

Topline's

Comprehensive Secondary English

Book 7



Teacher's Resource Manual



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World's Largest Marsupial

UNIT 1

Check Your Understanding:

Answer the following:

1. The red kangaroo. A full grown male stands as tall as a six foot person and weighs 200 pounds. This is slightly bigger than the grey kangaroo, making it the world's largest marsupial.
2. Joey / it hurries back to the pouch fast when frightened, hungry or cold.
3. Their long, powerful hind legs have big feet. Hopping moves them quickly over their grassy, shrubby and desert habitats. Meanwhile, a thick tail helps them balance and steer.
4. Staying in the shade, panting and limiting most activity to nighttime helps the red kangaroo conserve water and stay cool.
5. Males show their dominance by "boxing" with other males. They balance on their tails and try pushing each other off balance with their forearms or by kicking their hind legs. It can also be used by kangaroos to defend against Australia's wild dog, the dingo.

Practice Exercise:

Directions: Complete each joke by writing **to**, **too**, or **two**.

1. What do you call it when a father gives 25 cents each to his son and his daughter?
... a quarter **to two**
2. How did Ben Franklin feel when lightning hit the key attached to his kite?
... Nothing ... because he was **too** shocked.
3. What time is it when the clock strikes thirteen?
... time **to** fix the clock
4. How many sides does a box always have?
... **two** an inside and an outside

5. Why does a cowboy ride a horse?
... because it's **too** heavy to carry
6. What's the difference between electricity and lightning?
... Both charge you, but you only have **to** pay for electricity.
7. What's the best way to make fire using **two** sticks?
... Be sure one of them is a match!
8. Fawad: "When you had the flu, did you run a fever, **too**?"
Asif: "No, I just stayed in bed with it."
9. Sana: "If it took five men six hours to build a wall, how long would it take ten men to do it?"
Sofia: "But they don't need **to** do it; the five men just did it."
10. Zubair: "Your friend tried **to** make a fool out of me."
Ali: "Wasn't he **too** late?"

Build Your Vocabulary:

Answers:

1. dingo 2. leap 3. vegetation 4. panting 5. desert
6. dominance 7. marsupial

Auditory Practice:

Picture Description

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

Teacher's Script:

- What sport are they playing?
 - a. They are playing basketball**
 - b. They are playing football
 - c. They are playing baseball
 - d. They are playing volleyball
- What is behind the foot of the tree?

a. It is a bicycle	c. It is a cat
b. It is a truck	d. It is a car
- What is the colour of the paddle?

a. It is blue	c. It is white
b. It is black	d. It is green

- What is the woman doing?
 - a. She is cleaning the floor
 - b. She is cleaning the door
 - c. She is cleaning the bowl
 - d. She is cleaning the window**
- Where are they?
 - a. They are in bus
 - b. They are in cafe
 - c. They are in park
 - d. They are in class**
- How many people are there in the picture?
 - a. There are five people
 - b. There are six people**
 - c. There are sixteen people
 - d. There are fifteen people
- What is the man doing?
 - a. He is fishing
 - b. He is rowing**
 - c. He is bowling
 - d. He is skating
- What is she doing?
 - a. She is watching dog
 - b. She is eating fruits
 - c. She is choosing fruits**
 - d. She is cutting fruits
- What is the weather like?
 - a. It is sunny**
 - b. It is windy
 - c. It is snowy
 - d. It is rainy
- Where is the woman?
 - a. She is in the Supermarket**
 - b. She is in the Pet shop
 - c. She is in the Shoe shop
 - d. She is in the Office

Writing Activity:

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

The Clever Judge

Check Your Understanding:

Answer the following:

1. Sergio accuses Goran of stealing his money.
2. He thinks it is believable.
3. Goran is told to return the money and pay a penalty.
4. The judge creates a plan to catch Goran in a lie.
5. In the beginning of the story, Goran denies the fact that he stole the money. Goran also denies that he ever went to the forest with Sergio. These are two facts that support the idea that Goran is dishonest.
6. To entertain the readers with a story that teaches a lesson. Students own individual responses could be accepted as well.

Practice Exercise:

Rewrite each sentence below using apostrophes where needed.

1. The **school's** principal **couldn't** come to the concert.
2. **Wasn't** watching the puppy chasing its tail fun?
3. **Pat's** best friend is **Jim's** cousin.
4. **We've** always liked Mark **Twain's** books.
5. Are you sure **you're** ready to swim in the **neighbour's** pool?
6. **It's** important to tell your mother when **you'll** be home.
7. Nell liked **Winston's father's** car.
8. Thomas **Jefferson's** home is called Monticello.

Punctuate the following sentences with apostrophes according to the rules for using the apostrophes.

1. **Who's** the **party's** candidate for vice president this year?
2. The fox had its right foreleg caught securely in the **trap's** jaws.
3. Our **neighbour's** car is an old Chrysler, and **it's** just about to fall apart.

4. In three **weeks'** time **we'll** have to begin school again.
5. **Didn't** you hear that **they're** leaving tomorrow?
6. Whenever I think of the stories I read as a child, I remember **Cinderella's** glass slipper and **Snow White's** wicked stepmother.
7. We claimed the picnic table was ours, but the **Smiths'** children looked so disappointed that we found another spot.
8. **It's** important that the kitten learns to find its way home.
9. She did not hear her **children's** cries.
10. My address has three **7s**, and **Tim's** phone number has four **2s**.
11. **Didn't** he say when he would arrive at **Arnie's** house?
12. **It's** such a beautiful day that **I've** decided to take a sun bath.
13. She said the watch Jack found was hers, but she **couldn't** identify the **manufacturer's** name on it.
14. Little **girls'** clothing is on the first floor, and the **men's** department is on the second.
15. The **dog's** bark was far worse than its bite.
16. The **moon's** rays shone feebly on the path, and I heard the **insects'** chirpings and whistlings.
17. **They're** not afraid to go ahead with the plans, though the choice is not theirs.
18. The man whose face was tan said that he had spent his two **weeks'** vacation in the mountains.
19. I found myself constantly putting two **c's** in the word process.
20. **John's '69** Ford is his proudest possession.

Build Your Vocabulary:

Guess the context clues:

1. He glanced in the room at the students.
In the sentence, the word 'glanced' means _____
b) to take a quick look.
2. Which sentence explains what the word 'sequence' means.
d) the order in which events happen.
3. Choose the correct word to match the sentence.

I _____ before climbing the hill because I was unsure I could do it.

a) hesitated

4. Choose the correct word to match the sentence.

Winning the spelling bee helped improve Saba's _____.

a) self-esteem.

5. The word _____ means

'the act of meeting or communicating'.

d) contact

6. The word _____ means

'a person who moves to a new area to live'.

d) settler

Auditory Practice:

Bonds

Teacher's Script with answers in bold.

Bonds are debts owed by a **(1) government** or a company. The holder of a bond is paid interest until the date when **(2) bond** matures. Then the amount of the bond, its face value is paid back.

Investors can buy a new bond and keep it until it matures. Or they can buy and sell **(3) existing** bonds. The return on the bond is called the yield. Yields and prices of existing bond can change as investors trade them.

Yields fall when **(4) investors** seek the security of bonds and are willing to pay higher prices. Yields increase as prices fall.

This month, yield on the ten year Treasury note rose above five percent for the first time in close to a year. Higher **(5) yields** the cost for individuals and business to borrow money at interest rates that are tied to the ten year note.

Writing Activity:

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

Glowing Talk

Check Your Understanding:

Answer the following:

1. Only adult lay eggs.
2. Fireflies communication skills are effective.
3. The two ways fireflies are useful to humans are that Hindus in sixth-century India thought fireflies were signs of a holy presence and also fireflies can light up drugs that fight cancer.
4. The fireflies would be confused.
5. **c. Fireflies have fascinated humans for centuries.**

Practice Exercise:

Choose the possessive pronouns that best complete each sentence.

1. My / our
2. Her / hers
3. his
4. hers
5. Our
6. its
7. your
8. his / mine

Read this short passage. Write the correct possessive adjectives.

1. my
2. my
3. Her
4. my
5. His
6. his
7. her
8. Their
9. that
10. It's

Build Your Vocabulary:

The students will find it themselves.

Auditory Practice:

Mystery Statues

Teacher's Script with answers in bold.

Every day that I **walk** in the backyard, I swear I sensed something out of range of normal. This went on and on for **years**. The only thing that would seem even slightly out of **place** was the six statues of elves that the previous owner of house left.

One night, I just couldn't for the **life** of me fall asleep. I spent a few hours staring at the ceiling, but **finally** I decided to just start my day 5 hours early.

So I started my morning routine. I had a glass of orange juice and read the newspaper. The newspaper doesn't get **delivered** for a few hours, so that was a no go. I then always take a walk in my garden and pull any weeds I might find.

I walked out the front door around to the garden. While coming around to the back of the house, I heard **movement** of several small feet as if bunnies have invaded the backyard. So I quietly **peeked** around the corner of my home.

I saw **several** elves tending to my garden. Man, were they even great gardeners. They had all the weeds pulled and they adding enriched soil and **watering** everything.

I spoke to thank them. As soon as I did, they turned right back into statues. To this day, I don't know if I was dreaming or it was real. The one thing that is for sure though; I never tend to the garden anymore, but my garden is in outstanding shape.

Writing Activity:

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

Crow is Walking

UNIT 4

Check Your Understanding:

Answer the following:

1. Crow is walking mainly to
c. See things in a different way.
2. The crow feels adventurous.

3. It suggests that the crow has never walked this route.
4. The Crow leaves the rabbit waiting because it will be there when he returns.
5. The word sparkle means
d. Shine.
6. In the sky.
7. He has spent most of his time flying.
8. How does Crow think he looks?
a. Beautiful
9. Soft and gentle.
10. The response correctly identifies four details from the poem that demonstrate Crow's interest in trying new things (walking to see things at ground level, leaves the dead rabbit waiting, likes the way the muscles move in his legs, and tries a word).

Practice Exercise:

Rewrite the sentences replacing the underline part with a present participle.

Answers:

1. Talking to her friend she forgot everything around her.
2. Watching the news every day we know what's going on in the world.
3. Being vegetarians they don't eat meat.
4. Wagging its tail the dog bit the postman.
5. Tidying up her room she found some old photos.
6. Being a good boy he helped his mother in the kitchen.
7. Not having enough money they spent their holidays at home last year.
8. The man was sitting in the cafe reading a paper.
9. Not feeling well I didn't go to the cinema.
10. Walking home she met an old friend.

Build Your Vocabulary:

The students will find it themselves.

Auditory Practice:

Paul at the Park.

Teacher's Script with answers in bold.

Paul had a **wonderful** day out playing at the park. He started his day by **conquering** the handball courts. He won so many matches that people just wanted him to quit, so other people could get a chance to play.

When he was done **dominating** the handball courts, he made his way to the skateboard ramps. He forgot his helmet, so he couldn't ride the **Paul's** half pipe at the park. He climbed up the half pipe ramp to watch his friend Ian tear down the half pipe ramp.

As Paul made his way up to the top of the ramp, he quickly noticed a huge patch of grey cloud head his way. There was a big storm coming. Soon the moon had **gone** covered by big grey clouds. It got very dark. The wind was blowing hard whistling through **big** tree and making **humongous** waves in **the** dam. Paul could see lightning and hear the loud bangs of **thunder**. He was scared.

Paul grabbed his skateboard and ran into the restroom area of the park. There were two very solid buildings in that area. When he got to the restrooms, everyone in the park was trying to get into the rooms. So he had to think of another place to go. He looked around, afraid that he wouldn't see tomorrow, he noticed Ian off in the **distance** waving to him.

He ran as fast as his feet would go. Ian said that he knew a safe place they could go. They ran into the woods to find what he looked like a walk down basement set of doors. Ian had a key and opened the doors. They **hurried** down the stairs. Ian **explained** that this was an old bomb shelter that his grandpa had built. His grandpa gave him the key in case he ever needed to be safe. Sometimes the things we think we never need, we end up needing most.

Writing Activity:

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

The Friendship Orchard: A tale from Central Asia

Check Your Understanding:

Answer the following:

1. What is the meaning of the word deed in paragraph 5 of the story?
b. A document giving ownership
2. To demonstrate the power of friendship.
3. According to the story, which of these is true of a snowstorm?
d. A snowstorm makes it hard for animals to find food.
4. F. ...*two men felt happy for what they did.*
I. ...*the birds returned the favor and planted an orchard for the men.*
5. How are Dau and Kurai alike?
b. They are both stubborn.
6. Which sentence explains why Kurai gives Dau half ownership of his land?
c. Kurai enjoys and appreciates Dau and wants to keep a good friend in his life.

Practice Exercise:

Rewrite the sentences replacing the underline part with a past participle:

1. I have a cat that is called Tari.
I have a cat called Tari.
2. The dinner was more expensive than they had expected.
The dinner was more expensive than expected.
3. He was accused of murder and arrested.
Accused of murder he was arrested.
4. She was shocked by the bad news and burst into tears.
Shocked by the bad news she burst into tears.
5. The event is organised by our team and will surely be a great success.
Organised by our team the event will surely be a great success.

6. The film is based on real events and tells the story of a reporter.
Based on real events the film tells the story of a reporter.
7. She was born in Hollywood and knows all the famous movie stars.
Born in Hollywood she knows all the famous movie stars.
8. The car was taken to the garage. It was repaired within an hour.
Taken to the garage the car was repaired within an hour.
9. She was admired by everyone and began to grow arrogant.
She was admired by everyone and began to grow arrogant.
10. He was dumped by his friend and felt really lousy.
Dumped by his friend he felt really lousy.

Build Your Vocabulary:

The students will find it themselves.

Auditory Practice:

Grover loves to compete with the dog next door to see who can get the paper first. We quick learn that Mrs Keller's dog doesn't play the rules.

Terrible Tuesday

Teacher's Script with answers in bold.

My dog Grover loves to get the morning newspaper for our family. He takes great **pride** in that as one of his contributions to the family. He always races Mrs Keller's Labrador to the mailbox.

Every **morning** he walks bright and early to get the paper. Jed, the paper delivery person, usually shows up to make his delivery around five am. One Tuesday morning Grover waited and waited, but Jed never stopped at our house. Jed continued to delivery to his other houses.

Did Jed forget about us and Grover? Grover had to find out. The next morning he was at the **mailbox** ready to get the paper or at least flag down Jed. Jed saw Grover waiting at his normal spot, so he stopped to say "Hello!" to Grover.

Jed : "Hi , Grover! How are you doing?"

Grover : “Ruff, ruff, ruff, cry, cry!”

Jed : “ I know boy, I’m sad that I won’t be delivering to you anymore!”

Grover : “Ruff, ruff, cry, cry, cry!”

Jed : “I am sorry boy, but your Daddy **cancelled** our service! Bye bye!”

Grover didn’t want to think. Did my dad actual cancel the service? With two days in a row without a newspaper, I quickly noticed the problem. I asked my dad if he knew why the papers **pride** coming. He said that he had no idea and would give the company a call.

Later in the day my dad called the **company** and he found out that someone actually did call and cancel paper delivery. We have no idea who could have done that. He **reinstated** the account and Jed would be on his way tomorrow.

The next morning when Grover set out to get the paper, Mrs. Keller’s little Labrador was **gesturing** to Grover. It took him sometime to figure out, but he was making a phone call gesture to Grover. So, that’s who made the call?

Writing Activity:

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

“Noises and Their Danger to Your Ears,”

UNIT 6

Check Your Understanding:

Answer the following:

1. What is the meaning of the word decibel in paragraph 7 of the selection?
c. A unit of sound measurement
2. Sit far away from the speakers.
Students individual responses could be accepted too.

3. The inner ear.
4. What is suggested by the expression “old ears” in paragraph 2 of the selection?
a. Age has little to do with hearing ability.
5. Vibrations of hair cells.
6. Two ways people would protect their hearing is not to listen to such loud noises such as loud music which can damage your ear. Another way is to operate a lawn mower for less than 8 hours which is shown on the table.
7. According to the selection, what might someone do to test if the noise level is dangerous?
a. Notice if he or she has to shout
8. Based on the information in the selection and the table, which of these is the most dangerous sound heard for one minute?
d. A rocket launching

Practice Exercise:

A. Put in the verbs in brackets in Simple Present or Present Progressive.

Answers Exercise A

1. Andy sometimes **reads** comics.
2. We never **watch** TV in the morning.
3. Listen! Sandy **is singing** in the bathroom.
4. My sister usually **helps** in the kitchen.
5. My mother **is making** breakfast now.
6. They often **clean** the bathroom.
7. Look! The boys **are coming** home.
8. Every day his grandfather **goes** for a walk.
9. I **am chatting** with my friend at the moment.
10. Cats **eat** mice.

B. Complete the story, Use Simple Present and Present Progressive.

Answers Exercise B

1. Today **is** Betty’s birthday.
2. Betty **loves** birthdays.
3. She **is** always very excited and **wakes up** very early.
4. At six o’clock in the morning, Betty **hears** a noise.

5. She **gets up** and **goes** into the sitting room.
6. What **is going on**?
7. Look! Betty's cat Carlos **is sitting** on the table and he **is playing** with Betty's present.

Build Your Vocabulary:

Students will make their own sentences.

Auditory Practice:

History Test

Teacher's Script with answers in bold.

Jill was walking to her class slowly. She was worried **about** the History test she would have to **take** that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and **landed** near her feet. As Jill glanced down at the paper, her heart nearly **missed** a beat. It was the History test paper complete **with** answers!

Jill's very first thought was not to **tell** anyone about what she had found. She would memorize **all** the answers and do extremely **well** in the test. After some hard thinking, however, she knew that it would be a very **dishonest** thing to do. Besides, it would not be **fair** to her classmates. In the **end**, Jill returned the paper to her History teacher, Miss James.

"Thanks, Jill. I have been searching high and **low** for it," said the teacher.

"I...I've read all the questions **already**, Miss James," Jill confessed.

Miss James **told** her not to worry as she would think of new questions for the test. Jill's **heart** sank. She was half hoping that the test **would** be cancelled. Nevertheless, she did her best in the new test later that day.

A few days later, the test papers were **returned** to the class. To her pleasant surprise, Jill discovered that she had **scored** eighty marks.

"You know something," she told her friends. "I could easily have scored **full** marks if I had cheated on this test. But I

wouldn't be as pleased as I am **now** with the eighty marks I obtained."

Writing Activity:

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

Birds Brain At Work

UNIT

7

Check Your Understanding:

Answer the following:

1. He used pigeons to carry messages.
2. To teach readers about real jobs held by carrier pigeons.
3. Cameras would be strapped to their feet and the pigeons would fly over enemy territory.
The camera would automatically snap pictures so our military could see the enemy.
4. No, they probably do not use pigeons today because we have satellite technology and unmanned drone spy planes.

Practice Exercise:

A. Put in the verbs in brackets in Simple Past or Past Progressive into the gaps.

1. While I **was texting**, the school bus **arrived**.
2. Cindy **broke** her leg while she **was snowboarding**.
3. He **was listening** to the radio while he **was preparing** breakfast.
4. My father **was driving** at 70 km/h when a policeman **stopped** him.
5. The girl **noticed** that the boy **was watching** her.
6. My dad **fell off** the ladder while he **was painting** the carport.
7. While we **were waiting**, we **were doing** crossword puzzles.
8. Nick **became** sick while he **was travelling** in Texas.
9. What **were you doing** when you **heard** about 9/11?
10. She said that she **was not feeling** happy, so I **talked** to her.

B. Complete the sentences. Put the verbs in brackets into the past simple or the past continuous. Write the sentences into the box.

1. While I was driving I had an accident.
2. Kate had dinner and then she did her homework.
3. The thieves were hiding in the kitchen when the police came in.
4. Sam planned a party and then he phoned his friends.
5. While we were cleaning the house, we broke some glasses.
6. Alan was looking out of the window when he saw a UFO.

Build Your Vocabulary:

Match each vocabulary word on the left with its definition on the right.

Answers:

- | | |
|------|------|
| 1. b | 2. e |
| 3. d | 4. g |
| 5. a | 6. c |
| 7. f | |

Auditory Practice:

What went Bump in the night?

Teacher's Script with answers in bold.

I have always been afraid of loud or scary sounds. This was **especially** true if the sound occurred under the cover of darkness. I am not so sure that I am sacred that anything bad will happen. I'm just **afraid** of the unknown.

One night I woke up to a loud crash that happened downstairs. So I didn't know what to do. I **eventually** got up the courage to investigate the sound. I went downstairs and found what appeared to be a monster or a ghost of sorts watching television and sitting on the couch. I knew I had to be dreaming. There is no **possible** way a monster is watching television.

So I approached the monster. "Hello Roger! I wondered how long it would take you to figure out that I was **crashing** at your place. Since your parents have been repainting, the fumes have really been bothering me.

This had to be the most interesting conversation of my life. I come to find out that his name is “Rally”. Rally has been with me my **whole** life. He was assigned to me be my “Monster Under the Bed” well by hiring him. Uncle Larry was trying to toughen me up, but really it back fired and just made me more scared.

I then got into a lengthy with Rally. I asked him why he still lives at my parent’s house, if I’m all grown up and moved out. He said that he was paid for a life time to just **focus** on one bed and he likes the cable channels better at my parent’s home than my home. When I asked him how he was paid. He said he took the job for a thousand corn chips. From there I **offered** to give him his own room in my home. I said he had to think it over.

Writing Activity:

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

Storm

UNIT 8

Check Your Understanding:

Answer the following:

1. The dangers of the storm.
2. It thunders.
3. Humid.
4. The sea.
5. Students individual response.
6. Hushes and wind-whirl
7. Heat rising out of fields / leaf turns its silver back / all the grasses lie down.

Practice Exercise:

Rewrite the underlined verb forms and use future simple or continuous.

Answers:

1. **will be flying**
2. **will stay**
3. **will be working**
4. **will snow**
5. **will take**
6. **will be skiing**
7. **will move**
8. **will be using / will use**

Build Your Vocabulary:

Write a word each to describe to object mentioned in the first column. The first one is done for you.

Students own individual responses.

Auditory Practice:

Plants

Teacher's Script with answers in bold.

Plants are one of the major kingdoms of living things. Plants are important to us as they provide **us** with food, clothing, shelter, **Oxygen** even the air we breathe! They also enhance the environment with **their** beauty and **help** other living creatures. Thus it is very important we are informed **about** plants and how **we can** help them thrive. The study of plant is called **Botany**.

Writing Activity:

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

Laura Gilpin Photographer 1891-1979

UNIT 9

Check Your Understanding:

Choose the best option:

1. Why did Gilpin's mother most likely think that Eastern schools were more cultured than Western schools?
a. they taught an appreciation for tradition.
2. Unlike most landscape photographers, Gilpin was mostly interested in photographing
b. people affected by the land.
3. What is the main purpose of photograph 6?
d. to show how Gilpin became involved with the Navajo people.
4. In paragraph 7, the word document means to
a. learn about.
5. How is Gilpin's photography style best described?
a. it was original and instinctive.
6. All of the following statements are true about Gilpin except
d. she owned her own camera shop.
7. Laura Gilpin occasionally had to discontinue her photography to
b. earn money to support her family.
8. According to the article, which word best describes Gilpin?
d. independent

Answer the following:

9. Students individual response.
10. Students individual response.

Practice Exercise:

Use the pronouns in the box to complete the sentences:

1. Why does a surgeon wear a mask during operations?
... So if **anything** goes wrong, **no one/nobody** can identify her.
2. If an apple a day keeps the doctor away, what does garlic do?
... It keeps **everyone/everybody** away!

3. What runs all the time without ever getting **anywhere**?
... your refrigerator
4. Boy: "This scale is broken."
Girl: "How do you know that?"
Boy: "It tells **everyone/everybody** a different weight."
5. What can you lose and **no one/nobody** else can find for you?
... your temper
6. What time is it when you find King Kong in your bed?
... Time to sleep **somewhere** else!
7. What has **nothing** left but a nose when it loses an eye?
... the word noise
8. How are banks and trees alike?
... They have branches **everywhere**.
9. What did one eye say to the other?
... "Between you and me, **something** smells."
10. Which moves faster, heat or cold?
... Heat. **Anybody** can catch cold.

Build Your Vocabulary:

Student's responses with the help of dictionary.

Auditory Practice:

Winter

Teacher's Script:

Extreme cold often accompanies a winter storm or is left in its wake. Prolonged exposure to the cold can cause frostbite or hypothermia and become life threatening. Infants and elderly people are most susceptible. What constitutes extreme cold and its effect varies across different areas of the United States. In areas unaccustomed to weather, near freezing temperatures are considered "extreme cold" Freezing temperatures can cause severe damage to citrus fruit crops and other vegetation. Homes may destroy and burst that are poorly insulated or without heat. In the north below zero temperatures may be considered as "extreme cold". Long cold spells can cause rivers to freeze, disrupting shipping. Ice may form and lead to flooding.

Listen to the teacher's script and carefully select True/False:

- | | |
|---|--------------|
| 1. Delayed exposure can cause frost bite | True |
| 2. or becomes life threatening | False |
| 3. Its effects varies across different areas in United States | False |
| 4. In areas unaccustomed to seasons | False |
| 5. Freezing temperatures can cause severe damage | True |
| 6. Poorly insulated houses may survive | False |
| 7. Temperatures in minus are considered as extreme cold | True |
| 8. Flood occurs due to ice | True |

Writing Activity:

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

New York

UNIT 10

Check Your Understanding:

Answer the following:

1. From whose point of view is this story told?
b. Yoshiko's
2. Yoshiko is in New York City because
a. She won the trip in the essay contest
3. What conclusion can you draw about Yoshiko and Aunt Julia?
b. They are close and share their experiences with each other
4. Where does Yoshiko's adventure begin?
d. At the airport
5. Read this sentence from the story.
She loved planning and organizing events.
c. Arranging

6. Students own individual responses.
7. The smells, the colours, the people, the noises-everything is different of New York from the hometown.
8. What is the synonym for the word occasionally?
 - a. **Sometimes**

Practice Exercise:

Fill in the blanks with **some, any, someone, anyone, something, anything** etc

Answers

1. I saw **something** moving among the bushes. It wasn't **anything** that I could recognize.
2. I can't see **anything** out there. There must be **something** wrong with your eyes!
3. There is **someone** walking towards the house. Does **anyone** know who it is ?
4. Isn't there **someone** knocking at the door? I was sure I heard **someone** out there.
5. There isn't **any** milk in the refrigerator. You had better ask **someone** to get us **some**.
6. I can't carry **any** more since both my hands are full. Can't you ask **someone** else to help you ?
7. We certainly don't need **any** more bread, but we do need **some** more tins of sardines.
8. Did **anyone** come near my desk while I was out ? **Something** seems to be missing from my drawer.
9. She knows **something** about what has happened here, but she will not say **anything** about it to us.
10. There is **someone** at the door. Why won't you open it ? Is **anything** the matter ?
11. No, **nothing** is wrong. It is just that **someone** wants to see Mary, and he won't go away even though I've told him that she isn't here.
12. Would you like to have **something** to eat? Here are **some** jam tarts which I know you like.
13. There is **something** I want to tell you. **No one/Nobody** else must know about it, so you must promise not to tell anyone.

14. **Somebody** who saw the accident is reporting to the police.
It was a serious accident, and **someone** was killed.
15. “Don’t **any** of you know the answer to this question ? Come on, surely there is **someone** in this class who can answer it !” the teacher said.

Build Your Vocabulary:

Read the sentences below and replace the words/phrases in bold with the correct adjectives given:

- a) The girls were **mad** because they could not play
happy sad **angry**
- b) The chair was **not hard**
brown new **soft**
- c) Another word for **not awake** is
asleep loud scared
- d) The door was **not closed**
shut dirty **open**
- e) Everyone was **feeling scared** during the storm
cold **afraid** nice
- f) The farmer’s dog was **not dirty**
fat black **clean**
- g) Jack laughs all the time and is **full of fun**
jolly angry kind
- h) The boys wanted to hold the **small** baby
little young round

Auditory Practice:

Community Helpers

Teacher’s Script with answers in bold.

Firefighters are America’s greatest living heroes. They protect **the** lives and properties of their neighbors. They perform daring rescues and **extinguish** raging infernos, but firefighters **also** protect people in many other ways. **Firefighters** also play an important role **in** education and public awareness of fire safety. All this in addition to putting out house fires! One of the most rewarding, sought **after** careers in the United States is the **position** of firefighter. **It** is a highly **competitive**

profession with much training and schooling required before the position is **acquired**.

Writing Activity:

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

Grandpa's Mountain

UNIT 11

Check Your Understanding:

Answer the following:

1. Grandpa is best described as
c. confident.
2. Carrie likes visiting the mountains.
3. Feeling responsible
4. The grandparents' home is described in the passage as
a. inviting.
5. According to the passage, helping Grandma and Grandpa made Carrie feel
b. important and grown-up.
6. She didn't have any chores.
7. When Carrie "buried her face in the pink peonies," she was
d. smelling the flowers deeply.
8. Carrie "let her eyes rove from the weathered buildings behind the house to the garden with its neat green rows. . . ." In paragraph 9, the word rove means
d. wander.
9. Feel happier at home.
10. When she was home, Carrie could not see her friends as often as before because her
a. friends couldn't come to visit in the mountains.
11. Sample ways that the Depression has affected Carrie's life with her mother and father:
 - Her father lost his job.

- Her mother was losing hope.
- They moved to a smaller apartment.
- She had to make new friends at a new school in a new neighbourhood.
- Her father got a night job and slept days.
- She only saw her father at supertime.
- Her evenings alone with her mother were dreary.

Sample reasons why the Depression does not affect life for Grandpa and Grandma:

- They can't lose their house/store/farm because they have no mortgage.
- They will always have plenty to eat because of the garden and the chickens.
- They have several sources of income. They own a general store with gas pumps and a lunchroom. They also rent a pasture to a neighbour.

Practice Exercise:

Review the examples above and then write down whether the following are clauses or phrases.

Answers

1. at the store - **phrase**
2. Gina came into the store - **clause**
3. although I could not play - **clause**
4. The running water - **phrase**
5. from earlier centuries - **phrase**
6. before a hurricane occurs - **clause**
7. during the rainy season - **phrase**
8. I took a quick jog - **clause**
9. after I walked the path - **clause**
10. through the winter months - **phrase**
11. to do the paper route - **phrase**
12. jumping the rope - **phrase**
13. since airports need room - **clause**
14. throughout the room - **phrase**
15. will have finished - **phrase**

Build Your Vocabulary:

Solve the riddles given in brackets and decode them by finding words in the box.

Write the correct noun in each sentence.

1. The little boy rolled the **hoop** (a large ring) down the street.
2. The **highway** (a main road) was crowded with hundreds of cars.
3. The troop leader asked the girls if they were ready for the **hike** (a long walk)
4. A skunk has an unusual **scent** (a smell) which most people don't like.
5. Grandpa built a **shed** (a small building) in the backyard.
6. "You'll need an extra **nickel** (five cent coin) to buy that candy bar" the man said.
7. Mom had to go to the **market** (a store) and get some milk.
8. Sharon jumped for **joy** (happy feeling) when she saw her new puppy.

Auditory Practice:

The Birthday Party

Teacher's Script:

Sarah: Hey Lisa, wait up! I've wanted to have a chance to talk to you.

Lisa: Hi! What's up?

Sarah: This weekend I'm having a birthday party for Ted. I'd like you to come.

Lisa: I'd love to. When is it?

Sarah: We're having it this Saturday at 8:00 at my house. We're going to order a pizza and play some games. Then whoever wants to stay longer can hang out and watch a video.

Lisa: It sounds like a lot of fun. But now that I think about it, I promised I would do something with Nathan Saturday night.

Sarah: Well why don't you bring him along? It would be fun. Ted would really like that. I'm sure.

Lisa: Really? That would be great. Okay, I'll ask Nathan to

come along. *What can I bring?

Sarah: Nothing. Just bring yourselves. No presents are necessary and everything else has been planned.

*It is polite to offer to bring something to a party.

Listen to the script and choose True or False.

1. **False**
2. **False**
3. **False**
4. **True**
5. **True**
6. **False**
7. **False**

Writing Activity:

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

Morning Ride

UNIT 12

Check Your Understanding:

Answer the following:

1. In paragraph 4, the word glumly means
b. sadly
2. Zach describes his new home as the middle of nowhere because
c. there were few houses and buildings around.
3. He rode his bike.
4. Anthony did an imitation of mother.
5. He would be able to spend more time with Anthony.
6. Sample Correct Response:

I don't think Jason has anything to do with Zach's unhappiness. Jason is making the best of the situation. He seems to have a positive attitude about his new community. Jason is enjoying his new surroundings, his new school, and his new room. He

even has a new best friend—his stepbrother, Brandon. His happiness has nothing to do with his brother’s sadness at leaving the city. Of course, because he is younger, it may be easier for him to make the change.

Practice Exercise:

For each of the following, write ‘S’ on the line if it is a complete sentence. Write ‘F’ if it is a sentence fragment.

Answers:

1. F 2. S 3. F 4. S 5. S 6. S 7. S 8. F
9. S 10. S 11. S 12. S 13. S 14. F 15. S
16. F 17. F 18. S

Build Your Vocabulary:

Make sentences using all the scrambled words.

Students will unscramble to make sentences.

Auditory Practice:

Fishing

Teacher’s Script:

Dad: This is going to be a great camping trip. I haven’t been to this mountain since I was a young boy. Oh, I remember how peaceful it was and how great everything smelled. And the fishing was fantastic! My brother and I used to catch huge fish and fry them over the fire.

Daughter: Yeah, Dad, we’ve heard this story since we were babies. We know— peaceful scenery, good smell, fish, everything. I’m glad we’re finally going to go so you can relive your old memories. You aren’t going to make me fish with you though, are you?

Dad: Of course you are going to fish. You’ll love it! Putting the worm on the hook... standing out in the cold water... waiting until the fish take a bite. Hmm... on second thought, maybe you won’t like it so much. Why don’t you just cook the fish for tonight’s dinner?

Daughter: I guess I could do that. Anyway, when are we

going to be there? I feel like we've been driving for hours.

Dad: It's just around this corner. You'll really love it. Hey, wait a minute! What's this shopping center doing in my old fishing spot?!?

Listen to the script and place either a tick (✓) or cross (x) next to the statements:

Answers

- 1 x 2 x
3 ✓ 4 x
5 x 6 ✓
7 x

Writing Activity:

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

A Dark Horse For A Medal

UNIT 13

Check Your Understanding:

Answer the following:

- (a) Her father
(b) My first time on the platform, it took me a half hour standing at the edge before I got up the nerve to dive.
- Her father was going to have open-heart surgery.
- (a) The ceremonies were taking place between 8.00 pm and 1.00 am the night before their first event and taking part would mean they would not get enough rest before competing.
(b) Her father had said that he would be watching her on television and she wanted him to see her and feel proud of her.
- (a) It means she had not been expected to win a medal
(b) Firstly, the Russian and Chinese divers were heavily

avored. Secondly, at 29 years of age, she was considered too old to win.

5. Her next-to-last dive had been very bad whereas her last one had been very good.

Practice Exercise:

In each of the following sentences replace the adjective in bold letters by an adjective phrase of the same meaning.

Answers

1. The King wore a crown **made of gold**.
2. It was an elephant **with a white skin**.
3. He lived in a house **built of stone**.
4. There was a pot **made of earth** on the table.
5. She wore a necklace **made of diamond**.
6. Much has been said about the **scenery of Switzerland**.
7. **The flag of Spain** flew at the top of the mast.
8. That was an **act of bravery**.
9. It was a night **full of horror**.
10. **Deeds of heroism** are worthy of admiration.
11. They went by **railway of Siberia**.
12. I have passed several nights **without sleeping**.

Build Your Vocabulary:

Choose the best word to complete each caring sentence.

1. We should be polite and _____ when we have a job interview.
c) courteous
2. Tony is an _____ man. He always hugs and kisses his wife.
b) affectionate
3. Sometimes when the baby cries he doesn't need food or toys, he just needs some _____ so he can feel that someone cares.
a) Tender Loving Care
4. Maria is _____ of children and animals. She likes to play with both of them.
a) fond
5. Michael _____ to his wife. If there is anything she wants at all, he gets it for her.
b) caters

6. Susan _____ her best friend. She thinks her best friend is the best person in the world.

c) adores

7. Jeremy _____ his pet mouse. The mouse has great food and a huge cage to live in. I think it's too much. I wish my life were good as that mouse's!

c) pampers

Auditory Practice:

Asking About Restaurants.

Teacher's Script:

Susan: Excuse me, sir. I'm looking for a place to eat. Can you tell me if there are any restaurants in this mall?

Woman at Information Booth: Sure. There are several. What kind of food are you thinking about?

Susan: I'm not sure. Anything but fast food.

Woman: There is a nice Japanese restaurant upstairs. It's a little pricey but the food is good.

Susan: Oh. Sounds good, but I ate Japanese food last night. I'd rather try something else.

Woman: Okay. How about Italian*? Or maybe Chinese?

Susan: Italian sounds good, but so does Chinese. I just can't decide. Are there any American places here?

Woman: Yes, there's a very good steak house downstairs, and you'll find TGI Friday's** across the parking lot. What about either of those?

Susan: I'm sorry to be such a bother, but nothing strikes my fancy. I guess I just won't eat anything for a while.

Woman: Well, I'm afraid that's all there is here in the mall.

Susan: That's too bad. I'm sorry about my indecision. I guess what, what I really need is a good buffet.

Woman: Hmm... I remember going to a buffet not far from here. They have foods from several different countries. It's about two blocks away. It's quite good, too.

Susan: That sounds great. Maybe I should do that.

Listen to the conversation and fill in the missing words to complete the sentence.

1. Susan doesn't want to eat the **fast food**.
2. **Susan** hates **Japanese** food.
3. The **Japanese** restaurant in the **mall** is expensive.
4. Susan hates **Italian food**.
5. Susan wants to eat a **variety of foods**.
6. The woman at the **information booth** knows all of the **restaurants in the mall**.
7. **Susan** decides to eat **Chinese food**.
8. **The buffet** restaurant is far away.

Writing Activity:

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

Name Association

UNIT 14

Check Your Understanding:

Answer the following:

1. (a) It gives one the advantage in business and personal relations.
(b) The lack of concentration causes memory lapses.
2. (a) His socks that he wore were of different pattern or color.
(b) He was too preoccupied with the socks that he could not concentrate on his speech.
3. (a) It means 'enhance' or 'improve'.
(b) Memorizing names by rote may result in forgetting them.
4. (a) One dramatizes faces or names by forging connections between the name and some distinctive feature of the person's face, and then commit it to memory by exaggerating or animating it.
5. (a) One can select a word that sounds like the name and

relate it to a distinctive feature of the person concerned.
(b) Say the name as often as seems appropriate.

Practice Exercise:

Identify the underlined clause in each of the following sentences. Write DEP/SUB for Dependent or Sub ordinate clause and IND for Independent Clause.

Answers:

1. DEP/SUB
2. IND
3. DEP/SUB
4. IND
5. DEP/SUB
6. IND
7. IND
8. DEP/SUB
9. DEP/SUB
10. IND
11. DEP/SUB
12. IND

Build Your Vocabulary:

Add prefixes Pre/ Re/ Sub in the following:

Answers

prevent predict revisit subzero redo submarine
predate reinvent substitute preschool

Auditory Practice:

Let's Go to the Park

Teacher's Script:

Diana: It's a gorgeous day today! What do you say we take a picnic and go down to the park?

Doug: Sounds great! Should we pack some sandwiches or pick up something along the way?

Diana: Why don't we stop and get some fried chicken at KFC and head down to Murray Park? Let's bring a few games, too.

Doug: Okay, I'll get the Frisbee and a softball so we can toss them around. And... what do you think? Should we bring the dog?

Diana: Definitely. He'll love it down there.

Doug: I'll get his leash and dog dish. I'm grabbing a tablecloth, too, so we don't have to eat on a dirty picnic table.

Diana: Good idea. I'll bring some napkins. I always get so dirty when I eat fried chicken.

Doug: Wait a minute...

Diana: What is it?

Doug: Did you hear that? I heard thunder. A storm is coming.

Diana: Oh no, you've got to be kidding...

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

Answers:

1. True
2. True
3. False
4. False
5. True
6. False

Writing Activity:

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

How To Organize Ourselves?

UNIT 15

Check Your Understanding:

Answer the following:

1. Some perceive as having no time while others complain of having too much.
2. (a) He refers to the myriads of schoolwork a pupil has to carry out.
(b) It can be tackled by dividing the work according to subjects and lessons.
3. (a) A schedule helps one to cope with the many commitments he or she has to carry out.
(b) An analysis helps one to be aware of the aspects of work that we like and dislike, thereby revealing our priorities.
4. (a) we may not be able to carry out the main task well.

- (b) They become too time-consuming or difficult to be carried out.
5. (a) We can do so by knowing our priorities and sticking to them.
 (b) i. It can change our whole way of life for the better
 ii. It can help us to get tasks accomplished.

Practice Exercise:

For most people 10 of the following words have favourable connotations and 10 have unfavourable ones. Mark the words with favourable connotations with an asterisk (*) and underline those that are unfavourable.

Answers to Exercise 1:

- | | |
|-------------------|--------------------|
| 1. dessert* | 11. <u>Monday</u> |
| 2. <u>flu</u> | 12. weekend* |
| 3. <u>monster</u> | 13. TV* |
| 4. music* | 14. <u>murder</u> |
| 5. <u>worm</u> | 15. <u>war</u> |
| 6. progress* | 16. daughter* |
| 7. jewels* | 17. <u>debt</u> |
| 8. success* | 18. <u>traffic</u> |
| 9. <u>gang</u> | 19. springtime* |
| 10. circus* | 20. <u>liar</u> |

Categorize the following words as positive, neutral or negative. If you are not sure, look the word in the dictionary. The first is done for you as an example.

Answers to Exercise 2:

		Positive	Neutral	Negative
1.	House, dump, home	home	House	dump
2.	Exotic, foreign, strange	exotic	foreign	Strange
3.	Babble, talk, chat	chat	talk	Babble
4.	Dinner, feast, slop	feast	dinner	Slop
5.	Fragrance, stench, smell	fragrance	smell	Stench
6.	Venerable, old, decrepit	venerable	old	Decrepit
7.	Sound, tune, racket	tune	sound	racket
8.	Beast, animal, pet	pet	animal	beast

Build Your Vocabulary:

Make sentences using all the words. It's OK if your sentence sounds a bit odd-Its meant to!!

Students own individual responses in sentence construction.

Auditory Practice:

What do you like to do?

Teacher's Script:

Ann: What kinds of things do you like to do in your free time?

Dean: I like playing basketball. I play on a city team every Saturday afternoon.

Marcus: I didn't know that. How long have you been playing?

Dean: For about a year now. But it's not the only thing I like to do. I also enjoy painting. It's great for relieving stress.

Ann: Really? Are you pretty good at it?

Dean: Not too bad. But I'm not a Picasso or Rembrandt. How about you guys? What do you like to do for hobbies?

Marcus: Well, a couple of times a month I go up to Widow's Mountain with some buddies and go hang gliding.

Ann: No way! You do? That sounds dangerous! Aren't you scared?

Marcus: Not at all. It's fascinating. It's so beautiful up there. I feel as free as a bird. You should try it sometime.

Ann: It sounds awesome, but I think I'm too much of a scared cat to try it.

Dean: Wow! I might want to try it sometime. Do you think I could?

Marcus: Sure, how about this Saturday? I'll let you know the details later.

Dean: Sounds great! I can't believe I'm going to do it. By the way Ann, you never told us what you do in your spare time.

Ann: Well, uh, I like to knit...

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

Answers:

1. **False**
2. **False**
3. **False**
4. **True**
5. **False**
6. **True**

Writing Activity:

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

Good Luck by My Side!

**UNIT
16**

Check Your Understanding:

Answer the following:

1. (a) The smell of medicine made him realize that he was in hospital.
(b) i. He felt great pain while trying to get up.
ii. He could not remember how and when he landed in the hospital.
2. (a) The nurse probably thought he was delirious and needed to be treated first.
(b) It was probably some medicine to make the writer fall asleep.
3. (a) Having been in bed for too long, he felt a little dizzy when in a sitting position.
(b) They were probably curious, wondering who the new patient was.
4. Despite the nasty accident, he was not seriously injured except for a fractured leg.
5. (a) He did not expect to see his grandmother and his best friend.
(b) He was overjoyed.

Practice Exercise:

Read each pair of sentences. Then make a compound sentence by joining the two sentences with a comma and conjunction. Write the new sentence.

Answers To Exercise 1:

1. Margaret's poem is long, **but** It is not complicated.
2. Margaret does not discuss Maizon in this poem, **but** she does tell about her father's death.
3. The poem mentions Margaret's mother, **and** it quotes advice from Ms Dell.
4. Margaret could have refused to write the poem, **or (and)** she could have refused to read it to the class.
5. The poem was well written, **and** Ms Samantha was proud of Margaret's efforts.
6. The class did not say anything about the poem, **but** they did react to it.
7. Maybe no one knew what to say, **or** maybe the students were afraid to say the wrong thing.
8. The students were silent, **but** Ms Samantha knew what to write.

Place "S" for simple or "C" for compound in the blank after the sentence.

Answers To Ex 2:

1. I haven't seen Ann lately, and I won't see her again until fall. **C**
2. Mr. Holmes listens to the news every night, and then he goes to bed. **C**
3. Helen is going to Spain today and will come home July 25. **S**
4. Will you wait for me, or do you want to go ahead? **C**
5. The children argue and wrangle over every little thing. **S**
6. We had nearly finished our thirty-six holes of golf, and I was exhausted. **C**
7. I had originally planned to attend the meeting; however, now I find I can't. **C**
8. Mrs. Brent likes to drive; she finds it relaxing. **C**
9. Annette is afraid of the water; consequently, she had trouble passing the swimming test. **C**

10. Delaware used to be a slave state; however, during the Civil War, it refused to secede. **C**
11. Should I carve the roast, or do you want to do it? **C**
12. Ellen was calm after the accident, but Jane was very nervous. **C**
13. On their vacation, the Smiths golfed and swam everyday. **S**
14. The Millers and the Ogdens like to attend concerts together. **S**
15. I did my grocery shopping today; consequently, our cupboard is full. **C**
16. The President will hold a press conference today. **S**
17. Mr. Nelson looked angry; accordingly, I wasn't eager to introduce myself. **C**
18. Shall we have a picnic, or would you like to eat inside? **C**
19. Dan showered and dressed in his best clothes. **S**
20. The ice cream was partly melted; nevertheless, it tasted good. **C**

Build Your Vocabulary:

Choose the correct synonym for the underlined word:

Answers

- | | |
|------|-------|
| 1. c | 2. b |
| 3. c | 4. b |
| 5. a | 6. b |
| 7. d | 8. b |
| 9. b | 10. a |

Auditory Practice:

Family Relationships

Teacher's Script:

Carl: Hi. My name's Carl. Nice to meet you.

Pancho: Nice to meet you, too. My name is Francisco.

Carl: What?

Pancho: Francisco, but all my friends and family back in Peru call me Pancho.

Carl: Okay, Pancho. So, tell me about your family?

Pancho: Well, I have seven brothers and six sisters.

Carl: Wow. That is a big family. So are you the oldest, Pancho?

Pancho: No. I'm the second oldest in my family.

Carl: So, what do your parents do?

Pancho: My father is a taxi driver in Lima, Peru. It's a hard job, but he works hard to support the family.

Carl: How about your mother?

Pancho: She helps run a small family store with some of my older brothers and sisters.

Carl: What kind of store?

Pancho: We mainly sell food, like bread, eggs, soft drinks, rice, sugar, and cookies. Things that people buy every day.

Listen to the teacher's script. Then write the words you hear on the blanks given below.

Answers:

1. friends
2. tell
3. seven
4. big
5. parents
6. taxi / support
7. run
8. mainly
9. buy

Writing Activity:

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

Overcome Your Stage Fright

Check Your Understanding:

Answer the following:

- We can do so by asking a friend how we look and sound as we practice our speech.
- (a) They are 'a fumbled word, a repeated gesture and a silly smile'.
(b) Most of the audience will not notice them.
- (a) It is because the speaker will soon gain control of his nerves and become more confident when he speaks in public.
(b) They are there to hear you making a good speech.
- (a) It means 'a feeling of mutual support between speaker and listeners'.
(b) It is the positive reaction from the listeners that will make you feel much relieved.
- (a) It makes the audience laugh and the laughter will make the speaker feel more relaxed.
(b) i. One can concentrate or focus on what he or she is saying.
ii. He should learn to relax like 'mediating' or having deep breathing before his speech.

Practice Exercise:

Complete each joke by writing one of the conjunctions from the box. Each conjunction is used more than once.

1. Teacher: "Where is the English Channel?"

Student: "I don't know. We don't have cable, **so** we only get the local stations."

2. How do you know that the moon prefers clear nights?

... **because** when the clouds disappear, the moon beams

3. What coat has no zipper **or** buttons **and** must be put on wet?

... a coat of paint

4. Which are the most mathematical bugs?

. . . Mosquitoes. They subtract from pleasure, add to misery, divide your attention, **and** multiply rapidly.

5. Mother: "Why are animal crackers spread all over the table?"

Child: "I'm searching them."

Mother: "For what?"

Child: "The box says you shouldn't eat them if the seal is broken.

. . .**so**, I'm looking for the seal."

6. Girl: "How was the play you went to last night?"

Boy: "It was good, **but** I only saw the first act."

Girl: "Why?"

Boy: "The program said, "Act 2. . . Three Months Later." . . .**so** I went home."

7. Why couldn't the mummy answer the telephone?

. . .**because** he was tied up

8. Hopeful boyfriend: "Sir, I'd like to ask for your daughter's hand in marriage."

Father: "Sorry, you've got to take all of her **or** nothing."

9. What occurs once in a minute, twice in a moment, **but** never in a hundred thousand years?

. . . the letter M

10. How was the blind carpenter's sight restored? . . . He picked up his hammer **and** saw.

Build Your Vocabulary:

American Words / British Words

Answers:

- | | | | | |
|----------|-------------|-----------|-------------|------------|
| 1. lorry | 2. hood | 3. boot | 4. gas | 5. nappies |
| 6. cans | 7. biscuits | 8. soccer | 9. elevator | 10. rubber |

Auditory Practice:

Chores

Teacher's Script:

Mother: Children, Grandma and Grandpa are coming to visit

this evening and I need you to help me with some chores. Have you all made your beds?

Children: Yes, Mom.

Mother: Tommy, I want you to fill the dishwasher and then wash and dry the big dishes that can't fit in the dishwasher.

Tommy: Okay.

Mother: Tracy, I want you to take out the garbage. Then sweep and mop the kitchen floor, okay?

Tracy: Sure. I'm excited Grandma and Grandpa are coming.

Mother: And Evan, would you please clean the bathroom?

Evan: Oh Mom, I hate cleaning the toilet.

Mother: Okay, you clean the sink and bathtub, and I'll clean the toilet. But then I would like you to help your Dad clean out the garage. Deal?*

Evan: Yeah.

Mother: Okay then, let's get started. I'm going out to mow the lawn. Come get me if you need me.

Listen to the conversation and fill in the missing blanks:

Answers:

1. The **children** must help **clean** the house.
2. **Tommy** has to wash and dry the **big** dishes.
3. **Tracy** has to sweep and mop the **kitchen** floor.
4. **Evan** also has to clean the garage.
5. **Evan** hates to clean the toilet
6. **Mom** has to mow the lawn.
7. **Grandpa and Grandma** are coming in evening.
8. **Tracy** is excited about the visitors coming over.

Writing Activity:

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

Ice: A Challenge to Work!!!

Check Your Understanding:

Answer the following:

- Grand function and weddings
- (a) Distinctive
(b) Ice is extremely difficult to carve.
(c) Ice
- This is because the chainsaws are heavy and difficult to handle.
- (i) Aeroplane
(ii) Eagle
- It is because lifting ice blocks is not easy.
- Harun feels a sense of satisfaction by the admiration of his work by others and by the completion of his own work.

Practice Exercise:

Common Nouns Exercises: Name the professionals.

- | | | |
|---------------|--------------|--------------|
| 1. barber | 4. baker | 7. conductor |
| 2. doctor | 5. surgeon | 8. farmer |
| 3. pharmacist | 6. carpenter | |

Fill in the blanks in the following sentences with suitable collective nouns:

1. bunch 2. chain 3. school 4. hive 5. set

Underline the common noun and circle the proper noun:

Answers:

- Proper** – Lorraine, Jessica, Amelia
Common – birthday party
- Proper** – Amelia, Lake's Bakery
Common – chocolate cake, icing
- Proper** – Sally, Tonito's Chips
Common – girls, CD
- Proper** – Maestro Magnificent
Common – doorbell, magician

5. **Proper** – Lorraine, Value Mart Amelia
Common – mother, present
6. **Proper** – Crayo Craft Kit, Jessica
Common- shirt, gifts
7. **Proper**- Peter’s Pizza Palace, Fizzy Fizz
Common- pizzas, bottles
8. **Proper** – Twister
Common – friends
9. **Proper** – Jennifer, Amelia
Common – sister, piece, cake, father
- 10.**Proper** – Maestro Magnificent
Common – presents, pool
- 11.**Proper** –Aunt Jenessa, Uncle Xander, Amelia, Avenue Mall
Common – gift, card
- 12.**Proper** - Gregory, University of Atlanta, Amelia
Common - sister

Build Your Vocabulary:

Fill in the blanks with die, died or dead.

Answers:

1. die 2. died 3. dead 4. dead
5. die 6. died 7. dead

Auditory Practice:

Idioms using the word “Dog”

Teacher’s Script:

1. You can’t teach an old dog new trick.
2. To be sick as a dog.
3. Every dog has its day!
4. To be top dog.
5. To go to the dogs.
6. To live a dog’s life.
7. To work like a dog.
8. To be dog eat dog.
9. To be in the dog house
- 10.His bark is worse than his bite.
- 11.To bark up the wrong tree.

12. Let sleeping dogs lie.
13. To argue like cat and dog.
14. To rain cats and dogs.

Listen to the teacher and write the correct letters of alphabets next to the numbers given below.

Answers:

1. d 2. h 3. m 4. n 5. i 6. a 7. f 8. k
9. b 10. g 11. c 12. j 13. l 14. e

Writing Activity:

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

Qualities of a Leader

UNIT 19

Check Your Understanding:

Answer the following:

1. (a) A leader is someone who is talented in commanding influence to a group of followers.
(b) An influence process.
2. (a) The leader must influence his followers so that they are motivated to do something, believe in something or act in a certain way and things are accomplished.
(b) It is the pattern of behaviors used to influence others.
3. A good leader must have the vision so that many things can be done.
4. (i) To be able to focus is to ensure that work is done effectively.
(ii) To be able to focus is to ensure that time is not wasted.
(iii) To be able to focus is to overcome all distractions.
5. A leader must have a 'holding court' so as to be able to get his followers to listen to him and that effective measures can be carried out while work is done.

Practice Exercise:

Fill in the blanks with suitable abstract nouns. The adjectives, verbs or nouns given in the brackets should offer clues.

1. He is a man of **strength**.
2. The people in this part of the country live in **poverty**.
3. **Cruelty** to animals is a punishable offence.
4. He is on a **pilgrimage** to Mecca.
5. I have great **pleasure** to welcome you.
6. **Childhood** is the best period of your life.
7. **Wastage** should always be avoided.
8. As a parent my children's **safety** is of utmost importance to me.
9. As the sun went below the horizon **darkness** enveloped the planet.
10. There is no end to his **wickedness**.

A. Are these nouns countable or uncountable?

- | | |
|---------------------------------|--------------------------------|
| 1. water <u>Uncountable</u> | 14. table <u>Countable</u> |
| 2. fruit <u>Uncountable</u> | 15. cream <u>Uncountable</u> |
| 3. coconut <u>Countable</u> | 16. money <u>Uncountable</u> |
| 4. bread <u>Uncountable</u> | 17. oil <u>Uncountable</u> |
| 5. DVD <u>Countable</u> | 18. insect <u>Countable</u> |
| 6. meat <u>Uncountable</u> | 19. sofa <u>Countable</u> |
| 7. ball <u>Countable</u> | 20. yogurt <u>Uncountable</u> |
| 8. snack <u>Countable</u> | 21. school <u>Countable</u> |
| 9. glasses <u>Countable</u> | 22. bus <u>Countable</u> |
| 10. pen <u>Countable</u> | 23. food <u>Uncountable</u> |
| 11. milk <u>Uncountable</u> | 24. chocolate <u>Countable</u> |
| 12. chair <u>Countable</u> | 25. ship <u>Countable</u> |
| 13. gasoline <u>Uncountable</u> | |

Build Your Vocabulary:

Choose the correct answer.

Answers:

1. Pesticide
2. Genocide
3. Suicide
4. herbicide
5. Insecticide
6. infanticide
7. Homicide

Auditory Practice:

A Helpful Friend

Teacher's Script:

Louisa opened her eyes. It seemed, at first, as if all that had happened since the days when these objects were familiar to her were the shadows of a dream. But gradually, as the objects became more real to her sight, the events became more real to her mind.

She could scarcely move her head due to the pain and heaviness. Her eyes were strained and sore, and she was very weak. The presence of her little sister in the room did not attract her notice for some time. Even when their eyes had met, and her sister had approached the bed, Louisa laid for minutes looking at her in silence.

“When was I brought to this room?” asked Louisa.

“Last night, Louisa,” replied Jane.

“Who brought me here?” asked Louisa again.

“Sophie, I believe.”

“Why do you believe so?”

“Because I found her here this morning,” continued Jane.

“She didn’t come to my bedside to wake me, as she always does; and I went to look for her. She was not in her own room either; and I went looking for her all over the house, until I found her here taking care of you and cooling your head.”

“The last thing I remembered was cycling down the road to the doctor,” said Louisa as Jane bent down to kiss her sister.

“You were too weak and you fainted while cycling. Luckily, Sophie was on the other side of the road and she quickly called the doctor. The doctor came and attended to you, he gave you an injection and then drove Sophie and you home.”

Louisa was glad she was safely sleeping in her bed now. She was too feeble and needed more rest. She turned upon her pillow, and heard no more.

Listen to the teacher's script and either write True or False next to the statements:

Answers:

1. True
2. True
3. False
4. True
5. False
6. True
7. False
8. False
9. False
10. True

Writing Activity:

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

The Influence of Advertisement

**UNIT
20**

Check Your Understanding:

Answer the following:

1. (a) It has become a huge industry that goes beyond informing to persuading and influencing consumers' minds.
(b) To make people aware of the goods available in the market.
2. (i) Excess consumption in most of us.
(ii) A craving for harmful products that we are better off without.
3. (a) acquisition
(b) lavish
4. It means that we are so much influenced by the advertisements of the products that we keep on buying them in excess, thus losing control of our actions.
5. They through their advertisements influence us as to what to buy, when to buy, how much and the reasons to buy.

Practice Exercise:

Choose the correct Simile/ Metaphor to complete the sentence:

Answers:

- | | |
|------|-------|
| 1. b | 2. c |
| 3. b | 4. d |
| 5. a | 6. a |
| 7. b | 8. a |
| 9. b | 10. d |

Build Your Vocabulary:

Languages and nationalities:

Answers:

- | | |
|---------------------|---------------|
| 1. Japanese | 2. Korean |
| 3. German, German | 4. Spain |
| 5. Taiwan, Thailand | 6. Swiss |
| 7. New Zealander | 8. Iraq |
| 9. Afghani | 10. Brazilian |

Auditory Practice:

The New Apartment

Teacher's Script:

Henry: I am so tired of my commute to work. Driving all those hours is just killing me.

Lance: Yeah, I know what you mean. I used to drive two hours to work each way. But now I live within walking distance of my work. It's great.

Henry: You're kidding. I didn't know that. Did you move?

Lance: No, I got a new job near my work.

Henry: Well, I don't think I can change my job, but I am thinking about changing my apartment. The one I have just isn't working out.

Lance: What's wrong with it?

Henry: Well, besides being too far from work, I'm having some problems with my landlord. He keeps raising the rent,

but he never does any repairs. Everything is breaking down.

Lance: That's terrible. Listen, I think there is a vacancy in my apartment building. And my landlord is excellent. And I'm sure it would be closer to your work than you are now.

Henry: Really? But is it expensive? My budget isn't that big.

Lance: No, it's not that expensive. And it's furnished and the utilities are included.

Henry: That sounds great. I'd love to see it. When can we go?

Lance: How about now?

Henry: Sure. I'll drive.

Listen to the script and arrange the following statements in sequential order.

Answers:

- | | |
|------|------|
| 1. f | 2. a |
| 3. b | 4. g |
| 5. h | 6. c |
| 7. d | 8. e |

Writing Activity:

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