

MY ENGLISH COMPANION

(For Class Seventh)



PUNJAB SCHOOL EDUCATION BOARD

Sahibzada Ajit Singh Nagar

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First Edition 2020-21.....3,00,300 Copies

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Price : ₹ 86/-

Published by : The Secretary, Punjab School Education Board, Vidya Bhavan, Phase-8, Sahibzada Ajit Singh Nagar 160062 and Printed by : Sahni Printers, Jalandhar.

FOREWORD

Punjab School Education Board, since its inception has always been engaged in an endeavour to prepare text books for all classes at school level. Keeping in view the present academic thought at National Level, Board has prepared textbooks as per the guidelines of National Curriculum Framework 2005 and Punjab Curriculum Framework 2013.

English is both a national and an international language. It is therefore important that our students do not lag behind in the matter of proficiency in English Language at any level or in any field. Keeping this in mind this book aims to develop four basic skills of English Language; Listening, Speaking, Reading and Writing along with the necessary elements of grammar and vocabulary so as to enable our students to use English in their day-to-day life with confidence.

Board thankfully acknowledges the inputs given by the team of experts from SCERT in selection of content and vetting the content to make it more interesting, relevant and appropriate to the mental level of the students.

We would gratefully welcome comments and suggestions from teachers, experts and users of the book for any further improvement.

Chairman

Punjab School Education Board

ABOUT THE BOOK

English in India has a second language status. Apart from being taught as just a language, English in India is a medium through which many subjects in schools are taught such as Science, Maths, Social Sciences and Computers. Besides, English is also a library language and the Internet language which makes English an International Language. For this reason, it is of immense importance that both methods of teaching English and Materials should be well thought of.

This book is an attempt to make students learn all the aspects of English - the Skills - Listening, Speaking, Reading and Writing; and also Grammar and Vocabulary through various activities. The content of the book has been selected keeping in view the interest of students and the activities have been designed keeping their level in mind and a general need for more and more practice. The mantra of learning any skill is **Practice** and it holds true for learning a language as well. Teachers handling this book must keep in mind that activities with students need to be done properly in order to address all the aspects of language.

The book has been designed in a manner that teachers need not translate the content and the stories which in turn will give students a pleasure of discovery. In order that students stay motivated, teachers need to understand that language being a skill, maximum classroom time be dedicated to listening, speaking, reading and writing the target language using appropriate vocabulary and structure. Too much reliance on the mother tongue results in exposure more to mother tongue and less to the target language. Keeping this in view, the content has been selected with care so that students are able to understand it with **some** teacher - intervention.

The activities aim at achieving the learning outcomes of the respective classes. Dictionary (**Learning New Words**) Reference, in the pre-reading stage and **Vocabulary Expansion** in the post-reading stage, are aimed at improving and expanding the vocabulary of learners. **Learning Language** aims at grammar instruction and usage of language. Emphasis has also been placed on all the skills of the language. **Learning to Read and Comprehend** has textual questions. In the **Wh- questions, True/False, Yes/No, MCQs** format aiming at **detailed comprehension, referential comprehension** and also **inferential comprehension**. **Learning to Listen, Learning to Speak and Learning to Write**, as is obvious, deal with the skills mentioned. One activity in each chapter is on **Learning to Use Language** and it lays stress on holistic learning of language which incorporates the elements and the skills of the English language.

It is hoped that the series of books will help learners stay motivated and interested in learning English, which is a language of opportunities.

Vandana Lunyal
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Lesson 1

Rent for Water

Pre-reading

Dictionary Reference: Learning New Words

Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the chapter (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

arguing	draw	bowing	pleaded	justice
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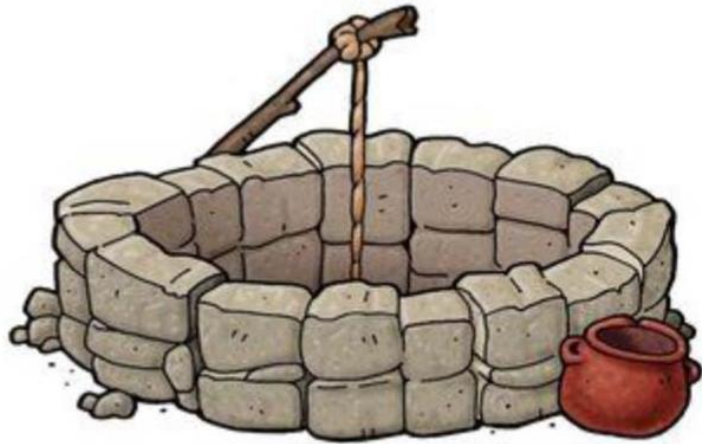
Reading

Let us read the story

Rent for Water

Once upon a time, a man sold his well to a farmer. The farmer bought the well so that he could water his fields. The next day, when the farmer went to draw water from that well, the man did not allow him to draw the water from it. He said, "I

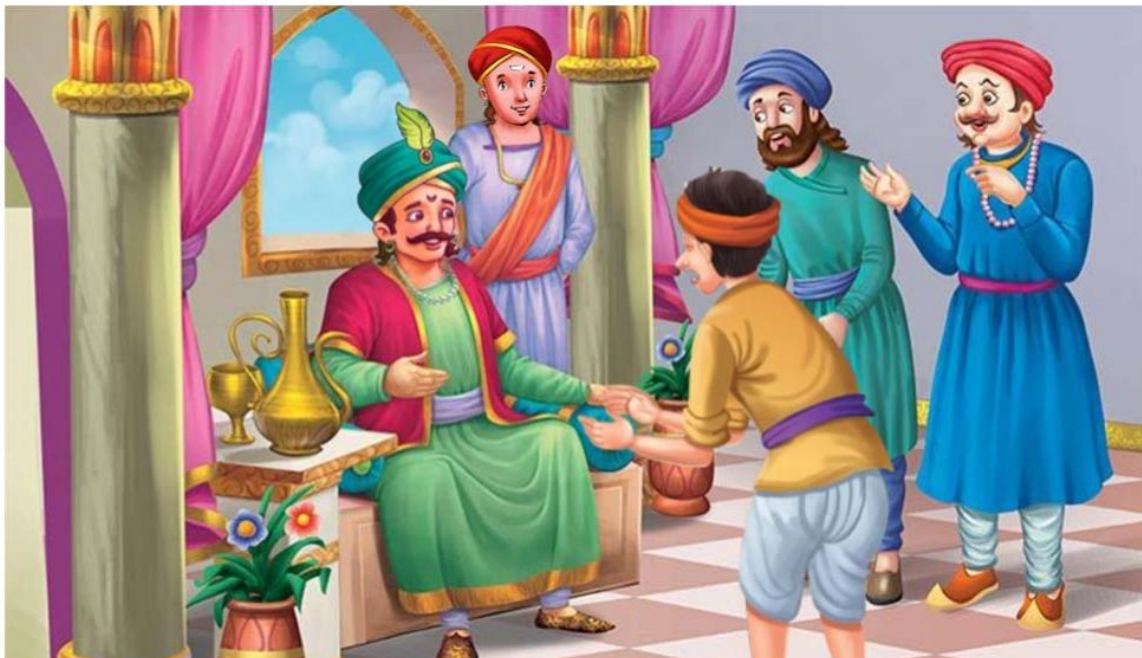
have sold you the well, not the water, so you cannot draw the water from it." They started arguing. When they could not solve the problem, they decided to take the issue to the king. They went to the court of King Krishna Dev Rai.



King Krishna Dev Rai was sitting in his courtroom. He was listening to the complaints of the people of his kingdom. The man and the farmer came inside the courtroom of the king and greeted the king by joining their hands and bowing in front of him. The farmer looked very sad. King Krishna Dev Rai asked him, "Why are you looking sad? What is your problem?"

The farmer narrated everything to the king. He said in a sad voice, "Your Majesty! I am a poor farmer. It is difficult for me to get two meals every day. Please help me!"

The king said, "Alright, tell me your problem."



The farmer replied, "This man is my neighbour. I needed water for my fields. I bought a well from him to water my fields."

The king said, "Did you not pay him the money?"

The farmer said, "I did, Your Majesty! With great difficulty, I had collected money to buy a well. I bought the well from him by giving him the money he had asked for."

The king asked the man, "Did the farmer give you the money for the well?"

The man said, "Yes, Your Majesty."

The king asked the farmer, "So what is the argument about, then?"

The farmer said, "Now, he's asking me to pay the money for the water too. The water in the well is mine now. Why should I pay him more? I want justice, Your Majesty!"

The king asked the neighbour, "What is this? Is it true?"

The neighbour also pleaded, "Yes, Your Majesty! I sold him the well, but not the water inside it."

The king found the problem very interesting and asked Tenali Raman, the wisest minister of his court, to solve it.

Tenali Raman, then, said to the neighbour, "We understand that you sold your well to the farmer, but not the water."

"Yes, Sir", said the man.

"But you sold the well and took money for it?" said Tenali Raman.

"Yes, Sir", said the man.

The wise minister looked at the farmer and said, "So, the well belongs to you and the water to your neighbour".

"Yes, Sir", said the farmer.

"So is he giving you the rent for keeping his water in your well?" asked Tenali Raman.

"No, Sir", said the farmer, smilingly. He had understood that he would get justice.

Tenali Raman said to the man, "Since you have kept your water in the well, you should pay the rent to the farmer or take out your water immediately. If you do not take out your water from this man's well, you must pay two gold coins as rent to the farmer for keeping your water in the farmer's well. And the farmer will pay you one gold coin every month for drawing the water from the well for his fields."

King Krishna Dev Rai started smiling at how Tenali Raman had solved this tricky situation and done justice too.

Tenali Raman proved that greed is not good and punished the neighbour for his dishonesty.

Post-reading

Vocabulary Expansion

Given below are some phrases taken from the story. Their meanings are also given.

1. draw water - to take out water from a well
Example: I am thirsty. Please let me draw water from your well.
2. Your Majesty - respectful words used when talking to or about a king or a queen.
Examples: Your Majesty! I am a poor farmer. Please help me!
His Majesty will soon arrive at the palace.
3. get justice - to be treated justly
Examples: People go to the court to get justice.
The farmer understood that he will get justice in the court.
4. instead of - 'Of ' is generally used with the word 'instead'. We say 'instead of ' to mean one thing or person will replace another thing or person.
Examples: There were green small lanes instead of busy streets.
There were big trees instead of tall buildings
I think I will have tea instead of coffee today.

Activity 2

Insert instead of in the following sentences, wherever needed.

1. Today, I will have butter jam on my bread.
2. By mistake, Sahib went to the railway station airport to pick up his friend.
3. I want to buy Samsung mobile Apple.
4. I wore blue socks red.
5. Rajinder had fresh cream custard.

Learning to Read and Comprehend

Activity 3

Answer the following questions:

1. Why did the farmer buy the well?

_____.

2. Who did he buy it from?

_____.

3. What was the argument between the farmer and his neighbour about?

_____.

4. Where did they go to solve the issue?

_____.

5. What did the king do to solve their case?

_____.

6. How did Tenali Raman solve the case?

_____.

Activity 4

Read and answer the questions that follow.

1. The farmer bought the well so that he could water his fields.

Who is 'he' in the sentence? _____

2. I have sold you the well, not the water, so you cannot draw the water from it.

What does 'it' mean in the sentence? _____

3. They went to the court of King Krishna Dev Rai.

Who are 'they' in the sentence? _____

4. He was listening to the complaints of the people of his Kingdom.

Who is 'he' in the sentence? _____

5. I bought a well from him to water my fields.

Who is 'him' in the sentence? _____

Activity 5

Read the sentences taken from the story. Answer the questions that follow in the given blanks.

1. They decided to take the issue to the king.

What was the issue?

2. Why are you looking sad?
Who was looking sad and why?

3. I want justice, Your Majesty!
What was the farmer's argument?

4. Tenali Raman had solved this tricky situation.
How did Tenali Ram solve the problem?

Learning Language

The Noun: Revision

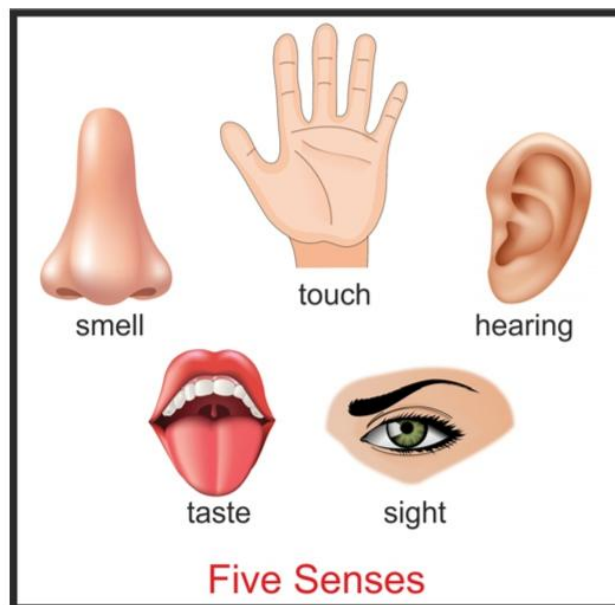
A noun is the name of a person, place, animal, thing, etc.

Let us look at some sentences.

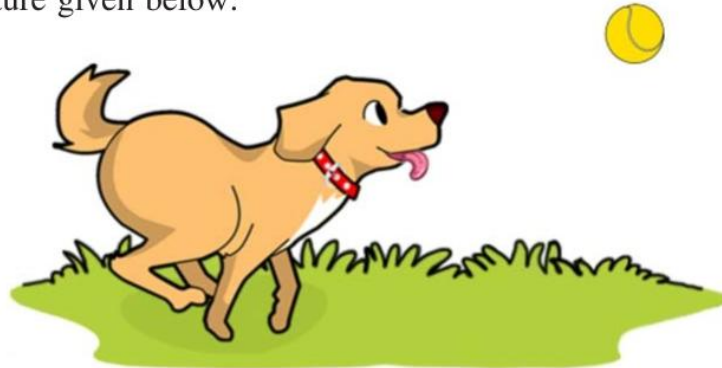
1. Divyam is a good dancer.
2. New York is a big city.
3. Animals are important for the existence of human beings.

The words in bold are nouns. They are the names of a person, place, animal or a thing. In this lesson, we will discuss some more types of nouns i.e. Abstract, Concrete and Collective.

The 'thing' mentioned above may be concrete (a bag, a pencil, a pen - something that we can see and touch) or abstract (peace, honesty, goodness - something that we can only feel but cannot see or touch).



Look at the picture given below:



The dog fetched the ball 'with glee'.

In the picture above, the word 'glee' is an Abstract Noun . 'The dog', 'the ball', 'the grass' and 'the sky' that we can see are Concrete Nouns.

Examples of Concrete Nouns include :

1. people (man, woman, dentist, teacher)
2. animals (cat, dog, bird, eagle,)
3. objects (book, pencil, pen, blanket)
4. places and geographical features (mountain, valley, Punjab, India)

Examples of Abstract Nouns include:

1. qualities and characteristics (beauty, kindness, wisdom)
2. emotions and states of mind (love, happiness, anger)
3. concepts and ideas (justice, freedom, truth)
4. events and processes (progress, Friday, Diwali)

Collective Nouns are words that describe a group of people, animals or things.

bunch	bevy	class	committee	litter
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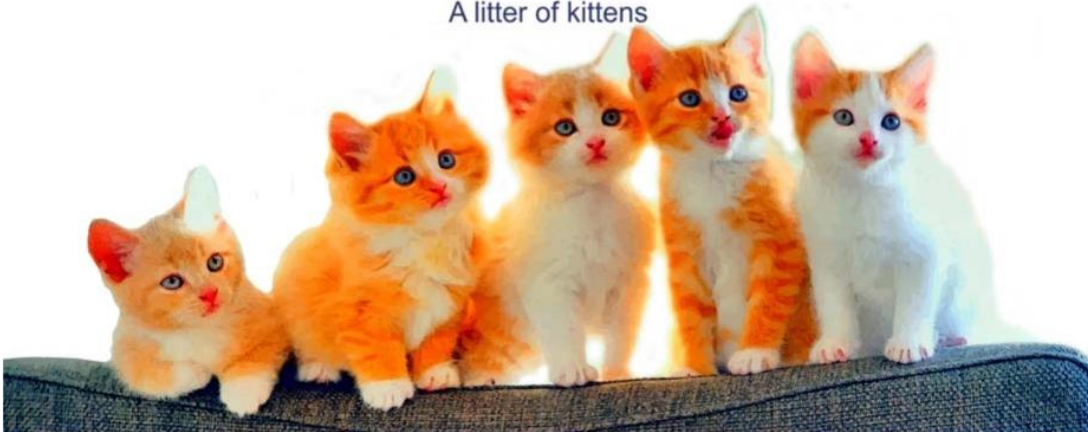


A bunch of flowers



A bevy of Swans

A litter of kittens



A particular type of Collective Nouns is called 'Nouns of Assembly.' These are phrases that describe a group of animals, such as

1. a pride of lions
2. a murder of crows

But sometimes people also make up funny or clever new ones such as

3. a blister of shoes
4. a forest of books

Activity 6

Read the sentences below and underline the Concrete Nouns and encircle the Abstract Nouns.

1. I felt pain when the surgeon put stitches on my arm.
2. I fell in love with that little puppy.
3. After lunch, Seema went to the market.
4. My mom will pick me up from school every week.
5. The kitten jumped upon the table and ate the cake.
6. Sanya's childhood was painful.
7. I have full trust in my maid.
8. She is planting flowers in the garden.
9. That girl is very beautiful.
10. A dog is a loyal animal.

Activity 7

Given below are two boxes. Match the words in box 1 with their collective nouns in box 2 (The teacher can also convert it into a group game by cutting out the word labels in both the boxes and asking the students to match them.)

Box 1

an army	a bouquet	a bunch	a company
a colony	a deck	a fleet	a flock
a herd	a lounge	a pack	a swarm
a litter	a range	a school	a pride

Box 2

of actors	of lions	of puppies	of flowers
of ships	of wolves	of frogs	of mountains
of cattle	of birds	of bees	of lizards
of cards	of fish	of grapes	of rabbits

Learning to Listen

Activity 8

The teacher will read a story twice. You must number the sentences given below as the events happen in the story. You will mark the sequence in the space given after each sentence. Number one has been done for you.

1. Ram said that the mango tree was his; while Sham said he owned it. [____]
2. Birbal understood the situation. [____]
3. Unable to find a way out, they decided to ask Birbal for help. [____]
4. Upon hearing Birbal, Ram nodded and said he agreed to the [____]
suggestion.
5. He said, "The tree belongs to Sham because the very thought of cutting [____]
it down troubled him".
6. Someone who has cared for it for three years won't cut it down . [____]

7. He told the brothers to remove all the mangoes, share them between [_____] the two brothers and then cut the tree in two equal halves.
8. Birbal found out who the real owner of the tree was. However, Sham [_____] pled not to cut the tree for he had nurtured it for three whole years.
9. Once, two brothers, Ram and Sham, were fighting over the ownership [1] of a mango tree.

Learning to Speak

Activity 9

Look at the words given below. They are commonly mispronounced. Learn to pronounce them well. Repeat the words after your teacher. (The teacher must check the pronunciation before teaching.)

1. clothes
2. monkey
3. picture
4. bury
5. dengue
6. donkey
7. village
8. heart
9. tomb
10. Wednesday
11. women
12. develop
13. plumber
14. truth
15. coupon



Learning to Write

Activity 10

Look at the picture given below. Describe the picture in your own words in the given space.



You can use the following words to describe the picture.

park, children, playing, trees, green, slides, seesaw, clouds, sky

Learning to Use Language

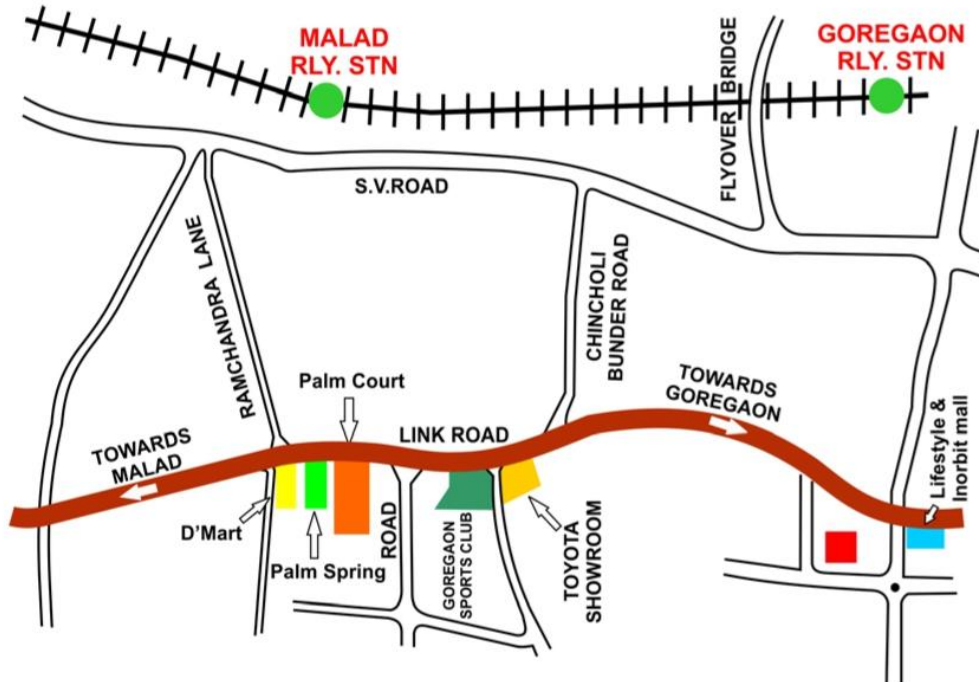
Activity 11

Giving Directions

Read the following phrases:

- | | |
|-----------------------------------|------------------------------|
| 1. Go straight... | 2. Take a right/left turn... |
| 3. Turn left/right... | 4. Go along the road... |
| 5. Go down this street... | 6. Walk down... |
| 7. Next to the... | 8. Go past... |
| 9. Until you come to the... | 10. For about 1 kilometre... |
| 11. About three buildings away... | |

Study the following road map of Malad Mumbai. Give directions to Nanika standing on the Palm Court side of the Link Road to reach Goregaon Railway Station using the above-mentioned phrases.





Pre-reading

Dictionary Reference and Learning New Words

Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

passenger	precious	mail	freight
dusk	dawn	without	fail

Reading

Have you travelled by a train?

Let us read and enjoy this poem

Trains
Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.
Carrying passengers,
Carrying mail,
Bringing their precious loads
In without fail.



Thousands of freight cars
 All rushing on
 Through day and darkness,
 Through dusk and dawn.
 Over the mountains,
 Over the plains,
 Over the rivers,
 Here come the trains.

—James S. Tippet

Post-reading

Vocabulary Expansion

Trains are a very important means of land transport in India. India has a large network of trains.

Activity 2

Given below are some more means of transport. Put them under the right box.

car	aeroplane	scooter	helicopter	boat	auto
bus	ship	submarine	train	jeep	bicycle

Land	Sky	Water

Learning to Read and Comprehend

Activity 3

Write answers to the following questions.

1. What places do the trains go to?

2. What do they carry?

3. Why does the poet call passengers and mail as "precious loads"?

4. Where do the trains run?

5. What are freight cars?

Activity 4

Read the following lines and answer the questions that follow.

Through day and darkness,

Through dusk and dawn.

1. What do the above lines refer to?

2. What do the 'day and darkness' and 'dusk and dawn' in the poem tell the readers?
- _____

Learning Language

Conjunctions: 'so', 'because', 'although', 'and', 'yet'

We use Conjunctions like 'and' , 'or' , 'but' , 'because' and 'although' to join two parts of sentences. Conjunctions can be used to give more or unexpected information, results, options and reasons.

Activity 5

Complete the sentences given below with 'so' or 'because'. Here are a few examples. Read them before you do the activity.

Examples

1. Rajan is happy because he has stood first in the race.
2. It was raining, so I did not go to school.
3. I went to the cinema because it was a holiday.

We use 'because' for giving reasons, and 'so' for talking about results or purposes.

1. My dog was hungry, _____ it stole biscuits from the shelf.
2. I am feeling sleepy _____ I am very tired.
3. Babli bought new clothes _____ she wanted to wear them on Diwali.
4. It was raining, _____ my books got wet.
5. He did not study hard, _____ he failed the test.
6. I asked for directions _____ I was lost.
7. I did not clean the room, _____ it became dirty.
8. I met with an accident _____ I was driving fast.
9. Deepa went to the doctor _____ she was feeling sick.
10. Mohan did not help Sohan _____ he was not well.



Activity 6

Combine the sentences given below using 'although' and 'yet'. Write them in your notebook. Here are a few examples. Read them before you do the activity.

Examples

1. Rajan did not win the race. Rajan was happy.

Although Rajan did not win the race, yet he was happy.

2. It was raining. I went to school.

Although it was raining, yet I went to school.

3. It was a holiday. I did not go to the cinema.

Although it was a holiday, yet I did not go to the cinema.

We use 'although' and 'yet' in the same sentence for unexpected or different information.

1. My dog was hungry. It did not eat biscuits.
2. He is very sleepy. He is watching a movie.
3. Babli wanted to wear new clothes on Diwali. Babli did not buy them.
4. It was raining. I did not take an umbrella.
5. He did not study hard. He passed the test.
6. I was lost. I did not ask for directions.
7. My room was dirty. I did not clean the room.
8. I was ill. I did not go to the doctor.
9. Mohan and Sohan were friends. Mohan did not help Sohan.
10. I went to the market. I did not buy anything.

Learning to Listen

Activity 7

Listen to the teacher, recite the following poem and repeat after her/him.

Clouds

White sheep, white sheep,
On a blue hill,
When the wind stops,
You all stand still.
When the wind blows,
You walk away slow.
White sheep, white sheep
Where do you go?



Learning to Speak

Activity 8

Speak the following pairs aloud.

- | | |
|-----------|--------|
| 1. mail | fail |
| 2. dawn | lawn |
| 3. plains | trains |

Activity 9 (Pairwork)

Discuss with your partner about how you would like to travel. You can discuss the following questions with each other.

1. Do you like to travel by train/ship/plane?
2. How would you like to travel if you have to go from Punjab to Mumbai? Why?
3. If you decide to go by train, what would you like to take with you?

Learning to Write

Activity 10

Paragraph writing

A paragraph is a short description of a point. Its length is about 100 words. Writing a paragraph is an art. The first sentence should introduce the topic in about 10-15 words and the last sentence should conclude it in 10-15 words. Rest 70-80 words must describe the main topic or idea.



Write a paragraph on 'A Journey by Bus'.

Lesson 3

Birbal's Khichdi

Pre-reading

Dictionary Reference: Learning New Words

Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Words that normally go with the given word. For example: 'return' does not take 'back' with it. It is not correct to say 'I returned back from work'.
4. Spellings

glowing	starving	frozen	extreme
deserve	consider	warmth	brahmin

Reading

Let us read the story

Birbal's Khichdi

It was winter time. The ponds and lakes near Akbar's palace were all frozen.

At Akbar's court:

Akbar asked Birbal, "Tell me one thing, Birbal! Do you think a man will do anything for money?"



Birbal replied, "Yes, Your Majesty".

Akbar ordered, "Alright, then prove it!"

The next day, Birbal came to the court along with a brahmin. He was extremely poor and his family was starving. He had no money to feed them.

Birbal said to the king, "This brahmin is ready to do anything for the sake of money".

Akbar asked, "Will he do what I say?"

"Anything, if I get some money to feed my family," said the poor brahmin, before Birbal could reply.

The king said to the brahmin, "Stand inside the frozen pond all through the night without any clothes and I will give you two thousand gold coins."

The poor brahmin needed money. He had no choice. He stood in the frozen pond all through the night, shivering.



In the morning, he returned to Akbar's court to receive his reward of two thousand gold coins.

The king asked the brahmin "How could you stand in the frozen pond in such an extreme temperature?"

The innocent brahmin replied, "I could see faintly glowing lights of the palace a mile away and that was a ray of hope for me. I kept looking at the lights and thinking about my family that they will get food if I continue to stand in the pond."

Akbar suddenly became very stern. He said harshly, "Oh brahmin, you have cheated me. I will not give you any reward for this. You looked at the palace lights and got warmth from the lights. You do not deserve the reward."

Birbal said, "Your Majesty, it is impossible to get the warmth from the lights glowing so far away!"

Akbar did not listen to him.

How could the poor brahmin argue with the emperor? He returned disappointed and bare-handed from Akbar's court.

The next day, Birbal did not go to Akbar's court. He sent a messenger to the emperor saying that he would come to the court only after his khichdi gets cooked.

Birbal did not turn up even after five days. The emperor himself went to Birbal's house to see what he was doing. He saw that Birbal had lit the fire and kept the pot of uncooked khichdi one yard above the fire.

Akbar said, "Birbal, I considered you to be the wisest in this country, but you have proved me wrong."

Birbal said, "Why, your majesty?"

Akbar said, "How will the khichdi get cooked when it is one yard above the fire? What is wrong with you, Birbal?"

Birbal kept stirring the pot and replied, "Oh my Great Emperor, when it is possible for a person to receive warmth from the faintly glowing lights a mile away, then it should be possible for this khichdi, which is just a yard above the fire to get cooked."



Akbar realised his mistake. He called the poor brahmin and gave him two thousand gold coins. Akbar was happy that Birbal had helped him to realise his mistake.



Vocabulary Expansion

Activity 2 (Prefixes and Suffixes)

Look at the following words. Break them into smaller words and look up the meaning of the words if required.

Example

The word 'uncooked' can be broken as under:

un + cook + ed

In the example above, un- is a prefix to cook and -ed is a suffix.

Prefixes and suffixes are groups of letters that come at the beginnings and endings of words respectively and make them longer. For example, the suffix '-er' when added to 'long' changes it to 'longer'.

Learning the meanings of common prefixes and suffixes can help you understand unknown words you read. It can also help you become better at spelling words.

Prefixes come before the main word and suffixes come after. They change the meaning of the word and generally make them the opposite of the main word. For example, the prefix un- can mean "not," "remove," or "opposite." Adding the prefix un- to the word "happy" gives you the word "unhappy", which means not happy.

Prefixes with their meanings and examples

Prefix	Meaning	Example
non-, un-, im-, in-, il-, ir-	not, opposite	nonsense, unhappy
re-	again, back	revisit, replay
mis-	wrongly, not	misunderstand
de-	reverse, remove out of	deactivate, dehydrate
co-	with, together	coexist
dis-, di-	separation, away, apart, two	dislike, diacid

A suffix is a letter or a group of letters added to the end of a word. Suffixes do not make the opposites. They are used to show the part of speech of a word. For example, adding "ion" to the verb "progress" gives us "progression," the noun form of the word. Suffixes also tell us the verb tense of words or whether the words are singular or plural .

Suffixes with their meanings and examples

Suffix	Meaning	Example
-er, -or	one who; or showing a comparison	teacher, faster
-able, -ible	capable of being	unforgettable, reversible
-d, -ed	forming the past tense or having the quality of	added, loved
-ing	forming a gerund meaning an “act of” or the present participle	singing
-ment	the act, state or result of an action	appointment, government
-ive	having the quality of	creative, divisive

Now let us look at some words from the story and see how we can break them. In the word 'impossible', im- is a prefix and in the word 'national' -al is a suffix.

1. frozen _____
2. return _____
3. extremely _____
4. disappointed _____
5. shivering _____
6. wisest _____
7. realise _____
8. looking _____

Learning to Read and Comprehend

Activity 3

Write answers to the following questions.

1. What time of the year was it in the story?

2. What had happened to the ponds and lakes?

3. What did Akbar want to know?

4. Why did the brahmin accept Akbar's challenge?

5. How much money did Akbar agree to give to the brahmin?

Activity 4

Who said to whom? Write in the given space.

1. Stand inside the frozen pond all through the night without any clothes and I will give you two thousand gold coins.

2. How could you stand in the frozen pond in such an extreme temperature?

3. Oh brahmin, you have cheated me.

4. Your Majesty, it is impossible to get the warmth from the lights glowing so far away!

5. Birbal, I considered you to be the wisest in this country, but you have proved me wrong.

Activity 5

What do you understand about Birbal in the story? Write three to four sentences on Birbal.

Learning Language

Adverbs

Activity 6

Look at the following words. Notice what is common in them.

1. harshly
2. faintly
3. mainly
4. truly
5. frankly

The common thing about the words above is the use of the letters 'ly' at the end. The words can easily be divided into two parts. (word + ly).

For example: harsh+ly

Words that end with -ly are mostly Adverbs . They add to the quality of the verb. For Example : to speak (verb) harshly (adverb). Adverbs of Manner usually take -ly after a word.

Expressions of time show frequency of an action. Let's look at some examples:

1. The girls always get late for the party.
2. I usually do yoga every morning.
3. He is often late for work.
4. My dentist told me to brush my teeth twice daily.

Adverbs are of many types such as time, place, manner, frequency etc. and give information regarding 'how things happen' , 'how many times' , 'when' and 'where' .

Activity 7

Divide the following words into two parts. The first has been done for you.

1. mainly main + ly _____
2. generally _____
3. aptly _____
4. sternly _____
5. normally _____
6. suddenly _____
7. carefully _____
8. rarely _____

Activity 8

Fill in the blanks with appropriate -ly words given in the box.

truly, sternly, fairly, certainly, quietly

1. Akbar spoke _____ with the brahmin.
2. The exam was _____ easy.
3. Birbal was _____ wise.
4. You should _____ take leave from work.
5. The student sat _____ after the teacher scolded him.

Activity 9

The following exercise will help you to understand how **Adverbs of Frequency** work. Choose the best answer to complete each sentence.

1. I _____ late on weekends.
 - a. get up usually
 - b. get usually up
 - c. usually get up
 - d. up get usually



2. My father _____ late for work.
 - a. never is
 - b. is never
 - c. are never
 - d. were never
3. How _____ on weekends?
 - a. often do you travel
 - b. do you often travel
 - c. often you do travel
 - d. often does you travel
4. Tim _____ early for class.
 - a. often is
 - b. are often
 - c. often are
 - d. is often
5. When do you _____ go on vacation each year?
 - a. always
 - b. never
 - c. usually
 - d. ever



Activity 10 (Pairwork)

The following grid has some-ly words. You can find them either vertically or horizontally. Find them and write them in the blanks given below. (The teacher will explain how to do the activity.)

C	E	R	T	A	I	N	L	Y
Q	M	L	A	A	P	T	L	Y
C	O	S	T	L	Y	Y	Y	L
E	N	D	L	E	S	S	L	Y
D	T	J	F	L	A	T	L	Y
A	H	A	P	P	I	L	Y	I
I	L	U	S	U	A	L	L	Y
L	Y	S	U	R	E	L	Y	I
Y	B	M	O	R	A	L	L	Y

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Learning to Speak

Activity 11

Three sets of dialogues are given below. Practise them in the class.

Note: The teacher must get the dialogues rehearsed one at a time in pairs and small groups. The best three groups in speaking for each set will present their dialogue in front of the class. The teacher must help the students to understand the text and speak as instructed in square brackets.

Set 1 (Pairwork)

Akbar (to Birbal): Tell me one thing, Birbal! Do you think a man will do anything for money? [question]

Birbal (to Akbar): Yes, Your Majesty. [statement]

Akbar (to Birbal): Alright, then prove it! [order]

Set 2 (a group of 3)

Birbal (to Akbar): Your Majesty, this brahmin is ready to do anything for the sake of money. [statement]

Akbar (to Birbal): Will he do what I say, Birbal? [question]

Birbal (to Akbar): Yes, Your Majesty. [statement]

Birbal (to the brahmin): Are you ready to do anything that His Majesty asks you to? [question]

Brahmin (to Akbar): Anything, if I get some money to feed my family, Your Majesty. [statement]

Akbar (to the brahmin): Stand inside the frozen pond all through the night without any clothes. For this, I will give you two thousand gold coins. [order]

Set 3 (a group of 3)

Akbar (to the brahmin): Tell me, how could you stand in the frozen pond in such an extreme temperature? [question]

The brahmin (to Akbar): It was very difficult. It was freezing. But I needed the money for my family. So I kept standing in the cold water. [statement]

Akbar (to the brahmin): Was it due to money that you could stand in the water all night? [question]

The brahmin (to Akbar): Your Majesty, I could also see the faintly glowing lights of the palace. The lights helped me. I kept looking at the lights and thinking about the food my family will get. [statement]

Akbar (angrily to the brahmin): What! Oh brahmin, you have cheated me! [exclamation]

The brahmin (to Akbar): Your Majesty, I did as you said. I have not cheated. [statement]

Akbar (angrily to the brahmin): You do not deserve the reward. You looked at the palace lights and got warmth from the lights. [statement]

The brahmin (pleadingly to Akbar): Your Majesty, I have stood all night in the freezing waters of the pond. [statement]

Akbar (sternly to the brahmin): I will not give you any reward for this. If you say one more word, I will put you in jail for cheating. [order]

Birbal (to Akbar): Your majesty, it is impossible to get the warmth from the lights glowing so far away! [exclamation]

Learning to Write

Dialogue writing.

Writing a dialogue is a very interesting activity. If you already have a passage, converting it into dialogue form is very simple. You must remember:

1. You do not use words such as 'said', 'asked', 'replied', 'told', etc. Instead, you use 'to' at its place.
2. You use colon after addressee put in round bracket.
3. You do not use inverted commas (" ") for what the speaker has to say. You simply write it.

Statements: →	Birbal told the messenger, "Give my message to the emperor."	Birbal tells the messenger to go to the emperor and give him a message.
Process		
Step 1.	Remove 'told', comma and inverted commas.	Remove 'tells'
Step 2.	Instead of 'told' use 'to'	Remove 'to' after 'messenger'. Use 'to' and remove 'tells'.
Step 3.	Put 'to' and 'the messenger' in round brackets after the name of the speaker.	
Step 4.	Add colon (:) the name of the speaker and the addressee as in Birbal (to the messenger):	

Step 5.	...	Make the first letter of the statement capital.
Dialogue	Birbal (to the messenger): Give my message to the emperor.	Birbal (to the messenger): Go to the emperor and give him a message.

Activity 12 (Pairwork)

Read the given statements and rewrite them as dialogues.

1. Statement : Akbar said, "Birbal, I considered you to be the wisest in this country, but you have proved me wrong."

Dialogue: _____

2. Statement : Birbal said, "Why, your majesty?"

Dialogue: _____

3. Statement : Akbar said, "How will the khichdi get cooked when it is one meter above the fire? What is wrong with you Birbal?"

Dialogue: _____

Learning to Use Language

Activity 13 (Group Work)

Students will do this activity in a group of four or five.

Let us write a small paragraph. The topic is 'A Visit to a Hill Station'. Read the questions given below and answer them in complete sentences.



1. Where did you go? (e.g. I went to Simla).

2. Who did you go with?

3. How did you reach there?

4. How long did it take?

5. Where did you stay?

6. What did you do during the day?

7. What did you do at night?

8. How was your trip?

Now put all your answers together and write in a paragraph form in the following box.

A Glass of Milk

Pre-reading

Dictionary Reference: Learning New Words

Activity 1

Look up the following words in a dictionary. You should seek the following information about the words.

1. Meaning of the word as used in the play (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Words that normally go with the given word. For example, 'owe' goes with 'money', 'bank', 'debt', 'apology', etc.
4. Spellings

complicated	diagnose	surgery
attention	struggle	discuss

Reading

Let us read the play

Scene 1

Time : Afternoon

Location : Blackpool - a small town in England

Characters: A Boy : Howard Kelly

A Lady : Anita

Scene:

A small and a narrow street, afternoon time, a small boy selling things from door to door

Boy (to himself): I must sell two more books! How will I give my school fee if I don't sell these books? But it is a hot afternoon! I am so hungry and thirsty! I think I must ask for some water from the next house!

The boy sees a small house. He rings the bell. A lady opens the door.

Boy (tired and hungry): Good afternoon, Ma'am!

Lady (politely): Good afternoon! Do you want something?

Boy: My name is Howard, Howard Kelly. I am selling these books. Will you buy one of my books?



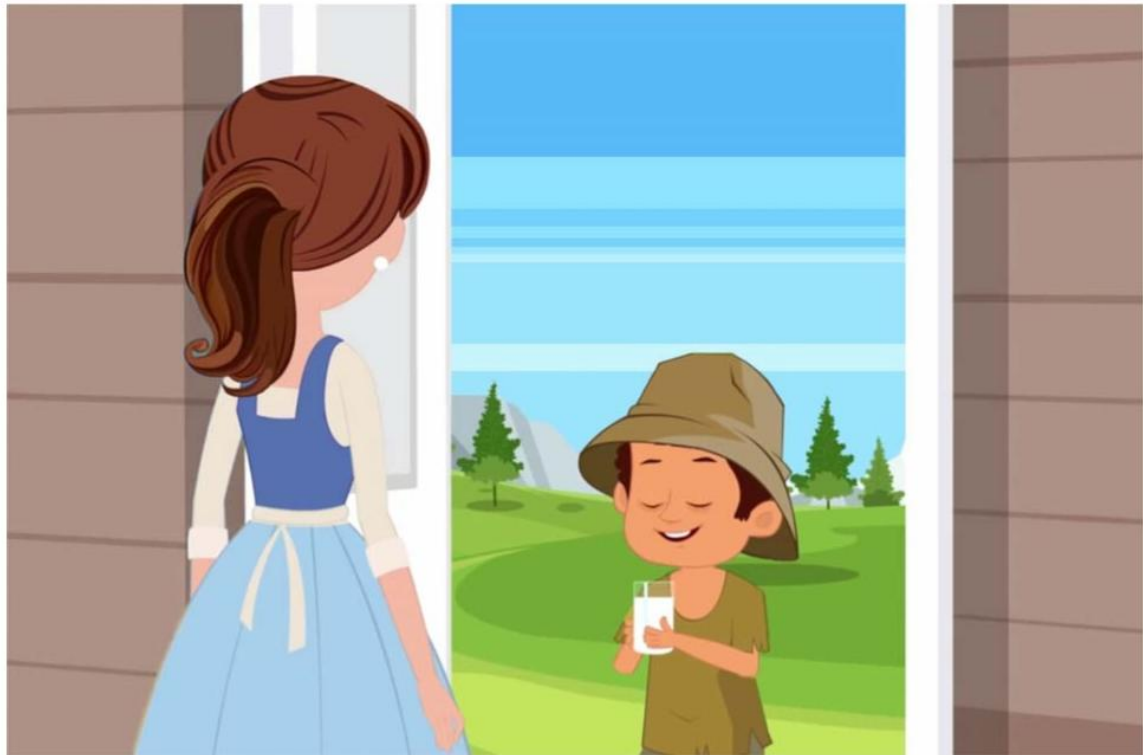
Lady: You are very small. You should be in school and not selling things!

Boy: Yes, Ma'am. I need to pay for my fee. For this reason, I go door to door selling books. And, ah (hesitatingly) Can I get some water, please? I am very thirsty.

The lady looks at him and says:

Lady: Sure! Just a few minutes, child. (goes inside and comes back with a glass) Here you are! Here's some milk. You are so weak. It appears you haven't eaten for days!

Boy (taking the glass from the lady and drinking it): Thank you so much, Ma'am. You are very kind! How much, ehm... How much do I, ah... owe you for the milk?



Lady (speaking warmly): Nothing! You owe me nothing. My mother has taught me not to accept payment for a deed of kindness. And let me buy a book from you. How much does the book cost?

Boy (smiling): Thank you, Ma'am! I will always remember this. The book is for 4 pounds and 70 pence.

The lady takes the book and hands over 5 pounds to the boy and tells him to keep the change. The boy smiles and leaves the house. He is happy and feels stronger.

Scene 2 (many years later)

Time : Morning

Location : A big city hospital

Characters : Dr Peter Brown

Dr Howard Kelly

(Dr Brown and Dr Kelly are discussing a case.)

Dr Kelly: Is it a difficult case, Dr Brown?

Dr Brown: Yes, it is complicated. We have not yet been able to diagnose the problem.

Dr Kelly (coming near Dr Brown): Who is the woman? Where is she from? And, how did she become so ill?

Dr Brown (facing Dr Kelly): She is from Blackpool. The doctors there advised her to come to this hospital as they could not understand her disease. It started with food poisoning but got complicated. Perhaps, her liver has got affected.

Dr Kelly: What? From Blackpool? That's where I come from. Where is the lady?

(Dr Brown taking Dr Kelly to the hospital room)

Dr Brown: There she is! She needs immediate surgery. I don't think we can do much in this case even after surgery.

Dr Kelly (peeps into the room and sees the sleeping woman, smiles): We must do our best! And, I'll do my best to save her.

Dr Brown: Sure doctor! We'll make all possible efforts to save her. Do you know her?

Dr Kelly smiles again.



Scene 3

Location : A room in the hospital

Characters : The Lady

A nurse

A man (from the bills department)

(The nurse prepares to give medicine to the Lady)

Man (giving some papers to the nurse): Is she feeling better? She is lucky that Dr Howard Kelly handled her case. This is her bill. She needs to pay within two days. Show her the bill.

Nurse (taking the bill from the man): You are right. She is lucky! And yes, she is much better and healthier.

Nurse gives medicine to the Lady.

Nurse (handing over the bill to the Lady): Here is your medicine! And, er... this is your bill. As per the hospital rules, you need to pay the bill in two days.

Lady (looking worried): This hospital seems to be very expensive.

Nurse: Yes, Madam. It is the most expensive hospital in London.

Lady (looks at the bill): ...It will take me a lifetime to pay the bill!

It is signed by Dr Howard Kelly.

Nurse: Yes! He's very kind. He took special care of you. He's from your city.

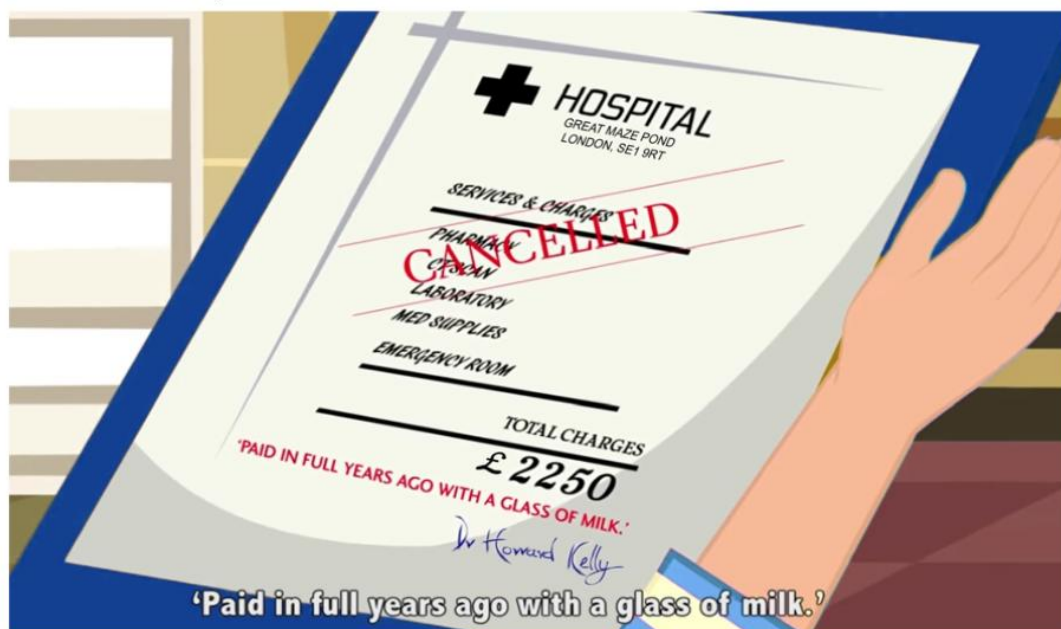
Lady (looking interested): Really? Is he from Blackpool?

Nurse: Yes, He is! let me see your bill, Madam! (takes the bill and looks at it, smiles) Yes, something is written on it. Did you see it?

Lady: No, let me see it again. (reads aloud with tears in her eyes).

'Paid in full years ago with a glass of milk'.

Dr Howard Kelly



Lady: God Bless Howard! I'm very happy. My faith in God and goodness of people has become stronger today.

Note : The play is written by Vandana Lunyal adapted from A Glass of Milk whose author is unknown

Vocabulary Expansion

Activity 2

Find suffixes in the following words.

1. complicated _____
2. hesitatingly _____
3. warmly _____
4. stronger _____
5. goodness _____

Let us revise the prepositions 'besides', 'beside', 'between' and 'among'.

'Besides' means 'in addition to'.

'Beside' means 'by the side of'.

1. What other sport do you play besides hockey?
2. She sat beside her sick son all night.

'Between' is used for two people or things.

'Among' is used for more than two people or things.

1. There is no love between the two brothers.
2. Distribute sweets among all the children.

Activity 3

Fill in the blanks choosing from the words given in the box.

beside	besides	between	among
--------	---------	---------	-------

1. The two brothers distributed the sweets _____ themselves.
2. Radha came and sat _____ her mother.
3. The four thieves quarrelled _____ themselves.
4. I have three other pens _____ this.
5. _____ advising them, he gave them money also.
6. A beggar was sitting _____ the temple gate.

Learning to Read and Comprehend

Activity 4

Read the play carefully and write the answers.

Scene 1

1. Count and write the number of characters in Scene 1 of the play.

2. What are their names?

3. What is the time?

4. What does the boy say to himself?

5. Why does he sell books?

6. Why does he ring the bell?

7. Who opens the door?

8. What does he request the Lady for?

9. What does the Lady give him?

10. How much money does the Lady give the boy for the book?

Scene 2

1. Count and write the number of characters in Scene 2 of the play.

2. What is the profession of the characters of this scene?

3. Why had the Lady come to this hospital?

4. How did the Lady get ill?

5. What kind of treatment did she need?

Scene 3

1. How much time did the patients get to pay the bill, as per the rules?

2. Why did the Lady get worried?

3. Why did the Lady have tears in her eyes?

4. Why did she not have to pay the bill?

5. Who had paid the bill? Why?

6. Why was the Lady happy in the end?

Learning Language

Degrees of Adjectives

Adjectives have three forms of comparison: Positive, Comparative and Superlative.

Simple adjectives that make no comparisons are positive forms.

Most adjectives form the comparative by adding '-r', '-er', '-ier' and the superlative by adding '-st', '-est', '-iest' to the positive.

Let us look at the following examples:

Positive	Comparative	Superlative
quick	quicker	quickest
fine	finer	finest
nice	nicer	nicest
bold	bolder	boldest
clever	cleverer	cleverest
deep	deeper	deepest
dirty	dirtier	dirtiest
heavy	heavier	heaviest
happy	happier	happiest

Some adjectives with more than one syllable form the comparative by using the adverb "more", and superlative by using the adverb "most".

Let us look at some more examples:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
difficult	more difficult	most difficult
satisfactory	more satisfactory	most satisfactory
useful	more useful	most useful

Some comparative and superlative adjectives are not formed from the positive. They are different words.

Let us look at some more examples:

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
far	farther/further	farthest/furthest
many	more	most

Activity 5

Complete the following sentences by choosing the correct comparative form of the words given in the brackets.

1. Australia is the _____ island in the world. (large, larger, largest)
2. The class test was _____ than we had expected. (easy, easier, easiest)
3. The elephant has the _____ trunk. (long, longer, longest)
4. Kilimanjaro in Africa is _____ than Mont Blanc in Europe. (tall, taller, tallest)
5. The white dog was the _____ of all. (greedy, greedier, greediest)

Activity 6

Fill in the blanks with the correct degree of comparison of the adjective. Use the adjective given in the brackets.

1. Shyam is _____ than Karan. Neil is the _____ of them all. (healthy)
2. My room is _____ than yours. (neat)
3. Pole star is the _____ star. (bright)
4. The sweets I ate at this sweetshop are _____ than any other sweets I have ever eaten. (delicious)
5. Is the Prime Minister _____ than the President? (powerful)

Comparative and Superlative Adjectives

Activity 7

Rewrite each sentence below using the comparative or superlative form of the adjectives given in the brackets.

Example A: You are (tall) than me.

Answer A : You are taller than me.

1. The fish I caught is (big) than the one you caught.

2. That is the (small) umbrella I have ever seen!

3. She is the (pretty) girl I have ever seen.

4. My friend is (fabulous) than yours.

5. That building is (large) than the one next to it.

6. Who has the (easy) job in our family?

7. Do you think a screwdriver is (useful) than a hammer?

Learning to Speak

Activity 8 (Think - Pair - Share)

Think about what you would want to do to help someone. Think of a good human value such as:

1. sharing food
2. caring for an injured animal
3. giving new clothes to the needy, etc.

Sit facing your partner. Tell your partner about it. Each pair will take 5 minutes to speak and listen to each other. After five minutes, say what you have learnt about your partner (in front of the class).

Learning to Write

Activity 9

Do some people, who want to sell something, ring your door-bell in the afternoons? Do they disturb you? How do you react? Are you polite to them? Most people are rude to them. Write about the time when a salesman rang a bell when you were sleeping. You can use some of the following words/phrases.

afternoon, bell, fast asleep, woke up, salesman, selling books, pestered, offered water, angry, close the door

Learning to Use Language

Read the following paragraph on Blackpool:

Blackpool is a beautiful town in England. Tourists love going to Blackpool. Blackpool is situated at the seaside. The seawater of Blackpool is very salty and visibly black. That is why the town is called Blackpool. It is a place that children love going to. There is a lot that children may find amusing. There is a tall tower in the middle of the town which is also black.



Activity 10

Write a paragraph on your village/town/city or Amritsar/ Jalandhar/Patiala/ Ludhiana, etc.

You may talk about:

1. where the place is located
2. what the place is famous for
3. what most people do when they visit the place.

Note: The teacher must help learners to get information about the city/ place they want to write about.

The Hunter and the Deer

Pre-reading

Dictionary Reference : Learning New Words

Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

journey	plea	buck
doe	fawn	beast

Reading

Let us read the poem

The Hunter and the Deer

The hunter went on a journey
 To find some deer meat
 He saw a buck and looked into his eyes
 He saw a plea, the buck begging for his life
 A doe and a fawn came from behind
 Needing the buck in their lives.



The hunter knew what he came for and raised his gun
But out of nowhere, he saw the buck's son
It was cute, to say the least
And if he killed the buck he'd feel like a beast
The hunter looked at the deer again
And something grew in him.

He gathered some nuts and fed the deer
And he felt the deer's lack of fear
He smiled a great big smile
He stayed with the deer for a while
And he went home feeling great.

—Anonymous

Post-reading

Vocabulary Expansion

Activity 2

Pick up words from the poem that match the rhyme of the following words.

1. fun _____ , _____
2. feast _____ , _____
3. wise _____ , _____
4. near _____ , _____
5. file _____ , _____

Activity 3

Read the words in the following table and do as directed.

S.No.	Word	I know the word. Put a tick ().	I don't know. Put a cross (x).	Write the meaning if you know it.
1.	buck			
2.	hunter			
3.	beast			
4.	raised			
5.	journey			
6.	doe			
7.	fawn			

Learning to Read and Comprehend

Activity 4

Read the poem and select the appropriate option to fill in the given blanks.

1. The hunter went on a journey to find some _____.
(a) deer meat (b) dog meat (c) horse meat

2. The hunter found a _____.
(a) a dog (b) a buck (c) a bear
3. The other word for a male deer is _____.
(a) doe (b) fawn (c) buck
4. The poet thought that the buck was begging for _____.
(a) the fawn's life (b) his own life (c) the doe's life
5. A female deer is called a _____.
(a) doe (b) fawn (c) buck
6. A young deer is called a _____.
(a) doe (b) fawn (c) buck
7. The hunter remembered what he came for and raised his _____.
(a) hand (b) gun (c) head
8. A _____ came out of nowhere.
(a) doe (b) fawn (c) buck
9. The hunter felt that he could not _____ the buck.
(a) kill (b) raise (c) look at
10. The hunter gathered _____ for feeding the deer.
(a) fruits (b) leaves (c) nuts

Activity 5

Write answers to the following questions.

1. What did the hunter want to eat?
2. What did the hunter see?
3. Why did the hunter not kill the buck?
4. What did the hunter do?
5. How did the buck feel after eating nuts?

Activity 6

Explain the following statements in your own words.

1. And if he killed the buck he'd feel like a beast.
2. And something grew in him.
3. And he felt the deer's lack of fear.

Learning Language

Determiners

Let us look at the following sentences:

1. The rabbit found its hole.
2. I ate the vanilla cake in the evening.
3. Metal cans are recyclable.
4. The metal cans are recyclable.



The bold words above are determiners.

Determiners are words like 'the', 'an', 'this' or 'some' that always come before a noun or before any other adjectives used for the noun.

Determiners are needed before a singular noun but we may or may not use it when talking about plural nouns. For example, look at the placement and usage of the common determiner 'the' in the sentences above. In all the examples, the determiner is placed before the noun or noun phrase whether the noun is the subject or the object.

1. In the first example, it comes directly before the noun.
2. In the second example, it comes before the adjective (vanilla) that introduces the noun (cake).
3. In the third example, there is no determiner, as determiners are optional for plural nouns and noun phrases.
4. In the fourth example, a determiner has been added to refer to the specific noun "the metal cans" (i.e., the metal cans that are here with us).

There are four different types of determiners in English: articles , demonstratives , quantifiers , and possessives.

Articles

Articles are among the most common of the determiners. As you are aware, there are three singular articles: 'a', 'an', and 'the'. Articles specify (or determine) which noun the speaker is referring to. 'A' and 'an' are indefinite articles. They are used when you are talking about a general version of the noun. For example:

1. A cat is a cute animal.
2. An eagle can see the ground from the sky.

In these examples, the sentence is talking about cats or eagles, in general, i.e. any cat or eagle. When the meaning is not for anyone or anything special, we must use an indefinite article 'a' or 'an'. 'A' is used before words that begin with the sound of a consonant such as 'p', 't', 'd', 's', and 'an' is used before words beginning with the sound of a vowel such as 'a', 'e', 'i', 'o', 'u'.

Examples: Consonant sound

- | | |
|-----------------------|------------------|
| 1. a c at | 2. a p an |
| 3. a E uropean | 4. a c ow |
| 5. a h en | |



Examples: Vowel sound

- | | |
|------------------------|--------------------------|
| 1. an a pple | 2. an h onest man |
| 3. an u mbrella | 4. an h our |
| 5. an e gg | |

On the other hand, 'the' is a definite article. It means that the speaker is talking about a specific noun. For example:

1. He went to the best restaurant in the city.
2. The kitten is meowing too loudly.

Here the speaker is talking about a particular kitten and a particular restaurant. It is only one animal or place that is important. In such a case, you must use a definite article.

Activity 7

In the following sentences, choose one of the three options and put a tick on the right one.

1. I have a/an/the/good idea.
2. That is a/an/the/interesting toy!
3. I have kept the bag in a/an/the/cupboard.
4. Do the Sharmas have a/an/the/blue car?
5. The water in a/an/the/river is dirty.
6. He had a/an/the/piece of chocolate.
7. I like to eat a/an/the/egg everyday.
8. She has a/an/the/good habit of brushing her teeth twice a day.
9. Raghav likes to walk in a/an/the/rain.
10. Radha plays a/an/the/game of chess everyday.



Demonstrative adjectives are also used as determiners in English. They are - 'this', 'that', 'these' and 'those'. Demonstratives are used in a situation in which the speaker can point to an item. For example:

1. Do you want this piece of cake?
2. I don't want to watch that movie.
3. These black grapes are sour.
4. He wanted to hire those boys for the job.



'This' and 'these' point to the items close to us; 'that' and 'those' refer to items far away. Note also 'this' and 'that' are singular while 'these' and 'those' are plural.

Activity 8

Let us help Richard describe his office.



Write 'this' or 'these' for things that are near him, and 'that' or 'those' for things that are not near him. One has been done for you.

1. This laptop is new.
2. wooden cabinet is for his papers.
3. books are about business.
4. computer is also new.
5. dustbin is very good.
6. curtains are very old.
7. plant is beautiful.
8. wooden horses are nice.
9. cage does not have a real bird.
10. drawers need repair.

Quantifiers

Quantifiers are determiners that indicate how much or how little of the noun is being talked about. They include words such as 'all', 'a few', and 'many'. For example:

1. She read all the books.
2. She liked all the sweets equally.

Possessive Adjectives

When talking about a noun that belongs to someone or something, we use possessive adjectives to show ownership. Possessive adjectives include 'my', 'your', 'his', 'her', 'its', 'our' and 'their'. For example:

1. Where is **your** mother?
2. The dog growled and showed **its** teeth.
3. **My** best friend loves cats.
4. Which one is **his** car?
5. Speaking the truth is **her** best quality.
6. In the autumn season, trees shed **their** leaves.
7. It's **our** house.

The possessive adjective (determiner) comes before the noun.

Activity 10

Complete the following letter written by Ashok to Deepak. Fill in the correct possessive adjectives.

Hello Deepak

_____ name is Ashok. This is _____ friend Satish. He is thirteen years old. _____ sister is nine. They have got a pet. _____ pet is a dog. _____ name is Caesar. Satish and I go to the same school. There are 600 boys and girls in _____ school. Satish's class teacher's name is Mrs. Sharma. She has got a pet, too. _____ pet is a cat. Our class teacher is Mr. Gupta. I like _____ lessons. He has three dogs. The dogs love to play in _____ garden. Now I have a question for you. What is _____ pet?

Yours

Ashok



Let us look at determiners once again. The teacher must explain the following after the students have completed the activities on determiners.

1. Determiners always come first in the noun phrase.
2. Determiners are must with singular nouns.
3. To speak about a general singular noun, use an indefinite article (a or an).
4. To speak about a general plural noun, do not use a determiner.
5. To speak about a particular singular noun, use a definite article/ demonstrative adjective/possessive adjective/quantifier.
6. To speak about a particular plural noun, use a definite article/demonstrative adjective/possessive adjective/quantifier.

Learning to Listen

Activity 11

Your teacher will speak five words. You will listen to him/her carefully and write the words in the space provided. Thereafter, you will write three rhyming words for each in the space given under each word. An example is given :

Example Word:
light
fight
kite
white



S.No.	Word 1	Word 2	Word 3	Word 4	Word 5
	_____	_____	_____	_____	_____

Learning to Speak (Pairwork)

Kindness to other people and animals is very important for human beings. We must be kind to others. In our life, many people have been kind to us. Do you remember any kind act done to you by your neighbour, friend, mother, uncle or a stranger?

Activity 12

Tell your partner about how someone was kind to you/how you were kind to someone (a human being/an animal).

Some useful words/phrases

- | | | |
|------------------------|------------------|-------------------|
| 1. my neighbour/friend | 2. kindness | 3. sympathy |
| 4. virtue | 5. made me smile | 6. generosity |
| 7. greatest gift | 8. won my heart | 9. I can't forget |

Learning to Write

Application

Study the following format of writing an application for fee concession

Addressed to
The Principal
[Name of the school]
[Address]
[Date]
Subject
Subject: Application for Fee Concession
Salutation
Sir/Madam
Body of Application
I beg to say that I am a student of class 7 in this school. I am a good student. I always stand 1st in the class. My parents are poor and they cannot afford to pay full fees. Therefore, I request you to kindly grant me a concession in fee. I shall be really thankful to you.
Closing
Thanking you
Yours obediently
[Your Name]
[Class and section][Roll No.]

Activity 13

Write an application to your Principal requesting him/her to grant you sick leave for three days. (The students will write in their notebooks.)

Learning to Use Language

Read the following example of a four line poem.

My Home

My home is a brick house
Where it's warm and safe to be;
I wish all the world's children
Could be lucky, like me.

—Trevor Harvey



Activity 14

Use some of the following words/phrases or any other you like to write your own four line poem.

I, see, blue, violet, red, rainbow, colours, flowers, evening, breeze, trees, swaying, dance

Lesson **6** Mountaineers

Pre-reading

Dictionary Reference: Learning New Words

Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

sea-level	achievement	feat	climber	mountaineer
summit	scale	expedition	felicitated	dedicated
trek	acclimatization	starved	deter	adventurous





Reading

[Let us read the chapter](#)

Mountaineers

Mount Everest is the highest point on the planet at 29,028 feet above sea-level. For many people, reaching Mount Everest peak is a once-in-a-lifetime achievement. This kind of feat requires huge funds, very tough training and very good luck. The first people to stand on the top of Everest were a local climber Tenzing Norgay and Sir Edmund Hillary, a mountaineer from New Zealand in 1953. Since then, a lot of people have achieved this feat. Some of them are from India too.

The first Indian to summit Mount Everest was Captain Avtar Singh Cheema (1933–1989) on May 20, 1965. He was a captain in the 7th Bn Parachute Regiment at that time. Later, he was promoted to the post of a Colonel. He was also the 16th person in the world to scale the peak.



Capt Avtar Singh Cheema

He was a part of the third Indian Expedition led by Commander M S Kohli and others. Kohli was an officer in the Indo-Tibetan Border Police. Both Cheema and Kohli were felicitated by the Indian Government with Arjuna Award. They also received Padma Shri and Padma Bhushan respectively. Kohli was also given Nishan-e-Khalsa by the Punjab Government. A postage stamp was dedicated to the success of the 1965 Everest Expedition.

Climbing Everest Peak is not for untrained mountaineers. It is extremely dangerous. The trek to the summit (peak of Everest) takes months of physical training and weeks of acclimatization and adjusting to the physical condition. Climbers need to get used to the oxygen-starved heights of the mountain. The route between 26000 and 29020 feet is called the “death zone”. At this height, the body cannot get enough oxygen and begins to die minute by minute. This distance must be covered in less than a day to avoid damage to the body.



In spite of such dangers, the number of mountaineers to Mount Everest has been increasing. It has increased so much that the climbers have to wait for hours for their turn to stand atop the peak. This extra time in the ‘death zone’ also increases the danger but it does not deter their adventurous spirit.

Post-reading

Vocabulary Expansion

Activity 2

Make meaningful sentences of the words given below.

- | | |
|----------------|-------|
| 1. sea-level | _____ |
| 2. achievement | _____ |
| 3. mountaineer | _____ |
| 4. summit | _____ |
| 5. expedition | _____ |
| 6. felicitated | _____ |

7. dedicated _____
8. acclimatization _____
9. starved _____
10. adventurous _____

Learning to Read and Comprehend

Activity 3

Read and answer the following questions.

1. Who was the first Indian to climb Everest?

2. Who led the 1965 Indian Expedition to Mount Everest?

3. When did the first Indian reach the peak?

4. Which awards did Captain Cheema receive?

5. What is the oxygen-starved area of the mountains called?

Activity 4

Choose the most appropriate option from the given four.

1. The highest point on the planet is _____.
(a) Kanchenjunga (b) Mount Everest
(c) Kilimanjaro (d) K2
2. The height of Mount Everest above sea-level is _____.
(a) 30,102 feet (b) 29,000 feet
(c) 29,028 feet (d) 20,196 feet

3. The first people to stand on top of Mount Everest were _____.
(a) Kohli (b) Sir Edmund Hillary
(c) Tenzing Norgay (d) Both (b) & (c)
4. The first Indian to summit Mount Everest was _____.
(a) Kohli (b) Tenzing Norgay
(c) Sir E. Hillary (d) Colonel Avtar Singh Cheema
5. Colonel Avtar Singh Cheema was the _____ person in the world to scale the peak.
(a) 20th (b) 16th
(c) 1st (d) 3rd
6. Both Cheema and Kohli were felicitated by the Indian Government with _____.
(a) Nishan-e-Khalsa (b) Dronacharya Award
(c) Vir Award (d) Arjuna Award
7. A postage stamp was dedicated to the success of the _____ Everest Expedition.
(a) 1933 (b) 1965
(c) 1989 (d) 1970
8. The route between 26,000-29,020 feet is called the _____.
(a) last zone (b) upper zone
(c) death zone (d) middle zone

Learning Language

Pronouns

Let us revisit the pronouns

We use a pronoun when we don't want to repeat a noun or a noun phrase. The words such as 'they', 'she', 'her', 'he' and 'it' are used in place of nouns.

Subject and Object Pronouns

Subject Pronouns

In English, we have subject pronouns which are: 'I', 'you', 'he', 'she', 'it', 'we' and 'they'. Of course, we use 'you' when we are talking to one person and when we are talking to more than one person.

We use these pronouns when they are the subject of a verb.

1. I like Mumbai.
S V O
2. You have eaten the chocolate.
S V O
3. He plays cricket.
S V O
4. She hates vegetables.
S V O
5. It was hot.
S V O
6. We are Indians.
S V O
7. They are going to the market.
S V O

Object Pronouns

In English, we have object pronouns also. These are: 'me', 'you', 'him', 'her', 'it', 'us' and 'them'. Also, take note that 'it' and 'you' are the same when they are subject pronouns or object pronouns.

We use them for the object of a verb.

1. Ravi knows me.
S V O
2. Radhika slapped you.
S V O
3. The donkey kicked him.
S V O
4. Seema pulled her.
S V O
5. The teacher dropped it.
S V O

6. The students like us.

S V O

7. I help them.

S V O

2. We use them after prepositions .

1. It's important to me.
2. Can the students come with you ?
3. Look at him !
4. The tiffin is for him .
5. I am looking forward to it.
6. You must keep up with us .
7. Rita makes dinner for them .

3. We use them after 'be' verb (is , am, are , was, were).

1. Who's there ? It's me!
2. It's you.
3. This is him.
4. It was her !
5. It was them .

4. We use them for short answers .

1. A: Who is that? B: Me!
2. A: Who ate the chocolate? B: Her!
3. A: Call him. I'm hungry. B: Me too.

5. With short answers, we can also use a subject pronoun + a verb to sound more formal than the object pronoun alone.

1. A: Who's there? B: I am !
2. A: Who ate the chocolate? B: She did !
3. A: I'm hungry. B: I am too.

6. We use them after 'as' and 'than' for comparison.
1. She's as tall as me.
 2. He's taller than her.
7. We can again use the subject pronoun +a verb in the same situation.
1. She's taller than I am.
 2. He's taller than she is.
8. We use them after 'but' and 'except'.
1. Everybody went home early but me.
 2. Everybody went home early except him.

Activity 5

Study the box below. Fill in the blanks that follow to complete the sentences.

Subject Pronoun		Object Pronoun
He	+verb	me
She		you
They		him
It		her
I		it
You		us
We		them

1. Do you know that girl? Do you know _____?
2. My sister and I have enough food. _____ can all share.
3. Raj and Reema are late. _____ should hurry.
4. He gave _____ a beautiful gift. I really like it.
5. Buffalos are very big so _____ eat a lot of food.

6. My sister is studying hard because _____ has a test tomorrow.
7. Are you okay? Can I help _____?
8. My new neighbours are very helpful. I really like _____.
9. I want to read my book. Where did you keep _____?
10. I'm busy right now. Could you please call _____ after an hour?
11. He gave me a pen but _____ lost it.
13. We gave money to the shopkeeper and he gave _____ milk.
14. I don't eat junk food because _____ isn't healthy.
15. Who is she? Do you know _____ name?

Learning to Listen

Activity 6

Your teacher will speak some words from the passage. Listen carefully and find the words in the grid below and encircle them. The first one has been done for you.

ACHIEVEMENT

F	A	C	H	I	E	V	E	M	E	N	T	B	S	D	D
E	B	A	D	V	E	N	T	U	R	O	U	S	U	F	E
L	D	X	Z	Y	X	T	R	O	O	R	T	S	M	E	D
I	X	C	V	B	B	B	E	N	U	L	U	T	M	A	I
C	Q	W	E	R	U	S	K	P	T	Y	E	A	I	T	C
I	S	T	Y	U	V	T	H	M	E	H	A	P	T	Z	A
A	C	C	L	I	M	A	T	I	Z	A	T	I	O	N	T
T	A	L	O	P	B	R	T	C	X	V	O	H	E	X	E
A	L	I	A	S	H	V	P	R	Z	B	P	O	G	C	D
T	E	M	F	G	R	E	X	P	E	D	I	T	I	O	N
E	Y	B	X	Z	E	D	E	T	E	R	E	N	F	T	R
D	U	E	M	O	U	N	T	A	I	N	E	E	R	V	A
I	R	R	H	F	E	L	I	C	I	T	A	T	E	D	T

Learning to Speak

Activity 7

Let us practise some tongue twisters. Your teacher will say a word or a phrase or a sentence. You will repeat after your teacher.

Example:

Teacher : seashore

Students : seashore

Teacher : by the seashore

Students : by the seashore

Teacher : seashells by the seashore

Students : seashells by the seashore

Teacher : She sells seashells by the seashore

Students : She sells seashells by the seashore

Now, practise the following tongue twisters with your teacher.

1. Red leather, yellow leather.
2. Kitty caught the kitten in the kitchen.
3. Not these things here, but those things there.
4. I can think of six thin things, but I can think of six thick things too.
5. The big bug bit the little beetle, but the little beetle bit the big bug back.

Learning to Write

Writing Notices

A notice should contain all the necessary details such as:

1. Name of the issuing authority (school, etc.)
2. Date of issue/release of the notice

3. Title/Subject of the Event (what?)
4. BODY-purpose/event/date/time/duration/place or venue (why, what, when, where and whom)
5. Authorized signatory: Name and signature (contact details)

The Format at a Glance

Name of the issuing agency/authority NOTICE Date of issue/Release of the notice Title/Subject of the Event BODY (purpose/event/date/time/duration/place or venue) Signatures (Name) Designation

How to write notices: Do's and Don'ts

1. The purpose for which it is being written should be stated clearly.
2. Do not cross the word limit of 50 words to avoid the penalty of marks.
3. Keep your notice short, crisp and to-the-point.
4. Don't repeat any information.
5. Always put the notice in a box. Draw the box with a pencil.
6. The word "NOTICE" and "TITLE" should be in capitals. It should either be bold or underlined.
7. The title should be meaningful.
8. Your notice should include 5 W's - 'what', 'why', 'when', 'where' and 'who'