

NAGEEN education

The Literature Trail



A Journey of Tales and Poems

Class 7

BASED ON THE LATEST
ICSE CURRICULUM



Companion CD
▶ Listening texts

VASANT SURI SERIES

The Literature Trail

A Journey of Tales and Poems

7



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Preface

The Literature Trail 1–8 is a comprehensive English course for learning the nuances of the language through a wide genre of literary works – fiction, poetry, drama, biography, autobiography, factual articles, etc., from around the world. This series has been developed keeping in mind the learners’ interests and requirements towards honing their language skills – listening, speaking, reading, writing, grammar and vocabulary enhancement – through a variety of exercises and their application in real-life situations.

The Literature Trail series conforms to the most-updated ICSE syllabus with a view to inculcate thinking, interpretative and analytical skills in the learners. The series aims to empower the learners to:

- comprehend what they hear, read and experience;
- respond according to what they hear;
- communicate accurately in spoken and written mediums;
- use grade-appropriate vocabulary;
- use grade-appropriate grammar, spelling, punctuation and stress;
- understand and appreciate a variety of literary genres;
- develop critical and creative thinking and interpretative ability;
- implement the acquired knowledge in a wide range of real-life situations.



The prose chapters are divided into five main sections.

- **Comprehension:** It includes both reading and listening.
- **Language Building Blocks:** It includes vocabulary enhancement tasks and exercises for pronunciation, spelling, dictionary work, word/sentence stress, etc.
- **Grammar:** It has concepts that govern the English language and their effective application.
- **Communication:** It includes both spoken and written communication through tasks ranging from individual work, pair work to group work.
- **Application of the Learning:** It includes exercises for reading comprehension, vocabulary enhancement, grammar concepts and writing-based tasks to reinforce the learning of the specific chapter.

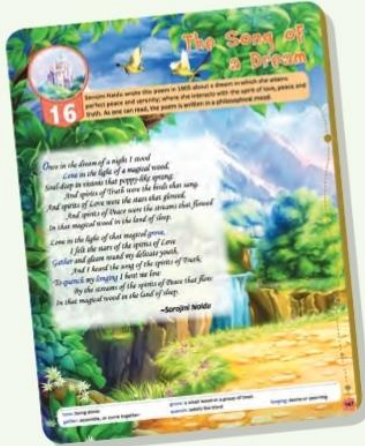
The poetry chapters are divided into three main sections.

- **Comprehension:** It includes understanding and analysing the written text.
- **Literary Appreciation:** It encourages understanding the poetic devices and the finer nuances of poetry.
- **Application of the Learning:** It includes exercises for reading comprehension and literary appreciation to reinforce the learning of the specific chapter.

Teacher’s Resource will facilitate the teaching process and includes lesson plans, guidelines and extra worksheets for practice/assessment. The answer key provides answers to factual and inferential questions.

Publisher

Walk through

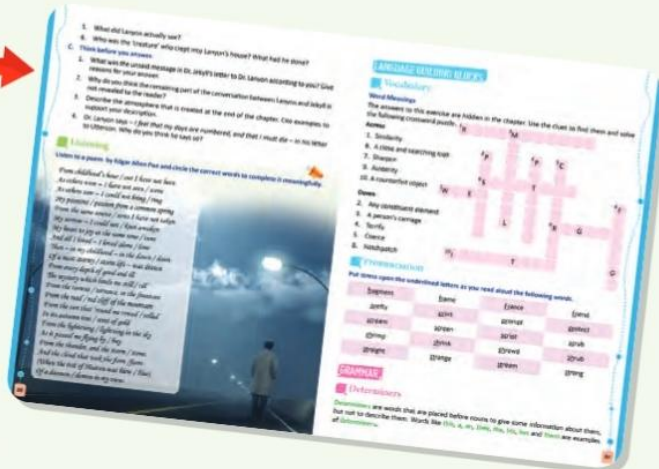


Poetry

Grade-appropriate poems by renowned poets that make the learners think and reflect on the implicit messages contained in them and appreciate the beauty of the written language.

Listening section

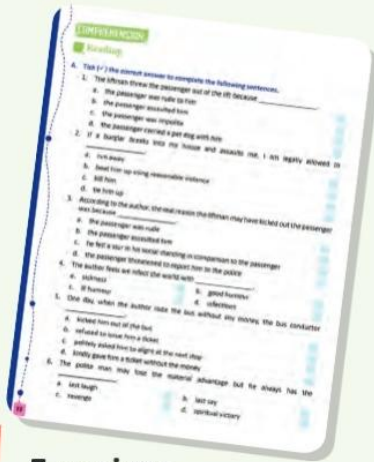
Learners will listen to excerpts, short poems, paragraphs, passages, announcements etc., and various tasks and exercises.



Prose

Grade-appropriate selection of different genres of prose, such as stories, excerpts from novels, factual articles, diary entries, essays, letters and more, is used to expose the learners to a wide variety of language usage.





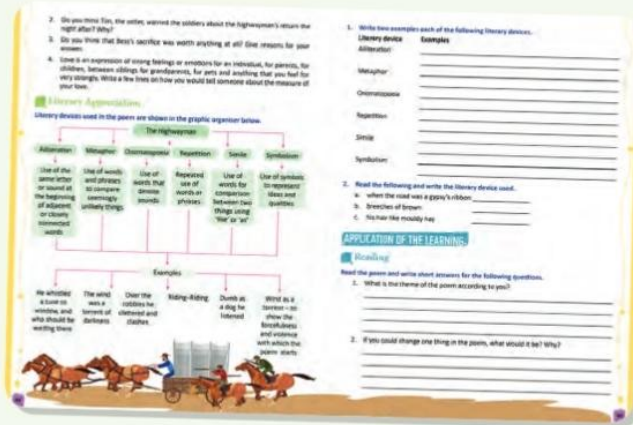
Exercises

A wide range of tasks such as completion of timelines/graphic organisers and question-answer exercises along with other tasks that need creative/critical analytical thinking.



Writing

Grade-appropriate writing tasks for learners to hone their written skills. The exercises include essays, letters/emails, paragraphs, sentence/conversation completion, dialogue writing, etc.



Literary Appreciation

The finer nuances of the English language are covered through tasks that foster the understanding of the various literary devices and figures of speech used in poetry to lend charm and beauty.

	Chapter	Genre	Comprehension		Language Building Blocks			Grammar	Communication	
			Reading	Listening	Vocabulary	Other skills	Appreciation		Speaking	Writing
1.	<i>The Lotus</i>	Poetry	<ul style="list-style-type: none"> Identify statements as true or false Inferential questions Reflective questions 	–	–	–	<ul style="list-style-type: none"> Sonnet structure Metaphor Personification Simile 	–	–	
2.	Daddy-Long-Legs	Letters	<ul style="list-style-type: none"> Reference-to-context Inferential questions Reflective questions 	Listen to an excerpt and complete the statements	Phrasal verbs	Syllabification	–	<ul style="list-style-type: none"> Independent Clause Coordinating Conjunctions 	Group discussion on a given topic	Email
3.	Dr. Lanyon's Narrative	Mystery	<ul style="list-style-type: none"> MCOs Inferential questions Reflective questions 	Listen to a poem and circle the correct words	Crossword on word meanings	Pronunciation of words with -fr-, -br-, -scr-	–	<ul style="list-style-type: none"> Determiners Comparison of Adjectives 	Pair work to share experiences with each other	Paragraph
4.	<i>The Highwayman</i>	Poetry	<ul style="list-style-type: none"> Filling gaps to complete the poem's summary Inferential questions Reflective questions 	–	–	<ul style="list-style-type: none"> Alliteration Metaphor Onomatopoeia Repetition Simile Symbolism 	–	–	–	
5.	On Saying Please	Essay	<ul style="list-style-type: none"> MCOs Inferential questions Reflective questions 	Listen to another essay by the same author and fill in the blanks	Context clues	Spelling	–	<ul style="list-style-type: none"> Dependent Clause Types of Dependent Clauses 	Group discussion on how to motivate each other to be more well-behaved and courteous	Essay
6.	Googling the Google Creators	Factual article	<ul style="list-style-type: none"> Identify statements as true or false Inferential questions Reflective questions 	Listen to a passage and answer MCOs	Google terminology	–	–	Coordinating and Subordinating Conjunctions	<ul style="list-style-type: none"> Group discussion on a given topic Making and sharing a presentation 	Summary
7.	<i>A Poison Tree</i>	Poetry	<ul style="list-style-type: none"> Identification of existing statements Inferential questions Reflective questions 	–	–	–	<ul style="list-style-type: none"> Tone Imagery Metaphor Symbolism 	–	–	–
8.	The Time Traveller	Science fiction	<ul style="list-style-type: none"> Reference-to-context Inferential questions Reflective questions 	Listen to an excerpt by the same author and fill in the blanks	Match the phrases with their appropriate meanings	Dictionary referencing work	–	Active and Passive Voice	Group discussion on a given topic followed by individual sharing of ideas	Newspaper article
9.	How Arthur Became the King of England?	Mythology	<ul style="list-style-type: none"> MCOs Inferential questions Reflective questions 	Listen to an excerpt and write short answers to questions	Idioms	Pronunciation of Diphthongs	–	Types of Sentences	Group discussion on a given topic	Notice

10.	<i>The Listeners</i>	Poetry	<ul style="list-style-type: none"> MCQs Inferential questions Reflective questions 	-	-	-	-	-	<ul style="list-style-type: none"> Alliteration Imagery 	-	-
11.	From Rohtak to Rio and Beyond	Biography	<ul style="list-style-type: none"> Identification of existing statements Factual and inferential questions Reflective questions 	Listen to quotations and match them with their speakers	Phrasal verbs	-	-	Subject-Verb Agreement	<ul style="list-style-type: none"> Pair work to discuss a given topic Group work to debate the topic 	Biography	
12.	Fun and Easy Reforestation	Factual article	<ul style="list-style-type: none"> Reference-to-context Inferential questions Reflective questions 	Listen to a passage and answer MCQs	Partitive expressions	-	-	Direct and Indirect Speech	<ul style="list-style-type: none"> Pair work to discuss a given topic Completion of a word web Just a minute activity 	Summary	
13.	<i>All the World's a Stage</i>	Poetry	<ul style="list-style-type: none"> Reference-to-context Factual and inferential questions Reflective questions 	-	-	-	-	Metaphor	-	-	
14.	Ferdinand	Movie review	<ul style="list-style-type: none"> Gap fill to complete a summary Inferential questions Reflective questions 	Listen to a passage and match the sentences	Context clues	Dictionary referencing work	-	Direct and indirect Speech	Group work to create a story on the basis of a sequence of pictures	Review	
15.	The Necklace	Fiction	<ul style="list-style-type: none"> Reference-to-context Inferential questions Reflective questions 	Listen to a poem and write the missing words	One-word Substitutions	Syllabification	-	Transitive and Intransitive Verbs	Pair work to discuss a situation to complete dialogues	Review	
16.	<i>The Song of a Dream</i>	Poetry	<ul style="list-style-type: none"> Mark statements as true or false Inferential questions Reflective questions 	-	-	-	-	Alliteration	-	-	
17.	I Never Forget a Face	Fiction	<ul style="list-style-type: none"> Match the statements Sequence statements Reflective questions 	Listen to a conversation and write the missing words	Synonyms	Word Stress	-	Sentence Structure	Pair work to improvise a dialogue using the given inputs	Character sketch	
18.	The Miracle Merchant	Play	<ul style="list-style-type: none"> Reference-to-context Inferential questions Reflective questions 	Listen to a passage and match the sentences	Words that are used both as nouns and verbs	Spelling	-	Recap of Parts of Speech	Group discussion on a given topic	Dialogues	
19.	<i>Where the Mind is Without Fear</i>	Poetry	<ul style="list-style-type: none"> Mark statements as true or false MCQs Factual and inferential questions Reflective questions 	-	-	-	-	Alliteration	-	-	
								Metaphor			
								Personification			
								Repetition			

Contents

1. <i>The Lotus</i>	Poetry.....	Toru Dutt.....	9
2. Daddy-Long-Legs.....	Letter.....	Jean Webster.....	13
3. Dr. Lanyon's Narrative.....	Mystery.....	Robert Louis Stevenson.....	23
4. <i>The Highwayman</i>	Poetry.....	Alfred Noyes.....	37
5. On Saying Please.....	Essay.....	A.G. Gardiner.....	47
6. Googling the Google Creators.....	Article.....		61
7. <i>A Poison Tree</i>	Poetry.....	William Blake.....	69
8. The Time Traveller.....	Fiction.....	From 'The Time Machine' by H. G. Wells	73
9. How Arthur Became the King of England?.....	Mythology.....		85
10. <i>The Listeners</i>	Poetry.....	Walter De La Mare.....	93
11. From Rohtak to Rio and Beyond.....	Biography.....		99
12. Fun and Easy Reforestation.....	Article.....		107
13. <i>All the World's a Stage</i>	Poetry.....	William Shakespeare.....	119
14. Ferdinand.....	Movie review.....		125
15. The Necklace.....	Fiction.....	Guy de Maupassant.....	133
16. <i>The Song of a Dream</i>	Poetry.....	Sarojini Naidu.....	147
17. I Never Forget A Face.....	Fiction.....	Cyril Hare.....	151
18. The Miracle Merchant.....	Play.....	Adapted from a play by..... Hector Hugh Munro 'Saki'	163
19. <i>Where the Mind is Without Fear</i>	Poetry.....	Rabindranath Tagore.....	175



The Lotus

The poet is reported to have written this poem in to establish the supremacy of the lotus flower at a time when India was a British colony. The poem shows her passion for all Indian things, as the lotus is considered sacred in the Indian mythology.

*Love came to Flora asking for a flower
That would of flowers be undisputed queen,
The lily and the rose, long, long had been
Rivals for that high honour. Bards of power
Had sung their claims. "The rose can never tower
Like the pale lily with her Juno mien" —
"But is the lily lovelier?" Thus between
Flower-factions rang the strife in Psyche's bower.
"Give me a flower delicious as the rose
And stately as the lily in her pride" —
"But of what colour?" — "Rose-red," Love first chose,
Then prayed — "No, lily-white — or, both provide";
And Flora gave the lotus, "rose-red" dyed,
And "lily-white" — the queenliest flower that blows.*

—Toru Dutt



love: Cupid, the Roman god of love
Juno: wife of Zeus, also oversees marriages
Psyche: beloved of Cupid
queenliest: that most befits a queen

flora: Roman goddess of spring
mien: bearing, demeanour
bower: abode, in this case

bards: poets
strife: struggle

COMPREHENSION

Reading

A. Write T (true) or F (false).

1. Flora came to Flora asking for a flower. _____
2. Lily and Rose had been rivals to become the undisputed queen of flowers. _____
3. All the poets favoured the rose. _____
4. Love wanted a flower that was delicious as the rose and stately as the lily. _____
5. Flora wanted to know the colour of the flower. _____
6. Psyche opted for rose-red. _____

B. Answer the following questions.

1. Why did Love go to Flora?
2. What was the poet busy with?
3. What was the high honour the rose and the lily were striving for?
4. Write one reason each in favour of the rose and the lily according to the poet.
5. What colour did Love finally choose?
6. Why did Flora give him the lotus?

C. Think before you answer.

1. What is the theme of the poem?
2. Describe the conflict in the narrative of the poem.
3. How did Flora resolve the conflict?
4. Do you agree that the lotus flower befits a queen? Give reasons for your answer.

LANGUAGE BUILDING BLOCKS

Literary Appreciation

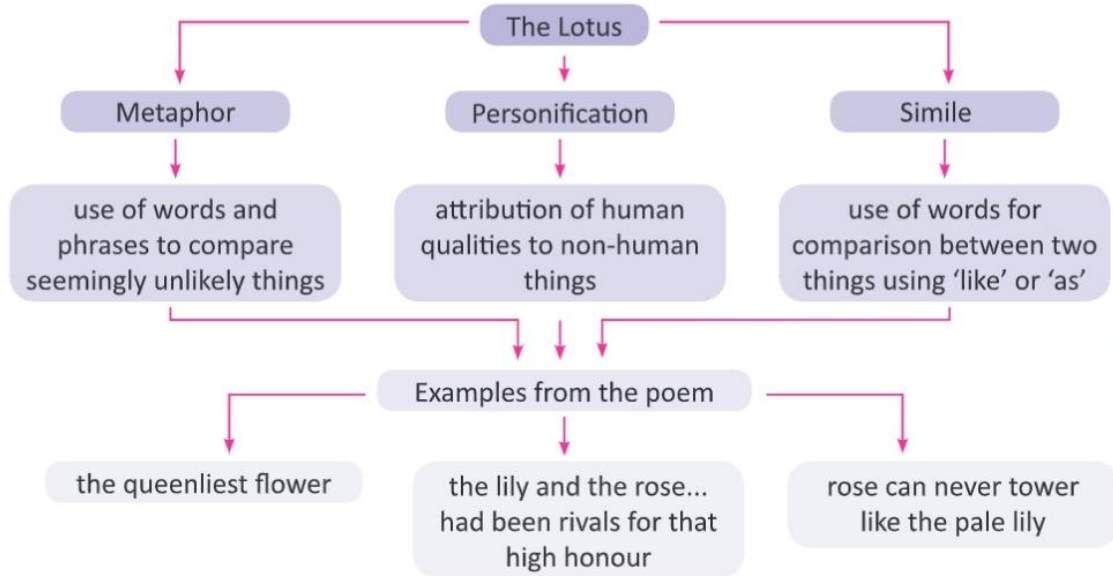
This poem has two characteristic features – **sonnet** and the **literary devices**.

1. A sonnet is a poem that is made up of:

- 14 lines that are divided into four quatrains.
 - 1st three quatrains have four lines each.
 - o 1st quatrain is dedicated to the description of the subject
 - o 2nd quatrain develops the theme of the sonnet
 - o 3rd quatrain ends the theme of the sonnet
 - 4th quatrain has two lines and concludes the sonnet.

10 In view of the above information, write a quatrain-wise summary of the poem.

2. Literary devices used in the poem.



Write two examples each of the following literary devices.

Literary device	Examples
Metaphor	<hr/> <hr/>
Personification	<hr/> <hr/>
Simile	<hr/> <hr/>

APPLICATION OF THE LEARNING.

Reading

Write a short summary of the poem.

Literary Appreciation

Read the poem 'A Sea of Foliage' by Toru Dutt and answer the questions that follow.

*A sea of foliage girds our garden round,
But not a sea of dull unvaried green,
Sharp contrasts of all colours here are seen;
The light-green graceful tamarinds abound
Amid the mango clumps of green profound,
And palms arise, like pillars grey, between;
And o'er the quiet pools the seemuls lean,
Red-red, and startling like a trumpet's sound.
But nothing can be lovelier than the ranges
Of bamboos to the eastward, when the moon
Looks through their gaps, and the white lotus changes
Into a cup of silver. One might swoon
Drunk with beauty then, or gaze and gaze
On a primeval Eden, in amaze.*



1. Identify the quatrains of the sonnet by writing their beginning and ending group of words.

1st quatrain _____

2nd quatrain _____

3rd quatrain _____

4th quatrain _____

2. Write four examples of any of the two literary devices from the poem.

• Metaphor • Personification • Simile

3. What is the theme of this poem?



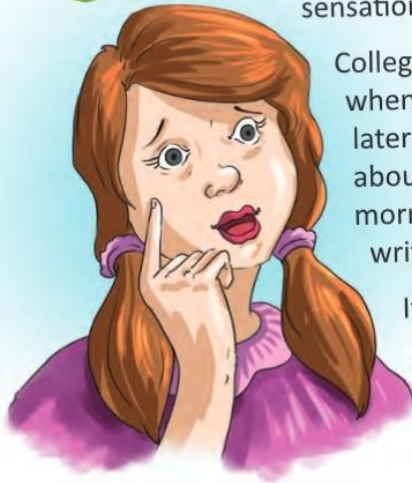
2



Daddy-Long-Legs

Dear Kind-Trustee-Who-Sends-Orphans-to-College,

Here I am! I travelled yesterday for four hours in a train. It's a funny sensation, isn't it? I never rode in one before.



College is the biggest, most **bewildering** place—I get lost whenever I leave my room. I will write you a description later when I'm feeling less **muddled**; also, I will tell you about my lessons. Classes don't begin until Monday morning, and this is Saturday night. But I wanted to write a letter first just to get **acquainted**.

It seems queer to be writing letters to somebody you don't know. It seems **queer** for me to be writing letters at all—I've never written more than three or four in my life, so please overlook it if these are not a model kind.

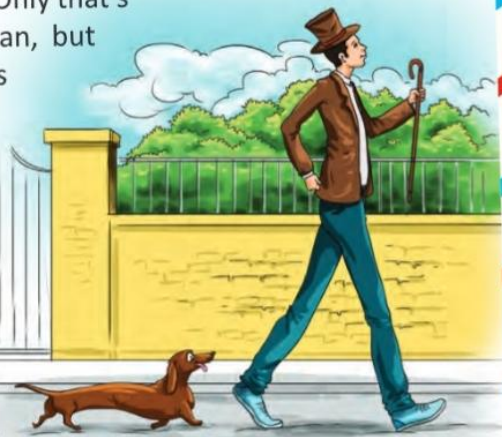
Before leaving yesterday morning, Mrs. Lippett and I had a very serious talk. She told me how to behave the rest of my life, and especially how to behave towards the kind gentleman who is doing so much for me. I must take care to be Very Respectful.

But how can one be very respectful to a person who wishes to be called John Smith? Why couldn't you have picked out a name with a little personality? I might as well write letters to Dear Hitching-Post or Dear Clothes-Prop.

I have been thinking about you a great deal this summer; having somebody take an interest in me after all these years makes me feel as though I had found a sort of family. It seems as though I belonged to somebody now, and it's a very comfortable sensation. I must say, however, that when I think about you, my imagination has very little to work upon. There are just three things that I know:

- I. You are tall.
- II. You are rich.
- III. You hate girls.

I suppose I might call you Dear Mr. Girl-Hater. Only that's rather insulting to me. Or Dear Mr. Rich-Man, but that's insulting to you, as though money was the only important thing about you. Besides, being rich is such a very external quality. Maybe you won't stay rich all your life; lots of very clever men get smashed up in Wall Street. But at least you will stay tall all your life! So, I've decided to call you Dear Daddy-Long-Legs. I hope you won't mind. It's just a private pet name, we won't tell Mrs. Lippett.



The ten o'clock bell is going to ring in two minutes. Our day is divided into sections by bells. We eat and sleep and study by bells. It's very **enlivening**; I feel like a **fire horse** all the time. There it goes! Lights out. Good night.

Observe with what **precision** I obey rules—due to my training in the John Grier Home.

Yours most respectfully,
Jerusha Abbott

To Mr. Daddy-Long-Legs Smith

1st October

Dear Daddy-Long-Legs,

I love college and I love you for sending me—I'm very, very happy, and so excited every moment of the time that I can **scarcely** sleep. You can't imagine how different it is from the John Grier Home. I never dreamed there was such a place in the world. I'm feeling sorry for everybody who isn't a girl and who can't come here; I am sure the college you attended when you were a boy couldn't have been so nice. My room is up in a tower that used to be the **contagious** ward before they built the new **infirmary**. There are three other girls on the same floor of the tower—a senior

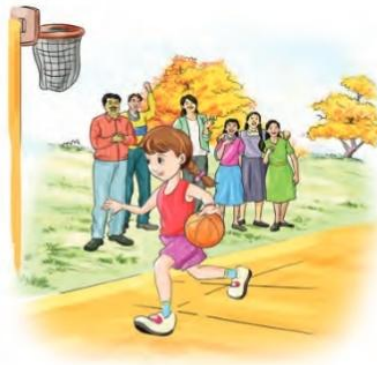


who wears spectacles and is always asking us please to be a little quieter, and two **freshmen** named Sallie McBride and Julia Rutledge Pendleton. Sallie has red hair and a turn-up nose and is quite friendly; Julia comes from one of the first families in New York and hasn't noticed me yet. They room together and the Senior and I have singles. Usually freshmen can't get singles; they are very scarce, but I got one without even asking. I suppose the registrar didn't think it would be right to ask a properly brought-up girl to room with a **foundling**. You see there are advantages!

My room is on the north-west corner with two windows and a view. After you've lived in a ward for 18 years with 20 room-mates, it is **restful** to be alone. This is the first chance I've ever had to get acquainted with Jerusha Abbott. I think I'm going to like her.

Do you think you are?

They are organising the freshmen basketball team and there's just a chance that I shall get in it. I'm little of course, but terribly quick and **wiry** and tough. While the others are hopping about in the air, I can **dodge** under their feet and grab the ball. It's loads of fun practising—out in the athletic field in the afternoon with the trees all red and yellow and the air full of the smell of burning leaves, and everybody laughing and shouting. These are the happiest girls I ever saw—and I am the happiest of all!



I meant to write a long letter and tell you all the things I'm learning (Mrs. Lippett said you wanted to know), but 7th hour has just rung, and in ten minutes I'm due at the athletic field in gymnasium clothes. Don't you hope I'll get in the team?

Yours always,
Jerusha Abbott
PS. (9 o'clock)

Sallie McBride just poked her head in at my door. This is what she said: 'I'm so homesick that I simply can't stand it. Do you feel that way?'

I smiled a little and said no; I thought I could pull through. At least homesickness is one disease that I've escaped! I never heard of anybody being asylum-sick, did you?

—Jean Webster

freshmen: freshers
wiry: athletic

foundling: orphan
dodge: evade

restful: relaxing

COMPREHENSION

Reading

A. Read the following lines and answer the reference-to-context questions.

1. *I have been thinking about you a great deal this summer; having somebody take an interest in me after all these years makes me feel as though I had found a sort of family.*
 - a. Who is being referred to as 'you'?

 - b. Who is writing to 'you'?

 - c. Why does the writer feeling like she has found a family?

2. *So, I've decided to call you Dear Daddy-Long-Legs. I hope you won't mind. It's just a private pet name we won't tell Mrs. Lippett.*
 - a. Why has the speaker nicknamed the person 'Daddy-Long-Legs'?

 - b. Should Daddy-Long-Legs mind the pet name? Why?

 - c. Why has the speaker requested Daddy-Long-Legs not to disclose this to Mrs. Lippett?

3. *I suppose the registrar didn't think it would be right to ask a properly brought-up girl to room with a foundling.*
 - a. Name the 'properly brought-up girl'.

 - b. Who is the foundling being referred to in the text here?

 - c. Where are the two characters mentioned in the text above?

4. *'These are the happiest girls I ever saw—and I am the happiest of all!'*
 - a. Who are 'these' girls being referred to in the text?

 - b. Who is the 'I' in the text?

 - c. Why are they happy?

5. *I'm little of course, but terribly quick and wiry and tough. While the others are hopping about in the air, I can dodge under their feet and grab the ball.*

a. Who is 'terribly quick and wiry and tough'?

b. Which game is being described in the text above?

c. Whom are these lines being said to?

B. Answer the following questions.

1. How did Jerusha describe college to Daddy-Long-Legs?
2. Why did Jerusha find it queer to write letters?
3. What are the three things that Jerusha knew about Daddy-Long-Legs?
4. Where did Jerusha Abbott live for 18 years of her life?
5. What were Jerusha's feelings about college?
6. How did Jerusha describe Sallie McBride and Julia Rutledge Pendleton?

C. Think before you answer.

1. Imagine it is the first day of your college life. Describe your thoughts and feelings on this day.
2. What are your thoughts about the letters Jerusha Abbott sent to Daddy-Long-Legs?
3. Why didn't Daddy-Long-Legs, or John Smith, meet Jerusha in person?
4. Imagine you are Daddy-Long-Legs. How would you respond to any one of the letters that Jerusha wrote to you?

Listening



Listen to an excerpt from the book *Just Patty* by Jean Webster and complete the statements given below.

1. Priscilla, Conny and Patty were _____

2. The girls were probably being separated because _____

3. Keren-happuch Hersey was worse than Irene McCullough because _____

4. Patty's new roommate was _____

5. "Keren studies every second; and _____

6. Mae Mertelle was nineteen yet _____

LANGUAGE BUILDING BLOCKS

Vocabulary

Phrasal Verbs

A **phrasal verb** is made up of a verb and a preposition, or, an adverb that functions as a verb in a sentence. The meaning of the **phrasal verb** is different from the verb that is used to make it.

For example: *Lots of very clever men get **smashed up** in Wall Street.*

*I thought I could **pull through**.*

Underline the phrasal verbs in the following sentences.

1. She is strong and will never give in to unreasonable demands.
2. I think they traced over the illustration.
3. The plane took off as per the schedule.
4. You must not take up the cudgels for anyone.
5. Once you take a stand, stick to it.
6. The poor animal was so badly injured, it had to be put down.

Syllabification

You know that a **syllable** is a unit of pronunciation with one vowel sound irrespective of surrounding consonant sounds. Words are divided according to the number of syllables they have. This division of words is called **syllabification**. It helps in determining the correct vowel sound, hence the pronunciation of the word.

For example: *education → ed-u-ca-tion delicacy → del-i-ca-cy*

These words are four-syllable words according to their syllabification.



Syllabify the words given below.

1. ambition _____

2. expectation _____

3. logical _____

4. marathon _____

5. scientific _____

6. trophy _____



GRAMMAR

Independent Clause

A **clause** is a group of words with a subject and a finite verb. It may or may not express a complete thought.

For example: *My room is up in a tower.* (complete thought)
that used to be the contagious ward (incomplete thought)

When it represents a complete thought, it is called an **independent** or a **coordinate clause**.

For example: *Our day is divided into sections.*

Underline the independent clause in the sentences given below.

1. I ate a lot of dessert last night at the party.
2. Can we have a clown entertain us during the event?
3. The school management has decided to supervise its teachers after the decision in today's meeting.
4. She will come home soon, so dinner needs to be ready!
5. I want to take care of the plants in the garden.
6. Do you need to shop some more, before the wedding?

Coordinating Conjunctions

Read the following.

I smiled a little. I said no.

The two **independent**, or **coordinate clauses** can be combined in a sentence by using a conjunction, as shown below.

I smiled a little **and** said no.

As the conjunction – **and** – combines two **independent clauses**, it is called a **coordinating conjunction**.

The other **coordinating conjunctions** are: **for, nor, but, or, yet** and **so**.

It is easy to remember them through the mnemonic **FANBOYS**.

Use the coordinating conjunctions to combine the independent clauses in a single sentence.

1. It is the biggest stadium in the vicinity. It boasts of a capacity for 20,000 people.
2. I don't know if I should study earth science. I don't know if I should study physical science.
3. Mother and daughter look alike. Mother has more experience.
4. It began to rain heavily. The marathon continued.
5. Aladdin was imprisoned in the cave. He had to call the genie for help.
6. The audience clapped for the singer. They cheered for her.

COMMUNICATION

Speaking

Work in small groups and discuss why should those students be helped and encouraged who are deserving, but do not have the means to further their vocation.

Writing

Email

- An **email**, also known as **electronic mail**, is a letter written with the help of a word processor and sent through an internet connection. It can be both formal and informal and has almost the same features as that of a letter.

Remember to fill in the **electronic** address of the receiver while writing an email. It will not be delivered to the designated person if this is missing.

As Jerusha, write an email to Daddy-Long-Legs informing him of your desire to meet him and thank him in person.



APPLICATION OF THE LEARNING.

Reading

Answer the following questions based on the letters.

1. What does Jerusha excuse the registrar for?

2. What does she mean when she says: *This is the first chance I've ever had to get acquainted with Jerusha Abbott?*

Vocabulary

Make sentences with the following phrasal verbs.

1. Breathe in _____

2. Clean up _____

3. Hand over _____

4. Rule out _____

5. Try on _____

6. Write down _____

Grammar

Underline the independent clauses and circle the coordinating conjunctions in the following sentences.

1. She was tired but she wrote the letter before sleeping.
2. The matron was angry so she called the girls to her office.

3. I love college and I love you.
4. She told me to mind my steps and be respectful towards you.
5. She had never met the boy, yet she knew she had seen him somewhere.
6. I imagine things and I get really upset.

Writing

As Daddy-Long-Legs, respond to Jerusha's email explaining why it is impossible to meet her at the moment.



A series of horizontal lines for writing, set against a light green background with a subtle pattern.