

Gujarat Council of Educational Research and Training, Gandhinagar
Sanctioned vide letter no.

English

(First Language)

Standard 7

(First Semester)



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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹



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Preface

A major change has been introduced in the curriculum of primary education and in the whole educational system in view of RTE-2009 and NCF 2005. These changes are mainly about our understanding of particular subjects and the process of education. The main goal of this new curriculum is to develop creativity, critical thinking, logical and analytical abilities in the child. In this textbook the activities are organized in such a manner that the active participation is followed by discussion and reflection on it. This teaching material will make students to work individually as well as in small and large groups. This text book is an instrument that helps construct knowledge, and is not to be seen as an object of knowledge. It is hoped that this textbook will facilitate the teaching-learning process and make it enjoyable.

We have received constant help and guidance in the formulation of the new syllabus, the curriculum and the textbooks from Hon. Principle Secretary (Education) and Hon. Principle Secretary (Primary Education).

We have received valuable cooperation of UNICEF and H M Patel Institute of English Training and Research during this whole process. The core group members of the respective subjects have also supported us in this process.

The textbooks of 6th, 7th and 8th standards have been prepared in view of the suggestions given by subject experts and teachers. We have made an attempt to prepare error free textbooks. However, we would welcome suggestions for any corrections, if necessary.

With all good wishes.

M T Shah

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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.

*Constitution of India : Section 51-A.

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Introduction

All human beings learn language under the right conditions. In order to learn language, it is well-known that learners must encounter language they can understand and then must use that language to make their own meaning. This book aims to support the teacher in creating these necessary conditions. The design is created to make lesson planning easy for teachers. Each activity is complete and requires no additional preparation.

The content in this book is designed to hold the learners' interest so that language can be noticed and produced. The teacher is never responsible for testing content. Rather, the teacher will be facilitating opportunities for students to discuss content in order to process language meaningfully. Readings are kept short and simple so that students can read and understand on their own, without the teacher reading to them or translating. Because they do not need to test content, teachers may simply enjoy the interesting readings along with the students. Language tasks generally have no “right” answers. They are designed to be open-ended, to stimulate more critical thinking, and to encourage more production of language. Because these sections are designed for open learning, not testing facts, teachers can focus on helping students feel comfortable using language and on stimulating students' thinking.

For each story, article, or poem, teachers should allow students adequate time to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. When students don't know a word, the teacher should stimulate more language production and encourage collaborative learning, by first, encouraging students to ask other classmates if they know the unfamiliar word. If the text is the right level for the class, someone in the class will likely be able to share knowledge of the word with others. In this way, the entire vocabulary of the class will be raised with little effort and teacher time while the students naturally are encouraged to speak in the target language. When students check with each other and share knowledge of vocabulary, the teacher's job is much easier and the students gain autonomy. Finally, the teacher need only spend a moment teaching the one or two words that no student in the class knows.

Teachers can easily implement the language tasks by remembering to focus on helping students to understand the questions and instructions, NOT in helping them to answer. For example, if a child does not know how to answer a question, asking “Which characters in the story speak?” The teacher can best encourage noticing and producing language by focusing on the question and the text, not on the answer. The teacher may help the student understand the question: “What does the question say? How many characters were in the story? How do we know someone is speaking in a story?” The teacher may direct the students to look more carefully at the text: “Let's look more carefully at the text. Does anyone speak in the first line? What about the second line?” The teacher may facilitate collaboration and production by encouraging students to interact. “Ask your partner who speaks first in the story? Ask the classmate behind you who speaks second?” Throughout the text, remember that tasks are designed to be open-ended, to stimulate more critical thinking, and to produce more language.

In traditional teaching, there has sometimes been an overemphasis on assessment and correction. This book aims to give students plenty of time to learn before any testing begins. Teachers are encouraged to repeat or expand activities and to wait until they observe increased production from students before attempting to assess progress. Teachers may find prepared revision and assessment items as well as additional activities and some video demonstrations of certain activities on the textbook website at onlinetextbook.info.

