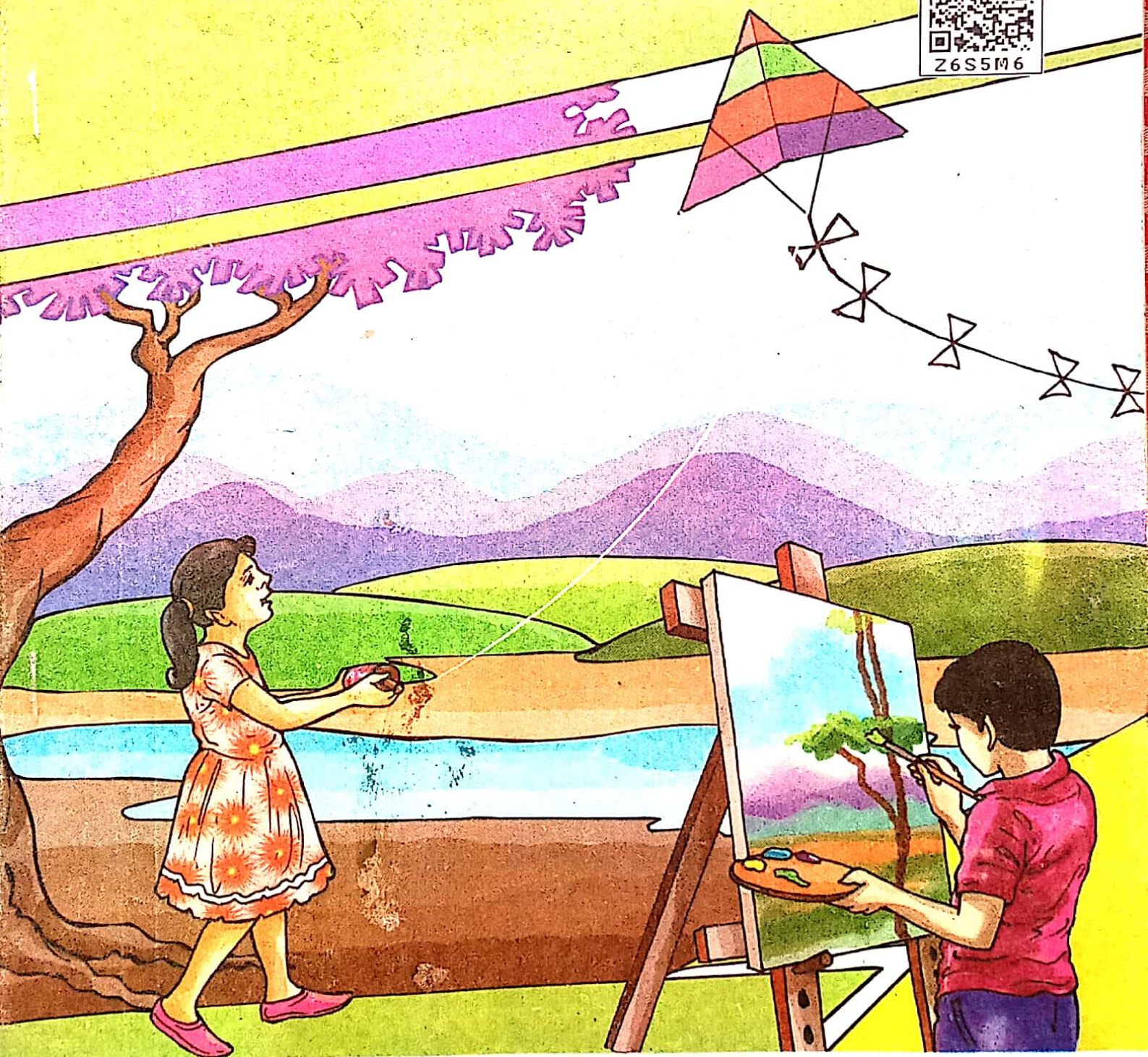


# SUNBEAM ENGLISH READER - II

A Textbook for Class - VII

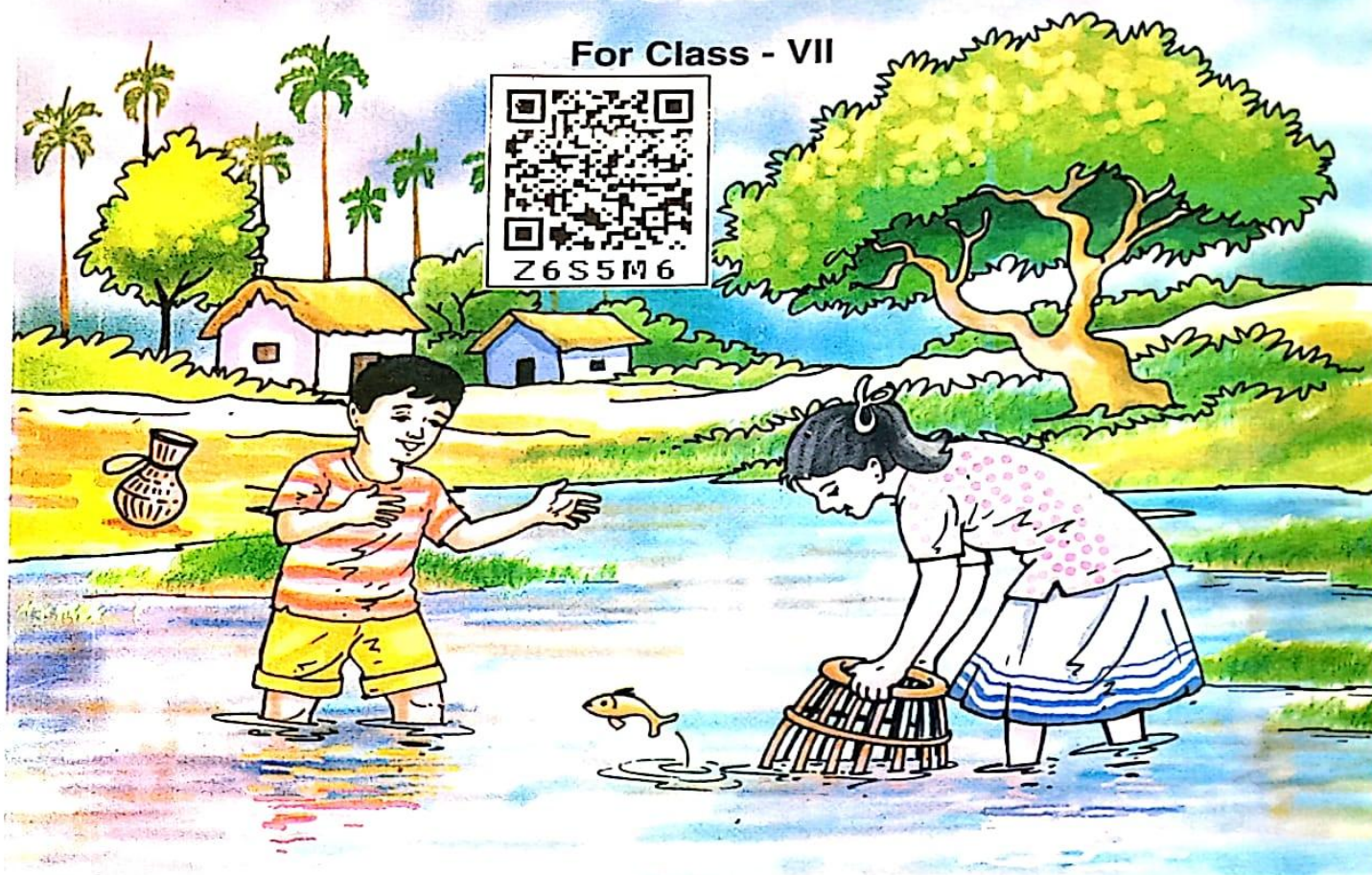


EDUCATION ( ELEMENTARY ) DEPARTMENT  
GOVERNMENT OF ASSAM



# SUNBEAM ENGLISH READER - II

For Class - VII



Prepared by:

**State Council of Educational Research and Training, Assam**  
**Guwahati - 781019**

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## MESSAGE

Education is the main driving force of the development of a society. So enlightening the younger generation with proper education is a responsibility of the elders. The Government also has important roles in this respect. A textbook is an important means for acquiring knowledge in an educational institution. A good textbook fills the learning gaps of a student which in turn moulds him to be a good citizen in the future. Our Government is mindful that the economically backward students do not lag behind in their education for their inability to procure textbooks.

Taking into consideration all these aspects, the Government has been supplying free textbooks to all students of Government, provincialised and Government aided schools from Ka-shreni to class X from the previous year. This has helped in increasing enrolment in the schools as well as in achieving the goal of universalization of school education. Keeping this in view, the Government has arranged for supply of free textbooks of five core subjects to the students of classes - XI and XII of Arts, Science, Commerce and Vocational stream in Government, provincialised and Government aided Higher Secondary schools and colleges from 2018-19 academic session.

The present Government is working round the clock to widen the reach of quality education to enable the students to pursue academic excellence. In addition to providing free textbooks, the fees of High School Leaving Certificate Examination and Higher Secondary Examination have been waived in respect of students from economically backward families having annual income of less than Rupees one lakh so that poverty does not become a hurdle in the path of higher education. At the secondary level also, the admission fees of the students have been waived. For the students from economically backward families admitted in Higher Secondary and Degree levels, the present Government has implemented, for the first time, the scheme for waiver of fees. For proper evaluation of the standard of elementary education in the State and to set a clear direction, the State Government has already taken up programmes like "Gunotsav" which have given encouraging results.

With the successful implementation of these programmes, we hope that students of our State, by their unrelenting effort to gain knowledge, will build themselves up as national assets. I convey my best wishes to the Assam State Textbook Production and Publication Corporation Limited for successful implementation of the free textbook distribution scheme.

*Siddhartha Bhattacharya*  
**Siddhartha Bhattacharya**

## Preface

Sunbeam English Reader-II is developed and formulated in line with the learning outcomes spelt out by NCERT. SCERT, Assam has been given the responsibility of preparing this textbook as a sequel to the new series of textbooks for the Upper Primary level of Education in Assam for implementation from the academic year 2020.

Learning a language means using it for a variety of purposes. Interaction, discussion and sharing of ideas provide opportunities for gathering information about events and experiences. This textbook aims to link the classroom experiences with life of the learners. The lessons are woven around various themes that would make learning for learners joyful and meaningful. This would develop their sensitivity while providing a holistic outlook towards life. The selection of lessons has been made and the language items have been developed keeping in mind the requirements of the present day learner and the world at large. Pre-reading activities at the beginning of each lesson will ignite the imagination of the learners to make their learning a fruitful one. This textbook is an effort to reach out to each learner while helping them to create their own learning experience.

At the end of each lesson a note for the teacher is appended in order to provide useful hints to make learning of English enjoyable and enduring. As a support for teachers and learners, Quick Response Code (Q R Code) has been introduced in this textbook. Passages for listening have also been included at the end of Lesson-8 of the textbook.

It is expected that the texts chosen to match the learning outcomes will help learners in understanding concepts clearly. Reading these texts and interacting about their personal experiences will make a smooth shift to the next stage of learning. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

In an endeavour to make the textbook more effective, SCERT along with the team effort of the Steering Committee, Academic Core Group, Working Group, Subject Experts, Illustrators, Facilitators in Charge and Technical Assistants have taken great pain in preparation of this textbook. The Steering Committee is grateful to them for their valuable advice and support. We acknowledge the contribution of the entire team for their relentless effort and resources in bringing out this textbook.

We invite suggestions from students, parents, guardians and general public for improvement of the textbook.



**(Dr. Nirada Devi)**  
**Director, SCERT, Assam**



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## A Note to the Teacher

Congratulations, and welcome to the new academic year! In this session, you will be teaching English to the students of Class VII through **Sunbeam English Reader-II**, a new textbook aimed at making the learning and teaching of English enjoyable and interesting for both learners and teachers. This textbook has eight lessons, each based on a theme relevant for learners of this age group in terms of content and language level. The activities accompanying the lessons are aimed at developing learners' English comprehension skills, and their ability to listen to, speak and write English appropriately, and with confidence. The activities are meant for learners to complete individually, and also in pairs and groups, so that learning English is both meaningful and enjoyable for them.

As you know, **learning by doing** is the most effective way of learning a new skill. Learning a language is learning a skill, because language is used to *do* things in real life, such as expressing our feelings, communicating our needs, performing functions such as greeting, requesting, inviting, writing an application, and so on. We have all learnt our language(s) by listening to what others say while they do things, and by trying to say it ourselves, by making mistakes and not being punished for it.

Through the activities in this textbook, we hope you will encourage your learners to read and understand the lessons by themselves, improve their vocabulary and grammar, and their speaking and writing skills. There are also activities through which learners can practise using English for non-textual activities like making posters and signboards, taking part in quizzes and debates, preparing speeches and stories and sharing them. We request you to let each child try doing the activities and reading the lesson by themselves, even when you feel some children find it difficult. This struggle is necessary for them to develop confidence to speak, read and write in English.

In this textbook, you will also find listening passages at the end to develop learners' listening comprehension. Please read the passages out to learners for the listening activities. Learners should only read them *after the activity* to see whether they have got the correct answers. In the textbook, we have also included a **Read for Pleasure** section, where there are interesting short pieces for your learners. This section is meant to give them practice in reading for pleasure and entertainment, so that they develop the habit of reading. You may conduct activities on the content to ensure that the learners have got into the habit of reading.

Finally, you will notice that there are lessons and activities that include stories or incidents about people from various ethnic, language, religious and cultural backgrounds. There are also lessons and activities relating to children with special needs (CWSN). These are meant to develop in your learners empathy and understanding towards people who are different from them. Please use these lessons and activities to help your learners learn inclusivity and acceptance, so that they can become caring, tolerant and responsible citizens of the country.

### INSTRUCTIONS FOR USING QR CODE

#### HOW TO ACCESS DIGITAL CONTENT USING QR CODE ON MOBILE

1. Launch DIKSHA app and click on browse as guest.
2. Click on Student to continue as student.
3. Tap the QR code icon to scan QR codes in the textbooks.
4. Point the device and focus on the QR code.
5. On successful scan, content linked to the QR codes are listed.

#### HOW TO ACCESS DIGITAL CONTENT USING DIAL CODE ON DESKTOP

1. Under the QR code there would be 6 digit code is the DIAL code.
2. Type [diksha.gov.in/AS/get](https://diksha.gov.in/AS/get) in your browser.
3. Type the DIAL code in the search bar.
4. View list of content available and click on any new content.





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## Learning Outcomes

### The learner -

1. answers questions orally and in writing on a variety of texts
2. reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
3. participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
4. engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
5. responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station
6. speaks about excerpts, dialogues, skits, short films, news and debate on T.V. and radio, audio-video programmes on suggested websites
7. asks and responds to questions based on texts (from books or other resources) and out of curiosity
8. reads textual/non-textual materials in English/ Braille with comprehension
9. identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
10. thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
11. reads to seek information in print/online, notice board, sign boards in public places, newspaper, hoardings, etc.
12. takes notes while teacher teaches/from books/from online materials
13. infers the meaning of unfamiliar words by reading them in context
14. refers dictionary, thesaurus and encyclopedia to find meanings/spellings of words while reading and writing
15. reads a variety of text for pleasure, adventure stories and science fiction, folk tales, biography, autobiography, travelogue, etc. (extensive reading)
16. uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)
17. organises sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience
18. writes formal letters, personal diary, list, e-mail, sms, etc.
19. writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity
20. writes dialogues from a story and story from dialogues
21. visits a language laboratory
22. writes a book review