

# Santoor

Textbook of English for Grade 5



0532

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**0532 – SANTOOR**

Textbook of English for Grade 5

**ISBN 978-93-5729-062-3**

**First Edition**

*June 2025 Jyestha 1947*

**Reprinted**

*January 2026 Pausha 1947*

**PD 315T SM**

**©National Council of Educational  
Research and Training, 2025**

₹ **65.00**

*Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training,  
Sri Aurobindo Marg, New Delhi 110 016  
and printed at Pushpak Press Pvt.  
Ltd., 203-204, DSIDC Complex,  
Okhla Industrial Area Phase I, New  
Delhi-110020

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**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building  
P.O.Navjivan  
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114 Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021 Phone : 0361-2674869

**Publication Team**

Head, Publication : *M.V. Srinivasan*  
Division

Chief Editor : *Bijnan Sutar*

Chief Business : *Amitabh Kumar*  
Manager

Chief Production : *Deepak Jaiswal*  
Officer (In charge)

Editor : *Shilpa Mohan*

Assistant Production : *Prakash Veer Singh*  
Officer

**Book Design, Illustrations and Cover**

*Achin Jain*  
(Green Tree Designing Studio Pvt. Ltd.)



## Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable samskaras rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims to not overwhelm but establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transition to the Middle Stage.

*Santoor*, the textbook for Grade 5, is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage. It incorporates cross-cutting themes, such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking, reasoning, and decision making. Children's innate curiosity at this stage should be nurtured by addressing their questions and designing activities based on core learning principles. Though the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

DINESH PRASAD SAKLANI

*Director*

National Council of Educational  
Research and Training

New Delhi

31 May 2025



## About the Book

Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures (NCF-SE, p. 234). The present textbook is designed in alignment with the visionary framework of the NEP 2020 and the NCF-SE 2023. In the preparatory stage, students develop proficiency in speaking and competencies in reading and writing in both languages—Reading in Language 1 (R1) and Reading in Language 2 (R2). While students achieve these faster in R1, they are expected to gain familiarity with R2, gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing.

To take children well beyond foundational literacy and develop a genuine interest in independent reading, the textbook draws from children’s real-life experiences and reflects their cultural and social milieu. It is purposefully crafted to meet specific stage competencies and grade-based learning outcomes, ensuring alignment with core principles of the subject. It uses language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. It incorporates digital elements and external references suitably within the material. Local context heavily influences content selection. The textbook aims to be engaging, striking a balance between visuals and text, leaning towards visually appealing material making it suitable for easy comprehension by young learners.

To foster oral skills, this textbook offers engaging learning materials that encourage students to converse with each other. The content features a range of activities, such as reciting rhymes, singing songs, role-playing, etc., facilitating in-class practice. To enhance reading abilities, the textbook presents a diverse array of content, encompassing stories, poems, narratives and a comic strip. It maintains a balance between familiar and unfamiliar texts and contexts. With large font sizes, colourful illustrations, and captivating chapter titles, it captivates student interest. The text stimulates critical thinking and sparks imagination, fostering curiosity. The content is structured to aid students in transitioning from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students

engage in activities that encourage independent practice, such as constructing simple sentences, encouraging creative expression and skill development in writing.

All these are done through various sections, like 'Let us Recite', 'Let us Think', 'Let us Speak', 'Let us Learn', 'Let us Listen', and 'Let us Write', 'Let us Do', and 'Let us Explore'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CGs) lay the foundation of every learning-teaching material. In line with the textbooks for Grades 1 and 2, *Santoor* (Grade 3) has been developed after careful consideration of the curricular goals. The curricular goals for language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language and the same has been reiterated through CG1: Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'Let us Speak' and 'Think and Discuss' subsection of 'Let us Think' present opportunities for students to be creative with replies and share with classmates allowing them to engage with language in a meaningful way.

Similarly, CG 4: Develops a wide range of vocabulary in various contexts and through different sources has been addressed by incorporation of texts and activities that are not limited only to literature but also encompass content areas like mathematics and 'The World Around Us' activities and vocabulary pertaining to the same find a place in different units. For example, Unit 1 has activities related to shapes whereas, Unit 4 provides scope for students and teachers to discuss ordinal numbers.

In Grades 3 and 4, although guided writing is the main component, there is a gradual progress towards making learners independent writers. This is in alignment with the CG 3 that develops the ability to express their understanding, experiences, feelings, and ideas in writing.

Reading as a process is not limited to decoding, says CG 2 which aims to develop fluency in reading and the ability to read with comprehension. The activities in *Santoor* are designed to evoke responses by the students' reflecting their understanding of the text through the 'Answer the following' subsection.

One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible way.

The theme of Unit 1 is 'Let's Have Fun'. This unit introduces the child with the magic of humour. Humour can transform the classroom into a space where creativity, confidence, and critical thinking thrive. The unit comprises a humorous and heartwarming poem 'Papa's Spectacles' and a story 'Gone with the Scooter'. In the poem the father is looking for his spectacles everywhere in the house and when it is found at an obvious place, resulting in laughter. Similarly, in the story, a boy and his friends are playing with a hockey ball when suddenly things take an unexpected turn.

The theme for Unit 2 is 'My Colourful World', and it comprises of a poem 'The Rainbow' and a story 'The Wise Parrot'. Both the chapters are inspiring, and encourage learners to respect nature and freedom. Through a short poem titled 'The Rainbow', students are introduced to the concept of things created by humans and things created by mother nature. The story 'The Wise Parrot' helps the learners understand the value of freedom and to use it responsibly.

Unit 3, titled 'Water', attempts to expose children to the world of water— underwater life and aquatic organisms, and the importance of saving water. The unit begins with an engaging poem, 'The Frog' that talks about a playful frog, and aims to develop an appreciation of nature. The unit also includes a chapter, 'What a Tank', that describes different traditional and artistic water tanks found in rural areas of Punjab. The chapter emphasises the judicious use of water.

The theme for Unit 4 is 'Ups and Downs'. It includes successes and failures, joys and sorrows, and life's ups and downs. Under this theme, a poem 'Gilli Danda' and a story 'The Decision of the Panchayat' have been incorporated in the book. The poem showcases the joys of childhood, and inspires teamwork. Through the story 'The Decision of the Panchayat' the students are introduced to the importance of presence of mind, problem-solving, and truthfulness. Both the chapters intend to prepare the learners to adapt to the changing environment, navigate complex situations, and achieve their goals effectively.

Unit 5, 'Work is Worship', introduces children to the world of work. The unit contains a poem 'Vocation' allowing the readers to look into the world from the lens of a child. The chapter 'Glass

Bangles' emphasises the importance of crafts and skills. The chapter depicts a wonderful bond and teamwork between a father and his daughter. The unit endorses the idea that no work is superior or inferior.

Throughout the textbook, language and literacy, physical, socio-emotional, aesthetic, and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya*, *Pranamaya*, *Manomaya*, and *Vijnanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the Teacher' section given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources. Children also absorb a wealth of knowledge by observing their surroundings, interacting with peers and elders like grandparents, engaging in hands-on activities, watching TV, using mobile devices, playing with toys and games, listening to stories and poems, working on projects, visiting culturally significant places, and travelling. It is crucial to appreciate and align this diverse learning with the competencies and curricular goals set for this stage. Educating our children is a shared responsibility that extends beyond formal textbooks.

VARADA MOHAN NIKALJE  
*Professor and Member-Coordinator*  
Department of Elementary Education,  
NCERT, New Delhi



## National Syllabus and Teaching Learning Material Committee (NSTC)

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16. Pratyusha Kumar Mandal, *Professor*, Department of Education in Social Science, NCERT, New Delhi
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18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi, **(Member-Secretary)**

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



## Textbook Development Team

### Contributors

G. Rajagopal, *Professor and Former Dean*, EFLU (**Team Lead**)

A. Venkata Ramanamma, *Secondary Grade Teacher*, MPUPS Indresham, Patancheru Mandal, Sangareddy, Telangana

Anju Gandhi, *Member*, Programme Office, NSTC

Deepti Pithwal, *Headmistress*, PM Shri Kendriya Vidyalaya, Manesar, Gurugram

Geyin Boli, *Assistant Professor*, Department of Elementary Education, NCERT, New Delhi

Kalpana Manwal, *Assistant Teacher (Primary)*, School of Excellence, Sec-17, Rohini, Delhi

Larissa Lepcha, *Resource Person*, SCERT, Sikkim

Meenakshi Thakur, *Assistant Professor*, Department of Education in Languages, NCERT, New Delhi

Pratibha V., *Principal*, Chinmaya Vidyalaya Vaduthala, Kochi, Ernakulam

Rama Sharma, *Vice-Principal*, Swami Vivekanand Saraswati Vidya Mandir, Sahibabad, Ghaziabad

R. Savitha, *Coordinator*, Samvit Research Foundation, Bengaluru

Vaishali Sukhija, *Member*, Programme Office, NSTC

Varada Mohan Nikalje, *Professor*, Department of Elementary Education, NCERT, New Delhi (**Member-Coordinator**)

### Reviewers

Mira Bhargava, *Professor Emeritus*, Hofstra University, New York, USA

Astha Saklani, *Assistant Professor*, Daulat Ram College, University of Delhi, Delhi

Saket Bahuguna, *Assistant Professor*, Central Institute of Hindi, Delhi Centre, New Delhi

# Constitution of India

## Part IV A (Article 51 A)

### Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- \*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

**Note:** The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

\*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).



## Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of Curricular Area Group (CAG): Preparatory Stage, and also of other concerned CAGs for their guidelines on cross-cutting themes in developing this textbook.

The Council thanks Suniti Sanwal, *Professor and Head*, Department of Elementary Education; Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT and Gajanan Londhe, *Head*, Programme Office, NSTC for their continuous academic support.

The Council acknowledges the support of Amarendra Behera, *Professor*, CIET; Pratyusha Kumar Mandal, *Professor and Head*, DESS; Sunita Farkya, *Professor and Head*, DESM; Indrani Bhaduri, *Professor and Head*, ESD; Vinay Singh, *Professor and Head*, DEGSN; Milli Roy, *Professor and Head*, DGS; and Jyotsna Tiwari, *Professor and Head*, DEAA along with their teams, and Yadunath Deshpande, *Senior Consultant*, Programme Office, NSTC, for their meticulous efforts in ensuring the seamless integration of cross-curricular aspects throughout the textbook and linkages with other curricular areas.

The efforts of Jyotika Gandhi, *Junior Project Fellow* and Sonam Shree, *Junior Project Fellow*, Department of Elementary Education, NCERT are appreciated for providing support in the development of the textbook.

The Council acknowledges the efforts of Garima Syal, *Assistant Editor*, Publication Division, NCERT, for editing this textbook. The Council also appreciates the efforts of Pawan Kumar Barriar, *In charge*, DTP Cell; Vivek Mandal and Mohan Singh, *DTP Operators* (contractual); Keshav Kumar, Deepti Garg and Shivani Aggarwal, *Proofreaders* (contractual), Publication Division, NCERT, for finalising this textbook.

The Council gratefully acknowledges websites of the following for the use of photographs on page 129— One District, One Product, Patiala, Punjab; Incredible India; Uttar Pradesh Tourism; Bihar Tourism; Rajasthan Tourism; Ministry of Textiles, Government of India and Ministry of Culture, Government of India.

# CONSTITUTION OF INDIA

## Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

## Fundamental Rights

### Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

### Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

### Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

### Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

### Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

### Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.



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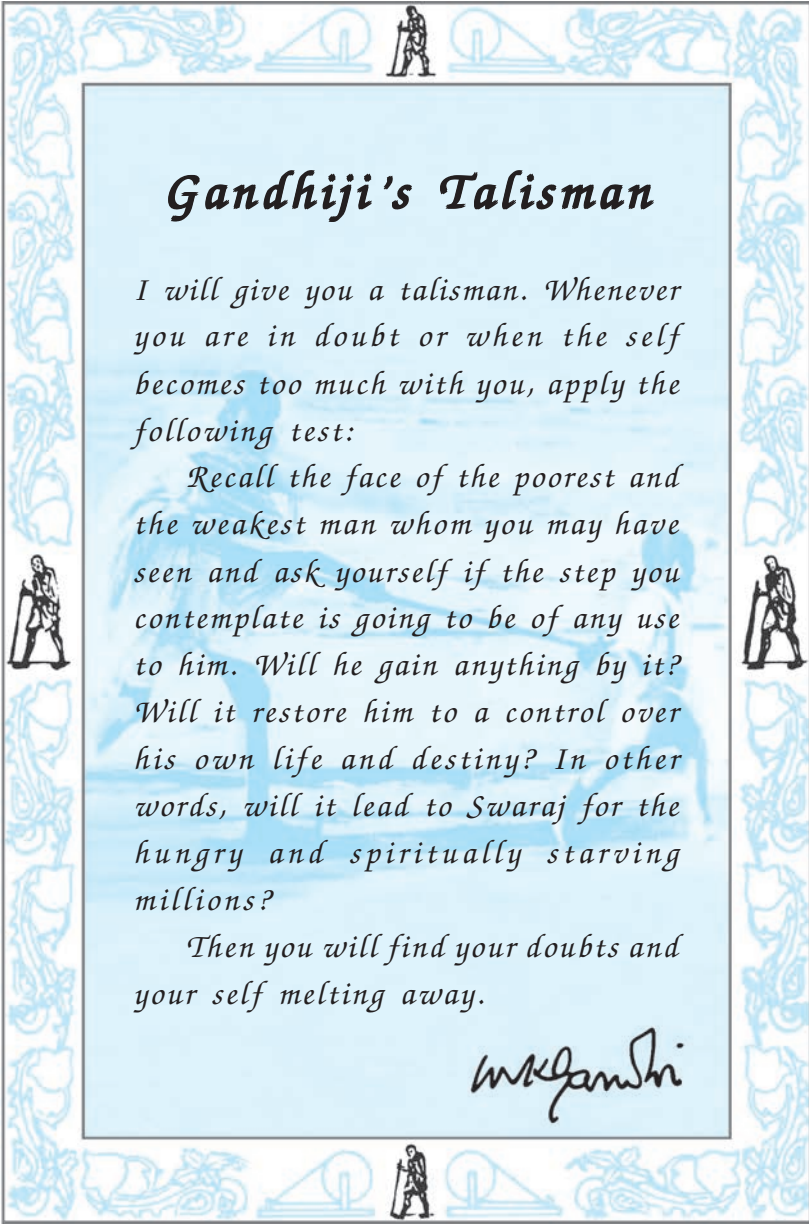
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## ***Gandhiji's Talisman***

*I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:*

*Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?*

*Then you will find your doubts and your self melting away.*

*M.K. Gandhi*