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The Audio Content titled 'Listen & Comprehend', pertaining to all the chapters of this book, is available in the Resource Centre section of the website www.davcae.net.in. It can be downloaded free using the School's username and password.

Foreword

DAV College Managing Committee has been doing yeoman's work in the field of education for more than a century now. It has had the privilege of contributing positively to the field of education in big cities as well as in the remote areas of India. In fact, it has become a movement with an objective of carrying the lamp of education to the doorsteps of people living in various corners of the country. If the spirit of spreading education among different sections of the society has been one of its objectives, the raising of quality and standard of education has become the most important purpose of this movement. We aim at the overall development of the personality of the child wherever he/she is and in whatever situation he/she grows.

With this aim in view, the DAV Centre for Academic Excellence, a wing of the DAV College Managing Committee, has been bringing out innovations in the curriculum of its Classes from LKG to VIII in a phased manner since 1992-93. Accordingly, text books for Classes-LKG to VIII, based on the curriculum prescribed for these standards, have been prepared in-house. The text of these books has been developed by the expert groups comprising practising teachers from schools and subject experts from various educational bodies of repute. These books have also been designed in such a fashion as to make them lively, interesting and user-friendly. These have been well-received and highly appreciated by both the teachers and students.

This book, titled *My English Reader*, is a part of the set of text books for Class-V. The text of this book is within the framework of the curriculum. The book is activity oriented, and efforts have been made to stimulate the child's thinking and develop in him or her the spirit of inquiry. It contains information for improving the knowledge of the child, and for providing the child with an opportunity to apply that knowledge.

I am confident that this book will be liked by our teachers, students and parents.

Punam Suri
President

DAV College Managing Committee

Preface

For more than a decade now, the DAV College Managing Committee (DAVCMC) has been publishing text books for its public schools. The needs of children in different age groups were assessed, and programmes designed accordingly. Instructional material in the form of curriculum guidelines, teachers' manuals, and text books were developed for Classes-LKG to VIII in a phased manner.

The DAV Centre for Academic Excellence (DAVCAE) has developed a set of text books for the Class-V. These books are completely based on the curriculum prescribed by the NCERT. Every year, the DAV Centre for Academic Excellence reviews these books based on the feedback received from the schools. These efforts have made the books child-friendly and brought uniformity in the educational standards in all DAV Schools. A special emphasis has been laid in present revision to make the study material value based.

The Publication Division of DAVCMC has endeavoured to present the text of this book in an interesting manner with colourful illustrations and layouts. We hope it will be received well by both the teachers and students.

I am thankful to all those people who, at various stages of the development, made a significant contribution in one form or the other, which made it possible to complete the book in time.

I shall certainly welcome feedback and suggestions for the improvement of the book.

Director (Publication)

Dear Teacher

DAV Centre for Academic Excellence(DAVCAE), a wing of the DAV College Managing Committee, has designed the course material for Classes-LKG to VIII.

This book, titled *My English Reader (Class-V)*, has been designed keeping in view the ability of the child at this age. The intent is to develop communicative skills of the child by enhancing the four basic skills—listening, speaking, reading and writing. For developing the listening comprehension, we have developed an audio compilation of the recorded scripts pertaining to all the chapters. This compilation is titled as *Listen & Comprehend (Class-V)* which is to be used along with this book.

It is the child's nature to love activity. We have designed the format of the book keeping this characteristic in mind. In each lesson, we have included some activities, both individual and group ones, which should help the child in sharpening the language skills. It has also been our endeavour to select subjects that should interest a child of this class. The contents include topics, such as Growing Up, Books, Where There's A Will, E-Generation and Go Green. Each unit has 'Value Based Questions' and questions based on 'Life Skills'. The objective is to develop in the child, desirable life skills and human values, such as empathy, compassion, justice, love for nature, etc. We have paid particular attention to frame questions that would help develop higher order thinking skills and literary appreciation.

The book has been profusely illustrated so as to engage the child's attention and enhance interest in reading. A work book, titled *English Practice Book (Class-V)*, has also been developed to be used along with this book to further help the child in learning the language.

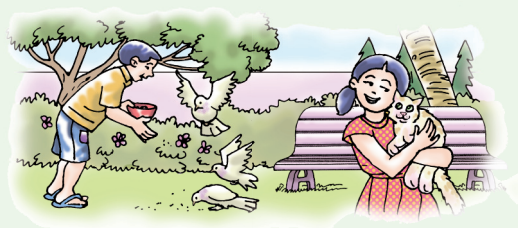
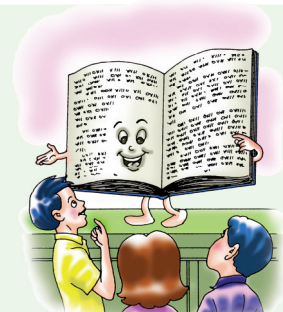
I am grateful to all my seniors, colleagues and practising teachers from different DAV Schools who have made a valuable contribution in developing this book.

I invite feedback and suggestions from students, teachers and parents to further improve the contents and design of this book.

Dr (Mrs) Nisha Peshin
Director
(Academics)

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Growing Up



Introduction

Ever Wondered Why Teachers Get Headaches?

Read the following cartoons.



Now Guess:

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



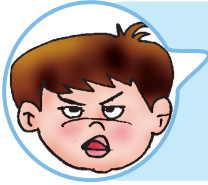


A.1. Read what some of the children have to say about their school life.



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.

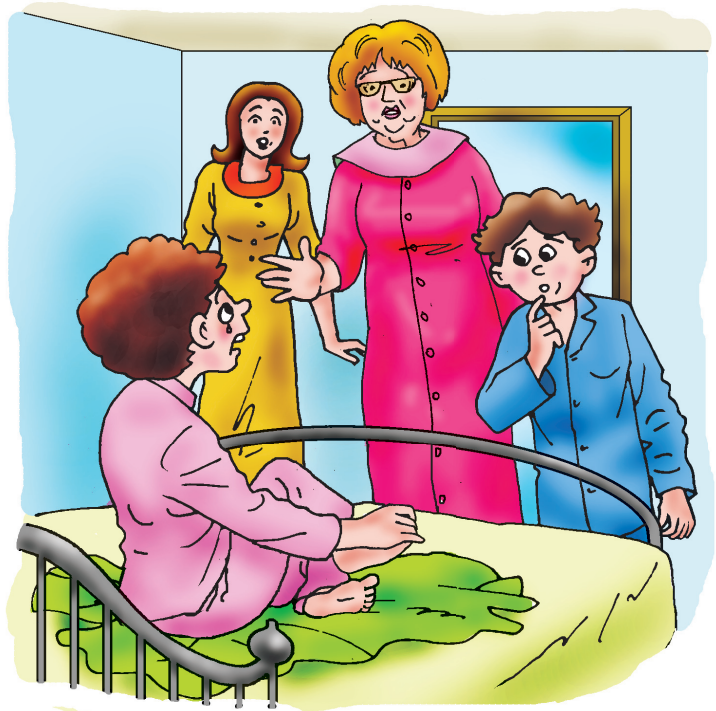
'What's the matter with you, Tom?' she cried.

'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.'



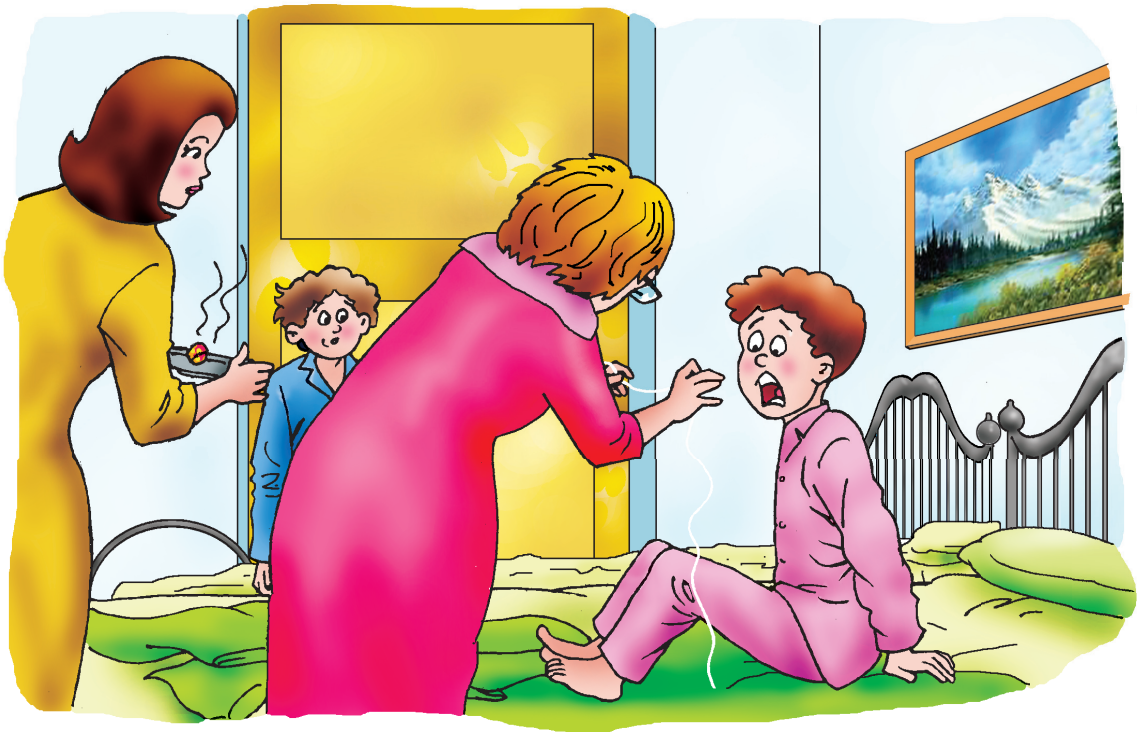
Tom felt foolish at his act now that he was caught. He said, ‘Aunty, my toe hurt so much that I wasn’t worried about my tooth at all.’

‘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

Sabbath-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.

It is awful sitting in the dentist's chair. I tremble when he tries to look inside my mouth.

Akash



Whenever the date for my visit to the dentist is due, I either pretend to have a terrible stomach ache or tell my parents that I am very busy with my studies ...

Manpreet



Uh! Oouch! These are the only words I remember when I visit my dentist. The very thought of visiting him scares me.

Monica



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.

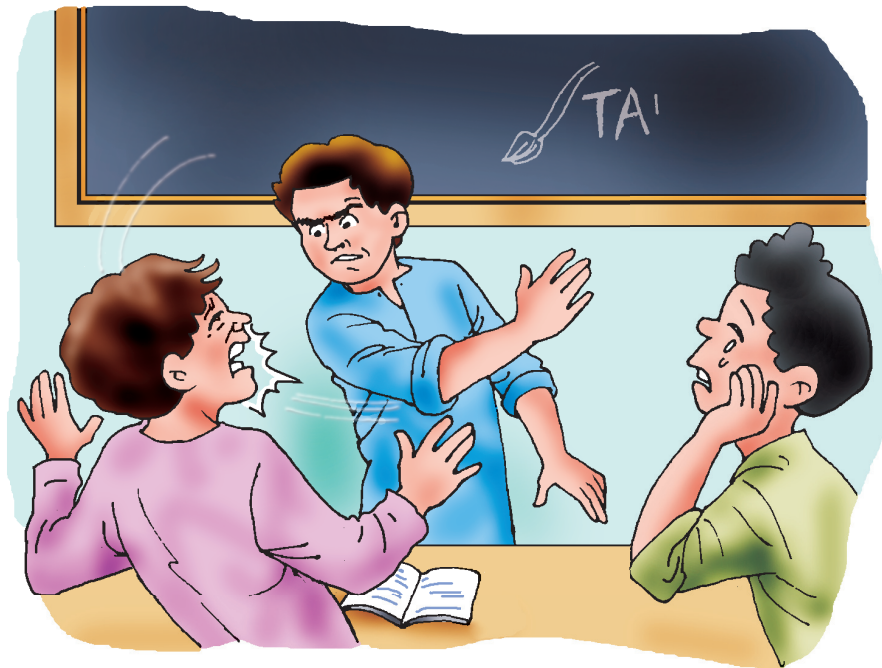


I get angry when...	I also get angry...

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?’

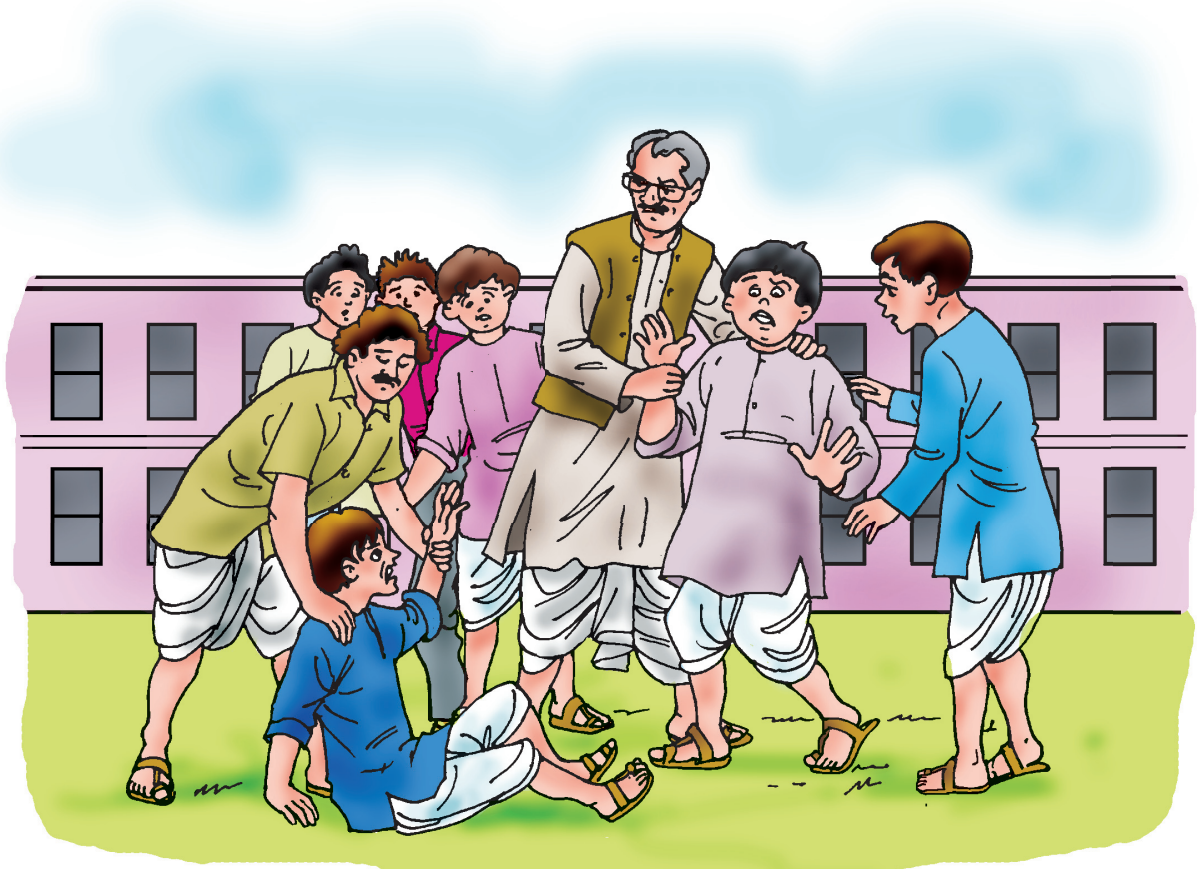
‘Look here, Mani,’ Somu cried, ‘for a long time I have been waiting to tell you this: you think too much of yourself and your powers.’ Mani swung his hand and brought it down on Somu’s neck. Somu pushed it away with a heavy blow. Mani aimed a kick at Somu but he stepped aside.



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.

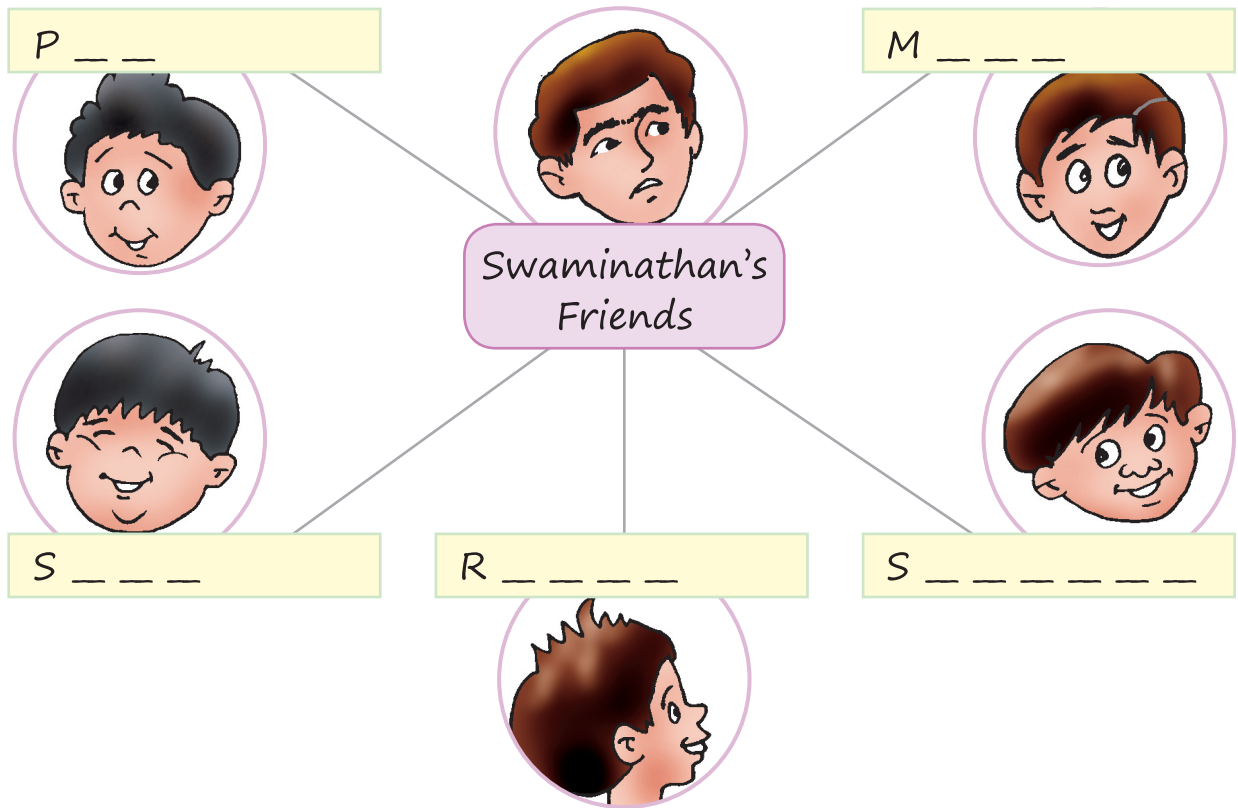
They burst in upon the Headmaster, who gathered from them with great difficulty that two murders were being committed at that very moment. He laughed it off at first but the excitement and the seriousness of the boys made him scratch his chin. He called a peon and set off to the field with him.



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 _____

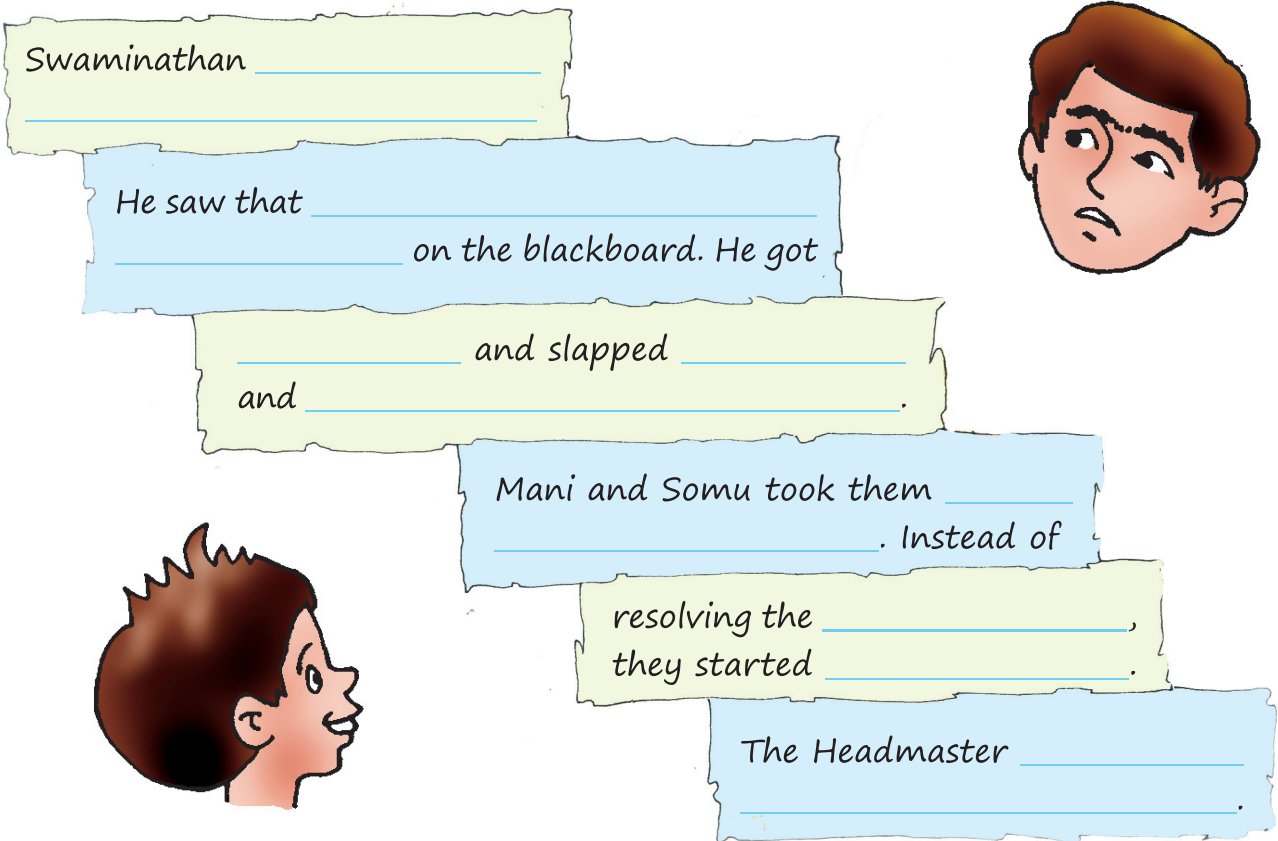


'They call me Rajam's tail.'
_____ to _____



'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

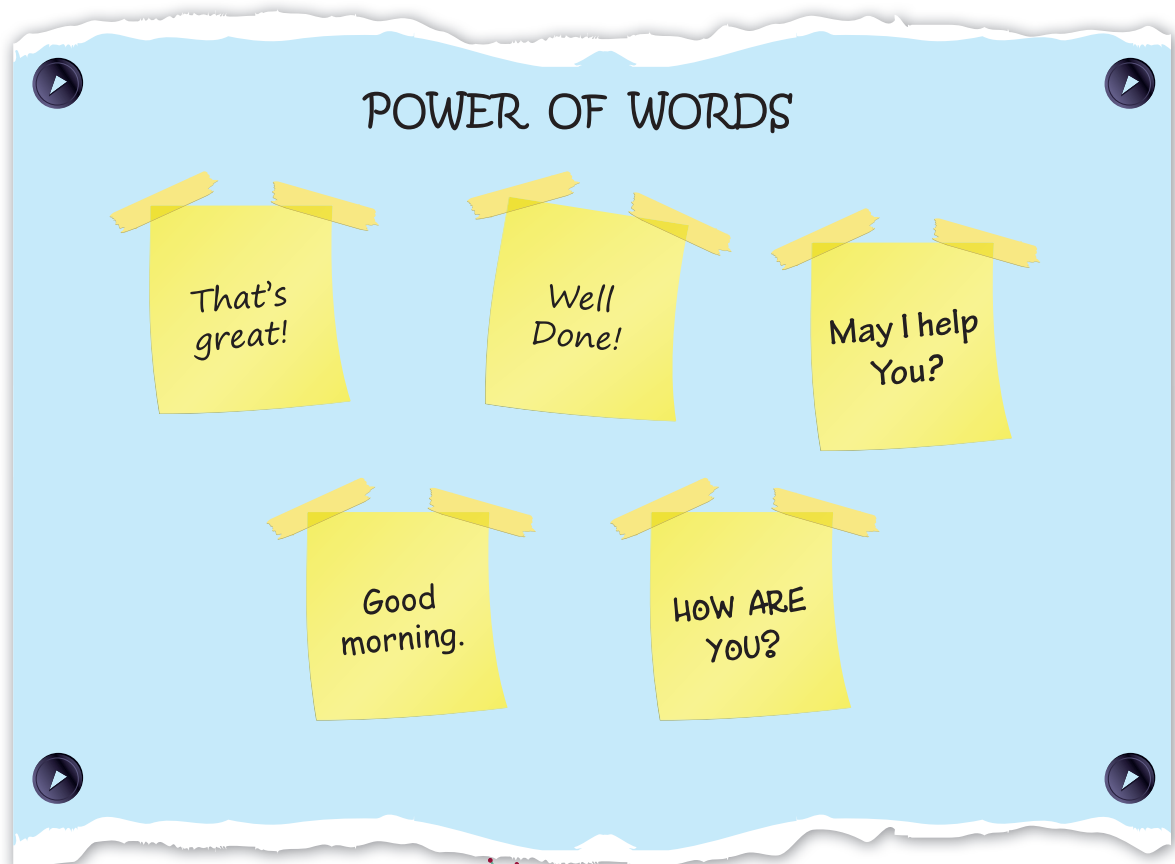
Meaning

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.

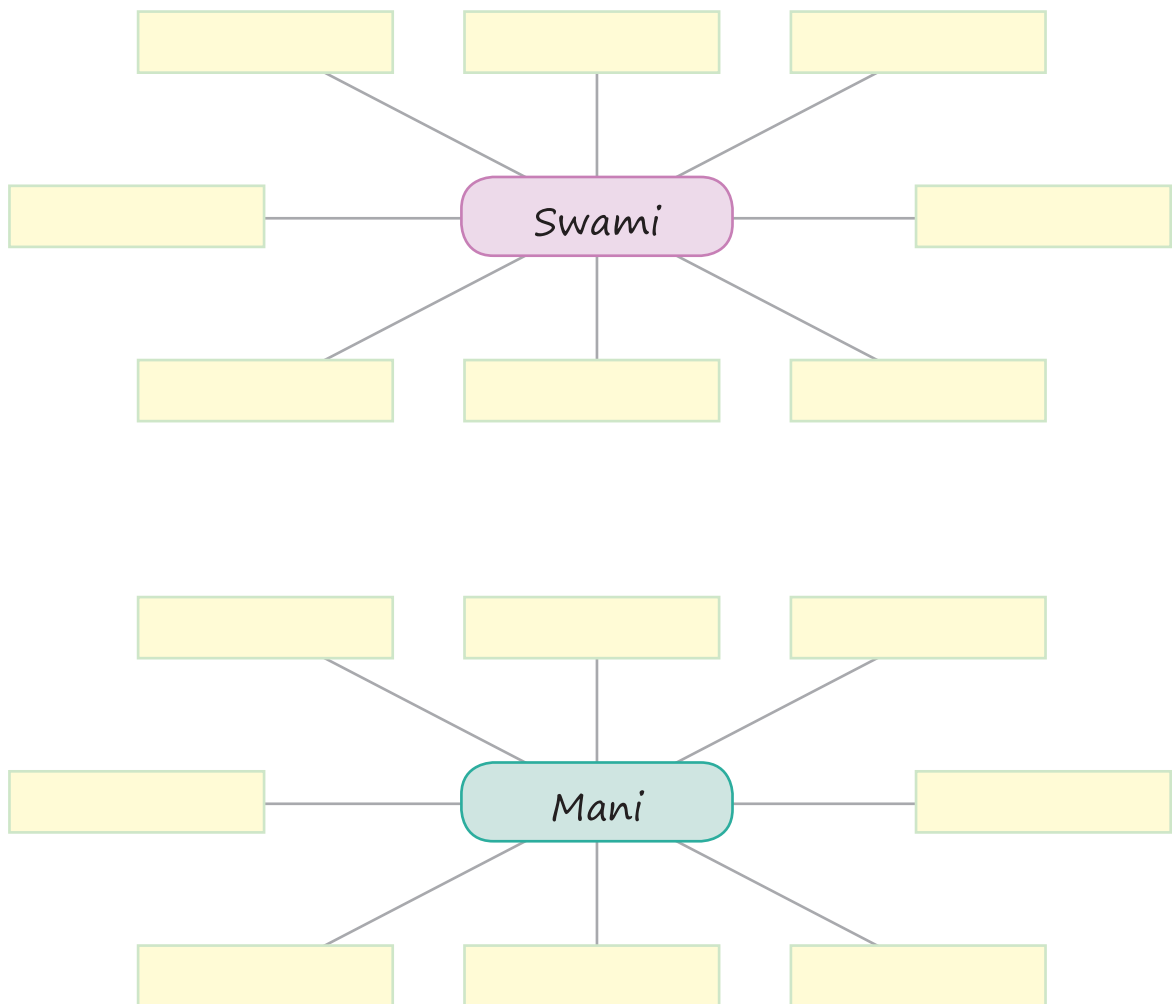
 **Student** : Please take the packet.

 **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.