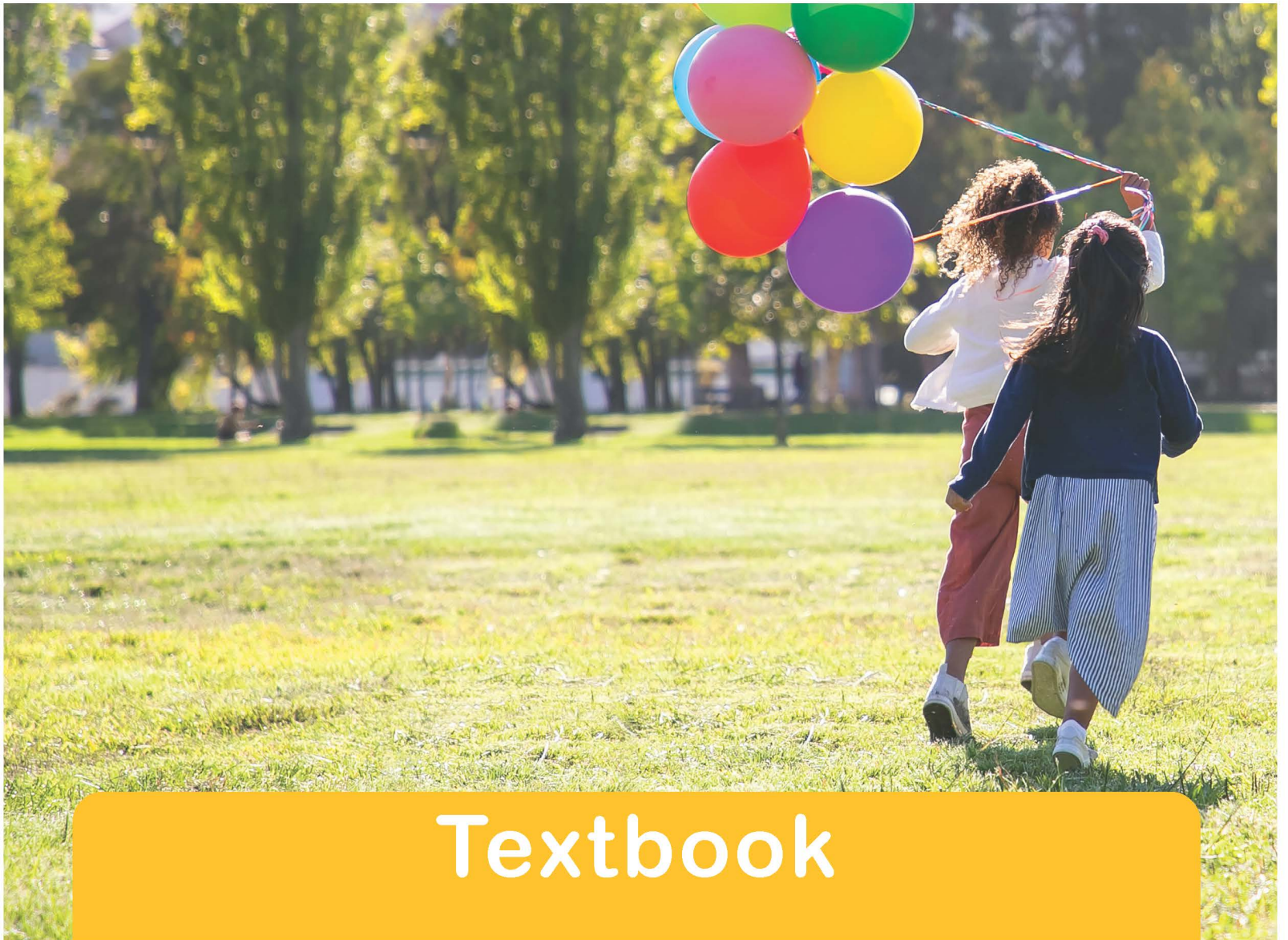


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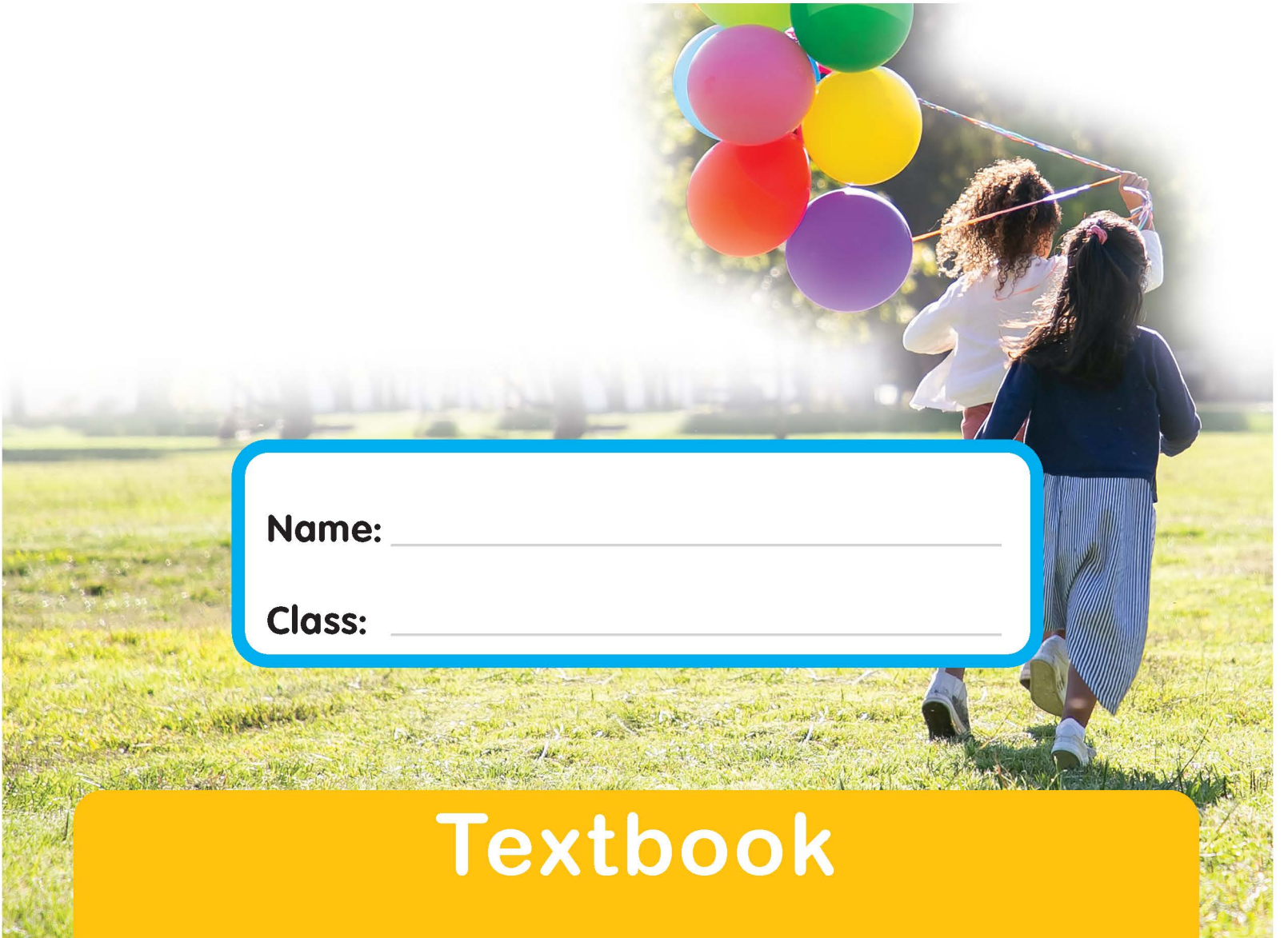
BEYOND LANGUAGE



Textbook

Grade 5

BEYOND LANGUAGE



Name: _____

Class: _____

Textbook



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Beyond Language Textbook

Grade 5

First Edition 2022

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



Reading the Text

The texts included for reading extend across genres, cultures, and centuries, in order that students gain literary and cultural knowledge.



Vocabulary in Context

This component helps students to understand words and their meanings as used in the passage. A short exercise is included so that students can pick out other words and find the meanings on their own to build vocabulary.

Reading the Text

Awakened

The Emperor of China was feeling lethargic and sleepy. He had a lot of work to do that morning, yet he could not focus nor concentrate on what he was doing. He just could not keep his eyes open.

"Perhaps I am ailing," he said to his servant. "Get my doctor!"

When the doctor arrived, the Emperor said, "I have many things to do today, but I have trouble keeping my eyes open. Can you help me?"

The doctor opened his bag and took out a small box. He opened its lid and showed the contents to the Emperor. Inside the box were some dry, dark leaves.

"Great Emperor, these are tea leaves. Would you like to chew on them? They will help you to overcome your tiredness," said the doctor as he took a few leaves from the box and offered them to the Emperor.

The Emperor glanced at the tea leaves suspiciously. He put a couple of them in his mouth and began to chew hesitantly.

"They don't taste pleasant at all. Completely unpalatable!" said the Emperor, frowning.

"But they will help you stay awake, Great Emperor," the doctor insisted.

The Emperor became irritated.

"I'm the Emperor! If something doesn't taste nice, I don't chew it!" roared the Emperor. "If you don't take your leaves away, I'll behead you!"

As the doctor retreated hurriedly, he bumped into two servants who were carrying a tub of hot water to prepare a foot bath for the Emperor. Some of the tea leaves that the doctor was holding dropped into the hot water.

"Hmmm... those leaves in the hot water ... that smells wonderful! Perhaps I can drink it instead," the Emperor suggested to the doctor.

"Bring me a cup of hot water!" he ordered his servant.

The Emperor took a few tea leaves and put them in the hot water. As the tea leaves steeped, the water turned a beautiful golden color and an aroma filled the air. The Emperor took a sip of the water. A big smile spread across his face.

"This tastes fantastic!" he shouted in exhilaration before drinking it all up.

Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
lethargic	having no energy or interest to do anything
ailing	feeling sick
glance	to look or gaze
unpalatable	not pleasant to taste or fit to be eaten
insisted	said firmly about something
behead	to chop a person's head off
aroma	a pleasant smell
fantastic	amazing, wonderful
exhilaration	excited, very happy



Identifying Key Words and Key Ideas

Apart from understanding the text in summary, this component allows students to share their personal opinions or judgments, what they think of the text, or the intentions of the author. It will also help students to learn how to cite evidence to support analysis of the text and their own observations.



Direct Observations

The questions in this component are designed to help the students to see the general theme of the text, or the main action in the story, or draw their attention to the main characters.



Reading for Details

This component trains students to read closely to determine the central idea of the text, draw inferences using contextual clues, as well as provide a summary of the text.

Identifying Key Words and Key Ideas

Jot down your notes and ideas.

- What do you think is the purpose of the poet in writing it?
- Do you think the poet achieved this purpose?
- Which lines and words rhyme in the poem? Give evidence.
- Read the second limerick again. Based on your imagination, write down the poem in the box below.

Direct Observations

Circle the most suitable answers.

- Beauty was personally trained by _____.
 - (a) his own mother
 - (b) John Marley
 - (c) Farmer Gray
 - (d) Squire Gordon
- Beauty was sent to Squire Gordon at Birwick Park, where he met _____.
 - (a) Ginger
 - (b) Merrylegs
 - (c) John Marley
 - (d) all of (a), (b) and (c)
- The mistreatment of other horses that Beauty witnessed made him doubt _____.
 - (a) humans and their intentions
 - (b) animals and their abilities
 - (c) owners and their jobs
 - (d) farms and their functions
- Squire Gordon moved away from Birwick Park because _____.
 - (a) he found another farm
 - (b) Mrs Gordon was sick
 - (c) Merrylegs had no children to play with
 - (d) Ginger was injured
- When Beauty was standing in the middle of the market, he was waiting to be _____.
 - (a) beaten
 - (b) sold
 - (c) fed
 - (d) seen

Reading for Details

Discuss.

- The original story was written as an autobiography. Which character, then, is likely to be the narrator?
- What do you observe about the character traits of Beauty?

Grammar

Some units include this component to recap important grammar items and rules to prepare the students for writing exercises in the workbooks.

Read More

The following is an excerpt about Anna Sewall.

Anna Sewall (March 30, 1820 – April 25, 1878) was an English novelist. She was born into a devout Quaker family in Great Yarmouth, Norfolk, England. *Black Beauty* was her only published work.

Anna's mother, Mary Wright Sewall (who lived a few years longer than her daughter), was a poet and a children's book author. Her father worked as a merchant and a bank clerk, and the family's income was not very stable.

Anna and her brother Philip received most of their education from their mother at home. The children were forced to remain with their grandparents from time to time due to the family's difficult financial situation, and they traveled throughout the country quite often.

Anna had empathy for horses after becoming dependent on horse-drawn carriages to go around. She grew to love them and was really concerned about how they, as well as animals in general, were treated. She was inspired to write *Black Beauty* after seeing the conditions of the horses.



Read More

A second shorter text is included in selected units to extend their knowledge in a similar topic. This deepens reading for general knowledge.

Verbs

A **verb** is a word that describes an action or a state of being. A verb can give the idea of action or of doing something, for example, run, slide, talk, and so on. It can also explain a sense of linking, meaning, and feeling, such as possession or emotions.

Read the following examples.

Thoughts	Emotions	Senses	Possession
believe	love / hate	see	have
think	like / dislike	hear	own
agree / disagree	adore	smell	possess
doubt	loathe	taste	contain
know	desire	seem	belong
remember / forget	appreciate	feel	want
suspect	want	look	consist
imagine	need	touch	include

We can communicate how a character feels in a story without using the actual words to convey the emotions to a reader.

"I'm the Emperor! If something doesn't taste nice, I don't chew it!" roared the Emperor. "If you don't take your leaves away, I'll behead you!"

In this short text, the reader can sense the Emperor's unhappiness. In fact, there is also a tinge of anger and impatience. However, none of these words, "unhappiness", "anger", or "impatience" are used in the short text.

Presentation of Ideas

Johnny, Max, and Katie collected used cardboard boxes for their project. Recycling is a fun and creative way of using old things that are no longer used for what they were originally made for. This helps in reducing waste. What does your city do to promote recycling or reduce land pollution? Read today's newspaper and find what your city has done about keeping the city clean. Write down what you have found out.

Imagine you are Johnny.
Write a diary entry, explaining why you were angry with your best friends.

Dear Diary,

Today,



Presentation of Ideas

This component allows students to develop their skills in writing informative or explanatory texts to convey ideas, or write arguments to support claims. It will also strengthen organization skills in writing, and train students to develop effective techniques to produce clear and coherent texts.

ASSIGNMENT

Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

1 (a) What did the doctor say when the Emperor complained that the tea leaves were unpalatable?

(b) What was the doctor trying to do in his reply to the Emperor's complaints?

2 "That smells wonderful! ..." said the Emperor. What does "that" refer to?

3 Why did the Emperor ask for a cup of hot water?

4 The Emperor reacted negatively after chewing on the tea leaves, but liked the same tea leaves in the water. Explain in your own words what caused this change in opinion.

5 What two things did the Emperor do to show that he liked the tea?

ASSIGNMENT

CRAFT AND STRUCTURE

Many stories include moments where the main characters encounter a problem or an issue, and in which at least one of the characters learns a lesson.

A **problem** or a conflict in a story causes a series of events to occur and affects the characters, but is usually resolved at the end.

A **character** is a person or any other being (animal, thing, or creature) in a story. Characters help a story move along towards the solution of the problem through their actions and dialogues.

- 1 Talk about the "problem" in the story, "Awakened".
- 2 How did the main characters deal with the situation?
- 3 How was the problem resolved?

The story "Awakened" suggests to us how the first cup of tea was made using tea leaves and water. This "accidental discovery" may make a reader wonder about other places or countries, where tea is also a popular beverage.

The things that happen in a story are called **events**.

The sequence of events is the order in which they occur in a story. They form the beginning, middle, and end of the story. Transition words for emphasis, addition, contrast, or order help a reader to understand how the plot unfolds.

Examples:

Beginning	Middle	End
<ul style="list-style-type: none"> The boy was bored watching the sheep. He decided to pretend that a wolf was attacking his sheep. 	<ul style="list-style-type: none"> The townspeople came to help and found out that the boy was lying. The boy did this a few more times. The townspeople were upset. 	<ul style="list-style-type: none"> A wolf approached the boy and his sheep. The boy cried for help, but no one came because they thought he was lying again. The wolf attacked the sheep.



Summary of Understanding

Comprising of two parts, this final component can be used as an assignment. This section wraps up the unit with questions to ensure students have understood the text and are able to gather information, analyse texts, and cite materials accurately in the first part, **Comprehension**. In the second part, **Craft and Structure**, the questions summarize the structure of the text, specific sentences or paragraphs, and choice words and phrases used.

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Unit
1

An Accidental Breakthrough



As much as most of us like to have things go according to a plan, how do we react when they do not, and what do we learn then?

Reading the Text: Awakened

- Vocabulary in Context
- Reading for Details
- Identifying Key Words and Key Ideas

Read More: An excerpt about tea

- Vocabulary in Context

Presentation of Ideas

Grammar: Verbs

Story Elements: characters, setting, action, key events, solution, dialog

Summary of Understanding

- Comprehension
- Craft and Structure

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Unit
2

Wildlife Conservation



How can we achieve the best possible wildlife conservation outcomes?

Reading the Text: Roly Poly Pill Bugs

- Vocabulary in Context
- Direct Observations
- Reading for Details
- Identifying Key Words and Key Ideas

Presentation of Ideas

Read More: An excerpt about honeybees

Grammar: Nouns and Noun Phrases

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- Comprehension
- Craft and Structure

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Unit
3

Colors Of The World



Why do the things around us have different colors?

Reading the Text: Silver

- Vocabulary in Context
- Direct Observations
- Reading for Details
- Identifying Key Words and Key Ideas

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- Vocabulary in Context

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Grammar: Personification

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- Comprehension
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4

Cooperation and Teamwork



How can you be an effective member in a team?

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- Reading for Details
- Identifying Key Words and Key Ideas

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5

The Changing Seasons



How do our bodies respond as the season changes?

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Story Elements – Organizing and Sequencing

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Family Relations and Filial Piety



What are the ways in which we can show filial piety towards our family?

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- Vocabulary in Context
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7

Overcoming Challenges



What can you learn from other personalities such as public figures or celebrities who have overcome challenges in their own lives and used them to help and empower others to feel less alone?

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- Direct Observations
- Reading for Details
- Identifying Key Words and Key Ideas

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Build Up or Tear Down?



Why is there an emphasis on character building in society these days?

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- Reading for Details
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9

Silly Tales



What is the purpose of a funny or silly story to the author who writes it and the audience?

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- Vocabulary in Context
- Direct Observations
- Reading for Details
- Identifying Key Words and Key Ideas

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Grammar: Limericks

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10

Love Animals



To what extent would you agree with the belief that animals have thought processes, emotions, and social connections that are as important to them as they are to humankind?

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- Vocabulary in Context
- Direct Observations
- Reading for Details
- Identifying Key Words and Key Ideas

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Is an autobiography a primary source?

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How meaningful is Earth Day to you?

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- Identifying Key Words and Key Ideas

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Do you take the time to enjoy the natural beauty around us?

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14

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How has technology improved communications?

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- Vocabulary in Context
- Reading for Details
- Identifying Key Words and Key Ideas

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15

World Food Day



What do you know about the history and significance of World Food Day?

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- Vocabulary in Context
- Reading for Details
- Identifying Key Words and Key Ideas

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- Vocabulary in Context

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Unit

1

An Accidental Breakthrough



Iced tea was invented in 1904, and tea bags were invented in 1908. What other interesting facts do you know about tea?



Awakened

The Emperor of China was feeling lethargic and sleepy. He had a lot of work to do that morning, yet he could not focus nor concentrate on what he was doing. He just could not keep his eyes open.

“Perhaps I am ailing,” he said to his servant. “Get my doctor!”

When the doctor arrived, the Emperor said, “I have many things to do today, but I have trouble keeping my eyes open. Can you help me?”

The doctor opened his bag and took out a small box. He opened its lid and showed the contents to the Emperor. Inside the box were some dry, dark leaves.

“Great Emperor, these are tea leaves. Would you like to chew on them? They will help you to overcome your tiredness,” said the doctor as he took a few leaves from the box and offered them to the Emperor.

The Emperor glanced at the tea leaves suspiciously. He put a couple of them in his mouth and began to chew hesitantly.

“They don’t taste pleasant at all. Completely unpalatable!” said the Emperor, frowning.

“But they will help you stay awake, Great Emperor,” the doctor insisted.



The Emperor became irritated.

“I’m the Emperor! If something doesn’t taste nice, I don’t chew it!” roared the Emperor. “If you don’t take your leaves away, I’ll behead you!”

As the doctor retreated hurriedly, he bumped into two servants who were carrying a tub of hot water to prepare a foot bath for the Emperor. Some of the tea leaves that the doctor was holding dropped into the hot water.

“Hmm... those leaves in the hot water ... that smells wonderful! Perhaps I can drink it instead,” the Emperor suggested to the doctor.



“Bring me a cup of hot water!” he ordered his servant.

The Emperor took a few tea leaves and put them in the hot water. As the tea leaves steeped, the water turned a beautiful golden color and an aroma filled the air. The Emperor took a sip of the water. A big smile spread across his face.

“This tastes fantastic!” he shouted in exhilaration before drinking it all up.



Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
lethargic	having no energy or interest to do anything
ailing	feeling sick
glance	to look or gaze
unpalatable	not pleasant to taste or fit to be eaten
insisted	said firmly about something
behead	to chop a person’s head off
aroma	a pleasant smell
fantastic	amazing, wonderful
exhilaration	excited, very happy



Reading for Details

Discuss.

- What makes this story fiction or non-fiction?
- Which parts constitute the main events or the plot of the story?



Identifying Key Words and Key Ideas

Jot down your notes and ideas.

- 1 Summarize the story and jot down three main events.

- 2 Complete the table to show how the king responded to each event.

Event	Responses
feeling lethargic	
suspicious of the tea leaves	
tasted something unpleasant	
tasted something pleasant	

- 3 The story ended with an accidental discovery.

(a) What was the discovery?

(b) How important was the discovery in that particular moment and in general?

4 Suggest how the following characters might have felt at the end of the story:
(a) doctor, (b) the servants.

Read the story again. What is the central theme of the story? Draw a flow chart to link the events to all the characters mentioned in the story.



The central theme of a story refers to the main idea that an author wants to convey in a story.



Read More

The following is an excerpt about tea.

Tea, which is produced from infusing tea leaves in water, is the most widely-consumed beverage in the world, second only to water. Its popularity has lasted thousands of years and has made a significant impact on many cultures. It can be drunk hot or cold, as a pleasant and comforting drink entrenched in a country's way of life, as part of a ceremony, or as a health tonic as it contains antioxidants.



Tea originated in China and is thought to have been carried to Europe by the Dutch for hundreds of years. Tea is now associated with happiness all over the world, from distant Ladakh in India to Buckingham Palace in London. Though the beverage can be addicting to tea lovers, the favored manner of preparation and flavor vary from person to person, and region to region. There can be no concord on a perfect cup of tea, as the saying goes.

From traditional black teas to modern, extremely healthy white teas, and well-known flavored teas like Earl Grey to exotic blends like Rooibos Love, everyone is spoiled for choice when it comes to drinking tea. In today's market, there are many different types of tea and tea brands to choose from. The tea bag is a new invention that is easier, faster, and less messy as compared to the traditional tea preparation methods.



Which is believed to be the healthier drink – coffee or tea?
Do some research and give your reasons.



Vocabulary in Context

Here are some words from the passage. Write down their meanings as used in the passage.

Word	Meaning
beverage	
impact	
tonic	
distant	
concord	
addicting	
region	
exotic	
blend	
traditional	



Presentation of Ideas

Imagine you were the Emperor's doctor. How would you describe what happened in the Emperor's room that morning to your associates?

A spiral-bound notebook with ten horizontal lines for writing. The notebook is light blue with a silver spiral binding on the left side. On the right side, there are four colored tabs: green, blue, orange, and red.



Verbs

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

A verb can give the idea of action or of doing something, for example, run, slide, talk, and so on.

It can also explain a sense of linking, sensing, and feeling, such as possession or emotions.



Read the following examples.

Thoughts	Emotions	Senses	Possession
believe	love / hate	see	have
think	like / dislike	hear	own
agree / disagree	adore	smell	possess
doubt	loathe	taste	contain
know	desire	seem	belong
remember / forget	appreciate	feel	want
suspect	want	look	consist
imagine	need	touch	include

We can communicate how a character feels in a story without using the actual words to convey the emotions to a reader.

“I’m the Emperor! If something doesn’t taste nice, I don’t chew it!” roared the Emperor. “If you don’t take your leaves away, I’ll behead you!”

In this short text, the reader can sense the Emperor’s unhappiness. In fact, there is also a tinge of anger and impatience. However, none of these words, “unhappiness”, “anger”, or “impatience” are used in the short text.





Do the following.

- 1 Write down the verb from the story that shows the Emperor's disinterest when he was given the tea leaves to chew on.

- 2 Write down the adjective from the passage that means "tastes unpleasant."

- 3 (a) What verb tense is used throughout the story?

- (b) Give three examples for your answer in (a).

- 4 What emotion was being conveyed to the reader in the sentence, "A big smile spread across his face"?

- 5 Write one word that can mean the following. The first one has been done for you.

(a) not pleasant: unpleasant

(b) hard to believe: _____

(c) cannot be counted: _____

(d) hard to forget: _____

(e) impossible to imagine or think about: _____

A word that is placed in front of a base word is called a prefix. The prefix "un" means "not".
Can you think of other words that begin the prefix "un"?





Story Elements

The story, “Awakened”, had an interesting way of explaining the benefits of tea and how one can make it. Different parts of a story, or **elements**, each just as important as the other, help to form a good story.



Think about the elements in the story, “Awakened”. Jot down your answers.

<p>CHARACTERS</p> <p>The people or other beings who are important to the story.</p>	<p>SETTING</p> <p>The time and location where a story takes place.</p>
<p>ACTION</p> <p>The main incident, struggle, or conflict that the characters are dealing with.</p>	<p>KEY EVENTS</p> <p>The important events or actions that occur during the story.</p>
<p>SOLUTION</p> <p>The way the characters resolve the problem.</p>	

A **dialog** is a conversation between two or more people. Including conversations or dialogs in a story makes it more interesting.

What can a dialog do?

It can ...

- help to show time or setting,
- show the “mood” of the story,
- make the story seem real,
- reveal to the reader the temperament of the characters,
- show how the characters in the story get along,
- add drama or conflict,
- help the story plot to unfold.



Write a simple dialog between a patient who is in the consultation room with his/her doctor.

Doctor: _____

Patient: _____

Doctor: _____

Patient: _____

Doctor: _____

Patient: _____

Doctor: _____

Patient: _____

Doctor: _____

Patient: _____

ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

- 1 (a) What did the doctor say when the Emperor complained that the tea leaves were unpalatable?

- (b) What was the doctor trying to do in his reply to the Emperor's complaints?

- 2 “*That* smells wonderful! ...” said the Emperor. What does “that” refer to?

- 3 Why did the Emperor ask for a cup of hot water?

- 4 The Emperor reacted negatively after chewing on the tea leaves, but liked the same tea leaves in the water. Explain in your own words what caused this change in opinion.

- 5 What two things did the Emperor do to show that he liked the tea?

ASSIGNMENT

CRAFT AND STRUCTURE

Many stories include moments where the main characters encounter a problem or an issue, and in which at least one of the characters learns a lesson.

A **problem** or a conflict in a story causes a series of events to occur and affects the characters, but is usually resolved at the end.

A **character** is a person or any other being (animal, thing, or creature) in a story. Characters help a story move along towards the solution of the problem through their actions and dialogs.

- 1 Talk about the “problem” in the story, “Awakened”.
- 2 How did the main characters deal with the situation?
- 3 How was the problem resolved?

The story “Awakened” suggests to us how the first cup of tea was made using tea leaves and water. This “accidental discovery” may make a reader wonder about other places or countries, where tea is also a popular beverage.

The things that happen in a story are called **events**.

The sequence of events is the order in which they occur in a story. They form the beginning, middle, and end of the story. Transition words for emphasis, addition, contrast, or order help a reader to understand how the plot unfolds.

Example:



The Boy Who Cried Wolf



Beginning	Middle	End
<ul style="list-style-type: none">• The boy was bored watching the sheep.• He decided to pretend that a wolf was attacking his sheep.	<ul style="list-style-type: none">• The townspeople came to help and found out that the boy was lying.• The boy did this a few more times.• The townspeople were upset.	<ul style="list-style-type: none">• A wolf approached the boy and his sheep.• The boy cried for help, but no one came because they thought he was lying again.• The wolf attacked the sheep.

ASSIGNMENT



Arrange the events in logical order by numbering them, 1 (first event) to 5 (last event).

1 "That smells wonderful!"

2 The Emperor felt tired and sleepy.

3 "Bring me a cup of this wonderful drink every day."

4 "These tea leaves cannot be eaten."

5 The Emperor felt refreshed.



Darjeeling is highly prized and known as the "Champagne of Teas".

Find out why it has earned this title.

Unit

6

Family Relations and Filial Piety



How do we build positive relationships within the family?



Wishing

William Allingham

Ring-Ting! I wish I were a Primrose,
A bright yellow Primrose, blowing in the spring!
The stooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the Elm tree for our king!

Nay—stay! I wish I were an Elm tree,
A great, lofty Elm tree, with green leaves gay!
The winds would set them dancing,
The sun and moonshine glance in,
The birds would house among the boughs,
And sweetly sing.

Oh no! I wish I were a Robin,
A Robin or a little Wren, everywhere to go;
Through forest, field, or garden,
And ask no leave or pardon,
Till winter comes with icy thumbs
To ruffle up our wing!

Well—tell! Where should I fly to,
Where go to sleep in the dark wood or dell?
Before a day was over,
Home comes the rover,
For mother's kiss—sweeter this
Than any other thing.



Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
stooping	bending
boughs	branches of a tree
fern	a non-flowering plant with feather-like leaves
moss	a small non-flowering plant that covers over wet surfaces such as rocks
gay	brightly colored (<i>old fashioned term</i>)
wren	a small brown songbird
rover	traveler



Direct Observations

Circle the most suitable answers.

- Which season is the poet talking about in the first stanza?
 - winter
 - spring
 - autumn
 - summer
- The poet wishes to be an Elm tree so that _____.
 - the birds would stay in it
 - ferns and mosses would grow on it
 - it can be in a forest
 - he can grow up to be just as huge and impressive

3 In the third stanza, the poet tries to convey a sense of _____ he would get if he were a bird.

- (a) perseverance (b) freedom
(c) confinement (d) entitlement

4 What is the poet referring to when he says “sweeter this” in the last stanza?

- (a) honey (b) love
(c) a mother’s kiss (d) sleeping in a dark wood

5 In the poem, the poet makes many wishes. It shows that he is _____.

- (a) happy the way things are
(b) restless and childlike
(c) lonely and angry
(d) indecisive and doubtful



Reading for Details

Discuss.

- What is the main theme of the poem?
- How would you describe the mood or tone of the poem? Which parts helped you to identify this?

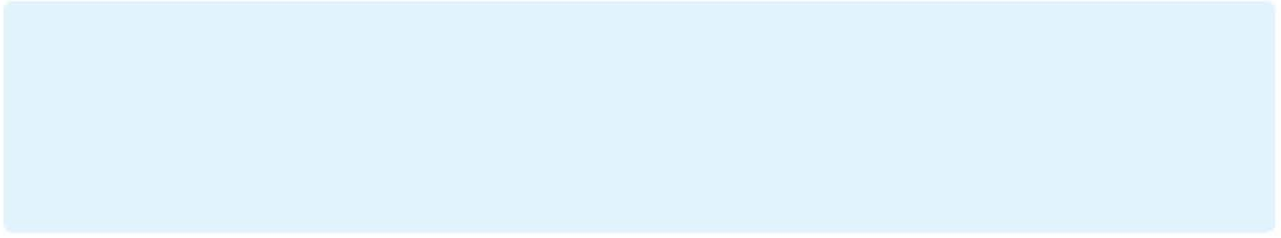


Identifying Key Words and Key Ideas

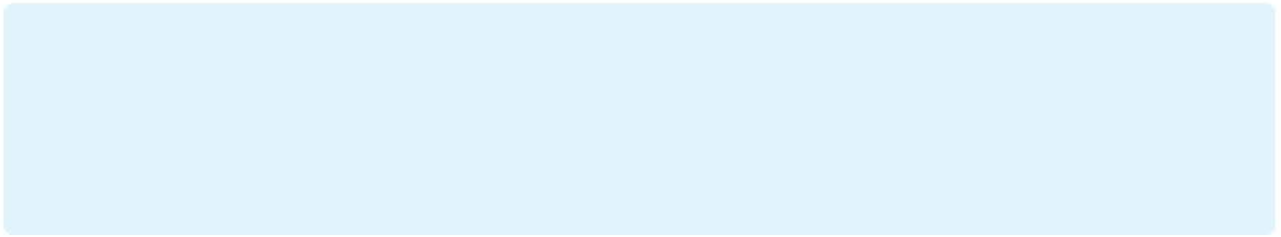
Jot down your notes and ideas.

1 With the help of the words and their meanings in “Vocabulary in Context,” explain the context of the poem.

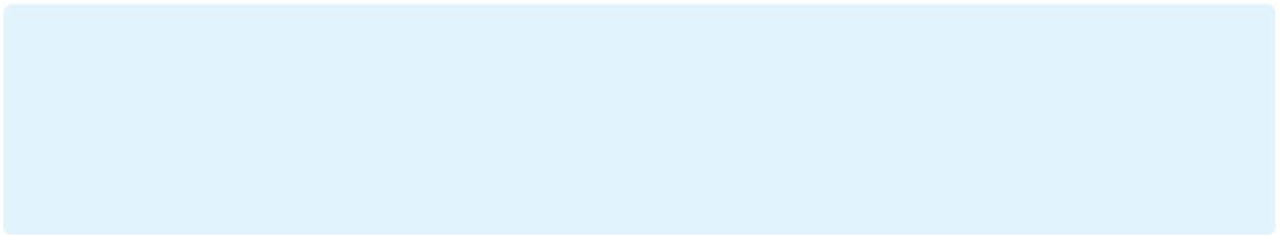
2 What do you think are the poet's feelings while he was writing this poem? Why do you say so?



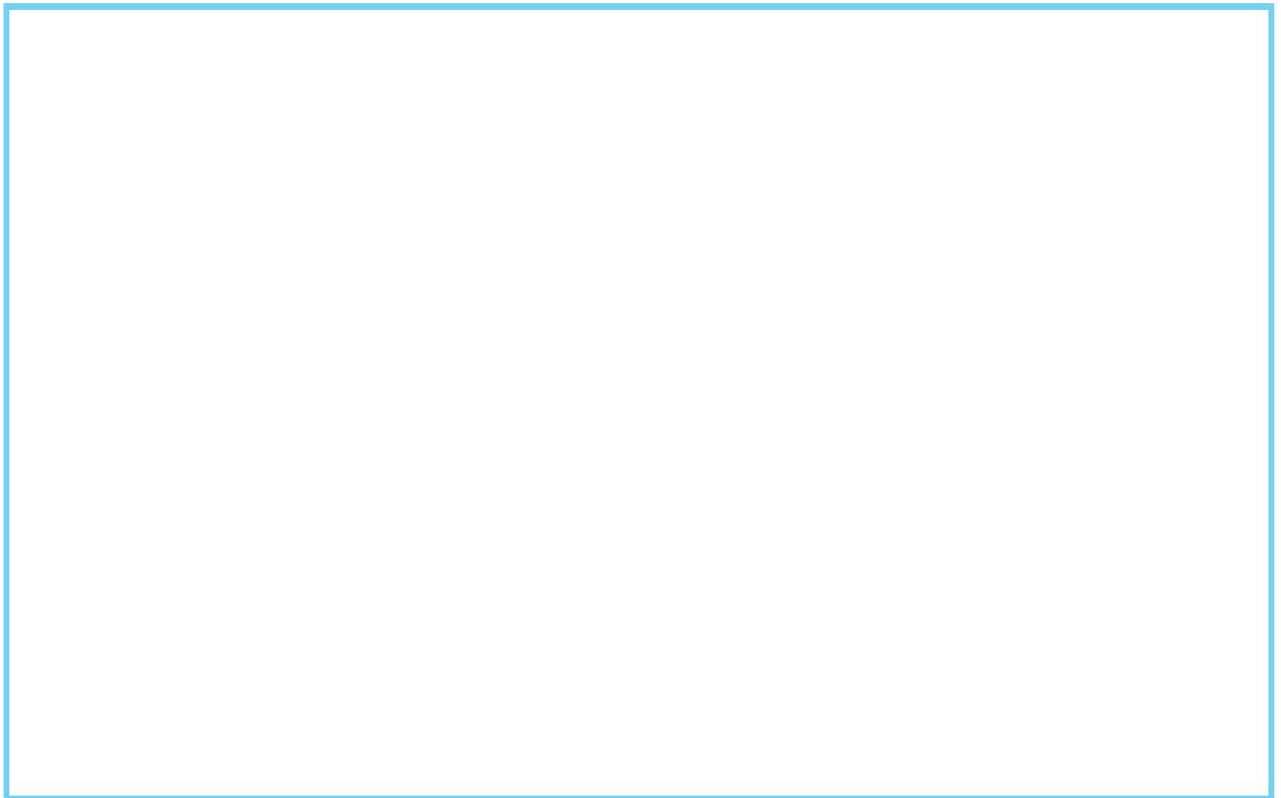
3 Which lines and words rhyme in the poem?



4 How does the poet link the first stanza to the second stanza, and then the third stanza?



5 Read the poem again. Draw the central idea of the poem in the space below.



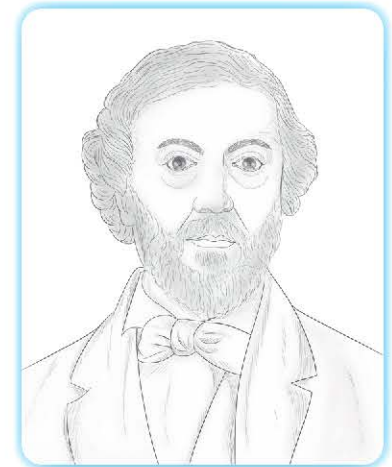


Read More

The following is an excerpt about William Allingham.

William Allingham was an Irish poet and writer who lived from March 19, 1824 to November 18, 1889.

He was born in the town of Ballyshannon in the county of Donegal. His father was an English-born bank manager, and Allingham grew up in an affluent environment. His mother died unexpectedly when he was nine years old. When he reached the age of majority, he went to work for the government at a customs house, which he did in both his native Ireland and England until his late forties. He then moved to London to work for a magazine company as a full-time editor.



William Allingham, 1824 – 1889

Simultaneously, he began writing poetry, and in 1850, he released his first collection, *Poems*, which included his most renowned piece, *The Faeries*. It is a well-known poem that has been featured in a lot of movies, including the opening scene of “Willy Wonka and the Chocolate Factory”, and in Mike Mignola’s comic book short story titled, “Hellboy: The Corpse”. Although the poem is frequently thought to be directed at children, it contains frightening overtones and was undoubtedly inspired by the wild countryside and stories of his hometown of Ballyshannon.

In 1888, despite his health deteriorating, Allingham continued to write and published *Life and Phantasy*. He was only 65 at that time, but his health deteriorated over the months, and he died the following year. Allingham was cremated in Woking Crematorium, but his remains were brought to Ballyshannon and buried in the local church.

Allingham’s diaries were edited by his wife and released after his death in 1907. The book depicts his friendships with several of the day’s literary luminaries, including Rossetti, Tennyson, and Carlyle.



Vocabulary in Context

Here are some words from the passage. Write down their meanings as used in the passage.

Word	Meaning
affluent	
majority	
simultaneously	
renowned	
deteriorating	



Assonance and Consonance

Assonance is a literary device used in some poems. It is the **repetition of a vowel sound** to create rhyme in a sentence. The sound may not always be at the beginning of a word.

Consonance is the **repetition of consonants** in continuation as you read a sentence.



Read the following examples.

Assonance

- The moon **rose** **o**ver an **o**pen field
- **prou**d **rou**nd cl**ou**d

Consonance

- grass**ss** summer days
- p**itt**er-p**att**er

Assonance and consonance are creative and effective literary devices that make writing more memorable. It is more enjoyable to read a poem when you have rhyming words with sounds that make you want to tap along. They make the poem easy to remember, too.



Assonance and consonance are used in the poem “Wishing”.
Read the following examples.

Assonance

- **Nay**-**stay**

Consonance

- Ring-**Ting!**
- moss to keep **across**



Find other examples of assonance and consonance in the poem “Wishing”.

Assonance	Consonance



Presentation of Ideas

William Allingham wrote many other poems besides *Wishing*. Choose another poem written by William Allingham and write a brief analysis on it.

A spiral-bound notebook with ten lined pages. The pages are light blue with horizontal blue lines. The notebook has a silver spiral binding on the left side and four colored tabs on the right side: green, blue, orange, and red.



It is important to introduce your topic clearly in your writing so that your reader understands and knows your stand. Bearing this in mind, introduce the topics below with a phrase or two.

1 What is your favorite color?

2 Are fish good pets?

3 Which is better to have — an elder sibling or a younger one?

4 What is the best time to read a book?

ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

- 1 Explain these lines in the poem.

Oh no! I wish I were a Robin,
A Robin or a little Wren, everywhere to go;
Through forest, field, or garden,
And ask no leave or pardon...

- 2 Describe the poet's feelings in the second stanza.

- 3 How is winter personified?

- 4 Write the line from the poem which shows that the poet wants to be loved.

- 5 Have you ever experienced the feelings conveyed by the poet in this poem? Which stanza would reflect your feelings best?

ASSIGNMENT

CRAFT AND STRUCTURE

Write True (T) or False (F).

- 1 The primrose is found in the meadow.
- 2 The Elm tree is fit for a King.
- 3 The movement of the leaves when the wind blows is described as if they are dancing.
- 4 The traveler returns for dinner.
- 5 William Allingham mentions two seasons in his poem "Wishing".
- 6 The poet cannot decide between being a robin or a wren.



Unit
11

Autobiography



What do you think is the most important element in an autobiography?



Country Childhood

(excerpts from a chapter of the book “Long Walk to Freedom: The Autobiography of Nelson Mandela”)



APART FROM LIFE, a strong constitution, and an abiding connection to the Thembu royal house, the only thing my father bestowed upon me at birth was a name, Rolihlahla. In Xhosa, Rolihlahla literally means “pulling the branch of a tree,” but its colloquial meaning, more accurately, would be “troublemaker”. I do not believe that names are destiny or that my father somehow divined my future, but in later years, friends and relatives would ascribe to my birth name the many storms I have both caused and weathered. My more familiar English or Christian

name was not given to me until my first day of school. But I am getting ahead of myself. I was born on the eighteenth of July, 1918, at Mvezo, a tiny village on the banks of the Mbashe River in the district of Umtata, the capital of the Transkei. The year of my birth marked the end of the Great War; the outbreak of an influenza epidemic that killed millions throughout the world; and the visit of a delegation of the African National Congress to the Versailles Peace Conference to voice the grievances of the African people of South Africa. Mvezo, however, was a place apart, a tiny precinct removed from the world of great events, where life was lived much as it had been for hundreds of years.



The Transkei is eight hundred miles east of Cape Town, five hundred fifty miles south of Johannesburg, and lies between the Kei River and the Natal border, between the rugged Drakensberg mountains to the north, and the blue waters of the Indian Ocean to the east. It is a beautiful country of rolling hills, fertile valleys, and a thousand rivers and streams, which keep the landscape green even in winter. The Transkei used to be one of the largest territorial divisions within South Africa, covering an area the size of Switzerland, with a population of about three and a half million Xhosas and a tiny minority of Basothos and whites. It is home to the Thembu people, who are part of the Xhosa nation, of which I am a member. My father, Gadla Henry Mphakanyiswa, was a chief by both blood and custom. He was confirmed as chief of Mvezo by the king of the Thembu tribe, but under British rule, his selection had to be ratified by the government, which in Mvezo took the form of the local magistrate. As a government-appointed chief, he was eligible for a stipend as well as a portion of the fees the government levied on the community for vaccination of livestock and communal grazing land. Although the role of chief was a venerable and esteemed one, it had, even seventy-five years ago, become debased by the control of an unsympathetic white government.

When I was not much more than a newborn child, my father was involved in a dispute that deprived him of his chieftainship at Mvezo and revealed a strain in his character I believe he passed on to his son. I maintain that nurture, rather than nature, is the primary molder of personality, but my father possessed a proud rebelliousness, a stubborn sense of fairness, that I recognize in myself. As a chief — or headman, as it was often known among the whites — my father was compelled to account for his stewardship, not only to the Thembu king, but also to the local magistrate. One day, one of my father's subjects lodged a complaint against him involving an ox that had strayed from its owner. The magistrate, accordingly, sent a message ordering my father to appear before him. When my father received the summons, he sent back the following reply: "Andizi, ndisaqula" (I will not come, I am still girding for battle). One did not defy magistrates in those days. Such behavior would be regarded as the height of insolence — and in this case it was.



My father's response bespoke his belief that the magistrate had no legitimate power over him. When it came to tribal matters, he was guided not by the laws of the king of England, but by Thembu custom. This defiance was not a fit of pique, but a matter of principle. He was asserting his traditional prerogative as a chief and was challenging the authority of the magistrate. When the magistrate received my father's response, he promptly charged him with insubordination. There was no inquiry or investigation; that was reserved for white civil servants. The magistrate simply deposed my father, thus ending the Mandela family chieftainship. I was unaware of these events at the time, but I was not unaffected. My father, who was a wealthy nobleman by the standards of his time, lost both his fortune and his title. He was deprived of most of his herd and land, and the revenue that came with them. Because of our straitened circumstances, my mother moved to Qunu, a slightly larger village north of Mvezo, where she would have the support of friends and relations. We lived in a less grand style in Qunu, but it was in that village near Umtata that I spent the happiest years of my boyhood and whence I trace my earliest memories.





Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
bestowed	conferred or presented (an honor)
colloquial	language used in ordinary or familiar conversation
weathered	worn by long exposure to weather
precinct	a clearly defined or enclosed area of ground within a boundary
ratified	signed a formal consent
chieftainship	delegation to lead a clan or tribe
insolence	disrespectful or rude
pique	a feeling of resentment or irritation
insubordination	defiance of authority



Reading for Details

Discuss.

- The excerpt contains four paragraphs. What is the main event in each paragraph?
- What can you say about the tone of the narrator? Give examples.



Identifying Key Words and Key Ideas

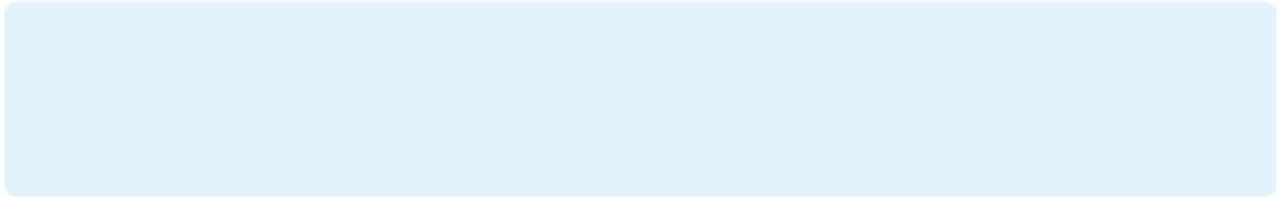
Jot down your notes and ideas.

- 1 Summarize the main theme of the excerpt, "Country Childhood".

2 Describe the character of Nelson Mandela's father. Give evidence to support your answer.



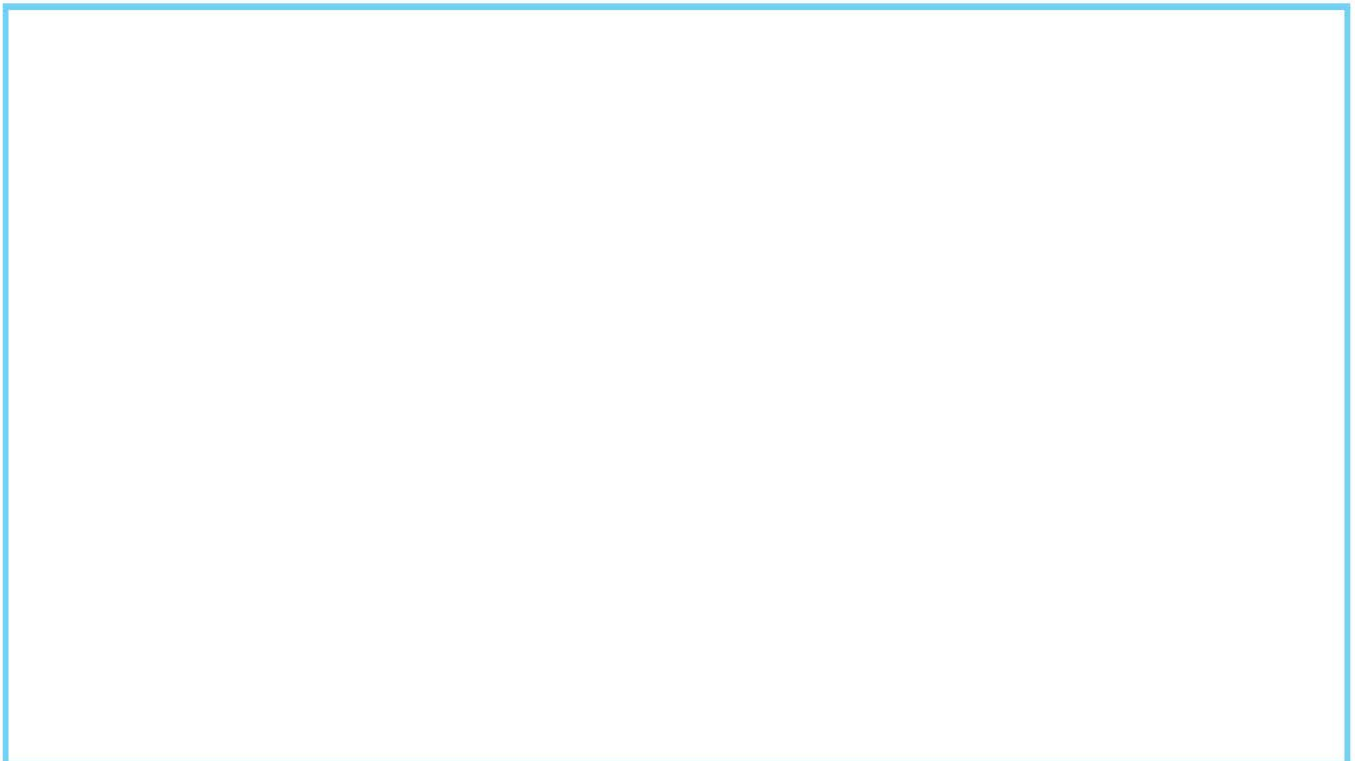
3 Nelson Mandela's father made an important decision that brought about great change for the family. Why do you think it was important for Nelson Mandela to include this in the autobiography?



4 Do you agree with the way Nelson Mandela's father worked? Give reasons to support your answer.



Read the story again. Draw a timeline to show the sequence of the events mentioned in the excerpt. Add more details, where necessary, to show why the event was important.





Presentation of Ideas

Suppose you were the magistrate receiving Nelson Mandela's father's response. How would you describe the incident, emotions or reasons behind your decision against him?

A large, light blue, rounded rectangular area with horizontal blue lines, resembling a notebook page. On the left side, there are several silver spiral binding rings. On the right side, there is a vertical stack of colored tabs: green, blue, orange, and red.



A prehistoric woodpecker was named after Nelson Mandela on the eve of his 94th birthday: *Australopicus nelsonmandelai*, whose remains were dug up by French and German scientists.

Find out more about this.

Our emotions are influenced by our beliefs and memories of significant events in our lives. While the tone was respectful when Nelson Mandela related some incidents that affected his family, the family must have had experienced strong emotions while going through them. So, he remembered them.

Today, many of us use emojis to express our feelings in short text conversations.

The word emoji combines two Japanese words: *e* (picture) and *moji* (character).



Look at the emojis below. In the space provided, write down the emotion that the emoji represents and describe a time when you have felt this emotion.



Emotion: _____



Emotion: _____



Emotion: _____



Emotion: _____



Emotion: _____



Emotion: _____



Quantifiers

A quantifier is usually placed before a noun which gives us an idea of the quantity or an amount of the countable or uncountable nouns.

Recall that some quantifiers are used with countable nouns only, some are used with uncountable nouns only, and some are used with both countable and uncountable nouns.



Fill in the blanks with a correct quantifier.

many

much

- 1 _____ effort was put in to build the infrastructure in order to improve transportation between the village and the nearest town.
- 2 _____ people tuned in to watch the inaugural speech.
- 3 The president tried his best to address the problems faced by _____ of the rural residents.
- 4 _____ emphasis was placed on relocating the flood victims.

little

a little

few

a few

- 5 The members of the club were unhappy because _____ information was provided on the incident.
- 6 The committee will make a decision on the matter after _____ more meetings.
- 7 It is not surprising that _____ people know about the history behind this obscure public building.
- 8 Just give me _____ more time to draft this proposal.

some

any

- 9 Please send me _____ resources to write the biography.
- 10 There may be _____ reliable information about the incident on this website.
- 11 Do you have _____ idea at all what this article is driving at?
- 12 I did not read _____ reports on the investigation this week.



ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

- 1 Describe briefly the place where Nelson Mandela was born.

- 2 "My father, Gadla Henry Mphakanyiswa, was a chief *by both blood and custom*." Explain the phrase, "by both blood and custom".

- 3 What did Nelson Mandela think of the following:

- being given the name, Rolihlahla (paragraph 1):

- the strain he saw in his father's character (paragraph 3):

- 4 From the incidents with authorities mentioned in this excerpt, what do you think Nelson Mandela wanted us to gather about the situation then?

ASSIGNMENT

CRAFT AND STRUCTURE

- 1 Describe the tone of this autobiography in three words.

- 2 What comes to your mind when you read the title, "Long Walk to Freedom"? Rephrase the title in one sentence.



An autobiography is a book about a person's life written by the person himself or herself.

A biography is the life story of a person written by someone else.

Unit
15

World Food Day



Do you know the significance of World Food Day?



The Accidental Discovery of the Popsicle

Who doesn't love popsicles? There is just something intriguing and enticing about a popsicle that makes you crave for it. Interestingly, the popsicle was invented by an eleven-year-old boy accidentally.



Frank Epperson, a boy full of curiosity was always experimenting, especially when it came to food. In 1905, he made an accidental discovery, or rather an invention, that earned him a name among the sweet-toothed. Like any other day, Epperson was busy making something, except this time, he was making something ordinary. He was preparing a fruit-flavored soda drink using water and fruit-flavored powder, a popular concoction in those days.

However, that odd and cold evening, he did not finish making his soda and it ended up outside, left overnight in the chilly winter cold, its stirring stick still in the cup. The next morning, when he came back to the kitchen, he noticed that his drink had frozen with the stick stuck inside. Curious as he always was to try anything new, he removed the frozen block out of the cup, held it by the stirring stick conveniently and licked it. It was interestingly nice, but Epperson had no inkling that he had actually made the first popsicle in history.

Seventeen years later, Epperson served the frozen lollipops to the public at a fireman's ball. Strangely, no one else had come up with a similar frozen dessert in all that time. The popsicles were a smashing success! A year later, after serving them at Neptune Beach, an amusement park in Alameda, California, he had even more success.

At first, Epperson called the iced treats "Eppsicles". But his children, apparently, did not like the name. They preferred the name "popsicles". Agreeing with his children, Epperson named it "popsicle", which has stuck ever since.



Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
intriguing	interesting
crave	to desire something strongly
curiosity	a strong desire to know or learn something
concoction	a mixture of various ingredients or elements
apparently	as far as one knows or can see



Direct Observations

Circle the most suitable answers.

- The author begins the first paragraph with a question followed by _____.
 - a universal fact
 - a common shared experience
 - an answer to his own question
 - a history lesson
- What characteristic did Frank Epperson have that would make him an “inventor”?
 - He liked sweets.
 - He enjoyed good food.
 - He was always curious about things.
 - He liked to make ordinary things.

- 3 What happened to the unfinished soda drink he made one evening?
- (a) It was frozen into ice.
 - (b) It turned bad.
 - (c) The cup was stuck on the kitchen table.
 - (d) The stirring stick changed the taste of the drink.
- 4 “Strangely, no one else had come up with a similar frozen dessert in all that time.” What does the author mean by this?
- (a) It had been a while since a similar frozen dessert was sold to the public.
 - (b) There had been no similar frozen dessert the whole time before it was served at the fireman’s ball.
 - (c) The public thought nothing of the dessert until it was made popular at the fireman’s ball.
 - (d) It was not surprising that no one thought of using soda to make iced treats.
- 5 The name “popsicle” was _____.
- (a) given by Epperson’s children
 - (b) the original name coined by Epperson
 - (c) was the brand of the frozen soda drink that Epperson had found
 - (d) named after the theme of the firemen’s ball



Reading for Details

Discuss.

- Which paragraph do you think has the main theme of the story? Give reasons to support your answer.
- Does this story inspire you to do something creative or unusual?



Identifying Key Words and Key Ideas

Jot down your notes and ideas.

- 1 Describe the incident that led to the invention of the popsicle.

2 Describe Epperson's character and personality. Give evidence to support your answer.

3 Which parts of the story prove that the popsicle was an invention by Epperson?

4 Discuss how the name "Eppsicle" could have come about. The name was eventually changed to "popsicle". What does this tell you about Epperson?



Read More

The following is an excerpt about World Food Day.

World Food Day is a global day of action to combat hunger. People from all over the world gather on October 16 every year to pledge their commitment to ending world hunger in our lifetime.

Over 150 countries around the world host events to commemorate the founding of the Food and Agriculture Organization (FAO), making it one of the most widely observed days on the UN calendar. These activities raise global awareness and action for people who are hungry, as well as the importance of ensuring food security and nutritious meals for all.

Food is a basic fundamental human right, according to the day's theme. In a world of billions, over 820 million people suffer from chronic malnutrition, with 60 percent of mothers and nearly five million children under the age of five dying every day from malnutrition-related causes.

Let us reinforce our commitment to ending food shortage, waste, and malnutrition, which are all too common in many emerging and impoverished nations.



Vocabulary in Context

Here are some words from the passage. Write down their meanings as used in the passage.

Word	Meaning
combat	
reinforce	
malnutrition	
commemorate	
pledge	
impoverished	
nutritious	
ensuring	
chronic	
fundamental	



Presentation of Ideas

Find out how Epperson's invention led to other concepts of "ice on a stick". Write a summary of your research.







Articles

The definite article, **the**, precedes a specified person, thing, event, or quantity to emphasize that the reader is aware of it.

The indefinite article, **a** or **an**, is used when the person, thing, event, or quantity is unspecified and is a general noun.



Do the following.

1 Read the excerpt again. Write down three sentences that contain an article.

-
-
-

2 Fill in with the correct article for each sentence.

(a) I had _____ egg and _____ glass of milk for breakfast.

(b) Have you finished reading _____ newspaper?

(c) This is _____ novel you will surely enjoy.

(d) _____ boy you met yesterday is my nephew.

(e) Can you shut _____ door?



Find the words in the puzzle. Circle them.

(Hint: The words can be formed forward, backward, up, or down)

malnutrition

impoverished

commemorate

nutritious

ensuring

reinforce

chronic

combat

fundamental

pledge

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



ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

- 1 Suggest another suitable title for the passage "The Accidental Discovery of the Popsicle".

- 2 "Like any other day, Epperson was busy making something..." What does this tell you about Epperson?

- 3 What do you think might be the reason that no one had invented the popsicle for seventeen years, until Epperson introduced it officially to the public?

- 4 Create a short dialog between Epperson and his children, when they were deciding between "Eppsicles" and "Popsicles".

Epperson: _____

Children: _____

Epperson: _____

Children: _____

Epperson: _____

ASSIGNMENT

CRAFT AND STRUCTURE

Write True (T) or False (F).

- 1 Frank Epperson accidentally discovered popsicle in 1939.
- 2 Epperson was a boy full of curiosity.
- 3 Popsicle was made out of a cold soda which was floral-flavored.
- 4 Epperson served popsicles to the public at a fireman's ball seventeen years after he first tasted one.
- 5 Epperson's children were the ones who came up with the name "Eppsicles".





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