

1

The Forest Lake   Warm Up

Imagine that you live deep inside a forest in Africa. Answer these questions.

- * What will you wear?
- * What will you eat?
- * How will you stay clean?
- * What are the dangers you might face?
- * Where would you prefer to live—in the city or in the wild? Why?



Little Tarzan was an excellent climber. He could also do many things that his brothers and sisters could not do. They often marvelled at his cleverness, but in strength and size he was **no match for** them. At ten years, the apes were fully grown and some of them **towered over** six feet in height, while Tarzan, at the same age, was just a half-grown boy.

Yet such a boy!

From early childhood, he had used his hands to swing from branch to branch—following the example of his mother, Kala. As he grew older, he spent hour upon hour speeding through the treetops with his brothers and sisters.

no match for: not equal to

towered over: stood taller than



His life among these **fierce** apes had been happy. He did not remember any other life, nor did he know that there was a big world filled with strange and new things outside his little forest.

But Tarzan had started to realise that a great difference existed between himself and his brothers and sisters. He did not **resemble** them at all. He tried to change this by **plastering himself** from head to foot with mud, but this dried and fell off. Besides, it felt so uncomfortable that he quickly decided that he preferred the shame of being so different to the discomfort of the drying mud.

In the higher land which his **tribe** liked to visit, was a little lake. It was on a **sultry** day of the dry season that he had gone down to the bank to drink. As he leaned over, his little face was reflected in the still water of the lake—the face of a little human boy.

Tarzan was shocked—this was the first time he had seen his own face. He began studying it closely. He was looking so **intently** that he did not hear the parting of the tall grass behind him as a great body pushed itself through the jungle.

fierce: showing strong feelings

resemble: look like

plastering himself: covering himself

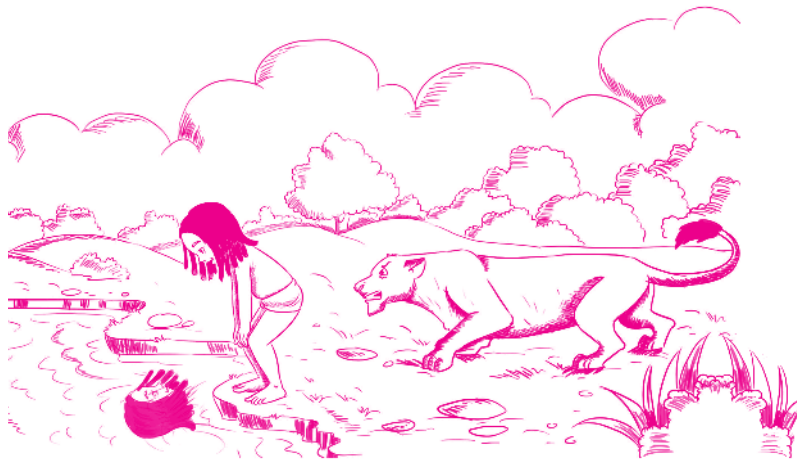
tribe: family

sultry: weather that is sultry is hot with air that feels moist

intently: in a way that shows great attention to something

Sabor, the huge lioness, stood **thirty paces** away, lashing her tail. Slowly she moved a great paw forward, placing it noiselessly before she lifted the next. Then she advanced—her belly low, almost touching the surface of the ground—a great cat preparing to spring upon its prey.

Soon she was very close to Tarzan. She was crouching so low that she seemed flattened to the earth. Her tail lay quiet and straight behind her. She crouched this way for a moment, as though turned to stone. Then, with an awful scream, she sprang.



Her wild scream was not a warning. It was to make her victim freeze in fear. But this did not happen with Tarzan. Sabor's scream pushed little Tarzan into immediate action. Before him lay the deep waters of the little lake—behind him, certain death.

He had been taught by his wild mother to **avoid** the waters of the lake. But of the two evils he faced now, his quick mind chose the lesser one. Almost as soon as Sabor's scream had broken the silence of the jungle, Tarzan felt the cold waters close above his head.

He could not swim and the water was very deep. He moved his hands and feet rapidly in an attempt to scramble upward and he fell into the stroke that a dog uses when swimming. He was very surprised and pleased with this new skill but he had no time for thinking much about it.

He was now swimming parallel to the bank and he could see Sabor there. The lioness was watching Tarzan, expecting him to return to shore, but the boy had no intention of doing this.

thirty paces: about thirty steps

avoid: stay away from someone or something

Instead, he raised his voice in the **call of distress** common to his tribe. Almost immediately, there came an answer from the distance and presently, forty or fifty great apes swung rapidly through the trees toward the pool. In the lead was Kala, his mother, for she had recognised the voice of her child. Though more powerful than the apes, the lioness did not want to meet these angry adults. With a **snarl** of hatred, she sprang quickly into the bushes and disappeared.

Tarzan quickly swam to shore and climbed onto dry land. The feeling of freshness which the cool waters had **imparted to** him, filled him with surprise and gratefulness. And after, he missed no chance to take a daily swim in a lake or stream or ocean when it was possible to do so.

For a long time, Kala could not understand this for though her people could swim when forced, they did not like to enter water **voluntarily**.

Tarzan remembered the adventure with the lioness for days afterwards. Adventures like these added excitement to his daily life—otherwise it was just a dull round of searching for food, eating and sleeping.

Adapted from Tarzan of the Apes by Edgar Rice Burroughs

call of distress: a sound made to tell someone that you are in trouble

snarl: a low angry sound, made while showing one's teeth

imparted to: given

voluntarily: done, made or given willingly, without being forced or paid to do it



'Feral children' have always fascinated human beings. A feral or wild child is one who has been brought up by wild animals, not knowing that they are human. *Tarzan of the Apes* was a novel written by **Edgar Rice Burroughs** (1875–1950) more than a hundred years ago and was based on stories of feral children. The novel became extremely popular and many books, comic books and films were made about the character Tarzan.

Reading

A. Answer these questions.

1. Why did Tarzan cover himself with mud? What happened after he did it?
2. What was Tarzan doing at the lake?
3. How did Sabor hunt Tarzan?
4. Why did Tarzan stay in the lake?
5. Why did the lioness run back into the jungle?
6. Why was Kala so puzzled by Tarzan's love for swimming?

B. Find the sentences in the text that support these statements.

1. Tarzan and the apes were not similar in appearance.
2. It was on a hot and humid day that Tarzan was thirsty and went to the lake.
3. Tarzan was not frightened by Sabor's scream.
4. The apes did not like to swim in the lake.

C. Think and answer.

What kind of relationship did Tarzan have with Kala and his brothers and sisters? Use examples from the text to support your answer.

D. Appreciating the text

The **theme** is the main idea or meaning of a text. We can understand the theme of a text through the thoughts and feelings of the characters or through the actions that take place in a text.

For example, **Family** is one of the themes in *The Forest Lake*.

The lines on the next page tell you how Tarzan and his family loved and protected each other.

* *As he grew older, he spent hour upon hour speeding through the tree tops with his brothers and sisters.*

* *In the lead was Kala, his mother, for she had recognised the voice of her child.*

Now, read these sentences from the text. What is the theme they both suggest?

- * *They often marvelled at his cleverness, but in strength and size he was no match for them.*
- * *He was nearly ten before he started to realise that a great difference existed between himself and his brothers and sisters.*

Find more lines from the text that suggest the same theme.

Vocabulary

The words in the box depict some form of movement or action. Refer to a dictionary and complete these sentences with the correct actions. Make sure you use the correct tense.

creep

strut

sneak

sprint

march

tiptoe

1. The cat _____ silently towards the bird.
2. The boy _____ into the class because he was late.
3. The kids were so excited that they _____ down the stairs.
4. After winning the first prize, the player _____ about proudly.
5. She _____ to bed so that she would not wake the baby.
6. The troops _____ around the grounds in an orderly manner.

Writing

Tarzan has lived with apes his entire childhood. As a twelve-year-old, he visits a village for the first time and sees other humans.

Imagine you have the chance to interview him about this strange new experience. What would you ask him? What would he say? You can start like this—

Interviewer: *Tarzan, when you visited the village, did you realise that the humans were just like you?*

Tarzan: *I was ten years old when I first realised that I did not look like my ape brothers and sisters. When I visited the village...*

Activity

Form six groups in class. Each group represents a continent—Europe, Antarctica, Asia, North America, South America and Australia. Now, each group should imagine the story of Tarzan as set in that continent. How different would the story be? Use these questions to help you answer.

- * Which animals on your continent (instead of apes) would Tarzan have grown up with?
- * How would Tarzan and his animal family spend their time?
- * What skills would Tarzan have learned from his animal family?
- * Here, Tarzan tried to cover himself with mud to resemble his family. What would he do in your story?
- * Which animal on that continent (instead of a lion) would have attacked the young boy as its prey?

Values

Tarzan and the apes were very different from each other, yet they loved and respected one another.

- * Is there someone you do not get along with?
- * What can you and that other person do to improve your relationship?

We should make an effort to get to know people that are different from us and understand their point of view. This will help all of us live together in peace.



1

Hanuman and I



Warm Up

How do you feel when you go up in front of a large audience—to recite something or act in a play or perform? Tick (✓) the words that apply.

confident	comfortable	happy	calm	excited	positive
blank	terrified	dizzy	anxious	nervous	uncertain

If you've ticked more words in the first line than the second—

I enjoy performing in front of large audiences because

If you've ticked more words in the second line than the first—

I feel nervous performing in front of large audiences because

Have a quick discussion with your class—what are some ways to keep yourself calm during a performance?

Now, read this story about the comical events that take place during a school play.

*It is time for the school annual day. The little girl in our story is hoping with all her heart that she gets a good role in the play. She loves to act and knows she would do a brilliant job. The Story of Rama is being enacted and she dreams of playing the role of Rama. She doesn't mind being Laxmana or even Hanuman. She is finally offered the role of one of the monkeys in the **Vanar Sena**. Despite her disappointment, the little girl is eager and excited. All she has to do is say a few words **in a chorus**. Things take an interesting turn on the day of the performance.*

Vanar Sena: the monkey army that helped Rama

in a chorus: speaking as a group

We were dressing up when the school watchman handed a note to the teacher. She read it aloud, “Dear Madam, I am very sorry to inform you that Alka has contracted measles and has been running a high temperature since morning. Sorry, she will not be able to act in the play.”

Alka was to play Hanuman. The teacher looked round in **dismay** and her eyes fell on me. “Look here,” she said doubtfully. “You wanted to be Hanuman? You think you can manage?”

My dream was suddenly coming true! I was quite **overwhelmed**. “Of course I can,” I said confidently. “Even if I forget my lines, I can always think up something else.”

“Oh no,” she said. “You shall certainly not do any such thing. I shall be prompting from the **wings**. All you have to do is repeat what I say and for god’s sake, don’t mumble. Speak as loudly as you can.”

As the curtains went up for the third scene, I was pushed on stage to the accompaniment of the drums. I almost fell on my face. For some time I could not see a thing. The drums were echoing in my ears and my hands and feet were cold and numb. I opened my mouth to say my lines but my throat was dry and I couldn’t remember them.

Thankfully, I heard my teacher reading out my lines again and again. I began repeating whatever she was saying without realising what I was saying.

I knelt in front of Rama, telling him with folded hands that I was his faithful servant. I would gladly die for him.

“Oh, my Lord,” I repeated loudly what my teacher was saying, “you have forgotten to pin your tail.”

- Which line from the previous page tells you that the speaker is a cheerful person and a good sport?
- Say whether this is true or not true.**
The teacher is confident the speaker will do a good job.

What do you think the speaker is feeling right now?

What do you think can go wrong because of this prompting?

dismay: disappointment and worry

overwhelmed: so surprised that she did not know how to react

wings: the area from where performers enter the stage

“Don’t be silly,” hissed Rama, “I am not supposed to have a tail. You’ve forgotten yours.”

I touched the spot where the tail should have been. “I am sorry, my Lord,” I said, trying to make up for my mistake. “I meant MY tail—I have forgotten to pin on my tail.”

The teacher now whispered, “Jump, jump!”

I shouted, “Jump!”

“You jump,” Rama shouted at me. Then, realising my second mistake, I began to jump and jump and the curtains came down to the sound of laughter.

There and then, the teacher cut short my role as much as possible, but I had to be on stage in the last act.

I was feeling less nervous now and said my lines well. I showed Rama’s ring to Sita to convince her that I was Rama’s messenger. Sita said some beautiful lines about Rama’s greatness and how much she missed him. She hid her face in her hands and began to weep. Suddenly, I realised that the teacher was prompting while Sita kept sobbing. Since Sita was not saying anything, I decided that it was my turn to speak.

“My beauty is my **bane**,” I said grandly. “It is because of my beauty that the wicked Ravana wants to marry me.”

“What?” said Sita looking up, **startled**.

“Not you, you silly girl!” hissed my teacher.

“Not you, you silly girl,” I repeated what the teacher said.

Seeing the startled expressions of the whole cast, I **bit my tongue**, realising my mistake too late.



bane: cause of great trouble

startled: shocked

bit my tongue: stopped myself from saying something

Just then, everyone on stage began shouting, “Maharaja is coming! Ravana the Great is here!”

I was **struck dumb** by the huge figure in six-inch heels—whom I hadn’t known about until then—**bearing down on me** with a shining sword in hand. He said in a thunderous voice that made me tremble, “Who is this puny creature who dares to **intrude** into my kingdom?” I was supposed to answer in a proud voice that I was the son of Pawandev, the wind god; the worshipper of Rama; the **immortal** Hanuman!

But Ravana was towering over me. He raised his sword and I screamed in terror, “Don’t kill me, I am not Hanuman!” I pulled off my mask as I spoke.

Why was the speaker terrified?



struck dumb: made speechless, suddenly, by fear or surprise

bearing down on me: coming towards me in a threatening way

intrude: to go somewhere where you are not supposed to be

immortal: living forever

By now, the audience was rolling with laughter. The sound of laughter became louder when an **infuriated** teacher came on stage and **unceremoniously** dragged me away.

Adapted from Hanuman and I by Rupa Gupta

(Read the full story *Hanuman and I* by Rupa Gupta and more such interesting stories from the book *Short Stories for Children* published by Children's Book Trust, New Delhi.)

infuriated: extremely angry

unceremoniously: in a rough, rude way

Rupa Gupta works with books for a living—she is an editor with a publishing house in Delhi. She is also the author of over 30 children's books. She loves telling stories, especially through comics. It was a dream come true when she got to write for *Tinkle* and *Amar Chitrakatha*, some of India's leading comic books.

Comprehension

A. Answer these questions briefly.

1. What was the speaker's dream? How did it come true?
2. How did the teacher help the speaker during the play?
3. What did the speaker do, leading to all the confusion?
4. What did the teacher do when the speaker made mistakes?

B. Read these lines from the text and answer the questions.

1. *The teacher looked round in dismay.*
 - a. Why was the teacher feeling dismayed?
 - b. What solution did the teacher find for her problem?
 - c. Was the teacher right to worry about the play?
2. *"Don't be silly," hissed Rama.*
 - a. Who was Rama talking to?
 - b. How was the person being silly?
 - c. What was the next mistake the person made?

3. *“My beauty is my bane.”*
 - a. Who said these words?
 - b. Who was supposed to say these words?
 - c. How did people react to this line?

C. Answer these questions in detail.

1. Did the speaker experience stage fright? Which lines in the text tell you that?
2. Why did the audience find the last scene funny?
3. Do you think the school play was a success? Why or why not?

D. Think and answer.

1. How do you think the speaker felt after the play?
2. Do you think the speaker would be willing to perform in front of a large audience again? Why?

E. Know your values.

There is a difference between ‘laughing with someone’ and ‘laughing at someone’. Can you tell the difference using these two examples?

Madhura was reading a story aloud in class when she made some mistakes in pronunciation. Her classmates found these very funny and could not stop laughing.

Neel and Sam were playing basketball when they crashed into each other and fell down with a thud. Neither of them was hurt. They had a good laugh and continued playing.

Is one of these situations better than the other? Why?

It is hurtful to laugh at someone else’s mistakes. We must be kind and remember that we make mistakes too and would not want others laughing at us.

Grammar

A. Read this blog post about the theatre and find six uncountable and countable nouns each.

20 March is World Theatre for Children and Young People Day. How does theatre, especially for young people, make a difference in a world like ours?

Theatre and acting teach us empathy—the ability to understand other people’s feelings and problems. When a child plays a role, they’re forced to think about the character—why would the character have made that choice?

The theatre is like a gym for empathy. It’s where we go to build up our muscles of compassion. We practise listening to and understanding people who are not like us.

Children need this kind of practice more than adults. After all, this is going to be their planet and their future.

Countable Nouns:

Uncountable Nouns:



Read these sentences.

- Even if I forget my lines, I can always think up **something** else.
- Just then, **everyone** on stage began shouting.

The highlighted words are **indefinite pronouns**.

Sometimes we need to refer to people or things without saying exactly who or what they are. We use pronouns ending in **-body** or **-one** for people, and pronouns ending in **-thing** for things. These are called indefinite pronouns.

Some of the indefinite pronouns in English are **somebody, nobody, anybody, everybody, someone, no one, anyone, everyone, something, nothing, anything** and **everything**.

- ∞ **Nobody** knows where Sahana is.
- ∞ **Someone** has been ringing the bell for the last two minutes.

We use singular verbs after indefinite pronouns.

- ∞ No one **likes** to clean up after cooking.
- ∞ In today's world, anything **is** possible.

B. Complete these sentences with the indefinite pronouns you have learned.

1. Did you switch off the oven? I think I smell something burning.
2. _____ has seen Ali today. I think he hasn't come to school.
3. Do you have any ideas for the fair? I can't think of _____.
4. _____ must bring their own pencils and pens for the exam.
5. There is _____ in this box. It's empty.
6. Meena, there is _____ at the door to see you.

When we refer back to the indefinite pronoun, we use **they**.

- ∞ **Everybody** turned up for the event. **They** thoroughly enjoyed themselves.
- ∞ **Somebody** should tell him this is not right. **They** have to tell him that very soon.

C. Correct the errors in these sentences.

1. Nobody in my family like cold food for dinner.

2. Somebody should sweep the classroom. He should also wipe the blackboard clean.

3. If anyone has a problem with the computers, she should report it to the teacher.

4. Somebody should be able to lend you his calculator.

5. Everybody were tired after the picnic.

Vocabulary

A. Replace the highlighted words in these sentences with synonyms from the text.

1. "You spilt milk all over me!" she **shrieked**. screamed

2. Lekha **mutters** under her breath when she is angry. _____

3. Naresh scrubs the kitchen counter till the surface is **gleaming**. _____

4. Chris began to **weep** when he heard about the earthquake in Indonesia. _____

5. I was **surprised** when a bird suddenly flew into my room from the window. _____

6. I have never seen so many silly **blunders** in one page. _____

B. Think and replace the highlighted words with their antonyms.

1. I thought the book was **brilliant**.
I thought the book was quite stupid.

2. I was **dismayed** when I heard that the test had been postponed.

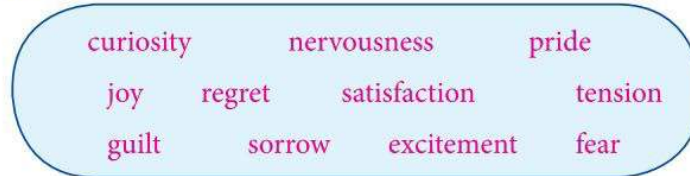
3. "I can do it," Tariq said **confidently**.

4. My cat Fluffy's newborn kitten is so **puny**!

5. "Who are you?" he asked in a **thunderous** voice.

Listening

The students of National School had their Annual Day yesterday. Listen to a few people talk about their experiences. As you listen, circle the emotions they are expressing.



Writing

In the Listening section, you heard a boy talking about how he got stage fright and pretended to be ill to avoid performing. Imagine you are this boy and write a diary entry about what you did and how you felt. Do not forget to mention what you are going to do to make up for this.

Date:

Time:

Day:

I just got home from the Annual Day performance. What was supposed to be a great night turned into a nightmare...

Speaking

What is your greatest fear? Tell your partner what you are afraid of and why. You both can also discuss how you can overcome these fears.

Pronunciation

A. Listen and repeat.

true skill slit proud planet creak climate drama brief blood gleam flower

B. Listen and repeat.

reflect regret welcome amber bamboo windy reply fertile curtain

C. Listen and repeat.

camp pump ghost toast gasp wasp record yard gulp pulp adopt kept

SBIOA SENIOR SECONDARY SCHOOL, TRICHY-07

CLASS – VII

ENGLISH

DATE: 03.06.2020

NAME: _____

ASSIGNMENT

DAY: WEDNESDAY

INDEFINITE PRONOUN

The indefinite pronouns are:

<i>anybody</i>	<i>everybody</i>	<i>nobody</i>	<i>somebody</i>
<i>anyone</i>	<i>everyone</i>	<i>no one</i>	<i>someone</i>
<i>anything</i>	<i>everything</i>	<i>nothing</i>	<i>something</i>

We use indefinite pronouns to refer to people or things without saying exactly who or what they are.

We use pronouns ending in **-body** or **-one** for people, and pronouns ending in **-thing** for things:

Everybody enjoyed the concert.

I opened the door but there was **no one** at home.

It was a very clear day. We could see **everything**.

Some of the indefinite pronouns in English are **somebody, nobody, anybody, everybody, someone, no one, anyone, everyone, something, nothing, anything** and **everything**.

- ☞ **Nobody** knows where Sahana is.
- ☞ **Someone** has been ringing the bell for the last two minutes.

We use singular verbs after indefinite pronouns.

- ☞ No one **likes** to clean up after cooking.
- ☞ In today's world, anything is possible.

In **negative clauses**, we use **pronouns with no-**, not pronouns with *any-*:

Nobody came. (NOT ~~**Anybody** didn't come.~~)

We do **not** use another negative in a clause with *nobody, no one* or *nothing*:

Nobody came. (NOT ~~**Nobody** didn't come.~~)

Nothing happened. (NOT ~~**Nothing** didn't happen.~~)

A. Complete these sentences with the pronouns:

1. Did you switch off the oven? I think I smell _____ burning.
2. _____ has seen Ali today. I think he hasn't come to school.
3. Do you have any ideas for the fair? I can't think of _____.
4. _____ must bring their own pencils and pens for the exam.
5. There is _____ in this box. It's empty.
6. Meena, there is _____ at the door to see you.
7. _____ is possible as long as you put your mind to it.
8. _____ drank all the soda.
9. Can _____ tell me why it is raining again?
10. _____ likes to eat vegetables.
11. _____ will clean up the kitchen.
12. _____ was home at the neighbour's.
13. _____ loves to eat chocolate.
14. _____ brought canned goods to the charity drive.
15. My parents always told me that _____ is possible.

B. Correct the errors in these sentences:

1. Nobody in my family like cold food for dinner. _____
2. Somebody should sweep the classroom. He should also wipe the blackboard clean. _____
3. If anyone has a problem with the computers, she should report it to the teacher. _____.
4. Somebody should be able to lend you his calculator. _____
5. Everybody were tired after the picnic. _____

Vocabulary:

A. Replace the highlighted words in these sentences with synonyms from the text:

1. "You spilt milk all over me!" she **shrieked**. Screamed
2. Lekha **mutters** under her breath when she is angry. _____
3. Naresh scrubs the kitchen counter till the surface is **gleaming**. _____
4. Chris began to **weep** when he heard about the earthquake in Indonesia. _____
5. I was **surprised** when a bird suddenly flew into my room from the window. _____
6. I have never seen so many silly **blunders** in one page. _____

B. Think and replace the underlined words with their antonyms.

1. I thought the book was **brilliant**. I thought the book was quite stupid.
2. I was **dismayed** when I heard that the test had been postponed. _____
3. "I can do it," Tariq said **confidently**. _____
4. My cat Fluffy's newborn kitten is so **puny**! _____
5. "Who are you?" he asked in a **thunderous** voice. _____

SBIOA SENIOR SECONDARY SCHOOL, TRICHY-07

CLASS – VII

ENGLISH

DATE: 09.06.2020

NAME: _____

ASSIGNMENT- POEM1

DAY: TUESDAY

Geography Lesson

Our teacher told us one day he would leave
And sail across a warm blue sea
To places he had only known from maps,
And all his life had longed to be.

The house he lived in was narrow and grey
But in his mind's eye he could see
Sweet-scented jasmine clinging to the walls,
And green leaves burning on an orange tree.

He spoke of the lands he longed to visit,
Where it was never drab or cold.
I couldn't understand why he never left,
And shook off the school's stranglehold.

Then halfway through his final term
He took ill and never returned,
And he never got to that place on the map
Where the green leaves of the orange trees
burned.

The maps were redrawn on the classroom wall;
His name was forgotten, it faded away.
But a lesson he never knew he taught
Is with me to this day.

I travel to where the green leaves burn
To where the ocean's glass-clear and blue,
To all those places my teacher taught me to love
But which he never knew.

Brian Patten

I. Read the above poem and answer the questions below:

1. What did the teacher dream about?
2. Which line tells you that the teacher was imaginative?
3. Was the teacher fond of the school?
4. Did the teacher's dream come true?
5. How is the speaker similar to his teacher? How is he different?

II. Read the lines and answer the following questions:

1. The house he lived in was narrow and grey
 - a. Was the teacher's life exciting?
 - b. what do the words 'narrow' and 'grey' suggest?
2. I couldn't understand why he never left,
And shook off the school's strangle hold
 - a. Explain the use of the word 'strangle hold'
 - b. Was the job good for the teacher?

3. The Maps were redrawn on the classroom wall

- a. Whose maps were changed?
- b. Does the word 'map' here refer only to real maps or also the lessons/
dreams the teacher spoke of?
- c. Is the teacher forgotten by everyone?

III. Prepare a speech on the topic "Prevention is better than Cure"