

# Story Central Plus

CLIL Book

6





# Contents



Chapter	Subject Area	Vocabulary	Project
<b>1</b> <b>Explaining the Past</b> page 4	History: Ancient Sites	<i>temple, society, carve, enormous, track, cart, waterway</i>	Make a poster about an ancient place.
<b>2</b> <b>Art Evolution</b> page 8	Art: Old and New Art	<i>tool, recreate, charcoal, design software, tablet, stylus, eraser</i>	Recreate a famous painting or statue.
<b>3</b> <b>Recycled Fashion</b> page 12	Science: Recycling	<i>shower curtain, metal, Aluminum Drop Dress, Jellyfish Dress, tape, Faux Fur Coat, dumping</i>	Design clothes made from recycled materials.
<b>4</b> <b>Healthy Minds</b> page 16	Science: Brain Food	<i>complicated, cells, spinach, kale, nerve cells, improve, Omega 3 fats, disease, flavonoids</i>	Make a healthy eating chart.
<b>5</b> <b>Climate Power</b> page 20	Geography: Shipwrecks	<i>voyage, bacteria, climate, preserve, rescuer, carving, power, on board</i>	Research and make a poster about a famous shipwreck.
<b>6</b> <b>Telling Stories</b> page 24	Performing Arts: Storytelling	<i>storytelling, ceremony, funeral, oral, expression, shadow theater, puppeteer, performance</i>	Make a poster about a story to tell the class.
<b>7</b> <b>Special Speech</b> page 28	Science: Animal Communication	<i>body language, lower, relax, stretch, trust, raise, wag, calm</i>	Draw an animal and describe their body language and feelings.
<b>8</b> <b>Secret Languages</b> page 32	Social Sciences: Using Codes	<i>account, secret code, guard, enemy, private, thumbprint, facial recognition</i>	Design your own secret code to share.
<b>9</b> <b>Helping Hands</b> page 36	Social Sciences: Raising Money	<i>crowdfunding, crowd, aims, funds, raise, donation, purchase, campaign</i>	Make a crowdfunding campaign for a new business or product.

1

Look at the pictures. What do you think the text is about?

2



Listen and read. What are some of the mysteries of Malta?

## Mysterious Malta

The **temples** on the island of Malta are among the oldest buildings in the world. They were built by a **society**, or group of people, that disappeared thousands of years ago—but the stone buildings still stand!

The temple walls are made from stones transported from other parts of the island. For one temple, the builders used three huge stones for the entrance. They used hard stone for the outside and softer stone for the inside. The softer stone made it easier to cut and **carve** out shapes. There are many carvings of plants, animals, and people.

There are many things about the history of these buildings that archaeologists don't know for sure. The builders used **enormous**, or very large, stones for the floor. Under these stones there are small, round stones. Perhaps the builders used the small stones to help roll the big ones?

All over Malta there are unexplained lines carved into the rocky ground. Are the **tracks** made by the wheels of **carts** that people used to carry rocks, or were the tracks **waterways** for rainwater to pass through?

In some temples, there are unusual stones with two holes. Some people think these stones were used to tie up horses or other animals.

The ancient temples of Malta have so many mysteries!



**1 Write the word next to the correct definition.**

cart    carve    enormous    society  
 temple    track    waterway

- 1 A line or mark .....
- 2 To cut or make a shape .....
- 3 Big, very large .....
- 4 Has wheels, possibly used to carry rocks in ancient Malta .....
- 5 A special building or gathering place .....
- 6 A place for rainwater to pass through .....
- 7 A group of people that live in a community .....



**2 Circle the correct answer.**

- 1 The temples on the island of Malta are ...
  - a among the oldest buildings in the world
  - b 100 years old
  - c the biggest buildings in the world
- 2 In some temples, there are unusual stones with ...
  - a carved words
  - b two holes
  - c pictures of carts
- 3 Softer stone is easier to ...
  - a carry
  - b roll
  - c carve
- 4 The builders used enormous ...
  - a stones
  - b hammers
  - c roads
- 5 All over Malta there are unexplained ...
  - a pyramids
  - b lines
  - c crops

**3 Which part of the temple buildings would you like to explore? Ask and answer with a friend.**

I want to see more of the line carvings.

Me too!

**Did You Know?**

The temples of Malta are older than the pyramids in Egypt!

# Time to Think

## 1 Read the text. Then complete the sentences.

A **fact** is something that is true. It really exists, or really happened. One fact is that there are about 20 different groups of temples in Malta! The temple-building society in Malta began around 3600 B.C.E. and lasted for about 1,000 years.



A **theory** is an idea or suggestion that tries to explain something. Theories often use words or phrases like *possibly*, *perhaps*, *likely*, *maybe*, or *people think*. There are different theories to explain why the temple-building society disappeared. *Some people think* there was a huge disaster caused by a cloud of dust from a volcano. Another theory is that because the island is mostly rock with little soil, *perhaps* it became very hard to grow enough food for the people.

- 1 Temple building in Malta began around .....
- 2 There are about ..... different groups of temples in Malta.
- 3 The temple building society lasted for about ..... years.

## 2 Make your own theory.

- 1 Why are there stone carvings of animals at the temples in Malta?

.....

.....

## 3 Read. Then write a check (✓) for *Fact* or *Theory* in the chart.

	Fact	Theory
a Builders possibly used small stones to help roll the big floor stones.		
b The temple walls are made from stones.		
c All over Malta there are lines carved into the rocky ground.		
d The lines were possibly made by the wheels of carts.		
e Some people think the building society disappeared because of a huge disaster.		



## Prepare

- 1 Find out about another ancient place or create your own. Talk with a friend.

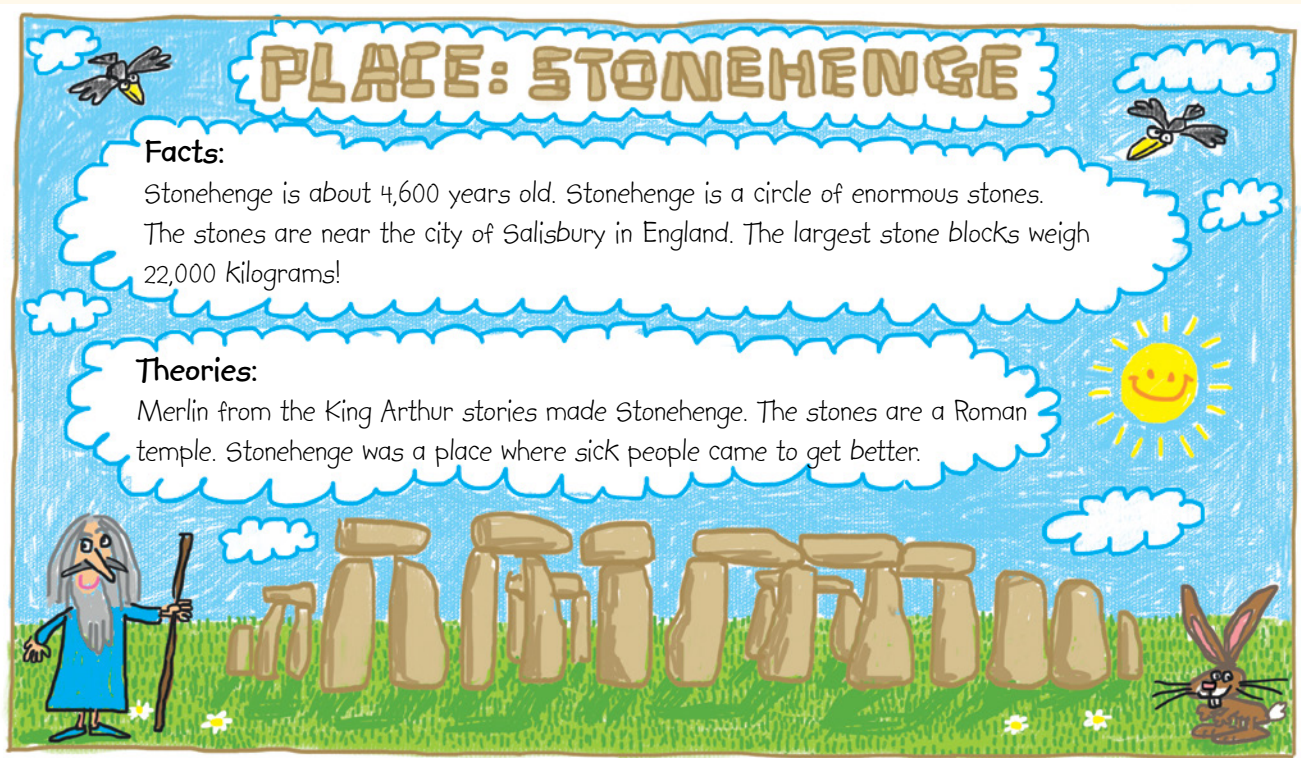
Where is your place / How old is it?

What does it look like / What is it made from?

What are some theories about your place?

## Create

- 2 Make a poster that shows your ancient place. Draw and write.



## Showcase

- 3 Share your poster with the class. Explain the facts and theories.



### It's Our World

When you read something new, how do you know if it's a fact or an opinion?

1 Look at the pictures. What do you think they show?

2 ))) Listen and read. How have artists' tools changed over time?

## Recreating Cave Paintings

Humans have been creative for thousands of years and have always found new ways to enjoy and make art. In the past, artists used simple **tools**, or objects, to make cave paintings. Today, artists can **recreate** or make these paintings again with high-tech tools, like computers.

### In the Past: Cave Painting

Where: On a rock wall, inside a cave

Tools:

- Oil lamp for light
- Fingers covered in paint
- Pieces of stone for carving
- Small animal bones and sticks
- Brushes made from animal hair

Colors: Artists made a dark black color by burning pieces of wood to create **charcoal**. Artists made a bright red color by mixing dried red clay powder with water.



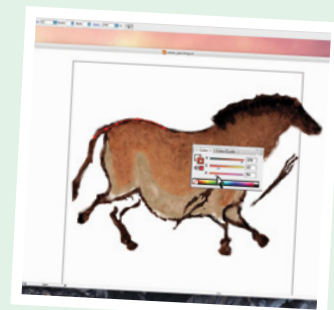
### Now: Digital Painting

Where: On the screen of a tech device

Tools:

- **Design software:** a program to create and design things on a tech device
- **Tablet device and stylus:** a small drawing tool to use on the screen
- **Brush tool:** artist can choose the brush type and how much paint comes off it
- **Eraser tool:** lets the artist easily fix or remove mistakes

Colors: Digital artists can choose any color they need with the color picker tool.





**1** Unscramble and write the tool name. Then answer the question.

- 1 brhus .....
- 2 raseer .....
- 3 bletta .....
- 4 nebos .....
- 5 oalarcch .....
- 6 ercpomut .....



Which of these tools have you used in the classroom? How did you use it?

.....

**2** Read and match.

- |                   |  |
|-------------------|--|
| 1 tablet          | a A program that lets you create things on a computer. |
| 2 design software | b A small, computer-like device.                       |
| 3 stylus          | c To make again.                                       |
| 4 recreate        | d Drawing tool for a tablet, similar to pen or pencil. |
| 5 charcoal        | e Lets the artist easily fix mistakes.                 |
| 6 tool            | f Burned wood, used to make dark black color.          |
| 7 eraser          | g An object you can use to make something.             |

**3** Which way of painting would you like to try, cave painting or digital? Ask and answer with a friend.

I'd like to try cave painting. It looks really fun!

I want to try digital painting!

### Did You Know?

The oldest cave painting made by humans is in Indonesia and is about 44,000 years old!

# Time to Think

1 Read the text about how artists label their paintings. Then answer.

**In the past:** Early cave painters used hollow, or empty, animal bones to make labels. They filled the bone with paint, like red clay. Then, the artist put their hand on the rock wall and blew into the bone to spray the paint. This left a handprint on the wall. This was probably a way for the artist to label their paintings.

**Now:** Today, to share their work, an artist can post their art online for others to enjoy. They might also include a photograph or other information about themselves.

How did cave painters label their art? Number the steps in order.

- a Blowing into the bone to spray color.
- b Putting their hand on the rock wall.
- c Filling a hollow bone with paint.



2 Sort the tools into *In the past* and *Now*.

animal hair brush charcoal design software  
eraser tool red clay powder stylus

a In the past

- .....
- .....
- .....

b Now

- .....
- .....
- .....

3 Read the texts on pages 8 and 10 again. Then complete the chart about cave painters and digital artists.

Cave Painters	Both	Digital Artist
Work on a cave wall.		Work on a tech device.
	Use a type of brush.	



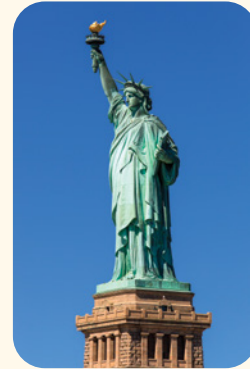
## Prepare

- 1 Think of a famous painting or statue to recreate. Talk with a friend.

What is the name of your painting or statue?

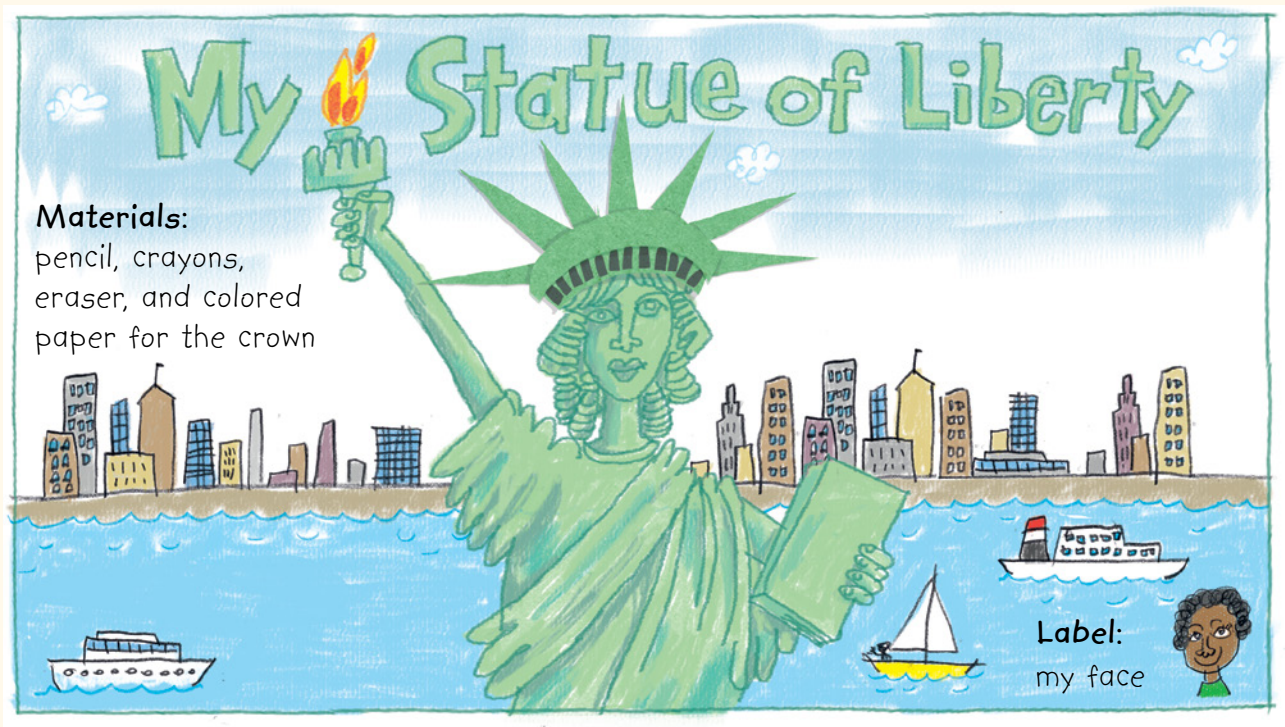
What tools or materials is it made with?

What materials can you use to recreate it?



## Create

- 2 Create your piece of art. Remember to add a label.



## Showcase

- 3 Share your art with the class. Explain how you created it.



### It's Our World

What's the most popular type of art in your country? Do you know any art styles from different countries?

- 1 Look at the pictures. What do you notice?
- 2 ))) Listen and read. What message do these clothes have?

## Passion for Fashion

What if beautiful clothes also delivered an important message? Fashion designer Nancy Judd creates her clothing designs from trash. She wants people to think about the things we waste, and how we can change our lifestyles.



Judd made the **Aluminum Drop Dress** from an old **shower curtain** and pieces of soda cans. When we recycle cans, it means we use the **metal** in the cans again. Using fewer materials helps the environment.

Judd's **Jellyfish Dress** comes from blue, green, and white plastic bags. Plastics that reach the sea cause harm to sea life. Turtles sometimes eat plastic bags because they think they are jellyfish.

The **Faux Fur Coat** looks like it's made from animal hair, but it's not! It uses old **tape** from electronic devices. Electronic waste often has glass and metals, as well as dangerous chemicals. **Dumping** or throwing away those materials allows chemicals to get into the soil.

A school science class helped Judd create a superhero character. They used recycled trash to look like solar panels to make people think about energy sources. Their creation is called *Sol Man*.



**1** What materials did Nancy Judd use? Read the text again and answer.

1 Aluminum Drop Dress .....

2 Jellyfish Dress .....

3 Faux Fur Coat .....

4 Sol Man .....



**2** Read and write *True* or *False*.

1 Nancy Judd creates chairs and tables from trash. ....

2 Judd's clothes make people think about waste. ....

3 Turtles sometimes eat plastic bags because they think they are jellyfish. ....

4 The Faux Fur coat looks like it's made from animal hair. ....

5 Electronic waste is a safe for the environment. ....

6 Sol Man was an idea that came from children. ....

**3** Which design makes you think most about the environment? Why? Ask and answer with a friend.

The Jellyfish Dress!

Yes! It made me think about plastic bags in the ocean.

## Did You Know?

The waste from car tires makes up around 10% of all small plastic pollution in the world's oceans.

## Time to Think

### 1 Read the text. Then circle the right answer.

Nancy Judd displays her fashion designs in public spaces like airports, museums, and shopping malls. Through her designs, Judd wants to inspire people, or make them think, about changes they can make to help the environment.

One city in the United States, Chapel Hill, asked Judd to create a piece of art to inspire people to drive less. She created the "Tireless Couture" dress, with rubber from the inside of old car and bicycle tires.



The dress is meant to make people think about how often they drive their cars—and if they could use the city's bicycle or walking paths instead. This can help to fight climate change and reduce pollution.

- 1 Who asked Judd to create a design to make people use their cars less?  
**a** Chapel Hill                      **b** an airport                      **c** a museum
- 2 What is Tireless Couture made from?  
**a** plastic bags                      **b** tin cans                      **c** car and bicycle tires
- 3 Where does Judd often show her fashion designs?  
**a** bicycle paths                      **b** shopping malls                      **c** schools

### 2 Why do you think Judd shows her designs in airports, museums, and malls?

.....

### 3 Read the texts on pages 12 and 14 again. Match the designs to the message.

- |                       |   |
|-----------------------|---|
| 1 Aluminum Drop Dress | <b>a</b> Drive less and use bicycle paths more.         |
| 2 Sol Man             | <b>b</b> Plastics can cause harm to sea life.           |
| 3 Jellyfish Dress     | <b>c</b> Think about where energy comes from.           |
| 4 Faux Fur Coat       | <b>d</b> Electronic waste puts chemicals into the soil. |
| 5 Tireless Couture    | <b>e</b> We can recycle cans to reuse metal.            |



## Prepare

- 1 Design clothes made from recycled materials. Talk with the class.

What is the name of your design?

Where do your materials come from?

How does your design help the environment?

## Create

- 2 Draw your design. Label the materials.



## Showcase

- 3 Share your design with the class. Then explain the message.



1 Look at the pictures. What is this text about?

2 ))) Listen and read. What foods are good for the brain?

## The Brain Café

Your brain works hard helping you read, learn, play—and even breathe! To do all that, your brain uses a **complicated** system of billions of **cells**, the body's building blocks. Part of that system, called **nerve cells**, send and receive messages from the brain. To keep those cells healthy and strong, your brain needs the right food.

**Kale shake:** Green vegetables such as **kale**, broccoli, and **spinach** are full of vitamin K. Vitamin K helps to **improve** our memory—it makes our memory better. Scientists believe it can also slow down memory loss, which can happen when we get older.

**Grilled salmon:** The oils found in some fish are good for healthy hearts and healthy minds. Fish oils contain **Omega 3 fats**, which build brain cells and help the nerve cells in your brain to communicate quickly. They also lower the chance of getting sick with some types of brain and heart **diseases**.



**Berries with yogurt:** Bright colors in fruit like blueberries come from something called **flavonoids**. Scientists believe that flavonoids help to protect brain cells. They can also improve the flow, or movement, of blood to the brain.



**Walnut brownie:** Walnuts are another way to get Omega 3 fats. Eating walnuts regularly might improve thinking speed and memory. And good news—the cacao seeds used in chocolate also have flavonoids!





## 1 Read and write *True or False*.

- 1 The brain is made up of flavanoid cells. ....
- 2 Walnuts are a way to get Omega 3 fats. ....
- 3 Broccoli is the body's building block. ....
- 4 Some fish oils contain Omega 3 fats. ....
- 5 Flavonoids can improve blood flow to the brain. ....
- 6 Green vegetables such as kale, broccoli, and spinach are full of vitamin Z. ....



## 2 Complete the sentences.

cells    diseases    flavonoids    improve    spinach    Omega 3 fats

- 1 ..... is a green vegetable.
- 2 Your brain uses a complicated system of billions of .....
- 3 Some people get sick with different types of brain or heart .....
- 4 The bright colors in blueberries come from .....
- 5 ..... help to build brain cells.
- 6 When we ..... something, we make it better.

## 3 What would you order from the Brain Café menu? Ask and answer with a friend.

I want to order the grilled salmon! It helps build brain cells.

I'd like the walnut brownie!

### Did You Know?

The brain is 60% fat! That's why having the right kind of fats in your diet is so important!

1 Read the text. Then circle the answers.

## Unhealthy Food

While healthy foods can improve memory and brain function, unhealthy foods can have a negative impact.

**Sugary drinks:** Drinks high in sugar, like soda, can lead to high blood pressure and problems with memory.

**Fried foods:** Research has shown that diets high in fried foods, like French fries or fried chicken, can result in lower scores in thinking skills and memory tests.

**Junk foods:** Eating a lot of foods high in salt, sugar, and added fat, like candy and ice cream, can impact learning. Diets high in junk food could even cause parts of the brain like the hippocampus to be smaller. The hippocampus is a part of the brain involved with memory and learning.

- 1 Too many sugary drinks can lead to problems with .....  
a memory                      b salt                                      c junk
- 2 A high fried-food diet can result in lower scores in ..... skills tests.  
a sugar                              b blood                                      c thinking
- 3 A part of the brain involved with memory and learning is called the .....  
a diet                                      b hippocampus                                      c study

2 Read the texts again. Then match the eating habits to their possible effects.

- |                               |   |
|-------------------------------|---|
| 1 Eating salmon often         | a can cause lower scores in thinking and memory tests.              |
| 2 Eating a lot of fried foods | b helps the nerve cells in your brain to communicate quickly.       |
| 3 Drinking kale shakes often  | c can cause high blood pressure and memory problems.                |
| 4 Eating berries often        | d slows down the loss of memory which can happen when we get older. |
| 5 Drinking a lot of soda      | e helps to protect brain cells.                                     |



## Prepare

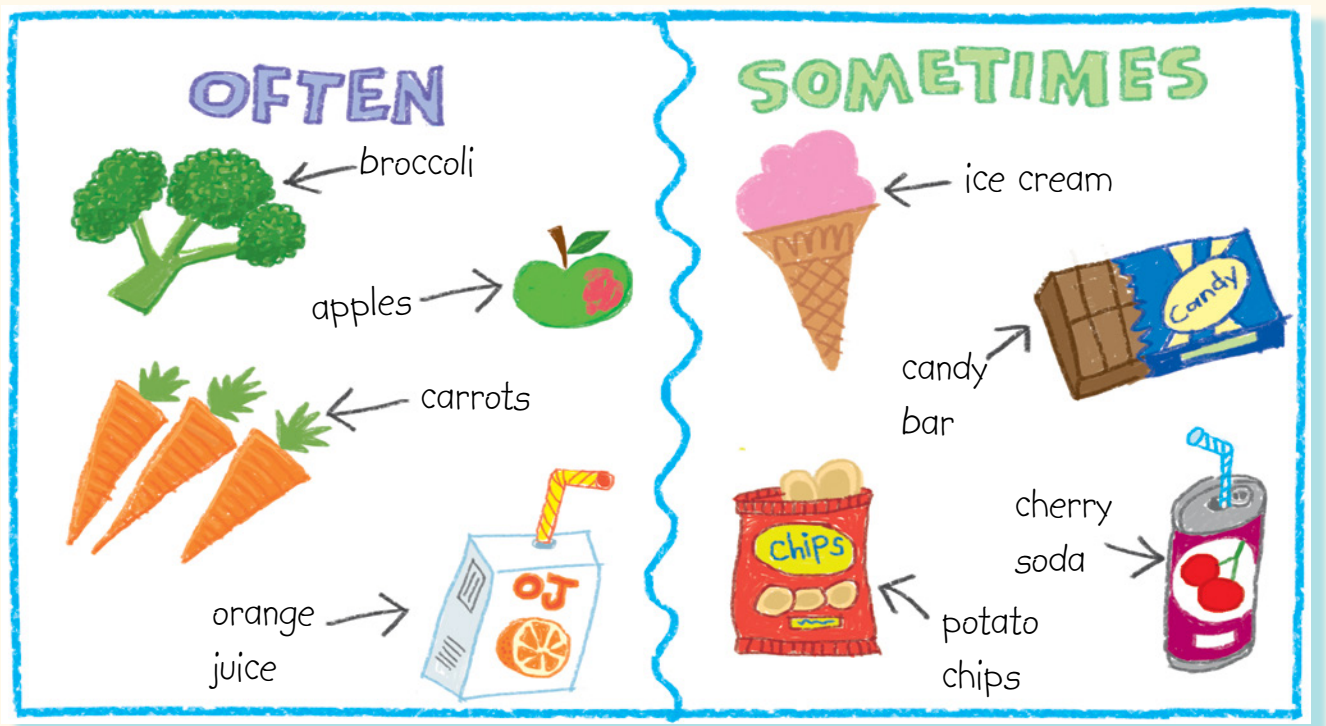
- 1 Elena wants a brain-healthy diet. Which of these foods should she eat? Think about or research other foods for her diet. Talk with a friend.

fried doughnuts    spinach  
soup    salmon  
berry shake    flavored soda  
potato chips    blueberries with yogurt  
pasta with walnuts  
noodles with a lot of salt



## Create

- 2 Work with a friend to make chart. Organize the foods that Elena should eat into the categories *Often* and *Sometimes*. Draw pictures.



## Showcase

- 3 Share your chart with the class. Ask your classmates if they agree.



- 1 Look at the pictures. What do you think this reading is about?
- 2 ))) Listen and read. What helped the shipwreck of the *Vasa* to survive?

## The Vasa Disaster

In 1628, a ship called the *Vasa* left Stockholm on its first **voyage**. The King of Sweden and huge crowds came to watch. Everyone thought it was one of the best ships in the world.

Then, disaster! Wind pushed the ship over to one side. Water leaked in. Only 20 minutes into its voyage, the *Vasa* sank to the bottom of the sea. *How did this happen?* It's possible that the *Vasa* was unsafe because of a bad design and too many heavy items **on board** the ship.



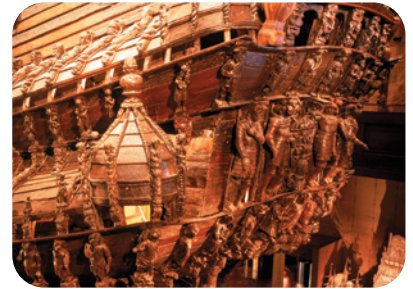
After it sank, the special **climate** and conditions of the Baltic Sea **preserved** the *Vasa* from disappearing. The shipwreck stayed underwater for 333 years!

Sea worms, and tiny living things called **bacteria**, often damage wooden shipwrecks. Fortunately, the Baltic Sea, where the *Vasa* sank, is very cold and there is little oxygen in the water. Bacteria and worms can't survive there.

When **rescuers** brought the *Vasa* to the surface in 1961, they found that around 95% of the wood on the ship had survived! Today, you can visit the *Vasa* Museum and see the ship's beautiful **carvings**.

The carvings, like one of a lion, were once a symbol of the **power** of the King of Sweden. The carvings also show us the power of the special climate conditions that preserved the ship underwater for so many years.





**1 Correct the underlined part of the sentence.**

- 1 The Vasa ship was on its second voyage. ....
- 2 Waves pushed the ship over to one side. ....
- 3 The Baltic Sea is very warm. ....
- 4 The Vasa returned to the surface in 1628. ....

**2 Circle the correct answer.**

- 1 How long did the Vasa's first voyage last?
  - a 20 minutes
  - b 333 years
  - c 1628
- 2 Which King was there to watch?
  - a The Baltic King
  - b The King of Sweden
  - c The Vasa King
- 3 Where did the Vasa sink?
  - a The Stockholm Sea
  - b The Swedish Sea
  - c The Baltic Sea
- 4 What often damages the wood in shipwrecks?
  - a bacteria
  - b fish
  - c strong wind
- 5 How many years was the Vasa underwater?
  - a 1961
  - b 1628
  - c 333
- 6 How much of the wood survived?
  - a 85%
  - b 75%
  - c 95%

**3 How do you think the crowd felt watching the Vasa sink? How would you feel? Ask and answer with a friend.**

I think the crowd felt very surprised.

I think they felt scared, too.

**Did You Know?**

There are around 700 wooden carvings on the Vasa.

## Time to Think

1 Read the text. Then write three objects found on the Vasa.

The icy water of the Baltic Sea didn't just protect the ship, it also protected about 40,000 objects. The objects found inside the shipwreck tell us about life on board the Vasa before it sank.

The Vasa could carry a crew of 450 people on board—sailors, officers, carpenters, a cook, a barber, and musicians like a drummer!



We know that many of the crew members ate with wooden spoons, plates, and cups. When they weren't working, the crew had board games for entertainment. In the shipwreck, they also found tools from shoemakers and carpenters' rulers. On many of the objects, we can still read the marks that show who owned them.

1 ..... 2 ..... 3 .....

2 What have we learned from the shipwreck of the Vasa? Match.

- |   |                                      |
|---|--------------------------------------|
| 1 Many of the crew members ate with ...               | a had board games to entertain them. |
| 2 The icy waters of the Baltic Sea also protected ... | b wooden spoons and plates.          |
| 3 When they weren't working, the crew ...             | c to show who owned them.            |
| 4 Many objects carry a mark ...                       | d about 40,000 objects.              |

3 Read the text on page 20 again. Put these steps in the journey of the Vasa in correct order. Number.

- a Rescuers brought the Vasa to the surface in 1961.
- b After the Vasa sank, special ocean conditions preserved the wood.
- c The Vasa sank to the bottom of the sea.
- d You can visit the Vasa Museum.
- e The Vasa left Stockholm on its first voyage.



## Prepare

- 1 Research another famous shipwreck or imagine your own one. Discuss with a friend.

What did the ship look like and how did it sink?

Where and when did the ship sink?

Were there any objects found in the shipwreck?

## Create

- 2 Draw and label your shipwreck.



## Showcase

- 3 Share your drawing with the class. Describe the shipwreck.



# Telling Stories

## Performing Arts

- 1 Look at the pictures. What performing arts can you see?
- 2 ))) Listen and read. What are different ways to tell stories?

### Storytelling Around the World

Around the world, people use different ways to tell stories. In West Africa, griots are more than just **storytellers**. They also sing and play an instrument called the kora. Griots perform at important **ceremonies**, such as weddings or **funerals**. They sing songs and tell stories to remember people and places.

In North Africa and the Middle East, traditional storytellers are known as Hakawati. Hakawati are **oral** storytellers. They tell stories with their voice. Often, a Hakawati tells exciting stories of how good beats evil and gives positive messages about life.



Kathak is a storytelling dance. Kathak dancers bring the myths and ancient stories of India to life. But instead of using words on stage, Kathak dancers use actions. They use hand movements, eye movements, and different **expressions** on their faces.



In Java, an island in Indonesia, people tell stories with shadows. This **shadow theater** is known as Wayang Kulit. As night falls, the audience gathers in the open air and waits for the **performance** or show. Hidden behind a cloth screen, the **puppeteer** moves the puppets. They use light and shadow to tell stories about heroes and villains.



Storytelling has such a rich history and helps us learn more about the world!



**1 Circle the correct word to complete the sentence.**

- 1 A person who tells a story is a .....  
 a storyteller       b puppet       c performance
- 2 A ceremony is an event like a funeral or a .....  
 a griot       b kora       c wedding
- 3 A ..... is a show such as a dance or play.  
 a performance       b Java       c shadow
- 4 The person who moves puppets is a .....  
 a puppeteer       b oral       c griot
- 5 ..... storytelling means using your voice.  
 a dance       b puppet       c oral



**2 Read the text again. Then answer the questions.**

- 1 Griots are more than just storytellers. What else do they do?  
 .....
- 2 What kind of messages about life does a Hakawati storyteller give?  
 .....
- 3 What do Kathak dancers use to tell stories?  
 .....
- 4 What two types of characters might you see in a Wayang Kulit show?  
 .....
- 5 What does the puppeteer hide behind?  
 .....

**3 Which performance would you like to see? Ask and answer with a friend.**

I want to see the shadow puppet show!

Yes, that show looks fun!

**Did You Know?**

The kora instrument has 21 strings!

1 Read the text. Then circle *True* or *False*.

## Hawaiian Storytelling

Native Hawaiians have a tradition of oral storytelling—spoken stories passed down over many years.

Called *Mo'olelo*, these stories aren't just fun to listen to, but they also pass down important lessons from the past. They are a way to remember Hawaiian history, traditions, and myths. Sometimes, a *Mo'olelo* performance also uses song and dance.

There are many Hawaiian stories about Pele and her volcanoes. In the stories, Pele arrived in Hawaii and used the lava from the volcanoes to make new land.

- 1 Mo'olelo performances use stories, songs, and dance. True / False
- 2 Pele used lava from volcanoes to make new oceans. True / False

2 According to the text, why are stories important? Write a check (✓) or cross (X) next to the reasons listed below.

- 1 They pass down important lessons from the past.
- 2 They are good when you're bored.
- 3 They are a way to remember history.
- 4 They are a good way to learn a language.
- 5 They are a way to remember Hawaiian myths.

3 Read the texts on pages 24 and 26 again. Then complete the chart.

Name	Location	Style
a Mo'olelo		oral, song, dance
b Wayang Kulit		
c	India	
d	West Africa	
e Hakawati		



## Prepare

- 1 Think of a story you can tell the class. Discuss with a friend.

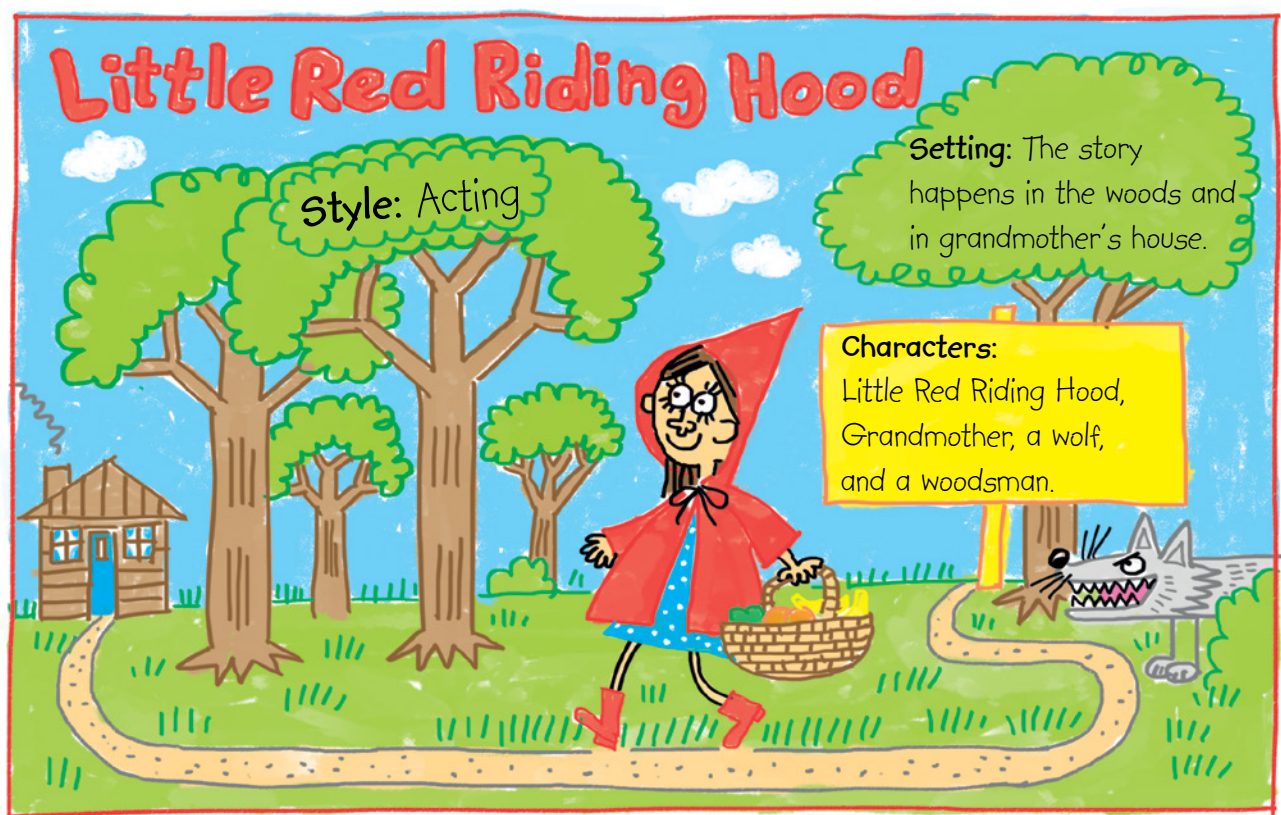
**Style:** Does your story use music, acting, dance, or oral storytelling?

**Setting:** Where does your story happen?

**Characters:** What characters are in the story?

## Create

- 2 Make a poster about your story. Label the parts. Rehearse your performance.



## Showcase

- 3 Share your poster. Then perform your story for the class.



- 1 Look at the pictures. What do you think this article is about?
- 2 ))) Listen and read. How do animals show their feelings?

## Animal Communication

Animals can use **body language** to show how they are feeling.

When a dog is happy, it **wags** or shakes its tail. If it wants to play, a dog might crouch down and wag its tail. A worried or unhappy dog will often **lower** or bring down its tail between its legs.

To show it's friendly and **relaxed**, a cat might open and close its eyes several times. Also, a cat might lie down and **stretch** out, showing its stomach and half closing its eyes. When a cat closes its eyes like this, it means it **trusts** you!

If a cat is angry, it makes its ears flat and shows its teeth. A cat might also stand with its hair and back **raised**. This tells you it wants to be left alone.

Horses communicate their feelings with body language, too. If a horse's ears hang to the side, this means they feel **calm**. But if the ears move or turn around quickly, the horse might be worried. When a horse lowers its head down, they also feel calm. But if a horse lowers its head and moves it from side to side, they could be angry.

Animals communicate in so many different ways!



## 1 Match the picture to the feeling.

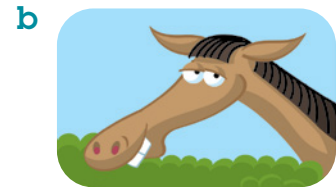
1 calm .....

2 happy .....

3 angry .....

4 relaxed .....

5 unhappy .....



## 2 Complete the sentences.

body language   crouch   lowers   raised   trusts

- 1 If it wants to play, a dog might ..... down and wag its tail.
- 2 Animals can use ..... to show how they are feeling.
- 3 An angry cat might stand with a ..... back and hair.
- 4 A horse that ..... down its head is calm.
- 5 When a cat closes its eyes in front of you, it means the cat ..... you.

## 3 Which animal feelings from the text have you seen? Ask and answer with a friend.

My cat had a fight once! It raised its back and hair.

My dog always wags its tail!

### Did You Know?

When chimpanzees are afraid, they might give a scared smile.

1 Read the text. Then write *True* or *False*.

## Elephant Greetings

Elephants are social animals—they live in groups. They have many different ways to communicate or send each other messages.

Elephants say “hello” to each other with their trunk. They also use their trunks to rub, touch, and smell each other. If they pass each other out in the wild, elephants from the same group will often stop to share a touch. To comfort a young elephant, a mother elephant wraps its trunk around the young one’s stomach and neck.

If an elephant wants to tell the others which way to travel, they stand facing the direction they want to go. They then lift and swing a leg in that direction and make different sounds or calls.



- 1 Elephants never live in groups. ....
- 2 Elephants use their trunks to communicate. ....
- 3 To show the direction they want to go, an elephant lies down. ....

2 Think of different ways humans use body language.

- 1 If you are worried, you might .....
- 2 To say “hello,” you might .....
- 3 To show you are friendly, you might .....

3 Read the texts on pages 28 and 30 again. Then match the animal body language to the feeling. Write the letter.

- |                  |   |
|------------------|---|
| 1 friendly ..... | a Touching trunks together.   |
|                  | b Ears flat. Showing teeth.   |
|                  | c Tail between legs.  |
| 2 worried .....  | d Head waves from side to side.   |
|                  | e Ears move or turn around quickly.   |
| 3 angry .....    | f Lies down and stretches out, showing its stomach and half closing its eyes. |



## Prepare

- 1 What other animals do you know? How do they show their feelings? Research or talk with a friend.

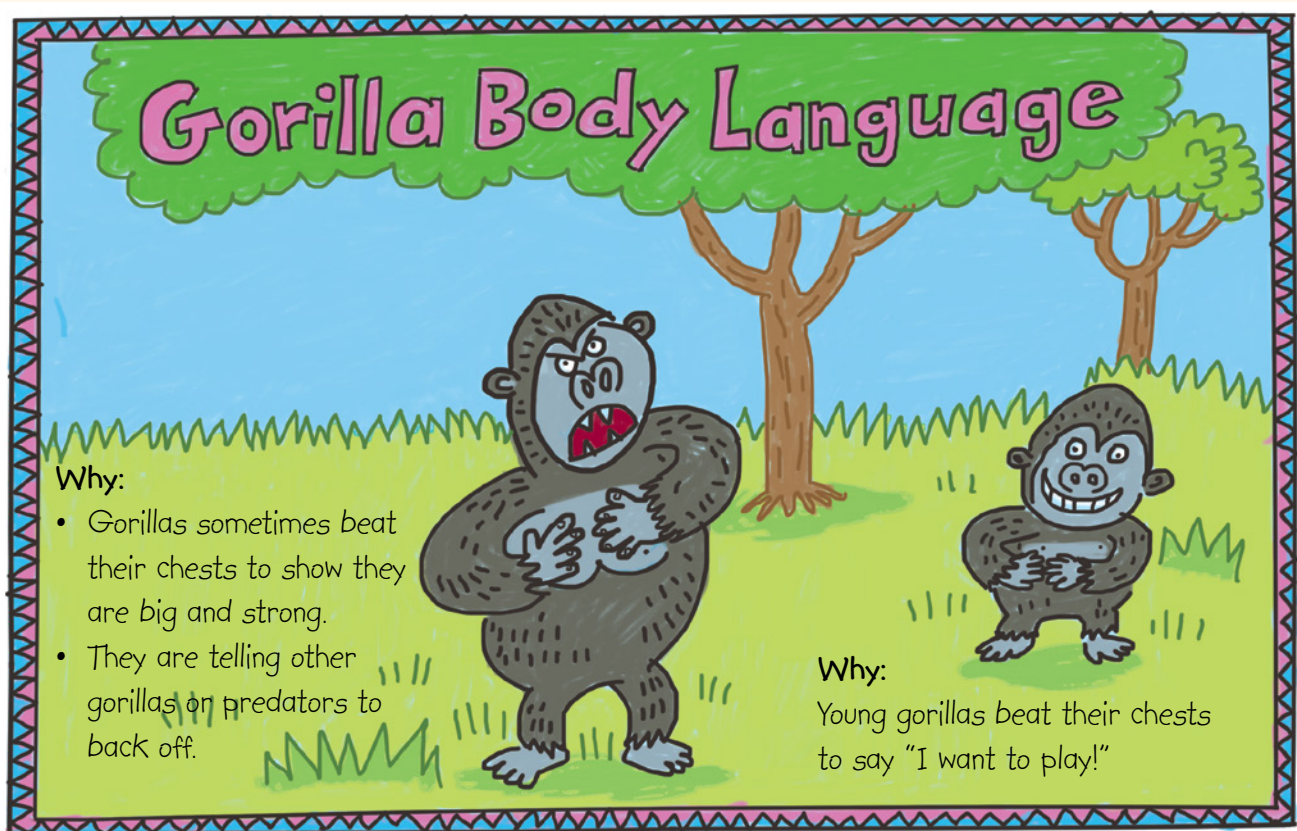
Think about pets in or around your house.

What body language do they use?

How do you know when they are happy, sad, or angry?

## Create

- 2 Draw the animal. Describe their body language and feelings.



## Showcase

- 3 Share your drawing with the class. See if your classmates can guess the different feelings.



- 1 Look at the pictures. What do you think the article is about?
- 2 Listen and read. How have people used passwords throughout history?

## Passwords and Codes

If you want to post a photograph, you might go online and connect to your social network. To protect your **account**, you use a password—the **secret code** which only you know. Passwords and codes—or secret languages—have a long history.

In Roman times, to get past an army **guard**, the person that protects a place, people needed to say the “watchword.” The watchword helped the guards decide if the person entering was a friend or an **enemy**.

In the Middle Ages (400–1400), people with the same kind of job, such as stone workers, formed special groups. To show they belonged to the group, the members needed to know the secret word. Some groups also had a secret handshake.

There are passwords in old storybooks, too. In one famous book from the 1700s, the hero of the story, Ali Baba, has to say the secret words “open sesame” to open a magic cave to find a treasure!



In 1960, people at a college in the USA created the first computer passwords. Many people shared the same computer. They used passwords to keep their information **private**, or to themselves.

Today, many devices use **facial recognition** and **thumbprints**. Instead of a password, the device knows your face or thumb and lets you in!



## 1 Read and write *True or False*.

- 1 In the middle ages, groups of workers might use a password. ....
- 2 In Roman times, the army used "watchwords." .....
- 3 Using secret passwords has a long history. ....
- 4 Ali Baba says the secret words "open cave" to get the treasure. ....
- 5 The first device to use facial recognition was invented in 1700. ....
- 6 A college in the United States used the first computer password. ....



## 2 Match the word to the definition.

- |                            |  |
|----------------------------|--|
| 1 secret code .....        | a A person who protects a place.                           |
| 2 guard .....              | b Something that is for one person or a select group.      |
| 3 facial recognition ..... | c Something used to protect your account, like a password. |
| 4 enemy .....              | d A person that is against you. Not your friend.           |
| 5 private .....            | e Used by many devices today instead of passwords.         |

## 3 How do you use passwords? Ask and answer with a friend.

I use a password for my email and cell phone.

I use passwords for social media.

### Did You Know?

To remind people to stay safe online, the first Thursday in May every year is World Password Day.

## Time to Think

### 1 Read the text. Then figure out what the code words say.

The Caesar Shift, named after the Roman Emperor Julius Caesar (100–44 B.C.E.), was an early code used to send messages safely. To make a Caesar Shift code, first write down the normal alphabet.

Next, choose how many places you are going to “shift,” or move, for your shift alphabet. In the example below, we move two places. Start the shift alphabet two places to the right of the normal alphabet. Then, write down the whole shift alphabet underneath. You can move the last letters back to the start.

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

To write a secret message, you spell the words, but write them down using the letters from the shift alphabet. So the word *Roman* becomes *Pmkyl*. Then you give the secret message to your friend. You also tell them the shift code. (Here, the shift code is 2.)

Your friend writes the normal alphabet and the shift alphabet. Your friend knows to move it two places from the normal alphabet. Now your friend can decode your secret message!

#### Can you work out what these code words say?

a nmqr: .....      b amllcar: .....      c lcrumpi: .....

### 2 Put these Caesar Shift steps in order. Number.

- a Your friend decodes the secret message.
- b You write down the normal alphabet.
- c You tell your friend the shift code.
- d You write down the shift alphabet.
- e For your shift alphabet, you choose how many places you are going to “shift.”
- f You write your secret message using the letters from the shift alphabet.


### 3 Why do you think people invent new ways to keep things secret?

.....



## Prepare

- 1 Make your own code to send messages safely. Brainstorm ideas.

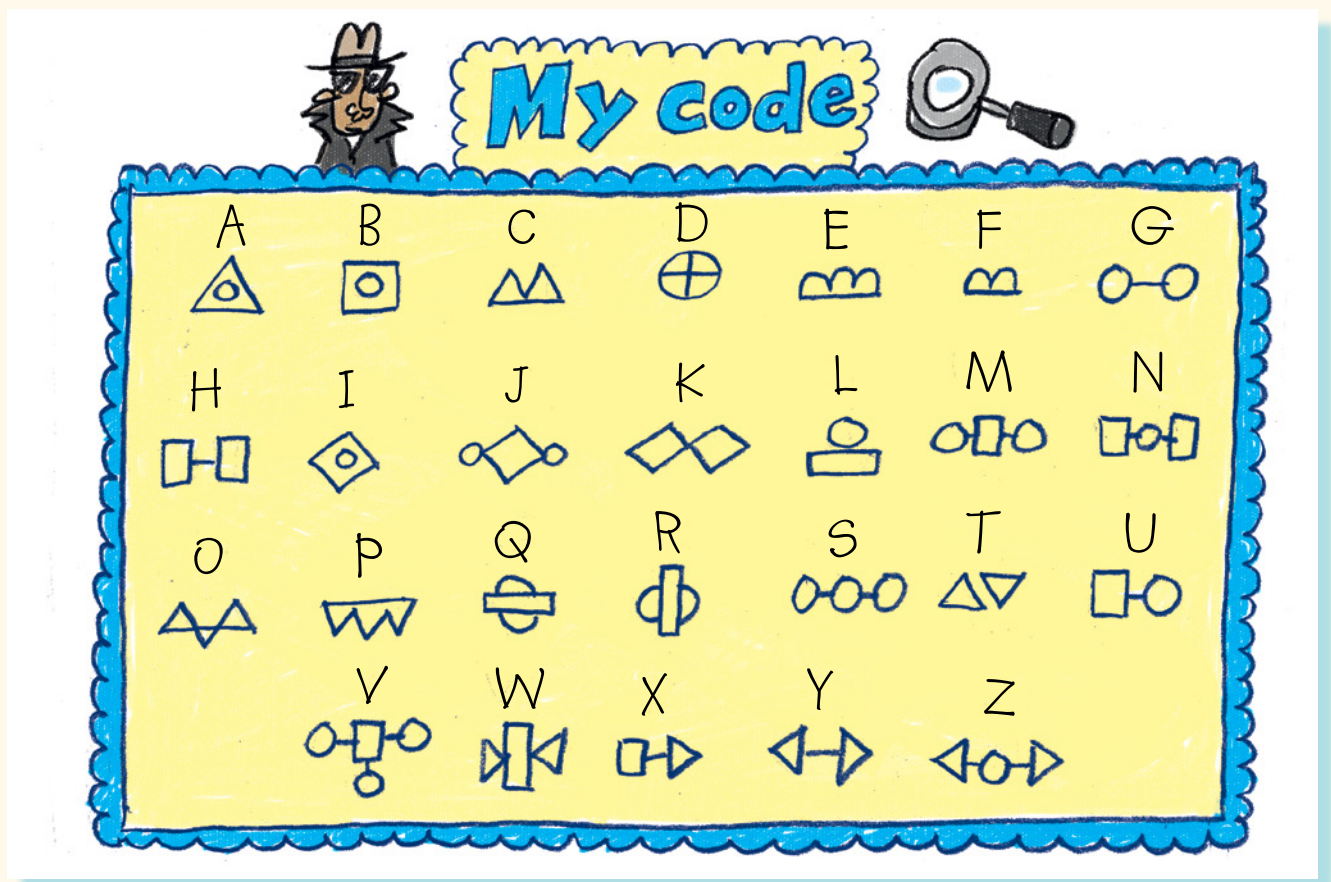
Does your code use letters?

Does your code use pictures or symbols?

Who or what is your code for?

## Create

- 2 Design your own code (or make a Caesar Shift). Write the normal alphabet with your code. Then use your code to write out a secret sentence.



## Showcase

- 3 Share your secret message with a friend. Can they read the message?



It's Our World

Is your online identity the same as your real-world identity?

# Helping Hands

## Social Sciences

- 1 Look at the pictures. What do you think the article is about?
- 2 ))) Listen and read. How can crowdfunding help people achieve their goals?

## Crowdfunding

**Crowdfunding** is when a **crowd**, or large group of people, gives money to help others achieve their **aims** or goals. Crowdfunding websites connect people who have projects and ideas to people who have the money, or **funds**, which can help. There are many different crowdfunding websites to help people **raise** the money they need.

Sometimes, people give the money as a **donation** or gift. Other times, when people give money, they **purchase** or buy a small part of the project. Crowdfunding can also help raise money for other projects or causes: for someone writing a book, for people who need medical help, or for communities that need new equipment.



For more than 20 years, LeVar Burton was the host of a TV show called *Reading Rainbow*, which taught children about books and reading. Burton had a goal to make more videos, classroom materials, and apps for children all over the world to use—but he needed some help.

Burton set up a crowdfunding **campaign** to help start the project. The crowdfunding campaign was so successful that it raised all the money for the project in just one day! Burton achieved his aim and now children everywhere can go online and use *The Reading Rainbow Skybrary*.

**1 Write the words that have the same meaning.**

buy gift goals group money

- 1 purchase .....
- 2 aims .....
- 3 funds .....
- 4 crowd .....
- 5 donation .....



**2 Match the answers to the questions.**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 What is crowdfunding? .....</li> <li>2 Who do crowdfunding websites connect? .....</li> <li>3 What did Reading Rainbow teach children? .....</li> <li>4 What did LeVar Burton set up to help him achieve his goal? .....</li> <li>5 How long did it take LeVar Burton to raise the money? .....</li> </ol> | <ol style="list-style-type: none"> <li>a People who have projects and people who have money.</li> <li>b When a group gives money to help others achieve their goals.</li> <li>c A crowdfunding campaign.</li> <li>d One day.</li> <li>e About books and reading.</li> </ol> |
|---|---|

**3 Think of a goal you've worked hard to achieve. What did you do? Ask and answer with a friend.**

*I wanted to get on the gymnastics team. I practiced every day before school and made it!*

*Wow, good job!*

## Did You Know?

Since it started in 2009, one crowdfunding website has raised money for almost 200,000 projects!

1 Read the text. Then write *True* or *False*.

## Microloans

If someone needs money for a project, they might go to a bank. The bank gives them the money, and the person pays the bank back later. This is called a loan.

Rupa is a hardworking farmer. To buy a machine for her farm and make her business grow, she needs money—but the bank won't help her. Sometimes, banks don't want to loan money because they are worried that they won't get the money back.

Rupa decides to talk to a microloan organization about her plan. Microloan organizations loan small amounts of money to people who can't go to the bank. Microloans are often used to help people like Rupa start or build a small business. With help from the microloan organization, Rupa can buy a new machine and hire more workers! After the farming season, Rupa can then pay back the money for the microloan.



- 1 Microloans are loans of large amounts of money. ....
- 2 Microloans can help people start or build a small business. ....
- 3 You don't need to pay back a microloan. ....

2 What things did Rupa use to achieve her goal? Write a check (✓) or an (X).

1 crowdfunding campaign

2 a microloan organization

3 a small loan

4 a bank

3 Read the texts on pages 36 and 38 again. Do the sentences below describe a **Microloan** or **Crowdfunding campaign**? Write **M** or **C**.

- 1 Connects a group of people with money to the person with the idea. ....
- 2 You need to pay back the money after. ....
- 3 Often uses websites to help people raise money for their project. ....
- 4 An organization loans the money. ....
- 5 The money is usually a donation or a purchase. ....



## Prepare

- 1 Imagine you are starting a business or making a new product. Talk with a friend.

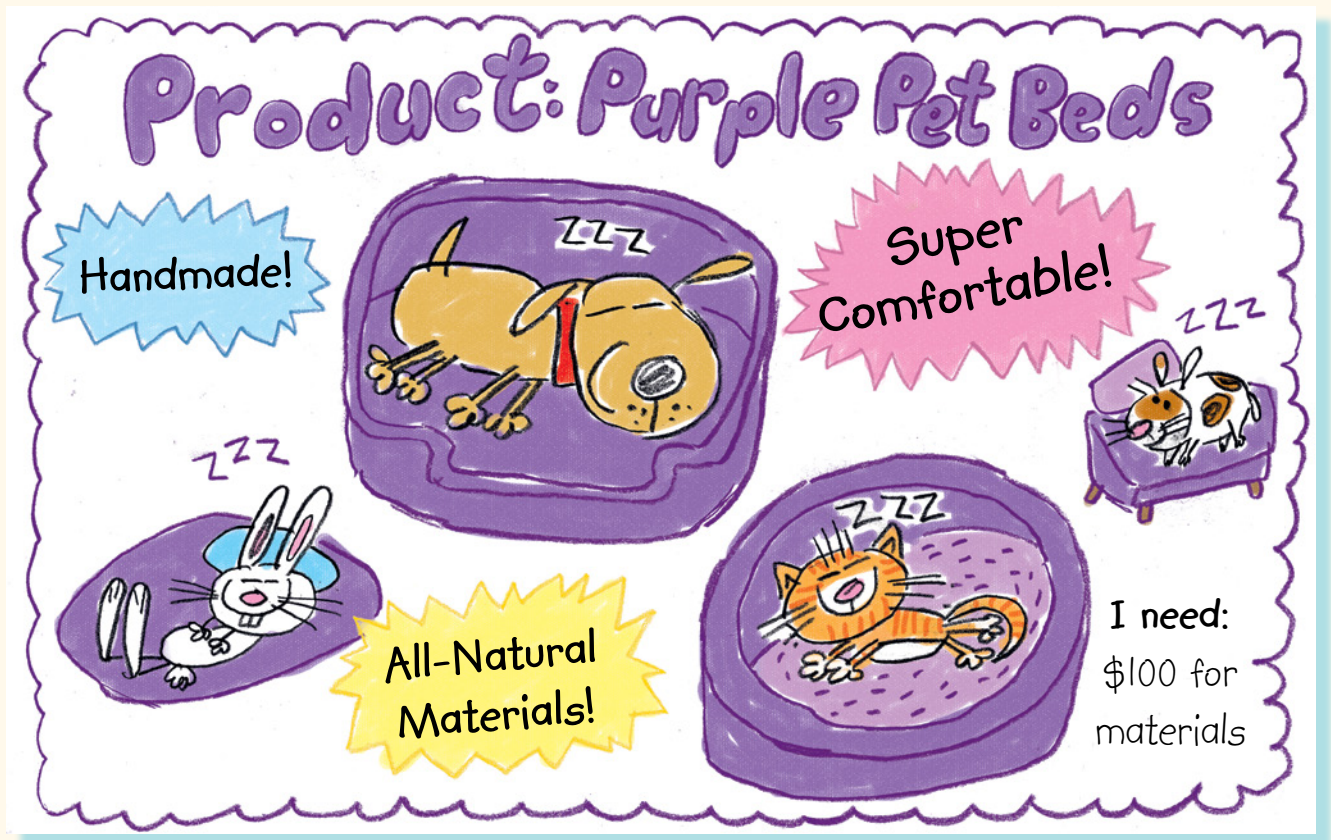
What is your business or product?

How does it help people / What does it do?

What do you need to start it?

## Create

- 2 Make a crowdfunding campaign for your idea. Why should people donate money? Draw, label, and explain your idea.



## Showcase

- 3 Share your crowdfunding idea with the class. Explain your aims.



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