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ENGLISH BALBHARATI STANDARD FIVE



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

First Edition : 2015 Sixth Reprint : 2021

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Paper : 70 GSM Creamwove **Typesetting :** DTP Section (Languages) Textbook Bureau, Pune.

Printer : M/S. T. D. CREATIONS, PUNE

Print Order No. : N/PB/2021-22/1,00,000

Publisher : Vivek Uttam Gosavi

Controller, Maharashtra State Textbook Bureau, Prabhadevi, Mumbai - 400 025.



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.

Pune Date : 21 March 2015 Gudhi Padwa Chaitra 1, 1937 (**C. R. Borkar**) **Director** Maharashtra State

Bureau of Textbook Production and Curriculum Research, Pune.

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.
- Hearn 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.
- **H** 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.
- \mathfrak{H} Let the students speak and write a lot on their own.
- **H** 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.
- Here a board where students can display their work regularly.
- **#** Encourage students to circulate their writing in the classroom.
- **H** 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 lossner may be previded	The learner :		
The learner may be provided opportunities in pairs/groups/	05.03.01 Recites and sings English songs and		
individually and encouraged to-	poems with actions.		
• discuss and present orally, and then write	05.03.02 Acts according to instructions and		
answers to text-based questions, short	commands given in English.		
descriptive paragraphs	05.03.03 Listens to others and responds accordingly.		
• participate in activities which involve	05.03.04 Answers simple questions based		
English language use, such as role play,	on poem, story, spoken passages,		
enactment, dialogue and dramatisation of	conversations, etc.		
stories read and heard	05.03.05 Acts as per the announcements		
• look at print-rich environment such as	in a classroom or in the school		
newspapers, signs and directions in public	environment. 05.03.06 Understands the details of a story /		
places, pamphlets, and suggested websites	passage.		
for language learning	05.03.07 Participates in skits, plays, monologues		
• prepare speech for morning assembly,	with interest.		
group discussions, debates on selected	05.03.08 Describes things, pictures, events,		
topics, etc.	festivals with simple and short		
• infer the meaning of unfamiliar words from	sentences.		
the context while reading a variety of texts	05.03.09 Comperes various programmes with some preparation.		
• refer to the dictionary for spelling, meaning	05.03.10 Delivers different speeches eloquently.		
and to find out synonyms and antonyms	05.03.11 Reads independently in English		
• understand the use of synonyms, such as	storybooks, news items / headlines,		
'big/large', 'shut/ close', and antonyms	advertisements, talks about it and		
like inside/outside, light/dark from clues	composes short paragraphs.		
in context	05.03.12 Reads and understands charts, tables, time tables, flow charts, maps, etc.		
• relate ideas, proverbs, sayings and	05.03.13 Reads words, phrases, sentences,		
expressions in the stories that they have	dialogues, passages with		
heard, to those in their mother tongue/ surroundings/cultural context	understanding.		
0,1	05.03.14 Finds out meanings of new words from		
• read independently and silently in English, adventure stories, travelogues, folk/fairy	a dictionary and looks up the spellings		
tales, etc.	of words in a dictionary. 05.03.15 Reads announcements in a clear		
	and audible voice with proper		
• find out different forms of writing (informal letters, lists, stories, leave application,	pronunciation.		
notice etc.)	05.03.16 Takes dictation for different purposes		
/	such as lists, paragraphs, dialogues.		
• learn grammar in a functional, contextual and integrated manner (such as use of	05.03.17 Writes paragraphs in English using		
nouns, adverbs; differentiates between	punctuation marks appropriately. 05.03.18 Writes short descriptions of incidents,		
simple past and simple present verbs)	pictures, etc.		
 use linkers to indicate connections between 	05.03.19 Attempts to write a continuous and		
words and sentences such as 'Then', 'After	meaningful passage and short story		
that', etc.	creatively.		
 take dictation of sort texts such as lists, 	05.03.20 Writes a description of a given process		
paragraphs and dialogues	in a step by step manner. 05.03.21 Writes various types of formal /		
 enrich vocabulary through crossword 	informal letters.		
puzzles, word chain, etc.	05.03.22 Writes a short autobiography of a		
	thing, object and person of their		
• look at cartoons/ pictures/comic strips with or without words and speak/write a	choice.		
few sentences about them	05.03.23 Appreciates either verbally / in writing		
write a 'mini biography' and 'mini	the variety of food, dress, customs and		

festivals as read / heard in his / her

day-to-day life, in storybooks / heard

in narratives.

• write a 'mini biography' and 'mini autobiography'

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