

ENGLISH
BALBHARATI
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

ENGLISH

BALBHARATI

STANDARD SEVEN



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



The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

First Edition : 2017
Fourth Reprint : 2021

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Typesetting :

DTP Section (Languages)
Textbook Bureau, Pune.

Printer :

M/S. MANOOJA PRINTPACK PVT.
LTD., JALANDHAR

Print Order No. :

N/PB/2021-22/1,25,000

Publisher :

Vivek Uttam Gosavi
Controller
Maharashtra State
Textbook Bureau,
Prabhadevi,
Mumbai - 400 025.

Paper :

70 GSM Creamwove



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 '**English Balbharati**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt to use English for communication in most situations. You have enjoyed some interesting stories and passages in the previous textbooks. You have completed many projects. You have read the works of many well-known authors. 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.

English is not just a subject in your curriculum. It is the medium through which you learn all other subjects. A good command over the language will make it easier for you to study other subjects, too. 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.

English Balbharati - Standard Seven - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • 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. 	<p>The learner–</p> <ol style="list-style-type: none"> 07.03.01 Listens attentively in the classroom. 07.03.02 Understands speeches, announcements, stories etc about familiar topics/situations. 07.03.03 Finds specific details, facts, information from a speech, story, conversation etc. 07.03.04 Remembers/ recalls important facts/details/main points after listening to a programme. 07.03.05 Predicts the remaining part of a sentence, the next sentence, etc. 07.03.06 Carries out a complex /long process with the help of oral instructions. 07.03.07 Thinks critically about what she/he has heard (decides whether it is true or false, relevant/ irrelevant, logical/illogical etc.) 07.03.08 Draws his/her own inferences from what is presented. 07.03.09 Verifies experiences/information being presented with his/her own observations/experiences/ previous knowledge. 07.03.10 Participates in different activities in English such as recitation of a poem, monologue presentation, role play, skit, drama, narration of story, joke or incident, speech, quiz organised by school with proper pronunciation, pause and intonation. 07.03.11 Frames questions/queries/requests politely. 07.03.12 Responds to different kinds of instructions, requests, and directions in varied contexts. 07.03.13 Communicates one’s feelings / emotions appropriately. 07.03.14 Presents a report based on a survey, notes, information gathered from other resources. 07.03.15 Uses appropriate body language, gestures and facial expressions while speaking. 07.03.16 Answers queries, provides directions etc. clearly. 07.03.17 Retells something in his/her own words. 07.03.18 Prepares a speech by arranging the points systematically and presents it. 07.03.19 Creates a dialogue / story/ skit as a pair/ group activity. 07.03.20 Makes a short speech on a formal occasion. 07.03.21 Speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites. 07.03.22 Reads simple passages on familiar topics. 07.03.23 Understands the literal as well as the suggested / implied meaning. 07.03.24 Understands the mode of communication – notice, formal/ informal letter, application forms, personal notes, diaries, essays, blogs. 07.03.25 Reads/Writes a book review. 07.03.26 Refers dictionary, encyclopedia on the internet to get required information. 07.03.27 Guesses the meaning of a word / expression from the context. 07.03.28 Learns new words, expressions and enrich his/her vocabulary through reading. 07.03.29 Reads to seek information in print/ online notice board, sign boards in public places, news paper, hoardings etc .

07.03.30 Remembers and recalls a complex set of written communication.

07.03.31 Makes use of reading to improve his/her writing.

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

07.03.33 Writes neatly and legibly and correctly.

07.03.34 Attempts calligraphy and decorative writing.

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

07.03.36 Fills forms correctly.

07.03.37 Prepares a formal invitation using a given format.

07.03.38 Prepares posters on various themes.

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

07.03.40 Writes a clear set of instructions.

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

07.03.42 Organises sentences coherently in English with help of verbal and visual clues.

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

07.03.44 Writes an essay.

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

07.03.46 Prepares a conversation/dialogue as a group activity or individually.

07.03.47 Attempts creative writing in different forms-stories, poem, skits, dialogues, cartoons, jokes, playlets etc.

07.03.48 Writes dialogues from a story and story from a dialogue.

07.03.49 Uses first person/third person appropriately in narratives and writing.

07.03.50 Uses appropriate grammatically forms in communication (For example, noun, pronoun, verb, determiners, time and tense, adjectives, adverbs etc).

07.03.51 Makes notes for personal references while listening/ reading.

07.03.52 Labels various diagrams appropriately.

07.03.53 Writes appropriate captions to photographs, pictures and diagrams.

07.03.54 Understands and uses the organisation of graphic presentation.

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

07.03.56 Compiles lists of useful words, expressions, idioms, definitions, formulas etc.

07.03.57 Identifies which learning style/strategies work best for oneself and uses them.

07.03.58 Classifies given information using different criteria.

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

07.03.60 Translates different types of informative texts from the mother tongue into English and from English into the mother tongue.

07.03.61 Translates literary pieces from the mother tongue into English and from English into the mother tongue.

07.03.62 Prepares/compiles bilingual glossaries and other reference materials including graphics.

07.03.63 Finds the required information on the internet.

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

07.03.65 Handles various forms of digital material (eBooks, audio books, interactive materials, language games etc).

07.03.66 Understands the features available on a website and uses them properly.

07.03.67 Understands computer etiquettes (regarding passwords, email etc).

07.03.68 Identifies and uses subject and predicate, subject, verb and object (direct/indirect) complement, adverbial, transformation (framing questions).

07.03.69 Transforms a statement into question.

07.03.70 Understands and uses root-words, prefix, suffix, synonyms, antonyms, homonyms.

07.03.71 Uses punctuation marks such as full stop, comma, and question mark, exclamation mark, hyphen, dash.

07.03.72 Learns the literary devices such as simile, metaphor, alliteration, onomatopoeia, consonance.

Language Study

Parts of speech :

- * Nouns : Common and proper nouns; Singular/plural/irregular; concrete/abstract
- * Conjunction and interjection
- * Verbs : main-auxiliary- modal verbs; transitive and intransitive verbs

Sentence structures :

- * Subject and predicate
Subject, verb and object (direct/indirect) complement
adverbial
transformation (framing questions)

Vocabulary and word building :

- * Root word, prefix, suffix, synonyms, antonyms, homonyms

Punctuation :

- * Full stop, comma, question mark, exclamation mark, hyphen, dash

Literary devices :

- * Simile, metaphor, alliteration
onomatopoeia, consonance

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About the cover : The 'Blue Mormon' is our State butterfly. The cover shows blue mormons enjoying nectar from books which have blossomed on the plants. On the title page, we see the same butterfly mud-puddling – drawing salts from mud.