

VII-Std Term II English Material Prepared by R.Sathiyanaath (B.T.Asst Eng) S.K.O.H.S. Villupuram, 9003800228.

Unit-1

Prose

Adventures Of Don Quixote

1. What kinds of books did Don Quixote like to read?

He liked to read books about brave knights and their exciting adventures.

2. What effect do these books have on Don Quixote?

The books made him believe he was a knight and that he needed to go on adventures.

3. Why didn't Don Quixote believe Sancho when he said the ogres were windmills?

Don Quixote thought they were real monsters because his imagination was very strong.

4. Why did Sancho continue to travel with Don Quixote after the windmill incident?

Sancho stayed with him because he was loyal and hoped to get a reward, like the island Don Quixote promised.

5. What did Don Quixote think caused the cloud of dust in the distance?

He thought it was a big army marching toward them.

6. What did Don Quixote think would happen next?

He thought the two armies would fight a great battle, and he wanted to join them.

7. How did the shepherds react when Don Quixote attacked their sheep?

The shepherds threw stones at him to stop him because he was attacking their sheep.

PARAGRAPH

Who was Don Quixote, and what did he imagine and do on his adventures?

Don Quixote loved reading stories about knights. He thought he was a knight and wanted to go on adventures. He asked a man named Sancho to join him and promised

rewards. Don Quixote made mistakes, like thinking windmills were monsters and sheep were enemies. Despite his mistakes, Don Quixote kept dreaming of more adventures, believing he was destined for greatness. "When imagination runs wild, even the ordinary becomes an adventure!"

VOCABULARY

A. Explain the difference between these words by making sentences.

1. **see/sea** - Can you **see** the birds flying over the sea?
2. **knight/night** - The **knight** fought bravely at **night**.
3. **right/write** - Please **write** your name on the right side of the page.
4. **arms/alms** - The soldier carried **arms**, while the beggar received **alms**.
5. **fair/fare** - The school held a **fair**, and the bus **fare** to get there was low.
6. **here/hear** - I am standing **here**, but I can't **hear** you.
7. **heard/herd** - I **heard** a noise coming from the **herd** of cows.
8. **our/hour** - We finished **our** homework in one **hour**.
9. **no/know** - There was **no** answer, but I **know** why.
10. **not/knot** - I do **not** know how to tie this **knot**.

B. Read the following sentences and write the meaning of the italicized words.

1. The bandage was *wound* around the *wound*.
wound- injury
wound - past tense of wind
2. There is a *fair* Arts and Craft *fair* this weekend.
fair- an event with stalls and activities
fair - reasonable or just
3. The woodcutter *saw* a huge *saw* in his dream.
saw - past tense of see
saw - a tool used for cutting

4. Write the **right** answers on the **right** side.
right- correct
right - opposite of left

5. The **well** was dug by a **well**-known king.
well - a deep hole to access water
well-known - famous or known

6. We have **march** past in **March**.
march - a parade or movement of people
March - the third month of the year

7. **Can** you get me a **can**?
can - a container
can - to be able to do something

8. How long will the **live** fish **live** without food?
live - living, not dead
live - to stay alive

9. She has **tears** in her eyes as she **tears** old photos.
tears - drops of water from the eyes
tears - to rip or pull apart

10. I will be **second** in line if I wait one more **second**.
second- the position after the first
second - a unit of time

C. Divide each word by putting a slash (/) symbol between each syllable. On the space provided, write how many syllables each word has. Use a dictionary if you're not sure where to divide the syllables.

- | | | |
|---------------|-----------------|---------------|
| 1. adventure | - ad/ven/ture | - 3 syllables |
| 2. courageous | - cou/ra/geous | - 3 syllables |
| 3. incredible | - in/cred/i/ble | - 4 syllables |
| 4. knight | - knight | - 1 syllable |
| 5. hilarious | - hi/la/ri/ous | - 4 syllables |
| 6. excitement | - ex/cite/ment | - 3 syllables |
| 7. peasant | - peas/ant | - 2 syllables |

- | | | |
|-------------|-------------|---------------|
| 8. imagine | - i/mag/ine | - 3 syllables |
| 9. shepherd | - shep/herd | - 2 syllables |
| 10. entreat | - en/treat | - 2 syllables |

GRAMMAR

G. Solve the crossword puzzle using superlative adjectives.

Across

1. driest
3. largest
4. closest
5. smallest
6. hardest
7. fastest

Down

2. oldest
4. coldest
6. heaviest
7. tallest

WRITING

Describe the town from the point of view of a fictitious citizen who might have lived in the town long ago. Include local issues of the time in the story. Write the story of the town from the fictionalized point of view of a resident who actually lived.

I am Arvind, an old weaver from the small village of Villupuram. Long ago, our village struggled during the hot summers when the river would dry up, and we had to walk miles to fetch water. Life was tough, especially when the British rulers taxed us heavily for the cloth we wove. Many families suffered, but we stood together. I remember protesting in the village square with other weavers, and though the British tried to silence us, we fought for fair treatment and managed to reduce the taxes. Today, Villupuram has changed, but I still remember the strength of our community.

UNIT-1**Poem****The Poem of Adventure**

An adventure is fun, involves challenges, and often has a good or exciting result.

A. Read the lines and answer the questions.

1. *Deep inside the mountain the adventures hide themselves.*

a. **Where do adventures hide?**

Adventures hide deep inside the mountain.

2. *They are of all forms and shapes, they all have an excellent ending.*

a. **What do have an excellent ending?**

Adventures have an excellent ending.

3. *When to fight for a righteous cause one did gain considerable applause.*

a. **When will one get applause?**

One will get applause when they fight for a righteous cause.

4. *And in fighting for their country, faith and king, noble impressions on people's minds would ring.*

a. **What does 'noble impression' mean?**

'Noble impression' means leaving a positive and honorable impact on people.

b. **Who can leave a noble impression?**

People who fight bravely for their country, faith, and king can leave a noble impression.

5. *There are many legends based on their heroic exploits, a legacy of tales which have been told with much adroit.*

a. **What does 'heroic exploits' mean?**

'Heroic exploits' means brave and daring actions.

b. **What are legends?**

Legends are old stories about heroic actions and people, passed down through generations.

B. Answer briefly.

1. **What is adventure?**

Adventure is an exciting experience that involves doing something different or challenging.

2. **Describe the appearance of a knight.**

A knight wears metal armor, carries a sword, and rides a horse.

3. **What are the characteristics of an adventure?**

C. Think and Answer.

1. **Why does the poet ask us to imagine that we have tiny wings on our back?**

The poet asks us to imagine having tiny wings on our back to symbolize freedom and the ability to explore the world without limits. Wings represent lightness and the ability to soar above challenges, making us feel adventurous and encouraging us to approach life with curiosity and openness.

2. **Why should we fight for a righteous cause?**

We should fight for a righteous cause because it means standing up for what is morally right and just. When we fight for a good cause, it not only benefits others but also earns us respect and recognition. People appreciate and applaud those who are brave enough to defend justice, truth, and fairness. It leaves a positive impact on society and inspires others to do the same.

D. Literary Appreciation

1. **Pick out the rhyming words:**

- feet and street
- roam and home
- shed and dead
- kings and things
- sow and go
- wait and fate

2. **Write down the alliterated words:**

- sword and shed
- fight and for
- considerable and cause

Unit-1 Supplementary

Alice in Wonderland

A. Identify the character / speaker.

1. I must find out why he's in such a hurry!
- Alice
2. Go to my cottage and fetch my gloves and fan.
- White Rabbit
3. Oh no, I'll never get back to the right size.
- Alice
4. One side makes you big, the other side makes you small.
- Caterpillar
5. I'll see you later at the Queen's croquet game.
- Cheshire Cat
6. You may stay if you answer my riddle.
- Mad Hatter
7. Wake up. You've been sleeping for too long.
- Alice's Sister

B. Discuss and Answer

1. Why did Alice follow the rabbit?

Alice was curious because the rabbit was acting strangely.

2. Do you think this was a good idea?

It wasn't a safe idea, but her curiosity led to an adventure.

3. Why can't Alice get through the little door into the garden?

Alice was too big to fit through the door.

4. Why does Alice drink from the bottle and eat from the cake?

Alice drank and ate them to change her size and fit through the door.

5. How does Alice feel after all these changes?

Alice feels confused and frustrated by all the size changes.

6. What do you think is going to happen next?

Alice will keep exploring and meet more strange characters.

C. Think and Answer:

1. What challenges does Alice face and how does she overcome them?

Alice faces many challenges, like growing too big or shrinking too small, which makes it hard for her to fit through doors or interact with her surroundings. She overcomes these challenges by eating or drinking things she finds, like the bottle labeled "DRINK ME" or the cake that says "EAT ME," which change her size and help her move forward in her journey.

2. Have you ever had a strange dream? Share your dream in the class.

Yes, I had a strange dream once! I dreamed that I was in a candy land where everything was made of sweets. The trees were made of chocolate, and the rivers were filled with juice. I was walking on a road made of gummy bears when suddenly, a giant talking cupcake asked me to help him find his lost sprinkles! As I helped him, the sky turned into cotton candy, and I started floating up like a balloon. Just when I thought I would float away forever, I woke up! It was such a weird but fun dream!

Unit-2 Prose
The Last Stone Carver

Read Section – III (para 1 and 4) and answer the following questions.

SECTION 1

Which of the two sentences given below conveys the following meaning?

1. stained by - mark made on clothes or materials

The white washed walls were stained by many monsoons.

a. The walls were made dirty by rains.

2. working for a pittance – working for very little money

I am tired of working for a pittance.

b. He didn't want to work as he gets low income for his work.

3. ashen – pale

His face was ashen.

a. He looked pale and dull.

4. drenched – thoroughly wet

He is drenched to the skin.

b. He is thoroughly wet.

SECTION 2

Read the sentences and number them in correct order.

1. He wished to have Gopal with him. **5**
2. Salim felt that it should come from within. **7**
3. He thought he wouldn't be able to finish it. **4**
4. The old man worked tirelessly on the sculpture. **1**
5. He realized that Gopal must learn to carve the finer details. **6**
6. He had a strong wish to finish it in time. **2**
7. Over days, he felt very weak. **3**

Paragraph 1

1. Who listened to the chipping sound of the chisel?

The old man (the master stone carver) listened to the chipping sound of the chisel.

2. Who was working with the hammer and chisel?

Salim, the servant boy, was working with the hammer and chisel.

Paragraph 4

1. Who was staring?

The old man (the master stone carver) was staring.

2. Who was the young stone carver?

Salim, the servant boy, was the young stone carver.

3. What was he working on?

He was working on the face of the statue.

GENERAL PARAGRAPH

What themes are explored in "The Last Stone Carver," and how do they relate to the characters' experiences?

"The Last Stone Carver" tells the story of an old master craftsman who is dedicated to his art of sculpting stone. Despite his son Gopal's departure to seek a more profitable career, the old man continues to work tirelessly on a beautiful statue, hoping to finish it before his strength fades. He struggles with feelings of doubt and the fear of not being able to complete his masterpiece. However, a young servant boy named Salim expresses his desire to learn the craft and reveals that he has been practicing secretly. The old man recognizes Salim's passion and potential, realizing that true artistry comes from the heart. Ultimately, the story highlights themes of dedication, tradition, and the passing of skills to the next generation.

VOCABULARY

Work in pairs. A. Arrange the words in alphabetical order, find the meaning of the words from the dictionary and fill in the blanks.

- 1. Appliqué** - A technique in sewing where one piece of fabric is sewn onto another to create a design.
- 2. Calligraphy** - The art of beautiful handwriting, often used for decorative purposes.
- 3. Ikebana** - The Japanese art of flower arrangement, focusing on harmony and balance.
- 4. Origami** - The Japanese art of paper folding to create decorative shapes and figures.
- 5. Tapestry** - A piece of fabric with pictures or designs woven into it, often used as wall hangings.

B. Match the tools with art forms.

S.No	Column A	Column B
1.	Hammer and chisel-	Sculpture
2.	Paint brush and palette-	Painting
3.	Moulds and roll pin-	Pottery
4.	Scissors and paper-	Collage
5.	Needle and thread-	Embroidery

GRAMMAR

E. Construct meaningful sentences from the table given below.

- Silence should be maintained in libraries, hospitals, etc.
- Cars should not be parked in 'No Parking' areas.
- Cleanliness should be practiced at homes as well as in public places.
- Cell phones should not be used in petrol bunks.
- Junk food should be avoided as it is bad for health.
- Sweet foods should be avoided as they cause cavities and toothache.

F. Read the news report given below and underline the passive form of verbs.

The police had announced that the State Bank of India [**was robbed**] yesterday. Two men entered the bank at 4.30 pm with guns in their hands. Customers and bank clerks [**were asked**] to lie down on the floor and one of the bank clerks [**was made**] to fill robbers' bags with money. After that the two men left the bank quickly. The police officer said that more than one lakh of rupees [**was stolen**] from the bank but nobody [**was injured**]. He also added that the robbers **would be found** soon.

G. Rani's teacher narrates to her students about the production of paper. Read the following narration and fill in the blanks with the verbs using their passive form.

- Paper **was produced** from wood.
- The fibres of wood from trees **were mixed** with water to make a soft wet pulp.
- Later, it **was dried** to make paper.
- This method **was invented** in the 2nd century BCE in China.
- Papyrus plants **were used** by Egyptians to make paper.

H. Read the process of making soup. Use suitable passive form of verbs and complete the paragraph.

The packet is opened and the contents (i) **are mixed** with 750 ml of water without allowing it to form lumps. The mixture (ii) **is poured** into a heavy-bottomed vessel. It (iii) **is cooked** on low flame for five minutes. The soup (iv) **is served** into soup bowls and (v) **is garnished** with fried corns.

WRITING

I. If you are asked to choose from any one of these toys which one do you choose? Give reasons. (plastic toys, wooden toys, clay toys, metallic toys)

I would choose **wooden toys** because they are safe, eco-friendly, and durable. Wooden toys don't break easily, and they don't contain harmful chemicals like some plastic toys do. They also last longer and are good for the environment because they can be recycled or

reused. Plus, wooden toys have a natural charm and simplicity that I love.

J. Your friend has presented a beautiful art piece on your birthday. Write a letter to her appreciating her art work.

Place :
Date :

Dear [Friend's Name],

I hope you're well! Thank you for the beautiful art piece you gave me for my birthday. It's stunning, and I admire the colors and details. You're so talented! I've found the perfect spot for it in my room, and it reminds me of your thoughtfulness.

Thanks again for such a special gift!

Yours lovingly
[Your Name]

Address on the envelope

To
Friend's name
Friend's address

Unit-2 Poem
Wandering Singers *

B. Pick out the rhyming pairs from the poem and fill in the table.

1st Stanza	2nd Stanza	3rd Stanza
feet	shed	sow
street	dead	go
room	kings	wait
home	things	fate

C. Read these lines and answer the questions given below.

1. Whose 'wandering feet' is referred to here?

The 'wandering feet' refers to the singers or travelers who roam the world, following the call of the wind.

2. Who does 'we' refer to? What do they have in their hands? What is its name?

'We' refers to the singers or musicians. They have lutes in their hands, which is a type of stringed musical instrument.

How are the men in the world related to the singers?

The men in the world are considered kindred or relatives to the singers, suggesting a sense of unity and belonging among all people.

3. Here 'Lays' means:

b. stories

4. Explain the meaning of the above line.

The line "The laughter and beauty of women long dead" refers to the memories and qualities of women who have passed away. It suggests that the singers remember and celebrate the joy and beauty these women brought to life, even though they are no longer present.

D. Answer in a paragraph.

What does Sarojini Naidu say about the Wandering Singers? Write in your own words. (in about 60 words)

In her poem, Sarojini Naidu describes the Wandering Singers as free-spirited individuals who travel the world with a sense of belonging to all humanity. They carry lutes and sing songs that celebrate the beauty of life, memories of past cities, and the laughter of women who are no longer alive. Their songs connect them to everyone, reflecting a shared destiny and purpose.

E. Think and answer.

1. Are the singers homeless travelers? Why do you think so?

No, the singers are not homeless. They see the whole world as their home and feel connected to all people.

2. Do the singers have hopes and dreams? If not, why?

Yes, the singers have hopes and dreams. They express a desire to gather hopes and sow dreams as they travel.

3. What are the themes of the singers' songs?

The themes include unity, the beauty of life, memories of the past, and the connections between people. They celebrate joy, love, and shared human experiences.

Unit-2 **Supplementary**
Naya – The Home of Chitrakaars

A. Fill in the blanks choosing the words / phrases given in the box.

Naya is a quaint little village in West Bengal's **Midnapore** district. However, it is not an ordinary village. Around 250 patuas or **chitrakaars** or artists live there. These folk artistes are painters, lyricists, singers, and performers all rolled into one. They practise an ancient **folk art** called Pata Chitra. This is a type of storytelling using **painted scrolls**. The scrolls had stories painted on them, and the artists sang the story as they **unrolled** the scroll. This art has been practised since the 13th century.

B. Write the apt word for the given phrases.

1. The traditional folk art of West Bengal - **Pata Chitra**
2. Annual festival to celebrate the success of local artists - **Pot Maya**
3. The other name of story tellers - **Patuas**
4. Conservation of trees, female infanticide, etc. - **Social messages**

GENERAL PARAGRAPH

What are the key features of Pata Chitra, and how does the village of Naya work to preserve this art form?

Naya is a unique village in West Bengal's Midnapore district, home to around 250 patuas or chitrakaars who practice the ancient art form called Pata Chitra. This storytelling technique uses painted scrolls, accompanied by songs. Despite a decline in interest, the patuas have adapted their art to address modern social issues. The annual Pot Maya festival celebrates this artistic heritage, showcasing traditional and contemporary artworks, and attracting visitors. It creates a vibrant cultural hub where people can learn about Pata Chitra, participate in workshops, and enjoy performances, helping to revive this rich art form for future generations.