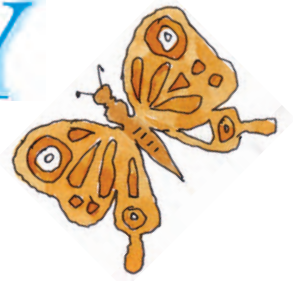




BUTTERFLY

English Textbook for Class V



Department of School Education (Govt. of W.B.)

&

West Bengal Board of Primary Education

**Department of School Education
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata - 700 091**

**West Bengal Board of Primary Education
DK 7/1, Sector II
Salt Lake, Kolkata 700 091**

Neither this book nor any keys, hints, comments, notes, meanings, connotations, annotations, answers and solutions by way of questions and answers or otherwise should be printed, published or sold without the prior approval in writing of the Director of School Education, West Bengal. Any person infringing this condition shall be liable to penalty under the West Bengal Nationalised Text Books Act, 1977.

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A MESSAGE FROM THE BOARD

The new English textbook for class V falls under a newly named series 'Butterfly'. This series is meant for the Primary level only. This book is thus named **Butterfly: A text book for class V**. This book is based on the new curriculum and syllabus framed and recommended by the newly constituted 'Expert Committee' whose responsibility was to examine various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses formulated by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, this series focuses on helping young learners to learn English as Second Language. The book encourages activity-based learning in a child-centric manner. The lively illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of language learning, viz, listening, speaking, reading and writing in a well-graded manner. The units are woven around a specific theme that caters to various types of learners. We hope this new approach will help learners to develop and strengthen their language skills.

Teachers' guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching-learning process.

A chosen group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by the renowned artists. We also thank them for their brilliant job.

Suggestions, views and comments to improve the book are welcome.



**President
West Bengal Board
of
Primary Education**

December, 2017
Acharya Prafulla Chandra Bhavan
DK-7/1, Sector II, Bidhannagar
Kolkata 700 091

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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series '**Butterfly**'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning in this textbook, and the exercises for the learners have been designed accordingly. The vision of the great poet and educationist Rabindranath Tagore has been our major inspiration while doing the work. Rabindranath, in one of his lectures, exclaimed, 'I fled the classes which gave me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature'. We have tried to incorporate many new elements in the textbook to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class V** is 'our culture and heritage'. A Teachers' guidelines is appended at the end of the book.

We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Siksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

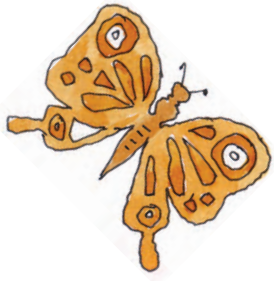
The Education Minister Hon'ble Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

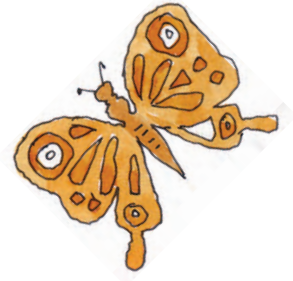
Thank You.

December, 2017
Bikash Bhavan,
5th Floor, Bidhannagar,
Kolkata- 700 091

Anek Majumder
Chairman
Expert Committee
School Education Department
Govt. of West Bengal



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Cover : Samir Sarkar

Illustrations : Samir Sarkar
Sankha Bandyopadhyay
Subroto Maji



Revision Lesson



Let's read...

Read and enjoy this comic strip :

①



②



③



④



5



6



7



8



Let's do...

ACTIVITY 1

[A] Write **T** for true and **F** for false sentences in the given boxes:

- (1) Grandfather told the boy a story.
- (2) The boy fell asleep while listening to the story.
- (3) The angel's face looked like the face of the child's mother.
- (4) The boy woke up at the call of his grandfather.

[B] Answer the following questions:

- (a) How did grandmother describe the angel?
- (b) Why do the angels take children on a tour?
- (c) What were the beautiful things the boy saw in his dream?
- (d) What did the boy understand when he woke up?

ACTIVITY 2(a)

Match the animals with their young ones and write their names in the given boxes:



hen



duck



tiger



horse



cow



pig

colt

piglet

calf

chick

cub

duckling

Activity 2(b)

Write the names of the adult animals or birds. One is done for you:

(i) puppy : dog

(ii) kitten: _____

(iii) kid : _____

(iv) lamb: _____

(v) cub : _____

(vi) eaglet: _____

ACTIVITY 3(a)

Match group A with group B:

Masculine Gender	Feminine Gender
horse	
tiger	
dog	
	cow
	hen
	queen
	woman
	duck
	goose
peacock	

ACTIVITY 3(b)

Write down the opposite gender of the underlined words:

Yesterday my grandmother and mother came to our school. My father brings my brother and me to school everyday. We address our male teacher as 'Sir'. He is a wise man.



Let's talk...

Sit in groups of four. Your teacher is your quiz-master.

He/she will ask you these questions:

- ♣ What is the capital city of West Bengal?
- ♣ What is the capital of India?

- ♣ What is the capital city of Bihar?
- ♣ Which state has Ranchi as its capital?
- ♣ Can you say which state has Mumbai as its capital city?
- ♣ What is the capital city of Tamil Nadu?
- ♣ Hyderabad is called the 'Charminar City'. Can you say where Hyderabad is situated?
- ♣ Which city is called the 'Pink City'?



Let's do...

ACTIVITY 4

Match group A with group B. One is done for you:

A	B
mason	washes clothes
porter	makes chairs, tables
doctor	delivers letters
soldier	makes earthen pots
barber	→ makes houses
pilot	carries goods
cobbler	looks after patients
potter	fights in wars
postman	stitches clothes
washerman	drives aeroplanes
carpenter	repairs shoes
tailor	cuts hair

ACTIVITY 5

Choose the right word from the ones given in brackets:

Last week my sister and I [go/goes/went] to the village fair. There [were/was/are] many shops. My sister [wants/ wanted/want] to take a ride in the Giant Wheel. We [bought/buy/buys] tickets for it. We [enjoy/enjoys/enjoyed] the ride. Then we [ate/eat/eats] food. It was getting late. So we went back home.



Let's talk...

ACTIVITY 6

'Catch the Thief' game

How to play the game:

Form a group of eight students.

Call out in chorus and count the members of the group one by one :

**"Tinker, Tailor
Soldier, Sailor
Rich man, Poor man
Beggar man, Thief"**

- ♣ The boy/girl who becomes the eighth member is the **Thief** and he/she will have to describe something (like, a sports event watched recently).
- ♣ If his/her description is satisfactory, everyone will clap.
- ♣ If he/she fails, he/she will have to act according to certain directions given by his/her friends (like, sing a song, recite a poem etc).

ACTIVITY 7

Who am I?

(a) I deliver letters and parcels to your houses. I am a _____.

(b) I assist doctors. I look after the sick in a hospital. I am a _____.



(c) I drive buses and taxis. I can also drive trucks. I am a _____

(d) I work in the fields all day. I grow crops. I am a _____.

ACTIVITY 8

Change the singular numbers into plural numbers by adding –s/-es/ -ies [one is done for you]:

Singular	Plural
bat	bats
book	
ball	
bus	
ass	
mosquito	
butterfly	
buffalo	
donkey	

ACTIVITY 9

Put a tick (✓) mark to choose the right answer. One is done for you:

- (a) I ☒ [am/is] reading a book.
(b) My sister [am/is] playing.
(c) My parents [is/are] working in the field.
(d) Our teacher [is/are] writing on the blackboard.
(e) You [is/are] swimming.

ACTIVITY 10

Rearrange the words and make meaningful sentences:

Example : School/ study/ in/ I/ Primary/a

I study in a Primary School.

(a) school/close/My/ to/my /house/is

(b) I/school/ go/everyday/to

(c) English/to/I/study/love

(d) My/love/teachers/very/me/much

(e) I/student/want/to/good/be/a



Let's share...

ACTIVITY 11

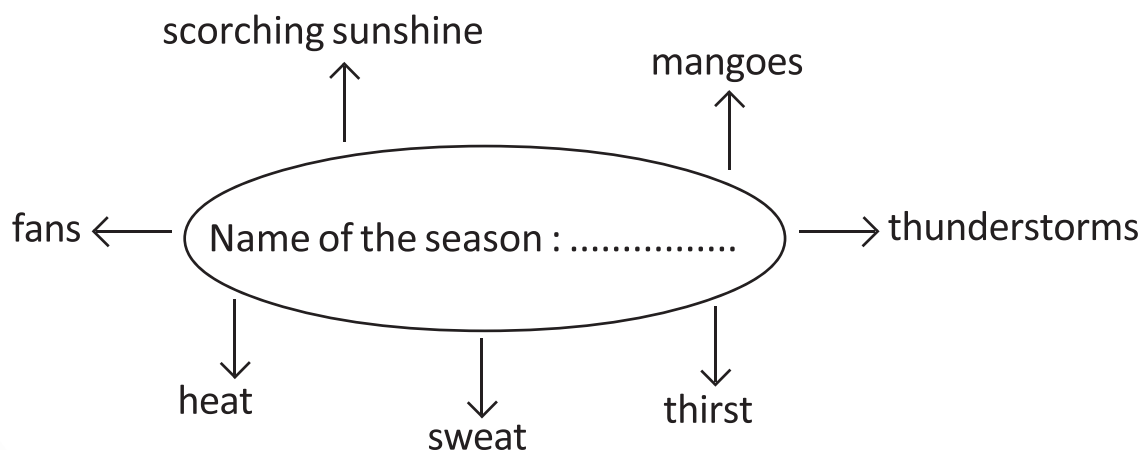
Draw a picture of an action in which water is used. Show it to your class. Tell your friends how water is being used in your picture.

ACTIVITY 12

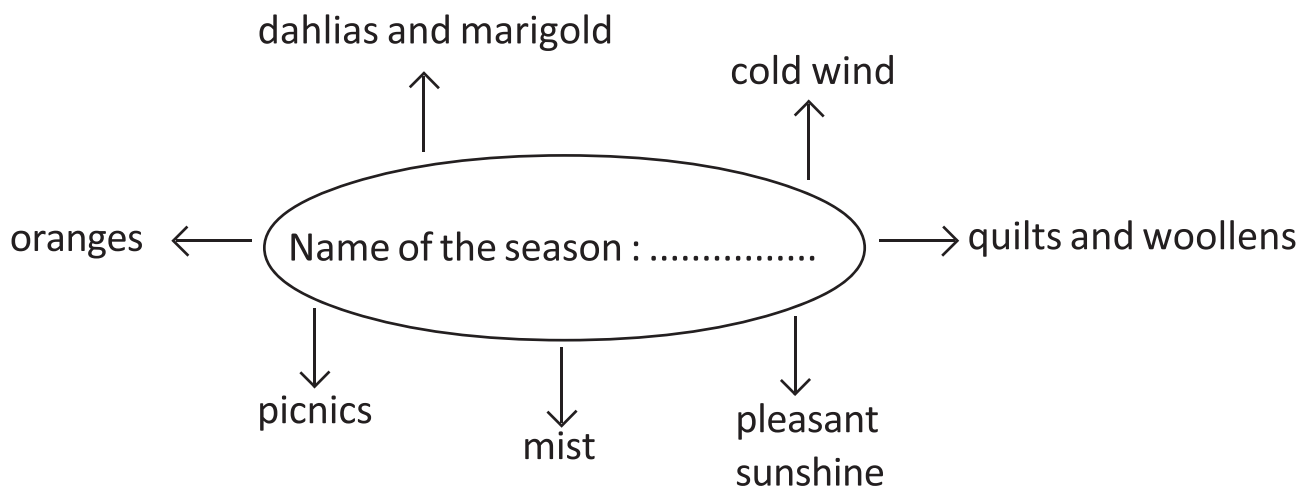
Seasons in my country

Look at the words given below. Tell your friend about the features that are related with the season. Ask your friend to guess the season.

[1]



[II]



Describe the seasons by using the words given here. Write five sentences for each season.



Let's recite...

There once were two cats of Kilkenny.
Each thought that was one cat too many.
So they started to fight
And to scratch and to bite –
Now, instead of two cats, there aren't any.



Let's work together...

Draw a picture with any one of the seasons as your theme. Show it to your friends.

Lesson - 1

India : Superpower in Cricket



Let's begin...

- ♣ Which game do you like the most?
- ♣ Look at the picture. Can you guess who these people are?
- ♣ Who is your favourite cricketer ?



Let's read...

Rahul is very excited today. He has just finished watching a cricket match in which India beat England in a close finish.

"India is finally a **superpower** in cricket now!" He exclaimed in **glee**.

His father said, “That’s right , but all this started way back in 1983, when India beat West Indies to lift the World Cup for the first time.”

Rahul’s father, a great cricket-lover like him , handed him a yellowish newspaper cutting .“What’s this?”, Rahul asked his father. “This is from a newspaper of 26th June ,1983 , just the day after India won the World Cup Cricket for the first time,” his father replied with a



smile . “I was in class seven then, and I have kept it with me all these days. Go through it and tell me how you feel about it,” he added.



After dinner Rahul started reading the old, yellowish **paper-cutting**.

He learnt that on 25th June 1983, Lords’, the famous cricket ground in England, was fully packed for the final showdown. Thousands of people came to watch the match. It was a grand event after a period of four years, since the last World Cup final in 1979.

Word Trove

- superpower** – having the greatest power
- glee** – joy
- paper-cutting** – part of a newspaper , cut and kept for further reference



Let’s do...

ACTIVITY 1

Let’s complete the following sentences :

- (a) India is now
- (b) India’s first World Cup victory was in the year
- (c) people came to watch the ’83 final.

- (d) There is a gap ofyears between any two World Cup tournaments.

ACTIVITY 2

Let's write T for True and F for False statements in the given boxes :

- | | |
|-----------------------------------------------------------|--------------------------|
| (1) India has improved in cricket over the years. | <input type="checkbox"/> |
| (2) Rahul's father does not like sports and games. | <input type="checkbox"/> |
| (3) India won the first World Cup in the '80s. | <input type="checkbox"/> |
| (4) In 1983 the World Cup matches were played in England. | <input type="checkbox"/> |



Let's continue...

In the final, India lost the **toss** and were made to bat against a West Indies team that could boast of the world's strongest bowling attack. The Indian batting line up **crumbled** against the great West Indies fast bowlers **comprising** of Andy Roberts, Malcolm Marshall, Joel Garner and Michael Holding. It was only Krishnamachari Srikkanth (38 from 57 balls) and Mohinder Amarnath (26 from 80 balls) who at the top of the batting line-up offered some significant fight. The lower order batsmen showed courage and with their effort India was able to compile 183 runs (all out, 54.4 overs). Indian innings had only three sixes, one by Srikkanth, one by Sandeep Patil (27 from 29 balls), and one by Madan Lal (17 from 27 balls).



However, the Indian bowlers, made best use of the weather and pitch conditions and were able to bowl out the great West Indies batting line-up for a mere 140 runs from 52 overs. India thus achieved a historic win by 43 runs. Amarnath and Madan Lal took three wickets each. This was one of the most **incredible** upsets in cricket history where the **invincible** West Indies was defeated.

Word Trove

- toss** – throw a coin into the air to make a choice
crumbled – to come to an end
comprising – consisting of
incredible – hard to believe
invincible – unbeatable



Let's do...

ACTIVITY 3

Work in pairs to answer the questions. :

- Which team won the toss ?
- Who was the highest scorer for India in the match ?
- What was India's total score in the match ?
- Which was the invincible cricket team before 1983 ?

ACTIVITY 4

Provide information from the passage. Work in groups:

- The four fast bowlers of West Indies:
.....
.....
.....
- Three Indian batsmen who hit sixes:
.....
.....
.....
- Factors that the Indian bowlers utilized:
.....
.....
- Two Indian bowlers who took three wickets each:
.....

ACTIVITY 5

Let's match Table A with Table B:

Table A	Table B
1. West Indies	43 runs
2. Sandip Patil	bowled first
3. West Indies played for	52 overs
4. India won by	played 29 balls



Let's continue...

The most memorable moment of the match came when Kapil Dev, the Indian captain, ran a distance of about 20 **yards** to take a catch which dismissed Vivian Richards, the West Indies top scorer. Amarnath played a **vital** role in India's win. He took 3 wickets while giving away just 12 runs from his seven overs of bowling. He was declared the Man of the Match for his all-round performance.



The Indian team had **stunned** the world by winning the World Cup. Cricket, in India, started gaining **rapid** popularity since then.

Rahul finished the report and tried to imagine how excited his father, then in class seven, must have been when Kapil lifted the World Cup for India for the first time.

Word Trove

yard	– almost 3 ft
vital	– important
stunned	– shocked
rapid	– fast



Let's learn...

Let's read the following sentences:

♣ Rahul's father, a great cricket-lover like him, handed him a yellowish newspaper cutting .

♣ "What's this?" Rahul asked his father.

♣ "This is from a newspaper of 26th June, 1983, just the day after India won the World Cup Cricket for the first time", his father replied with a smile. "I was in class seven then and have kept it with me all these days. Go through it and tell me how you feel about it," he added.

Now you see that

- ☐ . full stop indicates the end of a sentence.
- ☐ , comma indicates a short pause (within a sentence).
- ☐ ? question mark indicates a question.
- ☐ " " inverted commas are used to indicate direct speech .

These are all **punctuation marks**.



Let's do...

ACTIVITY 6

Insert suitable punctuation marks in the following passage. One is done for you:

One day a man went to the market (.) He bought a box () a bat () a ball and a pen from the market. His bag became heavy () Do you know what he did then ()

He said to a horse () () Please share my load () It is too heavy for me () () The horse replied () () It is your load () Don't ask me to share it () ()

ACTIVITY 7

Fill in the blanks with words from the box. One is done for you:

- (1) The captain lifted the trophy after winning the tournament.
- (2) Sourav Ganguly has great all over India.
- (3) The in England is sometimes dark and gloomy.
- (4) Our batsmen put up a brave against the opponents.
- (5) The footballer the audience by his skill.

stunned, resistance, lifted, weather, popularity

ACTIVITY 8

Rearrange the sentences to show the sequence of action by putting numbers in the brackets. The first one is done for you:

- (1) India scored 183 runs. ()
- (2) The final was played at Lords'. (1)
- (3) India won by 43 runs. ()
- (4) West Indies could score only 140 runs. ()
- (5) West Indies won the toss. ()
- (6) India batted first. ()
- (7) Amarnath was declared the Man of the Match. ()



Let's learn...

Let's read the following sentences:

- (1) **Who** are you?
I am Bina.
- (2) **Where** do you live?
I live in Kolkata.
- (3) **When** do you have your breakfast?
I have my breakfast in the morning.
- (4) **Which** is your favourite sport?
My favourite sport is cricket.



Let's do...

ACTIVITY 9

Let's fill in the blanks with the words given in the box:

- (1) do you play with your friends?
I play with my friends in the afternoon.
- (2) is your best friend?
Ramen is my best friend.
- (3) will you go in the summer vacation?
We shall go to Darjeeling in the summer vacation.
- (4) did you have as your tiffin?
I had bread as my tiffin.

who
when
what
where



Let's learn...

Let's read the sentences:

- (1) **Rahul** is very excited today.
- (2) **Indian bowlers** utilized the weather and pitch conditions.
- (3) **Kapil Dev** ran a distance to take a catch.
- (4) **Amarnath** played a vital role in India's win
- (5) **Cricket** started gaining rapid popularity in India.

Let's reframe each of the above sentences using 'who' or 'what'.

The answers are in coloured words.

All these words are the **Subject** words of the sentences.

The remaining part of each of the sentences is called the **Predicate**.

Subject	Predicate
Rahul	is very excited today.
Indian bowlers	made best use of the weather and pitch conditions.
Kapil Dev	ran a distance to take a catch.
Amarnath	played a vital role in India's win.
Cricket	started gaining rapid popularity in India.

- ♣ To identify the subject, ask who/what to the verb of the sentence.
- ♣ Every sentence has two parts: Subject and Predicate.
- ♣ The Subject is that part of a sentence about whom/which the sentence says something.
- ♣ Predicate is that part of the sentence that tells us something about the Subject.



Let's do...

ACTIVITY 10

Let's separate the subject and predicate in the following sentences and classify them in the table given below:

- (1) The boy plays in the field.
- (2) He is very happy today.
- (3) The girl stood first this year.
- (4) A tree is our best friend.
- (5) The moon revolves round the earth.

Subject	Predicate



Let's learn...

Let's look at the following sentences:

♣ It was **an** old newspaper.

The word **an** like 'a' stands for a single object.

'A' is used before a word that begins with a **consonant** sound.

'An' is used before a word that begins with a **vowel** sound.

Let's read the following groups of words:

A crow

A stone

A mountain

A book

A shoe

An apple

An eye

An ink pot

An owl



Let's do...

ACTIVITY 11

Let's write 'a' or 'an' before the words:

(1) orange

(2) goat

- (3) man
- (4) ice-cream
- (5) airship
- (6) lake
- (7) umbrella
- (8) cricketer



Let's learn...

Let's read the following sentences:

- (1) Indian bowlers utilized **the** weather and pitch conditions.
- (2) In **the** final India lost **the** toss.
- (3) Only three sixes were hit in **the** Indian innings.

Here **the** indicates a particular and specific person, animal, object or concept.

Let's read the words:

the Ganges
the Himalayas
the moon
the best player
the sun

The words **a**, **an** and **the** are called **ARTICLES**.



Let's do...

ACTIVITY 12

Use 'the' with the following words or word-clusters and make sentences:

Sun, Indian Ocean, eldest son, Indian cricket team

ACTIVITY 13

Let's fill in the blanks with suitable articles:

India won Cricket World Cup once again in 2011. It was moment of great triumph and event of great inspiration to youth of India. members of team India were hailed as national heroes.

ACTIVITY 14

Amarnath was awarded the Man of the Match for his all-round performance.

Let's write four sentences to describe his heroics:

- (1)
- (2)
- (3)
- 4)



Let's recite...

Timed Out

First we had the test—
Cricket at its best—
Went on full five days!
The match was long and slow
And, for all you know,
A game we love always!



Then the one-day match,
Strike, run, throw and catch,
There's no greater thrill!
An entire day goes fast
Test, a matter of the past!
Call it what you will!



Its twenty-twenty now-
All spiced-up, and how !
Sixers all the way!
We hardly spare a thought
At how the game grows short
Just enjoy the day!



Let's talk...

Tell your friends of your feelings about India's win in any recent cricket match.



Let's work together...

Make a scrap book. Collect pictures of Indian cricketers or footballers. Discuss with your friends a cricket or football match in which those players took part.



Lesson - 2

A Feat On Feet



Let's begin...

- ♣ What do you see in the picture?
- ♣ Which is the highest mountain peak in the world?
- ♣ Where is it located?



Let's read...

Edmund Hillary and Tenzing Norgay were part of the British **expedition** to Mt. Everest in 1953. Colonel John Hunt led the expedition. Hunt selected a team of people, all of whom were experienced climbers. Edmund Hillary, a climber from New Zealand, and Tenzing Norgay, a Sherpa from India, were among the eleven chosen climbers.

After months of planning, the team began to climb.

Out of all the climbers on the expedition, only four would get a chance to make an attempt to reach the **summit**. Hunt, the team leader, selected two teams of climbers. The first team included Tom Bourdillon and Charles Evans, while Edmund Hillary and Tenzing Norgay made up the second team.

The first team left on May 26, 1953 to reach the summit of Mt. Everest. The two men made it up to about 300 feet short of the summit, still the highest any human being had yet reached. They were forced to turn back after they **encountered** bad weather.



At 4 a.m. on May 29, 1953, Hillary and Norgay awoke and got ready for their climb. Hillary discovered that his boots had frozen and spent two hours **defrosting** them. The two men left camp at 6:30 a.m. Upon their climb, they came upon one particularly difficult rock face, but Hillary found a way to climb it. The rock face is now called “Hillary’s Step”.

At 11:30 a.m., Hillary and Norgay reached the summit of Mt. Everest. Hillary reached out to shake Norgay’s hand, but Norgay gave him a **hug** in return. The two men enjoyed only 15 minutes at the top of the world because of their low oxygen supply. They spent their time taking photographs and enjoying the view. Norgay placed a food offering to God. When their 15 minutes were up, Hillary and Norgay made their way back down the mountain.

Word Trove

- expedition** – organized journey with a purpose
- summit** – top
- encountered** – faced
- defrosting** – removing ice
- hug** – embrace



Let's do...

ACTIVITY 1

Let's find out:

What happened on May 29, 1953 ? Follow the given sequence and describe:

4a.m

6.30a.m.

11.30a.m

11.45a.m.

ACTIVITY 2 (a)

Find out the names of glaciers from the route-map of Hillary and Tenzing. Work in groups. One is done for you:

(1) East Rongbuk Glacier

ACTIVITY 2 (b)

Arrange the glaciers from north to south. One is done for you:

(1) East Rongbuk Glacier

ACTIVITY 3

Let's answer the following questions:

- (a) Who was the leader of the British Everest expedition of 1953?
- (b) How many climbers were chosen for the expedition?
- (c) How many climbers got the chance to climb to the top?
- (d) Who were the members of the first team?



Let's continue...

Some interesting incidents occurred in the following years:

2000

May 22 - Anna Czerwinska became the oldest woman to reach the summit of Mount Everest at the age of 50.

2011

May 20 – Arjun Vajpai, at the age of 16 years and 11 months, became the youngest Indian to climb Mount Everest.



Let's do...

ACTIVITY 4

Let's complete the following sentences:

- (a) The oldest woman to climb Mt. Everest is
- (b) She climbed at the age of
- (c) The youngest Indian to climb Mt. Everest is
- (d) He climbed on



Let's learn...

Let's read the words:

Edmund Hillary, Tenzing Norgay, Colonel Hunt, Mt. Everest, China, boots, glacier, India, rope.

All these words are names. Naming words are called **Nouns**.



Let's do...

ACTIVITY 5

Now classify the nouns and fill in the table. One is done for you:

Name of Person	Name of Place	Name of Things
Edmund Hillary	India	boots



Let's learn...

Let's read the sentences:

♣ **India** is a **country**.

The word **India** is the name of a particular country.

India is a **Proper Noun**. A **Proper Noun** specifically indicates the name of any person, country, mountain, river etc. The word **country** is more general.

The word **country** is a **Common Noun**. A **Common Noun** indicates a general reference.



Let's do...

ACTIVITY 6

Let's classify the following words into **Common Nouns** and **Proper Nouns**:

Pinky, Ravi, Soyuz T-11, mother, Rakesh, Kalpana, Columbia, India, USA, Haryana, California, Barun, Osman, space, book .

Common Noun	Proper Noun

ACTIVITY 7 (a)

Let's identify the words signifying masculine and feminine gender in the passage:

Once upon a time, there lived a powerful **king**. He had a beautiful garden. In it, there were flower trees beside a lake. Bees came and sat on the flowers. Peacocks danced in the garden. A goose swam in the lake. Drones flew about in the garden. The **queen** loved the garden. In the evening, she sat there and watched the peahens picking at the grains. A gander glided on the water.

ACTIVITY 7 (b)

Write the Masculine Gender with the corresponding Feminine Gender in the table. One is done for you:

Masculine Gender	Feminine Gender
king	queen

ACTIVITY 8

Write five sentences describing the route map of Tenzing and Hillary. One is done for you:

Hillary and Tenzing started their final climb at 6.30 a.m.



Let's talk...

Your friend wants to visit your house. Tell her/him how she/he will find her/his way to your house from-(i) the bus-stop (ii) the school (iii) the railway station.



Let's recite...

How many miles still, to the top?
No-one knows for sure.
Walls of ice and a steep, steep drop
Mount Everest's allure!
Danger has its beauty too
That is why they climb—
This perilous peak they yet pursue
It's adventure time!
Let them go forth, come what may
Glory waits for them —
A burst of joy on this wondrous day
Not just mortal fame!



Let's work together...

All of us love adventure. Take a sheet of chart paper and make a list of all the adventures we would like to experience. Work in groups.

Lesson - 3

Phulmani's India



Let's begin...



Painting by Abanindranath Tagore

- ♣ What do you see in the picture?
- ♣ What do you think the man is gazing at?
- ♣ Who is the woman with the man?



Let's read...

Phulmani is a Santhal girl. She lives in a village. Have you ever been to her house? There are beautiful pictures painted on the walls of her house. All her neighbours have painted on their doorways and interiors. There are pictures of trees, flowers and birds on the walls and floors. Phulmani, like her elders, loves to paint on the mud walls. The pictures of hers are colourful. Her teachers told her that even in ancient India, people used to paint inside the caves and on the rocks of hills. The rock paintings of **Bhimbetka** are more than twenty thousand years old. They are red, white, green or yellow in colour. Phulmani has never been to Bhimbetka to see the rock paintings of ancient men. But she has heard stories about the famous rock paintings from her teacher.

One day, her teacher showed her a picture. She came to know that it was the picture of a very famous cave painting of our country. Do you want to see that painting? Here it is:

This is one of the paintings found in the **Ajanta** caves. It is a **fresco**. Almost two thousand years ago, some great Indian artists painted inside the caves of Ajanta and **Ellora**. Our country is the home to many religions. Hinduism, Buddhism and Jainism appear together in the **sculptures** of Ellora. Down the ages many great artists painted inside many other temples and churches of our country.



Little Phulmani is surprised to know that many of the Indian dance forms started within the temples. Phulmani is a natural dancer. She loves to dance to the rhythm of the drum like all the other members of her **community**. Her teacher said that folk dance is a popular art form among the various communities of India. The Punjabis love the *Bhangra* dance. In the same way, *Dandiya* is popular in Gujrat, *Bihu* in Assam and *Chhau* in West Bengal. Phulmani loves to watch Chhau dance performed during festivals. The performers wear masks. They shake their heads and jump in the air in harmony with music. Phulmani always cries out in joy at the end of a Chhau dance performance.

Word Trove

- Bhimbetka** – The place is situated in Madhya pradesh.
- Ajanta** – The caves are situated in Maharashtra. Ajanta caves are famous for paintings based on the tales of Lord Buddha.
- fresco** – a painting on the plaster of the wall
- Ellora** – These caves are in Maharashtra too. Images of Hindu gods and goddesses are found here. We also find sculptures related to Jainism and Buddhism.
- sculpture** – carving on wood or stone
- community** – people of the same clan or society



Let's do...

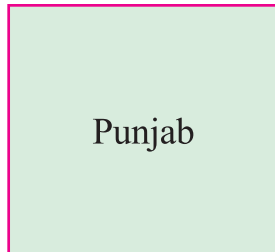
ACTIVITY 1

Tick the correct answer :

- (1) The rock paintings of Bhimbetka are more than --- [a] 1000 years [b] 20,000 years [c] 12000 years old.
- (2) Ajanta is famous for -- [a] cave paintings [b] wood paintings [c] canvas paintings.
- (3) *Bihu* is a popular folk dance of -- [a] Punjab [b] Assam [c] West Bengal.

ACTIVITY 2

Let's match the dances with the states :



Activity - 3

Let's supply the missing information :

1. The primary colours used in the rock paintings at Bhimbetka are.....
2. Most of the Indian dances originated from.....
3. Sculptures are found in.....
4. In the caves of Ajanta we find.....



Let's continue...

Last Sunday little Phulmani went to see a *jatra* with her parents. Phulmani was thrilled to see the *jatra*. The next day when she narrated the story of the performance to the class, her teacher said that *jatra* is actually a kind of folk theatre. This kind of theatre is performed under different names in different parts of our country. It is called *tamasha* in Maharashtra, *nautanki* in North India and *jatra* in Bengal. Most of these folk theatres are based on **mythological** incidents or characters.

India has a rich **heritage** of classical dance. There are many classical dance forms, and each deals with some mythological narrative. The dancers wear colourful dresses and dance in **harmony** with music. Dramatics is an **essential** part of the Indian classical dance tradition. Kathak is a dance of North India, while Bharatnatyam, Mohiniattam, Kuchipudi and Kathakali are all from South India. Manipuri and Odissi dance are dance forms of Eastern India. Such a wide variety of dance forms cannot be found anywhere else in the world.



Dance and music have always been integral to the Indian culture. Phulmani has a sweet voice. She believes that she can sing in harmony with musical instruments, like sitar, tabla, sarangi, drum, and so on. Phulmani came to know that the Indian kings and rulers **patronised** classical music and dance in their courts. Emperor Akbar loved to

listen to the songs of Tansen. Our country is so big that we have many different styles of classical music like Hindustani and Carnatic. Each of these styles grew in temples and developed down the ages.

Phulmani is proud to be an Indian. She has heard that our country is full of great monuments, forts and wonderful architectures. She has seen the picture

of the Taj Mahal. It is one of the seven wonders of the world. The fort at Agra and the Red fort in Delhi are also worth seeing. The huge gateway or Buland Darwaza, built by Emperor Akbar, at Fatepur Sikri is also among the monuments that Phulmani wishes to see. She hopes that some day she will be able to travel all over India and see all the fascinating monuments.



Word Trove

- mythological** – related to imaginary age-old tales handed down through generations.
- heritage** – elements of culture which are passed on from one generation to another
- harmony** – matching in rhythm
- essential** – most necessary
- patronised** – gave support to art, music etc.



Let's do...

ACTIVITY - 4

Write T for true and F for false sentences in the given boxes:

1. In India there are many types of classical dances.
2. Kathakali dance originated in northern India.
3. Sitar is a musical instrument.
4. In India there is only one form of classical music.
5. Tansen was a great vocalist.

ACTIVITY - 5

Let's write the answers to these questions :

- (1) Which country has a rich heritage of classical dance ?
- (2) What is an essential part of Indian classical dance?
- (3) Who loved to listen to the songs of Tansen ?
- (4) Which monument in India is among the seven wonders of the world ?
- (5) What is Buland Darwaza ?
- (6) Name the folk theatres of
 - (a) Maharashtra,
 - (b) Bengal,
 - (c) North India.

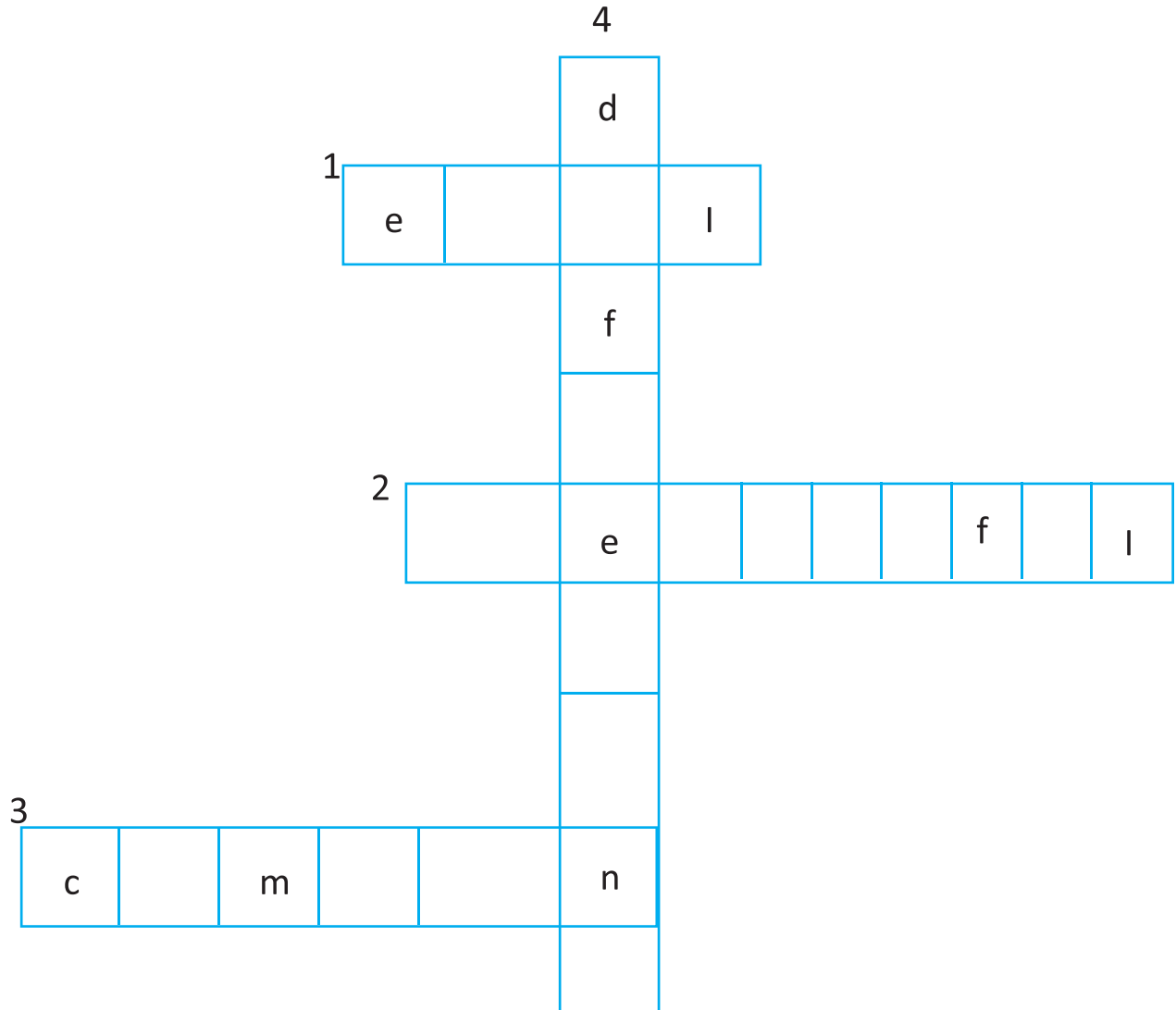
ACTIVITY 6

India is a country of dances. Find the names of these dances in this maze. One is done for you.

k	u	c	h	i	p	u	r	i	p
moh	i	n	i	a	t	t	y	a	m
a	c	m	a	n	i	p	u	r	i
k	a	t	h	a	k	a	l	i	q
u	g	w	q	k	a	t	h	a	k
bha	r	a	t	n	a	t	y	a	m
o	d	i	s	s	i	v	e	y	t
k	a	t	h	a	k	o	r	c	p

ACTIVITY 7

Write the opposites of the words given in the clues. You can find the answers in the text :



Clues :

Down : 4) opposite of same

Across : 1) opposite of good

2) opposite of ugly

3) opposite of rare

ACTIVITY 8

Write five sentences about the Tajmahal using the following hints:

situated at Agra—beside river Yamuna—built of marble—tomb of Shah Jahan and Mumtaz Mahal—one of the seven wonders of the world



Let's learn...

Let's read some sentences from the story once again :

1. Phulmani is a Santhal girl.
2. **She** loves to dance to the rhythm of the drum.

The second sentence does not start with *Phulmani*; it starts with **she**.

Now ask your friend:

Who is **she** here? Does **she** stand for Phulmani? Is **she** a girl?

Yes, **she** stands for Phulmani, a girl. The word **she** is a Pronoun. **She** stands for the noun, **Phulmani**. **She** is a **Personal Pronoun**.

Let's remember :

- ♣ **She** stands for a girl, woman, lady or at times, a female animal. 'She' indicates feminine gender.
- ♣ **He** stands for a boy, man or at times, a male animal. 'He' indicates masculine gender.
- ♣ **It** stands for anything not belonging to masculine or feminine gender, that is, insect, animal, bird or any other object of neuter gender.

Let's look into this table of Personal Pronouns:

Singular number	Plural number
I	We
You	You
He	They
She	They
It	They



Let's do...

ACTIVITY 9

Let's replace the bold words with a Personal pronoun :

- (1) Jairam is a boy. **Jairam** studies in class V.
- (2) This is a dog. **The dog** guards our house.
- (3) Munmun is a little girl. **Munmun** goes to school everyday.
- (4) Ranu, James and Imran are friends. **Ranu, James and Imran** play together.
- (5) We go to the city by bus. **The bus** goes fast.
- (6) I have a mynah. **The mynah** can talk.
- (7) My father has a cycle. **The cycle** is red in colour.



Let's learn...

Read the following set of sentences:

1. **She** lives in a village.
2. The pictures of **hers** are colourful.

In sentence 1, **she** is a personal pronoun. But in sentence 2, the word **hers** —
♣ is a pronoun.

♣ shows that the pictures belong to her.

Such pronouns are called **Possessive pronouns**.

Let's compare *Personal Pronouns* with *Possessive Pronouns* through this table:

Personal Pronoun	Possessive Pronoun
I	mine
we	ours
you	yours
he	his
she	hers
it	its
they	theirs



Let's do...

ACTIVITY 10

Let's underline the right answers:

1. Rabi has a little pet dog. Everyone loves the pet dog of [his/him].
2. I read in class V. My school is close to [your/yours].
3. Rina is my classmate. Her house is near [our/ours].
4. My father is a painter. There are many paintings of [his/him] in our house.
5. My cousin sings well. The school of [her / hers] has a music teacher.

ACTIVITY 11

Let's fill in the blanks with Personal pronouns and Possessive Pronouns:

- (1) Uday Shankar was a famous Bengali dancer. _____ travelled all over the world with his troupe.
- (2) Nandalal Bose was a great painter. There are many drawings of _____ in 'Sahaj Path'. _____ was very close to Rabindranath Tagore.
- (3) Rabindranath Tagore was a great poet. _____ was also a great painter.
- (4) Taj Mahal was built in the memory of Mumtaz Mahal. It is a burial tomb of _____.



Let's talk...

Discuss about the Annual Cultural programme held in your school with your friend.



Let's recite...

There was an old man on the border,
Who lived in the utmost disorder,
He danced with the cat
And made tea in his hat
Which vexed all the folks on the border.

Edward Lear

