



# **ENGLISH**

## **STANDARD FIVE**

### **TERM III**

## Note to the Teacher

This textbook in English for class five is an innovative, activity-based, competence oriented, learner and teacher-friendly resourceful reader. It has seven units. Each is a collage on one central theme which is presented through different genres like stories, fantasies, dialogues, factual prose, poems, letters and reports. To facilitate easy learning, each unit is divided into six areas Listening, speaking, reading, vocabulary, grammar and writing. Prior preparation and planning will be required to impart all these skills effectively in the classroom

## 1. Let us listen :

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

## 2. Let us speak :

Every student likes to speak in English but not enough opportunities are given to them. Here in this coursebook, many situations and contexts are designed wherein students will be prompted to speak in English with ease and confidence.

### 3. Let us read :

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

### 4. Let us build vocabulary :

A good amount of vocabulary empowers learners and keep them self-confident and self-reliant. The learner is able to

- (i) Recognise it during communication.
- (ii) Use it in appropriate situations.
- (iii) Pronounce and spell it correctly and
- (iv) Understand their relationship with other words.

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

### 5. Let us write :

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

## 6. Let us learn grammar :

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

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

## 7. Underlying themes :

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

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

# UNIT 1 - PROSE

## Pre-Reading :



Little electronic boxes making people busy!

Without it they go crazy!

Useful gadget everyone's need

And a cute little friend indeed

Do you know what it is?



Dr. Martin Cooper

## A FRIEND INDEED

Cellphone is the mostly used scientific invention in the field of communication. All over the world people rich or poor, educated or uneducated, old or young, use cellphone and communicate with others .

In 1973, Dr. Martin Cooper of America invented the first personal handset. He was working as one of the General Managers of Motorola Company. He was the first person to make a call on a **portable** mobile phone in a public **demonstration** held at New York on 3rd April, 1973, in United States. He named the first mobile phone Motorola Dyna-Tac. The first cellphone was like a brick weighing 850.5 grams!

Today, cellphones have become smaller, thinner and weightless.

**portable** - easy to carry

**demonstration** - an act of showing something publicly

## **Do you know how it works?**

Though cellphones and landlines do the same job, they function in different ways. Landline phone carries calls along the electrical cables, but cellphone sends or receives calls without any wires.

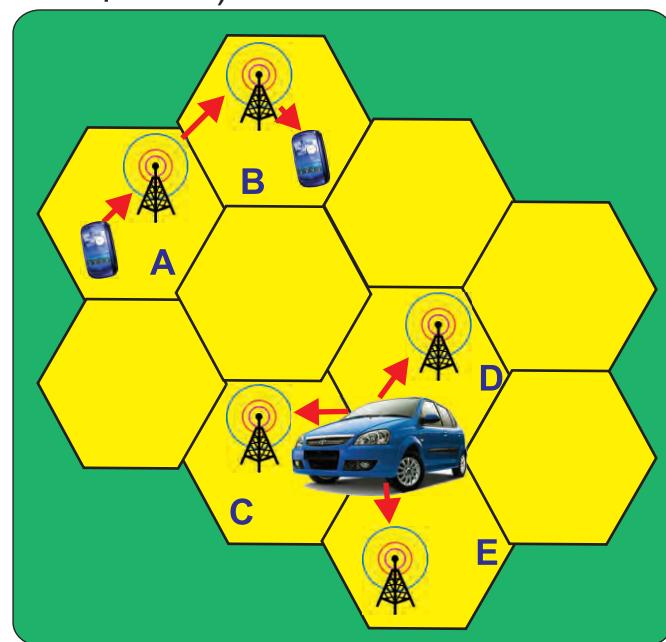
Cellphones are like two-way radio. They have a **transmitter** and a receiver. Sounds are changed into electromagnetic radio waves. The cellphone towers pick up the **faint** signals from cellphones and pass them to their **destination**. Every cellphone tower serves a particular span of area. The span of area is called a cell because it **resembles** a hexagon. So, mobile phones are called as cellphones or cellular phones.

transmitter -a device to send electrical signals  
faint -not clear  
destination-end  
resembles -looks like

## **Let us learn how messages are passed on**

Calls don't pass directly between the phones. Instead, they go from the first phone to the tower A and then to the tower B and then to the second phone. (as shown in the picture)

when people are using cellphones while travelling, cellphone network always knows which tower is close at hand and automatically connects the call to the receiver C, D, E as in the picture).



## Let us understand its various uses:

Cellphones have made our life easier and **comfortable**.

We can talk to any person in any part of the world within seconds. By using a cellphone, we can send SMS, e-mail, pictures, video-clips and voice mail to other people. Cellphones can also serve as a calculator, calendar and alarm clock. It is also used to record videos, pay bills and to book travel ticket.

### Cellphones boon or bane?

Cellphones are very useful at times of natural **disasters**, accidents and in **emergency**. Though cellphone helps us in many ways, it can also become dangerous when we misuse it. Cellphones use **microwaves** which could damage our brain-cells if we use it for more than 10 minutes. Doctors warn us that prolonged use of cellphones could end in brain **tumour**. We should avoid using a cellphone while driving vehicles because it leads to road accidents. Many kids are addicted to cellphone games for a long period of time. Thus time is wasted. Also, they spoil their eyesight and start using spectacles. So, let us use the cellphone wisely and carefully and only when required.



invention	- creation
communicate	- be in touch
microwaves	- small waves
tumour	- any abnormal swelling
comfortable	- giving ease

disaster	- sudden event causing damage
emergency	- serious situation which needs immediate action
boon	- something very useful
bane	- something causes misery

## Let us build vocabulary

Read the text again and try to guess the meaning of words from the context

### I. Circle the correct meaning

- invention ---- - inviting a person  
- an act of producing a new thing  
- watching television

hand set	-----	- computer - cellphone - CD player
communicate	----	- to contact - to co-operate - to live together
demonstration	----	- an act of doing - an act of managing - an act of showing or explaining
transmit	-----	- to pass on - to travel - to teach

## ***II. Match the words with correct meaning :***

- |                          |   |
|--------------------------|---|
| 1. land lines            | a) sending letters through internet                     |
| 2. electromagnetic waves | b) tsunami, earth quake, cyclone, flood                 |
| 3. e-mail                | c) waves having both electrical and magnetic properties |
| 4. natural disaster      | d) telephones using cable wires.                        |

## **Let us understand**

### ***Answer the following Questions :***

1. Which is the most widely used scientific invention for communication?
2. Who invented the first personal hand-set?
3. What was the first portable mobile phone called?
4. How are landlines different from cell phones?
5. How much did the first handset weigh?
 

(a) 8.5 kilos	(b) 85.5 gms
(c) 880.5 gms	(d) 850.5 gms
6. Signals are carried through
 

(a) tidal waves	(b) wind
(c) electromagnetic waves	(d) electric waves

7. Why are mobile phones called cellular phones?
8. What happens when we use cellphone for a long time?
9. How are cellphones useful to us? List the uses of cellphones.

a. Make life easier to live

b. \_\_\_\_\_

c. \_\_\_\_\_

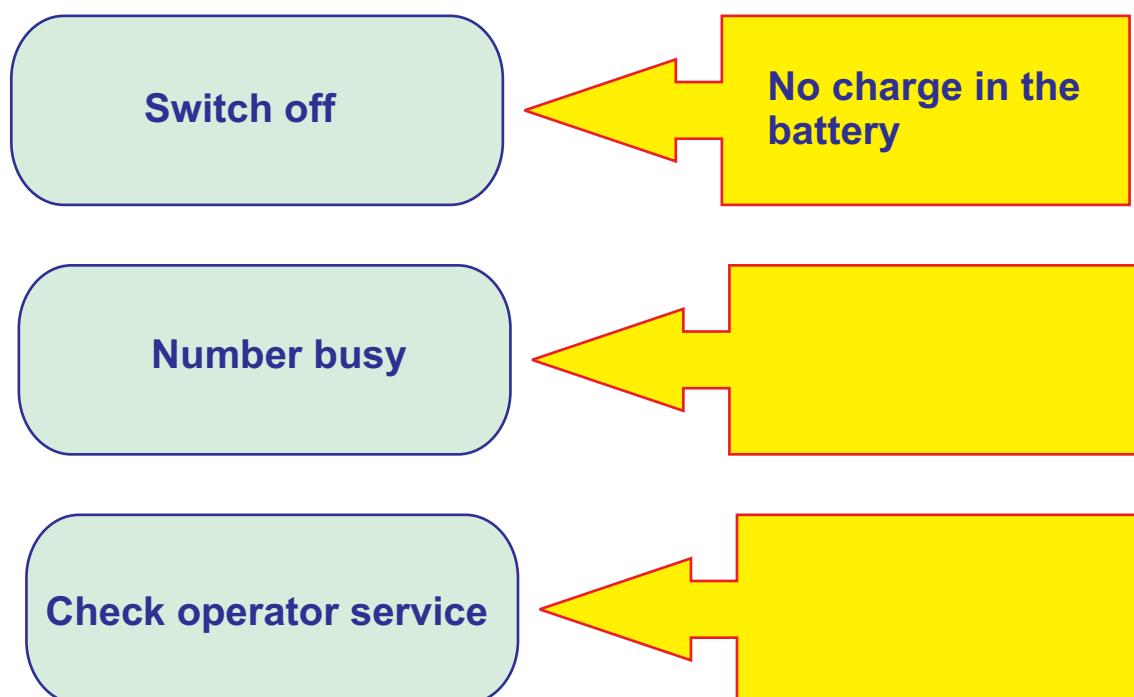
d. \_\_\_\_\_

e. \_\_\_\_\_

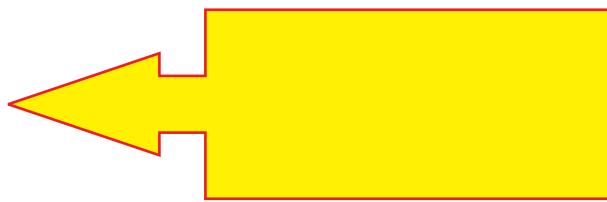
### Activity :

#### Let us discuss and write :

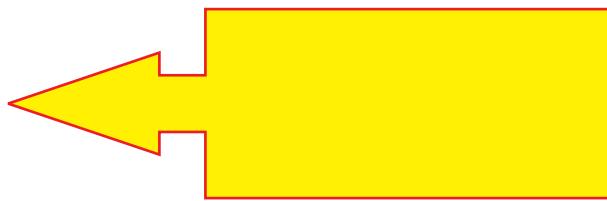
We see the following messages in our cellphone. Let us discuss and write a few words about each one and what they mean. Do it in groups.



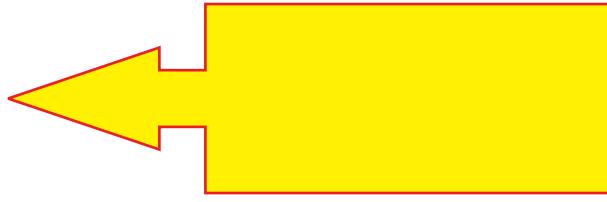
Keypad locked



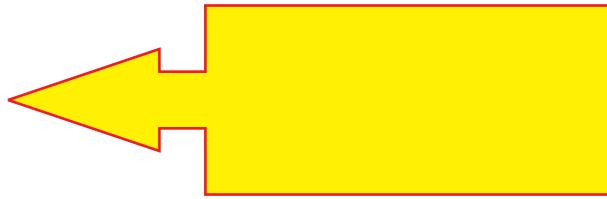
No network service



Battery low



Number not in use



## Let us listen

### I. Let us have fun with words

Some words have same sounds but differ in spelling and meaning .They are called homophones.



Examples :      **cell - sell, son - sun,**  
**some - sum, two - to.**

Colour the shapes that contain homophones. (One is done for you).

rise

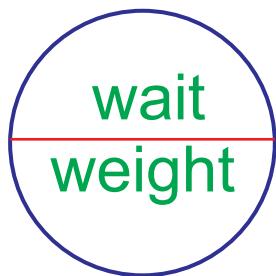
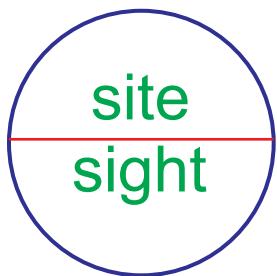
rice

knight

night

wait

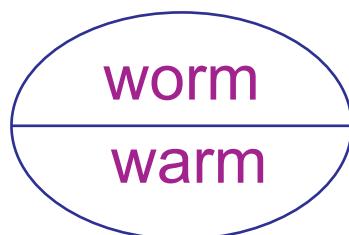
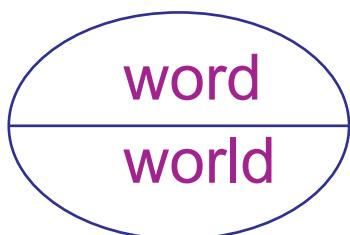
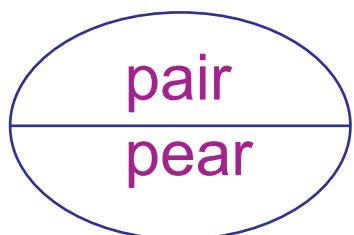
weight



beer
bear

calf
cough

sent
cent



**Check your answers by saying the words in each shape aloud.  
Get the help from your teacher.**

**II . Listen carefully to your teacher reading out words. Circle the word which is odd from the rest:**

aunt	ant	aren't
1	2	3

blow	blue	blew
1	2	3

sow	show	so
1	2	3

**Let us speak :**

**Let us share our experiences:**

Divide the class into groups. Share your experiences with your group members.

1. A village festival - **Example** : Day – where – who came with you – what you saw – what you bought there – How did you enjoy?



2. A match you have witnessed.



3. A heroic deed / a service you have done.

## Let us read

*Use correct words for the pictures and read the story*

### A walk on a windy day

One day a little  went for a walk. She took her



with her. She made a  , took an apple and some  . She

put them in her  and put on her  . Then she put her



in the  and went outside. Soon a strong wind blew her 

onto a  . A little  saw the  blown onto the tree.

He wanted to help the  . So he took the  in his beak and

gave it back to the girl. The girl was very  . She gave the 

some crumbs from her  . Now the bird was happy too.

## Let us write :

Our lives are made easier because of the various scientific inventions. Let each one of us prepare an album of an invention and try to find more information about it in the following format ( computer, radio, television, cinema, calculator, air conditioner, air cooler, mixer grinder, microwave oven, water purifier, fridge, DVD player etc.,)



My name	Paste or draw the picture of your favourite invention
Name of the invention	
Inventor's name	
Merits (usefulness)	1. 2. 3.
Where it is used	
It's cost	
Any de-merits	

## Grammar

**Let us learn Grammar - Read the short passage carefully and answer the questions.**

Jack is a student of class five. He always studies well. Now he is at home in front of the TV.

He is watching Discovery channel. He is interested in watching scenes of discovery and adventures. At 8 pm he will go for his supper. Usually he eats bread and jam at night. But yesterday night he ate some pizza.

### Questions :

1. How does Jack study?
2. Where is he now?
3. What is he doing now?
4. What will he do at 8 pm?
5. What did he eat yesterday night?



### Study the following sentences :

1. Jack always studies well. ( It is his regular and repeated action)
2. He is watching T.V. (This action is going on at the time of speaking)
3. At 8 pm. he will go for his supper. (This expresses a future action)
4. Yesterday night he ate some pizza. (It is a completed action)

### Functions / Uses :

#### Simple present tense

1. It is used for denoting regular actions like routines and habits.

**Example :** My father goes for a walk every morning.



#### Present continuous tense

It is known as real present. It shows things happening at the time of speaking.

**Example :** Don't disturb me. I am reading a novel now.



## Simple future tense

We often use will / shall to give information about future.

**Example :** Ravi will start his work next week.

## Simple past tense

We use the simple past for actions happened in the past.

**Example :** I bought some books yesterday.

## Activity :

### 1. Complete the following sentences choosing correct verb forms.

1. Arun \_\_\_\_\_ cricket every Sunday.

- a) will play
- b) plays
- c) is playing
- d) played



2. Kumar \_\_\_\_\_ his friend for dinner yesterday.

- a) invited
- b) will invite
- c) invites
- d) is inviting



3. Shiny is at school now. She \_\_\_\_\_ a picture now.

- a) drew
- b) is drawing
- c) draws
- d) will draw



4. Reny \_\_\_\_\_ a letter to his friend after he goes home.

- a) will write
- b) writes
- c) is writing
- d) wrote



5. My father \_\_\_\_\_ a computer two months ago.

- a) buys
- b) is buying
- c) will buy
- d) bought



6. I \_\_\_\_\_ the plants in the garden now.

- a) will water
- b) watered
- c) am watering
- d) waters

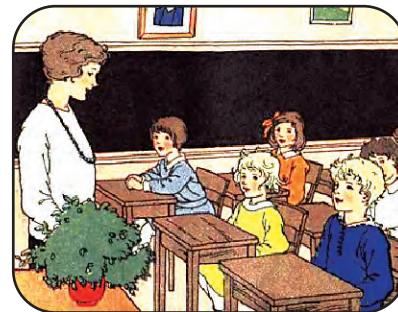


## Activity – 1

### Bingo : Let us play this game.

Draw a grid with 9 squares. Your teacher will read out a short story. Listen carefully.

Write down only the verbs in the grid. Then your teacher will read out only the verbs from the story. Strike the verbs in the grid as she / he reads. The first one to strike all the verbs shouts 'Bingo'. He / She is the winner. Can you say the tense of the verbs in the grid?




## Activity - 2

### ***Underline the verbs in the following sentences.***

1. I am reading the newspaper.
2. Ranjith watches news on TV at 8 pm everyday.
3. Students wrote their exams well.
4. My uncle will go to London next month.
5. We are building a new house now.

*Identify their tense forms by giving ✓ marks. The first one is done for you.*

SI No	Present Tense	Present Continuous Tense	Past Tense	Future Tense
		✓		

## UNIT 1 - POEM

### WHY ?

I know a curious little boy,  
Who is always asking “why”?  
Why this, why that, why then, why now?  
Why not, why by the by.



He wants to know why wood should swim,  
Why lead and marble sink,  
Why sun should shine and wind should blow  
And why we eat and drink.



He wants to know what makes the clouds  
And why they cross the sky,  
Why sinks the sun behind the hills  
And why the flowers die.

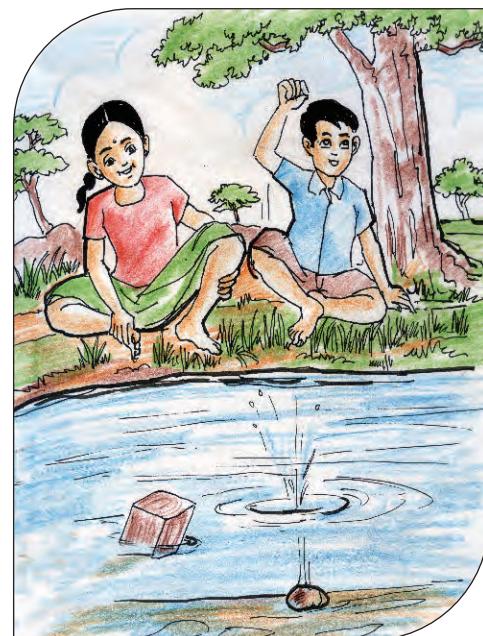


Some of these whys are not too hard  
To answer if you'll try;  
Others no one even yet  
Has found the reason why.



- Lewis Carroll.

curious	- eager to know
lead	- heavy bluish grey metal
marble	- a small ball of coloured glass
sinks	- goes down



### ***Let us understand and appreciate :***

1. Name a few things that float on water.
2. What things does the boy find sink in water?
3. What questions does the curious boy ask?
4. Does the boy find answer to his questions?
5. Can you answer two of his questions?
6. Are there any questions that have no answers?

### **Activity**

1. Do you have any unanswered questions? List them.
2. Get answers for them from your teachers or parents.

### ***A food for thought :***

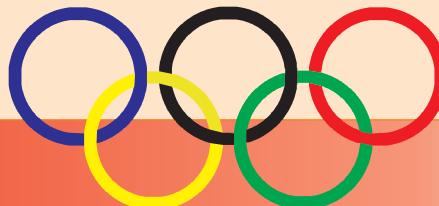
My best and trustworthy friends are six in number.  
They are why, how, when, what, where and who.

*- Socrates.*

## UNIT 2 - PROSE

### Pre-Reading :

1. Where do you spend your holidays?
2. Where do you stay during your holidays? (indoor / outdoor)
3. What do you do when you meet your friends?
4. Do you like all your friends? Do they like you?



### LISTEN TO THE SPIDERMAN



**Dear Spiderman,**

**The Kiddies' Club**

Samariah street,  
Uvari, TamilNadu,  
India.

01 - 02 - 2014.

How are you? We are fine here. We are in India and it's really a thrilling experience for us to write a letter to you.

We **reside** in a **remote** village called Uvari in the southernmost tip of Tamilnadu, South India with our parents. Very soon our school will close for annual holidays. We want to spend our holidays happily, doing fun activities.

reside	- live
remote	- far away place

We would love to imitate you, **scaling** the walls, jumping off from the top of the buildings and to protect children in danger like a super hero; but we know very well that happens only in reel life and not so in real life.

We are sure that you will have fantastic ideas. Please suggest a few tips for us to have an enjoyable and fun-filled holiday. Do get back to us. Eagerly looking forward to your reply.

#### **Address on the envelope**

To  
**Spider man**  
Forest hills,  
New York,  
United States of America.

Yours affectionately,

**Ajith,**  
**Keshav,**  
**Joe,**  
**Abdul.**

#### **Reply from the Spiderman**

receive - got  
excited - feeling of happiness  
scaling - climbing

**Spider Man,**

New York.

20.02.2014.

Dear friends,

Thank you for your letter. I am fine and I hope all of you are doing well. I was very happy indeed, to **receive** your letter. I love your country and I am **excited** to get a letter from the southernmost tip of India.



There are several ways to spend your holidays. Avoid being hooked onto computers or watching television, all the time. You should enjoy outdoor games. It is good for your body and mind. Your Kiddies' Club is a great idea and as a team you can organize wonderful events.

I can understand how eagerly you are waiting for your summer vacation. As you are residing near the seashore, why don't you have a kite festival? Make colourful kites and fly them in the air. Be careful not to hurt or get hurt. It will be **delightful** and fun.

Don't forget to write to me about how you spent your holidays.

### Children's reply to Spiderman

With lots of love,  
**Spider man.**



**Kiddies' Club**  
Uvari,  
02-05-2014.

Dear Spiderman,



Greetings! Your idea was great and we followed your suggestions. We celebrated the kite festival safely. It was fantastic. Not only did we enjoy the games, but we also learnt a lot while we played.

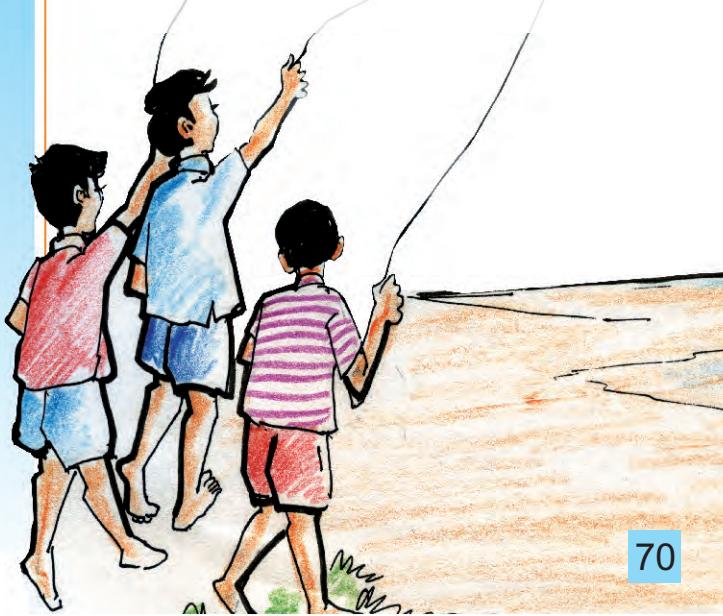
We shared the duties among us. Joe was our leader and under his leadership, all the members worked with team spirit. We invited many children to take part in the kite festival. Using colourful bits of paper, thin bamboo, glue and thread, we made beautiful kites with **splendid** designs and colours, and fixed long tails onto them. We made new friends too.

It was fun to feel the tug on the string, as the kites soared higher and higher into the sky. Even our parents admired and cheered us on. We learnt that our **goals** should be high, like the kites that flew in the sky.

You are our **inspiration**. Thank you.

With lots of love,

**Kiddies' Club**



Address on the envelope  
To  
**Spider man**  
Forest hills  
New York,  
United States of America.

## Let us understand

### Answer the following

1. Where do the boys reside? Where is it situated?
2. What were the suggestions put forth by the spiderman to the children?
3. What is the name of the club?
4. What are the things the children learnt?
5. What kind of ambitions should we have?

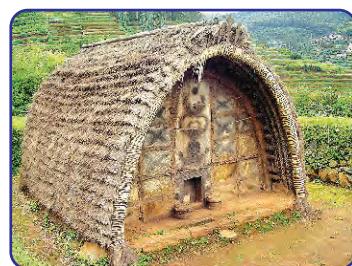
## Let us build Vocabulary

Read the new words you have learnt from this lesson:

reside, remote, received, excited, vacation, preferred, ambition.

### Fill in the blanks using above words :

I spent a week of summer \_\_\_\_\_ in Ooty last year. We \_\_\_\_\_ to visit the Dodas and Badagas. They \_\_\_\_\_ in \_\_\_\_\_ places on the hills. I was \_\_\_\_\_ to see the shape of their houses and their dress.



They \_\_\_\_\_ us with smiling faces. They are simple and happy people. They are not greedy. But their \_\_\_\_\_ is to get their children well educated.



## Let us listen

### Let us sing together

I can “skip” I can “hop”

I can “spin” round like a “top”

I can “dance” I can “jump”  
 I can “fall” and get a “bump”  
 I can “walk” I can “run”  
 All the things I “do” are fun



## Let us speak

*Shall we take turns to practise the conversation given below?*

- Pupils** : Ma'am we have games-period now.
- Teacher** : Well then. What games do you want to play today outdoor or indoor games?
- Pupils** : Last week we had indoor games. We played carrom and snakes and ladders. Today we want be outdoors
- Teacher** : Then go and play cricket.
- Boys** : Okay Ma'am .
- Girls** : No, ma'm. We don't want to play cricket. We want something else.
- Teacher** : Boys and girls! Play a game together. That's better.
- Girls** : Ma'am, will you decide a game for us?
- Teacher** : Play 'kho-kho' then.
- Girls** : That's nice, Ma'am.
- Teacher** : But one thing... don't quarrel.
- Girls** : Ma'am, will you be the referee?



**Teacher** : Alright I'll be the referee. Come on, let us start.  
 (P.E.T period comes to an end)

**Girls** : Who is the winner Ma'am?

**Teacher** : The boys are the winners.

**Girls** : They cheated us.

**Teacher** : Don't speak like that. They played well and they won the match. Both the teams cannot win, you must accept defeat happily. That's the spirit of the game.

***"A sound mind in a sound body"***



### Let us discuss and find out

1. How often are the Olympic Games held?
2. How many players are there in a football team?



### Let us read

#### *Library Organisation*

1. Fiction books (books of stories)	Shelf No. 10
2. Non-fiction books (books about subject based facts)	Shelf No. 7
3. Reference books (Dictionary, Atlas, Encyclopedia)	Shelf No.3
4. Magazine, Newspapers, records	Magazine rack
5. Children's books	Children's section

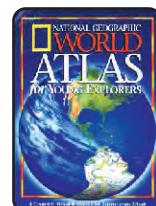
## I. Use the library organization

**Tell where you would find the following in the library.**

1. A book on Indian History.
2. A book of children's poems.
3. A detective story for an adult.
4. A map of Tamilnadu.
5. Story books for children.
6. An encyclopedia article on Himalayas.

## II. Write what you would use to find out details on the following – a newspaper, atlas, encyclopedia.

1. The lowest temperature recorded in Chennai.
2. Road maps of the state of Tamilnadu.
3. Facts about tribals.
4. Cricket scores during last week.
5. Facts about Delhi.



## Let us write :

Let us develop the hints and write a paragraph.

Here is a sample :

### Pop-Pop-Popcorn

**All of you would have tasted popcorn.**



How does it look like?	White, puffy, slightly yellow from butter, breaking out from a shiny brown shell.
How does it smell?	a little like corn, warm oil, butter
How does it feel?	light, warm
How does it sound?	crunches when we bite
How does it taste?	a little like corn, salty, buttery, becomes soft when we chew.

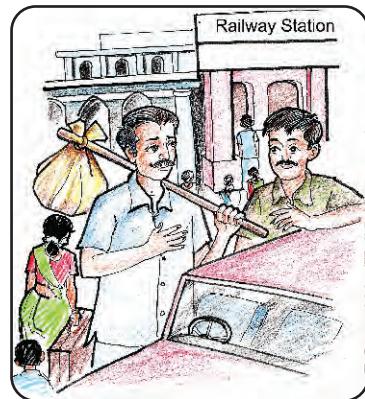
## See how these details are arranged into a paragraph.

Eating popcorn is enjoyable. I look at a bowl full of those white, puffy popcorn. My mouth begins to water. I breathe in the warm, buttery smell. My hand goes to the bowl. I pick up a handful of the warm, light corn and put it into my mouth. Oh! it feels so pleasant. I make the first crunch, then another, then another... As the crunchy corn, butter and salt flavours blend, the popcorn becomes soft. Do you think I'll stop at one handful, or two, or three?

## Develop the given hints into a story. Give a title to it.

A farmer – lived in a village – son lived in Chennai – farmer wanted to meet son – got into a train – reached Chennai – came out of the station – first visit to Chennai – took a taxi – driver very fast – hit a lamp post – dashed against a post box – about to hit a traffic policeman – farmer frightened – said – go slow - first time going by a car driver sad – first time driving a car. You can choose a title from the list below :

- *The innocent farmer,*
- *The first-time visit to Chennai.*
- *The fast driver.*



## Grammar

### Let us learn

Do you know what a noun is?

A noun is a name given to a person, place, thing, animals or birds.



**Example :** Thirunelveli, Ramya, lion, nib, crow....

## I. Let us colour the boxes :

*I. Shall we try this?*

flowers
window
pram
car
donkey
bicycle
crab
table
broom
tyres
parrot
apple
bus
bucket
train
girl



**II. Fill in the blanks with noun pairs from the box. The first one is done for you.**

east - west

mother - father

salt - pepper

hide - seek

heaven - earth

tea - coffee

history - geography

1. Please get me the salt and pepper.
2. The sun appears to rise in the \_\_\_\_\_ and sets in the \_\_\_\_\_.
3. Joe liked \_\_\_\_\_ and \_\_\_\_\_.
4. Jane's \_\_\_\_\_ and \_\_\_\_\_ have gone to Kerala.
5. The children are playing \_\_\_\_\_ and \_\_\_\_\_ in the park.
6. John likes studying \_\_\_\_\_ and \_\_\_\_\_.

### **III. Classify and write these words into two groups.**

Tree, television, bed, squirrel, clock, bird, swing, bag, comb, butterfly, snail, telephone

### **IV. Use the key and find out the nouns**

a	b	c	d	e	f	g	h	i	j	k	l	m
01	12	9	4	3	5	2	6	7	1	8	14	20

n	o	p	q	r	s	t	u	v	w	x	y	z
26	19	22	17	11	13	16	21	15	24	18	25	23

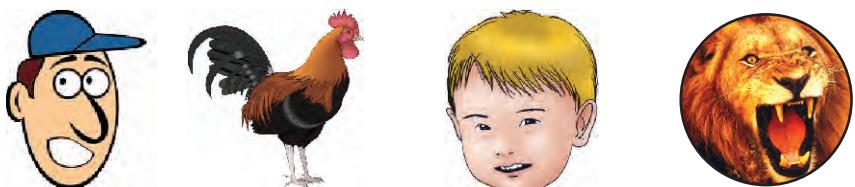
1.	13	8	25			
2.	4	3	26			
3.	14	10	20	22		
4.	9	10	11			
5.	14	7	19	26		
6.	4	7	15	25	10	
7.	16	11	3	3		
8.	20	10	26			
9.	10	22	22	14	3	
10.	13	9	6	19	19	14

1. **Sky**

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## Gender :

A noun that refers to a male is known as '**Masculine gender**'.



**Example:** uncle, cock, boy, lion

A noun that refers to a female is known as '**Feminine gender**'.



**Example:** aunt, hen, girl, lioness

*Write the opposite gender of the following words to fill in the blank boxes of the puzzle.*

						7-h								Down		Across					
														8-h							
6-m						9-d										1. cock					
																2. God					
																3. dog					
																4. aunt					
																5. hero					
																6. sir					
																7. Wife					
																8. Mare					
																9. Son					
																10. king					
3-b																					
10-q														4-u							
5-h																					

## Common noun :

Nouns that are used to name general things, persons or places are called common nouns.



Example :      **bottle**,      **pen**,

**bag**,

**sister**

1. Birds fly in the sky.
2. Sumitha is a beautiful girl.

### Fill in the blanks with suitable common nouns :

- a. One who drives a car is a \_\_\_\_\_.
- b. One who teaches is a \_\_\_\_\_.
- c. One who writes is a \_\_\_\_\_.
- d. One who dances is a \_\_\_\_\_.
- e. One who treats patients is a \_\_\_\_\_.

[ *dancer, doctor, teacher, driver, writer* ]

**Note :** But one who cooks is not a cooker. He is a cook.

One who draws is not a drawer, but an artist.

## Proper Noun :

Proper nouns are the names of particular people, places or things. They begin with a capital letter.

**Example :** Madurai, Ruby, Vaigai, Rakesh

## Activity :

### Answer these questions

1. What is the name of your father? \_\_\_\_\_.
2. In which country do you live? \_\_\_\_\_.

3. Who is your favourite sports star? \_\_\_\_\_.
4. Which is the last month of the year? \_\_\_\_\_.
5. Write the names of your friends \_\_\_\_\_ and \_\_\_\_\_.

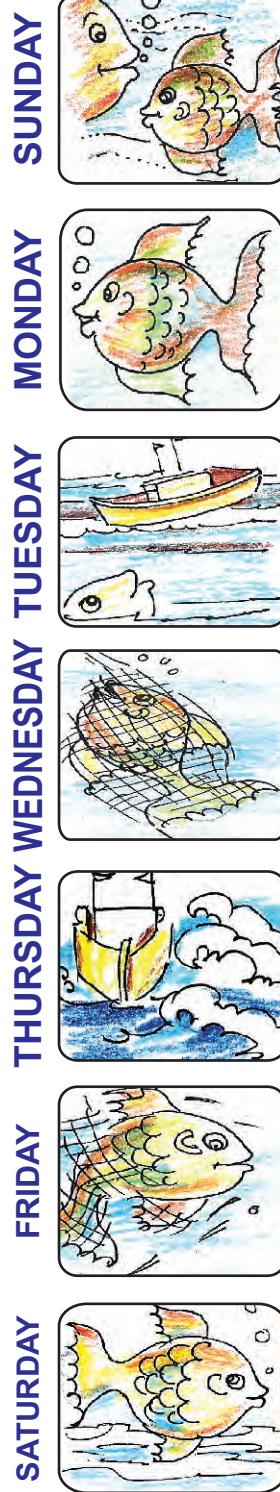
### **Revise days of the Week**

**A timeline shows when things took place.**

*Read the timeline.*

**Then circle the best answer.**

1. When did Goldie see the boat?  
a) on Sunday    b) on Monday    c) on Tuesday
2. When did Goldie swim into the net?  
a) Wednesday    b) Thursday    c) Saturday
3. When was Goldie born?  
a) Sunday    b) Wednesday    c) Tuesday
4. When did Goldie get free?  
a) Monday    b) Thursday    c) Friday
5. When did the story end?  
a) Monday    b) Saturday    c) Thursday
6. How old was Goldie at the end?  
a) 2 days old    b) 5 days old    c) 7 days old



## UNIT 2 - POEM

If you could fly high up, what would you see around your house?

Do you like to swing high or do you like to sit on the swing and be pushed slowly?



### THE SWING

How do you like to go up in a swing  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!  
Up in the air and over the wall,  
Till I can see so wide.  
Rivers and trees and cattle and all  
Over the countryside  
Till I look down on the garden green,  
Down on the roof so brown  
Up in the air I go flying again,  
Up in the air and down.

- R.L. Stevenson



#### Answer the following :

1. What is the pleasantest thing for a child to do as per the words of the poet?
2. How far does the swing go?.
3. If you could fly for a day, what kind of places would you like to fly over? Name at least three places.  
1.                   2.                   3.

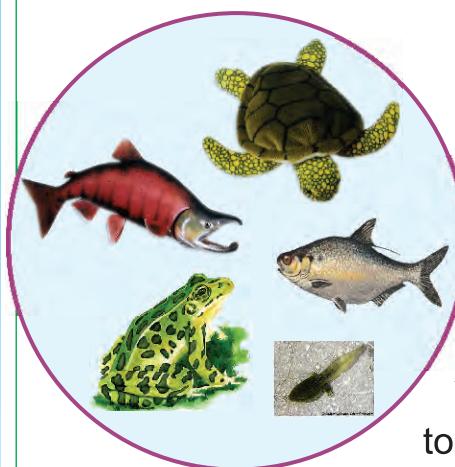
## UNIT 3 - PROSE

### Pre-reading :

- Have you ever visited an aquarium? What are the different varieties of fish that you have seen?
- Have you seen the wonders of the deep sea on the television channels like Discovery / National Geographic?



## DEEP DOWN THE OCEAN



It was a **pleasant** cloudy evening. The gentle **breeze** blew softly from the beautiful river. In the calm river there lived many creatures. Among them there were a tadpole, a turtle, a fish and a frog. They were always found together.

**pleasant** - enjoyable  
**breeze** - light wind  
**excited** - eager  
**strange** - unfamiliar, foreign

A beautiful salmon entered the river from the nearby ocean. The friends were **excited** to see the **strange** creature and began to chat with it.



Salmon fish

**Tadpole :** Who are you?

**Salmon :** Don't be scared, my little friend. I am salmon, a kind of fish.

**Frog :** Where are you from?

**Salmon :** I am from the **ocean**. I swam up the river to lay eggs.

**Turtle :** It seems that you have travelled a long way to lay eggs.

Can't you find a better place in the ocean?

**Salmon :** We, salmon lay eggs only in the rivers and not in the ocean; then we swim back to our **dwelling** place - the ocean.

**Tadpole :** What about your **fry**? Who will be here to guide them?

**Salmon :** My **fingerlings** know the see-route by instinct. They will join me in the ocean.

**Frog :** Can you tell me something about your home town?

**Salmon :** Yes of course...! hmm.... I have an idea! Why don't you **accompany** me to the ocean? I would lead you to the ocean and after a brief visit, you may return.

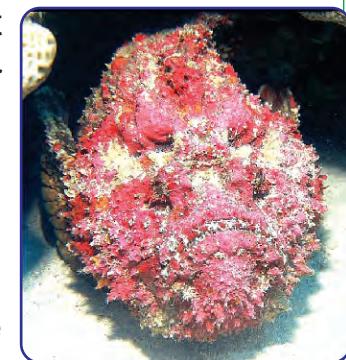
<b>ocean</b>	- the mass of salt water that covers most of the earth's surface
<b>hatch</b>	- young one comes out of an egg
<b>dwelling</b>	- living
<b>accompany</b>	- go some where with some one
<b>fry, fingerlings</b>	- young ones of a fish



(The friends decided to accompany the salmon to visit the ocean. The tiny tadpole is left behind as it is small. As the salmon leads, they enter the ocean)

**Turtle :** I am **exhausted**.  
Shall I sit for a while on this stone?

**Salmon :** No! That is not a stone. That's the 'stone fish', perhaps the most dangerous fish in the world. Its **venom** even causes death.



exhausted - very tired

**Turtle :** Oh..! How horrible to hear!

**Frog :** Friends! Look! A shoal of fish!  
Watch how they play together.  
(They hurried to the spot)



(Meanwhile a bird caught one of the fish and flew away)

**Fish :** I am scared . Who is that?

**Salmon :** That's a 'Diving duck'. It dives deep down into the water to catch its prey.  
They are very strong swimmers.

**Fish :** Let us hide somewhere. I am **frightened**.

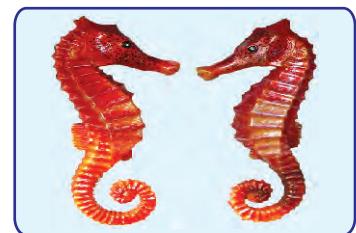
**Frog :** Look, some one is coming with a torch light. Who can that be?

**Salmon :** Ha! ha..ha... It is a '**ray fish**'. It is searching for a fish. It attracts its **prey** with the light.



Diving duck

**Turtle** : How dangerous creatures these are...!



Sea Horse

**Turtle** : Thank God. Let us make our way back to the river, riding on this sea horse.

**Salmon** : Hello..! Don't be mistaken. Sea horses are not like the horses on land. They are slow swimmers and poor small creatures

**Turtle** : Ah..! There is a ball. I want to play.



Power puff

**Salmon** : That is not a ball. But it is a 'power puff' a kind of fish. To protect itself from danger it changes its shape like a ball.

**Frog** : How funny!



Jelly Fish

**Salmon** : Friends, that is a jelly fish. It has the shape of an umbrella.

venom	- poison
horrible	- very unpleasant
shoal	- a large number of fish swimming together
dive	- jump into water
prey	- food
frightened	- threatened
incredible	- difficult to believe
darting out	- coming out suddenly
grateful	- thankful
observed	- watched
peculiar	- strange

**Turtle** : What are those big fish **darting out**?

**Salmon** : They are the dolphins. Each and every movement of the dolphins attracts the onlookers.

**Frog :** My little tadpole will be waiting for us. Let's go.

**Salmon :** Okay friends..! I am glad, you have all spent some time with me in my place.

**Frog :** We are **grateful** to you for taking us to the ocean. We **observed** some **peculiar** things in the ocean. Bye dear!

**Salmon :** It is my pleasure to occupying bye friends.

### Let us understand

**Answer the following questions :**

1. Where does salmon live?
2. Why does salmon come to the river?
3. Who accompanied salmon to the ocean?
4. Name the most dangerous fish in the world?
5. How does a 'ray fish' attract its prey ?
6. Do seahorses swim fast?
7. Who dart out of the ocean?
8. Why do power puffs change their shape?
9. How does a jelly fish look like?

### Let us build vocabulary

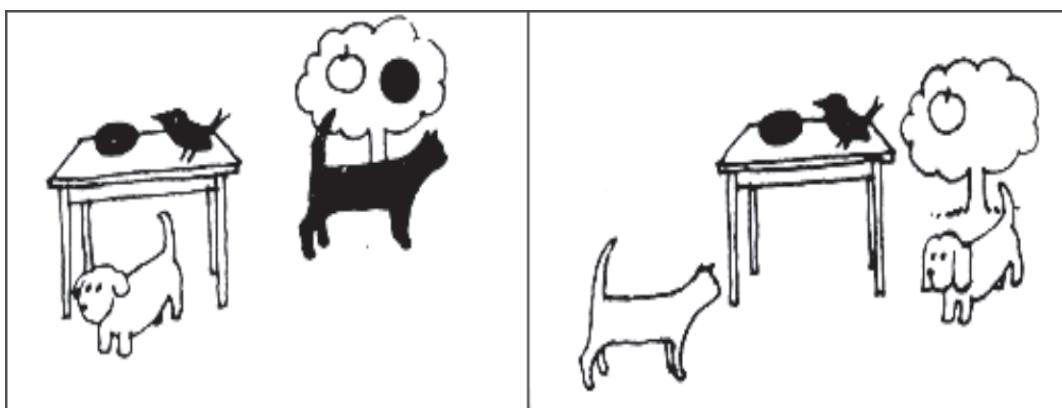
#### Antonyms

1. pleasant      x    unpleasant
2. breeze        x    storm
3. exhausted    x    refreshed



- |             |              |
|-------------|--------------|
| 4. protect  | x damage     |
| 5. grateful | x ungrateful |
| 6. peculiar | x common     |
| 7. paradise | x hell       |

### Let us listen :



We can do this in pairs. But you should sit back to back. One of you (speaker) give directions to draw a figure. The other (listener) tries to draw the figure. The 'listener' should not ask the 'speaker' to repeat any directions. When the drawing is finished, compare it with the original. Is the drawing exactly like the original? If not, what was the problem? If it is correct, what helped it to be correct? The speaker can give directions to draw anyone of these figures from the pictures given above.

### Let us Speak

#### Stress

We have learnt that stress is an emphasis we give to a syllable or word when pronouncing.

**table, student, become, balloon.**

- ◎ Now listen to the teacher saying the following sentences and repeat after him.

1. John tastes some ice cream. (only John not anybody else)
2. John tastes some ice cream. (He just tastes)
3. John tastes some ice cream. (not much)
4. John tastes some ice cream. (not any other food item)



- ◎ Call your friend to your side and say this sentence "You are my dear friend" to him / her four times making stress shift on, **you**, **my**, **dear** and **friend**.
- ◎ Do you or does your friend find any change in meaning?

## Pause

It is a temporary stop we make while making a long connected speech.

- ◎ Try reading out this sentence to the class.

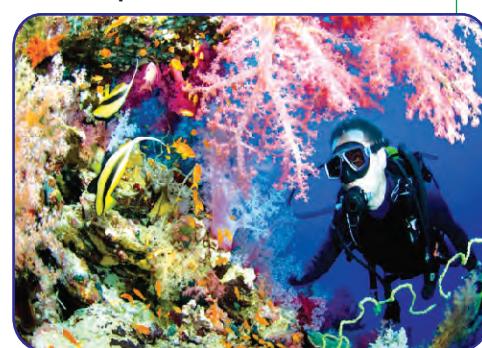
While I was walking with my friends along the busy road at the Rockft, Trichy, I met my teacher with a heavy bag on his shoulder.

- ◎ Get **your** teacher's help in making right pauses.

## Let us Read

***Read the story filling up the words in brackets. You have to rearrange letters of the words in brackets before reading. An example is done for you.***

It is fun to think about deep sea swimming in the winter (inwtre) It is cold and ..... (snyow). First, imagine a place that's warm and..... (nysun). Picture yourself in a ..... (ingbtah) suit. A pair of ..... (golesgg) will help you keep your eyes open to under water. You'll ..... (aslo) need an air tube so that you can breathe. Now you are all ready to go into



the ..... (awtre). Imagine colourful fish all around-infront of you and ..... (bendhi) you, above and ..... (blewo) you. What a ..... (hypap) way to spend a winter day!

## Let us write

### Writing : (Reference skill) I. Making small notes.

Here is a sample of note making. This is about a type of birds from a book on birds. The long description from the book is presented in the form of a small note.

#### Mocking Birds

##### Main topic - I. Special qualities.

- Sub topic -**
- a. Imitate the sound of other birds.
  - b. Can imitate 32 different kinds of birds.

##### Main topic - II. Appearance

- Sub topic -**
- a. Grows about 25 cms long.
  - b. An ash-white breast.
  - c. An ash-grey coat.
  - d. Dark grey wings and tails with white markings.
  - e. Found in America.



##### Main topic - III. Food.

- Sub-topic -**
- a. Insects.
  - b. Seeds and fruits.

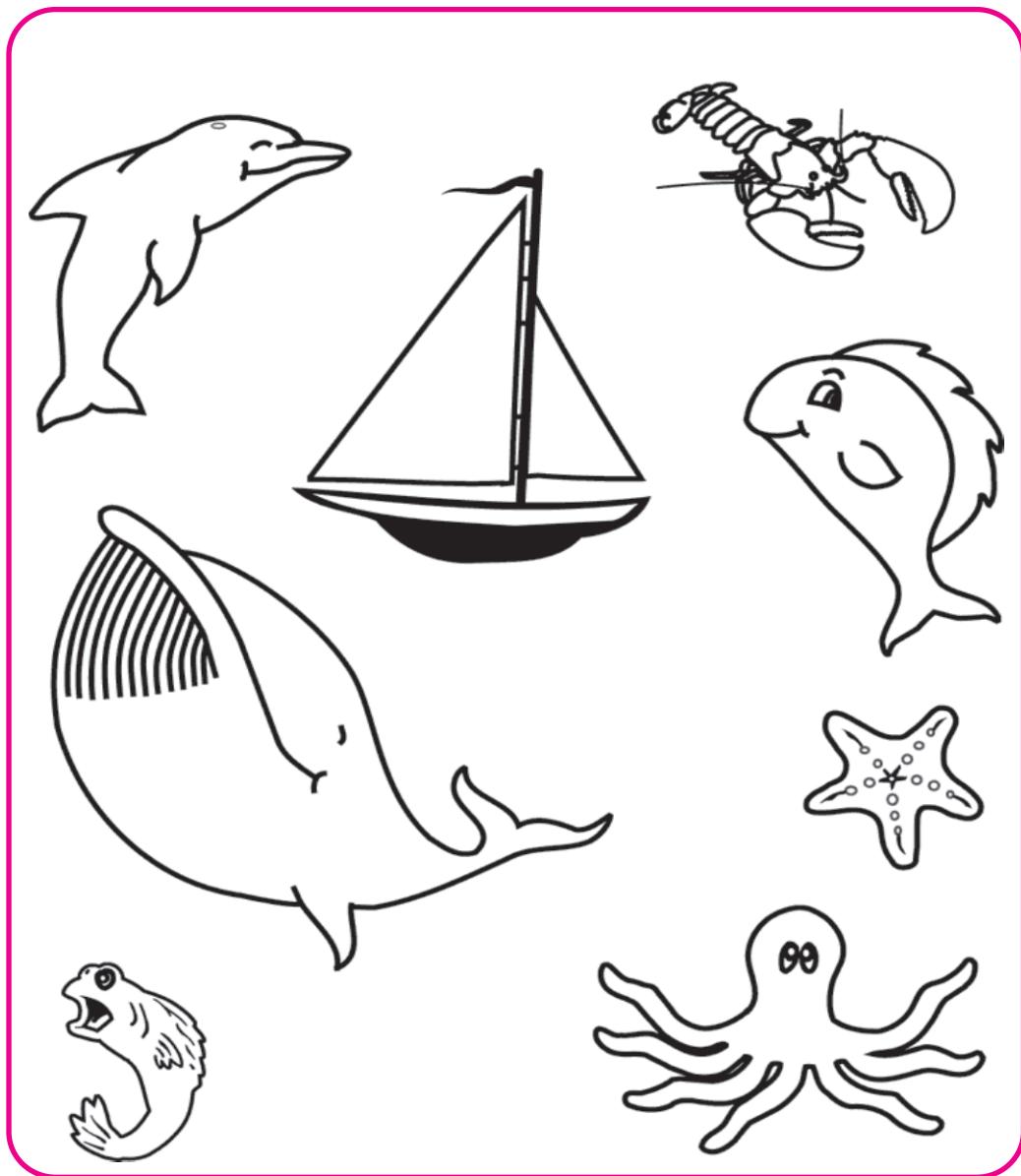
**Source : The World Book Encyclopedia.**

This note will help you write three paragraphs. You can develop each sub-topic into 2 or 3 sentences.

**Now write a paragraph on 'Mocking Birds'**

**Let us Try this**

*Colour the pictures and discuss where do you see them.*



**Grammar :** (Revision)

**Activity :**

**I. Let us do :**

Divide yourselves into four groups. Pick out the following from all the lessons done so far and list them.

- Group A** - Nouns and adjectives
- Group B** - Verbs and adverbs
- Group C** - Compound words
- Group D** - Interjections



### **II . Let us fill in the blanks:**

**Fill in the blanks with the correct tense forms of the verbs given in brackets :**

1. Arun \_\_\_\_\_ (**go**) to school daily.
2. The boys \_\_\_\_\_ (**sit**) in the class room now.
3. The sun \_\_\_\_\_ (**rise**) in the east.
4. I \_\_\_\_\_ (**meet**) my friend yesterday.
5. Sita \_\_\_\_\_ (**come**) to Chennai tomorrow.

### **III . Fill in the blanks with prepositions 'at' 'on' and 'in' :**

1. Our school starts \_\_\_\_\_ 9.30 a.m.
2. My friends met me \_\_\_\_\_ Sunday.
3. We wear cotton dress \_\_\_\_\_ Summer.
4. The picture is \_\_\_\_\_ the wall.
5. My books are \_\_\_\_\_ my bag.

### **Let us learn something new :**

#### **Collective nouns**

Locate the phrase a "shoal of fish" in your lesson. It means a large group of fish. You can also call the group a 'school of fish'. Here are the other group names





a swarm of bees, a flock of sheep, a bunch of grapes, a flight of birds, a herd of cows, a bunch of keys, a band of colours, a stack of chairs, a pile of books, a brood of chicks, a string of pearls, a crowd of people.

Use them in sentences of your own. Write them in your notebook.

### 'A FISH I WISH'

Oh how I wish I was a fish to swim in the deep blue sea,  
I would swim up and down and all around in laps of two or three.

There would be no rules to follow, all fun down here,

On land rules are trouble, a real pain in the rear.

Humans are not wanted down here and for them you must always look.

For they only want to see us fish dangling from their hook.

A see full of wonder, yes that's the life for me.

Oh how I wish to be a fish and one day soon I'll be!

-By Karstyn B. Butler



### **Project Work :**

*(Project is a piece of work which has aims and consistent activities done over a period of time for presenting to other people.)*

Did you read about the funny poem about the fish? Have you come across any other poems relating to fishes, birds or animals?

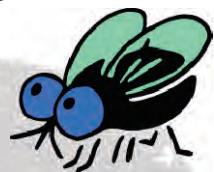
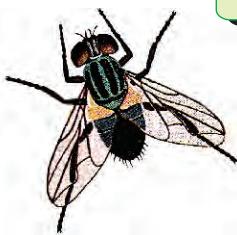
Can you make an attempt to write about any sea creature?

- Divide the class into small groups of four or five.
- Collect information, pictures, stories, poems and drawings of sea animals and birds.
- Collect some funny cartoon quips and jokes as well.
- Arrange the pages as in a magazine.
- Don't forget to give a fancy name to your group magazine.



# UNIT 3 - POEM

## THE FLY



There's a fly inside my bedroom,  
It's driving me insane;  
It's buzzing round my wardrobe,  
It's on the window pane .....

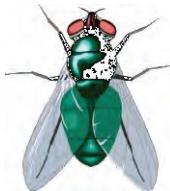
insane - mad

It's flying round the lampshade,  
It's coming very close.  
It's landing on my pillow....  
It's walking on my nose!



It's looking in my eyeball,  
Phew! It's flying off again!  
It's walking on the ceiling,  
It's driving me insane.

wardrobe - a  
place in the  
cupboard where  
we hang up  
clothes



It's buzzing and it's buzzing,  
It's coming near again,  
I'll never, ever, get to sleep,  
That fly is such a pain!



It's buzzing round the bedpost  
It's walking on the floor ...  
It's flying round my toys and yes,  
It's buzzing on the door.



The fly's buzzed off and left me,  
So now I'll close my eyes ....  
But wait .... Do I hear buzzing ?  
It's back, surprise, surprise!



- By Tony Bradman

ceiling - roof

buzzed off - gone away

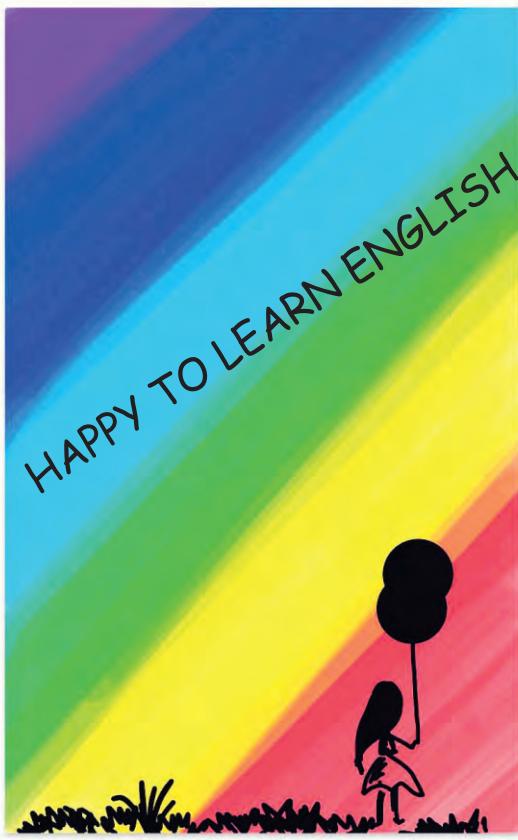
**Make a list of the places where the fly goes**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Let us answer**

1. Where was the fly found? How did the poet feel when he saw the fly?
2. Why can't the poet sleep?
3. Does the poem make you laugh? What is so funny?
4. Find out the rhyming words.

\*\*\*\*\*



# GRAMMAR WORKSHEET

## I. PREPOSITIONS

*Read the following :*

- The dog wandered **inside** the park.
- I am proud **of** my school.
- I borrowed a book **from** the library.



The words in red are called prepositions.

**A preposition is a word that shows the relation of a noun with the other words in a sentence.**

**A. Underline the nouns and circle the preposition in these sentences.**

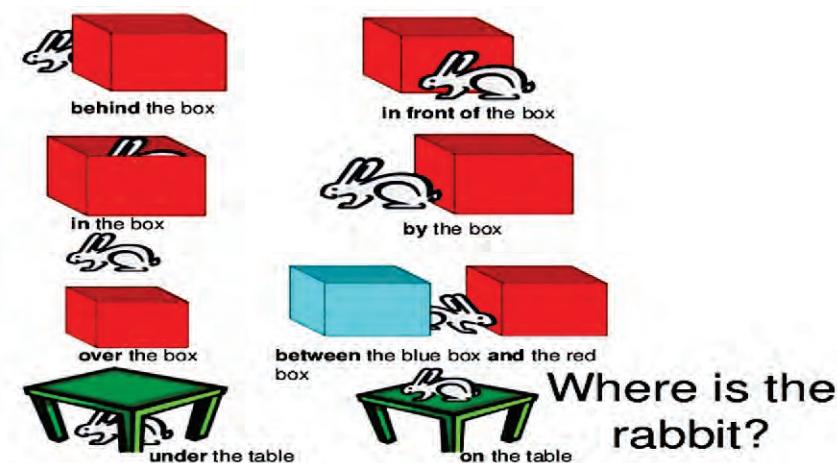
1. Ma'am, will you decide a game for us?
2. I am happy to receive your letter.
3. My school diary was among the other books.
4. Someone is coming with a torch.
5. Shall we take a picture standing under the umbrella?
6. We can send messages and e-mails to many people.
7. We reside in a remote village called Uvari.
8. Children love to imitate Spiderman.
9. My friend's house is beside the shopping mall.
10. David fell asleep during the exam.

**B. Fill up the blanks with suitable prepositions from the oval box.**

in      on      under      up      down      before  
after    to      up      from     with      beside  
into     at      for      behind    over      among  
of

1. The children repeated \_\_\_\_\_ the teacher.
2. The crow sat \_\_\_\_\_ a branch of a tree.
3. The rabbit was hiding \_\_\_\_\_ the bushes.
4. The book was kept \_\_\_\_\_ the table.
5. Clara sits \_\_\_\_\_ Sajula and myself.
6. The deer jumped \_\_\_\_\_ the hedge.
7. We wrote a letter \_\_\_\_\_ the Spiderman.
8. Jack and Jill went \_\_\_\_\_ the hill.
9. Grandpa climbed \_\_\_\_\_ the staircase slowly.
10. I entered my class \_\_\_\_\_ the bell rang.

**C. Look at the picture. Write any 5 sentences about the picture.  
Underline the prepositions you have used.**



## II. CONJUNCTIONS

### Warm up

1. I like my school **but** my brother doesn't.
2. All over the world, people rich **or** poor use cellphones.
3. The span of area is called a cell **because** it resembles a hexagon.
4. Have an enjoyable **and** fun filled holiday.
5. I did not understand the problem **so** I asked the teacher.



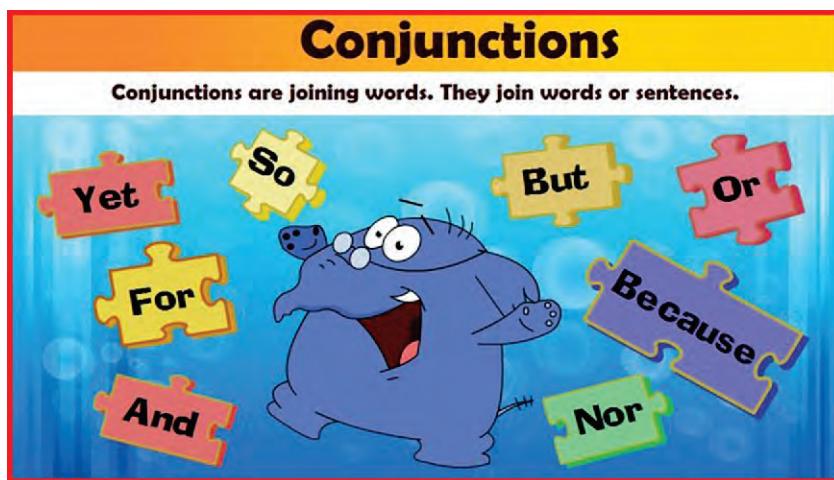
***The red lettered words join two sentences. Such connecting words are called conjunctions.***

### A. Fill in the blanks with the conjunctions given in the box.

and      but      or      so  
for      because      since      although  
still      though      if

1. Sea horses are slow swimmers \_\_\_\_\_ small creatures.
2. The power puff is not a ball \_\_\_\_\_ a kind of fish.
3. The jelly fish is named so \_\_\_\_\_ it looks like a jelly.
4. I am afraid of the stone fish \_\_\_\_\_ it's venom causes death.
5. I like to imitate Spiderman \_\_\_\_\_ am scared.
6. I am fine \_\_\_\_\_ I hope all of you are doing well.
7. Be careful not to hurt \_\_\_\_\_ get hurt.
8. We cannot play outdoors \_\_\_\_\_ it is raining.
9. Vijay is only three years old \_\_\_\_\_ was not allowed to go for rides in the theme park.
10. \_\_\_\_\_ he was poor, he donated more money to the orphanage.

**B. Join both the sentences, using a conjunction.**



1. It is raining today. The cricket match is cancelled.  
\_\_\_\_\_
2. We must study well. We will fail.  
\_\_\_\_\_
3. Durga sang a song. Karthika danced.  
\_\_\_\_\_
4. Shankar was sleeping in the bus. He missed his bus stop.  
\_\_\_\_\_
5. The wind is cold. It is the month of December.  
\_\_\_\_\_
6. The boy was angry. He kicked the ball.  
\_\_\_\_\_
7. Do you want to have coffee? Do you want fruit juice?  
\_\_\_\_\_
8. Alan is so small. He won the gold medal in long jump.  
\_\_\_\_\_
9. We made beautiful kites. We fixed long tails onto them.  
\_\_\_\_\_
10. Avoid using cellphones while driving. It leads to accidents.  
\_\_\_\_\_

### III. QUESTION WORDS

## Question Words

<b>Who?</b>  Who is that person?	<b>What?</b>  What is in the present?	<b>When?</b>  When does it start?
<b>Where?</b>  Where is he?	<b>Why?</b>  Why is the sky blue?	<b>How?</b>  How old are you? <small>www.thisreadingmama.com</small>

**Warm up.**

\* Who are you? \* Where do you live? \* What do you like to have?

In the above questions, we use “wh” words for asking questions. Such words are called as question words or “wh” words. (Note: How is also considered as a “wh” word.)

**A. Can you fill in the blanks with suitable words from the box to complete the questions?**

1. \_\_\_\_\_ invented the first cellphone?
2. \_\_\_\_\_ is the difference between landline and cellphone?
3. \_\_\_\_\_ should we avoid a cellphone while driving vehicles?
4. \_\_\_\_\_ are you reading?
5. \_\_\_\_\_ are the winners in the game?
6. \_\_\_\_\_ does a pop-corn look like?
7. \_\_\_\_\_ do you live?
8. \_\_\_\_\_ can that be, coming at night?
9. \_\_\_\_\_ does Salman like?
10. \_\_\_\_\_ will you come home?

**B. These are answers provided to 'wh' questions. Please provide the questions for the answers.**

1. Salmon is a kind of fish.

---

2. Shiny is at school now.

---

3. I play Cricket every Sunday.

---

4. Jelly fish looks like an umbrella.

---

5. The boys made kites with coloured paper.

---

6. My dad came from London yesterday.

---

7. Spiderman is my superhero.

---

8. This National Highway leads to Hyderabad.

---

9. I bought this Jeff Kinney book last week.

---

10. I was absent yesterday because I was sick.

---

#### **IV. QUESTION TAGS**

**Warm up.**

- You will come here, **won't you?**
- You don't like to play, **do you?**

The tail end of the above statements, end with a question tag.

**Question tags are used to change a statement into a question.**

**Remember to follow these rules :**

- A positive statement gets a NEGATIVE question tag.

**Eg :** I can win. Can't I?

The school band is playing. Isn't it?

- A negative statement gets a POSITIVE question tag.

**Eg :** The baby can't walk. Can he?

He doesn't speak Hindi? Does he?

#### A. You will be able to complete the following sentences with suitable question tags, Won't you?

1. I can draw a picture, \_\_\_\_\_
2. Balu is playing football, \_\_\_\_\_
3. We are going to the theme park, \_\_\_\_\_
4. Amala will be watching television, \_\_\_\_\_
5. It was a pleasant cloudy evening, \_\_\_\_\_
6. The salmon's friends were excited, \_\_\_\_\_
7. I have found a nice umbrella, \_\_\_\_\_

**(Use positive question tags for the next few statements)**

8. Sea horses are not like horses on land, \_\_\_\_\_
9. This is not a ball, \_\_\_\_\_
10. Both the teams did not play well, \_\_\_\_\_
11. Rabbits do not have long hair, \_\_\_\_\_
12. Rahul did not start the quarrel, \_\_\_\_\_
13. We will not throw stones at dogs, \_\_\_\_\_
14. My father does not allow me to play in cellphone \_\_\_\_\_
15. We can't go out, \_\_\_\_\_

#### V. SUBJECT - VERB AGREEMENT *Warm-up.*

- The book is on the table.
- The pens are out of the box.

Read the above sentences. If the subject is singular, then the verb is also singular. If the subject is plural, then the verb is also plural.

### A. Choose the correct option for each:

1. We is / are cleaning this house.
2. My grandmother is / are arriving by the train today afternoon.
3. The dog is / are chasing the cat.
4. The lions is / are usually found in the jungle.
5. Malathy and her friends is / are coming home tomorrow.
6. Preeti has / have a new bike.
7. The students is / are going on a field trip.
8. This is / are my bedsheet.
9. The boy who won the first prize is / are my friend.
10. My aunt and uncle has / have a pet Labrador dog.
11. Both the legs is / are paining.
12. The family is / are enjoying their picnic.

(**Note :** A collective noun such as *family, team, class, staff* are considered singular)



**'I can, I did'**  
**Student's Activity Record**

**Subject :**

S.No	Date	Lesson No.	Topic of the Lesson	Activities	Remarks