EAST POINT SCHOOL
CLASS-VII
ONLINE CLASSES WORK PLAN (SEPTEMBER)

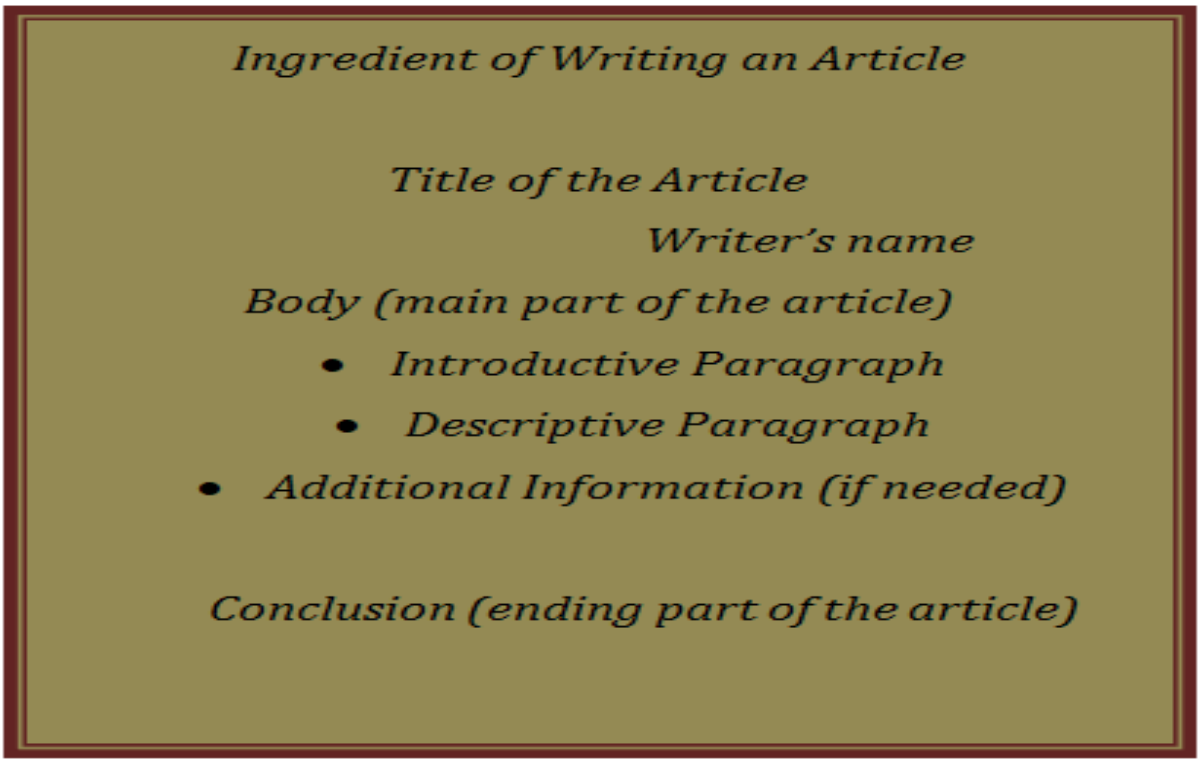
ENGLISH

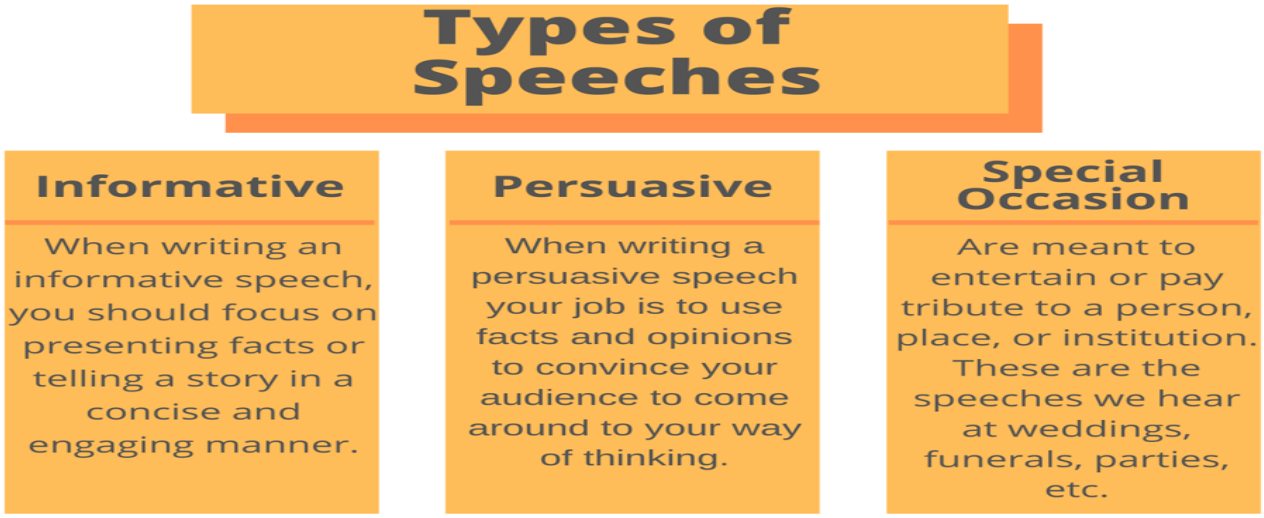
Speech Writing:
Video Link: https://www.youtube.com/watch?v=qaaTUotQXao

Learning Objective:

1. To convey information orally to a large gathering of people.
2. To express opinion and facts.

Speech Writing is an art of conveying a message to your audience. Either through oral communication or through other means, such as powerpoint slides, **speech writing** has the same function as normal **writing**. The reasons for **writing** are to inform, to explain or to persuade.





Points to be Remembered while Delivering a Speech

1. The speech should have a catchy and an interesting introduction otherwise the audience might lose interest.
2. The speech should not be too long as it may become boring. To given up the speech, some humour should be added to it. (Word limit-120 words)
3. The speech should have two objectives: firstly, it should leave a good impression on the listener and secondly the audience should take bach some information.
4. The tone of the speech should match the audience, e.g. if the speech is for school children'then a motivating tone should be adopted whereas if the speech is for adults then an informative tone can be adopted. A speech can also be for entertainment, to challenge etc.
5. The ideas should be conveyed logically and reliable evidence should be used to support facts.
6. The Chief Guest, Principal and other dignitaries should be greeted formally.
7. A speech must reflect the speaker's clarity of thought, accuracy of facts and a balanced view through a comparison and contrast with other viewpoints.
8. Reference to newspaper reports, posters, advertisements or other stimuli can be given.
9. Measures to improve situations and predictions can be given.
10. The speech should be concluded by thanking the listeners.

Sample Questions

Question 1:
It is commonly believed that nature has enough for man's need, but not enough for man's greed. Prepare a speech to be delivered in the school assembly highlighting the role of students in preservation and conservation of environment. Use the following hints.
Hints

- Children should contribute towards preservation and conservation of environment.
- Reduce waste.
- Avoid wastage of paper.
- Conserve existing resources.
- Turn electrical switches when not in use.
- Use non-toxic cleaners.
- Use energy saving light bulbs.
- Reduce the use of petroleum based products.

- Use biodegradable products.
- Spread awareness about environment issues.

Answer:

Good morning, respected Principal, Headmistress, teachers and my dear friends.

Today, I am going to talk about 'the role of school children in the preservation and conservation of environment'. Sometimes we are overwhelmed by the extent of damage humans have caused to the environment and I am not sure if an individual can make any impact. But I am sure we the children can certainly take little steps towards improving our environment.

We should attempt to reduce waste before it becomes waste. We should avoid wastage of paper by using it on both sides.

We should try our best to conserve the existing resources so that they do not get exhausted. We should not waste water while taking a bath and most certainly we can take a shorter bath.

Non-toxic cleaners should be used at home which are environment friendly.

We should always turn electrical switches off when not in use, especially personal computers and electronics which can consume a lot of energy. We should use energy saving light bulbs.

We should use carpools instead of taking individual cars to common destinations.

We should reduce the use of petroleum based products like plastics. We should use biodegradable products.

And last, but not the least, grow more and more trees in and around your house and spread awareness about environmental issues.

In the end I would like to say that "a small step taken today will become a giant leap tomorrow". It will go a long way in preserving and conserving the environment.

Assignment: Junk food can be very appealing to children, but they cause more harm to them than they can imagine. Prepare a speech, to be delivered in the school assembly on the harmful effects of Junk Food on School Children.

HINDI

हिंदी कार्य पत्रिका21

कक्षा - सातवीं

उपलब्धकर्ता मिस रंजना

Please watch this videos

https://www.youtube.com/watch?v=cwfyIl9bP-g

https://www.youtube.com/watch?v=q2UHqKlbjCw

उपसर्ग और प्रत्यय

अधिगम बिंदु:-

- विद्यार्थी उपसर्ग व प्रत्यय से अवगत होंगे |
- विद्यार्थी जान सकेंगे किवे शब्दांश जो किसी शब्द के आगे लगकर एक नए शब्द का निर्माण करता है तथा उसके अर्थ मे परिवर्तन करता है, उन्हे उपसर्ग कहते है।
- विद्यार्थी जान सकेंगे किजो शब्दांश शब्द के अंत मे जुड़कर नए शब्द बनाते है, उन्हे प्रत्यय कहते है।

उपसर्ग : वे शब्दांश जो किसी शब्द के आगे लगकर एक नए शब्द का निर्माण करता है तथा उसके अर्थ मे परिवर्तन करता है, उन्हे उपसर्ग कहते है।

जैसे :- आ + हार = आहार

वि + हार = विहार

आ + काश = आकाश

आ + कार = आकार

वि + चार = विचार

उपसर्गो के भेद :-

निम्नलिखित उपसर्गो के तीन भेद है ।

1. तत्सम उपसर्ग
2. तद्भव उपसर्ग
3. आगत उपसर्ग

1. तत्सम उपसर्ग : वह उपसर्ग जो संस्कृत से हिंदी मे लाए गए है, उन्हे तत्सम उपसर्ग कहते है।

जैसे :-

उपसर्ग अर्थ उदाहरण आ - तक, भर - आजीवन

नि - नीचे, अभाव - निवारण,

उप - समीप - उपकार,
प्रति - विरुद्ध - प्रतिक्रिया,
सु - अच्छा - सुगम, सुपुत्र

2. तद्भव उपसर्ग : यह उपसर्ग पूरी तरह से संस्कृत के उपसर्ग से ही आए है, इन्हे ही हिंदी उपसर्ग भी कहते है।
जैसे :-
उपसर्ग अर्थ उदहारण
अ अभाव अगर, अकास
अन आधा अधपका, अधमरा
कु बुक कुपुत्र
दु हीन, अधिक दुबला, दुसर
पर बाद का परसर्ग, परदेश

3. आगत उपसर्ग : जो उपसर्ग विदेशी भाषाओं से हिंदी मे आ गए है, उन्हे आगत उपसर्ग कहते है।
जैसे :-
उपसर्ग अर्थ उदहारण
खुश अच्छा खुशबू, खुशहाल
गैर बिना गैरहाजिरी, गैरकानूनी
कम थोड़ा कमज़ोर, कमसिन
अल निश्चित अलबेला, अलगाव
बद बुरा बदबू, बदनाम

प्रत्यय : जो शब्दांश शब्द के अंत मे जुड़कर नए शब्द बनाते है, उन्हे प्रत्यय कहते है।
जैसे :- अक + चल = चलाक, गायक
आपा + पूज = पुजापा
ई + खेत = खेती, नरमी

प्रत्यय के भेद :-
प्रत्यय के निम्नलिखित दो भेद है।
1. कृत् प्रत्यय
2. तद्धित प्रत्यय

1. कृत् प्रत्यय : जो प्रत्यय शब्दांश के अंत मे लगकर नए शब्द बनाते है, उन्हे कृत् प्रत्यय कहते है।

2. तद्धिक प्रत्यय : जो प्रत्यय संज्ञा, सर्वनाम तथा विशेषण शब्दों के अंत मे जुडकर नए शब्दों का निर्माण करते है , उन्हे तद्धित प्रत्यय कहते है।

प्रत्ययशब्दरूप

इयामुखिया, रसिया
ई भेदी, देहाती
गर जादूगर, बाजीगर, कारीगर, सौदागर
दार दुकानदार, मालदार, हिस्सेदार
ईला रसीला, रंगीला

तासुन्दरता, मूर्खता

आसखटास, मिठास

हिन्दी गतिविधि:-
“अपूर्व अनुभव” पाठ को पढ़कर उपसर्ग और प्रत्यय युक्त शब्दों को ढूंढकर अपनी कॉपी पर लिखिए।

MATHS

CHAPTER- RATIONAL NUMBERS

OBJECTIVES:

1.Students will be find the rational numbers between two rational number.
2.They will be able to reduce rational numbers in standard form.
3.They will be able to compare two rational numbers.
4.Students will be able to arrange rational numbers in ascending or descending order.

Rational Numbers

- A **rational number** is defined as a number that can be expressed in the form p / q, where p and q are integers and q≠0.

Equivalent Rational Numbers

- By **multiplying or dividing the numerator and denominator** of a rational number by a **same non zero integer**, we obtain another rational number equivalent to the given rational number.These are called **equivalent fractions**.

Rational Numbers in Standard Form

- A rational number is said to be in the **standard form** if its denominator is a positive integer and the **numerator and denominator have no common factor other than 1.**

LCM

- The least common multiple (LCM) of two numbers is the smallest number (≠0) that is a multiple of both.
- Example: LCM of 3 and 4 can be calculated as shown below:
  Multiples of 3: 0, 3, 6, 9, **12**,15
  Multiples of 4: 0, 4, 8, **12**, 16
  LCM of 3 and 4 is 12.

Rational Numbers between Two Rational Numbers

- There are unlimited number(infinite number) of rational numbers between any two rational numbers.

Properties of Rational Numbers

Addition of Rational Numbers

- **Case 1:** Adding rational numbers with same denominators:
  Example : $\frac{19}{5} + \frac{-7}{5}$
  $= \left(\frac{19-7}{5}\right) = \frac{12}{5}$
- **Case 2:** Adding rational numbers with different denominators:
  Example : $\frac{-3}{7} + \frac{2}{3}$
  LCM of 7 and 3 is 21
  So, $\frac{-3}{7} = \frac{-9}{21}$ and $\frac{2}{3} = \frac{14}{21}$
  $\Rightarrow \frac{-9}{21} + \frac{14}{21} = \left(\frac{-9+14}{21}\right) = \frac{5}{21}$

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Subtraction of Rational Numbers

- To subtract two rational numbers, add the additive inverse of the rational number that is being subtracted, to the other rational number.
- Example: Subtract $\frac{2}{5}$ from $\frac{7}{9}$.
  $\frac{7}{9}$ + Additive Inverse of $\left(\frac{2}{5}\right)$
  $= \frac{7}{9} + \left(\frac{-2}{5}\right)$
  $= \left(\frac{35-18}{45}\right)$ {$\because$ LCM of 9 and 5 is 45}
  $= \frac{17}{45}$

ultiplication of Rational Numbers

Multiplication of Rational Numbers

- **Case 1:** To multiply a rational number by a positive integer, multiply the numerator by that integer, keeping the denominator unchanged.

$$\frac{-3}{5} \times (7) = \frac{-3 \times 7}{5} = \frac{-21}{5}$$

- **Case 2:** Steps to multiply one rational number by the other rational number:

  Step 1: Multiply the numerators of the two rational numbers.

  Step 2: Multiply the denominators of the two rational numbers.

  Step 3: Write the product as

$$\frac{Product\ of\ Numerators}{Product\ of\ Denominators}$$

$$= \left(\frac{-5}{7}\right) \times \left(\frac{-9}{8}\right) = \frac{-5 \times (-9)}{7 \times 8} = \frac{45}{56}$$

Division of rational numbers

- To divide one rational number by the other rational numbers we multiply the rational number by the reciprocal of the other.

  Example: $\frac{-2}{3} \div \frac{1}{7}$

$$= \frac{-2}{3} \times \text{Reciprocal of } \frac{1}{7}$$

$$= \frac{-2}{3} \times 7 \quad \{\because \text{Reciprocal of } \frac{1}{7} = 7\}$$

$$= \frac{-14}{3}$$

Additive Inverse of a Rational Number

- Additive Inverse of a rational number $\frac{p}{q}$ is the number that, when added to $\frac{p}{q}$, yields zero.

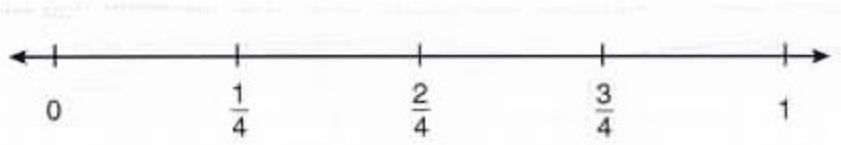
  Example: Additive Inverse of a rational number $\frac{3}{5}$ is $\frac{-3}{5}$ and addtive inverse of $\frac{-3}{5}$ is $\frac{3}{5}$.

  Since $\frac{3}{5} + \frac{-3}{5} = 0$

- In order to represent a given rational number $\frac{a}{n}$, where a and n are integers, on the number line :

  Step 1 : Divide the distance between two consecutive integers into n parts.
  For example : If we are given a rational number $\frac{3}{4}$, we divide the space between 0 and 1, 1 and 2 etc. into **four** parts
  Step 2: Label the rational numbers till the range includes the number you need to mark

- The following figure shows how fractions $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ are represented on a number line.
- Divide the portion from 0 to 1 on the number line into four parts.
  Then each part represents $\frac{1}{4}^{th}$ portion of the whole.



Comparison of Rational Numbers

- **Case 1:** To compare two negative rational numbers, ignore their negative signs and reverse the order.
  Example: Which is greater: $\frac{-3}{8}$ or $\frac{-2}{7}$?
  Compare $\frac{3}{8}$ and $\frac{2}{7}$: $\frac{3}{8} > \frac{2}{7}$
  $\therefore \frac{-3}{8} < \frac{-2}{7}$
- **Case 2:** To compare a negative and a positive rational number, we consider that a negative rational number is to the left of zero whereas a positive rational number is to the right of zero on a number line. So, a negative rational number will always be less than a positive rational number.
  Example: (i) $\frac{-3}{11} < \frac{2}{5}$
  (ii) $\frac{-3}{8} < \frac{-2}{7}$

Kindly follow the below link to solve this worksheet.
https://www.bing.com/videos/search?q=VIDEOS+ON+CHAPTER+-

+RATIONAL+NUMBERS+CLASS-VII&docid=608021392030632134&mid=CE076C54560AEDEBBA4ECE076C54560AEDEBBA4E&view=detail&FORM=VIRE

WORKSHEET

Q1.Give four rational numbers equivalent to:

(a) $-\frac{3}{7}$ (b) $\frac{5}{7}$

Q2.Which is greater in each of the following :

(a) 2 / 3 or 5/ 7

(b) - 3 / 4 or 2 / - 7

Q3.Draw the number line and represent the following rational numbers on it.

(a) 7 / 4 (b) - 5 / 8

Q4. List five rational numbers between

(a)- 4 / 7 and 2 / 3

(b) – 3 and – 2

(c) 5 / 9 and 3 / 7

Q5.Arrange it in ascending order:

(a) -3 / 7 , - 3 / 2 , -3 / 4

(b) -7 / 10 , 3 / -5 , -5 / 6

Q6.Find the sum:

(a) – 8 / 9 + 22 / 21

(b)– 5 / 16 + (- 4 / 32)

(c)-3 1 / 6 + 2 3 / 8

Q7.Find the product:

(a) 2 /3 x -7 / 8

(b) 8/35 x -21 /32

(c) -6/7 x 5 /7

(d) -2 /9 x (-5)

Q8.Find the value of:

(a) (-6)÷2 / 5

(b) -65/14 ÷ 13 / -7

(c) (-6) ÷ 3 3 /5

(d) -3/5÷2

Q9.The sum of two rational numbers is 2/5.If one of them is -4/7,Find the other.

Q10.What rational number should be subtracted from -2/3 to get -5/6.

SCIENCE

VIDEO LINK: **https://www.youtube.com/watch?v=yIJ2qnUOOwQ**

Topic – Chemical changes

Learning outcome- At the end of the session students will be able to understand and write chemical reactions of some chemical processes.

Chemical change

- A change in which one or more new substances are formed is called as a chemical change.
- Usually a chemical change involves a chemical reaction, which forms new products.
- Example : Rusting of Iron, or burning wood.

Metallic Oxides

Formation of metal oxides are examples of chemical changes. They are formed by the reaction of oxygen in air.
– Burning of Magnesium ribbon:
– $2Mg + O_2 \rightarrow 2MgO$
– The product formed is the oxide of magnesium, which is in the form of ash. It does not look anything like the magnesium ribbon used for burning.

Reaction of metallic oxides with water

- Reaction of metal oxides with water form metal hydroxides.
- Example dissolving Magnesium oxide in water, by stirring the ash very well with water.
- **$MgO + H_2O \rightarrow Mg(OH)_2$**
- The product formed is basic in nature and turns red litmus paper → blue

Reaction between baking soda and vinegar

When a pinch of baking soda is added to vinegar we hear a hissing sound and observe the formation of bubbles.

– Vinegar (Acetic Acid) + Baking Soda (Sodium bicarbonate) → CO_2 (Carbon dioxide) + Other products
The carbon dioxide produced during the reaction of Vinegar and baking soda, when passed through lime water gives calcium carbonate, as follows:
– $CO_2 + Ca(OH)_2$ (lime water) → Calcium Carbonate ($CaCO_3$) + H_2O
– The calcium carbonate turns lime water milky.

Observations that indicate a chemical change

Heat or light is absorbed or given out during a chemical reaction.
Production of sound
Production of gases or precipitates
Production of smell
A colour change may occur
Activity- Simple chemical reactions will be shown to the students like
Formation of bubbles when baking soda is added to vinegar .

Answer these questions :

1) What are two main parts of a chemical reaction?
2) How will you identify that the change occurred is a chemical change.
3) Write chemical formula for- carbondioxide,calcium carbonate, magnesium oxide, vinegar and baking soda
4) The activity done is chemical or physical change? Why?
5) Write a chemical reaction to show the reaction when baking soda is added to vinegar.

SOCIAL STUDIES

GEOGRAPHY

CHAPTER-6 NATURAL VEGETATION AND WILD LIFE

- ✓ The growth of vegetation depends on Temperature and Moisture.
- ✓ Natural vegetation is generally classified into three broad categories: Forests, Grasslands & Thorny Bushes.

1. Forests: A *forest* is a large area dominated by trees.

Types of Forests:

Tropical Evergreen Forests	Tropical Deciduous Forests	Temperate Evergreen Forests	Temperate Deciduous Forests	Mediterranean Vegetation	Coniferous Forests
➢ Also called Tropical Rainforests	➢ Also called Monsoon forests	➢ Located in the mid-latitudinal coastal region	➢ Found in North Eastern part of USA, China, New Zealand, Chile and coastal regions of western Europe	➢ Found in the areas around the Mediterranean sea in Europe, California in USA, South West Africa and South West Australia	➢ Also called Taiga (Taiga means pure or untouched in the Russian language)
➢ Regions near the equator and close to the tropics	➢ Found in India, Australia, Central America	➢ Found in South East USA, South China and in South East Brazil	➢ They shed their leaves in the dry season	➢ Climate: Hot dry summers and mild rainy winters	➢ Found in higher latitudes (50º- 70º) of Northern Hemisphere
➢ Receive heavy rainfall throughout the year	➢ Trees shed their leaves in the dry season to conserve	➢ They comprise both hard and soft wood	➢ Trees: Oak, Ash and Beech	➢ People have removed the natural vegetation in order to	➢ Tall, Softwood evergreen trees

	water	trees		cultivate fruits	
➢ No particular dry season, trees do not shed their leaves altogether	➢ Hardwood trees	➢ Trees: Oak, Pine and Eucalyptus	➢ Animals: Deer, Foxes, Wolves	➢ Citrus fruits such as Oranges, Figs, Olives and Grapes are commonly cultivated here	➢ The wood of these trees are very useful for making pulp, Match boxes and packing boxes
➢ Hardwood trees	➢ Trees: Sal, Teak, neem and Shisham		➢ Birds: Pheasants and Monals		➢ Trees: Chir, Pine, Cedar
➢ Trees: Rosewood, Ebony and Mahogany	➢ Animals: Tigers, lions, Elephants, Langoors and Monkeys				➢ Animals: Silver fox, Mink, Polar Bear

2. Grasslands: *Grasslands* are areas where the vegetation is dominated by grasses.

Types of Grasslands:

Tropical Grasslands	Temperate Grasslands
➢ Located on either side of the equator and extend till the tropics	➢ Found in the mid- latitudinal zones and in the interior part of the continents
➢ Grows in the areas of moderate to low amount of rainfall	➢ Grass here is short and nutritious
➢ Very tall grass (3 to 4 metres in height)	➢ Animals: Wild Buffaloes, Bisons, Antilopes
➢ Animals: Elephants, Zebras, Giraffes, Deer, Leopards	➢ Examples: Pampas of Argentina, Prairie of North America, Veld of South Africa, Steppe of Central Asia and Down of Australia
➢ Examples: Savannah grasslands of Africa, Campos of Brazil and Llanos of Venezuela	

3. Thorny Bushes: These are found in the dry desert like regions. Tropical deserts are located on the Western margins of the continents. The vegetation cover is scarce here because of scanty rain and scorching heat.

WORKSHEET

a) In which climatic conditions are citrus fruits cultivated?
b) Mention the uses of coniferous forest.
c) In which part of the world is seasonal grassland found?
d) Why are only citrus fruits cultivated in Mediterranean regions?
e) Differentiate between the following: -
i) Tropical Evergreen and Tropical Deciduous Forests
ii) Tropical Grasslands and Temperate Grasslands

2. Tick the correct answer.

(a) Mosses and Lichens are found in

(i) Desertic vegetation **(ii) Tropical vegetation** **(iii) Tundra vegetation.**

(b) Thorny bushes are found in

(i) Hot and humid tropical climate **(ii) Hot and dry desertic climate** **(iii) Cold polar climate.**

(c) In tropical evergreen forest, one of the common animals is

(i) Monkey **(ii) Giraffe** **(iii) Camel.**

(d) One important variety of coniferous forest is

(i) Rosewood **(ii) Pine** **(iii) Teak.**

(e) Steppe grassland is found in

(i) S. Africa **(ii) Australia** **(iii) Central Asia.**

Question 3.

Match the following.

(i) Walrus	**(a)** Soft wood tree
(ii) Cedar	**(b)** An animal of tropical deciduous forest
(iii) Olives	**(c)** A polar animal
(iv) Elephants	**(d)** Temperate grassland in Australia
(v) Campos	**(e)** Thorny shrubs
(vi) Downs	**(f)** A citrus fruit
	(g) Tropical grassland of Brazil

Activity: Make a collage/ E-collage of rainforest, grassland and coniferous forests.

कक्षा -VII

अष्टमः पाठः

त्रिवर्णः ध्वजः

Link-https://youtu.be/9gJVpJCGAXY

(केचन बालकाः काश्चन बालिकाश्च स्वतन्त्रता-दिवसस्य ध्वजारोहणसमारोहे सोत्साहं गच्छन्तः परस्परं संलपन्ति।)

देवेशः – अद्य स्वतन्त्रता-दिवसः। अस्माकं विद्यालयस्य प्राचार्यः ध्वजारोहणं करिष्यति। छात्राश्च सांस्कृतिककार्यक्रमान् प्रस्तोष्यन्ति। अन्ते च मोदकानि मिलिष्यन्ति।

डेविडः – शुचे! जानासि त्वम्? अस्माकं ध्वजः कीदृशः?

शुचिः – अस्माकं देशस्य ध्वजः त्रिवर्णः इति।

सलीमः – रुचे! अयं त्रिवर्णः कथम्?

रुचिः – अस्मिन् ध्वजे त्रयः वर्णाः सन्ति, अतः त्रिवर्णः। किं त्वम् एतेषां वर्णानां नामानि जानासि?

सलीमः – अरे! केशरवर्णः, श्वेतः, हरितः च एते त्रयः वर्णाः।

देवेशः – अस्माकं ध्वजे एते त्रयः वर्णाः किं सूचयन्ति?

सलीमः – शृणु, केशरवर्णः शौर्यस्य, श्वेतः सत्यस्य, हरितश्च समृद्धेः सूचकाः सन्ति।

शुचिः – किम् एतेषां वर्णानाम् अन्यदपि महत्त्वम्?

डेविड: – आम्! कथं न? ध्वजस्य उपरि स्थितः केशरवर्णः त्यागस्य उत्साहस्य च सूचकः। मध्ये स्थितः श्वेतवर्णः सात्त्विकतायाः शुचितायाः च द्योतकः। अधः स्थितः हरितवर्णः वसुन्धरायाः सुषमायाः उर्वरतायाश्च द्योतकः।

तेजिन्दरः – शुचे! ध्वजस्य मध्ये एकं नीलवर्णं चक्रं वर्तते?

शुचिः – आम् आम्। इदम् अशोकचक्रं कथ्यते। एतत् प्रगतेः न्यायस्य च प्रवर्तकम्। सारनाथे अशोकस्तम्भः अस्ति। तस्मात् एव एतत् गृहीतम्।

प्रणवः – अस्मिन् चक्रे चतुर्विंशतिः अराः सन्ति।

मेरी – भारतस्य संविधानसभायां 22 जुलाई 1947 तमे वर्षे समग्रतया अस्य ध्वजस्य स्वीकरणं जातम्?

तेजिन्दरः – अस्माकं त्रिवर्णः ध्वजः स्वाधीनतयाः राष्ट्रगौरवस्य च प्रतीकः। अत एव स्वतन्त्रतादिवसे गणतन्त्रदिवसे च अस्य ध्वजस्य उत्तोलनं समारोहपूर्वकं भवति।

जयतु त्रिवर्णः ध्वजः, जयतु भारतम्।

शब्दार्थाः

त्रिवर्णः ध्वजः	–	तीन रंगों वाला झंडा (तिरंगा झंडा)	tricolour flag
संलपन्ति	–	वार्तालाप करते हैं/करती हैं	talk
प्रस्तोष्यन्ति	–	प्रस्तुत करेंगे/करेंगी	will present
मोदकानि	–	लड्डू	a kind of sweet
ऊर्जस्वितायाः	–	ऊर्जा की	of energy
अराः	–	तीलियाँ	spokes
उत्तोलनम्	–	ऊपर उठाना/फहराना	hoisting

1. **शुद्धकथनस्य समक्षम् 'आम्' अशुद्धकथनस्य समक्षं 'न' इति लिखत-**

(क) अस्माकं राष्ट्रस्य ध्वजे त्रयः वर्णाः सन्ति। ☐

(ख) ध्वजे हरितवर्णः शान्तेः प्रतीकः अस्ति। ☐

(ग) ध्वजे केशरवर्णः शक्त्याः सूचकः अस्ति। ☐

(घ) चक्रे त्रिंशत् अराः सन्ति। ☐

(ङ) चक्रं प्रगतेः द्योतकम्। ☐

2.

एकपदेन उत्तरत-

(क) अस्माकं ध्वजे कति वर्णाः सन्ति?

(ख) त्रिवर्णे ध्वजे शक्त्याः सूचकः कः वर्णः?

(ग) अशोकचक्रं कस्य द्योतकम् अस्ति?

(घ) त्रिवर्णः ध्वजः कस्य प्रतीकः?