

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.

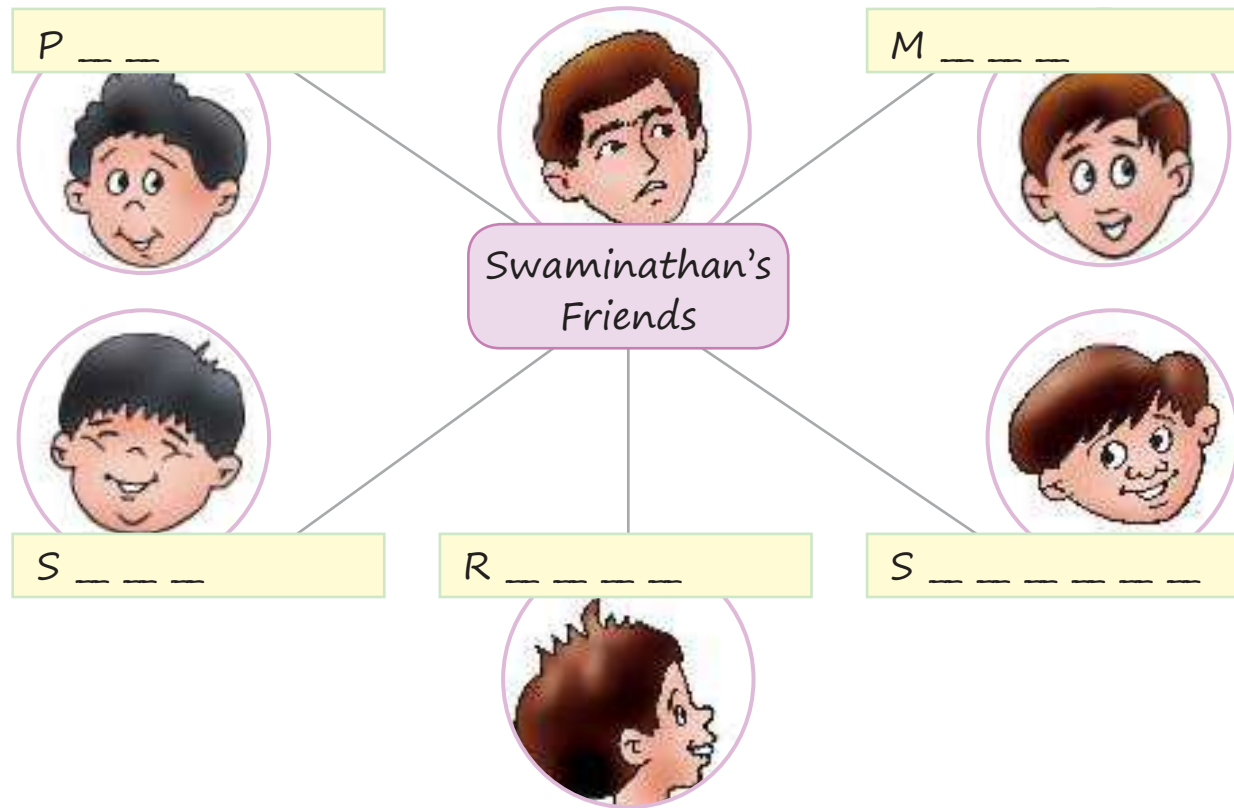
They burst in upon the Headmaster, who gathered from them with great difficulty that two murders were being committed at that very moment. He laughed it off at first but the excitement and the seriousness of the boys made him scratch his chin. He called a peon and set off to the field with him.



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 arguement 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

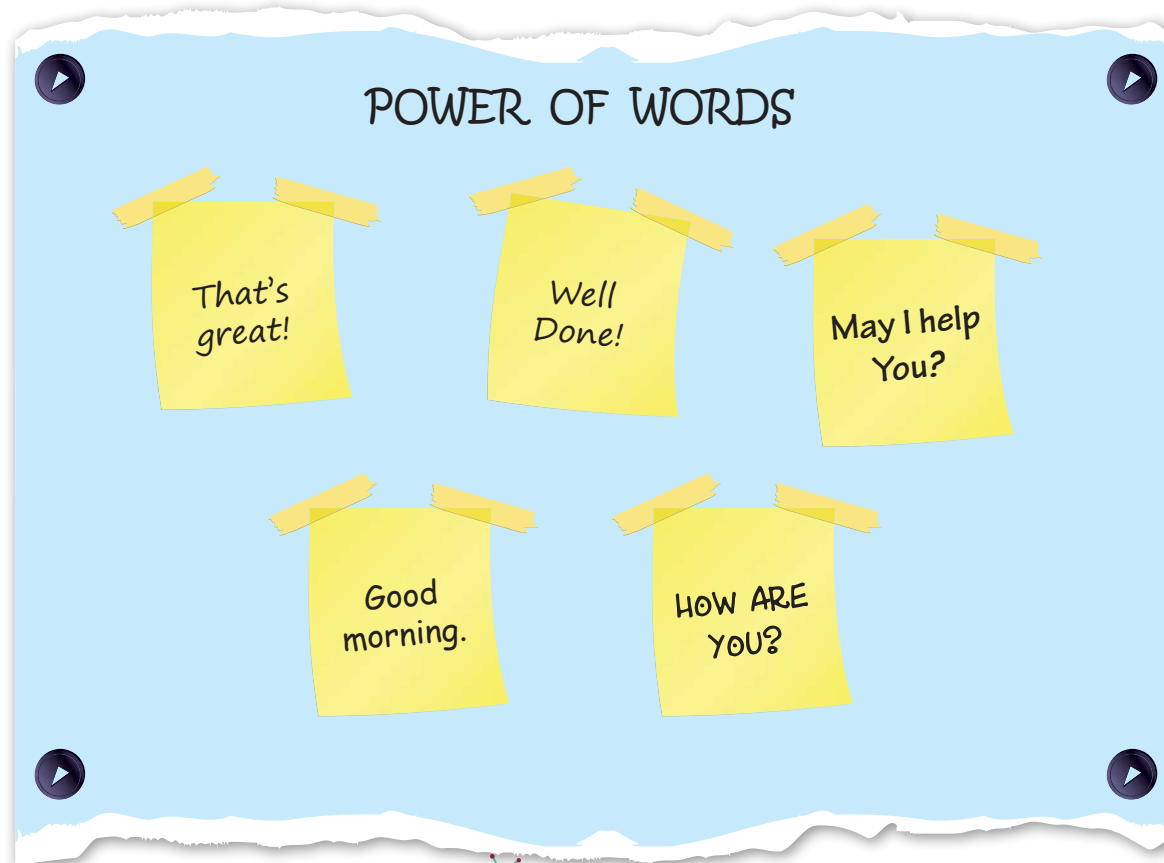
scratch his chin →

← 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.

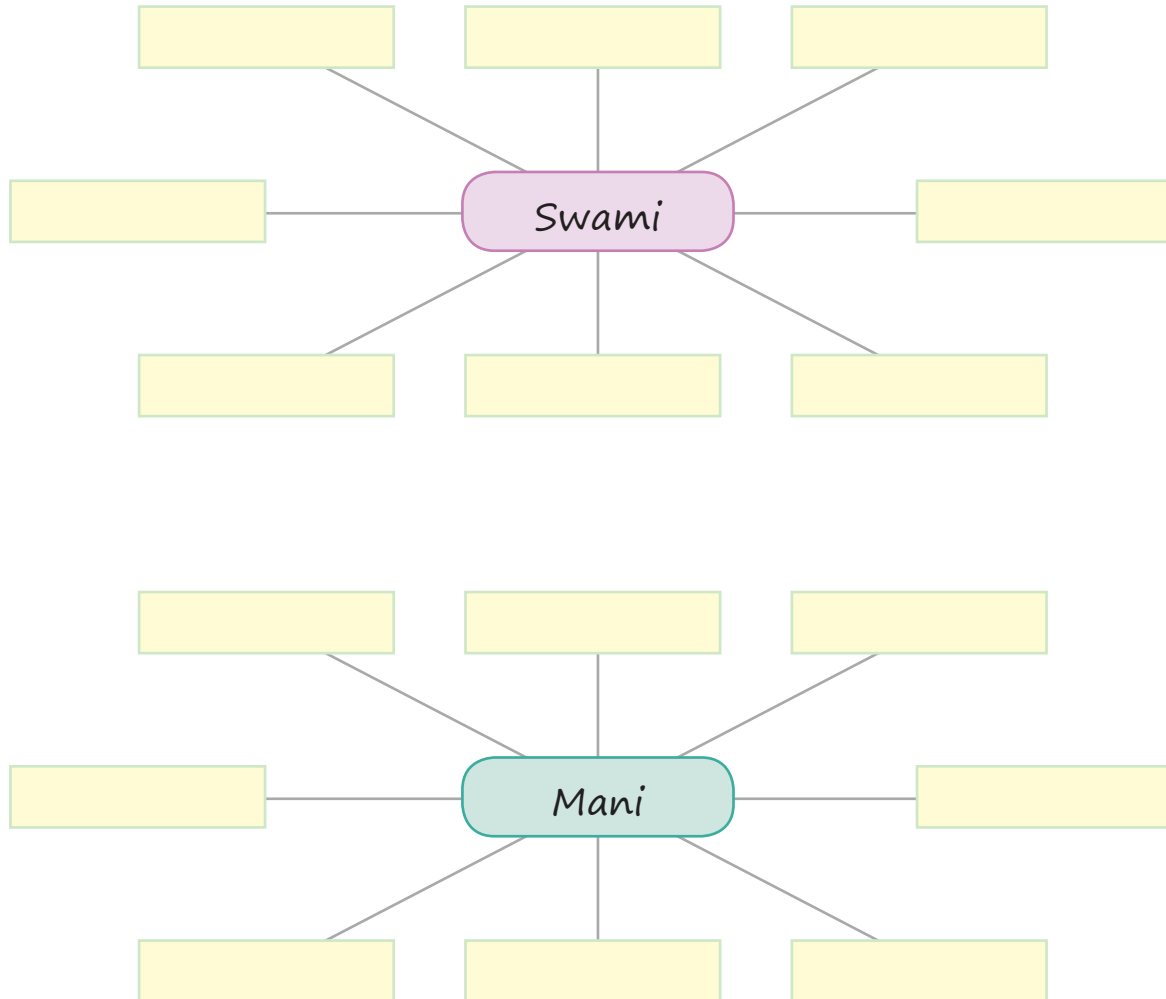
 **Student** : Please take the packet.

 **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

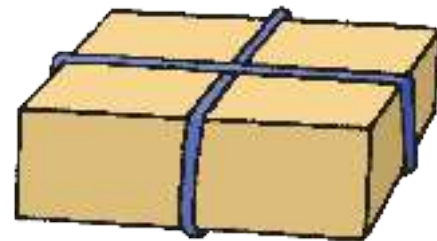


Raindrops on roses and whiskers on kittens,

White \_\_\_\_\_ kettles and warm woollen m \_\_\_\_\_ e \_\_\_\_\_.

Brown paper packages tied up with \_\_\_\_\_ tr \_\_\_\_\_ gs,

These are a few of my favourite things.



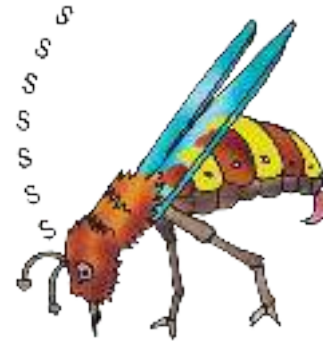


Cream coloured ponies and crisp a \_ \_ \_ e struddles,  
Doorbells and sleigh bells and schnitzel with noodles.  
\_ \_ \_ ld geese that fly with a m \_ \_ \_ n on their wings,  
These are a few of my favourite things.



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

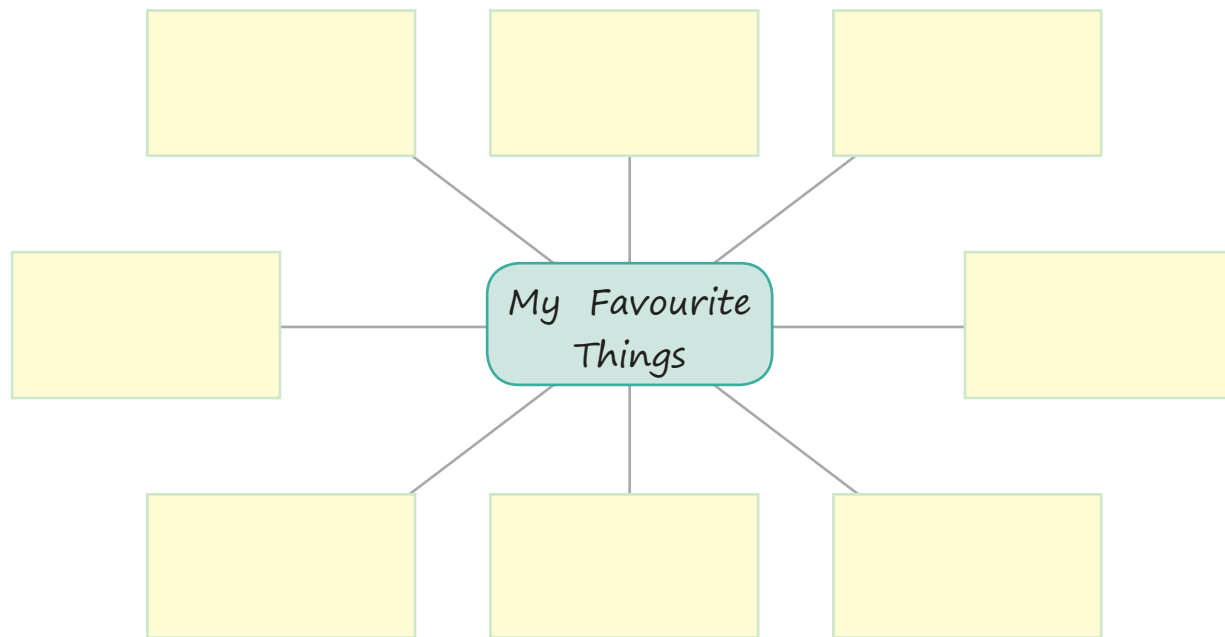
C.2. Class-V children in Ms Roma's class are discussing their favourite things after listening to the song. One of the groups has written a very sweet little poem. Read it carefully.



**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.

A large yellow notepad with a scalloped left edge and horizontal blue lines. It contains several illustrations of favorite items:

- A cupcake with pink frosting, white swirls, and a cherry on top.
- An open book with blank pages.
- A brown basketball.
- A red apple with a green leaf.
- A vanilla ice cream cone with a blue swirl.
- A silver laptop computer.

At the bottom of the notepad, the text reads: *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,  
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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