

# **ENGLISH**

**TERM I**

## FOREWORD

Equity in education is the greatest revolution that is set to achieve Mahatma Gandhiji's mission for powerful India. Education is drawing out the best in children. Every child is endowed with abundant skills and talents. Our efforts should focus on bringing out the inherent talents of children.

Learning is a multi-polar process in which the learner, his / her peers, teachers, parents and the entire environment are involved. This textbook caters for the needs and aspirations of the child without discrimination and is set to be effected naturally and spontaneously by providing experiences drawn out from their immediate environment, classroom, home and society.

Teachers, the architects of superpower India are entrusted with this noble, creative task. They need to be competent, resourceful and dedicated. Textbooks are tools in their hands in facilitating to bring about desirable changes in children by virtue of knowledge, skill, aptitude, attitude, personality etc. This textbook is replete with a lot of palatable activities, insightful exercises, purposeful projects and visuals which are meant to bring in self-learning through self-expression and effective communication. This would really turn the phase of learning into a joyful (இனிமை), simple (எளிமை) and an innovative (புதுமை) one.

## Note to the Teacher

Even in this fast advancing world with all knowledge and information made easily accessible at everyone's reach through computer and mass media, there is still not and will never be a substitute for a classroom teacher. The teacher's influence affects eternity. With full trust and confidence in your competence and dedication in your noble profession we invite you to help our children 'acquire' English language skills with ease and joy.

This textbook in English for class five is an innovative, activity-based, competence-oriented, learner and teacher-friendly resource Reader. It has seven units. Each unit is a collage on one central theme which is presented through different genres like stories, fantasies, dialogues, factual prose, poems, letters and reports. To facilitate easy learning, each unit is branched into six essential component areas: Listening, speaking, reading, vocabulary, grammar and writing. We solicit your full transactional calibre in everyday class teaching preceded by prior preparation and planning.

### 1. Let us listen :

Speaking a language starts with listening, of course, listening with understanding. To develop this skill, students need a lot of listening sessions. You are their role model. Your oral reading with correct pronunciation, stress, intonation and pause will help the students to get this skill. Activities like listening to rhymes, songs and stories and involving them in discussions will facilitate gaining speaking skill.

### 2. Let us Speak :

Every student likes to speak English but enough opportunities are not given to them. Here in this course book, many situations and contexts are designed wherein students will be prompted to speak English with ease and confidence. Please involve the students in free, oral practice and causal communication.

### 3. Let us Read :

Our students must be helped to develop a love for reading as it opens to them various treasures of knowledge. At the primary level, the students take interest in reading for fun and amusement. Stories, fantasies, adventures, dialogue and personal reports will naturally promote a taste for reading.

## 4. Let us build vocabulary :

A good amount of vocabulary empowers learners and keep them self-confident and self-reliant. A student, when he knows a word, is able to

- (i) recognise it during communication.
- (ii) use it in appropriate situations.
- (iii) Pronounce and spell it correctly and
- (iv) Understand its relationship with other words.

Exercises on compound words, kinship terms, homophones, similes and metaphors will enhance their word power.

## 5. Let us Write :

Writing is a creative process as well as an essential tool for communication. So, instead of limiting the students to conventional way of guided and controlled compositions, teachers can encourage them in free and unrestricted activities like writing simple poems, projects, informal letters and developing stories.

## 6. Let us learn Grammar :

In place of learning grammar rules for doing stereotyped exercises, let us focus our attention and efforts on using grammar for better and effective communication. The following steps of teaching - learning would bring in desired results :

- a) Presentation through illustrations and situations.
- b) Identification and explanation of rules.
- c) Practice                   d) Application

## 7. Underlying themes :

Learning at school prepares the students for a better future society. They are to have footing in good values. Each lesson is centered on a specific theme. The course book is designed on the following themes.

- ❖ Saving our earth and environment.
- ❖ Nurturing good human values.
- ❖ Inculcating wealthy habits.
- ❖ Promoting patriotic feelings.
- ❖ Developing spirit of inquiry and discovery.
- ❖ Encouraging sportive spirit and co-operation.
- ❖ Advocating fanciful imagination and creativity.

# UNIT 1 - PROSE

## Pre - Reading :

- Our earth is the only planet which has life.
- Insecticides are suspected to cause birth defects and cancer.
- Everyday 40,000 children die from preventable diseases.
- We use 100 million tons of paper annually consuming more than 2000 million trees.



## MAN VERSUS NATURE

God in His heavenly **abode**, announced His departure to the earth. The angels around Him could not understand.

"Why God?" they **queried**, "Even without going to the earth, you know what is happening out there in that planet. We know that you are present everywhere."

"The cry of my creation reaches my ears" He said. "Let me go and personally listen to their **grievances**."

God came **disguised** as an old man and stood on the banks of the river. The river recognized God and the waters came splashing and leaping towards Him.

"How do you do my beloved river?" asked God, "Are you flowing throughout the year and providing good clean water to all the living

abode	- home
queried	- questioned
grievances	- complaints
disguised	- dressed as someone else

The river started crying. “How can I?” the river **lamented**. “Just have a look at me. Look at the waste water from the city drainage floating on my back. I am **stinking** and I feel sick. See how black I am because of the industrial waste. Even on my bank, one can see how people dump the waste products. People use my waters to bathe, wash clothes and bathe their animals. How can I remain clean?”



God remained silent. He let the river **wail** for some time. Then He turned and looked at the land. The land which was waiting for this signal from God, immediately rose up like a **mound** and bowed before God.



“How are you dear land?” asked God, “Is it all well with you?”

“No my God,” said the land, “In fact, I was hoping to meet you and tell my **woes**. In the beginning, you created me to be fertile and fruitful. But the human beings went away from your purpose and showed no interest in my forests and

vegetation. Agricultural lands are turned into factories and industries; estates and buildings. Under the name of modernization, these men have filled my body with chemicals and explosives. **Insecticides** and **fertilizers** may give a better yield, but man forgets that they pollute me. My entire body is polluted because of the **mining** and construction activities. Help me God!” cried the land.

lamented	- express with sadness
stinking	- bad disgusting smell
wail	- cry
mound	- a small hill
woes	- sad tales
insecticides	- chemicals used to kill insects
fertilizers	- medicines used for plant growth
mining	- the process of digging minerals from the earth

God remained silent. He took a deep breath and **inhaled** the cool air that was blowing around Him. He started to cough. The wind which was waiting in line to speak to God immediately took **inhaled - breathe-in cue - signal**

"Forgive me, my God. I know that I am the reason for your cough, and I am sorry for that," explained the wind, and continued. "The inventions and discoveries of man have multiplied. The automobiles like buses, cars and bikes used by man for transportation lets out smoke which is poisonous and **injurious** to health. Smoke **emanating** from the factory pollutes me. The poisonous gases from the air-conditioners and refrigerators add to the danger. The rubbish dumps mount up like hills, attracting flies and various other air-borne diseases. Pure oxygen has become a rarity. The day is not too far, when man will have to carry oxygen packets just like water bottles, for his very existence. I am helpless."

**injurious** - harmful, dangerous  
**emanating** - coming from  
**agony** - pain  
**gasping** - to draw in the breath



God remained silent. He understood the **agony** of the wind. He was about to leave the earth, when man arrived. He was **gasping** for breath.

"Excuse me, are you God?" he questioned. God nodded. "I am happy you had the time to notice me" he said.

"Since I saw the river, the land and the wind talking to you, I guessed you might be God" said man, and asked  
"Can I present my case?"

"Go on...." said God. "I am listening."



"God, the planet earth has become worse. We cannot live here. The temperature has increased. The air, water and land has become dirty. There is water **scarcity**. Give us rain." said the man.

"I know. I know. But whose fault is it? I created this planet especially for you to live happily. It is a gift for you and for your children. But you have spoilt it. How can you be so careless about life which is so precious? If you can repent and try to set things right, you can live on. Or else, the **doomsday** is not far-off" said God in a **grave** tone and went back to his heavenly abode.

scarcity - shortage, not enough  
doomsday - day of destruction  
grave - serious

### Who said these words to whom?

1. "The cry of my creation reaches my ears."  
.....
2. "Look at the waste water floating on my back."  
.....
3. "My whole body is polluted because of the mining and construction activities."  
.....
4. "The day is not too far when man will have to carry oxygen packets, just like water bottles, for his very existence."  
.....

### Questions for further understanding:

1. Where did God decide to go?
2. In what form did God appear to the river, land and wind?
3. Why was the river sad?
4. What was the complaint of the land to God?
5. How is man polluting the air?



### CLASS ACTIVITY : Group presentation & chart work.

**For the teacher:** Divide the class into 3 groups - Land, water and air pollution. Let the children find out and cut relevant pictures from old newspapers / magazines and stick them on a chart. Let the group members suggest ways and means to reduce pollution and save our environment.

## WORD PLAY

The past-tense of action words (verbs) found in the lesson are given here. Can you fill in with the present-tense?

### PAST-TENSE      PRESENT-TENSE

- |                |         |
|----------------|---------|
| (a) explained  | explain |
| (b) continued  | .....   |
| (c) remained   | .....   |
| (d) understood | .....   |
| (e) announced  | .....   |
| (f) lamented   | .....   |
| (g) bowed      | .....   |
| (h) damaged    | .....   |

**Arrange the given words as found in the dictionary.**

**Example :** snow, flora, forest.

flora - forest - snow.

valley, peak, fall, rain, animal, flower, spring, plants, tree, river.

## FUN TIME

Draw lines in the same order as the characters appear in the story and end where you started. What is the shape you have got?

**GOD**

**LAND**

**WIND**

**MAN**

**RIVER**

Listen to the teacher and learn to pronounce the following words:

*nature      wonder      elephant      terrace  
resource      mountain      breeze*

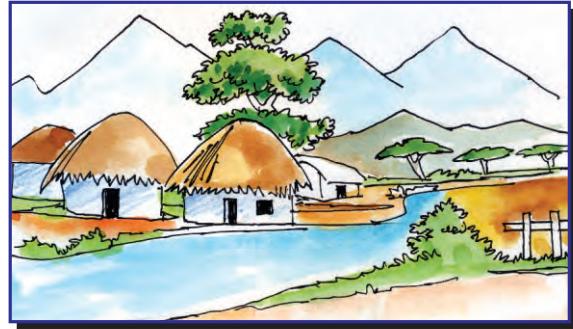
Listen to the teacher reading the passage again from the lesson with correct pronunciation, stress and intonation.

**Let us talk :**



How is nature helpful to man?

Take the roles of Shruthi and Edward. Practise the dialogue.



**Shruthi :** Hai Edward !

**Edward :** Hai Shruthi! When did you return from the Himalayas?

**Shruthi :** Just this morning. Have you been to the Himalayas?

**Edward :** No, I have a plan to go next year. Why did you ask me?

**Shruthi :** I felt very bad to see the Himalayas spoiled.

**Edward :** How?

**Shruthi :** People throw rubbish everywhere. Polythene covers add to the worst.

**Edward :** How about River Ganges? You should have enjoyed taking bath and admired the power of her flow.

**Shruthi :** Yes, I did. But the holy river is also polluted.

**Edward :** What can we do? If we, Indians don't take care of our natural wealth, who else would do then?

**Shruthi :** Let us take an oath to do something to save our natural resources. All of us do it every day in our school.

**Edward :** Yes, Shruthi , that's right. We'll tell our teacher. Bye then.

**Shruthi :** Bye Edward.



## Let us discuss :

Form into groups of four each and discuss the wonderful places you have visited recently.

Suggest steps you would take to save our natural resources.

## Let us read :

Reading is fun.



### Read the poem and answer the questions below :

#### WHO LOVES THE TREES BEST?



Spring



Summer



Fall



Winter

Who loves the trees best? "I" said the Spring,

"Their leaves so beautiful to them I bring."

Who loves the trees best? "I" Summer said.

"I give them blossoms, white, yellow, red."

Who loves the trees best? "I" said the Fall.

"I give luscious fruits, bright tints to all.

Who loves the trees best? "I love them best,"

Harsh winter answered, "I give them rest."

Blossom - flowers

Luscious - nice in smell  
and taste

Tint - colour

harsh - rude

- Alice May Douglas.

### Answer the following :

- What are the four seasons mentioned in the poem?
- What gives leaves to the tree?
- When do trees get flowers?
- What does 'Fall' give the trees?
- Why is winter called 'harsh'? Is it really harsh to the tree?

Read some more poems on "Nature" and enjoy them.

## FUN WITH WORDS

Guess these words from the clue given. Learn the pronunciation from your teacher.

1. \_\_\_\_\_ U G H (sound produced when throat is sore or sick)
2. \_\_\_\_\_ U G H (sound produced when you are happy)
3. \_\_\_\_\_ U G H (not a smooth surface)
4. \_\_\_\_\_ U G H (your mom kneads the flour before she makes chapathis)
5. \_\_\_\_\_ U G H (branch of a tree)



## At Home

Write a paragraph on any one of the topics given below.



Rose



Puppy



Moon

(Practise cursive writing)

## Vocabulary :

### Prefix and Suffix



Kala was late to school as she was searching for her books. She misplaced her things in her room. Her room was untidy. She was careless.

Look at the letters in colour. They are called prefixes. **A prefix is a letter or group of letters added to the beginning of a word to change its meaning.**

**Example :**

un + tidy	=	untidy
im + possible	=	impossible
mis + placed	=	misplaced

**Let us make new words with the prefixes given in column A :**

**Example :** re+fresh = refresh.

<b>A</b>
dis_____
re_____
mis_____
im_____
un_____

<b>B</b>
pleasant
appear
possible
fresh
source
understand

## Suffix

**It is a letter or group of letters added to the end of a word to form another word.**

**Example :** care + less = careless

**Some more examples.**

joy	+ ful	=	joyful
luck	+ y	=	lucky
manage	+ ment	=	management

## Grammar

**Noun: Noun is a naming word.**

1. Look at the **picture** and name them.



- Pick out some nouns from the lesson and write them down.  
**Example:** river.
- Sit in pairs and write some names of things you see in the classroom.

### Pronoun :

**Pronoun is a word used instead of a noun.**

The camel lives in deserts. It is called the ship of the desert.

'It' is used instead of camel. So 'it' is a pronoun.

### Table showing personal pronouns

Person	Singular	Plural
First person	I, me, my, mine	We, us, our, ours
Second person	You, your, yours	You, your, yours
Third person	He, she, it, him, her, his, hers, its.	They, them, their, theirs

**Fill in the blanks with the correct forms of pronouns in the following sentences :**

- Ram is a good boy. \_\_\_\_\_ is our class leader.
- Mrs. Prema is our teacher. \_\_\_\_\_ teaches English well.
- Arul and Sam are in the same class. \_\_\_\_\_ are good friends.
- The lion lives in the forest. \_\_\_\_\_ is the king of the forest.
- Boys are in the ground. \_\_\_\_\_ shirts are dirty.
- Kala has a brother. \_\_\_\_\_ name is Deva.
- Kasthuri dances well. \_\_\_\_\_ dance teacher is Shobana.

## Adjective :

An adjective describes a noun or pronoun.

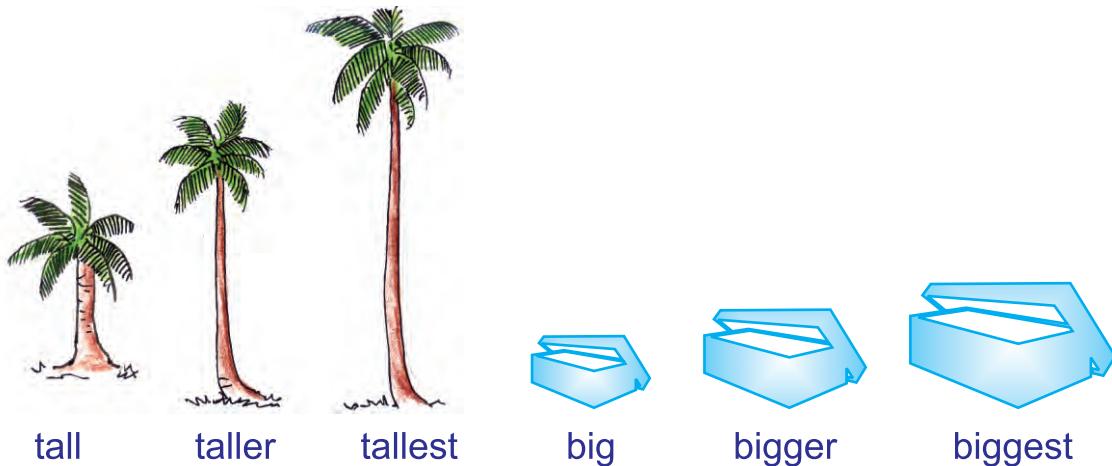
**Example :** tall building **tall** is an adjective; **building** – noun.

**Some more examples:** good girl, beautiful rose.

some children, ten vessels, many bags, more pictures.

## Making comparisons :

Here is a quick revision of what you have learnt already.



Positive degree	Comparative degree	Superlative degree
good	better	best
bad	worse	worst
cold	colder	coldest
little	less	least
happy	happier	happiest
much	more	most
beautiful	more beautiful	most beautiful
important	more important	most important

## Activity :

1. Make a list of adjectives with their nouns found in the lesson, “Our Mother Earth”.
2. Write the other degrees of comparisons for the adjectives listed.
3. Collect the following details about your classmates.



Who are –

- taller than you? \_\_\_\_\_

- shorter than you? \_\_\_\_\_

- younger than you? \_\_\_\_\_

- older than you? \_\_\_\_\_

- leaner than you? \_\_\_\_\_

- fatter than you? \_\_\_\_\_

- who is the fastest runner? \_\_\_\_\_

- who is the quickest to answer? \_\_\_\_\_

- who is the quietest? \_\_\_\_\_

- who is the most talkative? \_\_\_\_\_

# UNIT 1 - POEM

- ⇒ Sometimes we see branches of trees swaying. What does it indicate?
- ⇒ Have you ever watched the sky at night?
- ⇒ Do you enjoy looking at the sky at night? Why?

## WANTING AN ANSWER

When the wind blew from north,  
My mind came to a halt,  
My ears listening to the soft **whispers** of the wind,  
And my skin, feeling the soft touch.

The full moon **glancing** at me,  
Seeming, as a **cute** smile on its face.

My mind wanting to ask questions to the moon,  
"Is my life **bane** or a **boon**?"

There came the reply

"It's as you make use of it with present or past"

I got that it's as much as the time lasts.  
So live your life up to the **brim**,  
But never, ever go beyond the **rim**!

- **By Suraj Nair**



whisper	- speak softly
glancing	- looking quickly at something
cute	- attractive
bane	- misery
boon	- useful
brim	- full
rim	- margin

### About the poem :

The child feels the touch of nature and feels guilty of losing / wasting his past life without knowing the richness of it. It's an awareness to make use of his time with nature.

## Let us understand :

***Answer the questions in one or two sentences.***

1. What does the child listen to?
2. Who glances at the child?
3. What question does the child ask the moon?
4. Does the moon reply to the child? What is it?
5. Note the rhyming words as the teacher reads the poem aloud.



## UNIT 2 - PROSE

### Pre - Reading :



1. Do you get pocket money?
2. What do you do with it?
3. Have you ever helped a person in need?
4. What would you do if somebody hurts your feelings?

### A GOLDEN HOUR



It was a bright Monday morning. Mrs.Kamala entered her class. She found the leader of her class, Anand, sitting in his place, with a sad look.

"Oh! Anand, why are you looking sad?" she asked. Anand began to weep loudly. Mrs.Kamala went near him. She put her hands fondly around his shoulder and consoled him. She allowed him to sob for some time. When Anand stopped weeping, Mrs.Kamala asked him the reason for his tears.

Anand said, "My elder sister Vanitha broke my 'piggy bank' without my permission. I have been saving money, little by little for six months."

Mrs.Kamala was surprised and asked Anand, "Really! Do you have the habit of saving money?"

weep	- cry
sob	- cry noisily
fondly	- full of love
console	- comfort
piggy bank	- a child's saving box shaped like a pig with a slot for coins.

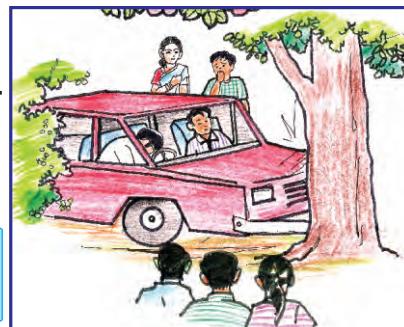


"Yes" replied Anand modestly. Mrs.Kamala congratulated him on his good habit. Then she asked him, "Why did Vanitha break your 'Piggy bank'?"

"She used that money to help somebody".  
'Excellent! who did she help?'

Anand started to narrate.

modestly - humbly  
congratulate - praise



"My sister Vanitha was reading her lesson yesterday. Suddenly she heard a loud noise. She went out and saw that it was an accident. Within a few minutes, a crowd gathered there. She too ran to the spot. A car had dashed against a tree.

Two passengers lay there unconscious.

She called the 108 Emergency Ambulance. She needed money to give first aid before the Ambulance arrived. So she rushed through the crowd. She reached home. She searched for money all around. She saw my 'Piggy bank'. She broke it and used up my money to save the accident victims. She was sorry for taking my money without my permission. She said it several times. But I am still angry with her."

gather - come together  
emergency - an urgent occasion  
ambulance - vehicle to carry sick people  
victims - persons harmed as a result of an accident.  
precious - valuable

Mrs.Kamala asked him, "What did your parents say?"

"My parents too supported her".

"You should be proud of her, Anand" said Mrs.Kamala "But why?" asked Anand.

Mrs.Kamala said, "You could save only money but your sister has saved two precious lives. Your money has helped. It was really a golden hour that your sister had taken a right and wise decision."

Anand's face brightened up and he said, "My sister is a wonderful girl!"

"What a beloved brother you are!" Mrs.Kamala said.

On hearing this, the whole class stood up and cheered him up by clapping hands, clapping hands, clapping all the way.....



**Where mercy, love and pity dwell**

**There God is dwelling too!**

- William Blake.

### Let us understand:

#### Answer the following questions :

1. Who was looking sad?
2. Why did Mrs.Kamala go near Anand?
3. How did Anand save money?
4. Who broke the 'piggy bank'? Why did she do it?
5. Where did the ambulance take the victims to?
6. Who is a saviour?

### Let us build up vocabulary:

#### (I) Supply the missing letters :

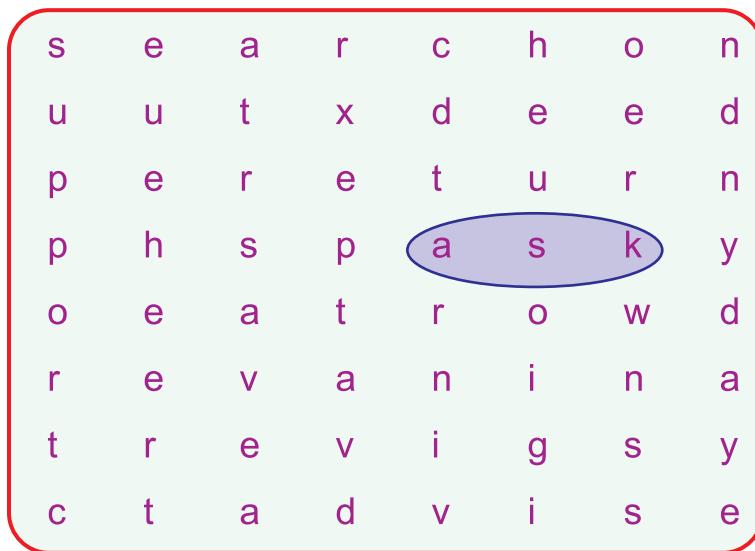
- |                 |              |
|-----------------|--------------|
| 1. c_nso_e      | 6. _mb_la_ce |
| 2. mo_es_ly     | 7. f_rg_ve   |
| 3. f_n_ly       | 8. sa_io_r   |
| 4. con_ra_ul_te | 9. be_o_ed   |
| 5. em_rge_cy    | 10. p_ec_ou_ |

## (II) Say True or False:

1. Mrs.Kamala showed affection to Anand.
2. Anand's parents supported Anand.
3. Vanitha informed 108 Emergency Ambulance.
4. The victims were taken to the bank.
5. Anand's parents advised him to forgive Vanitha.

## Let us find meaningful words:

**Some of the words found in the text are hidden in the Puzzle.  
Encircle them.**



## Let us listen:



**Let us listen and understand.**

## THE SNAKE



A man was coming home from work one day. It was very cold and the man was nearly frozen.

As he walked along, he saw a snake. "Poor thing!" he said, "It is half dead with cold. It must be as cold as I am."

He took up the snake. It was stiff with cold. He took it to his home.

Then the man put the snake near the fire to warm it. The children came round to watch it.



As soon as it was warm, the snake began to move about. The first thing it did was to try to bite the children. When the man saw this, he took up a stick and drove the snake away saying, "I saved your life when you were nearly frozen but you tried to bite my children. So, you have no place here."

### Let us understand:

### Answer the questions :

1. Why was the man nearly frozen?
2. Why did he take pity on the snake?
3. Where did he take the snake?
4. What did he do to warm the snake?
5. Why did he drive the snake away?

### Paragraph - 1

Arrange the sentences in the right order. While writing the paragraph use the pronoun 'he' and 'it' properly.

1. The man was nearly frozen.
2. The man put the snake near the fire to warm it.
3. The man saw a snake.
4. A man was coming home from work.
5. The snake was stiff with cold.

## **Paragraph - 2**

1. So, this snake had no place in our society.
2. The man drove the snake away.
3. The snake tried to bite the children.
4. The snake began to move about.
5. The man took up a stick.

***Choose the main idea in the story from the ones given below :***

1. People should not be kind to animals.
2. People won't be kind to thankless people.
3. Be good and do good.

**Let us speak:**



***I. Students sit in pairs, talk about their likes and preferences.***

**Example :** I like all fruits. I prefer mangoes to grapes.

I am .....

I live in.....

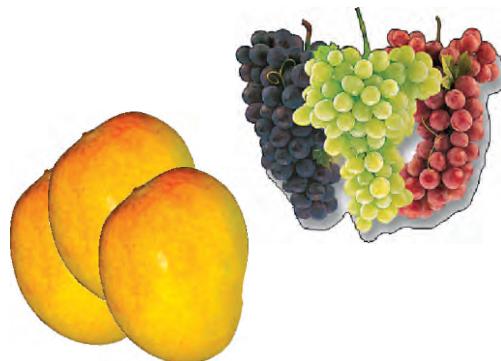
I like to eat..... and .....

But I prefer ..... to .....

My friend likes .....and .....

But he prefers ..... to .....

My ambition in life is to become.....



**II. Students sit in groups of five, prepare a list of their likes / dislikes and share the reasons.**

Name	Likes	Reason	Dislikes	Reason
Flowers				
Fruits				
Eatables				
Game				
Hero				
TV Channel				

**Let us read :**



**III. Listen to the teacher reading the following passage with attention.**

“Oh! Anand \_\_\_\_\_

---

---

“Excellent! who did she help?”

Divide yourselves into five groups.

Practise reading aloud with attention to:-

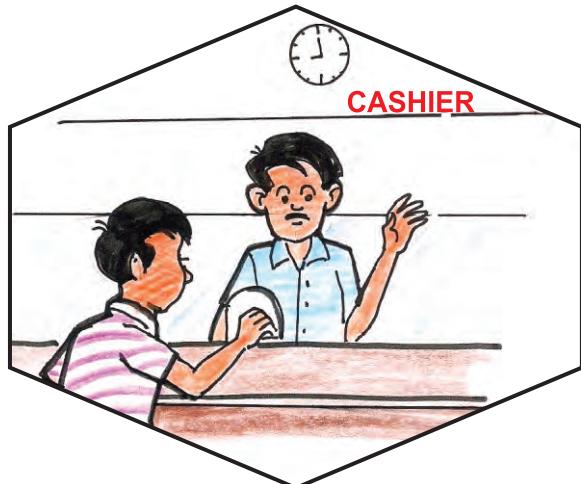
- (a) pronunciation and stress of words like: be'gan, con'soled, 'stopped, 'asked, 'reason, 'modestly, con'gratulated, ex'cellent.
- (b) to intonation (change of tune of voice)
  1. Why are you looking sad?
  2. Really! Do you have the habit of saving money?

## Let us write:



1. Have you ever felt sad? Why?
2. What are the ways in which we can save money?
3. How do you spend your pocket money?
4. How will you behave if you were in the situation of Anand?

### I. Filling in forms.



- 1) Your uncle presented you Rs.100/-on your birthday. You want to save it in a Bank. Fill in the "Pay-in-slip".

Code No. 4681 Pallava/05-06		
State Bank of India		
...KULITHALAI.....Branch		
Account No. .... DATE ..... 200....		
FOR THE CREDIT OF		
AMOUNT (in words) Rupees		
PARTICULARS	Rs.	P.
S.W.O.	Cash officer/ Passing Manager/ Case Manager	

Code No. 4681 Pallava/05-06 Instalment for (if applicable)			Month.....	Year.....
CA / SB / RD / CC / DL / TL / ACCOUNT PAY-IN-SLIP			ACCOUNT NUMBER Dt. .... 200..	
State Bank of India			NOTE: Please use separate slips for depositing Cash, Cheques, Drafts etc.	
...KULITHALAI.....Branch			PARTICULARS	
			Rs.	P.
			FOR THE CR T OF THE ACCOUNT OF (Name)	
			AMOUNT (in words) Rupees.....	
S.W.O.'S SCROLL NO.	S.W.O.	CASH OFFICER/ PASSING MANAGER/ CASE MANAGER	PARTITION No.	DEPOSITED BY (Signature)
Change of address if any _____ Phone : _____				

- 2) Mala wants to withdraw Rs.500/- from her SB account in a Bank. She does not know how to fill in the Withdrawal Form. Help her to fill in the Withdrawal Form.

<b>Have you applied for ATM Card ?</b>		<b>Branch</b>
STATE BANK OF INDIA SAVINGS BANK WITHDRAWAL FORM		KULITHALAI - 0863
Note : This form is not a cheque, Payment will be refused if not produced with this form		
Account No. .... 20.....		
PLEASE PAY SELF ONLY		
Rupees.....		
AND DEBIT THE AMOUNT TO MY / OUR ABOVE SAVINGS BANK ACCOUNT		
Token No.	PAY CASH	Rs. ....
Scroll No.	Passing Officer	Account Holder
Name of the A/c Holder.....		
Address.....		
Phone		
RF. 10 Code - 4554		
NOMINATION FACILITY AVAILABLE		

- 3) You have to go to Chennai from Salem. Book a ticket in Chennai Express train No.1064 to travel in second class on 20th of this month. Boarding place is Salem Town.

**Note to the teacher :**  
**Get original forms and ask the children to fill in.**

RAILWAY RESERVATION/CANCELLATION REQUISITION FORM CM257			
If you are a Medical Practitioner Please tick (✓) in Box (You could be of help in an emergency)			
If you want Sr. Citizen concession, please write Yes/No in box (If yes, please carry a proof of age during the journey to avoid payment of concession fare/meal charge under senior Citizen Rules)			
Train No. & Name		Date of journey	
Class _____		No of Birth/Seat _____	
Station from _____		To _____	
Boarding at _____		Reservation upto _____	
S.No.	Name in Block Letters/more than 15 char.	Sex(M/F)	Age
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
Veg./Non-Veg. Meal for Rajdhani, Shatabdi Express Only			
CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)			
S.No.	Name in Block Letters	Sex	Age
ONWARD/RETURN JOURNEY DETAILS			
From No. & Name _____ Date _____			
Class _____ Station Name: _____ To _____			
Name of applicant _____			
Full Address _____			
Signature of the Applicant/Representative _____			
Telephone No., if any _____ Date _____ Time _____			
FOR OFFICE USE ONLY Requisition No. _____ PNR No. _____ Bnch/Seat No. _____ Amount collected _____ Signature of Reservation Clerk _____			
Note : 1. Maximum permissible passengers is 6 per requisition. 2. One person can give one requisition form at a time. 3. Please cancel the form if you do not require it after leaving the window. 4. Forms not properly filled or in illegible forms shall not be entertained. 5. Choice is subject to availability.			

## Grammar

**Preposition :** Preposition is used in front of a noun or pronoun to describe the position of something.

**Preposition of time : at, on, in.**

We use these prepositions to say when.

We use '**at**' with particular time such as a clock time, meal time or festival seasons.

**Example :**

- I get up **at** 5 o'clock.
- Our school starts **at** 9.30.a.m.
- They work even **at** night.



**Example : On - We use 'on' with a single day or date.**

1. We cut cakes **on** birthdays.
2. I go to my uncle's house **on** Sundays.
3. The school reopens **on** Wednesday.
4. He visits his relatives **on** holidays.
5. They returned **on** 7<sup>th</sup> June.



**Example : In—month, year, season. We use 'in' for larger periods.**

1. We got freedom **in** 1947.
2. I was born **in** 2001.
3. We wear cotton dress **in** summer.
4. We use umbrella **in** rainy seasons.
5. They will return **in** May.

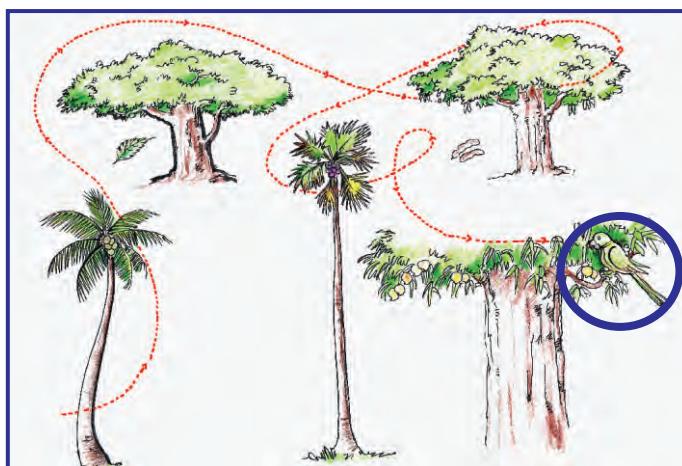


Write this sentence in your copy book: We got freedom at midnight on 15<sup>th</sup> August, 1947. (cursive writing)

### Prepositions of place :

We use these pre-positions to say where.

- I. Make sentences from the table. The picture will help you.

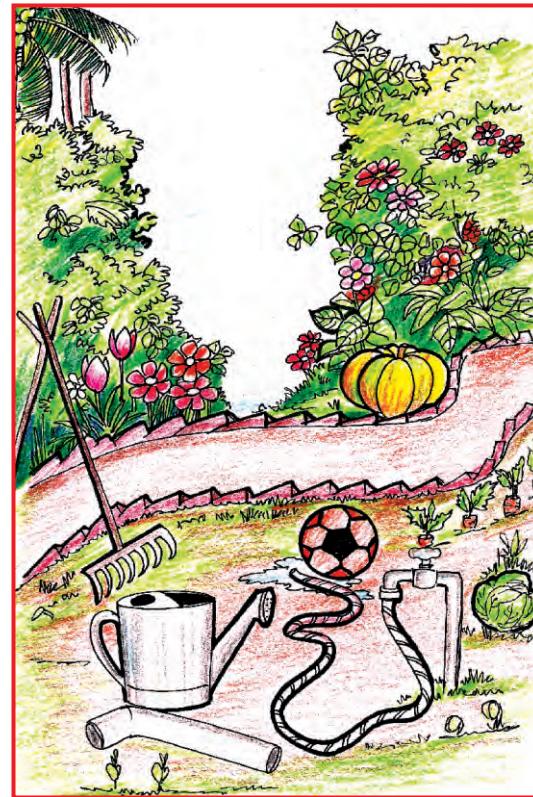


The parrot flew	under over around through into	the	mango tamarind neem coconut palmyrah	tree
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## **II. This is Raghim's garden. Draw the worms as directed.**

**Use colour pencil's to draw the worms.**

- a) - a worm beside the sprinkler.
- b) - a worm going through the pipe.
- c) - a worm among the flowers.
- d) -a worm between the rows of carrots.
- e) - a worm near the pumpkin.
- f) - a worm on the cabbage.
- g) - a worm over the hose.
- h) - a group of worms around the ball.
- i) - a fat worm in front of the rake.



## **Interjection:**

**An interjection is a word that expresses a sudden feeling or an emotion**



**Example :**      Oh!                  Alas!                  Hurrah!   Bravo!

**Note :** *Interjection usually comes at the beginning of the sentence.*

## **Look at these sentences**

1. Oh! Anand, why are you looking sad?
2. "Really! Do you have the habit of saving money!"

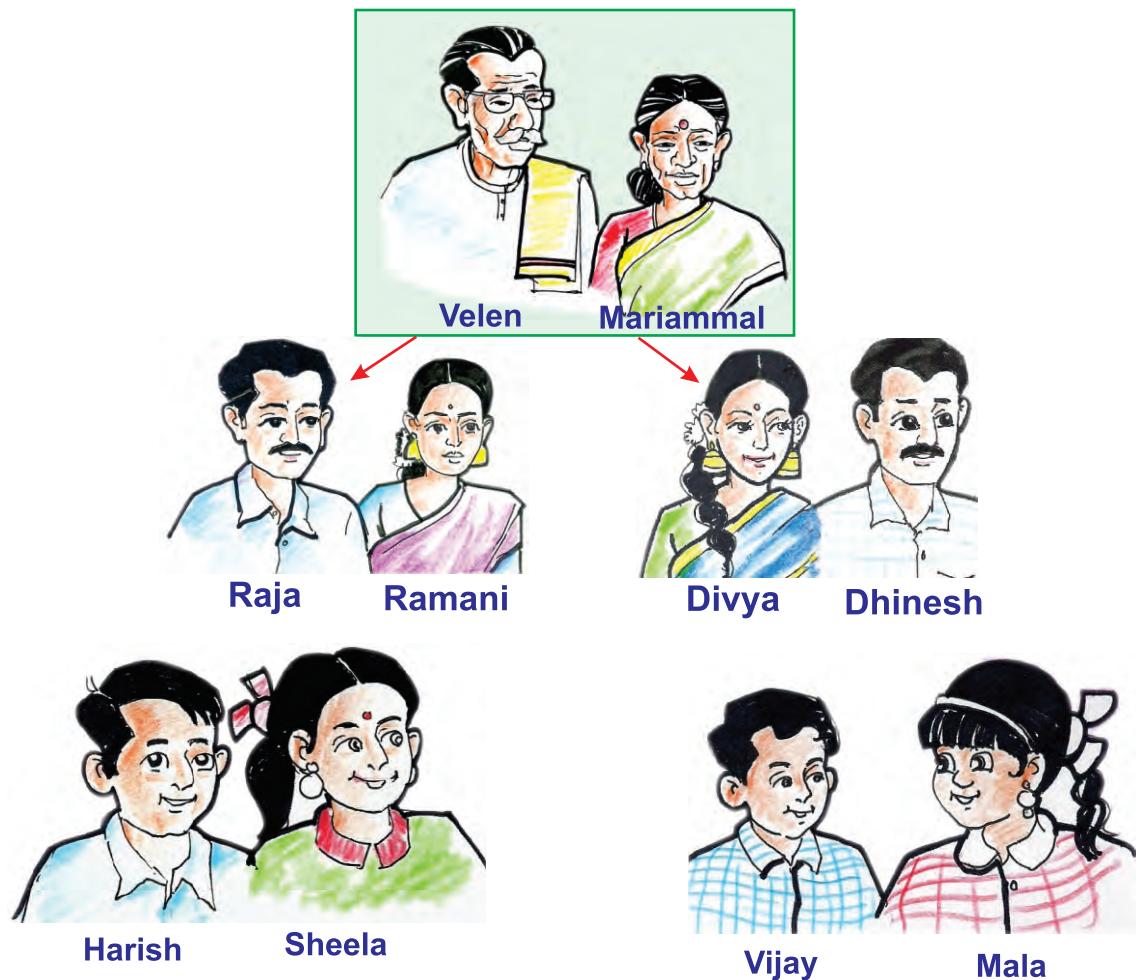
In the above sentences, "Oh!" and "Really!" are the words expressing some sudden feeling or emotion. These words are called interjection.

## Activity :

***Put in appropriate interjections in the following contexts.***

1. Today is Samson's birthday. His friends have presented him a golden watch. On seeing the golden watch, Samson expresses his feelings.  
“ \_\_\_\_\_, What a beautiful watch it is!”
2. The class teacher arranged a trip to the Planetarium in Trichy. While the pupils were observing the sky, they exclaimed,  
“ \_\_\_\_\_, What a lovely scene it is!”
3. Kumar met with an accident. His friend informed it to the class. All the boys reacted and said,  
“ \_\_\_\_\_, sad! What a pity!”

## Kinship



father, mother, brother, sister, husband, wife, uncle, aunt, cousin, nephew, niece, grandfather, grandmother, grandchildren, father-in-law, mother-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law

**Fill in the blanks with suitable kinship words :**

1. Velen is Harish's \_\_\_\_\_.
2. Sheela's \_\_\_\_\_ is Velan.
3. Vijay's \_\_\_\_\_ is Dhinesh.
4. Divya is the \_\_\_\_\_ of Mariammal.
5. Raja's \_\_\_\_\_ is Harish.
6. Raja is Divya's \_\_\_\_\_.
7. Raja and Divya are \_\_\_\_\_ and \_\_\_\_\_.
8. Ramani is Raja's \_\_\_\_\_.
9. Vijay is Raja's \_\_\_\_\_.
10. Sheela is Divya's \_\_\_\_\_.
11. Mala is Harish's \_\_\_\_\_.
12. Vijay is Harish's \_\_\_\_\_.

**Do you Know?**

1. The most common name in the world is Mohammed.
2. Women blink nearly twice as much as men.



## UNIT 2 - POEM

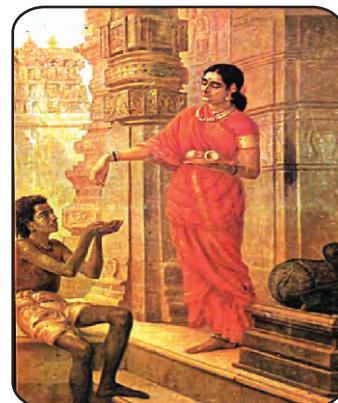
### LITTLE DROPS OF WATER



Little drops of water,  
Little grains of sand,  
Make the mighty ocean  
And the pleasant land.



Little deeds of kindness,  
Little words of love,  
Make this earth an Eden  
Like the heaven above.



And the little moments,  
Humble though they be,  
Make the mighty ages  
Of eternity.

- Mrs.J.A. Carney (1845)

#### I. Find out the meaning from the dictionary :

**kind**

-

**humble**

-

**deeds**

-

**ages**

-

**mighty**

-

**eternity**

-

**ocean**

-

**Eden**

-

**pleasant**

-

**heaven**

-

**II. Read the poem and fill in the blanks with suitable words :**

1. Little grains of sand make \_\_\_\_\_.
2. \_\_\_\_\_ make the mighty ages.
3. Little drops of water make \_\_\_\_\_.
4. \_\_\_\_\_ make this earth an Eden.
5. Kind \_\_\_\_\_ and kind \_\_\_\_\_ can make the earth a heaven.

**III. Answer the questions :**

1. What is the earth compared to?
2. What do you learn from this poem?
3. Do you like this poem? Why?





**Describe the picture and write five lines about it.**

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# **'I can, I did'**

## **Student's Activity Record**

## **Subject :**