

Topline's

# Comprehensive Secondary English

## Book 8



Teacher's Resource Manual



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## Check Your Understanding:

Choose the best option:

1. Which title best expresses the main idea of this text?  
**d. Why Not? Improve Your Odds with Seat Belts**
2. Which best expresses the author's main purpose in writing this text?  
**b. To persuade readers to wear seat belts**
3. Which best describes the text structure in the fourth paragraph?  
**a. Compare and contrast**
4. Which best defines the word alternatives as it is used in the third paragraph?  
**c. Other choices**
5. Which best expresses the main idea of the fifth paragraph?  
**c. Not wearing a seat belt may cost you.**
6. Which best defines the word invincible as it is used in the last paragraph?  
**d. Unable to be harmed**
7. Which statement would the author most likely agree with?  
**a. Being safe is more important than being cool.**
8. Which argument is not made by the author?  
**b. Penalties for not wearing a seat belt should increase.**
9. Which statement would the author most likely disagree with?  
**d. Seat belts increase your chances of being injured in a car wreck.**
10. Which best explains why the author starts his essay with the word click?  
**b. He is trying to get the reader's attention.**

*Answers to the long-response questions will vary.*

## Practice Exercise:

Identify the kind of sentence. The first two have been done for you.

1. Why do you believe that? *Interrogative*
2. I want to know why you believe that. *Declarative* (This is not a question.)
3. Please accept my apology. *Imperative*
4. Your face is frightening the baby! *Exclamatory*
5. My shoe is on fire! *Exclamatory*
6. When did you first notice that your shoe was on fire?  
*Interrogative*
7. My doctor told me to take these vitamins. *Declarative*
8. Ask Doris for the recipe. *Imperative*
9. Did you solve the puzzle yet? *Interrogative*
10. Ann, hand me your coat. *Imperative*
11. It's hard to believe that this paper is made from wood.  
*Declarative*
12. There are more apples in the refrigerator. *Declarative*
13. We're on the wrong planet! *Exclamatory*
14. Will Patricia pause to place poached pickles on Paula's pretty plate?  
*Interrogative*
15. I would send her a gift if I were you. *Declarative*
16. Send her a nice gift. *Imperative*

Identify each type of sentence and explain your answer.  
**Types of Sentences: declarative, imperative, exclamatory, and interrogative.**

1. The students wanted to go on a field trip.  
Type: *Declarative*  
Why? *Makes a statement*
2. Can we go to the Adventureville Theme Park?  
Type: *Interrogative*  
Why? *Asks a question*
3. Be on your best behavior for the next two weeks.  
Type: *Imperative*  
Why? *Gives a command to an implied subject*
4. After a couple long weeks of keeping their hands to themselves, quietly focusing on instruction, and cleaning up

their messes, the students were rewarded with a fieldtrip.

Type: **Declarative**

Why? **Makes statements**

5. We are so excited about going to Adventureville!

Type: **Exclamatory**

Why? **Expresses emotion excitedly**

6. How far away is the park from the school and what time do we have to come home?

Type: **Interrogative**

Why? **Asks a question**

7. But, the park is three hours away from the school and we'll have to be back by 3:00 for the busses!

Type: **Exclamatory**

Why? **Expresses emotion excitedly**

8. Quit asking questions and just be happy.

Type: **Imperative**

Why? **Issues a command to an implied subject**

9. But, if it takes us six hours to get there and back, and we have to be back by 3:00, we'll only be able to stay for thirty minutes.

Type: **Declarative**

Why? **Makes a statement**

10. The students wondered why they were going to Adventureville.

Type: **Declarative**

Why? **This sentence is not actually asking you a question. Rather, it is declaring that some students have questions.**

## Build Your Vocabulary:

Choose the word (s) closest in meaning to the underlined word (s).

Answers : 1. b    2. d    3. a

## Auditory Practice:

### Teaching Children to Cook

Teacher's Script with answers in bold.

In my family, there are very few females or **males** of any age who are not exceptional cooks or at **least** passionate about

food. We **love/like** to get together and cook or compare recipes.

Although I am sure that there are some genetics involved, there is something to be **said** for ‘nurture’ in this case. Not only do we all hang around our mothers’ kitchens every day, we also **gather/meet** several times a year around spreads of food that would impress even the world’s greatest gourmand. Most importantly, however, is that we have been involved in cooking from a **young** age.

From the time when it was safe to assume that their lives were not in danger, my cousins, Adeline and Ann, were required to **make/prepare** dinner every Friday **evening/night**. Although their first meals were certainly bordering on being inedible, they **quickly** learnt from the experiences and are now some of the **best/better** cooks in the family.

You, too, can get your child **interested/involved** in cooking. For example, have them **watch** in the kitchen as you prepare dinner. You can also buy aesthetically pleasing cookbooks like Nigella Bites by Nigella Lawson, or any other publications. You can also **assign** a day for your child to cook and reward him by allowing him to decide the **menu** for the dinner selection. Take note that if your child is very young, give him a safe job like **squeezing** lemons or tenderizing chicken.

### **Writing Activity:**

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

## **A Healthy Diet**

**UNIT**

**2**

### **Check Your Understanding:**

**Answer the following:**

1. (a) It is used to help parents encourage children to eat a healthy, balanced diet.

- (b) Food that contains mainly of grains is recommended.
- (a) Carbonated drinks and sweets.  
(b) They are considered 'unhealthy foods' as over-consumption may lead to obesity.
  - (a) It means 'to result in good health'.  
(b) They help decrease the chances of contracting heart diseases.
  - The pyramid is simple, attractive and has practical guidelines for parents to help their children eat a balanced diet and to be involved in fun activities, thus making them healthy.
  - (a) It may lead to health problems as the drink contains few nutrients.  
(b) Parents can mix some sparkling water with their children's fruit juice.

### **Practice Exercise:**

**Identify by underlining the subject and predicate in these simple sentences:**

- Cindy and Sue auditioned for the lead role in the play.
- The kittens were adopted by the family.
- Peanut butter and jelly sandwiches are my favourite.
- The committee decorated the gym for Friday night's party.
- The surprise party was organized by Wendy's two best friends.

**Identify by underlining the conjunction in these Compound sentences:**

- I am going to the wedding, so I have to buy a new dress.
- Jenny took the pictures, so I have to buy a new dress.
- New York is on the East Coast, and California is on the West Coast.
- Bill walked into the crowded room, but I can't find him.
- Is the Science paper on Friday, or is it on Monday?

**Identify by underlining the dependent clause in each complex sentence:**

- Because it was raining, the game was called off.
- When I feel sick, I do not go to school.

3. Mark is not going since I never invited him.
4. George played football because Jean went shopping.
5. If you want a pizza, you need to order it now.

## Build Your Vocabulary:

Choose the word (s) closest in meaning to the underlined word (s).

Answers: 1. c    2. c    3. b    4. a    5. c

## Auditory Practice:

### The Ghost

Teacher's Script with answers in bold.

Johnny was a boy who **loved/liked** to read ghost stories. Whenever he went to the **library** or bookshops, he would **pick/choose** scary books on ghosts, goblins and evil witches to read. And he would love to **play** tricks on his friends to **scare** them as well.

One day, Johnny's friend, Tom, invited him home after school. When he called home to ask his elder sister for **permission**, she agreed but **warned/cautioned** him to be sure to return home before dark.

Promising that he would **return/go** home early, Johnny went to Tom's house where they spent the entire afternoon playing computer **games**. They had such a good time that they **forgot** the time.

**On** Johnny's way home, he had to walk through a garden, filled with dark and swaying palm and banana **trees**. All of a sudden, he heard a noise behind him. He stopped, turned around and saw something white and ghostly rushing **towards** him.

Johnny gasped and started to run, but as he ran, he heard pounding **footsteps** behind him. Johnny ran on and on with the footsteps following behind him. Out of breath, he stopped and demanded, "Who's following me?"

"Boo...!" The white and ghostly object was drawing near. With his very last bit of **courage**, he asked, "Who are you and why are you following me?"

The white and ghostly figure said, “Johnny, did I not tell you to come home before dark?”

### Writing Activity:

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

## An Art of Speaking

## UNIT 3

### Check Your Understanding:

#### Answer the following:

- (a) They look forward to an enjoyable speech.  
(b) The speaker should begin impressively by starting well.
- (i) The beginning of a speech sets the tone for what is to follow.  
(ii) It should create a good impression so that the listeners will be eager to listen further.
- (a) He means ‘stupid or silly remarks’.  
(b) The listeners will have a bad impression of the speaker.
- It is out of place at the beginning of a speech.
- (a) He should end the speech with a brief summing up besides thanking the audience for listening.  
(b) The ending should be a brief summing up that is memorable, with the final push of driving home what you want to tell the audience.

### Practice Exercise:

#### Choose the right modal verb.

- There are plenty of tomatoes in the fridge. You **needn't**✓ buy any.
- It's a hospital. You **mustn't**✓ smoke.
- He had been working for more than 11 hours. He **must**✓ be tired after such hard work. He **may**✓ prefer to get some rest.

4. I **could**✓ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I **can**✓ just say a few things in the language.
5. The teacher said we **can**✓ read this book for our own pleasure as it is optional. But we **shouldn't**✓ read it if we don't want to.
6. **Can**✓ you stand on your head for more than a minute? No, I **can't**✓.
7. If you want to learn to speak English fluently, you **need**✓ to work hard.
8. Take an umbrella. It **might**✓ rain later.
9. You **shouldn't**✓ leave small objects lying around. Such objects **may**✓ be swallowed by children.
10. People **mustn't**✓ walk on grass.
11. Drivers **must**✓ stop when the traffic lights are red.
12. **May**✓ I ask a question? Yes, of course.
13. You **needn't**✓ take your umbrella. It is not raining.
14. **Can**✓ you speak Italian? No, I **can't**✓.

## Build Your Vocabulary:

Choose the correct meaning for the underlined words.

Answers: 1. a 2. b 3. d 4. c 5. b 6. d  
7. a 8. b 9. d 10. b

## Auditory Practice:

### Singapore-World of Fun

Teacher's Script with answers in bold.

Fun hit Singaporeans the big way for ten glorious days. The big fun happening was a massive promotion jointly **organized** by Walt Disney and Video Van held at Marina Square. Mickey Mouse **was** there and so was Snow White, Goofy and other members **of** the massive Disney clan. The star attraction that greeted **visitors** was a giant mouse, actually a 35-foot model of Mickey Mouse **made** specially for guests to have their pictures taken with **him**.

The whole fair ground was divided into three **halls**. Hall One was made up of one huge video wall **made** up of sixteen television sets, from which Disney's famed **cartoons** was continuously screened. Hall Two, The Hall of Fame was **split** into four parts, and they gave an idea of **how** Disney got its reputation. Several classics like Sleeping Beauty **and** Snow White were highlighted. Hall Three was made the Activity Hall **where** visitors ate, drank, played games and became merry. **There**, six Disney merchandise booths were devoted to the **sale** of Disney souvenirs. There was even a travel booth **for** those eager to learn how to get to Disneyland.

To **add** to the merriment, the fair was kicked off **on** the same day as the Orchard Road Christmas light-up. A **parade** was held and Mickey Mouse and a contingent of his merry friends **joined** the parade. Together, they brought the fun world to Singapore.

### **Writing Activity:**

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

## **Man-Eating Tiger!!!!**

**UNIT**

**4**

### **Check Your Understanding:**

#### **Answer the following:**

1. (a) They had to stay away from school.  
(b) They had to restrict their work and stop venturing into the jungle.  
(c) They had to move in groups during the day and stay at home at night.
2. (a) Their efforts would be useless if the tiger had retreated into the jungle.  
(b) Fresh pug marks that he saw convinced him that the tiger was still around.

3. (a) After five days of vigil and lack of sleep they began to feel desperate.  
(b) The water was cold and refreshing, just the right tonic to keep him awake when night came.
4. Yes. The tiger was on the point of attacking Jaafar and he had to act fast to save him.
5. (a) She had lost her husband to the man-eating tiger.  
(b) She hoped that the authorities would not allow illegal hunting in the jungle.

### Practice Exercise:

Choose a phrasal verb to complete the following sentences.

1. They hope to **draw up** a contract and sign it before the end of the week.
2. He's a very dependable person. You can **rely on** him in any circumstances.
3. Many husbands avoid any housework. They manage to **get out of** it.
4. I'm glad you're coming to the meeting. I **look forward** to meeting you.
5. Harry reads the newspaper every morning. He likes to **keep up with** the latest events.
6. Tom and Bill had a meeting in order to **iron out** their difficulties.
7. Tests will be **carried out** to determine the causes of the failure.
8. The plans for the new theatre **came up against** a lot of criticism.
9. Sophie wants to leave the company. We'll have to **figure out** a way to make her stay.
10. Anyone can make a mistake but George never **owns up** to his errors.

### Build Your Vocabulary:

Choose the best word to complete the idiom.

- Answers: 1. c 2. c 3. c 4. b 5. c  
6. c 7. b 8. d 9. b 10. c

## Auditory Practice:

### Speech for Patron of the Arts Award

#### Teacher's Script with answers in bold.

Good evening Minister Lebroc, Mr. Cateris, distinguished guests, **ladies** and gentlemen.

It is with great honor that I **accept** this distinguished Patron of the Arts Award on behalf of my company, Rosebud Associates.

This is the third consecutive time that we have **received** this award. This is the highest order of recognition conferred by the Regional arts Committee to individuals or organizations who have **contributed/given/donated** at least US\$1 million to major arts projects within five years.

Over the **past** seven years. Rosebud Associates has channeled more than US\$5 million towards sponsorship of the arts in the region. One of our **primary/main** objectives in arts sponsorship is to **promote** public awareness and appreciation of the arts, as well as contribute to the vitality and development of the regional local arts scene.

We have been championing the arts **since** 1998, and we have always **worked** closely with the Regional arts Committee and other financial institutions to support budding talents, and also bring in renowned artistes and groups from **overseas/abroad** to broaden the cultural experience here. This award highlights our commitment to the development of the arts.

This year, we are once **again** proud to be a major sponsor of the Regional Arts Festival for the fifth consecutive year. Our continued support is underpinned by the belief that this regional festival is an excellent way to elevate the region into an **international** arts capital. This will greatly **benefit/enhance/boost** tourism and the economy as well.

We are proud to present Mr. Philip Cateris, the legendary composer, for your **entertainment** this evening. He has been helpful in **bringing/introducing** music to the masses, and is well known for his inventive use of household appliances as musical instruments. Thank you.

## Writing Activity:

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

# Crisis a Journey of Transformation

## UNIT 5

## Check Your Understanding:

### Answer the following:

- (a) He means occupations that demand quick thinking and expert handling in case of emergencies.  
(b) He has learnt about certain techniques that can be used in times of trouble.
- (a) One should of course hope to be successful in dealing with emergencies but at the same time, be ready for failure or any disaster.  
(b) It helps by putting a person mentally prepared for worst-case scenarios.
- He does not want someone to act hastily without thinking. He feels that it is better for someone to take stock of the situation before any action.
- He feels that after thinking, one should not hesitate to act. When he acts, he should do it forcefully with full effort and commitment.
- (a) It means one should not be too engrossed with every detail when dealing with an emergency.  
(b) It is because when bogged down with detail, one may not be able to see the bigger picture, thus failing to accomplish what one set out to do in a crisis.

## Practice Exercise:

### Type I, II or III

Decide whether the following Conditional Sentences are Type I, II or II.

### Answers:

1. If he had dropped the vase, it would have broken.  
Type I    Type II    **Type III**
2. If you have to do the washing up, I will help you.  
**Type I**    Type II    Type III
3. If I had a hammer, I'd hammer in the morning ... (song)  
Type I    **Type II**    Type III
4. I wouldn't run away if I saw a spider.  
Type I    **Type II**    Type III
5. We'd have given you a lift if you hadn't had your bike with you.  
Type I    Type II    **Type III**
6. If you had listened to me, the accident wouldn't have happened.  
Type I    Type II    **Type III**
7. If we don't get tickets for the concert, we'll stay at home.  
**Type I**    Type II    Type III
8. They'd go by bus if they didn't have a car.  
Type I    **Type II**    Type III
9. She'll hear us if you don't stop laughing.  
**Type I**    Type II    Type III
10. He wouldn't have taken the bread if he hadn't been hungry.  
Type I    Type II    **Type III**

### Build Your Vocabulary:

Read the text in each of the following situations and choose the best meaning for the phrases that are underlined.

Answer: 1. b    2. d    3. c

### Auditory Practice:

#### The Lighthouse of Alexandria

#### Teacher's Script with answers in bold.

The earliest lighthouses were simply bonfires built on hillsides to **guide** ships. The first lighthouse, **located/found** on the ancient island of Pharos, served the old world city of Alexandria in 285 BC.

Of the Seven Wonders of the Ancient World, the Lighthouse

of Alexandria was the **only** one that had a practical **use/function** in addition to its architectural elegance. For sailors, it ensured a **safe** return to the Great Harbor. For architects, it was the tallest building on earth at its time. And for scientists, it was the mysterious mirror that **fascinated** them most. The **reflection** of the sun's rays could be seen more than 50 kilometers offshore. Legend has it that the mirror was also used to detect and burn enemy ships before they could **reach** the shore.

Shortly after the death of Alexander the Great, his commander Ptolemy Soter assumed power and established his capital in Alexandria. Off the city's coast lay the small island of Pharos. Due to the **dangerous** sailing conditions, the construction of a lighthouse was seen as being **necessary/needed**.

The project was begun by Ptolemy Soter around 290 B.C. but was only completed **after** his death, during the reign of his son, Ptolemy Philadelphus. For centuries, the Lighthouse of Alexandria was used to mark the harbor, using fire at night and reflecting the **sun's** rays during the day. It was even shown on Roman coins, just as **famous** monuments are depicted on currency today.

Although the Lighthouse of Alexandria did not **survive** to this present day, it left behind its influence. From an architectural standpoint, the monument has been used as a **model/example** for many prototypes along the Mediterranean. And from a linguistic standpoint, it gave its name, Pharos, to all the lighthouses in the world.

### **Writing Activity:**

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

### Check Your Understanding:

#### Answer the following:

1. Mr. Sowerberry and his wife gave their dog's food to Oliver.
2. A poor surplus of food was placed in front of him.
3. The author want most for the philosopher to see making the same sort of meal himself, with the same relish.
4. Mr. Sowerberry took Oliver to sleep among coffins.
5. Students own response.

### Practice Exercise:

Choose the most suitable adverb from the following to fill in each blank:

#### Answers:

1. ever
2. never
3. nearly
4. always
5. unusually
6. just
7. still
8. quite
9. only
10. slightly

#### Answers:

1. anywhere
2. across
3. over
4. around
5. backwards

#### Answers:

1. down
2. underneath
3. under
4. below
5. further

### Build Your Vocabulary:

Read the text in each of the following situations and choose the best meaning for the phrases that are underlined.

#### Answer

- 1a   2a   3d

### Auditory Practice:

#### The Giant Anteater

#### Teacher's Script with answers in bold.

The giant anteater is easily one of the odder-looking animals known to **roam/inhabit** the forests and savannahs of Central

and South America. It is also one of the most specialized -- as its **name** suggests, it dines exclusively on **ants** and termites.

Adult giant anteaters may **grow** to be **between** one to two meters long, and from 30 to 65 kilograms in weight. The giant anteater's hair is long, straight and coarse, except when it is very young. the bushy tail is particularly coarse, even straw-like, and is usually darker in color than the **rest** of the anteater's body.

Coloration on the giant anteater varies, **though/although** the same general patterns are found throughout the species. The giant anteater's distinct colour **patterning** may add to the camouflaging of the animal, especially in forested areas.

The giant anteater's **head** is long and tube-like, ending in a small black mouth/nose. The giant anteater also has small eyes and small rounded ears **protruding** from the head. It is generally believed that giant anteaters have a poor sense of sight, but a **keen** sense of smell. In fact, their sense of smell is regarded to be some 40 times **stronger/better** than that of humans.

Inside the giant anteater's head is a long **tongue** that sticks from the mouth. Measuring more than 60 centimeters long, it is used to **extract** insects from their nests and mounds. It is coated with sticky saliva secreted by large glands in the neck, and is also covered with microscopic spine-like protrusions. In fact, it can be flicked in and out of the mouth 150 or more **times** a minute, and a giant anteater can eat up to 30,000 insects a day!

### **Writing Activity:**

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

## Hunt For a Treasure

### Check Your Understanding:

#### Answer the following:

1. In this sentence, ringed means to surround.
2. After Angelo's emergency signal, the divers decided to return to the surface at once.
3. Shriek is the word that best describes the noise of the wind.
4. It is essential to take the heavy burdens with them in such a dangerous situation because the two outboard motors on the boat were new, and very expensive.
5. (i) The howling wind drove dense clouds of sand into their faces.  
(ii) Keeping the balance in the howling wind.
6. The author caught Gerry while tumbling down the hill and they both fell awkwardly in a battered and weary heap. Gerry was surprised by this sudden attack from the author and displayed his resentment to which author broke into a laughter. For a moment Gerry thought that the author has gone mad.
7. Now we had a haven into which we crept like wounded animals.

### Practice Exercise:

Fill in the blanks with the correct coordinate conjunctions chosen from the pairs given in brackets.

#### Answers:

1. I opened the door **and** looked out. (and, yet)
2. She was not in the back yard, **nor** was she upstairs. (or, nor)
3. The sun had set, **yet** it was still light outside. (or, yet)
4. Do you know his address **or** telephone number? (but, or)
5. He has not arrived yet, **nor** have they. (and, nor)
6. I read the book, **but** did not understand it. (but, or)

7. We searched diligently, **yet** found nothing. (or, yet)
8. I invited him **and** his friends. (and, but)

**Fill in the blanks with the words and, but also, nor, or, than, then and when, as appropriate.**

**Answers:**

1. I have both respect **and** admiration for them.
2. Hardly had I finished reading over the problem, **then** the answer leapt to my mind.
3. It will rain either today **or** tomorrow.
4. He could not decide whether to tell the truth **or** keep silent.
5. It was not only a beautiful day, **but** the first day of Spring.
6. If you follow the instructions, **then** you should have no difficulty.
7. He is neither proud **nor** condescending.
8. What with one thing **than** another, it was very late by the time we left the house.
9. No sooner had I opened my eyes, **then** I remembered where I was.
10. Scarcely had I heard the news, **when** my friend arrived.
11. I do not know whether he has seen the movie before **or** not.
12. I would rather wait here **than** risk missing the bus.
13. She could find the book neither at the Library, **nor** at the bookstore.
14. No sooner had I opened the window, **and** a butterfly flew into the room.
15. The crowd was both large **and** enthusiastic.

**Fill in the blanks with the correct subordinate conjunctions or similar expressions chosen from the pairs given in brackets.**

1. We recognized her at once, \_\_\_\_\_ we had not seen her for years. (**although**, in case)
2. He kept reading \_\_\_\_\_ he fell asleep. (for, **until**)
3. The moon will rise \_\_\_\_\_ the sun sets. (**as soon as**, than)
4. It looks \_\_\_\_\_ the train will be late. (while, **as though**)
5. \_\_\_\_\_ she got her degree, she became a teacher. (**After**, Than)

6. We will not go skiing \_\_\_\_\_ the weather is good. (as if, **unless**)
7. \_\_\_\_\_ he left, he made sure he had his keys with him. (**Before**, For)
8. \_\_\_\_\_ I told the truth, you would not believe me. (**Even if**, So that)
9. They have known her \_\_\_\_\_ she was a child. (until, **since**)
10. I must leave now, \_\_\_\_\_ I have a great deal of work to do. (**as**, than)
11. What shall we do \_\_\_\_\_ it rains? (or else, **supposing**)
12. \_\_\_\_\_ you read this book, you would be sure to enjoy it. (**If**, Until)
13. The door was open, \_\_\_\_\_ we could hear everything. (**in case**, so)
14. I studied more \_\_\_\_\_ he did. (**than**, whereas)
15. We packed a lunch, \_\_\_\_\_ we knew we would soon be hungry. (least, **for**)
16. I will join you, \_\_\_\_\_ the weather is fine. (**providing**, than)
17. \_\_\_\_\_ he is very busy, he is seldom at home. (Or else, **Because**)
18. We must hurry, \_\_\_\_\_ we will be late. (so that, **or else**)

## Build Your Vocabulary:

Choose the correct meaning for the underlined words:

### Answers

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

## Auditory Practice:

### Feet Problems

#### Teacher's Script with answers in bold.

People of the olden days seldom had feet problems. This may be due to the fact **that** their shoes were more comfortable. They **were** made from animal skin which did **not** harm the feet. Foot sores became **more/very** common with the discovery of wooden **and** cloth shoes. No account was taken **of** the anatomy of the right or **left** foot in the making of wooden **shoes**. They

were made clumsily or hastily. **Because** of this, shoes caused more harm **than** good. Friction between the feet and the inner lining of the shoes created painful corns and bunions which sometimes resulted in deformed feet.

### Writing Activity:

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

## The Hardy Boys Mystery Stories

## UNIT 8

### Check Your Understanding:

Choose the best option:

1. d. 1930
2. c. The Hardy Boys and Nancy Drew: Ghostwriting a Series
3. c. Leslie McFarlane
4. c. II and III only
5. a. Guessed
6. b. I and II only
7. d. Found it helpful to write from personal experience
8. c. Believed the books were not quality literature
9. a. Balanced and respectful
10. a. Introduction, explanation, history, controversy, conclusion

### Practice Exercise:

Choose the correct synonym for each underlined words below by circling your choice:

1. The girls were surprised when they saw the beautiful flowers the delivery boy brought.  
a) frustrating b) **pretty** c) fast d) orange
2. Watching the movie with all of my friends from school was fun, but it was too long.

- a) sticky    **b) lengthy**    c) silly    d) short
3. Jennifer's roasted hot dog was ruined when it fell into the fire.  
**a) flames**    b) water    c) ground    d) refrigerator
4. The librarian asked the children to be silent because everyone was trying to study.  
 a) noisy    b) boring    **c) quiet**    d) early
5. My grandpa made the new dollhouse, complete with miniature furniture for every room.  
 a) pretty    **b) tiny**    c) fresh    d) tall
6. The boys on the soccer team were hungry after the game, so they went to eat pizza.  
 a) bumpy    b) happy    **c) starving**    d) full
7. Mrs. Blackwell assigned a difficult project for the students to complete during their vacation.  
 a) free    b) easy    c) caring    **d) hard**
8. The college professor was wise and gave the new students a lot of good advice.  
**a) intelligent**    b) funny    c) ordinary    d) ugly
9. Samantha's great-grandpa is very old.  
 a) friendly    b) crazy    c) charming    **d) elderly**
10. During physical education, the children had to jump as far as they could.  
 a) juggle    **b) leap**    c) swim    d) run

**There are many antonyms you can find on a school playground if you take a very close look. See if you can figure out which of the antonyms in the word bank match each of the underlined words in the sentences below. Write them on the lines to complete the sentences.**

**Answers:**

1. unpaved    2. slow    3. deflated    4. clean    5. Cold  
 6. quiet    7. running    8. work    9. low    10. unoccupied  
 11. unpopular    12. mean    13. cautious    14. defeated

## **Build Your Vocabulary:**

**Find the correct choice:**

1. A falsehood or false idea;  
**b. fallacy**

2. The author of a play is called;  
**c. a playwright**
3. Every morning my father likes to look at the \_\_\_\_\_  
on the grass in the morning.  
**c. dew**
4. Part of the speech for enormity is;  
**c. noun**
5. A synonym for esteem is;  
**c. admiration**
6. A small hill;  
**b. knoll**

## **Auditory Practice:**

### **Species**

#### **Teacher's Script with answers in bold.**

Many of us are still unaware of or are indifferent to the need to preserve rare species. Some people argue that species have **been** dying out since life began. "So **why** should we worry about them now?" **they** ask. They calmly believe that others **would** take their place. What these people **do** not realize is that it will **take** millions of years before a set **of** species is evolved to replace those **we** are rapidly losing. These species are **our** national heritage. We should not let **them** die off. They should be preserved for our descendants.

#### **Writing Activity:**

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

## Xiang Yang's Life Encounter

### Check Your Understanding:

Answer the following questions using complete sentences:

1. He had migrated to the United States of America from China and struck gold in 1849. He then established several restaurants and hotels, which earned great profits from perspective gold miners.
2. The family's once-great fortune had been depleted during the economic depression in the 1930s and the Second World War. The export company was formed after Xiang Yang's father moved to Monterey, which had an abundant supply of abalone and sea urchins.
3. It was because he saw Xiang Yang's refusal to take over the company as a sign of defiance and ingratitude, for the business had provided for the family's livelihood.
4. The fishermen's opposition to the sea otters was ironical for it was the creatures' declining population that had allowed the shellfish industry to grow. The near absence of the otters had earlier allowed the abalone and sea urchins to flourish in the sea.
5. It was because their numbers were too small and their population growth, too slow, to ensure their continued survival in the event of an ecological disaster. In addition, there was always the threat of oil spills from the oil platforms located along the coast.
6. Xiang Yang was the one who rescued Gus when he lost his mother. He also fed the otter and taught him the basic skills required for survival, such as foraging for food.
7. It was Gus' presence that enabled Xiang Yang's father understand that it was important to let Xiang Yang pursue his own dreams.

Fill in the blanks with one correct word from the passage.

8. Estranged      9. Intrigued      10. Foraged

## Practice Exercise:

**Direction 1: Add end marks, commas, and quotation marks where needed.**

**Direction 2: Write a sentence that contains proper usage of punctuation.**

### Answers:

1. Clyde bought milk, bread, sugar, and bread from the store.
2. Shelly asked, "Do we have any popcorn left?"
3. Shannon and Mark ate their cake, cleaned up, then left.
4. Phillip stood entirely still during the National Anthem.
5. "The new TV," claimed my mother, "is working very well."
6. Julia, Louise, Betty and Sybil yelled, "Hip Hip Hooray!"
7. "The biggest problem," he said, "is that the tire has a hole in it."
8. The conductor stood on the platform and yelled, "All Aboard!"
9. Greg woke up, got out of bed, and brushed his teeth.
10. Sandra told her sister, "You can use my markers if you want."

**Determine whether the sentence is a statement or question. Write the proper punctuation mark at the end of each sentence.**

### Answers:

1. What time does the bus arrive ?
2. My favorite food is pizza .
3. The baby cub likes to snuggle up to his mother to keep warm .
4. Do you know how to ride a bicycle ?
5. What is your favorite season ?
6. My brother plays football .
7. Did you enjoy Joey's birthday party ?
8. Is your mother a good cook ?
9. It rained on Wednesday .
10. I love to read .
11. Tommy's favourite sport is basketball .
12. Where are you going on vacation ?
13. Do you like vegetables ?

## Build Your Vocabulary:

Answers: 1. c    2. a    3. d

## Auditory Practice:

### Sharks

#### Teacher's Script with answers in bold.

Sharks are amazing fish that have **existed** for over 350 million years, and they were around 100 years before the dinosaurs evolved. **Unlike** bony fish, sharks have no bones; their skeleton is made of cartilage, which is a tough, fibrous substance, not nearly as **hard** as bone. Sharks also have no swim bladder (like bony fish do).

Sharks live in oceans and seas **all** over the world, and even in some rivers and lakes, especially in warmer waters. Some sharks live **near** the surface, some live deep in the water, and others live on or near the **ocean** floor. Pelagic sharks (sharks living in the open ocean) include the Great White Shark and the Basking Shark. Benthic Sharks, or **those** living at the bottom, include the Zebra Horn Shark and the Angel shark, which usually have flattened camouflaged bodies that let them **hide** in the seabed. Some sharks even venture many miles up into the fresh water of **rivers** like the Mississippi in the United States and the Amazon in Brazil.

Some sharks live in relatively warm **waters**, and these include Hammerheads, Bull Sharks and Tiger Sharks. Other sharks, such as the Thresher, Mako, Basking and Blue Shark, live in temperate water which is neither **hot** nor cold. Others, including the Dogfish, Greenland and Goblin, live in cool waters. Some sharks stay in the **same** region their entire lives **while** others travel across oceans.

**Unfortunately**, the largest sharks are **decreasing** in numbers around the world because they are being hunted by people. The numbers of Great White Shark, the Basking Shark and the Whale Shark are all waning.

#### Writing Activity:

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

# Concentrated Animals Feeding Operations

## UNIT 10

### Check Your Understanding:

Choose the best option:

1. The primary purpose of the passage is to
  - a. **Persuade readers that factory farms should be more strictly regulated to minimize the harm they cause.**
2. Based on information in the passage, it can be inferred that animals raised on CAFOs live indoors because
  - d. **II and III only**
3. The author describes CAFOs as having a negative impact on the environment for all of the following reasons except
  - c. **Animals that live in overcrowded environments waste energy.**
4. Which of the following statements from paragraph 5 represents an opinion, as opposed to a fact?
  - e. **“Grain and energy supplies should be used more efficiently to produce food sources other than livestock.”**
5. Which of the following pieces of information, if true, would best strengthen the author’s argument in paragraph 6?
  - b. **A town in North Carolina that used to be situated next to a hog waste lagoon reported 50% fewer cases of respiratory illness after the lagoon was shut down.**
6. In the final paragraph, the author states that meat from animals raised on factory farms is cheaper than organic or free-range meat. The author likely admits this fact in order to
  - a. **Provide a balanced perspective before concluding that the drawbacks of CAFO-produced meat outweigh the economic benefits.**
7. As used in the final paragraph, which is the best synonym for advocates?
  - c. **Supporters**

8. Which of the following statements contains a valid objection to the author's argument in the final paragraph that he or she does not address?
- b. An increase in food prices is more than just an inconvenience for many households; it can mean the difference between having enough to eat or not.**

### Practice Exercise:

**Directions:** Change the “\_\_\_\_\_of\_\_\_\_\_” phrases into possessive noun by using an apostrophe.

**Example:** That is the house of David. That is David's house.

- 1) This is the shoe of the girl. This is the girl's shoe.
- 2) We are at the room of the hotel. We are at hotel's room.
- 3) He is the son of Marcus. He is Marcus's son.
- 4) This is the house of Julie and Juan. This is Julie's and Juan's house.
- 5) Please close the door of the car. Please close the car's door.
- 6) The flowers of the plant are red. The plant's flowers are red.
- 7) The website of the College is confusing. The college's website is confusing.
- 8) I want to play the guitar of Ernesto. I want to play Ernesto's guitar.
- 9) Do you want to walk to the side of the river? Do you want to walk at the river's side?
- 10) I want to ride in the car of Bobbie. I want to ride in Bobbie's car.

**Directions:** Use apostrophes in the following sentences to make contractions.

**Example:** I am your friend. I'm your friend.

- 1) I do not like vanilla ice cream. I don't like vanilla ice cream.
- 2) I am going to the mall. I'm going to the mall.
- 3) Who is the new student? who's the new student?
- 4) They are my best friends. They're my best friends.
- 5) We are not waiting in the line. We're not waiting in the line.

- 6) She will be the class president. She'll be the class president.
- 7) He should not worry so much. He shouldn't worry much.
- 8) They will be here in fifteen minutes. They'll be here in fifteen minutes.
- 9) Where is my blue book? Where's my blue book?.
- 10) She does not eat spinach. She doesn't eat spinach.

**Directions: Use what you have learned to punctuate the following sentences with apostrophes.**

**Example:** Where is the book of John? Where's John's book?

- 1) This is not the key I was looking for. This isn't the key I was looking for.
- 2) I want to pet the head of the dog. I want to pet the dog's head.
- 3) That is the hat of Jones. That's Jones' hat.
- 4) I need to go to the market of the town to buy milk. I need to go to the town's market to buy milk
- 5) Did you not wash the car of Bill? Didn't you wash Bill's car?
- 6) This wallet belongs to Tito. This is Tito's wallet.
- 7) This one is nicer than the one that Dan has. This is nicer than Dan's.
- 8) It is funny when the dog chases its tail. It's funny when the dog chases its tail
- 9) We should not take the car of my father to the beach. We shouldn't take my father's car to the beach.
- 10) She is the best student in the college. She's the best student in the college.

### **Build Your Vocabulary:**

**Choose the word(s) closest in meaning to the underlined word(s).**

**Answers :** 1. d    2. b    3. a

### **Auditory Practice:**

**Sentosa**

**Teacher's Script with answers in bold.**

Sentosa, located off mainland Singapore, was **once** a fishing village known as Pulau Belakang Mat. It **later/then** became a

British military fortress until 1967, when it was handed to the newly independent Singapore government.

In 1968, the government decided to **develop/turn** the island into a holiday resort for local visitors and tourists. The public was invited to suggest **names** for the island and ‘Sentosa’ --**meaning/signifying** peace and tranquility in Malay -- was eventually chosen for the island resort.

Today, Sentosa is Singapore’s premier island resort getaway. Just 15 **minutes** away from the city, it is a unique blend of leisure and recreational facilities including family attractions, sea sports, spas and golf courses, as well as hotel **accommodation** and retreats. A canopy of secondary rainforest covers 70 percent of the 500-hectare island and is **home** to monitor lizards, monkeys, peacocks and parrots.

Sentosa has a 3.2 kilometer **stretch** of white sand **beach**, and is the only location in Singapore to offer beachfront accommodation and over 670 hotel rooms with full facilities. The island, which is **open** all year round, is **accessible** by cable **car**, the Sentosa Express, bus, taxi or car. Since the island’s inception in 1972, \$420 million in private investments and another \$500 million from government funding have **gone** into developing the island.

Whatever your idea of a perfect day may be -- sunbathing, swimming with the dolphins or getting a Balinese massage -- Sentosa is the **place** to go, with its stunning beaches and tranquil surroundings.

### **Writing Activity:**

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

## How Money Began

### Check Your Understanding:

#### Answer the following:

1. People made sure of the value of the things they took because the process of bartering relied on something that had a common value for everyone.
2. Cattles were used in trading in many communities because they were easily movable and had a practical worth in it that they meant food or the ability to work the land.
3. Horses had to be seen as a form of money especially in a wild, open country because they were used in a method of travelling. Until recent times, for people living in the lonely areas of southern Russia, the number and quality of horses they owned decided how wealthy they were. Their means of travel gave them all the value that other people had to calculate later in terms of coins and notes.
4. Cowrie shells were easy to handle and count up, in contrast to the more heavy metal objects such as axe-heads and swords, no matter how small their size.
5. The possible disadvantage of the chinese coins was that most of them carried a low value, extremely large quantities would be required in every day trading.
6. Modern coins need to be guaranteed by the state because their buying is determined by the government authorities, with an official mark stamped on them.
7. (i) Principally: especially  
(ii) Flourish: increase

### Practice Exercise:

Complete the following sentences using an appropriate transitional adverb (conjunctive adverb).

1. Vegetables are rich sources of vitamins and antioxidants and **hence** eating vegetables is essential for good health.
2. 'The last bus has gone.' **Then**, we are going to have to walk.'

3. **Apart from** the starter, I thought the meal was nice.
4. I bought that car. It looked good and, **moreover**, it was reasonably priced.
5. Studies seem to suggest that bright blue and bright yellow are the most visible and **therefore** the safest colors for vehicles.
6. You had better mend your ways; **otherwise**, you will land in serious trouble.
7. She didn't leave her husband **despite** the fact that he had cheated on her.
8. **Although** each individual is unique in many ways, members of the same species share many common characteristics.
9. They have recruited more people and **consequently** the service has improved
10. I was not confident of winning. **Nevertheless**, I decided to give it a try.

**Combine each pair of sentences using conjunctive adverb from a word bank. Be sure to use a semicolon and comma to connect the two sentences**

1. We arrived late to the picnic; **consequently**, there was nothing left to eat.
2. Winnie did an excellent job; **however**, others also could have done well.
3. The class wanted a spring trip to the water park; **therefore**, they voted to raise the money themselves.
4. Robert cleaned the garage; **meanwhile**, his brother mowed the lawn.
5. The oak tree had died years ago; **eventually**, it fell over in a windstorm
6. Jim thought he could win the race; **indeed**, it was worth a try.

### **Build Your Vocabulary:**

**Directions:** Read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning. The first one is done for you as an example.

1. Splendidly:  
**Already done in the book.**
2. Particle:  
**Meaning: tiny pieces, clue: so hungry that he didn't leave**
3. Elegant:  
**Meaning: graceful, clue: wrote in cursive**
4. Fascinated:  
**Meaning: attracted, clue: went to museum every Saturday**
5. Seldom:  
**Meaning: rarely, clue: eat junk food**
6. Delicate:  
**Meaning: fragile, clue: gently as she could**
7. Remarks:  
**Meaning: comments, clue: how much they liked it**

## **Auditory Practice**

### **The Bread Lesson**

#### **Teacher's Script:**

My dad has watermelon-size biceps, a neck like an inner tube, and enormous, muscular hands that make him seem like he's always wearing baseball mitts. He doesn't seem like the kind of guy who would bake great bread, but he is and he does. Every Saturday he puts on his chef's apron, rolls up his sleeves, breaks out a bag of flour, and produces two loaves of homemade bread. When he's done, the whole house smells delicious, and I can't wait for a hot slice smothered with yellow, melting butter.

The rest of the week, Dad is a car mechanic, which involves lots of heavy lifting, tightening, unscrewing, shoving, shaking, yanking, and banging. People tend to think of their cars as metallic members of the family, so there's lots of pressure on Dad to make sure pumps pump, steering steers, and brakes brake. The shop where Dad works is understaffed, so he's under a lot of stress. Sometimes I worry he's going to overheat and blow a gasket or something, like some old car. I think Dad

began baking bread to help him relax. I see him in the kitchen, working on a spongy hunk of dough—punching and pounding it into submission.

I've been feeling kind of stressed out myself since I found out I didn't qualify for the swim team. Now I'll have to wait a whole year to try out again; that might as well be a million years. Plus, I'm taking some tough classes this year, and my best friend moved away.

I think Dad knew I was feeling pressure. He sat next to me on the sofa last Saturday and asked me how things were going. I said OK, even though I didn't feel OK at all. He looked at me for a moment, then he said it was time for me to help. He got up from the sofa and headed to the kitchen.

I couldn't imagine what help I could offer. Still, I followed right behind him. Once we were standing by the counter, Dad gave me one of his old aprons. He slipped it on over my head and tied it in the back with such obvious pride that you'd think I was being knighted, which felt kind of silly but also kind of nice. I was being initiated as a bread-baker.

Next, Dad got out his enormous stainless-steel mixing bowl, handed me a large wooden spoon, and told me to stir while he added the ingredients. He threw in a large handful of flour from a sack. A haze of flour dust began to hover in the air like fog. He then sprinkled salt into the bowl. Dad isn't big on measuring. He instinctively knows exactly how much of each ingredient to use, and the bread always turns out great. The entire operation was accomplished as if we were part of a NASA space launch. Flour? Check. Yeast? Check. Milk? Check. Sugar, shortening, and salt? Check, check, check.

When I had stirred the flour and milk mixture into a thick, gooey lump, Dad had me turn it over onto the countertop, which had been dusted with flour. Then he showed me how to knead the dough—repeatedly pushing away at the rubbery glob, stretching it out, pounding it, and folding it in on itself. As I needed it, I felt the dough come to life beneath my hands. It took ten minutes and a surprising amount of energy to corral the unruly blob into a neat, round mass.

Next came the most difficult and surprising part – doing nothing. We put the dough back into the metal bowl. Then we waited for more than an hour for the dough to slowly swell up and double in size. Next, we deflated the risen dough by punching it down. We divided it in two and waited for it to rise again. Afterward, we put the dough into pans and waited another hour for the dough to rise and double one last time. Dad said the waiting is always the hardest part because of the sharp, sweet smell coming from the yeast. “It’s hard to resist putting the dough directly into the oven, but if you do, the loaves will be small, and the bread will be tough. The most important lesson of all is learning to be patient,” Dad explained.

While we waited, we sat and talked. Silence is a blank space that begs to be filled. It’s like the dough—it swells up and fills a room with emptiness unless you punch it down with words. It felt good to be still and listen to each other. It felt good to open up and share our thoughts. As the flour dust in the kitchen quietly settled, time seemed to slow down. The dough was going to rise at its own pace. We could do nothing to make it rise faster. As I accepted that, I stopped watching the clock and drumming my fingers on the tabletop. I started enjoying the quiet time with Dad. My father taught me how to bake bread, but I think I learned something more. I learned to appreciate the slowly ticking rhythm of time. I learned to relax and let the bread rise.

**Listen to the teacher and choose the best answer.**

- 1. c. The narrator does not make the swim team.**
- 2. d. It was an honor to be included in my father’s baking activities.**
- 3. b. expanded**
- 4. c. metaphor**
- 5. b. talking**
- 6. a. It is important to find ways to relax.**
- 7. b. sequential**

## Writing Activity:

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

## Feisal's Passion for Nurseries

## UNIT 12

### Check Your Understanding:

**Answer the following questions using complete sentences:**

1. It was because Feisal had been fascinated by flowers ever since he was a child. He was inspired by the ancient Babylonians and Persians, who were responsible for the magnificent Hanging Gardens and the horticultural center in Susa, respectively.
2. It was because they thought it was more profitable to grow tea or vegetables than to grow temperate flowers. Moreover, they felt that Feisal could not compete with the Western producers.
3. Firstly, the climate in Cameron Highlands was ideal for rearing temperate flowers. Secondly since there were no changes in season, the flowers could be grown all year round, unlike in Europe. Finally, his nursery would be located near other Asian countries, which allowed for lower export costs and thus, affordable prices.
4. It was because pesticides contain hazardous chemicals which pollute the environment. These toxic substances are absorbed by the soil and subsequently, contaminate water for drinking and farming.
5. They increased productivity by educating the farmers on the best methods of cultivation. In addition, they developed new types and varieties of flowers and improve existing ones through cross breeding and hybridization.
6. It was because the flowers were damaged or withered by the time they reached their markets overseas as a result of mishandling.

7. Feisal ensured that the flowers were kept fresh through speedy packing and cooling machines and boxes. He also launched an advertising campaign to promote his company. Finally, he packaged the flowers beautifully to attract consumers.

### Fill in the blanks:

1. Climate
2. Preserve
3. Contaminated

### Practice Exercise:

#### Put the verbs into the correct tense (Present Perfect Simple or Present Perfect Progressive).

1. A: Have you taken the dog for a walk yet?
2. B: I have been working all day. I have just come home from work and I have not had the time yet to walk the dog.
3. A: How long has the dog been home alone?
4. B: For about 6 hours. You have not walked the dog for a long time. Don't you want to go?
5. A: Well, I have not been lazing about all day either, you know. I have a very important meeting tomorrow and I still have not finished my presentation.
6. B: Okay, I will go then. Where have you put collar and leash?
7. A: They are in the kitchen. By the way, have you eaten anything yet? If not, could you get us something from the supermarket?

### Build Your Vocabulary:

#### Make correct questions by choosing the right word:

1. **Have** you received my letter of October 3?
2. Why **are** you crying?
3. What **are** they looking at?
4. How much **does** that apartment cost?
5. **Do** you like Beethoven?
6. What **does** 'nepotism' mean?
7. **Can** you show me your identity card?
8. **Have** you heard anything from them?
9. What **does** she want?

10. Where **have** you been all this while?
11. **Did** you go swimming last weekend?
12. **Is** she coming tomorrow?
13. When **were** the tickets reserved?
14. Where **are** the Prime Minister and his wife staying?

## Auditory Practice:

### The Lost City of Stone

#### Teacher's Script with answers in bold.

Deep **within/in** the deserts of Jordan lies an ancient city. Through a narrow gorge, it emerges into view, revealing awe-inspiring monuments cut into the surrounding cliffs. What is this astonishing city? Who built it, and why?

Ruined cities in remote places have always **stirred/fascinated** the human imagination. Petra drew the attention of early 19th century European travellers through the remarkable published accounts of a Swiss explorer named Burckhardt. The city was unmarked on modern **maps** and had not been seen by outsiders for more than 500 years. Early visitors arrived on camel back and on **foot** to marvel at Petra's grandeur.

Two thousand years ago, Petra stood at a crossroads of the ancient Near East. Petra began as a gathering site for Nabataean traders carrying incense, spice and perfume along two major ancient caravan **routes**. Commercial traffic **to** and from Petra steadily increased from the first century B.C. to the mid-first century A.D. to keep up with the growing demand for luxury goods in Rome, Greece and Egypt. During this time, the city **became** a bustling hub of international commerce and culture. The Nabataeans also developed the technology to harness natural springs in order to grow fertile crops and lush gardens.

Petra was an important **stop** for travellers during their journey. The Nabataeans **provided** shelter and water -- for a fee -- and foreign traders also paid toll and customs taxes in **exchange/return** for safe passages. This **income/money** helped finance the Nabataeans' commercial empire, **enabling/allowing** these former nomads to create a spectacular capital city.

The Nabataeans also **erected** monumental tombs, memorializing their kings and leaders. But **over** time, things changed. **Eventually/Finally** the city fell silent, forgotten by the outside world.

### Writing Activity:

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

## Concussions

## UNIT 13

### Check Your Understanding:

Choose the correct answer.

1. c. NFL officials have done little to address the problem of CTE.
2. e. I, II, and III
3. a. praiseworthy
4. d. insistent
5. e. castigates
6. e. sensationalism
7. e. I, II, and III
8. b. Climax, characterized by the arrangement of words, phrases, or causes in an order of ascending power that culminates into the highest or most intense point. This works to deliver the main action or integral message to the reader in a powerful way.

### Practice Exercise:

Put the verbs between brackets in the correct tense (past perfect simple or continuous).

1. I (try) **had been trying** to get tickets for that play for months before my friend finally got them.
2. When I arrived at the theater, he (pick, already) **had already picked / 'd already picked** up the tickets.

3. He was really angry because he (wait) **had been waiting** for more than half an hour when I arrived.
4. When the play started, I (already, apologize) **had already apologized / 'd already apologized** to my friend.
5. We (watch) **had been watching / 'd been watching** the play when the lights went off.

**Put the verbs into the correct form (past perfect or the simple past).**

1. The storm (destroy) **destroyed** the house that they had built.
2. The children cleaned **cleaned** the blackboard they had used to do the mathematics exercise.
3. When she went out to play, she (do / already) **had already done / 'd already done** her homework.
4. She (eat) **ate** all of the food that we had made.
5. He took off the jacket he (put on) **had put on / 'd put on** before.

## **Build Your Vocabulary:**

**Write the correct verb which agrees with the subject:**

- 1) He **runs** four miles every day. (run / runs)
- 2) They **ride** the school bus in the afternoon. (rides / ride)
- 3) Few of the children **are** here today. (is / are)
- 4) Some of the money **is** missing. (is / are)
- 5) None of the marbles **have** rolled out of the circle. (has / have)
- 6) One of the nails **is** sticking out. (is / are)
- 7) The scissors **are** on the table. (is / are)
- 8) Katie or three girls **walk** to the office. (walks / walk)
- 9) **Is** mumps caused by a virus? (is / are)
- 10) Neither the tray nor the cups **were** put away. (are / were)

## **Auditory Practice:**

### **The Science of Volcanology**

**Teacher's Script with answers in bold.**

Watching an **erupting** volcano is an exciting experience. There are those who are so fascinated by volcanoes that they have decided to **pursue** a career in the field called volcanology.

Volcanologists study **active**, dormant and extinct volcanoes in a scientific manner in order to find out how, why, and when volcanoes erupt. They also study the **effects/impact** of eruptions on the population and environment.

Volcanology is like detective work where **evidence** is gathered together and the facts worked out. It is a field which overlaps many areas of science, **including** earth sciences, chemistry and geography.

The eruption of Krakatoa in Indonesia in 1883 **was** one of the most significant in the history of volcanology as it was the first to be studied in the modern era. The eruption create the **largest** explosion ever heard and produced tsunamis, or **huge/giant** waves which killed more than 30,000 people. Krakatoa continues to be active to this day, and Indonesia has the most active volcanoes in the world.

How do you become a volcanologist ? Training begins with a Bachelor of Science degree. Further research may **lead** to a Masters of Science or a Doctor of Philosophy degree.

Volcanology is a challenging and an **exciting** career that offers much action and suspense. **Places** of employment also include teaching and doing research in universities. You can also **work** in volcano observatories, or in government departments that create civil defense contingency plans. That **means** you have to work out plans for emergency **evacuations** in times of a dangerous volcano eruption.

### **Writing Activity:**

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

**Check Your Understanding:****Answer the following questions using complete sentences:**

1. It seemed natural because her parents were excellent police dogs.
2. She looked healthy and strong, had sturdy legs and a proud, firm head.
3. It established that Mitzi will never become a police dog.
4. Mitzi's handler was Chips' neighbor.
5. Chips thinks that Mitzi's handler did not understand her.
6. He did it so that he would not be dragged along by her.
7. Mitzi usually returns in a dirty and smelly state.
8. She had probably been shopping before that.
9. Mitzi likes to chase them.
10. I think she did that because she was angry.

**Practice Exercise:****Put the verbs into the correct form (future perfect simple).**

1. By 9 o'clock, we (finish) **will have finished/'ll have finished** our homework.
2. They (leave) **will have left/'ll have left** the classroom by the end of the hour.
3. We (go) **will have left/'ll have left** home by next week.
4. She (return) **will have returned/'ll have returned** from the excursion by 6 o'clock.
5. (buy / he) **Will you have bought** the new house by October
6. The sun (not / rise) **will not have risen/ won't have risen** by 4 o'clock.
7. (You/do) **Will you have done** the shopping by 3 o'clock?

**Put the verbs into the correct form (future perfect continuous).**

1. By the end of the month I (live) **will have been living/'ll have been living** in this town for ten years.

2. By the end of this week we (work) **will have been working/'ll have been working** on the project for a month.
3. By July the fifth they (study) **will have been studying/'ll have been studying** English for 3 years.
4. By 10 o'clock she (watch) **will have been watching/'ll have been watching** TV for 4 hours.
5. She (sleep) **will have been sleeping/'ll have been sleeping** for 10 hours by 11 o'clock.
6. We (look) **will have been looking for/'ll have been looking for/shall have been looking for** for him for 40 days by next Saturday.
7. They (wait) **will have been waiting/'ll have been waiting** for the president for 5 hours.

## Build Your Vocabulary:

Identify the onomatopoeia in each sentence by underlining the words that imitate sounds. There may be more than one example in each sentence

1. Alone in the house, Sara became alarmed when she heard a **thumping** noise overhead, and the **thud** of someone coming down the stairs.
2. The dead leaves on the ground **rustled** in the cool, crisp fall wind.
3. The **ring** of my alarm clock does not wake me up, but my mother's **screeching** that breakfast is ready does the trick.
4. The smell of the bacon wafted to me, and I could hear the **sizzling** of the grease as it fried.
5. Marie just **giggled** at my joke, but Mark **snorted** milk through his nose.
6. Alyssa **muttered** under her breath and **snapped** her notebook shut to hide the bad grade on the test.
7. I felt like the entire cafeteria stopped and looked at me when my lunch tray **clattered** to the floor.
8. The snake **slithered** across the grass and did not make a **splash** when it slid into the water.

## Auditory Practice:

### Albert Einstein

#### Teacher's Script with answers in bold.

Albert Einstein found school very difficult. His teacher would tap her pointer against the blackboard impatiently while **she** waited for him to answer her questions. But Albert always **had** to think about many things before he could **answer**. After all, he would say to himself, there are **many** different things to think about before you can say **anything** is absolutely certain. When his teacher wasn't asking Albert **a** question, Albert would think of **a** question to ask **her**. And often when he did, she would get red **in** the face and angry at Albert for thinking up **questions** she couldn't answer. The more Albert learned, the more **he** found to think about. The more he thought about, **the** more questions he thought of to ask.

He knew **that** the Earth, other planets, the moon, and the sun **are** just part of what we call the universe. He **knew** that the universe is also made up of **all** the stars we can see with our eyes and **millions** and millions more that we can see only with the **largest** telescopes. He thought there must be some rules to **explain** why everything in the universe acts as it does. Finally he **believed** he had some of the answers. And then people **started** asking him questions because he had answer for many things that scientists had been trying to figure out for many, many years.

#### Writing Activity:

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

## Why Are Vitamins Essential?

### Check Your Understanding:

**Answer the following questions using complete sentences:**

1. Vitamins are metabolic catalysts and they regulate the biochemical reactions within our bodies.
2. The best way of meeting our nutritional needs is to eat regularly and adequately.
3. He can go on like that for up to six weeks.
4. Vitamin K is fat-soluble while Vitamin C is water-soluble.
5. It was originally developed as guidelines for the nutritional needs of American soldiers.
6. It is necessary to revise the RDA because it is inaccurate due to its large margin of safety.
7. Those with limited food intake need a multi-vitamin supplement.
8. This is so because vitamins do not provide other components of food that the body requires.
9. They claim that vitamins increase strength, prevent injuries or illness and provide energy or build muscle.
10. Vitamin B is water soluble and any excess can be discharged in urine.

### Practice Exercise:

**Change the direct speech into reported speech. Use 'she said' at the beginning of each answer. It's the same day, so you don't need to change the time expressions.**

**Answers:**

1. "He works in a bank"  
**She said that he worked in a bank**
2. We went out last night  
**She said that they had gone out last night**
3. I'm coming  
**She said that she was coming**

4. I was waiting for the bus when he arrived  
**She said that she had been waiting for the bus when he arrived**
5. I'd never there been before  
**She said that she had never been there before**
6. I didn't go to the party  
**She said that she hadn't gone to the party**
7. Lucy will come later  
**She said that Lucy would come later**
8. He hasn't eaten breakfast  
**She said that he hadn't eaten breakfast**
9. I can help you tomorrow  
**She said that she could help me tomorrow**
10. You should go to bed early  
**She said that I should go to bed early**
11. He could read when he was three  
**She said that he could read when he was three**
12. I was sleeping when Julie called  
**She said that she had been sleeping when Julie called**

### **Build Your Vocabulary:**

**Insert the correct Homographs to make a sensible sentence.**

**Answers:**

- |          |            |
|----------|------------|
| 1. bow   | 2. present |
| 3. close | 4. wound   |
| 5. live  |            |

### **Auditory Practice:**

#### **The Coot**

**Teacher's Script with answers in bold.**

The coot is a water bird that is completely black except for the white patch on the front of **the** head, the white beak and grey-green legs. **A** narrow whitish wing-bar shows in flight. Its toes **are** long and broad but are not webbed. **Unlike** the moorhen, the coot prefers open water and **is** rarely found on small ponds and streams. It **likes** the company of other coots and of ducks, **and** in the winter, coots may gather in enormous **flocks** on big lakes, reservoirs and, sometimes, on

the **sea** coast. They seldom fly, except to reach another piece **of** water. The coot often feeds on land but is **less** at home there than the moorhen. Mostly it dives **for** waterweeds, with an occasional insect or fish for variety.

**In** the spring, the coots reproduce. The large raised **nests** are frequently built of dead stems among the **plants** at the edge of the lake. Six **to** nine stone-colored eggs with brown spots may be **found** from the middle of March onwards. The young which **starts** to swim three or four days after **they** hatch are covered with black down tipped with reddish-orange **on** the chin and neck. The coot is not only found in Europe but there are also coots of one kind or another in Asia, Australia, Africa and America.

### **Writing Activity:**

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

## **Chess**

## **UNIT 16**

### **Check Your Understanding:**

**Choose the best option:**

1. **a. To explain the rules of chess**
2. **b. Good chess players take a lot of risks.**
3. **b. Over 500 years**
4. **c. India**
5. **b. This paragraph explains how blitz chess is played.**
6. **d. One player loses his or her king.**
7. **a. Computers did not play chess well.**
8. **c. Players only have ten minutes to play.**
9. **d. Your clock stops running and the other person's clock begins**
10. **b. 1997**

## Extended Response:

Students individual response.

## Practice Exercise:

Change the following from passive to active voice:

### Answers:

1. Fire destroyed the house.
2. I wrote the poem.
3. Andrew carried the books from the library.
4. Some of her fans recognized the star.
5. The Spanish club provided the decorations for the dance.
6. An alligator attacked the man in the river.
7. The moon lit the landscape during the night.
8. The makers of Crunchee Crackers brought you this program.

## Build Your Vocabulary:

Choose the correct meaning for the homograph in bold for each sentence.

### Answers:

1. a   2. b   3. b   4. a   5. a   6. b   7. a   8. a   9. a   10. b

## Auditory Practice:

### The Monkey and The Crocodile

#### Teacher's Script:

Once there was a monkey who lived in a **naval** tree beside a river. This **naval** tree produced more fruit than any other tree in the jungle, and its fruit was fresher and sweeter than the fruit on all the other trees.

Every day when the monkey ate this fruit, he was very happy. Not only could he eat his fill, but he could throw some fruit into the river when his friend the crocodile came by. The crocodile and the monkey spent many hours sitting on the shore of the river and talking, and in time they became best friends.

The crocodile always took some fruit home to his dear wife. She loved the **naval** fruit so much that she became addicted to

its taste and freshness. One day she thought, “If the monkey eats this fruit every day, then his flesh must also taste sweet, especially his liver. Oh, I want to taste the monkey’s liver.” She thought about it and thought about it until she couldn’t stand it any longer.

Finally she said to her husband, “I want to taste the monkey’s liver. Please bring him home, so I can satisfy my hunger.”

The crocodile was shocked! “You want to eat the monkey’s liver? But . . . he’s my friend! I love him. And he’s so generous to us. My dear, it’s impossible.”

The lady crocodile became angry. She demanded that he bring the monkey to her. She demanded that he let her taste the monkey’s liver. Otherwise she would leave.

The crocodile was torn apart. He loved his wife, and didn’t want to lose her. He loved his friend, and didn’t want to lose him. Why did he have to make this difficult choice?

In the end, he decided to lose his monkey friend. With a heavy heart, he swam slowly back across the river and sat under the naval tree.

“Oh Monkey,” he called, “It’s a lovely night, and I feel like going for a ride on the river. Why don’t you come along? I could show you the beauty of the river.”

“I don’t think so,” said the monkey. “I don’t think that’s a good idea. And anyway, I can’t swim, and I’m afraid of the water.”

“I am the king of the river. You don’t need to be afraid when you ride on my back. Besides, we’ve been friends for a long time. What a shame it would be if you can’t trust me by now.”

The monkey thought for a minute. Perhaps the crocodile was right. Who can you trust, if not your friends? “OK,” he said, “I’ll come with you.” He jumped onto the crocodile’s back, and they sailed into the river.

It was a wonderful ride, and the monkey was really happy, but the crocodile was quiet, and deep in thought.

“What’s the matter?” asked the monkey.

The crocodile almost burst into tears. “I’m sorry, my friend. I lied to you. I am not doing this to entertain you. Rather, I am taking you to my wife. She wants to eat your liver.”

“Eat my liver!!” The monkey was astonished. “Why does she want to eat my liver?”

“She knows that you eat the fruit of the naval tree every day. She thinks that your liver must be very sweet and tender, so she wants to eat it.”

“I see,” said the monkey. He saw that his life was in danger. He thought for a minute. “My friend, don’t feel bad on my account,” he said. “I would be honored to give my liver to your wife. But you should have told me about this before we left the naval tree.”

“Why?” asked the crocodile.

“Well, I always wash my liver in the river and then hang it on a branch of the tree.”

“Oh?”

“If you take me back to the tree, I’ll get it for you. Then you can take it to your wife.”

The crocodile swam quickly back to the naval tree. When he got to the shore, the monkey jumped off his back and climbed up the tree.

“Hah! Crocodile! Don’t you know that I can’t give you my liver? This has been a good lesson to me about trust.”

**Listen to the story and choose the best choice:**

**Choose the best answer:**

**Answers:**

1. Where did the monkey live?  
**b. In a naval tree.**
2. What was special about the naval tree?  
**c. It had the freshest and sweetest fruit.**
3. Was the monkey generous? Why?  
**c. Yes, because he gave fruit to the crocodile.**

4. What does “eat his fill” mean?  
**a. He could eat until he was no longer hungry.**
5. How did the monkey and the crocodile become friends?  
**b. They spent a lot of time sitting together and talking.**
6. What did the crocodile always do with the fruit?  
**b. He took some home to his wife.**
7. What does “become addicted” to something mean?  
**c. You must have more and more.**
8. What did the crocodile’s wife want to do?  
**c. She wanted to eat the monkey’s liver.**
9. When you “can’t stand” something any longer, it means that...  
**a. You hate it and you are going crazy because of it.**
10. What was the crocodile’s problem?  
**c. He had to choose between his wife and his friend.**
11. What did the crocodile decide to do?  
**c. To kill the monkey.**
12. The crocodile had a “heavy heart.” This means that...  
**a. He was very sad.**
13. Why didn’t the monkey want to ride on the crocodile’s back?  
**b. He didn’t know how to swim.**
14. How did the crocodile get the monkey to climb onto his back?  
**c. He talked about friendship and trust.**
15. Which answer tells you that the crocodile felt bad about lying to the monkey?  
**b. He burst into tears.**
16. How did the monkey get the crocodile to go back to the naval tree?  
**c. He said his liver was hanging on the tree.**

### **Writing Activity:**

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

## Plane Crash!!!!

### Check Your Understanding:

Answer the following questions using complete sentences:

1. It means something was no right, as if something bad might have happened.
2. Her return was delayed by a series of meetings with clients.
3. The pilot had detected problems on the plane and had to return to the airport.
4. The phrase 'watery graves' tells us that the plane had crashed into the sea.
5. A considerable amount of the plane's wreckage, some body parts and two black boxes were found.
6. The word is 'retrieved'.
7. They flew the families to and from Singapore and Palembang during the search and rescue operation.
8. There was no survivor in the crash.
9. The phrase is 'national grieving'.
10. A religious leader conducts a last rite for the dead to rest in peace.

### Practice Exercise:

Underline concrete nouns. Circle abstract nouns. The first is done for you as an example.

1. Jane and David have been on a raft for weeks.  
Jane David raft / **weeks**
2. Jane still has **hope** but David feels **despair**.
3. David has been having **thoughts** where Jane turns into a **hotdog**.
4. Rather than give into **hunger**, David tries to fish.
5. David makes a net from an old bag and thread.
6. David uses his **intelligence** to catch a fish and Jane is happy.
7. Jane collects rain in a tarp but **thirst** is a **problem**.
8. **Boredom** is a constant **threat** so David and Jane make up **stories** to pass the **time**.

9. David spots fins cutting across the water.
10. A shark bumps the raft and David loses his **balance**.
11. David and Jane are alive but now have new **problems** to face.

## **Build Your Vocabulary:**

**Read the definitions, then write the appropriate homograph from the word bank on each line.**

### **Answers:**

1. match
2. conduct
3. proceed
4. yard
5. contest
6. permit
7. light
8. perfect
9. object
10. letter

## **Auditory Practice:**

### **The Magic Paintbrush**

#### **Teacher's Script:**

A long time ago in China there lived a poor boy called Liang. He had no family, so he made his living by doing odd jobs for other people in his village, such as cutting wood and tending cattle. His life was difficult, but Liang was a generous boy and always willing to help people who needed it. In his heart he had a dream. He wanted to paint pictures and become a great artist. He practiced drawing all the time. When he was in the forest cutting wood, he drew birds and animals with a stick. If he was looking after a farmers' cows he drew on the sides of the barn. Whatever he was doing he drew – plants, animals, birds and people. He thought of nothing else except drawing, and soon he became very good at it.

One night Liang dreamed that an old man gave him a paintbrush. The man said it was a magic paintbrush and Liang should use

it to help people. When Liang woke up the next morning, he was surprised to see that he had a beautiful paintbrush in his hand. Liang was hungry, so he painted a bowl of rice. Suddenly the rice became real, and he ate it. Now he felt happy, so he drew a bird. The bird came to life and flew away.

When Liang went into the village he met an old farmer carrying water from the river to his field. It was a long walk and the man was very tired. Liang painted a river beside the field and the river came to life. Now the farmer could easily bring the water to his crops. Soon Liang met another villager who was crying because his cow had died in the night, and there was no milk for his children. Liang drew a cow, and it came to life. The villager was overjoyed and happily began to milk his cow. From that day Liang used his paintbrush to help the people in his village. Whenever they needed something, Liang would paint it. Soon the villagers began to prosper, and word of Liang's magic paintbrush began to travel beyond the village. People asked him, "Why don't you use your magic paintbrush to become rich?"

"What else do I need?" replied Liang. "I feel rich because I can help."

It wasn't long before a rich man who lived near the village heard about Liang's magic paintbrush, and thought he would use it to make himself richer than the emperor. This man decided to steal Liang's paintbrush. He sent some of his **\*thugs** to Liang's home, where they captured Liang and put him in prison. The rich man took the paintbrush.

The rich man wanted to show off his power so he invited some friends to his house. He drew a lot of pictures, but not one picture became real. The rich man figured there must be some special secret that he didn't know about, so he sent for Liang. When Liang stood before him he said, "If you draw some pictures for me and they become real, I will let you go free."

Liang knew that this rich man was not a good man. He didn't want to help, but he wanted to be free. He had an idea. He said, "I will help you, but you must let me go."

“Paint me a golden mountain,” said the rich man. “I want to go there and get lots of gold.” What he didn’t say out loud was, “And then I will be the richest man in the kingdom, richer even than the emperor himself!”

Liang drew a picture of the sea.

“Why did you draw the sea?” said the rich man, “I told you to draw the mountain. I want gold, not fish!”

“The mountain is on the other side of the sea.” replied Liang. “I’ll show you.” Liang drew the golden mountain on the other side of the sea.

When the rich man saw the mountain shining in gold his eyes lit up like two yellow suns. “Yes!” he said, “That’s much better! But the mountain is far from here. How will I get there?”

“I’ll draw you a boat to get to the mountain,” said Liang. And he drew a golden dragon boat that was even bigger and more beautiful than the emperor’s boat. The rich man climbed aboard the boat and stood in the bow facing the golden mountain. He said to Liang, “Now draw me a wind to take the boat to the mountain.” Liang began to draw a wind, and the boat set sail. The rich man stretched his arms out to grab the golden mountain. “Make the wind stronger so I can get there faster,” he said to Liang. Liang kept drawing and the wind got stronger. Soon the wind became a terrible gale and the rich man’s beautiful boat sank beneath the sea and took him down with it.

People say that Liang married a beautiful girl from his village and had a big family, and they were happy all their days.

\* thug: a violent and rough person

**Listen to the reading passage and choose the correct answer:**

**Answers:**

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

11. a      12. b  
13. b      14. b  
15. a      16. c

### **Writing Activity:**

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

## **Claustrophobia**

## **UNIT 18**

### **Check Your Understanding:**

**Answer the following questions using complete sentences:**

1. He does not have to be physically around as there are modern gadgets and technology that can help him with his business.
2. Claustrophobia is an anxiety disorder where a person has an intense and unexplainable fear of enclosed spaces.
3. He will look for emergency exits or stay near doors hoping to quickly escape.
4. One gets affected by claustrophobia through a traumatic childhood experience or from other unpleasant experiences that are related to confined space.
5. They are behavior therapy, exposure therapy, and drugs.
6. A sufferer will be exposed to a trigger situation in the hope that sooner or later he would eventually be immune to it.
7. It means to be exposed continuously.
8. They relax the pounding heart and make the claustrophobics calmer.
9. They must be convinced and believe that they can free themselves.
10. A learnt condition can always be unlearnt.

## Practice Exercise:

Read each idiom and determine the meaning.

Answers:

- |       |       |
|-------|-------|
| 1. d  | 2. c  |
| 3. a  | 4. b  |
| 5. b  | 6. a  |
| 7. d  | 8. a  |
| 9. b  | 10. b |
| 11. b | 12. c |

## Build Your Vocabulary:

Find and correct the mistakes in each sentence.

Answers:

1. We ~~were~~ all very **disgusted** by his behavior and cannot understand why he acted like that.
2. There's not much **difference** between these two colours until you look at them in daylight.
3. The amount of people in the stadium **were** really quite surprising.
4. There **are** a number of factors which we must consider in detail.
5. Make sure that you clean all the **apparatus** before you leave the laboratory.
6. We had a lot of **fun** at the picnic but Mary managed to lose her bag again.
7. I cannot go out tonight because I have **lot** of homework to do.
8. What a pity! I left my **belongings** in a taxi and didn't take its number.

## Auditory Practice:

### Raven Steals The Light

Teacher's script with answers in bold.

In the beginning there was no light in the world, because an old magician kept it **hidden** in a box inside his house. Raven, who was always hungry, didn't like the darkness because it was difficult to find food. One day he was looking for food near the old **magician's** house. He heard a voice saying, "I have a box, and inside this box is another box, and inside this

there is another box, and inside the smallest box is all the **light** in the world.” Raven decided to steal the light.

Raven waited until the old man’s daughter went down to the river to collect water. Just as she was **dipping** her basket into the river, he changed himself into a **hemlock needle**. The needle floated into her basket. When the girl drank some water, she swallowed Raven too.

Inside the girl’s belly Raven took the form of a human baby. He grew and grew, and in time she gave birth to a funny looking child with black eyes and a big nose. The old man loved his grandson so much that he gave in to the child’s every wish. Raven became **spoilt** and greedy. He was bored with all his toys, and wanted to play with the box that held the light. Finally the grandfather opened the box and **tossed** the glowing ball of light to Raven.

As soon as Raven caught the light, he immediately changed into his bird form. Holding the light in his beak, he flew up the **chimney hole** into the dark world. The magician was angry. He wanted to get the light back into his box. He flew after Raven.

The light was heavy in Raven’s beak, and he was getting tired. The magician was coming closer. Raven broke off some pieces of the light and threw them into the sky. They became the **stars**. The magician was still coming closer, so Raven broke off another piece of the light and threw it into the sky. It became the moon. Finally Raven became so tired that he **tossed** the last and biggest piece of the light into the sky. It became the sun; and that is how **daylight** came to the world.

### **Writing Activity:**

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

## Eccentric Life of Hughes

### Check Your Understanding:

Answer the following.

#### Answers:

- (i) He designed and built largest airplane in the world.  
(ii) Hughes broke a number of aviation records, he flew around the world beating the record time that existed then.
- Hughes broke a number of aviation records.
- The word recluse means a person who lives a solitary life and tends to avoid other people.
- The drapes in the hotel room he stayed were black and taped shut.
- He would repeatedly send it back to the kitchen to be reheated many times.
- He would skip meals and craved for a dessert.
- (i) Towards the end of his life, anything subordinate handed to him had to be wrapped in 15-20 layers of paper towels.  
(ii) Hughes put paper towels on the floor rather than walk on the carpet. Even the sheets on the bed were covered on the paper towels.
- No, he lived in unsanitary living conditions. His bedroom was never tidied/ The bed-sheets were rarely changed.
- It was so because in last few years of his life he used to just sleep and did not take care of himself.
- Students own response.

### Practice Exercise:

**Directions:** Use two meanings for each of the following homonyms in two different sentences. Then, determine whether the two uses are homonyms (same name) or homographs (same writing).

1. Wind  
Are they homonyms or homographs? **homographs**  
**a. The wind blew.**  
**b. I will wind up the toy.**
2. Seal  
Are they homonyms or homographs? **homonyms**  
**a. The seal is an excellent hunter.**  
**b. The letter had the red seal of royalty on it.**
3. Lead  
Are they homonyms or homographs? **homographs**  
**a. I will lead the children to the drinking fountain.**  
**b. Lead is a poisonous element.**
4. Rose  
Are they homonyms or homographs? **homonyms**  
**a. That rose has many thorns.**  
**b. The crowd rose to its feet during the last play.**
5. Lie  
Are they homonyms or homographs? **homonyms**  
**a. I will lie by the fireside.**  
**b. She told a lie.**
6. Live  
Are they homonyms or homographs? **homograph**  
**a. I live in the largest city of Pakistan, Karachi.**  
**b. Everybody enjoyed the live concert.**

## Build Your Vocabulary:

Students own individual responses

## Auditory Practice:

### The Tongue-Cut Sparrow

#### Teacher's script:

A long time ago in Japan there lived an old farmer and his wife. The old man was kind and gentle and always had a smile for everyone he met, but his wife was cold and very bad-tempered. They had no children to help them, so as they got older, they had to work even harder just to survive. The old man found and tamed a little sparrow, and taught it many kinds of tricks. When he came in from the fields at the end of

each day, the sparrow would welcome him home, and sing and dance for him; so in spite of his hardships the old man went to bed happy each night.

One day the old man had to go far into the forest to cut wood. It was laundry day, and his wife was in a bad mood as she prepared the starch for the clothes and set it outside to cool. While she was washing the clothes, the sparrow flew down to the starch and, as the old man had taught it to, pecked at the starch until it was gone. When the old woman came to get the starch and saw that the sparrow had eaten it, she went into a rage. She grabbed the bird in one hand and with the other she picked up her scissors and cut off the tip of its tongue. Then she threw the sparrow out the door, and it flew away as fast as it could go.

That night when the old man came home there was no sparrow to greet him and warm his heart. When he questioned his wife, she admitted what she had done, adding, “And good riddance! That bird has always caused more work for me.”

The poor man was devastated. Before dawn the next morning he took off to look for his little sparrow. He wandered through fields and forests, calling, “Mr. Sparrow, Mr. Sparrow, where are you now? How can I help you, my poor little tongue-cut sparrow?”

After a long time searching he came to a large bamboo wood, where he finally met the sparrow again. The old man ran forward to greet his little pet. They talked for a while, and the old man could see that the sparrow no longer suffered from any injury. The sparrow invited the old man home. He introduced his family and asked his wife to prepare a delicious feast. During the meal the sparrow’s daughters danced and sang for the old man. It was the best hospitality the old man had ever experienced! When it was time for the old man to return home, the sparrow brought out two wicker baskets, one large and one small. He said, “Here is a parting gift for you. Choose the one you want.”

“Thank you.” said the old man, “Since I’m not as strong as I used to be, and I have a long way to go, I’ll take the smaller

one.” So he strapped the smaller one to his back and returned home.

Immediately his wife began to scold him for being away so long, and didn't stop until he opened the basket and onto their floor spilled gold and silver and all kinds of precious jewels. With the sparrow's gift, they had enough to be comfortable in their old age. But the woman didn't stay happy for long. “Why didn't you choose the bigger basket?” she scolded. “Then we could be very rich indeed and live in a bigger house and have servants. How could you be so stupid?”

The old woman decided to visit the sparrow. She went into the forest and walked and walked until she found the sparrow's house in the bamboo wood. The sparrow and his family were not pleased to see her, but they were kinder than she, so they invited her in. She ate quickly and then called for her gift. When the two baskets were set out before her she chose the larger one. Without even thanking them she strapped it to her back and returned home. When she opened the basket a horde of demons sprang out and tormented her to death.

The old man was comfortable and happy for the rest of his days.

**Listen to the reading passage and choose the correct answer:**

**Answers:**

- |              |              |
|--------------|--------------|
| 1. a         | 2. a, c & d  |
| 3. b         | 4. b         |
| 5. c         | 6. a         |
| 7. a         | 8. b         |
| 9. c         | 10. a & c    |
| 11. a        | 12. a        |
| 13. a, c & d | 14. a & c    |
| 15. b, c & d | 16. a, b & d |

**Writing Activity:**

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

## Ready for Anything

### Check Your Understanding:

#### Answer the following:

1. He never throws anything away.
2. How one is thought of by others.
3. Students own response.
4. He uses it as a place to store objects.
5. Begged.
6. He uses the objects in his backpack.
7. Students own response.
8. Grateful.

### Practice Exercise:

#### Read the sentences and determine the figurative language used in it:

- |  |                        |
|--|------------------------|
| 1. The table sighed under the weight of Anna's books.                  | <b>Personification</b> |
| 2. Alice's eyes are as blue as the ocean                               | <b>Simile</b>          |
| 3. The room is a dark cave   | <b>Metaphor</b>        |
| 4. After playing in the snow all day, Robert's skin was as cold as ice | <b>Simile</b>          |
| 5. The sun grinned at Jane as she walked to school.                    | <b>Personification</b> |
| 6. The tree is a soldier guarding the entrance                         | <b>Metaphor</b>        |
| 7. Get it? Got it. Good!   | <b>Alliteration</b>    |
| 8. The wind swooshed around the trees                                  | <b>Onomatopoeia</b>    |
| 9. You could have banged the door with an axe                          | <b>Hyperbole</b>       |
| 10. The white part in Pakistan's flag represents minority              | <b>Symbolism</b>       |

**Students response will vary.**

**Sample Answer:**

Kristin and her mother went to the grocery store on Saturday. As they arrived at the store, it began to rain cats and dogs . When they entered the door, they were dripping buckets of water . Kristin selected a shopping cart, but its wheels were not straight. It wobbled so much it made her seasick as she pushed it down the aisle. Her mother quickly selected the groceries on the list. While they didn't have very many items, it still cost a fortune. They grabbed the bags of groceries which weighed a ton, and returned home.

**Build Your Vocabulary:**

**Students will write according to their possible alternatives**

**Auditory Practice:**

**Summer Rain**

**Teacher's script:**

The worst days of any summer are the rainy ones. We spend all year looking forward to nice weather and long, hot days. All of winter, with its dreary gray days and bitter cold, we dream of those endless days at the beach, laying on the sand and soaking in the bright and burning sun. And then, summer comes, and it rains.

As a child, I would wake up to rainy summer days and come close to crying. It wasn't fair. We suffered through months of school and miserable weather for those scant ten weeks of freedom and balmy weather. Any day that I could not spend at the beach or playing ball with my friends seemed like a punishment for something I didn't even do.

On those rainy summer days, I had nothing fun to do and could only sit inside, staring out at the rain like a Dickensian orphan. I was an only child, so there was no one else to play with. My father worked from home, so I was not truly alone, but he could not actively play with me since he was technically at work. It was those days that I would resign myself to whatever was on television or any books that I could find

lying around. I'd crawl through the day and pray each night that the rain would not be there the next day.

As an adult, though, my opinion of summer rain has changed. When you have to work every day, summer is not as eagerly anticipated. Mostly, the days run together, bleeding into each other so that they no longer seem like separate entities and instead feel like continuations of the same long day. Everything seems monotonous and dull, and an ennui or listlessness kicks in. Such a mindset makes you cheer for anything new or different. I spend the winter dreaming of summer and the summer dreaming of winter. When summer comes, I complain about how hot it is. And then I look forward to the rain, because the rain brings with it a cold front, which offers a reprieve—admittedly one that is all too short—from the torture of 100° and humid days. Rainy days are still the worst days of the summer, but summer rain today means positively beautiful—and considerably cooler—weather tomorrow.

**Listen to the passage and choose the appropriate choice:**

- 1) The passage makes use of language that is
  - a. **metaphorical**
- 2) According to the passage, summer is different for adults because
  - c. **they do not get a long time off from work for the season**
- 3) According to the passage, which of the following is a true statement about the narrator as a child?
  - d. **He or she had no siblings.**
- 4) Compared to how he or she was as a child, the narrator as an adult is
  - b. **less excitable**
- 5) As used in the final paragraph, the word reprieve most nearly means
  - d. **a temporary break**

**Writing Activity:**

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