

St. Mary's co-ed school,Harda.

Class -VII Subject - English

Unit 2 (Section A, B and C)

Unit - 2 - Environment

Link

Manas National Park

Jim Corbett National Park

Ranthambhore National Park

Periyar National Park

Think

1. Habitat
2. Adaptation
3. Prey
4. Predator
5. Ecosystem

Section - A- The Brook

Read to understand-

A. ' I chatter over stony ways, in little sharps and trebles, I bubble into eddying bays, I babble on the pebbles'.

2. ' I wind about, and in and out, with here a blossom sailing, And here and there a lusty trout, And here and there a grayling. '

3. 'And here and there a foamy flake Upon me, as I travel with many a silvery water break'

4. I make the netted sunbeam dance, against my sandy shallows. '

5. And out again I curve and flow, to join the brimming river, for men may come and men may go, But I go on forever.



B. 1. 'Them' refers to the gravel and the fish.

2. The trout and the grayling .

3. It goes on forever because the brook joins the river, which might join other water bodies. They have no end.

4. 'Men' refers to human beings in the poem. The poet tells the reader that man is mortal with a short lifespan and is destined to die at some point of time. The brook, however, has a continuous life, which will never end and go on forever. Nature is immortal, unlike human beings, and outlives them.

C. Answers :

1. The poet describes the brook as being annoyed when it encounters curves along its banks as a result of which it erodes them.

2. The various places that fall in the path of the brook as it flows are- houses of birds, small villages, farms, uncultivated lands, lawns and grassy plots.

3. The 'foamy flake' is caused when the water moves in curves and strikes against stones. This flow of the brook makes the water swirl and forms foams.

4. The sun's rays that shine on the surface of water makes the brook sparkle.

5. The sun rays filtering through the leaves and bushes make a net like pattern on the shallow water pools. They are reflected on the surface of water and appear to be dancing as the water flows.

Read to appreciate

A. Sudden Sally, Twenty thorns

Field fallow, Foamy flake

Golden gravel

B. Sound words- bicker, chatter, murmur, babble

Movement words- hurry, linger, loiter, sailing, skimming, slide, steal by, wind about.



Unit - 2- section - B- Ranikhet's Gift

Read to understand

A. 1. E. The trees move back and forth

2. D. The lawn takes on a whiter appearance

3. A. The mountains vanish from view

4. B. The snowy range is lit up by a fiery orange glow

5. C. The dark sky is lit up by the stars

B. 1. The author expected to find puddles or muddy patches because it had rained heavily that day.

2. There were no puddles because the soil was rocky and sandy and had either dried easily or the water had made its way downhill. The author was amazed to find no puddles because it had rained heavily that day.

3. When the author went for a walk, he saw that the sky had cleared and the whole mountain range was in view. It was a full 180-degree stretch of snow-clad mountains that gleamed and glistening in the last rays of the sun.

C. 1. A. The breaking up of the haze.

2. The sight of the star-spangled sky at night left the writer transfixed in awe.

3. The three contrasts in the passage are:

1. The water gushing and gurgling down the slope, the trees swaying and the leaves dancing in mirth to the accompaniment of the now roaring wind and the orchestral din of the pounding rain on the tin roof of our bungalow. It rained incessantly for a couple of hours, and then a sudden calm descended over the hills.

2. The distant mountains could no longer be seen and neither was the winding pathway at the foot of our hillock visible. Gradually, the haze started disintegrating, and the first glint of the sun's rays shimmered over the velvety green mountain side while the dark clouds scurried away.

3. It was the darkest of dark nights, eerie, pitch black- a creak or a crackle made one jump - but when we looked up, we stood transfixed in awe, looking at the star-spangled dark dome above. Never, ever had we seen a million brightly lit stars and at such close quarters- we just had to stand on our toes to touch them.

4. A, C and E

Expand words, page no. 29.

- | | |
|---------------|---------------|
| 1. Twanging | 2. Cackling |
| 3. Whirring | 4. Simmering |
| 5. Tinkling | 6. Shattering |
| 7. Flickering | 8. Slithering |
| 9. Yelping | 10. Dangling |

Page no. 30

- | | | |
|--------------|-------------|---------|
| A. 1. Little | 2. A few | 3. Many |
| 4. Any | 5. A little | 6. Few |
| 7. Some | 8. Much | |

- | | |
|--------------------|----------------|
| B. 1. Advantageous | 2. Countless |
| 3. Cultural | 4. Doubtful |
| 5. Grassy | 6. Likeable |
| 7. Logical | 8. Mountainous |

- | | | | |
|----------|-------|-------|-------|
| C. 1. Ad | 2. Av | 3. Ad | 4. Av |
| 5. Ad | 6. Av | 7. Av | 8. Ad |

Unit - 2

Section C



Tippitty, the flying squirrel

Warm up, page no. 34

1. Mouse
2. Hamster
3. Guinea pig
4. Chipmunk

Read to understand

A. 1. The mystery that the author wanted to solve was whether it was the Himalayan Nutcracker that was poking holes in the walnuts found in the Himalayas.

2. The author placed walnuts under a tree where a pair of Nutcrackers used to come. The birds there turned over the nuts but did not attempt to break them. After this, he collected a few nuts in which Tippitty had already made holes and placed them under the same tree, watching carefully. After some time, the birds came along and at once selected the bored walnuts and began pecking at them and working their beaks inside the holes. Thus, he solved the mystery of the Himalayan Nutcracker.

3. The author wanted to solve the mystery because a controversy regarding it had been raging on for many months.

B. 1. Tippitty was a large red flying squirrel with a two feet long bushy tail. She was very proud of her bushy tail and loved to show it off. She was nocturnal, that is, she slept during the day and was lively and active during the night. Tippitty would announce that she was awake by giving a low growl and doing a round of long, but not very graceful, jumps. She liked to eat puddings, stewed fruit, walnuts, milk and custard.

2. The writer found Tippitty's nocturnal nature to be a drawback because she was most active and lively when it was time for the author to go to bed at night.

3. When Tippitty would hurriedly sink her face into the saucer of milk to drink, some liquid would go up her nose, making her sneeze and splutter.

4. Tippitty's growl was so loud and alarming that an animal that an animal much bigger in size

than Tippitty would be proud to growl in that manner.

5. It was in the writer's interest to provide Tippitty with a good dinner because then she slept soundly, which ensured that the narrator slept through the night as well, without being woken up by her.

6. (I) Tippitty was quite happy on any tree or shrub and found something to on all.

(II) An oak or deodar tree invariably attracted her attention and she would make her way to the extreme end of a branch and nibble off the young leaves.

7. We know that Tippitty wasn't too keen to accompany the writer on his afternoon strolls because she had to be ruthlessly pulled out of her box when the author and the dogs got ready for the walk. When she would get tired during the walk, she would get up on author's shoulder by climbing up his leg, or spring up on one of the dog's backs for free ride.

8. Tippitty was chained before dinner to keep her from hopping and jumping onto the dinner table so that everyone could eat peacefully. However, once when her chain broke, she strom out to the verandah, where a fox killed her.

Grammar, page 39

A. 1. P 2. D 3. R 4. P

5. Po 6. P 7. Po 8. R

B. 1. Pen 2. Friends 3. Dog

4. Birds 5. Ali 6. I

7. Book 8. Gunjan and Manu

C. 1. Who 2. Whom 3. That

4. Whose 5. Which 6. Who, Whom

D. 1. R 2. R 3. E 4. E 5. E 6. R

E. 1. Anyone(I) 2. Everybody(I) 3. Each(D) 4. Either (D)



5. Anything (I) 6. Someone (I) 7. Neither (D) 8. Either (D)

Time to write, page no. 41

5,3,4,6,1,2





