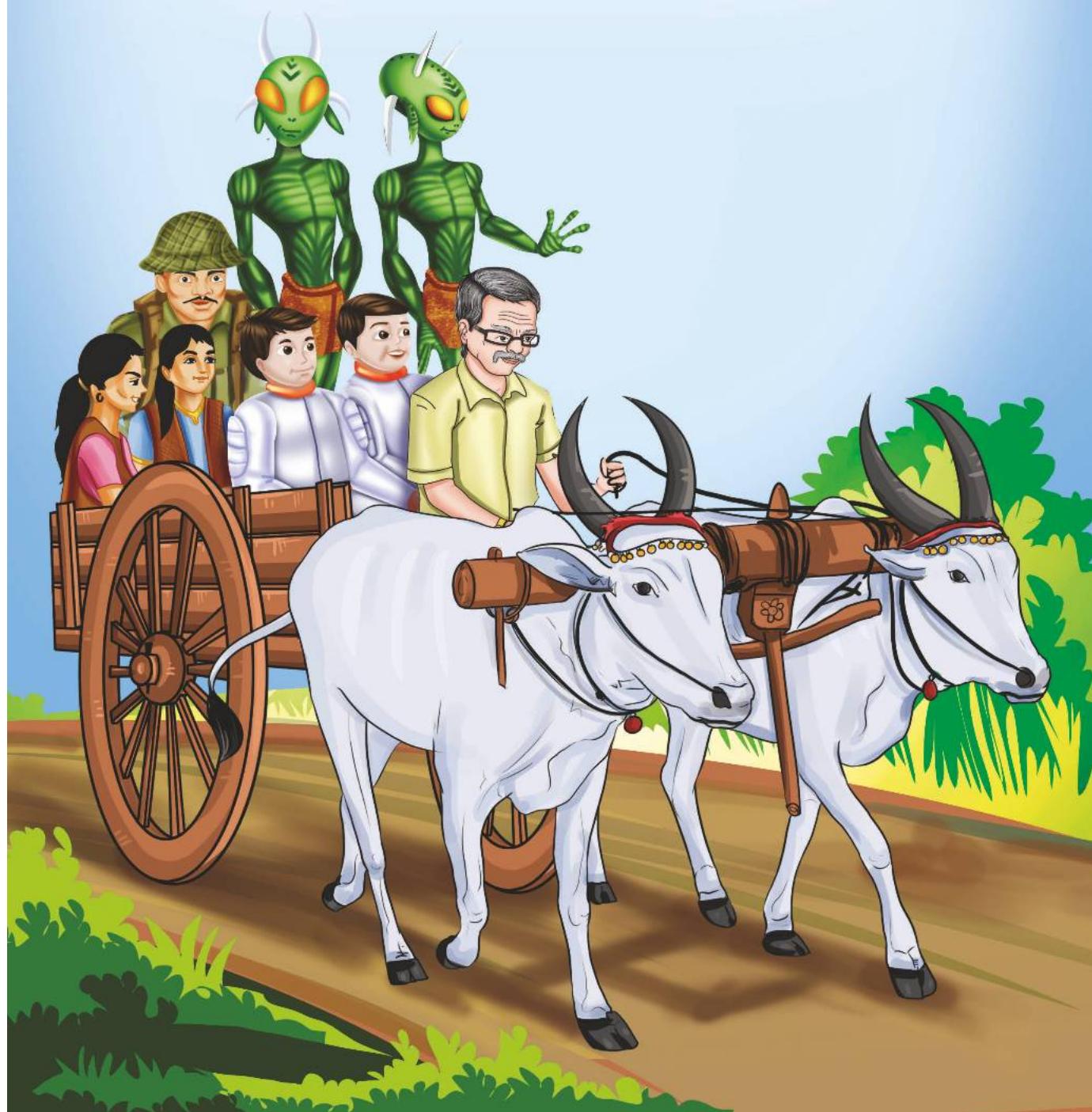


ENGLISH

STANDARD FIVE

TERM - I

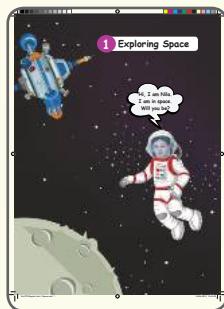


Preface

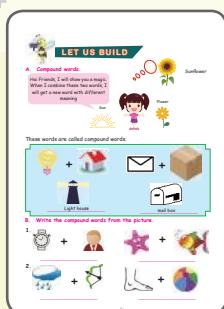
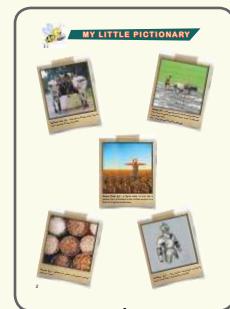
The English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practices in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engaged practice in the language and thus lead to retention.

As per NCF 2005, language is learnt when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allows the teacher to focus on time management in multi-level classrooms.

How to use the textbook?



- The first term English Book for Standard 5 has three units.
- Each unit is planned for a month.
- Nila introduces the theme of each unit.
- Each unit is designed with the things like space, village and patriotism.
- My little pictionary** provides the exposure to a pictorial dictionary in an attractive way.



- Let us learn** is the teacher led prose and helps children learn vocabulary and values with the help of the context set in each of the story.
- Let us build** provides scope for learning vocabulary with associated grammar concepts. The section is followed by exercises to help children practise.
- Let us know** provides scope for teaching grammar in a context. The section helps children to learn grammar concepts inductively.



- Let us listen** develops the listening skill of children by following instructions and acting accordingly.
- Let us speak** provides opportunity for the teachers to teach language structures through games and activities. It develops listening and speaking skills.
- Let us sing** provides opportunity for the children to sing rhymes with actions and intonation. It helps children learn new vocabulary contextually.



- Brainy box** kindles the children's divergent and convergent thinking ability.
- Let us read** is a supplementary lesson that helps children learn vocabulary and values with the help of stories.
- Let us read aloud** develops reading habit in children by familiarising them with short, interesting stories.
- Let us write** builds writing skill in children.





- Try your own helps the children enrich their vocabulary like knowing meaning of words in English as well as in mother tongue.
- Speak and win kindles speaking skill in the form of debate and discussion.

Unit I—Exploring Space

- Children are inquisitive and love learning of things that are innovative like space and rockets.
- In the story, **Earth, the Desolated Home** we read about the life in Mars.
- In the poem, **Beyond the Universe** we learn about the dream of travelling to space.
- In the story, **Lost in Space** we read about Amuthan and Nilavan's experience in the space.

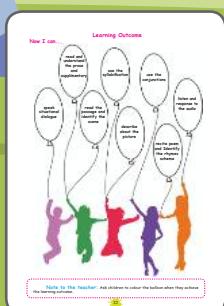


Unit II—My Native Place

- Children love to visit grandparent's house during their holidays.
- In the story, **Trip to my Grandparents Village** we read about Santhosh's experiences in his grandparents' village.
- In the poem, **Farmers Friend** we learn about the significance of earthworms.
- In the story, **The Farmer and his Daughters** we read about three daughters of a farmer.

Unit III—Our Nation

- Children love to hear patriotic stories about their country.
- In the story, **The Guardians of the Nation** we read about what is the real patriotism.
- In the poem, **Patriotism** we learn about how every child should be raised with patriotism .
- In the story, **The Legend of Jaswantgarh** we read about the rifleman of India Jaswant Singh Rawat.



Learning outcomes

- It is a **moment of pride** for children as they colour the balloons.
- This **self-assessment tool** helps boost their self -confidence.
- It is also a **diagnostic page** for the teacher to ensure that each student has attained the expected **learning outcome** in each unit.

Let's use the QR code in the text books!

- Download DIKSHA app from the Google Play Store.
- Tap the QR code icon to scan QR codes in the textbook.
- Point the device and focus on the QR code.
- On successful scan, content linked to the QR code gets listed.



CONTENTS

Unit	Title	Page No.	Month
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1	Exploring Space	77	June
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2	My Native Place	101	July
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3	Our Nation	127	August
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E-Book



Assessment

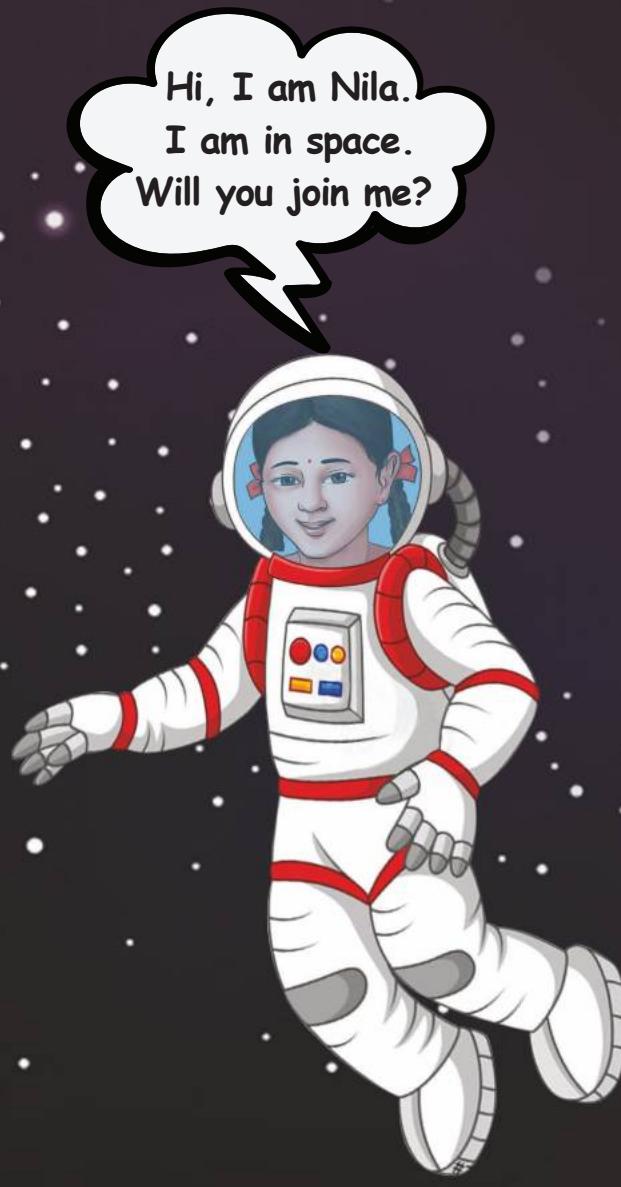


Digilinks



1

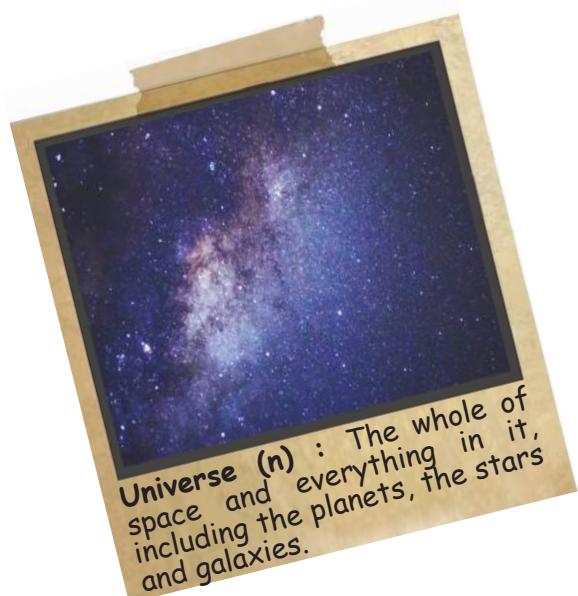
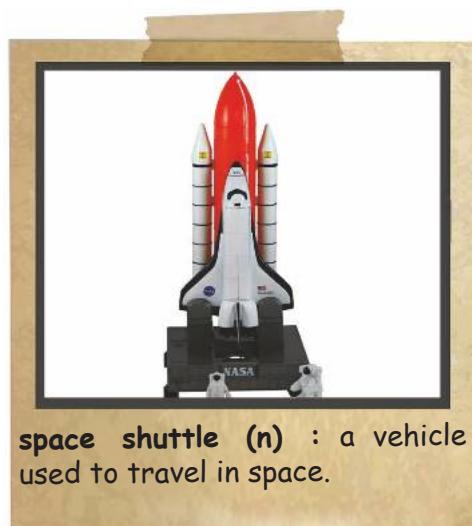
Exploring Space



Hi, I am Nila.
I am in space.
Will you join me?



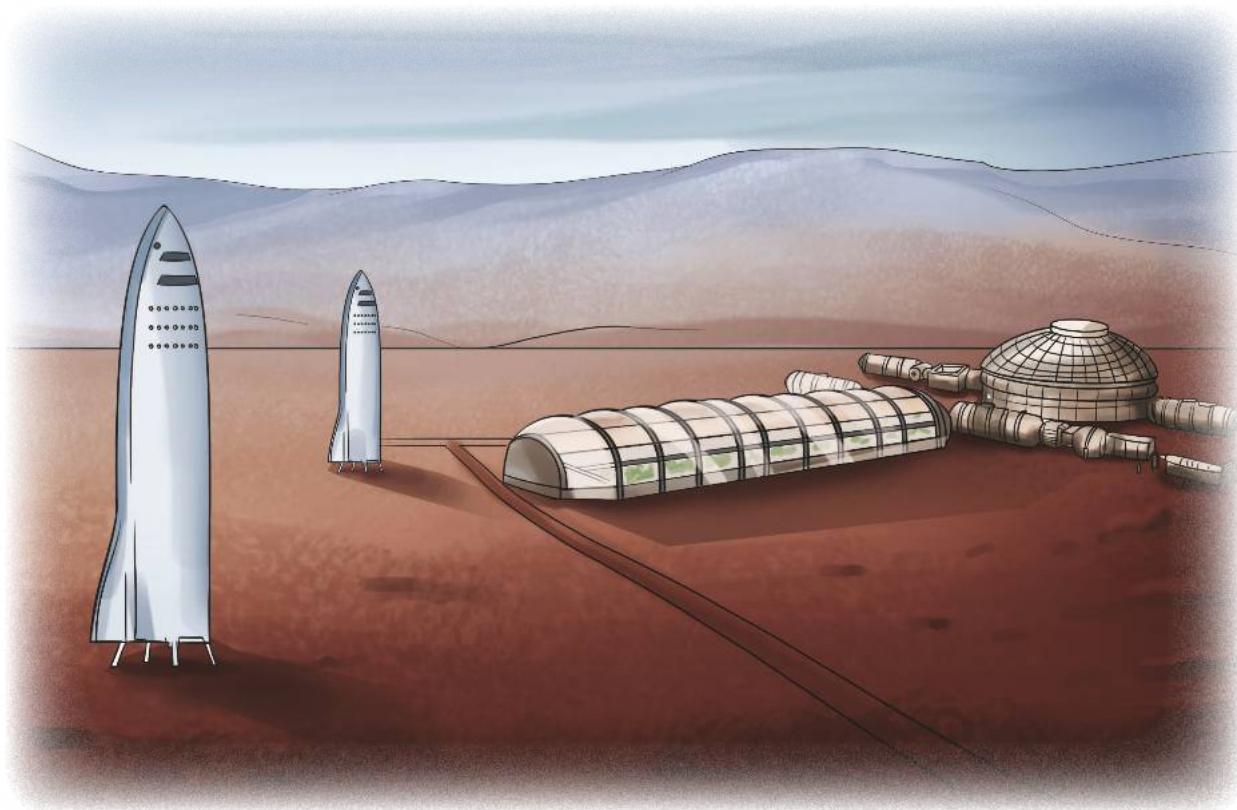
MY LITTLE PICTONARY





LET US LEARN

Earth, the Desolated Home



It was the year 2068, humans had destroyed the Earth, and started colonising the red planet Mars. India established three colonies; Arivumathi's family lived in one such colony. On her birthday, her grandfather travelled more than 1500 km to meet her. When he reached, he saw her sleeping in her capsule.

He said, "Wake up, Arivu." Arivumathi was surprised, "Grandpa! When did you come? I was thinking that you won't be coming for my birthday." He sighed, "Don't you know about the dust storm of Mars? Sometimes, it even lasts for a month. But this time it did not. So I am on time. It still took me three sols to reach here. Now come on, let's not waste time. We will go to harvest the vegetation hab for vegetables."



In the hab, he said, "Hmm, these carrots are not tasty anymore, like the ones I ate in my childhood." She asked, "Why do you say so, Grandpa?" Grandfather explained to Arivu "The vegetables we grow here do not taste like the ones on the Earth. I really wish you had tasted the

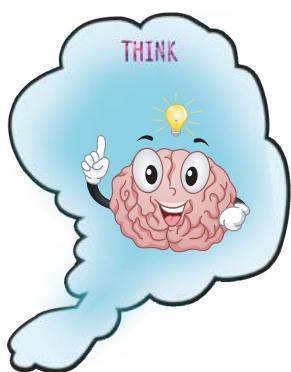
carrots from the Earth." Arivu asked eagerly, "How did they grow the crops and vegetables on Earth?"

Hearing this, Grandfather was reminded of life on Earth. He said, "The Earth had fertile soil, so the fruits and vegetables grown were healthy and tasty." She asked, "But, I learnt that humans used chemical fertilizers, and polluted the soil. Here, we get unpolluted food and water. Is that correct?"

Grandfather laughed, "These fruits, vegetables and water are not the same as in the Earth. They are not real." Arivu exclaimed, "Even the water?" He said, "Of course! In Mars, we get water from burning fuels. On the Earth, we used to get water from rain, it was natural, and it was free!" She said, "Grandpa, enough of your stories about the Earth. I know that life there was easy but, here **survival** is very difficult." He replied, "Yes my dear, **adapting** to Mars is difficult. Today, we are fighting for things which we got easily."



He continued, "In the Earth, you did not need a spacesuit or an oxygen cylinder. Also, the years are longer here." Arivu said, "Yes, grandpa. In



Mars, 668 sols (687 Earth days) make a year." He smiled, "Ha! Ha! Yes, you would be 18 years old on the Earth now."

Grandpa thought to himself, "We destroyed our home. The home that nature had offered us. Now, we are trying to make this our home."

Arivu looked at him and said, "Don't worry grandpa, the scientists are trying to Terraform the Mars." He said, "True, but nothing can be the Earth. The Earth is our home. Ah, let us leave this for now. Today we should celebrate."

What actions destroy the Earth?
How will you change it?

Glossary

capsule	a small cylinder shaped bed
sol	Martian solar Day, a Martian day
hab	habitat, human settlement
fuels	an energy source for engines, power plants or reactors
survival	to remain alive
adapting	modify, readjust
terraform	a process by which the surface and climate would be changed to make the environment suitable to humans
scientists	an expert in science



LET US UNDERSTAND

A. Choose the correct option.

astronomer Earth sol fuels Mars

1. A day in Mars is called _____.
2. _____ is called the red planet.
3. Our planet is called the _____.
4. We get water by burning _____.
5. The _____ are trying to terraform Mars.

B. Fill in the blanks.

1. The man destroyed _____.
2. In the Earth, we get water from _____.
3. In Mars _____ Earth days make a year.
4. You don't need _____ and _____ in the Earth.
5. Fruits, vegetables and water in the Mars are not _____.

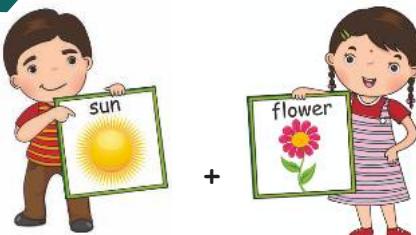
C. Answer the following questions.

1. What is the setting of the story?
2. Name the vegetables harvested in the vegetation hab.
3. What is a sol? How many sols make a year?
4. How is water produced in Mars?
5. In this story, what happened to the Earth?
6. What should we do to save the Earth?



LET US BUILD

Hi friends, let us do some magic with words. When we combine these two words, we will get a new word with a different meaning.



These words are called **compound words**.

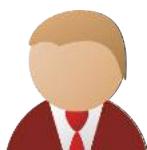
The box contains four examples:

- A lightbulb icon + a house icon = **lighthouse** (an icon of a lighthouse is shown below the text)
- An envelope icon + a box icon = **mailbox** (an icon of a mailbox filled with mail is shown below the text)

A. Write compound words using the pictures.



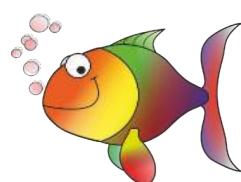
+



3.



+



+



4.



+



B. Use the clues to complete the compound words.

1. news + paper = newspaper



2. wheel + _____ = _____



4. basket + _____ = _____



C. Match the compound words.

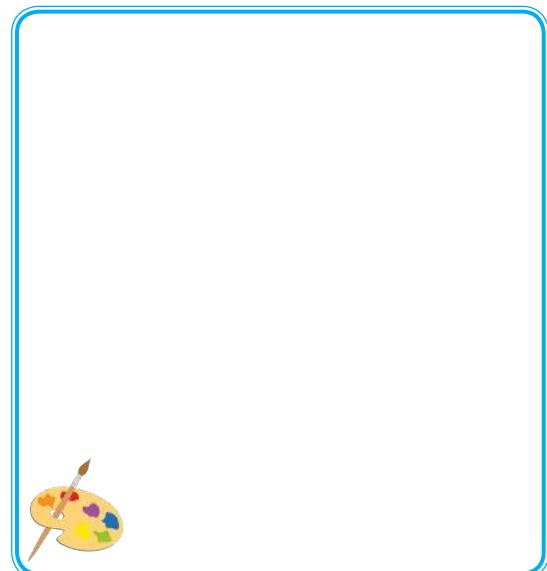
1. - = [red box]

2. - = [red box]

3. - = [red box]

4. - = [red box]

D. Draw and write your own compound word.



E. Connect the compound words and create a new word.

cup

ball
board

cow

door
boy

moon

light
paper

rain

chair
coat



LET US SING



Beyond the Universe

I dream of flying **beyond** the Earth,
amidst the planets and the countless stars.

I would stop by the red planet Mars,
here we dream of a home away from home.

Fly on, to watch the Saturn,
with its ring and moons.

Then, I stopped by Jupiter, **marvelled**,
by its red storms that look like marbles.

Hurdling through a belt of asteroids,
I crossed Uranus, without a fuss.

To Neptune, the blue ice giant,
Further high, I fly, beyond the galaxy.

To meet the creator,
Of this **Magnificent** display.
To take me beyond the Milky Way,
To voyage across the galaxies.



Glossary

beyond	outside the limits or reach
amidst	surrounded by
marvelled	wondered
marbles	a little ball of glass or clay, used by children to play
hurdling	racing over the barriers
further	to move ahead
magnificent	extremely beautiful

LET US UNDERSTAND

A. Match the planet with its feature.

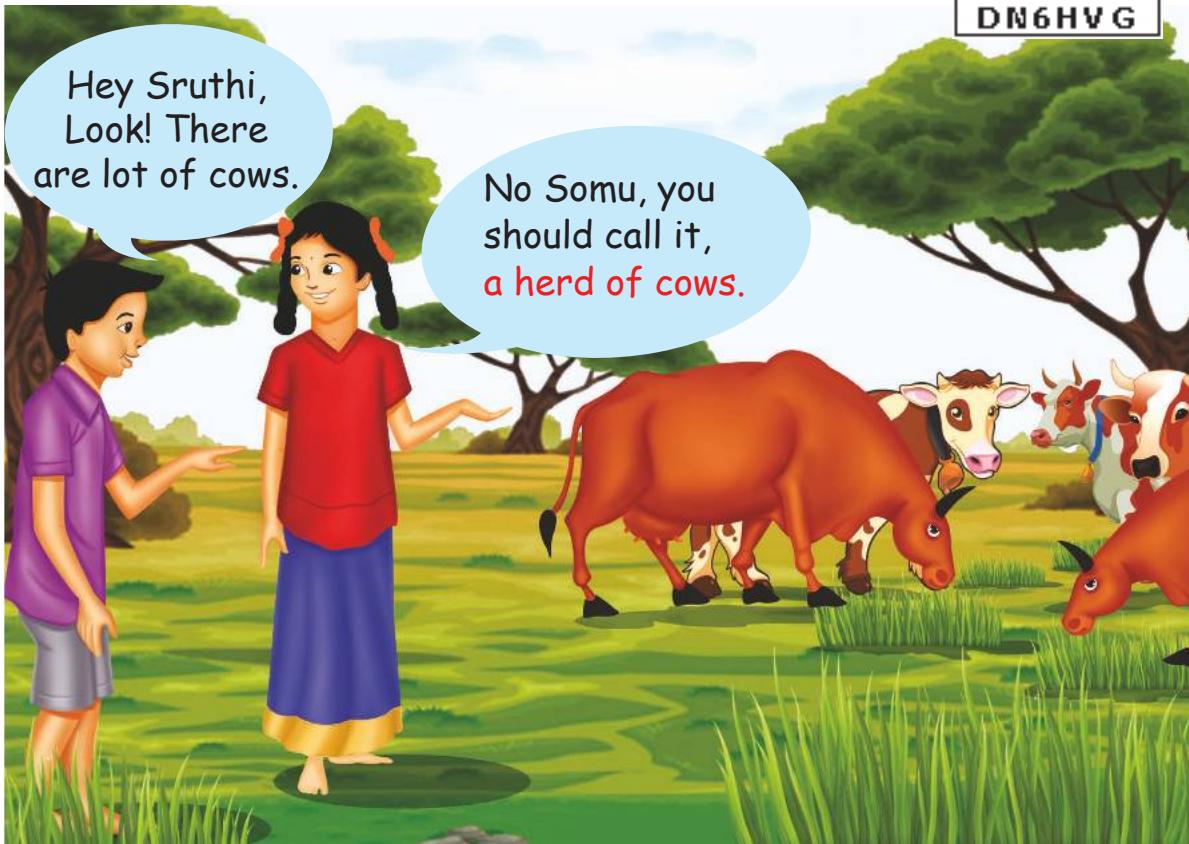
- | | | |
|------------|---|----------------|
| 1. Mars | - | blue ice giant |
| 2. Saturn | - | red storm |
| 3. Jupiter | - | red planet |
| 4. Neptune | - | ring and moons |

B. Answer the following questions.

1. Where is the poet going in the dream?
2. Which planet has rings around it?
3. Which planet has red storm?
4. Why does the poet fly out of the universe?
5. Name the planets the poet flies through.



LET US KNOW



- As Sruthi says, a collection / group of cows is called as a herd of cows.
- To indicate any group, we use **collective nouns**.

Here are some examples:



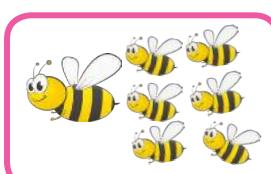
A team of players



A galaxy of stars



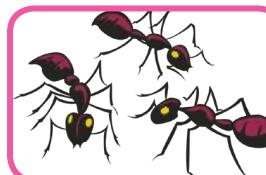
A pack of dogs



A swarm of flies

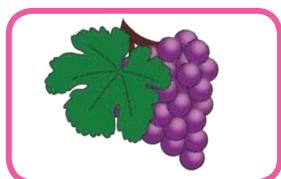


A band of musicians



An army of ants

A. Write the collective nouns.



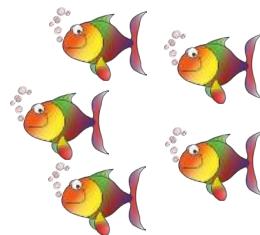
A _____ of birds. A _____ of grapes.

B. Match the picture with the collective noun.

1. A **flock** of goats



2. A **bouquet** of flowers



3. An **army** of soldiers



4. A **shoal** of fish



5. A **choir** of singers



Hi Somu, I find happiness in sharing my ideas. Now, let me show you another kind of naming word.



- There are some naming words that can be only felt and experienced.
- We can not see or touch them.
- For example, we can not see **happiness**. But we can feel and experience it.
- These naming words are called **abstract nouns**.

Here are some examples:



happiness



anger



sadness



jealous

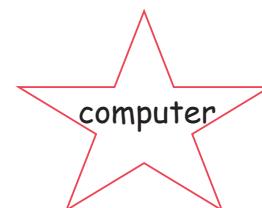
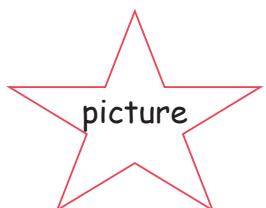
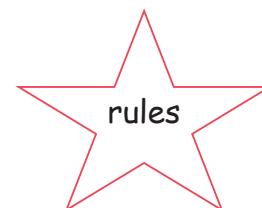
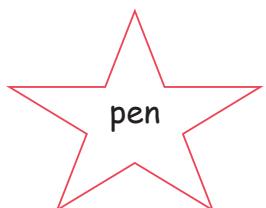
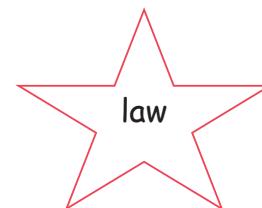
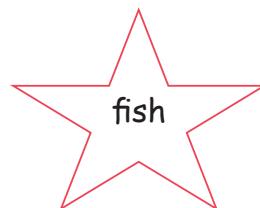
More examples:

honesty wisdom beauty hope luck mercy dream pride life

A. Pick the abstract noun.

1. He takes pride in his job.
2. The dove is a symbol of peace.
3. My grandmother is full of wisdom.
4. Iniya is very tall for her age.
5. Prem felt anger.

B. Colour the abstract noun.



LET US LISTEN



Tick the correct one after listening to the announcement.

1. The Kovai Superfast Express is arriving on platform no. _____.
a. 2 b. 6 c. 4
2. The train no. of the Silambu Express is _____.
a. 12675 b. 16182 c. 12641
3. The Thirukkural Superfast Express is late by _____.
a. 2 hours b. 3 hours c. 1 hour.

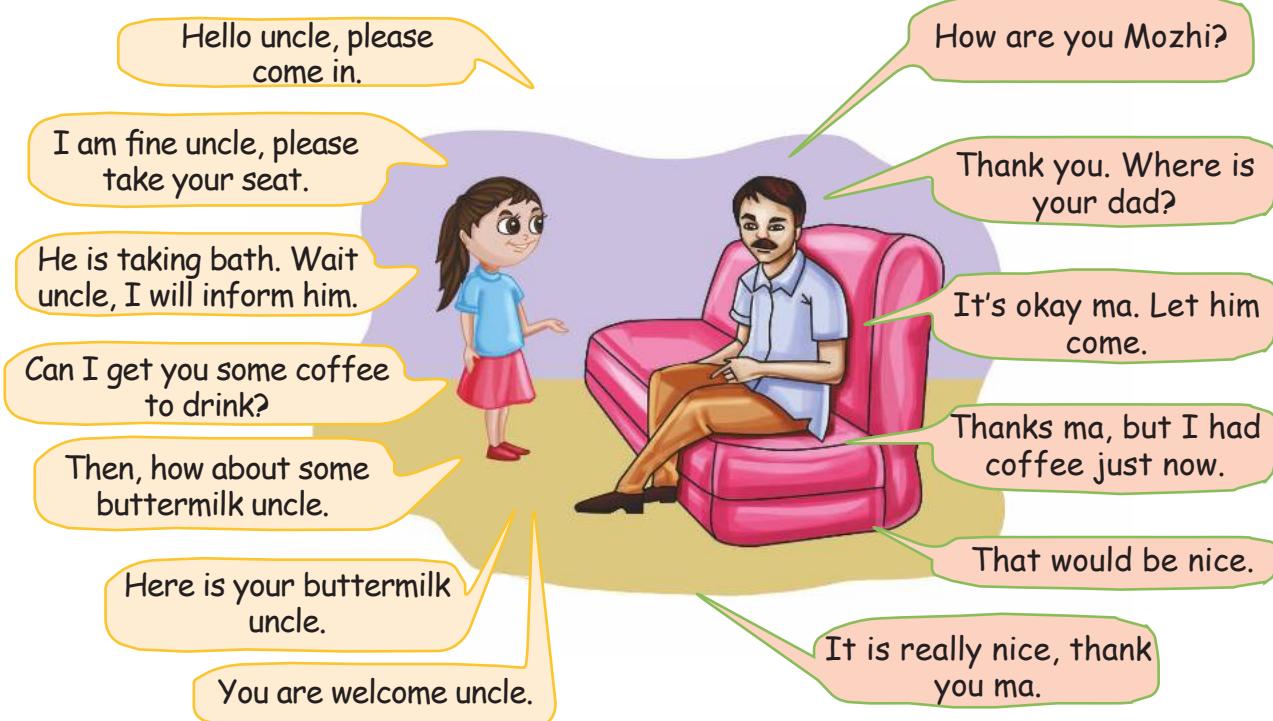
Note to the teacher:

Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions. The listening passage is given at the end.



LET US SPEAK

See how they speak at this situation and practise as if you were in that situation.



Structures that are useful for this situation.

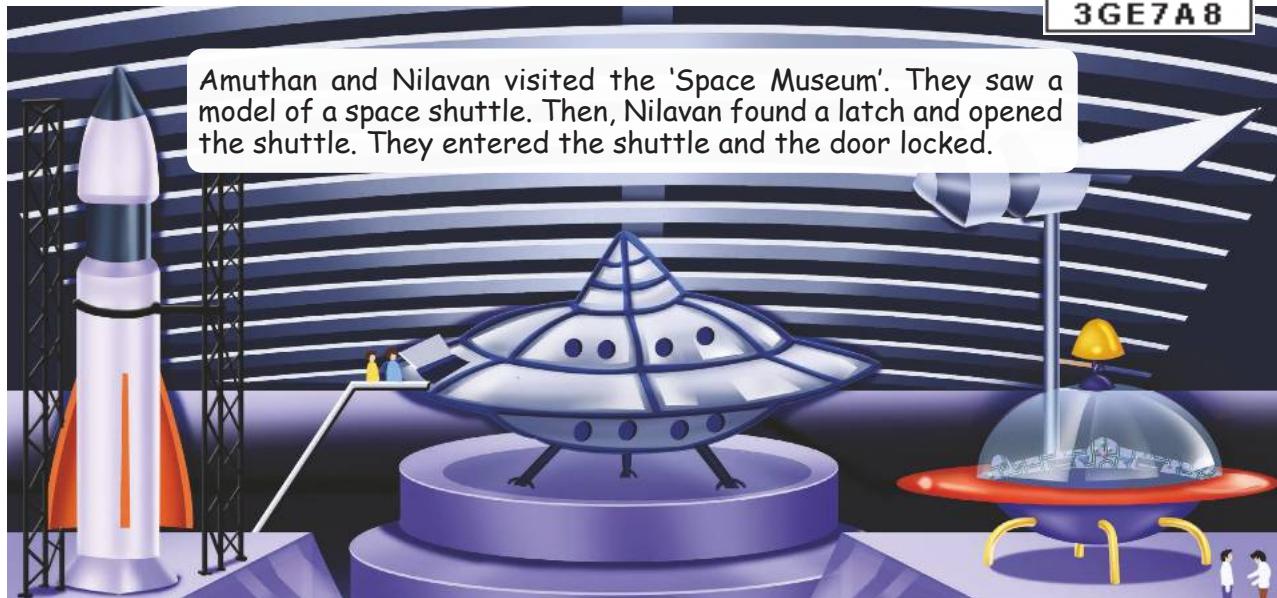


Note to the teacher: Make the children practise these phrases thoroughly and give them different scenarios to practise.

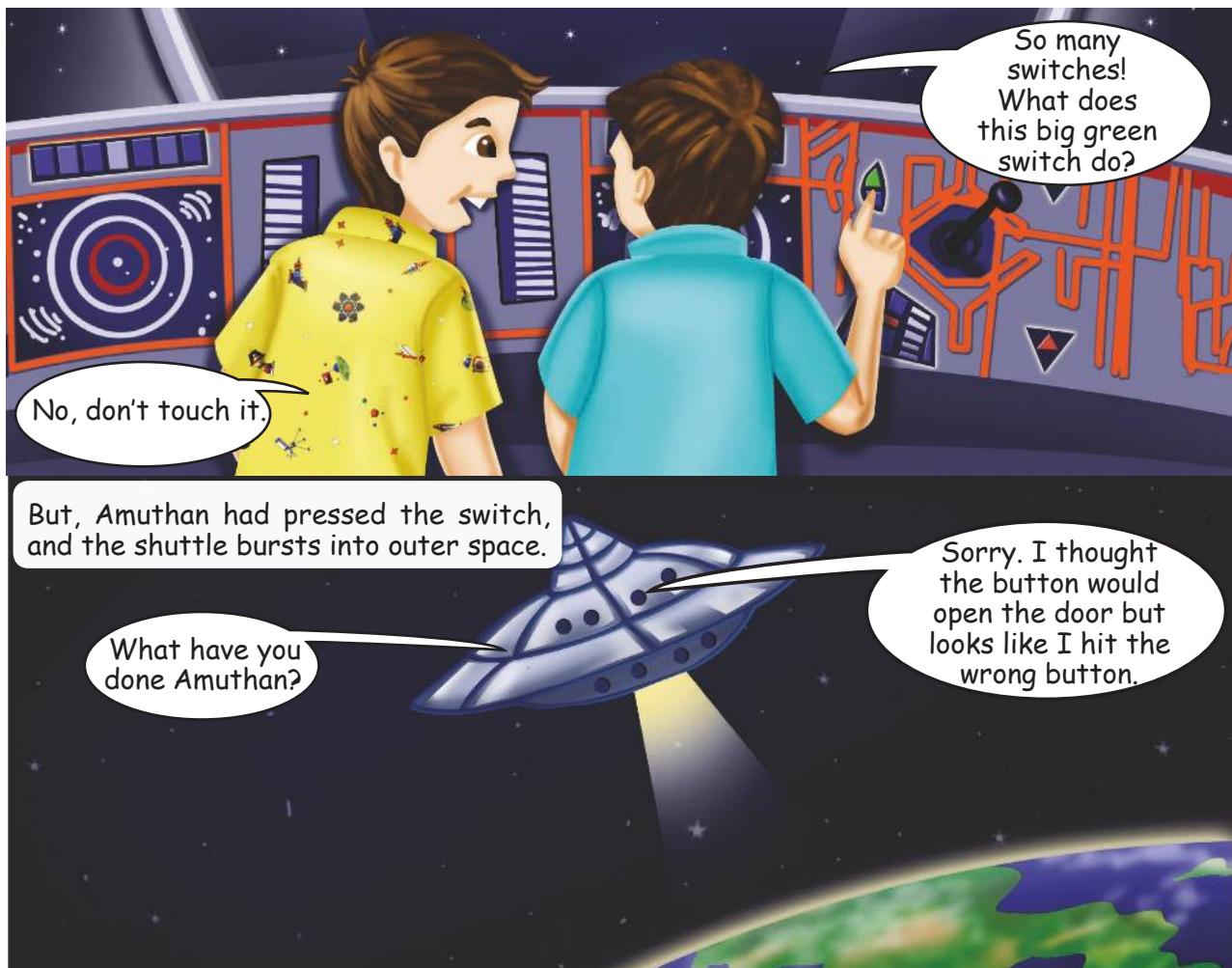


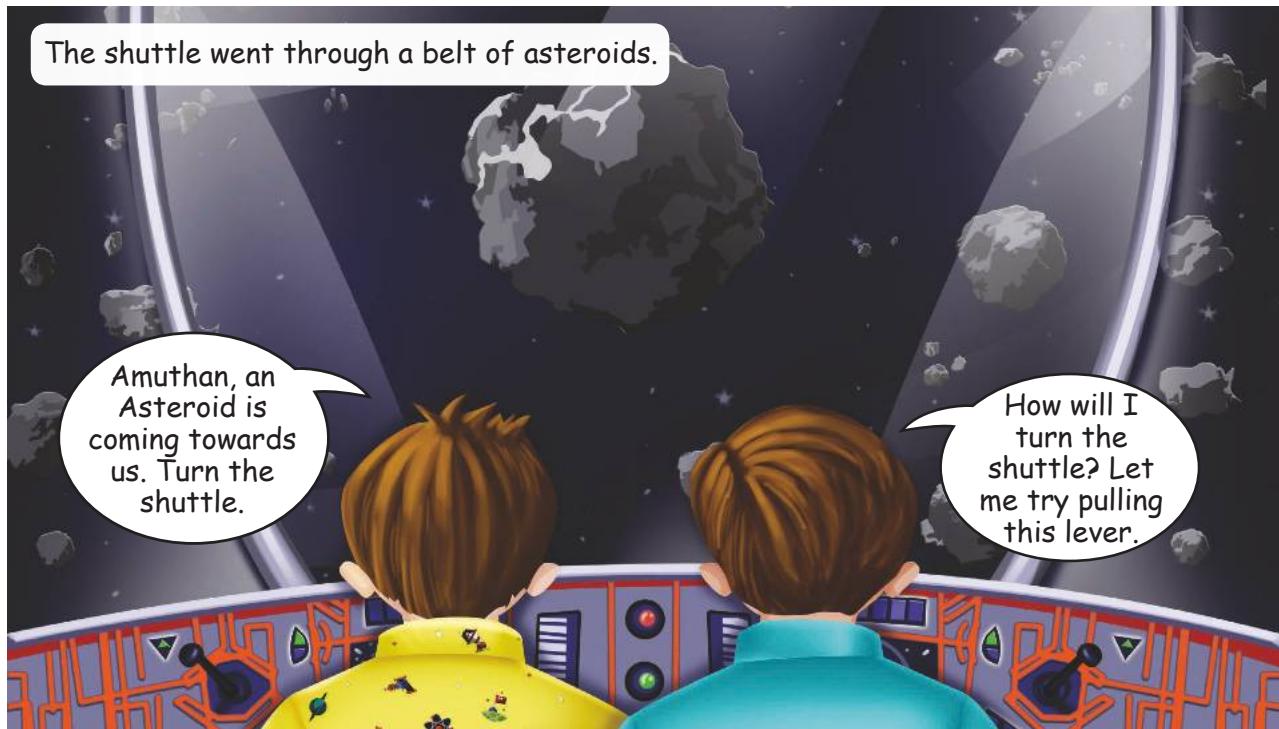
LET US READ

Lost in Space



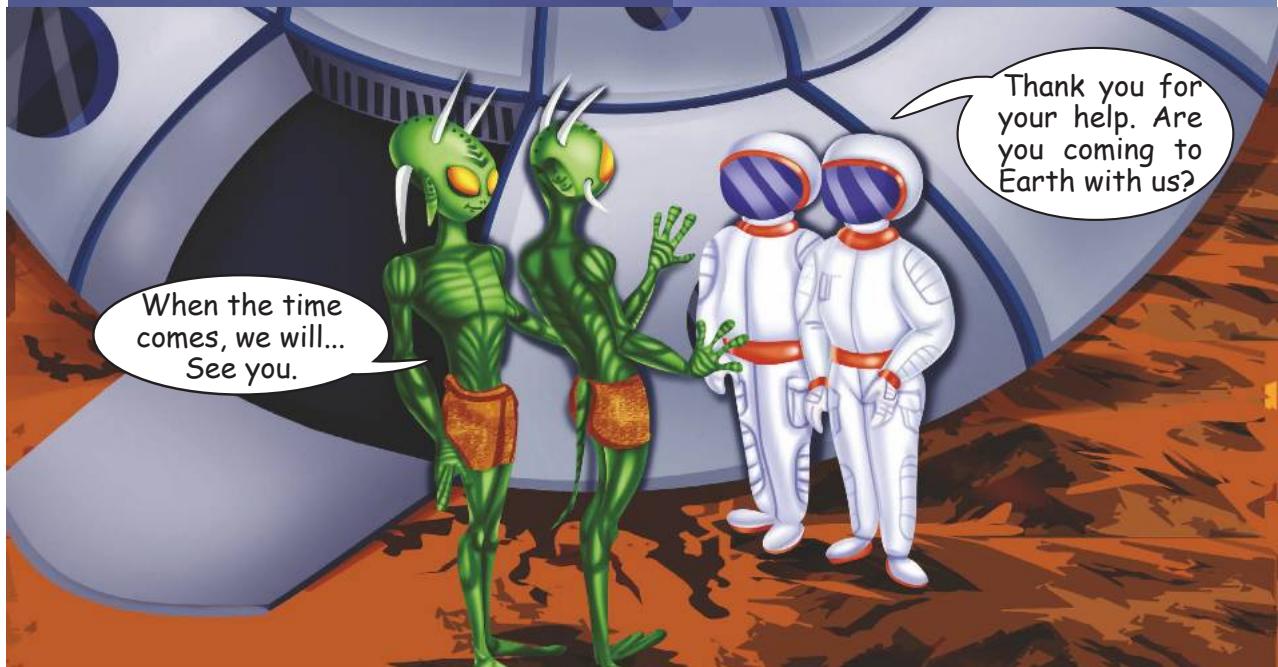
Now, they were trapped inside, and they walked into the deck.







The aliens gave them a special room so that they can remove their suits and rest.





LET US UNDERSTAND

A. Write true or false.

1. Amuthan locked the door behind him.
2. Nilavan unknowingly started the space shuttle.
3. The blue lights seen through the window were aliens.
4. They went out through the broken windows.
5. The aliens gave a new shuttle to them.

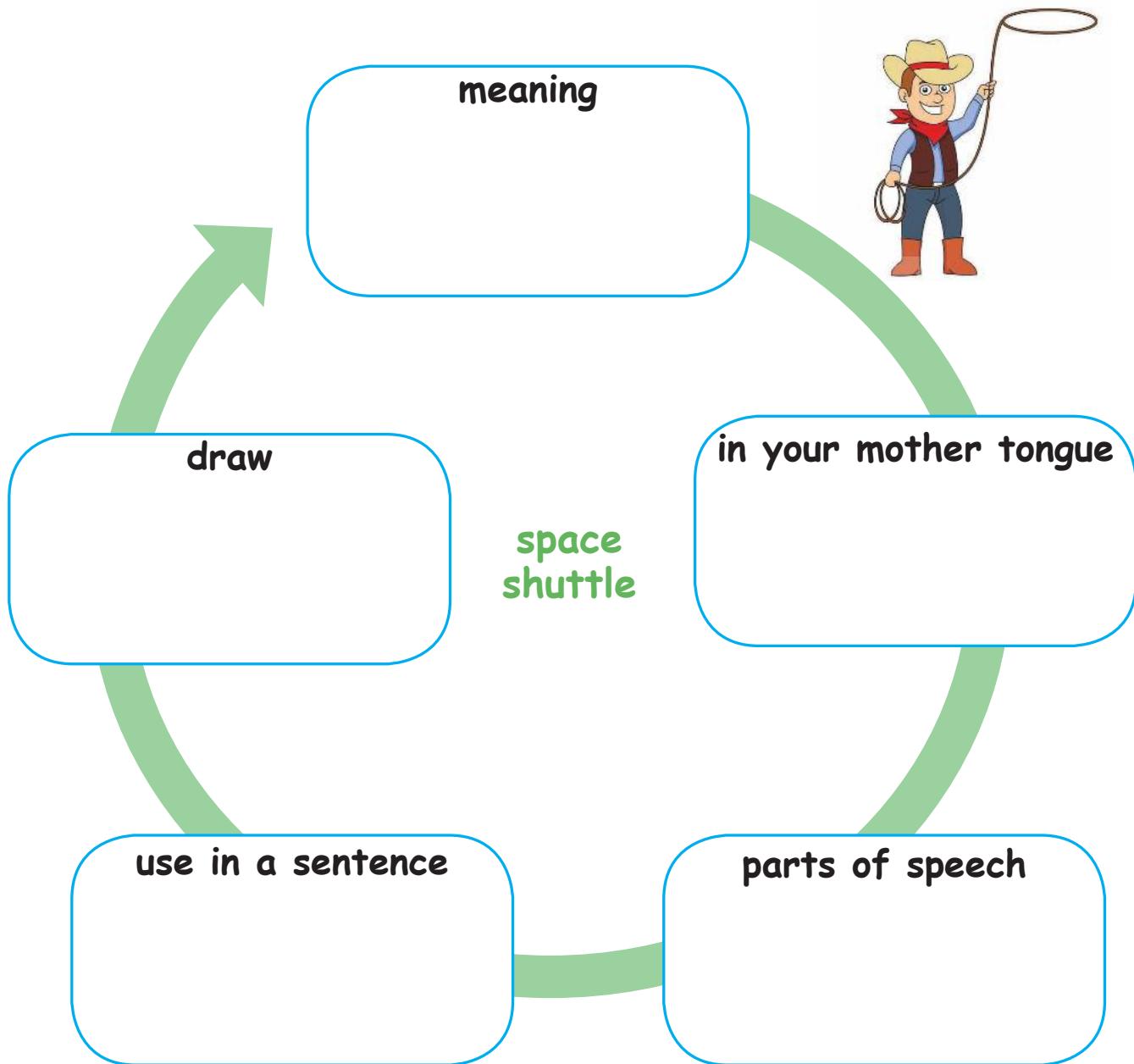
B. Name the character or speaker.

1. "Are you alright?"
2. "Wake up. Your ship is ready."
3. "Let me try pulling this lever."
4. "I am fine. We must wear the space suit."
5. "Eat these capsules."

C. Answer the following questions.

1. Where were the boys taken to?
2. Where did the space shuttle land?
3. What did Nilavan see through the window?
4. Who shattered the windows?
5. How did the aliens know the boys' language?

D. Try your own.



E. Speak and win.

Join in either of the following groups and say some valid points to win.



Group A

I like to live in the Earth
because.....

Group B

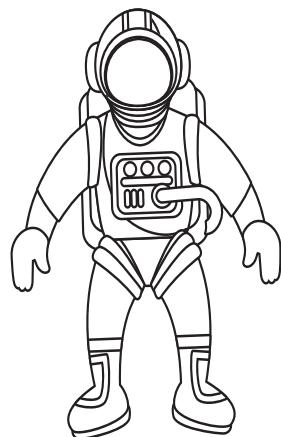
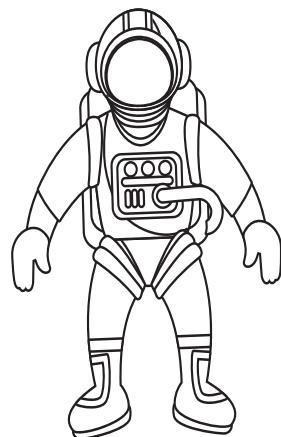
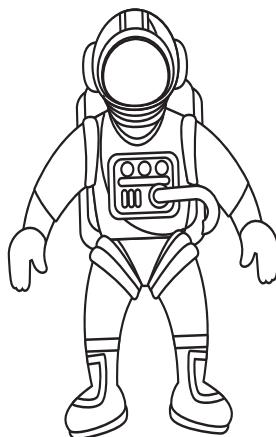
I like to live in the Mars
because.....



LET US READ ALOUD

Read the passage three times and colour a spacesuit for each time.

A spacesuit is like a spaceship built for one. A spacesuit lets us work and live in space. It protects us from the heat and the cold. It gives us air to breathe. The suit is made of many parts and has water to drink. It even has a built-in toilet, if you need to use.



Complete the sentences.



An astronaut wears a _____.

A spacesuit is like a _____.

A spacesuit allows us to _____.

A spacesuit protect us from _____ and _____.

Circle the things that the spacesuit provides us.

air

food

water



LET US WRITE

Letter writing

No. 15, Big street,
Namachivayapuram.
26th June, 2019.

Dear Kumaran,

How are you? I am fine here. There is a festival in my village next week. I am very happy to invite you to the festival. Please plan to be here on Monday the 30th. I am eager to meet you. Convey my regards to your parents.

Your loving friend,

R. Nethra.

Write a letter to invite your friend to your house for the summer vacation.

Dear _____,

Note to the teacher: Make the children write an informal letter to you about the good things in their life using I have , I like , I want (for their portfolio).

I Can Do

A. Answer the following.

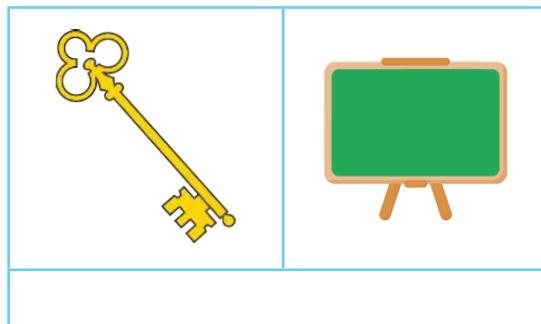


Name of the object

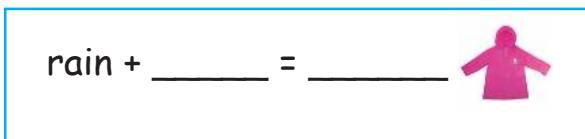
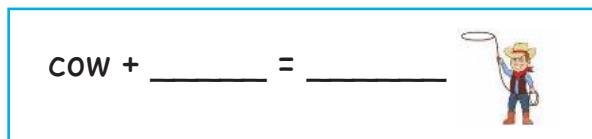
In your mother tongue

Use in a sentence

B. Write the compound words from the pictures.



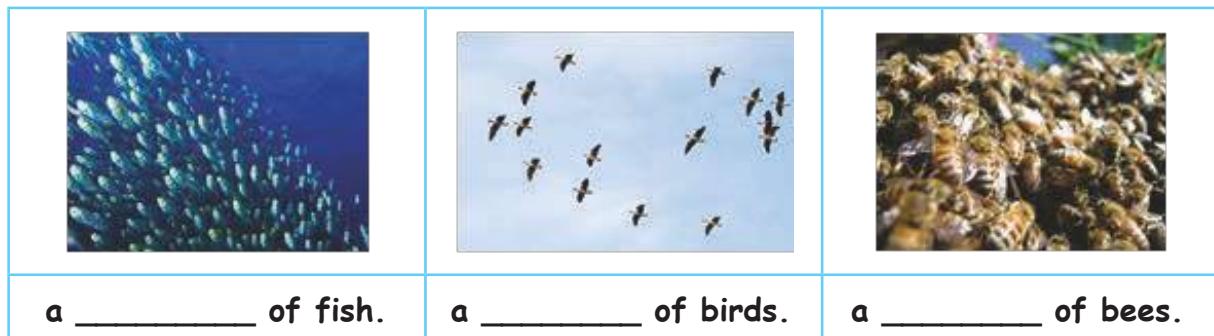
C. Use the clues and complete the compound words.



D. Recite the poem 'Beyond the Universe'.

E. Fill in the blanks with the collective noun.

swarm shoal flock



F. Circle the abstract noun.

fear

box

beauty

tree

taste

pencil

happiness

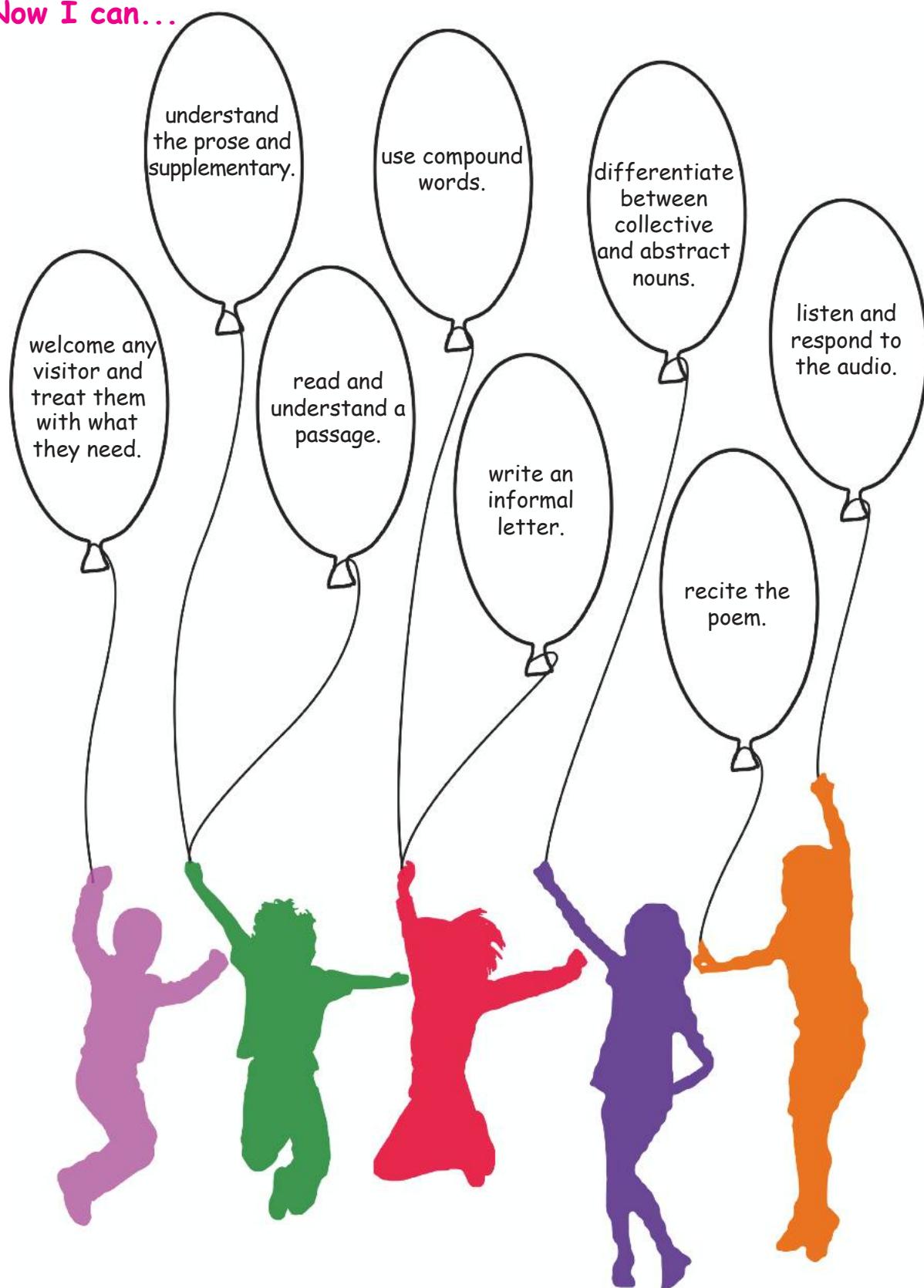
anger

honesty

book

Learning Outcome

Now I can...



Note to the teacher: Ask children to colour the balloon when they achieve the learning outcome.

2

My Native Place



I love my native place.
Do you?



MY LITTLE PICTONARY



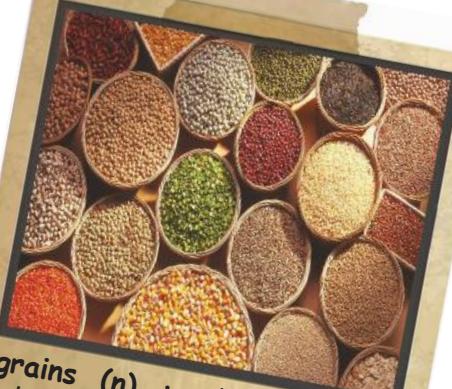
bullock cart (n) : a vehicle with two or four wheels driven by bulls.



plough (v) : turn up soil with a plough.



scarecrow (n) : a figure made to look like a person and put in a field to frighten birds away.



grains (n) : wheat or other cultivated cereal used as food.



armour (n) : The metal cover worn to protect the body in battle.



LET US LEARN

Trip to My Grandparents' Village

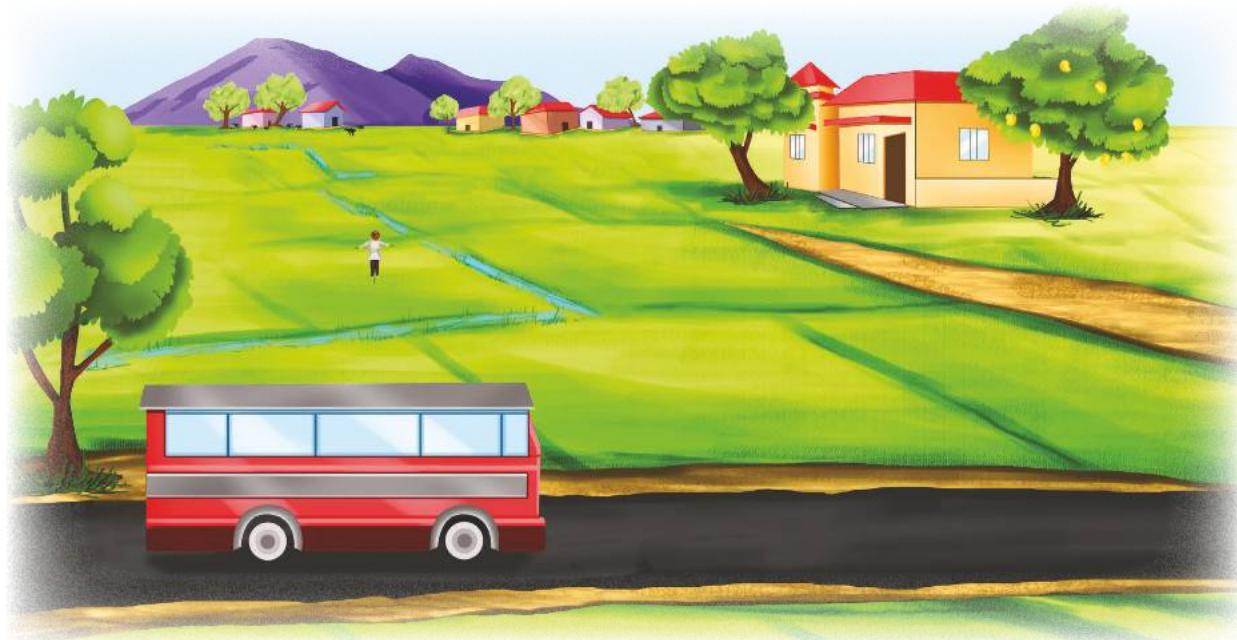
It is summer. **Vacation** has started for Santhosh. His parents are going to Sirumalai, their parents' village. Santhosh is excited. He records an audio diary on his mother's phone. He records all his feelings during the visit. Later, he writes down in his diary what he had recorded. Let's read his diary to know his experiences during this visit.

10th April:

I am very **eager** to visit my grandparents' village. I will meet my grandparents and cousins. I have packed my clothes and tab for playing video games. We will be travelling in a bus. I am so excited.

11th April:

Today we are travelling. Though it is summer, the weather is pleasant in the morning. There are **numerous** trees with yellow flowers on both sides of the road. There is greenery all around. There are many white cranes in the lush green paddy fields. The scarecrows have managed to scare away the crows in the fields. There is no traffic, noise and air pollution in the village.



I get off the bus and run to meet my grandparents. They are delighted to see me. The house is surrounded by many big trees. There are a few jackfruit, mango, neem, banana, pomegranate and coconut trees. The trees have abundant fruits. My grandfather plucked some ripe mangoes for me. The mangoes are so juicy and sweet.

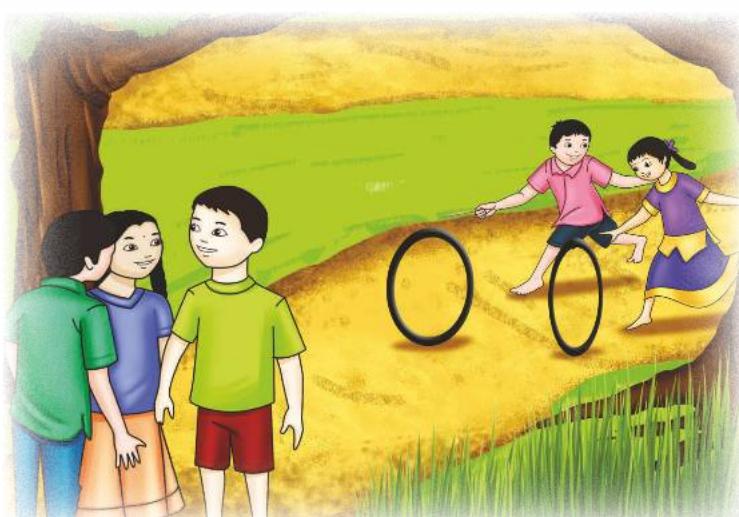
12th April: I have woken up early today. I am out for a walk in the morning. The cool breeze is calming. The coconut palms are swaying lazily. The farmers are already in their fields. Some of them are cutting

the crops and some of them are threshing the paddy. The air is filled with the sweet sound of birds singing in the trees and the bushes. The cuckoo's song is perhaps the most enchanting.



I come home, I freshen up and eat the tastiest breakfast in my life. Later, my grandmother introduces a girl, Paavai. She goes to the village school. She lives down the street. She is very eager to show me around the village. Paavai shows me how to play with a tyre and a stick. We happily run down the lanes balancing the tyre with a small stick. We stop to talk to Paavai's friends, Amir, Peter and Umaiyal.

All children here too have their summer vacation. Amir is helping his father in milking their cows. He lets me pat his black calf. Peter and Umaiyal are sitting with their grandmother breaking groundnut pods and piling them neatly. Later they will take the nuts to the village market to sell them. I help them for some time.





13th April:

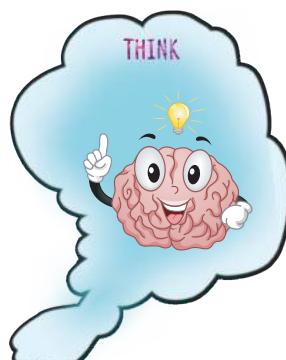
Paavai takes me to the village pond. There are many children splashing around in the pond. Some boys are climbing to the top of the tall tamarind tree. Girls are playing hide and seek near the big banyan tree.

My mother and my aunties take me to the river for a refreshing bath. I play for some time in the cool water but I cannot swim. So, I sit on a big smooth rock and watch my friends swim like **experts**. They talk and laugh a lot as they wash their clothes and dry their hair in the Sun. The river is so clean that I can see the pebbles in the riverbed and colourful fish swim by. I love the scenery.

14th April:

We are back to our home in the city. The trip to our grandparents' home was so enjoyable. Those two days flew by so fast. I realised that during this stay, I had neither watched television nor played video games. I am eagerly looking forward to our next visit.

Is TV and video game the only way to pass time? Can we do something else?



Glossary

eager	keen
vacation	holiday
numerous	many in number
threshing	separating grain from crops
enchanting	attractive
expert	well skilled

LET US UNDERSTAND

A. Match the following.

cuckoo	blows
breeze	sings
river	swims
fish	flows

B. Answer the following questions.

1. How did Santhosh record his diary?
2. Name some of the activities that the village children were doing on their vacation.
3. Why did Santhosh forget to watch television or play video games?
4. Did Santhosh enjoy his morning walk? How do you know?
5. How did Santhosh spend his time in the river?
6. How did Santhosh know that the river was clean?



LET US BUILD



You already know singular and plural.

Try this.



I am a lion.



We are

1. Change -f and -fe, into -ves.



Leaf



Leaves



Knife



Knives

2. By changing their vowels, such as oo to ee and an to en.



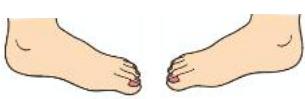
Tooth



Teeth



Foot



Feet



Woman



Women



Man



Men

3. Irregular plurals



Child



Children



Ox



Oxen

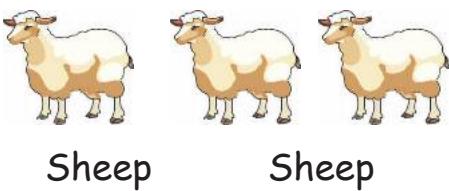


Mouse



Mice

4. Some nouns are identical in both the singular and the plural forms. Many of these are names of animals.



Sheep



Deer

5. Add **es** for some words ending with **o**.



Tomato

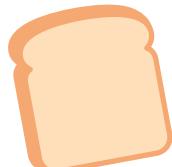
Tomatoes



Potato

Potatoes

A. Look at the picture and tick (**✓**) the correct plural word.



Loaf

Loafs	Loaves
-------	--------



Fish

Fish	Fishes
------	--------



Goose

Geese	Goose
-------	-------



Mouse

Mice	Mouses
------	--------



Child

Child	Children
-------	----------



Man

Men	Mans
-----	------

B. Write the plural form.

1. leaf

2. mango

Note to the teacher: Teach exceptions for the words ending with '**o**' like photo - photos, radio - radios, zero - zeros.



LET US SING



Farmer's Friend*

Often seen as filth
But gives the soil good health
To reward the farmer with wealth.

Ploughs the soil before farmer
Use not the chemicals to harm her
Please praise our motherland's armour.

Shy to show his looks
Toils often on fishing hooks
To give the fisher something to cook.

Be humble like a worm
Think no one to harm
You will be free to spread your charm.



Note to the teacher: Sing the song with actions. Encourage children to listen and sing along with actions. This song is a memoriter.

Glossary

filth	dirt, ugly
ploughs	tills
humble	not proud
toils	work extremely hard
harm	make physical injury

A. Match the rhyming words.

filth - farmer

cook - harm

charm - wealth

armour - look

B. Fill in the blanks.

1. It ploughs soil before _____.

2. It is used in the fisher's _____.

3. We don't use _____ in the soil.

4. Be humble like a _____.

C. Answer the questions.

1. How do we see the earthworm often?

2. What does it give to the farmer?

3. Why don't we use chemicals?

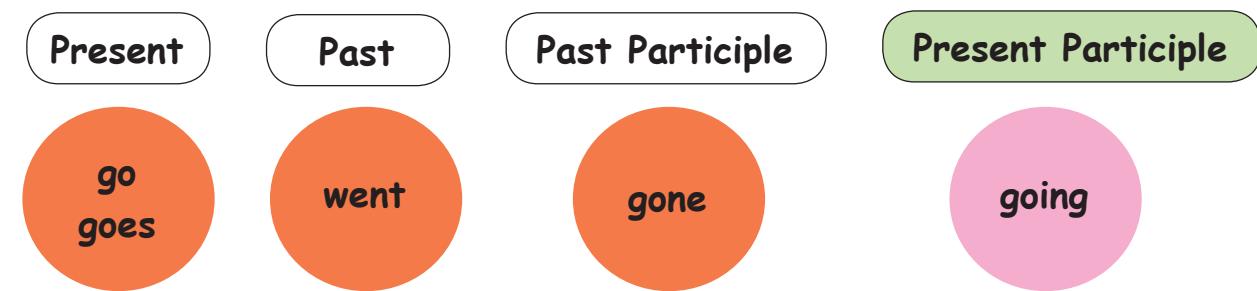
4. How do we work?



LET US KNOW



Continuous tense is a category of verb tenses. Here we will see the past continuous tense. You all know forms of verbs. Those are



The present participle form is used in past continuous tense with auxiliaries **was** and **were**. Come let us use it.

I was going to home.	You were going to home.	He was going to home.
	We were going to home.	She was going to home.
	They were going to home.	It was going to home.

In the above examples you can see, the main action is in present participle form for all the subjects and the auxiliary alone changes.

'**was**' is used for **I, he, she** and **it**

'**were**' is used for **you, we** and **they**.

Give the correct verb form for following sentences.

1. I was reading the poem.

2. They _____ (write) the poem.

3. It _____ (go) to Delhi.

4. She _____ (draw) a picture.

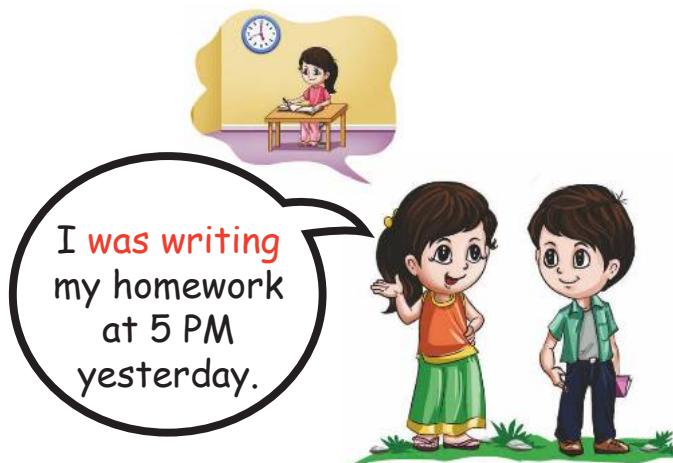
5. We _____ (eat) fruits.

6. He _____ (watch) movie.

7. You _____ (make) lunch.

Let us see when to use the past continuous tense.

At some point in the past.



Parallel Actions.



Interrupted action in the past.



Write what they were doing at 5 o'clock yesterday.

I _____ cricket with my friends.

My mother _____ TV.

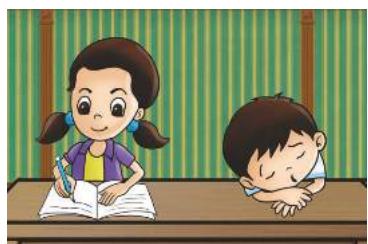
We _____ mango.

My friends _____ their bicycles.

Mohan _____ a letter.

The bell _____ loudly.

See and write what they were doing.



While I was writing,
he _____.

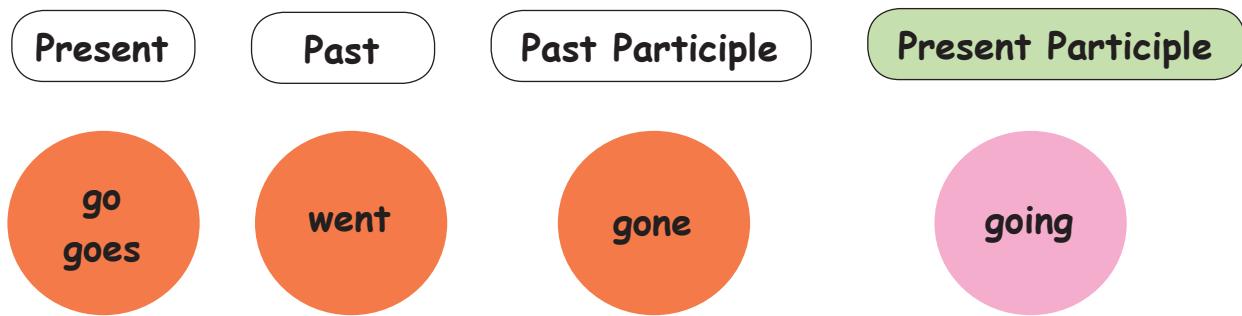


While the boy was playing,
the girl _____.



While my mother was cooking,
my father _____.

Now, we are going to see the future continuous tense. You all know forms of verb. Those are



The same present participle form is used in future continuous tense with auxiliary **will be**. Come let us use it.

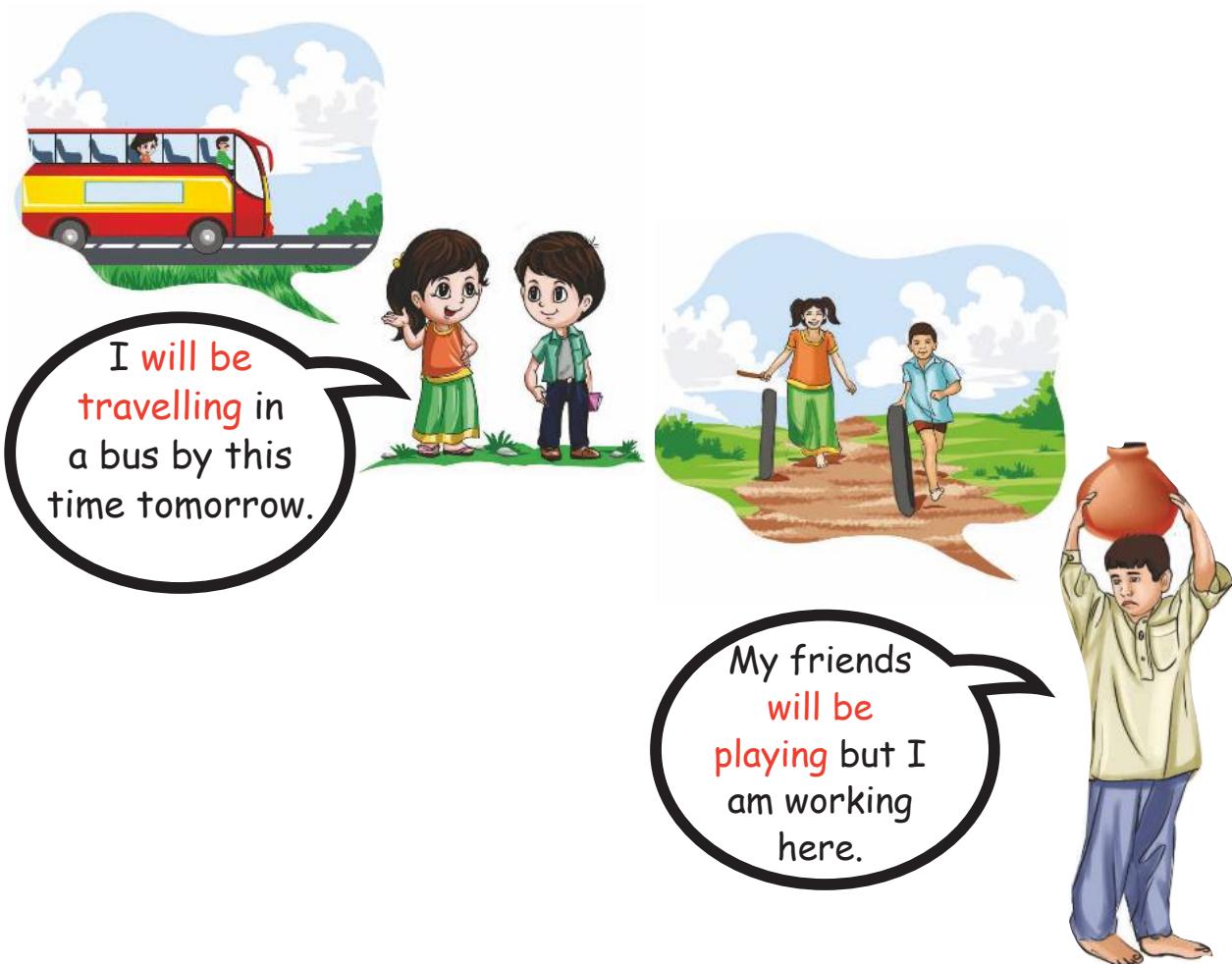
I will be going to home.	You will be going to home.	He will be going to home.
	We will be going to home.	She will be going to home.
	They will be going to home.	It will be going to home.

In the above examples you can see, the main action is in **present participle** form and the auxiliary is '**will be**' is used for all the subjects.

Give the correct verb form for following sentences.

1. I will be waiting for you.
2. They _____ (come).
3. It _____ (play).
4. She _____ (swim).
5. We _____ (walk).
6. He _____ (do).
7. You _____ (take) leave.

How to use the future continuous tense.



Uma's family is going on a holiday. Write what they will be doing there.



1. Uma _____.
2. Her brother _____.
3. _____.
4. _____.
5. _____.
6. _____.



Change the sentences from past continuous to future continuous.

She was waiting for bus.

They were going to Coimbatore.

Suresh was playing chess.

Rafiq was eating breakfast.

Prasanth was reading newspaper.

Change the sentences from future continuous to past continuous.

I will be speaking to her.

Lucy will be getting ready.

The train will be arriving on 2nd platform.

We will be sleeping in terrace.

It will be raining heavily.



LET US LISTEN



Circle yes or no to the following.

- | | | |
|--|-----|----|
| 1. Three persons are involved in the dialogue. | Yes | No |
| 2. Varun is studying 4th standard. | Yes | No |
| 3. Akshaya is Varun's sister. | Yes | No |
| 4. They play Kho-Kho. | Yes | No |
| 5. Varun plays in Kothai team. | Yes | No |

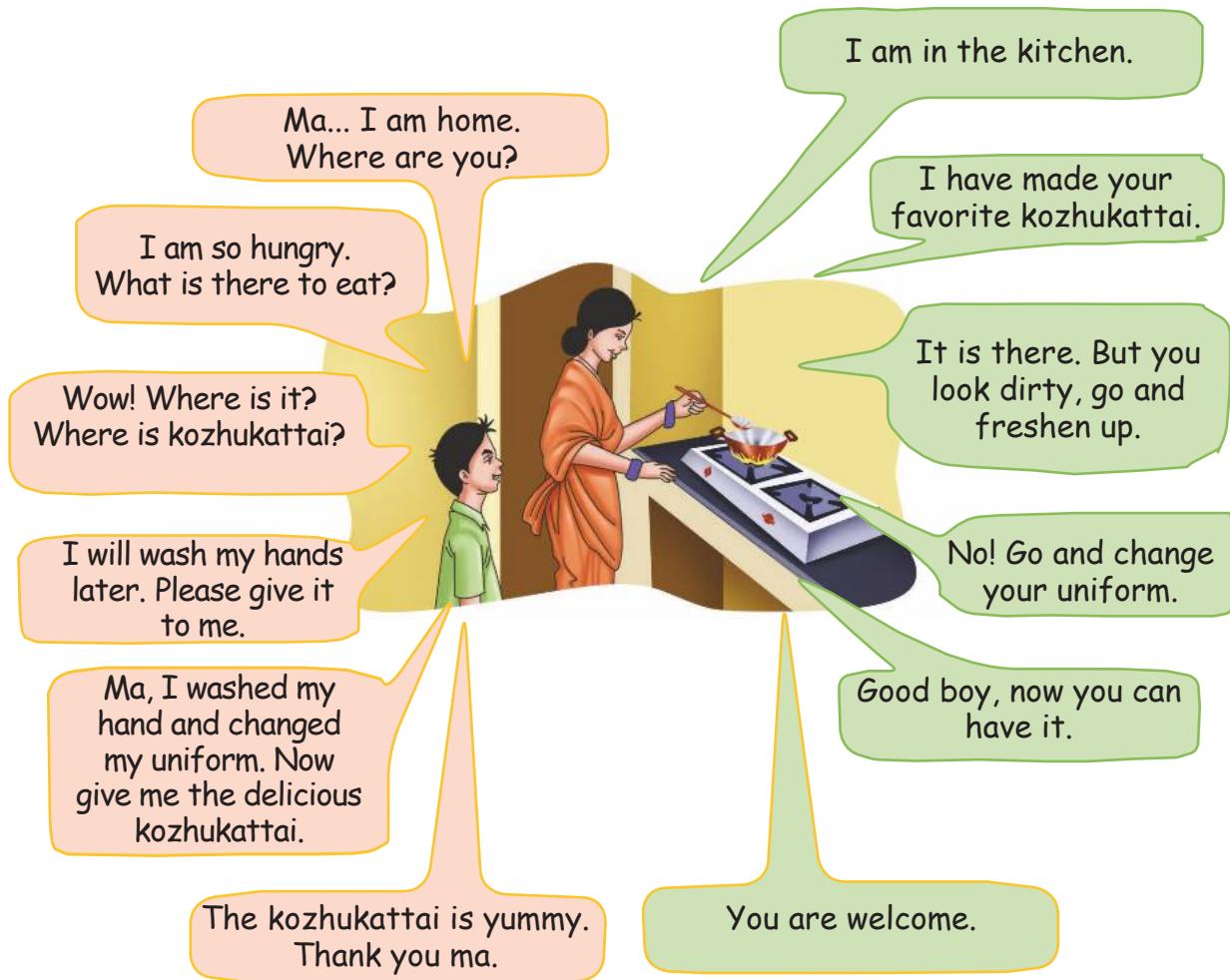
Note to the teacher:

Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions. The listening passage is given at the end.

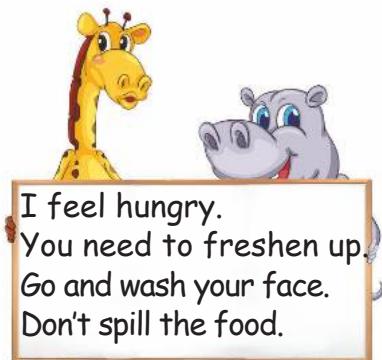


LET US SPEAK

See how they speak at this situation and practise as if you were in that situation.



Structures that are useful for this situation.



Note to the teacher: Make the children practise these phrases and give them different scenarios to practise.



LET US READ



The Farmer and his Daughters



In the village of Manipuram, there lived a wealthy farmer. He had three daughters. All his daughters were married and living their life happily. The farmer was getting old. He wanted to distribute his wealth to his daughters. But he wanted to know what responsibility he could give to each of his daughters. He called all his daughters and gave each of them a bag of millet. He asked them to use grains in the best way possible and then come back to him after one year.

After one year the daughters came back to their father's house. The farmer welcomed all of them.

First he called the elder daughter and asked about what she had done with the grains given to her. She replied, "Father, I fed those grains to flocks of birds that I saw on my way back to home."

Then the father called the second daughter and asked the same. She replied, "Father, I thought those grains were sacred. So I mixed those with other grains kept for community food service. So that everyone could have it. After this, the third daughter came. The farmer asked her about the grains. She said, "Father, I don't have those grains with me now. I need two bullocks and men to get the grains." Father was confused and asked her, "Why do you need bullocks and men to bring the



grains here?" The daughter smiled and replied "I sowed those grains and now it has grown as crops. So, I need a bullock cart and men to harvest and bring back the grains." Father was happy to know that she used the grains wisely. Father found her apt and gave her the responsibility of the fields. He distributed his other wealth equally among the other two daughters.



Glossary

distribute	give a share
responsibility	power
millet	a cereal grown in warm countries
sacred	holy
harvest	yield
wisely	cleverly



LET US UNDERSTAND

A. Match the actions with the picture.

mixes for community food service

sows the grain

feeds the birds



B. Fill in the blanks.

feeds

three

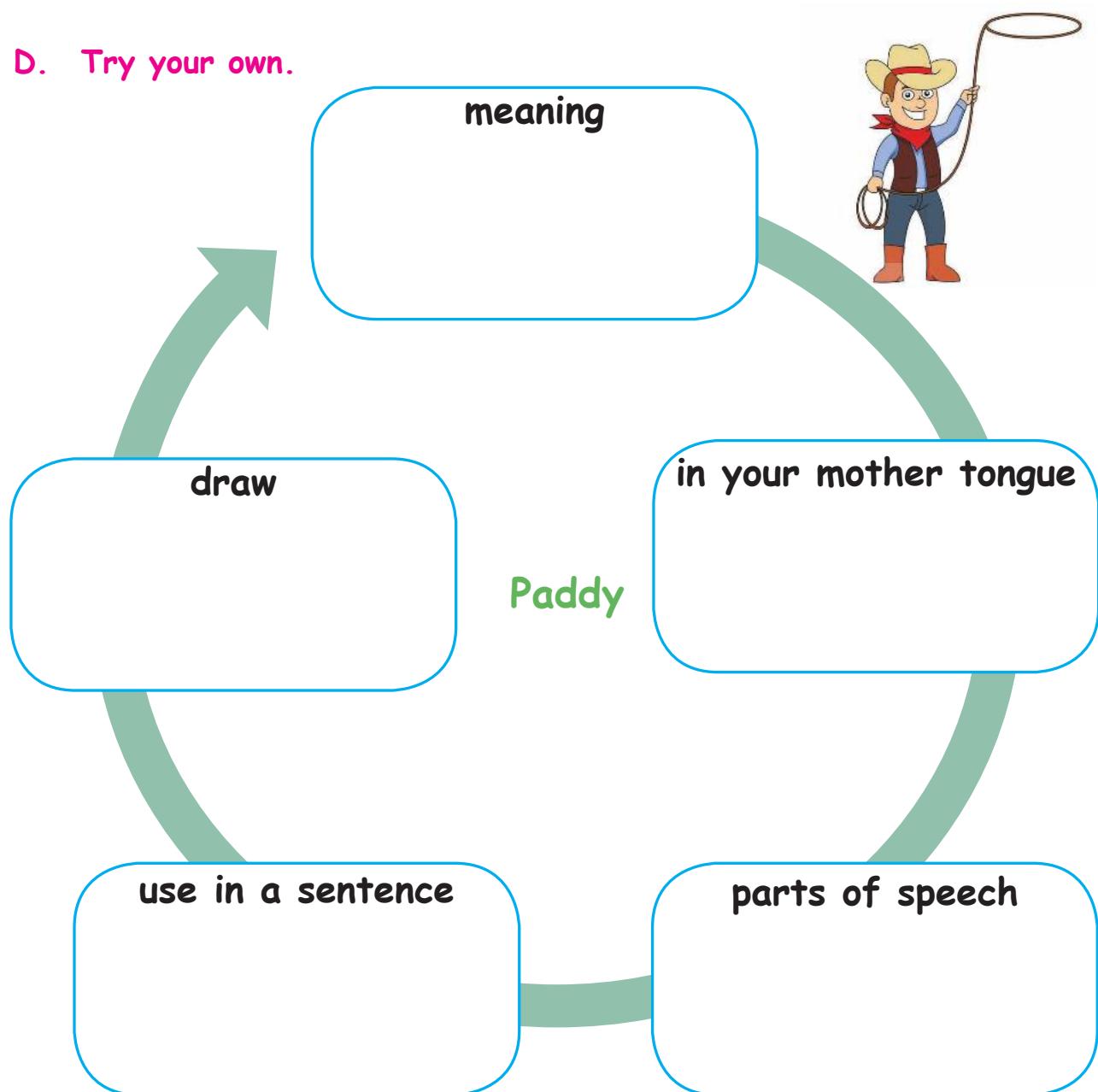
millet

1. The farmer had _____ daughters.
2. He offered _____ to his daughters.
3. The second daughter _____ the millet to a flock of birds.

C. Answer the following questions.

1. What did the father give to all the daughters?
2. What did the first daughter do?
3. How did the second daughter use the grain?
4. How did the third daughter use the grain?
5. Who is the wisest of all? Why?

D. Try your own.



E. Speak and win.

Pick and support any one of the three daughters. Say some sentences **for** the one you support and say some sentences **against** the other two to win.

I support the first daughter because

I support the second daughter because

I support the third daughter because





LET US READ ALOUD

Read the passage three times and colour a bull for each time.

Mr. Murugan is a farmer. He has a small piece of land and two bulls. He takes good care of his bulls as they help him in farming. Every morning, he takes the bulls for grazing. When it rains he ploughs the land with the bulls. As he has no one to help he starts sowing the seed before sunrise. He irrigates the crop till it grows. He reaps and binds the crop then takes it to thrash the paddy. Finally, with the help of the bulls he takes the paddy to his house.



A. Circle the main idea of the passage.

1. Murugan was a miser.
2. Murugan loved his bulls and farming.
3. Murugan wished to have people to work.

B. Name the actions of Murugan.





LET US WRITE

My Autobiography

Make the children write their own story. The following questions will help them to write. Ask them to gather information from their parents before writing and to give a title.

1. When were you born?
2. Where were you born?
3. What is your father's name and what is he?
4. What is your mother's name and what is she?
5. What is your birth order?
6. Do you have any nickname, if yes, reason for that?
7. An interesting incident that happened in your life.

Note to the teacher: Give the same kind of information of a famous person and make them write the Biography in simple language for their Portfolio.

I Can Do

A. Look at the picture and answer the following.



Name of the object

In your mother tongue

Use in a sentence

B. Circle the correct plural form.



deer



deers



geese

calfs

calves

gooses

C. Write the plural form.



tooth - _____



knife - _____

D. Recite the poem Farmer's friend with correct intonation.

E. Match the rhyming words.

health - charm

hook - wealth

harm - look

F. Write the past continuous forms for the given verb.

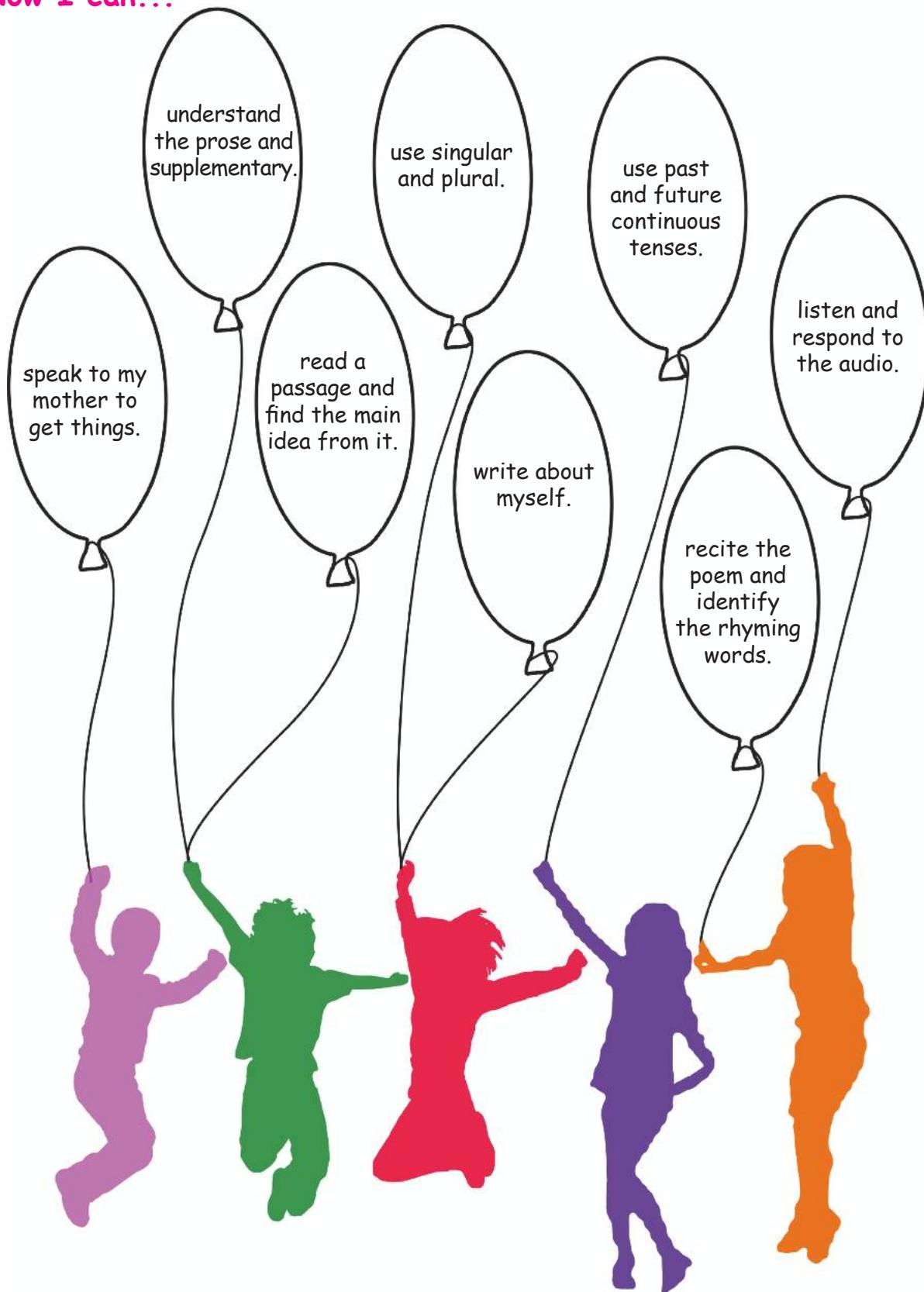
1. She _____ the homework at 6 'o' clock. (write)

2. They _____ when I arrived there. (play)

3. I _____ while he was singing. (dance)

Learning Outcome

Now I can...



Note to the teacher: Ask children to colour the balloon when they achieve the learning outcome.

3

Our Nation



I love my country.
So I keep it clean.
Do you?



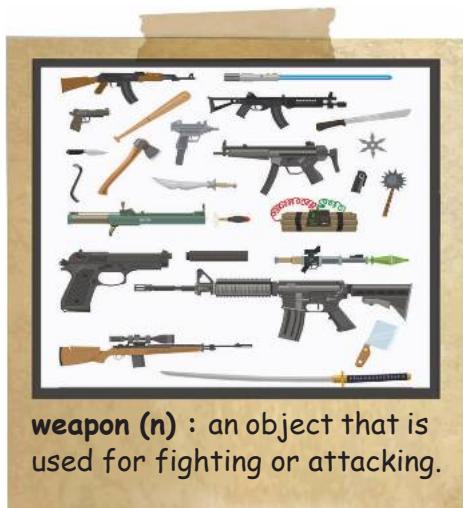
MY LITTLE PICTONARY



Amar Jawan Jyoti (n) : an Indian memorial constructed after the Indo - Pak war of 1971.



battle (n) : a fight between armies or groups of people.



weapon (n) : an object that is used for fighting or attacking.



Mahavir Chakra (n) : the second highest military reward in India.



soldier (n) : a person who serves in an army.



LET US LEARN

The Guardians of the Nation



Anandhan and Yazhini came home from school. After washing their face, hands and legs, they sat down next to their father. Their father was watching the news on the television. There were two bowls of chickpea sundal. They ate and watched a **ceremony**

where people were paying respect to a helmet on top of a gun. "Dad, what is this place? What are they doing?" asked Anandhan. Dad replied, "This is Amar Jawan Jyoti, a **memorial** for the soldiers who died for our country. Every year, 7th December is observed as Armed Forces Flag Day. On that day, we remember the **sacrifices** of our soldiers for **guarding** our nation. It is a great **honour** to serve the nation by joining the army."



Why do the soldiers (people) die?
When will it stop?

Yazhini proudly declared, "When I grow up, I will join the army and serve the nation." Anandhan said, "I will become a doctor, and treat the people." Yazhini asked, "Why don't you join the army and serve the nation like me?" Father **intervened** her and said, "Joining the army is not the only way to serve the nation. Each one of us can serve the nation in our own way." Yazhini asked, "Really dad? How can we serve the nation?" Father said, "Serving in the army is a grace, but not everyone gets a chance to serve. But, each of us has a role in our society and, by doing that role we are serving our nation."

Father continued, "I will tell you the story of Karmugilan. He was a doctor, who died, **serving** the people. He was young and talented. He went to the USA for studying. His parents were very proud of him. They thought that he would live in the USA and continue his practice. But to everyone's surprise, he came back to India and started treating poor people free of cost."

Yazhini asked, "Were his parents not angry with him?" Dad said, "They were angry. But, they knew he was happy."

One day, dengue broke out in the nearby villages. He left to those villages to treat the people. He saved the lives of many. He was soon well known in the village, and people poured in to get treated. But, one day he got **infected** by the disease and was taken to the city hospital. He was in critical condition. His parents were upset and worried. He told his parents that he had done his duty to the country and, was happy. In a couple of days, he died. In his memory, the people of the village have built a hospital and treated people at free of cost."



"That's really great, dad. He is a real hero.", said Yazhini.

Father replied, "Each one of us should love and respect our country. We should treat everyone around us with love and respect. That's the real service to the nation."

Glossary

honour	great respect
serving	work for a specific group or person
ceremony	a formal event to celebrate an anniversary a
memorial	structure established to remind of a people or event
intervened	interrupt a conversation
sacrifices	giving up something more valuable
infected	contaminated with harmful things
guarding	to watch over to protect or control



LET US UNDERSTAND

A. Choose the best answer.

1. Karmugilan went to _____ for higher studies.
a) London b) Australia c) USA d) New Zealand
2. _____ broke out in the near by villages.
a) Malaria b) Cholera c) Dengue d) Flu
3. He got _____ the disease.
a) infected by b) cured off c) upset d) remedy for
4. The villagers, built a _____ on his memory.
a) statue b) memorial c) library d) hospital

B. Fill in the blanks.

1. They ate a bowl of _____.
2. _____ is the memorial for the soldiers.
3. Flag day is observed on the _____.
4. A _____ dies for the nation.
5. _____ was a young talented doctor.

C. Answer the following questions.

1. What were Anandhan and Yazhini watching in the television?
2. What is Amar Jawan Jyoti?
3. What did Anandhan want to become?
4. Why did Yazhini want to join the military?
5. What happened to Dr. Karmugilan in the story?
6. What was the epidemic that broke out in the story?



LET US BUILD

We divide the words to pronounce them easily. Here are some tips to divide.



Bull/dog

If it is a compound word, divide after the first word.

Here the word 'bulldog' is a compound word. So we divide after the first word bull/dog.

Examples

Sun/set sky/blue watch/man

Pea/cock

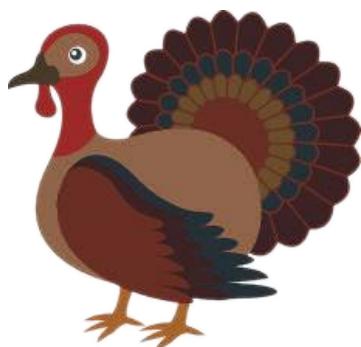
If it is a long vowel team, divide after the vowel team.

(ai, ea, oa, ee, ay, oe)

Here the word peacock has long vowel team **ea**. So we devide after the vowel team as Pea/cock .

Examples

rea/son pea/nut



Tur/key

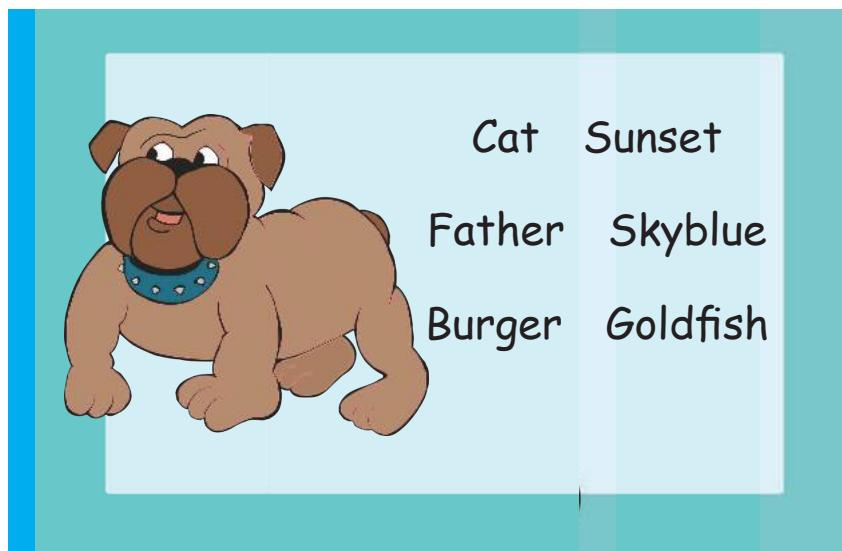
If **r** is preceded by a vowel, then divide after the **r**.

In the word turkey, **r** is preceded by a vowel **u**. So we divide after **r** as Tur/key.

Examples

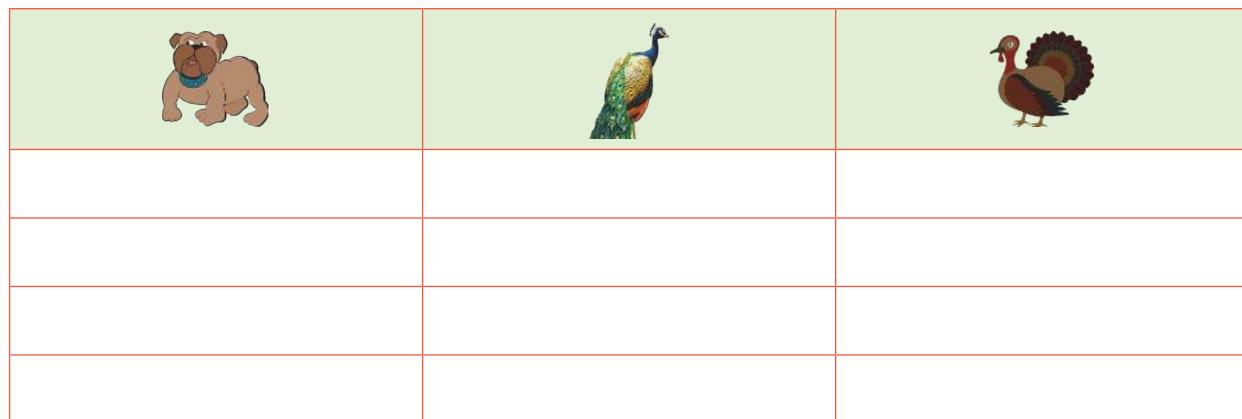
pur/ples bur/ger

A. Circle and divide the bulldog pattern words.



B. Divide and list out the words under each pattern

party	teacher	speaker	starfish	curtain	snowman
garden	pancake	heater	cowboy	farmer	weasel



C. Write some bulldog pattern words and divide them.





LET US SING

Patriotism



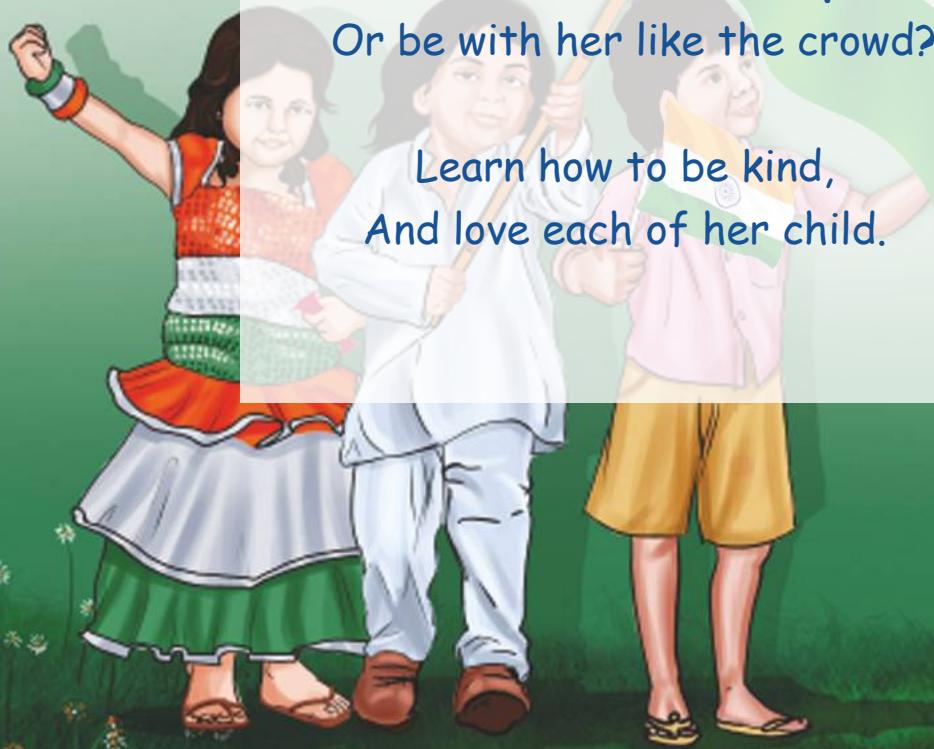
611JEV

Will we live in a country,
Without inner **boundaries**?
Will we treat everyone alike,
Or will we show our dislike?

Will we stick to our **core** in,
Or will we become **foreign**?
Yes, we love our nation,
Divided when seen as persons.

Yes, we have different language,
Yet, our **integrity** shouldn't damage.
Will we make our mother **proud**,
Or be with her like the crowd?

Learn how to be kind,
And love each of her child.



Glossary

boundaries	a dividing line
core	our true self (value system)
foreign	distant (like a part of a different thing)
integrity	the state of being wholesome
proud	feeling honoured

A. Match the following.

- | | |
|----------------|--------------------------|
| treat everyone | - love each of her child |
| nation | - no inner boundaries |
| kind | - not divided as people |
| country | - alike |

B. Answer the following questions.

1. How should we treat everyone?

2. What is our core?

3. How do we keep our integrity?

4. How can we make our nation proud?

5. A country should have inner boundaries. Justify.

C. Find the rhyming words from the poem

- | | | |
|----------|---|-------|
| alike | - | _____ |
| crowd | - | _____ |
| language | - | _____ |
| country | - | _____ |



LET US KNOW



What are prepositions?

Prepositions are words that help us know the position of things.

Try this?



The cat is _____ the box.

But, did you know prepositions also help us know the nature of time?

Let us learn prepositions of time.

on	Used for days of week	He bought a bike on Friday.
	Used for dates	My birthday is on 3rd of November 2013.

in	Used for months	My birthday is in September.
	Used for seasons	The river goes dry in the summer.
	Used for years	I was born in 1979.
	Used for parts of the day	I have a test in the afternoon.

at	Used for clock times	I get up at 7'o clock.
	Used for night	The stars shine at night.
	Used for meal times	Jane went home at lunchtime.

A. Put the given time expressions in the correct columns.

winter morning 2' o clock evening 1947

March Sunday 15th August 4.30 PM wedding day

in

at

on

B. Complete the following sentences using the prepositions on, in and at.

1. The summer vacation ends _____ Monday.
2. I will meet you _____ 7.30.
3. I don't drive _____ night.
4. My birthday falls _____ September.
5. Birds migrate _____ spring and autumn.
6. Her birthday is _____ 6th April.

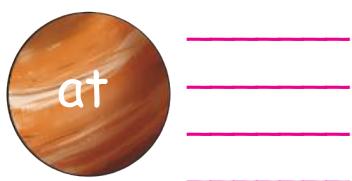
C. Circle the prepositions.

The meeting starts at 10'o clock in the morning, on Wednesday, on 22nd of March, in 2019.

D. Fill in the blanks using on, in and at.

My child was born _____ 2.30, _____ the afternoon, _____ Friday, _____ 17th of August, _____ 2016.

Help the space ship reach the correct planet.



LET US LISTEN



Tick the correct one after listening the movie clip.

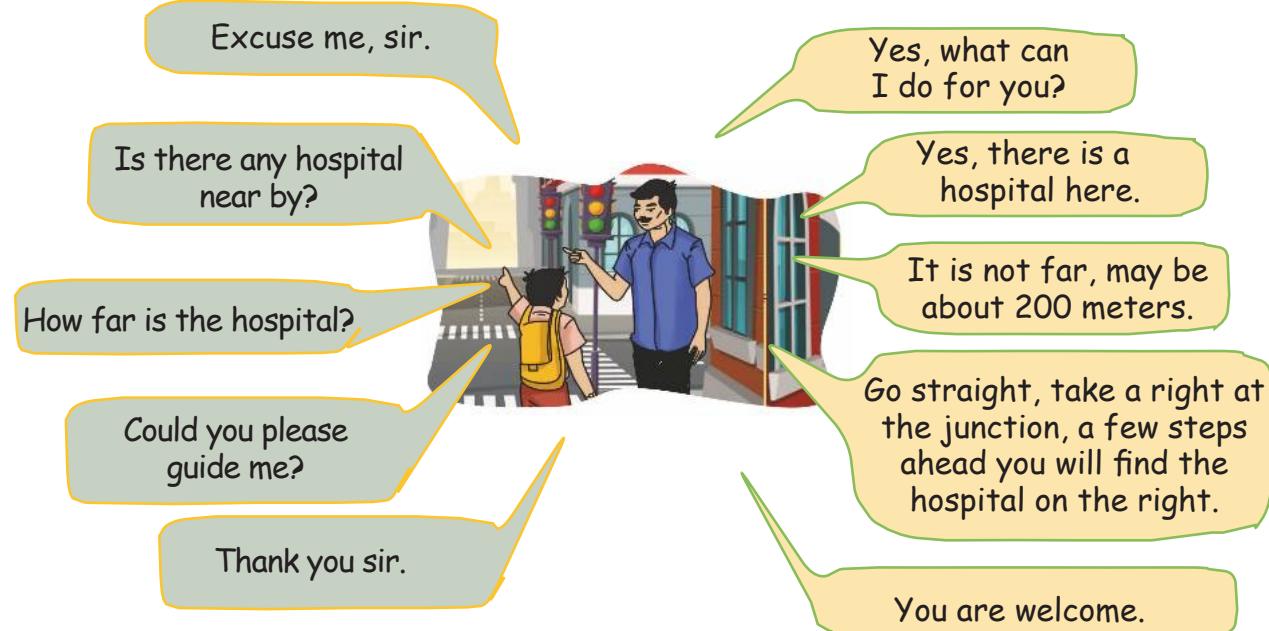
1. Bart wants to help his mom. Yes No
2. Bart's mother wants him to make tomato sauce. Yes No
3. The can is in the fridge. Yes No
4. The can opener is in the second door from the right. Yes No
5. How many times did Bart say that the can opener is broken?
3 5 6

Note to the teacher: Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions. The listening passage is given at the end.



LET US SPEAK

Is there any place near?



Structures that are useful to this situation:



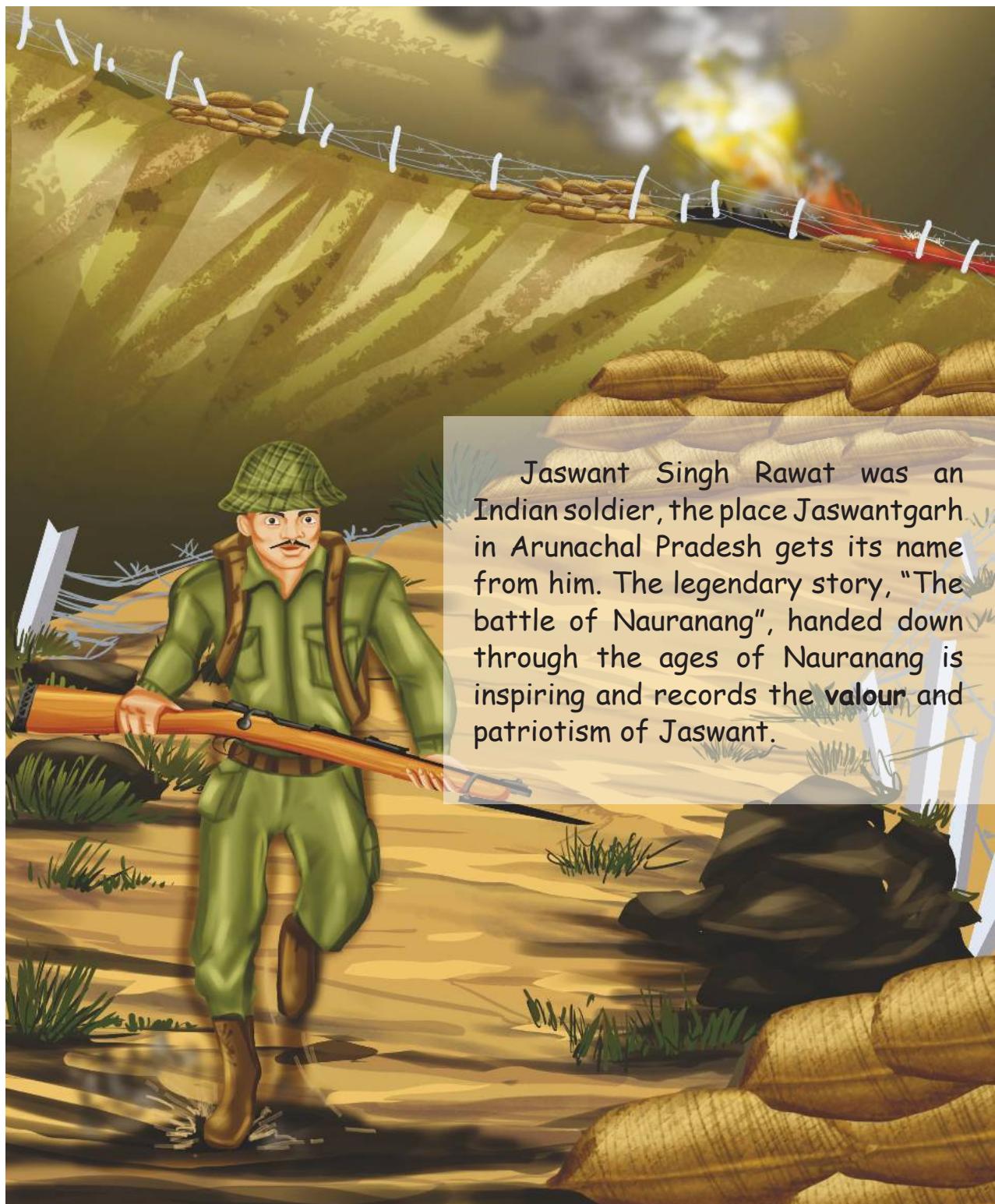
Note to the teacher:

Make the children practise the given structures thoroughly and give them different scenarios to practise.



LET US READ

The Legend of Jaswantgarh



Jaswant Singh Rawat was an Indian soldier, the place Jaswantgarh in Arunachal Pradesh gets its name from him. The legendary story, "The battle of Nauranang", handed down through the ages of Nauranang is inspiring and records the **valour** and patriotism of Jaswant.



There was a war between India and China in the year 1962. In the final part of the war, Nauranang was the last stand of the Indian army against the Chinese army. The battle started on 17th November 1962 and continued for seventy-two hours. At 5.00 A.M. in the Eastern Himalayas,

the Chinese army attacked the lonely Indian post in Nauranang. Knowing that the Chinese army was stronger, the Indian soldiers on the post were ordered to retreat and **regroup**. But, Jaswant did not leave his post and decided to continue the fight to hold the Chinese until the **reinforcements** arrive.

Two village girls named Sela and Nura helped Jaswant. They set up weapons at separate points. Jaswant taught the girls to handle fire guns. All three kept shooting on the Chinese army. Jaswant was running to different gun points and kept shooting. His intention was to give the Chinese army a perception that they are facing a huge Indian **battalion**. He did this for three continuous days. Jaswant and the girls had killed three hundred Chinese soldiers. The Chinese army decided to cut the food supply to the post.

The Chinese soldiers caught the man, who brought food for the three. In the Chinese **interrogation**, the man told the truth that a single soldier was guarding the post. A single soldier and two girls from a local **tribe** had fooled the Chinese. They were shocked and furious. They surrounded Jaswant Singh and launched the final attack.





Jaswant shot himself as Chinese were going to capture him. A grenade blast killed Sela. Nura, the tribal girl, was captured alive.

After the war, the commander of the Chinese army returned the **brass bust** of Jaswant. A war memorial with the brass bust was made to remember him and his service to the nation. All army personnel who pass through this memorial pay their respect to him.

The Indian Army still treats him as a serving officer and awards him promotions. India awarded him the Mahavir Chakra. Jaswant may have died in battle that day, but he still lives in the memory of people in Jaswantgarh and the Indian army.

Glossary

legend	a story from the past
valour	great courage in battle
regroup	to organize in a new tactical formation
reinforcement	additional army to support
tribe	group of people with common habits and culture
battalion	a military unit of 300 to 800 soldiers
interrogation	to question someone aggressively
brass bust	a statue made of brass, depicting a person's head and neck

A. Answer the following questions.

1. Where is Jaswantgarh located?
2. Which place was the last stand of the Indian army?
3. When did the battle of Nauranang start? How long did it continue?
4. Who helped Jaswant in the battle against Chinese?
5. What happened to the two girls at the end of the war?
6. How was he honoured by the Indian government?

B. Fill in the blanks.

1. Jaswantgarh is named after the Indian soldier _____.
2. The Chinese troops attacked the lonely Indian post located in _____.
3. Jaswant was helped by _____ tribal girls.
4. Jaswant managed to kill _____ Chinese soldiers.
5. Jaswant Singh Rawat was awarded _____.

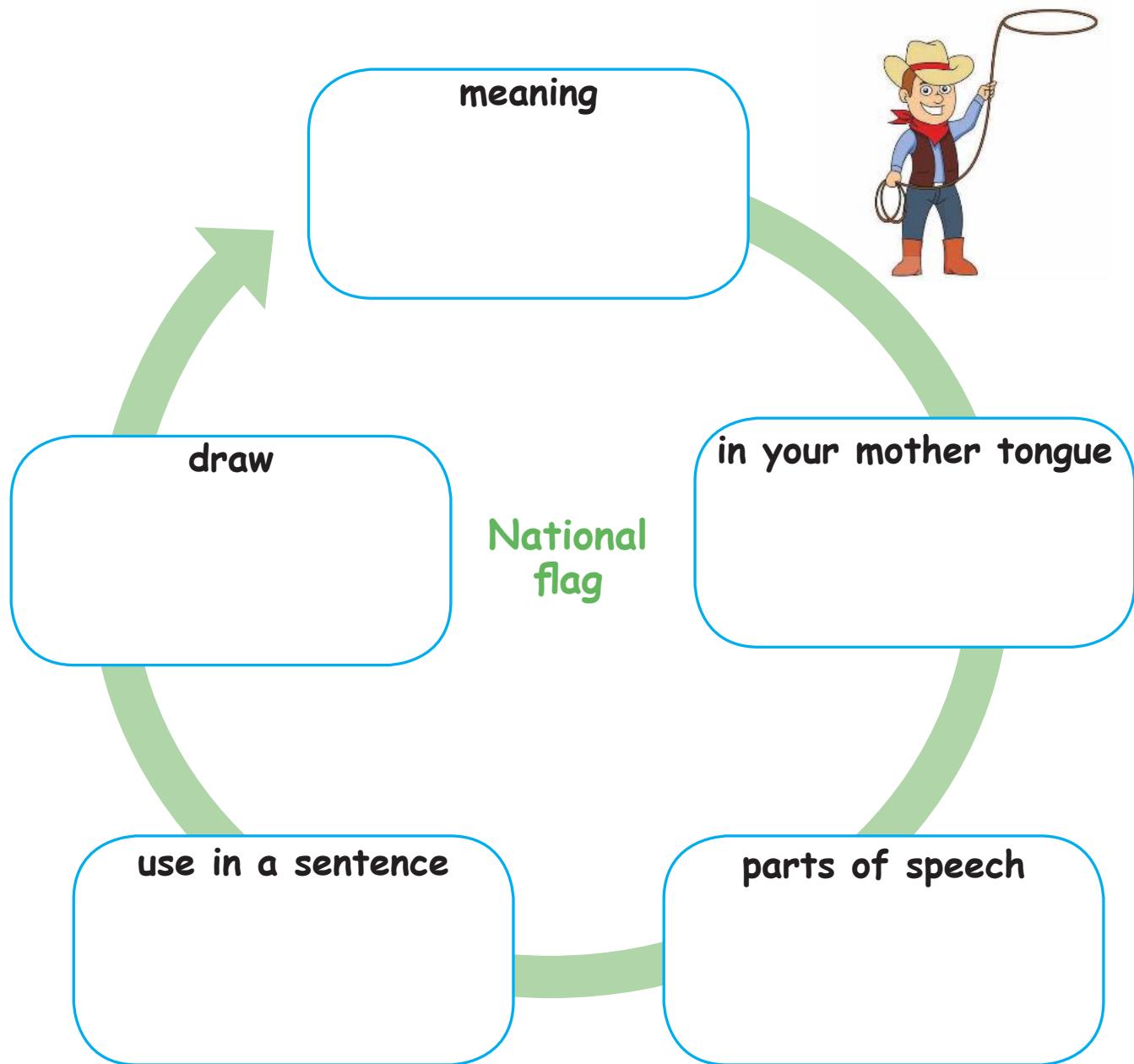
C. Say true or false.

1. Nauranang is in Himachal Pradesh.
2. The battle of Nauranang lasted for three days.
3. Jaswant decided to stay in his post.
4. Jaswant was captured alive.
5. According to the Indian army, Jaswant is still serving.

D. Rearrange the story in order.

1. Jaswant stayed back in his post.
2. He killed 300 chinese soldiers in the battle.
3. He fired weapons from seperate points.
4. Sela and Nura helped him in the battle.
5. Jaswant shot himself to death.
6. Chinese soldiers caught the man who supplied food.
7. He was awarded the Mahavir Chakra.

D. Try your own.



E. Speak and win.

Collect more information about Jaswant Singh and the incidents and deliver a speech in your class.



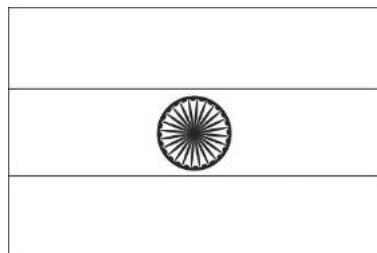
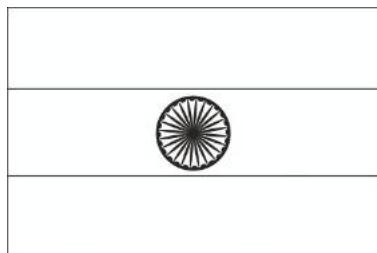
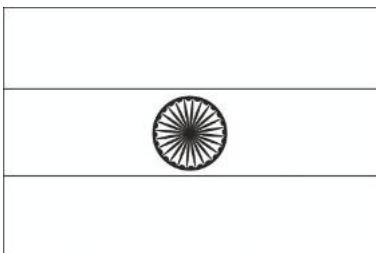
Good morning everyone. Now
I am going to speak about
Jaswant Singh.....



LET US READ ALOUD

A. Read the passage and colour one flag each time you read.

Our national emblem is taken from Ashoka's pillar at Sarnath. It is found on all government documents, coins, currency notes, postcards and envelopes. It consists of four lions standing back to back but, we can see only three lions at a time. There is a Dharma chakra in the centre of the base plate, with the figure of a bull in the right and that of a horse in the left. The entire structure is sitting on a lotus. The words 'Sathyameva Jayate' are written under it in Devanagari script. These words mean, 'Truth alone Triumphs'.



B. Choose the picture for the passage.



C. Answer the following

1. Where is our national emblem taken from?
2. Where is our national emblem found?
3. What does 'Sathyameva Jayate' mean?
4. What are the animals found in the emblem?



LET US WRITE

Write the hungry fox story on your own by looking at the pictures and using the clues given under each picture.



There, it, was, searched,
a fox, in forest,hungry,
very, tired, Food, every
where.

It, saw, wanted, jumped,
grape plant, to eat, high,
to pluck, the fruits, Many
times.

It, The fruit, I, couldn't
reach, gave up, said, don't
want,would be, the fruits,
trying, to himself, sour.

I Can Do

A. Look at the picture and answer the following.



Name of the object

In your mother tongue

Use in a sentence

B. Divide the following words.

garden reason turkey peanut skyblue

C. List out the words under each group and divide them.

sunset market feature moonlight purple creature



D. Recite the poem 'Patriotism'.

E. Fill in the blanks with **in**, **on**, **at**.

1. She wakes up _____ 5 o'clock.

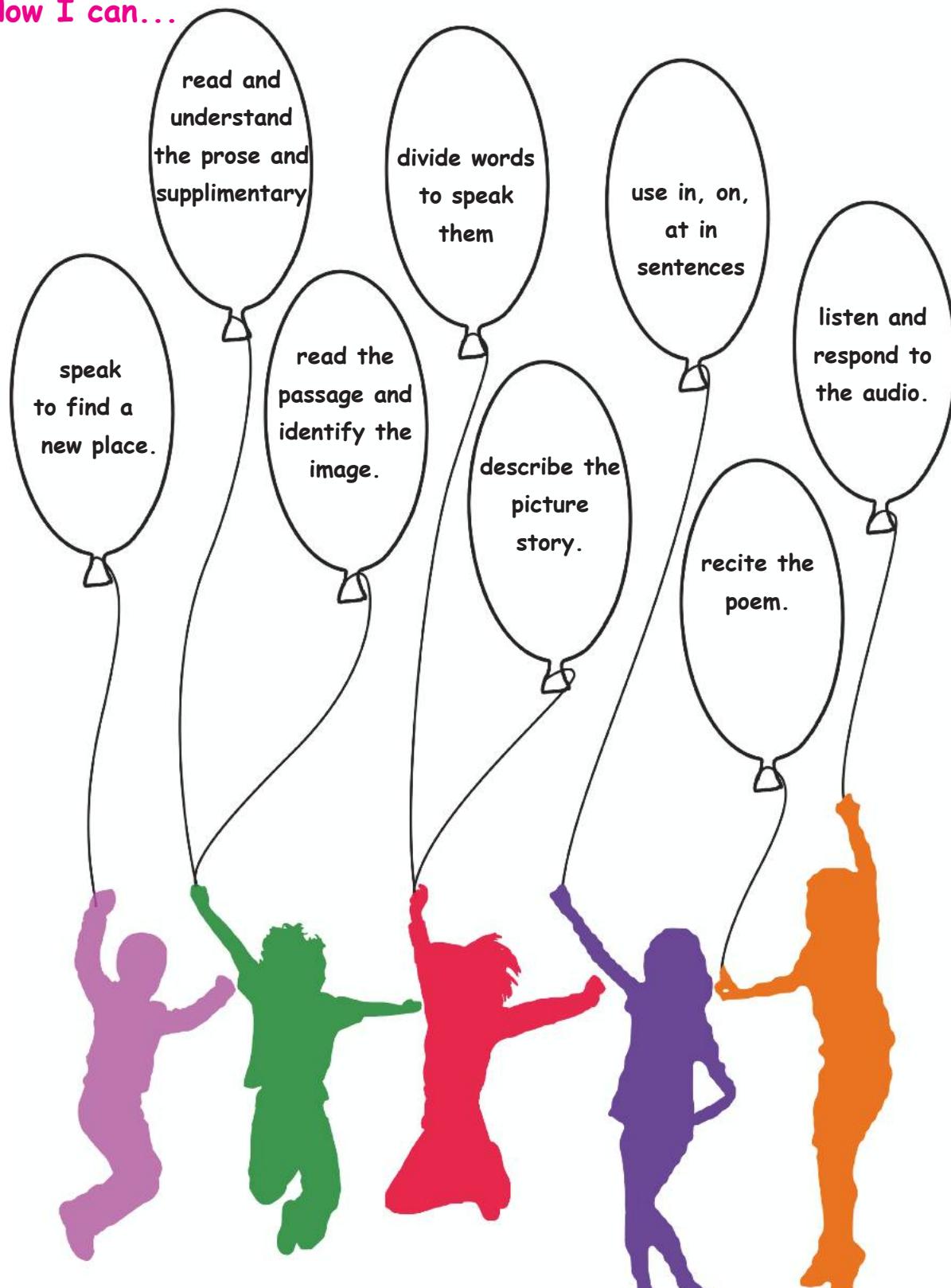
2. _____ summer, we have more holidays.

3. We celebrate Independence day _____ 15th August, every year.

4. He walks usually _____ the morning.

Learning Outcome

Now I can...



Note to the teacher: Ask children to colour the balloon when they achieve the learning outcome.

Listening passages

UNIT - 1

I. Railway announcement (audio in QR Code)

1. To the kind attention of passengers the train No 12675 the Kovai Superfast Express bound from Chennai to Coimbatore, via Walajah road, Salem is arriving shortly on platform no. 2.
2. To the kind attention of passengers the train No 16182, the Silambu Express bound from Sengottai to Chennai Egmore, via Aruppukkottai, Tiruchchirappalli, Villupuram is departing shortly from platform no. 6.
3. May I have your attention please the train No 12641, the Thirukkural Superfast Express bound from Kanniyakumari to New Delhi via Chennai, Nagpur, Jhansi was expected to arrive at 11.40 is now running late by 2 hours. The inconvenience caused is deeply regretted.

UNIT - 2

II. Dialogue (audio in QR Code)

Kothai: Hi Akshaya, how are you?
Akshaya: Hello Kothai, I am fine and what about you?
Kothai : I am also fine, okay meet my brother Varun.
Akshaya: Nice to meet you, Varun.
Varun: Nice to meet you too.

Akshaya: What are you studying, Varun?
Varun: I am studying 2nd standard.
Kothai: He is here to play kho-kho with us.
Akshaya: Oh! He is always welcome. I will take him in my team.

UNIT - 3

II. Dialogue (audio in QR Code)

Mom: Oh! Please get out of the way.
Bart: Can I help you mom?
Mom: Oh okay let's see, can you do the cranberry sauce?
Bart: Yeah where is it?
Mom: The can is in the cupboard of bottom shelf.
Bart: Here?
Mom: No, no the other shelf.
Bart: Oops! Got it. Now what?
Mom: Open it.
Bart: No problem. Where is the can opener?

Mom: It is in the second door from the right.
Bart is opening other doors
Mom: No, no, no! The other one.
Bart: Oh! I got it. (He tries to open it.) Mom, it is broken mom, it is broken, mom it is broken , mom it is broken, mom it is broken, mom it is broken.
Mom: I don't think it is broken honey, now let me try. There you go.
Bart: Ah! Cranberry sauce a la Bart!
Mom: Just stick it in the refrigerator when you're done, Bart. Bart? Hmm-hmm!

Note to the teacher: prefer QR code rather than reading this passages.

English – Standard Five, Term - I

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