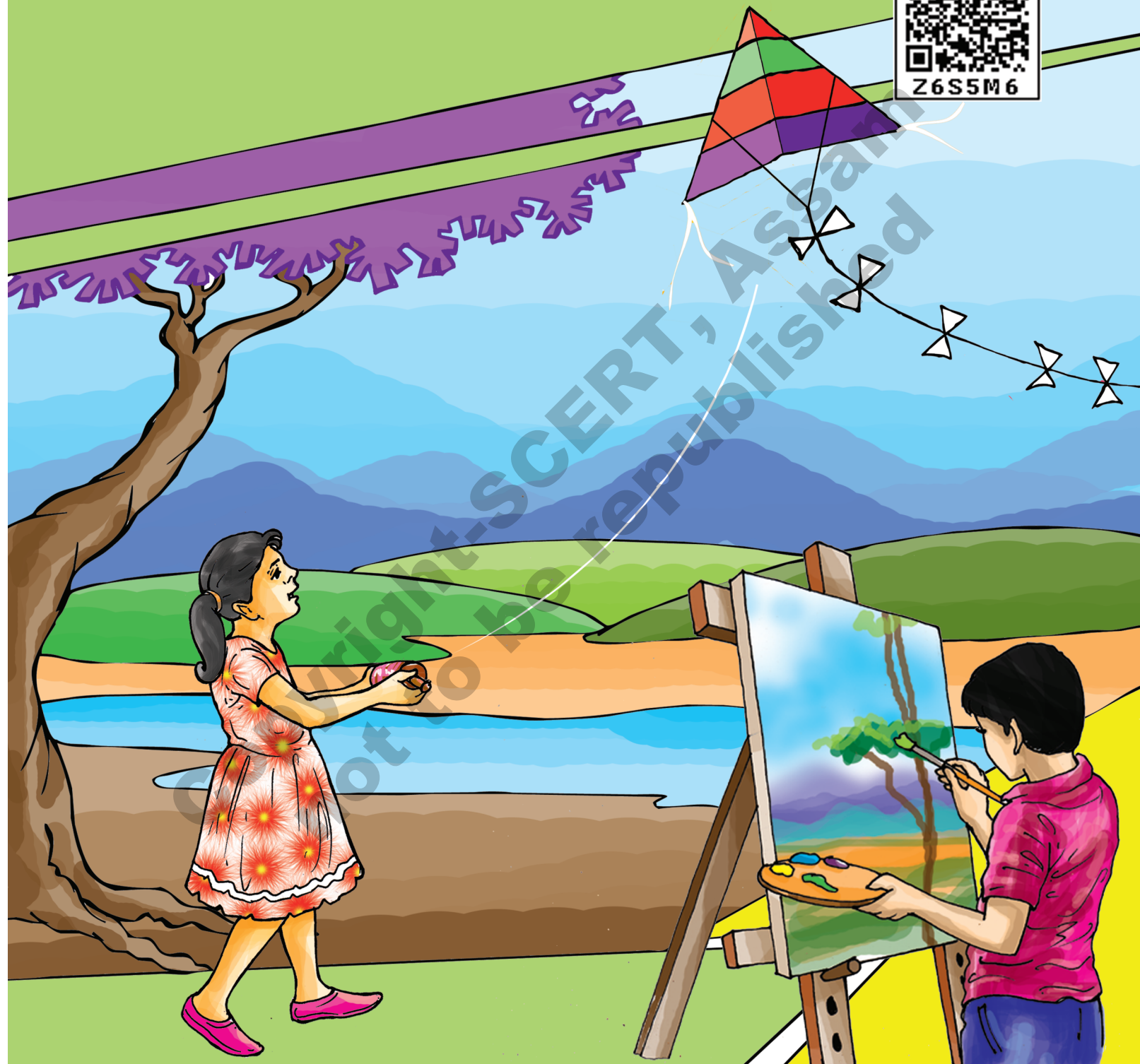


SUNBEAM ENGLISH READER - II

A Textbook for Class - VII



EDUCATION (ELEMENTARY) DEPARTMENT
GOVERNMENT OF ASSAM

Persons associated with the development of the Textbook for English in Class – VII

Resource Persons/Participants/Facilitators in charge in the Workshops for developing the textbook

1. Prof. Madan M. Sharma
2. Dr. Partha Sarathi Misra
3. Sawpon Dowerah
4. Dr. Mizo Prova Borah
5. Krishna Dutta Deka
6. Samhita Malini Baruah (*Compiling, Editing Activities*)
7. Parveen Ahmed (*Teacher Notes/Compiling and Editing*)
8. Chitra Lekha Sarma (*Compiling, Editing Activities*)
9. Piyanu Boruah (*Documentation*)
10. Dr. Juri Devi (*Resource Centre Management*)
11. Mazafar Ali (*Resource Support*)
12. Manoj Kumar Borthakur
13. Hirendra Kumar Kalita
14. Rajlakshmi Sarma
15. Subhalakshmi Barooah
16. Nabanita Baruah
17. Bedant Baruah
18. Rose Mary Nag
19. Rupanjali Das
20. Jepulin Das

Members of the Academic Core Group

1. Sawpon Dowerah
2. Dr. Mizo Prova Borah
3. Ranjit Kumar Kalita
4. Krishna Dutta Deka
5. Samhita Malini Baruah
6. Chitra Lekha Sarma
7. Parameswar Das
8. Mazafar Ali

Reviewers and other Representatives in the Workshops for Review

- Prof. Madan M. Sharma, (Rtd.) Dept. of EFL, Tezpur University, Assam
- Sawpon Dowerah, Former A.O., SEBA
- Prof. Padmini Bhuyan Boruah, Dept. of ELT, G U., Assam
- Dr. Mizo Prova Borah, Deputy Director & HoD Languages, SCERT, Assam
- Ranjit Kumar Kalita, Senior Lecturer, DIET Barpeta
- Samhita Malini Baruah, Senior Lecturer, DIET Morigaon
- Chitra Lekha Sarma, i/c Director, ELTI, Assam
- Manoj Kumar Borthakur, Subject Teacher, Phuleswari Girls' HSS, Sivasagar
- Jepulin Das, Assistant Teacher, Satpakhali MV School, Rampur, Kamrup

Illustrators

1. Ananta Gogoi
2. Sankar Kalita
3. Horojyoti Sarma
4. Himangshu Hazarika

Academic Coordinator

Dr. Mizo Prova Borah

Technical Assistance & DTP work

1. Mridul Sarma
2. Rinku Deka
3. Himangshu Hazarika
4. Mustak Ali

SUNBEAM ENGLISH READER - II

For Class - VII



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MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

Preface

Sunbeam English Reader-II is developed and formulated in line with the learning outcomes spelt out by NCERT. SCERT, Assam has been given the responsibility of preparing this textbook as a sequel to the new series of textbooks for the Upper Primary level of Education in Assam for implementation from the academic year 2020.

Learning a language means using it for a variety of purposes. Interaction, discussion and sharing of ideas provide opportunities for gathering information about events and experiences. This textbook aims to link the classroom experiences with life of the learners. The lessons are woven around various themes that would make learning for learners joyful and meaningful. This would develop their sensitivity while providing a holistic outlook towards life. The selection of lessons has been made and the language items have been developed keeping in mind the requirements of the present day learner and the world at large. Pre-reading activities at the beginning of each lesson will ignite the imagination of the learners to make their learning a fruitful one. This textbook is an effort to reach out to each learner while helping them to create their own learning experience.

At the end of each lesson a note for the teacher is appended in order to provide useful hints to make learning of English enjoyable and enduring. As a support for teachers and learners, Quick Response Code (Q R Code) has been introduced in this textbook. Passages for listening have also been included at the end of Lesson-8 of the textbook.

It is expected that the texts chosen to match the learning outcomes will help learners in understanding concepts clearly. Reading these texts and interacting about their personal experiences will make a smooth shift to the next stage of learning. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

In an endeavour to make the textbook more effective, SCERT, Assam along with the team effort of the Steering Committee, Academic Core Group, Working Group, Subject Experts, Illustrators, Facilitators in Charge and Technical Assistants have taken great pain in preparation of this textbook. The Steering Committee is grateful to them for their valuable advice and support. We acknowledge the contribution of the entire team for their relentless effort and resources in bringing out this textbook.

We thank the teachers, subject experts and the public for helping us update this edition of the textbook with revisions based on the feedback received from them. We invite further suggestions from students, parents, guardians and general public for improvement of the textbook.



(Dr. Nirada Devi)
Director, SCERT, Assam

A Note to the Teacher

Congratulations, and welcome to the new academic year! In this session, you will be teaching English to the students of Class VII through **Sunbeam English Reader-II**, a new textbook aimed at making the learning and teaching of English enjoyable and interesting for both learners and teachers. This textbook has eight lessons, each based on a theme relevant for learners of this age group in terms of content and language level. The activities accompanying the lessons are aimed at developing learners' English comprehension skills, and their ability to listen to, speak and write English appropriately, and with confidence. The activities are meant for learners to complete individually, and also in pairs and groups, so that learning English is both meaningful and enjoyable for them.

As you know, **learning by doing** is the most effective way of learning a new skill. Learning a language is learning a skill, because language is used to *do* things in real life, such as expressing our feelings, communicating our needs, performing functions such as greeting, requesting, inviting, writing an application, and so on. We have all learnt our language(s) by listening to what others say while they do things, and by trying to say it ourselves, by making mistakes and not being punished for it.

Through the activities in this textbook, we hope you will encourage your learners to read and understand the lessons by themselves, improve their vocabulary and grammar, and their speaking and writing skills. There are also activities through which learners can practise using English for non-textual activities like making posters and signboards, taking part in quizzes and debates, preparing speeches and stories and sharing them. We request you to let each child try doing the activities and reading the lessons by themselves, even when you feel some children find it difficult. This struggle is necessary for them to develop confidence to speak, read and write in English.

In this textbook, you will also find listening passages at the end to develop learners' listening comprehension. Please read the passages out to learners for the listening activities. Learners should only read them *after the activity* to see whether they have got the correct answers. In the textbook, we have also included a **Read for Pleasure** section, where there are interesting short pieces for your learners. This section is meant to give them practice in reading for pleasure and entertainment, so that they develop the habit of reading. You may conduct activities on the content to ensure that the learners have got into the habit of reading.

Finally, you will notice that there are lessons and activities that include stories or incidents about people from various ethnic, linguistic, religious and cultural backgrounds. There are also lessons and activities relating to children with special needs (CWSN). These are meant to develop in your learners empathy and understanding towards people who are different from them. Please use these lessons and activities to help your learners learn inclusivity and acceptance, so that they can become caring, tolerant and responsible citizens of the country.

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- Type diksha.gov.in/app in your mobile browser and tap on install button
OR
- Search for DIKSHA in Google Play Store and tap on install button to download the app.

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1. Select preferred language
2. Choose your role: Teacher, Student or Other
3. Tap to scan the QR code
4. Grant access and allow app permissions
5. Focus camera on the QR code in textbook
6. Click to Play QR code specific e-resource(s)

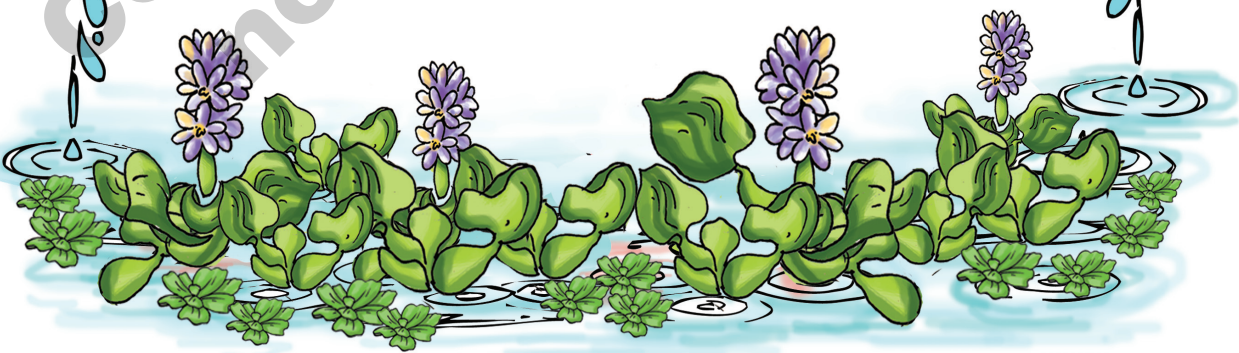
HOW TO ACCESS E-RESOURCES USING QR CODE ON DESKTOP?

1. Under the QR code you will find a alphanumeric code
2. Type <https://diksha.gov.in/as/get>
3. Type the alphanumeric code in the search bar
4. View list of e-resources available and click on any e-resource of your choice



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Learning Outcomes

The learner -

1. answers questions orally and in writing on a variety of texts
2. reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
3. participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
4. engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
5. responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station
6. speaks about excerpts, dialogues, skits, short films, news and debate on T.V. and radio, audio-video programmes on suggested websites
7. asks and responds to questions based on texts (from books or other resources) and out of curiosity
8. reads textual/non-textual materials in English/ Braille with comprehension
9. identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
10. thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
11. reads to seek information in print/online, notice board, sign boards in public places, newspaper, hoardings, etc.
12. takes notes while teacher teaches/from books/from online materials
13. infers the meaning of unfamiliar words by reading them in context
14. refers dictionary, thesaurus and encyclopedia to find meanings/spellings of words while reading and writing
15. reads a variety of text for pleasure, adventure stories and science fiction, folk tales, biography, autobiography, travelogue, etc. (extensive reading)
16. uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)
17. organises sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience
18. writes formal letters, personal diary, list, e-mail, sms, etc.
19. writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity
20. writes dialogues from a story and story from dialogues
21. visits a language laboratory
22. writes a book review