WORLD'S KEY

COMMON CORE State Standards

Reading

LEVEL 4



WORLD'S KEY

READING

LEVEL 4

2024

UNIT 1 **ALIENS ON EARTH** FANTASY

LESSON 1

9 GENRE: FANTASY
10 LEARNING SKILLS AND STRATEGIES
12 VOCABULARY
14 **ALIENS ON EARTH**

LESSON 2

24 VOCABULARY EXERCISES
25 VOCABULARY STRATEGY: PREFIXES
26 COMPREHENSION SKILL: SEQUENCE OF EVENTS

LESSON 3

28 VOCABULARY
30 LITERARY FOCUS: AUTHOR'S PURPOSE
31 POST-READING QUESTIONS

LESSON 4

32 VOCABULARY EXERCISES
33 SPEAKING: ROCKET SCIENCE
34 THEME ANALYSIS

UNIT 2 **THE TIE THAT BINDS** POETRY

LESSON 5

37 GENRE: POETRY
38 LEARNING SKILLS AND STRATEGIES
40 VOCABULARY
42 **THE TIE THAT BINDS**

LESSON 6

44 VOCABULARY EXERCISES
45 VOCABULARY STRATEGY: DENOTATION AND CONNOTATION
46 COMPREHENSION SKILL: COMPARE AND CONTRAST

TABLE OF CONTENTS

LESSON 7

48 VOCABULARY
50 LITERARY FOCUS: METER AND RHYME
51 POST-READING QUESTIONS

LESSON 8

52 VOCABULARY EXERCISES
53 SPEAKING: FAMILY GATHERINGS
54 THEME ANALYSIS

UNIT 3 **REDUCE, REUSE, RECYCLE** EXPOSITORY TEXT

LESSON 9

57 GENRE: EXPOSITORY TEXT
58 LEARNING SKILLS AND STRATEGIES
60 VOCABULARY
62 **REDUCE, REUSE, RECYCLE**

LESSON 10

72 VOCABULARY EXERCISES
73 VOCABULARY STRATEGY: SEMANTIC MAP
74 COMPREHENSION SKILL: MAIN IDEA AND KEY DETAILS

LESSON 11

76 VOCABULARY
78 LITERARY FOCUS: POINT OF VIEW
79 POST-READING QUESTIONS

LESSON 12

80 VOCABULARY EXERCISES
81 SPEAKING: WASTE MANAGEMENT
82 THEME ANALYSIS

UNIT 4 **NEIL ARMSTRONG** BIOGRAPHY

LESSON 13

85 GENRE: BIOGRAPHY
86 LEARNING SKILLS AND STRATEGIES
88 VOCABULARY
90 **NEIL ARMSTRONG**

LESSON 14

94 VOCABULARY EXERCISES
95 VOCABULARY STRATEGY: PHRASAL VERB
96 COMPREHENSION SKILL: PATTERN OF ORGANIZATION

LESSON 15

98 VOCABULARY
100 LITERARY FOCUS: AUTHOR'S PURPOSE, AUDIENCE, AND TONE
101 POST-READING QUESTIONS

LESSON 16

102 VOCABULARY EXERCISES
103 SPEAKING: MY AUTOBIOGRAPHY
104 THEME ANALYSIS

UNIT 5 **THE WONDERS OF LIFE CYCLES** REALISTIC FICTION

LESSON 17

107 GENRE: REALISTIC FICTION
108 LEARNING SKILLS AND STRATEGIES
110 VOCABULARY
112 **THE WONDERS OF LIFE CYCLES**

LESSON 18

122 VOCABULARY EXERCISES
123 VOCABULARY STRATEGY: SYNONYMS AND ANTONYMS
124 COMPREHENSION SKILL: FACT AND OPINION

TABLE OF CONTENTS

LESSON 19

126 VOCABULARY
128 LITERARY FOCUS: CONFLICT AND RESOLUTION
129 POST-READING QUESTIONS

LESSON 20

130 VOCABULARY EXERCISES
131 SPEAKING: WONDER, EXPLORE, AND LEARN
132 THEME ANALYSIS

UNIT 6 **THE BUNDLE OF STICKS** FABLE

LESSON 21

135 GENRE: FABLE
136 LEARNING SKILLS AND STRATEGIES
138 VOCABULARY
140 **THE BUNDLE OF STICKS**

LESSON 22

144 VOCABULARY EXERCISES
145 VOCABULARY STRATEGY: SUFFIXES
146 COMPREHENSION SKILL: THEME

LESSON 23

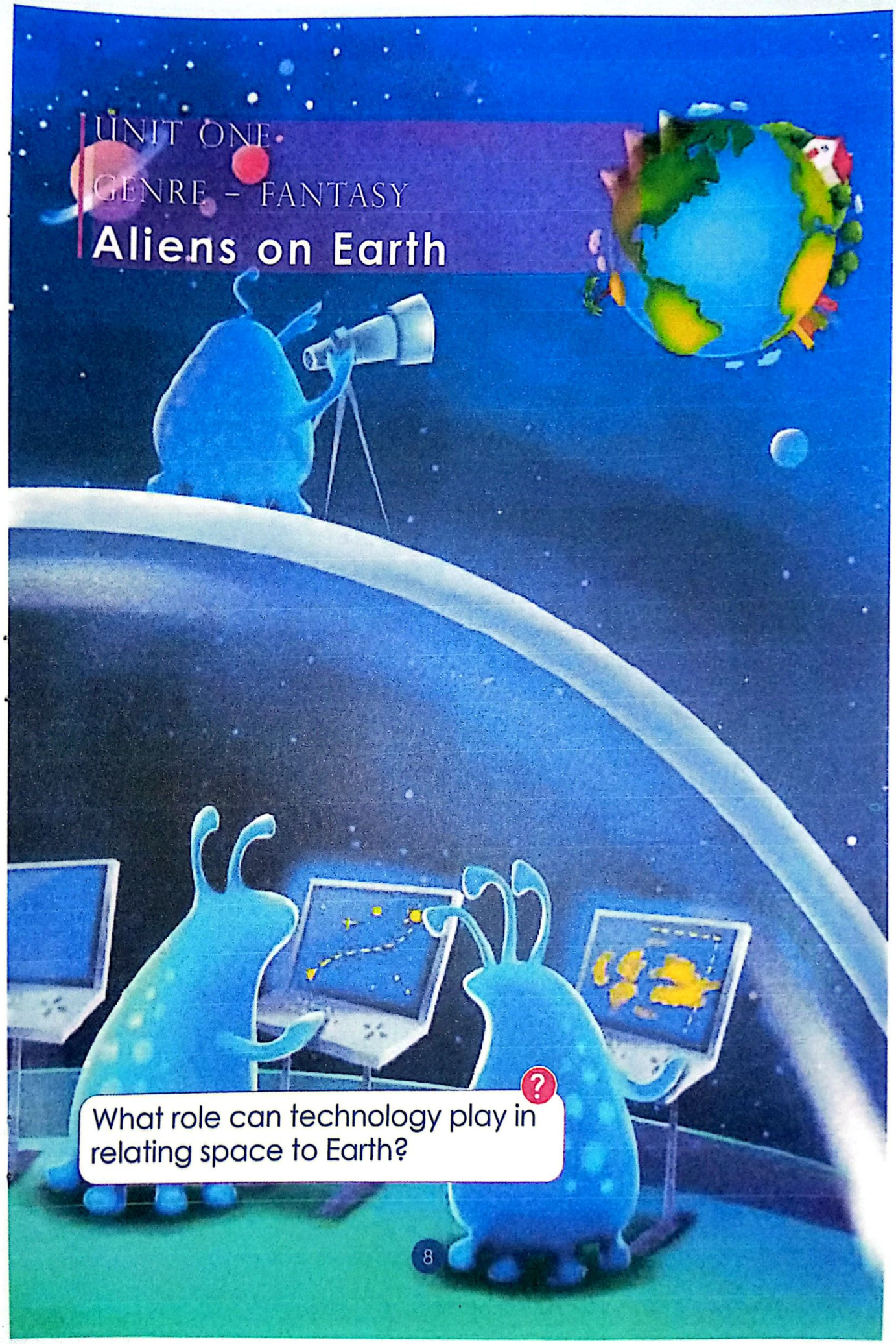
148 VOCABULARY
150 LITERARY FOCUS: ATMOSPHERE
151 POST-READING QUESTIONS

LESSON 24

152 VOCABULARY EXERCISES
153 SPEAKING: UNITY IN MY COMMUNITY
154 THEME ANALYSIS

DRAMA

156 THE BUNDLE OF STICKS


UNIT ONE
GENRE – FANTASY
Aliens on Earth
What role can technology play in relating space to Earth?

UNIT OPENER

- What is the name of our planet? List some of the characteristics that distinguish it from other planets.
- How do you think aliens might prepare for their journey to Earth?
- What challenges might they face?

GENRE

FANTASY

Fantasy is a genre of fiction that typically involves imaginative and fantastical elements that do not exist in the real world.

Elements of Fantasy Genre
Magical or supernatural elements dominate the work.
Settings, characters, and events are not bound by reality.
Fantasy themes often convey deeper messages that override the limits of reality.
A fantasy may be a heroic journey and quest that often involves saving the world or achieving a significant goal.

Take time to look over the elements of fantasy genre when reading the story "Aliens on Earth".

VOCABULARY STRATEGY

Prefixes

Prefixes are letters added to the beginning of a word. Adding a prefix to a word may change its meaning.

Prefix	Meaning	Prefix	Meaning
under-	below / too little	bi-	two
non-	not	mis-	wrongly
over-	above / too much	pre-	before

Example: under/ground

Gutsy walked carefully toward the creature. It was rooted **underground** and had green arms with bristles.

LITERARY FOCUS

Author's Purpose

The author's purpose is the intention or the goal that the author intends to present. The author's purpose could be one of the following.

(P)ersuade	(I)nform	(E)ntertain	(E)xplain	(D)escribe
convince the reader to do or try something	give the reader information and facts	want the reader to enjoy what is written	provide the steps the reader will follow	use some of the senses to tell about the topic

COMPREHENSION STRATEGY

Summary

A summary is a concise version of a longer text that highlights the most important information. To summarize a document is to provide a brief overview of its original content, so readers can quickly grasp its essential elements. To **SUM** up a story, keep the following questions in mind.

① **Who** were the characters?
② **When** and **where** did the story happen?
③ **What** was the problem?
④ **How** did everything get resolved?

COMPREHENSION SKILL

Sequence of Events

A sequence of events is the occurrence of events in a particular order. These events describe the steps, the timeline, the process, or the series of actions in the story. Below are examples of some transition words and phrases for sequencing.

Beginning	Middle	Ending
first/firstly in the beginning starting with	after that suddenly meanwhile	lastly finally in the end

Transition words and phrases are usually followed by a comma.

launched — verb

Meaning: sent something out

When NASA launched its first rocket into space, its experience was a milestone in science.

sensible — adjective

Meaning: acting on good judgment

It is sensible to take an umbrella since it's going to rain.

nicknames — noun

Meaning: informal names given to people or things

My close friends and I have playful nicknames that reflect our unique personalities.

gigantic — adjective

Meaning: extremely large; huge; enormous

The gigantic skyscraper dominated the city skyline, casting a shadow over the surrounding buildings.

mission — noun

Meaning: a task that an individual or a group is assigned to achieve

The astronauts' mission has transcended beyond outer space, seeking to improve people's lives through more discoveries.

complications — noun

Meaning: problems that make a situation more difficult than originally expected

We faced minor complications on our trip due to the bad weather.

Find the vocabulary words in the word search puzzle below.
Draw a line to join the letters of each word.

G	R	I	H	B	Q	U	M	I	A	P	I	I	D	D	K
I	U	Z	D	S	N	I	J	A	B	F	T	E	D	T	W
G	U	S	I	Q	S	I	E	N	M	T	H	X	N	K	Q
A	G	Y	R	S	D	K	C	M	D	C	I	O	S	T	W
N	U	X	I	C	U	C	X	K	N	D	P	S	U	W	I
T	N	O	Q	R	X	Y	F	U	N	I	L	Y	R	Z	G
I	N	C	T	F	X	V	A	R	T	A	R	Y	R	U	A
C	G	N	H	Q	P	L	Y	U	V	O	M	Y	D	X	X
M	K	I	D	E	S	E	N	S	I	B	L	E	M	F	U
C	O	M	P	L	I	C	A	T	I	O	N	S	S	R	C

launched

sensible

nicknames

gigantic

mission

complications

Aliens on Earth

Lapis Lazuli

In a distant galaxy, a spacecraft, Lapis, was launched from a small, blue planet named 'Lapis Lazuli'. Small, short, blue-colored creatures that squeaked like the mice on Earth were on board. The creatures were very sensible and gentle. They also valued science and arts. They called themselves the Lazulites.

The Lazulites were given seven-digit numbers instead of names when they were born. As they grew up, they could choose their own nicknames. When the Lazulites graduated, they were judged on their skills and abilities instead of their grades.

Their spaceship looked like a giant flying saucer with modern scientific equipment. It was more advanced than anything the inhabitants of Earth had developed. Aboard the spacecraft were five highly respected Lazulites. Their nicknames were Lofty, Hefty, Blunt, Gutsy, and Nifty. Lofty was the kindest, Hefty was the strongest, Blunt was the frankest, Gutsy was the bravest, and Nifty was the smartest of all the Lazulites.





Earth Ahead

The leaders of Lapis had sent these five Lazulites on a special mission to find life on other planets. They were specifically instructed to establish friendly relations with Earth's inhabitants. The spacecraft faced many difficulties during its travels, such as meteorites and black holes. Nevertheless, the Lazulites successfully overcame all the difficulties. When they reached the Milky Way Galaxy, they traveled to Earth's solar system. Using their binoculars, they examined each planet closely and finally discovered a blue planet.

"This planet has water! It must be Earth," Nifty said.

"Let's land and meet its inhabitants," said Gutsy.

The spacecraft moved closer and orbited the planet.

"Come on. Let's land on this yellow region," said Blunt.

The spacecraft landed on a desert, sandy area known as the Sahara Desert. The crew looked outside before disembarking.

"There is air, so we can breathe," said Gutsy. "I will go outside first." Gutsy opened the overhead glass window and stepped out. "I can see a creature nearby. I'll go and speak to it," he said.

"Be careful," the others said.

Gutsy walked carefully toward the creature. It was rooted underground and had green arms with bristles.

"Hi," said Gutsy. "We come in peace."

The creature did not respond to Gutsy.

Just a Plant

Gutsy used a computerized device he had brought from Lapis Lazuli. The device could translate the different languages spoken by the inhabitants of all the planets in the universe. Gutsy held the device to his mouth and spoke.

"Hi," Gutsy said again.

The creature did not respond. The crew watched vigilantly from inside the spacecraft.

"Let's go out and see what's going on," Nifty said.

When the others joined Gutsy, they suggested offering the creature some candy.

"Maybe it likes candy bars," Lofty suggested.

Lofty held out a candy bar, but the creature still didn't react. The Lazulites were very surprised that the creature did not want the delicious candy bar.

"What else can we do?" asked Hefty.

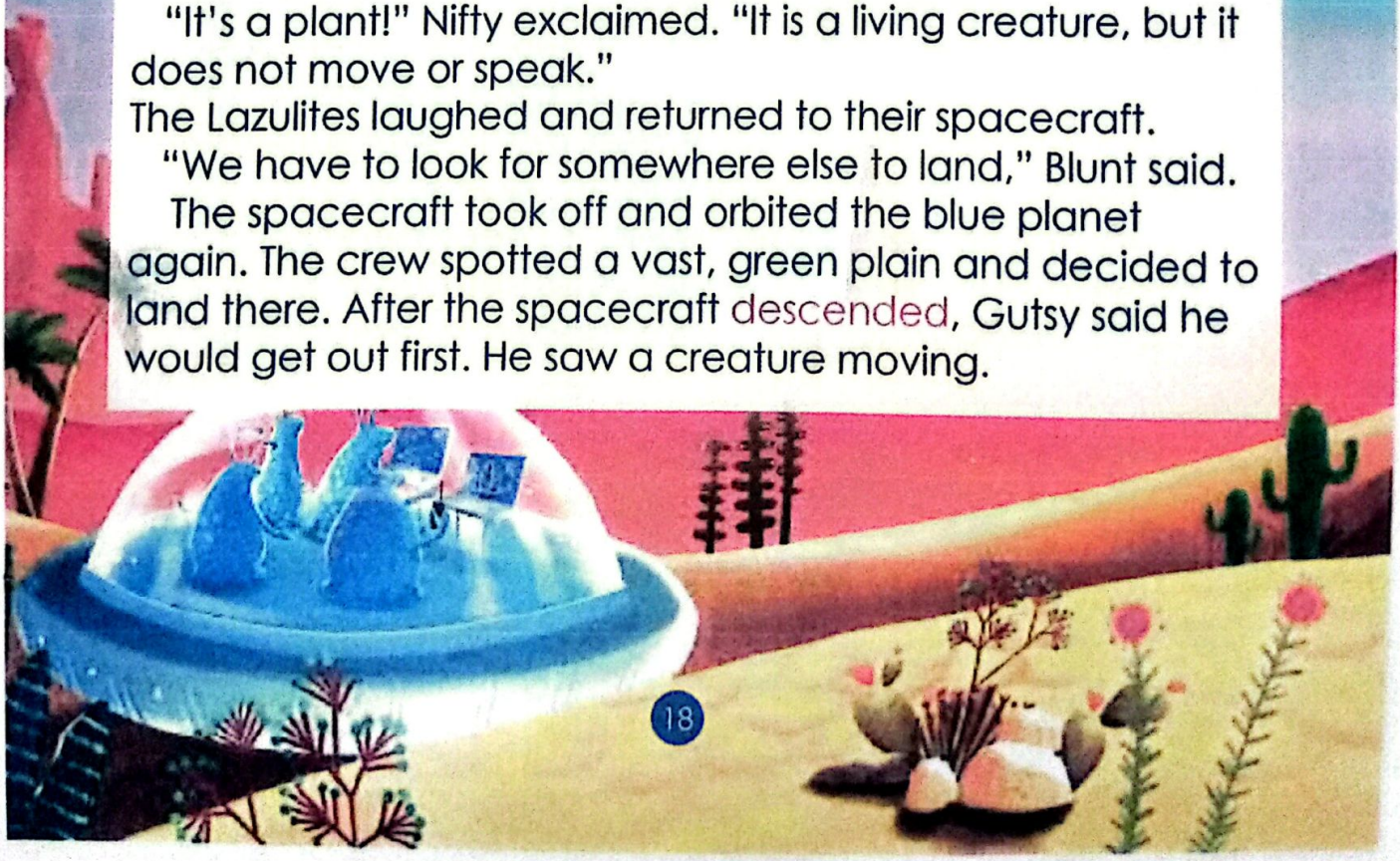
Nifty ran back to the spacecraft and opened his computer. He did some research about the creature and noted its characteristics. He ran back to his crew.

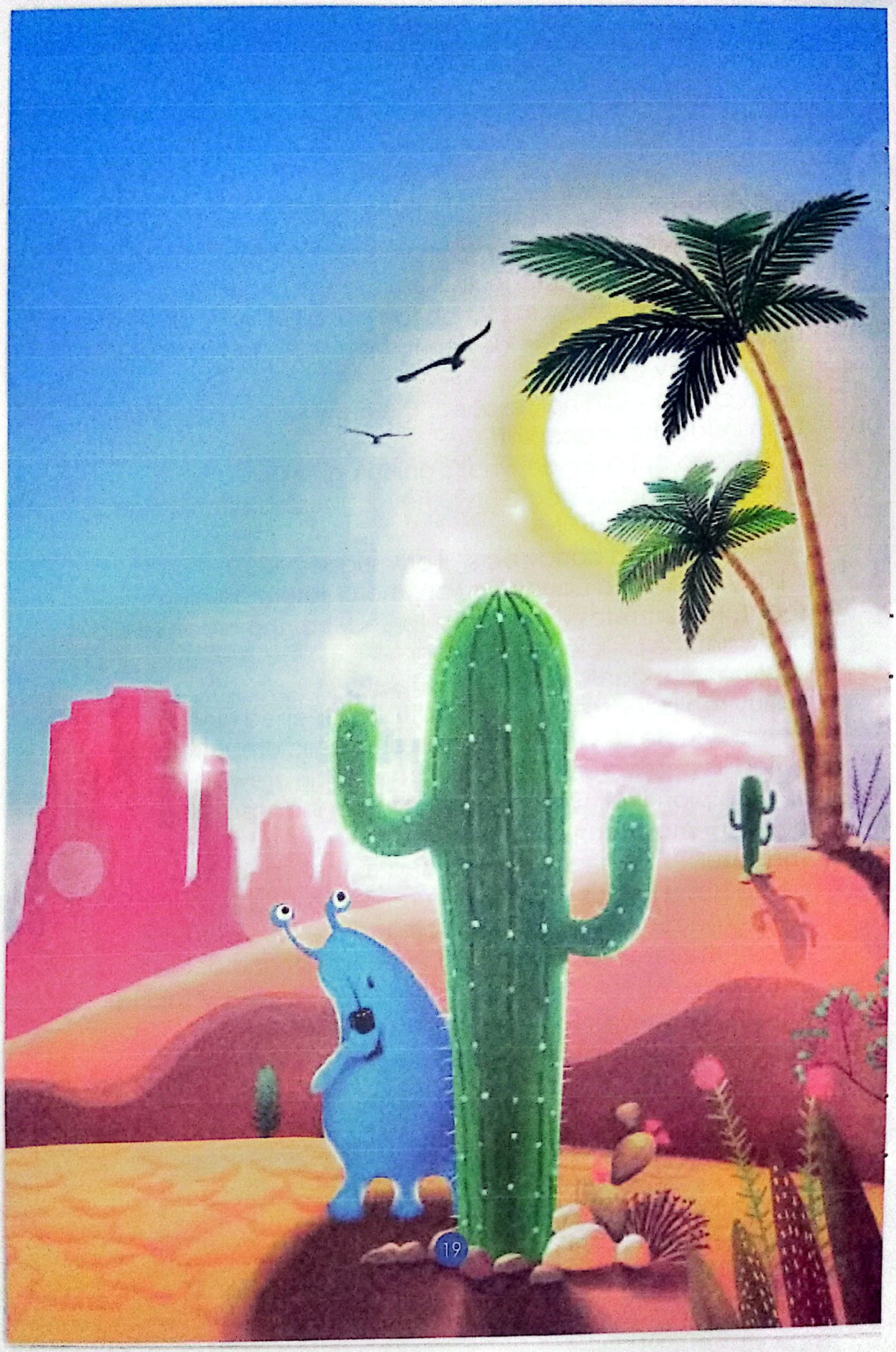
"It's a plant!" Nifty exclaimed. "It is a living creature, but it does not move or speak."

The Lazulites laughed and returned to their spacecraft.

"We have to look for somewhere else to land," Blunt said.

The spacecraft took off and orbited the blue planet again. The crew spotted a vast, green plain and decided to land there. After the spacecraft descended, Gutsy said he would get out first. He saw a creature moving.





Hopeless Mission

"This creature is moving! Therefore, it is not a plant," Gutsy said as he pointed at it.

"Then go and talk to it," Blunt said.

Gutsy carefully approached the creature. It was eating grass. It was white with big black spots, and it had big udders.

"Moo!" the creature said. "Moo!"

"Hello, I am here on a peaceful mission to befriend earthlings," Gutsy said to the creature.

The creature did not answer and continued eating grass. Lofty came and offered the creature a candy bar, but the creature just sniffed it and turned away.

"What is this? Are all the inhabitants of Earth speechless? My interpreting device indicates that the creature mispronounced the word 'moo'. It can't translate the word 'moo'!" Gutsy said.

"Why don't they answer when we talk to them?" Lofty asked.

Nifty did another search on his computer. Then he laughed out loud.

"What is the matter?" Hefty asked.

"I'm sorry. It is another mistake. This is a cow. It is a living creature that eats, drinks, and moves, but it does not speak!" Nifty explained.

The Lazulites all laughed.

"That's nonsense! How is that possible? We must look for another living creature somewhere else," Gutsy said.





Earth Creatures

"I am going to research more about Earth and its inhabitants. I didn't preplan as well as I should have," Nifty said aloud.

"That's a good idea!" exclaimed Hefty.

"Listen to this. On the small planet called Earth, all creatures live together and are governed by a wonderful system called the ecosystem. Every creature on the planet has an important role in this ecosystem. They all interact to keep their environment balanced. Animals and plants are all Earth creatures," Nifty read. He continued, "Animals are not self-sustaining organisms. Many animals move from one place to another to find food. Some animals eat other smaller animals. They are called carnivores. Some animals eat plants. They are called herbivores. Plants, on the other hand, do not move. They are very important because they preserve the living environment. They balance the air and other elements. There is a lot more complex information about breeding, growth, and development of plants and animals," Nifty explained.

"That is so interesting!" Lofty said.

"That was a fun adventure, wasn't it?" Blunt asked his friends.

"Yes, definitely. I think we have learned so much useful information for the leaders of Lapis. They'll be very impressed," said Nifty.

The spacecraft flew away and began its long journey back to Lapis Lazuli.

VOCABULARY EXERCISES

A. **Fill in** each blank with the suitable vocabulary word from the word bank.

complications	sensible	mission
nicknames	gigantic	launched

1. The rocket was _____ from a space research base.
2. A _____ diet is important to maintain good health.
3. Elephants have _____ bodies and enormous ears.
4. Our _____ is to find the hidden treasure in our yard.
5. Can you think of funny _____ for my brothers?
6. I hope there won't be any _____ after the surgery.

B. **Use** two vocabulary words from the word bank above in one meaningful sentence.

_____ _____

_____

_____

VOCABULARY STRATEGY

Prefixes

A. **Read** each sentence below.
Circle the prefix in the highlighted word.
Write the meaning of the word on the line.

1. Using their binoculars, they examined each planet closely and finally discovered a blue planet.

meaning: _____

2. Gutsy opened the overhead glass window and stepped out.

meaning: _____

3. "I didn't preplan as well as I should have," Nifty said aloud.

meaning: _____

4. "That's nonsense! How is that possible? We must look for another living creature somewhere else," Gutsy said.

meaning: _____

5. "My interpreting device indicates that the creature mispronounced the word 'moo'. It can't translate the word 'moo'!" Gutsy said.

meaning: _____

COMPREHENSION SKILL

Sequence of Events

A. **Number** the sentences from 1 to 6 to indicate the sequence of events.

( ) He went to the doctor.

( ) After a few days, he started feeling much better.

( ) The doctor prescribed medicine to help him feel better.

( ) His wife advised him to visit the doctor.

( ) He had to take the medicine once daily.

( ) Mr. Rami felt very dizzy during the day.

B. **Write** sentences of your own to describe the sequence of events that follow.

1. Lina visited her grandfather on the farm and decided to help him look after the animals.

2.

3.

4.

5.

C. **Reread** the story **"Aliens on Earth"**.
Complete the sequence chart below.

First: A spacecraft was launched from a small blue planet.

Next:

Then:

1. The Lazulites saw a green creature.

2.

3.

4.

5.

Last:

steered — verb

Meaning: controlled the direction of a vehicle

The racer carefully steered the car around the puddle.

spacious — adjective

Meaning: having a lot of space

The living room in their new house is spacious enough for a big family gathering.

peeked — verb

Meaning: looked in a way to avoid being seen

Hadi peeked at the audience from behind the curtains.

cautiously — adverb

Meaning: carefully done to avoid trouble

I cautiously made my way through the bedroom in the dark.

descended — verb

Meaning: went or came down

We descended from the mountaintop through a scary trail during our hiking trip.

complex — adjective

Meaning: not easily understood; complicated

The surgeon who has succeeded in performing several complex surgeries is famous.

What's the word?

Read the related words given below to help you guess the vocabulary word.

Write it on the line.



LITERARY FOCUS

Author's Purpose

Check all the characteristics that are found in the story **"Aliens on Earth"**.
Write down the author's purpose.

Characteristics	
○	explains a scientific method of the provided information
○	has characters and setting but cannot happen in real life
○	tries to change the reader's mind to side with the author
○	is fun to read
○	teaches the reader a moral lesson

The author's purpose is to _____.

POST-READING QUESTIONS

A. How can you relate the story to its genre?

_____

_____

POST-READING QUESTIONS

B. Who are the main characters in this story? What are their nicknames?

_____

_____

C. What are Earth's living creatures governed by?

_____

_____

D. How did Nifty describe the animals to his friends?

_____

_____

_____

E. How would you describe the aliens' mission?

_____

F. What do the pronouns in bold refer to?

1. The creatures were very sensible and gentle. **They** also valued science and arts. _____

2. The spacecraft faced many difficulties during **its** travels, such as meteorites and black holes. _____

3. When the others joined Gutsy, they suggested offering the creature some candy. "Maybe **it** likes candy bars," Lofty suggested. _____

VOCABULARY EXERCISES

A. **Answer** each question using the given vocabulary word.

1. Why couldn't you understand the instructions?
   complex _____
   _____
2. How did Lina move toward the edge of the balcony?
   cautiously _____
   _____
3. What did the kids do to see their neighbor's yard?
   peeked _____
   _____
4. How are the rooms in Rami's house?
   spacious _____
   _____
5. What did Ahmad do to park the car in the garage?
   steered _____
   _____
6. What happened to the balloon as the air came out of it?
   descended _____
   _____

SPEAKING

ROCKET SCIENCE

Our solar system is like a cosmic playground with the Sun as its brilliant star at the very center. Around the Sun, there are eight fascinating planets twirling in space.

- **Gather** facts about a planet of your choice.
- **Use** the following questions to help you brainstorm.
  - In which galaxy does our solar system reside?
  - How many planets are in our solar system?
  - Which planet interests you the most?
  - Provide interesting facts about that planet.
- **Reminder**
  - Your audience is the center of your speech.
  - Keep in touch with your audience to let them interact with you.



LESSON 4

Read the following story.
Answer the questions that follow.

A World of Magic

Lili was a small child who lived in Mirage, a world of magic where talking animals and enchanted landscapes were commonplace. In the center of the whispering woods, she discovered a curious, shimmering amulet. She had no idea that this amulet could open secret doors leading to other worlds. Lili set off on an exciting mission with the help of her new pals, a cheeky talking squirrel named Sparkle and an old wise owl named Bright, to defend Mirage from the evil sorcerer who wanted to master the amulet's magic. Will Lili and her friends be able to stop the coming tragedy in their wonderful world?

A. What makes Mirage a fantasy setting, and how does it differ from the real world?

_____

_____

_____

B. **Pick out** a magical element from the story and **explain** its significance.

_____

_____

C. Who are the fantastical creatures in the story, and how do they contribute to the fantasy genre?

D. How does the amulet serve as a fantasy element in the plot?

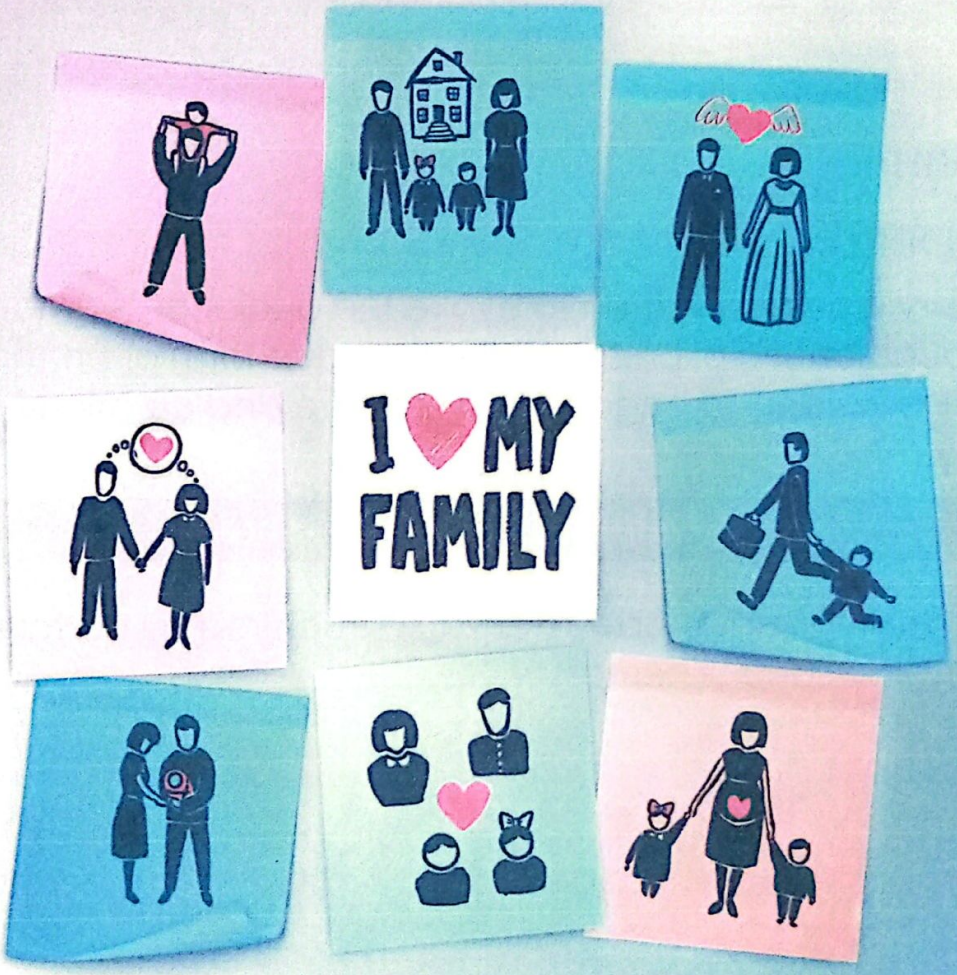
E. **Reread** the last question in the story, and then **provide** a reasonable prediction of what will happen later.

F. What other fantasy books or stories can you think of that share similarities with this tale of magic and adventure?

UNIT TWO

GENRE – POETRY

The Tie That Binds



Who is your backbone in life?

UNIT OPENER

- What does your family mean to you?
- How do you look after each member of your family?
- In times of grief, how should family members act?

GENRE

POETRY

Poetry is a verse written to evoke the audience's emotions through artistic expressions. It is a unique form of art that invites readers to engage in a creative and emotional way.

Elements of Poetry Genre

- Poetry is made up of stanza(s) structured by certain meters and schemes.
- Poetry includes imagery and figures of speech.
- Poetry uses rhythm and rhyme to help convey its message.
- The poet may use creativity and artistic innovation to shape language in unique and innovative ways.

A stanza is a set of lines grouped together within a poem.
A verse refers to a single line of poetry.

VOCABULARY STRATEGY

Denotation and Connotation

Denotation is the literal or dictionary definition of a word. In contrast, connotation refers to the additional cultural or emotional usage that a word may have.

Example	Denotation	Connotation
cord	a thin, flexible string	a strong, unbreakable bond or connection between family members

LITERARY FOCUS

Meter and Rhyme

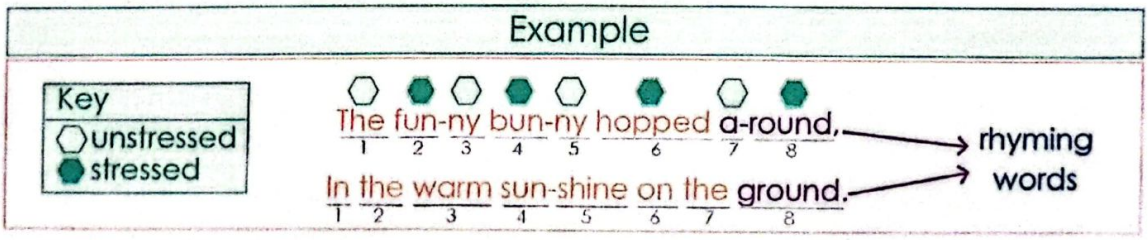
Meter is the rhythm of syllables in a line of poetry. It refers to the pattern of stressed and unstressed syllables.

Rhyme is a poetic device in which two or more words have the same ending sounds.

In poetry, a pace can refer to a specific metric measurement, and any poem can follow two types of paced rhythms.

A fast-paced rhythm has a quick and happy flow.

A slow-paced rhythm has a slow and sad flow.



COMPREHENSION STRATEGY

Important Ideas

Identifying important ideas in any text is a fundamental skill that readers must acquire to gain a comprehensive understanding of the material. The structural and organizational elements within texts play a pivotal role in aiding readers' comprehension. Some features, such as headings, subheadings, chapter titles, and highlighted vocabulary words, serve as valuable tools that guide the readers in identifying and retaining key ideas.

COMPREHENSION SKILL

Compare and Contrast

Text structure is a tool used by authors to arrange information in a text. One sort of text structure is compare and contrast. The authors who employ this textual format explain how things are similar and different.

Compare
When comparing two entities, consider their similarities. You compare things by using words such as **alike**, **and**, **both**, **similar**, and **same**.

Contrast
When contrasting two entities, focus on how they differ from one another. You contrast things by utilizing words such as **unlike**, **although**, **oppositely**, **different**, and **but**.

binds verb

Meaning: ties something and creates a strong connection

The law binds all citizens, regardless of their social status or background.

ignored verb

Meaning: did not give attention to something or someone

The scientific community ignored the scientist's discovery for many years.

laughter noun

Meaning: a human expression that is often associated with joy, amusement, and happiness

The sound of their laughter filled the room with warmth and joy.

trust noun

Meaning: a firm belief in someone or something

Trust and patience between parents and children are the keys to harmonious family bonding.

lasts verb

Meaning: continues for a period of time; endures or survives

The battery in my laptop lasts for up to 10 hours on a single charge.

glad adjective

Meaning: feeling or showing pleasure and happiness

I am glad that you are feeling better today.

Find the vocabulary words in the word search puzzle below.
Draw a line to join the letters of each word.

T	B	I	G	U	Y	T	F	U	D	Y	S	L	E	G	L
Q	R	Y	L	Z	P	S	M	E	Z	C	S	D	M	N	A
D	O	U	I	L	Z	K	R	S	K	U	L	S	I	R	S
H	U	F	S	W	S	O	L	A	U	G	H	T	E	R	T
L	U	P	Q	T	N	Q	U	Z	V	I	E	S	X	L	S
Y	E	J	G	G	I	P	U	J	D	E	V	D	I	X	S
C	W	L	I	I	L	E	G	W	S	K	T	N	I	X	D
L	A	O	W	B	X	C	O	K	U	G	D	D	J	V	S
D	S	M	N	B	I	N	D	S	O	U	L	B	P	D	Q
C	Y	Y	S	X	R	J	Z	G	W	R	G	Q	U	T	C

binds

ignored

laughter

trust

lasts

glad

The Tie That Binds

Edgar Albert Guest

It is the tie that binds,
The strong and unseen cord,
That runs from heart to heart,
Yet cannot be ignored.

...

It's made of hopes and dreams,
Of laughter and of tears.
It's built on trust and love,
And lasts through all the years.

...

Through thick and thin it stays,
In good times and in bad.
It keeps us close together,
And for that, we should be glad.

...

So cherish well this bond,
This gift that's truly grand,
For family is a treasure,
As a bridge on which to stand.



Spotlight

This poem, written by Edgar Albert Guest, beautifully depicts family bonds. It shows the intimate relationship among family members, which should be implanted by love, respect, trust, and a sense of belonging.

Meet the Poet

Edgar Albert Guest (1881–1959) was an American poet and journalist. Believing that family is precious and possesses unbreakable connections, Guest wrote the poem "**The Tie That Binds**" to bring people together and provide a sense of stability and comfort.

VOCABULARY EXERCISES

A. **Fill in** each blank with the suitable vocabulary word from the word bank.

lasts　　binds　　ignored

laughter　　trust

1. My disease symptoms were _____ by doctors.
2. Parents should not destroy their _____ in their kids.
3. Our family tie _____ us together in the darkest of times.
4. Shared _____ brings heartwarming moments.
5. The smell of freshly baked bread usually _____ for hours.

B. **Use** each pair of the vocabulary words below in one meaningful sentence.

laughter　　glad

_____

_____

trust　　binds

_____

_____

VOCABULARY STRATEGY

Denotation and Connotation

A. **Circle** the word that has the same denotative meaning as each given word.

1. sunshine

sunlight daylight happiness

2. fly

succeed soar glide

3. limited

restricted prohibited boring

B. **Write** the denotation and connotation of the word below. **Write** a sentence using each meaning.

Word	Denotation	Connotation
Snake	_____ _____	_____ _____
	Sentence _____ _____ _____	Sentence _____ _____ _____

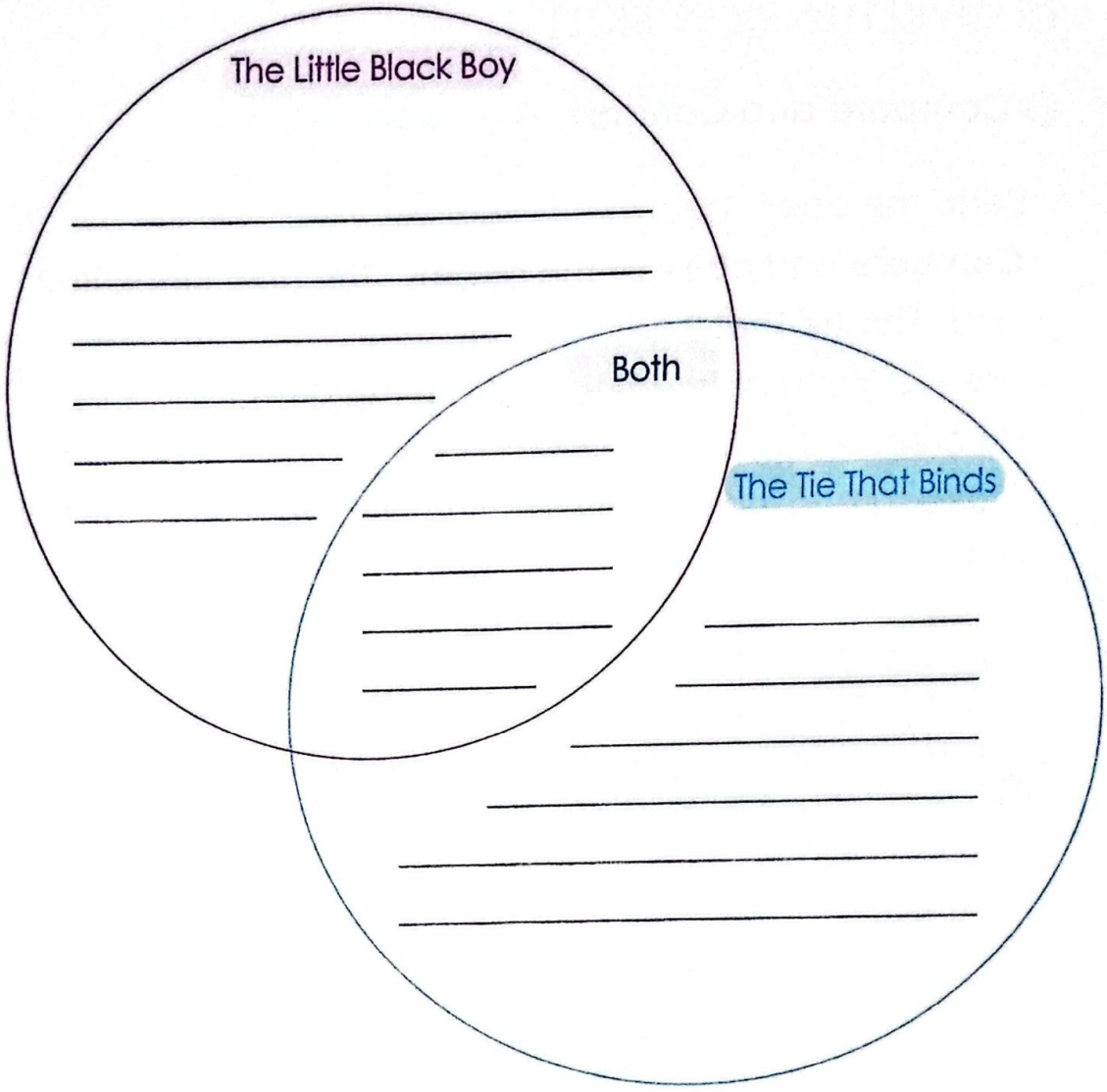
COMPREHENSION SKILL

Compare and Contrast

A. **Read** the poem below.
Compare and **contrast** the poems "**The Little Black Boy**" and "**The Tie That Binds**".
Use the Venn diagram to illustrate the similarities and differences between the two poems.
Make sure to include at least two elements in each circle of the diagram.

The Little Black Boy
William Blake

My mother bore me in the southern wild,
And I am black, but oh! My soul is white.
White as an angel is the English child,
But I am black as if bereaved of light.
...
And we are put on earth a little space,
That we may learn to bear the beams of love.
And these black bodies and this sun-burnt face,
Is but a cloud, and like a shady grove.



B. **Consider** the overall message or lesson conveyed by each poem.
Are there any moral insights that the poets are trying to deliver?

cherish — verb

Meaning: to love beyond boundaries

We all cherish the old photo album, as it holds precious memories of our childhood.

bond — noun

Meaning: a relationship among people built on mutual feelings and interests

The team's success is attributed to the strong bond that has developed among its members.

truly — adverb

Meaning: in a sincere or genuine manner; honestly

My sister was truly touched by the heartfelt birthday wishes from her friends and family.

grand — adjective

Meaning: impressive in size or effect

Explorers went on a grand adventure, exploring the vast wilderness and discovering nature's mysteries.

treasure — noun

Meaning: something of great value

The library in the neighborhood is a real treasure for the ancient books it preserves.

bridge — noun

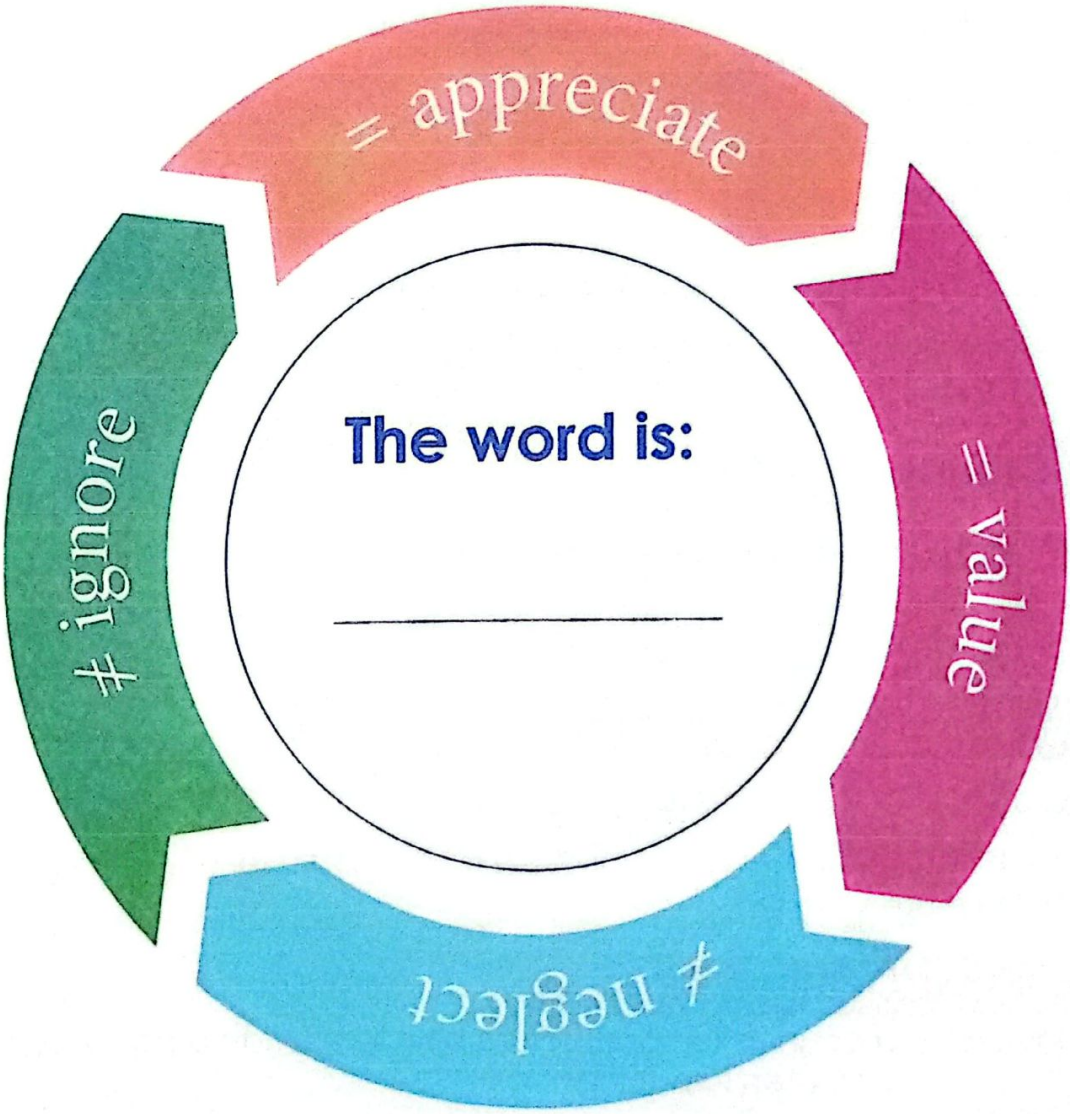
Meaning: a connection or structure built to provide a pathway between two things

Some tourists strolled on the stone bridge, enjoying the view of the flowing stream beneath them.

What's the word?

Read the related words given below to help you guess the vocabulary word.

Write it on the line.



LITERARY FOCUS

Meter and Rhyme

A. **Read** the following stanza.
Identify the number of syllables in each line.

Stanza	Number of Syllables
In childhood days, we laugh and play,	_____
Under the sun's warm, golden ray.	_____
With friends we run, so wild and free,	_____
Imagination boundless, as it could be.	_____

B. **Choose** the correct option.

The above stanza follows a _____.

ⓐ fast-paced rhythm

ⓑ slow-paced rhythm

C. Why does the above stanza use shifts in meter?

_____

_____

_____

POST-READING QUESTIONS

Reread the poem "**The Tie That Binds**".

A. **Correct** the following statements.

1. The bond in the family is made of despairs and nightmares.

_____

2. The life span of the family bond is very short and limited.

_____

B. **Refer** to stanza 2 and **pick out** the words that reflect human feelings.

_____

C. **Explain** the following expression in stanza 3, "Through thick and thin it stays."

_____

_____

D. In stanza 4, the poet uses different types of figures of speech. **Pick out** one, **identify** its type, and then **explain** its significance.

_____

_____

_____

VOCABULARY EXERCISES

A. **Unscramble** the following letters to form correct words.
Use each word in a meaningful sentence.

1. etrrueas _____
_____

2. dbno _____
_____

3. gbiedr _____
_____

4. ishcher _____
_____

B. **Give** the antonyms of the following words.
Use each pair in a sentence of your own.

1. grand ≠ _____
sentence _____
_____

2. truly ≠ _____
sentence _____
_____

SPEAKING

FAMILY GATHERINGS

Family ties are the threads that weave the fabric of our lives, providing support, love, and shared experiences. They shape our identities.

- **Draw** a picture or **bring** a photo of a special family memory.
- **Share** why this memento is significant to you.
- **Use** the following questions to help you brainstorm.

  - How does this memento symbolize the bond you have with your family?
  - What sentimental value does this memento reflect?
  - What makes this memento significant to you?

- **Reminder**
  - Your audience is the center of your speech.
  - Keep in touch with your audience to let them interact with you.



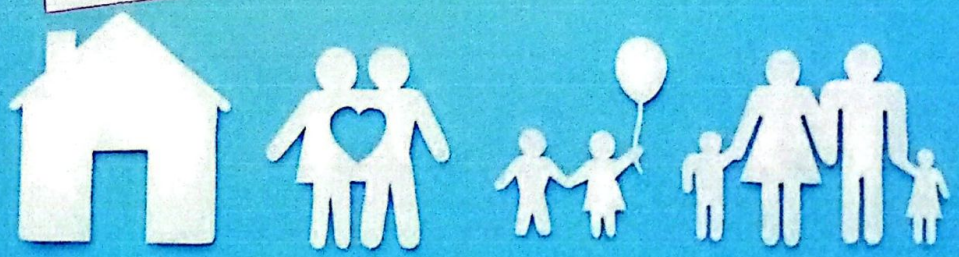
SPEAKING

FAMILY GATHERINGS

Family ties are the threads that weave the fabric of our lives, providing support, love, and shared experiences. They shape our identities.

- **Draw** a picture or **bring** a photo of a special family memory.
- **Share** why this memento is significant to you.
- **Use** the following questions to help you brainstorm.
  - How does this memento symbolize the bond you have with your family?
  - What sentimental value does this memento reflect?
  - What makes this memento significant to you?

- **Reminder**
  - Your audience is the center of your speech.
  - Keep in touch with your audience to let them interact with you.



GET CREATIVE!

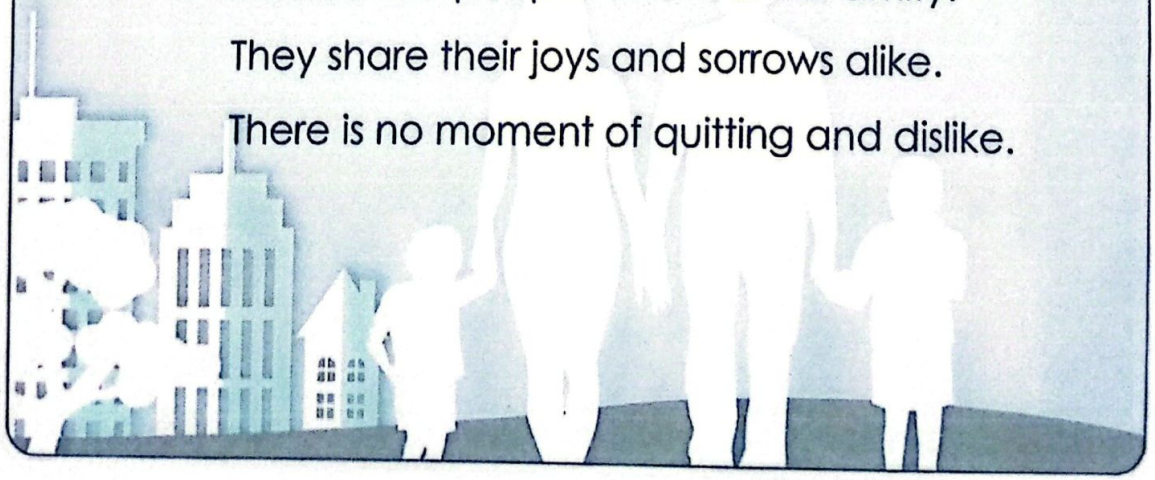
Read the poem below.
Write a similar poem of four to six lines about family ties.
Describe your feelings in the stanza you are writing.
Draw a picture that reflects the meaning of your poem.

My United Family

I love them all.
They love us all.
With each step I take,
Trust, power, and love never shake.
Such is my united family!

• • •

Unity binds family, and family brings unity,
Blessed are people who feel this amity.
They share their joys and sorrows alike.
There is no moment of quitting and dislike.





UNIT THREE

GENRE – EXPOSITORY TEXT

Reduce, Reuse, Recycle



How can we keep the environment clean?

UNIT OPENER

- What would happen to the environment if people did not care for it?
- How can you benefit from the thrown-away trash?
- What advantages do you get by producing less waste?

GENRE

EXPOSITORY TEXT

An expository text is a factual composition that presents information and explanations on a given subject.

Elements of Expository Text Genre
It describes the logical order of ideas, such as cause and effect, compare and contrast, or problem and solution structure.
It aims to provide readers with a clear and objective understanding of a topic.
It includes facts, statistical data, charts, graphs, and examples to support the author's explanations.
Its tone is typically formal and objective, without any interference from the author's personal opinion.

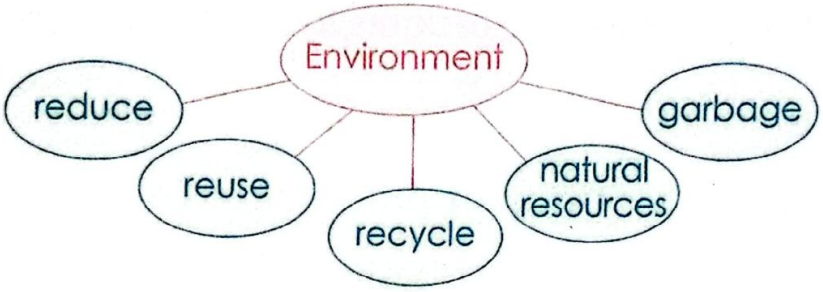
Take time to look over the elements of expository text genre when reading the text "Reduce, Reuse, Recycle".

VOCABULARY STRATEGY

Semantic Map

Using a semantic map involves visually illustrating concepts to enable students to expand their understanding of a new word by linking it to related words or phrases.

Example:



LITERARY FOCUS

Point of View

Point of view in expository texts helps the readers understand the author's perspective and approach to the subject matter. Expository texts often use the third-person point of view, where the author is not a character. The use of the third-person point of view helps maintain a sense of objectivity and detachment from the subject matter.

Clues for third-person point of view:

- he, she, her, him, his, it, its, they, them, their, himself, herself, itself, themselves

COMPREHENSION STRATEGY

Background Knowledge

Incorporating background knowledge as a comprehension strategy involves active engagement with the text. Readers draw upon their prior knowledge to make connections, infer meanings, and critically analyze the work. Background knowledge allows the readers to read between the lines.

COMPREHENSION SKILL

Main Idea and Key details

The main idea in literature is the central or primary theme, message, or concept the author is trying to convey through the work.

Key details are the information, events, or descriptions within a literary work that support or contribute to the main idea. These details provide depth and context, helping to develop the themes and characters.

How to identify the main idea and key details:

- Look for recurring themes or motifs throughout the text.
- Focus on elements like settings, characters, plot events, and literary devices.
- Highlight or underline passages that seem significant or recurring.

reduce — verb

Meaning: to make smaller or less in quantity, degree, or size

I decided to reduce the number of books on my shelf by donating some to the local library.

consumption — noun

Meaning: the action of using up a resource

The consumption of calcium is good for the bones.

receptacles — noun

Meaning: containers used for holding or sorting things

The liquid passes through the filter into one of the receptacles beneath.

prevents — verb

Meaning: stops something from happening

Wearing sunscreen regularly prevents sunburn and reduces the risk of skin damage.

transforming — noun

Meaning: making a remarkable change in form or appearance

The carpenter enjoyed transforming the wood into a beautiful piece of art.

landfills — noun

Meaning: areas that are intentionally filled with waste materials

The garbage dumped in landfills pollutes the environment.

Find the vocabulary words in the word search puzzle below.
Draw a line to join the letters of each word.

R	E	R	E	C	E	P	T	A	C	L	E	S	E	N	R
E	L	C	W	Z	Y	R	S	E	P	E	S	M	I	E	L
D	O	D	I	U	Z	T	R	G	R	U	B	Z	R	C	A
U	T	O	M	C	N	V	L	U	E	P	B	E	E	L	N
C	U	C	H	E	T	N	I	W	M	I	F	G	S	C	D
E	A	E	V	G	H	N	B	J	E	T	X	Y	O	H	F
S	R	E	V	M	W	T	I	W	N	K	T	M	R	O	I
V	R	I	M	B	X	S	I	C	T	T	D	Z	V	O	L
P	T	R	A	N	S	F	O	R	M	I	N	G	E	O	L
T	C	O	N	S	U	M	P	T	I	O	N	Q	A	T	S

reduce

consumption

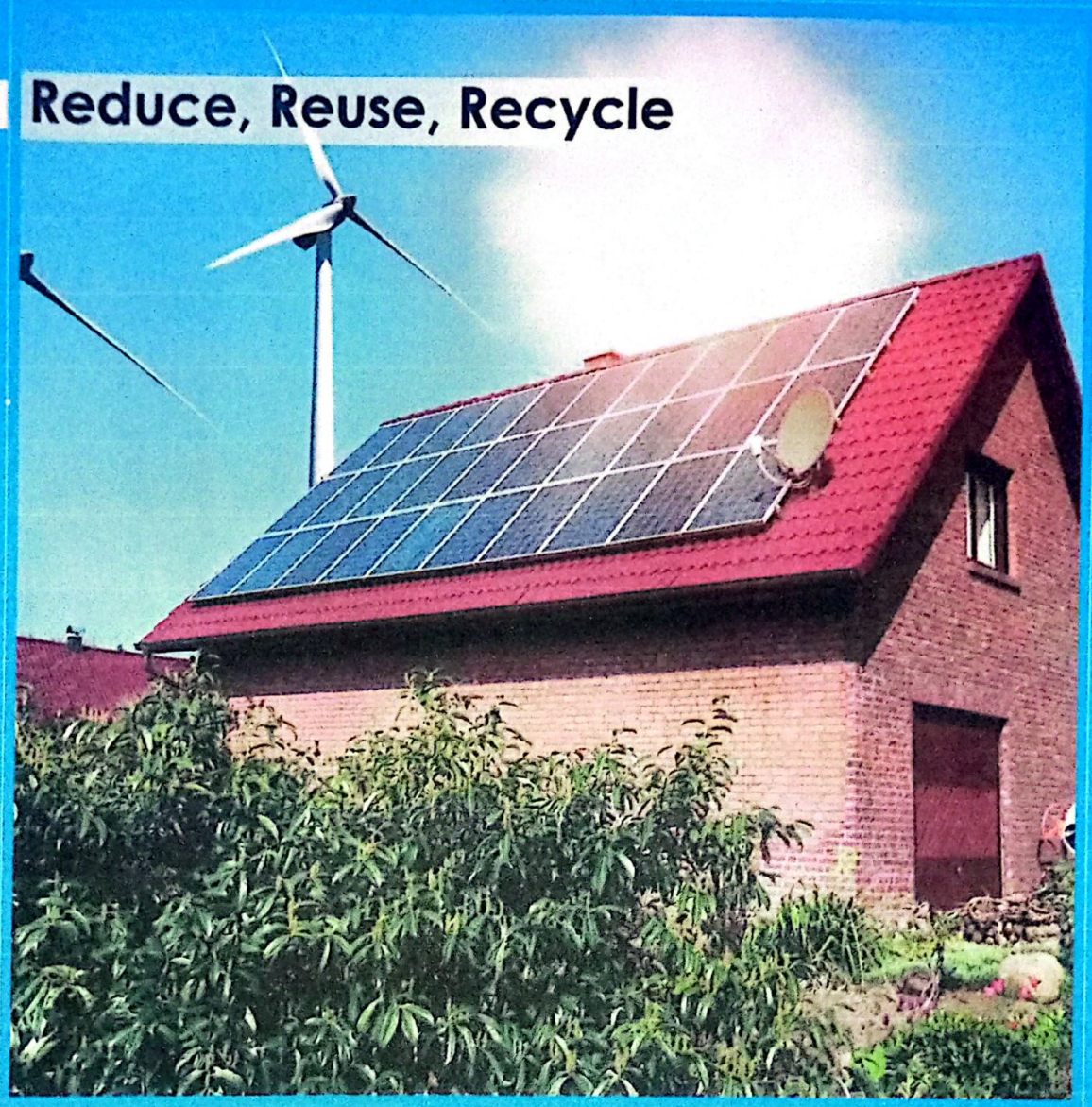
receptacles

prevents

transforming

landfills

Reduce, Reuse, Recycle



What Is Reducing?

Reducing is the process of minimizing the utilization of resources and materials, with the aim of eliminating any adverse impact on the environment. By buying fewer items and using fewer natural resources, such as water, gas, and fuel, people can **reduce** the **consumption** of energy.



For example, people can produce electricity from solar energy and wind energy rather than fuel. Thus, they will ultimately preserve the environment. Also, they can opt for quick showers over long ones and turn off the water faucet whenever washing hands with soap. This will reduce the amount of water used and save the energy required to heat the utilized water.



What Is Reusing?

Reusing refers to the process of using an item or resource again instead of discarding it. It involves finding new or additional purposes for something to extend its life span and reduce waste. Reusing not only conserves resources but also plays a crucial role in sustainability and environmental conservation.



There are countless options for reusing. For instance, individuals might use old cotton T-shirts as rags to dust and clean grimy and dirty surfaces. Also, empty biscuit tin boxes can be used as **receptacles** for items like threads, pins, needles, and other little odds and ends. Reusing items reduces pollution and **prevents** unnecessary garbage from being thrown into landfills.



What Is Recycling?

Recycling is the process of **transforming** trash or used goods into something new. People have been recycling their trash for thousands of years. In fact, ancient civilizations used to recycle some of their old used metal products. They used to melt swords, daggers, and knives to make new objects. Today, many people regularly recycle their belongings.



Recycling helps the environment stay balanced and safe. When people recycle, they do not bury their trash in **landfills** or extract many natural resources.

It is very important to teach children at an early age to recycle, so they will develop good habits. They will also help **preserve** the environment, contributing to a greener and healthier planet.



Tips for a Better Environment

Recycling is **advantageous** for the environment since it saves energy and **enhances** the quality of water and air. People need a variety of recommendations to protect the environment. First, they should unplug the chargers of their phones, laptops, or any other electrical devices when not in use.



Second, they should turn off the water faucet while brushing their teeth to conserve water. They should also switch off any unused lights and provide separate recycling bins for recyclable items, such as paper, plastic, and metal. Finally, they should reuse items as much as possible and cut back on the purchase of new ones.



A Cheaper Option

Recycling is efficient and has a significant **impact** on future generations. Recycled goods, such as paper, cardboard, and clothes, are less expensive than new ones. Therefore, people will be able to save money when they buy recycled goods.



For instance, consumers can reuse supermarket cloth bags rather than buy new ones each time they visit the store. They can also use washable cloth napkins in place of paper ones.

By reducing, reusing, and recycling, people can save a **satisfactory** amount of money. They can also **contribute** to preserving and protecting the environment.

VOCABULARY EXERCISES

A. **Fill in** each blank with the suitable vocabulary word from the word bank. **Capitalize** where necessary.

reduce transforming receptacles
landfills prevents

1. _____ pose a harmful impact on the environment.
2. We place the empty bottles in the recycling _____.
3. The _____ process of the office is truly remarkable.
4. I should _____ sugar in my diet to improve my health.
5. Exercising regularly _____ many health problems.

B. **Use** each pair of the vocabulary words below in one meaningful sentence.

reduce consumption

_____

_____

transforming landfills

_____

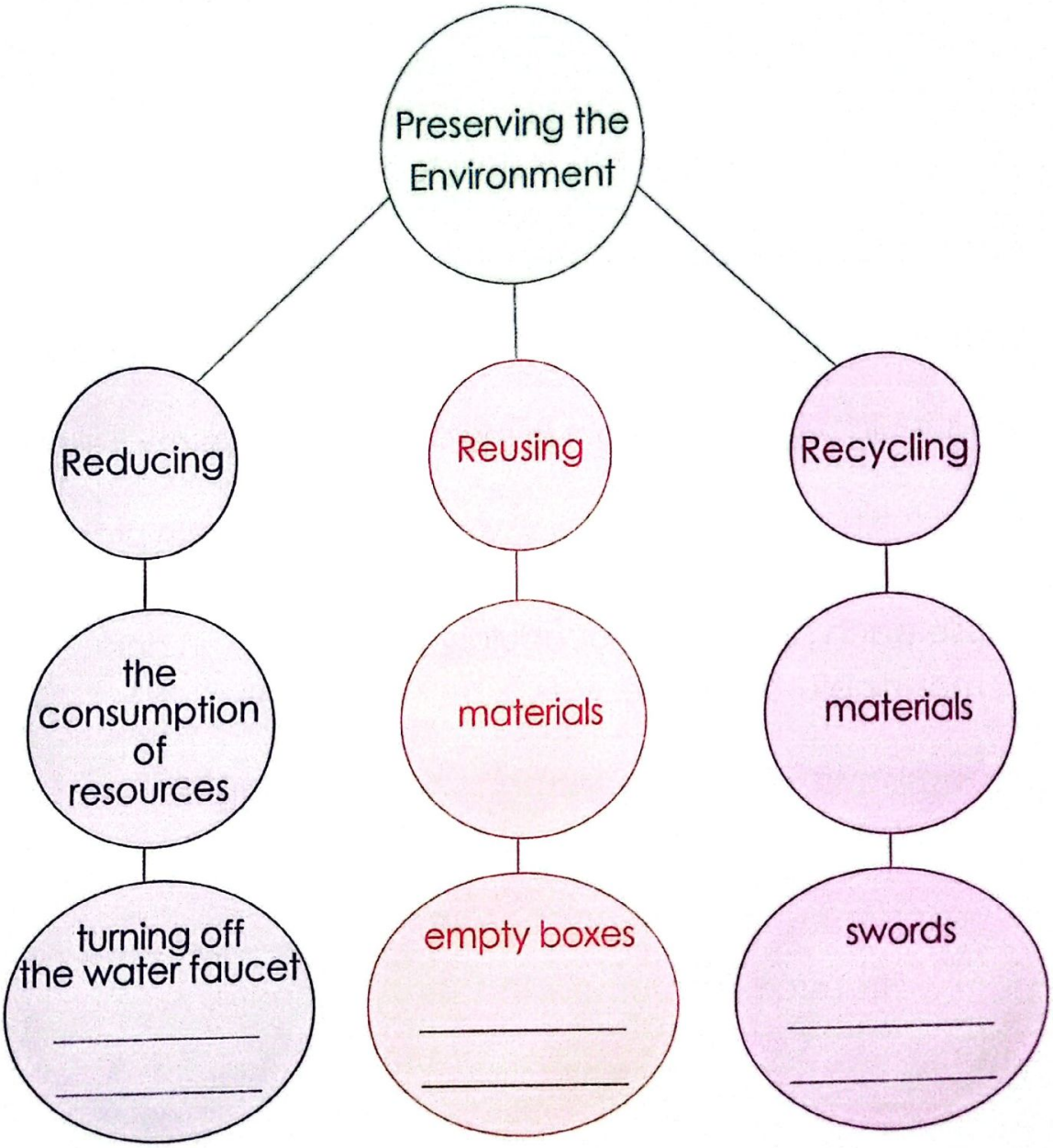
_____

VOCABULARY STRATEGY

⬢ Semantic Map

Refer to the text **"Reduce, Reuse, Recycle"**.

Fill in the semantic map below.



COMPREHENSION SKILL

Main Idea and Key Details

A. **Read** the paragraph "**Going Green**".
Answer the questions that follow.

Going Green

Going Green is all about making eco-friendly choices that benefit the environment. It involves reducing waste, conserving energy, using sustainable resources, and recycling. By embracing these eco-friendly measures, people can help reduce their carbon footprints and protect their planet for future generations. Additionally, *Going Green* can lead to cost savings and healthier living, as it often entails using energy-efficient appliances and adopting cleaner, more sustainable lifestyle practices.

1. What is the main idea of the paragraph?

_____

_____

_____

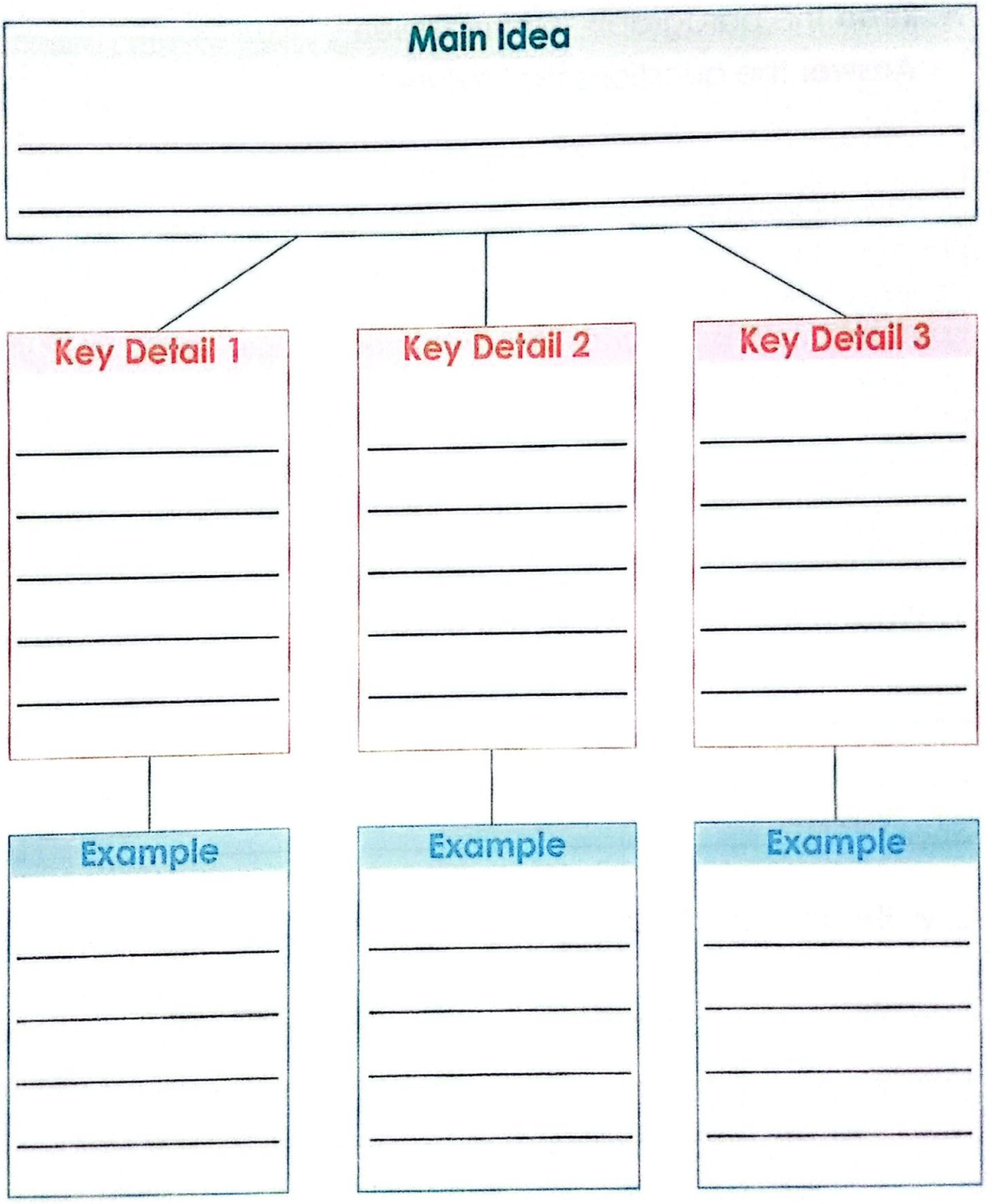
2. **Write** one key detail mentioned in the above paragraph.

_____

_____

_____

B. **Refer** to the text "**Reduce, Reuse, Recycle**".
Fill in the chart below.



preserve — verb

Meaning: to keep something safe from harm or decay

Producers preserve jam in compressed jars so it does not get ruined.

advantageous — adjective

Meaning: beneficial; useful

Revising your lessons several times before any exam is advantageous.

enhances — verb

Meaning: makes better; improves

Reading books enhances your imagination and helps you think about amazing adventures.

impact — noun

Meaning: an effect or influence

The colorful paints had a big impact on the plain white paper, turning it into a beautiful artwork.

satisfactory — adjective

Meaning: acceptable but not perfect

Scoring two goals in the championship game was satisfactory for the team members even though they didn't win.

contribute — verb

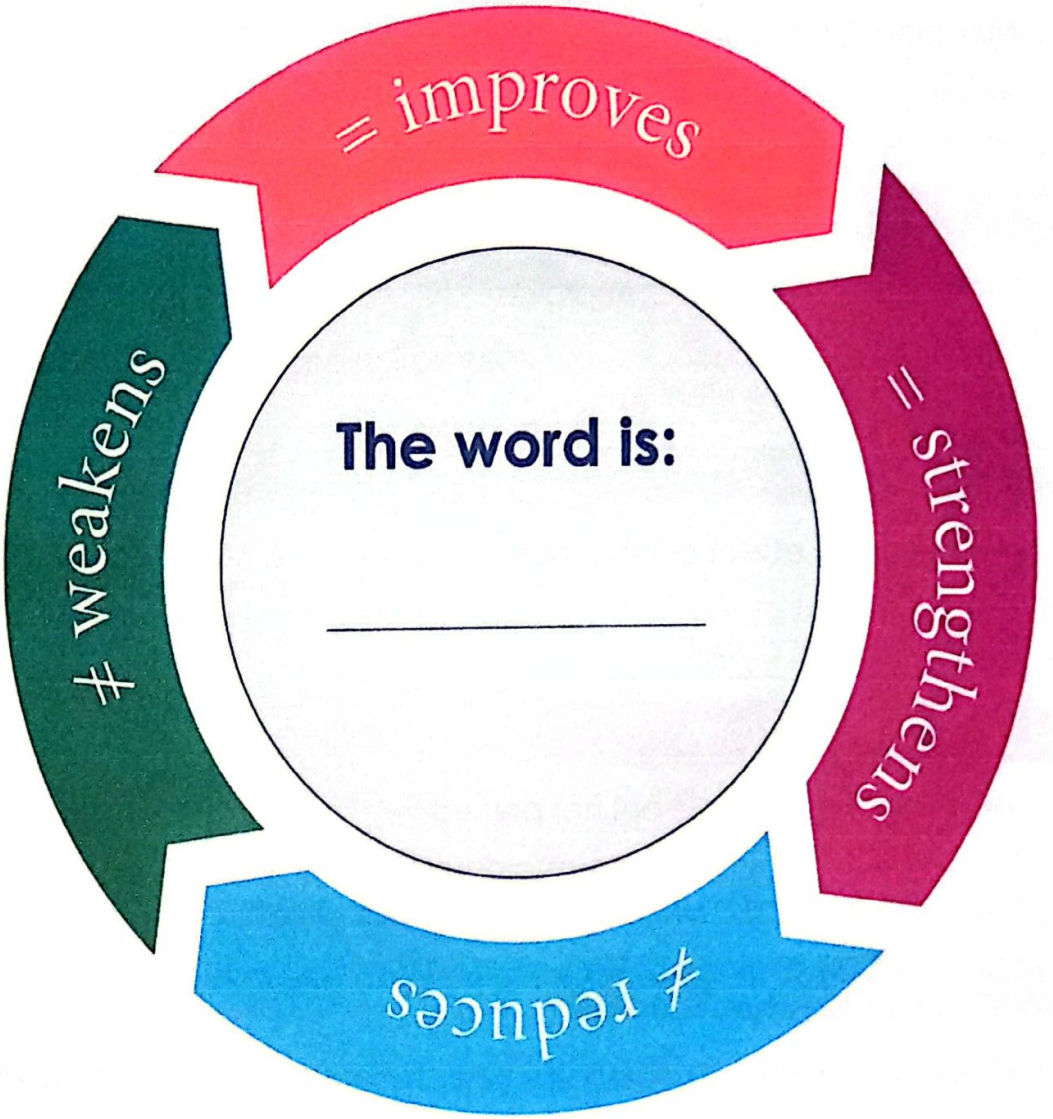
Meaning: to play an important role in making something happen

Planting trees and reducing waste contribute to a healthier environment.

What's the word?

Read the related words given below to help you guess the vocabulary word.

Write it on the line.



LITERARY FOCUS

Point of View

A. **Read** the paragraph below.

Rewrite the paragraph from a third-person point of view.

> Last week, we visited the science lab. We wore safety goggles while mixing colorful liquids. As I combined the liquids, they bubbled and changed colors. It was a fascinating experience through which I realized that science is about exploration and making incredible discoveries.

B. **Refer** to the text "**Reduce, Reuse, Recycle**".

Write the author's point of view. Then **explain** your answer.

POST-READING QUESTIONS

A. How can people reduce the production of waste?
Give two examples.

_____

_____

B. What is the difference between reducing and reusing?

_____

_____

C. How does recycling affect the environment?

_____

_____

D. **Match.**

Using worn-out cotton T-shirts as dusting rags ○

Taking quick showers ○

Walking instead of driving ○

Using plastic bottle planters ○

Switching off lights when possible ○

Using milk jugs as scoopers ○

○ Reusing

○ Reducing

VOCABULARY EXERCISES

A. **Unscramble** the following letters to form correct words.
Use each word in a meaningful sentence.

1. ittbeunocr _____
_____

2. ctimap _____
_____

3. esrevpre _____
_____

4. isfacsatoyrt _____
_____

B. **Give** the antonyms of the following words.
Use each pair of words in a sentence of your own.

1. advantageous ≠ _____
sentence _____
_____

2. enhances ≠ _____
sentence _____
_____

SPEAKING

WASTE MANAGEMENT



Earth is what we all have in common. Thus, preserving it should be our ultimate goal.

- **Deliver** a speech to your classmates about the benefits of recycling.
- **Use** the following questions to help you brainstorm.
  - What are the three R's?
  - How can people benefit from the trash they throw?
  - **List** some of the trash items people throw. How can people recycle them?
  - How can waste management affect the environment?

- **Reminder**
  - Your audience is the center of your speech.
  - Keep in touch with your audience to let them interact with you.



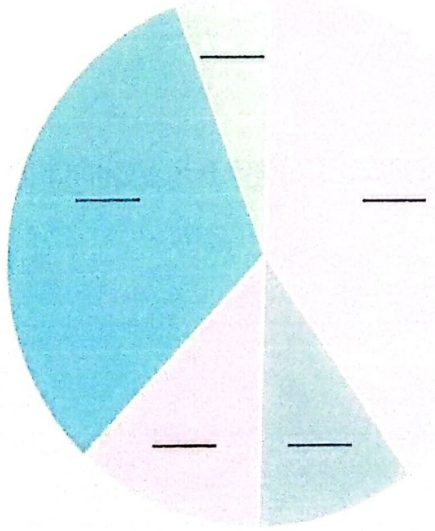
Read the paragraph below.
Answer the questions that follow.

Recycling for a Greener Tomorrow

Last month, Jad and Ahmad undertook a green mission within their community. Armed with recycling bins, they went door to door, educating and encouraging neighbors to recycle. Soon, everyone in the neighborhood joined in. They carefully sorted out the items collected for recycling and created a pie chart that represented the types of materials collected. Through their small but impactful project, they hoped to reduce waste and contribute to the development of a more eco-friendly community.

A. **Fill in** the chart with the corresponding percentages.

Items Collected for Recycling



Key	
Plastic	40%
Glass	10%
Tins	12%
Paper	32%
Others	6%

B. **Name** the type of the chart.

_____

C. Which items collected by the boys are represented in the chart?

_____

D. Which recycled item appears to be the most popular choice among the neighbors?

_____

E. One half of the "Others" is batteries. If batteries were shown on the chart, what percentage would they represent?

ⓐ 15 %

ⓑ 2 %

ⓒ 3 %

ⓓ 5 %

F. What are some simple ways to encourage recycling in a school or community?

_____

_____

_____

UNIT FOUR

GENRE - BIOGRAPHY

Neil Armstrong



What is the milestone of success?

UNIT OPENER

- What are the traits of an ambitious person?
- How might an ambitious person challenge life's obstacles?
- What steps or actions should an ambitious person take in order to work toward a definite goal?

GENRE

BIOGRAPHY

A biography is a written account of a person's life, typically focusing on significant events, achievements, experiences, and influences.

Elements of Biography Genre
It presents historical figures, scientists, leaders, artists, or other influential people.
It follows a narrative structure, recounting a person's life story, mostly following chronological order.
It is an accurate source of information specialized with citations, references, and factual representations.
It highlights key events, achievements, challenges, and turning points in a person's life, often with an emphasis on the contributions to society or their impact on the world.

Take time to look over the elements of biography genre when reading "Neil Armstrong".

VOCABULARY STRATEGY

Phrasal Verb

A phrasal verb is a verb formed by combining a main verb with one or more particles. When these elements are combined, they create a new meaning that may not be immediately recognized from the individual words.

> Consider the phrasal verb "passed away". In this case, "passed" is the main verb, and "away" is the particle. Together, they form the phrasal verb "passed away", which means **died**.

LITERARY FOCUS

Author's Purpose, Audience, and Tone

- The author's purpose is the intention behind the work.
- The author's audience refers to the type of people addressed in the work.
- The author's tone refers to the choice of words and diction dominating the overall text. Certain examples might indicate a positive tone, while others might be neither positive nor negative.

COMPREHENSION STRATEGY

Paraphrasing

Paraphrasing is the skill of retaining the original meaning of given words, using new words and sentence structure.

Consider the following quote by Neil Armstrong.

"That's one step for a man, one giant leap for mankind."

According to Armstrong, one small step for an individual has a profound impact on the entire human race.

COMPREHENSION SKILL

Pattern of Organization

A pattern of organization in a text refers to the way the author arranges information to communicate a particular message. It involves the structure and order in which ideas, details, and concepts are presented within a text.

Some common patterns of organization include:

- Chronological Order: It presents information in a time sequence, using indicators such as *after*, *soon*, and *afterward*.
- Cause and Effect: It explores the relationships between ideas by presenting the causes and the effects, using indicators such as *because*, *hence*, and *so*.
- Contrast: It highlights the differences between two or more ideas, using indicators such as *however*, *but*, and *although*.

aeronautics — noun

Meaning: the science or practice of building or flying aircraft

Aspiring to understand the principles of aeronautics, Jad enrolled in a specialized engineering program that focuses on aircraft design.

contestant — noun

Meaning: a person who takes part in a contest or a competition

The contestant confidently answered all the questions during the competition.

challenge — verb

Meaning: to confront and try to overcome fear; to face difficulties or obstacles with determination

Despite initial doubts, Sara will challenge her fear of public speaking by participating in the debate.

immortal — adjective

Meaning: living forever; never dying

The Qur'an is an immortal and sacred religious book cherished by readers of all ages.

toured — verb

Meaning: traveled to different places for a special purpose

The author toured various book fairs to meet readers and sign copies of his latest novel.

remarkable — adjective

Meaning: worthy of attention; striking

The kids' remarkable performance on stage captivated the audience, urging them to clap cheerfully.

Find the vocabulary words in the word search puzzle below.
Draw a line to join the letters of each word.

A	V	I	T	C	E	P	O	A	V	L	E	L	C	N	R
E	B	M	W	O	Y	U	I	E	X	C	G	U	H	E	E
A	V	M	I	U	U	T	R	G	F	U	B	Z	A	C	M
T	T	O	N	C	N	R	F	U	E	J	B	E	L	L	A
N	U	R	H	F	T	N	E	R	M	I	F	G	L	C	R
M	A	T	V	G	H	N	B	D	O	T	L	Y	E	Q	K
W	T	A	V	M	W	F	I	W	Y	K	T	M	N	O	A
R	R	L	H	F	X	S	F	I	O	P	D	Z	G	P	B
T	T	A	E	R	O	N	A	U	T	I	C	S	E	O	L
C	O	N	T	E	S	T	A	N	T	O	H	Q	A	T	E

aeronautics

contestant

challenge

immortal

toured

remarkable

Neil Armstrong

Neil Alden Armstrong was an American astronaut. He was born on August 5, 1930, in Wapakoneta, Ohio. He was the first man ever to walk on the surface of the Moon. He was a test pilot, an aeronautical engineer, and a university professor. After graduating in 1955, he applied to the National Advisory Committee for Aeronautics, where he was enlisted in the second group of the NASA Astronaut Corps in 1962. Armstrong was the first contestant astronaut to challenge space, so he glittered with success.

On July 20, 1969, Apollo 11 landed safely on the surface of the Moon, recording the first spacecraft, which was marked by significant achievement in space exploration. Soon afterward, millions watched a dream come true on their television screens. Hence, Neil Armstrong took his first step forward on the surface of the Moon. He uttered immortal words there, "That's one step for a man, one giant leap for mankind." After that, Armstrong toured the USA with Edwin Aldrin to celebrate their adventure. They both formed a remarkable duo to set foot on the Moon.


EXIT

Although Neil Armstrong was the most famous astronaut, he broke away from crowds. However, he was an international hero in the eyes of his family and the whole world. Armstrong was not comfortable being in the spotlight. He even stopped signing autographs for the public once he knew they were being sold for large sums.

Armstrong took pride in many special honors, including the Presidential Medal of Freedom, the Congressional Gold Medal, and many others. He proficiently held several positions related to aeronautics and was accountable for the management of general NASA research and technology work related to aeronautics. Armstrong was granted honorary doctorates from various universities.

His life boiled down to grace and success till he passed away on August 25, 2012, in Cincinnati, Ohio, USA, due to cardiovascular complications.


NEIL ARMSTRONG

VOCABULARY EXERCISES

A. **Unscramble** the following letters to form correct words. **Use** each word in a meaningful sentence.

1. aucitsorean _____
2. roeudt _____
3. ansttocnet _____
4. almtmori _____

B. **Answer** each question using the underlined vocabulary word.

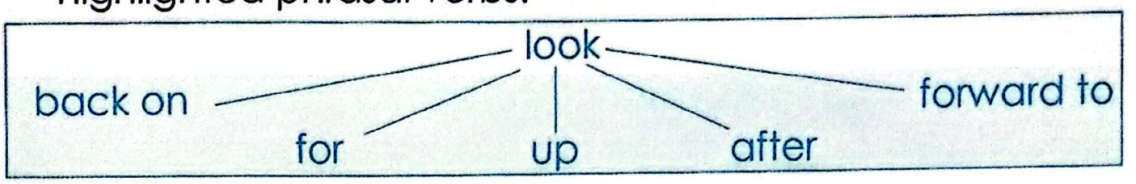
1. How could you challenge your failure?

2. What remarkable skill or talent do you have?

VOCABULARY STRATEGY

Phrasal Verb

A. **Consider** the verb look. Then **guess** the meanings of the highlighted phrasal verbs.



1. Sally promised her mom to look after her grandmother.
   ⓐ take care of ⓑ ignore
2. Look up the definitions of these words from the dictionary.
   ⓐ Highlight ⓑ Find information
3. Children look forward to meeting with new friends.
   ⓐ cry ⓑ are excited about

B. **Refer** to the biography "**Neil Armstrong**".
Find the suitable particle for each verb and **form** the correct phrasal verb. Then **use** each one in a meaningful sentence.

1. broke _____: _____
2. boiled _____: _____
3. passed _____: _____

COMPREHENSION SKILL

Pattern of Organization

A. **Classify** the following indicators under their correct heading.

however	when	because	so	despite
but	as soon as	eventually	consequently	

Chronological Order	Cause and Effect	Contrast
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. **Read** the following paragraph, and then **pick out** the indicators to show different patterns of organization.

In the serene village of Evergreen, the changing seasons provide a vivid backdrop for the local agricultural cycles. As winter gives way to spring, the once snow-covered fields blossom, signaling the beginning of a new planting season. This transition stands to the summer months when the village reaches its peak in agricultural productivity. However, this abundance is not without challenges. Due to high temperatures and droughts during summer, crops require careful water management. Consequently, the autumn harvest symbolizes the profit of the villagers' hard work and resilience in the face of both seasonal beauty and agricultural adversity.

Indicator	Pattern of Organization

C. **Refer** to the biography "**Neil Armstrong**" and **pick out** the following.

1. a statement of chronological order

2. a statement of cause and effect

3. a statement of contrast

duo — noun

Meaning: a pair of people or things

Jawad and Jad make an awesome duo as they team up for exciting and hilarious adventures.

spotlight — noun

Meaning: a position of public attention or focus

Sara felt a bit nervous when her teacher called her to the front of the class, putting her in the spotlight during the science presentation.

proficiently — adverb

Meaning: in a very good manner of skill and perfection

Hadi learned to ride his bike proficiently after practicing every day. Now, he can zoom with ease around the neighborhood.

accountable — adjective

Meaning: being responsible for justifying actions or decisions

After making quite a mess in the kitchen, Lara knew she had to be accountable and clean up before her mom's arrival.

granted — verb

Meaning: given; awarded

Lina was granted a certificate in front of all the students for her hard work and astonishing results.

grace — noun

Meaning: the quality of being considerate and well-mannered

Our teacher accepted the gift with grace, smiling and thanking us for the thoughtful present.

What's the word?

Read the related words given below to help you guess the vocabulary word.

Write it on the line.



LITERARY FOCUS

Author's Purpose, Audience, and Tone

A. **Refer** to the biography "**Neil Armstrong**".
Write two clues that help you determine the author's purpose.

Clue 1	Clue 2
_____	_____
_____	_____

The author's purpose is to _____.

B. **Choose** the author's audience. **Justify** your answer.

◯ astronauts ◯ doctors ◯ firefighters

_____

_____

C. What is the author's tone? **Choose** the correct answer(s).

◯ sad ◯ serious ◯ objective
◯ confused ◯ scared ◯ angry

POST-READING QUESTIONS

A. What is Apollo 11? What did it record?

_____

_____

POST-READING QUESTIONS

B. **List** Armstrong's majors.

_____

_____

C. The biography refers to *a dream coming true*.
State the dream, and then **explain** how it became true.

_____

_____

D. **Fill in** the following table with information from the biography.

Cause	Effect
Armstrong challenged space.	_____
_____	The two astronauts toured the USA.
_____	Armstrong stopped signing autographs for the public.

E. **Paraphrase** the following sentence.

Armstrong was the first contestant astronaut to challenge space, so he glittered with success.

_____

_____

_____

VOCABULARY EXERCISES

A. **Fill in** each blank with the suitable vocabulary word from the word bank.

duo	spotlight	proficiently
accountable	granted	grace

1. He played the piano _____ with impressive skills.
2. I am _____ for finishing my homework on time.
3. Lea and Lina formed a creative _____ for the art project.
4. The clown stole the _____ with his funny antics.
5. The principal _____ a reward to the highest achiever.
6. Sally accepted the compliment with _____.

B. **Use** two vocabulary words from the word bank above in one meaningful sentence.

_____ _____

_____

_____

SPEAKING

MY AUTOBIOGRAPHY

Neil Armstrong is an example of a challenge, and his achievement symbolizes his journey to success.

- **Bring in** something special that represents a goal you accomplished or a skill you developed.
- **Share** with the class how you worked hard to achieve success.
- **Introduce** yourself.
  - What challenge(s) did you face?
  - Why didn't you give up after your setback?
  - How did you feel when you finally succeeded?
- **Reminder**

  Feel free to use drawings, props, or anything creative that helps in presenting your success story. This is a chance to inspire your classmates with your achievement!



A. **Read** the following paragraph.
Answer the questions that follow.

Henry Ford

Henry Ford was a businessman and an inventor. He was born on July 30, 1863, in Greenfield Township, Michigan. Henry Ford was the founder of the Ford Motor Company, which manufactures automobiles. He used a unique method called an assembly line to build cars. This method makes the car-making process quicker and simpler. As a result, the company could produce a greater number of cars. With more cars being made to sell at a lower cost, almost everyone could buy a car. Henry Ford's name is known for contributing to the famous Ford Model T, a car that is inexpensive and easy to drive and fix. Henry Ford died on April 7, 1947, in Dearborn, Michigan.

1. What is the genre of "**Henry Ford**"?

_____

2. **Identify** two elements of the literary genre in the paragraph.

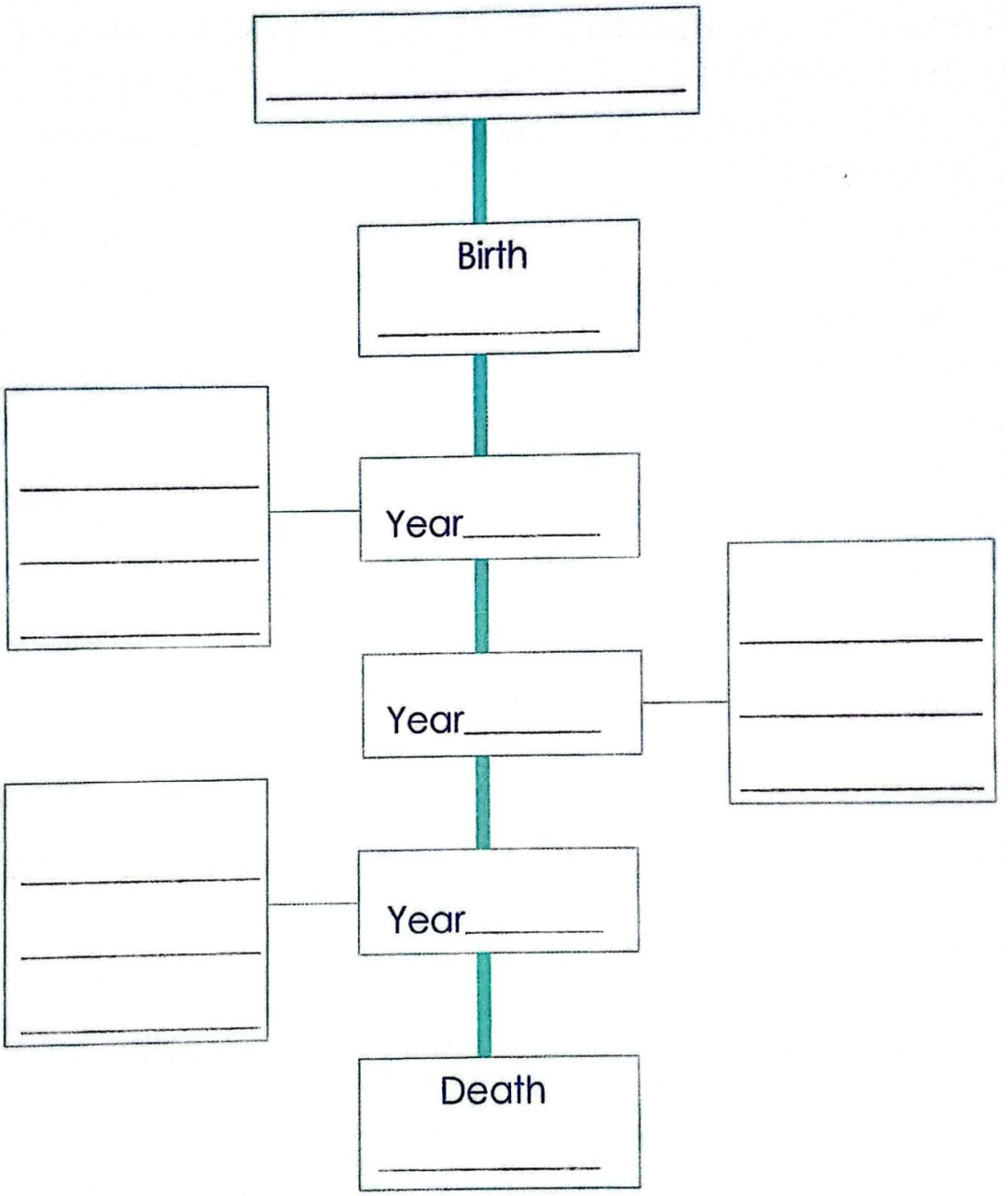
_____

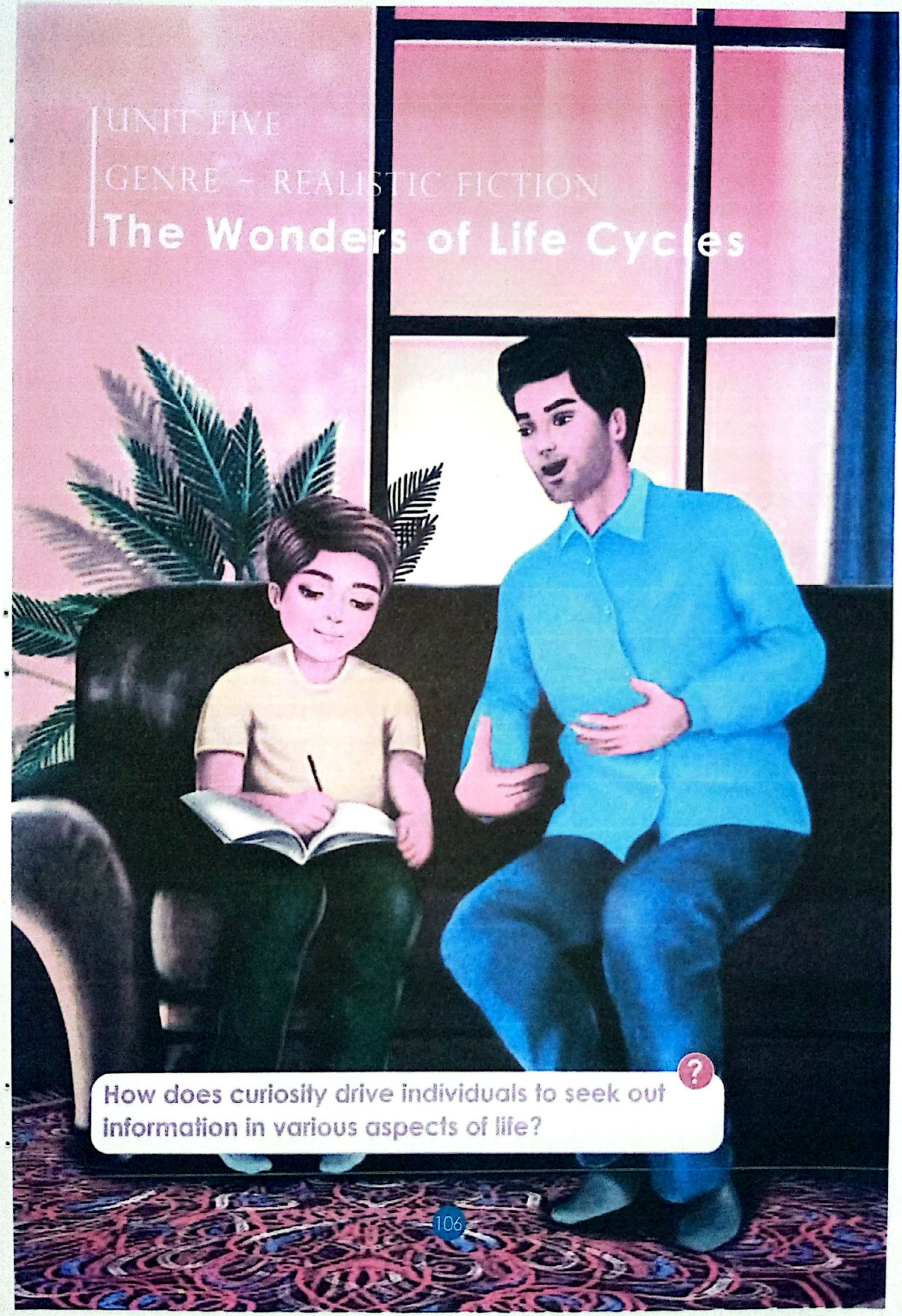
_____

_____

_____

B. **Choose** a famous inventor or scientist who interests you. **Find** information about that person and **fill in** the timeline below.




UNIT FIVE
GENRE - REALISTIC FICTION
The Wonders of Life Cycles
How does curiosity drive individuals to seek out information in various aspects of life?

UNIT OPENER

- How can gathering information improve your thinking skills?
- What are some ways you can use to gather information about a certain topic?
- Share with your classmates a situation when your curiosity played a crucial role in obtaining information.

GENRE

REALISTIC FICTION

Realistic fiction is an imaginative story that incorporates believable characters, settings, and events within a story that might happen in real life.

Elements of Realistic Fiction Genre
The characters do things and react to situations in ways that make sense.
The settings are real and recognizable, often in places that readers are familiar with.
It explores the challenges and situations of the characters that readers might experience in their daily lives.
It includes conflicts or problems that characters might face. The resolution is often achieved through realistic means.

Take time to look over the elements of realistic fiction genre when reading the story "The Wonders of Life Cycles".

LESSON 17

VOCABULARY STRATEGY

Synonyms and Antonyms

Synonyms are words with similar meanings. They can be used interchangeably in certain contexts without changing the overall meaning of a sentence.

Antonyms are words with opposite meanings. They are used to represent contrasting concepts and highlight differences in a sentence.

LITERARY FOCUS

Conflict and Resolution

A conflict refers to a challenge that a character faces. This can be represented as follows.

- An internal conflict happens in the character's mind or expectations.
- An external conflict involves the character with another factor, such as the environment, society, or another character.

A resolution includes the measures taken by the character to overcome the conflict. This can be reflected in the character's maturity or any changes in the situation.

COMPREHENSION STRATEGY

Important Ideas

Recognizing important ideas is crucial to understanding what you are reading. The way a text is organized, with headings, subheadings, or highlighted words, helps you find and remember the most important ideas.

COMPREHENSION SKILL

Fact and Opinion

A fact is an objective statement that can be true or false based on evidence or reality. It is not affected by personal emotions or interpretations.

Example:

Seeds are planted with the help of humans and animals.

An opinion is a person's belief or point of view on a specific topic. It reflects feelings, preferences, or interpretations and may not necessarily be proven or agreed upon by everyone.

Example:

His imagination could weave millions of stories inside his mind.

eagerly — adverb

Meaning: excitedly showing a desire to do something

Lina jumped up and down eagerly when she heard her name among the winners.

life cycle — noun

Meaning: the series of changes in the life of an organism

The butterfly undergoes incredible changes as it progresses through its life cycle.

reproduce — verb

Meaning: to produce a new instance of something

Animals and plants reproduce to ensure the continuity of their species.

potential — noun

Meaning: the ability to develop and succeed with better outcomes

Even though the plant is small now, it has the potential to grow into a big, beautiful plant.

mature — adjective

Meaning: fully developed

Mature apple trees are typically twenty feet tall.

emphasize — verb

Meaning: to give special importance or attention to something

The teacher used bright colors to emphasize the important information on the poster.

VOCABULARY WORDS

Find the vocabulary words in the word search puzzle below.
Draw a line to join the letters of each word.

L	X	I	W	C	I	P	N	B	V	L	U	L	P	N	R
E	I	M	E	M	P	H	A	S	I	Z	E	Y	O	T	E
C	T	F	I	U	U	Y	R	L	F	U	K	R	T	C	P
T	P	O	E	R	N	M	A	T	U	R	E	E	E	A	R
Y	U	R	R	C	T	W	E	A	M	I	F	G	N	C	O
O	U	F	T	G	Y	N	B	D	U	T	L	W	T	E	D
R	K	B	V	E	Y	C	I	L	Y	K	J	K	I	O	U
V	R	N	H	F	Y	S	L	T	O	J	D	L	A	U	C
T	T	U	A	R	T	H	I	E	E	I	C	S	L	O	E
E	D	T	Y	E	E	A	G	E	R	L	Y	A	U	L	Y

eagerly

life cycle

reproduce

potential

mature

emphasize

The Wonders of Life Cycles



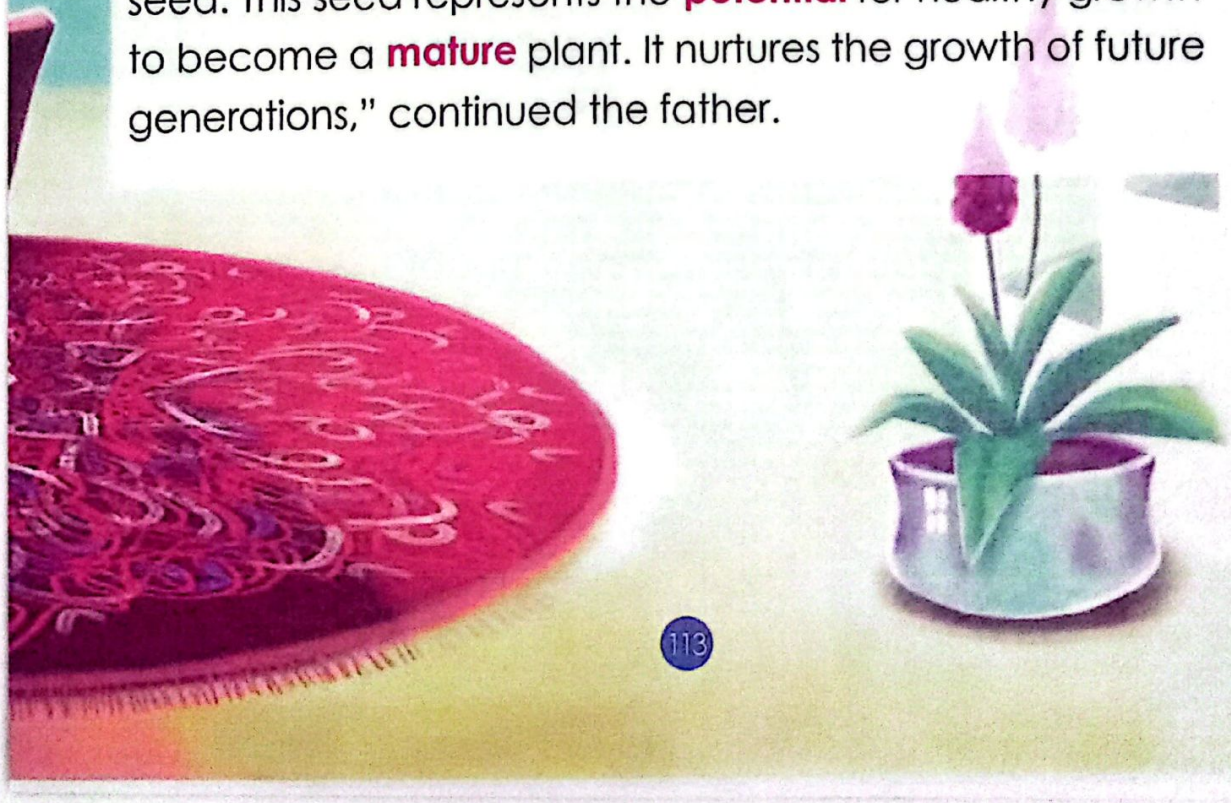
At the dinner table, Adam sat across from his parents in silence. He was thinking about how marvelous the secrets of life are! Gazing at that fascinating plant in the corner, Adam **eagerly** asked his father, "How can the **life cycle** be?"

Smiling at his son, the father replied kindly, pointing to that same plant, "Exactly like this!"

Without wasting time, Adam ran and grabbed a notebook and a pen in his hand.

"In the symphony of nature, seeds begin a remarkable journey; their tiny forms carry the promise of a new life," said Adam's father.

Being taken by how interested his son was in discovering some mysteries, the father explained, "Like all living things, plants grow and **reproduce**. A plant's new life begins with a seed. This seed represents the **potential** for healthy growth to become a **mature** plant. It nurtures the growth of future generations," continued the father.



"Let's continue in the living room, can we?" Adam's father suggested.

Adam nodded and replied, "All right, Father."

Both father and son made their way to the living room. They sat on the brown leather sofa.

"What is the relationship between life and plants? How can the secrets of a plant resemble those of life?" Adam asked curiously.

"It all begins with a seed, Adam," Adam's father answered, using his hands to **emphasize** his words.

Astonished by his father's words, Adam continued to take notes, but his eyes were drawn to that plant, which could **struggle** to grow.

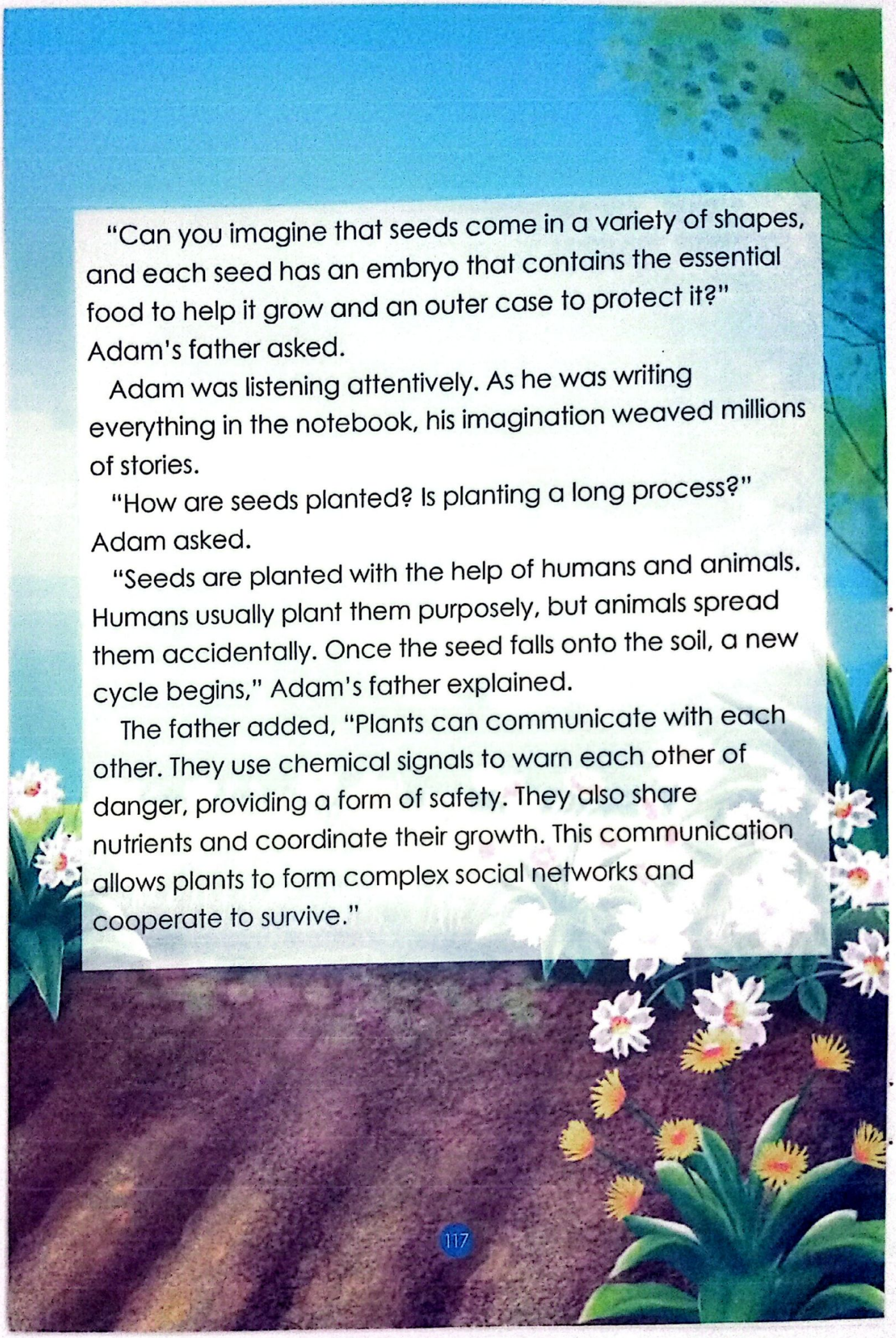
"Plants are an **essential** part of life on Earth, and their relationship is complex and fascinating, just as humans are," Adam's father said.











"Can you imagine that seeds come in a variety of shapes, and each seed has an embryo that contains the essential food to help it grow and an outer case to protect it?" Adam's father asked.

Adam was listening attentively. As he was writing everything in the notebook, his imagination weaved millions of stories.

"How are seeds planted? Is planting a long process?" Adam asked.

"Seeds are planted with the help of humans and animals. Humans usually plant them purposely, but animals spread them accidentally. Once the seed falls onto the soil, a new cycle begins," Adam's father explained.

The father added, "Plants can communicate with each other. They use chemical signals to warn each other of danger, providing a form of safety. They also share nutrients and coordinate their growth. This communication allows plants to form complex social networks and cooperate to survive."

Smiling at his smart little boy, the father continued, "Plants heal themselves. They produce a variety of chemicals that help them repair damage, fight off diseases, and protect themselves from pests. This ability to self-heal **resembles** that of humans to survive in a harsh and ever-changing environment."

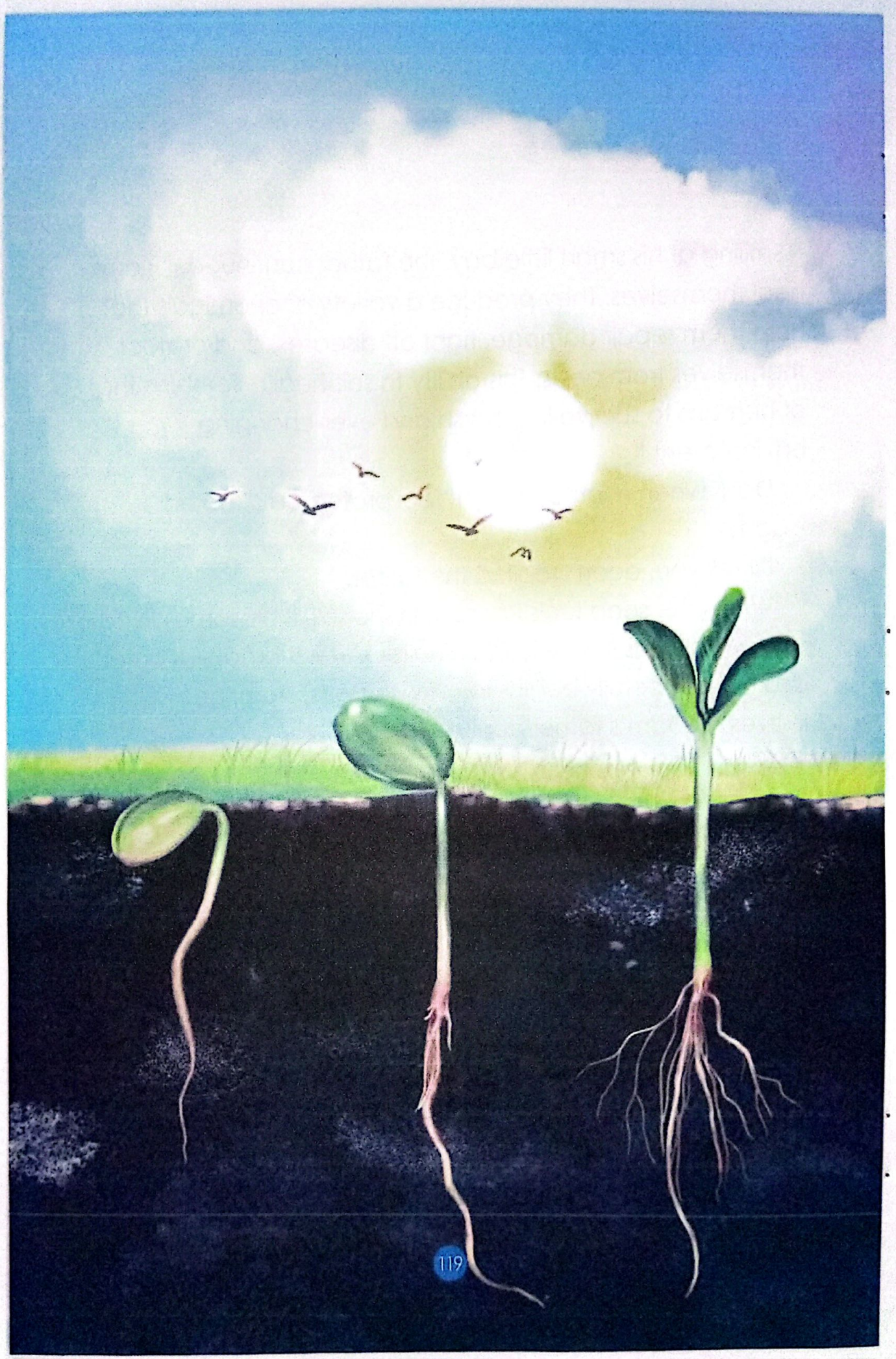
"Dad, when might the plant feel protected?" asked Adam.

"I'll tell you, dear!" replied the father.

"When the seed feels just right in the soil, it becomes fixed and withstands itself within its shelter. After it breaks its outer case, it peacefully begins to grow its roots, stem, and leaves," Adam's father continued.

"What happens next?" Adam asked eagerly.







"Well, a plant needs important elements during its growth, like water, air, light, and the right temperature. Once these elements are present, the seedling continues to grow until it is mature. When the plant reaches maturity, its roots become stronger, and the number of branches and leaves increases," Adam's father replied.

"What happens when plants fully mature?" Adam asked.

"When most plants mature, they start to grow flowers. This growth indicates the stage of flourishing and prosperity, although a few plants don't make flowers," said his father.

"Plants undergo a continuous process of growth and development, from tiny seeds to enormous trees. Their life cycle mirrors the human's journey of growth, with all its stages of infancy, childhood, adolescence, adulthood, and aging. Both plants and humans **exhibit** the potential for continuous adaptation throughout their lives," the father explained.

"Life is a never-ending cycle. It simply keeps on repeating itself," Adam's father sighed.

The look in Adam's sparkling eyes showed his **keen** interest in the topic they had discussed.

VOCABULARY EXERCISES

A. **Fill in** each blank with the suitable vocabulary word from the word bank.

mature	life cycle	reproduce

1. Bacteria _____ by splitting and creating duplicates.
2. The tree seemed _____ as if it bore fruit for the first time.
3. Our teacher explained the _____ of a frog.

B. **Unscramble** the following letters to form correct words. **Use** each word in a meaningful sentence.

1. grlyeea _____
2. iattenlop _____
3. aeishpmez _____

VOCABULARY STRATEGY

Synonyms and Antonyms

A. **Replace** each word between parentheses with a synonym from the word bank.

essential fascinating interested

1. Lina seems (curious) _____ in the ancient artifacts displayed in the museum.
2. Our team's 3D project about planets turned out to be (remarkable) _____.
3. Making mistakes is an (important) _____ part of the learning process.

B. **Write** the antonyms found in each sentence.

1. Humans usually plant them purposely, but animals spread them accidentally.

_____ ≠ _____

2. Plants undergo a continuous process of growth and development, from tiny seeds to enormous trees.

_____ ≠ _____

3. They use chemical signals to warn each other of danger, providing a form of safety.

_____ ≠ _____

COMPREHENSION SKILL

Fact and Opinion

A. **Read** the statements below.
Decide whether each is fact or opinion.

1. Fruits and vegetables are healthy for people. _____
2. It is an amazing activity to plant a garden with colorful flowers. _____
3. My father is a science teacher. _____
4. I love the way Dad teaches about animals and nature. _____

B. **Write** one fact and one opinion about each topic.

Sports	
Fact	Opinion
_____	_____
_____	_____

Winter Season	
Fact	Opinion
_____	_____
_____	_____

C. **Consider** the following statements of fact and opinion from the story.
Cross out the intruder in each group, and then **justify** your answer.

Group A	• A plant's new life begins with a seed. • He was thinking about how marvelous the secrets of life are! • Plants grow and reproduce. Justification: _____
Group B	• Plants heal themselves. • Adam was listening attentively. As he was writing everything in the notebook, his imagination weaved millions of stories. • Adam eagerly asked his father. Justification: _____

D. **Write** your own statements of fact and opinion about the story "**The Wonders of Life Cycles**".

Fact: _____

Opinion: _____

astonished — adjective

Meaning: feeling surprised; impressed

The students were astonished by the unexpected visit of their parents to their classroom.

struggle — verb

Meaning: to make forceful efforts or fight against difficulties and challenges

Jad knew he would struggle a bit before he solved the tricky puzzle.

essential — adjective

Meaning: extremely important

Careful preparation for the final exams is essential.

resembles — verb

Meaning: has a similar appearance or qualities to someone or something

The toy robot strongly resembles a real robot with its polished metal and flashing lights.

exhibit — verb

Meaning: to show or demonstrate

The students will exhibit their projects at the science fair to showcase their creativity and scientific discoveries.

keen — adjective

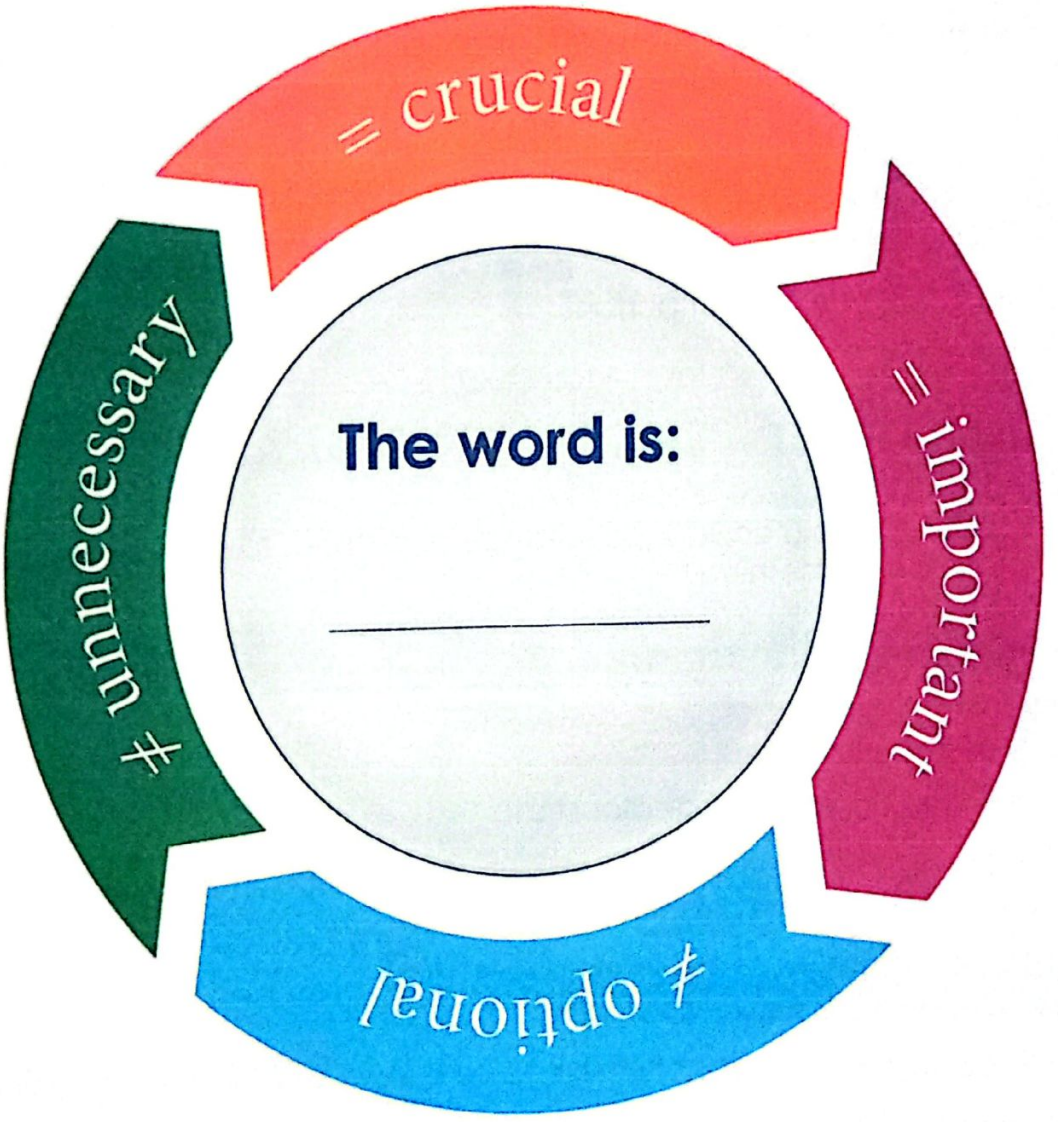
Meaning: enthusiastic and eager to know more about something

Despite the challenges, Sara remained keen on reaching her goal to achieve success.

What's the word?

Read the related words given below to help you guess the vocabulary word.

Write it on the line.



LITERARY FOCUS

Conflict and Resolution

Refer to the story **"The Wonders of Life Cycles"** and **fill in** the following conflict-resolution chart.

Event (What happened?)	
Feelings (How did it make Adam feel?)	**Thoughts** (What ideas was Adam thinking of?)
Behavior (How did Adam react toward the conflict?)	
Resolution (What two ways did Adam's father suggest to calm Adam down?)	

POST-READING QUESTIONS

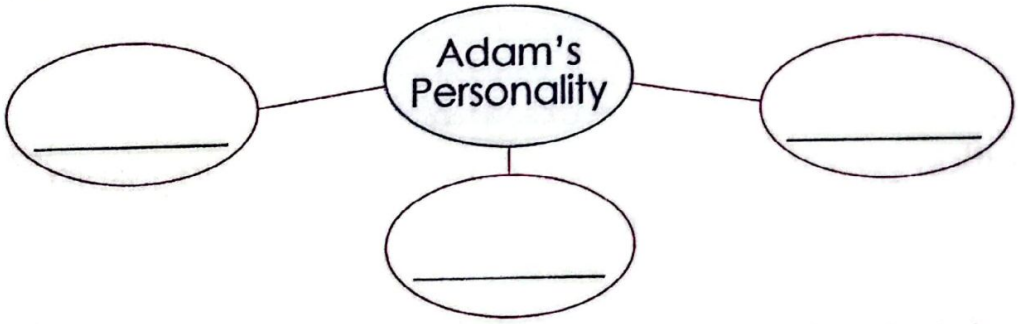
A. What is the author's purpose in this story?

○ to inform ○ to entertain ○ to persuade

B. What does the author mean when he says, "Life is a never-ending cycle"?

C. The author compares the life cycle of a plant to that of a human. **Support** your answer with a piece of evidence from the story.

D. 1. **List** three traits that describe Adam's personality.



2. Based on the traits above, **draw** a character sketch of Adam.

VOCABULARY EXERCISES

A. **Fill in** each blank with the suitable vocabulary word from the word bank.

astonished	struggle	essential
resembles	exhibit	keen

1. The clock on your shelf _____ the one I used to own.
2. I had to _____ with the heavy luggage up the stairs.
3. The artist, May, will _____ her paintings at the gallery.
4. The students' performance left the audience _____ .
5. Faten has always been _____ on trying new recipes.
6. I wrote the _____ material required for the exam.

B. **Use** two vocabulary words from the word bank above in one meaningful sentence.

_____ _____

_____

_____

SPEAKING

WONDER, EXPLORE, AND LEARN

Do you know that seeking knowledge is like going on a super exciting adventure? **Imagine** your brain as a treasure chest, and every question you ask or every bit of information you learn is like discovering hidden treasures!

- **Let** your curiosity guide you. The more you know, the more incredible your adventure becomes.
- **Prepare** a presentation about a topic that you would like to learn more about.
  - What topic are you interested in learning about?
  - Why do you find that topic interesting?
  - How will you find the answers to your questions?

- **Reminder**
  Feel free to use drawings, props, or anything creative to help your presentation stand out.



The following story addresses a situation where a conflict and a resolution are presented.
Read it carefully, and then **fill in** the story element chart that follows. **Write** a suitable title for the story.

Bilal wasn't socially awkward by choice, but crippling shyness had built an invisible wall around him. He longed to connect with the world outside his bookish home, but the fear of rejection held him back. He resembled a character in his beloved fantasy stories, yearning for adventure but trapped within the confines of his self-doubt.

One day, Bilal stumbled upon a flyer for a local writing group. A breeze of hope flickered within him. He thought that could be his gateway to a world beyond his comfort zone. He started to meet with that group of writers, all sharing a common passion for the written word. That time, Bilal learned to express his opinions and even share his writing with others. He discovered that he wasn't alone in his fears and that others valued his unique perspective.

Finally, as his confidence grew, Bilal started attending social events and striking up conversations with strangers. He stumbled and faltered at times, but with each interaction, he became less afraid of rejection.

THEME ANALYSIS

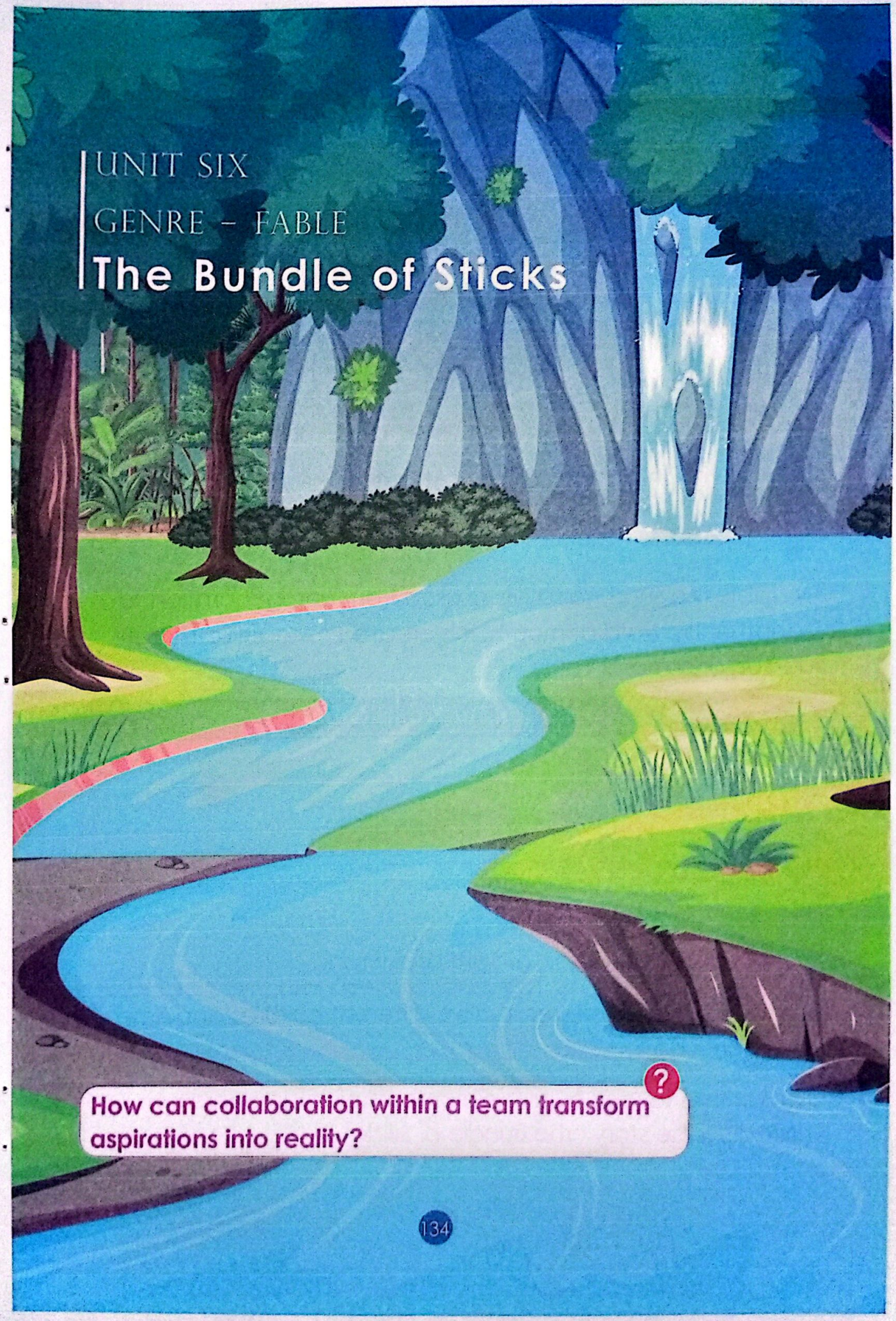
Title

Genre

Main Character

Conflict

Resolution



UNIT SIX

GENRE – FABLE

The Bundle of Sticks

How can collaboration within a team transform aspirations into reality?

UNIT OPENER

- Why is it important to unite when performing tasks?
- What are some ways through which you and your classmates can show unity in the classroom?
- Share a story about a time when you and your family worked together as a team to achieve a certain goal.

GENRE

FABLE

A fable is a short narrative passed from one generation to another by word of mouth. It is created to teach a moral lesson or a moral value.

Elements of Fable Genre

- Animal characters with human-like qualities and behaviors overcome conflicts by performing significant accomplishments or engaging in acts of goodwill.
- The setting and the plot are kept straightforward and easy to follow.
- It teaches a lesson of right and wrong.
- A theme is explored across different cultures and time periods.

Take time to look over the elements of fable genre when reading the story "The Bundle of Sticks".

VOCABULARY STRATEGY

Suffixes

Suffixes are letters added to the end of a word.
Adding a suffix to a word might change not only its part of speech but its meaning as well.

Suffix	Part of Speech	Suffix	Part of Speech
-ly	adverb	-er	adjective/noun
-ful	adjective	-est	adjective
-ness	noun	-less	adjective

Example: loud/ly (in a loud manner)

Lenny, the lion, relaxed under a lush evergreen tree, purring loudly.

LITERARY FOCUS

Atmosphere

The atmosphere is the sense or feelings evoked by the setting of the story or the internal thoughts of the characters. Sometimes, readers perceive the atmosphere as being positive, like optimistic and happy, or negative, like pessimistic and sad.

- The atmosphere is often shaped by various elements, such as descriptive language, the choice of diction, and the setting.
- The atmosphere can add depth to the readers' experiences and influence their interpretations of the story.

COMPREHENSION STRATEGY

Asking Questions

Asking questions is a reading skill that motivates the readers' critical thinking and arouses their curiosity, encouraging them to go beyond the literal and explicit meaning. It prompts them to dive deeper into the analyses, implications, and connections within the story through all the stages of reading.

- Consider some challenging questions to enhance clarity and depth:

List the motives and interests that drive the character toward such a behavior.

What are some other perspectives of the conflict?

What message does the writer want to deliver to the readers?

COMPREHENSION SKILL

Theme

The theme involves going beyond surface details and considering the deeper meaning or message of the story. It usually represents its core message or main concept by conveying a broad statement or understanding of human nature and behavior in life. This process happens when combining information, establishing connections, and reaching conclusions about the author's intended message.

evergreen — adjective

Meaning: relating to a plant that remains green throughout the year

The cottage is surrounded by evergreen trees that provide a constant splash of greenery.

lounging — verb

Meaning: lying or resting comfortably or leisurely

Lina was lounging on her comfortable sofa while reading her favorite book.

strode — verb

Meaning: walked with long, assertive steps in a specific direction

He strode confidently toward his coworker, demanding an explanation for the unresolved issue.

invalid — adjective

Meaning: not accepted; not counted

The teacher rejected my correct answer and considered it invalid as I had forgotten to write my name.

raucously — adverb

Meaning: in a loud and energetic way

The children played raucously in the backyard; their joyful yells echoed across the neighborhood.

complained — verb

Meaning: expressed dissatisfaction or annoyance about something

Sara complained to the teacher about the excessive noise in the classroom that was disrupting her concentration during the lesson.

Find the vocabulary words in the word search puzzle below.
Draw a line to join the letters of each word.

C	T	I	T	U	E	A	O	L	D	L	V	Y	L	N	R
E	X	B	W	E	Y	A	I	E	X	O	K	U	O	E	A
A	S	T	R	O	D	E	N	I	F	U	B	Z	P	C	U
T	T	O	Y	L	N	I	F	N	E	N	M	I	L	L	C
D	U	S	P	F	A	N	O	V	M	G	F	N	B	I	O
V	A	T	V	L	F	H	G	A	O	I	L	Y	H	Q	U
F	T	P	P	M	B	V	I	L	Y	N	T	B	N	G	S
T	A	M	H	U	X	I	S	I	O	G	V	D	G	P	L
Z	O	X	C	Y	T	M	E	D	T	I	F	A	P	O	Y
C	E	V	E	R	G	R	E	E	N	O	I	S	L	Y	U

evergreen

lounging

strode

invalid

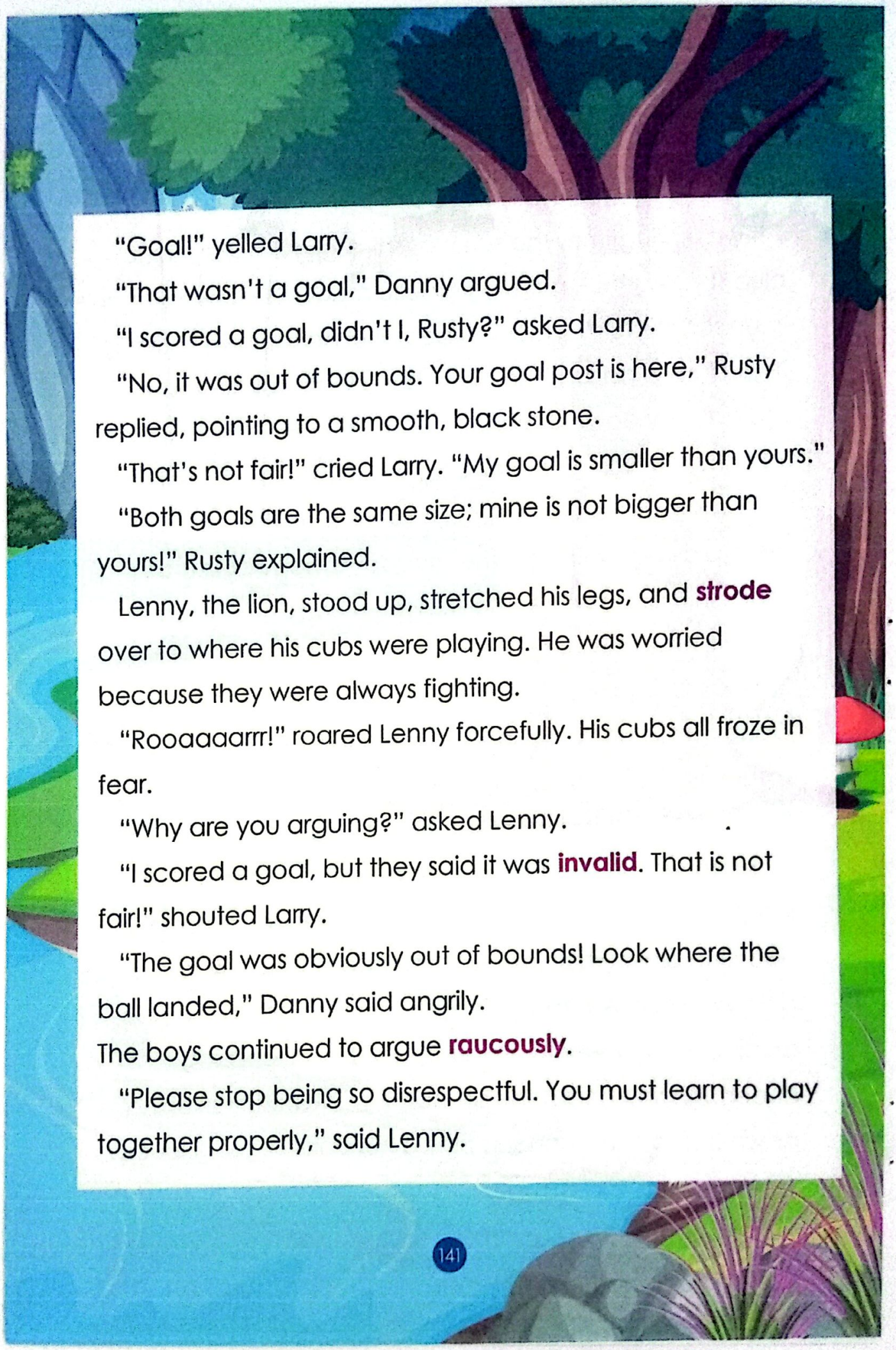
raucously

complained

The Bundle of Sticks

It was springtime. The sun was shining in the cloudless, blue sky. A gentle morning breeze made the flowers dance in unison in the meadow. A beautiful parrot, busy building its nest, flew past. In the distance, a waterfall flowed majestically down the hill.

Lenny, the lion, purring loudly and watching proudly over his family, relaxed under a lush **evergreen** tree. His cubs were playing football in the meadow. They had made makeshift goals with some stones. Larry was the youngest son. He was energetic, pounding and attacking the ball. His whiskers danced on his face like a feather in a breeze. Danny was his middle son. He loved to laze around like his father. He had four black paws that looked like little shoes. Rusty was his eldest son. He was the tallest and fastest cub in the forest. He dreamed he would be the king of the jungle one day. Lilly, the lioness, was **lounging** at Lenny's side. She closed her eyes and listened attentively to the different sounds in the African jungle. She heard the bees buzzing from flower to flower and the birds chirping cheerfully. She heard the sound of the waterfall swishing down the ravine. Then she heard her cubs arguing loudly.



"Goal!" yelled Larry.

"That wasn't a goal," Danny argued.

"I scored a goal, didn't I, Rusty?" asked Larry.

"No, it was out of bounds. Your goal post is here," Rusty replied, pointing to a smooth, black stone.

"That's not fair!" cried Larry. "My goal is smaller than yours."

"Both goals are the same size; mine is not bigger than yours!" Rusty explained.

Lenny, the lion, stood up, stretched his legs, and **strode** over to where his cubs were playing. He was worried because they were always fighting.

"Roooaaarrr!" roared Lenny forcefully. His cubs all froze in fear.

"Why are you arguing?" asked Lenny.

"I scored a goal, but they said it was **invalid**. That is not fair!" shouted Larry.

"The goal was obviously out of bounds! Look where the ball landed," Danny said angrily.

The boys continued to argue **raucously**.

"Please stop being so disrespectful. You must learn to play together properly," said Lenny.



"But Danny and Rusty are always unfair to me," Larry **complained**.

"We are not!" Danny and Rusty exclaimed.

"Enough! All the animals in the forest complain about your **deafening** noise. Your mother complains about your constant rudeness," Lenny said.

"Each must go and gather five sticks," Lenny ordered.

The cubs went and gathered the sticks. They followed their father **reluctantly** to the edge of the meadow. They all sat down in the shade of the evergreen tree. Lenny tied the sticks into one big bundle.

"I can't see!" shouted Larry. He pushed Danny out of the way.

"Ouch! You poked my eye," complained Danny.

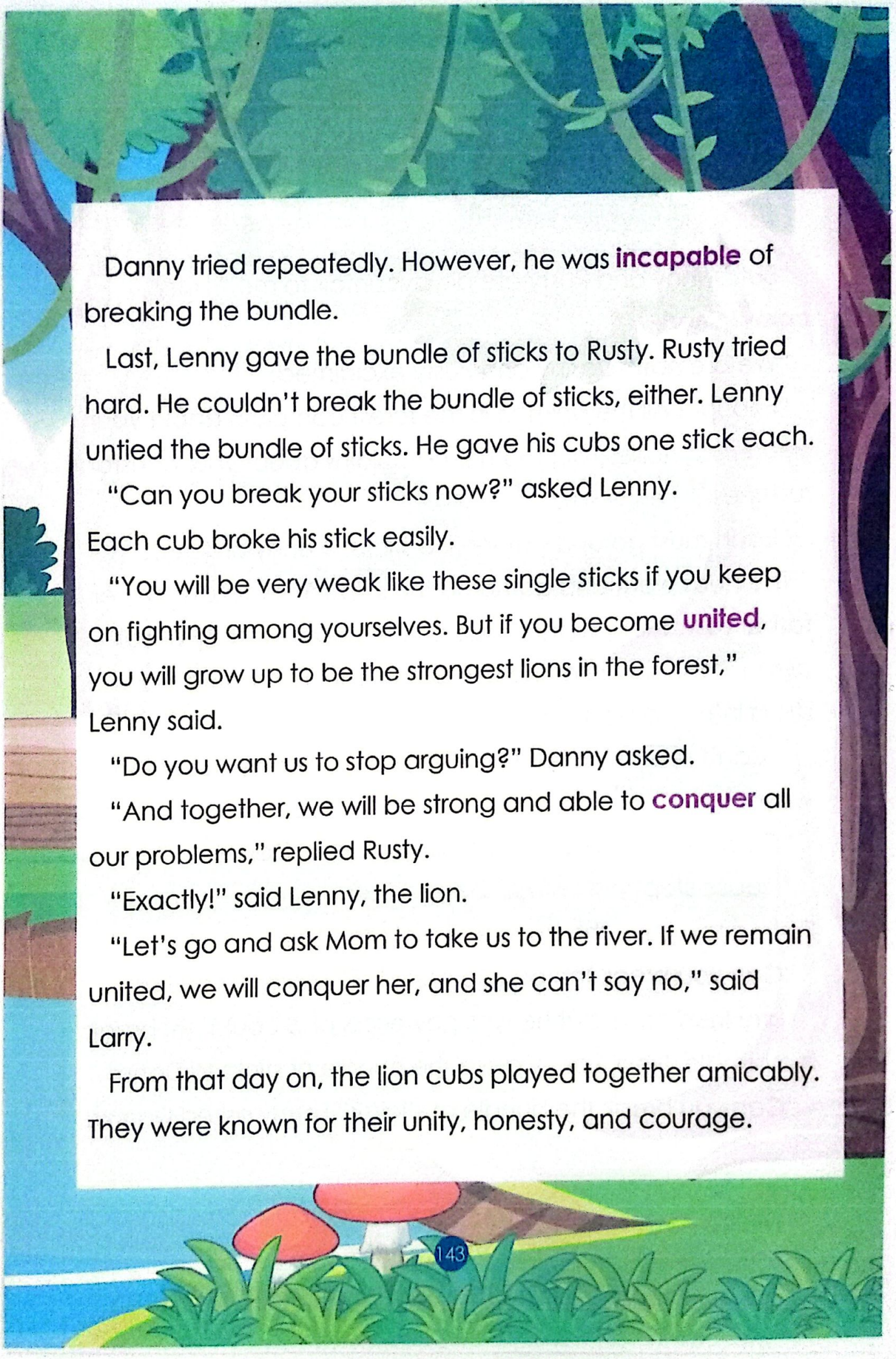
"Please stop **quarreling**!" begged Lenny.

First, Lenny gave the bundle of sticks to Larry.

"Can you break the bundle of sticks?" Lenny asked Larry.

Larry tried hard, but he was powerless and could not break the bundle. Next, Lenny gave the bundle of sticks to Danny.

"Can you break the bundle of sticks?" Lenny asked Danny.



Danny tried repeatedly. However, he was **incapable** of breaking the bundle.

Last, Lenny gave the bundle of sticks to Rusty. Rusty tried hard. He couldn't break the bundle of sticks, either. Lenny untied the bundle of sticks. He gave his cubs one stick each.

"Can you break your sticks now?" asked Lenny.

Each cub broke his stick easily.

"You will be very weak like these single sticks if you keep on fighting among yourselves. But if you become **united**, you will grow up to be the strongest lions in the forest," Lenny said.

"Do you want us to stop arguing?" Danny asked.

"And together, we will be strong and able to **conquer** all our problems," replied Rusty.

"Exactly!" said Lenny, the lion.

"Let's go and ask Mom to take us to the river. If we remain united, we will conquer her, and she can't say no," said Larry.

From that day on, the lion cubs played together amicably. They were known for their unity, honesty, and courage.

VOCABULARY EXERCISES

A. **Fill in** each blank with the suitable vocabulary word from the word bank. **Capitalize** where necessary.

lounging	complained	raucously
strode		evergreen

1. _____ trees grace the scenery with enduring beauty.
2. Jamal was _____ by the pool on the weekend.
3. The fans cheered _____ when their team won.
4. The teacher _____ among us, ensuring attention.
5. Hadi _____ about the late delivery of his package.

B. **Unscramble** the following letters to form correct words. **Use** each word in a meaningful sentence.

1. iaendomcpl _____
   _____
2. idlnvai _____
   _____

VOCABULARY STRATEGY

Suffixes

A. **Provide** complete answers for each question using a word from the word bank once.

disrespectful bigger majestically

1. How did the eagle soar through the sky?

_____

2. What behavior might be considered inappropriate during a conversation?

_____

3. How would you describe the size of the new building compared to the old one?

_____

B. **Select** what is changed after adding the suffix to each of the following underlined words.

1. Don't be <u>rude</u>! I can't tolerate <u>rudeness</u>!
   ◯ meaning ◯ part of speech

2. He showed <u>disrespect</u> by making <u>disrespectful</u> comments.
   ◯ meaning ◯ part of speech

3. Ahmad had all the <u>power</u>, while Lina felt <u>powerless</u>.
   ◯ meaning ◯ part of speech

COMPREHENSION SKILL

Theme

A. **Read** the sentences below.
Decide whether each is true or false.
Write your answers in the given boxes.

1. The theme is the setting of the story. _____
2. The theme is the message conveyed by the writer. _____
3. The theme only appears at the end of the story. _____
4. A literary work may only have one theme. _____
5. The theme may be developed through the events and actions in the story. _____

B. **Refer** to the story "**The Bundle of Sticks**" and **fill in** the theme chart below.

What is the main conflict in the story?
_____ _____

How did Lenny approach the conflict?

How did the cubs behave after Lenny's lesson?

What is the theme of the story?

How can you incorporate this lesson into your daily life?

deafening — adjective

Meaning: so loud as to make it impossible to hear anything else

The deafening chatter and laughter of the students during recess made it challenging for anyone to communicate.

reluctantly — adverb

Meaning: unwillingly and hesitantly

Jamal reluctantly agreed to go to the doctor, even though he was feeling sick.

quarreling — noun

Meaning: the act of arguing or disagreeing

Quarreling over erasing the board often causes noise among the students.

incapable — adjective

Meaning: unable to do or achieve

Despite his efforts, Jad was incapable of finishing the math exam on time.

united — adjective

Meaning: made one or combined

Celebrating their victory, the athletes stood united on the podium, raising their arms with joy.

conquer — verb

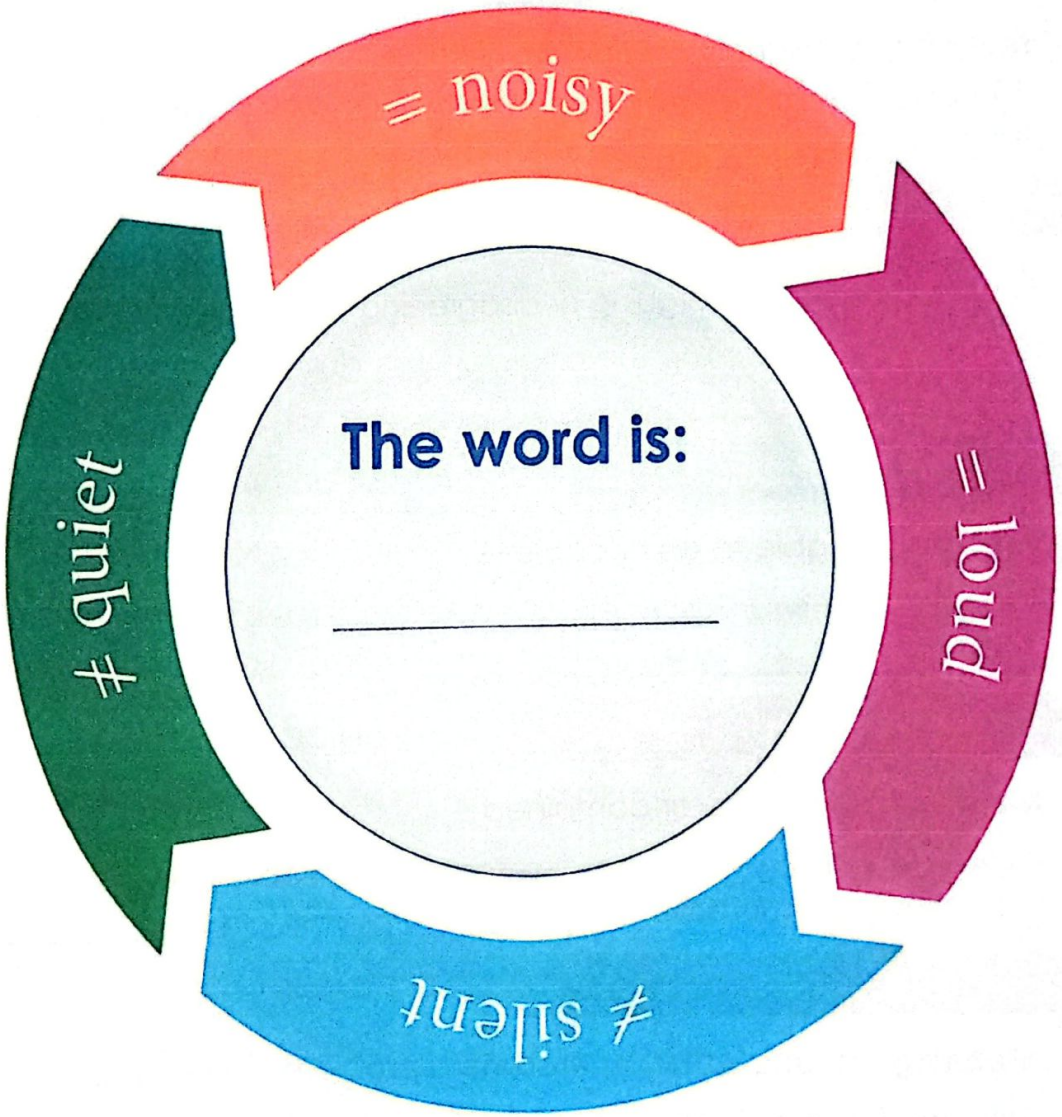
Meaning: to successfully overcome a problem or weakness

Sally was finally able to conquer her fear of public speaking and deliver a confident presentation in front of her classmates.

What's the word?

Read the related words given below to help you guess the vocabulary word.

Write it on the line.



LITERARY FOCUS

Atmosphere

Refer to the story **"The Bundle of Sticks"** and **complete** the following table.

Sentence	Dominant Atmosphere	Elements Used
A gentle morning breeze made the flowers dance in unison in the meadow. A beautiful parrot, busy building its nest, flew past.		
Lenny was worried because his sons were always fighting. "Roooaaaarrr!" roared Lenny forcefully. His cubs all froze in fear.		
From that day on, the lion cubs played together amicably. They were known for their unity, honesty, and courage.		

POST-READING QUESTIONS

1. What was the motivation behind Lenny's behavior in the story "**The Bundle of Sticks**"?

2. What is the author's purpose behind using the example of the sticks?

3. When and where did the story take place?

4. How does the setting contribute to the overall atmosphere of the story?

5. **Choose** a descriptive detail that the author uses to make the setting realistic.

VOCABULARY EXERCISES

Answer the following questions using the underlined words.

1. How can noise pollution be deafening?

_____

2. What major decision have you reluctantly made regarding a choice?

_____

3. Why is ongoing quarreling harmful to relationships?

_____

4. **List** two measures that truly motivate people who perceive themselves as incapable.

_____

_____

5. How can united efforts help during natural disasters?

_____

6. What helps you conquer daily tasks and stay productive?

_____

SPEAKING

UNITY IN MY COMMUNITY

- **Imagine** yourself as a public figure delivering a speech on successful community initiatives that unite people, such as community gardens, food banks, or neighborhood watch programs.
- **Use** the following questions to guide your speech preparation.

  - What is the main focus of your speech?
  - How can you positively influence the public?
  - What innovative initiatives do you propose?
  - How do you encourage people to collaborate?

- **Reminder**
  - Your audience is at the heart of your speech.
  - Foster interaction to keep them engaged.



Read the following fable about an act of kindness.
Answer the questions that follow.

An Act of Kindness

In a meadow bathed in sunshine, there lived a group of tiny fireflies, each no bigger than a ladybug's eye. They flickered happily, lighting up the nightfall with their bright lanterns. But among them, Flicker's light, fueled by kindness, shone differently.

Flicker's light was dim, not glowing like his friends'. He always yearned to join their joyous dances. However, the other fireflies would laugh and tease him. He got sadder with each unkind word they told him.

One night, when the storm raged and darkness covered everything, the fireflies' brilliant lights faded. Panicked in the gloom, the fireflies lost their way back home. Suddenly, a soft, steady glow appeared far away. It was Flicker! His dim light, fueled by kindness, guided his friends back home. One by one, they gathered around him, gratefully thanking him for saving them.

From that day on, Flicker was no longer teased. His friends always celebrated the event as a reminder that even the smallest spark can illuminate the darkest night and bring safety when needed most.

A. How do the characteristics and experiences of the fireflies reflect human behavior?

B. The fable presents two contradictory atmospheres. How does this contradiction of sunshine and storm work to create the setting of the fable?

C. Which of the provided life lessons best aligns with the moral conveyed in the fable?

- ○ Focus on shining for yourself, not others, as that's what truly matters.
- ○ Shining for others matters more than how brightly you shine.

D. In what ways can you, like Flicker, find and use your unique strengths to benefit others in your community?

THE BUNDLE OF STICKS

THEATER ELEMENTS

For a theatrical event to be recognized, it must encompass all the essential elements of a theater. Without these components, the event diminishes the quality of theater performances on stage. The crucial components include:

Performers	The actors must be as believable as the characters they are portraying.
Audience	The essence of theater is the interaction between the performers and the people watching them.
Director	The director makes sure the performers understand their roles and perform them perfectly.
Theater Space	It is essential to have an appropriate space for both the actors and the audience.
Design Aspects	These include the visual aspects, such as costumes, and non-visual aspects, such as sound.
Script	It is a written document representing a conflict. Without the conflict, the story would be bland and boring.

CAST/ACTORS

NARRATOR

OAKIE (PLAYED BY AN ADULT)

TWIGGLE (A LIVELY YOUNG BRANCH)

BRANCHIO (A STRONG BUT BOASTFUL BRANCH)

LEAFIE (A WISE AND GENTLE BRANCH)

GRUMBLE (A LARGE BADGER)

HUNTER (PLAYED BY AN ADULT)

PROPS

a bundle of twigs tied together

large cardboard leaves

animal masks

SCENE 1:
THE BRANCHES' QUARREL

(Narrator walking to the front of the stage, dressed as a tree)

NARRATOR: Deep in the heart of the forest, nestled amongst towering trees, there lived a wise, old oak named Oakie. He had many branches, each with a distinct personality. There were Twiggle, the most playful one, Branchio, the strongest one, and Leafie, the most thoughtful of all.

(Oakie stands center stage, with Twiggle, Branchio, and Leafie attached as branches. A Chorus of Twigs sits around the stage.)

TWIGGLE: *(Bouncing up and down)* Look at me! Look at me! I can swing the highest!

BRANCHIO: *(Flexing his twig muscles)* Nonsense, Twiggle! I'm the strongest branch in the whole forest! I can conquer anything!

LEAFIE: *(Rustling her leaves gently)* No, brothers. Strength isn't just about muscles. It's also about working together.

(Suddenly, a fierce wind blows, making the branches sway.)

Chorus of Twigs: *(Gasping)* Oh, no! The wind is coming!

BRANCHIO: Don't worry, we'll hold our grounds!

(Branchio puffs himself up and strains against the wind, but he starts to bend dangerously.)

LEAFIE: We need to work together, Branchio!

TWIGGLE: We can do it! All together now!

(All the branches lean in and brace themselves against the wind. Together, they weather the storm.)

NARRATOR: The wind howled and tugged, but the branches stood strong, united like a mighty bundle.

SCENE 2:
THE BRANCHES, THE WIND, AND GRUMBLE

(Setting: The clearing around Oakie is whipped by a fierce wind. Rain pours down, and the branches struggle to stay upright.)

NARRATOR: The storm raged with relentless fury. Rain lashed the forest, and the wind howled like a thousand hungry wolves. The branches of Oakie, though united, strained against the elements.

TWIGGLE: *(Shivering)* I'm scared! This storm is even worse than the last one!

LEAFIE: Hold fast, little ones! Remember, our strength lies in our unity!

BRANCHIO: *(Grunting)* Easy for you to say that, Leafie! You're not the one holding this whole tree together!

(A grumpy voice cuts through the howling wind.)

GRUMBLE: *(A large badger waddles into the clearing.)* What's all this flapping and whimpering? Can't a decent storm bring some peace around here?

OAKIE: *(Calmly)* Grumble, this is no time for your temper. The wind is fierce, and we must stand together.

GRUMBLE: Bah! Standing is overrated. Just lie down and let the wind carry you away like a dandelion fluff. Maybe you'll land somewhere sunny!

(The storm reaches its peak. A gust of wind tears at Oakie's branches, snapping a large bough that crashes toward Grumble's burrow.)

GRUMBLE: *(Yelping)* Oh! My roof! My winter stashes! Ruined!

LEAFIE: Grumble, look! We can help!

SCENE 3:
THE BRANCHES' UNITY

(Together, the branches swing the fallen bough and prop it against Grumble's burrow to create a makeshift support.)

GRUMBLE: *(Staring in disbelief)* Well, I'll be darned! You, floppy sticks, actually did something useful.

(Oakie casting a wise look at his branches)

(Oakie gathering the branches close)

OAKIE: My dear branches, I have lived for many seasons, and I have seen the storms of life. Remember that when you are alone, you are easily broken. But when you stand together, you are as strong as the forest itself.

TWIGGLE: But how can we remember that, Oakie?

OAKIE: I have a gift for you.

(Oakie presents the bundle of twigs.)

BRANCHIO: Is it a bundle of twigs? How good is that as a gift?

LEAFIE: *(Smiling)* Oakie is wise, Branchio. Look closer.

(Leafie gently unties the bundle. The twigs fall apart easily.)

BRANCHIO: *(Swelling with pride)* See, Grumble! Teamwork makes the storm dream work!

NARRATOR: As the storm finally subsided, Grumble emerged from his burrow, grumbling a grudging thanks to the branches. He had scoffed at their unity, but in the face of adversity, he had witnessed its true power.

LEAFIE: You see, Grumble, even a grumpy badger can benefit from a bit of teamwork.

GRUMBLE: *(Muttering)* Fine, fine. Maybe I misjudged you, leafy bunch. Now, if you excuse me, I have a burrow to rebuild and a storm-tossed temper to soothe.

(Grumble waddles off, leaving the branches chuckling amongst themselves. They not only weather the storm but also earn the begrudging respect of a furry, grumpy neighbor.)

OAKIE: Remember, my children, even the strongest wind cannot break a united front. And sometimes, the greatest teamwork comes from those who least expect it. See how these sticks are weak alone! But when you bind them together, they become strong, just like you.

TWIGGLE: Wow! We're like a giant stick!

BRANCHIO: Okay, Oakie, I get it. Together, we're not only unstoppable but also inflexible!

LEAFIE: Remember, little twigs, even the smallest of us can be strong when we stand together.

(Narrator walking back to the front of the stage)

NARRATOR: And so, the branches of Oakie lived happily ever after. They bound stronger than any storm. They learned that unity is not just about being friends but about supporting each other through thick and thin.

SCENE 4:
THE HUNTER'S SNARE

(Setting: Deeper in the forest, near a hidden path)

(The branches are enjoying a peaceful afternoon basking in the sun. Twiggle swings playfully, Branchio poses proudly, and Leafie whispers stories to the younger twigs.)

NARRATOR: Days had passed since the storm, and the branches lived in harmony, remembering Oakie's lesson. But one day, a shadow fell upon the clearing. A hunter, armed with a snare, crept through the forest.

HUNTER: *(Whispering)* There, near the old oak, is a perfect spot for my trap.

(Hunter sets his snare carefully between two rocks camouflaged with leaves.)

TWIGGLE: *(Gasps)* Look! What's that shiny thing under the leaves?

BRANCHIO: Don't be silly, Twiggle. It's just a pile of rocks.

LEAFIE: *(Frowning)* I don't like its look, Branchio. Something goes wrong.

(Twiggle, ever curious, hops closer to the snare. His leg catches in the loop.)

TWIGGLE: Help! I'm stuck!

OAKIE: *(Sensing the danger)* My branches, be calm! We need to work together.

(Branchio tries to pull Twiggle free, but the snare only tightens its grip.)

BRANCHIO: I can't do it! He's stuck too tight!

NARRATOR: Panic rose among the branches. Leafie, however, noticed a loose vine dangling nearby.

LEAFIE: Branchio, quickly! Use your strength to grab that vine and tie it around Twiggle's leg.

(Branchio, following Leafie's instructions, pulls the vine tight around Twiggle's leg, creating a loop.)

OAKIE: Now, all of you, push against the vine together! Remember, your unity is your strength!

(With a mighty heave, all the branches push against the vine. Slowly, the snare loosens its grip, and Twiggle pops free.)

TWIGGLE: I'm free! Thank you, everyone!

LEAFIE: We did it, brothers! Teamwork saved the day!

(Hunter approaches, startled by the commotion. He sees his snare broken and flees.)

NARRATOR: The branches huddled together, shaken but relieved. They had faced a real threat and had overcome it, thanks to their unity.