

 <b>Cambridge Assessment</b> International Education		
GRADE: 7	SUBJECT: ENGLISH	DATE: 26.03.2020
WORKSHEET NUMBER: 1	WORKSHEET TOPIC: UNSEEN PASSAGE	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Read the following passage and then answer the questions in your Registers.

### Spoilt for choice

Do you know how many kinds of breakfast cereal there are in my local supermarket? 165 kinds. Yes, 165! – And that’s just one product. Think about all the varieties of biscuits, yoghurt, chocolate bars, and soup. We have so much choice these days, it’s incredible! So all this choice must be a good thing, right? It makes us happier, right? Well, not necessarily.

People like the idea of having a choice, and many people think more choice must be a good thing. But, in fact, too much choice can cause us problems. If there are too many different things to choose from, we can become paralysed with indecision and not know what to choose. If you offer me a choice of three cookies, I can decide fairly quickly which one I want. But if you offer me a choice of 33 cookies, my brain can’t cope. It feels like a computer given too much data to process and it crashes!

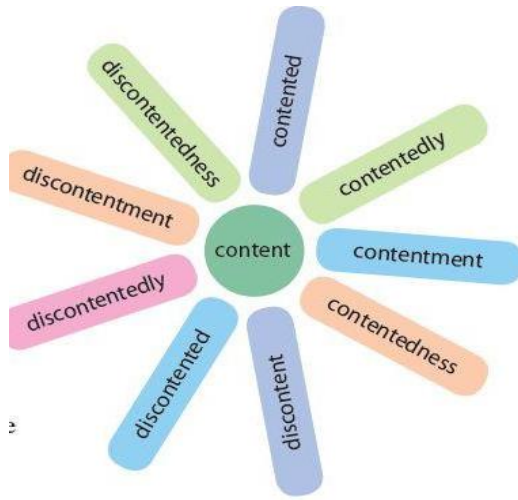
Another problem with too much choice is we think that somewhere there must be the *perfect* cookie. The fact is, there isn’t – so when we have spent half an hour deciding which cookie we want, we feel disappointed, because it’s not as good as we expected it to be. It’s not cookie perfection. And then we begin to regret all the other cookies we didn’t choose, thinking one of them might have been better. So there *can* be such a thing as *too* much choice.

According to Barry Schwartz, who has written a book about choice, we need to recognise that while some choice is good, too much can make us confused and discontented. He argues we should focus on being pleased with what we choose. I am going to remember this next time I offered a cookie – choose one and enjoy it!

#### **Answer the following Questions:**

1. How many different types of breakfast cereal are there in the Writer’s local supermarket?
2. Why do many people think the more choice the better?
3. Explain in your own words why having too many choices can be problematic.
4. How do you know the blog writer is an expert on the subject?
5. What is his solution to the problem?

Q2. Copy the following definition of word families in your notebooks along with the given example.






### Key concept

#### **Word families**

All words belong to families. There are different types of word families.

One type of word family involves words that come from the same root word. For example, the word 'discontented' comes from the root word 'content'.

 <b>Cambridge Assessment International Education</b>	 <b>SANSKAR SCHOOL</b> <i>The Revival of Tradition</i>	 <b>INTERNATIONAL SCHOOL AWARD</b> <small>2016-2019</small>
GRADE: 7	SUBJECT: ENGLISH	DATE: 02.04.2020
WORKSHEET NUMBER: 2	WORKSHEET TOPIC: Sentences and their types.	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

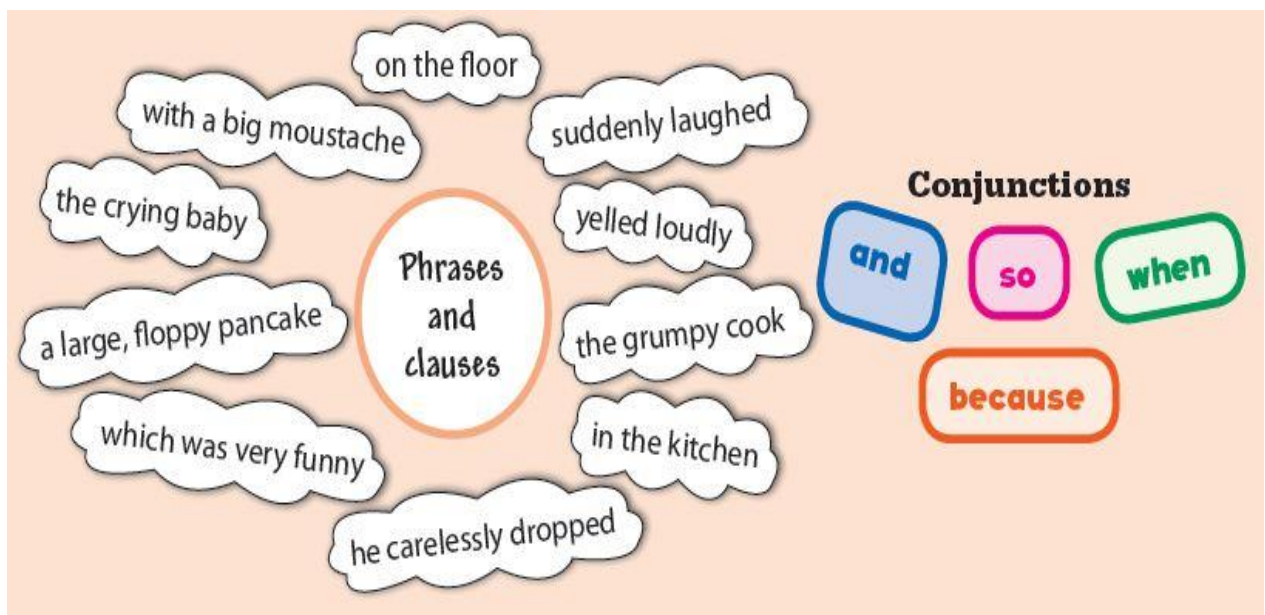
**Q1. Which of the following are complete sentences?**




- a. Where the cook is now.
- b. Sit down at the end of the dining room.
- c. Running into the kitchen, screaming.
- d. Although it was incredibly wet and rainy on the day of the cookery competition.

**Q2. Now turn the ‘sentences’ which are incomplete into complete sentences. You will need to add words.**

**Q3. Use the phrases, clauses, and conjunctions given in the image below to write:**

- a. two simple sentences
- b. two compound sentences
- c. two complex sentences.



 Cambridge Assessment International Education	 The Revival of Tradition	 INTERNATIONAL SCHOOL AWARD 2016-2019
GRADE: 7	SUBJECT: ENGLISH	DATE: 09.04.2020
WORKSHEET NUMBER: 3	WORKSHEET TOPIC: Letter Writing	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

## Informal Letter




An informal letter, also referred to as a friendly letter, is a personal letter written to friends or relatives. It is written in personal fashion.

Rules for writing informal letters:

- Write your full name and address even if it is an informal letter.
- Divide your letter in small paragraphs.
- Keep your writing simple.
- Make a good choice of words especially if you are writing an apology letter.
- Most people close the letter with phrases like ‘Yours affectionately/With Love/All the best/Take care’ etc.

<b>Beginnings</b>	<ul style="list-style-type: none"> <li>• It was good/ nice to hear from you recently.</li> <li>• I’m sorry I haven’t written/ been in touch for such a long time.</li> <li>• Its ages since I’ve heard from you. I hope you’re/you and your family are well</li> </ul>
<b>Giving News</b>	<p>Listen, did I tell you about..... You’ll never believe what..... Oh, and another thing..... This is just you let you know that.....</p> <p>I thought you might be interested to hear about/know that.....</p> <p>By the way, have you heard about/did you know that.....</p>
<b>Endings</b>	<p>Give me love/regards to..... Say hello to..... Hope to from you soon! Write soon. Once again, thank you for all your help.</p>
<b>Signing off</b>	<ul style="list-style-type: none"> <li>• Love,</li> <li>• Lots of Love,</li> <li>• Yours,</li> <li>• Best Wishes,</li> </ul>

**Ques1.** Write a letter to your friend who just met with an accident wishing him/her a speedy recovery in a consoling tone in about 120-150 words.

 Cambridge Assessment International Education		
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INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

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 <b>Cambridge Assessment International Education</b>	 <i>The Revival of Tradition</i>	
GRADE: 7	SUBJECT: ENGLISH	DATE: 26.04.2020
WORKSHEET NUMBER: 5	WORKSHEET TOPIC: Countable/Uncountable, abstract & compound nouns	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

### IMPORTANT POINTS TO REMEMBER

- Countable nouns – Refers to nouns that can be counted. Eg apple, books, fan etc
- Uncountable nouns- Refers to nouns that cannot be counted. Eg all liquids, sand etc
- Abstract nouns – Refers to nouns that cannot be seen or touched. They can only be felt. Eg anger, happiness
- Compound Nouns – A noun that is made up of two or more existing words.  
 Most compound words are made up of :  
     noun + noun eg wallpaper, hairdryer  
     adjective + noun eg full moon, white board

Q1. Identify and mark the following as countable or uncountable noun.

water – lemons – grapes – a bar of chocolate – butter – a slice of bread – peach– honey	bread – eggs – chocolate – cheese – oranges- tea – sugar –
--	--

Q2. Fill in the blanks with abstract nouns only

- a. I felt \_\_\_\_\_ when the dentist took my tooth out.
- b. She has complete \_\_\_\_\_ in me.
- c. He has a happy \_\_\_\_\_
- d. The man was arrested for a \_\_\_\_\_ in my neighbourhood.
- e. My mother is known for her \_\_\_\_\_
- f. We gain a lot of \_\_\_\_\_ from books.
- g. She could not hide her \_\_\_\_\_ on meeting her favourite singer.
- h. \_\_\_\_\_ is a curse.

Q3. Make compound nouns from the following words:

- a. Fries
- b. Snow
- c. Shop
- d. Black
- e. tub

Please note : Children the following questions are from your grade 7 Workbook only  
so please do your work sincerely.

## Nouns

1. Use the following adjectives and verbs to make abstract nouns. Two have been done for you.

fair	.....	fairness	.....	collect	.....	collection	.....
arrange	.....			suggest	.....		
invite	.....			secure	.....		
happy	.....			silent	.....		
different	.....			achieve	.....		

2. Make compound nouns from the words in the word box and use them to fill the gaps in the paragraph below.

site    book    sun    moon    path    information  
guide    centre    rise    camp    light    foot

We arrived after dark at the Grand Canyon .....,  
so our first views of the area were by .....,  
We woke early the next morning and watched the beautiful  
..... over the canyon. We then  
called in at the .....  
to buy a .....  
before setting off along the .....

### Remember

Many **abstract nouns** end in a suffix such as -ment, -ion, -tion, -ation, -sion, -ness, -ity, -ance or -ence. Sometimes the spelling of the original word changes when we add the suffix.

### Remember

**Compound nouns** are made up of two or more words. *Examples:* thunderstorm (noun + noun), wildflower (adjective + noun), sunrise (noun + verb).



3. Underline the **two** uncountable nouns in each of the following lists.

- a** air            desert            countryside            lake  
**b** advice        detail            arrangement            information  
**c** weather        lightning        forecast            storm  
**d** holiday        sightseeing    activity            backpacking




4. Some nouns can be countable and uncountable, depending on how they are used. **Circle** the countable nouns and **underline** the uncountable nouns in the following sentences.

- a** Will you buy me a paper and some paper for my printer?  
**b** We took some bread rolls, cheese and water with us.  
**c** I didn't have much room in my case for the clothing I needed.

### Remember

Most **countable nouns** have singular and plural forms. Most **uncountable nouns** do not have a plural form.



 <b>Cambridge Assessment International Education</b>		
GRADE: 76	SUBJECT: ENGLISH	DATE: 04.05.2020
WORKSHEET NUMBER:	WORKSHEET TOPIC: Comprehension passage	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Q1. Read the passage and answer the questions given below.

### Great Barrier Reef, Australia

The Great Barrier Reef is off the east coast of Australia. It is a stretch of **coral** covering over 344,000 square kilometres (about the same size as Japan or Germany). The area gives visitors the chance to swim or scuba dive and see the coral as well as colourful fish.



### Victoria Falls, Zambia-Zimbabwe border

Victoria Falls, a waterfall on the Zambezi River, is 1,600 metres wide and 108 metres high. This makes the water flow over the top a spectacular sight. The noise and the **spray** created by the force of the water are incredible, so it is no surprise that the waterfall is also known as 'The Smoke that Thunders'.



### Atacama Desert, Chile

The Atacama Desert in Chile is the driest hot desert in the world. There is often less than 1 millimetre of rain per year; some places in the desert have never recorded any rain. Parts of the desert have been compared to the surface of Mars, so maybe living there would be a bit like living on Mars!



### Lake Baikal, Siberia

At 1,632 metres deep, Lake Baikal is the world's deepest lake and it contains 20% of the world's unfrozen water. It is also the world's oldest freshwater lake, between 20 and 25 million years old. Many of the plants and animals that live there – such as the freshwater seal – are only found in this lake.



### Glossary

**coral** a hard substance made by a sea animal

**spray** tiny drops of liquid blown through the air



## Understanding

**A** Choose the correct answer to the following questions.

1. Which country is about the same size as the Great Barrier Reef?
  - a Germany
  - b Australia
  - c Chile
2. Why do you think Victoria Falls is known as 'The Smoke That Thunders'?
  - a It produces a lot of smoke.
  - b There is thunder around the waterfall.
  - c The water produces spray that looks like smoke and the noise is as loud as thunder.
3. Give a reason why the Atacama Desert has been compared to Mars.
  - a Some parts have never had any water.
  - b It is red.
  - c It is 105 square kilometres.
4. How much of the world's unfrozen water is in Lake Baikal?
  - a  $\frac{1}{3}$
  - b  $\frac{1}{4}$
  - c  $\frac{1}{5}$

**B** Read what the four tourists below say. Each tourist would most like to visit one of the natural landscapes on page 10. Match each tourist with a landscape.

SABRINA	MAX	JOHN	AANYA
I like travelling to different landscapes but only to see them and not get too involved. I love water.	I am a film actor and director and like sc fiction in particular. So I would like to travel to a landscape that would be on a different planet.	I love swimming in the sea. I have been snorkelling a few times but I would like to go scuba diving to a natural place some day,	I like water but not being underneath it. I am happy staying in a boat. I don't like warm places.

Q2. Which of the landscapes would you like to visit and why. Give two reasons.

# 1

# Natural landscapes

1. Which of the words and phrases in the box below could be used to describe a natural landscape? There are three to circle.

unspoilt      polka-dot      man-made  
ancient      weather-worn      newly built



2. Write a sentence to describe your ideal natural landscape.

.....  
.....  
.....

3. Sometimes natural landscapes are replaced by new housing and other buildings such as factories, shops, schools and hospitals. Do you think this is a good idea? Think of three reasons why it is good and three reasons it is not.

**Good**

**Not good**

.....	.....
.....	.....
.....	.....

4. Tourists often want to visit natural landscapes. Think of one advantage of this and one disadvantage.

Advantage: .....

Disadvantage: .....

5. Can you think of one way to help protect natural landscapes?

.....  
.....

1. Where is the Great Barrier Reef? 2. What are 'falls'? 3. Why would it be difficult to live in the Atacama Desert? 4. In which country is Lake Baikal?



GRADE: 7

SUBJECT: ENGLISH

DATE: 18.05.2020

WORKSHEET NUMBER: 8

WORKSHEET TOPIC: Revision of nouns, Determiners

INSTRUCTION (IF ANY):

To be done in the English Classwork Register

## Abstract nouns and compound nouns

**Abstract nouns** name ideas, qualities, feelings and concepts.

*Examples: belief, thought, beauty*

Many abstract nouns are formed by adding suffixes to verbs or adjectives. We often add -ment, -ion, -tion, -ation and -sion to verbs. The suffixes -ness, -ity, -ance and -ence are often added to adjectives. Sometimes the spelling of the original word changes when we add the suffix.

*Examples: appoint → appointment    discuss → discussion    examine → examination  
kind → kindness    active → activity    different → difference*

**Compound nouns** are made up of two or more words. Compound nouns may be made from different parts of speech. Some common examples are:

- **noun + noun**      *Example: sun + glasses = sunglasses*
- **adjective + noun**      *Example: full + moon = full moon*
- **noun + verb(-ing)**      *Examples: sun + rise = sunrise    horse + riding = horse riding*

## Using abstract and compound nouns

**A** Answer the following questions.

1. Complete the following sentences with abstract nouns formed from the words in brackets.
  - a Our guide gave us lots of \_\_\_\_\_. (inform)
  - b Before \_\_\_\_\_ fell, we saw a spectacular sunset. (dark)
  - c The rain didn't spoil our \_\_\_\_\_. (enjoy)

### Remember

- Suffixes are letters added to the end of words to make new words.
- Some compound nouns are written as one word. Others are

2. Make as many compound nouns as you can from the words in the box.

scuba	water	storm	fall
rain	diving	drop	thunder

one word. Others are written as two words and some are written with a hyphen.

*Examples: bedroom, tennis ball, great-grandmother*

**B** Find the eight mistakes in this email and then rewrite the email correctly.

Dear tour guide

I am planning some trip to the Atacama Desert. Please can you send me an information about the sceneries in the area?

What are the weathers like? Are there any wildlife? Will I need to take a warm clothing for night-time? Is it a good place for activities such as campings?

## Determiners

Determiners are words that come at the beginning of a noun phrase.

Specific determiners	General determiners
the, this, that, these, those, my, your, his, her, its, our, their, whose, which	a/an, another, any, other, what

We use specific determiners to refer to a particular person or thing. We use general determiners when we are being less specific.

*Examples: I shall buy **that** guidebook before we go. Did you see **any** interesting places?*

We often use 'half (of)', 'both (of)' and 'all (of)' before determiners.

*Example: **Half of the** visitors found the dinosaur prints.*

To add more meaning, we use words such as 'quite', 'such' and 'what' before 'a/an'.

*Examples: It was **quite a** nice day. It was **such an** exciting trip. **What a** fantastic place!*

## Quantifiers

Quantifiers are determiners that give information about how many there are or how much there is of something.

With countable and uncountable nouns	Only with countable nouns	Only with uncountable nouns
all, some, plenty of, a lot of, lots of, more, most, enough, no, none of	both, each, either, every, (a) few, fewer, many, neither, several, hundreds of, thousands of, millions of, a couple of, a dozen, a large/small number of	much, (a) little, less, a bit of, a large/small amount of, a great deal of

When we want to be more exact about how much there is of an uncountable noun, we can use phrases such as 'a piece of', 'a tube of', 'a glass of', 'a cup of', 'a bottle of', 'a slice of', 'a litre of' and 'a bar of'.

*Example: Please could we have **two glasses of** orange juice?*

YouTube link for Determiners :

<https://www.youtube.com/watch?v=paZmDFwYB58>



Cambridge Assessment  
International Education

**SANSKAR**  
**SCHOOL**  
*The Revival of Tradition*



GRADE: 7

SUBJECT: ENGLISH

DATE: 20.05.2020

WORKSHEET NUMBER: 8

WORKSHEET TOPIC: Revision of Determiners

INSTRUCTION (IF ANY):

To be done in the English Classwork Register

**B** Use words from the box to complete Kai's email.

quite    such    what    the    those    that

Hi Sandro

We had \_\_\_\_\_ a wonderful trip to \_\_\_\_\_. Wave!

We stayed in \_\_\_\_\_ little hotel you mentioned. It was a hot day, so the walk was \_\_\_\_\_ a challenge.

We found \_\_\_\_\_ dinosaur prints you told us about. \_\_\_\_\_ an amazing sight!

Kai

## Using quantifiers

**A** Fill the gaps with the correct word from the brackets.

1. There wasn't \_\_\_\_\_ accommodation in the area.  
(much/many)
2. I took two guidebooks, but I didn't use \_\_\_\_\_ of them.  
(neither/either)
3. They had \_\_\_\_\_ time for sightseeing. (few/little)

**B** Correct the mistakes in the following sentences.

1. He had already been to Arizona several of times.
2. I knew I'd be thirsty, so I took two bottle of waters.
3. How many piece of luggages do you have?

**C** Fill the gaps in the following paragraph with a suitable quantifier.

Our tour guide gave us \_\_\_\_\_ information about the rocks. He told us that the sandstone dates back \_\_\_\_\_ years. They don't allow \_\_\_\_\_ people to visit \_\_\_\_\_ day. We didn't have \_\_\_\_\_ time to explore \_\_\_\_\_ part of the area, so \_\_\_\_\_ of us want to go back.

### Describing natural landscapes

Look at the photographs of natural landscapes and then carry out the activities that follow.



**Q.** Use two adjectives to describe each of this landscape in two sentences.

## Determiners and quantifiers

- Underline all the determiners and quantifiers in the following sentences.
  - All visitors can obtain a free map of the Grand Canyon area from the information centre.
  - Every year millions of tourists visit the Grand Canyon and most of them go to the South Rim.
  - Visitors must leave no litter behind and they must not walk on any plants.
- For each gap in the following notice, circle the most suitable word or phrase from the list below.

### Notice for all visitors

We are now allowing ...(a)... visitors into the national park ...(b)... day. In recent years, ...(c)... visitors have come to enjoy ...(d)... the sights and sounds that nature has to offer here. Unfortunately, ...(e)... harm has been done to the area and this has now become ...(f)... a serious problem. ...(g)... the plants are at risk. ...(h)... problem is that visitors often leave behind ...(i)... rubbish. To deal with this problem, we have provided ...(j)... waste bins.

- |          |                  |                   |              |
|----------|------------------|-------------------|--------------|
| <b>a</b> | few              | fewer             | much         |
| <b>b</b> | each             | some              | all          |
| <b>c</b> | a few            | any               | thousands of |
| <b>d</b> | all of           | each              | every        |
| <b>e</b> | many             | a large number of | a lot of     |
| <b>f</b> | most             | quite             | more         |
| <b>g</b> | Many             | Much of           | Many of      |
| <b>h</b> | Other            | Another           | More         |
| <b>i</b> | large numbers of | several           | pieces of    |
| <b>j</b> | more             | a large amount of | much         |



GRADE: 7

SUBJECT: ENGLISH

DATE: 22.06.2020

WORKSHEET NUMBER: 5

WORKSHEET TOPIC: Travel Diary/ Diary Entry

INSTRUCTION (IF ANY):

To be done in the English Classwork Register



## Reading corner: Travel diary

Read the following extract from a travel diary written by a tourist who has been visiting Rotorua in New Zealand.

I am in the town of Rotorua, which is part of the Taupo Volcanic Zone in the centre of the North Island in New Zealand. I have been here for three days and I have to write down how I feel about it because it isn't like any place I've ever been to before.

There are many **geothermal** features here – why didn't I listen a bit more carefully to Miss Swann in all of those geography lessons? What I have learned is that the land is **volcanic** and there are lakes, **geysers** that send hot water into the air, mud pools and colourful **terraces**. All together they make an amazing sight.



Visitors have been coming here for over 200 years. My favourite geyser is the Pohutu geyser, which **erupts** up to 20 times a day and has always been popular with tourists. It's actually really noisy with the sound of the mud pools and the geysers – people are always surprised when the hot water comes up. The strangest thing about Rotorua though is the smell. Everywhere smells of old eggs because of all the yellow sulphur. You can see yellow patches all along the roads.

Tomorrow, I am going to Waimangu Volcanic Valley, which is the youngest geothermal ecosystem in the world. I have packed my walking boots and am going to try to sleep tonight, but it is going to be hard because I am really excited!

## Understanding

Answer the following questions.

1. In which country is Rotorua?
2. Give two examples of natural features you can see in Rotorua.
3. For how long Rotorua been a tourist area?
4. What does the writer say the most unusual thing about Rotorua is?
5. Write down what you would like to visit on a trip to Rotorua and why.

## Glossary

**ecosystem** the animals and plants that live together in one place

**erupts** bursts through

**geothermal** to do with the heat inside the Earth

**geyser** natural hot water that comes up through rock

**terraces** different levels

**volcanic** adjective describing land near or caused by a volcano





## Writing a travel diary

You are going to write a travel diary about a natural landscape of your choice.

### Planning

First choose a natural landscape to write about. This could be somewhere near where you live or somewhere you would like to visit. Do some research to find out more about the place you have chosen.

A travel diary has a mixture of fact and opinion, so you need to include details about the place you are visiting as well as giving your opinion about it. Imagine you are standing in the natural landscape right now. Write a sentence giving at least one fact about the place and then another expressing how you feel.

A travel diary uses informal language, so contractions (for example 'won't' rather than 'will not') are allowed. What other features of informal language can you think of? Work with a partner to make a list.

### Writing, editing and proofreading

Now write your travel diary. Remember to include some facts and also your feelings about it. Write about 100 words.



GRADE: 7

SUBJECT: ENGLISH

DATE: 24.06.2020

WORKSHEET NUMBER: 11

WORKSHEET TOPIC: Adjectives

INSTRUCTION (IF ANY):

To be done in the English Classwork Register

## Adjectives

We often use two or more words together to make a **compound adjective**. We usually put a hyphen between the words.

*Example: The colour run is a **five-kilometre** run.*

Many adjectives end in **-ing** or **-ed**. They have the same form as present or past participles.

We often use adjectives ending in **-ed** to describe feelings. Adjectives ending in **-ing** are usually used to describe the person or thing that causes the feelings.

*Examples: I feel very **excited** about the run.  
The run is very **exciting**.*

Remember  
Compound adjectives are often used to describe:

- someone's appearance or character

*Examples: curly-haired, easy-going*

- the appearance of places and things.

*Examples: run-down, multi-coloured, blue-green*

## Using adjectives

**A** Answer these questions.

1. Fill the gaps in the sentences with compound adjectives formed from words in the box.

tempered child long friendly bad distance

- a They ran for over 20 kilometres. It was a \_\_\_\_\_ race.
  - b He is always getting annoyed. He is very \_\_\_\_\_.
  - c My little brother can take part because the colour run is very \_\_\_\_\_.
2. Fill the gaps with an **-ing** or **-ed** form of the verbs in brackets.
    - a I was \_\_\_\_\_ that I couldn't take part. (disappoint)
    - b A few runners were \_\_\_\_\_ about the route and went the wrong way. (confuse)
    - c Some children found the run quite \_\_\_\_\_. (tire)

**B** Find the **-ing** or **-ed** adjective in each of the following sentences.

1. I am hoping to take part – the colour run sounds amazing.
2. Kris is resting today because he is exhausted.
3. Lara had arrived early, so she felt very relaxed.



## Making comparisons



We use **comparative adjectives** followed by 'than' to compare two things.

*Examples: Tarek is taller than Ali. Is zumba more popular than aerobics?*

To compare two things that are the same, we often use 'as ... as' or 'just as ... as'.

*Examples: Pasha is as tall as Farah. Aerobics is just as popular as zumba.*

To say that someone or something is 'less', we use 'not so/as ... as' or 'less ... than'.

*Examples: Ali is not as tall as Tarek. Jazzercise is less popular than zumba.*

To make a comparison stronger or weaker, we can use words and phrases such as 'much', 'a bit', 'far', 'a lot', 'slightly', 'a little' and 'nowhere near as ... as'.

*Example: I find aerobics far more tiring than swimming.*

We use **superlative adjectives** to express the idea of 'most' or 'least'.

*Examples: Rania is the tallest student in the class.*

*The colour run is the most colourful run in the world.*

## Using comparative and superlative adjectives

**A** Fill the gaps in the following sentences with the correct comparative or superlative form of the adjective in brackets.

1. I am pleased with my new trainers. They are \_\_\_\_\_ than my old ones. (comfortable)
2. They said yesterday was the \_\_\_\_\_ day of the year. (hot)
3. Of all the runs I have done, I found the colour run the \_\_\_\_\_. (enjoyable)

**B** Use the following words to write comparative or superlative sentences.

1. football/running/fun/a lot
2. Kara/old/as/not/Gleb
3. aerobics/easy/far/think/pilates
4. fast/runner/whole school/Ammar



### Remember

If an adjective has one syllable, we usually add -er to make a comparative and -est to make a superlative.

We usually use 'more' or 'most' if an adjective has two syllables or more.

See page 152 for more on forming comparative and superlative adjectives.

Q3. Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big)  than yours.
2. This flower is (beautiful)  than that one.
3. This is the (interesting)  book I have ever read.
4. Non-smokers usually live (long)  than smokers.
5. Which is the (dangerous)  animal in the world?
6. A holiday by the sea is (good)  than a holiday in the mountains.
7. It is strange but often a coke is (expensive)  than a beer.
8. Who is the (rich)  woman on earth?

9. The weather this summer is even (bad)  than last summer.
10. He was the (clever)  thief of all.

### SPEAKING SKILL EXERCISE

Look at the six fitness trends below. Match the name on the left with the definition on the right.




aerobics	dancing to jazz music
pilates	moving while holding two sticks as if playing the drums
zumba	exercising while standing on a moving plate
jazzercise	moving to music, often with hand weights
fitness plate	making smooth movements to make the body stronger and more flexible (able to bend)
drum sticks	dancing to Latin American and popular music



### **Speaking about fitness trends**

**Which of the fitness trends above would you most like to do? Tell your partner which one you have chosen and why.**

**Then discuss why taking up a new fitness trend might encourage you to get fit or stay fit. Use the words and phrases from the word box to help you.**

 Cambridge Assessment International Education	 <b>SANSKAR</b> <b>SCHOOL</b> <i>The Revival of Tradition</i>	
GRADE: 7	SUBJECT: ENGLISH	DATE: 1.07.2020
WORKSHEET NUMBER: 11	WORKSHEET TOPIC: Adjectives and its forms	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

## Adjectives

We often use two or more words together to make a **compound adjective**. We usually put a hyphen between the words.

*Example: The colour run is a **five-kilometre run**.*

Many adjectives end in **-ing** or **-ed**. They have the same form as present or past participles.

We often use adjectives ending in **-ed** to describe feelings. Adjectives ending in **-ing** are usually used to describe the person or thing that causes the feelings.

*Examples: I feel very **excited** about the run.  
The run is very **exciting**.*

**Remember!**

Compound adjectives are often used to describe:

- someone's appearance or character  
*Examples: curly-haired, easy-going*
- the appearance of places and things.  
*Examples: run-down, multi-coloured, blue-green*

## Making comparisons

We use **comparative adjectives** followed by 'than' to compare two things.

*Examples: Tarek is **taller than** Ali. Is zumba **more popular than** aerobics?*

To compare two things that are the same, we often use 'as ... as' or 'just as ... as'.

*Examples: Pasha is **as tall as** Farah. Aerobics is **just as popular as** zumba.*

To say that someone or something is 'less', we use 'not so/as ... as' or 'less ... than'.

*Examples: Ali is **not as tall as** Tarek. Jazzercise is **less popular than** zumba.*

To make a comparison stronger or weaker, we can use words and phrases such as 'much', 'a bit', 'far', 'a lot', 'slightly', 'a little' and 'nowhere near as ... as'.

*Example: I find aerobics **far more tiring** than swimming.*

We use **superlative adjectives** to express the idea of 'most' or 'least'.

*Examples: Rania is the **tallest** student in the class.  
The colour run is the **most colourful** run in the world.*

IMPORTANT- Table: How to form comparative and superlative adjectives

	Adjective	Comparative	Superlative
One-syllable adjectives and adjectives ending in -y		adjective + -er	the + adjective + -est
	<i>old</i>	<i>older</i>	<i>the oldest</i>
	<i>big</i>	<i>bigger</i>	<i>the biggest</i>
	<i>friendly</i>	<i>friendlier</i>	<i>the friendliest</i>
Two-syllable or longer adjectives		more + adjective	the most + adjective

*interesting   more interesting   the most interesting*

*boring   more boring   the most boring*

*narrow   more narrow   the narrowest*

### Irregular forms

*good   better   the best*

*bad   worse   the worst*

*far   farther   the farthest*




*little   less   the least*

Q1. Complete the sentences, using the positive, comparative and superlative of the adjectives in brackets.

1. Dad's car is much  than mine. (fast)
2. I think scuba diving is  than climbing. (fascinating)
3. His thirst grew  and . (big / big)
4. He thinks this test was  than the last one. (difficult)
5. They live in a really  house. (beautiful)
6. She is the  tennis player of the world. (good)
7. Susan is a  girl. She's much  than her sister. (nice / nice)
8. This suitcase is  than the others. (heavy)
9. Hotels in London are  than in Vienna. (expensive)
10. Bob is  than Keith, but Phil is the . (tall / tall)
11. Doris reads  books than Peter, but Frank reads the . (many / many)
12. France is as  as Spain. (beautiful)
13. They live in a  house, but Fred lives in a  one. (big / big)
14. My sister is three years  than me. (young)
15. This was the  film I have ever seen. (bad)
16. I think tennis is  than cycling. (interesting)
17. I talked to Claire and she is a very  girl. (smart)
18. His company earned  money than the years before. (little)
19. She was the  girl at college. (popular)
20. They didn't stay out as  as last Saturday. (late)

YOUTUBE LINK TO UNDERSTAND ADJECTIVES:

<https://www.youtube.com/watch?v=Z5ISJUxKOpk>

 Cambridge Assessment International Education	 <b>SANSKAR</b> <b>SCHOOL</b> <i>The Revival of Tradition</i>	
GRADE: 7	SUBJECT: ENGLISH	DATE: 6.07.2020
WORKSHEET NUMBER: 12	WORKSHEET TOPIC: Adjectives and its forms	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Adverbs are one of the four major word classes, along with nouns, verbs and adjectives. We use adverbs to add more information about a verb, an adjective or another adverb

## Adverbs in sentences

Adverbs that tell us how, where or when something happens usually come after the main verb or at the end of a clause or sentence.

*Examples:*

We waited **patiently** for the class to start. It was raining **yesterday**, so I stayed **inside**.

Adverbs that tell us how often something happens or how certain something is usually come before the main verb.

*Examples:* I **always** walk to school. She is **probably** going to be late.

We sometimes use adverbs at the beginning of a sentence to add an opinion or comment about the whole sentence. These are called 'sentence adverbs'.

*Example:* **Unfortunately**, I was late for the class.

## Using adverbs in sentences

**A** Rewrite the sentences, putting the adverbs in brackets in the most suitable position.

- The boys go to the sports centre together. (regularly)
- They thought about which class to do. (carefully)
- The sports centre holds yoga classes. It holds spinning classes. (as well)
- They all wanted to do the same class. (luckily)

**B** Fill the gaps in the conversation with suitable adverbs or adverbial phrases from the word box.

always      probably      then      as well  
yesterday      tomorrow      after school      though

Diego: Did you book the spinning class \_\_\_\_\_?

Leo: Yes. They want us to pay some money, \_\_\_\_\_. They said people \_\_\_\_\_ have to pay first. We have to fill some forms in \_\_\_\_\_.

Diego: We should \_\_\_\_\_ go to the sports centre \_\_\_\_\_.

Leo: Shall we go \_\_\_\_\_?

Diego: Yes, great. See you \_\_\_\_\_.






**Question C:** Identify the adverb in each of the following sentences.

1. They spoke loudly.
2. I am highly impressed with her presentation.
3. She looked quite nervous.
4. Radha works diligently in order to get promoted.
5. Fox is often believed to be cunning animal,
6. Barking dogs seldom bite. ‘
7. Earlier, they used to travel in their car.
8. The birds were chirping merrily.
9. I sometimes go for a walk in the park.
10. He never came to my place to visit me.

**Question D:** Fill in the blanks by choosing the appropriate adverbs.

1. I have heard this .....  
**(a)** now  
**(b)** before  
**(c)** never  
**(d)** since
2. I have told you .....  
**(a)** never  
**(b)** twice  
**(c)** seldom  
**(d)** fully
3. This story is written .....  
**(a)** surely  
**(b)** certainly  
**(c)** well  
**(d)** once
4. She sings .....  
**(a)** delighted  
**(b)** delightfully  
**(c)** already  
**(d)** never

 <b>Cambridge Assessment International Education</b>		
GRADE: 7	SUBJECT: ENGLISH	DATE: 8.07.2020
WORKSHEET NUMBER: 14	WORKSHEET TOPIC: Factual story writing	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	



## Writing a factual story

You are going to write a factual story about the history of your favourite sport or fitness activity. A factual story is one based on fact that includes real people, places and events, but where the details of the events – for example conversations – might have been slightly altered.

### Planning and research

First, you have to choose a sport or fitness activity to write about. Try and choose something you really enjoy participating in or watching, as this will make the writing even more enjoyable.

You will need to find out when your favourite sport or fitness activity first started and if there was a reason it started. Are there any well-known people who were involved early on? How did the sport or activity get its name? Was it named after a person, a place or something else?

You could also write about any major changes that have occurred since the sport or fitness activity was first introduced. Was there a single event that suddenly made it grow in popularity?

If you already do the sport or fitness activity and have a teacher or a coach, you could ask if they can help you. If you don't, try asking a local club for information about the history of the sport. If you have done this and still need more information, try researching the sport in your local or school library or on the Internet.

### Writing, editing and proofreading

Now write your factual story. Remember, the facts you do include have to be accurate as you are writing a factual story not a fictional story. Write about 100 words.

Once you are finished, give it to your partner, who will proofread it for you. Tell your partner to look back at the Remember box on page 21 if they need a reminder of how to do this.



## Thinking ahead

1. What sort of job would you like to do in the future? Why?
2. Do you think you would like to work for yourself or for others? Why?
3. Would you like to work for a business or a charity? Explain your answer.



## Word builder

Complete the sentences below with the correct words from the word box.

qualifications   salary   director   hard-working   branch

1. Ania wants to be a doctor so she hopes to get good \_\_\_\_\_.
2. Talia now works in a different \_\_\_\_\_ of the company.
3. Sanjay is the \_\_\_\_\_ of the charity and has 30 people working for him.
4. My mother has just had an increase in her \_\_\_\_\_.
5. It would be difficult to find someone who is more \_\_\_\_\_ than Jan.






## Speaking about working abroad

Discuss the following questions in a small group.

1. Would you like to work abroad in the future? Explain why or why not.
2. How would you feel if you had to study or work abroad in the future? Would you be excited or nervous?
3. What would be the advantages and disadvantages of moving abroad to live or work?



 <b>Cambridge Assessment</b> International Education		
GRADE: 7	SUBJECT: ENGLISH	DATE: 29.07.2020
WORKSHEET NUMBER: 16	WORKSHEET TOPIC: Unit 3 (Demonstrative & indefinite pronouns)	
INSTRUCTION (IF ANY):	Write the definitions and do Q1. In your register.	

Pronouns are words used instead of a noun. Eg he, they, it

Demonstrative pronouns are used to point out the object or objects they refer to.

Eg: Those are beautiful flowers.

Indefinite pronouns are pronouns that stand for some noun understood or implied.

Eg: All were satisfied .  
Many were invited.

As indefinite words, they don't point to someone or something specific. Examples of singular indefinite pronouns include "someone," "no one," and "everyone." Plural indefinite pronouns include words like "several," "many," and "others."

**B** Fill in the gaps in the following conversation with pronouns from the word box.

anyone    this    something    that  
much    everyone    somewhere    someone


Determiners come before nouns (see page 10).

Adel: Have you seen \_\_\_\_\_? It's an advertisement for a job in Madrid. Why don't you apply?

Nada: Yes, \_\_\_\_\_ at work showed me \_\_\_\_\_ yesterday. I would love to do \_\_\_\_\_ in a different country for a while. And \_\_\_\_\_ hot and sunny would be good.

Adel: I don't know \_\_\_\_\_ about Madrid. Do you know \_\_\_\_\_ who lives there?

Nada: No, but I'm sure \_\_\_\_\_ is very friendly.



## Demonstrative and indefinite pronouns

We use **demonstrative pronouns** ('this', 'these', 'that' and 'those') to talk about a particular person, thing or idea.

*Examples: This is my friend, Zak. Are you happy with that?  
These are my books. Are those your shoes?*

To be less specific, we can use **indefinite pronouns**. We use pronouns ending in -body or -one (somebody, anybody, everyone, etc.) to talk about people. Pronouns ending in -thing (something, anything, everything) refer to things and pronouns ending in 'where' (somewhere, anywhere, everywhere) refer to places.

*Examples: Everyone has arrived. He hasn't eaten anything. She found somewhere to stay.*

We can also use indefinite pronouns to talk about amounts or quantities (some, any, more, many, less, much, none etc.).

*Examples: I have come without my money. Please will you you lend me some?*

## Using demonstrative and indefinite pronouns

**A** Fill the gaps in the following sentences with a suitable demonstrative pronoun. More than one answer may be possible.

- \_\_\_\_\_ are very good ideas!
- Come in. \_\_\_\_\_ is where I work.
- I really enjoyed reading \_\_\_\_\_. It was an interesting story.
- \_\_\_\_\_ are my sisters, Eva and Sofia.

**B** Fill in the gaps in the following conversation with pronouns from the word box.

anyone    this    something    that  
much    everyone    somewhere    someone



### Remember

- We usually use 'this' and 'these' for people and things that are near to us and 'that' and 'those' for people and things that are not near.
- Many pronouns can also be used as determiners. Determiners come before nouns (see page 10).

### Q1. Fill in the blanks with indefinite pronouns

- \_\_\_\_\_ enjoys a good movie.
- Does \_\_\_\_\_ have the time?
- \_\_\_\_\_ sang while the \_\_\_\_\_ played the guitar.
- \_\_\_\_\_ knows the trouble I've seen.
- The secret was known by \_\_\_\_\_.
- No, the secret was known by \_\_\_\_\_.
- Calculus is too hard for \_\_\_\_\_.
- Surely you recognize \_\_\_\_\_.
- Is there \_\_\_\_\_ that I can do



Cambridge Assessment  
International Education

**SANSKAR  
SCHOOL**  
*The Revival of Tradition*



GRADE: 7

SUBJECT: ENGLISH

DATE: 06.08.2020

WORKSHEET NUMBER: 16

WORKSHEET TOPIC: Formal letter

INSTRUCTION (IF ANY):



## Preparing for work

There are several things you can do to prepare for working in the future. Many people start by going to school and, if they can, then go to college or university. If they can't or choose not to, they might join a company as an apprentice. This means they learn the skills they need to do a certain job so they can do that job for a higher salary in the future.

Tell your partner if you think you will study more when you leave school, or become an apprentice, find a job or maybe work during the day and study in the evenings. What would be the advantages of your choice? What would be the disadvantages?

Some people might work for one person, for a large company or choose to start their own business. They might stay in the same town, travel to a different part of the country, or move abroad.

Magda has spent the last two years working abroad. Read the article from a newspaper based on an interview she gave a journalist about her time working in a different country.



I spent the day talking to Magda Kurka. She has spent the last two years working here in Singapore.

Magda was born in Czestochowa, in Poland. After she left school, she went to Krakow to go to university. She had studied science at school and enjoyed it very much; she particularly liked biology as she had an enthusiastic biology teacher. She decided to study medicine at university so she could become a doctor. At the same time, she had language lessons to improve her English because she knew she wanted to travel and that English would be useful for her when talking to other people around the world.



I wanted to know why Magda had become a doctor and she told me that being a doctor had always been her **dream job**; ever since she was a child, she had wanted to help people and knew that was what she wanted to do in the future.

So why did she choose to come to Singapore? Magda said it was because she had seen a documentary about Singapore when she was a teenager and had decided then that she would come and live in Singapore at some point. Her favourite part of Singapore is the waterfalls in the botanic gardens – good choice!

I asked Magda what she had learned by being in a different country and she said that it was exciting to learn about a different culture, and that the winters were definitely warmer than in Poland! Finally, I asked Magda what advice she would give someone thinking about working in a different country. She said people should just apply for the job and be ready to learn a lot about the country before they moved there. She said that even though she had read about Singapore before coming here, she has since learned things that she would never have read about in a guidebook or on the Internet and that is what is so exciting about working abroad.

## Understanding

Answer the following questions.

1. What subjects did Magda enjoy at school? Why do you think this was?
2. Why did Magda want to go to Singapore?
3. What does the writer think about Magda's favourite part of Singapore?
4. Does Magda think it is better to travel to a country if you want to learn about it? Explain your  

## Glossary

**dream job** the job someone would most like to do



## Writing an application for your dream job

### Planning and writing

What job would you like in the future and which country would you most like to work in?

You are going to write a letter to a company of your choice to apply for your dream future job. You can do the job in any country you choose.

Before you start, write brief notes to answer the following questions:

- What is your dream job?
- Which company do you want to work for?
- Which country do you want to work in?

When writing your letter, remember to explain why you are suitable for the job – think about you as a person, your qualifications and your attitude to work. Your letter should be about 150–200 words long.



### Remember

Remember to use the correct layout for a formal letter and to use formal language.

### SAMPLE LETTER

Mr. Samuel  
Director of the English Department  
London

Date: 17th July, 2013

Dear Mr. Samuel:

I am writing to apply for the post of the English language instructor which I saw advertised in the July edition of the magazine ESL Jobs. Please find my enclosed CV.

I feel I have the required qualifications. I have master's degrees in English and Linguistics. I have also worked extensively with ESL students in India, China and Taiwan.

Since my master's program at the University of Oxford included psychology besides literature and linguistics, I have an in-depth understanding of the way young adults behave and the factor that affect their cognitive and psychological development. I have always been able to establish excellent working relationships with my students and their parents. In addition, I have traveled extensively and enjoy meeting new people.

Should you be interested in my qualifications and experience as a teacher, please do not hesitate to contact me at 735-6453.





I look forward to hearing from you.

Yours sincerely

Stella Moreno