

Topline's

Comprehensive Primary English

Book 3



Teacher's Resource Manual



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How Important is Breakfast?

UNIT 1

Check Your Understanding:

Choose the correct option:

1. Evening meal is the most important meal of the day.
a) True b) **False**
2. Breakfast can be skipped.
a) True b) **False**
3. We get energy for the day from breakfast.
a) **True** b) False
4. The night meal helps in good sleep.
a) **True** b) False
5. Milk only provides vitamin.
a) True b) **False**
6. You should have small breakfast and a large evening meal.
a) True b) **False**

Answer the following:

1. A good dinner help us by giving fuel to our body while we sleep for 10-12 hours at night.
2. Foods such as eggs, cereal, toast and fruit give us a store of energy that is released as we need it throughout the day.
3. We should have a good amount of breakfast and a light meal at night, because the start of the day with good breakfast will give us lots of energy throughout the day, whereas, a light meal at night will help us sleep better.

Practice Exercise:

Underline the proper noun:

1. Jason went to the park.
2. My sister met Mr. Garfield yesterday.
3. Pakistan is a beautiful place.
4. I live in Lahore.
5. Zohaib loves his dog.
6. I play with Amir everyday.
7. My little sister Sarah has curly hair.
8. In China, most people eat rice.

4. In the story who else likes the fruit:
a) Grandmother b) **Family**
5. How many does the speaker plan to eat the fruit a day:
a) **Three** b) Two

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Hamza Najumi The Palm Reader

**UNIT
2**

Check Your Understanding:

Answer the following:

1. Hamza Najumi was quite popular because he was the best palmist in the area and he lived off by reading people's hands as he had superior quality of prediction.
2. The client returned home surprised because of the amazing reading powers of the astrologer as he laid his life history before him.
3. Hamza Najumi receives the news that someone broke into his house and stole away all the valuables.
4. Hamza Najumi stood on his feet and ran towards home.
5. The comic part was that the man who foretells everyone else's future could not foresee his own.

Practice Exercise:

Write the compound words for each of the following:

1. no + body nobody
2. any + one anyone
3. arrow + head arrowhead
4. star + fish starfish
5. grand + father grandfather
6. every + thing everything
7. sand + box sandbox
8. under + ground underground

9. cup + cake cupcake
10. book + case bookcase
11. pine + apple pineapple
12. snow + ball snowball
13. mush + room mushroom
14. screw + driver screwdriver
15. sun + shine sunshine

Build Your Vocabulary:

Use should or shouldn't before a verb to complete the sentence.

1. You **should** drink lots of water.
2. You **shouldn't** eat so much sweets.
3. You **should** go to sleep early.
4. You **shouldn't** watch so much TV.
5. You **should** buy a new pencil.
6. You **shouldn't** go near deep water.
7. You **should** brush your teeth everyday.
8. You **should** drink lemonade in summer.
9. You **should** learn how to swim.
10. You **shouldn't** shout in the class.

Auditory Practice:

A Rainy, Windy Day!!!!

Teacher's Script:

It is a rainy windy day. The pretty fallen leaves are flying in my yard. They are beautiful. They are orange, red, brown and golden.

I like to watch the leaves falling down the trees. Soon the leaves are all on the ground. I can help my mom and dad rakes them up. I like this season.

Listen to your teacher attentively and write short answers to these questions:

1. Which season is it?

Rainy

2. What made the leaves fall off the tree?

The wind

3. What colour of leaves did the boy see?
Orange, red, brown and golden
4. What does the boy like best about the season?
The leaves falling
5. Whom does the boy help?
His mom and dad
6. Name the four seasons.
Summer, Spring, Autumn and Winter

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Where In The Book?

**UNIT
3**

Check Your Understanding:

Answer the following:

1. There are 7 chapters in the book.
2. Ahsan will learn on page 7 about the types of food he should feed his new pet.
3. Ahsan will read chapter 6 “Aquatic Turtles” to learn about the sea turtles.
4. Ahsan will read chapter 5 “Reproduction” to learn how to incubate turtle egg.
5. Ahsan will learn on page 27 about a box turtle.
6. Ahsan will find details about shelter for a turtle in chapter 4 “Housing Your Turtle.”
7. Titles will vary.
8. Cover page will vary.

Practice Exercise:

Underline the pronoun in a sentence:

1. He will go to the new school.
2. You look smart in that shirt.

3. The blue pen is yours.
4. Her house is in California.
5. His grandparents are on vacation.
6. Give him the pancake.
7. Take her to the school.
8. Its beak is sharp.
9. Zoya will come with them.
10. Sally let me borrow the jacket.
11. We ate the biscuits.
12. I don't like cabbage.
13. They have the latest games.
14. It is a blue book.
15. Sheharyar is their son.

Build Your Vocabulary:

Write a word which goes with description given on the right hand side. The first letter of the word is provided as a clue.

1. Classroom a room where students are taught.
2. Cobweb made by a spider.
3. Butterfly a beautiful insect with colourful wings.
4. Drumstick a leg piece of chicken.
5. Earthquake a sudden shaking inside the earth.
6. Forehead part of the face between the hair and eyes.
7. Goldfish a bright orange pet kept in a bowl.
8. Grapefruit a large yellow sour fruit.

For solutions number 9 & 10 the answers will vary.

Auditory Practice:

My New Red Scooty

Teacher's Script:

My parents gave me a new red scooty. They are very nice. I got it as my birthday present. It had a big yellow horn on it. It is the best present ever.

My new red scooty can fly! It can go up and it can go down. I ride my scooty everywhere I go. I ride on the sidewalk and I ride it on the driveway. I ride it to my grandma's house. I like to ride my scooty.

My new red scooty has two wheels. They go around and around. My new red scooty can go fast it can also go slow.

Listen to your teacher carefully. Then fill the blanks accordingly.

1. The boy's parents gave him a red scooty.
2. It had a big yellow horn on it.
3. The boy's scooty could fly!
4. The boy rides his scooty on the sidewalk and driveway.
5. The boy rides his scooty to grandma's house.
6. The scooty has two wheels.
7. The scooty can move fast and slow.

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

The Rainbow

UNIT 4

Check Your Understanding:

Answer the following:

1. The two modes of transport mentioned in the poem are boats and ships.
2. Clouds passes on the sky.
3. The bridges are built on the river.
4. Rainbow is praised in the last four lines of the 2nd stanza.
5. The poetess appreciates the rainbow as being the prettiest thing than any other form of nature.
6. The rhyming words are:
rivers-seas-these
please-trees-these

Practice Exercise:

Use 'a' or 'an' to complete the following:

1. We read **a** book
2. Larry has **a** dog
3. I need **a** blue pen

4. Bashir has **an** old bike.
5. We listen to **an** English CD.
6. The speed of this car was 160 miles **an** hour.
7. They finished **a** unit.
8. Peter has **an** aunt in Germany.
9. He is drinking **a** glass of milk.
10. My friend likes to be **an** astronaut.
11. The girl is **a** pilot.
12. Look! there's **a** bird flying.
13. They have got **an** idea.
14. There is **a** new English book on the desk.

Build Your Vocabulary:

Write this jumbled sentences in sequences. Do not forget capital letters and full stops.

- | | |
|---|---|
| 1. is nice girl she a
<u>She is a nice girl.</u> | 6. my this school is
<u>This is my school.</u> |
| 2. went school sam to
<u>Sam went to school.</u> | 7. all day played tom ball
<u>Tom played ball all day.</u> |
| 3. makes circus the me happy
<u>The circus makes me happy.</u> | 8. a tree is tall this is
<u>This is a tall tree.</u> |
| 4. wild is lion animal a
<u>Lion is a wild animal.</u> | 9. chocolate this tasty bar is
<u>This chocolate bar is tasty.</u> |
| 5. mom I love my
<u>I love my mom.</u> | 10. this a mat clean is
<u>This is a clean mat.</u> |

Auditory Practice:

Jack-o-Lantern

Teacher's Script:

First, cut the top of the pumpkin.

Next, scoop out the seeds and the pulp.

Then, carve two eyes, a nose, and a mouth.

Next, place a candle in the pumpkin and light it.

Finally, place your jack-o-lantern in a window to enjoy.

Read the sentences, which are out of order. Listen carefully to your teacher and put the sentences into the correct order by numbering, so the story makes sense.

Then, carve two eyes, a nose, and a mouth. 3

First, cut the top of the pumpkin. 1

Next, place a candle in the pumpkin and light it.	4
Finally, place your jack-o-lantern in a window to enjoy.	5
Next, scoop out the seeds and the pulp.	2

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

An Old Man And A Donkey

UNIT
5

Check Your Understanding:

Choose the correct option:

1. c 2. b 3. b 4. c 5. a 6. a

Practice Exercise:

Circle the adverbs in each sentence:

1. Sarah accidentally deleted a file with one click yesterday.
2. We will be there soon.
3. We went for the dinner last week.
4. My brother promised to lend me his bike today.
5. We went to the beach daily that summer.
6. At eight o' clock we eat dinner.
7. Babar usually goes to the store on Sundays.
8. I often read books about vampires.
9. The police immediately came to rescue the people in the building.
10. Sometimes Moid goes to the museum.
11. I will tell you the story tomorrow.
12. We were in London last week.
13. My father always goes for fishing.
14. I have seen the movie before.

Build Your Vocabulary:

Decide whether the following words belong to Cardinal numbers or Ordinal numbers. Write them in correct column.

Thirty-fourth, twenty-six, seventh, nine, nineteenth, thirty-third, twenty-one, thirty-two, four, ninety, twenty-first, hundredth, sixteenth, fifty - five.

Cardinal Numbers	Ordinal Numbers
twenty-six	thirty-fourth
nine	seventh
twenty-one	nineteenth
thirty-two	thirty-third
fourt	twenty-first
ninety	hundredth
fifty-five	sixteenth

Auditory Practice:

Visiting a Zoo

Teacher's Script:

Today is Jack's birthday, and he is at the zoo. He is with his father, his sister and two of his friends.

It is Saturday morning, and the zoo is crowded. The kids at the zoo are noisy, and they don't want to wait in long lines to see the animals. Some kids are pushing other kids and kicking the animal cages.

Mr. John, Jack's father, is upset because he doesn't think children should behave like that. He doesn't want to have a problem with the other parents, but he wants to stop children from pushing other children and kicking the animal cages.

Listen attentively to the teacher and write True/False next to the statements.

- Mrs. Jack is at the zoo with her two children and their friends. **False**
- Jack's birthday is on Saturday this year. **True**
- The children at the zoo are behaving nicely. **False**
- There is not much rush at the zoo. **False**
- The animals are kicking their cages. **False**
- Mr. John is Jack's uncle. **False**
- Mr. John is easy with childrens' behaviour. **False**
- Mr. John wants to talk to other parents. **True**

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Check Your Understanding:

1. The lion was sitting under the big tree. He was fast asleep.
2. While the lion slept a mouse came out of the hole and saw him asleep.
3. The mouse thought as a fun to wake up the lion by running over his body.
4. The mouse begged the lion to spare him and that he would one day repay the kindness to the lion.
5. The lion was amused because he thought that how can a small mouse be any help to him.
6. The mouse saved the lion by nibbling the cords of the net.
7. The title relates to the story as a small mouse saved the life of the king of the jungle.
8. The lesson we learn is mercy never goes unrewarded.

Practice Exercise:

Use conjunctions *and/or/but* to connect the sentences below.

1. I need to work hard **and** bet good grades.
2. They said that the movie was boring **but** I watched it.
3. She went to the shop **but** couldn't find anything she liked.
4. The teacher said "Keep quiet **or** you all will be punished".
5. Everybody likes him as he is nice **and** helpful.
6. Sailing in Summer is great **but** I don't have a sailing boat.
7. Frogs can hop **but** they can't fly.
8. Peter has a fever **and** a terrible cough.
9. I cannot find the bag **and** the stationeries.
10. Fetch me a bucket **and** a large sponge.
11. You may go to Murree **or** Bhurban for vacations.
12. I like fried chicken **but**, I really like Pizza the best.

Build Your Vocabulary:

Making New Words

Put a letter before each word to make a new word.

The answers of the students may vary, however, some examples might be:

- | | |
|----------------|---------------|
| 1. _____ top | stop |
| 2. _____ now | snow |
| 3. _____ light | slight |
| 4. _____ ear | bear |
| 5. _____ led | sled |
| 6. _____ hat | chat |
| 7. _____ table | stable |
| 8. _____ room | broom |
| 9. _____ ox | box |
| 10. _____ pill | spill |

Auditory Practice:

How to plant a seed?

Teacher's Script:

First, dig some little holes in the soil in the pots.

Next, drop a seed into each hole.

Then, cover the holes with some soil.

Next, sprinkle some water onto the seeds.

Finally, place the pots into the sunlight.

Read the sentences, which are out of order. Listen carefully to your teacher and put the sentences into the correct order by numbering, so the steps makes sense.

How to plant a seed?

Next, sprinkle some water onto the seeds. 4

Next, drop a seed into each hole. 2

First, dig some little holes in the soil in the pots. 1

Then, cover the holes with some soil. 3

Finally, place the pots into the sunlight. 5

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Hard Work Key To A Gold Mine

UNIT 7

Check Your Understanding:

Choose the correct option:

- 1) b 2) c 3) a 4) c 5) a 6) b 7) c

Practice Exercise:

Underline the prepositional phrases in the following sentences.

1. Sarmad is the boy by the biggest bike.
2. Joe put the beans in the toy box.
3. The fox chased the deer down the trail.
4. Columbus discovered many places in the western region of the world.
5. The dog was at the clinic.
6. The ball bounced over the fence.
7. Joseph wanted to go up the hill to take a picture.
8. The fog was all over the baseball field.
9. Did Michael wake up after the horse escaped?
10. You cannot board the plane without your ticket.
11. The children tumbled off the bed.
12. The ice must have fallen from this tall building.
13. The balloon floated gently over the valley.
14. Use the ladder that is leaning against the wall.
15. The monster pulled Simon beneath the waves.

Build Your Vocabulary:

1. ounce: weight as degree: _____
a) heavy b) pound c) measure d) **temperature**
2. turtle: reptile as dog: _____
a) **mammal** b) lizard c) cat d) poodle
3. fish: aquarium as bird: _____
a) tree b) **cage** c) air d) water
4. radio: listen as television: _____
a) **watch** b) show c) screen d) broadcast

5. lion: roar as frog: _____
a) **croak** b) hop c) pond d) bite
6. robin: bird as Alsatian: _____
a) **dog** b) hunter c) catch d) bark

Auditory Practice:

Mmmmmm Yummy Ice-cream Cone!!!!!!

Teacher's Script:

Colour the third scoop blue
Colour the fifth scoop pink
Colour the second scoop red
Colour the sixth scoop brown
Colour the first scoop purple
Colour the seventh scoop orange
Colour the fourth scoop green

Listen to your teacher and follow the directions by colouring the scoops of an ice cream cone starting from the bottom:

The students will colour the cone's scoop accordingly.

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Mary's Lamb

**UNIT
8**

Check Your Understanding:

Fill in the missing words:

1. The lamb's fleece was white as snow
2. He lamb went against the rule
3. The lamb waited for Mary
4. The lamb knew Mary will shield from harm.
5. Mary and the lamb love each other.
6. We should be gentle and kind to the animals.

Practice Exercise:

Write the words that each contraction stands for.

- | | | | |
|------------|-----------|------------|----------|
| 1. don't | do not | 2. can't | cannot |
| 3. won't | would not | 4. we'll | we will |
| 5. haven't | have not | 6. he's | he is |
| 7. isn't | is not | 8. she'll | she will |
| 9. I'm | I am | 10. you're | you are |
| 11. I'd | I had | 12. you'll | you will |

Write the correct contraction for each set of words

- | | | | |
|---------------|---------|--------------|---------|
| 1. did not | didn't | 2. they will | they'll |
| 3. they would | They'd | 4. he would | he'd |
| 5. were not | weren't | 6. has not | hasn't |
| 7. had not | hadn't | 8. she is | she's |
| 9. I have | I've | 10. we have | we've |
| 11. he will | he'll | 12. they had | they'd |

Build Your Vocabulary:

Circle the word that is the opposite of the underlined word in each sentence.

1. Please push the gate shut when you leave. (close/pull/slam)
2. The man in the hang glider flew under the bridge (below/into/above)
3. Please turn the heater on when you get there. (off/over/around)
4. This is an ugly picture. (follow/beautiful/bad)
5. Ali sold many cups of lemonade to his friends. (tall/few/sweet)
6. Jerry thought that his cat's fur was smooth. (rough/colourful/warm)
7. The door is close. (choose/push/open)
8. The old beggar was very weak. (help/dim/strong)

Auditory Practice:

A Dozen Donuts

Teacher's Script:

Danny bought a dozen donuts to share with friends....

The first was chocolate.

The second had powdered sugar.
The third had pink frosting.
The fourth had coconut.
The fifth had jelly inside.
The sixth had custard.
The seventh had chocolate icing.
The eighth was glazed.
The ninth had strawberry filling.
The tenth was a cake donut.
The eleventh had sprinkles.
The twelfth was crème filled.
They were all delicious!!!
They ate them all.

Listen to your teacher and fill in the missing blanks:
Danny bought a dozen donuts to share with friends....

The first was chocolate.
The second had powdered sugar.
The third had pink frosting.
The fourth had coconut.
The fifth had jelly inside.
The sixth had custard.
The seventh had chocolate icing.
The eighth was glazed.
The ninth had strawberry filling.
The tenth was a cake donut.
The eleventh had sprinkles.
The twelfth was crème filled.
They were all delicious!!!
They ate them all.

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Prince Zohaib and Princess Zoya

UNIT 9

Check Your Understanding:

Answer the following:

1. The tiny kingdom was poor because there was no plumbing, as no pipes were there in the house to provide water to drink, wash or bathe.
2. Zohaib and Zoya were naughty children of the king and queen Cole.
3. Zohaib and Zoya were mischievous as they told comic stories about water balloon at dinner time. They threw water and toothpaste at each other when they brushed, and, when they went to bed they giggled themselves thinking about chasing each other through the Royal Sprinklers.
4. The king and queen built a huge water park with water falls and fountains and a giant swimming pool.
5. The fun stopped when there came the water bill as it was a huge amount. The king was not happy in fact he was worried.
6. Students own individual perception.

Practice Exercise:

Complete each sentence by writing the correct form of the verb to be:

1. Our teacher, Mrs. Ahmed, was absent last Friday.
2. Uncle Bob was not feeling well today.
3. Sohail and Atif will be playing hockey tomorrow.
4. You are my best friend!
5. Last year, you were in the hospital for operation.
6. I am happy today.
7. The weather is rainy today.
8. We were eating dinner last night when the doorbell rang.
9. Aunt Jessica is my favourite aunt.
10. They will be visiting their grandma next month.
11. The beautiful sailboat was built in 1885.
12. Sarah is walking her puppy in the park.

13. Jake and his dad **are** using the computer.

14. Mom **will be** baking special cookies for the party next week.

Build Your Vocabulary:

Use 'is' or 'are' where necessary.

1. This **is** a rabbit.
2. She **is** my friend.
3. We **are** playing.
4. They **are** eating apples.
5. He **is** reading a book.
6. It **is** a bad habit.
7. The birds **are** flying in the sky.
8. The tree **is** in the garden.

Auditory Practice:

Teacher's Script:

1. What is dad doing?
2. What Sam and Jolly are eating?
3. Is mom doing some work or not?
4. Who is sleeping in the picture?
5. How many windows are there?
6. Where are Sam and Jolly sitting?

Look at the picture carefully and then listen to your teacher to follow the instruction.

Students Response

1. Dad is reading newspaper.
2. Sam and Jolly are eating an ice cream cone.
3. No, she is talking on phone.
4. The cat is sleeping in the picture.
5. There is one window.
6. Sam and Jolly are sitting on the floor.

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Check Your Understanding:

Answer the following:

1. Nocturnal means being most active in the night.
2. Bats use their ears and not eyes to find way in the dark.
3. Echolocation help the bats to hunt for food. It also avoids to remove any obstacles in their way and it helps them to communicate with each other.
4. Some bats make sound through their mouths, while others make through their noses. The sound they make has a very high pitch.
5. The bats have long ears because the sound hits on any fold of the bat's ear and then the bat can tell accurately where an object is.
6. The echo from the moving object has different sound, it is either softer or louder. The sound is louder if the object is closer and softer if it's going away.
7. The main idea is bats use their ears to see.

Practice Exercise:

Replace the personal pronouns by possessive pronouns.

1. This book is (you) yours
2. The ball is (I) mine
3. The blue car is (we) ours
4. The ring is (she) hers
5. We met Ahsan and Naveed last night. This house is (they) theirs
6. The luggage is (he) his
7. The pictures are (she) hers
8. In our garden is a bird. The nest is (it) its
9. The cat is (we) ours
10. This was not my fault. It was (you) yours
11. That bike is (they) theirs
12. That hat is (you) yours
13. My sister and I have a doll. The doll is (we) ours
14. The phone is (my) mine

Build Your Vocabulary:

Fill in the correct word (**some** or **any**).

1. Fatima went to the store with **some** of her friends!
2. Jane doesn't have **any** friends.
3. Have you got **any** brothers or sisters?
4. Here is **some** food for the dog.
5. I think you should put **some** flowers on the table.
6. Could you check if there are **any** calls on the phone?
7. Did that have **any** news for you.
8. I don't want **any** present for my birthday.
9. I'm hungry I'll have **some** sandwiches.
10. There aren't **any** bananas left.

Auditory Practice:

A Pot and A Robot!!!!

Teacher's Script:

I have got a pot.

The pot is hot.

It is a hot pot.

We all got hot soup from the pot.

Now there is not a lot in my pot.

Scott has got a robot.

His robot has got a spot.

The spot on the robot is a dot.

Scott put the dot on the robot.

Scott likes his robot a lot.

Listen to your teacher and write True/False next to the following:

1. The pot is warm **False**
2. The pot had soup in it **True**
3. There is a lot in the pot **False**
4. Robert has got a robot **False**
5. The robot has a line on it **False**
6. The spot is a dot **True**
7. Scott put the dot on the robot **True**
8. Robert likes his robot a lot **False**

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Colour Shows Mood

UNIT 11

Check Your Understanding:

Answer the following:

1. Dark colours make us feel calm.
2. Bright colours make us feel like we have lots of energy.
3. Red, blue and yellow are primary colours.
4. Green, orange and violet (purple) are the secondary colours.
5. A colour wheel is the tool that artist use to organize all the colours.
6. The colour wheel shows three primary colours, three secondary colours, and six intermediate colours. Artists use the colour wheel. It helps them know which colours they want to use together in their artwork.

Practice Exercise:

Write the correct tense next to the sentences.

1. Basit saw a black snake. Past
2. Zahid will go to school. Future
3. Mike eats ice cream. Present
4. Cindy will play basketball. Future
5. Ashley feeds her three cats. Present
6. Sana played with her dog. Past
7. Leo sings in the group. Present
8. Annie writes stories for her friend. Present
9. Asad will go with Imran to the stadium. Future
10. Tom sold his car collection album. Past
11. Neelofer bakes cookies every week. Present
12. Junaid threw the ball to Zafar. Past
13. Moid will carry the baby to the car. Future
14. Sameer painted the picture of a clown. Past

Build Your Vocabulary:

Decide whether to use *who/which*:

1. This is the bank **which** was robbed.
2. The man **who** robbed the bank had two pistols.
3. He wore a mask **which** made him look like Mickey Mouse
4. He came with a friend **who** waited outside in the car.
5. The woman **who** gave him money was young.
6. The bag **which** contained the money was yellow.
7. The people **who** were in the bank were very frightened.
8. The car **which** he escaped in was orange.
9. The man **who** drove the car was nervous.
10. He didn't wait at the traffic lights **which** were red.

Auditory Practice:

Mark The Tense

Teacher's Script:

Circle the present tense verbs, draw a square around the past tense verbs, and make an (X) next to the future tense verbs.

played	carry	will sing
write	shouted	hopped
shared	rode	laugh
will paint	chopped	will try
throw	see	cried
save	washed	will grow
will bark	ran	shopped
danced	will swing	like
sneeze	looked	will play

Students Answer:

CIRCLE: carry write laugh throw see save like
sneeze

SQUARE: played shouted hopped shared rode
chopped cried washed ran shopped
danced looked

X: will sing will paint will try will grow will
bark will swing will play

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Arthur The Artist

UNIT
12

Check Your Understanding:

Complete the following:

1. The young artist's name is Arthur
2. The child draws landscape on his jaw.
3. The child loves to colour his elbow and scribble his chin.
4. The beautiful tableaus are made on his belly and back.
5. The young artists work is placed in the museums.
6. The young boy is also called as an art.

Answer the following:

7. The list of rhyming words used in the poem are draw-jaw/skin-chin/toes-tableaus/scrawl-walls/part-art
8. Students own individual response.

Practice Exercise:

Write (Q) if the sentence is a question and (S) if it's a statement.

1. She is beautiful S
2. When are we going to have a test on this Q
3. Can you take me to the store Q
4. My school starts at 8 o' clock S
5. She is a kind lady S
6. Come back before dark S
7. When will you eat Q
8. Jack fell down S
9. I ate a pancake S
10. Did she break her toy Q
11. Shall we go the expo Q
12. I hope to reach on time S
13. Is grandma coming to visit this week Q

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

UNIT 13

Using a Timeline

Check Your Understanding:

Answer the following:

1. A timeline is a tool to help us understand history.
2. The effects of a timeline are: it can tell what happened on different times, it can show how much time was there between two events and it can give us picture of dates in our minds.
3. People use timeline to help them keep track of important dates in their lives.
4. Besides the events in a timeline is the date of the event.
5. A timeline looks a lot like a number line when you begin.
6. My birth, the first time I walked, when I started school.
7. Students individual response.

Practice Exercise:

Complete the blanks with *is/am/are/do/does* in the negative forms:

1. This book **is not** mine.
2. Jane and Susan **are not** cousins.
3. That **is not** right.
4. My brother **is not** here at the moment.
5. He **does not** speak English.
6. My name **is not** Sami.
7. We **do not** watch too much of TV.
8. There **are not** many students in my class.
9. They **do not** play soccer.
10. I **am not** going on a picnic.
11. They **are not** from France.
12. We **are not** musicians.
13. He **does not** have a pet.
14. It **is not** my book.

Build Your Vocabulary:

Correct answers:

1. What is the sun?
a. **A star**
2. Who was the first person to walk on the moon?
a. **Neil Armstrong**
3. Which planet is known as the red planet?
c. **Mars**
4. Which is the closest planet to the Sun?
a. **Mercury**
5. How many planets are there in our solar system?
b. **9**

Auditory Practice:

An Action Rhyme

Teacher's Script:

Raise your hands above your head,
Clap them one, two, three,
Rest them now upon your hips,
Slowly bend your knees.
Up again and stand up tall,
Put your right foot out;
Shake your fingers.
Nod your head
And twist yourself about.

Listen to your teacher and fill the missing words:

Raise your hands above your head,
Clap them one, two, three,
Rest them now upon your hips,
Slowly bend your knees.
Up again and stand up tall,
Put your right foot out;
Shake your fingers.
Nod your head
And twist yourself about.

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

UNIT 14

New Swing Set

Check Your Understanding:

Correct answers.

1. What is wrong with Jane's old swing set?
c. It is very worn out.
2. What is Jane's father making?
a. a new swing set
3. What is NOT part of the swing set?
b. a sand box
4. What did Jane do when the swing set was done?
a. She called her friends over to play.
5. Why does Jane like the new swing set most?
a. because she made it with her father

Practice Exercise:

Change these statements into question.

1. The bus is going to the station.
Is the bus going to the station?
2. You get enough exercise.
Do you get enough exercise?
3. This train stops at Central Station.
Does this train stops at the Central Station?
4. He loves to eat chocolate.
Does he love to eat chocolate?
5. They have a car.
Do they have a car?
6. The police caught the thief.
Did the police catch the thief?
7. John is writing an e-mail.
Is John writing an e-mail?

8. The children are sitting in the garden.
Are the children sitting in the garden?
9. She walks home from school.
Does she walk home from school?
10. We are going for a picnic.
Are we going for a picnic?
11. Javaid is sleeping.
Is Javaid sleeping?
12. Pam runs with his dogs on Sundays.
Does Pam run with his dogs on Sundays?

Build Your Vocabulary:

Read the sentences. Choose the proper form of the words 'deer' or 'dear' to complete each sentence.

1. My teacher taught me to start my letter with Dear Aunt Jane.
2. At the zoo, we got to each feed a deer
3. When I answer, my mom tells me “Yes Dear”.
4. Our teacher asked us to draw a mammal, so drew a picture of a deer
5. Dear Junaid, thank you for a lovely gift. It was sweet of you. Your friend, Zahid.
6. If you are taking a walk through the woods you just may see a deer.

Auditory Practice:

Poor Mary!!!

Teacher's Script:

1. Mary went to the garden
2. She was collecting flowers
3. Suddenly she saw a spider
4. Mary was scared
5. She ran away and fell down

Student's Response:

The students will number the pictures given in text according to the teacher's script.

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

The Beautiful Butterfly

UNIT
15

Check Your Understanding:

1. The butterfly has three main body parts, which include ____.
c) Head, Thorax, and Abdomen
2. Butterflies have a long proboscis. What is a **proboscis**?
d) A tongue
3. The world's smallest butterfly is the _____.
a) The Blue Pygmy
4. About how long do most butterflies live?
a) About 30 days
5. You can find butterflies all over the world, except for ____.
b) Antarctica

Practice Exercise:

Choose the correct form of the verb that agrees with the subject:

1. Qasim and his brothers (is, **are**) at school.
2. Either my father or my mother (**is**, are) coming to the Parent Teacher meeting.
3. The man with all the birds (live, **lives**) on my street.
4. The players, as well as the captain (**want**, wants) to win.
5. Everyone of those books (is, **are**) fiction.
6. Mathematics (**is**, are) John's favourite subject.
7. There (was, **were**) fifteen candies in that bag.
8. The boy who won the two medals (**is**, are) a friend of mine.
9. The quality of the candies (is, **are**) poor.
10. The poor (**is**, are) suffering.
11. My knee (look, **looks**) better than it did yesterday.
12. A number of people (was, **were**) sitting on the grass.
13. Some of the grain (have, **has**) gone bad.
14. My glasses (was, **were**) on the bed.

Build Your Vocabulary:

Nouns:

- | | |
|---------------|-------------|
| 1. curtain | 6. knights |
| 2. actors | 7. king |
| 3. stage | 8. play |
| 4. castle | 9. audience |
| 5. background | 10. cast |

Auditory Practice:

A Special Birthday!!!!

Teacher's Script:

1. Today, my mom and I will bake a cake for my dad's birthday. We scoop flour into a bowl. We crack eggs and add them to the bowl. Next, mom mixes in milk and sugar. I spread butter in the pan and mom pours in the batter. We place the pan into the hot oven and wait. Lastly, we eat it! Happy Birthday Dad!

Listen attentively to your teacher and choose the best option:

- The child and mom will bake;
a. biscuits b. potatoes c. **cake**
- It is _____ birthday!
a. child's b. **dad's** c. mom's
- The first thing put is;
a. **flour** b. butter c. yeast
- What two things are mixed together?
a. flour and sugar b. milk and butter
c. **milk and sugar**
- The child spreads _____ in the pan.
a. **butter** b. batter c. wax paper
- What happened at the end?
a. cake was decorated b. cake fell down
c. **cake was put into oven**

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Check Your Understanding:

1. What month is it in the poem?
d. May
2. How many people went on the picnic?
a. Three
3. What did Dad make?
c. Ice-Tea
4. What word from the poem describes the park?
a. Crowded
5. What was the picnic spot free from?
b. Ants
6. In the poem, the person and Dad played what game?
d. Baseball
7. How would you describe the person's day in the poem?
a. Fun

Practice Exercise:

Complete the sentences using infinitive 'to'.

1. Do they enjoy to swim?
2. Sorry to call so late in the evening.
3. I don't mind to help my mother in the kitchen.
4. We used to go to the seaside when I was a child.
5. Today many people are used to have cell phones.
6. We stopped to talk to Waqas on way home from park.
7. They can't bear to listen classical music.
8. The salesman persuaded my mom to buy a new washing machine.
9. We stopped to shout when the teacher entered the classroom.
10. Mr. Smith prefers to travel by train.
11. I am longing to see you.
12. I cannot resist to eat cakes.
13. I hate to quarrel with people.

14. I want **to take part** in the competition.

15. Just imagine **to live** on the island.

Build Your Vocabulary:

Students individual response.

Auditory Practice:

King of the Jungle!!!

Teacher's Script:

The lion is the king of the jungle. They are big and strong. Lions weigh 400 pounds and stand 4 feet tall. If you feel the hair on its face, it is soft.

You can find a lion in Africa. They can live for 15 years in the wild. They like to sleep in the grass at night. Lions eat meat, such as zebras, giraffe, and buffalo.

Lions live in groups, called “prides”, with about 15 other lions. Would you like to have a lion as a pet?

Listen to your teacher and choose the best option:

1. The lion is the King of the _____.
c) **Jungle**
2. Lions are big and strong. They weight _____ pounds.
c) **400**
3. Lions can live for _____ years in the wild.
c) **15**
4. The lions sleep in the _____ at night.
b) **grass**
5. Lions eat meat, such as _____.
d) **Zebras, Giraffe, and Buffalo**
6. Lions live in groups called _____.
b) **Prides**

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

Check Your Understanding:

Answer the following:

1. Jimmy is upset when he looks at the calendar because he has to go back to school tomorrow.
2. Jimmy's sister thinks school has some good things about it.
3. The reasons Jimmy gives are; he doesn't want to get up early, do homework every night, and sit in those uncomfortable seats for hours.
4. The reasons Susan gives for liking school are; homework gets you out of chores at home. Dad doesn't make us do as much when we have homework.”“And TV is way more fun when you only have time for a little of it. Sitting in front of it for hours is boring.”“And all of our friends are at school
5. Jimmy thought Susan was right. Friends, pizza for school lunch, less chores...there were a lot of reasons to like school. He reluctantly thinks he won't mind going to school.

Practice Exercise:

Write 'P' for phrase and 'S' for sentence on the blanks given:

1. Cleaning the gym. P
2. She is a good girl. S
3. In a very poor household. S
4. The old lady. P
5. It's raining lightly. S
6. One fine morning. P
7. When I saw the painting. P
8. The old pot maker. P
9. Please wash the dishes. S
10. Different from the young girls. S

Build Your Vocabulary:

Fill in the blanks using '*used to*' and a correct verb.

1. Sarah used to drink milk in the bottle.
2. I used to like honey very much.

3. My mother **used to tell** me stories.
4. Sally **used to crawl** when, she was a baby.
5. My father **used to drive** the car very slow.
6. Mr. Zahid **used to do** work by himself.

Auditory Practice:

What a Feast!!!!

Teacher's Script:

Mom cooked a lot for dinner!

She baked one apple pie.

She roasted two chickens.

She boiled three ears of corn.

She sliced four pieces of watermelon.

She simmered five cups of baked beans.

She fried six kinds of vegetables.

Wow! Mom can cook!

Then, Mom gave us dessert.

She scooped seven kinds of ice cream.

She sliced eight kinds of cake.

She served nine kinds of cookies.

She finished with ten kinds of sweets!

Oh, by the way, zero of us complained about her cooking!

Listen to your teacher attentively and complete the poem.

Mom cooked a lot for dinner!

She baked one **apple pie**.

She roasted two **chickens**.

She boiled three ears of **corn**.

She sliced four pieces of **watermelon**.

She simmered five cups of baked **beans**.

She fried six kinds of **vegetables**.

Wow! Mom can cook!

Then, Mom gave us dessert.

She scooped seven kinds of **ice cream**.

She sliced eight kinds of **cake**.

She served nine kinds of **cookies**.

She finished with ten kinds of **sweets**!

Oh, by the way, zero of us complained about her cooking!

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

The Alley Cat and The House Cat

UNIT
18

Check Your Understanding:

1. Who are the two main characters?
d. the alley cat and the house cat
2. Which cat eats out of a garbage can?
a. the alley cat
3. Which cat likes people?
b. the house cat
4. Which cat has rough fur?
c. the alley cat
5. Which cat is good at catching mice?
a. the alley cat
6. Which cat has an easy life?
b. the house cat

Practice Exercise:

Write the correct diminutive for each animal.

- | | |
|--------------------------|------------------------------------|
| 1. cow - calf | 7. goose - gosling |
| 2. cat - kitten | 8. deer - fawn |
| 3. goat - kid | 9. dog - puppy |
| 4. horse - foal | 10. hen - chick |
| 5. sheep - lamb | 11. bull - calf |
| 6. toad - tadpole | 12. butterfly - caterpillar |

Build Your Vocabulary:

Write down the instructions using '**must**' or '**must not**':

1. You **must** eat healthy food.
2. You **must not** run in the kitchen.
3. You **must** sleep early at night.

4. You **must not** eat or drink in the classroom.
5. You **must** throw the rubbish in the dustbin.
6. You **must not** bring your pets in the park.

Auditory Practice:

New Crayons

Teacher's Script:

Billy likes to color.

He got new crayons.

He does not know the right colors.

He makes things fun!

He draws purple apples.

He draws green clouds.

He draws blue monkeys.

He draws orange lakes.

He draws pink dogs.

He draws grey bananas.

He makes yellow car tyres.

He makes black suns.

Billy does not know his colors.

Billy makes fun things.

Listen to your teacher and write True/False next to the sentences.

- | | |
|-------------------------------|--------------|
| 1. Billy likes to paint | False |
| 2. Billy got new crayons | True |
| 3. He makes blue sun | False |
| 4. He makes green clouds | True |
| 5. Billy knows his colours | False |
| 6. He draws pink dogs | True |
| 7. He makes black car tyres | False |
| 8. Billy makes serious things | False |

Writing Activity:

The students will use their own imagination, however, the teacher will assist them by prompting with ideas.

