

EAST POINT SCHOOL
ONLINE CLASSES WEEKLY ASSIGNMENT 36 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:

- INCORRECT - 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.**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. If I am late for class, 2. When he stays up very late, 3. People get hungry 4. If you study hard, 5. When she watches a movie, 6. When I cross the street, 7. I can't do my homework, 8. He always smiles 9. If I miss the bus, 10. When you make lots of noise, 11. Tea tastes sweet 12. You should eat less 13. I always take my umbrella 14. When I'm sad, 15. When he cleans the house, | <ol style="list-style-type: none"> (A) if they don't eat. (B) I always look left and right. (C) my teacher gets angry. (D) when he is happy. (E) I take a taxi to work. (F) he is very tired the next morning. (G) the librarian gets angry. (H) if you want to lose weight. (I) she likes to eat popcorn. (J) when it rains. (K) I watch a funny movie. (L) he listens to music. (M) you get good grades in school. (N) if you add some sugar. (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 – Practical Geometry

Please watch this video:

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

Learning Outcomes:

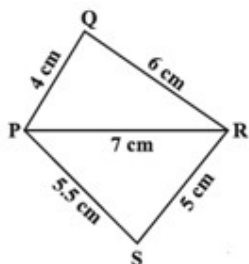
- i. Students will be able to construct Quadrilaterals when the length of four sides and a diagonal are given.
- ii. Students will be able to construct Quadrilaterals when two diagonals and three sides are given.

Constructing a Quadrilateral

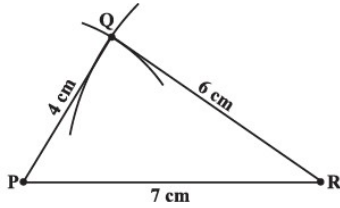
When the lengths of four sides and a diagonal are given

Example 1: Construct a quadrilateral PQRS where PQ = 4 cm, QR = 6 cm, RS = 5 cm, PS = 5.5 cm and PR = 7 cm.

Solution: [A rough sketch will help us in visualising the quadrilateral. We draw this first and mark the measurements.]

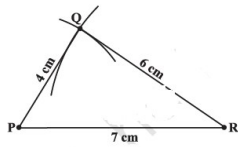


Step 1: From the rough sketch, it is easy to see that ΔPQR can be constructed using SSS construction condition. Draw ΔPQR

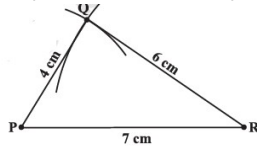


Step 2: Now, we have to locate the fourth point S. This 'S' would be on the side opposite to Q with reference to PR. For that, we have two measurements.

S is 5.5 cm away from P. So, with P as centre, draw an arc of radius 5.5 cm.



Step 3: S is 5 cm away from R. So with R as centre, draw an arc of radius 5 cm



Step 4 :S should lie on both the arcs drawn. So it is the point of intersection of the two arcs. Mark S and complete PQRS.

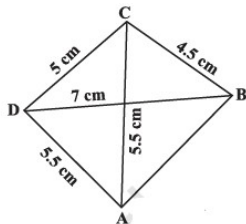
PQRS is the required quadrilateral.

When two diagonals and three sides are given

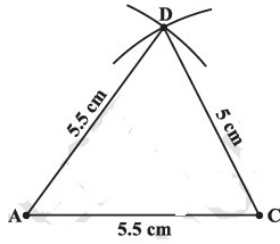
Example 2: Construct a quadrilateral ABCD, given that BC = 4.5 cm, AD = 5.5 cm, CD = 5 cm the diagonal AC = 5.5 cm and diagonal BD = 7 cm.

Solution:

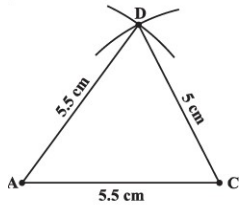
Here is the rough sketch of the quadrilateral ABCD. Studying this sketch, we can easily see that it is possible to draw ACD first



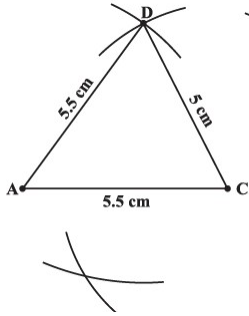
Step 1 Draw $\triangle ACD$ using SSS construction. (We now need to find B at a distance of 4.5 cm from C and 7 cm from D).



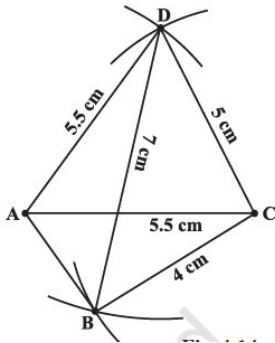
Step 2 With D as centre, draw an arc of radius 7 cm. (B is somewhere on this arc) .



Step 3 With C as centre, draw an arc of radius 4.5 cm (B is somewhere on this arc also) .



Step 4 Since B lies on both the arcs, B is the point intersection of the two arcs. Mark B and complete ABCD.



ABCD is the required quadrilateral.

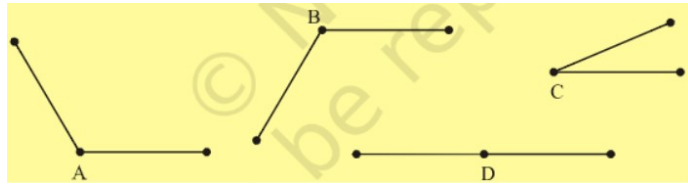
ACTIVITIES

I

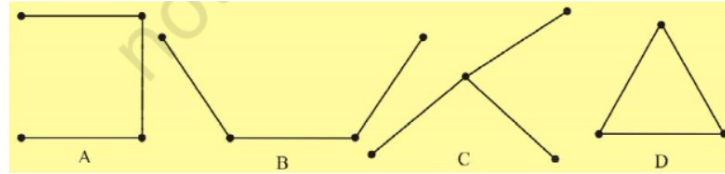
Objective: To verify that a minimum of three sides are required to construct a polygon.

Method:

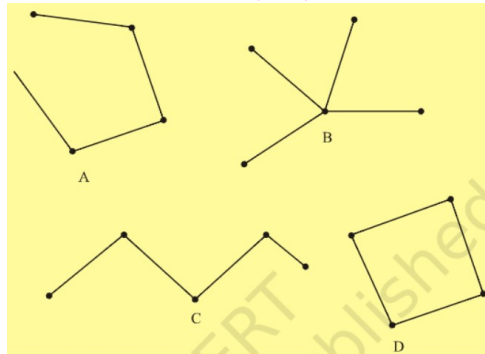
1. Take cardboard of convenient size and cover it with a coloured paper.
2. Take two sticks and place them end to end in different positions.



3. Take three sticks and place them end to end in different positions.



4. Take four sticks and try to place them in different positions.



5. Repeat the activity with more number of sticks.

Demonstration:

1. No closed figure is formed with two sticks.
2. Closed figure is formed with three sticks.
3. Closed figure is formed with four sticks.
4. Closed figure is formed with five sticks and so on.

Observation:

1. The closed figure formed with three sticks (line segments) is a polygon called _____.
2. The closed figure formed with four line segments is a polygon called _____.
3. The closed figure formed with five line segments is a polygon called _____.
4. No polygon is formed with _____ sticks (line segment) thus, a minimum of _____ line segments are needed to form a figure.

II

Construct, if possible, a quadrilateral ABCD given $AB = 6$ cm, $BC = 3.7$ cm, $CD = 5.7$ cm, $AD = 5.5$ cm and $BD = 6.1$ cm. Give reasons for not being able to construct it, if you cannot.

Solve the following Questions:

Q-1) If two diagonals and three sides are given, then:

[1 mark]

- A. A quadrilateral cannot be constructed
- B. A quadrilateral can be constructed
- C. Insufficient information
- D. Any polygon can be constructed

Q-2) To construct a quadrilateral, we need to know two diagonals and _____ sides.

[1 Mark]

- A. One
B. Two
C. Three
D. All four sides

Q-3) Construct the following quadrilaterals.

[2 mark]

Quadrilateral ABCD in which $AB = 4.5$ cm, $BC = 5.5$ cm, $CD = 4$ cm, $AD = 6$ cm, $AC = 7$ cm

Q-4) Construct the following quadrilateral.

[3 Mark]

Quadrilateral GOLD in which $OL = 7.5$ cm, $GL = 6$ cm, $GD = 6$ cm, $LD = 5$ cm, $OD = 10$ cm

Q-5) Construct the following quadrilaterals.

[3 Mark]

Quadrilateral LIFT in which $LI = 4$ cm, $IF = 3$ cm, $TL = 2.5$ cm, $LF = 4.5$ cm, $IT = 4$ cm

HOTS

Q-1) Construct a rhombus ABCD in which $AB = 5.8$ cm and $AC = 7.5$ cm.

Q-2) Construct a quadrilateral ABCD in which $AB = 4.4$ cm, $BC = 4$ cm, $CD = 6.4$ cm, $DA = 3.8$ cm and $BD = 6.6$ cm.

Q-3) Construct a kite ABCD in which $AB = 4$ cm, $BC = 4.9$ cm, $AC = 7.2$ cm.

Q-4) Construct a parallelogram MORE in which

$OR = 6$ cm, $RE = 4.5$ cm, $EO = 7.5$ cm

असाइनमेंट – 36 विषय - हिंदी

कक्षा – 8 उपलब्धकर्ता मिस रंजना

Please watch this videos

<https://www.youtube.com/watch?v=bfwdTLR3OB8>

<https://www.youtube.com/watch?v=eDju51sCZ04>

अधिगम बिंदु :-

- विद्यार्थी मुहावरों और लोकोक्तियों के बारे में जान पाएंगे।

- अंग्रेज़ी में मुहावरों को **Proverbs** कहते हैं और लोकोक्तियों को **Idioms** कहा जाता है। मुहावरे और लोकोक्तियों का प्रयोग करना और उनका ठीक-ठीक अर्थ समझना बड़ा कठिन है, जोकि अभ्यास से ही सीखा जा सकता है।

मुहावरे और लोकोक्तियाँ आठवीं

अंग्रेज़ी में मुहावरों को **Proverbs** कहते हैं और लोकोक्तियों को **Idioms** कहा जाता है। मुहावरे और लोकोक्तियों का प्रयोग करना और उनका ठीक-ठीक अर्थ समझना बड़ा कठिन है, जोकि अभ्यास से ही सीखा जा सकता है।

मुहावरे: मुहावरे का अर्थ है बातचीत या अभ्यास। यह अरबी भाषा का शब्द है। जब कोई वाक्य का अंश मूल अर्थ से हट कर किसी विशेष अर्थ को दर्शाता है, उसे मुहावरा कहते हैं। मुहावरा भाषा को सुन्दर बनाता है। मुहावरे का प्रयोग वाक्य के बीच में होता है।

लोकोक्तियाँ: लोकोक्ति का अर्थ है लोगों के द्वारा कही गयी उक्ति/बात। वह उक्ति सुनने वाले के मन पर गहरा प्रभाव डालती है। इसमें सामान्य अर्थ नहीं, विशेष अर्थ ग्रहण किया जाता है। उक्ति में कहीं ना कहीं सच्चाई और अनुभव छिपा होता है। लोकोक्ति सम्पूर्ण और स्वतंत्र वाक्य होती है।

मुहावरे

- **अक्ल का अंधा-** मूर्ख व्यक्ति; जिसमें समझ न हो।
- **अक्ल घास चरने जाना-** समझ का अभाव होना।
- **अक्ल का दुश्मन-** मूर्ख व्यक्ति।
- **अगर-मगर करना-** आनाकानी या टालमटोल करना; बहाने बनाना।
- **अपना उल्लू सीधा करना-** अपना मतलब निकालना।
- **अपने मुँह मियाँ मिट्टू बनना-** अपनी प्रशंसा स्वयं करना।
- **अपने पैरों पर खड़ा होना-** स्वावलंबी होना।
- **आस्तीन का साँप-** किसी अपने या निकट व्यक्ति द्वारा धोखा देना, कपटी मित्र।
- **आसमान से बातें करना-** बहुत ऊँचा होना या तेज़ गति वाला।
- **आँख का तारा-** बहुत प्रिय होना।
- **आँखें खुलना-** जागना, वास्तविकता से अवगत होना, भ्रम दूर होना, सचेत होना।
- **आँखें चार होना-** प्रेम होना, आमना-सामना होना।
- **आँखों में धूल झोंकना-** धोखा देना।
- **अंगार उगलना-** अत्यंत क्रुद्ध होकर अपशब्द कहना।
- **अंधे की लाठी-** एकमात्र सहारा।
- **उखड़ी-उखड़ी बातें करना-** अन्यमनस्क होना या उदासीन बातें करना।
- **उन्नीस-बीस का अंतर होना-** बहुत कम अंतर होना।
- **उल्टी गंगा बहाना-** विपरीत चलना।
- **उड़ती चिड़िया के पर गिनना-** रहस्य की बात दूर से जान लेना।
- **इज्जत खाक में मिलना-** परिवारिक प्रतिष्ठा को ठेस पहुँचना।
- **ईद का चाँद होना-** बहुत दिनों बाद दिखाई पड़ना।
- **ईट से ईट बजाना-** पूरी तरह से नष्ट करना।

- **ईट का जबाब पत्थर से देना-** ज़बरदस्त बदला लेना; करारा जवाब देना।
- **कान भरना-** किसी के खिलाफ़ किसी के मन में कोई बात बैठाना।
- **कूच करना-** जाना; प्रस्थान करना; चले जाना।
- **खून पसीना एक करना-** कड़ी मेहनत करना।
- **घोड़े बेचकर सोना-** हर ज़िम्मेदारी से मुक्त हो जाना; बिल्कुल निश्चिंत हो जाना; किसी प्रकार की चिन्ता न करना।
- **घी के दिये जलाना-** अत्यधिक प्रसन्न होना; खुशियाँ मनाना; प्रसन्नता ज़ाहिर करना।
- **चार चाँद लगाना-** किसी सुन्दर वस्तु को और सुन्दर बनाना; किसी कार्यक्रम की शोभा बढ़ाना; किसी को ज़्यादा मान-सम्मान देना।
- **चैन की सांस लेना-** काम निपटाकर निश्चिन्त होना; कार्य पूर्ण होने पर शान्ति महसूस करना।
- **चोली-दामन का साथ होना-** गहरी मित्रता होना; अत्यधिक घनिष्ठता होना; बहुत मधुर सम्बन्ध होना।
- **चिकना घड़ा होना-** बेशर्म होना; किसी बात का प्रभाव न पड़ना; अपमान होने पर भी अपमानित महसूस न करना; किसी की लिहाज़ न करना।
- **चुल्लू भर पानी में डूबना-** लज्जित होना; अपमानित होना।
- **छक्के छुड़ाना-** बुरी तरह हराना; अपने से बलवान पर विजय प्राप्त करना।
- **छाती पर मूँग दलना-** पास रहकर कष्ट देना।
- **जान में जान आना-** मुसीबत से निकलने पर निश्चिंत होना।
- **जले/ घाव पर नमक छिड़कना-** दुःखी को और अधिक दुःखी करना; किसी का काम खराब होने पर हंसी उड़ाना।
- **दाहिना हाथ होना-** बहुत बड़ा सहायक होना।
- **दाँत खट्टे करना-** प्रतिद्वंद्विता या लड़ाई में पछाड़ना।
- **दुम हिलाना-** दीनतापूर्वक प्रसन्नता प्रकट करना।
- **नील का टीका लगाना-** कलंक लगाना, कलंकित करना।

लोकोक्तियाँ

- **अक्ल बड़ी या भैंस-** शारीरिक शक्ति की अपेक्षा बुद्धि का महत्व अधिक होता है।
- **अक्ल के पीछे लट्ट लिए फिरना-** सदा मूर्खतापूर्ण बातें या काम करते रहना।
- **अधजल गगरी छलकत जाए-** थोड़ा होने पर अधिक दिखावा करना।
- **अपना हाथ जगत्राथ-** स्वतंत्र व्यक्ति जिसके काम में कोई दखल न दें।
- **अपने पांव पर आप कुल्हाड़ी मारना-** अपना अहित स्वयं करना।
- **अपनी अपनी डफली, अपना अपना राग-** विचारों का बेमेल होना।
- **अब पछताए होत क्या जब चिड़िया चुग गई खेत-** समय गुज़रने पर पछतावा करने से कोई लाभ नहीं होता।
- **आसमान से गिरा खजूर में अटका-** एक विपत्ति से निकलकर दूसरी में उलझना।
- **आप भला सो जग भला-** स्वयं सही हो तो सारा संसार ठीक लगता है।
- **आगे कुआँ पीछे खाई-** हर तरफ़ परेशानी होना; विपत्ति से बचाव का कोई मार्ग न होना।
- **आगे नाथ न पीछे पगहा-** कोई भी जिम्मेदारी न होना; पूर्णतः बंधनरहित होना।
- **आए थे हरि भजन को ओटन लगे कपास-** इच्छितकार्य न कर पाने पर कोई अन्य कार्य कर लेना।
- **आटे के साथ घुन भी पिसता है-** अपराधी के साथ निरपराधी भी दण्ड पा जाता है।
- **अंधेर नगरी चौपट राजा, टके सेर भाजी टके सेर खाजा-** जहाँ मुखिया ही मूर्ख हो, वहाँ अन्याय ही होता है।
- **अंधों में काना राजा-** मूर्खों में थोड़ा सा ज्ञानी।

- अंधी पीसे कुत्ता खाये- परिश्रमी व्यक्ति के असावधानी पर अन्य व्यक्ति का उपभोग करना।
- आम के आम गुठलियों के दाम- दुहरा लाभ होना।
- आँख का अँधा, नाम नैनसुख- गुण न होने पर भी गुण का दिखावा करना।
- ओखली में सिर दिया तो मूसल से क्या डर- कठिन कार्यों में उलझ कर विपत्तियों से क्या घबराना।
- एक अनार सौ बीमार- समान कम चाहने वाले बहुत।
- एक और एक ग्यारह- एकता में शक्ति होती है।
- एक पंथ दो काज- एक प्रयत्न से दोहरा लाभ।
- एक तो चोरी ऊपर से सीनाज़ोरी- गलती करने पर भी उसे स्वीकार न करके विवाद करना।
- एक हाथ से ताली नहीं बजती- झगड़ा एक ओर से नहीं होता।
- एक तो करेला, दूजे नीम चढ़ा- अवगुणी में और अवगुणों का आ जाना।
- एक म्यान में दो तलवार नहीं रह सकती- एक स्थान पर दो विचारधाराएँ नहीं रह सकती हैं।
- उल्टा चोर कोतवाल को डाँटे- अपना अपराध स्वीकार करने की बजाय पूछने वाले को दोष देना।
- ऊँट के मुँह में ज़ीरा- बड़ी आवश्यकता के लिये कम देना।
- कहाँ राजा भोज, कहाँ गंगू तेली- दो असमान व्यक्तियों का मेल न होना।
- खोदा पहाड़ निकली चुहिया- बहुत प्रयत्न करने पर कम फल प्राप्त होना।
- खिसियानी बिल्ली खम्भा नोचे- दूसरे के क्रोध को अनुचित स्थान पर निकालना।
- होनहार बिरवान के होत चीकने पात- प्रतिभा बचपन से दिखाई देती है।

बहुविकल्पी प्रश्न

नीचे दिए गए मुहावरों के उचित अर्थ पर सही का चिह्न लगाओ।

1. 'अँगूठा दिखाना' का अर्थ है

- डराना
- मज़ाक उड़ाना
- इशारा करना
- साफ़ इंकार करना।

2. 'आँखें दिखाना' का अर्थ है

- इशारा करना
- डराना
- क्रोध करना
- अपनी बात कहना।

3. 'रंग उड़ना' का अर्थ है

- उड़कर जाना
- रंग चला जाना
- भाग जाना
- चेहरा फीका पड़ना।

4. 'चिकना घड़ा होना' का अर्थ है—
- (i) चिकने घड़े को सभी पसंद करते हैं।
 - (ii) अत्यंत आकर्षक होना
 - (iii) निर्लज्ज होना
 - (iv) चिकना बनाने के लिए घड़े पर तेल लगाना ।

5. दाल में काला होना
- (i) दाल में मिलावट होना
 - (ii) संदेह होना
 - (iii) दाल में मक्खी गिरना
 - (iv) काली छिलके वाली दाल बनाना ।

6. 'ठोस लगना' का अर्थ है?
- (i) ठोकर लगना
 - (ii) सदमा पहुँचना
 - (iii) ठोस जवाब
 - (iv) ठोकर मारना ।

7. पानी-पानी होना
- (i) बाढ़ आना
 - (ii) कीचड़ होना
 - (iii) काम आसान होना
 - (iv) लज्जित होना

8. छाती पर मूंग दलना
- (i) असंभव कार्य करना
 - (ii) दुख देना
 - (iii) कठिन कार्य करना
 - (iv) मूंग की दाल खाना

9. दाल न गलना
- (i) कुछ कह न पाना
 - (ii) कुछ काम न होना
 - (iii) कुछ वश न चलना
 - (iv) दाल कच्ची रह जाना

10. घाव पर नमक छिड़कना
- (i) किसी के दुख में दुखी होना
 - (ii) घाव पर नमक डालना

- (iii) दुखी को और दुखी करना
- (iv) दर्द देना

11. आम के आम गुठलियों के दाम

- (i) दुहरा लाभ होना
- (ii) दोनों की ओर से निराशा
- (iii) अस्थिर बुद्धिवाला
- (iv) अच्छी वस्तु में और अधिक गुण होना

12. एक हाथ से ताली नहीं बजती

- (i) सीधी बात को तैयार न होना
- (ii) निर्दोष पर दोष लगाना
- (iii) असंभव काम करना
- (iv) एक के करने से झगड़ा नहीं होता है।

लेखन कौशल संवाद लेखन

संवाद – 'वाद' मूल शब्द में 'सम्' उपसर्ग लगाने से 'संवाद' शब्द बना है, जिसका शाब्दिक अर्थ 'बातचीत' है। इसे वार्तालाप भी कहा जाता है। सामान्य रूप से दो लोगों के बीच होने वाली बातचीत को संवाद कहा जाता है।

दो लोगों में हुई बातचीत को लिखना संवाद-लेखन कहलाता है।

संवाद की विशेषता-संवाद में निम्नलिखित विशेषताएँ होनी चाहिए –

- स्वाभाविकता-संवाद में स्वाभाविकता होनी चाहिए। पात्रों की अपनी स्थिति, संस्कार आदि को ध्यान में रखकर बोलना चाहिए।
- पात्रानुकूल भाषा-संवाद में भाग ले रहे छात्रों की भाषा उनकी शिक्षा आयु आदि के अनुरूप होनी चाहिए। एक शिक्षित और उसके साथ संवाद कर रहे अनपढ़ की भाषा में अंतर नज़र आना चाहिए।
- प्रभावीशैली-संवाद को बोलने की शैली प्रभावशाली होनी चाहिए। सुनने वाले पर संवादों का असर होना चाहिए।
- जटिलता से दूर-संवाद की भाषा में जटिलता नहीं होनी चाहिए। इससे सुनने वाला बात को आसानी से समझ सकता है और यथोचित जवाब देता है।
- शालीनता-संवाद की भाषा में शालीनता अवश्य होनी चाहिए। इसमें अशिष्ट भाषा के लिए कोई जगह नहीं होनी चाहिए।

संवाद लेखन में ध्यान देने योग्य बातें – संवाद-लेखन में निम्नलिखित बातों का ध्यान रखना चाहिए।

- संवाद की भाषा सरल तथा सहज होनी चाहिए।

- संवाद लेखन में सरल तथा छोटे-छोटे वाक्यों का प्रयोग करना चाहिए।
- भाषा सुनने वाले के मानसिक स्तर के अनुरूप होनी चाहिए।
- संवाद लेखन में किसी एक पात्र के कथन को बहुत लंबा नहीं खींचना चाहिए।
- भाव विचारों की पुनरुक्ति से बचना चाहिए।
- संवाद लेखन के अंत में एक बार पढ़कर उसे दोहरा लेना चाहिए ताकि अशुद्धियों का निराकरण किया जा सके।

पी.टी.एम. में अध्यापक और छात्र के साथ उसके पिता से बातचीत का संवाद लेखन कीजिए।

पिता – मास्टर साहब नमस्ते! अंदर आ जाऊँ?

शिक्षक – अंदर आ जाइए, स्वागत है आपका।

पिता – धन्यवाद! मुझे मेरे बेटे के बारे में कुछ बताइए।

शिक्षक – आपका बेटा पढ़ाई में ठीक है। मन लगाकर पढ़ता है।

पिता – फिर इस टर्म में इसके नंबर कम क्यों हैं?

शिक्षक – ठीक पूछा आपने। आपका बेटा नियमित रूप से स्कूल नहीं आता है। मैंने कई बार आपको फ़ोन किया है न।

पिता – यह कहता है कि स्कूल में सभी पीरियड नहीं लगते हैं, तभी नहीं आता है।

शिक्षक – पीरियड तो सभी लगते हैं। आप कहते थे कि इसकी तबीयत ठीक नहीं है और यह बताता था कि आपने इसे रोका था।

पिता – मैं अब इसे नियमित रूप से स्कूल भेजूंगा।

शिक्षक – यह मोबाइल फ़ोन लेकर स्कूल आता है और कक्षा में वीडियो देखता है।

पिता – मैं इसका मोबाइल फ़ोन घर रखवा दूंगा।

शिक्षक – इसे घर पर आप पढ़ने के लिए कहिए, स्कूल में मैं ध्यान रखूंगा।

पिता – यह ठीक रहेगा, धन्यवाद।

- मोबाइल फ़ोन से बच्चों की पढ़ाई प्रभावित हो रही है। इस बारे में दो महिलाओं की बातचीत को संवाद रूप में (5)

SUBJECT SCIENCE

CHAPTER -REACHING THE AGE OF ADOLSCENCE

LINK-https://youtu.be/FYYzG8B_t2g

Learning outcome- Students will be aware about the changes in their mental and physical appearance.

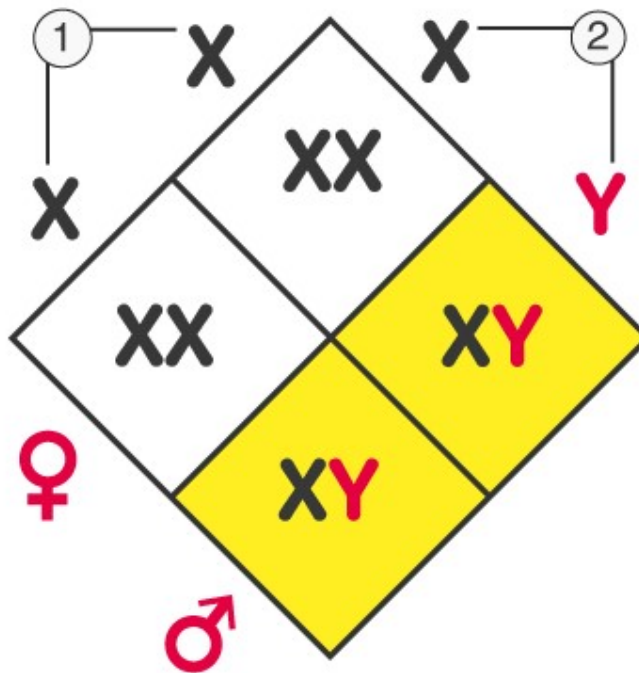
Menstrual Cycle

- It is a reproductive cycle of females.
- It begins at puberty and the onset of the menstrual cycle is called as '**menarche**'.
- The process includes cyclic changes in the ovaries and in the uterus, both simultaneously.
- In the ovaries, an ovum develops and matures and then released.
- In the uterus, a thick spongy inner lining develops anticipating pregnancy.
- If the egg is fertilized, pregnancy occurs.
- If fertilisation does not occur, the released egg and the thickened lining of the uterus along with its blood vessels are shed off.
- This causes bleeding in women which is called menstruation.
- The menstrual cycle stops in women anywhere between 45 to 52 years.
- Stopping of the menstrual cycle is called as '**menopause**'.
- The years between menarche and menopause marks the reproductive age of a woman where she is able to bear a child.

Boy or Girl

Sex determination

- All human beings have 23 pairs of chromosomes in the nuclei of their cells.
- Two chromosomes out of these are of the sex chromosomes, named X and Y.
- A female has two X chromosomes, while a male has one X and one Y chromosome.
- The gametes have only one set of chromosomes.
- The unfertilised ovum always has one X chromosome.
- But in the male gametes or sperms, there exists one kind having an X chromosome and the other kind having a Y chromosome.



① Female gametes | ② Male gametes

Sex determination in Humans

When a sperm containing X chromosome fuses with an egg, it develops into a female child.

When a sperm containing Y chromosome fuses with an egg, it develops into a male child.

No Crash Dieting

Personal hygiene

- Personal hygiene is very important, especially during teenage.
- Increased activity of sweat glands sometimes makes the body smelly.
- It also leads to acne.
- All parts of the body should be washed and cleaned every day.
- If cleanliness is not maintained there are chances of catching bacterial and fungal infections.

Balanced diet

- Adolescence also equates to a sudden spurt in growth of the body.
- A growing body requires all the nutrients.
- Therefore, all the teenagers should consume a balanced diet and not junk food.
- A balanced diet is a meal that includes proteins, carbohydrates, fats and vitamins in proper proportions.
- Junk food affects the growth of an individual.



Balanced diet, especially needed in Adolescence

Physical exercise

- Exercise ensures a healthy body and mind.
- Walking, playing or practising yoga are some of the many ways we can carry out physical exercise.

Say NO to Drugs

- Drugs are addictive and harm the body in long term.
- Sometimes harm done by drugs becomes irreversible.
- Any teenager should say 'NO' to drugs.
- HIV can pass on to a normal person from an infected person by sharing the syringes used for injecting drugs.

- It can also be transmitted to an infant from the infected mother through her milk.
- The virus can also be transmitted through sexual contact with a person infected with HIV.
- People who are addicted to drugs have more chance of having HIV infection.

Activity -1

- Make a group with your friends. Write down the items of food in your breakfast, lunch and dinner you had on the previous day. Identify the items responsible for proper growth. Also identified the junk food that you consumed the previous day.

Activity 2

- Get ideas from the pictures given in below. Prepare charts or posters and paste them in the class so that you are aware of the diet for adolescents. You may use your creative ideas and present it like an advertisement. You may even organise a competition on this topic.



meat



vegetables



fruits



milk and eggs



grains

MCQ(I mark each)

1. Which of the following should an adolescent choose for his/her meal?
 - A. Chips, noodles and aerated beverages
 - B. Vegetable cutlets, chips and lemonade
 - C. Rice, noodles and popcorn
 - D. Chapathi, dal and vegetables
2. The reproductive phase of a woman lies between her _____ and menopause.
 - A. menstrual cycle
 - B. menstruation
 - C. menarche
 - D. ovulation
3. Statement 1: Sweat glands, salivary glands and oil glands do not release their secretions directly into the blood. Statement 2: These glands do not have ducts.
 - A. Both the statements are correct.
 - B. Only statement 2 is correct.
 - C. Both the statements are incorrect.
 - D. Only statement 1 is correct.
4. Number of sex chromosomes in a human kidney cell is
 - A. One pair
 - B. Two pairs
 - C. Three pairs
 - D. Four pairs
5. A female gamete carries _____ chromosome(s).
 - A. one Y
 - B. one X and one Y

C. two X

D. one X

6. Which of the following is the cause of the condition shown in the below



A. Lack of calcium in the bones

B. Excess of iron in the blood

C. Lack of iodine in the diet

D. Lack of potassium in the diet

7. Which of the following will occur in females at puberty? (I) Ovulation (II) Enlargement of breasts (III) Broadening of hips

A. I, II and III

B. II and III only

C. I and III only

D. I and II only

8. HIV virus will not be present in which of the following?

A. Blood

B. Sweat

C. Breast milk

D. Semen

9. Puberty in females begins at the age of _____.

A. 11 to 13 years

B. 16 to 18 years

C. 14 to 16 years

D. 18 to 21 years

10. The information given below refers to which of the following hormone- (i) Glands secreting the hormone are located on top of the kidneys. (ii) Converts glycogen into glucose. (iii) Increases blood pressure.

- A. Testosterone
- B. Insulin
- C. Adrenaline
- D. Progesterone

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 may be other cause than genes for this type of variation. (3)
-
1. Give a reason what were the different reasons people had for not sending girls to school?

subject: social science (Geography)

Chapter 5: Industries

Study material

Learning outcomes: students will be able to know the need & different method of agricultural development.

Industry:

The industry refers to that economic activity which is concerned with converting the raw material or semi finished goods into finished goods.

Industries are classified:

- **On the basis of raw material:** Agro-based industries, Mineral-based industries, Marine-based industries, Forest-based industries.
- **On the basis of size:** Small scale industries and Large scale industries.
- **On the basis of ownership:** Private sector industries, public sector industries , joint sector industries and cooperative sector industries.

On the basis of raw material:

I. Agro based industries

- Agro based industries use plant and animal products as their raw materials.
- Example: Food processing, vegetable oil, cotton textile etc

II. Mineral based industries:

- These industries use mineral as their raw material
- The product of this industry feeds other industries.
- Example: iron and steel industry, copper industry etc.

III. Marine based industries:

- Use products from oceans and seas as raw materials
- Example: sea food or marine manufacturing fish oil
-

IV: Forest based industries:

- Utilize forest produce as raw materials
- Example: paper, furniture, pharmaceuticals industries

Size of Industries:

- Size refers to the amount of capital invested, number of people employed and the volume of production.

Industries based on size are classified into small scale and large scale industries.

I. Small Scale Industries:

- Small scale industries manufacture products by hand and include cottage and household industry. These industries use lesser amount of capital and technology. For example, Basket-weaving, pottery, and other handicraft industries.
- In India, small scale industry gives employment to around 35% population.

II. Large Scale Industries:

- Large scale industries produce large volumes of products. The investment of capital is higher and technology is superior. For example, production of automobiles and heavy machinery.
- After independence, India gave emphasis to this sector for development.
- Most developed nations show existence of large scale industries on the other hand more small scale industries exist in developing and under developed world.

Ownership:

On the basis of ownership, industries can be classified into the following sectors:

- **Private Sector Industries** are owned and operated by individuals or a group of individuals. For example, Bharat Heavy Electrical Ltd., Indian Oil Cooperation.
- **Public sector industries** are owned and operated by the government. For example, Hindustan Aeronautics Limited and Steel Authority of India Limited.
- **Joint Sector Industries** are owned and operated by the state and individuals or a group of individuals. For example Maruti Udyog Limited.
 - **Cooperative Sector Industries:** These industries are owned and operated by the producers or suppliers of raw materials, workers or both. For example Anand Milk Union Limited and Sudha Dairy. Initially, in India most of the industries were under public sector but with passage of time privatisation was done at extensive level.

Factors Affecting Location of Industries:

- The availability of raw material, land, water, labour, power, capital, transport and market are the factors and market are the factor affecting the location of industries.
- Industrialisation leads to development and growth of towns and cities.
- Before setting up of any industry proper assesement is done by authorities and then it is permitted.
- In this era when global warming is occuring at faster pace, much attention is to be given to environment aspect.

ASSIGNMENT

Q1. Food processing is an example of ___ based industry.

- A) marine
- B) agro
- C) mineral
- D) forest

Q2- ____ is an example of forest based industry.

- A) Banking
- B) Baking cakes
- C) Advertising
- D) Pharmaceuticals

Q3- Seafood industry is an example of ___ based industries.

- A) agro
- B) mining

- C) marine
- D) forest

Q4- Industry owned by one individual is _____.

- A) private sector industry
- B) joint sector industry
- C) co-operative industry
- D) public sector industry

Q5- ____ is an example of a co-operative industry.

- A) Steel Authority of India Ltd
- B) Hindustan Aeronautical Ltd
- C) Sudha Dairy
- D) Indian Army

Q6- Market is one of the ____ factors for setting up of industries.

- A) locational
- B) Sizeable
- C) natural
- D) systematic

Q7- Setting up ____ leads to development of towns.

- A) forests
- B) buildings
- C) industries
- D) schools

Q8- Maruti Udyog Ltd is an example of ____ sector industry.

- A) cooperative
- B) private
- C) joint
- D) private

Q9- ____ has been called the backbone of industry.

- A) diamond
- B) iron
- C) Steel
- D) Petroleum

Q10- _____ is one of the major steel producing centres.

- A) Bhilai
- B) Jammu
- C) Chandigarh
- D) Delhi

VERY SHORT ANSWER TYPE QUESTIONS

1. Give some examples of agro- based industries.
2. Define the term industry.

LONG ANSWER TYPE QUESTIONS.

1. Explain how industries are classified on the basis of ownership.
2. What are the factors affecting location of industries?

ACTIVITY:

- Find out the inputs , outputs and processes involved in the manufacture of the leather sole.

VIDEO LINK:

https://youtu.be/T24roll_X78

<https://youtu.be/JkjeEkZAn1Q>

SANSKRIT

MR. SANJAY

<https://youtu.be/sq80jRFIzEc>

Attachments area

Preview YouTube video धातु रूप (Dhatu Roop in Sanskrit) | With Meaning & Tricks | Sanskrit Vyakaran for REET, CTET, HTET

REET, CTET, HTET

संस्कृत
धातुरूपाणि

पठ् धातु - पढ़ना

