

ENGLISH

TERM I

FOREWORD

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

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

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

Note to the Teacher

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

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

1. Let us listen :

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

2. Let us Speak :

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

3. Let us Read :

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

4. Let us build vocabulary :

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

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

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

5. Let us Write :

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

6. Let us learn Grammar :

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

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

7. Underlying themes :

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

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

UNIT 1 - PROSE

Pre - Reading :

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



MAN VERSUS NATURE

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

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

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

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

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

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

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



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



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

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

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

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

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

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

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



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

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

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

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



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

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

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

Who said these words to whom?

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

Questions for further understanding:

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



CLASS ACTIVITY : Group presentation & chart work.

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

WORD PLAY

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

PAST-TENSE PRESENT-TENSE

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

Arrange the given words as found in the dictionary.

Example : snow, flora, forest.

flora - forest - snow.

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

FUN TIME

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

GOD

LAND

WIND

MAN

RIVER

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

*nature wonder elephant terrace
resource mountain breeze*

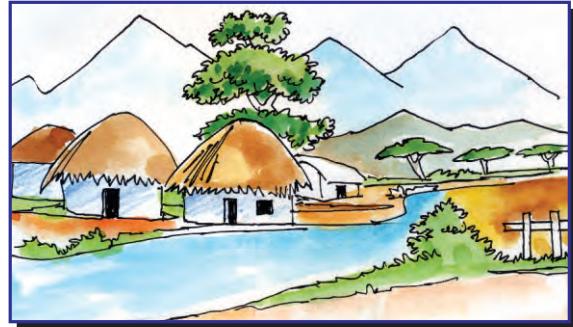
Listen to the teacher reading the passage again from the lesson with correct pronunciation, stress and intonation.

Let us talk :



How is nature helpful to man?

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



Shruthi : Hai Edward !

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

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

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

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

Edward : How?

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

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

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

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

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

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

Shruthi : Bye Edward.



Let us discuss :

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

Suggest steps you would take to save our natural resources.

Let us read :

Reading is fun.



Read the poem and answer the questions below :

WHO LOVES THE TREES BEST?



Spring



Summer



Fall



Winter

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

"Their leaves so beautiful to them I bring."

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

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

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

"I give luscious fruits, bright tints to all.

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

Harsh winter answered, "I give them rest."

Blossom - flowers
Luscious - nice in smell and taste
Tint - colour
harsh - rude

- Alice May Douglas.

Answer the following :

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

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

FUN WITH WORDS

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

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



At Home

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



Rose



Puppy



Moon

(Practise cursive writing)

Vocabulary :

Prefix and Suffix



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

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

Example :

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

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

Example : re+fresh = refresh.

A
dis_____
re_____
mis_____
im_____
un_____

B
pleasant
appear
possible
fresh
source
understand

Suffix

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

Example : care + less = careless

Some more examples.

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

Grammar

Noun: Noun is a naming word.

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



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

Pronoun :

Pronoun is a word used instead of a noun.

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

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

Table showing personal pronouns

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

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

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

Adjective :

An adjective describes a noun or pronoun.

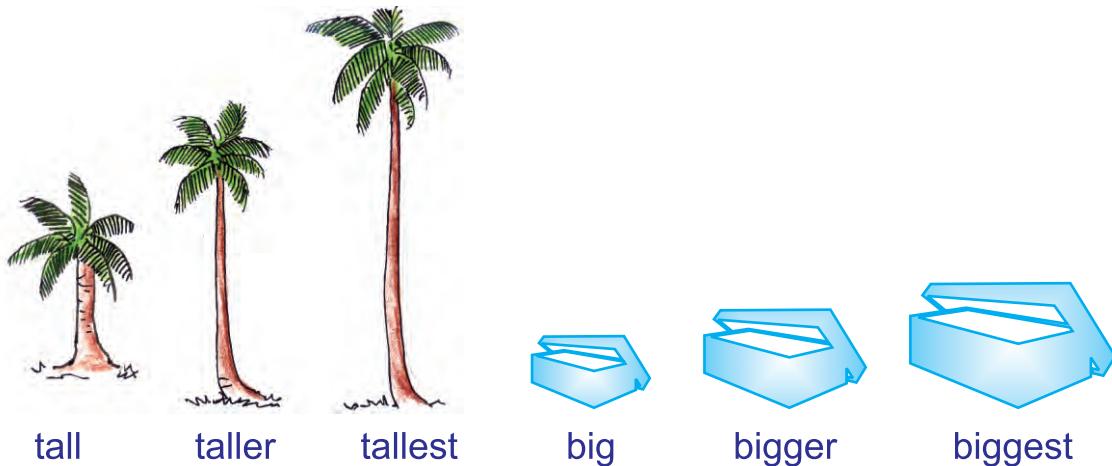
Example : tall building **tall** is an adjective; **building** – noun.

Some more examples: good girl, beautiful rose.

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

Making comparisons :

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



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

Activity :

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



Who are –

- taller than you? _____

- shorter than you? _____

- younger than you? _____

- older than you? _____

- leaner than you? _____

- fatter than you? _____

- who is the fastest runner? _____

- who is the quickest to answer? _____

- who is the quietest? _____

- who is the most talkative? _____

UNIT 1 - POEM

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

WANTING AN ANSWER

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

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

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

There came the reply

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

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

- **By Suraj Nair**



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

About the poem :

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

Let us understand :

Answer the questions in one or two sentences.

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



UNIT 2 - PROSE

Pre - Reading :



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

A GOLDEN HOUR



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

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

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

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

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

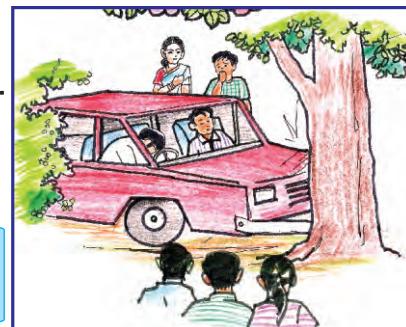


"Yes" replied Anand modestly. Mrs.Kamala congratulated him on his good habit. Then she asked him, "Why did Vanitha break your 'Piggy bank'?"

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

Anand started to narrate.

modestly - humbly
congratulate - praise



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

Two passengers lay there unconscious.

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

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

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

"My parents too supported her".

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

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

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

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

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



Where mercy, love and pity dwell

There God is dwelling too!

- William Blake.

Let us understand:

Answer the following questions :

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

Let us build up vocabulary:

(I) Supply the missing letters :

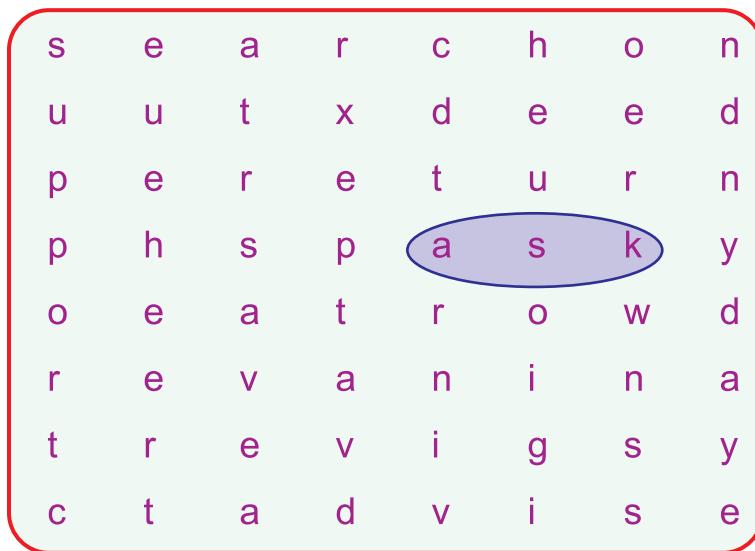
- | | |
|-----------------|--------------|
| 1. c_nso_e | 6. _mb_la_ce |
| 2. mo_es_ly | 7. f_rg_ve |
| 3. f_n_ly | 8. sa_io_r |
| 4. con_ra_ul_te | 9. be_o_ed |
| 5. em_rge_cy | 10. p_ec_ou_ |

(II) Say True or False:

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

Let us find meaningful words:

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



Let us listen:



Let us listen and understand.

THE SNAKE



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

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

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

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



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

Let us understand:

Answer the questions :

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

Paragraph - 1

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

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

Paragraph - 2

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

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

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

Let us speak:



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

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

I am

I live in.....

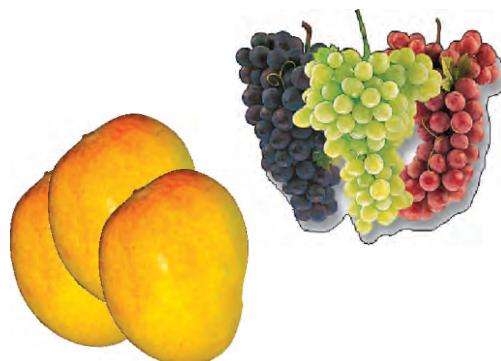
I like to eat..... and

But I prefer to

My friend likesand

But he prefers to

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



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

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

Let us read :



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

“Oh! Anand _____

“Excellent! who did she help?”

Divide yourselves into five groups.

Practise reading aloud with attention to:-

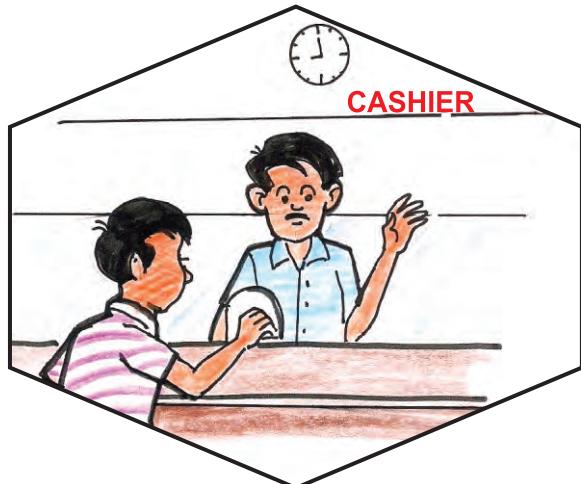
- (a) pronunciation and stress of words like: be'gan, con'soled, 'stopped, 'asked, 'reason, 'modestly, con'gratulated, ex'cellent.
- (b) to intonation (change of tune of voice)
 1. Why are you looking sad?
 2. Really! Do you have the habit of saving money?

Let us write:



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

I. Filling in forms.



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

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

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

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

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

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

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

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

Grammar

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

Preposition of time : at, on, in.

We use these prepositions to say when.

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

Example :

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



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

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



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

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

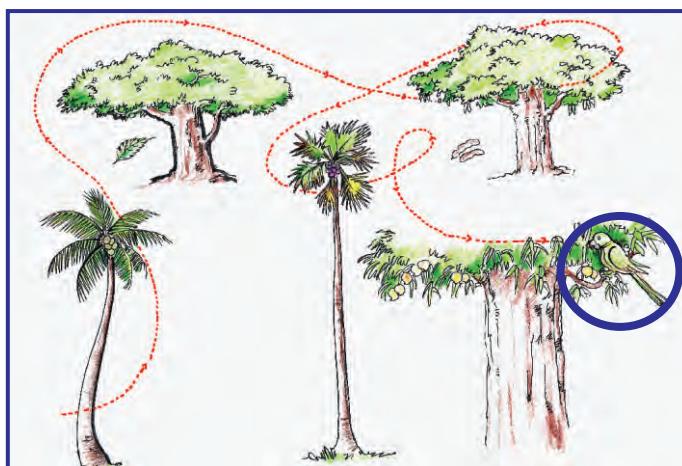


Write this sentence in your copy book: We got freedom at midnight on 15th August, 1947. (cursive writing)

Prepositions of place :

We use these pre-positions to say where.

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

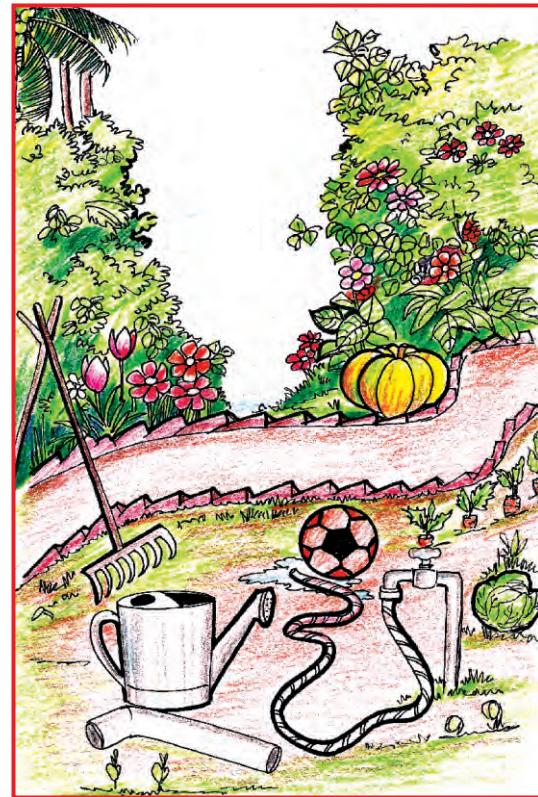


The parrot flew	under over around through into	the	mango tamarind neem coconut palmyrah	tree
-----------------	--------------------------------	-----	--------------------------------------	------

II. This is Raghim's garden. Draw the worms as directed.

Use colour pencil's to draw the worms.

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



Interjection:

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



Example : Oh! Alas! Hurrah! Bravo!

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

Look at these sentences

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

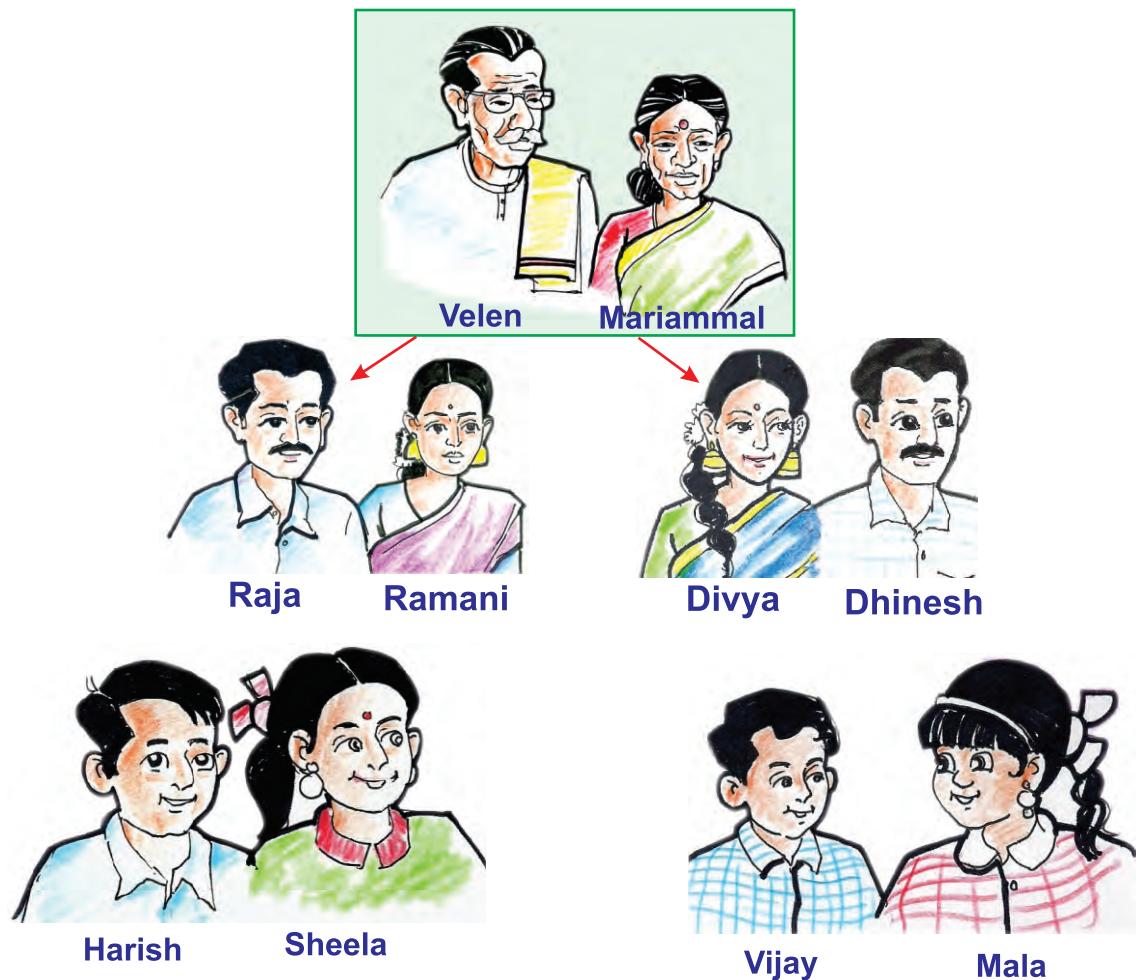
In the above sentences, "Oh!" and "Really!" are the words expressing some sudden feeling or emotion. These words are called interjection.

Activity :

Put in appropriate interjections in the following contexts.

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

Kinship



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

Fill in the blanks with suitable kinship words :

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

Do you Know?

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



UNIT 2 - POEM

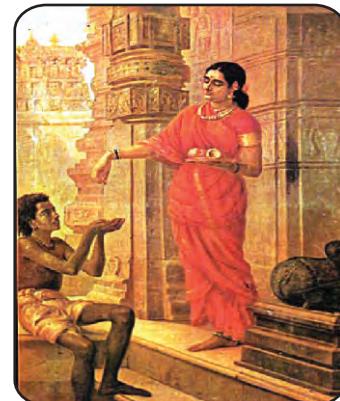
LITTLE DROPS OF WATER



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



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



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

- Mrs.J.A. Carney (1845)

I. Find out the meaning from the dictionary :

kind

-

humble

-

deeds

-

ages

-

mighty

-

eternity

-

ocean

-

Eden

-

pleasant

-

heaven

-

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

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

III. Answer the questions :

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





Describe the picture and write five lines about it.

Happy to Learn English



SENTENCES

Statement (Affirmative)	Negative	Interrogative (Question)	Imperative	Exclamatory
----------------------------	----------	--------------------------	------------	-------------

A group of words with a verb / verbs in correct tense forms that makes complete sense is a sentence.

There are five kinds of sentences.

Eg: 1 (a) - I am going to the school.

This sentence which tells us something is a STATEMENT or Affirmative sentence.

This has a full stop or a period at the end. (.)

b) - I am not going to the school (This sentence is called Negative 'not' sentence (The word indicates it))

Eg:2- Where are you going?

This sentence that asks us or questions us is a QUESTION. It has a question mark at the end. (?) It is also called interrogative sentence.

Eg:3 – Go to the school right now.

Please take your lunch bag and your water bottle.

The first one is a command and the second one is a request. These are called IMPERATIVE sentence.

Eg:4 – What a lovely story book you have in your hand !

A sentence that expresses a strong feeling of wonder is called an EXCLAMATORY sentence. It ends with an exclamation mark. (!)

(A) Read each sentence and write what kind of sentence is it.

1. Did you watch the football match yesterday ? _____
2. Help me God ! _____
3. The cry of my creation reaches my ears. _____
4. Anand, why are you looking sad? _____
5. My sister Vanitha was reading her lesson yesterday. _____

6. Is my life bane or boon?
7. What a beloved brother you are!
8. Look at the waste water from the city drainage
9. Please do not pollute the earth.
10. Wear helmet when you drive your two-wheeler.

(B) Write suitable questions for the following statements.

1. Smoke coming out from the factory, pollutes our land.

What _____

2. Sam finished his homework.

Who _____

3. Vanitha broke open the piggy bank.

What _____

4. We had planned to visit the Museum on 1st September.

When _____

5. The victims were taken to the hospital.

Where _____

(C) Write suitable answers for the following questions.

1. Has Anand the habit of saving money?

Anand has the habit of saving money.

2. Is Mrs. Kamala a good teacher?

3. Do we pollute the air by using vehicles?

4. Did the parents of Anand support Vanitha's action?

5. Do we use umbrella in rainy season?

NOUNS

Proper	Common	Collective	Impersonal
--------	--------	------------	------------

Eg: Geetha is wearing a pretty **dress**.

Noun is the name of a person, place , animal or thing.

COMMON NOUNS & PROPER NOUNS.

Common noun is a name which is common to every person, place or thing. In the above sentence, 'dress' is a common noun.

Proper noun is a name given in particular to a place, person, animal or thing.

In the above sentence, 'Geetha' is a proper noun; Proper nouns always begin with a Capital letter or Upper case

(A) Circle the proper nouns and underline the common nouns in the following sentences.

1. Anand, why are you looking sad? You are a good boy.
2. My elder sister Vanitha broke my piggy bank.
3. A car had dashed against a tree.
4. Mrs. Kamala remarked that Anand is a beloved brother.
5. The land, the river and the air have been polluted.

COLLECTIVE NOUNS

A **pack** of wolves

A **bouquet** of flowers

Nouns which name a collection of persons, animals or things are called collective nouns.

Eg: pack, bouquet

Impersonal Nouns :

Ex: Thought, Laughter, Sleep ,
Swimming, Boyhood, Kindship.

(B) Write suitable collective nouns for the nouns given under, choosing from the box:

cluster band range pride
choir school gang team
quiver colony herd pile
bundle litter crowd

1. a _____ of musicians
2. a _____ of kittens
3. a _____ of arrows
4. a _____ of fish
5. a _____ of singers
6. a _____ of lions
7. a _____ of robbers
8. a _____ of elephants
9. a _____ of ants
10. a _____ of books
11. a _____ of mountains
12. a _____ of stars
13. a _____ of players
14. a _____ of currency notes
15. a _____ of people

(C) Singular and Plural Nouns

Number

Singular	Plural
----------	--------

Write the plurals of these nouns :

1. Daughter _____
2. Carpet _____
3. Shirt _____
4. Sailor _____

5. Garden _____
6. Match _____
7. Tomato _____
8. Dish _____
9. Volcano _____
10. Potato _____
11. Woman _____
12. Child _____
13. Pony _____
14. Goose _____
15. Tooth _____
16. Mouse _____
17. Shelf _____
18. Ox _____
19. Sheep _____
20. Deer _____

Note : For words 1 to 5, you need to add only 's'; for words 6 to 10, you need to add 'es' ; words 11 to 18 are irregular nouns – i.e. lot of changes happen in the plural form. Words 19 and 20 are nouns that don't change in the plural form.

(III) Gender

Masculine	Feminine	Neuter	Common
-----------	----------	--------	--------

- Eg.** For masculine gender - man, boy, tiger, headmaster, prince
- Eg.** For feminine gender - woman, girl, tigress, headmistress, princess
- Eg.** For neuter gender - guitar, chair, river, bottle, bus
- Eg.** For common gender - doctor, student, nurse, cousin

(A) Change the gender and rewrite the sentences:

1. My uncle and his son came home.

2. The king honoured the poet with lot of gems.

3. Our landlord is a perfect gentleman.

4. The wizard changed the deer into a fox.

5. My father advised me to remain as a bachelor.

(B) Write these nouns under the correct boxes:

leader	magazine	salesman	flower	sister	author
driver	teacher	wife	stag	duck	pen
school	count	pilot	dutchess	sir	actress
baby	monk	teenager	car	hero	god
goddess	cupboard	chairman	nun	grandmother	

Masculine	Feminine	Neuter	Common

(IV) Possessives

Gopi's father works in London.

The peacock's feathers are lovely to look at.

We use an (') apostrophe's to show ownership or possession of a singular noun.

If the noun is in a plural form, then the apostrophe is used after the plural, noun.

Eg: The boys' washroom was dirty and unclean yesterday.

The children's day falls on 14th November.

Read the following sentences and insert apostrophe where needed:

1. Todays news about World Cup Cricket made me happy.
2. The Amazon is the worlds largest river.
3. The babies dresses are very cute in that textile shop.
4. The womens compartment in the train is not so crowded.
5. The brides dress is pretty.
6. Selvis bag is very heavy to carry.
7. It is the citizens duty to keep the roads clean.
8. My sisters jokes are very funny.
9. The patients beds were all in a row in the hospital.
10. Ravi and Ramyas parents came to see them off at the station.

(V) Verbs

God **announced** his departure.

He let the river **wail** for some time.

In the above sentences, the red words show some “action”. Such action words are called VERBS.

Fill in the blanks with suitable verbs from the box :

turned	gasping	broke	allowed	supported
entered	heard	gathered	flowing	tell

1. The river is _____ throughout the year.
2. Agricultural lands are _____ into factories.
3. I will _____ you my woes.
4. He was _____ for breath.

5. Mrs.Kamala _____ the class.
6. Mrs. Kamala _____ him to sob for sometime.
7. Vanitha _____ a loud noise.
8. Vanitha _____ the piggy bank.
9. My parents too _____ Vanitha.
10. Within a few minutes a crowd _____ there.

(VI) Subject – Verb agreement.

The girl **is playing** in the see-saw.

The girls **are playing** in the see-saw.

When the subject is singular, the verb is also singular

When the subject is plural , then the verb is also plural.

Choose the correct verb within the brackets in these sentences :

1. Radha (**is / are**) an honest girl.
2. We (**is / are**) inside the classroom now.
3. My father (**is / are**) working in the Southern Railways.
4. The books (**was / were**) stacked in the corner of our classroom.
5. The wind (**was / were**) rushing too strong in the evening.
6. Traffic rules (**is / are**) to be followed.
7. My friends and I (**has / have**) made this craft work.
8. The girls (**was / were**) sitting inside the car.
9. You (**was / were**) not present in the class yesterday. (Use plural for 'you')
10. I (**am / is / are**) a young smart boy.

(VII) Tenses

The teacher **enters** the class. (Simple Present tense)

The teacher **entered** the class. (Simple Past tense)

The teacher **will enter** the class. (Simple future tense)

In the above sentences, did you notice that the tense of a verb can tell us the time of an action? Verbs can be changed from one tense to another.

(A) Underline the verbs in the following sentences. Write their correct tense.

1. The cow gives us milk.

2. My parents too supported her.

3. Vanitha ran to the spot.

4. The doctor will come soon.

5. My parents trust me.

6. I will visit my grandmother's place.

7. The boy recited the poem in the class.

8. We will celebrate our school Annual Day soon

9. Sunil walked briskly.

10. Lions roar loudly.

(B) Simple Present and Present Continuous Tense

Ravi *drinks* tea. (simple present)

Ravi *is drinking* tea. (present continuous)

Simple present tense talks about a habitual action, that usually happens.

The present continuous tense tells us about an action that is happening at the time of speaking.

Rewrite these sentences in the present continuous tense :

1. The sun rises in the morning.

2. The sisters help their mothers in washing the clothes.

3. The shop opens for the customers.

4. Shruthi works in a hospital.

5. Birds migrate to warmer regions.

Note :

- 1) Time and tense go together.
- 2) Simple present tense is used with time adverbs such as; always, generally, never, every and day month, week, year, Sunday : usually
- 3) Time adverbs with present continuous: now, at present (with surprise – words: Look ! See !
- 4) Simple past : Time adverbs : ago, then, yesterday, last & Sunday, week, day before yesterday.
- 5) Simple future tense : Time adverbs, tomorrow, day after tomorrow, next.



'I can, I did'

Student's Activity Record

Subject :