



Salwan Public School, Gurugram
Session: 2022 – 2023

PRE & POST CLASS CONTENT (SUBJECT-WISE)

MONTH – JULY 2022 (18-30 July 2022)

Class VI

Pre-Class Content

Subjects	Unit
English	<p>Grammar:</p> <ol style="list-style-type: none">1. Pronouns (contd...)2. Preposition <p>Literature</p> <ol style="list-style-type: none">3. Chapter 5: A Different Kind of School4. Poem: The Quarrel By-Eleanor Farjeon <p style="text-align: center;">Grammar:</p> <p><u>1. Pronouns (contd...)</u></p> <p>A Pronoun is a set of words that are used to address something instead of a noun, or it is defined as the alternatives or subcategory of the noun. It doesn't look great to use nouns every time and everywhere that's why the pronoun has been introduced to frame the sentences and provide them a perfect balance. E.g. He, She, They, We, etc.</p> <p>Pronouns are classified into seven parts. Let us name each one of them and later on, we will further discuss each of them.</p> <p>List of seven types of pronouns.</p> <ol style="list-style-type: none">1. Personal Pronouns2. Possessive Pronouns3. Demonstrative Pronouns4. Reflexive Pronouns5. Indefinite Pronouns6. Interrogative Pronouns7. Relative Pronouns

Personal Pronoun

A personal pronoun is a word that is used to address particular people, groups, or things, or we can say that it is a word used instead of the **noun** to refer particular person, place, group, or things.

E.g. **He, She, it, we, him, her**, etc.

Examples of personal pronouns:

1. **He** is going to join us at the party.
2. Abhishek has helped **me** with the project.

Possessive Pronoun

A possessive pronoun is a word that is used to show the things that belong to someone or to show the ownership of a particular thing.

E.g. **your, mine, his, hers, their**, etc.

Examples of possessive pronouns:

1. This book is **mine**.
2. The construction building beside the school is **ours**.

Demonstrative Pronoun

A demonstrative pronoun is a word used to point out a particular thing or thing with respect to distance or time. They generally replace the nouns that are used to point out things.

E.g. **This, that, these, those**.

Examples of Demonstrative pronoun:

1. **This** work is assigned to Rohan.
2. **These** apples are looking tasty.

Reflexive Pronoun

A reflexive pronoun is a word that refers to an object in a sentence when the subject and the object are one and the same. They are the words ending with ‘**self**’ or ‘**selves**’ in a sentence.

There are nine types of reflexive pronouns that are – **myself, yourself, himself, herself, oneself, itself, ourselves, yourselves**, and **themselves**.

Examples of reflexive pronouns:

1. He should take care of **himself**.
2. You should complete your homework by **yourself**.
3. They realized their mistake by **themselves**.

Indefinite Pronouns

An indefinite pronoun is a word that is used to refer to any person or a thing that is not known or unspecific.

E.g. **Anybody, each, few, everything, anyone, etc**.

Examples of indefinite pronouns:

1. **Anybody** can participate in the contest.
2. **Everyone** was enjoying the movie in the auditorium.

3. **Somebody**, please help me.
4. There are **many** things to explore in the world.

Interrogative Pronoun

An interrogative **pronoun** is a word that is used to ask questions or ask something that you are not aware of that.

There are five interrogative pronouns that are being used to ask questions like **Who, whom, what, which, and whose**.

Examples of interrogative pronouns:

1. **Who** is driving your bike?
2. **What** is the name of this beautiful place?

Relative pronoun

A relative pronoun is a word that is used to connect a dependent clause with a **pronoun** or independent clause. E.g. **that, which, whose, etc**.

Examples of relative pronouns:

1. He wants to convey **that** he is not fit for this role.
2. I love books **that** are the biography of successful citizens.
3. It was Ravi **who** motivated me the most.

2. Preposition

Prepositions are the words that are to link the *nouns, pronouns* with the different parts of the sentence. They are used to make the relationship between the *sentence* and the *noun* or *pronoun*. Some of the words that are used as *prepositions* are – **by, at, in, on, across, under, with, of, between, behind, above**, etc.

Examples of prepositions

1. Ram sat **on** the chair.
2. Shweta lost her bag **at** the beach.
3. This book belongs **to** Martin.
4. We were sitting **under** the tree.

Prepositions can be categorized into five types that are:

1. Preposition of time
2. Preposition of place
3. Preposition of Relation
4. Preposition for movement

Preposition of time

Prepositions are used to indicate the *time* or help to estimate when the thing has happened or going to happen. It is a little confusing because many *prepositions* can be used to indicate the time.

Some of the *preposition* words that are used to indicate the time are – **in, on, at, before, after, during**, etc.

Examples of prepositions of time in the form of sentences

1. My brother was born **on** August 12, 2004.
2. I will be in the office **at** 12 p.m.
3. I was born **after** the Kargil war was over.
4. The store of dairy products is open **until** midnight.

Preposition of place

Prepositions are used to indicate the position of an object or to determine the place with respect to the object. It is a little bit confusing because many words that are used in the *preposition* of *time* can also be used in the *preposition* of place.

Some of the preposition words that are used to indicate the place are – **on, over, under, inside, outside, in, at, above, below**, etc.

Examples of prepositions of Place in the form of sentences

1. The mobile is kept **on** the table.
2. The child is playing **under** the table.
3. The children are playing **in** the garden.
4. I locked myself **inside** the room.

Preposition of relation

Prepositions are used to connect the *noun* or *pronoun* with its action or workability or used to establish the relationship between the object and its doing.

Some of the *preposition* words that are used to indicate the relationship between *nouns* and their working are – **by, of, with, etc.**

Examples of the preposition of agent in the form of sentences

1. This book is written **by** Khaleed Hoseini.
2. The task is being given **by** his teacher.
3. I am going to France tomorrow **with** my family.
4. New Delhi is the capital **of** India.

Preposition for movement

Prepositions are used to indicate about the person or thing is moving in which direction or it is used to define a path of the person or thing with respect to person or thing.

Some of the *preposition* words that are used to indicate the direction are- **on, above, among, between, below, up, across, down, over, under, etc.**

Examples of the preposition of the movement in the form of sentences

1. The keys are placed **on** the table.
2. He is moving **along** with the wind.
3. The sun is **above** my head.
4. My house is **across** from the hospital.

To see: Prepositions: <https://www.youtube.com/watch?v=ynTtkk49yI>

3. Chapter 5 -A Different Kind of School (Honeysuckle)

Read the lesson from your textbook or through the given link.

<https://ncert.nic.in/textbook/pdf/fehl105.pdf>

Summary:

It is a story which revolves around a unique school where the main aim is to teach children how to sympathize with others and be helpful. The writer of the story has heard a lot about Miss Beam's school. So, he decides to give it a visit.

Message: We must always help out the specially-abled people and be compassionate towards them. We must be grateful for what we have and make the most of it.

Theme: A Different Kind of School written by Matthew Fowler teaches us how apart from education, we must also learn how to be respectful of others.

4. Poem: The Quarrel

By-Eleanor Farjeon

Read the lesson from your textbook or through the given link.

https://edurev.in/studytube/NCERT-Textbook-Poem-The-Quarrel--English--Class-6/27015bb9-599b-4620-89f1-9548db3c598c_p

To See: <https://www.youtube.com/watch?v=yIOOxBiMQZ4>

Summary:

- The poem is about the relationship between siblings. They fight with each other for petty things. But in difficult times, they are inseparable.
- The poetess wrote about her unpleasant relationship with her brother. She was unaware of the reasons for their fights. From one thing to another the quarrel started, but when it ended it was very violent and strong she knew that his brother was wrong.
- The relationship between them was not at all cordial until one afternoon he patted on her back to give up all differences. He did not want to continue the fight anymore.
- He admitted his faults. The poetess agreed to him for the first time. The poem ends with an affirmation in the strength of the relationship between the siblings.

Hindi

वसंत - पाठ- साथी हाथ बढ़ाना

कविता का केंद्रीय भाव

गीत 'साथी हाथ बढ़ाना' प्रसिद्ध गीतकार 'साहिर लुधियानवी' द्वारा रचित है। उन्होंने यह गीत फिल्म 'नया दौर' के लिए लिखा था। यह गीत आजादी के कुछ वर्षों बाद लिखा गया था, जिस समय देश का निर्माण हो रहा था। इस

गीत के द्वारा कवि हमें एकजुट होकर काम करने की प्रेरणा दे रहे हैं। वे कहते हैं कि जब-जब इंसान मिलकर काम करता है तब- तब वह हर मुसीबत तथा हर मुश्किल को पार कर लेता है। परिस्थितियाँ चाहे कितनी भी कठिन क्यों न हो, हमें उनके सामने घुटने नहीं टेकने चाहिए तथा एक- दूसरे का हाथ बंटाना चाहिए। दुनिया की हर बड़ी चीज छोटी- छोटी चीजों से ही मिलकर बनी है। यदि हम सब एक दूसरे का सहयोग करें तो न कोई थकेगा तथा न कोई हार मानेगा तथा सभी अपने जीवन को सफलतापूर्वक जी पाएँगे।

शब्दार्थ

- 1) सीस - सिर
- 2) फौलादी - लोहे के समान मजबूत
- 3) लेख - भाग्य
- 4) गैर - पराए
- 5) खातिर - के लिए
- 6) मंजिल - लक्ष्य
- 7) कतरा - बूँद
- 8) सेहरा - रेगिस्तान

बाल रामायण -जंगल और जनकपुर

प्रश्न 1: मिथिला को और किस नाम से पुकारा जाता था?

उत्तर: मिथिला को जनकपुरी के नाम से भी जाना जाता था।

प्रश्न 2: जंगल में भय का कारण कौन था? इस जंगल को किस नाम से पुकारते थे?

उत्तर: जंगल में भय का कारण राक्षसी ताड़का थी। वह बहुत बलशाली थी और उस जंगल से गुजरने वालों को अपना घास बना लेती थी। इसलिए इस जंगल को ताड़का वन के नाम से पुकारा जाता था।

प्रश्न 3: महर्षि विश्वामित्र ने राम और लक्ष्मण को कौन- कौन सी विद्याएँ दी? विस्तार से बताएँ ।

उत्तर: विश्वामित्र ने राम और लक्ष्मण को 'बला-अतिबला' नाम की दो विद्याएँ सिखाई ताकि कोई भी उन पर आक्रमण न कर सके, न जाग्रत अवस्था में न ही निद्रावस्था में। महर्षि ने उन्हें सौ तरह के नए अस्त्र -शस्त्र भी दिये और उनके प्रयोग की विधि तथा महत्व भी बताया।

प्रश्न 4: राजा जनक ने अपनी पुत्री के विवाह के संबंध में क्या प्रतिज्ञा की थी? इस प्रतिज्ञा से वे क्यों दुःखी रहा करते थे?

उत्तर: राजा जनक के पास उनके पुरखों का एक बहुत ही प्राचीन शिव धनुष था जो कि बहुत भारी एवं विशाल था। राजा जनक ने यह प्रतिज्ञा की थी कि जो भी इस धनुष को उठा कर उस पर प्रत्यंचा चढ़ा देगा वही उनकी पुत्री का पति होगा। वे दुःखी रहते थे क्योंकि प्रत्यंचा चढ़ाना तो दूर कोई उस धनुष को हिला भी नहीं पाता था।

बाल राम कथा में पाठ 3 दशरथ के दो वरदान

मूल्यपरक बिंदु -

- अयोध्या में पुत्रों के विवाह का आनंदोत्सव कई दिनों तक चला।
- अब राजा दशरथ की इच्छा परंपरा के अनुसार ज्येष्ठ पुत्र राम का राज्याभिषेक करने की थी। गुरु वशिष्ठ एवं सभी लोगों की सहमति से राम के राज्याभिषेक की घोषणा कर दी गई।
- इस घोषणा से सब तरफ प्रसन्नता की लहर फैल गई। सब प्रसन्न थे सिवाय रानी कैकयी की मुँह लगी दासी मंथरा के। उसे यह सब षड़यंत्र लग रहा था और भरत के प्रति अन्याय।
- उसने कैकयी को समझाया कि राम के राजा बनते ही तुम कौशल्या की दासी बन जाओगी और भरत राम का दास। तुम्हें अपने बेटे भरत का हित सोचना है। फिर मंथरा की सलाह पर रानी कैकयी ने राजा दशरथ से दो वचन पूरे करने को कहे जो कभी राजा की जान बचाने के बदले राजा दशरथ ने कैकयी को दिए थे।
- कैकयी ने दशरथ से दो वरदान माँग लिए गए। राम की जगह भरत का राज्याभिषेक एवं राम का 14 वर्षों के लिए वनवास।
- रघुकुल की वचन पालन करने की रीति का पालन करते हुए दुःखी होते हुए भी राजा दशरथ ने राम को वन जाने का आदेश दिया। राम पिता की आज्ञा का पालन करने हेतु वन गमन को तैयार हो गए। पत्नी धर्म निभाते हुए सीता भी राम के साथ वन जाने को निकल पड़ी। भैया राम के साथ लक्ष्मण भी सहर्ष वन के लिए निकल पड़े।

Sanskrit

पंचमपाठ:- वृक्षाः।

अस्मिन् पाठे वृक्षाणां विषये वनस्य विषये च चर्चितं अस्ति। तत्र वृक्षेषु उपविष्टाः विहगाः कथं सन्ति वृक्षाणाम् उपमा साधु जनैः सह दत्ता अस्ति। वृक्षाणाम् उपकारस्य विषये उक्तं यत् ते कथं जनेभ्यः स्वस्य सर्वस्वं ददति।

	<p>षष्ठपाठः-समुद्रतटः। अस्मिन् पाठे प्रामुख्येन समुद्राणाम् विषये वर्णितं अस्ति । कति समुद्र तटाः सन्ति अस्माकं भारत् देशे तेषां विषये उक्तं तथाक् कः तटः किमर्थं प्रसिद्धं वर्तते इत्यओइ उक्तं अस्ति।</p> <p>व्याकरणम्- संख्या -५० पर्यन्तं। शब्दरूपं- स्त्रीलिंग रमा तथा बालिका शब्दरूपम्। धातिरूपं- पठ् तथा हस (लटलकार)</p>
Mathematics	<p>Chapter 3 - Playing with Numbers Common Factors and Common Multiples The factors which are the factors of each of the given numbers are called their common factors. For example: Factors of 20 are 1, 2, 4, 5, 10 and 20. Factors of 48 are 1, 2, 3, 4, 6, 8, 12, 16, 24 and 48. Clearly, the factors common to the factors of 20 and 48 are 1, 2, 4. These are called common factors of 20 and 48. Note: Common factors are finite in number.</p> <p>Co-prime numbers: Two numbers are said to be co-prime if they have 1 as the only common factor. For example, 8 and 25 are co-prime numbers whereas 4 and 10 are not co-prime numbers. Prime Factorisation: It is the ultimate factorisation of a given number. Moreover, it is unique (exactly one). For example: While factorizing 12, we ultimately reach the unique factorisation $2 \times 2 \times 3$. In this factorisation, the only factors 2 and 3 are prime numbers. Such a factorisation of a number is called prime factorisation of that number. Thus, $2 \times 2 \times 3$ is the only prime factorisation of 12.</p> <p>Chapter 6 - Integers There arise times when we have to use the numbers with a negative sign. This happens when we want to go below zero on the number line. These numbers are less than zero and are called negative numbers. If a movement of only 1 is made to the right, we get the successor of the number. However, if a movement of only 1 is made to the left, we get the predecessor of the number. Integers The collection of numbers -4, -3, -2, -1, 0, 1, 2, 3, 4, ... is called integers. -1, -2, -3, -4, ... called negative numbers are negative integers. 1, 2, 3, 4, ... called</p>

	<p>positive numbers are positive integers. 0 is simply an integer, neither positive nor negative.</p> <p>Representation of integers on a number line</p> <p>Draw a line. Mark a point as zero on it. Mark some points at the same equal distances to the right and left of 0. Points to the right of zero are positive integers and are marked as +1, +2, +3, etc. or simply 1, 2, 3 etc. Points to the left of zero are negative integers and are marked as -1, -2, -3, etc.</p> <p>Read pages 113- 119</p>
Science	<p>Chapter 5: Separation of substances</p> <ul style="list-style-type: none"> Students will explore about the following terms: Sieving, Hand Picking, Threshing, Winnowing, Filtration, Evaporation and Decantation. Students will observe image the following methods of separation that they notice in daily activities. <div data-bbox="419 855 1423 1375" data-label="Image"> </div> <p>Separation of substances is done on the basis of materials found in a mixture. It can be done in the following ways :</p> <ol style="list-style-type: none"> Solid from Solid: Winnowing, Threshing, Handpicking, Sieving. Solid from Liquid : Filtration , Evaporation and Decantation Liquid from Liquid : Separation Funnel <p>Activity: Students will perform the separation methods in class and understand the principle involved in each of the following separation methods: Winnowing, Threshing, Handpicking, Sieving.</p>
Social Science	<p><u>Geography</u></p> <p>Chapter-3: Motions of the Earth</p> <ul style="list-style-type: none"> Differentiate between Rotation and Revolution. Analyze the reasons for changes in weather and climate of a particular place.

	<p><u>Activity:</u> Torch-ball experiment (learners will demonstrate solstice with the help of torch and ball or globe)</p> <p>Chapter-4: Maps</p> <ul style="list-style-type: none"> • Identify the compass rose, symbols, and the map key as three different characteristics of maps. • Analyze the importance of Maps. <p><u>Activity:</u> Visit web portal School Bhuvan-NCERT and draw online neighborhood map on satellite imageries.</p>
Computer Science	<p>Topic-2 Computer Language and Software</p> <ul style="list-style-type: none"> • Language Processors • Software & types • Operating System <p>Please note: Content is uploaded in Google Classroom for reference</p>

POST-CLASS CONTENT (Subject-wise)

Subjects	Unit
English	<p>Pronouns exercises given in pre-post July (1-16)</p> <p style="text-align: center;">Preposition</p> <p>Practice Exercise 1: (in Grammar notebook)</p> <p>Select the correct prepositions from the list to fill in the blanks.</p> <p>in, off, on, from, by, under, through, on, of, over</p> <ol style="list-style-type: none">1. The cat was hiding _____ the table.2. The dog jumped _____ the counter.3. Rishi drove _____ the bridge.4. We went _____ the tunnel.5. Ridhima got a package _____ her friend.6. I like the songs _____ 90s.7. They put the flowers _____ the door.8. The pizza was placed _____ the table.9. He first met him _____ 1987.10. I was born _____ April 3, 2002. <p>WOW! Grammar Textbook :Ex No 7 Pg 126 (in Grammar notebook)</p> <p>Chapter 5 -A Different Kind of School</p> <ul style="list-style-type: none">• Textual Questions:• Do the Comprehension Check Questions in the Note Book:• Comprehension Check (page 62 & 63) <p>Poem: The Quarrel</p> <ul style="list-style-type: none">• Textual Questions:• Do the Comprehension Check Questions in the Note Book:• Comprehension Check (page 40)
Hindi	<p>पाठ- साथी हाथ बढ़ाना</p> <p>प्रश्न- 'सागर ने रस्ता छोड़ा, परबत ने सीस झुकाया'-साहिर ने ऐसा क्यों कहा है? लिखो।</p> <p>उत्तर- साहिर ने ऐसा इसलिए कहा क्योंकि एक साथ मिलकर काम करने से बड़ी से बड़ी बाधाओं में भी रास्ता निकल आता है, यानी काम आसान हो</p>

जाता है। साहसी व्यक्ति सभी बाधाओं पर आसानी से विजय पा लेता है क्योंकि एकता और संगठन में शक्ति होती है जिसके बल पर वह पर्वत और सागर को भी पार कर लेता है।

प्रश्न -गीत में सीने और बाँहों को फ़ौलादी क्यों कहा गया है?

उत्तर- सीने और बाँह को फ़ौलादी इसलिए कहा गया है क्योंकि हमारे इरादे मजबूत हैं। हमारे बाजुओं में आपार शक्ति है। हम ताकतवर हैं। हम बलवान हैं। हमारी बाँहें फ़ौलादी इसलिए भी हैं कि इसमें असीम कार्य क्षमता का पता चलता है। हमारी बाजुएँ काफ़ी शक्तिशाली भी हैं।

प्रश्न- 'साथी हाथ बढ़ाना' वाक्य किस ओर संकेत करता है?

उत्तर- साथी हाथ बढ़ाना वाक्य का संकेत है-मिलकर कार्य करना।

प्रश्न- इस गीत का आशय क्या है?

उत्तर- इस गीत का आशय यह है कि हमें आपस में मिल-जुलकर काम करना चाहिए। अकेला व्यक्ति काम करते-करते थक भी सकता है। संगठन और शक्ति के सामने बड़ी-बड़ी बाधाएँ दूर हो जाती हैं। मिल-जुलकर मेहनत करने से भाग्य भी बदल सकते हैं।

बाल रामायण -जंगल और जनकपुर

प्रश्न 1: विश्वामित्र राम और लक्ष्मण को लेकर किस नदी की ओर बढ़े?

प्रश्न 2: राजा जनक के छोटे भाई का क्या नाम था?

प्रश्न 3: विश्वामित्र के आश्रम का नाम क्या था?

प्रश्न 4: मिथिला के राजा का क्या नाम था?

प्रश्न 5: राम, लक्ष्मण, भरत और शत्रुघ्न की पत्नियों के नाम लिखिए।

बाल राम कथा - पाठ 3 दशरथ के दो वरदान

प्रश्न 1: राम के राज्याभिषेक की तैयारियों के समय भारत और शत्रुघ्न कहाँ गए हुए थे?

प्रश्न 2: मंथरा को राजमहल में चल रही तैयारियों के कारण की सही जानकारी किससे मिली?

प्रश्न 3: मंथरा के मुख से राम के राज्याभिषेक की खबर सुनकर शुरू में कैकयी को कैसा लगा?

	<p>प्रश्न 4: अपनी बात मनवाने के लिए कैकयी किस भवन में जाकर बैठ गयी?</p> <p>प्रश्न 5: वर माँगने से पहले कैकयी ने राजा दशरथ को किसकी सौगंध खाने</p>																		
Sanskrit	<p>१- वृक्षाः कैः पातालं स्पृशन्ति।</p> <p>२- वृक्षाः किं रचयन्ति।</p> <p>३ कौतुकेन वृक्षाः किं पश्यन्ति।</p> <p>४-जनाः काभिः जलविहारं कुर्वन्ति?</p> <p>५- जना कुत्र स्वैरं विहरन्ति?</p> <p>६-कोच्चितटः केभ्यः ज्ञायते?</p> <p>पठति पठन्ति</p> <p>पठसि पठथः</p> <p>हसामि हसामः</p>																		
Mathematics	<p>Chapter 3 - Playing with Numbers</p> <p>1. Find the smallest 4-digit number which is divisible by 18, 24 and 32.</p> <p>2. Match column I with column II.</p> <table border="0"> <thead> <tr> <th>Column I</th><th>Column II</th></tr> </thead> <tbody> <tr> <td>(a) A number divisible by 11</td><td>(i) 2</td></tr> <tr> <td>(b) HCF of two consecutive odd numbers</td><td>(ii) 4</td></tr> <tr> <td>(c) The difference between twin prime number</td><td>(iii) product of the number</td></tr> <tr> <td>(d) Number of factors of a prime number</td><td>(iv) 60</td></tr> <tr> <td>(e) Lowest composite number</td><td>(v) 2</td></tr> <tr> <td>(f) LCM of 12 and 5</td><td>(vi) 4587594</td></tr> <tr> <td>(g) The smallest prime number</td><td>(vii) 1</td></tr> <tr> <td>(h) Product of HCF and LCM is equal to</td><td>(viii) 2</td></tr> </tbody> </table> <p>3. Which of the following statements are true?</p> <p>(a) 1371 is divisible by 3</p> <p>(b) 1155 is not divisible by 9</p> <p>(c) 1478 is not divisible by 4</p> <p>(d) 2470 is divisible by 5</p> <p>(e) If a number is divisible by 9, it is also divisible by 3.</p> <p>(f) If a number is divisible by 3, it is also divisible by 9.</p> <p>(g) The sum of any two odd numbers is even.</p>	Column I	Column II	(a) A number divisible by 11	(i) 2	(b) HCF of two consecutive odd numbers	(ii) 4	(c) The difference between twin prime number	(iii) product of the number	(d) Number of factors of a prime number	(iv) 60	(e) Lowest composite number	(v) 2	(f) LCM of 12 and 5	(vi) 4587594	(g) The smallest prime number	(vii) 1	(h) Product of HCF and LCM is equal to	(viii) 2
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	<p>(h) If a number is divisible by 8, it must be divisible by 6.</p> <p>(i) If a number is divisible by 3 and 6, it is divisible by 18.</p> <p>(j) 1758 is not divisible by 8.</p> <p>Chapter 6 - Integers</p> <ol style="list-style-type: none"> What is negative of 0? Identify the negative integers from the given numbers. $-5, 3, 0, 5, -6, 7, 3, 4, -4, -7$ What is the predecessor of -5? Ramesh thinks of an integer. He subtracts 12 from it and gets the result as -6. What was the integer he thought of? Fill in the blanks: <ol style="list-style-type: none"> To subtract (-8) from 13, we add to 13. To subtract 5 from (-12), we add to (-13) The negative of a negative integer is a integer. An integer when added to its opposite gives as the sum. $-4 + \dots = 1$ $4 - (-3) = \dots$ $\dots + (-79) = 19$
Science	<p>Chapter 5: Separation of substances</p> <p>Do the following questions in your notebook:</p> <p>Q1 Why do we need to separate different components of a mixture? Give two examples.</p> <p>Q2 How will you separate husk or dirt particles from a given sample of pulses before cooking?</p> <p>Q3 How will you separate sand and water from their mixture?</p> <p>Q4 Is it possible to separate sugar mixed with wheat flour? If yes, how will you do it?</p> <p>Q5 Rewrite the following statements with correct reasons :</p> <ol style="list-style-type: none"> A mixture of sand and water can be separated by filtration. A mixture of powdered salt and sugar can be separated by the process of sieving. Oil and water can be separated by separation funnel. Grain and husk can be separated with the process of winnowing. <p>Q6 Lemonade is prepared by mixing lemon juice and sugar in water. You wish</p>

	<p>to add ice to cool it. Should you add ice to the lemonade before or after dissolving sugar? In which case would it be possible to dissolve more sugar and why?</p> <p>Q7 How will you prepare a saturated solution of sugar? What are the two conditions by which saturation point can be increased?</p>
Social Science	<p>Geography</p> <p>Chapter-3: Motions of the Earth</p> <p>Q1. Distinguish between rotation and revolution.</p> <p>Q2.What is the circle of illumination? Why does it not coincide with the axis of the Earth?</p> <p>Q.3 Define the following terms: (a)axis (b) orbit (c) leap year</p> <p>Q.4 Differentiate between the Summer and Winter Solstice.</p> <p>Q.5 What is an equinox?</p> <p>Q.6 Why does the Southern Hemisphere experience the Winter and Summer Solstice at different times than the Northern Hemisphere?</p> <p>Q.7 Why do the poles experience about six months day and six months night?</p> <p>Chapter 4 : Maps</p> <p>Q1.What is a map? Describe its major features.</p> <p>Q2.What are the four cardinal directions?</p> <p>Q3. What do you understand by the term ‘the scale of the map’? Name the two types of maps based on scale.</p> <p>Q4. Define the following : (A) plan (B) sketch</p> <p>Q5. Classify maps with the help of suitable examples.</p> <p>Q6. Assess the importance of maps over globes.</p> <p>Q7. Discuss the importance of symbols in the reading of maps.</p> <p>Q8.(a) Draw any 5 symbols used in maps. (b) List the components of the map.</p>
Computer Science	<p>Activities:</p> <ul style="list-style-type: none"> Find out the list of programming languages which are mostly used to create the custom made software. Antivirus is an application software and also considered as a system software. Find out the reasons. Write the reasons on the A4 sheet. Check your computer system and categorise the software you find under

	<p>the three categories:</p> <ul style="list-style-type: none">- General Purpose Software- Custom Made Software- Utility <p>Also name the Operating system and its version you find in your computer.</p>
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Salwan Public School, Gurugram
Session: 2022 – 2023

PRE & POST CLASS CONTENT (SUBJECT-WISE)

MONTH – JULY 2022 (18-30 July 2022)

Class VII

Pre-Class Content

Subjects	Unit
English	<p>Subject Verb Agreement</p> <p>Subject-verb agreement tells us about the ways a subject will agree to its verb. Generally, rules of tense are in the category of subject-verb agreement, but apart from these rules there are some other rules by which a subject agrees to the verb.</p> <ol style="list-style-type: none">1. If the subject is singular, the verb must be singular too. <p>Example: She writes every day. Exception: When using the singular "they," use plural verb forms. Example: The participant expressed satisfaction with their job. They are currently in a managerial role at the organization.</p> <ol style="list-style-type: none">2. If the subject is plural, the verb must also be plural. <p>Example: They write every day. Sometimes, however, it seems a bit more complicated than this.</p> <ol style="list-style-type: none">3. When the subject of the sentence is composed of two or more nouns or pronouns connected by 'and', use a plural verb. <p>Example: The doctoral student and the committee members write every day. Example: The percentage of employees who called in sick and the number of employees who left their jobs within 2 years are reflective of the level of job satisfaction.</p> <ol style="list-style-type: none">4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

Example: Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.
 Example: An assumption is something that is generally accepted as true and is an important consideration when conducting a doctoral study.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

Example: The student, as well as the committee members, is excited.
 Example: The student with all the master's degrees is very motivated.
 Example: Strategies that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.
 Example: The focus of the interviews was nine purposively selected participants.

6. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

Example: The chairperson or the CEO approves the proposal before proceeding.

7. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.

Example: The student or the committee members write every day.
 Example: The committee members or the student writes every day.

8. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

Example: Each of the participants was willing to be recorded.
 Example: Neither alternative hypothesis was accepted.
 Example: I will offer a \$5 gift card to everybody who participates in the study.
 Example: No one was available to meet with me at the preferred times.

9. Noncount nouns take a singular verb.

Example: Education is the key to success.
 Example: Diabetes affects many people around the world.
 Example: The information obtained from the business owners was relevant to include in the study.
 Example: The research I found on the topic was limited.

10. Some countable nouns in English such as earnings, goods, odds, surroundings, proceeds, contents, and valuables only have a plural form and take a plural verb.

Example: The earnings for this quarter exceed expectations.
 Example: The proceeds from the sale go to support the homeless population in the city.
 Example: Locally produced goods have the advantage of shorter supply chains.

11. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

Example: There is little administrative support.

Example: There are many factors affecting teacher retention.

12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

Example: The group meets every week.

Example: The committee agrees on the quality of the writing.

However, the plural verb is used if the focus is on the individuals in the group. This is much less common.

Example: The committee participate in various volunteer activities in their private lives.

To see: <https://prezi.com/p/9y2jev6u6vcs/?present=1>

Voice:

In grammar, the voice of a verb describes the relationship between the action (or state) that the verb expresses and the participants identified by its arguments (subject, object, etc.). When the subject is the agent or doer of the action, the verb is in the active voice. When the subject is the patient, target or undergoer of the action, the verb is said to be in the passive voice.

There are two forms for verbs called voice:

- Active Voice
- Passive Voice

The active voice describes a sentence where the subject performs the action stated by the verb. In the active voice, we follow a straight forward subject – verb – object structure.

The object receives the action of the verb:

Active	Subject	Verb	Object
	Ravi	plays	guitar

In passive voice, the subject is acted upon by the verb. The passive voice is less usual and generally more common in formal, official or academic writing. In the passive voice, the subject receives the action of the verb:

Passive	Subject	Verb	Object
	Guitar	is played	by Ravi

The object of the active verb becomes the subject of the passive verb.

Construction of the Passive Voice

The structure of the passive voice is very simple:

subject + auxiliary verb (be) + main verb (past participle)

The main verb is always in its past participle form.

Look at these examples:

We use the passive when:

- we want to make the active object more important
- we do not know the active subject
- the active subject is obvious and does not need to be mentioned

Note that we always use by to introduce the passive object

Guitar is played by Ravi.

But consider this sentence:

He was killed with an axe.

Normally we use by to introduce the passive object. But the axe is not the active subject. The axe did not kill him. He was killed by somebody with an axe. In the active voice, it would be: Somebody killed him with an axe. The axe is the tool or instrument. Somebody is the "agent" or "doer".

It is common to use passive structures in academic and official writing because in many cases, the agent (the „doer“ of the action) is sometimes less important than the action itself, or not known or more frequently irrelevant. The passive voice is also used in academic and official writing because it is:

- more distant (less personal)
- more objective
- more formal
-

Formation of Sentence in Passive Voice

We can form the passive in any tense. Formation of passive sentence follows standard rules the main verb is always in past participle form and the auxiliary verb is always be.

For example:

• present simple:	I made it.	→	It is made.
• present continuous:	I am making it.	→	It is being made.
• present perfect:	I have made it.	→	It has been made.

Here are some examples with most of the possible tenses:

infinitive		to be cleaned
simple	present	It is cleaned.
	past	It was cleaned.
	future	It will be cleaned.
	conditional	It would be cleaned.
continuous	present	It is being cleaned.
	past	It was being cleaned.
	future	It will be being cleaned.
	conditional	It would be being cleaned.
perfect simple	present	It has been cleaned.
	past	It had been cleaned.
	future	It will have been cleaned.
	conditional	It would have been cleaned.
perfect continuous	present	It has been being cleaned.
	past	It had been being cleaned.
	future	It will have been being cleaned.
	conditional	It would have been being cleaned.

To See:

<https://drive.google.com/file/d/1oioVz-ZzaajsihnmkEdXI7GPy8G7351D/view?usp=sharing>

Conjunctions

A conjunction is a word that joins two words, two sentences or two clauses together,
e.g.

- i. Pride and honour, ('and' is a conjunction joins the words pride, honour).
- ii. She is a singer.

He is a dentist.

She is a singer, but he is a dentist.

(Conjunction 'but' here join two sentences).

- iii. The poor had died before the government distributed food.

('Before' here is a conjunction which is joining two sentences).

Types of Conjunctions

There are Three types of conjunctions: coordinating conjunctions, correlative conjunctions and subordinating conjunctions.

i. Coordinating Conjunctions

The coordinating conjunctions are used to connect words, phrases and clauses of equal ranks. The coordinating conjunctions include : (and, but, or, nor, for, yet, so). These can be identified with the help of an acronym FANBOYS.

- For: It is used as a conjunction of purpose or reason,
e.g.
 1. I cannot attend the meeting for I am unwell.
 2. I am not willing to spend so much money on it for it is very expensive.
- And: It is used to combine two words, sentences or ideas,
e.g.
 1. I like to drink tea and coffee.
 2. He eats cake, chocolate, pastry and chips.
- Nor: It is used to combine two words or ideas both of which are to be negated,
e.g.
 1. Ram is drinking neither hot chocolate nor coffee.
 2. Kiran has not come nor has Shyam.
- But: It is used to connect to contrast ideas,
e.g.
 1. Andy likes red, but Sophie likes blue.
 2. I am dancing, but she is singing.
- Or: It is used to express a choice between two things,
e.g.
 1. You can eat it with a fork or a spoon.
 2. You are making the diagram horizontally or vertically.
- Yet: It is used to express that something has not happened but you expect it to happen.
e.g.
 1. I am not very comfortable doing it yet I will try doing it.
 2. Rocky terrorises the poodles next door yet adores the German Shepherd across the street.

- So: It is used as a conjunction of result or consequence.

e.g.

1. Everyone was busy in work, so I brought all the items myself.
2. All the rooms of the hotel were occupied, so I had to shift here.

ii. Correlative Conjunctions

Those conjunctions that are used in pairs to connect two words, phrases or sentences are known as correlative conjunctions.

- Either ... Or: It is used to show choice between two things.

e.g.

1. Either Max or James has taken the pen.
2. I will drink either cold coffee or ice tea.

- Neither ... Nor: It is used to refuse both of the choices.

e.g.

1. I will go to neither Jaipur nor Jaisalmer.
2. Neither they are writing nor are they allowing me to write.

- Both ... And: It is used to combine two ideas.

e.g.

1. My brother is both smart and intelligent.
2. I will eat both North Indian food and Chinese food.

- Whether ... Or: It is used to express doubt or choice between two things.

e.g.

1. Tell me whether you will do it or not.
2. Do you know whether it will be raining today or not?

- Not Only ... But Also: It is used to express the inclusion of more than one things.

e.g.

1. She is not only a dancer but also singer.
2. We are not only composing the music for a film but also directing a film.

iii. Sub-ordinating Conjunctions

A sub-ordinating conjunction joins a clause to another on which it depends for its full meaning.

Here is the list of the sub-ordinating conjunction.

- After: It is used to express the sequence of happening of two things.

e.g.

1. I will drink the milk after my brother drinks it.
2. You could go and play after you have done the dishes.

· If: 'If' is used to express a condition in the clause.

e.g.

1. If you work hard you will pass.
2. She may look beautiful if she uses this cream.

· Though, Although and Even though: It is used to show a contrast between the two clauses.

e.g.

1. Though he is poor, he is honest.
2. Though she was intelligent, she failed.
3. I am happy although I want to be more.
4. Although they are good at it, they did mistakes.
5. I was late to my work even though I helped the old lady.

· If Only: It is used to show a specific condition stated in the clause.

e.g.

1. If only, I would be a Prime Minister.
2. I could get there, if only, tomorrow.

· Till: It is used to show the extent of time in the clause,

e.g.

1. Wait here till I come.
2. He practised for the exams till late.

· As: It is used to show time, cause and reason in a sentence,

e.g.

1. As I left my home, I found a purse.
2. She is weak as she was ill.

· In order that: It is used to show the purpose in the sentence.

e.g.

1. We eat in order that we may live.
2. She walked faster in order that she could get the bus.

· Unless: It shows the negativity stated in a condition,

e.g.

1. You will not pass unless you study.
2. She will not stop crying unless she meets her father.

· As if: This is used to show an imaginary condition in a sentence.

e.g.

1. He talks to me as if he were my boss.
2. She behaves as if she were a dictator.

· Now that: This is used to show a current situation which is the outcome of some past event.

e.g.

1. Now that it is clear India is in the semifinal, we are celebrating.
2. Now that her marriage has been fixed she wanted to quit her job.

· Until: It shows the negativity related to time in a sentence.

e.g.

1. Do not go until I come.
2. They are not ready to pay until they get the house.

· As long as: It is used to show the extent of time and its duration related to an event.

e.g.

1. As long as electricity is supplied, the machine will run.
2. She is the new captain as long as the previous captain recovers.

· Once: It shows the limited frequency of an event to one.

e.g.

1. Once she was in England,
2. I take tea once in a day.

· When: It shows the time related to an event in a sentence.

e.g.

1. I know the time when she was born.
2. She is aware when they could harm her.

· As though: It shows the manner of an event in the sentence.

e.g.

1. He showed the anger as though he were the victim of it.
2. She cared the baby as though she were her mother.

· Rather than: This is used to show preferences or choices in a sentence.

e.g.

1. She would die rather than beg.
2. I would live in Delhi rather than London.

· Whenever: This shows the definite situation in a sentence.

e.g.

1. Whenever I wanted to meet him, he didn't come.
2. I keep myself in my mother's cap whenever I feel sad.

· Because: It is used to express the reason of an action.

e.g.

1. I will eat a pizza because I am hungry.
2. We have to clean the house because tomorrow is Diwali.

· Since: This is used to show a time reference in a sentence.

e.g.

1. I have been doing this since January.
2. She may pass since she had studied this subject.

· Where: It shows place or position specification in a sentence.

e.g.

1. I do not know where it is to be kept.
2. She may go where she wanted to.

· Before: It is used to show a position, a time that states an event finished earlier.

e.g.

1. Get ready to go before the jury.

2. She had written a letter before me.

· So that: It is used to show a result or an outcome of any event.

e.g.

1. She is reading so that she can pass.
2. India is planning to enter manufacturing so that revenue can be generated.

· Whereas: It shows the contrast between the two clauses.

e.g.

1. She is intelligent whereas her brother is not.
2. America is developed whereas India is developing.

· Even if: It is used to put a stress on the given conditionals.

e.g.

1. I shall not give it you even if I am told officially.
2. She will continue her education even if she gets married.

· Than: It is used for the purpose of comparison,

e.g.

1. It is better to leave than doing it.
2. It was easier said than done.

· Wherever: It is used to put positional stress in a sentence.

e.g.

1. I shall go with you wherever you go.
2. Police shall take him out no matter wherever he has hidden himself.

· That: It is used to join the two different clauses in the sentence.

e.g.

1. She told me that she was a poet.
2. They know that you can be handy.

· While: It is used to combine the two dynamic verbs that may be simultaneous or may not be.

e.g.

1. I was reading while eating.
2. She was talking while crossing.

· On condition that: It is used to express a condition which is a necessity for another action.

e.g.

1. I can give you this book on condition that you will keep it safe.
2. She returned the phone on condition that he would never irritate her.

· Provided: It is used to express a conditional statement which is either a warning or a requirement for the other action.

e.g.

1. You may go on leave provided the project is finished on time.
2. She will marry you provided she is allowed to study further.

To see:

<https://drive.google.com/file/d/1iSJ1Kn55UbcSkMTRaNVzBzYza2y67Nd>

Email Writing

Just like letters, emails can be formal or informal. Companies, organizations, government departments, and offices use formal emails, which are written like formal letters for official communication. Informal emails are personal emails between friends, relatives, and, sometimes, acquaintances and are written in a friendly and conversational style.

Remember the following points for effective email message:

- Word limit 100-120 words.
- Have a clearly stated subject line Place priority information in the beginning.
- Be brief without being rude.
- Use the right tone – formal/informal.
- Have simple vocabulary, uncomplicated sentences and paragraphs.
- Use correct grammar and spelling to avoid confusion.
- Be courteous
- End with thanks / a line saying, you look forward to hearing from the recipient.
- Have a signature that may include position held/address/ phone number etc.

An effective email message must NOT

- Be too long
- Be all in capital letters. This is considered as ‘shouting’. However, some words may be capitalized for emphasis
- Have very confidential or personal information that may fall into wrong hands and cause problems
- Be forwarded or circulated unsolicited
- Carry attachments with viruses or malicious software in them.

Example 1.

Your friend wants to visit Rajasthan. Write an e-mail giving your knowledge about Rajasthan.

From: reema3030@gmail.com

To: amit21@gmail.com

Subject: Knowledge about Rajasthan

Dear Amit

Hello! How are you? I'm fine here? Last week me and my family went to Rajasthan. It's a beautiful place. We enjoyed it very much. There are many places which should be seen. Thar desert as you know it's the largest desert in India. Royal Palaces and lakes are also worth watching. Many historical sites like Amber Fort and Palace, Hawa Mahal, City Palace, Nahargarh Fort, Jaigar Fort, Monkey temple and many other alluring places are also worth visiting. Apart from the historical monuments, Rajasthan has the offices of the embassies, high commissions, trading firms and many other organizations. Rajasthan indeed, is a treasure-chest of antiquity and the heart of India. After staying there for a couple of weeks. We all got back to our home by rail.

Regards

Reema

Example 2.

Write an e-mail to your class teacher intimating about your absence sign as William Rowling.

From: williamrowling@gmail.com

To: Nainaverma@gmail.com

Subject: Application for leave

Dear Ma'am

	<p>With respect, I want to inform you through this mail that I am not feeling well since yesterday. Last night I went out to eat and ate something that could not be digested, which led to vomiting and diarrhea.</p> <p>I am not able to attend school in this situation. The doctor advised me to rest until I fully recover. I am attaching the medical certificate with this mail so that you can see the opinion of the doctor.</p> <p>Therefore, you are requested to kindly grant me leave of 4 days from (20th-24th July), which will be enough to get rid of this disease.</p> <p>Thanking you</p> <p>William Rowling</p> <p>VII E</p>
Hindi	<p>बाल महाभारत - सभा पर्व</p> <ul style="list-style-type: none"> • सभापर्व में मायासुर द्वारा युधिष्ठिर के लिए सभा भवन का निर्माण, लोकपालों की भिन्न-भिन्न सभाओं का वर्णन। • युधिष्ठिर द्वारा राजसूय करने का संकल्प करना, जरासन्ध का वृत्तान्त तथा उसका वध, राजसूय के लिए अर्जुन आदि चार पाण्डवों की दिग्विजय यात्रा, राजसूय यज्ञ, शिशुपाल वध, द्यूतक्रीडा। • युधिष्ठिर की द्यूत में हार और दुर्योधन ने पांडवों को दोबारा जुआ खेलने के लिए बुलाया तथा इस बार शर्त रखी कि जो जुए में हारेगा, वह अपने भाइयों के साथ तेरह वर्ष वन में बिताएगा जिसमें अंतिम वर्ष अज्ञातवास होगा। • इस बार भी दुर्योधन की ओर से शकुनि ने पासा फेंका तथा युधिष्ठिर को हरा दिया। शर्त के अनुसार युधिष्ठिर तेरह वर्ष वनवास जाने के लिए विवश हुए और राज्य भी उनके हाथ से जाता रहा। <p>व्याकरण - कारक</p> <p>संज्ञा या सर्वनाम के जिस रूप से उसका संबंध वाक्य में आए अन्य सभी शब्दों से जाना जाए, उसे कारक कहा जाता है।</p> <p>कारक को प्रकट करने के लिए संज्ञा या सर्वनाम के साथ जो चिह्न लगाए जाते हैं, उन्हें विभक्ति चिह्न या परसर्ग कहते हैं। 'पर' का अर्थ है बाद। कारक चिह्न संज्ञा या सर्वनाम के बाद जुड़ते हैं। कारक के निम्नलिखित आठ भेद हैं</p> <ol style="list-style-type: none"> 1. कर्ता कारक – क्रिया करने वाला विभक्ति चिह्न 'ने' (कभी-कभी कोई चिह्न नहीं) 2. कर्म कारक – जिस पर क्रिया का फल (प्रभाव) पड़े 'को' (कभी-कभी कोई चिह्न

	<p>नहीं)</p> <ol style="list-style-type: none"> 3. करण कारक – जिस साधन से क्रिया संपन्न हो 'से' (के द्वारा) 4. संप्रदान कारक – जिसके लिए क्रिया हो 'को, के लिए 5. अपादान कारक – जिसमें पृथक् होने का भाव हो 'से' (पृथक्ता दिखाना अलग होना) 6. संबंध कारक – जिससे अन्य पदों से संबंध ज्ञात हो 'का, की के। रा, री, रे' 7. अधिकरण कारक – क्रिया होने का आधार या स्थान 'में, पर।' 8. संबोधन कारक – जिससे संबोधित किया जाए 'हे! अरे!' <p>विशेष ध्यान देने की बात</p> <ol style="list-style-type: none"> 1. कारक लगने पर संज्ञा, सर्वनाम तथा विशेषण तीनों का रूप बदल जाता है। जैसे—वह लड़का (मूल रूप) उस लड़के ने (कारक लगने पर) 2. करण कारक तथा अपादान कारण में से परसर्ग प्रयुक्त होता है, परंतु दोनों ही में 'से' का प्रयोग अलग अर्थ देता है। जैसे- मैं कलम से लिखती हूँ (करण कारक) गंगा हिमालय से निकलती है। (अपादान कारक)
Sanskrit	<p>सप्तमपाठ:- सम्कल्पः सिद्धिदायकः।</p> <p>अस्मिन् पाठे उच्यते यत् अस्माकं संकल्पेन वयम् संसारे यत् किमपि प्राप्तुं शक्नुमः। तदेव अस्मिन् पाठे दर्शितं यत् पर्वती स्व संकल्प बलेन शिवं प्राप्नोत्। शिवं प्राप्तुं सा कठोर तपं आचरन्नस्ते।</p> <p>व्याकरण- यण सन्धिः,</p> <p>शब्दरूप - गुरुः, अस्मद्, युष्मद्</p> <p>धातुरूपं- पठ, पिब, गम् (लंग लकार, लोटलकार्)</p>
Mathematics	<p>Chapter 4: Simple Equations</p> <p>Value Points:</p> <ol style="list-style-type: none"> 1. An equation is a condition on a variable such that two expressions in the variable should have equal value.

2. The value of the variable for which the equation is satisfied is called the solution of the equation.
3. An equation remains the same if the LHS and the RHS are interchanged
4. In case of the balanced equation, if we
 - (i) add the same number to both the sides, or (ii) subtract the same number from both the sides, or (iii) multiply both sides by the same number, or (iv) divide both sides by the same number, the balance remains undisturbed, i.e., the value of the LHS remains equal to the value of the RHS
5. Transposing means moving to the other side. Transposition of a number has the same effect as adding same number to (or subtracting the same number from) both sides of the equation. When you transpose a number from one side of the equation to the other side, you change its sign. For example, transposing +3 from the LHS to the RHS in equation $x + 3 = 8$ gives $x = 8 - 3 (= 5)$. We can carry out the transposition of an expression in the same way as the transposition of a number.

Chapter 5: Lines And Angles

Value Points:

- An angle is formed when two lines or rays or line segments meet or intersect.
- When the sum of the measure of two angles is 90° , the angles are called complementary angles.
- When the sum of the measure of two angles is 180° , the angles are called supplementary angles.
- If two parallel lines are intersected by a transversal,
 - i) Each pair of corresponding angles is equal.
 - ii) Each pair of alternate interior angles is equal.
 - iii) Each pair of interior angles on the same side of the transversal is supplementary.

Chapter 6: The Triangle And Its Properties

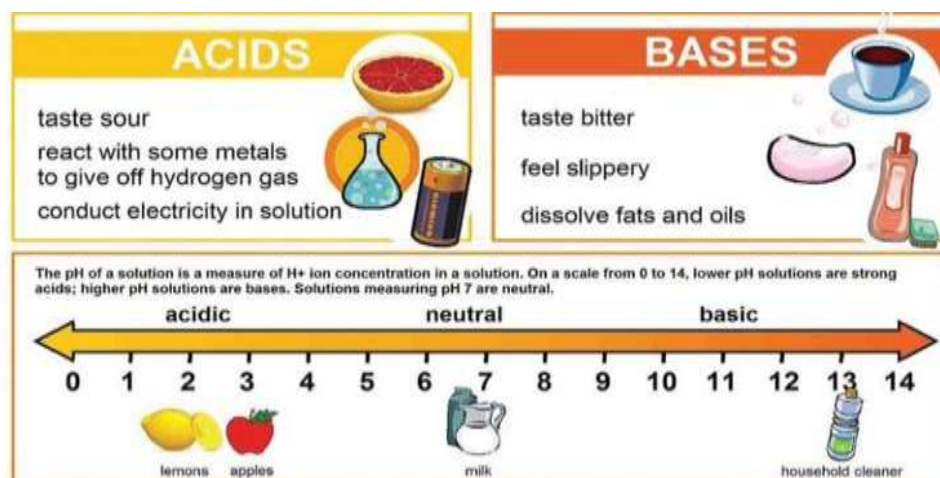
Value Points:

- The line segment joining a vertex of a triangle to the midpoint of its opposite side is called a median of the triangle. A triangle has three medians.
- The perpendicular line segment from a vertex of a triangle to its opposite side is called an altitude of the triangle. A triangle has three altitudes
- The measure of the exterior angle of the triangle = sum of the measures of its two interior opposite angles.

Science

Chapter 5 : Acid , Bases and Salts

Students will explore about the following terms: Indicators , Neutralization reaction , Lichens



Activity: Students will observe the colour change for the acids, bases on adding Litmus solutions, turmeric solution, phenolphthalein and methyl orange in them and record the changes.

Indicator	Original colour	Acid	Base
Red Litmus	Red	No change	Turns blue
Blue litmus	Blue	Turns red	No change
Turmeric	Yellow	No change	Turns reddish brown
Red cabbage juice	Purple	Reddish	Greenish-yellow
Phenolphthalein	Colourless	Colourless	Turns pink
Methyl Orange	Orange	Turns red	Turns yellow
Onion		No change	Smell vanishes
Vanilla		No change	Smell vanishes

Social Science

Geography:

Chapter-3: Our Changing Earth

- Illustrate the changing nature of the Earth.
- Draw a diagram of the volcano and explain how it occurs.
- Compare endogenetic and exogenetic forces and their impact on landform formation.

Activity: To make a pictiary on landforms formed by rivers and glaciers.

History:

Chapter-3: The Delhi

- Discuss the strategies of military control and resource mobilization

	<p>during the Delhi Sultanate.</p> <ul style="list-style-type: none"> • Illustrate how travelers' accounts, court, chronicles and historic buildings are used for understanding history <p>Resources:</p> <p>Historical visits – Indian government https://indianculture.gov.in/</p> <p>National and international virtual museum visits</p> <p>https://artsandculture.google.com/</p> <p>https://youtu.be/ihAmTtfUvf0</p>
Computer Science	<p>Topic-2 Managing Google Drive</p> <ul style="list-style-type: none"> • Recap on how to manage files and folders on Google Drive • Sharing Rights • Checking Trash Version History <p>Please note: Content is uploaded in Google Classroom for reference</p>

POST-CLASS CONTENT (Subject-wise)

Subjects	Unit
English	<p style="text-align: center;">Determiners (CF)</p> <p>Practice exercise to be done in grammar notebook.</p> <p>Fill in the blanks with an appropriate determiner.</p> <p>I would like more rice. (some / any / few)</p> <p>2. Has she got friends? (some / any)</p> <p>3. She does not have friends here. (many / much)</p> <p>4. Have you got for me to eat? (anything / something)</p> <p>5. You don't offer me help. (any / some)</p> <p>6. I opened the window but I didn't see(anything / something)</p> <p>7. She earns money than I do. (less / few)</p> <p>8. She has got friends than me. (less / fewer)</p> <p>9. He doesn't do work. (any / some)</p> <p>10. I couldn't answer of the questions. (any / some)</p> <p>Exercises given in Wow! Grammar to be done in Text book.</p> <p style="text-align: center;">Subject Verb Agreement</p> <p>Practice exercise to be done in grammar notebook.</p> <p>Fill the blanks that each sentence has in compliance to subject-verb agreement.</p> <p>1. Many forms been received, (has/have)</p> <p>2. One of the thieves been caught. (has/have)</p> <p>3. Ramu and Shyamu playing chess. (is/are)</p> <p>4. Each man and each women rejoicing. (was/were)</p> <p>5. The horse and cart lost. (is/are)</p> <p>6. Mahi as well as her teachers very much concerned. (is/are)</p> <p>7. My brothers along with my friend coming to my house. (was/were)</p> <p>8. Either of the two suitable. (is/are)</p> <p>9. Neither of the two girls going to win the competition. (is/are)</p> <p>10. A number of migratory birds coming to India during winter. (are/is)</p>

Voice

Change the following sentences from the active voice to the passive voice:

1. The man cut down the tree.
2. Columbus discovered America.
3. His teacher praised him.
4. The boy teased the dog.
5. The police arrested him.
6. Rama was making a kite.
7. The boy caught the ball.
8. My father will write a letter.
9. I will defeat him.
10. He kept me waiting.
11. He scored twenty runs.
12. Manners reveal character.
13. Everyone loves him.
14. We expect good news.
15. I have sold my bicycle.
16. We must write to him.
17. They are doing the work.
18. The car hit the man.
19. Shyam eats an apple.
20. I had posted the letter before I met him.

Exercises given in Wow! Grammar to be done in the Textbook.

Conjunctions

Practice Exercise 1 (to be done in Grammar notebook)

Underline the conjunctions and state whether they are coordinating conjunctions, correlative conjunctions or subordinating conjunctions.

1. I carried an umbrella and a rain coat.
2. While I cleared the room she washed the dishes.
3. Although she is a good student, yet she could not clear the entrance test.
4. Either you go to the market or I will send Divya.
5. Get ready soon or you will be late for office.

Practice Exercise 2 (to be done in Grammar notebook)

Fill in the blanks with appropriate conjunctions. Choose from the given options.

(if, because, unless, although, though, so, that)

1. It was raining we didn't go out.
2. she prepared well for the exam, she could not score good marks.
3. it was late, we went for a walk.

	<p>4. The child was crying He had scraped his knee.</p> <p>5. you work out every day, you will not lose that belly fat.</p> <p>6. I am glad you are safe.</p> <p>7. The child was hungry she hadn't eaten anything in a long time.</p> <p>8. The boy hadn't returned from schoolthe mother was anxious.</p> <p>9. you are hungry, I will make you something to eat.</p> <p>10. you are free, we can watch a movie.</p> <p>Exercises given in Wow! Grammar to be done in Text book.</p> <p style="text-align: center;">E-mail Writing</p> <p>To be done in Grammar notebook</p> <p>Q1. As the captain of your class, write an email to your batch mates, suggesting a party for class teacher Prof. Rohan who is retiring next month. Sign the email as Sunil/Sunita.(word limit 100-120 words)</p>
Hindi	<p>बाल महाभारत - सभा पर्व</p> <p>प्रश्न 1 युधिष्ठिर को राजसूय यज्ञ करने की सलाह किसने दी और क्यों ?</p> <p>प्रश्न 2 जरासंध का वध किसने किया और क्यों ?</p> <p>प्रश्न 3 द्यूत क्रीडा के विषय में विदुर और युधिष्ठिर का क्या कहना था ?</p> <p>प्रश्न 4 पांडवों को द्यूत क्रीडा के क्या- क्या- परिणाम भुगतने पड़े ?</p> <p>प्रश्न 5 द्रोपदी के अपमान पर भीम ने क्या प्रतिज्ञा ली ?</p> <p>प्रश्न 6 विकर्ण और युयुत्सु कौन थे ? द्रोपदी के प्रति उनका व्यवहार कैसा था?</p> <p>प्रश्न 7 द्यूत क्रीडा के लिए युधिष्ठिर को पुनः क्यों बुलाया गया था ? इसका क्या परिणाम निकला ?</p> <p>कारक - पाठाधारित अभ्यास कार्य</p>
Sanskrit	<p>सप्तम पाठस्य प्रश्नानां उत्तराणि लिखत्।</p> <p>१- तपः प्रभात् के सखायः जाताः?</p> <p>२-कः श्मशाने वसति?</p> <p>३- वदुरूपेण तपोवनम् कः प्राविशत्?</p> <p>४- पार्वती क्रुद्धा सति किम् अवदत्?</p>

	<p>५-कः पाप भाग भवति?</p> <p>व्याकरणम्-</p> <p>अहम् अवाम् </p> <p>तव युष्माकं</p> <p>गुरुणा गुरुभ्याम् </p> <p>अगच्छत अगच्छन्</p> <p>..... पिबेताम् </p>
Mathematics	<p>Chapter 4: Simple Equations</p> <p>Ex 4.4: Q1(a, b, d, f), Q2 (a), Q3 (i)</p> <p>Worksheet Questions of Chapter 4</p> <p>Chapter 5: Lines And Angles</p> <p>Ex. 5.1: Q5, Q7, Q8</p> <p>Ex. 5.2: Q1, Q3, Q6 (i, iv)</p> <p>Worksheet Questions of Chapter 5</p> <p>Chapter 6: The Triangle And Its Properties</p> <p>Ex. 6.1 : Q2, Q3</p> <p>Ex. 6.2 : Q1 (i, iii, v, vi), Q2 (i, iv, vi)</p>
Science	<p>Chapter 5: Acids , Bases and Salts</p> <p>Do the following questions in your notebook:</p> <p>Q1 State differences between acids and bases.</p> <p>Q2 Ammonia is found in many household products, such as window cleaners. It turns red litmus blue. What is its nature?</p> <p>Q3 Name the source from which litmus solution is obtained. What is the use of this solution</p> <p>Q4 Explain why:</p> <p>(a) An antacid tablet is taken when you suffer from acidity.</p> <p>(b) Calamine solution is applied on the skin when an ant bites.</p> <p>(c) Factory waste is neutralized before disposing it into the water bodies.</p> <p>Q5 Three liquids are given to you. One is hydrochloric acid, another is sodium hydroxide and third is a sugar solution. How will you identify them? You have only turmeric indicator</p> <p>Q6 Blue litmus paper is dipped in a solution. It remains blue. What is the nature of the solution? Explain.</p> <p>Q7 Define the term Neutralization reaction. Explain it with a word equation.</p>

Social Science	<p><u>Geography:</u></p> <p>Chapter-3: Our Changing Earth</p> <p>Q1.What are lithospheric plates?</p> <p>Q2. Define Endogenic forces and Exogenic forces</p> <p>Q3. What is a volcano? Explain with the help of a diagram.</p> <p>Q4. Explain the process of formation of floodplains with the help of a diagram.</p> <p>Q5. Define the following terms:</p> <p style="padding-left: 40px;">(a) Erosion (b) weathering (c) beaches (d) oxbow lakes (e) distributaries</p> <p>Q6. Explain how glacial moraines are formed.</p> <p>Q7. Some rocks have the shape of a mushroom. Give reasons.</p> <p>History:</p> <p>Chapter-3: The Delhi Sultans</p> <p>Q1. What do you understand about the term Dehliwal? When did Delhi become the capital of a kingdom?</p> <p>Q2. Who were the authors of tawarikh? Give any additional details about them.</p> <p>Q3. Who was Sultan Iltutmish's daughter? When did she become the Sultan? When was she removed from the court and why? Explain.</p> <p>Q4. Who were Bandagans? Why were they favoured by the Sultans?</p> <p>Q5. What were the steps taken to ensure that muqtis performed their duties? Why do you think they may have wanted to defy the orders of the Sultans?</p> <p>Q6. Which kinds of taxes were there during the Delhi Sultanate?</p>
Computer Science	<p>Activities:</p> <ul style="list-style-type: none"> • Create a document having a list the types of files that can be created on google drive and share with your friends to add more to it. • Check your two days Trash Version History and write all the editing that you did a day before.



Salwan Public School, Gurugram
Session: 2022 – 2023

PRE & POST CLASS CONTENT (SUBJECT-WISE)

MONTH – JULY 2022 (18-30 July 2022)

Class VIII

Pre-Class Content

Subjects	Unit							
English	<p><u>Grammar</u></p> <p>Voice (Continued):</p> <p>In grammar, the voice of a verb describes the relationship between the action (or state) that the verb expresses and the participants identified by its arguments (subject, object, etc.). When the subject is the agent or doer of the action, the verb is in the active voice. When the subject is the patient, target or undergoer of the action, the verb is said to be in the passive voice.</p> <p>There are two forms for verbs called voice:</p> <ul style="list-style-type: none">• Active Voice• Passive Voice <p>The active voice describes a sentence where the subject performs the action stated by the verb. In the active voice, we follow a straight forward subject – verb – object structure.</p> <p>The object receives the action of the verb:</p> <table><tr><td rowspan="2">Active</td><td>Subject</td><td>Verb</td><td>Object</td></tr><tr><td>Ravi</td><td>plays</td><td>guitar</td></tr></table> <p>In passive voice, the subject is acted upon by the verb. The passive voice is less usual and generally more common in formal, official or academic</p>	Active	Subject	Verb	Object	Ravi	plays	guitar
Active	Subject		Verb	Object				
	Ravi	plays	guitar					

writing. In the passive voice, the subject receives the action of the verb:

Passive	Subject	Verb	Object
	Guitar	is played	by Ravi

The object of the active verb becomes the subject of the passive verb.

Construction of the Passive Voice

The structure of the passive voice is very simple:

subject + auxiliary verb (be) + main verb (past participle)

The main verb is always in its past participle form. Look at these examples:
We use the passive when:

- we want to make the active object more important
- we do not know the active subject
- the active subject is obvious and does not need to be mentioned

Note that we always use *by* to introduce the passive object

Guitar is played by Ravi.

But consider this sentence:

He was killed with an axe.

Normally we use *'by'* to introduce the passive object. But the axe is not the active subject. The gun did not kill him. He was killed by somebody with an axe. In the active voice, it would be: Somebody killed him with an axe. The axe is the tool or instrument. Somebody is the "agent" or "doer".

It is common to use passive structures in academic and official writing because in many cases, the agent (the 'doer' of the action) is sometimes less important than the action itself, or not known or more frequently irrelevant. The passive voice is also used in academic and official writing because it is:

- more distant (less personal)
- more objective
- more formal

Formation of Sentence in Passive Voice

We can form the passive in any tense. Formation of passive sentence follows standard rules the main verb is always in past participle form and the auxiliary verb is always *be*. So, for example:

Here are some examples with most of the possible tenses:

infinitive		to be cleaned
simple	present	It is cleaned.
	past	It was cleaned.
	future	It will be cleaned.
	conditional	It would be cleaned.
continuous	present	It is being cleaned.
	past	It was being cleaned.
	future	It will be being cleaned.
	conditional	It would be being cleaned.
perfect simple	present	It has been cleaned.
	past	It had been cleaned.
	future	It will have been cleaned.
	conditional	It would have been cleaned.
perfect continuous	present	It has been being cleaned.
	past	It had been being cleaned.
	future	It will have been being cleaned.
	conditional	It would have been being cleaned.

Honeydew:

Lesson 4 : Bepin Choudhury's Lapse of Memory

- **Read the lesson from your textbook or through the given link.**
<https://ncert.nic.in/textbook/pdf/hehd104.pdf>
- **Summary:** Bepin Choudhury's Lapse of memory is a humorous story about a man, Bepin Choudhury. He is the protagonist of the story who thinks he is sick. He meets people who tell him about an incident which he does not remember at all. This confuses Bepin a lot because he feels only one memory is missing. He remembers everything well but not what the other gentlemen convince him of. Thus, it is convincing enough for him that he has gotten a lapse of memory. The whole story follows all the events and his journey to find out the truth. However, we come to know at the end that it was all made up. His old friend played a practical joke on him out of spite. Bepin did not help his friend in need so his friend did all this. It was all a set up all along, Bepin was always fine.
- **Message:** The story tells us about a practical joke that a friend plays on another friend out of spite for not helping him in time of need. It teaches us the lesson of as you sow so shall you reap.
- **Theme:** Bepin Choudhury's Lapse of memory is a humorous story about a man, Bepin Choudhury. Its main theme is humour and forgetfulness.

Hindi

वसंत - पाठ 9 कबीर की सखियां

व्याकरण-समास, क्रिया विशेषण, अलंकार

वसंत - पाठ 9 कबीर की सखियां

साखियों के माध्यम से कवि की कल्पना व उनके भावों को प्रकट किया जाता है।

साखी - 1 - साधु का ज्ञान महत्वपूर्ण है उसको जाति नहीं हमारे लिए तलवार जरूरी है ना कि म्यान।

साखी - 2- कबीर के अनुसार गाली का उत्तर गाली से नहीं देना चाहिए।

साखी - 3- अपने हाथ की माला को छोड़कर मन की माला फेरें और अपनी बुराइयों का परित्याग करें।

साखी - 4- हमें छोटी से छोटी वस्तु को भी कम नहीं समझना चाहिए।

साखी - 5- हमारा मन शांत और निर्मल होना चाहिए। ऐसे व्यक्ति का कोई शत्रु नहीं होता।

शब्दार्थ :-

मोल - मूल्य

म्यान- जिसमें तलवार रखते हैं

गारी - गाली

आवत - आती है

दहुंदिसि - दसों दिशाओं की ओर

निंदिए - निंदा करना

दुहेलि - कष्टकारी

खरी - बहुत

बैरी - दुश्मन

तलि - नीचे

मनुवॉ - मन

अभ्यास कार्य :-

प्रश्न:- साधु की जाति क्यों नहीं पूछनी चाहिए?

उत्तर - साधु का ज्ञान हमारे लिए महत्वपूर्ण है। ज्ञानवान, व्यक्ति किसी भी जाति का हो सकता है।

प्रश्न:- मनुष्य का स्वभाव शांत व निर्मल क्यों होना चाहिए?

उत्तर - शांत व निर्मल स्वभाव वालों का कोई संसार में कोई शत्रु नहीं होता।

प्रश्न:-क्या हमें पलट कर किसी को गाली देनी चाहिए?

उत्तर - यदि हम गाली का उत्तर गाली में देते हैं तो गालियों की संख्या अनेक हो जाएंगी अर्थात् अधिक अपशब्द बोले जाएंगे और यदि मौन रहकर जवाब देंगे तो गालियों की संख्या बढ़ेगी नहीं।

प्रश्न:- कबीर ने अपनी साखी में भक्ति के मार्ग परपाखंडों का विरोध क्यों और कैसे किया है?

उत्तर - माला हाथ में और जीभ मुंह में ईश्वर के नाम से घूमती है लेकिन मन दसों दिशाओं में भटक रहा हो तो ऐसी भक्ति का कोई लाभ नहीं। वास्तविक भक्ति तो मन की एकाग्रता से होती है। बाहरी पाखंडों से कभी ईश्वर प्राप्त नहीं होते।

अलंकार

अलंकार का शाब्दिक अर्थ है -आभूषण

काव्य रूपी काया की शोभा बढ़ाने वाले अवयव को अलंकार कहते हैं।

दूसरे शब्दों में जिस प्रकार आभूषण शरीर की शोभा बढ़ते हैं, उसी प्रकार अलंकार साहित्य या काव्य को सुंदर व रोचक बनाते हैं।

मनुष्य सौंदर्य प्रेमी है, वह अपनी प्रत्येक वस्तु को सुसज्जित और अलंकृत देखना चाहता है। वह अपने कथन को भी शब्दों के सुंदर प्रयोग और विश्व उसकी विशिष्ट अर्थवत्ता से प्रभावी व सुंदर बनाना चाहता है। मनुष्य की यही प्रकृति काव्य में अलंकार कहलाती है।

अलंकार के दो भेद होते हैं।

1) शब्दालंकार

2) अर्थालंकार

शब्दालंकार

जहाँ शब्दों के प्रयोग से सौंदर्य में वृद्धि होती है और काव्य में चमत्कार आ जाता है, वहाँ शब्दालंकार माना जाता है।

इसके चार प्रकार होते हैं।

शब्दालंकार

(i) अनुप्रास अलंकार

(ii) श्लेष अलंकार

(iii) यमक अलंकार

I. अनुप्रास अलंकार

जब किसी वर्ण की आवृत्ति बार-बार हो कम से कम तीन बार वहाँ अनुप्रास अलंकार होता है।

उदाहरण:-

मुदित महीपति मंदिर आए। सेवक सचिव सुमंत्र बुलाए।

यहाँ पहले पद में 'म' वर्ण की आवृत्ति और दूसरे में 'स' वर्ण की आवृत्ति हुई है।

II. श्लेष अलंकार

जहाँ कोई शब्द एक ही बार प्रयुक्त हो, किन्तु प्रसंग भेद में उसके अर्थ एक से अधिक हों, वहाँ श्लेष अलंकार है।

उदाहरण:-

रहिमन पानी राखिए बिन पानी सब सूँ ।

पानी गए न ऊबरे मोती मानस चून ॥

यहाँ पानी के तीन अर्थ हैं - कान्ति , आत्म - सम्मान और जल, तथा पानी शब्द एक ही बार प्रयुक्त है तथा उसके अर्थ तीन हैं।

III. यमक अलंकार

जहाँ शब्दों या वाक्यांशों की आवृत्ति एक से अधिक बार होती है, लेकिन उनके अर्थ सर्वथा भिन्न होते हैं, वहाँ यमक अलंकार होता है।

उदाहरण:-

कनक-कनक से सो गुनी, मादकता अधिकाय,
वा खाय बौराय जग, या पाय बोराय।।'

यहाँ कनक शब्द की दो बार आवृत्ति हुई है जिसमें एक कनक का अर्थ है-
धतूरा और दूसरे का स्वर्ण है।

अर्थालंकार :- जहां कविता के सौंदर्य में वृद्धि या चमत्कार शब्द से नहीं
बल्कि उसके अर्थ से उत्पन्न होता है वहां अर्थालंकार होता है।

अर्थालंकार के भेद :-

उपमा अलंकार:- समानता के लक्षणों के आधार पर जब किसी वस्तु या प्राणी
की तुलना किसी अन्य प्रसिद्ध वस्तु या प्राणी से की जाती है तो वहां उपमा
अलंकार होता है।

जैसे- 'पीपर पात सरिस मन डोला
हाय फूल सी कोमल बच्ची, हुई राख की ढेरी थी.
उतर रही है संध्या सुन्दरी परी सी
लघु तरनि हंसिनी सी सुंदर

रूपक अलंकार :- जहां रूप-गुण आकृति-प्रकृति आदि की अत्यंत समानता के
कारण उपमान का उपमेय में अवैध आरोप किया जाता है वहां रूपक अलंकार
होता है।

जैसे- चरण कमल बंदों हरिराई।
मैय्या में तो चंद्र खिलौना लेहों.

3 उत्प्रेक्षा अलंकार :- जहां उपमेय में उपमान की संभावना या कल्पना की
जाती है वहां उत्प्रेक्षा अलंकार होता है। मनु ,जनु जनहु, जानो ,मनहु ,मानो
आदि

जैसे- सोहत ओढ़े पीत पट, स्याम सलौने गात
मनहु नीलमणि सैल पर, आतप परयो प्रभात ॥
कहती हुई यों उत्तरा के नेत्र जल से भर गए
हिम के कणों से पूर्ण मानो हो गए पंकज नए ॥

4 अतिशयोक्ति अलंकार : जहां किसी वस्तु, पदार्थ या कथन का वर्णन इतना बढ़ा-चढ़ाकर किया जाए कि वह वास्तविकता से परे हो वहां अतिशयोक्ति अलंकार होता है।

जैसे:- पड़ी अचानक नदी अपार, घोड़ा कैसे उतरे पार। राणा ने सोचा इस पार, तब तक चेतक का उस पार।

क्रिया - जब किसी शब्द के प्रयोग से किसी काम का करना या होना समझ आ जाए तो उस शब्द को क्रिया कहा जाता है, जैसे - लिखना, खाना, लड़ना आदि। क्रिया शब्द का शाब्दिक अर्थ होता है - करना।

विशेषण - जो शब्द संज्ञा और सर्वनाम की विशेषता बताएं उन्हें विशेषण कहा जाता है, जैसे - यह काला घोड़ा है, चाय मीठी है। विशेषण शब्द का शाब्दिक अर्थ होता है - विशेषता या गुण।

क्रिया विशेषण- जब क्रिया विशेषण साथ मिलते हैं तो ऐसे शब्दों का निर्माण होता है जो क्रिया की विशेषता बताते हैं, और क्रिया की विशेषता बताने वाले शब्दों को ही क्रिया विशेषण का नाम दिया जाता है।

क्रिया विशेषण चार प्रकार के होते हैं जो कि निम्नलिखित हैं-

- (1) स्थानवाचक क्रियाविशेषण
- (2) कालवाचक क्रियाविशेषण
- (3) परिमाणवाचक क्रियाविशेषण
- (4) रीतिवाचक क्रियाविशेषण

(1) **स्थानवाचक-**जिन शब्दों के प्रयोग से क्रिया के संपादित होने के स्थान का बोध हो जाए उन शब्दों को स्थानवाचक क्रियाविशेषण कहा जाता है, जैसे यहां, वहां, कहां, जहां, सामने, नीचे, ऊपर, आगे, पीछे, भीतर, बाहर आदि।

स्थानवाचक क्रियाविशेषण के कुछ उदाहरण -

राकेश यहां आओ।

अपने नीचे देखो।

वहां ऊपर कौन है।

तुम्हारे आगे कौन चल रहा है।

थोड़ी देर के लिए बाहर आना।

उपयुक्त प्रत्येक वाक्यों में जिन स्थानों पर यहां, वहां, जहां, सामने, इत्यादि शब्दों का उपयोग हुआ है वह सभी शब्द स्थानवाचक क्रियाविशेषण हैं।

(2) कालवाचक - जिन शब्दों के प्रयोग से क्रिया के समय का पता चले तो उन शब्दों को कालवाचक क्रियाविशेषण कहा जाता है। जैसे- परसों, पहले, पीछे, कभी, अब तक, अभी-अभी, बार-बार।

कालवाचक क्रियाविशेषण के उदाहरण -

पहले उस लड़के ने धक्का दिया।

तुम कब सुधरोगे।

अब तक मैं 4 बार दिल्ली जा आया हूं।

बार-बार एक ही सवाल पूछ कर मुझे परेशान मत करो।

अभी-अभी तो मैंने तुम्हें इस सवाल का जवाब दिया।

उपयुक्त वाक्यों में जिन-जिन स्थानों पर पहले, कब, अभी अभी आदि शब्दों का प्रयोग किया गया है वह सभी शब्द कालवाचक क्रियाविशेषण हैं।

(3) परिमाणवाचक क्रियाविशेषण -जिन शब्दों के प्रयोग से क्रिया के किसी निश्चित परिणाम का बोध हो उन शब्दों को परिमाणवाचक क्रियाविशेषण कहा जाता है। जैसे - बहुत, अधिक, कुछ, थोड़ा, काफी, केवल, इतना, थोड़ा-थोड़ा, एक-एक करके आदि

परिमाणवाचक क्रियाविशेषण के उदाहरण -

तुम बहुत अच्छे इंसान हो।

उसने खाना बहुत अधिक खा लिया है।

अपने शरारती लड़के का कुछ करो।

मुझे थोड़े से चावल उधार दो।

सब एक-एक करके अंदर जाओ।

उपयुक्त वाक्यों में जिस-जिस स्थान पर बहुत, अधिक, थोड़ा, काफी, केवल, इतना, उतना आदि शब्दों का प्रयोग किया गया है वह सभी शब्द परिमाणवाचक क्रियाविशेषण हैं।

(4) रीतिवाचक क्रियाविशेषण- जिन शब्दों के प्रयोग से क्रिया के करने की रीति का बोध हो उन शब्दों को रीतिवाचक क्रिया विशेषण कहा जाता है, जैसे - धीरे-धीरे, जल्दी, रोज आदि।

रीतिवाचक क्रियाविशेषण के उदाहरण -

तुम बहुत धीरे-धीरे चल रहे हो।

तुम्हें क्या जल्दी लगी है।

तुम रोज समय पर नहीं पहुंचते हो।

उपयुक्त वाक्यों में धीरे-धीरे, जल्दी, रोज आदि शब्द रीतिवाचक क्रियाविशेषण हैं।

समास

समास शब्द का शाब्दिक अर्थ है - संक्षिप्तीकरण। इसे दूसरे रूप में 'संक्षेप' या संक्षिप्तीकरण भी कह सकते हैं।

जब दो या दो से अधिक शब्दों के संयोग से किसी एक नए और सार्थक शब्द की रचना की जाती है, तो इस प्रक्रिया को समास कहते हैं।

समास के द्वारा कम से कम शब्दों से अधिक से अधिक अर्थ व्यक्त करने की कोशिश की जाती है।

समास के संयोग से प्रमुख शब्द रह जाते हैं और सहायक शब्दों का लोप हो जाता है, जिससे एक नवीन शब्द का निर्माण होता है।

उदाहरण के लिए-

देश के लिए भक्ति - देशभक्ति

गिरी को धारण करने वाला - गिरिधर

कर्म से वीर- कर्मवीर

समास में दो प्रमुख पद होते हैं। इन्हें समझना बहुत ही आसान है।

1) पूर्वपद: समास के पहले शब्द या शब्दांश को पूर्व पद कहते हैं।

2) उत्तरपद: समास के दूसरे पद को उत्तर पद कहते हैं। जैसे -

“देशभक्ति = देश के लिए भक्ति”

- पूर्व पद: देश
- उत्तर पद: भक्ति
- सहायक पद: के लिए

सामासिक शब्द किन्हीं कहते हैं?

जब समास के नियमों के अंतर्गत दो या अधिक शब्दों के संयोग से एक स्वतंत्र शब्द प्रकट होता है, तो इस स्वतंत्र शब्द को सामासिक शब्द कहते हैं। इसे

समस्तपद भी कहा जाता है।

सामासिक शब्द बनने के बाद विभक्तियों के चिह्न लुप्त हो जाते हैं।

उदाहरण के लिए-

“देशभक्ति -देश के लिए भक्ति”

इस शब्द समूह से बने स्वतंत्र शब्द “देशभक्ति” को सामासिक शब्द कहा जाएगा।

समास-विग्रह क्या होता है?

अभी-अभी आपने सामासिक शब्द को समझ लिया है, इसलिए अब ‘समास-विग्रह’ को समझना भी आपके लिए सरल है।

जिस तरह शब्दों के समूह को संक्षिप्त करके सामासिक शब्द की रचना होती है, ठीक इसके विपरीत जब सामासिक शब्दों को पृथक् किया जाता है, तो वे अपने मूल रूप में वापस आ जाते हैं। यह प्रक्रिया समास-विग्रह कहलाती है।

उदाहरण के लिए-

- जलाभिषेक - जल से अभिषेक
- कुंभकार - कुंभ को बनाने वाला
- विधानसभा - विधान के लिए सभा

समास के कौन-कौन से प्रकार (भेद) होते हैं?

समास के मुख्यतः छः भेद हैं-

1. तत्पुरुष समास-जिस समास में अंतिम शब्द (उत्तर पद) की प्रधानता होती है, उसे तत्पुरुष समास कहते हैं। इसमें प्रायः प्रथम पद विशेषण एवं द्वितीय पद विशेष्य होते हैं।

उदाहरण के लिए-

- राहखर्च - राह के लिए खर्च
- राजकुमार - राजा का कुमार
- धर्म का ग्रंथ - धर्मग्रंथ

तत्पुरुष समास के भी छः भेद होते हैं:

क) कर्म तत्पुरुष (जैसे, मनोहर -मन को हरने वाला)

ख) करण तत्पुरुष (जैसे, रक्तरंजित -रक्त से रंजीत)

- ग) संप्रदान तत्पुरुष (जैसे, देवालय-देव के लिए आलय)
 घ) अपादान तत्पुरुष (जैसे, ऋणमुक्त - ऋण से मुक्त)
 ङ) संबंध तत्पुरुष (जैसे, गंगाजल- गंगा का जल)
 च) अधिकरण तत्पुरुष (जैसे, आत्मनिर्भर- आत्म पर निर्भर)

2. कर्मधारय समास- जिस समास में सभी शब्दों का भाव समान रूप से हो, उसे कर्मधारय समास कहते हैं। इसमें सभी पदों का, चाहे वो विशेषण हो या विशेष्य, सभी की प्रधानता होती है। समान्यतः, इन शब्दों के लिंग और वचन भी समान होते हैं।

उदाहरण के लिए-

- परमेश्वर - परम है जो ईश्वर
- प्राणप्रिय - प्राणों के समान प्रिय
- महादेव - महान है जो देव

3. द्विगु समास- जिस सामासिक पद का पहला शब्द (पूर्व पद) संख्यावाचक विशेषण हो, उसे द्विगु समास कहते हैं।

उदाहरण के लिए-

- तिरंगा - तीन रंगों का समूह
- त्रिलोक - तीनों लोकों का समाहार
- सप्तसिंधु - सात सिंधुओं का समूह

4. बहुव्रीहि समास-समास के वे संयोग जिसमें रचित शब्द का कोई भी पद प्रधानता नहीं रखता है, उन्हें बहुव्रीहि समास कहा जाता है।

ऐसे सामासिक शब्द के दोनों ही पद (पूर्वपद और उत्तरपद), किसी तीसरे व्यक्ति, वस्तु या विषय की ओर संकेत करते हैं।

उदाहरण के लिए-

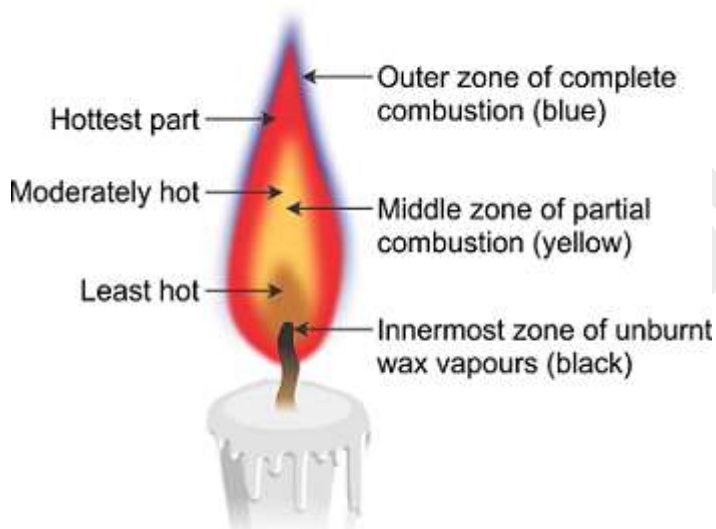
- दशानन - दस है आनन जिसके अर्थात् रावण
- प्रधानमंत्री- मंत्रियों में जो प्रधान हो अर्थात् प्रधानमंत्री
- मृत्युंजय - मृत्यु को जीतने वाले अर्थात् शंकर

	<p>5. द्वन्द्व समास- द्वन्द्व समास के दोनों ही पद हमेशा प्रधानता व्यक्त करते हैं। ऐसे सामासिक शब्दों का यदि समास-विग्रह किया जाए, तो सहायक पदों के रूप में 'और, या, एवं' जैसे शब्द प्राप्त होते हैं।</p> <p>उदाहरण के लिए-</p> <ul style="list-style-type: none"> • देश-विदेश - देश और विदेश • ऊँच-नीच - ऊँचे या नीचे • राजा-प्रजा - राजा और प्रजा <p>6. अव्ययीभाव समास- जब समास में पूर्व पद की प्रधानता प्रकट हो, लेकिन दूसरे पद समान्यतः अव्यय होते हैं तो इसे ही अव्ययीभाव समास कहते हैं।</p> <p>उदाहरण के लिए-</p> <ul style="list-style-type: none"> • यथाशक्ति- शक्ति के अनुसार • यथासंभव - जैसा संभव हो • निर्भय - बिना भय के <p>लेकिन कुछ विद्वानों ने इसके सातवें भेद का भी वर्णन किया है।</p>
Mathematics	<p>Chapter 6: Square and Square Roots</p> <p>Value Points: Students will explore the properties of a squared number by going through the pages of the NCERT text book.</p> <ul style="list-style-type: none"> • Numbers can be expressed as the product of the number with itself. Such numbers like 1, 4, 9, 16, 25, ... are known as square numbers. • When a square number ends in 6, the number whose square it is, will have either 4 or 6 in the unit's place. • If a number has 1 or 9 in the unit's place, then its square ends in 1. • A square number has even number of zeros at the end. • Between n^2 and $(n + 1)^2$ there are $2n$ numbers. • There are $2n$ non perfect square numbers between the squares of the numbers n and $(n + 1)$. • If a natural number cannot be expressed as a sum of successive odd natural numbers starting with 1, then it is not a perfect square. • For any natural number $m > 1$, we have $(2m)^2 + (m^2 - 1)^2 = (m^2 + 1)^2$. So, $2m, m^2 - 1$ and $m^2 + 1$ forms a Pythagorean triplet.
Science	<p>Chapter 6 : Combustion and flame (Continued)</p> <ul style="list-style-type: none"> • Students will explore the types of combustion . • They will note the meaning of the words : Soot , Combustible and Noncombustible, • They will observe the video link on the working of wildfire and its

extinguishing.

<https://youtu.be/5hghT1W33cY>

- They will observe the following image and practice the zones present in the Candle flame :



Activity 1: To observe the soot formation in a candle flame .

Materials Required : Candle , Match Box and Glass Slide

Activity 2 : Students will note the calorific values of the following fuels and note the difference between them to be discussed in the class :

Social Science

History

Chapter-3: Ruling the Countryside

- Learn how the growth of new crops often disrupted the rhythm of peasant life and led to revolt
- Describe the colonial agrarian policies and its effect on peasant life

Video Resource : https://www.youtube.com/watch?v=_E_09nqs2SI

Activity : Students will research about the indigo cultivation in Bihar and Bengal in erstwhile British India.

Political Science

Chapter-3: Why do we need a Parliament?

- Develop the sense of the essential elements of the parliamentary form of government

Video Resource : <https://www.youtube.com/watch?v=Xx-X9JYcuNY>

Activity : Students will do a comparative study on Rajya Sabha and Lok Sabha

	<p><u>Political Science</u></p> <p>Chapter-4: Understanding Law</p> <ul style="list-style-type: none"> Understand the ways in which the government respond to issues <p>Video Resource : https://www.youtube.com/watch?v=A5afp3O7RF0</p> <p>Activity : Understanding law interactive crossword :- https://wordwall.net/resource/19238331/understanding-laws-1</p>
Sanskrit	<p>पंचमपाठ:- कन्टकेनैव कण्टकम्।</p> <p>अस्मिन् पाठे पाठितं यत् यः अस्माभिः सह यथा व्यवहारं करोति तेन् सह तथैव व्यवहर्तव्यम् इति अत्र कथा माध्यमेन व्याध तथा मनवस्य कथा प्रदर्शिता। अपि च बोधित यत् कथं दुर्जनस्य विश्वासः न कर्णीयः इति।</p> <p>षष्ठपाठ:- गृहं शून्यं सुतां विना।</p> <p>अस्मिन् पाठे महिलायाः विषये विचारः कृतः अस्ति । ताषां सम्माननं तथा गौरवस्य विषये चर्चा वर्तते अत्र। तथा श्लोक माध्यमेन प्रोक्तं यत् यत्र नारीणां पूजा भवति तत्र देवताः निवासं कुर्वन्ति इति।</p> <p>व्याकरण-</p> <p>शब्दरूपं - रमा, जलम्, कविः, भवत्</p> <p>धातुरूपम्- रक्ष, वस, पश्य (पांच लकारों मे)</p>
Computer Science	<p>Topic-2: Wireless Communication Technology</p> <ul style="list-style-type: none"> Wireless Communication Infrared Communication Bluetooth Communication Wi-Fi technology Wi-Max Technology Hotspot Global Positioning System Connecting PC to mobile broadband Cloud Storage <p>Reference:</p> <p>https://www.youtube.com/watch?v=jzxZUJmOu3o</p> <p>https://www.youtube.com/watch?v=vw6hBJ-24GM</p> <p>https://www.youtube.com/watch?v=zEhHFy32A9o</p> <p>https://www.youtube.com/watch?v=zEhHFy32A9o</p> <p>https://www.youtube.com/watch?v=YpWWqa6PTME</p> <p>https://study.com/academy/lesson/medium-range-wireless-communication-wi-fi-hotspots.html</p>

Wireless Communication: A method of transferring information from one point to another, without connecting wires or any other physical medium.

Infrared Communication: The communication range of the devices communicating through infrared waves is very limited. Infrared waves cannot penetrate walls or other obstructions and so there should be no physical barrier between the connecting devices.

Bluetooth Communication: Wireless Communication between low-power consumption devices within a short range upto 10-12 meters. It facilitates for different devices to communicate with each other when they are in a specified range. The latest version is 5.0 technology and provides data transfer speed up to 2 Mbps.

HotSpot: A zone enabled with high speed wireless internet access. A hotspot can be at a private or a public location, such as in a coffee shop, a hotel, or a resort.

GPS uses 31 satellites positioned around the globe. The satellites are 12,000 miles from Earth's surface. GPS receivers connect with the satellites to learn our position on Earth's surface, which are based on latitude and longitude.

Cloud (Internet) storage is known as online storage of data. It's delivered on demand with capacity of time and costs, and removes the hurdle of buying and managing our own data storage infrastructure.

POST-CLASS CONTENT (Subject-wise)

Subjects	Unit
English	<p>➤ Exercises from Wow Grammar</p> <p>➤ Practice Exercises</p> <p>I. Change the Voice in the following sentences:</p> <ol style="list-style-type: none">1. Someone is watching us.2. I solved the puzzle3. Horror films should not be watched by children.4. She is being examined by the Doctor.5. An old man found her little pug.6. Romeo and Juliet was written by William Shakespeare.7. The river has been polluted by poisonous chemicals.8. She was assisted by two young men.9. The Prime Minister will make an announcement.10. The walls had not been decorated by us. <p>II. Change the active sentence into a passive sentence.</p> <ol style="list-style-type: none">1. They built these houses in 1902.2. She bakes a cake every Sunday.3. He broke the vase yesterday.4. He gave me a good advice.5. We wrote the exercise an hour ago.6. They will give him a reward.7. Thieves stole his car.8. Dad promised us some money.9. Brian told the truth.10. The ambulance took Peter to the hospital. <p>Honeydew:</p> <p>Lesson 4 : Bepin Choudhury's Lapse of Memory</p> <p>➤ Textual Questions: Do the Comprehension Check Questions in the Note Book:</p> <ul style="list-style-type: none">• Comprehension Check (page 61)• Comprehension Check (page 64)• Comprehension Check (page 67)• Comprehension Check (page 69) <p>➤ Working with language</p> <ul style="list-style-type: none">• Exercise 1
Hindi	<p>कक्षा पश्चात अभ्यास कार्य</p> <p>प्रश्न:- कबीर के अनुसार समाज में कभी किसी को कमजोर क्यों नहीं</p>

समझना चाहिए?

प्रश्न:- कबीर की साखियां क्या संदेश देती हैं?

प्रश्न:- कबीर के दोहों को साखी क्यों कहा है? ज्ञान कीजिए?

प्रश्न:- कबीर, घास की निंदा करने से क्यों मना करते हैं। पढ़े हुए दोहे के आधार पर स्पष्ट कीजिए।

अभ्यास कार्य-अलंकार-

1. अलंकार किसे कहते हैं?
2. अर्थालंकार व शब्दालंकार किसे कहते हैं।
3. रूपक और उपमा अलंकार में अंतर स्पष्ट कीजिए.
4. उत्प्रेक्षा अलंकार को उदाहरण सहित स्पष्ट कीजिए.
5. अतिशयोक्ति अलंकार को साधारण स्पष्ट कीजिए.

प्रश्न 1:- निम्नलिखित पंक्तियों में अलंकार बताइए

- (क) मुख्य मयंक सम मंजू मनोहर।
- (ख) मानहुं विधि तन अच्छ छवि, स्वच्छ राखी बै काजा।
- (ग) देख लो साकेत नगरी है यही। स्वर्ग से मिलने गगन को जा रही।
- (घ) कोटि कुलस सम वचन तुम्हारा।
- (ङ.) उस काल मारे क्रोध के तनु कांपने उनका लगा। मानव हवा के पैग से सोता हुआ सागर जगा।
- (च) मैया मैं तो चंद्र खिलौना लैहों।
- (झ) पायोजी मैंने राम-रतन-धन पायो।

अभ्यास -पुस्तक से.

प्रश्न 1 कनक कनक ते सौगुनी, मादकता अधिकाय।

वा खाए बौराय जग या पाए बौराय।।

इस पंक्ति में कौन-सा अलंकार है?

प्रश्न 2. जब किसी वर्ण की आवृत्ति बार-बार होती है वहाँ पर कौन-सा अलंकार होता है?

प्रश्न 3. तरनि तनूजा तट तरुवर बहु छाए
इस पंक्ति में कौन-सा अंलकार है?

प्रश्न 4. भुज भुजगेस की है संगिनी भुजंगिनी-सी
इस पंक्ति में कौन-सा अंलकार है?

Mathematics

Chapter 6: Square and Square Roots

Do the questions of the following exercises after the discussion of value points and the examples

Ex 6.1

Ex 6.2

Extra practice Questions- (To be done in the practice notebook)

1. A bag contains 144 coloured balls represented by the following table. Draw a pie chart to show this information.

Colour	Number of balls
Red	12
Yellow	18
Blue	28
Green	42
White	44

2. Mrs Verma spends her allowance in the following way.

Items	Percent
Lunch	25%
Hobby	20%
Recreations	40%
Saving	15%
Total	100%

Represent the above information by a pie chart.

3. A die is thrown once. Find the probability of getting a number greater than 4.

4. What is the probability of getting a marble which is not red from a bag containing 3 black, 8 yellow, 2 red and 5 white marbles?

5. Which of the following will have 6 at unit place?

- A. 19^2
- B. 11^2
- C. 24^2
- D. 13^2

6. If 5278 is squared, then what will be at unit place?

- A. 8
- B. 7
- C. 6
- D. 4

7. What will be the number of zeros in square of 400?

- A. 2
- B. 3
- C. 4
- D. 6

8. How many natural numbers lie between 9^2 and 10^2 ?

- A. 17
- B. 18
- C. 19
- D. 20

9. What is the sum of first four odd natural numbers?

- A. 16
- B. 17
- C. 18
- D. 20

10. The sum of $1 + 3 + 5 + 7 + 9 + 11 + 13 + 15 + 17 + 19$ is:

- A. 121
- B. 120
- C. 100
- D. 110
- E. 1504

	<p>11. The Pythagorean triples whose smallest number is 8:</p> <p>A. 8, 16 17 B. 8, 17, 18 C. 8, 15, 17 D. 8, 15, 16</p>
Science	<p>Chapter 6: Combustion and Flame</p> <p>Q1 Give the correct reasons for the following statements :</p> <p>a) Does a matchstick burn by itself ? How does it burn? b) Can you guess why? When the clothes of a person catch fire, the person is covered with a blanket to extinguish the fire. c) Some substances catch fire faster than the others . d) Can we use water to extinguish the electric fire? e) Oil spills in oceans are hard to extinguish even though there is plenty of water around. f) Is it important to remember that the campfires must be completely extinguished before leaving a forest after a picnic, or a visit ?</p> <p>Q2 Differentiate between Combustible and Non Combustible. State two examples each.</p> <p>Q3. Define the term Combustion. What are the factors required for any substance to undergo combustion?</p> <p>Q4. What do you understand by Forest fires? In which type of season it occurs more and why?</p> <p>Q5. State the three main chemicals that are used in making Safety match sticks. Why was the use of white phosphorus stopped in the matchstick industry?</p> <p>Q6 Draw a well labeled diagram of a candle flame and discuss the zones.</p> <p>Q7 State the important parameters that help to identify an Ideal fuel . How is the concept of calorific value associated with it?</p> <p>Q8 Elaborate on the reasons of Global warming and discuss the role of burning fuels for it .</p>
Social Science	<p><u>History</u></p> <p>Chapter-3: Ruling the Countryside</p> <p>Q1. What were the benefits reaped by the East India company as the Diwan of Bengal?</p> <p>Q2. Describe the main features of the Permanent Settlement. What were the problems created by the permanent settlement?</p> <p>Q3. How was the mahalwari system different from the Permanent Settlement?</p> <p>Q4. Give two problems which arose with the new Munro system of fixing revenue.</p> <p>Q5. Why were ryots reluctant to grow indigo?</p> <p>Q6. What are the problems faced with the nij system of cultivation? Give two reasons.</p> <p>Q7. What were the circumstances which led to the eventual collapse of indigo</p>

	<p>production in Bengal?</p> <p><u>Political Science</u></p> <p>Chapter-3: Why do we need a Parliament?</p> <p>Q1. How does the Parliament control, guide and inform the government?</p> <p>Q2. Explain the term coalition. What does it mean by coalition form of government?</p> <p>Q3. What are the basic ideals of a democracy?</p> <p>Q4. What is 'Question hour' in Parliament?</p> <p>Q5. Compare and contrast the two houses of the Parliament.</p> <p>Chapter-4: Understanding Law</p> <p>Q1. Define the term domestic violence. How can it be prevented?</p> <p>Q2. How do new laws come about?</p> <p>Q3. What is meant by controversial and unpopular laws? How can it be changed?</p>																
Sanskrit	<p>कक्षा पश्चात् अभ्यास कार्य</p> <p>पाठ ५,६ के पीछे दिए गए अभ्यास 2- 7 तक कीजिए</p> <p><u>प्रश्नानां उत्तराणि लिखत।</u></p> <p>१-व्याधस्य नाम् किं आसीत्?</p> <p>२-सर्वः किं समीहते?</p> <p>३-व्याधस्य पिपासा कथं शान्ता?</p> <p>४-राकेशस्य कार्यालये क निश्चिता?</p> <p>५-यत्र नार्यः न पुज्यन्ते तत्र किं भवति?</p> <p>व्याकरण</p> <table><tr><td></td><td>रमा</td><td>.....</td><td>रमाः</td></tr><tr><td>जलेन</td><td>जलाभ्याम्</td><td>.....</td><td></td></tr><tr><td>वसति</td><td>वसतः</td><td>.....</td><td></td></tr><tr><td>.....</td><td>अरक्षताम्</td><td>अरक्षन्</td><td></td></tr></table>		रमा	रमाः	जलेन	जलाभ्याम्		वसति	वसतः	अरक्षताम्	अरक्षन्	
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Computer Science	<p>Activity: Make a Google Sheet considering following points:</p> <ul style="list-style-type: none">• Make a list of devices using infrared and Bluetooth technology at your home or around you.• Make a list of devices which can be connected to a phone hotspot?• Discuss how many devices can connect to a phone hotspot?• Where can we use a hotspot?• Write about latest WiFi Technologies you know.• Which type of internet connection is being used in your home.																