

**EAST POINT SCHOOL**  
**CLASS-VII**  
**ONLINE CLASSES WORK PLAN (DECEMBER WEEK-2)**

**ENGLISH**

**Video Link:-** <https://www.youtube.com/watch?v=0VzDQPeHFNM>

**Learning Objective:-**To form statements in **indirect speech**. Recognize the differences between **direct and indirect speech**.

**Reported Speech**

There are two ways of what people have said:-

**Direct Speech:** We can use the actual words of the speaker to report what he has said. This is called Direct Speech. For Example- Malini said to me, “I like dancing.

**Indirect Speech:** We can report what people have said without using the actual words of the speaker. This is called Indirect Speech. For Ex-Malini told me that she liked dancing.

**Change of Tenses**

<b>Direct Speech</b>	<b>Indirect Speech</b>
Simple Present Tense Subject+V1+S/ES+OBJECT Ram said to me, “I play cricket.”	Simple Past Tense Ram told me that he played cricket.
Present Continuous Tense Subject+ is/am/are +V2+ing+object Ram said to me, “I am playing cricket.”	Past Continuous Tense Subject+ was/were+ V1+ing+object Ram told me that he was playing cricket.
Present Perfect Tense Subject+ has/have+V3+Object Ram said to me, “I have played cricket.”	Past Perfect Tense Subject+had+V3+Object Ram told me that he had played cricket.
Present Perfect Continuous Tense S+ has/have +V1+ing+Object+since/for/+time I have been playing cricket since morning.	Past Perfect Continuous Tense S+had+V1+ing+Object+since/for/time Ram told me that he had been playing since morning.
Simple Past Tense Subject+V2+Object Ram said to me, “I played cricket.	Past Perfect Tense Subject+had+V3+Object Ram told me that he had played cricket.
Past Continuous Tense	Past Perfect Continuous Tense

Subject+ was/were+V1+ing+object	Subject+ had+been+V1+ing+object
Past Perfect Tense	No Change
Past Perfect Continuous Tense	No Change

**Future Tense:** In Future tense, 'will' is changed into 'would' and 'shall' into 'should'. For eg-

Direct Speech-Ram said to me, 'I will have been playing cricket for two hours'.

Indirect Speech- Ram told me that he would have been playing cricket for two hours.

### PLACE & TIME

Direct Speech	Reported Speech
today	that day
now	then / at the moment
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day the following day
here	there
this	that
these	those
ago	previously / before
tonight	that night

### TENSE CHANGE

Direct Speech	Reported Speech
will	would
can	could
must / have to	must or had to
may / might	might
should	should
ought to	ought to

### Interrogative Sentences:

#### Rules:-

- 1) The reporting verb is changed into 'asked' or 'enquired'.
- 2) No conjunction is used when the sentence begins with question words such as, 'What', 'Which' etc.
- 3) We use 'if' or 'whether' as a conjunction if the sentence begins with verbs like, 'is', 'am', 'do', 'were', 'will' etc.

Direct Speech	Indirect Speech
eg-1) He said to me, "Where do you stay"?	He asked me where I stayed.
2) My mother said to me, "Is it raining?"	My mother asked me whether it was raining.

### Exclamatory Sentences:

#### Rules:

- 1) The reporting verb is changed into, 'exclaimed', 'applauded'.
- 2) In most of the cases that is used after the reporting verb.

Direct Speech	Indirect Speech
eg-1) I said to my friend, "What a charming site!"	I exclaimed with joy to my friends that it was a charming site.
2) Raman said, "Hurrah! We won the match."	Raman exclaimed with joy that they had won the match.

### Imperative Sentences:

#### Rules:

- 1) The reporting verb is changed into request, ordered, advised etc.
- 2) Words like, 'please' and 'kindly' are removed from indirect speech.
- 3) Put 'to' after the reporting verb.

Direct Speech	Indirect Speech
eg-1) The teacher said to Dhruv, "keep quiet".	The teacher ordered Dhruv to keep quiet.
2) Rahul said to his sister, "Please bring me a glass of water."	Rahul requested his sister to bring him a glass of water.

**A. Change the following direct sentences into indirect speech. The first one has been done for you. (1x10=10)**

1. They said, "This is our book."  
→ They said that was their book.

2. She said, "I went to the cinema yesterday."  
→ She said \_\_\_\_\_

3. He said, "I am writing a test tomorrow."  
→ He said \_\_\_\_\_

4. You said, "I will do this for him."

→ You said \_\_\_\_\_

5. She said, "I am not hungry now."

→ She said \_\_\_\_\_

6. They said, "We have never been here before."

→ They said \_\_\_\_\_

7. They said, "We were in London last week."

→ They said \_\_\_\_\_

8. He said, "I will have finished this paper by tomorrow."

→ He said \_\_\_\_\_

9. He said, "They won't sleep."

→ He said \_\_\_\_\_

10. She said, "It is very quiet here."

→ She said \_\_\_\_\_

**B. Change the following sentences from direct speech to indirect speech.(1X12=12)**

1. He said, "I have got a toothache". \_\_\_\_\_

2. Manu said, "I am very busy now". \_\_\_\_\_

3. "Hurry up," she said to us. \_\_\_\_\_

4. "Give me a cup of water," he told her. \_\_\_\_\_

5. She said, "I am going to college". \_\_\_\_\_

6. She said to me, "Thank you". \_\_\_\_\_

7. Raju said, "Gautam must go tomorrow". \_\_\_\_\_

8. Geetha says, "My father is an Engineer". \_\_\_\_\_

9. He said, "I have passed the physical test". \_\_\_\_\_

10. She said to me, "You are my only friend". \_\_\_\_\_

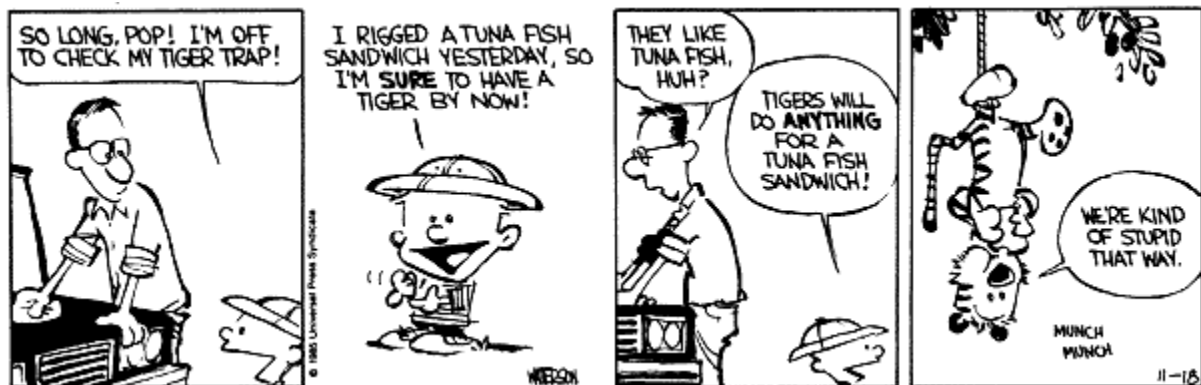
11. 'I love you,' he told me \_\_\_\_\_

12. 'Where are you going?' Pawan asked Maya \_\_\_\_\_

## REPORTED SPEECH

A. Read the cartoon strips carefully and change them into reported speech.





Forty-five

Fergus waved the green Renault on its way down the high street. He saw it circle the mini-roundabout by the police station and gave a last salute as it went up over the brow of the hill. Then it vanished.

For a long time he stood on one of the wooden bridges behind the hotel, staring at the waving weeds in the little stream. When it started to rain, he put the folder inside his Che Guevara T-shirt and made a dash for the nearby chip shop. He found a fifty-pence piece in his pocket and bought some chips, dowsed them with vinegar, wolfed them down. His lips stung and his fingers tasted of salt. The shower passed.

The bus came right away, and when it set him down in Drumleash, he walked up the main street towards home. He passed Finicule's and smelled its familiar scent of wood-grain and beer. He popped in to find Uncle Tally sprawled on a chair, reading the paper. The ancient wireless over the fag machine blared out the local Republican show. Irish words merged with Irish reels.

'Hi there, Unk.'

306

'Hi, Fergus. Will I pour you a Guinness?'  
 'OK. A glass, only.'  
 Tally poured them both a half-pint. Fergus drained the beer nearly in one go. 'Unk?'  
 'What?'  
 'The bog child's going south. To Dublin. And as for Joe, we're bringing him back from the grave.'

'What on earth d'you mean?'

'The doctors are feeding him while he's unconscious. Through a drip. It's our decision.'

There was a long silence.

'Aren't you glad? He won't die, Unk. He'll live.'

Uncle Tally's face was inscrutable. He looked at a spot over Fergus's shoulder, at something that lay beyond. 'Glad,' he said tonelessly. Then, 'No wonder your da didn't call in as he promised. I thought maybe something had happened to Joe. But I didn't expect this.'

Fergus frowned, puzzled. 'But—'

'Fergus?'

'What?'

'Don't forget the driving test. Tomorrow afternoon.'

Fergus slapped his forehead. 'Christ. I *had* forgotten.'

'I'll be round tomorrow afternoon, two sharp?'

'OK.'

'Don't be nervous. After the A levels, it's nothing. We'll go over the manoeuvres beforehand, the three-point turns.'

'Right.'

307

## हिंदी

असाइनमेंट - 31 विषय - हिंदी

कक्षा - सातवीं

Video Links: <https://www.youtube.com/watch?v=4IRg0A9NIs>

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

### अधिगम बिंदु

- विद्यार्थी समुच्चयबोधक शब्दों को जान सकेंगे।
- विद्यार्थी जान सकेंगे कि समुच्चयबोधक शब्दों को योजक भी कहा जाता है।
- विद्यार्थी विशेषण व उसके अन्य भेदों को जान सकेंगे।

### समुच्चयबोधक

ऐसे शब्द जो दो या दो से अधिक शब्द, वाक्य या वाक्यांशों को जोड़ने का काम करते हैं, वे शब्द समुच्चयबोधक कहलाते हैं। इन समुच्चयबोधक शब्दों को योजक भी कहा जाता है।

**जैसे:** और, व, एवं, तथा, या, अथवा, किन्तु, परन्तु, कि, क्योंकि, जो कि, ताकि, हालाँकि, लेकिन, अतः, इसलिए आदि।

- आयुष ने कड़ी मेहनत की **और** सफल हुआ।
- ऊषा बहुत तेज़ दौड़ी **लेकिन** प्रथम नहीं आ सकी।
- बेशक उसने पैसा कमाया **परन्तु** रहा तो कंजूस ही।
- तुम सभी वहाँ जा सकते हो **किन्तु** मैं नहीं।
- विकास **और** तुषार बहुत अच्छे दोस्त हैं।

ऊपर दिए गए उदाहरणों में आपने देखा और, लेकिन, किन्तु, परन्तु आदि शब्द दो वाक्यांशों को जोड़ने का काम कर रहे हैं। ये शब्द ही समुच्चयबोधक कहलाते हैं।

## समुच्चयबोधक के भेद :

समुच्चयबोधक के मुख्यतः दो भेद होते हैं :

1. समानाधिकरण समुच्चयबोधक
2. व्यधिकरण समुच्चयबोधक

### समानाधिकरण समुच्चयबोधक :

ऐसे समुच्चयबोधक शब्द जो सामान्य वाक्य, वाक्यांशों को जोड़ने का काम करते हैं, ऐसे शब्द समानाधिकरण समुच्चयबोधक शब्द कहलाते हैं। **जैसे:** और, तथा, तो आदि।

- राम **और** लक्ष्मण में अथाह स्नेह था।
- तुम चले जाओगे **तो** मैं क्या करूंगा।
- आलू **तथा** गोभी सब्जियों के उदाहरण हैं।

ऊपर दिए गए उदाहरणों में आप देख सकते हैं कि और, तथा, तो आदि शब्दों का इस्तेमाल किया गया है। अतः ये उदाहरण समानाधिकरण समुच्चयबोधक के अंतर्गत आयेंगे।

### 2. व्यधिकरण समुच्चयबोधक :

ऐसे शब्द जो किसी वाक्य के प्रधान और आश्रित उपवाक्यों को परस्परजोड़ने का काम करते हैं, वे शब्द व्यधिकरण समुच्चयबोधक कहलाते हैं। **जैसे:** इसलिए, यद्यपि, तथापि आदि।

**जैसे:** क्योंकि, जोकि, इसलिए कि, इस कारण, इस लिए, चूँकि, ताकि, कि आदि।

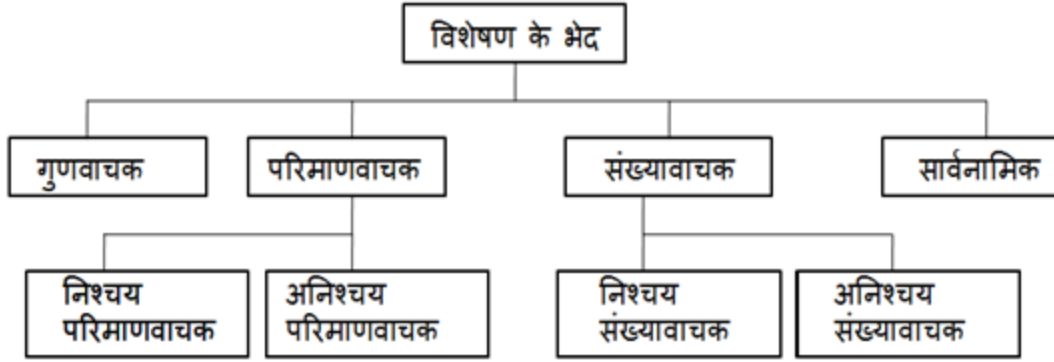
- तुम वहाँ नहीं जा सकते **क्योंकि** तुम अभी बच्चे हो।
- वह बहुत सुशील है **इसलिए** मुझे पसंद है।
- तुम यहाँ से चले जाओ **ताकि** वह आ सके।
- तुम मेरी सहायता करो **जिससे** मुझे तुम अच्छे लगे।
- मैंने यह सब **इसलिए** किया **कि** वह जल्दी आये।

## विशेषण



- विशेषण वे शब्द होते हैं जो संज्ञा या सर्वनाम की विशेषता बताते हैं। ये शब्द वाक्य में संज्ञा के साथ लगकर संज्ञा की विशेषता बताते हैं।
- विशेषण विकारी शब्द होते हैं एवं इन्हें सार्थक शब्दों के आठ भेदों में से एक माना जाता है।
- बड़ा, काला, लम्बा, दयालु, भारी, सुंदर, कायर, टेढ़ा-मेढ़ा, एक, दो, वीर पुरुष, गोरा, अच्छा, बुरा, मीठा, खट्टा आदि विशेषण शब्दों के कुछ उदाहरण हैं।

विशेषण के मुख्यतः चार भेद होते हैं -



### (क) गुणवाचक विशेषण - Qualitative Adjective

जो शब्द संज्ञा या सर्वनाम के गुण के रूप की विशेषता बताते हैं, उन्हें गुणवाचक विशेषण कहते हैं।

**जैसे** - कालिदास **विद्वान्** व्यक्ति थे, वह **लम्बा** पेड़ है, उसने **सफेद** कमीज पहनी है, मंजू का घर **पुराना** है, यह **ताजा** फल है, **पुराने** फर्नीचर को बेच दो।

उपर्युक्त वाक्यों में विद्वान्, लम्बा, सफेद, पुराना, ताजा, पुराने शब्द गुणवाचक विशेषण हैं। गुण का अर्थ अच्छाई ही नहीं, बल्कि किसी भी विशेषता से है। अच्छा, बुरा, खरा, खोटा सभी प्रकार के गुण इसके अंतर्गत आते हैं।

**गुणवाचक विशेषण के कुछ रूपों के उदाहरण इस प्रकार हैं -**

**समय संबंधी** - नया, पुराना, ताजा, वर्तमान, भूत, भविष्य, अगला, पिछला आदि।

**स्थान संबंधी** - लंबा, चौड़ा, ऊँचा, नीचा, सीधा, बाहरी, भीतरी आदि।

**आकार संबंधी** - गोल, चौकोर, सुडौल, पोला, सुंदर आदि।

**दशा संबंधी** - दुबला, पतला, मोटा, भारी, गाढ़ा, गीला, गरीब, पालतू आदि।

**वर्ण संबंधी** - लाल, पीला, नीला, हरा, काला, बैंगनी, सुनहरी आदि।

**गुण संबंधी** - भला, बुरा, उचित, अनुचित, पाप, झूठ आदि।

**संज्ञा संबंधी** - मुंबईया, बनारसी, लखनवी आदि।

### **(ख) परिणामवाचक विशेषण - Quantitative Adjectives**

परिणाम का अर्थ होता है - मात्रा। जो विशेषण संज्ञा या सर्वनाम की मात्रा या नाप-तौल के परिणाम की विशेषता बताएं उसे परिणामवाचक विशेषण कहते हैं।

### **परिणामवाचक विशेषण के भेद - Differences of quantitative adjectives**

(i) निश्चित परिणामवाचक विशेषण

(ii) अनिश्चित परिणामवाचक विशेषण

(i) **निश्चित परिणामवाचक विशेषण** - जहाँ पर वस्तु की नाप-तौल का निश्चित ज्ञान होता है, उसे निश्चित परिणामवाचक विशेषण कहते हैं।

जैसे - पांच लिटर घी, दस किलो आलू, दस हाथ की जगह, चार किलो चावल, एक लीटर पानी, दस किलोमीटर, एक एकड़ जमीन आदि।

(ii) **अनिश्चित परिणामवाचक विशेषण** - जहाँ पर वस्तु की नाप-तौल का निश्चित ज्ञान न हो उसे अनिश्चित परिणामवाचक विशेषण कहते हैं।

जैसे - थोडा पानी, कुछ आटा, बहुत दूध, थोडा धन, बहुत मिठाई, बहुत घी, थोड़ी चीनी आदि।

### **(ग) संख्यावाचक विशेषण**

संख्या की विशेषता का बोध कराने वाले शब्दों को संख्यावाचक विशेषण कहते हैं। अर्थात् जिन संज्ञा और सर्वनाम शब्दों से प्राणी, व्यक्ति, वस्तु की संख्या की विशेषता का पता चले उसे संख्यावाचक विशेषण कहते हैं।

### **संख्यावाचक विशेषण के भेद :-**

(i) निश्चित संख्यावाचक विशेषण

(ii) अनिश्चित संख्यावाचक विशेषण

(i) **निश्चित संख्यावाचक विशेषण** - जिन संज्ञा, सर्वनाम शब्दों से किसी प्राणी, व्यक्ति, वस्तु आदि की संख्या का निश्चित ज्ञान हो उसे निश्चित संख्यावाचक विशेषण कहते हैं।

**सरल शब्दों में** - जिससे किसी निश्चित संख्या का ज्ञान हो, वह निश्चित संख्यावाचक विशेषण है।

### उदाहरण-

कक्षा में कितने छात्र हैं?

चालीस

कमरे में कितने पंखे घूम रहे हैं?

एक

डाल पर कितनी चिड़ियाँ बैठी हैं?

दो

प्रार्थना-सभा में कितने लोग उपस्थित थे?

सौ।

(ii) **अनिश्चित संख्यावाचक विशेषण** - जिन शब्दों से संज्ञा और सर्वनाम की निश्चित संख्या का बोध न हो उसे अनिश्चित संख्यावाचक विशेषण कहते हैं।

**दूसरे शब्दों में-** जिस विशेषण से संख्या निश्चित रूप से नहीं जानी जा सके, वह अनिश्चित संख्यावाचक विशेषण कहे जाते हैं।

### उदाहरण-

कितने लोग बेहोश हो गए?

कुछ।

कितने छात्र उपस्थित थे?

कम।

कितने फल खाकर भूख मिट गई?

कुछ।

कितनी देर बाद हम चले जाएँगे?

कुछ।

### (घ) सार्वनामिक विशेषण या संकेतवाचक विशेषण

जो सर्वनाम संज्ञा अथवा सर्वनाम की विशेषता की ओर संकेत करते हैं उन्हें सार्वनामिक विशेषण भी कहते हैं।

**दूसरे शब्दों में** - जो सर्वनाम विशेषण के रूप में प्रयुक्त होते हैं तथा जो सर्वनाम संज्ञा से पहले लगकर संज्ञा की विशेषता की तरफ संकेत करें, उन्हें संकेतवाचक विशेषण या सार्वनामिक

विशेषण कहते हैं। इन्हें निर्देशक भी कहते हैं।

जैसे - मेरी पुस्तक, कोई बालक, किसी का महल, वह लड़का, वह लड़की आदि।

उदाहरण -

- 1 - यह लड़का तेज भागता है ।
- 2 - इस कबूतर को पिंजरे से निकालो ।
- 3 - उस मटके में पानी भरो ।

निम्नलिखित वाक्यों में से विशेषण शब्द चुनिए -

1. रिमझिम समझदार लड़की है ।

रिमझिम  समझदार  विशेषण शब्द नहीं है  लड़की

2. पुराने जूते फेंक दो ।

पुराने  जूते  फेंक  दो

3. मुझे लाल कमीज़ पहननी है ।

मुझे  कमीज़  पहननी  लाल

4. यह शरबत ठंडा है ।

यह  ठंडा  शरबत  विशेषण शब्द नहीं है

5. मेरे पास दो पेंसिल है ।

दो  पास  मेरे  पेंसिल

6. नितिन ने पाँच संतरे खरीदे ।

पाँच  नितिन  संतरे  खरीदे

7. गाय हरी घास चर रही है ।

घास  हरी  चर  गाय

8. माँ ने चटपटी टिक्की बनाई |

बनाई  टिक्की  चटपटी  माँ

9. राजा शिवि बहुत दयालु थे |

दयालु  बहुत  विशेषण शब्द नहीं है  राजा शिवि

10. मोटा लड़का दौड़ नहीं रहा है |

मोटा  लड़का  रहा है  दौड़

## MATHS

### PRACTICAL GEOMETRY

#### GENERAL OBJECTIVES

1. Students will be able to draw a parallel line to a given line.
2. Students will be able to construct the triangle with various criterion.

**VIDEO LINK :** [Maths Practical Geometry part 1 \(Introduction\) CBSE Class 7 Mathematics VII - Bing video](#)

**PARALLEL LINES:**The lines which do not meet are called **parallel lines**.

#### **Classification of triangles based on sides and angles**

Triangles can be classified based on their:

##### **1. SIDES:**

- Equilateral triangle: All three sides are equal in measure.
- Isosceles triangle: Two sides have equal measure.
- Scalene triangle: All three sides have different measures.

##### **ANGLES:**

- Acute triangle: All angles measure less than  $90^\circ$ .

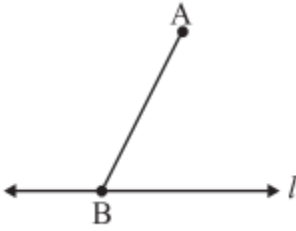
- Obtuse triangle: One angle is greater than  $90^{\circ}$ .
- Right triangle: One angle is  $90^{\circ}$ .

**Triangles can be constructed if any of the following measurements are given**

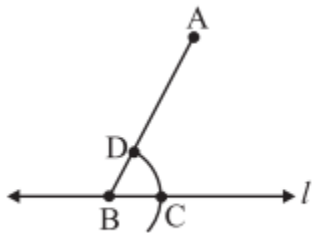
1. Three sides.
2. Two sides and an angle between them.
3. Two angles and a side between them.
4. The hypotenuse and a leg in case of a right-angled triangle.

**Steps of construction of a line parallel to a given line**

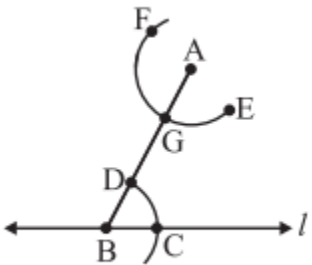
1. Take a line  $l$  and a point  $A$  outside  $l$ .
2. Take any point  $B$  on  $l$  and join it to  $A$ .



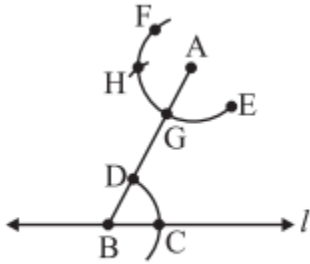
3. With  $B$  as the centre and a convenient radius, cut an arc on  $l$  at  $C$  and  $BA$  at  $D$ .



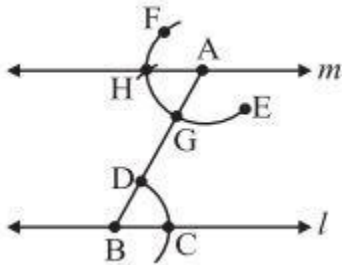
4. With  $A$  as the centre and same radius as in Step 3, cut an arc  $EF$  to cut  $AB$  at  $G$ .



5. Measure the arc length **CD** by placing pointed tip of the compass at **C** and pencil tip opening at **D**.
6. With this opening, keep **G** as centre and draw an arc to cut arc **EF** at **H**



7. Join **AH** to draw a line m



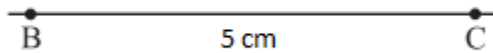
$\angle ABC$  and  $\angle BAH$  are alternate interior angles. Therefore,  $m \parallel l$

- **Construction of a triangle with SSS criterion.**

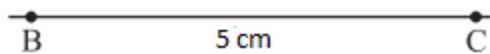
- Construct a triangle ABC, given that  $AB = 4.5$  cm,  $BC = 5$  cm and  $AC = 6$  cm.

**Steps:**

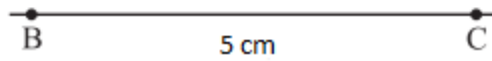
1. Make a rough sketch for your reference
2. Draw a line segment  $BC = 5$  cm



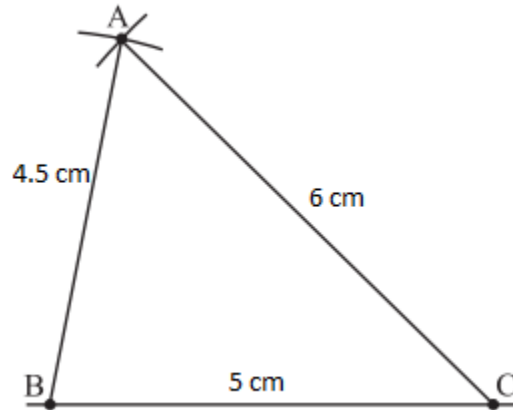
3. With B as centre, draw an arc of radius 4.5 cm



4. With C as centre, draw an arc of radius 6 cm and cut the previous arc



5. Mark the point of intersection of arcs as A. Join AB and AC.  $\triangle ABC$  is now ready

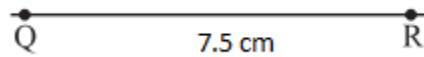


### Construction of a triangle with SAS criterion

- Construct  $\triangle PQR$  with  $QR = 7.5$  cm,  $PQ = 5$  cm and  $\angle Q = 60^\circ$ .

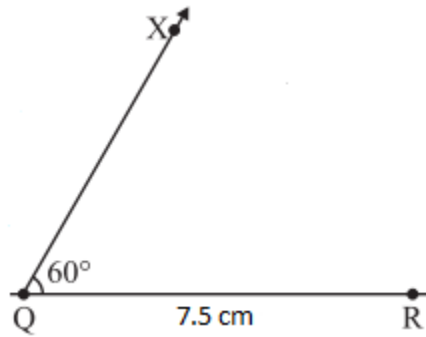
#### **Steps:**

1. Make a rough sketch for your reference
2. Draw a line segment  $QR = 7.5$  cm

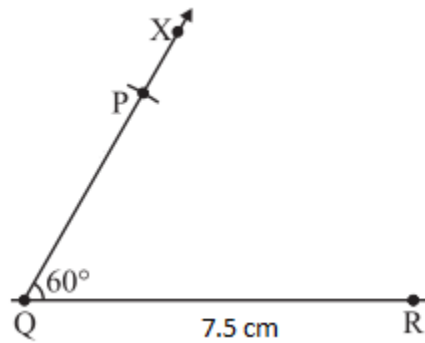




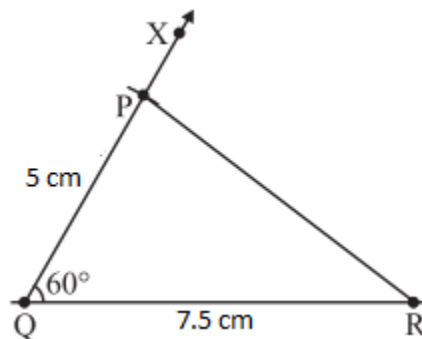
3. At Q, draw QX making  $60^\circ$  with QR



4. With Q as centre, draw an arc of radius 5 cm. It cuts QX at P.



5. Join AB.  $\Delta PQR$  is now ready

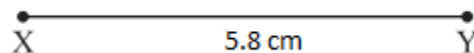


### Construction of a triangle with ASA criterion

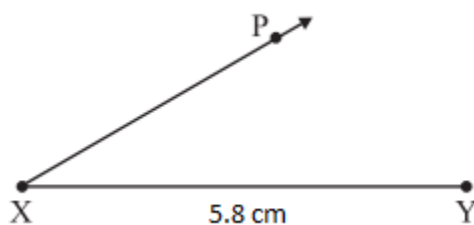
- Construct  $\Delta XYZ$  with  $\angle X = 30^\circ$ ,  $\angle Y = 100^\circ$  and  $XY = 5.8$  cm.

#### Steps:

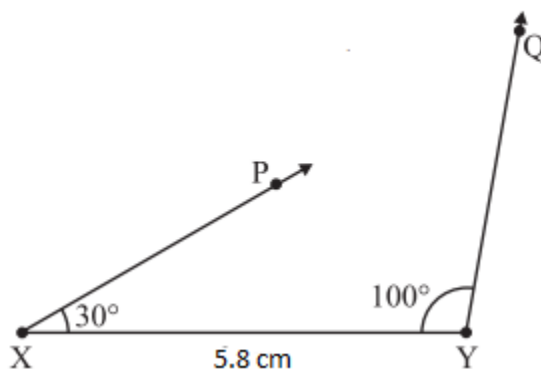
1. Make a rough sketch for your reference
2. Draw  $XY = 5.8$  cm



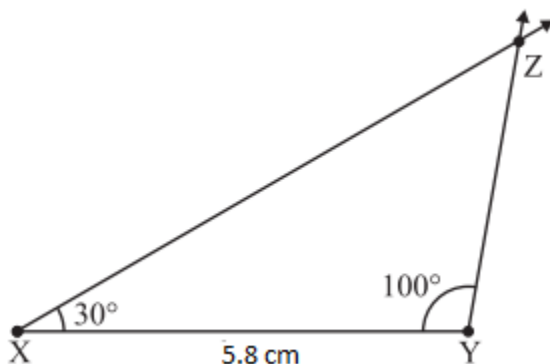
3. At X, draw a ray XP making an angle of  $30^\circ$  with AB.



4. At Y, draw a ray YQ making an angle of  $100^\circ$  with XY.



5. The point of intersection of the two rays is Z.  
6.  $\triangle XYZ$  is now completed

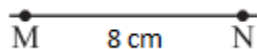


### Construction of a triangle with RHS criterion

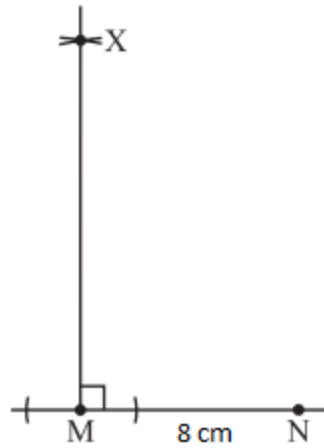
- Construct  $\triangle LMN$ , where  $\angle M = 90^\circ$ ,  $MN = 8\text{ cm}$  and  $LN = 10\text{ cm}$ .

#### Steps:

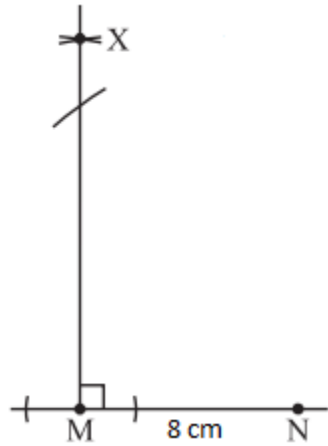
1. Make a rough sketch for your reference
2. Draw  $MN = 8\text{ cm}$



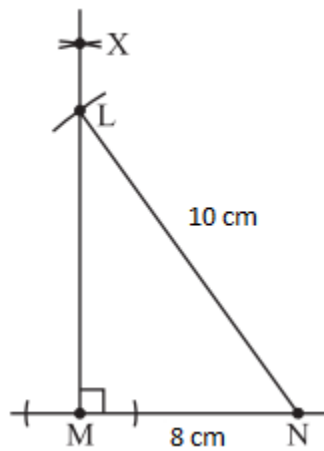
3. At M, draw  $MX \perp MN$ .



4. With N as centre, draw an arc of radius 10 cm to cut MX at L



5. Join LN.  
6.  $\triangle LMN$  is now completed



**WORKSHEET**

Q1.State whether the triangle is possible to construct if

(a) In  $\triangle ABC$ ,  $m\angle A = 80^\circ$ ,  $m\angle B = 60^\circ$ ,  $AB = 5.5$  cm

(b) In  $\triangle PQR$ ,  $PQ = 5$  cm,  $QR = 3$  cm,  $PR = 8.8$  cm.

Q2.Draw an equilateral triangle whose each side is 4.5 cm.

Q3.Draw a  $\triangle PQR$ , in which  $QR = 3.5$  cm,  $m\angle Q = 40^\circ$ ,  $m\angle R = 60^\circ$ .

Q4.What will be the other angles of a right-angled isosceles triangle?

Q5.What is the measure of an exterior angle of an equilateral triangle?

Q6.In  $\triangle ABC$ ,  $\angle A = \angle B = 50^\circ$ . Name the pair of sides which are equal.

Q7.If one of the other angles of a right-angled triangle is obtuse, whether the triangle is possible to construct.

Q8.Draw a  $\triangle ABC$  in which  $BC = 5$  cm,  $AB = 4$  cm and  $m\angle B = 50^\circ$ .

Q9.Draw  $\triangle PQR$  in which  $QR = 5.4$  cm,  $\angle Q = 40^\circ$  and  $PR = 6.2$  cm.

Q10.Construct a  $\triangle PQR$  in which  $m\angle P = 60^\circ$  and  $m\angle Q = 30^\circ$ ,  $QR = 4.8$  cm.

### **HIGHER ORDER THINKING SKILLS[HOTS]**

Q11.Draw an isosceles right-angled triangle whose hypotenuse is 5.8 cm..

Q12.Construct a  $\triangle ABC$  such that  $AB = 6.5$  cm,  $AC = 5$  cm and the altitude  $AP$  to  $BC$  is 4 cm.

Q13.Construct an equilateral triangle whose altitude is 4.5 cm.

## **SCIENCE**

### **TRANSPORTATION IN ORGANISMS**

**Video link:** [https://youtu.be/ FLjj\\_Z7SKA](https://youtu.be/FLjj_Z7SKA)

#### **Circulatory System in Humans**

The organ system of the body that is responsible for the **transport of material** throughout the body is called the **circulatory system**.

- The materials transported are nutrients, oxygen, carbon dioxide, cells, etc
- The medium of transportation is blood.
- The primary parts of the circulatory system are heart, arteries and veins.

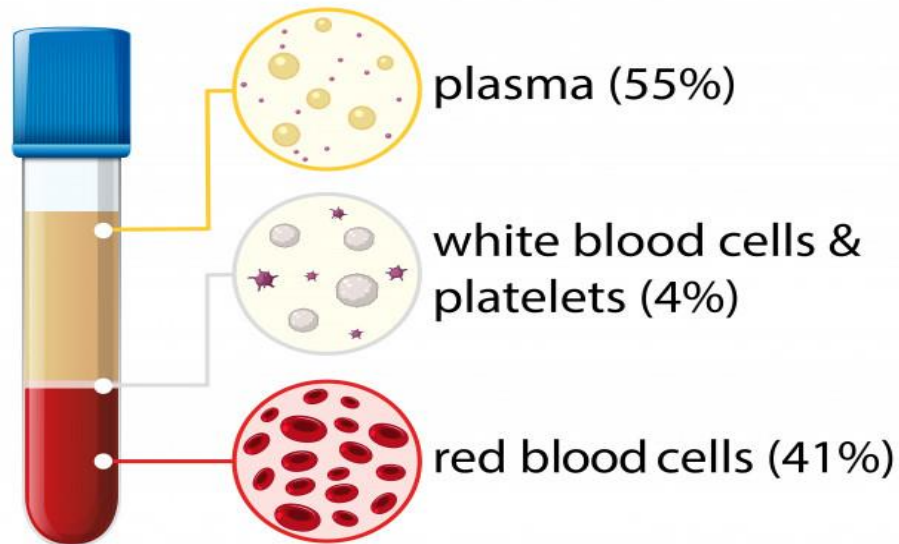
F

#### **Blood**

- Blood is a fluid tissue that transports nutrients and oxygen to the cells and carries away carbon dioxide and other waste products in our body.
- The fluid part of blood is called plasma and has various salts and nutrients dissolved in it.
- Blood cells are suspended in plasma and they are

- a) Red Blood Cells (RBCs)- Contains Haemoglobin, transports Oxygen and Carbon dioxide to different parts of the body.
- b) White Blood Cells (WBCs)- Fights and Destroys germs that enters our body-
- c) Platelets.- Helps in Clotting of Blood

## Composition of Blood



### Blood Vessels

- Blood vessels are tubes that carry blood all over the body.
- Arteries, veins and capillaries are collectively called as blood vessels.

### Arteries

- Arteries are blood vessels that carry oxygenated blood to the cells and tissues of our body..

### Veins

- Veins are blood vessels that carry away deoxygenated blood from the cells and tissues of our body.

## Capillaries

- Capillaries are the smallest of the body's blood vessels.

	Artery	Vein	Capillary
Function	It carries oxygenated blood away from the heart, except for the pulmonary artery	It carries deoxygenated blood from body parts to cells except for the pulmonary vein	It takes care of the diffusion of gases and nutrients from blood to cells of the body.
Lumen	Small and narrow	Large	Very small
Wall	Thick	Thin	Very thin

## ASSIGNMENT

- The absorption of nutrients and exchange of respiratory gases between blood and tissues takes place in
  - veins
  - arteries
  - heart
  - capillaries
- Our body contains a red coloured fluid which flows in the blood vessels. What is its function in our body?
  - It transports digested food from the small intestine to all parts of the body.
  - It carries oxygen from lungs to each cell of the body through heart.
  - It also transports waste for removal from the body.
  - All of the above
- The connects arteries to the veins.
  - Lymph
  - Nodes
  - capillaries
  - None of these
- The nutrients are transported to other parts of the body in the form of glucose, amino acids, fats, etc. This function is performed by the\_
  - Circulatory system.
  - Excretory system.
  - Nervous System
- The fluid part of blood is known as
  - Plasma
  - Platelets
  - Blood Vessels
- Raveena fell down while playing a game. Her knee got injured. Blood was coming out from the cut then she observed that bleeding had stopped after some time. Geeta

(Raveena's friend) noticed the incident and got curious. She asked her teacher, how was it possible? According to your view what may be the actual reason?

- a) The blood clot is formed by RBCs
- b) The blood clot is formed by WBCs
- c) Platelets formed a clot
- d) All of the above

**7. What makes the blood look red?**

**8. What are the components of blood?**

**9. Why is transport of materials necessary in a plant or in an animal? Explain.**

10. The major function of the arteries is to carry oxygenated blood throughout the body and that of veins is to carry deoxygenated blood from body parts to heart for purification. There is one artery that carries deoxygenated blood and one vein that carries oxygenated blood. Name the artery and vein. [HOTS]

#### ACTIVITY 1:

Place the middle and index finger of your right hand on the inner side of your left wrist. Can you feel some throbbing movements? This throbbing is called the pulse and it is due to the blood flowing in the arteries. Count the number of pulse beats in one minute.

How many pulse beats could you count? The number of beats per minute is called the pulse rate. A resting person, usually has a pulse rate between 72 and 80 beats per minute. Find other places in your body where you can feel the pulse. Record your own pulse beats per minute.



#### Activity 2

Find out about 'Blood Groups' and their importance. Discuss in class.

### SOCIAL STUDIES

#### Chapter – 9 Geography

##### Life in the Deserts

Video Link: - <https://www.youtube.com/watch?v=DvNznKrqcVI>

Objective: Students will be able to understand the characteristics of Desert, and its vegetation, wildlife and tribal people.

- Desert is an arid region characterized by extremely high or low temperatures and has scarce vegetation.

- Depending on the temperature, there can be hot deserts or cold deserts.

- The Hot Desert-Sahara:

- (i) Sahara Desert in Africa is the world's largest hot desert.
- (ii) It touches 11 countries and has got gravel plains and elevated plateaus with bare rocky surface.
- (iii) The climate of Sahara is scorching hot and parch dry with temperature as high as 50°C .
- (iv) The nights are freezing cold with temperature nearing zero degrees.
- (v) Vegetation in the Sahara Desert includes cactus, date palms and acacia. Camels, hyenas, jackals, foxes, scorpions, snakes and lizards are the main animal species found here.
- (vi) Despite its harsh climate, Sahara is inhabited by various groups of people. The main groups are Bedouins and Tuaregs.
- (vii) The oasis in the Sahara and the Nile Valley in Egypt supports settled population.
- (viii) The discovery of oil is constantly transforming this region. Other important minerals found here are iron, phosphorus, manganese and uranium.
- (ix) More and more nomadic tribes are taking to city life.

- The Cold-Desert-Ladakh:

- (i) Ladakh is a cold desert lying in the Great Himalayas, on the eastern side of Jammu and Kashmir.
- (ii) The altitude in Ladakh varies from 3,000 m in Kargil to more than 8,000 m in Karakoram.
- (iii) The area experiences freezing winds and burning hot sunlight.
- (iv) Due to high aridity, the vegetation is sparse. Groves of willows and poplars are seen in the valleys.
- (v) The animals of Ladakh are wild goats, wild sheep, yak and special kinds of dogs.
- (vi) The animals are reared as they provide milk, meat and hides.
- (vii) The population consists of either Muslims or Buddhists.
- (viii) Some famous Buddhist monasteries are Hemis, Thiksey, Shey and Lamyuru.
- (ix) In summer season, the people are busy cultivating barley, potatoes, peas, beans and turnips.
- (x) Tourism is a major activity with several tourists streaming in from within India and abroad.
- (xi) People of Ladakh have over the centuries learnt to live in balance and harmony with nature.

## **WORKSHEET**



1. Answer the following questions briefly:

- (a) What are the two types of deserts found in the world? (1)
- (b) In which continent is the Sahara desert located? (1)
- (c) What are the climatic conditions of the Ladakh desert? (1)
- (d) Which National Highway connects Leh to Kashmir valley and through which pass? (1)
- (e) What type of clothes the people of the Sahara Desert wear? (1)
- (f) Name the trees that grow in Ladakh. (1)
- (g) Name the two nomadic tribes living in the Sahara Desert. (1)
- (h) Why there is little rainfall in the Ladakh desert? (1)
- (i) Name some famous monasteries of Ladakh. (2)
- (j) How many countries are touched by the Sahara Desert? Name them. (3)
- (k) What are the characteristic features of a desert? (3)
- (l) Mention the summer and winter activities of the people of the Ladakh desert. (3)
- (m) What mainly attracts tourists to Ladakh? (3)
- (n) Describe the flora and fauna found in: - (4+4=8)
  - 1) the Ladakh Desert
  - 2) the Sahara Desert

2. Tick the correct answer:

- (i) Sahara is located in which part of Africa?
  - (a) eastern
  - (b) northern
  - (c) western.
- (ii) Sahara is what type of dessert?
  - (a) cold
  - (b) hot
  - (c) mild.
- (iii) The Ladakh desert is mainly inhabited by .....
  - (a) Christians and Muslims
  - (b) Buddhists and Muslims
  - (c) Christians and Buddhists.
- (iv) Deserts are characterized by .....
  - (a) Scanty vegetation
  - (b) heavy precipitation
  - (iii) low evaporation.
- (v) Hemis in Ladakh is famous .....
  - (a) temple
  - (b) church
  - (c) monastery.
- (vi) Egypt is famous for growing
  - (a) wheat
  - (b) maize
  - (c) cotton.

9. 3. Match the following:

- |               |                            |
|---------------|----------------------------|
| (i) Oasis     | (a) Libya                  |
| (ii) Bedouins | (b) Monastery              |
| (iii) Oil     | (c) glacier                |
| (iv) Gangri   | (d) depressions with water |
| (v) Lamayura  | (e) cold desert            |
|               | (f) Sahara                 |

4. Give reasons:

1. There is scanty vegetation in the deserts.
2. People of the Sahara Desert wear heavy robes.

Activity: -

1. On the outline map of Africa, mark all the 11 countries that touches the Sahara Desert.
2. Research Activity: - Collect the information about the tribal people (Bedouins and Tuaregs) of Sahara Desert and write in your History Notebook.

विषय - संस्कृत

त्रयोदशः पाठः

**अमृतं संस्कृतम्**

Link—<https://youtu.be/cdN03BcdHW8>

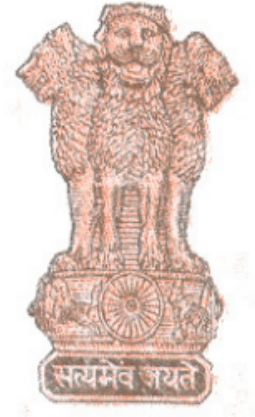
इसपाठमेंसंस्कृतभाषाकेगुणगानतथामहत्वताकेबारेमेंबतायागयाहै।

विश्वस्य उपलब्धासु भाषासु संस्कृतभाषा प्राचीनतमा भाषास्ति। भाषेयं अनेकाषां भाषाणां जननी मता। प्राचीनयोः ज्ञानविज्ञानयोः निधिः अस्यां सुरक्षितः। संस्कृतस्य महत्त्वविषये केनापि कथितम् - 'भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा'।

इयं भाषा अतीव वैज्ञानिकी। केचन कथयन्ति यत् संस्कृतमेव सङ्गणकस्य कृते सर्वोत्तमा भाषा। अस्याः वाङ्मयं वेदैः, पुराणैः, नीतिशास्त्रैः चिकित्साशास्त्रादिभिश्च समृद्धमस्ति। कालिदासादीनां विश्वकवीनां काव्यसौन्दर्यम् अनुपमम्। कौटिल्यरचितम् अर्थशास्त्रं जगति प्रसिद्धमस्ति। गणितशास्त्रे शून्यस्य प्रतिपादनं सर्वप्रथमम् आर्यभटः अकरोत्। चिकित्साशास्त्रे चरकसुश्रुतयोः योगदानं विश्वप्रसिद्धम्। संस्कृते यानि अन्यानि शास्त्राणि विद्यन्ते तेषु वास्तुशास्त्रं, रसायनशास्त्रं, खगोलविज्ञानं, ज्योतिषशास्त्रं, विमानशास्त्रम् इत्यादीनि उल्लेखनीयानि।

संस्कृते विद्यमानाः सूक्तयः अभ्युदयाय प्रेरयन्ति, यथा - सत्यमेव जयते, वसुधैव कुटुम्बकम्, विद्ययाऽमृतमश्नुते, योगः कर्मसु कौशलम् इत्यादयः। सर्वभूतेषु आत्मवत् व्यवहारं कर्तुं संस्कृतभाषा सम्यक् शिक्षयति।

केचन कथयन्ति यत् संस्कृतभाषायां केवलं धार्मिकं साहित्यम् वर्तते- एषा धारणा समीचीना नास्ति। संस्कृतग्रन्थेषु मानवजीवनाय विविधाः विषयाः समाविष्टाः सन्ति। महापुरुषाणां



मतिः, उत्तमजनानां धृतिः सामान्यजनानां जीवनपद्धतिः च वर्णिताः सन्ति। अतः अस्माभिः  
संस्कृतम् अवश्यमेव पठनीयम्। तेन मनुष्यस्य समाजस्य च परिष्कारः भवेत्।

उक्तञ्च-

अमृतं संस्कृतं मित्र !

सरसं सरलं वचः ।

भाषासु महनीयं यद्

ज्ञानविज्ञानपोषकम् ॥

## शब्दार्थः

भाषेयम् (भाषा+इयम्)-	यह भाषा	this language
मता	- मानी गई है	is accepted
निधिः	- खजाना	treasure
विचार्य	- विचार कर	considering
वाङ्मयम्	- साहित्य	literature
अनुपमम्	- अतुलनीय	incomparable
जगति	- संसार में	in the world
रसायनशास्त्रम्	- रसायन शास्त्र	chemistry
खगोलविज्ञानम्	- अन्तरिक्षविज्ञान	astronomy
धृतिः	- धैर्य	patience
पोषकम्	- समर्थक	supporter



1. (अंक - 1\*4)

## उच्चारणं कुरुत-

उपलब्धासु	सङ्गणकस्य
चिकित्साशास्त्रम्	वैशिष्ट्यम्
भूगोलशास्त्रम्	वाङ्मये
विद्यमानाः	अर्थशास्त्रम्

## 2.(अंक-1\*5)

### प्रश्नानाम् एकपदेन उत्तराणि लिखत-

- (क) का भाषा प्राचीनतमा?
- (ख) शून्यस्य प्रतिपादनं कः अकरोत्?
- (ग) कौटिल्येन रचितं शास्त्रं किम्?
- (घ) कस्याः भाषायाः काव्यसौन्दर्यम् अनुपमम्?
- (ङ) काः अभ्युदयाय प्रेरयन्ति?

## 3.(अंक-2\*4)

### रेखाङ्कितानि पदानि अधिकृत्य प्रश्ननिर्माणं कुरुत-

- (क) संस्कृते ज्ञानविज्ञानयोः निधिः सुरक्षितोऽस्ति।
- (ख) संस्कृतमेव सङ्गणकस्य कृते सर्वोत्तमा भाषा।
- (ग) शल्यक्रियायाः वर्णनं संस्कृतसाहित्ये अस्ति।
- (घ) वरिष्ठान् प्रति अस्माभिः प्रियं व्यवहर्तव्यम्।

## 4. (अंक-2\*6)

उदाहरणानुसारं पदानां विभक्तिं वचनञ्च लिखत-

पदानि	विभक्तिः	वचनम्
यथा-संस्कृतेः	षष्ठी	एकवचनम्
गतिः	.....	.....
नीतिम्	.....	.....
सूक्तयः	.....	.....
शान्त्या	.....	.....
प्रीत्यै	.....	.....
मतिषु	.....	.....

5.(अंक-1\*5)

यथायोग्यं संयोज्य लिखत-

क	ख
कौटिल्येन	अभ्युदयाय प्रेरयन्ति।
चिकित्साशास्त्रे	ज्ञानविज्ञानपोषकम्।
शून्यस्य आविष्कर्ता	अर्थशास्त्रं रचितम्।
संस्कृतम्	चरकसुश्रुतयोः योगदानम्।
सूक्तयः	आर्यभटः।

## ध्यातव्यम्

अस्मिन् पाठे संस्कृति-स्मृति-नीति-सूक्ति-परिस्थिति-पद्धति-दृष्टि-धृति-शान्ति-प्रीति-इत्यादयः शब्दाः प्रयुक्ताः सन्ति। एते शब्दाः गति- मति-शब्दवत् स्त्रीलिङ्गे प्रयुक्ताः भवन्ति।

एतेषां शब्दानां चतुर्थी-पञ्चमी-षष्ठी-सप्तमी-विभक्तीनामेकवचने द्वे द्वे रूपे भवतः। यथा-गत्यै-गतये, गत्याः-गतेः, गत्याम्-गतौ।

गणितशास्त्रम्	-	Mathematics; Comprises Arithmetic, Algebra and Geometry
चिकित्साशास्त्रम्	-	Medical Science (Administering remedies or medicine)
वास्तुशास्त्रम्	-	Architecture
रसायनशास्त्रम्	-	Chemistry
ज्योतिषशास्त्रम्	-	Astronomy
विमानशास्त्रम्	-	Aeronautics