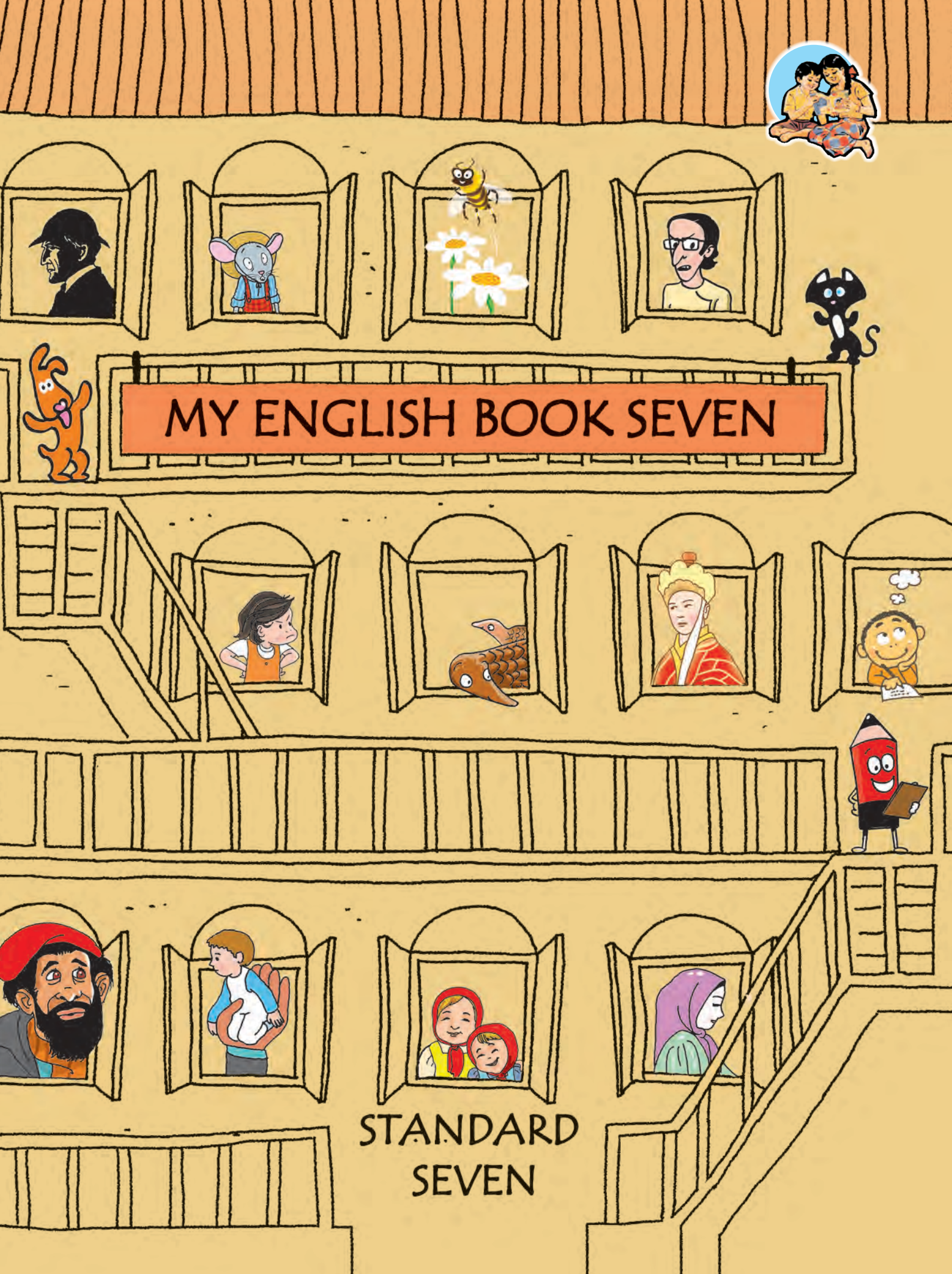
MY ENGLISH BOOK SEVEN
STANDARD
SEVEN

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India–

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 3.3.2017

MY ENGLISH BOOK SEVEN

STANDARD SEVEN

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

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The Constitution of India

Preamble

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

JUSTICE, social, economic and political;

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

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

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

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

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Students,

A most hearty welcome to Std VII. We are happy to place this textbook '**My English Book Seven**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt many English songs and poems. You can read and understand the English seen in your surroundings. You can use English for communication in everyday situations. You have enjoyed some interesting stories and passages in the previous textbooks. Now that you are in Std VII, you will do all this and also learn to use English with a better understanding of the language and the way it is used. You will also get to read the works of some well-known authors.

Our main aim is to help you use English with confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we want you to take part in all the activities and exercises in the 'Warm up' and 'English Workshop' sections without feeling shy. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking and learning on your own. The more you use them, the better you will learn.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!

Pune
Date : 28 March 2017
Gudi Padwa
Indian Solar Year :
Chaitra 7, 1939

(Dr Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Compulsory English : Learning Outcomes : Standard VII

Suggested Pedagogical Processes

The learner may be provided opportunities in pairs/groups/ individually and encouraged to–

- consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment
- participate in different events/ activities in English in the classroom, school assembly; and organised by different institutions
- listen to English news and debates (TV, Radio) as input for discussion and debating skills
- watch and listen to English movies, serials, educational channels with sub-titles, audio-video materials, teacher reading out from materials and eminent speakers
- share their experiences such as journeys, travelogues visits, etc. in pairs /groups
- introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers
- summarise orally and in writing a given text, stories, or an event
- learn vocabulary associated with various professions (for example, cook, cobbler, farmer, blacksmith, doctor etc)
- read stories/plays (from books/other sources in English) and locate details, sequence of ideas and events and identify main idea
- use material from various sources in English and other languages to facilitate comprehension and co-relation
- understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.
- interpret tables, charts, diagrams and maps, and incorporate the information in writing
- think critically on inputs based on reading and interaction and try to provide suggestions/solutions to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts)
- refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading
- read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions
- take dictation of a paragraph with a variety of sentence structures.
- draft, revise and write with appropriate beginning, middle and end, along with punctuation marks
- know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc.
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc.
- attempt creative writing, like stories, poems, dialogues, skits etc.
- visit a language laboratory
- read/write a book review.

Learning Outcomes

The learner–

07.17.01 Listens attentively in the classroom.

07.17.02 Responds to different kinds of instructions, requests, and directions in varied contexts.

07.17.03 Understands announcements and speeches on familiar topics.

07.17.04 Finds specific details/facts/information in the form of a speech, dialogue or story.

07.17.05 Recalls specific facts/details/main points after listening to a programme.

07.17.06 Predicts the remaining part of a sentence, the next sentence, etc.

07.17.07 Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.

07.17.08 Notes the difficult /unfamiliar bits while listening so as to ask questions later.

07.17.09 Carries out a complex /long process with the help of oral instructions.

07.17.10 Participates in different activities in English such as role play, poetry recitation, skit, drama, speech, quiz etc. organized by school and other such organisations.

07.17.11 Engages in conversations in English with family, friends, and people from different professions using appropriate vocabulary.

07.17.12 Uses appropriate body language, gestures and facial expressions while speaking.

07.17.13 Responds to questions and instructions appropriately and politely.

07.17.14 Co-operates with partners during practice sessions/drills.

07.17.15 Tries to report an incident in some detail.

07.17.16 Communicates one's feelings/emotions appropriately in one or two lines.

07.17.17 Presents information with the help of posters or other visual aids.

07.17.18 Demonstrates a process/activity clearly.

07.17.19 Describes things, people, situations, emotions etc broadly.

07.17.20 Creates a dialogue /story/skit as a pair/group activity.

07.17.21 Reads familiar words/phrases at a glance. Reads different handwritings, scripts, fonts etc.

07.17.22 Reads/writes a book review.

07.17.23 Reads aloud meaningful chunks, stories and recites poems with appropriate pauses, intonations and pronunciations.

07.17.24 Understands the English text seen in the surroundings.

07.17.25 Follows simple, written instructions in a step by step manner.

07.17.26 Reads simple passages on familiar topics with comprehension.

07.17.27 Identifies details, characters, main idea and sequence of ideas and events in textual material.

07.17.28 Reads to seek information in print, notice board, sign boards in public places, newspaper, hoardings.

Learning Outcomes

07.17.29 Infers the meaning of unfamiliar words by reading them in context.

07.17.30 Understands the literal as well as the suggested/ implied meaning.

07.17.31 Refers dictionary, encyclopedia to find meaning/ spelling of words while reading and writing for reference work.

07.17.32 Takes notes of different types of communications such as a public notice, formal/informal letter, personal note, diary entry, essay, blog, reviews.

07.17.33 Remembers a set of written instructions.

07.17.34 Reads a variety of texts for pleasure, for example, adventure stories and science fiction, fairy tales, biography, autobiography etc.

07.17.35 Develops respect for one's identity as an Indian.

07.17.36 Writes neatly and legibly (proportion of letters, spaces between words, appropriate strokes above and below the base line etc) Uses proper punctuation marks.

07.17.37 Attempts calligraphy and decorative writing.

07.17.38 Reviews and if necessary corrects his/her own work as a matter of habit.

07.17.39 Writes as directed – one word answers, choosing only one correct option, writing in complete sentences, writing no fewer/more lines than expected, etc.

07.17.40 Fills forms by writing in appropriate boxes/ columns/spaces.

07.17.41 Writes/prepares greeting cards on various occasions.

07.17.42 Asks and responds to questions based on texts (from books or other resources) and out of curiosity.

07.17.43 Reads textual/non-textual materials in English with comprehension.

07.17.44 Prepares posters on various themes.

07.17.45 Writes formal letters and informal communications- SMS, notes, diary, list etc.

07.17.46 Writes a conversation/dialogue as a group activity or individually.

07.17.47 Prepares outlines for an essay, a short note, a short story etc. (Arrange the major and minor points coherently and systematically.)

07.17.48 Describes a process / the working device in a step by step and to the point manner.

07.17.49 Reports an event/happening using an appropriate format- a news item, a personal observation (diary) etc.

07.17.50 Describes people, places, objects, landscapes etc effectively.

07.17.51 Attempts creative writing in different forms– stories, poems, skits, dialogues, cartoons, jokes, playlets etc.

07.17.52 Uses first person/third person appropriately in narratives.

07.17.53 Uses appropriate grammatically forms in communication (for example, noun, pronoun, verb, determines, time and tense).

07.17.54 Labels various diagrams neatly and appropriately.

Learning Outcomes

07.17.55 Understands the organisation of graphic presentations.

07.17.56 Compiles lists of useful words, expressions, idioms, definitions and formulas.

07.17.57 Classifies given information using different criteria.

07.17.58 Transfers verbal information to graphic format such as a chart, table, graph, flow charts web, map etc.

07.17.59 Writes appropriate captions to photographs, pictures and diagrams.

07.17.60 Makes notes for personal reference while listening/ reading.

07.17.61 Frames appropriate questions to seek information, guidance.

07.17.62 Prepares questionnaires to interview people, to take a survey as a part of a project.

07.17.63 Provides English/ mother tongue equivalents for certain terms correctly while speaking/writing English.

07.17.64 Prepare/compile bilingual glossaries and other study tools.

07.17.65 Translates literary and non-literary pieces from mother tongue into English and English into mother tongue.

07.17.66 Enriches vocabulary through reading.

07.17.67 Finds required information, pictures, video clips, films etc on the computer/internet.

07.17.68 Handles various forms of digital material.

07.17.69 Understands the features available on a website and uses them properly, understands computer etiquettes (regarding passwords, email).

07.17.70 Identifies and uses verbs (main/auxiliary /transitive / intransitive/singular and plural forms).

07.17.71 Learns sentence structure, subject and predicate, subject, object (direct/indirect), subject and verb agreement (person, number).

07.17.72 Enriches vocabulary through word-building such as root words, prefix, and suffix.

07.17.73 Uses punctuation marks – full stop, comma, question mark, exclamation mark, apostrophe, Capitalization.

Language Study

Be aware of the following concepts to understand how language is used.

Parts of speech :

- Nouns : Types of nouns : countable and uncountable; singular/plural, irregular, common/proper; concrete/abstract
- Verbs : main / auxiliary / transitive and intransitive verbs; time, tense and aspect, singular and plural forms

Sentence structure : ✸ subject and predicate

✸ subject, object (direct / indirect)

✸ subject and verb agreement (person, number)

Vocabulary and word-building :

✸ root word - prefix - suffix

Punctuation : ✸ full stop ✸ comma ✸ question mark ✸ exclamation mark ✸ apostrophe ✸ Capitalization

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For the Teacher

- Different types of comprehension questions and exercises have been included in the book, though each text carries only a few comprehension questions with it. Note and use these different types when you design your own questions.
- Questions given in the margin are meant for oral work accompanying the reading of the text. Please do not use them for written evaluation.
- The preparatory activities introduce the theme of the text and relate the text with the world outside the classroom. They acquaint the students with ways of understanding informative and literary pieces.
- Grammar terms given in the book should NOT be used for evaluation, but for explaining the rules and conventions of usage to the students.
- TOW (Two minutes of Oral Work) : This activity aims at developing fluency in students' speech and writing by facilitating easy and quick recall of English words and constructions. Please use these activities regularly, using your own variations.
- Use a bilingual approach while dealing with thought-provoking activities. Students may use their mother tongue in the course of discussions. But make sure that you recapitulate the gist of the activities in English at the end, and get the students to do the same.
- In the 'Live English' activities, students can experience the joy of using English in 'lifelike' situations. Ensure that all students get a chance to participate in these.