

POORVI

Textbook of English for Grade 7



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

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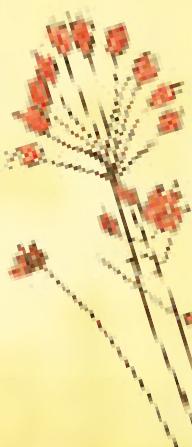
FOREWORD

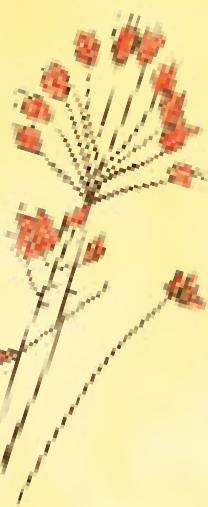
The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge while at the same time preparing the students to constructively engage with the prospects and challenges 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
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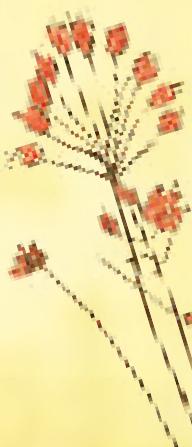
ABOUT THE BOOK

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.

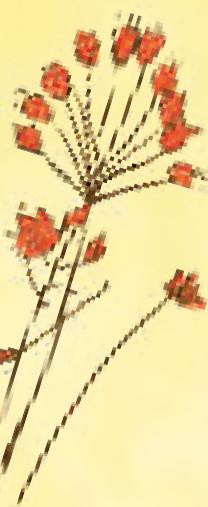


Unit 4—‘Travel and Adventure’ ignites the spirit of exploration and aims to cultivate curiosity, resilience, and a sense of wonder. The story, ‘The Tunnel’ will take students on an adventurous episode in a tunnel, highlighting the excitement of discovery and the courage to face the unknown. It also conveys 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.

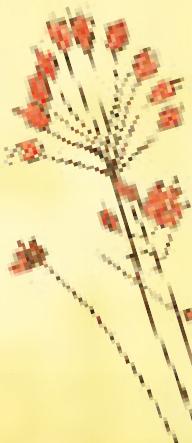
We sincerely hope that students will enjoy doing these activities, and develop language competencies.

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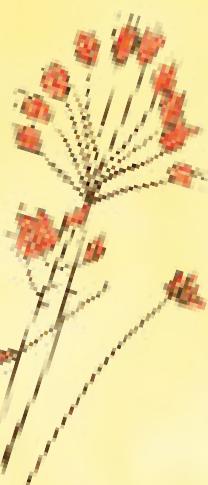
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Poorvi

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 ¹[**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 ²[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)