EAST POINT SCHOOL

CLSS VIII ASSIGNMENT 17 (22-8-2020)

English Revision Assignment

Learning Outcomes

The students will be able to use their acquired knowledge of grammar effectively in an appropriate, mechanically and integrated correct style.

A. Fill in the blanks with the suitable form of the verbs in brackets.

Mary and Jane are twin sisters. When they (be born)----------------------- their mother (die)----------------------- They (be separated)-------------------------. Mary (go) ------------------------ to live in France and Jane to England. They (be) ----------------------16 years old now and they (not see) --------------------- each other since they (be) -----------------------3 years old. Nowadays they (be) -------------------in touch, they (write) ----------------------- letters twice a month. They (speak) ----------------------different languages but Mary (learn) -------------------------- English, Jane (learn) -------------------------French for 3 years now to be able to communicate. They (discover) --------------------they were sisters when they (see) --------------------a picture at school while they (do) --------------------an international student exchange. Next summer they (visit) ----------------------- Germany together, they hope they (have) ------------------------a great time.

B. Edit the following passage. There is one error in each line. Write the incorrect word and the correction.

Football was popular in every part (a) _____ _____

of the world. Players ran from one (b) _____ _____

corner to other corner of the playground (c) _____ _____

with fully enthusiasm to score goals. (d) _____ _____

To reach the goalpost of opponent side and (e) _____ _____

to make a successful goal, they played (f) _____ _____

passionate. After scoring a successful (g) _____ _____

goal, what is a response? It is (h) _____ _____

time to celebration, but again he is (i) _____ _____

ready to score next goal. What a game! What a passion!

C. Rearrange the following words and phrases to make meaningful sentences:

1. are not/citizens/respected/senior/or cared for

2. ill-equipped/are not only/insufficient/old age homes/also/but

3. must/anyone else's/place them/the society/before/interest

4. giving them/very much needed/is important/they are/an impression/that

D. Choose whether the underlined part is a phrase or a clause.

1. <u>Faced with so many problems</u>, I decided to get professional help.

2. <u>She arrived to work on time</u> in spite of leaving home so late.

3. Before taking any medicine, <u>I always speak to my doctor.</u>

4. Mark has lived outside of his country <u>for 14 years.</u>

5. In the morning <u>it's best to get up early.</u>

6. <u>Having always been keen on caring for people</u>, Susan decided to become a nurse.

7. They were annoyed <u>by the baby crying so loudly.</u>

8. Although injured, <u>John managed to crawl to safety.</u>

Video Link

https://www.youtube.com/watch?v=od2Oxm5tZ8c

STORY WRITING ACTIVITY

Write a story in about 150-200 words with the following beginning and give a suitable title to it. "There was a poor fisherman. It was his custom to cast his net not more than four times a day. One day …"

अर्धवार्षिक पुनरावृति अभ्यास पत्रिका
विषय - हिंदी
उपलब्धकर्ता मिस रंजना
बस की यात्रा

WATCH THIS VIDEO LINK

https://www.youtube.com/watch?v=fR2psF39w-o

https://www.youtube.com/watch?v=apuwzFsKA_Y

एक बार लेखक अपने चार मित्रों के साथ बस से जबलपुर जाने वाली ट्रेन पकड़ने के लिए अपनी यात्रा बस से शुरु करने का फैसला लेते हैं। परन्तु कुछ लोग उसे इस बस से सफर न करने की सलाह देते हैं। उनकी सलाह न मानते हुए, वे उसी बस से जाते हैं किन्तु बस की हालत देखकर लेखक हंसी में कहते हैं कि बस पूजा के योग्य है।

नाज़ुक हालत देखकर लेखक की आँखों में बस के प्रति श्रद्धा के भाव आ जाते हैं। इंजन के स्टार्ट होते ही ऐसा लगता है की पूरी बस ही इंजन हो। सीट पर बैठ कर वह सोचता है वह सीट पर बैठा है या सीट उसपर। बस को देखकर वह कहता है ये बस जरूर गाँधी जी के असहयोग आंदोलन के समय की है क्योंकि बस के सारे पुर्जे एक-दूसरे को असहयोग कर रहे थे।

कुछ समय की यात्रा के बाद बस रुक गई और पता चला कि पेट्रोल की टंकी में छेद हो गया है। ऐसी दशा देखकर वह सोचने लगा न जाने कब ब्रेक फेल हो जाए या स्टेयरिंग टूट जाए।आगे पेड़ और झील को देख कर सोचता है न जाने कब टकरा जाए या गोता लगा ले।अचानक बस फिर रुक जाती है। आत्मग्लानि से मनभर उठता है और विचार आता है कि क्यों इस वृद्धा पर सवार हो गए।

इंजन ठीक हो जाने पर बस फिर चल पड़ती है किन्तु इस बार और धीरे चलती है।आगे पुलिया पर पहुँचते ही टायर पंचर हो जाता है। अब तो सब यात्री समय पर पहुँचने की उम्मीद छोड़ देते है तथा चिंता मुक्त होने के लिए हँसी-मजाक करने लगते है।अंत में लेखक डर का त्याग कर आनंद उठाने का प्रयास करते हैं तथा स्वयं को उस बस का एक हिस्सा स्वीकार कर सारे भय मन से निकाल देते हैं।

प्र॰1 "मैंने उस कंपनी के हिस्सेदार की तरफ़ पहली बार श्रद्धाभाव से देखा।" लेखक के मन में हिस्सेदार साहब के लिए श्रद्धा क्यों जग गई?

उत्तर-लेखक के मन में हिस्सेदार के प्रति श्रद्धाभाव इसलिए जगी क्योंकि वह थोड़े से पैसे बचाने के चक्कर में बस का टायर नहीं बदलवा रहा था और अपने साथ-साथ यात्रियों की जान भी जोखिम में डाल रहा था इसलिए लेखक ने श्रद्धाभाव कहकर उसपर व्यंग किया है।

प्र॰2 "लोगों ने सलाह दी कि समझदार आदमी इस शाम वाली बस से सफर नहीं करते।" लोगों ने यह सलाह क्यों दी?

उत्तर---|

प्र॰3 "ऐसा जैसे सारी बस ही इंजन है और हम इंजन के भीतर बैठे हैं।" लेखक को ऐसा क्यों लगा?

उत्तर--|

प्र॰4 "ग़ज़ब हो गया। ऐसी बस अपने आप चलती है।" लेखक को यह सुनकर हैरानी क्यों हुई?

उत्तर---|

उत्तर---|

भाषा और व्याकरण

'भाषा' शब्द भाष धातु से बना है, जिसका अर्थ है- बोलना। मनुष्य जिन ध्वनियों को बोलकर अपनी बात कहता है- उसे भाषा कहते हैं। अतः हम भाषा की परिभाषा इस प्रकार से दे सकते हैं

अपने मन के भावों और विचारों को बोलकर, लिखकर या पढ़कर प्रकट करने के साधन को 'भाषा' कहते हैं।

भाषा के रूप

भाषा के दो रूप होते हैं- मौखिक और लिखित
मौखिक भाषा – भाषा का वह रूप जिसमें एक व्यक्ति बोलकर विचार प्रकट करता है और दूसरा व्यक्ति सुनकर उसे समझता है, उसे मौखिक भाषा कहते हैं। उदाहरण– टेलीफ़ोन, दूरदर्शन, भाषण, वार्तालाप, नाटक, रेडियो आदि।

लिखित भाषा – भाषा का वह रूप जिसमें एक व्यक्ति अपने विचार या मन के भाव लिखकर प्रकट करता है और दूसरा व्यक्ति पढ़कर उसकी बात समझता है, लिखित भाषा कहलाती है। उदाहरण पत्र, लेख, समाचार-पत्र कहानी, जीवनी आदि।

भारतीय संविधान में 22 भाषाओं को मान्यता प्रदान की गई है; जैसे- हिंदी, असमिया, बंगाली, डोगरी, बोडो, उर्दू, नेपाली, गुजराती, कन्नड़, कश्मीरी, कोंकणी, मैथिली, मलयालम, मराठी, मणिपुरी, उड़िया, पंजाबी, संस्कृत, संथाली, तमिल, सिंधी और तेलुगू।
14 सितंबर 1949 को हिंदी भाषा संघ की राजभाषा के रूप में स्वीकार की गई और केंद्रीय सरकार के काम-काज के लिए अनिवार्य घोषित कर दी गई।
मातृभाषा वह भाषा जिसे बालक अपने परिवार में अपनाता व सीखता है, वह मातृभाषा कहलाती है।

बोली – भाषा का मौखिक रूप बोली कहलाता है। यह सीमित अथवा बहुत कम क्षेत्रों में बोली जाती है। इसमें साहित्य की रचना नहीं की जाती है। मैथिली, राजस्थानी, बुंदेलखंडी आदि कई बोलियाँ है जिनका प्रयोग भारत के विभिन्न भागों में किया जाता है।

लिपि – मुख से निकली ध्वनियों को लिखने की विधि या चिह्न को लिपि कहते हैं। संसार की विभिन्न भाषाओं को लिखने के लिए अनेक लिपियाँ प्रचलित हैं। संस्कृत, हिंदी, मराठी, भाषाएँ देवनागरी लिपि में लिखी जाती है। हिंदी भाषा की लिपि देवनागरी है।

व्याकरण – भाषा को शुद्ध रूप में लिखना, पढ़ना और बोलना सिखाने वाला शास्त्र व्याकरण कहलाता है।
व्याकरण में भाषा के वर्ण, शब्द, पद तथा वाक्य पर विचार किया जाता है। इस आधार पर इसके चार अंग होते हैं।

1. वर्ण विचार
2. शब्द विचार
3. पद विचार
4. वाक्य विचार

बहुविकल्पी प्रश्न

1. हम बातचीत किस माध्यम से करते हैं?
(i) लिपि
(ii) वाक्य
(iii) भाषा
(iv) वर्ण

2. भाषा के कितने रूप होते हैं ?
(i) लिखित
(ii) सांकेतिक
(iii) मौखिक
(iv) सभी

3. भाषा के कितने रूप होते हैं?
(i) दो
(ii) चार

(iii) तीन

(iv) पाँच

4. हिंदी की लिपि कौन-सी है?

(i) फारसी

(ii) रोमन

(iii) गुरुमुखी

(iv) देवनागरी

5. हमें किसके द्वारा भाषा के शुद्ध रूप का ज्ञान होता है?

(i) शब्द

(ii) लिपि

(iii) व्याकरण

(iv) वाक्य

6. भाषा का अर्थ है

(i) मन के भाव संकेत के द्वारा प्रकट करना

(ii) मन के भाव केवल बोलकर प्रकट करना

(iii) मन के भाव केवल लिखकर प्रकट करना

(iv) मन के भाव बोलकर या लिखकर प्रकट करना

MATHEMATICS – Revision Worksheet_1

Learning Outcomes:

i) To help the students recall the concept of rational numbers and its properties, method to insert rational numbers between two rational numbers and to represent rational numbers on number line.

ii) To help the students recall the concept of Algebraic expressions, multiplication of algebraic expressions, the four standard identities and to apply them in solving questions.

Chapter -1 Rational Numbers

Please watch these video:

https://www.youtube.com/watch?v=FXirE450LkI

https://www.youtube.com/watch?v=lg04THe8wfY&t=2s

Definition: A number is called Rational if it can be expressed in the form p/q where p and q are integers (q > 0). Example: 1/2, 4/3, 5/7, -2, 4, 0 etc

It includes all natural, whole number and integers. Rational numbers are positive and negative**.**

- Zero is called the additive identity for the addition of rational numbers.
  If zero is added to any number, we get the number itself.
- One is the multiplicative identity for whole numbers, integers and rational numbers
- A rational number a/b is called the reciprocal or multiplicative inverse of another non zero rational number c/d if a/b x c/d =1.

Example: 2/5 is the reciprocal of 5/2 because 2/5 x 5/2 = 1

Closure Property – Rational Numbers
Rational numbers are closed under addition, subtraction, multiplication and not closed under division.

Commutative Property

Operation	Addition	Subtraction	Multiplication	Division
Rational numbers	Yes	No	Yes	No

Associative Property

Operation	Addition	Subtraction	Multiplication	Division
Rational numbers	Yes	No	Yes	No

Distributive property of Multiplication over Addition
This shows that for all rational numbers p, q and r:

p (q + r) = p x q + p x r

Let $p = \frac{2}{5}$, $q = \frac{3}{4}$ and $r = \frac{5}{6}$

$$\frac{2}{5}\left(\frac{3}{4} + \frac{5}{6}\right) = \frac{2}{5} \text{ x } \frac{3}{4} + \frac{2}{5} \text{ x } \frac{5}{6}$$

$$= \frac{3}{10} + \frac{1}{3} = \frac{9+10}{30}$$

$$= \frac{19}{30}$$

Distributive property of Multiplication over Subtraction
This shows that for all rational numbers p, q and r:

p (q - r) = p x q - p x r

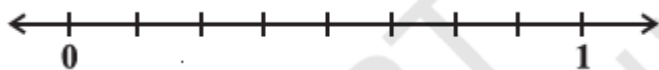Let $p = \frac{2}{15}$, $q = \frac{3}{7}$ and $r = \frac{15}{6}$

$$\frac{2}{15}\left(\frac{3}{7} - \frac{15}{6}\right) = \frac{2}{15} \text{ x } \frac{3}{7} - \frac{2}{15} \text{ x } \frac{15}{6}$$
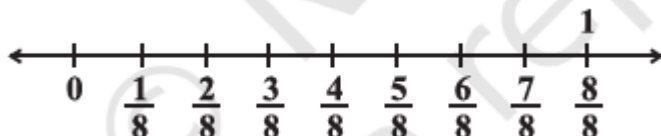
$$= \frac{2}{35} - \frac{1}{3} = \frac{6-35}{105}$$
$$= \frac{-29}{105}$$
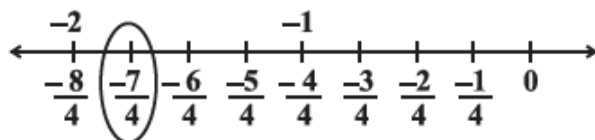
Representation of rational numbers on number line:

To represent 1/8 on the number line, the line may be divided into eight equal parts as shown:

We use the number 1/8 to name the first point of this division. The second point of division will be labelled 2/8 , the third point 3/8, and so on as shown on number line:

Example: Represent -7/4 on number line:

Rational Numbers between Two Rational Numbers

Find any ten rational numbers between $\frac{-5}{6}$ and $\frac{5}{8}$.

We first convert $\frac{-5}{6}$ and $\frac{5}{8}$ to rational numbers with the same denominators.

$$\frac{-5 \times 4}{6 \times 4} = \frac{-20}{24} \quad \text{and} \quad \frac{5 \times 3}{8 \times 3} = \frac{15}{24}$$

Thus we have $\frac{-19}{24}, \frac{-18}{24}, \frac{-17}{24}, ..., \frac{14}{24}$ as the rational numbers between $\frac{-20}{24}$ and $\frac{15}{24}$.

Solve the following Questions:

MCQ

Q.1) A number which can be written in the form p/q, where p and q are integers and q is not equal to zero is called a ——————
   a) Rational numbers
   b) Irrational numbers
   c) Integers

Q.2) For any rational number a, a divided by zero is ————
   a) Zero
   b) A
   c) Not defined

Q.3) For any two rational numbers a and b, a +b = b +a is known as ————
   a) Commutativity of addition
   b) Associativity

c) Distributive property

Q.4) Which number is called the identity for the addition of rational numbers?
   a) One
   b) Zero
   c) -1

Q.5) Which is the multiplicative identity for rational numbers?
   a) One
   b) Zero
   c) -1

Q.6) Additive inverse of 2 is ———
   a) 2
   b) -2
   c) 0

Q.7) Which number has no reciprocal?
   a) One
   b) Zero
   c) -1

Q.8) Additive Inverse of -7/19 is ————-
   a) 19/7
   b) -7/19
   c) 7/19

Q.9) The number of rational numbers between two rational numbers is ————-
   a) Definite
   b) Not definite
   c) One

Q.10) Represent the following rational numbers on number line:
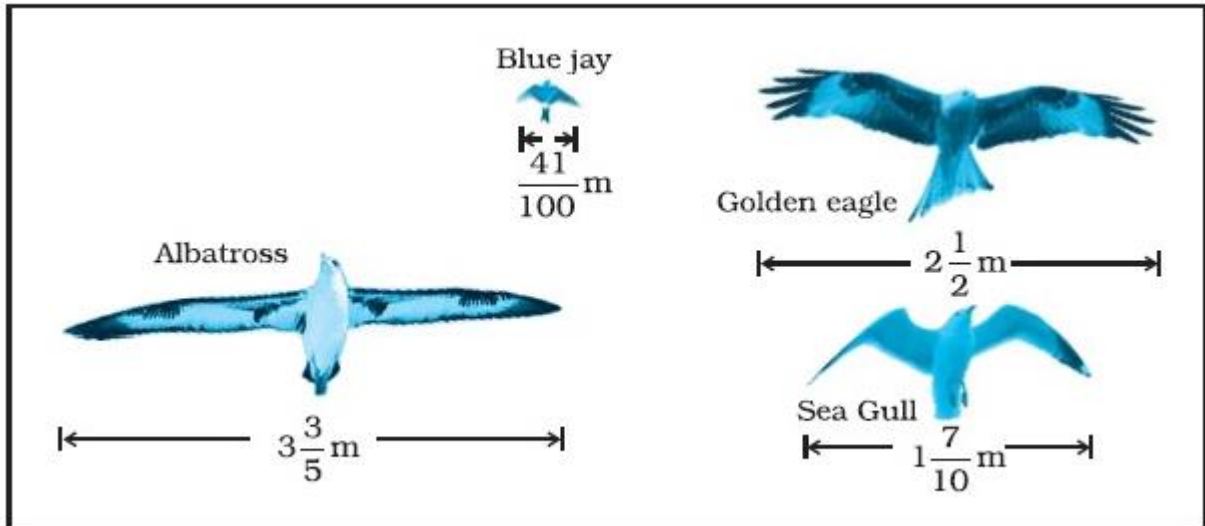   a) 5/9
   b) -8/5

Q.11) Solve the following using distributive property:

$$\left(\frac{7}{5} \times \frac{-3}{12}\right) + \left(\frac{7}{5} \times \frac{5}{12}\right)$$

Activity:

Q-1) The diagram shows the wingspans of different species of birds. Use the diagram to answer the following questions:

i.   How longer is the wingspans of an Albatross than the wingspans of a sea Gull.
ii.   How much longer is the wingspans of Golden eagle than the wingspans of a Blue Jay.

Chapter -9 Algebraic Expressions

Please watch these videos:

https://www.youtube.com/watch?v=ZalY9RE-F-o
https://www.youtube.com/watch?v=x0ybWNyc3vE

Definition:
The combination of constants and variables, connected by signs of fundamental operations (+, -, ×, ÷) is called an <u>algebraic expression</u>.

Examples:
2x + 3
This expression is formed from the variable x and constants 2 and 3.

Terms, Factors and Coefficients:
Terms: Terms are added to form expressions.
Take the expression 4x + 5. This expression is made up of two terms, 4x and 5
Expression 3xy -9y has two terms 3xy and -9y.
Factors:
Terms themselves can be formed as the product of factors.
The term 4x is the product of its factors 4 and x.
The term 5 is made up of just one factor, i.e., 5.
Coefficient:
The numerical factor of a term is called its numerical coefficient or simply coefficient.
Consider the expression 7xy – 5x.
It has two terms 7xy and –5x.
The coefficient in the term 7xy is 7 and the coefficient in the term –5x is –5.

Monomials, Binomials, Trinomials and Polynomials:
Expression that contains only one term is called a **monomial**.

Example: 4*x*, 3*xy*, –7*z*, 5*y*, 10*y*, –9, 82*mnp*

Expression that contains two terms is called a **binomial**.

Example: a + b, 4l + 5m, a + 4, 5 –3xy, z that ^{2} – 4y

An expression containing three terms is a **trinomial.**

Example: $a + b + c$, $2x + 3y - 5$, $x^2y - xy + y$

In general, an expression containing, one or more terms with non-zero coefficient is called a **polynomial**. A polynomial may contain any number of terms, one or more than one.

Example: $a + b + c + d$, $3xy$, $7xyz - 10$, $2x + 3y + 7z$

Multiplying a Monomial by a Monomial

Multiplying two monomials

(i) $x \times 3y = x \times 3 \times y = 3 \times x \times y = 3xy$

(ii) $5x \times 3y = 5 \times x \times 3 \times y = 5 \times 3 \times x \times y = 15xy$

Product of monomials is also a monomial.

Multiplying three or more monomials

Example: $4mn \times 5m^2n^2 \times 6m^3n^3$

$\qquad = (4mn \times 5m^2n^2) \times 6m^3n^3$

$\qquad\qquad = 20 \times m^{1+2} n^3 \times 6m^3n^3$

$\qquad\qquad = 20 m^3n^3 \times 6m^3n^3$

$\qquad\qquad = 20 \times 6 \times m^3 \times m^3 \times n^3 \times n^3$

$\qquad\qquad = 120 m^6n^6$

Multiplying a Monomial by a Polynomial

Multiplying a monomial by a binomial

Example: $3x \times (5y + 2)$

$\qquad\qquad = (3x \times 5y) + (3x \times 2)$ by using distributive property

$\qquad\qquad = 15xy + 6x$

Multiplying a monomial by a trinomial

Example: $3p \times (4p^2 + 5p + 7)$. As in the earlier case, we use distributive law;

$\quad 3p \times (4p^2 + 5p + 7)$

$\qquad\qquad = (3p \times 4p^2) + (3p \times 5p) + (3p \times 7)$

$\qquad\qquad = 12p^3 + 15p^2 + 21p$

Multiplying a Polynomial by a Polynomial

Multiplying a binomial by a binomial

$(x - 4) \times (2x + 3)$

$\qquad\qquad = x \times (2x + 3) - 4 \times (2x + 3)$

$\qquad\qquad = (x \times 2x) + (x \times 3) - (4 \times 2x) - (4 \times 3)$

$\qquad\qquad = 2x^2 + 3x - 8x - 12$

$\qquad\qquad = 2x^2 - 5x - 12$

Multiplying a binomial by a trinomial

$(a+ 7) (a^2 + 3a + 5)$

$\qquad\qquad = a \times (a^2 + 3a + 5) + 7 \times (a^2 + 3a + 5)$

$\qquad\qquad = a^3 + 3a^2 + 5a + 7a^2 + 21a + 35$

$\qquad\qquad = a^3 + (3a^2 + 7a^2) + (5a + 21a) + 35$

$\qquad\qquad = a^3 + 10a^2 + 26a + 35$

Standard Identities

I Identity

$$(a + b)^2 = a^2 + 2ab + b^2$$

Example: $(2x + 3y)^2$

$\quad\quad (2x + 3y)^2 = (2x)^2 + 2(2x)\,(3y) + (3y)^2$ [Using the Identity (I)]

$\quad\quad\quad\quad = 4x^2 + 12xy + 9y^2$

II identity

$$(a - b)^2 = a^2 - 2ab + b^2$$

Example: $(c - a)(c - a)$

$\quad\quad = (c - a)^2$

$\quad\quad = c^2 - 2 \times c \times a + a^2 \quad\quad$ using $(a-b)^2 = a^2 - 2ab + b^2$

$\quad\quad = c^2 - 2ca + a^2$

$\quad\quad = a^2 - 2ca + c^2$

III identity

$$(a + b)\,(a - b) = a^2 - b^2$$

Example: $(6x - 7)\,(6x + 7)$

$\quad\quad = (6x)^2 - 7^2 \quad\quad$ using $(a - b)\,(a + b) = a^2 - b^2$

$\quad\quad = 36x^2 - 49$

IV identity

$$(x + a)\,(x + b) = x^2 + (a + b)\,x + ab$$

(i) Example: $(x + 3)\,(x + 7)$

$\quad\quad = x^2 + (3 + 7)\,x + 3 \times 7$

$\quad\quad = x^2 + 10x + 21$

Solve the following:

MCQ

Q-1) A trinomial has _____ terms.

    A. one

    B. two

    C. three

    D. four

Q-2) If we subtract $4a - 7ab + 3b + 12$ from $12a - 9ab + 5b - 3$, then the answer is:

    A. 8a+2ab+2b+15

    B. 8a+2ab+2b-15

    C. 8a-2ab+2b-15

    D. 8a-2ab-2b-15

Q-3) The value of $(2x + 5y)\,(2x + 3y)$ is:

    A. $4x^2 + 16xy + 15y^2$

    B. $4x^2 - 16xy - 15y^2$

    C. $4x^2 + 16xy - 15y^2$

    D. $4x^2 - 16xy + 15y^2$

Q-4) The value of 297 x 303 is:

    A. 89911

B.81999

C. 89991

D. 89111

Q-5) The value of (a + 2b) (a − 2b) is:

A. $a^2 + 4b^2$

B. $a^2 − 4b^2$

C. $-a^2 + 4b^2$

D. $-a^2 − 4b^2$

Q-6) The value of (a + b + c) × (abc) is:

A. $a^2bc - ab^2c - abc^2$
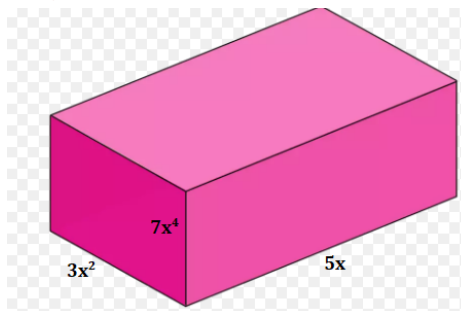
B. $a^2bc - ab^2c + abc^2$

C. $a^2bc + ab^2c - abc^2$

D. $a^2bc + ab^2c + abc^2$

Q-7) Multiply $(3x^2 + 5y^2)$ by $(5x^2 − 3y^2)$

Q-8) Find the value of: $(4pq + 3q)^2 − (4pq − 3q)^2$

Activity:

Q-1) Calculate the volume of a cuboidal box whose dimensions are $5x × 3x^2 × 7x^4$

LESSON PLAN (August)

Subject-History

Sub teacher-Poonam Pathak

Topic:- Chapter 4 – Tribal, Dikus and the vision of the golden age

Sub Topic 1:- How did Tribal Groups Live

Some were Hunters and Gatherers:

Some Herded Animals:

Some took to Settled Cultivation:

Learning Objectives:- Students learn the about the various tribal groups in India and Their livelihood and practices.

Methodology:-PPT, Video and word file

You tube link:-https://youtu.be/1nzfpB2b_5Y

Activity 1:- **Find out any two tribal groups of India who practiced hunting and gathering and who practiced Settled Cultivation. Write a short notes along with their pictures.**

Some were Hunters and Gatherers:

1. In many regions, tribal groups lived by hunting animals and gathering forest produce.

2. In Khonds were hunters and gatherers living in the forests of Odisha.

3. They used many forest shrubs and herbs for medicinal purpose and sold forest produce in the local markets.

4. Baigas of central India reluctant to do work for other.

5. Tribal groups often needed to buy and sell in order to be able to get the goods that were not produced within the locality. This led to their dependence on traders and moneylenders.

6. Tribals were mainly depended on barter system.

Some Herded Animals:

1. Many tribal groups lived by herding and rearing animals and gathering forest produce.

2. They were pastoralists who moved with their herds of cattle or sheep according to the seasons.

3. The Van Gujjars of Punjab hills and Labadis of Andhra Pradesh were cattle herders. The Gaddis of Kulu were shepherds and the Bakarwals of Kashmir reared goats.

4. Later by British laws grazing on forest land was stoped and it became the reason of discontent for tribals.

Some took to Settled Cultivation:

1. Many tribal groups had begun to settle down instead of moving from place. They began to use the plough and gradually got rights over the land they lived on.

2. Few tribes such as Mundas considered the clan rights over land and assumed the land to be belonged to the whole clan.

3. British officials saw settled tribal groups like the Gonds and Santhals as more civilized than hunter-gatherers or shifting cultivators.

4. Extraction of huge revenue was also done from the tribals and in case of non-payment of revenue their lands were taken away and it became the reason of discord.

Assignment:-

1. What were the activities of the Tribals?

2. Write a short note on the followings:-

   a. Khond

   b. Gond

   c. Santhal

   d. Mundas

subject: social science   (Geography)

REVISION ASSIGNMENT

QUIZ

CHAPTER 2: LAND, SOIL, WATER ,NATURAL VEGETATION AND WILDLIFE

Learning outcomes: Students will be able to enhance their knowledge by doing revision of this chapter. This chapter become more clear to them.

Q1- How much percent of earth's area is occupied by land?
A) 45

B) 30

C) 66

D) 70

Q2- Private land properties are owned by
A) Cooperative societies

B) Individuals

C) Communities

D) Schools

Q3- An example of common property resource is
 A) Private homes

B) Land for common usage

C) agriculture lands of individuals

D) factories

Q4- Soil is made up of

A) water

B) metals

C) organic materials & rocks

D) ice

Q5- Overgrazing is responsible for causing

A) soil depletion

B) Floods

C) earthquake

D) landslide

Q6- Which of the following is used to conserve the soil?

A) Mulching

B) Clear the forest

C) agriculture process

D) cattle grazing

Q7- The zone of earth's atmosphere where life exists is called

A) Biosphere

B) Lithosphere

C) Hydrosphere

D) Troposphere

Q8- _____ are normally sparsely populated.

A) thick forests

B) Gangatic plains

C) low-lying places

D) cultivable areas

Q9- Rainwater harvesting is compulsory in the state of _____

A) Tamil Nadu

B) Haryana

C) Rajasthan

D) Assam

Q10 _____ is one of the ways to prevent soil erosion.

A) Trees cutting

B) clearing of forest for agriculture

C) Counter ploughing

D) building dams

Q11- ____ **are some of the densely populated regions.**
A) River plains

B) mountains

C) thick forests

D) deserts

12. **Which one of the following is NOT a factor of soil formation ?**
   A. Time.
   B. Soil texture.
   C. Organic matter.

13. **Which one of the following methods is most appropriate to check soil erosion on steep slopes ?**
   A. Shelter belts.
   B. Mulching.
   C. Terrace cultivation.

14. **Which one of the following is NOT in favour of the conservation of nature** ?
   A. Switch of the bulb when not in use.
   B. Close the tap immediately after using.
   C. Dispose polypacks after shopping.

Video link:
https://www.youtube.com/watch?v=ND8nPIJ3qJo
https://www.youtube.com/watch?v=BdUxm8gtyiA

ACTIVITY: Talk to some elderly person in your family or neighbourhood and collect information about changes in the land use over the years, where you live .

Chp – Cell structure and function

Question 1: What is the jelly-like substance present in cells called?

Question 2: The cell membrane which surrounds the cell does not allow anything to pass through it. True or false? Explain.

Question 3: The cytoplasm and the nucleus together make up the ____

Question 4: Name the cell organelles that help to get energy from food.

Question 5: Which of these has a cell wall−Plant cell or animal cell?

Question 6: Name the process by which new cells are formed.

Question 7: Which structure in the nucleus is a storehouse for information needed by the cell to function?

Activity **– make a project to compare Plant and Animal cell.**

You tube link:- https://youtu.be/zTa4j6eRV0s

SUBJECT SANSKRIT

SUBJECT TEACHER M. SANJAY

धातु रूप

लट् लकार (वर्तमान काल)

	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथम पुरुष	ति	तः	अन्ति
मध्यम पुरुष	सि	थः	थ
उत्तम पुरुष	आमि	आवः	आमः

धातु :—
1) गम् – गच्छति
2) कृ – करोति
3) भू – भवति
4) अस् – अस्ति
5) पा – पिबति
6) नम् – नमति

लृट् लकार (भविष्यत् काल)

	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथम पुरुष	इष्यति	इष्यतः	इष्यन्ति
मध्यम पुरुष	इष्यसि	इष्यथः	इष्यथ
उत्तम पुरुष	इष्यामि	इष्यावः	इष्यामः

धातु :—
1. गम्– गमिष्यति
2. कृ – करिष्यति
3. भू – भविष्यति
4. अस् – भविष्यति
5. पा – पास्यति
6. नम् – ?