

Grade 5

BEYOND LANGUAGE

- Language Development
- Grammar and Usage
- Functions and Strategies
- Writing Expressions

Language Use Workbook



Grade 5

BEYOND LANGUAGE

Name: _____

Class: _____

Language Use Workbook



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Beyond Language

Language Use Workbook Grade 5

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Grammar Focus

An **action verb** describes or shows an action.

Read the following examples.

- 1 Would you like to **chew** on them?
- 2 The doctor **opened** his bag and **took** out a small box.

A **helping verb** does not describe or show an action. It cannot be used as the main verb. Instead, it is used with a main verb and helps to make the meaning of the main verb clearer. It also completes the structure of a sentence by showing the tense of the main verb.

Read the following examples.

- 1 Ice tea **was** invented in 1904.
- 2 The doctor **was** holding some tea leaves.

A **linking verb** links the subject to information that describes the subject in a sentence. Many linking verbs are also helping verbs.

Read the following examples.

- 1 These **are** tea leaves.
- 2 The tea **smells** wonderful.

The table summarizes action, helping and linking verbs. Study them well.

Action verbs	Helping verbs	Linking verbs
describe an action	helping verb is always used with a main verb	connect subject to something that describes it
chew, glance, jump, walk, talk, dance, shout, take, write, <i>and so on.</i>	am, is, are, was, were, being, been, be, have, has, had, do, does, did, will, would, shall, should, may, might, must, can, could	<ul style="list-style-type: none"> • Forms of verbs “to be”: am, is, are, was, were, being, been, be • seem, become, appear • look, smell, sound, taste, feel, touch • grow, remain, prove, stay, turn



Some verbs are both action verbs and linking verbs: **feel**, **taste**, **smell**, **look**, **touch**, **appear**, **sound**, **remain**, **turn**, **grow**, and **prove**.



Look for more sentences in the passage, “Awakened”, to show that you understand the use of

- **action verbs**,
- **helping verbs**,
- **linking verbs**.

Compare your notes with your friends’.

Exercise 1 Grammar in Context

All excerpts in the following questions are from the passage, "Awakened".

- 1 Read the following excerpt. Write down the linking verbs.

"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."

- 2 Read the following excerpt.

"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."

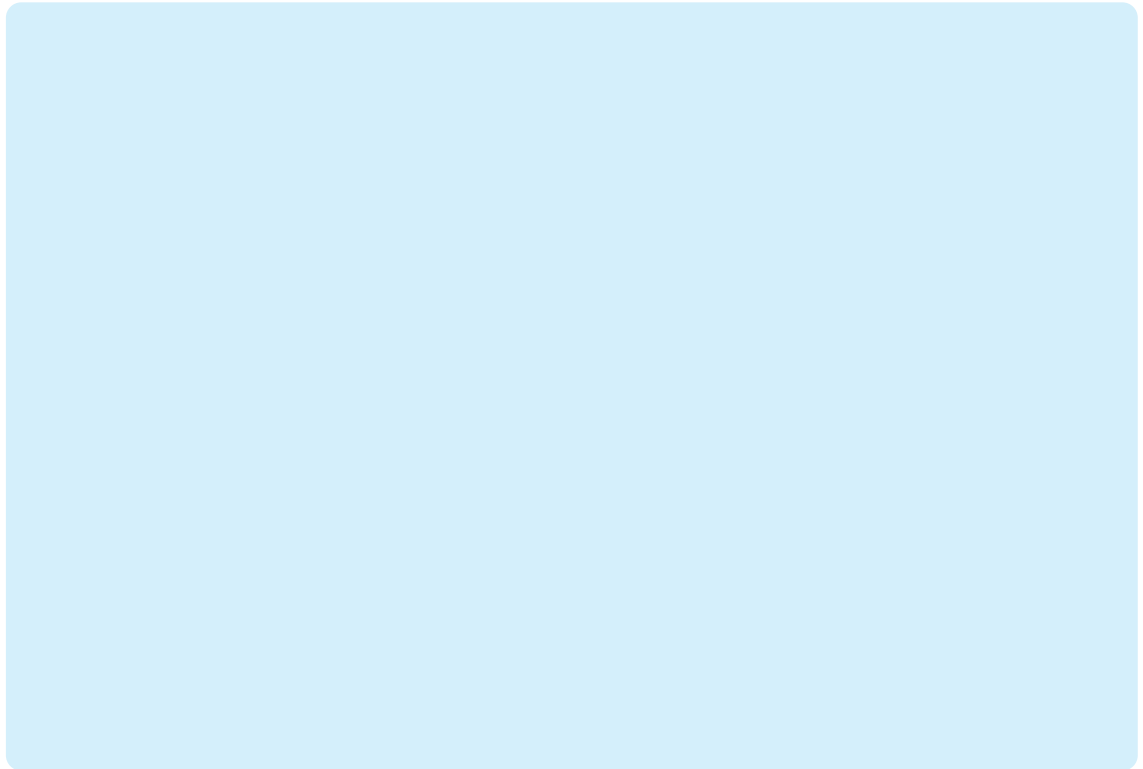
- (a) Write down the action verbs.

- (b) Choose any three of the action verbs you have written in (a) and form sentences of your own. Write the verb first, and then the sentence.

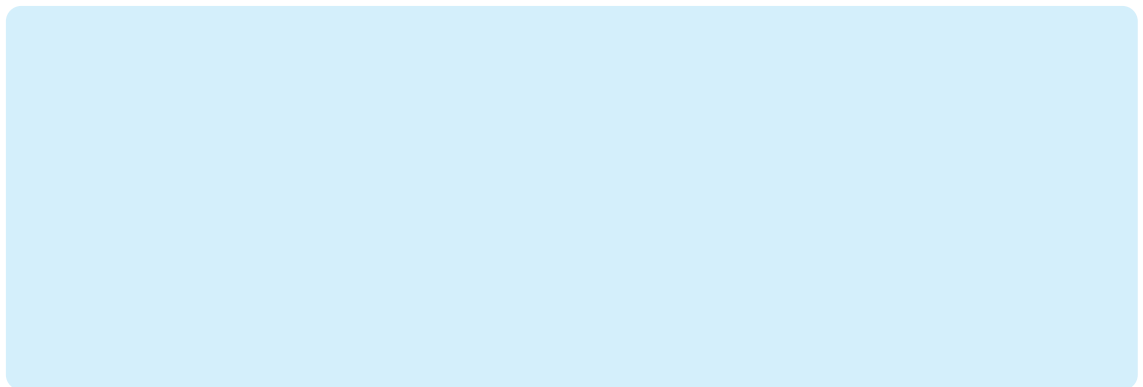
- 3 Read the following excerpt.

*“The Emperor **took** a few 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.”*

- (a) Rewrite the excerpt. Replace each verb in bold print with another verb, keeping the meaning of the sentence the same.



- (b) Write down all other verbs you see in the excerpt.



Exercise 2

- 1 Read the following lines from the story “Awakened”:

“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.”

Which of the following pictures shows the actions as described?



Rewrite each of the following sentences in your own words without changing the original meaning and the idea of each sentence. Use different action verbs where possible.

- 2 “Perhaps I am ailing,” the Emperor said to his servant. “Get my doctor!”

- 3 “I have trouble keeping my eyes open. Can you help me?”

- 4 “Great Emperor, these are tea leaves. They will help you to overcome your tiredness.”

Grammar Focus

An **interjection** is a word or short phrase that expresses our feelings or emotions strongly. It is similar to an exclamation and is often followed by an exclamation mark (!). Some interjections are English words we often use to express strong feelings, and some are onomatopoeia (words that sound like the verbal expression or interjection they are referring to).

Read the following.

To express...	Interjections
shock	oh, eek, huh, gosh, oh dear, oh my, gee whiz, good grief, whoa
pain	ouch, ahh
displeasure	no, yuck, ugh, rats, blah, eww, eek, alas, boo, blah
joy	yes, hurray, encore, aww, eureka, golly, bravo, ok, wow, wahoo, yippee
instruction	scat, enough, there, here, please, hush, silence
senses	brr, ow, phooey, phew
greeting	yo, hey, hello, hi
realization	aha, bingo, gee, ah, whoops
contemplation	hmm, well, eh, er, uh
sounds	bam, shh, shoo, psst, ahem, oops, uh-oh



The same interjections can be used to express different feelings with the help of punctuation marks. Read the following out loud. How are they different?

Oh! I forgot my textbook again!

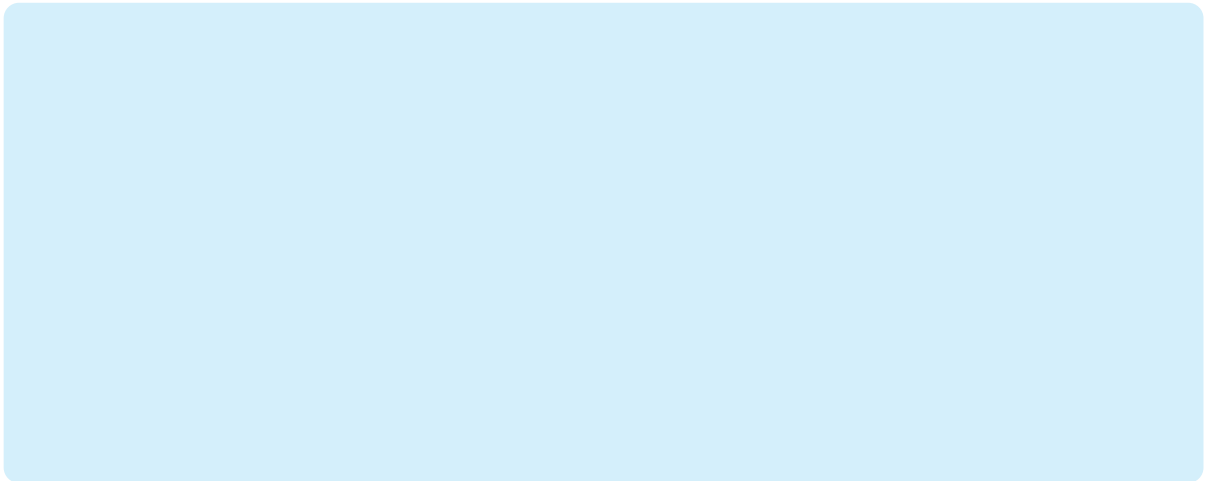
Oh...I forgot my textbook again.

Oh well, I forgot my textbook.

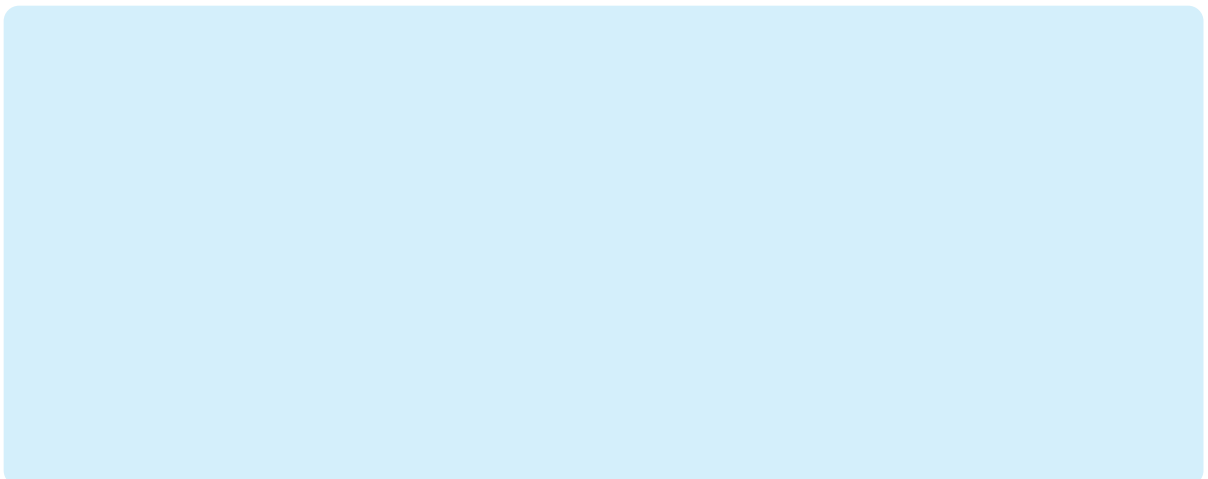
Exercise 1 Grammar in Context

Read the poem “Wishing” by William Allingham again. Write down all the interjections and explain what they are trying to convey, stanza by stanza.

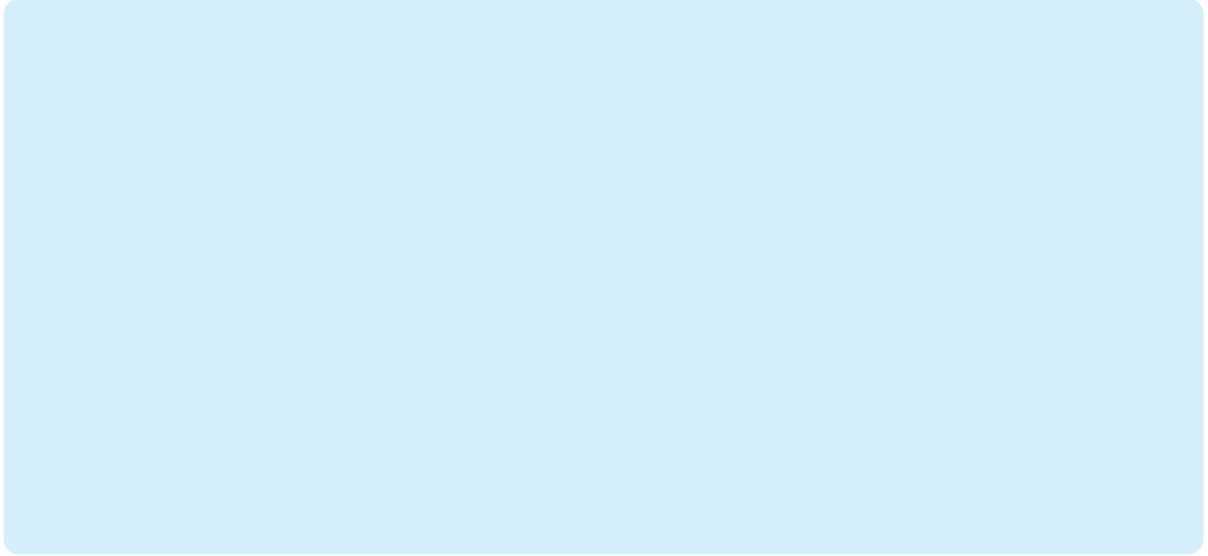
- 1 Ring-Ting! I wish I were a Primrose,
A bright yellow Primrose, blowing in the spring!
The stooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the Elm tree for our king!



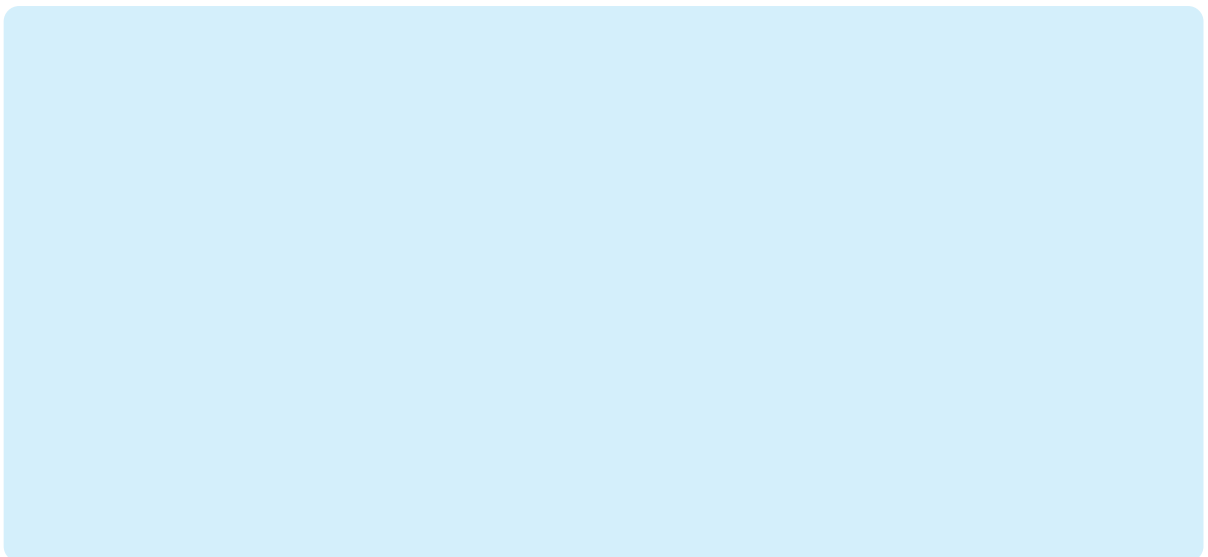
- 2 Nay—stay! I wish I were an Elm tree,
A great, lofty Elm tree, with green leaves gay!
The winds would set them dancing,
The sun and moonshine glance in,
The birds would house among the boughs,
And sweetly sing.



- 3 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!



- 4 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.



Exercise 2 Functional Grammar

(A) Choose the most suitable interjection for each of the following.

1 _____, I didn't think he would mind.

Gee

Shh

Aha

Hi

2 _____... this cake tastes so good.

Yuck

Eh

Uh

Mm

3 _____! That was close! Are you hurt?

Ahem

Hey

Gosh

Psst

4 _____! What a wonderful performance!

Gee

Bravo

Shucks

Golly

5 _____... you are right. The documents are missing.

Hmm

Aww

Bam

Phew

6 _____! It's too cold. Please turn up the heater.

Brr

Ow

Huh

Eww

7 _____... so we got the dates mixed up, didn't we?

Shh

Ah

Ouch

Hi

8 _____! What a mess the children made!

Ahem

Phew

Goodbye

Good grief

9 One of my shoes fell into the pool! _____!

Bam

Wow

Rats

Ouch

10 How many times must I repeat myself? _____!

Geez

Peace

Silence

Bang

11 _____! Be careful, there! Watch you step!

Boo

No

Whoa

Yo

12 You shouldn't eat that. It's gross! _____!

Ouch

Wahoo

Eww

Hush

Grammar Focus

A sentence is formed by a group of words that has a complete idea. It has a subject and a verb, and shows a completed thought or idea.

A sentence may be **simple**, **compound** or **complex**.

A **simple sentence** is an independent clause. It has a subject and a verb, and shows a completed thought or idea. **Declarative**, **interrogative**, **imperative** and **exclamatory** sentences are examples of simple sentences.

- A **declarative sentence** states a fact.
My family lives in London.
The train does not stop at this station.
Jeremy attends Mayfield Elementary School.
- An **interrogative sentence** asks a question.
When does the school term begin?
What is that on the wall?
Where are you going?
- An **imperative sentence** gives a command.
Look for the green sign.
Come back at two o'clock tomorrow.
Think about what to say later.
- An **exclamatory sentence** shows emotion.
I will not give up!
Thank you, everyone!
Of course I can help!

A **compound sentence** is usually **made up of two or more independent clauses**, joined by a conjunction.

- John ran really fast and caught up with his friends.
- It was a hot day, so we went for a swim.
- James went to bed early as he was tired.

A **complex sentence** is **made up of a main independent clause and one or more dependent clauses**, joined by a conjunction.

- You should not talk so loudly when you are in the library.
- After I had my lunch, I went to the playground to meet James.
- Do you know the man who is talking to Leslie?

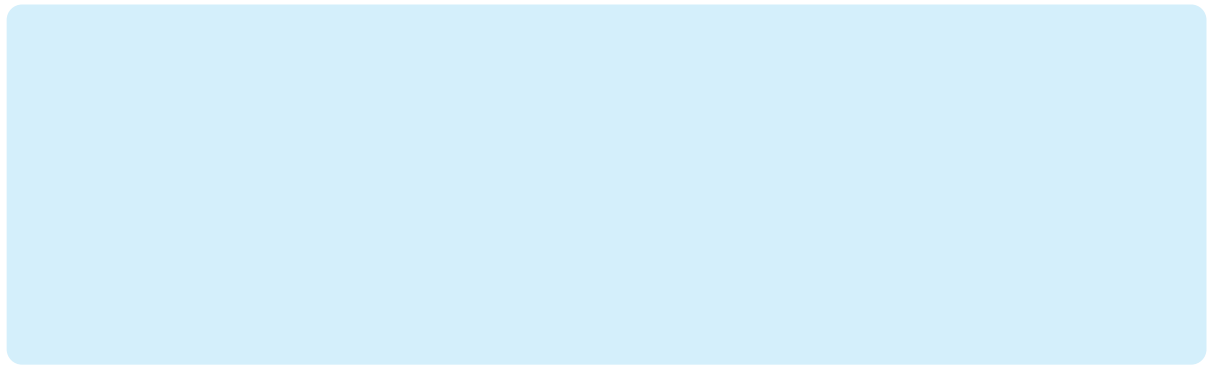
Exercise 1 Grammar in Context

The following are excerpts from the passage “Our Amazing Earth”. Identify and write down simple sentences, compound sentences and complex sentences.

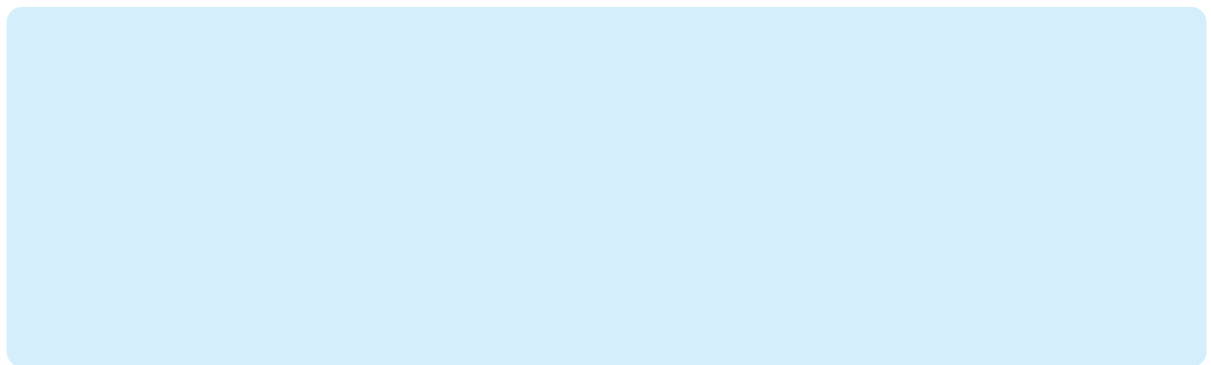
- 1 Our earth is a wonderful place, but it requires our consistent love and care in order to thrive! Every year, on April 22, more than a billion people throughout the world would commemorate Earth Day as a way to raise awareness to safeguard the Earth from further pollution and destruction.

It all started when a United States senator from Wisconsin organized a national demonstration on April 22, 1970 to raise awareness about environmental issues, which subsequently became known as Earth Day. Rallies were held around the country, and the Environmental Protection Agency was established by the end of that year. By 1990, Earth Day was observed in more than 140 nations around the world.

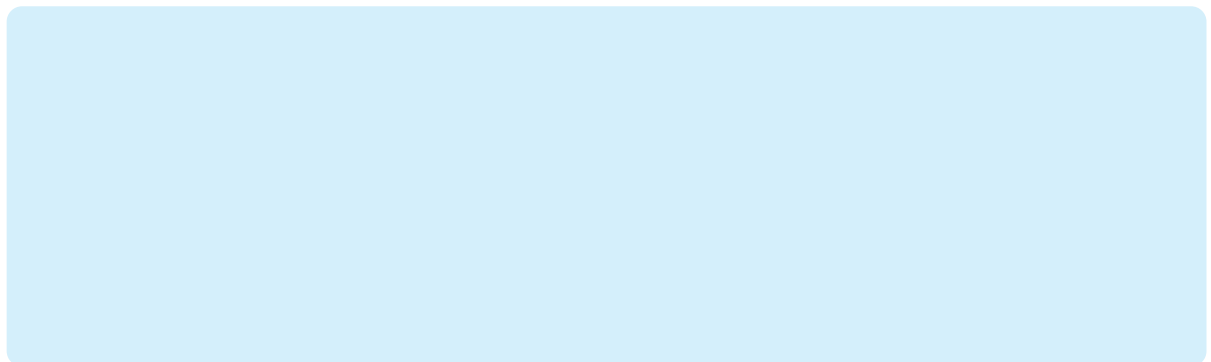
simple sentences



compound sentences

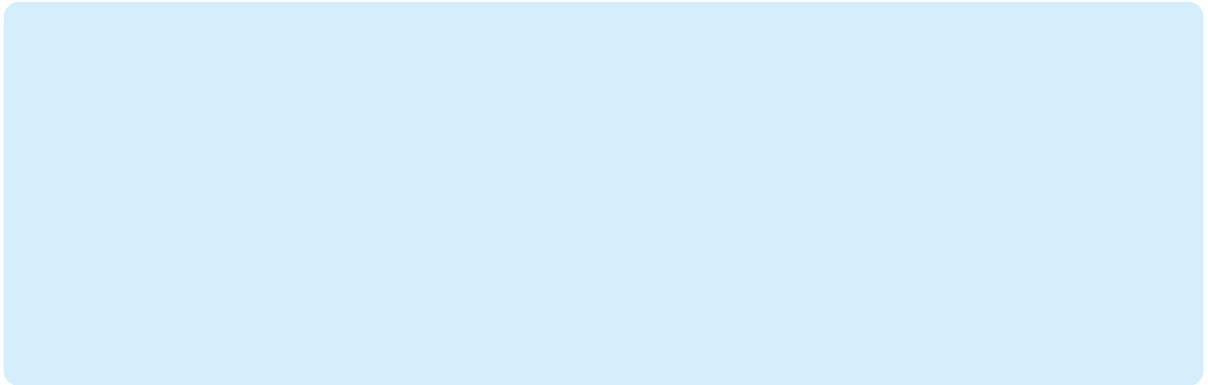


complex sentences

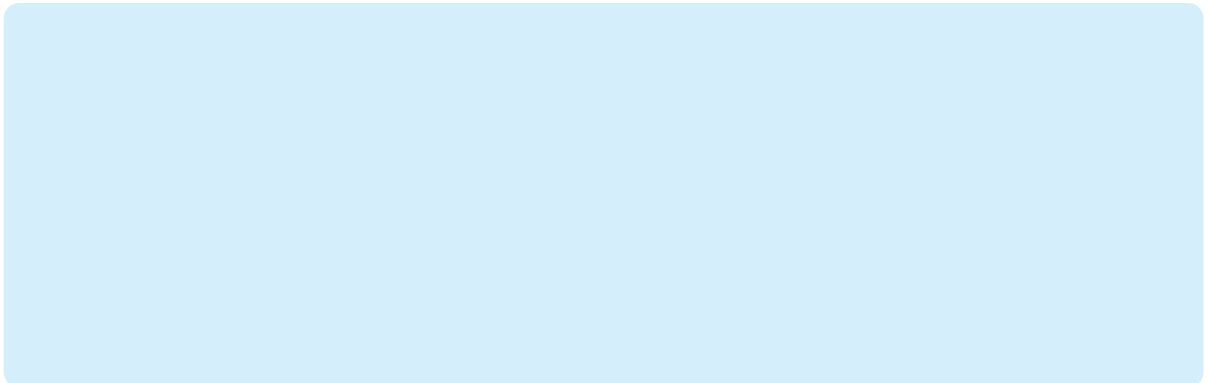


- 2 How about planting a tree? Researchers estimate that 15 billion trees are cut down each year throughout the world; you may balance this loss by planting your own tree. Carbon dioxide is absorbed by trees, which is then released as oxygen for us to breathe. They also provide food and shelter to creatures like squirrels and owls. In hotter months, depending on where trees are planted, their shade may even lessen the demand for air conditioning. How many more reasons do you need to switch to a green lifestyle and save your precious Earth?

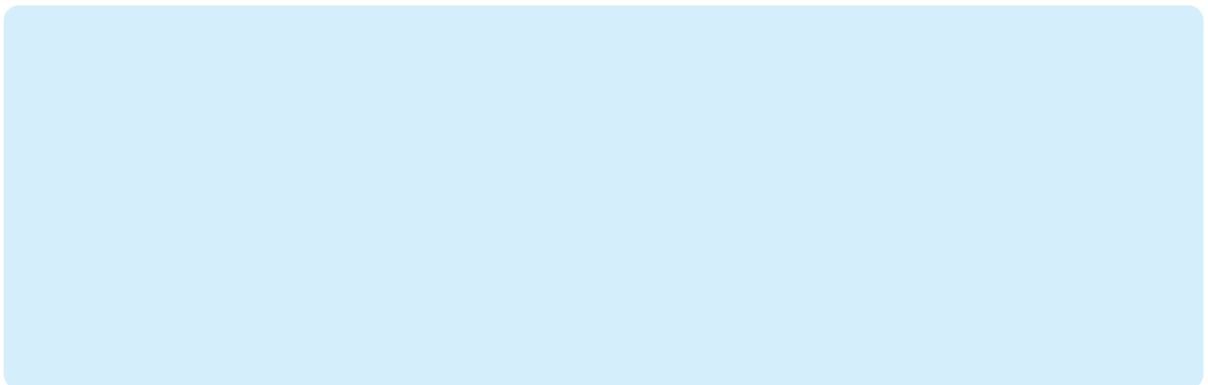
simple sentences



compound sentences



complex sentences



Exercise 3 Functional Grammar

(A) Change each of the following declarative sentences into an exclamatory sentence. One has been done as an example.

1 Our school garden is beautiful.

How beautiful our school garden is!

2 This young man is clever.

3 It is a hot day today.

4 These are interesting stories.

5 The old man has a long beard.

6 It is a silly question.

7 You are smart today.

8 These are excellent essays.

9 Joelle has a sweet face.

10 Jason is a marvelous writer.

Grammar Focus

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

We use “**the**” to refer to a specific item, or group of items, or a particular item that is used to represent all members of its group. “**The**” is also used for superlatives.

- You may eat **the** apples in **the** basket.
- **The** students really like their teacher.
- **The** shark is one of the most feared creatures in the sea.

The words “**a**” or “**an**” are indefinite articles. They are used when the person, thing, event or quantity is unspecified and is a general noun.

We use “**a**” and “**an**” when we speak of only one person or thing.

We use “**a**” for words which begin with consonant sounds.

- Amy is **a** helpful girl.
- The police officer wears **a** uniform.
(In this case, the word “uniform” begins with a consonant sound.)

We use “**an**” for words which begin with vowel sounds.

- There is **an** ostrich in the enclosure.
- Vincent left the restaurant **an** hour ago.
(In this case, the “h” sound is silent. The word “hour” begins with a vowel sound.)



No article is used when we refer to names of people, animals or places and meals.

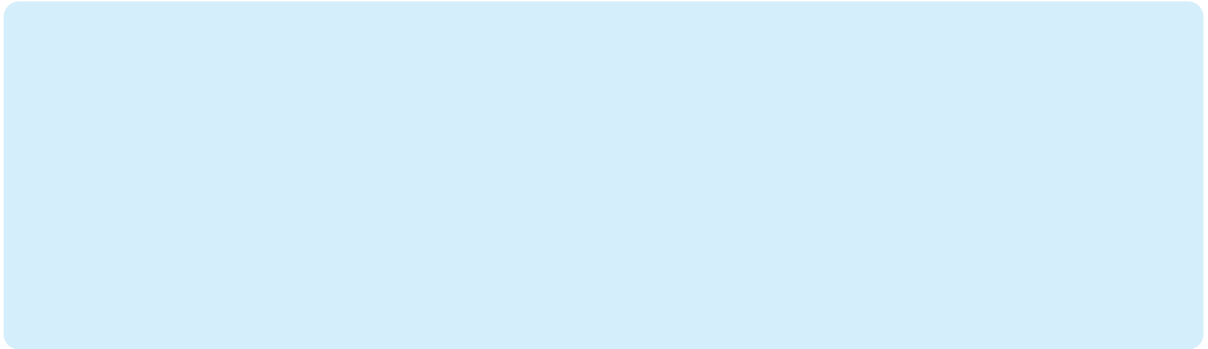
- Ken will visit Germany during school holidays.
- Peter eats his breakfast before going to school every morning.

Exercise 1 Grammar in Context

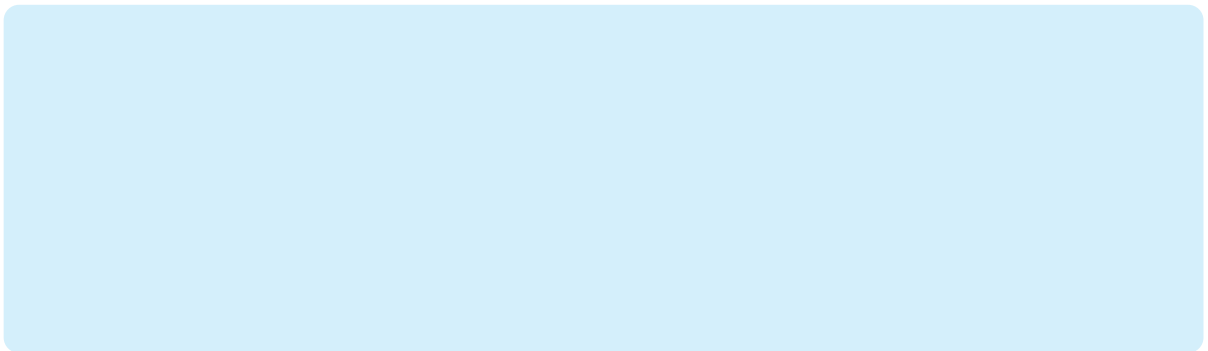
All excerpts, sentences and phrases are from the passage “The Accidental Discovery of the Popsicle”.

Read the following. Write down the articles together with the nouns they are referring to.

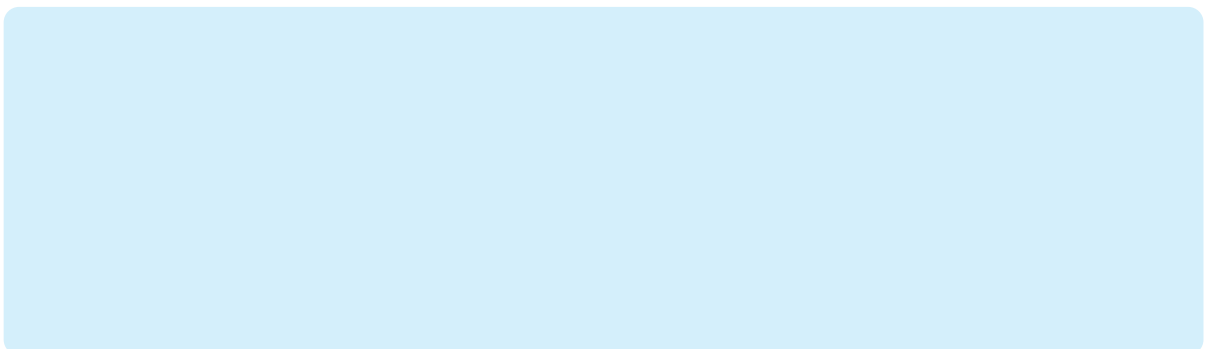
- 1 There is just something intriguing and enticing about a popsicle that makes you crave for it.



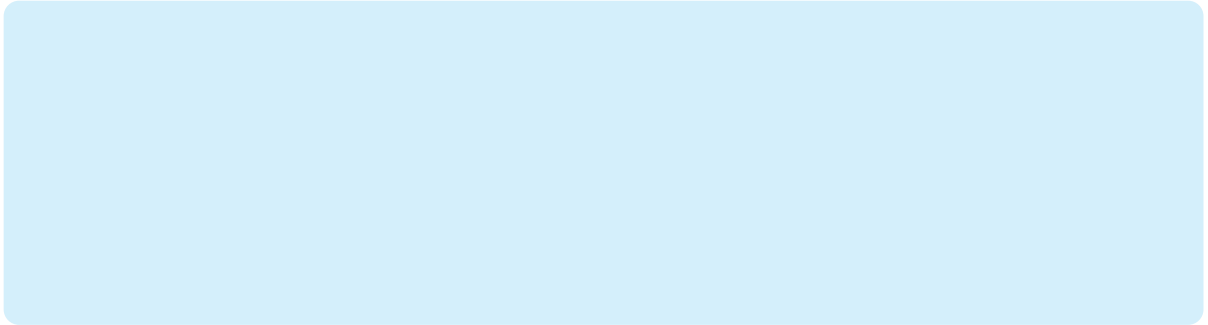
- 2 Interestingly, the popsicle was invented by an eleven-year-old boy accidentally.



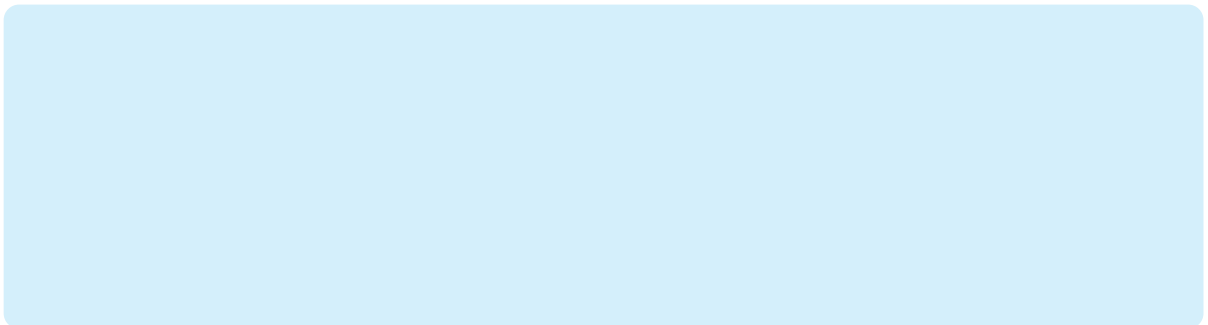
- 3 In 1905, he made an accidental discovery, or rather an invention, that earned him a name among the sweet-toothed.



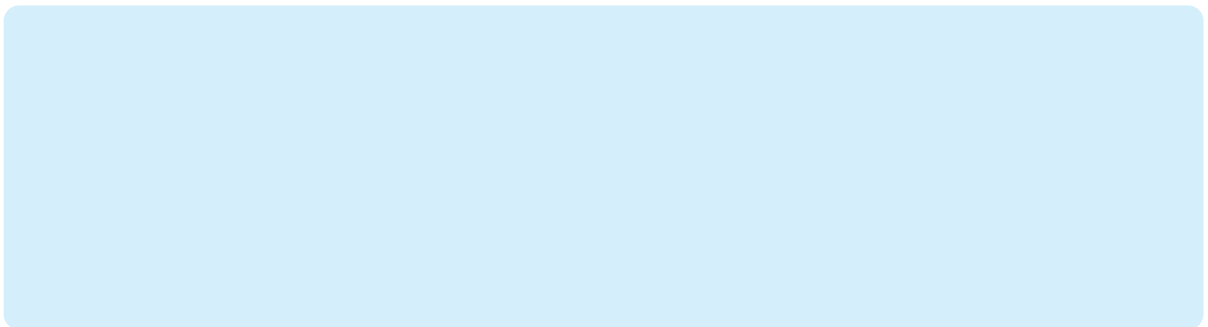
- 4 He was preparing a fruit-flavored soda drink using water and fruit-flavored powder, a popular concoction in those days.



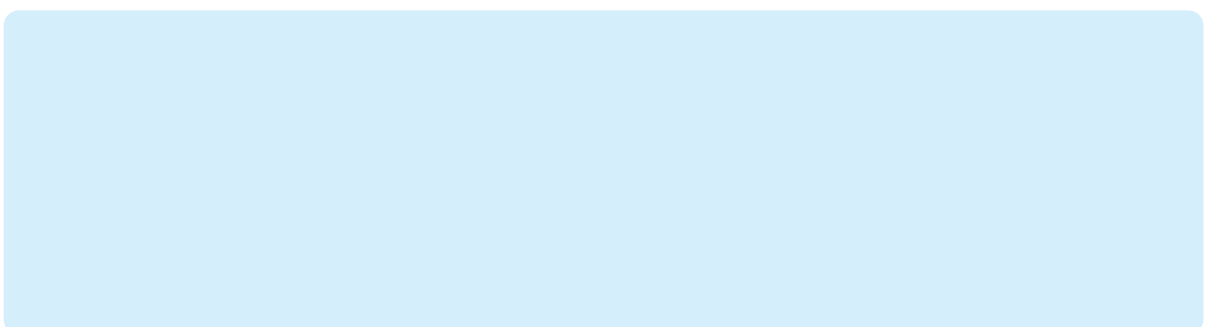
- 5 However, that odd and cold evening, he did not finish making his soda and it ended up outside, left overnight in the chilly winter cold, its stirring stick still in the cup.



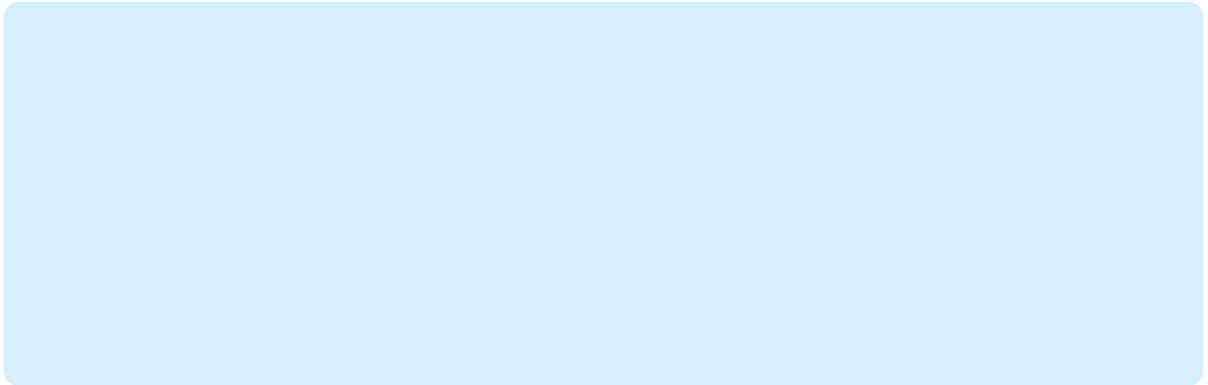
- 6 Curious as he always was to try anything new, he removed the frozen block out of the cup, held it by the stirring stick conveniently and licked it.



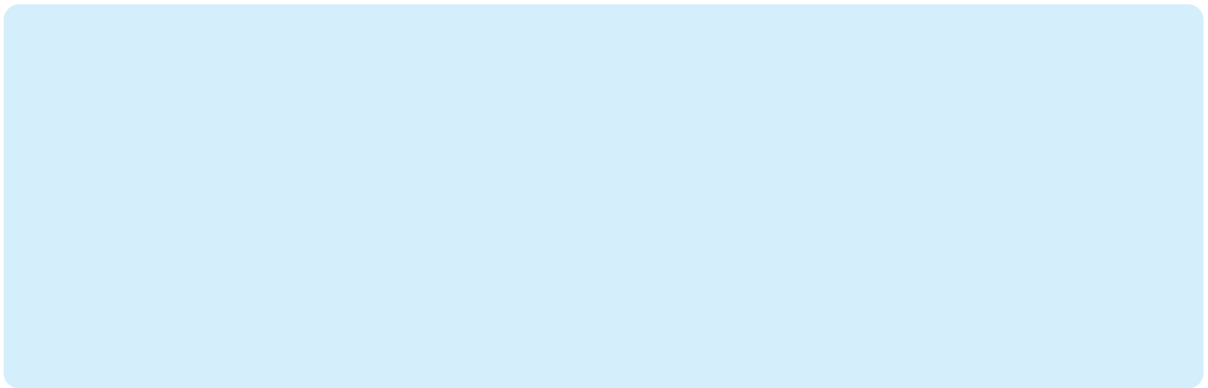
- 7 It was interestingly nice, but Epperson had no inkling that he had actually made the first popsicle in history.



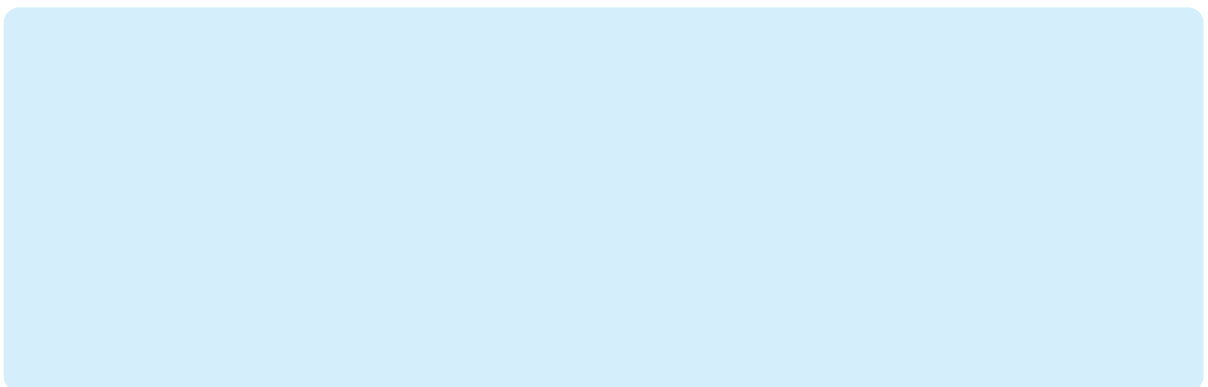
- 8 Seventeen years later, Epperson served the frozen lollipops to the public at a fireman's ball.



- 9 Strangely, no one else had come up with a similar frozen dessert in all that time.



- 10 A year later, after serving them at Neptune Beach, an amusement park in Alameda, California, he had even more success.



Exercise 2

Read the following excerpt about World Food Day. Explain why the articles in bold print are used.

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.

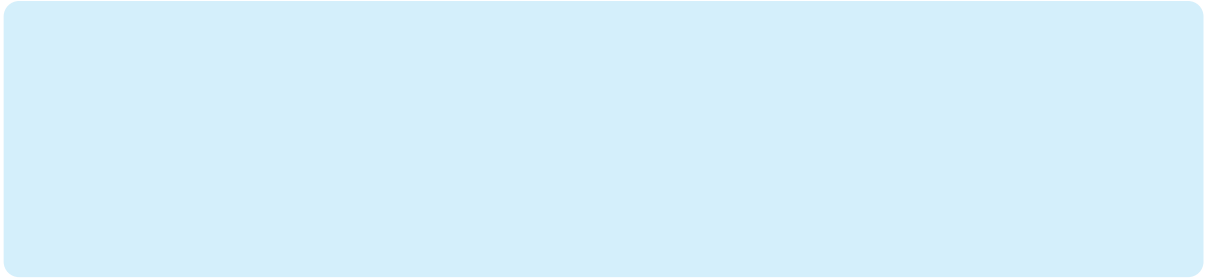
Over 150 countries around the world host events to commemorate **the founding** of the Food and Agriculture Organization (FAO), making it one of the most widely observed days on **the UN calendar**. These activities raise global awareness and action for people who are hungry, as well as the importance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

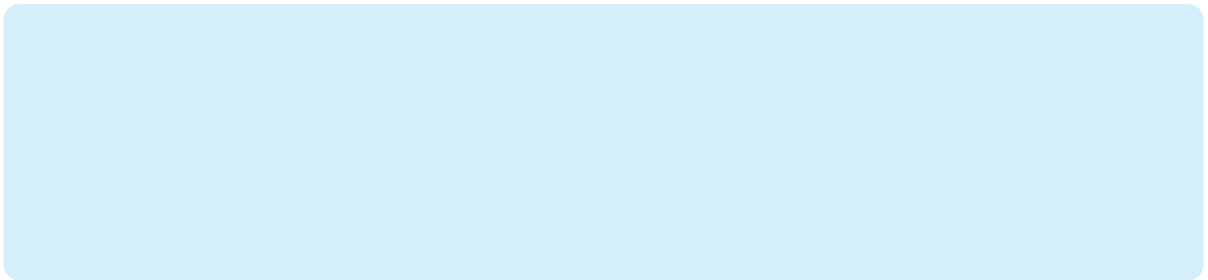
1 **a global day**

2 **the world**

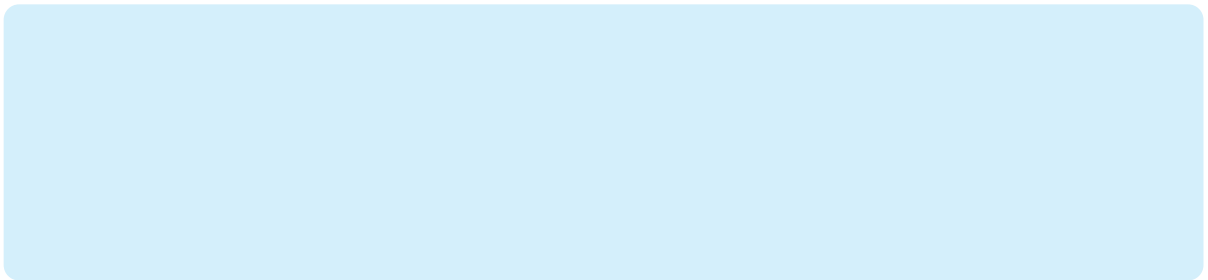
3 the founding



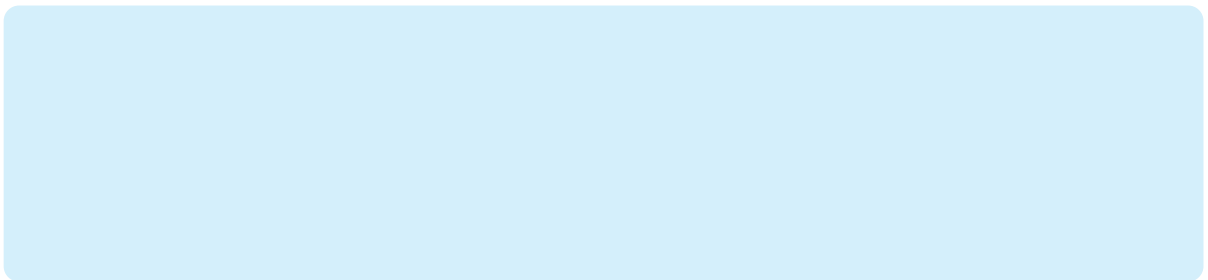
4 the UN calendar



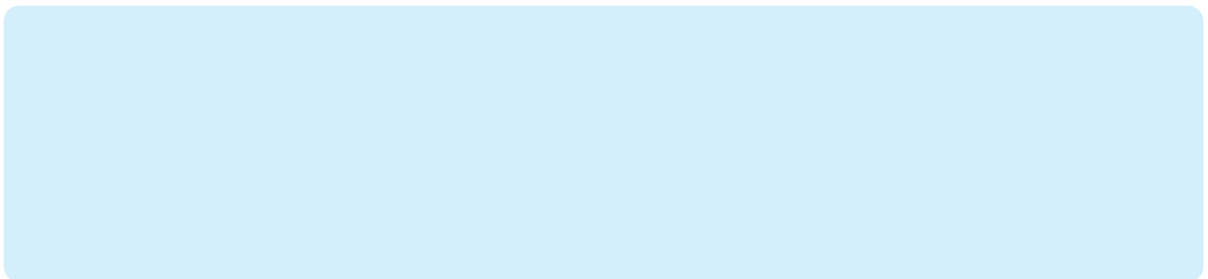
5 a basic fundamental human right



6 a world



7 the age of five



Exercise 3 Functional Grammar

(A) Fill in each blank with article “a”, “an”, “the”, or “–” if no article is needed.

- 1 Sue is _____ good role model for her younger brother.
- 2 Alfred studies at _____ university in London.
- 3 “_____ apple a day keeps the doctor away” is a well-known saying that implies that eating fruit keeps us healthy.
- 4 There is _____ colorful parrot in the cage.
- 5 Penguins have _____ wings but they cannot fly.
- 6 _____ bigger of the two parcels is for Raymond.
- 7 My friends and I play _____ basketball every afternoon.
- 8 We are looking for _____ underwater camera so that we can use it during our diving trip next month.
- 9 _____ Janet uses an umbrella when _____ sun is too hot.
- 10 There is _____ envelope on the table. Put the letter in _____ envelope before mailing it.

(B) Choose the most suitable answer and write its number in the brackets.

- 1 We have to eat in _____ hour or we will be late for _____ show.
(1) the ... a (2) an ... the
(3) an ... an (4) the ... the ()
- 2 Anna is _____ person I can trust with all _____ secrets that I tell her.
(1) the ... a (2) a ... a
(3) an ... the (4) a ... the ()
- 3 I saw _____ rabbit in the field but it was not _____ one that the farmer was looking for.
(1) a ... a (2) the ... the
(3) a ... the (4) the ... a ()
- 4 _____ boy was caught littering and he was forced to pick up all _____ litter on the ground as a punishment.
(1) An ... the (2) A ... a
(3) A ... the (4) The ... a ()
- 5 I did not have _____ excuse for what I did this morning, so I told my teacher _____ truth.
(1) the ... the (2) an ... a
(3) the ... a (4) an ... the ()
- 6 Lice are small insects that live in _____ hair of _____ people and animals.
(1) a ... – (2) a ... the
(3) the ... – (4) the ... the ()
- 7 If I have to see _____ doctor, I will go to _____ clinic near my house.
(1) a ... the (2) an ... the
(3) the ... an (4) an ... a ()

8 Mother bought _____ unique dining table from _____ furniture shop opposite the food court.

(1) the ... a

(2) a ... the

(3) a ... a

(4) an ... the

()

9 Benjamin bought _____ new computer last week. It was _____ most expensive item he had ever bought.

(1) a ... the

(2) a ... an

(3) an ... the

(4) a ... a

()

10 _____ new student is joining us today. He comes from _____ country that is very far from _____ Texas.

(1) The ... the ... the

(2) A ... a ... –

(3) The ... an ... –

(4) A ... an ... –

()

11 If you see _____ stray cat in _____ neighborhood, please call the animal shelter.

(1) a ... the

(2) an ... an

(3) an ... a

(4) a ... an

()

12 _____ new classmate that I was talking to is _____ same one whom you saw at the bookshop that day.

(1) A ... a

(2) The ... a

(3) The ... the

(4) The ... an

()

13 We had _____ difficult time trying to find _____ way to the village.

(1) the ... the

(2) an ... a

(3) a ... an

(4) a ... the

()

14 Mr. and Mrs. Lee had _____ dinner at _____ Italian restaurant near their office to celebrate their wedding anniversary.

(1) the ... the

(2) a ... an

(3) the ... an

(4) – ... the

()

15 If you have _____ question for the speaker, please write it down and drop it into _____ box at the back of the hall.

(1) the ... the

(2) a ... the

(3) a ... an

(4) an ... the

()

16 John plays _____ basketball with his friends every day before _____ dinnertime.

(1) a ... a

(2) the ... a

(3) - ... -

(4) a ... -

()

17 Turn on _____ light if you are reading _____ book.

(1) the ... a

(2) an ... an

(3) an ... a

(4) the ... an

()

18 All _____ team members were thrilled when they won _____ tournament.

(1) an ... the

(2) the ... the

(3) - ... -

(4) the ... -

()

19 _____ older we grow, _____ wiser we become.

(1) The ... the

(2) - ... -

(3) An ... the

(4) The ... an

()

20 Mother bought _____ orange cake from _____ bakery opposite the supermarket.

(1) an ... an

(2) a ... the

(3) the ... an

(4) an ... the

()



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