ENGLISH

FORMAL LETTER
Video Link: https://www.youtube.com/watch?v=hoIPduR_egg
Learning Objective: The students will be able to understand the types of letter, difference in formal and Informal letter in terms of language and format.

A formal letter is one written in a formal and ceremonious language and follows a certain stipulated format. Such letters are written for official purposes to authorities, dignitaries, colleagues, seniors, etc and not to personal contacts, friends or family.

Use these tips when writing a formal letter
1. Be concise. State the purpose of your formal letter in the first paragraph and don't veer from the subject.
2. Use the right **tone**.
3. Proofread.
4. Use proper format and presentation.
5. Give suitable subject line.
6. Inside Address.

Sample Question:
Q: Write a letter to the editor of a daily newspaper complaining about the construction work on your road in the middle of monsoon season causing inconveniences to the people of your locality.
Ans: A sample of such a formal letter may be as follows,
D- 1801, Neptune Society,
DS Marg, Lower Parel,
Mumbai 400 008.

11th June 2018.

To,
The Editor-in-Chief,
Hindustan Times,
Main Street,
Mumbai 400 001.
Sir,
Subject: Construction work in our locality during monsoon season causing us difficulties.
Through the medium of your esteemed and respected daily, I wish to inform the municipal authorities of the difficulties the residents of my locality are facing due to the construction and repair work currently happening in our area. Monsoon season has started a few days ago and is compounding our problems.
The repair work has been ongoing for five weeks now and is falling way behind schedule. And now with the current weather conditions, we are having persistent problems of water logging and flooding in our area. Another worry is about the accidents that may occur due to the debris lying around the road. Diseases caused due to waterlogging are another one of our concerns.
Therefore I wish to draw the attention of the concerned authorities with the help of your newspaper. Hopefully, you will be able to help us in drawing their attention and resolving this matter at the earliest.
Thanking You,
Your Sincerely,
signature
[Mr. XYZ]

Revision of verbs included in last week work plan will be completed in this week.

Assignment:- Write a letter to the editor on the topic, "street light problem".

HINDI

हिंदीअसाइनमेंट-15
पुनरावृत्ति कार्य पाठ्य सामग्री एवं अभ्यास कार्य

अधिगम बिंदु

1. विद्यार्थी अपठित गद्यांश को हल करना सीखेंगे।

2. विद्यार्थी व्याकरण अभ्यास कार्य की पुनरावृत्ति करेंगे।

PLEAS WATCH THIS VIDEO
https://www.youtube.com/watch?v=mv1VdJGYXeI
https://www.youtube.com/watch?v=v2Z5DCkWGmY
https://www.youtube.com/watch?v=EdNakckh4hc

प्रश्न-1.गद्यांश को पढ़कर नीचे दिए गए प्रश्नों के उत्तर दीजिए|

मनुष्य को चाहिए कि संतुलित रहकर अति के मार्गों का त्यागकर मध्यम मार्ग को अपनाए। अपने सामर्थ्य की पहचान कर उसकी सीमाओं के अंदर जीवन बिताना एक कठिन कला है। सामान्य पुरुष अपने अहं के वशीभूत होकर अपना मूल्यांकन अधिक कर बैठता है और इसी के फलस्वरूप वह उन कार्यों में हाथ लगा देता है जो उसकी शक्ति में नहीं हैं। इसलिए सामर्थ्य से अधिक व्यय करने वालों के लिए कहा जाता है कि 'तेते पाँव पसारिए, जेती लांबी सौर'। उन्हीं के लिए कहा गया है कि अपने सामर्थ्य , को विचार कर उसके अनुरूप कार्य करना और व्यर्थ के दिखावे में स्वयं को न भुला देना एक कठिन साधना तो अवश्य है, पर सबके लिए यही मार्ग अनुकरणीय है।

(क) अति का मार्ग क्या होता है?

(i) असंतुलित माग

(ii) संतुलित मार्ग

(iii) अमर्यादित मार्ग

(iv) मध्यम मार्ग

(ख) कठिन कला क्या है?

(i) सामर्थ्य के बिना सीमारहित जीवन बिताना

(ii) सामर्थ्य को बिना पहचाने जीवन बिताना

(iii) सामर्थ्य की सीमा में जीवन बिताना

(iv) सामर्थ्य न होने पर भी जीवन बिताना

(ग) मनुष्य अहं के वशीभूत होकर

(i) अपने को महत्त्वहीन समझ लेता है।

(ii) किसी को महत्त्व देना छोड़ देता है।

(iii) अपना सर्वस्व खो बैठता है।

(iv) अपना अधिक मूल्यांकन कर बैठता है।

(घ) "तेते पाँव पसारिए, जेती लांबी सौर' का आशय है

(i) सामर्थ्य के अनुसार कार्य न करना

(ii) सामर्थ्य के अनुसार कार्य करना

(iii) व्यर्थ का दिखावा करना

(iv) आय से अधिक व्यय करना

(ङ) प्रस्तुत गद्यांश का शीर्षक हो सकता है

(i) आय के अनुसार व्यय

(ii) दिखावे में जीवन बिताना

(iii) सामर्थ्य से अधिक व्यय करना

(iv) सामर्थ्य के अनुसार कार्य करना

प्रश्न-2. निम्नलिखित वर्ण-विच्छेदों के लिए शब्द लिखिए

1. अ + भ् + इ + ज् + आ + त् + अ
2. प् + र् + अ + स् + आ + ध् + अ + न् + अ
3. स् + अं + स् + अ + र् + ग् + अ
4. अ + स् + आ + र् + अ + त् + आ
5. व् + य् + अ + ज् + अ + न् + आ
6. य् + अ + थ् + आ + र् + थ् + अ + व् + आ + द् + ई
7. अ + न् + उ + भ् + ऊ + त् + इ
8. व् + य् + अ + व् + अ + ध् + आ + न् + अ
9. न् + इ + र् + व् + आ + ह् + अ
10. आ + क् + अ + र् + ष् + इ + त् + अ
11. स् + औ + ह् + आ + र् + द् + अ
12. स् + अं + क् + र् + अ + म् + अ + ण् + अ
13. श् + ओ + ध् + अ + क् + आ + र् + य् + अ

14. व् + ऐ + ज् + ञ् + आ + न् + इ + क् + अ

प्रश्न-3. निम्नलिखित शब्दों के सामने तद्भव शब्द लिखें :

क्षेत्र

रात्रि

सूर्य

ग्राम

कर्ण

स्वर्ण

प्रश्न-4. निम्नलिखित शब्दों के सामने तत्सम शब्द लिखें :

मोर

नाक

पिला

भीख

हाथ

दही

बूढ़ा आदमी और मौत

एक दिन एक बूढ़ा लकड़हारा जंगल में लकड़ियाँ काट रहा था। लकड़ियाँ काटते-काटते वह बड़बड़ाने लगा, "मैं दिनों-दिन बूढ़ा होता जा रहा हूँ, इसलिए ज्यादा दिन तक यह कठिन काम नहीं कर पाऊंगा।

मेरी टांगों और बाँहोंमें हर समय दर्द होता रहता है। मैं और अधिक जीना नहीं चाहता। अब मैं मरजाना चाहता हूँ।" यह कहते ही उसने अपनी कुल्हाड़ी एक ओर फेंक दी।

कुल्हाड़ी फेंकते ही तेज बिजली कड़की और यमराज उसके सामने आकर खड़ेहो गए और कहा, "मैं तुम्हें अपने साथ ले जाने आया हूँ।"

यमराज को अपने सामने देखकर लकड़हारा डर के मारे कांपते हुए बोला, "माफ करना, मैं अभी मरना नहीं चाहता। आप कृप्या मुझे मेरी कुल्हाड़ीउठाकर दे दें ताकि मैं लकड़ियाँ काट सकूँ।"

शिक्षा: बिना सोचे-विचारे कुछ नहीं बोलना चाहिए।
उपरोक्त कहनी को पढ़कर एक नैतिक मूल्यपरक कहानी लिखिए।

CHAPTER- THE TRIANGLE AND ITS PROPERTIES
NOTES

Video Link: https://www.bing.com/videos/search?q=VIDEOS+ON+CHAPTER-+TRIANGLE+AND+ITS+PROPERTIES+CLASS+VII&ru=%2fvideos%2fsearch%3fq%3dVIDEOS%2bON%2bCHAPTER-%2bTRIANGLE%2bAND%2bITS%2bPROPERTIES%2bCLASS%2bVII%26FORM%3dHDRSC4&vie

LEARNING OBJECTIVES
1.Students will be able to find the exterior angle by using exterior angle property of the triangle.
2.Students will be able to distinguish between median and altitude of the triangle.
3.Students will be able to identify Pythagorean triplets

Triangle: A triangle is a simple closed curve made of three line segments. It has three vertices, three sides and three angles. Here in ΔABC, it has
Sides: $\bar{AB}$, $\bar{BC}$, $\bar{CA}$.
Vertices: A, B, C.
Angles: ∠BAC, ∠ABC, ∠BCA.
The side opposite to the vertex A is BC. The angle opposite to the side AB is ∠BCA.
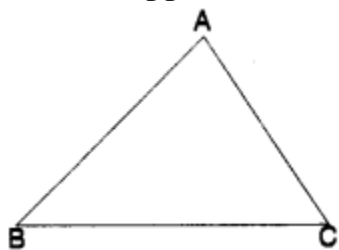

Medians of a Triangle
The line-segment joining a vertex of a triangle to the mid-point of its opposite side is called a median of the triangle. Since there are three vertices in a triangle, therefore, a triangle has three medians.
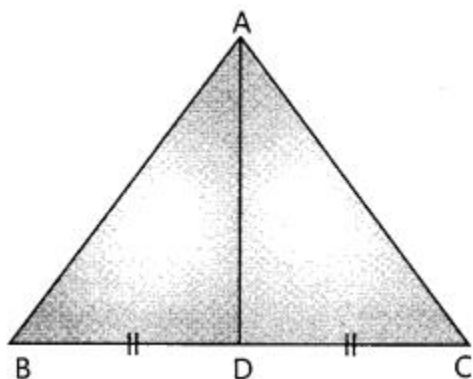
Altitudes of a Triangle

A line segment drawn from a vertex of a triangle perpendicular to its opposite side is called an altitude (height) of the triangle corresponding to the opposite side. Since there are three vertices in a triangle, therefore, a triangle has three altitudes.
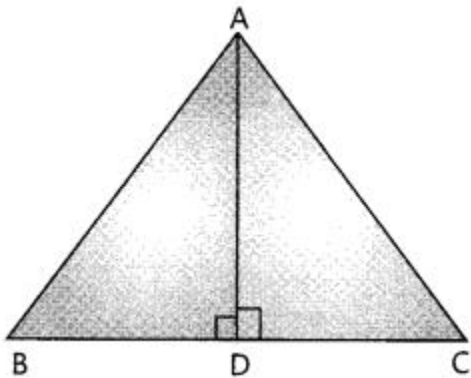
## Exterior Angle of a Triangle and its Property

An exterior angle of a triangle is formed when a side of a triangle is produced. At each vertex, we have two ways of forming an exterior angle. The measure of an exterior angle of a triangle is equal to the sum of the measures of its two interior opposite angles.
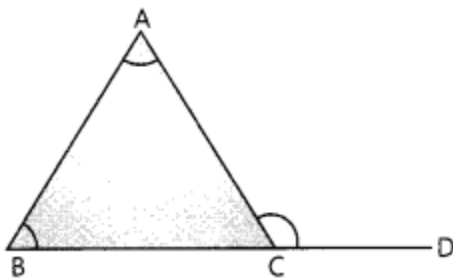
$\angle ACD = \angle A + \angle B$.

Angle Sum Property of a Triangle

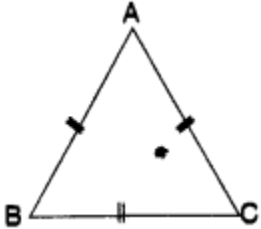The sum of the measures of the three angles of a triangle is 180°.
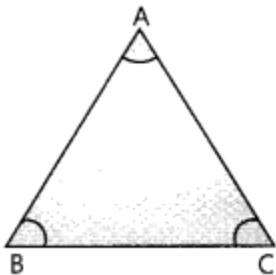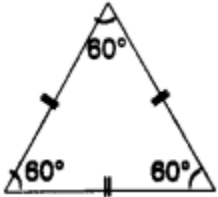
$\angle A + \angle B + \angle C = 180°$.

Two Special Triangles:
1.Equilateral Triangle: In an equilateral triangle
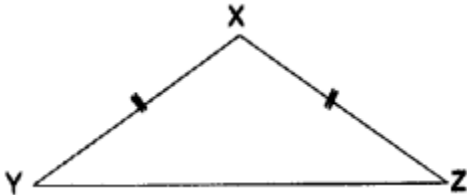(i) all sides have the same length and

(ii) each angle has measure 60°

2.Isosceles Triangle: A triangle in which two sides are of equallength is called an isosceles triangle.
In an isosceles triangle.
(i) two sides have the same length.

Sum of the Lengths of Two Sides of a Triangle
The sum of the lengths of any two sides of a triangle is greater than the third side.

Right-Angled Triangle and Pythagoras Property
A triangle whose one angle is a right-angle is called a right-angled triangle. The side opposite to the right angle is called the hypotenuse, the other two sides are known as the legs of the right-angled triangle.
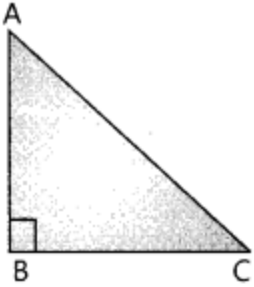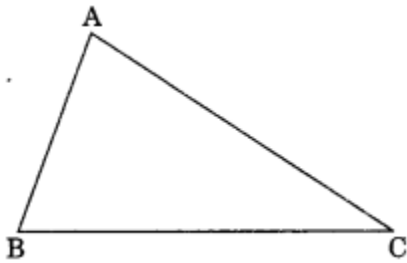
$AC^2 = AB^2 + BC^2$

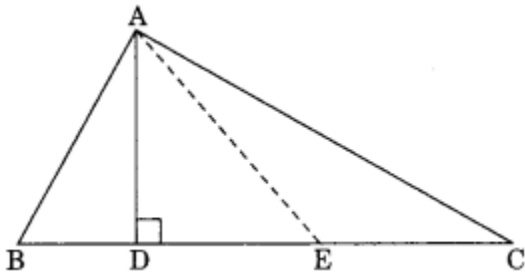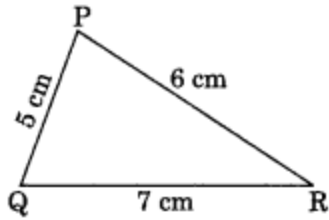## **WORKSHEET**

Q1.In $\triangle ABC$, write the following:
(a) Angle opposite to side BC.
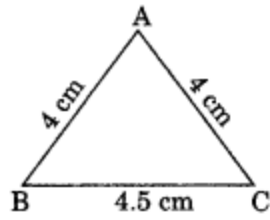(b) The side opposite to $\angle ABC$.
(c) Vertex opposite to side AC.

Q2.In the given figure, name the median and the altitude. Here E is the midpoint of BC.

Q3.Classify the triangle on the basis of their given sides.

(i)

(ii)
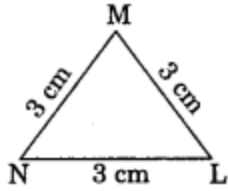
(iii)

Q 4.
In the given figure, name the median and the altitude. Here E is the midpoint of BC.
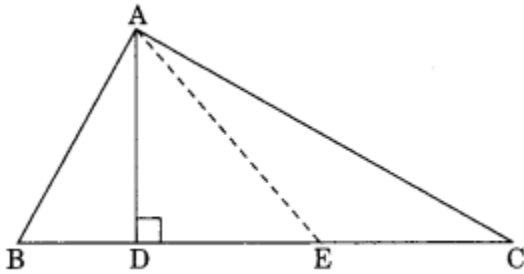
Q5. Which of the following cannot be the sides of a triangle?
(i) 4.5 cm, 3.5 cm, 6.4 cm
(ii) 2.5 cm, 3.5 cm, 6.0 cm
(iii) 2.5 cm, 4.2 cm, 8 cm

Q6. In the given diagrams, find the value of x in each case.

(i)
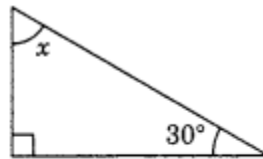
(ii)
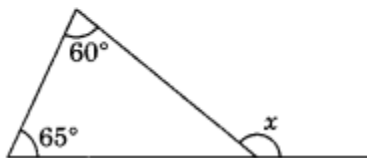
(iii)

Q7. One of the equal angles of an isosceles triangle is 50°. Find all the angles of this triangle.
Q8. In figure (i) and (ii), Find the values of a, b and c.

(i)

(ii)
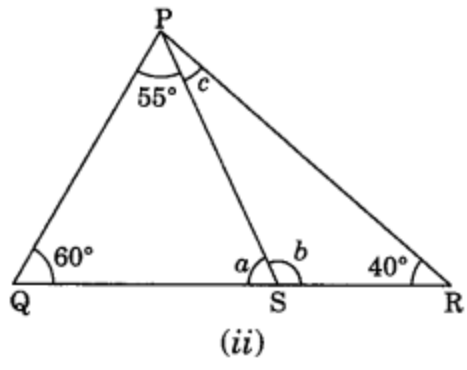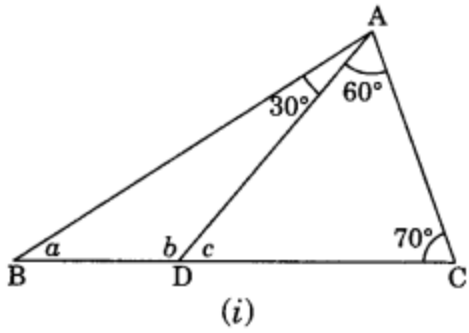
[NCERT Exemplar]

Q9.One of the exterior angles of a triangle is 120° and the interior opposite angles of it are in the ratio 4 : 2. Find the angles of the triangle.

Q10. From the adjoining figure, find the value of x and also the measures of ∠P,∠Q and ∠R
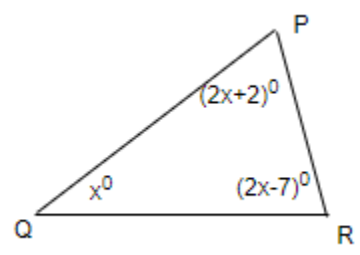
Q11.Here in the given figure ∠BAC=90^0 , ∠ABC=65^0∠ABC=65^0, AD⊥BC. Find p and q
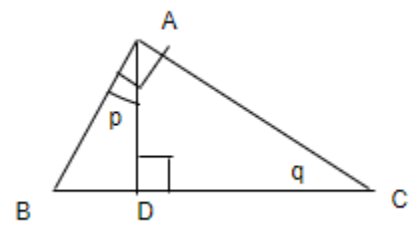
Q12. An iron rod 5m long is placed against the wall in such a way that the foot of the rod is 3m away from the wall. Find how high the top of the iron rod reaches in the wall ?

Q13.Which of the following triplets cannot be the angles of a triangle?

(a) 67°, 51°, 62°

(b) 70°, 83°, 27°
(c) 90°, 70°, 20°
(d) 40°, 132°, 18°

Q14. In a right-angled triangle ABC, if angle C = 90°, then which of the following is true?
(a) $AB^2=BC^2+AC^2$
(b) $AC^2=AB^2+BC^2$
(c) AB = BC + AC
(d) AC = AB + BC

Q15.**FILL IN THE BLANKS**

 (a)If one side of a triangle is produced, the exterior angle so formed is equal to the sum of its
……………….._____..
(b) The sum of any two sides of a triangle is _____ than third side.
(c) The difference of any two sides of a triangle is …………………… than side.
(d) The …………………_____triangle always has altitude outside itself.
(e) In the below figure
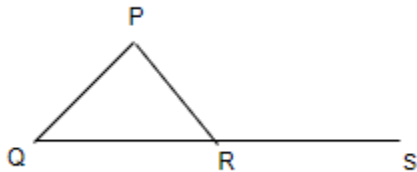
                                                        y
∠PRS=∠QPR+∠∠PRS=∠QPR+∠ _____.
(f) In an isosceles triangle, two angles are always _____

ACTIVITY: To show that the sum of all the three angles of the triangles is 180⁰by paper cutting and pasting method

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NUTRITION IN ANIMALS

LEARNING OUTCOMES:
1.Students are able to understand the process of digestion
2. State and explain the functions of small intestine and large intestine in the process of digestion.
VIDEO :https://youtu.be/eKaBQrFdNtw

Small intestine

o   Small intestine is the longest part of alimentary canal which is highly coiled and about 7.5 metres long.

o   It secrets intestinal juice. It also receives bile juice from liver and pancreatic juice from pancreas.

Functions of small intestine:

o   The intestinal juice secreted by small intestine completes the digestion of carbohydrates, proteins and fats present in food

o
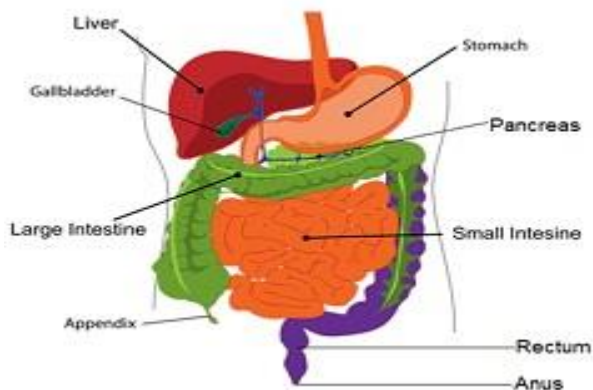
Fig: Showing Small intestine and surrounding organs

Liver:

o   It is a reddish brown gland situated on the right side in the upper part of the abdomen.

o   It is the largest gland of our body.

Functions of liver:

o   It secretes bile juice which play an important role in digestion of fats.

Gall bladder:

o   Bile juice is stored in a sac like structure called gall bladder.

Pancreas:

o   It is a cream coloured gland located just below stomach.

Functions of pancreas:

o It secretes pancreatic juice which acts upon carbohydrates, proteins and convert them into simpler form.

End products of digestion:

o Proteins get converted into amino acids.

o Fats get converted into fatty acids and glycerol.

o Carbohydrates get converted into simple sugars like glucose.

Absorption in the small intestine

o Absorption is the process by which digested food passes through the blood vessels in the wall of intestine.

o The inner wall of small intestine has finger like projections called villi which increases the surface area for absorption of food.

o The digested food is then transported to different organs of the body through blood vessels.

Assimilation:

o It is the process by which digested food that are absorbed by walls of intestine are carried out to different organs of the body through blood vessels to build complex substances such as proteins that is required by our body.

o The unabsorbed and undigested food passes into large intestine.

Large intestine

o It is wider and shorter than small intestine which is about 1.5 metre length.
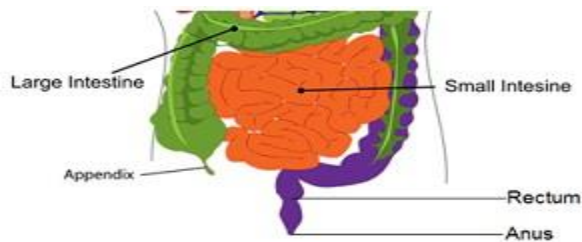
Function:

o It absorbs water and some salts from the undigested food that comes from small intestine and thus the semi-solid waste material [faeces] formed passes into rectum.

o This process of removal of faeces [semi-solid waste material] from rectum through anus from time to time, is termed as Egestion

Diarrhoea:

o Diarrhoea refers to the condition in which there is frequent passing of watery stools is called **Diarrhoea**.

o Excessive water and salts from the body is lost.

Causes:Indigestion, Infection, Food poisoning

Treatment:ORS should be given to restore the lost water and salts from the body.

o   Make group of 4-5 students of your class.Select an organ of the digestive system. Your group has to make an informational demonstration/roleplay all about that organ. Your demonstration/role play must have the following information:

o   A picture of your organ

o   A description of what your organ does

o   Other organs associated with your organ

o   What happens if your organ stops working/is not working right

o   Three interesting facts about your organ

ASSIGNMENT:

Q1. What happens to food in stomach?

Q2. What is a gall bladder? What is its role?

Q3. Where is digested food absorbed in the body?

Q4. Why is the small intestine richly supplied with blood vessels?

Q5. How do you differentiate between absorption and assimilation?

Q6. Where is water from undigested food absorbed in the body?

SOCIAL STUDIES

How the State Government Works?

Learning Objective: Students will learn about the three levels of government and the works of State govt.

Video Link: https://www.youtube.com/watch?v=gsIR6Q4LR1U

Government works at three levels-national, states and nearby.

- In states, it is the MLA (Member of Legislature Assembly) who speaks to the general population.
- MLAs enter the gathering and shape the administration.
- Every MLA is chosen from one region. This region is known his body electorate.
- A political gathering whose MLA's won the greater part the quantity of bodies' electorate in the state get larger part. The political party is known as the decision party.
- All alternate individuals are called resistance.

Working of the Government:

i. the leader of the state is the Governor while the leader of the administration comprises of the committee of priests headed by the Chief Minister.

ii. The pioneer of decision party who frames the legislature is the Chief Minister.

iii. All the MLA's sit in a place called the Legislative Assembly.

iv. The authoritative gathering is where pioneers wrangle about and examine on critical issues and make essential bills.

v. Notwithstanding authoritative get together, question and answer session is likewise a method of comprehending what the administration improves the situation the general population.

vi. The administration works through different offices like open works division, farming, wellbeing and instruction.

vii. The administration has the ability to make new laws for the state with respect to wellbeing and sanitation.

viii. Laws for the state are made by the state administrative get together.

ix. Laws for the nation are made by the Union Parliament.

Activity

Debate: **Scene: Parliament**
Topic: Work of the govt. in Health sector.

WORKSHEET

1. **Who appoints the Governor of a state?**
2. **Define the following terms: -**
a) **Legislative Assembly**
b) **Constituency**
3. **The government works at three levels. Name them.**
4. **What do you mean by an MLA? Is it necessary to become a member of any political party to become a MLA?**

5. **What is role of the party that does not form government?**
6. **Why should decisions taken by the Chief Minister and other ministers be debated in the Legislative Assembly?**

7. **How did some MLAs become Ministers? Explain.**

Fill in the blanks

1. MLA stands for _____.

2. _____ is a particular area from where all the voters living there choose their representatives.

3. All MLAs (from the ruling party/opposition) meet and discuss things is the _____.

4. Each state is divided into different areas or _____.

Match Columns

Column I	Column II
(i) Chief Minister	(a) Head of State
(ii) Discussion of Issues	(b) Legislature
(iii) MLAs	(c) Press Conference
(iv) Governor	(d) Executive

Tick the correct answer: -

1. The overall head of the government in a state is the

        a. Prime Minister
        b. Governor
        c. Chief Minister
        d. President

2. _____ appoints the Chief Minister and other ministers

        a. President
        b. Former Chief Minister
        c. Prime Minister
        d. Governor

3. The Chief Minister is a part of the _____

        a. Legislature
        b. Executive
        c. Judiciary
        d. none of the above

ACTIVITY:

Make a PPT elaborating on how government works at three levels.

सप्तम: पाठ:

सङ्कल्प: सिद्धिदायक:

Link-https://youtu.be/H5MN1NCGub4

धातुप्रयोग:

(पार्वती शिवं पतिरूपेण अवाञ्छत्। एतदर्थं सा तपस्यां कर्तुम् ऐच्छत्। सा स्वकीयं मनोरथं मात्रे न्यवेदयत्। तत् श्रुत्वा माता मेना चिन्ताकुला अभवत्।)

मेना – वत्से! मनीषिता: देवता: गृहे एव सन्ति। तप: कठिनं भवति। तव शरीरं सुकोमलं वर्तते। गृहे एव वस। अत्रैव तवाभिलाष: सफल: भविष्यति।

पार्वती – अम्ब! तादृश: अभिलाष: तु तपसा एव पूर्ण: भविष्यति। अन्यथा तादृशं पतिं कथं प्राप्स्यामि। अहं तप: एव चरिष्यामि इति मम सङ्कल्प:।

मेना – पुत्रि! त्वमेव मे जीवनाभिलाष:।

पार्वती – सत्यम्। परं मम मन: लक्ष्यं प्राप्तुम् आकुलितं वर्तते। सिद्धिं प्राप्य पुन: तवैव शरणम् आगमिष्यामि। अद्यैव विजयया साकं गौरीशिखरं गच्छामि।

(तत: पार्वती निष्क्रामति)

(पार्वती मनसा वचसा कर्मणा च तप: एव तपति स्म। कदाचिद् रात्रौ स्थण्डिले, कदाचिच्च शिलायां स्वपिति स्म। एकदा विजया अवदत्।)

विजया – सखि! तप:प्रभावात् हिंस्रपशवोऽपि तव सखाय: जाता:। पञ्चाग्नि-व्रतमपि त्वम् अतप:। पुनरपि तव अभिलाष: न पूर्ण: अभवत्।

पार्वती – अयि विजये! किं न जानासि? मनस्वी कदापि धैर्यं न परित्यजति। अपि च मनोरथानाम् अगति: नास्ति।

विजया – त्वं वेदम् अधीतवती। यज्ञं सम्पादितवती। तप:कारणात् जगति तव प्रसिद्धि:। 'अपर्णा' इति नाम्ना अपि त्वं प्रथिता। पुनरपि तपस: फलं नैव दृश्यते।

1. एकपदेन उत्तरत-

(क) 'पण्डिता' 'सरस्वती' इति उपाधिभ्यां का विभूषिता?

(ख) रमा कुत: संस्कृतशिक्षां प्राप्तवती?

(ग) रमाबाई केन सह विवाहम् अकरोत्?

(घ) कासां शिक्षायै रमाबाई स्वकीयं जीवनम् अर्पितवती?

(ङ) रमाबाई उच्चशिक्षार्थं कुत्र अगच्छत्?

(II)

(क) कस्य भवने सर्वविधानि सुखसाधनानि आसन्?

(ख) कस्य गृहे कोऽपि भृत्य: नास्ति?

(ग) श्रीकण्ठस्य आतिथ्यम् के अकुर्वन्?

(घ) सर्वदा कुत्र सुखम्?

(ङ) श्रीकण्ठ: कृष्णमूर्ते: गृहं कदा अगच्छत्?

(च) कृष्णमूर्ते: कति कर्मकरा: सन्ति?

2.

मञ्जूषात: अङ्कानां कृते पदानि चिनुत-

चत्वारिंशत् सप्तविंशति: एकत्रिंशत् पञ्चाशत् अष्टाविंशति: त्रिंशत् चतुर्विंशति:

28 ....   27 ....

30 ....   31 ....

24 ....   40 ....

50 ....

3.

....

....

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....

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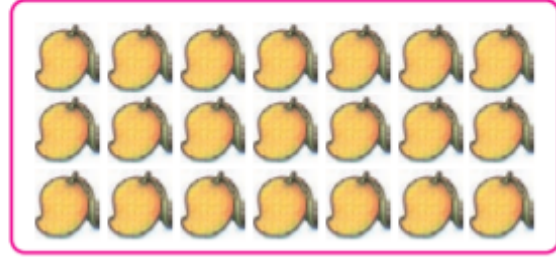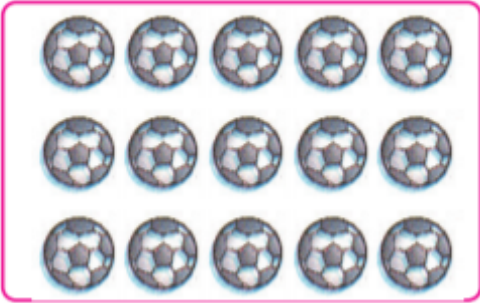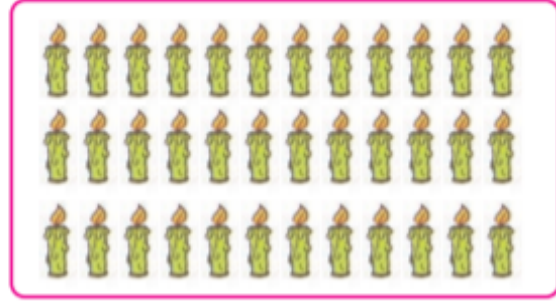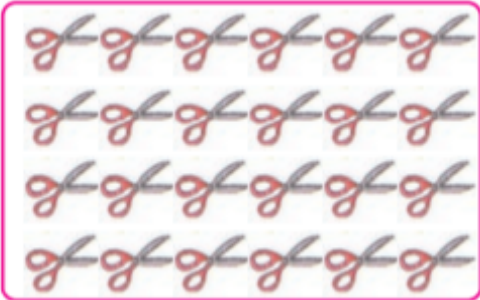
4.

अधोलिखितान् समयवाचकान् अङ्कान् पदेषु लिखत-

यथा–	10.30	सार्धद्वादशवादनम्	5.00	....	
	7.00	....	3.30	....	
	2.30	....	9.00	....	
	11.00	....	12.30	....	
	4.30	....	8.00	....	
	1.30	....	7.30	....	

5. अधोलिखितानां धातूनां लकारं पुरुषं वचनञ्च लिखत-

	धातुः	लकारः	पुरुषः	वचनम्
यथा– आसीत्	अस्	लङ्	प्रथमपुरुषः	एकवचनम्
कुर्वन्ति	....	....	....	....
आगच्छत्	....	....	....	....
निवसन्ति	....	....	....	....
गमिष्यति	....	....	....	....
अकरोत्	....	....	....	....

◆ शब्दार्थाः ◆

परित्यज्य	–	छोड़कर	giving up
अध्यापयत्	–	पढ़ाया	taught
प्रतारणाम्	–	ताड़ना	torture
असहत	–	सहन किया	endured

स्वमातुः	–	अपनी माता से	from her own mother
विपन्नः	–	निर्धन	poor
दुर्भिक्षपीडिताः	–	अकाल पीड़ित	victims of famine
दिवङ्गताः	–	मृत्यु को प्राप्त हो गए	died
उपाधिभ्याम्	–	उपाधियों से	with honourary titles
प्रारब्धवती	–	आरम्भ किया	initiated
सार्धैकवर्षात्	–	डेढ़ वर्ष	one and half year
प्रत्यागच्छत् (प्रति+आगच्छत्)	–	लौट आई	returned
अर्थसञ्चयम्	–	धन सञ्चय	accumulation of wealth
प्रत्यागत्य (प्रति+आगत्य)	–	लौटकर	returning
मुद्रणम्	–	छपाई	printing
टङ्कणम्	–	टङ्कण	typing
निराश्रिताः (निर्+आश्रिताः)	–	बेसहारा	helpless
यापयन्ति	–	बिताते/बिताती हैं	spend
अवदानम्	–	योगदान	contribution