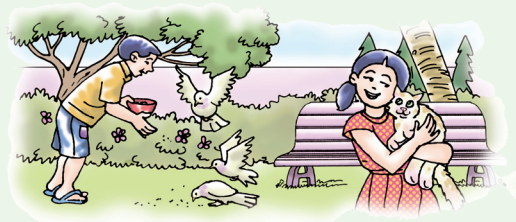
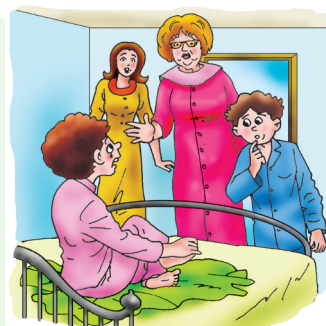




Publication Division
D.A.V. College Managing Committee
Chitra Gupta Road, New Delhi-110055

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Growing Up



Introduction

Ever Wondered Why Teachers Get Headaches?

Read the following cartoons.



Now Guess:

- (a) Discuss why teachers get a headache while dealing with children?
- (b) Do you create any problem for your teacher?



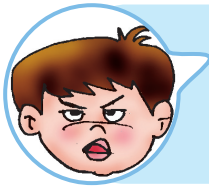


A.1. Read what some of the children have to say about their school life.



I like going to school but I get angry with myself when I make mistakes in my school-work because I'm careless. Sometimes, when I know the answer, I still get it wrong.

Akanksha, age 10 yrs



I like my teachers but sometimes they get unnecessarily angry. That irritates me.

Bharat, age 11 yrs



School is like one big punishment. I have to get up early and get scolded by others all the time.

Rajan, age 12 yrs



My parents are always telling me I'm not getting enough marks at school. They want me to get better score. In the end, I always have to say, 'all right, stop talking about it and let me study.' It's only in school where I am real friends with my teachers.

Roopali, age 11 yrs



School is a wonderful place to be in. I participate in a lot of competitions. Our teachers are sweet. The life is cool. Ha, Ha!

Sachin, age 9½ yrs

Work with your partner. Write down what you like or dislike about your school life.

A.2. Now read the following story.

► Monday Morning Blues

Monday mornings always found Tom Sawyer miserable—because with it began another week’s slow suffering in school. Tom lay in bed and thought, ‘If I were sick, I could stay away from school and go fishing.’ He thought further about it. But despite all his attempts to detect some symptoms, he could not find anything wrong with himself. His hopes began to fail. Suddenly he discovered something. One of his upper front teeth was loose. He decided to use it as an excuse for not going to school. He was about to start **moaning**. He remembered that if his aunt came to know, she would pull it out and that would hurt. So he decided to use the tooth as an excuse some other day. He went back to thinking of some other way to fake illness. He remembered hearing the doctor describe an illness that had caused a patient to lose a finger. The boy eagerly drew his sore toe from under the sheet and held it up for inspection. It seemed worthwhile to chance it, so he fell **groaning** on the bed.

But Sid, who lay in the next bed, slept on. Tom groaned louder, but no result from Sid. Finally he got up, shook Sid hard and then went back to his bed groaning. Sid yawned, stretched, then brought himself upon his elbow with a snort and began to stare at Tom. Tom went on groaning.



moaning/groaning: different kinds of sounds expressing pain/suffering

'Tom, what's going on?' asked Sid, frightened by the noise Tom was capable of producing.

No response.

'Hey, Tom, Tom, what is the matter, Tom?'

Tom moaned out, 'Oh, don't Sid, don't joggle me.'

'But I must. Don't groan like that, Tom, it's awful. How long have you been groaning this way?'

'Hours. Oh! don't Sid, I'm dying.'

'No, Tom, you ain't dying! It makes my flesh crawl to hear you. What is the matter? I must call aunty.'

'I forgive you everything, Sid,' said Tom in a fresh bout of groans. 'When I'm gone, you give my window sash and my cat with one eye to that new girl who's come to the town and tell her...' But Sid had flown downstairs and informed Aunt Polly, 'Come quick, aunty, Tom's dying!'

'What rubbish! I don't believe it!'

But the poor lady hurried upstairs with Sid and Mary at her heels. Her face grew white and her lips trembled.

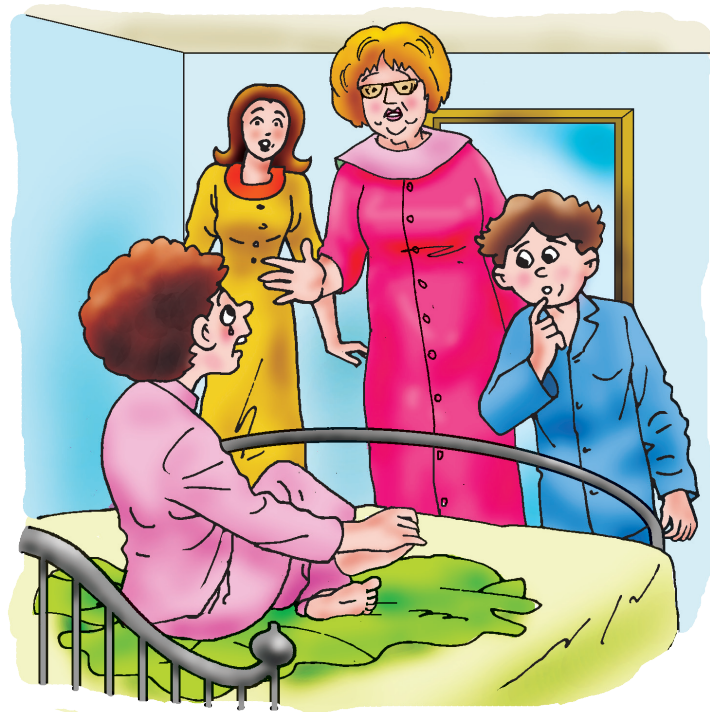
'What's the matter with you, Tom?' she cried.

'Oh, aunty, my toe!'

'What is the matter with your toe?'

'Oh, aunty, my sore toe is going to fall off.'

The old lady sank down in a chair with relief. She laughed a little, then cried a little, then did both together. This made her feel better. She said, 'Tom you really did frighten me. Now you stop this non-sense and get out of your bed.'



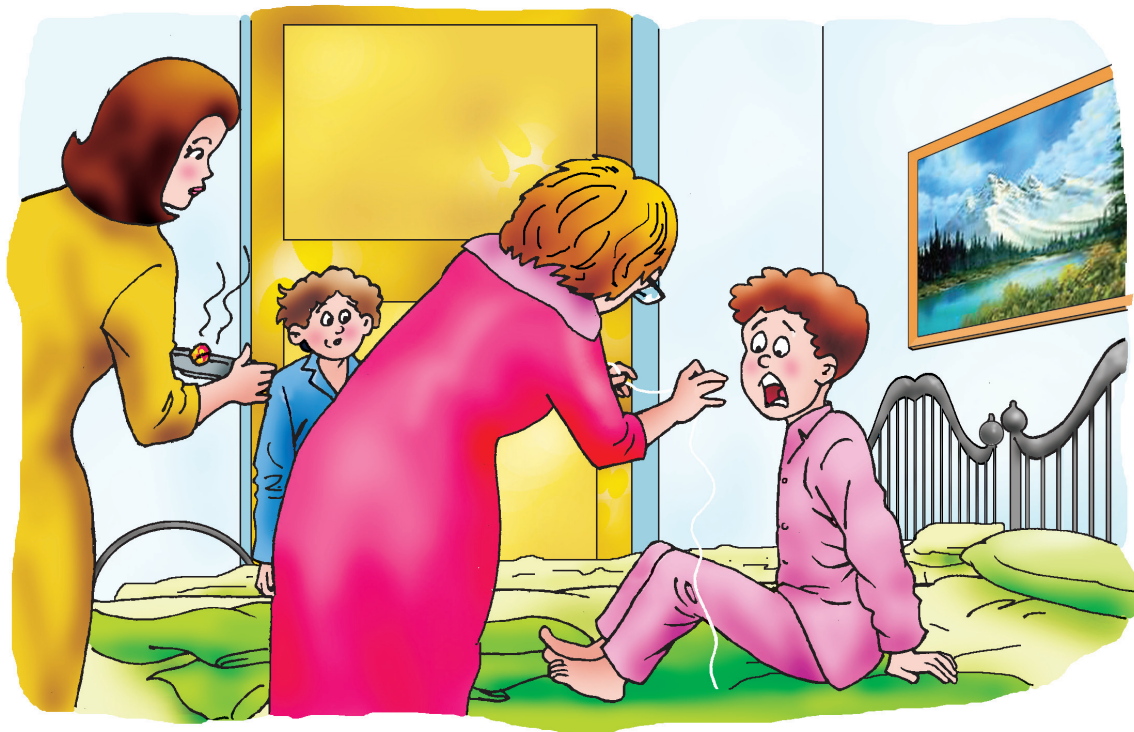
Tom felt foolish at his act now that he was caught. He said, 'Aunty, my toe hurt so much that I wasn't worried about my tooth at all.'

'What's the matter with your tooth?'

'Well, one of them's loose and it aches awfully.'

'Open your mouth and let me see,' said his aunty. 'Yes, it is loose all right but you're not going to die because of that. Mary, get me a silk thread, and a chunk of fire out of the kitchen.'

Tom said, 'Oh, please aunty, don't pull it out, it doesn't hurt me any more. Please don't, aunty. I don't want to stay home from school.'



'Oh, you do, don't you? So all this drama was because you thought you'd get to stay home from school and go fishing? Tom, Tom, I love you so much but I'm very unhappy with you. You seem to try every way you can to break my old heart with your **outrageousness**.'

By this time the dental instruments were ready. The old lady fastened one end of the silk thread to Tom's tooth with a loop and tied the other to the bedpost. Then she seized the chunk of fire and suddenly thrust it almost into the boy's face. The tooth hung dangling by the bedpost now.

—by Mark Twain
(simplified)

outrageousness: shocking behaviour



A.3. Tick (✓) the appropriate answer.

- (i) Tom Sawyer did not want to get up on Monday mornings because—
☐ it meant going back to school.
☐ he wanted to work at home.
☐ he did not like Mondays.
☐ none of these.
- (ii) Tom began to groan loudly because—
☐ his tooth was loose. ☐ his feet hurt.
☐ his toe was sore. ☐ none of these.
- (iii) Aunt Polly was angry with Tom because—
☐ she did not like Tom. ☐ she knew he was telling a lie.
☐ she was being unkind to him. ☐ none of these.
- (iv) Aunt Polly asked for a silk thread because—
☐ she wanted to sew a torn shirt.
☐ she wanted to tie it around Tom's toe.
☐ she wanted to take out Tom's tooth.
☐ none of these.

A.4. Mark the following statements with a (✓) if true and a (X) if false.

- (i) Tom held up his toe for inspection because he wanted to make sure that he could use it as an excuse for not going to school. ☐
- (ii) Tom was groaning loudly because he wanted to tell everyone that he was enjoying himself. ☐
- (iii) The dental instruments that Aunt Polly used were a silk thread and a chunk of fire. ☐
- (iv) Aunt Polly loved Tom a lot. ☐
- (v) Tom felt foolish because his act was caught. ☐



A.5. Read the following extracts and answer the questions that follow.

- (i) 'Well, one of them's loose and it aches awfully.'
 - (a) Who is the speaker?
 - (b) What is loose?
- (ii) 'It makes my flesh crawl to hear you. What is the matter?'
 - (a) Who is the speaker?
 - (b) 'makes my flesh crawl'—what does it mean?
 - (c) What is the matter?

A.6. Life Skills

Why do you think Tom did not like going to school? If you were Tom's friend, how would you counsel/convince him to attend the school regularly?

A.7. Work with your partner. Find words from the story whose synonyms are given below.

- (i) crying in pain m _ _ _ _ _
- (ii) pretend f _ _ _ _
- (iii) terrible a _ _ _ _
- (iv) excitedly e _ _ _ _ _
- (v) efforts a _ _ _ _ _

A.8. Aunt Polly told Tom, 'You always break my heart'. The word 'break' can be used in many ways when it is succeeded by words like up, down, into, out, etc.

Discuss with your partner (or look up a dictionary) and try to understand what the expressions in the Aid Box mean. Then fill in the blanks in the sentences given on the next page. You will have to alter the expressions slightly.

AID BOX

break down

break into

break out

break up

break open



- (i) On his way to the office, Mr Pal's car _____. There was no one to help him.
- (ii) The robbers _____ the safe and escaped with a lot of money.
- (iii) 'Let's _____ for lunch. We'll meet again after an hour at the same place,' the Principal announced.
- (iv) The thieves _____ the house at night when everyone was fast asleep.
- (v) The Municipal Corporation swung into action when they heard that malaria had _____ in the city.

A.9. Some pairs of words look so similar that they get confused with each other. Four such pairs are given below.

lay, laid

farther, further

lose, loose

heel, heal

Discuss the meanings of these words with your partner and fill in the blanks appropriately.

- (i) The wound took a long time to _____.
- (ii) I think this point needs _____ discussion.
- (iii) The mother gently _____ the baby on the grass.
- (iv) Where did you _____ that beautiful pen of yours?



- A.10.** Imagine Tom could not attend the school because he had to go to the dentist to get his tooth extracted. He needed to send an application to the Principal to get a leave. Help Tom write an application for leave.

The Principal

Sabath-Sunday School

St. Petersburg

15 April 20__

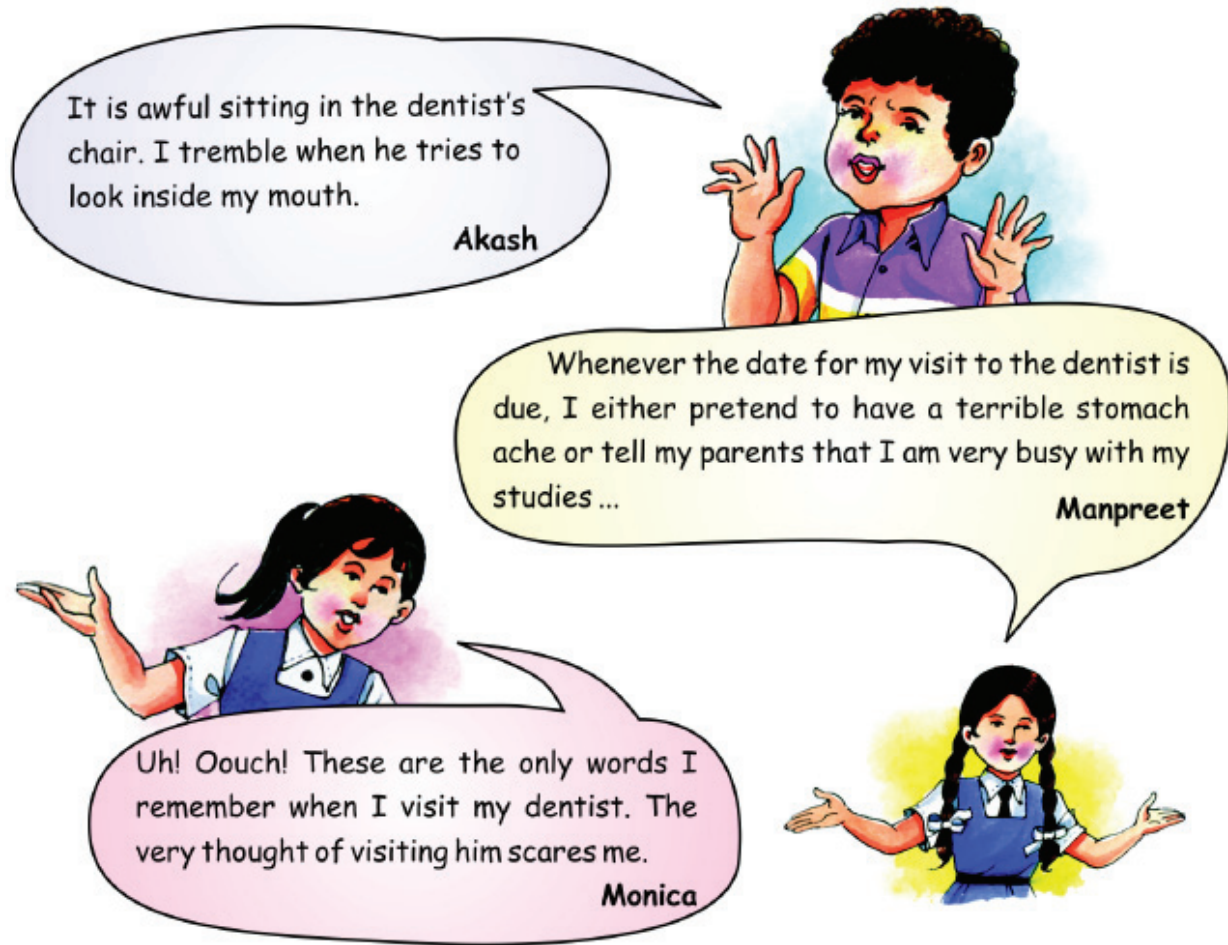
Subject: Application for leave

Sir

Yours obediently

Tom Sawyer

A.11. Have you ever been to a dentist? Read what some of the children have to say about their experiences.



Now write down in the space below how you feel when you have to go to a dentist. Do you look forward to it? Give a reason for your answer.



B.1. Shruti and Rohan are best friends. They are always together. Read what they have to say about each other.



Rohan is my best friend. We share a lot of things. Our classmates are jealous. They call me 'Rohan's tail' but I Don't Care.

Shruti and I sit together in the class. If I like her company, why should others tease us? Whether they call me her tail or her mine, it doesn't matter. We'll always be friends.



Do you fight with your friends? Discuss with your partner and write some reasons why you sometimes get angry with your friends. First read what Ritwik has to say.

I get very angry when my friends take my things without asking me.



I get angry when...	I also get angry...

- B.2.** Now read the following story about Swaminathan who gets very angry with his friends for something. Is he able to solve his problem or does it lead to another fight?

► The Tale of a Tail

When Swaminathan entered the V-Grade classroom, a giggle went round the benches. He walked to his seat hoping that he might not be the cause of the giggling. But his classmates continued to laugh. He looked at himself and then around the classroom. His eyes travelled up to the blackboard. His face turned red. On the board was written in huge letters, 'Tail'. Swaminathan ran to the blackboard and rubbed it off with his hands. He slowly turned around. His friend Shankar's head was bent over his notebook and Pea was busy, unpacking his bag. Swami felt very embarrassed. Without a word, he approached Pea and gave him a fierce slap on his cheek. Pea burst into tears and swore that he did not do it. Swaminathan cast a sly look at Shankar, who was absorbed in some work. Swaminathan turned to him and slapped his face also.



Soon there was a **pandemonium**. Shankar, Swaminathan and Pea, rolling over each other tearing, scratching and kicking one

pandemonium: a situation in which there is a lot of noise and confusion

another. The bell rang. Just then Rajam, Somu and Mani entered. The teacher came in and stood aghast. He could do little more than look on. He was the old Tamil *Pundit*, the most composed teacher in the school. Somu and Mani parted the fighters with great difficulty. Somu said, 'Sir, please let us go out. We do not want to disturb the class.' The teacher started to answer but Mani had already gone out, pushing Swaminathan and Pea before him. Somu followed him with Shankar.

All the friends came to a lonely spot in the field adjoining the school. There was silence for a while and then Mani said, 'What is wrong with you, you little rogues?' The three started to speak at once. Swaminathan's voice was the loudest: 'He, Pea wrote—Tail—Big Tail—on the blackboard— big—.' 'No—I didn't, you—' screamed Pea.



'The other two wrote it,' cried Swaminathan pointing at Shankar.

'Rascal! Did you see me?' howled Shankar.

Mani covered their mouths with his hand. 'What is a tail, anyway?' he asked.

'They call me Rajam's tail,' sobbed Swaminathan.

Mani and Rajam were sworn enemies. There was a frozen expression over Mani's face. He asked, 'And who dares to talk of Rajam here?'

'If any of you fellows have done it,' growled Mani, looking at the trembling Shankar and Pea.

'If they have, what can you do?' asked Somu with a **sarcastic** smile.

'What do you mean, Somu?'

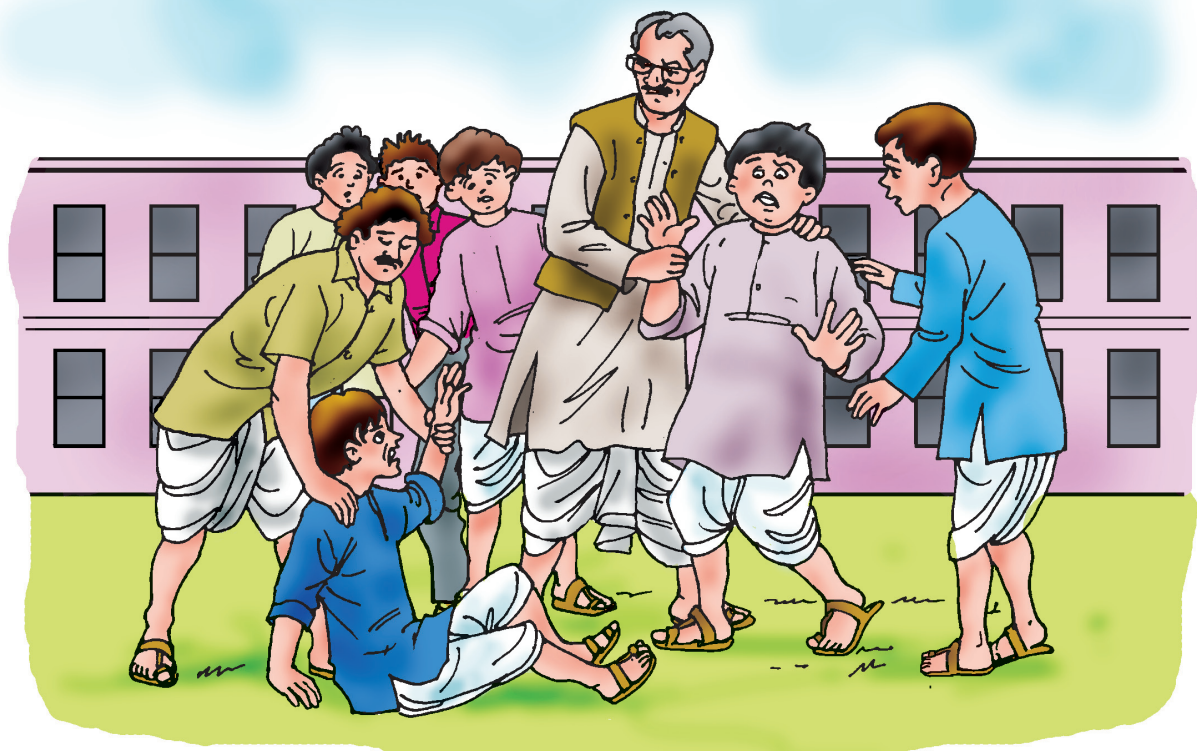
'Look here, Mani,' Somu cried, 'for a long time I have been waiting to tell you this: you think too much of yourself and your powers.' Mani swung his hand and brought it down on Somu's neck. Somu pushed it away with a heavy blow. Mani aimed a kick at Somu but he stepped aside.



sarcastic: bitter, mocking

The three youngsters could hardly believe their eyes. Somu and Mani, the best friends were fighting! They had lost their heads. They thought that Somu and Mani were killing each other. They looked at each other and then ran towards the school.

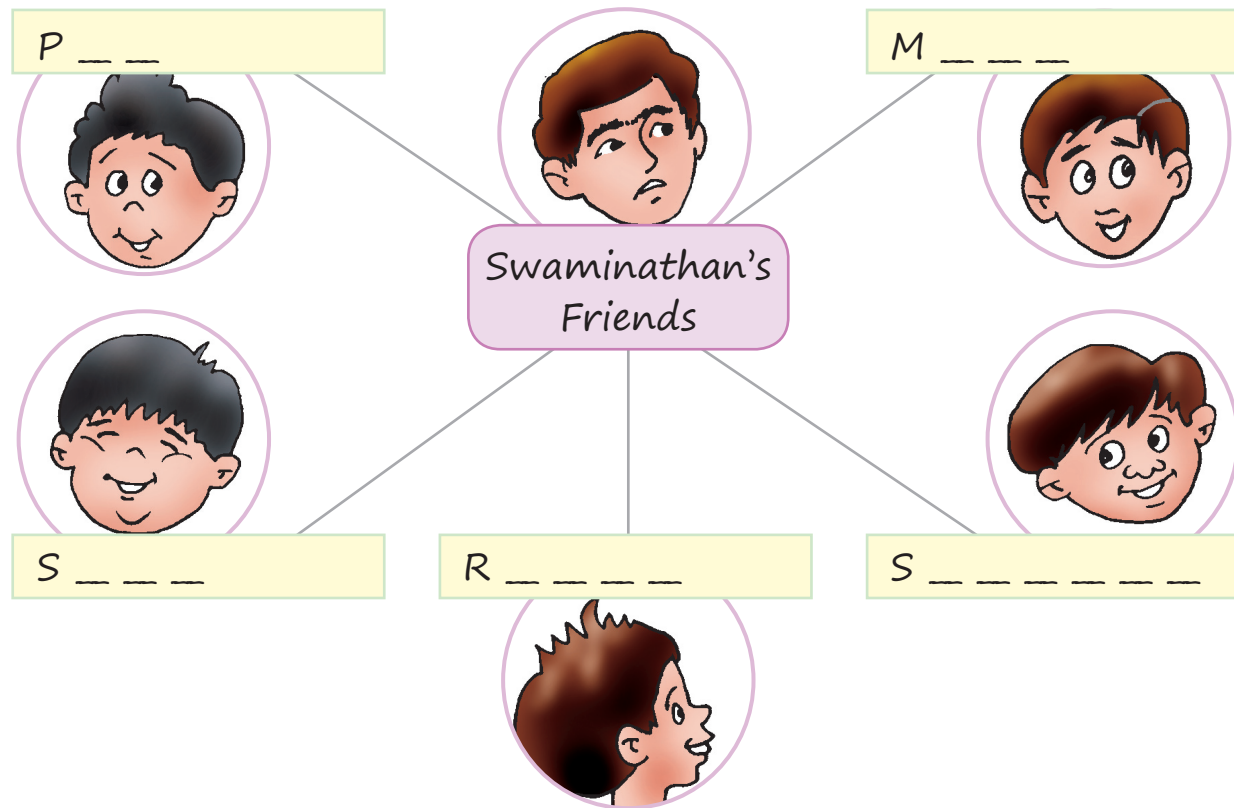
They burst in upon the Headmaster, who gathered from them with great difficulty that two murders were being committed at that very moment. He laughed it off at first but the excitement and the seriousness of the boys made him scratch his chin. He called a peon and set off to the field with him.



The fighters, rolling and rolling over one another were everywhere in the field. The Headmaster and the peon easily picked them apart, much to the astonishment of Swaminathan, who had thought till then that the strength that Somu or Mani possessed was not possessed by anyone else in the world. All the five boys quietly followed the Headmaster to his room.

—by R. K. Narayan

- B.3.** Swaminathan has many friends. Complete the following web chart by filling the names of all his friends that you have read about in the lesson.



- B.4.** Who said and to whom?



'Sir, please let us go out.'
_____ to _____



'What is wrong with you, you little rogues?'
_____ to _____



'No—I didn't, you—'
_____ to _____



'They call me Rajam's tail.'
_____ to _____



'He, Pea—wrote—TAIL—Big Tail—on the blackboard.'
_____ to _____

B.5. Complete the following ladder.

Swaminathan _____

He saw that _____ on the blackboard. He got _____

_____ and slapped _____ and _____

Mani and Somu took them _____. Instead of _____

resolving the _____, they started _____

The Headmaster _____

B.6. Answer the following questions.

- (i) Do you think Shankar or Pea had written the word 'Tail' on the blackboard? Give a reason for your answer.
- (ii) How did Swaminathan feel when he saw the word 'Tail' written on the blackboard?

B.7. Read the following extracts and answer the questions that follow.

- (i) 'What is wrong with you, little rogues?'
 - (a) Who are rogues?
 - (b) Why are they fighting with each other?
 - (c) Where is the fight going on?
- (ii) 'And who dares to talk about Rajam here?'
 - (a) Who is Rajam?
 - (b) Who talked about Rajam?
 - (c) How are Mani and Rajam related?

B.8. Life Skills

Do you think Swami was right in slapping Pea and Shankar? Had you be in his place, how would you have reacted?

Would you have—

- (i) ignored the word 'Tail' written on the board?
- (ii) laughed along to avoid argument or fight?
- (iii) talked to your classmates and resolved the matter peacefully?
- (iv) complained to your teacher?

Explain with reasons.

B.9. Value Based Question

In Indian Culture, the teacher/*guru* is considered next only to God. Do you approve of Somu and Mani's attitude towards their Tamil teacher? How should students behave with their teachers?

B.10. Find out words from the passage which mean the same as the following. You may unjumble the words given in the Aid Box to help you.

AID BOX			
m r a b r e s s a d e	m p d e o n u i n a m	i l g g e g	e e r c f i

- (i) to feel confused and ashamed _____
- (ii) a place of lawlessness _____
- (iii) to laugh softly _____
- (iv) violent, angry _____

B.11. Swaminathan told Mani that everyone called him 'Rajam's tail'. This is an idiomatic expression. It means that he always followed Rajam wherever he went like a tail. Given on the next page are some idiomatic expressions. Match them with their meanings and use them in the sentences given below appropriately.

Idiomatic Expression

Meaning

cast a sly look



to think seriously



sworn enemies



people who can never be friends



scratch his chin



to look at someone cunningly



- (i) Raminder and Subhash are _____.
They never even look in each other's direction.
- (ii) The fox _____ at the bird and hid in
the bushes.
- (iii) _____, the contestant answered
the question after a long pause.

B.12. Project Work

- (i) Work in groups. Talk to your friend about words that convey positive feelings of love, respect, admiration and consideration. As a class effort, hang a big chart, titled 'Power of Words' in the class. Add to the list as often as possible.












- (ii) **Helping Hands**—Encourage and guide the children to work in pairs and trace their hands on colourful glazed papers. Discuss what we can do with our hands to help others and our friends.

B.13. Read aloud these expressions and notice when we use them.

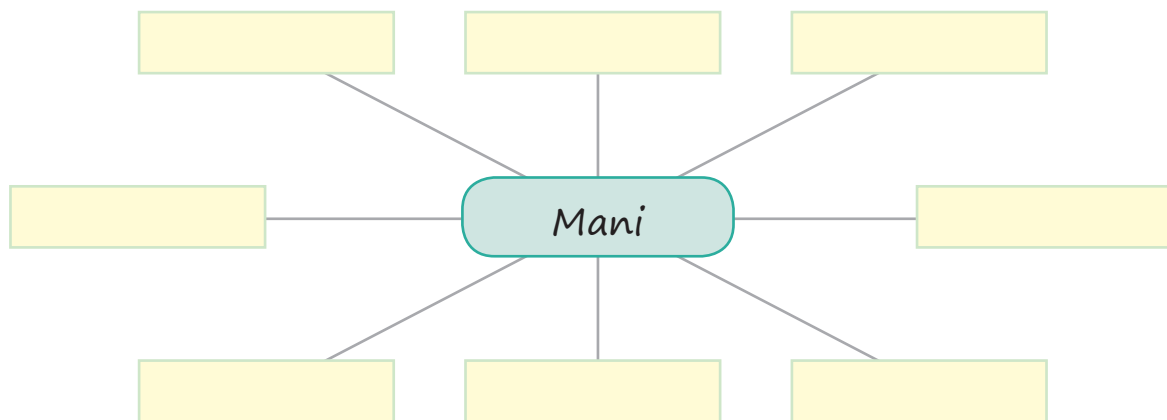
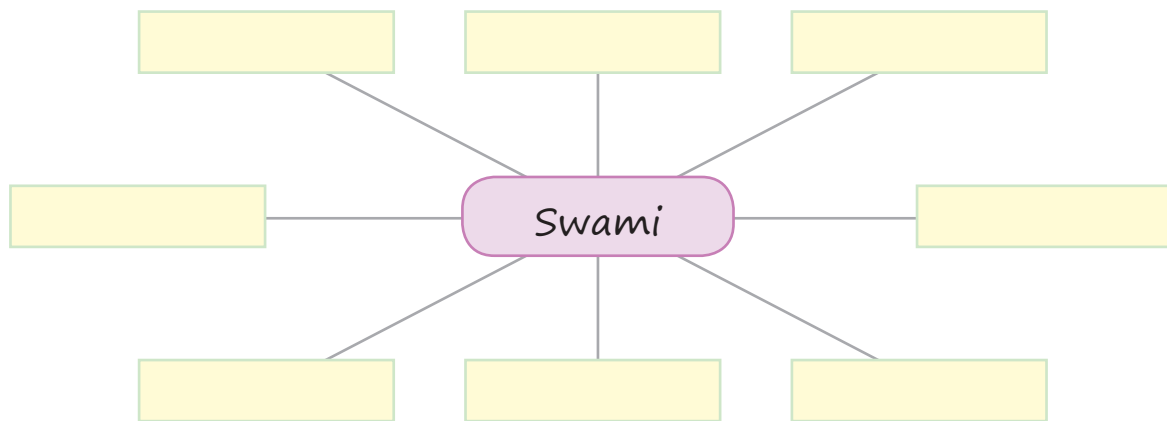
Excuse me	When you pass in front of someone, or when you want to get someone's attention.
I beg your pardon	When you did not hear someone properly and you want him to say it again.
	When you have made a mistake or perhaps accidentally bumped into someone.
Thank you very much	When someone has given you something or done some kind deed to you.
Not at all It's a pleasure You're welcome	When someone thanks you for doing something for him.

Now work with your partner. Complete the conversation given below using expressions from above.

-  **Student** : _____ did you drop this money?
-  **Lady** : _____
-  **Student** : I said, 'Did you drop this money?'
-  **Lady** : Drop what?
-  **Student** : I've found this money. Is it yours?
-  **Lady** : I'm a little deaf. I could not hear what you said. Some money?
Yes, that's mine. I must have dropped it.
-  **Student** : Please take the packet.
-  **Lady** : Oh! _____ much.
-  **Student** : _____

- B.14. (i)** Look at the words given in the box and complete the following word webs by matching the names of the characters with the qualities they show through their behaviours in the story. Some words may go in both the webs. Some words may not be used at all.

unhappy	naughty	angry	irrational	weak
proud	haughty	sorrowful	harsh	hesitant
loud	scared	emotional	simple	impolite



- (ii) Describe the fight between Mani and Somu in your own words.
- (iii) At the end of the story, all the friends follow the Headmaster to his room. What do you think happened after this? Discuss with your partner.



- C.1.** Dear children, it is Ms Roma's birthday today. She has promised to sing a song from her favourite movie, *The Sound of Music*. Read the incomplete song. Complete the blanks as you listen to the tape script.

Listen to the audio CD, titled *Listen & Comprehend* (Class-V). After listening, answer the questions verbally. Thereafter, complete the song given below. The tape script is also given on page no. 28.

► My Favourite Things

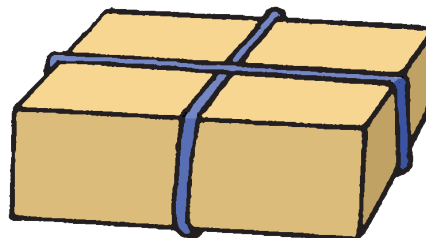
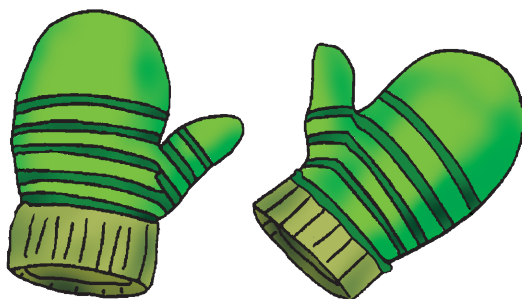


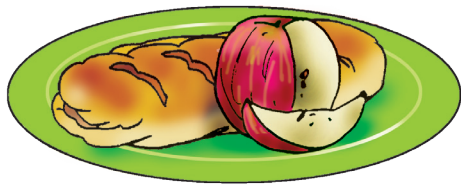
Raindrops on roses and whiskers on kittens,

White _____ kettles and warm woollen m _____ e _____.

Brown paper packages tied up with _____ tr _____ gs,

These are a few of my favourite things.



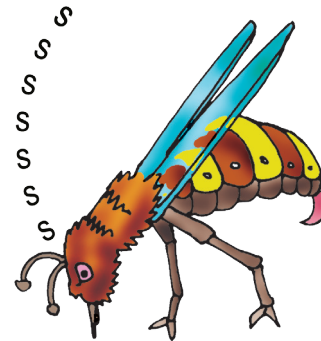


Cream coloured ponies and crisp a _ _ _ e struddles,
 Doorbells and sleigh bells and schnitzel with noodles.
 _ _ ld geese that fly with a m _ _ n on their wings,
 These are a few of my favourite things.



Girls in white ribbons and blue satin sashes,
 _ _ o _ f _ _ k _ _ that stay on my nose and eyelashes.
 Silver white winters that melt into _ p _ _ n _ s,
 These are a few of my favourite things.

When the dog bites,
 When the bee s _ _ _ _ _ ,
 When I am feeling _ a _ ,
 I just remember my favourite things,
 And then I don't feel so bad!



—by Maria

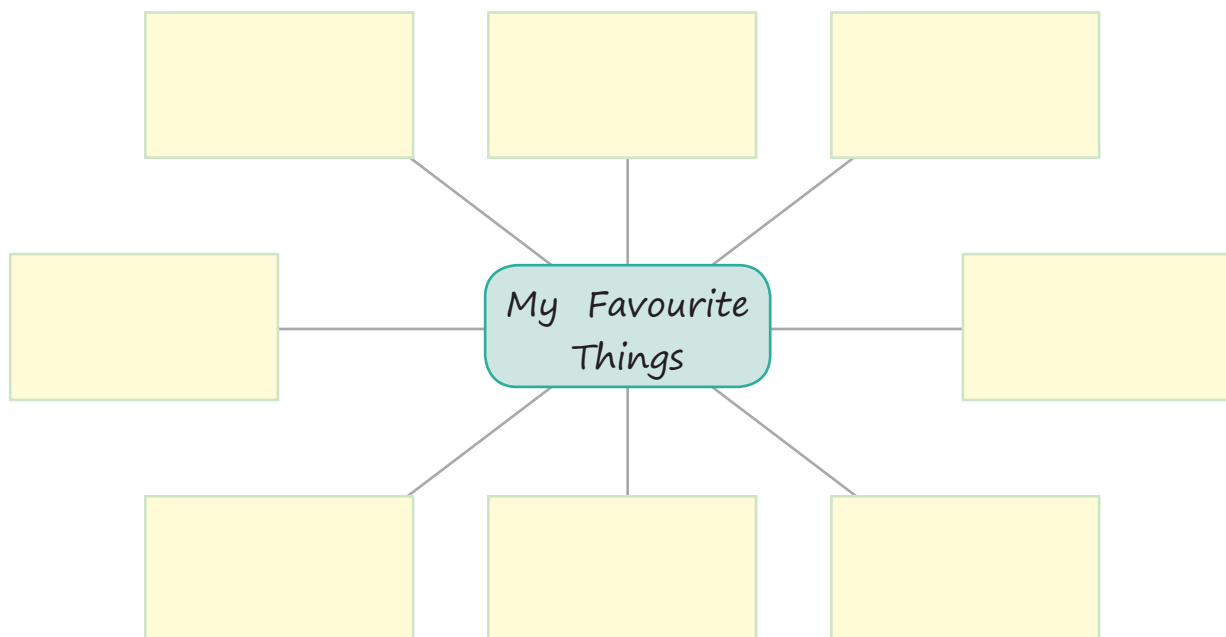
- C.2.** Class-V children in Ms Roma's class are discussing their favourite things after listening to the song. One of the groups has written a very sweet little poem. Read it carefully.



mangoes on trees
with my hair moving in breeze
lots of nice **toffees**
and cups of **coffee**
playing in the garden
happily on **swings**
these are a few of my
favourite **things**.



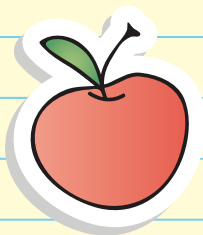
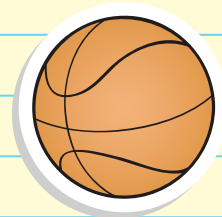
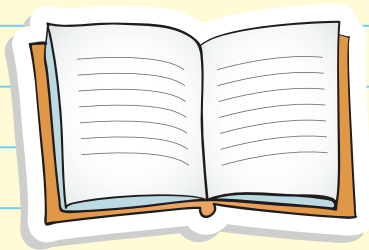
- C.3.** Now get into groups of four. List your favourite things and complete the web chart.



For the Teacher: Let the students brainstorm themselves to identify their favourite things in a set time frame. Encourage them to use these words to complete the activity that follows.

Add another stanza to the song by talking about your favourite things with your partner.

You could add as many things as you want to. Arrange them in a proper rhyming sequence.



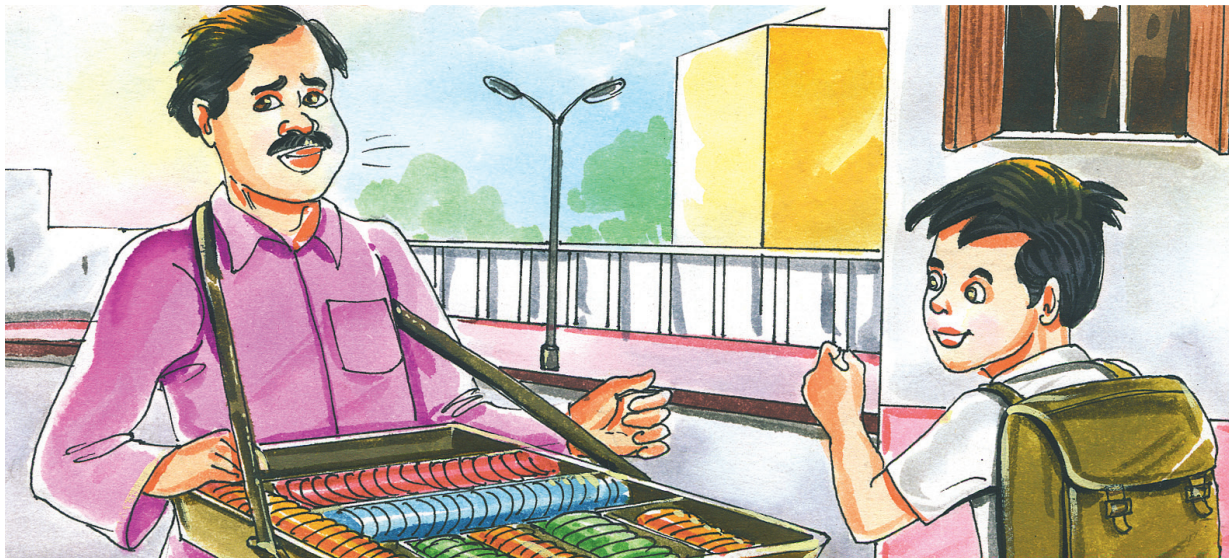
These are a few of my favourite things.



Read it Yourself

Read this poem where a child thinks what he wants to be when he grows up.

► I Wish I Were.....!



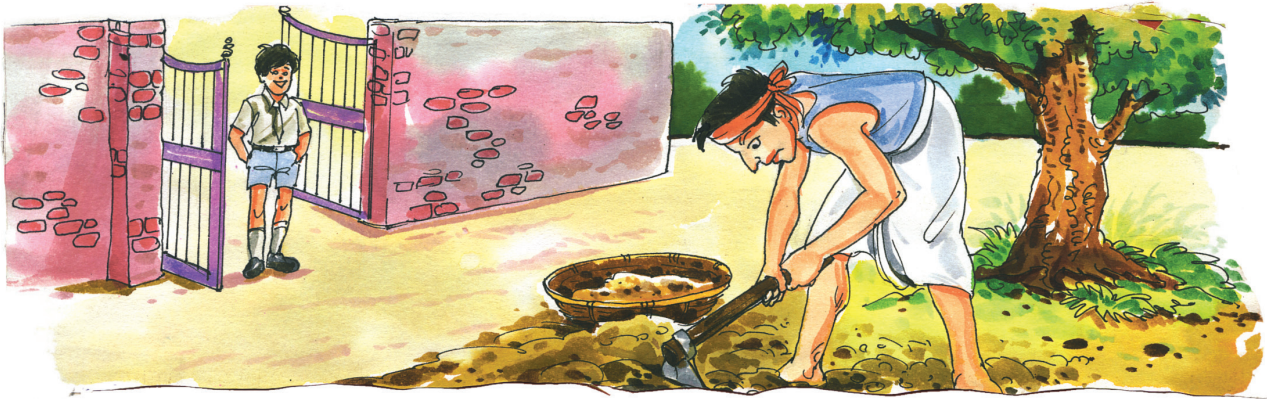
When the gong sounds ten in the morning and I walk to school by our lane.

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!'

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.

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.

—by Rabindranath Tagore



Tape Script



My Favourite Things

Raindrops on roses and whiskers on kittens,
White copper kettles and warm woollen mittens.
Brown paper packages tied up with strings,
These are a few of my favourite things.

Cream coloured ponies and crisp apple strudels,
Doorbells and sleigh bells and schnitzel with noodles.
Wild geese that fly with a moon on their wings,
These are a few of my favourite things.

Girls in white ribbons and blue satin sashes,
Snowflakes that stay on my nose and eyelashes.
Silver white winters that melt into springs,
These are a few of my favourite things.

When the dog bites,
When the bee stings,
When I am feeling sad,
I just remember my favourite things,
And then I don't feel so bad!

—by Maria