Written as per the latest syllabus prescribed for the academic year 2017-2018, by the Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

STD. VII
English Balbharati
WORKBOOK

Salient Features

- Glossary to enable students to learn new words and meanings
- Paraphrase / Summary for better understanding
- Wide Variety of Questions to test comprehensive skill
- Oral Tests to enhance the ability to express and speak
- Activities / Projects to stimulate thinking and language acquisition
- Unit Tests and Semester Papers for thorough revision

Name: _____________________________________________________________

School: ___________________________________________________________

Standard: ___________ Division: ___________ Roll No.: ________________

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*Note: Textual Questions are represented by * mark.*
In the poem ‘Past, Present, Future’, the poet Emily Bronte asks a child what the past, present and future looks like, to him. In an innocent manner, the child describes the nature that he associates with each of these time frames.

When he is asked about the past, the child who is smiling, says that it is like an autumn evening, where the wind lets out a breath in grief. The past, for the child, is something that he remembers with longing and a little sadness. The falling of leaves and the mournful sigh of the wind convey that the child is unhappy because the past has passed and he cannot go back to it.

When he is asked about the present hour, the child says that it is like springtime, with greenery and flowers around, where a young bird on a branch of a tree is just learning to fly. The present, for the child, is full of possibilities and something that he wants to take chances in. He is gathering his strength and looking forward to head into the world.

When he is asked about the future, the happy child says that it is like the unknown, vast sea that has stretched far and wide under the bright sun. We cannot see the end of a sea and the child associates this imagery with future. According to him, the future is magnificent, exciting and mysterious and he is keen on exploring it.
2. Write the adjectives that are used to describe the following:

- evening
- spray
- sea

3. Write the items in the three columns properly.

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<td>A sea beneath a cloudless sun</td>
<td>A pleasant time which has ended</td>
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<td>The present hour</td>
<td>A soft and mild autumn evening</td>
<td>An exciting, thrilling time which has no end</td>
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<td>The future</td>
<td>A green and flowery spray where a young bird sits</td>
<td>A time full of life, in which you gather strength</td>
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Ans:

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4. Write one line about each of the following with the help of the poem.

- wind in the autumn evening
- young bird on the spray
- the sea

Answer the following.

1. What is the difference between past, present and future, according to the narrator of the poem?

Ans:

2. How does the child describe the present hour?

Ans:
3. How is the future, according to the child in the poem?

Ans: ............................................................................................................................................................

Language Study

*1. Find out three metaphors from the poem.

Ans: ............................................................................................................................................................

Oral Test

1. Say five words related to ‘time’.
2. Give two rhyming words for ‘sun’.

Formative Assessment

*1. Read the poem aloud using proper rhythm and intonation.

Project

1. Draw a picture of the imagery associated with each of the time frames given in the poem—that is, the past, the present hour and the future.

Ans: ............................................................................................................................................................

Grades:

A - Excellent  Teacher’s Remark:
B - Good
C - Fair  Date: ..............................  Sign: ..............................
This chapter, extracted from the story ‘Odd One In’ by Tithi Tavora, teaches us to be kind to others and respect each others’ differences. The story revolves around Rima, a city girl who tried to bully a new student in her class. Malti, who was from a different state, took admission in Rima’s school. She was different from Rima and her friends. Unlike them, she applied oil in her hair, bindi on her forehead and did not speak English fluently. Rima and her friends began to make fun of her rather than helping her to get accustomed to their school. As time passed, everybody in the class realised how talented and sweet Malti was and befriended her. However, Rima continued to tease her. This hurt Malti and one day, she could not tolerate it anymore. She ran away from Rima with tears in her eyes and Rima’s friends scolded her for her behaviour. Rima then understood her mistake, but she was too proud to accept it, even to herself. The story tells us that when we realise that we are at fault, we should apologise immediately and make things right.
Do as directed.

*1. Give the meaning of the following words / phrases:
   - settling in
   - sniffed
   - insufferable
   - forte
   - belied
   - befriended

*2. List all the adverbs that end with ‘-ly’.
   Ans:______________________________

3. Give the antonyms of the following words:
   - i. previous × ____________________ ii. politely × ____________________

4. Give the noun form of the word ‘discussed’.
   Ans:______________________________

5. Give the synonyms of the following words:
   - i. told — ____________________ ii. smart — ____________________
   - iii. nastily — ____________________

Answer the following.

*1. How did Rima decide whether or not Malti was smart? What is your opinion?
   Ans:______________________________

*2. Do Rima and her parents share the same attitude? How do we know that?
   Ans:______________________________

*3. Guess what Malti was about to say when Teacher entered.
   Ans:______________________________