

Topline's

Comprehensive Secondary English

Book 6



Teacher's Resource Manual



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Statue of Liberty: A Famous Gift

Check Your Understanding:

Choose the correct option:

1. Where is the Statue of Liberty located?
b. New York
2. How was the Statue of Liberty shipped over from France?
b. In crates
3. Why did France want to build this monument?
d. To support American freedom
4. Who sculpted the Statue of Liberty?
b. Frédéric-Auguste Bartholdi
5. What makes up the Statue of Liberty's "spine"?
a. Four iron columns

Practice Exercise:

In each sentence below, underline the concrete nouns:

1. The principal asked all the students to think about the importance of friendship.
2. When I looked at the mother, her love for the newborn baby was obvious.
3. He looked at the pile of money with greed in his eyes, and then he tried to grab it.
4. He patted his full stomach with satisfaction after he finished eating his dinner.
5. He was given an award for his courage.
6. The door slammed shut.
7. Time is a great teacher.
8. She moved the chair into place.
9. He had put on too much perfume.
10. The car zoomed by the pedestrians.
11. She felt over the moon.
12. The children spilled juice on the keyboard.
13. She looked at herself in the mirror.
14. She loves ice-cream.

Build Your Vocabulary

Put in **I must** or **I had to** :

Answers

1. **I had to** go to bank yesterday to get some money.
2. It's late. **I must** go now.
3. I don't usually work on Saturdays but last Saturday **I had to** work.
4. **I must** get up early tomorrow. I've got a lot to do.
5. I went to Islamabad by train last week. The train was full and **I had to** stand all the way.
6. I was nearly late for my appointment this morning. **I had to** run to get there on time.
7. I forgot to phone Saad yesterday. **I must** phone him later today.

Auditory Practice:

Dinner Time

Teacher's Script:

Father: Time to eat!

Daughter: Coming. Oh, I'm starving. Oh yuck! What's that?

Father: Ah, now don't complain!

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

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

Daughter: But what is it and that smell!

Father: It's pizza. I just followed an old family recipe here, and

Daughter: Let me see that Oh dad you're missing a page!

Father: Oh, uh, well, uh ... Well I couldn't find the second page of the recipe, but don't worry. I have plenty of experience around the house and plenty of experience in cooking.

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

Father: Well, well, it's just, just a little rich for me. That's all.

Daughter: Let me try it Dad. You put a little too much salt in

it and besides it's burned. And what's that?

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

Daughter: Oh, not another one of your surprises. Pumpkin doesn't go on pizza!

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

Daughter: Well, how about some cold cereal You can't mess up on that, Dad.

Listen attentively to your teacher's script and put circle on the correct answer:

1. What does the girl say about hearing the call to eat?
a. She was hungry.
2. What does the conversation imply about the mother?
c. She is resting in bed.
3. What strong expression does the girl give?
c. Yuck
4. How did the father make pizza?
b. From a tradition.
5. What is the first problem the girl notices about her father's cooking?
a. He is not following the recipe.
6. What does the father have experience in?
c. Exceptional home management and cooking.
7. How does the girl know her father doesn't like pizza he prepared?
b. She can tell by his non verbal expressions.
8. What excuse does the father give to the girl?
c. The pizza is quite heavy for him.
9. What problem did the girl NOT mention about the pizza?
c. It was too chewy.
10. What do they end up doing for lunch?
b. They eat something different at home.

Writing Activity:

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

I Want That!

Check Your Understanding:

Answer the following:

1. Ethan wanted a Super Mega Changer.
2. Shock ran through Ethan's body as if he'd been slapped across the face.
3. His dreams of playing with the newest Super-Mega-Changer were vanishing like clouds blown away on a windy day.
4. Mother dragged Ethan bodily away from the toy section and back into the grocery section of the store.
5. Mother's eyes were wild, like a horse ridden too hard. She was ready to rear up and crush Ethan beneath her powerful hooves.
6. Ethan was hurt because mother told him that he will have to see about weeks of extra chores and grounding on top of that. Ethan felt it burned like acid thrown upon his skin.
7. Ethan strained to see the price tag and realized that it was quite expensive.
8. Ethan offers help to his mom in shopping for the grocery and he realizes that sometimes it is easier to be helpful, especially after making trouble. It helps parents get over the mistakes you'd just made.

Practice Exercise:

Circle all the abstract nouns that you find.

1. The monkeys at the zoo have a lot of **curiosity**.
2. The kids laugh at the **playfulness** of the little monkeys.
3. The monkeys laugh at the **silliness** of the kids.
4. The monkeys like to show off their **intelligence** to the onlookers.
5. The monkeys show their **happiness** with big smiles for everyone.
6. The keepers make sure the monkeys have a life filled with **love** and **happiness**.

7. The monkeys show each other **affection** by sharing their bananas.
8. The children point at the monkeys with great **excitement** and the monkeys wave back with equal **enthusiasm**.
9. The monkeys swing around the habitat with no **fear** or **doubt**.
10. The older monkeys share their **wisdom** with the babies with great **tenderness**.

Build Your Vocabulary:

Correct sentences:

1. This house was built 100 years ago.
2. Football is played in most countries of the world.
3. Why was the letter sent on the wrong address?
4. Where were you born?
5. How many languages are spoken in Switzerland?
6. When was the bicycle invented?

Auditory Practice:

Save the Earth

Teacher's Script:

Interviewer: Today I'm interviewing nine year old Amir about his feelings on how people can help save the environment. So, Amir, how can we save the environment?

Amir: By saving water.

Interviewer: Well, how can we do that?

Amir: By not using too much water when we wash dishes, take a bath, and when we do other things, like watering the plants outside.

Interviewer: Oh, I think I can do that. What else?

Amir: When drinking and eating something outside, you should keep the garbage until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the ground?

Interviewer: No, I don't. Do you have any final suggestions?

Amir: Yes. We shouldn't waste paper because trees are being

cut down to make the paper. By recycling paper, we save the forests where the animals live.

Interviewer: So, how can children recycle paper, I mean, everyday?

Amir: Well, for example, when I was in Kindergarten, I used to save the newspapers so that I could make things out of them, like paper trees, instead of just throwing them away. Now, the children in our neighbourhood collect newspapers once a month to take them to a recycling center.

Interviewer: That's great! Thanks Amir for your ideas.

Listen to your teacher's Script and then fill in the following missing words:

Interviewer: Today I'm interviewing nine year old Amir about his **1 feelings** on how people can help save the environment. So, Amir, how can we save the environment?

Amir: By saving water.

Interviewer: Well, how can we do that?

Amir: By not using too much water when we wash dishes, take a bath, and when we do other things, like watering the **2 plants** outside.

Interviewer: Oh, I think I can do that. What else?

Amir: When drinking and eating something outside, you should keep the **3 garbage** until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the **4 ground**?

Interviewer: No, I don't. Do you have any final suggestions?

Amir: Yes. We shouldn't waste **5 paper** because trees are being cut down to make the paper. By recycling paper, we save the **6 forest** where the animals live.

Interviewer: So, how can children recycle paper, I mean, **7 everyday**?

Amir: Well, for example, when I was in Kindergarten, I used to **8 save** the newspapers so that I could make things out of them, like paper trees, instead of just throwing them away.

Now, the **9 children** in our neighbourhood collect newspapers once a month to take them to a **10 recycling** center.

Interviewer: That's great! Thanks Amir for your ideas.

Writing Activity:

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

Tissues, Organs & Systems

UNIT 3

Check Your Understanding:

Answer the following:

1. Bone cells combine with other bone cells to make bone tissue.
2. An organ is a group of tissues that work together to do a job for the body. Example: brain, stomach, lungs, heart etc.
3. Respiratory and digestive system.
4. The respiratory system takes in oxygen which the circulatory system distributes to the body.
5. Student's choice.

Practice Exercise:

Fill in the blanks with the correct simple present tense form of the verb in brackets:

1. My sister **talks** very fast.
2. My brother and I **speak** French.
3. They **live** in Quetta.
4. Peter **works** a lot.
5. Our neighbours **are** very quiet.
6. We **go** for the prayers to mosque every Friday.
7. My cousin **looks** thin.

8. Robert's Cat **likes** to chase birds.
9. My friend always **laughs** at my jokes.
10. My sister **walks** very quickly.
11. I **am** from Pakistan.
12. John **reads** everyday.

Build Your Vocabulary:

Complete the sentences with a verb from the list. The verbs need to change the tenses.

Answers:

1. 'Can I have this newspaper?' 'Yes, I've **finished** with it.'
2. I **bought** some new shoes. Do you want to see them?
3. 'Where is Laiba?' 'She **went** out.'
4. I'm looking for Parveen. Have you **seen** her?
5. Look! Somebody **broke** that window.
6. 'Does he know that you are going away?' 'Yes I **told** him.'
7. I can't find my umbrella. Somebody **took** it.
8. I'm looking for Sarah. Where has she **gone**?
9. I know that woman but I **forgot** her name.
10. Zahid is having his birthday party tonight. He **invited** a lot of people.
11. What are you going to do? Have you **decided**?
12. 'Where are my glasses?' 'I don't know. I have **not seen** them.'

Auditory Practice:

Bullet Trains

Teacher's Script:

If you visit Japan, you might choose to travel around the country by shinkansen train. These high-speed trains connect the major cities of Japan. They are nicknamed "bullet trains" because they go very fast and have pointy noses like a bullet.

Bullet trains are a good way to travel for several reasons other than their speed. They are very punctual, often leaving on time to the second. They are also comfortable. All the seats face forward, and there is plenty of leg room. Most importantly, bullet trains are very safe. In their 35-year history, there have been only a few accidents and no deaths.

The only downside to bullet trains is that they are expensive. A ticket to travel to another city can cost almost as much as an airline ticket would. However, if you fly, you will land at an airport at the edge of a city. Train stations are usually right in the middle of a city. This means that it is often more convenient to take a bullet train instead of flying, because you will arrive exactly where you want to be.

Listen to the script read by your teacher and then choose the best option from the following:

- 1) What kind of train does the author talk about in this passage?
d. shinkansen
- 2) These trains are nicknamed “bullet trains” because of their
c. speed and shape
- 3) This passage was most likely written for
a. tourists who travel to Japan
- 4) In paragraph 2, we learn that bullet trains “are very punctual.” As used in paragraph 2, which of these people can also be described as punctual?
d. Harvey, who is never late to class even when it is raining
- 5) According to the author, bullet trains are comfortable because
 - I. all the seats face forward
 - II. there is plenty of leg room
 - III. there is extra space for bags**b. I and II only**
- 6) As used in the final paragraph, the word downside most nearly means
b. problem
- 7) The author says that one reason to take a bullet train instead of flying is because the bullet train is often
d. more convenient
- 8) To help travelers decide between a bullet train and an airplane, it would be most helpful for the author to add information about
c. how much time each one takes

Writing Activity:

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

Stopping by Woods on a Snowy Evening

UNIT 4

Check Your Understanding:

Answer the following:

1. 'I' is referred to the poet Robert Frost.
2. The poet is thinking that whose woods are these where he has stopped and he thinks he knows the owner as he lives in the village but at the same time the poet is thinking that the person might not know that he has stopped at his woods.
3. The horse felt strange as there was no farmhouse where they stopped and it was between the frozen lake and the woods.
4. The horse gives his harness bells a shake to ask his master if they have stopped at a wrong place.
5. The woods are described as lovely, dark and deep.
6. The poet has to live until by his words that he has given to others before he dies.
7. Know-snow, queer-year,

Practice Exercise:

The story in past tense:

After school I **played** with my pet dinosaur. I **danced** with him. I **played** football with him. I **cooked** him some soup and **used** very big vegetables because he **was** always hungry. I **loved** my dinosaur and always **smiled** when we **jumped** around the park! I **liked** having a pet dinosaur so much.

Write the past tense of the following words:

Talk, walk, play, laugh, help, ask, answer, finish, look, love, watch, cook, close and work.

Talked/ walked/ played/ laughed/ helped/ asked/
answered/ finished/ looked/ loved/ watched/ cooked/
closed/ worked

Build Your Vocabulary:

Put in **gone** or **been**.

1. Basit is on holiday at the moment. He's **gone** to Swat.
2. 'Where is mom?' 'I think she's **been** to the bank.'
3. Hello Sam, Where have you **been**?
4. Have you ever **been** to Mexico?
5. My parents are not home. They have **gone** out.
6. There's a new restaurant in the city. Have you **been** to it?
7. Anum knows Murree well. She's **been** there many times.
8. Asad was here earlier but I think he's **gone** now.

Auditory Practice:

Materials

Teacher's Script:

A material is what something is made of. There are 5 basic materials. Most things are made with these materials. Some things are made of metal. Some things are made of glass. Some things are made of wood. Some things are made of cloth. And some things are made of plastic. There are some other materials. But they are not used as much as these 5 materials.

Let's talk about metal first. Metal is very heavy. And it is very hard and strong. It usually feels cool if you touch it. We use metal to make lots of things. We use it for forks and knives. We use it for keys. We use it for cars. We use it for these things because it is very strong.

Next, let's talk about glass. Glass is very smooth. It feels cool to touch. It is not as heavy as metal. It is hard. But it is not strong. It breaks very easily! Then why do we use it? We use it because it is clear! You can see through glass! That's why we use it for windows. That's also why we use it for glasses.

Now, let's talk about wood. Wood is lighter than metal and glass. It is not as strong as metal. But it is much stronger than

glass. We use wood to make lots of things. Things made from wood are usually light and hard and strong. Chairs and tables are made from wood. Pencils are made from wood.

Now let's talk about cloth. Cloth is very light. It is much lighter than wood. And it is very soft. We use cloth to make lots of things. For example, it is used to make clothing. And it is used to make blankets.

Last, let's talk about plastic. Plastic is also very light. But it is different from cloth. Sometimes it is soft. And sometimes it is hard. Plastic can be used to make thin plastic bags. These are light, soft, and strong. But plastic can also be used to make bicycle helmets. These are light, hard, and strong. A helmet and a bag seem different. But they are both made from plastic.

Listen to your teacher's script and then choose the best answer:

- 1) Which sentence from the passage best describes the main idea?
c. "There are 5 basic materials."
- 2) According to the passage, which of these things is a material?
d. wood
- 3) According to the passage, how does glass feel?
a. smooth and cool
- 4) In paragraph 4, the passage says, "Wood is lighter than metal and glass." What is the main purpose of this sentence?
c. to compare something
- 5) Which material would you use if you wanted to make something that was strong and very light?
a. plastic
- 6) In this passage, the author talks about
b. heavy things first, then light things

Writing Activity:

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

Giant Jellyfish Invasion

Check Your Understanding:

Choose the best option:

1. The Nomura jellyfish can weigh up to 450 pounds, which is as heavy as a
c. Male lion
2. What does the Nomura jellyfish mostly feed on?
b. Plankton
3. Why might the fishermen in these waters be upset with the large amount of jellyfish?
b. They crush, slime and poison the fish in their nets
4. What can fishermen do to keep the jellies out?
a. Design special nets to keep them out
5. Jellyfish aren't actually fish, they're invertebrates. What are invertebrates?
d. Animals without backbones

Practice Exercise:

Circle the future tense verb in each sentence.

Answers:

- | | | |
|------------------|-----------------|-------------------|
| 1. will work | 2. will clean | 3. will peruse |
| 4. will write | 5. will type | 6. will wash |
| 7. will spin | 8. will close | 9. will originate |
| 10. will conduct | | 11. will brush |
| 12. will print | 13. will take | 14. will write |
| 15. will post | 16. will finish | 17. will be |

Build Your Vocabulary:

Select the correct word that matches the definition from the two words at the end of each line and write it in the blank space provided.

Answers:

- | | | |
|-------------|------------|-----------|
| 1. artifact | 2. harmony | 3. charge |
|-------------|------------|-----------|

4. warfare

5. arc

6. charcoal

Auditory Practice:

Author's Purpose

Teacher's Script:

Have you ever wondered why authors write? Sometimes they are inspired to create stories. Other times they write to provide information about an interesting topic. Some authors write to convince us about something. Whatever the circumstances, authors have reasons for writing; this is called, the “author’s purpose.” The three most common types of author’s purpose are: to entertain, to inform, and to persuade.

Think about the last time a story made you laugh, cry, or tremble with fright. These types of stories are written with a particular purpose in mind: to entertain the reader. Authors write many kinds of stories to entertain, including humorous fiction, realistic fiction, fantasy, fairy tales, and fables. While fiction entertains, non-fiction has a different purpose.

Many non-fiction writings or texts are written with the purpose of giving information about an interesting topic. Authors who write to inform must research their subject to ensure that they convey accurate information to the reader. Some examples of texts that inform are encyclopedia entries, news articles, expository non-fiction books, and interviews. All of these types of writing give information about certain topics.

Sometimes authors write because they want to convince their readers about something. This is called argumentative, or persuasive, writing. Oftentimes, texts that are meant to persuade use specific techniques to make the reader care about the subject, and to think about it in a certain way. These techniques might be found in letters to the editor, argumentative essays, or persuasive speeches.

Next time you read a text, see if you can figure what the author is trying to tell you. It might be easier than you think. Just ask yourself: what is the author’s purpose?

Listen to your teacher's script and then mark the following either True/False:

1. Authors who write to inform want to provide information about a certain topic **True / False**
2. The author's purpose in writing this passage is to convince **True / False**
3. Non-fiction story has no purpose **True/ False**
4. Authors who write to inform must have thorough knowledge on the subject **True / False**
5. Authors who write to convince their readers about something is called informative writing. **True/ False**
6. Persuasive writings makes the reader think critically on the subject. **True / False**

Writing Activity:

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

10 Tips for a Germ-Free School Year

**UNIT
6**

Check Your Understanding:

Choose the correct option.

1. What can you do while you are washing your hands?
b. Count to twenty or sing a poem.
2. Why is it not a good idea to share water bottles or drinks?
c. Your friend might not know he or she is sick and spread germs to you
3. How can head lice be passed on from person to person?
d. By sharing your hair brush or hat
4. Why is sleep important for your health?
c. A strong body will help you get rid of infections
5. What areas of your body are germ spreaders?
a. Eyes, Nose, and Mouth

Practice Exercise:

Fill in the spaces with the past participles from the brackets:

1. I **was** (be) eating in the restaurant when I saw the accident.
2. That day , Maria **became** (become) the first girl to win.
3. I have **brought** (bring) everything we need.
4. Have you **done** (do) your homework?
5. Look at the nice sand castle Harry has **built** (build).
6. The **broken** (break) rope was useless.
7. The tunnel was **dug** (dig) in the sand.
8. Three hours ago, the fan **blew** (blow) hot air on us.
9. I have **cut** (cut) all the carrots we need.
10. Stock prices **dived** (dive) 100 points in a single day last Wednesday.

Build Your Vocabulary:

Answers:

- | | | |
|-------------|----------------|-------------|
| 1. dealt | 2. treacherous | 3. peasants |
| 4. threaten | 5. threat | 6. treasury |

Auditory Practice:

First Day of Class

Teacher's Script:

Teacher: Okay, Okay let's begin. Hello, everyone. My name's Karl Roberts, and I'll be your teacher for this class.

To begin with, uh, please look at the syllabus in front of you. You should all have one by now, I think. This class meets on Tuesdays and Thursdays from 3.15 to 4.50. We will be meeting in this room for the first half of the course, but we will be using the research lab every other week on Thursday in room 405 during the last two months of the class.

Uh, this is the text for the class, Beyond Language. Unfortunately the books haven't come in yet, but I was told that you should be able buy them at the bookstore the day after tomorrow. Again, as you see on your course outline, grading is determined by your work on midterm and final test, periodic quizzes, a research project, and classroom participation.

My office hours are from 1.00 to 2.00 on Wednesdays and you can set up an appointment to meet me at other times as well. Okay, let me explain a little bit more about the class and it's objectives.

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

Teacher: Okay, Okay let's begin. Hello, everyone. My name's Karl Roberts, and I'll be your **(1) teacher** for this class.

To begin with, uh, please look at the **(2) syllabus** in front of you. You should all have one by now, I think. This class meets on Tuesdays and **(3) Thursdays** from 3.15 to 4.50. We will be meeting in this room for the first half of the course, but we will be using the research lab every other **(4) week** on Thursday in room 405 during the last two months of the class.

Uh, this is the text for the class, **(5) Beyond Language**. Unfortunately the books haven't come in yet, but I was told that you should be able buy them at the bookstore the day after **(6) tomorrow**. Again, as you see on your course outline, **(7) grading** is determined by your work on midterm and final test, periodic quizzes, a research project, and classroom participation.

My office hours are from 1.00 to 2.00 on **(8) Wednesdays** and you can set up an appointment to meet me at other times as well. Okay, let me explain a little bit more about the class and it's objectives.

Writing Activity:

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

Colonization: For Gold, God and Glory

UNIT 7

Check Your Understanding:

Answer the following:

1. It created new desires in the hearts of kings, emperors and explorers. Land was hard to get in Europe as populations grew. Every bit of it had already been claimed.
2. The prospect of vast open lands in the Americas excited the sailors to action. The lands were also reportedly full of rich resources. The bountiful land also encouraged rulers to put up the money for sailing expenses in the hopes of receiving far more wealth in return.
3. Religion was another reason for exploration and colonization.
4. Cartographers, the people who make maps, struggled to keep up with the new discoveries in order to mark new places in the maps.
5. The cartographers added artistic pictures to their maps to represent the areas as unknown.
6. In 1519, Ferdinand Magellan began his historic voyage. He became the first explorer to realize the original dream of sailing west to Asia.
7. Circumnavigate means to sail completely around the world.
8. Students choice
9. Students choice
10. Students Choice

Practice Exercise:

Put the words into the correct columns:

Love break buy block send jump drive
score fight move listen shake look Feel
catch see keep stretch use touch

Regular	Irregular
love	break

block	buy
jump	send
score	drive
move	fight
listen	shake
look	feel
stretch	catch
use	see
touch	keep

All of the verbs below are in the present tense. Some of them are regular verbs, and some are irregular verbs. Write the correct past tense form of each verb. Circle the Irregular Verbs.

1. bring brought
2. call **called**
3. sell sold
4. swim swam
5. create **created**
6. sleep slept
7. stretch **stretched**
8. come came
9. serve **served**
10. show **showed**
11. teach taught
12. carry **carried**
13. are were
14. visit **visited**
15. grow grew
16. sit sat
17. wish **wished**
18. watch **watched**
19. run ran
20. learn learnt
21. fill **filled**
22. eat ate
23. drive drove
24. dance **danced**

Build Your Vocabulary:

Answers:

- 1 urgent 2 option 3 recycle 4 contact
 5 business 6 competition 7 quote 8 review
 9 facsimile 10 reply

Auditory Practice:

At the Movies

Teacher's Script:

It was one of those terribly hot days in Baltimore. We always

had those for about a month between July and August. They were the days that were so hot that they made you regret ever wishing it would be summer. That day in particular was hotter than I could remember it being. The weatherman on the radio said it would get up to 104°!

Needless to say, it was too hot to do anything outside. But it was also scorching in our apartment. This was 1962, and I would not live in a place with an air conditioner for another ten years. So my brother and I decided to leave the apartment to find someplace indoors. I suggested the drug store, because I wanted to get a soda or malt. But he reminded me that the drug store would not let you sit there all day, especially once the afternoon rush started. My brother instead suggested we could see a movie. It was a brilliant plan.

Movie theaters were one of the few places you could sit all day and—most important—sit in air conditioning. In those days, you could buy one ticket and sit through both movies of a double feature. Then, the theater would show the same two movies again after that. If you wanted to, you could sit through them twice. Most people did not do that, but the manager at our theater, Mr. Bellow, did not mind if you did.

That particular day, my brother and I sat through both movies twice, trying to escape the heat. We bought three bags of popcorn and three sodas each. Then, we sat and watched *The Music Man* followed by *The Man Who Shot Liberty Valance*. We'd already seen the second movie once before. It had been at the theater since January, because Mr. Bellow loved anything with John Wayne in it. Watching it again was better than going outside, and at least *The Music Man* was new to us.

We left the theater around 8, just before the evening shows began. Mr. Bellow was expecting a big crowd for the premier of *Wonderful World of the Brothers Grimm*, so he insisted that we leave. But we returned the next day and saw the same two movies again, twice more. And we did it the next day too. Finally, on the fourth day, the heat wave broke.

Listen to your teacher’s script and then choose the best option:

- 1) Based on its use in paragraph 2, the word scorching most nearly means
a. very hot
- 2) According to the passage, when did the narrator first live in a place with an air conditioner?
c. 1972
- 3) It can be assumed from the passage that the narrator saw The Man Who Shot Liberty Valance
c. two times
- 4) Which of the following statements best explains why the narrator and his or her brother chose to see the same movies multiple times?
b. they wanted to avoid the heat outside.
- 5) What does the narrator mean when he or she writes that the memories are “not really my memories” in the final paragraph?
a. that he or she is remembering scenes from a film, not scenes from his or her life.

Writing Activity

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

They Have Cut Down The Pines

**UNIT
8**

Check Your Understanding:

Answer the following:

1. Because the poet is sad and regrets that the pines have been cut down and could not accept the fact that trees have been cut down.
2. The kind and the friendly trees are the words which show human qualities.

3. The poet has personified the sun by saying that it plays hide and seek with shadows.
4. The trees are cut down because a fence is being made by the creek and for the posts.
5. Student's response
6. Student's response
7. Student's response

Practice Exercise:

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

1. Either my mom or my father (**is, are**) coming to the meeting.
2. The dog or the cats (**is, are**) outside.
3. Either my shoes or your coat (**is, are**) always on the floor.
4. Bobby (**doesn't, don't**) know the answer.
5. The man with all the birds (**live, lives**) on my street.
6. Everyone of those books (**is, are**) fiction.
7. Nobody (**know, knows**) the trouble I've seen.
8. Mathematics (**is, are**) Saad's favourite subject, while Civics (**is, are**) Ahmad's favourite subject.
9. Hundred rupees (**is, are**) the price of this book.
10. (**Is, Are**) the tweezers in this drawer?
11. Your pants (**is, are**) at the cleaners.
12. The committee (**debate, debates**) these questions carefully.
13. The Prime minister, together with his wife (**greet, greets**) the press cordially.
14. All of the CDs, even the scratched one (**is, are**) in this case.

Build Your Vocabulary:

Supply *is, are, has, or have*.

1. This crossroads **is** dangerous.
2. Acoustics **is** a subject I know little about.
3. Our company head office **is** in Karachi.
4. There **are** many series of books on birds.
5. **Are** there any kennels in this area?
6. The statistics in this report **is** inaccurate.
7. Many species of moth **have** disappeared.
8. My Maths **has** got worse and worse.

9. This species **have** green and white spots.
10. My trousers **are** torn.

Auditory Practice:

Cameron the Relay Machine

Teacher's Script:

Cameron was a star swimmer at Eidred Middle school. He had been swimming competitively since he was five years old. He was to swim three events and one relay at the meet on Tuesday.

As always, Cameron had his signature bowl of spaghetti and meatballs before preparing for the meet. He also always has a Rice Krispies bar immediately following his warm up routine.

When he prepares for a meet, the first thing that he does is stretch his muscles and warm-up by running in place, immediately after stretching. Then, he does ten push-ups followed by a run up and down the middle school ground.

Cameron swam well. He placed first twice and got a third place in the 500 meter butterfly stroke. He truly dominated the relay getting his team a two lap lead by the time he got out of the water.

Listen to your teacher's script and then place the events in order by using 1-6:

- | | |
|--------------------------------------|---|
| Cameron ate a Rice Krispies bar. | 1 |
| Cameron ran up and down the ground. | 5 |
| He did push-ups. | 4 |
| Cameron won his first event. | 6 |
| Cameron ate meatballs and spaghetti. | 2 |
| He stretched his muscles. | 3 |

Writing Activity:

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

Avalanche!!

Check Your Understanding:

Answer the following:

1. To describe the four basic types of avalanches
2. To qualify an earlier statement
3. Soaks
4. Melting snow and increased rainfall
5. **b. All avalanches, whether they are traveling at 10 miles per hour or 225 miles per hour, can be very dangerous.**
6. Consist of compacted snow
7. Dry snow avalanche
8. To suggest a way in which readers can help prevent avalanche related accidents
9. Daytime melting and night-time refreezing of the ice and snow create ideal conditions for a wet slab avalanche. This type of avalanche is the slowest, generally traveling at a speed of no more than 10 miles per hour. But because the snow is compacted, not loose, a wet slab avalanche is still quite dangerous even at this slow speed.
10. Students own perception

Practice Exercise:

Answers:

1. Sister
2. nephew
3. nuns
4. cow
5. actress
6. lioness
7. widower
8. groom
9. aunt
10. daughter
11. baby
12. saleswoman
13. laptop
14. children

Build Your Vocabulary:

1. continuous
2. focused
3. manuscript
4. quality
5. investing
6. contribute
7. performance
8. essential
9. confident
10. fascinated

Auditory Practice:

A Shark Named Rover

Teacher's Script:

Most people pick dogs or cats for pets but the best pet I ever had was a shark. Of course, the first time he swam up to our boat, I was rather scared. He had more teeth in his mouth than a tree has leaves. But next, he wiggled his fin and I couldn't resist. Mum said I could keep him as long as he didn't get the carpet wet.

I named him Rover and we had lots of fun together. However, the neighbours started to get a little nervous once they heard that I had a pet shark. They didn't want their kids playing with a shark. Then I got a great idea Rover and I went door to door to share his services as a knife sharpener and a can opener. His teeth were so sharp that he could open a can by smiling at it and sharpen a knife by licking it.

That's when everyone agreed that rover was a fine neighbour. However, they asked me to tie a red scarf around his neck so that no one would confuse him with another less friendly shark.

If only Rover hadn't loved boats so much. He was always chasing them until finally, he went after a brand new speedboat. No one has seen him since. So, if you spot a shark in a red scarf, please tell him to come home. I miss him.

Listen to your teacher's script and then write True/False next to the following:

- | | |
|---|--------------|
| 1. The pet was a whale | False |
| 2. It had less teeth | False |
| 3. Mom kept a condition before keeping the shark as a pet | True |
| 4. The neighbours didn't care about the pet | False |
| 5. The shark offered his services | True |
| 6. The shark could sharpen the knife by rubbing against its teeth | False |

7. The other shark was not so friendly **True**
8. Rover chased a speedboat **True**

Writing Activity:

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

My Brother's a Genius

UNIT 10

Check Your Understanding:

Read the above passage and use the information to answer the questions:

1. Your brain has the ability to download, process, and react to information coming from
c. Your eyes, ears, and other sensory organs
2. _____ are microscopic cells that create and send information to your brain.
d. Neurons
3. The sensory neurons in your skin relay information to _____ on the way to the brain?
a. The spinal cord
4. What happens every time you learn something new or have a new thought or memory?
d. The structure of your brain changes
5. What should you do if you are having a hard time learning?
a. Get up and exercise

Practice Exercise:

Choose the correct article in each sentence.

- 1) Did you bring **an** umbrella?
- 2) Are you looking for **a** shampoo?
- 3) I checked **the** mailbox again.
- 4) Can I have **a** spoon please?
- 5) I was born into **a** rich family.

- 6) She will come back in **an** hour.
- 7) Have you seen **the** great wall of China?
- 8) I would love to talk to one of **the** managers.
- 9) What **an** amazing view!
- 10) The helicopter landed on **the** roof of a building.

Build Your Vocabulary:

Correct the errors in the following sentences.

1. You going where? **Where are you going?**
2. Hers dress is blue long and very pretty. **Her dress is blue, long, and very pretty.**
3. Andy make too cake yesterday. **Andy made two cakes yesterday.**
4. We flied on an airplane this morning. **We flew on an airplane this morning.**
5. Arturo like vanilla but he like chocolate more. **Arturo likes vanilla, but he likes chocolate more.**
6. Mimi's are best friend. **Mimi's our best friend.**
7. I gotta go to the mall tomorrow. **I have got to go to the mall tomorrow.**
8. You ever been to Vietnam? **Have you ever been to Vietnam?**
9. If you not their I wait for you. **If you are not there, I will wait for you.**
10. I could come with you? **Could I come with you?**
11. We drived to the beach last weekend. **We drove to the beach last weekend.**
12. When I was three years old I can tie my shoes. **When I was three years old, I could tie my shoes.**

Auditory Practice:

King of the Trees

Teacher's Script:

I am a mighty oak tree and king of the forest. My thick trunk is hundreds of years old. My roots can split rocks and concrete.

Can you keep a secret? I was once a tiny brown acorn sitting in a pretty egg cup. One night the wind came and shook me loose from my mother's arms. I hit the ground with a thud,

tumbled out of my little egg cup and rolled into a dark hole in the ground. By morning I was covered with a blanket of soft leaves. All that day, I lay there, lonely and hungry. Next morning, Polly, the black cow came and placed her hoof on top of my head. She crushed me deep down into the soft earth.

A few days later something wonderful happened. I began to send tiny hair roots down into the soil. They supplied me with food and water during the long winter.

I was so delighted when spring came that I pushed small green shoots above the ground. The warm sun and soft rain helped me to grow upwards. My roots were now strong and deep. They fed me growing body. Indeed, I was the happiest sapling in the grove. The brown hare could no longer jump over my slender body. How I longed to be as tall and as strong as my mother and look out over the forest.

As the years passed, I grew bigger and stronger. Birds and squirrels came and built their nests in my strong branches. A fairy ring of toadstools made its home around the base of my trunk.

The next time you go for a walk in the forest, stop and look at my sturdy trunk. Long before your great great grandparents were alive I was king of the forest.

Listen to your teacher's script and fill in the missing words:

1. The roots of oak tree could split **rocks** and **concrete**.
2. It started its journey in an **eggcup**
3. The soft **leaves** covered as blanket.
4. **Polly** the cow placed its hoof on the top of the tree's head.
5. **Spring** season made the tree happy.
6. The oak was the happiest **sapling**.
7. **Birds** and **squirrels** build their nests in the branches.
8. The tree asks to look at its **sturdy** trunk to see how old it was.

Writing Activity:

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

Stomach Ache

Check Your Understanding:

Choose the correct option:

1. What did Jason first think had caused his stomach ache?
a. bad food
2. How is Jason's pain NOT described in the story?
a. a pounding, throbbing pain in his stomach
3. At what point do Jason's parents become concerned?
c. when he has a temperature and the pain is lower
4. What is the reason for Jason's stomach ache?
c. appendicitis
5. How does Jason feel about having had surgery?
b. He's just happy to feel better.

Practice Exercise:

Put in 'can' / 'can't' / 'could' / 'couldn't'. If none is possible, use 'be able to' in the correct tense:

1. **Could** you swim when you were 10?
2. We **couldn't** get to the meeting on time yesterday because the train was delayed by one hour.
3. He **was able to** arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing, he **can** speak 5 languages including Chinese.
5. I **couldn't** drive a car until I was 34, then I moved to the countryside so I had to learn.
6. I looked everywhere for my glasses but I **couldn't** find them anywhere.
7. I searched for your house for ages, luckily I **was able to** find it in the end.
8. She's 7 years old but she **can't** read yet – her parents are getting her extra lessons.
9. I read the book three times but I **couldn't** understand it.
10. I **couldn't** understand the chapter we had to read for homework. It was so difficult.

11. I **can't** lift this box – it's too heavy! Would you help me?
12. Unfortunately, I really **can't** sing at all! No-one in my family is musical either.
13. When the car broke down I was really pleased because I **was able to** solve the problem.
14. Julian **could** play excellent golf when he was only ten.
15. My grandmother **couldn't** use a computer until last month. Since then, she's been taking lessons at the library.
16. I **can't** open this window. I think it's stuck!
17. Gracy **can't** play the piano. She's never studied it.
18. Lucy **can't** make it to our meeting after all. She's stuck in traffic at the moment.

Build Your Vocabulary:

Fill in the spaces with 'make' or 'do':

1. To **do** someone a favour.
2. To **make** a bargain.
3. To **do** an examination.
4. To **make** a complaint.
5. To **make** a progress.
6. To **do** the washing up.
7. To **make** money.
8. To **make** a reservation.
9. To **do** harm to someone.
10. To **make** a decision.

Auditory Practice:

Maria and Joe made Prank pizza!!!

Teacher's Script:

Maria decided to have a prank day for her friends on April fool's day. She invited five of her best friends to come over for the afternoon. Maria and her mom made some delicious pastries for her party. They made treats that looked like one food but tasted like another. For example, Maria and her mom made fried egg sundaes. These sweet treats looked like a fried egg in a bowl, but they were really made of vanilla ice-cream topped with marshmallow fluff and a round blob of yellow pudding.

Another treat looked like a thin crust pizza with vegetables. However, it was really a tortilla with strawberry and apricot jam. It was so easy to make that Maria's little brother Joe even helped her.

To make a pizza Joe and Maria first stuffed the two jams together. Then Maria spread the jam on the tortilla, being careful not to go all the way to the edge. Maria's mom sliced the cashew halves to look like mushrooms.

Next, Maria's Mom melted the white chocolate chips at half power in the microwave for one minute .Joe stirred the chips after each minute to see if they were completely melted. Maria's mom made sure that he had a dry spoon before he stirred because she said that water makes the chocolate loose its creaminess. Once it was melted, Maria quickly spread the melted chocolate on the pizza. Then she and Joe topped the pizza with the olives, peppers and mushrooms.

Maria's friends loved the delicious pranks she had made. No one dared to play April Fool's trick on Maria since her pranks were so tasty and fun.

Listen to your teacher's script and Write 'T' for True and 'F' for False.

- | | |
|---|---|
| 1. Joe and Maria topped the pizza. | T |
| 2. Maria's mom chopped cashew halves. | T |
| 3. Maria melted the white chocolate chips. | F |
| 4. Maria spread the jam carefully on the tortillas. | T |
| 5. Joe and Maria stirred the two jams together. | F |
| 6. Joe stirred the chips with a dry spoon. | T |
| 7. Maria spread the melted chocolate on the pizza. | T |

Writing Activity:

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

Meerfus the Magician Returns

Check Your Understanding:

Answer the following:

1. He had to make a new wand that could make fireworks for celebrations. His apprentice Duncan was excited to help gather the required materials.
2. Meerfus would need the following things to make the wand: lightning bugs, black powder, crushed gemstones, and a stick from a black walnut tree. The crushed gemstones would be expensive which was one of the hurdle but thankfully, his rich client could pay for the materials.
3. Meerfus bribed the foreman by talking politely and giving him some coins to get the bag of black powder.
4. Meerfus had learned long ago that he would save much time if he had his own grove of trees. He had many different trees growing, all in different sizes, shapes, and ages. He never knew when he might need a branch or a twig from one of them, so it paid to keep gathering seeds and saplings to grow his collection.
5. The onomatopoeic words are: snapping, sizzling, and popping
6. Students will look up the words in the dictionary to find meanings.

Practice Exercise:

Add the correct punctuations to each sentence. Include commas, periods, question marks and quotation marks where necessary.

Answers:

1. "Oh no!" cried Mrs. Federick, looking disappointed "I forgot to pack the cookies."
2. "What do you think is out there?" asked Carl, pointing up at the stars.

3. "Peter would you please, pass the pickles," Mr. Pam said politely.
4. "Mom told me to buy butter, milk, a dozen eggs and six apples at the store."
5. "That's hilarious Emma," said Tina when I told her my joke.
6. I read a great article last Sunday, about Alaskan wildlife, in the Oakland Tribune.
7. "What are you doing on the roof Danny?" Mr. John shouted up at his son.
8. "I went to St. Cathedral school in Rawalpindi," said the new girl.

Read the paragraph below. Add commas where they are necessary

Answer:

Making a salad is easy. First, choose the vegetables you want to use. You might want to try lettuce, tomatoes and carrots. If you use cherry tomatoes you won't even need to slice them. Next, wash each vegetable thoroughly. Tear the lettuce into pieces and add as many tomatoes as you like. Finally, ask an adult to help you chop the carrots.

Build Your Vocabulary:

Complete the sentences below by inserting either 'life', 'live' or 'lives':

1. Do you believe in **life** after death?
2. Three **lives** were lost in the fire.
3. Do you like to **live** in the North?
4. Have you bought the DVD with the **live** recording of the concert?
5. Where do you **live**?
6. Shameer **lives** with his grandparents.
7. Have you ever seen a real **live** scorpion?
8. My father's words have lived with me all my **life**.
9. Who **lives** in the city centre?
10. My great grandfather lost his **life** in World War II.

Auditory Practice:

The Rescue

Teacher's Script:

Mia's black cat climbed to the top of the telephone pole and couldn't get down. "Come down, Spooky!" cried Mia. Mia thought hard. What could she do? She went across the street to ask Mr Carson for help. He was a firefighter before he retired. "What's the matter, Mia?" asked Mr Carson when he saw Mia's tears. "My cat is up on that pole, and I can't get her down!" Mr Carson hugged Mia and said, "I'll call my buddies at the fire station. They will come and help". A few minutes later, Mia saw the fire truck coming. The firefighters parked near the pole and raised a long ladder to the top. A firefighter climbed the ladder and reached out for Spooky. Just then, Spooky jumped in a nearby tree climbed down the tree and ran into the backyard. Mia said, "Spooky! You naughty cat" Mr Carson and the firefighters laughed and laughed.

Listen to your teacher's script and number the sentences in the order that they happen in the story.

- | | |
|--|---|
| 1. Mia scolded Spooky. | 7 |
| 2. The fire truck came. | 4 |
| 3. Spooky jumped to a tree and climbed down. | 6 |
| 4. Mia begged Spooky to come down. | 1 |
| 5. A firefighter climbed the ladder. | 5 |
| 6. The firefighters laughed. | 8 |
| 7. Mr Carson called his firefighter friends. | 3 |
| 8. Mia asked Mr Carson for help. | 2 |

Writing Activity:

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

Everything Happens for a Reason

Check Your Understanding:

Answer the following:

1. The friend had a habit to face each situation that happened in its life (positive or negative) saying: “That is good! Almighty Allah knows more.”
2. The king and his friend one day left for a hunt. The friend loaded and prepared weapons for the king. Apparently, the friend had made something missed in the preparation of one of the weapons, the king shot and it took his thumb away.
3. After one year, the king was hunting in a region where, cannibals appeared, and captured the king and took him to their village. They tied his hands, and piled up the firewood. When the cannibals came closer to the fire they noticed that the king did not have the thumb. As they were superstitious, they never ate who had a part of his body missing.
4. The friend answered: “Remember that Almighty Allah knows more and if I was not in the prison certainly I would be with you in the hunt.” Then you know what would have happened with me?
5. Do not judge the facts or events for the immediate results! Almighty Allah, the Highest, the Omniscient and the Wise, knows more.
6. When we face any type of situation, let us not jump into any conclusion, always remember, this life is a test. The good and the bad nothing happen without any reason. Our mind is not prepared to understand the reason.

Practice Exercises:

Complete the Conditional Sentences:

1. If Sara and Sana (prepares) **prepare** the salad, Jeuni (decorate) **will decorate** the house.

2. If Fatima (cut) **cuts** the onions for the salad, Alia (peel) **will peel** the mushrooms.
3. If I (does) **do** this test, I (improve) **will improve** my English.
4. If it (rain) **rains** tomorrow, I (not have) **will not have** to water plants.
5. Susan (not move) **cannot move** into new house if it (not) **is not** ready on time.
6. If they (not studies) **do not study** harder, they (not pass) **will not pass** the exams.
7. If I (found) **find** your ring, I (give) **will give** it back to you.
8. If you (sends) **send** this letter now, she (receive) **will receive** it tomorrow.
9. Junaid (goes) **will go** to London next week if he (get) **gets** a cheap flight.
10. You (not sleep) **will not be able** to sleep if you (watches) **watch** this scary film.

Build Your Vocabulary:

Match the nouns on the left with the nouns on the right and find compounds.

1. shopping ---- list
2. pencil --- case
3. exercise --- books
4. orange --- juice
5. birthday --- party
6. bedroom --- window
7. football --- shoes
8. summer --- holidays
9. mind --- map
10. washing --- machine

Auditory Practice:

My Shadow

Teacher's Script:

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.

He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.
The funniest thing about him is the way he likes to grow
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an Indian-rubber ball,
And he sometimes goes so little that there's none of him at all.
He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he's coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!
One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Listen to your teacher's script and fill in the missing words.

1. The shadow goes **in** and **out** with me.
2. He looks exactly like me from **heels** to **heads**.
3. The funniest thing is that shadow grows very **slow**.
4. At times the shadow goes so little that it becomes **invisible**.
5. The shadow sticks next to me because it is **coward**.
6. The poet found dew drops on **buttercup**.
7. The boy was up whereas the shadow was **sleeping**.

Writing Activity:

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

A Long Time Ago (T'ao Ch'ien)

**UNIT
14**

Check Your Understanding:

Answer the following:

1. The poet is T'ao Ch'ien and its translated by Arthur Waley.
2. The poet went on a journey right to the corner of the Eastern Ocean, where the land meets the sea.

3. The road was long and wind was blowing hard and there were lots of obstacles which came into his path.
4. Hunger drove the poet that way into the world, where he tried hard to fill his belly and even little seemed a lot.
5. We come to know that the poet was sorry to go on the journey because he says that it was 'A bad bargain' to go on the journey instead he proceeded towards his home and liked to live in idleness.
6. Long/winding/stormy/hard/little/bad and idleness
7. Students will look up for the words in the dictionary.

Practice Exercise:

Answers: A

1. I often use Wikipedia to **look up** information.
2. If you want to **get on** a bus in London, you will have to queue.
3. Can I **turn on** the TV? I want to watch the weather forecast.
4. It is very hard to **give up** smoking.
5. It is so dark in here, you can really **take off** your sunglasses now.
6. Shall I **stand up** and offer my seat to the old lady?
7. With a few buckets of water, we **put out** the fire.
8. Who will **look after** your cat when you're on holiday?
9. Would you like to **put on** your new dress today?
10. At the next stop we have to **get off** the bus and walk along the street to the cinema.

Answers: B

1. Don't smoke in the forest. Fires **break out** easily at this time of the year.
2. I am really **looking forward** to seeing my friends again.
3. I'm afraid, we have **run out of** apple juice. Will an orange juice do?
4. Your website has helped me a lot - **keep up** the good work.
5. This year, Eid **falls in with** my father's birthday.
6. A friend of mine has **called off** her wedding.
7. I cannot **put up with** your horrid behaviour anymore.

8. As an excuse for being late, she **made up** a whole story.
9. I got **carried away** by his enthusiasm.
10. I just cannot **do without** my mobile.

Build Your Vocabulary:

Write if the below given phrases are opinions or facts:

1. I can imagine that..... **Opinion**
2. That is why I think..... **Opinion**
3. This proves that.... **Fact**
4. I have read that **Opinion**
5. One can say that.... **Fact**
6. What it comes down to is that.... **Fact**
7. It seems to me is that..... **Opinion**
8. If I am not mistaken.... **Opinion**
9. The main point is that.... **Fact**
10. It is obvious that.... **Fact**

Auditory Practice:

Butterfly and Cocoon

Teacher's Script:

A man found a cocoon of a butterfly. One day a small opening appeared; he sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it seemed to stop making any progress. It appeared as if it had gotten as far as it could and it could go no farther.

Then the man decided to help the butterfly, so he took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily. But it had a swollen body and small, shriveled wings.

The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time.

Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly.

What this man in his kindness and haste did not understand was that the restricting cocoon and the struggle required for

the butterfly to get through the tiny opening were nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the Cocoon.

Moral: Sometimes struggles are exactly what we need in our life. If nature allowed us to go through our life without any obstacles, it would cripple us. We would not be as strong as what we could have been. And we could never fly. Freedom and flight would only come after the struggle.

Listen to your teacher's script and write true or false next to the sentences:

- | | |
|---|--------------|
| 1. The man watched the butterfly struggling out from cocoon | True |
| 2. The man did not help the butterfly | False |
| 3. The man used a razor to cut off the cocoon | False |
| 4. The butterfly had swollen wings | False |
| 5. The butterfly could easily fly | False |
| 6. The fluid from the butterfly's body goes into its wings | True |
| 7. A smooth life without obstacle would cripple us | True |
| 8. Freedom and flight are easily obtainable | False |

Writing Activity:

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

Deer Hunting

**UNIT
15**

Check Your Understanding:

Choose the correct option:

1. What is Ronnie going to do?
c. deer hunting

2. Ronnie's father is serious about what?
a. gun safety
3. How does Ronnie feel about hunting at first?
d. worried about the reasons why they were going
4. Which of these is NOT a reason why Ronnie's father justifies the deer hunting?
b. it's a lot of danger and fun
5. Which of these IS a reason why Ronnie's father justifies the deer hunting?
a. People have developed the area, so they have to keep the herd down.

Practice Exercise:

Underline the adjective clause in each of the following sentences.

1. The woman who lives next door is a registered nurse.
2. Math, which is Saad's favourite subject, has always been easy for him.
3. There is the house that I'd like to buy.
4. Spring, which is my favourite season, will be here in another week.
5. Fatima is reading The Call of the Wild, which is Jack London's most famous book.
6. I'm taking golf lessons from Shameer, who is the pro at the country club.
7. The dog that you found belongs to Sheikhs.
8. Is that the jacket you want to buy?
9. There is the chance that Noman will win the election.
10. Is this the letter you were expecting?
11. Over there is the school that I attend.
12. The Harvey's have a dog that is fourteen years old.

Build Your Vocabulary:

Fill in the words 'bring' or 'take' in their right forms into the gaps:

1. **Take** this book to the library, please.
2. Could you **bring** me some water, please?
3. He often **takes** his sister to her aunt.

4. When you come to my party, don't forget to **bring** something to eat.
5. Is Hamid **bringing** Junaid to the party?
6. He is **taking** out the rubbish now.
7. Can you **take** the CD to your uncle, please?
8. My father often **brings** flowers when he comes home.
9. Would you **take** this to the shop for me?
10. Can you **take** the car to the garage on Wednesday?

Auditory Practice:

What Goes Around Comes Around!

Teachers's Script:

An elderly carpenter was ready to retire, and he told his boss of his plans to leave and live a leisurely life with his wife. He would miss the paycheck, he could get by, but he needed to retire.

The contractor was sorry to see such a good worker go, and he asked the carpenter to build just one more house as a personal favour.

The carpenter said yes, but in time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career.

When the carpenter finished his work, the contractor came to inspect the house. He handed the front door key to the carpenter. "This is your house", said the contractor. "It is my gift to you".

The carpenter was shocked! What a shame! If he had only known he was building his own house, he would have done it all so differently.

So it is with us. We build our lives, a day at a time, often putting less than our best into the building. Then with a shock we realize we have to live in the house we have built.

If we could do it over, we would do it much differently. But we cannot go back....

You are the carpenter of your life. Each day you hammer a

nail, place a board, or erect a wall. Your attitudes and the choices you make today build your 'house' for tomorrow.

Listen to your teacher's script and choose the best answer:

1. A _____ carpenter was to retire
a) middle-aged **b) elderly**
2. The carpenter would miss his _____
a) paycheck b) friends
3. The contractor asked him to build one more house , as a
_____ **b) favour**
a) need
4. The carpenter lacked interest in work and used _____
materials.
a) inexpensive **b) inferior**
5. The contractor gifted the house to _____
a) his wife **b) employee**
6. _____ build our future.
a) attitude and morals **b) attitudes and alternatives**

Writing Activity:

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

The Dawn's Awake



Check Your Understanding:

Answer the following:

1. The Dawn is awake: dawn is given the human trait of waking.
Music singing in the hills: music is given the ability of singing.
Voices the new awakening: the Paean is given a voice.
The torch of gold is borne: a torches (or suns) are not really born persay.
2. The dawn of a thousand dreams and thrills: it could be

interpreted that this is an exaggeration.

A paean of eternal spring: Spring is not eternal. Even the sun will extinguish at some time. This line is an exaggeration.

3. The torch of gold is borne: this compares the sun to a torch of gold without using the word “like” or “as.”

The Dawn may have a greater value. See the answer to question 6.

4. A flash of smoldering flame and fire: sight
With the mingled fragrance of the trees: smell
Fathers! torn and numb: touch.

5. With the exception of this line and the one about the grey skies, the tone in most of the poem is overwhelmingly bright and positive. The reason that this line is there might be to remind readers of the hardships that African Americans had experienced in the past. Or to remind us that not everyone will be able to fully enjoy the nice day, as many will be tearing their bodies in labor and such.

6. The Dawn may represent the bright awakening of African American culture in America after much cultural repression. Some students may interpret it as representing the freedom of the African Americans after hundreds of years of slavery, and I would accept such an interpretation.

Practice Exercise:

Answers: in/In/to/of/from/From/by/at/behind/outside/for /through/near/with/round/till

Build Your Vocabulary:

Insert either ‘hear’ or ‘listen’ with appropriate forms in the following:

1. Hey John! Can you **hear** that sound?
2. **Listen** ! I’d like to have a word with you.
3. Do you like to **listen** to Rock music?
4. The children **listen** to the teacher carefully.
5. Sorry, I wasn’t really **listening**.
6. Can you speak a little louder? I can’t **hear** you.

7. Have you **heard** of the accident in Iqbal road?
8. That's a good news to **hear**.
9. **Listen!** There's someone at the door.
10. Can't you **hear** the baby crying?

Auditory Practice:

The Hen That Lays Golden Eggs

Teacher's Script:

The giant came in to supper. Jack watched him through the keyhole, and was amazed to see him pick a wolf's bone, and put half a fowl at a time into his capacious mouth.

When the supper was ended he bade his wife bring him his hen that laid the golden eggs.

It lays as well as it did when it belonged to that paltry knight, he said; indeed I think the eggs are heavier than ever.

The Giantess went away, and soon returned with a little brown hen, which she placed on the table before her husband. And now, my dear", she said, "I am going for a walk, if you don't want me any longer".

"Go ", said the Giant; 'I shall be glad to have a nap by and by'.

Then he took up the brown hen and said to her:

'Lay!' And she instantly laid a golden egg.

'Lay!' said the Giant again. And she laid another.

'Lay!' he repeated the third time. And again a golden egg lay on the table.

Now Jack was sure this hen was that of which the fairy had spoken.

By and by the Giant put the hen down on the floor, and soon after went fast asleep, snoring so loud that it sounded like thunder.

Directly Jack perceived that the Giant was fast asleep, he pushed open the door of the wardrobe and crept out; very softly he stole across the room, and picking up the hen, made haste to quit the apartment. He knew the way to the kitchen, the door of which he found was left ajar; he opened it, shut

and locked it after him, and flew back to beanstalk, which he descended as fast as his feet would move.

When his mother saw him enter the house she wept for joy, for she had reared that the fairies had carried him away, or that the Giant had found him. But Jack put the brown hen down before her, and told her how he had been in the Giant's castle, and all his adventures. She was very glad to see the hen, which would make them rich once more.

Listen to your teacher's script and fill in the missing words:

1. Jack watched him through the **keyhole**
2. The Giant asked his wife to **bring** the hen
3. The hen belonged to a **knight**
4. The giantess placed a **hen** on the table.
5. The hen laid the golden eggs **three** times
6. The giant's snore sounded like **thunder**
7. The door of the **kitchen** was open
8. Jack's mother wept for **joy**

Writing Activity:

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

Sub Sandwich

UNIT
17

Check Your Understanding:

Choose the correct option:

1. What did Rory decide on for lunch?
a. a sub sandwich
2. What special touch makes Rory like the shop he bought his food?
c. They call him by name when he walks in.
3. How big of a sandwich does Rory buy?
d. 18 inch

4. Rory wants every vegetable on his sandwich except what?
a. pickles
5. What does Rory leave as a tip?
c. The coins when he gets his change

Practice Exercise:

Fill in the blanks in the sentences below using one of the three common conjunctions: and, but, or:

1. The school marching band practiced hard **and** they still did not sound very good.
2. The two brothers went camping **and** swimming every summer.
3. Would you like to play cards **or** read a book?
4. The race car rounded the track for the last lap **and** ran out of gas before it made it to the finish line.
5. Our mother said we could have either pancakes **or** waffles for breakfast on Saturday morning.
6. The book was over 300 pages long **but** I read the whole thing.
7. Maria is not allowed to watch television **or** play outside until her homework is done.
8. Sarah wants to learn how to knit **but** she doesn't have any yarn.
9. The policeman catches criminals **and** keeps everyone safe.
10. Would you rather have a banana **or** an orange in your lunch today?

Build Your Vocabulary:

Rewrite each of the following sentences using correct capitalization:

Answers:

1. These are my favorite colors: blue, red, and pink.
2. Did you speak with Mr. Richardson?
3. When we were in Washington, we saw President Obama.
4. He was examined by Dr. Jones.
5. He was one of the most famous writers of the sixteenth century.

6. He bought me a Coke.
7. Would you like some french fries?
8. Go south for three blocks, then turn right.
9. My favorite book is "The Fellowship of the Ring."
10. FIA stands for "Federal Investigation Agency."

Auditory Practice:

The Miser and His Gold

Teacher's Script:

Once upon a time there was a Miser who used to hide his gold at the foot of a small tree in his garden; but every week he used to go and dig it up and gloat over his gains. A robber, who had noticed this, went and dug up the gold and stole it. When the Miser next came to gloat over his treasures, he found nothing but the empty hole. He tore his hair, and raised such an outcry that all the neighbours came around him, and he told them how he used to come and visit his gold. "Did you ever take any of it out?" asked one of them.

"Nay", said he, "I only came to look at it".

"Then come again and look at the hole", said a neighbour; "it will do you just as much good".

Moral: Wealth unused might as well not exist!!!

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

- | | |
|---|--------------|
| 1. The miser hid the gold in the tree trunk | False |
| 2. The miser went to check his gold every week | True |
| 3. A neighbour saw and stole away his gold. | False |
| 4. A lot of hue and cry took place on the lost gold. | True |
| 5. The miser took away some gold in his time of need. | False |
| 6. One of the neighbour advised the miser. | True |
| 7. Unused wealth is of no good use. | True |

Writing Activity:

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

Check Your Understanding:**Choose the correct option:**

- Which best expresses the main idea of this article?
b. Koko uses sign language but some think it's just a trick.
- Which best describes how the second paragraph is organized?
a. Chronological order
- Which best expresses the author's purpose in writing the second paragraph?
d. The author is telling readers about Koko and Dr. Patterson's background.
- Which happened last?
b. Koko lost All Ball.
- Which statement would the author most likely agree with?
d. Some people are troubled by how Koko was raised.
- Which best defines the word duplicated as it is used in the sixth paragraph?
c. To copy or recreate something
- Which event happened first?
a. Koko moved onto the Stanford University campus.
- Which best describes the main idea of the sixth paragraph?
c. Some people think that Koko should not have been treated like a human.
- Which statement would the author most likely disagree with?
d. Dr. Patterson has no regrets about working with Koko.
- If a book were being written about Koko and All Ball, which title would best summarize their story?
a. Long Wanted, Short Lived: A Tale of Strong Loves Lost

Practice Exercise:

Complete the sentences with adjective phrases.

Students will complete the sentences on their own.

Build Your Vocabulary:

Fill in the spaces with the following words 'big' 'great' 'high' 'large' and 'tall':

1. There is a nice house with a **big** garden.
2. Albert Einstein was a **great** physicist.
3. She is very **tall** child for her age.
4. My mother is six feet **tall**.
5. A **high** rate of inflation makes exports uncompetitive.
6. He is making a **big** mistake.
7. Can you see the **tall** trees behind a lake.
8. The city has a **high** level of pollution.
9. This pullover isn't **big** enough.
10. My grandfather lived to a **great** age.

Auditory Practice:

Robin Hood

Teacher's Script:

Of all the popular heroes of the English people, none as ever achieved an equal name and fame with Robin Hood. For more than six hundred years, songs and ballads of this famous outlaw have been familiar on the lips of the peasantry. Kings and princes have been forgotten, but not Robin Hood and his band of bold followers in merry Sherwood Forest. His adventures were told in rhymes, which were sung at village merry makings. We have no clear evidence of Robin Hood's life history: all is wrapped in the dim mist of legend and ancient history. There are students of the old ballads and old stories who say that Robin Hood was an actual leader in Sherwood Forest, a king of the greenwood, a true and living figure, and there are others who say that the doings of a famous band of outlaws have gathered about his name, and that no real Robin Hood existed.

5. With what will the Geese hold the Tortoise?
a) Their beaks b) **The stick**
6. What condition for flying does the Geese share to the Tortoise?
a) To be silent b) **To not open his mouth**
7. Why does the Tortoise feel proud?
a) He had good friends b) **Everybody was watching him**
8. The Tortoise fell and banged against the _____
a) mountain b) **rock**
9. What is the moral of the story.
Students own individual task
10. Summarize the story in your own words.
Students own individual task

Practice Exercise:

Read and study the sentences given below. Write the sentence type on the lines.

1. When I get home from school, I am going to take a nap. **complex**
2. I got in trouble so I can't go to the party, but it would have been fun. **compound**
3. Being alone can be scary unless you keep yourself busy. **compound**
4. Mr. Morris, the best reading teacher in the world, taught me sentence structure. **complex**
5. Ahmed, Asad and Saad bought donuts and ate them down by the river. **simple**
6. Crossing the street is dangerous if you don't look both ways before you cross. **simple**
7. I left early so that I could get some work done, but I'll be back soon. **simple**
8. If you don't want to study, you should stay home, but you may regret it. **compound**
9. Everytime I go to the mall, I spend all of my money on things that I don't need. **compound**
10. Mom said that I could go to the museum with you but I will have to be home early. **complex**

- | | |
|---|-----------------|
| 11. Modern Warfare is a fun game but no game is better than Ms. Pac Man. | compound |
| 12. Tedd and Zack are eating chips and salsa on a park bench before dinner. | compound |

Build Your Vocabulary:

Read the below given phrase related to “At the School” and provide a one word for it.

- | | |
|--|----------------------|
| 1. the time between the lessons | break |
| 2. a list which shows when lessons begin and end | time-table |
| 3. a large thing where the teacher writes on with a marker | board |
| 4. the material you write and draw on | paper |
| 5. a small bag for your pens | pencil case |
| 6. a special word for child in the school | pupil/student |
| 7. the room where children and teachers are | classroom |
| 8. the person who looks after the school | caretaker |
| 9. a formal written, spoken or practical test | exam |
| 10. the people who work at a school | staff |

Auditory Practice:

The Milkmaid and Her Pail

Teacher’s Script:

Patty the milkmaid was going to market carrying her milk in a pail on her head. As she went along she began calculating what she would do with the money, she would get for the milk. “I’ll buy some fowls from Farmer Brown,” said she, “and they will lay eggs each morning, which I will sell to the Parson’s wife. With the money that I get from the sale of these eggs I’ll buy myself a new frock and a chip hat; and when I go to market, won’t all the people come and speak to me! Polly Shaw will be that jealous; but I don’t care. I shall just look at her and toss my head like this. As she spoke she tossed her head back, the Pail fell off it, and all the milk was spilt. So she had to go home and tell her mother what had occurred.

“Ah, my child”, said the mother,

“Don’t count your chickens before they are hatched”.

Listen to your teacher’s script and write True or False next to the statements given below:

- | | |
|---|--------------|
| 1. Polly Shaw was the milkmaid | False |
| 2. The milkmaid would get money for milk | True |
| 3. The milkmaid would buy eggs from the farmer | False |
| 4. The maid would buy a straw hat | False |
| 5. The milk fell on the ground | True |
| 6. The milkmaid’s mother said not to assume things before they happen | True |

Writing Activity:

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

There Was an Old Lady Who Swallowed a Fly

**UNIT
20**

Check Your Understanding:

Fill in the missing words after reading the poem:

1. Poor old lady swallowed a **fly**.
2. The spider **squirmed** and **wriggled** inside her stomach.
3. It was **absurd** when she swallowed a bird.
4. Poor old lady swallowed the **cat** to catch the bird.
5. Poor old lady swallowed the **spider** to catch the fly.
6. Poor old lady swallowed a **horse** and she instantly died.

Practice Exercise:

Underline the verbs in the following sentences. Say whether they are transitive or Intransitive.

- | | |
|---|---------------------|
| 1. The Ganges <u>flows</u> into the Bay of Bengal | Transitive |
| 2. The sun <u>rose</u> . | Intransitive |
| 3. Your hands are <u>dirty</u> . | Transitive |
| 4. She is <u>reading</u> her mail. | Transitive |

- | | |
|---|---------------------|
| 5. Both my parents are <u>chartered</u>
<u>accountants</u> . | Transitive |
| 6. This child is <u>happy</u> . | Intransitive |
| 7. He <u>laughed</u> loudly. | Intransitive |
| 8. I <u>coughed</u> . | Intransitive |
| 9. The cat will <u>lick</u> up the milk. | Transitive |
| 10. She <u>broke</u> the window | Transitive |
| 11. She <u>reads</u> | Intransitive |
| 12. They will be <u>arriving</u> tomorrow. | Transitive |

Build Your Vocabulary:

Insert either 'since' or 'for' in the following:

1. **For** as long as I can remember.
2. **For** three days.
3. **Since** my childhood.
4. **For** ten years.
5. **Since** I was young.
6. **Since** Eid holidays.
7. **For** Thursday.
8. **Since** five seconds.
9. **Since** breakfast.
10. **For** hundred of years.

Auditory Practice:

Navajo Indians

Teacher's Script:

The Navajos, the biggest tribe of Indians in America, occupy a reservation that is roughly a hundred miles square. It is a sparse, dry land. Most of it is in Arizona, but it extends into Utah and New Mexico. The Navajos are a pastoral people, constantly moving with their sheep and cattle and horses. They do little farming; they have no towns, or even permanent homes. Where ever they go they build new houses which are round one room huts made of logs and brush and chinked with mud. The Navajos still stick to the beliefs and customs of old. When a Navajo dies in his house, it is never used again. The family smashes in the back of the house, and there it stands,

sacred and taboo, till it falls down. Sometimes white men tear down the ruins and use the logs for firewood.

Listen to your teacher's script and fill in the blanks.

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Writing Activity:

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