how the elephant got his trunk.





Read and answer the questions.

1 How was the baby elephant described?

_____.

2 Why did everybody shush and shoo the baby elephant away?

_____.

3 Was it a good idea to follow the Kolokolo Bird's advice?

_____.

4 When did the baby elephant's nose grow?

_____.

5 Why did all the animals make fun of the baby elephant's new nose?

_____.

6 What benefits did the baby elephant discover from getting this new nose?

_____.

Find the words in the text and match them with the appropriate meaning.

- | | |
|------------|---|
| 1 mighty | • to smile a wide smile |
| 2 dreadful | • to make a low rough sound, usually in anger |
| 3 grinned | • very bad or very low quality or shocking and very sad |
| 4 whisper | • painful and uncomfortable because of injury |
| 5 growled | • very large, powerful or important |
| 6 sore | • to speak very quietly, using the breath but not the voice |





Do the further research about elephants. Use the internet to complete the chart.

Do elephants really like peanuts?

.....
.....
.....

Where are elephants found in the world?

.....
.....
.....

What is the habitat of an elephant?

.....
.....
.....

What are the three species of elephants living today?

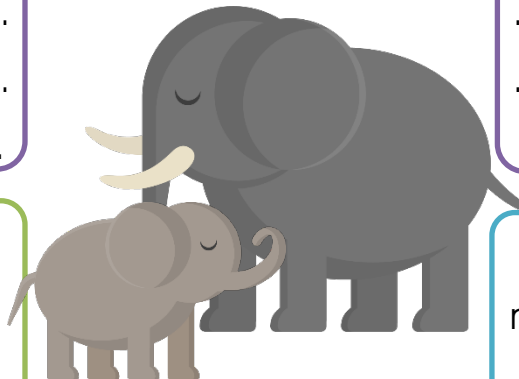
.....
.....
.....

How many African countries have elephants?

.....
.....
.....

How many teeth does an elephant have?

.....
.....
.....



What are female and male elephants called?

.....
.....
.....

How long is the gestation period for a baby elephant?

.....
.....
.....

What is the meaning of elephant in Latin?

.....
.....
.....

How much space does an elephant need in a zoo?

.....
.....
.....





Roly-poly pill bugs

By Cynthia Snerwood

Look and find the words.

active

afraid

bugs dry

hatch

molting

moist

night

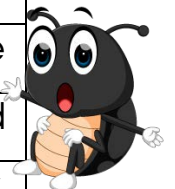
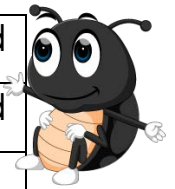
states

united

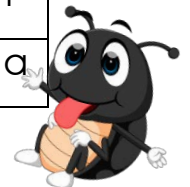
pillbugs

nickname

damp



s	t	y	u	n	h	g	b	f	c	v	b	d	b	g	n	v	f	e	d
g	s	t	a	t	e	s	y	u	i	h	j	e	n	f	i	f	j	h	d
b	r	y	g	b	h	j	i	o	d	h	j	d	f	v	g	d	f	a	f
n	f	g	t	f	a	c	t	i	v	e	a	g	h	u	h	v	c	t	g
t	s	m	o	i	s	t	i	o	m	s	s	c	v	h	t	n	b	c	t
j	f	n	n	g	d	u	w	t	g	b	n	m	c	t	j	n	w	h	r
w	v	b	b	b	g	z	d	g	u	b	j	k	y	g	t	i	g	g	e
s	b	w	j	h	t	p	e	d	n	c	g	b	r	t	w	c	n	d	f
f	a	f	r	a	i	d	e	n	i	c	v	e	d	y	s	k	h	f	e
t	e	t	u	e	g	h	t	h	t	c	j	w	s	h	w	n	b	g	d
g	d	u	e	d	f	f	h	b	e	c	f	r	g	g	d	a	i	h	v
f	d	a	m	p	e	f	i	o	d	c	g	b	u	c	f	m	u	y	j
u	x	p	f	h	n	c	e	r	y	h	g	n	b	e	d	e	h	r	h
j	s	d	h	y	r	g	f	t	y	i	j	h	n	h	j	g	k	i	g
h	m	o	l	t	i	n	g	d	y	p	i	l	l	b	u	g	s	k	t
n	s	w	r	f	d	c	v	b	g	t	y	h	n	m	j	u	i	k	a





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 **fears** you, not the other way around! These little grey or brown bug 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 favourite **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 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!



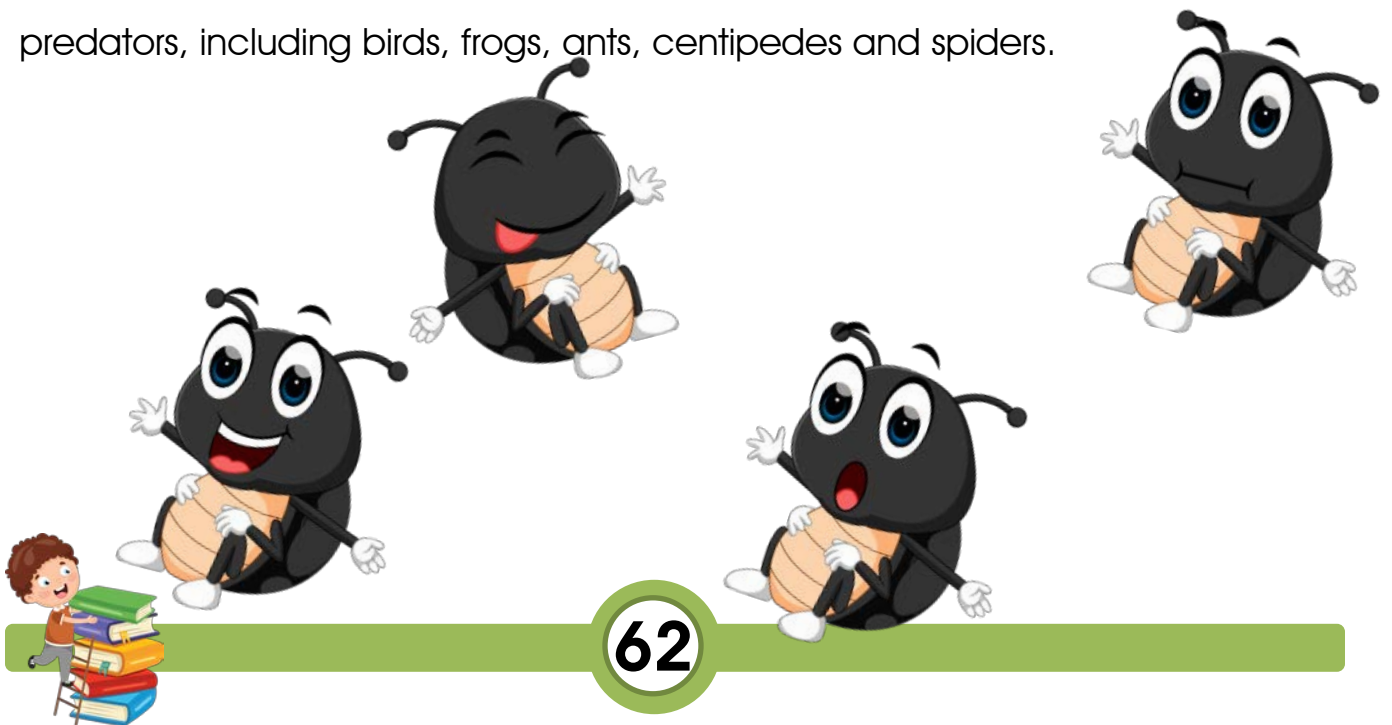


Family life

Pill bugs reproduce in the spring. The bugs start their lives as eggs living in a **fluid-filled pouch** on their mother's body. The pouch is where they spend the first two months of their lives after they hatch. The young **roly poly** bug quickly **outgrows** its shell and sheds its **exoskeleton** four or five times before it reaches adulthood, a process that takes approximately one year. Male and female roly poly bugs work together to raise their **offspring** and **gather food**. The Animal Diversity Web website notes that cleaning the **burrow** is a family activity. The entire family **pitches in** to remove **fecal pellets** from the burrow. When the young roly poly bugs become adults, they create their own burrows and look for mates.

Food

Roly poly bugs **creep out** of their burrows at night and look for **decaying plants** and animals and **fungi** to eat. They play an important role in the ecological process because they help speed up the decomposition of dead vegetation and plants. Roly poly bugs are threatened by several types of predators, including birds, frogs, ants, centipedes and spiders.





Read and answer the 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?





Forms of matter

Put the words in the correct section. Then add one more word in each section.

ball

milk

honey

blanket

log

coke

air in a tyre

ink

tea

air in a balloon

book

air in a ball

solid

liquid

gas

Read and find the boxes that have information about each of the states. There is one example.

Solid – orange

Liquid – blue

Gas – green

Particles are close together with no regular pattern.

They assume the shapes of their containers.

They retain shapes.

Particles vibrate and move freely at high speeds.

Particles are tightly packed, usually in a regular pattern.

Particles are well separated with no regular pattern.

Particles vibrate but cannot move past each other.

They assume the shapes of their containers.

Particles flow and can easily move or slide past one another



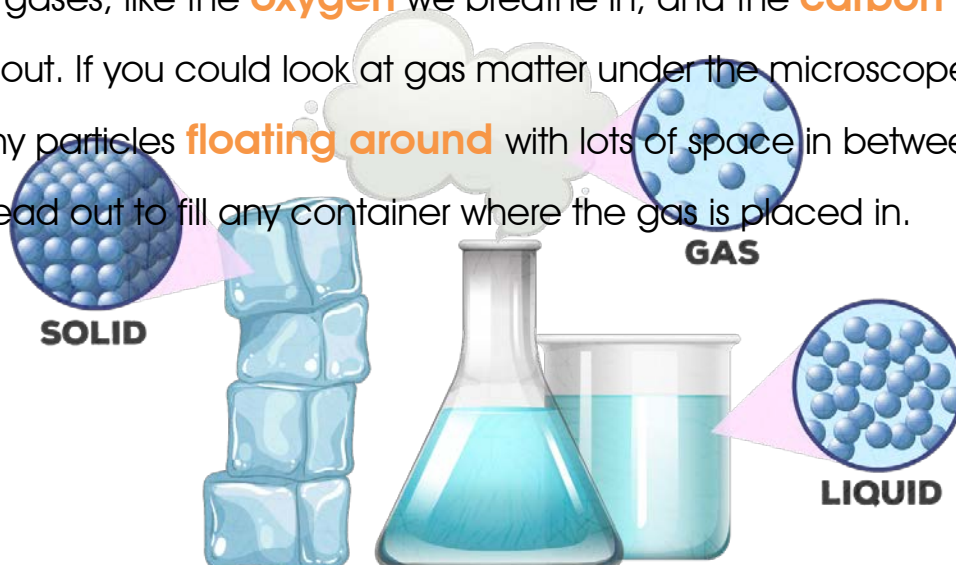


Everything around you, wherever you look, is made of **matter**. Scientists **group matter** based on its **properties** or **characteristics**: **what it looks like** and **how it acts** in different situations. Matter can take three different forms: **solid**, **liquid** and **gas**.

Solid matter has a **definite shape**. It also takes up a **definite amount of space**. That means it has a **specific volume**. If you could look at solid matter under a very powerful microscope, you would see its **tiny particles** moving back and forth. The particles are packed very tightly together, so they vibrate in place. Their overall shape doesn't change.

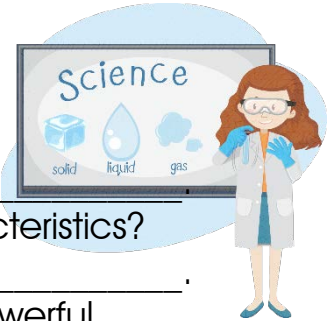
Liquid matter takes the shape of its **container**. In a cup, it is shaped as a cup. In a vase, it is shaped like a vase. The volume of the liquid **stays the same**. If you were to look at liquid matter under a microscope, you would see its tiny particles **sliding past** each other. Because of its unique sliding movement, the liquid is able to change its shape so we can pour out.

In the form of gas, matter is usually **invisible**. The air around us has several different gases, like the **oxygen** we breathe in, and the **carbon dioxide** we breathe out. If you could look at gas matter under the microscope, you would see its tiny particles **floating around** with lots of space in between them. They spread out to fill any container where the gas is placed in.





Read and answer the questions.



- 1 How do scientists categorize matter?

- 2 How do scientists explain the terms properties or characteristics?

- 3 What can you see when you look at matter under a powerful microscope?
 - a) solid matter: _____.
 - b) liquid matter: _____.
 - c) matter in form of a gas: _____.
- 4 Write three facts about solid matter.

Solid matter

Liquid matter

In the form of gas





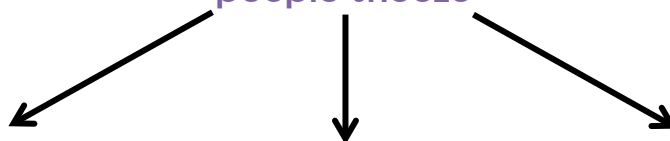
Unit 4

Achoo

By Cynthia Sherwood

Read and write some reasons why people sneeze.

Reasons why
people sneeze



Look and label the pictures.

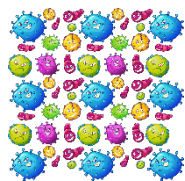
sneeze

germs

dust

pollen

lungs







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

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

Your **brain, lungs, nose, mouth** and the **muscles** of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a **tissue** or "**sneezing into your sleeve**" captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season. Do you ever sneeze when you walk into bright sunlight? About 25% of people experience this phenomenon. Scientists believe that the brain gets confused when signals from the optic nerve trigger the sneezing reflex in direct sunlight. This usually runs in families.

If someone nearby sneezes, remember to tell them "Gesundheit!" That is a funny-looking word which is pronounced "gezz-oon-hite". It is German word that wishes someone good health after sneezing.





Read and answer the questions.

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

2 What does the German word **gesundheit** mean?

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



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

Discuss and write.

- What are some ways to prevent the spread of germs when you sneeze?



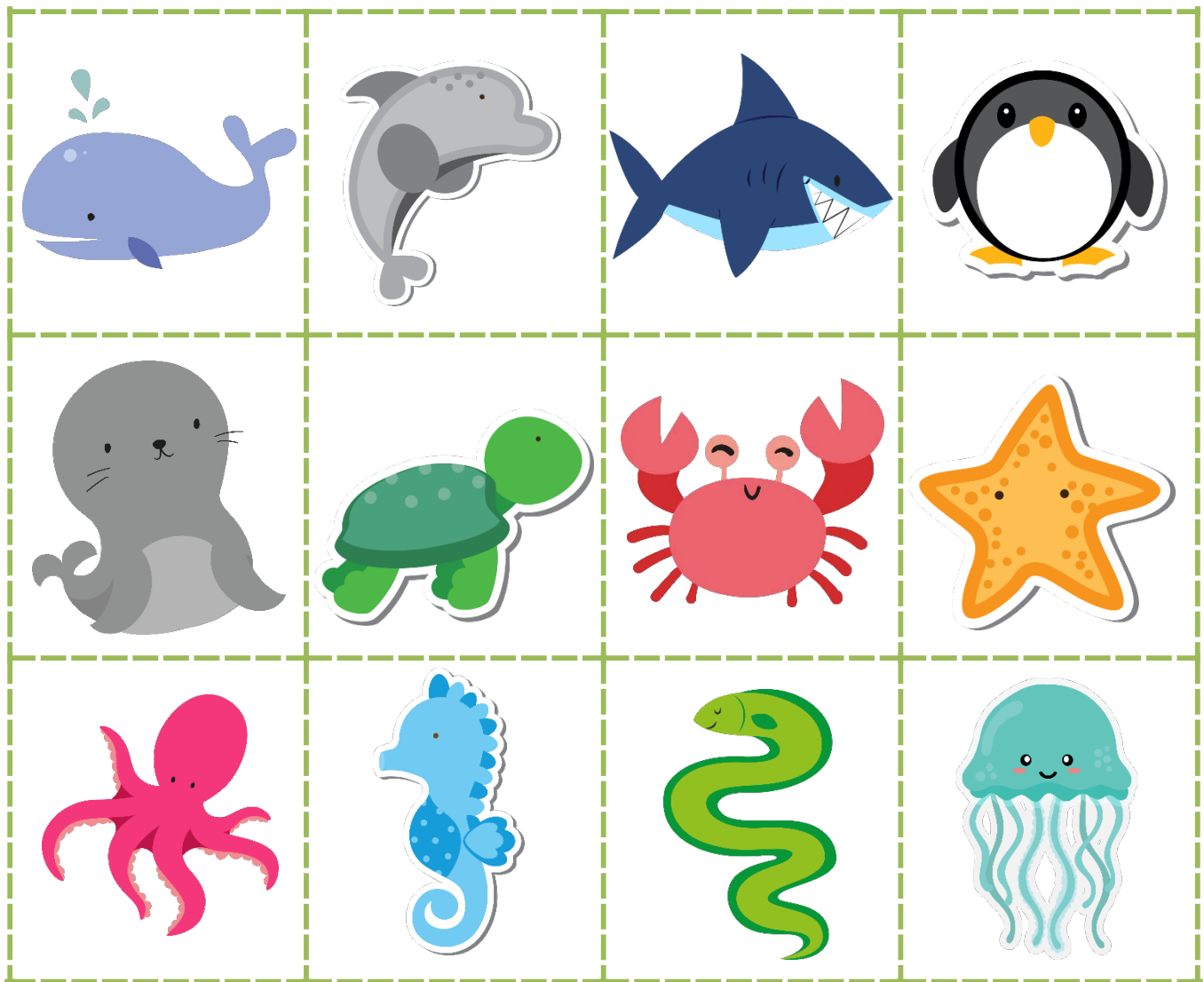


Bobtail squids are masters of disguise

By Dan Risch

Read and answer the questions.

- What do you think about camouflage?
- What other animals use it to survive?
- What do you know about the animals below?
- How are they different?





Bobtail squids must taste good. During the day, **barracudas** try to find and eat them. At night, **seals** try to **gobble** them **up**. So what can a little squirt like a bobtail squid do?

Become invisible!

By day, bobtail squids **snuggle** into the sea floor in the waters off the coasts of Hawaii. They use their tentacles to **flip** sand onto their backs. Their sticky skin holds the sand in place.

Not even sharp eyed barracuda will spot a sand-covered bobtail squid.

But what if bobtail squids are attacked in open water with no place to hide?

Then, the squid disappears a different way. It **squirts out** ink. The ink hangs in the water in the shape and size of the squid. At the instant the ink shoots out, the bobtail changes colour. It becomes almost **see-through**. The predator bites the inky squid shape. The nearly invisible real squid swims to safety.

Time to shine

When the sun goes down, the bobtail's **cloaking** skills really shine.

At night, the bobtails swim through the water eating **worms** and **shrimp**. The moon and stars light up the water. Predators look up from below to see the dark outlines of prey in the **starlit** water. But they can't see the bobtails squids. The squids have light-making bacteria living inside their bodies. The bacteria make light much like a firefly does. But the bacteria don't live just anywhere in the squid. The bottom of the squid has many tiny pockets. Inside the pockets, the bacteria eat, grow and shine brightly.

As bobtail squids swim at night, predators don't see their dark outlines. They don't see the bobtails squids at all. With their bottom pockets shining with bacteria, bobtails swim around, safely cloaked in their own starlight.





Read and answer the questions.

1 Name two animals that eat bobtail squid.

_____.

2 Where does the bobtail squid live?

_____.

3 How does the squid hide in open water?

_____.

4 What does the squid eat?

_____.

5 What makes the squid shine?

_____.

Do some research on other (land or water) animals that can hide to protect themselves from danger. Write about one animal and glue a picture of it.

Name: _____

_____.

Picture





Susan knew that her language arts teacher encouraged the students to become better writers by keeping a **journal of stories**. Mr. Christiansen would assign topics every night, but once in a while there would be a **free choice** writing and the students could write about any topic of their choice. When Mr. Christiansen announced that Wednesday's topic would be free choice, Susan was **delighted**. She knew just what to write about. She wanted to write about **unicorns**.

Susan knew unicorns were just **make-believe**, but she wanted to understand more about how the unicorn creature **came about**. Susan decided that she needed to do more research first; before writing her journal entry. There was study time at the end of the day and Susan asked if she could go to the computer lab, since all of her other assignments were completed. Mr. Christiansen smiled. He always liked to see students with their work completed and he always liked to see students like Susan **excited about a new topic** to write about.

Susan walked to the computer lab and found a computer that was not being used. It was in the far corner of the lab, so this spot would be a little quieter for her. First, she decided to read about myths. She goggled the word myth, and began reading:

A myth is a traditional story of historical events that serve to tell the world about a practice, belief or a happening. Myths can be called parables or allegories. The main characters in myths are usually gods, supernatural heroes and humans. Some myths were seen as sacred and linked to religion or spirituality by rulers or priests. When a myth is told, it is usually seen as true for that society. However, some societies classify their myths as those that are "true stories" and those that are "false stories" or fables.

There are also creation myths which took place in an age when the world did not have human beings, and these myths then talk about how the world and its habitants were first formed.

Some myths are allegories, which means they stand for something else. For example, in some of the Greek myths, you have creatures like Apollo who





represents fire and Poseidon who represents water and so on.

In other myths, the allegories represent philosophical or spiritual concepts. For example, you have Athena who represents wise judgment.

Some people think that myth resulted from the personification of inanimate objects and forces. That would mean that the things that are not real take on real-life characteristics. For example, fire and air would be real, etc. some people think that myths were created to explain rituals, which are repeated acts like baptism or marriage.

"Wow that's interesting", Susan said to herself. "I think that I will read a little bit about unicorns now and the different theories or rationales behind this creature. Then, I should be ready to write my journal entry.

Susan googled the word unicorn. She read about unicorns, of which mostly she knew already. Unicorns are mythical creatures that look like horses with a horn coming out of their foreheads. Unicorns are beautiful animals, usually described as having great intelligence and gentle wisdom that humans may not understand. Often the unicorn is a creature of **divinity, pure of heart and spirit** that may be **possessed of incredible** powers of both creation and **healing**.

Susan looked at the clock. There was time for her to start writing her mythical story for the journal assignment before the **dismissal bell**.

This is what Susan wrote:

The unicorn, a mythical creature

Once upon a time, in a land far, far away there lived a unicorn which was often seen galloping atop a tall cliff overlooking the sparkling creek below. Everyone knew that when the moon was full, the unicorn would grace the mountain with its beauty.

The bell rang. Susan grabbed her journal and walked back to class to tell Mr. Christiansen that she made lots of progress. She couldn't wait to finish writing the story and to read it to the class tomorrow.

"Good night, Susan!" Mr. Christiansen shouted above the noise in the hallway.

"Good night, Mr. Christiansen, see you tomorrow!" Susan smiled and waved.





Read and answer the questions.

- 1 According to Susan's research, who or what are most often the main characters in myths?

_____.

- 2 Why are myths a traditional story-type, passed on from generation to generation? How are myths usually passed on?

_____.

Read and choose the correct answer.

- 1 Why was Susan so happy about the writing assignment?

- a She could go to the computer lab.
- b It was as a free choice assignment.
- c She would have homework.
- d She wanted to please her teacher.



- 2 What are the two reasons why Mr. Christiansen smiled?

- a Susan had her work completed.
- b Susan helped other students finish their work.
- c Susan was excited about the writing topic "free choice".
- d It was the end of the day!

- 3 According to the story, myths can be called _____ and _____.

- a parables
- b allegories
- c creation
- d theories





The history of gift giving

Table 1

Write the names of five friends and a present for each of them that you think it would be a good surprise; include the reason why you think your friends may like the presents.

Name	Guess	Why?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Table 2

Then ask those friends to tell you what presents they like to be given and why; check if your guesses were right or wrong.

Name	My friend said	Why?	Was your guess right?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____





Gift giving has been a long tradition that dates back thousands of years as far back as man can remember.

As human beings, we are **social creatures** who enjoy each other's company and expressing our feelings through the giving of gifts.

Whether it is an expression of **true love, appreciation** of a job well done or just to **show gratitude** for having someone as a friend, the giving of gifts is **engrained** into our DNA.

To understand why we are so enamored with giving gifts, it is important to go back in time to find the origins of its unique form of expression that makes us so human.

The giving of gifts may be one of **the oldest** of human activities that pre-dates civilization and may go back to the origin of our species.

Even the primitive cavemen culture, the giving of gifts was fairly common as it was used to show love and affection towards one another.

The **bestowing** of gifts was also inferred as a status symbol when leaders of tribes or clans would show their appreciation for the contributions of those who were part of an important achievement.

Whether it was an **unusually shaped rock**, a **tooth from an animal**, **the bark from a tree** or some other item that was natural in origin, the giving of gifts was certainly common behaviour long before we became an advanced civilization.

As tools were developed, the gifts started to become more elaborate, for example, holes were drilled into animal teeth and stones so they could be displayed on **necklaces** and many other objects were fashioned as well.

Later during the Egyptian era, gifts were most notably given to their pharaohs who built massive pyramids to store their wealth of afterlife and produce idols to support their beliefs of idol worships.

In Roman times people would present each other with **good luck tokens**, which lasted for centuries and later influenced all of Western civilization onwards.





Such tokens of good luck were used as presents to carry favours and show allegiance, which is still the case today.

By the Medieval age, gifts were used to secure the personal favour of the king or show allegiance in times of war.

Also, personal gifts of **betrothals** were given as **dowries** which ranged from **coins** to **precious metals to a herd of cattle, goats** or **sheep**. In many cultures, dowries and similar expressions still exists today. Today gift giving is still part of our everyday culture and defines who we are and the message we want to send with our gift.

Gifts are given for all occasions and celebrations and are means for us to communicate with each other and expressing ourselves

Why is it important to give gifts?

There has been considerable amount of research over the years into their feelings of **wellbeing** that occurs when we give gifts to those we care about. From as early as cavemen days – gift giving has been **rewarding** which may be the reason it has stood the test of time. Here are some reasons as to why:

- **We feel happy**
- **Improve state mind**
- **Social connection**
- **It's contagious**





Read and answer the questions.

1 What can people express when they give a gift to someone?

_____.

2 How was gift giving in the cave man culture?

_____.

3 What was used as a gift before advanced civilizations?

_____.

4 When did gifts start to become more elaborate?

_____.

5 How were gifts used in Egyptian era?

_____.

6 How were gifts used in Roman times?

_____.

7 How were gifts used by the Medieval age?

_____.

Read the cards and number the steps for wrapping a gift.



Wrap it in cool paper.



Stick a nice bow
on top of it.



Go to the shops
and get the gift.



Give the gift to your
friend.



Add a tag or a card to the
top of the box or bag.



Put the gift in a box.





Read the explanations cards and label them using the titles in the box.

We feel happy

Improve state mind

Social connection

It's contagious



If giving a gift makes you feel happier with a sense of purpose then this may inevitable improve your state of mind.

By giving a gift, you are not only expressing your feelings but building a stronger connection to that person as well. Not only does the person receiving the gift feel closer to the giver, but vice versa as well.



When a person starts giving gifts, not only will the recipient become more likely to give, but those around them who see this act will start giving as well



Simply put, the giving of gifts can make a person feel happier about themselves as well as to the person that has received their gift.





Anne Frank

Get into groups of four and answer the questions.

1 What do you know about Anne Frank?

_____.

2 What would you like to know about Anne Frank?

_____.

3 How do you feel when you talk to someone who thinks differently from you?

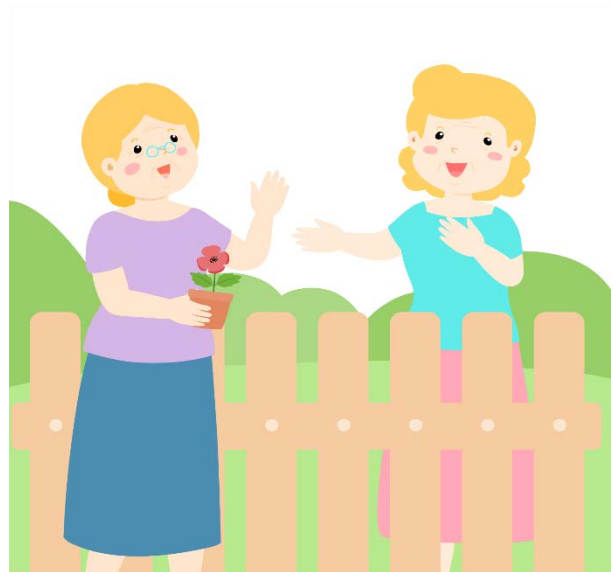
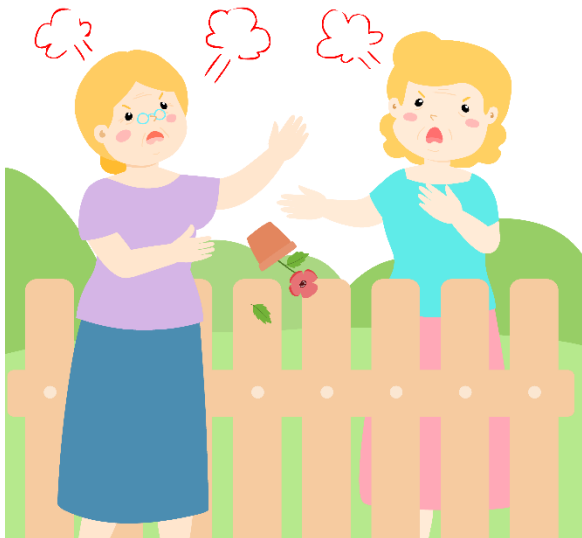
_____.

_____.

4 What do you know about being tolerant?

_____.

5 Look at the following pictures and circle the one that illustrates tolerance.





Anne Frank was a young **Jewish German** girl who gained international fame after her death following **the publication of her diary**. She wrote about **her life, thoughts** and **experiences** of hiding from the Nazis in World War II. Her account of her two years **spent in an attic** in Amsterdam became an international **best seller**. She died **aged 15** in German concentration camp.

Anne Frank was born **in 1929** in Germany. Her father was a German officer from World War I. Anne was a very **studious** and **diligent** student who had a passion for books. She moved to Amsterdam with her family after Adolf Hitler came to power **in 1933**. She attended a Montessori school and was **a very energetic** and **outgoing** girl.

In June 1942, Anne received a notebook for her thirteenth birthday. She decided to use it as a diary and wrote about her dreams to become an actress. **In July**, she and her family were ordered to go to a work camp. Instead, they hid in the attic of her father's workplace. They shared the small place with other family for two years.

In August 1944, German security police discovered **the hideout** and **arrested** its occupants. Anne was sent to the Auschwitz concentration camp. Anne died **in March 1945** and was buried in a mass grave. The **whereabouts** of which is still unknown. Her diary was found and given to her father. It is **one of the most widely read books** in the world today.

Anne Frank





Match the following phrases.

- | | |
|--|----------------------------|
| 1 Anne gained international fame after | a spent in an attic. |
| 2 They hid from the | b to go to a work camp. |
| 3 It was her account of her two years | c her death. |
| 4 Anne was a very studious and | d read books in the world. |
| 5 Anne was a very energetic | e to become an actress. |
| 6 She wrote about her dreams | f diligent student. |
| 7 She and her family were ordered | g with another family |
| 8 They shared the small place | h Nazis in World War II. |
| 9 The whereabouts of the grave | i and outgoing girl. |
| 10 Anne's book is one of the most widely | j is still unknown. |





Number the paragraphs in the correct order.

☐ Anne Frank was born in 1929 in Germany. Her father was a German officer from World War I. Anne was a very studious and diligent student who had a passion for books.

☐ In August 1944, German security police discovered the hideout and arrested its occupants. Anne was sent to the Auschwitz concentration camp.

☐ Her diary was found and given to her father. It is one of the most widely read books in the world today.

☐ In June 1942, Anne received a notebook for her thirteenth birthday. She decided to use it as a diary and wrote about her dreams to become an actress.

☐ Anne Frank was a young Jewish German girl who gained international fame after her death following the publication of her diary. She wrote about her life, thoughts and experiences of hiding from the Nazis in World War II.

☐ Anne died in March 1945 and was buried in a mass grave. The whereabouts of which is still unknown.

☐ She moved to Amsterdam with her family after Adolf Hitler came to power in 1933. She attended a Montessori school and was a very energetic and outgoing girl.

☐ In July, she and her family were ordered to go to a work camp. Instead, they hid in the attic of her father's workplace. They shared the small place with other family for two years.

☐ Her account of her two years spent in an attic in Amsterdam became an international best seller. She died aged 15 in German concentration camp.

