CLASS-VII
ONLINE CLASSES WORK PLAN(WEEK-4)

ENGLISH

CHAPTER-1 A HERO
BY R.K NARAYAN
Video link: https://m.youtube.com/watch?v=e0jepXp8qdc

SYNOPSIS

The story is about Swami who becomes an accidental hero and pride of his family. As a young boy, Swami dislikes going to school or work hard at anything. He likes to spend time with his friends and hear stories from his grandmother. He is pampered by his grandmother and so he only sleeps by her side.

However, this situation disturbs Swami's father who wants to discipline Swami and wants him to become independent and self-reliant. He read stories of great feats by young children and wants his son to be one of them. He even read a newspaper which carried a report about the bravery of a village boy who had come face to face with a tiger while returning home by the village path.

After trying all that he can, he finally asks Swami to spend his night in his office in place of his grandmother's bedroom. This startles Swami who tries to resist the move. He employs many tactics like appealing to his mother and grandmother but no avail.

He also seeks advice from his friends who suggest him to go to bed early and avoid being caught awake by his father. Unfortunately, Swami's father does not fall for any of his tricks and coerces him to retire to his office.

He relents to a degree by allowing Swami to sleep with open doors and windows. This is because Swami is spooked by ghosts which are something his friends have warned him about. He trembles at the thought of being visited by a ghost and requests to open the window to find a quick escape.

The night passes without an alarm until Swami is woken up by a stir. He looks at the window and finds a shadowy figure trying to break in. He fears that it is the ill-

famed ghost and latches on to its legs. He bites into the limbs and cries out for help.

Hearing his shriek, the family rushes to the office and the thief is apprehended. When the police arrive they congratulate Swami on his act of courage and heroism. However, Swami declines an invite to join the force. He does not want to be involved in any further acts of heroism or danger.

He decides to go back to his old ways and return to grandmother's room. He continues to sleep in the comfort and loving care of her. When his father tries to make him sleep in the office again, it is his mother who intervenes and asks him to back off. She wants to protect the innocence and playful abandon of her child, as long as she possibly can.

ASSIGNMENT

CHAPTER-1
A HERO

ABOUT THE AUTHOR
R.K Narayan(1906-2001), was best known for his works set in the fictional South Indian town of Malgudi. He is one of the leading figures of early Indian Literature in English.

New Words:
1) Proposition: proposal

2) Disputed: questioning whether something is true and valid

3) Tiptoed: walk lightly on the toes

4) Chum: friend

5) Racked: deeply troubled

6) Molly coddle: be very kind and protective

Reading-1

Based on your understanding of the story, complete the statements below:

a) For Swami, events took an unexpected turn in the beginning of the story suggests that_____.

b) Father's intent in telling Swami the story was to_____.

c) Swami's father said: "Leave alone strength, can you prove you have courage?"

Father was _____.

Q-2) Answer the following questions:

a) What story did Swami's father read to him?
b) What habit of Swami's did father find disgraceful?
c) Why did Swami find the idea of sleeping in his father's office 'a frightful proposition'?
   How did he try to avoid the situation?
d) As the night advanced, Swami felt that something dreadful would happen to him. What did he think would happen?
e) There was absolute silence in the room. But some noises reached Swami's ears. What were they?
f) How did Swami help in preventing the burglary?

Reference to Context

Q-3) **"You must sleep alone hereafter!"**

a) Name the chapter and the author
b) Who said to whom?
c) Who did he usually sleep with?
d) Why did the speaker want him to sleep alone?

Q-4) **"Aiyo, something has bitten me"**

a) Who is 'me'?
b) Why had he been bitten?
c) How did the speaker suffer as a result of being bitten?

Q-5) <u>**"Congratulations were showered on Swami next day"**</u>

a) Why was Swami congratulated?
b) Do you think Swami deserves the praise? Give reason.
c) What does congratulation mean in the context?

Q-6) Write a short paragraph in about 50 words sharing about the hero or an ideal of your own life.

हिंदी
कार्य पत्रिका

वर्ण – विचार

उपलब्धकर्ता मिस रंजना

वह छोटी - से छोटी भाषिक ध्वनि , जिसके खंड न हो सके , " वर्ण " कहलाती है । वर्ण शब्द का प्रयोग " भाषिक ध्वनि " व ध्वनि - चिह्न दोनों के लिए होता है ।

वर्णमाला

स्वर -- अ , आ , इ , ई , उ , ऊ , ऋ , ए , ऐ , ओ , औ

व्यंजन -- क वर्ग--- क , ख , ग , घ , ङ

च वर्ग --- च , छ , ज , झ , ञ

ट वर्ग -- ट , ठ , ड , ढ , ण

त वर्ग -- त , थ , द , ध , न

प वर्ग -- प , फ , ब , भ , म

अंतस्थ व्यंजन -- य, र , ल , व

उष्म व्यंजन -- श , ष , स , ह

संयुक्त अक्षर -- क्ष, त्र, ज्ञ , श्र

अभ्यास कार्य

प्रश्न-1-सही के सामने- ☐ या गलत के सामन-☐ का निशान लगाइए

क. वर्ण भाषा की सबसे छोटी इकाई है |

ख. वर्णों के व्यवस्थित समूह को व्यंजन कहते हैं|

ग.   दीर्घ स्वरों की संख्या सात है |

घ.   अनुस्वार लिखते समय शब्दों के ऊपर – 'बिंदु' लगाया जाता है |

ङ.   'पूँछ' शब्द में अनुनासिक का प्रयोग है |

प्रश्न-2-निम्नलिखित शब्दों में अनुस्वार या अनुनासिक चिह्न का प्रयोग कीजिए –

** आख , उगली , गोद , बदर , अधा , आगन , चचल , शाति , नियत्रण , पजाबी

प्रश्न-3-निम्नलिखित वर्णों को उनके सही स्थान पर लिखिए-

इ ल ठ ऋ ण ओ य क ग च उ प ए ऊ औ म ह आ

स्वर									
व्यंजन									

प्रश्न-4 –निम्नलिखित वाक्यों को सही करके लिखिए-

क- स्वरमाला में स्वरों की संख्या तेरह है |

**...

ख- संयुक्त व्यंजन केवल पाँच हैं |

**...

ग-श,ष ,स ,ह- ये सभी स्पर्श व्यंजन हैं |
** ....

प्रश्न-5 दिए गए शब्दों को वर्ण - विच्छेद कीजिए :

मिठाई

निष्फल

अधोभाग

तपोवन

मनोहर

MATHS

Q1. Verify the following

   a. $(-22) \times [(-4) + (-5)] = [(-22) \times (-4)] + [(-22) \times (-5)]$

  b. $(-12) \times [(3) + (-9)] = [(-12) \times (4)] + [(-12) \times (-9)]$

Q2. Evaluate

   a. $(-36) \div (-4)$

   b. $(0) \div (-12)$
   c. $[(-30) \div 5] \div 2$
   d. $(-40) \div 40$

Q3. The price of the stock decreases Rs. 45 per day for four consecutive days. What was the total change in value of the stock over 4 day

period?

Q4.A group of hikers is descending the mountain at a rate of 600 feet per hour. What is the change in elevation of hiker after 6 hours?

Q5.(i) For any integer a, what is (-1) x a equal to?

(ii) Determine the integer whose product with (-1) is

(a) -54   (b) 34   (c) 0

Q6. Using suitable properties, evaluate the following:

(i) (-17) x 0 x (-28)

(ii) (- 41) x 103

(iii) 625 x (-35) + (-625) x 65

Q7. Fill in the blanks to make following true statements

(i) (- 4)   x....................= 44

(ii) (- 5) x ....= 0

(iii) ....x (-13) = 143

Q8.Evaluate

(i)   0 ÷ (-17)

(ii) (-59) ÷ 59

(iii) (-270) ÷ 27

(iv) {(-6)+5} ÷ {(-2)+1}

(v) {(-48) ÷ (-6)} ÷ (-2)

Q9.Write five pair of integers (a , b) such that a÷ b = 4 .

Q10.Verify that a ÷ (b + c) ≠ (a ÷ b)+ (a ÷ c) for

(a) a = -10 , b=1 , c=1   (b) a =12 , b=1 , c=-2

Q11. Fill in the blanks

(i) 239 ÷...................= 1

(ii) .... ÷ (-21)= 4

(iii) (-54) ÷.........................= 1

Q12.Find a pair of integers whose product is -21 and whose difference is   10.

Q13.(**Activity Based Question**) In a class test containing 12 questions , 5 marks are given for every correct answer and (-2) marks are given for every incorrect answer and 0 marks are given for questions not attempted.

   a. Ayushi gets 7 correct and 5 incorrect answer. What is her score?

   b. Teenu attempted all questions but gets only 5 correct answer.What is his score?

SCIENCE

NUTRITION IN PLANTS

Video watch - https://www.youtube.com/watch?v=EtCa9m3prEM

Topic- How Nutrients replenished in soil?

- We know that plants continuously take nutrients from the soil in order to synthesize food. As a result of this amount of nutrients in the soil decreases.
- Nutrients in the soil are replenished by adding fertilisers and manures.
   Another way to replenish soil is to grow leguminous crops (for example gram, peas,   . .   pulses etc.) in the soil.
The bacterium called **Chemical fertilizers** are synthetic substances that provide the necessary nutrients for healthy plant growth and development.
Some examples of chemical fertilizers are ammonium sulphate, ammonium phosphate, **ammonium nitrate**, **urea**, ammonium chloride .

Rhizobium is a bacteria found in soil that helps in fixing nitrogen in leguminous plants. It attaches to the roots of the leguminous plant and produces nodules. These nodules fix atmospheric nitrogen and convert it into ammonia that can be **used** by

the plant for its growth and development. Rhzobium converts it into a soluble form.

Leguminous plants have bacteria called Rhizobium in their roots. Example of these types of plants are – peas, gram, moong ,beans etc. Rhizobium cannot make its own food.

Legumes form a unique **symbiotic relationship** with bacteria known as **rhizobia**, which they allow to infect their roots. This leads to root nodule formation where bacteria are accommodated to convert nitrogen from the air into ammonia that the **plant** can use for growth.

Let's Discuss

1) Why is it beneficial for farmer to grow leguminous crops? What will happen if a farmer does not do so?
2) Rakesh and Sonu are friends and their fathers are farmers. Rakesh told Sonu that his father has gone to city to purchase fertilizer. Sonu was confused as he didn't know what is fertilizer, he asked his father . What did his father tell him? How his father might have compared growing peas and gram rather than using fertilizers?
3) Name any two chemical fertilizers.

SOCIAL STUDIES

On Equality
Civics - Class VII (Chapter-1)

Video Link for Reference: -
https://www.youtube.com/watch?v=ePpLdSaG2-k&t=59s

Chapter Summary / Notes

- Equality is a condition in which adequate opportunities are given to all.

- **Equal Right to Vote**: In a democratic country like India, adults, irrespective of their religion, caste education, status or place of birth, are given the right to vote under Universal Adult Franchise.

Does Equality Exist:
i) In reality, difference exists between rich and poor.
ii) Caste system is also rigid.
iii) Dalits in India and minorities are denied the right to dignity and equality.

Equality in India Democracy:
(i)   **The Indian Constitution recognizes every person as equal.** However, it does not mean that inequality does not exist in India.

(ii)   Four provisions provide equality in India; equality before the law; no discrimination on the basis of caste, colour, religion, race, gender; **everyone has access to all public places and untouchability has been abolished.**

iii) The government has tried to implement equality first through laws and second through government programmes or schemes to help disadvantaged communities.

iv) Programmes like mid-day meal scheme have been launched to improve the attendance and enrolment ratio of children in schools.

Issues of Equality in Other Democracies: In USA also the Civil Rights Movement of 1960's restored the dignity of Afro-American based on colour.

Worksheet

1. **In a democracy why is Universal Adult Franchise important?**
2. **What do you mean by 'dignity'?**
3. **In what ways was Omprakash Valmiki experience similar to that of the Ansaris?**
4. **What do you understand by the term "all persons are equal before the law"? Why do you think it is important in a democracy?**
5. **What is Joothan about?**
6. **Mention two different kinds of inequalities that exist in our country. Give examples.**
7. **What are the two ways in which the government has tried to implement the equality that guaranteed in the constitution?**

8. **What was the condition of the African-Americans in the United States of America prior to 1950s?**
9. **What are the provisions made in the constitution for the recognition of equality?**
10. **Write a brief note on the following:**
    a) **Equality in Indian democracy**
    b) **Civil Rights Act of 1964**

ACTIVITY:

Q-11) *`Make a booklet on Mid Day Meal scheme of Indian Government.

विषय - संस्कृत

द्वितीयः पाठः

दुर्बुद्धिः विनश्यति

Link -   https://youtu.be/XInaRGHH0bs

अस्ति मगधदेशे फुल्लोत्पलनाम सरः। तत्र संकटविकटौ हंसौ निवसतः। कम्बुग्रीवनामकः तयोः मित्रम् एकः कूर्मः अपि तत्रैव प्रतिवसति स्म।

अथ एकदा धीवराः तत्र आगच्छन्। ते अकथयन् –"वयं श्वः मत्स्यकूर्मादीन् मारयिष्यामः।" एतत् श्रुत्वा कूर्मः अवदत्–"मित्र! किं युवाभ्यां धीवराणां वार्ता श्रुता? अधुना किम् अहं करोमि?" हंसौ अवदताम् – "प्रातः यद् उचितं तत्कर्त्तव्यम्।" कूर्मः अवदत्– "मैवम्। तद् यथाऽहम् अन्यं ह्रदं गच्छामि तथा कुरुतम्।" हंसौ अवदताम्–"आवां किं करवाव?" कूर्मः अवदत्–"अहं युवाभ्यां सह आकाशमार्गेण अन्यत्र गन्तुम् इच्छामि।"

शब्दार्थ → अस्ति → (root - अस्) = है, सर: → तालाब, तत्र → वहां पर, हंसौ → दो हंस, तयो: → दोनों का, कूर्मि: - कछुआ, अपि → भी, तत्रैव → तत्र + एव → वहां पर ही, प्रतिवसति स्म - रहता था, अथ → उसके बाद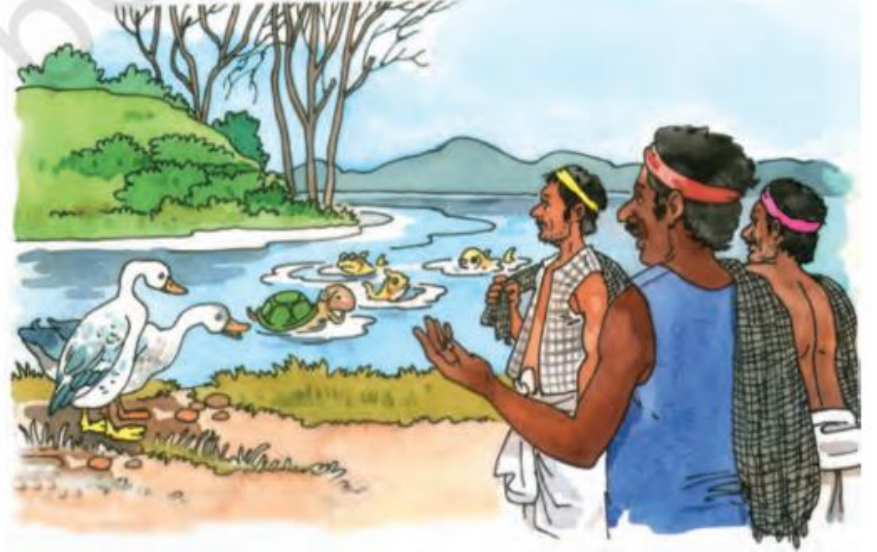, सकदा → एक बार, धीवरा: → मछुआरे। आगच्छन् → आए। ते → वे लोग, श्व: → आने वाला कल (tomorrow), वयं → हम सब, मत्स्य० → मछली, कूर्मादीन → कछुआ आदि को। मारयिष्याम: → मारेंगे। श्रुत्वा → सुन कर, अधुना → अब। श्रुता → सुन ली है, युवाभ्याम → तुम दोनों ने।

सरलार्थ → मगध देश में फुल्लोत्पल नामक तालाब है। वहाँ संकट तथा विकट नामक दो हंस रहते थे। उन दोनों का कम्बुग्रीव नामक एक कछुआ भी वहाँ पर ही रहता था। तत्पश्चात् एक बार मछुआरे वहाँ आए। वे कहने लगे - हमलोग कल मछलियों और कछुए आदि को मार डालेंगे। यह सुनकर कछुआ बोला - "हे मित्रो! क्या तुम दोनों ने मछुआरों की बात सुनी? अब मैं क्या करूँ?

शब्दार्थ → अवदताम → कहे, प्रात: → सुबह, यद् → जो, तत्कर्त्तव्यम् → वह करेंगे। मैवम → मा + एवम् → ऐसा नहीं, तद् → वह (तत्) यथा → जिस प्रकार, जैसा। हृदं → तालाब में, तथा → वैसा, अन्यत्र → दूसरे स्थान पर। गन्तुम → जाने के लिए, इच्छामि → चाहता हूँ।

सरलार्थ → दोनों हंस कहे - "सुबह जो उचित होगा वह करेंगे। कछुआ कहा - "ऐसा (उचित) नहीं है। वैसा (उपाय) करो जिस प्रकार मैं दूसरे तालाब में चला जाऊँ।" दोनों हंस बोले - हम दोनों क्या करें?" कछुआ बोला - "मैं तुम दोनों के साथ आकाशमार्ग से दूसरे स्थान पर जाने की इच्छा करता हूँ।

हंसौ अवदताम्–''अत्र क: उपाय:?'' कच्छप: वदति–''युवां काष्ठदण्डम् एकं चञ्च्वा धारयताम्। अहं काष्ठदण्डमध्ये अवलम्ब्य युवयो: पक्षबलेन सुखेन गमिष्यामि।'' हंसौ अकथयताम्– ''सम्भवति एष: उपाय:। किन्तु अत्र एक: अपायोऽपि वर्तते। आवाभ्यां नीयमानं त्वामवलोक्य जना: किञ्चिद् वदिष्यन्ति एव। यदि त्वमुत्तरं दास्यसि

तदा तव मरणं निश्चितम्। अत: त्वम् अत्रैव वस।'' तत् श्रुत्वा क्रुद्ध: कूर्म: अवदत्– ''किमहं मूर्ख:? उत्तरं न दास्यामि। किञ्चिदपि न वदिष्यामि।'' अत: अहं यथा वदामि तथा युवां कुरुतम्।

शब्दार्थ→ अत्र → यहां , क: → क्या , काष्ठदण्डम् → लकड़ी के टुकड़े को , चञ्च्वा → चोंच से , धारयताम् → पकड़ लोगे , अवलम्ब्य → सहारा लेकर , पक्षबलेन → पंखो के बल से , सम्भवति → संभव है , एष: → यह , अपायोऽपि → (अपाय: → खतरा , हानि , अपि → भी) , नीयमानं → ले जाए जाते हुए को , वामवलोक्य → वाम् + अवलोक्य → तुम्हें देखकर , किञ्चिद् → कुछ , एव → ही , त्वमुत्तरं → त्वम् + उत्तरं → तुम उत्तर (जबाव) को , अत्रैव → अत्र + एव → यहां ही , वस → रहो

सरलार्थ → दोनों हंस कहने लगे –'' यहाँ क्या उपाय है ?'' कछुआ बोला – '' तुम दोनों एक लकड़ी के टुकड़े को चोंच से पकड़ लेना । मैं उस लकड़ी के दण्डे का मध्य भाग का सहारा लेकर तुम दोनों के पंख के बल से आराम से चला आऊँगा ।'' दोनों हंस कहने लगे –'' यह उपाय संभव है , परंतु यहाँ एक खतरा भी है । हमारे द्वारा ले जाए जाते हुए तुम्हें देखकर लोग कुछ कहेंगे ही । यदि तुम उत्तर दोगे तब तुम्हारी मृत्यु निश्चित है । इसलिए तुम यहां पर ही रहो।

यह सुनकर क्रोधित कछुआ कहने लगा – "क्या मैं मूर्ख हूँ ? (मैं) अपर नहीं दूँगा।

प्रश्न 1

(क) कूर्मस्य किं नाम आसीत्?

(ख) सरस्तीरे के आगच्छन्?

(ग) कूर्म: केन मार्गेण अन्यत्र गन्तुम् इच्छति?

प्रश्न 2

मञ्जूषात: क्रियापदं चित्वा वाक्यानि पूरयत–

अभिनन्दति भक्षयिष्याम: इच्छामि वदिष्यामि उड्डीयते प्रतिवसति स्म

(क) हंसाभ्यां सह कूर्मोऽपि ....।

(ख) अहं किञ्चिदपि न ....।

(ग) य: हितकामानां सुहृदां वाक्यं न ....।

(घ) एक: कूर्म: अपि तत्रैव ....।

(ङ) अहम् आकाशमार्गेण अन्यत्र गन्तुम् ....।

(च) वयं गृहं नीत्वा कूर्म ....।