

# NCERT Solutions Class 7 English (Poorvi)

## Unit 2: Chapter 4 Animals Birds and Mr Dolittle

### Question Answer – Let us do these activities before we read (Page 43)

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.

**Answer:** Do it yourself.

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.

**Answer:** Do it yourself.

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.



**Answer:**

1. Angry
2. Scared
3. Happy
4. Cool

### Question Answer – Let us discuss (Page 46)

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

**Answer:** 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.

**Answer:** Curiosity, write

## III. Do you think Doctor Dolittle would be famous as an animal doctor?

If yes, why? If not, why not?

**Answer:** Yes, Dr. Dolittle would be a famous as an animal doctor. He understood animals well. And after learning their language it would become easy to treat them. As birds flew all over the world they would spread this news globally.

## Question Answer – Let us discuss (Pages 49-50)

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

**Answer:** 2. Farm animals wearing glasses.

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

**Answer:** Dr. Dolittle would definitely face many challenges if more animals come to him. First, he may have to spend more time checking each animal. He has to learn many more languages to cure the patients. He may also face space problems for their treatment.

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

**Answer:** He can overcome challenges by keeping more doctors and teaching them the animals' languages. He has to build a hospital with all the equipment and machines for checkups. He has to fix a timetable for different animals.

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.	

### Answer:

- (iv)  
(viii)  
(i)  
(iii)  
(vi)  
(ii)  
(ix)  
(vii)  
(x)  
(v)

## Questions and Answers – Let us think and reflect (Pages 50-52)

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

### Question 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

**Answer:** B. gosh

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

**Answer:** Polynesia had never used bird language with the Doctor, as she knew the Doctor would not understand her language

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

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

**Answer:** False

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

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

**Answer:** B. surprised

**Question 2. "I would like a pair like your: said the horse—"only green. They keep the Sun out of my eyes while I 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

**Answer:** ploughing

**(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

**Answer:** C. understanding



**(iii) Complete the sentence with an appropriate reason.**

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

**Answer:** They don't try to understand the animal's actual pain as they are unaware of their language.

They give different medicines, few times, which do not cure the animals.

**(iv) Do you agree with the concluding sentence of the extract?**

**Why/why not?**

**Answer:** Yes, I agree 'it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor'. Only an intelligent and caring person like Dr. Dolittle can understand their language. Moreover, he had lots of love and attachment towards animals.

## **II. Answer the following questions.**

**Question 1. How can we say that Polynesia was a good trainer of animal language?**

**Answer:** We can say that Polynesia was a good trainer because she patiently explained the different languages of animals to the doctor, one by one. For instance, she told him that parrots have two languages. That afternoon, while it was raining outside, she sat at the kitchen table and taught him the A, B, C of the birds' language.

**Question 2. Explain how Doctor Dolittle gave equal and individual attention to each animal who came to him for treatment.**

**Answer:** Doctor Dolittle was a caring and understanding doctor. He listened to the animals who came to him for treatment. When they told him their exact problem and the location of their pain, he listened patiently. He gave proper time to each animal and treated them according to their ailment. Everyone was cured and left happily.

**Question 3. How does Doctor Dolittle's readiness to follow the parrot's advice highlight the importance of listening to different viewpoints?**

**Answer:** After the cat-food-man left advising Dr. Dolittle to become an animal doctor, his pet parrot, Polynesia, advised him the same. She told him that those humans who did not give him much regard, would soon realise that he was the best animal doctor. The parrot also cleared his doubt that the other animal doctors were not as good. He listened to the parrot when she taught him animal languages, which helped him become a famous animal doctor. This shows sometimes listening to different view points is beneficial.

**Question 4. Which qualities of Doctor Dolittle made him famous among the animals? Explain with evidence from the text.**

**Answer:** Doctor Dolittle became famous among the animals because he was a caring, understanding and was able to understand their language. He listened carefully to the animals about their exact problems and the location of their pain. He gave proper time to each animal and treated them according to their ailments. When the plough horse told him



he had a sight problem and needed green glasses to protect his eyes from the sun, the doctor gave him spectacles. Secondly he could talk with other animals in their language. So, with these type of qualities Doctor Dolittle became famous.

**Question 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?**

**Answer:** The world could become a better place for animals. They could be given exact treatment as per their problem. Time and life could be saved. Moreover, animals could perform more tasks given by humans.

**Question Answer– Let us learn (Pages 52-55)**

**I Read the following words from the text.**

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

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 (flwerpots).

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		

**Answer:**

1. fun	(iv) loving (fun- loving)

2. high	(iii) flying (high flying)
3. never	(vii) ending (never ending)
4. early	(v) risers (early- risers)
5. song	(ii) birds (song birds)
6. over	(i) head (overhead)
7. tree	(vi) tops (treetops)

## 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.

Answer: table-2



After being treated by Doctor Dolittle, the A. fun-loving dolphins danced playfully in his sanctuary. The B. Song birds chatter of monkeys echoed through the C. tree-tops, their ailments cured. D. High flying eagles soared gracefully E. never ending their health restored. F. Early risers among the G. overhead 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 oatmeal 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)

**Answer:**

1. goat
2. ant
3. horse
4. mice
5. camel

**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.

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.**

**Answer:** 1. Mr. Owl ate my metal worm.  
2. Yo, banana boy!





3. Do geese see God?
4. 22/02/2022
5. eye
6. did
7. nun

**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.

**GOLDEN GRAMMAR TIPS**

**Present Perfect Tense:** The present perfect tense is used to show that an action has happened at some point in the past and has relevance to the present.

**Structure:** has/have + past participle **Examples:**

She has finished her homework.

I have visited the museum before.

**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.

**Answer:** Since becoming an animal doctor, Doctor Dolittle 1. has learnt (learn) to communicate with all animals and birds. He 2. has treated (treat) countless farm animals and pets with care. The parrot, Polynesia, 3. has taught (teach) him bird- language, and he



4. has written (write) books about his adventures. Many people 5. have brought (bring) their sick animals to his door. Over the years, Dolittle 6. has become (become) renowned worldwide for his unique abilities.

### Question Answer – Let us listen (Page 55)

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

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

**Answer:** False (It is not mentioned in the transcript).

**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.

**Answer:**

1. The new clinic is located in the town of Woodstock.
2. The address is 12, Rose Lane.
3. The clinic is open Monday to Friday from 9 a.m. to 5 p.m.
4. Special timings for birds are on Saturdays from 11 a.m. to 2 p.m.
5. Dr. Dolittle will ensure that animals get the best care.
6. All animals—horses, cows, to pets, wild animals, and others are welcome.

### Question Answer – Let us write (Page 57)

A notice is a short and clear message that gives important information to a group of people. It is usually written to announce events, rules, competitions, holidays, or any important updates in schools.

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.

#### Answer:

Rosebud Public School

### NOTICE

12 July 2025

#### Health check-up

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

Date: **Sunday and Monday**, 27 and 28 July 2025

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

Venue: **Assembly Hall**

All students are requested to bring their **health card** for the check-up.

For **queries** or further details **please contact** the undersigned.

Asma

Signature

Asma

In-charge

#### Question Answer – Let us explore (Page 58)

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.

**Answer:** Do it yourself.



# NCERT Solutions Class 7 English (Poorvi)

## Unit 2: Chapter 5 The Funny Man

**Question Answer – Let us do these activities before we read. (Page 59)**

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.



**Answer:** Things that make us laugh:  
(Students' responses will vary.)

- Clowns: Their exaggerated faces and silly actions are funny.
- Funny animal videos: Pets doing unexpected things always make me laugh.
- Cartoon: The silly jokes and exaggerated expressions are hilarious.

**Question Answer – Let us discuss (Pages 61-62)**

**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.**

**Answer:** True (Stanza 5: "You never heard in all your life such a funny feeling sound")

**2. The funny man was quite ill-mannered.**

**Answer:** False (Stanza 2: "His manners were polite")

**3. The funny man wore two hats on his feet.**

**Answer:** True (Stanza 6: "why do you wear two hats upon your feet?")

**4. The funny man hopped on his head to reach home.**

**Answer:** True (Stanza 6: "hopped home on his head")

**5. The funny man gave a rose to the poet.**

**Answer:** False (Stanza 3: "He offered a currant bun, not a rose")

**6. The funny man smiled at the poet.**

**Answer:** True (Stanza 2: "He raised the shoe and smiled at me")

**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 \_ \_ GG \_ \_ \_ D**

**Answer:** 1. currant

2. staggered

**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 \_\_\_\_\_

**Answer:**

1. The tone of the poem is light-hearted/ humorous because the man's absurd actions create comedy.

2. The rhyme scheme of the poem is AABB; and it gives a musical /playful quality to the poem.

3. The poet has frequently repeated the word 'funny' in order to emphasise the man's ridiculous, silly behaviour.

**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)

**Answer:**

1. The poem uses vivid imagery to create a humorous and nonsensical (humorous and nonsensical/confusing but thought-provoking) scene.

2. The structure of the poem is in dialogue (monologue/dialogue) form.

3. The phrases 'sounding sight' and "hopped home" are examples of alliteration-  
(alliteration/simile)

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

**Question 1.**

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

**Answer:** But never before had I seen such a funny sounding sight.

**Question 2.**

**Why has the poet used phrases like ‘funny sounding sight’ and ‘funny feeling sound’ with reference to the funny man?**

**Answer:** The poet uses these phrases to highlight the man’s absurdity. “Funny sounding sight” suggests his appearance is so strange it seems to produce sound, while “funny feeling sound” implies his song evokes physical amusement, blending senses for comic effect.

**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.**

**Answer:** Several real-world examples mirror the funny man’s behaviour:

1. Circus clowns, who wear exaggerated costumes and do silly performances.
2. Street performers who juggle unusual objects or do balancing acts.
3. Comedians who use absurd props and illogical actions in their routines
4. Children’s entertainers who wear clothes backwards or shoes on hands for laughs.
5. Performance artists who create surreal, nonsensical acts to surprise audiences.
6. Minie artists who pretend invisible objects are real in humorous ways.

All these examples involve playful rule-breaking and unexpected behaviour designed to create laughter and amusement, just like the funny man in the poem.

**Question Answer – Let us think and reflect (Pages 62-63)**

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

**Question 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’?**

**Answer:** He addresses her as “Your Highness’ to mock formal politeness in a humorous way.





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

**Answer:** "Allow me to present" 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

**Answer:** Image 2 is of Currant Bun, (image 1 is of Bread, image 3 is of Donut and image 4 is of Loaf.)

(iv) Complete the sentence with an appropriate reason.

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

\_\_\_\_\_.

**Answer:** the man offered a Currant Bun instead of a rose, which was unexpected.

**Question 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.

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

**Answer:** "You never heard in all your life such a funny feeling sound."

(ii) Complete the sentence with an appropriate reason.

The poet calls the funny man 'my friend' because \_\_\_\_\_.

**Answer:** The poet calls him 'my friend' because she finds him amusing and non-threatening.

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

**Answer:** His reaction shows he enjoys being absurd and doesn't take things seriously.

(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**

**Answer:** D. cheerful

## **II. Answer the following questions:**

**Question 1. Which character trait of the funny man was most appealing to you? Why?**

**Answer:** His playfulness is appealing because it creates joy without logic.

**Question 2. The funny man does unusual things in the poem. How does it affect the overall mood of the poem?**

**Answer:** The funny man does unusual things in the poem. His behaviour creates a light-hearted, humorous mood throughout the poem.

**Question 3. What alternative title would you suggest for the poem? Give reason(s) for your choice.**

**Answer:** I would like to title it as “The Topsy-Turvy Man” – as it captures his upside-down actions.

**Question 4. Why do you think the poet has included dialogues in the poem?**

**Answer:** The poet has included dialogues in the poem as dialogues make the scene lively and help readers experience the interaction directly.

**Question 5. What does the poet wish to convey by highlighting the unusual behaviour of the funny man?**

**Answer:** The poet highlights the funny man’s absurd behaviour to show how breaking conventions can create joy and wonder. Through his illogical antics, the poem celebrates imagination and the freedom to be playfully unconventional.

## **Questions and Answers – Let us learn (Pages 63-65)**

**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)

### Answer:

1. take up – (iii),
2. take after – (ii),
3. take in – (i),
4. take over – (iv),
5. take off – (v)

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

### Answer:

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

## 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.

**Answer:**

1. look + for = to Search

I need to look for my lost keys before I leave.

2. run + away = to escape

The puppy tried to run away when it heard loud fireworks.

3. put + off = to postpone

They put off the meeting until Tuesday.

4. break + down = to stop working

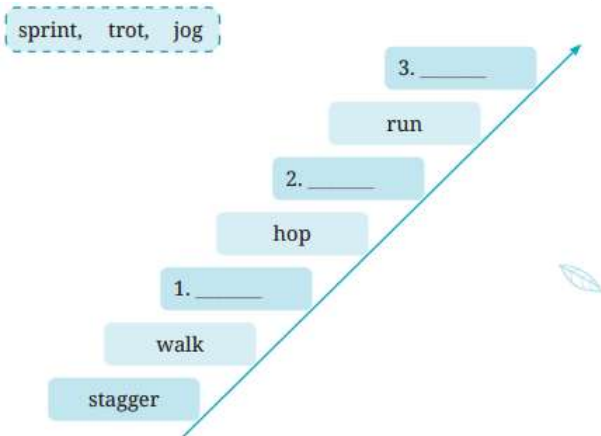
The car broke down on the highway.

5. call + off = to cancel

We called off the picnic due to rain.

**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.



**Answer:**

1. jog-walk

2. trot-hop

3. sprint-run

**Question Answer Class 7 – Let us listen (Pages 65-65)**

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)



**Answer:** Picture 3

**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

**Answer:** Events in order of occurrence are as follows.

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

### Question Answer – Let us speak (Page 66)

**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.**

**Answer:** 1. For the given joke, students should practice:

- Narration in a neutral tone
- Man's lines in a louder, respectful voice
- God's lines in a deep, calm voice

2. For the created joke (student responses will vary; no fixed answer).

Sample: A man buys a parrot who talks like him  
Answer:

One night, a thief breaks into the house.

The parrot calls out, "Who's there?" The thief freezes and whispers, "It's just the wind!"

The parrot replies, "Then why are you taking the TV?"

### **Question Answer – Let us write (Pages 66-67)**

**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.

**Answer:**

1. Rhyme scheme: AABBA (hand/ feared, Hen/Wren, beard)
2. Rhyme scheme: AABBA (lands/ planes, play/way, trains)

**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 \_\_\_\_

**Answer:** There was a child from Pune,  
Who ate soup with a spoon,  
Then danced in the rain,  
And forgot all her pain,  
Now she howls at the full moon!

### Question Answer – Let us explore (Pages 67-69)

**I. In ancient Indian literature and mythology, there are several humorous or funny character 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.**

**Answer:** (Summary of a Tenali Rama story)

Once, Tenali Rama tricked a greedy merchant by pretending that an ordinary rock was magical. The merchant fell into the trap and bought it. Later he found it was worthless. This taught him the lesson that greed leads to loss.

**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: Performance Art or Abstract Theatre, Children's Entertainment and Comedy Shows (See Pages 67-68)

**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."**

**Answer:**

1. Street performers: Like wearing shoes on head for laughs.
2. Clown acts: Similar to offering fake "roses" (like the bun).
3. Comedy shows: Use absurd dialogue like the poem.
4. Children's entertainers: Do head-stands/hops like the funny man.

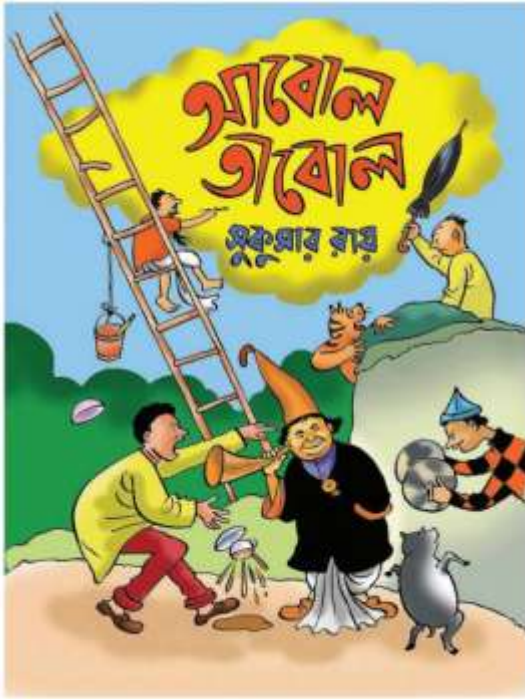
**III. Sukumar Ray, an Indian poet and illustrator, wrote poems in a similar style in his book Abol Tabol.**

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





teacher.



**Answer:** (Example Hindi poem):

“Bandar mama pahan pajama,  
Neeli dhoti lal rumal,  
Jab bhi aate ghar hamare,  
Karte hain bahut tamasha!”

# NCERT Solutions Class 7 English (Poorvi)

## Unit 3: Chapter 6 Say The Right Thing

**Question Answer – Let us do these activities before we read. (Page 70)**

**I. Work in pairs and discuss.**



**Question 1. What does “Athithi Devo Bhava” mean?**

**Answer:** It is a Sanskrit phrase that translates to “The guest is equivalent to God.” It emphasises the Indian cultural value of treating guests with utmost respect, warmth, and hospitality.

**Question 2. Why is it important to be polite to guests?**

**Answer:** Being polite to guests creates a welcoming atmosphere, makes them feel valued and comfortable, and reflects positively on the host. Politeness strengthens relationships and upholds social harmony.

**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.

**Answer:** The statements that display polite behaviour when we have guests at home are:

1. Offer the guests a glass of water.
2. Enquire about the well-being of the 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.**

**Answer:** Here are three ways to deal with rude behaviour among friends during disagreements.

1. Stay Calm and Neutral: Instead of taking sides, try to stay calm and listen to both perspectives. Sometimes just having someone neutral can cool things down.

2. Encourage Respectful Communication: Politely remind your friends to express their views without being rude. You can say something like, “let’s try to understand each other without getting personal.”

3. Find Common Ground or Suggest a Break up: Help find points they agree on, or suggest taking a short break to avoid things getting worse. A little time apart can help everyone cool off and reflect.

### **Class 7 Question Answer – Let us discuss (Page 74)**

**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

**Answer:**

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.	To express frustration at her mother's frequent instructions.
Maiy	I'm not a child!	To assert her independence and maturity.
Mrs. Shaw	Say things that will please them.	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?**

**Answer:** Mary tries hard to follow her mother's advice, but it seems unlikely she will succeed. She is confident and eager, but she doesn't fully understand how to talk politely or think before speaking. This might lead to mistakes when the guests arrive.

**Question Answer – Let us discuss (Page 77)**

**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.**

**Question 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.

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

**Answer:** Mrs. Harding was not pleased because she clarified that she did not have any children.



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

**Answer:** Mrs. Shaw shared that she liked Mrs. Best as a person, not because she read newspapers.

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

**Answer:** Mrs. Shaw quickly stated that she liked blue dresses and red coats to avoid offending Mrs. Harding, who mentioned that she often wears a blue dress with a red coat.

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

**Answer:** Mary shares that she finds the dog outside dirty and expresses her dislike for it, not finding it cute. Later, she discovers that the dog belongs to Mrs. Harding.

### **Questions and Answers – Let us think and reflect (Pages 78-79)**

**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 Maiy should start learning about hosting guests then.**

**B. She thinks Maiy is ready to visit these houses independently.**

**C. She wants Maiy to develop social skills for the future.**

**D. She hopes Maiy will avoid these social interactions entirely.**

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

**(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)**

**Answer:** have a polite conversation

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

**Answer:** Mary wanted to prove her ability to engage in conversation and demonstrate that she could talk appropriately when required.



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

**A. eager**

**B. inexperienced**

**C. cautious**

**Mary**

**Mrs. Shaw**

**Answer:** Mary: A. eager

Mrs. Shaw: C. cautious

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.

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

**(i) Complete the following sentence suitably.**

**Mary could spot Mrs. Cotter in the street because \_\_\_\_\_.**

**Answer:** she often goes out during the day.

**(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.**

**Answer:** B. She is unable to understand why people need medical help.

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

**Answer:** We can say that Mary enjoyed good health because she mentions that she has never needed to visit a doctor in her life, suggesting her robust health.

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

**Mary might have unintentionally offended Mrs. Harding.**

**Answer:** True

**II. Answer the following questions.**

**Question 1. What does Mary's comment about Mr. Best's routine and profession reveal about her viewpoint on bankers and their way of life?**

**Answer:** Mary's comment shows that she finds the routine of bankers dull and lifeless. She criticises their daily train commutes and lack of creativity in reading only newspapers, implying that bankers are unthinking and overly focused on work.

**Question 2. What can we infer about Mary's understanding of polite conversation based on her interactions with the guests?**

**Answer:** Mary's interactions show that she doesn't understand polite conversation well. She often makes inappropriate remarks that embarrass the guests, despite her mother's advice to say kind and pleasing things.

**Question 3. What do you think the repeated – stage direction 'no one speaks' indicates about the atmosphere in the room when Mary speaks?**

**Answer:** The stage direction 'no one speaks' indicates awkward silence and discomfort in the room. It suggests that Mary's comments make the guests uneasy and unsure of how to respond.

**Question 4. How does Mary's attitude towards the guests change throughout the play?**

**Answer:** At first, Mary is eager to talk and impress the guests. However, as the play progresses, her blunders make her more embarrassed and hesitant, especially when her remarks offended the guests.

**Question 5. What do Mrs. Harding's and Mrs. Lee's responses to Mary's blunders during their visit reveal about their characters?**

**Answer:** Mrs., Harding and Mrs. Lee respond to Mary with restraint and politeness, even when she makes inappropriate remarks. This reveals their patience and ability to maintain composure in an uncomfortable situation.

**Question 6. In what way does the play show the importance of knowing how to engage in polite conversation?**

**Answer:** The play highlights that knowing how to engage in polite conversation is important to make a good impression and build relationships. Mary's mistakes show how tactless words can create awkwardness and distance between people.

### **Question Answer Class 7 – Let us learn (Padres 80-83)**

**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





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

gladly      banker      guidance      quietly      walking

**Answer:**

- Gladly : Glad + -ly
- Banker : Bank + -er
- Guidance : Guide + -ance
- Quietly : Quiet + -ly
- Walking : Walk + -ing

**Question 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	

**Answer:**

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

**Question 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 fee (vi) \_\_\_\_\_ (response) by replying promptly to communicate.

**Answer:**

- (i) effectively
- (ii) wisely
- (iii) discussing
- (iv) respectful
- (v) appreciation
- (vi) responsive

**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.

**Answer:**

Yes, 'Say' focuses on the message and does not always require a listener.

Yes, 'Tell' focuses on who receives the message and always needs a listener.

**Question 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

- (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

**Answer:**

1. looked, see
2. fetch, bring
3. study, learn
4. hear, listen
5. speak, talk
6. live, stay

**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

The verbs 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.

Answer: She has been staying with them for a while.

The verb 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)



### Question 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.

**Answer:** (i) are organising

(ii) have been preparing

(iii) have been rehearsing

(iv) is growing

(v) is testing

(vi) is working

(vii) is buzzing

### 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 (.)	<i>There's always something to say.</i>
Interrogative sentences	to ask questions	end with a question mark (?)	<i>What shall I do when they want to go?</i>
Exclamatory sentences	to express strong feelings or emotions	end with an exclamatory mark (!)	<i>What beautiful children you have, Mrs. Harding!</i>
Imperative sentences	to give order, command or request	end with a full stop (.)	<i>Put that coat away in your bedroom.</i>

#### 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

**Answer:** (i) The meeting starts at 10.00 am in the conference room. (Declarative)

(ii) What an exciting adventure it was! (Exclamatory)

(iii) How did you solve the problem so quickly? (Interrogative)

(iv) What is the weather forecast today? (Interrogative)

- (u) How beautiful is the rainbow! (Exclamatory)
- (vi) Clean up your room before dinner. (Imperative)
- (vii) The children are planning a surprise party for their mom. (Declarative)
- (viii) Turn off the music. (Imperative)

### Question Answer – Let us listen (Page 84)

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 page 89 of NCERT textbook)

**Question 1. How did the son behave in the grocery queue?**

- (i) Strangely
- (ii) Impatiently
- (iii) Politely

**Answer:** (ii) Impatiently

**Question 2. The mother finally refers to her son as a**

- (i) Polite young man
- (ii) Responsible son
- (iii) Grateful person

**Answer:** (i) Polite young man

**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.

**Answer:**

1. The mother uses the grocery store incident as an opportunity to teach her son about patience and fairness. (True)
2. The son recognises the value of apologising and understands that it shows he notices





others. (True)

3. The son is gradually learning the importance of polite words and actions from his mother's guidance. (True)

4. The mother discourages her son from speaking softly in public, suggesting that people should adjust to his voice level. (False)

5. The son feels that covering his mouth when coughing is only important when he's at home. (False)

6. The son receives all advice readily while understanding its importance. (False)

7. The mother uses praise to support the polite behaviours she wants her son to continue practising. (True)

### Question Answer – Let us write (Page 86)

**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, characters, emotions, and humorous moments effectively.
- Use paragraph 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.

### Answer:

Mrs. Shaw prepared for the arrival of influential guests, Mrs. Harding and Mrs. Lee, coaching her daughter Mary on etiquette. However, Mary's eagerness and unfiltered honesty led to a series of awkward moments. She mistakenly complimented Mrs. Harding's non-existent children, offended Mrs. Lee with remarks about bankers, and criticised Mrs. Best's attire, only to discover Mrs. Harding shared the same taste.

The afternoon reached its peak of discomfort when Mary disparaged dirty dogs, describing Mrs. Harding's own pet, Towzer. Despite her mother's attempts to salvage the situation, Mary's final comment, "Oh, must you stay? Can't you go?" sealed the visit's fate. The guests departed with strained goodbyes, leaving Mrs. Shaw embarrassed and Mary, unaware of



the scene she had unintentionally created, smiled with pride, thinking she had done well at socialising.

### Question Answer – Let us explore (Pages 86-87)

#### 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.

**Answer:** Students will do it on their own.

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

**Answer:** In different cultures, people greet guests in various ways. In English, it's common to say "Hello, welcome to our home!" or "Come on in!". In Hindi, guests are welcomed with "Namaste!" (Hello!) or "Aapka swagat hai!" (You're welcome!). In Oriya, guests are welcomed with, "namaskara, ama gharaku swagata". In Bengali, guests are welcomed with, "nomaskar, amader barite shagot". In Tamil guests are welcomed with, "Vanakkam enkal vittirku varuka". In Telugu guests are welcomed with, "Hato, ma intiki svagatham". In Malayalam guests are welcomed with, "halo njangalude veettilekku swagatham." In Marathi guests are welcomed with "namaskara, amacya ghari svagata ahe.