

**EAST POINT SCHOOL
CLASS-VII
ONLINE CLASSES WORK PLAN
(31 AUG-02 SEPTEMBER)**

ENGLISH

PRACTICE WORKSHEET -3

Q.1 Read the following passage and answer the questions that follow:

The Apple Tree

I There was once an old apple tree in a farmer's garden. It could not bear the fruits anymore but a large number of sparrows, squirrels and other small birds and insects lived in the tree. One day the farmer decided to cut down the tree. "It has become useless," he said to himself. "But its wood is still strong. I can make some tables and chairs with the wood." He took a sharp axe in his hands and stuck at the roots of the tree.

II At once, the birds and animals in the tree cried aloud. The grasshoppers, the sparrows and the squirrels came out of their holes and nests. "Please sir," they begged the farmer. "Save this tree. It's our only home!" But the farmer did not listen to them. He went on striking at the tree harder and harder. As the farmer raised his axe one more time, he saw something in the hollow of the tree. It was a beehive. It was full of honey. He tasted the honey. "Ummm! It tastes so sweet," said the farmer, He said that the tree is not useless at all. If I take some honey now, the bees will make more. They won't go away from their home."

III "Listen!" he cried to the birds and the insects, "I shall not cut down this tree. It's your home. You can live in peace now." And he threw his axe away. "The farmer isn't a kind man," said the sparrows, the grasshoppers and the squirrels, "He wants the tree because there is honey in the beehive." But they cried out of joy. Their homes were safe

1.1 Complete the statement:

- a) _____ tool was used to cut the tree.
b) The farmer wanted to cut the tree because_____.

1.2 Answer the following questions:

- 2) Why did the animals cry aloud?
4) Was the farmer a kind man? Why?

1.3. Find out the opposite of below words from the above passage:-

- a) weak (Para-I) b) cruel (Para III)

Q-2) Read the following poem carefully and answer the questions that follow:-

(5)

I HAD A DOVE, AND THE SWEET DOVE DIED

I had a dove, and the sweet dove died,
And I have thought it died of grieving;
O what could it grieve for? Its feet were tied
With a silken thread of my own hand's weaving:
Sweet little red feet! Why would you die?
Why would you leave me, sweet bird, why?
You liv'd alone on the forest tree,
Why, pretty thing, could you not live with me?
I kiss'd you oft, and gave you white pease;
Why not live sweetly as in the green trees?

By John Keats

2.1) Complete the sentences:

- a) The bird grieved for _____.
- b) The poet tied the bird's feet with a _____.

2.2 Answer the following questions:

- a) How did the poet satisfy the needs of the bird?
- b) What lesson do we draw from the poem?

2.3 Find the synonym of the below words from the above poem:

- a) sad
- b) fix

Q3) Write a letter to the Mayor of your city seeking a solution to the problem of water logging in your area. You are Seema of Dharma Colony Mathura.

Q-4) Choose the best conjunction from the options given to complete the following sentences.

- a. He is wealthy _____ (that/so/but) not happy.
- b. I plan to take my vacation _____ in June _____ in July. (Whether /or, either/or, as/if)
- c. You may act _____ (as/so/that) you like.

Q-5) Underline the adjectives in the below sentences and state its kind:

- Who gave you this book?
- Anita has got five pencils.
- This is a very pretty girl.
- There is some juice in this bottle.

Q-6) Unjumble the following sentences:

- love / of others/ Good manners/ and / win the / respect
- in / We/ of/ science/ the age/ live

HINDI

वर्ण विचार

वर्ण – वर्ण वह ध्वनि है जिसके और खंड (टुकड़े) नहीं किए जा सकते; जैसे- अ, इ – क, चु, ख, र इत्यादि।

वर्ण के भेद – वर्ण के दो भेद होते हैं-

- स्वर
- व्यंजन

वर्णमाला – वर्णों के व्यवस्थित रूप को वर्णमाला कहते हैं। प्रत्येक भाषा की अपनी वर्णमाला होती है। हिंदी वर्णमाला में ग्यारह स्वर और 33 व्यंजन हैं।

1. स्वर – जिन वर्णों को बोलने के लिए अन्य ध्वनियों का सहारा नहीं लेना पड़ता, उन्हें स्वर कहते हैं। स्वरों के उच्चारण में हवा हमारे मुख से बिना किसी रुकावट के निकलती है। हिंदी में ग्यारह स्वर हैं, अ, आ, इ, ई, उ, ऊ, ऋ, ए, ऐ, ओ, औ।

2. व्यंजन – जिन वर्णों का उच्चारण स्वरों की सहायता से होता है, उन्हें व्यंजन कहते हैं। व्यंजन के उच्चारण में 'अ' स्वर की सहायता लेनी पड़ती है।

~ ~ ~

बहुविकल्पी प्रश्न

1. भाषा की सबसे छोटी लिखित इकाई है

- पद

(ii) वाक्य

(iii) शब्द

(iv) वर्ण

2. इनमें से कौन-सा स्वर नहीं है

(i) अ

(ii) ओ

(iii) ऊ

(iv) ज

3. इनमें से कौन-सा व्यंजन नहीं है

(i) क

(ii) च

(iii) ट

(iv) ए

4. 'स्वर' वर्गों के कितने भेद होते हैं

(i) तीन

(ii) चार

(iii) छह

(iv) सात

5. हिंदी में व्यंजनों की संख्या कितनी है

(i) सैंतीस

(ii) छत्तीस

(iii) अड़तीस

(iv) पैंतीस

6. जिन स्वरों के उच्चारण में अधिक समय लगे, वे कहलाते हैं

(i) स्वर

(ii) व्यंजन

(iii) मात्रा

(iv) प्लुत स्वर

7. जिन व्यंजनों के उच्चारण में जिह्वा मुख के विभिन्न स्थानों को छूती है, वे हैं

(i) संयुक्त व्यंजन

(ii) स्पर्श व्यंजन

(iii) ऊष्म व्यंजन

(iv) इनमें से कोई नहीं

8. एक से अधिक व्यंजन जब जोड़कर बोले या लिखे जाते हैं वे कहलाते हैं

(i) स्वर

(ii) व्यंजन

(iii) संयुक्ताक्षर

(iv) इनमें से कोई नहीं

9. विसर्ग का चिह्न है

(i) (')

(ii) (ˆ)

(iii) (:)

(iv) (,)

10. स्वरों के उच्चारण में सहायता लेनी पड़ती है

(i) स्वर की

(ii) व्यंजन की

(iii) मात्रा की

(iv) किसी की नहीं ।

हिमालय की बेटियां

बहुविकल्पी प्रश्नोत्तर

(क) गद्यांश के पाठ और लेखक का नाम इनमें से कौन-सा है?

(i) दादी माँ-शिवप्रसाद सिंह

(ii) हिमालय की बेटियाँ-नागार्जुन

(iii) फूले कदंब-नागार्जुन

(iv) कठपतली-भवानी प्रसाद मिश्र

(ख) लेखक ने किन्हें दूर से देखा था?

(i) हिमालय पर्वत को

(ii) हिमालय की चोटियों को

(iii) हिमालय से निकलने वाली नदियों को

(iv) हिमालय के समतल मैदानों को

(ग) नदियों की बाल लीला कहाँ देखी जा सकती है?

- (i) घाटियों में ।
- (ii) नंगी पहाड़ियों पर
- (iii) उपत्यकाओं में
- (iv) उपर्युक्त सभी

(घ) निम्नलिखित में से किस नदी का नाम पाठ में नहीं आया है?

- (i) रांची
- (ii) सतलुज
- (iii) गोदावरी
- (iv) कोसी

(ङ) बेतवा नदी को किसकी प्रेयसी के रूप चित्रित किया गया है?

- (i) यक्ष की
- (ii) कालिदास की
- (iii) मेघदूत की
- (iv) हिमालय की

(च) लेखक को नदियाँ कहाँ अठखेलियाँ करती हुई दिखाई पड़ती हैं?

- (i) हिमालय के मैदानी इलाकों में
- (ii) हिमालय की गोद में
- (iii) सागर की गोद में
- (iv) घाटियों की गोद में

(छ) लेखक ने नदियों और हिमालय का क्या रिश्ता कहा है?

- (i) पिता-पुत्र का
- (ii) पिता-पुत्रियों का
- (iii) माँ-बेटे का
- (iv) भाई-बहन का

(ज) लेखक किस नदी के किनारे बैठा था?

- (i) गोदावरी
- (ii) सतलुज
- (iii) गंगा
- (iv) यमुना

बहुविकल्पी प्रश्नोत्तर

(क) 'मिठाईवाला' पाठ के लेखक के नाम हैं

- (i) भवानीप्रसाद मिश्र
- (ii) भगवतीप्रसाद वाजपेयी
- (iii) विजय तेंदुलकर
- (iv) शिवप्रसाद सिंह

(ख) किसके गान से हलचल मच जाती थी ?

- (i) किसी गायक के
 - (ii) शास्त्रीय संगीतज्ञ से
 - (iii) खिलौनेवाले के
 - (iv) इनमें कोई नहीं
- (ग) रोहिणी ने बच्चों से क्या जानना चाहा था?

- (i) कहाँ से खरीदा
 - (ii) कितने को खरीदा
 - (iii) कब खरीदा
 - (iv) कितने में खरीदा
- (घ) बच्चों ने हाथी-घोड़े कितने में खरीदा था?

- (i) दो रुपए में
 - (ii) दो पैसे में
 - (iii) तीन पैसे में
 - (iv) पचास पैसे में
- (ङ) खिलौनेवाले का गान गली भर के मकानों में कैसे लहराता था?

- (i) झील की तरह
 - (ii) सागर की तरह
 - (iii) दो आने में
 - (iv) तीन रुपए में
- (च) चुन्नू-मुन्नू ने कितने में खिलौने खरीदे थे?

- (i) तीन पैसे में
- (ii) दो पैसे में
- (iii) दो आने में

(iv) तीन रुपए में

(छ) रोहिणी को मुरलीवाले के स्वर से किसका स्मरण हो आया?

(i) मिठाईवाले को

(ii) खिलौनेवाले का

(iii) फेरीवाले का

(iv) बच्चों का

(ज) रोहिणी ने मुरलीवाले की बातें सुनकर क्या महसूस किया?

(i) ऐसे फेरीवाले आते-जाते रहते हैं

(ii) वह महँगा सामान बेचता है।

(iii) ऐसा स्नेही फेरीवाला पहले नहीं देखा।

(iv) मुरलीवाला अच्छा व्यवहार नहीं करता

(झ) फिर वह सौदा भी कैसा भी सस्ता बेचता है? अर्थ के आधार पर वाक्य भेद है

(i) संकेतवाचक

(ii) विधानवाचक

(iii) विस्मयादिबोधक

(iv) इच्छासूचक

MATHS

Algebraic Expressions(Continued)

Terms of an Expression

To form an expression we use constant and variables and separate them using the operations like addition, subtraction etc. these parts of expressions which we separate using operations are called Terms.

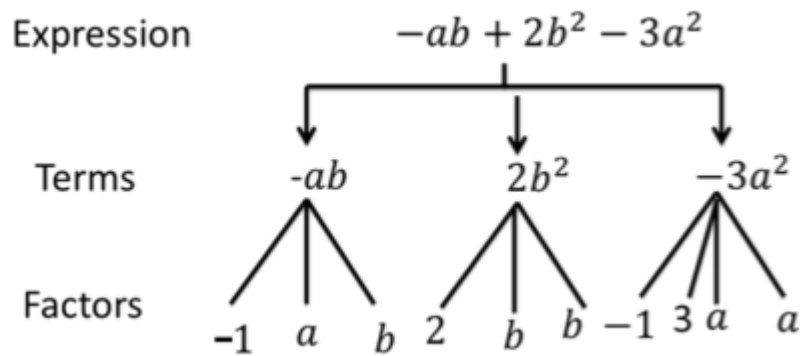
$$4x - y + 7$$

In the above expression, there are three terms, $4x$, $-y$ and 7 .

Factors of a Term

Every term is the product of its factors. As in the above expression, the term $4x$ is the product of 4 and x . So 4 and x are the factors of that term.

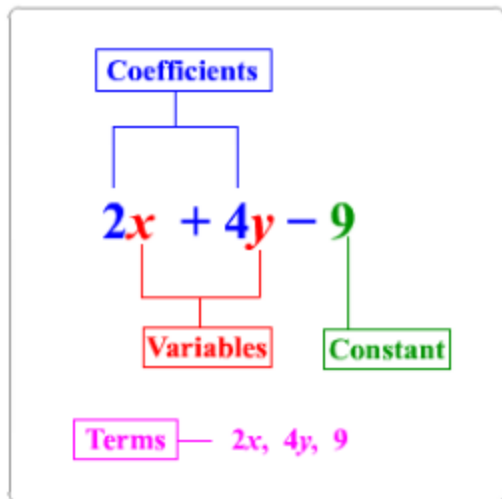
We can understand it by using a tree diagram.



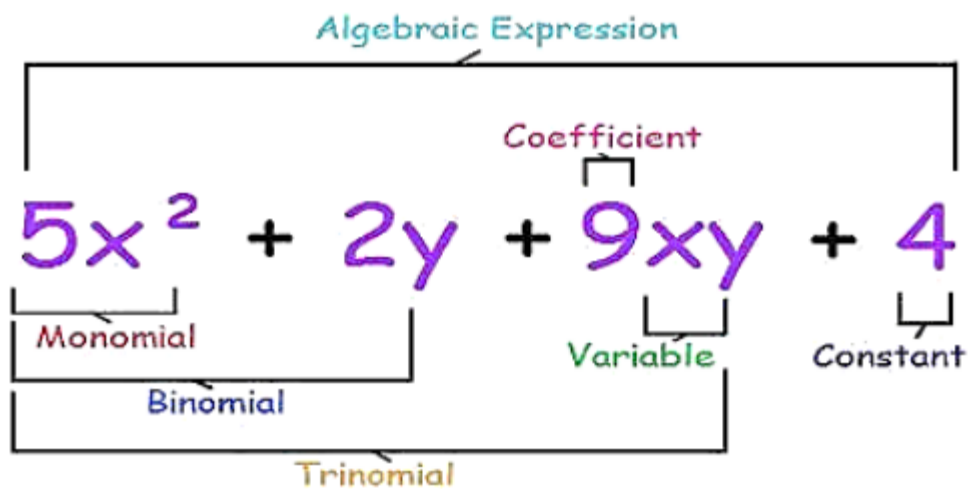
Coefficients

As you can see above that some of the factors are numerical and some are algebraic i.e. contains variable. The numerical factor of the term is called the numerical coefficient of the term.

Expressions	Meaning	Example
Monomial	Any expression which has only one term.	$5x^2, 7y, 3ab$
Binomial	Any expression which has two, unlike terms.	$5x^2 + 2y, 2ab - 3b$
Trinomial	Any expression which has three, unlike terms.	$5x^2 + 2y + 9xy, x + y - 3$
Polynomial	Any expression which has one or more terms with the variable having non-negative integers as an exponent is a polynomial.	$5x^2 + 2y + 9xy + 4$ and all the above expressions are also polynomial.

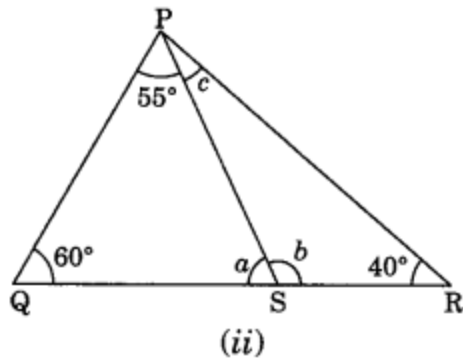
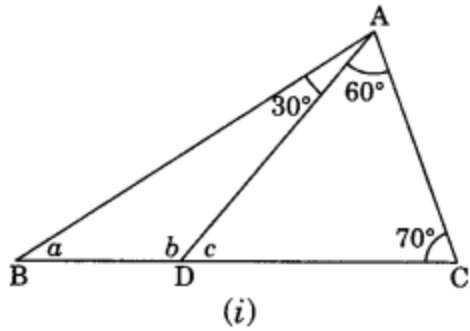


Monomials, Binomials, Trinomials and Polynomials



WORKSHEET

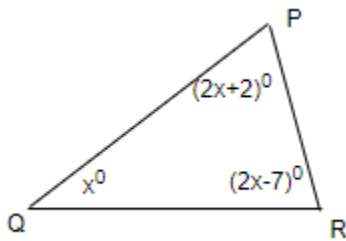
Q1. In figure (i) and (ii), Find the values of a, b and c.



[NCERT Exemplar]

Q2. One of the exterior angles of a triangle is 120° and the interior opposite angles of it are in the ratio $4 : 2$. Find the angles of the triangle.

Q3. From the adjoining figure, find the value of x and also the measures of $\angle P, \angle Q$ and $\angle R$



Q4. An iron rod 5m long is placed against the wall in such a way that the foot of the rod is 3m away from the wall. Find how high the top of the iron rod reaches in the wall ?

Q5. Which of the following triplets cannot be the angles of a triangle?

- (a) $67^\circ, 51^\circ, 62^\circ$
- (b) $70^\circ, 83^\circ, 27^\circ$
- (c) $90^\circ, 70^\circ, 20^\circ$
- (d) $40^\circ, 132^\circ, 18^\circ$

Q6. In a right-angled triangle ABC, if angle $C = 90^\circ$, then which of the following is true?

- (a) $AB^2 = BC^2 + AC^2$
- (b) $AC^2 = AB^2 + BC^2$

- (c) $AB = BC + AC$
- (d) $AC = AB + BC$

Q7. Write down the numerical and literal coefficient of each of the following monomials: -

- i. $-5/9x^3y$
- ii. $-8x^2y^2z^2$
- iii. $6/13abc^2$

Q 8.

Draw a tree diagram for

- i. $-7x^2+15xy$
- ii. $4a^2b^2+3a$
- iii. $15xy+11z^2$

REVISION PLAN

- **MATHS QUIZ** will be conducted in the class.
- **ACTIVITY:** To show that sum of all the three angles of the triangle is 180° will be conducted in the class by paper cutting and pasting method.

SCIENCE

SCIENCE WEEK PLAN(31/08/2020-03/09/2020)

CHAPTER -4 HEAT

- **Temperature :** It is the degree of hotness or coldness of an object.
- **Thermometer:** It is a device that we use to measure the temperature of an object.

CLINICAL THERMOMETER

It is a device that is used to measure the body temperature of a person. Temperature range is: 35-42 degree Celsius

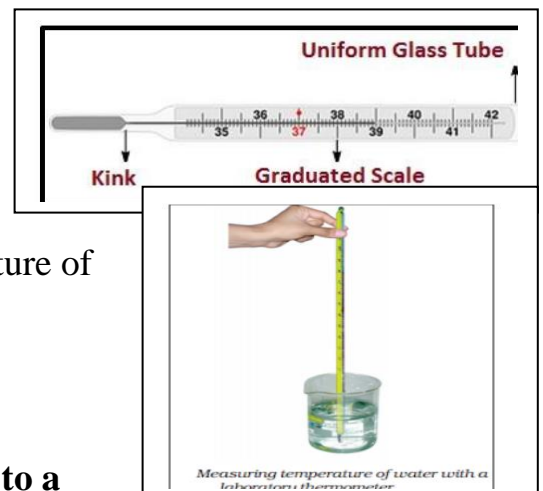
LABORATORY THERMOMETER

The laboratory thermometer is used to find out the temperature of the other objects such as water

Temperature range is: -10°C to 110°C . Celsius

THE TRANSFER OF HEAT

The flow of heat always takes place from a **hot object to a cold object.**



1. **CONDUCTION** (IN SOLIDS): The process of flow of heat from a hot object to a cold object is called Conduction.

Some objects can conduct heat while others cannot.

2. **CONVECTION** (IN LIQUIDS AND GASES): The transfer of heat in **liquids and gases** is called **Convection**

3. **RADIATION** (NO MEDIUM): It is a transfer of heat in the form of waves. It does not require any medium

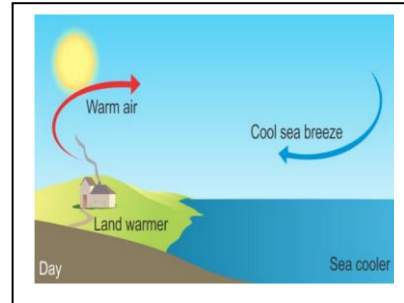
SEA BREEZE / LAND BREEZE

The wind blowing from the sea towards the land called **Sea Breeze**. During the day, the land heats than the sea. So the air above the land becomes and rises upwards. The cooler air from above the towards the land and takes its place, resulting in **breeze** during the day.

The wind blowing from the land towards the sea is **land breeze**. At night, the land cools faster. the air above the sea is warmer than the air over At night, cooler air from the land replaces the above the sea resulting in a **land breeze**.

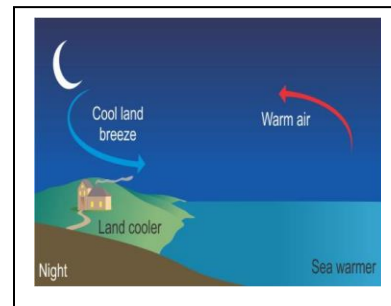
REVISION QUESTIONS

1. Define temperature.
2. Name the device used to measure temperature.
3. Name the two types of thermometer.
4. What do you mean by clinical thermometer?
5. What are conductors? Give one example.
6. A reliable measure of the hotness of an object is its _____
7. Heat travels through solids by _____
8. Differentiate between conductor and insulators?
9. Explain land breeze and sea breeze.



process of

is
up faster
warmer
sea rushes
a sea



called the
Therefore,
the land.
warmer air

CHAPTER -3 FIBRE TO FABRIC

ANIMAL FIBRES (WOOL AND SILK)

Out of these two animal fibres wool comes from animals like sheep, goat, yak etc. and silk comes from silk worms. Animal fibres are made up of proteins (complex compound that form a major part of bodies of all animals).

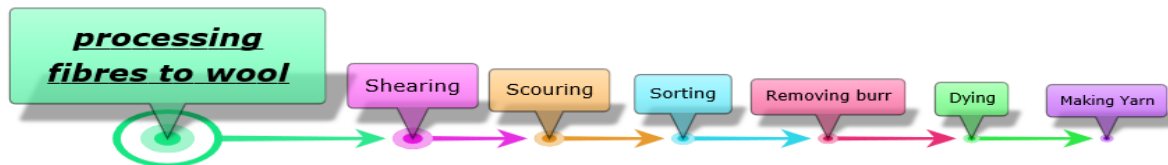
WOOL

Wool is the most used animal fibre. Wool is used for knitting sweaters , weaving shawls and other woven cloths. Wool comes from the fleece (hair) of animals like sheep, goat, yak and some other animals.

Selective breeding :-

The process of selecting parents for obtaining special characters in their offspring, such as soft under hairs in sheep, is called selective breeding.

From Fibres to wool



Step 1:- Shearing

The removal of wool from sheep is called shearing.

Step 2:- Scouring

The sheared hair is thoroughly washed in tanks to remove dust, dirt and grease. This process is called scouring

Step 3:- Sorting

Clean hairs are then sent to factory where hairs of different textures are separated or sorted. This process is called sorting.

Step 4:- Removing burr

Burrs are soft fluffy fibres in the wool. These burrs are picked out from the hair.

Step 5:- Dyeing

The natural fleece of sheep is white, brown or black. These fibres are dyed in different colors.

Step 6:- Making Yarn

In this step the wool is straightened, combed and spun yarn.

SILK - Silk fibres are also animal fibres.

Sericulture Rearing of silkworm to produce raw silk called sericulture.

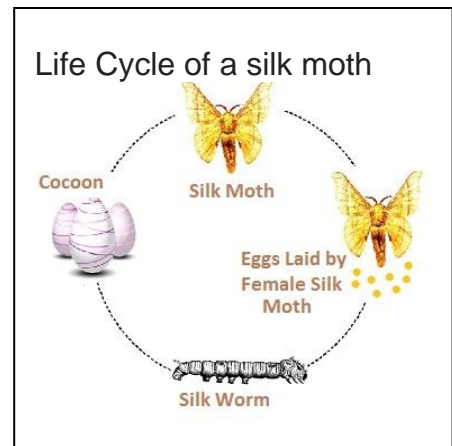
Processing Silk Obtained from Cocoons

-Cocoons are collected and left under the sun, or boiled for separating out the silk fibres.

-After that reeling of silk is done, the process of unwinding silk from a cocoon.

-Then, the spinning of silk fibres into threads is done.

-The silk threads obtained are woven into desired clothes.



into
is

REVISION QUESTIONS

1. Differentiate between natural and man - made fibres.
2. What is selective breeding?
3. Why shearing does not hurt the sheep?
4. Various steps involved to obtain wool from fleece are given here.
 - (a) Picking out the burrs

- (b) Dyeing in various colours
- (c) Shearing
- (d) Scouring
- (e) Sorting

Write the above steps in the correct sequence in which they are carried out.

SOCIAL STUDIES

New Kings and Kingdoms History Chapter – 2

Several major ruling dynasties emerged in different parts of the subcontinent between the seventh and twelfth centuries.

The Emergence of New Dynasties

- ✓ By the 7th century, there were big landlords or warrior chiefs in different regions of the subcontinent.
- ✓ Existing kings often acknowledged them as their samantas or subordinates.
- ✓ They were expected to bring gifts for their kings or overlords and provide them with military support.
- ✓ The main ruling dynasties were Gurjara-Pratiharas, Palas, Rashtrakutas and Chahamanas in North India and the Chola, Pandyas and Chalukyas in South India.

Administration in the Kingdoms

- ✓ The kings at apex adopted big titles like Maharaja-adhiraja.
- ✓ The kings shared power with their samantas, and with an association of peasants, traders and Brahmanas.
- ✓ Resources were obtained from the producers who were persuaded to surrender part of what they produced.
- ✓ These resources were used to finance the king's establishment and construct temples and forts.
- ✓ Functionaries for collecting revenue were recruited from influential families.

Prashastis and Land Grants

- ✓ Prashastis tells us how rulers wanted to depict themselves as valiant and victorious warriors.
- ✓ The kings often rewarded Brahmanas by grants of land. These were recorded on copper plates, which were given to those who received the land.

WORKSHEET

1. Match the following:

Gwjara-Pratiharas	–	Western Deccan
Rashtrakutas	–	Bengal
Palas	–	Gujarat and Rajasthan
Cholas	–	Tamil Nadu

2. Who were the parties involved in the ‘tripartite struggle’?

3. Name the two major cities under the control of the Chahamanas.

4. Define ‘prashastis’.

5. Who were the writers of Prashastis?

6. Multiple Choice Questions: -

1. Who was Dantidurga?

- Rastrakutas chief
- Cholas chief
- Chalukyas chief
- None of these

2. What is the meaning of hiranya-garbha literally?

- Copper womb
- Golden womb
- Silver womb
- None of these

3. What were the major cities under the control of the Chahamanas?

- Delhi
- Ajmer
- Both a and b
- None of these

4. Who had written the long Sanskrit poem, containing the history of kings who ruled over Kashmir?

- Kalhana
- Dantidurga
- Both a and b
- None of these

5. Who were the parties involved in ‘tripartite struggle’?

- Gurjaras
- Palas
- Rashtrakutas
- All of the above

Chapter -3 The Delhi Sultans

- Delhi initially turned into the capital of a kingdom under the Tomara Rajputs, who were vanquished by Chauhanans (additionally called Chahamanas) of Ajmer.
- The change of Delhi into a capital that controlled immense range of the subcontinent
- began with the establishment of the Delhi Sultanate in the start of the thirteenth century.

SOURCES:

- i. Inscriptions coins and engineering give a great deal of data.
- ii. Further important sources are 'histories', tarikh (particular)/tawarikh (plural), written in Persian, the dialect of organization under the Delhi Sultans.
- iii. The creators of tawarikh were scholarly men; secretaries' overseers, writers and subjects who both described occasions and prompted rulers on administration, stressing the significance of simply run the show.

From Garrison Town to Empire:

- i. In the mid thirteenth century the control of the Delhi Sultans once in a while went past vigorously strengthened towns involved by battalions.
- ii. Delhi's power was tested by Mongols and by governors who revolted at any indication of the Sultan's shortcoming.
- iii. The extension of Delhi Sultanate occurred under the rule of Balban, Alauddin Khalji and Muhammad Tughlaq.

Organization and Consolidation:

- i. To have solid governors the early Delhi Sultans, particularly 'Iltutmish' favored their uncommon slaves bought for military administration called 'bandagan' in Persian.
- ii. The Khaljis and Tughluqs kept on utilizing bandagan and furthermore raised individuals of humble birth, who were their customers, to high positions like governors and commanders.
- iii. The Khaljis and Tughluqs delegated military leaders as governors of domains of fluctuating sizes.
- iv. These grounds were called iqta and their holder was called muqti or iqtadar. The obligation of muqtis was to lead military crusades and keep up lawfulness in their iqtas.
- v. consequently, muqtis gathered the incomes of their assignments as pay. They additionally paid their paid their troopers from this income.
- vi. Under Alauddin Khalji and Muhammad Tughluq bookkeepers were named to check the sum gathered by the muqtis.
- vii. As Delhi Sultans brought the hinterland of the urban communities under their control, they constrained the samants and the rich proprietors to acknowledge their power.
- viii. The assault of Mongols under Genghis Khan constrained Khaljis and Tughluqs to assemble an expansive standing armed force in Delhi.

The Sultanate in Fifteenth and Sixteenth Centuries:

- i. The Tughluq, the Sayyid and Lodi lines ruled from Delhi and Agra until 1526.
- ii. By then Jaunpur, Bengal, Malwa, Gujarat, Rajasthan and the whole South India had Independent rulers who had set up thriving states and prosperous capitals.
- iii. New managing administrations like the Afghans and Rajputs additionally emerged amid the period.
- iv. In 1526, Mughals set up their realm; however, for a short period Suri Dynasty led in Delhi (1540-1555). This organization turned into the good example for Akbar, the Mughal Emperor.

Activity

Make a booklet on any two Monuments built by Delhi Sultans with pictures.

WORKSHEET

Very Short Answer Questions (each)

(1 Mark)

- 1. Who defeated the Tomara Rajputs and when?**
- 2. Define qibla.**
- 3. Which ruler first established his or her capital at Delhi?**
- 4. What was the language of administration under the Delhi Sultans?**
- 5. In whose reign did the Sultanate reach its farthest extent?**
- 6. From which country did Ibn Battuta travel to India?**

Short Answer Questions

(3 Marks each)

- 1. Name the five dynasties that together made the Delhi Sultanate.**
- 2. Mention the sources that provide a lot of information about the Delhi Sultans.**
- 3. Name the three types of taxes collected during the Sultanate period.**
- 4. What is meant by the “internal” and “external” frontiers of the Sultanate?**

Long Answer Question (each)

(5 Marks)

- 1. What was the impact of the Mongol invasions on the Delhi Sultanate?**
- 2. Describe the administrative measures taken by Ala-ud-din Khalji.**
- 3. ‘Muhammad Tughluq’s administrative measures were a failure’. Explain with examples.**

Fill in the blanks

- 1. Delhi first became the capital of a kingdom under the _____.**
- 2. Coins minted in Delhi called _____ had wide circulation.**

3. Sultan _____ is Known for introducing market control mechanism.

Objective type Questions

1. What is fortified settlement of soldiers is known as?
 - a. Hinterland
 - b. Garrison town
 - c. The Masjid
 - d. None of these

2. Under whose leadership Mongols invaded the Delhi Sultanate?
 - a. Akbar
 - b. AlauddinKhalji
 - c. Genghiz Khan
 - d. None of these

3. What is the direction that the Muslims face during prayer?
 - a. Khutba
 - b. Ulema
 - c. Kharaj
 - d. Qibla

4. Who introduced token currency?
 - a. Muhammad-bin-Tughluq
 - b. AlauddinKhalji
 - c. Raziyya
 - d. Khizr Khan

5. Kharaj was a type of tax imposed on what?
 - a. Houses
 - b. Trade
 - c. Cattle
 - d. Cultivation

विषय - संस्कृत

प्रत्यय

Link - <https://youtu.be/oRWhjw4TeBk>

प्रत्यय :-

धातुओं (मूले क्रियाओं) और संज्ञा, सर्वनाम, विशेषण शब्दों के पश्चात् जुड़कर उनके नवीन अर्थों को प्रकट करने वाले शब्दांश प्रत्यय कहलाते हैं। जो धातुओं के बाद लगकर उनसे नये रूप का निर्माण करते हैं, वे कृत् प्रत्यय कहलाते हैं तथा जो संज्ञा, सर्वनाम तथा विशेषण शब्दों के बाद लगते हैं, वे तद्धित प्रत्यय कहलाते हैं। यहाँ हम कुछ प्रमुख प्रत्ययों की जानकारी दे रहे हैं:

किसी भी धातु या शब्द के पश्चात् जुड़ने वाले शब्दांशों को प्रत्यय कहा जाता है।

- धातुओं में जुड़ने वाले प्रत्ययों को कृत् प्रत्यय कहते हैं। ये प्रत्यय तिङ् प्रत्ययों से भिन्न होते हैं।
- संज्ञा शब्दों में जुड़ने वाले प्रत्ययों को तद्धित प्रत्यय कहते हैं।
- पुँल्लिङ्ग से स्त्रीलिङ्ग बनाने के लिए शब्दों में प्रयुक्त होने वाले प्रत्ययों को स्त्री प्रत्यय कहते हैं।

2. **क्त्वा**-जहाँ दो या दो अधिक क्रियाओं का एक ही कर्ता होता है वहाँ 'करे या करके' अर्थ में धातु से क्त्वा प्रत्यय होता है। क्त्वा का त्वा शेष रहता है। इससे बने शब्द का प्रयोग अव्यय की तरह होता है। **उदाहरण-**

धातु	अर्थ	क्त्वा प्रत्ययान्त शब्द
अस्	होना	भूत्वा
गम्	जाना	गत्वा
गै	गाना	गीत्वा
ग्रह्	लेना	गृहीत्वा

उदाहरण—

कृ + क्त्वा	= कृत्वा	= करके, कार्यं कृत्वा गृहं गच्छ।
गम् + क्त्वा	= गत्वा	= जाकर, आपणं गत्वा फलम् आनया।
नम् + क्त्वा	= नत्वा	= नमन करके, सरस्वतीं देवीं नत्वा पाठं पठा।
पा + क्त्वा	= पीत्वा	= पीकर, दुग्धं पीत्वा शयनं कुरु।
श्रु + क्त्वा	= श्रुत्वा	= सुनकर, वार्तां श्रुत्वा आगतोऽस्मि।
दृश् + क्त्वा	= दृष्ट्वा	= देखकर, बहिः दृष्ट्वा आगच्छामि।
हन् + क्त्वा	= हत्वा	= मारकर, रामः रावणं हत्वा सीतां प्राप्नोत्।
प्रच्छ् + क्त्वा	= पृष्ट्वा	= पूछकर, गुरुं पृष्ट्वा आगच्छामि।
त्यज् + क्त्वा	= त्यक्त्वा	= त्यागकर, सीतां वने त्यक्त्वा लक्ष्मणः आगतः।
स्पृश् + क्त्वा	= स्पृष्ट्वा	= छूकर, मम मित्रम् मां स्पृष्ट्वा गतः।
ज्ञा + क्त्वा	= ज्ञात्वा	= जानकर, परीक्षाफलं ज्ञात्वा सः अति प्रसन्नः अस्ति।
पठ् + क्त्वा	= पठित्वा	= पढ़कर, अहं पुस्तकं पठित्वा ज्ञानं प्राप्स्यामि।
पत् + क्त्वा	= पतित्वा	= गिरकर, अश्वः पतित्वा उत्थितः।
पूज् + क्त्वा	= पूजयित्वा	= पूजकर, देवीं पूजयित्वा मेलापकं गमिष्यामि।