

Topline's

Comprehensive Primary English

Teachers Manual



Mrs. Monim Khan

Book 5

Flags

Check Your Understanding:

Choose the correct option.

- 1) The first flags were made of...
a. **wood (answer)**
- 2) How many flags do most ships fly?
c. **2 (answer)**
- 3) The Olympic flag has...
d. **both A and B are correct (answer)**
- 4) A white flag tells a train that...
a. **it can go (answer)**
- 5) People flew the first flags...
b. **about 2000 years ago. (answer)**

Practice Exercise:

Underline the abstract noun.

1. Honesty is the best policy.
2. Friendship knows no bounds.
3. You always have good ideas.
4. Live in peace with all.
5. They lived in poverty.
6. The principal asked all the students to think about the importance of friendship.
7. He looked at the pile of money with greed in his eyes.
8. Her eyes were full of hope.
9. The bird wanted freedom from cage.
10. He was filled with fear when he saw the lion.
11. Mohammed was in great pain when he hurt his toe.
12. You need bravery if you want to climb Mount Everest.
13. Most people feel angry if someone steals their things.
14. She only felt disappointment when she lost the race.

Build Your Vocabulary:

Choose the correct option.

- 1) Another word for cloth is...
b. **fabric. (answer)**
- 2) Ships are...
a. **boats.(answer)**
- 3) Another way to say represents is.....
d. **stands for (answer)**
- 4) Continents are....
c. **large pieces of lands (answer)**
- 5) If you tell someone information you
d. **give information to them (answer)**

Auditory Practice

Teachers Script:

1. New plants grow from tiny _____.
2. Like all living things, plants _____ and change.
3. The _____ of a plant grow on the stem.
4. Roots hold plants in the _____.
5. Most plants have _____ that makeseeds.
6. All plants need sunlight, food, and_____.
7. The stem carries _____ and water toall the parts of the plant.
8. Plants use _____ to stay healthy.
9. The part of the plant that holds the plant upstraight is the _____.
- 10.Plants are _____ things.
- 11.Plants give off _____ to help usbreathe.
- 12.Insects carry _____ from flower toflower.
- 13.The _____ of a plant take in waterand minerals from the soil.
- 14.Sometimes, a plant can grow _____ that we can eat.

Correct Answers:

- | | | | |
|------------|------------|------------|-------------|
| 1. seeds | 2. grow | 3. leaves | 4. ground |
| 5. flowers | 6. water | 7. food | 8. minerals |
| 9. stem | 10. living | 11. oxygen | 12. pollen |

13. roots 14. fruit

Writing Activity

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

UNIT

2

Grandpa's Birdhouses

Check Your Understanding:

Choose the best option.

1. What does Grandpa make?
c. **birdhouses (answer)**
2. How would you NOT describe Grandpa?
b. **sloppy (answer)**
3. What part of the birdhouse building doesn't Sana like very much?
d. **cleaning up (answer)**
4. The last steps of building included what?
a. **lacquer and paint (answer)**
5. What was the absolute best thing about building birdhouses?
b. **spending time with Grandpa (answer)**

Practice Exercise:

Circle the concrete nouns in the sentences.

1. It is good to drink plenty of milk.
2. Who is that boy?
3. How many apples are there?
4. Eat two eggs everyday.
5. These flowers are beautiful.
6. Those thieves ran away.
7. These mountains are great.

8. My sister is tall.
9. The little boy cried.
10. The door slammed shut.
11. He dropped his phone with a crash.
12. She moved the chair into place.
13. The children spilled juice on the keyboard.
14. She looked at herself in the mirror.

Build Your Vocabulary:

Read the following sentences. Circle the two words in each sentence that are synonyms.

1. The stars were shiny and the planets were bright.
2. The lost puppy had filthy paws and dirty coat.
3. That truck with noisy engine is very loud.
4. If you listen closely, you'll hear the birds.
5. Please do not speak while I am talking.
6. We will find the way if we stay on the right path.
7. The little boy loved caring for the small turtles.
8. She likes to teach school and tutor her students.
9. The big dog had a very large dog house.
10. It made me feel sad to see my friend so unhappy.

Auditory Practice:

At the Library

Teacher's Script

Today, Mike and his mom are going to the library. Mike wants to find a book to read. His mom wants to use a computer there.

When they get to the library, Mike finds a book about detectives. He also finds a book with chapters about a friendly ghost. Finally, he finds a book about a man who lives in the woods without food or water. He puts the books on the front desk and waits for his mom.

Mike's mom sits at one of the computers in the library. She

checks her email and looks at pictures of flowers on the internet. Then she reads a news article on a website.

Mike's mom leaves the computer and walks over to Mike, holding up something out for him. Mike looks at her quizzically. It takes him a moment to recognize what she is holding. "I got that movie for us to watch tonight," says Mike's mom. "Are you ready to leave?"

"Sure," Mike says, now holding the movie out in front of him. He reads the cover while walking back to the library entrance. He puts his books and the movie on the front desk to check out. A librarian stands behind the counter holding an electronic scanner. "How long can we keep them?" Mike asks her.

"Three weeks," says the librarian.

"Cool," says Mike.

Suddenly, Mike is surprised. His mother is checking out something else that is too big to put on the desk. It's a picture of the ocean.

"What is that for?" Mike asks.

"To put on our wall at home," says Mike's mom.

"You can do that?" Mike asks.

Mike's mom smiles at the librarian. "Yes," she says, "but we have to return it in three months."

Listen attentively to the paragraph read by your teacher and choose the best answer.

- 1) Based on the books Mike finds to check out, we can tell that he is interested in
c. **mystery (answer)**
- 2) While at the computer, Mike's mom
a. **checks her mail(answer)**
- 3) According to the passage, how long can Mike and his mother use the books and the movie before they must return them to the library?
c. **three weeks(answer)**

- 4) Based on its use in paragraph, quizzically belongs to which of the following word groups?
d. **inquisitively, questioningly, curiously (answer)**
- 5) As used in paragraph, the phrase “check out” most nearly means
b. **to rent(answer)**
- 6) What does Mike’s mom want to do with the picture of the ocean?
b. **She wants to hang it on her wall.(answer)**

Writing Activity

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UNIT 3

Where on Earth are You?

Check Your Understanding:

Answer the following:

- 1) What is the purpose of a compass rose?
Answer. It shows the cardinal direction on the map.
- 2) What is a line of latitude?
Answer. An imaginary line that circles Earth east and west.
- 3) What is a line of longitude?
Answer. An imaginary line that circles Earth north and south.
- 4) In your own words, explain how to find an absolute location.
Answer. Student’s own response.
- 5) Which is more helpful on a map, a compass rose, or lines of latitude and longitude? Why?
Answer. Latitude and longitude are more helpful because they show absolute location. The compass rose only shows directions.

Practice Exercise:

Underline the indefinite pronouns.

1. Is there anything in that drawer.
2. Would you like something better?
3. They were staying in somebody's house.
4. Is this anybody's coat?
5. Can somebody lend me money?
6. There's something strange about that man.
7. I have something more to say on that matter.
8. They spent absolutely something on that house, It looks amazing.
9. Somebody must know who committed this crime.
10. Is everybody present in the class?
11. Nobody attended the phone call.
12. I saw someone entering the house.
13. I didn't see Sohail at the gym. Infact, I dint see anyone of his friends there too.
14. At that shop you cant buy anything for less than Rs 100
15. You should take something for that cold.

Build Your Vocabulary

Use the words from the box to complete the answers for the descriptions.

1. inscription in a book in someone's honor. **dedication**
2. an explanatory section of a book. **introduction**
3. subject matter of a book. **text**
4. exclusive right of ownership given to an author. **copyright**
5. list of references at the end of a book. **bibliography**
6. gives an alphabetical listing of book contents. **index**
7. additional information supplementing the text. **appendix**
8. international standard book number. **ISBN**

Auditory Practice

Choosing Carpet

Teacher's Script

The living room does not look good. It looks bad without a

carpet. Mary and Dan want to buy a carpet. They want to buy a carpet for their living room.

They go to the store. They look at the carpets. There are many colours. There are many sizes. Some have patterns. Some are plain.

Mary likes a pink and purple carpet. It has dots. It has pink and purple dots. Dan says no! He does not like the colours. He does not like the pattern. He does not like the size. The pink and purple carpet is too big.

Dan likes a green and red carpet. It has stripes. It has green and red stripes. Mary says no! She does not like the colours. She does not like the pattern. She does not like the size. The green and red carpet is too small.

Mary and Dan see a tan carpet. It does not have dots. It does not have stripes. It is plain. It is tan and plain. Dan likes the tan carpet. Mary likes the tan carpet. They both like the colour. They both like the size. They both say yes!

Mary and Dan buy the tan carpet. They put the carpet in the living room. The living room looks wonderful with the new carpet.

Listen attentively to the story and fill in the missing words.

1. Mary and Dan wanted to put the new carpet in their **living room**
2. The pink and purple carpet has **has dots/has pink and purple dots**
3. The green and red carpet is too **small**
4. **Tan** colour carpet has no dots and no stripes.
5. Dan and Mary like the **colour** and **size** of the carpet.
6. The room looks **wonderful** with the new carpet.

Writing Activity

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

My Watch

Check Your Understanding:

Answer the following:

1. In the first stanza of the poem, the word watch has different meanings. What are the two meanings of the word watch?
Answer. The first meaning of the word watch is to see or look at and the other meaning of the word watch is the watch that we look at to see time.
2. Line 15 reads: I guess you must feel glee
Define the word glee. Use a dictionary if you need help.
Answer. Glee means to be happy.
3. What sounding words are used in the poem?
Answer. The sounding words used in the poem are click-clock and tick-tock
4. What does the poet wonder?
Answer. The poet wonders that if the watch feels bored of keeping track of time for all the time.
5. What is the poet thinking in the last few lines of the poem?
 - a. **The watch probably enjoys taking a break when the battery dies. (answer)**
 - b. The watch probably gets bored keeping track of the time.
 - c. The watch will probably stop working soon.
 - d. The watch gets confused when it stops.
6. Do you think the poet is writing about a digital watch or a watch with hands? How can you tell?
Student's own response.

Practice Exercise:

Underline the adjective of numbers in the following sentences.

1. He is a twelve year old child.
2. Mum could you give me a fifty rupee note please?
3. I'll soon have a two week holiday.

4. I am going to read a **six hundred** page book.
5. They are **two** old men sitting on the bench in the park.
6. Next week we'll go for a **three miles** walk.
7. She bought a **two litre** bottle of soft drink.
8. I went to watch a **three hour** long concert at the hall.
9. The jacket I bought has **three** pockets.
10. **Four** turtles climbed on the log.
11. There are **three** mosques in the place I live.
12. We saw **two** birds playing with their babies on the tree branch.
13. There were **many** squirrels running in the farmhouse.
14. Joe wears a size **five** shoe.

Build Your Vocabulary

Replace the bold word in the sentence by a word of similar meaning chosen from the brackets.

1. Once a woman lost a **beautiful** brooch. (ugly / **lovely** / big)
2. **Pleasantly** he came down. (**happily** / quietly / soon)
3. He **fetches** the ladder and climbed the tree.
(obtain / **bought** / fixed)
4. The detective **mounted** the stairs to the room.
(**climbed** / broke / visited)
5. The boy wanted someone to **help** him solve math problems.
(wash/ **assist** / arrest)
6. The bird left **tracks** on the window sill.
(feathers / holes / **marks**)

Auditory Practice

Animals that live at the beach

Teacher's Script

Seagulls live on the beach. They eat small fish, bread, and seaweed. Seagulls run quickly on the sand and fly quickly in the sky. Seagulls will run or fly away if you try to catch them. There are many seagulls on the beach.

Crabs also live on the beach. They eat shrimp, ocean plants, and small fish. Crabs crawl quickly on the sand and in the ocean. Crabs will crawl away if you try to catch them. There

are many crabs on the beach, but it is not always easy to see them.

Starfish live on the beach, too. They eat clams, oysters, and small fish. Starfish move slowly on the sand and in the ocean. Starfish will not move away if you try to catch them. There are few starfish on the beach.

Listen attentively to the information shared by your teacher and write True/False next to the following statements.

- | | |
|--|--------------|
| 1. Seagulls live near the sea | False |
| 2. The diet of the seagulls are insects and dead birds | False |
| 3. Seagulls can run and fly with great speed | True |
| 4. Crabs crawl slowly | False |
| 5. Crabs are hard to find | True |
| 6. Starfish can be caught easily | True |
| 7. Starfish are great in number on the beach | False |

Writing Activity

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

UNIT 5

The Killer Whale

Check Your Understanding:

Choose the best answer.

1. Where is Greg going?
c. the aquarium (answer)
2. What is Greg's favorite animal at the aquarium park?
d. killer whales (answer)
3. Which of these is NOT a reason why Greg likes killer whales?
c. their slowness (answer)
4. Even though they look cool and nice, Greg knows Killer Whales are what?
a. fierce predators (answer)

5. What does Greg want to do some day?
b. be a marine biologist (answer)

Practice Exercise:

Fill in the blank with the correct form of verb (has/have/had) to complete each sentence.

1. Mr Bean **had** a cold last week and missed his work.
2. Tonight, Kamran will **have** his first birthday party.
3. Luckily, mom **has** time to cook us food.
4. Last week Jane and Richard **had** fun ice-skating.
5. I really hope that he **has** the time to fix my car.
6. The students **have** fun watching the performers act.
7. She **has** a new cat named Blackie.
8. John **had** to hand out the English exercise papers yesterday.
9. Now the child **has** a huge smile on her face.
10. We **have** fun with our friends and family each day.
11. Sarah **has** your pen.
12. I **have** a great English teacher.
13. It **had** snowed all day.
14. We **have** to talk.

Build Your Vocabulary

In each of the following choose the word which best shows the meaning of the first word.

1. Agony means (**pain**, wickedness, pleasure hurt)
2. Loathe means (**hate**, like, frighten, jump)
3. Reside means (climb, **live**, settle, dwell)
4. Vacant means (lonely, solitary, **empty**, strange)
5. Marquee means (product, **tent**, patterns, area)
6. Peony means (worker, poor, **plant**, small)

Auditory Practice

Owls are nocturnal

Teacher's Script:

Most human beings are awake during the day and sleep all night. Owls live the opposite way. Owls are nocturnal. This means that they sleep all day and stay awake at night. Because

owls are nocturnal, this means they must eat at night. But finding food in the dark is difficult. To help them, they have special eyes and ears.

Owls have very large eyes. These eyes absorb more light than normal. Since there is little light during the night, it is helpful to be able to absorb more of it. This helps owls find food in the dark.

Owls also have very good hearing. Even when owls are in the trees, they can hear small animals moving in the grass below. This helps owls catch their prey even when it is very dark.

Like owls, mice are also nocturnal animals. Mice have an excellent sense of smell. This helps them find food in the dark.

Being nocturnal helps mice to hide from the many different animals that want to eat them. Most of the birds, snakes, and lizards that like to eat mice sleep at night—except, of course, owls!

Listen to the information shared by your teacher and either tick or put cross next to the appropriate sentences given below:

- | | |
|---|---|
| 1. Owls sleep all night and are awake all day | x |
| 2. Owls eat at night | ✓ |
| 3. Owls eyes light up sharply in the night | ✓ |
| 4. The owls hear less | x |
| 5. Owls and mice are not nocturnal animals | x |
| 6. Mice tracks food with their nose | ✓ |
| 7. Mice fails to hide from different animals | x |
| 8. Most animals that eat mice sleep at night | ✓ |

Writing Activity

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

Visiting Korea

Check Your Understanding:

Answer the following:

Answer 1. Susan was going to another country.

Answer 2. Susan was going with her father.

Answer 3. She ordered for food called Kimbap which was like sushi rolls, she enjoyed eating it with chopsticks. She didn't know the names of the food as they were in Korean language but she made out from the pictures.

Answer 4. Susan's father took her to the palace. It was like a castle, with walls and guards and gardens. It was like nothing she'd ever seen before. They didn't have places like that back home. It was so fascinating. She could imagine living there hundreds of years ago.

Answer 5. Mandi was her father's business partner's daughter. Together they went shopping at the store.

Answer 6. Susan and Mandi with their fathers saw a temple, rode a train, went to a small island, saw people dressed in old-fashioned costumes, and ate lots of different foods.

Answer 7. She wants to see more places now.

Practice Exercise:

Fill in the spaces with the correct form of the verb in simple present perfect tense.

1. I (visit) **have visited** Australia.
2. The ice on the sidewalk (melt) **have melt**. I think the sun is out today.
3. The Josephs (prepare) **have prepared** lots of food for the party. It looks delicious.
4. The police (arrest) **have arrested** two men for the robbery. It is time to question them.
5. The medicine (cure) **have cured** Sana's illness. It seems miraculous.

6. The train (arrive) **has arrived** at the station. Its on time.
7. Amna (eat) **has eaten** dinner already. She is not hungry.
8. Beth (write) **has written** three letters today. She misses her family.
9. I (drink) **have drunk** six glasses of water today.
10. The boys **have hid** in the park. Now their friends will try to find them.
11. It **has been** a good week so far.
12. You **have shown** that you are a hard worker. Good job!
13. Junaid **has ridden** horses since he was a little boy. It is easy for him.
14. The movie **has begun**. Please be quiet!

Build Your Vocabulary

Write other more suitable words in place of nice in the following:

1. a nice house
2. a nice pudding
3. a nice day
4. a nice man
5. a nice flower
6. a nice building

Students Answers; (it can vary from student to student)

1. a beautiful house
2. a delicious pudding
3. a lovely day!
4. a kind man
5. a beautiful flower
6. a good building

Auditory practice

Lilly's Favourite Season

Teacher's Script

Lilly loves her new town. She loves the mall. She loves the parks. She also loves her school. Most of all, though, Lilly loves the seasons. In her old town, it was hot all of the time.

Sometimes it is cold in Lilly's new town. The cold season is in winter. Once in a while it snows. Lilly has never seen snow before. So for her, the snow is exciting as well as very beautiful. Lilly has to wear gloves to keep her hands warm. She also wears a scarf around her neck.

In spring, flowers bloom and the trees turn green with new leaves. Pollen falls on the cars and windowsills and makes Lilly sneeze. People work in their yards and mow their grass.

In summer, Lilly wears her old shorts and sandals— the same ones she used to wear in her old town. It’s hot outside, and dogs lie in the shade. Lilly and her friends go to a pool or play in the water sprinkler. Her father cooks hamburgers on the grill for dinner.

Lilly’s favorite season is autumn. In autumn, the leaves on the trees turn yellow, gold, red, and orange. One evening in autumn, Lilly and her mom are on sitting together on the porch. Mom tells Lilly that autumn is also called “fall”. This is a good idea, Lilly thinks, because in fall all of the leaves fall down from the trees.

Listen to your teacher attentively and fill in the missing words:

1. Lilly loves most of the things, but, the most likeable amongst all is the **season**
2. Lilly never saw **snow** before.
3. Lilly wears **gloves** and **scarf** in winter.
4. **Pollen** makes Lily sneeze.
5. During summer Lilly plays in **water sprinkler**.
6. Lilly’s favourite season is **winter**.
7. The leaves in autumn turn into **yellow, gold, red** and **orange**.
8. Autumn is also known as **fall**.

Writing Activity

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

From Nomad to Farmer

UNIT

7

Check Your Understanding:

Answer the following:

Answer 1. Many historians and scientists believe that the

earliest people in North America may have travelled here from the continent of Asia many thousands of years ago

Answer 2. Nomads had already learned to gather plants growing in the wild. After a time, they began to learn about agriculture. Agriculture is raising plants and animals for human use.

Answer 3. The nomads wanted to live near water sources, such as streams or rivers. This helped ensure that they could water their crops and take care of the water needs of humans and animals.

Answer 4. Every time a group or tribe moved into a different natural environment they had to adapt to the climate and resources of that area. The clothing they wore, the kind of houses they built and even the kind of food that they ate depended upon the region in which they lived.

Answer 5. The four regions are: the Eastern Woodlands, the Great Plains, the Pacific Northwest, and the Desert Southwest.

Practice Exercise:

Fill in the spaces with the correct form of the verb in simple past perfect tense.

1. John **had looked** forward to seeing us again before he moved away.
2. Maggy **had worn** the dress that her mother sewed for her.
3. The taxi arrived after Danial **had given** up waiting for it.
4. The students **had sat** down just as the fire alarm went off.
5. By summer's end, the plant **had grown** into a tree.
6. Leslie (leave) **had left** for school before remembering to brush her teeth.
7. The team celebrated because they **had won** the state championship.
8. I **had thought** about taking more English courses before I graduated.
9. Charles revised the essay that he **had written** last month.
10. We **had arrived** at the station just as the train was leaving.
11. The jury **had examined** every detail before reaching a decision.

12. When we **had finished** dinner we went out.
13. She **had lived** in China before she went to Thailand.
14. If you **had listened** to me, you would not have got the punishment.
15. The garden **had died** because it was dry all summer.

Build your Vocabulary

Read the following items given below and place them into their appropriate containers.

1. A **bottle** of jam.
2. A **tin** of peas.
3. A **bag** of salt.
4. A **packet** of envelopes.
5. A **box** of chocolates.
6. A **sack** of rice.
7. A **drum** of kerosene oil.
8. A **tube** of toothpaste.

Auditory Practice

Once in a blue moon!!

Teacher's Script:

Have you ever heard someone use the phrase “once in a blue moon?” People use this expression to describe something that they do not do very often. For example, someone might say that he tries to avoid eating sweets because they are unhealthy, but will eat chocolate “once in a blue moon.” Or someone who does not usually like to go to the beach might say “I visit the shore once in a blue moon.” While many people use this phrase, not everyone knows the meaning behind it.

The first thing to know is that the moon itself is never actually blue. This is just an expression. The phrase “blue moon” actually has to do with the shape of the moon, not the color.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a crescent moon. A crescent is a shape that looks

like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a “blue moon.”

Over the next 20 years, there will only be 15 blue moons. As you can see, a blue moon is a very rare event. This fact has led people to use the expression “once in a blue moon” to describe other very rare events in their lives.

Listen to the interesting information shared by your teacher and write True/False next to the statements.

1. Once in a blue moon means that something which occurs rarely **True**
2. The colour of the moon is blue **False**
3. The phrase goes with the shape of the moon **True**
4. The moon does not change its shape while travelling **False**
5. The smallest part visible of the moon is known as crescent **True**
6. The smallest part looks like toe-nail **False**
7. When the moon disappears it is known as lunar eclipse **False**
8. There is only one full moon every month **True**
9. Over the next twenty years there will be 18 blue moons **False**
10. A blue moon is quite a repetitive event **False**

Writing Activity

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The Land of Counterpane

Check Your Understanding:

Answer the following:

Answer 1. The boy had all toys to play on the bed which made him happy all day.

Answer 2. The boy watched his toy leaden soldiers all in uniform and drilling through the bedsheets.

Answer 3. Student's own response

Answer 4. Students will summarize the poem in a paragraph with teacher's help.

Practice Exercise:

Join the second half of the sentences by matching the numbers 1-10 with letter a-j.

1. It is a very good film. _____ **h. I must buy a ticket**
2. He is not sure now. _____ **i. he may come tomorrow**
3. She is so different. _____ **f. You cant be her sister**
4. It is the last train. _____ **c. We cant miss it**
5. It's Sunday today. _____ **j. He must come tomorrow**
6. This exhibition is not free of charge. _____ **g. I have to buy a ticket**
7. I'll prepare breakfast myself. _____ **a. You needn't get up early**
8. The coach leaves tonight and it takes twelve hours to get here. _____ **d. We mustn't miss it**
9. Your address is the same. _____ **e. You can be her sister**
10. We have plenty of time. _____ **b. You don't have to get up early**

Build Your Vocabulary:

What do you call:

1. a person who carves in stone **sculptor**
2. a person who draws plan for buildings. **architect**

3. a person who acts in funny stage parts. **comedian**
4. a person who sells things from door to door.
salesperson
5. a person who always looks on the bright side of things.
optimist

Auditory Practice

A Compost Pile

Teacher's Script:

What do you do with your orange peels and corn cobs after you are done eating? Most people throw them in the trash can. But food leftovers do not have to go into the trash. They are biodegradable, which means that they can be broken down by bacteria into natural materials. People who like to garden often put their fruit and vegetable scraps in a special place known as a compost pile.

A compost pile is a spot outdoors where food waste can break down into compost, which gardeners use. This process takes several months. Once the compost is created, people spread this mixture in their gardens to add nutrients to the soil. The compost in the soil helps new plants grow in the garden.

How do you take care of a compost pile? It needs air, water, and heat. Bacteria and other microorganisms break down the food waste into more basic elements like water and carbon dioxide. This process requires oxygen, so people use a shovel to turn compost regularly and help air reach all parts of the pile. The pile cannot dry out, so it should be covered to keep moisture in. Finally, heat speeds up the process. This means a compost pile should be in the sun for at least part of the day.

Food leftovers are not the only things that turn into compost. You can also add yard waste like grass clippings, dried leaves, and straw. In fact, you should add these things to create a healthy balance in your compost. But do not add any weeds to your compost pile unless you want to grow weeds in your garden! Sometimes seeds are left behind in the compost. This can be a welcome surprise if you find a tomato plant sprouting where you had not planted one. The tomato seed was hiding

in the compost, waiting to begin a new life in the garden.

Listen to the interesting information shared by your teacher and complete the sentence by adding 2-3 words.

1. A compost pile takes several months
2. The mixture adds nutrients to The soil
3. The compost helps new plants to grow in the garden.
4. The compost pile needs air/water/heat
5. A compost pile needs heat to speed the process.
6. The yard waste which is a part of compost are grass clippings, dried leaves and straw

Writing Activity

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

Tsunami

UNIT 9

Check Your Understanding:

Choose the best option:

- 1) **c. can sense something out of the ordinary**
- 2) **d. causes and effects of tsunamis**
- 3) **a. moved out of normal place**
- 4) **b. warning is more serious than a watch**
- 5) **d. can be as tall as a ten-story building**

Practice Exercise:

Fill in the correct forms of adverb.

1. Sam's idea sounds **good** but I like Tom's idea even **better**.
2. Every morning I get up 10 minutes **earlier** than my sister.
3. What are the **most dangerous** animals in Australia?
4. I can run as **fast** as my elder brother.
5. You should buy the blue sweater. It suits you **better** than the red one and I think it fits **more perfect**.

6. If you worked **more carefully**, you would make **fewer** mistakes.
7. Enid Blyton writes the **most exciting** books I've ever read.
8. Caroline is the **prettiest** dressed girl in the room.
9. Vienna is the **largest** town in Austria.
10. Please, speak **clearly**. I **hardly** understand the instruction.
11. Bob ran **slower** than his classmates.
12. Sadiq is the **best** footballer in my team and he plays **fairly** of them all.
13. Jane works **hardest** of all the students in class.
14. My perfume smells **more sweeter** than yours.

Build your Vocabulary

A calendar gives us the date. What information does each of these things give?

1. a telephone directory gives phone numbers of people and their addresses
2. a recipe book gives ingredients and methods of cooking
3. a dictionary gives meaning and pronunciation of the words
4. a school timetable gives bell and subject timings
5. a newspaper gives current information of the nation and world over
6. an exam report gives grades and numbers/ percentages scored in exams

Auditory Practice

Three Kinds of Boats

Teacher's Script

There are many kinds of boats.

One kind of boat is called a sailboat. A sailboat uses the wind to move. Wind makes a sailboat move in the water. The wind pushes the sailboat. Wind fills the sails. The sailboat moves when the wind blows.

One kind of boat is called a motorboat. A motorboat uses a motor to move. The motor gives power to the boat. The motorboat moves when the motor is running. The motorboat makes a loud noise.

One kind of boat is called a rowboat. A rowboat needs people to move it. People make a rowboat move in the water. People use oars to move a rowboat. Oars are long and flat. Oars go into the water. A rowboat moves when people use the oars.

Listen to the passage read by your teacher and choose the correct option.

- 1) Which boat uses the wind to move?
a. a sailboat (answer)
- 2) Which boat makes a loud noise?
b. a motorboat (answer)
- 3) What is used to move a rowboat?
c. oars (answer)
- 4) According to the passage, oars are
b. long and flat (answer)
- 5) This passage is mainly about
a. different kinds of boats (answer)
- 6) Which boat(s) can still move if there is no wind?
b. I and II only (answer)

Writing Activity

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

So Tired

**UNIT
10**

Check Your Understanding:

Choose the best option:

1. **a. She wants to play.**
2. **c. He's too tired.**
3. **d. He has to work overtime to pay for things his family needs, so he has no energy.**
4. **a. Just talk to her.**
5. **b. Spend time with your family however you can.**

Practice Exercise:

Write which interrogative adverbs do the following sentences belong to.

1. Why did she say that? **Interrogative of reason**
2. When can they send us the book? **Interrogative of time**
3. Where did he go after the class? **Interrogative of place**
4. How long is the trip? **Interrogative of manner**
5. When did he get elected chairman? **Interrogative of time**
6. How much did George buy the house for? **Interrogative of frequency**
7. How was the weather in Islamabad? **Interrogative of manner**
8. Where does mom keep the candy? **Interrogative of place**
9. When will they finish building the shed? **Interrogative of time**
10. How much money do you have with you? **Interrogative of frequency**
11. Why did the store close? **Interrogative of reason**
12. Where did you get that awful hat? **Interrogative of place**
13. How does your garden grow, Mariam? **Interrogative of manner**
14. How many of you are coming to the party? **Interrogative of frequency**

Build Your Vocabulary

Form nouns ending in *tion* from these words. Make sure that you write the correct spellings!!!

- | | |
|-----------------|----------------|
| 1. introduction | 2. reduction |
| 3. completion | 4. translation |
| 5. description | 6. protection |

Auditory Practice

Fire Station

Teacher's Script

There is a small fire station in town. At this station, the firefighters are volunteers. That means they work for free. The fire station gets some money from the government to take

care of the building and the fire truck. But the fire station has a problem. Last winter, a pipe in the fire station froze. Then it burst. Water went everywhere. There is a lot of damage. Now the building cannot be used. What is worse, the fire station does not have enough money for the repairs needed to fix the damage. The people in town are worried about what will happen if there is a fire and no working fire station. But they will figure out a way to solve the problem. They always do!

Listen to the information read by your teacher and then fill in the missing words in the below given passage.

Correct words:

1. town 2. volunteers 3. free 4. government 5. fire truck
6. froze 7. damage 8. repairs 9. worried 10. problem

Writing Activity

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

History of Chocolates!!!

**UNIT
11**

Check Your Understanding:

Answer the following:

Answer 1. The first thing people must do to the cocoa beans is to leave them in a bucket

Answer 2. There are many steps involved in making a chocolate.

Answer 3. To make chocolate, people need to add other ingredients to the paste such as milk, sugar, and cocoa butter.

Answer 4. It may even have fruit, nuts, or candy added to it before it is molded into a shape.

Answer 5. Chocolates sold in stores are sweet in comparison to the bitter cocoa beans with which they are made.

Practice Exercise:

Insert correct preposition of time **on/ in /at** in the following sentences.

1. **On** Monday I have to go to the doctor.
2. **At** 3.00 pm we are going home.
3. My birthday is **on** Tuesday.
4. **In** an hour my sister is coming home.
5. Dinner will be ready **in** 2 hours.
6. The train will be here **in** a few minutes.
7. Please come **in** the morning.
8. Nobody is home **on** the weekend.
9. There is a party **on** the 12th of July.
10. We have a test **in** 3 days.
11. **At** night the sky is full of stars.
12. She got lot of presents **on** her birthday.
13. It snows **in** winter.
14. The baby was born **on** 3rd of November.

Build Your Vocabulary

Fill in the blank spaces by inserting **where** or **were** in the following sentences.

1. Where are you living?
2. This is where I left my copy.
3. What were you doing yesterday?
4. Were you looking for me?
5. Do you know where is the medicine kept?
6. The police were chasing down some cars.

Auditory Practice

Making Peanut Butter Sandwich

Teacher's Script

First, take two pieces of bread.

Next, spread peanut butter on one slice.

Then, spread jelly on the other slice.

After that, put the two pieces of bread together.

Finally, take a big bite out of your sandwich!

Writing Activity

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

UNIT 12

My Brother's a Genius

Check Your Understanding:

Fill in the missing words.

1. The poet's brother is a genius, but without computer he's **dumb**.
2. The brother's mind **unwinds** and his IQ **drops**.
3. The brother's wisdom and wits take a **vacation**.
4. The brother's brain is compared to two non living things, what are they **doorknob** and **brick**.
5. In the last stanza the similes used are **bright as the sun**, **dumb as a burger bun**, **slow as a dodo** and **obtuse as a trout**.
6. The poet of the poem is **Kenn Nesbitt**.

Practice Exercise:

Fill in the spaces with the correct preposition.

- 1) They went to **to** the party. (at, to)
- 2) The plates are **on** the table. (in, on)
- 3) He walked **to** the park. (for, to)
- 4) I am driving home **from** the bank. (at, from)
- 5) Keep the dog **off** the furniture! (in, off)
- 6) The people are **in** a party. (in, at)
- 7) John is sitting **on** a chair. (in, on)
- 8) Mary is sitting **near** John. (at, near)
- 9) The man is sitting **beside** the little boy. (beside, to)
- 10) Their feet are **under** the table. (through, under)
- 11) The guests are sitting **at** the table. (at, above)
- 12) The dog is lying **on** the floor. (at, on)
- 13) Your mouth is **below** your nose. (behind, below)

14) There is a wall **between** our garden and the neighbour's garden. (between, beyond)

Build Your Vocabulary

A fireman is a man who fights fire

Write similar definitions for the following:

1. shepherd **is a man who looks after cattle**
2. tailor **is a man who stitches cloth**
3. postman **is a man who delivers letter**
4. jockey **is a man who rides horse**
5. driver **is a man who drives car**
6. clown **is a man who makes people laugh**

Auditory Practice

Campfire Meals

Teacher's Script:

Some people think you need a kitchen to cook dinner. But you can make easy, delicious meals outside over a campfire.

One easy campfire meal is a baked potato. You wrap the potato in tin foil and put it under the flames in the hot ashes. After an hour, the heat from the fire will cook the potato. Open up the tin foil package and you have a baked potato!

It is also easy to roast food over a campfire. You can put hot dogs or sausages on sticks and hold them in the fire. The flames will cook the meat. For dessert, you can roast marshmallows on sticks. Hold them near the fire until they turn golden and begin to melt. But do not leave anything in the fire too long, or it will turn completely black and taste like ashes.

There are many nice things about campfire meals. To make these meals, you do not even need to know anything about cooking. Some people also say that food tastes better when cooked and eaten outside. But the best part of these campfire meals is there are no dishes to wash afterwards.

Listen to the passage read by your teacher and then write True or False next to the following:

1. In cooking food we always need a kitchen **False**

- | | |
|---|--------------|
| 2. Potato can only be boiled or fried | False |
| 3. Its easy to roast food on campfire | True |
| 4. We cannot have desserts on campfire | False |
| 5. Leave food for a little while on the fire | True |
| 6. For campfire meals we should know the art of cooking | False |
| 7. The best part of campfire meal is you eat without any dishes | True |

Writing Activity

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

Estimation

UNIT 13

Check Your Understanding:

Answer the following:

Answer 1. You can check an answer or you can get a quick, approximate answer.

Answer 2. The exact answer is the real answer. The approximate answer is close to the exact answer.

Answer 3. If your answer is somewhat close to your estimate, you know that you are on the right track. If your answer is off by hundreds, thousands or more, you know that you need to check your work. You may have missed something simple.

Answer 4. Shopping is an excellent activity to help you practice your skills of estimation.

Answer 5. Student's own individual response.

Answer 6. 85 or 90

Answer 7. Student's own individual response.

Practice Exercise:

Fill in the blanks with the correct interjection from the box that best fits each sentence.

1. **Please!** Do not disturb the class!
2. **Ouch!** That hurts.
3. This pancake is really good, **Yum!**
4. **Oops!** I dropped the carton of eggs on the floor.
5. **Wow!** It is so beautiful.
6. **Oh no!** I forgot my keys.
7. **Yes,** I'd like some more.
8. **No,** I can't take it anymore.
9. **Hurray!** We have won the match.
10. **Hi!** How are you?

Build Your Vocabulary:

Put a suitable noun to complete the following. If you like you may add alternative choice

Please note that students can give alternative responses to the ones shown below.

- | | |
|-----------------------------|-------------------------------|
| 1. A loaf of bread | 2. A bottle of juice |
| 3. A sheet of paper | 4. A teaspoon of sugar |
| 5. A bunch of grapes | 6. A tin of peas |
| 7. A piece of cake | 8. A glass of water |

Auditory Practice

Butterflies

Teacher's Script

The butterfly is a beautiful insect. The butterfly is a delicate insect. The butterfly is a beautiful and delicate insect. The butterfly has four thin wings. The wings have many different colors on them. As time passes, the colors on its wings fade. This means they lose color, and are not as bright. Sunlight can make things fade. For example, an old car that sits in the sun will lose its color. Butterflies live all over the world. Most butterflies live where it is very warm and not too dry.

Listen to the information shared by your teacher and write either 'Yes' or 'No' next to the following.

- | | |
|--|-----|
| 1. The butterfly is beautiful and tough insect | No |
| 2. The butterfly has four thick wings | No |
| 3. The wings of the butterfly are colourful | Yes |
| 4. Sun fades the wings' colour | Yes |
| 5. The brightness of the wings remain the same | No |
| 6. Sun never affect car's colour | No |
| 7. Butterflies are found world over | Yes |
| 8. Butterflies love warm and rainy seasons | Yes |

Writing Activity

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

Give Yourself a Home-made Pizza Treat!!!

**UNIT
14**

Check Your Understanding:

Choose the best option:

- 1) **c. outline steps to make a basic pizza at home**
- 2) **b. buy**
- 3) **c. clarify an earlier statement**
- 4) **a. support the idea that most people cannot make homemade cheese**
- 5) **a. to make personal**
- 6) **d. I, II, and III**
- 7) **d. negative**
- 8) **d. Once you have prepared the crust, sauce, cheese, and toppings, you are ready to bake your pizza. I think you will see that making pizza at home can be a good alternative to purchasing it from the store.**

Practice Exercise:

Decide what type of sentences are the following:

- | | |
|---|---------------|
| 1. Many people visit Murree in summer. | Declarative |
| 2. Tomorrow is my birthday! | Exclamatory |
| 3. Have you ever visited Niagara Falls? | Interrogative |
| 4. Close the door. | Imperative |
| 5. What would you like for dinner? | Interrogative |
| 6. The dog in the neighbourhood is barking. | Declarative |
| 7. What a lovely weather! | Exclamatory |
| 8. Please sit down. | Imperative |
| 9. Where are the twins? | Interrogative |
| 10. Tell me the truth. | Imperative |
| 11. The telephone rang. | Declarative |
| 12. What an idea! | Exclamatory |
| 13. The factory is on fire! | Exclamatory |
| 14. Give me a piece of pizza. | Declarative |

Build Your Vocabulary:

Each of the following words has two meanings. Write two sentences for each to bring out the different meanings.

Students will construct their own sentences to bring out the meaning. The dictionary could be consulted for the meaning.

Auditory Practice

Going Shopping

Teacher's Script

The first thing we do is to make a list. Then we drive to the store. The next thing we do is to get a shopping cart. Then we put the food in our cart. Next we pay for the bill for our food. When we are done, we drive home.

Listen to the short information on shopping and then write six sequenced steps in order as you hear!!!

Correct Answer:

1. **First** we make a list.
2. **Then** drive to the store.
3. **Next** we get a shopping cart.

4. **Then** put the food in the cart.
5. **Next** we pay for bill for food.
6. **Finally** we drive back home.

Writing Activity

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

UNIT 15

Taking Pictures

Check Your Understanding:

Choose the best option.

1. **b. A camera**
2. **c. Washington D.C.**
3. **d. The beach**
4. **b. West**
5. **c. Canada**

Practice Exercise:

In the following exercises, turn the sentence pairs into single compound sentences, by adding **and/or/but/so**:

1. The dog has won many prizes. He doesn't know many tricks.
The dog has won many prizes *but* he doesn't know many tricks.
2. Sana writes with her left hand. Fatima writes with her right hand
Sana writes with her left hand *but* Fatima writes with her right hand.
3. Would you like tea. Would you prefer coffee?
Would you like tea *or* would you prefer coffee.
4. Jane opened the door. Let Julie in.
Jane opened the door *and* let Julie in.
5. I don't want to eat. I don't want to drink.
I don't want to eat *and* I don't want to drink.

6. I didn't do my homework. My parents punished me.
I didn't do my homework so my parents punished me.
7. I need to go to the store. I am feeling too sick to drive.
I need to go to the store *but* I am feeling too sick to drive.
8. You can make a big poster. You can make a little clay statue.
You can make a big poster *or* you can make a little clay statue.
9. I wanted to buy my own laptop. I started to save money.
I wanted to buy my laptop so I started to save money.
10. You could cry like a baby. You can clean your room like an adult.
You can cry like a baby *or* you can clean your room like an adult.
11. The computer crashed. I lost all my work.
The computer crashed so I lost all my work.
12. The hunter looked harmless. He was carrying a gun.
The hunter looked harmless *but* he was carrying a gun.
13. I tried to speak English. My friend tried to speak French.
I tried to speak English *and* my friend tried to speak French.

Build Your Vocabulary:

Match words with their meanings.

Correct Answer

1. resort a place where lot of people go on holiday
2. tourist a person who visits places for pleasure
3. explore to travel to an area or country to learn about it
4. mine deep hole under the ground where minerals such as coal, salt, gold etc. are found
5. attention the act of thinking about something carefully

Auditory Practice

Sparkly Teeth

Teacher's Script:

Thomas did not like to brush his teeth. His brother Jake loved to brush his teeth. "It feels weird." Thomas whined. "My teeth feel clean after I brush." Jake smiled. Thomas did not like to

floss his teeth either. Jake did not mind.

“It hurts when I floss.” Thomas complained.

“It feels okay after you do it a few times. It feels cleaner, too.” Jake replied.

Thomas loved to eat junk food and drink soda. Jake loved junk food and soda also, but Jake did not have it often.

“It is so good. I can eat this stuff forever, unless I get a toothache.” Thomas grinned.

“I like it too, but I do not want to eat too much. It is bad for me.” Jake said.

Thomas did not like to go to the dentist. Jake did not mind going, because the dentist took care of his teeth.

“I get shots in my gums. Then they have to drill my cavities. It hurts so much!” Thomas moaned.

“I get a sugar-free lollipop and a new toothbrush when I go.” Jake replied.

“Maybe I need to start brushing and flossing.” Thomas said. He held his aching cheek.

“I will help teach you.” Jake promised.

“Thanks!” Thomas tried to smile. “Ouch.”

After that, Thomas cleaned his teeth better than before.

Listen to the story read by your teacher and then attempt the following exercise:

1. **a. brush or floss**
2. **d. junk food**
3. **d. eat lots of junk food**
4. **a. True**
5. **b. his brother doesn't have to suffer at the dentist**

Writing Activity

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

The Rainbow

Check Your Understanding:

Answer the following:

1. It is about appreciating the beauty of rainbow.
2. Boats sails on the river and ships sail on the sea.
3. Clouds sail across the sky.
4. Bridges are made on the river for people to cross easily from one end of the river to the other.
5. Rainbow is connected as a bridge from earth to sky.
6. The adjective word is, 'pretty'. The three forms would be pretty (positive) – prettier (comparative) and prettiest (superlative).

Practice Exercise:

Correct Answer:

1. Those men are not policemen
2. Dad does not read the newspaper every morning
3. Tahir can ride a bicycle.
4. My parents were not at home this morning.
5. They have finished their homework.
6. The painting is beautiful.
7. My uncle was not sick last week.
8. I am not writing a letter.
9. Someone has not eaten all the cookies.
10. There is someone in the house.
11. The fridge is not empty.
12. Everyone is not in the garden.
13. My brother is tall and thin.
14. Danny knows how to use a computer.

Build Your Vocabulary:

Use the clues to write the missing word.

1. It is a hot drink served in cups
2. It comes in the form of water

tea
rain

3. It sails on water
4. You live on it
5. It is a vegetable
6. It is an insect
7. It is a place where muslims go for prayer

boat
earth
peas
ant
mosque

Auditory Practice

Comparing

Teacher's Script:

Bonnie looked at her lunch. Then she looked at Judy's lunch box.

"Why does she have a better lunch?" She asked. "It's not fair."

In gym class, Bonnie ran fast. Susan ran faster.

"Why is she faster? It's not fair."

In their math test, Bonnie got a C-. Ben got an A+.

"Why is he smarter? It's not fair." She whined.

In the bathroom, Bonnie looked in the mirror. Then she looked at Betty.

"Why is she prettier? It's not fair." She cried.

When they were going home, Bonnie looked at her shoes. Then she looked at Dan's.

"Mine are better." She smiled.

During the bus ride, Bonnie looked at her house. Then she looked at Steve's house.

"Mine is bigger." She grinned.

"Stop that!" Charlotte yelled from the next seat. Charlotte was tired of hearing Bonnie complain all day. Now Bonnie was being too proud!

"What am I doing wrong?" Bonnie asked.

"Everyone has good things and bad things. Some people are smart, pretty, rich, or cool. Others are not, but everyone has something good about them." Charlotte explained.

"You're right." Bonnie felt ashamed. "I am sorry."

After that, Bonnie tried not to compare as much. There was something good about everyone, and she had forgotten that.

Listen to the informative story your teacher reads out and then attempt to choose the right option:

1. **a. Judy's lunch is better.**
2. **d. Ben got an A+**
3. **b. It's not fair!**
4. **d. Charlotte**
5. **a. There is something good about everyone.**

Writing Activity

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

Converting Energy to Motion

**UNIT
17**

Check Your Understanding:

Answer the following:

1. Energy is the ability to cause change.
2. Heat energy changes the food from raw to cooked.
3. Potential energy is based on the position of the object.
4. Energy of motion is also called kinetic energy.
5. Potential energy converts, or changes into, kinetic energy when the thing or person begins to move. When the ball starts rolling down hill, kinetic energy is at work. When the soccer player kicks the ball, kinetic energy is at work there, too.
6. Another word to say 'changes into' is convert.
7. When you eat, chemical energy from your food converts into thermal and mechanical energy that allows you to move and work.

Practice Exercise:

Add question tags in the following:

1. Dad's home early today, **isn't he?**
2. You couldn't help me, **could you?**
3. The twins are very alike, **aren't they?**
4. Susan enjoys playing the piano, **doesn't she?**
5. The weather's bad, **isn't it?**
6. Let's go for a walk, **shall we?**
7. They will wash the car, **won't they?**
8. I am correct, **aren't I?**
9. You do go to school, **don't you?**
10. We must lock the doors, **mustn't we?**
11. He's still sleeping, **isn't he?**
12. This will work, **won't it?**
13. We can leave our bags here, **can't we?**
14. You would like a glass of juice, **wouldn't you?**

Build Your Vocabulary

Complete each sentence with the word **affect** or **effect**.

1. Bad weather has a bad **affect** on my mood.
2. This argument won't **affect** our friendship.
3. Our new plan will **effect** significant improvements in our productivity.
4. The early frost will **affect** our wheat crop.
5. What kind of **effect** can the spelling test have on the class?
6. The **affect** of the storm is felt throughout the entire city.
7. Her cold will **affect** her breathing.
8. What do you think the **effect** of this decision will be?
9. No matter what he does, it will not **affect** me.
10. What **effect** do you think the news had on them.

Auditory practice

The Fruit Stand

Teacher's Script:

Emma liked fruit.

She liked to go to the fruit stand.

An old man worked there.

He sold fruit.
He was very kind.
He sold yellow bananas.
He sold purple grapes.
He sold green watermelons.
He sold red strawberries.
He sold brown pineapples.
He sold orange oranges.
He sold so many things.
He did not sell pink grapefruits!
That was her favourite fruit.
“I will get them for you”. The kind old man said.
Emma was very happy.

Listen to the information shared by your teacher and write True or False next to the following:

- | | |
|--|--------------|
| 1. Emma is fond of fruit | True |
| 2. A young man worked at the fruit stand | False |
| 3. The fruit stand has many kinds of fruit | True |
| 4. Emma’s favourite fruit is purple grapes | False |
| 5. The man said he would get Emma’s favourite fruit for her | True |
| 6. There were seven different fruits sold at the fruit stand | False |

Writing Activity

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

Money, Money Everywhere!!!

UNIT
18

Check Your Understanding:

Answer the following:

1. People earn money by working at all different kinds of jobs.
2. We can buy things, pay bills or save it.

3. They traded things or used shells or beads. The system was called barter.
4. The number on the paper money tells its worth.
5. We count money less than a rupee in paisa.

Practice Exercise:

Complete the following first conditional sentences.

1. If you do not study hard, you **will not pass** the test.
2. Humaira will be sad if her mother **will leave** for her work.
3. If it's sunny, we **will go** to the park.
4. You won't enjoy your time, if you **will not go** to that birthday party.
5. If you cook the lunch, I **will wash** the dishes.
6. If you go to Murree, **you will** have a wonderful time.
7. If I have enough money, I **will buy** a new dress.
8. If I study hard, **will pass** my exam.
9. If she gets time off from work, **she will** go for vacations.
10. If Robert plays with us, we **will win** the match.
11. If schools help children, they **will be** aware of the importance of recycling.
12. If we don't waste so much of paper, **we will** save many trees.

Build Your Vocabulary

Students will make their own sentences using similes.

Auditory Practice

Winter!!!!

Teacher's Script:

In the winter it is cold.

A winter storm brings snow.

The snow blows hard outside.

The river does not flow.

It turns to snow above and ice below.

The plants do not show.

They are under the snow.

They are pushed down low.

The plants will grow when winter goes.
For now they sleep under the snow.

The girl will play out in the snow.
She has a hat with a pretty bow.
The wind will blow the snow until
the cold will give the girl a chill.

Listen to the information shared by you teacher and put a tick (✓) or cross (×) below

- | | |
|--------------------------------------|---|
| 1. Cold air brings snow | × |
| 2. River keeps flowing in snow | × |
| 3. The plants do not grow | ✓ |
| 4. The plants sleeps under snow | ✓ |
| 5. The boy will play | × |
| 6. The girl wears a dress with a bow | × |
| 7. The girl feels chill | ✓ |

Writing Activity

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

The Children of Hamelin

UNIT
19

Check Your Understanding:

Answer the following:

1. The Brightman was the rat catcher and wore a multicoloured coat.
2. The Brightman promised to free the town of all the mice and rats and in return he asked for money.
3. The rat catcher pulled out a little pipe and began blowing. All at once the rats and mice came out crawling out of the town. He then led them to the Weser river and made them drown.
4. The townspeople refused to pay him the money.
5. The Brightman reappeared as a hunter with terrifying

face after sometime and began playing his pipe, and all the children aged four and up followed him including the daughter of the mayor.

Practice Exercise:

A. Choose the best synonym for the following words.

1. nervous (short/crazy/angry/**anxious**)
2. shy (**meek**/silent/early/strange)
3. help (assistant/**aid**/payment/application)
4. fear (cry/hide/run/**terror**)
5. quit (fire/accept/**stop**/hire)
6. rip (collect/patch/**tear**/give)

B. Choose the best antonym for the following words

1. careful (fast/loving/**reckless**/painless)
2. brave (**cowardly**/courageous/heroic/passionate)
3. shiny (bright new/old/**dull**)
4. loss (score/**win**/point/goal)
5. danger (accident/sport/health/**safety**)
6. trust (think/**doubt**/understand/believe)

Build Your Vocabulary:

Correct Answer

1. Motor cars tyres are made of rubber.
2. We are advised to eat fruit.
3. The child's toy was broken when it fell.
4. I saw the people waiting for the bus.
5. I provided him with the books.
6. He put the money in his pocket.

Auditory Practice

Ride a broom to the moon

Teacher's Script:

Janet has a broom.

Up in the sky she sees the huge moon.

Janet wants to ride her broom.

She wants to ride to the moon.

She takes her broom up on the roof.

She jumps but cannot ride the broom.
The pool is there, so she gets wet.
She'll dry off soon in a warm blanket.
The moon shines bright into her room.
She eats some ice cream with a spoon
and dreams of riding on her broom.
One day she will go to the moon.
Maybe she will get there soon.

Listen to your teacher and then fill in the missing words:

1. Janet looks up at the **huge moon/moon**
2. Janet wants to ride her **broom**
3. She tries to **jumps** but fails
4. Janet eats an **ice cream**
5. Janet dreams of **riding** her **broom**
6. Janet intends to go **to moon one day**.

Writing Activity

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

Mom Always Knows

UNIT
20

Check Your Understanding:

Fill in the missing words.

1. It is simple and true that we have a **mother**.
2. We often forget what **things** mother does.
3. What is the special day to thank mom called **Mother's day**.
4. Moms cook for us delicious **food**.
5. Mom also takes us fun places like **zoos, parks, and playgrounds**.
6. One place where mom takes is not a fun, its **dentist's office**.
7. One thing is for sure, mom always knows **what's good** for you.

Practice Exercise:

Change the following sentences into direct speech:

1. Mary said she was very tired.
Mary said: **“I am very tired.”**
2. The teacher told the boys to open their books.
The teacher said to the boys: **“Open your books.”**
3. Zahid’s mother told him not to eat any ice cream.
Zahid’s mother said to Zahid: **“Don’t eat any ice cream.”**
4. My friend said that he was going skiing on weekend.
My friend said: **“I am going skiing this weekend.”**
5. Basit’s friends told the teacher that Basit was ill.
Basit’s friends said to teacher: **“Basit is ill.”**
6. I said I would have bought a new car if I had the money.
I said : **“I would buy a new car if I have the money.”**
7. Tim wrote to his brother that their dog died that day.
Tim wrote to his brother: **“Our dog died that day.”**
8. The teacher informed the students that the break lasted for 20 minutes.
The teacher said to the students: **“Break lasts for 20 minutes.”**
9. Mary asked what is the time.
Mary asked: **“What is the time?”**
10. The teacher asked me who helped me in my work.
The teacher asked him: **“Who helped you in your work?”**

Build Your Vocabulary

Give one word for each of the following relationships:

- | | |
|----------------------------|-------------------------|
| 1. my father’s brother | uncle |
| 2. my sister’s daughter | niece |
| 3. my uncle’s son | cousin |
| 4. my sister’s son | nephew |
| 5. my father’s father | grandfather |
| 6. my mother’s sister | aunt |
| 7. my grandfather’s father | greatgrandfather |

Auditory Practice

Step by Step instruction

Teacher's Script

Many schools have science fairs. Students show their science projects. These projects show the results of experiments. Every project must include certain things. One requirement is to explain how to do the experiment step by step. The instructions should be easy to understand.

Anyone should be able to read the instructions and recreate the experiment with the same materials. They should be able to do the exact same steps.

When you write the instructions, list all the things that you used in the experiment. It may seem silly, but you should write down everything. You should even write down the pencil and paper that you used to take notes. Next, be very clear about what the **steps** are. Give as much detail as possible.

Label each step with numbers to show the order of the steps. Use words like first, next, then and finally. Draw little pictures to show your steps. Make sure to show the special features, or details, of any objects. Read over what you have written. Make sure the instructions make sense. Ask a friend to read your instructions. See if they understand what to do. When your instructions are clear, type or write them neatly for your display at the fair.

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

- | | |
|--|--------------|
| 1. Projects shows results of experiment. | True |
| 2. The instruction should be clear with step by step. | True |
| 3. Only main things concerning the experiment to be written. | False |
| 4. Details of steps are not necessary. | False |
| 5. Labels should be written in numbers. | True |
| 6. Special features or details are not necessary of objects. | False |
| 7. Ask a person to read your instruction. | True |

8. Just write your instruction for display

False

Writing Activity

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