2025-26
English
Class-5
Syllabus

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/ individually and encouraged to– ➢ discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs ➢ participate in activities which involve English language use, such as role play, enactment, dialogue and dramatization of stories read and heard ➢ look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning ➢ prepare speech for morning assembly, group discussions, debates on selected topics, etc. ➢ infer the meaning of unfamiliar words from the context while reading a variety of texts ➢ refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms ➢ understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context ➢ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context ➢ read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. ➢ find out different forms of writing (informal letters, lists, stories leave application, notice etc.) ➢ learn grammar in a context and integrated	The learner– • answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members • acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!'etc. • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs • conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events • connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs • writes paragraphs in English from verbal, visual clues,

manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) ➢ use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc. ➢ take dictation of sort texts such as lists, paragraphs and dialogues. ➢ enrich vocabulary through crossword puzzles, word chain etc.	with appropriate punctuation marks and linkers • writes a 'mini biography' and 'mini autobiography' • writes informal letters, messages and e-mails • reads print in the surroundings (advertisements, directions, names of places etc.), understands and answers queries • attempts to write creatively (stories, poems, posters, etc.) • writes and speaks on peace, equality etc. suggesting personal views • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc.

Contents

1. **The Elves and the Shoemaker**
2. **Two Frogs**
3. **Child and Grandma**
4. **The Flying Sikh –Milkha Singh**
5. **Raja Birbal**
6. **Bank – Our Need**
7. **Global Warming**
8. **A Glimpse from History**
9. **Safe Circle**

Book prescribed by Punjab School Education Board
RAINBOW (English Class – V)