

The Constitution of India

Chapter IV A

Fundamental Duties

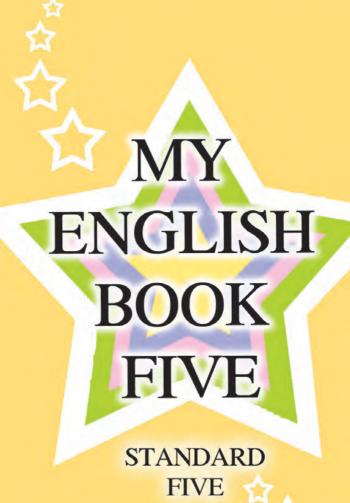
ARTICLE 51A

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.



Education Department's Sanction Number : Pra-Shi-Sa/2014-15/H/Language/Manjuri/D-505/727/Date 23/2/2015



मराठी माध्यम



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.



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

First Edition: 2015 Sixth Reprint: 2021 © Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

English Language Committee:

Dr Rohit Kawale

Dr Aniket Jaware

Dr I. P. Nadaf

Dr Shruti Chaudhary

Shri. Nilesh Kedare

Smt. Dhanavanti Hardikar

Cover and Illustrations:

Reshma Barve

Co-ordination:

Dhanavanti Hardikar

Academic Secretary for Languages

Santosh J. Pawar

Assistant Special Officer, English

English Language Panel:

Dr Lalita Vartak

Dr Prabha Sampath

Smt. Samannaz B. Irani

Smt. Smita Vijay Inamdar

Shri. Shridhar Madhukarrao Nagargoje

Shri. Sultanchaand Hasan Shaikh

Dr Raju Govindrao Munghate

Dr Prashant Kashinath Gawande

Shri. Manohar Hilal Mali

Shri. Ashok Chintaman Raut

Shri. Chandrakant Devrao Mohod

Shri. Nitesh Kondiba Thite

Shri. Pankaj Vasantrao Patil

Shri. Sharad Narayan Vasankar

Shri. Harendra Nagesh Bidkar

Shri. Rajesh Prakashrao Khatavkar

Shri. Gunawant Vitthalrao Barahate

Production:

Sachchitanand Aphale Chief Production Officer

Vinod Gawde

Production Officer

Mitali Shitap

Assistant Production Officer

Paper:

70 GSM Creamwove

Typesetting:

DTP Section (Languages) Textbook Bureau, Pune.

Printer:

M/s Mohak Printers, Pune

Print Order No.:

N/PB/ 2021-22/25,000

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 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 important events that have influenced primary education in our country. In the State of Maharashtra, too, the curriculum was revised to reflect their guidelines and expectations. We are happy to place this My English Book 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.

My English Book Five is meant for use in non-English medium schools. It is prepared in such a way that any primary teacher will be able to handle English as a subject in the fifth standard. Also, we have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at helping children learn English joyfully through graded and engaging activities. We have tried to give children a systematic exposure to English so that gradually, they get a grasp of the language. In many places, we have provided specific instructions to the teachers. They will enable the teachers to deal with English in a non-traditional manner and will help reduce the burden on the child. Parents and guardians will also find the instructions useful. The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook throughout the year.

The English Language Committee and the artist Reshma Barve have taken great pains to prepare this textbook. A draft of this textbook was reviewed by the panel of English teachers and experts. Their comments and suggestions were considered carefully while finalising the textbook. 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: 5 March 2015 14 Phalgun 1936

ध्वनिचिन्हे : स्वर

चिन्ह	उदाहरण		चिन्ह	उदाहरण		चिन्ह	उदाहरण
ई इ ए	eat see sit pen	/ ईट् / / सी / / सिट् / / पेन् /	ऑ ऑऽ उ ऊ	box ball wool moon	/ बॉक्स् / / बॉऽल् / / वुल् / / मून् /	अ अऽ एऽ ओऽ	away / अ'वेऽ / girl / गऽल् / gate / गेऽट् / boat / बोऽट /
ॲ आ	bat father	/ / बॅट् / / 'फादर् /	अ	up cup	/ अप् / / क प् /		, ,,

ध्वनिचिन्हे : व्यंजने

चिन्ह	उदाह	रण	चिन्ह		उदाहरण	चिन्ह	उदाहरण
प्	pen	/ पेन् /	फ्	fan	/फॅन्/	ह्	house / हाउस् /
ब्	bat	/ बॅट् /	व्ह्	van	/ व्हॅन् /	म्	man / मॅन् /
ट्	tea	/ ਟੀ /	થ્	thorn	/ थॉऽन् /	न्	name / नेऽम् /
ड्	dog	/ डॉग् /	द्	this	/ दिस् /	ंग्)	sing / सिंग् /
क्	cat	/ कॅट् /	श्	sheep	/ शीप् /	ंक्∫	sink / सिंक् /
ग्	go	/ गोऽ /	झ्	measure	/ 'मे झ र्/	ल्	look / लुक् /
च्	cheek	/ चीक् /	स्	seat	/ सीट्/	ţ	red /रेड्/
ज्	June	/ जून् /	झ्	zip	/ झिप् /	य्	yes / येस् /
						व्	water / 'बॉऽटर् /

- यातील ऽ हे चिन्ह स्वर दीर्घ आहे असे दाखवते. अ आणि अ मध्ये फरक असा, की अ हा स्वर साधा आहे; तर अ हा जोर देऊन म्हणायचा स्वर आहे. उदा., कप्, बस्, ट्रक्.
- झ हा 'झेंडा'मधला, तर झ 'झबल्या'तला. (') हे चिन्ह शब्दावरील आघात दाखवते.

इंग्रजी उच्चारणाबाबत

या पुस्तकात देवनागरी लिपीच्या मदतीने इंग्रजी उच्चारण दाखवले आहे. ते केवळ ब्रिटिश किंवा अमेरिकन उच्चारणांचा आदर्श ठेवन दिलेले नाही. सुशिक्षित भारतीय माणसांचे उच्चारण ग्राह्य धरून, शक्यतो प्रमाण इंग्रजी भाषेला जवळचे उच्चारण दिले आहे. मात्र, इंग्रजी भाषा समजण्यास अडचण येईल असे बदल स्वीकारलेले नाहीत. याच भूमिकेतून इंग्रजी दिवस्वरांचे उच्चारणही दाखवले आहे. इंग्रजी t, d, th, f, v, w यांचे उच्चार भारतीय भाषांत वेगळे आहेत. ते वेगळे दाखवण्याचा प्रयत्न केलेला नाही. शब्दांचा योग्य उच्चार करता येण्यासाठी इंग्रजीतील आघात (stress) समजणे, शिकणे आवश्यक आहे. या बाबी प्रयत्नपूर्वक शिकल्या, तर इंग्रजी बोलण्यात सफाई येईल. या पुस्तकातील ध्वनिलेखनात वापरलेली ध्वनिचिन्हे येथील तक्त्यात दाखवली आहेत. त्यांचा संदर्भ घेऊन पुस्तकात दिल्याप्रमाणे शब्दांचे उच्चारण करावे. ध्वनिलेखन हे उच्चारण शिकण्यासाठी उपयक्त साधन असले तरी चांगले उच्चारण प्रत्यक्ष प्रयत्नांनीच साध्य होईल हे लक्षात घ्यावे.

शिक्षकांशी हितगुज

- प्रत्येक घटकाच्या तसेच प्रश्नांच्या सुरुवातीला दिलेल्या सूचना तसेच 'evaluation code' वाचून तो तो भाग कसा हाताळायचा आहे, हे लक्षात घ्यावे.
- मुलांना ऐकून व वाचून जेवढे इंग्रजी समजेल, ते सर्व बोलता व लिहिता येईल असे नाही. त्यामुळे श्रवण-वाचनासाठीच्या कृती आणि भाषण-लेखनाच्या कृती यांच्या काठिण्यपातळीत साहजिकच थोडा फरक राहील, हे लक्षात घ्यावे.
- मुले स्वतःच्या मनाने इंग्रजीतून बोलण्याचा प्रयत्न करत असताना त्यांच्या चुका दाखवण्यासाठी मधे थांबवून नाउमेद करू नये.
- खेळ, संवाद, नाट्यवाचन या सरावात सर्व मुले सहभागी होतील असे पहावे.
- प्रत्येक विद्यार्थी प्रत्येक प्रकल्प आणि उपक्रम पूर्ण करेल अशी दक्षता घ्यावी.
- इंग्रजीच्या तासाला कवितांचे सादरीकरण, छोट्या संवादांचे व भाषणांचे सादरीकरण यांच्या स्पर्धाही नियमितपणे घ्याव्या. स्पर्धेचे निकाल मुलांचे मत घेऊन लगेचच जाहीर करावे व अधिक चांगली कामगिरी करण्यासाठी मुलांना वर्गातच मार्गदर्शन द्यावे. त्याचा फायदा सर्वांनाच होईल असे पहावे.
- या पुस्तकातील बहुतेक पानांच्या तळाशी सुलेखनाच्या सरावासाठी रंगीत अक्षरांत काही शब्दगट, वाक्ये दिली आहेत.
 त्यांचा अर्थ माहीत करून घ्यावा. एका वेळी एकेक पट्टी वाचून घ्यावी. तिचे ५ वेळा सुवाच्य अक्षरात लेखन करून आणायला सांगावे.
- इंग्रजी विषयाकरता विद्यार्थ्यांनी केलेल्या लेखी कामाचे वर्गात/शाळेत नियमित स्वरूपात प्रदर्शन भरवावे - अक्षरलेखन, शब्दांचे सुलेखन, विद्यार्थ्यांनी तयार केलेली वाक्ये, संदेश, छोटे फलक, तक्ते, इत्यादी बाबींचा त्यात समावेश करावा.
- या टप्प्यावर मुलांना व्याकरणिक व्याख्या, नियम इत्यादी औपचारिक भाग शिकवणे अभ्यासक्रमानुसार अपेक्षित नाही. मात्र वेगवेगळ्या भाषिक घटकांचा योग्य वापर करता येणे आणि भाषिक घटकांची सर्वसाधारण जाणीव निर्माण होणे (पहा : पान 88) यासाठी या पाठ्यपुस्तकात अनेक तोंडी व लेखी कृती दिल्या आहेत. त्यांचा तोंडी व लेखी या दोन्ही प्रकारे सराव करून घ्यावा.
- शिक्षकांनी पुरेशी तयारी करून वर्गात इंग्रजीचा वापर करणे आवश्यक आहे. त्यांच्या बोलण्यात चुका झाल्यास किंवा त्रुटी राहिल्यास मुलेही त्याच चुका करतील हे लक्षात घेऊन शिक्षकांनी सतर्क राहावे.

Evaluation Code

मूल्यमापनासाठी उपयुक्त असे वेगवेगळे तोंडी व लेखी प्रश्नप्रकार व प्रकल्पांची वर्गवारी कोड नंबरसह येथे दाखवली आहे. पाठ्यपुस्तकातील प्रत्येक कृती/प्रकल्पासोबत त्याला जवळचा कोड नंबर दिला आहे. चाचण्या तयार करताना तसेच मूल्यमापन करताना शिक्षकांनी हे कोड नंबर लक्षात घ्यावे म्हणजे सर्वंकष मूल्यमापन करणे सोपे जाईल.

- O1 Recite/Sing O: Oral
- O2 Listen and act/note/classify, etc.
- O3 Games
- O4 Read aloud words sentences passages
- O5 Read with/after the teacher
- O6 Conversation
- O7 Look, remember and tell words sentences
- O8 Look at the pictures/map and tell
- O9 Listen/Read and rearrange
- O10 Listen/Read and tell
- O11 Listen/Read and answer
- O12 Listen/Read and make inferences
- O13 Listen/Read and enact (Role-play)
- O14 Listen/Read and Speak/
 Prepare and present a speech (Guided speech)
- O15 Speak on your own
- W1 Write all the letters of the alphabet correctly in a good hand
- W2 Arrange words in alphabetical order
- W3 Look, think and write
- W4 Find the words in a text and write them
- W5 Change the words in a sentence
- W6 Rearrange in a proper order
- W7 Read the text and write the answer
- W8 Draw maps, diagrams, etc.
- W9 Listen/Read and write/
 Read and complete (Guided writing)
- W10 Copy in a good hand
- W11 Read and make inferences
- W12 Read and classify
- W13 Write on your own
- P1 Prepare word-cards P: Project
- P2 Dictionary/Reference work
- P3 Interviews : (a) Asking questions
 (b) Answering questions (c) Recording information
- P4 Pen-friends
- P5 Collection of English texts
- P6 Dramatize stories/Enact a song, play, etc.
- P7 Question Bank
- P8 Retell/Rewrite in your mother tongue
- Not for evaluation

My English Book Five—Standard Five — Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes			
The learner may be provided opportunities	The learner :			
in pairs/groups/ individually and encouraged	05.17.01 Answers coherently in written or oral form to			
• discuss and present orally, and then write	questions in English based on day-to-day life			
• discuss and present orally, and then write answers to text-based questions, short	experiences, unfamiliar story, poem heard or read.			
descriptive paragraphs	05.17.02 Gives appropriate oral and written responses in			
• participate in activities which involve English	various contexts.			
language use, such as role play, enactment,	05.17.03 Recites poems/songs with proper rhythm and pronunciation and shares games, riddles, stories,			
dialogue and dramatisation of stories read and heard	etc. with peers and family members.			
• look at print-rich environment such as	05.17.04 Understands questions, requests, commands in			
newspapers, signs and directions in public	games and sports, etc and acts accordingly.			
places, pamphlets, and suggested websites for	05.17.05 Reads for pleasure independently in English storybooks, news items, headlines,			
language learning	advertisements, etc. without difficulty and			
• prepare speech for morning assembly, group discussions, debates on selected topics, etc.	composes short paragraphs.			
• infer the meaning of unfamiliar words from	05.17.06 Frames different questions on various topics and			
the context while reading a variety of texts	situations. 05.17.07 Uses synonym and antonym given in the			
• refer to the dictionary, for spelling, meaning	textbook.			
and to find out synonyms and antonyms	05.17.08 Reads silently with comprehension. Writes event			
• understand the use of synonyms, such as 'big/large', 'shut/close', and antonyms like inside/	in logical order. 05.17.09 Writes dictation of words, phrases and sentences			
outside, light/dark from clues in context	05.17.09 Writes dictation of words, phrases and sentences for different purposes such as lists, paragraphs,			
relate ideas, proverbs, sayings and expressions	dialogues etc.			
in the stories that they have heard, to those	05.17.10 Uses various dictionaries, other reference			
in their mother tongue/surroundings/cultural context	materials for reference. Finds meaning of new words from a dictionary. Looks up the spelling			
• read independently and silently in English,	of words in a standard dictionary.			
adventure stories, travelogues, folk/fairy tales	05.17.11 Writes paragraphs in English from verbal, visual			
etc.	clues with appropriate punctuation marks. Writes a continuous and meaningful passage.			
• find out different forms of writing (informal letters, lists, stories, leave application, notice	05.17.12 Writes a short biography/autobiography of a			
etc.)	thing, object, or person of their choice.			
• learn grammar in a functional, contextual	05.17.13 Appreciates either verbally/in writing the variety			
and integrated manner (such as use of nouns,	of food, dress, customs and festivals as read/ heard in his/her day-to-day life, in storybooks.			
adverbs; differentiates between simple past	05.17.14 Recites poems/songs with proper rhythm and			
and simple present verbs)use linkers to indicate connections between	pronunciation.			
words and sentences such as 'Then', 'After	05.17.15 Reads and understands maps, charts and other			
that', etc.	graphics. 05.17.16 Writes numbers in figures as well as in words.			
• take dictation of sort texts such as lists,	05.17.17 Attempts to write stories, poems creatively.			
paragraphs and dialoguesenrich vocabulary through crossword puzzles,	05.17.18 Enjoys short skits and plays.			
word chain etc.	05.17.19 Understands the details of a story/passage.			
• look at cartoons/ pictures/comic strips with	05.17.20 Recites/Sings some songs and poems with action.05.17.21 Participates in skits and playlets with interest.			
or without words and speak/write a few	05.17.22 Reads announcements in a clear, audible voice			
sentences about them	with proper pronunciation\stress and intonation.			
 write a 'mini biography' and 'mini autobiography' 	05.17.23 Writes a description of a given process.			
autorography	05.17.24 Writes various types of informal letters.			

CONTENTS

Unit One: Revision	Page	Unit Four	Page
Songs and Greetings	1	How Creatures Move	47,48
• 'A' to 'Z'	2,3	• Location Games	49
We Speak English	4,5	• Collection of English Texts	50,51
Number Work	6,7	• Shapes and Maps	52
• B-I-N-G-O	8	• Tock, Tock, Tong, Tong,	53 – 55
 Vanishing Sentences 	8	All Day Long	
• Talking about Things – 1	9	On the Time-line	56,57
Sentence Race	10	• I speak, I say, I talk.	58,59
• Say 'Yes' or 'No'!	11	Science Fun-fair	60,61
• Talking about Things – 2	12	Unit Five	Page
• Action Time	13	• The Wind	62
Words We Know	14	• 'Go!' and 'Come!'	63 – 65
Unit Two	Page	• The Golden Touch	66 – 69
• Cuckoo	15	• Where Go the Boats?	70,71
The Little Red Hen	16-19	Our Solar System	72,73
• Just now!	20,21	• Guess what!	74
True Friends	22 – 25	Unit Six	Page
Keeping Quiet	26,27	(in the second s	
• Interviews	28,29	A Book Speaks	75
• Friendly Plans	29	George Washington Carver	76 – 78
More than a Hundred Words	30	Question Bank	78
Unit Three	Page	Dice for your Game	79
• Trains	31	All about Money	80 – 82
• The Little Babul Tree	32 – 34	Only One Mother	83
• Lots of Things Together	35	At the Market	84,85
• Know your Body	36,37	He Knows the Workman	86,87
• Alyonushka	38 – 42		
• One Thing at a Time	43	NOW I KNOW!	88
 Pen-friends 	44 – 46		