

## Of Magic Lamps and Genies

### CONSOLIDATE

#### **A1** Mark these sentences as true (T) or false (F)

1. F
2. T
3. T
4. F
5. T
6. F
7. T

#### **A2** Answer these questions

1. Huck and his friends pretended to be robbers for fun. They would hop out of the woods and go charging down on drivers and women in carts who were taking garden stuff to market.
2. The blazing stick was the sign for the gang to get together.
3. Huck found a Sunday-school picnic of primary class, instead of Spaniards and Arabs.
4. Huck and his friends busted the Sunday-school picnic up. They chased the children up the hollow; but they never got anything except some doughnuts and jam. Ben Rogers got a rag doll, and Joe Harper got a hymn book and a tract. Then the teacher charged in and made them drop everything and run.

5. Tom said that it was all done by enchantment. He said if Huck weren't so ignorant, and had read a book called Don Quixote, he would have known without asking.
6. Huck got an old tin lamp and an iron ring and went out in the woods and rubbed and rubbed till he was sweating profusely, but none of the genies appeared. So then, he realized that Tom had been lying.

**A3 Think and answer.**

Yes, in order to lie, one must have good imagination. Tom had a fertile imagination. He was mischievous, would twist the facts to play pranks, and was creative trickster. But, his lies never hurt anyone. For people to lie in order to trick other, they must possess exceptionally good imagination and creative abilities.

**A4 Learn interesting things.**

Title	Protagonist	Antagonist
Ramayana	Lord Rama	Ravana
The Three Little Pigs	The Pigs	The Wolf
Macbeth	Macbeth	MacDuff

**CREATE**

**B Choose the correct word from the given options to replace the highlighted words.**

1. a. numskull
2. a. ornithology
3. a. Granary
4. d. Pesticide

5. b. Jewellery
6. a. enchantment

**C1 Underline the pronouns and state their types.**

whoever – indefinite	you – personal
they – personal	they – personal
whoever – indefinite	it – personal
they – personal	they – personal
whatever – personal	it – personal
he – personal	they – personal
he – personal	that – demonstrative
them – personal	you – personal
it – personal	it – personal
whatever – personal	you – personal
you - personal	

**C2 The given sentences have errors. Find the errors and correct them**

1. My mother and I went shopping on Sunday.
2. This book and that laptop are mine.
3. The dog recognizes its red collar.
4. The steward who served us was very polite.
5. The police arrested him for traffic violation.
6. Do you know anyone who can help us?
7. Give this to the boy who wins the tournament.
8. The streets of Old Delhi are more crowded than those of South Delhi.

## **D** Fill in the blanks

- mythological
- invisible
- mermaids
- centaurs
- dryads
- aquatic
- centaur
- dryad
- spirit

- ## **F2**
- contest and contest
  - import and import
  - refund and refund
  - decrease and decrease
  - addict and addict

## **EXTEND**

### **G1** Diary Entry

Delhi

April 25,2020

Dear Diary,

Oh, what a fantastic day it was today! As I was coming back from the ice cream parlor, I found an old broken lamp lying near the old lamp post. I found it intriguing and picked it up. As I was stroking it, a genie whooshed out of it. I simply jumped back in fear. The genie looked huge and funny. It asked me what I could do for me. I somehow managed to stand and realized that it was the genie of the old lamp and could fulfill the wished of the owner. The genie then told me that it could fulfill any three wished of the owner of the lamp.

## 2. On the Grasshopper and Cricket

### CONSOLIDATE

#### **A1** Answer the questions.

1. We hear the Grasshopper's voice on summer afternoons. The Grasshopper goes to rest under some pleasant weed when he is tired.
2. Cricket takes over the Grasshopper during winter.
3. By the line that "The poetry of earth is ceasing never", the poet means that the song of the nature is never silent, when one of the insects retire, the other is always there to take his place – the Grasshopper and the Cricket in this case, respectively.
4. The Cricket's song sounds like the Grasshopper's because one can hardly tell the difference when they are drowsy during the winter.

#### **A2** Explain these lines with respect to the context.

1. The lines mean that when all the birds are tired during the summer, faint due to the scorching heat, and are hiding in the cooling trees, the voice of the Grasshopper can be heard from the meadow.
2. The lines mean that during a chilly winter night when there is silence all over, one can hear the Cricket's chirping which gives a feeling of warmth in the air.

#### **A3** Think and answer.

1. The theme of the poem is nature and its various pleasing sounds.
2. The answer is subjective. The students here may write the name of their favourite season and state their reasons for it being their favourite.

#### **A3** Learn interesting terms

The Grasshopper symbolizes summer while the Cricket symbolizes the cold winter. The poem is symbolic of faith and hope. The extreme weather conditions symbolize hardships in life. In spite of the extreme weather conditions, there is always someone to create some music and joy which brings us relief and allows us to continue with our life.

## CREATE

**B1.** Read these phrases from the poem and answer the questions that follow.

1. b. a peaceful, restful, relaxed world.
2. a. the beautiful nature and the changing seasons  
b. the warmth of the Cricket's song.  
c. the songs of the Cricket and the Grasshopper.

**B2** Match the sounds to the birds and insects they are associated with. Some of the sounds can be common

1.g, 2.f, 3.d, 4.c, 5.a, 6.e, 7.b

**C1** Fill in the blanks using the wh- questions words.

1. Why
2. Where
3. When
4. How
5. Who
6. Whose
7. whom

**D** The song of the bird. The learners may supply different titles too.

## EXTEND

**F.** Insert a colon wherever necessary.

1. We have only one choice left: stop polluting the envireoment.
2. My mom became a scientist: she wanted to invent medicines for infants.
3. This restaurant offers free food for the children in slums: there are many who can't pay.
4. The cop stopped the speeding biker and said: 'you have violated the traffic rules.'
5. The NGO had one goal: to give food to the hungry

**G.** For the students to do.



### 3. The Luncheon

#### CONSOLIDATE

**A1. Mark these sentences as true (T) or false (F). Rewrite the false statements with corrections.**

1. True
2. False
3. False
4. False
5. True
6. True

**A2. Answer these questions.**

1. The narrator lived in Paris twenty years ago in a tiny apartment in the Latin quarter overlooking the cemetery. The narrator barely made enough money to be able to afford the daily necessities at the time.
2. The narrator agreed to take the woman to Foyot's since he felt that despite the restaurant being very expensive he could afford to pay for lunch there, if he refrained from buying coffee for the next two weeks.
3. The woman was older than what the narrator had expected her to be. She had to be around forty and she wasn't really attractive enough. She looked more imposing in nature and had teeth that were far too white and large than

normal.

4. The narrator trying to keep the bill to a minimum ordered mutton chops for himself. The woman ordered a salmon and some caviar and had some asparagus. She also ate some peaches and had a bit of champagne and some ice cream and coffee at the end.
5. The asparagus was expensive which was something the narrator had known, also the amount of items they had ordered and their cost exceeded his calculation by a great deal which made him panic as he thought that he would not be able to pay for the meal entirely.
6. The narrator had his revenge despite being someone who was not vindictive in nature. He found the woman to weigh 21 stone which was quite a lot and that made him feel good.

### **A3. Think and answer.**

1. The speaker had not enjoyed the lunch at all since he was struggling financially in general and affording the lunch would mean he would have to cut back on certain daily necessities like coffee for the next two weeks. His discomfort increased significantly when the overall bill came to be an amount far beyond what he was expecting which meant that he would struggle just to get by financially that month. Thus, the experience was in no way pleasurable for him.
2. The speaker was a practical man and he was careful regarding his expenses since he was not very well to do financially at the time. He was the kind of man who, he believed, couldn't say no to a woman which is why he agreed to the luncheon despite struggling to make ends meet. He was also not a vindictive person by nature.

### **A4. Learn interesting Terms**

The irony of the given statement was that the speaker gorged on a variety of food items which very clearly left not room in her stomach for any more while the narrator barely ate anything and the speaker was referring to herself when she said that one should never eat enough to feel full.

**CREATE**

**B1. Cross out the words which is not a synonym of the highlighted words**

1. glorious
2. melodious
3. touchy
4. delicate
5. meditation
6. legal

**B2. Find an antonym in the story for each of these words.**

- Devastated
- Generously
- Expensive
- Distractedly
- Discarded / rejected
- Ethical / principled
- Forbidden
- Superior / senior

**C1. Underline the prepositions and state their types.**

1. of(relations), at (place), in (place), over (place), during (time/duration), down (direction / movement), besides (place),
2. since (time)
3. In (place)
4. for (time), on(place), for (relations)
5. out of (movement), before (place), in(place)
6. up (direction / movement), of (relations)

**C2. Fill in the blanks with suitable prepositions.**

1. with
2. for
3. with
4. at
5. up / on
6. in
7. across
8. Under

**D. Answer the questions**

1. The old thief was hungry and thirsty because he was walking on the road for a long time.
2. As he sat under the lamp, he saw a bundle of 100- rupee notes lying under the cart of a vegetable vendor.
3. The cop greeted the thief and said that he hadn't seen the thief in the jail for quite some time.
4. The old thief went to Gopal's Restaurant and ordered every item that was there in the menu.
5. The thief might be too much excited to see so much food and couldn't move to eat the food as he was too tired to move and it could also have been difficult for him to decide from which item to start.

**F2. Work with your partner and make three sentences. To convey different meaning, stress different words each time you say them.**

I did not break the cup.

I did **not** break the cup.

I did not **break** the cup.

I did not break the **cup**

EXTEND		
G.	Questionnaire: imagine you want to start a writers' club in your school for all those who are interested in writing. Prepare a questionnaire asking your fellow students the relevant questions about the proposed writers' club.	
	•	If the school started a writer's club, would like to join?
	•	Do you write poetry, short stories or articles?
	•	What would be your most preferred time for meeting?
	•	Do you think , there should be a limit to the number of members that can be accepted?
	•	If yes, how many members?

## 4. Somebody's Mother

### CONSOLIDATE

#### A1. Answer these questions.

1. The woman was old and gray. She wore ragged clothes. Her feet were aged and slow. She was bent
2. It was a snowy winter day.
3. The people around her ignored her, without offering any help.
4. "Of human beings who passed her by nor heeded the glance of her anxious eyes".
5. The old woman was afraid to move because she thought she might either slip or get stamped.
6. The schoolboy helped her cross the road.
7. The old woman asked God to be kind to the boy who was someone's son, pride and joy.

#### A2. Explain these lines with reference to the context.

1. "She's somebody's mother, boys, you know, For all she's aged and poor and slow, And I hope some fellow will lend a hand To help my mother, you understand"

Through these lines the poetess tries to convey that the old lady is someone's mother too and now that she is old and poor, she needs to be helped and taken care of. The poetess through the character of the boy tells the readers that when his mother becomes aged, poor and slow, he hopes that somebody would lend a hand to help her.

2. the old lady referred to as 'somebody's mother' remembered the kind boy (somebody's son) who helped her cross the road earlier in the day and prayed for him. She asked God to be kind to him.

### A3. Think and answer

1. The boy helped the woman cross the road because he felt sad for her. He also felt that she was someone else's mother and if his own mother had been in her place he hoped that someone would help her. It tells us that the boy was kind and noble.
2. He got endless love and blessings for the old lady for his kindness. She prayed for him.
3. The things that we give in life eventually come back to us. If we are kind we would receive kindness, if we are rude we would receive rudeness. The old lady was gray, weak and poor and helping her was an act of kindness. The boy in the poem has a mother too and he believes that if he is kind to the old lady, someone would eventually be kind to his mother as well.

### A4. Write a short note on the juxtaposition used in the poem. Quote the lines from the poem to support your answer.

Juxtaposition is referred to the act of placing two things side by side to show their contrasting nature. It is used in many contexts (literary, visual, creative) to show contrast. Through contrast the characteristic features of two simultaneous thing are highlighted. For example,

**Alone, uncared for**, amid the **throng**.

**Of human beings** who passed her.

Hailing the snow piled **white and deep**.

Past the woman so **old and gray**

Her **aged hand** on his **strong young arm**

### CREATE

#### B Which of the above poetic devices have been used in the poem, Somebody's Mother? Give examples.

Metaphor - The woman was old and ragged and gray

Smile - Came the boys like a flock of sheep

Alliteration - Nor offered a helping hand to her

**C1. Choose the correct option to fill in the blanks.**

1. d
2. a
3. a
4. a
5. b
6. b

**C2. Join these sentences using appropriate conjunctions.**

1. I am neither a ballerina, nor a tap dancer.
2. Mom is angry, but dad is furious.
3. Either you make pasta in dinner or we eat out.
4. The bookstore accepts both cash and card
5. Rama has finished reading the book but I am yet to start it.
6. Pam wants to come with me to the library for she said so.
7. We will not budge from here until you promise a fair trial.

- D**
- Gray – way
  - Throng – strong
  - Her – Stir
  - Street – Feet
  - Troop – Group
  - Strong – Long
  - Content – Went
  - Understand – Hand
  - Head - Said



The rhyme scheme used in the poem is ababcc.

## EXTEND

### F1. Match the columns to make rhetorical questions.

1. b
2. d
3. e
4. c
5. a

### F2. Write down 5 rhetorical questions

1. Isn't it a beautiful weather!
2. Isn't it amazing?
3. There's no point, is there?
4. Is there anyone smarter than me?
5. Can we do better next time?

### G. SUB: A special Celebration for Someone Special

Dear Adam,

As you know that the international Day for Older Persons is celebrated on 1<sup>st</sup> October. This year I plan to make it a special one for my Aunt Rhea. Owing to her old age she has been sick for a long time. I would be doing something special for her in the house and then take her out for lunch.

I hope she likes it all and gets to spend a happy and jolly day.

Yours sincerely,

Marlina.

## 5. Father's Help

### CONSOLIDATE

#### A1. Answer these questions.

1. Swaminathan hated going to school. His dislike for school was made apparent when he faked a headache to try and get out of going to school.
2. Swaminathan's mother was sympathetic towards his condition and suggested that he stay home. However, his father wouldn't hear any of his reasons and made him go to school regardless of his condition.
3. Samuel was a teacher in Swaminathan's school. Swaminathan had portrayed him as a violent bloodthirsty man who enjoyed beating his students and making them bleed by caning them and making them stand on their knees throughout the entire day.
4. Swami's father gave him a letter that he wanted Swami to hand over to his headmaster. The letter was a complaint regarding the conduct of the teacher Samuel and how he should be fired from his job as a teacher and handed over to the police with a detailed account of his violent behavior as Swami had described.
5. Samuel was not all nearly as ruthless as described by Swami. He was far more patient and did not punish Swami for arriving late in class nor did he cane him for not having done his homework. He gave him repeated warnings when Swami began disrupting the class but did not hit him until the very end.
6. Swami was confused because he had made up stories about Samuel being a very violent teacher. Thus, he wanted the account of his violence as given by Swami to be justified so he kept shouting and disturbing the class to get a strong and angry reaction out of Samuel.
7. Swami wasn't able to give the letter to the headmaster since the headmaster

had taken the day off that afternoon.

8. The letter was ultimately brought back home by Swami and then ended up in the waste paper basket after being torn up by his father.

**A2 Answer these questions with reference to the context.**

1.
  - a. These words were said by Swami to his mother
  - b. Swami didn't really have a headache. He was pretending to have one so he could get out of going to school.
  - c. The immediate outcome to this was that Swami's mother told him that he could stay home that day and not go to school.
2.
  - a. Swami said this to his teacher, Samuel.
  - b. Swami expected that Samuel would react very angrily and violently at his disruption and cheekiness and would proceed to cane him and beat him up as punishment.
  - c. The teacher became angry as a result of his shouting and asked him to shut up and sit down.
3.
  - a. Swami's father said this to Swami.
  - b. Swami had lied about the conduct of his teacher in school and how he was a violent man which wasn't exactly the case.
  - c. The story did have a satisfactory ending for Swami since he no longer had to withstand the burden of causing harm to his teacher because of his lies and in turn was saved from a great deal of trouble

**A3. Think and answer.**

1. if I were faced with a similar predicament as Swami, then I would tell my father the truth and get punished accordingly instead of going ahead with a lie and causing further damage to the reputation of my teacher.
2. Corporal punishments are a very aggressive and violent form of disciplining school students and can have many negative effects like causing trauma and mental stress to students. It is a form of punishment which should be banned in schools where it is still practiced.

**CREATE**

**B Fill in the blanks using *like* or *as***

1. like
2. as
3. like
4. like
5. like
6. as
7. as

**C1 Fill in the blanks using suitable modals. Also, state their type ( permission /ability / obligation / challenge / habit)**

1. Can (ability)
2. Have to (obligation)
3. Used to (habit)
4. Should (obligation)

5. May (permission)
6. Should (obligation)
7. Ought (obligation)
8. Can (ability)
9. Dare (challenge) / could (ability)
10. Need not (obligation)

**C2 What would you say in these situations? Think and write**

1. Could you shut the windows please?
2. You must tell me where you've hidden my pen.
3. May I order an ice-cream for myself?
4. Could you stop being so loud, because I'm trying to study as I have an exam tomorrow.
5. You should switch your mobile phone off since we've already been asked to do so by the stewards

- D**
1. Students, white shirts, white pants, rain forecast, 10 September
  2. Parents, 4, ice-cream, white shirt, brown shorts.

**EXTEND**

**G. DUBAI GRAND INTERNATIONAL SCHOOL  
UMERABAD**

OCTOBER 24, 2020

Lost and Found

Found a pen in the school ground during recess today.

Whoever has lost it may identify and claim it from the office where it has been submitted.

Office timings: Weekdays 11am – 4pm

Saturday 12:30pm – 2pm

Contact: Mr. abc

Head Girl



Class : 7<sup>th</sup>  
Subject : English

## 6. Binya's Blue Umbrella

### CONSOLIDATE

#### A1. Answer these questions.

1. Binya got the blue umbrella in exchange for her necklace.
2. Ram Bharosa was the keeper of the old tea shop on the Tehri Road. Banya and Bijju visited him to have beverages.
3. Ram Bharosa was astonished to hear that Binya had traded her necklace for the umbrella.
4. Ram Bharosa proposed to buy Binya's umbrella for twelve rupees.  
Bunya did not accept his proposal
5. Everybody on the road turned their heads to stare at Binya because of her blue umbrella.
6. Binya sat down in the shade of a pine tree and the umbrella, still open , lay

beside her. While she slept, a wind sprang up and it was joined by other random gusts, rushing over the tops of the mountains. As the wind fanned Binya's cheeks, the umbrella stirred on the grass. It got into the umbrella and began to drag it over the grass. Suddenly, it lifted the umbrella and carried it about six feet from the sleeping girl

7. Loose stones rumbled down the cliff. Once on their way, the stones did not stop until they reached the bottom of the hill; and they took other stones with them, so that there was soon a cascade of stones, and Binya had to be very careful not to start a landslide.

## **A2 Explain these lines with reference to the context.**

### **1. "That's only for memsahibs."**

- a. Ram Bharosa said these words.
- b. The speaker was talking about the blue umbrella to Binya.
- c. The speaker said that because mostly the grown-up British women used to use umbrellas like that during those times.

### **2. "it's worth fifteen"**

- a. Binya said these words.
- b. The umbrella was worth fifteen
- c. Binya and Ram Bharosa were trying to negotiate the price of the umbrella

### **3. But the most difficult task remained.**

- a. The most difficult task was to get the umbrella out of the tree trunk.
- b. The task was the most difficult because it was utterly dangerous and risky.
- c. Binya performed the most difficult task

## **A3. Think and answer**

1. The answer to this is subjective. The students will have to analyse the given situation and form their personal opinions on it.
2. Ram Bharosa was an old man who had his tea shop on the Tehri Road. He had



fallen in love with Binya's umbrella. So , in order to get that umbrella he tried many ways. He was thought to be selfish and an unscrupulous man. Everyone avoided him. He wanted the blue umbrella firstly, because he was fascinated by it. Also, he knew that it was something that rich *mem Sahibs* posses. So, he wanted to own it to boost his ego.

- A4.** Baniya getting back her Blue umbrella after a lot of struggle is an example of werendipity.

## CREATE

### B. Write 'do' or 'make' to fill in the blanks

1. do
2. make
3. make
4. make
5. do
6. make
7. make
8. do

### C1. Choose the function of the modal used in each sentence.

1. b
2. c
3. b
4. a
5. c
6. c
7. c

**C2. Make sentences as directed in the boxes.**

- You must submit the project by tomorrow.
- I can swim for almost three hours a day.
- I used to go to the club every other day.
- Don't you dare to wake up the sleeping demons!
- Do you think I should apologize to him?
- It might be too warm to wear the jacket today.

**D1. Listen to this passage about a meeting with Ruskin Bond. Then, choose the correct options to answer these questions.**

1. b
2. a
3. b
4. c

**D2. Make sentences using these words from the passage.**

- Galloped – The house galloped towards the station.
- Euphoric – She felt euphoric as she kept on reading the book.
- Prospects – The prospects of winning the match seemed higher than usual that day.
- Rumbled – The cat silently rumbled on the floor all afternoon.
- Handlebar – She twisted the handlebar and it still stands out to be the most crucial detail about the accident.
- Jabbered – He started jabbering as soon as he heard the good

news.

## EXTEND

### F. Add commas at suitable places in these sentences.

1. As agile as a wild cat, she did not take more than five minutes to climb the crooked cherry tree.
2. About a hundred feet below, a caravan, was passing on a flyover.
3. Because the wind blew wildly, the umbrella flew away.
4. For Tanya cricket was very important, far more important than studies.
5. If you want my umbrella, give me 15 rupees.
6. On the other hand, Ram Bharosa offered only 12 rupees.
7. Until the morning, sleeping is out of the question.

### G. Imagine you lent your favourite book to a friend of yours. But, she or he hasn't returned it. Write a letter to your friend reminding her/him to return the book.

Dear \_\_\_\_\_

How are you? I hope everything is going well!

It's been almost 2 months now that I have lent you my book, would it be possible for you to return the book if you have enjoyed the book!

Love,

\_\_\_\_\_

**Imagine Ram Bharosa decides to write a letter to Binya pleading her to accept his offer. He wants to assure that the offer is open for negotiation and he will wait for her next visit. Write the letter for Ram Bharosa.**

Binya,

I am writing in to let you know that I am still very keen on buying your umbrella. It has caught my eye in a certain way that I can't simply get over it. Kindly accept my offer!

If you would wish to, then I can come and see you to negotiate further. I can also wait for your next visit. I genuinely wish that you consider the offer seriously. Please be assured, the offer is open to negotiation.

Yours truly,

Ram Bharosa

**Hi Research based and practical assignment.**

## 7. Just Me

### CONSOLIDATE

**A1** Fill in the blanks with one word each to complete the summary of the poem

- Boy
- Great
- People
- Well
- Backyard
- Well
- A game
- Blamed
- Coach
- Referee
- Faults
- Greatest
- A mirror
- Blame
- Poor
- Improve

- Grow
- Better
- Depend
- Like
- Great
- himself

**A2** Answer these questions with reference to the correct.

1.
  - a. The poet is referring to the stress of being in a match.
  - b. The poet is under pressure since he's used to playing well with no opponents in front of him in his backyard. But it's different when he's actually facing someone.
  - c. He reacts badly to the stress by blaming the referee and the coach and his teammates but not realizing his own follies.
2.
  - a. The poet is referring to his own face that he sees in a mirror.
  - b. The poet starts understanding that the fault is his, that there is a lot of room for improvement and he could play much better. He should stop blaming others for his mistakes.
  - c. He stops treating his friends badly and starts focusing on himself and stops blaming others for his mistakes.
3.
  - a. The poet had been pretending to be someone great since he had been told since a young age that he would make it big. But he didn't see the faults in himself.
  - b. The poet realized that being himself he understood his faults better and worked on improving himself and in the way he'd grow which he liked better.

- c. Once he takes the decision to be himself. It makes him work better in a team and he starts playing better. He is not only improves his game but also grows as a person in general.

### **A3 Think and answer.**

1. The poet has a sense of overconfidence from being told that he is great and that he has it in him to make it big. This gives him a sense of importance. That's why he has such a good opinion of himself.
2. The poet incapable of finding fault within himself, believing that he can do no wrong thus resorts to laming others for his mistakes.
3. Having a good opinion about oneself is a good thing as it builds a sense of confidence and helps one remain positive. But having a poor opinion of others leads to a very narrow-minded mentality and as a result, can cause problems in life. One steps to grow and always blames others for his faults.

### **A4 Learn Interesting Terms.**

The use of the first person narrative in the poet has helped the poem to take on a positive and personal outlook and as a result connects on a much more personal level with the readers. It helps readers relate more easily to the character in the poem and makes it more believable.

## CREATE

**B1.** Match these idioms with their meanings. You may take help of a dictionary.

1. c.
2. d.
3. e.
4. a.
5. b.

**B2.** Write down five more idioms and make sentences using them.

1. Winning against his elder brother was like a once in blue moon incident.
2. Instead of beating around the bush he should've talked about the matter at hand.
3. He put all his eggs in one basket and spent his efforts in getting into one college instead of applying to many.
4. My parents wished me to break a leg before I went for the competition.
5. My friend lives a stone's throw away from my house.

**C1.** Identify and underline the phrases in these sentences. Also name their types.

1. In the garden (adverb phrase)
2. Extremely angry (adjective phrase), expired coupon (noun phrase)
3. During the competition (adverb phrase)
4. In your e-mail (adverb phrase)
5. In the end (adverb phrase)
6. Without delay (adverb phrase)
7. Of great wealth and wisdom (adjective phrase)



8. With golden hair (adjective phrase)

**C2. Choose the correct type of phrase of each of the highlighted groups of words.**

1. c.

2. b.

3. b.

4. c.

5. b.

6. b.

## **EXTEND**

**G**

30/6 Rajdanga road

Jorhat, Assam

12 June 2018

The coach

Geetanjali Sporting Ground

Jorhat, Assam

Dear Sir,

**Subject:** Request for leave of absence from training.

My mother and father are having their anniversary party on the 14<sup>th</sup> of June hence I would be missing training for a day on 14<sup>th</sup> June 2019 in order to attend the party. I will resume training on the 15<sup>th</sup> of June.

Yours faithfully

Karan

**RELATE**

Practical and Research based Task