

Revised **OXFORD**
NEW PATHWAYS
An Interactive Course in English

COURSEBOOK

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MALA PALANI

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Published in India by
Oxford University Press
22 Workspace, 2nd Floor, 1/22 Asaf Ali Road, New Delhi 110002, India

© Oxford University Press 2012, 2016, 2020

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First Edition published in 2012
Second Edition published in 2016
This New Edition published in 2020

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ISBN-13: 978-0-19-012187-7
ISBN-10: 0-19-012187-4

Typeset in Calibri Regular
by Recto Graphics, Delhi 110096
Printed in India by Multivista Global Pvt. Ltd., Chennai 600042

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Key to the icons in *New Pathways*



Audio in *Oxford Educate* and the additional digital resources



For Oxford Areal



Play-based learning



Activity-based learning



Discovery-based learning



Art-integrated learning and experiential learning



Value based

Revised

NEW PATHWAYS

An Interactive Course in English



Coursebooks
(Primers A and B;
1 to 8)

Digital
Resources for
each level

New Pathways
Course Package
includes

Workbooks
(Activity Books
A and B; 1 to 8)



Literature
Readers
(1 to 8)

Teacher's Resource
Books (Primers
and 1 to 8)



Core elements of New Pathways

- Curriculum designed to create complete individuals equipped with key 21st century skills
- Material which is child-centred with a play-based, discovery-based approach for learning without burden
- Texts selected to promote cultural awareness, empathy, and social and emotional learning
- Topics from all subjects for holistic learning
- Art-integrated learning to promote creativity and innovation

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Key Features of New Pathways

Stories and poems, both classic and contemporary, from a wide range of both Indian and international authors and poets

Fun layout and design to make the teaching–learning experience enjoyable

Focus on experiential, art-integrated learning and development of cognitive, social and emotional life skills

Play-based and activity-based learning tasks for a fun and engaging learning experience

Discovery-based learning along with show-and-tell activities that encourage learners to explore and interact

Digital resources including audio, animations, videos, interactive exercises, grammar games and worksheets

COURSEBOOK STRUCTURE

1 Pre-reading Starter

2 Prose passage with glossary followed by a variety of questions to develop and test reading comprehension skills

4 Vocabulary exercises with a variety of task-types

5 Grammar section with explanations and examples followed by exercises

8 Listening section including tasks based on authentic situations; Speaking section where the learner is encouraged to speak individually, in pairs and in small groups

3 Reading 1 that deals with factual and inferential comprehension; Reading 2 that focusses on global understanding and extrapolative reading

6 Study skills section comprising spelling, punctuation, pronunciation and dictionary skills

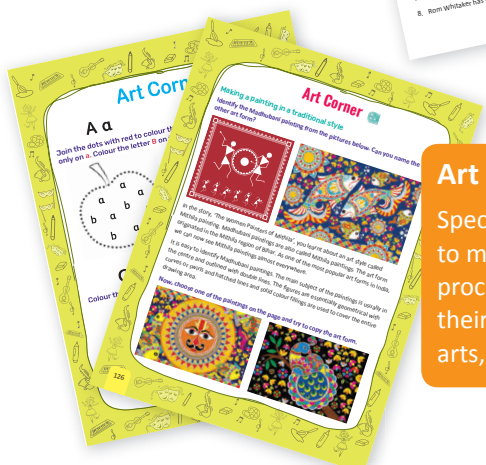
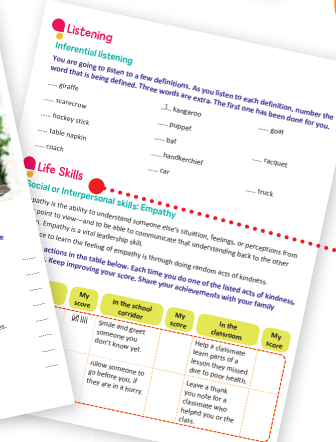
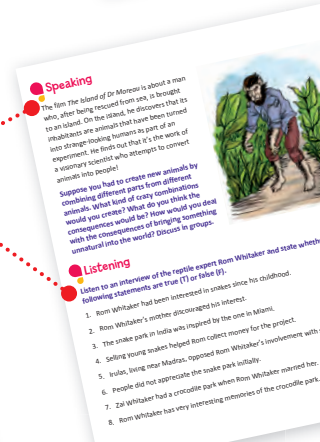
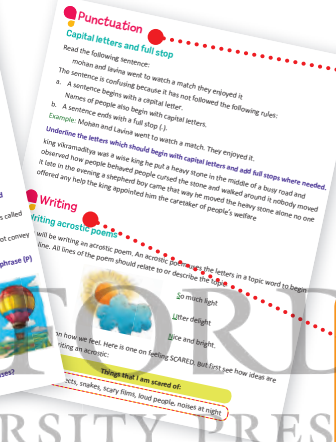
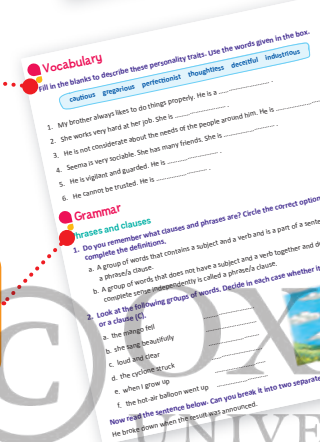
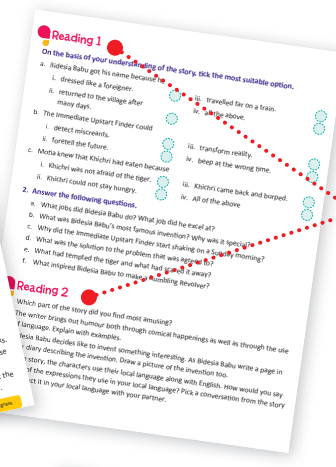
7 Writing section including meaningful activities which range from the factual, discursive, persuasive and literary to the imaginative

9 Life skills sections cover a wide array of cognitive, social, emotional and literacy skills which are essential for the 21st century learner

Art Corner

Special pages dedicated to art-integrated learning have been designed to make education an active, experiential, multi-dimensional and joyful process for the learner. This approach enables learners to demonstrate their understanding of a concept through various art forms, such as visual arts, theatre, music or dance.

10



Workbooks Each workbook includes worksheets that provide additional language practice in areas covered in the Coursebook. The worksheets are thematically and grammatically linked to the Coursebook.

The Workbooks also contain tests for assessment.

Literature Readers These contain a range of prose, poetry and drama selections by well-known authors, across a variety of genres. The texts are followed by reading tasks that help the learner appreciate the nuances of literature.

Teacher's Resource Books These provide teachers with pedagogical notes, handy lesson plans, answer keys, listening scripts and additional worksheets for practice.

DIGITAL RESOURCES



Oxford Educate is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use Test Generator for creating test papers and worksheets. Oxford Educate assets are also available to the students.

Features of Oxford Educate:

- Audio for prose, poems, glossary, listening exercises and pronunciation
- Animations of prose and poems
- Interactive exercises based on content from the text
- Videos and slide shows for dynamic explanation of key topics
- Reference material containing videos and additional information
- Printable worksheets which can be used as practice or classroom assignments (printable)
- Printable lesson plans for each unit (for the teacher only)
- Printable answer keys for each unit (for the teacher only)

Additional Digital Resources for Students

New Pathways course package contains additional digital resources for students that provide integrated support to the Coursebook. These include dynamic explanations, skill-based interactive exercises and grammar games.



Oxford Areal is a magical app that makes your textbook come alive! The digital content can be accessed through the icon marked on the relevant pages.

Setting up and using the free Oxford Areal app is easy. Simply follow the steps given below

- 1 Search and install the free Oxford Areal app from the App Store (iOS)/Play Store (Android).
- 2 Run the app and locate your book using the SEARCH box.
- 3 Tap the book cover to select it.
- 4 Tap GET THIS BOOK.
- 5 Tap SCAN and scan any page that has the icon. Tap DOWNLOAD to save the Oxford Areal content for that page.
- 6 Once you have scanned and downloaded a page, you will be able to view the digital content linked to it offline. To do so, simply tap the cover of the book and then the scanned page. To scan a new page, tap SCAN.

Oxford AREAL contains

- Animation of poems and prose
- Audio for poems and prose
- Interactive exercises
- Videos explaining grammar topics



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UNIT	READING	VOCABULARY	GRAMMAR	STUDY SKILLS	WRITING	SPEAKING	LISTENING	LIFE SKILLS	ACTIVITY
1. The Royal Parade	Factual, inferential, extrapolative comprehension	Relationships	Proper nouns, common nouns and collective nouns	Pronunciation: words with silent letters	Descriptive writing: describing things	Giving opinions	Listening to words with silent letters		
Art corner: Drawing a procession									
2. The Story of Rudolph	Factual, inferential, extrapolative comprehension	Crossword puzzle: words related to Christmas	Articles	Dictionary skills: alphabetical order	Writing interesting sentences	Making a wish	Listening to an account	Cognitive or thinking skills: Self-awareness	
<i>The Letter A</i>	Poem appreciation								Acknowledging simple things
3. Williwu Learns to Make Friends	Factual, inferential, extrapolative comprehension	Antonyms	Possessive pronouns	Punctuation: capital letter and full stop	Writing acrostic poems	Greeting friends and greeting elders	Listening to a conversation: specific information		
Art corner: Making sock puppets and telling tales									
4. Hachiko	Factual, inferential, extrapolative comprehension	Synonyms	Adjectives: degrees of comparison	Pronouncing long/short vowel sounds in a word	Descriptive writing: describing people	Talking about numbers	Listening to a song and answering questions	Cognitive or thinking skills: Empathy towards animals	
<i>Colin</i>	Poem appreciation								Knowing about centipedes
5. Annalisa and the Giant	Factual, inferential, extrapolative comprehension	Word families	Revision: simple present, present continuous	Spelling words by syllable count	Descriptive writing: describing places	Introducing yourself	Listening to the description of a place and drawing details		
Art Corner: Making a 'thank you card' using vegetables									

6. Juan Bobo's Pot	Factual, inferential, extrapolative comprehension	Homophones	<i>was</i> and <i>were</i>	Punctuation: question mark, exclamation mark and full stop	Writing thank you notes	Apologizing/ Saying sorry	Listening to people describing themselves/ their interests	Cognitive or thinking skills: Self-awareness	Identifying weeds in a natural environment
<i>The Young Dandelion</i>	Poem appreciation								
7. Tooth Troubles	Factual, inferential, extrapolative comprehension	Homographs	Adverbs of manner	Dictionary skills: noting the second, third and the fourth alphabet in words	Descriptive writing: describing actions using adverbs	Agreeing and disagreeing	Listening to people talking about their professions		
Art corner: Having a snack day at school and Making a poster									
8. We Saved a Whale	Factual, inferential, extrapolative comprehension	Names of a whale's body parts	Prepositions of time	Dictionary skills: guide words	Guided letter writing	Offering help	Listening to a conversation	Cognitive or thinking skills: Critical thinking	
<i>The Rainbow Fairies</i>	Poem appreciation								Colours of the rainbow
9. A Day at the Swamp	Factual, inferential, extrapolative comprehension	Compound words	Conjunctions: <i>but, so</i>	Pronouncing /p/, /b/, words	Writing short messages	Describing actions	Listening to a song		
Art corner: Making a pan flute and singing a song									
10. Something from Nothing	Factual, inferential, extrapolative comprehension	Professions	Statements and orders	Pronunciation: magic e	Writing facts and opinions	Giving directions	Listening to directions	Social or interpersonal skills: Managing emotions, Communication skills	
<i>The Tree</i>	Poem appreciation								Drawing a tree and listing its benefits



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The Royal Parade¹

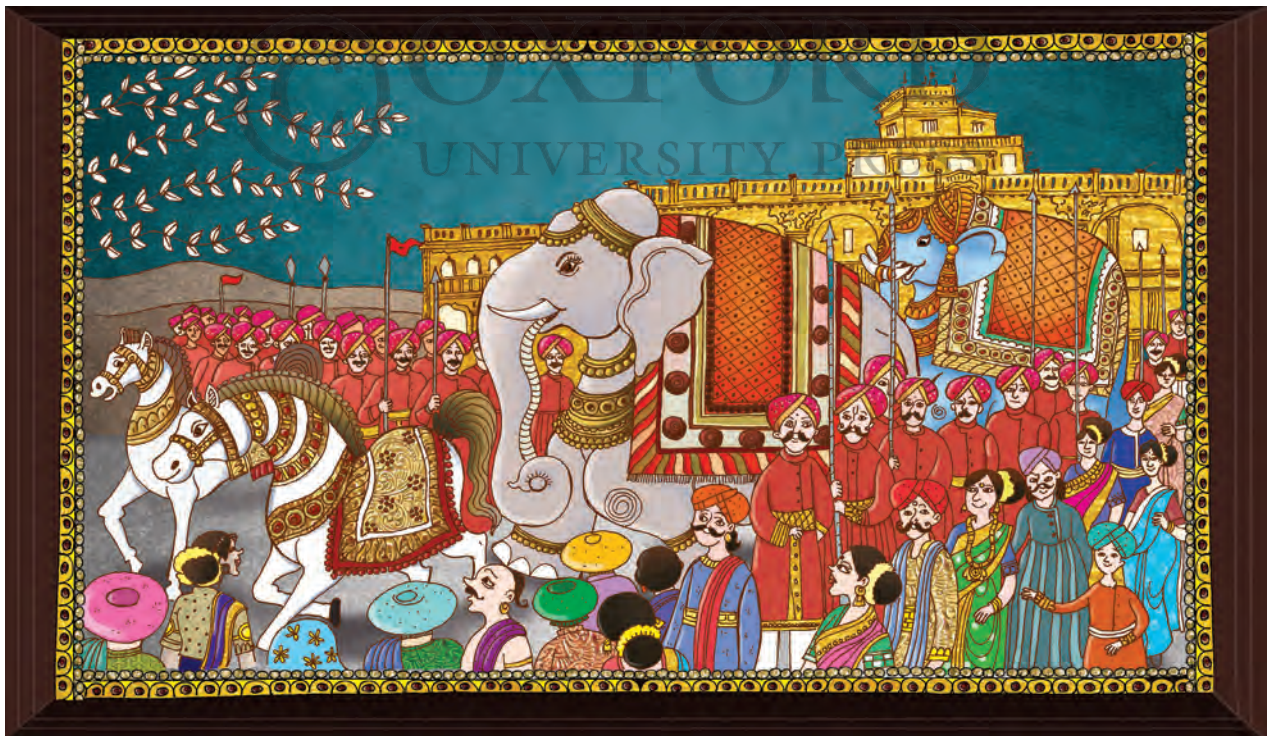


Starter

Royal parades have been an important way to celebrate festivals or events. Look at this painting of a royal parade from 17th century India.

Discuss with your partner what you see in the painting.

1. Who are the people in the painting?
2. What do you think these people are celebrating?
3. Which animals are part of the royal parade? Why?
4. Where do you think these people are going?



¹parade a group of people, vehicles and animals that march slowly through a street on the day of a festival or celebration

Read this story and answer the questions that follow.



One day in the late summer of 1638 the sun was rising over the thick forest in Nagerhole. Jaya bathed and filled her pot from the Kabini River. As she walked home in her wet *pavadai-satti*² she called out to Deva cheerfully.

“Deva!”

Deva, the elephant calf, hopped out of the thicket³. On other days, Jaya and Deva would play in the river splashing about and spraying water at each other. But today Jaya gently held Deva’s trunk and said, “Deva! Today *Appa* might return from Mysuru. I’m going to run home.”



Jaya’s father was the chief of the biggest tribe in Nagerhole. The king of Mysuru had sent his guard to the forest to summon⁴ him. The king wanted advice on herbal medicines. Jaya’s father had taken special herbs and honey to the royal court a week ago.

“I’ll bring you some *mysorepak*⁵,” Jaya hoped her father had remembered to keep his promise about the sweet. Deva trumpeted⁶ happily as he saw his little friend hurrying home, balancing the pots on her head.

When Jaya neared her home, she saw people crowding there.

“Ah, *Appa* is already home!” she said. She poured the water from the pots into the cleaned trough⁷ in the cowshed and ran into the hut. The cows mooed and walked to the fresh water.

Jaya’s father lifted her up and seated her on his lap with a big smile. He was telling the people from his tribe about Mysuru, the new king there, the magnificent palace, a throne made of pure gold, the wide roads, the crowded markets where everything was available, and the huge temples. He said the city was getting ready for a big festival called *Dasara*⁸.

He said, “During the festival, the king himself leads a grand parade of royal deities, noble families, military officers, soldiers, dancers, camels, horses, and elephants!”

²*pavadai-satti* a skirt and a blouse worn by little girls in south India ★ ³*thicket* a dense group of trees or bushes ★
⁴*summon* officially call someone to be present ★ ⁵*mysorepak* a south Indian sweet ★ ⁶*trumpet* loud cry of an elephant ★
⁷*trough* an open container from which animals can eat or drink ★ ⁸*Dasara* a festival celebrated in India

The people listened in wonder as they sucked at their *mysorepak*.

“Please take me to Mysuru, *Appa!*” Jaya said.

“It is very far, daughter. Your legs are too small for the long journey. This year, I’ll take your brother for *Dasara*,” said her father, patting her head affectionately⁹. Jaya jumped out of his lap and darted¹⁰ into the forest. Deva snorted joyfully on seeing his best friend again. Jaya ran to him and buried her face in his trunk sobbing, “I can walk too, Deva. You know that. But *Appa* will only take my brother to Mysuru. I too want to see the *Dasara* parade.”

Deva wrapped his trunk around Jaya and lifted her. Placing her gently on his back, he began to run towards the open field. Jaya knew this was not safe for Deva.

“Stop, Deva,” she yelled. But Deva burst out of the trees and ran across the field. Jaya was shocked to see that the field was teeming¹¹ with people and elephants.

“Deva, turn back!” Jaya pulled his ears.

But Deva was in no mood to listen. He finally stopped in front of a chariot¹².

“This is a very majestic¹³ elephant calf!” said a finely dressed young woman in the chariot. Jaya soon learnt that people had come from the Mysuru palace to select elephants for the *Jamboo Savari*—the elephant parade at the *Dasara*.

“Turn back, Deva!” Jaya fearfully shouted into Deva’s large ears.

Deva shook his head. He took one step forward.

“Little Miss,” said the woman in a happy voice to Jaya, “Can your Deva come for the royal parade?”

Jaya was very scared for Deva. “No!” she shouted boldly. “He belongs here, in the forest.”

“Of course, he will return to the forest after the parade. I promise,” the woman’s voice was reassuring¹⁴. Jaya felt Deva was in safe hands. Also she was so proud for her Deva.

“But Deva won’t have any friend in Mysuru,” said Jaya after some thought.

“Surely he will have you! I can see how close you both are. In fact, you can teach him the royal march.”

⁹**affectionately** in a way which shows love or care for someone ★ ¹⁰**darted** ran quickly in a particular direction ★ ¹¹**teeming** (here) full of people and animals ★ ¹²**chariot** an open carriage that was used for transport in olden times ★ ¹³**majestic** grand ★ ¹⁴**reassuring** a quality about a person that makes another feel less worried



“Me?” wondered little Jaya.

“Yes! Why don’t you bring someone along? You are too young to take care of yourself,” smiled the woman.

“Can I bring three *someones*¹⁵?” asked Jaya playfully.

“Definitely, and tell them they are the guests of the King of Mysuru!”

That’s how Jaya went to see the lights and the fireworks of the great *Dasara* festival in Mysuru with her brother and parents. The graceful dancers, the smart soldiers, the brilliant band, the brightly decorated elephants, camels and horses were all very

¹⁵**someones** Jaya’s playful way of referring to more people ★ ¹⁶**fascinating** (here) attractive ★ ¹⁷**elegant** stylish ★ ¹⁸**cheered** showed support for somebody

fascinating¹⁶ but Deva was the most elegant¹⁷ of all. And it was for Deva that Jaya and her brother cheered¹⁸ the loudest.

(adapted)

Nandini Nayar

Nandini Nayar has published fifty books for children of all ages. To find out more about her books, go to www.nandininayar.in

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Reading 1

- The story is set in two places. Which are the two places?
 - a forest and Mysuru
 - a forest and a field
 - a forest and a river
- What was the usual way in which Jaya and Deva played in the morning?
- What made Jaya think that her father was already back from Mysuru?
- How do you know that Deva understood Jaya’s complaint immediately?
- Jaya was afraid because
 - she could fall off Deva’s back.
 - her father would scold her for running away.
 - she felt that the strangers could harm Deva.



6. Jaya stopped feeling afraid when
 - a. Deva stopped running and stood in front of a chariot.
 - b. the young woman in the chariot spoke reassuringly.
 - c. Deva marched beautifully during the *Dasara* parade.



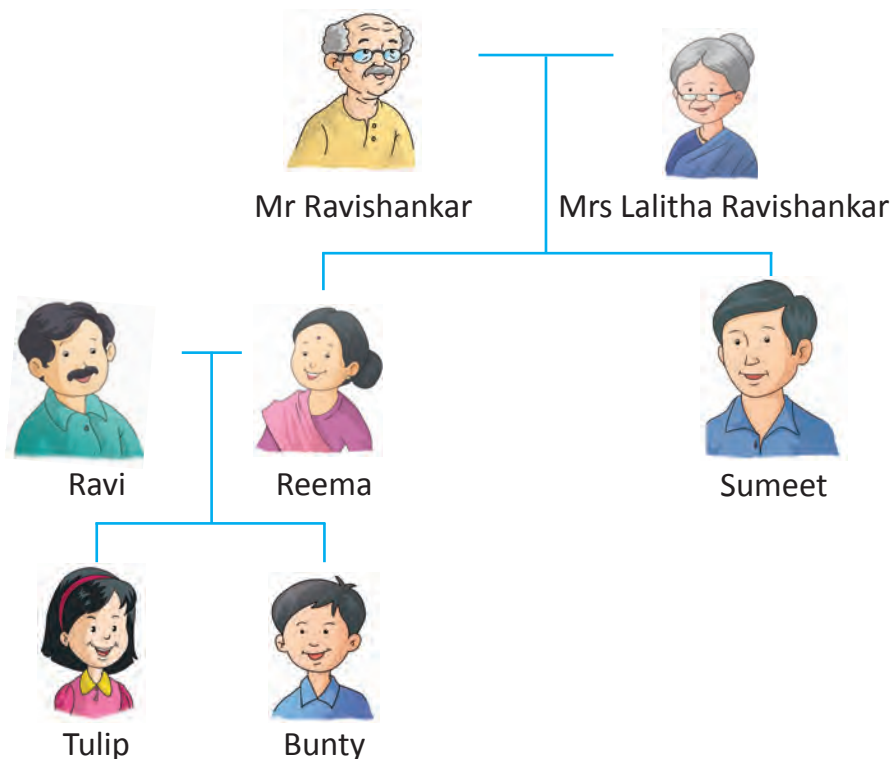
Reading 2

1. Deva cared for Jaya and Jaya loved Deva. Work with your partner to underline all the words and phrases in the story that tell us this.
2. Jaya's father thinks that she is too young for the long walk to Mysuru. Do you think he is right? Give instances from the story to support your views.
3. Work with a partner. Take turns to imagine you are Jaya. Tell your partner what you saw in Mysuru when you first arrived in the big city. Remember: you have lived in a forest all your life.

Vocabulary Relationships

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Look at the pictures given below.



Fill in the blanks using words from the box.

granddaughter father mother wife brother

- Mrs Lalitha Ravishankar is Sumeet's
- Reema is Ravi's
- Bunty is Tulip's
- Tulip is Mr Ravishankar's
- Ravi is Bunty's

Grammar

Proper nouns, common nouns and collective nouns

Remember: naming words are called *nouns*.

Read the following sentence:

Jaya was a brave girl.

This sentence has two nouns:

Jaya and *girl*.



Nouns can be of two different kinds:

Proper nouns

Proper nouns name a particular person, place or idea. Proper nouns begin with a capital letter.

	Proper nouns
Names of people	Jaya, Deva, Ashraf, Serena
Names of places	Mysuru, Nagerhole, Ceylon, Kolkata, Hogwarts
Names of days of the week, months	Thursday, Friday, March, August
Names of buildings	India Gate, Eiffel Tower, Taj Mahal

Common nouns

Common nouns name a person, place or an idea in a general sense. Common nouns do not usually begin with a capital letter.

Here is a list of few common and proper nouns:

Common nouns	Proper nouns
actor	Daniel Radcliffe, Aamir Khan
sportsperson	Usain Bolt, Sania Mirza
city	New York, Dhaka, New Delhi
mountain	Mount Everest, Alps, Mont Blanc

1. Read the following story. Circle all proper nouns and underline all common nouns. One has been done for you.

Rustom was a trader. He lived in a small village called Kavipur. One day, he was going to the city on his donkey, Kiji. He wanted to sell fruits from his farm in the market. Kiji sang songs and Rustom played on his mouth organ as they passed from one village to another. By afternoon they were tired so they stopped at a village called Sohar. They wanted to rest before beginning their long journey again. They sat on the banks of a river named Damri. Rustom ate an orange and gave an apple to Kiji. They reached the city in the evening. Rustom sold all his fruits and earned a lot of money. Then, Rustom and Kiji started on their long journey back to Kavipur.



2. The box below has a few nouns. Use them to fill the table. The first row is completed for you.

Dubai building cartoon character How to Train Your Dragon
 Kalpana Chawla river country

Proper nouns	Common nouns
Qutub Minar	building
.....	woman
Ganges	.....
.....	city
Superman	.....
.....	movie
Nepal	.....



Collective nouns

Read the following paragraph:

A class of students went to the National Park last Sunday. They saw a flock of water birds by the pond. They offered the monkeys a bunch of bananas. They saw a herd of elephants having a bath in the river.

The words *class*, *flock*, *crowd*, *herd* and *bunch* show a group or collection of people, animals or things. They are called collective nouns.

3. Fill in the blanks using words from the box. Use a dictionary if needed.

team crew bunch troupe pride

- a. The of hockey players is practising for the match.
- b. The guests praised the of dancers.
- c. Dad is searching for his of keys.
- d. We have a photograph of a of lions in the Gir forest.
- e. The of sailors wore white uniforms.


Pronunciation

Silent letters

Read these words. Say them aloud:

- valet
- soften
- listen
- rustle

Did you notice that in all these words *t* is silent? We don't say it.

Find five other words with a silent *t* from the word grid below and say them aloud. The picture clues will help you. 



M	E	R	W	T	Y	Y	I	O
N	H	G	H	I	L	A	E	P
C	H	R	I	S	T	M	A	S
G	C	E	S	G	H	B	I	A
C	A	S	T	L	E	Y	I	L
B	T	A	L	B	N	I	O	E
V	C	D	E	P	I	T	M	U
F	H	K	B	A	L	L	E	T



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Writing

Describing things

Read these descriptions.

- It is sweet. It is soft, smooth and brown. chocolate
- It is a meal. I eat it in the morning. breakfast
- It is a room. This is where we cook food. kitchen

Now write a description for these words. Remember to first say what it is and then describe it.

- an ice cream
- a fridge
- a pizza
- a dining table
- a novel

Speaking

Giving opinions

Read the following words and their meanings:

We use this word to describe a person who

kind	does things that make others happy
caring	takes care in a very loving way
strict	wants that people obey rules
friendly	acts like a friend
playful	likes to play games to make everyone happy

Now remember some cartoon characters from your favourite books or TV programmes.

Work with your partner. Choose a word from the box. Use the word in a sentence to describe a cartoon character. You may also use other words apart from the ones given in the box. Remember to give a reason too. Begin your sentence with *I think ...*

Here is an example:

I think Jerry mouse is very playful because he likes to play with Tom all the time.

Continue like this:

I think is because

Remember to speak at least two sentences and listen to two from your partner.

Listening

Words with silent letters

Listen to the following words and underline the letters which are silent.

1. Wednesday
2. knife
3. sandwich
4. talk
5. why
6. half
7. guitar
8. hour
9. whistle
10. two

Art Corner



Drawing a procession using Warli art

Study these paintings carefully. Discuss with your partner.

1. What has the artist shown in the paintings?
2. What materials might the artist have used to make these paintings?



Now listen to some interesting information on Warli art.

Making Warli art

- Look at the images given below and follow the steps to draw a woman in Warli art. Learn to make simple circles, triangles, and lines. Draw a human body by joining two triangles at the tip. Add a circle on the upper triangle for the head. Add a little knot of hair on the head to show a woman.



- Now look at the image on the right. This is a man playing a drum (like in the procession you read about). Try to break the painting down into simple steps and draw it.

Work in pairs. Make a Warli painting to show the *dasara* procession in Mysuru. Remember to show the king, the animals in the procession (horses, camels, elephants), the dancers, viewers and so on. Most importantly, show Deva and Jaya!





The Story of Rudolph



Starter

Follow the colour codes given here to fill in the coordinates in the box. What picture will it reveal?

Brown : A2, A12, B2, B12, C2, C3, C11, C12, D3, D4, D10, D11, E1, E4, E10, E13, F2, F3, F4, F10, F11, F12, G4, G10

Orange : G5, G6, G7, G8, G9, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, I2, I3, I4, I7, I10, I11, I12, J4, J7, J10, K4, K5, K9, K10, L3, L4, L5, L9, L10, L11, M3, M4, M10, M11, N3, N4, N10, N11, O4, O10, P5, P6, P7, P8, P9

Red : K6, K7, K8, L6, L7, L8, M6, M7, M8, Q6, Q8

Black : J6, J8

Green : Q7



Did You Know?

Toyland is the name of a imaginary place (in stories) in the North Pole where Santa Claus lives with his elves and reindeer. Every year, they make and wrap Christmas presents which Santa delivers to all the nice children in the world.



	1	2	3	4	5	6	7	8	9	10	11	12	13
A													
B													
C													
D													
E													
F													
G													
H													
I													
J													
K													
L													
M													
N													
O													
P													
Q													

Read this story and answer the questions that follow.



Rudolph lived in Toyland, in the North Pole. He was younger and smaller than the other reindeer¹ there. They all had proud, tall antlers². Rudolph's antlers were very tiny. Worst of all, Rudolph had a nose that was big and bright red. It was so red it glowed in the dark. Poor Rudolph! He wanted to be like the other reindeer in Toyland.

The other reindeer made fun of Rudolph and called him names. "Rudolph, the red-nosed reindeer," they teased.

Before Christmas Eve, Santa's elves³ posted a sign on the gate to Toyland.

All the reindeer were asked to line up at eight o'clock in the meadow. Santa Claus was coming to choose the team that would deliver presents to every good little boy and girl in the world.



The reindeer danced with joy when they heard the news.

Each reindeer hoped he would be chosen to guide Santa's sleigh⁴. Rudolph sighed. He did not want Santa to see his bright red nose. At eight o'clock when all the reindeer had gone to the meadow, Rudolph hid behind a holly⁵ hedge⁶. Behind the thick bush with bright red berries no one could find Rudolph with his bright red nose. In the meadow all the reindeer in Toyland, except Rudolph, stood in line while Santa inspected them. Santa chose carefully—only the fastest, the strongest and the best reindeer would do.

"Dasher is the biggest reindeer," said Santa.

"Dasher," wrote his elf assistant in a big book.

¹reindeer a large deer that lives in cold northern regions ★ ²antlers horns shaped like branches ★ ³elves small creatures (in stories) with pointed ears ★ ⁴sleigh a vehicle that slides over snow ★ ⁵holly a bush or small tree with hard shiny leaves with sharp points and bright red berries in winter, often used as a decoration at Christmas ★ ⁶hedge a row of bushes planted close together, usually along the edge of a field or garden

“And Dancer is the strongest,” said Santa, pulling his beard.

“Dancer,” wrote the elf.

“Ho! Ho! Let’s see,” continued Santa. “Prancer and Vixen make the smoothest landings on rooftops. Comet is the fastest and Cupid is the most sure-footed. I pick them.



“And,” said Santa, “I choose Dancer and Blitzen. They’re best at turning over tree tops and landing smoothly.”

When all the selections were done, the reindeer danced and clinked⁷ their antlers together in happiness. Even the reindeer who weren’t chosen were given good jobs. One was to try out toy electric trains. Another was to hug Christmas kittens.

⁷clinked made a sharp ringing sound by hitting against each other

The only reindeer without a job was Rudolph. He wanted to help, but he knew others would laugh at him. So he stayed behind the holly hedge.

At last it was Christmas Eve. Santa’s elves were busy packing the sleigh.

“I don’t care if they make fun of me,” said Rudolph suddenly, “I want to help too!” He dashed from his hiding place and went to find Santa. The night was bitter cold and a terrible fog covered the earth.

Santa's elves kept bumping into each other as they hitched up⁸ the team. They could hardly see as they put on each bright red harness⁹ and tied each jingle bell. "And where is my Christmas list? I can't see a thing in this fog!" cried Santa.

Just then a soft red glow lit up the snow. "Thank goodness," said Santa, suddenly jolly again. "I've found my list. Ho! Ho!"

"Who brought this fine lantern?" asked Santa. "I must take it with me."

"It's not a lantern," said Rudolph, shyly. "The light comes from my ... my nose."

"Rudolph, the red-nosed reindeer!" said Santa. "I'm glad to see you. Your light will guide my sleigh tonight. I appoint you head of my team!"

Rudolph held his head high. Proudly he walked to the front of the team. All the other reindeer bowed. Donner and Dancer helped Rudolph put on his harness. Then down, down through the clouds and over the sleeping houses, Santa and his team flew on the foggy Christmas Eve. And leading the whole procession was Rudolph, the red-nosed reindeer!



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(adapted and abridged)
Robert L. May



⁸**hitched up** (here) put belts and reins on all the reindeer and tied them in front of the sleigh ★
⁹**harness** a set of strips of leather and metal pieces that is put around an animal's head and body so that it can lead a carriage

Reading 1

1. How was Rudolph different from the other reindeer in Toyland?
2. For what purpose was Santa Claus choosing a team?
3. **Say if the following statements are true (T) or false (F).**
 - a. Prancer, Dasher and Donder were the names of a few other reindeer in Toyland.
 - b. Rudolph's antlers were tiny because he was very young.
 - c. Santa Claus chose Dancer because he could dance well.
 - d. When the reindeer were happy they rubbed their feet together.
 - e. Santa Claus could not see very well because of the terrible fog.

4. **Tick the right reason/s. You may tick more than one option.**

- a. Rudolph hid behind the holly hedge because
 - i. he was playing hide-and-seek.
 - ii. the leaves and berries of the holly bush hid him and his nose.
 - iii. he did not want Santa to see his bright red nose.
- b. After the selections were done, the reindeer were happy because
 - i. many of them were in Santa's team.
 - ii. even the reindeer who were not selected got interesting jobs.
 - iii. Rudolph was not selected.
- c. On Christmas Eve the elves kept bumping into each other because
 - i. they were tired.
 - ii. they could not see very well in the fog.
 - iii. they were getting late.



5. **Match the name of the reindeer with the quality s/he is famous for.**

Name of the reindeer	Famous for being
Dasher <input type="radio"/>	<input type="radio"/> the biggest
Dancer <input type="radio"/>	<input type="radio"/> the fastest
Comet <input type="radio"/>	<input type="radio"/> the most sure-footed
Cupid <input type="radio"/>	<input type="radio"/> the shyest
Donder <input type="radio"/>	<input type="radio"/> the smoothest in landing
Rudolph <input type="radio"/>	<input type="radio"/> the strongest

Grammar

Articles

Read these sentences:

'Such *a* confident reindeer!' Santa exclaimed.

An elf pasted the notice on *the* gate.

All *the* reindeer stood in *a* line.

The night was frosty, cold and bitter.



A, an and the are called articles.

Look at the following box:

	Meaning	Usage	Used with	Example
A/an	one/any	It is used when we talk about something for the first time. 'An' is used with words beginning with vowel sounds like a, e, i, o, u.	singular, countable nouns	I met <i>a</i> man who has been to the South Pole. He is <i>an</i> interesting person.
The	a particular one	It is used when the speaker and the listener know what or who is being talked about.	countable and uncountable nouns	<i>The</i> man told me that he had seen many penguins. <i>The</i> minister is visiting <i>the</i> school. (The speaker and the listener are talking about the minister's visit to one particular school.)

Fill in the blanks with **a**, **an** and **the** as you learn to make a bookmark.



1. Take small sheet of card paper.
2. Cut rectangle about six inches long and two inches wide.
3. Take sheet of art paper and draw small, scary monster.
4. monster may have eye or three eyes, horn or many horns. It is your choice.
5. Colour monster.
6. Draw outline.
7. Cut along outline.
8. Glue monster to the rectangle.
9. Write your name or any message which describes how good reader you are.
10. Your bookmark is ready to spread message: 'Never dog-ear a book.'

Dictionary

Alphabetical order

It is important to know how to use a dictionary. A dictionary tells us how words are spelt, pronounced and what they mean. Hundreds of words are listed in a dictionary. How do we find the word we want?

All words in a dictionary are listed in an alphabetical order—from A to Z.

This makes it easy for us to look for the word we want.

Sort the following words and put them in an alphabetical order.

journey beautiful tattoo village home develop


1.
2.
3.
4.
5.
6.

Writing


Writing interesting sentences

Stretch a sentence

We add details to make sentences more interesting. Look at these examples:

Who?	a pretty butterfly 	a pretty butterfly
Did what?	was flying around	A pretty butterfly was flying around.
When?	one sunday morning	One Sunday morning, a pretty butterfly was flying around.
Where?	in my garden	One Sunday morning, a pretty butterfly was flying around in my garden.
Why?	because it was spring	One Sunday morning, a pretty butterfly was flying around in my garden because it was spring.

Use this information to make interesting sentences.

Who?	My beautiful goldfish	.....
Did what?	.....	.....
When?	.....	.....
Where?	.....	.....
Why?	.....	.....

Speaking

Making a wish

Read the following sentences:

I wish I could make friends with the other reindeer.

I wish Santa would let me pull the sledge.

We can use 'wish' to talk about something that we would like to be different in the present or the future.

We make a wish like this:

I wish + I + talk about an action in past
(had/knew/spoke/played) +

Examples:

I wish I had a talking doll.

I wish I spoke Spanish.



Work in pairs. Give a situation from Box A to your partner. Your partner chooses a wish from Box B and says it out loud. Practise in turns.

A

B

Your mother is very busy. You want to help her but you have to finish your homework.

I wish I knew how to make a sandwich.

You choose to go to watch a film while your friends go on a picnic. Now you find the film very boring.

I wish I had a lovely little dog.

You are alone at home and you are hungry.

I wish I had a pair of skates to keep me busy.

Many of your friends have pets.

I wish I had gone with my friends to the picnic on the riverbank.

You have long vacations.

I wish I could help my mother.

You see a cat that has hurt its paw on your way back from school.

I wish people did not litter our natural surroundings.

You went to a beach with your parents and found garbage thrown all over.

I wish I could take it to a vet.

Listening

Listening to a song

You are going to listen to a Christmas carol about Rudolph. Fill in the blanks given below as you listen. Listen to the song twice. Once you have completed the task, play the song once again and sing along.

1. How many reindeer names are mentioned?
2. The other reindeer did three unkind things to Rudolph. What were they?
They used to
They used to
They never him in any reindeer
3. Who made Rudolph famous?

Life skills

Thinking skills: Self-awareness

Everyone has qualities in them that they like. What are the things that you like about yourself?
Make an adjective collage about yourself!

You will need:

- a few old magazines
- a pair of child-friendly scissors
- glue
- a sheet of paper
- colour pencils, pens
- and lots of self-confidence!

Take some old magazines. Cut out as many adjectives as you can in 10 minutes. Take a sheet of paper. Draw a picture of yourself in the middle. Stick as many positive adjectives that describe you around your picture. Place your sheet on the class display board. Remember to look at it often. It is very important to feel positive about yourself!





The Letter A



The letter A is awesome!
It simply is the best.

Without an A, you could not get
an A+ on a test.

You'd never see an acrobat¹
or eat an apple pie².

You couldn't be an astronaut³
or kiss your aunt goodbye.

An antelope⁴ would not exist.

An ape would be unknown.

You'd never hear a person
say 'Afraid' or 'All Alone'.

The A's in avocado⁵
would completely disappear
and certain words would be forgot
like 'ankle', 'arm', and 'ear'.

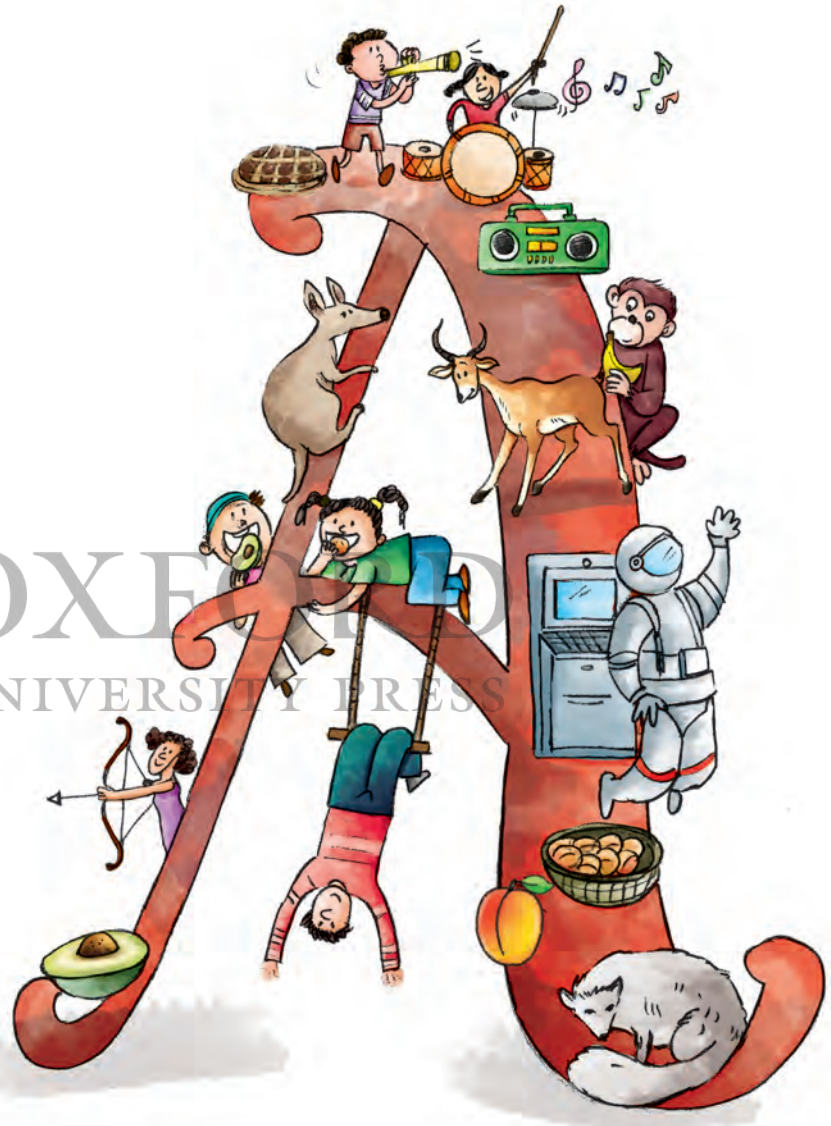
Without the A, you couldn't aim
an arrow in the air.

You wouldn't ask for apricots⁶
or almonds at a fair.

Aruba and Australia
would be missing from a map.

You'd never use an ATM,
an apron, or an app.

The arctic fox⁷ and aardvark⁸
would be absent from the zoo,
and vowels, as you know them,
would be E, I, O, and U.



¹acrobat a person who performs difficult acts in a circus

²apple pie a baked dish made with apples and flour

³astronaut a person who travels to space

⁴antelope a kind of deer

⁶apricot a kind of fruit

⁷arctic fox a kind of fox that is found in the cold Arctic regions

⁸aardvark a mammal that lives in a burrow



There wouldn't be an A chord
 on the instruments you play.
 Let's appreciate, admire,
 and applaud⁹ the letter A!

⁹applaud to show praise by clapping

Daren Sardelli

Poem appreciation

- Which letter in the English alphabet is the speaker praising? Do you agree with the praise? Give reasons.
- Match the first column with the second one in the table given below.

Without these 'A' letter words	These could happen
Apricots and almonds <input type="radio"/>	<input type="radio"/> one could have never withdrawn money easily
Aruba and Australia <input type="radio"/>	<input type="radio"/> one could have not asked for them at a fair
Arctic fox and aardvark <input type="radio"/>	<input type="radio"/> one could have not gotten a good grade on a test
A+ <input type="radio"/>	<input type="radio"/> would have been missing from the world map.
ATM <input type="radio"/>	<input type="radio"/> would have disappeared from the zoo

- Do you agree with the speaker that without the letter 'A' all these listed things, places, animals, and activities will disappear? Give reasons.
- How old do you think the speaker is? How do you know?
- List a few more important words that begin with the letter 'A' that the speaker has missed here. Remember that these must be words that are important to you and to this planet.

Activity

Among other things, this poem teaches us to respect and value the simple things in life that we take for granted. We often forget to notice them and feel grateful for them.

You will need to work on your own for this activity. Sit in a quiet place and think of the people at home and in your school who make your life easier. Make a list.

- Write how different would your life be without these people/things.
- Write a thank you note to at least two people from the list.



Williwu Learns to Make Friends



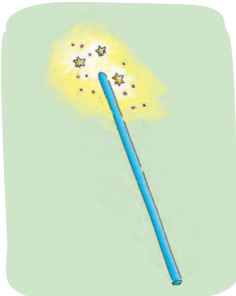
Starter

Here is an incomplete picture of a little witchgirl. Given below are a few details that are missing from the picture. Complete the picture of the little witchgirl by drawing the missing items. Remember to colour them!



Did you know?

The word 'witch' means 'a wise woman'. A witch used her broom to sweep away all evil. She used her cauldron to brew powerful medicines from rare herbs.



her wand



her cloak



her pointed hat



her broom



her cat

Read this story and answer the questions that follow.



It was Halloween¹. All witches were getting ready to party on the moon. Williwu was a little witchgirl. She was very excited about partying with little witchgirls from other parts of the world.

She ran to the closet² to check if her broom was all ready to take her on this long flight to the moon. But when she opened the closet hundreds of mice scampered³ out! They had eaten all the branches of the broom! With this kind of broom she could not fly even as high as the rooftop!

Williwu ran to the old witchbroom maker and explained her sad condition. She pleaded⁴, “Sir, make me a new broom, please.”

“Sorry, Williwu, I don’t have any branches to make a broom,” said the kind man.

“Oh, it’s Halloween. It will be such fun on the moon.”

“I know. I don’t want you to miss the party,” he said, “Run to the willow tree⁵. Ask him to give you an armful of branches. Bring it and the best broom will be yours soon.”

“Oh, I don’t know the willow tree. How can I talk to him?”

The kind man looked at the shy witchgirl and said:

*“It’s up to you, Williwu,
This is something you must do,
If you don’t do it soon,
You won’t make it to the moon.”*

“All right, I’ll try,” said Williwu. She ran to the tree.

“Willow tree, I’m Williwu. Please give me some branches to take to the witchbroom maker. He promised to make a broom that can fly me to the moon.”

The willow tree replied weakly, “I wish I could, but look at me! Ever since the well stopped sending me water, my branches stopped growing. Run to the well and



¹Halloween a festival celebrated mainly in the US on 31 October every year where people (especially children) dress up in funny or scary costumes ★ ²closet cupboard ★ ³scampered moved quickly with short light, steps ★ ⁴pleaded begged ★ ⁵willow tree a tree with long thin branches and long thin leaves

ask him to send me some water. If I get some water, I'll grow some fresh branches. Fine branches will be mine and yours to take."

"Oh dear," said the shy witchgirl, Williwu, "I don't know the well."

The willow tree said softly:

*"It's up to you, Williwu,
This is something you must do,
If you don't do it soon,
You won't make it to the moon."*

⁶spell words that have magical power ★
⁷brew make a drink by mixing and boiling various things ★⁸thatch house a house which has a roof made of straw, hay, etc.

"All right, I'll try," said Williwu. She ran all the way to the well.

"Dear Well, I'm Williwu. Please send some water to the willow tree."

"Ahhhh," moaned the well. "I wish I could. A storm rolled a huge stone on top of me. I can't send water to anybody.

*"If you roll the stone off me,
I'll send water to the tree."*

"That's easy," said Williwu. She began to push the stone. But the stone was too heavy. Williwu tried to cast a spell⁶ on the stone:

*"Witches spell and witches brew⁷,
Here's a spell from little Williwu
Stone, move off the well, will you?"*

Nothing happened. Williwu began to cry.

Her tears fell on the stone. The stone felt sorry for her. "Williwu," he said, "Spells never do any magic. Only friends can."

"FRIENDS? What is that?" cried Williwu.

"A friend is someone who helps you," he explained.

"Go to the thatch house⁸ on top of the hill. You'll meet Valerie. Ask her to help you."

"Oh no! I don't know her. How can I ask her to help me?" cried Williwu.



The stone sang:

*“It’s up to you, Williwu,
This is something you must do,
If you don’t do it soon,
You won’t make it to the moon.”*

“All right,” said Williwu. She ran to Valerie’s house.

When she got there she said, “Hello, I’m Williwu. Please help me roll the stone off the well.”

“Sure,” said Valerie. “Can I bring my friends too?”

“Certainly⁹,” said Williwu, “Will they help us push the stone?”

“Of course,” said Valerie, “Friends always help.”

Soon seven children followed the little witchgirl as she ran down the hill. It took ALL of them to push the stone off the well.

Immediately, the well gurgled¹⁰ and sent big water waves to the willow tree. The tree soaked the water and gave the children the best branches. The witchbroom maker set down to make the longest broom ever. Soon a lovely long broom was ready. Williwu was very happy. She invited her new friends and the witchbroom maker to the moon! They were very eager to party on the moon. So off they flew!

⁹certainly surely ★ ¹⁰gurgled made a sound like water flowing quickly through a narrow space

(adapted and abridged)

Ruthilde Kronberg



Reading 1

1. Match Williwu's problems with the person she goes to for help.

Williwu's problems

Williwu's broom is useless for flying to the moon.

The witchbroom maker does not have any branches to make the broom.

The willow tree has no fresh branches because he is drying.

There's a heavy stone on the mouth of the well.

Whom does she go to for help

Williwu asks Valerie's help.

She runs to the well for help.

She asks the willow tree to help.

Williwu asks the witchbroom maker to help.

2. Answer these questions:

- Why did Williwu want to go to the moon?
- Did Williwu learn to be less shy? How do you know?
- What is the meaning of the line 'It's up to you, Williwu' in the song?

VB

Reading 2

- Do you think Williwu was very eager to go to the moon? How do you know?
- Why do you think Williwu's spell did not work?
- Imagine you are Williwu. Describe to your partner what you saw on the moon on Halloween night.

Vocabulary

Antonyms

Look at the underlined words in these lines:

The kind man looked at the shy witchgirl.

She began to push the stone.

The stone was too heavy.

If we change the underlined words it will affect the meaning. The story will change. See,
 The kind~~cruel~~ man looked at the shy witchgirl.
 She began to push~~pull~~ the stone.
 The stone was too heavy~~light~~.

Words that mean the opposite are called *antonyms*.

Read this story without filling the blanks. Then, fill in the blanks with the antonyms of the words given in brackets. Choose the words from the box. Read the complete story again and see how the meaning changes!

friends quickly best happy dark large tiny always

Sid, the seed liked to live in a (bright) hole.
 He was very (unhappy) to play with his
 friends who lived underground. Leggy Legs, the spider,
 was his (worst) friend. And there was Sweet
 Tooth, the ant, too. The three friends (never)
 played together. Leggy would spin (small)
 webs for him, Sid and Sweet to sleep in. Sweet would



bring (big) sugar lumps for snacks. This went on till one day a raindrop fell through
 the hole on Sid. Sid grew roots. Guess what? He (slowly) became a tree! His
 (enemies) now live on him!

Grammar

Possessive pronouns

Remember:

Pronouns are words like *I, me, she, you, mine*. We use them in place of nouns.

Example:

↓ ↓
Williwu was a little witchgirl. *She* was very excited about Halloween.

↓ ↓
The old witchbroom maker did not have any branches. *He* asked her to go to the tree.

Pronouns that show possession are called *possessive pronouns*.

Look at these sentences from the story:

Bring it and the best broom will be *yours* soon.

Fine branches will be *mine*.

The possessive pronouns are:

	Singular	Plural
First person	mine <i>That house is <u>mine</u>.</i>	ours <i>That playfield is <u>ours</u>.</i>
Second person	yours <i>These sweets are <u>yours</u>, Raj.</i>	yours <i>Children, these sweets are all <u>yours</u>.</i>
Third person	his, hers <i>Williwu knew the broom was <u>hers</u>.</i> <i>The king of the mice thought it was <u>his</u>.</i>	theirs <i>The mice thought the broom was <u>theirs</u>.</i>

Complete the sentences below by using possessive pronouns. One is done for you.

1. My teacher gave that book to me. It is mine .
2. Yes, and she gave a pencil set to Nabil. That set is
3. Liza brought the bookmarks. These are all
4. Class 3 puts up these exhibits. All these paintings are
5. You have worked hard for this exhibition. This prize is
6. We all have worked hard. Let us share the prize. These books are
7. There are two bags on the table. The red bag is and the blue one is my brother's.
8. There is a blue car near the lawn. Our relatives are visiting us. It is
9. Roshni likes my color pencils. She wants a set just like
10. There are four dogs in the park. The black dogs are My friends do not like black dogs. The brown dogs are

Punctuation

Capital letters and full stops

Read the following sentence:

mohan and lavina went to watch a match they enjoyed it

The sentence is confusing because it has not followed the following rules:

- A sentence begins with a capital letter.
Names of people also begin with capital letters.
- A sentence ends with a full stop (.).

Example: Mohan and Lavina went to watch a match. They enjoyed it.

Underline the letters which should begin with capital letters and add full stops where needed.

king vikramaditya was a wise king he put a heavy stone in the middle of a busy road and observed how people behaved people cursed the stone and walked around it nobody moved it late in the evening a shepherd boy came that way he moved the heavy stone alone no one offered any help the king appointed him the caretaker of people's welfare



You will be writing an acrostic poem. An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic.



So much light

Utter delight

Nice and bright.

Let us write one on how we feel. Given on the next page is a poem on being SCARED. But first see how ideas are gathered before writing an acrostic poem:

Things that I am scared of:

insects, snakes, scary films, loud people, noises at night



Now gather your ideas and write an acrostic on HAPPY.

Things that make me happy:

.....

.....

.....

.....

.....

.....

Speaking

Greeting friends and greeting elders

Here is what we say when we meet a friend:

Hi/Hello

How are you?/How are you doing?

And when we leave, we say:

Goodbye/Bye

See you later/See you.



When we meet someone elder to us we say:

Good morning/afternoon/evening.

Good day, sir/ma'am.

And when we leave we say:

Goodbye/Good night (usually after 8 p.m.)



Practise these greetings with your partner. Work with your partner and fill in the speech bubbles given below.

1. Neha meets Ravi.



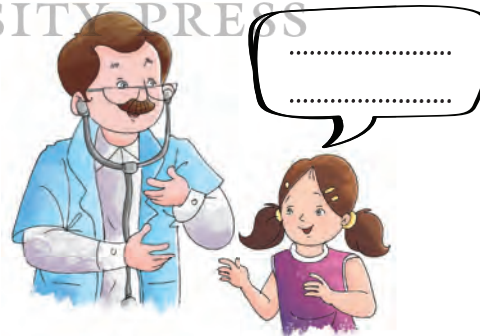
3. Kadir meets his teacher.



2. Sahil is leaving a playfield.



4. Lavanya and her family are taking leave from Dr Das' clinic.



Listening

Conversation

Listen to a conversation between two friends and answer the questions that follow.

1. The conversation is between
2. What time of the day is it?
3. What does the boy want to borrow?

Art Corner



Making sock puppets and telling tales

Puppets are fun! For hundreds of years people have used wood, cloth, leather, strings or rods to make puppets to tell stories.

In teams of six, make sock or glove puppets for each of the characters in the story *Williwu Learns to Make Friends*. Write a simple play script. Put up a five-minute puppet theatre performance for your class.



Things you need:

- 5 pairs of socks and 1 glove
- craft glue
- beads or buttons for eyes, colorful wool for hair

How to make a sock puppet:

Slip your hand into one sock so that your fingers are in the toe and your thumb is in the heel. Move your fingers and thumb slowly to make the puppet 'move his/her mouth'. Once you are comfortable, let it speak. Let your puppet introduce itself stylishly.



Notice that your puppet can't speak a lot of sense because it can't see yet. So, while your puppet talks, mark where its eyes need to be. Take 2 buttons and glue them exactly where you want them to be.

Try on the puppet. What else does it need? Some hair, maybe? Cut out some colourful wool. Gather them together in the center and tie them firmly. Glue the knot to the sock puppet's 'head' securely.

That's it! Name your puppet. Make puppets for all the characters in the story.

Ideas for characters: You can use sock puppets for Williwu, the witchbroom maker and Williwu's friends. For the stone, use a sock puppet and close your fist (put eyes on knuckles). The well can be shown by putting socks on both hands and making a circle using your palms. For the willow tree, you can wear a glove and hold your hand up with your fingers spread.



Hachiko

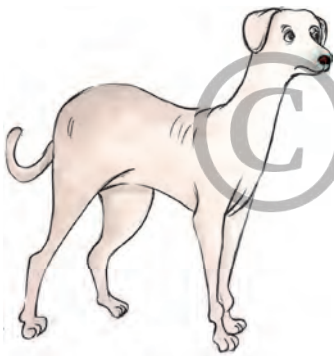


Starter

You are going to read about a loyal dog—a Japanese Akita dog called Hachiko. Like an Akita dog there are other dogs people love to keep as pets.

Here are the pictures of a few such dogs. Do you know their names? Use the names in the box to fill in the blanks appropriately.

German Shepherd Chihuahua Pug Rajapalayam Dalmatian Dachshund



1.



2.



3.



4.



5.



6.

Answers: 1. Rajapalayam 2. chihuahua 3. dalmatian 4. dachshund 5. pug 6. German Shepherd

Read this story and answer the questions that follow.



It was a late December morning. Few people were making their way to the Shibuya train station through the icy wind. I was helping my grandmother set up the newspaper stall for the day. As I was laying out colourful magazines on a stand outside the stall, a golden-brown animal whizzed¹ past me.

“It’s a wolf!” I screamed and dashed behind the magazine stand.

“No, Rei Chan²! He’s just an Akita³ puppy,” said Dr Ueno rushing down the pavement to calm me.

“*Konnichi wa*⁴, Dr Ueno,” greeted my grandmother as she stepped out of the newspaper stall, and reached out to hold my hand comfortingly.

“How are you, Mrs Daisuke?” Dr Ueno said bowing respectfully. “Rei Chan, I hope you had a good holiday in your village,” he said turning to me. I nodded, still crouching⁵.

“I’m sorry Hachiko scared you. Come meet him,” Dr Ueno smiled encouragingly.

¹whizzed moved very quickly ★ ²Chan a Japanese word of affection used after children’s names ★ ³Akita a breed of dog originally found in Japan ★ ⁴Konnichi wa a Japanese greeting ★ ⁵crouching bending one’s knees and putting one’s body close to the ground—usually in fear



Dr Ueno was a professor at the Tokyo Imperial University. He often bought magazines from us. My grandmother had known him for years. I realized he had got himself a pet dog when I was away on my school holidays to visit my parents.

“Good morning, Dr Ueno,” I said as I walked up to him slowly. I bent forward and carefully extended my fist to Hachiko in friendship. He licked it quickly and wagged his tail back and forth till his whole body shook. We laughed to see him so happy.

“See you soon,” said Dr Ueno as he waved to the three of us and entered the station. He shut the train station’s door behind him to keep the cold draught out. As each of the passengers walked in and out of the station, they carefully shut the door behind them to keep away the cold. Hachiko looked on longingly towards the door for some time and then turned to walk home. I followed Hachiko from a safe distance. When he ran into Dr Ueno’s garden, I waved to him to say goodbye, and rushed to my school.

In the evening, I returned to our stall to help my grandmother pack the unsold magazines and newspapers. I saw Hachiko waiting near our stall looking eagerly at the door to the Shibuya station. I petted him. He gobbled the little piece of *surume*⁶ I gave him from my snack box. As I kneeled down to play with him, he wagged his tail and whimpered⁷ joyfully.

⁶surume dried squid (seafood) ★
⁷whimpered made a low, crying noise



He rolled over and allowed me to rub his belly. Through his play, however, Hachiko often paused to look at the station's door. With his small eyes, erect ears and large curled tail held over his body, he would stand in attention to check if Dr Ueno was back.

When Dr Ueno walked out of the door waving to Hachiko, he yelped, and shook with joy to see the professor. As soon as Dr Ueno stepped on to the pavement, he jumped up placing his forepaws on the professor's thighs. Dr Ueno hugged his pet eagerly as he nodded to me. He spoke loving words to Hachiko as they made their way home. Little did I know that I was going to see this lovely reunion every day for many many months!

Hachiko came every day to see off and receive Dr Ueno. I had developed a deep friendship with Hachiko. In fact many regular passengers at the Shibuya station were friends with Hachiko. They admired the dog's love for Dr Ueno.

The evening of 21 May 1925, however, was different. Hachiko somehow was not interested in our usual games. When the time for Dr Ueno's return got closer, Hachiko stood up alertly⁸, staring at the door. The door opened and shut several times that evening as people walked in and out of the station. But Dr Ueno did not walk out. I knelt beside Hachiko hugging him as we waited together. A light drizzle⁹ started as it began to get dark.

"Rei Chan, it's time to go home," said my grandmother lowering the shutters of our newspaper stall.

"But, *Sobo*¹⁰, Dr Ueno is not back from his work yet," I said worriedly as I let my arm sink into Hachiko's warm coat.

"He's probably held up with work, Rei Chan," she said as she shivered a little in the late evening breeze and rain. I could not let my old grandmother walk alone the long distance to our home.

As we walked home, we hoped Dr Ueno would return soon. I thought of Hachiko's eager face often that night.

Next day in the morning I found Hachiko sitting where I had left him the previous night.

"*Sobo*, looks like Hachiko hasn't gone home at all," I told my grandmother and ran ahead to hug Hachiko. He wagged his tail weakly. His coat was wet. His pleading eyes looked from me to the station door. *Sobo* poured out some warm milk from her flask and offered it to Hachiko. He licked it gratefully.

⁸alertly with great awareness ★
⁹drizzle light rain ★ ¹⁰*Sobo* grandmother

“Thank you, Mrs Daisuke,” said an elderly man as he walked up to us from where he had been waiting. “I’m Mr Kobayashi, Dr Ueno’s gardener. The professor has often spoken to me about you and your lovely granddaughter. I am sorry to say Dr Ueno passed away suddenly at work yesterday.”

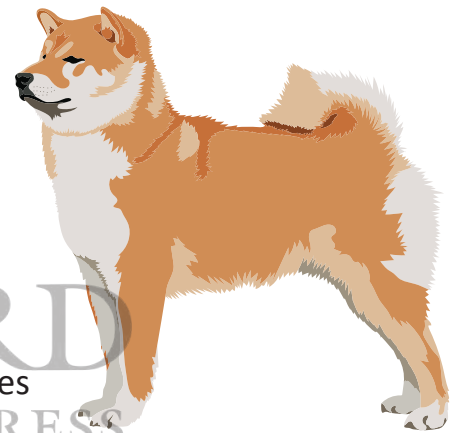
Sobo and I were shocked to hear this news.

“I’ve been trying to take Hachiko home since midnight,” he said softly.

We helped Mr Kobayashi take Hachiko home. But in the evening Hachiko was back, his brown eyes intently fixed at the station’s entrance door. He licked my palm and accepted the *surume* but he did not roll over or jump anymore.

Through rain or snow Hachiko always waited at the edge of the pavement near our newspaper stall for Dr Ueno. He waited every evening till the last train pulled out of the station. Then he would walk away slowly into the night. He waited this way till his last breath almost ten years later.

At the busy Shibuya Station, to this day, you can see the bronze statue of Hachiko eagerly waiting for Dr Ueno. The place near the statue is a happy meeting point for families and friends—just as Hachiko would have liked.



Reading 1

1. Where is Mrs Daisuke’s newspaper stall? How do you know?
2. Why did Rei Chan get scared? Did she remain scared for long? Why?
3. Why do you think Rei Chan was surprised to see Hachiko’s behaviour?
4. Why does Rei Chan say, *Little did I know that I was going to see this lovely reunion every day for many many months?*
5. Do you think Hachiko knew his master would not return on the evening of 21 May 1925? Why do you think so?
6. Did Rei Chan want to leave Hachiko alone on the night of 21 May 1925? How do you know?

Reading 2

1. Name your favourite character in the story. Give three reasons for your choice.

- Discuss with your classmates: Why did Hachiko come to the Shibuya station every day after 21 May?
- Work with your partner. Imagine you are Hachiko. Discuss and write a letter to Dr Ueno saying how much you miss him. Read out your letter to your class. Remember to display it on the board.
- You are a visitor to Hachiko's statue in Shibuya station, Tokyo. You want to leave some flowers with a small message note at the foot of the statue. Write the message.

Vocabulary

Synonyms

Read the following words:

caring fond affectionate dear

All these words are synonyms of *loving*.

Synonyms are different words with similar meanings.

Example: *tiny, puny* and *little* are synonyms of *small*.

Use the synonyms given in the box below to complete the sentences.

wealthy well-behaved beautiful afraid tasty

- A: He is a *well-mannered* dog.
B: Yes, he is very
- A: My mother has packed some *delicious* sandwiches.
B: Oh, really? My father and I made some sandwiches too.
- A: Are you *scared* of insects?
B: Not much. I am a little of spiders.
- A: The people in this town are very *rich*.
B: You are right. They are quite
- A: It is a *lovely* day.
B: Yes, it is a day.



Grammar

Adjectives—Degrees of comparisons

Remember: adjectives are often describing words that give us more information about nouns. When we compare the qualities of two or more nouns, we use degrees of comparison. Look at these three cases:

No comparison

When we talk about the quality of one noun and no comparison is being made, we use the adjective as it is.

Example: December is *cold*.



Comparing two nouns

When we compare the qualities of two nouns, we usually use the form:

adjective + *-er* + *than*

Example: January is *colder than* December.

For some adjectives, especially the long ones, we do not add *-er* to the adjectives. Instead, we use the form: *more* + adjective + *than*

Example: Hachiko is *more affectionate than* any other dog that I know.

Comparing more than two nouns

When we compare the qualities of three or more nouns, we usually use the form:

the + adjective + *-est*

Example: I have played with many dogs. Hachiko has *the dearest manners*.

In some cases, when we use a long adjective, we do not add *-est* to the adjective.

Instead, we use the form: *the* + *most* + adjective

Example: Of the many pets I have seen, Hachiko is *the most well-mannered*.

Look at these tables to revise what you have learnt:

1. Comparing short adjectives:

No comparison	Comparing two nouns	Comparing more than two nouns
tall	taller than	the tallest
bright	brighter than	the brightest

2. Comparing long adjectives:

No comparison	Comparing two nouns	Comparing more than two nouns
interesting	more interesting than	the most interesting
beautiful	more beautiful than	the most beautiful

In some cases, for comparing the qualities of nouns, we need to change the adjective entirely. For example, look at how we compare the following adjectives:

No comparison	Comparing two nouns	Comparing more than two nouns
good	better	best
bad	worse	worst

Here are a few spelling rules to remember:

big	bigger	biggest	Double the letter after a short adjective.
thin	thinner	thinnest	
nice	nicer	nicest	If the adjective ends in <i>-e</i> , just add <i>-r</i> or <i>-st</i> .
late	later	latest	
tasty	tastier	tastiest	If the adjective ends in <i>y</i> , change <i>-y</i> to <i>-i</i> .
happy	happier	happiest	

Read the following sets of sentences. In each set the adjective is underlined in the first sentence. Use correct forms of the adjective to complete the other two sentences. Remember to use **the** or **than** wherever needed.

- Basketballs are small.
 - Cricket balls are than basketballs.
 - Golf balls are the



- This silver ring is expensive.
 - This gold ring is expensive the silver ring.
 - This platinum ring is



3. a. Palm trees are tall.
 b. Pine trees are usually palm trees.
 c. Redwood trees are known to be



4. a. The tiger is a big animal.
 b. The rhinoceros is the tiger.
 c. The elephant is of all three animals.



Pronunciation

Pronouncing vowels

Say the following words aloud:

ant
sip
boot
mud
car
bed
hot

Notice that each of these words has one vowel sound. The vowel sounds in English are: *a, e, i, o, u*.

We make a vowel sound when we open our mouth in such a way that the air from the lungs flows freely out of the mouth. Some vowel sounds are short while some are long.

Repeat these words after your teacher.

Words with short vowel sounds	Words with long vowel sounds
b <u>i</u> t	b <u>ea</u> t
s <u>i</u> p	s <u>ee</u> p
b <u>u</u> ll	b <u>oo</u> t
m <u>e</u> n	m <u>ea</u> n
f <u>oo</u> t	f <u>oo</u> l

Writing

Describing animals

We know this about Hachiko: Hachiko is a golden-brown Akita dog. He has small dark eyes, and erect ears. He stands with his tail curled over his body. He has very soft warm fur. He is very

friendly and affectionate. He likes to play and share snacks from children's snack boxes. He is very well-mannered and loyal.

Notice how the adjectives give us useful information about Hachiko.

Here are the pictures of two other popular breeds of dogs: pug and Dobermann. Look at them carefully. Write 3–5 sentences to describe them. Remember to use adjectives.



Which verbs to use while describing:

Is and *has* are commonly used. For example:

- My dog's coat/fur is long/short.
- ... is tiny/huge.
- ... has a short/bushy tail.
- ... is a pet/guard/service dog.
- ... has/does not have spots on his/her coat.

Speaking

Talking about numbers



1. Practise saying these numbers with your partner.

500	five hundred	900	nine hundred
1,000	one thousand	5,000	five thousand
10,000	ten thousand	50,000	fifty thousand

2. Practise this dialogue in turns.

CUSTOMER How much is that bicycle?
SALESPERSON It's about 5,000 rupees.
CUSTOMER What's the price of the scooter?
SALESPERSON It'll cost you 2,000 rupees.
CUSTOMER And those ice skates?
SALESPERSON They are 1,000 rupees, madam.



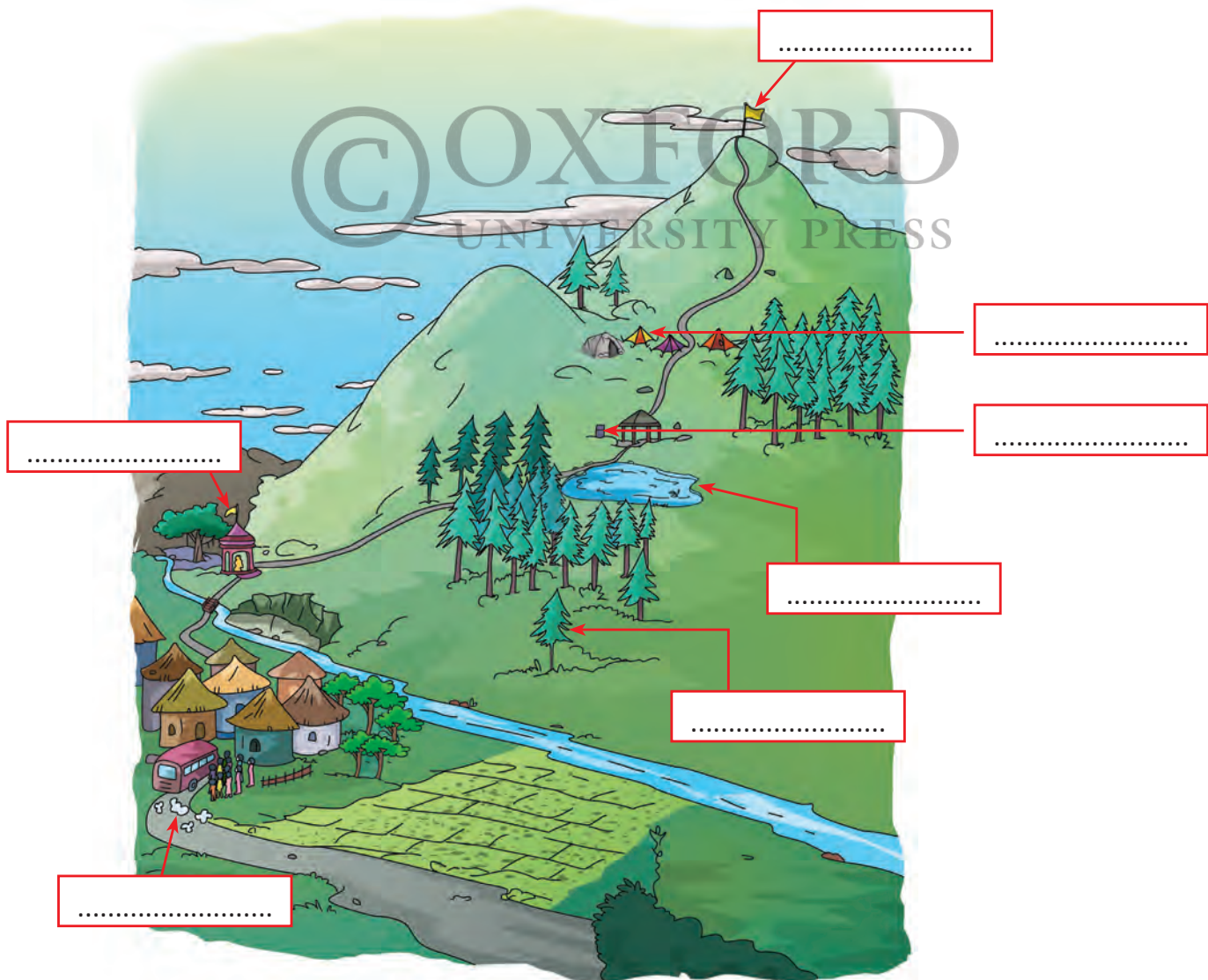
3. Now, look at the picture given on the next page. Work with your partner and carry out a conversation like the one you read above. Take turns to play the roles of the customer and the salesperson.



Listening

Listening to an account

A team of students went mountain-climbing. Listen to the account of their experiences. As you listen, write the time at which they reached each place in the appropriate blanks.



Life skills

Cognitive or thinking skills: Empathy towards animals

How much do you know about taking care of pet animals? Take this quiz to check. Tick the right answer.

- If you have pet rabbits, the rabbit hutch must be big enough to allow the rabbits to make at least hops.
a. 3 b. 6 c. 10
- When can you leave a dog alone in a car?
a. when you leave some food, water and a window open
b. when the day is cool
c. never
- How much chocolate can you give to a dog?
a. none
b. a one inch piece once a day
c. one bar of chocolate
- Which food must rabbits eat to keep their teeth healthy?
a. carrots b. hay c. green vegetables
- When a dog wags its tail it always means:
a. it is happy
b. it is troubled and frightened
c. it can be happy, or troubled and afraid
- The best age to adopt a puppy is when it is:
a. just born
b. about 8 weeks old, and is on solid food
- Is it safe to feed dogs apples, bananas and watermelons?
a. Yes b. No
c. Yes, along with other suitable dog food.




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How have you done on the quiz? Talk to your partner to discuss the right answers. Check your answers below.

1—a; 2—c; 3—a; 4—b; 5—c; 6—b; 7—c

Colin

 Colin was a centipede
a hundred legs or more
he trotted¹ on the carpet
and he trotted on the floor.
He trotted through the bedrooms
and he trotted through the loo

A hundred legs
all trotting
the way that trotters do.

A hundred trotting trotters
trotting all around ...
but Colin's trotting trotters
hardly made a sound.

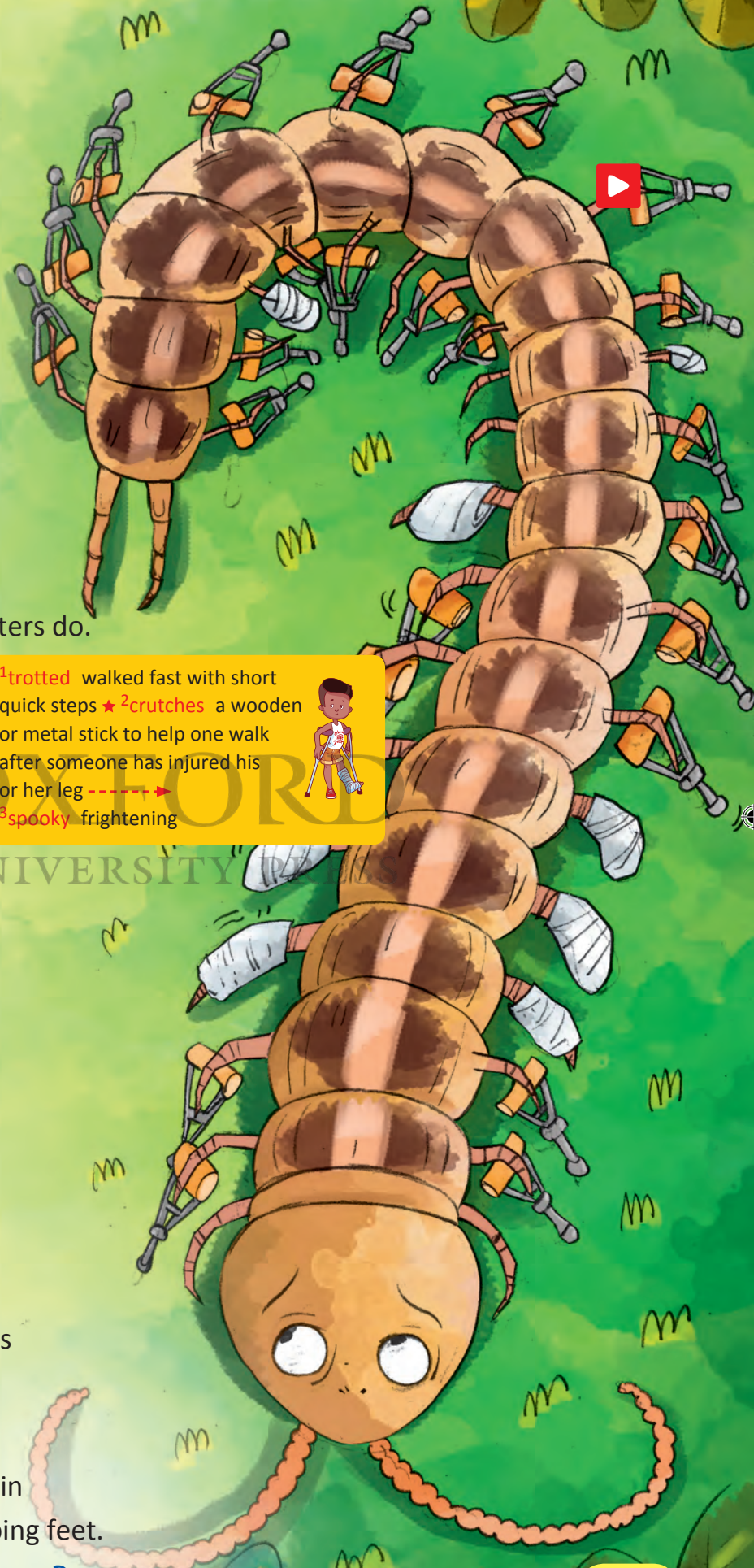
He trotted on the landing
he trotted on a ball
and tumbled down the staircase
and landed in the hall!

Now Colin trots on crutches²
a hundred plastered legs
a hundred plastered ankles
like little plastered pegs.

So—
When it's dark and spooky³
and when it's late at night
and the house is very silent
and you've switched out all the lights
Then—

If you hear a tapping
and everyone's asleep
you'll know it's only Colin
and his little tapping feet.

Peter Dixon



¹trotted walked fast with short quick steps ★ ²crutches a wooden or metal stick to help one walk after someone has injured his or her leg ----->
³spooky frightening



Poem appreciation

1. What did Colin do all the time? How do you know that he did this activity all the time? (Clue: repetition)
2. What is the difference between Colin's trotting and other trotters' trotting?
3. What was the accident that Colin suffered?
4. When can one hear Colin's trotting? Why?
5. A few lines in the poem are written like this:

A hundred legs

all trotting

the way that trotters do.

Is there a reason why the lines are written in this manner?

6. The last three lines of the poem also are placed away from the left margin. Do you think this can be connected to the way the last three lines of stanza one are placed? Discuss.
7. Who is the speaker? How do you know?

Activity

Work with your partner. Refer to an encyclopedia or the Internet and complete the following information about centipedes.

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CENTIPEDES

Centipedes live:

Centipedes eat:

Centipedes have:

Centipedes can:



5

Annalisa and the Giant



Starter

Read these names of some common fairy tale characters:


goblin elf fairy giant

Do you know what they look like? Write the names under the correct pictures.



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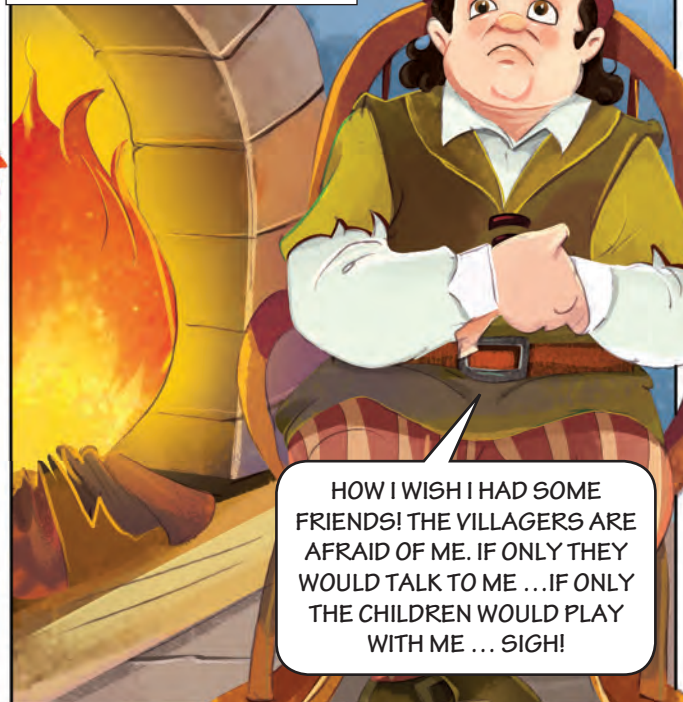
Now, read this comic about a giant and a little girl named Annalisa.

 Hugo was a very hardworking, gentle giant. He lived in the foothills of Aconcagua, a mountain peak in the Andes range.



He grew all the wheat, vegetables and fruits he needed.

But he had a problem ...



HOW I WISH I HAD SOME FRIENDS! THE VILLAGERS ARE AFRAID OF ME. IF ONLY THEY WOULD TALK TO ME ... IF ONLY THE CHILDREN WOULD PLAY WITH ME ... SIGH!

Every Sunday, he dressed well and went down to the village.

But the people ran away in fear.

RUN! RUN! THE GIANT IS COMING. HE'LL TAKE AWAY OUR CHILDREN. HE'LL STEAL OUR CATTLE AND FOOD AGAIN!

STOMP

STOMP

Annalisa tried to run too. However, her crutch slipped and she fell into a ravine.

The streets emptied.

HELLO, PEOPLE. GOOD MORNING. COME OUT. ISN'T IT A LOVELY DAY? I ONLY WANT YOUR FRIENDSHIP. PLEASE TALK TO ME! HERE, I GOT YOU SOME FLOWERS FROM MY GARDEN.

Fortunately, the ravine had a bed of fresh, soft snow.

The giant spoke to the empty village streets.

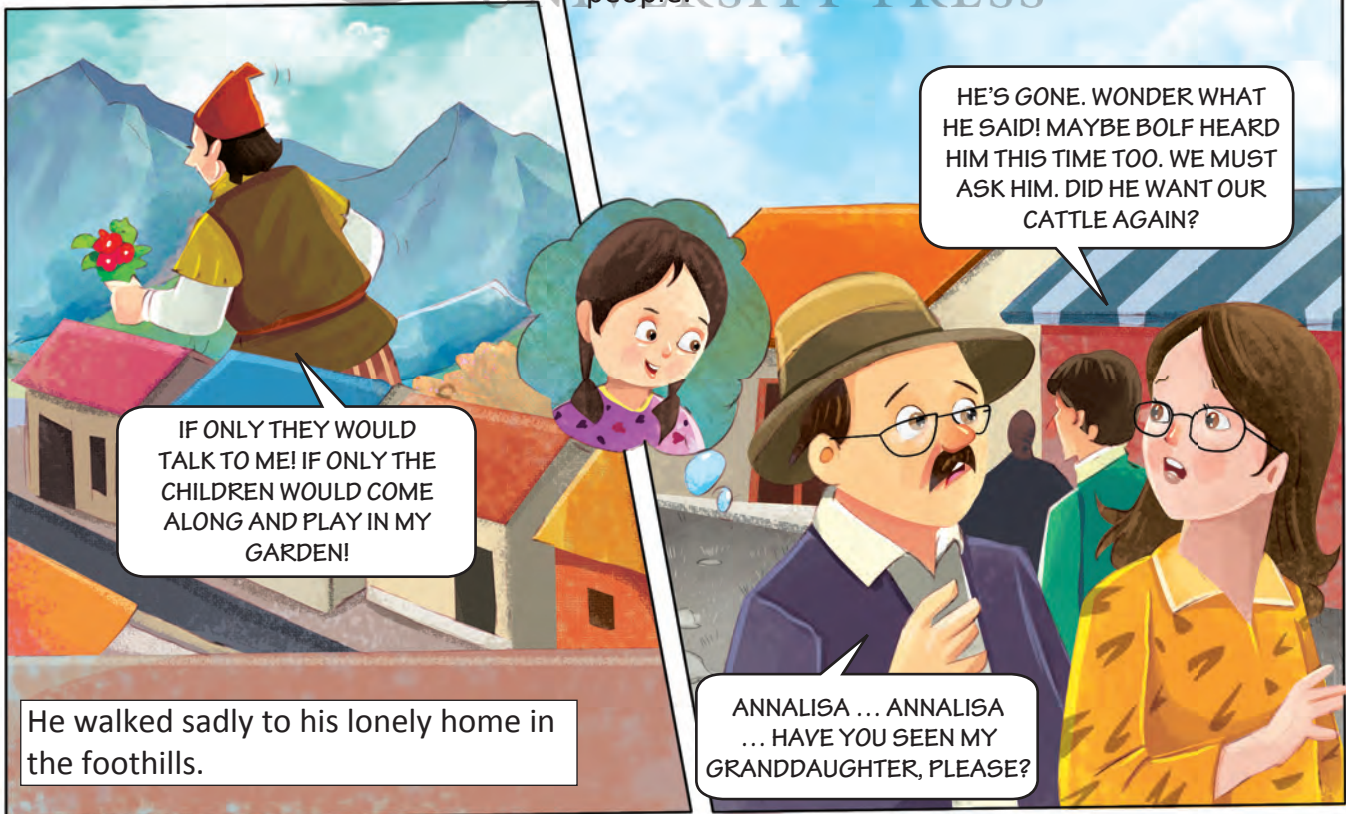
Doors rattled and things fell off shelves as the giant spoke. He was indeed very loud.

The giant was so loud that the villagers had to close their ears. Nobody could hear him except two people: Annalisa, because that day she was in the ravine, and merchant Bolf, because he was hard of hearing. He could hear the loud giant perfectly.



And yet again Hugo turned to go.

After an hour, the streets slowly filled with anxious people.



He walked sadly to his lonely home in the foothills.

People set off searching for Annalisa.

The villagers immediately set down on rescuing Annalisa.



OVER THERE ...
GRANDPA HENRY ...
ANNALISA IS IN THERE
... IN THE RAVINE ...
HURRY!

Later, in the village market merchant Bolf gathered the villagers ...



THE GIANT IS BECOMING CRUELLER. HE WANTS
50 MORE SACKS OF WHEAT, 60 CHICKENS
AND 10 SHEEP BY WEDNESDAY NIGHT AT
THE MOUTH OF THE CAVE IN THE FOOTHILLS.
OTHERWISE HE THREATENS TO TAKE AWAY OUR
CHILDREN ... THIS IS WHAT HE SAID.

UNCLE BOLF LIES, GRANDPA.
THE GIANT SAID NO SUCH
THING. HE ONLY WANTS OUR
FRIENDSHIP. I HEARD HIM
CLEARLY.

THIS WINTER HAS BEEN SO
LONG! AH! WHAT ILL FORTUNE!

WE BARELY HAVE ANYTHING
TO EAT OR FEED OUR CHILDREN.

HOW CAN WE
GIVE MORE?

Later, Grandpa and Annalisa went to the Chief's house. Some villagers were there too.



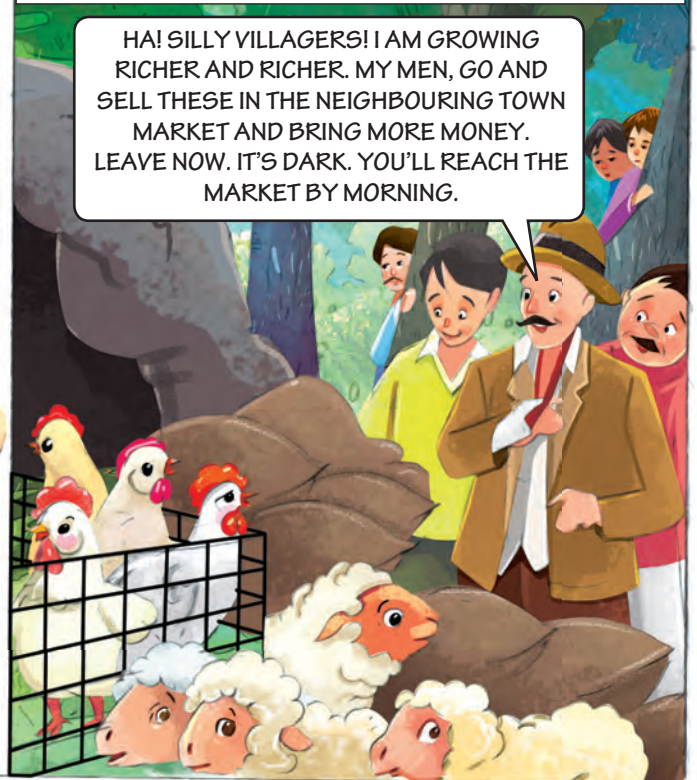
OUR CHILDREN ARE STARVING. EVERY WEEK BOLF TAKES AWAY OUR FOOD!

BE PATIENT. WE WILL SEND THE WHEAT, CHICKEN AND SHEEP THIS WEEK TOO. WE WILL HIDE AND WATCH WHAT HAPPENS.



Bolf celebrated his loot. He did not realize that he was being watched.

HA! SILLY VILLAGERS! I AM GROWING RICHER AND RICHER. MY MEN, GO AND SELL THESE IN THE NEIGHBOURING TOWN MARKET AND BRING MORE MONEY. LEAVE NOW. IT'S DARK. YOU'LL REACH THE MARKET BY MORNING.



Bolf and his men were arrested.

Next Sunday ...



BOLF, SHAME ON YOU! YOU WILL BE IMPRISONED. ALL YOUR MONEY WILL BE DISTRIBUTED AMONG THE VILLAGERS.

THERE, GRANDPA! OUR NEW FRIEND IS COMING! YAY!

Hugo was so happy to find the doors open. He walked up to the little girl on the balcony.



HELLO, FRIEND, MY NAME IS ANNALISA. THESE ARE FOR YOU. CAN YOU PLEASE SPEAK SOFTLY? WE CAN HEAR YOU BETTER THEN.

Hugo had brought some gifts too. He whispered as softly as he could.

HELLO, ANNALISA. I AM HUGO. I AM SO HAPPY. THANK YOU FOR BECOMING MY FRIEND. I BROUGHT SOME ALMONDS AND RAISINS FOR YOU AND YOUR FRIENDS. I GREW THEM IN MY FARM.



Finally, the people came out. They were no longer afraid.

COME
REND

HUGO! HUGO!
WE ARE YOUR
FRIENDS, HUGO!



YEA, WHAT DID SHE SAY?
DID SHE HELP THE POOR
BOY, ANNALISA?

That afternoon the village children played in the giant's garden while Annalisa read him a book ...



AND THE FAIRY GOD
MOTHER SAID ...

And the days were very different for Hugo and the villagers after that. They lived happily ever after.

(adapted from a South American folktale)

Reading 1

1. Mark the following sentences true (T) or false (F).

- a. The people were afraid of Hugo because they thought he would take their food and hurt them if they didn't please him.
- b. Hugo did not know that his voice was too loud till Annalisa told him.
- c. The giant did not feel lonely and sad when the villagers refused to be his friends.

2. Who was cheating the villagers and how?

3. How did the villagers find out about the cheat's wickedness? How did they catch him red-handed?

4. Complete the following by choosing the right reason.

When I read the story, I know that the people in the village are

a.	helpful		they believe what Bolf tells them instead of checking it out themselves.
b.	simple		they immediately run down the ravine to help Annalisa.
c.	obedient	because	as soon as they come to know the giant is harmless they celebrate their friendship.
d.	friendly		they listen to the village chief's orders.

Reading 2

1. Bolf had been cheating the villagers for a very long time. The villagers had suffered greatly because of his wickedness. Do you agree with the punishment given to him? Can you think of ways to make him a better person? VB
2. Giants are known to be strong and powerful. The villagers are poor. Now Hugo, the giant, is their friend. List three ways in which Hugo might help his new friends, the villagers.

Vocabulary

Word families

Bolf, Henry, Hugo are all **men**.

Almonds and raisins are **dried fruits**.

Words that have something in common can be grouped together. These word groups are called word families.

Red, yellow, green, brown belong to the word family of **colours**.

1. Name what these words have in common. One has been done for you.

- a. octopus, jellyfish, sea horse, turtle, starfish sea animals.....
- b. Jaya, Kristine, Abida, Minal, Leela
- c. six, three, hundred, nine, seventeen
- d. sparrow, owl, kite, ostrich, crow
- e. Tuesday, Sunday, Wednesday, Saturday
- f. potato, cauliflower, peas, carrots, beetroot

2. Write three words that belong to the following word families.

- a. fruits:
- b. clothes:
- c. furniture:
- d. vehicles:



Revision: simple present, present continuous

Imagine Hugo meets Annalisa after a few days. Read their conversation:

HUGO Hi, Annalisa. Where are you going?

ANNALISA Hello, Hugo. I am going to school.

HUGO You cycle to school every day, don't you?

ANNALISA Yes, I cycle every day, but today I am walking to school because Grandpa is using my cycle. Bye, Hugo! See you later!

HUGO Bye, Annalisa! See you!

*We use the **simple present tense** to talk about an action that we do again and again.*

- Example:** You *walk* to school everyday.
- I *play* football every evening.
- Jaya *milks* the cows at 5 every morning.

*We use the **present continuous tense** to talk about actions that are happening now.*

Example: I *am going* to school.
 My sister *is using* the cycle.
 She *is learning* to ride.
 Why *are you standing* at the bus stop?

Look at the differences:

Simple present	Present continuous
Ria <i>rides</i> her bicycle to school every day.	However, she <i>is taking</i> a bus to school today.
Rikin usually <i>reads</i> comics.	However, today he <i>is reading</i> a novel.

1. Fill in the blanks with simple present or present continuous forms of the words given in brackets.

SACHI (Come) out, Sejal. It is a beautiful day. The breeze
 (blow), the birds (sing), and the flowers (dance).
 Let's (go) out and play!

SEJAL No, Sachi. I (play) a video game. (Look) here.
 The robot (run) fast. It (collect) all the gold coins.
 The aliens (chase) the robot.

SACHI Sid (bring) his new puppy to the playground! I
 (go) to play with them. Bye.

SEJAL Hey, wait. I (come) too.

2. Goofi is usually a troublesome boy. But today is his birthday. He has decided to be a good boy today. Look at the sentences in Column A. These are actions Goofi usually does. Now read the sentences in Column B. Fill in the blanks in both the columns using simple present and present continuous tense to show the things that he usually does and the nice things he is doing today. Use the words in the brackets.

A	B
This is what Goofi usually does:	But today ...
Goofi usually up late. (wake)	Goofi (wake) up early.
He misses the school bus.	He for the bus at the stop. (wait)

A	B
He too many packets of chips and sweets. (eat)	He is eating a vegetable roll and an apple.
He drops trash on the floor.	He the wrapper into the wastebasket. (throw)
He usually watches too much TV in the evenings.	He a board game with his family. (play)
He usually (fight) with his brother while having dinner.	He (help) his mother clean up the kitchen after dinner.

Spelling

Syllables

Read the words given below in the table aloud and clap as you say each sound unit.

Words	Sounds like	Sound units	Number of claps
write	rite	one sound unit	one
writing	rite + ing	two sound units	two
rewriting	re + rite + ing	three sound units	three

Each unit of sound is called a syllable. Each syllable has a vowel sound.

One easy step to learn spelling is to break the word into its syllables and say them aloud repeatedly.

Read the following words aloud and sort them into one-syllable words, two-syllable words and three-syllable words. Then learn their spellings.

circus rainbow sensible cycle rectangle belief most enjoyment
tomorrow lost gold nineteen disaster short ninety

One-syllable words	Two-syllable words	Three-syllable words
.....
.....

One-syllable words	Two-syllable words	Three-syllable words
.....
.....
.....
.....

Writing

Describing places

Annalisa visited the giant in his home. When she returned, she described the giant's home to her grandfather.

Hugo lives in a big and old castle. It has many big rooms. The rooms are simple but neat. His living room has comfortable chairs and tables. He made them all himself. A few of us can sleep comfortably in his armchair!

In Hugo's farm there are many cows, sheep and hens. Rows of golden corn grow in his fields. He has a lovely garden too. The red roses, white lilies and pink dahlias look so lovely. Birds sing sweet songs the whole day. Colourful butterflies fly about. Streams gurgle happily. The water is cool and refreshing.

I like Hugo's kitchen the best because it smells of freshly baked cookies and cakes. He cooks delicious food. His vanilla ice cream tastes the best.

When we describe a place we mention what it *looks* like, what it *smells* like, what it *sounds* like, what it *tastes* like (if it has a taste) and what it *feels* like.

Pick out words from Annalisa's description which tell us the following:

looks like	big rooms, , , , , , red roses, ,
smells	of roses, of cookies,
sounds	of stream, of
tastes	of water in the stream, of
feels	comfortable chairs, cool water

Speaking

Introducing yourself

Hello, Mandeep. My name's Shilpa. I like to read comic books. How about you?



Hi, Shilpa. Nice to meet you. I too love comic books. I have many. I can lend you some.

Good evening, Dr Ram. I'm Firoz. I study in The English School. I'm in Class 3.



Good evening, Firoz. Pleasure to meet you. I'm a dentist. I work at The Happy Teeth Clinic.

Introduce yourself to five students. Remember to tell each one something interesting about yourself. This will help your friends to know you better.

Then, practise introducing yourself to elders. You can also take turns to play the roles of different elders, like a teacher, a doctor, a new neighbour, a shopkeeper, etc.

Listening

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Drawing details

Subbu is describing his room. He has even drawn a picture of it. However, he has forgotten to draw some details. Listen to him carefully and add the missing details to Subbu's picture.



Art Corner

Making a 'thank you card' using vegetables

Woodblock printing is the art of printing images on cloth or paper. Beautifully carved wooden blocks and vegetable dye is still used in many parts of Asia to create sarees, tablecloths, or wallpapers. Look at the pictures below to understand how woodblock printing is done.



Now listen to some interesting information on this ancient art. 

Imagine you are a child in Annalisa's village. Hugo shares his garden and his time with you. Make a block printing greeting card to thank Hugo. Follow the method given below.

Making a wooden printing block is an advanced skill. Let us make easy blocks using vegetables. Take a piece of lady finger, celery stem and onion. Ask an adult to help you cut the celery at its stem. Cut the upper end of the lady finger to get the pentagonal design. Cut the onion vertically into two. Press the vegetables against a paper tissue to absorb moisture. Use a paint brush to apply poster paint on the vegetables' surface. Press the vegetables lightly to a card paper to create desired patterns.

