

NEW ERA PUBLIC SCHOOLTERM Ist Assignment.

CLASS: 7th

SUBJECT: ENGLISH.

LESSON NO: 8

TOPIC: Harold: Our Hornbill.

Q Word meanings on Pages: 45, 46, 47, 48.

COMPREHENSION[A.] Tick the correct options

1. b 2. b 3. a.

[B.] Read the sentences and answer the questions

Ans 1a. Harold grew bigger.

b. Harold's father built the room in the hollow of a trunk which he closed with a wall made of earth, sticks and dung.

c. The room was built so that Harold's mother could lay an egg and Harold could be born.

Ans 2a. Harold was awakened.

b. A civet cat had disturbed him.

c. The civet was large, yellow and furry.

Ans 3a. Harold was still young when the narrator and his grandfather found him. Also, Harold had been injured when he tumbled out of the tree hollow. The narrator and his grandfather took on the duties of Harold's parents so that Harold could survive and grew strong.

b. The duties were to provide Harold shelter and food.

c. Harold was nervous around them at beginning but soon got used to them and accepted them as his parents.

- Ans 4a. Harold was willing to share his food with the narrator and his grandfather.
- b. Harold offered the narrator beetles and other insects.
- c. Harold liked fruits, insects, green leaves, dates and rice balls.

- Ans 5a. Harold chuckled an hour before it began to rain.
- b. Harold's chuckle changed to a whistle when storm clouds gathered and wind blew strong.
- c. Harold's whistle indicated excitement.

[C] Answer these questions

- Ans 1. Harold's nest was in the hollow of a tree trunk. It was closed by a wall made of earth, sticks and dung.
- Ans 2. Harold fell out of his nest in the midst of a fight between his parents and a civet cat who had broken the wall of his room.
- Ans 3. Harold had a rouge foot which he used regularly. The rich yellow fluid that the rouge foot produced was used by Harold to rub all over his feathers and the back of his neck.
- Ans 4. Harold would use his beak to catch his rice balls the narrator threw towards him, toss them in the air and let them drop into his open mouth.
- Ans 5. Harold used to start chuckling an hour before it began to rain.

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Ruby was always getting caught in the rain and so found this habit irritating.

[E] circle the synonyms and underline the antonyms of the words in blue.

1. darkened (illuminated) dimmed
(brightened) dull
2. (prominent) (obvious) bleak
dreary (encouraging)
3. (hoarse) soothing mellow
(rough) (husky)
4. (creepy) (weird) ordinary
(ghostly) (spooky)
5. sober (cloudy) (noisy)
quiet sombre

- [F] 2. Anger, rage
3. happiness, excitement
4. impatience, anger
5. pleasure, excitement

[I] fill in the blanks with, is, has, was, are, were.
Ans has, are, are, has, was, is, was, were.

LESSON NO. 9.

POEM: Rain in Summer

Q. word meanings on Pages: 53 & 54.

SUMMARY

The poem "Rain in Summer" has been written by Henry Wadsworth Longfellow. In this poem, the poet has given the description of rain that rain is generally perceived as a blessing for several reasons. It brings respite

"All the work you do, is done for your own salvation, is done for your own benefit." - Swami Vivekananda

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from summer heat and is beneficial for farming.

The poem can be broadly divided into two focal points. The first part depicts broad streets, narrow lanes and gutters indicating life in town.

The later half takes us to the country-side where the rain performs a more vital role. Here we move beyond the enjoyment of children and the emotional comfort of the old man for the parched plain, the silently suffering Oxen and the hopeful farmer, rain water is a necessity. In this way, the extract of the poem offers a realistic representation of the various ways the rain is valued.

Comprehension

[A] Tick the correct options

1. a 2. c 3. d 4. a

[B] Answer these questions

Ans 1. The adjectives beautiful, welcome and incessant have been used to describe the rain.

Ans 2. The following comparisons bring out the sound and movement of the rain:

'Clatters along the roofs'

'like the tramp of hoofs'

'like a river down the gutter roars the rain'

Ans 3. The plain looks dusty and hot before the rain.

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Ans 4. The farmer welcomes the rain because he knows that his crop will flourish in the rain and bring him more prosperity.

Ans 5. The mimic fleets belonged to the school boys.

(b) The treacherous pool is the puddle of rainwater on the streets. It has been called treacherous, because the paper boats are drowned in the water.

Ans 6. They are farmer's crops.

(b) Numberless indicate that the rain is heavy and seeming endless.

[D] Write words/phrases from the poem that mean the same as these words.

1. numberless

3. clatters

2. treacherous pool, little pool 4. lustrous

[E] 1. commotion 2. turbulent 3. lustrous

4. fiery

5. swift

[G] 1. Cool breath

2. clover-scented gale

3. man of the match award

Shikhar Dhawan

4. me

new bicycle

5. me

Sweater

6. Students

Simple questions

7. Mahesh

Laptop

8. Drawing lessons

grand daughter

9. grains sparrows.

LESSON NO. 10. Topic: The Signal 1
word meanings on Pages: 58, 59 & 60.
COMPREHENSION

[A] Tick the correct options.

1. d 2. d 3. d 4. b

[B] Read the sentences and answer the questions.

Ans 1(a) Semyon said these words.

(b) These words convey that Semyon hadn't had a trouble free past and had experienced sorrow sometime or the other.

(c) Semyon was referring to his days as a soldier.

Ans 2(a) Akina was Semyon's wife.

(b) The neighbour was Vasily.

(c) Semyon felt that something did not seem right with Vasily because he was generally indifferent, rude and angry.

Ans 3(a) Semyon said these words. 'them' is the chief and the traffic inspector.

(b) Semyon said these words after they left his hut and went to Vasily's hut.

(c) Semyon thought that there would be trouble between them and Vasily because the chief had come for inspection and he was specifically looking for Vasily. The chief remembered that traffic inspector had made a note against Vasily. Semyon had foreseen that there would be confrontation between the chief and Vasily.

[C] Answer these questions.

Ans 1. Semyon was an ex-soldier who had served as an assistant to an army officer and was living in Kursk with his wife. Semyon was travelling in a train when he met the station master who had been an officer in his regiment. The station-master offered to help him find work and offered him the position of track-walker.

Ans 2. A track-walker went over the track twice a day, examining and tightening up nuts and water pipes. The drawback of being a track-walker was that he had to take the inspector's permission in every little thing that he wanted to do.

Ans 3. Vasily was angry because he thought he was underpaid and was fined for growing cabbages without taking permission from the inspector.

Ans 4. The sleepers were carefully examined, spikes driven in a bit, nuts tightened, posts painted and yellow sand sprinkled at the level of crossing in preparation for the inquiry.

Ans 5. When the chief's trolley approached Semyon's hut, he went out and reported in soldierly fashion.

[E] 1. loud-mouthed 2. broad-shouldered
3. sure-footed 4. cold-blooded
5. six-sided

[F] (1) e (2) c (3) d (4) a (5) b

[G] 1. So far our car hasn't given us any problem.

2. Life in a village is a far cry from life in a city.

3. As far as one can see, Anya seems a talented illustrator.

4. All parents hope that their children will go far in life.

5. People came from far and wide to attend the Environment Day rally.

LESSON NO.: 11 TOPIC: SIGNAL 2

Word meanings on pages: 66, 67, 68 & 69.

COMPREHENSION

[A] (1) b, c (2) a, c (3) a

[C] Answer these questions

Ans 1. When Semyon met Vasily during his rounds, Vasily was very pale and his eyes had a wild look when the chief had gone to the Vasily's hut for their inspection. They had argued and the chief had slapped Vasily.

Ans 2. Semyon collected sticks from big marsh in the forest at the end of his section. He made flutes out of them.

Ans 3. Vasily was squatting on the line to loosen the rail. His plan was that the rail would move to the side. When six o'clock train passed by, which would cause a fatal accident to occur.

Ans 4. Semyon did not have any tools with him that he could use to repair the rail. So he, started running towards his hut to fetch his tools.

Ans 5. Train number 7 was due at 2 minutes past six o'clock. It was passengers' train.

[G] Match the statements with the similes that describe them

(1) e (2) d (3) a (4) b (5) c

[H] fill in the blanks

(1) almanac (2) atlas (3) thesaurus

(4) encyclopedia (5) directory

[L] fill in the blanks

(1) lifting (2) stopping (3) weaver

(4) driven (5) hidden (6) spoken

[K] (1) writing (2) switching (3) to score
(4) to stop (5) shopping (6) cycling

LESSON NO. 12.

POEM: The Pied Piper of Hamelin

Word meanings on pages : 74, 75, 76 & 77.

SUMMARY

Robert Browning's poem "The pied piper of Hamelin" is a children's story in the form of a poem.

One of Browning's longest poem, it tells of a story of the town of Hamelin that was over run with rats. The pied piper comes to Hamelin and tells the mayor that he will get rid of the rats for a thousand guilders. The mayor agrees

and with the help of his flute and magic, the piper lead the rats down to the river where they all drown.

The town of Hamelin were delightful and spent their money drinking to their victory. They forget to pay the Pied Piper for his work, leaving him in a revengeful mood. He lures, just like he did with the rats, the children of the town to the top of a mountain where miraculously disappear.

The moral of the story is to keep to your promise just like the town of Hamelin never did.

COMPREHENSION

[B] Answer these questions

Ans 1. The people of Hamelin were worried because rats infested their town and were a cause of annoyance.

Ans 2. The rats fought the dogs, killed the cats, bit babies, ate the cheeses out of the storage tanks, licked the soups from the cook's spoon, split open the kegs which stored salted sprates, made nests inside hats and created a racket.

Ans 3. When the piper blew his pipe for the first time, all the rats in the city came out and followed him through the streets till the river, where they jumped and drowned.

Ans 4. The Piper had been promised a thousand guilders in turn for ridding the town of rats. When the Mayor refused to pay the Piper, he blew his pipe for the second time to attract the children of the town and teach the people of the town a lesson. The Piper led the children dancing into a cavern and they were never seen again.

Ans 5. When Barley is scattered, fowls come running out to satisfy their hunger. The children had the same enthusiasm as they heard the piper playing his pipe and came running out at the same time.

Ans 6. The poet advised Willie to always keep his promises.

[F] Replace the infinitive phrases with noun clause.

Ans 1. The Pied piper was told that he should destroy all the rats in the town.

2. We are hoping for Sana that she would become the Head girl of her school.

3. The police tried hard so that they could solve the case of the bank robbery.

4. The director believed Mr. Dasgupta would be a deserving candidate.

5. The court asked Mr. Shenoy that he should vacate the house.

[G] use infinitive phrases in place of adjective clauses in these sentences.

Ans 1. Here is a practice test paper to solve.

2. This is the girl to marry.

3. Can you suggest the bus to board?

"All the work you do, is done for your own salvation, is done for your own benefit." - Swami Vivekananda

4. This is the film to watch.

[H] Replace the infinitive phrases with adverb clauses

1. Adarsh reached the venue early so that he could buy the front row!

2. Seema bought a pen so that she could gift her friend.

3. Zaina gave Rishi a set of cricket gear so that she could pack.

4. Tanya picked up the phone so that she could call her friend.

5. Grandfather switched off the television so that he could sleep.

Pages: GRAMMER Plus
29-54 → already done in Unit I & Unit II

Topic :- Comprehension Page No. 160-168
I Read the poem and answer the questions that follow.

I INDIAN WEAVERS

- [A] 1. blue, garment, a new-born child,
Wings of halcyon wild
2. marriage - veils, a queen, plumes of a
peacock
3. White, Shroud, a dead man, feather, cloud.
4. aa bb cc dd ee ff.

II DON'T QUIT

- [A] 1. The difficulties in life
2. the person had not given up
3. Perseverance and patience
4. One is suffering intensely
5. worries and anxieties.

IV Passage

- [A] 1. North 2. before the Aryans
3. Were civilized 4. Patna
5. to occur

V Passage

- [A] 1. fighting off robbers, saving children from
drowning and rescuing students trapped
in vans, have put most adults to shame.
2. Mittal Patadiya, the 12-year old girl was
awarded the Geeta Chopra Award for
combating robbers who entered her
home in Gujarat's Navrova.

3. Death

4. The fact that brave children endanger their lives for the sake of others, while as adults hesitate to do the same, is disturbing about adult behaviour in terms of duty towards society.

5. (a) adversity

(b) dampened

VI Passage

[A] 1. The absence of gravity in space makes astronauts float inside the space craft and they have to push themselves off the walls of the spacecraft to move about. They have to eat very carefully, lest the food gets into their nose or eyes, and they have to drink through straws fixed in containers.

2. They communicate with people on earth through emails and sometimes they even get to chat with them.

3. An astronaut has to strap himself to his bed so that he doesn't float away while sleeping.

4. The space suit controls the body temperature and also provides them with the air they need to breathe.

5. (a) floats freely

(b) Ordeal

VII Passage

[A] 1. with great expectations of getting delicious food.

2. indifferent to the presence of the Nawab

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- in his shop.
3. Urad dal.
 4. refused to go out of his way and oblige any of his customers.
 5. worried that the Nawab would be annoyed at his father's reactions.

VIII. Passage

- [A] 1. collected every type of fern known in Vermont.
2. (a) his parents gifted him microscope
(b) study flakes under the microscope.
 3. (a) a camera and a microscope in front of a window.
(b) photographed the snowflakes against the light to get the minutest details of their structure.
 4. (a) a tray covered with black velvet.
(b) one and cautiously transferred it onto a slide.
 5. ecstatic.

GRAMMER

Essay: Uses and abuses of Private Tuition

Private tuition as against what is being done in regular school is resorted to, in certain cases where the pupil is not able to follow his lessons well and wants to improve his performance. In some cases the parents want to make their child sit at his studies and in others it is a matter of

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prestige.

Generally a class room is not conducive for individual teaching. The teacher-pupil interaction highly spoken of is not possible in the class. A teacher normally tries to avoid a dull student. So, such a student may fail to catch the eye of the teacher. In such cases private tuition may be helpful.

Some of the topics that are not covered in the class or which requires supplementary reading could very well be done in the tuition hour. Additional exercises could be done, better reading is possible which ^{may} lead to better understanding.

Private tuition becomes necessary where the parents have no time to look at their child's academic progress. Most pampered children need a private tutor as a permanent feature.

From the examination point of view some may seek tuition. The students who want to achieve very good results in competitive courses may resort to tuition. An ordinary classroom lecture does not cater to the needs of such students.

Let us now look at the abuses. Tuition may lead to too much pampering and may kill the self effort of the students. The student would not

touch the ^{book} unless the tuition master turns up. Instead of working and learning on his own, he becomes dependant on the tuition master.

There are also pupils adopting devious means through the tuition masters to get a pass. The poor tuition master makes himself cheap and worries more about his own children.

In order to avoid the evils of private tuition, educational institutions themselves may arrange tutorial classes. If the regular teachers cannot attend to the tutorials, special tutors may be appointed to attend to very small groups of needy students. Such contacts may help build confidence in the student and these classes may be complementary and supplementary.

The tutorial system when properly organised will go a long way to improve the efficiency of the student.

LETTER

To principal apologizing for not participating in the Debate!

Ans. 15th May 2020

The Principal
New Era Public School
Rajbagh Skinnera

Subject:- Apology for not participating
in the debate.

Respected sir,

I thank you for picking me to participate
in the school debate at the end of the
week. I was so excited to be a part of
this debate.

Unfortunately, I visited my doctor yesterday
following two days of severe joint pain
and the doctor recommended 5 days
rest to fasten healing of my dislocated
joint.

You can extend this opportunity to any
other student.

Thank you for believing in me.

Yours Sincerely,

Name: ABC

Class: 7th

Sec: XYZ

Story:- The slave and the lion

Self attempt.