



## 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 practice 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



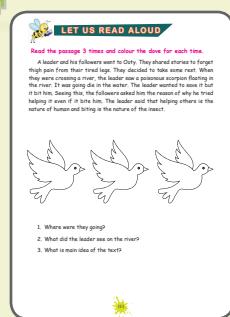
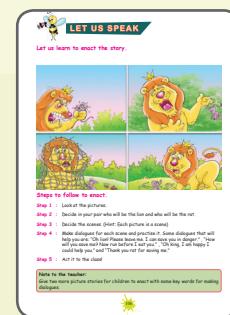
- The first term English Book for Standard V has three units.
- Each unit is planned for a month.
- Nila introduces the theme of each unit.
- Each unit is designed with the concepts important to children like **wisdom**, **humanity** and **social responsibilities**.
- My little pictionary** provides the exposure to dictionary in an attractive way.



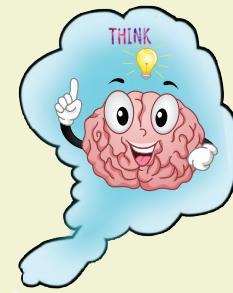
- Let us learn** is the teacher led prose and helps children learn vocabulary and values with the help of the context set in each of the story.
- Let us build** provides scope for learning vocabulary with associated grammar concepts. The section is followed by exercises to help children practise.
- Let 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. Listening passages has been given at the end of the third unit.
- Let us speak** provides opportunity for the teachers to teach the 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.



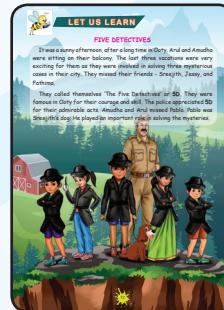
- Brainy box** kindles children's divergent and convergent thinking ability.
- Let us read** is a supplementary lesson that helps children learn vocabulary and values with the help of stories.
- Let us read aloud** develops reading habit in children by familiarising them with short, interesting stories.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





## Unit 1—Always Learn

- Children should learn to get into the habit of continuous learning in their early life. This lesson focuses on the importance of Intelligence.
- In the lesson "Five detectives" we learn how the five children used their intelligence to solve a mystery.
- The poem "Why" insists and shows children that being curious about the world around them and helps improve their intelligence.
- The story "The Witty Sparrow" tells about intelligent woman sparrow protects its home and life.



## Unit 2—We are one

- Children should learn to everyone equally. This unit is built on the concept of humanity
- The lesson 'The Cracked coffee cup' focuses on treating all the people equally.
- The poem 'The dreamer' dreams of an unified world.
- The story 'The new start' tells about the boy Tenzin reflection when he is forced to move to a new country.

## Unit 3—My duties

- Children should learn to take care of public goods around them.
- The story 'The monster tree' tells about how people affect the environment they live in
- The poem 'Social responsibility' shows children and the simple activity that they can do to care for public places.
- The story 'The case of missing water' follows Divya and search for water in our village.



## 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.



## Lets use the QR code in the textbook ! How?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone.
- Open the QR code scanner application.
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen. Click the url and go to the content page.





# CONTENTS

Unit & Title	Page No.	Month
1. Learn Always	69	January
2. We are One	93	February March
3. My Duties	115	March April



E-Book



E-Assessment



Digital link





1

# Learn Always

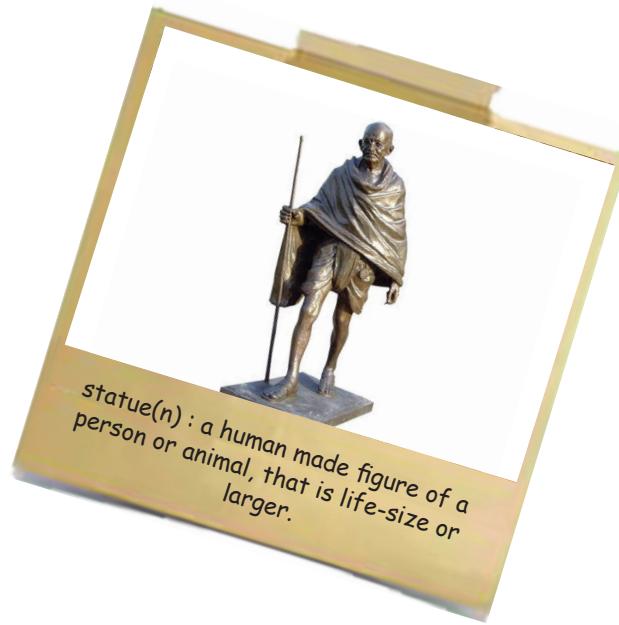
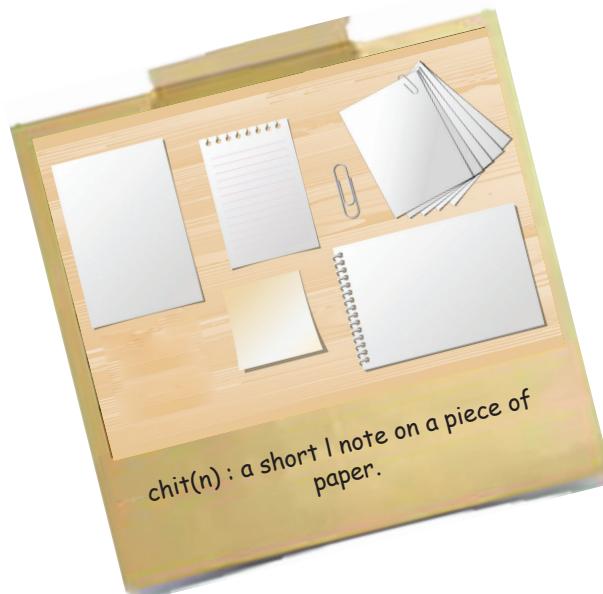
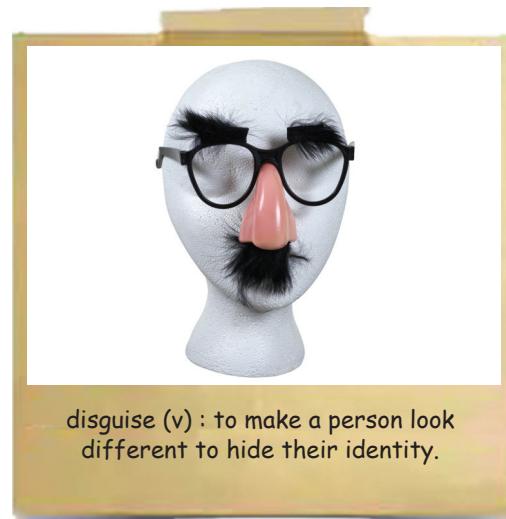
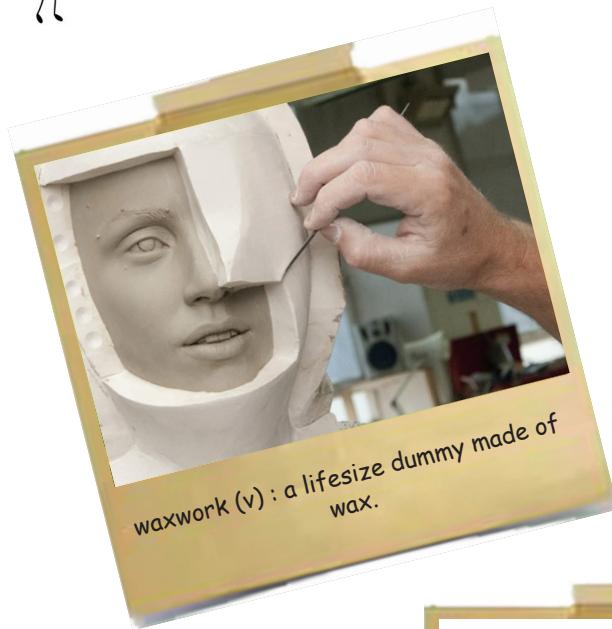


I try to solve  
my problem with  
new ideas.  
Do you?





## MY LITTLE PICTONARY



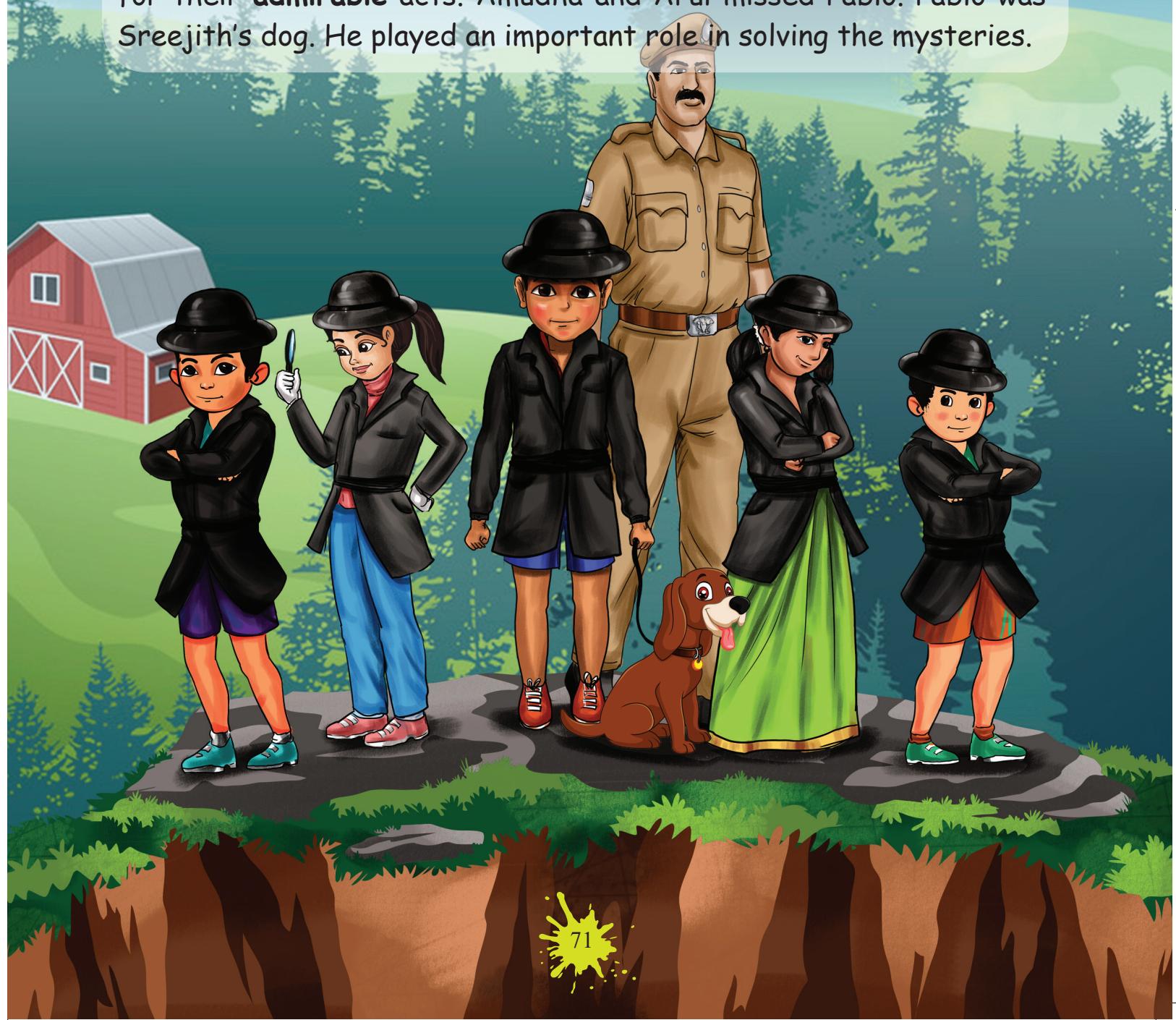


## LET US LEARN

### FIVE DETECTIVES

It was a sunny afternoon, after a long time in Ooty. Arul and Amudha were sitting on their balcony. The last three vacations were very exciting for them as they were involved in solving three mysterious cases in their city. They missed their friends - Sreejith, Jessy, and Fathima.

They called themselves 'The Five Detectives' or 5D. They were famous in Ooty for their courage and skill. The police appreciated 5D for their **admirable** acts. Amudha and Arul missed Pablo. Pablo was Sreejith's dog. He played an important role in solving the mysteries.





## After a week:

Sreejith, Jessy, Fathima and Pablo came to Amudha and Arul's house. Pablo was jumping with joy and continuously wagging his tail.

**Amudha:** I am so happy to see you all.

**Arul:** Now we can all head to solve a **mystery**. It will make our vacation interesting.

**Sreejith:** Mystery? Did something happen in the town while I was gone?

**Arul:** No, Sree. Nothing at all.

Amudha urged that they all go the town's fair. She told them about different games, magicians and most importantly the 'Waxworks', a studio with many wax figures inside. After a lot of **pestering**, everyone agreed to go. On their way back, they saw Inspector Velayudham on his bike. He was the inspector of the area. "Inspector Velayudham has been very busy these days," said Amudha. This made the group curious about what was happening in their city that they had no clue of.

## Monday:

Jessy overheard her father talking on the phone about a robbery that was expected to take place in the museum. Jessy rushed to see her friends in the morning and told them what she heard.

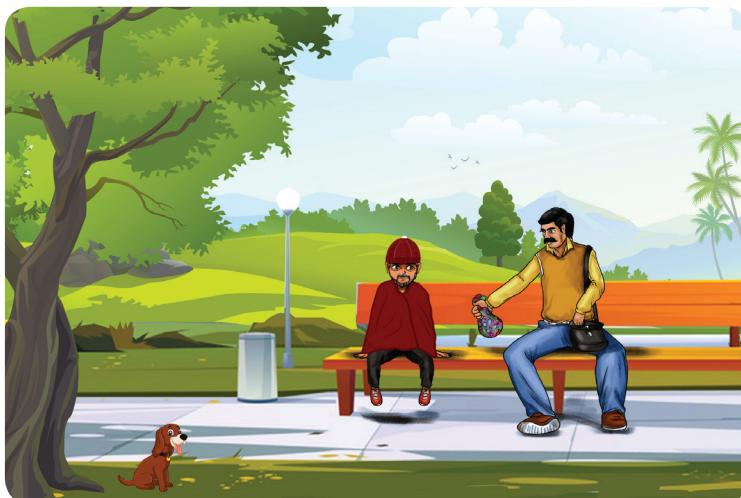
**Sreejith:** Oh, now I know what Inspector Velayudham is up to.

**Jessy:** Let us **solve** this case before he does.

**Sreejith:** I feel we will find more clues if we are near the city area. We will also be able to observe more things. I will disguise myself as that old man we saw on the street.

Everyone agreed to it. Sreejith dressed as the old man. Sreejith sat on the old man's bench, coughed and **sniffed** like him. No one could recognise Sreejith. Soon, a man on a cycle came and sat next to the old man. He said, "Where have you been since yesterday? Take this.





The man handed over Sreejith a packet of chocolate and went away.

Sreejith took the chocolate and kept it in his pocket. He saw the real old man coming in his direction from the other side. He also saw Inspector Velayudham

rushing out of a shop towards him. Fathima and Jessy were watching all this from afar. They got worried and rushed with Pablo towards the Inspector. Pablo started barking and jumping on the Inspector. The inspector was annoyed with the dog. Sreejith saw it as a chance to run from there. He hid in a bush nearby. Inspector Velayudham ran towards the old man and caught him. Then, he asked him to give the chocolate to him. The old man was puzzled. Inspector took the old man to the Police station and locked him.

While this was happening, the 5D gathered in Jessy's garage. They opened the chocolate to find a small chit. They opened it and found a list of grocery items. They were very confused.

**Amudha:** Sree, is it a code?

**Sreejith:** Yes, it seems so.

**Amudha:** I wonder if it is some kind of magic pen like the one you showed us. When we show it under a light, we can see the writing.

**Jessy:** It could be. I still have his pen with me. I will go and get it at once.

Jessy got the magic pen. They flashed the light on the paper, and some words glowed on it. The message said, "Tell Number 3. Waxworks. Tuesday. 9 PM. - Number 5"



**Arul:** Tomorrow is Tuesday. So the gang is meeting tomorrow.

While they sat in the garden. Inspector Velayudam saw Sreejith dressed as the Old man. He was **furious**. Then Sreejith had to confess. He handed over the chit to the inspector. The inspector was glad to have found the chit but was furious about their behavior. He warned them to stay away from the case.

Sreejith's idea was to disguise himself as a wax statue. As it will be the most easy way to get all the information. That evening all of them went to 'Waxworks'. They observed each wax statue and noted down details. While getting out of Waxworks, Sreejith unlocked one of the windows in the room.

### **Tuesday Night:**

He saw the Inspector inside Waxworks and had no way of getting in without being noticed. He was really sad and went home. In the morning, Sreejith heard the news of Inspector Velayudan arresting the three robbers and also the diamond necklace. Everyone was upset that they didn't get the chance to solve the mystery. As they sat in Jessy's living room, they **overheard** Jessy's father on the call saying "Where is the real necklace?"

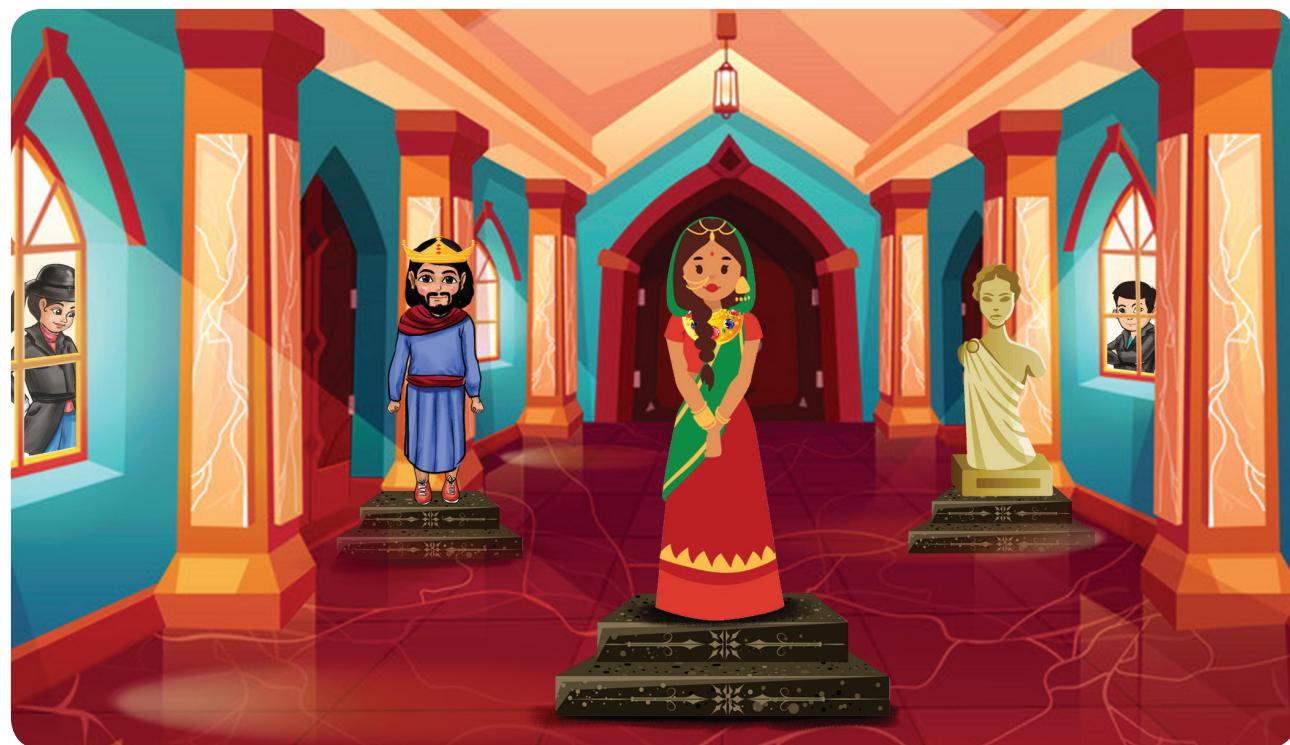
This news alarmed the **5D**. Fathima told everyone to rush to the city as some message will be passed regarding this. Within no time, the **5D** was in front of the old man's bench. Everyone sat at different places to keep an eye on the man. After an hour, a man came and sat next to the old man. The old man was busy drawing something on the ground with his stick.

They noticed that inspector Velayudham was observing at a distance and started following that man. But they waited for the old man to leave and went to see what he had drawn on the ground and it said 'Waxworks'.

### **At Waxworks:**

**Sreejith:** Amudha, if you were to place the diamond necklace in this place where would you place it?





Amudha thought for a second and said, "On the princess statue. She already wears so many jewels that this will go unnoticed."

Everyone's eyes lit up. They walked straight to the princess statue. They saw the diamond necklace. Sreejith carefully removed it and kept it in his pocket. As soon as they came out, there was a senior policeman standing. The children went straight to him and handed over the diamond necklace. They told him the whole story. They were appreciated for their courage and dedication towards their city.

### Glossary

admirable	praise worthy
mystery	kept secret
pestering	irritating
overheard	to hear without the speaker's knowledge
solve	to find the answer
sniffed	to smell by short inhalations
furious	intensely angry



## LET US UNDERSTAND

### A. Match the following.

1. Pablo - Inspector
2. Velayudham - old man
3. Sreejith - dog

### B. Choose the correct answer.

1. Pablo was the dog of \_\_\_\_\_  
a) Fathima    b) Sreejith    c) Amudha
2. The message was to gather on \_\_\_\_\_  
a) Tuesday    b) Monday    c) Sunday
3. \_\_\_\_\_ over heard her father's talking on the phone.  
a) Amudha    b) Arul    c) Jessy

### C. Answer the following questions.

1. What did the five friends call themselves?
2. Who disguised himself as old man?
3. Who is incharge of this case?
4. What was the message on the chit?
5. Who guessed the location of the real necklace?
6. Will you solve a mystery with friends? Why?



## LET US BUILD



Here the words, **two**, **to** and **too** sound alike. But they have different meaning. We know that these kind of words called **Homophones**. Let us see how **to**, **two** and **too** differ in meaning.



Those **two** went



**to** the mountains



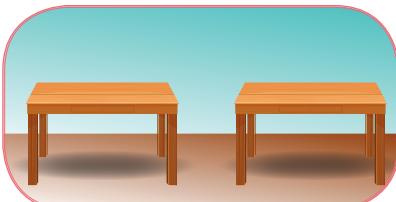
and felt **too** cold.

Here **two** is used to show the number

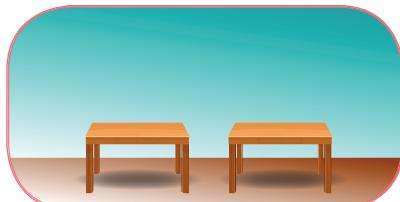
**To** used to show the place/direction. It can also come to show reason.

**Too** means very/extreme.

Let us see examples:



**Two** tables are  
(number)



**too** small  
(very)



**to** lift  
(reason)





## A. Fill in the blanks.



Students are going  
\_\_\_\_\_ school.

There are  
\_\_\_\_\_ choclates.

The tree is  
\_\_\_\_\_ big.

## B. Tick (✓) the correct word.

We like \_\_\_\_\_ play.

- to
- too
- two



I ate \_\_\_\_\_ many choclates.

- to
- too
- two



I will be coming in \_\_\_\_\_ days.

- to
- too
- two



They went \_\_\_\_\_ the park.

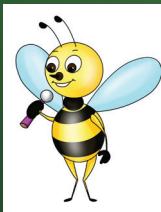
- to
- too
- two



## C. Fill in the blanks with to, too and two.

Mom had promised \_\_\_\_\_ take Ben and Jill \_\_\_\_\_ the zoo. The \_\_\_\_\_ children were \_\_\_\_\_ excited, that they could hardly wait for Saturday \_\_\_\_\_ come. They wanted \_\_\_\_\_ take their baby sister with them, but mom said she was \_\_\_\_\_ young.





## LET US SING



Why is the sky blue?  
Why is the earth round?  
Why is silk soft?  
Why is fire hot?  
Think! Why is it so?

Why does the river flow?  
Why does the wind blow?  
Why does the sun shine?  
Why does the rain pour?  
Think! Why is it so?

Let us seek,  
With questions all week,  
As we grow,  
With answers to know,  
Think!





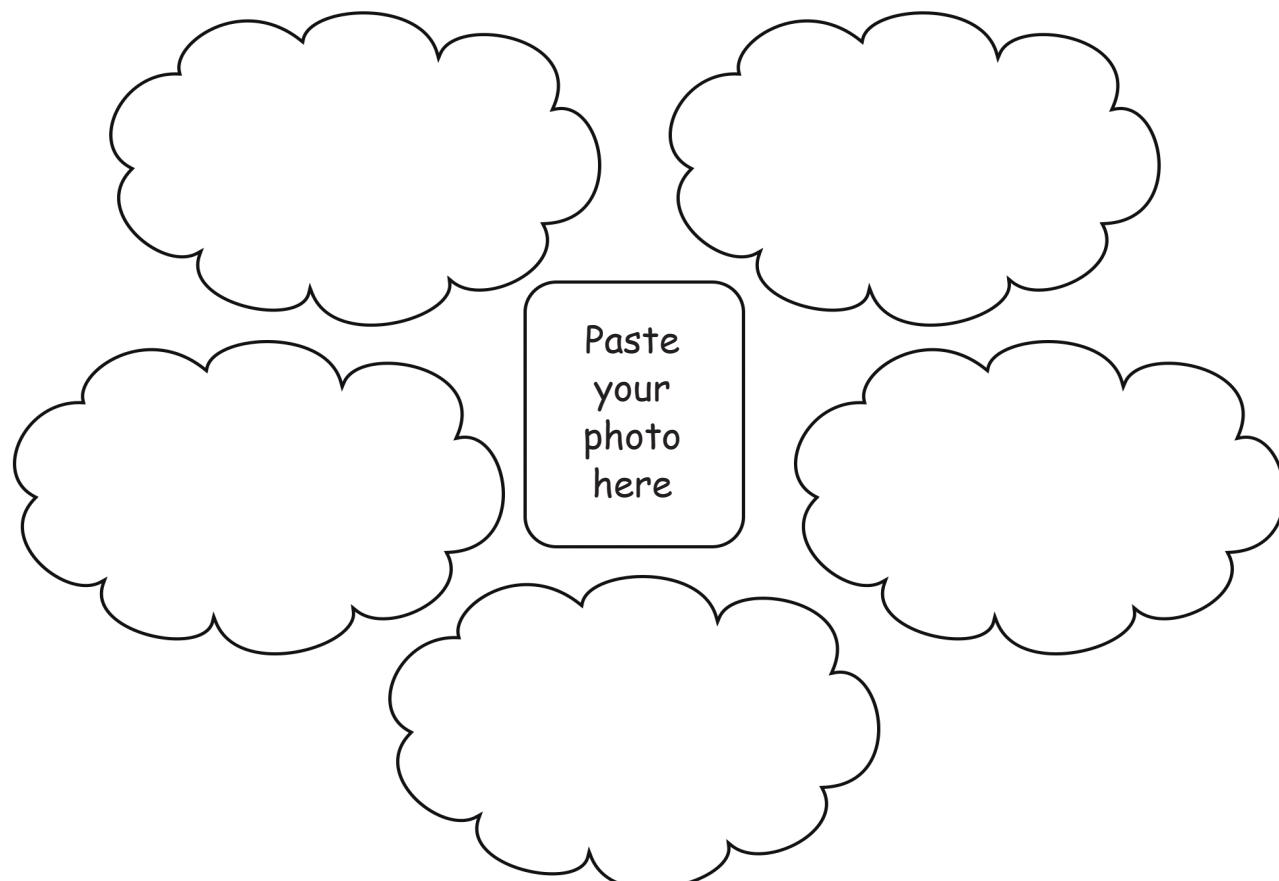
## Glossary

Soft	smooth
Blow	a sudden
Shine	bright
Pour	flowing

### A. Match the rhyming words.

1. flow - know
2. grow - week
3. seek - blow

### B. List questions to which you seek answer using 'Why?'





## LET US KNOW



Let us learn the describing words.



He rides his bicycle carefully.



He rides his bicycle carelessly.

The above sentences tell about **how** he rides his bicycle. Such words that describe an action or verb are called adverbs.

An adverb describes a verb and tells how, when, where and how often.

How



She walks slowly.  
How does she walk? \_\_\_\_\_

When



He joined the duty yesterday.  
When did he join his duty? \_\_\_\_\_

Where



He looked everywhere.  
Where did he look? \_\_\_\_\_

How often



He ate biscuits twice a day.  
How often did he eat? \_\_\_\_\_



### A. Choose the correct answer.



happily

sadly

angrily



walks fast

walks beautifully

walks harshly



reads sadly

reads joyfully

reads angrily



speaks  
silently

speaks  
rarely

speaks  
loudly



celebrate  
sadly

celebrate  
sorrowfully

celebrate  
cheerfully

### B. Circle and write the adverbs.

1. He laughed merrily.
2. We will leave today.
3. Suddenly the old man fainted.
4. I'm waiting here.
5. I drink coffee thrice

---

---

---

---

---



### C. Pick and write the adverbs to complete the sentences.

loudly    beautifully    brilliantly    bravely    cunningly



1. My dog barks \_\_\_\_\_.
2. She won the game \_\_\_\_\_.
3. She coloured the picture \_\_\_\_\_.
4. The lion fought \_\_\_\_\_.
5. A jackal cheated the crow \_\_\_\_\_.



### LET US LISTEN



Listen to the audio and fill in the blanks.

1. In North America football is known as \_\_\_\_\_.
2. It is a game with two teams of \_\_\_\_\_ players.
3. Fouls usually lead to a \_\_\_\_\_.
4. Two yellow cards are equal to one \_\_\_\_\_.
5. Yellow card is known as \_\_\_\_\_.

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





## LET US SPEAK

### Delivering a speech

Today, we will learn to deliver a speech. There are three important steps to learn to deliver a speech. Let us practise each of these steps!

#### Step 1: CONNECT

- Maintain eye contact with all
- Move your hands to express
- Maintain your volume (everyone should be able to hear you)

Now, can we try to connect? Pair up and speak to your partner on the topic "My favourite hero" for 30 seconds.

#### Step 2: CONSTRUCT

**Topic** : Good day to one and all. Today, I am going to speak about \_\_\_\_\_.

**Opinion** : I feel \_\_\_\_\_. (Express your opinion of the topic.)

**Examples** : Give three examples to strengthen your opinion.

**Opinion** : Tell your opinion again.

**Closing** : Thank you all.

Now, can we try to construct? Pair up and speak to your partner on the topic "My favourite hero" for 30 seconds but this time use both **connect** and **construct**. Check if your partner uses the steps to construct.

#### Step 3: CONTENT

Take a topic and express your feelings about it. It can be about a family trip, a broken tap or anything else that has affected you. Make sure you care about the topic to make sure you are able to CONNECT and CONSTRUCT.

Now, let us try to CONNECT and CONSTRUCT with our own CONTENT. Choose a topic you really care about and deliver a 30-second speech to your class. Use the table below to help you.

<b>Topic</b> :	_____	(What is your topic?)
<b>Opinion</b> :	_____	(How do you feel about the topic?)
<b>Example 1</b> :	_____	(Why do you feel so?)
<b>Example 2</b> :	_____	(Why do you feel so?)
<b>Example 3</b> :	_____	(Why do you feel so?)
<b>Opinion</b> :	_____	(How do you feel about the topic?)
<b>Closing</b> :	_____	

**Note:** You can give children 5-7 minutes to prepare. Children should not write the speech. They should focus on all the three steps.





## LET US READ

### The Witty Sparrow

Once, a very clever brown sparrow lived in a forest had three eggs in her nest. The nest was in a bush. All the animals greeted her 'Madam' with respect. Gullu, the young elephant never did so. THUD! THUD!, Gullu walked past the bush purposefully. It rattled the nest. Madam was worried that Gullu might crack the eggs.



That afternoon, she went to the river bank to drink water. A crocodile was stretching in the spot she was drinking water.



Next morning, Gullu came thumping towards the bush.



Guess how would the sparrow pull the elephant and the crocodile.



The sparrow took a strong creeper, and tied the elephant on one end.



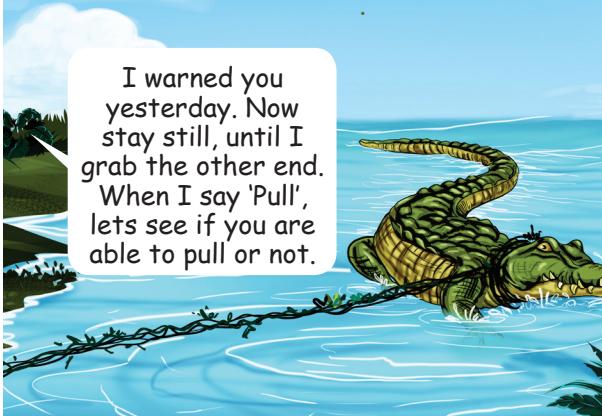
USHHHHH! Don't you dare to move. Stay here, until I fly and reach the other end of the rope to pull you. When I say 'pull', pull with all your strength. Let us see if you can move an inch.

It went to the river, saw the crocodile blocking its way.



I will not move! Just like yesterday, drink the muddy water.

Sparrow took the other end of the creeper and tied the crocodile.



I warned you yesterday. Now stay still, until I grab the other end. When I say 'Pull', lets see if you are able to pull or not.

Sparrow went to the centre of the creeper.



PULL

The elephant and the crocodile pulled each other at the same time.

This went on all day. Both the animals were exhausted.



Please let me go.  
I won't disturb  
you again...

Good, I will  
remove the  
rope.

Untie me!  
I won't stand  
in your way.

Gullu ran into the forest and the crocodile dived into the river. Soon the eggs hatched. Madam Sparrow lived happily with her three little babies.



### A. Choose the best answer.

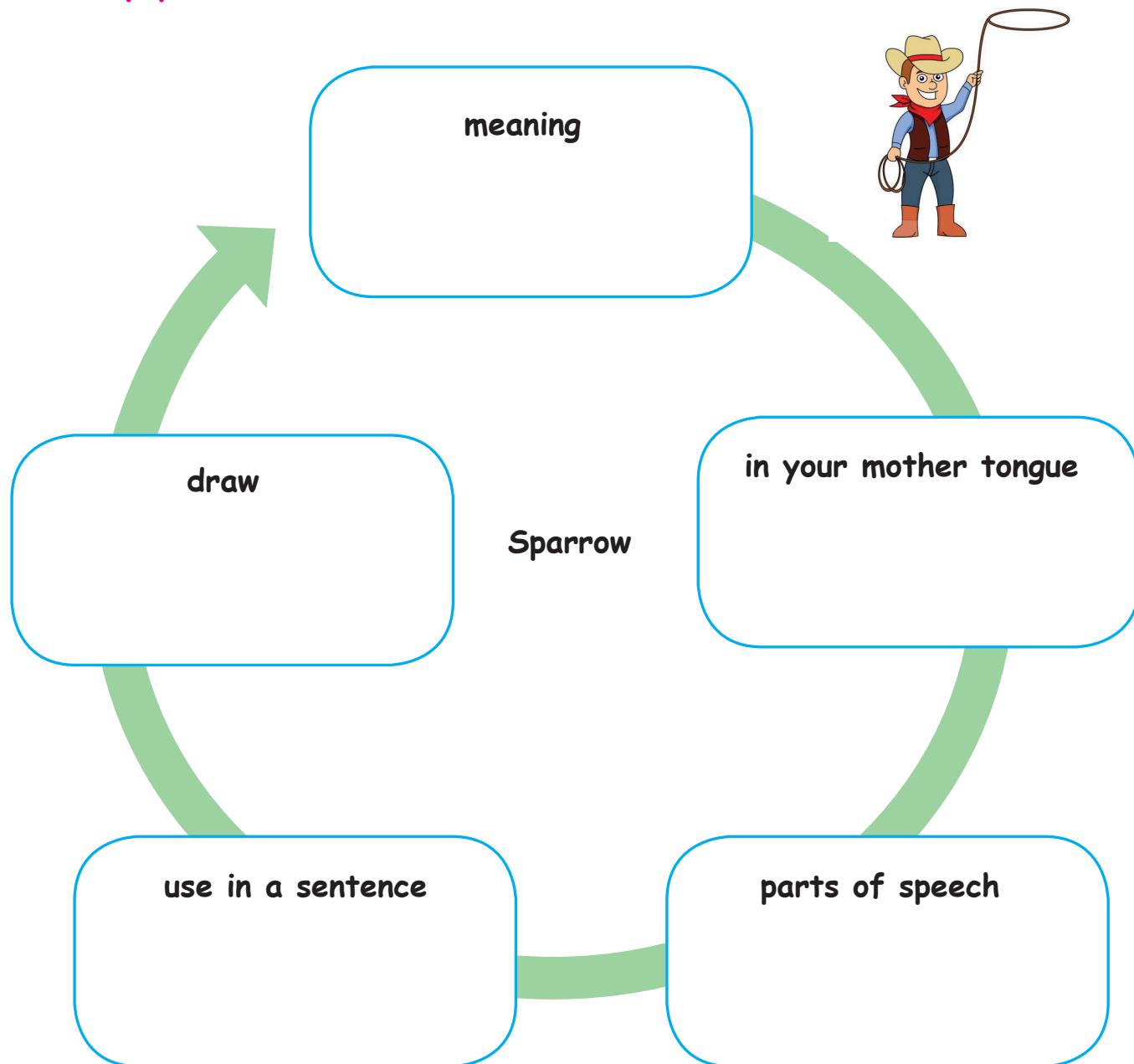
1. All the animals called the sparrow \_\_\_\_\_.  
a. queen      b. madam      c. princess
2. The brown sparrow laid \_\_\_\_\_ eggs.  
a. four      b. six      c. three
3. \_\_\_\_\_ lies stretching in the river.  
a. crocodile      b. snake      c. tortoise
4. Sparrow tied the elephant and the crocodile with a \_\_\_\_\_.  
a. rope      b. cloth      c. creeper
5. The sparrow solved the problem with her \_\_\_\_\_.  
a. cunningness      b. intelligence      c. braveness

### B. Number the pictures and in correct order of the story.





### C. Try your own.



### D. Speak and win.

Join in either group and speak using 4 to 5 sentences to win.



I support the sparrow  
for her intelligence.

I oppose the sparrow  
for using her intelligence  
to cheat others.



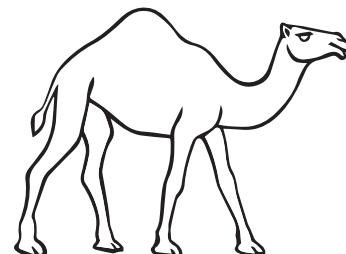
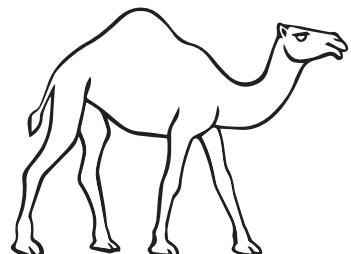
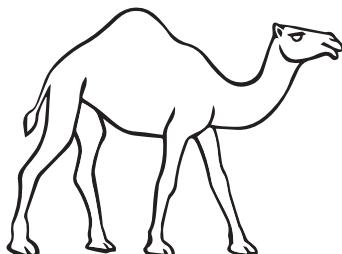
## LET US READ ALOUD

Read the passage 3 times and colour a camel for each time.

Once two merchants lost a camel. They met a boy who was passing by and asked him if he had seen it. The boy said he had not seen the camel. He asked, "Was your camel blind in the right eye?". "Yes, he was", said the merchants. "Was it lame in one left foot?", asked the boy. It was!", said the merchants. "Was it's front tooth missing?" asked the boy." yes" they said. "Did it have honey on one side and wheat on the other?". "yes!", they answered. "Please take us to it."

"But, I have not seen your camel," said the boy "and I do not know where it is". The merchants got angry and said, "Really! How could you tell us everything about our camel?" "That is my secret". said the boy.

The merchants took him to the king. The boy told the king that he had not seen it. Then, the king asked him how he knew so much about it. The boy said that the camel had eaten grass only on the left side of the path. So he knew that it was blind. The marks of its one left foot were faint. This showed that the camel was lame. While eating grass, it had not eaten the grass in the middle. So he learnt that it had lost its front teeth. There were ants carrying grains of wheat on one side of the path and flies eating honey on the other.



Find and write the clues.

1. Clue for blind eye \_\_\_\_\_
2. Clue for lame \_\_\_\_\_
3. Clue for lost teeth \_\_\_\_\_
4. Clue for the load on the camel \_\_\_\_\_



## LET US WRITE

### Dialogue Writing

We already know to write dialogues. Let us quickly recap the four steps to write a dialogue:

**Step 1:** Look at the question and understand the topic.

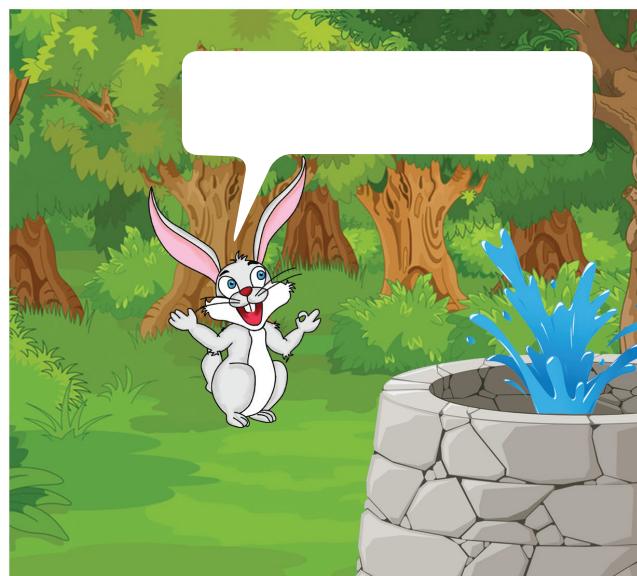
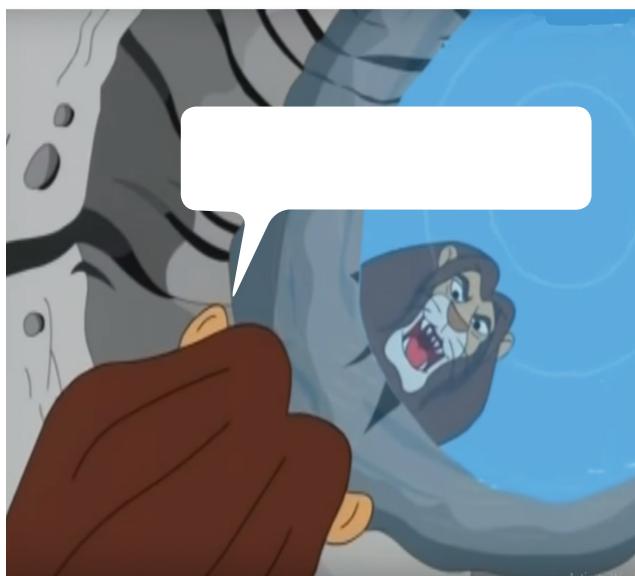
**Step 2:** Read the dialogues and understand what they are talking.

**Step 3:** Think what you will say if you were talking.

**Step 4:** Write it.

Now, can we try to write the dialogues on our own?

**Write the dialogue and complete the story.**





# I Can Do

## A. Answer the following.



Name of the object

In your mother tongue

Use in a sentence

## B. Fill in the blanks with to, too and two.

- I need \_\_\_\_\_ write \_\_\_\_\_ pages on this topic.
- These clothes are \_\_\_\_\_ expensive.
- Donald ran \_\_\_\_\_ kilometers.

## C. Tick the correct word.

This box is \_\_\_\_\_ heavy to lift.

- to
- too
- two



We bought \_\_\_\_\_ pens .

- to
- too
- two



## D. Recite any four lines of the poem with correct intonation.

## E. Match the rhyming words.

soft	-	week
blow	-	know
grow	-	hot
seek	-	flow

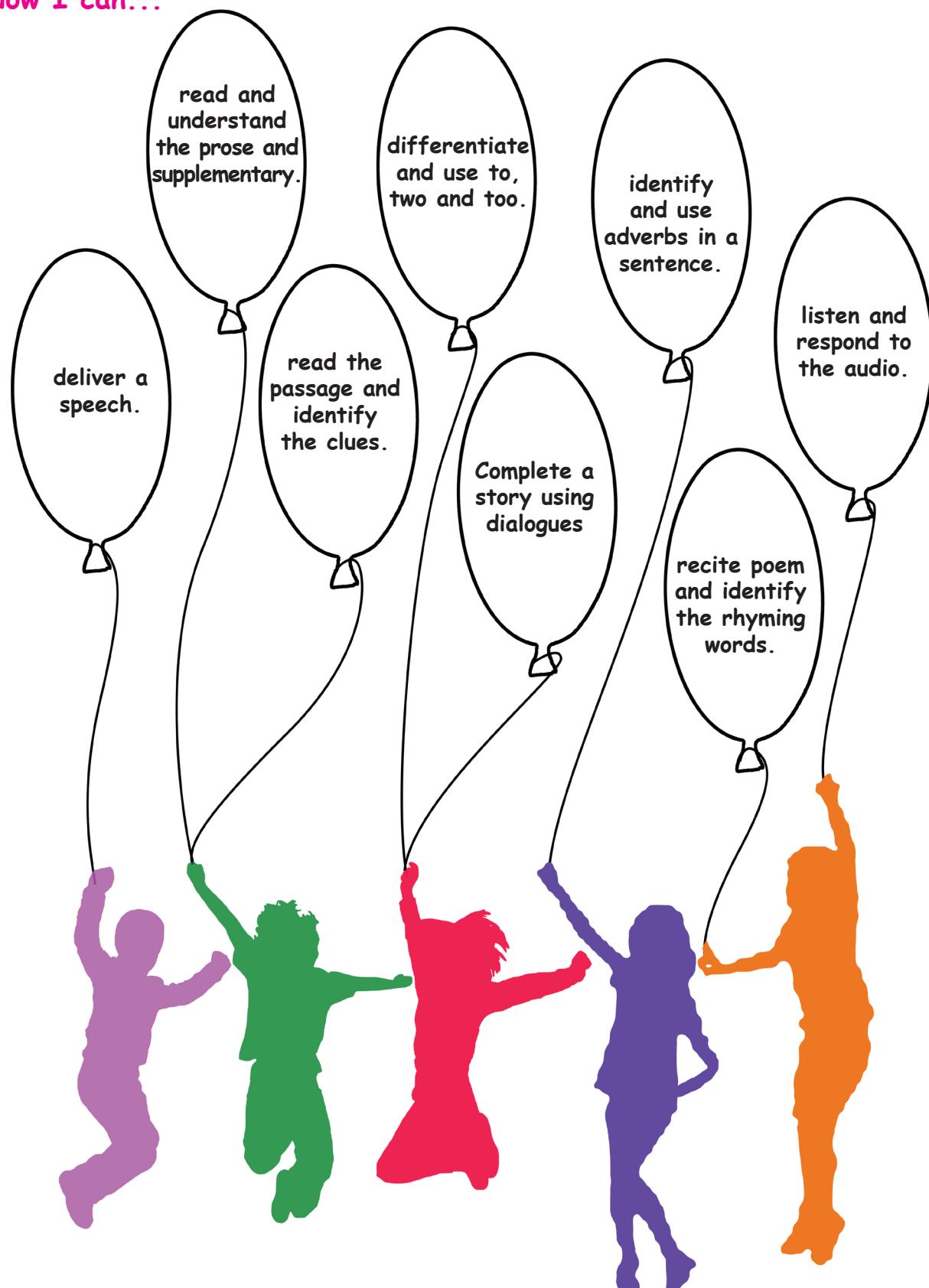
## F. Circle and write the adverbs from the sentences.

- The boy speaks loudly. \_\_\_\_\_
- She speaks English fluently. \_\_\_\_\_
- Our mum spoke to us angrily. \_\_\_\_\_
- The painter paints wonderfully. \_\_\_\_\_



## Learning Outcome

Now I can...



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

2

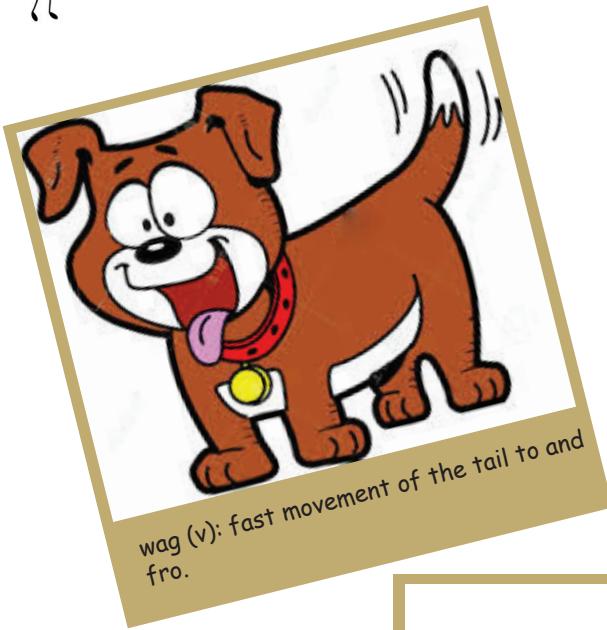
## We are one

I want peace for  
all in the world.  
Do you?





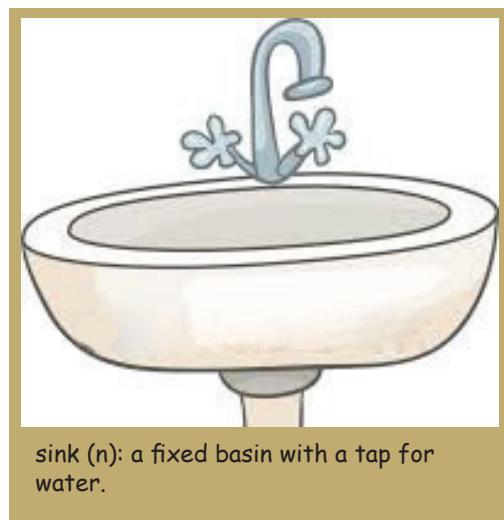
## MY LITTLE PICTONARY



wag (v): fast movement of the tail to and fro.



pet (n): an animal raised as a friend or family.



sink (n): a fixed basin with a tap for water.



crack (v): break or cause to break without completely separated parts.



garbage (n): rubbish or waste.

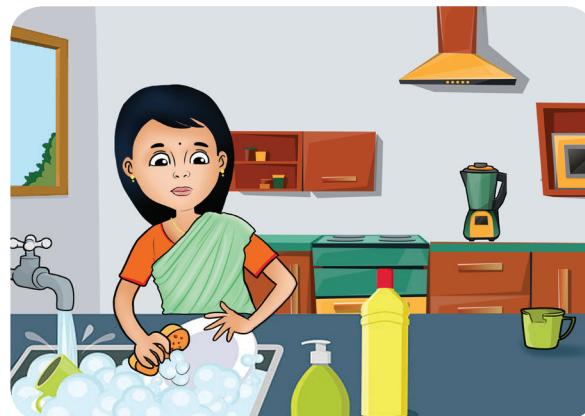


## LET US LEARN

### The Cracked Coffee Cup

Kani was waiting for her parents to return from work. She was eager to talk to her parents about her day at school. Suddenly, Teddy, the dog ran to the gate with his favorite pillow.

"Teddy, where are you running?" asked Kani.



Kani ran after Teddy to see where he was going. Kani's parents were at the gate. Teddy was so happy to see them and he took his pillow as a sign of welcoming them. Teddy would not stop wagging his tail and followed them until they pet him. Kani didn't wait for a moment and started talking about her day to her parents.

It was a Saturday morning. At 9 AM, while Kani was painting, Teddy again ran to the gate with his pillow.

"Teddy, parents are here and where are you running again?" asked Kani.

Kani again ran after him. This time it was Selvi, the house helper at the gate. Teddy would not stop wagging his tail and followed her until she pet him. Selvi then started cleaning the house and every time she walked near Teddy, he would wag his tail. Kani walked into the kitchen where Selvi was cleaning the vessels. Near the kitchen sink, Kani saw an old, cracked cup with coffee in it. After finishing all the work at home, Selvi drank the coffee.



At around 12 PM, while Kani and Teddy were in the garden, she heard someone whistling. Teddy again ran to the gate with his pillow.

"Teddy, Selvi akka left an hour ago and where are you running again?" asked Kani.

Kani again ran after him. This time



it was Muthu. Muthu collects garbage from every house. Teddy would not stop wagging his tail until Muthu pet him. Kani ran to the kitchen to pick up the garbage bag.

"Kani, will you eat these sweets? There are only two left and it is getting old." asked Kani's mom.

"No, I won't eat", replied Kani.

"There is also some leftover rice from yesterday. I will pack both the sweets and rice. We can give it to Muthu," said Kani's mom.

Kani drops off the garbage and gave Muthu the leftover food.

After an hour, Kani's father prepared Kani's favorite biryani. Kani's family sat to have lunch.

"We are having guests at home, Kani", said her mom.

"Who is coming?" asked Kani.

"Rani aunty and her 2-year-old son Anbu are coming from America," replied her mom.

"I am very excited to play with Anbu. At what time are they coming?"

"Around 5 PM" replied her mom.

"Before they come home, you take Teddy for a walk. Ok?" said Kani's father.

"Sure," said Kani.

After a few hours of nap, Kani parents started preparing dinner for Rani aunty. Kani's mom took the new dinner plates, cups and spoons from the cupboard and cleans them.

Kani took Teddy out for a walk. While crossing a provision store at the end of the street, Teddy suddenly started running.

"Teddy, why are you running again?" asked Kani.

Kani ran with Teddy while holding his leash very tightly.

This time it was Amar, the provision shop owner who was standing





outside the shop. Teddy ran to him and would not stop wagging his tail until Amar pet him. There was a dog lying outside the shop. Kani remembered how some people would throw stones at this dog. While she was thinking about it, Teddy started playing with that dog. Kani pet the other dog.

After a few minutes, Teddy and Kani started walking into the next street.

Teddy started running again.

"Oh no. Teddy, not again. Why are you running again? Who was it now?", said Kani.

This time it was Mary. She was a **differently abled** person who sells candles outside a church. Teddy ran to her and would not stop wagging his tail until she pet him. They continued walking. Teddy and Kani finally reached home and were ready to welcome guests. Kani's family had a great time with Rani aunty and her son. After a long day, they all went to sleep.

Kani was sleeping and suddenly saw **flashes** of the broken coffee cup, **leftover** food, the street dog getting hit by stones in her dream. Kani woke up very **disturbed**. She looked around. She drank water and went back to sleep. After a while, Kani saw flashes of Teddy playing with Mary, Muthu and Anbu. Kani woke up again but this time with tears filled in her eyes. She realized how Teddy was compassionate and how he loved everyone equally. At that moment, Kani decided that she will also treat everyone equally with love and respect. She hugged Teddy and kissed him. Teddy wagged his tail and both went back to sleep.



Kani narrated the entire dream to her parents. Kani parents didn't say a word and remained very quiet. The same day at 9 am, Teddy ran to the gate with his pillow. It was Selvi again. Selvi started doing her routine of cleaning dishes. Kani walked into the kitchen to see a new coffee cup on the counter. Kani smiled and walked back to the room with a **renewed** hope.





## Glossary

leftover	extra / excess
differently abled	a person who is physically disabled
flash	Sudden burst of bright light
disturbed	troubled
renewed	to start freshly



## LET US UNDERSTAND

### A. Fill in the blanks.

1. Teddy took his pillow as a sign of \_\_\_\_\_ them.  
a. giving fare well    b. welcoming    c. scolding
2. Kani and Teddy were in the garden at \_\_\_\_\_.  
a. 11 PM                b. 10 PM                c. 12 PM
3. Muthu collected \_\_\_\_\_ from every house.  
a. food                b. garbage                c. clothes
4. Anbu was \_\_\_\_\_ old boy.  
a. 3 year                b. 4 year                c. 2 year
5. Kani took Teddy out for a \_\_\_\_\_.  
a. Part                b. walk                c. School

### B. Answer the questions.

1. Why did Kani run to the kitchen?
2. Where did Kani see the old cracked cup?
3. Who were the guest to Kani's home?
4. What did Kani realize in the story?
5. Do you think you treat everyone equally? Justify with an example.



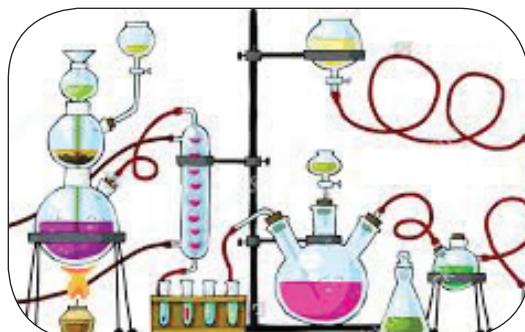
## LET US BUILD



Look at the words in pink.



I took my dog to the **vet**. (veterinary surgeon)



This school has a **lab**. (laboratory)



I visited the **zoo**. (zoological park)

The words **vet**, **lab** and **zoo** are called clipped words.

why such words needed?

Clipped words are a short form of a word, which makes them easier to spell and write.

Here are some more words

Original words	Clip words
advertisement	ad
automobile	auto
mathematics	math
microphone	mic
centum	cent
photograph	photo
examination	exam
spectacles	specs
refrigerator	fridge
hippopotamus	hippo
gymnasium	gym



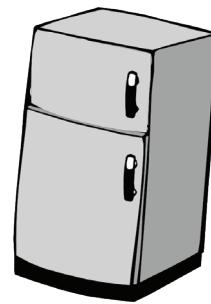
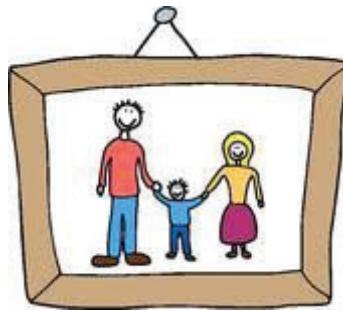


### A. Math the clipped word and write it on the line.

- |                |       |       |
|----------------|-------|-------|
| 1. spectacles  | auto  | _____ |
| 2. microphone  | maths | _____ |
| 3. automobile  | cent  | _____ |
| 4. mathematics | mic   | _____ |
| 5. centum      | specs | _____ |

### B. Write down clipped words for the given pictures .

# 100%



---

(centum)

---

(photograph)

---

(refrigerator)



---

(hippopotamus)



---

(gymnasium)

### C. Write the correct clipped words on the line.

- I saw him in the \_\_\_\_\_ (laboratory).
- I have \_\_\_\_\_ (examination) next week.
- She acted in the \_\_\_\_\_ (advertisement) first time.
- She bought a new \_\_\_\_\_ (refrigerator).
- I saw some wild animals in the \_\_\_\_\_ (zoological park).





## LET US SING



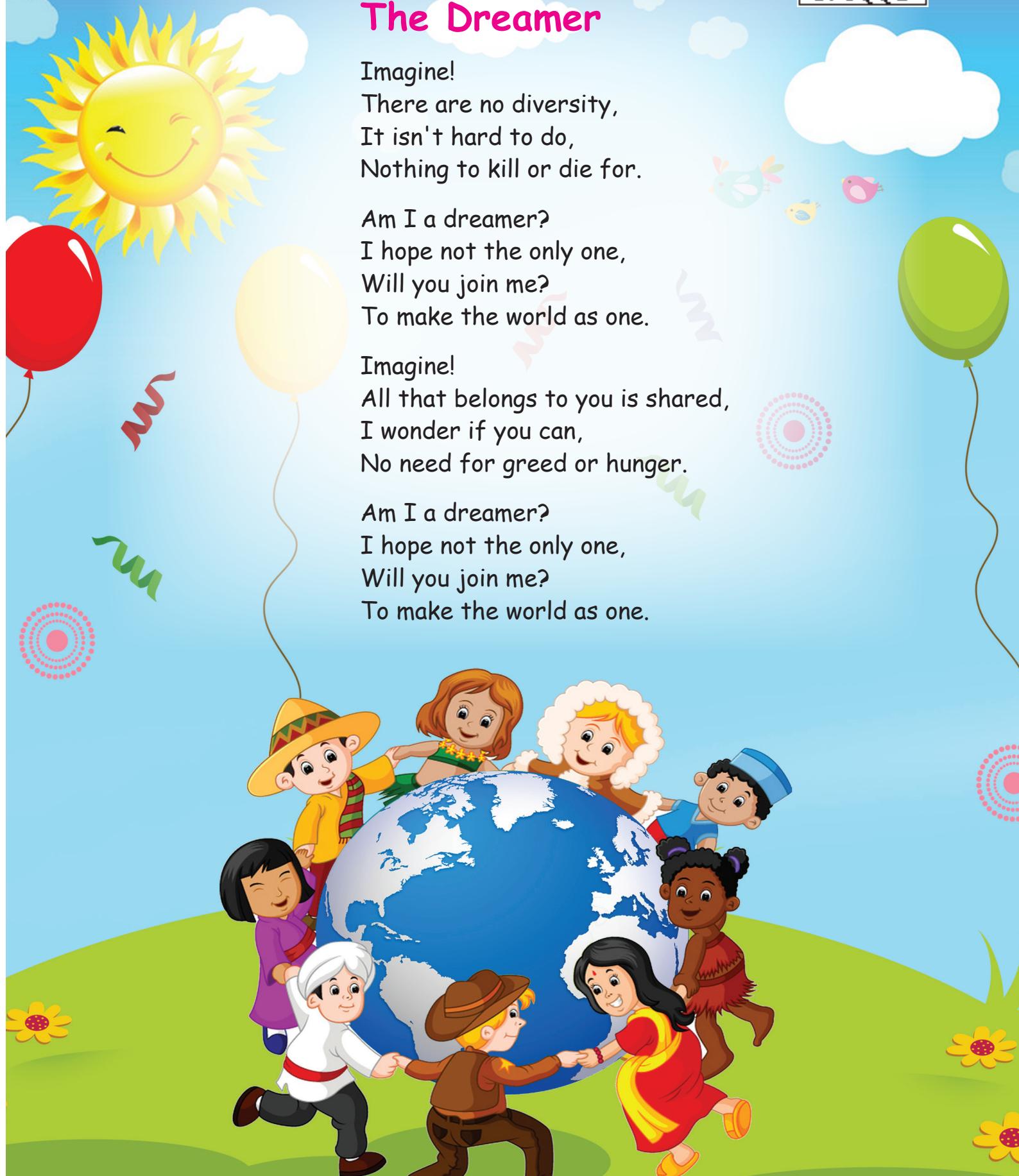
### The Dreamer

Imagine!  
There are no diversity,  
It isn't hard to do,  
Nothing to kill or die for.

Am I a dreamer?  
I hope not the only one,  
Will you join me?  
To make the world as one.

Imagine!  
All that belongs to you is shared,  
I wonder if you can,  
No need for greed or hunger.

Am I a dreamer?  
I hope not the only one,  
Will you join me?  
To make the world as one.





## Glossary

imagine	think
hope	confident
belong	to be a part
share	distribute
wonder	surprise
greed	excessive desire
hunger	desire for food

### A. Answer the following questions.

1. How are we divided in real world?
2. Does the poet want diversity? why?
3. Do you like this kind of world?

### B. Imagine your world and write its qualities in the cloud.





## LET US KNOW



A king went to a forest on a horse. **He** stopped under a tree to rest and tied **his** horse there. A lion from a distance saw **him** and **he** also saw **it**. **He** took **his** horse and fled away.

In above story the **coloured words** are used instead of nouns **King** and **lion**. These words are called pronouns. Pronouns are used in the place of a noun. When we have to repeat a noun we should use a pronoun instead of the noun.

Subject pronoun	Object pronoun	Possessive Adjectives	reflexive
I	Me	My	Myself
We	Us	Our	Ourselves
You	You	Your	Yourself/ yourselves
They	Them	Their	Themselves
He	Him	His	Him self
She	Her	Her	Herself
It	It	its	Itself



## Try this.

A boy has a dog.

\_\_\_\_\_ takes it to a walk.



A man gives \_\_\_\_\_ an ice cream.

\_\_\_\_\_ dog wanted the ice cream.

A girl has a pen.

\_\_\_\_\_ wants a paper.

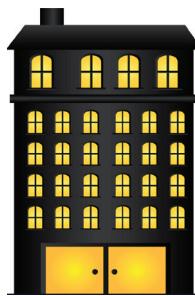


A boy gives \_\_\_\_\_ the paper.

\_\_\_\_\_ drawing was nice.

There was a building.

\_\_\_\_\_ was very tall.



Workers built \_\_\_\_\_ strongly.

People live in \_\_\_\_\_ stories.

Now we are going to learn new pronoun that is reflexive pronoun.



Riya pinches Mari.



Riya pinches **herself**.



The dog bites Vino.



The dog bites **itself**.



The boy sees the girl.



The boy sees **himself**.

In the above example the coloured word denotes reflexive pronoun. A reflexive pronoun is used when something does something to itself.





#### A. Choose the correct reflexive pronoun.

1. Each morning, I brush my teeth and stare \_\_\_\_\_ the mirror.  
a. himself      b. herself      c. myself      d. itself
  2. Dad and I painted the trailer \_\_\_\_\_.  
a. myself      b. himself      c. itself      d. ourselves
  3. The children made holiday decorations by \_\_\_\_\_.  
a. itself      b. ourselves      c. themselves      d. their selves
  4. Paul copies his friend's homework instead of doing it \_\_\_\_\_.  
a. itself      b. himself      c. myself      d. yourself
  5. Please make \_\_\_\_\_ at home while you wait.  
a. themselves      b. himself      c. yourselves      d. herself

**B. Complete the sentence with correct reflexive pronoun.**

1. I like \_\_\_\_\_.
  2. She put \_\_\_\_\_ into the trouble.
  3. Teachers teach \_\_\_\_\_ a new lesson every day.
  4. The machine will destroy \_\_\_\_\_ once its task is done.
  5. You made it harder for \_\_\_\_\_.

Myself      yourself    himself      herself  
itself    ourselves                    themselves



# LET US LISTEN



C. Listen to the audio and tick where the following statements are true or false.

- |   |            |
|---|------------|
| 1. It is the first day at school.           | True/False |
| 2. All the children are coming only by bus. | True/False |
| 3. There are many children outside.         | True/False |
| 4. She hold her mom's hand very tight.      | True/False |
| 5. Teacher smiles at Rani.                  | True/False |

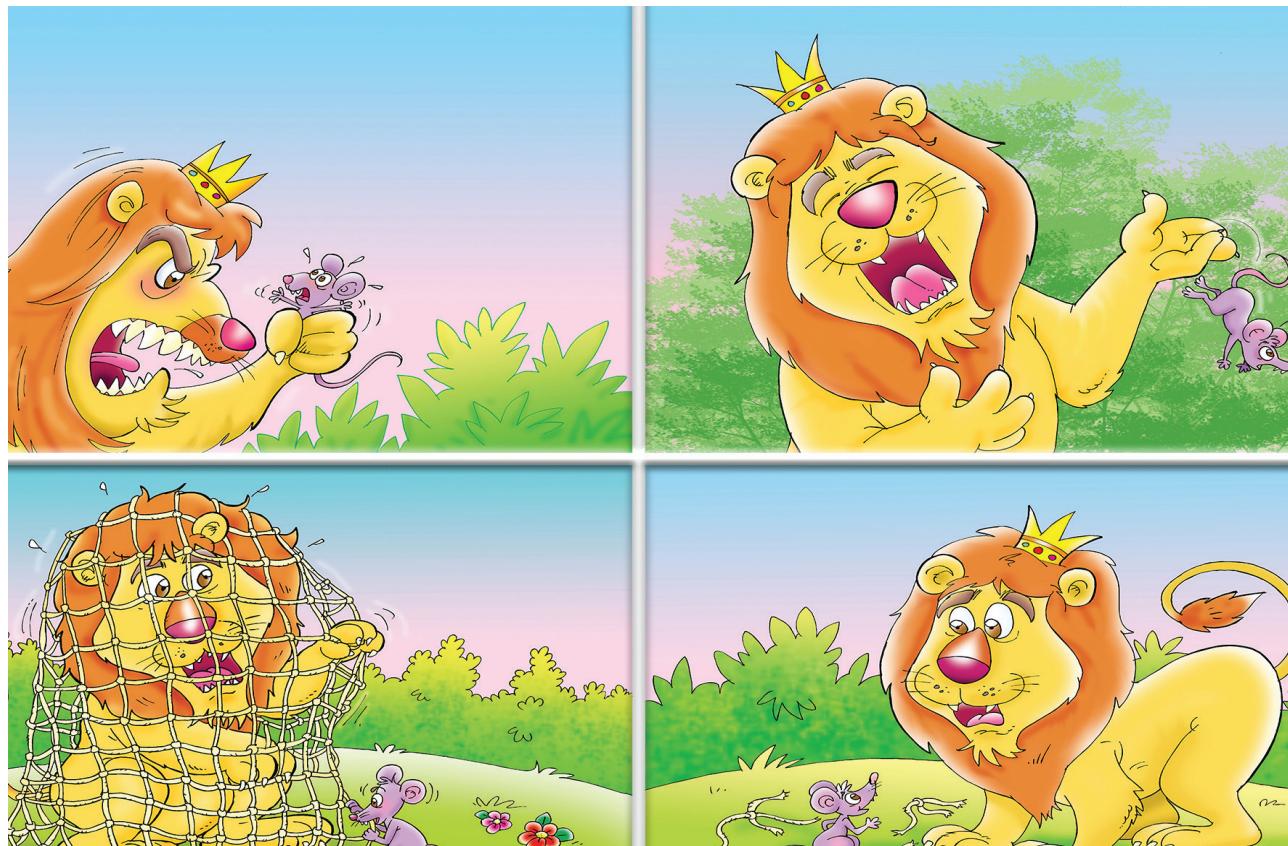
**Note to the teacher:** Scan the QR code to listen to the audio. Let the children listen to the audio and answer the question. The listening passage is given at the end.





## LET US SPEAK

Let us learn to enact the story.



### Steps to follow to enact.

- Step 1 :** Look at the pictures.
- Step 2 :** Decide in your pair who will be the lion and who will be the rat.
- Step 3 :** Decide the scenes. (Hint: Each picture is a scene)
- Step 4 :** Make dialogues for each scene and practise it. Some dialogues that will help you are: "Oh lion! Please leave me. I can save you in danger.", "How will you save me? Now run before I eat you.", "Oh king, I am happy I could help you." and "Thank you rat for saving me."
- Step 5 :** Act it to the class!

#### Note to the teacher:

Give two more picture stories for children to enact with some key words for making dialogues.



## LET US READ

### The New Start

Tenzin, a boy from Tibet was forced to leave his country. He writes about his experience in his journal. Let us read about his experience.



My name is Tenzin. I am from Tibet. From Tibet, we first migrated to Himachal Pradesh in India. While we lived in a refugee camp in India, I learnt a few words of English. From Himachal Pradesh, we moved to Karnataka.

My family had a hard time adjusting to this new country. We moved many times. We first lived in McLeod Ganj, and then we moved to Mysore. And from Mysore, we went to Gurupura and then to Kollegal. I was tired and homesick. Finally, we decided to come back and settle in Gurupura.

Beginning a new life in a new place was not easy. We didn't understand the system in India. We didn't know how to get a house. Shopping for food was the most difficult job. We didn't know the names of the items we wanted to buy.

We asked the Refugee Relief Group to help us. They arranged a house for us and showed us where to buy what we needed. They even helped us get admission to the school close to our house. I started going to school. In the beginning, I didn't understand anything. I often thought of my friends in Tibet. I would cry every day after I returned from school. I wanted to go back to my school and my friends.



Every year we need to go to the government office and get our book signed. Mother says that, if we miss getting it signed then we will have to leave India too.

Now, I have made friends here. There is Julie, my art and craft teacher. She is a very nice person. She helps me learn English words. Miss Malliga is also a wonderful teacher. She teaches me computers. I have a friend whose name is Binsa. She is from Nepal. She didn't know English either when she came here. Now we learn and practise English together. There is Nimmi who fights with everyone who teases us. And I must not forget to mention Charles, who taught me how to play baseball.

I often wonder, how would it be if I had lived in the same place all my life? I miss my home in Tibet. But that does not mean that I am not grateful to India, its people and the government. While many people are my friends, there are still many who look at us as though we were aliens. Sometimes, I want to tell them that we are humans too. We live on Earth too, just a different part of Earth.

Our history teacher tells us that is people who made the boundaries of the countries. We drew the lines before, we draw the lines now, and we will continue to draw new lines. I think we would not stop braving likes unless we realise that we are all one! We all are humans, and we live together on Earth. We need to share and grow with each other.

Now, that I think of this. I wonder if we did not have the boundaries, will we need weapons? Will we need protection from our own people? Does an eagle ever need to be saved from another eagle? Then, why do people have to be saved from other people?





Which quality makes 'world is one and human is one'?

I want to help people realise that we are all one. And that, it is up to us to see beyond the boundaries and connect as people. Only then we can fight the real evil of greed and injustice in the world, together.

I want to end by saying that I am happy now. My mother says we can be happy anywhere. I enjoy being here. Many people are very nice and helpful. I still remember my friends and my school in Tibet. I want to visit them when I grow up to tell them that we live in a wonderful world. To tell them that the world can be united only by its people.

Come, join me on this journey to make this world better.

A safer place. A happier place. A place with no boundaries.

#### A. Fill in the blanks

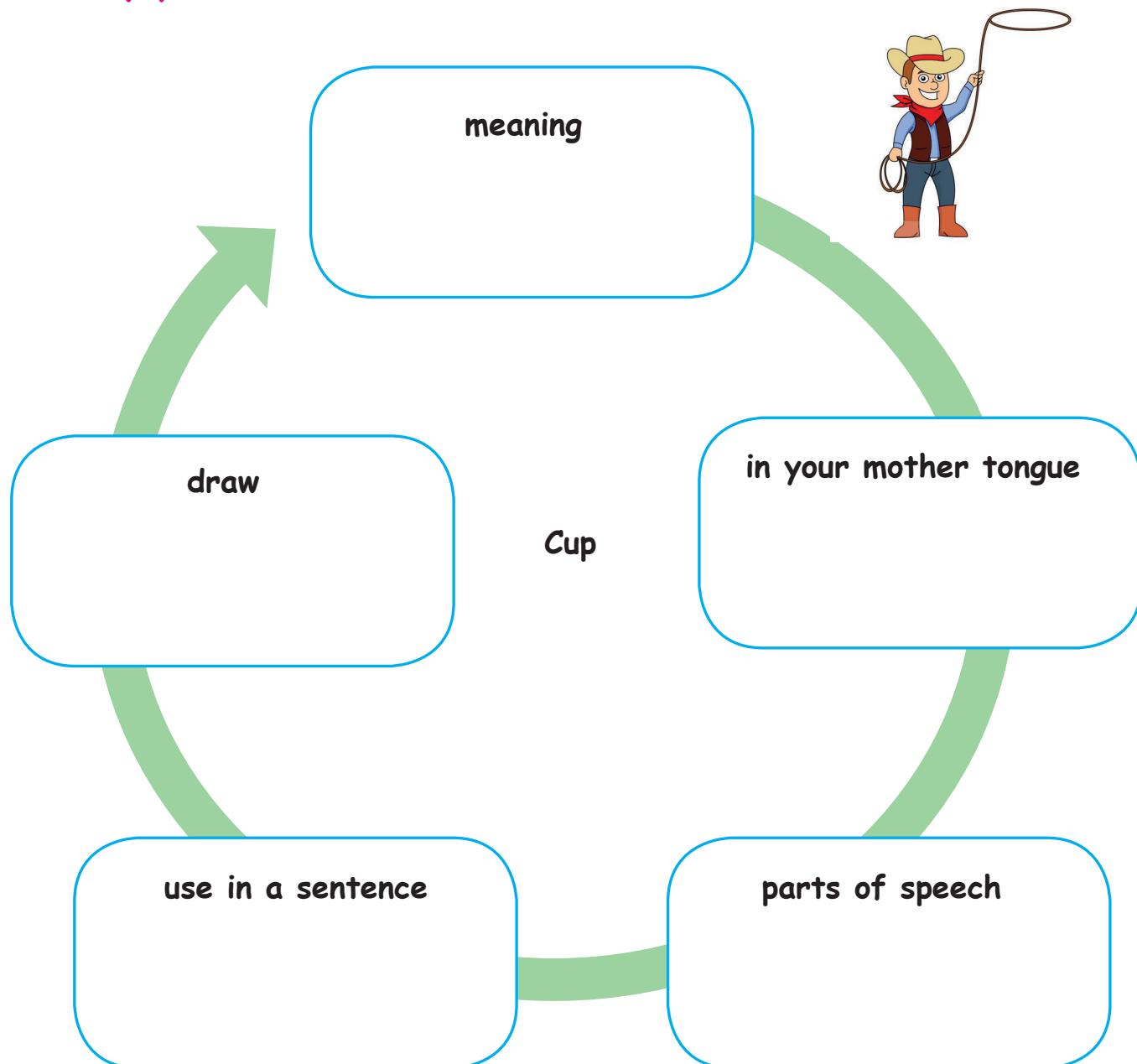
1. Tenzin is from \_\_\_\_\_.
2. Tenzin's family first lived in \_\_\_\_\_.
3. If we didn't have boundaries, we don't need \_\_\_\_\_.
4. \_\_\_\_\_ fights with everyone in school.
5. Miss Malliga teaches \_\_\_\_\_.

#### B. Answer the following questions.

1. Who helped Tenzin in learning English words?
2. Name the places that Tenzin's family lived in.
3. What are the difficulties they faced in India?
4. Why did Tenzin cried every day?
5. Why it is important for people to live without boundaries?

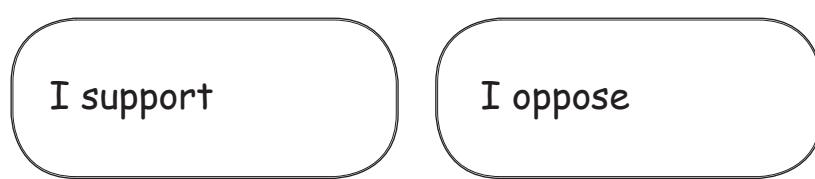


### C. Try your own.



### D. Speak and win.

Join in any group. Pick and support or oppose any one of the characters. Say some sentences for the one you support and say some sentences against the other one, to win.

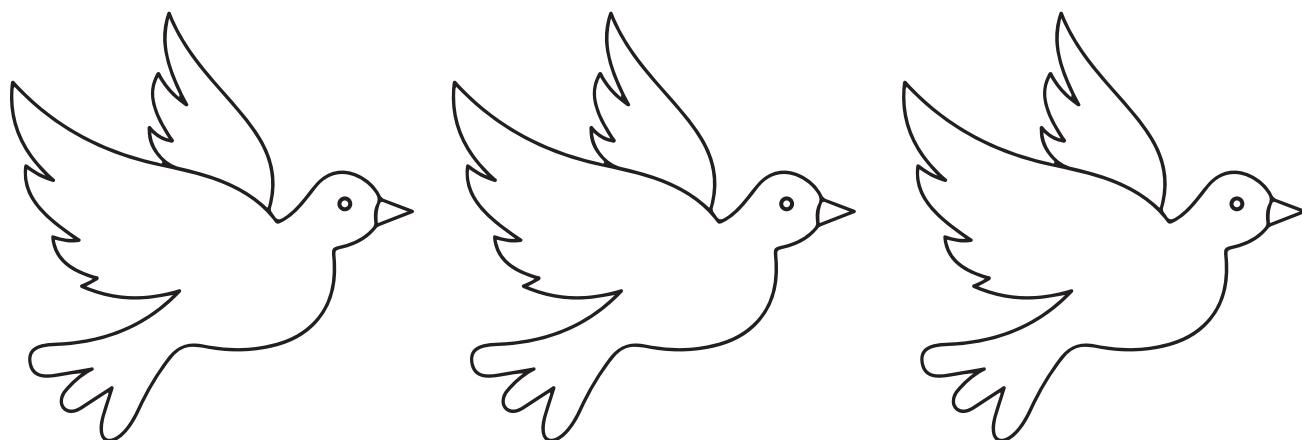




## LET US READ ALOUD

Read the passage 3 times and colour the dove for each time.

A leader and his followers went to Ooty. They shared stories to forget thigh pain from their tired legs. They decided to take some rest. When they were crossing a river, the leader saw a poisonous scorpion floating in the river. It was going die in the water. The leader wanted to save it but it bit him. Seeing this, the followers asked him the reason of why he tried helping it even if it bite him. The leader said that helping others is the nature of human and biting is the nature of the insect.



1. Where were they going?
2. What did the leader see on the river?
3. What is main idea of the text?





## LET US WRITE

### How to write a paragraph

We already know to write a paragraph, what are the parts of a paragraph?

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_.

Today, we will learn to write paragraphs with not 3 but 5 details.  
Can we try?

Write a paragraph on the topic 'Park'.



# I Can Do



## A. Answer the following.



Name of the object

In your mother tongue

Use in a sentence

## B. Match the clipped words.

1. Photo - mathematics
2. Math - centum
3. Cent - photograph

## C. Fill the blank with the clipped word.

1. We bought a new \_\_\_\_\_. (refrigerator)
2. He broke his \_\_\_\_\_. (spectacles)
3. We visited the \_\_\_\_\_. (zoological park)

## D. Circle the pronouns.

An old man lived in the village. He was one of the most unfortunate people in the world. The whole village was tired of him; he was always gloomy, he constantly complained and was always in a bad mood.

## E. Fill in the blanks with pronoun.

1. Every morning, I brush my teeth and stare at \_\_\_\_\_ in the mirror.  
a. himself      b. herself      c. myself      d. itself
2. The children made holiday decorations by \_\_\_\_\_.  
a. itself      b. themselves      c. theirselves      d. ourselves

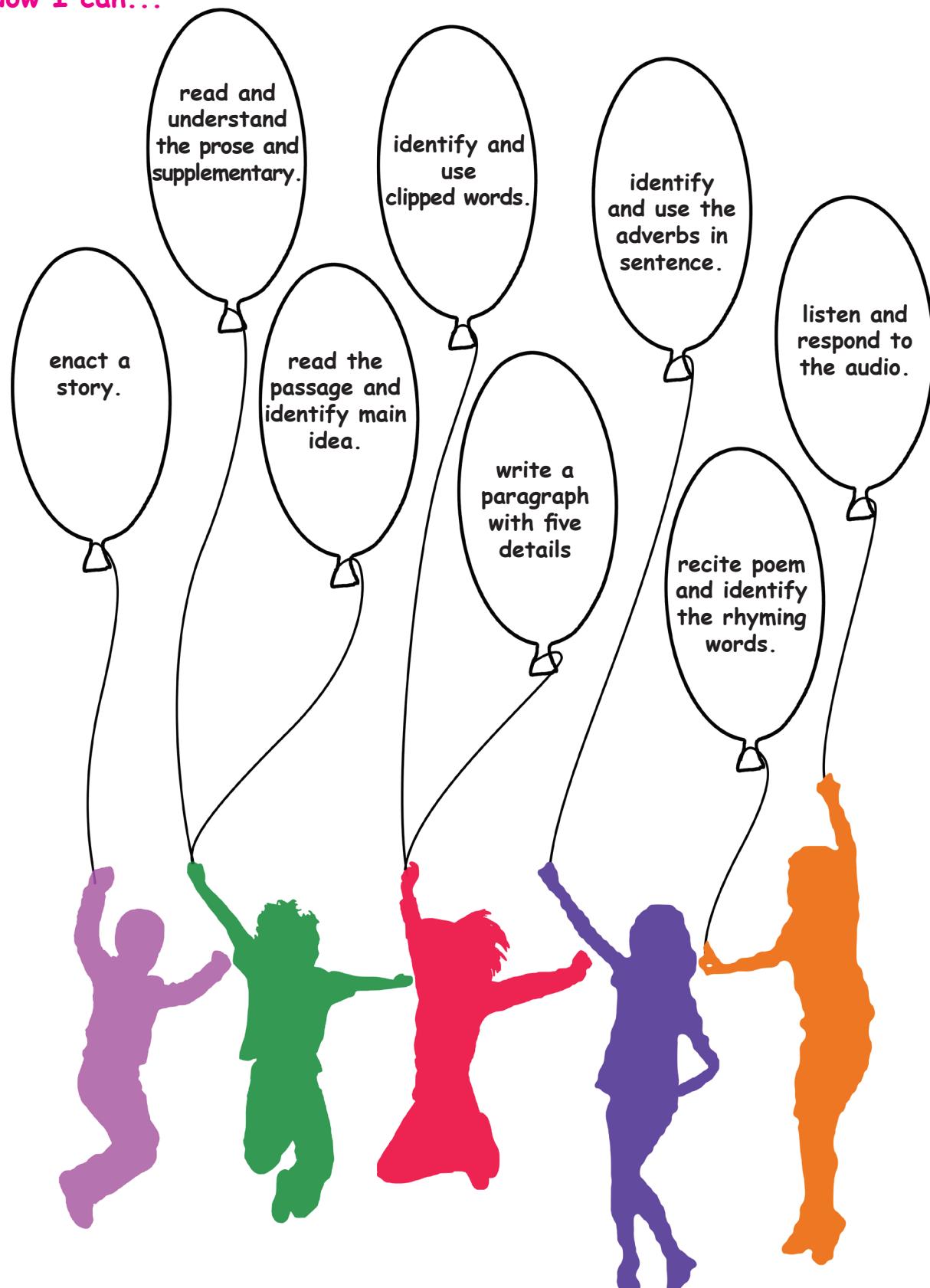
## F. Recite any 4 lines of the poem with intonation.





## Learning Outcome

Now I can...



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



# 3

## My Duties



A colorful illustration of a traditional Indian house with a tiled roof. In the foreground, a woman in a yellow top and green skirt stands by a blue water tap, which is leaking. A speech bubble from her says, "I close the running tap. Don't you?" The background shows the interior of the house with blue walls and a stone floor.

I close the  
running tap.  
Don't you?



## MY LITTLE PICTONARY



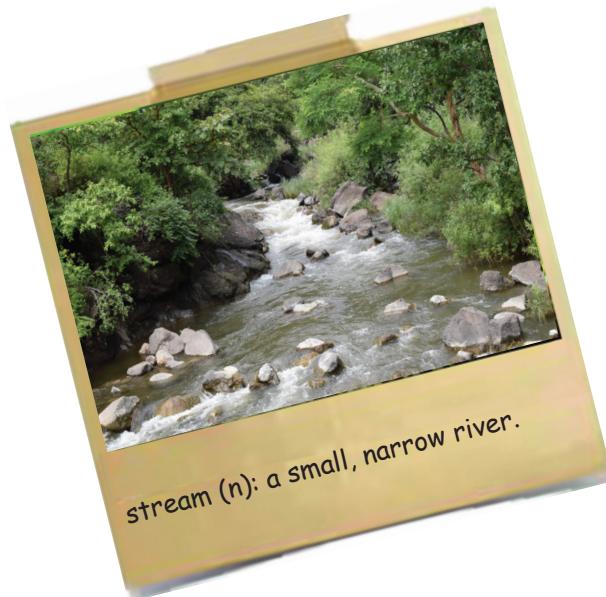
monster (n): a large, ugly, and scary imaginary creature.



shadow (n): a dark area or shape produced by a body coming between light and a ground.



earrings (n): a piece of jewellery worn on the ear.



stream (n): a small, narrow river.

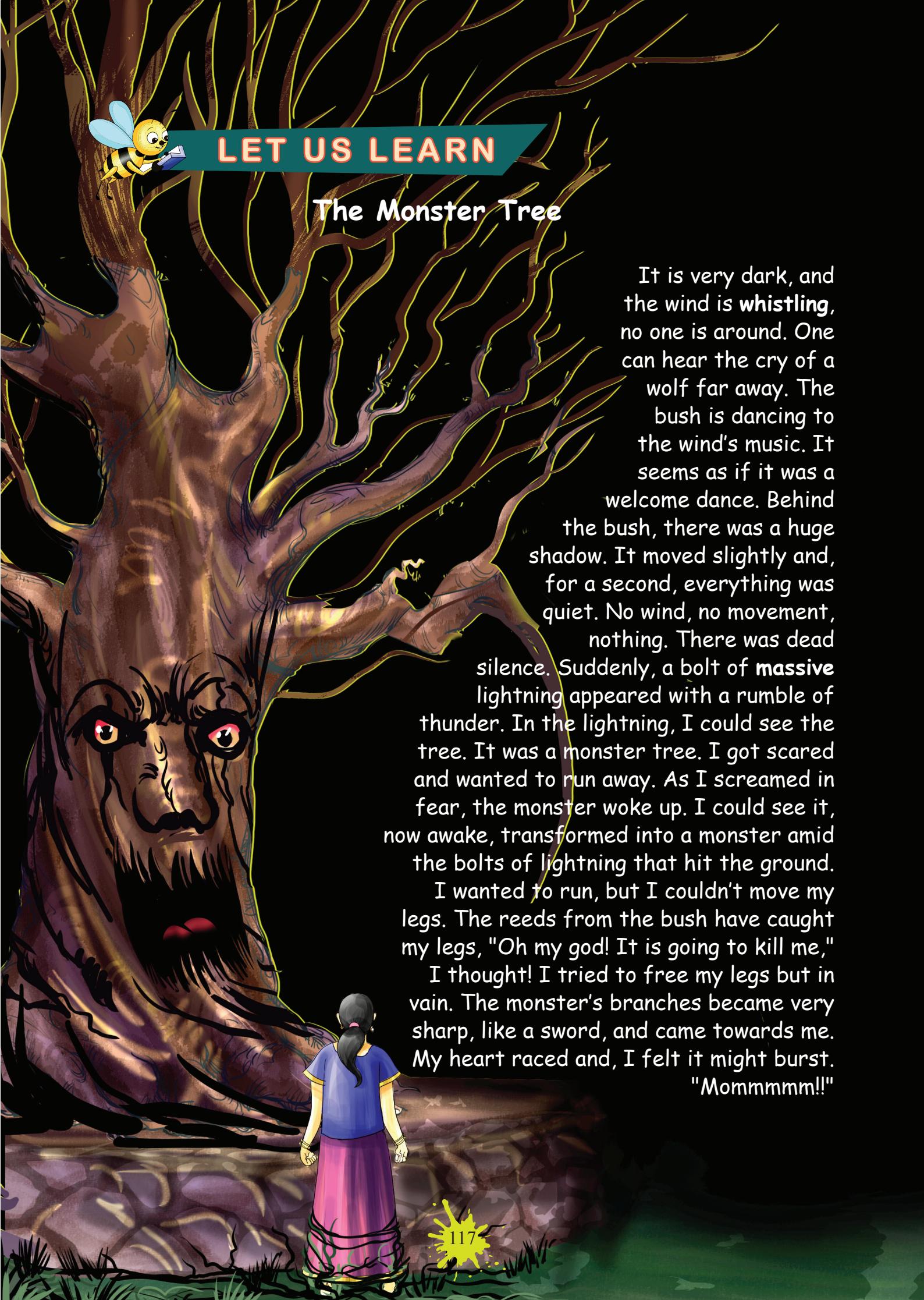


sword (n): a weapon with a long metal blade.



## LET US LEARN

### The Monster Tree



It is very dark, and the wind is whistling, no one is around. One can hear the cry of a wolf far away. The bush is dancing to the wind's music. It seems as if it was a welcome dance. Behind the bush, there was a huge shadow. It moved slightly and, for a second, everything was quiet. No wind, no movement, nothing. There was dead silence. Suddenly, a bolt of massive lightning appeared with a rumble of thunder. In the lightning, I could see the tree. It was a monster tree. I got scared and wanted to run away. As I screamed in fear, the monster woke up. I could see it, now awake, transformed into a monster amid the bolts of lightning that hit the ground.

I wanted to run, but I couldn't move my legs. The reeds from the bush have caught my legs, "Oh my god! It is going to kill me,"

I thought! I tried to free my legs but in vain. The monster's branches became very sharp, like a sword, and came towards me. My heart raced and, I felt it might burst.

"Mommeeeeee!!"



"Jana! What happened? Get up! Did you have a **nightmare**?" Asked her mother. Jana hugged her mother and slept with her. Her mother asked her about the dream in the morning, but Jana said nothing. Only a month ago Jana and her family had come to the village.

The previous day, Jana's friend was telling her, "It was a very big peepal tree near the entrance of the village. All children used to play under it, and many birds made nests on it. The elders rested in the shade. But one day two men were running away from the tree. They said there was a monster in it and asked people to not go near it. The children **ignored** the warning and went to play. When the children stepped near the tree, it shook its leaves. They hadn't seen the tree like this. They looked at one another and, altogether took another step. The tree twisted its branches and threw the swing near them. Then, the trunk of the tree cracked open and the tree roared. The tree had become a monster. They got scared and ran away."



What can be the reason for the tree to become a monster?

She continued, "Children went to the village and told the elders what happened near the tree. No one believed them. Soon many more got affected by the tree, and this worried the people of the village. They planned to cut it. But the village head stopped them. He told them how the tree had helped the village. He advised them to make a fence around the tree to stop people from going near it. Since then, the tree is called the monster tree. Many years have passed, and the area near the tree is desolate now."



The previous evening, Jana went to play with her friends. She was a brave and curious little girl. They were playing a few meters away from the monster tree. Jana was waiting for her turn. Just then, she felt her ears tingle. She removed her earrings and kept it on the ground. Suddenly, a squirrel took her earring and ran away. She chased it, and before she knew, she was in front of the monster tree. Her friends shouted, "No, Jana! Don't go there!" She replied, "I have to find my earring." Then, they shouted in fear, "It is behind you. Run Jana! Run!" She turned and saw one of the branches coming to hit her. She bent down and **dodged** it. She ran away from the tree. That night, she had the nightmare.

That day Jana decided to overcome her fear. So, she asked more about the monster tree. She came to know that the tree was good and helpful. She put her fear away and tried to find the reason for the change in tree's behaviour. So, she spent many days watching the tree. She went to the tree whenever she had the time. She felt that the tree was also watching her.

One day, she decided to go near the tree. When she crossed the fenced area, the tree started to scare her. But, not as much as before. She stepped forward, and the tree swayed its branches again. Then, the tree dropped its sharp branches close to her. Yet, she was not afraid. When she was going to touch the tree, it opened its mouth and roared. Jana calmly touched the tree and patted it. The branches stopped moving, and it was quiet. The tree grumbled, "Go away! Please, go away!" She asked, "Why? I know you are a good tree. Why are you doing this?" The tree shouted, "Yes... I was good but, it is only because of you I have become like this!"

"Sorry! You are a little girl. What would you do? Wait, let me call my friends," said the tree. "Come out," said the tree. In a few seconds, one by one, many squirrels came out from the tree. Hundreds of them were there.

The tree continued, "They are the reason for me to become a monster. Long ago, a pregnant squirrel came here."

She said, "I am the last of my kind in this village. The hunters are trying to kill me. Please save me."

The tree said, "I did not know that people were so selfish. They destroy everything mercilessly. I wanted to save the squirrels. So, I became a monster."

After listening to the tree's story, Jana felt embarrassed. She went to the village head and explained. The villagers understood their mistake and took an **oath** not to do any harm to nature. From that day on the villagers started calling it 'The mother tree'.





## Glossary

whistling	high pitched sound by using breath
massive	large
ignore	refuse to take notice of
nightmare	scary dream
dodged	avoided to escape
oath	promise , pledge

### A. Fill in the blanks.

1. Jana and her family moved to the village \_\_\_\_\_ ago.
2. Jana saw a \_\_\_\_\_ behind her.
3. The squirrel ran to the \_\_\_\_\_ tree.
4. The monster tree was protecting the \_\_\_\_\_.
5. The villagers took oath to not harm the \_\_\_\_\_.

### B. Answer the following.

1. Why did Jana have a nightmare?
2. Why did Jana chase the squirrel?
3. Why did Jana's friends stop her from going near the tree?
4. Who made the tree become a monster?
5. Why was the tree called 'The mother tree'?



## LET US BUILD



Try to find the relationship.

Guess what is the pup to the dog.  
Yes, Pup is the young one of a dog.

I am a dog.



I am a pup.

Let us learn more young ones:



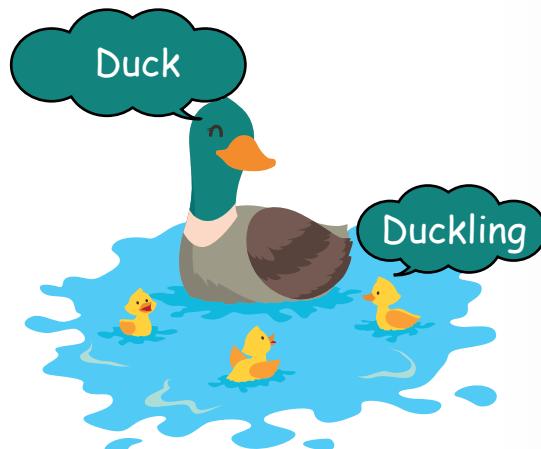
Bear

Cub



Zebra

Foal



Duck

Duckling



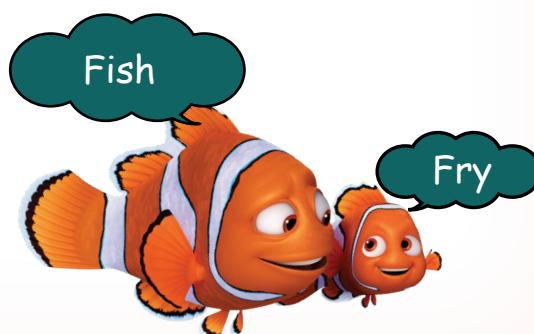
Eagle

Eaglet



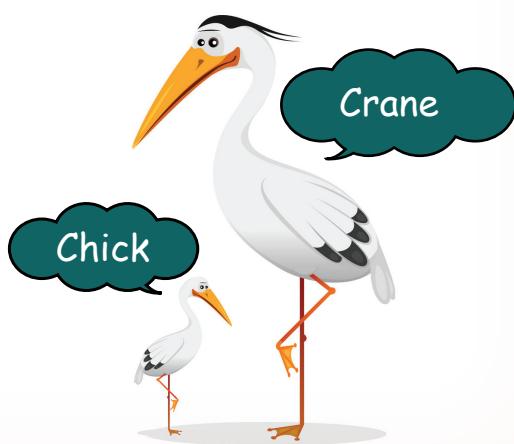
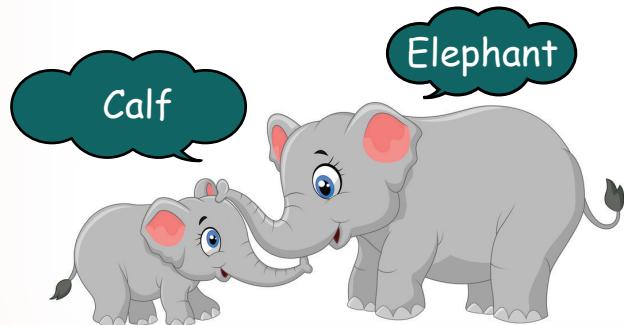
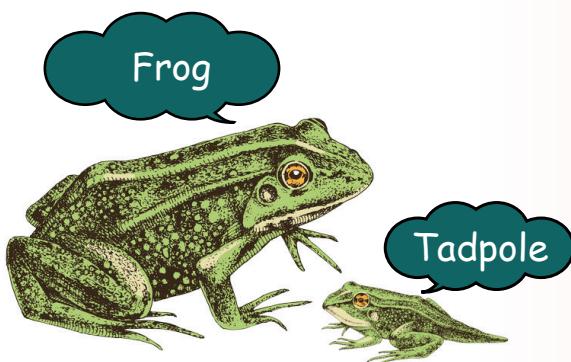
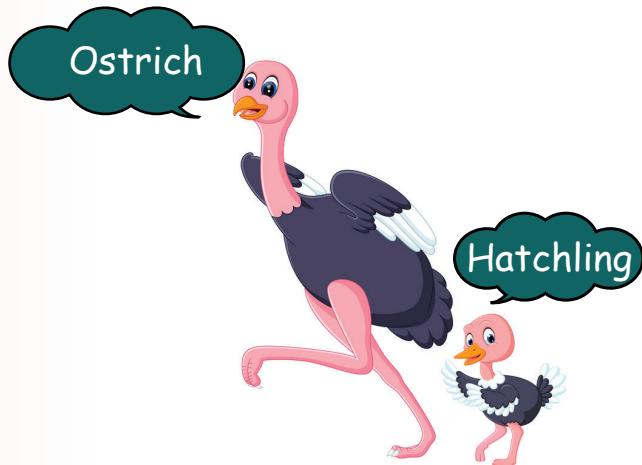
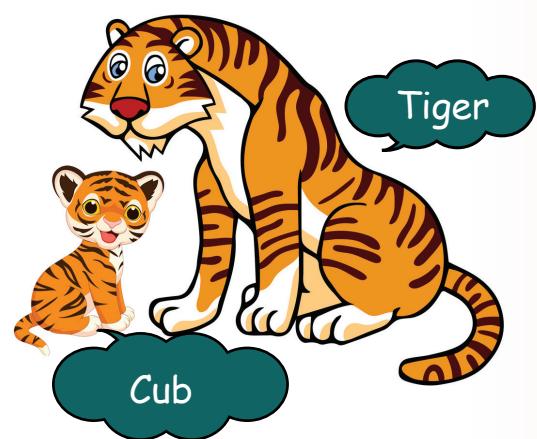
Sheep

Lamb



Fish

Fry





### A. Match the animal with its young one.



infant

tadpole

fawn

foal

owlet

### B. Fill in the blanks.



My young one is \_\_\_\_\_



My young one is \_\_\_\_\_



My young one is \_\_\_\_\_



My young one is \_\_\_\_\_

### C. Fill in the blanks.

hatchling

gosling

fry lamb

The fisher caught the \_\_\_\_\_.

The ostrich took care of its \_\_\_\_\_.

The goose is swimming with its \_\_\_\_\_.

Vinoth had a little \_\_\_\_\_.





## LET US SING

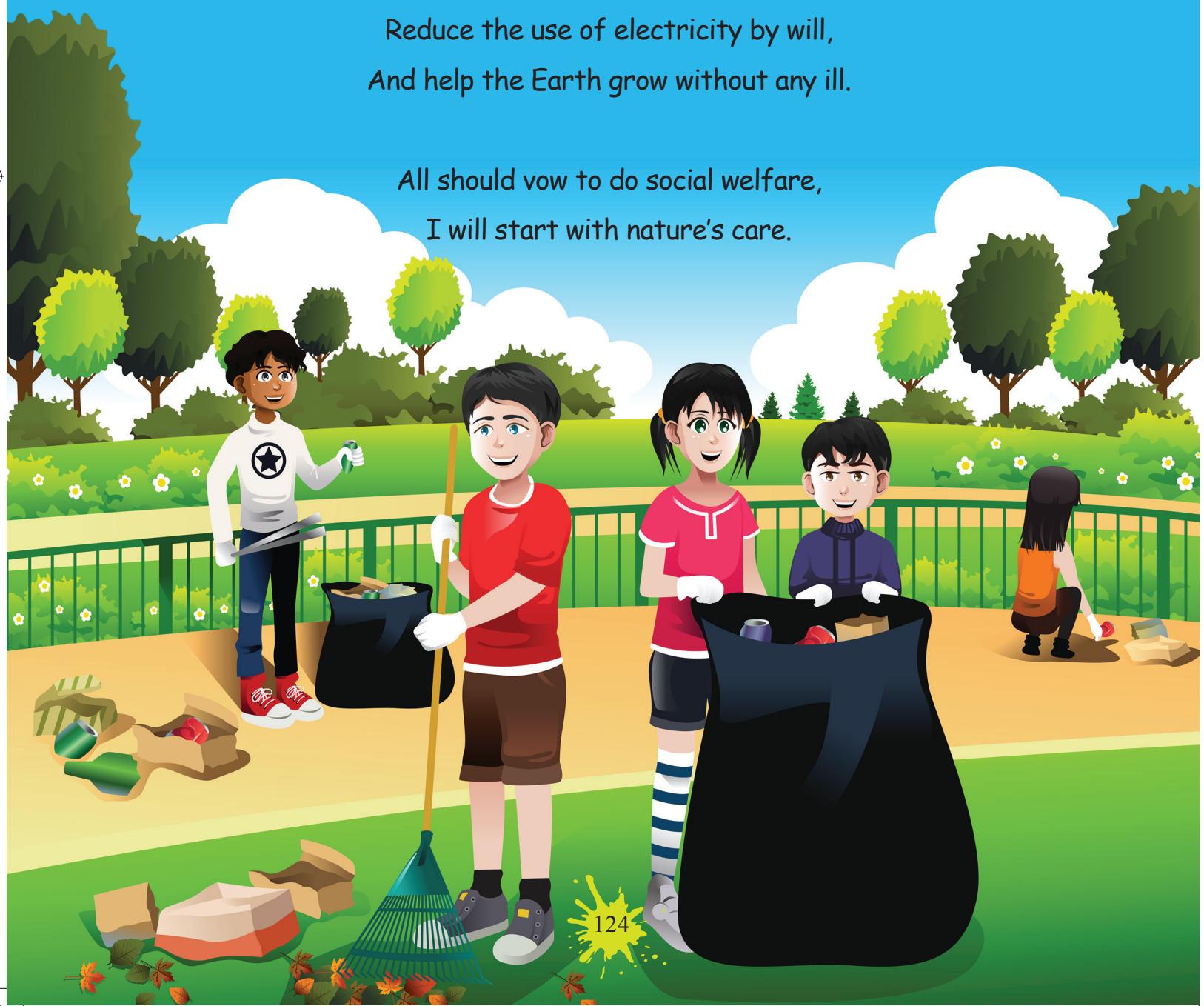
### Social Responsibility



Our world becomes green,  
When you keep the surroundings clean.  
All of us are responsible for our society,  
To take care of it is our duty.

Be proud of yourself as a human,  
When you put the litter in a trash can.  
Reduce the use of electricity by will,  
And help the Earth grow without any ill.

All should vow to do social welfare,  
I will start with nature's care.





## Glossary

responsible	in charge of
proud	glad
reduce	make something less
vow	pledge, promise
welfare	comfort and security

### A. Answer the following questions.

1. When does the world become green?
2. Who is responsible for the society?
3. When do you feel proud?
4. What should we vow for?
5. Are you the first to protect the nature?

### B. Pick out the rhyming words and write.

green	-
human	-
will	-
welfare	-





## LET US KNOW



Past perfect tense is used to show that something happened before another action in the past. It can also be used to show that something happened before a specific time in the past. We know the forms of the verbs, they are

Present

Past

Past Participle

Present Participle

leave  
leaves

left

left

leaving

The past participle form is used in past perfect tense with auxiliary **had**. Come let us use it.

I <b>had left</b> the station.	He <b>had left</b> the station.
We <b>had left</b> the station.	She <b>had left</b> the station.
You <b>had left</b> the station.	
They <b>had left</b> the station.	It <b>had left</b> the station.

### A. Fill in the blanks.

I **had given** him the book.

We \_\_\_\_\_ to the park. (go) She \_\_\_\_\_ the bill. (pay)

You \_\_\_\_\_ to your uncle's house. (be) They \_\_\_\_\_ him before the party. (meet)

He \_\_\_\_\_ before 5 'o' clock. It \_\_\_\_\_ before I touch it. (sleep) (break)





## Let us see when to use past perfect tense:

Event happened before another in the past:



### Event A

John had gone out,



I had saved my document,

### Event B

when I arrived in  
the office.



We had already started cooking,      when they arrived.



He had been tired,      before I gave him work.

## B. Complete the following sentences using past perfect tense.

1. The bus \_\_\_\_\_ the bus stop before I went. (leave)
2. The exam \_\_\_\_\_ when I reached the exam hall. (start)
3. She \_\_\_\_\_ the apple as I told her to stop. (eat)
4. The satellite \_\_\_\_\_ on the moon before they gave the command. (land)
5. Raju \_\_\_\_\_ to the ground before others arrived. (arrive)



## Future perfect tense.

Future perfect tense is used for actions that will be completed before some other point in the future.

Present

Past

Past Participle

Present Participle

write  
writes

wrote

written

writing

The past participle form is used in future perfect tense with auxiliary **will have**. Come let us use it.

I <b>will have written</b> my homework.	He <b>will have written</b> his homework.
We <b>will have written</b> our homework.	She <b>will have written</b> her homework.
You <b>will have written</b> your homework.	It <b>will have completed</b> its work.
They <b>will have written</b> their homework.	

### A. Fill in the blanks.

I **will have reached** the place by 6 pm.

We \_\_\_\_\_ the painting He \_\_\_\_\_ all the  
by tomorrow. (complete) money with in an hour. (spend)

You \_\_\_\_\_ the match She \_\_\_\_\_ job in  
by this time tomorrow. (win) America by next year. (get)

They \_\_\_\_\_ everyone It \_\_\_\_\_ all the  
to the marriage by next week. candies. (eat)  
(invite)



**B. Mark (✓) if it is past perfect tense or (✗) present perfect tense.**

1. I had gone to my grandma's home.
2. The boy will have grown up like a man in few years.
3. She will have made the cake by 8 'o' clock.
4. They had cooked the vegetables.
5. Muthu will have returned from Srilanka by next month.

**C. Change the sentence into past perfect tense and future perfect tense.**

1. I have posted the letter.

Past perfect: \_\_\_\_\_.

Future perfect: \_\_\_\_\_.

2. She has bought a violin.

Past perfect: \_\_\_\_\_.

Future perfect: \_\_\_\_\_.

3. Akash has jumped into the well.

Past perfect: \_\_\_\_\_.

Future perfect: \_\_\_\_\_.

4. We have built a house in our village.

Past perfect: \_\_\_\_\_.

Future perfect: \_\_\_\_\_.

5. They have cooked their meal.

Past perfect: \_\_\_\_\_.

Future perfect: \_\_\_\_\_.





#### D. Fill the sentences with the appropriate verb.

had

will have

1. Maha \_\_\_\_\_ asked a question to his father.
2. She \_\_\_\_\_ attended the meeting by tomorrow.
3. The fly \_\_\_\_\_ sat in the food before she covered it.
4. Niru \_\_\_\_\_ joined her family in 2 years.
5. The book \_\_\_\_\_ won him the award.



#### LET US LISTEN



PPZIJC

Listen to the audio and tick (✓) if the statements are true.

1. Chennai is the fourth largest city in India to receive more rain.
2. The airport is not closed.
3. People were not able to get their food.
4. The power supply in many areas is normal.
5. It rained because of a depression in Bay of Bengal.

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



## LET US SPEAK

### Story Telling

Today, we will learn to tell a story.

**Step 1: Choose the story you want to tell.**

**Step 2: Tell the place where the story is happening.**

**Step 3: Tell who the characters are.**

**Step 4: Tell three events that lead to the end of the story.**

**Step 5: End the story.**

#### The Ant and the Grasshopper



In a deep forest near the mountains, lived an ant and a grasshopper. The ant worked hard in the summer and saved food for the winter. The grasshopper played in the Sun without collecting food. The grasshopper always called the ant to play, but the ant wanted to save food for winter. It was now winter, the ant had food to eat but the grasshopper did not. We should work hard and save.

Is that easy? Why don't you try?

Try to tell your friend a story on your own.

#### Some useful phrases:

Long time ago...

Once upon a time...

There lived a...



## LET US READ

### The Case of The Missing Water



The tank in Divya's village was almost dry. Ammachi began to pray for rain. Amma collected all the buckets and pots and vessels in the house and filled them up.

"We need to store as much water as we can," she said.

Appa collected tools to dig a little deeper. "We just need enough until the rains arrive," he said.

Divya got out her notebook and pencil. She put on her thinking cap and followed her parents to the tank. She examined the tank bed closely. It was cracked and dusty.

Divya wondered, "Where did the water in the tank go? Did it run away? Was it stolen? This is a mystery!"



Divya loved solving mysteries: Like the time Ammachi couldn't find her reading glasses.

Divya had found them in her book, marking the page she was reading.

"I'll find that water," Divya muttered to herself.



Divya walked to the other side of the tank, past dead fish and dried reeds.

"Do you know where the water could have gone?" Divya asked a fisherman.

"Downstream?" the fisherman suggested.

Divya followed the dry stream bed down the hill. At the bottom was another tank. It had lots of goats, but no water.

Divya asked the goatherd, "Do you know where the water might be?"

"Upstream," the goatherd suggested.

"That's where I came from," Divya said. "No water there."

"Further up, then?" the goatherd said. "That's where your water comes from."

Divya climbed up to the tank. Then she climbed up some more to a tank further up the hill. There was no water, no birds. There was only one person there.

"Rani, I can't find any water. Any idea where it's gone?" Divya called to her. She knew Rani from school.

"Downstream," Rani called back.

Divya was suddenly angry. She stomped her foot.

"NO!" she shouted. "It's not. I have searched and searched. It's not upstream or downstream. Got it?"





"How about up there?" Rani suggested.

Divya and Rani looked up at the sky. The sun glared back at them. Everything was white-hot and dusty.

"No," they agreed together. "No water there."

Divya collapsed into the boat with Rani and gnawed on a lotus stem. She was hot and tired.

"Manju's parents left the village," Divya said. "They went to the city where they have water. Maybe we should all go."

"You go," Rani snapped. "No one asked you to be here."

"Fine," Divya said. And she stomped back home. But it wasn't fine! There was still no water, still no rain.

The next day, Divya brushed her teeth with muddy tank water in a tiny glass.

"Thooo!" she spat.

In school, the class was half-empty. More families had left the area. She missed all her friends! In the middle of Environmental Studies class, she turned and ran out of school.



She ran and ran until she was panting. She finally sat at the side of the road.

"I have to find the water!" she huffed.

"Can I help?" said a voice. It was Rani who had seen Divya running away from school.

Divya beamed. "Yes!"

"We have to do this properly," Rani said. "Like real Sanitary Engineers."

"Like who...?" Divya asked.

"Sanitary Engineers build pipes and tanks and drains. I am going to be one when I grow up," Rani said.

Divya and Rani decided to draw a map of their village and all its tanks and streams, showing all the places where the water might have flowed.



Where could the water possibly have gone?

Finally, they sat back and pored over the map. "We haven't seen that tank yet," Divya pointed to one of the tanks they had drawn.

"Let's go," Rani agreed.

Divya and Rani began climbing up the hill. The stream here was dry as well.

"Maybe we shouldn't have missed school. This tank is probably dry as well," Rani said sadly.

When they reached the tank, Divya and Rani realised they were wrong.

This tank was full!

Rani pointed at a small pump at the end of the lake. There was a tanker just below the bund, collecting water as it flowed. A man stood by, guiding the tanker.

"Mystery solved," said Divya angrily.

"Where are you taking our water?" Divya wanted to know.

"The city," the man said. "I need to supply nine-thousand litres today!"

"That's not fair!" Rani said.

The man shrugged, "That's how it is."

"My friend is a Sanitary Engineer," Divya yelled. "She knows what's fair."

The man laughed. "Sanitary Engineer it seems! You're just children!"

Rani said quietly, "Yes, but I know you can't just take our water away."

"Go home," the man said. "You can't change anything!"

Divya had an idea. She hugged the pump. "You can't turn it on now!"

Rani ran up to hug the pump too.

"Hey!" said the man. Now he was really angry. "Just go home," he said.





That was when the clouds broke, and rain poured.

"The monsoon is here!" Divya shouted.

"I'm going home, even if you aren't," the tanker man said.

It rained and rained.

WOOSH, the bund overflowed,  
and the stream rushed down,  
splashing them.

"The water has been found!  
Mystery solved!" Divya said.

"WOOOOOO!" They yowled  
with joy.



### A. Fill in the blanks.

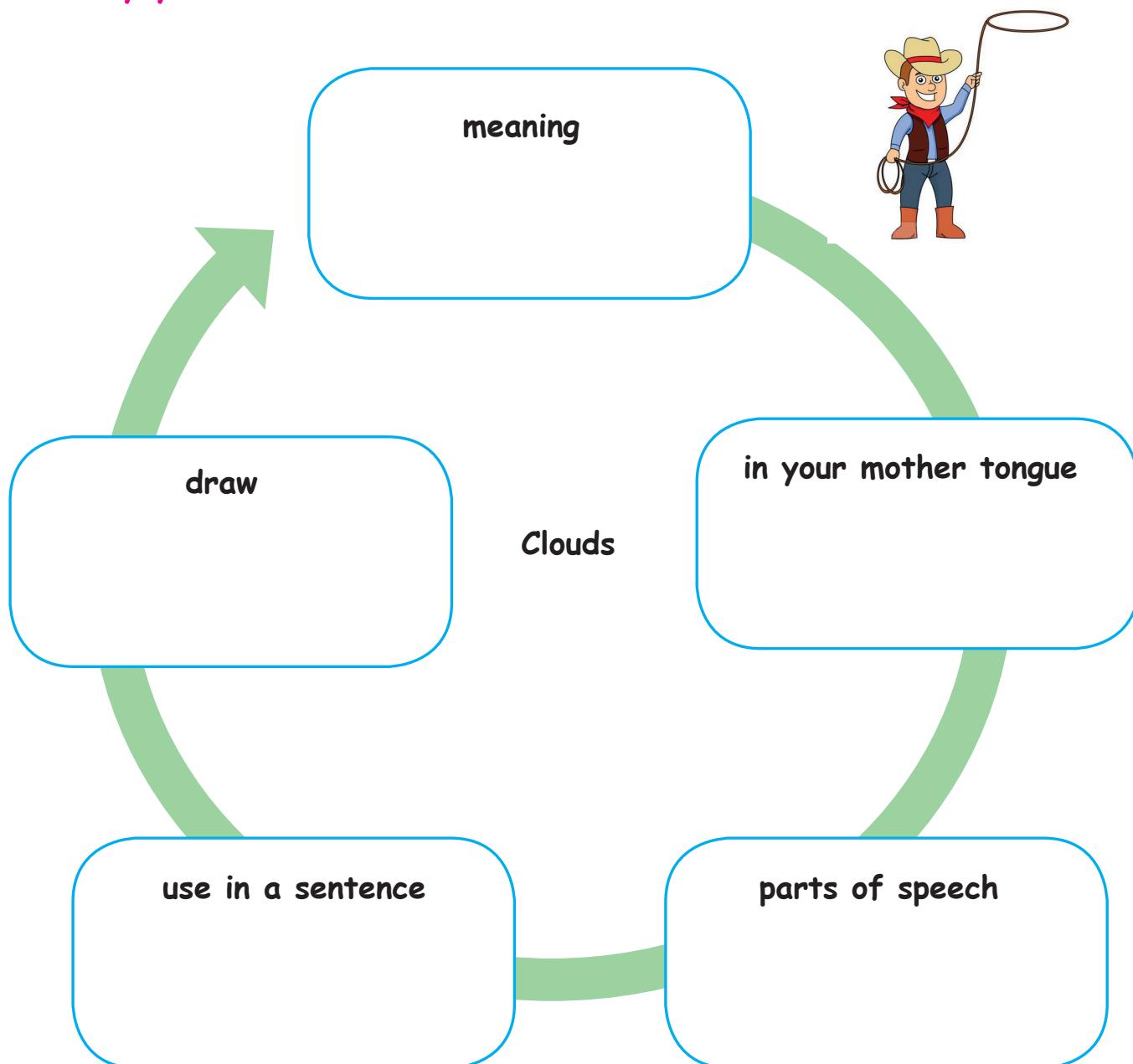
1. The tank in Divya's village was almost \_\_\_\_\_.  
a. full      b. dry      c. half full
2. Divya loved solving \_\_\_\_\_.  
a. problem      b. sums      c. mysteries
3. Divya and Rani decided to draw a \_\_\_\_\_.  
a. goat      b. mountain      c. map
4. Elephants were visiting \_\_\_\_\_ field.  
a. paddy      b. ragi      c. sugar cane
5. Rani thought of herself as a \_\_\_\_\_ engineer.  
a. civil      b. mechanical      c. sanitary

### B. Answer the following.

1. Why did Manju's parents leave the village?
2. What kind of water did Divya use to brush her teeth?
3. What did Rani want to become?
4. Where did the tanker man take the water from village?
5. Do you think it is okay for tanker to take water? Why?



### C. Try your own.



### D. Speak and win.

Join in any group. Support or oppose using 4 to 5 sentences to win.



I support Divya.

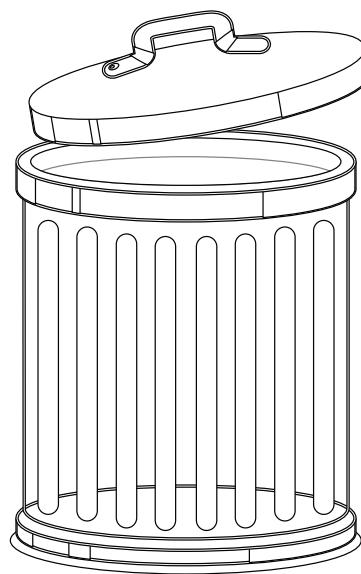
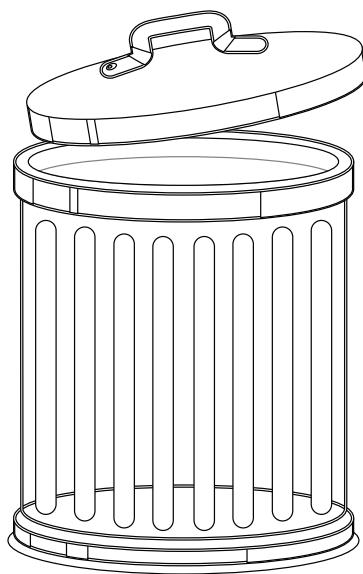
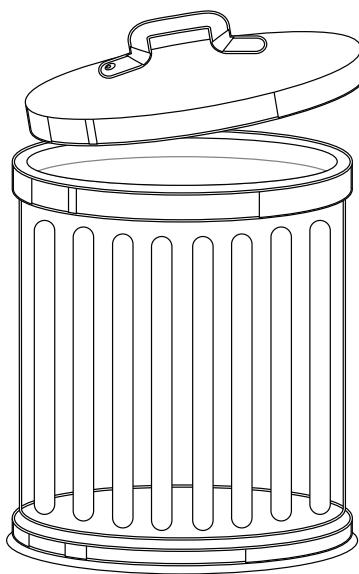
I oppose Divya.



## LET US READ ALOUD

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

I am Mani. I have to take a bus to nearby city. I crossed the road to reach the bus stand. I got the bus and sat down and took out a book to read. Before I started to read, I just looked at the people around me. The two men sitting next to me were talking loudly. Some were listening music on their phone. I was unable to focus on reading. The men were talking about cleaning the city. As they were talking, they opened a pack of biscuits to eat. After some time I dozed off. When I opened my eyes, the bus had reached the city. The two men were not there but pieces of the biscuits and wrappers were there. I cleaned the wrappers and put them in the dustbin.



1. What did Mani take out?
2. What did Mani find on the seat when he woke up?
3. If you were Mani, what would you do?



## LET US WRITE

Let us learn to write a story with suspense.

What is the story about?	
Beginning	Describe the characters. Describe the place and time. Describe the event or problem.
Middle	What happens first, second and third? 1. 2. 3.
End	How was the problem solved?

Words that help you create suspense: **suddenly, just then, in that moment, all of a sudden, silently, in alarm, scared, from the shadows, dark, unexpectedly etc.**

Let us use these words to write a paragraph on "A day in the forest"

Suddenly in a distance, I noticed some paws on the mud. My head turned red with fear and I silently stepped back. Just then, I saw a big brown furry animal with green eyes coming out of the shadows. In that moment, I didn't know what I had to do. I screamed and ran. All of a sudden, I heard a howl behind me. I turned to see two wolves chasing me.

Now, why don't you try to write a story with suspense?

What is the story about ?	That night in the beach
Beginning	
Describe the characters.	_____
Describe the place and time.	_____
Describe the event or problem.	_____
Middle	What happens first, second and third? 1. _____ 2. _____ 3. _____
End How was the problem solved?	_____





# I Can Do



2LLD98

## A. Answer the following.



Name of the object

In your mother tongue

Use in a sentence

## B. Write the animals and their young ones.



elephant -



tiger -



crane -

## C. Match the rhyming word.

1. green - can
2. society - care
3. man - clean
4. welfare - inability

## D. Recite the poem with correct intonation.

## E. Choose the correct one show post perfect tense.

1. We \_\_\_\_\_ (see) the movie last week.

- a) have seen    b) saw    c) had seen

2. I \_\_\_\_\_ (meet) him before.

- a) had met    b) meet    c) have met

## F. Choose the correct one to show future perfect tense.

1. I \_\_\_\_\_ (finish) this book.

- a) had finished    b) have finished    c) will have finished

2. By this time tomorrow, we \_\_\_\_\_ (arrive) in Chennai.

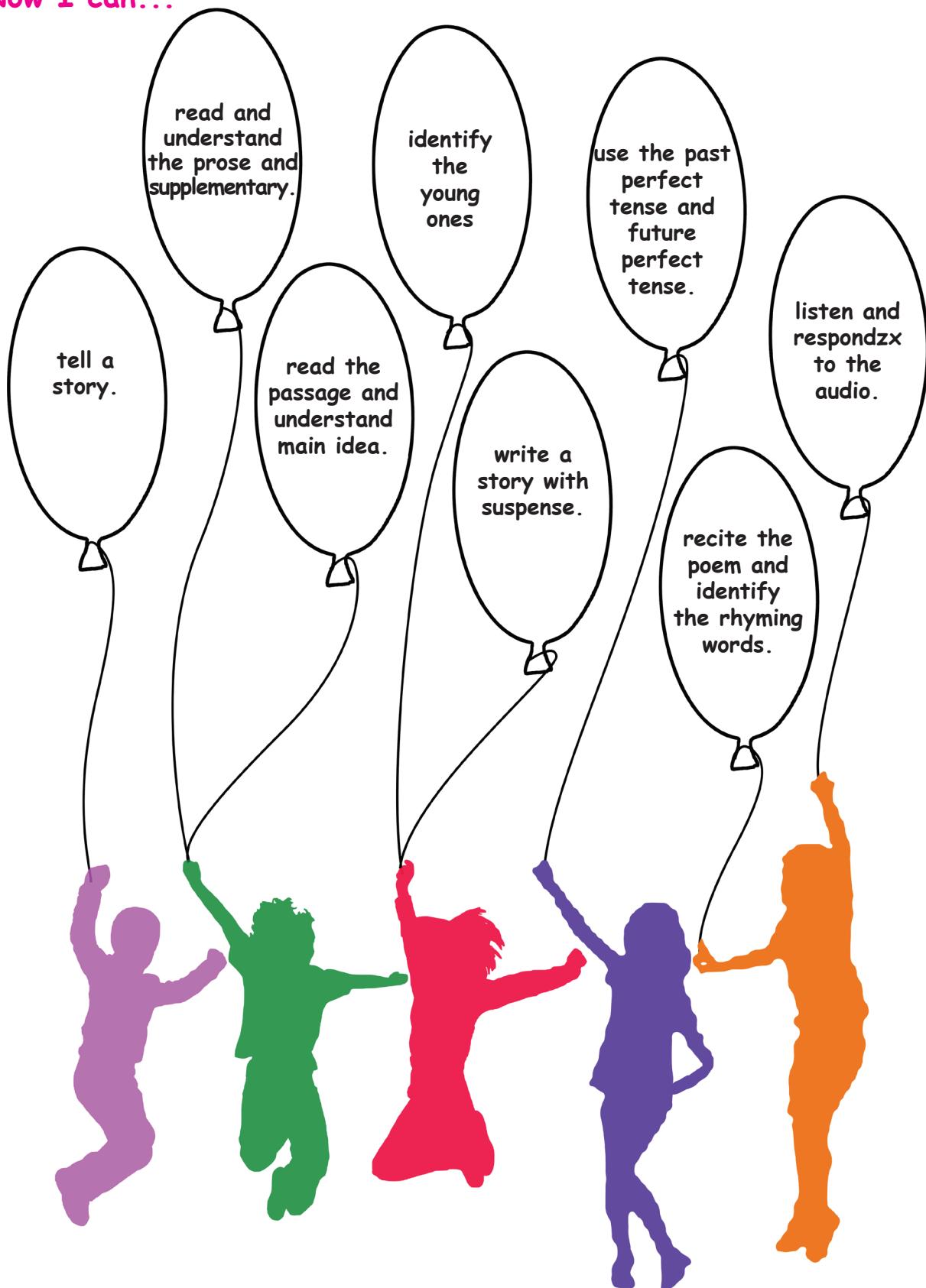
- a) will have arrived    b) have arrived    c) would have arrived





## Learning Outcome

Now I can...



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

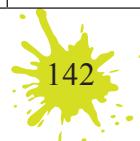


## A. I am a 5th student and I know all these.

Noun	Pronoun
<p>I can identify the types of nouns:</p> <ol style="list-style-type: none"><li>1. Manju is a clever girl.</li><li>2. The boy liked the taste of the fruit.</li><li>3. A herd of sheep grazed the field.</li></ol>	<p>I know what is a pronoun and its other forms: (he, him, his, himself)</p> <p>He is Dina. I know _____ very well and I know _____ father too. He drives _____ to school daily.</p>
Preposition	Conjunction
<p>I know where to use these prepositions: (In, on, at, between, in front of and behind)</p> <p>_____ 4 pm. _____ Sunday. _____ 2019.</p> <p>The ball is _____ the box. </p> <p>The ball is _____ the box. </p> <p>The ball is _____ the box. </p>	<p>I know how to join sentences using: (And, but, or, because, so)</p> <p>I have a bat _____ a ball. I have a bat _____ not a ball. Do you want a bat _____ a ball? I will play cricket _____ I have a bat and a ball. I have a bat and a ball _____ I will play cricket.</p>
Adjective	Adverb
<p>I can identify the adjectives:</p> <p>There was a black dog. It chased a fat white cat. The cat ran into a small hole and escaped from the angry dog.</p>	<p>I can identify the adverbs in the following sentences:</p> <p>She walked beautifully. The boy met me yesterday.</p>
Article	
<p>I can use the article: (a, an, the)</p> <p>I saw _____ elephant. _____ elephant had _____ baby.</p>	

## B. I know three tenses and I can write all tenses.

	Present	Past	Future
Simple	I go to park with friends.		
Continuous			
Perfect			I will have gone to park with friends.





## LISTENING PASSAGES



### • Unit 1 •

Ninh explains, the Rules of Association Football. Association Football, more commonly known as 'soccer' in North America and Football pretty much everywhere else in the world, is a game played with two teams of 11 players, with 11 players taking the field at any one time. The object of the game is for your team to score more goals than the opposing team. To score a goal, you must put ball into your opponent's goal. For it to count, the whole of the ball must cross the goal line. In football, you are allowed to touch the ball with every part of your body except your arms. The main ways to move the ball is to kick the ball to a team mate which is known as a pass, or run with the ball whilst controlling it with your feet, known as dribbling. When the ball is in the air, players can head or chest the ball as well. Teams will usually orchestrate passes and dribbles so that the ball travels up the field so that they can score. The defending team will try and stop you by tackling. They can intercept passes, block shots or try and kick the ball away from you and move the ball in the other direction so that they can score themselves. A defender must be careful here, as if the referee decides that they made contact with the player without touching the ball, or made contact without trying to win ball, he can award a foul against them. Fouls usually lead to free kicks, but can also lead to a yellow card which is a warning, or a red card where you are sent off the pitch. Two yellow cards equals one red card. The game is played in two halves of 45 minutes, for a total playing time of 90 minutes. There's a 15 minute break at half time. Unlike most other sports, in football when there is a stoppage in play - the clock does not stop. Instead, a referee will add the amount of time all the stoppages last for, and they will play this as 'added time' at the end of each half. Highest score at the end of 90 minutes plus added time, wins. There are ties in Football, and if both teams have the same amount of goals at the end of time, this is declared as a draw. Football is a really simple game and that's basically it.

### • Unit 2 •

It is my first day at school. Mummy is holding my hand and walking with me. "I am grown up now," I say. "Let go, let go!" Mummy holds my hand very tight. There are many children near the school. They come by bus. They come by car. They come by rickshaw. They cycle. They walk, like me. We reach the gate. Mummy lets go of my hand. She stays at the gate. I have to go inside alone. There are many new faces all around me. I take one step. I take another step. I look back. Mummy gets smaller as I walk away. Will she disappear? I run back to her. I don't feel so grown up. I hold her hand. "Don't go away," I say. Everyone is inside now. I am the only one outside. The teacher comes out. She smiles at me. I smile back. Mummy says, "Rani, I will be here when you come out." I let go of her hand. She waves to me. I run inside. Mummy will be there after school!

### • Unit 3 •

It rained through the night in Chennai. India's 4th largest city has experienced its heaviest rainfall in more than a hundred years. With the rain not letting up, much of the city is now under water. These pictures sent to us by local residents, show us the extent of the devastation. Navigating through the flooded streets is difficult, and at times difficult leaving many areas cut off. The airport is closed and train services suspended, while highways leading to Chennai are blocked. The army and navy are now being deployed to get to those who are still stranded. In some parts of the city, neighbourhoods are under several feet of water and residents have had to go without food. The power supply in many areas have also been cut. The rain is said to be caused by a depression in Bay of Bengal. With more showers expected, it is going to be a while before Chennai clears up.



## English – Standard Five, Term - III

### List of Authors and Reviewers

#### Academic Advisor

**Dr. P. Kumar**  
Joint Director, SCERT,  
Chennai.

#### Domain Expert

**Dr. Mala Palani,**  
Director,  
Indus Training and Research Institute,  
Bangalore.

#### Reviewers

**Dr. Ravinarayan Chakrakodi,**  
Professor,  
RIE, Bengaluru.

**Dr. Balasundari,**  
Associate Professor,  
Gandhigram Rural Institute,  
Dindigul.

#### Academic Co-ordinators

**Dr. Mozhiyarasi K.S.**  
The Principal, DIET,  
Ariyalur.

**Vimala Devi D**  
Lecturer, DIET,  
Chennai.

#### Authors

**Rajeshpandi M**  
B.T. Asst., Govt. High School  
Maravarperungudi, Virudhunagar.

#### Sathiyaraj M

B.T. Asst., Govt. Hr. Sec. School  
Chakkaramallur, Vellore.

#### Srivathsan Ramaswamy

Madhi Foundation, Chennai

#### Balamurugan K

B.T. Asst., PUMS  
KeelaEsanai, Ariyalur.

#### Uthirapathi K

BRTE, Jayankondam  
Ariyalur.

#### Vairamuthu D

B.T. Asst., Govt. Hr. Sec. School  
Thirumanur, Ariyalur.

#### Aruna K

B.T. Asst., PUMS,  
Nattarmangalam, Perambalur.

### Layout Design and Illustration Team

#### Graphics and Layout

Yuvaraj Ravi  
Yesu Rathinam  
Manohar

#### Illustrators

Dhanas Deepak Rajan  
Nalan Nancy Rajan  
Madhan Gangatharan  
Shalini R

#### Quality Control

Rajesh Thangappan  
Jerald Wilson

#### Co-ordinator

Ramesh munisamy

#### QR-code management

1. **R. Jaganathan**, SGT  
PUMS, Ganesapuram, Polur, Tiruvannamalai Dist.
2. **M. Murugesan**, B.T. Asst.,  
PUMS, Pethavelankottagam, Muttupettai, Thiruvarur
3. **S. Albert Valavan Babu**, B.T. Asst.,  
G H S, PerumalKovil,  
Paramakudi, Ramanathapuram.

This book has been printed on 80 G.S.M.  
Elegant Maplitho paper.

Printed by offset at:

