Government of Karnataka

POORVI

Textbook of English for Grade 7

Part - I

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NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 **Phone : 011-26562708**

Karnataka Textbook Society (R.)
6th Cross, Malleshwaram
Bangaluru 560 003 **Phone : 080-26422238**

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 **Phone : 0361-2674869**

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Publication Team

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

Chief Editor : *Bijnan Sutar*

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

Chief Business Manager : *Amitabh Kumar*

Assistant Editor : *Garima Syal*

Production Officer : *Sunil Sharma*

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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

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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.

Dinesh Prasad Saklani
Director,
National Council of Educational
Research and Training

New Delhi
February 2025

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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.

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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.

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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

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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

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19. Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT ***(Member-Secretary)***

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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)***

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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.**

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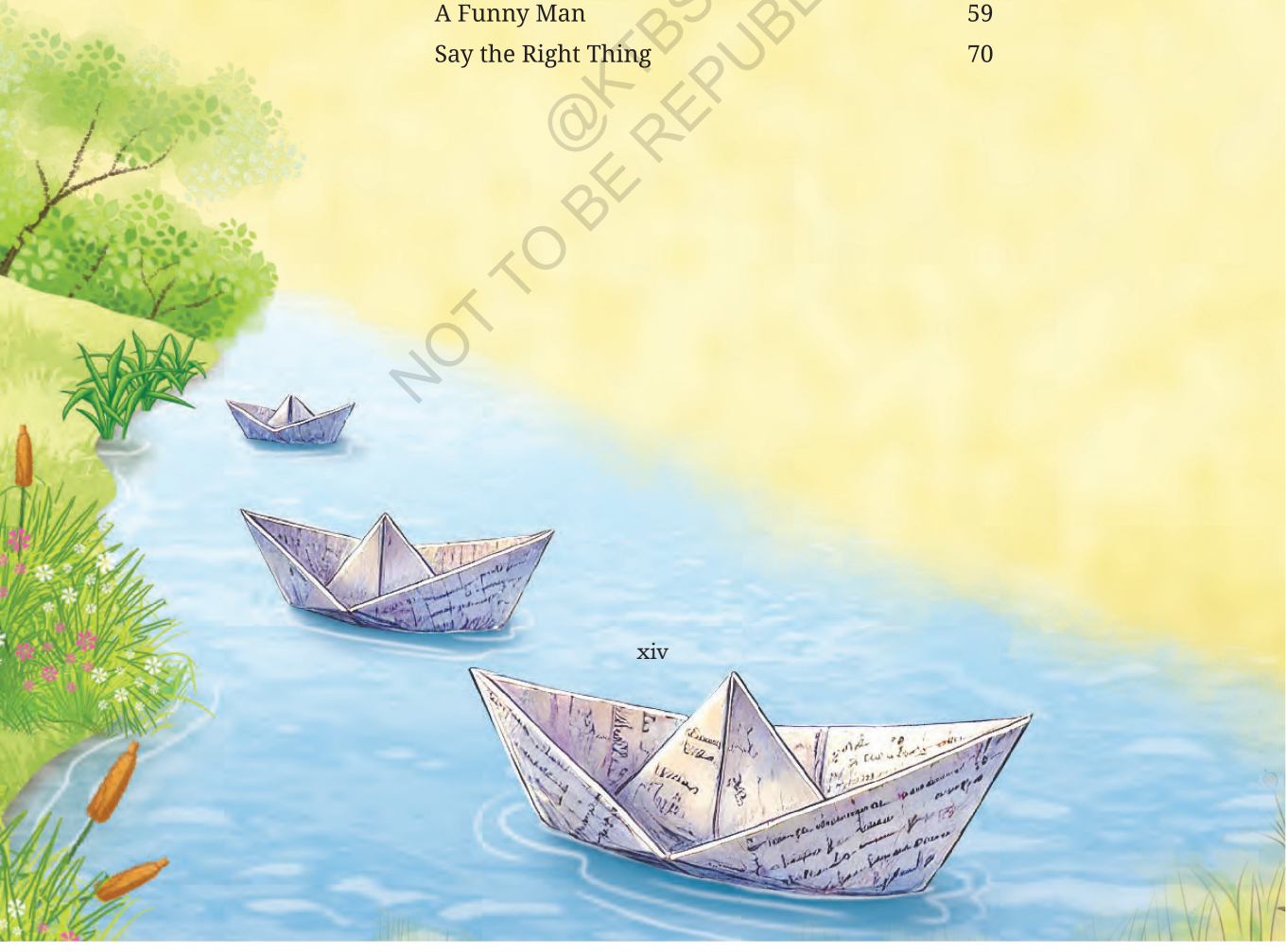
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Unit 1

LEARNING TOGETHER

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The Day the River Spoke

Let us do these activities before we read.

I Close your eyes and quietly listen to the sounds around you for a minute.

1. Are they trying to tell you something?
2. Do you think the things around you also listen to you all day long?

Share your answers with your classmates and the teacher.

II Jahnavi was a bright young girl who lived with her parents and three brothers in a coastal village in India. Her parents worked on the farm. She had a dream.

1. What could that dream be?
2. How could she make her dream come true?
3. What is your dream? What can you do to make your dream come true?

Share your answers with your classmates and the teacher.

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Let us read



splashed: fell in drops, making a sound

slithered: moved by sliding from side to side

murmuring: speaking in a low voice

startled: surprised

thicket: a dense group of bushes and trees

shrieked: made a high-pitched sound

I

A big bright tear splashed down her nose. And another. A kingfisher swept down, its wings an arrow of blue in the sunlight. And a green lizard slithered down to the river's edge to bask in the sun.

"Dear, dear!" said a sleepy, murmuring voice, "What's the matter?"

Jahnavi was startled, because she was sure she had been quite alone. It couldn't have been the lizard. And the kingfisher was up in the thicket of bamboo eating the fish it had caught. It couldn't be the parrots, because parrots shrieked and this was such a sleepy voice. She looked around her. There wasn't a soul in sight. She was rather scared and wanted to run away.

"You shouldn't cry, you know," the voice went on. "And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day."

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She was puzzled. It was such a voice, like the river. It couldn't be the river!

"Well, tell me all about it," said the River, for it was the River. "I've got to hurry to reach the sea, you know."

"They won't let me go to school," said Jahnavi. "I asked my mother, 'Why can't I go to school like Ettan and Meena?' And Mother had replied, 'You are too small, baby. Maybe later.'" But when she was five, little Ramu was born and Mother still said, "Maybe next year. Jahnavi, mind your little brother while I go to the fields." Now, she was nearly ten and minding Little Appu, who was the smallest. "They don't want me. They only..."—she stopped with a sob...

"I am scared to go to school. And I'm so old now, they'll never let me go. But I want to go. I want to learn to read like Ettan and Meena." Jahnavi called her brother 'Ettan'. Ettan means 'Elder brother', but his real name was Gopi. "I want to know why spiders are yellow in yellow flowers, why bamboo trees rustle, why the moon always comes from behind the hills, never the other way, why the baby fish in the field water become frogs, why..."



"Stop!" said the River. "You make me breathless. So many *whys!* I can tell you where the moon goes," the River said conspiratorially. "It goes down towards the sea. I've seen; it always takes the same way—over the mountains and down to the sea, like me!"

rustle: light sound made by leaves rubbing against each other

conspiratorially: secretly

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Let us discuss

1. What was Jahnavi's dream? Was it important to her? Why?
2. Do you think the river can help her in fulfilling her dream? How?

II

clump: a small group of trees growing together

rattling: noise made by shaking things

catamaran: a kind of boat

wailed: (here) complained in a loud voice

"Even little Ramu goes to school," said Jahnavi, "pity, the school isn't by the sea," said the River. "Then I could take you along, you know. But, I suppose I couldn't really. You'd get your feet wet. And that would never do! I'm afraid there's only one thing you can do."

"Can I do something?" asked Jahnavi. "Well, it's up to you," said the River. "Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay."

"I couldn't," gasped Jahnavi. "I couldn't! They'd scare me! They'd chase me out."

The River laughed. "You? Scared?" the River said, "when you're not afraid of the green lizard, or of the snake in the bamboo clump, (Jahnavi startled) or the big trains rattling past that bridge." "Trains are noisy; I prefer ships," said the River.

Jahnavi never knew the snake lived in the bamboo clump.

"What are ships?" she asked.

"Big boats," said the River, "so big that they can take hundreds of people, and they sail along the sea with lights that shine all night."

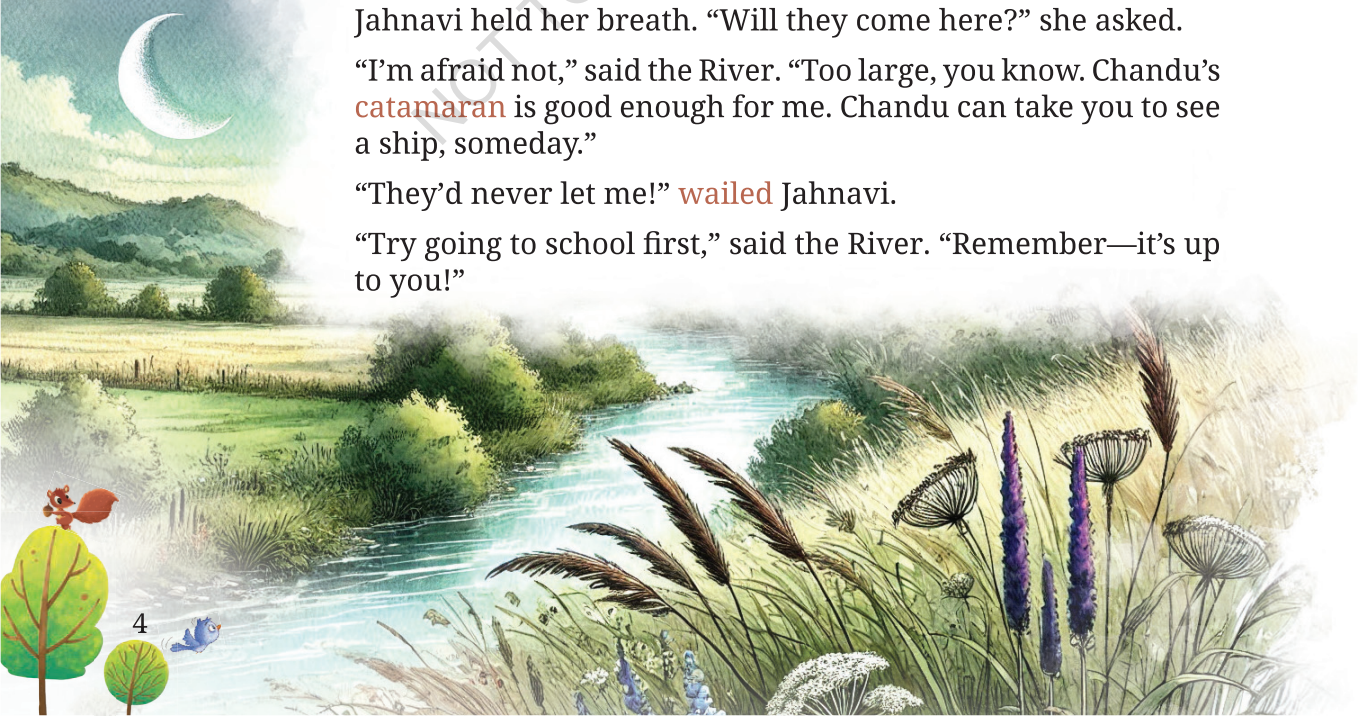
Jahnavi held her breath. "Will they come here?" she asked.

"I'm afraid not," said the River. "Too large, you know. Chandu's catamaran is good enough for me. Chandu can take you to see a ship, someday."

"They'd never let me!" wailed Jahnavi.

"Try going to school first," said the River. "Remember—it's up to you!"

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Jahnavi gathered courage. The next day she reached the school, panting and out of breath and stood by the door listening while the teacher read out the lesson. It was a story about a prince called Aśhoka, who became a great king. Little Appu had fallen asleep on her shoulder. She crept nearer and nearer till she was in the back row, squatting with the others on the earthen floor. Little Appu made no noise and she listened.

"Where did you spring from, little girl?" asked the teacher. "And what is your name? You're new in my class."

"She's Gopi's sister, Gopi is in the next class," said one of the boys. "It's Jahnavi," said another. "So, you're Gopi's little sister? Nice lad, Gopi."

"If you really, really want to come to my school, Jahnavi," the teacher had said, "we'll talk to your father about it. Don't you worry. We'll find a way."



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Jahnavi saw the teacher walking up the steps to their gate the next evening when she was lighting the lamp. She could see her father scratching his cheek the way he did when he was worried and the teacher was nodding and saying something she couldn't make out. And Mother said, "Little Jahnavi, I shall miss you when you go to school. Girls should learn as much as they want. When I was your age, I wanted to go to school, but your grandmother said 'No', but now, I am glad the teacher came to talk to your father."



And Jahnavi said, "Mother, when I grow up, I'll be a teacher and I'll go from house to house in our village and ask all the little girls to come to my school. And I'll teach them all that I'm going to learn."

And she went down the path between the fields the next morning before school began, to meet the River. "I did it!" she told the River. "I was scared, but I did it! And they're letting me go. I'm going to learn to write my name and do sums and find out why our little fishes in the rice fields turn into frogs." She heard the river's sleepy chuckle, "Come again, little girl, and I'll tell you all about the ships that sail the sea."

Kamala Nair

(An extract adapted from *The Day the River Spoke*)

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Let us discuss

Complete the table given below with Jahnavi's questions in Column 1 and the River's answers in Column 2. Check your answers with the teacher.

Column 1	Column 2
...why the moon always comes from behind the hills...?	
	... little girls can do as much as little boys.
	Big boats, so big that they can take hundreds of people, and they sail along the sea with lights that shine all night.
Will they come here?	



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *"You shouldn't cry, you know," the voice went on. "And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day." She was puzzled. It was such a voice, like the river. It couldn't be the river! "Well, tell me all about it," said the River, for it was the River. "I've got to hurry to reach the sea, you know."*

   (i) Complete the sentence with the correct option from those given in the brackets.

   The tone of the River in the given extract is _____. (assuring/sympathising)

   (ii) Select a phrase from the extract which shows that Jahnavi was a frequent visitor to the spot.

   (iii) Choose the correct option to complete the sentence.

   The use of an exclamation mark at the end of the line, 'It couldn't be the river!' expresses _____.

   A. excitement B. hesitation C. irritation D. disbelief

   (iv) Choose three qualities of the River highlighted in the extract from the words in the box given below.

   affectionate forgiving thoughtful impatient kind-hearted

2. *"Can I do something?" asked Jahnavi. "Well, it's up to you," said the River. "Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay."*

   "I couldn't," gasped Jahnavi. "I couldn't! They'd scare me! They'd chase me out."

   (i) Complete the sentence with an appropriate reason.

   According to the River, there was no difference between girls and boys because _____.

   (ii) Identify whether the following statement is **true** or **false**.

   The River encourages Jahnavi to have faith in herself and fulfill her desire to go to school.



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(iii) Choose the correct option to complete the sentence.

When the River suggests that Jahnavi should 'slip along', it means that she should move _____.

A. quickly B. casually C. quietly D. confidently

(iv) What does the repetition of the phrase *I couldn't*, tell us?

II Answer the following questions.

1. Why does the writer describe different aspects of nature in great detail at the beginning of the story? Why do you think the writer does this?
2. How did the River know so much about Jahnavi?
3. Jahnavi says, "And I'm so old now, they'll never let me go." What can you infer about Jahnavi and the school from this line?
4. Why did the River laugh when Jahnavi said she would be scared at school?
5. Why should Jahnavi follow the River's advice?
6. How does the conversation between Jahnavi and the River make the story more appealing?
7. What is the main message that the writer intends to convey?



Let us learn

I You have learnt that naming words are called nouns and only proper nouns begin with a capital letter. Why has the author used a capital letter for the 'River' even when it is a common noun? (Clue: Has the River been given qualities of a human being?)

II There are a few words related to sound in the text. Pick the words from the text and write them next to the correct definition.

1. made a high-pitched piercing sound
2. to cause liquid to strike or fall on something
3. a low continuous background noise
4. cry with loud uncontrollable gasps
5. to make a soft dry sound, like paper or leaves moving
6. took a short quick breath through the mouth due to surprise, pain or shock
7. shaking rapidly to make continuous short, sharp sounds

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8. making a lot of noise
9. made a long, high cry, usually because of pain or sadness

Now, fill in the blanks with suitable sound words from exercise (II).

The classroom grew (i) _____ as the students noticed the teacher carrying the answer papers. As the teacher turned the pages with a (ii) _____, the children (iii) _____, wondering what comments awaited. Someone (iv) _____ in frustration, and the (v) _____of the students steadily increased. Finally, when the teacher praised the students for their excellent performance, the students (vi) _____ with excitement.

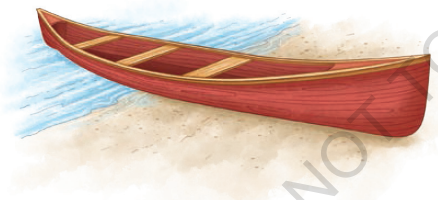
III The word 'catamaran' is used in the text. The word originates from Tamil language '*kattu maram*' meaning 'tied wood'.

Find out the meanings of these words. From which Indian language these words were borrowed. An example has been given.

1. karma (Sanskrit)	2. sahib	3. chutney	4. guru
5. verandah	6. jungle	7. areca	8. palanquin

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IV Chandu, the fisherman, has a catamaran that the River preferred to a ship. Given below are some boats that are used in different parts of our country.



1. canoe



2. catamaran



3. coracle



4. shikara

(i) Which one would you like to travel in?

(ii) Make a colourful drawing of a boat that you would like to travel in.

V Solve the crossword puzzle based on words related to water transport.

						5. C				6. T
1. S										U
										G
	7. Y				2.	O		T		B
3. R										
	H									T
	T		4.				M	E	R	

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Across

1. a large vessel used for transporting goods or passengers by sea
2. a small vessel for travelling on water, typically propelled by oars, sails, or an engine
3. a flat floating structure for travelling across water
4. a boat or ship driven by steam

Down

5. a small, light, narrow boat, pointed at both ends and moved using a paddle
6. a boat with a powerful engine which can change direction easily and is used to pull large ships into and out of port
7. a boat with sails and sometimes an engine, used for either racing or travelling for pleasure, rhymes with 'cot'

VI Read the highlighted words in the following lines from the text.

"She goes down **towards** the sea. I've seen her; she always takes the same way—**over** the mountains and **down** to the sea, like me!"

Prepositions are words that indicate the relationship between nouns or pronouns and other elements in a sentence. They show direction, location, time or logical relationships between ideas.

Now, fill in the blanks with suitable prepositions given within the brackets.

Jahnavi takes the River's advice and goes to school. On her first day 1. _____ (at/in/on) school, Jahnavi stood nervously 2. _____ (in/outside/above) the gate, clutching her bag close to her. The bell rang and she hurried 3. _____ (outside/through/inside) the bustling classroom. She found a seat 4. _____ (among/between/from) two friendly classmates. The teacher greeted them warmly and started the lesson 5. _____ (about/in/for) numbers. Jahnavi listened attentively, feeling excited 6. _____ (at/about/for) the new adventure ahead.

VII Read the highlighted words in the following sentence from the text.

A kingfisher swept **down**, its wings an arrow of blue in the sunlight.



Words like **on, off, up, down** can function both as preposition and as adverb.

For example:

- *She ran* **up** *the stairs. (preposition)*



- *She rang me* **up**. *(adverb)*



Remember, a preposition will always be followed by an object (noun) whereas an adverb will tell you more about the action (verb).

Fill in the blanks with prepositions or adverbs.

1. The cat jumped _____ the table. (preposition)
2. The children played _____ until dark. (adverb)
3. She quickly ran _____ the park. (preposition)

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4. The helicopter was hovering _____. (adverb)
5. We were just walking _____, chatting. (adverb)
6. After thoroughly wiping his shoes, he stepped _____. (adverb)
7. She drove slowly _____ the sharp curve. (preposition)
8. He placed the keys _____ the mat before leaving. (preposition)



Let us listen

I Read the words given in the box below. You will listen to five people speak about school life. As you listen, circle the words that are used by the speakers. There are two words you do not need. (Transcript for the teacher on pg. 39)

lawyer	desks	homemaker	principal	posters
newspapers	marriage	advertisements	careers	books

II You will once again listen to the five speakers. As you listen, match each statement 1–7 to each speaker (i)–(v). There are two statements that you do not need.

Statements	Speaker No.
1. Promotes active participation for all in school activities	
2. Comments on how school makes learning Mathematics joyful	
3. Believes in the power of education that leads to freedom of choice	
4. Shares that school also means companionship	
5. Understands that boys and girls have different abilities	
6. Persuades the parent to grant permission to attend school	
7. Believes that learning skills is not gender-based	

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Let us speak

I Read the sentence given below.

"Dear, dear! What's the matter? ... You shouldn't cry, you know. And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day."

The River spoke to Jahnavi in a 'sleepy' voice. Work in pairs and take turns to speak the same sentence in 'other' voices. Some hints are given below.

happy surprised angry scared sad worried

II Janhavi asks the River for advice and the River gives advice. Read the given situations and work in pairs to **ask for and give advice.** Take turns to change your roles. Use the prompts given below.

1. Situation (i) : You wish to play football at school but it has an all-boys' team only.
2. Situation (ii) : You have been unable to score well in Mathematics due to nervousness during exams.
3. Situation (iii) : You really enjoy music classes but do not get enough time to practise for it.
4. Situation (iv) : You cannot see the blackboard clearly from the last bench.



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Asking for advice

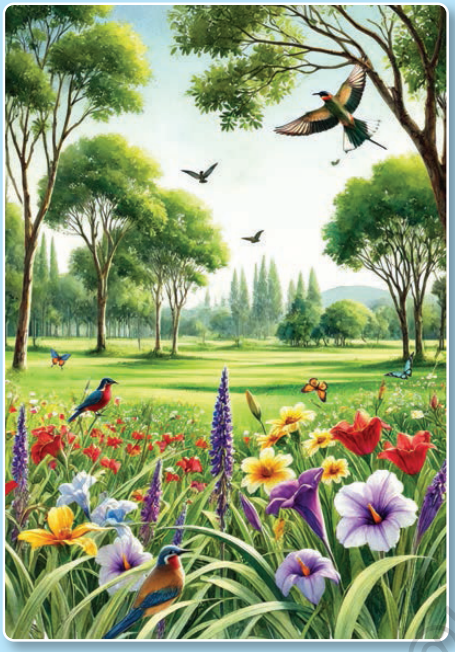
- _____ problem _____. What do you think I should do?
- _____ problem _____. Do you think I should...?
- _____ problem _____. What would you do in my position?
- _____ problem _____. I'd appreciate your advice on this issue.

Giving advice

- I think you should...
- Why don't you...?
- The best thing to do is...
- If I were you, I would / wouldn't...



Let us write



Observing Nature

Take some time to observe the world around you. Over the next few days, pay attention to the colours, shapes, patterns, and textures found in nature. Look closely at the plants, trees, flowers, birds, and even the sky. Make detailed notes of what you observe, focusing on textures, movements, and how light plays with these elements. Record your observations in detail and the features that draw your attention the most—whether it's the soft ripple of water, the vibrant flutter of a butterfly or the colour of the birds or flowers.

Now, write a descriptive paragraph based on what you've observed. Highlight the colours, shapes, textures, and unique details that made an impression on you.

Give a title to your paragraph.

Ideas	Prompts
• What do you observe?	• Every day, I see... • I find it very interesting that...
• How do you feel? Why?	• I like... because... • I feel... as...
• What is your message to everyone around you?	• I want to tell you that... • My advice to all is...

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Let us explore

I Discuss why rivers in India are considered to be sacred and most of them are referred to as female. Some rivers are referred to as male, for example, the Brahmaputra and the Sone.

II Whole Class Activity

1. India is a multilingual country, and many of us can speak two to three languages easily. Make a list of the languages that everyone in the class can speak and display it on a chart paper in the classroom.
2. In which language do you enjoy reading and learning the most?

III Read the poster given below and answer the questions that follow.



1. What are the things you can observe in the poster?
2. Why do you think the girls look happy?
3. Dignity means 'self-respect'. What is the relation between 'dignity' and 'happiness' ?
4. How does a Nation prosper when its daughters are happy?

IV The Government has launched many schemes for the education of the girl child. Some of them are 'Beti Bachao Beti Padhao', 'Balika Samridhi Yojana', 'Samagra Shiksha Scheme–Kasturba Gandhi Balika Vidyalayas', etc.

Find out more such schemes from the internet or from your teacher and spread awareness in your neighbourhood.



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Try Again

Let us do these activities before we read.

I Who inspires you to do your best?

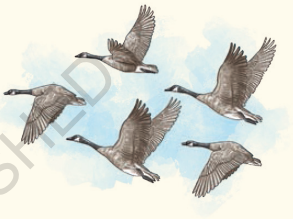
II Work in pairs, identify what you see in the pictures given below. What can we learn from them? Share your answers with your classmates and the teacher.



1.



2.



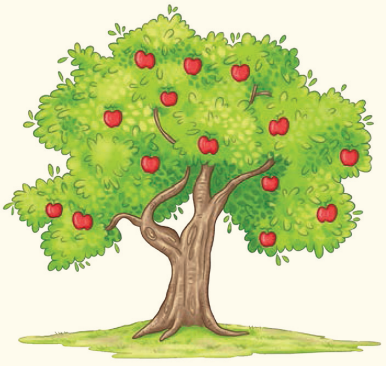
3.



4.



5.



6.

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Let us read

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch, and wore a crown,
But his heart was beginning to sink.

For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed
And so he became quite sad.

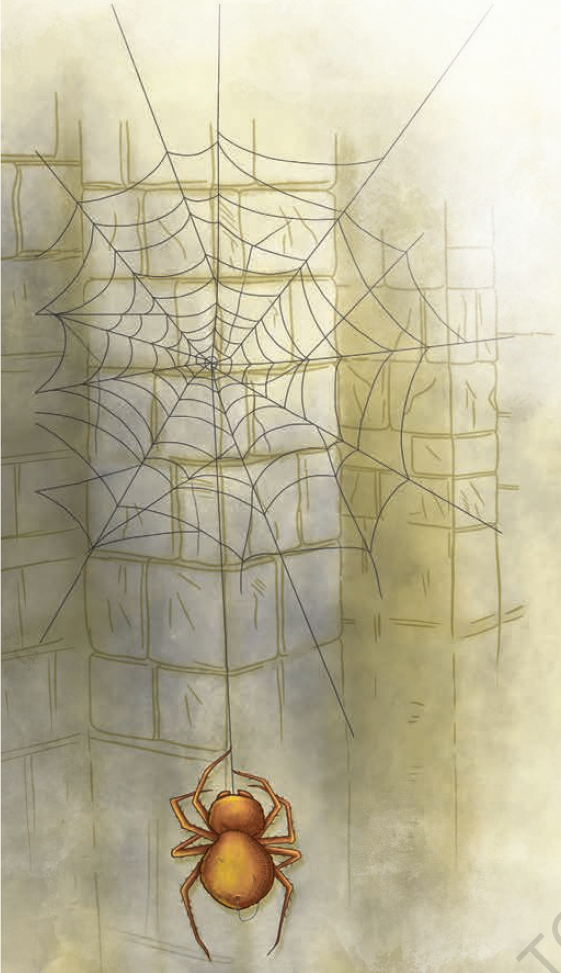
He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.

Now just at that moment a spider dropped,
With its silken, filmy clue;
And the King, in the midst of his thinking, stopped
To see what the spider would do.

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine;
That how it would get to its cobweb home,
King Bruce could not divine.

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It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slippery sprawl,
As near to the ground as ever.

Up, up it ran, not a second to stay,
To utter the least complaint;
Till it fell still lower, and there it lay,
A little dizzy and faint.

Its head grew steady — again it went,
And travelled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

Again it fell and swung below,
But again it quickly mounted;
Till up and down, now fast, now slow,
Nine brave attempts were counted.

"Sure," cried the King, "that foolish thing
Will strive no more to climb;
When it toils so hard to reach and cling,
And tumbles every time."

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?

Steadily, steadily, inch by inch,
Higher and higher he got;
And a bold little run at the very last pinch
Put him into his native cot.

"Bravo, bravo!" the King cried out,
"All honour to those who try;
The spider up there, defied despair;
He conquered, and why shouldn't I?"

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

Eliza Cook

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Let us discuss

I Complete the summary of the poem by filling in the blanks with suitable words from the text given in the box below. Share your answers with the teacher. An example has been given.

tried	mounted	despair	attempts	great
conquered	low	strive		

The poem, written in a narrative style, tells the story of King Bruce of Scotland, who was feeling 1. _____ after failing multiple times to achieve something 2. _____ for his people. In a moment of 3. _____, he observed a spider trying to reach its web high above. The spider 4. _____ every time it fell after getting close to its goal. It made nine 5. _____ and finally succeeded. The king said that the spider had 6. _____ and so would he. Inspired by the spider's determination, King Bruce decided to 7. _____. When he 8. _____ this time, he ultimately succeeded.

II Complete the following sentences suitably.

1. We can say that the poet uses the narrative style because _____.
2. The central idea of the poem is _____.

III Pick three examples from the poem for each of the following:

1. lines that describe the spider's efforts
2. alliteration (the repetition of the same consonant sounds at the beginning of closely connected words)

IV Why does the poet repeat the following words or phrases in the poem?

tried and tried; steadily, steadily; up, up

V Fill in the blanks by choosing the correct answer from within the brackets.

1. The rhyme scheme of the poem is _____. (AABB/ABBA/ABAB)
2. 'Bravo' is an example of _____. (conjunction/interjection/adjective)
3. The poet uses 'twas and 'tis for the sake of _____. (rhythm/rhyme/contraction)

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VI The spider's climbing is compared to King Bruce's own struggles. Just as the spider repeatedly attempts to reach its web, Bruce is trying to achieve a great deed for his people. This poetic device is called **metaphor**. It strengthens the poem's message about perseverance—keep trying till we succeed.

> A **metaphor** is a figure of speech that involves an implied comparison between two unlike things without using 'like', 'as', or 'as...as'. It suggests that one thing is another, highlighting similarities between them to add deeper meaning or understanding.

1. Read the following sentences and identify metaphors and similes. Write **M** for metaphor and **S** for simile.



(i) He ran as fast as a cheetah. ☐

(ii) The world is a stage. ☐

(iii) The night was as dark as coal. ☐

(iv) He sang like an angel. ☐

(v) Her voice was music to his ears. ☐

(vi) The classroom was a zoo. ☐

(vii) The baby slept like a log. ☐

(viii) Her smile was as bright as the sun. ☐

(ix) The lake was a mirror, reflecting the sky. ☐

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2. Read the following sentences and transform the similes to metaphors and metaphors to similes. Two examples have been given.

(i) Knowledge spreads like the branches of a mighty tree.

Knowledge is a spreading branch of a mighty tree.

(ii) His courage was a beacon, guiding us through the storm.

- *His courage was as bright as a beacon guiding us through the storm.*
- *His courage was like a beacon guiding us through the storm.*

(iii) The book was a treasure chest, filled with endless adventures.

(iv) Her laughter was a melody that brightened the darkest days.

(v) The mountain stood as a guard, watching over the valley below.

(vi) The night was like a velvet cloak, wrapping the world in mystery.

(vii) Her thoughts were like butterflies in a summer meadow.

Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *He flung himself down in low despair,*
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.



Now just at that moment a spider dropped,
With its silken, filmy clue;

(i) Select the phrase which shows the physical expression of the King's emotional state.

(ii) Why does the poet use the word 'low' before despair?

(iii) Choose the correct option to complete the sentence.

In the line, 'And after a while he pondered there', the word 'pondered' means _____.

A. paused B. thought C. noticed D. rested

(iv) Choose the correct option from the words given in the brackets.

The phrase 'silken filmy clue' creates an image of something that is _____ (long and light/very delicate and soft).

2. *"...when it toils so hard to reach and cling, And tumbles every time."*

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?



(i) Choose the correct option to complete the analogy.

toil: hard::_____: _____

A. roll: tumble B. tumble: circle

C. compress: roll D. jump: tumble

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(ii) List any two characteristics of the spider highlighted in the line, 'But up the insect went once more'.

(iii) Choose the correct option to complete the sentence.

The expression 'Ah me!' in the extract indicates a sense of _____.

A. happiness B. stress

C. relief D. loneliness

(iv) Complete the sentence with an appropriate reason.

Readers are able to relate to this extract because _____.

II Answer the following questions.

1. How does the first stanza help in setting the mood of the poem?
2. Describe how King Bruce's attitude changes from the beginning towards the end of the poem.
3. The poet describes every action of the spider in great detail. What does this tell us about his attitude towards the spider?
4. How does the spider inspire us to overcome despair and not give up?
5. The poem teaches us that failures are stepping stones to success. Explain.
6. The spider's journey tells us that anyone can be a source of inspiration in our lives. Elaborate.

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Let us learn

I Write the opposites of the following words taken from the poem.



1. up x _____
2. fast x _____
3. glad x _____
4. win x _____
5. succeed x _____

II Choose the correct meaning of the underlined words in the following sentences from the box given below. Frame sentences of your own for these words.

1. work very hard and/or for a long time
2. prepared themselves for something difficult
3. an attempt to do something new or difficult
4. to try very hard to achieve something

(i) Please make every <u>endeavour</u> to arrive on time.

(ii) Ants <u>toil</u> tirelessly to save food for rainy season.

(iii) We encourage all students to <u>strive</u> to do their best.

(iv) The sailors <u>braced</u> themselves against the strong wind.

III The poem uses words that show distance.

For example:

a long way up, inch by inch, higher and higher, half-yard higher

Classify the words or phrases in the box given below based on the distance (far or near) and write in the space provided. You may take the help of a dictionary.

proximity	middle of nowhere	vicinity	adjacent
remoteness	yonder	afar	a stone's throw
light year	hairline	farther	

Far	Near

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IV Read the following line from the poem.

'Twas a delicate thread it had to tread,

Now repeat the lines five to six times. Are you able to say it clearly? Create more tongue twisters of your own.



Let us listen

I You will listen to a story about an ant. Read the questions given below and **before you listen**, guess the answers to these questions. (Transcript for the teacher on pg. 40)

1. What was the ant known for?
   (i) determination (ii) strength (iii) wisdom
2. Why was the ant unable to take the *roti* home?
   (i) It was stuck under a rock.
   (ii) It was too heavy to carry.
   (iii) It was pulled by other ants.
3. What was the bird doing?
   (i) playing with the ant
   (ii) searching for food
   (iii) picking up leaves
4. How did the bird make the ant feel?
   (i) proud (ii) inspired (iii) relaxed
5. How did the fellow ants help?
   (i) by advising the ant continuously
   (ii) by standing still near the ant
   (iii) by joining the ant in her efforts

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II Now, listen to the story once again and as you listen, check whether your answers are correct.

Let us speak

Narrate a personal experience about a time when you were motivated by someone or something to carry on and never give up. Your perseverance helped you.

Use the following sentence prompts as a guide for your narration. Use as per your topic.

1. Introduction:
   - I remember a time when I felt like giving up. It was when...
   - There was a moment in my life when I faced a big challenge. It happened when...
2. Describe the challenge:
   - The challenge I faced was...
   - I was struggling with...
   - The problem seemed too big because...
3. Feeling disheartened:
   - At first, I felt discouraged and thought about giving up because...
   - I didn't think I could succeed because...
   - I felt upset and wanted to leave because...
4. The source of motivation:
   - But then, I saw/heard/read about...
   - Someone/something inspired me to keep going. It was...
   - I remembered the poem... do not quit...
5. Taking action:
   - After feeling inspired, I decided to...
   - I gathered my strength and...
   - With a new sense of willpower, I...
   - I asked for help from...
6. The result:
   - In the end, I was able to...
   - Thanks to standing firm and never giving up, I achieved...
   - I felt proud because...
   - It was worth it because...
7. Reflection:
   - This experience taught me that...
   - I learned that perseverance is the key to success...
   - Now, I always remember to...
   - The lesson I learnt from this is...



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Let us write

King Bruce was inspired by the spider that kept on trying till it was successful. Think about the steps you can take to overcome a difficult situation and write them down.

Now, write a letter to your cousin on how you plan to overcome any difficult situation. Also, advise **not to quit** and persevere.

Remember to use transition words like 'To begin with...,' 'Next...,' 'After that...,' 'Then...,' 'Finally...,' to share the steps of your plan.

You may begin this way:

20, Rajendra Nagar
Jeevanpur

23 August 20XX

Dear Monika,
Thank you for your letter asking me about...

You may end this way:

Yours affectionately,
Deepa

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Let us explore

I Collect folk songs in your own language that connect us with nature and compile them as a class project.

II Did you know that spiders are not insects? They belong to a group called the arachnids. Observe a spider and an ant from a distance and note down the differences between them. Share your observations with your classmates. Ask your Science teacher for more information to know about spiders better.

III Let us learn how to weave a spider web.

1. Take three sticks (each about eight inches long) and a roll of old wool.
2. Tie the sticks together in the centre with the wool (Fig. 1).
3. Start weaving the web by putting a loop around every stick (Figs. 2 and 3).

4. Complete the web and tie the thread in a knot on the stick where the web is complete (Fig. 4).

Now, decorate it with words and phrases you learnt about the spider in the poem or anything else that you like.

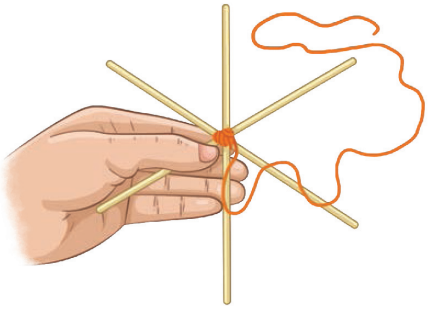


Fig. 1

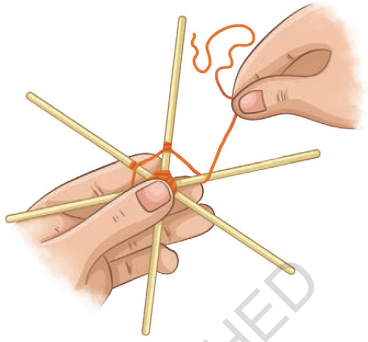


Fig. 2

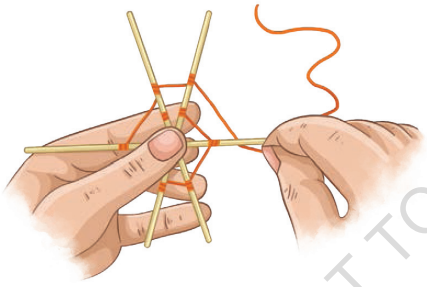


Fig. 3

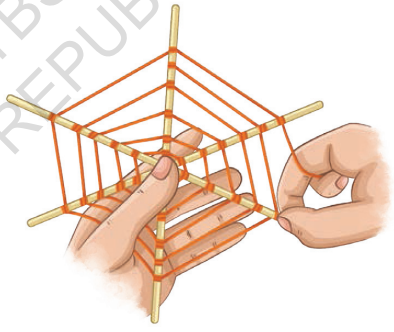


Fig. 4

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Three Days to See

Let us do these activities before we read.

I Work in pairs. Recall a visit to a place that you liked. Discuss the details of that place and write about the following:

1. Name of the place
2. The person(s) you went with
3. The things that you could:
   - see
   - listen
   - smell
   - taste
   - touch and feel

II How does this memory make you feel?

III Do you think your visit/experience would be different if you could not see or hear? Share your answers with your classmates and the teacher.

Did you know that our five senses are essential for us to experience and make sense of the world around us?

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Let us read

I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy quiver of a bird in full song.



At times, my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days.

I should divide the period into three parts. On the first day, I should want to see the people whose kindness and companionship have made my life worth living. I do not know what it is to see into the heart of a friend through that 'window of the soul', the eye.

I can only 'see' through my fingertips the outline of a face. I can detect laughter, sorrow and other obvious emotions. I know my friends from the feel of their faces.

symmetry: evenness

birch: a slender tree with thin peeling bark

shaggy: hairy

quiver: shiver

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behold: see

panorama: scene

glimpse: brief look

pageant: display

condensed: brief

carcasses: remains

mastodons: a large animal similar to an elephant, but with fur

stature: physique, build

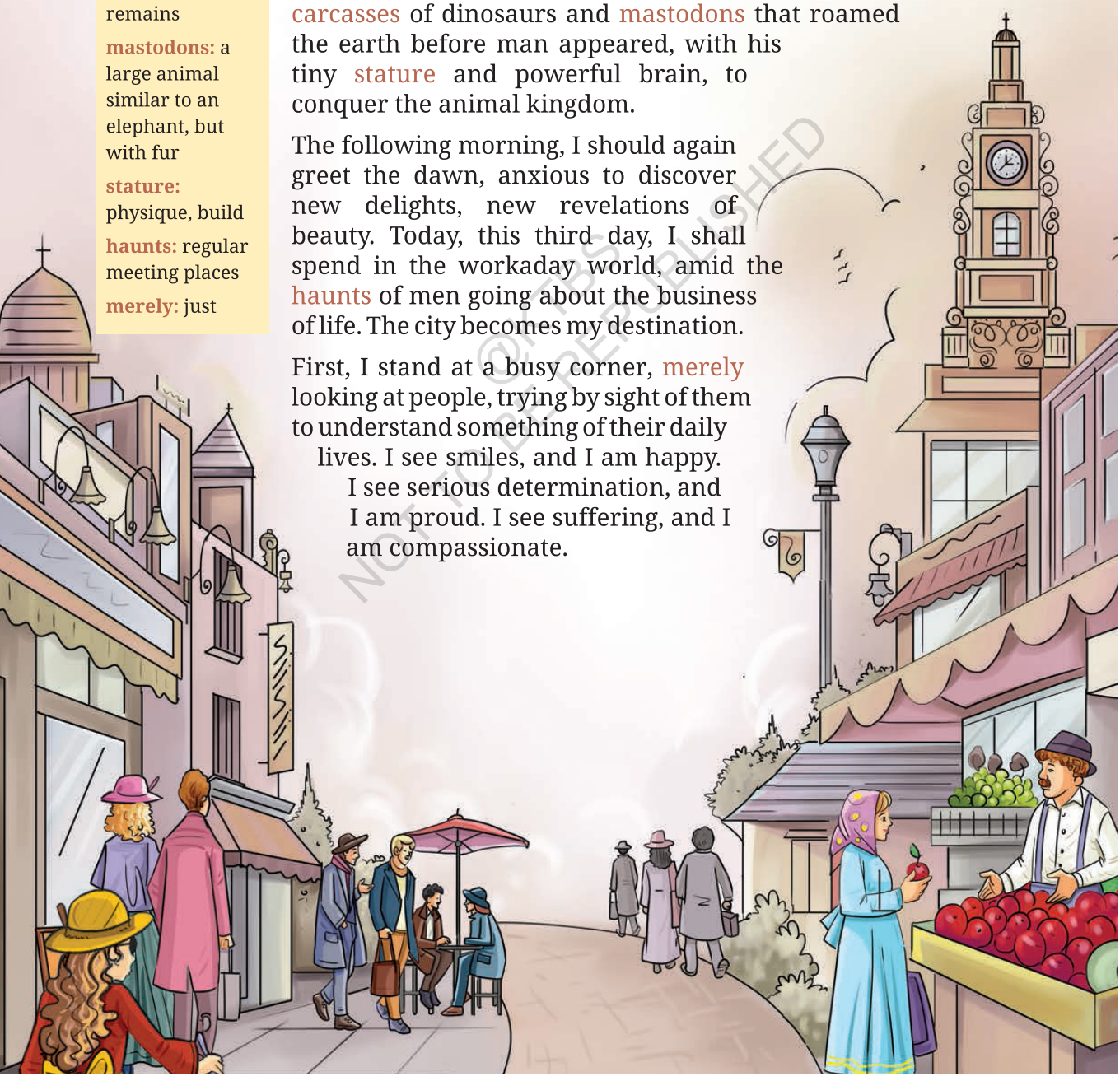
haunts: regular meeting places

merely: just

The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums. There my eyes would see the condensed history of the earth—animals and the races of men pictured in their native environment; gigantic carcasses of dinosaurs and mastodons that roamed the earth before man appeared, with his tiny stature and powerful brain, to conquer the animal kingdom.

The following morning, I should again greet the dawn, anxious to discover new delights, new revelations of beauty. Today, this third day, I shall spend in the workaday world, amid the haunts of men going about the business of life. The city becomes my destination.

First, I stand at a busy corner, merely looking at people, trying by sight of them to understand something of their daily lives. I see smiles, and I am happy. I see serious determination, and I am proud. I see suffering, and I am compassionate.



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At midnight, permanent night would close in on me again. Naturally in those three short days I should not have seen all I wanted to see. Only when darkness had again descended upon me should I realise how much I had left unseen.

I who am blind can give one hint to those who can see: use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to your other senses. Hear the music of voice, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object as if tomorrow your tactile sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty, which the world reveals to you through the several means of contact, which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

Helen Keller

strains: tunes

tactile sense: sense of touch

morsel: a small piece of food

facets: aspects

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Let us discuss

I Work in pairs. Identify the statements that are **true** from the ones given below. Share your answers with the teacher.

1. The author expresses a deep longing to experience the world through the sense of hearing.
2. The author would like exploring the city only to observe how people are suffering.
3. The author would spend the first day seeing the people whose kind-heartedness and friendship have enriched her life.
4. The author acknowledges that even in three days, she would not be able to see everything.
5. The author feels that everyone can find the greatest joy merely by the sense of touch.
6. The author advises those who can see to appreciate every moment as if they might lose their senses tomorrow.
7. On the third day, the author would like to observe people in their daily lives and understand their experiences.

II Complete the table given below with what Helen Keller wanted to do on the three days if she had sight.

Day 1	Day 2	Day 3
see the people, know her friends from the feel of their faces, ...	arise with the dawn, ...	

III The author says that you need eyes to be able to 'see' the true self of a person. Therefore, she refers to the eye as 'window of the soul'. How is the narrator able to understand the feelings of a person?



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy quiver of a bird in full song.*

   (i) What does the 'delicate symmetry of a leaf' symbolise?

   (ii) List two phrases from the extract that describe the texture of objects in nature.

   (iii) Complete the sentence appropriately.

   The phrase 'awakening Nature after her winter's sleep' refers to _____.

   (iv) What is the tone of the writer in this extract?

   A. nostalgic B. proud

   C. admiring D. celebratory

2. *The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums.*

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(i) The word 'thrilling' has been used with 'miracle'.

Which of the following words does **not** match with the word 'thrilling'?

A. experience B. tale C. knowledge D. adventure

(ii) Why does the writer refer to the earth as 'sleeping earth'?

(iii) Complete the sentence with an appropriate reason.

The writer wishes to dedicate the day to a brief look at the present and past world because _____.

(iv) Why does the writer use 'should' multiple times in the extract?

II Answer the following questions.

1. The sense of touch makes up for the loss of sight and hearing. Explain this statement with reference to the text.
2. Why does the author believe that the sense of sight is the most wonderful?
3. How might the author's opinion on making the most of our senses guide us to be kinder towards people with special abilities?
4. What is the significance of imagining the loss of a sense, according to the author?
5. How does the author encourage people to approach their everyday sensory experiences?
6. What do the author's choices for the three days tell us about her values and priorities?

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Let us learn

I **Sensory words** are descriptive—they describe how we experience the world: how we see, hear, smell, taste or feel something.

Complete the following table with sensory words from the text in Column 2 for the five senses in Column 1. Add new words in Column 3.

Column 1	Column 2	Column 3
What you see	panorama	
What you hear	music	
What you smell	perfume	
What you taste	relish	
What you feel	rough	

II Read the following sentences from the text and underline the verbs.

- *I should divide the period into three parts.*
- *On the first day, I should want to see...*
- *The next day I should arise with the dawn...*
- *I should behold with awe...*

The words you have underlined are a combination of two verbs. In each of these sentences, 'should' is the modal verb (suggestion), and the second verb (divide, want, arise, behold) is the main verb.

Modal verbs are auxiliary verbs that express necessity, possibility, permission, or ability. They are used before the main verb to give additional information about the function of the main verb. Common modal verbs include can, could, may, might, shall, should, will, would, must, and ought to.

III Identify the modal verbs in the following sentences. Choose the functions they express from those given in the box below.

possibility necessity polite request ability moral obligation

1. You can learn a lot from this experience.
2. They might arrive late due to traffic.

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3. She must finish her homework before dinner.
4. They ought to apologise for their mistake.
5. He would like to have some *lassi*, please.

IV Read the situations in Column 1 and functions in Column 2. Fill in the blanks in the sentences in Column 4 with appropriate modal verbs from Column 3. After filling in the blanks, explain the function of each modal verb you used to your classmates and the teacher.

Column 1	Column 2	Column 3	Column 4
1. You want to leave work early.	permission	can, could, may, might, must, ought to, shall, should, will, would	(i) _____ I leave early today if I finish all my tasks?
2. You have an important deadline tomorrow.	obligation		(ii) I _____ finish this report by tomorrow.
3. Your friend is thinking whether to join Art class.	advice		(iii) You _____ consider all the pros and cons before making a decision.
4. There are dark clouds in the sky.	possibility		(iv) It _____ rain later today.
5. Asking someone to pass the salt at the dinner table	polite request		(v) _____ you pass the salt, please?
6. Advising someone to apologise for a mistake	moral obligation		(vi) You _____ apologise for the mistake you made.
7. Deciding where to go for picnic	suggestion		(vii) We _____ go to any park nearby for picnic.

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Let us listen

You will listen to a conversation between a mother and son. As you listen, select four **true** statements from 1–7 given below. (Transcript for the teacher on pg. 41)

Statements	True or False
1. Anuj finds the concept of Braille fascinating and wants to learn more about it.	_____
2. Mother is unsure of the school's efforts to include students with visual impairment.	_____
3. Anuj initially thinks that Digital India is only about learning how to use computers.	_____
4. Mother believes that screen readers are very effective for persons who are visually impaired.	_____
5. Anuj already knew that persons who are visually impaired can use computers and smartphones.	_____
6. Anuj wants to know about the effectiveness of assistive technologies for persons who are visually impaired.	_____
7. Mother believes a right mindset is the best support for persons who are visually impaired.	_____



Let us speak

Work in pairs. Take turns to speak for a minute on any one of the senses you value the most. Use the given prompts to frame your response before you speak.

- I value my sense of sight/ sound/ touch/ smell / taste the most because...
- One of my favourite experiences is...
- This is so because...
- I appreciate being able to see/ hear/touch/ smell/ taste...
- God forbid, if I were to lose the sense of sight/ sound/ touch/ smell / taste, it would make me feel...
- I would not be able to...
- I thank God that I am able to see/ hear/ touch/ smell / taste.

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Remember to

- speak clearly and confidently
- glance at your notes for reference rather than reading
- make eye contact
- use gestures if you wish to
- pronounce words clearly and avoid mumbling
- speak at a steady, moderate pace

Let us write

A **descriptive paragraph** describes a person, place, object or event to create a memorable experience for the reader. Write a descriptive paragraph describing a place that you visited recently.

Follow the guidelines given below to draft this paragraph.

1. In the opening line, begin with something interesting to capture the reader's attention. Introduce the place you visited.
2. In the supporting lines, describe the place using adjectives and specific details that appealed to your five senses—sight, sound, smell, taste, and touch. You may include alliterations, similes, and personifications to hold the reader's attention.
3. In the concluding lines, summarise the description to provide a final impression. Mention what was the most important thing about that place which others should also experience.

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Let us explore

I Do you know how persons with visual challenges are able to read and write? They read through touch with the help of Braille, a code of raised dots that represents the letters of the alphabet. This tactile code was developed over a period of nine years by Louis Braille, who became blind at a very young age due to an accident.



Louis Braille
(Courtesy FMT)

Study the code given below and write your name using it. You may use bindis or grains of *daal* to make the dots that you can touch and feel.

A B C D E F G H I J K L M



N O P Q R S T U V W X Y Z



0 1 2 3 4 5 6 7 8 9



II Have you heard about the International Day of Persons with Disabilities? Find out when and how it is observed in India. Write your findings on a sheet and put it up on the class board.

III Do you want to know about sign language? Go to the link given below to learn about the Indian sign language.

https://ncert.nic.in/pdf/accessibility/ISL_200word_v15.pdf



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TRANSCRIPTS

The Day the River Spoke



Let us listen *(refer to page 12)*

I Read the words given in the box below. You will listen to five people speak about school life. As you listen, circle the words that are used by the speakers. There are two words you do not need.

Speaker (i): (Father) Should girls attend school? Yes, they should. I do my best to ensure that both my son and daughter get equal opportunities. I look forward to their successful careers and rewarding lives. I feel education gives freedom to make choices in life. Whether my daughter wants to work in an organisation or be a homemaker, it should be her choice and the same applies to my son.

Speaker (ii): (Grandmother) I went to school but many girls at that time could not attend school because some elders in the village felt that girls should help in the house and take care of their little brothers and sisters. I am happy that the situation has changed today.

Speaker (iii): (Teacher) The school prepares students for meaningful and useful participation in the world of work by learning hands-on abilities and skills, developing equal respect for head-hands-heart, valuing the dignity of labour, and understanding vocational choices for the future.

Speaker (iv): (Student) I like to go to school. I feel that by coming to school and reading the books, I learn about things from all over the world. I also have friends with whom I can share my feelings.

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Speaker (v): (Principal) Everyone should attend school. You must've noticed that the girls are doing very well. However, as the Head of an institution, I know that all students can work hard. My message to students is that they should attend school regularly and take part in every school activity without bothering whether it is for girls or boys. The idea is to focus on learning.

II You will once again listen to the five speakers. As you listen, match each statement 1–7 to each speaker (i)–(v). There are two statements that you do not need.

Try Again



Let us listen *(refer to page 24)*

1. You will listen to a story about an ant. Read the questions given below and **before you listen,** guess the answers to these questions.

   Hello everyone,
   I'm sure you have enjoyed learning about King Bruce and the spider. Let me share another story with you.

In a thick green forest, there lived a little ant. She was known for her determination and never-give-up attitude. One sunny day, the ant found a delicious piece of *roti* that was too big for her to carry alone.

"This crumb is huge, but I must get it back to the anthill. My family will be so happy!" she thought to herself.

She tried to lift the crumb with all her might, but it was too heavy. She tried pushing it, pulling it and even rolling it, but nothing seemed to work. Exhausted and saddened, she sat down and began to cry.

As the ant sat there, feeling beaten, she noticed a small bird nearby. The bird was trying to build a nest. It picked up twigs and leaves, but every time it tried to place them, the wind would blow them away. However, the bird did not give up. It kept trying, over and over again, until finally, it managed to build a strong nest.

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"If that bird can keep trying and succeed, then I shouldn't give up either," she thought, feeling inspired.

Determined once more, the ant gathered all her strength and decided to try again. She called her fellow ants for help. Together, they formed a chain and lifted the crumb with their combined strength. Slowly but surely, they carried the crumb back to the anthill.

"We did it! Thank you, everyone! We showed that with teamwork and never giving up, we can achieve anything!" the ant shouted, excited and grateful.

She and her friends celebrated their success.

We too should learn this lesson from the ant's experience—never give up, no matter how difficult the situation may seem.

Hope you all liked the story.

Thank you!

2. Now, listen to the story once again and as you listen, check whether your answers are correct. Rectify wherever needed.

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Three Days to See



Let us listen *(refer to page 36)*

You will listen to a conversation between a mother and son. As you listen, select four **true** statements from 1–7 given below.

Anuj : Ma, we have a new student in our class, Tara. She's quite talkative and pleasant. You know, the writing in her books doesn't look like ours. It's different. She told us that it's called Braille.

Mother : It's great to know that your school has facilities to address the needs of the visually impaired. Thanks to the Digital India Initiative, which is paving the way for inclusion of the visually impaired.



Anuj : Oh, Digital India! That's about being computer literate, isn't it?

Mother : Well, Digital India is about more than just internet access. It aims to include everyone, including people with disabilities, by providing digital infrastructure and services. For the visually impaired, it means access to assistive technologies like screen readers, voice-over-enabled smartphones and apps that can make daily activities easier.

Anuj : Ohh... interesting. What is a screen reader, Ma?

Mother : I knew you'd ask about it! Well, a screen reader is a software application that helps people who are visually impaired use computers and smartphones. It reads out the text displayed on the screen and provides audio feedback.

Anuj : That's amazing! So, Tara can use a computer just like we do?

Mother : Yes, she can.

Anuj : So, it makes a big difference in their daily lives.

Mother : It certainly does. It ensures that people who are visually impaired can use digital services independently, without help from others. This can improve their quality of life. It also opens up more job opportunities in fields like IT, banking, and more, where they can work just efficiently like anybody else.

Anuj : Wow! So that means people who are visually impaired can work and do things on their own? I'm so proud of my school.

Mother : Yes, and this way, we can ensure that the benefits of Digital India reach everyone, helping them to participate fully in all areas of life.

Remember, inclusion is not just about having the right tools, but also about having the right mindset.

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Unit 2

WIT AND HUMOUR

0773CH02

Animals, Birds, and Dr. Dolittle

Let us do these activities before we read.

I Do you have a pet or a domestic animal? If yes, why? If not, why not? How do people usually spend time with a pet or domestic animal? Share your thoughts with your classmates and the teacher.

II You must have read stories where animals and birds talk. If you had a chance to communicate with an animal or a bird, who would you like to speak to and why? Share your thoughts with your classmates and the teacher.

III If we closely observe the body language of animals and birds, we can understand what they want to tell us. Work in pairs and study the pictures given below. Find out what emotions these animals and birds are trying to convey. Share your observations with your classmates and the teacher.

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1.



2.

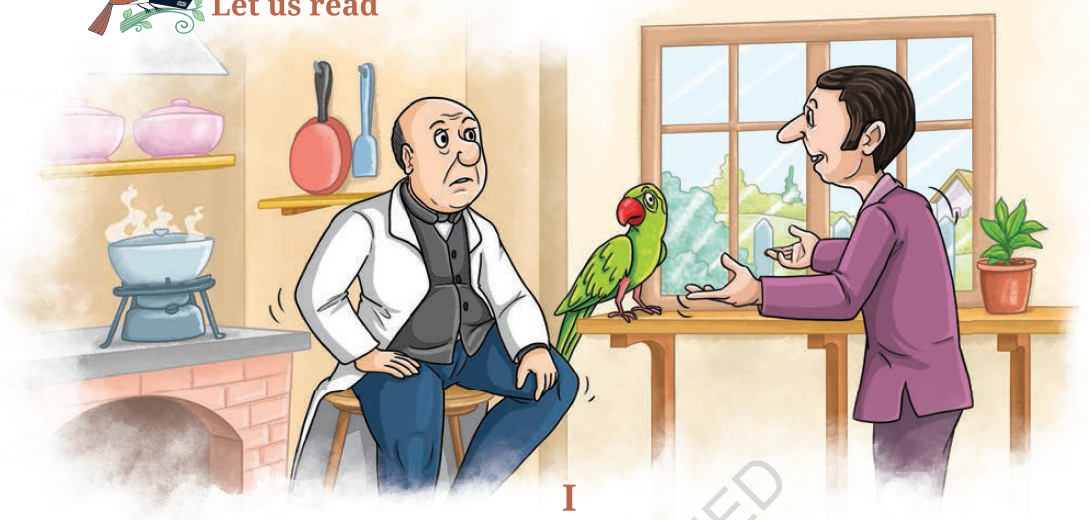


3.



4.

Let us read



I

Doctor Dolittle was sitting in his kitchen talking with the Cat's-food-Man who had come to see him with a stomach-ache.

"Why don't you give up being a people's doctor, and be an animal doctor?" asked the Cat's-food-Man.

The parrot, Polynesia, was sitting in the window looking out at the rain and singing a sailor song to herself. She stopped singing and started to listen.

"You see, Doctor," the Cat's-food-Man went on, "you know all about animals—much more than what these vets here do. That book you wrote—about cats, why, it's wonderful! I can't read or write myself—my wife, Theodosia, is a scholar, and she read your book to me. You might have been a cat yourself. You know the way they think."

scholar: a learned person

When the Cat's-food-Man had gone the parrot flew off the window on to the Doctor's table and said, "That man's got sense. That's what you ought to do. Be an animal doctor. Give the silly people up—if they haven't brains enough to see you're the best doctor in the world. Take care of animals instead—they'll soon find it out. Be an animal doctor."

"Oh, there are plenty of animal doctors," said John Dolittle, putting the flowerpots outside on the windowsill to get the rain.

"Yes, there are plenty," said Polynesia. "But none of them are

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any good at all. Now listen, Doctor, and I'll tell you something. Did you know that animals can talk?"

"I knew that parrots can talk," said the Doctor.

"Oh, we parrots can talk in two languages—people's language and bird language," said Polynesia proudly. "If I say, 'Polly wants a cracker', you understand me. But hear this: Ka-ka oi-ee, fee-fee?"

"Good Gracious!" cried the Doctor. "What does that mean?"

"That means, 'Is the porridge hot yet?'—in bird language."

"My! You don't say so!" said the Doctor. "You never talked that way to me before."

"What would have been the good?" said Polynesia, dusting some cracker crumbs off her left wing. "You wouldn't have understood me if I had."

"Tell me some more," said the Doctor, all excited; and he rushed over to the drawer and came back with a book and a pencil. "Now don't go too fast—and I'll write it down. This is interesting—very interesting—something quite new. Give me the Birds' A.B.C. first—slowly now."

So that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon, while it was raining, Polynesia sat on the kitchen table giving him bird words to put down in the book.

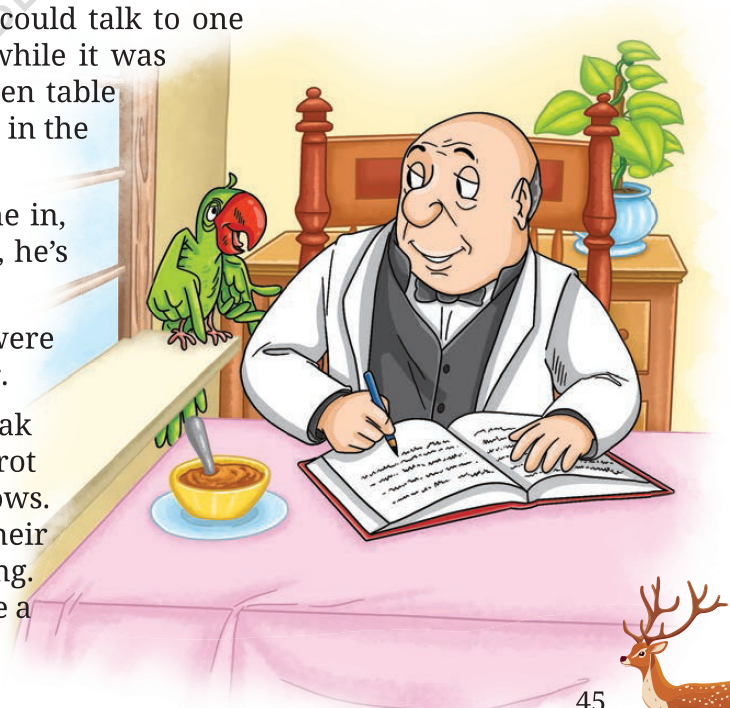
At teatime, when the dog, Jip, came in, the parrot said to the Doctor, "See, he's talking to you."

"Looks to me as though he were scratching his ear," said the Doctor.

"But animals don't always speak with their mouths," said the parrot in a high voice, raising her eyebrows. "They talk with their ears, with their feet, with their tails—with everything. Sometimes they don't want to make a

cracker: a thin, dry biscuit usually eaten with cheese

Birds' A.B.C.: (here) the language that birds speak



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noise. Do you see now the way he's twitching up one side of his nose?"

"What's that mean?" asked the Doctor.

"That means, 'Can't you see that it has stopped raining?'" Polynesia answered. "He is asking you a question. Dogs nearly always use their noses for asking questions."

After a while, with the parrot's help, the Doctor got to learn the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether.

Let us discuss

I Complete the following sentence by selecting a suitable reason.

The Cat's-food-Man suggests to Doctor Dolittle that he should become an animal doctor because he believes that Dolittle _____.

1. earns less fee by treating human patients
2. enjoys the company of animals as they speak less
3. dislikes spending time with human patients
4. knows more about animals than the local veterinarians

II Fill in the blanks by choosing the suitable option given in the brackets.

Doctor Dolittle reacts to Polynesia's information about animal languages with both excitement and _____ (certainty/curiosity). He rushes to _____ (write/memorise) the bird words she provides and is interested in learning more.

III Do you think Doctor Dolittle would be famous as an animal doctor? If yes, why? If not, why not?

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II

As soon as the Cat's-food-Man had told everyone that John Dolittle was going to become an animal doctor, old ladies began to bring him their pet pugs and poodles who had eaten too much cake; and farmers came many miles to show him sick cows and sheep.



One day a plough horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse language.

"You know, Doctor," said the horse, "that vet over the hill knows nothing at all. He has been treating me six weeks now—for something or the other. What I need is spectacles. I am going blind in one eye. There's no reason why horses shouldn't wear glasses, the same as people. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills. I tried to tell him, but he couldn't understand a word of horse language. What I need is spectacles."

"Of course—of course," said the Doctor. "I'll get you some at once."

"I would like a pair like yours," said the horse—"only green. They'll keep the Sun out of my eyes while I'm ploughing the field."

"Certainly," said the Doctor. "Green ones you shall have."

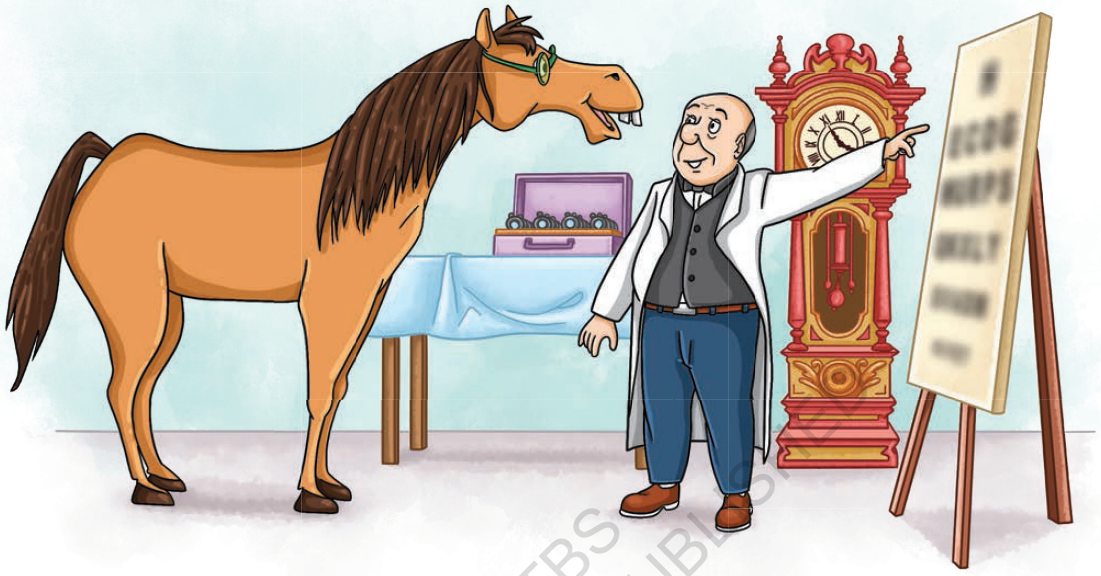
"You know, the trouble is, Sir," said the plough horse as the Doctor opened the front door to let him out—"the trouble is that anybody thinks he can doctor animals—just because the animals don't complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor."

"Well, well!" said the Doctor.

"When will my glasses be ready?"

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"I'll have them for you next week," said the Doctor. "Come in again Tuesday—Good morning!"



Then John Dolittle got a fine, big pair of green spectacles; and the plough horse stopped going blind in one eye and could see as well as ever.

countryside: rural area

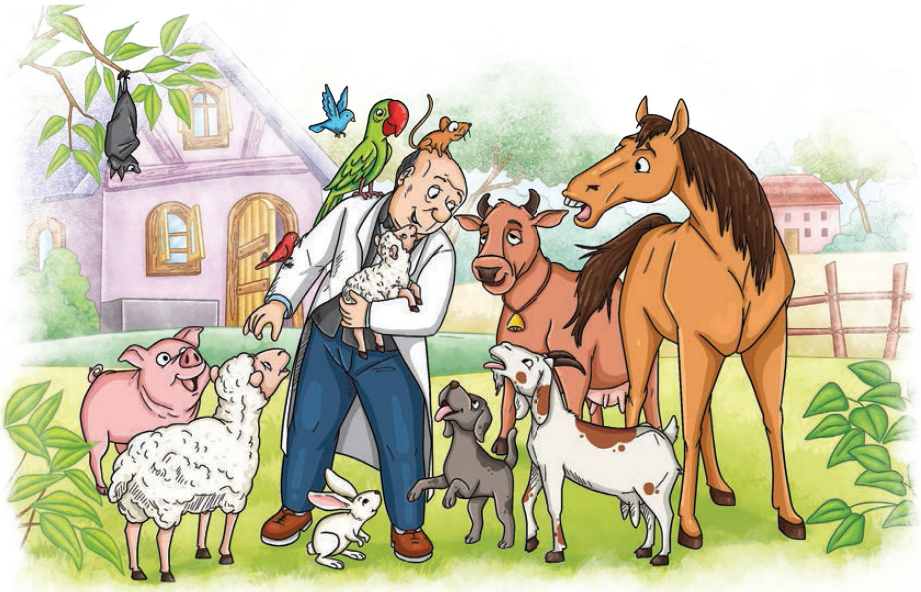
And soon it became a common sight to see farm animals wearing glasses in the countryside, round Puddleby; and a blind horse was a thing unknown.

And so it was with all the other animals that were brought to him. As soon as they found that he could talk their language, they told him where the pain was and how they felt, and of course it was easy for him to cure them.

Now all these animals went back and told their brothers and friends that there was a doctor in the little house with the big garden who really was a doctor. And whenever any creatures got sick—not only horses and cows and dogs—but all the little things of the fields, like harvest mice, badgers, and bats, all came at once to his house on the edge of the town, so that his big garden was nearly always crowded with animals trying to get in to see him.

There were so many that came that he had to have special doors made for the different kinds. He wrote 'HORSES' over

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the front door, 'COWS' over the side door, and 'SHEEP' on the kitchen door. Each kind of animal had a separate door—even the mice had a tiny tunnel made for them into the cellar, where they waited patiently in rows for the Doctor to come round to them.

And so, in a few years' time, every living thing for miles and miles got to know about John Dolittle, M.D. And the birds who flew to other countries in the winter told the animals in foreign lands about Dolittle who could understand their talk and help them in their troubles. In this way he became famous among the animals—all over the world. He was happy and liked his life very much.

Hugh Lofting

cellar: a room below ground level often used for storage

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Let us discuss

I What became a common sight in Puddleby after Doctor Dolittle started treating animals?

1. Humans talking to farm animals
2. Farm animals wearing glasses
3. Farm animals learning bird language
4. Birds riding atop farm animals

II What challenges do you think Doctor Dolittle might face if more and more animals come to him for help?

1. How might he overcome these challenges to ensure that he provides good treatment?

III Arrange the following events in correct order according to the story. Two have been done for you. Share your answers with your classmates and the teacher.

1. Doctor Dolittle decides to stop being a doctor for people and becomes a doctor for animals.	
2. Animals from near and far come to Doctor Dolittle for help, crowding his garden.	
3. A man with a stomach-ache visits Doctor Dolittle and suggests he should treat animals instead of people.	(i)
4. Polynesia teaches Doctor Dolittle animal languages, and he starts understanding and communicating with animals.	
5. A plough horse with vision problems visits Doctor Dolittle, who prescribes green spectacles, to improve the horse's eyesight.	
6. The parrot, Polynesia, encourages Doctor Dolittle to become an animal doctor, revealing that animals can talk.	(ii)
7. Doctor Dolittle installs special doors for different animals to enter his house for treatment.	
8. Doctor Dolittle's ability to communicate with animals helps him diagnose and treat their illnesses effectively.	
9. Doctor Dolittle gains fame among animals worldwide, and they come to him from various places for his help.	
10. Word spreads, and people start bringing their sick pets and farm animals to Doctor Dolittle for treatment.	

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Let us think and reflect

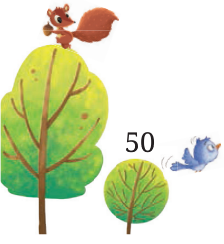
I Read the extracts given below and answer the questions that follow.

1. *"If I say, 'Polly wants a cracker', you understand me. But hear this: Ka-ka oi-ee, fee-fee?"*

   "Good Gracious!" cried the Doctor. "What does that mean?"

   "That means, 'Is the porridge hot yet?'—in bird language."

   "My! You don't say so!" said the Doctor. "You never talked that way to me before."



"What would have been the good?" said Polynesia, dusting some cracker crumbs off her left wing. "You wouldn't have understood me if I had."

(i) Complete the sentence by choosing the correct option.

In the line, "Good Gracious!" cried the Doctor, the expression 'Good Gracious' can be replaced by _____!

A. bravo B. gosh C. alas D. hurray

(ii) Why had Polynesia never used bird language with the Doctor earlier?

(iii) Identify whether the following statement is **true** or **false**.

Polynesia had been munching on a food item while talking to Doctor Dolittle.

(iv) How did Doctor Dolittle feel according to the extract?

A. anxious B. surprised C. angry D. relaxed

2. *"I would like a pair like yours," said the horse—"only green. They'll keep the Sun out of my eyes while I'm ploughing the field."*

"Certainly," said the Doctor. "Green ones you shall have."

"You know, the trouble is, Sir," said the plough horse as the Doctor opened the front door to let him out—"the trouble is that anybody thinks he can doctor animals—just because the animals don't complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor."

(i) Choose a word from the extract to complete the analogy.

digging: flower bed:: _____: field

(ii) Choose the correct word to complete the sentence.

Doctor Dolittle's attitude in the extract is _____.

A. respectful B. sentimental C. understanding D. careful

(iii) Complete the sentence with an appropriate reason.

Based on the extract, we can conclude that doctors take animals for granted because _____.

(iv) Do you agree with the concluding sentence of the extract? Why/why not?

II Answer the following questions.

1. How can we say that Polynesia was a good trainer of animal language?
2. Explain how Doctor Dolittle gave equal and individual attention to each animal who came to him for treatment.

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3. How does Doctor Dolittle's readiness to follow the parrot's advice highlight the importance of listening to different viewpoints?
4. Which qualities of Doctor Dolittle made him famous among the animals? Explain with evidence from the text.
5. What changes do you think would happen in the world if people suddenly gained the ability like Doctor Dolittle, to understand and communicate with animals?



Let us learn

I Read the following words from the text.

Cat's-food-Man, bird language, flowerpots

Are all the words that are combined to form another word written the same way?

Compound words are formed by combining two words of different parts of speech to create a new word that has an entirely new meaning. They are of three types—hyphenated (Cat's-food-Man), open compound words (bird language) and closed compound words (flowerpots).

Complete the following table correctly by choosing words from the box given below. An example has been done for you.

sailor song	teatime	check-in	plough horse
harvest mice	windowsill	well-bred	

Hyphenated Words	Open Compound Words	Closed Compound Words
check-in		

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II Create compound words from the table given below.

A	B
1. fun	(i) head
2. high	(ii) birds
3. never	(iii) flying
4. early	(iv) loving
5. song	(v) risers
6. over	(vi) tops
7. tree	(vii) ending

Now, complete the paragraph with suitable compound words from the table. An example has been done for you.

After being treated by Doctor Dolittle, the A. **fun-loving** dolphins danced playfully in his sanctuary. The B. _____ chatter of monkeys echoed through the C. _____, their ailments cured. D. _____ eagles soared gracefully E. _____ their health restored. F. _____ among the G. _____ chirped joyfully from the branches. All creatures were happy with Doctor Dolittle's care.

III Underline the names of animals that are hidden in the sentences given below. Clues are given within the brackets. An example has been done for you.

1. Dr. Dolittle was eating **oat**meal for his breakfast. (a farm animal)
2. Old ladies began to bring him their pets. (an insect)
3. The author sees the connection between humans and animals. (a farm animal)
4. The three baby dinosaurs are from ice age. (field animal)
5. The patients who came late didn't know where to go. (ship of the desert)

IV Read the following sentence from the text. Study the highlighted words.

*But that stupid man over the hill **never even** looked at my eyes.*

The highlighted words spell and read the same backwards too.

A word, phrase, or sequence that reads the same backwards as forwards is a **palindrome**.

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Some of the common palindromes include 'Was it a car or a cat I saw?', 'Madam, I'm Adam' and 'A man, a plan, a canal—Panama'.

Read the sentences below and identify the palindrome words and sentences.

1. Step on no pets.
2. Naman saw a race car at the show.
3. Nitin speaks in Malayalam.
4. The engineer used a rotator to check the surface level.
5. The pilot relied on the radar to navigate safely.
6. Eva can I see bees in a cave?

Now, create your own palindrome and share it with your classmates and the teacher.

V Underline the verbs and identify the tense form in the following sentences from the text.

1. *He is asking you a question.*
2. *Oh, there are plenty of animal doctors.*
3. *I am going blind in one eye.*
4. *... the trouble is that anybody thinks he can doctor animals.*

The verbs in 1. and 3. are in present continuous form. The verbs in 2. and 4. are in simple present.

VI Read the following sentences from the text.

- *That man's* (man has) *got sense.*
- *Can't you see that it has stopped raining?*

In the first sentence the verbs, 'has got' denote an action that is relevant at the time of speaking.

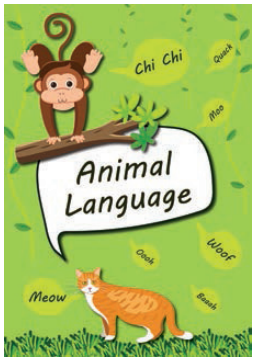
In the second sentence, the verbs 'has stopped' denote an action that is recently completed.

We use **present perfect tense** to indicate:

- a recently completed action
- an action that started in the past and is relevant even at the moment of speaking
- an action in the past where the focus is on the action and not on the time of occurrence (but relevant at the time of speaking)

Structure of Present Perfect Tense: has/ have + V3 (past participle)

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Fill in the blanks using the correct form of verbs (present perfect) given within brackets.

Since becoming an animal doctor, Doctor Dolittle 1. _____ (learn) to communicate with all animals and birds. He 2. _____ (treat) countless farm animals and pets with care. The parrot, Polynesia, 3. _____ (teach) him bird-language, and he 4. _____ (write) books about his adventures. Many people 5. _____ (bring) their sick animals to his door. Over the years, Dolittle 6. _____ (become) renowned worldwide for his unique abilities.

Let us listen

I You will listen to an announcement. As you listen, state whether the following statement is **true** or **false**. (Transcript for the teacher on pg. 88)

Dr. Dolittle's new clinic presents an offer of free medicines.

II You will listen to the announcement again. As you listen, complete the details given below with one or two exact words you hear.

1. The new clinic is located in the town of _____.
2. The address is 12, _____ Lane.
3. The clinic is open Monday to Friday from _____ a.m. to 5 p.m.
4. Special timings for _____ are on Saturdays from 11 a.m. to 2 p.m.
5. Dr. Dolittle will ensure that animals get the _____.
6. All animals—horses, cows, _____, wild animals, and others are welcome.

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Let us speak

Conversation between a doctor and a patient

- Read the information about the problems 1–4.
- Use the cue cards provided to guide your conversation.
- Take turns to play parts of doctor and patient.



Problem 1: Cough and cold

- *Solution: Ginger and honey mix*
- *Additional Advice: Drink warm fluids and rest.*

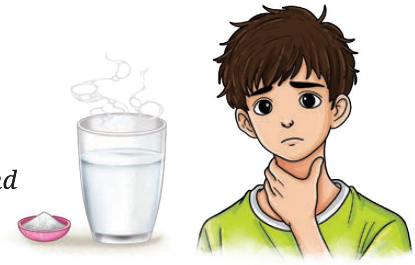


Problem 2: Dry lips

- *Solution: Apply ghee*
- *Additional Advice: Stay hydrated and avoid wetting your lips.*

Problem 3: Sore throat

- *Solution: Gargle with warm salt water.*
- *Additional Advice: Drink herbal teas and avoid cold drinks.*





Problem 4: Fatigue

- *Solution: Ensure adequate sleep and a balanced diet.*
- *Additional Advice: Take short walks to increase energy levels.*

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Cue Cards

Doctor	Patient
Greet the patient	Respond to the greeting
Enquire about the problem	Tell your problem
Ask about symptoms	Describe the symptoms
Make a diagnosis and give solution	Ask for clarification
Provide additional advice	Acknowledge the information and ask about the next appointment
Share details of next appointment	Express agreement and thank the doctor



Let us write

A **notice** is a means of formal communication for a particular group of persons. It informs them about some important event, such as an invitation to a meeting, an announcement, to give instructions, make appeals, etc.

Write a notice in about 50 words about the Annual Health Check-up for students of Grades 6–8. Remind students to collect their health check-up cards from the class teacher. Include all other necessary details about date, time, and venue.

Complete the draft of the notice by using the words and phrases given in the box below.

inform	queries	health card	health check-up
assembly hall		Grades 6–8	please contact
Thursday and Friday			

Name of the School

NOTICE

12 July 20XX

Mention Heading

This is to _____ all the students of Grades 6–8 about the Annual Health Check-up.

Date: _____, 27 and 28 July 20XX

Time: 9:00 a.m. to 12:15 p.m.

Venue: _____

All students are requested to bring their _____ for the check-up.

For _____ or further details _____ the undersigned.

Asma

Asma

In-charge

Remember to

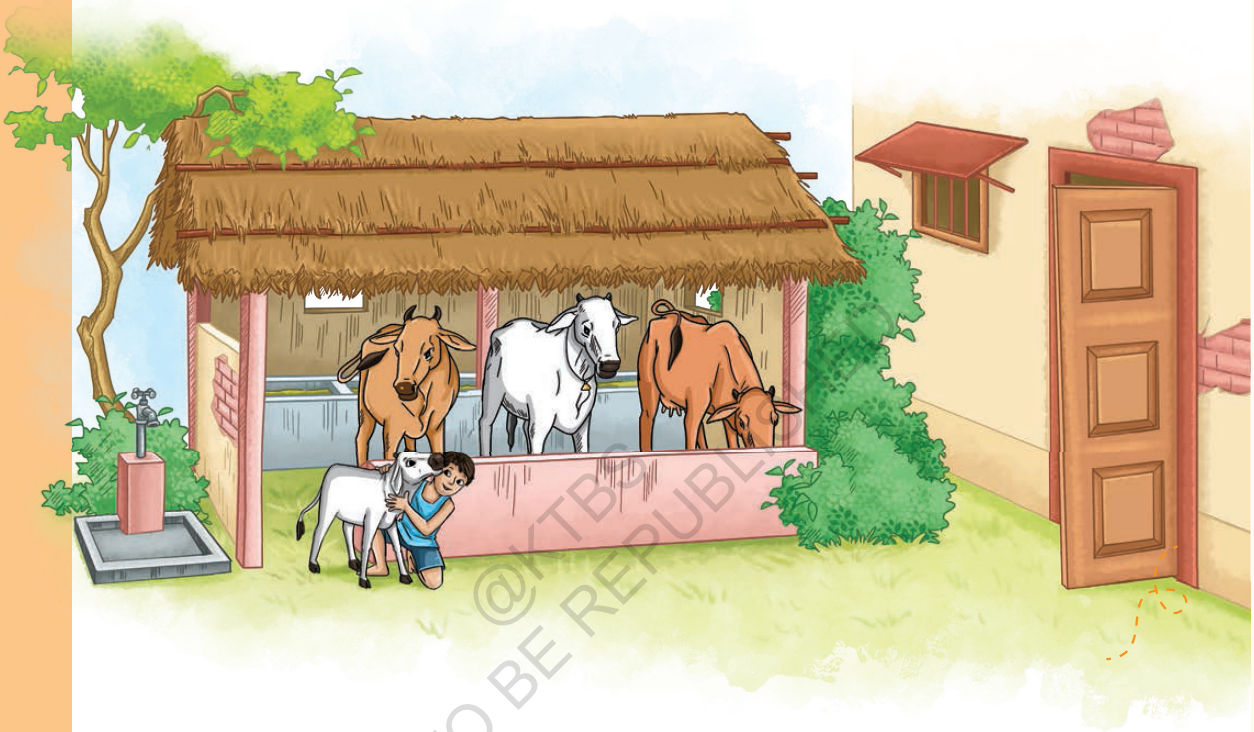
- use formal language in third person.
- mention the reason for writing the notice and any other relevant information. For example, whom to contact, when and where, etc.
- write the notice in a box.

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Let us explore

I The word *'goshala'* translates to 'cowshed' in English. It is a Sanskrit word that is made up of the words 'go', which means 'cow', and śālā, which means 'shed' or 'hall'.



Plan a visit with the teacher to a *'goshala'* and find out how the cows are looked after.

II Ayurveda is the oldest existing medical system in India. Animals received good medicinal care in ancient India. Indian medical treatises like *Charaka Samhita*, *Sushruta Samhita*, and *Harita Samhita* contain references of care of animals. Find out names of different organisations that work for the welfare of animals with the help of the teacher.

III What is the best way to take care of stray and abandoned animals?

1. Provide food and water for the animal
2. Take them to an animal shelter
3. Adopt them by taking them home

Give reasons for your responses.



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A Funny Man

Let us do these activities before we read.

Look around you for things or people that make you laugh. Write them in the bubbles given below. Share the reasons for your answers with your classmates and the teacher.



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Let us read

One day a funny kind of man
Came walking down this street
He wore a shoe upon his head
And hats upon his feet.

He raised the shoe and smiled at me,
His manners were polite;
But never had I seen before
Such a funny sounding sight.

He said, “Allow me to present
Your Highness with a rose.”
And taking out a currant bun
He held it to my nose.

I staggered back against the wall
And then I answered, “Well!
I never saw a rose with such
A funny looking smell.”

He then began to sing a song,
And sat down on the ground;
You never heard in all your life
Such a funny feeling sound.

“My friend, why do you wear two hats
Upon your feet?” I said.
He turned the other way about,
And hopped home on his head.

Natalie Joan

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Let us discuss

I Work in pairs. Identify the **true** statements. Check your answers with the teacher.

1. The poet says that she had never heard such an amusing song.
2. The funny man was quite ill-mannered.
3. The funny man wore two hats on his feet.
4. The funny man hopped on his head to reach home.
5. The funny man gave a rose to the poet.
6. The funny man smiled at the poet.

II Identify the words from the poem based on the meanings given. Share your answers with your classmates and the teacher.

1. a small seedless raisin – C _ R _ _ _ T
2. moved unsteadily – S _ _ G G _ _ _ D

III Complete the following sentences with a reason.

1. The tone of the poem is _____ because _____.
2. The rhyme scheme of the poem is _____; and it gives a _____ quality to the poem.
3. The poet has frequently repeated the word 'funny' in order to _____.

IV Choose the correct answer from the options given in the brackets.

1. The poem uses vivid imagery to create a _____ (humorous and nonsensical/ confusing but thought-provoking) scene.
2. The structure of the poem is in _____ (monologue/ dialogue) form.
3. The phrases 'sounding sight' and 'hopped home' are examples of _____. (alliteration/simile)

V Rewrite the following line from the poem in the correct order.

1. *But never had I seen before*
   Such a funny sounding sight.

Sometimes, the poets change the word order (inversion) in a line in order to maintain a rhythm.

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2. Why has the poet used phrases like 'funny sounding sight' and 'funny feeling sound' with reference to the funny man?

VI Can you think of any real-world situations where people do similar things for fun, entertainment, or performance? Share with your classmates and the teacher.



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *He said, "Allow me to present*
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.

I staggered back against the wall
And then I answered, "Well!"



(i) Why does the funny man address the poet as 'Your Highness'?

(ii) Choose a phrase from the extract which indicates a polite request.

(iii) Choose the option which shows a 'currant bun'.



A. Image 1



B. Image 2



C. Image 3



D. Image 4

(iv) Complete the sentence with an appropriate reason.

When the poet says, 'Well!', it expresses surprise. This was so because _____.

2. *You never heard in all your life*
Such a funny feeling sound.
"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his head.

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(i) Choose the line from the extract which tells us that the sound was unique.

(ii) Complete the sentence with an appropriate reason.

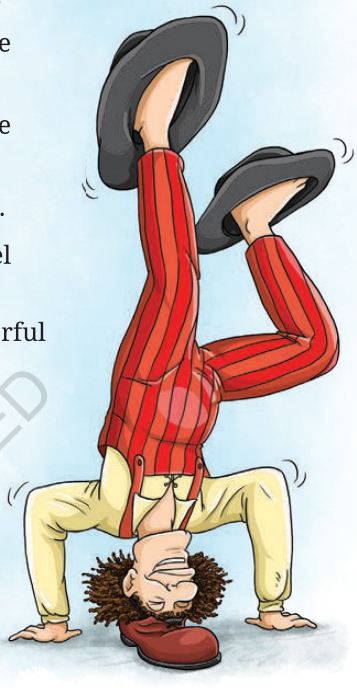
The poet calls the funny man 'my friend' because _____.

(iii) What does the reaction of the funny man to the poet's question tell us about him?

(iv) Choose the correct option to complete the sentence.

The last line of the extract makes the readers feel _____.

A. dreamy B. impatient C. worried D. cheerful



II Answer the following questions.

1. Which character trait of the funny man was most appealing to you? Why?
2. The funny man does unusual things in the poem. How does it affect the overall mood of the poem?
3. What alternative title would you suggest for the poem? Give reason(s) for your choice.
4. Why do you think the poet has included dialogues in the poem?
5. What does the poet wish to convey by highlighting the unusual behaviour of the funny man?

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Let us learn

Read the following phrases from the poem.

- walking down
- taking out
- sat down

These are phrasal verbs.

Phrasal verbs are combinations of a verb with a preposition or adverb that together function as a single unit. They often have meanings that are different from the individual words used alone. The same verb followed by different prepositions or adverbs conveys different meanings.



I Match the phrasal verbs in Column 1 with their correct meaning in Column 2.

Column 1	Column 2
1. take up	(i) to understand or comprehend something
2. take after	(ii) to assume control or responsibility for something
3. take in	(iii) to begin to study, practice, or do something
4. take over	(iv) to become successful or popular quickly
5. take off	(v) to resemble or look similar to (usually a family member)

Now, fill in the blanks with suitable phrasal verbs from the table given in I. You may change the tense of the verb, if required.

1. The new technology is set to _____ traditional methods of communication.
2. I tried hard to _____ what the writer wanted to say but was unsuccessful.
3. Arjun decided to _____ painting as a hobby.
4. The smartphone quickly _____ the sales in the market.
5. Sheela _____ her father; they have the same smile.

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II Match the verbs in Column 1 with any suitable adverbs or prepositions in Column 2. Write their meanings in Column 3. An example has been done for you.

Column 1	Column 2	Column 3
1. look	after, away, up, for, in, on, into, down, off, out	look after: take care of,
2. run		
3. put		
4. break		
5. call		

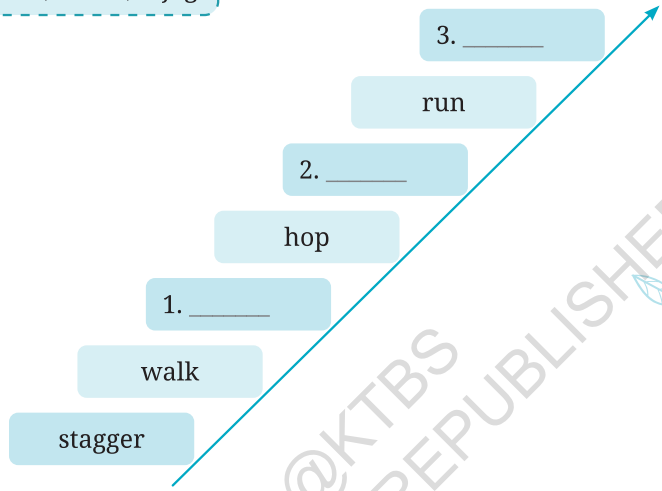
Now, frame sentences of your own using any five phrasal verbs.

III Read the following words from the poem.

walking, staggered, hopped

The given words denote the different ways of walking. Arrange the words given in the box in increasing order of pace.

sprint, trot, jog



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Let us listen

I You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration. (Transcript for the teacher on pg. 88)



1.



2.



3.



4.

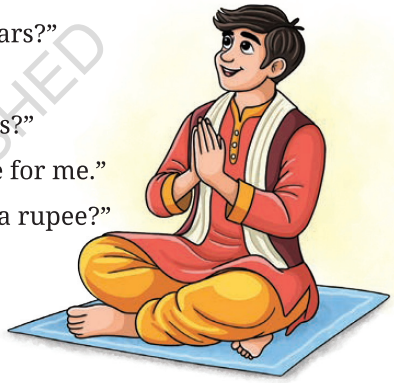
II You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

1. Ate lunch
2. Took off shoes
3. Put shoes in the room
4. Laughed at the mistake
5. Placed the plate in the room
6. Prepared for the presentation
7. Put the plate in the kitchen

Let us speak

Read the joke given below.

A man is talking to God.
The man says, "God, how long is a million years?"
God replies, "For me, it's about a minute."
The man asks, "How much is a million rupees?"
God smiles and replies, "It's less than a rupee for me."
The man quickly requests, "God, may I have a rupee?"
God promptly says, "Wait a minute."



Work in pairs and take turns to tell the joke.

Remember:

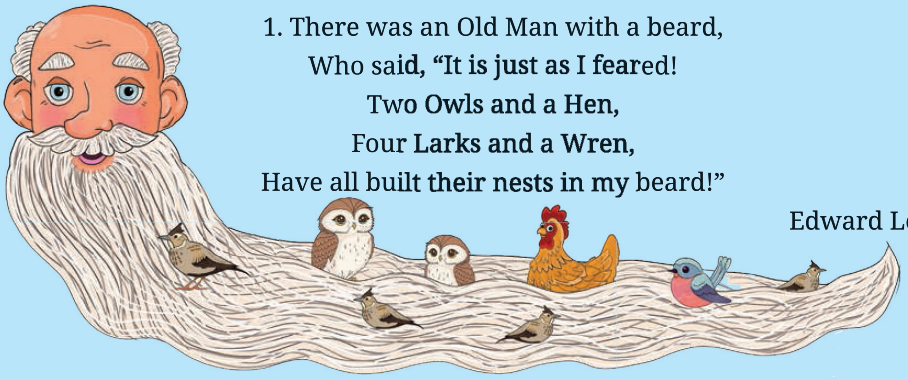
- Narrator's voice – your own voice (speak in a matter-of-fact manner)
- Man's voice – change to louder voice (speak with respect)
- God's voice – deep voice (speak in a pleasant tone)

Now, work in pairs to create a joke and tell it in front of the class.

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Let us write

I A limerick is a nonsensical and funny verse consisting of five lines. Study the limerick given below and identify the rhyme scheme.



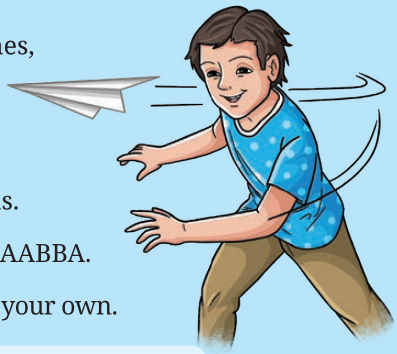
1. There was an Old Man with a beard,
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

Edward Lear



Now, read another limerick

2. There were two friends in Bengaluru's lanes,
One loved books, the other flew planes.
They'd laugh and they'd play,
In their own unique way,
Creating stories and flying in dreams' trains.



Remember all limericks have the same rhyme scheme AABBA.

II Follow the structure given below and write a limerick on your own.

Line 1 : Introduction of a person or place	There was a child from _____
Lines 2–4: A silly story	Who _____ _____ She/He _____
Line 5 : An unexpected ending	_____

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Let us explore

I In ancient Indian literature and mythology, there are several humorous or funny characters who play important roles in the stories. These characters often represent wit, humour and mischief while conveying deeper moral lessons. Here are a few well-known funny characters:

Tenali Rama Birbal Mullah Nasruddin
King Vikramaditya and Betal

Take any story to read and share it with your classmates and the teacher.

II We can identify the acts of the funny man with certain modern-day activities that have playfulness, or unconventional behaviour. For example:

Street Performers or Clowns: Like the funny man in the poem, modern-day street performers or clowns often dress in unusual ways and do unexpected acts to entertain people.



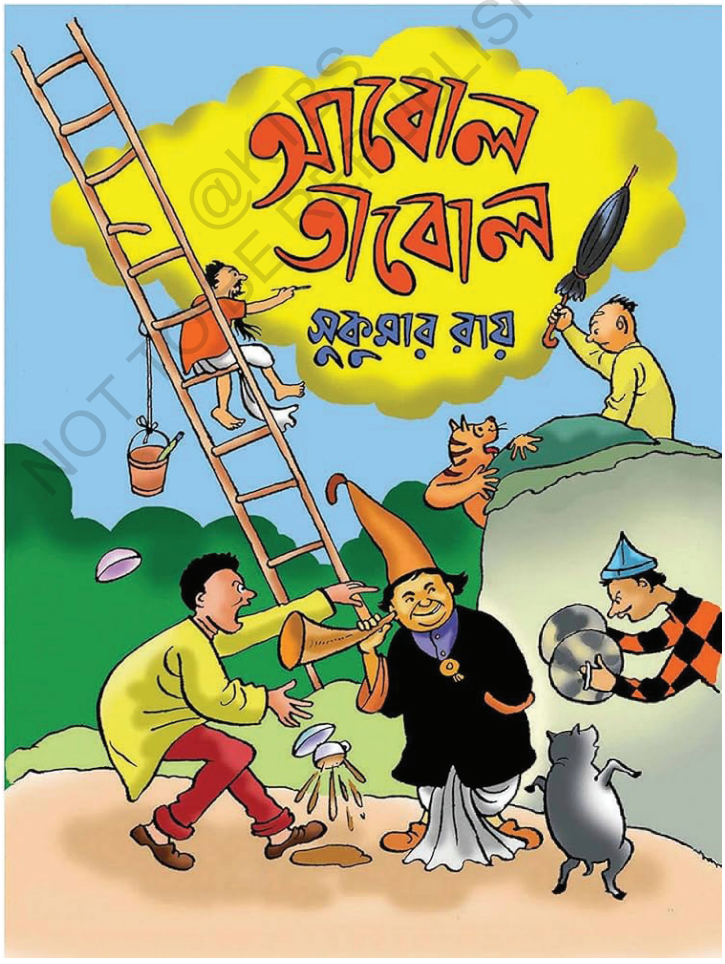
Performance Art or Abstract Theatre: The funny man's actions, such as singing a song and hopping on his head, resemble performance art or abstract theatre, where artists break conventional rules to create thought-provoking, often humorous experiences.

Children's Entertainment and Comedy Shows: The funny man's behaviour is reflected in children's shows to evoke laughter.

In these examples, the common theme is humour, imagination, and defying logic or expectation, which is exactly what the funny man in the poem represents.

III Sukumar Ray, an Indian poet and illustrator, wrote poems in a similar style in his book *Abol Tabol*.

You may also share a similar poem from your native language with your classmates and the teacher.



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IV Read and enjoy the poem.

My Lost Pencil

Oh pencil, dear pencil, where have you gone?
I just had you here a minute at dawn!
You were sharp and perfect, ready to write,
Now you're missing—gone from sight!

Did you roll off my desk? Did you fall to the floor?
Did someone swipe you for sure?
It's always the same, I've lost fifty this year,
By the end of the month, they just disappear!

Next time, I'll tie you with tape or a string,
Because losing my pencils is a real thing.

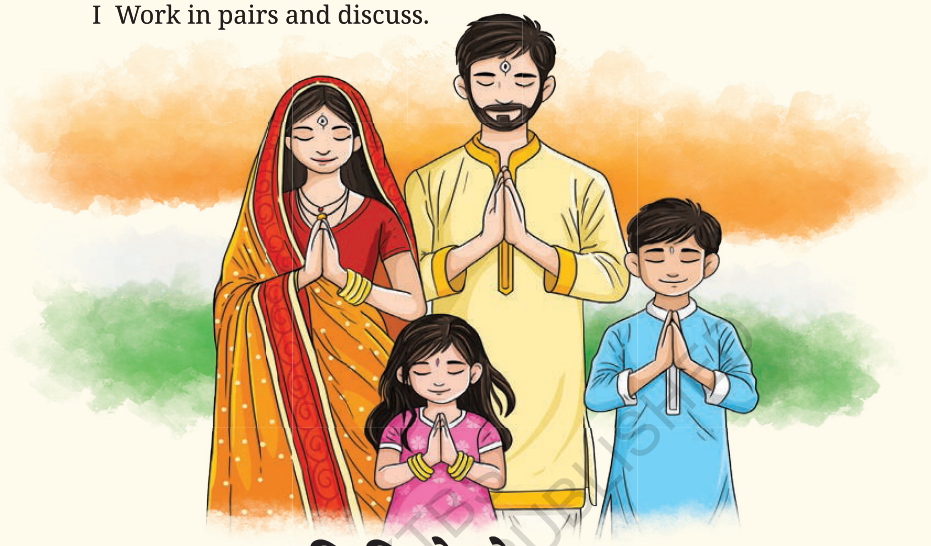


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Say the Right Thing

Let us do these activities before we read.

I Work in pairs and discuss.



अतिथिदेवो भव

1. What does *'Athithi Devo Bhava'* mean?
2. Why is it important to be polite to guests?

II Choose the statements that display polite behaviour when you have guests at home.

1. Offer the guests a glass of water.
2. Enquire about the well-being of the guests.
3. Ask the guests when they would leave.
4. Comment critically about the habits of guests.
5. Accompany the guests to the door when they leave.

III Sometimes you find that a few friends in class are rude while disagreeing with each other on certain issues. Work in groups. How would you deal with such a situation? Share at least three ways in which you can do this.

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Let us read

This is a humorous play in which a mother advises her daughter to say the right thing at the right time. However, when guests arrive, the daughter hilariously forgets her mother's guidance.

Read the play to find out how she commits blunders and embarrasses the guests as well as her mother.

hilariously: in a very funny way

blunders: careless mistakes

embarrasses: makes (the guests) uncomfortable

Characters

Mary Shaw : a young girl

Mrs. Shaw : Mary's mother

Mrs. Harding : the wife of Mr. Harding, a wealthy man

Mrs. Lee : Mr. Harding's married sister



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Scene I

Mrs. Shaw: The room looks cleaner now. Put that coat away in your bedroom. This room isn't the place for coats.

Mrs. Harding and Mrs. Lee will soon be here, and they don't want to see that.

Mary : You're always telling me to put things away.

Mrs. Shaw: Yes, I am. You leave your clothes all over the house.

Mary : I'm not a child!

Mrs. Shaw: No, you're not. So please keep your clothes in your own room.

Mary : Why are those two women coming here? Who's Mrs. Harding?

Mrs. Shaw: She's the wife of a wealthy man, Mr. Harding. He has just bought a big house in Lanfield. They lived in London before. She's coming to have a talk. I met her in a shop and asked her to come.

Mary : Oh, I've seen her children. They often come along the road. Who's Mrs. Lee?

Mrs. Shaw: She's Mr. Harding's sister. She has been staying with them for a while.

Mary : What are you going to talk about?

Mrs. Shaw: I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.

Mary : I can talk now. I've been able to talk for a long time.

Mrs. Shaw: Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?

Mary : I can talk very well when I like. I'll stay with you today and talk to them when they come.

Mrs. Shaw: Oh, I don't think so. You can go out for a walk. It will be better if you do that.

Mary : Why?

Mrs. Shaw: If you stay with me, you may not say the right thing.

Mary : I know the right things to say: "Good afternoon", "How are you?" and things like that. Let me stay today. I can do it very well. I'll show you. Anyone can talk.

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Mrs. Shaw: You may stay if you like. But take care. I want to know Mrs. Harding well. I want her to ask me to go to their house. There isn't much to do here in Lanfield, and I want to know some more people. I want some more friends here. So take care when you say anything.

Mary : Tell me what to say.

Mrs. Shaw: I can't tell you everything, but you'll always be right if you're kind to people. Say things that will please them. Then they'll like you. Laugh a lot, and try to make them laugh too. And if everyone stops talking, say something to make them talk again. They don't want to sit here and look at the floor without speaking. Think of something to say.

Mary : I can do that. There's always something to say. Must I do anything else?

Mrs. Shaw: When they are ready to leave, don't jump out of your chair and look gladly at the door. You must look sorry when they want to leave.

Mary : What shall I do when they want to go?

Mrs. Shaw: Ask them to stay a little while longer. Just say, "Must you go? Can't you stay?" or something like that. You like them and you want them to stay, and you must let them understand that.

Mary : That's not very hard, is it? I'll remember that. "Must you go? Can't you stay? Must you go? Can't you stay?"

Mrs. Shaw: That's right. Now take your coat to your room and change into a clean dress. You must look nice when they come. And if everyone stops talking, say something kind to make them talk again. And don't say anything that will make them angry.

Mary : I will remember. I've often done harder things than this.

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Let us discuss

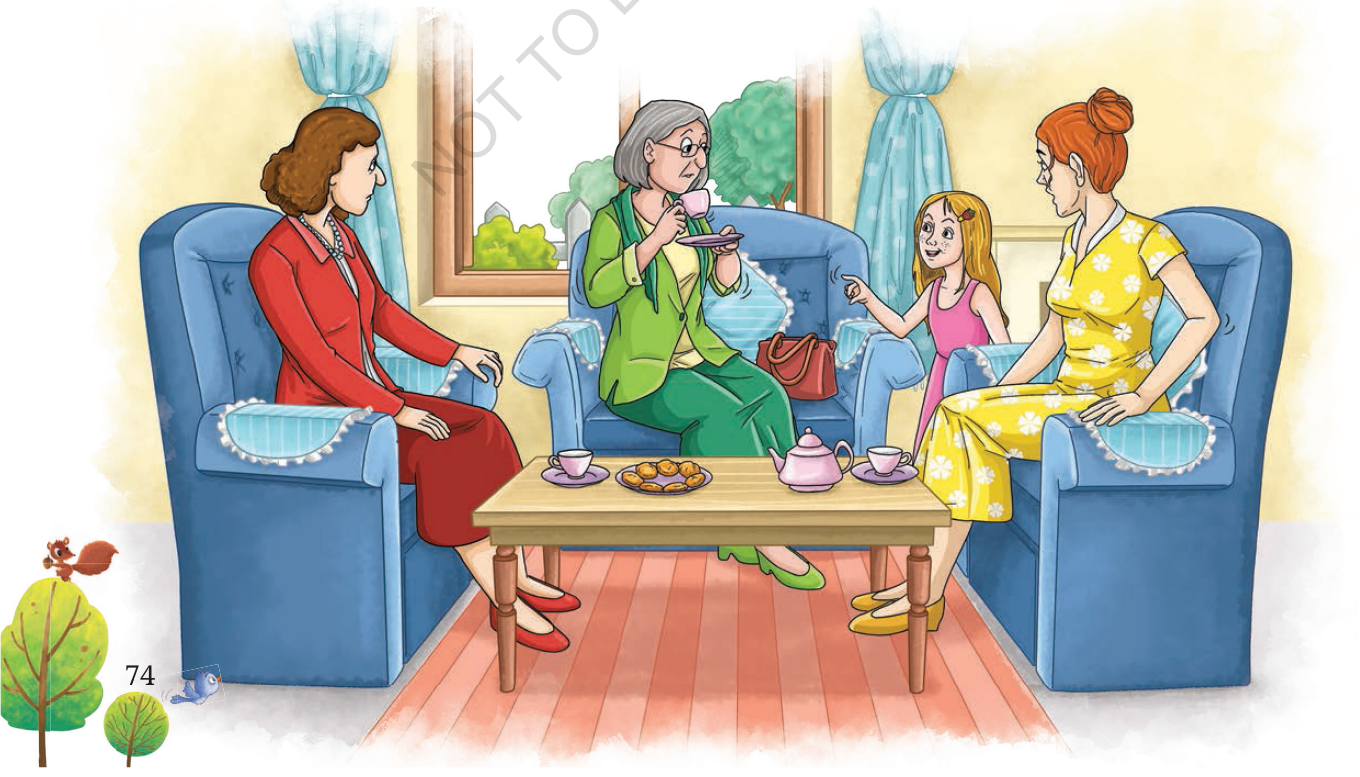
I Complete the table given below based on Scene I of the play. An example has been done for you. Share your answers with your classmates and the teacher.

Speaker	Words of the Speaker	Reason
Mrs. Shaw	The room looks cleaner now. Put that coat away in your bedroom.	To instruct Mary to keep the room tidy
Mary	You're always telling me to put things away.	
	I'm not a child!	
Mrs. Shaw		To highlight the importance of being kind as a way to ensure Mary says the appropriate things when guests arrive

II Do you think Mary will be able to follow her mother's advice successfully when Mrs. Harding and Mrs. Lee visit? Why or why not?

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Scene II



Mrs. Shaw : So you like Lanfield, Mrs. Harding! I'm very glad.

Mrs. Harding : Yes, we like it very much. It's not the same as London, but there are some very nice people here, and we've found a good house. (*No one says anything more, and Mrs. Shaw looks at Mary.*)

Mary : What beautiful children you have, Mrs. Harding! I've often seen them walking along the road.

Mrs. Harding : Oh, I haven't any children.

Mary : Oh, yes, you have! I've seen them: a little boy and a little girl.

Mrs. Harding : (*not very pleased*) I have no children; believe me.

Mary : Oh!

Mrs. Shaw : (*quietly*) They must be someone else's children. Have you met Mr. Best? He's a nice man. He lives near you.

Mary : Oh, Mr. Best! He lives here and he works in London. He goes all the way to London by train every morning, and then he comes all the way back by train every night. He lives in trains! (*she laughs*) What kind of life is that? Why do people do things like that? They do not know how to live. And he reads two newspapers in the train every day. He never reads a book. But he's only a banker, and bankers can't think.

Mrs. Lee : My brother's a banker. He goes to London by train every morning and comes back every night. He reads two newspapers in the train in the morning, and another every night.

Mary : Oh, I'm sorry. I didn't know.

Mrs. Shaw : Bankers always have to read a lot of newspapers. Do you know Mrs. Best? She's a nice woman. I like her.

Mary : But have you seen her clothes? She goes out in a blue dress with a red coat over it. (*she laughs*)

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MRS. HARDING : I have a blue dress, and I often put on my red coat at the same time.

MRS. SHAW : (*quickly*) I like blue dresses and red coats. (*No one says anything.*)

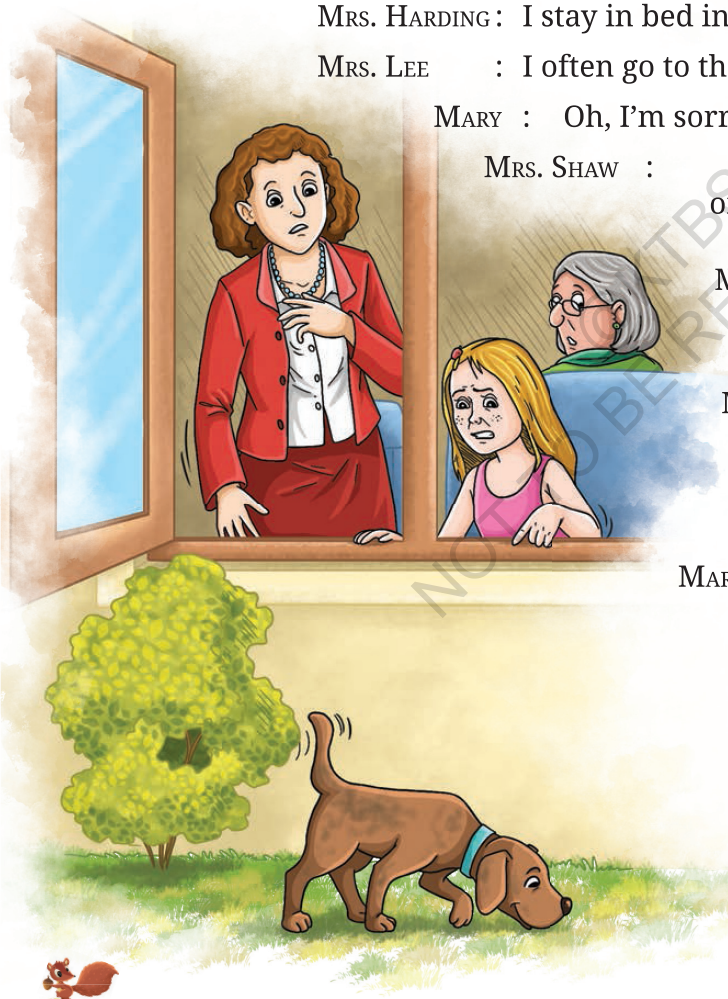
MARY : I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning. And why must she always ask for the doctor? I've never been to a doctor in my life.

MRS. HARDING : I stay in bed in the morning myself.

MRS. LEE : I often go to the doctor.

MARY : Oh, I'm sorry. (*No one speaks.*)

MRS. SHAW : Do you know Mrs. Grantley? She's one of my best friends.



MARY : But she's so talkative! Talkative women aren't very interesting, are they?

MRS. LEE : My mother's a very talkative woman.

MARY : Oh, I'm sorry. I didn't know. (*No one says anything.*)

MARY : (*looking out of the window*): Oh, there's that dog again! It always looks very dirty. I don't like dogs, do you? Who wants a dog? That dog's always near our house. Why do people keep dogs? Who wants a dog? Why doesn't its owner keep it clean? Have you seen it?

MRS. HARDING : (*looking out of the window*) Yes, I've seen it. That's Towzer. It's our dog.

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Mary : (*with a red face*) Oh, I didn't know! (*No one speaks.*)

Mary : (*still looking out of the window*) There's Mr. Pomeroy on his horse. He's always talking about horses. He rides a horse every day, and practises shooting. Why must he do that? What have they done to Mr. Pomeroy? Why do some men like horses more than they like people? It's hard to understand men.

Mrs. Lee : My brother practises shooting when he has the time, and he rides his horse when he can. He sold his house in London and bought a house here because he wanted to ride and practise shooting.

Mrs. Harding : (*looking at Mrs. Lee*) It's getting a little late. We must go now, Mrs. Shaw. It has been very nice to have a little talk. (*She looks at Mary.*)

Mrs. Lee : Very nice. (*She looks at Mary.*)

Mrs. Shaw : It was very good of you to come to see us. Please stay a little longer.

Mary : (*unable to say the right thing even now*) Oh, must you stay? Can't you go?

G.C. Thornley

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Let us discuss

I Rectify the **false** statements given below from Scene II of the play. An example has been done for you. Share your answers with your classmates and the teacher.

1. Mrs. Harding states that they do not like London as it is not the same as Lanfield.

   Rectification: Mrs. Harding states that they like Lanfield very much even though it is not the same as London.

2. Mrs. Harding was pleased to know that Mary was familiar with her children.

3. Mrs. Shaw shared that she liked Mrs. Best as she read a lot of newspapers.

4. Mrs. Harding and Mrs. Shaw agree that wearing a blue dress with a red coat is unfashionable.

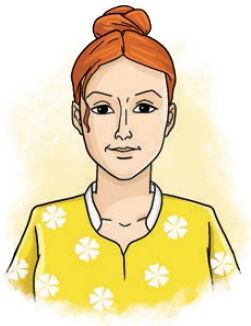
5. Mary shares that she finds the dog outside the window cute.



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *MARY* : *What are you going to talk about?*



MRS. SHAW : *I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.*

MARY : *I can talk now. I've been able to talk for a long time.*

MRS. SHAW : *Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?*

MARY : *I can talk very well when I like. I'll stay with you today and talk to them when they come.*

MRS. SHAW : *Oh, I don't think so. You can go out for a walk. It will be better if you do that.*

(i) What does Mrs. Shaw imply when she says, "One day you'll have to go to some of these houses yourself and talk to the people there"?

A. She believes Mary should start learning about hosting guests then.

B. She thinks Mary is ready to visit these houses independently.

C. She wants Mary to develop social skills for the future.

D. She hopes Mary will avoid these social interactions entirely.

(ii) Complete the following sentence with the **correct** option from the brackets.

Mrs. Shaw and Mary are discussing how to _____.
(have a polite conversation/ get to know people better)

(iii) Why did Mary insist on staying with her mother when the guests arrived?

(iv) Match the following character traits to the characters in the extract:

A. eager B. inexperienced C. cautious

Mary Mrs. Shaw

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2. *Mary* : *I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning. And why must she always ask for the doctor? I've never been to a doctor in my life.*



Mrs. Harding : *I stay in bed in the morning myself.*

(i) Complete the following sentence suitably.

Mary could spot Mrs. Cotter in the street because _____.

(ii) What does Mary's comment about Mrs. Cotter staying in bed and calling the doctor suggest about her understanding?

A. She is worried about why Mrs. Cotter stays in bed all morning.
B. She is unable to understand why people need medical help.
C. She thinks Mrs. Cotter is scared and lonely for staying in bed.
D. She believes Mrs. Cotter is right to rest and take care of herself.

(iii) How can we say that Mary enjoyed good health?

(iv) Identify whether the following statement is **true** or **false**.

Mary might have unintentionally offended Mrs. Harding.

II Answer the following questions.

1. What does Mary's comment about Mr. Best's routine and profession reveal about her viewpoint on bankers and their way of life?
2. What can we infer about Mary's understanding of polite conversation based on her interactions with the guests?
3. What do you think the repeated stage direction 'no one speaks' indicates about the atmosphere in the room when Mary speaks?
4. How does Mary's attitude towards the guests change throughout the play?
5. What do Mrs. Harding's and Mrs. Lee's responses to Mary's blunders during their visit reveal about their characters?
6. In what way does the play show the importance of knowing how to engage in polite conversation?

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Let us learn

I Study the following words taken from the text.

humorous, hilariously, coming, beautiful

The given words are made by adding word endings like -ous, -ly, -ing, and -ful to the root words humour, hilarious, come, and beauty. Such word endings are called **suffixes**.

- *humour* + *-ous*
- *hilarious* + *-ly*
- *come* + *-ing*
- *beauty* + *-ful*

Note

the spelling variant when the word ends in 'e' as in 'come' and 'y' as in 'beauty'.

Now, divide the following words from the text as root words and suffixes. Check your answer with the teacher.

gladly banker guidance quietly walking

1. Study the words in Column 1. Match the suffixes in Column 2 with their meanings or purpose in Column 3. Write a few examples for each in Column 4. Share your answers with the teacher.

Column 1	Column 2	Column 3	Column 4
Biology	(i) -logy	A. change to adverb	Sociology
tolerance	(ii) -ance	B. change to plural	
stopped	(iii) -ed	C. a study of	
backward	(iv) -ward	D. change to superlative	
courageous	(v) -ous	E. change to past tense	
quietly	(vi) -ly	F. change to a noun	
toughest	(vii) -est	G. in a certain direction	
tomatoes	(viii) -es	H. change to adjective	

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2. Fill in the blanks using words given in the brackets by adding suitable suffixes.

   To communicate (i) _____ (effective), choose your words and topics (ii) _____ (wise). Avoid (iii) _____ (discuss) things you don't know much about or that could upset someone. Remember to be (iv) _____ (respect) towards others, including yourself, and express your (v) _____ (appreciate). Finally, always be (vi) _____ (response) by replying promptly to communicate.

II Read the highlighted words in the following sentences from the text.

- *But does anyone want to hear the things that you* ***say****?*
- *I can't* ***tell*** *you everything.*

Select the correct answer.

Is there a difference in the meanings of 'say' and 'tell'? (Yes/ No)

- *'Say' focuses on the message and does not always require a listener.*
- *'Tell' focuses on who receives the message and always needs a listener.*

1. Fill in the blanks with suitable words from the sets of words given in the box below. Make changes in the verb forms (tense), if necessary.

• fetch	:	go somewhere to get something and bring it back
bring	:	take something with you to the place you are going
• see	:	something that we view, whether or not we pay attention
look	:	focus your eyes in a certain direction by paying attention
• live	:	permanent place of residence
stay	:	temporary presence in a location as a guest or visitor
• study	:	spend time learning something as part of formal education
learn	:	gain knowledge or skill through study or experience
• speak	:	express thoughts or ideas aloud, often in formal situations
talk	:	engage in informal conversation with someone
• hear	:	perceive sounds unintentionally through the ears
listen	:	pay attention to sounds or speech intentionally

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(i) I _____ at the photo, but I didn't _____ anyone familiar.

(ii) I'd better go and _____ my mother from the station, and then _____ her home.

(iii) I need to _____ for my mathematics exam this weekend, so I hope to _____ new concepts along the way.

(iv) I can _____ the music from my neighbour's house, but I need to _____ to it carefully to understand the lyrics.

(v) "Could I _____ to Mrs. Kalpana, who is going to _____ to us about gardening," said Ritu.

(vi) I _____ in a small town, but I often _____ with my relatives in the city.

III Read the following sentences from the text and underline the verbs.

- *They lived in London before.*
- *I met her in a shop and asked her to come.*

As you know, the verbs you have underlined are in simple past tense. (actions that happened in the past or distant past)

Read the following sentence from the text and underline the verb.

She has been staying with them for a while.

The verb you have underlined is in **present perfect continuous** tense.

We use **present perfect continuous** (has/have + been + verb + -ing) to indicate:

The duration of an action that started in the past and continues up to the present moment.

- Mrs. Shaw **has been preparing** the room since the morning for Mrs. Harding and Mrs. Lee's visit.

An action that was ongoing in the recent past, with its results evident now. The focus is on the ongoing activity rather than its completion.

- Mrs. Shaw **has been cleaning** the room since the morning. (The room looks spotless now.)
- The students **have been practising** a play about the story. (They are rehearsed and ready.)

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1. Fill in the blanks using the verbs given in brackets in present continuous or present perfect continuous tense.

   The students (i) _____ (organise) a play and setting up the stage. They (ii) _____ (prepare) for weeks to make everything perfect. The performers (iii) _____ (rehearse) every day, and their excitement (iv) _____ (grow). The sound in-charge (v) _____ (test) the microphones to check the sound quality. Everyone (vi) _____ (work) hard, and now the place (vii) _____ (buzz) with energy and excitement.

IV Read the explanation about the kinds of sentences given in the table below.

Kinds of Sentences	Function	Punctuation	Examples from the text
Declarative sentences	to state or convey information	end with a full stop (.)	*There's always something to say.*
Interrogative sentences	to ask questions	end with a question mark (?)	*What shall I do when they want to go?*
Exclamatory sentences	to express strong feelings or emotions	end with an exclamatory mark (!)	*What beautiful children you have, Mrs. Harding!*
Imperative sentences	to give order, command or request	end with a full stop (.)	*Put that coat away in your bedroom.*

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1. Identify the kinds of sentences and punctuate them appropriately.
   (i) the meeting starts at 10.00 a.m. in the conference room
   (ii) what an exciting adventure it was
   (iii) how did you solve the problem so quickly
   (iv) what is the weather forecast today
   (v) how beautiful is the rainbow
   (vi) clean up your room before dinner
   (vii) the children are planning a surprise party for their mom
   (viii) turn off the music



Let us listen

I Mrs. Shaw wanted Mary to learn to say the right thing. You will listen to a conversation between a mother and her son about basic manners. As you listen, fill in the blanks given below by selecting the correct option. (Transcript for the teacher on pg. 89)

1. How did the son behave in the grocery queue?
   (i) strangely (ii) impatiently (iii) politely
2. The mother finally refers to her son as a _____.
   (i) polite young man (ii) responsible son (iii) grateful person

II You will once again listen to the conversation. As you listen, select four **true** statements from 1– 7 given below.

1. The mother uses the grocery store incident as an opportunity to teach her son about patience and fairness.
2. The son recognises the value of apologising and understands that it shows he notices others.
3. The son is gradually learning the importance of polite words and actions from his mother's guidance.
4. The mother discourages her son from speaking softly in public, suggesting that people should adjust to his voice level.
5. The son feels that covering his mouth when coughing is only important when he's at home.
6. The son receives all advice readily while understanding its importance.
7. The mother uses praise to support the polite behaviours she wants her son to continue practising.

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Let us speak

As you know

- **Intonation** is the rise and fall of the pitch of tone while speaking.

Let us learn about sentence stress.

- **Sentence** stress is laying emphasis on certain word(s) in a sentence.
  → The emphasis on particular words helps to convey the meaning and importance of the sentence.



→ **Content words** like book, run, beautiful, quickly, etc., are mostly stressed instead of **function words** like she, in, is, etc., in a sentence.

I Speak the given declarative sentence aloud.

*I saw **Mrs. Cotter** this afternoon.*

- Use falling intonation towards end of the sentence as declarative sentences usually have falling intonation.
- Stress the words 'Mrs. Cotter'.

Remember, stress does not mean to say the word louder than others. It means to say a word with more emphasis than others.

II Speak the following declarative sentences with falling intonation and stress the highlighted words.

1. ***The** room **looks** cleaner **now**.*
2. ***You** always **talk** too much.*
3. ***You** leave **your** clothes **all** over the **house**.*

III Work in pairs and speak the following sentences 1–5 aloud, as Mary. Apply stress and falling intonation. Match each of the sentences to the meaning they convey in (i)–(v).

Sentences

1. **I** didn't hurt anyone today.
2. I **didn't** hurt anyone today.
3. I didn't **hurt** anyone today.
4. I didn't hurt **anyone** today.
5. I didn't hurt anyone **today**.

Meaning conveyed

(i) I might have done other things but did not hurt anyone.

(ii) I might cause hurt usually, but not anyone on this day.

(iii) The action of hurting anyone did not occur.

(iv) I, specifically, did not hurt anyone, possibly implying someone else might have.

(v) I may have spoken a lot many things but not a single person was hurt.

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IV Now, speak the given declarative sentence with rising intonation towards the end of sentence and stress the highlighted words.

*I saw **Mrs. Cotter** this afternoon.*

The rising intonation makes it sound like a question. It asks whether I was the person who actually saw Mrs. Cotter: Did I see Mrs. Cotter this afternoon?

Remember
The way we use stress and intonation in a sentence can change the meaning of what we wish to say if we are not careful.



Let us write

Rewrite the play 'Say the Right Thing' as a short story, focusing on Mary's interactions with her mother and the guests.

- Ensure the story captures the main events, character emotions, and humorous moments effectively.
- Use paragraphs to organise your story and include descriptive language to bring the characters and events to life.

You may refer to the following hints:

- Begin with an introduction: describe Mary and Mrs. Shaw, their relationship and the setting of the story.
- Explain Mrs. Shaw's instructions to Mary before the guests arrive and Mary's confidence in handling the situation.
- Narrate the events when Mrs. Harding and Mrs. Lee visit, highlighting Mary's remarks and the guests' reactions.
- Include key moments of humour and awkwardness to maintain the tone of the play.
- Conclude by commenting on how the visit ended and Mary's impact on the situation.

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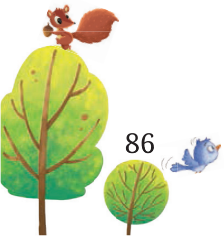


Let us explore

I Work in groups. Enact your favourite part of the play.

Points to remember:

- Allot a specific role to each member in the group.
  For example: director, narrator, and characters



- Include the actions and expressions as indicated in brackets in the play.

II Find out how people greet guests who visit their homes in different languages. Share it with your classmates and the teacher.



III *'Vasudhaiva Kuṭumbakaṁ'* (वसुधैव कुटुम्बकम) is a Sanskrit phrase which means the world is one family. *Vasudha* (वसुधा) means Earth; *eva* (एव) translates to 'is thus' and *Kuṭumbakaṁ* (कुटुम्बकम) means 'family'. The phrase originates from ancient Indian texts like the *Maha Upanishad* and the *Hitopadesha.*

This saying highlights the interconnectedness of all people, suggesting that humanity is part of a single global family. It encourages unity, cooperation, and treating others with kindness and empathy, regardless of differences in nationality, race, or religion. The message is often used to promote global peace and mutual understanding among diverse cultures and nations. *'Vasudhaiva Kutumbakam'* was chosen as the theme for the G20 Summit which captured the essence of global unity, common bonds, and shared aspirations for a better future.

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TRANSCRIPTS

Animals, Birds, and Dr. Dolittle



Let us listen *(refer to page 55)*

I You will listen to an announcement. As you listen, state whether the following statement is **true** or **false**.

Greetings and attention everyone!

We are excited to announce the opening of Dr. John Dolittle's new clinic in the town of Woodstock. The clinic is located at 12, Rose Lane. It will be open Monday to Friday from 9 a.m. to 5 p.m. Special timings for birds are on Saturdays from 11 a.m. to 2 p.m. Dr. Dolittle is renowned for his ability to communicate with animals and shall ensure that they receive the best care possible. All animals are welcome, from horses and cows to pets and wild animals. For the best veterinary care, visit Dr. John Dolittle's new clinic in Woodstock.

Thank you.

II You will listen to the announcement again. As you listen, complete the details given below with one or two exact words you hear.

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A Funny Man



Let us listen *(refer to page 65)*

I You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration.

Hello. This is quite a funny incident. One day, I was so preoccupied with preparing for my presentation. After a long day of studying at a friend's place, I finally came home. Exhausted, I removed my shoes at the door and headed straight to the kitchen for some

lunch. I served myself *dal-chawal* and ate it, still thinking about all the topics I needed to cover.

Once I finished my lunch, I got up to put my shoes away in my room and placed my plate in the kitchen. However, being so preoccupied, I ended up doing the opposite! I walked to my room with my plate in hand and left it on my desk. Then, I took my shoes and placed them in the kitchen!

As I stood there, confused, I realised what I had done. I couldn't help but laugh at myself. I shook my head, recovered my shoes from the kitchen and kept the plate in the kitchen.

II You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

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Say the Right Thing



Let us listen *(refer to page 84)*

I Mrs. Shaw wanted Mary to learn to say the right thing. You will listen to a conversation between a mother and a son about basic manners. As you listen, fill in the blanks given below by selecting the correct option.

Mother : Why were you getting impatient in the grocery store?

Son : Was I really? I just didn't like waiting so long.

Mother : I know waiting can be boring, but remember, we always stand in queues and wait for our turn. It's fair for everyone, right?

Son : Hmm, I guess. Even if it takes a lot of time?

Mother : Well, that's when we practise patience. And when it's our turn, what do we say to the shopkeeper?

Son : We say, 'Thank you'. And 'Please' if we ask for something, right?

Mother : Yes! Those are polite words. Why do you think they're important?



Son : Maybe because they make people feel respected?

Mother : Exactly! It shows gratitude and kindness. And what about yesterday when you bumped into that lady with the blue sari?

Son : Oh, I said sorry right away. You always tell me it's important to apologise.

Mother : That's true. Why do you think it's important to apologise?

Son : Um... so people know I didn't mean to do it and that I care?

Mother : Yes, it shows you're responsible. And how about when we're in places like the library? What kind of voice should we use?

Son : Oh, I know this! We speak softly so we don't bother others.

Mother : Right again! It's called using an 'inside voice'.

Son : I know. I also know that we should cover our mouth when we yawn, sneeze or cough in a gathering or a public place.

Mother : Absolutely! You're getting really good at remembering these things. And when we talk at home or school, what should we do when someone else is speaking?

Son : We wait for our turn. It's not well-mannered to interrupt.

Mother : You've got it, Rohan. You're becoming a really polite young man.

Son : Thanks, Ma. So, do you think I'll be ready to handle the grocery queue next time?

Mother : Certainly! And maybe we can get some ice cream as a reward if you do it well.

Son : Deal! And... thank you!

II You will once again listen to the conversation. As you listen, select four **true** statements from 1–7 given below.

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