



தமிழ்நாடு அரசு

# ஐந்தாம் வகுப்பு

முதல் பருவம்

தொகுதி - 1

தமிழ்

ENGLISH

தமிழ்நாடு அரசு விலையில்லாப் பாடநூல் வழங்கும் திட்டத்தின்கீழ் வெளியிடப்பட்டது

**பள்ளிக் கல்வித்துறை**

தீண்டாமை மனித நேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்

## தமிழ்நாடு அரசு

முதல் பதிப்பு - 2019

திருத்திய பதிப்பு - 2020, 2022

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வெளியிடப்பட்ட முப்பருவ நூல்)

## விற்பனைக்கு அன்று

பாடநூல் உருவாக்கமும்  
தொகுப்பும்



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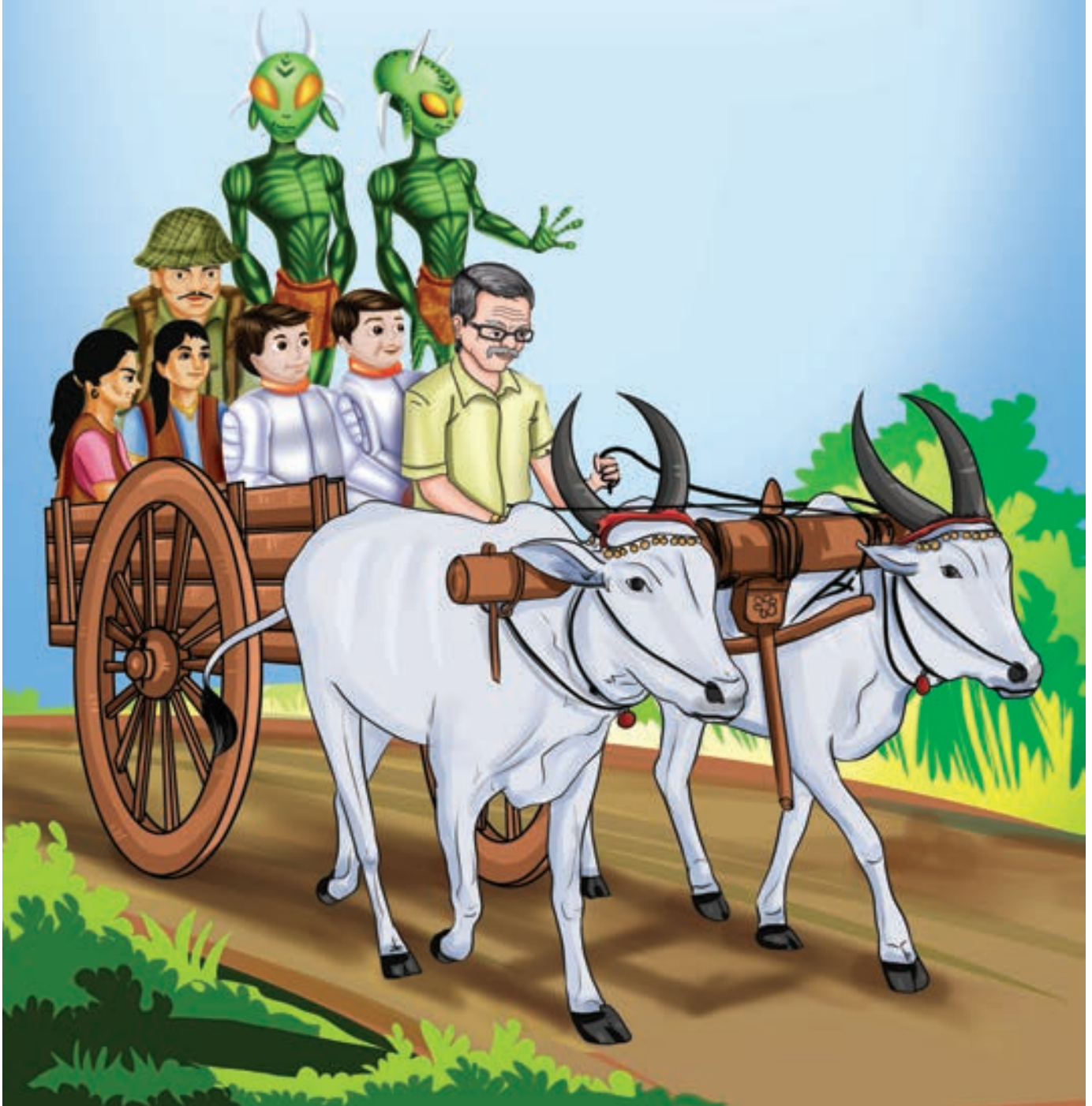
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# ENGLISH

## STANDARD FIVE

### TERM-I




# Preface


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

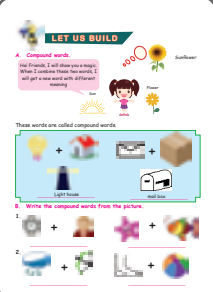
As per NCF 2005, language is learnt when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allows the teacher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

## How to use the textbook?



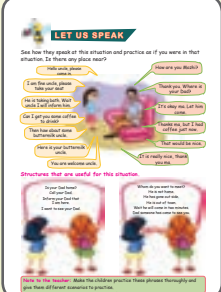
- The first term English Book for Standard 5 has three units.
- Each unit is planned for a month.
- Nila introduces the theme of each unit.
- Each unit is designed with the things like space, village and patriotism.
- **My little pictiography** provides the exposure to a pictorial dictionary in an attractive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







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

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





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



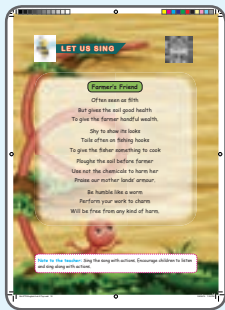
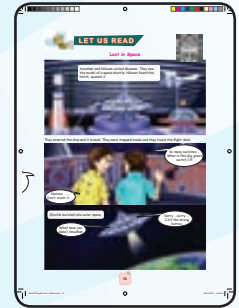




- **Try your own** helps the children enrich their vocabulary like knowing meaning of words in English as well as in mother tongue.
- **Speak and win** kindles speaking skill in the form of debate and discussion.

### Unit I—Exploring Space

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

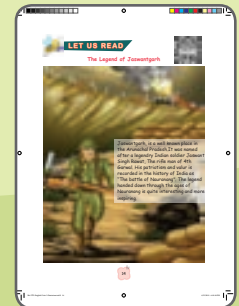


### Unit II—My Native Place

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

### Unit III—Our Nation

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



### Learning outcomes

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

# CONTENTS

**Unit Title Page No. Month**

**1 Exploring Space 77 June**

**2 My Native Place 101 July**

**3 Our Nation 127 August**



E-Book



Assessment

# 1 Exploring Space



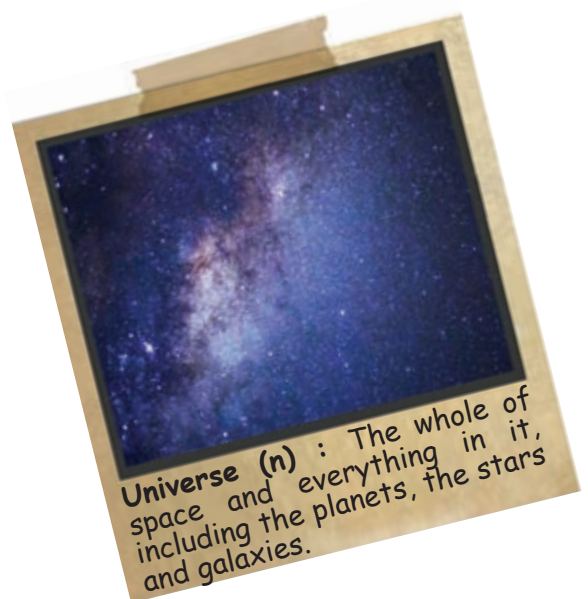
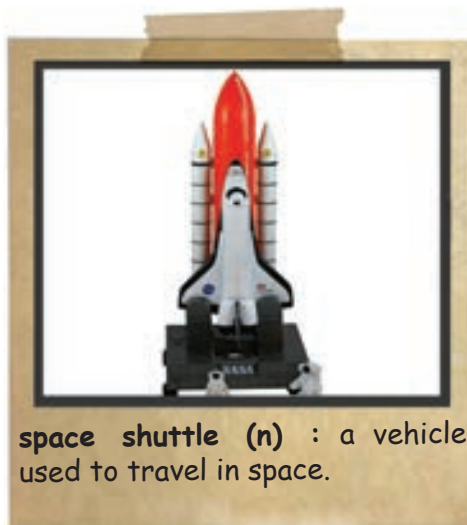
Hi, I am Nila.  
I am in space.  
Will you join me?







## MY LITTLE Pictionary

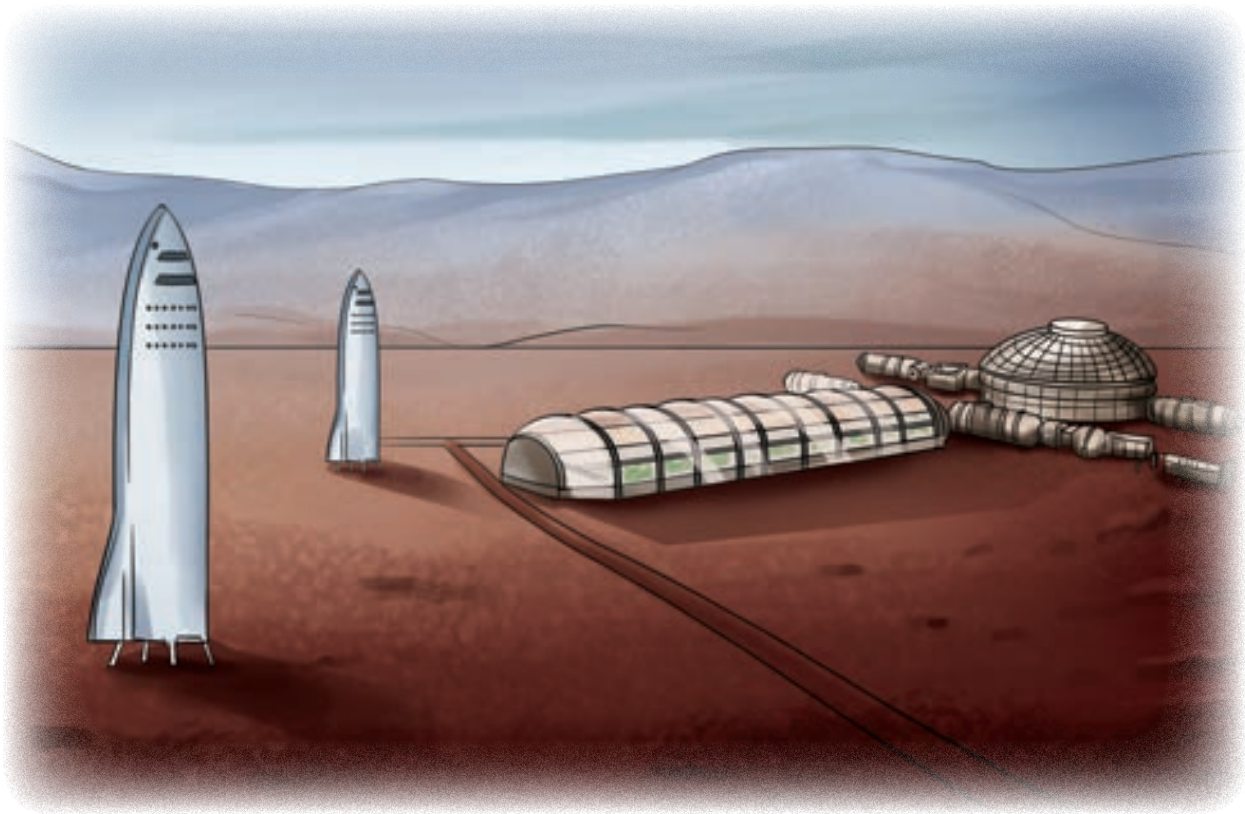






## LET US LEARN

### Earth, the Desolated Home



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

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



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

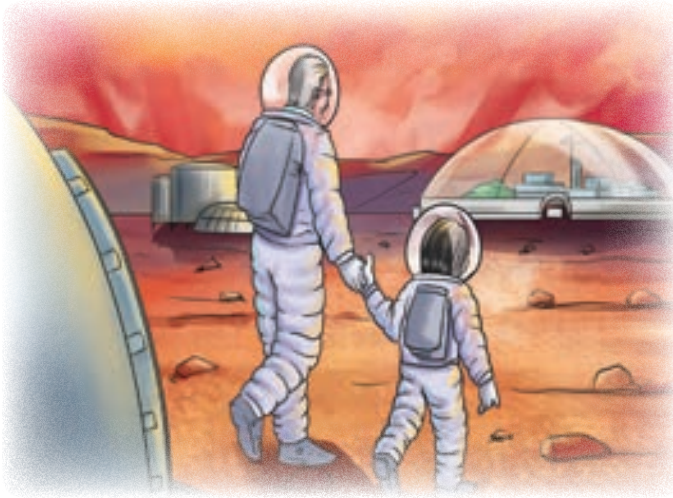
carrots from the Earth." Arivu asked eagerly, "How did they grow the crops and vegetables on Earth?"

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

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



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



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

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

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



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

## Glossary

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





## LET US UNDERSTAND

### A. Choose the correct option.

astronomer Earth sol fuels Mars

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

### B. Fill in the blanks.

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

### C. Answer the following questions.

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







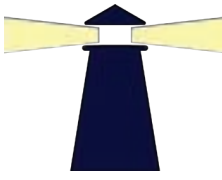



## LET US BUILD

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






These words are called **compound words**.

 light	+	 house		 mail	+	 box
 lighthouse				 mailbox		









**A. Write compound words using the pictures.**




**B. Use the clues to complete the compound words.**

1. news	+	<u>paper</u>	=	<u>newspaper</u>	
2. wheel	+	<u>                    </u>	=	<u>                    </u>	
4. basket	+	<u>                    </u>	=	<u>                    </u>	













**C. Match the compound words.**

1.		-		=	<u>                    </u>
2.		-		=	<u>                    </u>
3.		-		=	<u>                    </u>
4.		-		=	<u>                    </u>

**D. Draw and write your own compound word.**



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



## LET US SING



### Beyond the Universe

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

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

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

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

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

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

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



## Glossary

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

## LET US UNDERSTAND

### A. Match the planet with its feature.

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

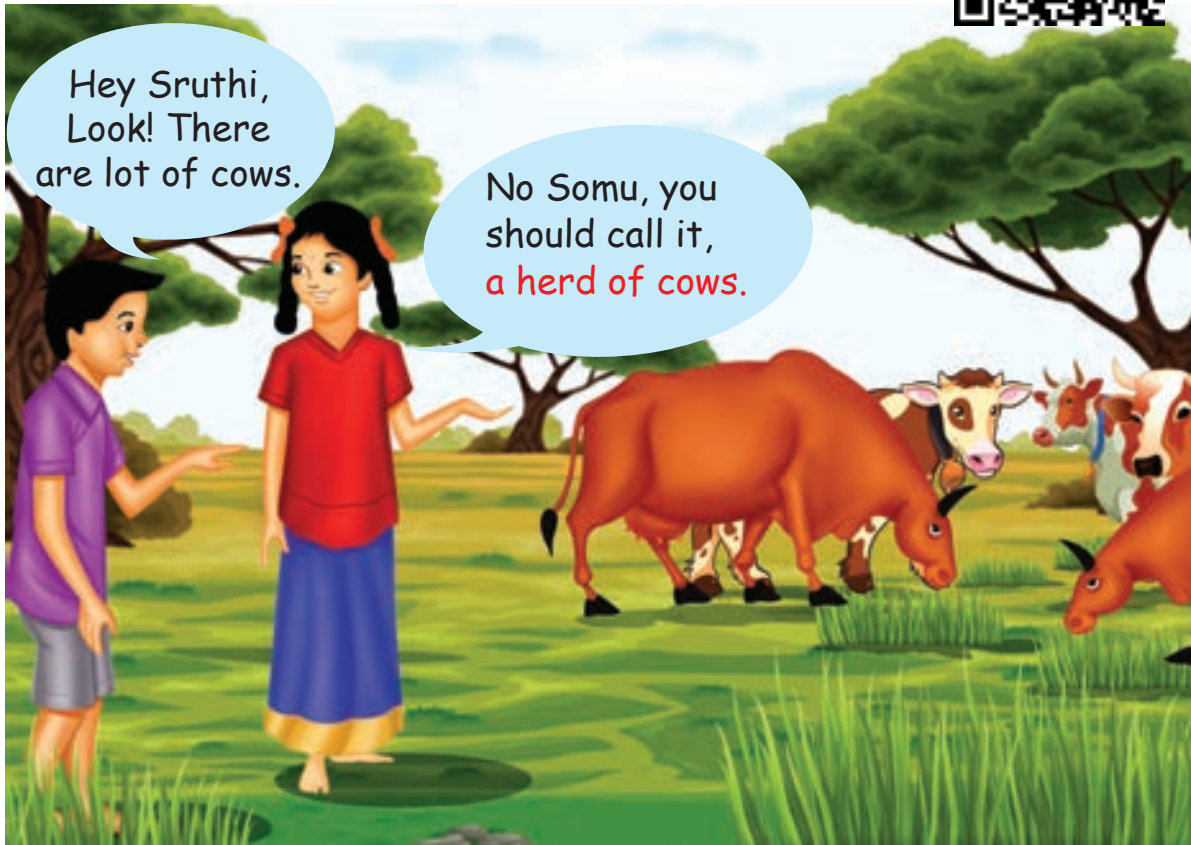
### B. Answer the following questions.

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





## LET US KNOW



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

Here are some examples:



A team of players



A galaxy of stars



A pack of dogs



A swarm of flies



A band of musicians

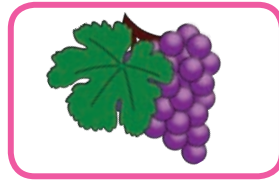


An army of ants

**A. Write the collective nouns.**



A \_\_\_\_\_ of birds.



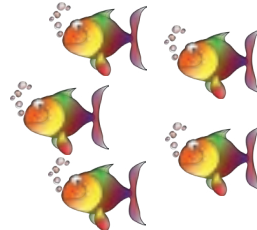
A \_\_\_\_\_ of grapes.

**B. Match the picture with the collective noun.**

1. A **flock** of goats



2. A **bouquet** of flowers



3. An **army** of soldiers



4. A **shoal** of fish



5. A **choir** of singers



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

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



Here are some examples:



happiness



anger



sadness



jealous

More examples:

honesty wisdom beauty hope luck mercy dream pride life

A. Pick the abstract noun.

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

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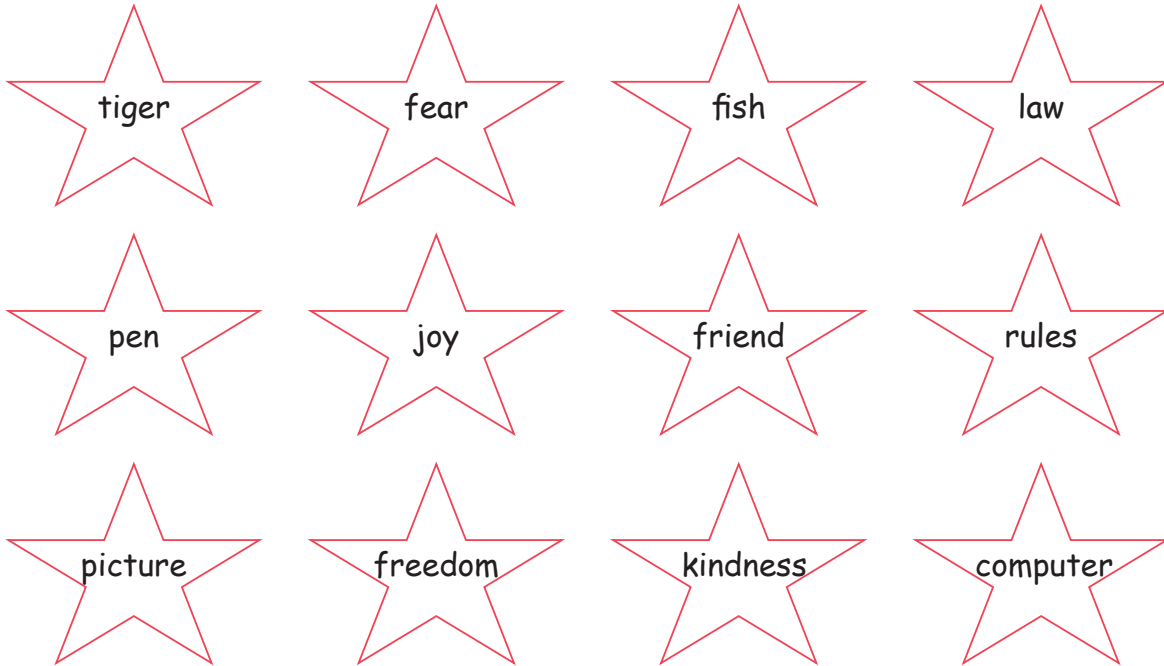
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**B. Colour the abstract noun.**



**LET US LISTEN**



**Tick the correct one after listening to the announcement.**

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

**Note to the teacher:**

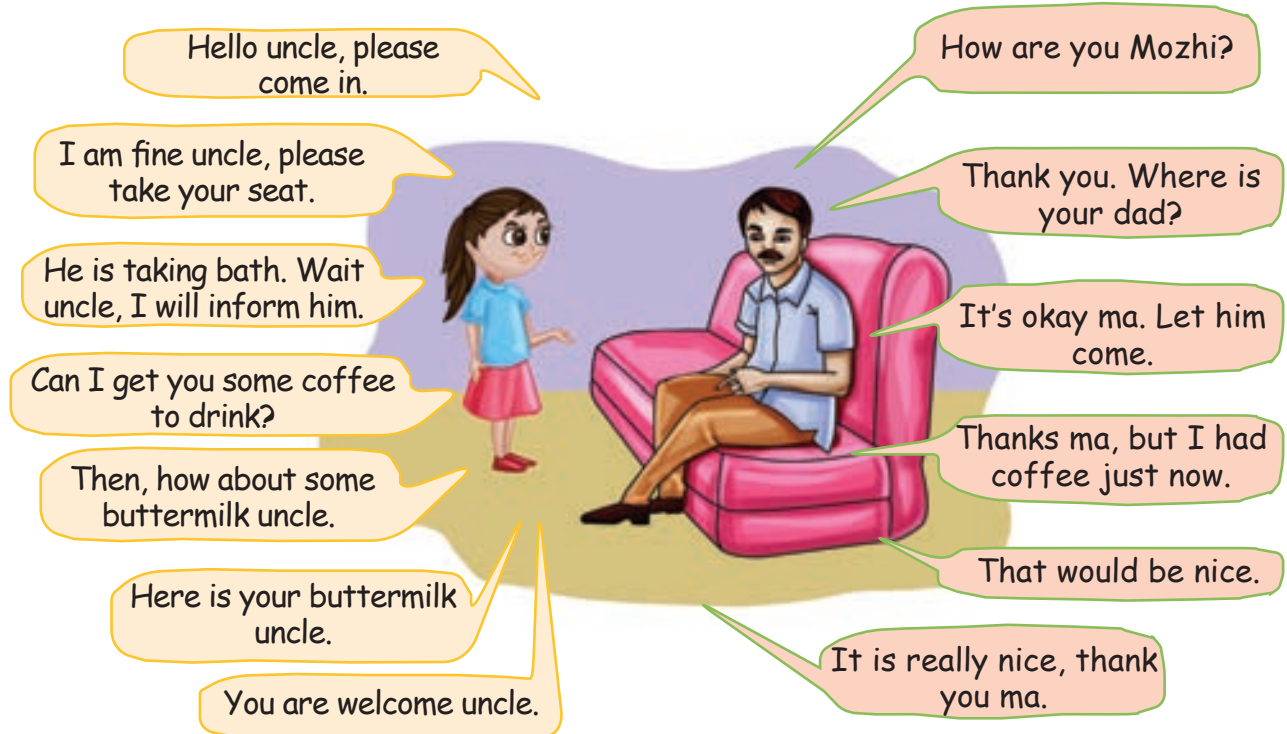
Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions. The listening passage is given at the end.





## LET US SPEAK

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



### Structures that are useful for this situation.



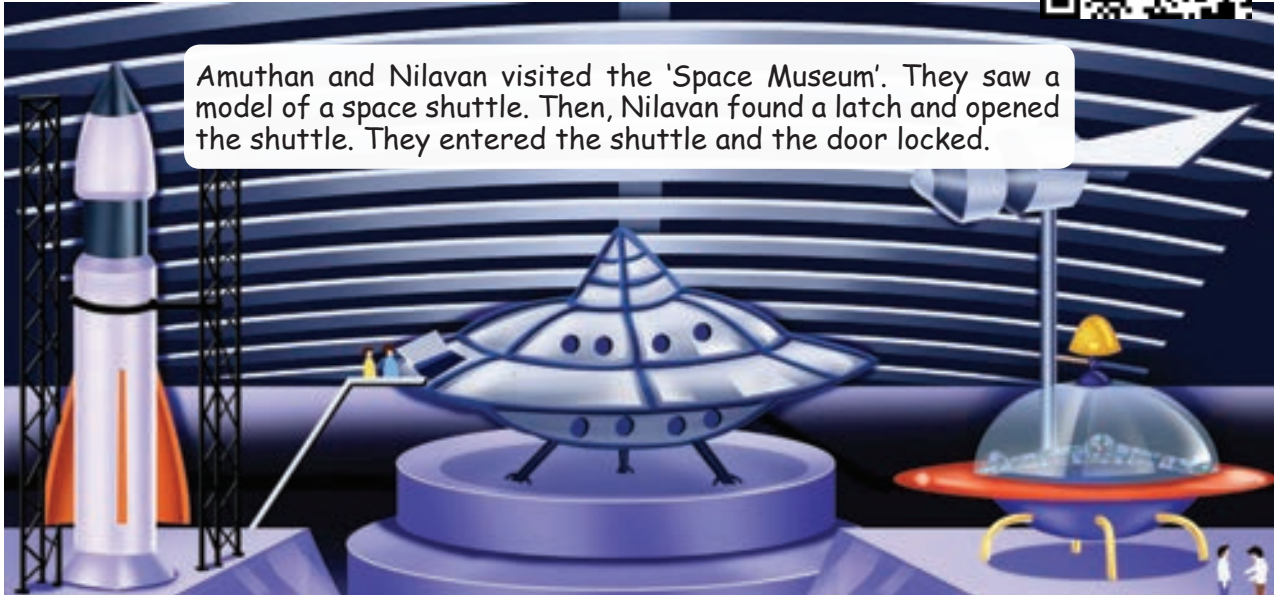
**Note to the teacher:** Make the children practise these phrases thoroughly and give them different scenarios to practise.



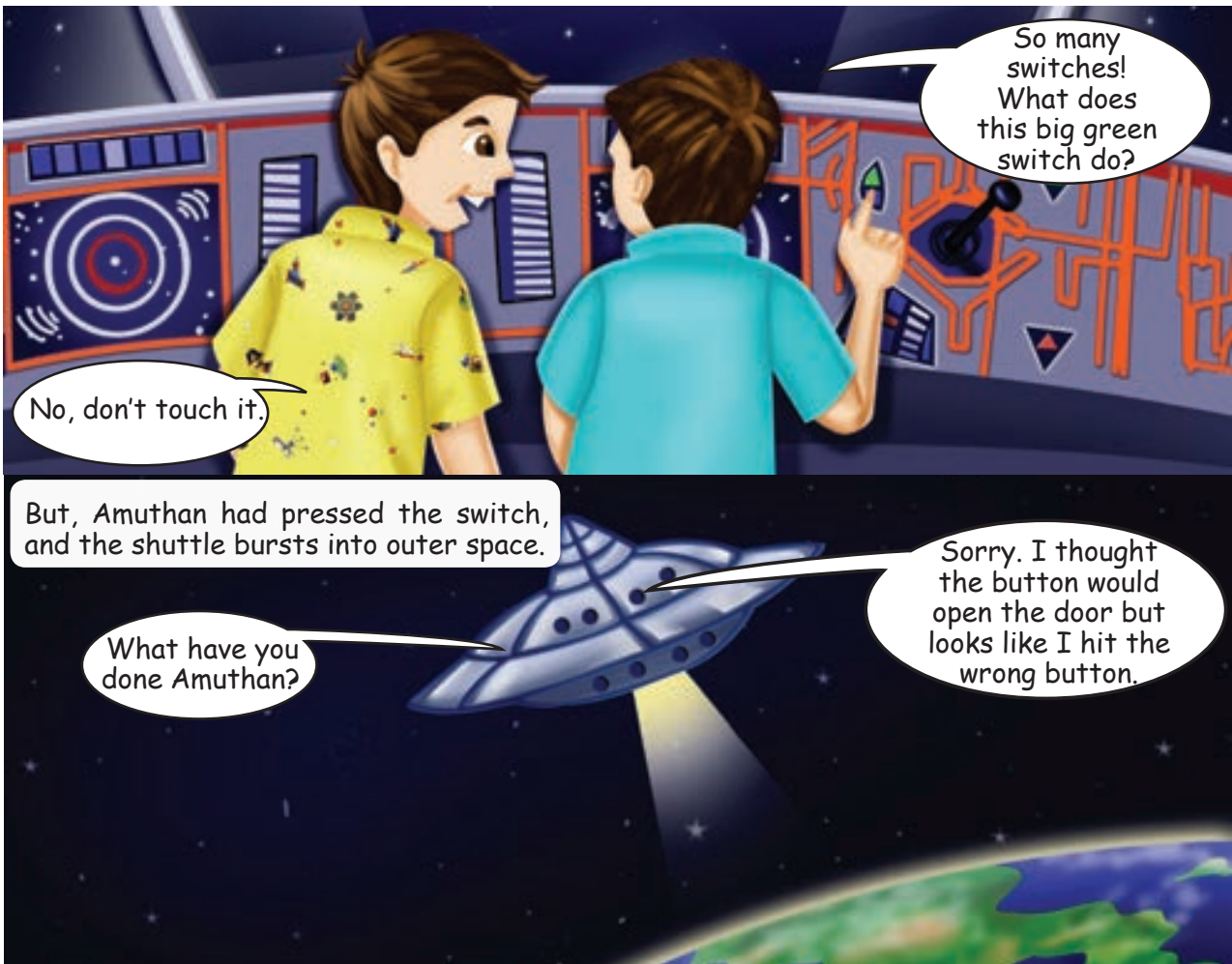
## LET US READ



### Lost in Space



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





The shuttle went through a belt of asteroids.

Amuthan, an Asteroid is coming towards us. Turn the shuttle.

How will I turn the shuttle? Let me try pulling this lever.

The shuttle crash-landed on a new planet.

Are you alright, Amuthan?

I am fine. Quick! We must wear a spacesuit!

They ran for the suits. Nilavan saw green lights coming towards the shuttle.

Look at those lights. It is coming towards us.

Yes, they are all around us and that shuttle is very big! Let us wear our suits.





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







## LET US UNDERSTAND

### A. Write true or false.

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

### B. Name the character or speaker.

1. "Are you alright?"

2. "Wake up. Your ship is ready."

3. "Let me try pulling this lever."

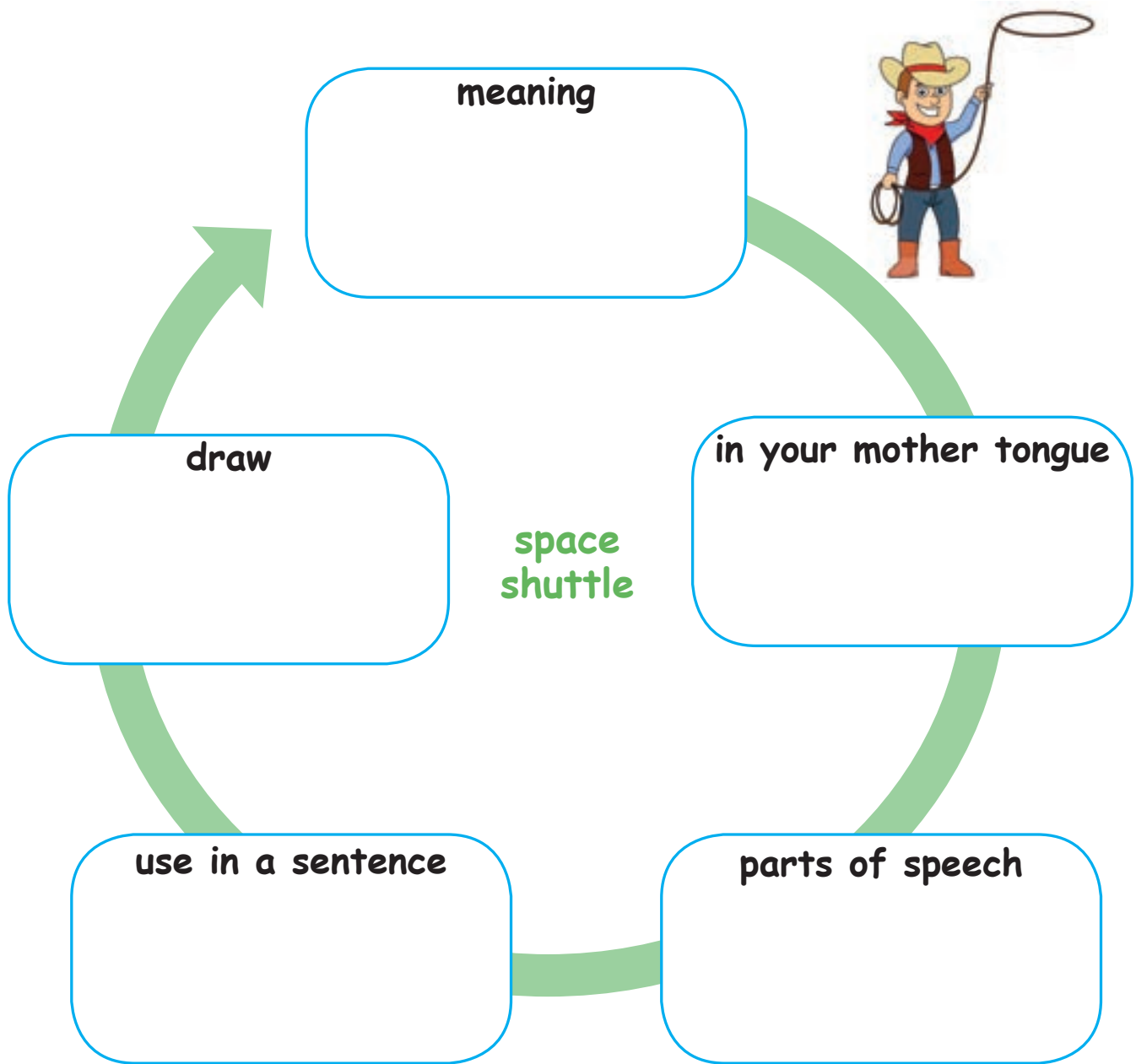
4. "I am fine. We must wear the space suit."

5. "Eat these capsules."

### C. Answer the following questions.

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

**D. Try your own.**



**E. Speak and win.**

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



**Group A**

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

**Group B**

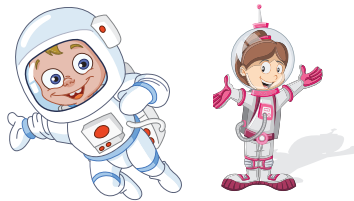
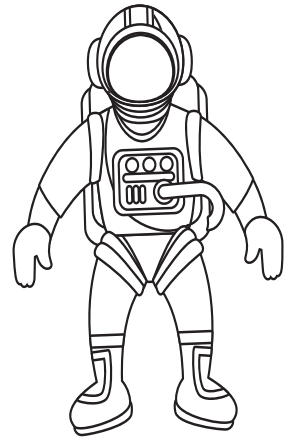
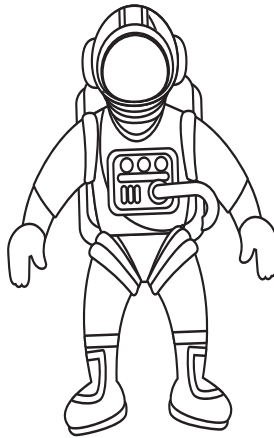
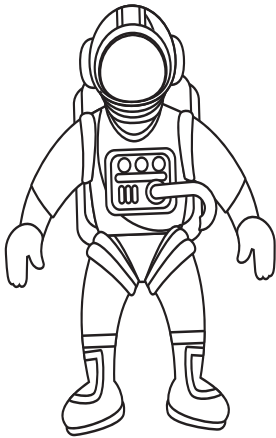
I like to live in the Mars because.....



## LET US READ ALOUD

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

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



Complete the sentences.



An astronaut wears a \_\_\_\_\_.

A spacesuit is like a \_\_\_\_\_.

A spacesuit allows us to \_\_\_\_\_.

A spacesuit protect us from \_\_\_\_\_  
and \_\_\_\_\_.

Circle the things that the spacesuit provides us.

air

food

water



## LET US WRITE

### Letter writing

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

Dear Kumaran,

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

Your loving friend,

R. Nethra.

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

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Dear \_\_\_\_\_,

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



# I Can Do

A. Answer the following.



Name of the object	In your mother tongue	Use in a sentence
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B. Write the compound words from the pictures.

  <input type="text"/>	  <input type="text"/>	  <input type="text"/>	  <input type="text"/>
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C. Use the clues and complete the compound words.

cow + _____ = _____	rain + _____ = _____
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D. Recite the poem 'Beyond the Universe'.

E. Fill in the blanks with the collective noun.

swarm      shoal      flock

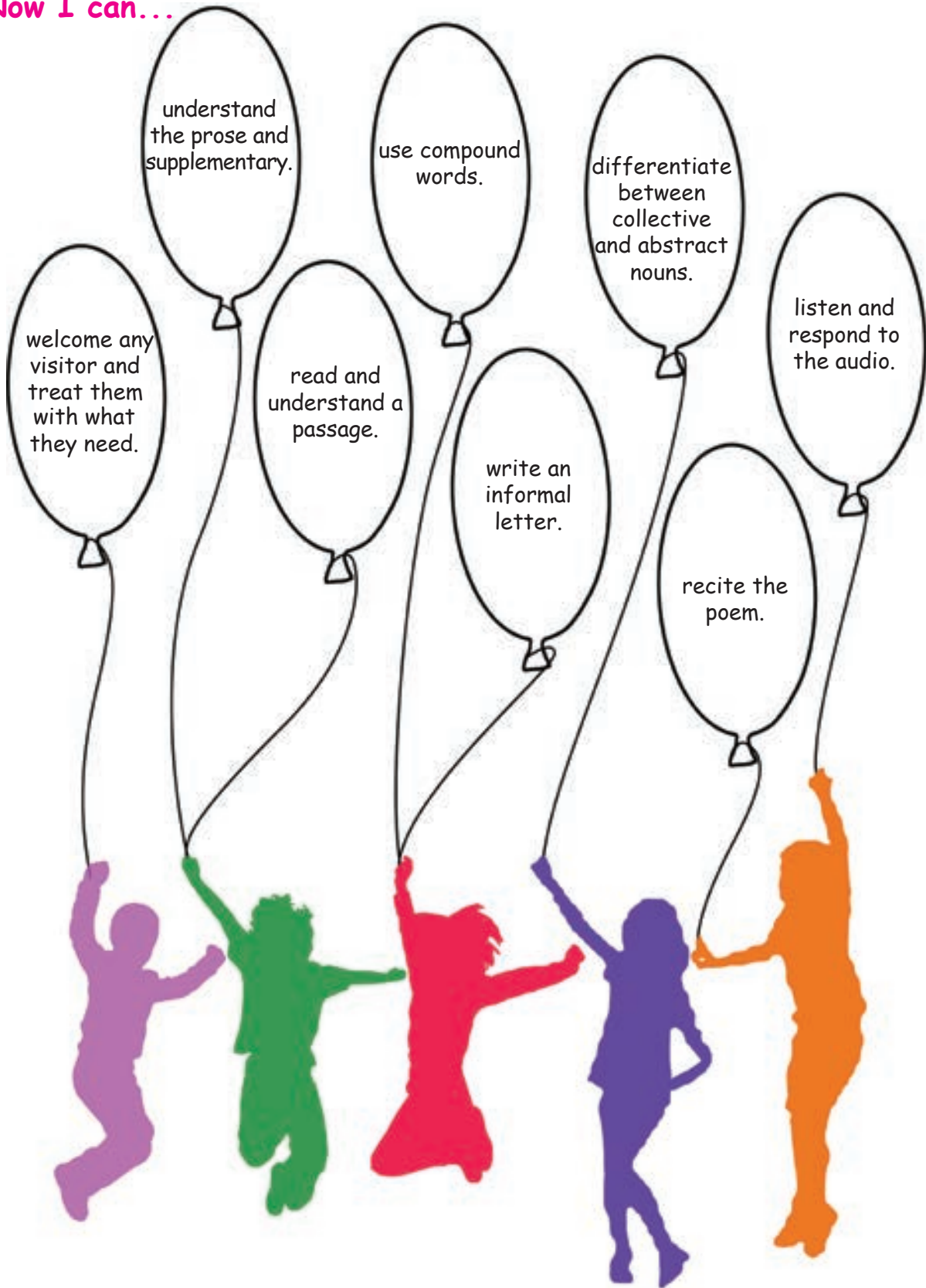
  a _____ of fish.	  a _____ of birds.	  a _____ of bees.
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F. Circle the abstract noun.

fear	box	beauty	tree	taste
pencil	happiness	anger	honesty	book

## Learning Outcome

Now I can...



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



2

My Native Place

I love my native place.  
Do you?







## MY LITTLE Pictionary



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



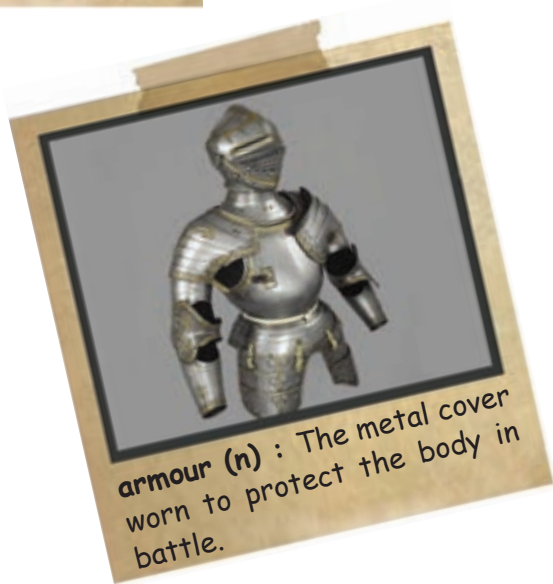
**plough (v)** : turn up soil with a plough.



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



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



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





## LET US LEARN

### Trip to My Grandparents' Village

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

#### 10<sup>th</sup> April:

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

#### 11<sup>th</sup> April:

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



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

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



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

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

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







### 13<sup>th</sup> April:

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

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

### 14<sup>th</sup> April:

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

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



## Glossary

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

## LET US UNDERSTAND

### A. Match the following.

cuckoo	blows
breeze	sings
river	swims
fish	flows

### B. Answer the following questions.

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





## LET US BUILD



You already know singular and plural.

Try this.

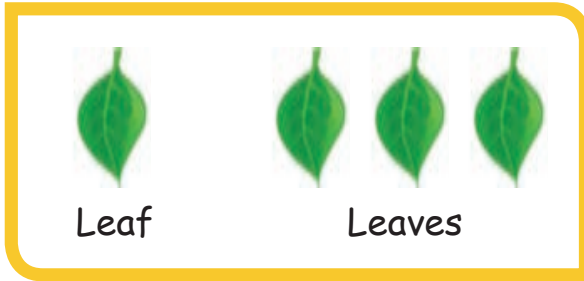


I am a lion.



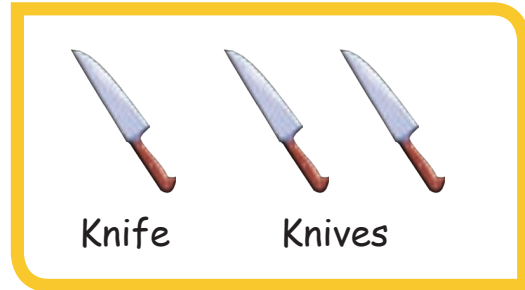
We are .....

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



Leaf

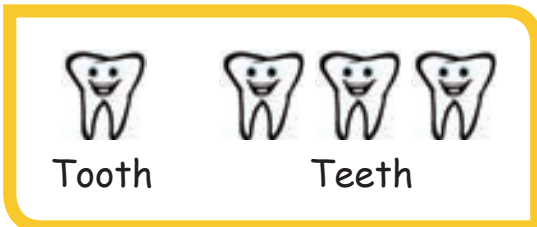
Leaves



Knife

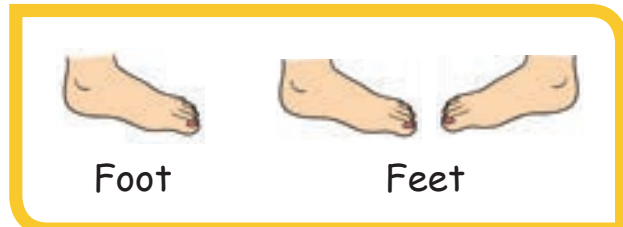
Knives

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



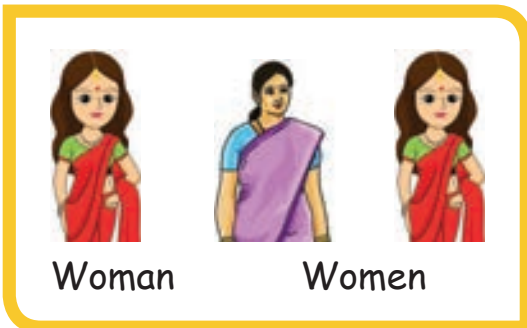
Tooth

Teeth



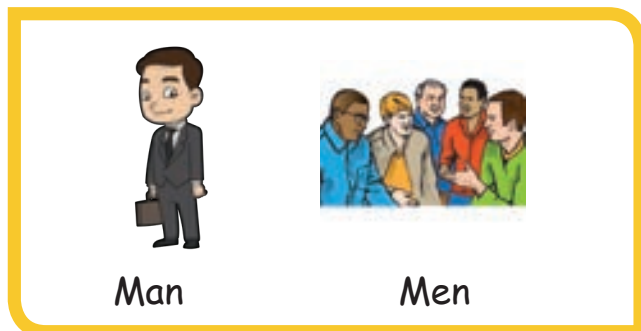
Foot

Feet



Woman

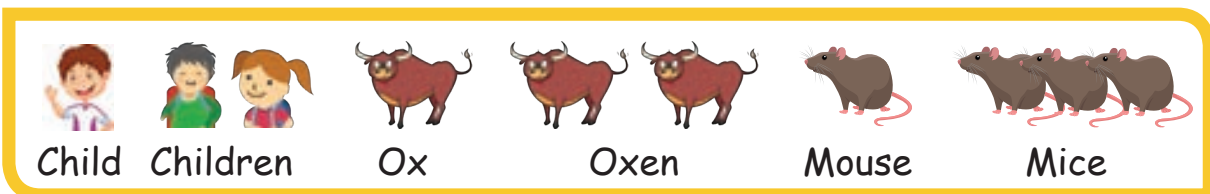
Women



Man

Men

3. Irregular plurals



Child

Children

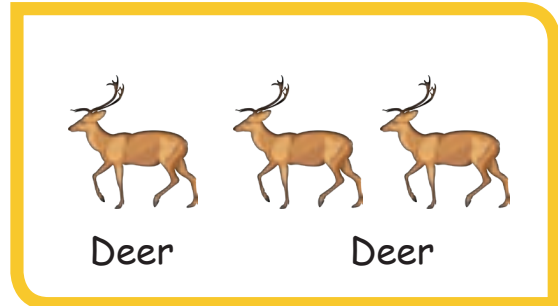
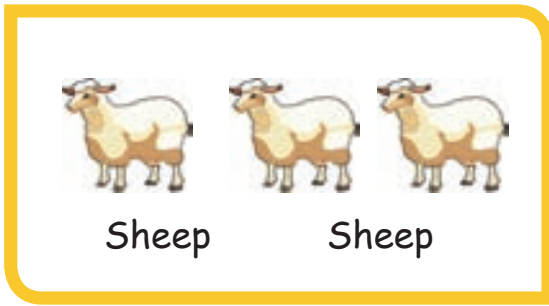
Ox

Oxen

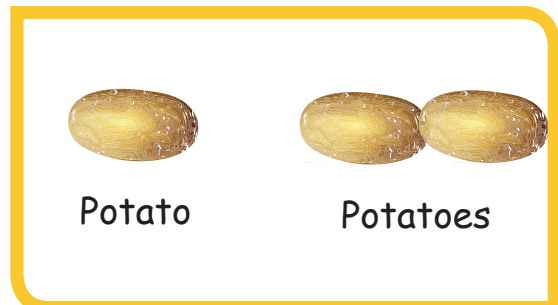
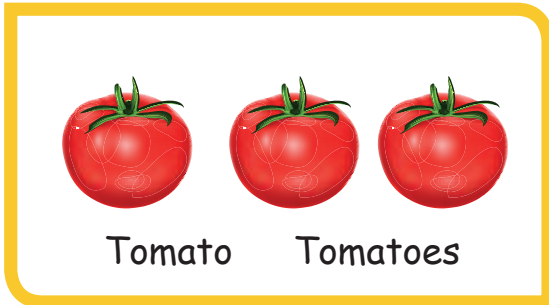
Mouse

Mice

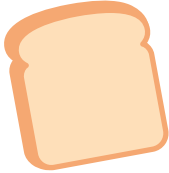





4. Some nouns are identical in both the singular and the plural forms. Many of these are names of animals.



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



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

 Loaf	 Fish	 Goose
Loafs    Loaves	Fish    Fishes	Geese    Goose
 Mouse	 Child	 Man
Mice    Mouses	Child    Children	Men    Mans

B. Write the plural form.

1. leaf  \_\_\_\_\_

2 . mango  \_\_\_\_\_

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





## LET US SING



### Farmer's Friend\*

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

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

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

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



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

## Glossary

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

### A. Match the rhyming words.

- filth - farmer  
 cook - harm  
 charm - wealth  
 armour - look

### B. Fill in the blanks.

1. It ploughs soil before \_\_\_\_\_.
2. It is used in the fisher's \_\_\_\_\_.
3. We don't use \_\_\_\_\_ in the soil.
4. Be humble like a \_\_\_\_\_.

### C. Answer the questions.

1. How do we see the earthworm often?
2. What does it give to the farmer?
3. Why don't we use chemicals?
4. How do we work?





## LET US KNOW



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

Present

Past

Past Participle

Present Participle

go  
goes

went

gone

going

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

I <b>was going</b> to home.	You <b>were going</b> to home.	He <b>was going</b> to home.
	We <b>were going</b> to home.	She <b>was going</b> to home.
	They <b>were going</b> to home.	It <b>was going</b> to home.

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

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

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

**Give the correct verb form for following sentences.**

- I was reading the poem.
- They \_\_\_\_\_ (write) the poem.
- It \_\_\_\_\_ (go) to Delhi.

4. She \_\_\_\_\_ (draw) a picture.

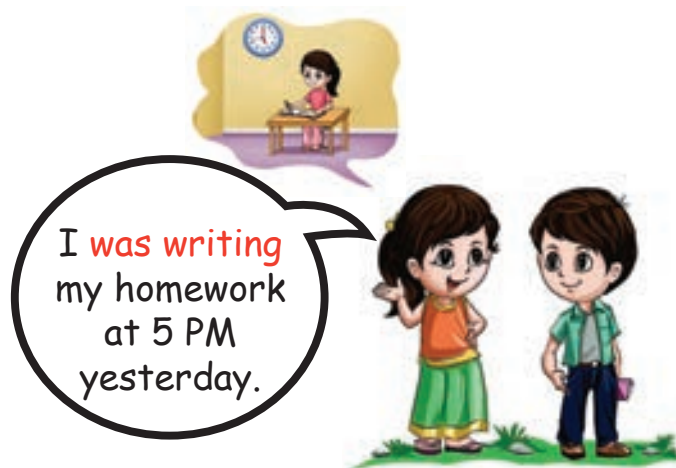
5. We \_\_\_\_\_ (eat) fruits.

6. He \_\_\_\_\_ (watch) movie.

7. You \_\_\_\_\_ (make) lunch.

Let us see when to use the past continuous tense.

**At some point in the past.**



**Parallel Actions.**



## Interrupted action in the past.



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

I \_\_\_\_\_ cricket with my friends.

My mother \_\_\_\_\_ TV.

We \_\_\_\_\_ mango.

My friends \_\_\_\_\_ their bicycles.

Mohan \_\_\_\_\_ a letter.

The bell \_\_\_\_\_ loudly.

### See and write what they were doing.



While I was writing,  
he \_\_\_\_\_.

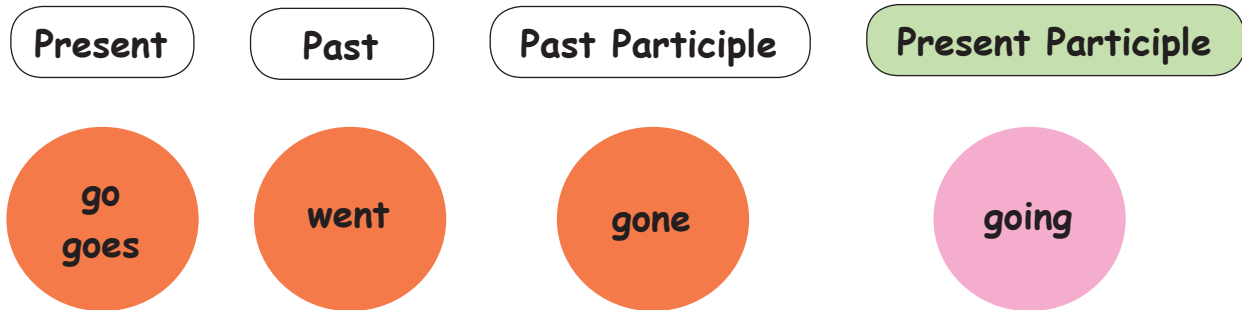
While the boy was playing,  
the girl \_\_\_\_\_.



While my mother was cooking,  
my father \_\_\_\_\_.



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



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

I <b>will be going</b> to home.	You <b>will be going</b> to home.	He <b>will be going</b> to home.
	We <b>will be going</b> to home.	She <b>will be going</b> to home.
	They <b>will be going</b> to home.	It <b>will be going</b> to home.

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

**Give the correct verb form for following sentences.**

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

## How to use the future continuous tense.



I **will be travelling** in a bus by this time tomorrow.



My friends **will be playing** but I am working here.



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



1. Uma \_\_\_\_\_.
2. Her brother \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

1		2	
3		4	
5		6	

**Change the sentences from past continuous to future continuous.**

She was waiting for bus. \_\_\_\_\_

They were going to Coimbatore. \_\_\_\_\_

Suresh was playing chess. \_\_\_\_\_

Rafiq was eating breakfast. \_\_\_\_\_

Prasanth was reading newspaper. \_\_\_\_\_

**Change the sentences from future continuous to past continuous.**

I will be speaking to her. \_\_\_\_\_

Lucy will be getting ready. \_\_\_\_\_

The train will be arriving on 2<sup>nd</sup> platform. \_\_\_\_\_

We will be sleeping in terrace. \_\_\_\_\_

It will be raining heavily. \_\_\_\_\_



**LET US LISTEN**



**Circle yes or no to the following.**

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

**Note to the teacher:**

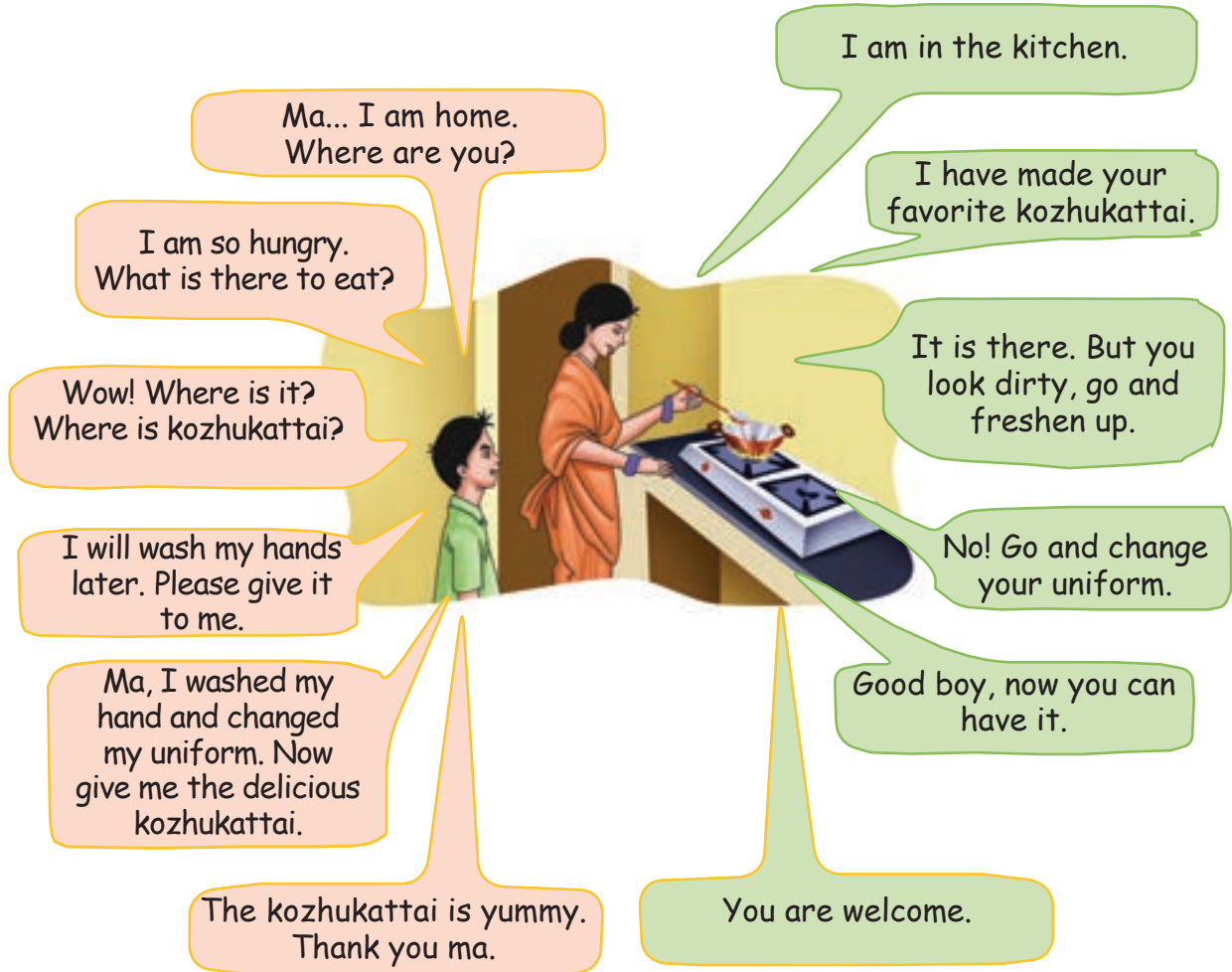
Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions. The listening passage is given at the end.





## LET US SPEAK

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



Structures that are useful for this situation.



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



## LET US READ



### The Farmer and his Daughters



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

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

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

Then the father called the second daughter and asked the same. She replied, "Father, I thought those grains were sacred. So I mixed those with other grains kept for community food service. So that everyone could have it. After this, the third daughter came. The farmer



asked her about the grains. She said, "Father, I don't have those grains with me now. I need two bullocks and men to get the grains." Father was confused and asked her, "Why do you need bullocks and men to bring the





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



## Glossary

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



## LET US UNDERSTAND

### A. Match the actions with the picture.

mixes for community  
food service

sows the grain

feeds the birds



### B. Fill in the blanks.

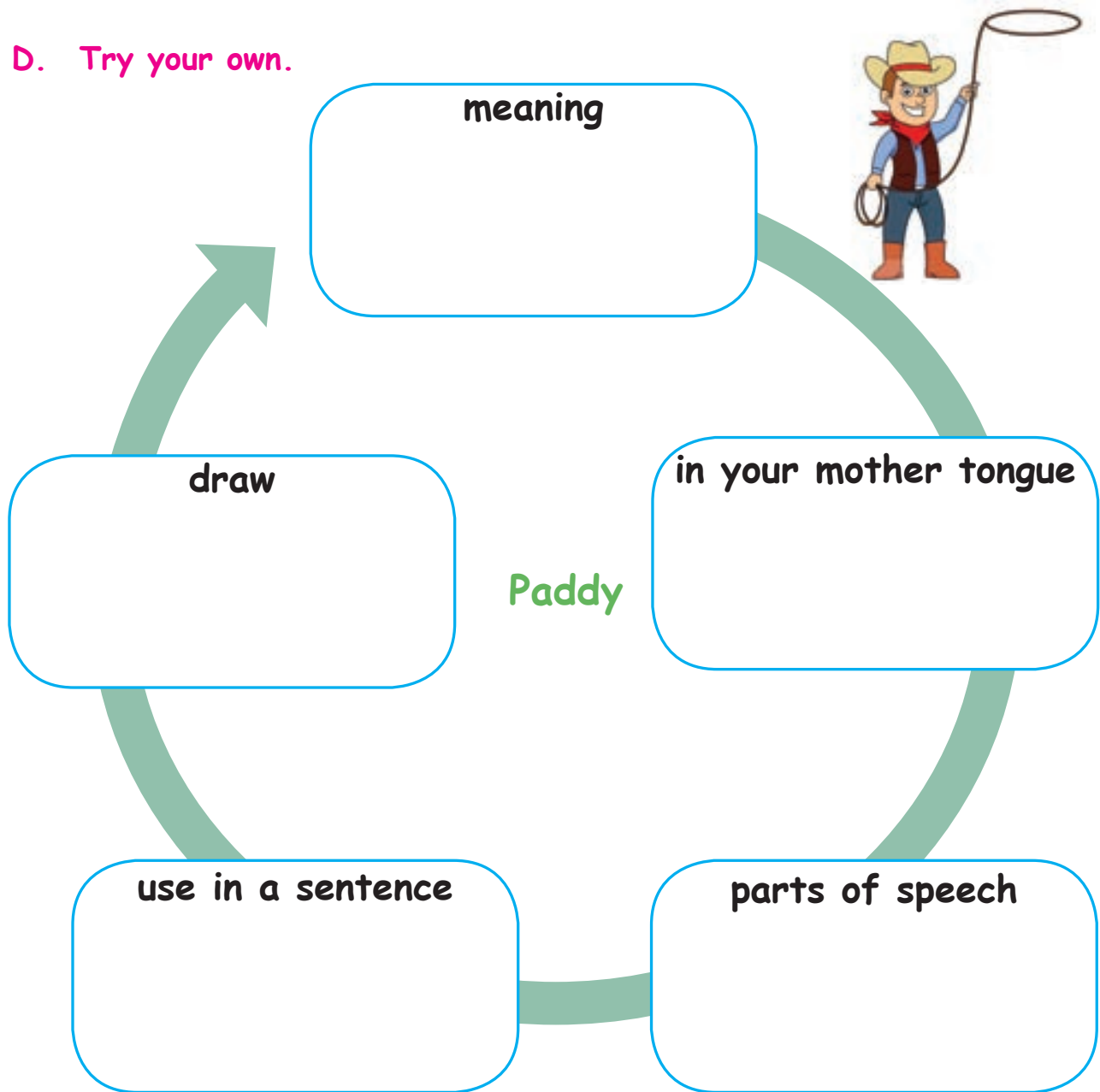
feeds      three      millet

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

### C. Answer the following questions.

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

D. Try your own.



E. Speak and win.

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

I support the first daughter because .....

I support the second daughter because .....

I support the third daughter because .....





## LET US READ ALOUD

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

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



**A. Circle the main idea of the passage.**

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

**B. Name the actions of Murugan.**







# I Can Do



A. Look at the picture and answer the following.



Name of the object

In your mother tongue

Use in a sentence

B. Circle the correct plural form.



deer

deers



calfs

calves



geese

gooses

C. Write the plural form.



tooth - \_\_\_\_\_



knife - \_\_\_\_\_

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

E. Match the rhyming words.

health - charm

hook - wealth

harm - look

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

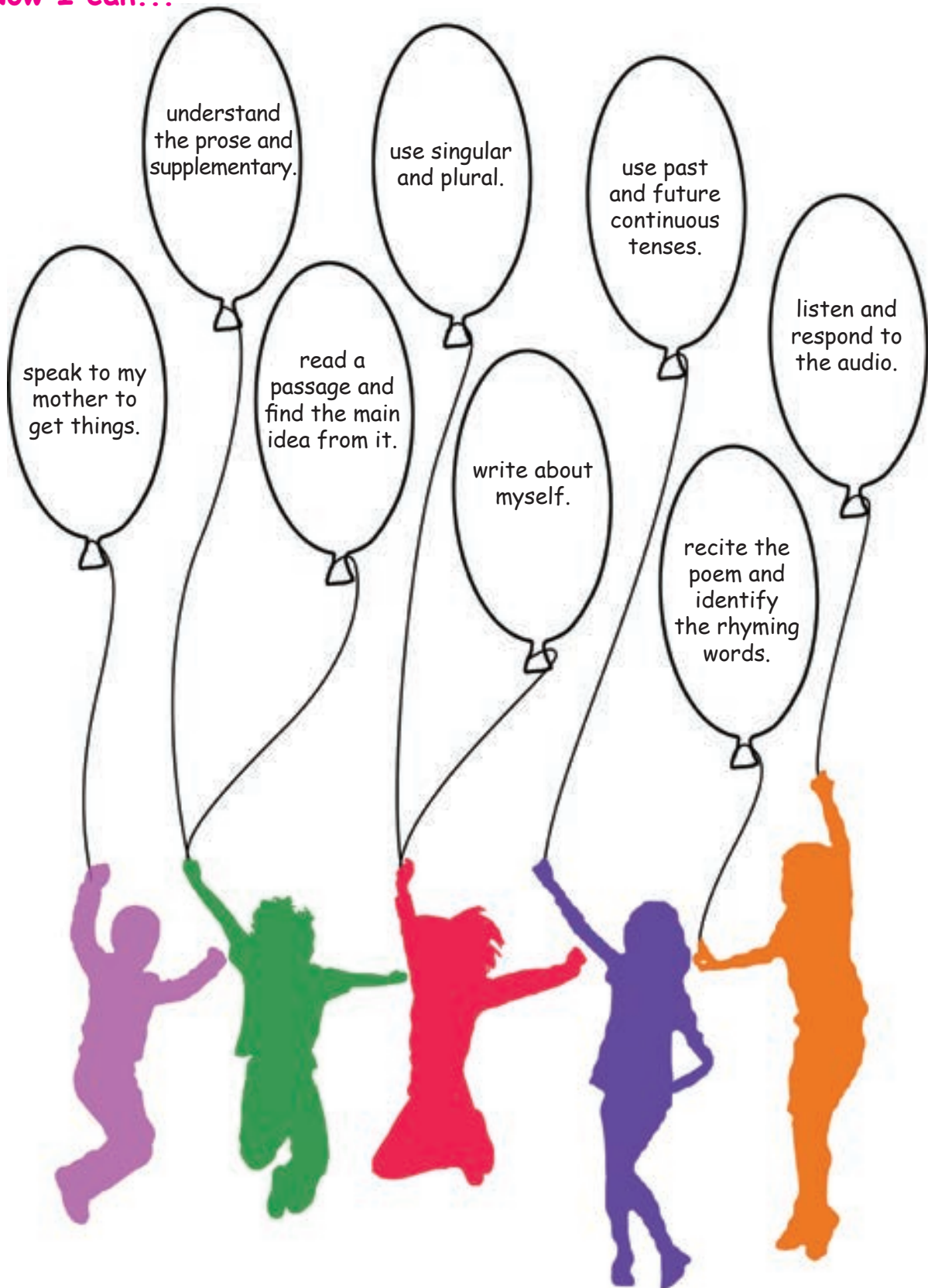
1. She \_\_\_\_\_ the homework at 6 'o' clock. (write)

2. They \_\_\_\_\_ when I arrived there. (play)

3. I \_\_\_\_\_ while he was singing. (dance)

## Learning Outcome


Now I can...



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

3

# Our Nation



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





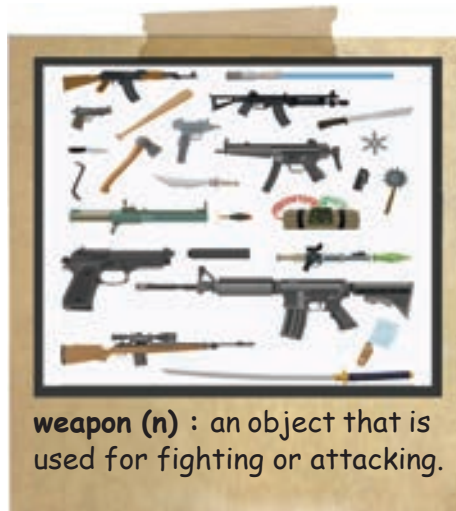
## MY LITTLE Pictionary



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



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



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



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



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



## LET US LEARN

### The Guardians of the Nation



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

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



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

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

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

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



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

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

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

## Glossary

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



## LET US UNDERSTAND

### A. Choose the best answer.

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

### B. Fill in the blanks.

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

### C. Answer the following questions.

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





## LET US BUILD

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



**Bull/dog**

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

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

**Examples**

Sun/set sky/blue watch/man

**Pea/cock**

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

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

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

**Examples**

rea/son pea/nut



**Tur/key**

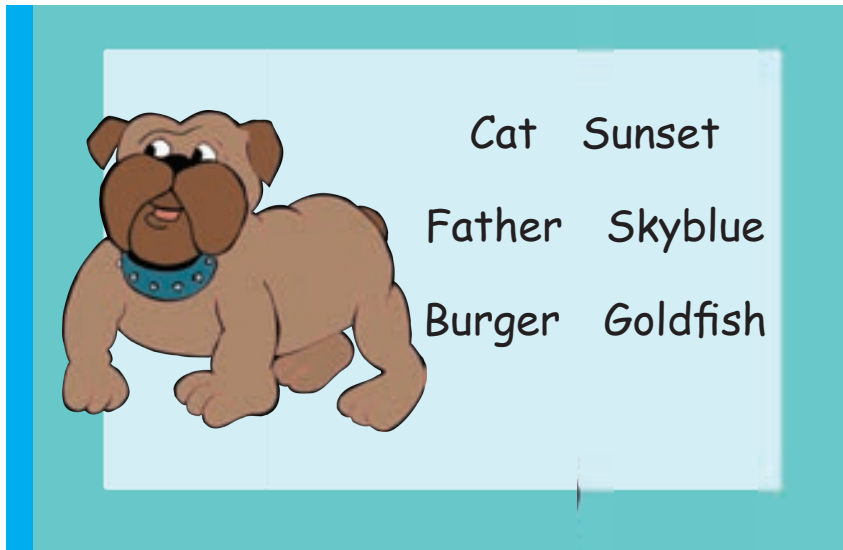
If **r** is preceded by a vowel, then divide after the **r**.

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

**Examples**




pur/ple bur/ger

A. Circle and divide the bulldog pattern words.



B. Divide and list out the words under each pattern

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

C. Write some  pattern words and divide them.

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## LET US SING



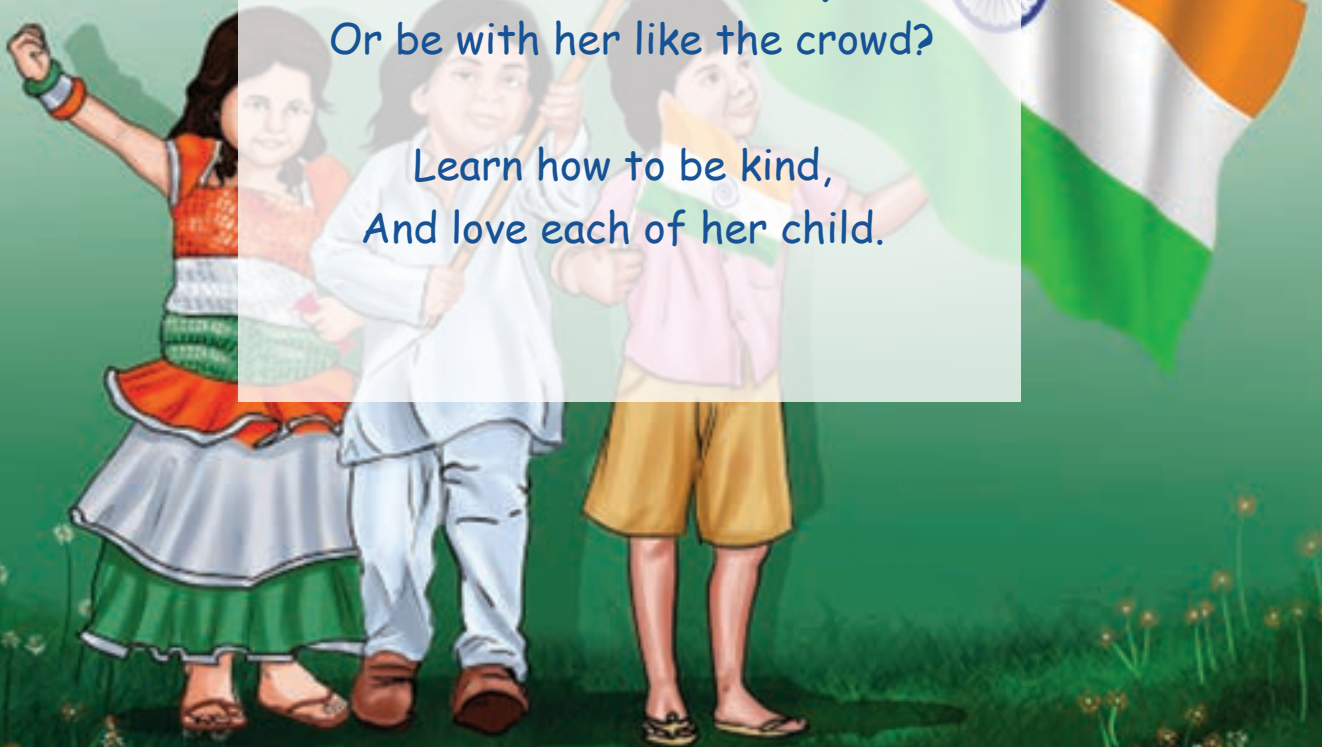
### Patriotism

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

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

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

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



## Glossary

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

### A. Match the following.

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

### B. Answer the following questions.

1. How should we treat everyone?

\_\_\_\_\_

2. What is our core?

\_\_\_\_\_

3. How do we keep our integrity?

\_\_\_\_\_

4. How can we make our nation proud?

\_\_\_\_\_

5. A country should have inner boundaries. Justify.

\_\_\_\_\_

### C. Find the rhyming words from the poem

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





## LET US KNOW



### What are prepositions?

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

### Try this?



The cat is \_\_\_\_\_ the box.

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

Let us learn prepositions of time.

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

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

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

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

winter	morning	2' o clock	evening	1947
March	Sunday	15th August	4.30 PM	wedding day
<b>in</b>		<b>at</b>		<b>on</b>

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

- The summer vacation ends \_\_\_\_\_ Monday.
- I will meet you \_\_\_\_\_ 7.30.
- I don't drive \_\_\_\_\_ night.
- My birthday falls \_\_\_\_\_ September.
- Birds migrate \_\_\_\_\_ spring and autumn.
- Her birthday is \_\_\_\_\_ 6th April.

**C. Circle the prepositions.**

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

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

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

Help the space ship reach the correct planet.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

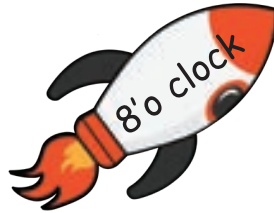
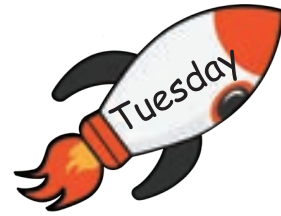
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## LET US LISTEN



Tick the correct one after listening the movie clip.

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

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



## LET US SPEAK

### Is there any place near?

Excuse me, sir.

Is there any hospital near by?

How far is the hospital?

Could you please guide me?

Thank you sir.

Yes, what can I do for you?

Yes, there is a hospital here.

It is not far, may be about 200 meters.

Go straight, take a right at the junction, a few steps ahead you will find the hospital on the right.

You are welcome.

### Structures that are useful to this situation:

How can I help you?  
Could you please tell me the way to \_\_\_\_\_?  
How can I go \_\_\_\_\_?  
How do I get to \_\_\_\_\_?  
Where is the address?

It will take you 10 minutes to walk there.  
It is far.  
You better take auto/bus.  
Can I drop you there? I am going that way.  
Sorry I don't know, please ask someone else.  
Turn right/left.

#### Note to the teacher:

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





## LET US READ



### The Legend of Jaswantgarh



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



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

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

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

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







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

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

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

### Glossary

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

**A. Answer the following questions.**

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

**B. Fill in the blanks.**

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

**C. Say true or false.**

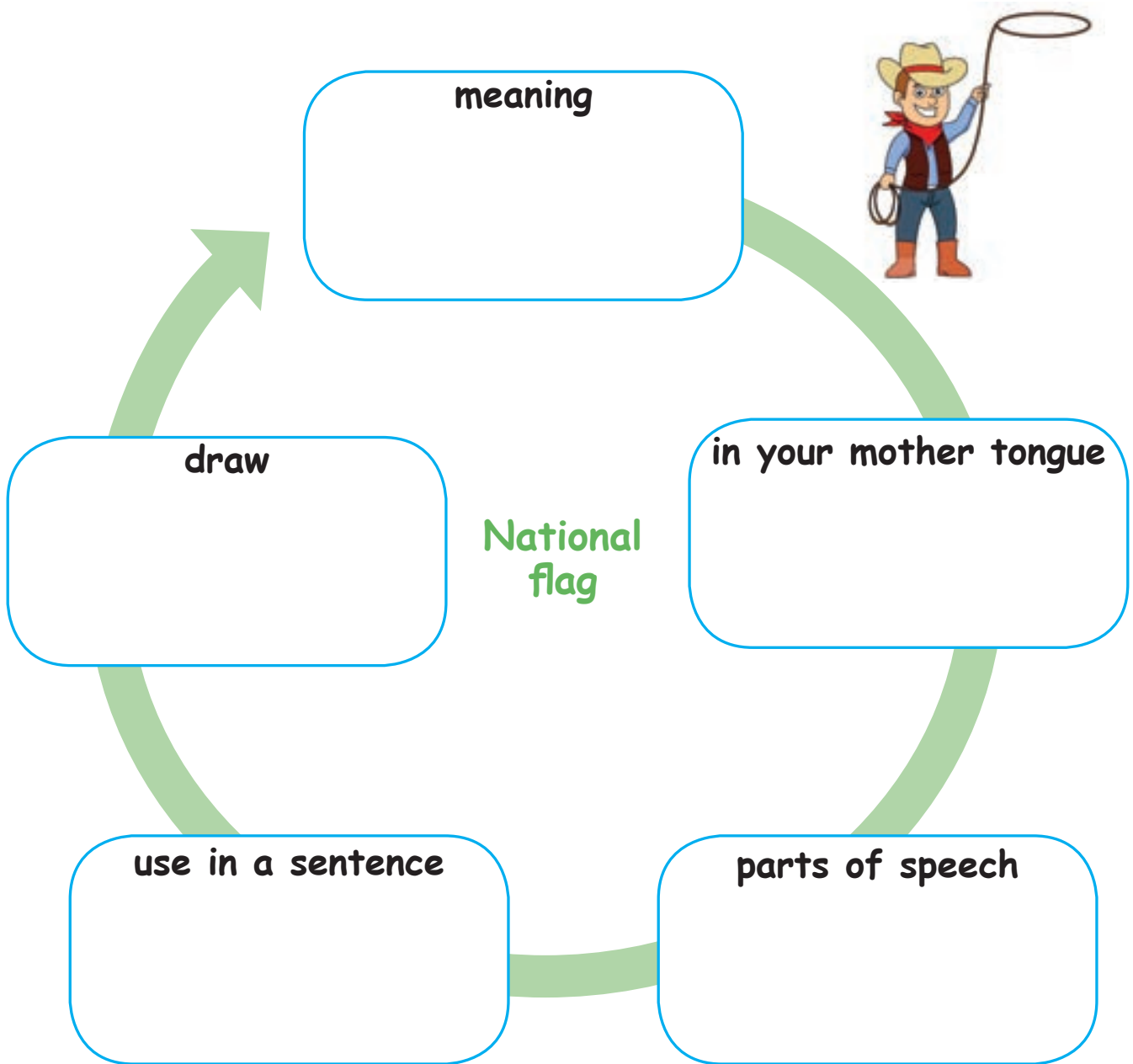
1. Nauranang is in Himachal Pradesh.
2. The battle of Nauranang lasted for three days.
3. Jaswant decided to stay in his post.
4. Jaswant was captured alive.
5. According to the Indian army, Jaswant is still serving.

**D. Rearrange the story in order.**

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



**D. Try your own.**



**E. Speak and win.**

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



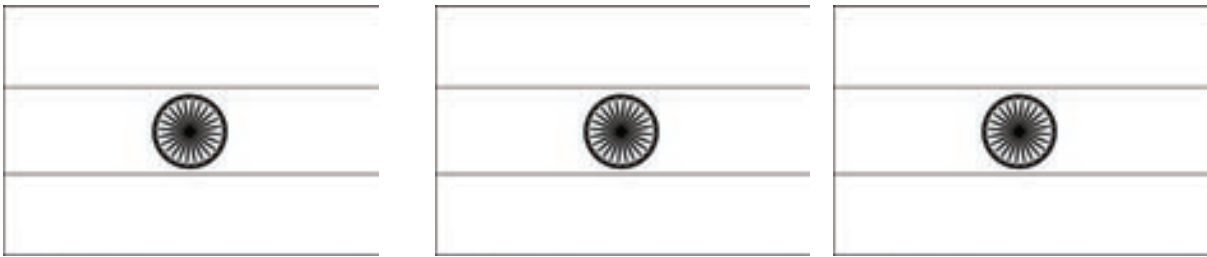
Good morning everyone. Now I am going to speak about Jaswant Singh.....



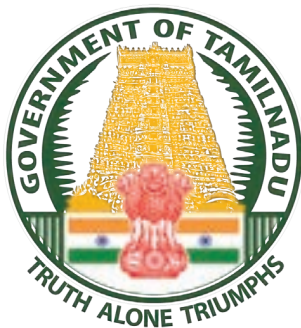
## LET US READ ALOUD

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

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



### B. Choose the picture for the passage.



### C. Answer the following

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



# I Can Do



A. Look at the picture and answer the following.



Name of the object

In your mother tongue



Use in a sentence

B. Divide the following words.

garden      reason      turkey      peanut      skyblue

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

sunset      market      feature      moonlight      purple      creature

D. Recite the poem 'Patriotism'.

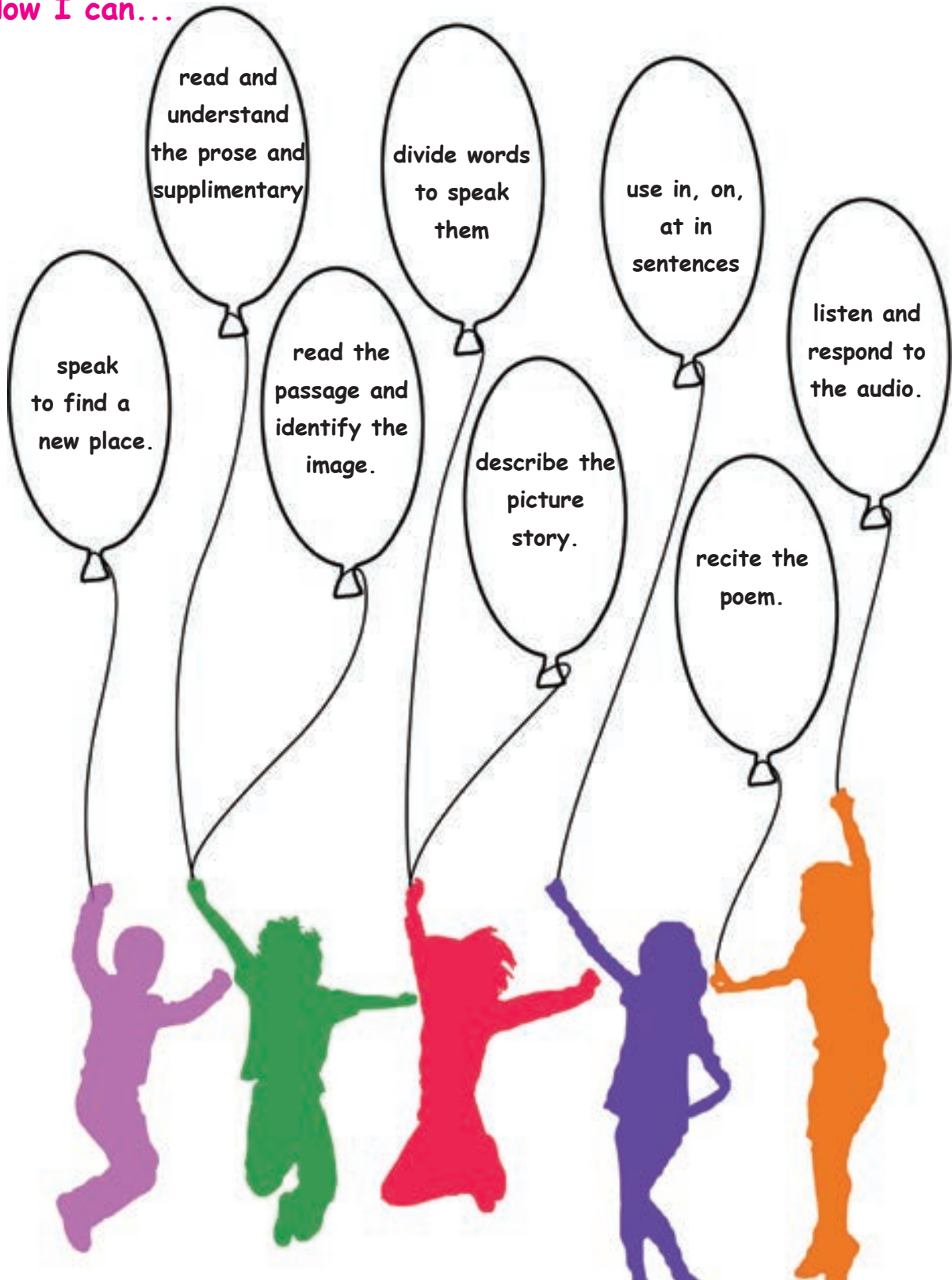
E. Fill in the blanks with **in**, **on**, **at**.

1. She wakes up \_\_\_\_\_ 5 o'clock.
2. \_\_\_\_\_ summer, we have more holidays.
3. We celebrate Independence day \_\_\_\_\_ 15<sup>th</sup> August, every year.
4. He walks usually \_\_\_\_\_ the morning.



## Learning Outcome

Now I can...



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

# Listening passages

## UNIT - 1

### I. Railway announcement (audio in QR Code)

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

## UNIT - 2

### II. Dialogue (audio in QR Code)

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

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

## UNIT - 3

### II. Dialogue (audio in QR Code)

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

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

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

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