Santoor

Textbook of English for Grade 5

Part - II

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एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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5 The Frog

Let us Recite

I sit in ponds and in the rain,
Or hop about in a muddy drain.

As a tadpole, I swim with cheer,
A tiny fish-like thing, so clear!
I flick my tongue to catch my food,
It works so fast—now that's quite good!

I live on land and water too,
In places damp with drops of dew.
My colours match the plants and trees,
I hide so well in grass and leaves!

But snakes are near, I must beware,
Or else they'll catch me unaware!
I croak my songs, they sound so loud,
Yet in my pond, I feel so proud.

I hop around, I jump so high,
Up I go into the sky!
With webbed feet, I swim with ease,
And leap so high in joyful breeze!

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New Words

hop	muddy	flick	damp	dew
beware	croak	webbed		



Let us Think

A. Answer the following questions.

1. Where does the frog like to sit or spend time?
2. How does the frog catch its food?
3. How does the frog move in water and on land?
4. What helps the frog hide in its surroundings?

B. Think and discuss

1. What would it feel like to live like a frog, both in water and on land?
2. If you could hop as high as a frog, what fun things would you do?
3. How is a frog's life different from a fish's life?
4. How are frogs' webbed feet similar to the flippers used by scuba divers?



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Let us Learn

A. Choose the correct words from the brackets and fill in the blanks.

1. My colours match the plants ..... trees. (or/and)
2. Would you like to learn about frogs ..... tadpoles? (because/and)
3. I hop around happily, ... I must watch out for snakes! (but/so)
4. Frogs swim easily ..... they have webbed feet. (because/or)

B. The following words have been rearranged into sentences. Choose the correct option.

1. **hunts/night/the/silently/tiger/at**

   OPTIONS:

   a. The tiger hunts silently at night.
   b. Tiger hunts the silently at night.
   c. Hunts the tiger at night silently.

2. **elephants/in/forests/live/large/ groups/in**

   OPTIONS:

   a. Elephants live large in groups forests.
   b. In groups large, elephants live in forests.
   c. Elephants live in large groups in forests.

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3. **web/a/spider/carefully/its/weaves**

OPTIONS:

a. A spider carefully weaves its web.
b. Spider carefully weaves its web a.
c. Carefully a spider weaves web its.

4. **crocodile/waits/the/silently/riverbank/ the/near**

OPTIONS:

a. Crocodile waits the silently the near riverbank.
b. The silently crocodile waits near the riverbank.
c. The crocodile waits silently near the riverbank.

5. **a/swims/turtle/slowly/in/ocean/the**

OPTIONS:

a. A turtle swims slowly in the ocean.
b. Swims turtle slowly an ocean in.
c. The ocean swims a slowly turtle in.

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Let us Speak

A. Three tongue twisters are given below. Try speaking each tongue twister slowly at first. Gradually increase your speed with each repetition. Count how many times you can say it correctly without making a mistake.

1. Four fierce frogs fight for flies.
2. Fast frogs flip-flop across fluffy fields.
3. Funny frogs flap floppy feet.

B. Listen and repeat

Your teacher will say aloud the following pairs of words. Listen carefully and repeat each pair.

bet	bat
set	sat
men	man
leg	lag
met	mat



Note to the Teacher

- Say aloud every pair of words. Ensure that learners pronounce it clearly.
- Do this exercise at regular and frequent intervals.



Let us Listen

My Frog's World

Your teacher will read out instructions for you to follow and create your own 'Frog's World' in the space provided on the next page.

1. Draw the place: Imagine a place where your frog might be happy, like a pond, a forest or a rainy area.
2. Draw your frog: Draw a frog in the above setting.
3. Decorate with words: Around your drawing, write some words from the poem that describe the frog's life. You can even write your own short sentence about the frog's world.

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4. Colour it: Use colours to bring your frog's world to life! Be creative and make it as colourful as you would like.

My Frog's World

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Note to the Teacher

Read the instructions given in the 'Let us Listen' section, adding details of your own. For example, the first instruction may include details like trees, shrubs, plants, water, etc. Similarly, for the second you may elaborate on its webbed feet, its colour, and even its tongue, catching food.



Let us Write

Here is a message for you from Hopper, the frog.

Dear Reader,

Hello! I am Hopper. I am writing this message to you from my big lily leaf pad. I like splashing water when it rains. My favourite hobby is sitting in water puddles and croaking.
I love eating mosquitoes and other insects. What do you like to do?

Your friend,

Hopper

Write a reply to Hopper in your notebook and share it with your class.



Note to the Teacher

- The activity can be used to introduce learners to write short messages.
- Facilitators may incorporate similar examples and encourage learners to write short messages individually or in pairs.

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Did You Know?

How is a frog different from a toad?

Frogs usually have smooth, moist skin, and long legs for hopping, while toads have dry, rough, bumpy skin, and shorter legs for walking or hopping.



Let us Do

A. Five of us are hiding in the picture. Can you find us?



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B. Look at the following steps carefully and draw a duck in the given space.

First



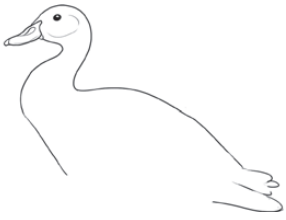
1

Then



2

Next



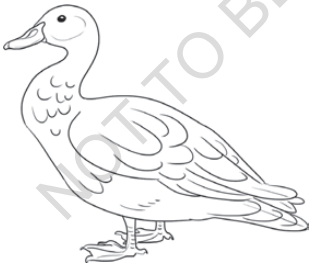
3

After that



4

Lastly



5

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C. **Move three crayons to change the direction in which the fish is swimming.**



Did You Know?

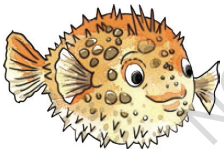
Which is our national aquatic animal?

It's the Ganges river dolphin! It cannot see well, so it uses sounds to find its way in the water!

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Let us Explore

Choose any two of the below and find out a few facts about them.



Puffer fish



Jellyfish



Seahorse



Starfish



Octopus



Catfish

6 What a Tank!

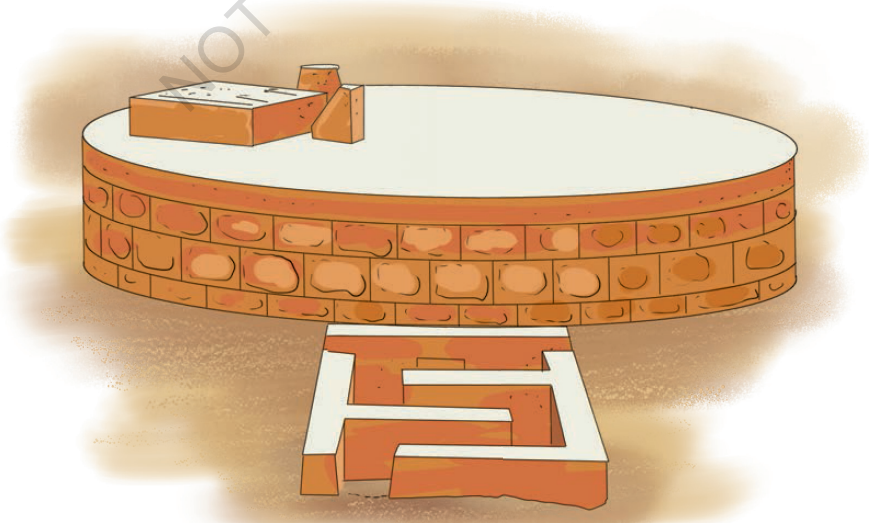
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Let us Read

Water conservation is a practice that has existed for centuries. Even hundreds of years ago, there were huge water storage structures. These did not just store water but also protected cities from floods, provided drinking water, and brought people together.

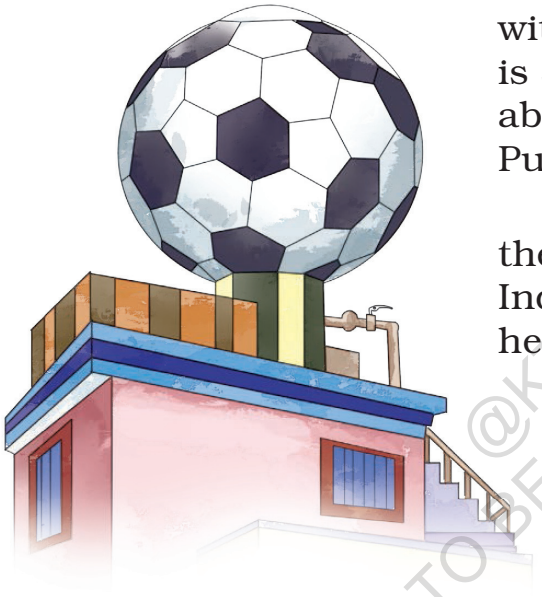
Today in many parts of India, many communities still practice the traditional water management methods. In Tamil Nadu, *Ooranis* store rainwater for drinking and farming. In Kerala, *Panam Keni* wells are known for not drying up even in the hottest months. Similarly, *Tankas* as shown below are quite common in Rajasthan's Thar region.

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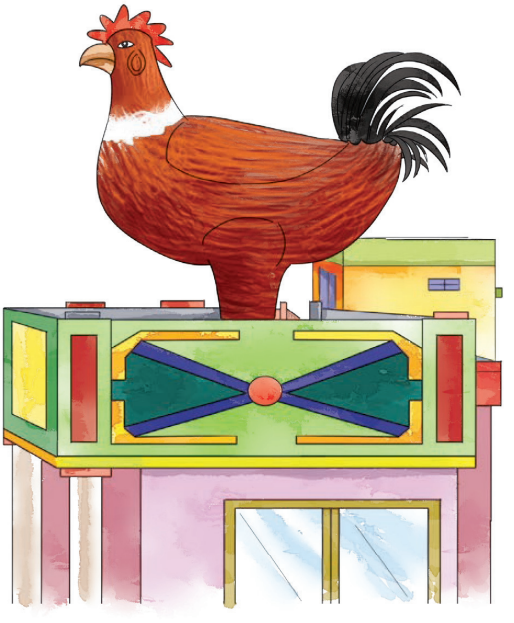
They are underground tanks that can store enough water for six to seven months.

Nowadays most people have water tanks to store water in their homes. These tanks store hundreds and even thousands of litres of water. Usually, they are kept or built on the roofs. Such water tanks are called overhead water tanks.



Most of us are familiar with water tanks but there is something different about the overhead tanks of Punjab.

Punjab is a state in the northwestern part of India. Rich in culture and heritage, Punjab is also known for the unique designs of water tanks in its rural areas. You may see tanks shaped like a giant flower, a large football, a brown rooster, a statue or even an aeroplane.

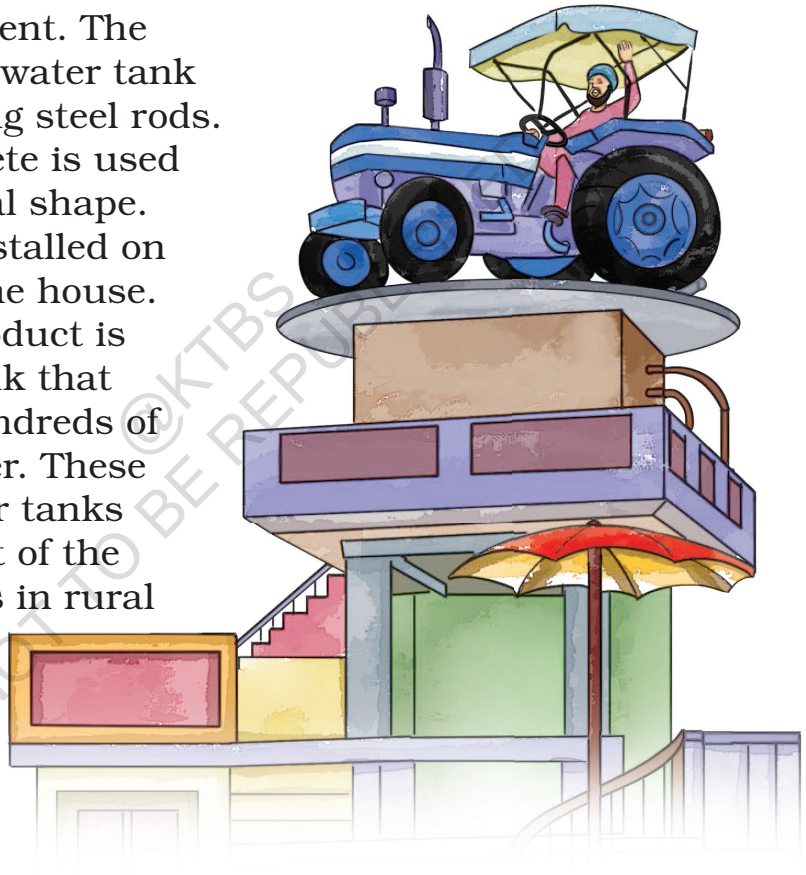


People carefully plan the design of their

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water tanks. Every tank tells us something about the people of the house. For example, if the owner of the house is a farmer, the water tank may be in the shape of a tractor or a bullock cart or even a rooster. If the owner likes football, the water tank of the house may be shaped like a football.

All these tanks are made of cement. The frame of the water tank is made using steel rods. Later, concrete is used to give it final shape. Then it is installed on the roof of the house. The final product is a unique tank that can hold hundreds of litres of water. These unique water tanks are the heart of the communities in rural Punjab.



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New Words

conservation	overhead	culture	heritage
containers	unique	concrete	

Let us Think

A. Answer the following questions.

1. What do we use a water tank for?
2. Where is Punjab located on the map of India?
3. How are the water tanks in Punjab made?
4. How do the unique shapes of water tanks reflect the identity of the house owners?

B. Think and answer

1. An overhead water tank is a way to store water. Do you know any other ways of storing water?
2. If you had to build a water tank, what would you make it look like? Why?



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Let us Learn

Short forms (or contractions) are when two words are combined and some letters are left out. An apostrophe (') takes the place of the missing letters.

For example:

- aren't = are not
- wouldn't = would not

A. Write the contractions for the following words.

1. do not
2. is not
3. are not
4. cannot
5. could not
6. did not

B. Rewrite the following underlined words using contracted forms.

1. Partho <u>is not</u> feeling well today. His parents have decided that <u>he will</u> stay at home till he gets better. <u>Partho is</u> bored and cannot stay at home anymore. He decides to ask his grandmother if he can go outside, but he thinks she, too, <u>would not</u> agree.
2. <u>It is</u> a rainy day, and Tina <u>is not</u> happy. She <u>cannot</u> go out to play with her friends. Her brother <u>does not</u> want to play indoors either. <u>They have</u> decided to watch a movie instead. Their mother says <u>she will</u> make popcorn for them.

C. Read the following

1. That's so creative!
2. He saw a rooster, a tractor, and a giant football, all made of cement!

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3. Hurrah! India has won the match.

These sentences are examples of exclamatory sentences. Exclamatory sentences express strong emotions.

Can you name any four emotions?

.....

An exclamatory sentence can be identified by the use of exclamatory words like 'Wow', 'Hurrah', 'Oh' and the use of an exclamation mark (!).

D. Find at least five exclamatory sentences from your Grade 4 English textbook and identify the emotions or feelings expressed in them.

Sentence	Feeling/Emotion
That's so creative!	amazement/wonder

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Note to the Teacher

- You may facilitate this activity by providing learners with a list of words for emotions. You may also use emojis/emoticons to help them understand the words for emotions.
- Learners may work in pairs or groups to find the sentences from their Grade 4 English textbooks.
- Encourage students to read the lines before and after the exclamatory sentences to get a better understanding of the emotions or feelings conveyed.

E. Look at the pictures of the animal families and read the words given below each of them.



lion



lioness



lion cub



tiger



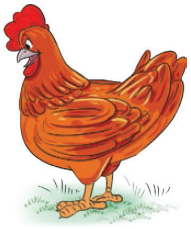
tigress



tiger cub



rooster



hen



chick



bull

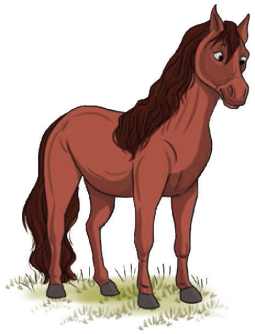


cow



calf

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stallion



mare



foal

F. Look at the picture below. Would you like to add anything to this picture? Use your crayons and colour pencils to add to the picture.

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Let us Speak

There are many ways in which we can save water. The simplest way is to stop the wastage of water.

A. Sit in groups of three and discuss:

- How do we waste water in our daily lives?
- What can we do to stop this wastage?

For example: Using running water to brush teeth wastes a lot of water. We can use a tumbler or a mug to save water.

B. Write at least three such examples and share with the class.



Note to the Teacher

- Encourage the learners to provide their examples after discussing with their group members.
- Help the learners with the English counterparts of the terms or phrases they bring up during the discussion.
- Encourage all the groups to share their points.

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C. Say aloud, 'What a tank!' and 'Water tank'.

- Do both phrases use the word 'tank'? Yes/No
- Do they mean the same thing? Yes/No

Now, say aloud, 'I scream' and 'Ice cream'.

- Do both phrases sound the same? Yes/No
- Do they mean the same thing? Yes/No



Let us Listen

Listen to your teacher read out the following passage and choose the correct option.



A Day without Water

One hot summer morning, Suma woke up and went to brush her teeth. But when she turned on the tap, no water came out! She was surprised. Her mother said, "There's no water in the tank. The whole area has no water today."

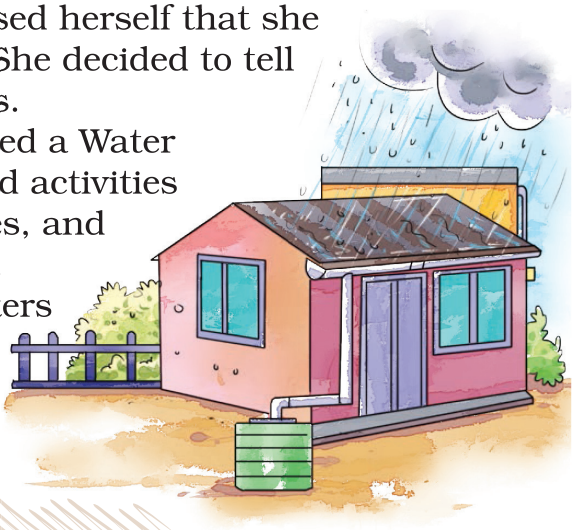
Suma quickly realised how difficult it was to live without water. She couldn't brush her teeth, wash her face, or take a bath. In the kitchen, there was no water to cook food or clean the dishes. At school, the toilets were closed, very little drinking water was available, and the children were told to bring water bottles from home.



Suma saw that people in her neighbourhood were upset. Some ran to the nearby shop to buy water bottles, while others waited near a water tanker that came from another place. Everyone looked worried.

That evening, the water was finally restored. Suma felt very happy and promised herself that she would never waste water again. She decided to tell her friends how precious water is.

Suma's school also announced a Water Conservation Week. They planned activities like poster-making, planting trees, and even a water-saving competition. Suma and her friends made posters



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with slogans like ‘Save Every Drop’ and ‘No Water, No Life.’

After this experience, Suma understood how important water tanks and water-saving habits are. She asked her parents to set up a rainwater harvesting system at home. Her parents agreed happily.

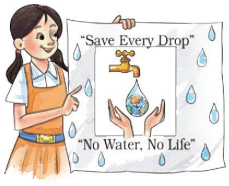
Choose the correct option:

1. Why was Suma surprised in the morning?
   a. Her friends came to visit.
   b. There was no water in the tap.
   c. She saw a rainbow.
   d. She had a holiday.

2. How did people manage without water?
   a. They didn’t need water.
   b. They bought bottles and waited for tankers.
   c. They drank juice instead.
   d. They went swimming.

3. What did Suma promise after the water supply was restored?
   a. To waste more water.
   b. To never waste water again.
   c. To turn off the tap.
   d. To check the water tank frequently.

4. What activities were planned during the Water Conservation Week?
   a. Making taps.
   b. Poster-making and planting trees.
   c. Tank making.
   d. Watching flowing water.



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5. What did Suma suggest to her parents?
   a. To go near a well.
   b. To build a swimming pool.
   c. To fix a rainwater harvesting system.
   d. To buy a new tank.



Note to the Teacher

More questions may be added to the above.



Let us Write

A. Design a poster in the space below, encouraging people to preserve and clean old water tanks.

Include:

- Topic: 'Save Our Water Tanks—A Community Awareness Campaign'
- A catchy slogan (e.g., **'Save Tanks, Save Lives!'**).
- A few bullet points on why tanks are important.
- An invitation to join a cleaning drive or awareness programme (mention the place and time of the cleaning drive).

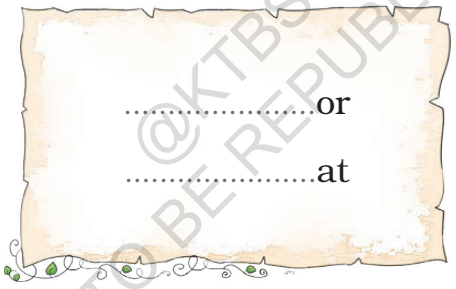
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B. Write 10 words that end with 'er'.

For example: water

.....er	.....er	.....er
.....er	.....er	.....er
.....er	.....er	.....er
	.....er	

Now, do the same with:



Write the words in your notebook.

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Let us Explore

A. You have read a lot about tanks. Have you ever wondered how these tanks are cleaned? Find out about the techniques for cleaning water tanks. You may bring relevant pictures or photographs. Prepare a chart and put it up in your class.



B. Look at the pictures given below. The story may already be familiar to you.

The Thirsty Crow



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The crow has become famous for its innovative idea. Imagine that your school has invited the crow to interact with the students. Enact the event with the help of your teacher.



Note to the Teacher

You may assign the roles, such as the crow, school principal, teachers, school pupil leader, as well as technicians for mic testing, photographer, and videographer. The audience may consist of 15–20 students, some of whom may ask questions. Ensure that the whole class is involved in the activity.

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7 Gilli Danda

Let us Recite

In the playground, we gather around,
With a stick and a small *gilli* to throw,
Gilli Danda, our game is so sound!
We play with joy, watch it go!
One, two, three, swing and hit,
With our friends, we never quit!
With every swing, we feel so free,
Oh, what fun it is, you see!
The small *gilli*, up high it flies,
Underneath the bright blue skies.
Laughing, playing, having fun,
Under the golden rays of the sun!

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New Words

gather *gilli* quit underneath



Let us Think

A. Answer the following questions.

1. Which game does the poem mention? What are the things needed to play this game?
2. According to the poem, how do the players feel while playing *Gilli Danda*?
3. What happens to the tiny *gilli* when the stick strikes it?
4. Which lines tell us that the children are playing the game outside?
5. What is the meaning of the line "our game is so sound"?
6. Which word in the poem shows 'happiness'?

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B. Think and discuss

1. Do you enjoy playing outdoors? Why or why not?
2. Name five outdoor games that you enjoy playing with your friends.
3. Imagine you are the small *gilli*. What would you see while flying up in the sky?





Let us Learn

Sameer was **unhappy** because he was **unable** to find his drawing book. He decided to **redo** his work.

Both 'un-' and 're-' are prefixes. When we add a prefix at the beginning of a word it changes that word's meaning. Each prefix has a different function.

Un + happy unhappy (not happy)

Re + draw redraw (draw again)

Look at the meaning of the following prefixes.

Un : not Re : again

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A. Add correct prefixes to the following words to create new words. Write the new word along with its meaning in the space given below.

Prefix	Word	New word	Meaning
Un-	common	uncommon	Something that is not easily found
	write		
	aware		
	comfortable		
	arrange		
	think		



B. In the following table, encircle the nouns that you can see, taste, touch, or smell.

joy	leaf	anger	mountain
sun	shirt	toffee	rose
ice cube	sugar	hat	truth
chessboard	lie	football	deer
tree	happiness	cat	spoon
river	fear	cup	tiger

The words that you have **NOT** encircled are abstract nouns. The word 'abstract' refers to something that has no physical shape. For example, 'sadness' is an abstract noun.

'Happiness' and 'rose' are both nouns, but you can touch, see, and smell a rose.

However, you cannot touch happiness. It is a feeling.

Feelings, thoughts, ideas, etc., are all **abstract nouns** as they cannot be touched, smelt, or seen.

Can you think of a few more abstract nouns? Write them in your notebook and share them with the class.

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Note to the Teacher

- Introduce the concept of abstract nouns through examples from daily life.
- Facilitators may also use examples from L1 to show the correlation of abstract nouns and adjectives to the learners.
- Discuss the difference between abstract nouns and adjectives and how to identify the two.

Possessive pronouns indicate ownership or relationship between people and things.

For example:

1. The book on the table is **mine**.
2. The red handbag is **hers**.
3. There is a new cycle near the gate, is it **yours**?

C. Fill in the blanks with the most suitable word from the list below.

theirs, mine, yours, his, hers, ours

1. These crayons belong to me. These are ..... .
2. The toy train belongs to Mudit. The toy train is ..... .
3. The house with the red roof belongs to my cousins. The house is ..... .
4. The little girl has bought a set of bowls to play *Jal Tarang*. The bowls belong to her. The bowls are ..... .
5. We have a cow with large brown eyes. The cow is ..... .
6. You should take better care of your things. After all, they belong to you. The things are ..... .

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Did You Know?

Gilli Danda is known as tip-cat in English.

Let us Speak

***Gilli Danda* is a fun outdoor game.**



- It is played with two sticks—one short (*gilli*) and one long (*danda*).
- One of the players hits the *gilli* with the *danda* to make it fly in the air.
- Other players try to catch the *gilli*.

Think of a game played in groups. Share the information with your classmates.

You may include the following information:

1. The name of the game.
2. Whether it is an indoor or outdoor game.
3. Number of players needed.
4. Material required for the game.
5. Rules of the game along with safety instructions.

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Let us Listen

Listen to the teacher and respond with a matching action.

1. "Swing and hit": Pretend to swing an invisible *danda*.
2. "Watch it go!": Raise your arms as if you have just hit the *gilli* and you are watching it fly.
3. "Laughing, playing": Giggle or clap hands.
4. "Shade your eyes from the sun": Keep your hands above your eyebrows.



Let us Write

A. Find the meanings of the following words using a dictionary.

1. Quit
2. Gather
3. Swing
4. Underneath
5. Golden

Now, use each word in a sentence of your own.



Note to the Teacher

- Demonstrate the use of a dictionary to the learners.
- Encourage the learners to work in pairs and find the meaning of the above words.
- Keep assigning similar activities at regular intervals.

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B. Rearrange the following to form a question and write them in your notebook. Remember to put a question mark at the end.

- are cows where the
- is your house which
- it time is what
- the blue why sky is
- the many are how birds on tree
- you my when return will book
- walk you to do school
- a can fly kite you



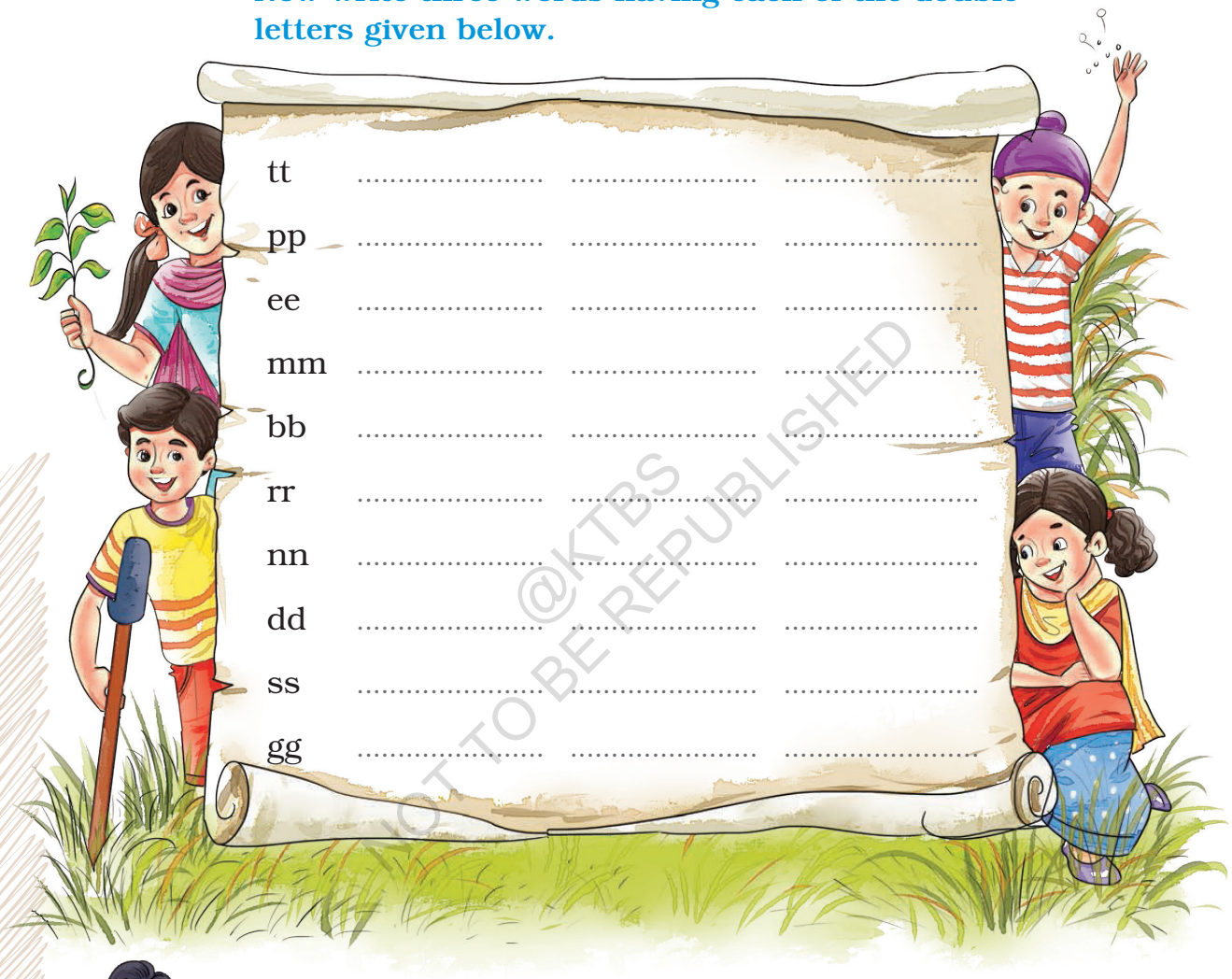
Note to the Teacher

Ensure that the learners use a capital letter for the beginning word and that a question mark is put at the end.



C. The word '*gilli*' has double 'l' in it. Similarly, the words 'millet' and 'bullock' have double 'l'.

Now write three words having each of the double letters given below.



tt ....

pp ....

ee ....

mm ....

bb ....

rr ....

nn ....

dd ....

ss ....

gg ....

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Note to the Teacher

Initially, young learners may come up with only nouns. Encourage them to think of adjectives, verbs, and adverbs too.

D. Circle the word that is different in meaning from the underlined word.

1. Miibi went to the market and bought an <u>expensive</u> toy.

   precious costly cheap

2. Anju and Farida <u>forgot</u> to buy popcorn and juice for the picnic.

   remembered revised ignored

3. The moon <u>continued</u> to count the stars night after night.

   stopped began started

4. I <u>always</u> complete my homework on time.

   often never sometimes

5. There was <u>excitement</u> in the shop among the toys.

   interest enjoyment boredom

6. Badal <u>nervously</u> told his mother about the dog he found on his way home.

   sadly joyfully confidently

7. Everyone liked the <u>vibrant</u> colours of the bangles.

   dull bright shiny

8. The fort is known for its <u>unique</u> style of construction.

   different unusual common

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Let us Do

A. Let us make a *Gilli Danda* using waste material.







Things required:

1. A thick, firm twig or a wooden stick (for the *danda*)
2. Thick small twig (for the *gilli*)
3. A rough stone (for smoothening the sticks)
4. Colours or coloured papers (optional, for decoration)



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Steps

For the *Danda* (stick)

1. *Find a Stick*
   Use any thick, firm twig or discarded wooden stick.
2. *Smoothen the Surface*
   Use a rough stone to smoothen the surface of the stick.
3. *Decorate (Optional)*
   Make your stick attractive by painting it with colours or covering it with a coloured paper.

For the *Gilli* (small peg)

1. *Find a Small Stick*

   Use a small twig, or a piece of a discarded stick, about 3–4 inches long.

2. *Shape the Ends*

   Sharpen both ends of the *gilli* using a rough stone to give it a proper shape.

3. *Smoothen the Surface*

   Ensure it is smooth by rubbing it with a stone.

4. *Decorate (Optional)*

   Colour or paint the *gilli* for an attractive look.

Final Touch

Test the *gilli* and *danda* to ensure they are easy to handle and are sturdy.



Note to the Teacher

Ensure that safety measures are in place for this activity.

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Just for Fun

Riddle

It belongs to you.
But, your friends use it more than you.
What is it?

B. Spellathon

How many words of three or more letters can you make from the letters shown in the following wheel?

Rule: One letter can be used as many times as it appears in the wheel.



For example: Tea
Reach

Can you make a seven-letter word using all the letters in the wheel?

Now, create a letter wheel similar to the above.



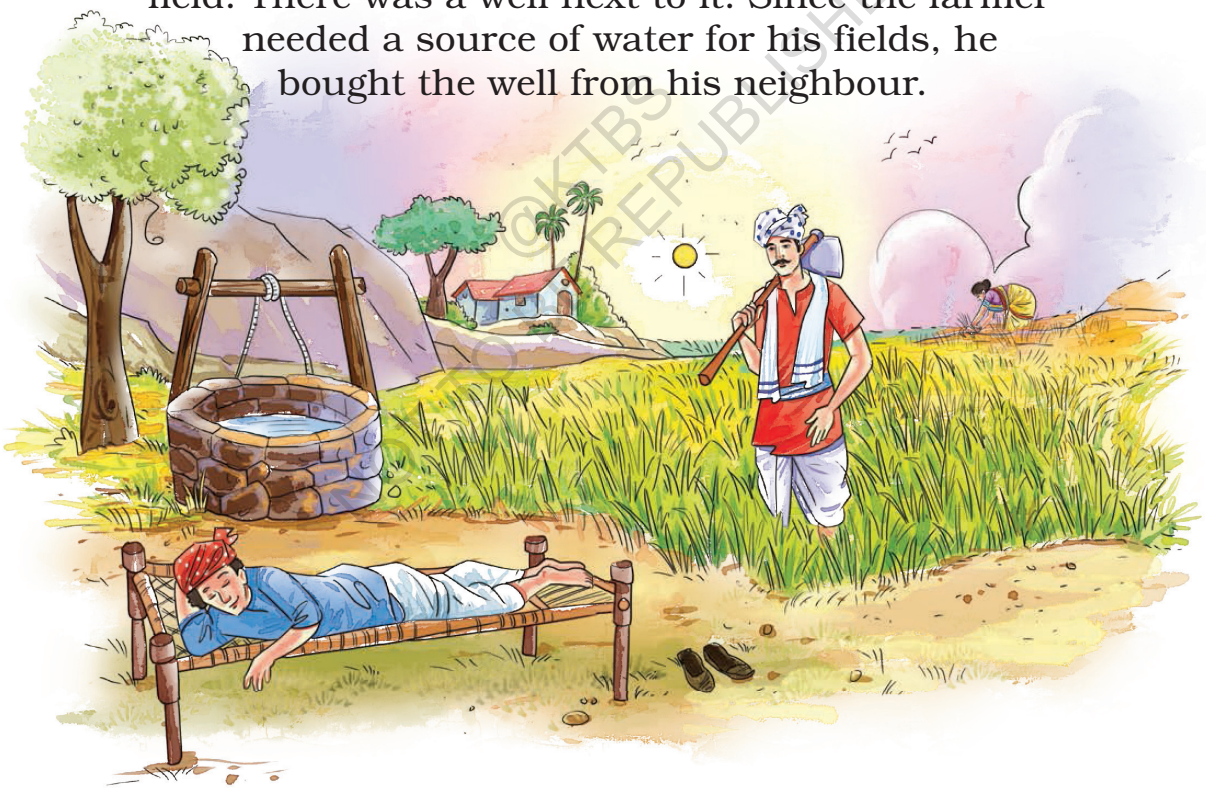
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8 The Decision of the Panchayat

0532CH08

Let us Read

Once upon a time, there lived a farmer in a small village. He had two fields. He used to work very hard. When he prospered, he bought another field. There was a well next to it. Since the farmer needed a source of water for his fields, he bought the well from his neighbour.



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The neighbour was a cunning man.
He thought of a plan to cheat the farmer.

The next day, when the farmer reached the well, he found the neighbour standing there. He refused to let the farmer take water from the well. On asking why, he replied, "I sold only the well to you, not the water. The water still belongs to me. You cannot take it."



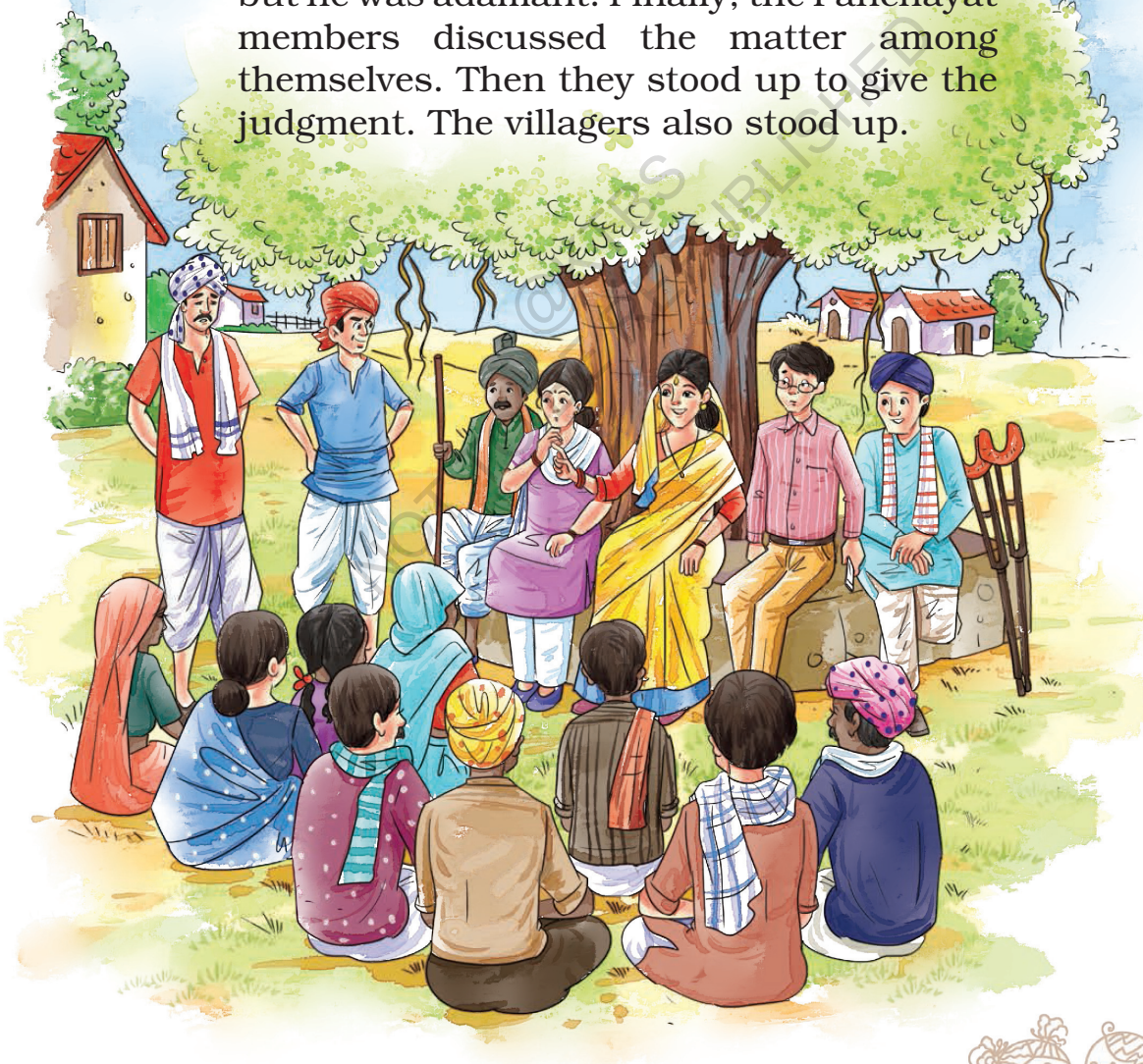
The worried farmer didn't know what to do. So, he went to the village chief and told her about his case, and said, "He is not letting me take the water."

The village chief fixed a day for a meeting of the Panchayat.

The day came, and the members of the Panchayat gathered under the banyan tree in the centre of the village. Both the farmer and his neighbour were summoned. Most of the villagers were present.

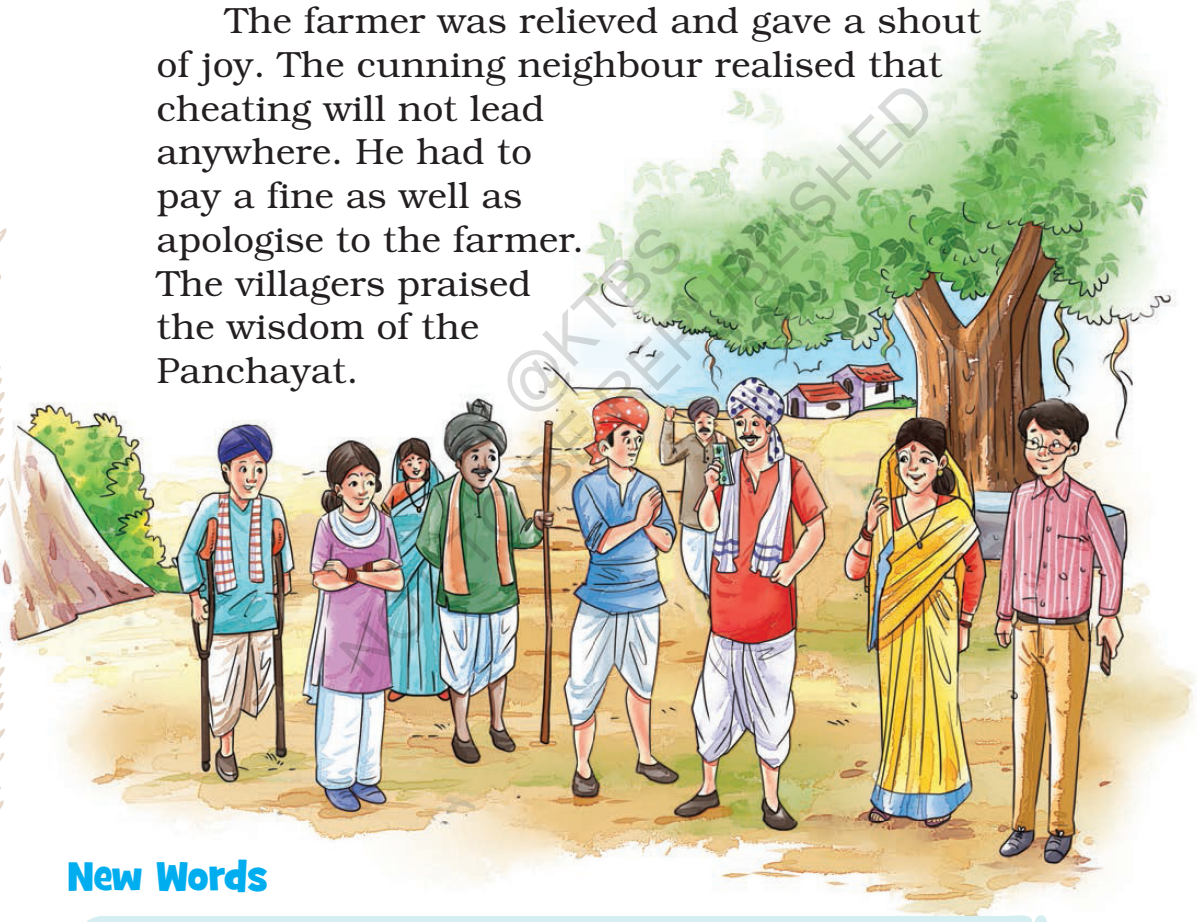
The farmer explained the situation to the gathering. The chief asked the neighbour why he was not letting the farmer draw water from the well. The cunning man said the same thing again, "I sold only the well to him, not the water in it. The water still belongs to me. So, he cannot take my water."

The members of the Panchayat, as well as the villagers, tried to reason with him, but he was adamant. Finally, the Panchayat members discussed the matter among themselves. Then they stood up to give the judgment. The villagers also stood up.



The village chief began, “After hearing both sides, we agree that it is correct to say that only the well was sold.” The neighbour gave a satisfied smile. “However,” continued the village chief, “if you have NOT sold the water and the water is yours, then you have no business keeping your water in his well. Remove the water or use it all up immediately. If not, the water will belong to the owner of the well.”

The farmer was relieved and gave a shout of joy. The cunning neighbour realised that cheating will not lead anywhere. He had to pay a fine as well as apologise to the farmer. The villagers praised the wisdom of the Panchayat.



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New Words

panchayat	adamant	cunning
apologise	wisdom	

Let us Think

A. Answer the following questions.

1. Why did the farmer buy the well?
2. Why did the farmer become upset?
3. How did the Panchayat solve the problem?
4. What was the final judgment given by the Panchayat?

B. Think and discuss

1. Do you think the decision of the Panchayat was correct?
2. You have an extra painting box which you wish to share with your friends in the class to complete an activity. Two of your best friends, Radha and Sita, fight for the box. How would you deal with the situation so that you are fair to both of them?
3. Who said to whom:
   a. "I sold only the well, not the water."
   b. "Remove the water or use it all up immediately."
   c. "He is not letting me take the water."



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Let us Learn

A. Match the words with their meanings.

Word	Meaning
1. prospered	a. clever in a tricky way.
2. cunning	b. refusing to change one's mind.
3. worried	c. to order someone come to a particular place.
4. summon	d. a decision made by a group.
5. adamant	e. very upset.
6. judgment	f. to grow wealthy.

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B. Fill in the blanks with the correct prepositions (in, at, by, after, before, under, with, to, for). A preposition can be used more than once.

1. The farmer went ..... the village chief to explain his problem.
2. The neighbour was standing ..... the well, blocking the way.
3. The villagers tried to reason ..... the cunning man.
4. The decision was made ..... careful consideration of both sides.
5. Their lived a farmer ..... the small village.



6. The Panchayat members listen to both the sides ..... coming to decision.
7. The villagers gathered the Panchayat ..... the banyan tree.
8. The neighbour was punished ..... his dishonesty.
9. The chief listened carefully ..... both the farmer and the neighbour.
10. The villagers agreed to meet ..... a later time to discuss the issue.
11. The farmer decided to buy a well ..... buying his third field.

C. Rearrange the events in the correct order.

1. Sam sat by a small stream to rest and enjoy the peaceful sound of the water. {.....}
2. Sam felt grateful for the time he spent in nature. {.....}
3. Sam decided to go for a walk in the forest near his house. {.....}
4. Sam walked along the narrow path, listening to the sound of birds chirping and leaves rustling. {.....}
5. After resting, Sam continued his walk, feeling refreshed. {.....}

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Note to the Teacher

Ensure that the learners are rearranging the events in the correct order.

Let us Speak

Look at the pictures below:





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What do you think will happen next? Sit in small groups and discuss. One student from each group will narrate the ending to the whole class.



Let us Write

A. Imagine you are the farmer. Write a letter to your friend about the incident and the decision of the Panchayat.

You may begin as follows:

My dear friend,

Something happened last week, which I want to tell you. I wanted to buy a well ...

B. Read the following sentence.

Water is priceless.

It means that water is valuable. It is so valuable that you cannot put a price on it.

The 'less' at the end of the word is a suffix.

Complete the following by adding the suffix 'less' to the given words.

Words	+	suffix	=	New word
Use	+	less	=	.....
Care	+	less	=	.....
Hope	+	less	=	.....
Fear	+	less	=	.....
Colour	+	less	=	.....

Make sentences using the new words in your notebook.



Note to the Teacher

Help learners understand the concept of 'suffix'.

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Let us Listen

Listen to your teacher read out this passage and answer the questions by choosing the correct option.

Sri Ramakrishna Paramahamsa

A long time ago, in a small village of West Bengal, there lived a kind and wise man named Sri Ramakrishna Paramahamsa. He loved to talk to people about God and taught that all religions are like rivers—they may take different paths, but they all lead to the same ocean. He lived a simple life, wearing plain clothes and eating very little, but his smile and loving words made everyone feel special.

One day, a curious young boy named Naren came to meet him. Ramakrishna saw something special in Naren and became his teacher. He taught Naren about courage, kindness, and how to find peace within.

Naren later grew up to become the famous Swami Vivekananda, spreading his teacher's wisdom to the world. Even today, Ramakrishna's teachings inspire many people everywhere.

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1. Where was Sri Ramakrishna Paramahamsa born?
   a. A colony in Kolkata.
   b. A small village in West Bengal.
   c. A mountain in the Himalayas.
   d. A forest in Kerala.

2. Who was the curious boy that became Sri Ramakrishna's student?
   a. Mahatma Gandhi
   b. Swami Vivekananda (Naren)

c. Rabindranath Tagore

d. Sri Aurobindo

3. What kind of life did Sri Ramakrishna live?

a. A life full of luxury,

b. A simple and loving life.

c. A life of traveling.

d. A secretive life.

4. What did Sri Ramakrishna compare religions to?

a. Trees in a forest

b. Stars in the sky

c. Rivers flowing to the ocean

d. Books in a library

5. What did Sri Ramakrishna teach Naren?

a. To find a teacher

b. To become wealthy

c. To travel the world

d. To find peace

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Did You Know?

The Banyan tree is the national tree of India. It can live for over 200 years and grow to cover several acres of land. Its roots grow down from the branches and become new trunks, making it look like a forest all by itself!



Let us Do

A. Read the passage carefully and answer the following questions.

The Neem Tree

You must have seen a neem tree near your house, or near the school, or beside the road. Almost everyone can recognise a neem tree.

The neem is a magic medicine tree because almost every part of the tree is used for medicine.

Sometimes, sick people are given neem juice to drink. People use the twigs of the neem tree as a toothbrush to clean their teeth. Burn some dry neem leaves inside the house and see the mosquitoes disappear! When you store winter clothing or blankets, keep dry neem leaves between them. This helps keep away insects. When you store rice, keep dry neem leaves at the bottom of the rice bin. This keeps pests away.

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Answer the following questions.

1. Where can you find neem trees?
2. Why do you think 'neem' is called a magic tree?
3. What happens when dry neem leaves are burnt?
4. Why do people put neem leaves in clothes and rice containers?
5. How are neem twigs used?
6. Find the meaning of the word 'disappear' from the following options:

   a. Appear b. Vanish c. Grow d. Fly
7. Find the word in the passage which means 'a short stick':

   a. Tree b. Part c. Twig d. Leaf



B. Point out 11 differences in the two pictures given below. Work in pairs and write down the 11 differences in your notebook.





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0532CH09

9 Vocation

Let us Recite

(1)

When the gong sounds ten in the morning and
I walk to school by our lane,
Every day I meet the hawker crying, "Bangles,
crystal bangles!"
There is nothing to hurry him on, there is no
road he must take, no place he must go to, no
time when he must come home.
I wish I were a hawker, spending my day in
the road, crying, "Bangles, crystal bangles!"



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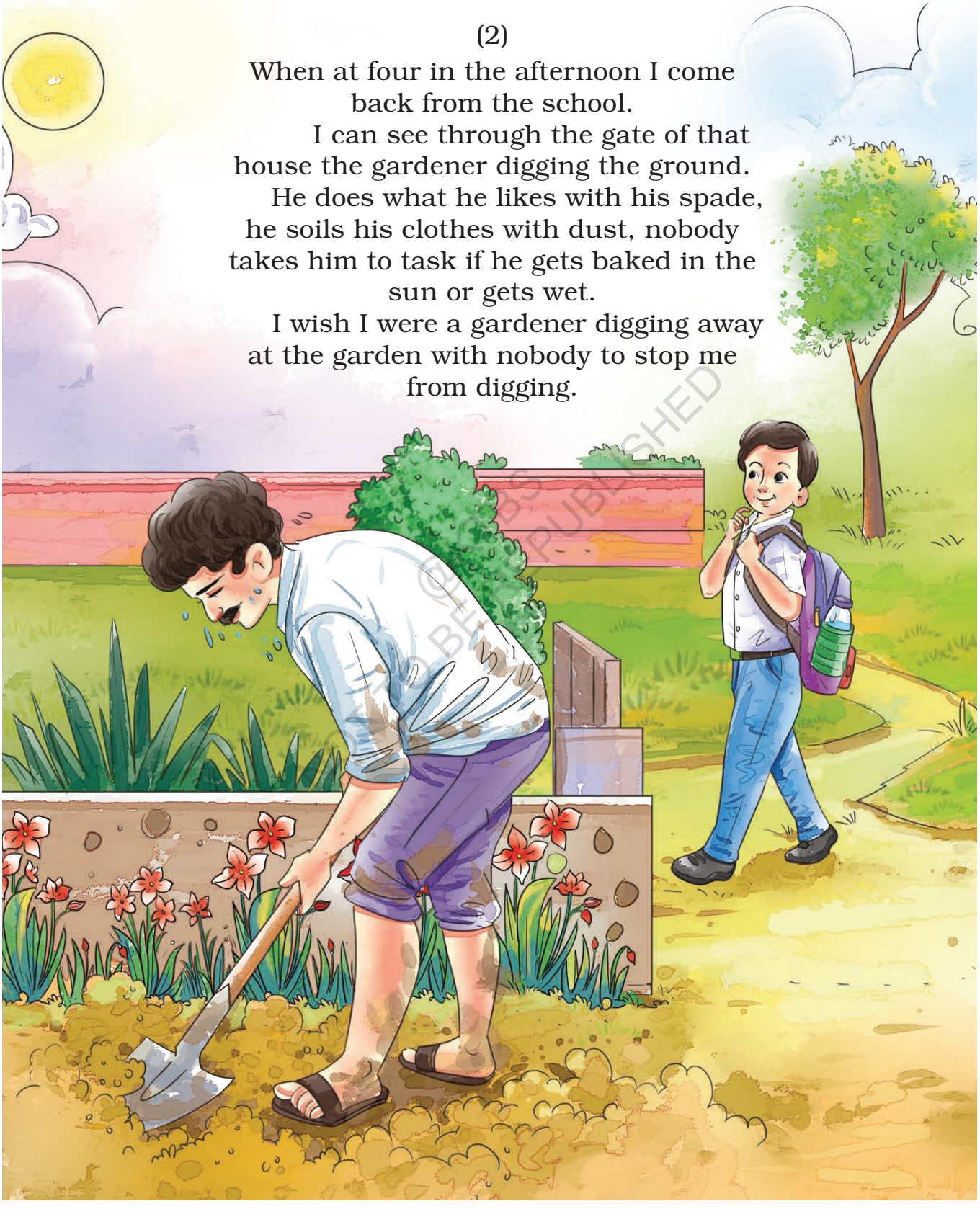
(2)

When at four in the afternoon I come back from the school.

I can see through the gate of that house the gardener digging the ground.

He does what he likes with his spade, he soils his clothes with dust, nobody takes him to task if he gets baked in the sun or gets wet.

I wish I were a gardener digging away at the garden with nobody to stop me from digging.



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(3)

Just as it gets dark in the evening and my mother sends me to bed,
I can see through my open window the watchman walking up and down.
The lane is dark and lonely, and the street-lamp stands like a giant with one red eye in its head.
The watchman swings his lantern and walks with his shadow at his side, and never once goes to bed in his life.
I wish I were a watchman walking the streets all night, chasing the shadows with my lantern.

–Rabindranath Tagore



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New Words

vocation gong lane giant spade lantern



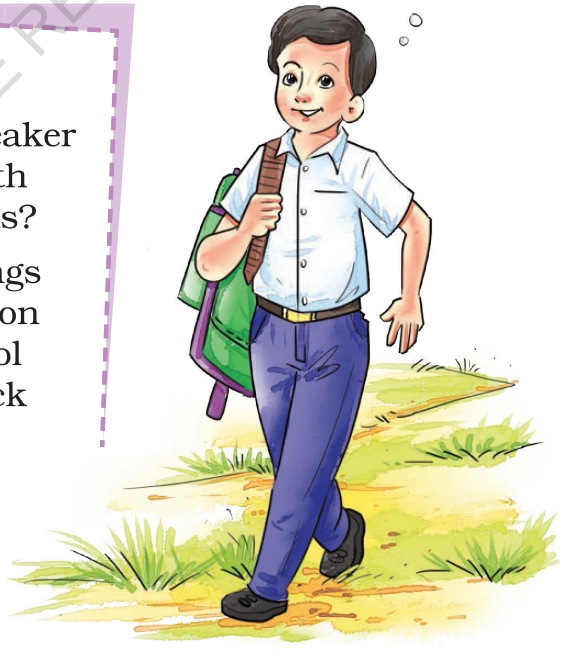
Let us Think

A. Answer the following questions.

1. Who is the speaker in the poem?
2. Why does the speaker want to be a hawker?
3. What does he like about the gardener?
4. What does the speaker compare the street lamp to?
5. On the basis of the poem that you have read, share the daily schedule of the speaker.

B. Think and discuss.

1. Why does the speaker admire people with different vocations?
2. What are the things that you observe on your way to school and your way back home?



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Let us Learn

A. Here are some of the words from *Vocation*. Read the poem and match each word with its meaning.

Gong	•	• A tool used for gardening
Spade	•	• An imaginary man-like creature of great height and strength
Lane	•	• A case that holds a candle or light in any form and can be easily carried
Giant	•	• A metal disc that produces a loud sound when hit with a small hammer
Lantern	•	• A narrow path

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B. There is one mistake in each sentence given below. Underline the mistakes and rewrite the correct sentences in the given space. One example has been done for you.

1. I has recently read a new book.

   I have recently read a new book.

2. The speaker goes for school at ten in the morning.

   .....



3. The fox ran fast than the others.

.....

4. Mita was slept when the doorbell rang.

.....

5. The old elephant walked slow to the river.

.....

6. Radhika is tall than Suman.

.....

7. Sudhanshu ran faster of all the runners.

.....

8. My mother are cooking.

.....

9. He go to school everyday.

.....

10. The birds is flying.

.....

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Note to the Teacher

- This activity includes errors related to different parts of speech.
- Encourage the learners to work in pairs or groups and find the errors.
- Provide more such sentences to learners.

C. Look at the pictures and read the words written under them.



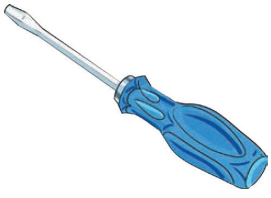
telescope



hammer



camera



screwdriver



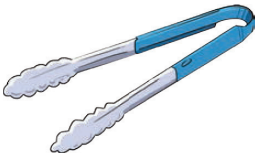
sickle



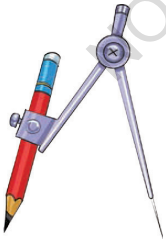
stethoscope



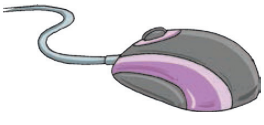
grater



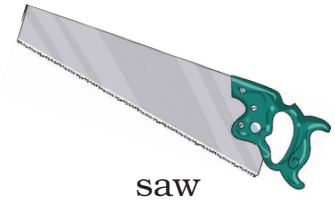
tongs



compass



mouse



saw

Have you seen these objects? Where have you seen them? What are they used for?

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Let us Listen

- Sit in groups of five.
- Each group will discuss and create two questions on the poem *Vocation* using the question words from the WH-family. Note down the questions.
- Now, put your textbooks back in your bags.
- Each group will get to share their questions with the class.
- One group will present their questions, and the remaining groups will answer the questions. This will continue till all the groups have shared their questions.



Note to the Teacher

- Revisit the types of question words with learners.
- Allot 25–40 minutes to this activity, depending on the strength of the class.
- This activity may be conducted with other texts as well.

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Let us Speak

A. Listen and repeat

Your teacher will say aloud the following words. Listen carefully and repeat after the teacher.

cushion	ration
fashion	tension

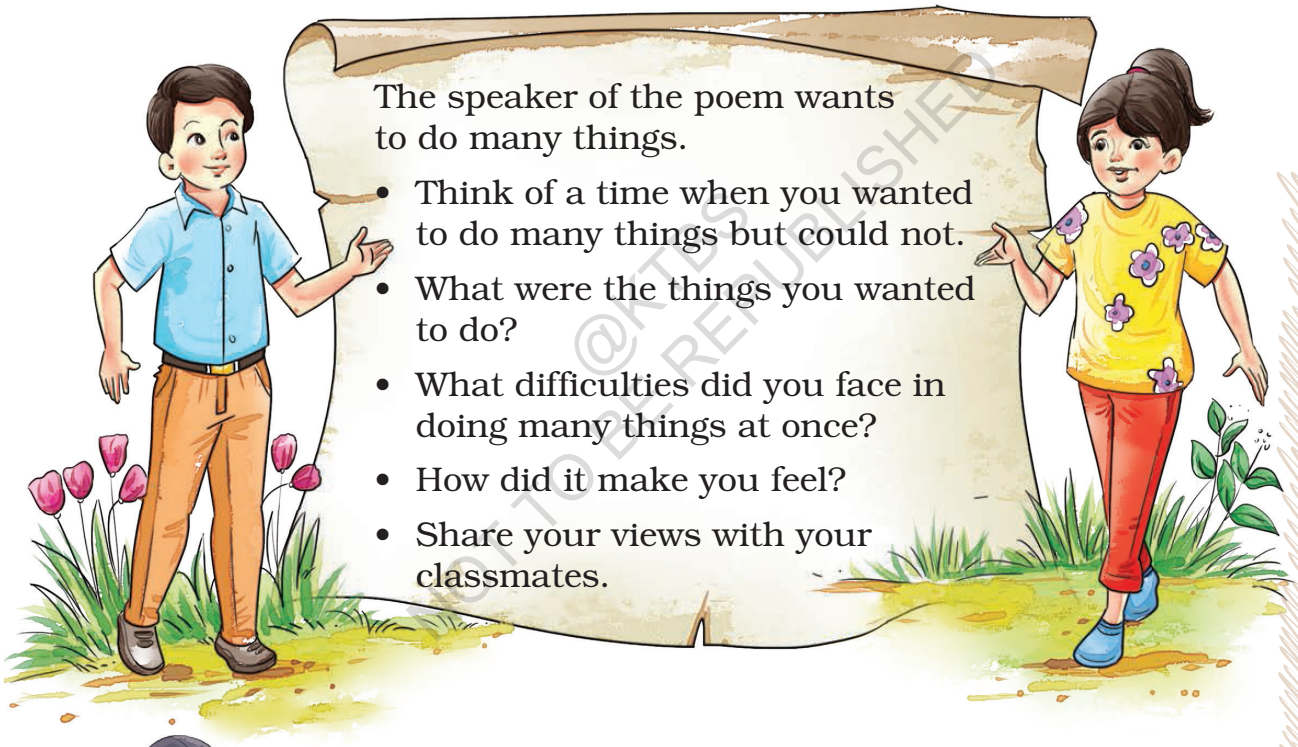
mention	attention
nation	vocation



Note to the Teacher

- Say aloud each pair of words. Ensure that learners pronounce it clearly.
- Do this exercise at regular and frequent intervals.

B. Listen and speak



The speaker of the poem wants to do many things.

- Think of a time when you wanted to do many things but could not.
- What were the things you wanted to do?
- What difficulties did you face in doing many things at once?
- How did it make you feel?
- Share your views with your classmates.

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Note to the Teacher

- Give the learners ample time to ponder over the questions.
- Encourage them to write their answers before sharing them with the class.
- Teachers are also encouraged to share their answers with the learners.



Let us Write

1. What's missing?

The child sees only the fun part of each job. What do you think might be the difficult or boring part of being a hawker, a gardener or a watchman? Write a paragraph to express your thoughts.

2. In the poem, the speaker tells us about the vocations of different people. Write the vocations of any three of your family members, in 50-60 words each, from the list below.

Mother, Grandmother, Aunt, Sister,
Father, Brother, Uncle

3. What vocations are the following people associated with?

- A.P.J. Abdul Kalam
- M. Visvesvaraya
- Janaki Ammal
- M.S. Subbulakshmi
- Salim Ali

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Note to the Teacher

- Talk about the meaning of 'vocation' and 'work'. For example, is household work paid?
- This activity should be used to prompt discussion on what is considered as 'work' and on gender roles.
- Encourage learners to share their write-ups with the class.

Let us Do

Job Mix–Up!

There is something unusual in the given pictures. Notice carefully the things that you find strange. One has been done for you.













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For example: A chef's job is to cook delicious meals, not to drive a fire engine. That's something firefighters do.

Write two sentences in your notebook for each picture, following the example provided for you.

Let us Explore



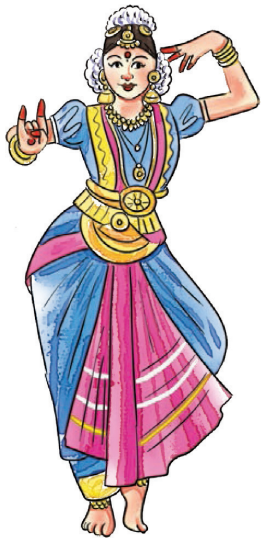
beekeeper



photographer



teacher



dancer

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chef



pilot



farmer



florist

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A. Which vocation from the above illustrations would you choose for yourself? And why?

B. Is there any other vocation not shown in the pictures that you would like to take up as your dream job? Support your answer with a reason.



Note to the Teacher

- Use this activity to create an opportunity to speak about various professions which may even go beyond the text.
- Facilitate a discussion on not only traditional occupations but also new kinds of professions.
- Help learners understand that no work is superior or inferior.

C. Draw yourself in the selected vocation in the blank space provided.

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10 Glass Bangles

0532CH10

Let us Read

The busy district of Firozabad in Uttar Pradesh is popular for its rich tradition of glassware. Ravi was a skilled glass artisan who lived in this town. Firozabad is famous for its beautiful glass bangles, and Ravi's family had been crafting these beautiful bangles for a very long time. Each bangle was a piece of art, showing both the culture of the town and the wonderful craftsmanship of the artisans.

Ravi's workshop was a centre of activity. The air was filled with the clinking of glass and the gentle hum of conversation as artisans



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shaped beautiful bangles. The process of making glass bangles was difficult and needed great skill. First, Ravi and his team would heat glass in a furnace. They would then carefully shape the glass into bangles, adding beautiful colours and designs before cooling them to perfection.

Ravi enjoyed his work. He crafted each bangle with full attention, making sure that it was not only beautiful but also long-lasting. The bangles came in a variety of colours, from deep reds and blues to soft pastels, and were often decorated with patterns showing traditional Indian designs.

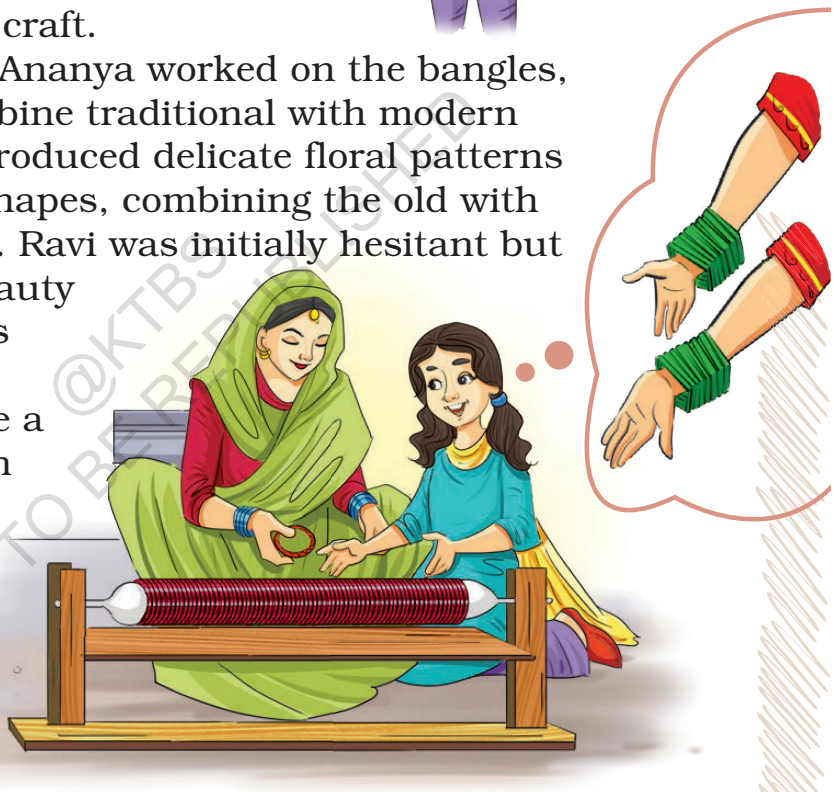


During the festival of Diwali, the demand for glass bangles increased. Diwali is the festival of lights, a time of celebration and joy, and glass bangles were popular among women at this time. Ravi's workshop was busier than ever, with artisans working around the clock to meet the demand.



Ravi's daughter, Ananya, had completed her schooling. She was eager to help her father in his work. She had an eye for design and wanted to put modern elements into the traditional bangle designs. Ravi was supportive but concerned about maintaining the truthfulness of their traditional craft.

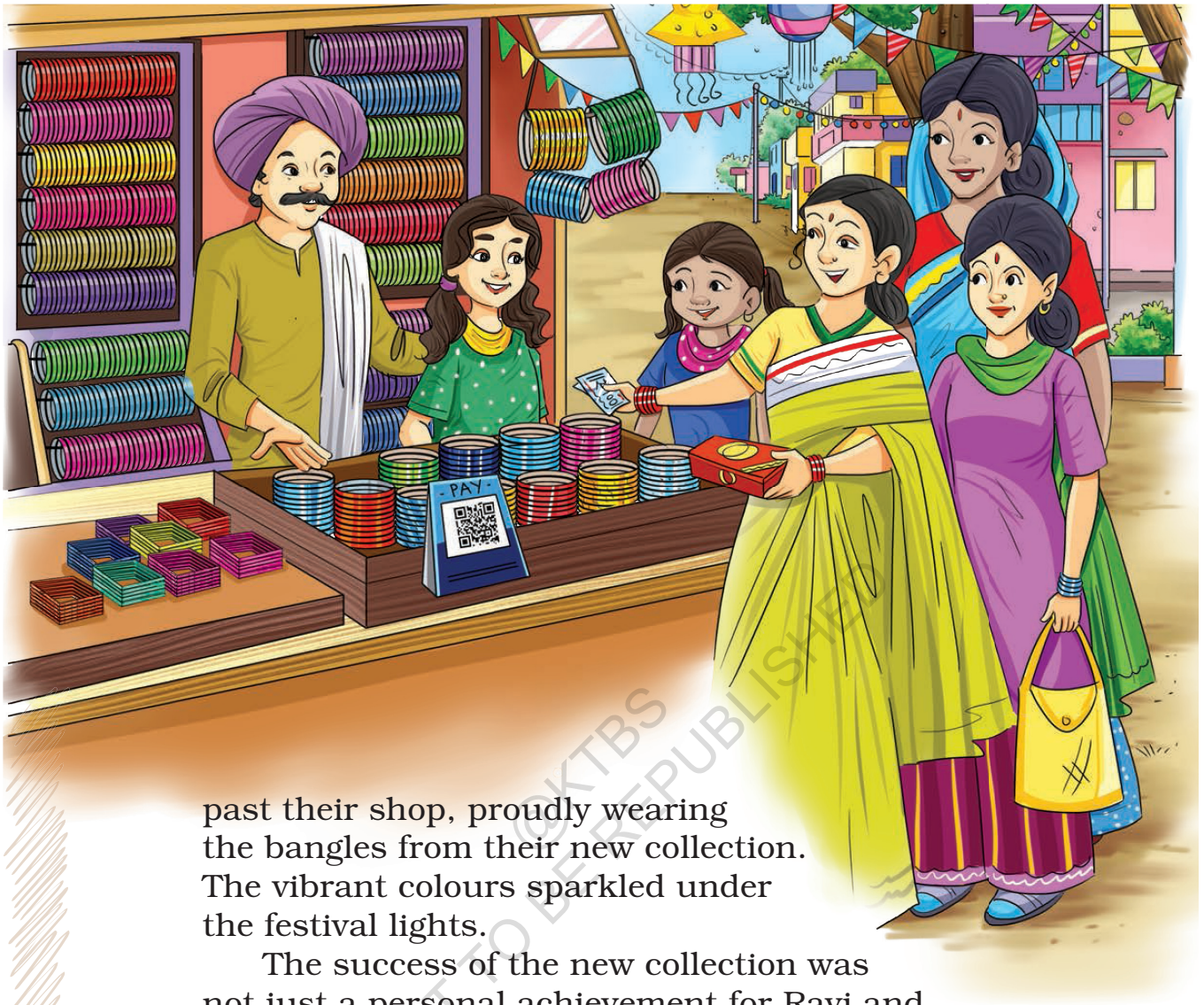
One day, as Ananya worked on the bangles, she tried to combine traditional with modern designs. She introduced delicate floral patterns and geometric shapes, combining the old with the new designs. Ravi was initially hesitant but soon saw the beauty in his daughter's designs. They decided to create a special collection for Diwali that would showcase both traditional and modern elements.



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The new collection was a big success. The bangles, with their new designs and exciting colours, were loved by the customers.

On Diwali night, as the streets of Firozabad glittered with lamps and lights, Ravi and Ananya watched with pride as women and girls walked



past their shop, proudly wearing the bangles from their new collection. The vibrant colours sparkled under the festival lights.

The success of the new collection was not just a personal achievement for Ravi and Ananya; it also had a positive impact on the entire community. The increased demand for bangles led to more work for local artisans. Not only those, more jobs were generated in packing and transportation.

As the festival came to an end, Ravi and Ananya recalled their journey of making bangles. Ravi's workshop continued to prosper, and Ananya's innovative designs made their bangle collection quite popular.

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New Words

clinking artisans furnace
floral patterns elements

Let us Think

A. Answer the following questions.

1. How were glass bangles made in Ravi's small workshop?
2. Who was Ananya? How did she help Ravi?
3. How did the success of the new bangles help the community?

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B. Think and discuss

1. If you were in Ananya's place what other modern designs or colours would you add to make the bangles more attractive?
2. Ravi and Ananya felt proud seeing people wearing their bangles on Diwali night. Have you ever created something (drawing, writing, or a project) that made you happy? Share your experience with the class.
3. Make a list of things that you buy from local markets during festivals.





Note to the Teacher

If students have any artwork, it should be displayed before the class.



Let us Learn

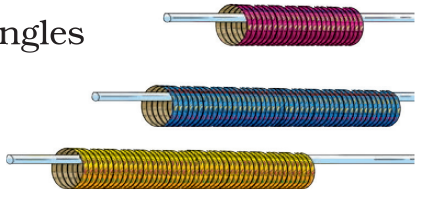
A. For each word, list three other words you associate with it. One has been done for you.

1. Festivals ..... Joy .... Sweets .... Family .....
2. Bangle ....
3. Factory ....
4. Friend ....
5. School ....

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B. Use capital letters, full stop (.), comma (,), question mark (?), wherever necessary and rewrite the following sentences.

1. the air was filled with the clinking of glass
2. On diwali night the streets of Firozabad were lit with lamps and lights
3. did ravi like ananya's new designs at first
4. ravi and ananya made a special collection for diwali
5. did the customers love the new bangles







Read the following sentence.

Ananya had completed her schooling before she joined the factory.

The underlined part is an example of past perfect tense. We use the past perfect tense to talk about an action that took place and was completed before another action in the past.

We use both past perfect (for the first action) and past simple (for the second action) in such sentences.

In the above sentence, Ananya's education is the first action which took place before she joined the factory (next action).

Rule: Subject + has/have + Verb + Object

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Identify the first action and the second action in the given sentences.

	First action	Second action
The crowd had dispersed when we reached the market.	had dispersed	reached the market
Shivangi had finished the portrait when I called her.		
When you rang the doorbell, I had switched off the TV.		
When we reached the cinema hall, the movie had ended.		
Samar had set the table when the phone rang.		

Write more sentences like the ones given previously with the help of your teacher and classmates.



Note to the Teacher

- Revisit the rules of simple past tense with the learners.
- It is important to draw the learners' attention to the fact that the first and the second actions are to be determined by the meaning and not by their positions of occurrence (first and second) in a sentence.



Let us Speak

A. Try speaking the following lines. Start slow and gradually increase your speed. See how many times you can say each one without stopping or making a mistake.

a. Red lorry blue lorry.

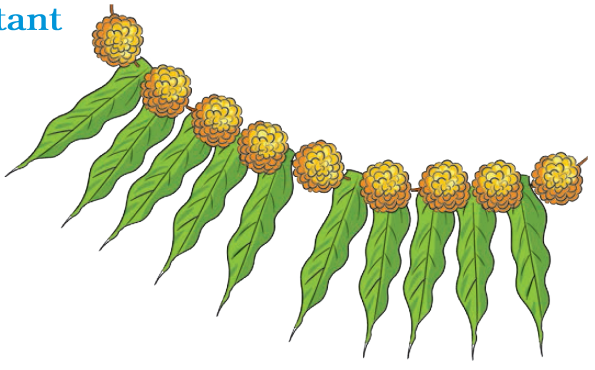
b. Babli bought beautiful bangles but the bangles broke.

c. Ravi read a red book.

d. Green glass globes glow green.

e. Ten tiny turtles take turns talking.

B. Glass bangles are an important part of the Indian culture, especially during festivals. Are there any crafts or traditions in your region that are linked to festivals? Share with your class.



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Let us Listen

Your teacher will read out the paragraph given below. Listen carefully.



Arjun and his sister, Meera, help their mother prepare *besan* laddus. First, their mother roasts chickpea flour in a pan until it turns golden brown. Their father then adds ghee and sugar to the mixture and stirs it well and then transfers it to a big bowl to let the mixture cool. When it is slightly cool, Meera and Arjun shape the mixture into small round balls. Finally, the kids decorate each laddu with a sprinkle of chopped nuts.



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Write the correct sequence of steps that Aarav, Meera, and their parents take to prepare the laddus.

1. The father adds ghee and sugar to the mixture and stirs it well. {.....}
2. The mother roasts chickpea flour in a pan until it turns golden brown. {.....}
3. The kids decorate each laddu with a sprinkle of chopped nuts. {.....}
4. Meera and Arjun shape the mixture into small round balls. {.....}
5. Arjun and his sister, Meera, help their mother prepare *besan* laddus. {.....}

Let us Write

A. Write a paragraph of 80–100 words on how you recently celebrated a festival.

Hints: Special dish, meeting with friends and family, prayer, any other related ritual.

B. Look at the pictures given below.

Rock Garden, Chandigarh





Discuss with your teacher and write a paragraph of 100–120 words in your notebook.

Let us Do

A. Firozabad is famous for glass bangles. Find out and write the names of places in India known for the following crafts.



1. Madhubani painting

   .....



2. Paithani Saree

   .....



3. Blue pottery

   .....



4. Phulkari embroidery

   .....

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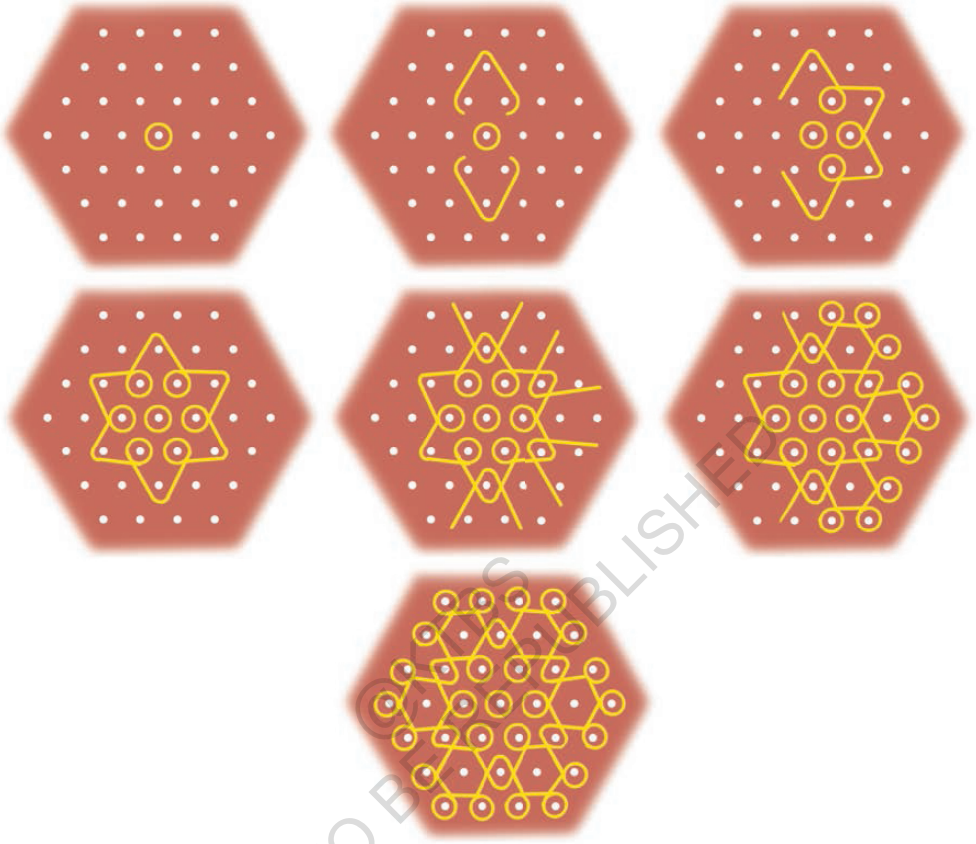
B. Find out what your State or Union Territory (UT) is famous for. Speak about it.

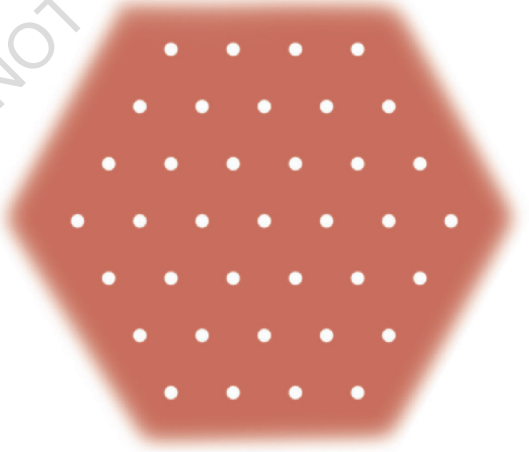


Note to the Teacher

The teacher may help the students to locate these places on the map of India.

C. Follow these steps to create a beautiful rangoli.





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Let us Explore

Do you know what a bank account is?

It is a safe place to keep your money, just like you keep your money safe in a *gullak*.





Suppose you get ₹ 50 for your birthday every year. You put it into your ***Savings Account***. After a year, the bank adds ₹ 5 more. This is called **interest** on the ***Savings Account***.

Benefits of a Savings Account:

- Meant for saving money.
- You can add or withdraw money anytime.
- As a reward for saving, you earn interest.

1. Do you have a bank account? Yes/ No
2. Find out more about Fixed Deposit and Recurring Deposit. Share information on these with your class.

Passbook

CHILDREN'S BANK OF INDIA

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Let us Observe

Look at the following pictures. Can you locate them in this textbook and write their name in the space given below?



.....



.....



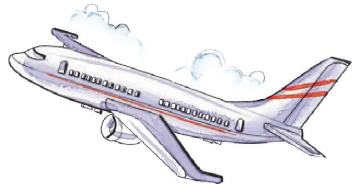
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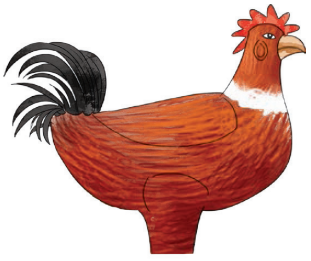


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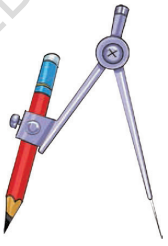
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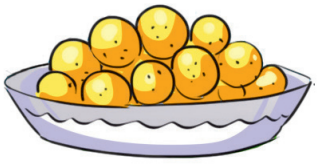
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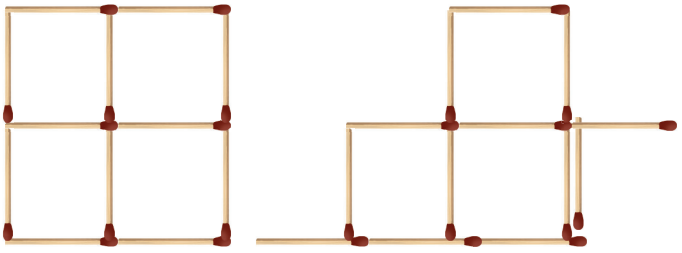


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Answer Key

Page 9 A.



Page 10 Riddle

Onion

Page 64 C.



Page 89 Riddle

Your name

Page 104 B.



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Self-assessment 2

You may select more than one box for each point.

1. I can recite the poems with gestures
   - by myself. ☐
   - in a group. ☐
   - by repeating after my teacher. ☐
   - None of the above. I like reading poems quietly. ☐

2. I can understand the new words
   - by using a dictionary. ☐
   - after listening to my teacher's explanation. ☐
   - by reading with my classmates in groups. ☐
   - by reading the entire sentence again. ☐
   - by looking at the pictures. ☐

3. I can answer the questions
   - in my mother tongue. ☐
   - in English. ☐
   - in English with a few words of my mother tongue. ☐
   - in my mother tongue, with a few words of English. ☐

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4. I can write a paragraph

- by myself. ☐
- after following my teacher's instructions. ☐
- after reading my friends' work. ☐
- with my teachers'/friends' help. ☐

5. I was able to do all the activities

- by myself. ☐
- with the help of my teacher. ☐
- with the help of my classmates. ☐
- with the help of my family members. ☐

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Note to the Teacher

- The assessment sheet should be filled by the learners.
- Include this as a part of the learners' progress trajectory.

Books that I have read this year.

Title:

Author:

Why I liked it .....

.....

.....

.....



Title:

Author:

Why I liked it .....

.....

.....

.....



Title:

Author:

Why I liked it .....

.....

.....

.....



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Poems that I have read this year.



Title:

Poet:

Why I liked it .....

.....

.....

.....



Title:

Poet:

Why I liked it .....

.....

.....

.....



Title:

Poet:

Why I liked it .....

.....

.....

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New Words

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Notes



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