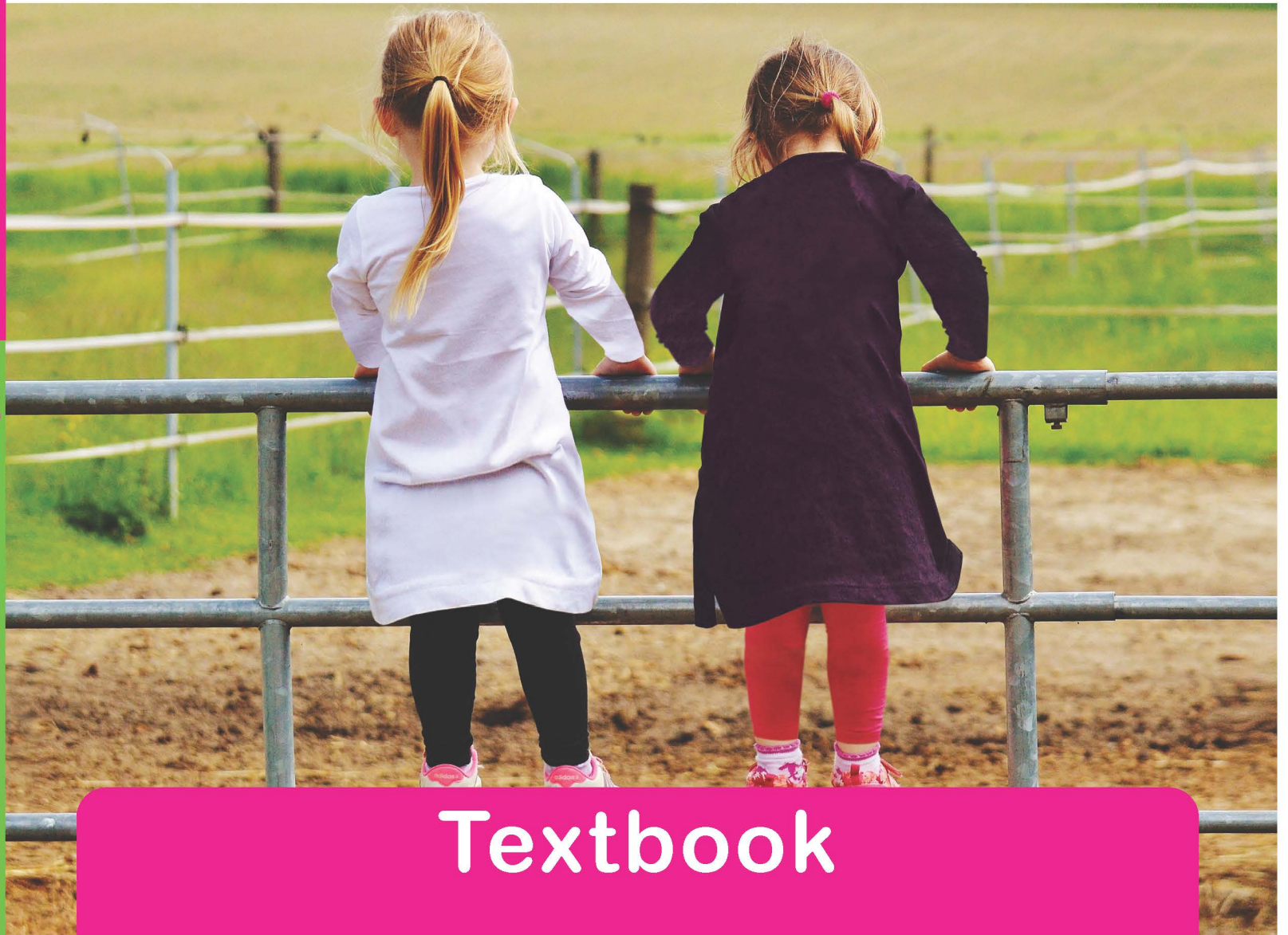


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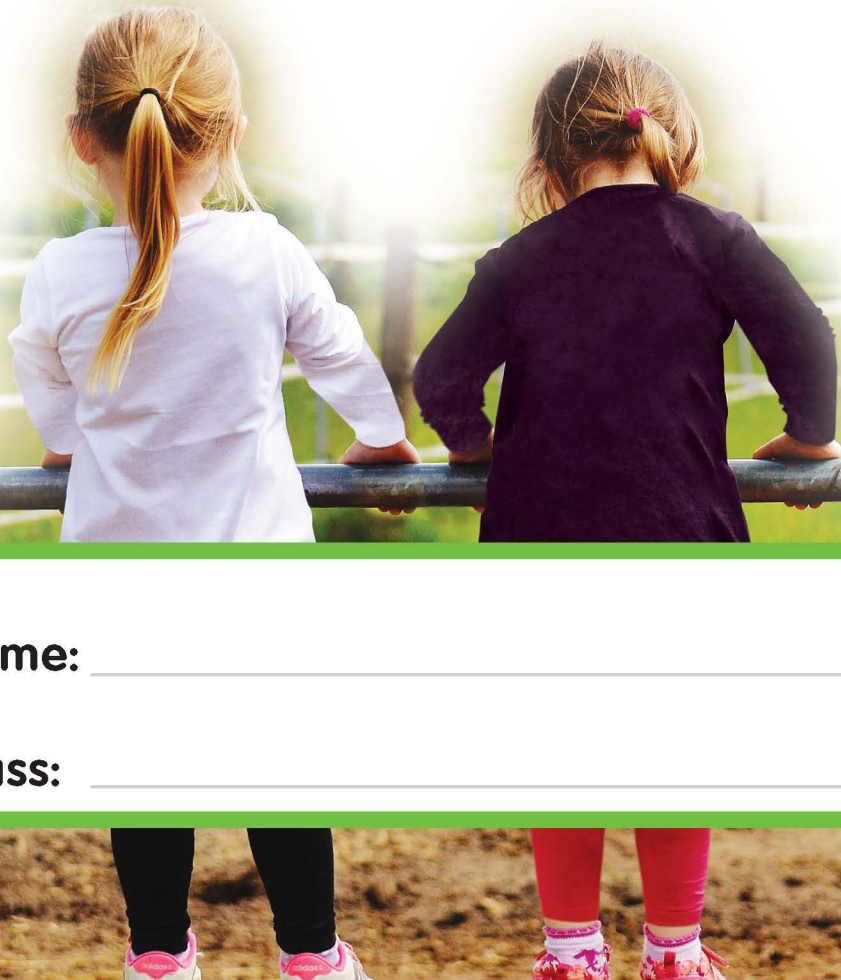
BEYOND LANGUAGE



Textbook

Grade 3

BEYOND LANGUAGE



Name: _____

Class: _____

Textbook



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Beyond Language Textbook

Grade 3

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



Possessive Determiners

A **possessive determiner** comes before a noun and shows who owns or possesses something. The words **my, your, his, her, its, our,** and **their** are possessive determiners.

Read these sentences.

- The birthday party is at **my** house.
- Can I borrow **your** guitar for a day?
- Jack lost **his** wallet.
- Jane is bringing **her** cousin to the party.
- The cat is licking **its** wound.
- **Our** teacher is very kind.
- Sandi is **their** friend.

Phrasal Verbs

Phrasal verbs are phrases that indicate actions.

Phrasal verb	Meaning
call on	<ul style="list-style-type: none"> • to request someone to do something • to visit a person
call off	to cancel an event

Read these sentences.

- The teacher **calls on** Lina to read the passage.
- We plan to **call on** John today.
- The match was **called off** due to heavy rainfall.

Circle the correct phrasal verb in each sentence.

- The principal the students at the robotics workshop.
- The music festival was due to the major blackout in the city.
- The school decided to the assembly until further notice.
- The school the team of teachers to work through the lesson plans.

What are the stories that you have read and from which you have learned valuable lessons?

Interaction and communication lay the foundation for listening and reading.

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

The most important element of language learning is grammar.

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



The Crescent Moon

Amy Lowell

Slipping softly through the sky
Little horned, happy moon,
Can you hear me up so high?
Will you come down soon?

On my nursery window-sill
Will you stay your steady flight?
And then float away with me
Through the summer night?

Brushing over tops of trees,
Playing hide and seek with stars,
Peeping up through shiny clouds
At Jupiter or Mars.

I shall fill my lap with roses
Gathered in the milky way,
All to carry home to mother.
Oht what will she say!

Little rocking, sailing moon,
Do you hear me shout — Ahoy!
Just a little nearer, moon,
To please a little boy.



Answer these questions in complete sentences.

- Which phrase in the first stanza describes the shape of the moon?

- The poet gave the moon human-like qualities. Which phrase in the poem describes the moon as playing a game?

- Which phrases describe the way the moon was moving?
Stanza 1: _____
Stanza 2: _____
Stanza 3: _____
Stanza 5: _____
- The poet talks about a gift for mother in stanza 4. Explain what the poet means by "Oht what will she say!"

- What do you think the poet thought of the moon? Explain in your own words.

Unit 10: To the Moon and Back 101



Sensory Words

Sensory words are often used in poems. They appeal to the reader's sense of **sight**, **hearing**, **smell**, **taste**, and **touch**.

Words related to **sight** indicate colors and shapes.

Words related to **touch** describe textures.

Words related to **hearing** describe sounds.

Taste and **smell** are closely related.

Senses	To describe ...	Examples
sight	<ul style="list-style-type: none"> colors shapes 	<ul style="list-style-type: none"> bright, bold, dull flat, chunky, sharp
touch	textures	slimy, fluffy, sticky
hearing	sounds	crashing, tingling, squeaky
taste	tastes	tangy, bitter, sweet
smell	smells	stale, floral, fishy



Choose an animal. Compose a poem using words and phrases related to that animal.



Unit 4: Our Seas 50



Collective Nouns

A **collective noun** names a group of people, animals, or things.



Read these sentences.

- An **army** of soldiers attacked the enemy.
- A **herd** of cattle was grazing in the fields.
- I bought a **bouquet** of flowers for my mother.

Here are some common collective nouns.

People	Animals	Things
an army of soldiers	a bevy of swans	an album of photographs
a band of musicians	a brood of hens	a bunch of keys
a class of students	a colony of vultures	a clump of trees
a crew of sailors	a flock of birds	a fleet of cars
a crowd of people	a flutter of butterflies	a group of swans
a flock of tourists	a gaggle of geese	a range of mountains
a gang of thieves	a host of sparrows	a ream of paper
a panel of experts	a pride of lions	a series of events
a staff of teachers	a stud of horses	a set of tools
a troupe of dancers	a team of oxen	a stack of books

Many collective nouns are not specific to one group of people, animals or things. The same collective noun may be used to name different people, animals and things.

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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

Thank You for Everything



What are moral values?

Grammar

- Auxiliary verbs
- Singular and plural nouns
- Irregular nouns
- Phrasal verbs – call on, call off

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Unit
2

Build or Break?



What would you consider to be good habits and bad habits?

Grammar

- Countable and uncountable nouns
- Quantifiers
- Phrasal verbs – turn around, turn away

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Unit
3

The Moral of the Story is ...



What lessons have you learned from your past experiences?

Grammar

- Attributive and predicative adjectives
- Simple past tense
- Punctuation – capitalization of words in a title
- Phrasal verbs – pass on, pass out

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Unit
4

Out at Sea



What things are associated with the sea?

Grammar

- Sensory words – sight, touch, hearing, taste, smell
- Simple present tense
- Cardinal and ordinal numbers
- Phrasal verbs – try out, try on

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Unit
5

It's Party Time!



What should you say or do when inviting friends to a happy occasion?

Grammar

- Abbreviations
- Abstract nouns
- Possessive determiners
- Reflexive pronouns
- Phrasal verbs – bring up, bring out

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Unit
6

Act It Out



What can you learn from being a part of an act, a musical, a play, or a drama?

Grammar

- Pronoun-antecedent agreement
- Coordinating conjunctions – and, but, or, so
- Subordinating conjunctions – if, unless, before, after, till, when, while, whenever, where, wherever, because, as, since, though, although, while, as, than
- Commas and quotation marks in dialogue
- Phrasal verbs – cut in, cut back

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Unit
7

Let's Talk



Why is it necessary to spend time to have meaningful conversations with family and friends?

Grammar

- Reciprocal pronouns
- Possessive pronouns
- Comparative and superlative adjectives
- Phrasal verbs – look away, look out

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Unit
8

Read All About It!



Which medium do you usually use to read about the latest news?

Grammar

- Proper nouns
- Simple future tense
- Phrasal verbs – set off, set up

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Unit
9

What Happened Next?



What are some stories that you have read that have kept you engrossed and involved in them?

Grammar

- Compound nouns
- Contractions
- Changing questions to statements using question tags
- Phrasal verbs – give away, give back

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Unit
10

Take a Break!



Why is it important for you to allocate time to rest and relax?

Grammar

- Subject-verb agreement
- Forming adjectives from nouns and verbs – able, ible, al, ial, ful, ish
- Phrasal verbs – run into, run after

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Unit
11

Great Imagination



What are some past inventions that you know, and future inventions that you hope to see?

Grammar

- Verbs of possession
- Forming adjectives from nouns and verbs – ive, ative, less, ious, ous, y
- Phrasal verbs – drop off, drop in

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Unit
12

This Is How We Do It



What tools, machines, or equipment are needed to carry out and complete a task?

Grammar

- Regular and irregular verbs
- Comparative and superlative adverbs
- Phrasal verbs – pass through, pass out

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Unit
13

Safety First



How can you make others aware of the need to stay safe at home, in school, or on the roads?

Grammar

- Conjunctions and connectors
- Prepositions – position, time, purpose, accompaniment, comparison, support or opposition, exception, concession
- Phrasal verbs – stand down, stand for

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Unit
14

Let Me Help You



What can you do if someone is hurt or injured?

Grammar

- Simple sentences
- Compound sentences
- Complex sentences
- Phrasal verbs – show up, show off

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Unit
15

To the Moon and Back



How has the exploration of space benefited mankind?

Grammar

- Collective nouns
- Comparative and superlative adjectives and adverbs
- Phrasal verbs – clean up, clean out

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Unit

1

Thank You For Everything



“Reflect upon your present blessings, of which every man has plenty; not on your past misfortunes, of which all men have some.”

Charles Dickens



What are the things you are grateful for?





An Honest Taxi Driver

There have been numerous complaints in the media about rude taxi drivers and how some were dishonest. However, there are also heartwarming stories about those who have taken the trouble to return items and cash, left behind by passengers, to their rightful owners.

Mr. Robert loves his job as a taxi driver. He enjoys driving around and meeting people. He has spent over twenty years on the road. Like most taxi drivers, he speaks fluent English and is licensed to ply his taxi between the airport and the big hotels in the city.

One Saturday morning, Mr. Robert picked up a tourist and took him to the Holiday Inn Hotel. Later that day, while cleaning his taxi, Mr. Robert discovered a small black bag in the back seat. It contained a passport, some documents and a wallet. There were several thousand dollars in the wallet. Mr. Robert recognized the man in the photograph on the passport. The bag belonged to the tourist he had picked up earlier.

Mr. Robert drove to the Holiday Inn Hotel immediately. He asked the concierge for help to call the tourist. The tourist met Mr. Robert at the lobby. The bag was finally returned to the grateful owner, who gave Mr. Robert a reward of a hundred dollars. Mr. Robert accepted the reward and donated the money to charity.





Answer these questions in complete sentences.

1 What are common complaints against taxi drivers?

2 Why did Mr. Robert like being a taxi driver?

3 What happened one Saturday?

4 How did Mr. Robert find the owner of the items left behind in his car?

5 Why did the tourist reward Mr. Robert?

6 What did Mr. Robert do with the reward? Why do you think he did that?



Who or what are you grateful for? Why?

1

I am grateful for _____

because _____

2

I am grateful for _____

because _____

3

I am grateful for _____

because _____

4

I am grateful for _____

because _____

5

I am grateful for _____

because _____

Now, write a short note to thank one of them.

THANK YOU!

Dear _____,

Love,



Auxiliary Verbs

Auxiliary verbs or helping verbs are words that help the main verb in a sentence.



Read these sentences.

- I **am** eating lunch with Ron today.
- Linda **is** visiting her friend.
- We **are** playing with our neighbors.
- Alex **was** feeling tired today.
- We **were** the last ones to arrive.
- I **do** not want to join the chess club.
- Joe **does** not enjoy the game.
- We **did** not attend the school concert.



In these sentences, **am**, **is**, **are**, **was**, **were**, **do**, **does**, and **did** are auxiliary verbs. They show the tenses of the verbs.



Read these sentences.

- I **do** some gardening every day.
- Leena **does** yoga every morning.
- The magician **did** some wonderful tricks.

In these sentences, **do**, **does**, and **did** are used as verbs to show the actions that are performed.



Fill in the blanks with the correct auxiliary verbs in the box.
Use each word only once.

am is are was were do does did

- 1 It _____ raining heavily yesterday.
- 2 She _____ not speak French.
- 3 I _____ helping my mother to lay the table.
- 4 Neil _____ reciting a poem to the class.
- 5 The schools _____ closed because it was a holiday.
- 6 They _____ some exercise every morning.
- 7 The children _____ well in the test yesterday.
- 8 Sue and Sally _____ helping Mrs. Robinson with the heavy bags.



Singular and Plural Nouns

We use a **singular noun** to show one person or thing.

We use a **plural noun** to show two or more people or things.



There are different ways to form plural nouns.
Read the following.

- We add **s** at the end of most nouns.

cat – cat**s**

table – table**s**

bag – bag**s**

book – book**s**

spoon – spoon**s**

pot – pot**s**

- We also add **s** to some of the nouns that end in **y** and a vowel (a, e, i, o, u) before **y**.

toy – toy**s**

tray – tray**s**

monkey – monkey**s**

day – day**s**

key – key**s**

donkey – donkey**s**

- We add **es** to most nouns that end in **o**, **s**, **sh**, **ch**, or **x**.

potato – potato**es**

watch – watch**es**

class – class**es**

tax – tax**es**

bush – bush**es**

fox – fox**es**

- We change **y** to **ies** for some nouns that end in **y** and have a consonant before **y**.

study – stud**ies**

butterfly – butterfl**ies**

duty – dut**ies**

party – part**ies**

story – stor**ies**

baby – bab**ies**

- We change **f** or **fe** to **ves** for some nouns that end in **f** or **fe**.

wolf – wol**ves**

thief – thiev**es**

calf – cal**ves**

wife – wiv**es**

leaf – leav**es**

knife – kniv**es**



Irregular Nouns

Some nouns change their spelling in their plural forms.

Singular	Plural
man	men
woman	women
ox	oxen
child	children
foot	feet
mouse	mice
tooth	teeth
goose	geese

Some singular nouns do not change their spelling in their plural forms.

Singular	Plural
sheep	sheep
deer	deer
moose	moose
aircraft	aircraft
baggage	baggage
furniture	furniture



Write the plural form of the nouns below.

	Singular	Plural
1	newspaper	<input type="text"/>
2	taxi	<input type="text"/>
3	reward	<input type="text"/>
4	woman	<input type="text"/>
5	tourist	<input type="text"/>
6	airport	<input type="text"/>
7	policeman	<input type="text"/>
8	city	<input type="text"/>
9	fly	<input type="text"/>
10	life	<input type="text"/>
11	sheep	<input type="text"/>
12	child	<input type="text"/>



Put a tick (✓) in the box if there are no errors in the sentence.
Put a tick (✗) in the box if there is an error and rewrite the sentence.

1

There are three sheeps in the meadow.

2

A troop of monkeys are on the tree.

3

Peel those potatos for me, please.

4

I have been invited to two parties.

5

The four wolfs surrounded the lamb.

6

The geese gaggled loudly at me.



Phrasal Verbs

Phrasal verbs are phrases that indicate actions.

Phrasal verb	Meaning
call on	<ul style="list-style-type: none">to request someone to do somethingto visit a person
call off	to cancel an event



Read these sentences.

- The teacher **calls on** Lina to read the passage.
- We plan to **call on** John today.
- The match was **called off** due to heavy rainfall.



Circle the correct phrasal verb in each sentence.

- The principal called on called off the students at the robotics workshop.
- The music festival was called on called off due to the major blackout in the city.
- The school decided to call on call off the assembly until further notice.
- The school called on called off the team of teachers to work on the lesson plans.

- 5 The teacher **calls on** **calls off** the students, one at a time, to read the story.
- 6 The manager decided to **call on** **call off** the meeting as not every one was present.
- 7 My aunt, who lives nearby, **calls on** **calls off** us regularly.
- 8 The school trip to Japan was **called on** **called off** at the last minute.

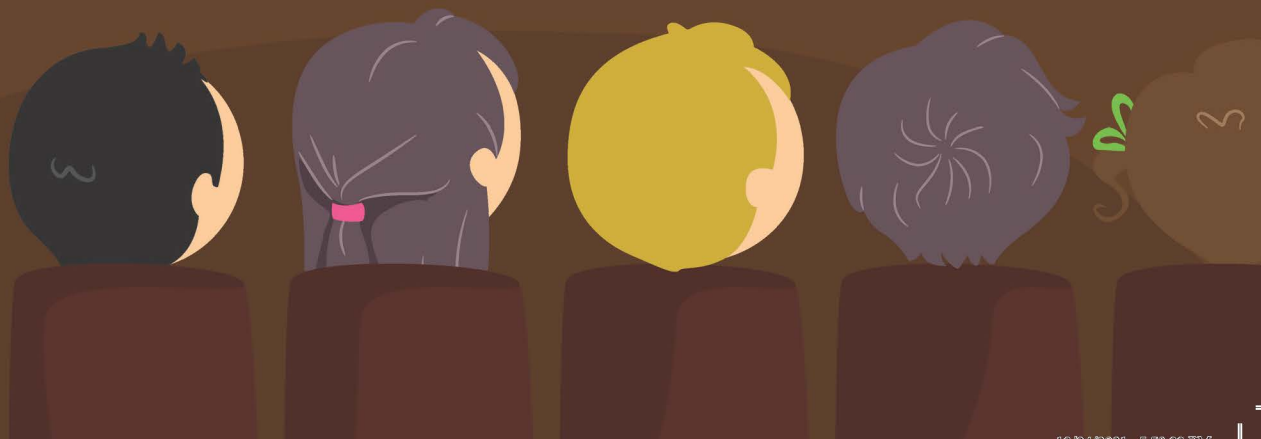


Mr. Robert, the taxi driver, had asked the concierge for help when he found the bag. What else can a hotel concierge help you with?

Unit

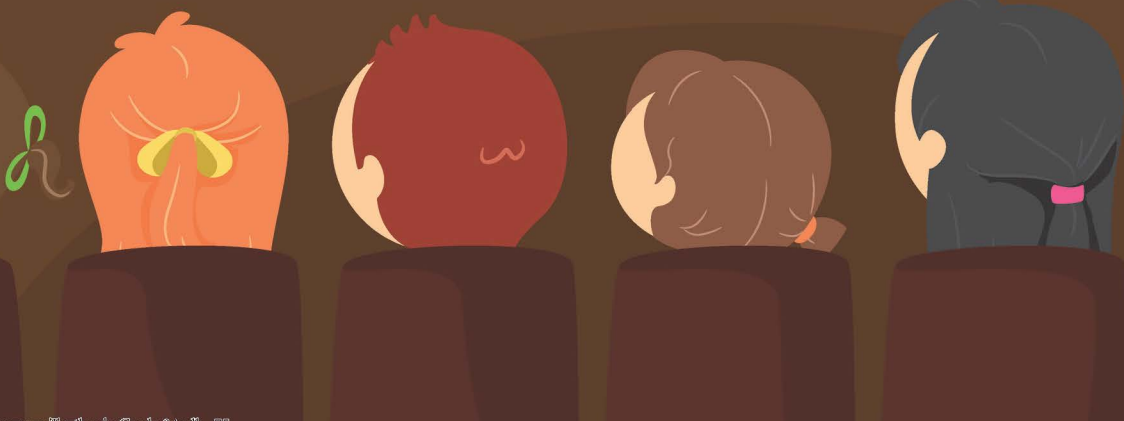
6

Act It Out





Have you ever seen a children's play or drama? You might even have acted in one! Share your experiences with your friends.





Have you heard of the Reader's Theater? It is similar to theater, except that the performers read a story to the audience instead of acting it out with costumes and props. They bring stories to life using expressive voices.

The Boy Who Cried Wolf

An adaptation of "The Boy Who Cried Wolf" by Aesop

Narrator: Once upon a time, there was a young shepherd boy who lived by the meadows. He was a mischievous little boy. One day, while herding his sheep, he felt extremely bored, and so, he decided to play a trick on the village people to amuse himself.

Shepherd boy: I am bored watching this quiet lot,
With nothing else to do at this spot.
Perhaps I should play a trick,
Something to make the villagers tick,
And make sure I don't get caught!

Narrator: The boy led his flock up the hill to the lush pasture. He sat down under a tree to think up a neat trick. Soon, an idea struck him.

Shepherd boy: Aha! I've got it! I've got a brilliant idea!
I will call out to the villagers,
And say the wolves are here!
I'm sure they'll stop what they're doing,
And come running from far and near!
What a funny sight it would be,
To see them chasing nothing in high gear!

Narrator: And so, the boy cupped his hands around his mouth, and shouted with all his might.

Shepherd boy: Help! Help! Help me to keep
The wolves from attacking my sheep!
Come with your arrows and rakes and tools,
Help me to chase away these crafty fools!

Narrator: The villagers heard the boy's frantic cries for help.
They took their arrows, rakes, and other tools, and
ran toward the pasture up in the hills.

Villager 1: Where is the wolf, where is it?
With my arrows, I will shoot it down in a bit!

Villager 2: Where is the wolf, where is it?
With my rake, I will shove it away in a bit!

Villager 3: Where is the wolf, where is it?
With my crook, I will catch and trap it in a bit!

Narrator: At the sight of the villagers running wildly up the
hill to help him, the boy dropped to the ground and
laughed. The villagers were surprised to see him
laughing so hard.

Shepherd boy: Oh, pardon me!
It was just fun
To make all of you run,
When there's nothing here to see!



Narrator: The villagers were not happy when they found out that they had been tricked. They took their tools and went back to the village, disappointed that they had wasted their time.

The next day, the shepherd boy led his flock up the hill to the lush pasture. He decided to play the same trick again.

Shepherd boy: I will call out to the villagers,
And say the wolves are here!
I'm sure they'll stop what they're doing,
And come running from far and near!
What a funny sight it would be,
To see them chasing nothing in high gear!

Narrator: And so, the boy cupped his hands around his mouth, and shouted with all his might, again.

Shepherd boy: Help! Help! Help me to keep
The wolves from attacking my sheep!
Come with your arrows and rakes and tools,
Help me to chase away these crafty fools!

Narrator: The villagers heard the boy's frantic cries for help. They took their arrows, rakes and other tools, and ran toward the pasture up in the hills, again.

Villager 1: Where is the wolf, where is it?
With my arrows, I will shoot it down in a bit!

Villager 2: Where is the wolf, where is it?
With my rake, I will shove it away in a bit!

Villager 3: Where is the wolf, where is it?
With my crook, I will catch and trap it in a bit!

Narrator: At the sight of the villagers running wildly up the hill to help him again, the boy dropped to the ground and laughed.

Shepherd boy: Oh, pardon me!
Again, it was just fun,
To make all of you run,
When there's nothing here to see!

Narrator: The villagers were really furious this time when they found out that they had been tricked the second time. They took their tools and went back to the village, angry that they had wasted their time.
The following day, the shepherd boy led his flock up the hill to the lush pasture. He decided to play the same trick again.

Shepherd boy: A lovely day
To play the trick.
I bet again
They will come quick!

Narrator: Unfortunately, the silly boy did not notice a pack of wolves watching his sheep hungrily in the distance. They crept nearer and nearer, and finally they were upon the helpless sheep.
The shepherd boy was immensely frightened!
What could he do to save his sheep?

Shepherd boy: Help! Help! Help me to keep
The wolves from attacking my sheep!
Come with your arrows and rakes and tools,
Help me to chase away these crafty fools!

Narrator: The shepherd boy shouted at the top of his lungs, over and over again. But no one came to help him. Soon, all his sheep were gone.



Answer these questions in complete sentences.

1

What was the duty of the shepherd boy?

2

Why did the boy decide to play a trick on the villagers?

3

Explain the trick in your own words.

4

How did the boy feel after carrying out the trick on the villagers the first time?

5

What was the villagers' reaction when they found out that they had been tricked twice?

6

Why do you think the villagers did not come when the boy cried for help the third time?

7

What happened to the boy and his flock of sheep in the end?

8

What is the moral lesson of this story?



Pronoun-Antecedent Agreement

A **pronoun** is a word used to take the place of a noun. A pronoun can refer to an earlier noun or pronoun mentioned in a sentence. An **antecedent** is a word, clause, or phrase which a pronoun stands for. The pronoun must agree with its antecedent in number.



Read these sentences.

- When there is water in the pond, you can sometimes see a frog in it.
(antecedent)
(pronoun)
- The man watched the tigers from afar and he recorded their activities daily.
(antecedent)
(pronoun)



Circle the pronoun and underline its antecedent if there is any.

- 1 The children went to their classes after the lunch break.
- 2 The teacher asked her students to stand in line.
- 3 After Joe and Sam saw the play, they went for supper.
- 4 The girl watched television until her parents returned.
- 5 The teams decided to meet at five o'clock for their next practice.
- 6 The actors and actresses were pleased with their performance.
- 7 The book was very interesting as it kept me engrossed for days.
- 8 Luke and I entered the mall and headed straight to our favorite store.

- 9 Thomas studied hard for the upcoming examinations as he wanted to get into a good college.
- 10 The stage props need to be kept under lock and key. Please put them in the storeroom.



Coordinating Conjunctions

A **coordinating conjunction** joins two words, phrases, or independent clauses. These are used when we emphasize both parts equally.

The most commonly used coordinating conjunctions are **and**, **but**, **or**, and **so**.

Coordinating Conjunction	Function	Example
and	used to join two phrases or words that are related in some way	I walked to the shelf and placed the plates on it.
but	used to show opposite or conflicting ideas	He has many toys but has no one to play them with.
or	shows a choice or possibility	You must hurry up or you will miss the flight.
so	shows result	Father was not feeling well, so he did not go to the office today.



When **so** is used as a coordinating conjunction, it should have a comma before it.

When **so** can be replaced with 'therefore' in a sentence, a comma is required.



Subordinating Conjunctions

A word that is used to join an independent clause to a dependent clause is called **subordinating conjunction**.

Subordinating Conjunction	Function	Example
<ul style="list-style-type: none">• if• unless	to indicate the condition	If you work hard, you will succeed. Unless you try, you will not be able to get over your fears.
<ul style="list-style-type: none">• before• after• till• when• while• whenever	to indicate the time when something happens	I will return before dusk. I will meet you after the tests are over. Do not leave till I arrive. I will call you when I receive the parcel. Mother cooked while I slept. Whenever they meet, they go for ice cream.
<ul style="list-style-type: none">• where• wherever	to indicate place	The students can stay where they are. You can sit wherever you like.
<ul style="list-style-type: none">• because• as• since	to indicate a cause-effect relationship between two ideas	I respect him because he is trustworthy. I will get my lunch as I am hungry. Tom knows Harry since he was a little boy.

Subordinating Conjunction	Function	Example
<ul style="list-style-type: none"> • though • although • while 	to express the contrast between ideas	<p>She persevered though she met many obstacles.</p> <p>Although he was injured, he continued to play the match.</p> <p>While he did not apologize to his teacher, he did not admit his mistake either.</p>
<ul style="list-style-type: none"> • as • than 	to indicate comparison	<p>She ran as fast as she could.</p> <p>I am taller than my elder brother.</p>



Underline the conjunctions in the sentences.

Write **CC** for coordinating conjunctions in the boxes.

Write **SC** for subordinating conjunctions in the boxes.

- 1 It is a small car, yet it is surprisingly spacious.
- 2 I don't know whether he will come.
- 3 I will wait for you because I am there anyway.
- 4 Once you see her, you will recognize her.

5 I may go to the mall, or I may stay at home.

6 We must cool the cake before we put frosting on it.

7 I will make myself a sandwich now, unless we are eating out.

8 We listened eagerly, for she had good news.



Commas and Quotation Marks in Dialogue

A sentence that tells us the exact words of the speaker is called direct speech.

In a direct speech, a comma separates the introductory verb and the exact words of a speaker.

The exact words of the speaker always begin with a capital letter and are enclosed within quotation marks.



Read these sentences.

- The shepherd shouted, “**H**elp! A pack of wolves is attacking my sheep!”
- Beatrice said, “**I** am hungry.”



Add quotation marks and commas wherever necessary.

1 When will breakfast be ready? asked Tom.

2 Have you seen my glasses? asked Grandfather.

3 The teacher asked Where are you going?

4 Linda said to Sam Please close the window.

5 Mother said You should talk to your teacher about this.



6 Liza said to her brother Do not touch my crayons.

7 Could I have another cookie? asked Jack politely.

8 The car needs to be refueled said Harry as he stepped out of the car.

9 Do not press that button! he warned.

10 Why would you say that to Zac? James asked.

11 She whispered Who is that man outside our classroom?

12 Yes I will have another drink said Mr. Jackson.



Phrasal Verbs

Phrasal verbs are phrases that indicate actions.

Phrasal verb	Meaning
cut in	to interrupt a conversation
cut back	<ul style="list-style-type: none"> to consume less to reduce spending



Read these sentences.

- I was trying to talk to Joe, but his little brother kept **cutting in**.
- I am asked to **cut back** on candies by my dentist.
- I need to **cut back** on buying comic books in order to save money.



Circle the correct phrasal verb in each sentence.

- It is so annoying when Linda always on our conversation.
- The doctor has advised my father to on sugar.
- "I have an idea!" Susan suddenly.
- I need to on junk food as I am preparing for the marathon.



Have you ever watched a play or drama?
What did you like the most about it?

Unit
11

Great Imagination



What advice would you like from inventors of the past if you have an idea for an invention?



What are some famous inventions which you and your family use every day?





Alexander Graham Bell



Alexander Graham Bell (1847–1922) was a scientist, engineer and inventor. He is most known for inventing the first telephone.

When he was twelve years old, he invented a machine that could remove the husks from wheat. He was also known to be an excellent piano player at a young age. However, his primary interest remained in science.

Bell's father, grandfather, and uncle were all elocutionists, interested in all aspects of speech. Bell himself was keenly interested in elocution. Both his mother and wife were deaf, which greatly influenced Bell's work and his research.

In 1870, at the age of 23, Bell moved to Ontario, Canada, with his parents. The Bell family soon purchased a farm near Brantford, Ontario. The property consisted of an orchard, a large farmhouse, a stable, a henhouse, and a carriage house. At the homestead, Bell set up his workshop to conduct experiments. He called this place his "dreaming place".

The following year, Bell moved to Boston in the United States. In 1872, he founded a school for the deaf which soon became part of Boston University. Throughout this time, he invented techniques that helped in teaching speech to the deaf. One of his students was Helen Keller who was unable to see, hear, or speak.

On March 10, 1876, Bell used his invention to call Thomas Watson, his assistant, who was in another room, to come to him. Watson appeared soon after. The first telephone, the machine that was able to carry the human voice over long distances, had been invented.

By 1886, over 150,000 people in the United States owned a telephone.



Find out more about Alexander Graham Bell's life and his other inventions.



Answer the questions in complete sentences.

1 From the passage, which adjectives best describe Alexander Graham Bell as a twelve-year-old boy? Tick (✓) the boxes.

creative

mysterious

neat

musically inclined

critical

optimistic

2 Why did Bell call the place where he lived as his “dreaming place”?

3 How did Bell’s mother and wife play a part in his work and life?

4 How do you know that Bell’s invention was successful on March 10, 1876?



Verbs of Possession

Verbs of possession are used to show ownership or possession. They express their relationship with the nouns.

Some common verbs of possession are **have**, **belong**, **own**, and **possess**.



Read these sentences.

- My sister **has** a doll.
- These toy trucks **belong** to my brother.
- We **own** a house on Central Avenue.
- She **possesses** a huge collection of books.



Use each verb of possession in a sentence.

1 **has**

2 **belong**

3 **possess**

4 **own**



Forming Adjectives from Nouns and Verbs

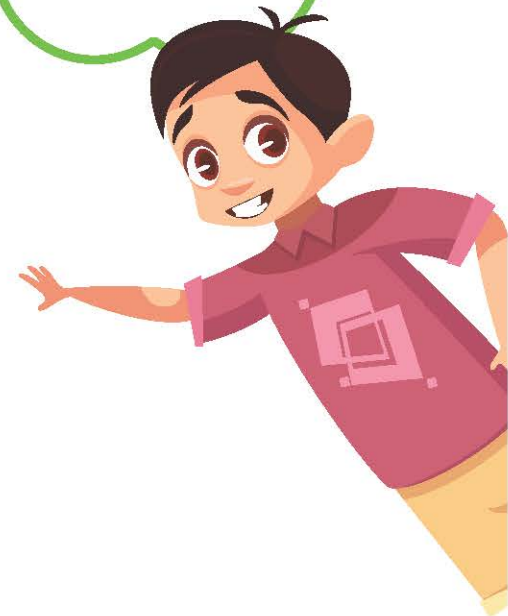
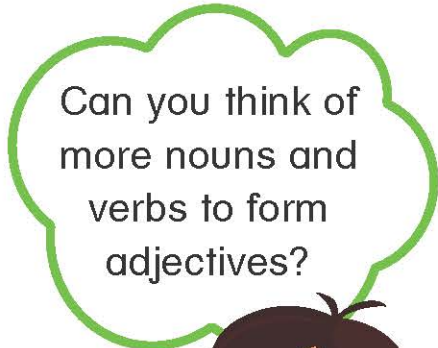
We can form adjectives from nouns or verbs by adding suffixes such as **ive**, **ative**, **less**, **ious**, **ous**, and **y**.

Noun / Verb	Suffix	Adjective
act create support	ive	active creative supportive
talk imagine alternate	ative	talkative imaginative alternative
end hope home	less	endless hopeless homeless
victory religion grace	ious	victorious religious gracious
adventure danger nerve	ous	adventurous dangerous nervous
trick cloud pepper	y	tricky cloudy peppery



Form the correct adjective for the following nouns and verbs using suffixes **ive**, **ative**, **less**, **ious**, **ous**, or **y**.

- 1 sun _____
- 2 support _____
- 3 nerve _____
- 4 rain _____
- 5 relate _____
- 6 hope _____
- 7 mystery _____
- 8 end _____
- 9 decorate _____
- 10 victory _____



Phrasal Verbs

Phrasal verbs are phrases that indicate actions.

Phrasal verb	Meaning
drop off	<ul style="list-style-type: none"> • to fall asleep • to take somebody or something to a place and then leave them there
drop in	to visit



Read these sentences.

- I missed the ending of the movie; I must have **dropped off**.
- My father **dropped me off** at school today.
- Mr. Jackson **dropped in** at our place as we were about to leave.



Fill in the blanks with the correct form of the phrasal verbs.

drop off

drop in

- 1 Do _____ if you are in the vicinity.
- 2 We _____ my sister _____ at the library today.
- 3 My mother _____ us _____ at the mall.
- 4 I thought I would _____ and collect some books from you.
- 5 James kept _____ in class because he did not sleep well last night.



Find out more about Hellen Keller and how she overcame her disabilities.

Unit
13

Safety First



Can you identify any of these road signs?





Why are road signs important?



Road signs are present to guide road users when they are traveling. Knowing and understanding them will keep road users safe from possible accidents or danger.



The **traffic light** is a set of **green**, **yellow**, and **red** lights.

The **green light** tells a driver to **go ahead**.

The **yellow light** tells a driver to **proceed with caution**.

The **red light** tells a driver to **stop**.

Pedestrians depend on **crosswalk lights** to cross from one street to another safely.

A **red light** in the shape of a person tells pedestrians to **stand by and wait**.

A **green light** in the shape of a walking person tells pedestrians that it is **safe to cross the road**.

Crosswalk lights vary in different places. Some simply says “**Walk**” in green light and “**Don’t walk**” in red light.



The **School Zone** sign alerts a driver that a school is nearby. The driver should **drive with extra caution** because there may be schoolchildren crossing the roads.



The **Stop** sign tells a driver to **slow down and prepare to stop**. The driver then needs to check that it is safe before proceeding.

The **Do Not Enter** sign tells a road user that he or she is **not allowed to enter** the street or road.



The **Loading and Unloading Zone** sign allows a driver to only **pick up and drop off** things in a designated area.



What other road signs do you often see?
Do you know what they mean?



Answer these questions in complete sentences.

1 Why is it important to know road signs?

2 What should a driver do when he sees the following lights on a traffic light?

Yellow: _____

Green: _____

Red: _____

3 How do crosswalk signs help pedestrians?

4 The “School Zone” sign tells us that there is a school nearby. How should drivers and schoolchildren show caution?

Drivers should _____

Schoolchildren should _____

5 Which word from the article has the same meaning as “chosen for a particular task”?



Match each picture with its correct meaning.

1



•

• Tells a driver to go ahead

2



•

• Indicates that no one is allowed to enter

3



•

• Tells pedestrians to stand by

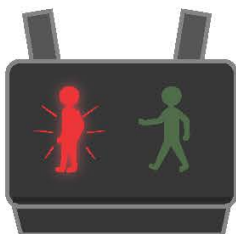
4



•

• Indicates a place to pick up or drop off things

5



•

• Tells pedestrians that they can cross the road

6



•



• Tells a driver to proceed with caution



Conjunctions and Connectors

Conjunctions and **connectors** are **linking words**. There are five types of linking words: **addition**, **sequence**, **contrast**, **reason**, and **purpose**.

Type	Linking word	Example
addition <ul style="list-style-type: none">introduces additional information by joining two independent sentences	moreover	The whole paper was badly written; moreover , its facts were inaccurate.
	furthermore	Harry is unreliable; furthermore , he has no sense of responsibility.
	also	I missed the bus and also missed the train.
	in addition to	In addition to having a test, we had to do a presentation that morning.
sequence <ul style="list-style-type: none">links opinions from one sentence to the next	later	My friends and I went to the library, and later , we went to the park.
	then	Brush your teeth and then wash your face.
	next	Next , leave the mixture in the oven for 30 minutes.
	finally	The notebook I ordered online finally arrived last night.
	first, second	First , you should have called for help, and second , you should not have ignored the pain.

Type	Linking word	Example
contrast <ul style="list-style-type: none"> links positive and negative ideas or compares different points in a sentence 	however	Ron had done well in university; however , he was not able to find a job.
	on the other hand	 <p>Soda pop is easily available and not expensive, but on the other hand, you can argue it is unhealthy.</p>
	otherwise	The floor is wet, so walk slowly, otherwise , you may slip.
reason <ul style="list-style-type: none"> indicates cause-effect relationship between two ideas 	as a result of	I broke curfew twice and as a result , my parents grounded me for a week.
	consequently	The food had turned bad; consequently , she threw it away.
	thus	 <p>I have to wake up early tomorrow, thus I should go to bed now.</p>
	therefore	She came in first in the race and, therefore , she was picked to represent the school.

Type	Linking word	Example
purpose <ul style="list-style-type: none"> expresses a purpose 	in order to	We are raising funds in order to build a shelter for stray animals.
	so as to	The police planned many stakeouts so as to catch the gang of thieves.
	so that	We left a message with her mother so that she would know where we were.



For each of the following, rewrite the sentences into **one** to include the given conjunctions.

1 She was ill. She stayed at home. **(therefore)**

2 She needs to improve her grades. She needs to study hard. **(in order to)**

3 We will order appetizers and a main course. We will order the desserts at the end. **(later)**

4 It is sunny today. It was cloudy yesterday. **(on the other hand)**

5 We will not be allowed into the theatre. We do not have the tickets. **(thus)**

6 I was upset. I did not say anything. **(however)**

7 We are organizing a school fair. We can raise some funds. **(so that)**

8 He goes for a run in the mornings. He goes for intensive training fitness classes in the evening. **(in addition to)**



When rewriting two sentences into one, it is important to make sure the meaning of the new sentence is the same as the original sentences.



Prepositions

A **preposition of position** tells us the place or position of something. Some prepositions of position are **at, above, around, in front of, over, against, below, inside, by, under, across, between, behind,** and **underneath**.



Read these sentences.

- My father dropped me **at** school today.
- The clock **above** the chair is an antique.
- We walked **around** the old town.
- Linda was sitting **in front of** me the whole time.
- The lamp fell **over** and broke into pieces.
- We are playing our final match **against** the team from Central High School.
- Someone was having a party in the apartment **below**.
- There are some papers **inside** the first drawer.
- The path **by** the river is dimly lit.
- The cat is hiding **under** the bed.
- The bookstore **across** the street has an excellent collection of children's books.
- This is a photograph of me sitting **between** my sister and mother.
- There is a tulip garden **behind** our school.
- She hid the key **underneath** the mat.

A **preposition of time** tells us when an action takes place. Some prepositions of time are **by, until, for, before, between, after, past, during,** and **from**.



Read these sentences.

- We will reach home **by** 5 o'clock.
- The doctor is not free **until** tomorrow.
- They waited **for** a while at the bus stop.
- We need to reach the campsite **before** it gets dark.
- He has a lunch break **between** 1 o'clock and 2 o'clock.
- My mother always tells me not to play outside **after** dark.
- It is **past** your bedtime. Please brush your teeth and go to bed.
- I can finish my homework **during** my breaks.
- My father was busy **from** morning to night fixing the fence.

A **preposition of purpose** gives us a reason for an action. It is usually used to describe goals and feelings. Some prepositions of purpose are **for** and **to**.



Read these sentences.

- What is this cupboard **for**?
- She rushed **to** deliver the lunchbox to her son.

A **preposition of accompaniment** is used to show that two or more ideas, people, things, are used together. A common preposition of accompaniment is **with**.



Read these sentences.

- I like toast **with** peanut butter and jam.

A **preposition of comparison** helps us to separate or distinguish between two or more ideas, people, things, and so on. Some prepositions of comparison are **against, after, below, beside, between, like, over, under, near, and unlike**.



Read these sentences.

- The white bookstand stands out **against** the red wall.
- This artist's works seem to follow **after** the style of Picasso's.
- The clothes were sold **below** cost price.
- Harry looked taller **beside** his younger siblings.
- Some people cannot distinguish **between** blue and green.
- She looks just **like** her mother.
- Sally would choose mathematics **over** history if these subjects were optional.
- Children **under** the age of fifteen should not watch PG-rated movies without adult guidance.
- I am good at mathematics, but I am nowhere **near** gifted, like my brother.
- Leena has grey eyes **unlike** her sister, who has brown eyes.

The **prepositions of support** or **opposition** are **for** and **against** respectively.



Read these sentences.

- Most of the school students voted **for** Linda in the school president election.
- My mother was **against** the decision of selling the house.

A **preposition of exception** is used to show exception or exclusion. Some prepositions of exception are **except**, **except that**, **apart from**, and **aside from**.



Read these sentences.

- My father always wears a tie to work, **except** on Fridays.
- I knew that I had to complete my project by this week **except that** I had other urgent matters to attend to.
- Our trip was quite pleasant, **apart from** the weather.
- The classroom was empty **aside from** the benches.

Prepositions of concession are words like **though**, **although**, and **despite**. They are used to show a different idea than suggested.



Read these sentences.

- **Though** it was estimated that the journey to the campsite would take us less than half an hour, we ended up taking two hours to get there.
- **Although** Tim overslept, he managed to get to school on time.
- **Despite** feeling sick, I went to school that week.



Underline the preposition in each sentence. Then state what kind of preposition it is.

- 1 An elephant, though huge in size, is very gentle and calm. _____
- 2 The picture will look good against a dark background. _____
- 3 The students went to the teacher for advice. _____
- 4 I am going to the mall with Sally and Matt. _____
- 5 My book is kept on the shelf. _____
- 6 I am for John's idea to play at home today. _____
- 7 The mall is open from 10 o'clock in the morning to 10 o'clock at night. _____
- 8 All the students went on the field trip except those who failed to get permission from their parents. _____



Phrasal Verbs

Phrasal verbs are phrases that indicate actions.

Phrasal verb	Meaning
stand down	to withdraw from a position
stand for	to support a cause, an idea, or principle



Read these sentences.

- Jeff **stood down** from being a secretary of the student council.
- I **stand for** the preservation of our natural resources.



Circle the correct phrasal verb in each sentence.

- 1 I cellphones to be allowed in schools.
- 2 He is from his position as a chairman of the chess club due to sickness.
- 3 She will be as the school president.
- 4 I the protection of endangered animals.
- 5 The principal will not any misconduct by the students in her school.
- 6 Mr. Lawson announced at the board meeting that he was as chief executive officer.



Imagine roads without road signs.
Discuss what could go wrong among the people using the road.



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