

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

**COURSEBOOK**

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**MALA PALANI**

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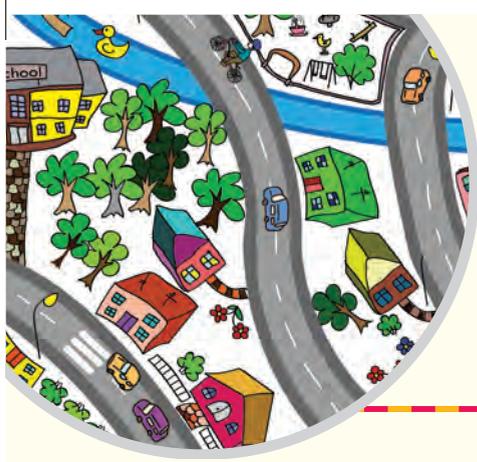
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## Key to the icons in *New Pathways*



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



For Value-based Questions

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.

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### 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.



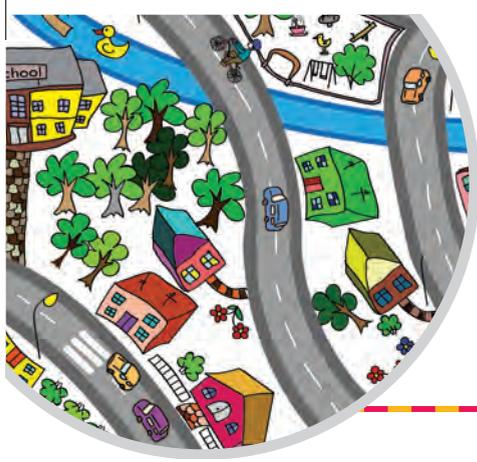
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### Oxford AREAL contains

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



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# Detailed Contents

UNIT	READING	VOCABULARY	GRAMMAR	STUDY SKILLS	WRITING	SPEAKING	LISTENING	LIFE SKILLS	ACTIVITY
1. Tansen— the Magical Musician	Factual, inferential, extrapolative comprehension	Prefixes	Concrete and abstract nouns; countable and uncountable nouns	Dictionary: guide words	Using the right kind of sentence	Discussing a map	Listening to a lecture on ragas		
<b>Art corner: Making a presentation on miniature paintings</b>									
2. Bambi	Factual, inferential, extrapolative comprehension	Actions closely connected to body parts	Articles and quantifiers	Pronunciation: syllables	Adding details	Talking about yourself	Listening to a song about the life cycle of a butterfly	Social or interpersonal skills: Empathy	
<i>Mela Menagerie</i>	Poem appreciation								Making rhyming words in English and another language
3. Veena's New Idea	Factual, inferential, extrapolative comprehension	Easily confused words	Reflexive pronouns	Pronunciation: the /sh/ sound	Using powerful verbs	Giving and asking for opinions	Listening to a story to recognize sequence		
<b>Art corner: Making natural colours</b>									
4. Mulan	Factual, inferential, extrapolative comprehension	Gender: masculine and feminine	Order of adjectives	Dictionary: abbreviations	Adding <i>who</i> , <i>when</i> , <i>where</i> , <i>how</i> details	Describing a person	Listening to a personal anecdote to understand emotions	Cognitive or thinking skills: Self-awareness	
<i>Fireworks</i>	Poem appreciation								Describing fireworks to a blind person
5. Yeti	Factual, inferential, extrapolative comprehension	Compound words	Simple past and past continuous tense	Spelling: rules for adding <i>-ed</i> to verbs to make the past form	Paragraph: the sandwich method	Speaking about similarities and differences	Listening to a radio programme		
<b>Art corner: Making a costume and planning a dance performance</b>									

6. At Least a Fish		Phrasal verbs	Future time references	Pronunciation: the silent r	Writing a personal recount	Talking about your future	Listening to a recipe	Cognitive or thinking skills: Critical thinking	Imagining a situation and drawing a picture
<i>Alien Exchange</i>	Poem appreciation								
7. Grandpa Fights an Ostrich	Factual, inferential, extrapolative comprehension	Words to convey feelings	Subject-verb agreement	Spelling: rules for doubling consonants	Writing a <i>how-to-do</i> paragraph	Discussing feelings	Listening for information		
<b>Art corner: Colouring an ostrich in Gond art</b>									
8. The Case of the Candy Bandit	Factual, inferential, extrapolative comprehension	Palindromes	Modals: <i>can, may</i>	Pronunciation: words with silent letters	Writing from a different point of view	Making polite requests	Listening to a conversation to relate words and contexts	Cognitive or thinking skills: Critical thinking	
<i>Talk About Caves</i>	Poem appreciation								Joining dots and drawing a picture
9. Dr Dolittle Learns a New Language	Factual, inferential, extrapolative comprehension	Animal sounds	Adverbs of degree: comparative and superlative forms	Punctuation: full stops and capital letters	Writing a conversation	Using adverbs to describe one's actions	Listening to instructions		
<b>Art corner: Emoting through facial expressions</b>									
10. The Governess	Factual, inferential, extrapolative comprehension	Idioms	Coordinating conjunctions	Punctuation: apostrophe	Writing an informal e-mail	Talking on the telephone	Intonation	Social or interpersonal skills: Communication skills	
<i>I Asked the Little Boy Who Cannot See</i>	Poem appreciation								Describing objects while blindfolded



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# Tansen—the Magical Musician



## Starter

People all over the world like music. Musicians across the world use different types of instruments to make music. Look at the pictures of a few instruments. Work with a partner and try to name each of them. Also, name the region where the instrument is famously used. Look at the box for help.



1.



2.



3.



4.



5.



6.

American banjo  
Austrian zither

Italian viola  
Arabic rebec

African djembe drum  
Russian balalaika

1. Italian viola 2. Russian balalaika 3. Arabic rebec 4. American banjo 5. Austrian zither 6. African djembe drum

**Read the story given below.**

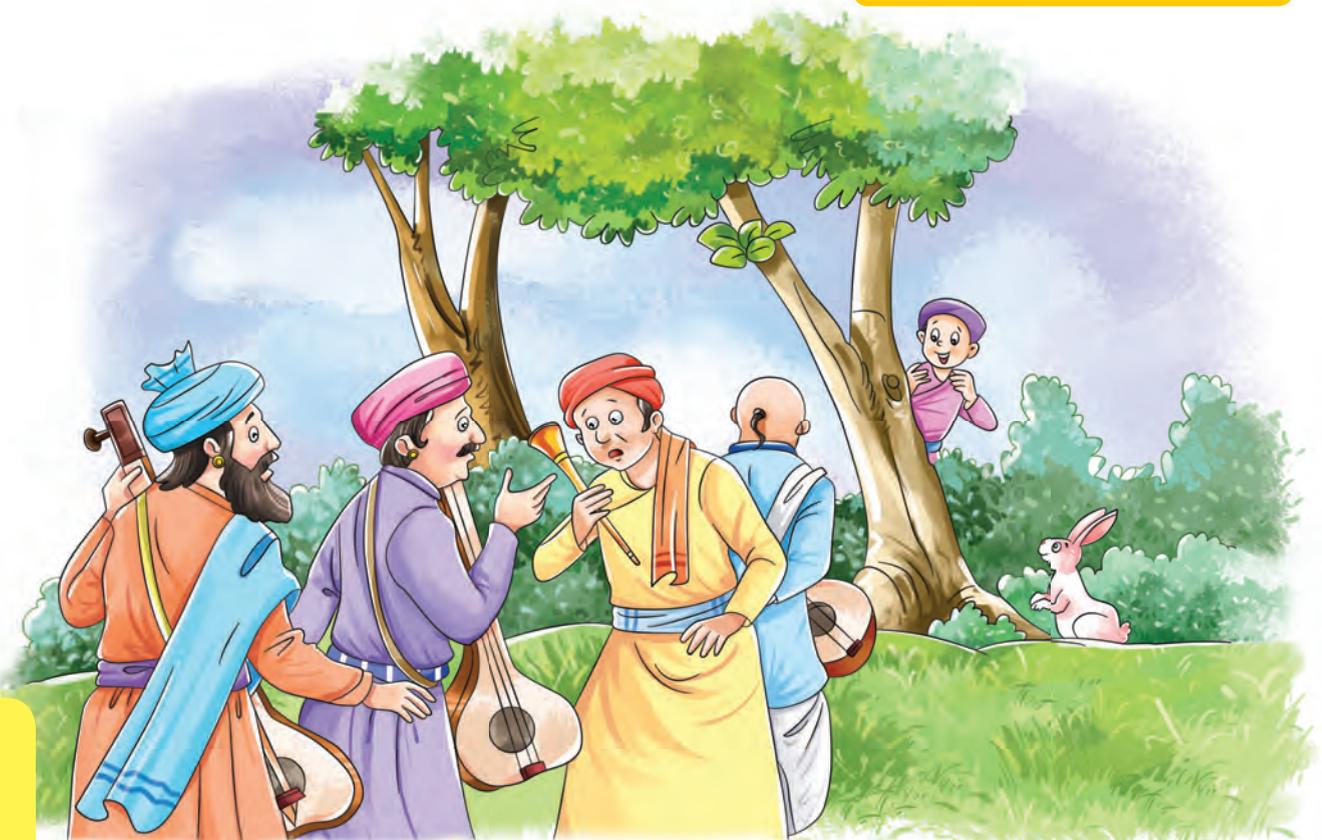


Almost exactly in the centre of India is a town called Gwalior. In this town is the tomb of Tansen, one of the greatest musicians that ever lived. Next to his beautifully carved stone tomb stands a little tamarind tree. It is believed that by eating a leaf of this tree and touching the tomb, a singer can improve his voice. If this sounds like magic, the story of Tansen is equally magical. Even today, many famous musicians follow the style of music created by Tansen known as the 'Gwalior Gharana'<sup>1</sup>.

About four hundred years ago, in a village near Gwalior, lived a wealthy poet, Mukand Mishra, and his wife. They longed to have children of their own. On the suggestion of a friend, Mishra went to Gwalior to seek the blessings of the famous saint and musician, Mohammad Ghaus. Almost like magic, soon after receiving the blessings, a child was born. He was named Tansen. As Tansen grew up, his father engaged<sup>2</sup> teachers to teach him to read and write. Tansen, however, was more interested in going to the nearby forest with his friends, where he would imitate<sup>3</sup> bird and animal sounds.

Once a group of singers were passing through the forest. Tansen hid himself in some bushes and roared like a tiger. So life-like was the sound that the singers became frightened. When the boy showed himself, the leader of the group praised his tiger-like roar. Encouraged, Tansen made more animal and bird sounds. The leader was greatly impressed by Tansen's performance. He was none other than the famous music teacher, Haridas.

<sup>1</sup>gharana a style or school of classical music ★ <sup>2</sup>engaged (here) appointed or hired ★ <sup>3</sup>imitate copy



Haridas offered to take Tansen as his disciple<sup>4</sup>. “He has great musical talent,” said Haridas to Tansen’s father. Most reluctantly<sup>5</sup>, Tansen’s mother agreed to let her only child go away to Brindaban to study under Haridas.

For almost ten years Tansen studied music from Haridas. Starting with the basic musical notes SA RE GA MA PA DHA NI SA, he learnt the basics of singing and playing the tanpura. He learnt about the different ragas<sup>6</sup> of Indian music and how each raga creates a different mood. A raga can make you so happy that you might want to dance, or it can make you so sad that it might bring tears to your eyes.

Then one day, there was a message from home that his father was very ill. “I am happy that you have become a musician. Go and see Mohammad Ghaus,” were his father’s last words to him. Though very sad, Tansen decided to keep his promise to his father to go to Mohammad Ghaus and be trained by him. But, in keeping with Indian tradition, he went to seek permission to learn under a new guru from his first guru, Haridas.

“You must obey your father’s wishes, but you will always be welcome here. You are like a son to me,” said Haridas, blessing his favourite disciple.

Tansen studied under Mohammad Ghaus for three years, developing his musical talent. During that time, Mohammad Ghaus introduced Tansen to the ruler of Gwalior. They became good friends and Tansen would often visit the ruler’s palace, where he would listen to other musicians.

One day, a messenger arrived from the court of Rewa, near Gwalior. The messenger opened the scroll<sup>7</sup> and read, “King Ramchandra of Rewa would like you to be a musician at his court.”

This was a great honour and the first step in Tansen’s rise to fame. King Ramchandra admired Tansen’s singing. The emperor, Akbar, once went on a visit to Rewa. King Ramchandra arranged for Tansen to entertain his royal guest. The emperor was greatly impressed by Tansen’s music and, soon after his return, sent a message to Ramchandra requesting him to send Tansen to his court.

King Ramchandra did not want to part with Tansen, but he could not afford to displease the powerful Akbar. After all, Akbar was the Emperor of India, and Ramchandra was

<sup>4</sup>disciple student ★  
<sup>5</sup>reluctantly (here) unhappily ★  
<sup>6</sup>ragas traditional pattern of notes used in Indian music ★ <sup>7</sup>scroll a long roll of paper used for writing

only the king of a small state in Akbar's empire. So, reluctantly, King Ramchandra sent Tansen as a royal gift.

Akbar was so impressed by Tansen's music that he bestowed<sup>8</sup> on him the highest honour of the land. Tansen was included among his *navratna*, nine jewels—the nine most outstanding<sup>9</sup> talents of the royal court.

Besides performing in the court, Tansen would often sing alone for the emperor. At night he sang ragas that would soothe and help Akbar fall asleep, and in the morning Tansen sang special ragas that would gently awaken the emperor. There are many stories told about the power of Tansen's music. It is said that when Tansen sang, birds and animals would gather to hear him.

<sup>8</sup>bestowed gave something to somebody, especially to show respect ★ <sup>9</sup>outstanding extremely good



One evening, Emperor Akbar decided to visit Tansen. When the emperor arrived, Tansen was singing and playing the tanpura. The emperor sat quietly in the verandah and listened to him. So pleased was the emperor with Tansen's music that after the performance he took off his diamond necklace and presented it to Tansen.

Some courtiers<sup>10</sup> became very jealous of the emperor's high regard for Tansen. They stole the diamond necklace given by the emperor and told him that Tansen had sold it for a large sum of money. When summoned<sup>11</sup> to the royal court and asked to produce the necklace, Tansen was unable to do so. The emperor flew into a rage<sup>12</sup>. "You will be banished<sup>13</sup> from the court till you can present yourself wearing the necklace," roared the emperor.

Tansen was in disgrace<sup>14</sup>. He had no one to turn to. At last he thought of King Ramchandra and set off for Rewa. Ramchandra welcomed his former court musician. After hearing the whole story, the king said, "Don't worry. Just sing for me."

Tansen sang two beautiful ragas for the king. "You have brought me great joy," said Ramchandra, and as a token of appreciation, he presented his jewelled sandals to Tansen.

Tansen rushed back to Agra and placed the jewelled sandals in front of the emperor. "Sire, please take the diamonds from these and forgive me." The jewelled sandals were worth much more than the necklace. The Emperor immediately realized that he had misjudged Tansen and said, "Your music is much more valuable than diamonds to me. I should never have doubted you. Return to the court as my royal musician."

Tansen's fame spread far and wide. Tansen's enemies grew more jealous. They suggested to the emperor that he command Tansen to sing Deepak Raga. Deepak Raga was one of the most difficult ragas to sing. Besides, so much heat would be caused by a perfect rendering<sup>15</sup> of this raga that not only would lamps alight, but the singer's body too would burn to ashes.

When Akbar asked Tansen to sing Deepak Raga, Tansen pleaded, "Sire, Deepak Raga can set the singer himself on fire." But the emperor would not listen.

<sup>10</sup>courtiers people who are part of the king's or queen's court ★  
<sup>11</sup>summoned ordered to appear ★ <sup>12</sup>flew into a rage got very angry ★ <sup>13</sup>banished ordered somebody to leave a place, especially as a punishment ★ <sup>14</sup>was in disgrace (here) lost respect ★ <sup>15</sup>rendering performance of a piece of music

Tansen knew that singing Deepak Raga was dangerous, but he also knew that if Megh Raga, which brings the rain, could be sung at the same time, he would be saved from the fury<sup>16</sup> of fire. 'But how can I sing both ragas at the same time,' Tansen thought worriedly to himself, as he roamed in his garden. Suddenly he remembered Rupa, a devoted disciple of Haridas.

With the permission of Haridas, Rupa agreed to sing. Rupa was already a very good musician. Tansen used the fifteen-day preparation time, granted by Akbar, to train her. At the end of the two weeks, Rupa had perfected the singing of Megh Raga.

On the day of the performance, the court was packed. Unlit lamps were placed on the walls. As soon as the emperor entered and sat on the throne, Tansen began the *alap*<sup>17</sup>.

As Tansen sang on, the surrounding air got warmer. The audience started perspiring<sup>18</sup>. Leaves and flowers in the garden dried and fell to the ground. Water in the fountains began to boil. Birds flew away to escape. The lamps lit up and flames appeared in the air. People fled from the court in terror. As the emperor stood up, listening with awe, a rose

- <sup>16</sup> **fury** (here) danger ★
- <sup>17</sup> **alap** a part of the raga that serves as the beginning ★
- <sup>18</sup> **perspiring** sweating



that he often held in his hand drooped<sup>19</sup>. Now Tansen's body was hot and feverish, but absorbed in Deepak Raga, he continued to sing vigorously.

Seeing Tansen in this state, Rupa began singing Megh Raga. As her voice grew stronger and soared, the sky became dark with clouds. Soon rain came pouring down. Many among the audience rushed out to be cooled by the rain. Soon everything returned to normal. People showered praises on Tansen's genius. Though the emperor was very pleased, he was shocked that he had almost lost his greatest musician to the fire of the singer's own music.

<sup>19</sup>drooped bent downwards ★  
<sup>20</sup>homage something that is done to show respect for somebody

Tansen's fame now spread like the flames of Deepak Raga.

Centuries later, Tansen's music has lived on. It has been passed on from guru to disciple. And every year in Gwalior, near Tansen's tomb, a music festival is held. Musicians come here from all over India to perform and pay homage<sup>20</sup> to Tansen.

(abridged)  
*Ashok Davar*

## Reading 1

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### 1. Choose an appropriate option to complete the following statements.

- a. Once, little Tansen roared like a tiger because he
  - i. wanted to impress the famous musician, Haridas.
  - ii. was practising the sounds of animal and birds.
  - iii. was playing a prank on passersby in the forest.
- b. While practising with Haridas, Young Tansen learnt this about Indian music:
  - i. The different ragas cannot create different moods.
  - ii. One can use music to create happiness or sadness.
  - iii. SA RE GA MA PA DHA NI SA are not the basic notes.
- c. Tansen came to own Akbar's diamond necklace because
  - i. the emperor gave it to him after he was made one among the *navratnas*.
  - ii. the emperor was pleased one evening after he heard Tansen playing his tanpura.
  - iii. the emperor gifted it to him after he sang the Deepak Raga.

2. Match the information in columns A and B to align with the details in the biographical story you have just read.

Column A	Column B
Haridas <input type="radio"/>	<input type="radio"/> gifted Tansen to emperor Akbar.
Mohammad Ghaus <input type="radio"/>	<input type="radio"/> helped Tansen by singing Megh Raga.
King Ramachandra <input type="radio"/>	<input type="radio"/> honoured Tansen by making him one of his nine most important courtiers.
Akbar <input type="radio"/>	<input type="radio"/> introduced Tansen to the King of Rewa.
Rupa <input type="radio"/>	<input type="radio"/> is said to have started the <i>Gwalior Gharana</i> .
Tansen <input type="radio"/>	<input type="radio"/> taught the basics of music.

## Reading 2

- Emperor Akbar asked Tansen to sing Deepak raga. Why did he do so? What do we learn about Akbar's character from this account?
- There are several magical events mentioned in this biographical account. Work with your partner to discuss which of these events you think is the most magical and why.

VB

## Vocabulary

### Prefixes

Read this sentence:

King Ramchandra did not want to part with Tansen, but he could not afford to *displease* the powerful Akbar.

dis + please = displease

*Displease* is the antonym (opposite in meaning) of *please*.

The meaning of some words can be adjusted by adding before them groups of letters like *in*, *un*, *il*, *dis*, *ir*, *re*, *en*, *sub* or *im*. These are called *prefixes*. Adding prefixes helps in forming new words. For example, write–rewrite; danger–endanger; marine–submarine.

We often use prefixes to form antonyms. For example: advantage–disadvantage; cover–uncover.

**Form antonyms for the words in the box by adding prefixes mentioned in the table. Rewrite the new word in the correct column in the table on the next page. One is done for you.**

legible	visible	possible	important	human	legal
appear	fortunate	movable	similar	kind	continue
connect	perfect	responsible	usual	honest	proper
patient	necessary	obedient	regular	probable	capable

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ungrateful

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## Grammar

### Concrete and abstract nouns

Look at the words in italics. Read these sentences:

*Tansen's talent* was discovered by his *teacher Haridas*.

*Emperor Akbar* expressed his *anger* when *Tansen* lost the *diamond necklace*.

The *beauty of Tansen's music* enchanted all the *animals and birds*.

The words *Tansen*, *talent*, *teacher*, *Haridas*, *Emperor*, *Akbar*, *anger*, *diamond*, *necklace*, *beauty*, *music*, *animals* and *birds* are nouns.

*Concrete nouns* are nouns that one can see, hear, smell, taste or touch.

*Diamond* and *necklace* are names of things. They are concrete nouns. *Teacher*, *Emperor*, *animals* and *birds* are also examples of concrete nouns.

*Abstract nouns* are qualities, ideas and feelings. One cannot see, hear, smell, taste or touch them.

*Talent* and *beauty* are names of a quality, idea or a feeling. They are abstract nouns.

In the table given below, put a tick if you can **see**, **hear**, **smell**, **taste** or **touch** the noun mentioned. Put a cross if you cannot. Write the type of noun for each word. Two have been done for you.

Noun	See	Hear	Smell	Taste	Touch	Type of noun
1. courage	x	x	x	x	x	abstract
2. apple	✓	x	✓	✓	✓	concrete
3. cake						
4. fear						
5. freedom						
6. hope						
7. child						

## Countable and uncountable nouns

Most nouns can be counted, but a few nouns cannot be counted.

Nouns that can be counted are called *countable nouns*. They have singular and plural forms.

Examples:

bush—bushes    bird—birds    dog—dogs    foot—feet    mile—miles

Nouns that cannot be counted are called *uncountable nouns*. They can be used only in the singular form.

Note: Usually all abstract nouns are uncountable. Also, concrete nouns that are too small or formless (like liquids, powders, gases, etc.) are also uncountable.

Look at the table below to learn the correct way to use a few uncountable nouns:

Noun	Incorrect	Correct
money	two moneys	some money/a little money
baggage	two baggages	two pieces of baggage
rice	two rices	two bags of rice
food	two foods	some food

There are thirteen uncountable nouns in the grid below. Can you identify them?



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

## Dictionary

### Guide words

Guide words are the words at the top of a dictionary page. They tell us the first word and the last word on that page. They make it easy for us to locate the words we are looking for.

cell

**cell** (sel) noun [from Latin *cella*, "a small room"] 1. a hut 2. a room in a prison 3. a small space, as in a bee's honeycomb 4. a small unit of life

February

**exit** (eg' zit) noun [from Latin *ex*, "Out" ire, "to go"] 1. leave taking, as in "the actor's exit was dramatic" 2. a doorway leading out of a room or building  
antonym: entrance

For example, if you are looking up a dictionary for either *centre*, *cereal*, *certain* or *chain*, you will find it on a page that has the guide words *celebrate* and *chair*.

Here are a few guide words. Think of three words that come between each pair. Check a dictionary to see if you are right. One has been done for you.

1.	aggressive	agree	ahead	aid	aim
2.	dizzy				dog
3.	ostrich				outdoor
4.	passion				pastime
5.	thicket				thrash

## Writing

### Using the right kind of sentence

We often use sentences to communicate our ideas. A *sentence* is a group of words that conveys a complete thought. Based on function, there are four kinds of sentences:

#### *A declarative sentence*

- tells us something.
- ends in a full stop.

**Example:** The teacher gave us a new book.

#### *An interrogative sentence*

- asks for information.
- begins with words like *when, where, how, why, what, is, are*, etc.
- ends in a question mark.

**Example:** What is the name of the new book?

#### *An imperative sentence*

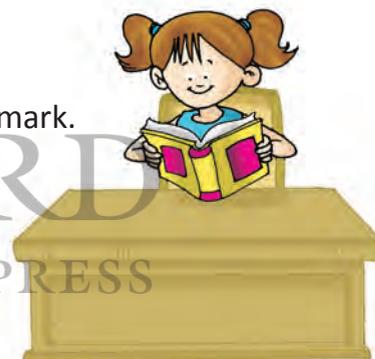
- is a request or a command.
- could end in a full stop, a question mark or an exclamation mark.

**Examples:**

Read the book.

Can I please read the book?

Please borrow the book from Amrita.



#### *An exclamatory sentence*

- expresses strong feelings like surprise, shock, happiness, etc.
- ends in an exclamation mark.

**Example:** What an interesting book!

**Here are a few situations. Use each situation to create as many sentences as you can. Try making different types of sentences. One has been done for you.**

1. A large parcel is sitting on your table.
  - a. Declarative:     **There is a parcel on my table./Someone has left a gift for me.**
  - b. Interrogative:   **What is in it?/Who sent it to me?/Where has it come from?**
  - c. Imperative:      **Open it./Please let me open it./Can you help me open it, please?**
  - d. Exclamatory:     **This is so exciting!/What a lovely surprise!/I wonder what is in it!**
2. There is a large spider on your bed.

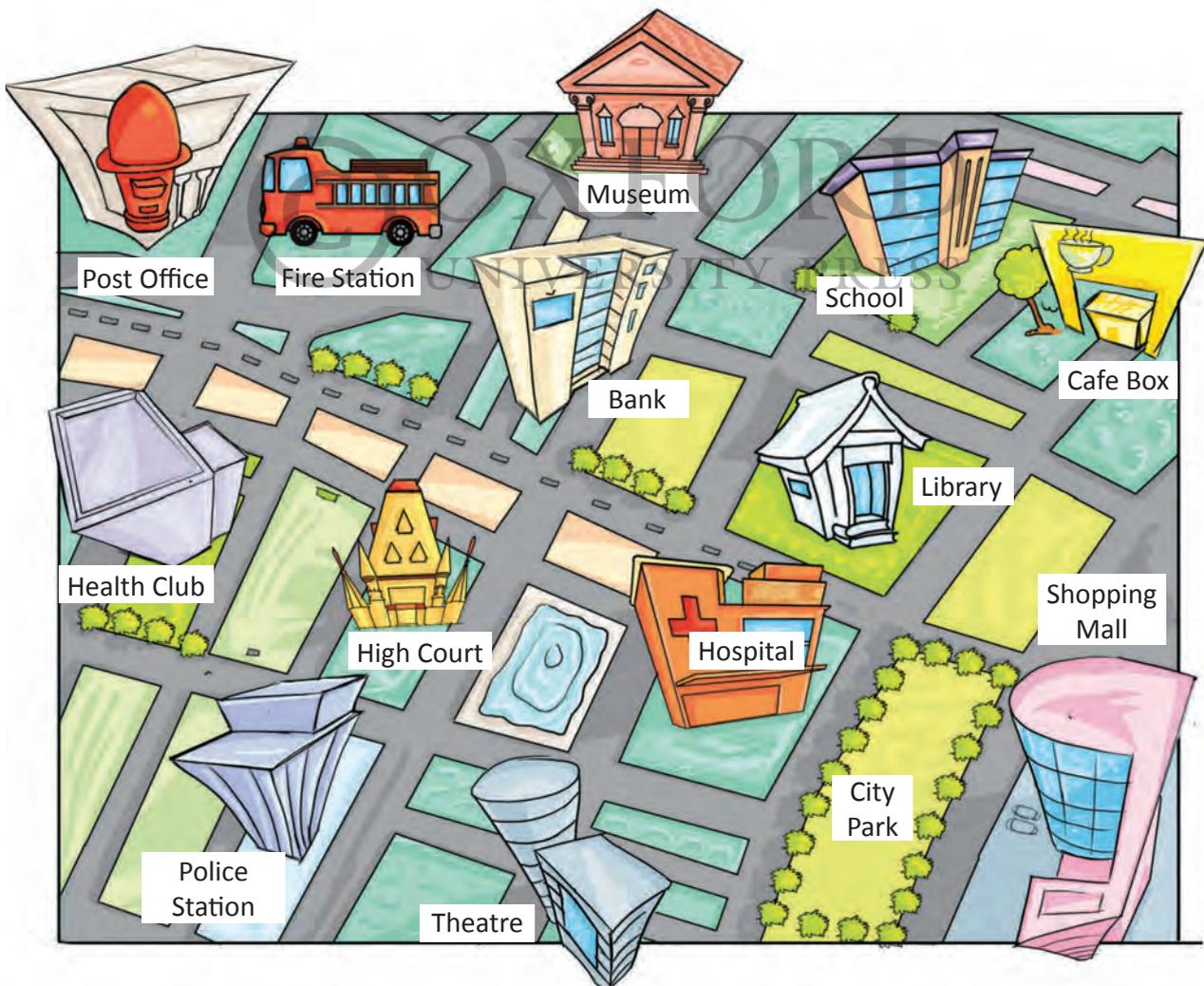
3. You see a penguin driving around in the fastest car you have ever seen.
4. There is a shark in the swimming pool. You are in the pool with your friends.
5. You have been preparing for over a month to play a friendly match on Sunday. It is raining heavily on Sunday morning.

## Speaking

### Discussing a map

Ask your partner to form questions based on the map given below. Then answer those questions using the prepositions in the box below. You can give names to the streets while answering.

opposite    next to    in front of    across    beside  
 on the corner of    between    behind    near    along



**Example:** A: Can you please tell me where the library is?  
 B: It's on Reader's Street, right opposite the school.

## Listening

You are going to listen to an extract from a lecture given to children on ragas. Before listening to the lecture, read the questions. Listen to the lecture more than once and write true (T) or false (F) for the following statements.

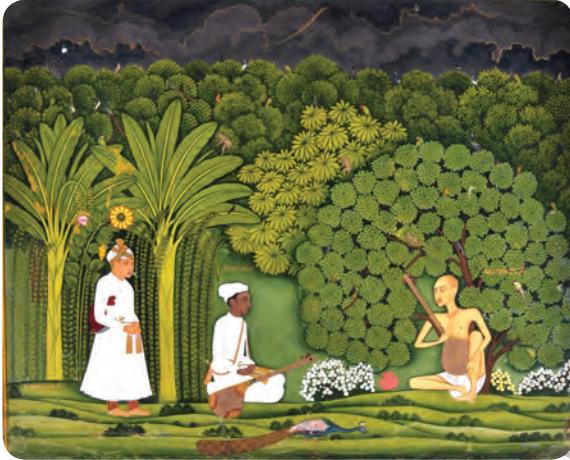
1. The lecture is about Indian classical music. ....
2. The Indian classical ragas can be connected to times of a day or times of a year. ....
3. According to the speaker, there are around 83 ragas. ....
4. The ragas listed here are according to Pandit Bhimsen Joshi. ....
5. Pandit Jasraj is a vocalist. ....
6. Raag Bhairavi has the power to bring rain. ....
7. Raga Malkauns can be sung before Raag Bhairavi. ....
8. Raga Hindol and Raga Megh are associated with seasons. ....
9. According to the speaker, Raga Shri is sung early in the morning. ....
10. Lord Shiva is believed to have created Raga Malkauns. ....



# Art Corner

## Making a presentation on miniature paintings

Look at these miniature paintings carefully. Can you locate some of the characters we read about in Tansen's biography?



The Mughal period in Indian history lasted between 1526 and 1857. During this period, one of the major art forms that developed is the miniature painting. This style of painting emerged from the Persian miniature painting form and developed under the encouragement of various Mughal rulers like Babur and Akbar. These paintings were either illustrations in books or single works of art kept in albums. The subjects for these paintings were portraits, events, scenes from court life, wildlife and battle scenes. These paintings usually presented an aerial view of the subject.

The Victoria and Albert Museum in London houses a large and impressive collection of Mughal paintings. The skills needed to produce these modern versions of Mughal miniatures are still passed on from generation to generation. The colours used in the paintings are derived from various natural sources like vegetables, indigo, precious stones, gold and silver.

**Use the Internet to look for five miniature paintings. Study them carefully. Copy them to PowerPoint slides (or any other presentation mode). Make a brief PowerPoint presentation on the information you collected about the five paintings.**

# 2

# Bambi



## Starter

Read this Aesop's fable and learn from the important message it conveys.

One day, a fox fell into a deep well from which he could not get out. A goat passed by shortly afterwards, and asked the fox what he was doing down there.

There is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?



The goat thought well of this advice, and jumped into the well.



But the fox immediately jumped on the goat's back, and by putting his foot on his long horns, managed to jump up to the edge of the well.



Goodbye, Goat!  
Remember not to believe everything you hear from a stranger.

1. The fox could get out of the well because
  - a. he was a good swimmer.
  - b. the goat was foolish.
  - c. the well was shallow.
2. Choose the moral of the story.
  - a. Slow and steady wins the race.
  - b. Little friends may prove to be great friends.
  - c. Think before you act.
3. How can you use the moral of the story in your life? Discuss.



VB

VB

## Read the story below.



Bambi was a roe deer<sup>1</sup>. He was no longer a little fawn nor was he a stag<sup>2</sup> yet. He had to gain a lot of wisdom before he could become the prince of the deer like the old stag. Bambi had been playing with Faline<sup>3</sup> for a long time before he fell asleep for a while. While he was sleeping, he heard a voice. Suddenly he woke up. He thought he heard Faline calling him. Bambi looked around. He remembered seeing Faline as he lay down, standing nearby and nibbling leaves. Where was she now?

Then she called again. With a sidewise spring Bambi turned in the direction the sound came from. Then he heard it again. The call came again clearly, thin as a bird's twittering, and tender. "Come, come!" it said.

Yes, that was her voice. That was Faline. Bambi started to run. While he was rushing away he saw the old stag. The royal stag was standing ahead, barring his path<sup>4</sup>. Bambi had no time for the noble stag just now. He had thoughts for Faline alone. He greeted the stag hastily<sup>5</sup> and tried to hurry by.

"Where are you going?" asked the old stag.

"To Faline," said Bambi.

"Do not go," said the old stag.

"She is calling me," he said in response.

"No, she is not calling," said the stag.

The call came once again, thin as a bird's twittering: "Come!"

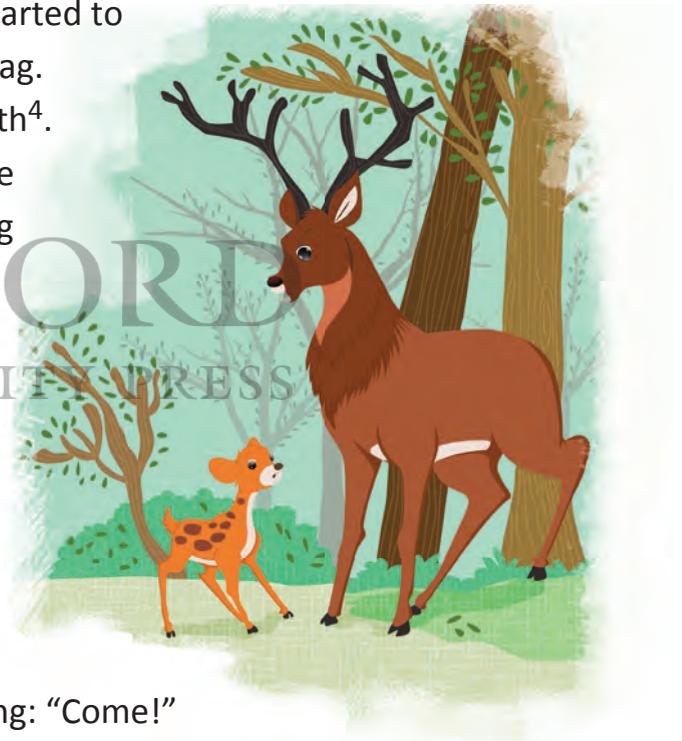
"Listen," Bambi cried excitedly, "there it is again."

"I hear it," said the old stag nodding.

Bambi felt the ground burning under his feet. "But," he said, "I know her voice. I will come right back."

"No," said the old stag sadly, "You will never come back, never again."

The call came again. "I must go!" cried Bambi.



<sup>1</sup>roe deer a small deer ★ <sup>2</sup>stag an adult male deer ★ <sup>3</sup>Faline (here) name of a female deer ★ <sup>4</sup>barring his path blocking his way ★ <sup>5</sup>hastily quickly

“Then,” the old stag declared in a commanding<sup>6</sup> voice, “We’ll go together.”

“Quickly,” cried Bambi and bounded<sup>7</sup> off.

“No, slowly,” commanded the old stag in a voice that forced Bambi to obey. “Stay behind me. Move one step at a time.” The old stag began to move forward. Bambi followed, breathing heavily with impatience. “Listen,” said the old stag without stopping, “No matter how often the call comes, do not stir from my side.”

Bambi did not dare to oppose.

The old stag advanced<sup>8</sup> slowly and Bambi followed him. How cleverly the old stag moved! Not a sound came from under his hooves. Not a leaf was disturbed. Not a twig<sup>9</sup> snapped. And yet they were gliding<sup>10</sup> through thick bushes. Bambi was amazed and had to admire him in spite of his impatience. He had never dreamed that anybody could move like that.

Several times the old stag stopped, although no call had come, and lifted his head, listening. Bambi heard nothing. The old stag turned away from the direction of the call and took a diversion<sup>11</sup>. Bambi raged<sup>12</sup> inwardly. The call came again and again. At last they drew nearer to it, then still nearer.

The old stag whispered, “No matter what you see, do not move, do you hear? Watch everything I do and act just as I do, carefully. And do not lose your head.”

They went a few steps farther and suddenly that sharp scent that Bambi knew so well struck them full in the face. He swallowed so much of it that he nearly cried out. He stood as though rooted to the ground for a moment. His heart seemed to be pounding in his throat. The old stag stood calmly beside him and motioned with his eyes.

It was Man!

Man was standing quite close to them, leaning against the trunk of an oak, hidden by a few leaves of the hazel bushes. He was calling softly, “Come, come!” Bambi was completely puzzled<sup>13</sup> and terrified. He began to understand that it was Man who was calling, “Come, come!” He wanted to flee. “Be still,” whispered the old stag. Bambi controlled himself.

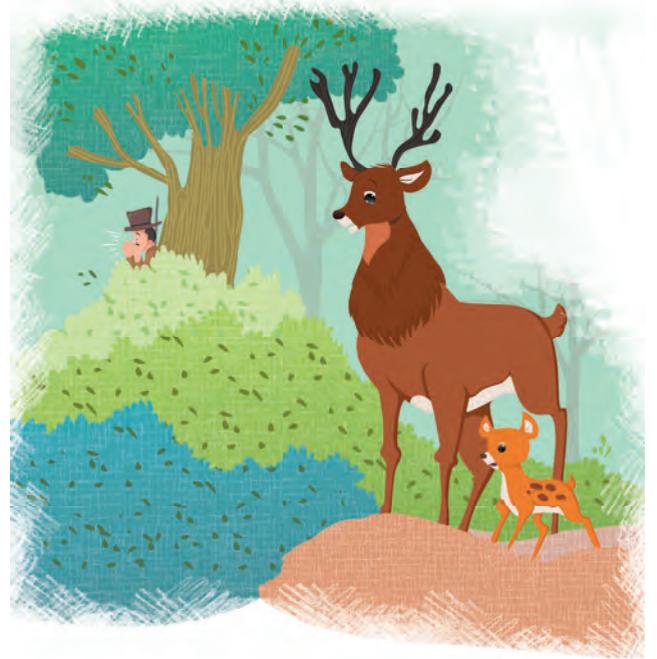
<sup>6</sup>commanding powerful, difficult not to obey ★ <sup>7</sup>bounded leapt forward ★ <sup>8</sup>advanced moved forward ★ <sup>9</sup>twig a small branch ★ <sup>10</sup>gliding moving smoothly and without effort ★ <sup>11</sup>diversion an indirect path ★ <sup>12</sup>raged got extremely angry ★ <sup>13</sup>puzzled confused

“Let us go back,” said the old stag and turned about. They glided away cautiously. The old stag moved with a zigzag course the purpose of which Bambi did not understand. He wanted to run fast. But the stag walked slowly, stopping and listening. He would begin a new zigzag course and stop again, going very slowly ahead.

They were far from the danger spot. “If he stops again,” thought Bambi, “I’ll thank him.”

But suddenly the old stag was nowhere to be seen.

*Felix Salten*



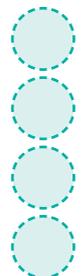
## Reading 1

1. Match the two columns given below to complete the statements.

A	B
a. Several times the old stag stopped, although no call had come <input type="radio"/>	i. the noble stag just now. <input type="radio"/>
b. Bambi had no time for <input type="radio"/>	ii. and lifted his head, listening. <input type="radio"/>
c. The old stag advanced slowly <input type="radio"/>	iii. stop again, going very slowly ahead. <input type="radio"/>
d. Bambi was amazed and had to admire him <input type="radio"/>	iv. hidden by hazel bushes. <input type="radio"/>
e. Man was standing quite close to them leaning against the trunk of an oak, <input type="radio"/>	v. in spite of his impatience. <input type="radio"/>
f. He would begin a zigzag course and <input type="radio"/>	vi. and Bambi followed him. <input type="radio"/>

2. Answer the following questions. Some of the questions have more than one answer.

- a. *Bambi felt the ground burning under his feet* because
- i. it was summer.
  - ii. Bambi wanted to hurry to find Faline.
  - iii. Bambi did not want to disobey the old stag although he wanted to find Faline.
  - iv. he did not like playing with Faline.



- b. "No," said the old stag sadly. "You'll never come back, never again." The old stag said these words to Bambi because
- he was an experienced deer.
  - he knew who was calling and what could happen.
  - he was a cruel stag.
- c. Why did the old stag move with a zigzag course?
- He wanted to confuse Bambi.
  - He was having fun.
  - He wanted to confuse Man.
  - He did not know the way through the forest.
3. Several times the old stag stopped, although no call had come, and lifted his head, listening. Bambi heard nothing. What was the old stag doing?



## Reading 2

- Why was Bambi puzzled and terrified when he understood that it was Man calling him?
- Why do you think the old stag did not wait to be thanked?

## Vocabulary

### Action closely connected to body parts

Read these sentences:

Bambi *smelt* Man.

The old stag *whispered* a warning.

Bambi and the old stag used their body for the actions of *smelling* and *whispering*. Bambi used his nose and the stag used his mouth.

**Look at the table below. Discuss with your partner and write the part of the body you use to do the following actions:**

Action	Body part	Action	Body part	Action	Body part
1. blink		3. shrug		5. smell	
2. whistle		4. hear		6. lick	



Action	Body part	Action	Body part	Action	Body part
7. pick		12. stare		17. chew	
8. point		13. kneel		18. press	
9. kick		14. pat		19. blow	
10. pull		15. snatch		20. smile	
11. climb		16. peep			



## Grammar

### Articles and quantifiers

Read these sentences:

How cleverly *the* old stag moved! Not *a* leaf was disturbed. Not *a* twig snapped.

Man was standing quite close to them, leaning against the trunk of *an* oak, hidden by *a few* leaves of the hazel bushes.

He had to gain *a lot of* wisdom before he could become the prince of the deer like *the* old stag.

Bambi fell asleep for *some* time.

Read the italicized words carefully.

Words like *some*, *a lot of* and *a few* often come before nouns. They tell us about the quantity of the noun—*how much* or *how many* of something. They are called *quantifiers*.

Articles *a* and *an* give us information about quantity too. Additionally they tell us if we are talking about something in general or something that is specific.

- The following articles and quantifiers can be used only before countable nouns:

Articles/Quantifiers	Examples
<b>a/an</b> (meaning one or <i>any</i> — <i>not specific</i> )	<i>a teacher, a school, a tree, an orange</i> I climbed a tree. (one tree—not more; any tree—nothing specific)
<b>many</b>	<i>many teachers, many schools, many trees</i>
<b>few/a few</b>	<i>few teachers (hardly any), a few problems (some), a few questions, a few solutions</i>

- The following quantifiers can be used only before uncountable nouns:

Articles/Quantifiers	Examples
<b>much</b>	<i>much food, much water, much hope</i>
<b>little/a little bit of</b>	<i>little food, little water, a little bit of courage, a little bit of kindness</i>

- These words and phrases can be used before both countable and uncountable nouns:

Articles/Quantifiers	Kind of noun	Examples
<b>the</b> (meaning— <i>specific, definite</i> )	countable	<i>the books, the flowers</i>
	uncountable	<i>the cheese, the sugar, the luggage</i>
<b>some</b>	countable	<i>some books, some flowers</i>
	uncountable	<i>some cheese, some sugar, some advice</i>
<b>any</b> (usually used in questions and negative sentences)	countable	<i>any book, any flower</i>
	uncountable	<i>any cheese, any sugar, any peace</i>
<b>a lot of/lots of</b>	countable	<i>a lot of books, lots of flowers</i>
	uncountable	<i>a lot of cheese, lots of fun</i>
<b>plenty of</b>	countable	<i>plenty of books, plenty of flowers</i>
	uncountable	<i>plenty of courage, plenty of food</i>

**1. Fill in the blanks with **much** or **many**.**

- I started learning Spanish three months ago. I do not speak ..... Spanish yet.
- ..... people visited the painting exhibition today.
- I do not have ..... trouble learning Spanish.
- Was there ..... traffic on the way to school?
- She does not earn ..... money by selling those sweets.
- There has not been ..... rain this year.
- My grandparents have travelled to ..... countries.

2. **Underline the correct quantifier in the sentences given below.**

- a. I have two/plenty of homework to finish today.
- b. She wants to buy some/three new furniture.
- c. He gave many/a lot of advice.
- d. Do we have some/any cheese?
- e. Only a little/a few students could come to the meeting.



## Pronunciation

### Syllables

All words are made of units of sound known as syllables.

Examples:

The word *stag* has one syllable.

The word *basket* has two syllables.

A *syllable* is a unit of pronunciation. Each syllable must have one vowel sound.  
 Note: Listen to the vowel sounds; don't count the number of vowel letters.

Clap your hands as you count the syllables in these words with your teacher:

Words	Clap once	Clap twice	Clap thrice	Clap four times	Number of syllables
raged					1
old					1
voice					1
Bambi	Bam	bi			2
pounding	poun	ding			2
Faline	Fa	line			2
zigzag	zig	zag			2
impatience	im	pa	tience		3
understand	un	der	stand		3
remembered	re	mem	bered		3
relocation	re	lo	ca	tion	4

## Writing

### Adding details

Read how these two objects are described below:

An old novel: a yellow-paged, musty, leather-covered, old hardback book with crumbling pages

A new laptop: a brand new, shiny, smart-looking, red laptop with a wireless mouse

When we read detailed descriptions of objects, places or people, we can almost see, smell, feel or hear them. A good description helps us to imagine more vividly.

**Describe the following in as much detail as possible.**

1. a sheet of wrapping paper
2. your school bag
3. your favourite dish that is freshly cooked
4. yourself
5. one thing/person/place of your choice



## Speaking

### Talking about yourself

**1. Complete these sentences using do, did, is, was, are or were.**

- a. Where ..... you born?
- b. How old ..... you?
- c. Who ..... you first teacher?
- d. Where ..... your home?
- e. Where ..... you live when you ..... two years old?
- f. .... you walk to school?

**2. Ask your partner the questions given above. Note down the answers.**

**3. Tell your class what you know about your partner.**

**Example:** Shilpa was born in 2010. She is 9 years old. Mr Rana was her first teacher.

# Listening

Listen to a song about the life cycle of a butterfly and fill in the blanks.

## Butterfly Cycle

Hatch, hatch little .....,  
I am so very small.

Teeny tiny caterpillar,  
You can't see me at all.

Crawl, ....., crawl,  
Munching on a leaf.

Crawling, munching, crawling, munching,  
Eat and eat and .....



Form, form chrysalis,  
I am a different shape;  
Hanging by a silken .....

Until I can escape.  
Rest, ....., chrysalis

While I change inside;  
Now at last my time has come  
To be a .....

Stretch, stretch, pretty .....,  
It is a special day;

Soon they will be strong enough  
For me to fly away.

Fly, fly, butterfly,  
Fly from ..... to tree;  
Find a place to lay my eggs  
So they can grow like me.



# Life skills

## Social or interpersonal skills: Empathy

Empathy is the ability to completely understand and share the feelings of other people. Learn the meanings of the words given in the first column. Cover the second column with a book and tell the meanings of the words to your partner.

Column A	Column B
unaware	not knowing
apathy	knowing and not caring
interest/curiosity	knowing some and wanting to know more
concern	knowing and caring
empathy	understanding/feeling another person's emotional experience
compassion	empathy, with a desire to improve another person's situation

Choose a word from Column A to name the feeling one is likely to have experienced in these situations. Write your answers in the blanks.

- You are part of a football team. When the final team is announced for the school match, one of your friends is not selected. You know s/he is an equally good player.  
.....
- A new student joins your class. She is from a different country. When she introduces herself to the class, many children in the class find her pronunciation to be different. They laugh. You are sitting next to the new student and you laugh too.  
.....
- You see a new animal on television. You have never seen that animal or heard about it before. You ask your parents about it when they come home from work.  
.....
- Nobody talks to this child in your class. He eats his lunch alone and kicks a pebble around in the field during playtime.  
.....



# Mela Menagerie

 It was summertime,  
the animals were having a mela.

The elephants cooked  
curried pumpkin with *tikka masala*,  
sun-shy frogs and mice  
sheltered under the hood of a cobra,  
bears and cockatoos  
swapped<sup>1</sup> couplets<sup>2</sup> in a mini *mushaira*<sup>3</sup>,  
horses and camels  
pranced<sup>4</sup> and danced a fantastic *bhangra*<sup>5</sup>,  
tigers took pot-shot  
at juicy papayas for one paisa,  
lions showed off paws  
decorated with delicate henna,  
donkeys for a laugh  
crowned Mule their day-long Maharaja,  
pelicans swallowed  
swords with mango chutney and *paratha*,  
Sinbad's ship sailed in  
on waves of dolphin abracadabra,  
It was summertime,  
the animals were having a mela.

(abridged)

Debjani Chatterjee

<sup>1</sup>swapped exchanged ★ <sup>2</sup>couplets two lines of a poem that are of equal length; couplets may or may not rhyme ★ <sup>3</sup>mushaira a gathering or a meeting where people read out poems written in Urdu ★ <sup>4</sup>pranced moved with quick steps ★ <sup>5</sup>bhangra a dance form that is popular in Punjab

## Poem appreciation

- List the non-English words used in the poem. Why do you think the poet has used non-English words? Discuss.
- During the mela, animals are involved in a variety of activities. Match the animals in Column A to their activities listed in Column B:

A	B
donkeys	exchanged songs
elephants	got designs made on their forelimbs
bears and cockatoos	appointed one of their own as their ruler
horses and camels	performed magical tricks by gulping unsafe tools
lions	prepared a meal
pelicans	moved their bodies to a musical beat

- The poet uses a series of images to create the atmosphere of an Indian summer mela. Identify two images that you love the most. Discuss your choice.
- The entire poem uses only one rhyming sound: /aa/. List the words that create this rhyming effect.

## Activity

You have just read a poem about animals having fun in a mela. Work with a partner. Look carefully at the photograph from an Indian mela. Make a list of a few pairs of words in English and non-English.

Examples:

ice *gola*; mirchi *bonda*;  
 hot, juicy *jalebi*; beautiful wet *mehandi*;  
 artistic dancers; giant wheel rollers;  
 colourful balloons; funny buffoons

Add two new stanzas to the poem *Mela Menagerie* using your rhyming words. Remember to continue the theme of animals enjoying the fair! You can think of your own animals, of course.





# Veena's New Idea



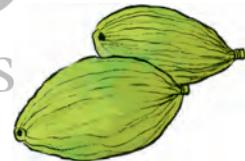
## Starter

Medicines derived from plants are called herbal medicines. Human beings have used plants for medicinal purposes for a long time. Here are a few popular plant products that are used in Asia to treat common diseases. Discuss with your partner if you know of other plants or herbs that have medicinal benefits. Remember to check with the elders in your family for more information about these herbal medicines.



**Neem:** keeps skin and teeth healthy

**Cardamom:** helps with digestion, keeps breath fresh



**Drumstick leaves and fruits:** good for bones, eyesight and teeth

**Tulsi:** treats cold, cough and skin diseases



**Amla or Indian gooseberry:** improves skin, hair, and increases immunity to diseases

**Read the story given below.**



Aunt Malu should have refused to try out Veena's new idea. Trying out her nine-year-old niece's ideas always landed Aunt Malu in trouble.

One time, Veena had got her to try the Adopt-a-Pet plan. This was a wonderful plan that found homes for wounded<sup>1</sup> animals. Aunt Malu couldn't decide which of the pets she adopted gave her more trouble: the mynah with the broken wing or the lame mongoose.

The mynah could copy the sounds of a telephone ringing, the doorbell buzzing and the pressure cooker whistling. So Aunt Malu kept rushing from kitchen to front door to telephone till she got so tired that she could barely stand.

And the mongoose wouldn't stop stealing food from their neighbour's kitchen.

The worst was the time Aunt Malu had agreed to make a pair of grass-cutting roller skates<sup>2</sup> as a gift for Veena's father, Mr Seshadri.

He was Aunt Malu's older brother. He loved gardening and was very proud of his lawn<sup>3</sup>. It was the best lawn in the neighbourhood.

Veena had come up with the idea of fixing sharp blades onto a pair of skates. This meant that a person would be able to cut grass just by skating over it. It was an absolutely brilliant idea—if it worked.

There was great excitement when the gift was put together and wrapped. But the skates were a total failure!

To begin with, Mr Seshadri found it impossible to skate on the grass. He tripped<sup>4</sup> and fell so many times that he was soon covered with cuts. He stopped trying to skate when he hit his forehead and was left with a bump, which became the colour and size of one of his prize-winning brinjals!

When Veena tried them on, she found that she could manage to skate over the grass. But instead of cutting the grass, the skates



- <sup>1</sup>wounded hurt or injured ★
- <sup>2</sup>roller skates ----->
- <sup>3</sup>lawn ground covered in green grass ★
- <sup>4</sup>tripped caught his foot on something



pulled out huge bunches of it. This left big bald patches on Mr Seshadri's beautiful lawn. Mr Seshadri was not pleased.

That's why Aunt Malu should have been more careful when Veena entered her workroom one morning and said, "I have an idea!"

Aunt Malu was so busy <sup>5</sup>pounding red hibiscus petals for making her herbal medicines that she didn't hear Veena.

"What do you think about getting rich?" Veena was a little louder. She pushed aside several tiny bottles with <sup>6</sup>cork stoppers and tall jars made of thick blue-green glass, so that she could sit on the table where her aunt was working.

<sup>5</sup>pounding crushing ★ <sup>6</sup>cork stoppers a kind of cap for bottles



Veena could not sit still. She liked to swing her legs and fiddle<sup>7</sup> with everything on the table. Sometimes, without thinking, she would mix up the seeds that Aunt Malu had just sorted out. Or spill some precious drops of jasmine oil onto the table. “Stop fiddling with the pineapple prickles! I’ve just washed and dried them. And don’t sit on my table if you can’t stop shaking it.” Aunt Malu was measuring out some shiny white cucumber seeds on a tiny weighing scale. “I’m not sure I should try any more of your ideas, Veena,” Malu said calmly. “The last time I tried one of your ideas, I ended up spending ten days in bed, not able to move at all.”

“It was only eight days! And it was just your arms you couldn’t move,” said Veena. “Anyway, that’s not going to happen this time. My idea for making you rich is going to be no trouble at all.”

Even at this point Aunt Malu could have been smart enough to change the topic. Or to start talking about the weather. Or the price of potatoes. Or wiser still she should have run from the room as fast as her plump<sup>8</sup> feet could carry her. Instead, she took a deep breath and asked, “So what do you have in mind this time?”

“My idea is simple,” said Veena. “Everyone knows you’re a wizard<sup>9</sup> with herbs and flowers—that you studied the ancient science of herbs from a holy man who spent thirty years up on a tree in the rainforests of Kerala. But only sick people or people with problems buy your herbal medicines. Now if you could make some product that everyone, and not just sick people would have to use—something like soap or face cream that almost *everybody* would have to use *every day*—then you’ll make more money.”

“But I’ve already tried that, Veena,” Aunt Malu pointed out. “I’ve already tried making herbal products that everyone can use. Remember the herbal laundry starch<sup>10</sup>? And the voice-improving pills made from clove and peppermints<sup>11</sup>? They were both such fantastic products. But no one bought them!”

“That’s because those two products were ... er...” Veena was not sure how to tell her aunt the truth. She thought for a bit and then went on, “Those two products were a little ahead of their time ...”

<sup>7</sup>fiddle to keep moving things around oneself with one’s hands ★ <sup>8</sup>plump slightly fat ★ <sup>9</sup>wizard (here) a person who is good at something ★ <sup>10</sup>laundry starch starch collected after boiling rice or wheat; the liquid product that is collected is added to washed clothes so that it becomes easier to iron them ★ <sup>11</sup>peppermints a kind of mint; mint is a plant that has cooling properties

The truth was that the herbal laundry starch made saris and bedsheets so crisp and stiff that these lengths of cloth could actually stand upright on their own, like a tent without pegs!

As for the voice-improving pills—that was another story!

Yet Aunt Malu's *Malu Herbal Cures* were very popular. Some mornings their front gate was blocked by a long queue of people wanting to buy some herbal medicine or the other.

Special favourites were the instant wart<sup>12</sup> removers, the birthmark<sup>13</sup>-fading lotion and the nail-growing cream that helped nails grow overnight. Another bestseller was the range of hair-colouring oils—you just had to sleep with the tips of your hair dipped in the oil. There was also the popular inhaler<sup>14</sup> that stopped people from snoring. And a sweet-smelling sachet that could be put under the pillow to stop people from having nightmares.



Aunt Malu was in deep thought. She then said firmly, “No, Veena, after all my years of special training, I don’t want to make an ordinary product.”

Aunt Malu turned down Veena’s idea of becoming rich. She pushed the thoughts of swimming with dolphins and shaking hands with koalas out of her mind. To be able to afford such luxuries, she will have to make ordinary things like herbal soaps and face creams. And she will not do such low things!

And so things continued just the way they were. She continued to eat ordinary food and do ordinary things: rice and *sambar*<sup>15</sup> for every meal; and riding her old bicycle up winding mountain paths and through the fields of rice. No exotic holidays with dolphins and koalas for now!

<sup>12</sup>wart a small swelling on the skin ★ <sup>13</sup>birthmark a mark on the skin that is present since one was born ★ <sup>14</sup>inhaler a small machine that contains medicine that one can breathe in; an inhaler helps people with breathing troubles ★ <sup>15</sup>sambar a dish from southern India made with lentils and vegetables

An extract from *Trouble with Magic*  
*Asha Nehemiah*

## Reading 1

1. What happened when Aunt Malu agreed to try out Veena's Adopt-a-Pet idea?
2. What was the gift that Aunt Malu made for her brother? What were the effects of giving that gift?
3. List a few actions Veena does when she sits on Aunt Malu's table.
4. What was the true story behind the failure of Aunt Malu's herbal laundry starch?
5. Which two products does Veena say 'were ahead of their time'? Why does she say so?
6. Were Aunt Malu's herbal medicines for *Malu Herbal Cures* successful? How do we know?
7. Name a few of Aunt Malu's popular medicines.

## Reading 2

1. The tone of the story is
  - a. humorous.
  - b. negative.
  - c. complaining.

Explain your choice.



2. Veena's ideas are very creative. Which of her ideas do you like best? Why?
3. Aunt Malu has made several herbal products. Discuss with your partner and decide which product you can develop further and how.
4. Do you like Veena's idea that Aunt Malu should make products for everybody and for every day? Why?
5. Work in teams of four. Do a mini research: ask your family, look at advertisements on TV, look at the products your family uses or the products you find in shops and supermarkets. How many of them claim to be herb-based? Make a list. What are these products meant to do? List these in a new column. Try to ask a few users if a product is fulfilling its promise.



Make a PowerPoint presentation or a presentation using chart paper. Present your findings to your class in three to five minutes. Get feedback on your research and presentation.

## Vocabulary

### Easily confused words

Read these sentences from the story:

And the mongoose wouldn't stop stealing food from *their* neighbour's kitchen.

Or to start talking about the *weather*.

Words like *there—their; weather—whether; bare—bear* often cause confusion. Let us learn the difference between a few of these words.



### Accept, except

accept: to agree

except: not including, without

**Example:** I will *accept* your every request *except* the last one.

### Brake, break

brake : (noun) a device to stop movement

: (verb) to stop movement

break: (noun) a pause or an opening

(verb) to destroy, to smash into pieces

**Example:** I tried to *brake* my bicycle so that I do not crash into the flowerpot and *break* it.



### Their, there, they're

their: used to say something belongs to a group of people

there: used to show position

they're: a short way to say *they are*

**Example:** The bag is *there*. It is *their* bag. *They're* looking for it.

### Its, it's

its: a possessive; used to say that something belongs to a non-living thing

it's: a short way to say *it is*

**Example:** *It's* a tiger cub. *It's* looking for *its* mother.

## You're, your

you're: a short way to say *you are*

your: to show possession; used to say that something belongs to the person we are speaking to

**Example:** This is *your* scarf.

Yes, thank you.

*You're* welcome.



## Lay, lie

lay: to place an object down

lie: to recline your body

**Example:** *Lay* the mat here. I am going to *lie* on it.

Note: past tense of *lay* is *laid*

past tense of *lie* is *lay*



## Use the right word from the brackets to fill in the blanks.

- Do not ..... any gifts from strangers. (accept/except)
  - Everyone wanted to watch the film ..... Jacqueline. (accept/except)
- Be careful! That vase is made of glass. It can ..... (break/brake)
  - The mechanic repaired my bicycles ..... (break/brake)
- ..... leaving for Chennai today. (There/They're/Their)
  - ..... flight is at 5 p.m. (There/They're/Their)
  - Where are they? Over ..... at the coffee shop. (there/they're/their)
- ..... handwriting is so neat. (You're/Your)
  - ..... so smart. (You're/Your)
- Before I go to bed, I ..... my uniform out on the sofa. (lie/lay)
  - I ..... in my bed for some time before I can fall asleep. (lie/lay)



# Grammar

## Reflexive pronouns

Read these sentences:

Aunt Malu made all the herbal products *herself*.

Aunt Malu scolded *herself* for listening to Veena.

Aunt Malu and Mr Seshadri knew that if they listened to Veena's ideas they would only bring further trouble to *themselves*.



Notice the words *themselves* and *herself*. These words are called reflexive pronouns.

*Reflexive pronouns* tell us that the doer and the receiver of the action is the same person.

The *queen* looked at *herself* in the mirror.

↓                      ↓  
 Subject (doer)      Object (receiver)

Here the subject (*the queen*) and the object (*herself*) refer to the same person.



Learn the reflexive pronouns from the table below:

	Singular		Plural	
First person	Personal pronoun	Reflexive pronoun	Personal pronoun	Reflexive pronoun
	I	myself	we	ourselves
Second person	you	yourself	you	yourselves
Third person	he she it	himself herself itself	they	themselves

1. Fill in the blanks with **myself**, **yourself**, **himself**, **herself** and **ourselves**. One has been done for you.

- a. I am teaching ..... **myself** ..... to play the drums with the help of a website.
- b. Thank you for inviting us to the party. We enjoyed ..... thoroughly.

- c. She is preparing ..... for the race.
- d. He keeps looking at ..... in the mirror all day!
- e. Please remind ..... . You must not miss the show.

**2. Circle the correct answer.**

- a. I will cook dinner for Jenny as she is too young to use the stove. Joseph can cook for (him/himself).
- b. We are hungry. We're going out to buy (us/ourselves) some snacks.
- c. Aditya hurt (him/himself) when he was cutting the cake.
- d. The elephant calf is washing (itself/itself) in the pond.
- e. I laughed when I looked at (myself/me) in the mirror. There was paint on my nose!
- f. Children, here are some fruits. Please help (yourselves/you).

**Pronunciation** 

**The /sh/ sound**

**1. Look at these words containing ti, ci, ssi and sh (pronounced /sh/) here. Say them aloud.**

relation	gracious	depression	mushroom
station	vicious	compression	washroom
reflection	electrician	confession	cushion

**2. Say the following words aloud. Stress on the underlined syllables. Notice that the stressed syllable always comes immediately before the syllable with the /sh/ sound.**

musician	<u>pre</u> ciou <u>s</u>
invit <u>at</u> ion	sen <u>sat</u> ion
<u>an</u> cient	<u>vi</u> ciou <u>s</u>

**3. Repeat these tongue-twisters to practise the /sh/ sound.**

- a. Selfish shellfish
- b. She sells seashells on the seashore.
- c. The seashells she sells are seashells, she's sure.
- d. Shy Shelly says she shall sew sheets.



# Writing

## Using powerful verbs

Read these sentences:

The bear *went* down the hill.

The bear *ran* down the hill.

The bear *charged* down the hill.



The first sentence gives the picture of a bear just walking down the hill. There is no other feeling attached to the bear's action.

The second sentence adds some urgency to the action as the bear *ran* down.

The third sentence gives a more powerful picture. One can imagine the angry animal *charging* at full speed towards something.

*Went*, *ran* and *charged* are all verbs. But, they have meanings of different strength. Here, *ran* is more powerful than *went* and *charged* is the most powerful verb. Using a powerful verb helps the reader to imagine the bear's movement more clearly.

Replace the verb in the sentence with any of the verbs given below and notice the difference in the meaning.

The bear ..... down the hill.

skipped   strolled   limped   bolted   crawled   crept

1. Here are a few ordinary verbs. Match them with a powerful verb with a similar meaning. One has been done for you.

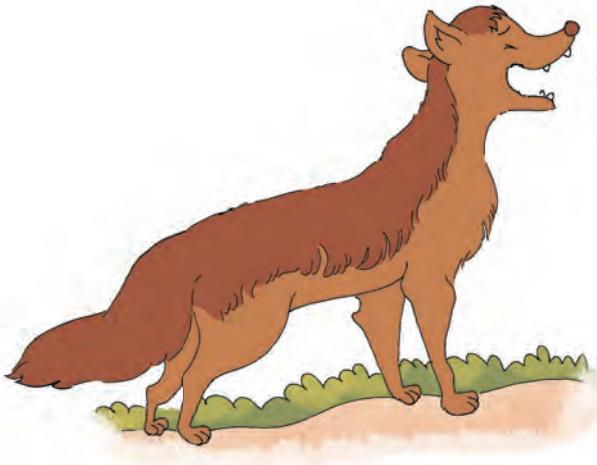
- walk
- fly
- hold
- climb
- see
- eat

- stroll
- soar
- clutch
- notice
- scale
- gobble

2. Use a powerful verb from the box to replace the underlined words in the story given on the next page.

gorging on   requested   released   grinned   gulp   suffered from   darted

Wolf was eating his dinner. Suddenly, a small bone got stuck in his throat. He could not swallow it. He felt terrible pain in his throat, and ran up and down groaning. He asked every one he met to remove the bone. "I would give anything," he said, "if you would take it out." At last Crane agreed to try, and told Wolf to lie on his side and open his jaws as wide as he could. Then Crane put its long neck down Wolf's throat, and with its beak loosened the bone and got it out. "Give me the reward you promised," said Crane. Wolf smiled and said, "Be content. You have put your head inside Wolf's mouth and taken it out again safely. That is reward enough for you."



## Speaking

### Asking for and giving opinions

When we ask for an opinion we can start our sentences in these ways:

Do you think ...?

What is your opinion on ...?

Do you think it is a good idea to ...?

What do you think of ...?

When we give an opinion we can start our sentences in these ways:

I think ...

I do not think/don't think ...

In my opinion, ...

Read this dialogue:

Do you think it's a good idea for Aunt Malu to make herbal products that everyone can use? (asking for opinion)

Yes, I think she should use her skills and intelligence to help people.

No, I don't think she should try to make any more herbal products for everyone. She tried to, but it did not work well for her and for her users.

In my opinion, she should/could first find out what people want. Then she should research well and make useful products.

Here are a few situations. Work with your partner. Take turns to ask for and give an opinion on each of the situations.

1. keeping a classroom pet
2. renovating and using old unused train bogies and airplanes as classrooms
3. coming to school on a new moon night for stargazing
4. visiting a bird sanctuary with an expert

**Note how to use the verb while asking for and giving opinions:**

A: Do you think we can *keep* a classroom pet?/What do you think of *keeping* classroom pets?

B: I do not think/I think we *should/could/can keep* a classroom pet because ...

A: Do you think it's a good idea *to keep* a classroom pet?

B: I think/do not think it is a good idea *to keep* a classroom pet because ...

A: What is your opinion on *keeping* a classroom pet?

B: In my opinion, we *should/can/cannot keep* a classroom pet because ...

## Completing a chain story

Divide your class into teams of 10 and start a chain story. Each person contributes one simple sentence to the conversation. All sentences except the first one begin with "Yes, and ...". Each new sentence must further the scene in the previous sentence and it must be more exaggerated.

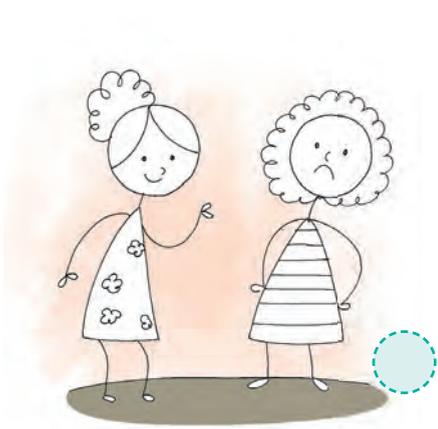
Example:

1. The jungle is full of wild animals.
2. Yes, and one of them is very huge and dangerous.
3. Yes, and it has caused a lot of trouble to the people passing by.
4. Yes, and no one has lived to describe the animal.
4. Yes, and I think it is coming towards us now.
5. Yes, and I can hear its loud footsteps on the ground.
6. Yes, and I can smell something very terrible.
7. Yes, and our van won't start.
8. Yes, and the wheels are going deeper into the wet earth.
9. Yes, and the ground is shaking like there is an earthquake.
10. Yes, and our van has become a helicopter! (Try new stories with new settings and characters.)



## Listening to a story to recognize sequence

You are going to listen to a story told by a four-year-old boy named Orion. The story is called 'Pumpka Pimpkalnni in'. Listen to the story and number the pictures as per the sequence of events in the narrative.

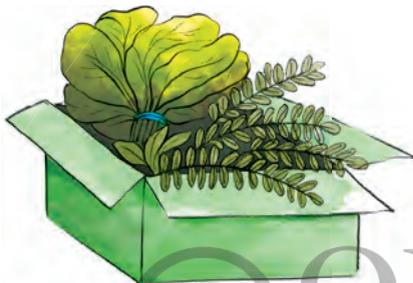


# Art Corner

## Making natural colours

You have just read a story where Veena's aunt uses herbs to make medicines and cosmetics. These days many people celebrate Holi using herbal colours.

Let us work in teams to make our own colours! Your teacher will divide the class into teams. All team members will work together to collect flowers, leaves and fruits, to make four colours—red, blue, green and yellow. Once you collect all the ingredients, ask an adult to help you to dry and grind everything to powder. Here are the things you will need to collect to make these four colours:



### To make green colour

Dry henna leaves and leaves of gulmohar or spinach. Grind to powder.

### To make yellow colour

Grind turmeric or dried *amaltas*, chrysanthemum, marigold and sunflower. Mix with gram flour.



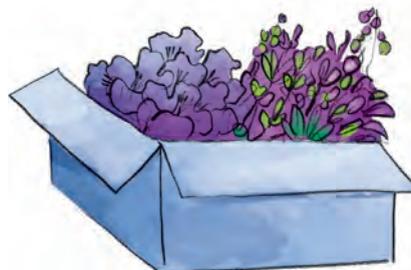
### To make red colour

Grind dried rose petals, red sandalwood, seeds of dried pomegranate, *palash* (flame of the forest) flowers and hibiscus flowers.



### To make blue colour

Collect indigo and jacaranda flowers. Dry and grind them to a powder. Add black grape juice and leave the mixture to dry.



# 4

# Mulan



## Starter

Look at the photographs given below. Do you recognize these women? Find out their names and match them to their professions.



1. ....



2. ....



3. ....

astronaut

sportsperson

pilot

singer

writer

scientist



4. ....

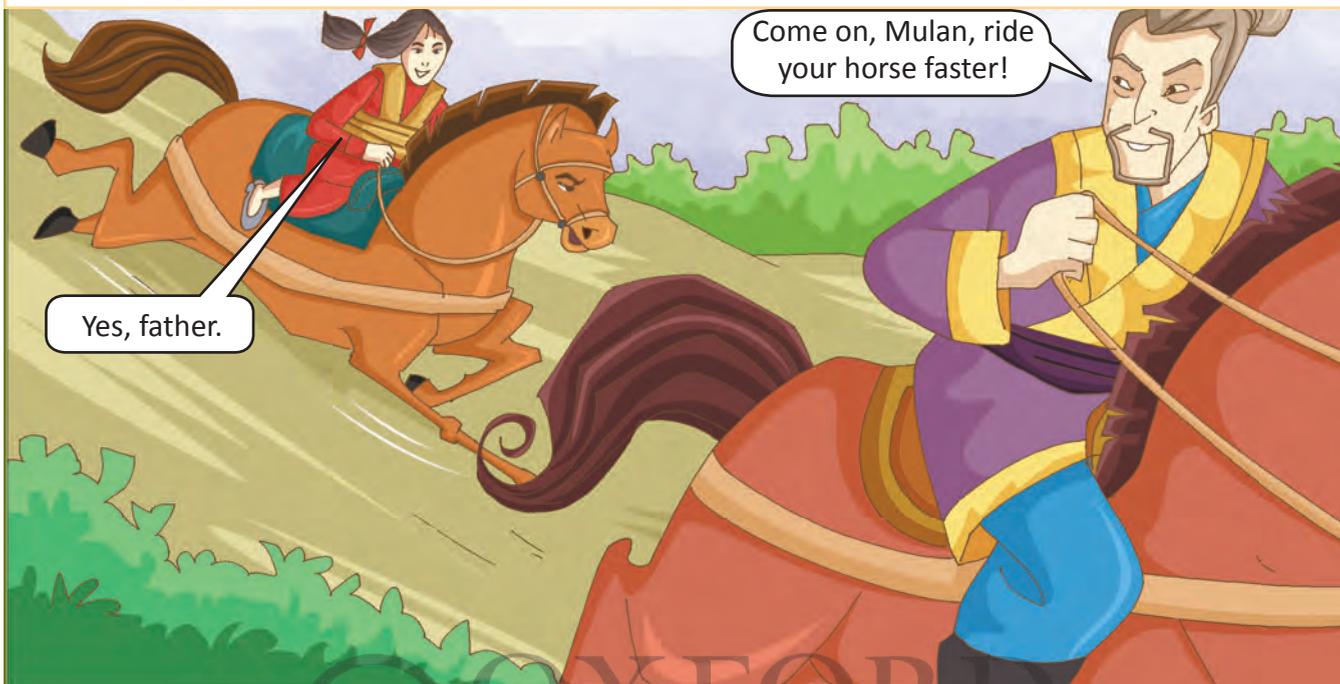


5. ....

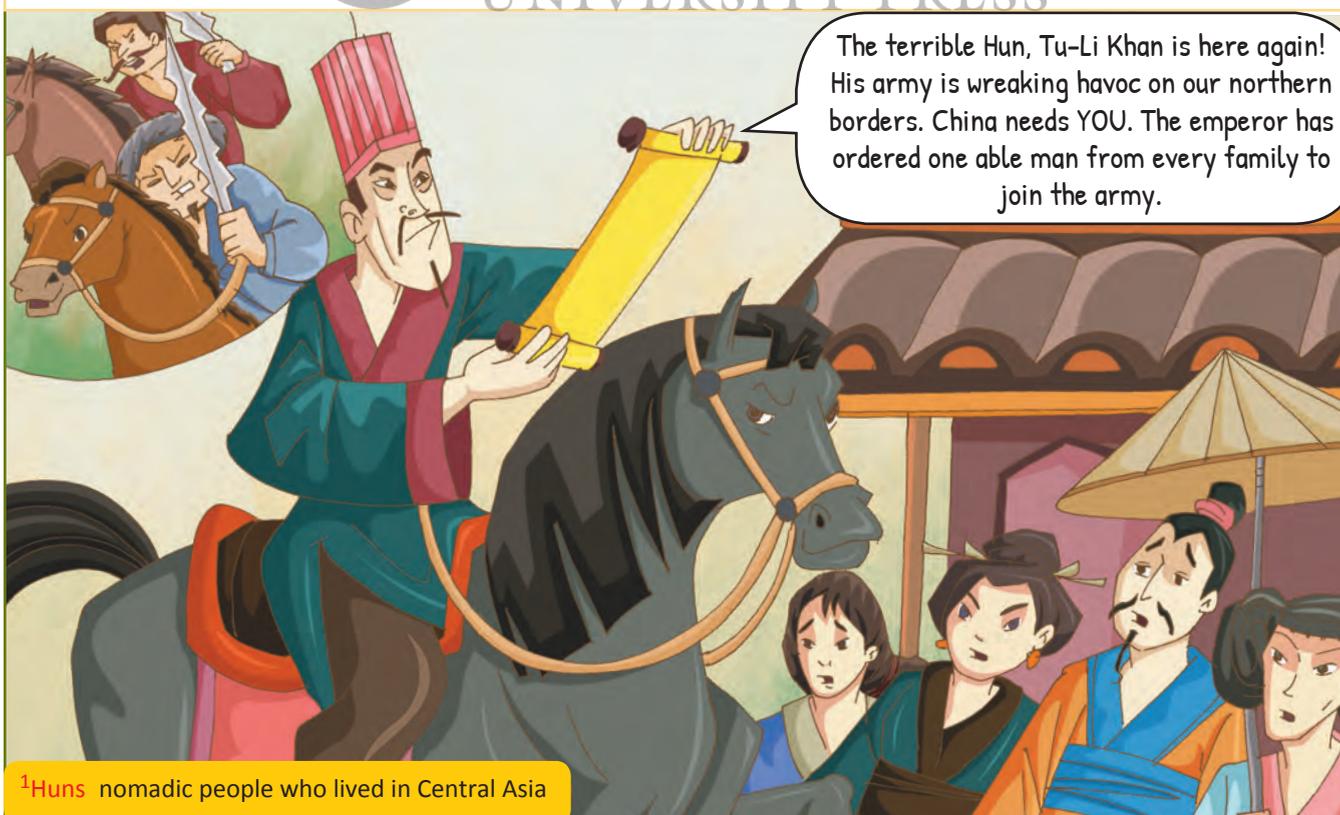


6. ....

 A long time ago, in the state of Northern Wei in ancient China, there lived a beautiful young girl named Hua Mulan. Her father, a General in the Imperial Chinese army, had just returned from a very long battle. He was tired and injured. Yet Hua Zhou never lost an opportunity to train his daughter to be a strong and brave girl.



One day, news comes that the Huns<sup>1</sup> had invaded China.



<sup>1</sup>Huns nomadic people who lived in Central Asia

Mulan realizes that her father is too old and tired to fight in another battle. Her brother is too young.



In the quiet darkness of the night, Mulan rides away on her father's trusted horse.



At the army training camp, Mulan practises with trained soldiers.



Two months later, Mulan's efforts are rewarded. She is appointed as second in command by the Commanding Officer, Fa Ling.



One night, suddenly Tu-Li Khan's men attack the camp. Mulan fights fiercely to defend the camp. Soon, Fa Ling and the others join in.



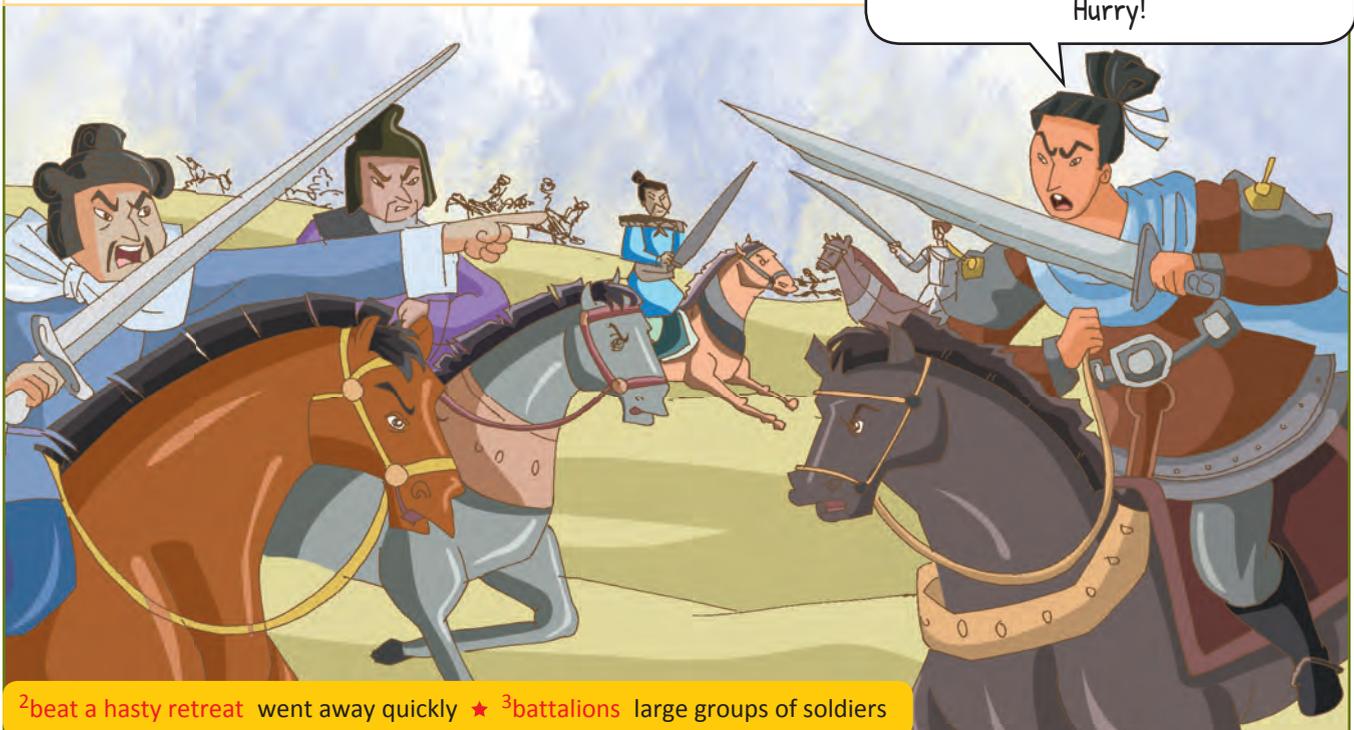
In a fierce conflict, Tu-Li-Khan's men are defeated. They beat a hasty retreat<sup>2</sup>.

Well done! You fought bravely!  
It looks like Tu-Li-Khan has come very close. I am taking a few soldiers to check the situation. You stay in command here.



Two weeks later, one of Tu-Li-Khan's battalions<sup>3</sup> attacks a fort guarded by Fa Ling. Fa Ling and his soldiers fight bravely. Fa Ling sends a soldier back to the camp.

Soldier, I want you to travel as fast as you can to the base camp. Ask Hua Li to send us more ammunition and supplies. Hurry!



<sup>2</sup>beat a hasty retreat went away quickly ★ <sup>3</sup>battalions large groups of soldiers

At the base camp:



However, Tu-Li-Khan hears of the large consignment<sup>4</sup> and his men ambush<sup>5</sup> Zhang Ying.



No, Zhang Ying, it wasn't your fault. I underestimated<sup>6</sup> our enemy. This isn't the time to blame anyone. Let's work to get our supplies back. Commander Ling is waiting for them.



<sup>4</sup>consignment a quantity of goods that is to be sent somewhere ★ <sup>5</sup>ambush attack somebody after hiding and waiting  
★ <sup>6</sup>underestimated did not realize how strong somebody is

The next day, at Tu-Li-Khan's camp, Mulan pretends to surrender.



Tu-Li-Khan is not ready to believe Mulan immediately. He decides to test her.



The next day, Mulan arrives with the first load of food and fodder loaded on the horses. Tu-Li-Khan is very pleased.



But the supply isn't delivered even after four hours. The General loses his patience and gets angry.



The arrogant Khan believes Mulan's words. With a small army of his soldiers, he crosses over the Heshui river. And in no time Hua Li's soldiers who were hiding among the supplies overpower Khan.



Mulan and her men take the captives and retrieve supplies to Commander Fa Ling's fort.

YOU have saved China, Hua Li. I'll take you to the emperor.



At the emperor's court:

Hua Li, you'll be my Supreme Commander. Now ask whatever you wish.

Your Majesty, all of us fought and won together. I have served my country. Now I must return to my old parents and do my duty as their child.



The emperor grants Mulan permission to go home.



## Reading 1

1. Do you know who these characters are? Match the names to their identities.

### Names

- Tu-Li-Khan
- Hua Li
- Fa Ling
- Zhang Ying

### Identities

- a trusted soldier
- a Hun leader
- Mulan's adopted name
- the commanding officer of the troop

2. Give evidence from the story to prove the following. One has been done for you.

- |                                   |  |
|-----------------------------------|--|
| a. Mulan was very caring.         | Mulan pretends to be Hua Li. She prevents her old father from going back to fight. |
| b. Mulan was clever.              |  |
| c. Fa Ling was a good leader.     |  |
| d. The emperor was considerate.   |  |
| e. Tu-Li-Khan was not very smart. |  |
| f. Mulan was modest.              |  |

### 3. Who said these lines to whom and why?

- 'All of us fought and won together.'
- 'Our brave daughter! Welcome home!'
- 'I have come to surrender.'
- 'You have saved China!'
- 'You'll be my Supreme Commander.'

## Reading 2

- Mulan had to live and fight pretending to be a man. It must have been very difficult for her to be Hua Li. Imagine you are Mulan. Talk about your experience in about five sentences to your partner. Discuss what problems you had faced and how you overcame them.
- The emperor commands Mulan to ask for anything she wishes. However, Mulan only asks to be relieved from the army. What does this tell us about Mulan?



## Vocabulary

# OXFORD

### Masculine and feminine

## UNIVERSITY PRESS

Look at this list of nouns we use to talk about the male or female in human beings:

Masculine	Feminine	Masculine	Feminine
father	mother	king	queen
man	woman	brother	sister
emperor	empress	monk	nun
son	daughter	sir	madam
gentleman	lady	uncle	aunt
husband	wife	nephew	niece
lord	lady	wizard	witch
brother	sister	grandfather	grandmother



When we talk about people's professions, we no longer use many masculine and feminine forms. We use neutral expressions.

Match the old words in column A to the modern expressions in column B. One has been done for you.

A	B
housewife <input checked="" type="radio"/>	<input type="radio"/> actor
salesgirl <input type="radio"/>	<input type="radio"/> flight attendant
fireman <input type="radio"/>	<input type="radio"/> chairperson
actress <input type="radio"/>	<input type="radio"/> firefighter
air hostess <input type="radio"/>	<input type="radio"/> salesperson
chairman <input type="radio"/>	<input checked="" type="radio"/> homemaker
postman <input type="radio"/>	<input type="radio"/> postal worker

## Grammar

### Order of adjectives

Read these sentences:

Mulan was a *brave, strong, young, Chinese* warrior.

Her father had been a *courageous, intelligent and hardworking* warrior in the Imperial Chinese army.

Now he was *injured, tired* and *old*.

Mulan wore *shining, new, red and yellow, silken, warrior* clothes as she left home to join the army.



Did you notice the number of adjectives before the noun in each of these sentences? Sometimes we use more than one adjective before a noun. When we do that, it is important to know the order in which these adjectives can appear.

Look at the table below to learn the order:

Opinion	Appearance (size then shape)/Quality	Age/Period	Colour/ Pattern	Origin/ Material	Type/ Function
interesting, intelligent, clever, foolish	small, big, short, shiny, broken, narrow, wide, big, large	new, old, young, antique, ancient, five- day-old	red, green, striped, dotted	Indian, French, gold, cotton	dancing, multi- purpose, cooking

Look at these examples:

Adjectives							
Articles	Opinion	Appearance (size then shape)/ Quality	Age/ Period	Colour/ Pattern	Origin/ Material	Type/ Function	Noun
a		large	old		Indian		vase
an	intelligent		young	brown	German	hunting	dog
an	amazing	large			copper		statue
a	beautiful	small		pink	cloth		bag
a	beautiful			red and yellow	feathered		costume
a	magnificent		new	black	Italian	fishing	rod

**Remember:** Use opinion adjectives before descriptive adjectives.

1. Arrange the following adjectives in the right sequence and rewrite the sentences. One has been done for you.

- Malli is a strong, little, young Indian girl.
- She herds her cattle in the green, large pastures in the Himalayan valley.
- She met a little, happy, brown squirrel climbing a tree.
- The squirrel introduced her to a/an old nice wise elf.
- The elf lived in a charming, little mushroom house.
- The elf offered her tea in a small, ceramic, clean cup.



2. Are the following adjectives in the right order? Order them if necessary and rewrite them in your notebook.

- a well-cut red silk coat
- a beautiful Kashmiri shawl
- a golden large mango
- an/a interesting old Sanskrit novel
- an/a exquisite wooden round box
- the English famous cricketer



# Dictionary

## Abbreviations

An *abbreviation* is a short form of a word. It is usually formed using the first letters of a word which is to be abbreviated. When we use an abbreviation while speaking, we:

1. say each letter separately **Example:** BBC (bee-bee-cee)
2. say it as a word (this is called an acronym) **Example:** RADAR for 'Radio Detection and Ranging'
3. say the full form of the word **Example:** St (street)

The dictionary tells us how to pronounce abbreviated words.

Use the dictionary to check how each of the following abbreviations are said. Put a tick mark in the correct column. Then write the full form of the abbreviation. One has been done for you.

	We say each letter separately	We say it as an acronym	We say the full form of the word	Full form of the word
p.m.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	post meridiem
attn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ATM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e.g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
approx.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SCUBA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# Writing

## Adding *who, when, where, how* details

Read this sentence:

The girl danced.

It is a very simple sentence with very little information. Good writers give more information to make the text interesting to the readers.

Notice how more information can be added to make the sentence more interesting:

The girl danced.

The happy girl danced.

The happy girl danced cheerfully.

The happy girl danced cheerfully in the garden.

The happy girl danced cheerfully in the garden all day.

{The happy girl} danced cheerfully {in the garden} (all day).

{ who } did what how { where } (when)



Add as many details (who, what, how, where, when) as possible to the sentences below.

1. The birds flew. ....
2. The children ate. ....
3. A fruit fell. ....
4. The ship sailed. ....

## Speaking

### Describing a person



We can describe people by talking about their looks, behaviour, habits and what they do.

**Example:** Sheena is a tall girl. She has long black hair. She wears her hair in two plaits.

She laughs a lot. She likes to help people. On Sundays, she reads out stories to the little children admitted in the hospital.

1. Describe the people in these pictures below.



2. Now, describe yourself to your classmates.

## Listening

### Listening to a personal story to understand emotions

You are going to listen to a person talking about his experience in buying a new house. As he begins to live there, he feels there are a few others who live in the house as well. He can't see them though. He can only hear them.

Before you listen to the story, underline all the feeling words in the box given below, that you think the speaker must have experienced. Then listen to the story.

scared    terrified    happy    sad    worried    excited    angry  
irritated    puzzled    interested    miserable    content    delighted

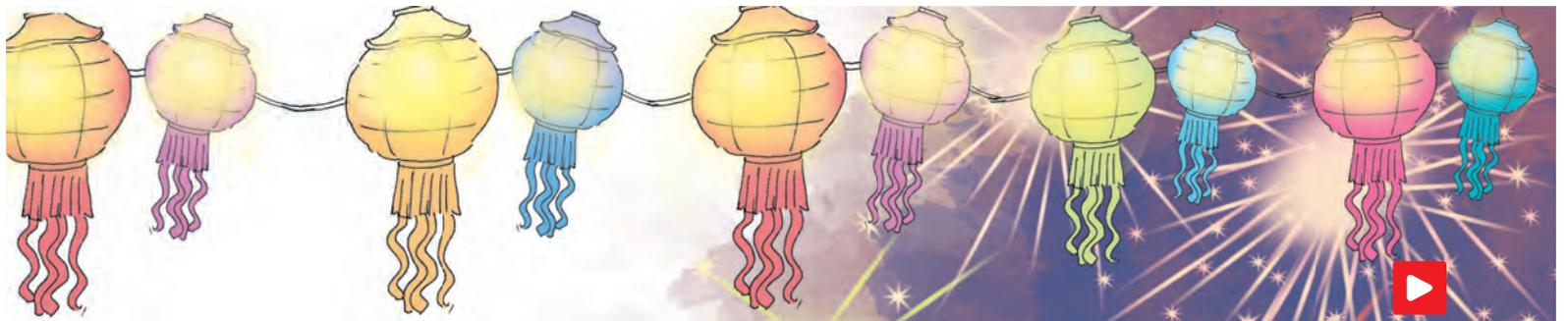
## Life skills

### Cognitive or thinking skills: Self-awareness

People with growth mindset believe that their basic abilities can be improved through hard work.

Work with a partner. Place a book or card on column B. Discuss whether you ever say the statements in column A. Discuss why. What does this choice tell you about yourself? Do you believe in your abilities? Now read the matching statements in column B. Do you notice how people with growth mindset believe in themselves? 

A	B
This is so hard.	This is going to take more effort than I expected.
She's so smart. I am not as smart.	I'm going to speak and find out how she does things. I'll learn from her.
I make so many mistakes.	Mistakes help me to learn better.
I cannot solve this problem.	I am going to train my brain to patiently solve the problem.
I am so good at this.	I have made good progress. I am learning well.
I give up.	Let me consciously watch how I learn and see if I can use some strategies my friends use.

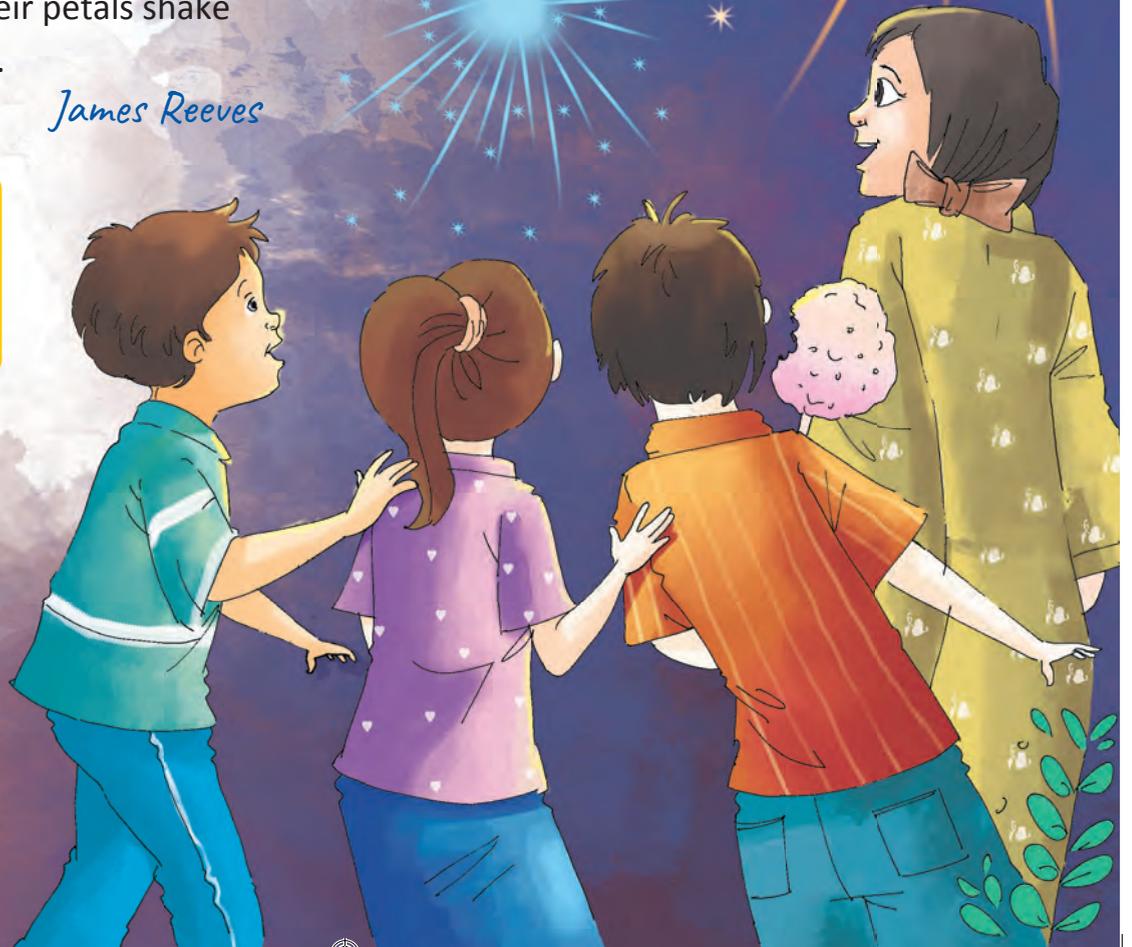


# Fireworks

 They rise like sudden fiery flowers  
That burst upon the night,  
Then fall to earth in burning showers  
Of crimson, blue and white.  
Like buds too wonderful to name,  
Each miracle unfolds  
And Catherine wheels<sup>1</sup> begin to flame  
Like whirling marigolds.  
Rockets and Roman candles<sup>2</sup> make  
An orchard of the sky,  
Where magic trees their petals shake  
Upon each gazing eye.

*James Reeves*

<sup>1</sup>Catherine wheels round, flat fireworks that spin around when lit ★ <sup>2</sup>Roman candles fireworks that emit a stream of sparks



## Poem appreciation

1. If the poet had not given the poem a title, what would you assume 'they' in the first line stands for? Give two reasons to support your answer.
2. Identify two verbs that suggest speed.
3. Identify two adjectives that show how bright the fireworks are.
4. Why does the poet say that *Rockets and Roman candles make/An orchard of the sky*?
5. Pick out words that the poet uses to suggest that the scene was not ordinary, not something s/he was used to.
6. One column in the following table has the similes in the poem. The second column has the aspect of the fireworks being compared. Match the correct pairs.

Simile	Aspect of the fireworks
they rise like sudden fiery flowers <input type="radio"/>	<input type="radio"/> the burst of colourful lights
like buds too wonderful to name <input type="radio"/>	<input type="radio"/> the quick rotation displaying sparks and coloured flame
like whirling marigolds <input type="radio"/>	<input type="radio"/> the sparkling shower of colourful light

## Activity

The poem recreates a visual treat. Read the poem closely and recollect images of watching a display of fireworks. Now do the following activity:

**Wima is blind since birth. She has never seen colours or light. How will you describe a firework show to her? Write out the description that you would use to describe the show to Wima.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....





# 5

# Yeti



## Starter

Whose footprints are these? Match the pictures of footprints to the animals who made them.

Footprints



Animals



Read about the mysterious creature called Yeti.



In 1974, teenager Lhakpa lived in a Nepalese village high in the Himalayan mountains. Each day she climbed the pathway up the mountain to graze<sup>1</sup> a herd of yaks. Lhakpa saw few people on the steep mountain paths. Only Buddhist monks, who chose to build their monasteries far away from the town and the cities, lived this high up. Lhakpa had heard tales of the yeti, an ape-like beast that lived in the Himalayas. But the mountains stretched for thousands of miles. She never expected to see one herself.

<sup>1</sup>graze (here) took the yaks to eat grass

One day, as Lhakpa was grazing the herd, she noticed that the yaks seemed restless. She thought that a bear or a snow leopard might be nearby. Lhakpa led the yaks to a clear, snow-fed stream. She had a drink of water from the stream and then watched as the yaks fed on the tough mountain grass.

Suddenly, Lhakpa heard a strange deep grunt<sup>2</sup>. She whirled<sup>3</sup> around as a huge, two-legged creature came rushing towards her. It was a yeti! Terrified, she broke into a run. But it was too late. The yeti grabbed Lhakpa in its long hairy arms. She screamed and kicked but the yeti was too strong. Then without warning, the beast dropped her into the icy stream and turned to her yaks. With powerful blows, it quickly killed three of the enormous beasts.



Lhakpa crawled out of the stream and ran home as fast as she could. When the police investigated the scene, they found the yeti's large footprints—but not the yeti.

Lhakpa's story is similar to many other tales of the yeti reported by people living in the Himalayas. Mountaineers drawn<sup>4</sup> by the challenge of exploring the world's highest mountain range have also told chilling tales of this ape-like beast. The name 'yeti' comes from the Sherpa<sup>5</sup> words 'yeh the', which mean 'that thing'. The Abominable<sup>6</sup> Snowman is another name for the yeti.

<sup>2</sup>grunt a short rough sound ★ <sup>3</sup>whirled moved around very quickly ★ <sup>4</sup>drawn attracted ★ <sup>5</sup>Sherpa people who guide others in the mountains ★ <sup>6</sup>Abominable unpleasant

In 1951, mountaineer Eric Shipton and his party were exploring an unknown part of the Himalayas when they came across a line of strange footprints in the snow. The footprints looked similar to human footprints—but they were twice as wide. They had sunk much deeper into the snow than the climber’s boot prints, so they must have been made by an incredibly<sup>7</sup> heavy creature. Most amazing of all, the clear toe prints showed that the creature was walking barefoot in the freezing snow.

In 1970, another mountaineer had an even closer encounter with a yeti. Don Whillans was climbing in the Himalayas when a Sherpa guide called out, “Yeti coming!”

Don looked up but only caught a quick look at the black, ape-like figure before it disappeared behind a ridge. The next day, Don found the creature’s footprints in the snow. They were about the same size as his boot prints. The Sherpa guide told him that the footprints were that of a baby yeti.

Later that night, Don saw the creature again. He was looking out of his tent into the bright moonlight when it came loping<sup>8</sup> along. It headed for a clump of trees and began pulling the branches. Don grabbed his binoculars. But the creature suddenly noticed him and ran across the mountain and out of sight.

The number of yeti sightings caught the interest of some scientists. They studied photos and plaster casts of yeti footprints and then compared them with other animal footprints. They decided that the yeti prints could not have been made by a bear, an ape, an antelope or any other known animal.

Apart from footprints, little evidence about the yeti has been found. Yeti footprints are still being found. In 1992, Julian Freeman-Atwood found footprints on a glacier that no one had climbed for 30 years.

Will the mystery of the yeti be solved? What sort of a creature is it? Where does it sleep? How does it find enough food to survive on the snow-covered mountains? Are some mountaineers going to meet a yeti on one of their climbs? Maybe one day we will discover the answers!

<sup>7</sup>incredibly (here) extremely ★  
<sup>8</sup>loping moving or running with jumping steps

## Reading 1

1. Find sentences from the passage to correct the following false statements. One has been done for you.

False statements	Quotes to prove the statement wrong
Lhakpa was a lazy girl.	Each day she climbed the pathway up the mountain to graze a herd of yaks.
Many people lived on the steep mountain paths of Mount Everest.	
Yetis walk on four legs.	
Eric Shipton thought yetis are light creatures.	
Yeti footprints are no longer found.	

2. Who was Lhakpa? Where did she live?
3. What did Lhakpa do when she saw that the yaks were restless?
4. What did the police find?
5. Why did the scientists decide that the footprints didn't belong to any animal known to them?

## Reading 2

1. Do you believe yetis are real? Why?
2. How do you suggest we must respond when we hear/see something that is new/unknown to human beings yet?

## Vocabulary

### Compound words

Look at these expressions:

*ape-like* beast

*two-legged* creature

*snow-covered* mountains

*snow-fed* streams

The italicized words are known as compound words. In the expressions given, the compound words describe nouns.

Hence, these are also known as *compound adjectives*.



A *compound adjective* is an adjective that comprises more than one word.

Usually, when these words come before a noun, hyphens are used to connect them and make them appear as one adjective.

Take a word from the first column, then find a word from the next column to make another word. Write down the new word in the last column. One has been done for you.

kind	famous	kind-hearted
well	fashioned	
old	hearted	
mouth	looking	
good	watering	
world	behaved	



## Grammar

### Simple past and past continuous tense

Read these sentences:

Lhakpa *lived* in a Nepalese village.

Don *saw* the creature again.

A strange animal *was rushing* towards her.

Eric Sipton and his party *were exploring* the Himalayas.

Notice that the words in italics are verbs. They tell us about past action. *Lived* and *saw* talk about past states and actions. *Was rushing* and *were exploring* talk about actions happening for a continuing duration in the past.

### Simple past tense

We use the simple past to talk about past actions, states or facts.

Xuan Zang *was* a great scholar.

He *lived* in China.

He *wrote* about India and Central Asia.

To make the simple past we add *-ed* to most verbs. These verbs are called regular verbs.

like—liked

walk—walked

jump—jumped

call—called



Certain verbs in simple past form do not end in *-ed*. These verbs are called irregular verbs.

be—was/were      drink—drank  
think—thought    cut—cut

### Using simple past tense

- To make positive statements in past simple we use this form:  
subject + verb in past simple

#### Positive statements in past simple

I/we/you/he/she/it/they worked.

This form remains the same for all persons.

- To make negative statements in past simple we use this form:  
subject + *did not/didn't* + verb in base form

#### Negative statements in past simple

I/we/you/he/she/it/they did not run.

- To form questions we use *did*  
*did* + subject + verb in base form

#### Questions in past simple

Did I/we/you/he/she/it/they call?

### Past continuous tense

We use the past continuous form to talk about an activity that was going on (or not going on) at a particular time in the past.

I *was reading* a book yesterday.



They *were playing* badminton in the garden in the morning. I *wasn't playing* then.

## Using past continuous tense

- To make statements using past continuous, we add *were/was* to verbs in *-ing* form.

Subject	Positive statement +	Negative statements –
You/we/they	were working.	were not/weren't working.
I/he/she/it	was working.	was not/wasn't working.



- to make questions, we add *were/was* before the subject.

	Subject	Verb
Were	you/we/they	working?
Was	I/he/she/it	working?

## Past simple and past continuous tense

Sometimes two actions happen in the past: we are in the middle of doing something and suddenly something else happens.

**Example:** Eric's party *was exploring* the Himalayas when they *saw* the strange footprints.

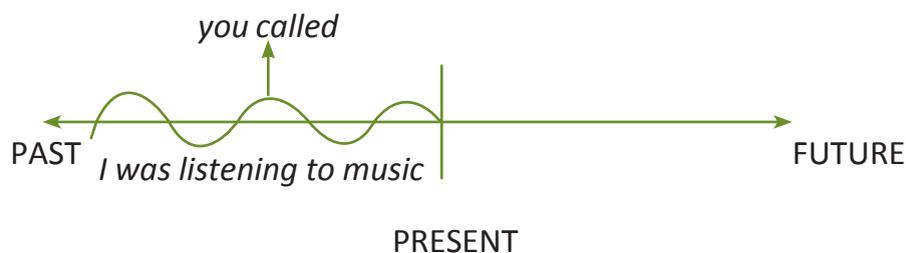
Action 1: *was exploring*

Action 2: *saw*

**Example:** I *was listening* to music when you *called*.

Action 1: *listening* to music

Action 2: you *called*



**Fill in the table on the next page with simple past and past continuous verbs from the story below.**

Once Xuan Zang was travelling through a forest with a few monks when a gang of bandits attacked the saintly travellers. They robbed the travellers and pushed them into a dry pond. The merciless decoits planned to kill the monks. However, while the bandits were quarrelling over the loot, one of the monks noticed a hole behind the bushes. He signalled to Xuan Zang.



Slowly, the two men slipped away into the hole. The hole turned out to be a tunnel. It led to a village. Xuan Zang and his fellow monk alerted the village. Even while the bandits were fighting among themselves, the villagers reached the spot. They drove away the bandits and rescued the other monks.

Simple past	Past continuous

## Spelling

### Rules for adding *-ed* to verbs to make the past form

Regular verbs in the simple past end with *-ed*. Usually, these verbs use the following few spelling rules:

- If the verb ends with *-e*, add *-d*.  
Example: decide + *-d* = decided
- If the verb ends with a consonant + vowel + consonant, double the last letter and add *-ed*.  
Example: travel + *-l + -ed* = travelled
- If the verb ends with a consonant + *-y*, the *-y* becomes *-ied*.  
Example: study + *-y + -ied* = studied
- If the verb ends with a vowel + *-y*, add *-ed*.  
Example: stay + *-ed* = stayed
- If the verb ends with two or more consonants, add *-ed*.  
Example: ask + *-ed* = asked



**What is the simple past form of the following verbs? Write them in your notebook.**

1. arrive
2. open
3. carry
4. like
5. use

## Writing

### Paragraph: the sandwich method

A paragraph is a group of sentences talking about ONE idea.

The structure of a good paragraph can be compared to a tasty sandwich—just as a sandwich has different layers, a paragraph too has different parts. Just as the different layers in a sandwich together make one taste, all the parts in a paragraph too convey one idea together.

**1. The first sentence of a paragraph tells the reader what the paragraph is about.**

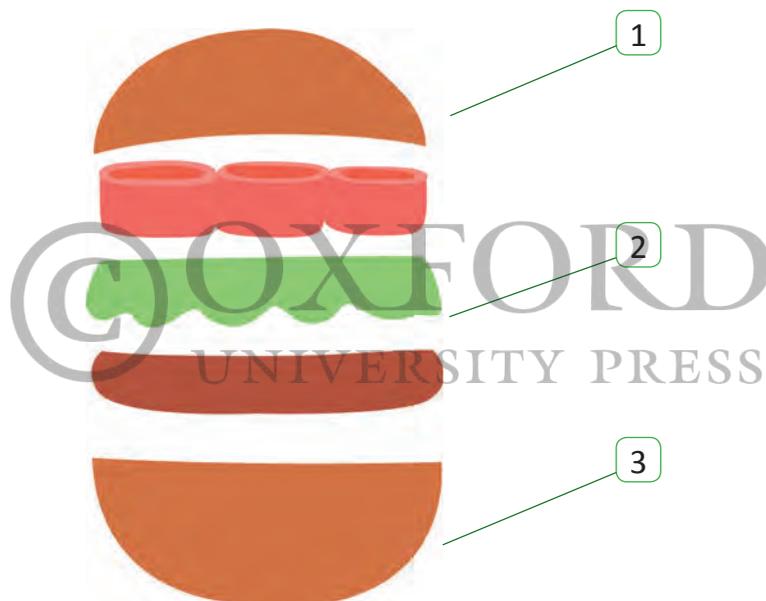
There are many reasons why I try to speak English in school.

**2. Sentences within a paragraph provide interesting details.**

First of all, when I talk to my friends in English, I think deeply to choose my words too carefully. Secondly, when I use English my friends reply in English too. This way I hear some new words. Finally, when I make a mistake, my friends gently correct me. I like that.

**3. Your closing sentence must complete the idea. In a way it restates the topic sentence.**

We speak in our mother tongue at home. So, I find school the best place to practise my English.



Now write a sandwich paragraph on a class trip or a family trip.

## Speaking

### Speaking about similarities and differences

Given on the next page are two pictures. Work with a partner. Choose one picture each. Hide the picture that is not yours. Discuss the similarities and differences.

You can begin talking like this:

A: In my picture there is a scene from a kitchen.

B: My picture too has a scene from a kitchen.

A: In my picture, there is a wall clock by the window.

B: There is a wall clock by the window in my picture as well.

A: In my picture, the clock is showing the time as 2:30.

B: No, the time is 3:10 in my picture.



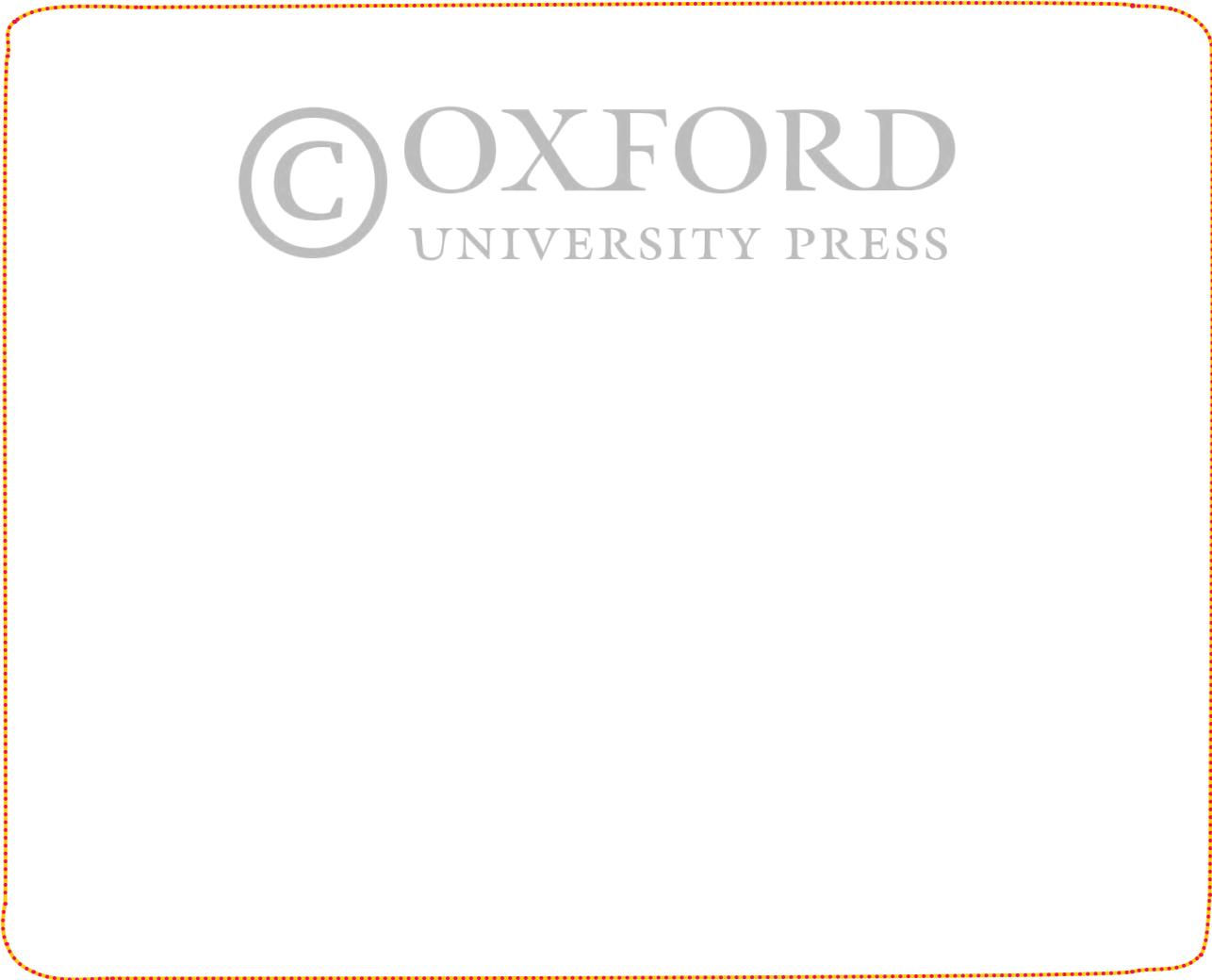
## Listening

### Listening to a radio programme

1. You are going to listen to an excerpt from a radio programme on Bigfoot, a large human-like creature. Read the statements given below before you listen. Later, while listening, check if the statements are correct. Mark the statement as T if it is true and F if it is false.
  - a. Bigfoot has been seen in the Pacific Ocean. ....
  - b. Bigfoot is taller than human beings. ....

- c. Peterson is not familiar with the forests of Mount Shasta. ....
- d. He did not realize he was greeting Bigfoot. ....
- e. Wolman was not with Peterson when the Bigfoot appeared. ....
- f. Bigfoot has a very foul smell. ....
- g. Bigfoot is very friendly. ....
- h. Yeti and Bigfoot are similar in appearance. ....
- i. Peterson and Wolman had never heard of Bigfoot before. ....
- j. While Yeti might find it hard to find food in the snowy mountains, Bigfoot might find a lot to eat in the forests. ....

**2. You have heard the description of Bigfoot. Now imagine what one looks like. In the box given below, draw Bigfoot. Your Bigfoot may be different from your classmates'.**



# Art Corner

## Making a costume and planning a dance performance

You have just read about yeti. While people living in the hills believe yeti to be a mythical creature, many have claimed that they have actually seen the 'Abominable Snowman'.

Just like yeti, the snow lion is another mythical animal. *Singhi Chham* is a folk dance popular in the Himalayan regions of Arunachal Pradesh and Sikkim. The belief is that in the highest stretches of the Himalayas lives the mighty snow lion—wandering freely and cheerfully. The snow lion is a cultural symbol of Sikkim. The dancers celebrate this spirit of the celestial animal through their performance. They perform in a lion costume that represents the snow lion.



Now listen to some more information on how the *Singhi Chham* is planned and executed.

Work in teams of four to design a yeti dance on the lines of the lion dance.

Here are certain things that you would need to plan before your dance:

- How will you make the mask and the furry body?
- What will the music be?
- How many people will be needed to perform the dance?

Put up a dance performance for your class.