



**Class - VII**

**SESSION  
2024-25**

**HOLIDAY  
HOMEWORK**



*Dear Students,*

*As you embark on your well-deserved summer break, I encourage each of you to embrace this time with joy, relaxation, and exploration. Use this break to rejuvenate yourselves, spend quality time with family and friends, and engage in activities that bring you happiness and fulfillment. Additionally, I want to remind you about the vacation assignments that have been thoughtfully prepared for your holistic development. Completing these assignments will not only reinforce your learning but also help you sharpen your skills and expand your knowledge beyond the classroom. So, strike a balance between enjoyment and responsibility during this break. Take time to relax and have fun, but also dedicate some time each day to work on your assignments. Your commitment to learning even during vacations reflects your dedication and sets a positive tone for your academic journey. Wishing you a memorable and fulfilling summer break!*






*Warm regards,*

*Sadhana Singh*

*Sr. Mistress- MW*



- ❖ Include weather forecast.
- ❖ You can use your own creativity to enhance the presentation of your newspaper.
- ❖ Include at least one advertisement.
- ❖ A format has been attached below for your reference:

Tonight	Tuesday	Wednesday	Thursday	Friday
				
Mostly Cloudy Winds N 3-6	Partly Cloudy Winds E/SE 3-7	Chance of Showers/Storms Winds S 4-8	Showers/Storms Likely Winds E 4-9	Mostly Cloudy Winds NE 5-12
Low 51°	High 75° Low 54°	High 76° Low 58°	High 74° Low 58°	High 71° Low 53°
Feels Like: 50°	Feels Like: 75°	Feels Like: 76°	Feels Like: 74°	Feels Like: 71°



### Learning outcomes

- ❖ Define and explain the components of a newspaper.
- ❖ Discuss the steps necessary to write an article for a newspaper.

## **DAY – 3 (Activity 3)**

**LITERARY TRAVELOGUE-** Students will make a travelogue/guidebook by including pictures, descriptions, locations, and other prominent things about the places they explore during the vacation time. Further they will be writing their overall experience in the form of a short paragraph/diary entry.

### **Materials and Mediums:**

Students can create their travelogue using various mediums such as-

- ❖ Digital platforms like PowerPoint or Google slides.
- ❖ Traditional methods like a physical scrapbook, poster board, or chart paper for a tactile approach.
- ❖ They can include text, images, illustrations, maps, and other visual aids to enhance their travelogue.

### **Learning Outcomes**

- ❖ Literary Analysis: Students deepen their understanding of the literary work by exploring its real-world settings and contexts.
- ❖ Research Skills: They develop research skills by locating and synthesizing information from multiple sources.
- ❖ Writing and Communication: Students practice writing descriptive and informative prose suitable for a travelogue, enhancing their communication skills.
- ❖ Cultural Awareness: Through exploring different locations and literary traditions, students gain insight into diverse cultures and perspectives.
- ❖ Creativity and Presentation: Creating a visually appealing and engaging travelogue encourages creativity and presentation skills.

## **DAY – 4 (Activity 4)**

**Analyzing Poetic Devices/figures of speech** - Students have to identify the poetic devices from the given poems and need to elaborate those devices too. Furthermore, they will also learn the poem (any two) and will be reciting in their respective classrooms after the summer break.

The poem are as follows-

- 1) The Road not Taken- Robert Frost
- 2) Still I Rise- Maya Angelou
- 3) If- Rudyard Kipling
- 4) Song of Myself- Walt Whitman

### **Materials and Mediums:**

Students will be doing this activity in their English notebook. They will be writing the poem followed by the poetic devices used in different stanzas.

### **Learning Outcomes**

- ❖ Understand and identify various poetic devices
- ❖ Analyse how poets use these devices to convey meaning, mood, and interpretation of poetry
- ❖ Develop critical thinking skills through thorough reading
- ❖ Enhance creativity and expression through writing and understanding the poetry.
- ❖ Gain appreciation for the artistry and craft of the poetry.

## **DAY – 5**

# **PRACTICE WORKSHEET**

**(Reading Comprehension & Grammar)**

### **Q. 1 Read the passage carefully and answer the questions given below-**

The next time you take printouts unnecessarily or you throw a paper into the bin, think for a minute as to how many trees have been felled to manufacture something you use so often every day. Can you take out some time from your everyday routine and devote it to starting a simple recycling programme at your school or your neighbourhood? Not only would you save our planet from the torture of felling greenery, but you would also reduce generation and dumping of waste into the environment.

Using recycled paper conserves natural resources. As our worldwide population grows, the strain on these resources becomes even greater. You can drastically reduce the number of trees cut down for manufacturing paper. In addition to saving landfill space, you cut down on your expenses of trash-disposal. There is a reduction in air pollution caused due to incineration. Making paper from discards instead of trees not only saves forests, but it also reduces energy use by up to three quarters and requires less than half as much water. Items that are made of paper and may be recycled are called the loose paper, a few examples are paper bags, envelopes, cardboard, wrapping paper, soft-cover books, magazines, newspapers and cardboard egg-trays.

A paper-recycling programme gives a positive image to large corporations or business organisations. Parents can teach their children the importance of recycled paper by bringing about simple changes in their lifestyle. Schools can also train students to make paper products like folders, penholders, material for the display board, lampshades, teaching/learning aids, etc. Students can creatively make their own cards, files, folders, invitation cards and certificates for the school. Working on a paper recycling plant demonstrates the concept of recycling waste into ‘wealth’. The real success of such programmes is visible in the seemingly simple acts like students exchanging books in a new academic session, indirectly saving paper and thereby, trees. This is amazing that only a single sheet is saved by each child, 40,000 trees could be saved per year by students only.

Learning the facts about recycling paper will help you as you fulfil your part to keep the environment green. If we keep our minds focused on the desire to be friendly to our earth and her resources, recycling will become important. After a while, we will be in the habit of recycling the paper that we use in the course of a given day.

(a) Answer the following questions –

- (i) Why do you need to think before you take print-outs unnecessarily?
- (ii) Name the products that can be obtained from recycled paper.
- (iii) How can schools help in creating awareness about paper recycling?
- (iv) What act of children can save paper indirectly?

(b) Answer the following by selecting the most appropriate option:

- i) Find a word from the passage which is the antonym of ‘increased’.
  - (a) drastically                      (b) incineration
  - (c) reduce                              (d) discard

ii) Find a word from the passage which is the synonym of 'preserve'.

- (a) save                      (b) recycle  
(c) conserve                (d) keep

iii) Items that are made of paper and may be recycled are called as \_\_\_\_\_.

- (a) solid paper              (b) loose paper  
(c) printed paper         (d) waste paper

Q. 2 Read the passage carefully and answer the questions given below-

1. Detachment is not physically renouncing our possessions, profession, home and family as many of us think. It is the ability to let go of all the desires, habits, emotions, thoughts, speech and behaviour patterns that are negative or detrimental to our well-being in any way. Detachment and discrimination are inter-dependent, they mutually strengthen each other and empower us. The more we are able to discriminate, the more we are able to segregate our harmful desires and discard them. The more mental trash we discard this way, the more we empower our faculty of discrimination.

2. There is a simple technique we can all practice to strengthen our discrimination and detachment and get rid of unnecessary desires. This will generate the awareness we need to control our senses and mind and make them stop churning out desires every moment. To practice this technique, we should select a quiet place when we have some leisure time.

3. Sit down with a few sheets of paper and pen or a computer and make two lists. In the first list, understand and write down your most important goal or agenda in this life. Then meticulously add all the other goals that you would like to achieve. While you make this list, you shouldn't think only about yourself. Include what you would like to contribute to the welfare of your dependents, children and their forthcoming generations.

4. Once you complete this, set it aside and begin the second list. List all your desires here. They may be big or small, important or insignificant, right or wrong, demonic or divine. Just remove the lid on Pandora's Box and allow them all to spill out freely. Don't try to censor or edit the list of desires at this stage. Complete the list first. After you have made an exhaustive list, go over it to see which of these desires are truly necessary, conducive to your meditation, helpful and favourable to you and beneficial to others. If you have been serious and honest in doing this exercise, you will have long lists of goals and desires and many of them may be selfish or detrimental to your goal of meditation, visualisation, self-realisation, peace, happiness and bliss. This exercise will help you develop frankness and honesty with yourself. You will touch your true feelings and bring many of your hidden ambitions and desires into the open.

(a) Answer the following questions –

1. What is detachment and what is not detachment?
2. How are attachment and discrimination linked?
3. Describe the process to be followed to strengthen discrimination.
4. How will this exercise of making lists be helpful?
5. Find a word from the passage which is the antonym of 'carelessly' (para 3)

(b) Answer the following by selecting the most appropriate option:

Choose the word which is the closest in meaning to the words given below-

- (a) renouncing  
(i) to give up                      (ii) to throw  
(iii) to give                        (iv) to take

(b) discrimination

(i) to put aside

(iii) to decide

(ii) to separate

(iv) to develop

Q 1. Fill in the blanks with determiners-

1. I would like \_\_\_\_\_ more rice. (some/any/few)
2. Has she got \_\_\_\_\_ friends? (some/any)
3. She does not have \_\_\_\_\_ friends here. (many/much)
4. Have you got \_\_\_\_\_ for me to eat? (anything/something)
5. You don't offer me \_\_\_\_\_ help. (any/some)
6. I opened the window but I didn't see \_\_\_\_\_ (anything/something)
7. She earns money \_\_\_\_\_ than I do. (less/few)
8. She has got friends \_\_\_\_\_ than me. (less/fewer)
9. He doesn't do \_\_\_\_\_ work. (any/some)
10. I couldn't answer \_\_\_\_\_ of the questions. (any/some)
11. Is this car \_\_\_\_\_ (yours/mine)?
12. The laptop is not \_\_\_\_\_ (his/hers). It's \_\_\_\_\_ (yours/mine).
13. Don't touch the phone; it's not \_\_\_\_\_ (yours/mine).
14. These books are \_\_\_\_\_ (ours/theirs), not \_\_\_\_\_ (yours/hers).
15. The house opposite is \_\_\_\_\_ (his/theirs).
16. Sheldon is \_\_\_\_\_ honest man. ( a/an/the)
17. King Arthur was \_\_\_\_\_ just king. ( a/an/the)
18. \_\_\_\_\_ lion let go of \_\_\_\_\_ mouse. ( a/an/the)
19. I have fixed \_\_\_\_\_ appointment with \_\_\_\_\_ doctor. ( a/an/the)
20. Will you take \_\_\_\_\_ picture of us? ( a/an/the)

Q 2. Fill in the blanks with simple present tense, simple past tense or simple future tense-

1. She \_\_\_\_\_ (play) tennis every Saturday morning.
2. The sun \_\_\_\_\_ (rise) in the east and \_\_\_\_\_ (set) in the west.
3. They \_\_\_\_\_ (eat) dinner at 7 p.m. every evening.
4. Yesterday, she \_\_\_\_\_ (visit) her grandparents.
5. We \_\_\_\_\_ (watch) a movie last night.
6. He \_\_\_\_\_ (run) in the marathon and finished third.
7. Tomorrow, she \_\_\_\_\_ (attend) a job interview.
8. We \_\_\_\_\_ (go) to the beach next weekend.
9. He \_\_\_\_\_ (start) his new job next month.
10. They \_\_\_\_\_ (celebrate) their anniversary next Friday.

**Learning Outcomes**

- ❖ Enhance critical thinking skills.
- ❖ Analyze, interpret, and synthesize information from the text.



# संस्कृतम्

**Note:- This assignment will be considered as your SEA activity. Please write in your Manika copy.**

## DAY – 1

प्रथमः पाठः - 'सुभाषितानि' के श्लोकों को कण्ठस्थ करके उनके सस्वर गायन का अभ्यास करें।

**Note – This will be considered as MA activity.**

'दुर्बुद्धिः विनश्यति' इस पाठ के आधार पर एक सुन्दर चित्र का निर्माण करें तथा पाठ में दी गई नैतिक शिक्षा को अपने शब्दों में लिखें।

### अधिगम प्रतिफलानि (LO)

- ❖ श्लोकगायने प्रवीणता
- ❖ कला-एकीकरणम्
- ❖ कल्पनाशक्ति का विकास

## DAY – 2

निम्नलिखित धातुओं के रूपों का लट्, लृट् एवं लङ् लकारों में निर्माण करके लिखित व मौखिक अभ्यास करें -

- ❖ धाव्
- ❖ दृश्
- ❖ पा

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	धावति	1).....	2).....
मध्यमपुरुष	3).....	धावथः	4).....
उत्तमपुरुष	5).....	धावावः	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	धाविष्यति	1).....	2).....
मध्यमपुरुष	3).....	धाविष्यथः	4).....
उत्तमपुरुष	5).....	धाविष्यावः	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	अधावत्	1).....	2).....
मध्यमपुरुष	3).....	अधावतम्	4).....
उत्तमपुरुष	5).....	अधावाव	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	पश्यति	1).....	2).....
मध्यमपुरुष	3).....	पश्यथः	4).....
उत्तमपुरुष	5).....	पश्यावः	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	द्रक्ष्यति	1).....	2).....
मध्यमपुरुष	3).....	द्रक्ष्यथः	4).....
उत्तमपुरुष	5).....	द्रक्ष्यावः	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	अपश्यत्	1).....	2).....
मध्यमपुरुष	3).....	अपश्यतम्	4).....
उत्तमपुरुष	5).....	अपश्याव	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	पिबति	1).....	2).....
मध्यमपुरुष	3).....	पिबथः	4).....
उत्तमपुरुष	5).....	पिबावः	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	पास्यति	1).....	2).....
मध्यमपुरुष	3).....	पास्यथः	4).....
उत्तमपुरुष	5).....	पास्यावः	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	अपिबत्	1).....	2).....
मध्यमपुरुष	3).....	अपिबतम्	4).....
उत्तमपुरुष	5).....	अपिबाव	6).....

अधिगम प्रतिफलानि (LO) - धातुरूपों का प्रयोग

निम्नलिखित शब्दरूपों का निर्माण करके लिखित व मौखिक अभ्यास करें -

- ❖ नर [अकारान्त पुल्लिंग]
- ❖ निशा [आकारान्त स्त्रीलिंग]
- ❖ भवनम् [अकारान्त नपुंसकलिंग]

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा	नरः	1).....	नराः
द्वितीया	नरम्	नरौ	2).....
तृतीया	3).....	4).....	नरैः
चतुर्थी	नराय	नराभ्याम्	5).....
पञ्चमी	6).....	नराभ्याम्	नरेभ्यः
षष्ठी	नरस्य	7).....	नराणाम्
सप्तमी	8).....	नरयोः	9).....
सम्बोधन	हे नर!	10).....	हे नराः !

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा	निशा	1).....	निशाः
द्वितीया	निशाम्	निशे	2).....
तृतीया	3).....	4).....	निशाभिः
चतुर्थी	निशायै	निशाभ्याम्	5).....
पञ्चमी	6).....	निशाभ्याम्	निशाभ्यः
षष्ठी	निशायाः	7).....	निशानाम्
सप्तमी	8).....	निशयोः	9).....
सम्बोधन	हे निशे!	10).....	हे निशाः !

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा	भवनम्	1).....	भवनानि
द्वितीया	भवनम्	भवने	2).....
तृतीया	3).....	4).....	भवनैः
चतुर्थी	भवनाय	भवनाभ्याम्	5).....
पञ्चमी	6).....	भवनाभ्याम्	भवनेभ्यः
षष्ठी	भवनस्य	7).....	भवनानाम्
सप्तमी	8).....	भवनयोः	9).....
सम्बोधन	हे भवन!	10).....	हे भवनानि !

अधिगम प्रतिफलानि (LO) - शब्दरूप - रचना

### DAY – 3

निम्नलिखित वाक्यों का संस्कृत भाषा में अनुवाद करें –

१. मोहन खाता है।
२. गीता पढ़ती है।
३. मोर नाच रहे हैं।
४. दो शेर दौड़ रहे हैं।
५. हिरण चलता है।
६. राम घर जाता है।
७. तुम सब कब जाओगे ?
८. वे दोनों बैठते हैं।
९. तुम सब पढ़ते हो।
१०. वे सब देखती हैं।

अधिगम प्रतिफलानि (LO) - वाक्य - रचना

**Note :- This assignment will be considered as your SEA activity. Please write in your Manika copy.**



## प्रथम दिवस

प्रश्न1. निम्नलिखित बहुविकल्पीय प्रश्नों के सही विकल्प का चयन कीजिए-

प्र.1 'हम पंछी उन्मुक्त गगन के' पाठ के रचयिता हैं-

- (क) भवानी प्रसाद मिश्र
- (ख) सर्वेश्वर दयाल सक्सेना
- (ग) शिवमंगल सिंह 'सुमन'
- (घ) महादेवी वर्मा

उत्तर-

प्र.2 पक्षी किस रूप में रहना चाहते हैं?

- (क) व्याकुल
- (ख) पिंजरे में बंद
- (ग) उन्मुक्त
- (घ) पुलकित

उत्तर-

प्र.3 पिंजरे में रहकर पक्षी क्या नहीं कर पाएँगे?

- (क) गा नहीं पाएँगे
- (ख) उड़ नहीं पाएँगे
- (ग) कुछ खा नहीं पाएँगे
- (घ) उपर्युक्त सभी

उत्तर-

प्र.4 पिंजरे में पक्षी क्या-क्या भूल जाते हैं?

- (क) अपनी गति
- (ख) अपनी उड़ान
- (ग) अपनी गति-उड़ान
- (घ) इनमें से कोई नहीं

उत्तर

प्र.5 पक्षी कहाँ का जल पीना चाहते हैं ?

- (क) नल का जल
- (ख) वर्षा का जल
- (ग) नदी-झरनों का जल
- (घ) पिंजरे में रखी कटोरी का जल

प्रश्न 2 निम्नलिखित प्रश्नों के उत्तर लिखिए-

प्र.1 पक्षी बंदी अवस्था में क्या सपने देखते हैं?

उत्तर-

प्र.2 हम पंछी उन्मुक्त गगन के कविता क्या संदेश देती है?

उत्तर-

प्र.3 पक्षी कैसा जीवन जीना चाहते हैं?

उत्तर-

### **अधिगम (LO)**

- ❖ पक्षियों के प्रति प्रेम, सहानुभूति, संरक्षण की भावना का विकास होगा ।
- ❖ स्वतंत्रता के महत्त्व को समझेंगे ।

## द्वितीय दिवस

कुछ याद करने को -

1. कवि रहीम के विषय में जानकारी प्राप्त करते हुए उनके निम्नलिखित दोहे कंठस्थ कीजिए।

कहि रहीम संपति सगे, बनत बहुत बहु रीत।

बिपति कसौटी जे कसे, तेई साँचे मीत।।

रहिमन देखि बड़ेन को, लघु न दीजिए डारि।

जहाँ काम आवै सुई कहा करै तलवारि।।

जाल परे जल जात बहि, तजि मीनन को मोह।

रहिमन मछरी नीर को, तऊ न छाँड़ति छोह।।

एक साथै सब सधै, सब साथै सब जाय।

रहिमन मूलहिं सींचिबो, फूलै फलै अघाय।।

तरुवर फल नहिं खात है, सरवर पियत न पान।

कहि रहीम परकाज हित , संपति सँचहि सुजान ।।

निर्देश - इन दोहों के अलावा आप अन्य कवियों के दोहे भी कंठस्थ कर कक्षा में सुना सकते हैं।

## अधिगम (LO)

- ❖ व्यावहारिक जीवन में मूल्यों की पहचान कर सकेंगे ।
- ❖ भाषायी तथा सामाजिक कौशल का विकास होगा ।



## तृतीय दिवस

### व्याकरण 2 – गुलमोहर (पाठ – शब्द एवं शब्द-भेद)

प्रश्न 1 निम्नलिखित तद्भव शब्दों के तत्सम रूप लिखिए।

तद्भव शब्द	तत्सम शब्द
साँप	.....
गाँव	.....
आग	.....
सपना	.....
बिजली	.....
रात	.....

प्रश्न 2 निम्नलिखित तत्सम शब्दों के तद्भव रूप लिखिए।

तत्सम शब्द	तद्भव शब्द
स्वर्ण	.....
गृह	.....
चंद्र	.....
दुग्ध	.....
कंटक	.....

प्रश्न 3 निम्नलिखित अनुच्छेदों को अपनी व्याकरण की उत्तर पुस्तिका में लिखिए।

- (क) पुस्तकों से दोस्ती  
(ख) विकास का आधार - अनुशासन

प्रश्न 4 निम्नलिखित पत्र लिखिए-

- (क) अपनी छोटी बहन को योग तथा प्राणायाम करने की सलाह देते हुए पत्र लिखिए।  
(ख) आपके आसपास की दुकानों में मिलावटी सामान बेचा जा रहा है। इसकी सूचना देते हुए जिला स्वास्थ्य अधिकारी को शिकायती पत्र लिखिए।

### अधिगम (LO)

- ❖ भाषायी कौशलों का विकास होगा।
- ❖ अभिव्यक्ति क्षमता में वृद्धि होगी।

## चतुर्थ दिवस

Topic: ग्रीष्मावकाश गृहकार्य अभ्यास पत्रक चिंतन कौशल तथा तार्किक कौशल पर आधारित

प्रश्न 1- नीचे दिए गए संकेतों के आधार पर वर्ग-पहेली को पूरा कीजिए।

1 सं		य		2 आ	स्ति	3		4 ह	
						5 ला			ब
6 ध	7		8 न					दा	
9 न			10	र	11	12 या			
	13	14 त			या				
	15 त		16 स्वी			17 गा		18 क	
19 प			20					21 म	
22 रि			23	24 स					
		25 का		26	जा		27 स		28 स
29 त				30 व					

संकेत : बाएँ से दाएँ

1. संदेह का पर्याय
2. जो ईश्वर पर आस्था रखे
4. सीमा का पर्यायवाची
- 5 जिसका जवाब न हो
6. संपन्न/ अमीर
9. नया/ नौ

ऊपर से नीचे

1. सुधार करना
2. स्वाभिमान
3. हुनर
4. जहाँ हवा आती हो
6. पैसा
7. नया जन्मा हुआ

10. गर्म हुआ
13. जाति
15. तपस्या करने वाला
17. गानेवाला
21. अहंकार
22. खाली
23. द्रव/ तरल
26. बहन का पति
27. रसीला, मजेदार
29. जिस पर सामान तोला जाता है
30. कानन का पर्यायवाची

8. पर्वत
11. पैसा/ छलावा
12. हमेशा याद रहनेवाला
14. साधना/ तपस्या
- 16' मान लेना
18. निर्बल
19. जिससे जान पहचान हो
20. एक प्रकार का वाहन
24. निर्जीव का विलोम शब्द
25. एक प्रकार का मेवा
28. झूठ का विलोम शब्द

## प्रश्न 2- बूझो तो जाने

1. एक थाल मोती से भरा,  
सबके सिर पर ओंथा धरा,  
चारों तरफ वह थाल फिरे,  
मोती उससे एक न गिरे।

उत्तर - -----

3. एक पंछी देखा अलबेला,  
पंख बिना उड़ रहा अकेला,  
बाँध गले में लंबी डोर,  
नाप रहा अंबर का छोर।

उत्तर - -----

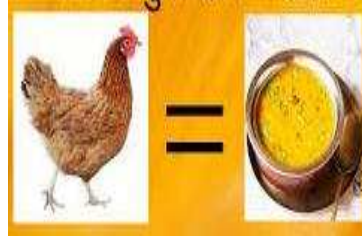
2. अंत कटे तो 'पीछे' हो जाऊँ,  
आदि कटे तो 'दल' बन जाऊँ,  
मध्य कटे तो 'केश' कहाऊँ,  
सब लोगों का मन हरषाऊँ।

उत्तर- -----

4. पढ़ने में लिखने में  
दोनों में ही मैं आता काम,  
पेन नहीं कागज़ नहीं,  
बताओ क्या है मेरा नाम?

उत्तर - -----

प्रश्न 3- चित्रों को देखकर मुहावरे लिखिए।



प्रश्न 4- उचित विलोम शब्दों से मिलान करें।

- अ
- 1 प्राचीन
  - 2 उपस्थित
  - 3 आदि
  - 4 स्वाधीन
  - 5 आयात
  - 6 उन्नति
  - 7 उत्थान
  - 8 विक्रय

- ब
- अंत
  - अवनति
  - नवीन
  - पतन
  - अनुपस्थित
  - पराधीन
  - क्रय
  - निर्यात

### अधिगम (LO)

- ❖ भाषायी कौशलों का विकास होगा ।
- ❖ तार्किक तथा विश्लेषणात्मक भाषा अधिगम कौशल का विकास होगा ।
- ❖ शब्द भण्डार में वृद्धि के साथ लिखित तथा मौखिक अभिव्यक्ति कौशल का विकास होगा ।



## DAY – 2

### Worksheet (Our Environment, On Equality, Tracing changes through thousands year)

**Topic:** Geography Ch 1 Environment

History Ch 1 Tracing Changes through A Thousand Years, Ch 2 Kings and Kingdoms

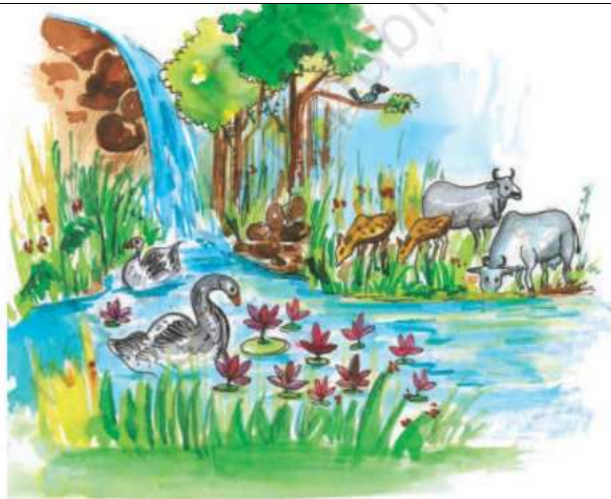
Civics Ch 1 On Equality

1. Identify the picture with the help of the given hint.



**Hint-** Traditionally a wood or metal barrier which is commonly used to control water levels and flow rates in rivers and canals.

2. Multiple choice Questions:



i. Identify the ecosystem shown in the above picture.

- A. Pond Ecosystem
- B. Artificial Ecosystem
- C. Tundra Ecosystem
- D. Desert Ecosystem

ii. What was 'Hindustan' according to Minhaj-i-Siraj?

- A. Indian subcontinent
- B. Himalayas to Nilgiris
- C. Coastal belt line of India
- D. Areas of Punjab, Haryana and the lands between the Ganga and Yamuna

iii. How did Amir Khusru define India during 14<sup>th</sup> century?

- A. Hindustan
- B. Hind
- C. Bharat
- D. India

iv. The environment of a region and the social and economic lifestyle of its residents is termed as\_\_\_\_\_.

- A. Haven
- B. Territory
- C. Habitat
- D. Abode

v. Assertion (A): Tamil Nadu was the first state in India to introduce midday meal scheme.

Reason(R): This scheme has been introduced in all government elementary schools to provide children with cooked lunch.

- A. Both (A) and (R) are true and (R) is the correct explanation of (A).
- B. Both (A) and (R) are true and (R) is the incorrect explanation of (A).
- C. (A) is correct but (R) is wrong.
- D. (A) is wrong but (R) is correct.

vi. Assertion (A): Forests are important for human beings.

Reason (R): Deforestation leads to imbalance in the nature.

- A. Both (A) and (R) are true and (R) is the correct explanation of (A).
- B. Both (A) and (R) are true and (R) is the incorrect explanation of (A).
- C. (A) is correct but (R) is wrong.
- D. (A) is wrong but (R) is correct.

**3. Match the following:**

Column A	Column B
i) Abiotic	a) Barter System
ii) Air	b) Non-Living Organisms
iii) Biosphere	c) Atmosphere
iv) A trade in which goods are exchanged without the use of money.	d) 5 <sup>th</sup> June
v) World Environment Day	e) Living world

**4. Solve the given Puzzle:**

<b>1.</b>	<b>2.</b>		<b>3.</b>			<b>4.</b>		<b>5.</b>		
				<b>10.</b>						
			<b>7.</b>							
<b>6.</b>										
		<b>8.</b>								
<b>9.</b>										

<b>Down</b>	<b>Across</b>
1. A Temple looted by Sultan Mahmud in Gujarat.	6. Land gifted to Brahmanas.
2. In the medieval period the term is used to denote someone who was not a part of that society or culture.	7. Place where manuscripts are stored
3. A person who makes maps.	8. Land gifted to temples.
4. An influential wealthy individual who supports another person.	9. One of the groups of tripartite struggle.
5. One who makes copies of Manuscript.	10. Associations of traders.(Nagarams)

**5. Circle the odd one in each set:**

1. Cholas	Gakkhar	Cheras	Pandyas
2. Rajaraja I	Vijayalaya	Rajendra I	Nagabhata
3. Brahmadeya	Devdana	Samanta	Shalabhoga



4. Kalyani	Thanjavur	Uraiyur	Gangaikondacholapuram
5. Canals	Wells	Manuscripts	Tanks

**6. Read the clues and write the answers.**

1. Even though people are aware that this is against the law, they continue to treat some unequally on the basis of their caste and religion. (\_\_\_\_\_)
2. The movement which led to Prohibition of discrimination on the basis of race, religion or national origin. (\_\_\_\_\_)
3. This document recognizes every person as equal. (\_\_\_\_\_)
4. Establishing this in a democratic society is a continuous struggle. (\_\_\_\_\_)

**Learning Outcome:**

- ❖ Students draw comparisons between policies of different rulers.
- ❖ Explains the significance of equality in democracy. Understand the value of self-respect.
- ❖ Identify the different layers of the earth and outline the characteristics of each layer.
- ❖ Identify the areas ruled by different dynasties and its present day states.
- ❖ They are also prepared for forthcoming internal exams.

**DAY – 3**

**NFLAT Worksheet (Functions of RBI & Types of Accounts)**

**Multiple choice Questions:**

1. In which year was the RBI nationalized?
  - a) 1971
  - b) 1956
  - c) 1949
  - d) 1935
2. Which of this institution is called ‘**Banker to Banks**’ in India??
  - a) Ministry of Finance
  - b) State Bank of India
  - c) Auditor General of India
  - d) Reserve Bank of India
3. ----- is the central bank of India.
  - a) Reserve Bank of India

- b) State Bank of India
  - c) Punjab National Bank of India
  - d) Rupee Bank of India
4. Which types of account earns higher interest rate?
- a) Current account
  - b) Saving account
  - c) Fixed deposit
  - d) Business account
5. Interest on saving Bank Deposits is paid .....
- a) Every month
  - b) Quarterly
  - c) Half Yearly
  - d) Yearly
6. In Recurring Deposits-
- a) A fixed sum is deposited every month
  - b) Period of deposit is a fixed tenure
  - c) Interest is paid at FDR rate
  - d) All of the above
7. Coins are issued by-
- a) Government of India
  - b) NABARD
  - c) Public sector Bank
  - d) State Bank of India
8. Which statement is not true regarding RBI?
- a) It is the Central Bank of India.
  - b) It was established in 1935.
  - c) It can issue currency notes.
  - d) Personal account can be opened in RBI.
9. ----- should be opened to run a business.
- a) Current account
  - b) Recurring Deposit account
  - c) Saving Bank Account
  - d) Fixed Deposit
10. Amount deposited in this account cannot be withdrawn before specified period of time?
- a) Recurring Deposit

- b) Fixed Deposits
- c) Current Account
- d) Saving Deposit

**Learning Outcome:**

- ❖ Students gain insight on Role and Functions of RBI and Types of Accounts and would be able to interpret the financial results.

**DAY – 4**

**Historical Monument which I admire**

- (a) Name the Historical monument that fascinates you.
- (b) Paste the picture of that monument ON A-4 size Paper.  
Get details of the monument (Built year, Built by Whom, Location)
- (c) Highlight the salient features of its architecture.

**Learning Outcome:**

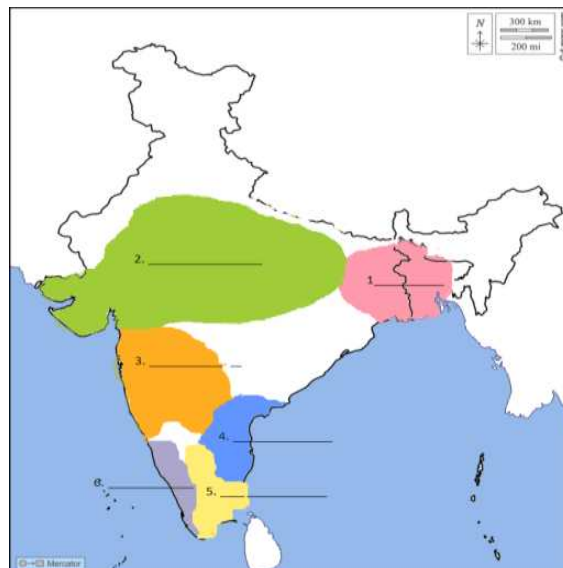
The students would gain knowledge on rich cultural heritage of past kingdoms and architecture marvels of the reigning period.

**DAY – 5**

**Worksheet (Map Work on Kings & Kingdoms, a Source based Extract)**

**7. Identify the places marked on given physical map of India and write the answers.**

- 1) This Empire was an imperial power during the post-classical period in the Indian subcontinent, which originated in the region of Bengal. It is named after its ruling dynasty.
- 2) The dynasty ruled around areas of Gujarat and Rajasthan. King Bhoja was their most powerful ruler.
- 3) Dantidurga was the founder of this dynasty.



- 4) Dynasty originated in the rich Kaveri valley with Uraiyur as its oldest capital. The dynasty was founded by Vijjalaya.
- 5) Dynasty ruled around the region of Madurai.
- 6) Ancient Tamil dynasty that are credited as the creators of land of Kerala.

**Source based question:**



Rosa Parks (1913–2005) was an African–American woman. Tired from a long day at work she refused to give up her seat on a bus to a white man on 1 December 1955. Her refusal that day started a huge agitation against the unequal ways in which African–Americans were treated and which came to be known as the Civil Rights Movement. The Civil Rights Act of 1964 prohibited discrimination on the basis of race, religion or national origin. It also stated that all schools would be open to African–American children and that they would no longer have to attend separate schools specially set up for them. However, despite this, a majority of African–Americans continue to be among the poorest in the country. Most African American children can only afford to attend government schools that have fewer facilities and poorly qualified teachers as compared to white students who either go to private schools or live in areas where the government schools are as highly rated as private schools.

**Answer the following**

- a) Describe the Civil Rights Movement.
- b) What life lesson did Rosa Parks teaches us?
- c) Do you think 'Rosa Park is a hero' If yes, Justify your statement.
- d) What is Civil Rights act 1964?

**Learning Outcome:**

- ❖ The students would be able to locate, label the different Kings & Kingdoms of Medieval period.
- ❖ They will be able to explain the significance of equality in democracy and understand the value of self-respect.

## DAY – 6

### Rock Chart

STEP 1- Collect rock samples (small piece of marble, granite, limestone, pumice) from your surroundings. (Minimum-10)

STEP 2- Paste the rock samples on a cardboard/chart paper. Write its name and type (Igneous/Sedimentary/Metamorphic rock) beneath it.

STEP 3- Identify the items that you use in your day-to-day life (e.g, pencil, clay, slate, pumice) is a rock/mineral.

For example-:

Items	Rock/mineral
Clay	Mineral
Pumice	Stone

STEP 4- Write the uses of any two rocks in the chat paper.

### Learning Outcome:

- ❖ The students would be able to identify the different forms of Rock /Minerals and its application in life forms.

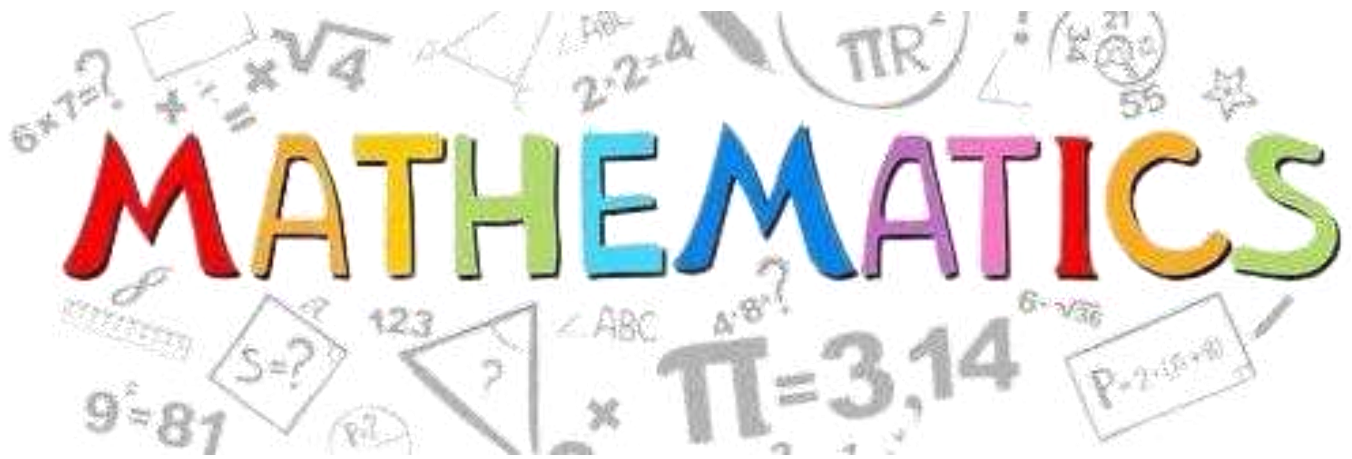
## DAY – 6

### Poster Making (A4 Size paper)

Prepare a poster to spread the message on ‘Conservation of Environment’ ON A-4 Size Paper.

### Learning Outcome:

- ❖ The students would be able to depict the conservation methods in the most creative way through their posters.



## DAY – 1

### PPT ON FAMOUS MATHEMATICIANS

#### GROUP ACTIVITY:

To make a PowerPoint presentation on the life history of prominent Mathematicians, their life and contribution to the field of mathematics.

Each group comprises of 8 students.

FIVE students will prepare the slides. Each student is supposed to prepare TWO slides in each group.

One child will compile all the slides.

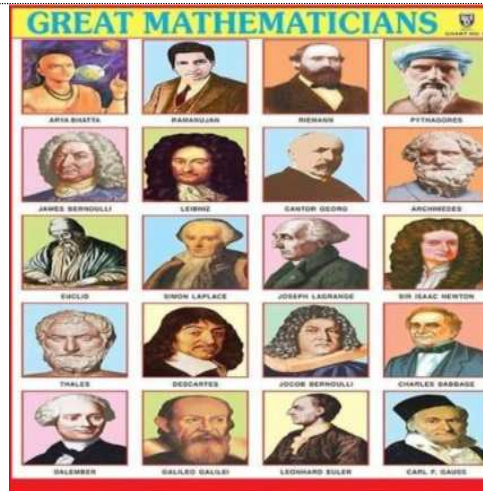
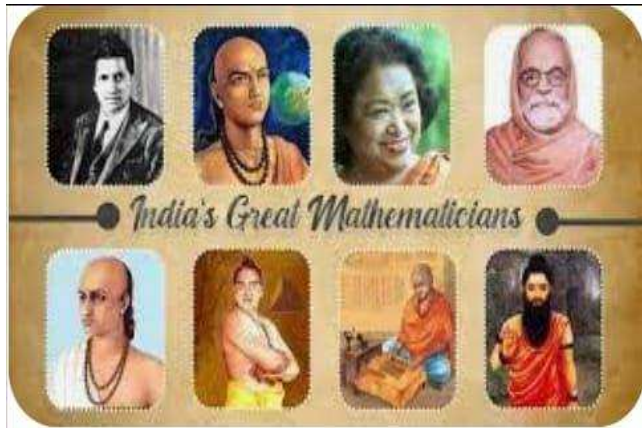
TWO students will present them in class.

#### ASPECTS:

The slides will contain –

- the photograph or sketch
- year of birth year and death (if not existing anymore)
- birth place
- the nature of work
- important incidents of their lives and important contribution to the world of mathematics

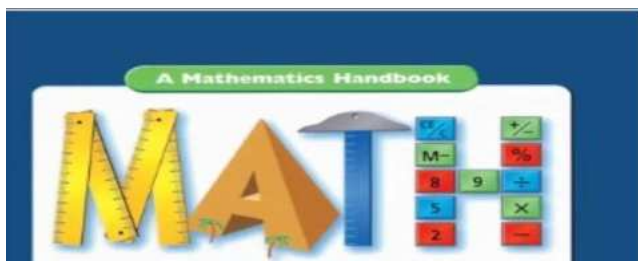
**Learning Outcomes** - students are encourage to reach research more on the lives of the above mathematicians and their contribution to the field of mathematics.



## DAY – 2

### HANDBOOK ON FORMULA

Creating a personalized handbook with all the useful formulae and concepts of mathematics is a fantastic idea for mastering them. You could organize it by mnemonic devices that help you to remember them better. Plus, the act of creating something beautiful can make studying feel more enjoyable and rewarding.



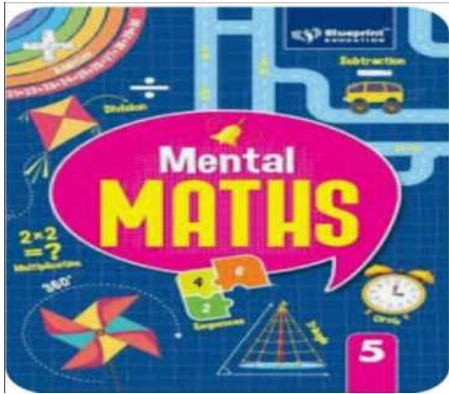
So, make your own handbook of Maths formulae ( take help of your recapitulation portion)

#### Learning outcomes –

- ❖ Understand the importance of organizing study materials.
- ❖ Summarize key formulae and concepts.
- ❖ Enhance engagement through creativity.
- ❖ Develop ownership of study materials.

## DAY – 3

### WORKSHEET (MENTAL ABILITY)



**Choose the correct option:**

1. Find the odd one out: 3, 5, 11, 14, 17, 19

- a) 3
- b) 14
- c) 11
- d) 19

2. If “123” is coded as “ZYX”, what will “789” be coded as?

- a) TSR
- b) HGJ
- c) WXY
- d) VUT

3. If ‘a’ means ‘+’, ‘b’ means ‘-’, and ‘c’ means ‘×’, then what is the value of  $8\ c\ 2\ b\ 3\ a\ 4$ ?

- a) 13
- b) 11
- c) 17
- d) 19



4. 40% of? + 180 = 564.

- (a) 960
- (b) 860
- (c) 950
- (d) 850

5. Which will come next in the series: az, by, cx, ?

- (a) ef
- (b) gh
- (c) ij
- (d) dw

6. Which expression represents the product of n and 25?

- (a) 25n
- (b) 25 - n
- (c) 25 + n
- (d) 25 ÷ n

7. How many seconds are there in 2 minutes and 30 seconds?

- a) 120
- b) 150
- c) 180
- d) 210

8. If all dogs bark, and Rover is a dog, what can you conclude?

- a) Rover barks
- b) Rover doesn't bark
- c) Some dogs bark
- d) All dogs are quiet

9. If all A's are B's, and some B's are C's, what can you conclude?

- a) All A's are C's
- b) Some A's are C's
- c) All C's are A's
- d) All A's are B's and C's

10. If the time now is 3:45 PM, what will it be in 2 hours and 30 minutes?

- a) 5:15 PM
- b) 6:15 PM
- c) 6:45 PM
- d) 7:15 PM

11. A bicycle is traveling at a speed of 15 km/hr. How far will it travel in 2.5 hours?

- a) 25 km
- b) 35 km
- c) 37.5 km
- d) 40 km

12. If the product of two numbers is 240 and one of the numbers is 12, what is the other number?

- a) 15
- b) 18
- c) 20
- d) 25

13. Which of the following pairs is analogous?

- a) Cat : Kitten
- b) Car : Road
- c) Teacher : Student
- d) Apple : Fruit

14. What is the relationship between “pen” and “ink”?

- a) Synonyms
- b) Antonyms
- c) Cause and effect
- d) Associated items

15. If “book” is related to “read”, then “movie” is related to:

- a) Watch
- b) Listen
- c) Write
- d) Act

**LEARNING OUTCOMES - Students will develop the ability to analyse and solve complex problems, think critically and creatively, and apply logical reasoning and mental ability to various real- world situations**

## DAY – 4

Mathematics may not teach us to add love or subtract hate, but it gives us hope that every problem has a solution.

### Worksheet (chapter based)

#### Ch -1 (Integers)

#### Q-1. Fill in the blanks and write the name of property used.

a)  $(-25) + 73 + (-39) = (-39) + (-25) + \text{-----}$

b)  $(-19) \times \text{-----} = (-19)$

c)  $-38 + 38 = \text{-----}$

d)  $94 \times (-73) = \text{-----} \times 94$

e)  $(-27 + 39) + (-45) = -27 + [39 + \text{-----}]$

f)  $(-43) (-63 + 72) = [(-43) \times (-63)] + [\text{-----}]$

g)  $27 \div [(-7) + 4] = \text{-----}$

h)  $0 \div (-34) = \text{-----}$

i)  $86 \div [12 + (-12)] = \text{-----}$

j)  $[(-29) + (-3)] \div [15 + (-7)] = \text{-----}$

#### Q-2. Find the product using property.

a)  $25 \times (28 - 5)$

b)  $475 \times 75 + 475 \times 25$

c)  $1983 \times 164 - 1983 \times 64$

#### Q-3. Verify the following.

a)  $25 \times [12 + (-19)] = [25 \times 12] + [25 \times (-19)]$

b)  $(-35) \times [(-24) + (-46)] = [(-35) \times (-24)] + [(-35) \times (-46)]$

#### Q-4. Solve the word problems.

a) A submarine submerges at the rate of 5m/min. If it descends from 20m above the sea level, how long will it take to reach 250m below sea level?

b) Raja has overdrawn his checking account by Rs 234. The bank debited him Rs 75 for an overdraft fee. Later he deposited Rs 540. What is his current balance?



## DAY – 5

### BILL PREPARATION

Shopping for fresh vegetables can be a delightful experience, especially in the summer. Let's head to the market and enjoy picking out your favourite veggies!

Now prepare a bill of your pick outs using the given format



**Name of the shop:**

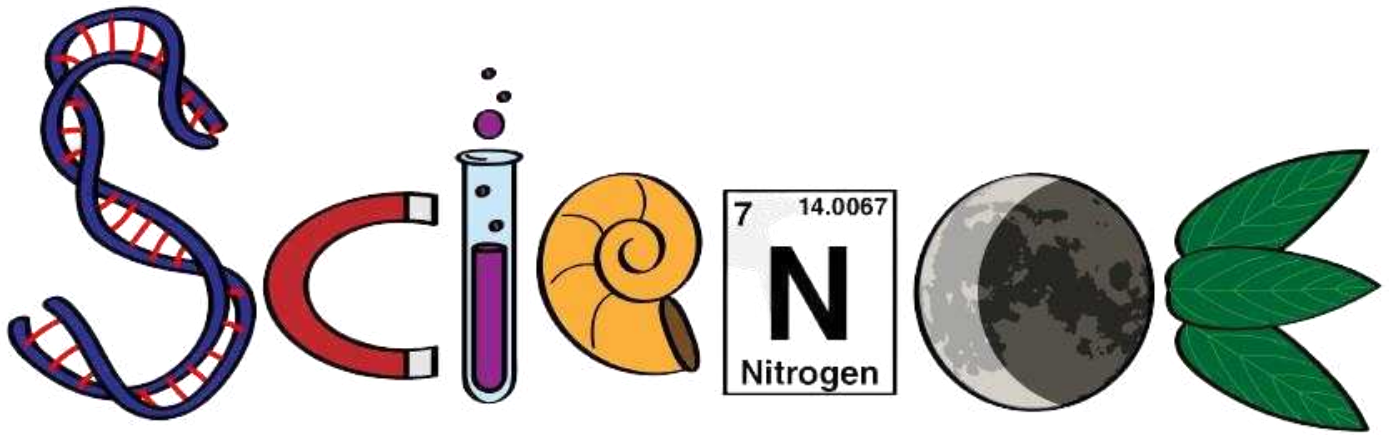
**Address:**

**Date:**

S. No.	Items	Quantity	Rate	Amount
			<b>Total</b>	

**Learning outcomes:** Develop research and critical thinking skills, Enhance communication and teamwork abilities also improves presentation skills.

-----o o o o o o-----



## DAY – 1

Chapter 1 Nutrition in Plants

Chapter 2 Nutrition in Animals

Assignment – Learn these important definitions with examples.

### Important Definitions

- **Nutrition** - Nutrition is the mode of taking food by an organism and its utilization by the body.
- **Nutrient** - The components of food necessary for the body are called nutrients.
- **Autotrophic** - An autotroph is an organism that can produce its own food using sunlight, water, carbon dioxide, or other chemicals.
- **Heterotrophs** - The organisms that depend on other organisms for nutrients and energy are considered heterotrophs.
- **Chlorophyll** - Chlorophyll is a green coloured pigment found in plants.
- **Parasite** - A plant or an animal that lives in or on another organism and takes its nourishment from that other organism is called parasite.

Examples – Cuscuta and mistletoe.



Cuscuta



Mistletoe

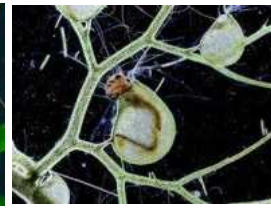
- **Host** - The plant from which the parasite takes nutrients is called its host.
- **Insectivorous** - Some plants eat insects; such plants are called insectivorous plants. Examples - Venus Flytrap, pitcher plant, Bladderwort, and Sundew etc.



Venus Flytrap



Pitcher plant



Bladderwort



Sundew

- **Saprotrophs** - Organisms which derive nutrition from dead and decaying matter are called saprotrophs.

Example - Indian pipe, mushrooms and moulds.



Indian pipe

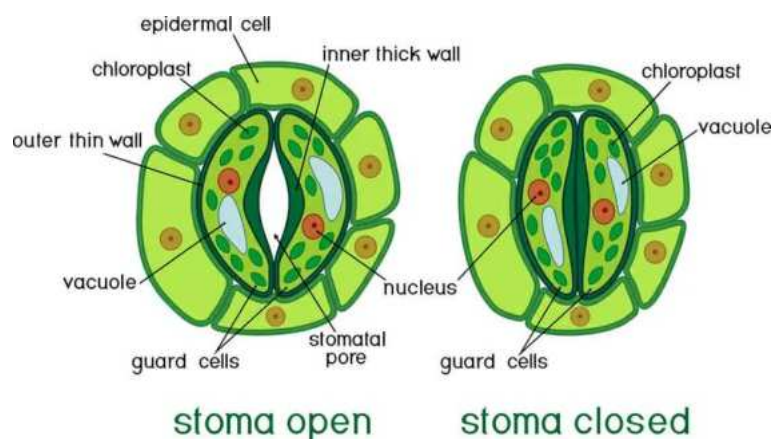


Mushrooms



Moulds

- **Saprotrophic** - The uptake of nutrients by organism from dead and decaying matter in the form of solution is called the saprotrophic nutrition.
- **Symbiosis** - Symbiosis is the phenomenon by which two organisms maintain relationship with each other to be mutually benefitted.  
Example – Lichen - Fungus and photosynthetic alga, nitrogen-fixing bacteria (*Rhizobium*) and leguminous plant.
- **Stomata** - The numerous pores under the surface of the leaf are called stomata.

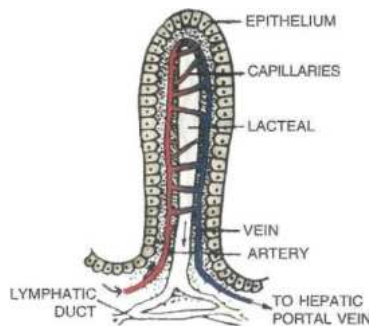
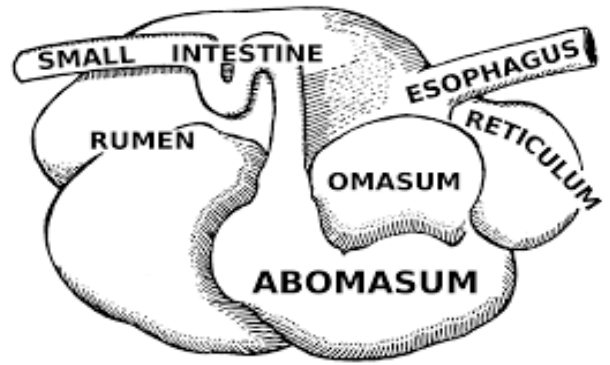


- **Absorption** - Absorption is the process that takes place post digestion.
- **Amino acid** - Amino Acids are the organic compounds that combine to form proteins; hence they are referred to as the building components of proteins.



- **Amoeba** - Amoeba is a unicellular organism that has the ability to change its shape. They are usually found in water bodies such as ponds, lakes and slow-moving rivers.
- **Bile** - Liver, the largest gland in the human body secretes bile juice that is stored in a sac-like structure called the gall bladder. The bile helps in the digestion of fats.
- **Buccal cavity** - The buccal cavity or oral cavity is the beginning of the alimentary canal, which leads from the pharynx to the oesophagus.
- **Canine** - Canines are pointed teeth found at the side of the mouth.
- **Cellulose** - Cellulose is the insoluble dietary fibre, consisting of glucose polymers present in all kind of cell walls of plants.
- **Digestion** - The process involves breaking down complex molecules into simpler molecules that can be readily absorbed by the body.
- **Egestion** - The process of giving out undigested food or waste material from a cell or an organism is known as egestion.
- **Fatty acid** - Fatty acids are the building blocks of the fat in our bodies and in the food we eat.
- **Food vacuole** - The food vacuole or digestive vacuole is a membrane-bound cell organelle associated with a digestive function in Amoeba.
- **Gall bladder** – Gall bladder is a small, pear-shaped organ located under liver that stores and releases bile.
- **Glycerol** - Glycerol is a colourless, odourless liquid with a sweet taste.
- **Liver** - The liver is located in the upper right portion of the abdomen. It is the largest gland in the human body that performs several important functions.
- **Milk teeth** - Milk teeth are the initial set of teeth that develop throughout childhood and fall out between the ages of 6 and 8 years.
- **Permanent teeth** - The second set of teeth which remains for rest of the life are known as permanent teeth.
- **Oesophagus** - The oesophagus is a long muscular pipe that connects the buccal cavity to the stomach. Oesophagus is also termed as the food pipe.
- **Pancreas** - The pancreas is a long, flat gland that lies in the abdomen behind the stomach. It produces enzymes that are released into the small intestine to help with digestion.
- **Pseudopodia** - Pseudopodia are temporary projections of the cytoplasm of a cell.

- **Rumen** - Rumen is the first stomach of a ruminant, which receives food or cud from the oesophagus, partly digests it with the aid of bacteria, and passes it to the reticulum.
- **Ruminant** - A ruminant is any herbivorous animal that has a stomach with four compartments, which are tasked with acquiring nutrients from plant-based food by fermenting it prior to digestion.
- **Rumination** - Rumination is the process where animals rechew cud to breakdown plant matter further and to stimulate digestion.
- **Salivary glands** - A salivary gland is a tissue in our mouths that expels saliva.
- **Saliva** - Saliva is a digestive juice that is secreted from the salivary glands. Saliva contains amylase enzyme for the breaking down of carbohydrates.
- **Villi** - Villi are small finger-like projections found inside the inner walls of the small intestine. They increase the surface area for absorption of the digested food.



### Learning Outcome

Students will be able to understand

- ❖ Meaning of important terms so that they will be able to correlate them
- ❖ Understand concepts and procedures.

## DAY – 2

- Chapter 1 Nutrition in Plants
- Chapter 2 Nutrition in Animals
- Chapter 3 Heat

**Assignment - Draw well labelled diagrams in your Science Notebook. If already drawn in your science notebook, then do not draw once again.**

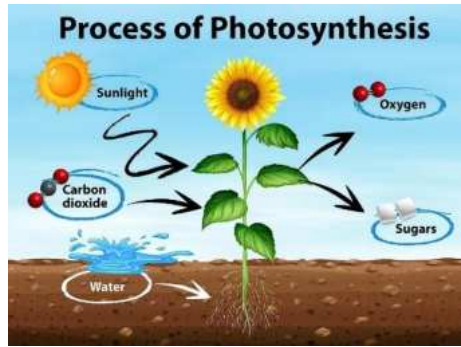


Figure 1. Photosynthesis

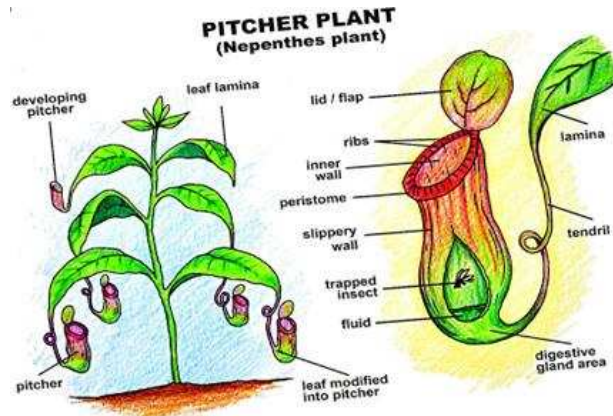


Figure 2. Pitcher Plant

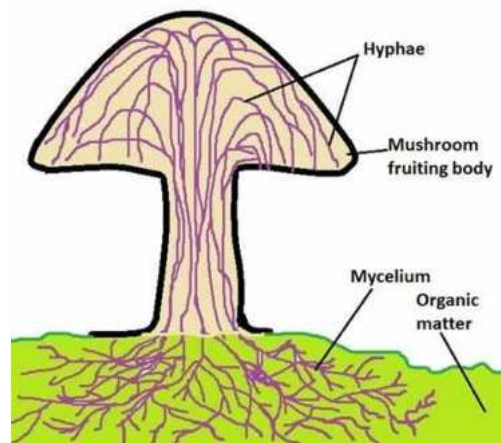


Figure 3. Saprotroph

# RUMINANT DIGESTION

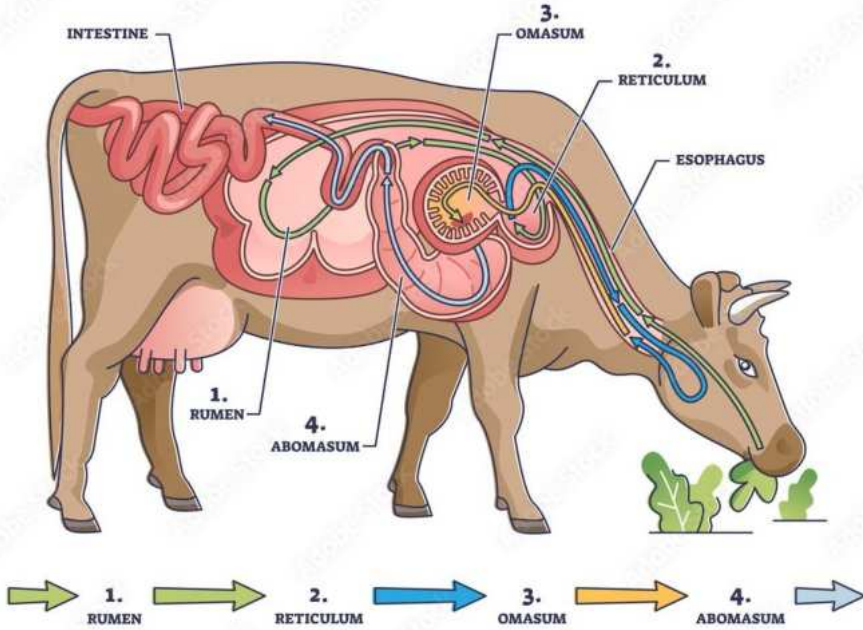
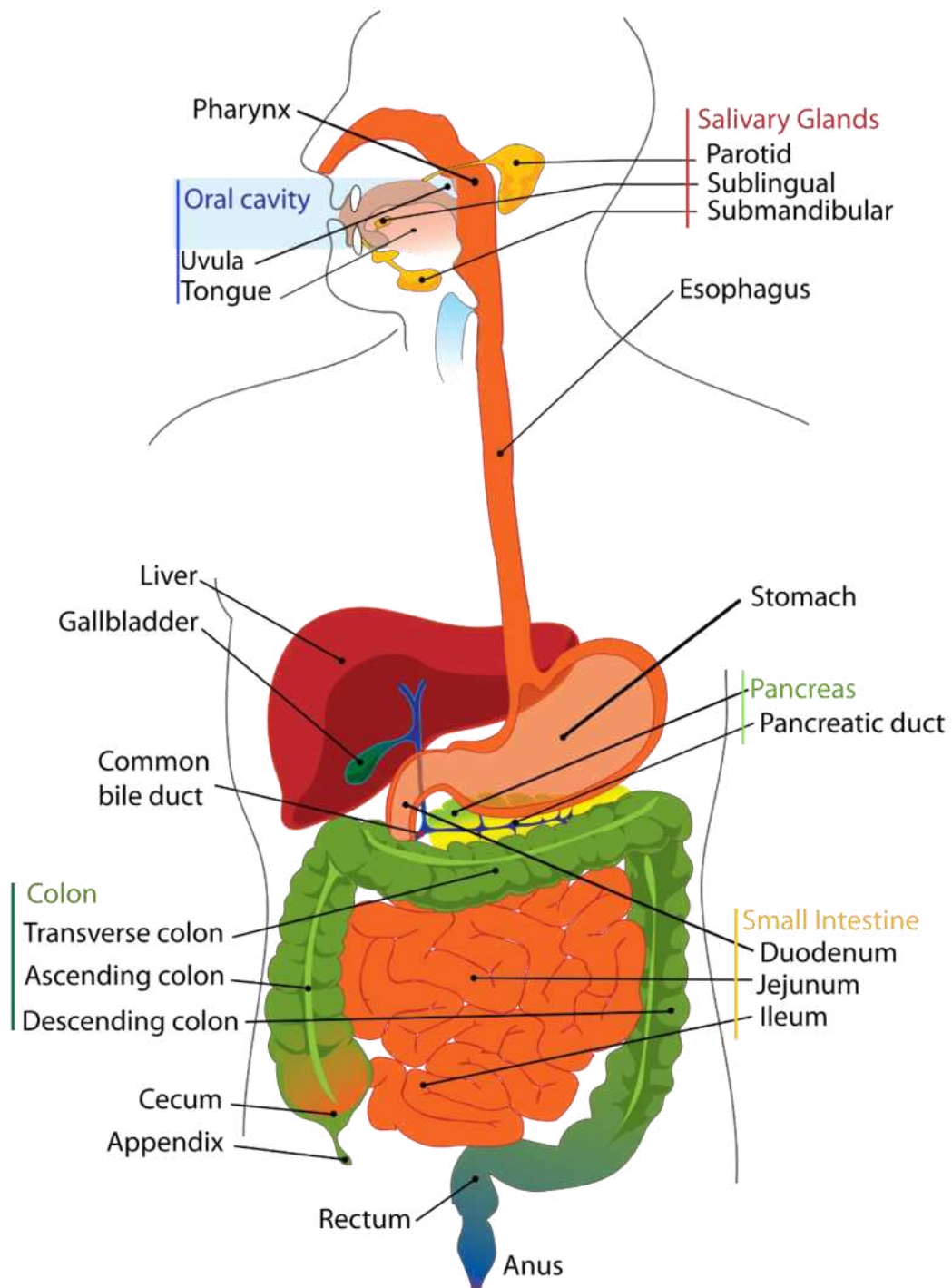
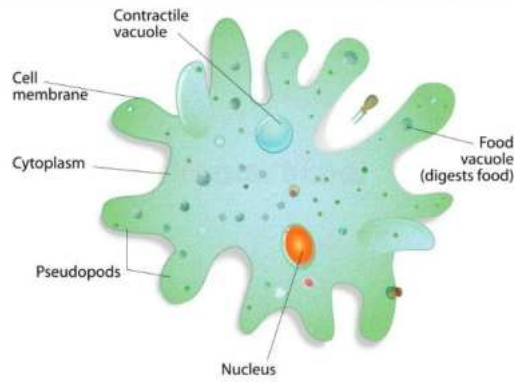


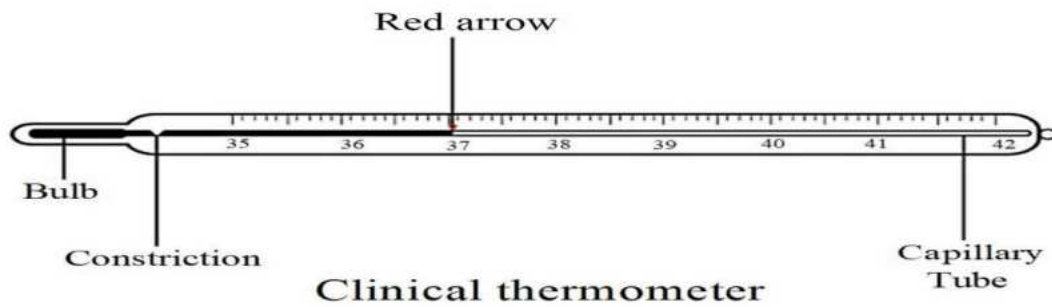
Figure 4. Grass eating animal



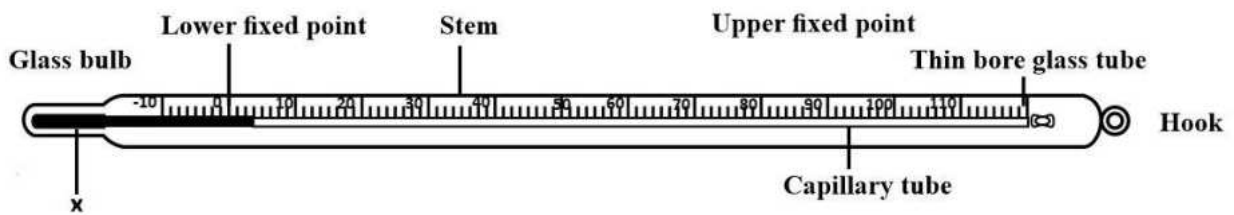
**Figure 5. Human Digestive System**



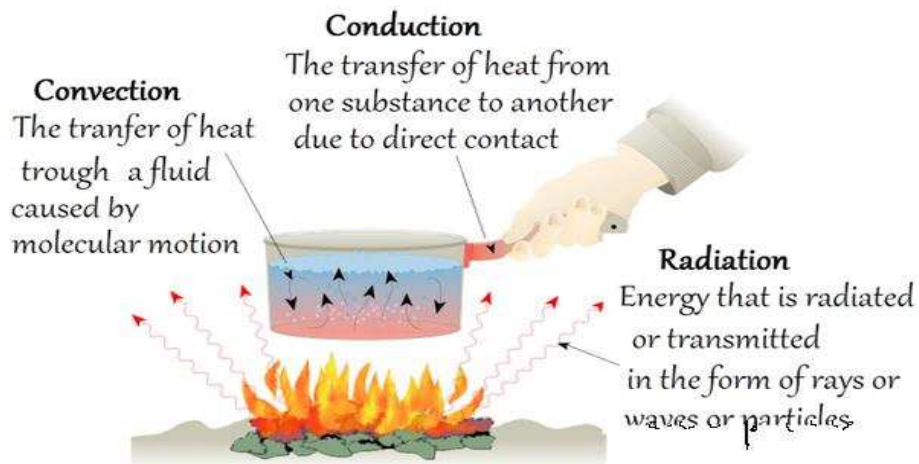
**Figure 6. Amoeba**



**Figure 7. Clinical Thermometer**



**Figure 8. Laboratory Thermometer**



**Figure 9. Conduction, Convection and Radiation of heat**



Figure 10. Sea Breeze and Land Breeze

### Learning Outcome

Students will be able to

- ❖ Visualize structural details of different plants and nutrition in them.
- ❖ It will also develop their artistic skill.

## DAY – 3

Chapter 1 Nutrition in Plants

Chapter 2 Nutrition in Animals

Assignment - Prepare/Learn question answers on the topics given.

- a) Autotrophic nutrition
- b) Photosynthesis
- c) Symbiosis
- d) Insectivorous plants
- e) Digestion in Ruminant and Amoeba.
- f) Alimentary Canal
- g) Nutrition in Amoeba

### Learning Outcome

Students will be able to develop

- ❖ Problem solving skill.
- ❖ Scientific temperament.
- ❖ Application of knowledge & understanding.

## DAY – 4

Chapter 1 Nutrition in Plants

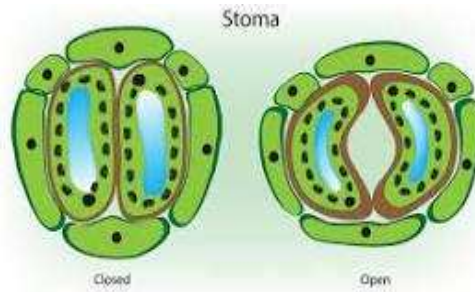
Chapter 2 Nutrition in Animals

Assignment – Solve the worksheet in print out/ science notebook.

### I. Choose the correct answer from each of the following:

- Which of these is not a part of nutrition?  
a. Digestion                      b. Absorption                      c. Excretion                      d. Egestion
- During digestion, fats are broken down into:  
a. amino acids                      b. fatty acids and glycerol                      c. glucose                      d. fructose
- The dental formula for adult human being is:  
a. 2123/2123                      b. 3142/3143                      c. 2102/2102                      d. 3131/3121
- The false feet of *Amoeba* are used for:  
a. movement only                      b. capture of food only  
c. capture of food and movement                      d. exchange of gases only
- “Cud” is the term associated with nutrition in ruminants. It refers to:  
a. swallowed and partially digested food.  
b. swallowed and completely digested food.  
c. undigested food.  
d. excretory product.
- Two organisms are good friends and live together. One prepares and provides food while the other provides shelter, water and nutrients. Such an association is termed as:  
a. Saprophyte    b. Parasite    c. Autotroph    d. Symbiosis
- Which of the following statements is incorrect?  
a. Fungal spores germinate and grow when they land on wet and warm surface.  
b. Insectivorous plants grow in nitrogen deficient soil.  
c. Saprotrophs are green in colour due to presence of chlorophyll.  
d. Heterotrophs cannot prepare their own food.
- The opening and closing of stomata are dependent on guard cells. When the guard cells -----  
---, stomata open and when they -----, stomata close.





- a. Swell, shrink
- b. Swell, gain water
- c. Shrink, swell
- d. shrink, loose water

**II. Write answer in one word:**

- a) The stored product of photosynthesis.
- b) A structure which is modified into pitcher in pitcher plant.
- c) The inner lining of stomach which protects it from HCl.
- d) The type of teeth which helps to tear flesh.
- e) The enzyme which digests proteins in stomach.
- f) The process in which digested food is used by our cells.

**III. Assertion and Reason:**

In each of the following questions, a statement of assertion (A) is given followed by a corresponding statement of reason (R). Mark the correct statement as

- A. If both assertion and reason are true and reason is the correct explanation of assertion.
- B. If both assertion and reason are true but reason is not the correct explanation of assertion.
- C. If assertion is true but reason is false.
- D. If both assertion and reason are false.

- i. **Assertion:** Mushrooms exhibit saprotrophic mode of nutrition.  
**Reason:** Mushrooms obtain their nutrition from dead and decaying matter.
- ii. **Assertion:** Oesophagus transfers food from mouth to stomach.  
**Reason:** Wind pipe assists the oesophagus to transfer food from mouth to stomach.

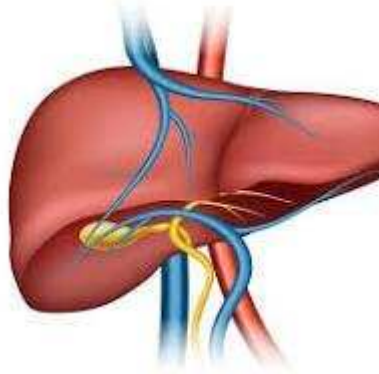
**IV. Observe the picture given below and answer the questions:**



- a) Identify the swollen structures present in the image given above.
- b) Name the group of plants where we find this structure.
- c) Which organism is present inside this structure?

- d) What important role does the organism play for the plant?
- e) Name the mode of nutrition between the organisms shown by the image.

V. The picture given below shows a structure associated with digestion in human beings.



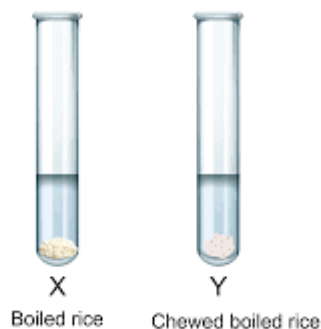
- a) Identify the structure.
- b) It is a part of alimentary canal. - Yes/no.
- c) ----- is secreted by the above structure which breaks down ----- into droplets.
- d) Its secretion gets stored in -----.

VI. Case based questions

Australian sundew is a type of a plant which has green stem and green leaves. It traps insects with its sticky tentacles. The plant sucks nutrients from its prey.



- a) It is **partly an autotroph** and **partly heterotroph**. Justify.
- b) Boojho took a test tube labelled 'X.' He added a few grains of boiled rice to it. Paheli took a test tube labelled 'Y'. She added a few grains of boiled and chewed rice to it. Both of them added 2-3 drops of iodine solution to the test tubes. What are they likely to observe? Give reasons.



## Learning Outcome

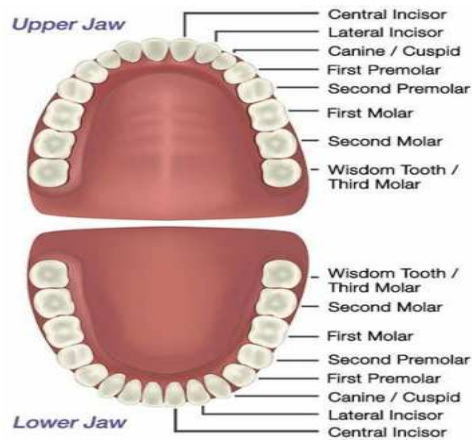
Students will be able to develop

- ❖ Problem solving skill
- ❖ Scientific temperament
- ❖ Application of knowledge & understanding
- ❖ Draw conclusions.

## **DAY – 5**

Chapter 2 Nutrition in Animals

Assignment - Prepare human dental model using one of the suitable material - Clay or Paper.



## Learning Outcome

Students will be able to

- ❖ Visualize structural and functional details of human teeth.
- ❖ It will also help to develop their artistic skill.

