



ENGLISH

BALBHARATI

STANDARD FIVE



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.



The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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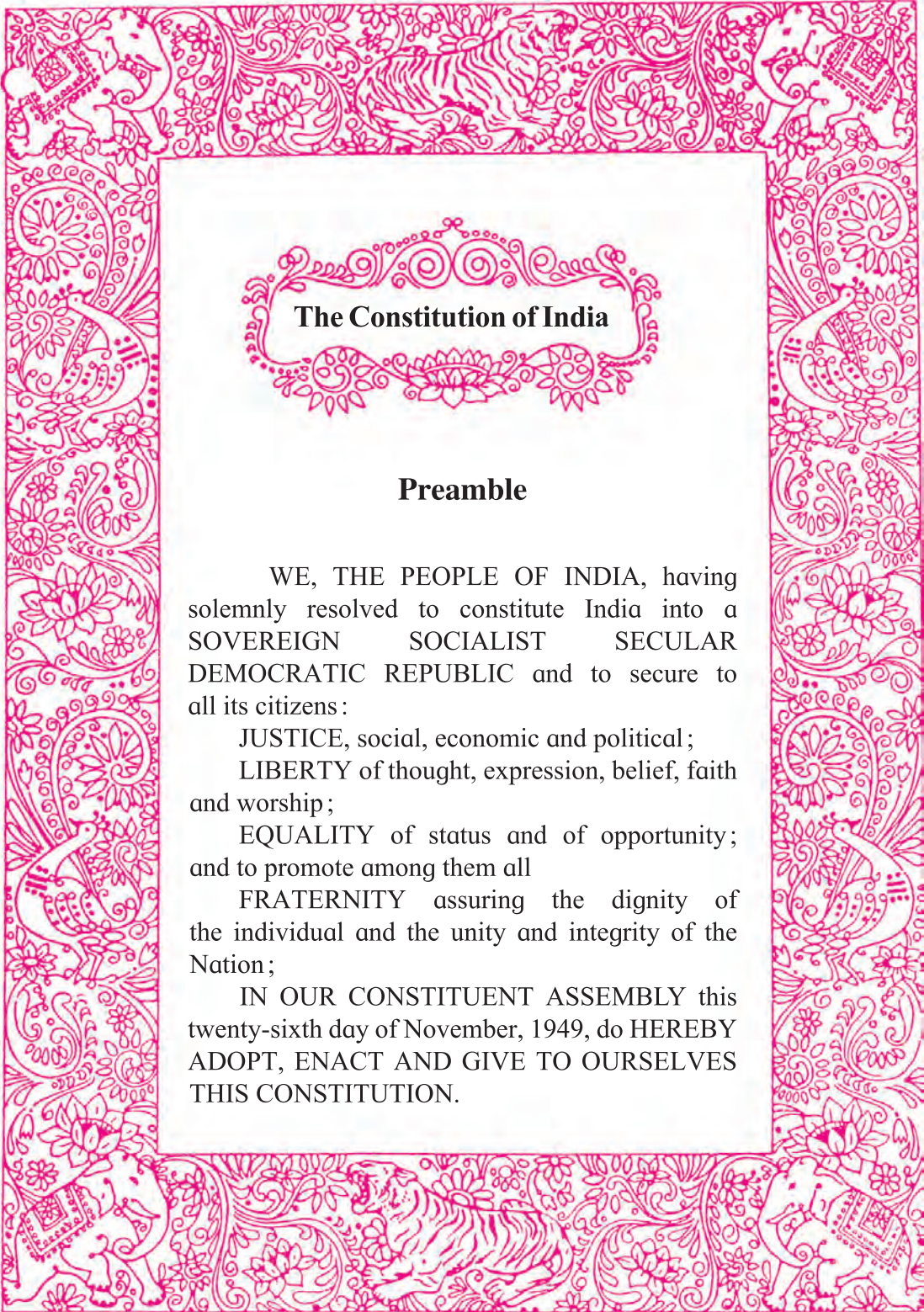
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity;
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two of the most important events that have influenced the field of primary education in the country. In the State of Maharashtra, too, primary education curriculum was revised to reflect their guidelines and expectations. We are happy to place this **English Balbharati** for Standard Five based on '**Primary Education Curriculum 2012**' in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

Language plays a very important role at the primary level as other subjects, too, are learnt through language. A child learns language from all sources - in school, at home and from his/her environment. Teaching and learning of languages in school is designed to provide a series of graded activities in a suitable environment with a view to developing the child's language skills and sensibilities to their full potential. The curriculum expects a balanced development of all the four skills of listening, speaking, reading and writing in the proper sequence. The emphasis in the initial years is on developing the child's confidence and expression.

This textbook presents a number of activities in a particular sequence which will allow the child to learn language actively and in an enjoyable manner. Some important suggestions have been given for teachers and interested parents to help them motivate and guide the children while learning English. Teachers should handle the various items given in this book within the framework provided by the instructions.

The English Language Committee and the artist Reshma Barve have taken great pains to prepare this textbook. It was reviewed by teachers and experts and their comments and suggestions have helped us to give it a better shape. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.



(C. R. Borkar)

Director

Maharashtra State

Bureau of Textbook Production and
Curriculum Research, Pune.

Pune

Date : 21 March 2015

Gudhi Padwa

Chaitra 1, 1937

For Teachers and Parents

This textbook will help the students to –

- ⌘ Enjoy reading stories and poems.
- ⌘ Take active interest in gathering information and presenting it in an attractive manner.
- ⌘ Learn to use a dictionary or other reference books.
- ⌘ Enjoy writing imaginatively simple short descriptions, stories and poems.
- ⌘ Write short reports, notes and essays.
- ⌘ Share interesting stories, information, puzzles, jokes, etc. with friends and others.
- ⌘ Learn to use polite language in speech and writing.
- ⌘ Learn to prepare and present short speeches with the help of teachers/parents.
- ⌘ The book contains stories, poems, informative passages, a play and a number of activities. All these items are important. None of them should be 'dropped'.
- ⌘ Taking into account the time available and the general ability of her students, the teacher should employ different methods and techniques for dealing with different items.
- ⌘ Many of the exercises are open-ended. They do not have just one model answer. They have been included to allow the children to think creatively in the context of their experiences, feelings, ideas and world of imagination. The teacher should accept and encourage a variety of imaginative answers in response to them. The personal element in children's responses should be valued.

Create an atmosphere that facilitates language learning –

- ⌘ Have faith in your students' abilities to think and to use language.
- ⌘ Let the students speak and write a lot on their own.
- ⌘ DO NOT focus on grammatical rules and students' errors when they are trying to express themselves. You may feel that your students make too many mistakes. The best solution to this is to show them how to correct their own work using dictionaries, and by referring to similar constructions in the textbook. If necessary, have separate fortnightly or monthly sessions on 'How to correct your own work', but don't let grammar and error correction get hold of all your teaching.
- ⌘ The classroom arrangement should be such that students can easily form pairs or groups and you can easily move in the classroom to supervise their work.
- ⌘ Put up a board where students can display their work regularly.
- ⌘ Encourage students to circulate their writing in the classroom.
- ⌘ The atmosphere in the classroom should be friendly, inspiring confidence in EVERY STUDENT. They should know that their teacher values their effort more than their mistakes.
- ⌘ Multi-lingualism is a strength, not a weakness. Encourage students to compare and contrast English and other languages.
- ⌘ PLEASE DO NOT PROVIDE READY-MADE OR 'TEACHER-MADE' MODEL ANSWERS. They harm more than they help.

English Balbharati–Standard Five – Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/individually and encouraged to– • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts • refer to the dictionary for spelling, meaning and to find out synonyms and antonyms • understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • relate ideas, proverbs, sayings and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context • read independently and silently in English, adventure stories, travelogues, folk/fairy tales, etc. • find out different forms of writing (informal letters, lists, stories, leave application, notice etc.) • learn grammar in a functional, contextual and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs) • use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. • take dictation of sort texts such as lists, paragraphs and dialogues • enrich vocabulary through crossword puzzles, word chain, etc. • look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them • write a ‘mini biography’ and ‘mini autobiography’	The learner : 05.03.01 Recites and sings English songs and poems with actions. 05.03.02 Acts according to instructions and commands given in English. 05.03.03 Listens to others and responds accordingly. 05.03.04 Answers simple questions based on poem, story, spoken passages, conversations, etc. 05.03.05 Acts as per the announcements in a classroom or in the school environment. 05.03.06 Understands the details of a story / passage. 05.03.07 Participates in skits, plays, monologues with interest. 05.03.08 Describes things, pictures, events, festivals with simple and short sentences. 05.03.09 Comperes various programmes with some preparation. 05.03.10 Delivers different speeches eloquently. 05.03.11 Reads independently in English storybooks, news items / headlines, advertisements, talks about it and composes short paragraphs. 05.03.12 Reads and understands charts, tables, time tables, flow charts, maps, etc. 05.03.13 Reads words, phrases, sentences, dialogues, passages with understanding. 05.03.14 Finds out meanings of new words from a dictionary and looks up the spellings of words in a dictionary. 05.03.15 Reads announcements in a clear and audible voice with proper pronunciation. 05.03.16 Takes dictation for different purposes such as lists, paragraphs, dialogues. 05.03.17 Writes paragraphs in English using punctuation marks appropriately. 05.03.18 Writes short descriptions of incidents, pictures, etc. 05.03.19 Attempts to write a continuous and meaningful passage and short story creatively. 05.03.20 Writes a description of a given process in a step by step manner. 05.03.21 Writes various types of formal / informal letters. 05.03.22 Writes a short autobiography of a thing, object and person of their choice. 05.03.23 Appreciates either verbally / in writing the variety of food, dress, customs and festivals as read / heard in his / her day-to-day life, in storybooks / heard in narratives.

CONTENTS

Unit One	Page	Unit Three	Page
1. What a Bird Thought	1	17. On the Water	42, 43
2. Daydreams	2 - 4	18. Weeds in the Garden	44-46
3. Be a Good Listener	5, 6	19. Be a Good Host and Guest	47-50
4. Strawberries	7	20. Only One Mother	51
5. The Twelve Months	8-13	21. The Journey to the Great Oz	52-56
6. Announcements	14, 15	22. A Book Review	57, 58
7. Major Dhyan Chand	16-18	23. Write your own Poem	59
8. Peer Profile	19, 20	24. Senses Alert	60, 61
Unit Two	Page	Unit Four	Page
9. The Triantiwontigongolope	21, 22	25. The Man in the Moon	62
10. Three Sacks of Rice	23-25	26. Water in the Well	63, 64
11. Be a Good Speaker	26, 27	27. The Legend of Marathon	65-67
12. Count your Garden	28	28. All about Money	68-70
13. The Adventures of Gulliver	29-32	29. A Lark	71
14. A Lesson for All	33-37	30. Be a Netizen	72-74
15. Bird Bath	38	31. Give your Mind a Workout!	75, 76
16. Write your own Story	39-41	32. Helen Keller	77-79
		33. Rangoli	80-82
		Language Study	83-88