

# BEGINNERS' ENGLISH-V

A Textbook for Class - V



EDUCATION ( ELEMENTARY ) DEPARTMENT  
GOVERNMENT OF ASSAM

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# BEGINNERS' ENGLISH - V

For Class - V



Prepared by:  
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Guwahati - 781019

Name : .....

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## MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme -"Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

**(Dr. Ranoj Pegu)**  
Education Minister, Assam

## Preface

Beginners' English-V is developed and formulated in line with the learning outcomes spelt out by NCERT. SCERT, Assam has been given the responsibility of preparing this textbook as a sequel to the new series of textbooks prepared for the Elementary level of Education in Assam for implementation from the academic year 2018. The book is written in a child centred activity based approach to learning, hence the exercises have been designed accordingly.

This textbook aims to link the classroom experiences with life of the learners. The lessons are woven around various themes that would make learning for the learners of class V joyful. This would develop their sensitivity while providing a holistic outlook towards life. The selection of lessons has been made and the language items have been developed keeping in mind the requirements of the present day learner and the world at large. Pre-reading activities at the beginning of each lesson will ignite the imagination of the learners to make their learning a fruitful one. This textbook is an effort to reach out to each learner while helping them to create their own learning. No stone has been left unturned in making the book a child and teacher friendly one.

At the end of each lesson, a note for the teacher is appended in order to provide useful hints to make learning of English an enjoyable experience. As a support for teachers and learners, Quick Response Code (QR Code) has been introduced in this textbook.

It is expected that the texts chosen to match the learning outcomes will help learners in understanding concepts clearly. Reading these texts and interacting about their personal experiences will make a smooth shift to the next stage of learning. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

In an endeavour to make the textbook a child and teacher friendly one, SCERT along with the team effort of the Steering Committee, Academic Core Group, Working Group, Subject Experts, Illustrators, Facilitators in Charge and Technical Assistants have taken great pain in the preparation of this textbook. The Steering Committee is grateful to them for their valuable advice and support. We acknowledge the resource support of SSA in bringing out this textbook.

We invite suggestions from students, parents, guardians and general public for improvement of the textbook.



**(Dr. Nirada Devi)**  
**Director, SCERT, Assam**



## Class-V

### Learning outcomes

#### The learner -

1. answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read
2. recites and shares English songs, poems, games, riddles, stories, tongue twisters, etc., recites and shares with peers and family members
3. acts according to instructions given in English, in games/sports, such as “Hit the ball”, “Throw the ring”, “Run to the finish line”, etc.
4. reads independently English storybooks, news items/headlines, advertisements, etc., talks about it, and composes short paragraphs
5. conducts short interviews of people around him/her i.e. interviewing grandparents, teachers, school librarian, gardener, etc.
6. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
7. uses synonyms such as ‘big/large’, ‘shut/close’ and antonyms like inside/outside, light/dark from clues in context
8. reads text with comprehension, locates details and sequence of events
9. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
10. takes dictation for different purposes, such as lists, paragraphs, dialogues, etc.
11. uses the dictionary for reference
12. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs
13. writes paragraphs in English from verbal, visual clues with appropriate punctuation marks and linkers
14. writes a ‘mini biography’ and ‘mini autobiography’
15. writes informal letters, messages and e-mails
16. reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries
17. attempts to write creatively (stories, poems, posters, etc.)
18. writes and speaks on peace, equality, etc. suggesting personal views
19. appreciates either verbally/in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/heard in narratives/seen in videos, films, etc.

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### INSTRUCTIONS FOR USING QR CODE

#### How to access e-resources using DIKSHA?

- Type [diksha.gov.in/app](https://diksha.gov.in/app) in your mobile browser and tap on install button.  
or
- Search for DIKSHA in Google Play Store and tap on install button to download the app.

#### How to access e-resources using QR Code on MOBILE?

1. Select preferred language.
2. Choose your role: Teacher, Student or Other.
3. Tap to scan the QR code.
4. Grant access and allow app permissions.
5. Focus camera on the QR code in the textbook.
6. Click to play QR code specific e-resource(s).

#### How to access e-resources using QR Code on DESKTOP?

1. Under the QR code you will find the alphanumeric code.
2. Type <https://diksha.gov.in/as/get> in your browser.
3. Type the alphanumeric code in the search bar.
4. View list of e-resources available and click on any e-resource of your choice.



## A Note to the Teacher

The process of acquisition of the four basic language skills continues through Beginners' English-V which aims at taking the learners to the next level of learning English. The texts are presented through short stories and poems especially created to capture the learners' attention and to make the learning process more interesting.

Appreciation and love for nature and living creatures; respect for fellow beings and helping others; pride in one's own culture and community; awareness towards ill effects of drug abuse; conservation of water and introduction to e-mail as a contemporary trend of communication are embedded as themes of the lessons. The examples used are ones which children can identify themselves with. In the interest of widening the learners' horizons and expanding their vocabulary, some new words outside their experience have been added. Though functional grammar forms a part of the lessons, yet for the interest of expanding grammatical awareness in learners, this textbook provides a readiness for formal grammar. While execution of the grammatical categories, it is imperative for the teacher to refer to their specified names.

Learning Outcomes like –

- ❖ answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem
- ❖ text with comprehension, locates details and sequence of events
- ❖ connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
- ❖ conducts short interviews of people around him i.e. interviewing grandparents, teachers, school librarian, gardener, etc.
- ✦ reads print in the surroundings with comprehension will make a smooth shift to the next stage of learning.

Activities/exercises related to the themes of the lessons have been developed to ignite the interest of the students and to lead them to added practice and application of knowledge acquired in the classroom. It is suggested that teachers encourage the students to read the text aloud and perform oral exercises for comprehension activities. Learners will be encouraged to work in pairs or group and construct their own experiences. The themes, topics and issues based on the learning outcomes makes the textbook relevant to the learner.

Warm-up activities at the beginning of the lessons will help to trigger interest and curiosity in the learner. The comprehension section that follows the reading text aims at addressing various skills of language and facilitates Higher Order Thinking Skills.

Writing sections in each lesson aim to develop the creative skill of the child ensuring that all the necessary formats and genres of writing are introduced as per the requirements of the learning outcomes.







# CLASS - V CONTENTS

Lesson 1:	All Things Bright and Beautiful	8-19
Lesson 2:	The Joy of Helping	20-32
Lesson 3:	Bird Talk	33-47
Lesson 4:	The Stork and the Fox	48-61
Lesson 5:	Let's Write a Story	62-73
Lesson 6:	The Joy of Living	74-87
Lesson 7:	My Story	88-100
Lesson 8:	Hello Computer!	101-112

