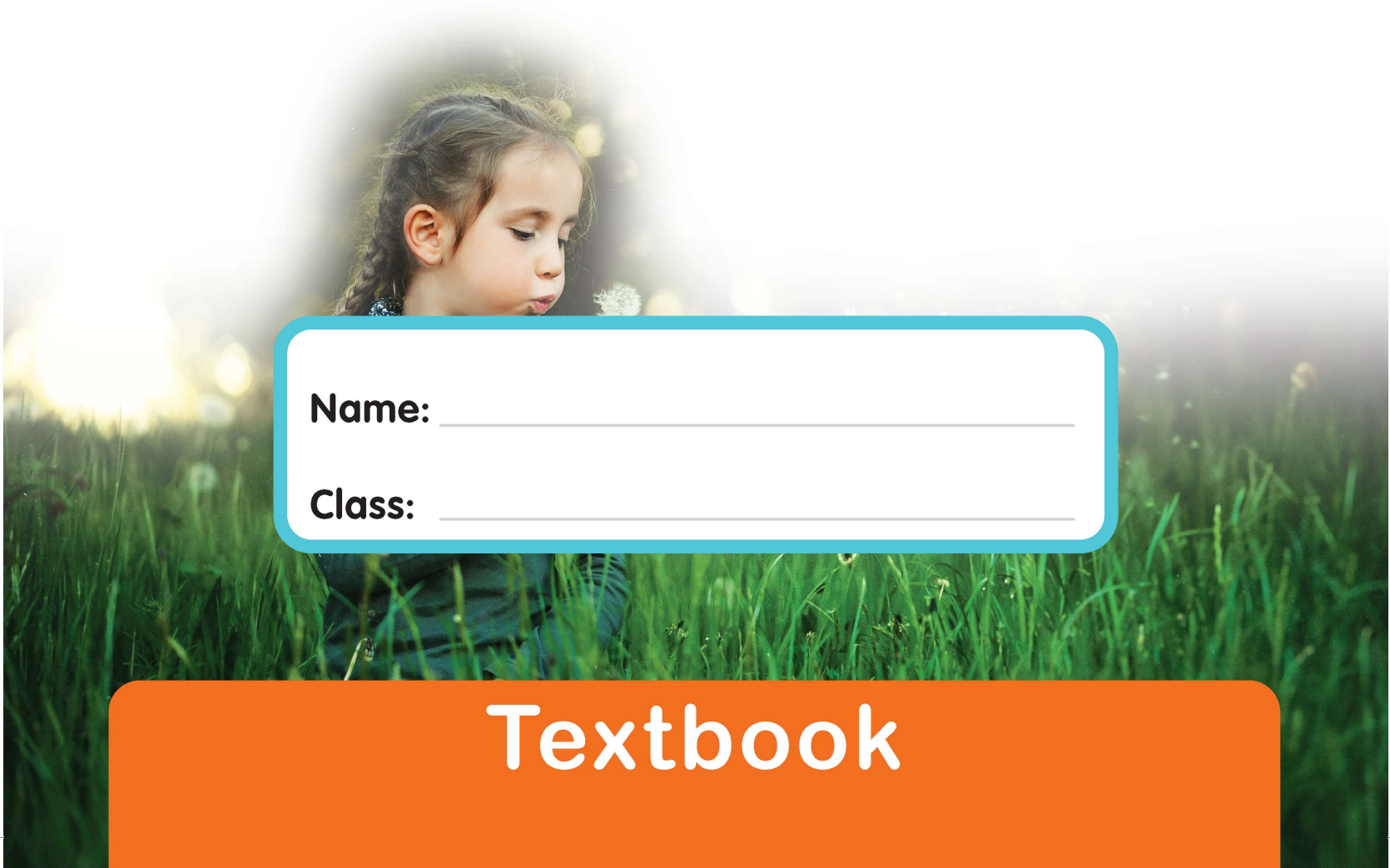


Grade 4

BEYOND LANGUAGE



Name: _____

Class: _____

Textbook

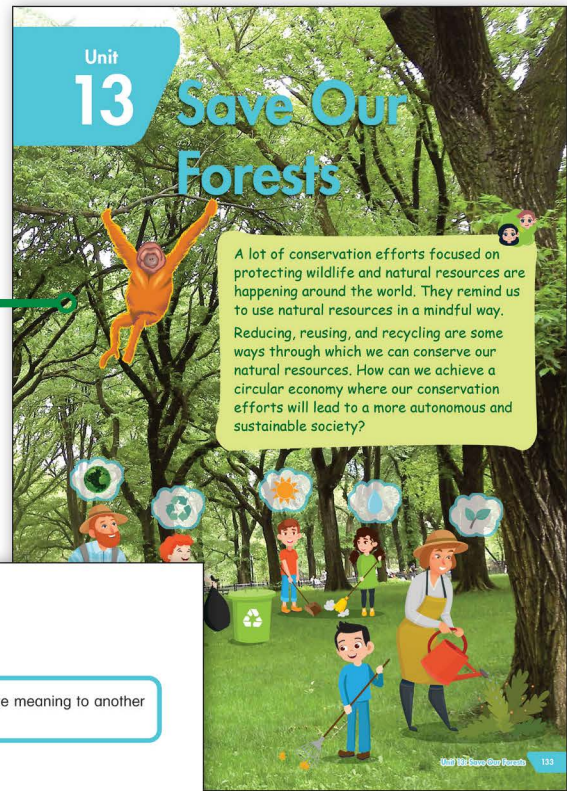
Beyond Language builds learning through a simple approach: knowing self, loving the family, appreciating the community, and discovering the world.


 **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.

Unit 13 Save Our Forests


A lot of conservation efforts focused on protecting wildlife and natural resources are happening around the world. They remind us to use natural resources in a mindful way. Reducing, reusing, and recycling are some ways through which we can conserve our natural resources. How can we achieve a circular economy where our conservation efforts will lead to a more autonomous and sustainable society?




 **Antonyms**

Let's consolidate and expand.

An **antonym** is a word that has the opposite meaning to another word.

 Read the following examples.

- We cannot be **unfit** and **weak**. We have to be **fit** and **strong** to go on challenging treks.
- If you wish to **end** your trek before noon, you must **begin** early.

 Tick (✓) the correct antonym of the underlined word in the sentence.

- Jack brought along a colorful jacket for his trek.


 dull bright
- His voice rang loud and clear through the forest.

 gentle soft
- We started to sense something was wrong.


 incorrect right
- We were tired but still in high spirits.

 energetic exhausted
- Our family usually trekked alone.

 solo trio


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

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

 **Comparative Adjectives**

Let's extend our knowledge.

We use **comparative adjectives** when we compare two people or things.

 Read the following examples.

Comparative adjectives can be formed by adding **er**. If the adjective ends with **e**, we add just **r**.

cold	The water at the waterfall was colder than the water in the river.
large	The trekking area is larger than I thought.

If the adjective ends with **y**, we change the **y** to **i** before adding **er**.


heavy	My backpack is heavier than yours.
--------------	---

If the adjective ends with the form, consonant-vowel-consonant, double the last consonant before adding **er**.

big	My water bottle is bigger than yours.
------------	--

For most adjectives that have two or more syllables, we add **more** or **less** to form the comparative form.

interesting	This hiking trip is more interesting than last year's.
--------------------	---



What are the threats to rainforests?
Originally, almost 9.7 million square kilometers (or 6 million square miles) of rainforests existed worldwide. Now, only 6.7 million square kilometers (or 2.6 million square miles) of it remain. They are threatened by ...

- **Logging**
This provides wood and paper. Wood is used for building houses and making furniture. On the other hand, paper is used for making books and food packaging.
- **Ranching**
This is the practice of raising herds of animals like cattle and sheep.
- **Mining**
This is the digging of pits or tunnels to get valuable minerals, metals, and the like. Trees are cut down indiscriminately in these three activities. Without the trees to provide shelter and food, animals are driven away from their habitats. The natural water system and supply are disrupted, too.

What should be done to protect our rainforests?
First, those who cut down trees must replace them with new ones. Second, stricter rules should be imposed on logging, ranching, and mining. Also, harsher punishment should be given to those who cut down trees illegally. Lastly, products made from trees should be actively recycled and reused.

Answer these questions in complete sentences.

- 1 Define what a rainforest is in your own words.

- 2 "It is home to 10% of the world's **known** plant and animal species." Explain what this implies.

- 3 From the points in the text "How important are rainforests", name three areas that show that rainforests are important.
1 _____
2 _____
3 _____
- 4 How does mining affect the state of rainforests?

- 5 How can we save our rainforests?

Similes

Similes are used to compare one thing with another so as to make the description more vivid and impactful. We usually use **as ... as** to make a direct comparison between two different things.

Read the following examples.

- Miriam felt **as lonely as a deserted ship** in the new school.
- The three friends were **as happy as larks** when they had their sleepover.

Circle the correct word in each sentence to complete the simile. The picture is given as a clue to help you.

- 1 Miriam's parents bought a new house. It is as big as _____.



an ele

- 2 Luke was a football team

a bird

Phrasal Verbs

Phrasal verbs take the form of **verb + adverb**, **verb + preposition**, or **verb + adverb + preposition**. They have a different meaning from the verb, adverb, or preposition that formed them.

Phrasal verb	Meaning
call off	to cancel an event
clean out	to clean the inside of a space completely
come over	to visit a person's home
cut in	to interrupt a conversation
drop in	to visit
look out	to search for and find a particular thing
look something up	to find information that is found in a book, on the Internet, etc.
pass out	to faint or to lose consciousness
run after	to chase
stand down	to withdraw from a position
turn around	to rotate, to change



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.



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.

Contents

Unit
1

I Am Responsible



How can you be responsible at home, in school, or in public places?

Grammar

- Antonyms and synonyms
- Present continuous tense
- Relative adverbs – where, when, why

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Unit
2

I Am Prepared



How do you keep yourself safe during disasters or periods of pandemic?

Grammar

- Adjectives as nouns
- Words that are both adjectives and adverbs
- Positive and negative sentences

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3

I Am Resilient



What kind of stress and challenges do you go through in school, at home, or in your relationships with others, and how do you handle them?

Grammar

- Prefixes – un, hydro, mis, dis, semi, space
- Suffixes – y, er, less
- Forming adjectives from nouns or verbs
- Semi-modal verbs
- Connectors for sequence – next, previously, after that, meanwhile, firstly, secondly, thirdly

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4

We Are All Different!



What are the essential personality traits that you look out for in a friendship?

Grammar

- Similes – as ... as
- Adjective endings – ing, ed
- Nouns used as adjectives
- Past continuous tense
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5

What A Story!



Why should you learn from other people's experiences?

Grammar

- Idioms
- Frequently confused words
- Order of adjectives
- Commas before a coordinating conjunction in a compound sentence

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6

Let's Cook!



How do the different parts of a recipe help you with preparing a dish?

Grammar

- Similes using different types of food
- Adverbs of time
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- Modal verbs – should, used to
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7

Let's Keep Fit!



What are the benefits of exercising and eating healthily?

Grammar

- Antonyms
- Comparative adjectives
- Simple present tense
- Simple past tense
- Prepositional phrases

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8

Right At Home



How well do you know your country in terms of its local culture and traditions?

Grammar

- Synonyms
- Suffixes – ful, ive
- Direct and indirect speech
- Quotation marks (for direct speech) and commas
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Unit
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Around The World



Why is it important to respect other countries in terms of their people, local culture, and traditions?

Grammar

- Idioms, adages, and proverbs
- Quantifiers
- Prepositions – position, direction, time, purpose and means, accompaniment, comparison, support or opposition, exception, concession

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10

Natural Wonders



Which parts of nature never fail to make you feel amazed and wonderful?

Grammar

- Prefixes - mini
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- Modal verbs – could, would, will

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11

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How has the recent advancement in technology affected traveling and communications?

Grammar

- Latin and Greek affixes and roots
- Conjunctions of place – where, wherever
- Forming nouns from verbs and adjectives

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Unit
12

Natural Disasters



What are some common natural disasters and how do they affect people?

Grammar

- Adverbs of degree
- Adjective phrases with adverbs of degree
- Verbs of perception
- Attributive adjectives

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Unit
13

Save Our Forests



How can you make others aware of the need to put in more effort in conservation around the world?

Grammar

- Similes – as ... as, like
- Sentence structures – simple, compound, complex
- Prepositions of time – on, for, at, in, until, during
- Modal verbs – must, should, may, might

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Unit
14

Save Our Animals



What can be done to protect endangered animals before they become extinct?

Grammar

- Suffixes – ion, al
- "Do" for emphasis and negative sentences
- Irregular verbs
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15

Science and Our Environment



How have some inventions impacted the world?

Grammar

- Acronyms
- Types of verbs – mental, action, sense, feeling
- Run-on sentences
- Correcting sentence fragments

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Unit

1

I Am Responsible



What actions can you take today to make the earth sustainable for future generations?



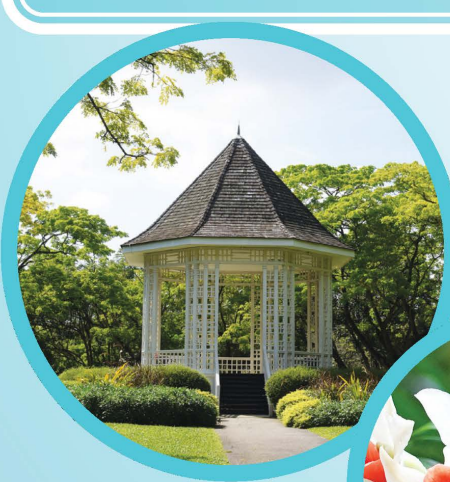
Earth Day

Earth Day reminds us of our responsibility to Earth. When we celebrate Earth Day together, we raise awareness for environmental concerns. Land, water, air pollution, and deforestation are some current examples.

Today, many schools celebrate Earth Day to remind the younger generations that they need to do their part to protect the Earth.

On Earth Day, you can enjoy the beauty of wildlife.

You can plan a visit to the botanical gardens and learn more about plants in their natural environment. You can also visit the local zoo. Learn about the different animals, including their scientific names, and find out what they eat, how they live in the wild, and how to care for them in captivity.



White Tiger
Panthera Tigris Tigris



What are the other ways to enjoy the beauty of nature?

You can think about getting involved in special environmental projects.

You can join a plantation drive, plant trees, and help to take care of new seedlings. You can also join a clean-up drive of your community to clean up the garbage in the park or on the beach. Making or repairing signs for a park is also an enriching experience. Signs remind others to throw their trash in trash cans, not to pluck flowers, or harm the wildlife that is found in the park.



How can you get involved in environmental projects?

You can help to raise awareness on environmental problems.

Read about current and pressing environmental issues in your community. You can also watch television programs or surf the Internet for videos that discuss recent environmental concerns. Form a small group with your friends and make posters to raise awareness of the challenges Earth is facing. Display them in your school.



How can you raise awareness of the common environmental problems that we are facing today?



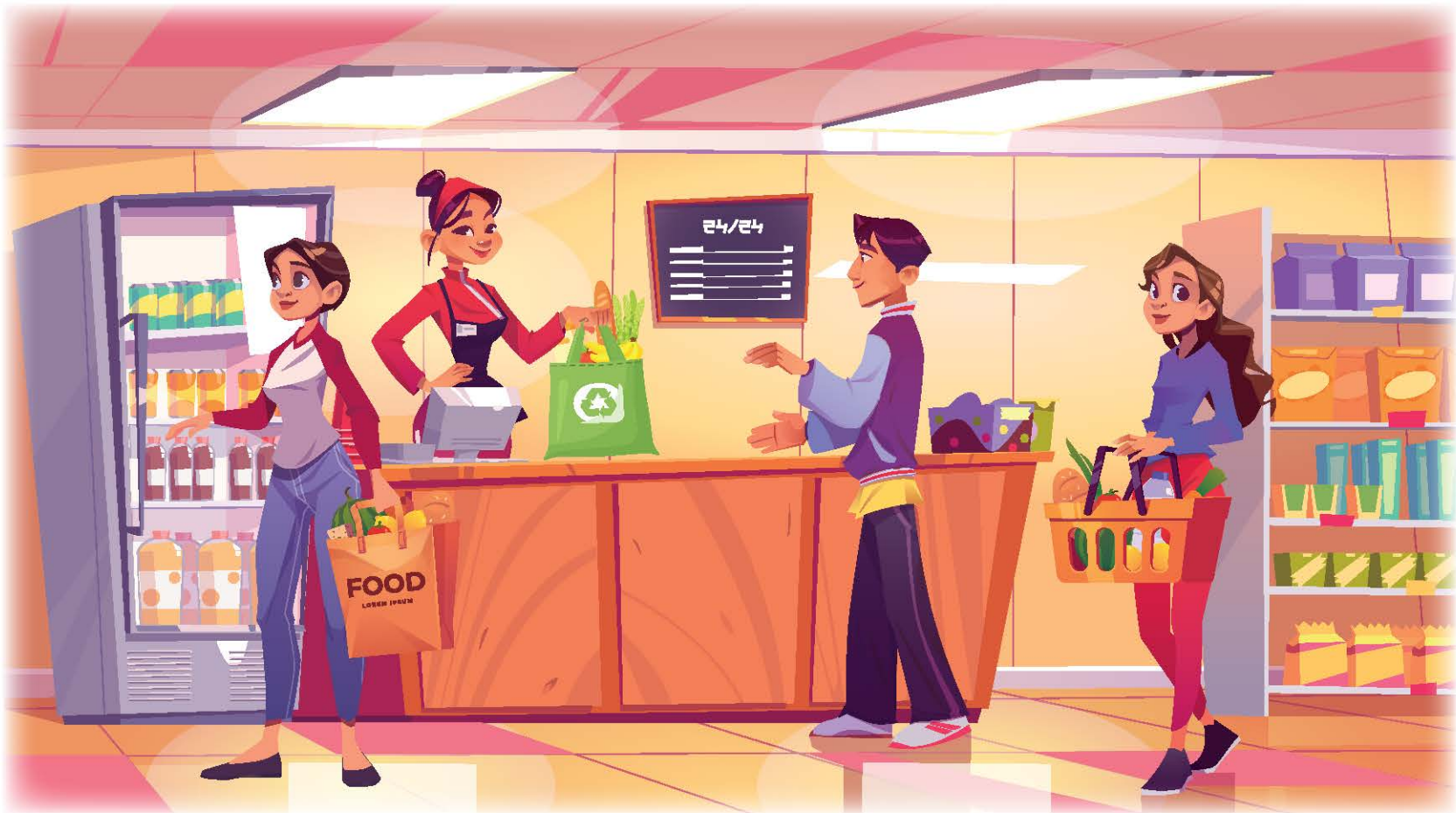
The 3 Rs

Some people have adopted the ‘**Reduce, Reuse, and Recycle**’ program to manage waste.

Reduce

Reducing means cutting back on the amount of trash you generate. You can reduce a number of things that you use every day by:

- buying only what is needed,
- not using paper unnecessarily,
- bringing reusable bags to the grocery stores or supermarkets to pack your purchases instead of asking for plastic bags from the stores.



What can you reduce?

Reuse

Reusing means finding alternatives or new ways to use things that you might otherwise throw away as trash. You can reuse a number of everyday objects and lessen your trash by:

- reusing the soil in your pots, by adding compost and fertilizers,
- selling your old toys, books, and clothes, and donating the money to any organization promoting the care of the environment,
- giving away items that you do not use or hardly use to someone who needs them.



Make a list of things that you can reuse.
Share your list with your friends.

Recycle

Recycling means changing discarded things through a process so that they become new products. You can recycle old things and make them useful again by:

- collecting tin and aluminum cans, and putting them into the recycling bins to be brought to a recycling plant where they undergo a process to become new cans or spare parts, for example, bike frames,
- collecting used paper, magazines, toilet and kitchen roll tubes, and putting them into the recycling bins.



Do you know that there are different colors for recycling bins? Find out what you can put into red, yellow, green, blue, orange and brown recycling bins.



What can you do with these used items? Fill in the table.

old magazines	newspapers	cans	toys
soil	books	boxes	plastic bags

Reduce	Reuse	Recycle



Complete the sentences with the words in the box.
Use each word only once.

botanical	educate	poster	pollution
trash	climate	awareness	habitats

- The _____ promotes the idea of how we can save our Earth beginning with small steps.
- The natural _____ of penguins are coasts, seas, and oceans.
- There are many signs that provide information on the trees and plants around the park to _____ visitors.
- Tom raised _____ of environmental pollution with a group of volunteers.
- We must not throw _____ on the ground, or in the ocean deliberately.
- Litter causes _____ and leads to an unhealthy environment for all of us.

- 7 We visited the _____ garden last week to study the many different plants found there.
- 8 _____ change such as warmer, wetter, or drier weather conditions have become more noticeable over the last few decades.



Antonyms and Synonyms

Antonyms are words or phrases with the opposite meaning.
Synonyms are words or phrases with the similar meaning.



Read the following examples.

Antonyms	
black	white
start	finish
big	small

Synonyms	
quick	fast
pretty	beautiful
help	assist



The words on the left are found in the passage.
 Match the words to their **antonyms**.

display •

natural •

litter •

group •

responsible •

irresponsible

clean

alone

man-made

hide



Present Continuous Tense

The **present continuous tense** is used to show an action which is ongoing. It uses the **present form of the verb to be + ing form of a verb**.



Read the following examples.

- I **am designing** posters for the event.
- She **is reusing** an old can.
- You **are cleaning** the garden.



Fill in the blanks with the correct sets of words in the box.

am trying are going is filling is writing are celebrating

- 1 Kelly _____ the tank with rainwater.
- 2 Will you please be quiet? I _____ to do my homework.
- 3 Ali _____ an essay on climate change.
- 4 We _____ to the Earth Day carnival to show our support.
- 5 The children _____ World Environment Day in school by watching a video about polar bears.



Fill in the blanks with the present continuous tense of the verbs in the brackets.

- 1 John _____ the family car now. (wash)
- 2 My parents _____ the walk in the park. (enjoy)
- 3 My friends and I _____ a plantation drive to help to plant new seedlings. (join)
- 4 I _____ an interesting television program that discusses environmental issues. (watch)
- 5 The cashier at the supermarket _____ the customers to use reusable bags instead of plastic bags. (encourage)



Relative Adverbs

A **relative adverb** is used to join sentences or clauses. It is an adverb that heads an adjectival clause, which comes after the noun it modifies. **Where**, **when**, and **why** are relative adverbs.

Where is used to talk about location.

When is used to show time or date.

Why is used to explain cause and effect.



Read the following examples.

- That is the recycling station **where** I deposit old bottles.
- Ken plans to visit the neighboring town **when** the weather gets better.
- Do you know the reason **why** we should use public transport?



Fill the blanks with the correct relative adverbs.

why

where

when

- 1 Lucas plans to join the Environment Awareness Club _____ it opens officially.
- 2 The massive traffic jam is the reason _____ we were late for the talk.
- 3 Ben will take his old toys and clothes to the charity organization _____ they will reuse them.
- 4 We will stop picking the litter on the beach _____ it gets dark.
- 5 Birdwatchers go to nature reserves _____ they can observe different species of birds in their natural environment.
- 6 Many animals are facing extinction, that is _____ I donate monthly to the World Wildlife Organization.

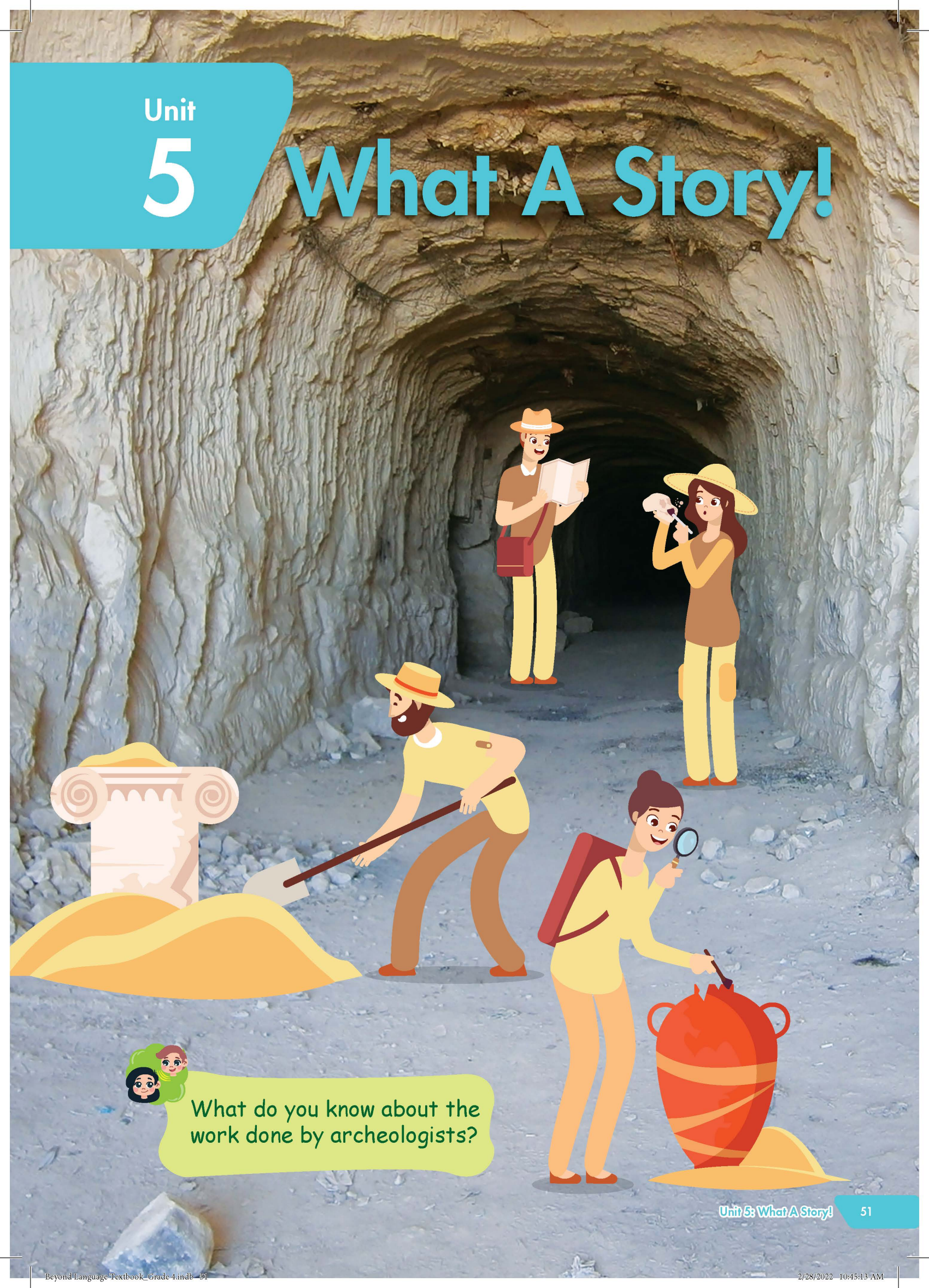


Find out about other organizations that promote sustainability.

Unit

5

What A Story!



What do you know about the work done by archeologists?



All in a Day's Work

After more than three decades of searching, a ten-member team found the ancient city of Dirangu. The lost city had been the talk of the town for a while when an article in the newspaper hinted at its presence. Immediately, many teams of people who were intrigued went on a quest to search for the city.

However, there was little success among them. It was often either exhaustion or the lack of equipment that hindered their progress. The archeologists had to travel long distances on uneven terrain. Some of them were not properly equipped for the arduous journey. Some, eventually, just gave up. There were so many problems and obstacles obstructing the way that it was a surprise to many that there were others still persevering in the search for the site.

A team of archeologists were determined to succeed. Carrying heavy backpacks and tools, they trekked through a treacherous mountainous region before arriving at the suspected site. It was raining on the day they arrived. An especially low-lying area was flooded. It was impossible to start



digging. The entire team spent much of the time huddled in their tent, examining the map intently again. On the fourth day, the digging finally started. There were many false starts before one of the team members suspected that the ancient map was being read upside down. They tried another section of the region. It was another day of digging before something was found. It appeared to be the roof of a house! There were shouts of excitement. Slowly and steadily, parts of the city were uncovered. There were houses, people on the streets, and even people in the houses. It was clear that the people were in the midst of their daily activities when disaster struck, leaving them buried underground.



The archeologists worked very carefully around the structures. They could be easily damaged if they were impatient. Work progressed slowly and as they dug, more and more of the large city was uncovered. Work was tedious and their numbers were against them. More people had to be called in to assist with the delicate work, and eventually, teams of professionals were dispatched to the area.



Answer these questions in complete sentences.

1 How many years did it take the archeologists to locate the ancient city?

2 Explain the following words and phrases used in the story.

“talk of the town”: _____

“treacherous”: _____

“hindered their progress”: _____

3 Why did the archeologists have to work carefully with the structures they found at the excavation site?

4 Why did the archeologists have to call for extra people?

5 Name three important characteristics of an archeologist that you can derive from this story.



Idioms

An **idiom** is made up of a group of words and has a special meaning, different from the words that formed it.



Read the following examples.

- The archeologists were tired of searching and finally decided to **call it a day**.

To call it a day means to stop working for the day.

- As the archeologists were trudging up the mountain to excavate the hidden city, the village chief called out, “**Break a leg!**”

Break a leg is used to wish someone good luck.



Underline the idiom for each of the following.

Explain what the idioms mean in the given contexts.

1

The group of archeologists dug all day long, hoping to beat the clock and find something worthwhile before the day ended.

2

The persistent archeologists went to great lengths to excavate the buried city.

- 3 Since rain had hindered the start of the excavation work, the group of archeologists decided to work at night to make up for lost time.

- 4 As news of a buried city spread, people became excited about the possible discovery and it soon became the talk of the town.



Frequently Confused Words

Some words are similar in spelling and pronunciation but have very different meanings. Some examples are **there** and **their**, and **bare** and **bear**.



Read the following examples and explain the meaning of the words in bold.

- John was ready to **accept** that they would not find anything new at the excavation site.
- All **except** Jill believe the team would unearth a buried city.
- I am looking for some sound **advice** before I start the excavation.
- Could you **advise** me on what to look out for during the excavation process?
- Jack goes to the excavation site **every day**.
- Some **everyday** activities at the excavation site are tedious, but they must be carried out.



Circle the correct word to complete each sentence.

- 1 I walk to school .
- 2 Susan was looking for some expert before buying a new car.
- 3 I do not Pete to be on time.
- 4 Sarah has to decide whether she wants to the job offer by Monday.
- 5 I hid the keys immediately as I did not want to them.
- 6 Your friends are at the park, waiting for you. Please hurry up.



Order of Adjectives

Two or three descriptive adjectives can be used to modify a noun in a sentence. **Adjectives appear in this order: opinion, size, shape, age, color, origin, material, and purpose.**



Use the acronym **ossacomp** to remember the order.



Read the following examples.

- A **beautiful**, **small**, **young** fox jumped over the hedge.
 opinion size age
- The chair was made of a **rare**, **brown**, **wooden** material.
 opinion color material



Arrange the three adjectives given in the boxes in the correct order. Then fill in the blanks.

1 The _____ archeologists identified the site.

American	hardworking	young
----------	-------------	-------

2 The archeologist cleaned the site with _____ brushes.

long	plastic	narrow
------	---------	--------

3 What a _____ city they excavated!

ancient	well-planned	big
---------	--------------	-----

4 The archeologists wore _____ jackets while working.

large	orange	vinyl
-------	--------	-------

5 The archeologists carried _____ backpacks.

hiking	small	black
--------	-------	-------



Commas Before a Coordinating Conjunction in a Compound Sentence

We use a **comma** before a coordinating conjunction while joining two independent clauses. Some of the common coordinating conjunctions are **and**, **but**, **nor**, **yet**, **so**, and **or**.



Read the following examples.

- We will trek to the site **and** set up camp before starting work tomorrow.
- Ancient artifacts are fragile, **so** the archaeologists were extremely gentle when handling them.



Add a comma in the correct place for each sentence.

- 1 It rained for four days so the archeologists could not start their work immediately.
- 2 The archeologists wanted to complete the job quickly but it took them a long time to finish it.
- 3 The archeologists had to decide between finishing the excavation or going back to town.
- 4 The archeologists could not dig up the site nor could they return to the base camp.
- 5 More people were called over to assist with the work and another ten-member team were dispatched to the area.
- 6 Everyone knew that the buried city could not be unearthed all at once for fear that they would be damaged yet Malcolm insisted that it should not be any problem.

Unit
10

Natural Wonders



What do you like most about nature? What comes to your mind when you hear someone say "the beauty in nature"?





There is Beauty

There is beauty,
In every step I take,
In every blade of grass that sways,
In every flower that blooms,
In every grasshopper that chirps,
In every bee and butterfly that flits.



There is beauty,
Each time the cool breeze caresses my cheeks,
Each time the cloud morphs,
Each time the waves lash at the shore,
Each time the rain comes,
Each time the snow falls.



There is beauty,
In a child's heart,
In a ready smile,
In a friendly hello,
In a tight hug,
In a good deed.





Answer these questions in complete sentences.

1 How is the third stanza different from the first two stanzas?

2 All three stanzas begin with the same phrase. What effect does this achieve?

3 The second stanza talks about “beauty” each time something happens. Explain this in your own words.

4 What do you think is the beauty “in a child’s heart”?

5 Write, in one sentence, what this poem is about.



Write a poem of the same style and scheme as “There is Beauty”.

There is _____

There is _____

In every _____

In every _____

In every _____

In every _____

In every _____

There is _____

Each time _____

Each time _____

Each time _____

Each time _____

Each time _____

There is _____

In _____

In _____

In _____

In _____

In _____

Written by



Prefix “mini”

A **prefix**, when added to the beginning of a root word, makes a new word.

The prefix **mini** is used to show that something is small or tiny.



Read the following examples.

- The driver drove off in a **minivan**.
- The supermarket was closed, so I bought milk from the **minimart** instead.



Fill in the blanks with the words in the box. Use each word only once.

minivan minicab minicomputer ministroke miniseries

- 1 Dan booked a _____ to take him to the airport.
- 2 My school has hired a _____ to pick up and drop off children who live far from school.
- 3 Ann had a _____. She used it for her school projects.
- 4 I watch a lot of _____. I like them because they are short and fast-paced.
- 5 My grandfather suffered a _____ but had recovered very well.



Future Continuous Tense

The **future continuous tense** is used to express continuing actions in the future.

Will be and **the present participle form of the main verb** are used with both singular and plural pronouns (**I, you, he, she, it, we, they**) to show the future continuous tense.



We also use **shall be** with pronouns **I** and **we** to show future continuous tense. It is also used when you want something to happen or to say that something will certainly happen. **Shall** is usually used in formal writing.



Read the following examples.

- **I will be walking** to the beach.
- Susan **will be running** in the park this evening.
- We **will be hiking** up the hill at this time tomorrow.



Fill in the blanks by changing the verb in the brackets to the future continuous tense.

- 1 Sammy and I _____ to the studio tomorrow. (go)
- 2 I _____ to the Valley of Flowers National Park next year. (go)
- 3 It _____ tonight according to the weather forecast. (rain)
- 4 There are predictions for a typhoon tomorrow. Strong waves _____ on the shores then. (lash)
- 5 Ann _____ in the rain in the next act of the play. (dance)
- 6 The grasshoppers _____ around in the meadow during springtime. (jump)



Postpositive Adjectives

Adjectives that follow and modify the noun they appear after are called **postpositive adjectives**.



Read the following examples.

- There was rain **aplenty** and it flooded the plains.
- There will be games and prizes **galore**.

In the sentences, **aplenty** and **galore** are postpositive adjectives because they modify the nouns they appear after. **Aplenty** modifies the noun 'rain'. **Galore** modifies the noun 'flowers'.



Fill in the blanks with suitable postpositive adjectives in the box.

life everlasting

code red

someone special

time immemorial

times past

- 1 In _____, we used to have much heavier rainfall.
- 2 Water, air, and light are the sustaining powers of _____.
- 3 The police were aware of a possible _____ because of the current situation.
- 4 The tradition of the summer flea market had been there since _____.
- 5 I have seen a beautiful meadow beyond the hills. I am waiting for _____ to go there with.



Modal Verbs

Modal verbs are used to talk about something that is certain to happen, or possible to happen. They are also used for making requests, asking permission, or stating ability. Examples of modal verbs are **could**, **would**, and **will**.

When the possibility of something not happening is evident, modal verbs are followed by **not**, such as **could not**, **would not**, and **will not**.



Read the following examples.

- We **could** go out when it rains and play in the puddles.
- I **will** go to the meadow behind my house.
- She **will not** go out if it is hot.
- Wayne **would not** visit the museum alone.



Fill in the blanks with the correct modal verb from the box.

could

would

will

- 1 I _____ go out and enjoy the rain if I were in your shoes.
- 2 Lynn never thought she _____ go to the movies all by herself, but she did.
- 3 We _____ wait until the storm passes and then leave for the mall.
- 4 Think about what you _____ have done to prepare yourself before the competition took place yesterday.
- 5 When I was younger, I _____ often go to the beach as it was near my house.
- 6 Dan is currently working on a project to save the butterflies. He _____ publish his report soon.

Unit
14

Save Our Animals



How do we ensure that endangered animals are protected?
What are some possible reasons that these animals have
fallen into the endangered category?



Platypuses

The platypus is an odd-looking mammal that lives in Australia. It has the body shape and fur of an otter, a bill and webbed feet like a duck's, and a tail like a beaver's. The platypus is a monotreme, which is a mammal that lays eggs. Other than the platypus, only the spiny anteater lays eggs.

Behaviour in the Water

The platypus hunts underwater where it is able to swim gracefully. It can spend up to two minutes underwater. When underwater, the platypus' nostrils are sealed and folds of skin cover its eyes and ears as well. Water will not seep in and the platypus can spend a longer time searching for shrimp, crayfish, and insect larvae. It has to come up to breathe or it will drown. In the water, the platypus uses its forefeet to paddle itself forward and its hind feet and tail to steer itself. The platypus easily searches for food with its sensitive bill. Hunting can take place for up to twelve hours a day.



Behaviour on Land

The platypus does not move as smoothly on land as it does in the water. Its webbed feet retract and nails protrude so that the creature can run. The platypus uses these nails to dig burrows near the river bank just slightly above the water level.



Defence Mechanism

The male platypus can deliver venom through the spur on its hind foot. This can be lethal for dogs, but not humans. However, it can cause intense pain and swelling for humans which might last for months. The spur can be stuck with such force into a human hand that there is no way of detaching it unless the platypus is killed.

Threatened Species

The platypus is a threatened species. Poor water quality has led to the destruction of their habitat and a lack of food. Efforts are now being taken to stop people from littering and to fence off waterways to reduce mud.





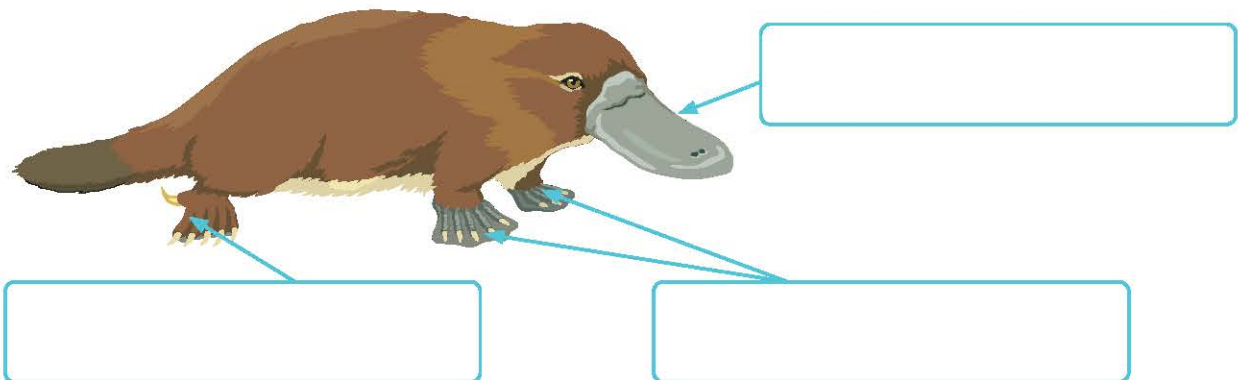
Answer these questions in complete sentences.

1 Which continent does the platypus live on?

2 Describe the physical features of the platypus in your own words.

3 Why is it unusual that the platypus reproduce by laying eggs?

4 Write the functions of the parts of the platypus in the boxes.



5 Explain the following terms.

odd-looking: _____

deliver venom: _____

steer itself: _____

6 What can be done to prevent the platypus from being a threatened species?



Suffix “ion” and “al”

The **suffix ion** changes a verb into a noun.

The **suffix al** changes a verb into a noun, or a noun into another noun or adjective.



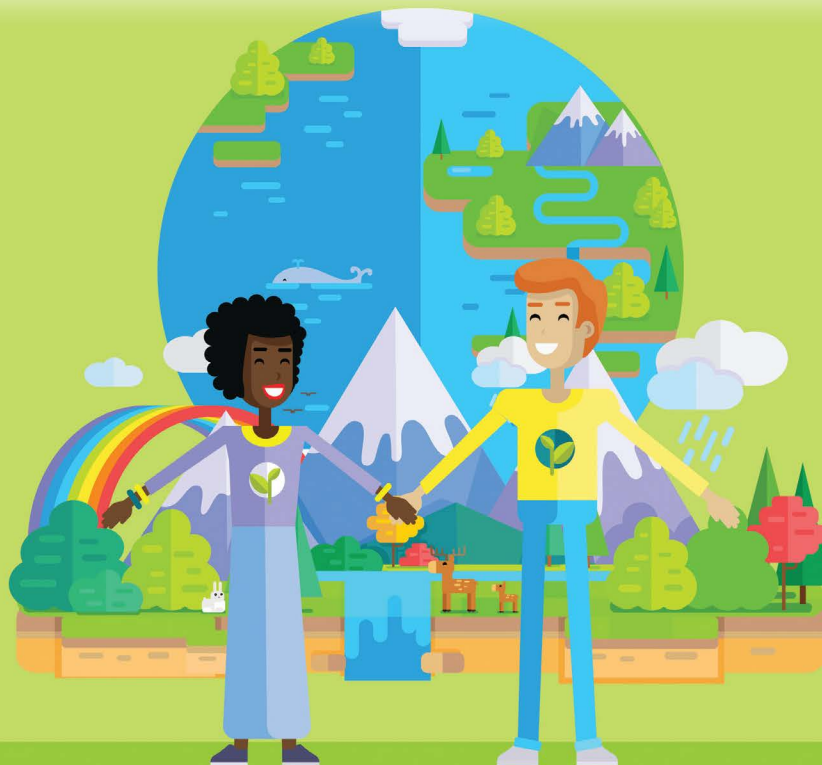
Read the following examples.

- Large **donations** were collected to save the platypus.
- The exact **location** of the platypus’ nest is unknown.

The words **donation** and **location** are formed by adding the suffix **ion** to the root words “donate” and “locate” respectively.

- Many **environmental professionals** are engaged in saving platypuses.

The words, **environmental** and **professional**, are formed by adding the suffix **al** to the root words “environment” and “profession” respectively.





For each root word, add the suffix **ion** or **al** to form a new word and write it in the box provided. The meaning of each word is given as a clue.

1	except	a person or thing that is being excluded	<input type="text"/>
2	arrive	the process of arriving	<input type="text"/>
3	compete	a contest	<input type="text"/>
4	locate	a particular place or position	<input type="text"/>
5	donate	something that is given to charity	<input type="text"/>
6	profession	belonging to a profession	<input type="text"/>



“Do” for Emphasis

The **emphatic do** is used to add emphasis in an affirmative sentence. It is almost always stressed.



Read the following examples.

- Platypuses **do** live in water.
- A platypus **does** swim quite gracefully in water.
- Part of the platypus **did** appear above the water surface just now.



“Do” for Negative Sentences

When forming a negative sentence with **not**, **do** is essential with all main verbs except verb “**be**” and “**modal verbs**”.



Read the following examples.

- Do platypuses have horns?
No, they **do not** have horns.
- Do platypuses have wings?
No, they **don't** have wings.



Rewrite the following sentences using the emphatic **do**, **does**, **did**, **do not**, **does not**, or **did not**. Each set of words must be used at least once.

1 I missed going to the play last evening.

2 The female platypus has no venomous spurs.

3 The children are not allowed to eat in class.

4 They love to watch the platypuses in their natural habitat.

5 Lynn knows activists who are engaged in saving the platypus.



Irregular Verbs

A verb is a word that expresses an action or state of being.

An **irregular verb** is one in which the past tense of the verb is not formed by adding **d** or **ed**.



Read the following examples.

- Andy **went** to a rally against illegal poaching.
- Luke **bought** a T-shirt to support the conservation of endangered animals.
- Ann **chose** to attend a fundraising campaign for animal welfare instead.

Verbs such as **went**, **bought**, and **chose** are irregular verbs. They are the past tense of the verbs “go”, “buy”, and “choose” respectively.



Fill in the blanks with the correct form of the verb given in the brackets.

- 1 Yesterday, the students _____ on a field trip to a conservation park. (**go**)
- 2 During her school years, Ann _____ a lot of research on the phenomenon of poaching. (**do**)
- 3 Lee _____ an abandoned platypus nest at the edge of the park this morning. (**find**)
- 4 Jane has always been interested in saving endangered animals. It was a good thing that she _____ herself a job with World Wildlife Fund. (**get**)
- 5 The animal conservation movement _____ its momentum last year, but this year, it seems to be back on track. (**lose**)



Zero Articles for Uncountable Nouns

Uncountable nouns are usually used without articles. Sometimes though, they may take the definite article **the**.



Read the following examples.

- We use only **recycled paper** at our school.
- **Animal life** is precious.
- There was **milk** in the bottle.



Put a tick (✓) in the box if the sentence is grammatically correct and a cross (✗) if it is not. For sentences that are written incorrectly, rewrite them correctly in the blanks.

1 There is water in the pond.

2 We have some the pasta in the fridge.

3 He will eat the rice for lunch today.

4 How do we stop the poaching of endangered animals?

5 We have made a good progress with our campaign to raise awareness about endangered animals.



Questions and Answers

To form a yes or no question in the simple present tense, we can use **do** or **does** at the beginning of the question.

Do is used when the subject of the question is **I, you, we, or they**.

Does is used when the subject of the question is **he, she, or it**.

Did is used to form a question in the past tense.



Read the following examples.

- **Do** you like animals?
Yes, I **do**.
- **Does** your school support endangered species of animals?
Yes, it **does**.
- **Did** Rita go to school yesterday?
No, she **didn't**.



The verb forms **do, does, and did** are also used for giving short affirmative answers. The verb forms, **don't (do not), doesn't (does not), and didn't (did not)** are used for giving short negative answers.



Write **do, does, or did** in the blanks for each question.

1

_____ platypuses live on land?

2

_____ Sam support our cause of saving endangered animals?

3

_____ you support any environmental cause when you were young?

4

_____ the activists meet last Friday to discuss about endangered animals?

5

_____ we pool our resources to build an enclosure for threatened animals?

My Notes

