

### 8. படைப்புத் திறன்

- பாதிக்கதையைக் கேட்டு மீதிக் கதையைக் கூறி முடித்தல்
- பாடலின் கருத்தைப் புரிந்துகொண்டு அடுத்து வரும் வரிகளைத் தொடர்ந்து எழுதுதல்
- படங்களைப் பார்த்துக் கதை கூறுதல்

இயல் 1, 2, 3  
அனைத்து  
இயல்கள்

### 9. விழுமியங்களை உணர்ந்து பின்பற்றும் திறன்

- பிறர்க்கு உதவுதல்
- பிற உயிர்களிடத்தில் அன்பு காட்டுதல்
- கூட்டுணர்வு
- நட்புணர்வு
- உண்மை பேசுதல்
- நேர்மை
- நன்றியுணர்வு
- தன்னம்பிக்கை
- விடாமுயற்சி
- மொழிப்பற்று
- உழைப்பு
- இயற்கையை நேசித்தல்

அனைத்து  
இயல்கள்

### 10. வாழ்வியல் தேர்ச்சிக்கான திறன்களை அறிதல்.

- தன்னை அறியும் திறன்
- சிக்கல் தீர்க்கும் திறன்
- முடிவெடுக்கும் திறன்
- கூர்சிந்தனைத் திறன்
- இணக்கமான உறவுக்கான திறன்கள்
- உணர்வுகளைக் கையாளும் திறன்

அனைத்து  
இயல்கள்

## தமிழ் – ஐந்தாம் வகுப்பு தமிழ் ஆக்கம்

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திருமானூர், அரியலூர்.

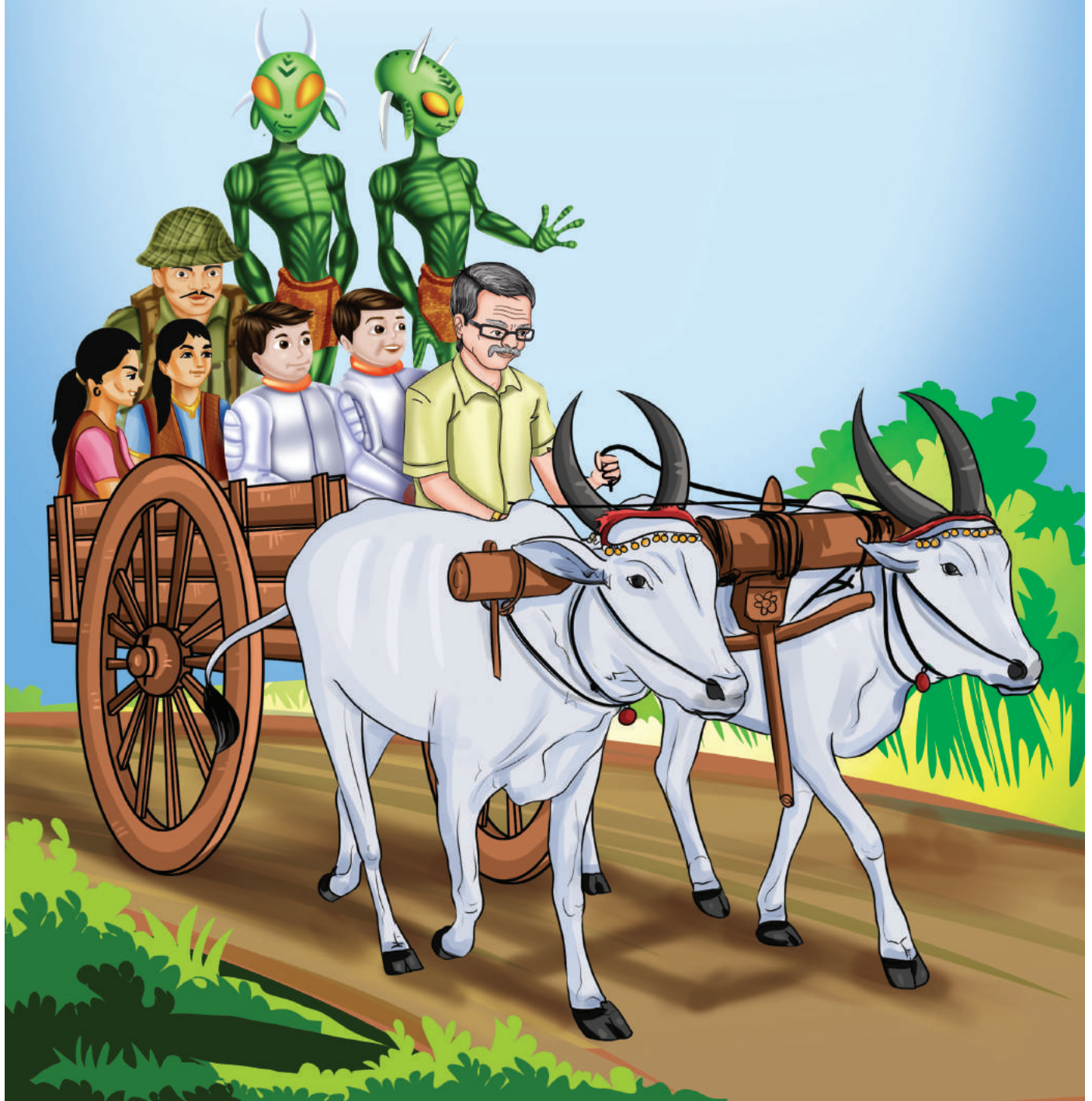
### வடிவமைப்பு ஒருங்கிணைப்பாளர்

ரமேஷ் முனிசாமி

# ENGLISH

## STANDARD FIVE

### TERM-I



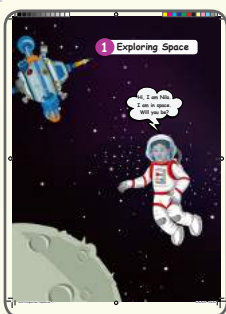


## Preface

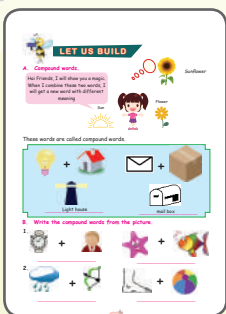
The English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities.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

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

### How to use the textbook?



- The first term English Book for Standard V has three units.
- Each unit is planned for a month.
- Nila introduces the theme of each unit.
- Each unit is designed with the things like space village and patriotismW.
- **My little pictictionary** 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 the language structures through games and activities. It develops listening and speaking skills.
- **Let us sing** provides opportunity for the children to sing rhymes with actions and intonation. It helps children learn new vocabulary contextually.



- **Brainy box** kindles 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.



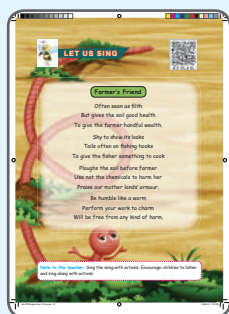
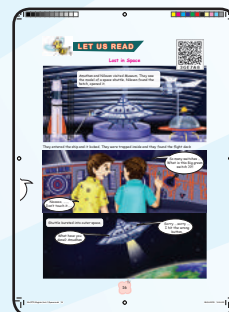




- **Try your own** helps the children develop their vocabulary skills like meaning in English as well as in mother tongue, parts of speech...etc
- **Speak and win** kindles speaking skill in the form of debate and discussion.

### Unit I—Exploring space

- Children are inquisitive and love learning of things that are innovative like space.
- In the story, "Earth, the Desolated Home" we read about the life in Mars.
- In the poem, "Flying Beyond Universe" we learn about the dream of traveling 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 grand parent's house during their holidays.
- In the story, "Trip to my grand parents village" we read about Santhosh's experiences and enjoyments in his grand parents village.
- In the poem, "Farmers friend" we learn about the significance of earth worm.
- In the story, "The farmer and his daughters" we read about three daughters and who possess the ability to do farming.

### Unit III—Our Nation

- Children love their country and to hear Patriotic stories.
- 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 grown with Patriotism.
- In the story, "The legend of Jaswantgarh" we read about the rifle man 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.

### Let's use the QR code in the text books!

- Download DIKSHA app from the Google Play Store.
- Tap the QR code icon to scan QR codes in the textbook.
- Point the device and focus on the QR code.
- On successful scan, content linked to the QR code gets listed.



# CONTENTS

1

Exploring Space

77

2

My Native Place

101

3

Our Nation

127



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e-Book



BYBYRT

Assessment



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Digilinks

# 1

## Exploring Space



Hi, I am Nila.  
I am in space.  
Will you be?







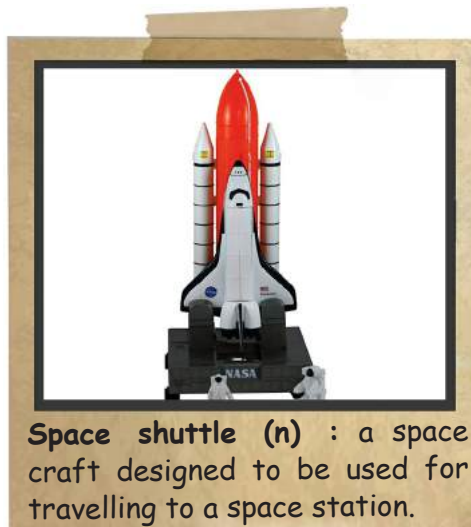
## MY LITTLE Pictionary



**Milky way (n)** : the galaxy that contains our solar system.



**Earth (n)** : the planet on which we live.



**Space shuttle (n)** : a space craft designed to be used for travelling to a space station.



**Solar System (n)** : the sun and all the planets that move around it.

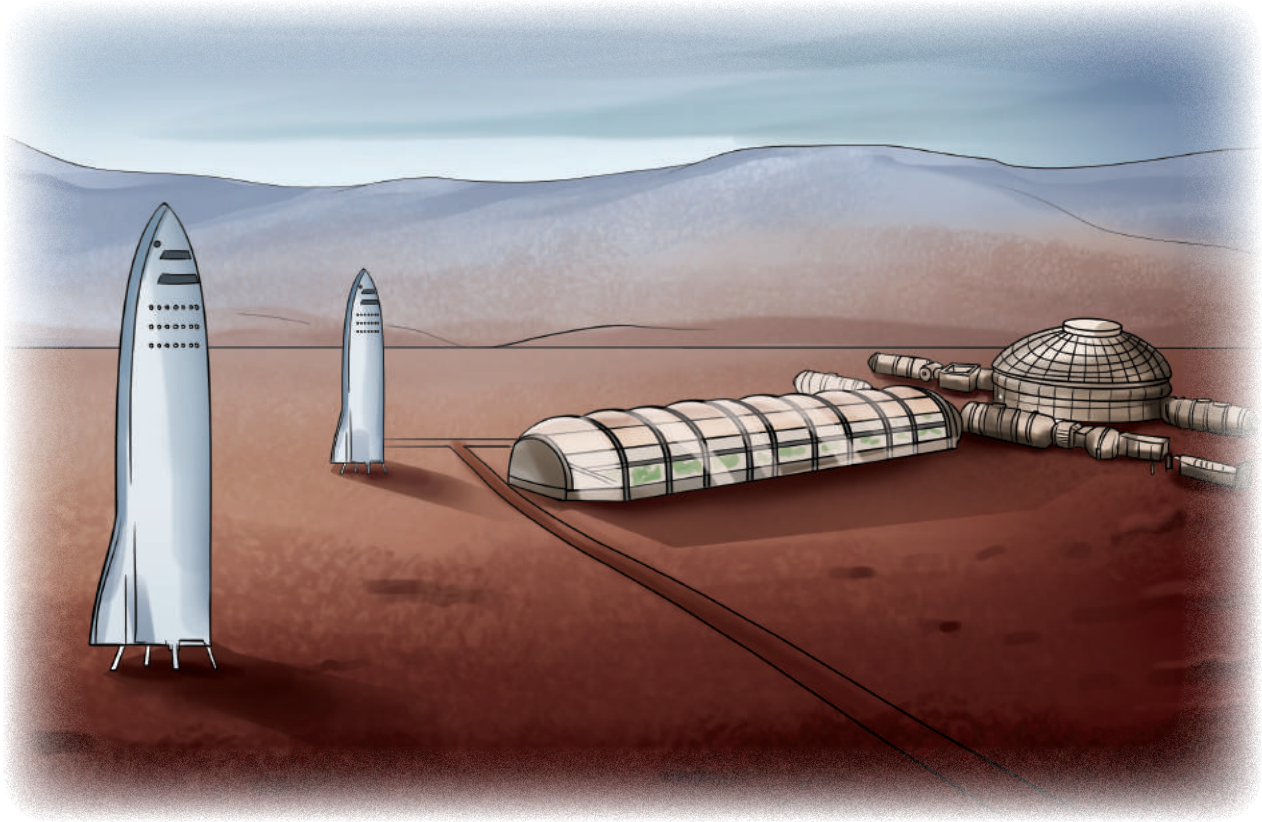


**Universe (n)** : The whole of space and everything in it, including the planets, the stars and galaxies.



## LET US LEARN

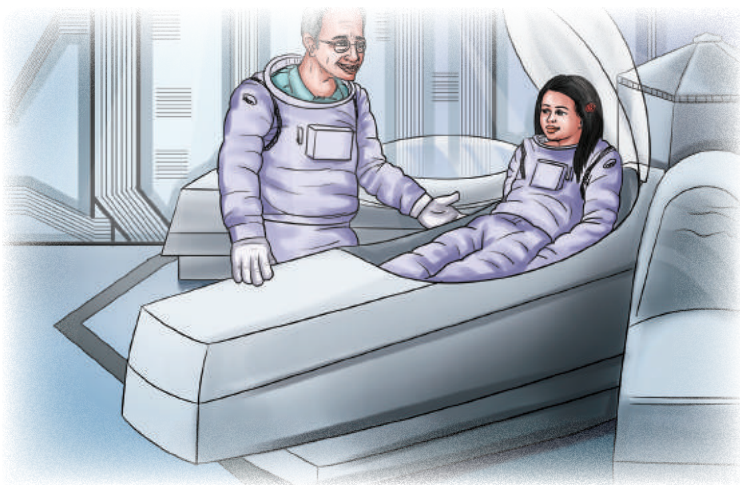
### Earth, the Desolated Home



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, "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 The Earth?"

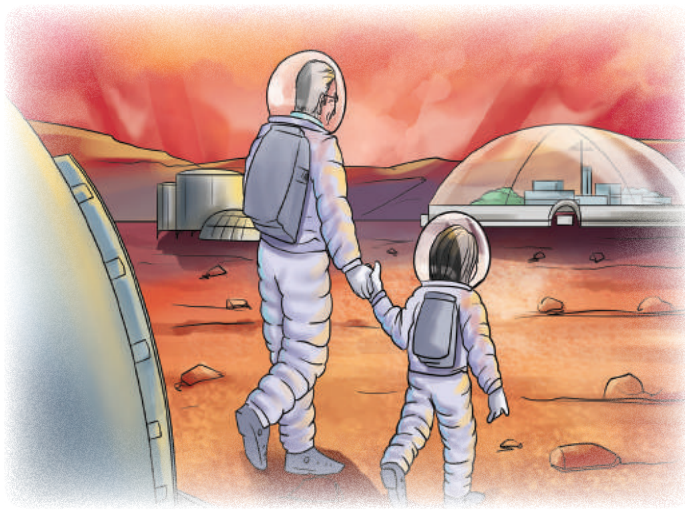
Now, the grandfather was sad, like he is missing the Earth. He said, "The Earth had fertile soil, so the fruits and vegetables grown were healthy and tasty." She asked, "But, I learnt that humans used chemical fertilizers, and polluted the soil. Here, we get unpolluted food and water. Is that correct?"

Grandfather laughed, "Already, I told you. 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, 687 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>sol</b>	Martian solar Day, A Martian day
<b>capsule</b>	a small cylinder shaped bed
<b>hab</b>	habitat, human settlement
<b>fuels</b>	an energy source for engines, power plants or reactors
<b>adapting</b>	modify, readjust
<b>survival</b>	to remain alive
<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   alien   astronaut   Mars

1. Life found on other planets is called \_\_\_\_\_.
2. Some people believe that there might be life on \_\_\_\_\_ planet.
3. I don't live on moon, but I live in \_\_\_\_\_.
4. The person who travels to space is an \_\_\_\_\_.
5. The scientific observer of the celestial bodies is \_\_\_\_\_.

### B. Fill in the blanks.

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

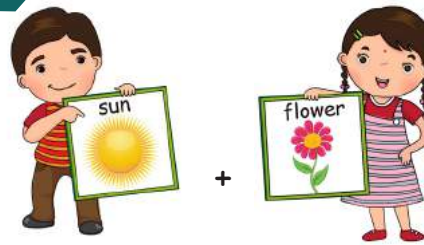
### C. Answer the following questions.

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 water is produced in Mars?
5. In this story, what happened to the earth?
6. What should be done to save the earth?





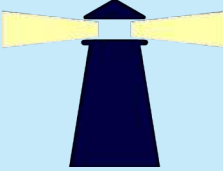
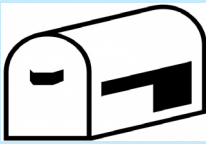


## LET US BUILD

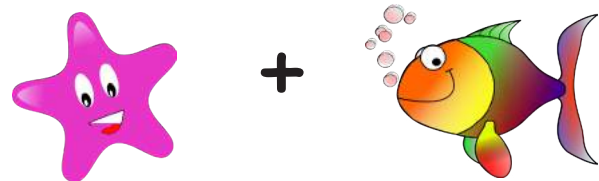
Hi friends, we will show you a magic. When we combine these two words, we will get a new word with different meaning.



These words are called **compound words**.

 light	+	 house	 mail	+	 box
 lighthouse			 mailbox		

A. Write the compound words from the picture.





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

1. news + paper = newspaper



2. wheel + \_\_\_\_\_ = \_\_\_\_\_



4. basket + \_\_\_\_\_ = \_\_\_\_\_



**C. Match the compound words.**

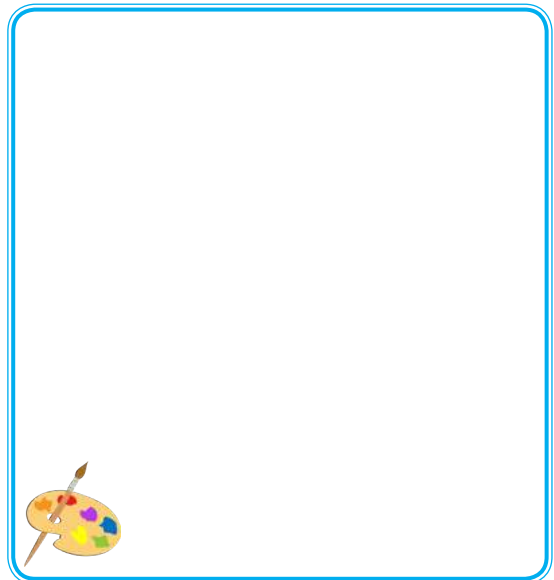
1.  -  = 

2.  -  = 

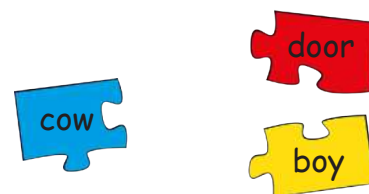
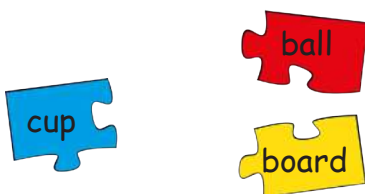
3.  -  = 

4.  -  = 

**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>marveling</b>	something that causes wonder
<b>resembles</b>	to be like or similar to
<b>marbles</b>	a little ball of glass or clay, used by children to play
<b>hurdling</b>	racing over the barriers
<b>further</b>	to move ahead

## LET US UNDERSTAND

### A. Match the planets and its feature.

1. Mars - blue ice gaint
2. Saturn - rolling on its axis
3. Jupiter - red planet
4. Uranus - ring and moons
5. Neptune - red storm

### B. Answer the following questions.

1. where is the poet flying to 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

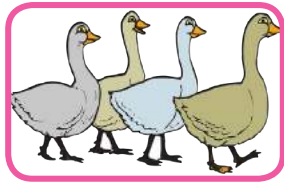


A band of musicians

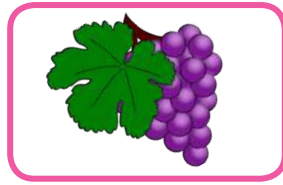


An army of ants

A. Write the collective names.



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



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

B. Match the picture with the collective nouns.

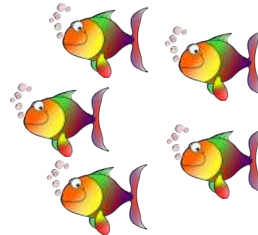
1. A **flock** of goats

-



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 a lot of anger.

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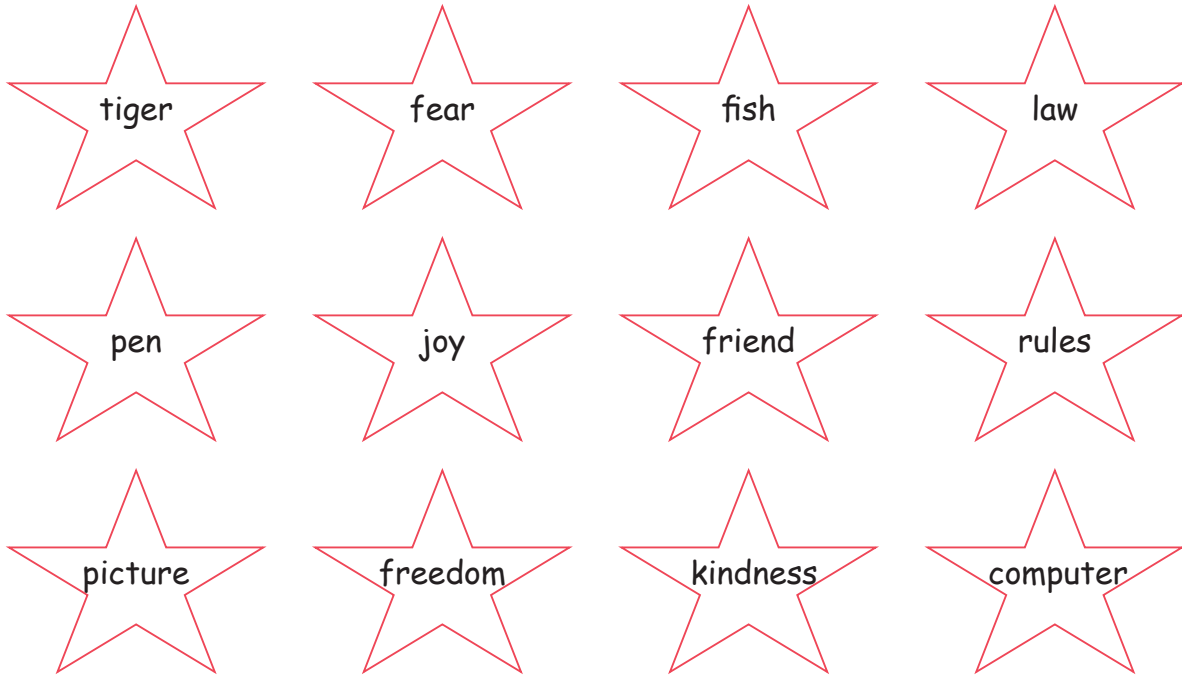
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Colour the stars with the Abstract Nouns.



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 question. The listening passage is given at the end.





## LET US SPEAK

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

Dialogue 1 (Girl to Uncle):  
Hello uncle, please come in.  
I am fine uncle, please take your seat.  
He is taking bath. Wait uncle, I will inform him.  
Can I get you some coffee to drink?  
Then how about some buttermilk uncle.  
Here is your buttermilk uncle.  
You are welcome uncle.

Dialogue 2 (Uncle to Girl):  
How are you Mozhi?  
Thank you. Where is your dad?  
It's okay ma. Let him come.  
Thanks ma, but I had coffee just now.  
That would be nice.  
It is really nice, thank you ma.

### Structures that are useful for this situation.

Structure 1:  
Is your dad home?  
Call your dad.  
Inform your dad that I am here.  
I want to see your dad.

Structure 2:  
Whom do you want to meet?  
He is not home.  
He has gone outside.  
He is out of town.  
Wait he will come in two minutes.  
Dad someone has come to see you.

**Note to the teacher:** Make the children practice 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 space suit!

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

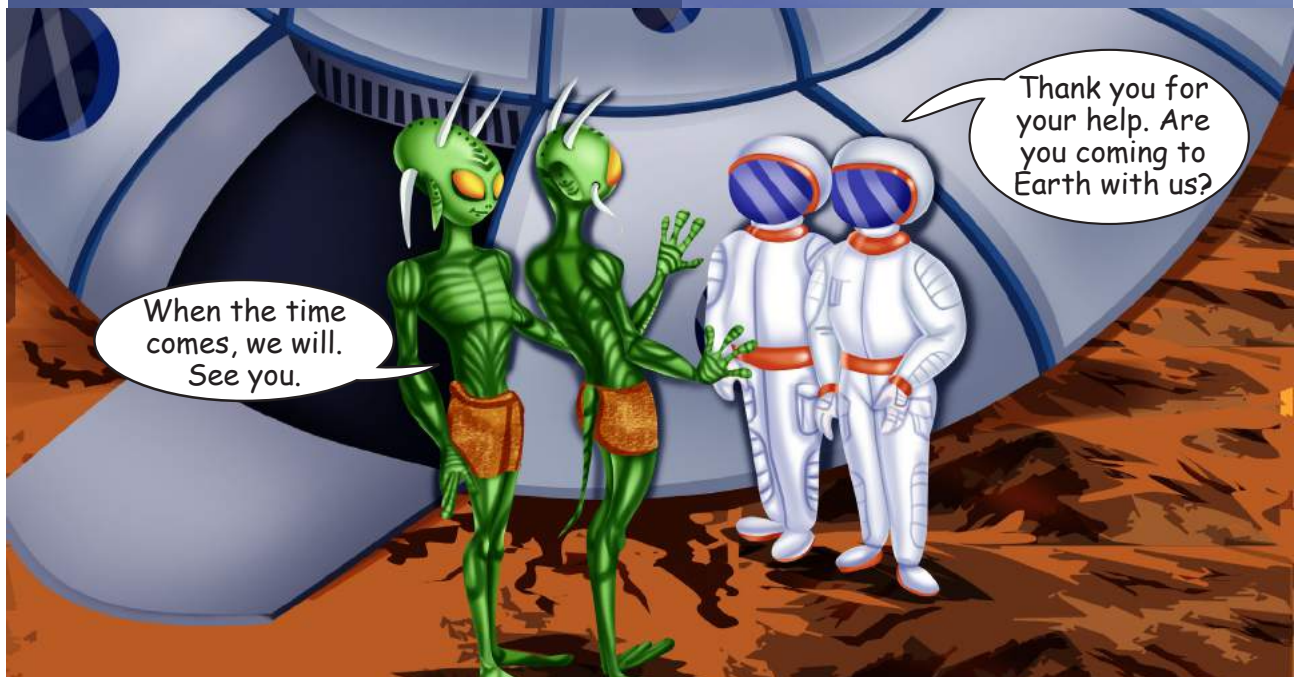
Look at those lights. It is coming towards us.

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 vtheir suits and rest.





## LET US UNDERSTAND

### A. Say true or false.

1. Amuthan locked the door behind him.
2. Nilavan unknowingly started the space shuttle.
3. The blue lights seen through 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."

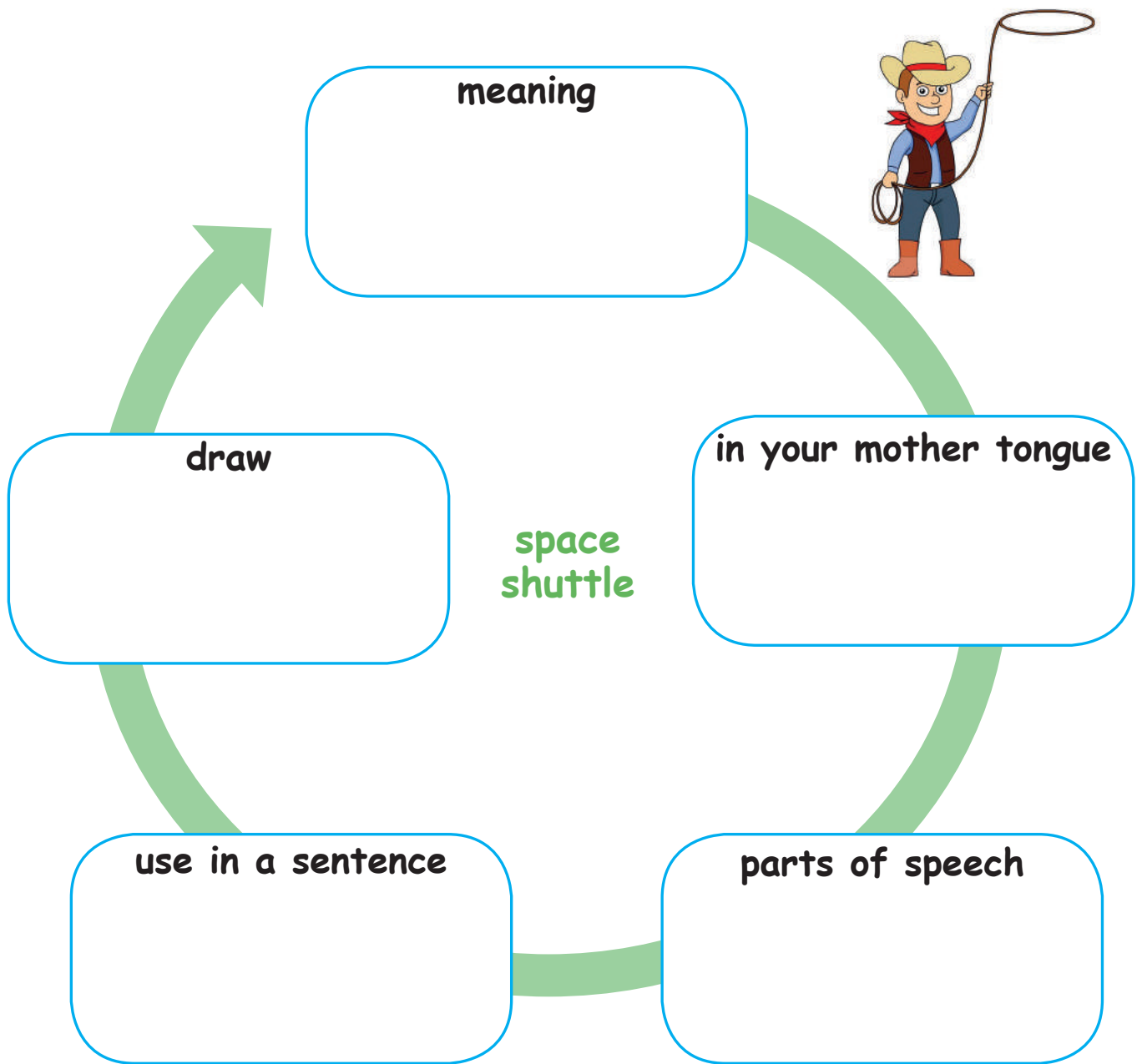
4. "I am fine. we must wear the space suit."

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 boy's 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 Earth  
because.....

**Group B**

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

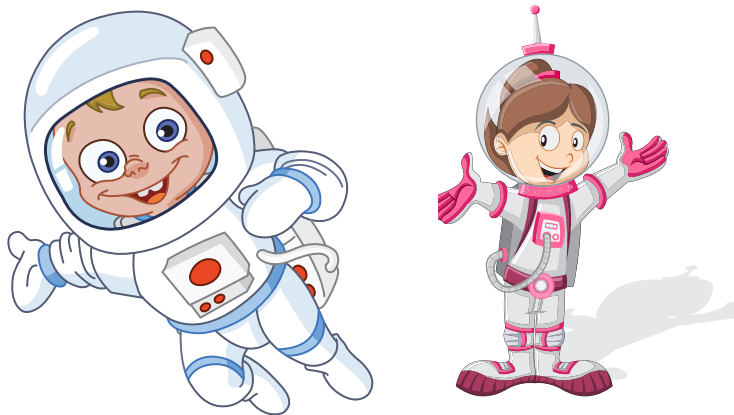
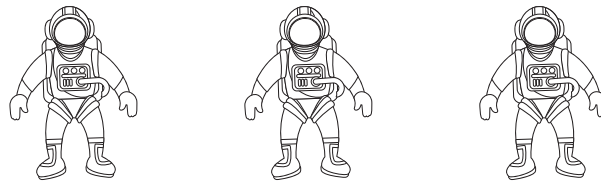




## LET US READ ALOUD

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

A space suit is like a spaceship built for one. A space suit 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.



Complete the sentences.



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

A space suit is like a \_\_\_\_\_.

A space suit allows us to \_\_\_\_\_.

A space suit protect us from \_\_\_\_\_  
and \_\_\_\_\_.

Circle the things that the space suit 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 31st. 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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---

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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.

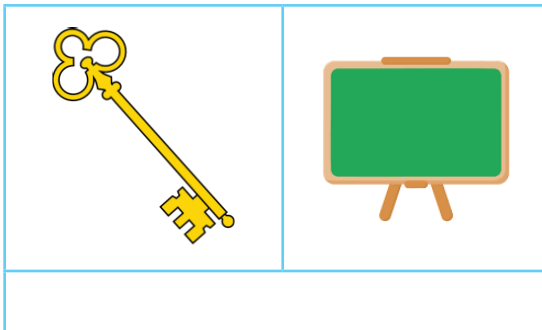


Name of the object

In your mother tongue

Use in a sentence

B. Write the compound words from the pictures.



C. Use the clues and complete the compound words.

cow + \_\_\_\_\_ = \_\_\_\_\_



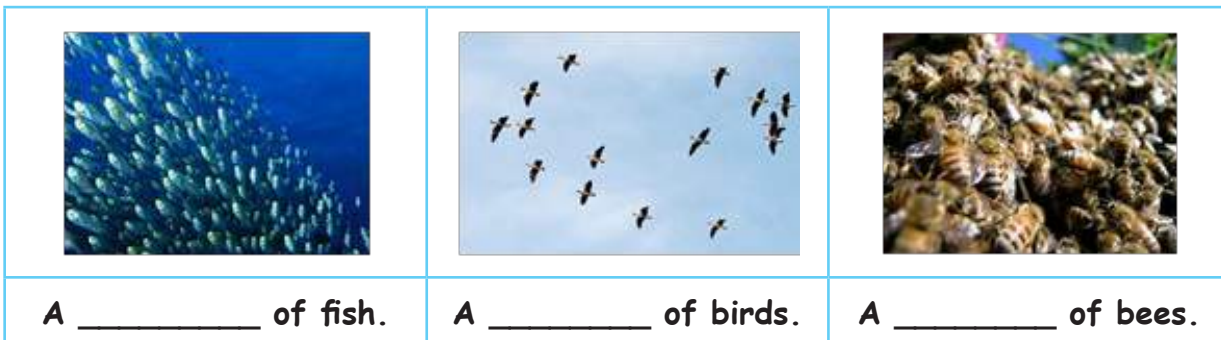
rain + \_\_\_\_\_ = \_\_\_\_\_



D. Recite the poem 'Flying beyond the universe'.

E. Fill in the blanks with the collective noun.

Swarm      shoal      flock



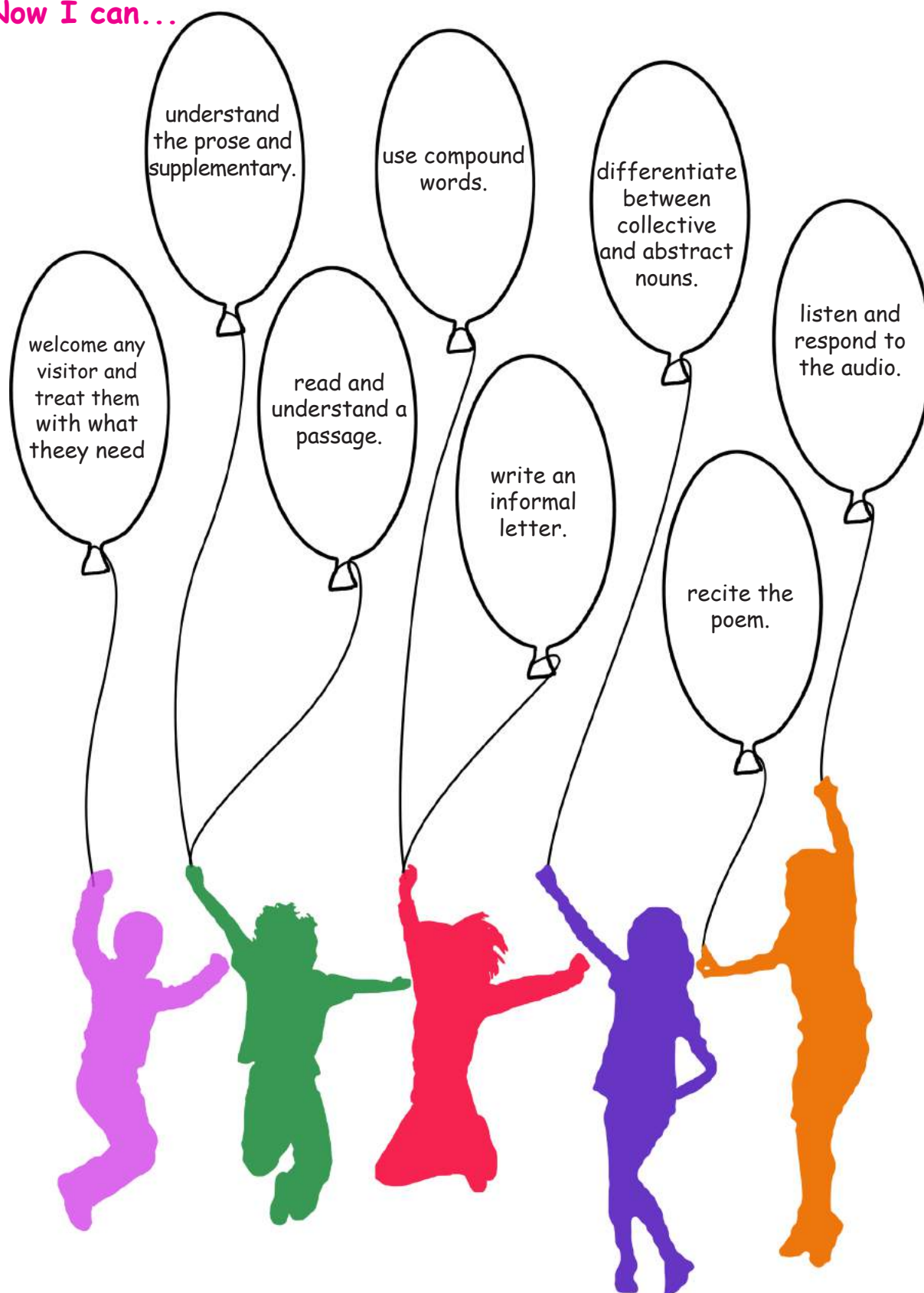
F. Circle the abstract noun.

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

Hi, I am Nila.  
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 earth 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 Grand Parents Village

It is summer. Santhosh' vacation has started. His parents are going to Sirumalai, his 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 grand parents' village. I will meet my grand parents 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 has 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 pleasing. 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.

When 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:

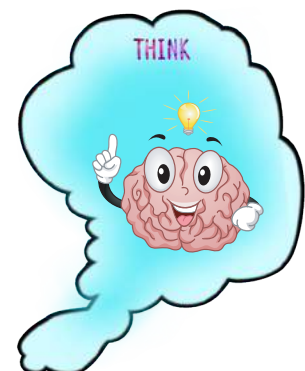
Paavai takes me to the village pond. There are many children splashing around in the pond. Some boys are climbing to the top of the tall tamarind tree. Girls are playing hide and seek near the big banyan tree.

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 grand parents' 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	great in number
pebble	a kind of stone
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 when he went to the river?
6. How does Santhosh know that the river is 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** or **an** to **en**.



Tooth



Teeth



Foot



Feet



Woman



Women



Man



Men

3. Irregular plurals



Child



Children



Ox



Oxen



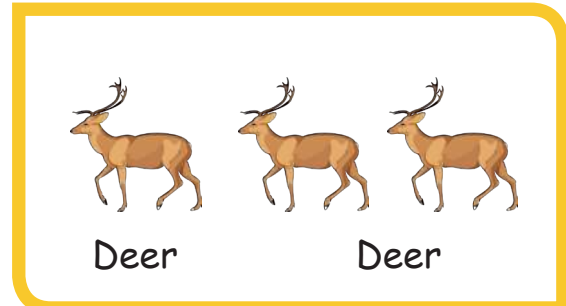
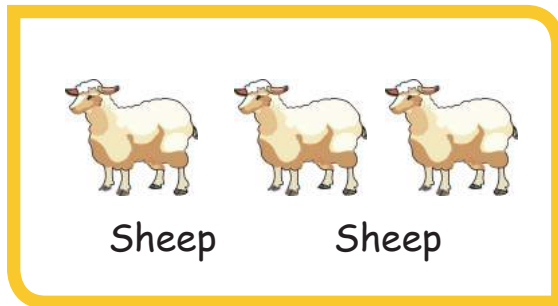
Mouse



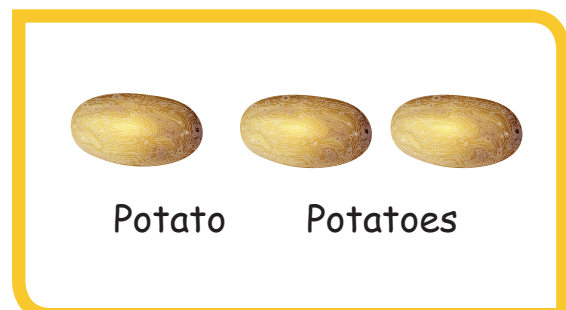
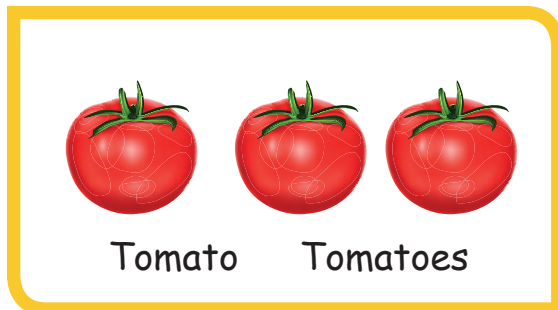
Mice



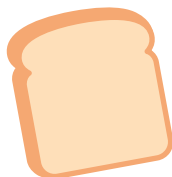
4. Some nouns are identical in both the singular and the plural forms. Many of these are names of animals.



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



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



Loaf

Loafs

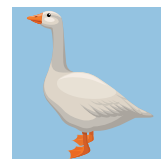
Loaves



Fish

Fish

Fishes



Goose

Geese

Goose



Mouse

Mice

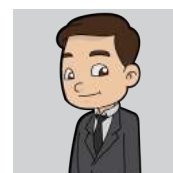
Mouses



Child

Child

Children



Man

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 mother land'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.

## Glossary

filth	dirt, ugly
ploughs	tills
humble	not proud
toils	work extremely hard
harm	making 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 house.	You <b>were going</b> to house.	He <b>was going</b> to house.
	We <b>were going</b> to house.	She <b>was going</b> to house.
	They <b>were going</b> to house.	It <b>was going</b> to house.

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.

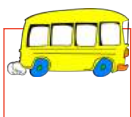
**Give the correct verb form for following sentences.**



I was reading the poem.



They \_\_\_\_\_ (write) the poem.



It \_\_\_\_\_ (go) to Delhi.





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



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



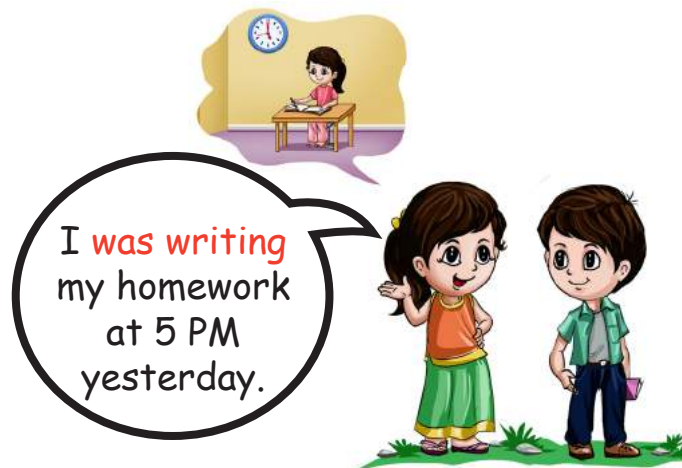
He \_\_\_\_\_ (watch) movie.



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

Let us see when to use the past continuous tense.

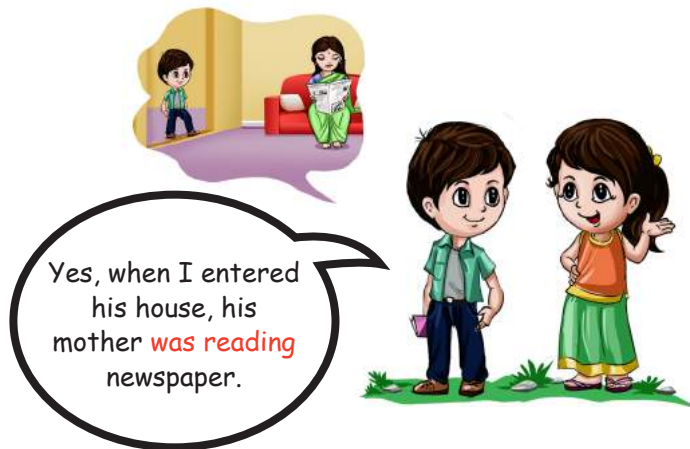
**At some point in the past.**



**Parallel Actions.**



## Interrupted action in the past.



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

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

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

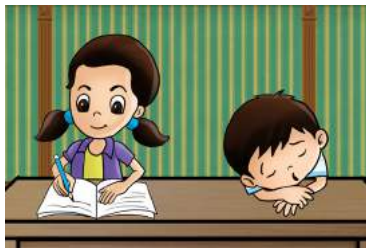
We \_\_\_\_\_ mango.

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 verbs. Those are

Present

Past

Past Participle

Present Participle

go  
goes

went

gone

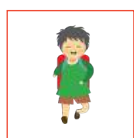
going

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

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

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



I will be waiting for you.



We \_\_\_\_\_ (drink).



They \_\_\_\_\_ (come).



He \_\_\_\_\_ (do).



It \_\_\_\_\_ (play).



She \_\_\_\_\_ (swim).



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.

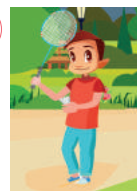


1. Uma \_\_\_\_\_.
2. Her brother \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

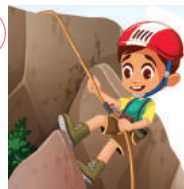
1



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 speking 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 |

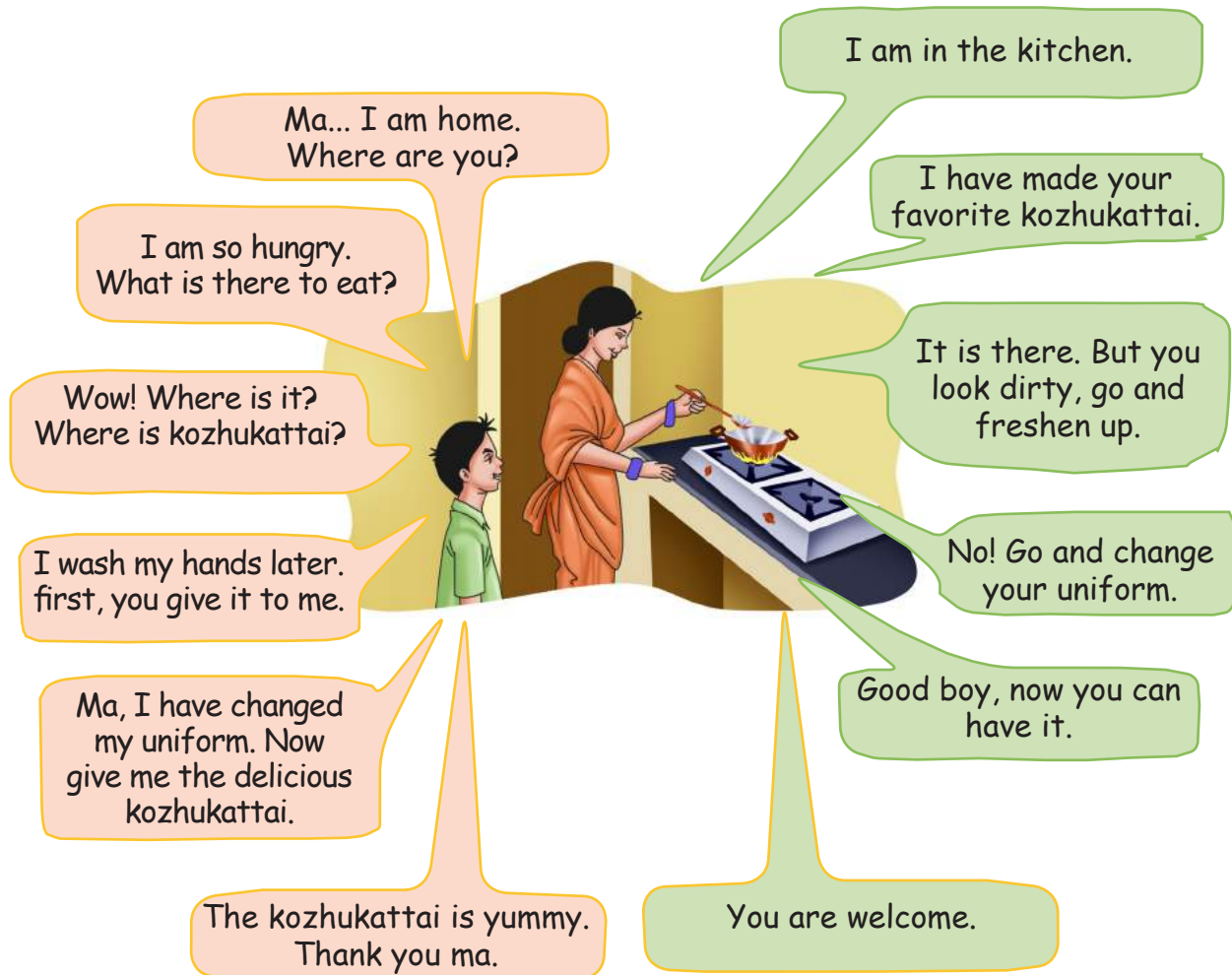
**Note to the teacher:**

Scan the QR code to listen to the audio. Let the children listen to the audio and answer the question. 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.

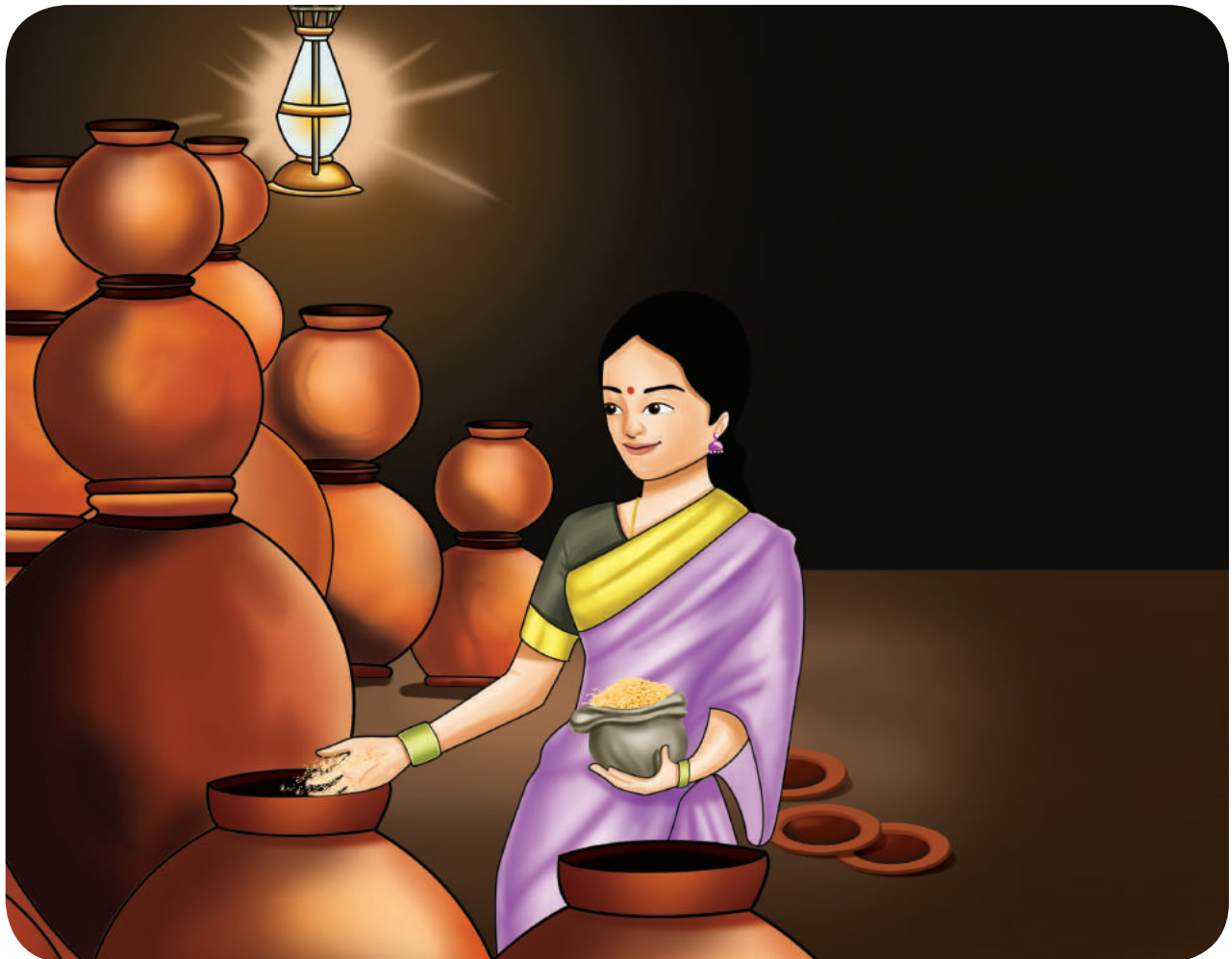
After one year the daughters came back to their father's house. The farmer welcomed all of them.

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 with the picture.

mixes for community  
food service

sows the grain

feeds the birds



### B. Fill in the blanks.

feed

three

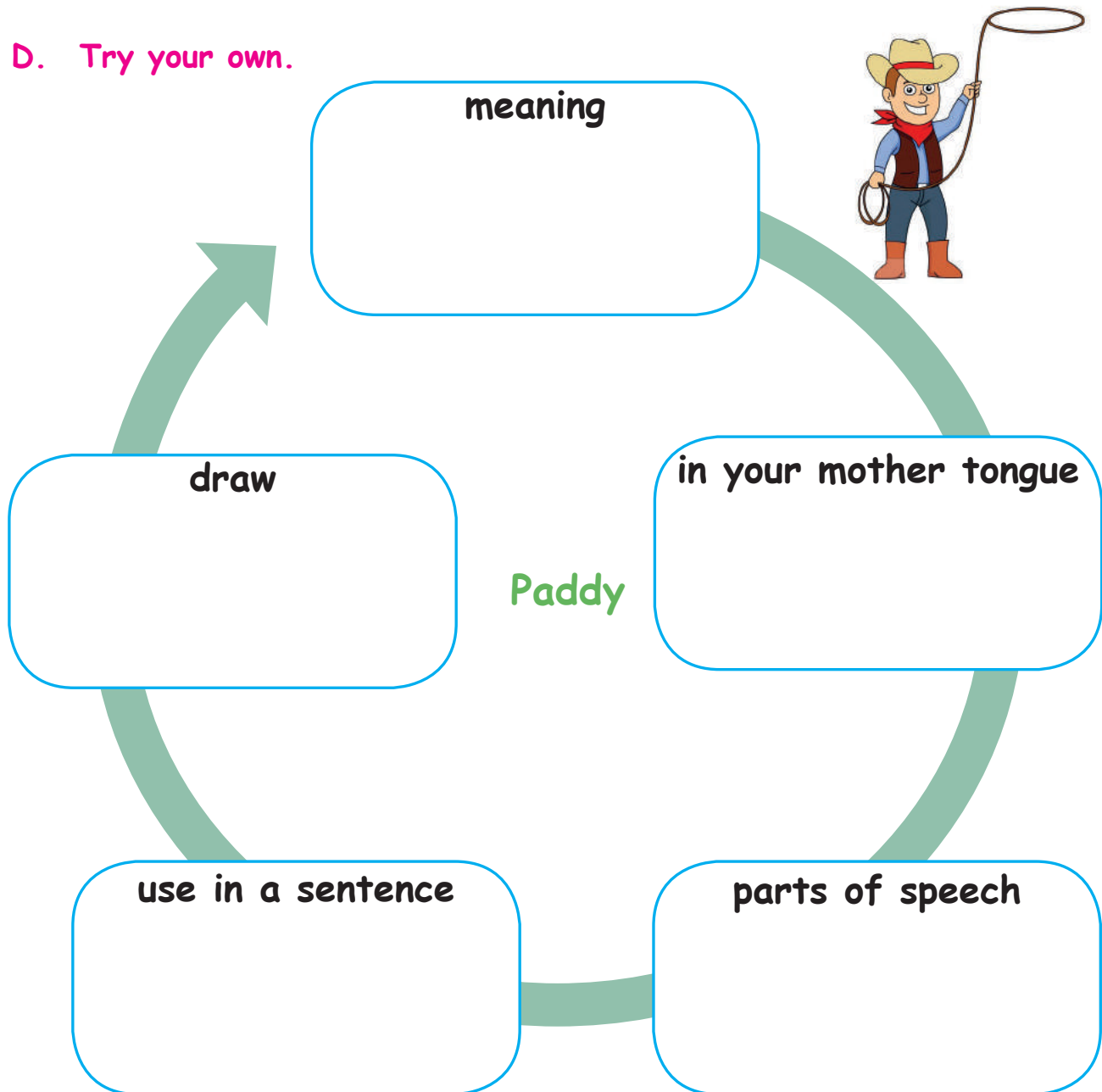
millet

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

### C. Answer for 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?

**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.**





## LET US WRITE

### My Autobiography

Make the children write their own story, following questions will help them to write. Ask them to gather from their parents before writing and ask them to give a title.

1. When were you born?
2. Where were you born?
3. What is your father's name and what is he?
4. What is your mother's name and what is she?
5. What is your birth order?
6. Do you have any nickname, if yes, reason for that?
7. An interesting incident that happened in your life.

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**Note to the teacher:** Give the same kind of information of a famous person and make them write the Biography in simple language for their Portfolio.

# 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 correct forms for the past continuous tense.

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

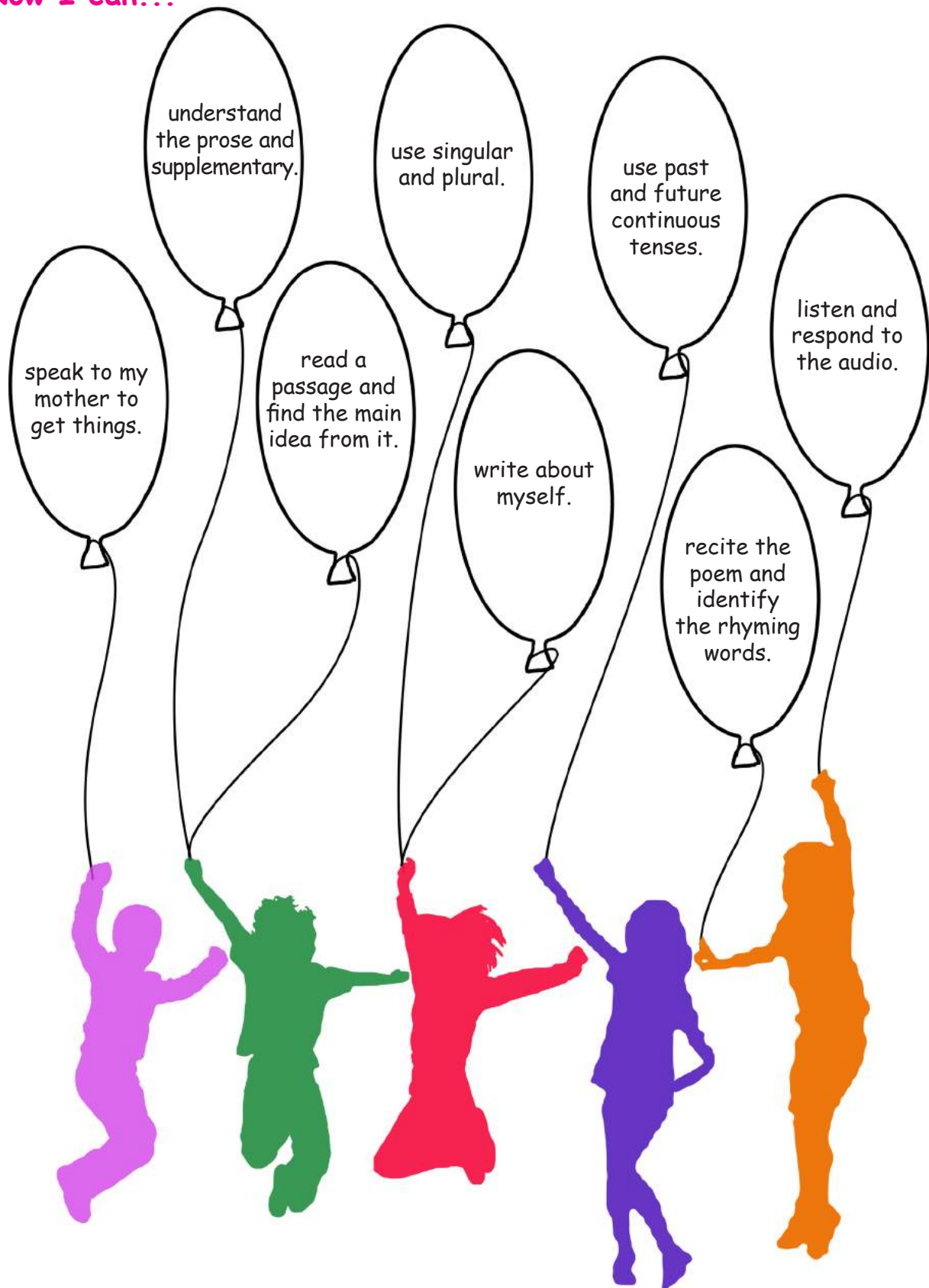
2. They \_\_\_\_\_ when I arrived there. (play)

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

Hi, I am Nila.  
I love my country.  
So I keep it clean.  
Do you?





## MY LITTLE Pictionary



**Amar Jawan Jyoti (n)** : an Indian memorial constructed after the India - Pakistani 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



Anand 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 be stopped?

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 treat 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>munching</b>	eating something steadily
<b>wreath</b>	flowers arranged in a ring, for lying on a grave
<b>ceremony</b>	a formal event to celebrate an anniversary
<b>memorial</b>	a structure established to remind of a person 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 \_\_\_\_\_.
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 easier. 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**

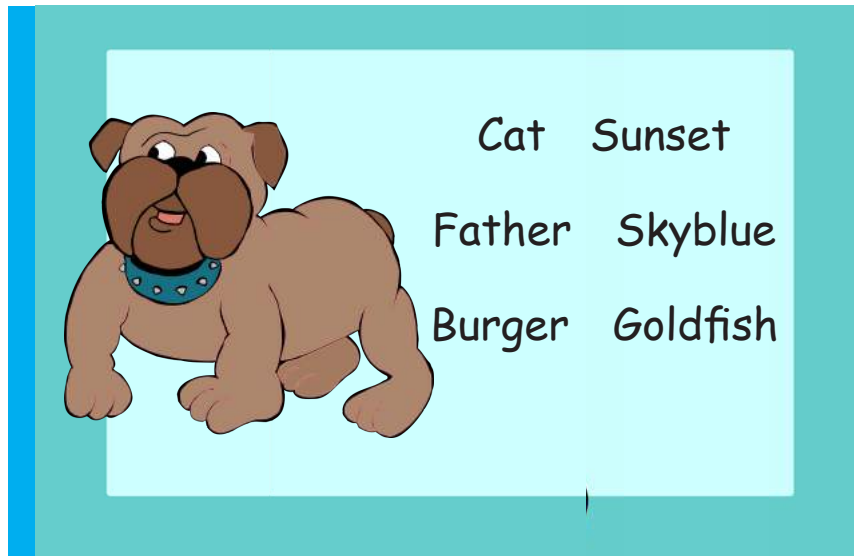
If **r** is preceded by a vowel, then divide after the **r**.

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

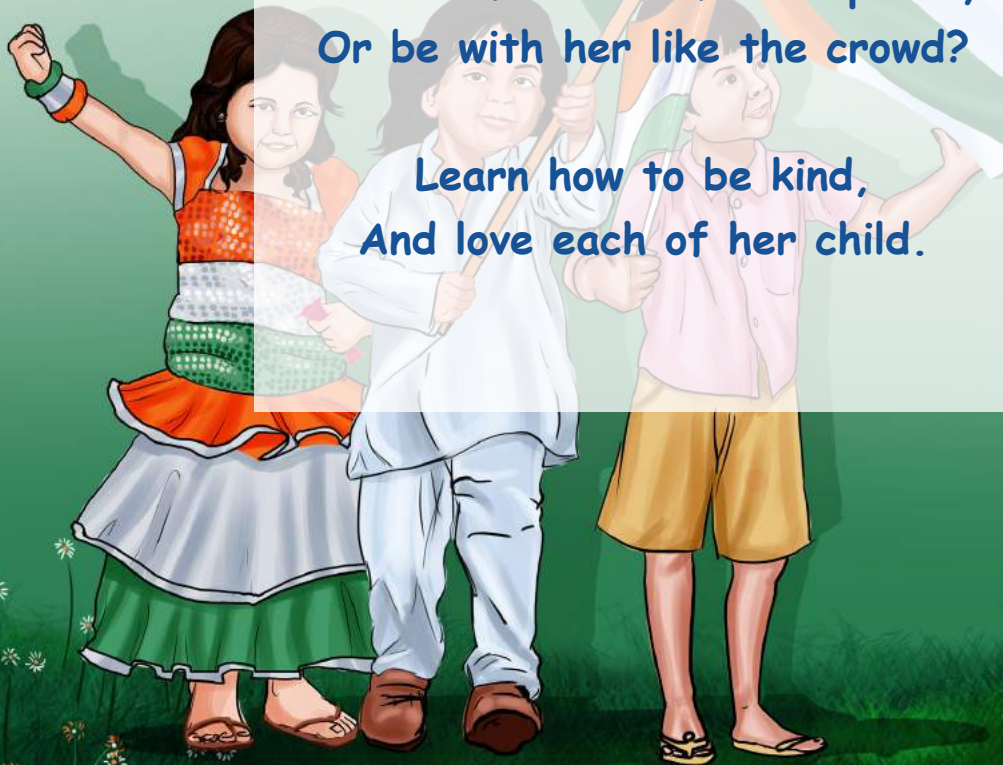


Will we live in a country,  
Without inner boundaries?  
Will we treat everyone alike,  
Or will we show our dislike?

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   | - | _____ |
| core in | - | _____ |
| 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.

on	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.

in	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.

at	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
in		at		on

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 22nd of march, in 2019.

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

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



Help the space ship reach the correct planet.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

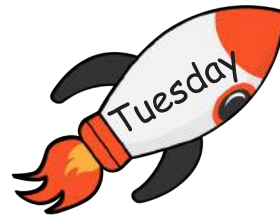
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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 question. 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 one 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 to go to \_\_\_\_\_?  
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:

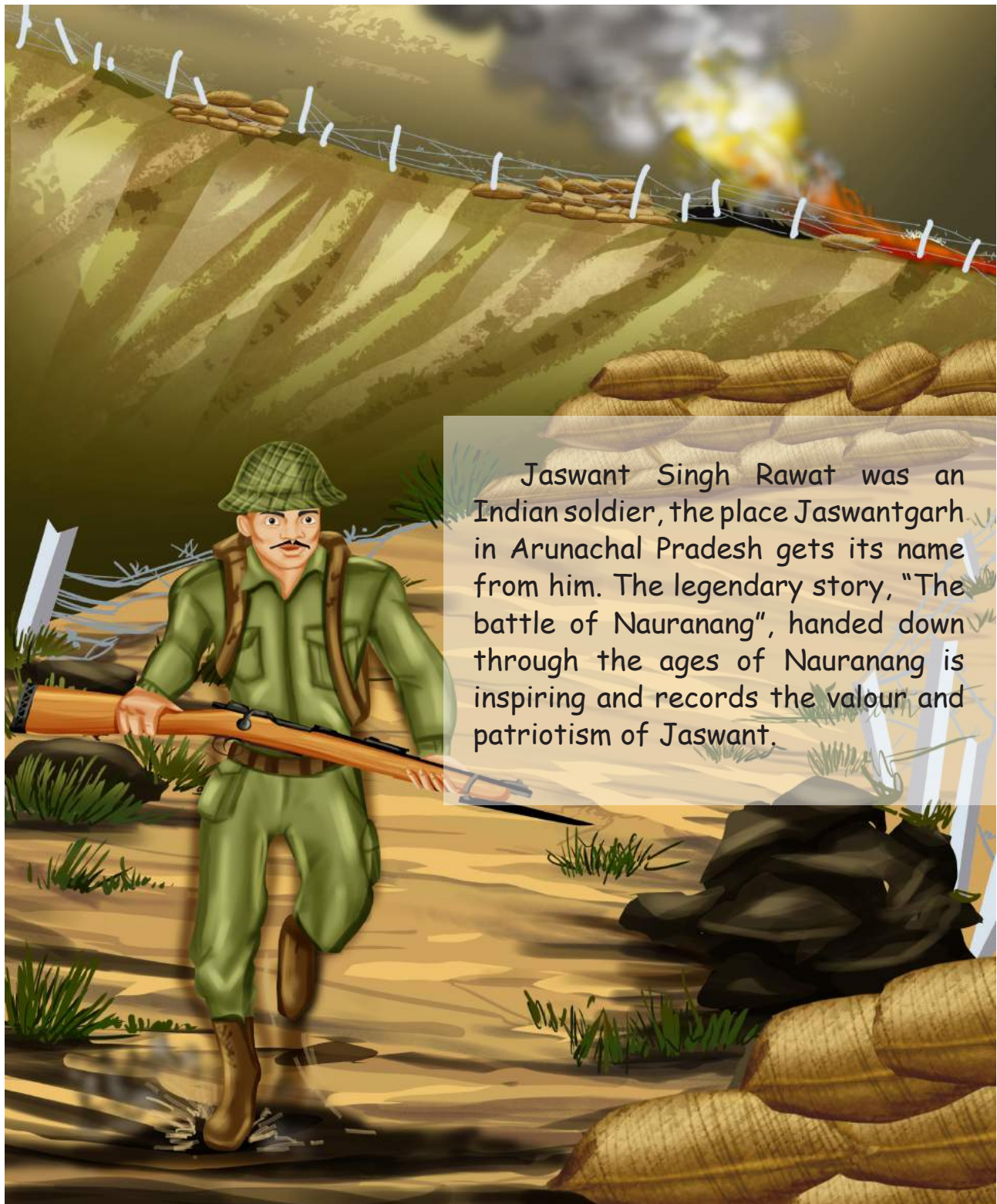
Make the children practise the given structures thoroughly and give them different scenarios to practise.



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 5.00am, 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 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 village girls had fooled the Chinese. They were shocked and furious. They surrounded Jaswant Singh and launched a 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>Garwal</b>	an administrative division in Uttarakhand
<b>regroup</b>	to organize in a new tactical formation
<b>reinforcement</b>	additional army to support
<b>Monpa tribe</b>	a tribal group in Arunachal Pradesh
<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 two \_\_\_\_\_ tribal girls.
4. Jaswant managed to kill \_\_\_\_\_ Chinese soldiers.
5. Jaswant Singh Rawat was awarded \_\_\_\_\_.

**C. Say true or false.**

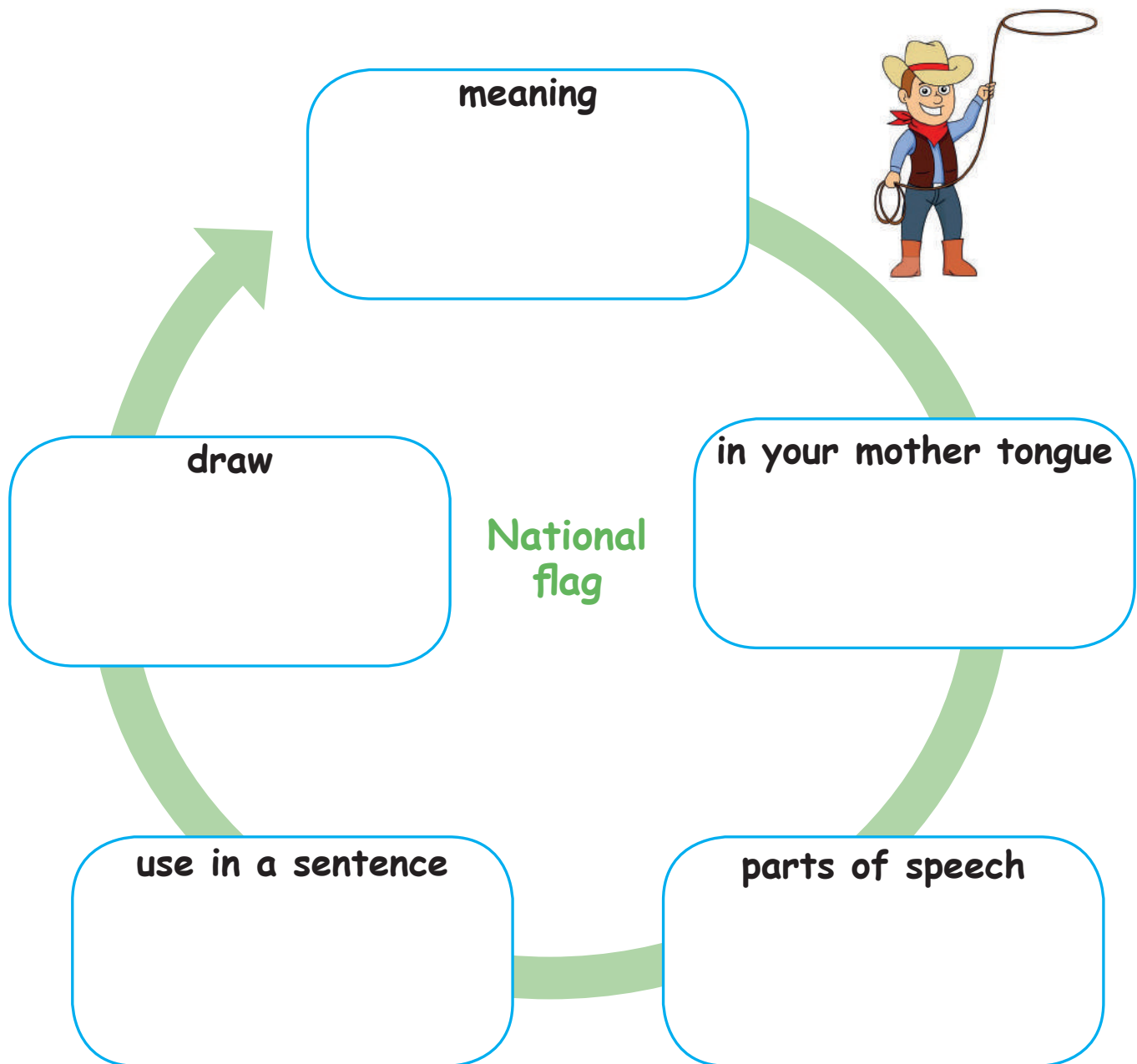
1. Nauranang is in Himachal Pradesh.
2. The battle of Nauranang lasted for three days.
3. Jaswant decided to stay in his post.
4. Jaswant was captured alive.
5. According to the Indian army, Jaswant is still serving.

**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.

<input type="checkbox"/>
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**D. Try your own.**



**E. Speak and win.**

Collect more information about Jaswant Singh and the incidents and speak it in front of your class.



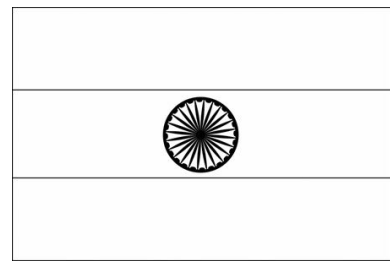
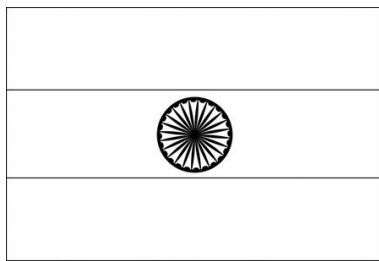
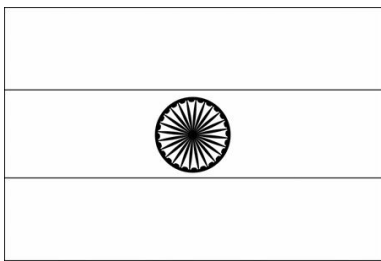
Good morning everyone. Now  
I am going to speak about  
Jaswant Singh.....



## 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?





## LET US WRITE

Write the hungry fox story on your own by looking at the pictures and using the clues given under each picture.



There, it, was, searched,  
a fox, in forest, hungry,  
very, tired, Food, every  
where.



It, saw, wanted, jumped,  
grape plant, to eat, high,  
to pluck, the fruits, Many  
times.



It, The fruit, I, couldn't  
reach, gave up, said, don't  
want, would be, the fruits,  
trying, to himself, sour.

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# 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

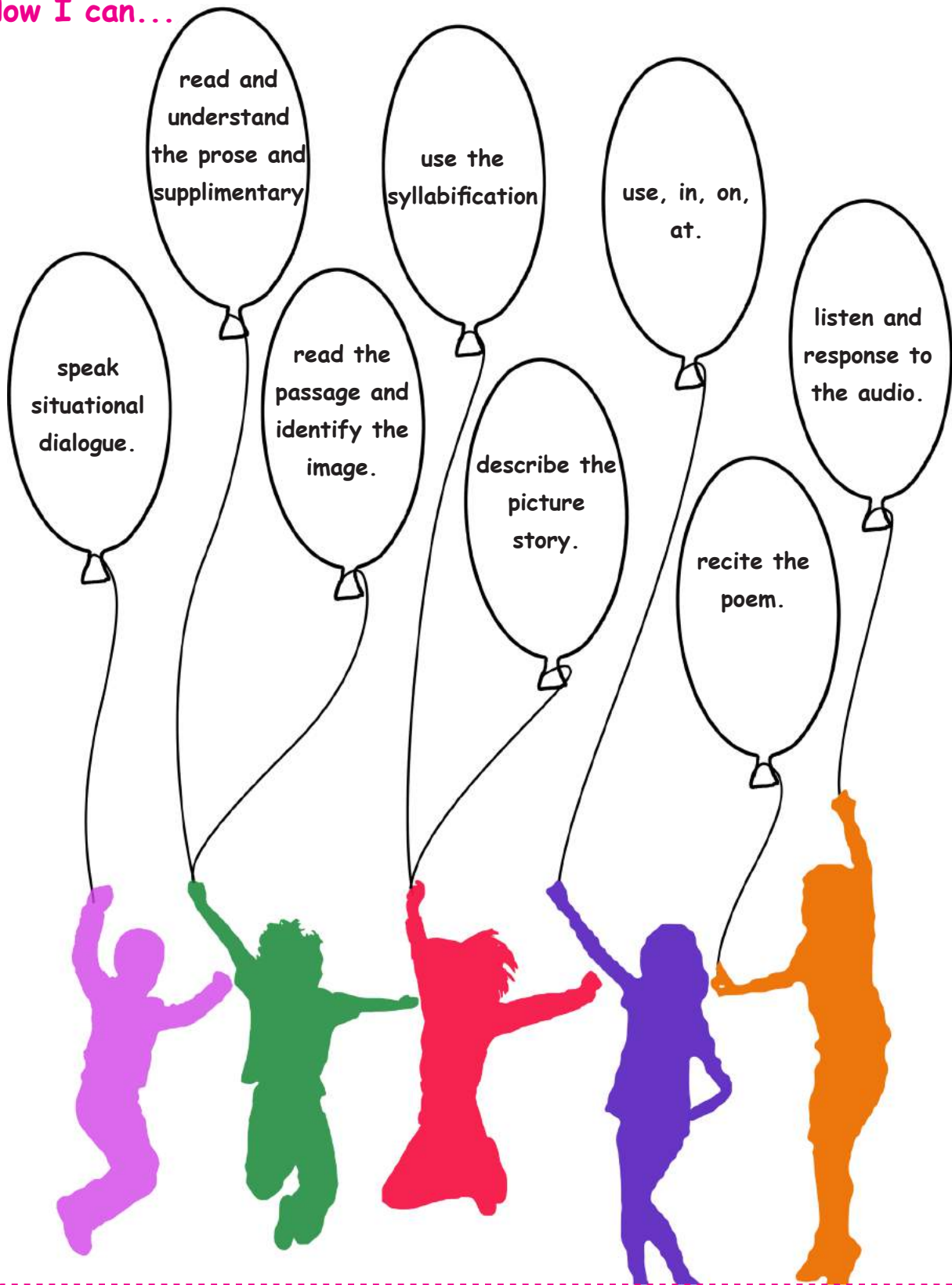
D. Recite the poem 'Patriotism'.

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 \_\_\_\_\_ 15th 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 cause is deeply regretted.

## UNIT - 2

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

Kothai: Hai Akshaya, how are you?  
Akshaya: Hello Kothai I am fine and what about you?  
Kothai : I am also fine, okay meet me 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 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: oop! 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 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.



# English – Standard Five, Term - I

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