

POORVI

Textbook of English for Grade 7



0773



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition

March 2025 Phalgun 1946

PD 1500T GS

**© National Council of Educational
Research and Training, 2025**

₹ 65.00

*Printed on 80 GSM paper with NCERT
watermark*

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110016
and printed at Laxmi Offset Printers,
G- 115, Heerawala Industrial Area,
Kanota, Agra Road, Jaipur

ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panighati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : *M.V. Srinivasan*

Chief Editor : *Bijnan Sutar*

Chief Production Officer : *Jahan Lal*
(In charge)

Chief Business Manager : *Amitabh Kumar*

Assistant Editor : *Garima Syal*

Production Officer : *Sunil Sharma*

Cover, Illustrations and Layout

Blue Fish Designs Pvt. Ltd.

FOREWORD

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities touching upon all the five planes of human existence, the *pañchakośhas* in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects in three languages—including at least two languages native to India—Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. *Poorvi*, the English language textbook for Grade 7 is one of these. Its content comprises stories, poems, and narratives that ensure a reflection of their social, cultural, and geographical landscapes wherein students are sure to find traces of their lived experiences. *Poorvi* also weaves into its contents





snippets from the vast treasure-trove of Indian Knowledge Systems, India's artistic and cultural heritage, and embeds values alongside ecological sensitivity, gender equality, digital skills, etc. For all practical purposes, it has, to my mind, succeeded in its Curricular Goals: first, to foster natural curiosity among students through a proper selection of content, and second, develop among them the core competencies in listening, speaking, reading, and writing by intelligently designing various activities around them, thereby seamlessly integrating vocabulary and grammar within meaningful contexts.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook, and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

New Delhi
February 2025

DINESH PRASAD SAKLANI
Director,
National Council of Educational
Research and Training

ABOUT THE BOOK

Poorvi, a textbook of English for Grade 7, is developed in alignment with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. Language education is essential for effective communication, aesthetic expression and appreciation. Reasoning and critical thinking are very closely linked with language use, and these are valuable capacities to be developed. Language development plays an important role in the development of perceptual and practical concepts, and also enables us to check our experiences with others to ensure that we have a shared meaning emerging from these experiences. The textual material developed for the Middle Stage will take children well beyond the Preparatory Stage.

Curricular Goals, competencies, and learning outcomes have been the guiding principles while developing the textbook. The Curricular Goals (CG) cover a range of competencies. The NCF-SE 2023 has stated the following Curricular Goals:

- CG-1: Develops independent reading, comprehension, and summarising skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).
- CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events.
- CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding.
- CG-4: Explores different literary devices and forms of literature.
- CG-5: Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.
- CG-6: Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language (pp. 245–246).

The Curricular Goals have been covered through a variety of themes and an array of activities. There are five thematic units that comprise stories, poems, conversation, narrative and descriptive pieces. Themes such as learning together, wit and humour, dreams and discoveries, travel and adventure and homage to bravehearts have been included. Cross-cutting themes, such as Indian Knowledge Systems, values, heritage, gender sensitivity, and inclusion have been integrated in all the units. Each unit has three literary pieces—story, poem, conversation or non-fiction.



There are in-text questions, ‘Let us discuss’ to assess comprehension of the text. The end-of-the-text questions given in ‘Let us think and reflect’ are designed to encourage critical thinking, reasoning, responding, analysing, etc.

Unit 1—‘Learning Together’ encourages students to explore the interconnectedness of nature and human life. The story, ‘The Day the River Spoke’, emphasises the importance of respecting and listening to nature. The river encourages Jahnavi to overcome her fears and societal barriers by boldly pursuing her desire for education, assuring that her courage can make a difference. The poem, ‘Try Again’ inspires resilience and the power of perseverance, encouraging students to view challenges as stepping stones to success. The poem leaves a powerful impact on the readers, inspiring them to achieve their best goal in life. ‘Three Days to See’ presents a touching narrative of a girl who cannot see and that invites learners to appreciate their senses and value the beauty of the world around them.

Unit 2—‘Wit and Humour’ engages students with a light-hearted story, poem, and play. These delightful works showcase the charm of intelligence, humour and laughter. The amusing tale of ‘Animals, Birds, and Dr. Dolittle’ will help students explore the idea of a doctor who learns animal language. He not only communicates with animals but also treats their ailments with empathy. The story is a fable that entertains and also educates about animal care. The poem, ‘A Funny Man’ celebrates humour which can be unfamiliar that can spark curiosity and amusement. ‘Say the Right Thing’ highlights the comic consequences of miscommunication. The play focuses on the fact that it is important to say the right thing at the right time. We must listen carefully to what others are saying and we must think before we speak.

Unit 3—‘Dreams and Discoveries’ captures the essence of wonder and imagination of children. It also sparks curiosity and creativity, encouraging students to explore how dreams and discoveries shape the world. ‘My Brother’s Great Invention’ is a humorous story about a boy who likes to discover new things around him. This leads to an unexpected encounter with a thief. The story highlights determination, creativity, and sibling bonds, teaching students the value of trial and error in discovery. The poem ‘Paper Boats’ uses the imagery of paper boats to symbolise dreams and aspirations. Students will reflect on the joy of simple pleasures and the universal desire to connect with the unknown. ‘North, South, East, West’ will help students appreciate the diversity that exists in our country. The narrative presents postcards from a girl exploring India’s diverse landscapes with her parents. The vibrant observations will foster an appreciation for the country’s rich cultural and natural heritage.



Unit 4—‘Travel and Adventure’ ignites the spirit of exploration and aims to cultivate curiosity, resilience, and a sense of wonder. The story, ‘The Tunnel’ will take students on an adventurous episode in a tunnel, highlighting the excitement of discovery and the courage to face the unknown. It also conveys the concept of maturing through self-exploration. The poem, ‘Travel’ revolves around the theme of exploring the unknown and a strong desire to travel. Train is used as a symbol to embark on to new adventures with new people. The sun’s journey is used as a metaphor for constant movement and the human urge for exploration. ‘Conquering the Summit’ is a non-fiction piece on Arunima Sinha, the first female amputee to scale Mount Everest to accomplish her dream. This will inspire students with her extraordinary determination and perseverance.

Unit 5—‘Bravehearts’ instills a sense of patriotism and gratitude in students, celebrating the courage and sacrifices of the valiant who have selflessly laid down their lives for the nation. ‘A Homage to Our Brave Soldiers’ is a tribute to the real heroes of our nation—our soldiers, the embodiment of patriotism. The poem ‘My Dear Soldiers’ is a heartfelt acknowledgement of the courage, dedication, and sacrifice of the soldiers who tirelessly defend the nation, often in harsh and unforgiving conditions. The graphic story of ‘Rani Abbakka’ is a tale of a fearless queen, who defied Portuguese colonial powers with resilience and military acumen. She exhibited indomitable courage, valour, and determination.

These literary pieces serve not only as sources of entertainment but also as repositories of valuable life lessons, fostering personal growth and equipping children with skills to navigate social situations with confidence. By resonating with children’s daily experiences, the selected pieces promote positive values such as resilience, empathy, and emotional intelligence, thereby exerting a profound impact on their overall development.

The primary focus lies in cultivating competencies in listening, speaking, reading, and writing while concurrently developing vocabulary and grammar in context. Language learning truly comes to life when connected to the immediate environment of learners, allowing them to express their thoughts, feelings, and experiences through experiential learning. All the activities are conveniently colour coded under headings such as—‘Let us discuss’, ‘Let us think and reflect’, ‘Let us speak’, ‘Let us listen’, ‘Let us learn’, ‘Let us write’ and ‘Let us explore’. ‘Let us Explore’ extends learning beyond the text, staying within the unit’s theme. It aims to connect students with the Indian Knowledge System, fostering an appreciation for our rich heritage and culture, encouraging students to delve deeper, engage in



meaningful discussions, and broaden their understanding. In-text activities and exercises at the end of each chapter are thoughtfully designed to be engaging, fostering joyful learning experiences while serving as tools for assessment as and for learning. Illustrations have been carefully crafted to depict context and enhance comprehension.

We sincerely hope that students will enjoy doing these activities, and develop language competencies.

KIRTI KAPUR
*Professor of English,
Academic Coordinator,
Department of Education in Languages,
NCERT, New Delhi*



NATIONAL SYLLABUS AND TEACHING LEARNING MATERIAL COMMITTEE (NSTC)

1. M.C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA), (**Chairperson**)
2. Manjul Bhargava, *Professor*, Princeton University, (**Co-Chairperson**)
3. Sudha Murty, Acclaimed *Writer* and *Educationist*
4. Bibek Debroy, *Chairperson*, Economic Advisory Council to the Prime Minister (EAC – PM)
5. Shekhar Mande, Former *Director General*, CSIR; *Distinguished Professor*, Savitribai Phule Pune University, Pune
6. Sujatha Ramdorai, *Professor*, University of British Columbia, Canada
7. Shankar Mahadevan, Music Maestro, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, Visiting *Professor*, IIT – Gandhinagar
10. Surina Rajan, *IAS* (Retd.), Haryana, Former *Director General*, HIPA
11. Chamu Krishna Shastri, *Chairperson*, Bharatiya Bhasha Samiti, Ministry of Education
12. Sanjeev Sanyal, *Member*, Economic Advisory Council to the Prime Minister (EAC – PM)
13. M.D. Srinivas, *Chairperson*, Centre for Policy Studies, Chennai
14. Gajanan Londhe, *Head*, Programme Office
15. Rabin Chhetri, *Director*, SCERT, Sikkim
16. Pratyusha Kumar Mandal, *Professor*, Department of Education in Social Sciences, NCERT, New Delhi
17. Dinesh Kumar, *Professor*, Department of Education in Science and Mathematics, NCERT, New Delhi
18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT (**Member-Secretary**)



TEXTBOOK DEVELOPMENT TEAM

CONTRIBUTORS

N. Nagaraju, *Professor and Vice Chancellor*, Gangadhar Meher University, Sambalpur, (**Team Leader**)

Anju Gandhi, *Academic Consultant*, Sri Sri Ravi Shankar Vidya Mandir Trust, Bengaluru

Girish Nair, *Senior Member*, Samvit Research Foundation, Bengaluru

Nidhi Tiwari, *Professor*, Department of Education in Languages, NCERT, New Delhi

Rachana Chattopadhyay, *PGT English*, Cambridge School Srinivaspuri, New Delhi

Ruchi Sengar, *CBSE Subject Expert; ELT Consultant*, New Delhi

Saket Bahuguna, *Assistant Professor*, Central Institute of Hindi-Delhi Centre, New Delhi

Sasi Raj, *PGT English*, PM Shri Kendriya Vidyalaya, DIAT, Pune

Suganya J., *HoD, English*, Bala Vidya Mandir Senior Secondary School, Adyar, Chennai

Sushmita Roy Choudhury, *Dean Academics*, G.D. Goenka Public School, Jammu

Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi, (**Member-Coordinator**)



ACKNOWLEDGEMENTS

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of the National Curriculum Framework Oversight Committee for their invaluable contributions in overseeing the translation of NCF-SE 2023 perspectives into the textbook. NCERT is also deeply grateful to the Chairperson, Co-Chairperson, and members of the National Syllabus and Teaching-Learning Material Development Committee for their continuous guidance and thorough review of the textbook. Furthermore, NCERT extends its heartfelt thanks to the Chairpersons and members of the Sub-Group: English of the Curricular Area Group (CAG): Languages, as well as other relevant CAGs, for their support and guidelines on the cross-cutting themes.

The Council is grateful for granting permission to reproduce copyright material in this book and would like to thank the National Book Trust for an extract from the story 'The Day the River Spoke' by Kamala Nair; Anita Rau Badami for 'My Brother's Great Invention' from *Battling Boats*, Katha; C.G. Salamander for 'North, South, East, West'; Ruskin Bond for 'The Tunnel' from *Great Stories for Children*; Ministry of Culture (GOI) for 'Rani Abbakka' from *Azadi Ka Amrit Mahotsav*.

We also acknowledge the following: Eliza Cook for 'Try Again' from *The Poetical Works of Eliza Cook*; Helen Keller for 'Three Days to See' from *The Atlantic Monthly* (January 1933); Hugh Lofting for 'Animals, Birds, and Dr. Dolittle' from 'Frederick A. Stokes Company'; Natalie Joan for 'A Funny Man' from *Poems Children Will Sit Still For: A Selection for the Primary Grades*; G.C. Thornley for 'Say the Right Thing'; Edna St. Vincent Millay for 'Travel' from her collection *Poems by Edna St. Vincent*; Rabindranath Tagore for 'Paper Boats'; A.P.J. Abdul Kalam for 'My Dear Soldiers' from <https://abdulkalam.nic.in/dr-apj-abdul-kalam/poetry/my-dear-soldiers>.

The Council acknowledges the support of Amarendra Behera, *Professor and Joint Director*, CIET; Pratyusha Kumar Mandal, *Professor and Head*, DESS; Sunita Farkya, *Professor and Head*, DESM; Indrani Bhaduri, *Professor and Head*, ESD; Vinay Singh, *Professor and Head*, DEGSN; Milli Roy, *Professor and Head*, DGS; and Jyotsna Tiwari, *Professor and Head*, DEAA, along with their teams, for their meticulous efforts in ensuring the seamless integration of cross-curricular aspects throughout the textbook and linkages with other curricular areas.

We are also grateful to Md. Faruq Ansari, *Professor and Head*, Department of Education in Languages, for providing academic and administrative support. The Council acknowledges Geetanjali Kumar, *PGT English*, PM Shri Kendriya Vidyalaya No.1, Kozhikode, Kerala for her valuable inputs.



The Council acknowledges and appreciates the contributions made by Monika Dohare, *Senior Research Assistant*; Asma Rafiq, *Junior Project Fellow*; Deepa Dubey, *Junior Project Fellow*; Faizy Abdul Kalam, *Junior Project Fellow*; and Abhishek Kumar, *Junior Project Fellow* from the Department of Education in Languages, NCERT for providing support in the development of the textbook.

Special thanks are also due to the Publication Division, NCERT for their support. NCERT gratefully acknowledges the contributions made by Pawan Kumar Barriar, *Incharge*, DTP Cell; Kanchan Mishra, Ambuj Mishra, and Keshav Saroyan, *Proofreaders* (Contractual); Mohammad Wasi, Vivek Rajpoot, *DTP Operators* (Contractual); Himani, *Graphic Designer* (Contractual); and Shadab Khan, *Computer Typist* (Contractual).

Copyright has been applied for all the texts and the publisher extends apologies for any omissions and would be glad to hear from any such unacknowledged copyright holders.

Poorvi

The textbook of English for Grade 7 is titled *Poorvi* after the Indian *rāga* ‘Poorvi’. This *rāga* is said to promote harmony and serenity. It is associated with dusk, specifically sunset time (*Sandhi Prakash*). Each *rāga* in Indian music carries its own emotional significance and is symbolically connected to certain seasons, times of day, and moods. *Rāgas* are believed to evoke specific emotions in listeners.

Poorvi is an ancient and traditional Hindustani classical *rāga* that originated in eastern India. It is typically performed during the fourth *prahar* of the day, between 3:00 p.m. and 6:00 p.m. It evokes a sense of calmness and contemplation in the journey of learners, symbolising a harmonious blend of traditional and modern learning.

CONTENTS

<i>Foreword</i>	iii
<i>About the Book</i>	v
Unit 1: Learning Together	
The Day the River Spoke	1
Try Again	16
Three Days to See	28
Unit 2: Wit and Humour	
Animals, Birds, and Dr. Dolittle	43
A Funny Man	59
Say the Right Thing	70
Unit 3: Dreams and Discoveries	
My Brother's Great Invention	91
Paper Boats	109
North, South, East, West	118
Unit 4: Travel and Adventure	
The Tunnel	139
Travel	157
Conquering the Summit	166
Unit 5: Bravehearts	
A Homage to Our Brave Soldiers	179
My Dear Soldiers	199
Rani Abbakka	206

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the **[unity and integrity of the Nation]**;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)