EAST POINT SCHOOL ASSIGNMENT 31

CLASS VIII

ENGLISH ASSIGNMENT

Learning Outcomes

- To define direct speech and indirect speech.

- To distinguish between direct and indirect speech.

- Acquire knowledge of rules for converting direct speech to indirect speech and indirect speech to direct speech.

What is Direct & Indirect Speech?

Direct Speech: the message of the speaker is conveyed or reported in his own actual words without any change.

Indirect Speech: the message of the speaker is conveyed or reported in our own words.

Example –

- Direct: Radha said, "I am very busy now."
- Indirect: Radha said that she was very busy then.

1. All inverted commas or quotation marks are omitted and the sentence ends with a full stop.

2. Conjunction 'that' is added before the indirect statement.

3. The pronoun 'I' is changed to 'she'. (The Pronoun is changed in Person)

4. The verb 'am' is changed to 'was'. (Present Tense is changed to Past)

5. The adverb 'now' is changed to 'then'.

Tips on Direct and Indirect Speech:

✓ **Tip 1: Conversion Rules as per the Reporting Verb**

When the reporting or principal verb is in the Past Tense, all Present tenses of the direct are changed into the corresponding Past Tenses.

- Direct: He said, "I am unwell."
- Indirect: He said (that) he was unwell.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

- Direct: He says/will say, "I am unwell."
- Indirect: He says/will say he is unwell.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

- Direct: They said, "We cannot live without water."
- Indirect: They said that we cannot live without water.

✓ **Tip 2: Conversion Rules of Present Tense in Direct Speech**

Simple Present Changes to Simple Past

- Direct: "I am happy", she said.
- Indirect: She said that she was happy.

Present Continuous Changes to Past Continuous

- Direct: "I am reading a book", he explained.
- Indirect: He explained that he was reading a book.

Present Perfect Changes to Past Perfect

- Direct: She said, "He has finished his food".
- Indirect: She said that he had finished his food.

Present Perfect Changes to Past Perfect

- Direct: "I have been to Gujarat", he told me.
- Indirect: He told me that he had been to Gujarat.

✓ **Tip 3: Conversion Rules of Past & Future Tense**

Simple Past Changes to Past Perfect

- Direct: He said, "Ira arrived on Monday."
- Indirect: He said that Ira had arrived on Monday.

Past Continuous Changes to Past Perfect Continuous

- Direct: "We were living in Goa", they told me.
- Indirect: They told me that they had been living in Goa.

Future Changes to Present Conditional

- Direct: He said, "I will be in Kolkata tomorrow."
- Indirect: He said that he would be in Kolkata the next day.

Future Continuous Changes to Conditional Continuous

- Direct: She said, "I'll be using the car next Friday."
- Indirect: She said that she would be using the car next Friday.

✓ **Tip 4: Changes in Modals**

CAN changes into COULD

- Direct: He said, "I can swim."
- Indirect: He said that he could swim.

MAY changes into MIGHT

- Direct: He said, "I may buy a house."
- Indirect: He said that he might buy a house.

MUST changes into HAD TO/WOULD HAVE TO

- Direct: He said, "I must work hard."
- Indirect: He said that he had to work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to

- Direct: He said, "I should face the challenge."
- Indirect: He said that he should face the challenge.

✓ **Tip 5: Conversion of Interrogative**

Reporting Verb like 'said/ said to' changes to asked, enquired or demanded

- Direct: He said to me, "What are you doing?"
- Indirect: He asked me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

- Direct: He said, "Will you come for the meeting?"
- Indirect: He asked them whether they would come for the meeting.

If sentence begins with 'wh' questions then no conjunction is used as the "question-word" itself act as joining clause.

- Direct: "Where do you live?" asked the girl.
- Indirect: The girl enquired where I lived.

✓ **Tip 6: Command, Request, Exclamation, Wish**

Commands and Requests

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

- Direct: Rafique said to Ahmed, "Go away."
- Indirect: Rafique ordered Ahmed to go away.
- Direct: He said to her, "Please wait."
- Indirect: He requested her to wait

Exclamations and Wishes

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

- Direct: He said, "Alas! I am undone."
- Indirect: He exclaimed sadly that he was broke.

✓ Tip 7: Change of Pronouns

The first person of the reported speech changes according to the subject of reporting speech.

- Direct: She said, "I am in ninth class."
- Indirect: She says that she was in ninth class.

The second person of reported speech changes according to the object of reporting speech.

- Direct: He says to them, "You have completed your job."
- Indirect: He tells them that they have completed their job.

The third person of the reported speech doesn't change.

- Direct: He says, "She is in tenth class."
- Indirect: He says that she is in tenth class.

✓ Tip 8: Change of Place and Time

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here -- there

Ago -- before

Thus -- so

Today -- that day

Tomorrow -- the next da

This -- that

Yesterday -- the day before

These -- those

Come -- go

Hence -- thence

Next week/month -- following week/month

- Direct: She said, "My father came yesterday."
- Indirect: She said that her father had come the day before.
- Direct: She says/will say, "My father came yesterday."
- Indirect: She says/will say that her father had come yesterday. (Here the reporting verb 'says' is in the present tense OR 'will say' is in future tense; hence the time expression 'yesterday' won't change.)

✓ **Tip 9: Punctuation**

The words that are actually spoken should be enclosed in quotes and begin with a capital letter.

Example: He said, "You are right."

Comma, full stop, question mark, or exclamation mark must be present at the end of reported sentences and are placed inside the closing inverted comma or commas

Example: He asked, "Can I come with you?"

If direct speech comes after the information about who is speaking, comma is used to introduce the piece of speech, placed before the first inverted comma.

Example: She shouted, "Stop talking!"

Example: "Thinking back," she said, "he didn't expect to win." (Comma is used to separate the two reported speech and no capital letter to begin the second sentence).

✓ **Tip 10: Conversion of Indirect to Direct Speech**

1. Use the reporting verb, "say" or "said to" in its correct tense.

2. Remove the conjunctions "that, to, if or whether etc" wherever necessary

3. Insert quotation marks, question mark, exclamation and full stop, as per the mood of the sentence.

4. Put a comma before the statement.

5. Write the first word of the statement with capital letter.

6. Change the past tense into present tense wherever the reporting verb is in the past tense.

7. Convert the past perfect either into past tense or present perfect as found necessary.

Example

- Indirect: He asked whether he is coming.
- Direct: He said to him, "Are you coming?"

VIDEO LINK

https://www.youtube.com/watch?v=pGOYlbXbN0o&ab_channel=TeacherPhilEnglish

https://www.youtube.com/watch?v=ew4YHmNigRs&ab_channel=TeacherPhilEnglish

QUESTION BANK

Change the direct speech into indirect speech:(1 x 5 = 5M)

1."He works in a bank"

She said …………………………………………..

2."We went out last night"

She told me ………………………………………

3.“I was waiting for the bus when he arrived”

She told me ………………………………………….

4. “I'd never been there before”

She said …………………………………………….

5.“I didn't go to the party”

She told me……………………………………..

HOTS (2M)

    a. State two uses of Direct and Indirect speech with reference to day to day life.
    b. How can you distinguish between Direct and Indirect Speech?

ACTIVITIES

    1. COMPLETE THE TABLE

Direct Speech	Indirect Speech
Today	
Here	
Ago	
Tonight	
Tomorrow	
Last Week	

    2. SPOT THE ERRORS

Each of the indirect sentences given below contains a mistake. See if you can spot and correct that mistake.

    a. Direct: The boy said, “I'm happy with my results.”

Indirect: The boy said that he is happy with his results. (Incorrect)

    b. Direct: She said, “I have baked a cake.”

Indirect: She said that she baked a cake. (Incorrect)

    c. Direct: He said, “All people have equal rights.”

Indirect: He said that all people had equal rights. (Incorrect)

    d. Direct: Roshni said, “I may meet him here”.

Indirect: Roshni said that she may meet him here. (Incorrect)

MATHEMATICS – Mensuration

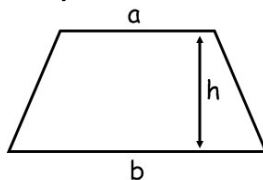Please watch these video:

Learning Outcomes:

i. Students will revise the area of plane figures.
ii. Students will be able to calculate the area of Trapezium, Rhombus.

Definition:

Perimeter is the distance around its boundary and its area is the region covered by it.

Square Area = l^2	Rectangle Area = $l \times w$	Triangle Area = $\frac{1}{2} b \times h$	Parallelogram Area = $b \times h$	Circle Area = πr^2

Area of Trapezium

Area of Trapezium = $\frac{1}{2}h(a+b)$

Example: The area of a trapezium shaped field is 480 m^2, the distance between twoparallel sides is 15 m and one of the parallel side is 20 m. Find the other parallel side.

Solution: One of the parallel sides of the trapezium is a = 20 m, let another parallelside be b, height h = 15 m.

The given area of trapezium = 480 m^2.

Area of Trpezium = $\frac{1}{2}h(a + b)$

$480 = \frac{1}{2} \times 15 \times (20 + b)$

$\frac{480 \times 2}{15} = 20 + b$

64= 20 + b
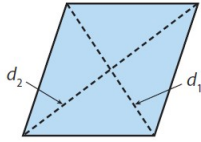
b = 64 - 20

b = 44m.

Area of Rhombus

Area of a rhombus is half the product of its diagonals.
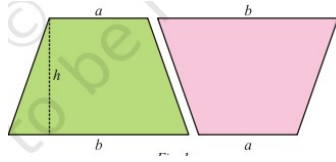
$$A = \frac{1}{2} d_1 d_2$$

Activities:

I
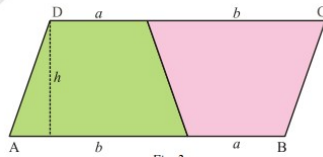
Objective: To obtain the formula for area of trapezium.

Method:

   i.   Draw two identical trapeziums of parallel sides 'a' and 'b' units on a colouredparer and cut them out.

   ii.   Ii. Place them as shown in the figure:

Demonstration:

   i.   Figure formed by the two trapeziums is parallelogram ABCD

   ii.   Side AB of parallelogram = (a+ b) units and its corresponding altitude = h units.

   iii.   Area of Trapezium = ½ (area of parallelogram) = ½ (a+b) h

            Therefore area of trapezium = ½ (a+b) h

                              = ½ (Sum of parallel sides) height

II

Q- Mohan wants to buy a trapezium shaped field. Its side along the river is parallel to and twice the side along the road. If the area of this field is 10500 m^2 and the perpendicular distance between the two parallel sides is 100 m, find the length of the side along the river.
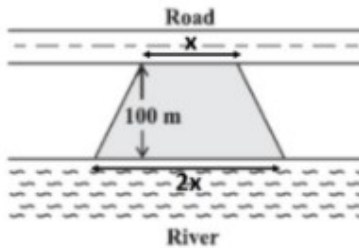
Solve the following Questions:

Q-1) What is the formula for finding area of a Trapezium?   [1 Mark]

Q-2) What is the formula for finding area of a Rhombus?   [1 Mark]

Q-3) The area of a rhombus is 240 cm2 and one of the diagonals is 16 cm. Findthe   [2 Marks] other diagonal.

Q-4) The area of a trapezium is 34 cm^2 and the length of one of the parallel sides is10 cm and its height is 4 cm. Find the length of the other parallel side.   [3 Marks]

Q-5) A square and a rectangular field with measurements as given in the figure have the same perimeter. Which field has a larger area?   [3Marks]

HOTS

Q-6) The length of a side of a square field is 4 m. What will be the other diagonal of the rhombus, if the area of the rhombus is equal to the square field and one of its diagonal is 2 m?

Q-7)The area of a trapezium is 91 cm^2 and its height is 7 cm. If one of the parallel sides is longer than the other by 8 cm, find the two parallel sides.

Q-8) A flooring tile has the shape of a parallelogram whose base is 24 cm and the corresponding height is 10 cm. How many such tiles are required to cover a floor of area 1080 m^2?

Q-9) The area of a trapezium is 384 cm^2. Its parallel sides are in the ratio 3:5 and the perpendicular distance between them is 12 cm. Find the length of each one of the parallel sides.

Value Based Question:

Q-10) In a slogan writing competition in a school, Rama wrote the slogan 'Truth pays, never betrays' on a trapezium shaped cardboard. If the lengths of parallel sides of trapezium are 60 cm and 80 cm and the distance between them is 50 cm, find the area of trapezium. What are the advantages of speaking truth?

SUBJECT-SCIENCE

CHAPTER –LIGHT

LINK- https://youtu.be/s-w-SehoRKQ

Learning outcome –students will be able to know the different light phenomenon.

Image formation in a plane mirror

- The image formed by a plane mirror is always virtual, erect and object and image are equidistant from the mirror.
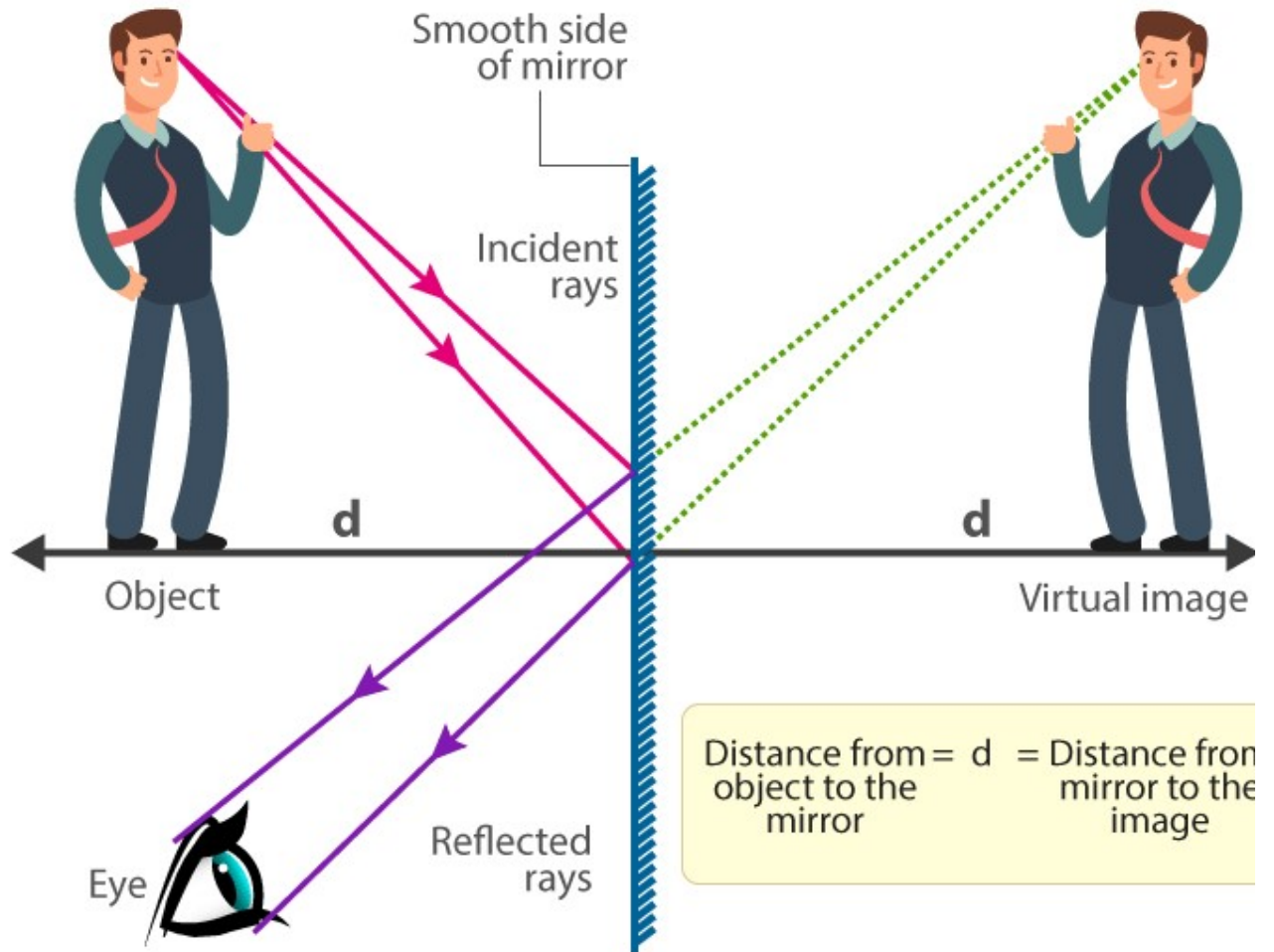- The image formed in a plane mirror undergoes lateral inversion.

Smooth side of mirror

Incident rays

d

Object

Eye

Reflected rays

d

Virtual image

Distance from object to the mirror = d = Distance from mirror to the image

Image formed in plane mirror

Difference between the real and virtual image

A real image is formed by the actual convergence of light rays. In optics, a virtual image is an image formed when the outgoing rays from a point on an object always diverge. The image appears to be located at the point of apparent divergence. Because the rays never really converge, a virtual image cannot be projected onto a screen.

Multiple reflections

- Two mirrors inclined to each other give multiple images, due to multiple reflections.
- When an object is kept between two parallel plane mirrors, infinite images are formed.
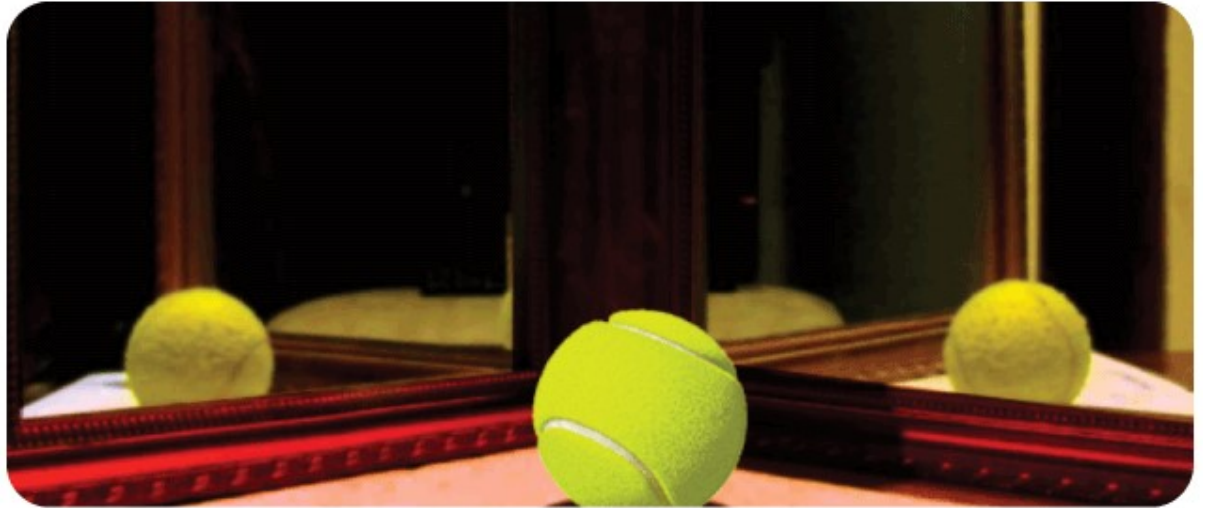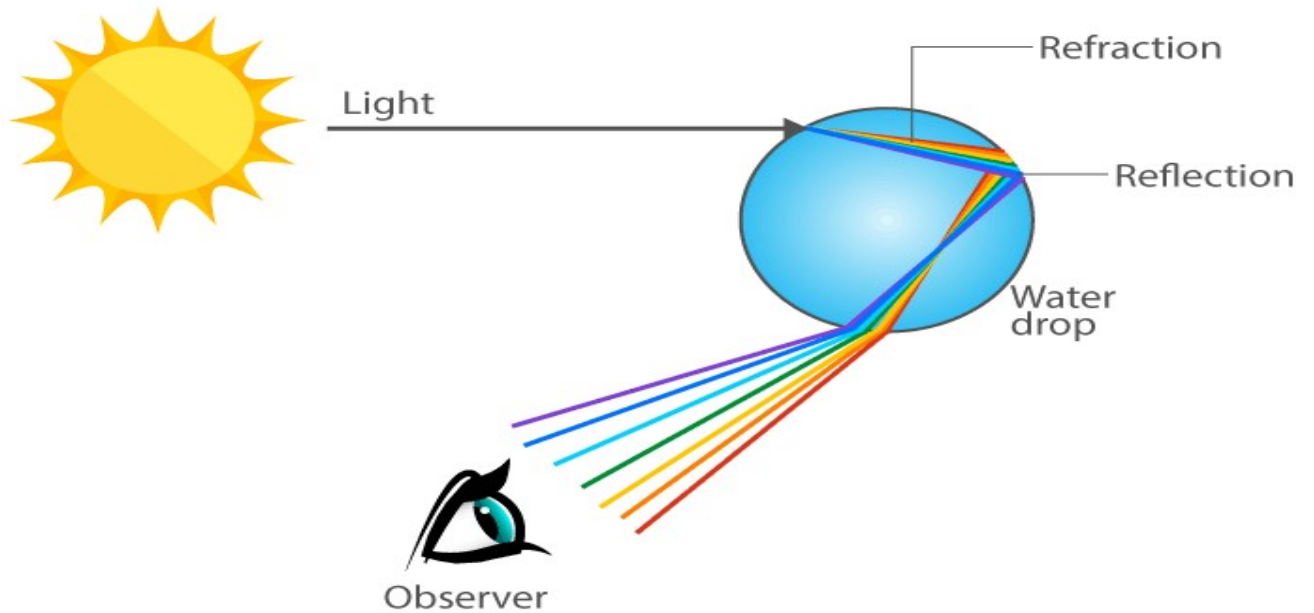
Multiple reflections

Calculating the total number of images

Number of images formed by plane mirrors is given by $n = \frac{360^\circ}{\theta} - 1$.

Dispersion

Dispersion of light

- The splitting of light into its component colours is called as dispersion.
- Example: Rainbow

Rainbow Formation

ACTIVITY -1

AIM-To confirm the laws of reflection.

Fix a white sheet of paper on a drawing board or a table. Take a comb and close all its openings except one in the middle. You can use a strip of black paper for this purpose. Hold the comb perpendicular to the sheet of paper. Throw light from a torch through the opening of the comb from one side . With slight adjustment of the torch and the comb you will see a ray of light along the paper on the other side of the comb. Keep the comb and the torch steady. Place a strip of plane mirror in the path of the light ray . What do you observe?
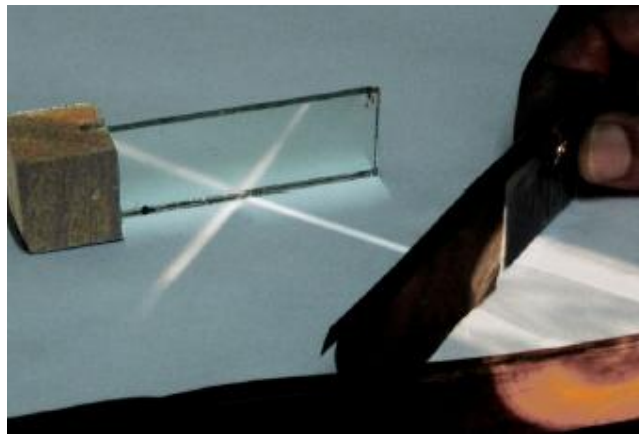
Let us understand a little more about the formation of image by a plane mirror in the following way:

Activity- 2

AIM-To show the way of rays of light.

A source of light O is placed in front of a plane mirror PQ. Two rays OA and OC are incident on it. Can you find out the direction of the reflected rays? Draw normals to the surface of the mirror PQ, at the points A and C. Then draw the reflected rays at the points A and C. How would you draw these rays? Call the reflectedrays AB and CD, respectively. Extend them further. Do they meet? Extend them backwards. Do they meet now? If they meet, mark this point as I. For a viewer's eye at E , do the reflected rays appear to come from the point I. Since the reflected rays do not actually meet at I, but only appear to do so, we say that a virtual image of the point O is formed at I.

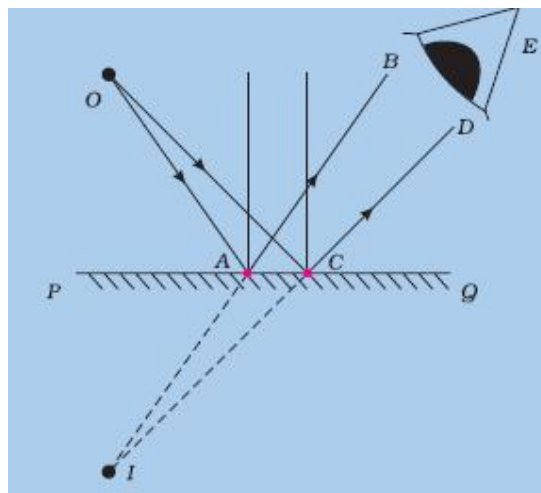**Fig.5 :** Image formation in a plane mirror

You may recall that in an image formed by a mirror the left of the object appears on the right and the right appears on the left. This is known as **lateral inversion**.

Match the following items given in Column A with that in Column 'B':   (7)

Column A	Column B
(i) Cornea	(a) Transparent front part of eye
(ii) Pupil	(b) Layer on which impression of images is formed
(iii) Iris	(c) Point on retina where there are no nerve endings
(iv) Retina	(d) Sensitive for bright light
(v) Blind spot	(e) Is a small opening in the cornea
(vi) Rods	(f) Sensitive for dim light
(vii) Cones	(g) Controls the size of the pupil

Answer

Fill in the blanks with the appropriate words: (1 MARK EACH)

1. Impression of an image persists for …………. of the second on retina.

Answer

2. Angle of reflection is always …………. to the angle of incidence.

Answer

3. …………. is a small opening in the corner.

Answer

4. Cones are sensitive to …………. light.

Answer

5. Muscles attached to the eye lens …………. and the lens becomes …………. when distant objects are to be seen.

Answer

6. To keep our eyes fit our diet should include vitamin …………. rich eatables.

Answer

7. Impression of an image in eye is formed on ………….

Answer

8. Braille system has …………. dot patterns.

Answer

1. Both incident ray and reflected ray lie in the same plane.

2. Diffused reflection is due to the failure of the laws of reflection.

3. The image formed by plane mirror is laterally inverted.

4. The iris is the coloured part of the eye.

5. Rods are sensitive to bright light.

6. Changing of the thickness of the eye lens is called accommodation.

Answer
HOTS –
Find the no of images when,angle between two mirrors are-
   A) 0 degree
   B) 30 degree
   C) 45 degree
   D) 60 degree
   E) 90 degree
   F) 120 degree
   G) 180 degree
   H) 270 degree
   I) 360 degree

असाइनमेंट – 31 विषय - हिंदी

कक्षा – आठवीं

Please watch this videos

https://www.youtube.com/watch?v=77wdz9SqnTM

https://www.youtube.com/watch?v=t8DwKO2dtGk

अधिगम बिंदु

- बाज और साँप' पाठ मनुष्य को प्रेरणा देते है कि उसको जीवन में स्वतंत्रता और संघर्ष के मूल्य को समझना चाहिए।
- विद्यार्थी जान पाएंगे कि किस तरह से बाज के संघर्ष ने साँप को एक नई दिशा प्रदान की है।

बाज और साँप' पाठ मनुष्य को प्रेरणा देता है कि उसको जीवन में स्वतंत्रता और संघर्ष के मूल्य को समझना चाहिए। जो मनुष्य जीवन में अपनी स्वतंत्रता के प्रति जागरूक रहता है और संघर्ष करने से डरता नहीं है, वह आगे चलकर समाज के लिए प्रेरणा का स्रोत बन जाता है। लेखक निर्मल वर्मा इस कहानी में बाज और साँप के माध्यम से अपनी बात को स्पष्ट करते हैं। बाज साहसी और निडरता से जीवन व्यतीत कर रहे वीर का बोध करता है, तो साँप गुलामी में लिपटे मूर्ख का। साँप नदी के किनारे एक अंधेरी और गंध से युक्त गुफा में अपने जीवन को बड़ा सुखी मानता है। एक दिन घायल बाज उसके जीवन में हलचल पैदा कर देता है। बाज को अपनी स्वतंत्रता भरी उड़ान से प्यार है। वह अपने अंतिम क्षणों में भी आखिरी प्रयास कर आकाश की ऊँचाइयों को छूना चाहता है। साँप पहले तो बाज को मूर्ख समझता है। उसका मन-ही-मन मज़ाक उड़ाता है। बाज द्वारा आकाश में उड़ने के लिए आखिरी प्रयास करना और अपने प्राणों का बलिदान देना, साँप को अंदर तक हिलाकर रख देता है। साँप उसके संघर्ष से प्रेरित होकर एक बार प्रयास करता है। बाज के संघर्ष ने साँप को एक नई दिशा प्रदान की है। साँप एक पल के लिए ही सही परन्तु अपने सड़े-गले जीवन से निकलने का प्रयास अवश्य करता है। लहरें बाज के इसी बलिदान पर उसके लिए विजयगान गाती है। क्योंकि उसके प्रयास से औरों को नई दिशा प्राप्त हुई है।

पाठ का सार

निर्मल जी की इस कहानी के दो प्रमुख पात्र हैं – साँप और बाज़। साँप समुद्र किनारे पत्थरों में बनी अँधेरी गुफ़ा में रहता है। उसे इस बात की ख़ुशी है कि उसे न किसी से कुछ लेना है, न ही किसी को कुछ देना है। उसे उस स्थान पर कोई हानि नहीं पहुँचा सकता। एक दिन एक घायल बाज उसकी गुफा में आ गिरता है। बाज साँप को बताता है कि उसका अंतिम पल आ गया है, पर उसने अपने जीवन के हर पल का आंनद उठाया है।

बाज साँप को कहता है कि आकाश में उड़ना आनन्ददायक होता है। बाज को साँप की गुफा की दुर्गन्ध अच्छी नहीं लगती। वह एक अंतिम बार उड़ान भरना चाहता है। साँप अपने को बचाने के

प्रयास से तथा अंतिम इच्छा पूरी करने के लिये बाज को उड़ने के लिए प्रोत्साहित करता है, किन्तु उड़ने के प्रयास में बाज नदी में गिर जाता है और बहता हुआ समुद्र में गायब हो जाता है।

साँप हैरान होता है की आकाश में उड़ने का मजा क्या होता है जिसके लिये बाज ने अपने प्राण त्याग दिए। साँप के मन में भी उड़ने की इच्छा जागती है। वह उड़ने के लिये अपने शरीर को हवा में उछालता है, तो ज़मीन पर गिर जाता है, किन्तु बच जाता है । वह सोचता है आकाश में कुछ नहीं है, सुख तो ज़मीन में है। इसलिये वह फिर उड़ने का प्रयास नहीं करेगा।

साँप ने कुछ समय बाद सुना जैसे लहरें बाज को श्रद्धांजलि दे रहीं थी, जिसने वीरता से अपने प्राणों की बाजी लगा दी। लेखक कहते हैं वास्तव में जीवन उन्हीं का है जो उसे दाव पर लगा कर चलते हैं। जो मौत को सामने देख कर भी अपना रास्ता नहीं बदलते।

प्रश्न-1 'बाज और साँप' कहानी के लेखक कौन हैं? (1)

प्रश्न-2 साँप ने बाज़ को अभागा क्यों कहा? (1)

प्रश्न-3 क्या बाज़ का अपने अंतिम समय में उड़ने का निर्णय सही था? (1)

प्रश्न-4 मानव ने भी हमेशा पक्षियों की तरह उड़ने की इच्छा की है। आज मनुष्य उड़ने की इच्छा किन साधनों से पूरी करता है। (2)

प्रश्न-5 साँप अपनी गुफा से क्या - क्या देखा करता था? (2)

प्रश्न-6 साँप ने पक्षियों को मूर्ख क्यों कहा है? (2)

प्रश्न-7 घायल होने के बाद भी बाज ने यह क्यों कहा, "मुझे कोई शिकायत नहीं है।'' विचार प्रकट कीजिए। (3)

प्रश्न-8 बाज जिंदगी भर आकाश में ही उड़ता रहा फिर घायल होने के बाद भी वह उड़ना क्यों चाहता था?(3)

प्रश्न-9 साँप उड़ने की इच्छा को मूर्खतापूर्ण मानता था। फिर उसने उड़ने की कोशिश क्यों की? (3)

 प्रश्न-10 बाज के लिए लहरों ने गीत क्यों गाया था?   (3)

 प्रश्न-11 घायल बाज को देखकर साँप खुश क्यों हुआ होगा?   (3)

प्रश्न-12. मानव ने भी हमेशा पक्षियों की तरह उड़ने की इच्छा की है। आज मनुष्य उड़ने की इच्छा किन साधनों से पूरी करता है। (hots)

प्रश्न-13 लेखक साँप और बाज़ के माध्यम से क्या शिक्षा देना चाहता है?

हिंदी गतिविधि

लहरों का गीत सुनने के बाद साँप ने क्या सोचा होगा ? क्या उसने फिर से उड़ने की कोशिश की होगी ? अपनी कल्पना से आगे की कहानी पूरी करो ?

साँप और बाज कहानी में से पंक्तियाँ चुनकर लिखिए जिससे स्वतंत्रता की प्रेरणा मिलती है।

कहानी में से अपनी पसंद के पाँच मुहावरे चुनकर उनका वाक्यों में प्रयोग कीजिए।

LESSON PLAN / Assignment (December)2 week

Subject-History

Sub teacher-Poonam Pathak

Topic:-Chapter 5–When People Rebel: 1857 and After
Sub Topic :- Through the Eyes of the People, A Mutiny becomes a popular Rebellion, From Meerut to Delhi.
Learning Objectives:-To make Students acknowledge about the Rebel of 1857and perspective of the people.

To make students know about the mutiny rebel and it's causes

Methodology:-PPT, Video and word file

You tube link:-https://youtu.be/PW38U5cb1H8

Activity 1:-Make a PPT on when people rebel:1857and after

Activity 2:-Write a short note on Mangal Pandey

When People Rebel: 1857 and After

Through the Eyes of the People: People concived that the English were determined to wipe out the religions of Hindu and the Muslims and wanted the whole population to be converted in Christianity.

A Mutiny Becomes a Popular Rebellion

1. In May 1857, a massive rebellion started against the company's very presence in India.

2. The instant reason of mutiny was the use of cartirdges greased with cow and pig fat. sepoys took it as blot on their religious sentiments and news spread in all the regiments.

3. Sepoysmultinied in several places beginning from Meerut and a large number of people from different sections of society rose up in rebellion.

4. Anger against high taxes, disruption of crafts and trade, dissatisfaction of nobles and rumour in sepoys finally lead to the mutiny of 1857.

From Meerut to Delhi:

1. On 29 March 1857, Mangal Pandey, a young soldier was hanged to death for attacking his officers in Barrackpore and soldiers also rebelled against the use of greased cartridges.

2. In response to this revolt, soldiers were captured and were put in jail.

3. The response of the other Indian soldiers in Meerut was quite extraordinary, they marched to the jail to Meerut and released the imprisoned sepoys.

4. The sepoys rode all night of 10 May to reach Delhi.

5. The regiments stationed in Delhi also rose up in rebellion and many British officers were killed, arms and ammunition seized, buildings set on fire.

6. The soldiers forcibly met Bahadur Shah Zafar and proclaimed him as their leader.

7. Bahadur Shah accepted the rebellion's plea & called regional rulers to fight against British.

Assignments:-

1mark

Koon1.**The sepoys were angry with the British because**

(a) of their policy of divide and rule

(b) of the cartridge episode

(c) of their intoleratingbehaviour

(d) none of these

2………….. continued to fight a guerrilla war against British.
(a) Rani Lakshmibai
(b) Tantia Tope
(c) Nana Saheb
(d) PeshwaBaji Rao II

3.The Mutiny started from
(a) Bareilly
(b) Delhi
(c) Agra
(d) Meerut

4. The sepoys were angry with the British because

(a) of their policy of divide and rule

(b) of the cartridge episode

(c) of their intolerating behaviour

(d) none of these

5. 5.Which emperor blessed the Mutiny?

a) Mir Zafar

(b) Bahadur Shah Zafar

(c) Bhakt Khan

(d) None of these

Give one word or one sentence answer

1. Who were the leaders from Bihar who joined the rebellion?
2. When did Bahadur Shah Zafar die?
3. What is the term Mutiny means?
4. Who was the governor-general who decided that Bahadur Shah Zafar would be the last Mughal king?

3 marks:-

1. **Mention the reasons behind the discontent of the Indian sepoys employed in the Company?**
2. **What was the new amendment in the law in 1856 passed by the East India Company?**
3. **What objections did the sepoys have to the new cartridges that they were asked to use?**

5 marks:-

1.How did the Company plan to end the Mughal Dynasty?

2.What did the British do to protect the interest of those who converted to Christianity?

(Critical thinking based question/HOTS)

1.Discuss about some new leaders who came up during the revolt of 1857.

परीक्षोपयोगिनि विविध पत्राणि

1. स्वविद्यालयस्य वार्षिकोत्सवं वर्णयन्तः मित्रं प्रति लिखिते पत्रे मञ्जूषायाः उचितपदानि चित्वा रिक्त स्थानानि पूरयत—

(अपने विद्यालय के वार्षिक-उत्सव का वर्णन करते हुए मित्र को लिखे गए पत्र में, मञ्जूषा से उचित पद चुनकर रिक्त स्थान भरिए।)

(i) .... तिथि: 30-08-20........

प्रिय (ii) ....

(iii) ....

भवतः पत्रं प्राप्तम्। अहं स्वविद्यालयस्य (iv) .... वर्णयामि। एकमास पूर्वमेव (v) .... सर्वे अध्यापकाः (vi) .... च कार्येषु व्यस्ताः आसन्। शिक्षा निदेशकः कार्यक्रमस्य (vii) .... आसीत्। सः $(viii)$ .... अतीव प्राशंसत्, योग्येभ्यः छात्रेभ्यः च (ix) .... अयच्छत्।

पितृभ्याम् नमः।

भवतः (x) ....

क, ख, ग

मञ्जूषा—सुहृद्, नमस्ते, कार्यक्रमम्, छात्राः, विद्यालये, अध्यक्षः, पारितोषिकान्, वार्षिकोत्सवम्, परीक्षाभवनम्, सोमेश

उत्तराणि—

(i) **परीक्षाभवनम्**

प्रिय (ii) **सोमेश**

तिथि: 30-08-20........

(iii) **नमस्ते।**

भवतः पत्रं प्राप्तम्। अहं स्वविद्यालयस्य (iv) **वार्षिकोत्सवम्** वर्णयामि। एकमास पूर्वमेव (v) **विद्यालये** सर्वे अध्यापकाः (vi) **छात्राः** च कार्येषु व्यस्ताः आसन्। शिक्षा निदेशकः कार्यक्रमस्य (vii) **अध्यक्षः** आसीत्। सः $(viii)$ **कार्यक्रमम्** अतीव प्राशंसत्, योग्येभ्यः छात्रेभ्यः च (ix) **पारितोषिकान्** अयच्छत्।

पितृभ्याम् नमः।

भवतः (x) **सुहृद्**

क, ख, ग

2. भवान् वाराणस्यां स्थितः उमेशः। भवतः मित्रं सोमेन्द्रः प्रयागे वसति। सः नवम कक्षायां प्रथमश्रेण्याम् उत्तीर्णः। तं प्रति लिखिते वर्धापन पत्रे मञ्जूषायाः उचितपदानि चित्वा रिक्तस्थानानि पूरयत—

(आप वाराणसी में स्थित उमेश हैं। आपका मित्र सोमेन्द्र प्रयाग में रहता है। वह नवमी कक्षा में प्रथम श्रेणी में उत्तीर्ण हुआ है। उसके हेतु लिए गए बधाई-पत्र में मञ्जूषा से उचित पद चुनकर रिक्त स्थान भरिए।)

लक्ष्मीनारायण संस्कृत विद्यालय:

(i) ....

दिनाङ्कः 12-9-20........

प्रिय मित्र ! (ii) ....

नमस्ते।

अत्र कुशलं (iii) ....। भवतः पत्रं पठित्वा ज्ञातं यत् भवान् (iv) ....प्रथमं स्थानं प्राप्तवान्। इदं (v) ....मम चित्तं प्रफुल्लितम् जातम्। (vi) ....एतत् सर्वं तव सतत परिश्रमस्य एव फलम् अस्ति। मम गृहस्य सर्वेषाम् (vii) ....पक्षतः भवते वर्धापनानि। भवान् उत्तरोत्तरं सफलतां प्राप्नोतु $(viii)$ ....अस्माकं शुभा कामना। मातृपितृचरणेषु (ix) ....प्रणामाः। अनुजाय स्नेहराशिः।

भवतः सुहृद्

(x) ....

मञ्जूषा—वाराणसीतः, मित्रवर्य!, तत्रास्तु, मम, एषा, ज्ञात्वा, उमेशः, परीक्षायाम्, सदस्यानाम्, सोमेन्द्र !