

English



Term-1



PREFACE

The English textbook for standard VII has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning, both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language, with learning their use, in everyday life.

The activities have been graded carefully to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills.

How to use the book

- The First Term English Book for Standard VII has three units.
- Each unit is planned for a month.
- First two units are divided into **sections** and the third one is combined as it's a speech. Each section is designed to initiate and sustain the **Active Learning** process.



- The **pictorial warm up page** will help activate students own knowledge and ideas of the topic.
- The **digital warm up** can be used for visualizing the theme to motivate and interest learners.

- In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- Digital glossary** can be used to listen to correct pronunciation and visualise words.
- The '**Do You Know?**' box can be used to enhance general knowledge while initiating spoken language.



- The illustrations in Picto Grammar will make understanding of grammar easy.
- Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- Language Check Point can highlight points of usage to avoid the common mistakes.



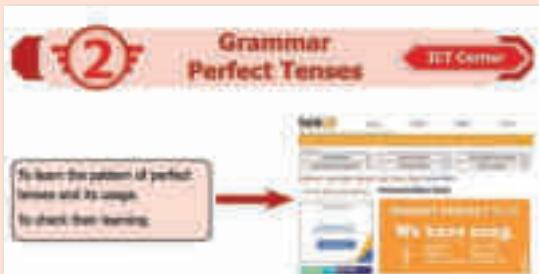
- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their imaginative skill.
- Students can be encouraged to present or display their writings in the class.

- The warm up picture given at the beginning of each section can be used to discuss the theme of the poem.
- The focus should be on the enjoyment of the poem through exploring imaginary skills & rhythm.
- The supplementary section encourages extensive reading and appreciation of literature.



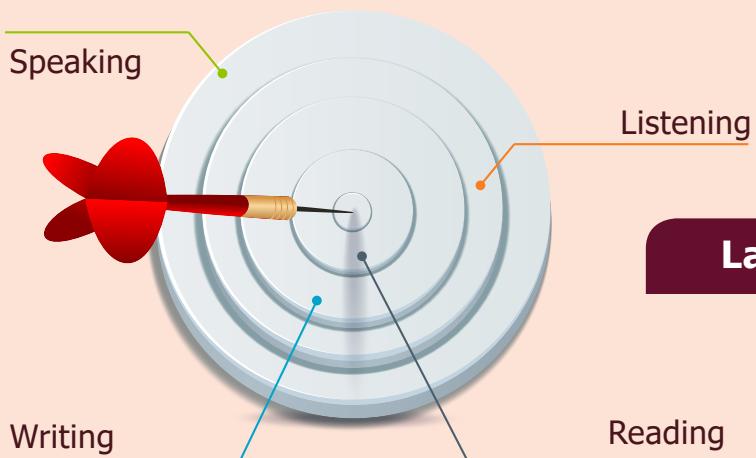
- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success.

- Students can be encouraged to extend their reading activity through learning links section.
- Students can be helped to download the games and install them.
- The activities in ICT Corner will ensure learning language skills through websites and app links.



English

Key Features



Language Skills

Salient Features

- ✖ Connecting to self
- 📷 Think and do
- Steps to success
- ✓ Language Checkpoint
- 📷 Picto grammar

Language Enrichment

- Literary Appreciation
- Creative Writing
- Project Work
- Learning Links



Digital Features

- Digi Warm up
- e-Glossary
- Grammar Games
- ICT Corner
- Infographics

CONTENT

Sl. No.	Units	Page No.
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1

Prose	Eidgah	1
Poem	The Computer Swallowed Grandma	16
Supplementary	On Monday Morning	18

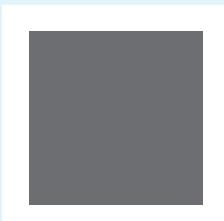
2

Prose	The Wind on Haunted Hill	25
Poem*	The Listeners	42
Supplementary	The Red-Headed League	45

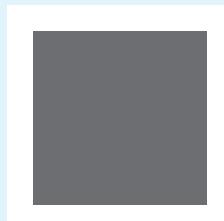
3

Prose	A Prayer to the Teacher	54
Poem	Your Space	70
Supplementary	Taking the Bully by the Horns	75

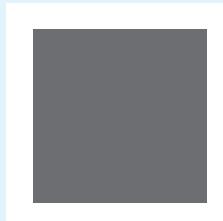
*Memory Poem



Text Book



Digi Links



Assessment

Learning Outcomes

1

Unit

- ❖ The learner answers questions orally and in writing on a variety of tests.
- ❖ reads poems.
- ❖ engages in conversation with family and friends.
- ❖ Responds to different kinds of instructions in varied contexts.
- ❖ Asks and responds to questions based on text.
- ❖ Reads textual and non textual materials and comprehends.
- ❖ Identifies details – character's name, ideas, themes and relates to them.
- ❖ Thinks critically and relates them to life.
- ❖ Reads to seek information and write messages.
- ❖ Infers the meaning of unfamiliar words by reading them in contexts.
- ❖ Writes grammatically correct sentences using determiners.

2

Unit

- ❖ Learns new words and understands their contextual meanings.
- ❖ Demonstrates knowledge of the story elements in a mystery.
- ❖ Cites evidence for the explicit and implied meaning of the poem and appreciates the poetic devices used in the poem.
- ❖ Places themselves as detectives and analyses the characters and events to solve the problems.
- ❖ Recognizes present,past and future perfect tenses with time markers and with accuracy.
- ❖ Develops skill of writing stories.

3

Unit

- ❖ Appreciates nature and nurtures it.
- ❖ Develops public speaking skills.
- ❖ Learns values of life and uses it in their day to day life.
- ❖ Develops inclusiveness.
- ❖ Respects animate and inanimate things.
- ❖ Knows ten core life skills prescribed by Who.
- ❖ Identifies the prepositions and its types and uses appropriate prepositions in sentences.
- ❖ Communicates softly.
- ❖ Answers questions orally and in written form.
- ❖ Raises voice against bullying.

1

Eidgah

Prose

Warm Up



Observe the pictures and write the names of the festivals in the blanks.
One is done for you.

Diwali

Festivals



Discuss in pairs.

1. Which is your favourite festival?
2. When do you celebrate it?
3. Do you celebrate with your family or friends?
4. Why do you celebrate it?

Section I

READING



Listen to the teacher read this section.



How wonderful and beautiful was the morning of Eid! The trees looked greener, the field more festive, the sky had a lovely pink glow. The sun seemed brighter and more **dazzling** than before to wish the world a very happy Eid.

The village was filled with excitement. Everyone was up early to go to the Eidgah. The boys were more excited than the others. They had been talking about it all the time. Finally the day had come. And now they were impatient. They were taking their treasure out of their pockets, counting and recounting it before putting it back. Mahmood counted "One, two, ten, twelve"—he had twelve coins. Mohsin had "One, two, three, eight, nine, fifteen" coins. With this money, they would buy countless things: toys, sweets, paper-pipes, rubber balls – and much more.

The happiest of the boys was Hamid. He was only four, thin and poorly dressed. Last year his father had died of cholera. Then his mother also died. From then Hamid lived with his old Granny Ameena and was as happy as a lark. She told him that his father had gone to earn money. And that his mother had gone to Allah to get lovely gifts for him. This made Hamid very happy. Hamid had no shoes on his feet; the cap on his

head was soiled and **tattered**; He knew that his father would come back with sacks full of silver and his mother with gifts from Allah. Then he would have more than Mahmood, Mohsin, Noorey and Sammi.

Hamid's Granny Ameena was sad. It was Eid and she did not have even a handful of grains. If only her son were there, it would have been a different kind of Eid! Hamid went to his grandmother and said, "Granny, I will be the first to get back. Don't worry!" Ameena was worried. Other boys were going out with their fathers. How could she let him go to the fair all by himself?

Hamid left with the other boys. Hamid was like one with wings on his feet. They ran on ahead of the elders and waited for them under a tree. They reached the **suburbs** of the town. On both sides of the road were big houses of the rich. In the gardens, mango and leechee trees were full of fruits. Then they came across the stores of the sweets - vendors. All decorated so **gaily**! Every store had sweets piled up in heaps like mountains.

GLOSSARY



dazzling	–	extremely bright
tattered	–	torn
suburbs	–	outskirts
gaily	–	in bright colours



Choose the correct answers and fill in the blanks.

1. 'Finally the day had come'. Here **the day** refers to _____
 - a. Pongal
 - b. Christmas
 - c. Eid

2. With their treasure, the boys would buy _____ in Eidgah.
 - a. pens and pencils
 - b. toys and rubber balls
 - c. chocolates and cakes

3. Hamid's friends are _____

- a. Mahmood, Mohsin, Noorey and Sammi.
- b. Raghul, Preethi, Sam and Mufeed.
- c. Rani, Verghese, Sita and Zahir.

4. 'If only her son were there, it would have been a different kind of Eid!' What had happened to her son?

- a. Her son had died.
- b. Her son had gone abroad.
- c. Her son had gone on a tour.

5. Hamid was like one with wings on his feet. This means _____

- a. He ran fast.
- b. He ran slowly.
- c. He was an angel.



There are 109 members in Marapanhalli Laxmayha family who live in Karnataka's Kolar district. It is one among the last few purely joint families in India. 85 members of this massive family live under a single roof that spans 20 rooms. The other 24 live in the fields next to the house.

SECTION II

Take turns and read this section aloud.



Soon the roads began to get crowded. Some people were on tongas and ekkas, some in motorcars – all wearing perfume; all bursting with excitement. The children were

a calm and contented lot. For village children everything in the town was wonderful. Whatever caught their eye, they stood and **gaped** at it with wonder. At last, the Eidgah came into view. There were row upon row of worshippers as far as the eye could see. Newcomers lined themselves behind the ones already there.

The prayer was over. Men embraced each other. They descended on the sweet and toy-vendors' stores like an army moving to attack. There was the merry-go-round with wooden elephants, horses and camels! You paid one paisa and had twenty-five rounds of fun. Mahmood and Mohsin and Noorey and other boys mounted the horses and camels.

Hamid watched them from a distance. All he had were three paisas. He couldn't part with a third of his treasure for a few miserable rounds! They were soon done with their rides. Then it was time for the toys. There was a row of stalls on one side with all kinds of toys; soldiers and milkmaids, kings and ministers, water-carriers and washer-women and holy men.

Mahmood bought a policeman in khaki with a red turban on his head and a gun on his shoulder. Mohsin bought a water-carrier while Noorey got a lawyer. Those toys cost two paisa each. Hamid had only three paisas. How could he buy such expensive toys? If they dropped out of his hand, they would be smashed to bits. If a drop of water fell on them, the colour would run. But he looked at them hungrily and wished he could hold them in his hands for just a moment or two. After the toys it was sweets. Someone bought sesame seed candy, others gulab-jamuns or halva. They **smacked** their lips with **relish**. Only Hamid was left out.

GLOSSARY



gaped	-	stared
smack your lips	-	open and close lips noisily to show enjoyment
relished	-	enjoyed or took pleasure in the taste

Work in pairs and answer the following questions.

There were many toys in the stall. Three of Hamid's friends had bought some toys.

1. Write the names of Hamid's friends in column A and the toys they bought in column B

A	B

2. Write the names of the toys against each picture.













Think and Answer

'They' descended on the sweet and toy-vendors' stores like an army moving to attack.

1. Who does they refer to? Did they move one by one in a line or in a big group?
2. Hamid's friends enjoyed the ride in the merry-go-round. But Hamid didn't go on it. Why?
3. How did Hamid's friends show that they enjoyed eating the sweets?

SECTION III



Read this section in pairs.

Next to the sweet-shops there were a few hardware stores and jewellery shops. The boys were not interested in anything there. So they walked ahead except Hamid.