**Chapter 3 Colourful Shoes**

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**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 and 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 the things my classmates have. I feel ashamed of my ordinary shoes and the simple food in my lunch box. I’m anxious of the days I have to wear plain clothes to school.

**Speaker 3:** I’m overweight and I feel embarrassed when someone points it out. They tell me I can’t run fast or jump high. It really hurts!

**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 a car.

**What advice will you give to these speakers to help them overcome their feeling of embarrassment? Discuss in teams of four.**

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Inside classroom:  
“**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?”

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“Well… let me see… each child will need an old T-shirt, a pair of shorts and socks.”

“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.”

“What about a jersey, and shoes with studs? Can I have a real football strip¹?”

“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.”

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

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“Want to play, Jen?”

“No, Tessy, not today. Dad and I are off to buy new football shoes.”

**“We’ve got ours already.”**

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

“GET YOUR SHOES HERE! Running shoes, football shoes, shoes for every sport! All sizes! All colours!”

“Cheap shoes here! Red, green, yellow, they don’t cost much!”

“No, thanks. I’m going to start football lessons next week. I’m buying real football shoes with studs—like the ones champions wear!”

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**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 realises that they cannot afford shoes at the store.**

“WELL 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 **outsole⁴**! 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.”

⁴*outsole*: the outer sole of a shoe, especially a sport shoe

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**“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 FITS YOU. THEN PUT ON YOUR FOOTBALL THINGS AND REPORT TO THE FIELD. HURRY!”

“YOUR SHOES ARE JUST LIKE MINE.”

“GET IN LINE, EVERYONE!”

“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.”

⁴*shin pads*: pads to protect the lower front part of the leg

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**The Back Street Heroes win the match.**

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

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Jen cleans her new football shoes in her backyard.

**“I WILL BECOME A FIFA HERO! YES, I WILL!”**

**Comprehension**

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. “Nowhere in this entire world will you find shoes like you’ll find here.” Why do you think the shoe-seller says this?
5. Work with your partner to answer these questions.  
   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!”

**Critical Thinking**

1. “Costly shoes don’t make great footballers, Jen. Hard work and intelligence do!”  
   Do you agree with Jen’s father? Give reasons.
2. Why are the Back Street children in similar shoes?  
   How does Mr Lewis make them feel?

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**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. Real-Life Connect:** Jen feels self-conscious about her shoes. Have you ever been in a situation where you felt self-conscious or embarrassed? Did you take any steps to deal with it? Share your thoughts with a family member you trust the most.

## ****Cross-Curricular Connect****

Let’s learn the mathematics behind football.  
Football is bound by numbers, just like any other sport. According to FIFA, football should be played on a rectangular pitch. The length of the pitch should be 105 meters and its width should be 68 meters. However, this may change slightly depending on various factors.

We have 22 players in a game of football. Each team has 11 players, including one goalkeeper. It’s the same number of players as in field hockey, isn’t it? Also, each game is 90 minutes long. The game is divided into two halves of 45 minutes each.

Now, find out how mathematics affects the following games: test cricket, basketball and volleyball.

**Vocabulary**

**Words that are both verbs and nouns**

Look at these words from the story: *can*, *match*.  
These words are both verbs and nouns. For example:

* can (verb): She is *canning* the strawberries. (packing them in cans)
* can (noun): I want a *can* of soda, please.
* match (noun): I am playing today in the football *match*.
* match (verb): This jersey’s colour *matches* my teammates’.
* 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.

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

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**In the following sentences, identify words that are both verbs and nouns. Underline the nouns and circle the verbs. One has been 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 | a few | one | this | which | my |
| Indian | some | first | those | what | her |
| funny | a lot | many | that | whose | our |

### ****Types of adjectives****

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

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**Adjectives 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.
* **Judgements:** right answer, interesting opinion.

### ****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 hat, 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 soon 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. List five adjectives you underlined in the exercise above and mention its type in your notebook.**

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**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: /iː/. 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 /iː/ 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 /iː/ sound.**

1. sh \_ \_ ld
2. d \_ \_ sel
3. bel \_ \_ ve
4. ch \_ \_ f
5. dec \_ \_ ve
6. rec \_ \_ pt

*Note:* Words like *protein, height* and *seize* are exceptions to this rule.  
The letters *ei* can also make the sound /eɪ/ as in *vein* and *weigh*.

**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 seven! 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.

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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 light tone.

**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.