Integrated Skill Enhancer in English Language

- Freshly Revised and Newly added Topics
- Topicwise Tips with Illustrations
- Unitwise Assignments
- Reading • Writing • Grammar
- Reading Passages aiming at Widening Common and Current Knowledge
- Challenging CCE Based Reading and Writing Sections
- Special Emphasis on Grammar as per latest CCE Syllabus
- Super Assignments for Thorough Practice
- Based on the Prescribed Marking Pattern
- Space for Answers and Marking
- Easy to Pull-out Worksheets
- A Complete Practice Book
- Skills-made-Easy to Command

CLASS VII
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Integrated
SKILL-ENHANCER
IN
ENGLISH LANGUAGE
CLASS VII

Based on C.C.E., Pattern and Marking Scheme Issued by CBSE,
including Multiple Choice Questions

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FEATURES AT A GLANCE:
— Topics with Explanations
— Marking Scheme
— Unit Assignments
  • Reading  • Writing  • Grammar
— Integrated Super Assignments
Integrated Skill-Enhancer in English Language for Class VII students is an endeavour to help young scholars acquire good language habits and communicative skills in such a way that they can read, write and understand English in its right perspective. Securing good marks is not the only objective of it but it also makes them confident in their learning of this language.

IMPORTANT FEATURES OF THE BOOK

(a) NCERT/CBSE guidelines have been meticulously adhered to.

(b) The book has been divided into three sections namely, ‘Reading’, Writing’ and ‘Grammar’.

(c) Unitwise Assignments.

(d) Formats of various types of composition (Short and Long) based on verbal and visual stimulus have thoroughly been dealt with, and adequately explained.

(e) Unit Evaluation tests and assignments have also been incorporated to consolidate comprehensive language habits.

(f) Integrated Super Assignments have also been incorporated to consolidate comprehensive language habits.

(g) Matter has been thoroughly revised. New segments on story writing have been introduced to give added practice to improve reading skills.

(h) Keeping the examination reforms and the Continuous and Comprehensive Evaluation in mind, Multiple Choice Questions in the Reading and Grammar Section, too have been added. I hope teachers will find them helpful.

(i) It is a complete Practice-cum-Study Material.

I would like to specially thank my father for his inspiration, motivation and constant encouragement in the completion of this book. Last but not the least I would like to thank my publishers M/s Laxmi Publications (P) Limited for the production of this book.

All efforts have been made to make the book all perfect. Still we invite your suggestions and views.

—AUTHOR
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SECTION A : READING

EXAM SPECIFICATIONS

One or two unseen passages with a variety of comprehension questions including questions on word-attack skills such as word formation and inferring meaning.

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What is Comprehension?

- Reading comprehension can be defined as the level of understanding a passage or poetry text.
- Comprehension passages have academic content and style.
- They may include topics from a variety of fields including arts, sciences, social sciences, etc.
- No prior specific knowledge of the topic is required to answer the ‘comprehension’ questions.

Why “Comprehension”?

- At the upper primary level, stress is given at vocabulary development.
- It is done through extensive reading and understanding activities.

Important Testing Hints

- Most of the time, the main idea of a passage is contained in the first sentence of the paragraph.
- Sometimes the main idea or topic sentence appears at the end of a paragraph. Sometimes it may be elsewhere in the paragraph.

Some Do’s for a Comprehension Passage

- Read the passage slowly and try to comprehend it.
- Read once again, if it is still unclear.
- Try to grasp/understand the main text.
- Read the questions carefully.
- Scan the passage to spot the keywords for the specific details.
- Try and frame answers in your own words. Be original and creative.
- No two questions will have same answers.
- Be careful about interpreting the questions correctly.
- Read the entire sentence in which the word/phrase given in vocabulary question occurs. The sentence may provide additional clues. The sentences used before or after the sentence in which a word or phrase appears may also help you.
- Do not lift entire passages in response to a question, answer briefly.
Marking Scheme

- So far as the marking is concerned there is no set pattern or prescribed marking scheme. Different schools or organisations set their own pattern. CBSE also keeps on changing marking scheme.
- The main objective of this section is to enrich the learners’ skill in reading and understanding a given text (Prose or Poetry).

Assignments

- The practice material in this section has been given in the form of Unit Assignments.
- Sufficient space for answer has been provided for the students to write their answers clearly.
- A space for the marks obtained has been given at the end of every Assignment. It would help the teachers to post their marks conveniently and distinctly for the students’ notice/attention.

SOLVED EXAMPLES

TYPE I

1 Read the passage given below and answer the questions that follow by choosing the answers from the options given:

THE WIND AND THE SUN

THE WIND AND THE SUN were arguing as to which was the stronger.
“I am more powerful than you,” said the Sun.
“No you’re not,” said the Wind. “I am stronger, and I’ll prove it! You see that man over there with a cloak around his shoulders? I bet you I can tear it off him quicker than you can.”
“Done!” said the Sun.
The Wind tried first. It blew up a storm. It blew up a gale. It blew so hard that the man was almost swept off his feet, but he tied his cloak tightly around him and leaned into the blast. Finally the Wind gave up.
“You have a go!” he said to the Sun.
The Sun rose round, red, and brilliant, it blazed down mercilessly. The man began to sweat. The sweat rolled down his face and onto his neck and shoulders, and he began to feel very uncomfortable. Puffing with exertion, the man took off his cloak to cool down. The Wind, defeated, blew away.
**Answer the following correctly :**

(4 Marks)

1. Who all were arguing ?
   (a) Sun and Wind  
   (b) Moon and Sun  
   (c) Wind and Moon  
   (d) Wind and Stars.

2. The man had the following around him
   (a) blanket  
   (b) bed sheet  
   (c) quilt  
   (d) cloak.

3. The bet between the Sun and the Wind was that
   (a) either of them could make the man wear the cloak.  
   (b) either of them could be slower in making the man remove the cloak.  
   (c) either of them could make the man remove the cloak quicker.  
   (d) neither of them could make the man do anything.

4. The Wind blew up a
   (a) rain  
   (b) thunderstorm  
   (c) hail  
   (d) storm.

**Answers**

1. (a) Sun and Wind  
2. (d) cloak  
3. (c) either of them could make the man remove the cloak quicker.  
4. (d) storm

---

**2 Read the following poem carefully and answer the questions that follow with the help of the options given below :**

How Beautiful is the Rain !

How beautiful is the rain !
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain !
How it clatters along the roofs,
Like the tramp of hoofs !
How it gushes and struggles out
From the throat of the overflowing spout
Across the windowpane
It pours and pours ;
And swift and wide,
Like a river down the gutter roars
The rain, the welcome rain!
The sick man from his chamber
Looks at the twisted brooks;
He can feel the cool
Breath of each little pool;
His fevered brain
Grows calm again,
And he breathes a blessing on the rain.
From the neighbouring school
Come the boys,
With more than their wonted noise
And commotion.

1. The rain is very appealing
   (a) after the morning sunshine       (b) after midnight
   (c) when it falls after a hot and dusty day (d) before a rainbow can be viewed.

2. The sounds the rain makes are
   (a) clatters and gushes
   (b) gushes and patters
   (c) patters and clatters
   (d) clatters and chatters.

3. The rain gives respite to the sick man as
   (a) it increased the water outside
   (b) it cools the outside weather
   (c) it lowers his fever
   (d) he can get out of his bed.

4. The boys make more than the required noise as
   (a) they are excited
   (b) it is raining
   (c) school has got over
   (d) they can sail boats in the water.

5. The poetic expression used in the line ‘Like the tramp of hoofs’ is
   (a) a metaphor
   (b) an alliteration
   (c) a simile
   (d) a paradox.

Answers
1. (c) when it falls after a hot and dusty day
2. (a) clatters and gushes
3. (c) it lowers his fever
4. (a) they are excited
5. (c) a simile
A long string of over 3,000 islands makes up the country of Japan. The islands lie off the eastern coast of Asia, between the Sea of Japan and the open waters of the Pacific Ocean. The four largest ones are called Kyushu, Shikoku, Honshu and Hokkaido.

Lying on the rim of the Pacific Ocean, Japan lies in one of the world’s danger zones for earthquakes and volcanic eruptions. Inland, the islands are mostly forested and mountainous, so most of the agricultural regions, as well as the cities, are to be found on the flat lands around the coast.

Japan is famous for its spring blossoms, and much of the country has a mild climate. However, northern winters can be cold and very snowy, while southern islands extend towards the warmth of the tropics.

Japan grows rice, fruit, vegetables and tea. It has a big fishing fleet and there is a huge market for the catch. Japan has few natural resources but has become one of the world’s leading industrial countries, selling cars and electrical goods around the world. The capital city, Tokyo, is on the island of Honshu. Its buildings have spread out to merge with those of Yokohoma, forming one of the largest town areas of the world. Over three-quarters of all Japanese are city-dwellers.

Japan is famous for its ancient buildings as well as for its modern banks and offices. They include temples and shrines of the Buddhist and Shinto religions, as well as tall castles. Japan’s history was made by emperors with splendid courts, by armoured knights called samurai and by great artists and architects. Its craft workers were masters of design, producing beautiful pottery. During the Second World War, between 1940 and 1945, Japan invaded a large area of the Far East and fought against the Allies. In 1945 terrible atomic bombs dropped on the cities of Hiroshima and Nagasaki brought this war to an end.

Nearly all the people of Japan are Japanese, although a small number in the north are descended from the islands’ first inhabitants, a people called the Ainu. Japan still has an emperor, but today real power lies with its democratic parliament.

**Answer the following correctly :** (4 Marks)

1. The Japanese islands lie off which coast of Asia. (1)
2. The word ‘rim’ means (1)
3. The four largest islands of Japan are (1)
4. Japan’s history was made by (1)

**Answers**

1. eastern
2. edge
3. Kyushu, Shikoku, Honshu, Hokkaido
4. emperors, samurai, artists and architects
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