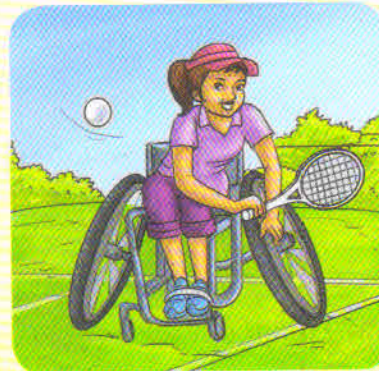


# 1. Chuskit Goes to School

Sujatha Padmanabhan

## Warm-up

Look at these pictures. As a class, discuss what you see in them. Talk about the people in the pictures. What are they doing? Do they seem to be enjoying themselves? Do you think it is easy for them to do what they are doing? Why?




### Words used in the story that may be new to you—

- aba-ley:** father
- amchi:** a local doctor who has been trained in Tibetan medicine
- ama-ley:** mother
- azhang-ley:** term used with respect for an elderly man
- meme-ley:** grandfather
- gur-gur tea:** butter tea that is made in a long cylindrical wooden vessel (The tea is churned with butter, salt and milk in this vessel. A low gur-gur noise is produced during the churning.)
- julley:** term used as a greeting: hello, goodbye

*Now, let's read a story about a boy who helped a little girl in a very special way.*







Chuskit woke up early that morning. It was a very special day and she was too excited to sleep. She eagerly looked out of the room through the window next to her bed. It was spring time in Ladakh and the apricot trees were in full bloom. Two magpies had already begun their day and were busy looking for insects to eat. Her Ama-ley was awake too. Chuskit could hear her in the kitchen, making gur-gur tea.

Chuskit had been awake for the last hour. This was the day she was going to remember for a long time. Today was going to be Chuskit's first day at school. At nine years, she had waited a long time for this.

The school was not very far away from her home. To get there, you had to walk up to the main road. Just before the prayer wheel, you took the path to the left of the road that ran along a narrow stream. Near the poplar trees, you crossed the stream by jumping over the big rocks. Once you got to the other side, a short walk up a slope took you to the school.

All the children of Skitpo Yul, Chuskit's village, walked to school every day and with ease. But not little Chuskit. She had a **disability** and could not walk.

Chuskit was born with legs that did not work like everyone else's. Her father had taken her to the village amchi, and then to the doctors in Leh. But no amount of medicine had helped her walk. At first, Chuskit did not realise that she was in any way different from Stobdan, her younger brother, or her cousins. But soon there were many things she could not do as easily as them.

"That does not matter," her Aba-ley would tell her whenever she felt sad. "You can stitch better than any one of them. And you draw very well." Aba-ley often brought her some colour pencils from Leh.

Chuskit would sit at the kitchen window every day and draw what she saw while her Ama-ley cooked. She could see her family's animals being taken to graze every morning. She could see the blue waters of the stream that flowed nearby. And she would be the first one to announce the arrival of a visitor to their house.

Chuskit used a wheelchair to move around. You could move it in any direction—forward, left, right, and even backward—by moving the wheels with your hands. You only needed to have really strong arms to push the weight of your body and the chair.

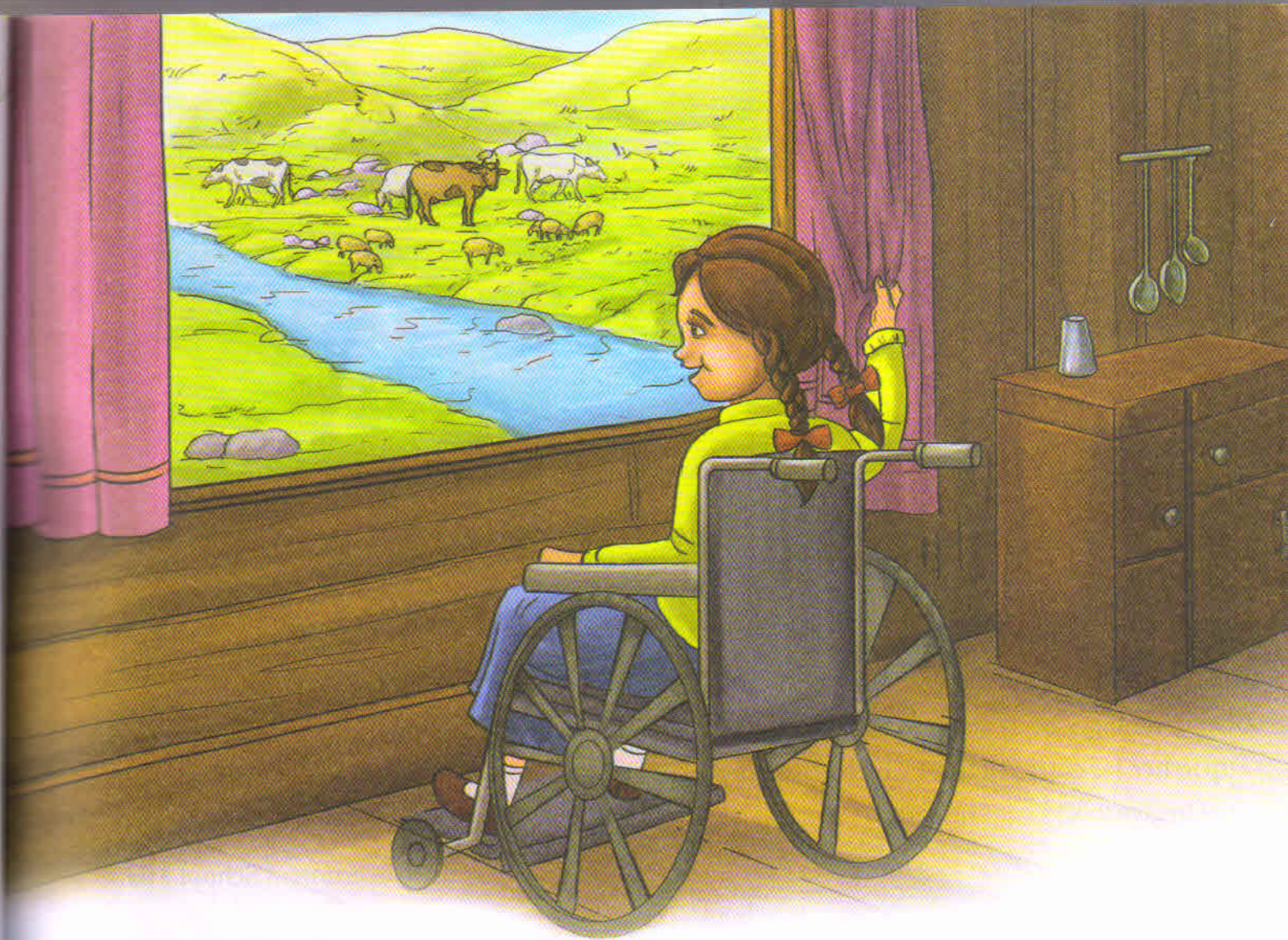
When Aba-ley first brought the wheelchair home, everyone in her family was very excited.

**disability**

*a condition that limits a person's physical or mental abilities*







“Now I won’t have to carry Chuskit everywhere, I can wheel her around,” said Ama-ley, with tears of happiness in her eyes.

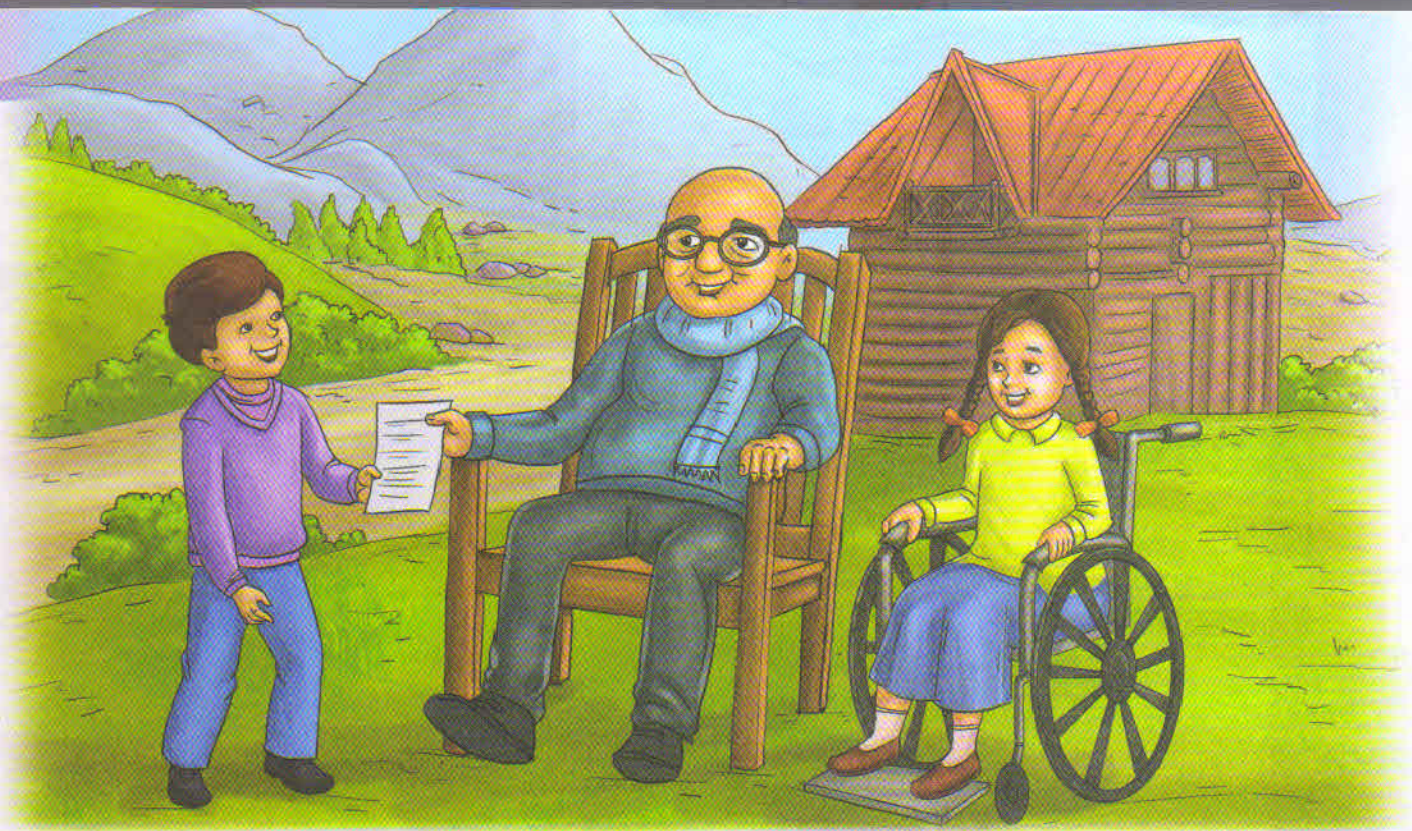
“And I will be able to go wherever I want!” cried Chuskit excitedly.

“Please, please, could I ride on your wheelchair once in a while?” begged Stobdan. He wanted to wheel it around too. It looked like fun.

Slowly, Chuskit learnt to use her wheelchair. She would ask her mother to seat her in the wheelchair outside her home every evening. From here, she would watch children returning from school, chattering and laughing merrily in groups. In a while, the evening bus would return from Leh, bringing back people from work and the marketplace. How much more exciting the world was from here than from the kitchen window!







One evening, when Chuskit was sitting outside the house with her grandfather, a young boy came up to her. He carried a letter which he handed over to the grandfather. "Julley! The bus driver asked me to give this to you," he said.

"My name is Abdul," he said turning to Chuskit. "I study in Class 6 at the Government School. I have often wondered why you don't come to school."

"Julley, Abdul," said Chuskit. "I have never been to school. The path to the school is too uneven and pebbly and my wheelchair will get stuck. Besides, I cannot cross the little stream in front of the school. It would be difficult for my parents to carry me to school and back every day. I used to be as light as a feather, but not anymore!"


"But would you like to come to school?" asked Abdul.

"Of course!" replied Chuskit. "I hear my younger brother talk of all that he does at school. I want to study like all of you, make friends, play games, wear a uniform, and even write exams. Sometimes, my brother teaches me songs that he has learnt at school, and I love it. You may not believe this, but I sometimes dream of carrying a school bag, even eating packed lunch..."

"Enough! Enough!" interrupted her grandfather. "Stop dreaming, Chuskit. You know you cannot go to school. I have told you this many times. Learn as much as you can at home."







“Meme-ley, please,” pleaded Chuskit softly, with tears in her eyes as her grandfather walked away angrily.

“Meme-ley does not understand how I feel,” said Chuskit. “I remember the day my brother recited his tables with such pride, even the time he learned to read! My parents were very happy as they have never been to school. I too want to learn to read and do math. Do you understand?”

“I do,” said Abdul. “Chuskit, I will see you again. I must go now. My mother will be waiting for me. Julley!”

The next day, Abdul went straight to the Headmaster’s room after assembly. “Julley, Azhang-ley!” he said. “I want to talk to you about a girl from our village who does not go to school. Her name is Chuskit. She is Stobdan’s sister.”

“Oh yes,” replied the Headmaster. “I know her. She has a disability, doesn’t she?”

“Yes, Azhang-ley. She uses a wheelchair to move around but cannot reach school, as the path from her home is too rough and uneven. I was wondering if we could do anything to help her, Azhang-ley. We could all get together and level the path and also build a small bridge across the stream.”

“That’s very thoughtful of you, Abdul,” said the Headmaster as he patted him on the back.

“What made you think of Chuskit and her problems?”

“Azhang-ley, last week we read about the **fundamental rights** of **citizens** in our civics class. All children have a right to education. That includes Chuskit as well, does it not?”

“Yes, you are right, Abdul. Let me discuss this with the other teachers,” replied the Headmaster.

The next day, the Headmaster called all the teachers to a meeting. He shared Abdul’s ideas with the group and asked the teacher’s what they felt.

“Impossible!” said one of them.

“How can we have such a child in our school? How will she be able to write, play and go to the toilet like the other children do?”

“That’s exactly what we have to work out,” said the Headmaster. “I hear that in the village of Mentok Yul, the Village Education Committee has helped build a special toilet for a child with a disability. We could ask them what they have done. But, first, we will have to get Chuskit to school. Then we could think of ways of helping her do things in school.”

**fundamental rights**  
**citizens**

some basic types of freedom that human beings must have  
the people who live in a country





Two weeks later, there was great excitement at the Government School. All the children had gathered outside in the playground. They had come to school without their school bags—there were going to be no classes today!

The teachers divided the children into groups. One group worked in front of Chuskit's house and another on the path down the stream. A third group with some of the older children worked hard to help some of their teachers build a strong wooden bridge across the stream. The children laughed and sang as they removed stones and rocks, levelled the paths, and carried wooden planks to the stream.

The Headmaster went from one group to another, making sure that all went according to plan. Chuskit's parents provided everyone with hot tea and biscuits. Chuskit's grandfather sat under a willow tree by the stream watching the busy school children.

"I never dreamt I'd see a day like this!" he thought to himself as he wiped a tear that rolled down his cheek.

At the end of the day, it was a tired but happy group of children that returned to their homes. The path from Chuskit's home to the school was now ready!

Chuskit was going to school for the first time in her life. And that's why she was so excited!



**levelled**  
**planks**

*made something flat or smooth*  
*long, thin, flat pieces of timber, used in building and flooring*





# Reading

(reading for main ideas)

## A. Choose the right options to complete these sentences.

- Chuskit was very happy because
  - the apricot trees were in full bloom.
  - she was about to go to school.
  - her mother was making her favourite tea.
  - she did not have to go to school.
- Chuskit could
  - walk faster than the other children.
  - cook while the others could not.
  - stitch and draw well.
  - help her grandfather with his work.
- Before she got her wheelchair, Chuskit used to
  - be carried around by her mother.
  - walk very easily.
  - walk with the help of a stick.
  - stay in bed all day long.
- Abdul told the Headmaster that
  - Chuskit was too lazy to come to school.
  - he liked to play with Chuskit and her brother.
  - they should do something to get Chuskit to school.
  - Chuskit's grandfather did not want her to go to school.
- Abdul studied in
  - the Government School.
  - the Village Education society.
  - the Village Education Committee.
  - Azangley Public School.



## B. Answer these questions

- What did Abdul, and Chuskit's parents and grandfather say when Chuskit said she felt bad she did not study like her brother and cousins did?
- How did these people help to make the bridge? Complete the table.

The Headmaster	The teachers	Chuskit's parents

- Describe in detail how Chuskit's dream of going to school came true.  
[Hint: Use the contents of the table in question 2]





### C. Think and answer.

(reading for inference; HOTS)

1. Why did Abdul wish to help Chuskit?
2. Why did Chuskit's grandfather have tears in his eyes when he saw the bridge being made?

### D. Discuss in class.

(value-based question)

Make a list of the ways in which you can help children who have disabilities in your school and in your class. Discuss with your friends in class. Also, talk about ways you can be of help at home.



## Using Grammar

(definite article)

You have already learnt about the indefinite articles **a** and **an**. You have already learnt some of the uses of the definite article, **the**. Now, look at some more uses of **the**.

- **The** is used when there is only one (something/someone) of a kind.
  - **The** Sun rises in **the** east and sets in **the** west.
  - It was the summer of 2005 when I met **the** Pope at last.
- **The** is also used when there is **only one** of a kind in that place or in those surroundings.
  - **The** temple in our locality is always crowded.
  - Should I go to **the** bank today?
  - Look at **the** woman buying eggs. She is my aunt.

### Recap

In this sentence, there is another **the**:

*It was **the** summer of 2005...*

Can you recall this use of **the**?

Which other use of **the** have you learnt before?



Did you know?

**The** is one of the most frequently used words in English.

### A. Complete this paragraph with suitable articles.

I would like to tell you \_\_\_\_\_ story. \_\_\_\_\_ story is about \_\_\_\_\_ little girl who wanted to climb \_\_\_\_\_ mountain. She asked \_\_\_\_\_ people who lived close to \_\_\_\_\_ mountain to help her climb it. \_\_\_\_\_ people told her that \_\_\_\_\_ mountain was too high to climb. \_\_\_\_\_ girl said that she was not worried about \_\_\_\_\_ trouble she would have to go through to reach the top of \_\_\_\_\_ mountain. She wanted to show \_\_\_\_\_ world how brave she was.





(comparison of adjectives)

An adjective can be written in three different forms to show **degrees of comparison**.

Read these sentences to see how the adjective **tall** is written in three different ways to show degrees of comparison.

- Abdul is a **tall** boy. (This is the positive degree.)
- Abdul's teacher is **taller** than Abdul. (This is the comparative degree.)
- The Headmaster is the **tallest** of the three. (This is the superlative degree.)

Some adjectives form their comparative and superlative degrees by using **more** and **most**.



The jasmine is a **beautiful** flower. The lily is **more beautiful** than the jasmine. The rose is the **most beautiful** of all the flowers in the garden.



Some adjectives do not follow these rules. They are called irregular adjectives.

Positive	Comparative	Superlative
bad	worse	worst
much	more	most
good	better	best
little	less	least





**B. Complete this table.**

	Positive	Comparative	Superlative
1.	big	_____	_____
2.	_____	smarter	_____
3.	_____	_____	strongest
4.	exciting	_____	_____
5.	polite	_____	_____

**C. Complete these sentences with the right form of the adjectives in brackets.**

1. The story Grandfather told the children was \_\_\_\_\_ (funny) than the one he told them last week.
2. Stobdan is \_\_\_\_\_ (short) than Chuskit.
3. The amchi is the \_\_\_\_\_ (hardworking) man I know.
4. Is this wheelchair \_\_\_\_\_ (expensive) than that one?
5. Leh is the \_\_\_\_\_ (peaceful) place in the world.
6. It is not \_\_\_\_\_ (easy) to find seashells in Leh.



## Using Words

(meanings in context)

**A. Read the story again. Choose the most suitable meaning of these words and phrases.**

1. with ease
  - a. without a sound
  - b. without any problem
2. fundamental rights
  - a. things that are fun to do
  - b. basic freedom or rights

(similes)

Read this sentence from the story.

I used to be as light as a feather, but not anymore!

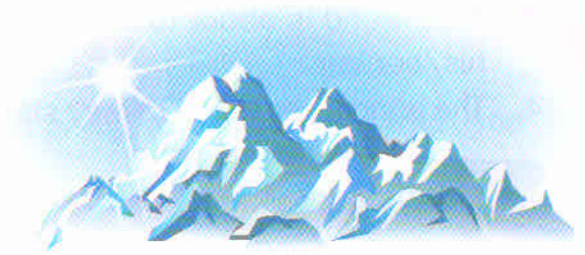
**As light as a feather** is a **simile**. It means **very light** in the manner of a feather. When we use words **like** or **as** to compare two things that are alike in some way, we use a **simile**.





**B. Match the words in column A with those in column B to complete these similes.**

- | A              | B                |
|----------------|------------------|
| 1. as old as   | a. a rock        |
| 2. as hard as  | b. the mountains |
| 3. as brave as | c. a snail       |
| 4. as slow as  | d. a mouse       |
| 5. as quiet as | e. a lion        |



Read this sentence.

Chuskit gave the headmaster a **bouquet** of flowers.

(collective nouns)

Nouns that are used for a group of people, animals or things are called **collective nouns**.

**C. Match the words in the columns A and B to get the right collective nouns.**

- | A             | B            |
|---------------|--------------|
| 1. a class of | a. musicians |
| 2. a pack of  | b. ants      |
| 3. a fleet of | c. students  |
| 4. an army of | d. cars      |
| 5. a band of  | e. wolves    |



## Dictionary Work

(using a dictionary)

Arrange these words in alphabetical order.

tea, bridge, wheelchair, right, fundamental, poplar, stream, mother



### Assessment of Speaking and Listening



Listening

(listening to polite requests)

Listen to these polite requests. Match them with the situations.

- You are in a shop. You want to ask the shopkeeper for some chocolates.
- You want a sandwich. You ask your father to make one for you.





3. Your friend is about to leave for school. You wish to travel with him/her in his/her car.
4. The announcer at the railway station asks the passengers to keep the platform clean.

### Pronunciation

(tongue twisters with familiar sounds)

**Do you know what a tongue twister is? Say these aloud correctly and try to guess the meaning.**

- Is a pleasant peasant's pheasant present?
- Betty Botter bought a bit of butter.  
"But," said she, "this butter's bitter.  
If I put it in my batter,  
It will make my batter bitter."
- She sells seashells by the seashore.
- How much dew could a dewdrop drop if a dewdrop did drop dew?

### Speaking

(asking for and giving directions)

**The bridge to the school is ready and it is possible for Chuskit to go to school. However, Chuskit is not sure of the way. Abdul gives her the directions to the school. Work in pairs and role play this situation. Look at the map to plan your dialogues.**

You may begin this way—

**Chuskit:** To get to the school from my house, I first need to turn left from the gate and then cross the bridge and go down to the end of the lane. But where do I go from there?

**Abdul:** Oh it is easy. Once you reach the end of the lane, you will see two signposts. One points towards Jispa and the other one points towards Darspa. You must take the path that leads to Jispa and...







## Writing

(descriptive paragraph)

A. Imagine you are Chuskit going to school. Write a paragraph describing what you see outside.

(narrative paragraph)

B. Imagine Abdul comes home and tells his mother how he managed to help Chuskit to go to school. Write what he might have said to his mother in order to describe what the problem was and how they built a bridge for Chuskit.

[Hint: Use I for Abdul]



## Punctuation

(integrated punctuation)

Rewrite these sentences using capital letters, full stops, commas, apostrophes, question marks, exclamation marks and quotation marks where needed.

making good gur gur tea is an art this salted and buttered tea is very popular in ladakh an infusion of tea leaves known as zarcha is made which is strained and added to boiling water with salt and baking soda the mixture is then put into a churner called gur gur and churned with butter into a thick liquid this is again warmed and kept in a pot on a smouldering fire.

### Life Skills Activity

(empathy)

Chuskit is a child with a disability. She is *not* a disabled child.

Learn to use 'People First' language, that is, language that focuses on the person and not on the disability.

Examples of what you should say	Examples of what you should not say
people with disabilities	the handicapped, the disabled
person who has (name the disability)	person who suffers from (the disability)
person with a physical disability	crippled
person who is unable to speak	dumb, mute
people who are blind/visually impaired	the blind
person with a mental health condition	crazy, insane, mad





# HOLY TRINITY INTERNATIONAL SCHOOL

Melpalai, Edaicode Post, K.K. District.

Grade V ~~Question Bank~~  
English (Main course book)

Unit -I

Chuskit goes to school

## I. Choose the correct answer.

1. Chuskit was very happy because \_\_\_\_\_.
  - a. The apricot trees were in full bloom
  - b. She was about to go to school.
  - c. Her mother was making her favourite tea.
  - d. She did not have to go to school.
2. Chuskit could \_\_\_\_\_.
  - a. Walk faster than the other children
  - b. Cook while the others could not
  - c. Stitch and draw well
  - d. Help her grandfather with his work.
3. Before she got her wheel chair, chuskit used to \_\_\_\_\_.
  - a. Be carried around by her mother
  - b. Walk very easily
  - c. Walk with the help of a stick.
  - d. Stay in bed all day long
4. Abdul told the Headmaster that \_\_\_\_\_.
  - a. Chuskit was too lazy to come to school
  - b. He liked to play with chuskit and her brother
  - c. They should do something to get chuskit to
  - d. Chuskit's grandfather did not want her to go to
5. Abdul studied in \_\_\_\_\_.
  - a. The Government School
  - b. The village education
  - c. The village education committee
  - d. Azangley public school

## II. Write the meaning of the following words.

1. levelled
2. planks
3. fundamental rights
4. citizens
5. disability

## III. Write the opposites of the following words.

1. ability
2. long



3. different
4. right
5. slowly
6. happy

**IV. Frame sentences on your own.**

1. tears
2. chattering
3. exciting
4. flowed
5. jumping
6. number.

**V. Answer the following question.**

1. How did the Headmaster help to make the bridge?  
The headmaster helped to make the bridge by going from one group to another, making sure that all went according to the plan.
2. Did the parents allow chuskit to go to school why?  
No, the parents did not allow chuskit to go to school because she can't walk from one place to another.
3. What happened to Chuskit?  
Chuskt had a disability and could not walk.
4. How did the teacher helped to make the bridge?  
The teacher divided the children into groups to make the bridge.
5. who helped chuskit to go to school?  
Abdul helped Chuskit to go to school.
6. Did the Headmaster help abdul?  
Yes, the Headmaster helped Abdul.
7. How did Chuskit's parents helped to make bridge by providing hot tea and biscuits for all the students who were working for the bridge.
8. What did Abdul, and Chuskit's parents and grandfather say when chuskit said she felt bad she did not study like her brother ad cousins did?  
When Chuskit said that she felt bad about not being able to go to school, der grandfather went angry and said that. She know very well that she could not go to school and should learn as much as she could at home. Abdul said taht he understood how she felt. Her parents did not say anything.
9. Describe in detail how chuskit dream of going to school came true.  
Chuskit was able to go to school because of the efforts of Abdul, the Headmater and the teachers. Abdul spoke to the Headmaster who was able to convince the teachers that they should make a special road from Chuskit's house to the School, so that she could came to school on her wheel chair. The teachers divided the school children into groups to make the road. the Headmaster supervised and the road was made for Chuskit to use.



10. Why did Abdul wish to help Chuskit?

Abdul wished to help Chuskit because he understood how keen she was to go to school. Besides, he had read about the fundamental rights of every citizen to get education and felt that Chuskit should be able to go to school.

11. Why did Chuskit's grandfather have tears in his eyes when he saw the bridge being made?

Chuskit's grandfather had tears in his eyes when he saw the bridge being made, because he had not thought it was possible that a bridge would be built for his granddaughter to go to school. He was touched and happy.