

# ENGLISH

## STANDARD FIVE

### TERM II

### 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 buildup 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

**Let us discuss :**

1. Why do people go to hospitals?
2. Why do people fall sick?
3. Do you fall sick often?
4. When is World Health Day celebrated?



## HEALTH IS WEALTH



School has reopened after the first term. Children are **cheerful**, sharing about their vacation. The teacher enters the classroom and they greet her in **unison**.

**Students:** Good morning mam!

cheerful - happy  
unison - together

**Teacher :** Good morning children. It is nice to see you all again. Please take your seats. (Notices that Rahul's place is empty) Hmm.. Rahul seems to be absent! Does anyone know why he has not turned up?

**Ajay :** Yes mam, Rahul is suffering from **Typhoid**.



**Teacher :** I am sorry to hear that. Our first lesson in English in this term is about “Healthy Living”; and I am sad to observe that we are not starting on a very healthy note. Well, why do you think Rahul is suffering from typhoid?

**Vijay :** He often eats **snacks** sold outside the school. I think this is the reason for his illness.



**Teacher :** Rightly said Vijay. Flies, dust and **germs** sit on uncovered food. Eating such food will make us fall ill. Let us congratulate Ajay and John. They were not absent even for a single day during the last term.

**John :** Thanks to my parents, I have been following healthy habits.

**Teacher :** That's good John. Children, how do we cultivate healthy habits ?

**Rahim :** We must get up **as early as a lark** in the morning.

**Teacher :** That's true! “Early to bed and early to rise, makes us healthy, wealthy and wise!”

- |         |  |
|---------|--|
| typhoid | - an infectious fever                        |
| snacks  | - small quantity of food eaten between meals |
| germs   | - micro organisms                            |

**Archana :** I brush my teeth both in the morning and at night. Without brushing, I do not eat breakfast. I rinse my mouth after every snack or meal. Only then my teeth will be **as pretty as pearls**.



**Teacher** : What else must you do to keep yourselves clean?

**Divya** : I wash my hair regularly.

**Ajay** : I clip my nails every week and keep it short.



**Vijay** : I wear clean clothes.

**Rahim** : I wash my hands before I eat food or snack.



**Teacher** : That's nice! With what should you wash your hands and how often?

**John** : I wash my hands with soap, before and after every meal.

**Archana** : I wash my hands with soap after using the rest room.

**Murali** : I wash my face, hands and feet when I return home from school and after playtime.

**Teacher** : Well! What is a healthy diet?

**Archana** : Eating the right food at the right time is good for our health.



**Teacher** : Fine! How do we take care of our health?

**Ajay** : We must also drink plenty of water—pure clean water, six to eight glasses per day.

**Teacher** : Good that you mentioned clean water...water should **as clear as crystal**.



**Rahim** : Regular exercise also keeps us *fit as a fiddle*; walking is good exercise.

**John** : My mom always talks about healthy diet.

**Teacher** : Well, what is a healthy diet?

**John** : Carbohydrate, protein and vitamins make a balanced diet.



**Archana** : Ha ha ha .. John is quoting straight out from the Science book mam.

**Teacher** : Shhh Archana, anyway, he is right. Food that contains all of these have to be consumed regularly.

**Murali** : Fresh vegetables and fruits are full of *vitamins* and *minerals*.

vitamins - essential food components  
minerals - inorganic substances needed for good health.

**Teacher** : Yes it is. But make sure you wash them in clean water, before eating them raw. Now let us discuss how we can keep our surroundings clean.

**Ajay** : We should not soil the place.

**Teacher** : You are right. A messy place is a sore sight.

**Rahim** : We must use the *garbage* bin and must also learn to cover it.



**John** : Why should we cover the bins, mam?

garbage - rubbish or waste  
scatter - throw in all directions

**Teacher** : Can anyone answer John's question?

**Archana** : Yes I can. Sometimes, birds and animals scatter the rubbish everywhere and make the place dirty.

**Rahim** : We need to wash our hands every time we use the garbage bin.

**Ajay** : Mam, I have seen people spit everywhere and throw rubbish all around.

**Teacher** : We must never do that. We must always keep our surroundings clean. ( The bell rings.)

Thank you children. You have learnt a lot on health and hygiene today. I hope you will follow these habits and lead a healthy and happy life !

## Let us understand

### I. Answer the following questions :

1. Why do you get typhoid?
2. What is a balanced diet?
3. Why should we cover garbage bins?
4. How often should one wash his/her hands?
5. Why do you think we should rinse our mouth after every meal?

### II. Fill in the blanks :

- (a) \_\_\_\_\_  
makes us healthy, wealthy and wise.
- (b) We need to drink \_\_\_\_\_ glasses of water.
- (c) We need to clip our nails \_\_\_\_\_.
- (d) After using restrooms, we need to wash our hands with \_\_\_\_\_.
- (e) Fresh fruits and vegetables are full of \_\_\_\_\_ and \_\_\_\_\_.

## Activity :

**I. Learning can be fun. List any five good and five bad habits from the lesson.**

### Good habits

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Bad habits

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**II. Let us look at the picture and answer the questions.**

1. What does the picture convey?



2. What would you like to change in the picture?

## Let us build vocabulary

### I. Choose the correct meaning of

1. **cultivate**

- a) develop      b) call      c) clean

2. **scatter**

- a) scale      b) seating      c) throw everywhere

3. **rinse**

- a) wash      b) rash      c) rose

4. **consume**

- a) eat      b) use      c) scream

5. **garbage**

- a) garage      b) rubbish      c) bag

### II. Shall we find out the opposites? (Antonyms)

1. clean      x      dir\_\_  
 2. healthy      x      \_\_ healthy  
 3. covered      x      op\_\_ ed  
 4. early      x      l\_\_ t\_\_  
 5. right      x      w\_\_ on\_\_

## Let us learn :

### Read the poem and answer the questions :

#### Gathering leaves

Spades take up leaves  
 No better than spoons  
 And bags full of leaves  
 Are light as balloons.



I made a great noise  
Of rustling all day  
Like rabbit and deer  
Running away.



- Robert Frost.

### Questions

1. How do spades look like? .....
2. What is as light as balloons? .....
3. What is the rustling sound compared to? .....

These comparisons are called Similes. Simile is a figure of speech in which one thing is compared to another using the words '**as**' or '**like**'. Metaphor is a figure of speech in which a word stands for something else. 'Spades are spoons'. They do similar work of taking up things. So the sentence is a metaphor.

Give your examples of similes and metaphors.

### Let us read

How are the underlined words used?

As white as snow

As tiny as ants



### Let us learn

**Can you pick out the similes from the lesson?**

*Eg: as early as a lark.*

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

***1. Listen carefully to your teacher, when he / she says the following sentences. Observe the tone.***

If it is a question, use



If it is a statement, use



1. We want a pair of scissors ☐
2. Where are the scissors ☐
3. Didn't you find it in the thread box ☐
4. No, it is not there ☐
5. Where did you keep it ☐



**Note :** This exercise also can be done on a separate sheet of paper.

## Let us speak

***This is a dialogue between two friends***

**Rani :** Hello Raji! How are you?

**Raji :** I am fine. Thank you. How do you do?

**Rani :** I am fine. Yesterday was a holiday, what did you do?

**Raji :** I went to the Merry World theme park. We went for many water rides. How did you spend your time yesterday?

**Rani :** I went to the exhibition. The ride in the giant wheel was frightening. I visited many stalls. I bought some books.

Nice meeting you Raji. We'll talk later, bye!

**Let us take turns and practise the dialogue. Ask some more questions like :**

- a) What did you buy in the exhibition?
- b) Where did you have your lunch yesterday?
- c) How did you go to the exhibition?

**The words underlined are used for comparison.**

As we have learnt, these comparisons are **similes**. **Simile** is a figure of speech in which one thing is compared to another using the words '**as**' or '**like**'.

**Let us make comparisons using the adjectives in the box.**

a. As \_\_\_\_\_ as a giraffe



b. As \_\_\_\_\_ as a tortoise



c. As \_\_\_\_\_ as honey



d. As \_\_\_\_\_ as a rose



e. As \_\_\_\_\_ as night

dark  
sweet  
red  
tall  
slow

**Fill in the blanks, using adjectives:**

- 1. He is six feet. He is \_\_\_\_\_
- 2. The mango is very tasty. It is \_\_\_\_\_
- 3. Electricity went off. The room became \_\_\_\_\_
- 4. The PM was given a grand welcome. He walked on the \_\_\_\_\_ carpet.
- 5. The gardener has become old. He is \_\_\_\_\_ in his work.

## ACTIVITY

The letters '**a, e, i, o, u,**' are the vowel letters and all the other letters are consonants

Can you think of a word that has all the vowel letters?

**Clue:** It is related to your studies. It ends with a syllable – tion.

### Let us learn something new :

- a. We drop the silent 'e' at the end of a word when we add a syllable beginning with a vowel.

**Example :** live + ing = living

move + ed = moved

- b. We double the last letter and add 'ing'

**Example :** run + ing = running

cut + ing = cutting

- c. When we add 'ful' to words which have 'll', the second 'l' is dropped.

**Example :** skill + ful = skilful

will + ful = wilful

### Shall we try?

Drive + er = \_\_\_\_\_

Give + ing = \_\_\_\_\_

Come + ing = \_\_\_\_\_

take + ing = \_\_\_\_\_

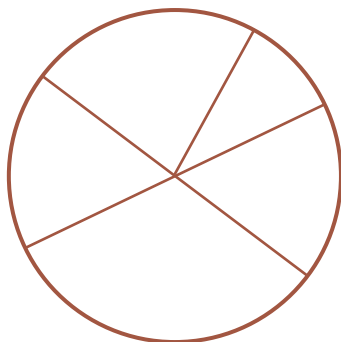
rinse + ed = \_\_\_\_\_

hope + ed = \_\_\_\_\_



The vowels 'a,e,i,o,' appear in many words but 'u' is rare. Of all the vowels the use of 'u' is only 8% .

Fill in the pie-chart with the given data.



u-8, a-21, e-32, i-19, o-20

1. There is a seven letter word which has three 'U's. What is it?  
jensnun
2. Make as many words as you can from EDUCATION. – Put them in the table below.

### Words with

One letter	Two letters	Three letters	Four letters
I	on	cat	note

Let us write :



Do you know how to write a letter to a friend or relative? A letter of this type is known as a friendly or an informal letter.

Rahul is inviting Ravi to spend his holidays with him.

D, 40. 7th street,  
New colony,  
Salem - 20.

12.10.2011

***Dear Ravi,***

How are you? How did you write your examinations? As our school is now closed for the pooja holidays. we are planning to go to Yercaud. Would you like to join us? Convey my regards to all at home.

Yours friendly,  
**S. Rahul**

**Address on the envelope :**

P. Ravi  
B, 21, 2nd street,  
Gandhinagar,  
Chennai-20.

**Activity :**

Help Ravi to write a reply to Rahul.

**Grammar**

You have already learnt how to make **statements** (Declarative) and **questions** (Interrogative)

Let us learn two more kinds of sentences in this class. They are **Imperatives** and **Exclamatory** sentences.

**Imperatives** are sentences which give suggestion, instruction, request and commands.

**Suggestions :**

You will find these words 'Let us' in all the exercises in your book. These words 'let us' make suggestions. Write four suggestions.

**Example :** Let us do the work.  
 Let us not waste time.  
 Let us all be united.  
 Let us share our ideas.

### **Request :**

You have been practising it every day. Write 4 requests.

**Example :** Ask for a thing from your friend.  
 Give me your pen please.  
 Ask your neighbour to do something for you.  
 Please close the window.

### **Command :**

What do you do in your Physical Education / Yoga class? What are the commands your teacher gives? Write 4 commands.

**Example :** Stand straight.

### **Instruction :**

What instruction does your teacher give at the exam hall? Write 4 instructions.

**Example :** Write the question number clearly.

Write 4 instructions you will give to your friend to draw the picture of a cat or human face.

## **Exclamatory Sentences (!) :**

We use these sentences to express our feelings like joy, shock, sorrow etc.

**Examples :** How beautiful the lotus is!

What a pity! The poor man is lying in the gutter.

How serious pollution is! But what a pity! Nobody cares!

Write four exclamatory sentences.

# UNIT 1 - POEM

## KEEPING CLEAN



Every morning we get up  
There are things that we must do!  
Keeping clean can be much fun  
For you and everyone!



We wash our hands, we rub and rub  
We wash our faces as you can see.  
Brush up and down, up and down  
Come brush your teeth with me!



- Anonymous

Let us answer the questions given in speech bubbles.

What do you do  
in the morning?

How do we wash  
our face and  
hands?

How do we  
brush our teeth?

What can be  
much fun?

What is rhythm?

***Rhythm is the regular sound or movement in a poem.***

In the nursery rhyme “Twinkle, twinkle little star” the rhythm goes like this - 'tumti tumti tumti tum'. With this rhythm in mind let us read the poem 'Tiger'.

## **TIGER**

TIGER, tiger, burning bright  
In the forests of the night,  
What immortal hand or eye  
Could frame thy fearful symmetry?

In what distant deeps or skies  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand dare seize the fire?

And what shoulder and what art  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand and what dread feet?

**- William Blake**



## UNIT 2 - PROSE

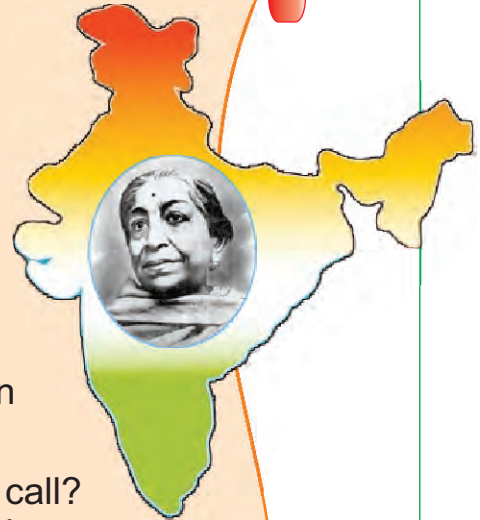
### Let us discuss :

1. Have you heard about our national leaders?
2. Name a leader you like most.
3. Mention any woman leader you like.

“Oh, women of India! Let us join Gandhiji in his freedom struggle.”

Do you know, who gave this call?  
Was it Nehru? No. Was it Patel? No.

It was a woman! Yes, you are right. It was Sarojini Naidu.



## THE NIGHTINGALE OF INDIA

Sarojini Naidu was a great patriot. She was a renowned poet and an orator. She was a popular heroine of the 20th century. She is fondly called “The Nightingale of India”. Her birthday is celebrated as National Women's Day.

Sarojini was born on February 13, 1879 in Hyderabad. Her father was Dr. Aghornath Chattopadhyaya and he was a scientist. Her mother was Mrs. Barada Sundari Devi and she was a Bengali poet.

Patriot	- a lover of mother land
century	- a hundred years
renowned	- famous
scientist	- an expert in science



Young Sarojini was a bright girl. She was tender-hearted and full of love for the motherland. Her father wished her to become a mathematician or a scientist. But she liked poetry. Once she was working out an algebra problem. She was unable to find the solution.

She took a break. During the break, she wrote poems in English. Then she wrote a long poem, titled as “The Lady of the Lake.” Her father understood that she was interested in poetry. He encouraged her to write poems. She wrote poems vividly with simple ideas. Her poems could be sung easily. Her famous collections were **“The Bird of Time”** and **“The Broken Wings”**.

orator	- a good speaker
fondly	- lovingly
nightingale	- a song bird
solution	- answer
willingly	- eagerly
accompanied	- went along
problem	- sum
encouraged	- supported
vividly	- clearly
dedicated	- devoted
struggle	- fight for a cause

Sarojini got married to Dr. Govind Naidu, when she was a nineteen-year-old girl.

In 1916, Sarojini Naidu met Mahatma Gandhi. She joined willingly the freedom movement and non-cooperation movement. She dedicated herself to the freedom struggle of her homeland. In 1931 she accompanied Gandhiji to England for the Round Table Conference for Indian – British cooperation. In 1942, Sarojini Naidu took part in the freedom protest. She was arrested for her anti-British activity and put in jail for 21 months along with Gandhiji.







She fought vigorously for the rights and well-being of the Indian women and she was responsible for their awakening. She was successful in re-establishing self-esteem among the women of India.

After independence, she became the Governor of Uttar Pradesh and she was the first woman governor in India.

She passed away on March 2, 1949. The nightingale of India became immortal leaving us with her poems and songs.

vigorously	- actively
self-esteem	- what one thinks of oneself
passed away	- died

### Let us understand :

1. Who is fondly called the Nightingale of India?
2. What is special about her poetry?
3. What are her famous collections of poems?
4. When did she join the freedom movement?
5. What did she do for the women of India?
6. You are the children of Mother India. How will you show your love to India?

### Let us choose:

1. Sarojini Naidu's birthday is celebrated as  
a) Children's day      b) Teachers' Day      c) Women's Day
2. Sarojini Naidu was born in  
a) Bangalore      b) Hyderabad      c) Mumbai
3. Sarojini Naidu's father was a  
a) pilot      b) scientist      c) lawyer



**Let us fill in the blanks with suitable words given below :**

*fondly    renowned    accompanied    patriot    tender-hearted*

1. Subash Chandra Bose was a great \_\_\_\_\_.
2. Rabindranath Tagore was a \_\_\_\_\_ poet.
3. Mother Teresa was a \_\_\_\_\_ lady.
4. Suresh \_\_\_\_\_ his grandfather to hospital.
5. The mother looks after the child \_\_\_\_\_.

**Let us do :**

1. Here is a glass jar. There are no sweets in it. But it is full of letters. Take the letters from the glass jar and make words for the meanings given below. The words are taken from the lesson.



**Example :** One who writes poems - poet

1. An expert in science \_\_\_\_\_.
2. One who loves his/her own country \_\_\_\_\_.
3. Fight for a cause \_\_\_\_\_.
4. A hundred years \_\_\_\_\_.
5. An expert in mathematics \_\_\_\_\_.

2. Collect pictures of various women leaders of India and prepare an album. Write a paragraph about them under the pictures.

## Let us listen :

*The teacher reads the rhyme with rhythm. Listen to the teacher carefully.*

ONCE in the dream of a night I stood  
Lone in the light of a magical wood,  
Soul-deep in visions that poppy-like sprang;  
And spirits of Truth were the birds that sang,  
And spirits of Love were the stars that glowed,  
And spirits of Peace were the streams that flowed  
In that magical wood in the land of sleep.

*- Sarojini Naidu.*



## Let us do :

The class may be divided into two groups. Each should give words which rhyme with the words said by the teacher.

**Example :** Teacher : Ball

Group A : Tall

Group B : Fall

Group A : .....

**wood, star, light, dream, sang, glow, make**

The teacher reads out words from the list in a random manner. Each group gets one point for each rhyming word. Each group can give rhyming words in turns.

## Let us read

### Activity - 1

Here is an exercise in '**Quick reading**' (scanning)

One of you can do this :

Open your book at any page, read out a name, a new word or a sentence that is important on that page.

Ask one of your classmates to find the word and tell the page number, paragraph and line. You can give them clues – 'this is between page \_\_\_\_\_ and \_\_\_\_\_. This is somewhere in unit - 1. Give a little time. When a student has found out, ask him to wait. Give others a chance – then ask for the answer. Repeat this exercise three or four times with different words / sentences each time.

## Let us write :

### 1. Read the following story and complete it.

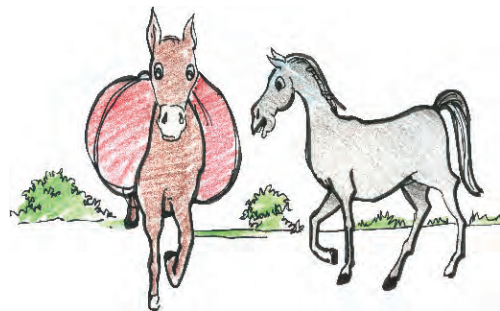
Once there lived a merchant in a village. His name was Ramu. He owned a horse and an ass. He used the ass to carry a heavy load. But the horse always carried a light load.



One day the ass fell ill. It became weak. It was not able to do any work. It was not taken out for many days.

One day the merchant took the ass and the horse to a fair.

The ass carried a heavy load. But the horse did not carry any load. On the way, the ass requested the horse to carry a part of its load for a short distance.



The horse refused. The ass became tired. It could not move further. It fell down on the ground.

The merchant shifted the load onto the horse and forced it to carry.  
The horse.....

**2. Let us write four sentences about a leader you like most.**

## Grammar

### Verbs are action words

We have learnt about verbs (action words) in Class III & IV

**A. Let us underline the action words in the sentences given below :**

1. (Example) Tom reads a novel.
2. Monkeys jump.
3. We swim in rivers.
4. She drinks tea.
5. Fire burns.

**B. Let us match the nouns with the verbs given below :**

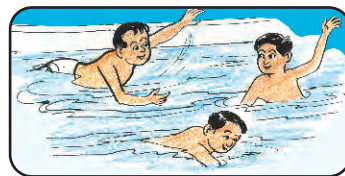
Nouns		Verbs
The sun	-	blows
Girls	-	roars
The wind	-	bark
The lion	-	shines
Dogs	-	laugh

**C. Let us look at the pictures and fill in the blanks with the suitable verbs :**

1. The children \_\_\_\_\_.



2. The boys \_\_\_\_\_.



3. The ships \_\_\_\_\_.



4. They \_\_\_\_\_.



5. They \_\_\_\_\_.



### **D. Let us learn about 'be' verbs as helping verbs**

1. I **am** drawing a picture.
2. He **is** reading a book.
3. They **are** watching TV.
4. I **was** writing a test.
5. They **were** playing cricket.

'Be' verbs are 'am, is, are, was, were'. They help us to find out the tense, number and person.

### **E. Let us fill in the blanks with 'be' verbs :**

1. I \_\_\_\_\_ nine years old.
2. Ramu \_\_\_\_\_ my friend.
3. He \_\_\_\_\_ playing.
4. You \_\_\_\_\_ a player.
5. Balu and Kumar \_\_\_\_\_ players.

## Adverbs

### Adverbs describe verbs

**A. Let us look at the pictures and answer the questions given below:**

1. What is the girl doing?

\_\_\_\_\_

2. What is Arun doing?

\_\_\_\_\_

3. What is the boy doing?

\_\_\_\_\_

4. What is the old man doing?

\_\_\_\_\_



**B. Let us read the following sentences to find out how they do things as shown in the picture :**

1. The girl is dancing **happily**.
2. Arun is writing **neatly**.
3. The boy is crying **loudly**.
4. The old man is walking **slowly**.

**C. Let us complete the sentences given below with the right adverbs from the box**

**bravely, merrily, sweetly, clearly, quickly**

1. The boys are playing \_\_\_\_\_.
2. Birds are singing \_\_\_\_\_.
3. The soldiers fight \_\_\_\_\_.
4. Basker writes \_\_\_\_\_.
5. The old man cannot walk \_\_\_\_\_.

**D. You've learnt that adverbs tell us more about verbs- when where or how an action happens.**

Collect verbs and adverbs that go with each other. Prepare grid cards as shown below. Match them and write them in your notebook.

**Grid Card**

Adverbs →	early	slowly	quickly	nearly	immediately
Verbs ↓					
arrived					
walked					
came					
replied					
returned					
worked					

**Example :**      arrived early  
                         replied immediately

**E. Collect five advertisements from English newspapers and magazines. Paste them in your English notebook. Write down the adverbs below the pictures.**

**Conjunctions**

Conjunctions are joining words

**A. Let us look at the pictures and read the sentences:**



I bought a pen and a pencil.



Suresh is reading and Ashok is writing.





Anand and Kumar are friends



Rathi and Sita are players.

**The word 'and' join words and sentences. It is a conjunction.**

**B. Let us look at the pictures and read the sentences :**



Selvi is short but Latha is tall.



Balu is thin but Raju is fat.



Ashok is sad but Siva is happy.



Edwin is poor but Mathan is rich.

**The word 'but' joins sentences. It is a conjunction.**

**C. Let us look at the pictures and read the sentences :**

You can take an apple or an orange.



**The word 'or' joins words and sentences. It is a conjunction.**

**D. Let us pick out conjunctions in the following sentences :**

1. Saranya and Nalini are going to school.
2. Priya is clever but Sheela is dull.
3. Do you like coffee or tea?



4. Anitha is tall and beautiful.
5. Do you like stories or poems?

**E. Let us fill in the blanks with suitable conjunctions given below :**

**and, but, or**

1. Devi bought a pen \_\_\_\_\_ a slate.
2. Is the room big \_\_\_\_\_ small?
3. Mahesh \_\_\_\_\_ Muthu work hard.
4. He is tall \_\_\_\_\_ his wife is short.
5. He is poor \_\_\_\_\_ his friend is rich.

## Compound Words

**Compound words are made of two or more small words.**



He is a postman.



He is a school boy.



She is playing football.



This is a briefcase.

**A. Let us understand**

hand + ball = handball

rain + coat = raincoat

class + mate = classmate

fire + fly = firefly

bed + room = bedroom

**B. Let us match and make compound words.**

A	B
1. post	fast
2. black	man
3. moon	book
4. break	board
5. note	light

**C. Let us pick out the compound words from the box and complete the sentences :**

1. I saw a \_\_\_\_\_ yesterday.
2. My uncle is the \_\_\_\_\_ of sports club.
3. Spain won the \_\_\_\_\_ match this year.
4. The students entered the \_\_\_\_\_ .
5. This \_\_\_\_\_ is very heavy.

suitcase  
classroom  
chairman  
policeman  
football

## UNIT 2 - POEM

### THE FLAG GOES BY

#### Hats off!

“Along” the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of colour beneath the sky.



#### Hats off!

The flag is passing by!  
Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.



#### Hats off!

The colours before us fly;  
But more than the flag is passing by.  
Sign of a nation, great and strong,  
To ward her people from foreign wrong;  
Pride and glory and honour, all  
Live in the colours to stand or fall.



*- H.H. Bennet*

The poet talks about his country's soldiers marching on the street; they are carrying their flags. The poet wants his people to respect the flag and feel proud. The feelings of the poet are the same for all the people throughout the world.

### **Questions :**

1. What is passing by the street?
2. What sound do you hear?
3. Who is carrying the flag?
4. Which country does the flag belongs to?
5. Why should we pay respect to our National flag?
6. 'Comes' rhymes with 'drums'. Mention the other rhyming words.



# Happy to learn English



## FUN WITH SPELLING



Do you know that many of the words come from a base word?

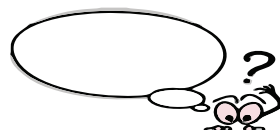
*Eg :* hopped comes from hop  
singing comes from sing  
unconscious comes from conscious  
continuous comes from continue.

Can you find out and write the root word?

crowding	proudly	painted	weeping
rewrite	discontinue	unwell	misunderstand
blocking	washed	cookery	teaching
helpless	smelly	cleanliness	dreamer

## FUN WITH PHONICS

**A.** Find the "or" words from the grid. Write them down. Read them aloud, with the help of your teacher. (here are ten words).



T	H	O	R	N	B	F
S	C	O	R	E	E	O
S	T	O	R	Y	F	R
S	P	O	R	T	O	G
N	O	R	T	H	R	E
F	O	R	T	Y	E	T
S	W	O	R	D	X	X
S	A	I	L	O	R	X

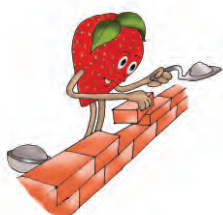
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## FUN WITH GRAMMAR

### I. TENSES - We have learnt about

- ◀ The simple present tense - I sing.
- ◀ The simple past tense - I sang.
- ◀ The simple future tense - I will sing.

Let's do some exercises with the Continuous Tenses.

Verb + ing gives continuous tense. (**Eg:** singing, playing...)

### A. Change these sentences into present continuous tense.

( *The first one is done for you.*  )

1. Naveen rides a horse.

***Naveen is riding a horse.***

2. My mom waits for me.

---

3. The children swim in the pool.

---





4. I study to be a scientist.

---

5. The kittens run after their mother.

---

**B. Now change these into past continuous tense**

(Use : was / were + verb + ing )

1. Naveen rode a horse.

***Naveen was riding a horse.***

2. My dad waited for me.

---

3. The young boys swam in the pool.

---

4. My brother studied to be a doctor.

---

5. The puppies ran after their mother.

---

**C. Can you now change these sentences into future continuous tense? ( Use : will be / shall be + verb + ing ).**

1. Naveen rides a horse.

***Naveen will be riding a horse.***

2. My mom waits for me.

---

3. The children swim in the pool.

---



4. My sister studies to be an architect.

\_\_\_\_\_

5. The kittens run after their mother.

\_\_\_\_\_

**B.** Write the word that has the same letter pattern. Select from the box.  
(Watchout for pronunciation!)

<b>Come</b>	<b>mine</b>	<b>park</b>	<b>beach</b>	<b>beast</b>
<b>dream</b>	<b>train</b>	<b>word</b>	<b>stable</b>	<b>snail</b>

a. Least , feast , \_\_\_\_\_

b. Dome, home , \_\_\_\_\_

c. Sword , cord , \_\_\_\_\_

d. Strain, brain, \_\_\_\_\_

e. Cable, fable, \_\_\_\_\_

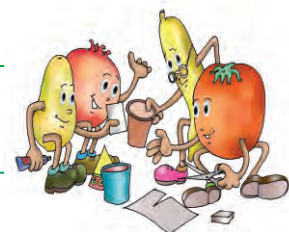
f. Cream, stream \_\_\_\_\_

g. Bark, dark, \_\_\_\_\_

h. Mail, pail, \_\_\_\_\_

i. Reach, peach, \_\_\_\_\_

j. Fine , shine, \_\_\_\_\_



## II. ADJECTIVES.( Warming up )

- ◀ This is a **black** board.



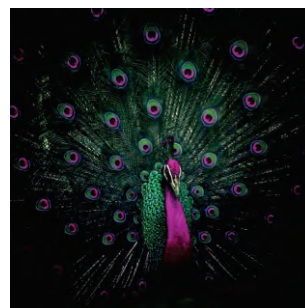
- ◀ The children are **joyful**.

In the above sentences, the words "**black**" and "**joyful**" are describing the nature of the nouns - board and children.

*A word that describes a noun is called an adjective.*

### A. Circle the adjectives and underline the nouns :

1. She is a charming girl.
2. The peacock is beautiful.
3. We need to have a healthy diet.
4. I wear clean clothes.
5. We must drink pure clean water.



### *Read these phrases :*

**Fast** cheetah, **handsome** boy, **strong** iron rod.

# The words in red, describes the quantity of a noun. So they are called adjectives of quality.

**Many** stars, **several** kids , **less** money.

# The words in red describes the quantity of a noun. So they are called adjectives of quantity.

**Eight** glasses, **seventh** batsman, **ten** years

# The words in red describes the number of nouns. So they are called adjectives of number.

**My** home, **his** brother, **our** soldiers

# The words in red tell us who owns something. So they are called possessive adjectives.

**That** building, **this** park, **these** pens

# The words in red help us to point out the nouns. So they are called demonstrative adjectives.

**B. Circle the adjectives and mention their kinds.**

- a. Follow the rules and lead a healthy life. \_\_\_\_\_
- b. This forest has tigers. \_\_\_\_\_
- c. She wrote many poems. \_\_\_\_\_
- d. A messy place is a sore sight. \_\_\_\_\_
- e. Sarojini Naidu was a great patriot. \_\_\_\_\_
- f. She lived in the twentieth century. \_\_\_\_\_
- g. Her father was a scientist. \_\_\_\_\_
- h. She was the first Governor of UP. \_\_\_\_\_
- i. She was a renowned poet. \_\_\_\_\_
- j. I wear clean clothes. \_\_\_\_\_

◀ *Now read these words used to describe Sarojini Naidu.*

Great / renowned / popular / Bengali / 20<sup>th</sup> century writer.

**Eg:** *Sarojini Naidu is a renowned 20<sup>th</sup> century Bengali writer.*

When many adjectives are used to describe a noun, they are placed in a certain order.

description	size	shape	age	colour	origin	material	Noun
Lovely	medium	round	new	golden	Indian	smooth	watch
superb	big	oval	old	brown	US	sponge	Sofa

**C. Write the adjectives in the correct order.**

a. Teddy bear/ brown/ American/ soft, huge.

---

b. Indian bride/ educated/ fair/ tall / 22 years.

---

c. Glossy/ banner / giant-sized / glittering / new.

---

d. Dirty / dark / narrow / street

---

e. White / smooth / round / tiny / precious / pearls

---

### III. ADVERBS

#### Warm-up :

*We have learnt that adverbs tell us more about verbs.*

Underline the adverbs :

- Fruits should be consumed regularly.
- Wash your hands properly.
- Use your eyes carefully.
- We all sing happily.
- He arrived late.

#### Read these sentences given below:

- We all play **joyfully**.
- The old woman walked **slowly**.



# The words in red tell the manner in which the action happens. So they are called **adverbs of manner**.

- My school is **there**.
- Let's go **outside**.

# The words in red tell the place where the action happens. So they are called **adverbs of place**.

- We went on a picnic **yesterday**.
- By **next month**, we would be having our exams.

# Here in the above sentences, we see the adverbs shows the time of action. Hence they are **adverbs of time**.

- I love to play foot ball with my friends **very often**.
- Barking dogs **seldom** bite.

# The adverbs here show how often an action happens. They are termed as **adverbs of frequency**.

**A. Can you underline the adverbs and write what kind it is?**

1. My uncle comes home now and then. \_\_\_\_\_
2. The lion waited stealthily to pounce on the deer. \_\_\_\_\_
3. A new Mathematics teacher joined our school today. \_\_\_\_\_
4. My father is constructing a new house there. \_\_\_\_\_
5. Sita danced elegantly. \_\_\_\_\_
6. The commander called loudly. \_\_\_\_\_
7. The dog ate the food hungrily. \_\_\_\_\_
8. We all waited outside the platform. \_\_\_\_\_
9. Leave the classroom immediately. \_\_\_\_\_
10. The KG classroom are located in the ground floor \_\_\_\_\_

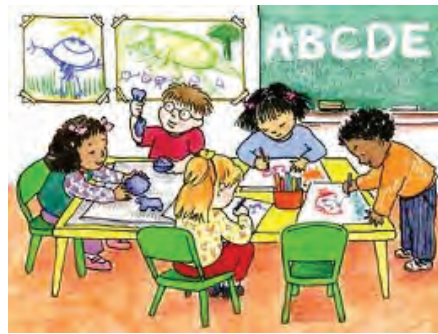


# Let us play a game.

## ADJECTIVE / NOUN

Write an adjective starting with first letter of your name  
Here are some examples

1. Joyful Jenifer
2. Smart Swetha
3. Strange Sujitha
4. Playful Poongkodi
5. Good Guna
6. Super Surya
7. Bold Bharathi
8. Mighty Murali
9. Regular Ranjith
10. Active Anushya





## ‘I can, I did’ Student’s Activity Record

Subject :

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