



BAL BHARATI PUBLIC SCHOOL, PITAMPURA, DELHI – 110034

CLASS VII– ENGLISH
Practice Worksheet

Week – 23th – 27th September 2020

Number of Teaching Blocks – 3

Dear Students

- It is now time for some practice for cycle test II.
- The practice worksheet must be attempted in the English fair notebook. Do not forget to write the questions as well. (You may also take a print out of the worksheet and paste it in your notebook)

Subtopics:

Practice worksheet for:

- **Just Me**
- **Somebody's Mother**
- **The Luncheon**
- **Unseen Comprehension**
 - **Grammar, Error Correction, Jumbled Sentences**

Instructional Aids:

- **E-lesson to be used as a practice worksheet**
- **Quizziz practice links**

Learning Outcomes –

Each learner will be able to:

- **Read and analyze an unseen passage**
- **Recall the use of Future Tense – all forms**
- **Assess and consolidate concept**

Activities -

Brief Discussion – Discussion on Future Tenses, Just Me, Somebody's Mother, The Luncheon to help the students recall them before attempting the worksheet.

Reading Comprehension:

Q1. Read the following passage and answer the questions that follow:

Passage 1:

Some of the common sights on any sports field are players standing over the body of a fallen opponent wagging their fingers down at him. Hockey defensemen swinging their sticks at the back of an opponent's head. Players using the baseball as a weapon on the field and using bad language after nearly every foul or basket or runs scored by them. All these acts amount to nothing but acts of violence justified by the saying, 'Everything is fair in love and war; and the game is a war and the pitch is the battlefield.' Each and every team tries to win the game and earn laurels for its nation; but at an irreparable cost.

The violent nature in sports today must stop, especially that which is frequently displayed by amateur players. There is hardly a day that goes by without a disgusting display of poor sportsmanship that results in a fight or a brawl. The newspapers are filled with these incidents, and although the well-meaning talking heads tell you how awful it all is, their attention inadvertently sanctions this behaviour. The fines and suspensions put on the players are nothing more than putting a band-aid on a gaping wound. It's time to stop the bleeding for good. The participants can no longer carry the burden of controlling themselves. The policies and officials have given them enough rope, and they continue to hang themselves with it. The coaches and managers are no help. They will take the rules as they are, and try to exploit them. Finding a way to bend the rules is part of coaching. To expect these men to take a stand is laughable.

It's time for the leagues, the sports associations and even the sports teachers in schools to step in and stop it now. At some point, before it's too late, some player committing a violent act during a game must be punished severely. Someone must become an example.

1. On reading the introduction of the passage, one can comprehend that

- a. players in every sport are using violence as a way to win the game
- b. a violent act is similar to crooked means which could be used when we are desperate to win the game
- c. no game can be won without a violent act
- d. violence can be of different forms; let that be a verbal or a physical action

2. 'It is a frightening picture coming into focus.'

_____ is the situation that the writer is highlighting in this line.

- a. Any violent act is captured and highlighted by the media.
- b. The society is also getting violent as the players are often role models for the younger generation.
- c. A violent act even when highlighted by the media negatively, emphasises how one

violent act can make you famous.
d. True sportsmanship is on the decline.

3. _____ defines 'amateur'.

- a. A person who takes up an activity as a pastime or a hobby
- b. A person who is not paid for the activity done by him
- c. A person who is not skilled
- d. All the above

4. _____ is a statement that correctly emphasizes the central idea of the passage.

- a. Being violent does not mean that we are bold.
- b. Violence is nothing but an act of stupidity.
- c. Leagues and sports associations can stop the violence on the field.
- d. violence on the pitch should be stopped.

Grammar:

II. Fill in the blank in the tense form mentioned

1. Future Perfect Tense:

- a. I _____ (return) your book by tomorrow.
- b. The rabbit _____ (eat) the carrots by now.
- c. He _____ (help) the children.
- d. The thieves _____ (steal) the money by the time the police arrives.
- e. In the coming months, doctors _____ (discover) a cure for COVID.
- f. I expect Maisie _____ (grow up) by the time I return to England.

2. Future Perfect continuous:

- a. The house _____ (paint) by the painters.
- b. The movie _____ (see) by me before next Sunday.
- c. We _____ (see) the London bridge by tonight.
- d. The labourers _____ (dig) the pit for close to five hours.
- e. He _____ (play) here for three hours by six o'clock
- f. Next year he _____ (work) here for four years

3. Future Indefinite:

- a. The festival of Diwali _____ (celebrate) tomorrow.
- b. We _____ (donate) our old clothes to poor people.
- c. My mother _____ (observe) fast tomorrow.
- d. Sheetal _____ (light) the candles in the evening.
- e. They _____ (move) to another city.

4. Future Continuous:

- a. My parents _____ (arrive) by the morning flight tomorrow.
- b. She _____ (turn) fifteen next month.
- c. Rahul _____ (compete) against Harish in the race.

- d. He _____ (watch) a movie in the evening.
 e. They _____ (play) cricket tomorrow.

Note: Links for further grammar practice

<https://quizizz.com/join/quiz/5bd02de6356c83001aced111/start?studentShare=true>
<https://quizizz.com/join/quiz/5daf866b17c9d6001c3b670c/start?studentShare=true>

III. Error Correction:

There is an error in each of the following sentences. Spot the errors and correct the sentences.

	Error	Correction
Medicinal plants, also called medicinal herbs, has been discovered and	(a) _____	_____
use in traditional medicine practices since prehistoric times.	(b) _____	_____
Plants synthesises hundreds of chemical compounds for functions including	(c) _____	_____
defence among insects, fungi, diseases, and herbivorous mammals.	(d) _____	_____
	X	X
b)	Error	Correction
In a certain village, in the province of La Mancha at Spain, there lived the gentlemen of about	(a) _____	_____
50 years of age. He was tall and thin and has	(b) _____	_____
giant features. At one time he is rich,	(c) _____	_____
but now he was poor, became he had sold all his	(d) _____	_____
lands at buy books. He loved reading and	(e) _____	_____
spending all his time among his beloved books.	(f) _____	_____
	X	X

BLOCK - II

Lesson Development

IV. Jumbled Sentences:

Reframe into meaningful sentences

- They were/ new that/ horrible expensive/ and I/ in the shops/ I had /seen/ them.

2. Cooked/ asparagus/ to be/ for the/ waited /we.
3. My nostrils/ the smell/ tickled /butter/ melted /of the.
4. My revenge /at last/ had/ have/ but I
5. Too much/ far/ now a days/ people eat/ I think.

Literature:

V. Read the following lines and answer the questions with reference to the context.

I. 'And somebody's mother bowed her head
In her home that night, and the prayer she said
Was: 'God be kind to the noble boy.'

a) Name the poem and the poet.

b) Why did the old woman bow her head in her home that night?

c) Who is the noble boy?

d) What had he done?

II. 'The woman was old and ragged and gray.
And bent with the chill of the winter's day.'
The street was wet with a recent snow
And the woman's feet were aged and slow.

a. Describe the old woman based on the lines given above.

b. Give the rhyme scheme used in the above lines.

c. What kind of the day was it?

III. 'Then finally it hit me when

I started to see
that the face in the mirror looked exactly like me.'

a. Name the poem and the poet.

b. Explain- 'then finally it hit me'.

c. Whose face is being referred to here?

d. What is the effect of the realisation on the poet?

BLOCK - III

Lesson Development

New Images:

VI. Give a piece of evidence from the chapter(the Luncheon) to justify each of the following statements:

a. The narrator was still a struggling writer.

b. He promptly said yes to the women's proposal for lunch at the Foyot's.

c. The narrator planned ways to face a bill beyond his means.

d. The narrator was shocked to see the head waiter carry a basket full of peaches.

VII. Answer the following questions in about 40 -50 words each.

1. Why did the women want to meet the narrator? How did she know him?

2. Do you think the author enjoyed the luncheon? Cite two examples.

3. Why does the poet have a good opinion of himself in the beginning of the poem? (Just Me)

4. What is the effect of the realization on the poet?

5. Cite two qualities exhibited by the boy in the poem 'Somebody's Mother'.
