LESSON PLANS
Chapter 1: Sentence Structure

Learning Objectives:
By the end of this lesson, the students will be able to:

- understand sentence composition.
- identify subject, predicate, object, verb, and adverbial in a sentence.
- comprehend sentences that do not have a subject.
- make the correct use of sentences while communicating.

Lesson Scheme

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Time: 5 minutes</th>
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<tbody>
<tr>
<td>1. Tell the students that they are going to learn about sentence structure and composition.</td>
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<tr>
<td>2. Explain that a sentence is a group of words coming together to make complete sense.</td>
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<tr>
<td>3. To arouse students' interest in the lesson, ask some warm-up questions like:</td>
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<tr>
<td>▪ What is the difference between a sentence and a phrase?</td>
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<td>▪ How would you define a clause?</td>
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<tr>
<td>▪ What are the different types of sentences?</td>
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<td>4. Play the concept animation where you recapitulate ‘Types of Sentences’ from Chapter 1, Class 6.</td>
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<table>
<thead>
<tr>
<th>Identifying the correct sentences</th>
<th>Time: 5 minutes</th>
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<tbody>
<tr>
<td>1. Ask the students to close their textbooks and listen attentively.</td>
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<tr>
<td>2. Read the two sets of sentences given in the textbook and ask the students to identify the correct option.</td>
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<td>3. You could also write down the sentences on the blackboard for the whole class to see.</td>
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<tr>
<td>4. Encourage the students to give a reason for their answer and discuss it in detail.</td>
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<tr>
<td>5. For better understanding, you could give some more examples of each type. Some examples are cited below.</td>
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<tr>
<td>▪ You have to write an exam today; should carry enough pencils.</td>
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<tr>
<td>▪ You have to write an exam today; you should carry enough pencils.</td>
<td></td>
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<tr>
<td>▪ She gave the flowers to me for decoration.</td>
<td></td>
</tr>
<tr>
<td>▪ She gave me the flowers for decoration.</td>
<td></td>
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<tr>
<td>▪ Ram does not like chocolates.</td>
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<tr>
<td>▪ Ram does not likes chocolates.</td>
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<tr>
<td>6. Play the new concept animation.</td>
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<table>
<thead>
<tr>
<th>Sentence Composition</th>
<th>Time: 20 minutes</th>
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<tbody>
<tr>
<td>1. Play the recap animation to distinguish between phrases and sentences.</td>
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<tr>
<td>2. Tell the students that a sentence is a combination of a subject and a predicate and explain by giving examples.</td>
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<tr>
<td>▪ Subject: a person or thing being talked about</td>
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<tr>
<td>▪ Predicate: some information about the person or thing</td>
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<tr>
<td>Examples:</td>
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<tr>
<td>▪ Ram loves to play tennis. [subject: Ram; loves to play predicate: tennis]</td>
<td></td>
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<tr>
<td>▪ The Sun rises from the east. [subject: Sun; rises from the predicate: east]</td>
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<tr>
<td>3. Further, explain that every predicate must have a finite verb. Like in the two examples cited above, “play” and “rise” are verbs.</td>
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<tr>
<td>▪ Verb: a word that describes an action or state and forms the core of the predicate</td>
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<tr>
<td>4. Discuss the other components of a sentence, such as object (direct and indirect), complement, and adverbial. Explain them in detail by citing appropriate examples.</td>
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</tbody>
</table>
5. Play the concept animation on direct and indirect objects at this stage.

6. Write incorrect sentences on the board with jumbled positions of direct/indirect objects, e.g.
   i. Alison gave ten dollars her.
   ii. Tell to us the truth.
   iii. I made for Jack a cake.

7. Expect students to correct the sentences

8. Write the following sentence frames on the board.
   a. __________ me a ________, will you?
   b. Can you ________ a ________ for me please?
   c. Could you ________ me a ________?
   d. Would you mind ________* a ________ for me?

9. On one side of the board, write the following verbs:
   buy, lend, get, bring, give**
   * notice here the verb will be with –ing.
   ** notice that for some of the verbs (lend, give) take the preposition to and not for; this would have to be pointed out to students during the exercise.

10. Tell students to work in groups. One person is nominated as the butler or maid. Everyone in the group asks the butler or maid to do something for them. They can choose how rude or polite they want to be. At the end, the butlers/maids report back what they had to do, and for whom. Have the butlers/maids from all the different groups take a vote at the end to see who had the most polite employers.

**Alternative Classroom Activity**

11. The following activity is based on a substitution drill suggested by Diane Larsen Freeman*. Set up the following situation. Ram (or Meera) often mumbles the end of their sentences, especially when he (she) feels bad about what’s happened. This means that the listener has to ask a question to get clarification. Write the following dialogues on the board.

   R: I gave Juan the money.
   B: Who?
   M: I gave the money to Juan.

   R: I sent Shailini the document.
   B: Who?
   M: I sent the document to Sally.

   R: I bought Dad flowers.
   B: Who?
   M: I bought flowers for Jenny.

Notice how the last example involves a change in preposition, which should be pointed out to students.

Ask students to work in pairs and take the role of Ram/Meera or B. They should practise the mini-dialogues then create similar ones for themselves. This is essentially a creative drill.

12. Get a student to read the section about the structure of a sentence from the textbook.

   Encourage students to ask questions and clarify all their doubts.

<table>
<thead>
<tr>
<th>Sentence without a subject</th>
<th>Time: 10 minutes</th>
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<tbody>
<tr>
<td>1. Tell the students that there are certain sentences that do not have a subject and yet make complete sense.</td>
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<tr>
<td>2. Explain that such sentences are used to express a:</td>
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<td>▪ command or order</td>
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<td>▪ request</td>
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<td>▪ suggestion</td>
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<tr>
<td>▪ warning</td>
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</tbody>
</table>
3. Go on to explain that sentences that express a command, request, suggestion, or warning are known as imperatives. Give appropriate examples to explain.

   **Examples:**
   - Meet me at eight, please! (request)
   - Get out! (command)
   - Consider the new dessert on the menu. (suggestion)
   - Don't forget to pack your woollens. (warning)

4. Further, clarify that it is not necessary that imperative sentences be always without a subject. The subject (proper noun or pronoun) could be added to these sentences to specify who is being addressed in the sentence.

5. Ask a student to read the section from the textbook. Explain where needed.

**Exercises**

<table>
<thead>
<tr>
<th>Exercises</th>
<th>Time: 15 mins</th>
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</thead>
<tbody>
<tr>
<td>1. Do exercises 1 and 2 as independent classroom activity.</td>
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<tr>
<td>2. Discuss the answers</td>
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<tr>
<td>3. Before Exercise 3 play concept animation on subject and complement.</td>
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<tr>
<td>4. Allow students to work in pairs and resolve Exercise 4.</td>
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<tr>
<td>5. Discuss answers</td>
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</table>

**Phrases and Clauses**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Time: 15 mins</th>
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<tbody>
<tr>
<td>6. Tell students that phrases and clauses are both groups of words, but with different functions.</td>
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<tr>
<td>7. Tell Students that a phrase is a group of words that often act like a single part of speech (noun, adjective, adverb, or preposition), but it is not a full sentence.</td>
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<tr>
<td>8. Phrases do not have a subject or a verb, e.g. my best friend (noun phrase); with the blue shirt (adjective phrase with a preposition); for twenty days (adverb phrase)</td>
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<tr>
<td>9. Clauses may or may not be sentence though it has a subject and a verb.</td>
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<tr>
<td>10. If it is not a sentence it is a dependent clause, e.g. The king who waged a war.</td>
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<tr>
<td>11. It can be independent and a sentence, e.g. The king waged a war.</td>
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<tr>
<td>12. Elicit examples of phrases and clauses from the students.</td>
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<tr>
<td>13. Play concept animation at this point.</td>
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</table>

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Time: 10 mins</th>
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</thead>
<tbody>
<tr>
<td>1. Allow students to work in pairs to complete Exercise 5.</td>
<td></td>
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<tr>
<td>2. Discuss answers.</td>
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<tr>
<td>3. If necessary play the concept animation again for remedial</td>
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</tbody>
</table>
Chapter 2: More About Clauses

Learning Objectives:
By the end of this lesson, the students will be able to:
• know the different kinds clauses: independent and subordinate
• understand the different kinds of conjunctions and the rules of their use in sentences
• understand and use semicolon (:) and comma (,) in sentences accurately
• understand clause types as adjective clauses, noun clauses, and adverb clauses

LESSON SCHEME

Introduction
Time: 15 minutes
1. Tell the students that today they will be learning about more about clauses.
2. Ask the students to read the sentences and identify the verbs.
3. Ask the students to identify the subjects in the example sentences
4. Explain to students that clauses have a subject and a verb of their own.
5. Ask one student to read the definition of independent clause
6. Ask another student to read the definition of dependent clause.
7. Expect students to read the text on page 6 in pairs.
8. Elicit more example sentences with dependent clauses from students.
9. Role play the conversation on page 7.
10. Explain the relationship between main and subordinate clause therein with the help of the textbook material.

Conjunctions and Clause Structures
Time 20 minutes
1. Define what a conjunction is using the material on page 7.
2. Explain the distinction between coordinating and subordinating conjunctions.
3. Explain the tables on pages 7 and 8
4. Help students grasp the concept better by playing the concept animation here.
5. Explain that unless the adverbs join independent clauses they are not conjunctive adverbs.
6. Elicit examples of sentences where:
   a. Conjunctive adverbs join independent clauses. Point out the use of semi colons in this regard (see page 9)
   b. Conjunctive adverbs do not join independent clauses, but function as ordinary adverbs
7. Explain the punctuation rules regarding the use of semicolon and comma.
8. Explain the concept of comma splice.
9. Example sentence with a comma splice: Koala bears are not actually bears, they are marsupials. (Courtesy: https://www.grammarly.com/blog/comma-splice/)
10. Techniques to avoid comma splice might be taught here:
    i. add a conjunction,
    ii. change the comma to a semicolon
    iii. make each independent clause its own sentence.
11. Explain the various sentence structures with relevant examples from the textbook.
12. Explain that before pure conjunction we usually use a comma, but before conjunctive adverbs we usually use semi colons.
13. Remind students: A dependent clause at the beginning of a sentence is introductory, is usually followed by comma. A dependent clause following the main (independent) clause is usually not punctuated. But on the other hand, no punctuation is necessary for the dependent clause following the main clause.
14. Elicit more examples from students.
15. Bring to the notice of students the alert on sentence fragments in the tip box on page 10.
16. Give and elicit more examples of sentence fragments.
17. Watch the ©Khan Academy video supplied herewith for pure classroom interaction.

<table>
<thead>
<tr>
<th><strong>Exercise</strong></th>
<th><strong>Time:</strong> 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get the students to do Exercise 1-3 from the textbook.</td>
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<tr>
<td>2. Discuss the answers</td>
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<table>
<thead>
<tr>
<th><strong>Types of Subordinate Clauses</strong></th>
<th><strong>Time:</strong> 10 minutes</th>
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<tbody>
<tr>
<td>1. Tell the students that there are different types of phrases such as:</td>
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<tr>
<td>▪ Noun clause</td>
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<tr>
<td>▪ Adjective clause</td>
<td></td>
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<tr>
<td>▪ Adverb clause</td>
<td></td>
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<tr>
<td>2. Ask students to take turns to read the section from the textbook and make them pause after each point to discuss it in detail.</td>
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<tr>
<td>3. Elicit more examples of each clause type from the students</td>
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<tr>
<td>4. Encourage students to ask questions if anything is unclear and clarify all their doubts.</td>
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<thead>
<tr>
<th><strong>Exercise</strong></th>
<th><strong>Time:</strong> 5 minutes</th>
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<tbody>
<tr>
<td>1. Get the students to do Exercise 4 from the textbook.</td>
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<tr>
<td>2. Discuss the answers.</td>
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</table>
Chapter 3: Determiners: Articles and Quantifiers

Learning Objectives:
By the end of this lesson, the students will be able to:
• identify ways to determine countable and uncountable nouns.
• know about nouns that are only used in their plural form.
• understand usage of definite and indefinite articles.
• recognize nouns that do not need to be preceded by an article.
• effectively apply the learning in communication.

Lesson Scheme

Introduction to Determiners

<table>
<thead>
<tr>
<th>Time: 7 minutes</th>
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<tbody>
<tr>
<td>1. Tell the students that they are going to learn about determiners that are words or phrases that come before a noun and explain their reference in the context.</td>
</tr>
<tr>
<td>2. Ask two students to read the conversation between the boy and girl in the textbook.</td>
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<tr>
<td>3. Point out the use of articles as determiners in the conversation.</td>
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<tr>
<td>4. Ask students to recall the contexts of the use of determiners cited in the sample conversation.</td>
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<tr>
<td>5. Elicit more examples of similar use.</td>
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</table>

Types of Determiners

Countable and Uncountable Nouns

<table>
<thead>
<tr>
<th>Time: 15 minutes</th>
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<tbody>
<tr>
<td>1. Play the concept animation on countable and uncountable nouns.</td>
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<tr>
<td>2. Carry a few pebbles or pencils to the class and ask the students to count them. Once done, pour some sand or water in a bowl and again ask the students to count it.</td>
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<tr>
<td>3. Tell the students that there are certain things that can be counted individually and there are others that cannot be counted. However, we can determine their weight or number in several ways.</td>
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<tr>
<td>4. Explain that for uncountable nouns we use units of measure. Give suitable examples to explain.</td>
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Examples:
• A litre of milk
• A gram of lentils
• A kilo of flour

5. Further, explain that units of measures are also used with countable nouns in some cases.

Examples:
• A dozen eggs
• A kilo of onions

6. Get a few students to take turns to read the section from the textbook.
7. Ensure the students can commit to memory the tables on page 14
8. Make them pause after every point and explain it in detail by giving appropriate examples where required.
9. Encourage the students to ask questions and clarify all their doubts.
10. Play the second animation on countable and uncountable nouns.

Plural Nouns: special cases

<table>
<thead>
<tr>
<th>Time: 10 minutes</th>
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<tbody>
<tr>
<td>1. Tell the students that there are certain nouns that are always used in their plural form.</td>
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<tr>
<td>2. Cite a couple of examples and ask the students to think of as many examples of plural noun as they can.</td>
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</table>
3. Write the responses on the board for the entire class to see and later write down in their notebooks, if needed.

   **Examples:**
   - premises
   - belongings
   - scissors
   - clothes
   - outskirts
   - congratulations

4. Get a few students to take turns to read the section from the textbook and explain each point in detail.

### Exercises

<table>
<thead>
<tr>
<th>Time: 3 minutes</th>
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<tbody>
<tr>
<td>1. Ask the students to do Exercise 1 individually.</td>
</tr>
<tr>
<td>2. Discuss the answers in class.</td>
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</table>

### Articles

<table>
<thead>
<tr>
<th>Time: 15 minutes</th>
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<tbody>
<tr>
<td>1. Tell the students that they are going to learn about articles.</td>
</tr>
<tr>
<td><strong>Article:</strong> A word that defines a noun in a sentence or phrase.</td>
</tr>
<tr>
<td>2. Play the revision animation on definite articles.</td>
</tr>
<tr>
<td>3. Write down a few nouns on the board and ask the students what article should they be preceded with.</td>
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</table>

   **Examples:**
   - (The) Himalayas
   - (An) ice-cream
   - slice of bread

| 4. Play the review animation on definite articles. |
| 5. Get a few students to take turns to read the section from the textbook. Make them pause after every point and explain the usage of indefinite article (a/an) and definite article (the) in detail. Cite appropriate examples where needed. |
| 6. Further, discuss exceptions where articles are not required from the list provided under section, “Omission of article”. |
| 7. Play the new animations on definite articles. |

### Exercises

<table>
<thead>
<tr>
<th>Time: 5 minutes</th>
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<tbody>
<tr>
<td>1. Get the students to complete Exercises 2–4 in the textbook individually as classwork or homework.</td>
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<tr>
<td>2. Discuss the answers in class.</td>
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### Activity [Exercise 5]

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<th>Time: 15 minutes</th>
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<tbody>
<tr>
<td>1. Involve the entire class in the activity.</td>
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<tr>
<td>2. Play the concept animation on determiners, again.</td>
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<tr>
<td>3. Introduce more groups and categories if the class size is too big.</td>
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<tr>
<td>4. Discuss the outcomes in class</td>
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</table>

### Extension Activity

1. Divide the class into groups of four.
2. Write down at least 25–30 words on the board and ask the students to categorize them under the headings: A, An, The, Article omitted.
3. The group that has the maximum correct answers is the winner of the game.
Chapter 4: Quantifying Determiners

Learning Objectives:
By the end of this lesson, the students will be able to:
- understand quantifying determiners.
- identify quantifiers used with countable and uncountable nouns.
- comprehend the application of quantifiers in different cases.
- know the usage of enough and too as quantifiers.

Lesson Scheme

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Time: 15 minutes</th>
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<tbody>
<tr>
<td>1. Start by doing a quick recap of the learnings of the previous lesson, “Determiners: Articles and Quantifiers”.</td>
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<tr>
<td>2. Tell the students that this lesson will expand the learning from the last lesson and will talk about quantifying determiners.</td>
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<tr>
<td>3. Get four students to role-play the conversation given in the textbook by taking turns, and follow up by reading the definition that follows</td>
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<td>4. Explain that the underlined words in the picture are quantifying determiners.</td>
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<tr>
<td>5. Play the animation on Quantifying Determiners</td>
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<table>
<thead>
<tr>
<th>Quantifiers with Countable and Uncountable Nouns</th>
<th>Time: 15 minutes</th>
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<tbody>
<tr>
<td>1. Tell the students that they will learn to use quantifiers with countable and uncountable nouns.</td>
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<tr>
<td>2. Get a few students to read the section from the textbook. Make them pause after every point to explain.</td>
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<tr>
<td>3. Explain that there are certain quantifiers that are only used with plural nouns. These quantifiers include few, a few, fewer, many, and both.</td>
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<tr>
<td>4. Give suitable examples to explain.</td>
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<tr>
<td><strong>Examples:</strong></td>
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<tr>
<td>- Few drops of oil are enough.</td>
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<tr>
<td>- A few girls were playing in the garden.</td>
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<tr>
<td>- The birds are fewer in number now.</td>
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<tr>
<td>- There were many people at the concert.</td>
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<tr>
<td>5. Further, explain that there are certain determiners that can be used with a noun when there is uncertainty about the number. These quantifiers include all, half, some, enough, a lot of, more, most, and plenty of.</td>
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<tr>
<td><strong>Examples:</strong></td>
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<tr>
<td>- Half a glass of water.</td>
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<tr>
<td>- I have had enough food.</td>
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<tr>
<td>- Add plenty of saffron to the dessert.</td>
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<tr>
<td>- Can I have some ice cream, please?</td>
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<tr>
<td>6. Tell the students that there are some quantifiers that are used with uncountable nouns. These include little, a little, much, and less.</td>
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<tr>
<td>7. Just like they learned about quantifiers used to describe uncountable nouns, tell the students that there are certain quantifiers that are only used with countable nouns.</td>
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<tr>
<td><strong>Examples:</strong></td>
<td></td>
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<tr>
<td>- Can I have another ice cream?</td>
<td></td>
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<tr>
<td>- Every child in the class should participate in the annual day.</td>
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<tr>
<td>- Give a chocolate to each of your friends.</td>
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<tr>
<td>8. Go on to explain the use of either and neither that are used when two nouns are involved.</td>
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</table>
Exercises

Time: 5 minutes

1. Form pairs and ask the students to work with their partners on Exercises 1 and 2.
2. These are contextual cloze exercises and students should read the paragraphs before attempting the tasks.
3. Discuss the answers in class.

Enough and Too

Time: 15 minutes

1. Play the revision concept animation on ‘too’ and ‘enough’.
2. Tell the students that they are now going to learn about the usage of the words enough and too.
   - **Enough**: when something is in necessary quantity
   - **Too**: when something is in more than necessary quantity
3. Explain by citing examples of how too and enough can be used as quantifiers.
   - **Examples**:
     - There are too many people in the lobby.
     - There isn't enough space in the cupboard for these trophies.
4. Explain the use of too and enough as adjectives, however, tell the students that these may not always be quantifiers in this case.
   - **Examples**:
     - The coffee is too hot!
     - The woollen is not soft enough for the baby.
5. Get a student to read the section from the textbook and explain each point in detail.
6. Encourage the students to ask questions and clarify all their doubts.
7. Play the second concept animation on ‘too’ and ‘enough’ for the class.

Exercises

Time: 5 minutes

1. Get the students to do Exercises 3 individually.
2. Discuss the answers in class.

Activity

Time: 15 minutes

1. Work with groups of four.
2. Ask students to review the animations before beginning the activity
3. Ask students to review the conversation given on page 26.
4. Ask students to create their own version of the table.
5. Conduct the group work without corrective intervention
6. Give remedial feedback after the activity is over.

Extension Activity

1. Get the students to do this activity in pairs.
2. Ask the students to assume that they have to go to the supermarket to buy some grocery. They should prepare a shopping list using different quantifiers.
   - **Examples**:
     - a dozen bananas
     - 1 litre milk
3. No quantifier should be repeated and there should be at least 10 items in the list.
Sentence Structure
Wow Grammar English Worksheets
Grade 7 Ch 1

A. Choose the correct option to complete the following sentences.

a. __________ to the fire. You might burn yourself. (Don't be sitting/ Don't sit)

b. __________ can't see what all the excitement is about. We travel to Europe all the time. (They/We)

c. __________ to the Manager. He wants to know why you were late this morning. (Must speak/ Speak)

d. __________ up the mountain side. You could fall and break your bones. (Don't trekked/ Don't trek)

B. Tick (✓) the correct sentences from the options given below.

a. Don't know where we are heading.

   We don't know where we are heading.

   Where we are heading is not known.

b. Mr. Kumar is a pilot with Air India

   A pilot with Air India is Mr. Kumar

   Mr. Kumar a pilot is with Air India.
c. Throughout the night the storm raged as the rain fell.
   The storm raged throughout the night and the rain fell.
   The rain and the storm raged throughout the night.

d. They served beverages to the passengers on board
   The passengers on board were serving refreshments.
   Refreshments were served by the passengers on board.

C. A word is missing in each of these sentences. Put → where the word is missing in the sentence. Then write the type of word that is missing in the brackets.

a. Have to look out for potholes on the road during the Monsoons.
b. The girls called out for Simrin but there was no 
c. All day long we waited for to stop but it didn’t .
d. Have to rush. I’m already late for school.
e. Samsher for walks every day.
f. I like. I have them every day.
g. He okay. I spoke to yesterday.

D. Distinguish the phrase from the clause in the following statements. Write P for phrase and C for clause at the end.

a. The boy on the ship
b. When I wake up
c. Put it on the rack.
d. In the ballroom
e. When it rains,
f. There is hope.
More About Clauses
Wow Grammar English Worksheets
Grade 7 Ch 2

A. Tick one box to show whether the underlined section of each sentence is a main clause or a subordinate clause.

<table>
<thead>
<tr>
<th>Sentence</th>
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<tbody>
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<td>c. The rabbit, who had scampered about in the meadow, slept peacefully in the hay.</td>
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</tr>
<tr>
<td>d. Shreya and Ashok moved to the neighborhood where their daughter lived.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Add or remove punctuation. Correct the sentences.

a. The sun shone on the green grass while the stream babbled on the hill.

b. She mustn't have come home; otherwise I would have heard the car honking.

c. I was cold wet and hungry.

d. He didn't want to go to the mall; although Christmas was around the corner.

e. It was raining I didn't have an umbrella.
C. Write C for complete sentences and F for fragments.
   a. When I was cooking in the kitchen ............
   b. I left my passport on the aircraft.
   c. As soon as I have had a bath and finished dinner .............
   d. While I was sitting in the library, a stranger entered .
   e. Ignoring the facts.

D. Look at the clauses highlighted. Write A for adjective clause, ADV for adverb clause and N for noun clause.
   a. Some people buy branded accessories , because they make them feel rich.
   b. What I accidentally ate for breakfast made me sick.
   c. I drank some boiling water because I wanted to feel warm.
   d. I enjoy telling people about the author whose latest book was riveting.
   e. I remember what you said yesterday.
   f. Chocolate drinks, which is loved by lots of children, can harm one’s health.
Determiners: Articles and Quantifiers
Wow Grammar English Worksheets
Grade 7 Ch 3

A. Circle the correct option

a. Have you just shampooed your (hairs/ hair)?

b. It is hygienic to drink water from a bottle made of (glass/a glass).

c. A time traveler travels through (times / time).

d. There is no (room /rooms) for a study table in the bedroom.

e. He needs his (glass/glasses) to see that far.

f. Is there (room/a room) in the car for one more suitcase?

g. I left (some/a few) currency notes on the bedside table.

h. Susan is looking for (some/few) help with her project.

i. Please leave all the (plates/plate) in the box.

j. I am going to be (some/a few) minutes late.

B. Circle the correct option.

a. I went into hospital/ the hospital to have my illness treated.

b. Sheena was exhausted so she went to bed/the bed immediately after coming home.

c. The convict escaped from jail/ the jail in the early hours of the morning.

d. What time will you come home from school/the school today?

e. I need to buy a new car/the new car.

f. I was so hungry that I went straight for (buffet/the buffet).
C. Tick (√) the correct sentences. If a sentence has a word that is not necessary, strike out the incorrect word.

a. Richa can play guitar.
b. Don’t learn bad habits from the TV!
c. The brooch was made of a platinum
d. We often eat the dinner late on Sundays.
e. I was sorry to hear the news of his death.
f. The Smiths have a the new car
g. Mother has gone to the bed early.
Quantifying Determiners
Worksheet-Chapter 4

1. Complete the sentences using the quantifiers given in brackets.
   a) Pack the picnic basket. Take a _________ spoons, _________ napkins,
      and _________ of picnic mats. (some/few/a couple)

   b) _________ years later, we found _________ of her letters among the _________ bundles
      of papers lying around. (many/a few/several)

   c) Is there _________ space in here? I would like to store a _________ of my books on the
      shelf. (few/any)

   d) We will _________ leave on Monday or Friday. _________ me nor she is packed.
      (neither/either)

   e) I have very _________ time left for my exams. I have a _________ of work to finish.
      (lot/little)

2. Complete the following passage using quantifying determiners.
   Our garden looks awful this summer. The weather has been _________ hot.
   There are too _________ weeds. There aren't _________ flowering plants in our garden.
   My dog helped us dig out a _________ weeds too! We also found a _________ of bee hives
   in one of the mango trees. There were so _________ bees buzzing about that we ran for our
   lives!
3. Complete these sentences using *too much, too many, or enough*.

a) We drank _____________ coffee today.

b) Susan had _____________ practice before the big match. She is well prepared.

c) There are _____________ kangaroos in Australia.

d) You are wasting _____________ time playing video games.

e) I have not had _____________ sleep last night.
Chapter 1: Sentence Structure

A. a. Don’t sit       b. We
   c. Speak          d. Don’t trek

B. a. We don’t know where we are heading
   b. Mr. Kumar is a pilot with Air India
   c. The storm raged throughout the night and the rain fell.
   d. They served beverages to the passengers on board.

C. a. We have to look out for ............ (personal pronoun)
   b. ............but there was no → answer (noun)
   c. All day long we waited for the rain/the snow (noun)
   d. I have to rush...... (personal pronoun)
   e. → for walks every day (verb)
   f. → I have them every day. (object)
   g. He → okay. I spoke to → yesterday. (verb/object pronoun)

D. a. P              b. C
   c. C              d. P
   e. C              f. C

Chapter 2: More About Clause

A.

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<td>c. The rabbit, who had scampered about in the meadow, slept peacefully in the hay.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>d. Shreya and Ashok moved to the neighborhood where their daughter lived.</td>
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B. a. The sun shone on the green grass, while the stream babbled on the hill.
   b. She mustn’t have come home; otherwise, I would have heard the car honking.
   c. I was cold, wet and hungry.
   d. He didn’t want to go to the mall; although, Christmas was around the corner.
   e. It was raining; I didn’t have an umbrella./ It was raining. I didn’t have an umbrella.

C. Write C for complete sentences and F for fragments.

   a. When I was cooking in the kitchen ...F...........
   b. I left my passport on the aircraft......C....... 
   c. As soon as I have had a bath and finished dinner ...F.............
   d. While I was sitting in the library, a stranger entered ...C........
   e. Ignoring the facts. F

   a. Some people buy branded accessories, because they make them feel rich. ADV
   b. What I accidentally ate for breakfast made me sick. N
   c. I drank some boiling water because I wanted to feel warm. ADV
d. I enjoy telling people about the author whose latest book was riveting. ADJ

e. I remember what you said yesterday.  N

f. Chocolate drinks, which is loved by lots of children, can harm one's health. ADJ

Chapter 3: Determiners: Articles an Quantifiers

A. a. hair b. glass
c. time d. There is no room......
e. glasses f. room
g. a few h. some
i. plates j. a few

B a. hospital b. bed
c. jail d. school
e. a new car f. the buffet

C. a. Incorrect Richa can play (the-X) guitar.
b. Incorrect. Don't learn bad habits from (the-X) TV
c. Incorrect – The brooch was made of (a-X) platinum.
d. Incorrect- We often eat (the-X) dinner late on Sundays
e. Correct. f. the

Chapter 4:

1. a) few; some; a couple b) Several; a few; many
c) any; few d) either; Neither
e) little; lot

2. too; many; many; few; couple; many

3. a) too much b) enough
c) too many d) too much
e) enough
WOW! Grammar & Composition

Answer Keys
## Chapter 1: Sentence Structure

### Wow English Grammar

#### Answer Key

**Grade 7 Ch 1**

1. (a) Don't be playing  (b) We  
   (c) Speak  (d) me to carry  
   (e) Don't climb  (f) some food for us  
   (g) the shopping to her husband  
   (h) the director is  (i) Do have

2. (a) i  (b) ii  (c) i  
   (d) iii  (e) ii  (f) iii  
   (g) ii

3. (a) →Have to watch out for pickpockets in this part of the city. (subject)  
   (b) I left the note in your letter box. It must be still → (adverbial)  
   (c) We gave RSVP cards with the invitation so we would know the number → attending the wedding. (direct object)  
   (d) The girls looked for Kavita in → but there was no sign of her. (indirect object)  
   (e) All night long, Bimal →to hear some news of his sons and their boat but the coastguard had no news for him. (verb)  
   (f) Post →for me. I'm in a terrible rush this morning. (direct object)  
   (g) She →very unreasonable. It is difficult to work with her. (verb)  
   (h) →Have to finalize our play scripts. The interschool drama competition is just one month away (subjunctive)  
   (i) This restaurant serves excellent food. Its Mughal dishes are → (complement)  
   (j) Amna, please go to the bank and get some cash for → (indirect object)

4. (a) Follow that car; we mustn't lose sight of it.  
   (b) Gauri made several efforts to get in touch with us yesterday.  
   (c) Manav was the first member of his family to join the merchant navy.  
   (d) You have got to show more understanding towards Pavan. You know he has to deal with many problems.  
   (e) Don't thank us for these gifts. We think you deserve each one of them.  
   (f) Make sure that you send out all the invitations by this evening.  
   (g) You forgot some of the packets at the shop? Some items I ordered are missing.

5. (a) P  (b) C  (c) C  
   (d) P  (e) C  (f) C  
   (g) C  (h) C  (i) P  
   (j) C  (k) C  (l) C  
   (m) P

## Chapter 2: More About Clauses

### Wow English Grammar

#### Answer Key

**Grade 7 Ch 2**

<table>
<thead>
<tr>
<th></th>
<th>Main clause</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>As he was the tallest, Jayant opened the window blinds.</td>
<td>✓</td>
</tr>
<tr>
<td>b)</td>
<td>The resplendent eagle soared across the sunset-stained sky before diving towards the earth below.</td>
<td>✓</td>
</tr>
<tr>
<td>c)</td>
<td>Mansi arrived at school on time despite sleeping through her alarm.</td>
<td>✓</td>
</tr>
<tr>
<td>d)</td>
<td>The leopard, who had slept all day in the shade, roused itself and prepared to hunt.</td>
<td>✓</td>
</tr>
<tr>
<td>e)</td>
<td>Sayan and Rajneesh went to the cinema where my cousin works</td>
<td>✓</td>
</tr>
</tbody>
</table>

2. f) The Gods fought for the position of immortality, but the mortals remained unaware.
   g) She mustn't have returned, otherwise I would have heard her voice.
   h) Though Susan loves chocolates, she appreciates scones the most.
   i) Raman wanted to buy a pair of jeans instead.
   j) I was still waiting for the six o'clock train.
   k) The train was terribly late; furthermore, it was overcrowded with hardly any place to stand.
   l) He didn't want to go shopping although Diwali was round the corner.
   m) Mary was running a fever, but she hadn't taken any medicines.
   n) Although a trained fox terrier can be peaceful, Bertie was a tearaway dog.
   o) As the train trudged out of the platform, Roshini started howling.
3. a. While I was driving to work from home.
   ...F..............
   b. When I took my exam this morning, I was very nervous........C..............
   c. I left my cellphone at home. ........C..............
   d. If I don't have money, and I need to take a taxi!
   ......F................
   e. As soon as I finish my homework, and I have had lunch. ......F..............
   f. Wherever I go, my dog follows me. ...C....................
4. a. Some people buy expensive clothes because those
clothes make them feel good. ......ADV..............
   b. Many people hope that India can resolve its
   economic problems. ............N..........
   c. The teachers need to know what they should do.
   ..........A..............
   d. Which one is the person who has a birthday on
   him........A..............
   e. Wherever there is a temple there will be food
   stalls...........ADV..............
   f. The books which the teacher suggested for
   reading were very interesting. ..........A..............
   g. India will solve its problems if its people decide to
   control the population boom. ......ADV..............
   h. This is the place where the British and the
   Maratha armies fought. ......ADV..............
   i. Unless the police can make a better case, the
   accused will go scot free. ......ADV..............
   j. It is important to ask whether the train is on
   time. ........ADV..............

Chapter 3: Determiners: Articles and Quantifiers

Wow English Grammar
Answer Keys
Grade 7 Ch 3

1. (a) hair (b) glass
   (c) iron (d) a glass
   (e) room (f ) papers
   (g) time (h) recycled paper
   (i) a room (j) glasses
   (k) hair (l) a paper
2. (a) bed (b) the hospital
   (c) hospital (d) school
   (e) the school (f ) university
   (g) the prison (h) the bed
3. (a) X (b) the
   (c) X (d) the, the
   (e) the (f ) the
   (g) X (h) the, X
4. (a) Ria can play the violin.
   (b) Stop watching the TV and do your homework.
   (c) The Johnsons have bought a new house.
   (d) That ring is made of gold.
   (e) We stayed at the Star Hotel.
   (f) Where can I find information about this product?
   (g) There is a carton of milk in the refrigerator.
   (h) She was wearing a lovely blue dress.
   (i) We often play cricket on Sundays.
   (j) Silence is golden.

Chapter 4: Quantifying Determiners

Wow English Grammar
Answer Keys
Grade 7 Ch 4

1. (a) several dishes; a couple of; a few
   (b) several; many; much
   (c) a few; a lot of; several; a little
   (d) a bit of; a couple of; some; a lot of
2. (a) many (b) several
   (c) a (d) a lot of
   (e) each of (f ) All
   (g) a couple of (h) many
   (i) some (j) A little
3. (a) too many (b) enough
   (c) enough (d) too much
   (e) too many (f ) enough
4. Answers will vary.