

MY ENGLISH BOOK FIVE

STANDARD
FIVE

मराठी माध्यम



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.



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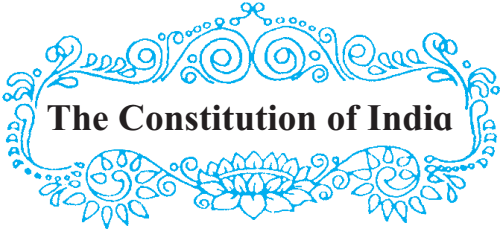
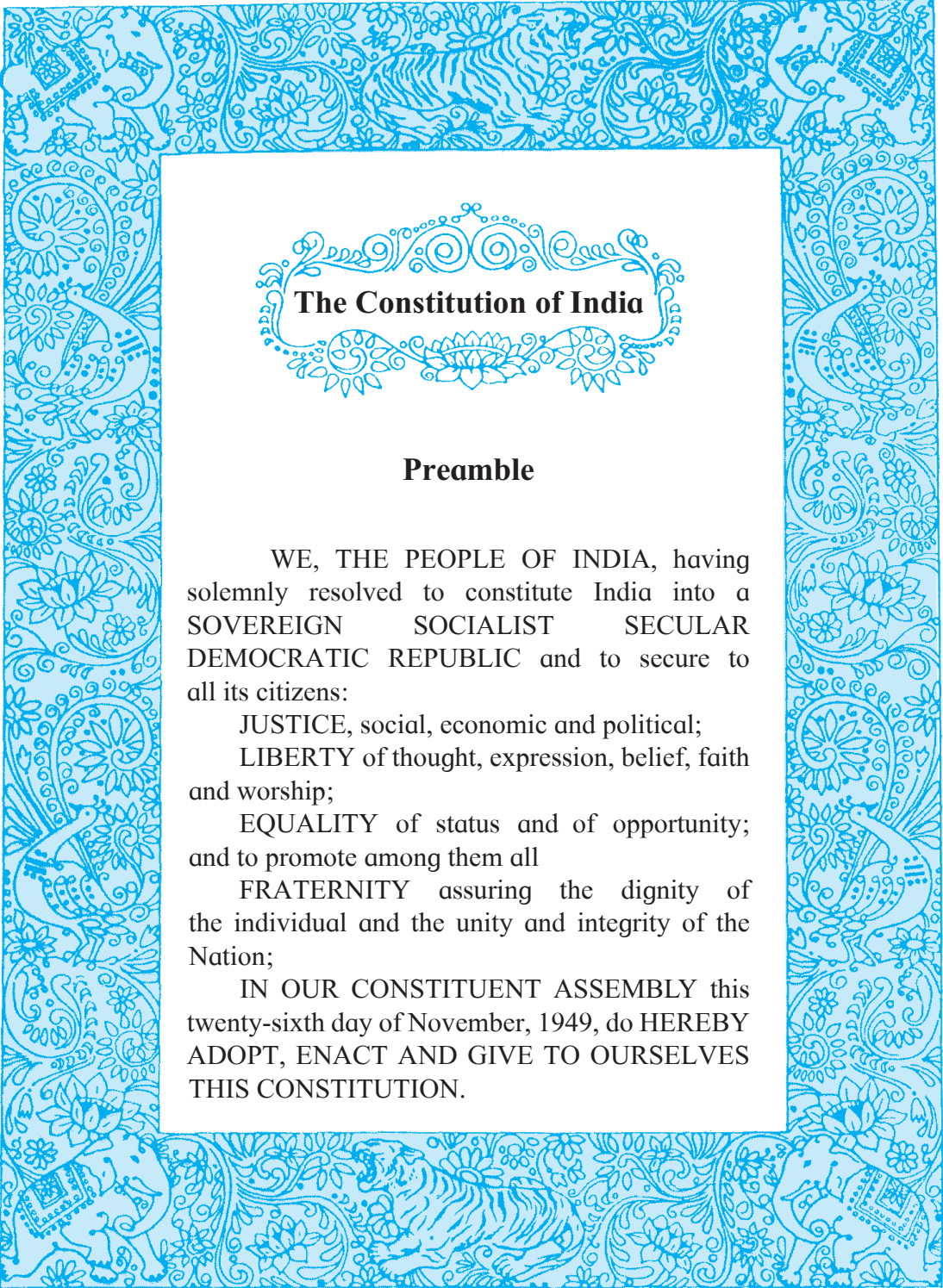
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The Constitution of India

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 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

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ध्वनिचिन्हे : स्वर

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
ई	cat / ईट् / see / सी /	ऑ	box / बॉक्स / ऑऽ ball / बॉऽल् /	अ	away / अ'वेऽ / अऽ girl / गऽल् /
इ	sit / सिट् /	उ	wool / वुल् /	एऽ	gate / गेट् /
ए	pen / पेन् /	ऊ	moon / मून् /	ओऽ	boat / बोऽट् /
अँ	bat / बॅट् /	अ	up / अप् /		
आ	father / 'फादर /	अ	cup / कप् /		

ध्वनिचिन्हे : व्यंजने

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
प	pen / पेन् /	फ	fan / फॅन् /	ह	house / हाउस् /
ब	bat / बॅट् /	व्ह	van / व्हॅन् /	म	man / मॅन् /
ट	tea / टी /	थ	thorn / थॉऽन् /	न	name / नेऽम् /
ड	dog / डॉग /	द	this / दिस /	ग	sing / सिंग /
क	cat / कॅट् /	श	sheep / शीप् /	क	sink / सिंक /
ग	go / गोऽ /	झ	measure / 'मे झूर /	ल	look / लुक /
च	cheek / चीक् /	स	seat / सीट् /	र	red / रेड् /
ज	June / जून् /	झ	zip / झिप् /	य	yes / येस् /
				व	water / 'वॉऽटर् /

- 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., कप, बस, ट्रक.
- 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 ठेवून 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 द्विस्वरांचे 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 उपयुक्त 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 मध्ये 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 ८८) 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 | W : Written |
| 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 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 : 05.17.01 Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. 05.17.02 Gives appropriate oral and written responses in various contexts. 05.17.03 Recites poems/songs with proper rhythm and pronunciation and shares games, riddles, stories, etc. with peers and family members. 05.17.04 Understands questions, requests, commands in games and sports, etc and acts accordingly. 05.17.05 Reads for pleasure independently in English storybooks, news items, headlines, advertisements, etc. without difficulty and composes short paragraphs. 05.17.06 Frames different questions on various topics and situations. 05.17.07 Uses synonym and antonym given in the textbook. 05.17.08 Reads silently with comprehension. Writes event in logical order. 05.17.09 Writes dictation of words, phrases and sentences for different purposes such as lists, paragraphs, dialogues etc. 05.17.10 Uses various dictionaries, other reference materials for reference. Finds meaning of new words from a dictionary. Looks up the spelling of words in a standard dictionary. 05.17.11 Writes paragraphs in English from verbal, visual clues with appropriate punctuation marks. Writes a continuous and meaningful passage. 05.17.12 Writes a short biography/autobiography of a thing, object, or person of their choice. 05.17.13 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. 05.17.14 Recites poems/songs with proper rhythm and pronunciation. 05.17.15 Reads and understands maps, charts and other graphics. 05.17.16 Writes numbers in figures as well as in words. 05.17.17 Attempts to write stories, poems creatively. 05.17.18 Enjoys short skits and plays. 05.17.19 Understands the details of a story/passage. 05.17.20 Recites/Sings some songs and poems with action. 05.17.21 Participates in skits and playlets with interest. 05.17.22 Reads announcements in a clear, audible voice with proper pronunciation\stress and intonation. 05.17.23 Writes a description of a given process. 05.17.24 Writes various types of informal letters.

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