ENGLISH
PRACTICE BOOK
(Class-VII)

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Worksheet-1

Read the passage given below. Try to understand the use of ‘a’ and ‘the’.

I met a boy. The boy was crying. I walked up to him and asked him the reason. He told me that the moon was not bright and the weather was not too fine. He had sat by the Kaveri for hours but had not been able to find a single person to help him reach the fort on top of the hill. He had to reach there as he had to meet the magician.

Remember

A, An and The are articles. Articles are used before nouns.
E.g. a boy, the moon, a person, the magician

Worksheet-2

In the sentences given below, fill in the blanks using ‘a’ or ‘an’.

1. My father is ____________ honest man.
2. He is very rich, still he drives ____________ old car.
3. There is ____________ lake in the park near my house.
4. Would you like ____________ cold drink?
5. It was __________ hour-long ordeal.

6. I am reading __________ excellent book. It is about __________ scientist.

7. Who needs __________ umbrella when it rains? It's __________ delight to get wet.

8. __________ one-eyed man is not eligible to get __________ driving licence.

9. Of all the shopping you have done, I see only this book as __________ useful thing.

10. Dan is ________ European settled in India.

What do you notice about your choice between ‘a’ and ‘an’?

**Note:**
The choice between ‘a’ and ‘an’ is determined by the initial sound of the word before which they are placed.

- ‘A’ is used before a word beginning with a consonant sound,
  
  E.g.  
  a boy, a lake, a European, a one-eyed man

- ‘An’ is used before a word beginning with a vowel sound,
  
  E.g.  
  an egg, an umbrella, an honest man

  (‘h’ is not pronounced)

**Worksheet-3**

Write the correct article — ‘a’ or ‘an’ in the following blanks or put φ where it is not necessary.

1. There was __________ emergency, so we had to rush.

2. He got his higher education at __________ university in the USA.

3. Heena thought it would be __________ good idea to join __________ union.

4. We are looking for __________ accommodation in the west.
5. ‘Give these children __________ inch and they’ll take __________ yard,’ said Mrs Poller.

6. ‘Will you buy for me __________ loaf of bread on your way back?’

7. He mustered __________ courage and climbed up the stage.

8. The boy gave me __________ one-rupee coin.

9. __________ man of __________ wisdom lives in __________ fort two kilometres from here.

**Where did you use φ?**

**Remember**

> Articles are not used before **uncountable nouns** unless we are talking of particular ones.

---

**Worksheet-4**

**Match Column A with Column B to understand the use of ‘the’.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ the man with a golden pen.</td>
<td>♦ The is used—</td>
</tr>
<tr>
<td>♦ I bought a book. The book is about ghosts.</td>
<td>♦ before the name of a river.</td>
</tr>
<tr>
<td>♦ the United States of America</td>
<td>♦ when a person/thing is unique (so we understand who/what we are talking about).</td>
</tr>
<tr>
<td>♦ the President</td>
<td>♦ before the name of a mountain range.</td>
</tr>
<tr>
<td>♦ the Brahmaputra</td>
<td>♦ when we particularise a person or a thing.</td>
</tr>
<tr>
<td>♦ the Himalayas</td>
<td>♦ before the name of a country that includes a common noun.</td>
</tr>
<tr>
<td></td>
<td>♦ when we have talked about a person or thing before.</td>
</tr>
</tbody>
</table>
Worksheet-5

A. Read the sentences and write (1-5) in the boxes against them, depending on how the underlined article ‘the’ has been used.

1. – when a person or thing is particularised.

2. – when we have talked about a person or thing before.

3. – when a person or thing is unique.

4. – for countries whose name includes a common noun.

5. – for rivers or ranges of mountains.

♦ The Kaziranga Sanctuary is in Assam.
♦ The sun rises in the east.
♦ He has invited us to his party. The party will be on a houseboat.
♦ I visited the lady who looks after the orphanage.
♦ The air in the mountains is refreshing.
♦ He plans to climb the Himalayas.
♦ Lucknow is the capital of Uttar Pradesh.
♦ The daughter of the king married a pauper.
♦ The priest is the head of the village community.
♦ Glenda has gone to the United States. She wants to sail across the Mississippi.
B. Read ‘God’s Job’ of the Unit ‘People at Work’ in *My English Reader* (C-VII) and write down the sentences in which the article ‘the’ has been used. Then write the appropriate number against each sentence as given in the previous question.

- 
- 
- 
- 
- 
- 

**Worksheet-6**

Read the sentences given below. Put a tick (✓) against the ones in which ‘the’ article has been used correctly and a cross (✗) against the ones in which it has not been. One example has been done for you.

1. ✗ Rohan loves the food.
   ✓ Rohan loves the food his granny cooks.

2. ✗ The children were playing in centre of the park.
   ✓ The children were playing in the centre of the park.

3. ✗ Megha will be going to United Kingdom to visit her aunt.
   ✓ Megha will be going to the United Kingdom to visit her aunt.

4. ✗ Yesterday, I met Prime Minister of India.
   ✓ Yesterday, I met the Prime Minister of India.

5. ✗ The Himalayas are to the north of India.
   ✓ Himalayas are to the north of India.

6. ✗ Anurag is the boy who has won the championship.
   ✓ Anurag is a boy who has won the championship.
Worksheet-7

Complete the following letter by writing correct articles (a, an, the) in the blanks.

Dear Saloni

Hi! I’ve just come back from _______ exciting vacation in Belgaum. _______ city has changed _______ lot in _______ recent years. There are _______ lot of new buildings in _______ centre of _______ city. I don’t like _______ new buildings; still I feel fascinated. I’ve been to Belgaum before also and I visited _______ places I know. Even these have changed. _______ old fort in _______ south of _______ city has been restored. There are now _______ lot of fast food joints near _______ Central Market.

However, despite all modernisation, Belgaum’s natural beauty is still intact. There are lots of forests and parks. You can escape from _______ city and feel you are in _______ countryside. And what’s best is, in _______ evening there is so much to do.

You’d love being there. Come with me next year!

Lots of love

Vani
Worksheet-8

Arrange the sentences given below in proper order and write the story in the space provided. Make changes in the language wherever necessary.

1. Pretended to sleep in shade of tall tree in centre of garden.
2. Mouse came closer and closer.
3. The tiger slunk behind bushes.
4. Tiger, our cat, loves chasing mice.
5. Mouse lived in woods near our house.
6. When he saw mouse, thought it was opportunity not to be missed.
7. Tiger was about to pounce on mouse.
8. One day mouse strayed into our garden.
9. Tiger got up, stalked mouse.
10. Mouse hid under foliage in garden.
11. It shouted ‘No, Tiger, No’.
12. Tiger looked disgusted, went back to place that was his favourite.
13. Mouse frightened, ran all the way back to woods.

Tiger, The Cat
Worksheet-9

Read these sentences taken from the Unit ‘People at Work’ in *My English Reader* (C-VII).

1. ‘Papa! a sweet for me,’ the little one would ask.
2. ‘You will only have a kick,’ would come the angry voice of the father.
3. ‘How you shout at a little child! What does he know?’ his wife would protest.
Do you notice the use of inverted commas (‘ ’)?

Inverted commas are used to enclose the words spoken by someone.

Rewrite the following sentences using commas, full stops, question marks and inverted commas wherever necessary.

1. You should go to bed now the matron said

2. There lives a beautiful white cat in this house whispered Andy

3. Are you practising for the match next week asked Raghu’s mother

4. Who has put so many frogs in my room said Mr Wells
Read the poem given below. Put in the missing inverted commas.

‘Have you been down to the park?’
Asked a boy whose dog was called Mark.
‘You’ll get such a scare
When you see what is there!’
‘I was shocked!’ said Mark, with a bark.
They’ve moved all my favourite things!
Cried a girl with her arm in a sling
They’ve flattened the slide!
Yelled a boy at her side
And they’ve even got rid of the swings!
I wonder what will come next,
said a young man in a red vest.
Well, I’d like a pool,
Said his friend (very cool)
Yes please, shouted all of the rest.
Well could it be houses? asked Dad
or a long row of shops? cried a lad
I know what it will be,
said a girl up a tree,
A new park! So now aren’t you glad?
1. Fill in the blanks by writing the appropriate article in each space provided. Write φ where it is not required. Two have been done for you as examples.

A young scientist called Frankenstein started trying to create φ life. He used _______ electricity to do this. After _______ year of struggle he succeeded, but he created _______ monster! _______ monster was very large and ugly. People hated and feared him. _______ monster wanted love, but he learned to hate. Then, one day, he killed _______ boy. Frankenstein was in _______ state of shock. He realised it was _______ error to have created such _______ creature. He regretted having wasted his time over _______ useless creature and decided to kill it.

2. Re-arrange the following phrases to make meaningful sentences. The first one has been done for you.

(a) interesting/ours/family/was/an
   Ours was an interesting family.

(b) eldest/Ravi/and so/a/of/was the/favourite/family/the

(c) years/than him/Neena/a/six and/younger/half/was

(d) who was/Sonal/big bully/second born/was/a/the

(e) but/Neena/girl/intelligent/common sense/Sonal/was/an/without/a/boy/was
Worksheet-1

Read carefully the following groups of words taken from the Unit ‘Achievers’, Sub–unit ‘Helen Keller’ from My English Reader (C-VII).

1. Helen Keller was born in Alabama.
2. Helen was a naughty girl.
3. Every cloud has a silver lining.
4. Most deaf people cannot talk.
5. She died at the age of 88.

These groups of words make complete sense.

Remember
A group of words that makes complete sense is called a sentence.

Now, write down the name of the person or thing being spoken of in each sentence. The first one has been done as an example.

1. Helen Keller
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Each of the words you have written down is the ‘subject’ of the respective sentence.

Remember
The part of a sentence which names the person or thing we are speaking about is called the subject.
Now write down the parts of the sentences that tell us something about the subject. The first one has been done as an example.

1. was born in Alabama.

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

Remember

The part of the sentences that tell us something about the subject are called the **predicate**.

**Worksheet-2**

A. Some predicates are given below. Match them with their subjects on page 14 and write meaningful sentences.

- believes in truth and non-violence
- have blue blood
- can turn its head in a complete circle
- are very convenient
- smells bad
- hid in a bush
- is one of the seven wonders of the modern world
- don’t always bite
1. Barking dogs
2. The meat
3. My friend
4. Lobsters
5. An owl
6. Credit cards
7. The Taj Mahal
8. The frightened rabbit

B. **Underline the subject in the sentences given below.**

1. Whatever the reason, one should never lie.
2. Mustering courage, she attacked the witch.
3. Out came the sun after a heavy downpour.
4. Over the fields the horse galloped.

**Is the subject written in the beginning of these sentences too?**

*Remember*

The subject does not always come in the beginning of a sentence.

**Worksheet-3**

A. **Read these sentences from the Unit ‘Achievers’, Sub-unit ‘Sudha Chandran’ from My English Reader (C-VII).**

1. ✰ A truck hit our bus.
   ✰ I had dreamed of becoming a great dancer.
   ✰ Their attitude had changed.
   ✰ I was in a state of shock.
2. ✰ How did you react to this sudden blow?
   ✰ What were your feelings after the operation?
Was the meeting with Dr. Sethi a turning point?
Do you have a message for the readers?

Do you notice a difference between sentences in 1. and those in 2.?
Sentences in 1. make .................................................................
while those in 2. ask .................................................................

Remember
Sentences that make a statement are **assertive sentences** while those that ask a question are **interrogative sentences**.

**Worksheet-4**

Write down any four dates that bring some special memory alive to you. Show these dates to your partner. Your partner will ask you questions that you must answer. One has been done for you.

1. **Date**: 12 August 2008
   
   Your partner : Why is this an important day for you?
   
   You : I won my first gold medal.

2. **Date**: __________________________
   
   Your partner : __________________________
   
   You : __________________________

3. **Date**: __________________________
   
   Your partner : __________________________
   
   You : __________________________
Work in pairs. Read the passage given here.

The date: November 17. The time now: 10.15. The place: a large country house in England.

Sir Michael had dinner with four people at eight o’clock this evening. Then he went to his study. The time was nine o’clock. He locked the door from inside. He shut the window too, and locked it from inside. At 9.30, the housekeeper Mrs Hock took some coffee to his room. She knocked at the door. Sir Michael did not answer. She knocked again and shouted, but Sir Michael did not open it. She called Lady Elizabeth from the neighbourhood. They broke open the study door and went in. They saw Sir Michael’s body on the floor. Sir Michael was dead. Lady Elizabeth called the police. The time was 9.40.
Imagine you are a detective investigating Sir Michael's death. What questions will you ask? What ideas do you have about how Sir Michael died?

Write here the questions you wish to ask. One question has been given as an example.

1. What time did Sir Michael have his dinner?

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time did Sir Michael have his dinner?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

Remember

Questions that begin with question words, like what, who, why, whom, where or when, require more information and are called 'Wh' questions.

Worksheet-6

Using the expressions given in the blurbs, frame questions and write them in the table given on the next page. One has been done for you.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens when we add blue to yellow?</td>
<td>It turns green.</td>
</tr>
<tr>
<td>It is in India.</td>
<td></td>
</tr>
<tr>
<td>It turns hard.</td>
<td></td>
</tr>
<tr>
<td>One is knocked in, the other knocked out.</td>
<td></td>
</tr>
<tr>
<td>Eleven.</td>
<td></td>
</tr>
<tr>
<td>All living things would die.</td>
<td></td>
</tr>
<tr>
<td>In Russia.</td>
<td></td>
</tr>
</tbody>
</table>

**Worksheet-7**

Work with your partner. Let your partner think of something (an animal, a vegetable, a mineral or some abstract thing). Ask questions to find out what your partner has thought of. Then you think of something and your partner asks you questions. Take turns to do this activity. One example has been given to help you.

**You** : Is it made of wood?
**Partner** : No.

**You** : Can you eat it?
**Partner** : No.

**You** : Do you have it?
**Partner** : I can feel it.

**You** : Is it happiness?
**Partner** : Yes!
Remember

Questions that elicit the reply ‘Yes’ or ‘No’ begin with an auxiliary verb.

For the Teacher

Please discuss briefly the forms of auxiliary verbs that can be used to ask questions.

Worksheet-8

Are You Green?

Work with your partner to find out. Write appropriate sentences in the spaces provided. The first two have been done for you.

1. You like magazines and read two or three a week. What do you do with your old magazines?
   (i) Give them to your friend to read.
   (ii) Burn them in the garden.
   (iii) Take them to the paper bank to be recycled.
2. You buy food at your local shop. How do you carry it home?
   (i) Ask the shop for a cardboard box to carry it in.
   (ii) Ask the shop to deliver it.
   (iii) Bring your own bag with you.

3. You have bought some smart new clothes.
   (i) Sell them and buy more new clothes with the money.
   (ii) Give them to a charity organisation like the Red Cross or a charity home.
   (iii) 

4. You live 5 km from the place where you study. How do you get there each day?
   (i) Ride a bicycle.
   (ii) 
   (iii) 

5. You have just spent a lovely day having a picnic on the beach. What do you do with the food you have not eaten?
   (i) Throw in the sea for the birds and fish to eat.
   (ii) 
   (iii) 

6. 
   (i) 
   (ii) 
   (iii)
Discuss in groups to find out the most eco-friendly option and the least eco-friendly option. Give yourself 1 point for the least one and 3 points for the most one. The third option carries 2 points. Calculate your score.

For the Teacher
Help the students to frame the questions as well as the options in (3) and (6).

How green are you?
Score: 6-10 Oh no! you are not very green! Think about what you can do to be better.
11-14 Not bad! You are quite green.
15-18 Great! You are quite green.

Worksheet-9

A. Re-write the following sentences using capital letters, full stops, commas and question marks wherever required.

1. Mr Das went to the zoo with his parents children and wife

2. Who is knocking at my door

3. This is a beautiful painting

4. Have you been to the park

5. Charles Dickens wrote the book ‘David Copperfield’
B. Read the paragraph given below. Using a pen, insert capital letters, commas, full stops and question marks wherever required.

he was a tall man who was always dressed in black he had an unusual face it was very pale with a long well-shaped nose cold red eyes and a thin mouth filled with pointed teeth he had long sharp fingernails and his breath smelt terrible when he saw blood a strange hungry look came into his eyes his eyes shone red and he began to shake after he had drunk blood his face became taller than usual can you guess who this man was

Worksheet-10

A. Read these sentences.

1. How dare you!
2. What a picturesque view!
3. Look out, you are going to fall!
4. You can’t do that!

Notice the ‘!’ (exclamation mark) at the end of each sentence.

Remember

An exclamation mark is used instead of a full stop at the end of a sentence to show that the words have a special meaning. For example, it can be used to show anger, surprise, joy, danger or amusement.

It can be used to attract attention, e.g. Help!

It can also be used for emphasis, e.g. No, you can’t go there!
B. What do you think these people are saying? Write your answers in the bubbles. One has been done for you.

Worksheet-11

Put a full stop, comma, question mark or exclamation mark in the following sentences wherever required.

1. I love the seaside
2. What are you doing
3. Happy birthday grandma
4. This is my friend Ami
5. That is ridiculous
6. What a terrible sight
7. Where is it
8. I wish I could go out to play
9. He is a good friend
10. Are you crazy

DO IT YOURSELF

1. **Look at the words/phrases given below. They are in a jumbled order. Re-arrange them to make meaningful sentences. One has been done for you.**

(a) Sports/interested/and Recreation Club/I/interested/am/the/in joining

I am interested in joining the Sports and Recreation Club.

(b) its membership/the rules/?/its members/are/what/for/and

(c) aren’t/rules/oh!/too many/there/?

(d) anything/you would/to know/is/like/there/?/more

(e) must not/non-members/cards to/lend/membership/members/give or/their

(f) members/suitable clothing/have to/for/wear/every event

(g) has to be/if anyone wishes/she/two members/to join/supported by/the club

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2/10/2016   3:43:16 PM
2. Look at the picture given below and complete the dialogue that follows. There is an example to help you.

(1) Waterfall—fresh water  (2) Lookout point  (3) Hills
(4) Caves  (5) Seagulls  (6) Castle
(7) Dolphins  (8) Forests  (9) Ship

**Raghav**: Let’s look at this map. It’s a map of the Travilla Island located in the Pacific.

**Sujata**: It’s really interesting. What’s that in the middle of the Island?

**Raghav**: It looks majestic.

**Sujata**: Oh, yes! there is a waterfall in the south-east.

**Raghav**: What are those numbered (4) and (8)?
Sujata: ____________________________________________________________

Raghav: There must be a lot of creatures inhabiting the forest, I guess.

Sujata: Yes, the map indicates the presence of seagulls on the island. Dolphins are shown to be near the sea beach.

Raghav: __________________________________________________________

Sujata: I can see two ships moving in the direction of the island, so I think people must be visiting it.