

NCERT Solutions Class 7 English (Poorvi)

Unit 1: Chapter 1 The Day of River Spoke

Question Answer – Let us do these activities before we read. (Page 1)

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

Question 1. Are they trying to tell you something?

Answer: Yes, the sounds are trying share a message. For example, birds chirping could mean it is a cheerful morning, or rustling leaves might suggest a windy day.

Question 2. Do you think the things around you also listen to you all day long?

Share your answers with your classmates and the teacher.

Answer: Yes, I think that trees, rivers, and birds might hear us when we speak or laugh, like silent friends who listen carefully.

“I heard birds singing, which made me happy. I think nature listens to us too!”

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.

Question 1. What could that dream be?

Answer: Jahnavi’s dream might be to attend school and learn to read and write, as she is clever and eager to know more.

Question Answer – Let us discuss (Page 6)

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?	

Answer:

Column 1 (Jahnavi's Questions)	Column 2 (River's Answers)
..... why the moon always comes from behind the hills?	It goes down towards the sea. I've seen it—it always takes the same path, over the mountains and down to the sea, like me!
"Can I do something?"	... little girls can do as much as little boys.
"What are ships?"	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?	No, they won't. They're too big. Chandu's catamaran is fine for me. He can take you to see a ship someday.

Question Answer – Let us think and reflect (Pages 7-8)

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

Question 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 everyday 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)

Answer: assuring.

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

Answer: The phrase showing Jahnavi was a frequent visitor is “when you have been coming here to see me every day, well, almost every day”.

(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

Answer: 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

Answer: affectionate, thoughtful, kind-hearted.

Question 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 _____.

Answer: they can do the same things, like swim as fast.

(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.

Answer: True.

Reason: It tells her to try school and trust herself.

(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

Answer: C. Quietly.

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

Answer: scared and unsure.

II. Answer the following questions.

Question 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?

Answer: The writer describes the kingfisher's blue wings, the green lizard, and the river to create a beautiful picture and show Jahnavi's love for nature. It makes the story enjoyable and hints that the river is special. The writer does this to capture our interest and connect Jahnavi to her surroundings.

Question 2. How did the River know so much about Jahnavi?

Answer: The River knew a lot because Jahnavi visited it nearly every day, talking and sharing her thoughts. It observed her and saw she was not afraid of lizards or other creatures.

Question 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?

Answer: Jahnavi thinks she is too old (almost 10) to start school, and perhaps her family or the school will not allow older students. She feels she has missed her chance.

Question 4. Why did the River laugh when Jahnavi said she would be scared at school?

Answer: The River laughed because Jahnavi is brave with lizards and spiders but scared of school. It finds this funny since she is usually fearless.

Question 5. Why should Jahnavi follow the River's advice?

Answer: She should follow it because the River knows her, well and gave her a good plan to sneak into school. It worked, and the teacher agreed.

Question 6. How does the conversation between Jahnavi and the River make the story more appealing?

Answer: The talking river makes the story exciting and magical. It reveals Jahnavi's hopes and fears, keeping us eager to know what happens next.

Question 7. What is the main message that the writer intends to convey?

Answer: The writer teaches us to be brave and pursue our dreams, like going to school. It also shows that girls can do anything boys can if they try well.

Questions and Answers – Let us learn (Pages 8-12)

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?)

Answer: In real life, rivers do not speak, but in this story, the author personifies the river to show that it acts like a human being, guiding the young girl and emphasising the



importance of education. The author uses a capital “R” for the River because the River acts like a person, it talks and helps Jahnavi. It is a character with human abilities and not just water. This helps the readers feel that the River has its own voice, feelings, and wisdom, making it more powerful and meaningful in the story.

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.

Answer:

1. made a high-pitched piercing sound shrieked
2. to cause liquid to strike or fall on something splashed
3. a low continuous background noise murmuring
4. cry with loud uncontrollable gasps sob
5. to make a soft dry sound, like paper or leaves moving rustled
6. took a short quick breath through the mouth due to surprise, pain or shock gasped
7. shaking rapidly to make continuous short, sharp sounds rattling
8. making a lot of noise noisy
9. made a long, high cry, usually because of pain or sadness wailed

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

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.

Answer: The classroom grew (i) noisy as the students noticed the teacher carrying the answer papers. As the teacher turned the pages with a (ii) rustled, the children (iii) gasped wondering what comments awaited. Someone (iv) wailed in frustration, and the (v) murmuring of the students steadily increased. Finally, when the teacher praised the students for their excellent performance, the students (vi) shrieked 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

Answer: Word meanings and languages they are borrowed from.

1. Karma- Results of your actions (Sanskrit)

2. Sahib- Respectful word for “sir” (Urdu/ Hindi)
3. Chutney- Spicy sauce (Hindi)
4. Guru- Teacher or guide (Sanskrit)
5. Verandah- Roofed porch (Hindi)
6. Jungle-Wild forest (Hindi/Sanskrit)
7. Areca- Nut tree (Malayalam/Tamil)
8. Palanquin- (Palki) Covered seat for one passenger consisting of a large box carried on two horizontal poles by four or six men (Sanskrit/Hindi).

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.

Answer: (i) I would travel in a Shikara because it is lovely and peaceful on lakes!

(ii) Do it yourself.

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	

Across:

1. a Targe vessel used for transporting goods or passengers by sea
2. a srqall 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'

Answer:

						⁵ C				⁶ T
¹ S	H	I	P			A				U
						N				G
	⁷ Y				² B	O	A	T		B
³ R	A	F	T			E				O
	C									A
	H									T
	T		⁴ S	T	E	A	M	E	R	

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!"

"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.

Jahnvi takes the River's advice and goes to school. On her first day

1. _____ (at/in/on) school, Jahnvi 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. Jahnvi listened attentively, feeling excited
6. _____ (at/about/for) the new adventure ahead.

Answer:

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



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)
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)

Answer:

1. The cat jumped on the table, (preposition)
2. The children played outside until dark, (adverb)
3. She quickly ran to the park, (preposition)
4. The helicopter was hovering above, (adverb)
5. We were just walking along chatting, (adverb)
6. After thoroughly wiping his shoes, he stepped inside, (adverb)
7. She drove slowly around the sharp curve, (preposition)
8. He placed the keys on the mat before leaving, (preposition)

Question Answer– Let us listen (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. (Transcript for the teacher on pg. 39)

lawyer desks homemaker principal posters
newspapers marriage advertisements careers books

Answer:

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	<input type="text"/>
2. Comments on how school makes learning Mathematics joyful	<input type="text"/>
3. Believes in the power of education that leads to freedom of choice	<input type="text"/>
4. Shares that school also means companionship	<input type="text"/>
5. Understands that boys and girls have different abilities	<input type="text"/>
6. Persuades the parent to grant permission to attend school	<input type="text"/>
7. Believes that learning skills is not gender-based	<input type="text"/>

Answer:

Statements	Speaker No.
1. Promotes active participation for all in school activities – (Principal).	v
2. Comments on how school makes learning Mathematics joyful.	—

3. Believes in the power of education that leads to freedom of choice – (Father)	i
4. Shares that school also means companionship – (Student).	iv
5. Understands that boys and girls have different abilities.	—
6. Persuades the parent to grant permission to attend school – (Grandmother)	ii

Statements 2 and 5 do not match with any speaker

Question Answer – Let us speak (Page 13)

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

Answer: Do it yourself.

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.

Answer:

1. Situation (i): You wish to play football at school but it has an all-boys’ team only.

Student A (asking for advice): I really want to play football at school, but it has an all-boys’ team only. What do you think I should do?

Student B (giving advice): I think you should speak to your teacher or the principal and

request them to allow girls to join or start a mixed team. If I were you, I would also try gathering other interested girls to support your request.

2. Situation (ii): You have been unable to score well in Mathematics due to nervousness during exams.

Student A (asking for advice): I've been unable to score well in Mathematics because I get really nervous during exams. I'd appreciate your advice on this issue.

Student B (giving advice): Why don't you try practicing mock tests at home under exam conditions? If I were you, I'd also talk to a teacher or counselor about your anxiety. The best thing to do is to stay calm and revise regularly.

3. Situation (iii): You really enjoy music classes but do not get enough time to practise for it.

Student A (asking for advice): I really enjoy music classes, but I don't get enough time to practise. What would you do in my position?

Student B (giving advice): I think you should create a daily schedule and set aside at least 15-20 minutes just for music. If I were you, I'd also reduce screen time or other less important activities to make space for practice.

4. Situation (iv): You cannot see the blackboard clearly from the last bench.

Student A (asking for advice): I can't see the blackboard clearly from the last bench. Do you think I should change my seat?

Student B (giving advice): Yes, the best thing to do is to politely ask your teacher if you can sit closer to the board. If I were you, I'd also get my eyesight checked, just to be sure everything's fine.

Question Answer – Let us write (Page 14)

Observing Nature

(Students to read the paragraph from page 14 of the NCERT textbook)

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...

Answer: The Silent Beauty Around Us

Every day, I see nature whispering its beauty through the tiniest things. While walking in the garden, I noticed the soft rustling of leaves as the wind passed through them like a gentle song. The morning sun filtered through the branches, creating golden patches on the ground. I find it very interesting that no two leaves are alike—each has its own shape, shade, and texture. Some are glossy and smooth, while others are rough and wrinkled.

I like watching butterflies dance from flower to flower because they bring colour to even the duller corners. The vibrant yellow wings of one butterfly glowed under the sunlight like tiny lanterns. I felt calm and happy, as if nature had pressed pause on the noisy world for a while. The sky, with its shifting clouds and occasional birds flying in formation, felt like a painting that changes every moment.

I want to tell you that there is magic in the ordinary if you pause and look closely. My advice to all is: take a moment to observe nature—it teaches us patience, peace, and the art of finding beauty in stillness.

Question Answer – Let us explore (Pages 14-15)

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.

Answer: In India, rivers are considered sacred because they are seen as life-givers. They provide water for drinking, farming, and other essential activities. Rivers play an important role in religious rituals and cultural traditions. People believe that bathing in holy rivers washes away sins and brings spiritual purity.

Most rivers in India are referred to as female because they are associated with nurturing, fertility, and motherhood—qualities traditionally linked to femininity. They are often worshipped as goddesses. For example, the Ganga is worshipped as Goddess Ganga.

However, some rivers like the Brahmaputra and the Sone are referred to as male. This may be due to the meaning of their names or their powerful and forceful flow, which is traditionally associated with masculine qualities.

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.

Answer: (Example response – can be modified as per classroom).

Languages Spoken by the students in the Class are:

- Hindi
- English
- Tamil
- Bengali
- Telugu
- Punjabi
- Urdu
- Marathi

Many students can speak two or more languages. ,

This list can be beautifully displayed on chart paper, decorated with scripts from each language.

Question 2. In which language do you enjoy reading and learning the most?

Answer:

- I enjoy reading and learning the most in English because the books and stories are interesting, and the language helps me connect with the world. English is also used in many subjects, and it helps me understand science and technology better.
- I also enjoy learning in my mother tongue. I feel comfortable expressing my thoughts, and I understand lessons better in my mother tongue.

III. Read the poster given on page 15 of the textbook and answer the questions that follow.



Question 1. What are the things you can observe in the poster?

Answer: In the poster, I can observe 3 to 4 girls sitting together and smiling while studying. They are wearing comfortable home clothes and seem to be enjoying their learning. The atmosphere looks cheerful and peaceful, suggesting that they feel safe and supported.

Question 2. Why do you think the girls look happy?

Answer: The girls look happy because they are getting the opportunity to study in a safe and encouraging environment. They are likely treated with love and respect, which gives

them a sense of freedom and joy. Being with friends and having access to education makes them feel confident and valued.

Question 3. Dignity means 'self-respect'. What is the relation between 'dignity' and 'happiness' ?

Answer: Dignity and happiness are closely related. When girls are treated with respect and given the right to education and equality, they develop a sense of self-worth. This builds their confidence and makes them feel important, which leads to true happiness.

Question 4. How does a Nation prosper when its daughters are happy?

Answer: A nation prospers when its daughters are happy because happy girls grow into strong, educated women who contribute to society in many ways. They help build better families, communities, and workplaces. When girls are empowered, the whole nation becomes healthier, more educated, and more progressive.

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.



Answer: Some schemes that I could find from the internet are as follows.

1. Sukanya Samriddhi Yojana (SSY):

A savings scheme launched under the 'Beti Bachao Beti Padhao' campaign. It encourages parents to save money for their daughters' higher education and future needs.

2. CBSE Udaan Scheme:

This scheme aims to support girl students from economically weaker sections by providing free resources and mentoring for engineering entrance exams like JEE.

3. National Scheme of Incentive to Girls for Secondary Education (NSIGSE):

It provides financial assistance to girls who pass Class 8 and enroll in Class 9, especially those belonging to SC/ST communities. It aims to reduce dropout rates among girls.



4. Pragati Scholarship Scheme:

Offered by AICTE, this scholarship supports meritorious girls studying technical courses in colleges approved by the council.

5. Digital India :National Scholarship Portal (NSP):

A central platform where girls from various minority and backward communities can apply for scholarships provided by different ministries and states.

Spreading Awareness in the Neighbourhood:

To spread awareness about these schemes, I can:

- Prepare posters or charts and display them in public places like schools or community centres.
- Talk to neighbours and parents about the benefits of girls' education and available schemes.
- Organize a small awareness session in school with the help of teachers.
- Share information through WhatsApp messages and social media to reach more people.

[Scrool Down For Chapter 2]



NCERT Solutions Class 7 English (Poorvi)

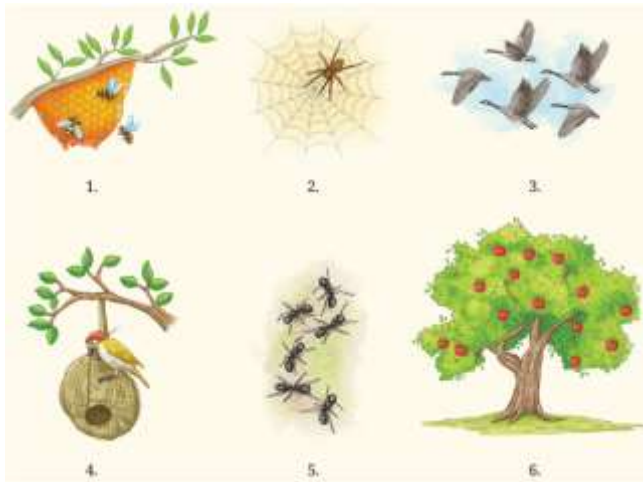
Unit 1: Chapter 2 Try Again

Question Answer – Let us do these activities before we read. (Page 16)

I. Who inspires you to do your best?

Answer: My parents inspire me to do my 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.



Answer: Image 1:

shows a beehive attached to a tree branch, with bees actively working around it. We should learn to work hard like bees as they work tirelessly to build their hive and collect nectar. Even when obstacles arise, they never give up. They also show teamwork by creating a hive together.

Image 2: shows a spider in its web, symbolising patience and perseverance.. We can learn hard work, determination, and never giving up*despite failures.

Image 3: shows a flock of birds flying in the sky which teaches us teamwork and unity. They show that working together and supporting each other helps in achieving great distances and success.

Image 4: shows a bird building its nest which teaches us patience and dedication, as it carefully creates a safe space for its future. It reminds us that success comes from small, consistent efforts.

Image 5: shows a colony of ants which teaches us the power of collaboration and hard work, as each ant contributes to the collective success. It shows that even the smallest efforts can create something remarkable when combined.

Image 6: shows a tree with apples which teaches us the value of patience and growth, as it takes time to bear fruit. It reminds us that with nurturing and care, rewards eventually come.

Question Answer – Let us discuss (Pages 19-21)

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.

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.

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

II. Complete the following sentences suitably.

1. We can say that the poet uses the narrative style because _____.

Answer: We can say that the poet uses the narrative style because the poem tells a story about King Bruce and the spider, describing events in a sequential and detailed manner.

2. The central idea of the poem is _____.

Answer: The central idea of the poem is perseverance and determination— never giving up despite repeated failures, as shown through the spider's efforts and King Bruce's realisation.

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

Question 1.

lines that describe the spider's efforts

Answer:

Following are three lines from the poem that describe the spider's efforts:

(a) "It soon began to cling and crawl, Straight up with strong endeavour" -This shows the spider's determination to climb.

(b) "Again it fell and swung below, But again it quickly mounted" – This highlights how the spider kept trying despite failing.

(c) "Steadily, steadily, inch by inch, Higher and higher he got" – This describes the spider's slow but persistent effort to reach its web.

Question 2. alliteration (the repetition of the same consonant sounds at the beginning of closely connected words)

Answer: Following are three examples of alliteration from the poem:

(a) "Fast, now slow" – The repetition of the 's' sound in "slow" and T sound in "fast".

(b) "Bravo, bravo!" – The repetition of the 'b' sound.

(c) "Foolish thing will strive" – The repetition of the 's' sound in "strive" and 'f' sound in "foolish".

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

tried and tried; steadily, steadily; up, up.

Answer: The poet repeats the words and phrases "tried and tried; steadily, steadily; up, up" to emphasise persistence, determination, and continuous effort respectively. By using repetition, the poet makes the message of never giving up stronger.

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)

Answer: 1. The rhyme scheme of the poem is AABB. (AABB / ABBA/ ABAB)

2. 'Bravo' is an example of interjection. (conjunction/interjection/ adjective)

3. The poet uses 'twas and 'tis for the sake of contraction, (rhythm / rhyme / contraction)

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.

Question 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.	_____

Answer:

(i) He ran as fast as a cheetah.	S
----------------------------------	---



(ii) The world is a stage.	M
(iii) The night was as dark as coal.	S
(iv) He sang like an angel.	S
(v) Her voice was music to his ears.	M
(vi) The classroom was a zoo.	M
(vii) The baby slept like a log.	S
(viii) Her smile was as bright as the sun.	S
(ix) The lake was a mirror, reflecting the sky.	M

Question 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.

Answer: Knowledge is a spreading branch of a mighty tree.

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

Answer:

- 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, filed with endless adventures.

Answer: The book was like a treasure chest, filled with endless adventures.

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

Answer: Her laughter was like a melody that brightened the darkest days.

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

Answer: The mountain was a mighty guard, watching over the valley below.

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

Answer: The night was a velvet cloak, wrapping the world in mystery.

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

Answer: Her thoughts were butterflies fluttering in a summer meadow.

Question Answer – Let us think and reflect (Pages 21-22)

Question 1. 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.

Answer: The phrase that shows the physical expression of the King’s emotional state is:
“He flung himself down in low despair.”

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

Answer: The poet uses the word ‘low’ before ‘despair’ to emphasise the depth of King Bruce’s sadness and hopelessness.
It highlights that he was not just feeling discouraged but had reached a deep emotional and mental low, almost giving up completely.

(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

Answer: B. thought.



(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).

Answer: very delicate and soft.

Question 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

Answer: A. roll: tumble.

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

Answer: Two characteristics of the spider highlighted in the line "But up the insect went once more" are:

1. Perseverance* – The spider does not give up despite repeatedly falling; it keeps trying again and again.

2. Determination – It is committed to reaching its goal and continues climbing despite difficulties.

(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

Answer: B. stress.

(iv) Complete the sentence with an appropriate reason.

Readers are able to relate to this extract because .

Answer: It reflects real-life struggles, where people face failures but must keep trying with perseverance and determination to achieve success.

II. Answer the following questions.

Question 1. How does the first stanza help in setting the mood of the poem?

Answer: This stanza helps in setting the mood of the poem by preparing the reader for the king's journey of struggle and eventual determination as it is portraying a sense of sadness, disappointment of the King.

Question 2. Describe how King Bruce's attitude changes from the beginning towards the end of the poem.

Answer: At the beginning of the poem, King Bruce felt defeated, hopeless, and discouraged. Despite being a monarch, he is deeply troubled because he has tried multiple times to accomplish a great deed for his people but has failed repeatedly. This leaves him feel lonely, sad, and in despair. At his lowest point, he even considers giving up entirely.

However, when he observes the spider, his perspective begins to change. He watches as the spider struggles but refuses to quit, making nine brave attempts before finally succeeding. Initially, the king doubts the spider and assumes it will give up, but when it keeps climbing and finally wins, his attitude shifts. He feels inspired and motivated, realising that persistence* leads to success.

By the end of the poem, King Bruce regains his courage and determination. He decides to try once more, and this time, he succeeds.

Question 3. The poet describes every action of the spider in great detail. What does this tell us about his attitude towards the spider?

Answer: The poet's detailed description of every action of the spider shows his deep admiration, curiosity and respect for its perseverance and determination. Instead of dismissing the tiny creature, the poet carefully observes its struggles and repeated attempts to climb back to its web.

Question 4. How does the spider inspire us to overcome despair and not give up?

Answer: The spider's actions teach us that failure is not the end, but rather a step towards success, and that we must stay determined, work hard, and never give up in life.

Question 5. The poem teaches us that failures are stepping stones to success. Explain.

Answer: The poem teaches us that failures are stepping stones to success by showing how both the spider and King Bruce face repeated failures but ultimately achieve their goals through perseverance. It conveys the message that true winners are those who never give up.

Question 6. The spider's journey tells us that anyone can be a source of inspiration in our lives. Elaborate.

Answer: The spider's journey in the poem teaches us that anyone or anything can inspire us, no matter how small they are.



1. Inspiration can come from anywhere – King Bruce, a great ruler, feels sad and hopeless, but he learns a lesson from a tiny spider.
2. Actions can teach us – The spider keeps trying even after failing many times. This shows us that never giving up leads to success.
3. Even small things can be role models – We usually look up to great people for inspiration, but the poem shows that even a little spider can teach an important life lesson.
4. Keep trying, no matter what – The spider falls many times but does not stop. In the end, it succeeds, just like King Bruce does when he tries again.

Questions and Answers – Let us learn (Pages 22-24)

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

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

Answer: 1. up × down

2. fast × slow

3. glad × sad

4. win × lose

5. succeed × fail

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 endeavour to arrive on time.

(ii) Ants toil tirelessly to save food for rainy season.

(iii) We encourage all students to strive to do their best.

(iv) The sailors braced themselves against the strong wind.

Answer: Here are the correct meanings of the underlined words and sentences using them:

1. Endeavour: An attempt to do something new or difficult

Sentence: Rohan's endeavour to learn a new language was successful.

2. Toil: Work very hard and/or for a long time

Sentence: Farmers toil in the fields all day to grow crops.

3. Strive: To try very hard to achieve something

Sentence: Students must strive to achieve their dreams with hard work.

4. Braced: Prepared themselves for something difficult
Sentence: The team braced themselves for a tough competition.

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

Answer:

FAR	NEAR
Middle of nowhere	Proximity
Remoteness	Vicinity
Yonder	Adjacent
Afar	A stone's throw



Farther	Hairline
Light year	

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.

Answer: Some fun tongue twisters that you can try are:

1. Betty bought a bit of butter, but the butter was bitter.
2. Peter Piper picked a peck of pickled peppers.
3. Fred’s fresh fried fish fried freshly.
4. Tim the tiny tiger tiptoed through the tangled twigs.

Question Answer– Let us listen (Page 24)

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 NCERT page 40).

Question 1.

What was the ant known for?

- (i) determination
- (ii) strength
- (iii) wisdom

Answer: (i) determination

Question 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.

Answer: (ii) It was too heavy to carry.

Question 3. What was the bird doing?

- (i) playing with the ant
- (ii) searching for food
- (iii) picking up leaves

Answer: (iii) picking up leaves

Question 4. How did the bird make the ant feel?

- (i) proud
- (ii) inspired
- (iii) relaxed

Answer: (ii) inspired.

Question 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.

Answer: (iii) by joining the ant in her efforts.

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

Answer: Do it yourself.

Chapter 2– Let us speak (Page 25)

Narrate a personal experience about a time when you were motivated by some-one 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...

Answer: Never Give Up – My Experience

I remember a time when I felt like giving up. It was when I was preparing for my math exam. I had always struggled with math, and no matter how much I practiced, I kept making mistakes.

The challenge I faced was understanding algebra. The equations and formulas seemed confusing, and I kept getting the wrong answers. The problem seemed too big because the exam was only a week away, and I felt like I would never improve.

At first, I felt discouraged and thought about giving up because I was afraid of failing. I didn't think I could succeed because I had already tried many times and still wasn't getting it right. I felt upset and wanted to leave my books aside.

But then, I saw a motivational video about a famous scientist who failed many times before succeeding. It reminded me that mistakes are part of learning. My teacher also told me, "The key to success is to keep trying." That inspired me to continue working hard instead of giving up.

After feeling inspired, I decided to practice every day, even if I got the answers wrong. I gathered my strength and asked my teacher and friends for help. With a new sense of willpower, I broke the problems into small steps and practiced patiently.

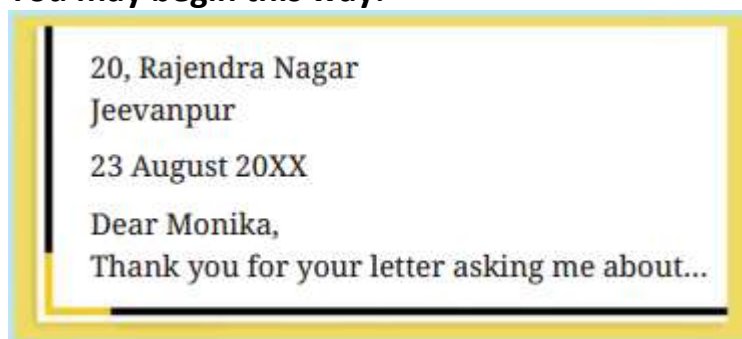


In the end, I was able to understand algebra and solve the problems correctly. Thanks to standing firm and never giving up, I passed my exam with good marks. I felt proud because I didn't quit, and my efforts paid off. This experience taught me that perseverance is the key to success. I learned that failing is okay as long as you keep trying. Now, I always remember to stay determined and never give up, no matter how hard something seems.

Question Answer – Let us write (Page 26)

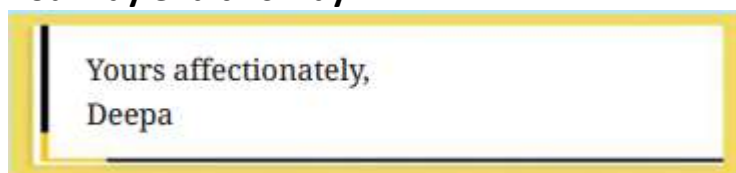
King Bruce was inspired by the spider that kept on trying till it was successful. Think about the steps you can take to overcome a difficult situation and write them down. Now, write a letter to your cousin on how you plan to overcome any difficult situation. Also, advise not to quit and persevere. Remember to use transition words like 'To begin with ...,' 'Next...,' 'After that...,' 'Then...,' 'Finally...,' to share the steps of /our 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

Answer:

20, Rajendra Nagar
Jeevanpur
23 August 2025
Dear Monika,
Thank you for your letter asking me about how I deal with difficult situations. I recently read a poem about King Bruce and the Spider, which taught me an important lesson about never giving up. It made me think about the steps I can take to overcome challenges in my life.

To begin with, I remind myself that every problem has a solution, and I should stay calm instead of panicking. Next, I try to understand the problem properly and think of possible ways to solve it. After that, I break the problem into smaller parts and tackle each one step



by step. Then, I seek help from my parents, teachers, or friends if I need guidance. Finally, I keep trying without losing hope, just like the spider in the poem.

I want you to remember this too, Monika—never give up, no matter how hard things seem! Success comes to those who keep trying. If you ever face a tough time, just follow these steps, and you will overcome it. Stay positive and keep believing in yourself!

Looking forward to your reply.

Yours affectionately
Deepa

Class 7th English Chapter 2 Day the River Spoke Question Answer – Let us explore (Pages 26-27)

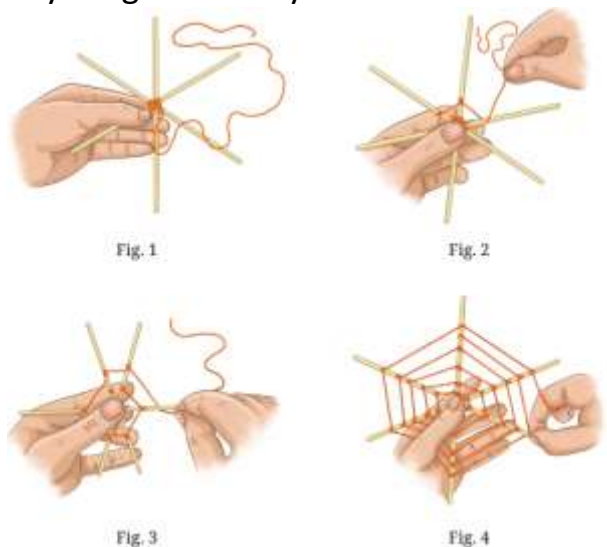
I. Collect folk songs in your own language that connect us with nature and compile them as a class project.

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.



Answer: Students to do themselves as directed.

NCERT Solutions Class 7 English (Poorvi)

Unit 1: Chapter 3 Three Days To See

Question Answer – Let us do these activities before we read. (Page 28)

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

Suggestive answers:

Question 1. Name of the place:

Answer: Qutub Minar.

Question 2. The Person(s) you went with

Answer: Family.

Question 3.

The things that you could:

- See
- listen
- smell
- taste
- touch and feel.

Answer:

- See: The towering Qutub Minar, intricate carvings, lush green gardens.
- Listen: Echoes of footsteps, birds chirping, tour guides speaking.
- Smell: .Fresh grass, the earthy scent of stone.
- Taste: Snacks from the local vendors (like roasted peanuts).
- Touch and feel: The cool surface of the monument's stones, the texture of the grass.

II. How does this memory make you feel?

Answer: It feels awe-inspiring and peaceful. I enjoyed learning about history while spending quality time with my family.

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?

Answer: Yes, without sight, I might have relied more on touch and sound to experience the monument. Without hearing, I would have missed the fascinating stories shared by the



guides.

Yes, I now understand that our five senses are must for all of us to enjoy living.

Question Answer – Let us discuss (Pages 31-32)

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

Question 1. The author expresses a deep longing to experience the world through the sense of hearing.

Answer: False:

The author expresses a deep longing to experience the world through the sense of sight, not hearing.

Question 2. The author would like exploring the city only to observe how people are suffering.

Answer: False:

The author explores the city to observe various aspects of people's lives, including smiles, determination, and suffering, not just suffering.

Question 3. The author would spend the first day seeing the people whose kind-heartedness and friendship have enriched her life.

Answer: True:

The author explicitly mentions spending the first day seeing the people whose kindness and companionship have made her life worth living.

Question 4. The author acknowledges that even in three days, she would not be able to see everything.

Answer: True:

The author acknowledges that even in three days, she would not be able to see everything she wanted to.

Question 5. The author feels that everyone can find the greatest joy merely by the sense of touch.

Answer: False:

While the author finds joy in touch, she believes sight must be the most delightful sense.

Question 6. The author advises those who can see to appreciate every moment as if they might lose their senses tomorrow.

Answer: True:

The author advises those who can see to appreciate every moment as if they might lose their senses tomorrow.



Question 7. On the third day, the author would like to observe people in their daily lives and understand their experiences.

Answer: True:

On the third day, the author observes people in their daily lives to 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, ...	

Answer:

Day 1	Day 2	Day 3
See the people, know her friends from the feel of their faces, whose kindness and companionship have enriched her life.	Arise with the dawn; observe the transformation of night into day; visit museums to see Earth's history and man's progress.	Observe people in their daily lives; understand their experiences by sight; explore the workaday world.

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?

Answer: The narrator, though unable to see, understands the feelings of a person through her sense of touch. By gently tracing the contours of a person's face, she can detect emotions like joy, sadness, or worry. This tactile connection allows her to interpret expressions and form meaningful insights about others. Her sensitivity and heightened awareness enable her to connect deeply, demonstrating that understanding goes beyond visual perception.

Question Answer – Let us think and reflect (Pages 32-33)

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

Question 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?

Answer: The delicate symmetry of a leaf symbolises harmony, balance and the intricate beauty of nature.

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

Answer: The textures of objects in nature are described as:

- "The smooth skin of a silver birch."
- "The rough, shaggy bark of a pine."

(iii) Complete the sentence appropriately.

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

Answer: The phrase refers to the arrival of spring, when nature comes back to life after the cold period of winter.

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

- A. nostalgic
- B. proud
- C. admiring
- D. celebratory

Answer: The tone of the writer is "admiring".

Question 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.

(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

Answer: C. Knowledge



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

Answer: The writer refers to the earth as "sleeping earth" to symbolise the state of rest and inactivity before dawn transforms it into life and activity.

(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 _____.

Answer: The writer wishes to dedicate the day to a brief look at the present and past world because it gives her a chance to witness the progress of humanity and the history of the earth.

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

Answer: The writer uses "should" multiple times in the extract to express intent, possibility and a sense of ideal action.

II. Answer the following questions.

Question 1. The sense of touch makes up for the loss of sight and hearing. Explain this statement with reference to the text.

Answer: The sense of touch compensates for the loss of sight and hearing by allowing the writer to experience textures, forms, and emotions through physical contact, fostering a deeper connection to the world.

Question 2. Why does the author believe that the sense of sight is the most wonderful?

Answer: The author believes sight is the most wonderful because it reveals the beauty, diversity, and vibrant colours of life that are otherwise inaccessible.

Question 3. How might the author's opinion on making the most of our senses guide us to be kinder towards people with special abilities?

Answer: The author's perspective encourages empathy and motivates people to value their senses, fostering a kinder attitude towards individuals with special abilities.

Question 4. What is the significance of imagining the loss of a sense, according to the author?

Answer: Imagining the loss of a sense makes people appreciate their abilities more, urging them to savour their sensory experiences to the fullest.

Question 5. How does the author encourage people to approach their everyday sensory experiences?

Answer: The author inspires people to fully engage with their senses and cherish the everyday beauty and pleasure these senses provide.

Question 6. What do the author's choices for the three days tell us about her values and priorities?

Answer: The author's choices reveal her deep appreciation for relationships, natural wonders, human achievements, and the everyday life of people, reflecting her values of gratitude and curiosity.

Questions and Answers – Let us learn (Pages 34-35)

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	

Answer:

Column 1	Column 2	Column 3
What you see	Panorama	vibrant, radiant
What you hear	Music	harmonic, echoing
What you smell	Perfume	fragrant, zesty
What you taste	Relish	sweet, tangy
What you feel	Rough	silky, prickly



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 helping (auxiliary) verbs that express the mood, possibility, necessity, ability, permission or obligation of the main verb.

They are used with the base form of the main verb (without 'to').

Some common modal verbs are: can (ability/permission), could (polite request), may (permission/possibility), might (possibility), shall (suggestion/future), should (advice/obligation), will (future/promise), must (necessity/strong obligation).

Answer:

- the should divide 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 underlined verbs are a combination of two verbs. In all the above sentences 'should' is the modal verb (suggestion), and the second verb (divide, want, arrive and behold) is the second verb.

GOLDEN GRAMMAR TIPS

Modal verbs are helping (auxiliary) verbs that express the mood, possibility, necessity, ability, permission or obligation of the main verb.

They are used with the base form of the main verb (without 'to').

Some common modal verbs are: can (ability/permission), could (polite request), may (permission / possibility), might (possibility), shall (suggestion / future), should (advice / obligation), will (future / promise), must (necessity/strong obligation).

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.
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.

Answer: The functions they express are:

1. can – Ability
2. might – Possibility
3. must – Necessity
4. ought – Moral obligation
5. would – Polite request

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.

Answer:

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) May I leave early today if I finish all my tasks?
2. You have an important deadline tomorrow.	Obligation		(ii) I must finish this report by tomorrow.
3. Your friend is thinking whether to join Art class.	Advice		(iii) You Should consider all the pros and cons before making a decision.
4. There are dark clouds in the sky.	Possibility		(iv) It may rain later today.
5. Asking someone to pass the salt at the dinner table.	Polite request		(v) Would you pass the salt, please?
6. Advising someone to apologise for a mistake.	Moral obligation		(vi) You ought to apologise for the mistake you made.
7. Deciding where to go for picnic.	Suggestion		(vii) We can go to any park nearby for picnic.

Explanation:

1. May: It is used to show permission.
2. Must: It is used to show obligation.
3. Should: It is used to show advice or recommendation.
4. May: It is also used to show a higher degree of possibility.
5. Would: It is used to do polite requests.
6. Ought to: It is used to show strong advice.
7. Can: It is used to show ability.

Class 7 – Let us listen (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. (Transcript for the teacher on NCERT textbook page. 41)

table-3

- Answer: 1. → True** – Reason: Because Anuj wants to know what is screen reader in computers and how they help blind people.
- 2. → False** – Reason: Because mother is sure that the school has facilities to address the needs of the visually impaired.
- 3. → True** – Reason: Because he said that Digital India is about being computer literate.
- 4. → True** – Reason: Because mother explains Anuj what are assistive technologies.
- 5. → False** – Reason: Because Anuj was unaware that visually impaired can use computers. His mother told him about that.
- 6. → False** – Reason: Because her mother tells him what are assistive technologies when Anuj wanted to know about Digital India.
- 7. → True** – Reason: Because the mother believes that computers can improve the quality of life of visually impaired.



Question Answer – Let us Speak (Pages 36-37)

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.

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

Answer: I value my sense of sight the most because it allows me to see the beauty of the world around me—the colours of flowers, the sparkle of sunlight on water, and the smiles of the people I love. One of my favourite experiences is watching the sunrise from a hilltop. This is so because the sky turns into a masterpiece of orange, pink, and gold, making me feel calm and hopeful. I appreciate being able to see the faces of my family and friends, their expressions telling me how they feel without needing words. God forbid, if I were to lose the sense of sight, it would make me feel scared and limited, as I wouldn't be able to enjoy books, paintings, or the beauty of nature. I would not be able to see my surroundings and would need to rely more on other senses. I thank God that I am able to see the wonderful things life offers and cherish every moment I can see them.

Question Answer – Let us write (Page 37)

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.

Answer: During my last vacation, I visited a beautiful hill station. The tall green pine trees were everywhere, gently moving with the wind as if they were talking to each other. The fresh air smelled of pine and wildflowers, which made me feel calm and happy. I could hear the soft sound of a small stream flowing nearby and birds chirping from the trees. The warm sun touched my skin, and the stone path felt cool under my feet. At a little cafe, I tried buttery croissants that were so delicious and soft they seemed to melt in my mouth. As the day ended, I stood on a hill and watched the sunset spread colours like red, orange, and pink across the sky. It was peaceful and magical, and I felt relaxed.

The best part about hill station is hoW quiet and calm it is. It’s the perfect place for anyone who wants to feel close to nature and leave behind the noise of the city.

Question Answer – Let us Explore (Pages 37-38)

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)

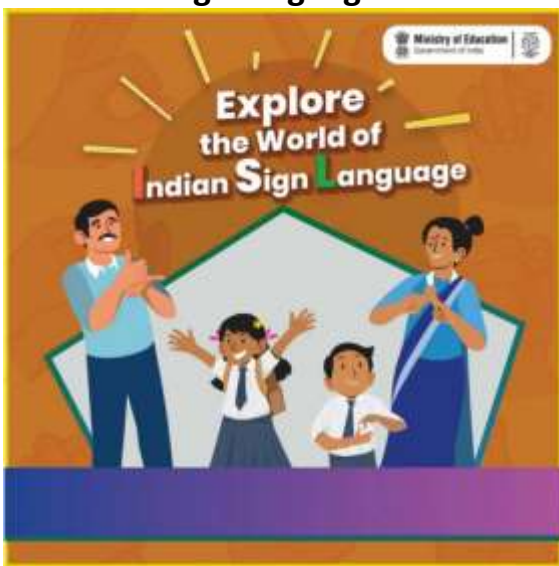
A	B	C	D	E	F	G	H	I	J	K	L	M
⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩	⠪	⠫	⠬
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩	⠪	⠫	⠬
0	1	2	3	4	5	6	7	8	9			
⠼	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

Answer: Students to do as directed in the question.

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.

Answer: The International Day of Persons with Disabilities (IDPD) is observed every year on December 3rd to promote awareness and support for the rights and inclusion of persons with disabilities. In India, the day is marked by initiatives like the Accessible India Campaign to improve accessibility in public spaces and systems, as well as programs such as the Deendayal Divyangjan Rehabilitation Scheme focused on rehabilitation and creating opportunities. The day emphasises fostering inclusivity and celebrating the contributions of persons with disabilities.

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



Answer: Students to follow instructions given in the question and do themselves.

