



**Salwan Public School, Gurugram**  
**Session: 2021 – 2022**

**Class VIII**

**MONTH – JANUARY (24 January to 5 February 2022)**

**The Assignments will be uploaded weekly / chapter-wise with reference to the uploaded monthly planner/syllabus.**

**PRE-CLASS CONTENT (Subject-wise)**

<b>Subjects</b>	<b>Unit</b>
<b>English</b>	<p style="text-align: center;"><b>CLAUSES</b></p> <p>Clauses are a group of <u>words</u> or phrases with only one subject and one finite verb. The subject may be hidden but the verb is distinguishable. The verb can be a single word (i.e. as “worked,” “played,” or “sang”) or contain helping verbs (i.e. “will eat” or “has been writing”).</p> <p>A phrase is a group of words that doesn’t have a subject, a predicate. A phrase makes no sense independently and can be added to a sentence as an adjective, noun or adverb. Whereas, a clause can be added to expand a sentence meaningfully, but unlike a phrase, a clause may have a proper sense like a sentence, as it has a subject and a predicate i.e. finite verb. Let us see the example of a Clause:</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• The girl bought a teddy bear.</li><li>• The boy grabbed a box of chocolates when he found a girl staring at him.</li><li>• The teddy bear disappeared when it was thrown into the bag.</li></ul> <p>The above sentences are referred to as Clauses as they make complete sense independently. A Clause is a group of words that contains a subject and a predicate.</p> <p>Subject: A Subject is someone or something about which we say something. Predicate: is whatever we say about that someone or something. The predicate must have a verb.</p> <p><b><i>For Example:</i></b> The <b>girl</b> (subject) <b>bought</b> (predicate) a teddy bear (object).</p>

**There are two types of Clauses –**

- Main Clause / Independent Clause
- Subordinate Clause / Dependent Clause

**Main or Independent Clause** - As the name suggests, it can stand on its own and is a complete sentence by itself.

*For Example:*

- The girl bought a teddy bear.
- The boy grabbed a box of chocolates.
- The teddy bear disappeared.

These clauses are referred to as Independent Clauses as they do not need another group of words to depend upon. They make complete sense on their own.

**Subordinate or Dependent Clause** - A subordinate clause is not a complete sentence and does not make sense on its own. A subordinate clause needs more information so that the reader can understand what it means.

*For Example:*

- The boy grabbed a box of chocolates **when he found a girl staring at him.** (Subordinate Clause)
- The teddy bear disappeared **when it was thrown into the bag.** (Subordinate Clause)

Besides not making sense on its own unless more information is given about it, a subordinate clause usually starts with a **subordinate conjunction** such as 'because', 'since', 'whenever', 'after', 'before', 'if', 'as', 'although', 'till', 'where', 'why', 'while', 'when', etc.

Example:

- **The light** *that shone in this country* **was no ordinary light.**
- **You can learn grammar free here,** *if you read these pages.*
- **We are declaring to you** *what we have seen.*

In the above examples; the words in bold form the Main / Independent Clause and the words in italics are referred to as the Subordinate / Dependent clause.

## **NON- FINITES**

### **Finite and Non-Finite Verbs:**

A Finite Verb is limited by person and number of the subject and changes its forms according to tenses.

A Non-Finite Verb is not limited by person and number as a Verb that has a Subject and is, therefore, called the Verb infinite or simply the Infinitive.

**Note-** a Finite Verb helps to complete the structure of a sentence but an

Infinitive can't do that. Moreover, a Finite Verb requires a Subject but an Infinitive can't take a subject.

Finite Verb	Infinitive
Ashima goes to school	Ashima does not like to go to school.
The mangoes taste sweet.	The mangoes are sweet to taste.
He attended three meetings.	He had three meetings to attend.
The boot is so heavy that he can't walk.	The boot is too heavy for him to walk.
We can save this house by purchasing.	Purchasing is the way to save this house.

### What is a Non-Finite Verb?

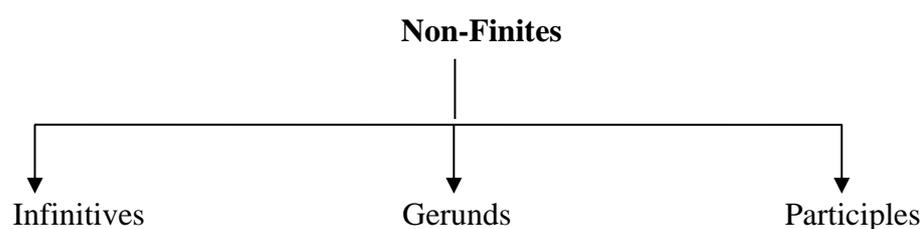
A **Non- Finite verb** is a form of a verb that does not have a subject and does not exhibit tense and number in an independent clause or sentence. Non-finite verbs are distinguished from **Finite Verbs** which show a distinction in tense and number, and may stand alone as the main verb in an independent clause.

#### Examples:

*They **are** writing the letter.* - *They* is a subject; **are** is a finite; writing is a non-finite verb (which does not exhibit tense nor number); *the match* is an object.

*They **wrote** the letter.* - *They* is a subject; **wrote** is a finite verb; *the letter* is an object.

There are three types of non-finite verbs: gerunds, participles, and infinitives.



### The Infinitive

The infinitive acts as a noun, as an adjective or as an adverb in a sentence. It is written by adding 'to' with the 1st form of Verb. For example: (to + verb) to learn, to teach, to work etc. Here are some sentences to give you a better idea of infinitive:

- To dance is a good hobby.
- It is time to watch TV.
- He fights to win.

## Types of Infinitives:

### 1. 'To' Infinitives - Used with 'to'.

- I have to go.

2. **The Infinitive without 'to' / Bare Infinitive** - Though the infinitive is usually recognized by a 'to' before the verb (to + verb) yet there are certain conditions under which the infinitive is used without the use of 'to'. See the following to find out:

After verbs like: hear, see, bid, feel, make, behold, observe, watch, let, please, help, need, must, will, dare, etc.

- She saw me dance.
- I bade him farewell.
- She felt his touch.
- He watched her cook.
- I will write.
- You must leave
- Let me try.
- See this river, it is so clear.
- You dare not touch my things.

EXCEPTION: Words like 'dare', 'need'- **To** is used with positive sentence but NOT with a negative / negation.

- He dared **to disobey** the laws. ( Use of Infinitive - Positive)
- He **dare not** disobey the laws. (Use of negation / 'NOT' – No Infinitive)

### After a Modal:

- You need not go out.
- He dare not misbehave with me.
- You should listen to your parents.

## Gerunds

Gerunds all end in *-ing*: *skiing, reading, dancing, singing*, etc. Gerunds **act like nouns** and can serve as subjects or objects of sentences. They can be created using active or helping verbs:

- I like **swimming**.
- **Being loved** can make someone feel safe.
- Do you fancy **going out**?
- **Having read the book once before** makes me more prepared.

Often the “**doer**” of the Gerund is clearly identified:

- We enjoyed **singing** yesterday (we ourselves sang)
- Tom likes **eating** apricots (Tom himself eats apricots)

However, sometimes the “doer” must be overtly specified, typically in a position immediately before the non-finite verb:

- We enjoyed their **singing**.
- We were delighted at Tara **being** awarded the prize.

## Participles

A **participle** is a form of a verb that is used in a sentence to modify a noun, noun phrase, verb, or verb phrase, and then plays a role similar to an adjective or adverb. It is one of the types of Non-Finite verb forms.

The two types of participle in English are: the **Present Participle** (forms such as *writing*, *singing* and *raising*) and the **Past Participle** (forms such as *written*, *sung* and *raised*).

### The Present Participle

Even though they look exactly the same, Gerunds and Present Participles do different things. As we just learned, the Gerund acts as a noun: e.g., “I like *sleeping*”; “*Sleeping* is not allowed.” Present Participles, on the other hand, act similarly to an adjective or adverb: e.g., “The *sleeping* girl over there is my sister”; “*Breathing* heavily, she finished the race in first place.”

The present participle, or participial phrases (clauses) formed from it, are used as follows:

- as an adjective phrase modifying a noun phrase: *The man **sitting** over there is my uncle.*
- adverbially, the subject being understood to be the same as that of the main clause: ***Looking** at the plans, I gradually came to see where the problem lay. He shot the man, **killing** him.*
- more generally as a clause or sentence modifier: ***Broadly speaking**, the project was successful.*

The present participle can also be used with the helping verb *to be* to form a type of present tense:

*Sam was **sleeping**.*

### The Past Participle

However, some verbs have different forms. Here’s a short list of some of the most common irregular past participles:

Past participles often look very similar to the simple past tense of a

verb: *finished, danced, etc.*

Verb	Simple Past	Past Participle
to be	was/were	been
to become	became	become
to do	did	done
to go	went	gone
to know	knew	known
to see	saw	seen
to speak	spoke	spoken
to take	took	taken
to write	wrote	written

## Hindi

### वसंत-पाठ18 टोपी

1. "टोपी" एक लोक कथा है।
2. इस कहानी के द्वारा लेखक ने सामाजिक समस्याओं को उजागर करने का प्रयास किया है।
3. यह कहानी शासक वर्ग से जनता के सम्बन्धों की समीक्षा करती है।
4. कहानी में एक नन्हीं गौरैया के दृढ़ निश्चय और प्रयासों का वर्णन है। कहानी के माध्यम से प्रत्येक व्यक्ति नन्हीं गौरैया से प्रेरणा लेकर अपने जीवन को सफल और अर्थ-पूर्ण बना सकता है।
5. इसमें लेखक ने राजा और उसके मंत्रियों का जनता के ऊपर दबाव को बहुत ही अच्छे तरीके से दिखाया है। एक छोटी गौरैया भी राजा के सच को सारी जनता के सामने ला सकती है।
6. लेखक ने यह समझाने का प्रयास भी किया है कि सबको उसके काम के बदले उचित मेहनताना मिलना चाहिए, पूरी मजदूरी मिलने पर किसी को

भी अच्छा काम करने में खुशी मिलती है और कोई भी अपना काम पूरी ईमानदारी के साथ खुशी-खुशी कर सकता है।

### शब्दार्थ

शब्द - अर्थ

एक दूजे - एक दूसरे

परम संगी - मुख्य साथी

भिनसार - प्रातः काल

दाना चुगने और झुटपुटा - वह समय जब कुछ-कुछ अँधेरा और कुछ-कुछ उजाला हो

खोंते - घोंसले

फबता - सुन्दर

तपाक - जल्दी

बदसूरत - बुरा दिखना

लटजीरा - एक पौधा

कुदरती - स्वाभाविक

सुघड - सुन्दर

काया - तन

कटाव - आकार

रोंवें-रोंवें की रंगत - रंग

सरापा - सिर से पाँव तक पहने जाना वाला वस्त्र

निरा - एकमात्र

पोंगापन - पागलपन

### पुनरावृत्ति -

व्याकरण -विलोम (26- 50), श्रुतिसम भिन्नार्थक शब्द(26-50) ,मुहावरे (26-50), वाक्यांश के लिए एक शब्द (26-50), पर्यायवाची(26-50) वाच्य

Sanskrit

द्वादशपाठः- कः रक्षति कः रक्षितः॥

अस्मिन् पाठे पर्यावरणस्य विषये उक्तं वर्तते। तथ नदीषु, प्रदूषणं न प्रसारणीयं, वृक्षाः न कर्तनीयाः, तथा नैके विषयाः उक्ताः॥

	<p>त्रयोदशपाठः- क्षितौराजते भारतस्वर्णभूमिः॥ अस्मिन् च पाठे श्लोक माध्यमेन अस्माकं देशस्य गौरव विषये प्रतिपादितं</p>
<b>French</b>	<p><b>Chapter 8 – Des Invitations</b> How to write an invitation (Acceptance and Refusal) Past tense of Pronominal verbs</p>
<b>Japanese</b>	<p><b>Chapter 7 and 8 Kaiwa Translation Practice</b> Concepts of particle and sentence structure Grammar pattern , Kotoba ,Hanashimasho , Oboemasho</p>
<b>German</b>	<p>Perfect tense Dativ/ Akkusativ Verben Position of pronouns in D/ A verbs.</p>
<b>Mathematics</b>	<p><b>Chapter 9: Algebraic Expression and Identities</b> <b>Chapter 14: Factorization</b> ❖ Memorise the following Identities – <math>(a + b)^2 = a^2 + 2ab + b^2</math> – <math>(a - b)^2 = a^2 - 2ab + b^2</math> – <math>(a + b)(a - b) = a^2 - b^2</math> – <math>(x + a)(x + b) = x^2 + (a + b)x + ab</math></p>
<b>Science</b>	<p><b>Chapter 15: Some Natural Phenomenon (Continued)</b> Students will read concepts discussed in Chapter 15. <a href="http://ncert.nic.in/textbook/textbook.htm?hesc1=0-18">http://ncert.nic.in/textbook/textbook.htm?hesc1=0-18</a> ( Link of science TEXT Book )</p> <ul style="list-style-type: none"> <li>• Explore about the different types of natural calamities that are taking place on Earth.</li> <li>• Students will find the meaning of the words Conduction, Induction, Electroscope, Seismic Zones , Tectonic plates.</li> <li>• <b>Students will perform the following activities on Electrostatic Charges:</b></li> <li>• Electrostatic charges are the charges that are generated by friction , induction and conduction .</li> <li>• There are two types of electrostatic charges positive and negative .</li> </ul> <div style="text-align: center;"> <p style="text-align: center;"> <span style="display: inline-block; text-align: center;"> </span> <span style="display: inline-block; vertical-align: middle; margin-left: 10px;">} Attract</span> </p> <p style="text-align: center;"> <span style="display: inline-block; text-align: center;"> </span> <span style="display: inline-block; vertical-align: middle; margin-left: 10px;">} Repel</span> </p> <p style="text-align: center;"> <span style="display: inline-block; text-align: center;"> </span> </p> </div>

**Activity I:**

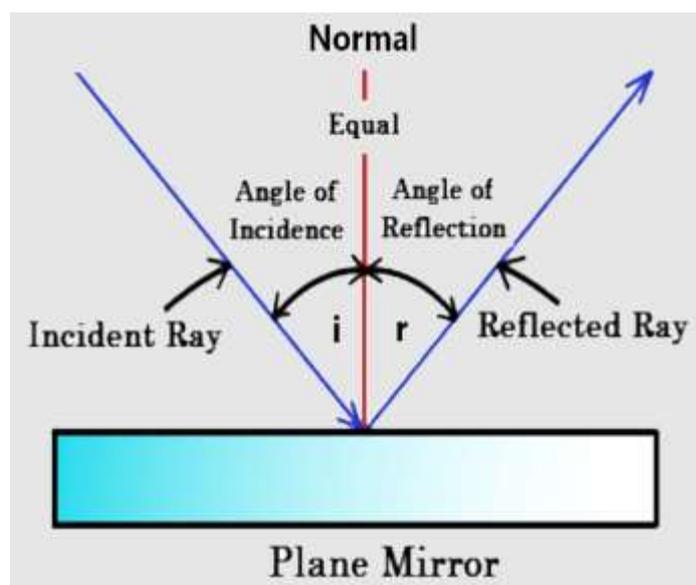
- To demonstrate plastic scale rubbed on the head picks the bits of papers.
- To test the accumulation of the charges when Plastic comb is rubbed with polythene.
- To test that like charges repel. (Inflated Balloons and Woolen Cloth)
- To test that unlike charges attract. (Inflated balloon and refill rubbed with polythene)

**Activity II :**

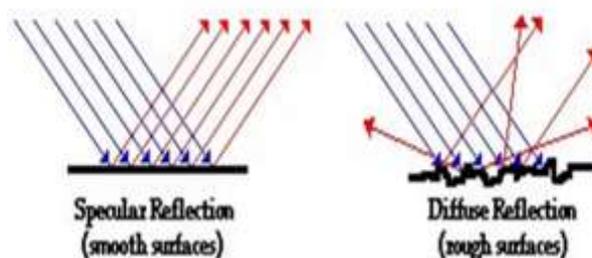
- Students will make a working model of an Electroscope.
- Materials Requires: Empty Glass Jar, Metal wire, Aluminium Strips , Cardboard
- Students will refer to Activity 15 .4 of NCERT Science Textbook for procedure.

**Chapter 16 : Light**

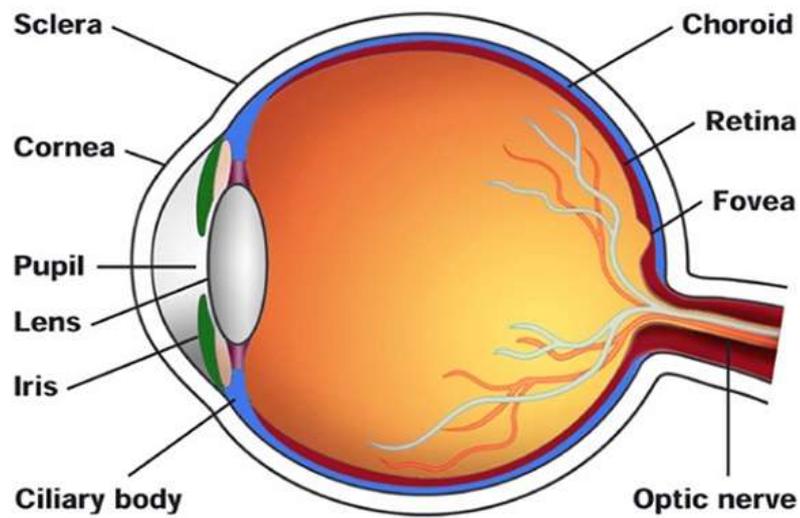
- Explore about the different objects on the basis of their luminosity.
- Students will find the meaning of phenomena: Diffused reflection, lateral inversion, multiple reflection Rectilinear propagation, Dispersion and Braille System.



**Plane Mirror showing the laws of reflection**



There are two types of reflection depending on the surface that reflects the light rays : A) Smooth or Regular Reflection B) Rough or Diffused Reflection



### INTERNAL STRUCTURE OF HUMAN EYE

Students will view the video on Louis Braille :

<https://www.youtube.com/watch?v=o9BOQ6IpTSE>

**Social Science**

**Geography:**

**Chapter-6: Human Resources**

Download the following links to understand the content .

<https://ncert.nic.in/textbook.php?hess4=6-6>

<https://www.youtube.com/watch?v=zJTq2INUWmg>

[https://www.youtube.com/watch?v=FPiPH\\_3fVIY](https://www.youtube.com/watch?v=FPiPH_3fVIY)

[https://www.youtube.com/watch?v=5ZbVY01mP\\_U](https://www.youtube.com/watch?v=5ZbVY01mP_U)

**Political Science Ch-9 Public Facilities**

Download the following links to understand the content .

<https://youtu.be/xJkQ7E76B2w>

<https://youtu.be/LT-AdKgZ0J4>

**Computer Science**

Artificial Intelligence Module (Contd...)

## POST-CLASS CONTENT (Subject-wise)

Subjects	Unit
<b>English</b>	<p style="text-align: center;"><b>Clauses</b></p> <p><b>Q1. Identify the Main and the Subordinate Clause in each of the following sentences:</b></p> <ol style="list-style-type: none"><li>1. He says that he met your brother.</li><li>2. Before I die I intend to see Venice.</li><li>3. Let us rejoice as we go forward.</li><li>4. I was reading a book which I had read before.</li><li>5. As I drew near I saw a very curious sight.</li><li>6. I know a place where roses grow.</li><li>7. When he returned we asked him many questions.</li><li>8. Though he was poor, he became a distinguished man.</li><li>9. They very grateful to him because he was kind.</li><li>10. This exercise is so difficult that I cannot do it.</li><li>11. He was punished as he deserved.</li><li>12. As he was sick, he remained at home.</li><li>13. He jested even as he lay dying.</li><li>14. We all admire a man who is courageous.</li><li>15. The houses in which Burmans live are generally built of bamboo.</li></ol> <p><b>Q2. Complete the sentences with suitable Subordinate Clause:</b></p> <ol style="list-style-type: none"><li>1. This is the place _____.</li><li>2. The pen _____ has been lost.</li><li>3. I know the reason _____.</li><li>4. Blessed is he _____.</li><li>5. I found my books _____.</li><li>6. _____, the train had left.</li><li>7. He was so weak _____.</li><li>8. _____ there is a way.</li><li>9. I am glad _____.</li><li>10. _____ he is honest.</li></ol> <p><b>Q3. Add a suitable Main Clause to complete the sentence:</b></p> <ol style="list-style-type: none"><li>1. _____ wherever you like.</li></ol>

2. \_\_\_\_\_ since you repent.
3. \_\_\_\_\_ as he was ordered.
4. Just as he entered the room \_\_\_\_\_.
5. \_\_\_\_\_ which has a broken handle \_\_\_\_\_.
6. \_\_\_\_\_ what he wants.
7. \_\_\_\_\_ that it would be a fine day.
8. \_\_\_\_\_ how the machine works.
9. \_\_\_\_\_ who is honest \_\_\_\_\_.
10. \_\_\_\_\_ that I shall fail.

### NON-FINITES

#### **I. Identify the Non-finite verbs and their types in the given sentences:**

1. I want water to drink.
2. Singing is his favorite pastime.
3. I am sorry to hear this.
4. We drank the sparkling water.
5. She was depressed to hear the news.
6. Trespassing is prohibited.
7. Following his father's footsteps, he became an advocate.
8. A rolling stone gathers no mosses.
9. Would it be easy for you to phone me tomorrow?
10. I will be happy to help you.
11. I dislike people telling me what to think.

#### **II. Fill in the blanks with Gerunds or Infinitives.**

1. He is determined \_\_\_\_\_ (win) that race.
2. He lay in bed \_\_\_\_\_ (plan) the days to come.
3. We went \_\_\_\_\_ (run) in the morning.
4. Her fear of spiders made \_\_\_\_\_ (travel) difficult.
5. They don't mind \_\_\_\_\_ (wait) outside.
6. The problem is \_\_\_\_\_ (get) there on time.
7. I am accustomed to \_\_\_\_\_ (take care) of myself.
8. I want him \_\_\_\_\_ (paint) the wall.
9. \_\_\_\_\_ (be), or \_\_\_\_\_ (not be), that is the question.
10. This guy is known for \_\_\_\_\_ (break) the rules.

#### **III. Look at the *-ing* word in each sentence. In the brackets, write G if it is gerund or P if it is a participle.**

1. I wrote explaining the issues in great detail. ( )
2. Look at that monkey scratching all over its body. ( )

	<p>3. Writing poetry kept him busy during his leisure. ( )</p> <p>4. It has been raining for an hour now. ( )</p> <p>5. She had great difficulty in learning to read and write. ( )</p> <p>6. While he was speaking, the guests were listening with great interest. ( )</p> <p><b>IV. Use gerunds in the following sentences. The first one has been done for you.</b></p> <p>1. Always check the oil, before you start the car. <i>Always check the oil, before starting the car.</i></p> <p>2. To praise all alike is to praise none.</p> <p>3. He likes to workout in the morning.</p> <p>4. To see is to believe.</p> <p>5. To give is better than to receive.</p> <p>6. To talk like this is foolish.</p>
<b>Hindi</b>	<p>प्र 1 गवरइया टोपी क्यो बनवाना चाहती थी ?</p> <p>प्र 2 लेखक के अनुसार समाज में आज कौन -कौन सी-बुराइयाँ दिखाई देती हैं?</p> <p>प्र 3 मजदूर या कारीगरों के लिए बनाई गई सुविधाएँ जनसमाज को प्राप्त क्यो नहीं हो पाती?</p> <p>प्र 4 सफलता के लिए उत्साह की आवश्यकता क्यो पड़ती है?</p> <p><b>याद करें</b></p> <p>व्याकरण -विलोम (26- 50), श्रुतिसम भिन्नार्थक शब्द(26-50), मुहावरे (26-50), वाक्यांश के लिए एक शब्द (26-50), पर्यायवाची(26-50) वाच्य</p>
<b>Sanskrit</b>	<p>द्वादश तथा त्रयोदश पाठस्य अभ्यास कार्य करणीयं॥</p> <p>सर्वेषां प्रश्नानां उत्तरं लेखनम्॥</p> <p>एकपदेन उत्तरलेखनम्॥</p> <p>रिक्त स्थानस्य पूर्तिः॥</p> <p>समुचित मेलनम्।</p>
<b>French</b>	<p>Invitation Writing (Acceptance and Refusal)</p> <p>Exercises on - Past tense of Pronominal verbs</p> <p>Textbook exercises</p>

<b>Japanese</b>	Translation of Kaiwas of Chapter 7 and 8 in notebook In ひらがな、Romaji and English
<b>German</b>	<p><b>Q 1. BILDE DAS PERFEKT !</b></p> <p>A. Warum - du so viel -? ( rauchen) Jetzt - du krank - .( werden)</p> <p>B. Die Studenten - fleissig- . (studieren) Deshalb- sie gute Noten -( bekommen)</p> <p>C. Wann - er nach Haus - ?( zurückkommen)</p> <p>D. Leonie- mir- ( helfen)</p> <p>E.- du den Film ' 3 Idiots' -? (sehen) Ja, und er- mir sehr gut - ( gefallen)</p> <p>F. Er wird Arzt.. - du das schon- ? ( wissen)</p> <p>G. Ich- lange an dich - .( denken)</p> <p>H.- ihr in Deutschland -? (sein)</p> <p>I. Was ist passiert? Ich- einen Unfall-. Ich - mit einem Rad -. und mein Fuss - . ( haben, zusammenstoßen, brechen).</p> <p>J. Danach- ich den Arzt - . ( besuchen) Ich- ihm alles- ( erzählen) Er- mir Medikamente - . ( geben)</p> <p><b>Q 2. PRONOMEN BITTE!</b></p> <p>A. Der Lehrer fragt- oft.( ich)</p> <p>B. Ich antworte- höflich. (Lehrer)</p> <p>C. Ich schreibe <b>meinem Vater den Brief.</b> Ich schreibe - - .</p> <p>D. Er schenkt mir das Buch . Er schenkt - - .</p> <p>E. Ich gebe den Kindern die Schokolade. Ich gebe - die Schokolade.</p> <p>F. Hilft du - ?( Eltern)</p> <p>G.Bring - ( Erich) den Stuhl bitte! Aber wo steht - eigentlich? Ich finde - nirgends.</p> <p>H. Braucht ihr den Computer jetzt? Ja, - brauchen - dringend.</p> <p>I. Zeigt der Fremdenführer den Touristen die Stadt? Ja. - zeigt - - .</p> <p>J. Ich schicke meiner Mutter die Uhr Ich schicke - - .</p>

<p><b>Mathematics</b></p>	<p>I) Solve the following questions using the Standard Identities</p> <ol style="list-style-type: none"> <li>1. <math>171^2 - 29^2</math></li> <li>2. <math>497 \times 505</math></li> <li>3. <math>104 \times 97</math></li> <li>4. <math>9.8 \times 1.02</math></li> <li>5. <math>52 \times 53</math></li> <li>6. <math>9999^2</math></li> </ol> <p>II) Without actual multiplication, find the values</p> $\frac{235 \times 235 - 115 \times 115}{175 \times 175 + 2 \times 175 \times 25 + 25 \times 25}$ <p>III) Factorise</p> <ol style="list-style-type: none"> <li>1. <math>9 - (2 - p)^2</math></li> <li>2. <math>16(2p - 1)^2 - 25q^2</math></li> <li>3. <math>(x + y)^4 - (x - y)^4</math></li> <li>4. <math>9x^2 - 9y^2 - 6yz - z^2</math></li> <li>5. <math>y^2 - x^2 + 10x - 25</math></li> <li>6. <math>y^4 - 625</math></li> </ol>
<p><b>Science</b></p>	<p><b>Do the following assignment in your science notebook:</b></p> <p><b>Chapter 15: Some Natural Phenomenon</b></p> <p>Q1 Explain why a charged balloon is repelled by another charged balloon whereas an uncharged balloon is attracted by another charged balloon.</p> <p>Q2 Describe with the help of a diagram an instrument which can be used to detect a charged body.</p> <p>Q3 Draw a well labelled diagram of the Lightning Conductor and explain how it protects us during lightning.</p> <p>Q4 The weather department has predicted that a thunderstorm is likely to occur on a certain day. Suppose you have to go out on that day. Would you carry an umbrella? Explain.</p> <p>Q5 Name the scale on which the destructive energy of an earthquake is measured. An earthquake measures 3 on this scale. Would it be recorded by a seismograph? Is it likely to cause much damage?</p> <p><b>Chapter 16: Light</b></p> <p>Q1 Calculate the number of images formed when the two plane mirrors are inclined at the angles: 60 degrees, 90 degrees and 180 degrees.</p> <p>Q2 State the uses of Kaleidoscope and Periscope. Explain the phenomenon on which these instruments work.</p> <p>Q3 Justify the statement that 'White ray of light is made up of seven colors.' Draw a well labeled diagram of a glass prism to depict it.</p>

	<p>Q4 Gurmit wanted to perform a light experiment using a laser torch. Her teacher advised her not to do so. Can you explain the basis of the teacher's advice.</p> <p>Q5 How does Braille system help the visually challenged persons to read and write?</p>
<p><b>Social Science</b></p>	<p><b>Do the following questions in the geography notebook :</b></p> <p>Q1. Define population change. How do the following factors affect the distribution of population?</p> <p>(i) Topography</p> <p>(ii) Climate</p> <p>(iii) Soil</p> <p>(iv) Water</p> <p>(v) Minerals.</p> <p>Q2. Define the following terms :</p> <ol style="list-style-type: none"> <li>1. Birth Rate</li> <li>2. Death rate</li> <li>3. Migrations</li> <li>4. Life expectancy</li> </ol> <p>Q3. State the difference between 'emigration' and 'immigration.'</p> <p>Q4. What are population pyramids? How do they help in understanding the population of a country?</p> <p>Q5. Elaborate on the population pyramid of Japan.</p> <p>Q6. Explain the term human resources. Why are people considered a resource?</p> <p><b>Do the following questions in Political Science notebook.</b></p> <p>Q1. Explain the reasons for great inequalities in water usage.</p> <p>Q2. Mention some public facilities that are provided by the government. What are the characteristics of Public facilities?</p> <p>Q3. Which Article in the Indian Constitution recognises the 'right to water'?</p> <p>Q4. Do you think water is available in Chennai and affordable by all? Discuss.</p>

	<p>Q5. Do you think the distribution of public facilities in our country is adequate and fair?</p> <p>Q6. How is the sale of water by farmers to water dealers in Chennai affecting the local people? Do you think local people can object to such exploitation of groundwater? Can the government do anything in this regard</p>
<b>Computer Science</b>	AI Curriculum based activities