

EAST POINT SCHOOL

ONLINE CLASSES ASSIGNMENT 35 CLASS VIII

ENGLISH ASSIGNMENT

CONDITIONAL SENTENCES

LEARNING OUTCOMES

- To learn and understand the meaning and structures of different types of conditional sentences.
- To allow students to inductively discover the rule(s) for using different types of conditional sentences.
- To be able to demonstrate knowledge of conditional sentences and their structure in writing and speaking skills.

CONDITIONAL SENTENCES

Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. Complete conditional sentences contain a conditional clause (often referred to as the if-clause) and the consequence. Consider the following sentences:

- If a certain condition is true, then a particular result happens.
- I would travel around the world if I won the lottery.
- When water reaches 100 degrees, it boils.
- There are four types of conditional sentences.

TYPES OF CONDITIONAL SENTENCES

There are four different types of conditional sentences in English. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances.

- Zero Conditional Sentences
- First Conditional Sentences
- Second Conditional Sentences
- Third Conditional Sentences

HOW TO USE ZERO CONDITIONAL SENTENCES?

Zero conditional sentences express general truths—situations in which one thing always causes another. When you use a zero conditional, you're talking about a general truth rather than a specific instance of something. Consider the following examples:

- If you don't brush your teeth, you get cavities.
- When people smoke cigarettes, their health suffers.

There are a couple of things to take note of in the above sentences in which the zero conditional is used. First, when using the zero conditional, the correct tense to use in both clauses is the simple present tense. A common mistake is to use the simple future tense.

- When people smoke cigarettes, their health will suffer. (WRONG)

Secondly, notice that the words if and when can be used interchangeably in these zero conditional sentences. This is because the outcome will always be the same, so it doesn't matter "if" or "when" it happens.

HOW TO USE FIRST CONDITIONAL SENTENCES?

First conditional sentences are used to express situations in which the outcome is likely (but not guaranteed) to happen in the future. Look at the examples below:

- If you rest, you will feel better.
- If you set your mind to a goal, you'll eventually achieve it.

Note that we use the simple present tense in the if-clause and simple future tense in the main clause—that is, the clause that expresses the likely outcome. This is how we indicate that under a certain condition (as expressed in the if-clause), a specific result will likely happen in the future. Examine some of the common mistakes people make using the first conditional structure:

- INCORECT - If you will rest , you will feel better.
- CORRECT- If you rest , you will feel better.

Explanation: Use the simple present tense in the if-clause.

- INCORRECT- If you set your mind to a goal, you eventually achieve it.
- CORRECT- If you set your mind to a goal, you'll eventually achieve it.

Explanation: Use the zero conditional (i.e., simple present + simple present) only when a certain result is guaranteed. If the result is likely, use the first conditional (i.e., simple present + simple future).

HOW TO USE SECOND CONDITIONAL SENTENCES ?

Second conditional sentences are useful for expressing outcomes that are completely unrealistic or will not likely happen in the future. Consider the examples below:

- If I inherited a billion dollars, I would travel to the moon.
- If I owned a zoo, I might let people interact with the animals more.

Notice the correct way to structure second conditional sentences is to use the simple past tense in the if-clause and an auxiliary modal verb (e.g., could, should, would, might) in the main clause (the one that expresses the unrealistic or unlikely outcome). The following sentences illustrate a couple of the common mistakes people make when using the second conditional:

- INCORRECT- If I inherit a billion dollars, I would travel to the moon.
- CORRECT- If I inherited a billion dollars, I would travel to the moon.

Explanation: When applying the second conditional, use the simple past tense in the if-clause.

- INCORRECT- If I owned a zoo, I will let people interact with the animals more.
- CORRECT- If I owned a zoo, I might let people interact with the animals more.

Explanation: Use a modal auxiliary verb in the main clause when using the second conditional mood to express the unlikelihood that the result will actually happen.

HOW TO USE THIRD CONDITIONAL SENTENCES?

Third conditional sentences are used to explain that present circumstances would be different if something different had happened in the past. Look at the following examples:

- If you had told me you needed a ride, I would have left earlier.
- If I had cleaned the house, I could have gone to the movies.

These sentences express a condition that was likely enough, but did not actually happen in the past. The speaker in the first sentence was capable of leaving early, but did not. Along these same lines, the speaker in the second sentence was capable of cleaning the house, but did not. These are all conditions that were likely, but regrettably did not happen.

Note that when using the third conditional, we use the past perfect (i.e., had + past participle) in the if-clause. The modal auxiliary (would, could, should, etc.) + have + past participle in the main clause expresses the theoretical situation that could have happened.

Consider these common mistakes when applying the third conditional:

- INCORRECT- If you would have told me you needed a ride, I would have left earlier.
- CORRECT- If you had told me you needed a ride, I would have left earlier.

Explanation: With third conditional sentences, do not use a modal auxiliary verb in the if-clause.

- INCORRECT- If I had cleaned the house, I could go to the movies.
- CORRECT- If I had cleaned the house, I could have gone to the movies.

Explanation: The third conditional mood expresses a situation that could have only happened in the past if a certain condition had been met. That's why we use the modal auxiliary verb + have + the past participle.

EXCEPTIONS AND SPECIAL CASES WHEN USING CONDITIONAL SENTENCES

As with most topics in the English language, conditional sentences often present special cases in which unique rules must be applied.

Use of the Simple Future in the If-Clause

Generally speaking, the simple future should be used only in the main clause. One exception is when the action in the if-clause will take place after the action in the main clause. For example, consider the following sentence:

- If aspirin will ease my headache, I will take a couple tonight.

The action in the if-clause is the aspirin easing the headache, which will take place only after the speaker takes them later that night.

“Were to” in the If-Clause

The verb phrase 'were to' is sometimes used in conditional sentences when the likely or unlikely result is particularly awful or unthinkable. In this case, were to is used to place emphasis on this potential outcome. Consider these sentences:

- If I were to be sick, I would miss another day of work.
- If she were to be late again, she would have to have a conference with the manager.
- If the rent were to have been a penny more, they would not have been able to pay it.

Note that the emphatic "were to" can be used to describe hypothetical scenarios in the present, future, and past.

PUNCTUATING CONDITIONAL SENTENCES

Despite the complex nature of conditional sentences, punctuating them properly is really simple!

Use a comma after the if-clause when the if-clause precedes the main clause.

- EXAMPLE- If I'd had time, I would have cleaned the house.

If the main clause precedes the if-clause, no punctuation is necessary.

- EXAMPLE- I would have cleaned the house if I'd had time.

VIDEO LINK

https://www.youtube.com/watch?v=FH3ThwR99LM&ab_channel=mmmEnglish

QUESTION BANK

Complete the sentences with the correct form of the verb given.(1 Mark)

1. If we _____, we _____ there in time. (HURRY, GET)
2. I _____ to the doctor unless the pain _____. (NOT GO, INCREASE)
3. If you _____ in public places you _____ into trouble. (SMOKE, GET)
4. We _____ for a picnic tomorrow if the weather _____ nice. (GO, STAY)
5. Everyone _____ you if you _____ them the truth. (BELIEVE, TELL)
6. If he _____ up, he _____ to work on time. (NOT WAKE, NOT GET)
7. If she _____ her keys, she _____ angry. (LOSE, BE)
8. If the baby _____ a boy, I _____ him Jonathon. (BE, CALL)
9. You _____ an accident if you _____ so carelessly. (CAUSE, DRIVE)

10. She _____ it if she _____ me the truth. (REGRET, NOT TELL)

HOTS (2 Marks)

Complete with the missing IF-Clauses.

1. Type 1: If I give you the keys, will you let me out?
Type 2: -----
Type 3: -----
2. Type 1: I will help you if you show me what to do.
Type 2: -----
Type 3: -----
3. Type 1: If you speak clearly, they will understand you.
Type 2: -----
Type 3: -----
4. Type 1: If you stop smoking you will put on more weight.
Type 2: -----
Type 3: -----
5. Type 1: You will get there in time if you take a taxi.
Type 2: -----
Type 3: -----

ACTIVITIES

1. MATCH THE FOLLOWING

ZERO CONDITIONAL *with:* 'IF'/'WHEN' + PRESENT SIMPLE



"if" / "when" clause	main clause
If/When it rains,	the grass grows.
main clause	"if" / "when" clause
The grass grows	if/when it rains.

The zero conditional is used to talk about things that are always, or generally, true; it is also used to talk about scientific facts.

● **Match the clauses below.**

- | | |
|----------------------------------|--|
| 1. If I am late for class, | (A) if they don't eat. |
| 2. When he stays up very late, | (B) I always look left and right. |
| 3. People get hungry | (C) my teacher gets angry. |
| 4. If you study hard, | (D) when he is happy. |
| 5. When she watches a movie, | (E) I take a taxi to work. |
| 6. When I cross the street, | (F) he is very tired the next morning. |
| 7. I can't do my homework, | (G) the librarian gets angry. |
| 8. He always smiles | (H) if you want to lose weight. |
| 9. If I miss the bus, | (I) she likes to eat popcorn. |
| 10. When you make lots of noise, | (J) when it rains. |
| 11. Tea tastes sweet | (K) I watch a funny movie. |
| 12. You should eat less | (L) he listens to music. |
| 13. I always take my umbrella | (M) you get good grades in school. |
| 14. When I'm sad, | (N) if you add some sugar. |
| 15. When he cleans the house, | (O) if I don't have my glasses. |

2. Complete the following conversation following the structure of second conditionals.

Anne: I'm quite restless lately and I can't sleep. June: If I _____ (be) you, I _____ (try) to relax. Anne: I can't relax. If I _____ (sleep) better, I _____ (be) fresher in the morning and I _____ (concentrate) better in the exams. June: If you _____ (not/eat) so little, you _____ (feel) much more active and you _____ (be able to) cope with all the work we have this term. Anne: Anyway, if I _____ (have) more free time to study, I _____ (pass) my exams, but with the part-time job and all... June: If I _____ (be) you, I _____ (not/work) so much. I _____ (also/feel) stressed if I _____ (have to) work until late every night. Anne: What _____ (you/do) if you _____ (be) in my place? June: If I _____ (be) going through a difficult period in my life, I _____ (go) to see a doctor, I _____ (rest) and I _____ (not/smoke) so much!

MATHEMATICS – Factorisation

Please watch this video:

<https://www.youtube.com/watch?v=ljsxLrfBEpo>

Learning Outcomes:

- i. Students will be able to perform division of algebraic expressions..
- ii. Students will be able to find errors in the mathematical statements.

Division of Algebraic Expressions

i. Division of a monomial by another monomial

Example:

$$\begin{aligned}6x^3 \div 2x &= \frac{6x^3}{2x} \\ &= \frac{2 \times 3 \times x \times x \times x}{2 \times x} = 3 \times x \times x = 3x^2\end{aligned}$$

ii. Division of a polynomial by a monomial

Example: Divide $24(x^2yz + xy^2z + xyz^2)$ by $8xyz$

$$\begin{aligned}&= \frac{3 \times 8 \times xyz (x+y+z)}{8 \times x \times y \times z} \\ &= 3(x+y+z)\end{aligned}$$

iii. Division of Polynomial by Polynomial

Example: Divide $(7x^2 + 14x)$ by $(x+2)$

$$\begin{aligned}&= \frac{7x^2+14x}{(x+2)} \\ &= \frac{7x(x+2)}{(x+2)} \\ &= 7x\end{aligned}$$

Example: Divide $z(5z^2 - 80)$ by $5z(z + 4)$

$$\begin{aligned}\text{Solution: Dividend} &= z(5z^2 - 80) \\ &= z[(5 \times z^2) - (5 \times 16)] \\ &= z \times 5 \times (z^2 - 16) \\ &= 5z \times (z + 4)(z - 4) \text{ [using the identity } a^2 - b^2 = (a + b)(a - b)\text{]}\end{aligned}$$

$$\begin{aligned}\text{Thus, } z(5z^2 - 80) \div 5z(z + 4) &= \frac{5z \times (z + 4)(z - 4)}{5z(z + 4)} \\ &= (z - 4)\end{aligned}$$

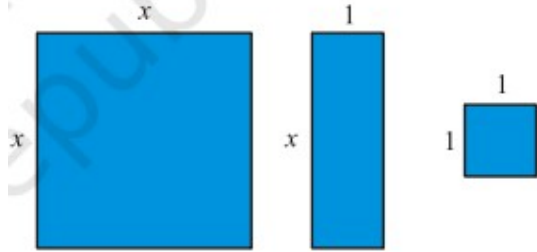
Activities:

I

Objective: To factorise a polynomial ($x^2 + 4x + 3$)

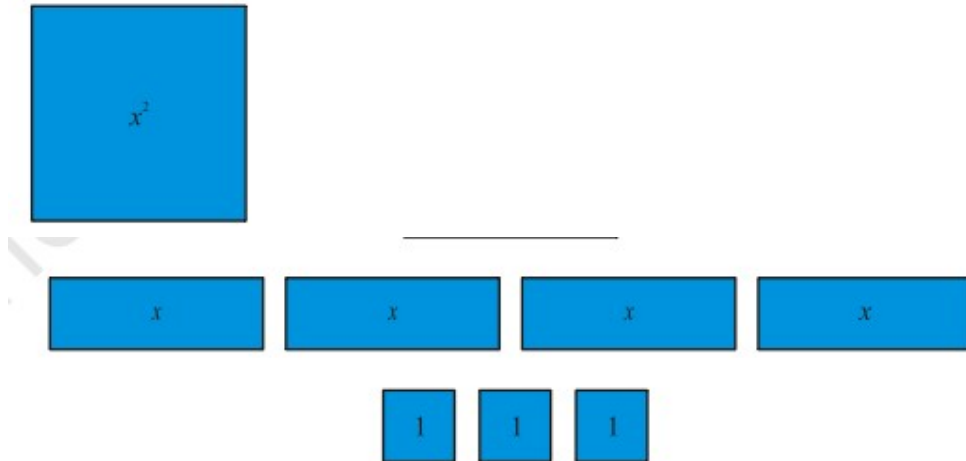
Method:

- i. Cut some pieces from a coloured paper. The big square piece represent x^2 , the rectangular piece represent x and the small square piece represent 1.

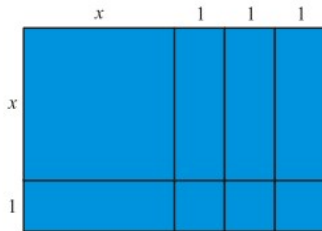


Demonstration:

- i. Represent the polynomial ($x^2 + 4x + 3$) as shown in the figure.



- ii. Try to form a new rectangle taking all pieces at a time as shown below:



- iii. The area of the above rectangle = Sum of all rectangles of which the bigger rectangle is made = ($x^2 + 4x + 3$)
- iv. The sides of the above rectangle are ($x + 3$) and ($x + 1$)
So, the area of the rectangle = ($x + 3$) ($x + 1$)
So, ($x^2 + 4x + 3$) = ($x + 3$) ($x + 1$)

II

Q-) If the area of a rectangle is ($27x^2 - 6x$) and its length is $3x$. Find its breadth.

Solve the following Questions:

- Q-1) Find and correct the error in the statement $4(x - 5) = 4x - 5$ [1 Mark]
 Q-2) Divide $28x^4$ by $56x$ [1 Mark]
 Q-3) Find and correct the error in the statement $(3x + 2)^2 = 3x^2 + 6x + 4$ [1 Mark]
 Q-4) Divide: $9x^2y^2(3z - 24) \div 27xy(z - 8)$ [2 Mark]
 Q-5) Divide: $20(y + 4)(y^2 + 5y + 3) \div 5(y + 4)$ [2 Mark]
 Q-6) Divide: $(m^2 - 14m - 32) \div (m + 2)$ [3 Mark]
 Q-7) Divide: $39y^3(50y^2 - 98) \div 26y^2(5y + 7)$ [3 Mark]

HOTS

Q-1) If one of the factors of $(5x^2 + 70x - 160)$ is $(x - 2)$. Find the other factor.

Q-2) Factorise the given expression and divide as indicated:

$$44(p^4 - 5p^3 - 24p^2) \div 11p(p - 8)$$

Q-3) Simplify the following expressions:

$$\frac{(x^2 - 8x + 12)(x^2 - 16)}{(x^2 - 36)(x^2 - 4)}$$

Q-4) Divide: $ax^2 - ay^2$ by $ax + ay$

असाइनमेंट – 35 विषय - हिंदी

कक्षा – आठवीं उपलब्धकर्ता मिस रंजना

सूरदास के पद

Please watch this videos

<https://www.youtube.com/watch?v=TWZ8tRefuwY>

<https://www.youtube.com/watch?v=Y6lBn7gGp5g>

अधिगम बिंदु :-

- विद्यार्थी सूरदास के बारे में जान पाएंगे।
- सूरदास जी भक्ति काल की कृष्ण भक्ति शाखा के सर्वश्रेष्ठ कवि माने जाते हैं। उनकी अधिकतर रचनाएँ भक्ति पर आधारित हैं।

कवि सूरदास - जन्म 1478 ईस्वी; मृत्यु 1580 ईस्वी

पद प्रवेश –

सूरदास जी भक्ति काल की कृष्ण भक्ति शाखा के सर्वश्रेष्ठ कवि माने जाते हैं। उनकी अधिकतर रचनाएँ भक्ति पर आधारित हैं। इन पदों में कवि ने बाल कृष्ण की अद्भुत लीलाओं का मनोहारी चित्र प्रस्तुत किया है। यहाँ कवि ने वात्सल्य रस की सुन्दर अभिव्यक्ति की है। किस तरह माता यशोदा अपने लला का पालन-पोषण करती हैं और किस तरह से गोपियाँ शिकायत लेकर आती हैं? सूरदास जी के इस पद में कृष्ण के बालपन और उनकी मैया के साथ उनका कैसा नाता था और गोपियों के साथ वह किस तरह से शरारतें करते थे यही सब बताया गया है। बालक श्री कृष्ण का अपनी माँ से शिकायत करना बड़े सुन्दर ढंग से बताया गया है तथा गोपियों का यशोदा से शिकायत करना कि उनका लला बहुत शैतानी करता है, बहुत शरारत करता है, फिर भी अनोखा है, सबसे अच्छा है, अदभूत है, सबको प्यारा लगता है। सूरदास ने गोपियों का कृष्ण से दूर ना जाने का भाव दर्शाया है। सूरदास ने अपने इन पदों में गोपियों से कृष्ण से बिछड़ जाना और उनका विरह में तड़पना बहुत ही सुन्दर तरीके से दर्शाया है।

पद का सार –

पहले पद में सूरदास जी ने कृष्ण के मन के भावों का सुन्दर वर्णन है। कृष्ण चाहते थे कि उनकी चोटी भाई बलराम की तरह ज़मीन पर लोटे। यद्यपि माँ यशोदा नियम से उनके बाल धोती थी और गूँथती थी। फिर भी उनके बाल लंबे नहीं होते थे। दूसरे पद में एक ग्वालन माँ यशोदा को उलाहना देते हुए कहती हैं कि नटखट कृष्ण प्रतिदिन उनके घर से मक्खन चोरी करके खा जाते हैं। वह यशोदा से कहती हैं कि उसने अनोखे पुत्र को जन्म दिया है जो दूसरों से अलग है। ग्वालन की शिकायत में सूरदास जी द्वारा वात्सल्य प्रेम की अभिव्यक्ति सराहनीय है।

सूरदास के पद – व्याख्या –

मैया, कबहिं बढैगी चोटी?

किती बार मोहिं दूध पियत भई, यह अजहूँ है छोटी।

तू जो कहति बल की बेनी ज्यों, ह्वै है लाँबी-मोटी।

काढ़त-गुहत न्हावत जैहै, नागिन सी भुईँ लोटी।

काचौ दूध पियावत पचि-पचि, देति न माखन-रोटी।

सूर चिरजीवौ दोउ भैया, हरि-हलधर की जोटी।

कबहिं – कब

किती – कितनी

पियत – पिलाना

अजहूँ – आज भी

बल – बलराम

बेनी – चोटी

लाँबी-मोटी – लंबी-मोटी

काढ़त – बाल बनाना

गुहत – गूँथना

न्हावत – नहलाना

नागिन – नागिन

भुईँ – भूमि

लोटी – लोटने लगी

काचौ – कच्चा

पियावति – पिलाती

पचि-पचि – बार-बार

माखन – मक्खन

चिरजीवी – चिरंजीवी

दोउ – दोनों

हरि-हलधर – कृष्ण-बलराम

जोटी – जोड़ी

प्रसंग – प्रस्तुत पद हमारी हिंदी की पाठ्य पुस्तक “वसंत भाग-3” में सूरदास द्वारा रचित ‘सूरदास के पद’ से अवतरित है। इसमें सूरदास जी ने श्री कृष्ण की बाल लीला का वर्णन किया है।

व्याख्या – सूरदास जी बताते हैं कि श्री कृष्ण बालपन में यशोदा से पूछते हैं कि उनकी चोटी कब बढ़ेगी, यह आज तक क्यों नहीं बढ़ी। वह माँ यशोदा से शिकायत करते हैं कि तुम मुझसे कहती थी कि जैसे बलराम भैया की लंबी-मोटी चोटी है, मेरी भी वैसी हो जायेगी। तू मेरे बाल बनाती है, इन्हें धोती है पर यह नागिन की तरह भूमि पर क्यों नहीं लोटती। तू मुझे सिर्फ बार-बार दूध पिलाती है, मक्खन व रोटी खाने को नहीं देती। इसलिए ये बड़ी नहीं होती। सूरदास जी कहते हैं कि ऐसी सुन्दर लीला दिखाने वाले दोनों भाई कृष्ण और बलराम की जोड़ी बनी रहे।

तेरें लाल मेरौ माखन खायौ।

दुपहर दिवस जानि घर सूनो ढूँढ़ि-ढूँढ़ोरि आपही आयौ।

खोलि किवारि, पैठि मंदिर मै, दूध-दही सब सखनि खवायौ।

उफखल चढ़ि, सीवेफ कौ लीन्हौ, अनभावत भुईँ मै ढरकायौ।

दिन प्रति हानि होति गोरस की, यह ढोटा कौनै ढंग लायौ।

सूर स्याम कौ हटकि न राखै तैं ही पूत अनोखौ जायौ।

लाल – बेटा

माखन – मक्खन

दुपहर – दोपहर

ढूँढ़ि – खोजकर

आपही – अपने आप

किवारि – दरवाजा

पैठि – घुसकर

सखनि – दोस्त/मित्र

उखल – ओखली

चढ़ि – चढ़ना

सीके – छिका

अनभावत – जो अच्छा न लगे

भुईँ – भूमि

ढरकायौ – गिरना

हानि – नुकसान

होति गोरस – गाय के दूध से बने पदार्थ

ढोटा – लड़का

हटकि – हटाकर

पूत – पुत्र

अनोखौ – अनोखा

जायौ – जन्म देना

प्रसंग – प्रस्तुत पद हमारी हिंदी की पाठ्य पुस्तक “वसंत भाग-3” में सूरदास जी द्वारा रचित ‘सूरदास के पद’ से अवतरित है। इसमें सूरदास जी ने श्री कृष्ण की गोपियों के साथ शरारतों का वर्णन किया है।

व्याख्या – सूरदास जी कहते हैं कि गोपियाँ सदा श्री कृष्ण की शिकायत यशोदा माँ से करती रहती है। एक गोपी यशोदा जी को कहती है कि आपका लाल मेरा मक्खन खा जाता है, दोपहर के समय जब उसका घर खाली होता है, तो कृष्ण स्वयं ही ढूँढ़कर घर आ जाते हैं। वह हमारे मंदिर के दरवाजे खोलकर उसमें घुस जाते हैं तथा अपने मित्रों को दही-मक्खन खिला देते हैं। वह ओखली पर चढ़कर छीके तक

पहुँच जाते हैं तथा मक्खन खा लेते हैं, और बहुत सारा मक्खन भूमि पर गिरा देते हैं। जिससे हर रोज़ दूध-दही का नुकसान कर देते हैं, गोपियाँ कहती हैं कि आपका यह बेटा कैसा है जो हमें सताता है। सूरदास जी कहते हैं कि फिर भी उसे अपने से अलग नहीं करा जा सकता। यशोदा तुमने सबसे अनोखे बेटे को जन्म दिया है।

प्रश्न-अभ्यास –

- प्रश्न 1 कृष्ण माता यशोदा से क्या पूछ रहे हैं ? (1)
- प्रश्न 2 माता यशोदा ने कृष्ण को क्या बताया था?(1)
- प्रश्न 3 कृष्ण माँ से चोटी के बारे में क्या-क्या कहते हैं? और क्या आग्रह करना चाहते हैं ? (1)
- प्रश्न 4 माँ यशोदा द्वारा किसकी जोड़ी को दीर्घायु होने की कामना की गई है?(1)
- प्रश्न 5 कौन किसके पास क्या शिकायत लेकर गई? (2)
- प्रश्न 6 – बालक कृष्ण किस लोभ के कारण दूध पीने के लिए तैयार हुए? (2)
- प्रश्न 7 – कृष्ण अपनी चोटी के विषय में क्या-क्या सोच रहे थे? (2)
- प्रश्न 8 – दूध की तुलना में कृष्ण कौन-सा पदार्थ अधिक पसंद करते थे? (3)
- प्रश्न 9– “तैं ही पूत अनोखौ जायौ” पंक्ति में ग्वालन के मन के कौन से भाव मुखरित हो रहे हैं? (3)
- प्रश्न 10 – मक्खन चुराते समय कृष्ण थोड़ा सा मक्खन बिखरा क्यों देते हैं? (HOTS)
- प्रश्न 11 – दोनों पदों में से आपको कौन सा पद अधिक पसंद आया और क्यों? (HOTS)

1. कृष्ण माता से क्या पूछ रहे हैं?
 - (a) वे कब ग्वाल बाल के साथ खेलने जाएँगे
 - (b) माँ उन्हें कब माखन-रोटी देगी
 - (c) उनकी चोटी कब बढ़ेगी।
 - (d) वे कब सखा के साथ खेलने जाएँगे
2. कृष्ण को क्या खाना अच्छा लगता है?
 - (a) दूध-मलाई
 - (b) माखन-रोटी
 - (c) दही-दूध
 - (d) कच्चा दूध
3. गोपी ने यशोदा को किसकी शिकायत की?
 - (a) बलराम
 - (b) बाल सखा
 - (c) कृष्ण
 - (d) पड़ोसी की
4. कृष्ण किस समय गोपियों के घर से मक्खन चुराते थे?
 - (a) प्रातः
 - (b) दोपहर
 - (c) शाम
 - (d) रात
5. कृष्ण गोपियों के घर से कहाँ से मक्खन चुराते थे?
 - (a) बड़े-बड़े मटकों से
 - (b) छीकें की हाँडी से

- (c) बंद डिब्बों में से हाँडियों से
- (d) रसोई घर में रखी |

SUBJECT SCIENCE

CHAPTER -REACHING THE AGE OF ADOLSCENCE

LINK-<https://youtu.be/Nw2yHKxrj7o>

Mental and Physical Changes at Puberty

Reproductive health

- The physical and mental well being of an individual is regarded as an individual's health.
- During adolescence, the reproductive organs develop and become functional.
- Reproductive health means proper growth and well being of the reproductive organs.

Our Great Glands

Endocrine glands

An endocrine system is a group of **ductless glands** that regulate body processes and functioning of many systems by secreting chemical substances called **hormones**.

- They release their secretions directly into the bloodstream.
- The origin and site of action are usually distant for hormones

Hormones

Hormones are chemical messengers secreted by the endocrine glands.

- They control body functioning, physiology and behavior.

Pituitary gland

- The pituitary gland is situated in the brain and is called as a master endocrine gland.
- It produces hormones that instruct other glands to secrete their hormones.
- The pituitary gland secretes growth hormone which controls the overall growth of a person.
- Secretion of growth hormone is maximum in adolescence period.

Testosterone

- Testosterone is the primary male sex hormone.
- It is responsible for the development of the male reproductive organs, production of male gamete i.e. sperms and development of secondary sexual characteristics too.
- Testes start secreting testosterone only after puberty.

Oestrogen

- Estrogen/oestrogen is the primary female sex hormone.
- It is responsible for the development of the female reproductive organs, production of female gamete i.e. ova and development of secondary sexual characteristics and menstrual cycle.
- Ovaries secrete this hormone after puberty.

Thyroid gland

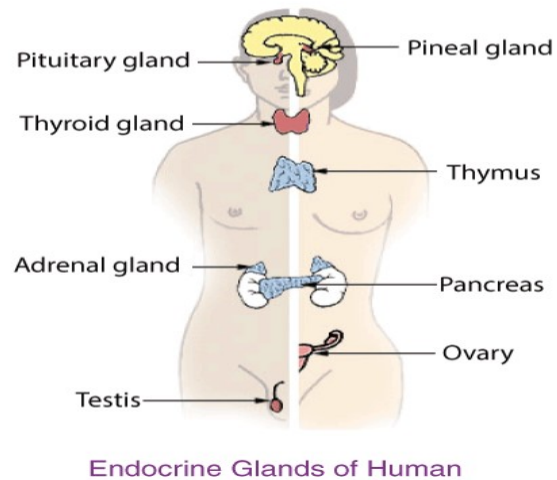
- It is a butterfly-shaped gland situated in the throat.
- It secretes a hormone called thyroxin.
- This hormone is important as it maintains the balance of all metabolic activities.
- The deficiency of this hormone can cause swelling of the thyroid gland, leading to goitre.

Pancreas

- The pancreas secretes a hormone called insulin, which regulates the blood sugar level in the body.
- Deficiency of insulin leads to diabetes.

Adrenal glands

- The adrenal glands are situated right above the kidneys.
- They change their shape throughout life and shrink as a person grows older.
- They secrete a hormone adrenaline and also maintain the salt and pH balance.
- Hormone adrenaline is also called 'fight or flight' hormone as it functions in emergency situations.



ACTIVITY 1.

The following chart gives the average rate of growth in height of boys and girls with age. The figures in columns 2 and 3, give the percentage of the height a person has reached at the age given in column 1. For example, by the age 11, a boy has reached 81% of his probable full height, while a girl has reached 88% of her full height. These figures are only representative and there may be individual variations. Use the Table for your friends and work out how tall they are likely to be. Find out who is likely to be the tallest and who might be the shortest in your class.

Table 1 Calculation for full height (cm)

Age in year	Boys	Girls
8	72%	77%
9	75%	81%
10	78%	84%
11	81%	88%
12	84%	91%
13	88%	95%
14	92%	98%
15	95%	99%
16	98%	99.5%
17	99%	100%

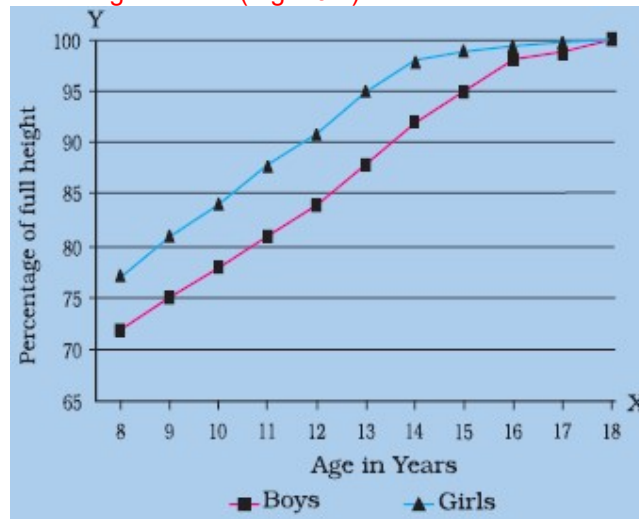
Example 1

Present height(cm)/% of full height in age *100

A boy is 9 years old and 120 cm tall. At the end of the growth period he is likely to be ?

Activity -2

Use the data given in Activity to draw a graph. Take age on the X axis and per cent growth in height on the Y-axis. Highlight the point representing your age on the graph. Find out the percentage of height you have already reached. Calculate the height you might eventually reach. Tally your graph with the one given here (Fig. 10.1).

**Graph showing percentage of height with age**

- Question 1.(6)
Prepare a table having two columns depicting names of endocrine glands and hormones secreted by them.
Answer:

Endocrine glands	Hormones
1. Pituitary gland	(i) Growth hormones
2. Ovaries	(ii) Estrogen

3. Testes	(iii) Testosterone
4. Thyroid	(iv) Thyroxine
5. Pancreas	(v) Insulin
6. Adrenal glands	(vi) Adrenaline

- Question 2.(4)
What are sex hormones? Why are they named so? State their function.
Question 3.
Choose the correct option.
(a) Adolescents should be careful about what they eat, because:
 - (i) proper diet develops their brains.
 - (ii) proper diet is needed for the rapid growth taking place in their body.
 - (iii) adolescents feel hungry all the time.
 - (iv) taste buds are well developed in teenagers.
 - (b) Reproductive age in women starts when their:
 - (i) menstruation starts.
 - (ii) breasts start developing.
 - (iii) body weight increases.
 - (iv) height increases.
 - (c) The right meal for adolescents consists of:
 - (i) chips, noodles, coke.
 - (ii) chapati, dal, vegetables.
 - (iii) rice, noodles and burger.
 - (iv) vegetable cutlets, chips and lemon drink.
- Answer:
- (a) (ii)
 - (b) (i)
 - (c) (ii)
- Question 4. (3)
Write notes on:
 - (a) Adam's apple
 - (b) Secondary sexual characters.
 - (c) Sex determination in the unborn baby.

HOTS

1. Salma had very soft and smooth skin during her childhood, as she entered adolescence, she developed pimples, the skin specialist advised her to wash her face at regular

intervals. Can you explain the reason of pimples appearance and suggest ways to prevent them.(3)

2. It is believed that height of child depends on genes inherited from parents. However it has been seen that tall parents have short child and vice-versa. Can there be other cause than genes for this type of variation.(3)

LESSON PLAN / Assignment (January) 2week

Subject-History

Sub teacher-Poonam Pathak

Topic:- Chapter 9- Women, Caste and Reform the Nation

Sub Topic :- Changing the Lives of Widows:

Learning Objectives:-To make Students acknowledge about the condition of women in 17 th century and changes towards and about the prominent leaders.

Methodology:-PPT, Video and word file

You tube link :<https://youtu.be/0IyUd47S8RQ>

Activity 1:- make a table on the reformers, their association and important work towards reforms

Activity 2:- Debate on: Do you think that condition of the women has changed in our society.

- Changing the Lives of Widows:

(i) **Raja Rammohan Roy** set up the **BrahmoSamaj** to fight social evils. He began a campaign against the practice of sati. Many British officials criticised Indian traditions and customs. They supported him and in 1829, sati was banned. He also supported women's education. In the religious field, he opposed idol worship and meaningless rituals.

(ii) **IshwarchandraVidyasagar** was one of the most famous reformers who suggested widow remarriage. In 1856, British officials passed the law permitting widow remarriage.

(iii) **Swami DyanandSaraswati** founded the **Arya Samaj** in 1875, and also supported widow marriage.

Girls begin going to School:

- (i) Many reformers felt that to improve the condition of women, education for girls was necessary.
- (ii) Many reformers in Bombay and Vidyasagar in Calcutta set up schools for girls.
- (iii) With the inauguration of first school in mid-19th century, many people feared that school would take the girls away from home and prevent them from doing domestic duties
- (iv) Many people believed that girls should be kept away from public spaces as they believed that they can get corrupting influence.
- (v) In aristocratic Muslim families in North India, women learnt to read the Koran in Arabic. They were taught by women who came home to teach.

Assignments:-

1mark

Give one word or one sentence answer for the following questions:-

- (i) What was Brahma Sabha known as later?
- (ii) Who founded Arya Samaj?
- (iii) What was criticized in the book, Stripurushtulna written by TarabaiShinde?
- (iv) Who was Raja Ram Roy?
- (v) Name the founder of Ramakrishnan Mission.

3 marks:-

1. How did the knowledge of ancient texts help the reformers promote new laws?
2. What do you know about TarabaiShinde and PanditaRamabai? What did they do for improving the condition of women?

5 marks:-Critical thinking based question/HOTS)

1. Give a reason what were the different reasons people had for not sending girls to school?

Geography

Revision Assignment

MCQ

- 1.----- in Europe has the largest deposits of iron .
 - a. Portugal
 - b. Russia
 - c. Germany
 - d. Hungary

2. From ----- mineral silicon is obtained
 - a. Coal
 - b. Bauxite
 - c. thorium
 - d. Quartz

3. Why has quarrying become a major environmental concern?
 - (a) Because minerals are pollutants
 - (b) Due to dust raised from the quarrying activities
 - (c) Because it is done by displacing people
 - (d) None of these

4. The process of taking out minerals from rocks buried under the surface of the earth is named as
 - (a) mining
 - (b) pumping
 - (c) extracting
 - (d) none of these

- What is the process in which minerals lying near the surface are dug?
 - (a) Drilling
 - (b) Off-shore drilling
 - (c) Quarrying
 - (d) Extraction

6. Rubber plantation is famous in -----
 - a. Malaysia
 - b. Brazil
 - c. Sri Lanka

d. USA

7. **Around ___ of Indian population depends on agriculture.**

A) 2/3

B) 1/5

C) 4/5

D) 1/3

8. **Following animal is a part of the nomadic herd**

A) camel

B) ox

C) cats

D) rabbits

9. **An example of tertiary activity is**

A) Advertising

B) Hunting

C) Agriculture

D) fishing

10. **The word 'agriculture' has been derived from Latin word**

A) ageri

B) ager

C) agri

D) agar

Video link:

<https://youtu.be/nOEAP4nI5cl>

Activity:

On the political map of India mark oil fields in Maharashtra and in Assam .