

Honeycomb

TEXTBOOK IN ENGLISH
FOR CLASS VII



0753

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition

February 2007, Phalgun 1928

Reprinted

October 2007, March 2009,
January 2010, November 2010,
January 2012, December 2012,
October 2013, November 2014,
December 2015, December 2016,
November 2017, December 2018,
September 2019, January 2021,
August 2021 and November 2021

Revised Edition

November 2022 Kartika 1944

Reprinted

March 2024 Chaitra 1946

PD 325T SU

© National Council of Educational
Research and Training, 2007, 2022

₹ 65.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110
016 and printed at Taj Printers, 69/6A,
Najafgarh Road Industrial Area, Near Kirti
Nagar Metro Station, New Delhi - 110 015

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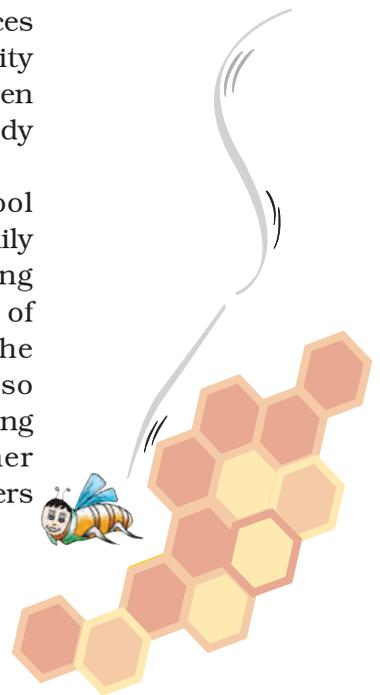
Bhushan Shaligram

Foreword

THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centered system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers



have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory committee in languages, Professor Namwar Singh, and the Chief Advisor for this book, Professor R. Amritavalli, for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training



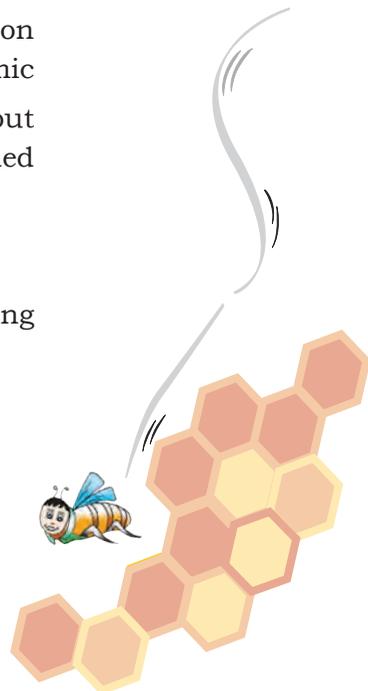
Rationalisation of Content in the Textbooks

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Content based on genres of literature in the textbooks and supplementary readers at different stages of school education
- Content that is meant for achieving Learning Outcomes for developing language proficiency and is accessible at different stages
- For reducing the curriculum load and examination stress in view of the prevailing condition of the Pandemic
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.



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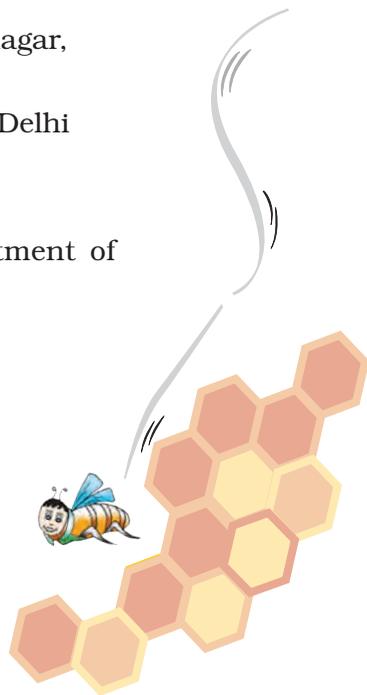
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Acknowledgements

THE National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the Central Institute of English and Foreign Languages, Hyderabad, and the Regional Language Centre, Singapore, for going through the manuscript and making valuable suggestions. Special thanks are due to Professor R. Amritavalli for editing the texts of two Units in the book and preparing their accompanying exercises in addition to her overall monitoring and assistance as Chief Advisor.

For permission to reproduce copyright material in this book NCERT would like to thank the following: Rupa & Co., New Delhi for 'A Gift of Chappals' from *Mridu in Madras—Goruchaka Turns Up* by Vasantha Surya; Penguin Books, New Delhi for 'Expert Detectives' from *The Broken Flute* by Sharada Dwivedi; Puffin Books for 'The Invention of Vita-Wonk' from *Charlie and the Great Glass Elevator* by Roald Dahl; Longman Group, UK Limited, for 'Gopal and the Hilsa Fish' from *Longman English 1* by R.B.Heath; and Ramachandra Guha for the 'The Story of Cricket' from *A Corner of a Foreign Field*, Picador.

At the behest of the Ministry of Defence a chapter has been included in this textbook about the National War Memorial. We thank MoD for their support and guidance. We sincerely thank D.P. Saklani, *Director*, NCERT for his vision and motivation. We thank Gouri Srivastava, *Professor & Head*, DESS for coordinating with MoD. We also thank Sandhya Singh, *Professor & Head*, DEL for her constant support. Our sincere thanks go to Saryug Yadav, *Professor of English, DEL*, for giving valuable inputs. Our special thanks go to Kirti Kapur, *Professor of English, DEL*, for developing the content of the chapter. Thanks are also

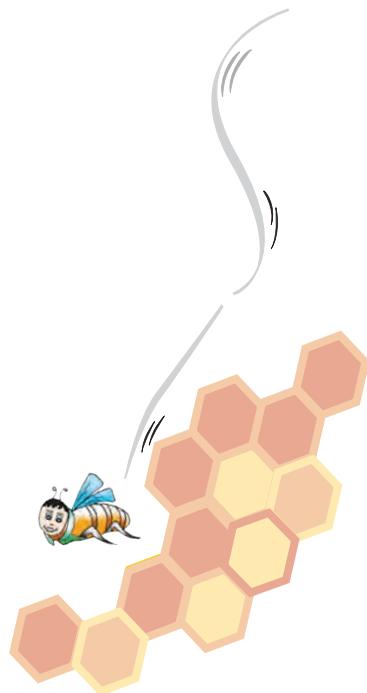


due to Rekha Sharma and Naresh Kumar for type setting the chapter.

Every effort has been made to trace all copyright holders. We apologise for some omissions, and will gratefully acknowledge them as soon as they can be traced.

Special thanks are also due to the Publication Division, NCERT, for their support. NCERT also acknowledges the contributions made by Parash Ram Kaushik, *Incharge*, Computer Station; Razi Ahmad and Arvind Sharma, *DTP Operators*; and Mathew John and Shahzad Husain, *Proofreaders*.

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Constitution of India

Part IV A (Article 51 A)

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, wildlife 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.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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;

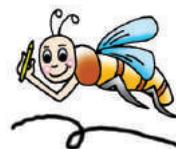
EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[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.**

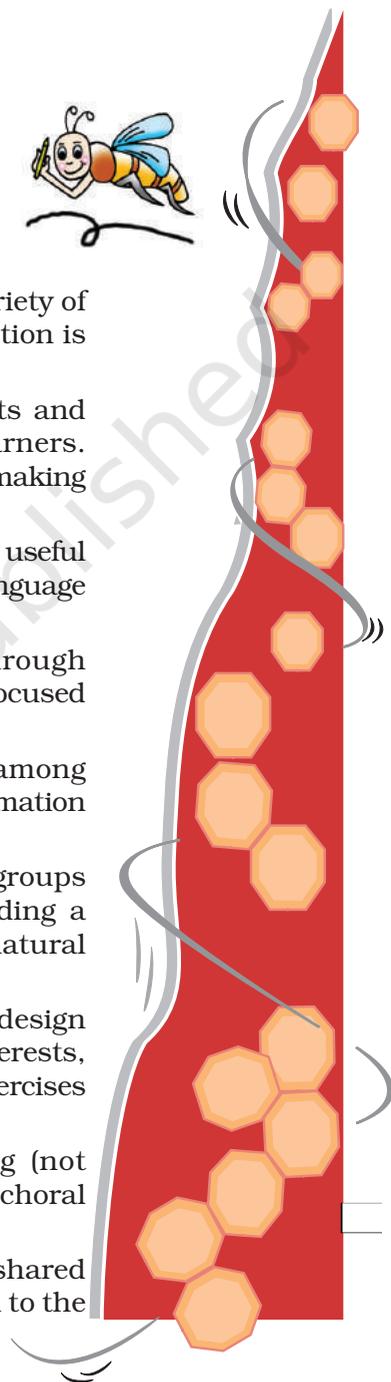
1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

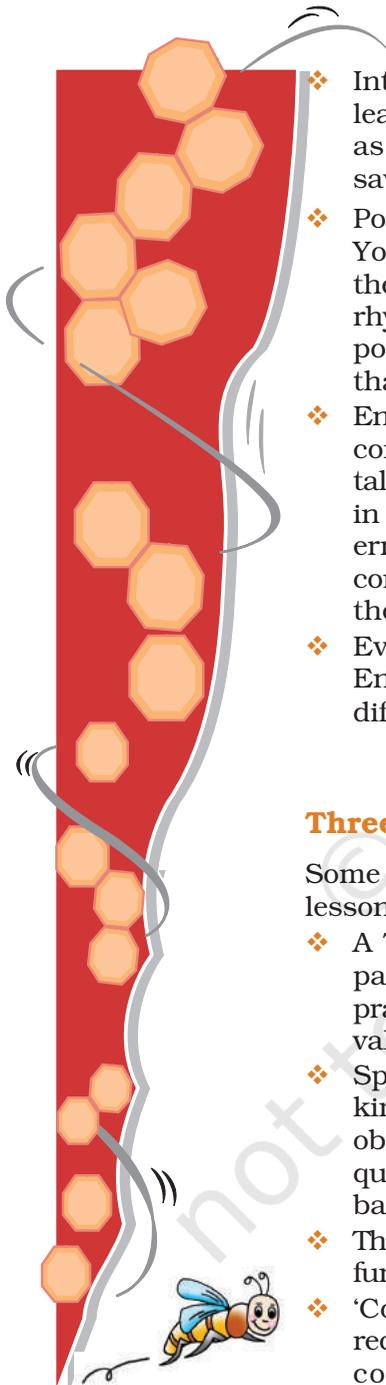
NOTES FOR THE TEACHER



General

- ❖ Learning a language means using it for a wide variety of purposes. Language is best acquired when attention is focused on meaning, not on form.
- ❖ Words and phrases not closely related to objects and action remain empty and lifeless to young learners. Language comes alive when presented in meaning-making contexts.
- ❖ Words/phrases that are used to accomplish many useful purposes follow a certain system inherent in the language itself.
- ❖ Learners become familiar with the system through continuous exposure to the language in meaning-focused situations.
- ❖ Interaction, discussion and sharing of ideas among learners provide opportunities that elicit 'real' information about them and their experiences and opinions.
- ❖ Encourage learners to work in pairs and small groups and let them go beyond the textbook by providing a variety of language inputs for spontaneous and natural use of language.
- ❖ Build on the exercises given in the textbook and design more tasks/activities in keeping with learners' interests, needs and surroundings. Employ free-response exercises (with more than one possible response).
- ❖ Promote reading habits through story-reading (not merely teaching stories as texts), story-retelling, choral reading, shared reading, etc.
- ❖ Create class libraries for exchange of books and shared reading. The library may also move with children to the next higher class.





- ❖ Introduce advertisement as a genre and discuss with the learners about advertisements on social concerns such as educating the girl child, protecting the environment, saving water.
- ❖ Poems need not be taught line by line, word by word. You may give a model reading but let every child read the poem on her/his own to feel the richness of language, rhythm and music of words. Exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items.
- ❖ Encourage learners to tell new stories, narrate anecdotes, compose short poems in English or their own language, talk about pictures, illustrations in the book and cartoons in newspapers/magazines. Don't get anxious about the errors they will make. Constant exposure, practice and correction in the form of feedback will help them improve themselves by and by.
- ❖ Every page has a column for words and meanings. Encourage children to write down other words they find difficult, along with their meanings, in this column.

UNITS 1-3



Three Questions

Some suggestions given below are applicable to all prose lessons in the book.

- ❖ A Tolstoy story — the three questions in the opening paragraph, though philosophical in nature, may be of practical significance to individuals in self-realisation and value inculcation.
- ❖ Spend about 10 minutes discussing the questions the king asks. Let children express their views. Even if their observations do not reveal any understanding of the questions, the discussion session will provide an excellent base for the work to follow.
- ❖ The story is sectioned in two parts. Each part may be sectioned further according to convenience and time available.
- ❖ 'Comprehension Check' at the end of each section is a recall of what they have read so far. Design while-reading comprehension exercises in the form of factual



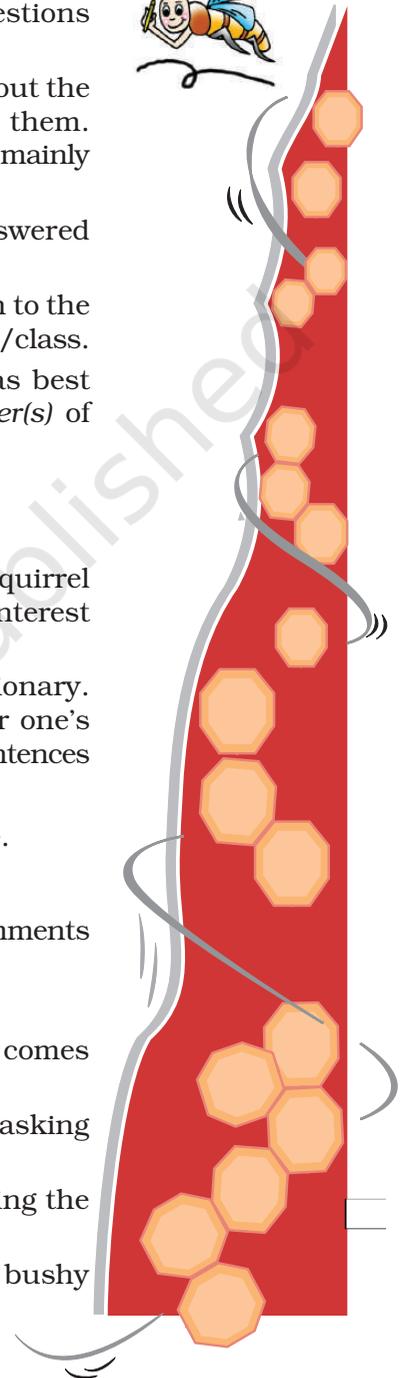
comprehension questions, multiple choice questions and/or completion of sentences, etc.

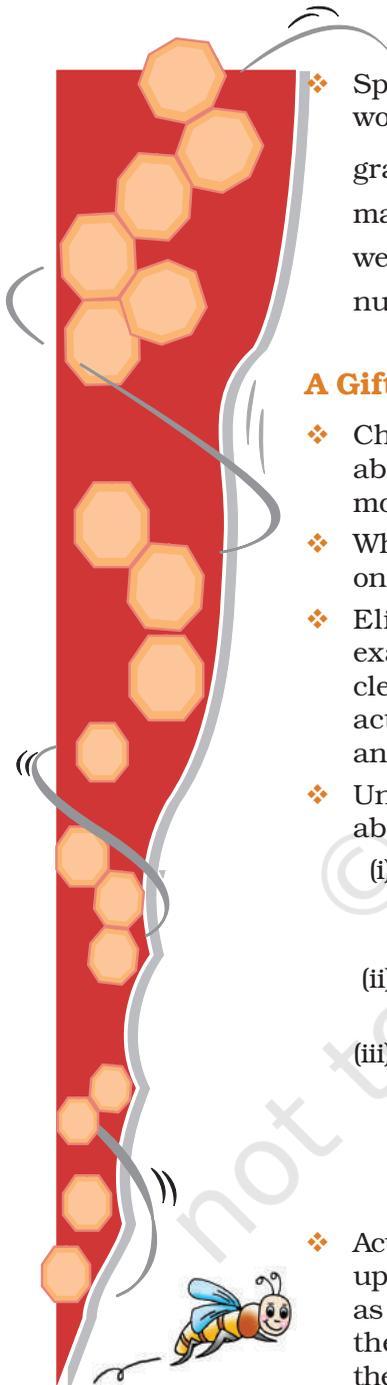
- ❖ While covering portions of the text, either talk about the illustrations or ask children to tell you about them. Illustrations are there not merely for decoration but mainly for comprehension.
- ❖ Questions under 'Working with the Text' to be answered orally, later to be written in the copybook.
- ❖ At the end of the lesson, draw children's attention to the three questions in the context of the present period/class.

Isn't the present period *the right time* to do as best you can the task in hand jointly with *the member(s)* of the group for her/his *good* and your own ?

The Squirrel

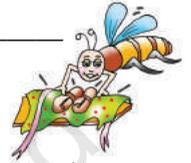
- ❖ Drawing a squirrel or finding the picture of a squirrel and describing it variously will commit learners' interest to the poem they are reading.
- ❖ Help them find 'wear' and its usage in the dictionary. Avoid fixed phrases like 'wear and tear' or 'wear one's heart on one's sleeve', etc. Draw their attention to sentences like the following.
 - She *wore* a plain dress but an enigmatic smile.
 - Should a man *wear* a lady's perfume ?
- ❖ The illustration given in the book may generate comments such as the following.
 - The squirrel's tail looks like a question mark.
 - It reminds me of the mark of punctuation that comes at the end of an interrogative sentence.
 - Looking at this squirrel, you might say it was asking a question. What is the question ?
 - The squirrel is wearing a long overcoat reaching the tip of its tail.
 - If it begins to run now, its tail will look like the bushy end of a painter's brush.





- ❖ Speak the words given below. Ask children to write the word and against it two new words that rhyme.

gray	_____	_____
mark	_____	_____
went	_____	_____
nut	_____	_____



A Gift of Chappals

- ❖ Children's world — their spontaneity and imagination, ability to see contradictions in normal behaviour and moving acts of charity.
- ❖ While covering sections and sub-sections of the text, focus on situations in which children see themselves.
- ❖ Elicit their comments on, and reactions to, Ravi's exaggerations about the kitten's ancestry, children cleverly feeding the kitten and Mridu and Meena's final act of charity. Focus on values such as sincerity, care and compassion as exemplified in the episodes.
- ❖ Under 'Working with Language', highlight some points about the use of if-clauses.
 - An if-clause, also known as a conditional clause, expresses a condition or cause whose result/effect is felt in the second part of the sentence.
 - If the verb in the if-clause is in the present tense, the other clause normally has 'will + verb'.
 - An if-clause can be placed either at the beginning or at the end of the main clause.
 - I'll come to your house if it doesn't rain.
 - Or
 - If it doesn't rain, I'll come to your house.
- ❖ Activity 2 under 'Speaking and Writing' lends itself to picking up appropriate language to learn and practise life skills such as decision-making, negotiating, persuading, etc. Let all the children in pairs/groups perform this activity. Help them, wherever necessary, with appropriate language use.



The Rebel

- ❖ Activity 1 is a combination of open-ended as well as text-based responses. Items (ii) and (iii) entail recalling/looking at the appropriate lines in the poem whereas (i), (iv), (v) and (vi) are discussion points.
- ❖ Let children read Introduction to the poem silently and find the desired word. The significance of the title will, then, become amply clear.
- ❖ The poem contains 15 couplets. Each couplet may be recited as an independent unit.
- ❖ Ask children if they think the last couplet expresses the poet's own opinion and comment.
- ❖ Relate the last couplet to the discussion item (vi) under Activity 1.



Gopal and the Hilsa Fish

- ❖ A comic story to be understood through pictures with strips of text for support. Children will have a natural enthusiasm for this new kind of material.
- ❖ Divide the class into small groups. Let each group look at and describe a set of pictures (assigned to them) and construct their own text. Texts thus produced can be put together to form a complete story, to be edited for coherence and accuracy. If necessary, texts may first be produced in the child's own language, and the teacher can help them to reformulate these in English. Conversely, for children fluent in English, this may be an opportunity to formulate equivalent texts in their own languages.
- ❖ Picture reading under 'Speaking and Writing' to be attempted in the same manner.
- ❖ Word ladder provides an opportunity for vocabulary building. Elicit the required word from learners by providing a set of synonyms for it.

cross: angry, annoyed, displeased

tiny: small, little, negligible

