



Sangam Books

NEW

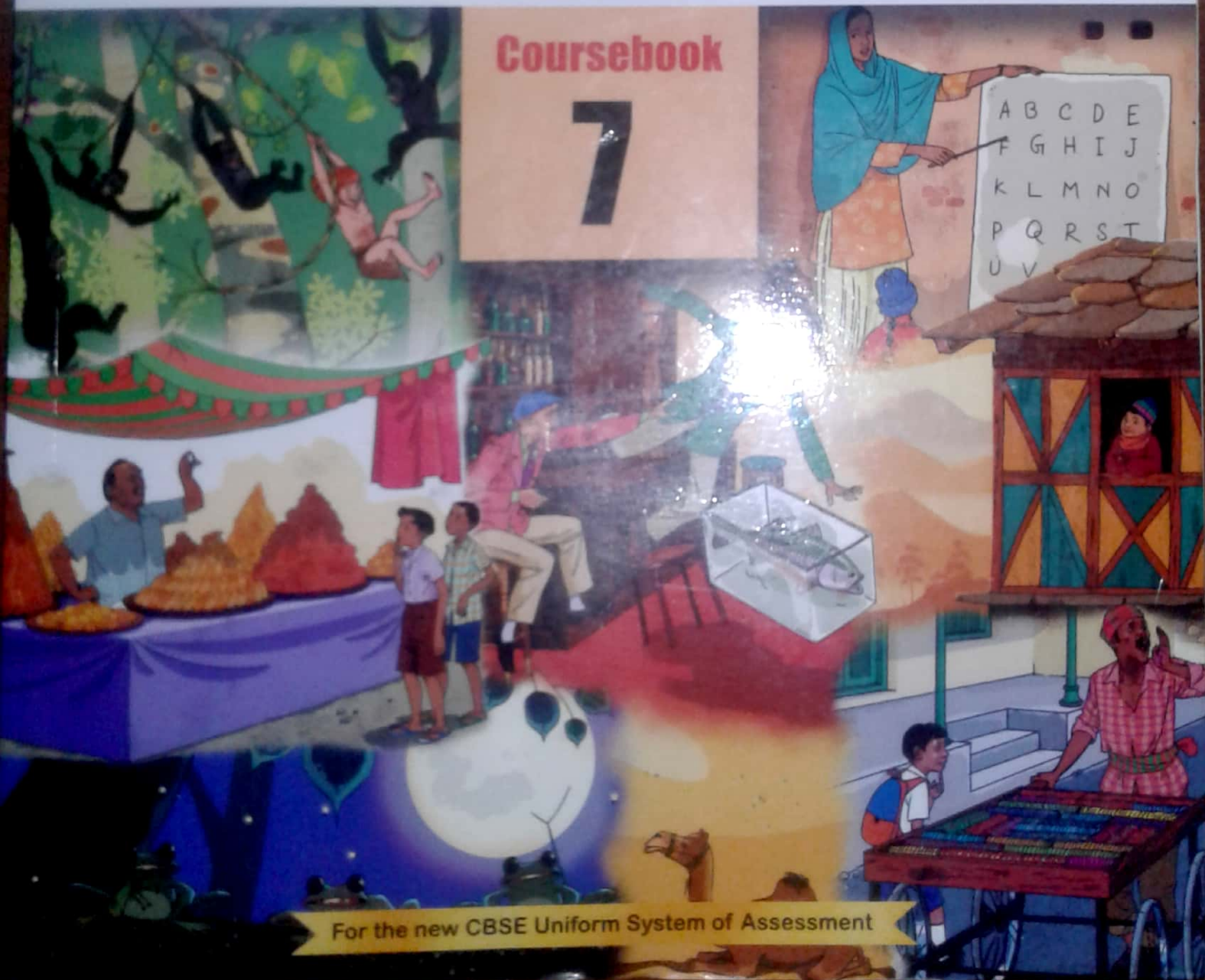
Orient
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ENGLISH JUNCTION

A Course in Communicative English

Coursebook

7



For the new CBSE Uniform System of Assessment



Frognapped!



WARM UP

Look at this picture and answer these questions.

1. What are three basic things that a frog needs to survive?
2. Do you think living in the city would be good for a frog? Say why you think so.



My whole world was rushing by fast. I was terrified. I hung on with all the stickiness that my toes allowed. I shut my eyes tight because I felt so dizzy. The air stank and some strange black dirt clogged my pores. My delicate toes felt fried in the heat and my eardrums just couldn't handle the noise. Finally, after nearly a lifetime, my world came to a standstill and I almost fell down from the dizziness. I was just gathering my wits when a voice yelled, "Hey Rom, there's a tree frog here. What to do?"



"Just put him there by the bushes," the man called Rom answered.

frognapped a play on 'kidnapped'. Kidnapped means to be taken away by force **clogged** filled with something so that nothing could pass through it **pores** small holes in the skin through which frogs absorb oxygen **came to a standstill** came to a stop—felt like everything around him had stopped moving **gathering my wits** making an effort to stay calm and think clearly



"Here? At the mechanic's? He'll die!" She sounded horrified.

Rom tried to reassure her, "No, no, he'll be fine."

Was he crazy? How would I survive in this hot concrete jungle?

"Give me that plastic bag," she hissed.

"What are you going to do?" Rom asked.

Just as I was about to make good my escape, she caught me with the bag. She sprinkled some water from her bottle, threw in some green leaves and knotted the bag tight. She bit a small hole in the bag and tucked me into her knapsack. That was how I came to be froggapped.

Although she kept the bag out of the sun in the autorickshaw, it was stifling hot and I struggled to breathe. On the way, Rom declared that I was sure to die before they returned home and she was as equally certain that she wouldn't let me.

A little later, they stopped at a restaurant. After breakfast, she opened the bag and blew in a lungful of coffee-laden breath. I gagged and spluttered. Rom teased, "Is he still alive?" I caught her looking daggers at him as she tucked me back into the knapsack. By now, the air conditioner in the restaurant had helped me calm down and I was almost all right. I even managed to doze off for a while.

After lunch, she blew some more air into the bag. This time her breath stank of raw onions.

Hours later, Rom took the bag out of the knapsack and set it down on the seat of an air-conditioned vehicle. When was this nightmare going to end? Would I ever see my home again?

After a long time, I woke up to see her peering at me. The bag was open! Seizing the opportunity, I leapt blindly and landed on the nearest tree. She exclaimed, "He looks normal. No sign of desiccation." I leapt further out of her reach. I looked around—I couldn't believe my luck. I was back home.



reassure to say something to stop someone from worrying **stifling** very hot **gagged** felt like vomiting **spluttered** made short, unclear noises because of surprise or anger **looking daggers at (him)** looking very angrily at (someone) **peering** looking carefully and closely **desiccation** the process of becoming completely dry



Later that evening when I narrated my adventures, none of my friends would believe me. By then, I could hardly believe the story myself and was almost sure that it had been a nightmare. Could any living creature survive the heat, the noxious air and the noise of the place called a city?

I keep having nightmares—what if my world begins to move when I go to sleep? What if I am not as lucky as I was the last time? I think I'll take the advice of the friends I met during the last monsoon. They lived in that huge, multi-roomed cave called a house. They had boasted of plentiful water, glowing lights at night that attracted a lot of insects, many places to hide and none of those snakes or birds. Tonight, I'm moving in!

An extract from My Husband and Other Animals by Janaki Lenin

noxious harmful or poisonous

Janaki Lenin is a writer, documentary film-maker and wildlife conservationist. She is known for her column, *My Husband and other Animals*, which was published in *The Hindu*. Her essays from this column were collected and published as a book with the same name.



COMPREHENSION

A. Answer these questions.

1. Where was the frog when the woman found him?
2. How did the frog feel at the beginning of the story?
3. What did the woman do after catching the frog?
4. Why did the frog feel better in the restaurant?
5. How did the frog get home?

6. What happened when the frog told his friends about his adventures?
7. What is the 'huge, multi-roomed cave'?
8. What are the things that the other frogs had said about this cave?

B. Complete this table.

place	how the frog felt
1. the mechanic's shop	a.
2. the restaurant	b.
3. home	c.

C. Think and answer.

Do you think the frog will enjoy living in a human home? Say why you think so.



KNOW YOUR VALUES



Answer these questions.

1. How do you think an animal feels when it is taken away from its home?
2. Do you think that animals are afraid when they have to find new homes?

We must be patient, thoughtful and kind in the way we treat animals. We must ensure that all living things have a safe place to live and that our actions do not destroy their homes.



GRAMMAR

Read these sentences.

1. a. Rom said, "What are you going to do?"
b. Rom asked what she was going to do.
2. a. She asked Sohom, "Where did Mother go?"
b. She asked Sohom where Mother had gone.

The sentences 1. a. and 2. a. are in **direct speech** and they are questions. Sentences 1. b. and 2. b. are in **reported speech**.

When questions are changed to reported speech—

1. the sentence ends with a full stop, not a question mark.
2. the subject comes before the verb.

If the direct question is a **wh-** question (as in sentence 1), the **wh-** word is used in reported speech. **Said** is also changed to **asked**. Other reporting verbs like **wanted to know** or **enquired** can also be used. The verb changes from the simple present tense to the past tense.

If the direct question is a **wh-** question where the **wh-** word is followed by **do/does/did** (as in sentence 2), the **wh-** word is retained in the indirect speech but **do/does/did** is dropped and the verb changes to the past or the past perfect tense.

Rewrite these sentences in reported speech.

1. My uncle said to me, "When are your examinations?"
My uncle asked me when my examinations were.
2. My sister said to me, "Why do you want to go out now?"

3. "Why was the frog dizzy?" the teacher said.

4. My friend Sushmita asked me, "Why did you come late to school today?"

5. "What is the time?" said Meera.

6. The bus driver said to us, "Where do you want to get off?"

7. My father said to me, "When will you get home?"

8. Linda said, "I'd like to know where the laboratory is."

9. Sania said to Aditya, "Would you mind passing the rice?"

10. The visitor said, "How far is it to the railway station?"



VOCABULARY

Read this sentence.

- ★ She opened the bag and blew in a lungful of **coffee-laden** breath.

In the above sentence, **coffee-laden** is used as an adjective to describe the noun (breath). **Coffee-laden** is a compound adjective as it is made up of two words, that is, coffee + laden (noun + past participle).

Read these sentences. Guess the meanings of the compound adjectives in colour from the sentences.

1. That policeman is a very **soft-spoken** person. quiet and gentle
2. When asked to speak to the Chief Guest, Stella was **tongue-tied** with embarrassment.
3. I thought your friend Manoj's first novel was very **well-written**.
4. Rishi brought me a **twenty-page** document to read.
5. Food blenders and wet-grinders are **time-saving** gadgets.



The word **timepass** is something that is not considered proper English by native speakers. Instead use **pastime**, recreation or hobby.



DICTIONARY WORK

Complete this table. Refer a dictionary to find out what you do not know or are not sure of.

verb	adjective	noun
1.	inspiring	inspiration
2. succeed	successful	
3. accept		acceptance
4. describe		description
5. enjoy	enjoyable	



WRITING

Imagine you visited a tiger reserve with your parents where the forest rangers told you about the recent killing of a tiger by poachers. You decide to write a newspaper report about the illegal poaching of tigers.

When writing the report, remember that your report should answer five wh- questions and one h question. These questions are—

- * where – Where did the incident occur?
- * when – When did the incident happen?
- * who – Who was responsible for the death of the tiger?
- * what – What had they done to the tiger?
- * why – Why did they want to kill the tiger?
- * how – How can tigers be kept safe from poachers?



Give your report a title, just like in the newspapers. Write your report in one or two paragraphs in your notebook. You can follow this format.

Headline

name of reporter

name of the town or city, date of report

Forest rangers in India complain about poaching in tiger reserves and how difficult it is becoming to save India's national animal.

Look at these sentences to understand the use of **for** and **since**.

1. I have been studying in this school since last July.
2. I have been studying in this school for eight months.

In sentence 1, **since** is used because we are referring to time from a point in the past—since last July.

In sentence 2, **for** is used because the reference is to a period of time—eight months.

I have been waiting here since ten minutes. ✕

READING ALOUD



Say these **tongue twisters** aloud. First say them slowly and then say them faster and faster.

1. zebras zig and zebras zag
2. red lorry, yellow lorry, red lorry, yellow lorry, red lorry, yellow lorry
3. six socks sit in a sink soaking in soapsuds
4. two toads totally tired trying to trot to Tetbury
5. six slippery snails, slid slowly seaward.





PRONUNCIATION

You have learnt about vowels, consonants, syllables and stress.

In a word of two or more syllables, one particular syllable is pronounced with more force, or louder, than the others. We say that such a syllable is **stressed** or has a **stress**.

Stressing the correct syllables in words is an important part of the pronunciation of English.

A. Listen and repeat these words with the stress on the first syllable.

feature surface fearful blackboard
children grateful foolish streetlight

B. Listen and repeat these words with the stress on the second syllable.

invent reply decide remove divulge complete

C. Listen and repeat these words with the stress on the third syllable.

conversation recognition automatic
population international interfere



delicate (adjective) needing careful treatment, especially because it can be easily damaged: Frogs have thin, delicate skin which must stay wet. *similar words: fragile, frail, flimsy*

doze (verb) to sleep for a short time, especially during the day: My cat likes dozing on the window sill. *similar words: nap*

make good (my) escape to make sure that I escaped safely: The spy made good his escape while the guards were checking the grounds.

narrate (verb) to describe events as they happened or to tell a story: Sumi narrated the events of her adventure in the mountains. *similar words: tell, recount*

plentiful (adjective) When a lot of something is available, it means that it is plentiful: Mangoes are plentiful during the summer months. *similar words: ample, abundant*



The Cherry Tree

2



WARM UP

Look at these pictures.



These are cherry trees in bloom in Japan. Cherry blossoms are called *Sakura* in Japanese. Every year when the flowers blossom, people picnic under the trees and admire the beautiful pink flowers. This practice is hundreds of years old and is called *Hanami*.

Is there any tree that grows nearby that has beautiful flowers? Create a festival for the flowers and say how you will celebrate the beauty (and usefulness) of the tree and its flowers.

Rakesh lives with his grandfather in a little cottage in the Himalayan foothills. His parents live in a small village fifty miles away but there are no schools there. So Rakesh comes to live in Mussoorie with his grandfather. Here, the soil is stony and the cold, dry winds do not allow the plants to grow very tall.

One day, when Rakesh was seven, he walked home from the Mussoorie bazaar eating cherries. They were a little sweet, a little sour—small, bright red cherries, which had come all the way from the Kashmir valley. By the time he reached home, only three cherries were left.

"Have a cherry, Dada," he said, as soon as he saw his grandfather in the garden.

foothills low hills at the bottom of a larger mountain or range of mountains

Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for a long time, rolling it around until the tang had gone. Then he placed the seed on the palm of his hand.

"Are cherry seeds lucky?" he asked.

"Of course," said Grandfather. "But nothing is lucky if you put it away. If you want luck, you must put it to some use."

"What can I do with a seed?"

"Plant it."

So Rakesh found a small space and began to dig up a flower bed.

"Hey, not there," said Grandfather. "I've sown mustard in that flower bed. Plant it in that shady corner, where it won't be disturbed."

Rakesh went to the corner of the garden. He pressed the seed into the soil with his thumb and it went right in. Then he had his lunch and ran off to play cricket with his friends. He forgot all about the cherry seed.

When it was winter in the hills, a cold wind blew down from the mountains and went *whoo-whoo-whoo* in the deodar trees. In the evenings, Grandfather and Rakesh sat outside near a charcoal fire and Grandfather told stories—stories about people who turned into animals, beans that jumped and stones that wept.

They knew it was spring when the wild ducks flew north again, to Siberia. Early in the morning, when he got up to chop wood and light a fire, Rakesh saw the V-shaped formation flying northward.

One morning in the garden, he bent to pick up what he thought was a small twig. He found to his surprise that it was well rooted. He ran to fetch Grandfather, calling, "Dada, come and look. The cherry tree has come up!"



tang a strong, sharp taste or smell **deodar trees** trees that grow in the western Himalayas—they are tall and have needle-like leaves **charcoal** a hard black substance that can be used to build a fire
the V-shaped formation When geese, ducks and other birds fly from one country to another to escape the winter, they fly in the shape of a V. This shape makes it easier and faster for them to travel very long distances.

"What cherry tree?" asked Grandfather.

"The seed we planted last year—look!"

They both bent down and peered at the tiny tree. "Yes, it's a cherry tree," said Grandfather. "You should water it now and then."

Rakesh went indoors and came back with a bucket of water.

"Don't drown it!" said Grandfather, laughing.

Rakesh gave it a sprinkling and circled it with pebbles.

"What are the pebbles for?" Grandfather asked.

"For privacy," Rakesh said.

That year, the monsoon rains came early. Ferns sprang from the trunks of trees and the trees dripped as the mist came curling up the valley. The cherry tree grew quickly in this season.

It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.

"Never mind," said Grandfather, seeing that Rakesh was upset. "It will grow again. Cherry trees are tough."

Towards the end of the rainy season, new leaves appeared on the tree. Then a woman cutting grass came down the hillside, her scythe swishing through the heavy monsoon foliage. She did not try to avoid the tree. One sweep and the cherry tree was cut in two.

When Grandfather saw what had happened, he went after the woman and scolded her. But the damage could not be repaired.

"Maybe it will die now," said Rakesh.

But the cherry tree had no intention of dying.

By the time summer came around again, it had sent out several new shoots with tender green leaves. Rakesh had grown taller too. He was eight now—a sturdy boy with curly black hair and deep black eyes.



privacy being alone and not being disturbed **ferns** green plants with long stems and leaves like feathers—they have no flowers **scythe** a tool with a sharp, curved blade and a long handle, used especially to cut long grass. Say SIGH - TH **foliage** the leaves of a plant or tree **tender green leaves** very young, small, bright green leaves



One day, he found a bright green praying mantis perched on a branch. It was the cherry tree's first visitor.

The next visitor was a hairy caterpillar who started eating the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves. "Come back when you're a butterfly," he said.

Winter came early. The cherry tree bent low with the weight of snow.

Then in February, it was Rakesh's birthday. He was nine and the tree was three but it was almost as tall as Rakesh.

One morning, when the sun came out, Grandfather went into the garden. He stared at the cherry tree and then called out, "Rakesh, come and look!"

Rakesh and Grandfather gazed at the tree. There was a pale pink blossom at the end of the branch.

The following year, there were more blossoms. And suddenly, the tree was taller than Rakesh. And then it was taller than Grandfather who was older than some oak trees.

But Rakesh had grown too. He could run and jump and climb trees as well as most boys, and he read a lot of books, although he still liked listening to Grandfather's stories.

Bees came to feed on the nectar in the blossoms of the tree and tiny birds pecked at the blossoms and broke them off. But the tree kept blossoming.

That summer, there were small cherries on the tree. Rakesh tasted one and spat it out.

"It's too sour," he said.

"They'll be better next year," Grandfather replied.

A few days later, on a warm sunny afternoon, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky. Grandfather came outside too and they waited in silence until the stars came out.

"There are so many trees in the forest," said Rakesh. "Why do we like this tree so much?"

"Because we planted it ourselves," said Grandfather.

"Just one small seed," said Rakesh and he touched the smooth bark of the tree that had grown. "I wonder," he whispered. "Is this what it feels like to be God?"

Ruskin Bond

praying mantis a large, green insect that holds its front legs up when it is waiting to catch another insect—it looks as if it is praying **gazed** looked at something or someone for a long time **nectar** a sweet liquid made by flowers and collected by bees and other insects

Ruskin Bond (1934–) is an Indian author of British descent. He is well known for his delightful stories about his childhood in Dehradun. His first novel, *The Room on the Roof*, was about a young Anglo-Indian boy named Rusty who lives in Dehradun. Bond wrote this novel when he was seventeen years old and it won the John Llewellyn Rhys Memorial Prize in 1957. He won the Sahitya Akademi Award in 1992 for *Our Trees Still Grow in Dehra*. He was awarded the Padma Shri in 1999 and the Padma Bhushan in 2014.



COMPREHENSION

A. Answer these questions.

1. Where had the cherries come from?
2. What does Grandfather tell Rakesh about luck?
3. How did Rakesh know it was spring?
4. In which season did the cherry tree grow quickly?
5. What happened to the cherry tree at the end of the rainy season?
6. What is Grandfather's explanation for why they like the cherry tree so much?



B. Choose the correct answer.

1. The text says that *Rakesh promptly ate the other two*. This shows that Rakesh
 - a. was very hungry.
 - b. did not want to share the cherries with Grandfather.
 - c. liked eating cherries very much.
2. During winter evenings, Rakesh and Grandfather
 - a. sat outside while Grandfather told Rakesh stories.
 - b. collected twigs and chopped wood for the fire.
 - c. walked to the Mussoorie bazaar to buy food.
3. Rakesh removed the caterpillar from the cherry tree because
 - a. he did not like caterpillars.
 - b. it would eat all the leaves on the tree.
 - c. he thought the caterpillar would like to eat the dry leaves.
4. Rakesh was amazed by the cherry tree because
 - a. he had planted the tree himself.
 - b. he could not believe that the tree had grown from one seed.
 - c. the tree had grown despite being cut down when it was a sapling.

C. Think and answer.

Compare and contrast Rakesh and Grandfather. Write what kind of people they are— in what ways are they the same and in what ways are they different?



KNOW YOUR VALUES



Rohit and his sister, Maya, are staying with their grandparents during the summer holidays. Name three things that they can do with their grandparents to learn from them.

1. _____
2. _____
3. _____

We must love and respect the elders in our family. They have lived a long life and experienced many things. We can learn a great deal about the world from them.



GRAMMAR

We know that singular subjects take singular verbs and plural subjects, plural verbs. When a sentence has one word as its subject, it is easy to determine if it is a singular or plural subject.

Read these sentences.

- * Rakesh lives with his grandfather.
- * Tigers are carnivores.



Often, however, a group of words occupy the subject position in a sentence. They form what is called a compound subject. Here, we often have difficulty identifying the subject of the sentence.

- * One of his friends has a shop in the Mussoorie bazaar.
- * Several of those in the crowd were his relatives.

Read these sentences.

1. A row of wild ducks was flying high in the blue sky.
2. Many beautiful deodar trees were seen on the top of the hill.

In sentence 1, a row of wild ducks is a compound subject but the headword is row so the subject takes a singular verb was. In sentence 2, many beautiful deodar trees is also a compound subject but the headword is trees so it takes the plural verb were.



The subject and verb must agree with each other, even if they get separated by extra information.

- * His parents, who live in a small village, are teachers.

Complete these sentences with **was** or **were**.

1. A few of the streets were very narrow.
2. Every member _____ invited.
3. There _____ many sparrows pecking at the grain.
4. Not one of the cakes _____ made using the ingredients mentioned in the cookbook.
5. Several people _____ invited.
6. Reuben _____ the best student in his class last year.
7. When I was young, karate _____ my passion.
8. Jagdish and his friends _____ playing in the field yesterday.



VOCABULARY

In English, **prefixes** are used to **create new words from existing stock words**. Here are a few prefixes and their meanings.

anti = against	anti-government, anti-war, antisocial
pre = before	pre-lunch, pre-budget
pro = in favour of	pro-animals, pro-environment
auto = of/by oneself or itself	autofocus, autopilot
bi = two	biweekly, bimonthly
ex = former	ex-minister, ex-president
inter = between	inter-school, inter-college
over = too much	overconfident, overweight

Complete these sentences by using the correct **prefixes with the words in the brackets**.

1. My cat has become overweight (weight). Maybe I should change his food.
2. My new camera has _____ (focus). I just have to point it at something and click!

3. The _____ (weekly) show is telecast every Saturday and Sunday.
4. We won the _____ (school) football tournament. We beat AGS High School, four–nil!
5. Pramod was _____ (confident) and did not practise—he did not play well at all today.

A word that is often used in written communication is prepone. This word is not considered proper English. Instead you can say: bring forward or advance.



Insert **capital letters, full stops and commas** where necessary.

1. the major holidays in the next few months are—independence day dussehra diwali christmas and new year's day
2. to summarise we found the camp set up our tents and then sat around a fire and talked to each other
3. i could only buy sugar flour and cocoa powder
4. m s dhoni virat kohli shikhar dhawan and rohit sharma are all cricketers from the indian cricket team
5. there are five friends participating in the quiz—farhan dolly suresh paromita and reshmi



Have you watched a television programme related to dance recently? One such programme is called *Dance India Dance*.

Write a short review or your opinion of the programme for a local magazine. You will need to mention these points.

- ✱ a short description of the programme
- ✱ details about the director, the host and the participants of the television programme
- ✱ the points considered by the judges to decide the final score

- * the opinions of the audience
- * a description of the stage and some of the participants
- * whether you feel the programme helps make different kinds of dances popular

Look at this sample review, before you begin.

name of programme	<p>The <i>Amazing Race</i> is one of the best television shows in its category. This American show, which is broadcast on AXN in India, is a traveller's delight. However, it also has a huge following among people who enjoy watching competitions and reality TV. The programme is watched by over six million people across the world.</p> <p>The programme is a reality competition show in which eleven teams of two race around the world. The host of the show is Phil Keoghan who explains the tasks to the viewers and also informs the teams about which team has been eliminated from the race.</p> <p>The race is divided into twelve legs—each episode covers the events of one leg. Each leg ends with a Pit Stop, where teams are given a chance to rest and recover before starting the next leg twelve hours later. The first team to arrive at a Pit Stop is often given a prize, while the last team is normally eliminated from the race.</p> <p>The <i>Amazing Race</i> is refreshingly different from the other programmes that are broadcast on television. It shows people the many challenges of travelling along with the advantages. It also introduces people to many different cultures.</p>	channel
director/host		short description of the programme
		comments and why you think it is worth watching



Read these sentences.

- * When Grandfather helps Rakesh to look after the cherry tree, he says, "Thank you, Grandfather!"
- * Isha and her friends said 'Thank you' to their teacher who had helped them with their projects.
- * "Thank you so much," said Mr Mehta, when I opened the door for him.

When we want to thank someone, we could use different expressions depending on the situation.

- * I do appreciate your advice.
- * Thanks a ton for all your help!
- * It was very kind of you to have dropped us off at home.
- * I couldn't have done this without your help.

How would you express your gratitude in these situations?

1. Your sister helps you make the costumes for a school play.
2. You are unwell and your teacher accompanies you home.

Look at these sentences.

- * Please do the needful. *
- * Thank you for doing the needful. *

This is incorrect. Instead of this, we can say, Please do assist me with this. OR Please ensure that this is done.



Listen to these sentences. Tick (✓) if it a **fact** or an **opinion**. A **fact** is something that is true or correct. An **opinion** is what someone thinks about something or someone.

- | | | |
|----|------|---------|
| 1. | FACT | OPINION |
| 2. | FACT | OPINION |
| 3. | FACT | OPINION |
| 4. | FACT | OPINION |
| 5. | FACT | OPINION |

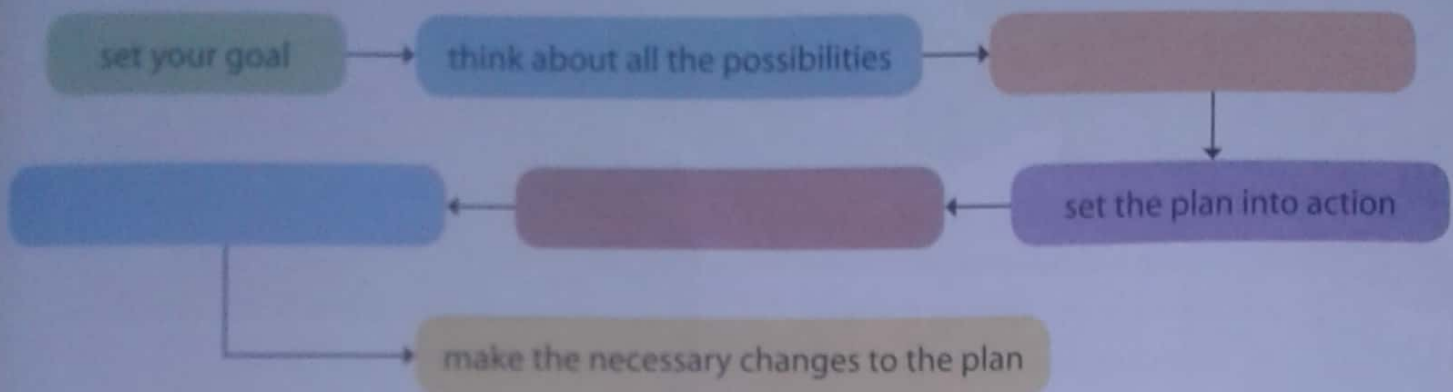


Rakesh looked after the cherry tree and made sure that it grew and flourished. During each stage of its growth, Rakesh and his grandfather made decisions to help it grow.

When we have a goal we want to reach, it is always better to work with a plan.

Here is an outline for how to **set goals and make decisions**. Some parts of the process are missing. Look at the words in the box and fill in the correct words in the diagram.

work out an action plan decide on a solution study the results of the plan



blossom (noun) a flower, especially on a tree or bush: There were small white blossoms on the tree. *similar words: flower*

(verb) produce flowers or masses of flowers: We walked past a garden where roses were blossoming. *similar words: bud, sprout*

heap (noun) an untidy pile or mass of things: His clothes lay in a heap on the bed.

similar words: pile, stack, mound

(verb) put things in a pile: She heaped her plate with rice. *similar words: collect, amass*

peered (verb) looked carefully or with difficulty: Grandmother peered at the map.

similar words: squint, focus

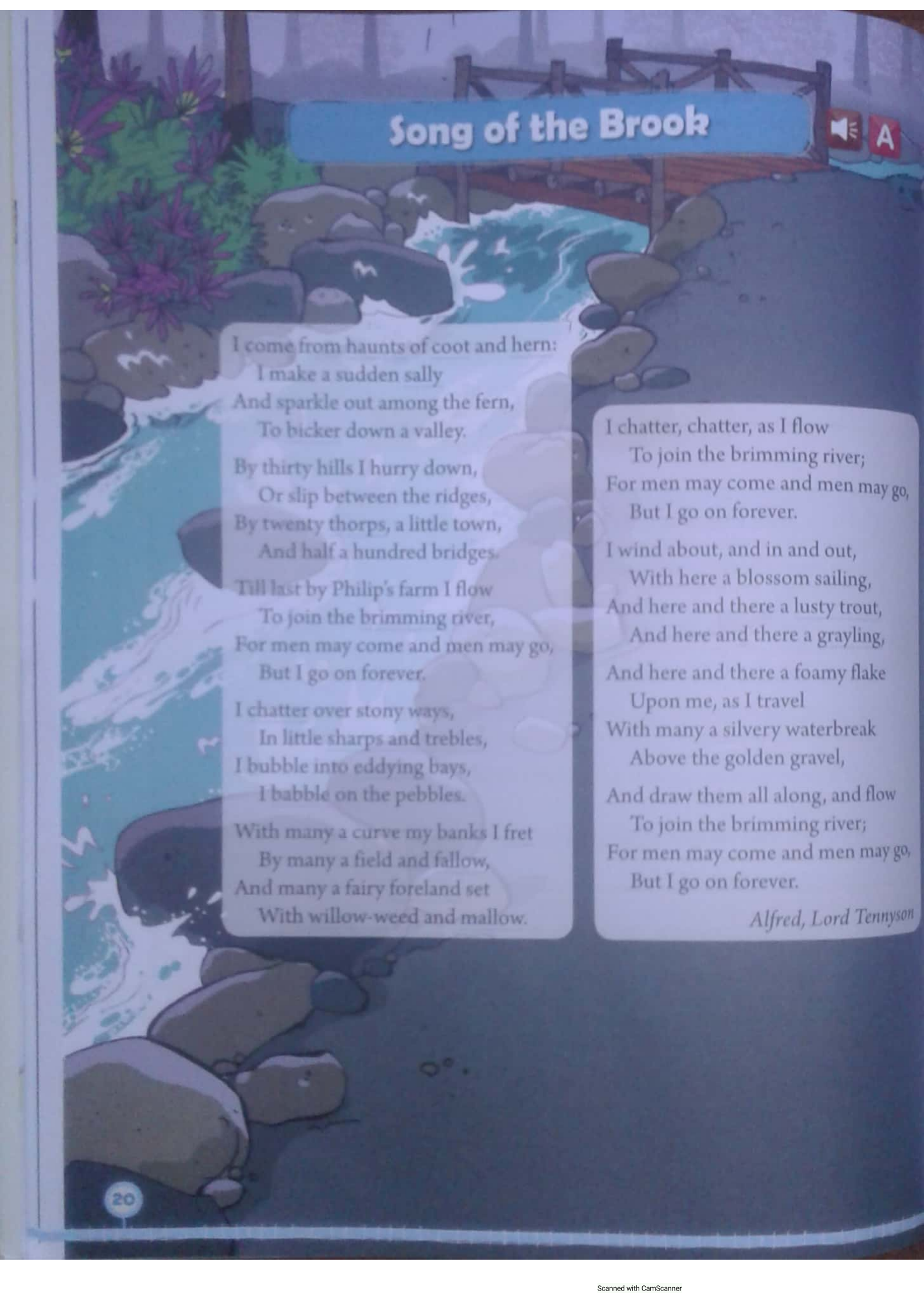
put it to use make use of something effectively: His father told him to enjoy the cycle and put it to use while it was still summer.

wept (verb) cried with great emotion: He wept with joy when he heard that his pet was safe.

similar words: cry, sob, bawl

The deodar tree is a type of cedar tree that grows in the western Himalayas. The people who live near the mountains say this tree is sacred. The word *deodar* comes from *devadaru*, a Sanskrit word that means 'divine wood' or 'timber of God'. Deodar trees can reach incredible heights—about 250 feet. This is as tall as a building with about twenty floors. They also live for a very long time—sometimes up to a thousand years! It is said that these forests of deodar were the favourite places of ancient Indian sages. These beautiful, awe-inspiring trees are also mentioned in Valmiki's *Ramayana* and in ancient Hindu epics.





Song of the Brook



I come from haunts of coot and hern:

I make a sudden sally
And sparkle out among the fern,
To bicker down a valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.

Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow

To join the brimming river;
For men may come and men may go,
But I go on forever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,
And here and there a foamy flake
Upon me, as I travel

With many a silvery waterbreak
Above the golden gravel,
And draw them all along, and flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

Alfred, Lord Tennyson

haunts places often visited **coot** black bird that lives near water **hern** heron **sally** jump or leap
bicker here, flow noisily **thorps** villages **brimming** almost overflowing **chatter** make rapid
sounds **sharps and trebles** high-pitched notes **eddy** moving fast in a circle **babble** low
continuous sound of water flowing over stones **fret** worry **fallow** uncultivated land **foreland** an
area of land bordering on another **willow-weed** a plant that looks like a willow with purple flowers
mallow plant with hairy stems and leaves **lusty** lively **trout** silvery freshwater fish
grayling a silvery grey fish

Alfred, Lord Tennyson, (1809–1892) was Poet Laureate of Great Britain and Ireland during much of Queen Victoria's reign and remains one of the most popular British poets today. Tennyson was known for short lyrics, such as in *Break, Break, Break* and *The Charge of the Light Brigade*. A great deal of his poetry was based on classical mythological themes.

In *Song of the Brook*, the brook itself is the speaker. It describes its journey from the mountains to when it finally joins a river. Tennyson makes the brook seem almost alive. He also compares the journey of the brook to the life of a human being.



A. Answer these questions.

1. From where has the speaker come?
2. What does the speaker mean by *For men may come and men may go, / But I go on forever*?
3. What are the different sounds made by the brook on its way?
4. The movements made by the brook are described in many ways. What are they?
5. What are the obstacles that the brook faces on its way?
6. What does the brook carry along with it?

B. Think and answer.

The title says that the poem is the 'song' of the brook. In what way is the poem a song?

C. Work in pairs. Discuss this with your partner.

Imagine you are a stone at the bottom of a deep river. What are the things that you will see?



The Village School

3

WARM UP

Work in pairs. Imagine you are going to a village and will be teaching in a small school there. What are the things that you think are very important in a classroom?

Write them below.

1. _____
2. _____
3. _____

Now, take a look at what your classmates have written.



Tabassum, Tarranum and Rubina are three inspiring young girls. They have changed the face of the little village of Sajoi, near Varanasi, for good. There was a time when no child in the village took education seriously—girls would drop out of school to help their mothers and the people of the village refused to see the importance of a good education.

"In our village, nobody studied. We, the three of us, were the only ones who finished school and went on to study further. Some of the children had never even stepped out of the village. The children from the basti start working at a young age and ignore their education," says Tabassum.



inspiring making you feel you want to do something as well
changed the face of changed how something was
took education seriously thought education was very important
basti area where people with lower incomes live

The girls decided to take matters into their own hands. They started going door-to-door to ask students to go to school. They got in touch with the Human Welfare Association, an NGO in Varanasi, which trained them to take on this challenge and provided them with support.

The girls found a small public place where they started a school. The school was meant for children who had never stepped out of their home or had dropped out of school because of problems at home.

"It was very difficult in the beginning. Students would just not show up. But we didn't give up. We would go to their houses every day and ask them to come to our school. And finally, after six months of doing this, students started coming to school without us having to drag them from their homes," Tabassum recalls.

In the first month, they had thirty five students. But after a year, they managed to enrol over 170 students in the school. However, the battle was only half won as far as they were concerned. The biggest challenge was to bring in the girls who had left school altogether.

"Their parents did not want these girls to leave their homes. They thought going to school was a waste of time for them as they could do household work during the day," she says.



to take matters into their own hands to decide to do something themselves the battle was only half won they had only done half of what they had planned to do altogether completely

But the **trio** had a plan. They were not ready to let go of their dream of educating the girls in their village. They started a small tailoring training centre at the school so that the families would let their daughters come there.

"When the girls came to learn tailoring, we started teaching them as well. Many parents got angry and asked us why we were teaching them when they had been sent to learn tailoring. We would tell them that tailoring requires some measurements and calculations and a basic education is necessary for that," Tabassum says.

Their efforts led to the **transformation** of the village. When they first started their school in 2007, only two or three people in the village were educated. Now, say the girls proudly, 90% of the children, including girls, go to school.

The greatest **triumph** for the girls came when not just the children but their mothers too began to show an interest in education. There are several women in the village now who no longer use their **thumb impressions** as signatures but can sign their own names.

"But all this was not easy. We faced many challenges. The people of the village would shout at us and say that we were a **bad influence** on their girls. It was **humiliating**. We would go home and cry. But it was our parents' support that kept us going. Without them, we wouldn't have achieved anything," says Tabassum.

There was even a time when the people of the village asked them to leave the public space where they ran their school. So they started teaching from their own homes.

"It used to hurt us when people said that we wouldn't be able to do anything just because we were girls. But we have proved everyone wrong," she says. Today, the people who used to mock them are coming forward to support them as they see the positive change in the village.



trio a group of three people **transformation** a complete change in someone or something—especially a change that makes it better **triumph** a great success or achievement **thumb impressions** thumb prints which are used in place of signatures—a person who cannot read or write uses their thumb print to sign documents **a bad influence** having the power to make people behave badly **humiliating** making you feel stupid or ashamed

The people of the village even arranged for electricity so that the fans and lights would work in the school.

"We can't give the children degrees. So we give them a good education and help them connect to good schools," says Tabassum.

The trio has managed to successfully work with over 250 children so far and they continue to get more admissions every year. Along with teaching, the girls are now completing their college education—they are studying Information Technology.

"We would just like to say this to everyone—please let your daughters and sons study. And do whatever you can for your village as people there need you," concludes Tabassum.

An extract from an article in www.thebetterindia.com



COMPREHENSION

A. Answer these questions.

1. What does Tabassum say about the children from the village?
2. For whom did the three girls start the school?
3. What was the biggest challenge the three girls faced?
4. What was their plan to educate the girls of the village?
5. What did the women of the village learn from the school?
6. How did the people of the village first react to the school? Did this change later?
7. What does the school do for the students instead of giving them degrees?
8. What is the message Tabassum has for everyone?

B. Mark these sentences as true (T) or not true (NT). Rewrite the sentences that are not true in your notebook.

1. Tabassum, Tarranum and Rubina dropped out of school to help their mothers.
2. They started their school in one of their homes.
3. In the beginning, the students wanted to come to school every day.
4. The parents of girls thought that school was a waste of time.
5. Tabassum, Tarranum and Rubina started a tailoring unit for the girls.
6. The three girls hope to complete their college education.

C. Think and answer.

How do you think the girls of Sajoi felt when they were finally able to go to school?



KNOW YOUR VALUES



Imagine you are on your way to school. You see some small children playing by the side of the road. You see them every day and you know they don't attend school. What can you do?

Complete this diagram with two ideas of your own.

Talk to some adults to see if they can help.

Find out if there are any schools that offer free education.

Everyone has a right to education—a good education can change lives. We must help those who do not have access to learning.



GRAMMAR

Read these sentences.

- * Tabassum, Tarranum and Rubina, who started the school, are inspiring girls.
- * Food and milk, that is left uncovered, are targeted by flies.

The words in colour make up clauses (the words are connected through verbs). The first word in these clauses are relative pronouns (who, that). These clauses are called **relative clauses**.

A relative clause tells us which person or thing or what kind of person or thing the speaker is talking about.

- * We know many people who live in Indore.
- * The book that you bought for me is very interesting.
- * Where is the notebook that was on the study table?
- * The food was definitely the thing which I enjoyed most about our holiday.

A. Underline the relative clause in these sentences and circle the noun that each relative clause qualifies.

1. The finest holiday that I ever had was spent with my parents in Kashmir.
2. The storm, which raged all night, carried us away from the shore with violent force.

3. I got to know about today's exam from Mary, who called me last night!
4. I gathered the flowers that were lying on the ground beneath the tree.
5. Govind, who worked in the cafe, enjoyed his job.



B. Make one sentence from two using a relative clause.

1. The children did well in their exams. The children were given chocolates.

The children who did well in their exams were given chocolates.

2. The man looked lost. He was trying to find his friend's house.

3. Our neighbour helped us with the packing. She was very friendly.

4. A train goes to Mumbai. The train starts at 10.30 in the morning.

5. Mr Bhatia built this house. Mr Bhatia won the Best Architect Award last year.

6. I have lost a watch. Hanifa gave me that watch.



Note: When we talk about people, we generally use who. When we describe things, we use which.

We often confuse which and that. Remember these simple rules to get them right.

1. That is generally more useful for introducing defining clauses (clauses that give necessary information about the noun that comes before it)—The vase that you broke was very old.
2. Which is more useful when introducing non-defining clauses (clauses that give extra information)—She loves her rabbit, which has long floppy ears.



VOCABULARY

The words say, tell, talk and speak mean more or less the same thing. But they cannot be used interchangeably.



This table shows us how to use these words correctly.

say	<ul style="list-style-type: none"> * "Go away," she said. * David said he was upset.
tell (followed by a person as object)	<ul style="list-style-type: none"> * Please tell him I will be late to school today. * I told our teacher that Girish was unwell.
talk (informal)	<ul style="list-style-type: none"> * Whenever he is excited, he talks non-stop. * I don't like to talk about exams during the holidays. * We talked on the phone for over an hour. * Have you talked to your teacher about your trip?
speak (more formal)	<ul style="list-style-type: none"> * The minister spoke for an hour about the importance of discipline. * Ratan speaks highly of Bhanu.

Correct the errors in these sentences.

1. Fatima said me a secret and asked me not to reveal it to anyone.
Fatima told me a secret and asked me not to reveal it to anyone.
2. I will never tell 'no' to a bar of chocolate.
3. Our teacher said to me to spend an hour a day on my spelling.
4. The chief guest talked for an hour about the benefits of yoga.
5. I haven't talked to our principal about my plan to participate in the Maths Quiz.

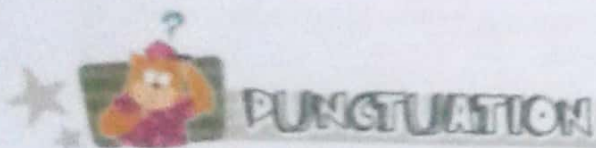


Look at these sentences.

- * Say me what happened. x
- * Tell me what happened. ✓

Remember—

You say something. If you are saying it to someone else, you use to someone—I said to him that it was a lovely day.
You tell someone something—She told me about her new hobby.



You have already learnt about apostrophes for contraction. An apostrophe is also used to show that something belongs to someone.

Rewrite these sentences using contractions in your notebook.

1. I am late.
2. He would go if you asked him to.
3. That is wonderful!

4. Let us go.
5. You must not cross the road except at the zebra crossing.
6. I had called you before I left home.
7. We will have to finish this project by tomorrow.

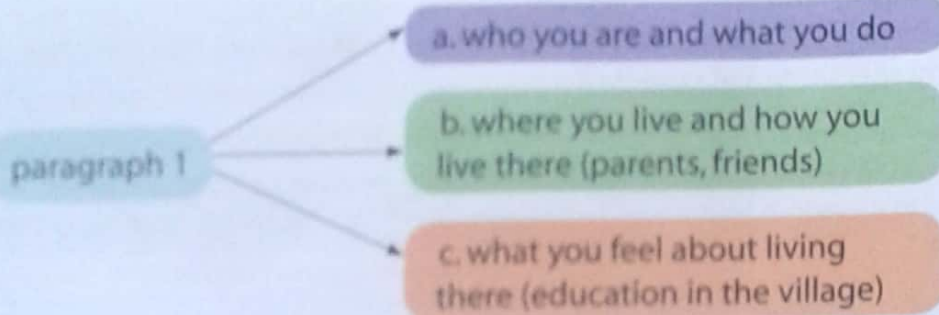


WRITING

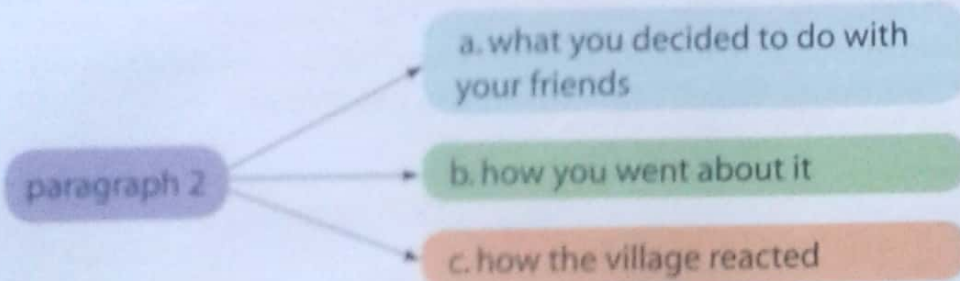
An essay is an extended piece of writing. It is generally made of three parts—the introduction, the body and the conclusion.

Now, imagine you are Tabassum and write an essay about yourself using the information from the text.

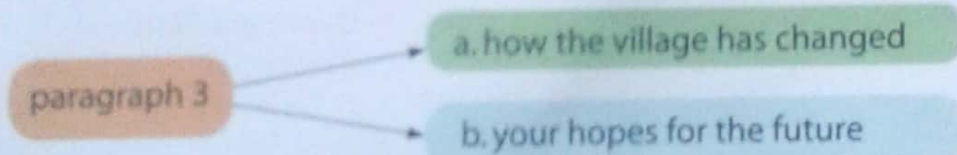
Introduction



Body



Conclusion



You can use linking words like—

in addition to	as well as	furthermore	besides
in short	to conclude	because of	

You could begin like this—

I am Tabassum. I live in a small village called...



READING ALOUD

Read this passage about Nelson Mandela's childhood. First read the passage with no expression and no emotion. Then read it with the appropriate expression and emotion—remember the passage is about a great man remembering his childhood with love and pride. You can listen to the audio before reading it aloud.

The village of *Qunu was in a grassy valley crisscrossed by clear streams and surrounded by green hills. It had no more than a few hundred people who lived in huts, known as **rondavels, which were beehive-shaped structures of mud walls, with a wooden pole in the centre holding up a grass roof. The floor was made of soil and was kept smooth by smearing it regularly with fresh cow dung. The smoke from the cooking fire escaped through the roof and the only opening was a low doorway—one had to bend low to walk through.



From an early age, I spent most of my free time outside playing and fighting with the other boys of the village. At night, I shared my food and blanket with these same boys. I was not more than five when I became a herd-boy, looking after sheep and calves in the fields.

It was in the fields that I learned how to gather wild honey, fruits and edible roots, to swim in the clear, cold streams and to catch fish with string. I learned to stick-fight—necessary knowledge for any rural African boy—and became good in its various techniques. From these days I date my love of open spaces and the simple beauties of nature.

*say KOO-nu **say ron-DA-vils

Now, have a class discussion. Was there a difference when the passage was read with expression and emotion? Which reading did you like better?



PRONUNCIATION

- A. Listen and repeat these words with the stress on the first syllable.
Notice the stressed syllable.

dirty loving welcome playground

- B. Listen and repeat these words with the stress on the second syllable.
Notice the stressed syllable.

important confuse redo adjust

- C. Listen and repeat these words with the stress on the third syllable.
Notice the stressed syllable.

politician reputation individual academic

D. Now listen and repeat these phrases.

1. dirty clothes
2. a small playground
3. very important
4. redo the exercise
5. a good reputation
6. amazing photography
7. very well done



basic (adjective) simple and uncomplicated—can be used as the starting point for something: This is the most basic model of the television. *similar words: bare bones, stripped down, rudimentary*

challenge (noun) a difficult situation that tests a person's ability: Cleaning the old house in time was quite a challenge. *similar words: problem, test, obstacle, trial*

drop out to not do something or to stop doing it before you have finished doing it: She dropped out of the dance class because she found it too difficult. *similar words: give up, discontinue, abandon, quit*

mock (verb) to laugh at someone in an unkind way: They mocked her for slipping and falling. *similar words: ridicule, jeer, sneer*

public (adjective) a place that does not belong to one person and which everyone can use: We can't talk loudly here—this is a public place. *similar words: popular, common, communal*

Gurukulas or gurukuls are a type of school in India. They have existed since the Vedic Age and the tradition of the guru (teacher)-shishya (pupil) is still respected and practised in India today in some places. During the Vedic Age, a person's life was divided into four stages. During the first twenty-five years, boys had to attend a gurukula. The students of a gurukula left their homes and lived with their guru, often in the same house. All the students were treated as equal no matter who their parents were. They all lived together and learned together and no one was treated as special or more important than the other students. Apart from learning from their guru, they also helped in everyday tasks such as washing clothes and cooking. This way of life taught them the value of hard work and also taught them to be humble.

