

Grade 1

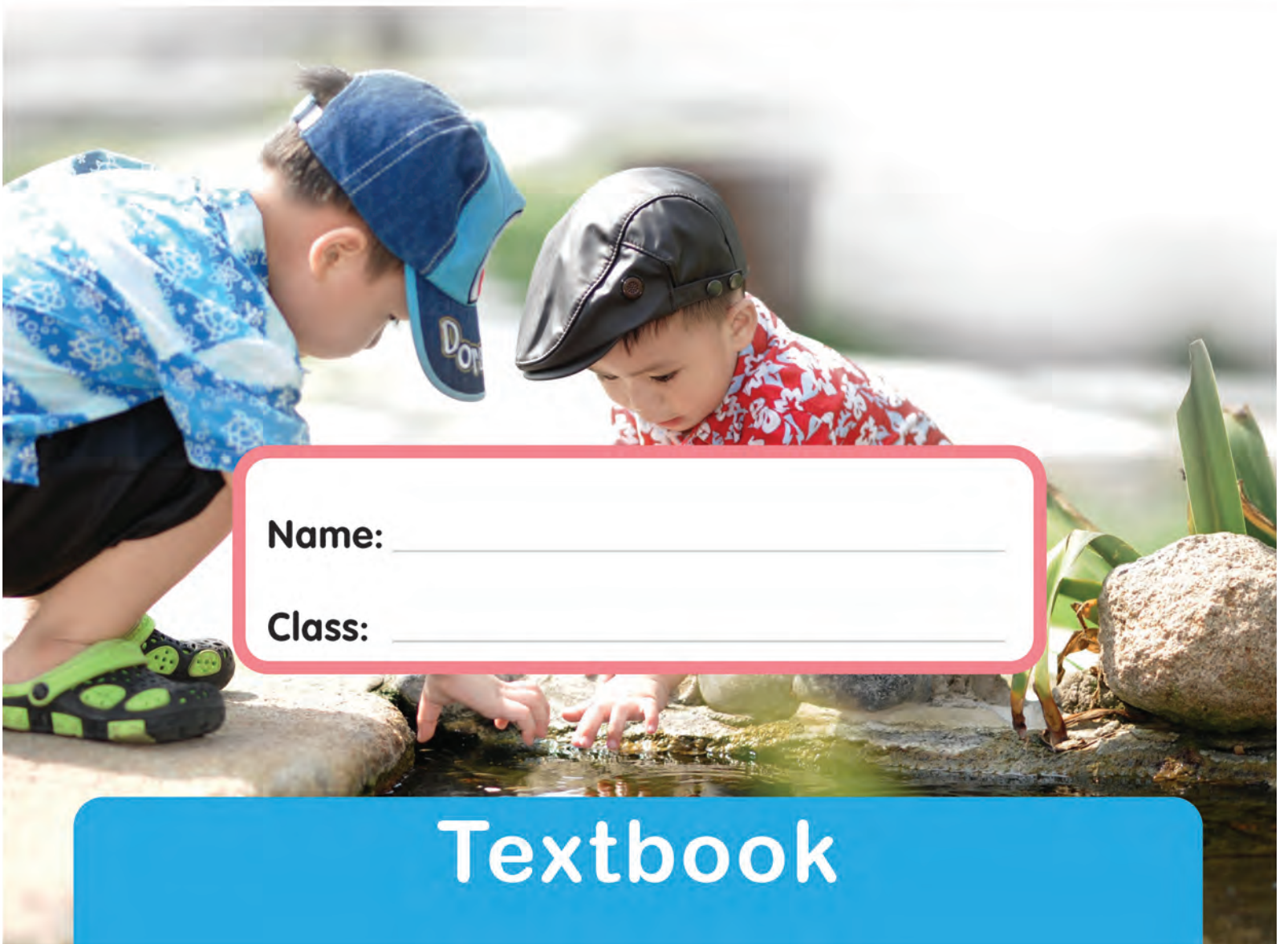
BEYOND LANGUAGE



Textbook

Grade 1

BEYOND LANGUAGE



Name: _____

Class: _____

Textbook



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Beyond Language Textbook

Grade 1

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Beyond Language builds learning through a simple approach: knowing self, loving the family, appreciating the community, and discovering the world.




 **Interaction and communication lay the foundation for listening and reading.**


Every unit presents a theme for discussion, and paves the way for generating ideas and acquiring general knowledge. Sharing ideas encourage students to think, listen and speak with others meaningfully.

 **The most important element of language learning is grammar.**

Grammar rules make sense of sentences and paragraphs. Good grammar conveys information clearly and accurately.

 **Subject-Verb Agreement (I am, you are, he is, she is, it is)**


The subject of a sentence refers to a person or a thing doing an action in the sentence. The subject and the helping verb must agree with each other to make the sentence correct.

 Read these sentences.

- **I am** in my bedroom.
- **You are** my cousin.
- **He is** in London.
- **She is** busy right now.
- **It is** a cat.

Remember this!

Subject	Verb "to be"
I	am
You	are
He She It	is

 *Am, is, and are* are called helping verbs or verbs "to be".

The Dove and the Ant

An ant was thirsty. As it walked near the edge of the stream, it accidentally tumbled into the water.

A dove sitting in a nearby tree saw the drowning ant. The dove plucked a leaf and dropped it onto the water. The ant climbed onto the leaf and floated ashore.

Nearby, a hunter saw the dove. As he prepared to shoot the dove, the ant bit his leg. The hunter let out a shout. Ouch! The dove heard the shout. It flew to safety.



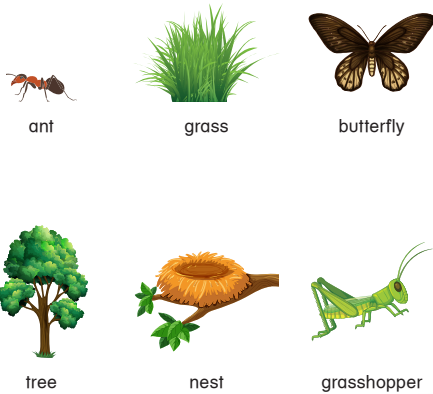
The ability to understand what one reads gives access to endless learning.

Through reading different text types, children can develop knowledge, learn to gather meaning, and infer emotions and conclusions from given contexts.

Comprehension questions help children to identify obvious details, or prompt them to search for contextual clues to form opinions for answers.



Take a walk in the park.
Circle the things you can see in the park.



ant

grass

butterfly

tree

nest

grasshopper



A rich vocabulary enables creative writing and expressions.

Understanding words and their meanings makes reading an enriching experience.

It also enables children to write effectively, and communicate clearly.



ladyb

 Read and listen to the **fl** sound.




fly



flag



flower

 Read and listen to the **gl** sound.




glue



gloves



globe

 Read and listen to the **pl** sound.



plane



plant



plate



Phonological and phonemic awareness complement language learning.

Both skills are crucial and necessary for reading and spelling success.

Contents

Unit
1

Happy Family



What can you contribute to your family to keep it happy and strong?

Grammar

- Pronouns – I, you, he, she, it
- Subject-verb agreement – I am, you are, he is, she is, it is



Phonics

- Suffix - ed
- Initial consonant word blends – bl, cl, sl

Page 2

Unit
2

Meet My Friends



How can you be a good friend to others?

Grammar

- Simple present tense
- Proper nouns
- Subject-verb agreement – is, are, has, have
- Subject pronouns – I, you, he, she, it, we, they



Phonics

- Word family – et

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Unit
3

Fun in School



What do you do in school?

Grammar

- Possessive determiners – my, your, his, her, its, their, our
- Subject-verb agreement – action words
- Punctuation – comma for listing



Phonics

- Initial consonant word blends – fl, gl, pl

Page 40

Unit
4

Sports



Why is doing sports important?

Grammar

- Countable and uncountable nouns
- Declarative sentences
- Exclamatory sentences



Phonics

- Consonant digraphs – sh, ch, wh

Page 52

Unit
5

Let's Get Around



How do the places in your neighbourhood help serve the community?

Grammar

- Definite and indefinite articles
- Singular and plural nouns – adding s and es
- Interrogative sentences



Phonics

- Initial consonant word blends – sm, sp, st

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Unit
6

What Do They Do?



Why is every job considered important?

Grammar

- Common nouns
- Conjunction – and



Phonics

- The silent vowel “e”
- Silent beginning consonant – kn

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Unit
7

What's At The Farm?



What do you know about a farmer's role and the animals he/she keeps?

Grammar

- Object pronouns – me, you, him, her, it, us, them
- Conjunction – because
- Existential sentences
- Attributive adjectives



Phonics

- The long i sound in the letter y
- The long e sound in the letter y

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Unit
8

Let's Go to the Park



What can you find and do at the park?

Grammar

- Prepositions – on, in, behind, beside, under, above, between
- Asking questions – when, which, why
- Possessive pronouns – mine, yours, his, hers, ours, theirs
- Punctuation – apostrophe to show possession
- Using “many” and “much” with countable and uncountable nouns



Phonics

- Consonant digraph – ph

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Unit
9

Bring Me to the Market



What can you get at the market?

Grammar

- Countable and uncountable nouns
- Singular and plural forms
- Quantifiers – many, few, a few, some, much, little
- Possessive nouns
- Conjunction – or



Phonics

- Prefixes – re, un, pre
- Silent consonant letter combination – gh

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Unit
10

I Love the Zoo



What makes the zoo an interesting learning place?

Grammar

- Question words – who, what, where, how
- Conjunction – so
- Punctuation - question mark



Phonics

- Suffixes – ing, ed, er

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Unit
11

Let's Travel



What forms of transportation do you use to get to different destinations?

Grammar

- Prepositions – above, below, across, between, in front of
- Demonstrative pronouns – this, that, these, those
- Indefinite pronouns – someone, somebody, something, anyone, anybody, anything, no one, nobody, nothing, everyone, everybody, everything
- Yes / No questions and answers
- Phrasal verbs – get up, get along



Phonics

- Double final consonants – ff, ll, ss, zz

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Unit
12

How Do I Look?



How should I dress myself suitable for the season or an occasion?

Grammar

- Simple past tense
- Predicative adjectives
- Phrasal verbs – look out, look after



Phonics

- Diphthong – ou, ow

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Unit
13

Time Is Precious



How do you make use of your time wisely?

Grammar

- Imperatives
- Prepositions of time – in, on, at, by, before, after, between, from ... to, during, beyond
- Negative sentences
- Phrasal verbs – put on, put back



Phonics

- Doubling consonants before suffixes – ed, ing

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Unit
14

Rain or Shine



How does the weather determine the activities you do?

Grammar

- Conjunctions – before, after, then, while, as, when
- Future tense
- Punctuation – commas in dates
- Phrasal verbs – give in, give up



Phonics

- Final consonant blends – ld, lf, lk, lp, lt

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Unit
15

Let's Celebrate!



What do you know about the festivals held in your country or other countries?

Grammar

- Prepositions of direction – along, toward, across, from, past, through
- Simple and compound sentences
- Conjunction – but
- Punctuation – capital letters in proper nouns
- Phrasal verbs – call off, call on



Phonics

- Final consonant blends – ft, mp, pt, rt

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Happy Family

The oldest member in our extended family is my grandfather. The youngest member in my family is my baby brother.

Can you name your family members?



Grandfather



Grandmother



Uncle



Aunt



Cousin

Cousin





Mother

Father

Sister

Brother

Grandfather

Grandmother

Baby brother

Me!

Uncle



My father's parents are my paternal grandparents. My mother's parents are my maternal grandparents.

I have three siblings — an older brother, a younger sister, and a baby brother.

My uncle and aunt have two children. They are my cousins.

As a family, we show our care and concern by looking after one another.

When we are truthful and honest, it shows we respect our family members.

I love my family very much.

Paternal grandparents

Maternal grandparents



Uncle

Aunt

Father

Mother

Uncle



Cousins



Brother



Me!



Sister



Baby brother

Family Tree



Complete your family tree.

A large, stylized family tree diagram. The tree is composed of several rectangular boxes with rounded corners, connected by red lines. The top level consists of two boxes. A red line connects these two boxes to a single box in the middle level. From this middle box, a red line connects to two boxes in the bottom level. The boxes in the bottom level are outlined with a dashed green line. The entire tree is set against a background of a pine tree branch and a brown pot. The tree is enclosed within a large red rounded rectangular border.

My Family Tree

The diagram is a family tree template. On the left, there is a photograph of a pine tree. Red lines connect the boxes to form a family tree structure. The tree has a trunk and branches. There are two levels of boxes above a central box, and two levels below it. The bottom-most boxes are labeled 'Me!'.

Me!



We help out at home. These are some of the chores we do.



sweeping



dusting



taking out
the trash



vacuuming



cleaning the
windows



packing the
clothes



washing the
dishes



putting away
the toys



doing the
laundry



cooking



ironing



making the bed



How do you help out at home?



Helping Out at Home

I like to help out with the chores at home.

I help my brother sweep the floor.

I help my mother wash the dishes.

I help my sister plant some seeds.

I help my father tidy the garden.

I am happy when they smile and say, "Thank you for helping out."





Working Together at Home

Kayla is sitting on the floor. She is reading a book.

“Excuse me, Kayla. I am mopping the floor,” says Sam.

“You are doing a good job, Sam. May I help you?” asks Kayla. “I want to clean our house, too.”

“Thank you,” says Sam. He is glad that Kayla wants to help him.

The children mop the floor together. It is faster when they work together. They can rest now, and watch some cartoons.



Answer these questions.

- 1 Who is mopping the floor? _____
- 2 Who wants to help Sam? _____
- 3 What can the children do after the chore is done? _____





Pronouns

Pronouns take the place of people, animals, or things.

I, you, he, she, and **it** are pronouns.

- We use **I** to talk about oneself.
- We use **You** to talk about the second person in a conversation.
- We use **He** in place of the name of a boy or a male noun.
- We use **She** in place of the name of a girl or a female noun.
- We use **It** in place of an animal or object.



Read these sentences.

- **I** am Ali. **I** have a brother and a sister.
- Ben has a cat.
He feeds **it** every day.
- Ling is my cousin.
She wants to be an artist.
- Are **you** coming to the party?





Look at the picture.

Circle the correct answer in each sentence.

1 Sam helps out at home.

He She mops the floor.



2 My sister puts away the toys.

He She keeps her room tidy.



3 This is my pet.

You It is a gray cat.



4 Hello, Uncle Joe.

How are you he ?



5 My name is Sam.

I You am in grade 1.





Subject-Verb Agreement (I am, you are, he is, she is, it is)

The subject of a sentence refers to a person or a thing doing an action in the sentence. The subject and the helping verb must agree with each other to make the sentence correct.



Read these sentences.

- **I am** in my bedroom.
- **You are** my cousin.
- **He is** in London.
- **She is** busy right now.
- **It is** a cat.

Remember this!

Subject	Verb "to be"
I	am
You	are
He She It	is

Am, is, and are are called helping verbs or verbs "to be".





Suffix “ed”

A **suffix** is a group of words added to the end of a root word to make a new word.

These words have the suffix **ed**.

climb + ed	clim bed
walk + ed	walk ed
count + ed	count ed



Climb, walk, and count are verbs. They are changed from the present tense to past tense by adding **ed**.

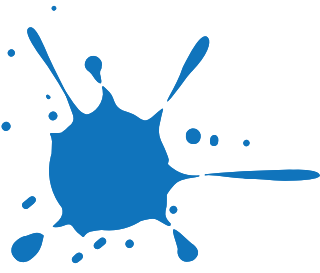


Add the suffix **ed** to the root word to change it to the past tense.

Root Word	Suffix -ed (past tense)	
jump		
play		
walk		
count		



Read and listen to the **bl** sound.



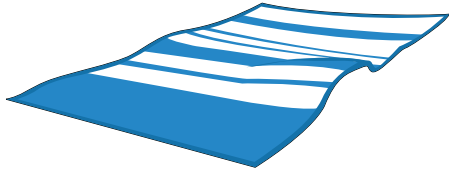
blue



bloom



blink



blanket



block



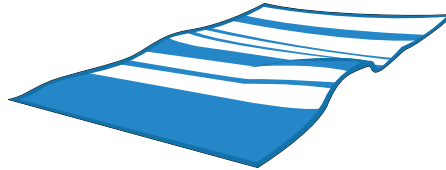
blown



Write **bl** in the boxes. Read the words.



ouse



anket



ink



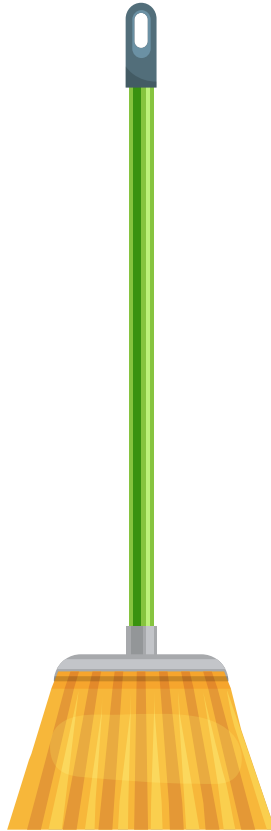
ast



ue



Listen carefully. Which of these have the **bl** sound?
Circle them.

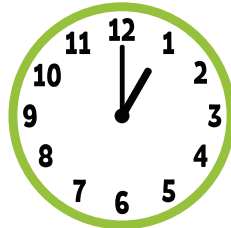




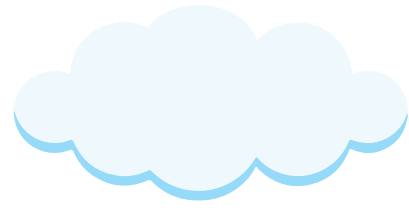
Read and listen to the **cl** sound.



clown



clock



cloud



clap



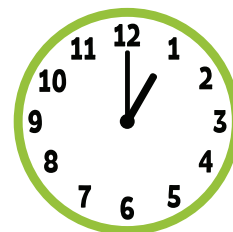
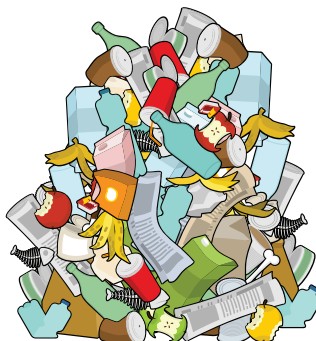
climb



clever



Listen carefully. Which of these have the **cl** sound?
Circle them.

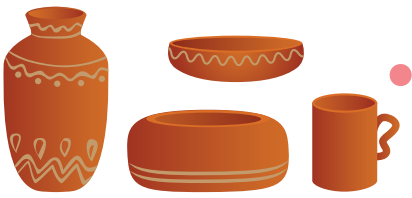




Match.



● clay



● clam



● club



● claw



● clue



● cliff



Read and listen to the **sl** sound.



slice



slug



slime



sleeve



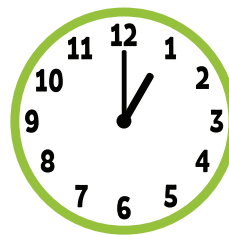
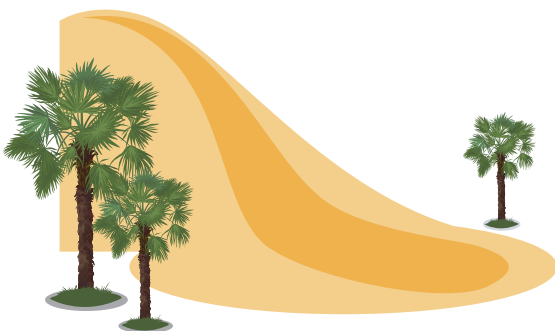
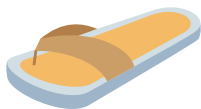
sleep



slip

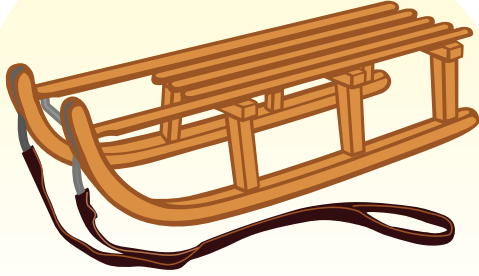


Listen carefully. Which of these have the **sl** sound?
Circle them.

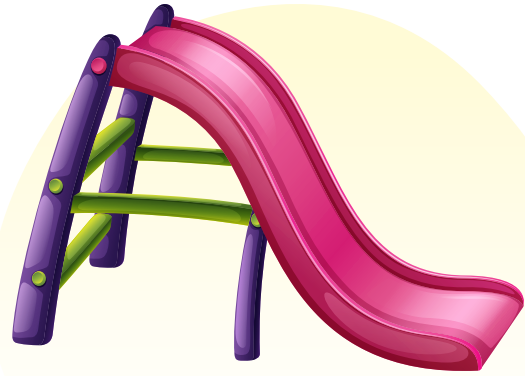




Write **sl** in the blanks. Read the words.



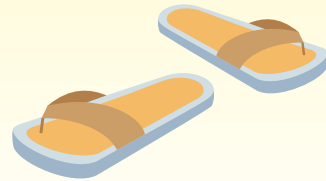
ed



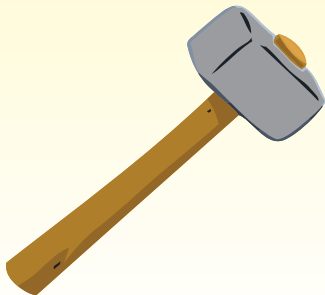
ide



oth



ippers



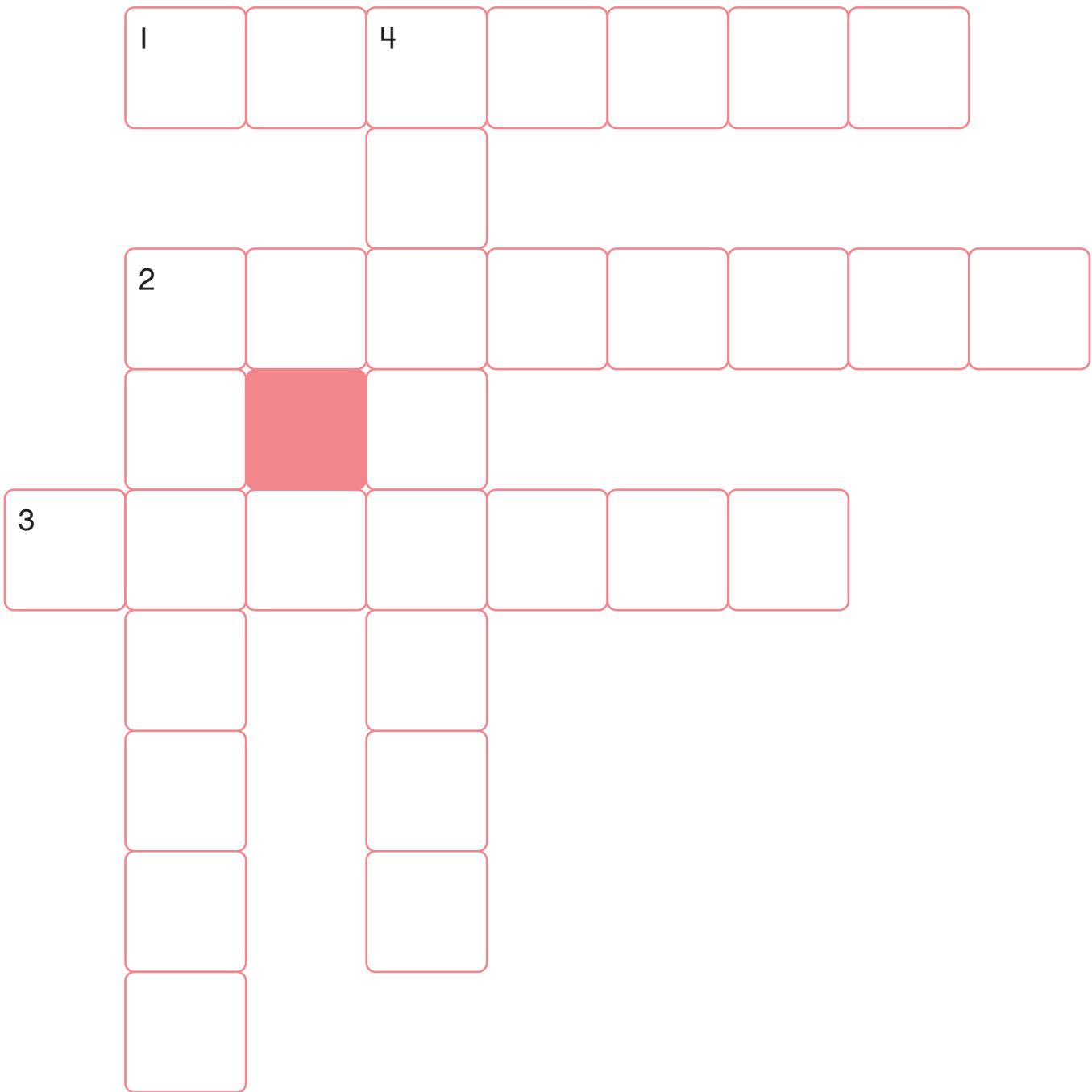
edgehammer



eep



Look at the picture clues. What are the children doing?
Complete the picture-word puzzle.



Across

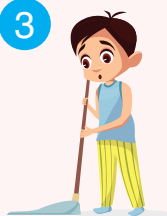
1



2



3



Down

2



4



Unit

6

What Do They Do?

People in our community have different jobs. Some work in schools. Some work in offices. Some work in bakeries. Some work in factories. They help our community.





Who do you see in your community every day? What do they do?



These are some of the people who work in our community.

The **doctor** examines a patient.



The **firefighter** puts out fire.

The **builder** builds or repairs homes.





The **dressmaker** sews clothes.

The **dentist** cleans our teeth.



The **bus driver** drives people to different places.



Can you name some people who work in your community?



Fill in the blanks with the correct words from the box.

plans

cuts

attends

keeps

repairs

1 The barber _____ our hair.



2 The police officer _____ our community safe.



3 The nurse _____ to a patient.



4 The plumber _____ broken pipes and faucets.



5 The engineer _____ the building of roads and bridges.





Read the riddles. Match them to the answers.

I help to keep the place clean.

Who am I?



doctor

I run after bad guys.
I also help those who cry for help.

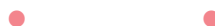
Who am I?



firefighter

I help you to get well again when you are sick.

Who am I?



cleaner

I am always on the go when there is a fire in the community. I put out fires.

Who am I?



police officer



Read the riddles. Match them to the answers.

I help the doctor in the clinic or hospital. Who am I?



fisherman

I am under the sun or the rain all day. I keep traffic moving to make travelers happy. Who am I?



builder

When a house is built or when it needs repairs, I am around with my toolbox. Who am I?



traffic police

I have a fishing rod or a net with me. I use it to catch fish in the open sea or river. Who am I?



nurse



John and Mary are playing a guessing game.



Think of an occupation.
Get your friends to ask you
questions. See if they can get
it correct after four questions.



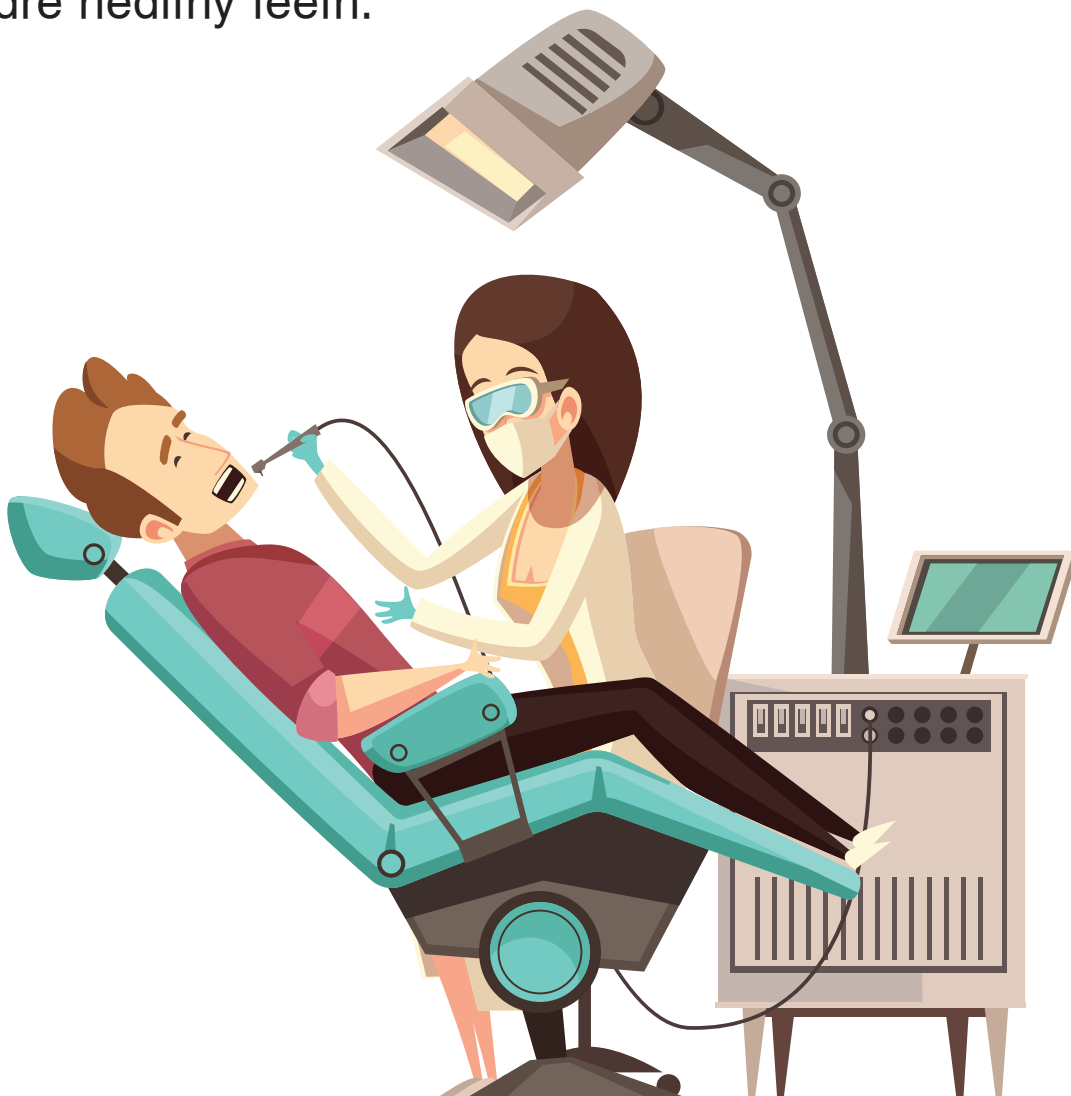


A Visit to the Dentist

Our teeth are very important to us. They help us to cut our food into smaller pieces. They help us to chew so that we can swallow our food safely. We must take good care of our teeth.

We should visit a dentist every six months. The dentist helps to check our gums and teeth. The dentist cleans and treats our teeth.

We brush our teeth to keep them bright and clean. Clean teeth are healthy teeth.





Answer these questions in complete sentences.

1 Why are our teeth important to us?

2 How many times in a year should we visit the dentist?

3 What does a dentist do for us when we visit?

4 Circle the picture that shows a healthy tooth.





Common Nouns

Nouns are people, animals, places, and things.
The general name of a person, animal, place, or a thing is called a **common noun**.

Nouns	Common Nouns
people	man, girl, teacher, doctor
animals	tiger, bear, hamster, lion
places	clinic, shop, mall, classroom
things	table, chair, computer, T-shirt



Circle the common nouns in the sentences.

1 A teacher works in a school.



2 The doctor examines a patient.



3 The dentist cleans our teeth.



4 The barber cuts my hair.



5 The nurse attends to patients.





Conjunction (and)

The word **and** is a **conjunction**.

We use **and** to connect two sentences into one.



Read these sentences.

- I play cricket. I play football.
I play cricket **and** football.
- She has a brother. She has a sister.
She has a brother **and** a sister.



Rewrite the sentences into one using **and**.

1 He is tall. He is strong.

2 I can speak English. I can speak Spanish.

3 The chicken soup is tasty. It is healthy too.

4 The traffic police keeps traffic moving. The traffic police keeps the roads safe.

5 A nurse helps the doctor. A nurse takes care of the patients.



The Silent Vowel “e”

The vowel letter **e** at the end of a word is usually silent. The vowel letter before it in the word has a long vowel sound. Read the following.

cut	—————>	cute
bit	—————>	bite
hug	—————>	huge
her	—————>	here



Add an **e** at the end of each short vowel word to make it into a new, long vowel word. Read the words.

1 tub —————> tub__



2 can —————> can__



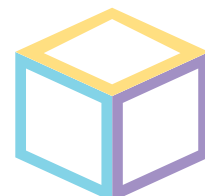
3 pin —————> pin__



4 rob —————> rob__



5 cub —————> cub__





Read and listen to the **kn** sound. In these words, the letter k is silent.

know knight knew knit known
knock knee knot knife knuckle



The letters **kn** are found only at the beginning of base words.



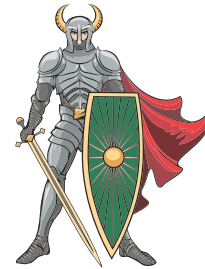
Look at the picture. Circle the correct spelling.

1



knife nife

2



night knight

3



nob knob

4



knock nock

5



not knot

6



knit nit

Unit
10

I Love the Zoo

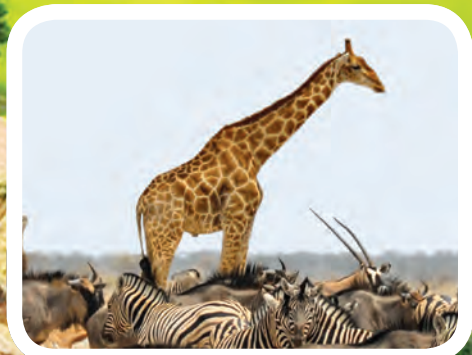
I like to visit the zoo. I can see lions and bears.
I also see dolphins and seals. Some animals
live on land. Some animals live in water.

The zoo-keepers look after the
animals. They take care of the
animals well.





Can you name all the animals here?





We can see many animals at the zoo.



Giraffes are tall and have long necks. They eat plants and leaves.

Monkeys have tails and can swing from trees. They eat fruits and berries.



Snakes have scales and slither from place to place. They eat small animals.



Answer these questions in complete sentences.

1 Which animal has a long neck?

2 What do monkeys eat?

3 How does a snake move?



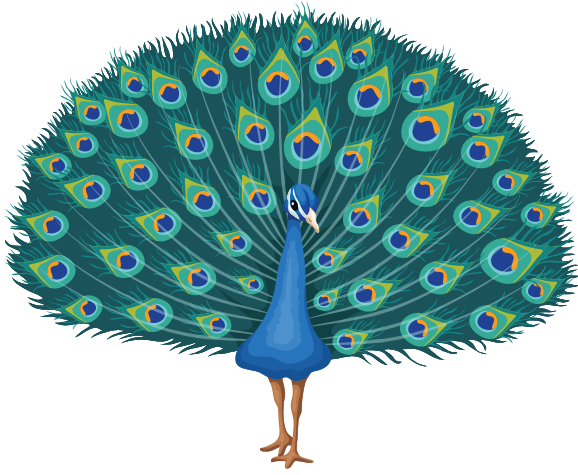
Some animals have **fur**.

Lions, tigers, and monkeys have fur.

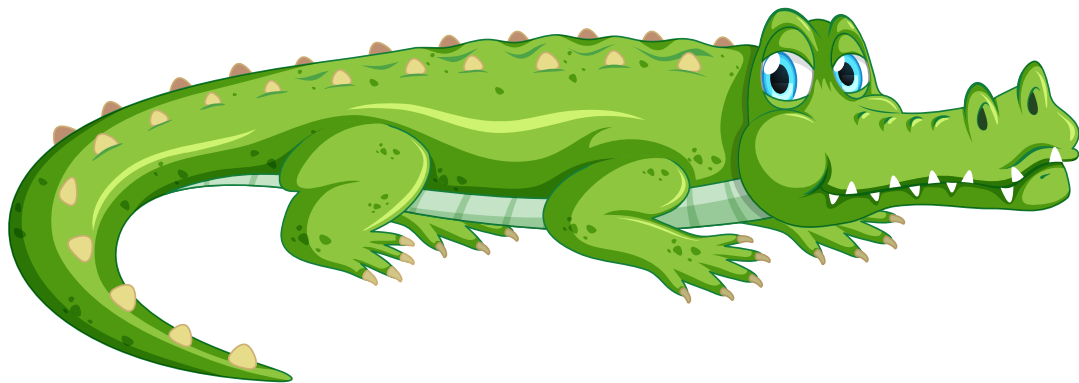
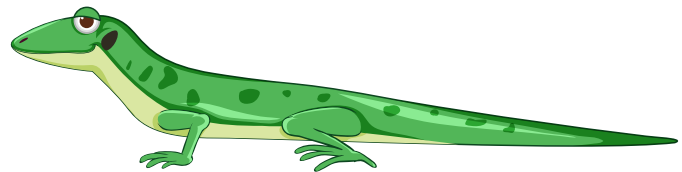
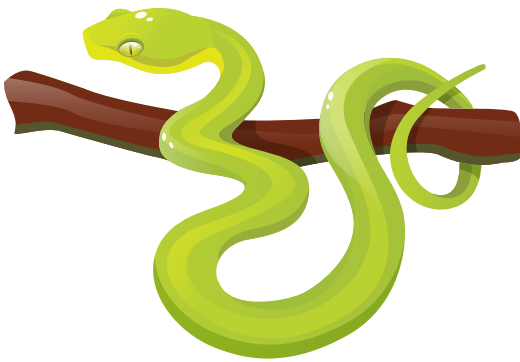


Others have **feathers**.

Peacocks, parrots, and ostriches have feathers.



Some animals like snakes, alligators, and lizards have **scales**.

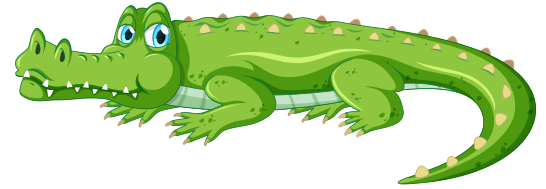




Match the animal to the type of outer covering it has.



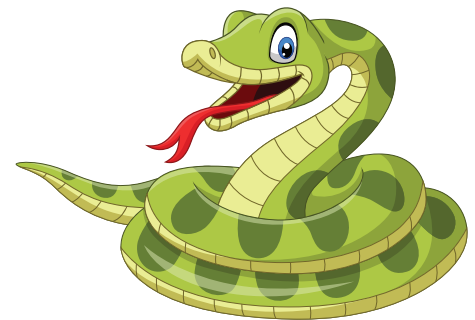
feathers



scales



fur





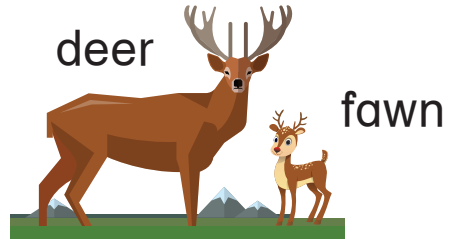
These are some animals and their young.

bear



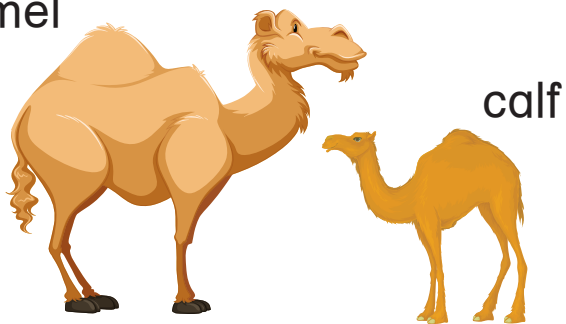
cub

deer



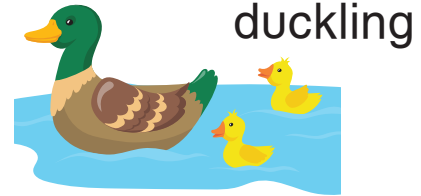
fawn

camel



calf

duck



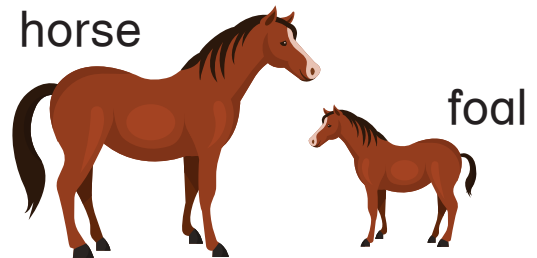
duckling

tiger



cub

horse



foal

lion



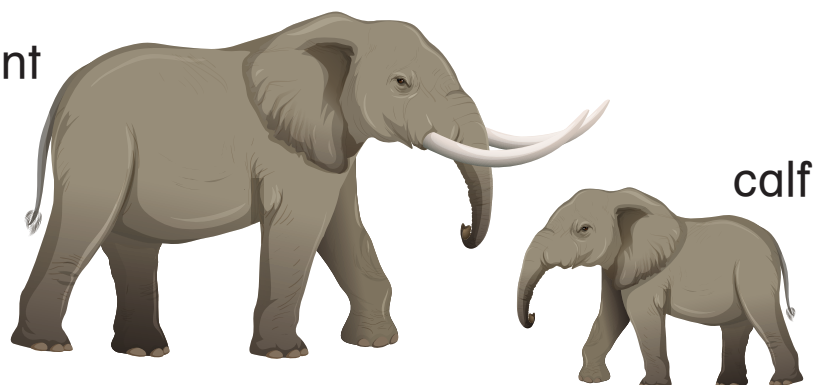
cub

sheep



lamb

elephant



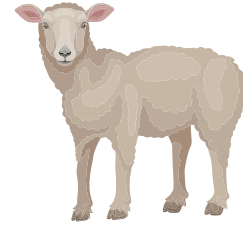
calf



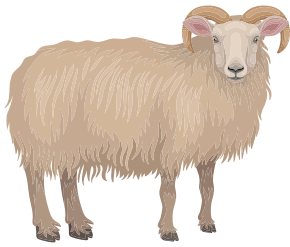
Match the adult animals to their young.



lion



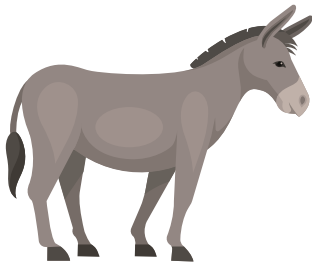
lamb



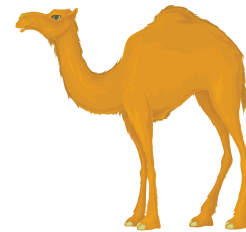
sheep



cub



donkey



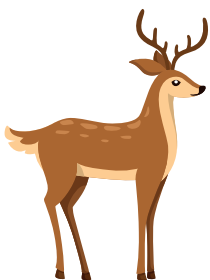
camel



camel



foal



deer



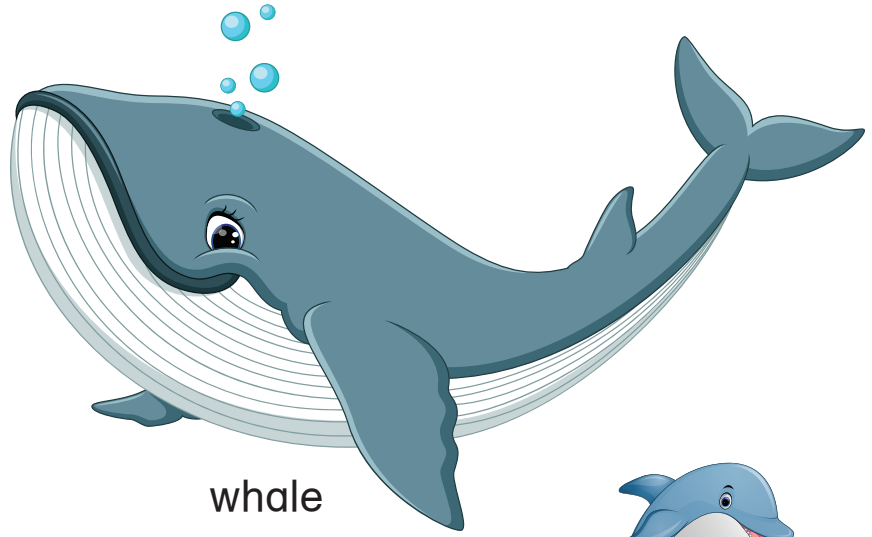
fawn



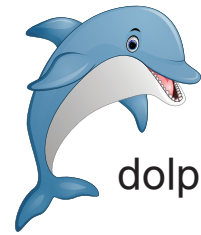
Put these animals into two groups.



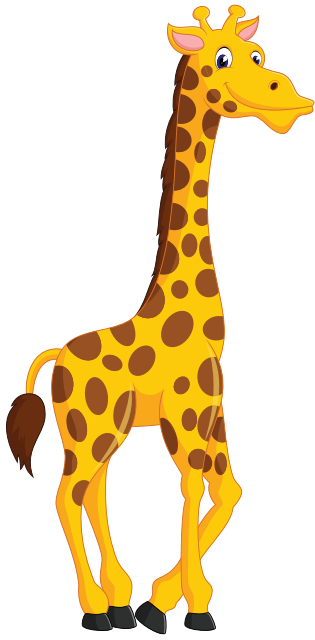
tiger



whale



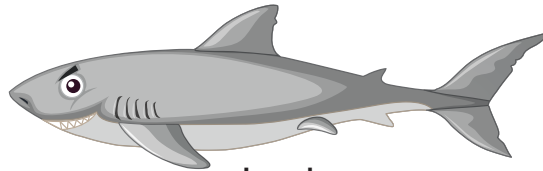
dolphin



giraffe



ostrich



shark

Live on land

Live in water

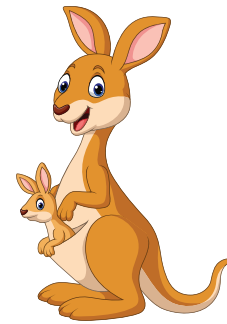


Match the riddles to the answers.

My feathers are colorful. My tail opens like a big fan. I am a male. Who am I?



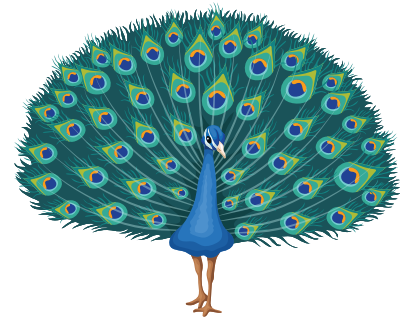
My fur is brown. I can roar. People and animals fear me. I live in open savannas. Who am I?



I have a pouch. My baby is kept in it. I usually come from the land down under. Who am I?



People run away from me when they see me. I have long, sharp fangs. Poison drips down my fangs. I can crawl. Who am I?





Question Words

The words **who**, **what**, **where**, and **how** are question words.

Who is used when you ask questions about a person.

What is used when you ask about a thing.

Where is used when you ask about a place or location.

How is used when you want to ask about the way something is done.



Read these sentences.

- **Who** is that girl with a yellow umbrella?
- **What** is the price of apples?
- **Where** is the sugar?
- **How** do I make tea?



Write questions for these answers.

1

_____ ?

Lions live in the open savannas.

2

_____ ?

I will reach the zoo at 10 o'clock.

3

_____ ?

I am going out with Ali.

4

_____ ?

I take a bus to zoo.



Conjunction (so)

The word **so** is used to show the result.



Read these sentences.

- It was hot, **so** I took a cool shower.
- The bags were heavy, **so** I used a trolley to carry them.



Join the two sentences using 'so'.

1 The monkey is hungry. It eats a banana.

2 The children were tired. They went to bed early.

3 It was cold. I wore my coat.



Question Mark

Question marks are put at the end of sentences that ask questions.



Read these sentences.

- What is your name?
- Where do you live?
- How many students study at your school?
- Why do you go to the market?



Add a question mark in the correct places.

- 1 My name is Adil. What is your name
- 2 I am fine. How are you
- 3 When will you return from the market
- 4 How many mangoes did you buy



Add a question word and a question mark in these sentences.

- 1 _____ is the name of that bird
- 2 _____ many animals do you see
- 3 _____ will you go to the zoo with me



Suffixes “ing”, “ed” and “er”

A **suffix** is a group of words added to the end of a root word to make a new word. The words **ing**, **ed**, and **er** are suffixes.

Root word	Suffix	New word
have	ing	have e + ing = having
save	ed	save e + ed = saved
bake	er	bake e + er = baker



Rule Drop the silent e and add the suffix if,

- the root word ends with a silent e,
- the suffix begins with a vowel.



Add the suffix **ing**, **ed**, or **er** to the root words to make new words.

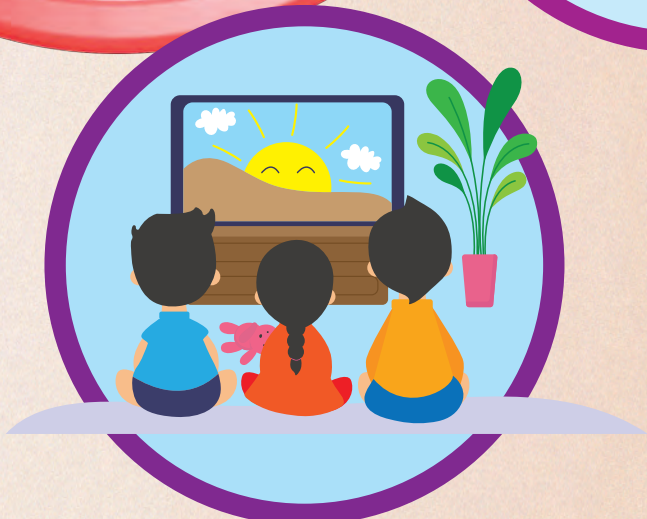
Root word	Suffix	New word
care	ing	
safe	er	
race	ed	
wave	ing	
shake	er	

Unit
13

Time Is Precious

I go to school in the day. I play with my friends in the evening. I watch television at night. Every week, I visit my grandparents. Every month, I go to the library with my best friend.





What do you like to do during the weekends?





Jim's sister wants to know the date.

She asks Jim to get the calendar.

Jim wants to learn how to read the calendar.

How do you read the calendar?
What are the months of a year?

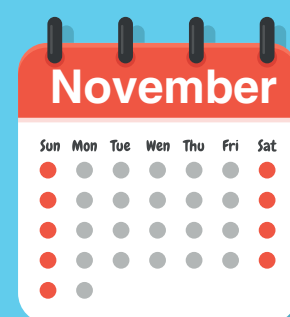
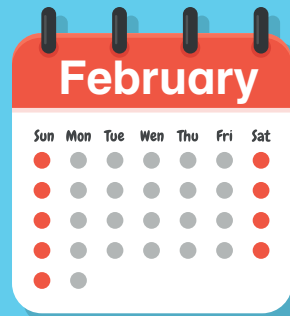


The calendar tells us
the months, dates, and
days of the year.



These are the months of the year.

Calendar



There are twelve months in a year. The names of the months begin with capital letters.

These are the days of the week.

Days of the week

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

There are seven days in a week.

The names of days begin with capital letters.



Fill in the correct vowels **a, e, i, o, u** to spell the days of the week.

1 S ___ nd ___ y

5 Th ___ rsd ___ y

2 M ___ nd ___ y

6 Fr ___ d ___ y

3 T ___ ___ sd ___ y

7 S ___ t ___ rd ___ y

4 W ___ dn ___ sd ___ y





Mike and Janet are talking. Janet lives in New York, but Mike lives in Dubai.

I go to school from Monday to Friday.



I go to school from Sunday to Thursday.



In New York, we have a day off on Saturday and Sunday.



In Dubai, we are off on Friday and Saturday.



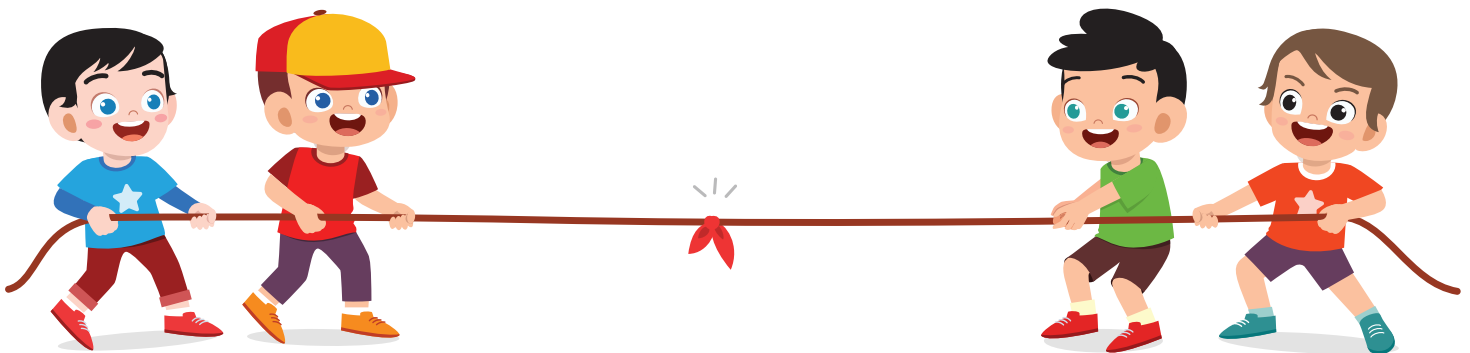


Luke and his friends play different games on different days.

On Sunday, they play hopscotch.



On Monday, they play tug-of-war.



On Tuesday, they play soccer.



On Wednesday, they play hide-and-seek.

On Thursday, they spin a top.



What games do you think the children play on Saturday and Sunday?



Let's remember the order of the days of a week and the months of a year.

Monday comes **before** Tuesday.

Wednesday comes **before** Thursday.

Friday comes **after** Thursday.

Saturday comes **after** Friday.

February comes **before** March.

June comes **after** May.

October comes **after** September.

November comes **before** December.



Write **before** or **after** in the blanks.

- 1 February comes _____ January.
- 2 April comes _____ May.
- 3 June comes _____ July.
- 4 October comes _____ November.
- 5 December is _____ November.
- 6 Tuesday comes _____ Wednesday.



We use **before** and **after** to tell the order of things, actions, and events.



Zara's Special Day

Zara looks at the calendar. It is the month of June. Then she draws a circle around a number on the calendar.

JUNE						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Zara runs happily to her mother. Her mother smiles and listens to Zara.





Answer these questions in complete sentences.

1 When is Zara's birthday?

2 Which day of the week is it?

3 How does Zara's mother behave when Zara talks to her?

4 What do you think Zara's mother is doing when Zara speaks to her?



When is your birthday?

Which day of the week does your birthday fall on this year?

This is Zara's calendar.

Read to find out what she did during the week.

MARCH

11	Friday	Went to the zoo
12	Saturday	Celebrated my brother's birthday
13	Sunday	Went to school
14	Monday	Went to the library to study for exams
15	Tuesday	Had my first day of exams
16	Wednesday	Went to a party with my classmates
17	Thursday	Wrote a letter to my cousin in Australia



Based on Zara's calendar, answer these questions in complete sentences.

1 When did Zara go to the zoo?

2 When did Zara write a letter to her cousin in Australia?

3 When did Zara celebrate her brother's birthday?

4 When was Zara's first day of exam?

5 Write 1, 2, 3 or 4 to show the activities that took place in order.

Studied for exams

Sat for exams

Went to a party

Celebrated brother's birthday



Imperatives

Imperatives are usually formed with the base verb and with no subject. Imperatives are used when we:

- (a) give orders / command,
- (b) give directions / instructions,
- (c) make requests,
- (d) give advice / suggestions,
- (e) give warnings,
- (f) involve someone.



Read these sentences.

- Buy only the apples.
- Turn right at the corner.
- Please help me carry the heavy box.
- Use the overhead bridge instead.
- Stop or you will be suspended!
- Join us!



Match the sentences to the pictures.

Read your book. ●



Finish your lunch. ●



Wash your hands. ●



Close the door. ●



Stand up. ●





Prepositions of Time

We use different prepositions when we talk about time.

Preposition	Explanation	Example
in	used for months, years, etc.	My birthday is in May.
on	used for days and dates	My birthday is on Tuesday.
at	used for precise time	My birthday party starts at 4 o'clock.
by	no later than	My birthday party preparations will be over by Monday.
before	refers to any time earlier than the time mentioned	I have to hand in my project before Tuesday.
after	refers to any time later than the time mentioned	I will open my birthday presents after the party is over.
between	refers to a period after a time and before another time	We will have a short break of 10 minutes between classes.
from ... to	to show when something begins and ends	My birthday party is from 4 to 6 o'clock.

Preposition	Explanation	Example
during	used when something happens at the same time something else is happening	I will cut my birthday cake during the party.
beyond	refers to a time later than a stated time	My birthday party will end at 6 o'clock. It will not go beyond that time.



Fill in the blanks with suitable prepositions of time. Use each preposition of time only once.

- 1 I was born _____ 2016.
- 2 He will come _____ 9 o'clock sharp.
- 3 My birthday is _____ May 7.
- 4 I will finish my work _____ 5 o'clock so that I can meet you at the playground.
- 5 The television programme starts at 9 o'clock. Please finish your homework _____ then.

- 6 The office is closed for lunch _____ 12 o'clock and 2 o'clock.
- 7 She will visit her parents _____ the summer holidays.
- 8 Our school is open _____ 8 o'clock _____ 3 o'clock.
- 9 Susan puts on her shoes _____ putting on her socks.
- 10 You cannot sleep _____ 7 o'clock if you have to reach school by 8 o'clock.



Negative Sentences

Negative sentences talk about things that are untrue. We add the word **not** when we use negative sentences.



Read these sentences.

- That watermelon is **not** big.
- It is **not** sunny outside.
- I will **not** go to the market.



Fill in the blanks with **not** to form negative sentences.

- 1 Karen is _____ here right now.
- 2 John is _____ fishing today.
- 3 I am _____ in school.
- 4 Ali is _____ going to the market tomorrow.
- 5 It is _____ a holiday today.



Rewrite the following to negative sentences.

- 1 I am at the bakery.

- 2 The animals are resting in their den.

- 3 Ben is delighted to go to the park.

- 4 I am six years old.

- 5 Mother is frying a fish for dinner.



Phrasal Verbs

Phrasal verbs are phrases that indicate actions.

Phrasal verb	Meaning
put on	to wear
put back	to return something to its original place



Read these sentences.

- Ali **put on** his jacket because he was cold.
- Mr. Lee **put back** the toaster in the cupboard after using it.



Fill in the blanks with the correct phrasal verb.

put on put back

- 1 Lucas, please _____ your jacket before you go out.
- 2 I _____ the book on the shelf after reading it.
- 3 Mother _____ her apron before she started to cook.
- 4 Father _____ the tool kit into the car boot.



Doubling Consonants before Suffixes “ing” and “ed”

If a word ends with one vowel and one consonant (VC),
double the final consonant before adding **ing** or **ed**.

tap	→	tapping, tapped
jog	→	jogging, jogged
shop	→	shopping, shopped
sit	→	sitting
run	→	running



Double the final consonant and add **ing** to make new words.

- 1 shop _____
- 2 swim _____
- 3 plan _____
- 4 hop _____



Double the final consonant and add **ed** to make new words.

- 1 drop _____
- 2 stop _____
- 3 skip _____



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