

# ENGLISH

## STANDARD FIVE TERM - I

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## FOREWORD

Equity in education is the greatest revolution that is set to achieve Mahatma Gandhiji's mission for powerful India. Education is drawing out the best in the children. Every child is endowed with abundant skills and talents. This innovative educational scheme would unfold the enfolded natural gifts in every child.

Learning is a multi-polar process in which the learner, his / her peers, teachers, parents and the entire environment are involved. English language leaning through the 'Samacheer Kalvi Murai' Caters to the needs and aspirations of the child without discrimination and is set to be effected naturally and spontaneously by providing experiences drawn out from their immediate environment, classroom home and society.

Teachers, the architects of superpower India are entrusted with this noble, creative task. They need to be competent, resourceful and dedicated. Text books are tools in their hands in facilitating to bring about desirable changes in children by virtue of knowledge, skill, aptitude, attitude, personality etc. They are embedded with lot of palatable activities, insightful exercises, purposeful projects and vicarious visuals which are to bring in self learning through self expression and effective communication. The educational endeavour would really turn the phase of learning into joyful (இனிமை), simple (எளிமை) and innovative (புதுமை).

Textbook Team

## Note To The Teacher

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

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

### 1. Let us Listen:

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

### 2. Let us Speak:

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

### 3. Let us Read:

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

#### 4. Let us build up Vocabulary:

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

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

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

#### 5. Let us Write:

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

#### 6. Let us learn Grammar:

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

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

#### 7. Underlying themes:

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

Unit-1 : Saving our earth and environment.

Unit-2 : Nurturing good human values.

Unit-3 : Inculcating healthy habits.

Unit-4 : Promoting patriotic feelings.

Unit-5 : Developing spirit of inquiry and discovery.

Unit-6 : Encouraging sportive spirit and co-operation.

Unit-7 : Advocating fanciful imagination and creativity.

# UNIT 1 - PROSE

## Pre - Reading :

1. Where do we live?
2. Do you love your home town? Why?
3. What are the special features of your home town?



## OUR MOTHER EARTH

Let us read the lesson to know about our Mother Earth.

What a colourful and wonderful planet our earth is! We see various kinds of life forms like animals, birds, plants and insects.

We see mountains, oceans, clouds, rivers and valleys. They are majestic, gentle, pleasant and powerful.

The earth we live in is a colourful planet full of life and rich resources. Some of the living things are found in water, some on land, some on the cold regions and others on the hot regions.

resource	- source of wealth
environment	- the natural world of land, air, sea, plants & animals.
prosperity	- wealth
portray	- show
splendour	- beauty
huge	- big

The surrounding in which they live is called their habitat. Let us take a ride through some of the beautiful spots and learn about our environment.

### THE SKY :

**captivate - attract**

Sunrise and sunset captivate our soul.



Moving clouds, colourful

rainbow, gentle rain, noisy thunder, pleasant breeze are Nature's gifts. The moon and stars at night are really a mystery beyond our imagination.



### THE MOUNTAINS :

The beautiful snowcapped mountains charm human hearts. The mighty and huge hills are our prosperity. The purple peaks portray splendour.



**charm - attract**

Terrace farming, coniferous trees and water falls are a real feast to our eyes.



### THE VALLEY :

- The valley has a green carpet cover with pleasant weather and the silence of the valley is magical. Colourful flowers with honey feed the bees and butterflies.



### THE FOREST :

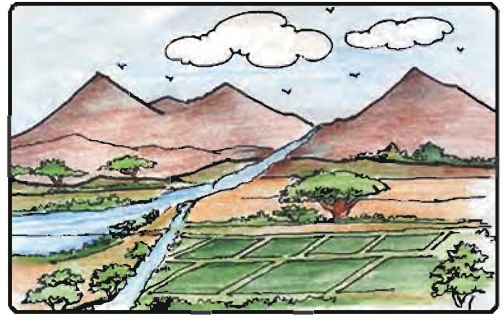
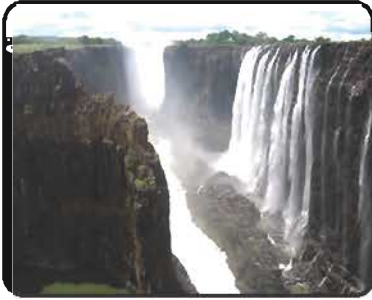
Varieties of fruits and trees provide food and shelter for both animals and birds. Thick forests are the real homes for wild animals and birds.



**coniferous - cone bearing tree**

## THE RIVER :

How refreshing the sight of a river winding down the nature's lap is! Streams, fountains and springs thrill us.



## THE OCEAN :

Ocean is a mighty water body. Two third of the earth is surrounded by water.



Oceans have a wide variety of colourful aquatic plants, fishes of varied size, colour and form. We do get a rich variety of protein food from the oceans. Boats and ships sail on this mighty master.

## THE DESERT :

Desert is a hot, dry and sandy area. It is difficult to get water here. The camel, the ship of the desert lives here. The plants are leafless and thorny. Deserts cover about  $\frac{1}{5}$ th of the earth's surface. Rainfall is less than 50 cm in a year.



Now, the trip round the earth comes to an end.

Did you enjoy your ride? Which of these places do you like the most?

Do you know our earth is in danger?

**Let us make an effort to save our Mother Earth.**

thrill	- feel excited
aquatic	- living in water
abundance	- great number



**Let us understand:****Answer in one or two sentences :**

1. What captivates our soul?
2. Describe the mountain tops.
3. How do flowers help bees and butterflies?
4. How do forests help wild animals and birds?
5. What kind of food do we get from the oceans?
6. Why are the plants in the desert leafless and thorny?

**Let us remember:**

Do you know what people carry when it rains? Why?

What do you do when you hear thunder? Why?

**Let us write :**

**(a) Look at the picture and write five sentences, using the words given below.**

**[flood, street, rain, children, people, vehicles]**



**(b) Match Column - A with Column - B**

**Column - A**

1. camel
2. moon and stars
3. wild animals
4. fish
5. coniferous trees

**Column - B**

- a. mountains
- b. forests
- c. oceans
- d. the sky
- e. deserts



**(c) Fill in the empty squares with the help of the clues given.**

a) It is mostly found in the deserts.

	a	m		l
--	---	---	--	---

b) We use boats to cross this.

r		v	e	
---	--	---	---	--

c) It frightens us.

t		u		d	e	
---	--	---	--	---	---	--

d) They bring rain.

	l	o		d	s
--	---	---	--	---	---

e) We find seven colours in this.

r		i		b	o	
---	--	---	--	---	---	--

**(d) Arrange the given words as found in the dictionary.**

**Example :** snow, flora, forest.

flora - forest - snow.

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

### Activity

1. Collect Pictures of the materials that pollute our environment.

(or)

Draw a picture of a scene polluting the environment, which you have noticed in your locality and put it up on your school notice board.

2. Let us discuss in groups about the man-made wonders of the world. List them.

**Let us listen :**



Have you ever listened to the laughter of children, sound of thunder, twitter of birds, roaring of the sea or noise of the traffic?

Describe each one in a sentence.

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

*nature wonder elephant terrace  
resource mountain breeze*

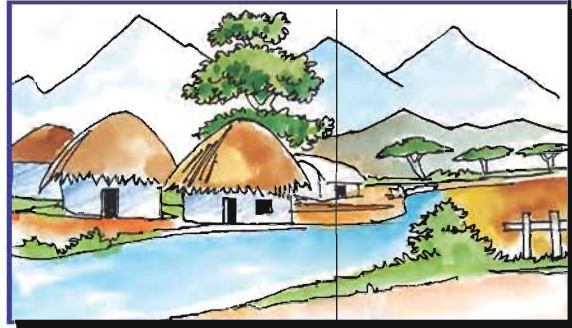
Listen to the teacher reading the passage again from the lesson with correct pronunciation, stress and intonation.

**Let us talk :**



How is nature helpful to man?

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



**Shruithi :** Hai Edward !

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

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

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

**Shruithi :** I felt very bad to see the Himalayas spoiled.

**Edward :** How?

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

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

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

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

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

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

**Shruithi :** Bye Edward.

## Let us discuss :

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



Suggest steps you would take to save our natural resources.

## Let us read :

Reading is fun.



Read the poem and answer the questions below :

### WHO LOVES THE TREES BEST?



Spring



Summer



Fall



Winter

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

"Their leaves so beautiful to them I bring."

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

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

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

"I give luscious fruits, bright tints to all."

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

Harsh winter answered, "I give them rest."

- Alice May Douglas.

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

### Answer the following :

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

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

**Let us write :****Arrange the following words in rhyming pairs:**

free, rain, mood, play, coat, hood, clay, pain, boat, tree.

**Example :** tree - free**At home :****Write a paragraph on any one of the topics given below.****Rose**

(Practise cursive writing)

**Puppy****Moon****Project :**

1. Plant a sapling in your house.
2. Form a club in your village/town to protect plants.

**Vocabulary :****Prefix and Suffix**

Kala was late to school as she was searching for her books. She **mis**placed her things in her room. Her room was **un**tidy. She was careless.

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

**Example :**

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

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

**Example : re+fresh = refresh.**

**A**

dis \_\_\_\_\_  
 re \_\_\_\_\_  
 mis \_\_\_\_\_  
 im \_\_\_\_\_  
 un \_\_\_\_\_

**B**

pleasant  
 appear  
 possible  
 fresh  
 source  
 understand

**Suffix**

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

**Example : care + less = careless**

**Some more examples.**

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

**Grammar**

**Noun: Noun is a naming word.**

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



\_\_\_\_\_

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

### Pronoun :

**Pronoun is a word used instead of a noun.**

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

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

### Table showing personal pronouns

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

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

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

## Adjective :

An adjective describes a noun or pronoun.

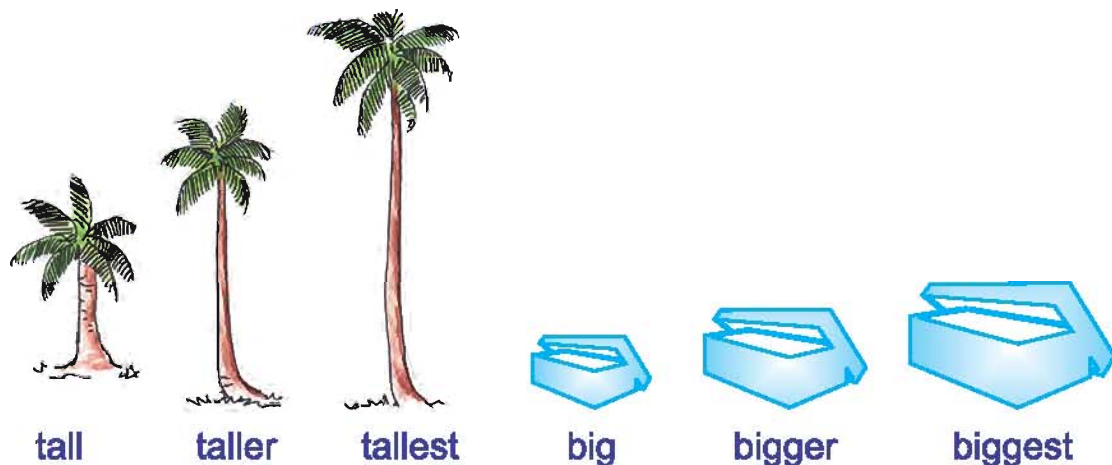
**Example :** tall building **tall** is an adjective; **building** – noun.

**Some more examples:** **good** girl, **beautiful** rose.

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

## Making comparisons :

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



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

**Activity :**

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



Who are –

- taller than you? \_\_\_\_\_

- shorter than you? \_\_\_\_\_

- younger than you? \_\_\_\_\_

- older than you? \_\_\_\_\_

- leaner than you? \_\_\_\_\_

- fatter than you? \_\_\_\_\_

- who is the fastest runner? \_\_\_\_\_

- who is the quickest to answer? \_\_\_\_\_

- who is the quietest? \_\_\_\_\_

- who is the most talkative? \_\_\_\_\_



## UNIT 1 - POEM

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

### WANTING AN ANSWER

When the wind blew from north,  
My mind came to a halt,  
My ears listening to the soft *whispers* of the wind,  
And my skin, feeling the soft touch.  
The full moon *glancing* at me,  
Seeming, as a *cute* smile on its face.  
My mind wanting to ask questions to the moon,  
“Is my life *bane* or a *boon*?”



There came the reply  
“It’s as you make use of it with present or past”

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

- By Suraj Nair

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

#### About the poem :

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

**Let us understand :**

***Answer the questions in one or two sentences.***

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

## UNIT 2 - PROSE

### Pre - Reading :



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

## A GOLDEN HOUR



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

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

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

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



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

“She used that money to help somebody”.  
‘Excellent! who did she help?’

Anand started to narrate.

modestly - humbly  
congratulate - praise



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

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

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

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

“My parents too supported her”.

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

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

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

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

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



**Where mercy, love and pity dwell**

**There God is dwelling too!**

**- William Blake.**

### Let us understand:

#### Answer the following questions :

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

### Let us build up vocabulary:

#### (I) Supply the missing letters :

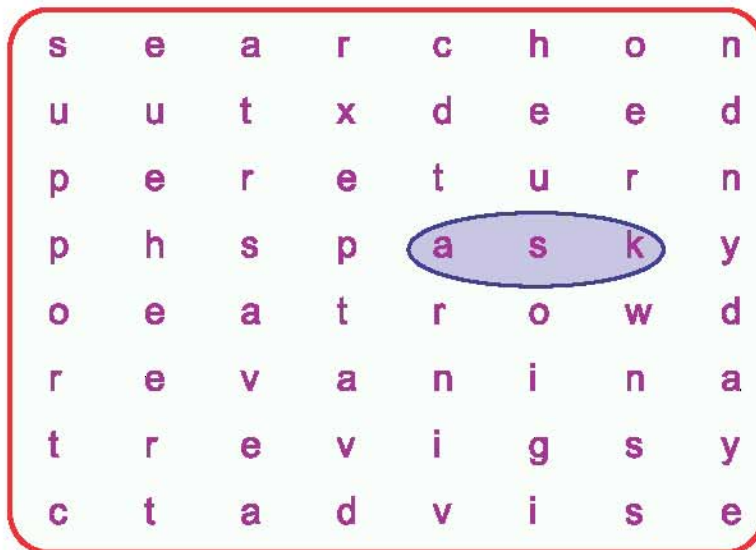
- |                       |                   |
|-----------------------|-------------------|
| 1. c _ nso _ e        | 6. _ mb _ la _ ce |
| 2. mo _ es _ ly       | 7. f _ rg _ ve    |
| 3. f _ n _ ly         | 8. sa _ io _ r    |
| 4. con _ ra _ ul _ te | 9. be _ o _ ed    |
| 5. em _ rge _ cy      | 10. p _ ec _ ou _ |

**(II) Say True or False:**

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

**Let us find meaningful words:**

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

**Let us listen:**

*Let us listen and understand.*

**THE SNAKE**

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

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

He took up the snake. It was stiff with cold. He took it home with him. Then the man put the snake near the fire to warm it. The children came round to watch it.



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

### Let us understand:

#### Answer the questions :

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

#### Paragraph - 1

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

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

**Paragraph - 2**

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

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

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

**Let us speak:**



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

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

I am .....

I live in.....

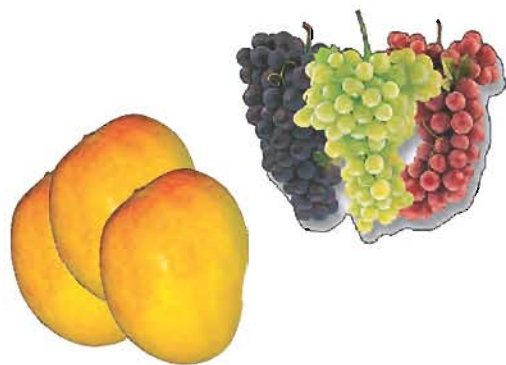
I like to eat..... and .....

But I prefer .....to .....

My friend likes .....and .....

But he prefers ..... to .....

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





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

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

**Let us read :**



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

“Oh! Anand \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

“Excellent! who did she help?”

Divide yourselves into five groups.

Practise reading aloud with attention to:-

(a) pronunciation and stress of words like: be'gan, con'soled, 'stopped, 'asked, 'reason, 'modestly, con'gratulated, ex'cellent.

(b) to intonation (change of tune of voice)

1. Why are you looking sad?

2. Really! Do you have the habit of saving money?

Let us write:



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

I. Filling in forms.



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

Code No. 4881 Pollava/05-06		Code No. 4601 Palava/05-06		Instalment for (if applicable)		Month		Year	
State Bank of India		State Bank of India		CA / SB / RD / CC / DL / TL / ACCOUNT PAY-IN-SLIP					
KULITHALAI Branch		KULITHALAI Branch		NOTE: Please use separate slip for depositing Cash, Cheques, Drafts etc.					
Account No.	DATE	ACCOUNT NUMBER		DI					
FOR THE CREDIT OF		PARTICULARS		RS.	P.	FOR THE CREDIT OF THE ACCOUNT OF			
AMOUNT (in words) Rupees		PARTICULARS		RS.	P.	Name			
						AMOUNT (in words)			
						Rupees			
						Rs.			
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S.W.O.		S.W.O.		CASH OFFICER/ PASSING MANAGER/ CASE MANAGER		PARTITION NO.		DEPOSITED BY (Signature)	
Cash officer/ Passing Manager/ Case Manager		Change of address if any		Phone					



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

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



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

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

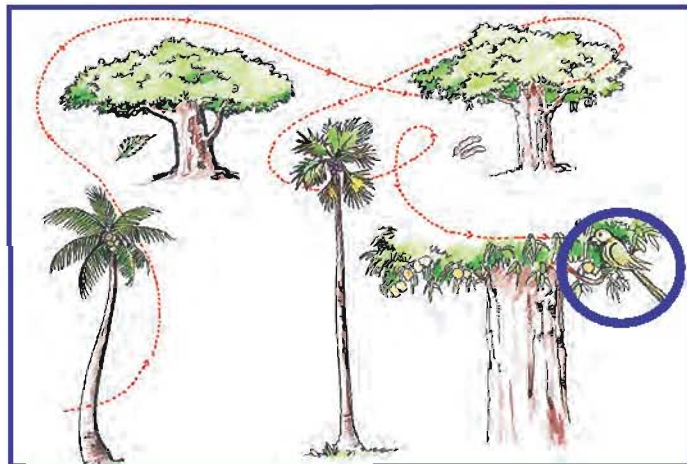


Write this sentence in your copy book: We got freedom at midnight on 15<sup>th</sup> August, 1947. (cursive writing)

**Prepositions of place :**

We use these prepositions to say where.

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

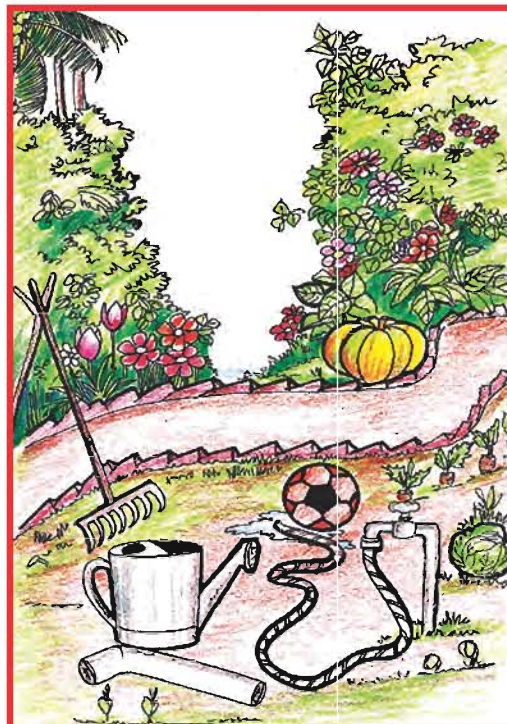


The parrot flew	under over around through into	the	mango tamarind neem coconut palmyrah	tree
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## II. This is Raghim's garden. Draw the worms as directed.

Use colour pencil's to draw the worms.

- a worm beside the sprinkler.
- a worm going through the pipe.
- a worm among the flowers.
- a worm between the rows of carrots.
- a worm near the pumpkin.
- a worm on the cabbage.
- a worm over the hose.
- a group of worms around the ball.
- a fat worm in front of the rake.



### Interjection:

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



**Example :**

Oh!

Alas!

Hurrah! Bravo!

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

**Look at these sentences**

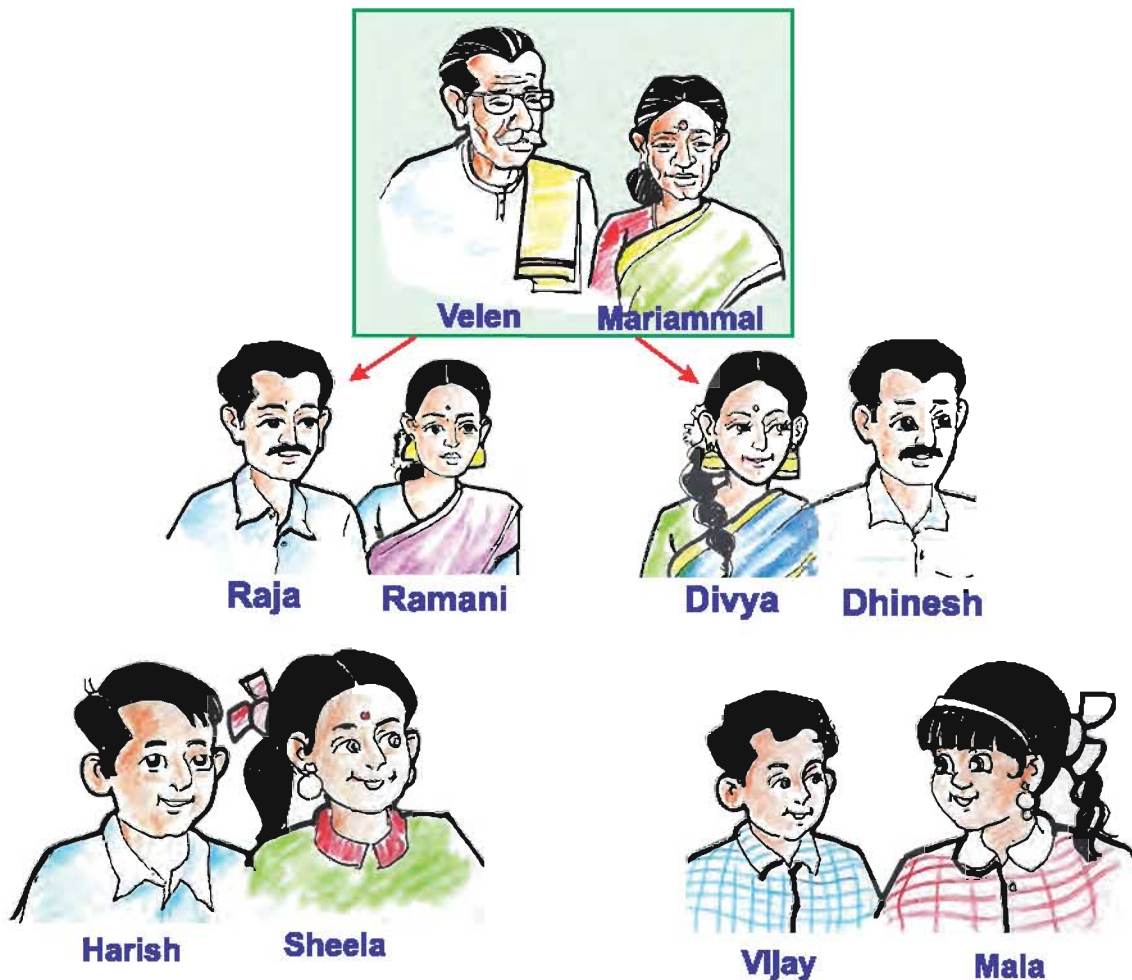
- Oh! Anand, why are you looking sad?
- "Really! Do you have the habit of saving money!"

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

**Activity :**

**Put in appropriate interjections in the following contexts.**

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

**Kinship**

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

**Fill in the blanks with suitable kinship words :**

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

**Do you Know?**

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



## UNIT 2 - POEM

### LITTLE DROPS OF WATER



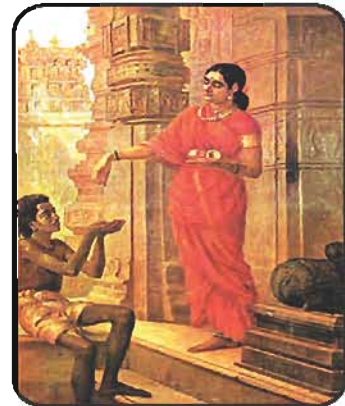
**L**ittle drops of water,  
Little grains of sand,  
Make the mighty ocean  
And the pleasant land.

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



**A**nd the little moments,  
Humble though they be,  
Make the mighty ages  
Of eternity.

*- Mrs.J.A. Carney (1845)*



#### **I. Find out the meaning from the dictionary :**

<b>kind</b>	-	<b>humble</b>	-
<b>deeds</b>	-	<b>ages</b>	-
<b>mighty</b>	-	<b>eternity</b>	-
<b>ocean</b>	-	<b>Eden</b>	-
<b>pleasant</b>	-	<b>heaven</b>	-



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

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

**III. Answer the questions :**

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



**Describe the picture and write five lines.**

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