

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

COURSEBOOK

OXFORD
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MALA PALANI

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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

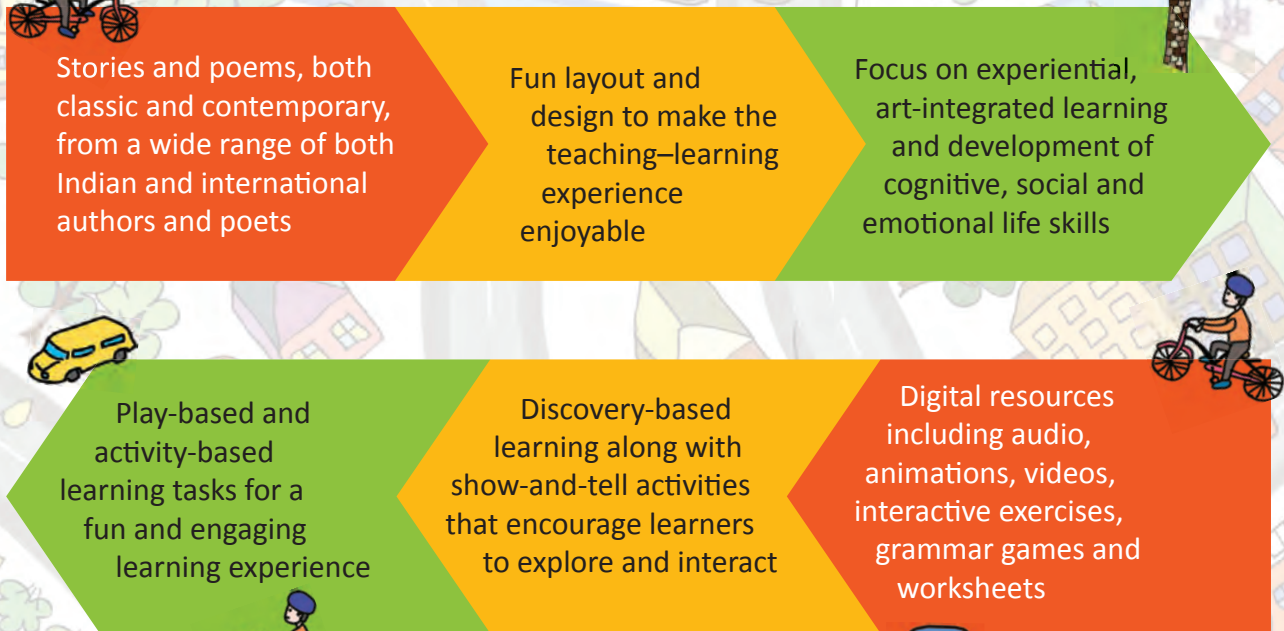


Core elements of New Pathways

- 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

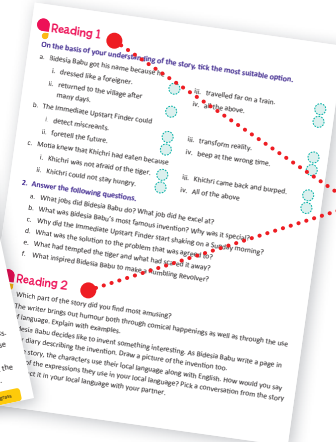


COURSEBOOK STRUCTURE

1 Pre-reading Starter

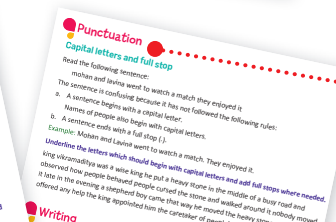
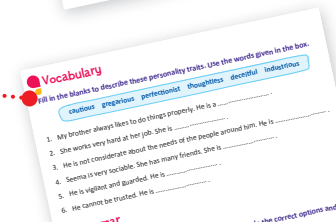


2 Prose passage with glossary followed by a variety of questions to develop and test reading comprehension skills



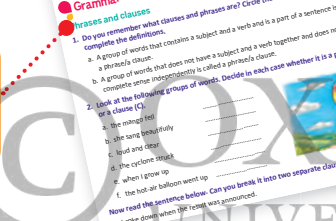
3 Reading 1 that deals with factual and inferential comprehension; Reading 2 that focusses on global understanding and extrapolative reading

4 Vocabulary exercises with a variety of task-types



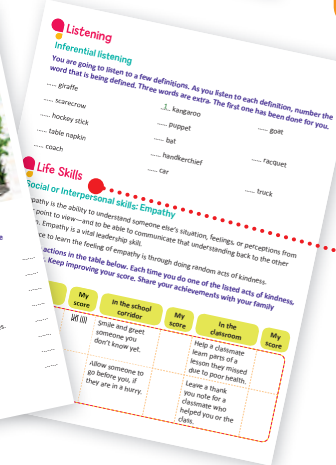
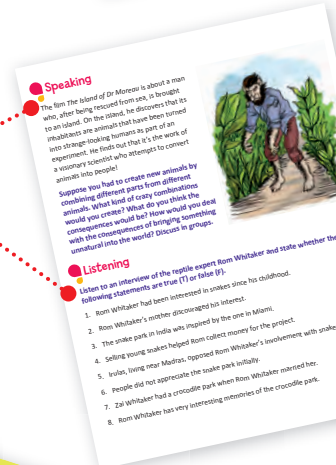
6 Study skills section comprising spelling, pronunciation and dictionary skills

5 Grammar section with explanations and examples followed by exercises

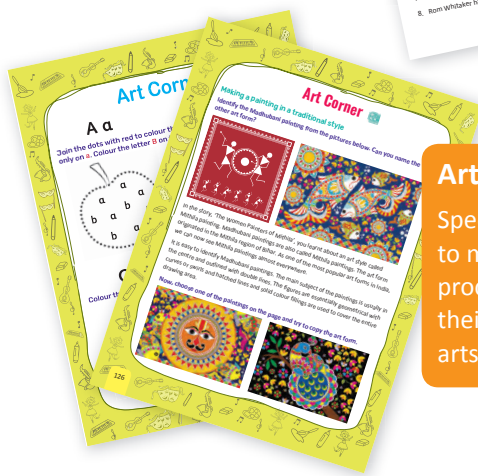


7 Writing section including meaningful activities which range from the factual, discursive, persuasive and literary to the imaginative

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



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



10 **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.

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

The Workbooks also contain tests for assessment.

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

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

DIGITAL RESOURCES



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

Features of Oxford Educate:

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

Additional Digital Resources for Students

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



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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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UNIT	READING	VOCABULARY	GRAMMAR	STUDY SKILLS	WRITING	SPEAKING	LISTENING	ACTIVITY	LIFE SKILLS
1. The Crystal Cave	Factual, inferential, extrapolative	Synonyms	Nouns: revision	Dictionary skills: using root words to locate meaning	Puzzle letter	Making suggestions	Inferential listening: a myth		
Art Corner: Performing nukkad natak									
2. My Early Days with the Chimpanzees	Factual, inferential, extrapolative	British and American words	Articles	Spelling: <i>-ible</i> or <i>-able</i>	Descriptive writing	Discussing likes and dislikes	Inferential listening: words and definitions		Social or Interpersonal skills: Empathy
<i>Block City</i>	Poem appreciation							Creating paper building blocks	
3. Colourful Shoes	Factual, inferential, extrapolative	Words that are both verbs and nouns	Kinds of adjectives	Spelling: <i>-ie</i> or <i>-ei</i>	Personal email	Talking about people's qualities	While listening: following directions		
Art Corner: Creating a papier-mâché bowl									
4. The Boy Who Saved Holland	Factual, inferential, extrapolative	Words to describe types of wind	Interrogative pronouns	Word class	Personal letters	Discussing news	While listening: specific details from news headlines		Cognitive or thinking skills: Decision-making
<i>L Plates on My Football Shirt</i>	Poem appreciation							Football facts	
5. Jaldi's Gift	Factual, inferential, extrapolative	Words found in detective stories	Present and past perfect	Apostrophes: Contractions and belonging	Formal letters	Persuasion	Inferential listening: true or false		
Art Corner: Making a traditional drink									

6. Sir Lawley's Ghost	Factual, inferential, extrapolative	Using the right verbs: <i>come, go</i>	Reported Speech	Inverted commas	Planning a story	Role-play: creating dialogue	Tracing a family tree	Emotional skills: Managing emotions
<i>The Clothes Line</i>	Poem appreciation						Creating similes	
7. Raoul the Owl	Factual, inferential, extrapolative	Word clines	Modals	Word stress	Guided story writing	Asking for information	Listening for specific information: railway announcement	
Art Corner: Making paper bead jewellery								
8. Grandpa's Tree	Factual, inferential, extrapolative	Linking words	Prepositions of place and movement	Pronouncing nouns and verbs	Mini-biography	Agreeing and disagreeing	While listening: identifying the missing objects	Cognitive or thinking skills: Managing time
<i>Ice Golawalla</i>	Poem appreciation						Facts about crocodiles	
9. My Life	Factual, inferential, extrapolative	Phrasal verbs	Adverbs of frequency	Using commas	Note-making	Making polite conversation	Inferential listening: politeness markers	
Art Corner: Creating a shadow puppet								
10. On the Yellow Brick Road	Factual, inferential, extrapolative	Collocations	Types of sentences, question tags	Sentence stress	Planning and organizing an essay	Using tone to convey meaning	Inferential listening: identifying the mood of the speaker from tone of voice	Managing emotions: Self-esteem
<i>Hints on Pronunciation for Foreigners</i>	Poem appreciation						Homographs	



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The Crystal Cave



Starter

Some Information on Salt



Origin: Salt is made up of Sodium and Chlorine. It was formed inside stars due to chemical reactions. Billions of years ago when some stars exploded and our planet earth was formed, the salt remained in the rocks and in the seas.

Finding salt: We get salt from seawater by letting the water evaporate—when the water

evaporates, salt remains. It is also found in caves and underground caverns. Various methods of mining are used to get this kind of salt, called rock salt.



Uses: Salt is used in cooking and seasoning; in medicines; in making glass, paper, soaps and detergents; on highways to melt ice in snowy season; for preservation. For example, it was used to preserve mummies for thousands of years.



Need: All domestic and wild animals need salt. Deer, cows, sheep frequent places with natural mineral deposits known as salt licks where they ingest essential sodium and chloride minerals to survive.

In language: Words and phrases like 'salary', 'salad', 'take with a grain of salt', 'worth their salt', 'the salt of the earth' have their origin in salt.

With the help of a partner, find out more interesting facts about the origin and various uses of salt.

The *Nocte* tribe lives in the riverine¹, mountainous district of *Tirap*, in the beautiful state of Arunachal Pradesh. Here is a story of Thenyak and Changun, two brave *Nocte* children.



“Taste this,” Grandma Kamlong said.

She scooped out a ladleful of broth from the pan over the fireplace. It smelt delicious. Grandma blew on the bamboo ladle² to cool the broth. Then she poured a little into Thenyak and Changun’s open mouths.

“Yuk!” exclaimed Thenyak. “It tastes awful!”

“Don’t like it, do you?” said

Grandma with a toothless grin. “But watch now.” Using the ladle, she scooped up a little salt from a wooden bowl and put it into the broth. She sang a *Nocte* ballad as she stirred. Then she made the children taste the broth once more. “Delicious, grandma,” they said, smacking their lips in approval.

“Magic, isn’t it?” Grandma said. “The broth was tasteless before. But now it is delicious. What caused this miracle?”

“Salt!” the children said in chorus. Grandma placed three reed³-mats upon the floor, as well as dishes of wood and bamboo tumblers.

Ladling out steaming rice and broth on the plates, she said, “That’s right. For the *Nocte*, salt is more precious than gold.”

“Our village was rich in the past,” continued Grandma. “We grew millet and paddy in our fields. The jungles gave us shrubs, ferns and fruits. Our young men went hunting for meat. And, most important, we had salt.”

“Did we make our own salt, grandma?” Changun asked surprised.

“Yes, we did. A salt-spring used to flow by our village. We built shallow troughs⁴ and filled them with salt-water. The sun dried away the water, leaving grains of salt in the troughs,”



¹riverine situated close to a river or riverbank ★
²ladle a spoon with a long handle used to serve soup or broth ★
³reed a tall thin plant of the grass family used to make household items ★
⁴troughs long narrow containers

“Must’ve been a lot of salt,” Thenyak observed.

“Yes. Much more than what our village required. Our men stuffed the surplus into hollow bamboo tubes and took it to the plains each winter. They bartered⁴ the salt for clothes, beads and other necessities.”

“But there’s no salt-spring now,” Changun said.

Grandma sighed. “Our village is poor now. We are no longer self-sufficient. Our men walk to *Khonsa* township to buy salt!”

“Did the salt-spring dry up?” Thenyak asked.

“Yes. It happened one winter ... years ago. Our source of wealth dried up with it.”

“Why did it dry up?” persisted Thenyak.

“No one knows.”

“Tell me, grandma,” he said, “if the spring flows again, will it bring prosperity to our village?”

“Certainly,” smiled Grandma Kamlong.

Later in the afternoon, Thenyak and Changun went to search the spot where the salt-spring had flowed into the river. To their surprise, they had no difficulty—the furrow⁶ through which the salt-spring had flowed was clearly visible. Only ferns and creepers covered the furrow. They could see it wind up the mountain, a ribbon of light green against the darker green of dense jungles. Thenyak cried, “We can follow it upstream.”

Early next day, after their morning meal, Thenyak and Changun started for their quest. Both had bamboo tubes strapped to their backs to carry drinking water in them.

⁵bartered exchanged goods or services for other goods or services without using money ★ ⁶furrow a long narrow ditch made in the ground

They were children of the mountains. The steep climb may have exhausted others, but not them. They were not afraid of the jungles either. Because they lived close to nature, they knew that most of these dangers were imaginary. Only if one accidentally disturbed a wild animal, would it attack.

So far they had met with only one obstacle—a large python. But it just raised its blunt, hammer-like head, flicked out its forked tongue, and slid away to a higher branch.

But, halfway up the mountain, a more serious obstacle came their way. “A herd of wild elephants!” Changun said. Taking care not to make the least noise, they crawled

up a little ahead. They could not see the herd. The grey-black hides of the elephants blended too well with the foliage. But the sounds made by the herd, as it fed, grew louder. Soon it became clear that the elephants had chosen the spot as a feeding ground, and it seemed as if they might stay on for quite a while. There was no question of trying to slip through that herd. Their path upstream was firmly blocked!

“What do we do now, Thenyak?” Changun asked. “We wait,” her brother replied grimly. The children waited. Apart from the sounds made by the feeding elephants, the jungle was silent. The deep hush was broken only twice—by the ‘*hooockoo, hooockoo*’ call of a hoolock gibbon⁷, and a pangolin⁸ scampering through the undergrowth. They waited patiently for over two hours and then finally they heard heavy bodies crash through the thick foliage. The elephant herd was on the move!



⁷**hoolock gibbon** a gibbon with white eyebrows found in north-eastern India ★ ⁸**pangolin** a mammal with body covered with horny overlapping scales, small head with an elongated snout, a long sticky tongue

They climbed for an hour and all of a sudden stumbled into a clearing. Hundreds of hoof marks were visible on the ground. There were also some pugmarks⁹ of wild cats, and imprints of elephant feet. Changun cried out, "It is a natural salt-lick!" Wild animals came to lick the earth for salt. This took care of the salt requirement of their bodies.

The salt-spring furrow ran through the center of the clearing for some distance and then disappeared into a hollow. Thenyak and Changun raced towards the hollow. As they had guessed, it was a cave. The sunlight lit up the interior at the cave's mouth. The walls of the tunnel-like cave were coated with white crystals. Heaps of crystals rose like molehills from the floor and dangled like wasps' nests from the ceiling. The pure white crystalline heaps glittered in the slanting rays of the afternoon sun. Thenyak bent down and picked up a pinch of the crystals, put it to the tip of his tongue. "It's salt," he whispered in wonder, as if unable to believe his tongue!

Soon he began to hop about wildly, in imitation¹⁰ of a tribal war-dance, whooping and shrieking in gay abandon¹¹. "We've found salt!" he cried.

Changun crooned¹², "There's enough salt in this cave to last our village a thousand years!"

"That tunnel-like cave is a natural salt-mine. The spring flowed through it, carrying some of the salt away," said Changun.

The sun was already halfway down on its journey across the horizon. The children knew they must hurry back to their village. Though they wanted to locate the salt spring, they knew this was not the right time. They drank the water in the bamboo tubes. Then they placed the tubes upside down on the ground to dry them completely. They packed the tubes with salt. Then, carrying the treasure upon their backs, they began the descent home.

The villagers had meanwhile begun worrying. When they saw the two children descend, the crowd broke out into loud cheers. The children ran excitedly to Grandma Kamlong. They shouted, "We've found a cave of salt! Our village will be prosperous again!" Unstrapping the bamboo tubes, they poured the salt onto the earth. The heaps glowed in the light of the setting sun. Grandma laughed happily.

"Well done, children!" the chief said. "Your courage deserves to be rewarded. You two will be the chief guests during this *Loku*¹³ festival." Picking Thenyak up, the chief placed him on his shoulders.

⁹pugmarks the footprint of an animal ★

¹⁰imitation copying someone or something ★

¹¹in gay abandon without a care ★

¹²crooned hummed or sang in a soft voice ★

¹³Loku harvest festival celebrated in Arunachal Pradesh

Changun's father picked her up and placed her on his shoulders. Grandma Kamlong broke out into a *Nocte* ballad for courage. The villagers sang along and began a grand celebration.

(Abridged from *The Crystal Cave*)

Arup Kumar Dutta

Reading 1

1. At the opening of the story Grandma playfully makes the children realize the importance of salt. How does she do that?
2. Why does Grandma think that their village was 'rich'?
3. The *Nocte* knew how to make salt in the past. How did they *make* salt?
4. What does '*a ribbon of light green against the darker green of dense jungles*' refer to?
5. Did the children get scared of the herd of elephants? How do you know?
6. The children use various clues to locate the salt spring. What are the clues? Why are they the right clues?
7. There is a line in the story that reads as: *Then, carrying the treasure upon their backs, they began the descent home.*
 - a. What is the 'treasure'?
 - b. Why is it called a 'treasure'?

Reading 2

1. Do you agree with Grandma Kamlong that the *Nocte* village was rich in the past? Why?
2. According to Grandma Kamlong, if the village had salt, the village would be 'self-sufficient'. What is your description of a self-sufficient village? Discuss your ideas with your talking partner and then with the class. VB
3. *They were children of the mountains. The steep climb may have exhausted others, but not them.* Do you agree with this statement? Discuss your reasons with your partner. VB
4. Who deserves to be a chief guest at a festival? Do you think Thenyak and Changun deserve to be chief guests? Give reasons for your answers.

Vocabulary

Synonyms

Synonyms are words or phrases that have exactly or nearly the same meaning as each other.

For example: *advice* is a synonym of *counsel*

Look, view, see, peer and *glance* are synonyms of each other.

Find out the meaning of the underlined word in each sentence. Then tick all the words that can replace the underlined word in the sentence. One has been done for you.

(Remember: The meanings of the sentences must not change.)

1. "Our village is poor now. We are no longer self-sufficient..."

a. unable



b. independent



c. interdependent



d. needy



2. Early next day, after their morning meal, Thenyak and Changun started for their quest.

a. travel



b. adventure



c. escape



d. picnic



3. So far they had met with only one obstacle—a large python.

a. obstruction



b. help



c. creature



d. animal



4. ... a pangolin scampering through the undergrowth.

a. strolling



b. looking



c. tearing



d. running



5. The pure white crystalline heaps glittered in the slanting rays of the afternoon sun.

- a. fell
- b. dulled
- c. sparkled
- d. darkened

Grammar

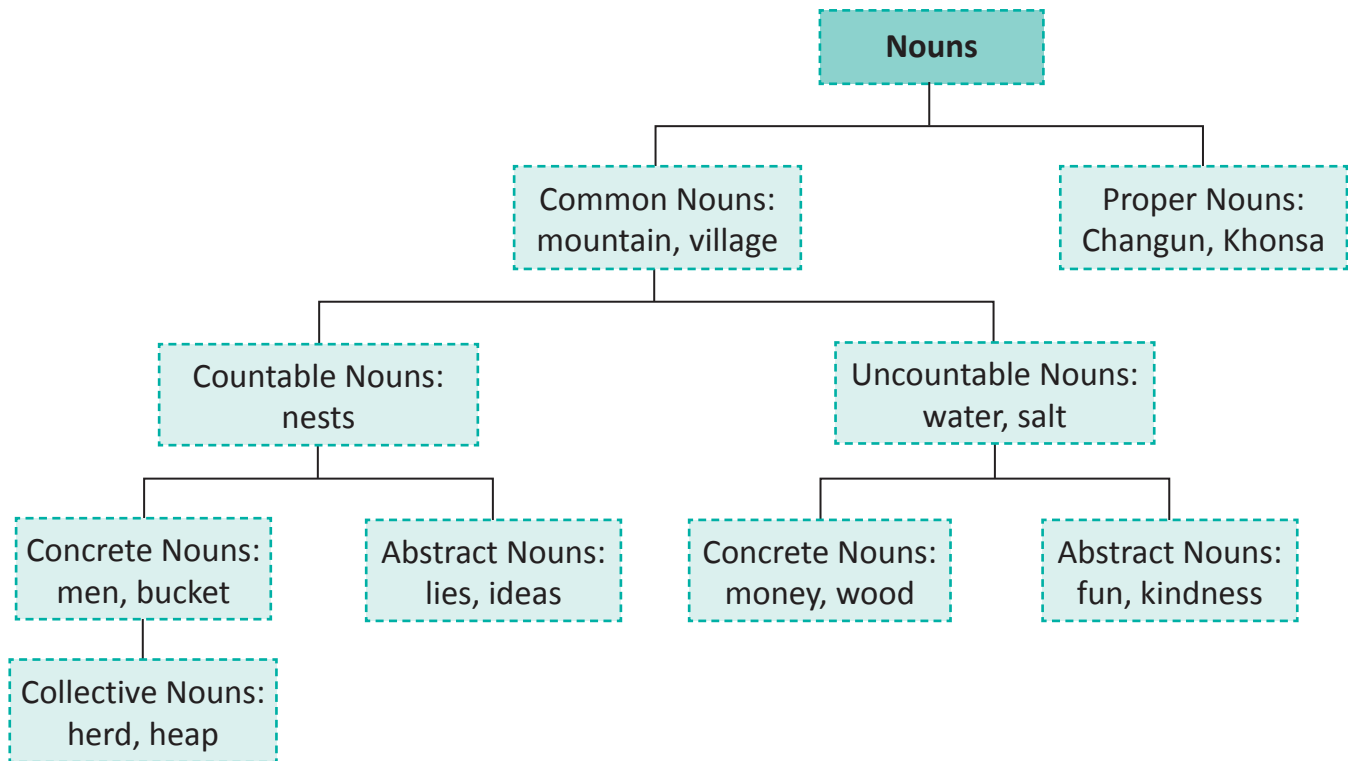
Nouns

Nouns are words that name people, animals, things, places, qualities, feelings, events, organizations and concepts.

Read this sentence from the story:

But, halfway up the mountain, a more serious obstacle came their way. “A herd of wild elephants!” Changun said. Taking care not to make the least noise, they crawled up a little ahead.

The underlined words are nouns. Let us take a look at the different types of nouns.



Common nouns are names we use for any person, place, idea or thing.

Proper nouns are words used to name a particular person, place, idea or thing.

A proper noun begins with a capital letter.

Common nouns	Proper nouns
girl	Donna, Temy, Lakshmi
ocean	Indian Ocean, Pacific Ocean
cartoon character	Doraemon, Ben Ten, Chota Bheem, Mickey Mouse

1. Read the story below. Underline five common nouns and circle four proper nouns. Some are done for you as examples.

When Moses was born, the cruel king of the land, Pharaoh Ramses II, ordered that all new-born boys must be thrown into the river. Moses' mother, Jochened and sister, Miriam put baby Moses in a basket and tearfully, placed the basket in river Nile. Miriam hid behind bushes to see what happened to her baby brother. Soon the king's daughter came to the river to bathe. She found a baby floating in a basket. She took him to the palace. She wanted a nurse to take care of the baby. Miriam cleverly arranged for her mother to become Moses' nurse. Thus Moses got all the love from his mother.

Most nouns can be counted. These are called *countable nouns*. These have both singular and plural forms. For example: tree—trees, rock—rocks, sister—sisters. The nouns that cannot be counted are called *uncountable nouns*. For example: water, sand, rice, music, love. These are mostly used in singular form.

For example, we do not use the plural forms of the following:

luggage ✓	luggages ✗	information ✓	informations ✗
sugar ✓	sugars ✗	furniture ✓	furnitures ✗

In specific contexts, plural forms of uncountable nouns are used. For example, the word *waters* is sometimes used to refer to a large expanse of water in a particular area—river, lake, sea, ocean or a country.

For example:

1. The *waters* from two mighty rivers fall into the Bay of Bengal in Bangladesh.
2. The ship was found floating in international *waters*.

2. Write (C) next to countable nouns and (UC) next to uncountable nouns.

- a. book
- b. intelligence
- c. smartness
- d. leaf
- e. bread
- f. baggage

Nouns that name abstract ideas, emotions or mental states are called *abstract nouns*. Most abstract nouns are uncountable. For example: love, anger, happiness, kindness.

The nouns that we can experience with our five senses are called *concrete nouns*. They have both singular and plural forms. They can be countable or uncountable. For example:

Uncountable concrete nouns: wood, steel, sand, sugar

Countable concrete nouns: trees, songs

Nouns that are used to refer to a group of people, animals or things are called *collective nouns*. For example: *a flock* (of sheep), *a bunch* (of flowers), *a swarm* (of bees). A collective noun is treated as a singular noun. Therefore, it takes a singular verb. For example: *A flock of birds is flying across the field.*

3. Write (A) next to abstract nouns and (C) next to concrete nouns.

- a. hunger
- b. branches
- c. rocks
- d. warmth
- e. pride
- f. astonishment
- g. experience
- h. paper
- i. hope
- j. wool

4. Fill in the blanks with appropriate collective nouns given in the box.

team band deck panel pile pack troupe army

- a. a of cards
- b. a of dancers
- c. a of clothes
- d. a of musicians
- e. a of wolves
- f. an of soldiers
- g. a of experts
- h. a of players

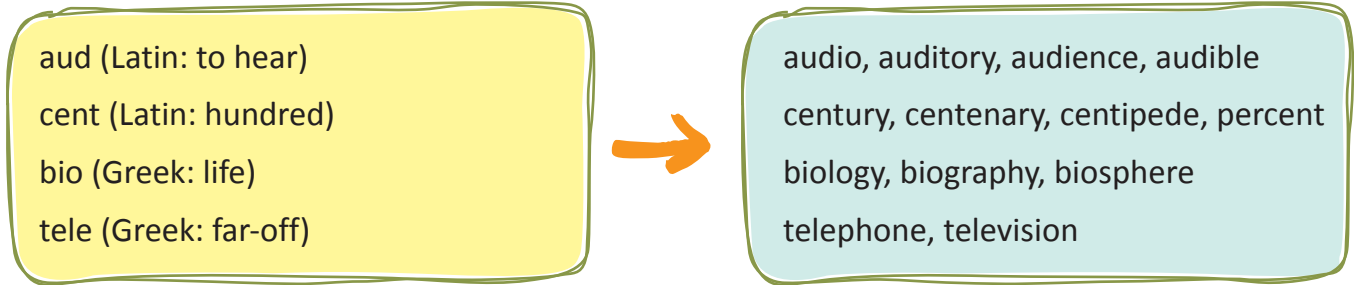
Using a dictionary

Root words

A root is a word from which other words grow. Words that grow from a single root are called its 'family'.

Since many words in English are of Latin and Greek origin, many root words come from these languages. Learning the meaning of the root word makes it easier for us to understand the words that have grown from it.

Look at these examples of root words and their families:



Here are a few Latin and Greek root words and their families. Use the dictionary if you need to and complete the table below.

Latin/Greek root	Meaning	Family
1. micro	small	microorganism, microscope,
2. auto	self
3.	heat	thermal, thermometer, thermostat,
4. dict	to say
5.	many	multivitamin, multinational, multiplex, multiplication
6. phil	love
7. photo	light

Note: Root words need not appear only at the beginning of a word. For example, notice how the root word *joy* operates in *joyful*, *enjoyment*, *enjoy* and *joyous*.

Writing

Puzzle note

Given below is a note written by Rohan to his friend. The first few lines of the letter are as follows:

Dear Bunty,

I hope you are well. Last Sunday my aunt and I went to watch ...

Now go on and read the note and reply in a similar form. 

(A hint: If you remember what a homophone is, then this task will be easy.)



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I hope you



. Last



day my

aunt and



went to



a



During the



she said, "



am



ed.



am old



can't



very



I want some peace."



pulled out a book and biscuits from my bag

She



and



happily.

See you soon,
Rohan

Speaking

Making suggestions

When we make suggestions we sometimes begin our sentences using these words:

Let's/Shall we + (verb) ...

Would you like ...

Why don't we ...?

Why don't you ...?

I think you should ...

I think we should ...

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Work in pairs. Read the examples given below. Choose a character and role-play.

Situation: Ravi has just returned from school

RAVI I'm hungry.

TWISHA Would you like a banana?

RAVI Yes, thank you.

Situation: It's mother's birthday tomorrow

ANANYA We should get mom a gift.

HITESH Shall we make her a beautiful card?

ANANYA That's a good idea. I'll get the paper immediately.



Here are a few situations. Read them. Decide the characters you could have in that situation. Make a dialogue for each situation using ways of making suggestions. Then, role-play the characters.

1. It's raining outside. You and your friends are waiting to play basketball.
2. You don't know what to dress up as for the fancy-dress competition in school.
3. You are going to a village next weekend to visit a relative. You think you will be bored. You don't know what to do.
4. You've lost your sister's favourite storybook. You know she'll be very unhappy. You share your fears with your best friend.

Listening

Infer from a story

You are going to listen to an ancient Greek story about goddess Athena and a girl called Arachne. First, listen to the story. Then, read the table below. After reading, listen to the story again. After you have heard the story for the second time, complete the statements by matching the parts in the first column to the second.

Column I	Column II
Arachne was <input type="radio"/>	<input type="radio"/> boasting about her weaving.
She couldn't stop <input type="radio"/>	<input type="radio"/> she could weave better than goddess Athena.
She claimed that <input type="radio"/>	<input type="radio"/> a picture showing the powers of the gods.
Athena took <input type="radio"/>	<input type="radio"/> a picture mocking the gods.
Athena weaved <input type="radio"/>	<input type="radio"/> so she will have to spend the rest of her life weaving.
Arachne weaved <input type="radio"/>	<input type="radio"/> a very skilled weaver.
In anger, Athena turned Arachne into a spider <input type="radio"/>	<input type="radio"/> the form of an old woman and advised Arachne to apologize to the goddess.

Art Corner

Performing *nukkad natak*

Nukkad Natak or street theatre is one of the oldest theatre art forms that is gaining popularity in modern times. In the olden days, people worked all day and after the evening meal, gathered in the dusk for social conversations or entertainment. This was the time that was kept aside for entertainment. Back in those days, entertainment was mostly through dance-dramas or theatre. However, it was not always possible to stage an elaborate play—thus street theatre was born.

Today street performances are organized in public places where there are large numbers of people. The space used could be shopping centers, schools, colleges, hotel entrances, parks, or street corners. Artists hardly use costumes, or make up. Nor do they spend money on lighting, or even a microphone. Although it usually involves intricate formations and choreography. The reason for such performances is to raise social awareness on issues that affect us.



In the story 'The Crystal Cave', you have read about the joy of discovering salt. Salt is an important ingredient in our lives. Our body cannot produce salt on its own therefore we have to consume salt separately. However, of late, children are consuming an unhealthy amount of salt through the intake of fast foods—burger, chips etc.

Work in teams of 10 to plan and perform a *nukkad natak* to raise awareness about the need to limit our salt consumption.

- Plan the venue, the script and the choreography.
- The characters could be an organ impacted by the high intake of salt, salt itself, or diseases like high blood pressure, etc.
- Write the script for a 3 to 5 minute performance. Rehearse and perform.

(Remember to watch a few impactful street plays with your teacher online or in person to identify and discuss the characteristics of this art form.)



2

My Early Days with the Chimpanzees



Starter

How much do you know about chimpanzees?

Work with your partner to take this chimpanzee quiz to check. Say whether the following statements are true or false:



1. Chimpanzees are called the 'great apes', along with orangutans and gorillas.
2. Wild chimpanzees live in Asia, Africa, and Australia.
3. Chimpanzees are strictly herbivorous animals.
4. Just like we human beings can use tools, chimpanzees can use tools as well.
For example, they can crack a nut with rocks.
5. After human beings, chimpanzees are considered to be the most intelligent animals on this planet.
6. Chimpanzee population is steadily growing now.
7. Baby chimpanzees cling to their mother's belly for the first few months after their birth.
8. Chimpanzees are called knuckle walkers.
9. A full-grown chimpanzee can be five to six times stronger than a human being.
10. Chimpanzees can never walk upright.



All statements are true except 2, 3, 6, and 10.

Jane Goodall spent more than 55 years observing wild chimpanzees in Gombe Stream National Park in Tanzania. Read an excerpt from her autobiographical writing.



July 16, 1960, was a day I shall remember all my life. It was when I first set foot on the shingle and sand beach of Chimpanzee Land—that is, Gombe National Park. I was twenty-six years old. Mum and I were greeted by the two African game scouts¹ who were responsible for protecting the thirty square miles of the park. They helped us find a place where we could put up our old ex-army tent. We chose a lovely spot under some trees near the small, fast-flowing Kakombe Stream.

Every morning I got up when I heard the alarm clock at 5:30 a.m. I ate a couple of slices of bread and had a cup of coffee from the flask. Then I set off, climbing to where I thought the chimps might be. Most often, I went to the Peak. I discovered that from this high place I had a splendid view in all directions. I could see chimps moving in the trees and I could hear if they called. At first I watched from afar, through my binoculars, and never tried to get close. I knew that if I did, the chimps would run away silently. Gradually I began to learn about the chimps' home and how they lived. I discovered that, most of the time, the chimps wandered about in small groups of six or less, not in a big troop like the baboons². Often a little group was made up of a mother with her children, or two or three adult males by themselves. Sometimes many groups joined together, especially when there was delicious ripe fruit on one big tree. When the chimps got together like that, they were very excited, made a lot of noise, and were easy to find. Eventually I realized that the chimps I watched from the Peak were all part of one group—a community. There were about fifty chimps belonging to this community.

From the Peak I noted which trees the chimps were feeding in and then, when they had gone, I scrambled³ down and collected some of the leaves, flowers, or fruits so they could be identified later. I found that the chimps eat mostly fruits but also a good many kinds of leaves, blossoms, seeds, and stems. Later I would discover that they also eat a variety of insects and sometimes hunt and kill prey animals



¹**game scouts** people who protect animals in a sanctuary or a national park ★

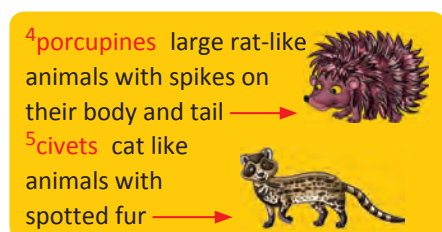
²**baboons** large ground-dwelling monkeys with a long doglike snout and large teeth →



³**scrambled** moved in a hurry to or from a particular place or position

to feed on meat. During those months of gradual discovery, the chimps very slowly began to realize that I was not so frightening after all. Even so, it was almost a year before I could approach them within 100 yards, and that is not really very close.

As time went by, I began to learn more about the other creatures that shared the forests with the chimpanzees. There were four kinds of monkeys in addition to the baboons, and many smaller animals such as squirrels and mongooses. There was also a whole variety of nocturnal creatures: porcupines⁴ and civets⁵ and all manners of rats and mice. Only a very few animals in the forests at Gombe were potentially dangerous—mainly buffalo and leopards. And, of course, there are poisonous snakes—seven different kinds.



Once, as I arrived on the Peak in the early morning before it was properly light, I saw the dark shape of a large animal looming in front of me. I stood quite still. My heart began to beat fast, for I realized it was a buffalo. Many hunters fear buffalo more than lions or elephants.

By a lucky chance, the wind was blowing from him to me, so he couldn't smell me. He was peacefully gazing in the opposite direction and chewing his cud. He hadn't heard my approach—I always try to move as quietly as I can in the bush. So, though I was only ten yards from him, he had no idea I was there. Very slowly I retreated.

Another time, as I was sitting on the Peak, I heard a strange mewling sound. I looked around and there, about 15 yards away, a leopard was approaching. I could just see the black and white tip of its tail above the tall grass. It was walking along the little trail that led directly to where I sat. Leopards are not usually dangerous unless they have been wounded. Very silently, I moved away and looked for chimps in another valley. Later I went back to the Peak.

The Peak began to feel like home. I carried a little tin trunk up there. In it I kept a kettle, some sugar and coffee, and a tin mug. Then, when I got tired from a long trek to another valley, I could make a drink in the middle of the day. I kept a blanket up there, too, and when the chimps slept near the Peak, I slept there, so that I could be close by in the morning. I loved to be up there at night, especially when there was a moon. If I heard the coughing grunt of a leopard, I just prayed and pulled the blanket over my head!

Chimps sleep all night, just as we do. From the Peak I often watched how they made their nests, or beds. First the chimp bent a branch down over some solid foundation,

such as a fork or two parallel branches. Holding it in place with his feet, he then bent another over it. Then he folded the end of the first branch back over the second. And so on. He often ended up picking lots of small, soft, leafy twigs to make a pillow.

Chimps like their comfort. I've learned over the years that infants sleep in their nest with their mothers until they are about five years old or until the next baby is born and the older child has to make its own bed. I never returned to camp before sunset. But even when I slept on the Peak, I first went down to have supper with Mum and tell her what I had seen that day. And she would tell me what she had been doing. Mum set up a clinic. She handed out medicine to any of the locals, mostly fishermen, who were sick. Once she cured an old man who was very ill indeed. Word about this cure spread far and wide, and sometimes patients would walk for miles to get treatment.



Her clinic was very good for me. It meant that the local people realized we wanted to help. Mum had to go back to England after four months to manage things at home. Of course, I missed her after she'd gone, but I didn't have time to be lonely. There was so much to do.

(Excerpt from *My Life with the Chimpanzees*)

Jane Goodall

Reading 1

1. Give at least two instances that prove that Jane Goodall was very disciplined in her research.
2. Why did Jane observe the chimpanzees from far initially?
3. How were the chimpanzees different from the baboons?
4. What did Jane learn about chimpanzees' food habits?

5. Jane hints several times at the fact that Gombe was a dangerous place. State at least three instances and say why it could have been dangerous.
6. Why do you think Jane says that 'The Peak' began to feel like home?
7. How did Jane's mother help Jane?
8. List at least five new details you have learnt about chimpanzees from this autobiographical account.

Reading 2

1. Why do you think the author says "July 16, 1960, was a day I shall remember all my life"?
2. In the first paragraph, the author says she put up an old-army tent under a shady tree near a stream. Pick up other clues that tell us that Jane Goodall was new to her job as a primatologist—she was not very well prepared for her long stay and her serious work.
3. What are the qualities in Jane's character that inspire you? State them and give reasons for your answer.

VB

Vocabulary

British and American words

Look at the two sentences given below. Are they saying the same thing?

I will take the lift.

I will take the elevator.

Yes, *lift* and *elevator* mean the same thing. But the first is in British English, whereas the second is in American English.

Given below is a list of some common British and American words which have the same meanings. Can you match the words that mean the same?

British	American
1. biscuit <input type="radio"/>	<input type="radio"/> a. sidewalk
2. lorry <input type="radio"/>	<input type="radio"/> b. cookie
3. pavement <input type="radio"/>	<input type="radio"/> c. store
4. football <input type="radio"/>	<input type="radio"/> d. truck
5. shop <input type="radio"/>	<input type="radio"/> e. soccer

Grammar

Articles

A, an and the are called articles.

- *A* or *an* both mean 'one' and so they are used with singular nouns only.
Examples: I carried *a* tin trunk up there. In it I kept *a* kettle and *a* tin mug.
Once my mother cured *an* old man.
- We use *a* before singular nouns or adjectives which begin with a consonant sound, and we use *an* before singular nouns or adjectives which begin with a vowel sound.
Examples: *a* branch, *an* opossum, *a* chimpanzee, *an* autobiography
- We use *a* or *an* when we mention a noun for the first time. We use *the* when we mention the noun a second time.
Example: A boy met *a* dog on his way to school. *The* dog and *the* boy became good friends.
- We use *the* when the listener/reader knows which person, place or thing we are talking about.
Example: "Bring me *the* book." (The listener knows which book.)
- We use *the* when there is only one such thing. Examples: *the* moon, *the* sun, *the* sky
- We use *the* before a few proper nouns like names of oceans, rivers, islands and famous monuments.
Examples: *the* Pacific Ocean, *the* Great Wall of China, *the* Caribbean islands
- We use *the* before superlative forms of adjectives.
Example: He is believed to be *the* wisest man in ancient Turkey.
- We use *the* before ordinal numbers (numbers that show position of something in a list: first, second, 50th, next, last, other)
Examples: It is believed that Nasreddin Hodja lived and died during *the* thirteenth century in Slejuk Sultanate of Rum in modern Turkey.
He was *the* first man whose stories reached almost all *the* continents of *the* world.

1. Circle the right article to complete the story.

Once Nasreddin Hodja was invited to deliver a/an/the speech. He climbed to the pulpit and asked, "Do you know what I am going to speak about?" A/An/The audience said, "No!" "Why should I speak to you when you don't even know what I am going to speak about?" said Hodja and walked off.



A/An/The people were eager to listen to such a/an/the wise man so they brought him again a/an/the next day.

Hodja asked them a/an/the same question and this time a/an/the smart people said, "Yes!" "Why should I waste your time when you know what I am going to speak about?" said Hodja and left.

On a/an/the third day a crowd gathered again to listen to Hodja. Hodja repeated the same question. This time the people were smarter. Half of them said, "Yes!" and a/an/the other half said, "No!" Hodja said, "Let those who know tell those who don't know!" and left.

2. Match the first parts of the sentences to the second and fill in the blanks with *a, an* or *the*. One has been done for you.

a. Zainab is	<input checked="" type="radio"/>	i. most hard-working person in the class.
b. I have brought	<input type="radio"/>	ii. English-Hindi dictionary.
c. Javed's is	<input type="radio"/>	iii. book for you.
d. They are going to see	<input type="radio"/>	iv. first name on the list.
e. I need to refer to	<input type="radio"/>	v. glass of lemonade?
f. Would you like	<input type="radio"/>	vi. Taj Mahal today.

Spelling

-ible or *-able*

Many adjectives end in *-ible* or *-able*. Both mean 'capable of being'.

For example, *enjoyable* means *can enjoy*; *terrible* means *can terrify*.

Since both *-ible* and *-able* sound similar, it is sometimes difficult to spell words with these endings. Here is a simple rule to help you:

- Use *-able* when the root word looks like a whole English word.

Examples: renew = renewable; adapt = adaptable

- Use *-ible* when the root word does not look like a whole English word.

Examples: *vis* = *visible*; *sens* = *sensible*

There are a few exceptions to the rule, for example: *suggestible*, *digestible*, *accessible* (*suggest*, *digest*, *access* are meaningful English root words).

Complete the words below by adding **-ible** or **-able**.

- | | |
|----------------|-----------------|
| 1. read..... | 6. change..... |
| 2. accept..... | 7. incred..... |
| 3. ed..... | 8. invinc..... |
| 4. aud..... | 9. treat..... |
| 5. divis..... | 10. depend..... |

Writing

Describing objects: Using five senses

When we describe something, it is useful to use as many of the five senses as we can. That way it is easier for the audience to imagine what we are describing.

Here is an example. As you read, underline all the words connected to the sense mentioned.

Sight: The chocolate sat on the white plate. Its purple cover was open. The golden wrapper glimmered in the morning light. The dark, brown chocolate coated with creamy nuts looked so attractive.



Hearing: I picked up the chocolate and tore off the purple cover. The golden wrapper peeled off easily making a crinkling sound. I broke a piece of chocolate—crack! I couldn't wait to bite into the scrumptious delight.

Touch: I felt its soft texture. It was so smooth—the nuts were so neatly pressed in. I ran my finger over the slightly bumpy head of the hazelnuts swelling over the brown surface.

As I pressed down a little, the heat from my hand made the chocolate melt a little. I felt the warm mushy paste between my thumb and forefinger.

Smell: I lifted it to my mouth, the chocolatey, sweet, warm smell rose to my nostrils. Ummmm. I wanted more.

Taste: I licked my finger. Wow! The creamy, sweet, delicious taste spread over my tongue. I took a tiny bite. As I crushed the nuts gently between my teeth the crunchy munch felt like nothing else on earth!

How would you describe popcorn?

Looks like	Sounds like	Feels like	Smells like	Tastes like

Now write a short paragraph describing popcorn.

Speaking

Discussing likes and dislikes

In the reading section we read that chimpanzees like to eat seeds, blossoms, stems and insects. We also learnt that they like to sleep comfortably. What do you like? What do you not like?

Work in pairs. Discuss with at least 3 of your classmates how they like doing the activities listed in the table given below. On the basis of their answers, tick the appropriate columns in the table.

Your conversation may sound like this:

YOU Do you like watching television on holidays?

YOUR PARTNER No, I don't like it much. I love playing outdoor games.

(In this case, tick 'Not much' for 'Watching television'.)

Activities during holidays	Very much	Quite	Not much	Not at all
Visiting relatives				
Going to new places for sightseeing				
Reading books				
Trekking/mountaineering/cycling				
Watching television				
Playing outdoor games				
Playing indoor games				

Present your partner's likes and dislikes to the class. You may use the following sentence patterns in your presentation.

..... likes very much.

S/he quite likes

S/he doesn't like very much.

S/he doesn't like at all.

Listening

Inferential listening

You are going to listen to a few definitions. As you listen to each definition, number the word that is being defined. Three words are extra. One has been done for you. 

- | | |
|--------------------|--------------------|
| giraffe | ..1.. kangaroo |
| goat | scarecrow |
| puppet | hockey stick |
| bat | racquet |
| table napkin | handkerchief |
| coach | car |
| truck | |

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Life skills

Social or interpersonal skills: Empathy

Empathy is the ability to understand someone else's situation, feelings, or perceptions from their point of view—and to be able to communicate that understanding back to the other person. Empathy is a vital leadership skill.

One place to learn the feeling of empathy is through doing random acts of kindness.

Read the actions in the table below. Each time you do one of the listed acts of kindness, add a tally. Keep improving your score. Share your achievements with your family and class.



On the playground	My score	In the school corridor	My score	In the classroom	My score
Pick up litter and put it in the right recycling bin.		Smile and greet someone you don't know yet.		Help a classmate learn parts of a lesson they missed due to poor health.	
Invite someone without a playmate, to join your team/game.		Allow someone to go before you, if they are in a hurry.		Leave a thank you note for a classmate who helped you or the class.	
Allow opportunities for others to hit the ball.		Pick up an article someone has dropped unknowingly and hand it to your teacher.		Leave a thank you note for your teacher after a great learning from a lesson.	
Help in putting away the sports equipment before the period closes.		Help someone who has dropped their books or stationery to pick it up.		Help with keeping the class organized.	
Leave motivating message cards in the locker room for other players.		Avoid running unless you are required to.		Compliment classmates on their achievements.	

Block City



What are you able to build with your blocks?

Castles and palaces, temples and docks.

Rain may keep raining, and others go roam,
But I can be happy and building at home.

Let the sofa be mountains, the carpet be sea,
There I'll establish a city for me:
A kirk¹ and a mill and a palace beside,
And a harbor as well where my vessels may ride.

Great is the palace with pillar and wall,
A sort of a tower on top of it all,
And steps coming down in an orderly way
To where my toy vessels lie safe in the bay.

This one is sailing and that one is moored²:
Hark³ to the song of the sailors on board!

And see on the steps of my palace, the kings
Coming and going with presents and things!

Robert Louis Stevenson

¹kirk a church ★ ²moored attached or tied up to a fixed object or land with a rope ★
³Hark listen



Poem appreciation

1. Who is the 'I' in the poem? Underline all the words and phrases that support your answer.
2. The speaker is lost in the world of imagination. Is there more than one person involved in the play? How do you know?
3. *Rain may keep raining, and others go roam,
But I can be happy and building at home.*
What information about the speaker do we get from these lines?
4. The speaker builds a city in the living room.
 - a. Name the places she/he builds as part of the city.
 - b. The speaker mentions 'sofa' and 'carpet'. What other pieces of furniture do you imagine are being used?
5. The poet uses words to create a clear visual imagery of the city. As one reads the poem, one can 'see' the city being built. How does the poet manage to do this? (*Clue: a. use of "let the sofa be..." – involves the reader; b. use of "This one is sailing and that one is..." – again involves us; c. commands like "hark to the sailors..."*)
6. List the words that rhyme to end with the following sounds:
 - a. ee :
 - b. ings:
 - c. om:
 - d. oks:
7. Work with a partner to add another stanza to the poem. You have learnt about rhyme, imagery, etc., earlier. Remember to use them and to involve the reader.

Activity

Let's engineer our own paper building blocks.



- Cut 1-inch-wide and 3-inches-long strips of coloured paper. Fold each strip into thirds along the length. Tape the open edges together to form a triangle. Repeat folding and cutting until you have a bunch of blocks.
- Cut some paper 'planks', 1-inch-wide strips of paper that can be 3 to 6 inches long.
- Start positioning the triangles in a row. Alternate between triangles that are right side up and upside down. Add a plank or two on top of each layer. When you have a few layers you can test how strong your paper structure is by balancing objects on top of it!



Colourful Shoes



Starter

Embarrassment is a very difficult emotion to manage. The dictionary meaning of *embarrassment* is: to feel nervous, ashamed and uncomfortable.

Think for a minute: Have you ever felt embarrassed?

Here are a few responses from some Grade 5 students:

Speaker 1: I felt embarrassed when I was on stage and I forgot my lines. My tongue felt like a log. I was sweating. Everyone in the audience was looking at me. I felt like I let my teacher, and my parents down. But I couldn't remember my lines no matter how hard I tried!



Speaker 2: I feel embarrassed when my family cannot buy me things like the ones my classmates have. I feel ashamed of my ordinary shoes, or my simple food in my tiffin box. I'm afraid of the day I have to wear plain clothes to school.

Speaker 3: I'm overweight. I feel embarrassed when someone tells me that. They tell me I can't run fast or jump high. I know how it feels when I'm hurt so, I don't ever make fun of anyone.

Speaker 4: I fell down in the mud and my white pants were soiled. I was so embarrassed to walk about that day.

Speaker 5: Many of my friends come to school in their parents' car. Some of them use the bus. My grandpa drops me to school on his old scooter. Sometimes when he is sick, my grandma walks me to school. I feel embarrassed that we don't have cars.

What advice will you give to these speakers to help them from feeling embarrassed? Discuss in teams of four.



GIRLS, I HAVE SOME GOOD NEWS FOR YOU INSIDE THIS ENVELOPE. YOUR P.E. TEACHER HAS ASKED ME TO GIVE YOU THESE. GIVE THIS TO YOUR PARENTS. DON'T OPEN IT.



Back at Jen's house ...



DAD, QUICK! OPEN THIS. MR LEWIS SAYS THERE'S GOOD NEWS INSIDE.

SAY HELLO TO ME FIRST, JEN!



YOUR P.E. TEACHER IS STARTING FOOTBALL LESSONS FOR YOU GIRLS. NEXT WEEK.




WOW! REAL FOOTBALL?! I CAN SCORE FIFTEEN GOALS.

OH YES, YOU CAN!

THE SCHOOL WILL LEND YOU EACH A BALL TO PRACTISE IN THE EVENINGS.




GREAT, AND?



WELL ... LET ME SEE ...
EACH CHILD WILL NEED
AN OLD T-SHIRT, A PAIR OF
SHORTS AND SOCKS.

WHAT ABOUT
A JERSEY, AND
SHOES WITH STUDS?
CAN I HAVE A REAL
FOOTBALL STRIP¹?


Jen begs her father while he reads on.



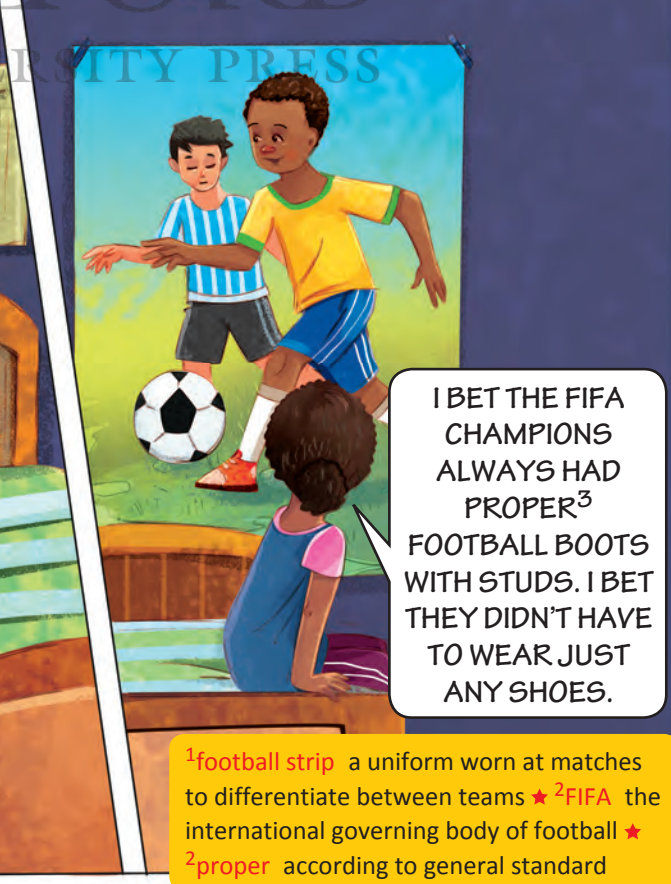
MMM, NO. SORRY. EXCEPT FOR
SHOES. MR LEWIS WANTS YOU
ALL TO HAVE NEW SHOES.
WE'LL GO TO THE MARKET
TOMORROW TO LOOK FOR
A GOOD PAIR.

NO REAL FOOTBALL
THINGS?

Back in her room ... Jen thinks to herself.



I'M GOING TO MAKE SURE
DAD BUYS FOOTBALL
SHOES. PROPER ONES. THEN
I CAN SCORE GOALS JUST
THE WAY FIFA² HEROES DO.



I BET THE FIFA
CHAMPIONS
ALWAYS HAD
PROPER³
FOOTBALL BOOTS
WITH STUDS. I BET
THEY DIDN'T HAVE
TO WEAR JUST
ANY SHOES.

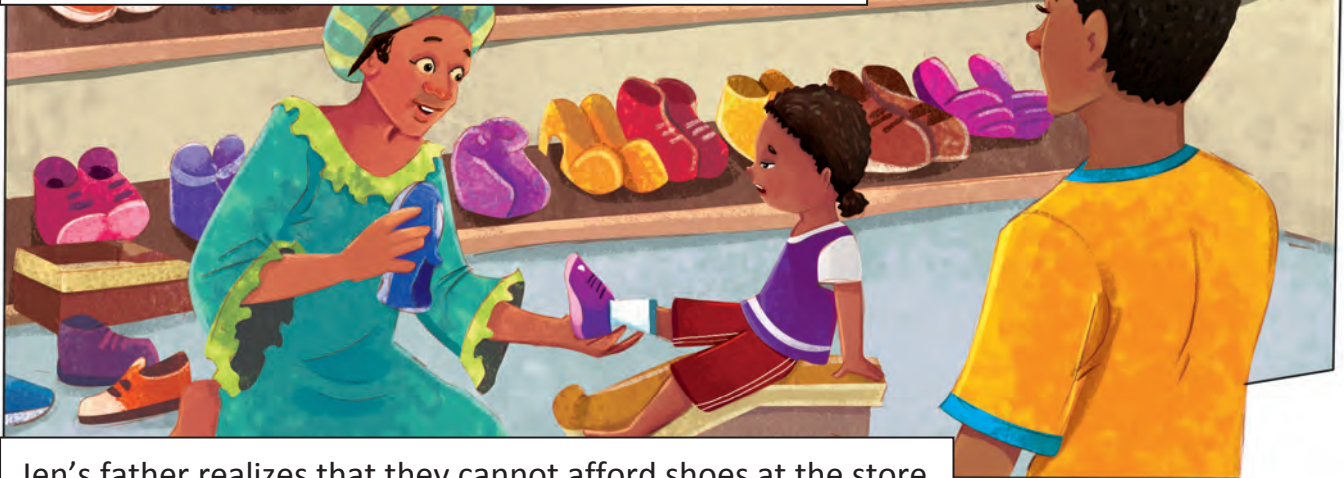
¹football strip a uniform worn at matches to differentiate between teams ★ ²FIFA the international governing body of football ★ ³proper according to general standard



Jen and her dad arrive at the market. A shopkeeper calls out loudly ...



Jen and her father go to many big shoe shops. They try on many shoes but none of them seem to fit right. Either the size was not right or they were very expensive.



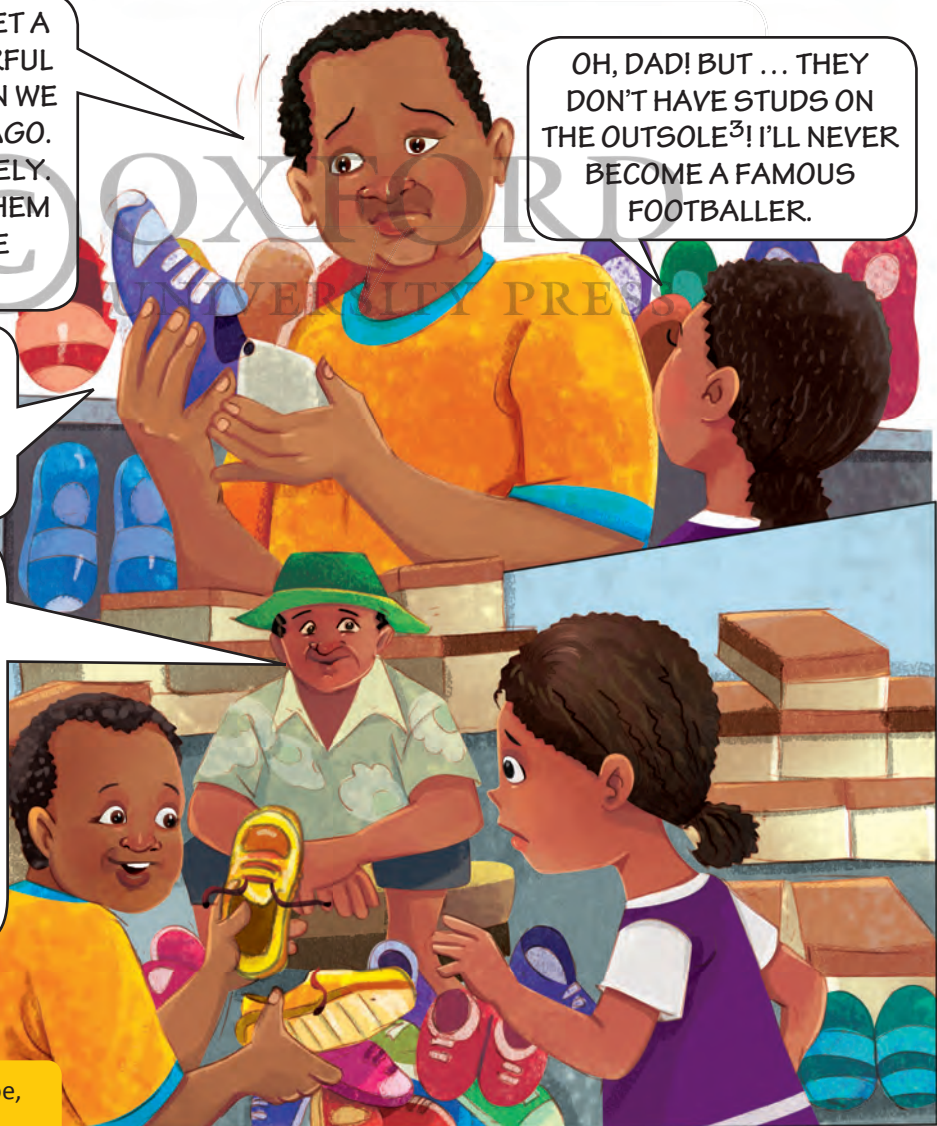
Jen's father realizes that they cannot afford shoes at the store.

WE'LL JUST HAVE TO GET A PAIR OF THOSE COLOURFUL SHOES FROM THAT MAN WE CROSSED SOME TIME AGO. THE COLOURS ARE LOVELY. I'M SURE YOU'LL LIKE THEM BETTER THAN THESE COSTLY ONES.

OH, DAD! BUT ... THEY DON'T HAVE STUDS ON THE OUTSOLE³! I'LL NEVER BECOME A FAMOUS FOOTBALLER.

COSTLY SHOES DON'T MAKE GREAT FOOTBALLERS, JEN. HARD WORK AND INTELLIGENCE DO!

WELCOME, SIR AND MA'AM. I KNEW YOU'D COME BACK. NOWHERE IN THIS ENTIRE WORLD WILL YOU FIND SHOES LIKE YOU'LL FIND HERE. I HAVE JUST THE RIGHT PAIR FOR YOU. THEY ARE JUST THE RIGHT KIND TO LEARN TO KICK A BALL WELL.

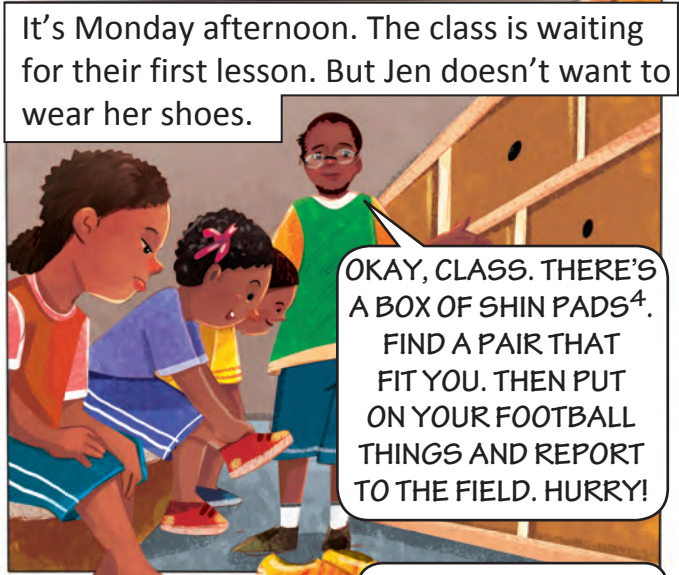


³outsole the outer sole of a shoe, especially a sport shoe



A PERFECT FIT!

I WISH THEY WERE REAL FOOTBALL SHOES.



It's Monday afternoon. The class is waiting for their first lesson. But Jen doesn't want to wear her shoes.

OKAY, CLASS. THERE'S A BOX OF SHIN PADS⁴. FIND A PAIR THAT FIT YOU. THEN PUT ON YOUR FOOTBALL THINGS AND REPORT TO THE FIELD. HURRY!



GET IN LINE, EVERYONE!



YOUR SHOES ARE JUST LIKE MINE.

YES, AND THE SAME AS PAM'S AND TESSY'S AND SHIRLEY'S.



FIVE CHILDREN IN SIMILAR SHOES. THIS MUST BE A RECORD.

AND WE ALL LIVE ON BACK STREET.

THEN YOU MUST ALL PLAY FOR THE SAME TEAM. YOU CAN BE THE BACK STREET HEROES.

⁴shin pads pads to protect during a match



The Back Street Heroes win the match...



THE HEROES ARE THE CHAMPIONS. AND JEN, YOU HAVE ALREADY SCORED FIVE GOALS!

Jen cleans her new football shoes in her backyard.



Reading 1



1. What was the message in the envelope Mr Lewis sent home with the students?
2. What was the school going to lend to help the children become good football players?
3. What kind of shoes did Jen want to wear? Why?
4. What did Mr Lewis bring for the children in a box?
5. "Nowhere in this entire world will you find shoes like you'll find here." Why do you think the shoe-seller says this?
6. Work with your partner to answer this question.

Who says these words to whom? When do they say them and why?

- a. "We've got ours already."
- b. "Say hello to me first, Jen!"
- c. "No real football things?"
- d. "I'm buying the original ones with studs!"
- e. "I'll never become a famous footballer!"
- f. "Yes, and the same as Pam's and Tessy's and Shirley's."
- g. "This must be a record!"



Reading 2

1. “Costly shoes don’t make great footballers, Jen. Hard work and intelligence do!”
Do you agree with Jen’s father? Give reasons why. 
2. Why are the Back Street children in similar shoes? How does Mr Lewis make them feel?
3. Jen’s father returns late from work. He asks Jen about the match. What do you think she tells him about her football match?
4. Track the life story of a football player who started out poor. Make a brief presentation of your research to your class. Tell the class especially how the football player worked hard to reach success. 

Vocabulary

Words that are both verbs and nouns

Look at these look at these words from the story: can, match.

These words are both verbs and nouns. For example:

- cross (verb): We *crossed* the road carefully.
cross (noun): The priest carried a *cross* in his hands.
- loot (verb): The robbers *looted* the bank.
loot (noun): They ran away with the *loot* before the guard could raise the alarm.
- hide (verb): I’m *hiding* my novel behind these science books.
hide (noun): Animal rights activists are protesting the use of *hide* in making fashion accessories.
- can (verb): She is *canning* the strawberries. (packing them in cans)
can (noun): I want a *can* of soda, please.

Remember: *Nouns* are naming words and *verbs* are words that usually show action.

In the following sentences, underline the nouns and circle the verbs. One is done for you.

1. We will camp at the foothills near that old fishing camp.
2. They fish huge fish with simple nets.
3. This drink smells great. You must drink a little water.
4. He cooks with the cooks at the seaside restaurant.
5. She eyes the dolls in the toy shop with longing eyes.
6. Kaki’s mother asked her to milk the cows and sell the milk in the market.

Grammar

Adjectives

Words that describe a noun or a pronoun are called *adjectives*. They give us more information about the noun or pronoun they describe.

Read the following sentences based on the graphic story.

We'll get a pair of those *colourful* shoes.

Jen cleans her *new* football shoes.

Look at the italicized words. *Colourful* describes the appearance of the shoes and *new* describes the quality. These are adjectives. There are different kinds of adjectives.

Adjectives					
Quality	Quantity	Number	Demonstrative	Interrogative	Possessive
old, Indian, funny	a few, some, a lot	one, first, many	this, those, that	which, what, whose	my, her, our

Types of adjectives

Adjectives of quality: They tell us about the quality of person/s, thing/s or place/s. They can describe

- age: a *young* man, an *old* building, an *ancient* secret.
- nationality or origin: *Indian* story, *British* heritage.
- quality/characteristics: *fast* cars, *juicy* oranges, *bulging* pockets.
- sizes: *large* house, *tiny* mouse.
- colours: *brown* belt, *green* grass.
- shapes: *triangular* block of cheese, *circular* piece of cloth.
- feelings: Mary was *sad/angry/joyful*.
- what things are made up of: *wooden* spoon, *steel* frame.
- judgments: *right*, *interesting*.

Adjectives of quantity: They tell us how much of a thing we are talking about: a *few* people, *some* money, *a lot* of space.

Adjectives of number: They tell us how many people/things/places we are talking about: *three* sparrows, *seventeen* oranges, *ten* dwarves.

Demonstrative adjectives: They point out to the exact thing or person we are talking about: *this* tree, *that* house, *these* bags, *those* houses.

Interrogative adjectives: These are interrogative words like *what*, *which* and *whose* used as adjectives (with nouns): *which* school, *whose* shoes.

Possessive adjectives: They tell us who something or someone belongs to: *his* feet, *her* bike, *their* home, *my* aunt, *our* country, *its* tail.

1. Read the following extract from a newspaper and underline as many adjectives as you can.

Canada is eager to protect the Greater Sage-Grouse. This is a shy bird that lives in southwestern Alberta. There are only hundred and fifty birds left in Canada today. Canada believes that the bird will be extinct in five years if it is not protected.



The bird lives in long prairie grass. Recently grasslands have been destroyed by industrial growth and agricultural developments. In 2014, Canada issued an order to prevent any activity that will disturb the bird's habitat. The order means that people cannot harm any native plant or grasses found on the protected land. Nobody can build new roads, buildings or industries on this land. This order will also save other species that live in the same grassland, such as the burrowing owl and the swift fox.

2. In the table below, list five adjectives you underlined in the exercise above and mention the type. One has been done for you.

Adjective	Type
a. <u>eager</u>	i. adjective of quality
b.	ii.
c.	iii.
d.	iv.
e.	v.

Spelling

-ie or -ei

Say these words aloud: shield, niece, piece, thief, receive, ceiling

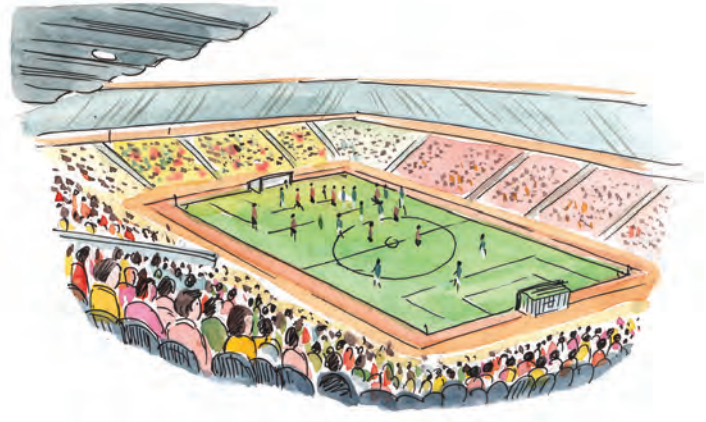
Notice that the letters *-ie* and *-ei* make the same sound: /i:/. This causes confusion when spelling words with these letters. Here is a simple rhyme to help you remember:

i before ***e*** except after ***c***

In the list on the previous page, notice that in *receive* and *ceiling* the /i:/ sound comes after *c*. This changes the spelling to *-ei*.

Fill the blanks in the words below with *-ie* or *-ei*. Remember to look out for the letter before the /i:/ sound.

1. f l d
2. d s e l
3. b e l f
4. c h f
5. d e c v e
6. r e c p t



Note: Words like *protein*, *height* and *seize* are exceptions to this rule.

-ei can also make the sound *ay* as in *vein*, *weigh*

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Writing

Email

Read this email.

From: ishant.verma@friendmails.com

To: laila.met2@friendmails.com

Subject: This is so funny!

Hi Laila,

I must tell you this!

It was such a funny day yesterday. It all began in the morning—I woke up only at 7! I had forgotten to set my alarm. I stormed into the bathroom and was out in a jiffy. I stuffed my bag, grabbed my sandwich, jumped into my shoes and flew down the stairs to my bus.

Thud! I fell down, I was sprawled on the ground near the stairs. I looked around—nobody had seen me, so I gathered my things and ran to the bus. As soon as I hopped into the bus, I fell again. This time all my friends saw me fall. They were howling with laughter.

In the sports field, on the stairs to the class, in the class—I tasted the dust at least six times in school. Believe me, it's not tasty at all!

It's only when I got home and sat down to untie my shoes that I realized I was wearing shoes from two different pairs! One was mine and the other was my elder brother's—both white, but one was a lot bigger than the other!

I haven't stopped laughing yet. Hope you find it funny too!

Bye,

Ishant

Did you notice?

- This email is very informal because it is written to a friend.
- Informal language reads like a conversation. We use contractions (it's); exclamation sentences; overstatements; casual greetings and signing off (Hi, Bye).
- The email is interesting and easy to understand because it describes events in a logical order.

Imagine you are the narrator of the graphic story 'Colourful Shoes'. Write an email to a friend describing how you got your shoes and what happened at the football match.

Remember to use informal language, and make it very interesting.

Speaking

Talking about people's qualities

When we talk about people we often use nouns and adjectives to describe their qualities. Note that we use *has/have* before nouns, and *is/are* before adjectives.

has/have	Nouns: energy, strength, intelligence, confidence, creativity, sincerity, determination, patience
forms of be: be/ is/am/are	Adjectives: energetic, strong, intelligent, confident, creative, sincere, determined, patient

Work with your partner. Discuss what qualities you would need to follow these interests.

- playing football
- solving puzzles
- boxing/wrestling
- acting
- writing poetry
- making sculptures

Now think of someone you know who practices these interests very well. It could be a famous personality. Discuss their qualities. For example:

Mary Kom has won so many international events. She is very strong-willed. She has a lot of determination and energy.

Listening

Following directions

You are going to listen to Captain Gold Faynd. He is an infamous pirate. He is going to describe the route he and his men took to find the treasure in the Island of The Staring Skulls. Here is a map of the island. As you listen to the story, trace the route the band took to reach the buried treasure.



Art Corner

Creating a papier-mâché bowl

The term papier-mâché literally means chewed paper. The papier-mâché art form was brought to Kashmir from Persia in the 14th century. Artists have used it to make painted boxes, bangles, trays, vases, and decorations.

Today it is a part of the curriculum in many Kashmiri schools and many children choose to learn this traditional art. The artisans soak waste-paper, cloth, the stalk of the rice crop in copper sulphate to reduce it to pulp. The pulp is then dried and converted to powder. The powder is mixed with rice water to apply to moulds. Upon drying, the artwork is detached from the mould and painted with bright colours.

In the story, 'Colourful Shoes', Jen is grateful to her father that she worked so hard to get him a pair of new football shoes. One way to express gratitude is to give a simple hand-made gift to your loved ones.

Let us learn the art of papier-mâché to make a bowl to gift for a loved one. Use these instructions to make the papier-mâché bowl.

- Make papier-mâché paste by mixing flour, water and glue.
- Cut old newspapers or waste-paper into 1-inch strips.
- Take a steel/plastic kitchen bowl to be used as the mould.
- Cover the outside of the bowl with aluminum foil.
- Lightly apply cooking oil or butter to the outside of the foil-covered bowl.
- Dip the strips of newspaper into the paste. Wipe the excess from the strip and apply it on top of the bowl.
- Repeat this process with more paper strips, pasting them in different directions until the whole bowl is covered.
- Allow the bowl to dry overnight. When dry, remove the foil-covered bowl carefully.
- Your bowls can be of all shapes and sizes. Now, you may use paints, glitter etc. to decorate the bowl.
- Gift it to your parent or other loved ones with a warm greeting.





4

The Boy Who Saved Holland



Starter

Shikha and Aafje are friends who met at an international children's festival. Recently Shikha had sent an email to Aafje about her country, Nepal, which is located in the high Himalayas. Here is Aafje's reply:

Dear Shikha,

Just as you are surprised to hear about my country, I too am surprised to hear that people can live on such high mountains in your country. My country is called the Nether (low) + lands because a large portion of our land is located below sea level.

We are often called Holland as well.

It should be difficult to live in a country where over 20% of land is below sea level, but our ancestors worked hard for many centuries to hold back the North Sea. They slowly pushed back the water by building dams and embankments called dykes. We also use canals, windmills and pumps to drain the land and keep it dry. In fact I live in Flevoland, a province which was once a part of the North Sea. But today we have beautiful farms, towns and cities here. And there are tulips everywhere!

Thank you for the invitation. I will definitely visit Nepal in March to enjoy Holi and see the mountains. Do plan a visit to my country too.

Love,

Aafje

Aafje has shared some pictures with Shikha. Read her email carefully and name what the pictures show by using words from the mail.



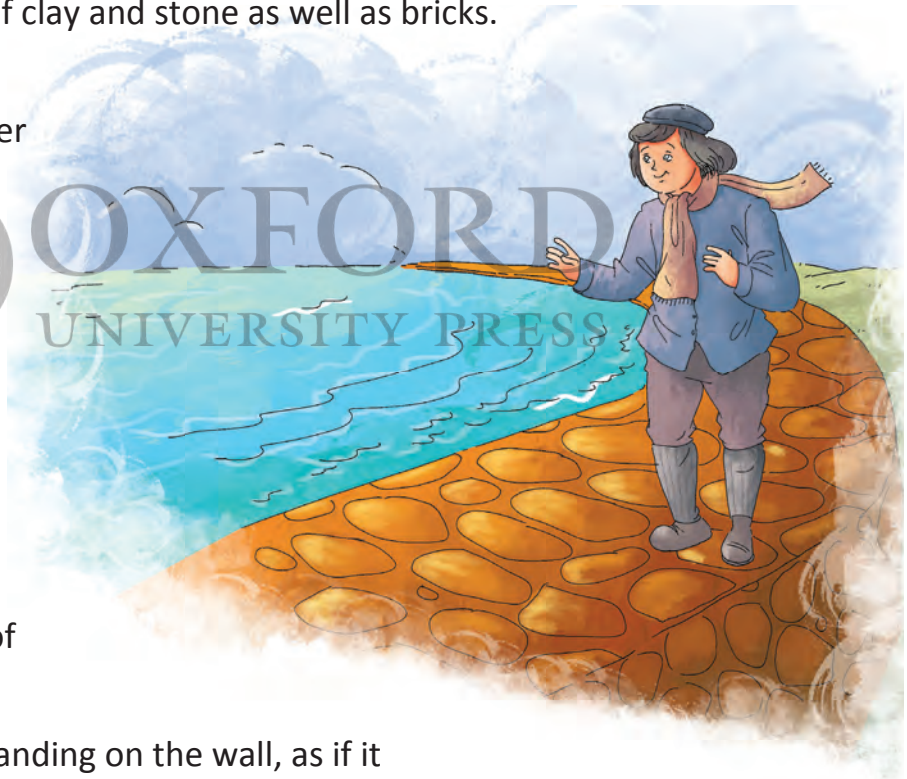
Every nation has its own myths and legends. You are going to read one famous legend about a little Dutch boy.



Hendrik would be ten years old in ten months. All his life he had heard about the dykes¹. He knew that a big part of Holland, his homeland, lay below the level of the sea, and the only things that protected it from being flooded were the dunes² and dykes.

The dykes, which were made by humans, were the most important. Since very long ago, Hollanders had put up great mounds³ of earth and sod⁴ to save their land from the tides⁵. It was a cruel war between the rising of the sea and the strength of the dykes, and for many years the sea threatened to win. But the Hollanders loved their country and would not allow the sea to drive them out from there. They fought back the waters that roared in from the North Sea; they protected the soil with longer and larger dykes, using barriers of clay and stone as well as bricks.

Hendrik's grandfather had been a dyke builder; his father looked after dyke repairs; his uncle was in charge of a polder⁶, an area of reclaimed⁷ land, surrounded by dykes. Hendrik admired the way the dyke was constructed—its tall grassy flanks⁸ and the great stone blocks on the sea's side, put there to break the violence of the onrushing waves.



He would imagine himself standing on the wall, as if it were a rampart, and would give a victory call to the sea. He would make expeditions⁹ into the countryside, exploring the turns and twists of the walls, examining the ways in which they were built, trying to guess their age.

¹dykes natural or artificial slopes or walls to regulate water levels, usually made of earth and often parallel to the river or the coast ★ ²dunes banks built to prevent water from a river or sea from coming into a town or a village ★ ³mounds heaps of earth ★ ⁴sod earth covered with grass ★ ⁵tides (here) huge rushes of water ★ ⁶polder an area of low land, especially in the Netherlands, originally from a water body, but protected by dykes ★ ⁷reclaimed taken back ★ ⁸flanks sides ★ ⁹expeditions organized trips with a purpose

One day he roamed further than he had ever gone, much further than he had intended. The sky was darkening when he turned towards home; there was no time to watch anything except the shady, unfamiliar road. It was a still, chill, stormy evening; the birds had gone to their nests; there was no sound in the air except ... Hendrik listened intently.

He did not want to believe what he heard, but he knew only too well what it was. It was the sound of water. Nothing much—only a trickle—but Hendrik knew what it would mean. He knew that the trickle would soon become a gurgle¹⁰; then there would be a gush, followed by a rush and then a roar, and the North Sea would sweep in.

For a moment he stood bewildered¹¹. It was growing dark, hard to see, harder to locate a small leak in the dyke. Finally he found it—a few feet from the ground—he could reach it. It was, as he suspected, a small leak, small enough to be stopped with one finger.

At first he was not worried. He even felt a little heroic, elated¹² to see that the finger of one small boy could hold the mighty waters in check. Besides, he thought, it would not be long; someone was sure to pass by, see what was happening and get people to repair the damage. But the stillness continued—stillness and loneliness. As the night came on, Hendrik grew colder. His hand pained him; there were cramps in his arm; soon his entire side felt numb. He could not tell how long he had hunched¹³ there; hours seemed to pass; he called and cried, but there was no answer.

No help came. The pain frightened him, but he could not take his finger from the dyke. The air was freezing; he was afraid he would drop from fatigue. He stamped his feet to stamp out the cold. He rubbed his still arm with the fingers of his other hand to keep the blood flowing. He was dizzy; pain stabbed every part of his body. But he would not remove his finger from the dyke.



¹⁰gurgle bubbling sound made by water ★

¹¹bewildered surprised and confused ★ ¹²elated happy and excited ★

¹³hunched leaned forward with shoulders raised

It was almost dawn when he saw the man with a lantern in his hand. Hendrik almost fainted. It was a labourer returning after working all night. Hendrik's parents had been searching for him all night. But it was this labourer who found the boy. He immediately called for help. The leak was plugged soon. The dyke was strengthened in weeks. A great part of Holland was saved!

Years passed, and many things were forgotten. But the country is still grateful to the boy who kept his finger in the dyke.

Reading 1

1. Say whether the following statements are true (T) or false (F).

- a. If not for the dykes, Holland would be flooded.
- b. Hendrik was proud of the dykes built by his ancestors.
- c. Because Hendrik was a small boy, he could not understand that the trickle was dangerous.
- d. Hendrik noticed a leak in the dyke because he loved dykes and understood what the leak meant. A foreigner probably would not have noticed it.
- e. When Hendrik located the leak he ran to call for help.

2. Choose the appropriate answers for the following.

- a. Hendrik expected help to come his way, but no help came till very late. The reason was that it was
 - i. not a very populated area.
 - ii. late in the evening.
 - iii. a stormy, cold night.
 - iv. a holiday.
- b. Hendrik found it hard to locate the leak. Of the following, tick the choices which are incorrect reasons for this.
 - i. It was growing dark.
 - ii. It was a very small leak.
 - iii. He was a small child.
 - iv. The dyke was too big for him to locate a small leak.
 - v. He was alone.

Reading 2

- Most children Hendrik's age would not realize a leak, nor would they do anything to stop it. Which of the following words could we use to describe Hendrik's actions and why?
heroic silly selfless brave thoughtless VB
- What do you think are the different feelings Hendrik might have had while he waited for someone to pass by? VB
- The country is still grateful to Hendrik because he prevented a great accident from happening. What could have happened if Hendrik had not detected the leak in time?

Vocabulary

Words to describe types of wind

The Hollanders have saved their land from the sea. This is a huge challenge because sometimes the sea can turn very rough. The movement of sea waves depends on wind speed. Here are a few terms from the Beaufort scale—a guide to wind speed and its effect on land and sea. Learn the difference between: *breeze*, *gale*, *storm* and *hurricane*.

Force	Speed kilometres per hour (kph)	Type of wind	What the sea looks like	What it looks like on land
2	6–11 kph	light breeze	small wavelets	leaves rustle
6	40–49 kph	strong breeze	large waves	large branches move
8	62–74 kph	gale	moderately high waves	twigs break off
10	89–102 kph	storm	very high waves	trees uprooted, buildings damaged
11	103–117 kph	violent storm	exceptionally high waves	widespread damage to trees and buildings
12	over 117 kph	hurricane	huge waves, sea is completely white with foam and spray, greatly reduced visibility	total devastation, coasts flooded

Grammar

Interrogative pronouns

Remember: A *pronoun* is a word we use in place of one or more nouns.

Interrogative pronouns are pronouns used to ask questions. They are: *who, what, which* and *whose*.

We use

who to refer to a person. **Example:** *Who* is Hendrik?

what to refer to things or ideas. **Example:** *What* did he do?

which to refer to persons, things or ideas. We use it to make a selection. **Example:** *Which* of these boys saved Holland?

whose to show possession. **Example:** *Whose* is this?

Remember: Some of these words can also be used as adjectives. But an adjective is followed by a noun or pronoun while a pronoun is used instead of a noun.

Example: *Which* book are you reading? (*which* = adjective followed by *book* = noun)

There are several books here. *Which* do you mean? (*Which* = pronoun)

1. Fill in the blanks with the right interrogative pronoun.

- wants to cook Italian food today?
- is the name of the dish you want to cook?
- is your apron?
- is this pan?
- is good at cooking pasta?
- is the recipe for Spaghetti alla Carbonara?

2. Read the story.

Once, some hunters had left a tiger's skin out in the sun to dry. A donkey found it, put it on and went towards the market. He was a frightening sight. People and animals all ran away in fear when they saw him. The donkey was delighted. He had a good time scaring all those around him.



He laughed out loud. As soon as he did that, everyone realized that he was just a donkey and not a fearsome tiger because he was braying. His owner who was also in the market, recognized him and gave him a dressing-down for terrorizing the village.

Frame three questions based on the story. Remember to use *who, what, which* and *whose* as pronouns.

Using the dictionary

Identifying word class

Read these words from the story: *rush, roar, leak, hunch*

Are these words nouns or verbs? Or can they be both?

Example: Henrick knew that the trickle could become *a roar*. (noun)

Behind the walls of the dyke, the sea *roared* wildly. (verb)

We can identify the word class of a word when we see how it is used in a sentence.

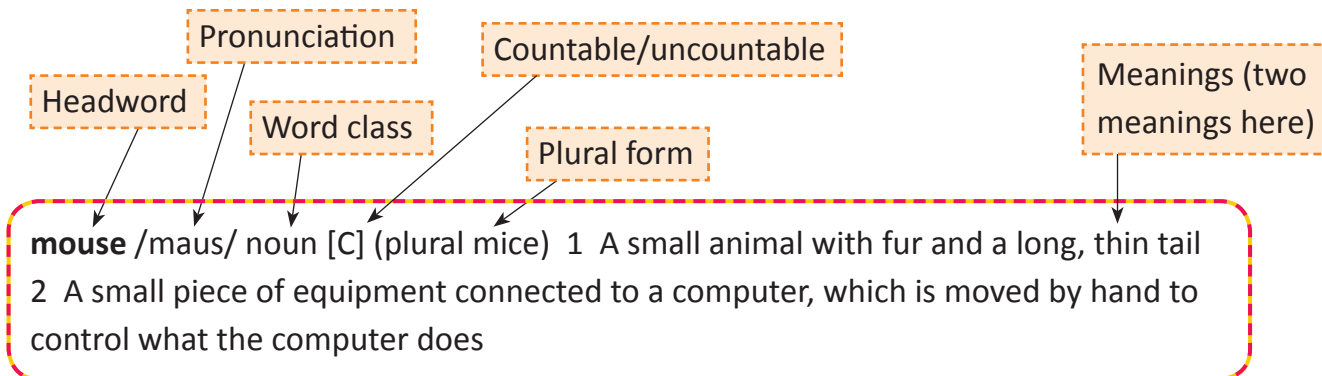
However, if the word is new to us or it is not in a sentences, we can use a dictionary to identify its word class.

Think about the word class for these words:

kite watermelon swim
upstairs trek thin

In a dictionary, information about word class is given next to the word you are looking up.

Look at a dictionary entry given below.



Use a dictionary to identify the word class/es for the headwords given below. Mention the word class next to the word.

1. ring:
2. hum:
3. season:
4. paint:

5. ending:
6. pot:
7. seasonal:
8. barrier:
9. damage:

Writing

Personal letters

Personal or informal letters are written to friends or close relatives. It is usually written in a warm and friendly manner. Even today, in the age of emails and phone messages, people love receiving hand-written personal letters. Here is a letter Hendrik wrote to his grandfather. Look at the different parts of a personal letter.

The sender's address (Hendrik's)	10 Seaface Urk Netherlands
Date	14 December 20XX
Greeting the receiver	Dear Grandpa,
An interesting opening paragraph	I'm so happy I'm coming to stay with you for a month. I just can't wait for next weekend! I love the winter break because I can be with you.
Body of the letter	I've to tell you about an interesting incident. There was a small leak in the dyke and I helped our villagers to plug it in time. I'm so happy! I'll tell you all about it when I come there. I'm wondering if you will take me fishing this time. You promised that when I'm all grown up you will take me to the sea with you. I'm big now.
An interesting closing paragraph	Please tell Rob and Lola that I'm coming. It will be such fun to walk on the dyke all the way to Klinkenberg.
Complimentary close/subscription	See you soon,
Signature	Hendrik

Based on the pattern given, write a personal letter to a relative (aunt/uncle/grandparents/cousin), asking them to come and spend a few days with you. In your letter

- tell them about your vacation and ask them if they are free then,
- tell them about the exciting things you can do together during the vacation,
- say how you would feel when they come.

Speaking

Discuss news items

Read these newspaper headlines.

Indian girl wins spelling competition in the USA	Dangerous prisoner escapes
Boy prevents bus accident	Villagers plant one lakh saplings in one day

What do you think these news stories will be about? Work with a partner, discuss and make up news stories. One has been done for you.

Headline: Boy prevents bus accident

News: A nine-year-old boy saved the lives of seventy-two passengers travelling in a tourist bus in Himachal Pradesh. The boy, Suraj Sharma, was returning from school when he noticed that the mud road had been loosened by the rain. He knew it would be dangerous for buses returning from Manali. He carefully ran ahead and stopped a bus just in time. "Had we driven across the road, the bus would have definitely caused a landslide. It would have been a terrible accident," said Kirpal Singh, the bus driver.

Listening

News broadcast

Read the sentences given below. Then listen to a few radio news headlines and fill in the blanks with the exact words you hear. You may listen to the audio twice.

1. Karthik Nemmani, an American boy of Indian origin, the final round of the US Spelling Bee Championship.
2. A twelve-year-old girl in Bhopal the police arrest burglars when she had the presence of mind to latch the doors of her neighbours' house from outside and on hearing some sounds from within. She knew that her neighbours were on vacation.

3. A dangerous criminal, Shaitaan Dada the city prison for the time this year.
4. women from Hariya, in Haryana, over one hundred saplings each in the hills around their village to bring back the receding cover.

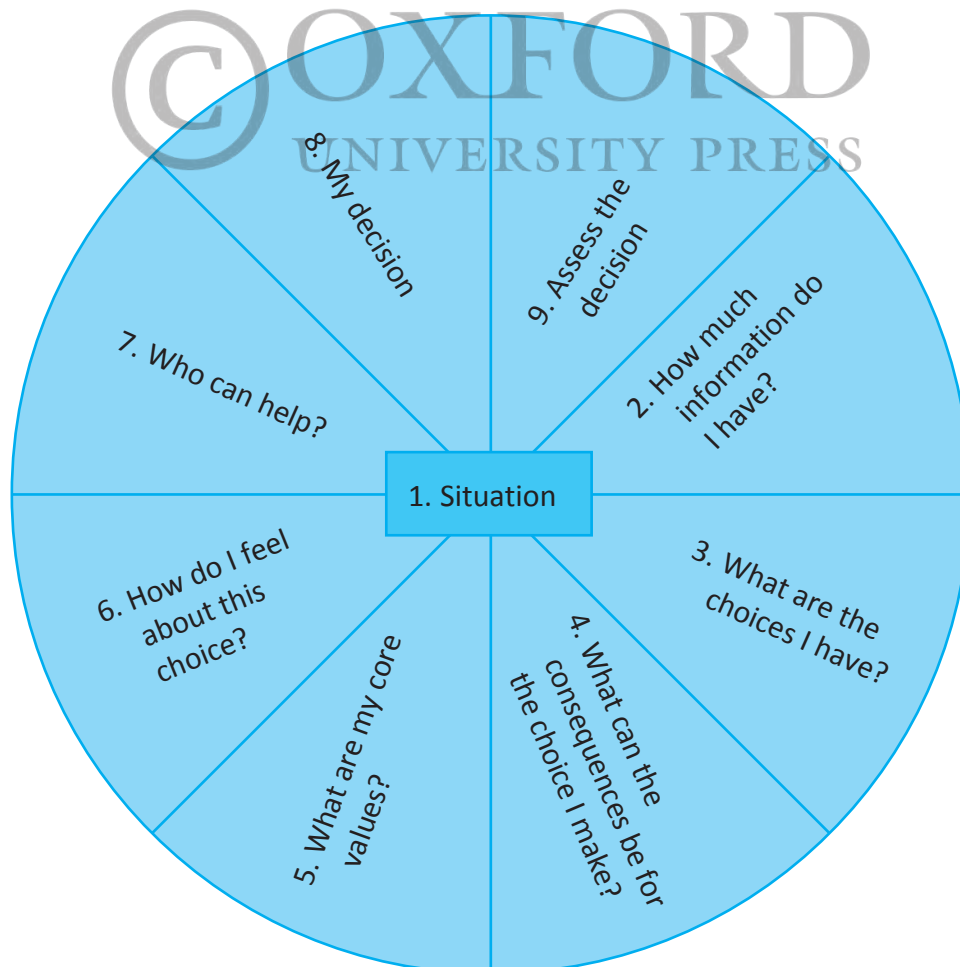
Life skills

Cognitive or thinking skills: Decision-making

Hendrik makes an important decision that saves many lives. Decision-making is a critical life skill. It is important to practise the steps in this skill so that you can make quick decisions that help save the situation.

Think of a situation where you have to make an important decision. Write the situation in the hub of the wheel. Then walk through the steps as numbered.

Do not forget to practise step 9 to assess if you have made a well-considered decision.





L-Plates on my Football Shirt

When I play football for the football team at school
No one takes me seriously, they think I'm just a fool.
My right boot's on my left foot, my left is on my right,
My socks are on my arms and my shorts are far too tight.

I have shin-pads on my chin just in case I'm fouled.
My shirt is full of holes, inside out and upside down.
The laces on my boots are nearly five miles long.
I need two weeks before each match so I can put them on.

They told me to play sweeper so I borrowed my mum's Hoover
And swept up their forward's shorts with a brilliant manoeuvre¹.
They asked about my shooting and how I could attack
So I got out my rifle but they made me put it back.

I told them that my dribbling was the best they'd get
Then dribbled down their shirts and made them soaking wet.
They asked me to play winger², I said I couldn't fly.
"Well, mark your man instead," so I gave him two black eyes.

"Free-kick!" said the ref, so I did and watched him fall.
Nobody had told me that I had to kick the ball.
In view of this the referee³ gave the other team the kick.
I was told to build a wall but I couldn't find a brick.

In the end there's only two positions I can play:
Left back right back in the changing rooms all day.
I'm only a beginner and someone could get hurt
So I don't have a number but an L-plate on my shirt.

From *Elephant Dreams* by
Ian McMillan, Paul Cookson, David Harmer

¹manoeuvre a series of moves requiring skills and care ★ ²winger an attacking player on the wing in football, hockey, etc. ★ ³referee an official who watches a game closely to ensure the rules are followed

Poem appreciation

1. The speaker says:

When I play football for the football team at school

No one takes me seriously, they think I'm just a fool.

Do you think it is likely that people think of the speaker as 'just a fool'? Why?

2. **Exaggeration** is defined as saying something that is far bigger than what it really is. It is one of the ways used to write humorous poems. For example: in this excerpt from a poem by Kenn Nesbit called 'I Ate a Spicy Pepper', the speaker uses exaggeration to describe the effects of eating a spicy pepper:

...the pepper caught my head on fire

and burned off all my hair.

My mouth erupted in lava

And my tongue began to melt

My ears were shooting jets of steam.

Read stanza two in the poem 'L-plates on my Football Shirt', and underline the lines where the speaker is using exaggeration. Exaggeration is called **hyperbole** in poetry.

3. The speaker's team asks him to perform certain roles during the football matches. However, he does something funny instead.

Match the actions asked of the speaker from Column A to the actions he ends up doing in Column B.

The team asks the speaker to:

- a. Be a sweeper
- b. shoot
- c. dribble
- d. Be a winger
- e. Mark
- f. Free kick
- g. Build a wall

but he...

- i. brings some firearms
- ii. drops liquid on them
- iii. looks for building blocks
- iv. refuses to take off
- v. strikes the referee with feet
- vi. strikes someone in the face and hurts their eyes
- vii. uses a vacuum cleaner

4. The **tone** of a poem is the poet's attitude towards a subject—a character or object in the poem. It may also be their attitude towards the reader. Hence a poem may have multiple tones.

Mood, on the other hand, is created in the reader's mind due to the words, images, dialogue, description of setting and people in the poem.

- What do you think is the speaker's tone in the poem? What words has the speaker used to convey this tone?
- As you read the poem, what mood is created in you? How does the poet create this mood in you?

Activity

Here are a few football-related words. Read them carefully with their meanings.

Sweeper	A position in defence—usually behind the centre halves; a sweeper's job is to 'sweep up' the loose balls and add cover in defence.
Marking	staying close to an opponent in order to prevent them getting or passing the ball.
Dribbling	taking the ball forwards past opponents with slight touches of the feet by continuous bouncing.
Winger	an attacking player on the wing in football
Foul	an illegal action punishable by a free kick
Defender	a player whose main role is to prevent the opposition from scoring
Handball	a foul committed by touching the ball with a hand or an arm
Striker	a player whose role is to score goals
Free-kick	a direct free kick is a method of restarting the game following a foul. A goal may be scored directly against the opposing side without the ball having first touched another player.
Wall	a line of players forming a barrier to block a free kick taken near the penalty area

Work with a partner to discuss the meanings of these words.




Jaldi's Gift



Starter

Have you seen a free-roaming dog in a south Asian village? Chances are that the dog is an Indian Pariah dog. Here are a few interesting facts about this breed of dog.

Read them and discuss with your partner the facts that you did not already know.

1. The Indian pariah dogs usually have erect ears, a wedge-shaped head, and a curved tail. 
2. They are also known as pye-dogs.
3. The pariah are said to be related to the Australian Dingoes, the wild dogs of Australia.
4. They are well-adapted to the south Asian climatic conditions. So, they are comfortable when the weather turns hot, humid or cold.
5. They are very healthy, and resistant to diseases. Unlike many domestic dogs, the pariah dogs do not fall sick frequently.
6. They are very alert, intelligent, and strong. They are often used as guard dogs in villages to protect sheep and cows from wild animals.
7. They are easily trainable and hardy. Hence they often help as police dogs.
8. Many free-roaming dogs we see in the cities are either pariah dogs or mixed breed dogs that have several breeds as ancestors including pariah dogs.

Look at the pictures of the Indian Pariah dog and the Australian Dingo.
Notice the similarities and differences.



Read a story about a little dog with an unusual gift.



I rolled down the piled sacks faster and faster, till I landed in the soft nest of husk¹ beneath.



How the dust from the husks flew up my nose and tickled me! I shuddered from nose to tail-tip as I shook with one tremendous sneeze.

When I opened my eyes, I looked straight into the eyes of our Important Visitor!

Father was there too, though it was so early. He gave me an encouraging look. Mother's always telling us to mind our manners, and I felt sad at having disgraced her, tumbling like that before our Important Visitor. There was no help for it, however, and I made my best bow, hoping the husks were not too noticeable on my brown coat.

To my surprise, Mother only smiled. "This is the one I told you about," she explained to our Visitor.

"Hmm. Let me see," the Visitor pointed her long aristocratic² nose in the air above my head, and cocked one ear.

Masti came sliding down the sacks just then, and like me, was put out to find himself in company. Our Visitor nodded graciously at him and asked my mother if there were any more of us "Yogi! Slow! Come over!" Father called gruffly³ and soon Yogi shuffled in, his rusk in his mouth. He placed the rusk politely within reach of the Visitor's paws. "Slow's asleep," he announced.

"Then we must let him sleep," our Visitor said. "Now children—listen!" And she cocked⁴ her ear alertly, her sensitive nose quivering in the air. "Tell me what you can hear, what you can smell."

Mother had often played this game with us, but she was never so tense about it. The Visitor seemed to think it was important to answer right. I suspected it might be education.

¹husk dry outer covering of some fruits and seeds ★
²aristocratic belonging to a noble or upper class family ★ ³gruffly with a deep and rough voice ★
⁴cocked tilted in a particular direction

“Shut your eyes, it helps,” our Visitor said kindly. Mother watched expectantly. Father had gone outside the shed, where he was pacing about impatiently.

“The Frontier Mail has entered the city,” Masti said. I can hear it ... it’s about ten miles away from here. I can hear the alarm go at the crossing as the gates shut. I can hear a man with a bad leg crossing the road near the Bakery ...”

“It isn’t a bad leg, it’s an artificial one,” Yogi corrected him. “One of the new ones, not the old wooden one like the Milkman’s father has. I can smell hair oil on the newspaper boy. He’s two crossings away—he has come in late! The bright green iced cakes in the bakery have gone stale. He never should have used that colour ...”

“That’s very clever of you, children,” our Visitor said. “And what does Jaldi have to say?” Tumbling in the husks was nothing compared to the way I was about to disgrace Mother now. I looked at her imploringly⁵, but she wouldn’t meet my eye. The truth was that I couldn’t smell or hear as well as Masti and Yogi. The things I smelt or heard were usually quite different.

“Just tell us what you think,” Mother said, as she always does, a dozen times a day. There was no help for it, so I said, “I smell fear. I think it’s a little girl who’s frightened.” The signals were flooding in urgently. “She’s getting more scared every second,” I yelled. “Oh Mother, shouldn’t we do something to help?”

“Well, let’s find out for ourselves what the trouble is,” our Visitor said and trotted⁶ gracefully out of the shed. Mother ambled⁷ after her and the three of us followed as fast as our short legs would carry us.

“You had better take us there, Jaldi,” Father suggested as we turned the corner. “I think you’ll find that you know the way.”

So I led the procession, and very proudly indeed, as the Important Visitor stepped aside for me. I knew there was a long way to go, but luckily, the wind was helpful and led me across the busy road, through the market, and down one of the twisting lanes that leads to the highway. There we found her at last, a little girl crouching behind a garbage bin, and crying as though she hadn’t a friend in all the world.

For some reason, our Important Visitor turned to Mother with a triumphant look. “You see?” she demanded proudly.

⁵imploringly in a desperate manner ★
⁶trotted ran with short steps ★
⁷ambled walked or moved at a slow relaxed pace

Mother did not congratulate her; in fact, she hardly took notice of the remark. Instead, she edged protectively towards the child. "Her mother's probably somewhere close by," she told us. "Yogi, Masti, see if you can keep her amused while Jaldi helps us find her mother."

This was difficult, with the distracting smell of garbage driving every other signal out of my head. Father was very patient with me. Twice he had to gently draw me away from enticing scents. Our Important Visitor was no help at all.

We found the child's mother at last, stuffing a large sack with bits of plastic and paper she had salvaged from the dump. It wasn't easy at all, making her understand that her child was frightened and miserable at being left alone with nobody to mind her. Father says we mustn't be impatient with beings of low intelligence, but you can't always be patient, can you? That's the trouble with people: they always expect dogs to understand what they have to say, but it never ever strikes them that dogs like to be heard too. They have words enough to describe the sounds we make: bark, whine, growl, yelp but they simply lack the intelligence to find out what we mean. This woman was no different. Father was very persuasive, not minding even when she threw a stone at him.

"Don't be angry," Father warned me over his shoulder. "You won't be able to dodge cleverly if you lose your temper." I caught the end of the woman's sari and tugged it



gently, and with Father barking and backing away from her all the time, we managed to get her to follow us. She broke into a run when she caught sight of her baby, and snatched her up hastily, angrily shooping off Yogi and Masti.

“Come away, children, the job’s over,” Mother called.

The woman shouted at us, waving a stick threateningly—believe it or not, she actually thought we were about to harm her child!

“Well, daughter,” Father said carefully, “it appears you have a gift.”

“How exciting!” I squealed. “Is it a bone?”

They shook their heads. “A gift is something you have inside you,” Mother said, “inside your head. It’s what makes you think.” I wrinkled my nose. It seemed to me that they were making a slight mistake. “Oh no, it’s Yogi that has the gift,” I corrected them, “it’s him that does all that thinking.”

Father agreed. “Yogi has excellent brains, but his is a different sort of gift, Jaldi. Every pup is born with a gift. We’ve just found out what yours is.”

“What is it?” I asked eagerly.

“I’m afraid you’ll have to find out for yourself” Mother answered. “It wouldn’t be the same if we told you.”

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(Abridged from *Jaldi’s Friends*)

Kalpana Swaminathan

Reading 1

1. Which clues from the first few paragraphs can you use to infer that the narrator is a puppy dog?
2. Why was Jaldi embarrassed to meet the Visitor?
3. “*Oh Mother, shouldn’t we do something to help?*” Who says these words? What does this tell about the speaker’s character?
4. “*She’s getting more scared every second.*” Who is ‘she’? Why is she scared?
5. Why did Jaldi lead the procession to find the scared girl?
6. According to Father, who are ‘beings of low intelligence’? Give an instance from the story to support this view.

Reading 2

1. The narrator says “*The things I smelt or heard were usually quite different.*” Do you agree with the narrator? Give reasons.
2. The story says: “*Just tell us what you think,*” Mother said, as she always does, a dozen times a day. Why do you think Mother says these words to Jaldi so often everyday?
3. Why does Visitor say, “You see?”
4. What is the ‘gift’ that Jaldi has? Discuss with your partner and later with the whole class. VB
5. The story suggests that everyone is born with a gift. What is your gift? How can one discover what one’s gift is? Think over these questions deeply and then discuss your views with the whole class. VB

Vocabulary

Words found in detective stories

Given Jaldi’s skills, she is soon going to turn into a detective. Here are a few words and phrases associated with the world of crime and detectives. Do you know these words? Use the dictionary to help you learn the meanings of words you don’t know.

break into	burgle	arrest	rob	escape
get away	punishment	illegal	burglar	alarm
detective	weapon	judge	imprison	innocent
shoplifting	nab	witness	lawyer	hold-up
kidnapping	investigate	armed	commit a crime	

Now use some of these words to fill the blanks in the following paragraphs, which have been taken from a detective’s diary. Remember to use them in the correct form.

A house on Third Street, College Road, was by three late last evening. A neighbour noticed some suspicious movement and raised an Soon the police reached there and two of them. However, it was not easy to catch the third one, as he had The police guarded every route, yet he with the money. I have to find him before he anyone else.

A 32-year-old woman was from Shopper’s Paradise on Fashion Street for A shopper and a shop assistant who saw the crime agreed to give their statements as to the crime. The woman however said that she was The might ask a to her past records and activities. I might get that job.

Grammar

Present perfect simple

Look at these sentences from the story:

1. The Frontier Mail *has* entered the city.
2. The newspaper boy *has* come in late.

The verbs in these sentences are in *present perfect simple*. We use this to talk about

- actions that happened a short time ago or a long time ago but the result of the action is important now.
- actions that happened some time ago and continue to happen or might happen again.



Examples:

Sentences	Meanings
He <i>has tasted</i> Thai food.	He has tasted it recently or at some time in the past. He remembers the taste now.
We <i>have lived</i> here for ten years.	We will probably continue to live here.
I <i>have been</i> to Kerala.	I have been to Kerala before, I might go again.

Note: *has* is used only with third person singular subject

To make positive or negative statements using the present perfect we use

Subject	+	<i>has/have</i> (not)	+	past participle form of the verb
I/We/They/You	+	have (not)	+	talked
He/She/It	+	has (not)	+	eaten

To make *Yes/No* questions using the present perfect, we move the verb to the beginning of the sentence: *Has/Have* + subject + *verb* in past participle form

Questions		
	Singular	Plural
1st person	<i>Have I started ...?</i>	<i>Have we started ...?</i>
2nd person	<i>Have you started ...?</i>	<i>Have you started ...?</i>
3rd person	<i>Has he/she/it started ...?</i>	<i>Have they started ...?</i>

Examples: *Has she started the project?*
Have they started the project?

We can use the following forms to give short answers:

- Yes, he/she/it *has*.
- No, he/she/it *hasn't*.
- Yes, I/we/you/they *have*.
- No, I/we/you/they *haven't*.

1. Choose from the box below to fill in the blanks. One has been done for you.

has/have gone **has/have reached** **has/have washed**
has/have returned **has/have completed**

- a. Laya *has gone* to bed.
- b. Nithya her homework.
- c. Asif and Anila the school.
- d. They from their trip.
- e. Adil the clothes.

2. Fill the blanks to turn the sentences below to negative statements. One has been done for you.

- a. The party has started. *..... The party hasn't started.*
- b. The children have come. come.
- c. I have brought a gift. I haven't any
.....
- d. She has prepared a song. She
- e. You have tasted the cake. the cake.

3. Lily is going for a movie with her friends this evening. On the way to the theatre she calls up her friends. Complete the conversation. One has been done for you.

Has the movie started?	No it hasn't.
Have all our friends reached there?	Yes, they
..... you the tickets? (buy)	Yes, I have.
Have you carried any bags?	Yes,
..... any snacks? (take)	No, we haven't.

Past perfect simple

Now look at this sentence from the story:

- Mother *had played* this game with us.
- The child's mother was stuffing the bag with plastic she *had salvaged* from the dump.

The italicized verbs are in *past perfect*. We use past perfect to talk about actions that happened and were completed in the past. We also use it to talk about an activity that took place before another activity in the past.

Action that happened earlier in the past	Action that happened later in the past	To show an action that happened earlier in the past, we use <i>had</i> before the verb.
Raj <i>had hidden</i> it	Jaya <i>looked</i> for the book	

Jaya *looked* for the book but Raj *had hidden* it.

To make statements with past perfect simple we use the following form:

subject + *had* + verb in the past participle form

Examples:

Positive: I/you/he/she/it/we/they *had worked* hard.

Negative: I/you/he/she/it/we/they *hadn't worked* hard.

To make questions we move *had* before the subject:

had + subject + verb in past participle form

Examples: *Had they watched* that movie?

Hadn't they watched that movie?



4. Match the sentence beginnings to the correct endings.

A	B
a. I couldn't unlock my bicycle <input type="radio"/>	<input type="radio"/> i. because we hadn't gone shopping.
b. When I reached Peggy's house, <input type="radio"/>	<input type="radio"/> ii. as I had paid for them previous day.
c. The shopkeeper delivered the books <input type="radio"/>	<input type="radio"/> iii. because the shops had shut.
d. There were no fruits in the fridge <input type="radio"/>	<input type="radio"/> iv. because I hadn't been there before.
e. I got lost in the town <input type="radio"/>	<input type="radio"/> v. she had already gone out to play.
f. I couldn't buy the pencils <input type="radio"/>	<input type="radio"/> vi. because I had lost the keys.

5. Fill in the blanks with the right forms of the verbs in brackets.

- I walked to school yesterday because I (miss) the bus.
- Shena (go) to the market because she had run out of soap.
- By ten o'clock last night I (finish) all my homework.
- Anu was uncomfortable with the plan as he never (ride) a horse before that day.
- When I (reach) the station, the train had already arrived.

Punctuation

Apostrophes: Contractions and belonging

- We use an apostrophe to show that letters have been left out of words that have been combined to make a shorter word. The shortened word is called a **contraction**.

An apostrophe is placed right above the place where the letters have been left out.

Examples: My mother *wouldn't* (would not) meet my eye.

I *couldn't* (could not) smell or hear as well as Masti and Yogi.

he is = he's we are = we're I am = I'm she has = she's I'll = I will

is not = isn't we have = we've he had = he'd she would = she'd

- We use apostrophes to show belonging.

Example: Jaldi's gift was unlike that of her siblings.

If the noun is singular, we place the apostrophe after the noun, before the -s.

Example: Jaldi's

If the noun is plural, we place the apostrophe after the -s. **Example:** boys' hostel

1. Underline the words that show contractions and write down their full forms in the space provided. One has been done for you.

- a. I'm afraid I've lost my keys. I am I have
- b. It doesn't matter; it's not important.
- c. We've got to leave early tomorrow morning.
- d. They're starting their yoga training tomorrow.
- e. I'd better set an alarm or I won't wake up on time.
- f. She'll be expecting me by 6 a.m.

2. Rewrite the following using apostrophes to show possession.

- a. the dish belonging to the dog:
- b. the name of my brother:
- c. the room belonging to the boys:
- d. the dog belonging to the girls:
- e. the books belonging to the students:



Writing

Formal letters

We write formal letters for official purposes to authorities, dignitaries, or seniors, and not to our friends or family. We must follow a few conventions while drafting formal letters.

Read the following formal letter:

Sender's address	10, Sunrise Avenue New Town
Date	09 January 20XX
Name/designation and address of the receiver	The Editor Sunday Mirror New Town
Subject	Subject: Thank you for Kid's World

Salutation	Dear Sir or Madam,
Body: introductory paragraph (says why you are writing the letter)	I am a fifth grade student from Mahatma International School. It is a pleasure to read the new supplement to the Sunday Mirror called Kid's World. I am writing to thank you for this great idea and to make a few suggestions towards improving the supplement.
Body: gives more details (here it says how the supplement is useful)	Reading all the major news of the week in short simple articles helps us keep track of what's happening around us. The weekly quizzes, puzzles, cartoons, short stories and poems make every Sunday a day we look forward to.
Body: gives more details (here makes suggestions for improvement)	A special section on crafts and recipes will encourage us to try out some activities during the weekends. Also, presenting simple everyday science in interesting ways will help us understand our world better.
Closing paragraph	Thank you for the interesting, informative supplement and for reading my letter. I hope you find my suggestions useful.
Signing off	Yours faithfully,
Signature	Aanya

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Discuss how the format and the language of a formal letter is different from an informal letter's (we learnt to write one in an earlier chapter).

You want your class to have a class newspaper. Write a formal letter to your teacher. In your letter, say:

- Paragraph 1: who you are, why you are writing the letter;
- Paragraph 2: why you think a class newspaper will be useful;
- Paragraph 3: how to make this newspaper and what features it should have;
- Paragraph 4, 5: thank and sign off.

Speaking

Persuasion

Have you ever tried to convince a friend to do something she/he does not want to do?

You and your friend are going to spend a Sunday together. Discuss in pairs and plan what you want to do on that day. Persuade each other to agree to your plan. Here is an example and a few ways to frame your sentences. Read before you start.

ARUNDHATI What do you want to do?

AKRITI We could go to the zoo.

ARUNDHATI Oh no, I am not too fond of the zoo. Some of the animals are scary.

AKRITI Oh, come on, it'll be fun! The animals won't harm us, they are used to humans.

ARUNDHATI All right, then.

When we persuade we say:	When we object we say:	When we accept we say:
Come on, let's give it a try!	Oh no, I ...!	OK, you win.
Don't worry.	No way! I can't ...!	All right, then.
It'll be all right!	That's a terrible idea!	Let's give it a try.

Listening

A conversation

Listen to a conversation between a few people. Then say whether the following statements are true (T) or false (F). Correct the errors in the false statements.

- The man asked the woman if her dog bites.
.....
- The woman said that the dog was hers.
.....
- A family of tortoises went into a café.
.....
- Junior found it very difficult to carry the raincoats. That is why he was late.
.....
- Man A says his son scores badly in tests.
.....
- Man A says that his son is three years old.
.....

Art Corner



Making a traditional drink

We have just read a story about intelligent dogs. Dogs contribute to many idioms in English. For example: *top dog*; *work like a dog*; *every dog has his day* being some of the common ones. Another popular idiom referring to the hottest days of summer is *dog's days*. We can use it in a sentence as: *During the dog days it is a good idea to stay indoors and drink some cool beverages*. Now, let's learn about making one of these beverages.

Raw mango is said to have many nutrients that are good for health such as pectin, oxalic, citric, and malic acids. There are properties found in the raw mango which can cool the body during these *dog days*. They are also used to make many homemade drinks.

Aam panna is one of them. It is a traditional Indian beverage relished in the hot summer months. Since it is made from fresh seasonal raw mangoes, it is suitable for the weather. This beverage is rich in vitamins. It increases immunity against many diseases.



Now, try making this traditional drink following this recipe.

Items you'll need:

- 250 gm raw mangoes
- 150 gm jaggery
- 1 tbsp cumin powder
- 1 tbsp black pepper powder
- 2 tbsp cardamom powder

Steps:

- Wash the raw mangoes thoroughly under running water.
- Take the help of an adult. Pressure cook the mangoes until they become soft. Then, ask them to remove the pulp and transfer it into a blender.
- To this, add cumin powder, black pepper powder, cardamom powder and sugar to taste. You can use jaggery instead to make it healthier. Blend them well.
- Pour the pulp into a bottle or container. You can store this in refrigerator for up to a month.
- Whenever you want a glass of aam panna, take a tall glass and place ice cubes at the bottom. Pour the pulp over, add water and stir it well. Enjoy your traditional summer cooler!