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For Teachers Only

FREE SMART CLASS
SOFTWARE
WITH WEB SUPPORT
FOR TEACHERS ONLY



SUNBEAMS

A Book Of
English Language and Literature



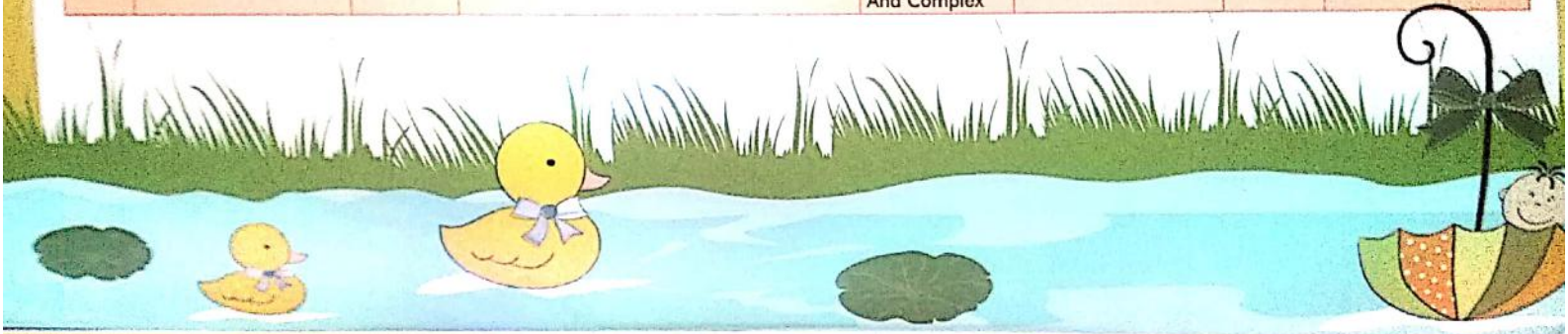
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DETAILED CONTENT

SCHOLASTIC AREA										
SL No.	Lesson	Reading Skills	Listen	Talk	Speech (Language Lab)	Grammar	Word-Wise	Study Skills	Writing Skills	Watch Smart Class & Enjoy
1.	The Three Races	Factual Inferential	Intensive Listening	Giving Opinion	Syllable Stress	Sentences Kinds Of Sentences	Match—Word Meaning, Make Sentences, Prefixes	Dictionary Spell	Story Writing	✓
2.	Meadow Surprises (Poem)		Reciting, appreciating and enjoying a poem			Nouns Kinds Of Nouns				✓
3.	What Is Your Water Footprint	Factual Inferential	Listening For General Interest	Enacting A Scene	Word Stress Of Two-syllable Words	Adjectives Degrees Of Comparison	Crossword	Dictionary Punctuate	Poster Making	✓
4.	The Squirrel (Poem)		Reciting, appreciating and enjoying a poem			Pronouns: Kinds				✓
5.	The Story Of An Invitation	Factual Inferential	Evaluative Listening	Speaking Politely (Role Play)	Word Stress Of Three-syllable Words	Determiners Articles	Word Grid Unscramble	Dictionary	Conversation	✓
6.	The Shed (Poem)		Reciting, appreciating and enjoying a poem			Verbs				✓
7.	A Gift Of Chappals	Factual Inferential	Intensive Listening	Collecting And Sharing Information	Word Stress Of Four-syllable Words	Phrases And Clauses	Unscramble, Identify Simile, Metaphor or Personification	Spell Dictionary	Picture Composition	✓
8.	Palanquin Bearers (Poem)		Reciting, appreciating and enjoying a poem			Sentences — Simple, Compound And Complex				✓



9.	A Song For Jin-Wai	Factual Inferential	Listening For Specific Information	Being Good	Sentence Stress And Intonation	Modals	Joining Separate Words Antonyms Complete The Words	Dictionary	Informal Letter	✓
10.	Hope Is The Thing With Feathers (Poem)		Reciting, appreciating and enjoying a poem			Tenses— Present Tense				✓
11.	The Desirable Shawl	Factual Inferential	Listening For Pleasure	Presenting A Report	Shift Of Stress	Past Tense	Suffixes Adjectives	Dictionary	Imagine And Write	✓
12.	Human Family (Poem)		Reciting, appreciating and enjoying a poem			Future Tense				✓
13.	Through Grandpa's Eyes	Factual Inferential	Inferential Listening	Expressing Gratitude	Falling Intonation	Active And Passive Voice	Adjectives Fill In The Blanks (With Suitable Words)	Spell	Notice Writing	✓
14.	Friends And Flatterers (Poem)		Reciting, appreciating and enjoying a poem			Adverbs, Degrees Of Comparison				✓
15.	The Blind Boxer	Factual Inferential	Listening For Specific Information	Making Complaints	Falling Intonation	Prepositions	Suitable Form Of Verbs Fill In The Blanks	Dictionary	Biographical Sketch	✓
16.	Life's Mirror (Poem)		Reciting, appreciating and enjoying a poem			Conjunctions Kinds Of Conjunctions				✓
17.	Prithviraj Chauhan I	Factual Inferential	Intensive Listening	Encouraging Others	Stress In Compound Words	Direct And Indirect Speech	Misspelled Words Crossword	Spell	Formal Letter	✓
18.	Prithviraj Chauhan II	Factual Inferential	Predictive Listening	Mini Presentation	Expressing Preferences And Making Suggestions	Question Tags	Suitable Form Of Words Crossword	Dictionary Punctuate	Diary Entry	✓

MY DICTIONARY

THE THREE RACES

- athletic (adjective)** : physically powerful and muscular
She dwarfed all her rivals in **athletic** ability.
- challengers (noun)** : contestants competing against each other
He held off all the last minute **challengers** and won the race.
- commenced (verb)** : began
After the elections, the new government **commenced** developing the roads.
- competitors (noun)** : **challengers**
He left the **competitors** far behind and reached the finishing line first.
- congregated (verb)** : gathered
The children often **congregated** near the school canteen in the afternoon.
- determination (noun)** : **fixed intention**
His will power and **determination** made him conquer great heights.
- ecstatic (adjective)** : filled with deep joy and happiness
The ecstatic crowd gave a standing ovation to the performer.
- fable (noun)** : a short story conveying a moral
The fable, 'The Hare And The Tortoise' teaches us that slow and steady wins the race.
- frail (adjective)** : fragile, weak
Her **frail** hands could hardly hold the cup.
- native (adjective)** : existing in or belonging to one by nature
He recited a poem in his **native** language.
- presented (verb)** : gave away
The mayor **presented** him with a gold medal at an official reception.
- puzzled (adjective)** : filled with bewilderment
She had a **puzzled** look on her face.
- quizzed (verb)** : asked, questioned
You will be **quizzed** on the poem tomorrow.
- sentiment (noun)** : feeling
They encouraged national **sentiment** among the students.
- spectacle (noun)** : an impressive or a beautiful sight
The view of the blossoms in my garden was a beautiful **spectacle**.
- to be a witness (phrase)** : to watch
I want to **be a witness** to the grand parade that marches across the main square every Sunday.

THESAURUS

commenced (verb)	started	initiated	inaugurated
ecstatic (adjective)	elated	enraptured	overjoyed
frail (adjective)	infirm	feeble	wasted
presented (verb)	awarded	conferred	granted
quizzed (verb)	questioned	interrogated	probed



The Three Races

This is a story about three different races. Use Cordova Smart Class Software on the smart board in class to read and find out how different each race is from the others.

An old **fable** retells the story of a young **athletic** boy, hungry for success. For him, winning was everything and success was measured by such a result.

One day, the boy was preparing himself for a running competition in his small **native** village, for himself and two other young boys, who were to compete with him. A large crowd had **congregated** to witness the sporting **spectacle** and a wise old man, upon hearing of the young boy, had travelled far to be a witness.

and power. He raced faster than the rest and reached the winning line. He was first. The crowd was **ecstatic** and cheered and waved at the young boy. The wise man remained still and calm, expressing no **sentiment**. The young boy, however, felt proud and important.

Why do you think the wise man remained still and calm?



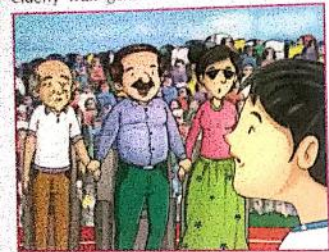
The race **commenced**, with the three **competitors** very close to the finishing line. But sure enough, the young boy dug deep and called on his **determination**, strength



A second race was called and two new, young, fit **challengers** came forward to run with the young boy. The race started and sure enough the young boy came through and finished first once again. The crowd was ecstatic again and cheered and waved at the young boy. The wise man remained still and calm, again

expressing no sentiment. The young boy, however, felt proud and important.

"Another race, another race!" pleaded the young boy. The wise old man stepped forward and presented the young boy with two new challengers, an elderly frail gentleman and a blind lady.



"What has happened? Why do people not join in my success?" he asked the wise old man. "Race again," replied the wise man, "...this time, finish together, all three of you, finish together," continued the wise man.



What do you think the boy will do now?

The young boy thought a little, stood between the frail man and the blind lady and then took the two challengers by the hand.



The race began and the young boy walked slowly, ever so slowly, to the finishing line and crossed it. The crowd was ecstatic and cheered and waved at the boy. The wise man smiled, gently nodding his head. The young boy felt proud and important, but he

couldn't understand for whom the crowd was cheering.



"Wise man, I understand not! For whom is the crowd cheering? Which one of us?" asked the young boy. The wise old man looked into the young boy's eyes, placing his hands on the young boy's shoulders, replied

softly, "Young boy, for this race you have



won much more than in any race you have ever run before and for this race, the crowd cheered not for any winner. It cheered for all three and specially for you as a winner again and again!"

Darren Edwards

MESSAGE: A real hero is one who helps others to accomplish something.

Darren Edwards: He has written many stories including King Arthur The Panto, Snow White and Mother Goose. His writings echo pertinent concerns.



Answer Orally

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

Read these words aloud: fable, native, congregated, ecstatic

1. What message does the story give us?
2. Have you ever watched a live race? How does it feel to be a part of the cheering crowd?



Multiple Choice Questions

Tick (✓) the correct answer in each.

1. The young boy was hungry for

(a) success	<input type="checkbox"/>	(b) the large crowd	<input type="checkbox"/>
(c) cheer	<input type="checkbox"/>		
2. The boy was preparing himself for a

(a) hockey tournament	<input type="checkbox"/>	(b) cricket tournament	<input type="checkbox"/>
(c) running competition	<input type="checkbox"/>		

3. Who were the participants in the third race?
 - (a) the young boy and two other young boys
 - (b) the young boy and three frail ladies
 - (c) a frail gentleman, a blind lady and the young boy
4. For which race did the young boy win the most cheers?
 - (a) the first race
 - (b) the second race
 - (c) the third race

Read And Answer

1. What do you learn about the young boy?
2. How did he win the first race?
3. "This is no race!"
 - (a) Who says this and to whom?
 - (b) Why does the speaker say so?
 - (c) What does the wise man want the young boy to do?
4. "Race again,"
 - (a) Who is the speaker of these words?
 - (b) Why does the speaker want the race to be held again?
 - (c) What changes did the speaker mention for the next race?

WORD Quiz!

Tick (✓) the odd word.

- | | | | |
|-----------|--------------------------|---------------|--------------------------|
| (a) crowd | <input type="checkbox"/> | (b) gathering | <input type="checkbox"/> |
| (c) young | <input type="checkbox"/> | (d) mob | <input type="checkbox"/> |

Think And Answer

1. What lesson do you think the wise old man was trying to teach the boy?
2. 'The young boy felt proud and important.' This statement has been repeated thrice in the story. Why? Discuss with your partners.
3. "...and for this race the crowd cheered not for any winner." What do these words mean?

Reference to Context

Read the following statement and answer the questions that follow.

"It cheered for all three..."

- (a) Who said this and to whom?
- (b) What does 'It' refer to?
- (c) Who are the three people being talked about?
- (d) Why did 'It' cheer for all three?

HOTS (Higher Order Thinking Skills) QUESTION

Discuss with your partner and write suitable words related to each of the given pictures. What do you think of the three races?



The First Race

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The Second Race

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The Third Race

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Listen

Intensive Listening

Read the notes below. Then, listen to the radio programme 'Festivals of India'. As you listen, fill in the missing information in the notes. (Listening Text on Page No. 143)

Goa Carnival

Goa Carnival is celebrated in the month of
 introduced this festival to the Goan culture.
 People stay away from meat for days during
 the festival. The term 'carnival' means The
 celebration of the carnival lasts for days and
 nights.



Compare your answers with your partner's. If you are unsure, listen to it again.

Talk

Giving Opinion

When we want to talk about the reason or cause behind an event or activity, we use certain phrases to give our opinions.

Personal Point Of View : We use these phrases to express a personal point of view:

1. As far as I'm concerned...
2. Speaking for myself...
3. In my opinion...
4. Personally, I think...
5. I believe that...
6. What I mean is...
7. I am not sure...

Study the given situation.

One day, Ravi was asked to give his opinion on the incident that took place the day before yesterday. How would he give his opinion?

He might say :

- (a) I am not sure, but little Kitty might have entered the kitchen.
- (b) I think someone pushed him and he got this injury.

Read some more examples.

1. I think that we should go to the concert now.
2. If you want an honest opinion, you have cooked better before.
3. There is a possibility that her sister might have stolen your book.
4. To my mind, we need to read the book before we do the assignment.

How would you offer your opinions on these situations? Discuss with your partner.

1. Your teacher wants to know why your friend has been absent from school for five days.
2. Your friend's brother is not talking to your friend.
3. Your classmate has lost his/her water bottle.



Language Lab

(Use Cordova language lab software to watch the facial movement training. Listen to the expert, practise and record the sound in your own voice.)

Syllable Stress

A syllable is a single unit of speech that includes a vowel sound. It can be a word or part of a word. It can be just one letter or a group of letters. Here, the stress on the syllable is followed by a falling tone. Let us practise the following single syllable words.

Single syllable words with one vowel letter

`pen `cup `hat `can `fill `win `slow `milk `burn `fall `new `sick

Single syllable words with two vowel letters

`moon `cake `break `have `pain `suit `soap `none `bead `road `large `touch

Grammar

Sentences

A group of words giving meaningful information is called a **sentence**. A sentence consists of two parts — **subject** and **predicate**.

The part that tells about whom or about what the sentence is talking about, is called the **subject of the sentence**.

The part that tells about what is being said in the sentence, is known as the **predicate of the sentence**.

Example: The train reached the station at 10 pm.
 subject predicate

Underline the subjects and circle the predicates in the following sentences.

1. The Indian team won the match.
2. The house at the corner of the street belongs to my uncle.
3. In that hut lived an old woman.
4. What are you doing?
5. Lokesh and his friends are playing in the park.



Kinds Of Sentences

Assertive	Interrogative	Imperative	Exclamatory
➤ Assertive	1. He likes chocolate. (affirmative)	2. He is not going out. (negative)	
➤ Interrogative	1. How is your friend now?	2. Where do you stay?	
➤ Imperative	1. Always speak the truth.	2. Please help me to complete this	
➤ Exclamatory	1. What a beautiful sight!	2. Hurrah, we have won the match	

Identify the kinds of sentences. Mark *A* for assertive, *I* for interrogative, *Im* for imperative, *E* for exclamatory and *N* for negative sentences.

1. What can I do for you?
2. Go home right now.
3. Please write a poem for me.
4. I cannot come to the party today.
5. What a beautiful piece of jewellery!
6. Alas, we lost the match!

□
□
□
□
□
□
□

Word-Wise

A. Match the given words with their meanings.

- | | |
|---------------|---|
| 1. frail | (a) a view or opinion that is held or expressed |
| 2. sentiment | (b) to gather into a crowd or mass |
| 3. congregate | (c) feeling or expressing joyful excitement |
| 4. ecstatic | (d) weak and delicate |

B. Use the given words and phrases in sentences of your own.

- | | |
|----------------|-------------|
| 1. competitors | 2. puzzled |
| 3. cheered | 4. waved at |
| 5. looked into | |

C. Circle the prefix in each of the given words and write three more words using the same prefix.

- | | | | |
|-------------------|-------|-------|-------|
| 1. unappreciative | ..... | ..... | ..... |
| 2. misfortunes | ..... | ..... | ..... |
| 3. disappeared | ..... | ..... | ..... |
| 4. impossible | ..... | ..... | ..... |
| 5. inactive | ..... | ..... | ..... |

Dictionary

Write the meanings of the underlined words in the context of the following sentences.

1. (a) *Grandmother* was present during the birth of Shyam.
(b) Aman is Indian by birth but has lived for most of his life in Canada.
2. (a) War brings pain and destruction.
(b) What brings you here today, Prateek?
3. (a) He needs proper care for fast recovery.
(b) Nishant handled the vase with care.

4. (a) He spoke out loud and clear.
(b) The water is so clear that you can see the stones on the river bed.
5. (a) You can read a book while I am writing this letter.
(b) While Sumit is good at Maths, his brother is very weak in it.



Spell

Complete the words by filling in the missing letters in the following sentences.

1. He is not only a good singer but also a good d..... c..... r.
2. Mr Patel is a pu..... t..... al and an ci nt employee.
3. Taj Mahal is one of the i t o i al places in Agra.
4. Ravi tried to be as g r s as Karan.
5. Mohan's nervousness was not vi..... b..... e to Sona.



Write

Story Writing

Story writing is an account of imaginary or real people and events. When we talk about story writing as a classroom task, what we refer to is a short story with a fully developed theme. A story writing task also includes giving the story a suitable title.

Write short stories using the following points.

1. Seema — a quiet, intelligent girl — ninth birthday — friend Maya presented a magical storybook — bought from an old woman — pictures of fairies in the book — one fairy would come alive — a good and truthful child could only spot the right picture — an injured cat — Seema helped — took it to veterinary surgeon (neighbour) — cat cured — magic fairy spotted — became a good friend of Seema
2. two thieves — see white statue in a shop window — break in at night — steal — an open tempo — escape — rain on the way — reach hideout — no statue — white salt — dissolved



Meadow Surprises

A meadow reveals several beautiful things like a green field, a park and a clump of trees. It has many surprises in store but only if we look carefully. Use Cordova Smart Class Software on the smart board in class to watch, listen and know about these surprises.

Meadows have surprises,
You can find them if you look;
Walk softly through the velvet grass,
And listen by the brook.

You may see a butterfly
Rest upon a buttercup
And unfold its drinking straws
To sip the nectar up.

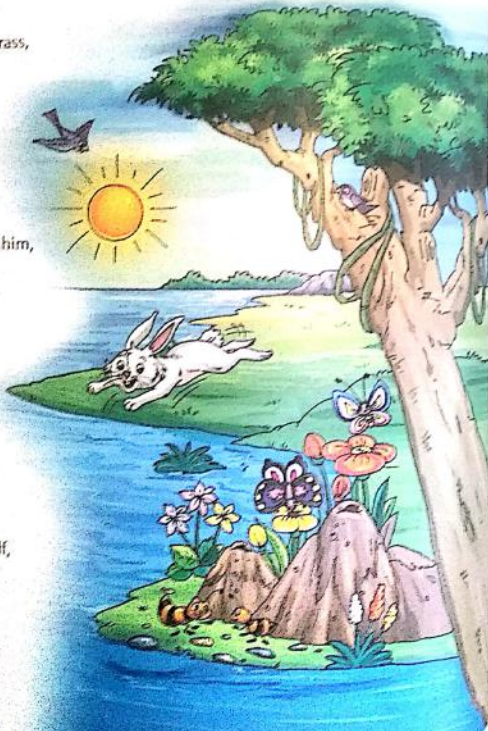
You may scare a rabbit
Who is sitting very still;
Though at first you may not see him,
When he hops you will.

A dandelion whose fuzzy head
Was golden days ago
Has turned to airy parachutes
That flutter when you blow.

Explore the meadow houses,
The burrows in the ground,
A nest beneath tall grasses,
The ant's amazing mound.

Oh! Meadows have surprises
And many things to tell;
You may discover these yourself,
If you look and listen well.

Lois Brandt Phillips



Lois Brandt Phillips, Phillips is a widely published poet and short story writer. His work is highly appreciated. His famous works include *Decorative Painting Using Patterns*, *Nature and Wildlife Craft*, among others.

amazing (adjective): surprisingly great, astonishing **brook** (noun): a natural stream of water smaller than a river **discover** (verb): learn, find **explore** (verb): travel to, penetrate into, to examine, probe or analyse **flutter** (verb): move along rapidly and swiftly **meadow** (noun): a field where grass are grown to be made into hay **mound** (noun): a small natural hill **parachutes** (noun): rescue equipment consisting of a device that fills with air and retards your fall **scare** (verb): frighten



A Little More Of The Poem

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

Answer these questions.

- 'You may see a butterfly'
What could he be the butterfly doing?
- Why can you not see the rabbit?
- How does the poet describe the change in the fuzzy head of a dandelion?
- What does the poet want the readers to explore?
- How does one discover the surprises that meadows have?
- Explain the given terms.
 - velvet grass
 - fuzzy head
 - meadow houses
- Which words in the poem mean the same as:
 - drink with mouthfuls
 - sweet juice
 - frighten
 - examine
 - find unexpectedly
- Which line in the poem suggests that you need a keen eye and a sharp ear to enjoy a meadow? Write the stanza that contains this line.



Grammar

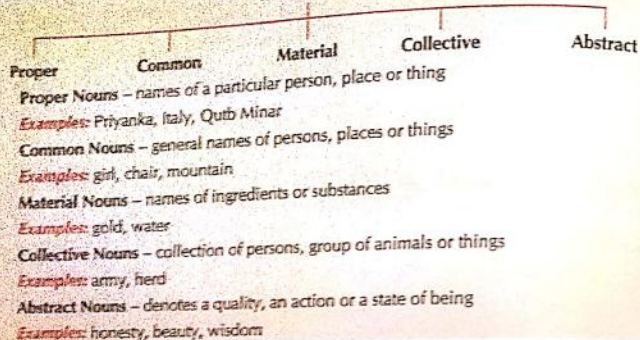
Nouns

A word that names a person, place, animal, action, thing, quality or feeling is called a **noun**.

Examples: 1. David lives in Delhi.

2. Boys are playing cricket.

Kinds Of Nouns



- A. Fill in the blanks with **abstract form** of the nouns given in the brackets.
- The of the rope had to be 5 m. (long)
 - One should not nurture the feeling of for anyone. (hate)
 - It all depends on the manager's (decide)
 - India got its in the year 1947. (free)
 - Wear helmets for the and security of your lives while riding bikes. (safe)
- B. Pick out the **nouns** and classify them. Place these nouns under the categories given below.
- I visited Shimla when I was twelve years old. We were put up at a hotel near the mall. The beauty of the surrounding hills left a lasting impression on us. The Indian army had a camp nearby and every evening, officers in smart uniforms could be seen strolling about. Every evening, young ladies dressed in bright colours and children wrapped in woollens could be seen sitting on the benches, made of wood and enjoying the chilly winds blowing in the cold weather. The kindness of the people and the beauty of nature made the trip to Shimla memorable.

Proper	Common	Collective	Material	Abstract

MY DICTIONARY

WHAT IS YOUR WATER FOOTPRINT

- contaminated (verb)** : made dirty or impure by addition of a substance that is dangerous
Most of the coast has been contaminated by nuclear waste.
- corporate (adjective)** : of or belonging to a corporation (a business firm)
The company is moving its corporate office from Delhi to Mumbai.
- disclosure (noun)** : information or a fact that is made known or public that was previously secret
The government will make a disclosure on tax tonight.
- imperative (adjective)** : very important and needing immediate attention or action
The public's positive attitude towards sanitation is imperative.
- judicious (adjective)** : careful and sensible
Rohan made judicious use of the money he earned as a summer trainee.
- manufacturing (verb)** : making goods in large quantities
The factory is manufacturing goods in large quantities.
- norms (noun)** : required or agreed standards, amount, etc.
One has to adhere to the school norms.
- pollutants (noun)** : substances that pollute something, especially air and water
Plastics are the major pollutants of the environment.
- prescribed (adjective)** : a plan or a suggestion for making something happen or for improving it
The prescribed medicines are easily available.
- procedural (adjective)** : official or formal
Construction of buildings on the riverside is a procedural violation.
- prone (adjective)** : likely to suffer from something or doing something bad
He is prone to seasickness and is already feeling uneasy.
- sustainable (adjective)** : capable of being maintained
The government should do more to promote sustainable agriculture.
- topical (adjective)** : connected with something that is happening
The discussion focussed on topical issues on economics.
- water scarcity (noun)** : not enough of water and difficult to obtain
The rural areas of Maharashtra suffer from water scarcity.

THESAURUS

contaminated (verb)	: polluted	adulterated	infused
judicious (adjective)	: wise	sensible	prudent
norms (noun)	: standard	benchmark	criterion
prescribed (adjective)	: ordered	authorised	advised
procedural (adjective)	: operational	methodical	strategical
prone (adjective)	: susceptible	vulnerable	disposed

What Is Your Water Footprint



This is an informative lesson, as it educates us about the amount of water used at an individual level and all the way to the national level. Use *Cordova Smart Class Software* on the *smart board* in class to watch, read and understand every individual's water footprint in order to shoulder the responsibility to make life more water sustainable.

How much water does it cost to make a product? Will calculating this cost or the 'corporate water footprint' help make businesses more water sustainable?

Judicious use of this resource is imperative but unless one knows how much water is being used, how can they take steps to limit their usage?

A water footprint helps one understand the amount of water being used at an individual level all the way to a national level and in the numerous processes involved in manufacturing and producing our goods and services.

An accurate water footprint also takes into account the amount of water contaminated during the manufacturing and production process. This tool gives a solid water accounting framework and aids us all in our efforts to be more efficient and conservative with our water use.

The water footprint of an individual is the amount of water he/she uses in and around his/her home, school or office, throughout the day. It includes the water used directly,

like that from a tap as well as the water used indirectly, like the water utilised to produce the food one eats, the products he/she buys, the energy he/she consumes and even the water he/she saves by recycling.

What do you mean by 'recycling'?

The water footprint of a business, the 'corporate water footprint', is defined as the total volume of fresh water that is used directly or indirectly to run and support a business. The water footprint concept was introduced in 2002 by Arjen Y Hoekstra.

A water footprint consists of three components:

- **Blue water** (fresh water in lakes, rivers, aquifers): It refers to the amount of surface and groundwater used to produce products. This includes the water that evaporates from these sources also.
- **Green water** (water from rainwater stored in the soil): It refers to the amount of rainwater evaporated from the soil.
- **Grey water** (polluted water): It refers to the volume of water required to remove

the pollutants from used water to bring it back to a quality that is acceptable according to the prescribed norms.

How To Reduce Water Footprint

In case of 'Direct Footprint', we can do the following:

- Install water-saving toilets and showers.
- Close the tap while brushing your teeth and shaving.
- Use recycled water in the garden.
- Harvest rainwater and use it for recharging groundwater or for secondary uses like washing cars and gardening.

How can we reduce our water footprint?

If it is 'Indirect Footprint', we should be conscious of what we buy. We should make sure that we buy products that have a comparatively lesser water footprint. For example, buying a product that is produced from a place that is less prone to water scarcity. Switching to products that have a lesser water footprint. This will encourage industries to be more water conscious and transparent in their water consumption.

Growing crops that we buy (such as, wheat, pulses, vegetables and fruits) consumes water. Does their production add to our water footprint? Discuss.

The Water Footprint Network has developed a calculator which can help individuals assess their water footprint based on their

lifestyle and their location. The calculations are based on the water requirements per unit of product as in the country of residence.

How much of water does an individual use? How much water does a company use? Does it recycle any and most importantly how much does a finished product cost in terms of water? Only once such an evaluation is carried out, can the water footprint, both in terms of fresh water used and polluted wastewater released, be reduced.

A transparent water accounting of an industry's needs is a tool that can lead to better response strategies—strategies that are not only topical, but also custom built per location and season that will help consumers make an informed choice.

Indian Standard Organisation (ISO) is working on a procedural standard on how to incorporate water footprint in a product Life Cycle Assessment (LCA). Responsible citizens too need to be aware of their duty, make wise choices and demand for transparency in information related to use of water for all products that they use.

It's time industrial water disclosure be changed from voluntary to mandatory. After all, scarcity of water will lead to a drought in business too!

(This content has been published with permission from India Water Portal: www.indiawaterportal.org)

MESSAGE "When the well is dry, we know the worth of water." Benjamin Franklin

Teacher: At least share me the information ... rough work ... or something to assure that you people actually tried.

Client:

Nakul:

Teacher: How much time do you need to do it all over again?

Client:

Teacher: No way! I have to prepare the teacher's project report for the Parent-Teacher Meeting that is scheduled for next Saturday.

Nakul:

Teacher: But, don't compromise on the quality and no more excuses.

Client:

Nakul:

Teacher: So you want to tell me that yours is a genuine problem. Fine, but convince me by your work that you are genuine.

Language Lab (Use Cordova language lab software to watch the facial movement training. Listen to the expert, practise and record the sound in your own voice.)

Word Stress Of Two-syllable Words

In English, when we break a word into syllables, only one syllable gets stressed. This is done by pronouncing the syllable louder, longer and at a higher pitch with more force. It is called the stressed syllable or the accented syllable. Practise the following two-syllable words with the correct word stress.

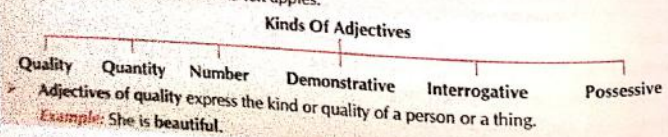
also	'al-so	garden	'gar-den	explain	ex-'plain
after	'af-ter	student	'stu-dent	forget	for-'get
teacher	'tea-cher	advice	ad-'vice	present	pre-'sent (v)
people	'peo-ple	appear	a-'ppear	success	suc-'cess

Grammar

Adjectives

Words used to describe nouns or pronouns are called adjectives.

- Examples:**
1. He is an honest man.
 2. The box contains ten apples.



- > **Adjectives of quantity** tell how much of a thing is meant.
Example: There is not much water left in the jug.
- > **Adjectives of number** tell us how many persons or things are meant or in what order a person or a thing stands.
Example: Ten students came for the extra class.
- > **Demonstrative adjectives** point out which person or thing is meant.
Example: This book is expensive.
- > **Interrogative adjectives** are used along with nouns to ask questions.
Example: Whose book is this?
- > **Possessive adjectives** show possession or belonging.
Example: Her pen is lying on the floor.

A. Fill in the blanks with correct kinds of adjectives.

1. students did not come today.
2. oranges are fresh.
3. movie do you want to see?
4. Will you take tea?
5. The colour of the dress is



B. Underline the adjective, identify its kind and write it in your notebook.

1. There are six bananas in the basket.
2. Some children are shy.
3. Every person must attend the meeting.
4. Bring me that chair.
5. Each participant will get a certificate.
6. Ravi's house is next to mine.

Degrees Of Comparison

As you have learnt:

- > Adjectives have three degrees of comparison – positive, comparative and superlative.
- > The **positive degree** is used when no comparison is made.
Example: Radhika is a good girl.
- > The **comparative degree** is used to compare two persons or things.
Example: Soha is better than Radhika.
- > The **superlative degree** can be used to compare more than two things. It denotes the highest degree of quality.
Example: Rakhi is the best of all.

Formation Of Comparative And Superlative Degree

- > When we use the comparative degree, we always use the word 'than' to compare and contrast two things.
- > The superlative degree is always preceded by 'the'.

4. Change the degree of comparison according to the instructions given in the brackets.

- Sekhai is the best student in the group. (positive)
- Shimla is cooler than any other place. (superlative)
- He believes he is smarter than his friends. (positive)
- The Qutub Minar is the most beautiful monument in Delhi. (comparative)
- Amu is nine times popular than any girl in the school. (superlative)



5. Fill in the blanks with the correct form of the words given in brackets.

- Wahid is more little
- Prevention is than cure. (good)
- Koushan is than I expected. (late)
- She is the man in the college. (handsome)
- Rama is than Mohan. (tall)

Word-Wise

Solve the crossword.

Across

- A wide inlet of the sea that is parallel to the coastline.
- A deep inlet of the sea almost surrounded by land.
- A cascade of water on a river.
- A length of water wider than a strait, joining two large areas of water.
- The mouth of a large river, where the tide meets the river.
- A place on the coast where vessels may find shelter.
- A small arm of the sea, lake or river.
- A narrow passage of water connecting two large areas of water.
- A large natural stream of water.
- A broad inlet of the sea where the land curves inward.
- A small body of still water.

Down

- Shallow body of water located alongside a coast.
- A large body of salty water that may be connected to an ocean or completely surrounded by land.



- A slowly moving river of ice.
- A large body of water surrounded by land on all sides.
- Land consisting of marshes or swamps.
- A long, narrow and deep inlet of the sea between high cliffs.
- A stream or river that flows into a larger river.
- A ridge of rock, coral or sand near the surface of the sea.
- Low-lying land that is flooded in wet seasons or high tide and always remains waterlogged.
- Freshwater wetland that has many trees and shrubs growing in it.
- Large body of salt water that surrounds a continent.



Dictionary

Find two meanings of each word and make meaningful sentences.

- down
- study
- fierce
- grand
- hold
- neglect
- crop
- distinguished
- rest
- NO rest

Punctuate

Use hyphen (-) in the following sentences (wherever required).

- I informed the police about a strange looking man standing in front of my house.
- Ankit's presentation on wildlife in India was non specific.
- It was a seven hour journey.
- There was a break in at the bakery yesterday.
- I can see a dark haired girl waiting for the bus.
- It was a light hearted speech.

Write

Poster Making

A poster is designed to convey an important message or information through catchy slogans and attractive pictures. Posters can be used for publicity and for creating awareness among the people on any social, environmental or political issues.

Guidelines for poster-making:

- The slogan must be written in bold letters.
- The layout should be catchy and interesting.
- Name of the issuing authority should be mentioned.
- All the points must be mentioned precisely.
- Language should be simple.



Design posters for the following topics:

- Save Trees
- Environmental Protection

The Squirrel

Have you seen a squirrel sitting and eating a nut? Use Cordova Smart Class Software on the smart board in class to read and watch a playful squirrel.

He wore a question mark for tail,
 An overcoat of gray,
 He sat up straight to eat a nut.
 He liked to tease and play,
 And if we ran around his tree,
 He went the other way.

Mildred Bowers Armstrong



Mildred Bowers Armstrong (1901-1984): She has a bachelor's degree from Northwestern University in 1923. She titled her first volume of poetry, 'Twist O' Smoke' periodicals under her married name, Mildred Armstrong.

gray (adjective): of a colour intermediate between black and white overcoat (noun): a heavy coat worn over clothes in winter tease (verb): badger, pester, bug

A Little More Of The Poem

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

Answer these questions.

1. Why does the poet say the squirrel 'wore a question mark for tail'? Describe a squirrel's tail.
 2. Consult a dictionary to find out how 'wear' is used in different ways.
 Wear
- Then, think and write why we say an animal 'wears' a coat.
3. What does the poet mean by, 'An overcoat of gray,'?
 4. Give one word to describe the posture of the squirrel.
 5. Who is 'teasing' whom in the poem?
 6. Do you think the squirrel was shy or frightened? Give a reason for your answer.
 7. Write your views about the poet's choice of the subject for the poem, 'The Squirrel'.

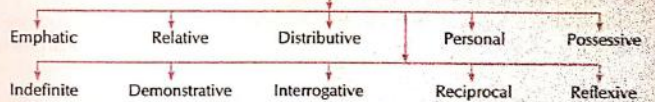
Grammar

Pronouns: Kinds

Words that take place of nouns in a sentence are called pronouns.

Example: Neha is a good girl. She lives in Delhi. She loves to play tennis. She practises regularly.

Kinds Of Pronouns



Personal pronouns take place of people and things. These are based on:

- > person: I, you, he
- > number: it, they
- > gender: hers, herself

Possessive pronouns show possession or belonging.

Example: This book is mine. These books are theirs.

Fill in the blanks using personal and possessive pronouns.

1. Here is your new dress. Keep carefully.
2. This chair is not
3. is worried about my health.
4. The book lying there is



Demonstrative pronouns are used to point out the objects which they refer to.

Example: This is a beautiful flower.

Interrogative pronouns are used to ask questions.

Example: Which is the way to the seminar room?

Reflexive pronouns are used when the subject and object of the verb refer to the same person or thing. **Example:** I made the dinner **myself**.

Relative pronouns are used to join a phrase or a clause with another in a sentence.

Example: The boy **who** is standing there is my friend.

A. Fill in the blanks with appropriate pronouns and write their types in your notebooks.

- of these would you like to buy?
- is my house.
- To are you going to give this bag?
- dog has a wound on his back.
- I stitched this dress
- They created this confusion.



B. Join the following sentences using relative pronouns.

- This is the dog. The dog bit Arun.
- My brother is a doctor. He has gone to America.
- My mother is forty years old. She is a teacher.
- Bring me the file. The file is on the table.

Distributive pronouns denote persons or things taken as single or in groups.

Example: Each of you must be present on the occasion.

Reciprocal pronouns indicate actions going in one direction and also in the opposite direction.

Example: We should always help **each other**.

Indefinite pronouns refer to one or more unspecified things, beings or places.

Example: I could not meet **anybody** from my family.

Fill in the blanks with the appropriate **pronouns** and also write their **kinds**.

- Rashmi bought she liked in the fair. (everything, all)
- of you have been called now. (Who/All)
- I have lost the book I bought from the book fair. (whom/which)
- I have cooked the dish (myself/mine)
- Sunil is very intelligent. is liked by all. (You/He)



MY DICTIONARY

THE STORY OF AN INVITATION

bankrupt (adjective)	: completely without money The company went bankrupt almost overnight.
bewilderment (noun)	: a state of complete confusion They stared in bewilderment at the road signs which were in French.
briskly (adverb)	: quickly My grandfather still walks so briskly that he leaves us behind.
caramels (noun)	: hard sticky sweets/candies made from butter, sugar and milk The teacher brought a jar of caramels for the children.
commencement night (noun):	: a ceremony at which academic degrees are conferred on successful students I wore the traditional black gown and cap on the commencement night .
condemn (verb)	: to express strong disapproval We condemn all acts that are violent.
confidential (adjective)	: secret This is a very confidential matter and needs no discussion outside the office.
darted (verb)	: (here, of ideas or thoughts) came suddenly When she was about to give up thinking, a brilliant idea darted into her mind.
doughnuts (noun)	: small ring-shaped light cakes My mother makes delicious doughnuts at home.
diplomatically (adverb)	: skilfully dealing with people in different situations The ambassador dealt diplomatically with the tight situation.
drudgery (noun)	: hard boring work The drudgery of household work tires me out.
frankly (adverb)	: honestly and directly She put forth her views frankly and truthfully.
gaily (adverb)	: in a cheerful way The kids sang gaily all the way to the picnic spot.
galore (adjective)	: in great numbers The party will have galore cuisines and gifts galore .
grave (adjective)	: very serious in nature The matter was so grave that they had no choice but to call the police.
honorary (adjective)	: treated like a member of a group without actually belonging to it He is an honorary member of this committee.

- invested** (verb) : spent money on something for gain
They **invested** their savings in purchasing a small cottage on the beach.
- lonesome** (adjective) : unhappy because of being alone
I felt **lonesome** when my brother went abroad for further studies.
- mince pies** (noun) : small round pies, traditionally eaten at Christmas
Mince pies were the speciality of a small restaurant at Trafalgar Square.
- mourning** (noun) : clothes that people wear to show their sorrow for someone's death
The lady was dressed in **mourning** after her husband's death.
- pleasant** (adjective) : enjoyable or attractive
A **pleasant** breeze blows from the sea towards the beach every evening.
- plump** (adjective) : having a soft, round body; slightly fat
In spite of having a **plump** body, he is a graceful dancer.
- proverbial** (adjective) : used to show that one is referring to a particular proverb or well-known phrase
He explained the **proverbial** phrase with the help of a story.
- solemnly** (adverb) : seriously and sincerely
The people are discussing **solemnly** as to what should be done for the flood victims.
- splendid** (adjective) : excellent, great
The children gave a **splendid** performance for their annual day celebration.
- terminal exams** (noun) : exams that are given to students at the end of a term
Our **terminal exams** will start next week.
- tuck-out** (noun) : a time to eat food, especially sweets and pastry
All of us contributed something for the **tuck-out** we had planned at the end of the session.
- twilight** (noun) : the faint light or the period of time at the end of the day after the sun has gone down
She will be back by **twilight**.
- vague** (adjective) : not clear in a person's mind
They had a **vague** idea of the route to be taken to Agra.
- wistfully** (adverb) : thinking sadly about something one would like to have
The child was glued to the toy shop's window, looking **wistfully** at each toy.

THESAURUS

bewilderment (noun)	bafflement	daze	puzzlement
briskly (adverb)	rapidly	vigorously	energetically
darted (verb)	dashed	flashed	scooted
jolly (adverb)	merrily	happily	joyously
galore (adjective)	aplenty	in profusion	a lot of
lonesome (adjective)	alone	solitary	desolate



The Story Of An Invitation

The story is about two girls, Bertha Sutherland and Grace Maxwell. They had come to Dartmouth to attend the Academy and found themselves as roommates. The story focusses on the special relationship and the strong bond that binds the two girls into a long-lasting friendship. Use **Cordova Smart Class Software** on the smart board in class to watch and read the story to understand what true friendship is.

Bertha Sutherland hurried home from the post office and climbed the stairs of her boarding house to her room on the third floor. Her roommate, Grace Maxwell, was sitting on the divan by the window, looking out into the twilight.



A year ago, Bertha and Grace had come to Dartmouth to attend the Academy and found themselves roommates. Bertha was bright, pretty and popular, the favourite of her classmates and teachers; Grace was a grave, quiet girl, dressed in mourning. She was quite alone in the world, the aunt who had brought her up, had recently died. At first, she had felt shy with bright and brilliant Bertha; but they soon became friends and the year that followed was a very pleasant one.

It had almost ended now, for the terminal exams had begun and in a week's time, the school would close for the holidays.

"Have some chocolates, Grace," said Bertha gaily. "I got such good news in my letter tonight that I felt I must celebrate it fittingly. So, I went into Carter's and **invested** all my spare cash in caramels. It's really fortunate the term is almost out, for I'm nearly **bankrupt**. I have just enough left to furnish a 'tuck-out' for commencement night and no more."

What could be the good news that Bertha received in her letter?

"What is your good news, may I ask?" said Grace.

"You know I have an aunt, Aunt Margaret—commonly called Aunt Meg—out at Riversdale, don't you? There never was such a dear, sweet, jolly aunt in the world. I had a letter from her tonight. Listen, I'll read you what she says:

I want you to spend your holidays with me, my dear. Mary Fairweather and Louise Fyshe and Lily Dennis are coming too. So, there is just room for one more and that

one must be yourself. Come to Riversdale when school closes, and I'll feed you on strawberries and cream and pound cake and doughnuts and mince pies, and all the delicious, indigestible things that school girls love and careful mothers condemn. Mary and Lou and Lil are girls after your own heart, I know, and you shall all do just as you like, and we'll have picnics and parties and merry doings galore."

Aunt Meg invited Bertha for the holidays along with

- (a) Mary, Lin, Lao
- (b) Mary, Lou and Lil
- (c) Mary, Lis and Lin

"There," said Bertha, looking up with a laugh. "Isn't that lovely?"

"How delightful it must be to have friends like that, to love you and plan for you," said Grace wistfully. "I am sure you will have a pleasant vacation, Bertie. As for me, I am going into Clarkman's bookstore until

school reopens. I saw Mr Clarkman today and he agreed to take me."

Bertha looked surprised. She had not known what Grace's vacation plans were.

"I don't think you ought to do that, Grace," she said thoughtfully. "You are not strong and you need a good rest. It will be awfully tiring to work at Clarkman's all summer."

"There is nothing else for me to do," said Grace, trying to speak cheerfully. "You know, I'm as poor as the proverbial church mouse, Bertie, and the simple truth is that I can't afford to pay my board all summer and get my winter outfit unless I do something to earn it. I shall be too busy to be lonesome, and I shall expect long, newsy letters from you, telling me all your fun—passing your vacation on to me at second hand, you see. Well, I must set to work at those algebra problems. I tried them before dark but I couldn't solve them. My head ached and I felt so stupid. How glad I shall be when exams are over."

"I suppose I must revise that senior English this evening," said Bertha absently.

But she made no move to do so. She was studying her friend's face. How very pale and thin Grace looked—surely much paler and thinner than when she had come to the Academy, and she had not by any means been plump and rosy then.

"I believe she could not stand two months at Clarkman's," thought Bertha. "If I were not going to Aunt Meg's, I would ask her to go home with me. Or even if Aunt Meg had room for another guest, I'd just write her all about Grace and ask if I could bring her with me. Aunt Meg would understand—she always understands. But she hasn't, so it can't be."

Just then a thought darted into Bertha's brain.

"What nonsense!" she said aloud, so suddenly and forcibly that Grace fairly jumped.

"What is?"

"Oh, nothing much!" said Bertha, getting up briskly. "See here, I'm going to get to work. I've wasted enough time."

She curled herself up on the divan and tried to study her senior English. But her thoughts wandered hopelessly, and finally she gave it up in despair and went to bed. There she could not sleep; she lay awake and wrestled with herself. It was after midnight when she sat up in bed and said solemnly, "I will do it."

Next day, Bertha wrote a confidential letter to Aunt Meg. She thanked her for her invitation and then told her all about Grace.

And what I want to ask, Aunt Meg, is that, will you let me transfer my invitation to Grace and ask her to go to Riversdale this summer in my place. Don't think me ungrateful. No, I'm sure you won't, you always understand things. But you can't have us both and I'd rather Grace should go. It will do her so much good, and I have a lovely home of my own to go to and she has none.

Aunt Meg understood, as usual, and was perfectly willing. So, she wrote to Bertha and enclosed a note of invitation for Grace.

"I shall have to manage this affair very carefully," reflected Bertha. "Grace must never suspect that I did it on purpose. I will tell her that circumstances have prevented me from accepting Aunt Meg's invitation. That is true enough—no need to say that the circumstances are hers, not mine. And I'll say I just asked Aunt Meg to invite her in my place and that she has done so."

When Grace came home from her history examination that day, Bertha told her story and gave her Aunt Meg's cordial note.

You must come to me in Bertha's place, wrote the latter. I feel as if I knew you from her letters, and I will consider you as a sort of honorary niece, and I'll treat you as if you were Bertha herself.

"Isn't it splendid of Aunt Meg?" said Bertha diplomatically. "Of course you'll go, Grace."

"Oh, I don't know!" said Grace in bewilderment. "Are you sure you don't want to go, Bertha?"

"Indeed, I do want to go, dreadfully," said Bertha frankly. "But as I've told you, it is impossible. But if I am disappointed, Aunt Meg mustn't be. You must go, Grace, and that is all there is about it."



In the end, Grace did go, a little puzzled and doubtful still, but thankful beyond words to escape the drudgery of the counter and the noise and heat of the city. Bertha went home, feeling a little bit blue in secret—it cannot be denied—but also feeling quite sure that if she had to do it all over again, she would do just the same.

The summer slipped quickly by and finally two letters came to Bertha, one from Aunt Meg and one from Grace.

I've had a lovely time, wrote the letter, and, oh, Bertie, what do you think? I am to stay here always. Oh, of course! I am going back to school next month, but this is to be my home after this. Aunt Meg—she makes me call her that—says I must stay with her for good.

In Aunt Meg's letter was this paragraph:

MESSAGE "I alone cannot change the world, but I can cast a stone across the water to create many ripples." (Saint Teresa of Kolkata)

Lucy Maud Montgomery (1874–1942): She was a Canadian author, best known for the novel, Anne of Green Gables and various other works. Her stories were published in various magazines and newspapers.

Answer Orally

Read these words aloud: twilight, caramels, doughnuts, mince pies, drudgery

- Where were Bertha and Grace studying?
- What kind of nature did Grace have?

Grace is writing to you and will have told you that I intend to keep her here. You know I have always wanted a daughter of my own, but my greedy brothers and sisters would never give me one of theirs. So, I intend to adopt Grace. She is the sweetest girl in the world and I am very grateful to you for sending her here. You will not know her when you see her. She has grown plump and rosy.

Which of the following words means to take a child into one's family legally and raise him/her?

- (a) intend (b) grateful
(c) adopt

Bertha folded her letters up with a smile. "I have a vague, delightful feeling that I am the good angel in a storybook," she said.

Lucy Maud Montgomery

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

WORD QUIZ

Tick (✓) the correct spelling.

- (a) honrary (b) honorary
(c) honorari (d) honororry



Multiple Choice Questions

Tick (✓) the correct answer in each.

What do you infer from these lines?

- 'At first, she had felt shy with bright and brilliant Bertha...'
 - Grace felt timid in front of Bertha.
 - Grace suffered from an inferiority complex.
 - Grace had a low self-esteem.
- 'Have some chocolates, Grace,' said Bertha gaily.
 - Bertha is in a sad mood.
 - Grace is in a good mood.
 - Bertha is in a jovial mood.
- 'How delightful it must be to have friends like that, to love you and plan for you,'
 - It is bad to have true friends.
 - It is nice to have a friend circle to enjoy.
 - It is a matter of great joy to have good friends.
- Aunt Meg informed Bertha through a letter that Grace had become plump and rosy.
 - There is an improvement in Grace's behaviour.
 - There is an improvement in Grace's health under the care of Aunt Meg.
 - Grace has put on weight and has become fat.



Read And Answer

- Read the following statements and write (T) for true and (F) for false statements. If the statement is false, write the correct statement.
 - Bertha thought it to be really fortunate that the term was almost over, as she was nearly bankrupt.
 - Initially, Aunt Margaret had invited both Grace and Bertha for the holidays.
 - Grace was to work out of her own willingness.
 - Aunt Margaret was perfectly willing to welcome Grace into her house.
 - Bertha transferred her invitation to Grace without Aunt Meg's permission.
 - Aunt Meg always wanted a daughter and intended to adopt Grace.
- 'A year ago, Bertha and Grace had come to Dartmouth, to attend the Academy...' In what manner were the two girls different from each other? Pick words or phrases from the lesson to show their character traits.
- Why was Grace dressed as she was?
- How did Bertha celebrate the good news that she received in her letter?

- What made Grace wistful?
- What was the thought that darted into Bertha's brain?
- Write the summary of the story in three paragraphs.

Think And Answer

- 'I believe she could not stand two months at Clarkman's,' What had made Bertha think of this?
- Why did Bertha decide that it would be a good idea to send Grace to her aunt's place? What does it convey about Bertha's character? Give appropriate reasons for your answer.
- 'She was studying her friend's face.' What did Bertha notice on Grace's face?
- 'I shall have to manage this affair very carefully,'
 - What was the 'affair' that had to be managed carefully?
 - Why did Bertha plan the 'affair'? Was the 'affair' managed carefully?
- 'Bertha folded her letters up with a smile.' What was written in the letters? Why do you think Bertha reacted in this manner?

Reference to Context

Read the following statement and answer the questions that follow.

"What is your good news, may I ask?"

- Who asks this and from whom?
- What is the 'good news' received by the listener?
- How does the listener react to it?
 - What happens next in the story?

HOTS (Higher Order Thinking Skills) QUESTIONS

- Do you appreciate the friendship between Bertha and Grace? Give reasons.
- Would you consider Bertha to be a 'good angel'? In what ways was her sacrifice worthwhile?

Listen

Evaluative Listening

Listen carefully to the story and write (T) for true and (F) for false statements. (Listening Text on Page No. 143)

- The woodcutter was cutting wood near a pond.
- The woodcutter did not try to find his axe.
- The woodcutter stood near the bank and started crying.
- God Mercury first consoled him and then assured him.
- The woodcutter accepted the golden axe.
- He thanked God Mercury and took his iron axe.



Talk

Speaking Politely

When it comes to asking questions in a formal and polite way, *could* or *would* is generally used in place of 'can' or 'will'.

Examples: Could you please give me your e-mail ID?
Would you drive her home tonight?

Role Play

Imagine, you are Bertha and you are meeting your roommate, Grace, for the first time. You need her help as you are facing some problem. Now, work with a partner and practise asking questions. Your partner will answer, then, reverse roles. Here are some ways to ask questions.
If you could tell me Could you please tell me
Would you mind giving me Something I would like to ask

Language Lab

(Use Cordova language lab software to watch the facial movement training. Listen to the expert, practise and record the sound in your own voice.)

Word Stress Of Three-syllable Words

You have learnt that a stressed or accented syllable is a syllable pronounced louder, longer and at a higher pitch. Practise the following three-syllable words with correct word stress.

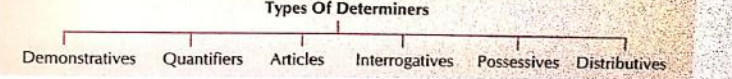
telephone	'te-le- ph one	another	a-'no- th er	similar	'si-mi- lar
Saturday	'sa-tur- day	establish	es-' tab -lish	important	im-' por -tant
vitamin	'vi-ta- min	remember	re-' mem -ber	September	sep-' tem -ber

Grammar

Determiners

Determiners are words that are used before a noun to indicate or determine whether something specific or particular is being referred to.

Examples: any girl, my father, these books



Fill in the blanks with suitable *determiners* from the box.

an their The Whose Every This Which a

- dress is not ironed well.
- They are upset because team has lost.
- citizen must remember his/her duties.
- film is funnier—the one you saw yesterday or the one you saw today?

5. Bananas are sold by dozen.
 6. Suresh saw elephant in the marketplace.
 7. painting looks beautiful.
 8. book is this?

Articles

There are mainly three types of articles – a, an and the.
 'A' and 'an' are indefinite articles while 'the' is the definite article.

Article a is used:

- before singular countable nouns beginning with a consonant sound. *Examples:* a book, a glass
- words beginning with vowels but giving a consonant sound. *Examples:* a European ('yoo' sound), a one-rupee coin ('v' sound)

Article an is used:

- before singular countable nouns which begin with a vowel sound. *Example:* an independent state
- words beginning with consonants but giving a sound of vowel. *Examples:* an honest man ('o' sound), an MP, an MLA ('em' sound)
- to show rank, profession, class or species, we use both 'a' and 'an'. *Examples:* a teacher, a deer, an architect, an octopus

Fill in the blanks with a or an wherever necessary.

1. He is strong man.
2. He is honest person.
3. What shame! He has ruined his future.
4. He bought few mangoes.
5. This is ancient building.
6. Can you give me one rupee note?

The Definite Article – 'The'

We use article the:

- when we talk about a particular place, person or thing. *Example:* The house near the temple is very big.
- a singular common noun is used to indicate a whole class. *Example:* The lion is the king of the jungle.
- before the names of newspapers, trains, planes, ships, well-known buildings, rivers and seas. *Examples:* The Hindustan Times, the Arabian Sea, the Golden Temple, the Yamuna
- with superlative degrees. *Examples:* the best, the most beautiful
- before ordinals. *Example:* the third

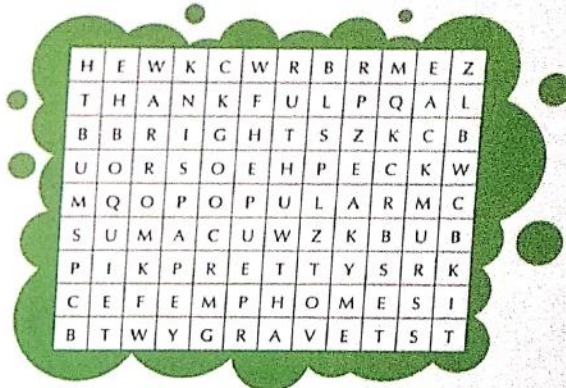
Rewrite the following sentences using correct articles wherever required.

1. Sanskrit is a easy language.
2. This is a best performance!
3. We boarded Shatabdi Express last night.
4. He participated in an swimming competition.
5. He hopes to be the surgeon.
6. Moon is shining in sky.



Word-Wise

- A. Bertha and Grace are roommates. Find six adjectives that are used in the chapter to describe them in the given word grid.



- B. Unscramble the following groups of letters to form meaningful words. (Hint: All words are from the story.)

1. l p u p m p.....
2. o a c v t i n a v.....
3. d l e z u z p p.....
4. a u g v e v.....
5. o a t n i v i t i n l.....
6. d p s l e n i d s.....

Now, write synonyms of the unscrambled words.



Dictionary

Replace the words in bold with the words of similar meanings.

1. Bertha was bright, **pretty** and popular.
2. How **glad** I shall be when exams are over.
3. She sat up and said **solemnly**, "I must do it."
4. "Have some chocolates, Grace," said Bertha **gaily**.
5. "I'm sure you will have a **pleasant** vacation.
6. Just then a thought **darted** into Bertha's brain.
7. "Oh, I don't know!" said Grace in **bewilderment**.
8. The summer **slipped** quickly by and finally the letters came.



Write

Conversation

'The Story Of An Invitation' is a story about two good friends. It is about the bond of true friendship between Bertha and Grace. Bertha truly understands the feelings of her friend, and is quite considerate and compassionate towards her. Later on, Aunt Meg adopts Grace, which becomes a matter of great happiness for Bertha.

Now, create a new character who is glad to know that Aunt Meg has adopted Grace, and write a conversation between Aunt Meg and the new character. You can name the character, Mrs Sally.

Mrs Sally : I am happy to know

.....

Aunt Meg : I am fortunate

.....

Mrs Sally : What do you intend to do now?

Aunt Meg :



The Shed

A shed is a simple roofed structure used for keeping animals, or storing things. You must have seen a cowshed or a wood shed. Use Cordova Smart Class Software on the smart board in class to read, watch and enjoy the poem.

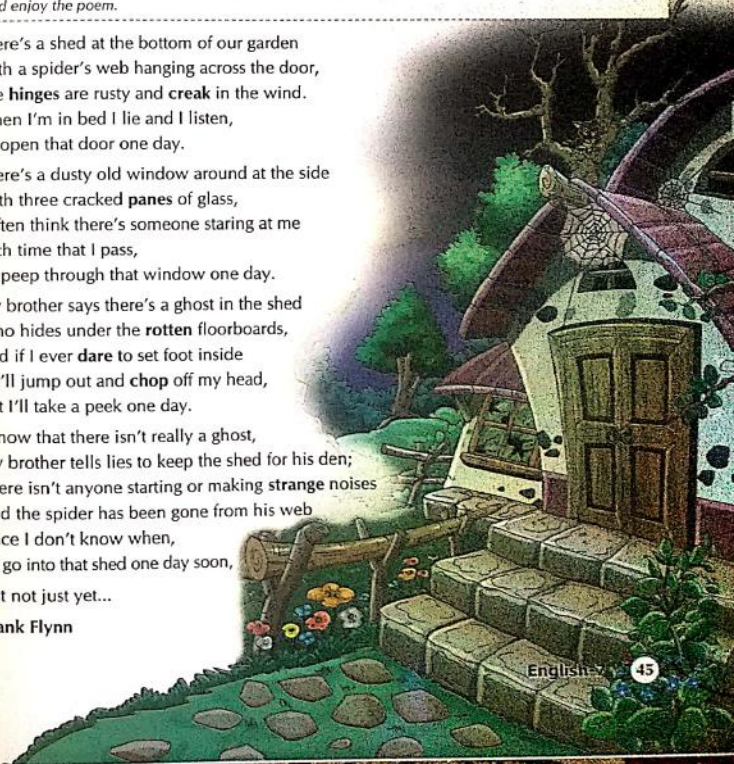
There's a shed at the bottom of our garden
 With a spider's web hanging across the door,
 The **hinges** are rusty and **creak** in the wind.
 When I'm in bed I lie and I listen,
 I'll open that door one day.

There's a dusty old window around the side
 With three cracked **panes** of glass,
 I often think there's someone staring at me
 Each time that I pass,
 I'll peep through that window one day.

My brother says there's a ghost in the shed
 Who hides under the **rotten** floorboards,
 And if I ever **dare** to set foot inside
 He'll jump out and **chop** off my head,
 But I'll take a peek one day.

I know that there isn't really a ghost,
 My brother tells lies to keep the shed for his den;
 There isn't anyone starting or making **strange** noises
 And the spider has been gone from his web
 since I don't know when,
 I'll go into that shed one day soon,
 But not just yet...

Frank Flynn



Frank Lloyd Wright was known for his colourful storytelling and popular poems. His writing style attracted readers of all ages.

chop (verb): cut into pieces creak (verb): make a squeaking sound dare (verb): to be courageous enough to do something hinges (noun): joints that hold two parts together so that one can swing panes (noun): sheet glass cut in shapes for windows or doors rotten (adjective): spoilt and stinking strange (adjective): slightly odd or weird

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

A Little More Of The Poem

Answer these questions.

1. Where is the shed located? Describe it.
2. How old do you think is the speaker in this poem?
3. What does the poet listen to, when in bed?
4. What does the poet plan to do one day?
5. From where does the poet plan to peep through one day?
6. According to the poet, why does his brother lie to him?
7. Does, 'But not just yet....' suggest fear, doubt, suspense, hesitation, laziness or something else? Think and write a word that fits appropriately and seems right to you.
8. Write a short summary of the poem 'The Shed'.

Grammar

Verbs

A **verb** is used to indicate the position or condition of the subject, to denote the action of the subject or what is possessed by the subject.

Example: He had a blue umbrella.

Verbs can be **transitive** or **intransitive**.

> **Transitive verbs** need objects to complete their meanings.

Example: Sneha offered water to the sick.
 verb object

> **Intransitive verbs** do not require an object to complete their meanings.

Example: The sun **sets** in the west.

Verbs Of Incomplete Predication

Verbs which need the help of some words or a group of words to complete their meanings are called **verbs of incomplete predication** or **linking verbs**.

Example: The wind **blew gently**.

- A. Read the following sentences and tick (✓) whether the verbs are transitive (T) or intransitive (I).

Sentences	T	I
1. Sachin is playing.		
2. Ruhi filled the bucket.		
3. The competition was lost.		
4. Her aunt made beautiful handicrafts.		
5. The flight has landed.		
6. Rohit bought a dress for his mother.		

- B. **Underline the transitive verbs** and **circle the intransitive verbs** in the following sentences. Write the **linking verbs** in the space provided.

1. He teaches Science.
2. Will he be coming tomorrow evening?
3. She is a very good dancer.
4. We want to give him a greeting card.
5. I did not know that she sings.

Verbs can be **finite** and **non-finite**.

Finite verbs change according to the time of action, the number of people doing the action and the person doing the action.

Example: The strange man **asked** him to stop the scooter.

Non-finite verbs do not change their forms according to the tense or the number of people doing the action or the pronoun used as the subject.

Example: The boys love **to dance** on weekends.

There are three kinds of non-finite verbs — gerunds, infinitives and participles.

> **Gerunds** are 'ing' form of verbs that function as nouns.

Example: **Dancing** is her passion.

The infinitive is referred to as the to-verb. It is also used without 'to' and is called bare infinitive.

Examples: He came here **to give** the book. ('to' infinitive)

He made her **stitch** his shirt. (the infinitive without 'to')

A verb that functions as an adjective is called a **participle**. A participle is a verbal adjective.

The present participle : **singing** bird, **running** water

The past participle : **bored** audience, **burnt** toast

A. Combine the following pairs of sentences by using **infinitives**.

1. You can borrow the pencil box. You need Sneha's permission.
2. Help the needy. It is a noble work.
3. They went to Delhi. They visited the India Gate.
4. Tia writes poetry. This is her hobby.
5. The child ate a sandwich. She saw it.



B. Identify the gerunds and participles in the following sentences and write in the space provided.

1. Playing on the road is restricted.
2. Swimming is good for physical fitness.
3. Screaming loudly, the boy clung to his father.
4. The horrifying accident disturbed the students.
5. Driving requires regular practice.

MY DICTIONARY

A GIFT OF CHAPPALS

- alarmed** (adjective) : afraid that something dangerous or unpleasant might happen
Binoy was **alarmed** at the disappearance of his pet dog.
- blistered** (adjective) : had blisters (swellings on the surface of the skin that are filled with liquid)
His **blistered** hand could not be bandaged.
- blubbing** (verb) : crying noisily
Out of nervousness, Uma started **blubbing** in front of the Principal.
- brashly** (adverb) : confidently in an aggressive way
He interacts so **brashly** with his classmates that no one wants to be his friend.
- cajoled** (verb) : made somebody do something by talking to him/her and being very nice to him/her
Anuj **cajoled** his brother into agreeing to let him ride his new bike.
- charity** (noun) : the act of giving food, money, help, etc., to the people who are in need
The students organised a food festival in order to collect money for **charity**.
- clattered** (verb) : moved making a loud noise
She **clattered** down the stairs in her new sandals.
- descendant** (noun) : a person somehow related to the person who lived before him/her like father, grandfather, great-grandfather, etc.
Akbar was a **descendant** of Babur.
- destined** (adjective) : having a future that has been decided or planned at an earlier time
The little princess was **destined** to become the queen of the kingdom.
- dynasty** (noun) : a series of rulers of a country who belong to the same family
The capital of the Mauryan **dynasty** was Patliputra.
- emblem** (noun) : a design or picture that represents a country, dynasty or an organisation
The National **Emblem** of India is an adaptation of the Lion Capital of the Ashoka Pillar at Sarnath.
- expectantly** (adverb) : in a way hoping for something good or exciting
The crowd was looking **expectantly** towards the stage, waiting for the famous singer to start singing.
- feeble** (adjective) : very weak
The **feeble** woman could hardly walk.
- fiery** (adjective) : characterised by intense emotion
His **fiery** speech motivated the crowd.
- flourished** (verb) : waved something around in a way that makes people look at it
The magician **flourished** the scarf and asked the audience to look at it.
- gleamed** (verb) : shone brightly, especially with reflected light
The dewdrops on the leaves **gleamed** in the sunshine.

grimly (<i>adverb</i>)	:	in an implacable manner His voice was grimly determined.
grumbled (<i>verb</i>)	:	complained in a bad-tempered way My friend grumbled about the poor seating arrangement in the art class.
grunted (<i>verb</i>)	:	made a short low sound in the throat, especially to show annoyance while speaking He did not agree with them completely and hence, merely grunted his approval.
impressed (<i>adjective</i>)	:	felt admiration for somebody or something when one thought somebody/something was particularly good, interesting, etc. Seema was impressed by Charu's helping nature.
jutting (<i>verb</i>)	:	making something stick out Sunny stood near the door with his hands crossed and his chin jutting out.
lapping up (<i>phrasal verb</i>)	:	to take up liquid with tongue; lick up a liquid The puppy is lapping up the milk from the bowl.
lurking (<i>verb</i>)	:	waiting secretly, especially because one is going to do something bad Why were they lurking around Sachin's house?
mysteriously (<i>adverb</i>)	:	difficult to understand or explain; strangely The two men sitting in the park were behaving mysteriously .
Paati* (<i>noun</i>)	:	grandmother (in Tamil) Rukmini loves and respects her Paati a lot.
scrawny (<i>adjective</i>)	:	very thin in an unattractive way His scrawny hands never affected his skill as an artist.
scurried (<i>verb</i>)	:	ran with quick short steps The rat scurried towards the hole to save itself from the cat.
stowaway (<i>noun</i>)	:	a person who hides in a ship or plane before it leaves, in order to travel without paying or being seen The Captain found a stowaway in the ship headed towards a European country.
suspicious (<i>adjective</i>)	:	feeling that somebody has done something wrong or dishonest Mehul's mother was suspicious when she saw him hiding a packet in his bag.
throw her off the scent (<i>phrase</i>)	:	to do something to stop somebody from finding you or discovering something Ravi managed to throw her off the scent by telling her that he was going to sleep.
tuft (<i>noun</i>)	:	a number of strands of hair held closely together The little girl's tuft was tied with a pink ribbon.

THESAURUS

brashly (<i>adverb</i>)	:	impudently	rudely	insolently
blubbing (<i>verb</i>)	:	wailing	hollering	bawling
feeble (<i>adjective</i>)	:	wasted	frail	infirm
gleamed (<i>verb</i>)	:	shone	glimmered	sparkled
jutting (<i>verb</i>)	:	protruding	projecting	bulging
scurried (<i>verb</i>)	:	scampered	scuttled	hustled