Shreeram Model School

Home Assignment 01

Date : 13/07/2020

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Sr No.	Subject	Topic	Topic link	HOMEWORK
01	HISTORY	ESTABLISHMENT OF BRITISH POWER	https://youtu.be/VXazzc_YNfk	Learn and write in your note book
02	HINDI	SAMAAS	01 https://youtu.be/4MklprpolUo 02 https://youtu.be/A_mq_VBL5Bg	Learn and write in your note book
03	SCIENCE	RESPIRATION IN ORGANISMS	01 https://youtu.be/qFXEo3FOmeo 02 https://youtu.be/-FHNGlYm69I 03 https://youtu.be/EvcTdPHvGT0	Read the chapter Learn and write in your note book

04	**MATHS**	PAIRS OF ANGLES AND PARALLEL LINES	https://youtu.be/BZfHCd6uhQs	Practise and write the solutions in your fair note book
05	**PUNJABI**		https://youtu.be/RHEMBscV1yg	Learn and write in your note book
06	**ENGLISH**	THE SCHOLARSHIP JACKET		Learn and write in your note book
07	**SANSKRIT**		https://drive.google.com/drive/folders/1PwvtLf_3eDcgSrDgoFvLqRnxpGHosPDD?usp=sharing	Learn and write in your note book

SR. SHREERAM MODEL SCHOOL

CLASS- VII — ASSIGNMENT — SST — (HIST)

CH-2(i) Establishment of British Power

I) MCQ.

① Which of the following is **not** correctly Matched:-

ⓐ Battle of Plassey - Robert Clive

ⓑ First Mysore war - Haider Ali

ⓒ Third Mysore war - Lord Cornwallis

ⓓ Battle of Buxar - Mir Jafar

② Arrange the following Companies in the order in which they established their trading centres in India, starting with the first.

ⓐ The Portuguese ⓑ The French

ⓒ The British ⓓ The Dutch.

Choose the correct one.

ⓐ A,D,C,B ⓑ A,B,C,D ⓒ A,C,B,D ⓓ A,D,B,C.

③ Which one is **not** correctly watched?

ⓐ Battle of Plassey - 1757 ⓑ Battle of Buxar - 1764

ⓒ Third Mysore war - 1795 ⓓ Fourth Mysore war - 1799

④ Who among the following became the first victim of Lord Dalhousie's Doctrine of lapse?

ⓐ Sambalpur ⓑ Satara ⓒ Jhansi ⓓ Nagpur.

⑤ Who among the following was not a Maratha chief?

ⓐ Scindia ⓑ Holkar ⓒ Nizam ⓓ Gaekwad.

⑥ Which state was Annexed on grounds of misgovernance

ⓐ Jhansi ⓑ Awadh ⓒ Satara ⓓ Nagpur

II) Fill in the blanks :-

1) Haider Ali and Tipu sultan were the rulers of ____

2) Punjab was divided into ____ small Kingdoms which were known as ____

3) ____ means double

4) A godown to store things are called ____

5) ____ introduced the Doctrine of Lapse.

6) ____ was abolished after the third war of Maratha's.

III) True and False :-

1) The French were the first Europeans to settle in India for trade.

2) The Battle of plassey completed the unfinished task of the Battle of Buxar.

3) The Treaty of Allahabad was signed in the year 1765.

4) Tipu sultan was defeated in the fourth Mysore war.

5) The Doctrine of Lapse gave Indian princes the right to adopt heirs.

EXTRA QUESTIONS

Important Terms:

1. **Mercantilism –** Pertaining to commercial affairs and trade.
2. **Monopoly –** Exclusive or complete control of some commodity or the exclusive right of selling it.
3. **Persecution –** Cruel and unfair treatment.
4. **Indemnity –** Compensation.
5. **Diwani –** The right to collect revenue.
6. **Truce –** A temporary peace; an agreement between enemies or opponents to stop fighting for an agreed period of time.

Answer the following in one word:

1. *Name any two spices which were in great demand in Europe.*
   Ans.: Pepper, Cloves

2. *When did the Dutch establish the Dutch East India Company?*
   Ans.: In 1602

3. *When was the British East India Company established?*
   Ans.: On 31st December 1600

4. *Where was the first British factory set up?*
   Ans.: On the bank of the River Hugli

5. *When was the first British factory set up?*
   Ans.: In 1651

6. *When did the French form the French East India Company?*
   Ans.: 1664

7. *When and where was the first French Trading Centre in India founded?*
   Ans.: In 1668 at Surat

8. *Name the British officer who obtained the right to trade from the Mughal Emperor Jahangir.*
   Ans.: Sir Thomas Roe

9. *Who granted the British Company right to duty free trade?*
   Ans.: Aurangzeb

10. *What is the struggle between the British and the French in India known as?*
    Ans.: Carnatic Wars

11. *Who succeeded Alivardi Khan and when?*
    Ans.: Sirajuddaula in 1756

12. *When was Battle of Plassey fought?*
    Ans.: ON 23 June 1757

13. *When was Battle of Buxar fought?*
    Ans.: On 22nd October 1764

14. *Name the Treaty which was signed in 1765 after the Battle of Buxar.*
    Ans.: Treaty of Allahabad

15. *Who was called the 'Lion of Punjab'?*
    Ans.: Maharaja Ranjit Singh

16. *When did the British annex Punjab in British Empire?*
    Ans.: In 1849

17. *Name the state that was annexed in company's empire on grounds of misgovernance.*

Ans.: Awadh

18. *Name the Governor General who introduced the system of subsidiary alliance.*

Ans.: Lord Wellesley

19. *What was the nickname of Tipu Sultan?*

Ans.: The Tiger

20. *Which war completely destroyed the Maratha power?*

Ans.: The Third Anglo Marath War

Very Short Answer Questions:

1. *What do you know about Trade wars? Which European countries were involved in these wars?*

   Ans.: The race for colonies led to many wars among the European countries in the seventeenth and eighteenth centuries. These were known as trade wars. The countries involved in these wars were – Portugal, Holland, France and Britain.

2. *What attracted European trading companies to India?*

   Ans.: The European trading companies were attracted to India because of:

   i) Fine quality of cotton land silk produced in India.

   ii) Indian spices such as pepper, cloves, cardamom and cinnamon also attracted them.

3. *What was the first major victory of Britishers in India?*

   Ans.: The Battle of Plassey was the first major victory the company was in India.

4. *Who was Mir Jafar?*

   Ans.: Mir Jafar was the commander in chief of Nawab's army in Bengal.

5. *Who was Tipu Sltan?*

   Ans.: Tipu Sultan was the ruler of Mysore. He was known as 'The Tiger of Mysore'.

6. *Name the kingdoms, which were annexed on the basis of 'Doctrine of Lapse'.*

   Ans.: Satara (1848), Sambalpur (1850), Udaipur (1852), Nagpur (1853) and Jhansi (1854) were annexed on the basis of 'Doctrine of Lapse'.

7. *Describe the Doctrine of Lapse.*

   Ans.:

   i) Doctrine of Lapse was a policy, devised by Lord Dalhousie.

   ii) According to this policy, if the ruler of a protected or dependent state died without a natural heir, his state would automatically pass to the British Company.

8. *Where did the Portuguese open their trading centres?*

   Ans.: The Portuguese opened their trading centres at Cochin, Goa, Daman and Diu.

9. *Who granted the sole right to trade with East to the East India Company? How did it benefit the company?*

   Ans.:

   i) Queen Elizabeth I, by a Royal Charter granted the sole right to the East India Company to trade with the East.

   ii) With the grant of this Charter, the company could venture across the oceans, looking for new land from where it could buy goods at cheap rates, and carry them back to Europe to sell at higher prices.

10. *Name the early Nawabs of Bengal who were considered strong rulers.*

    Ans.: Murshid Quli Khan and Alivardi Khan were strong rulers of Bengal.

11. *What role did Murshid Quli Khan and Alivardi Khan play?*

    Ans.:

    i) They exercised strict control over the British.

    ii) They prevented not only the misuse of power but also suppressed their political ambitions during this period.

12. *How many Carnatic wars took place and between whom? Who were defeated?*

    Ans.: Three Carnatic wars took place between French and the British. The French were defeated.

13. *Write a short note on the annexation of Punjab.*

    Ans.: After Ranjit Singh's death in 1839, the British began to interfere in the affairs of Punjab. This led to two Anglo-Sikh wars. The Sikhs were defeated and the British annexed Punjab in 1849.

14. **Why did second Mysore war breakout?**

   Ans.: Haider Ali wanted the British to vacate the port of Mahe because it was the only outlet for Mysore's trade. The British refused to do this. Hence the second Mysore war broke out in 1780.

15. **Mention any two results of the Treaty of Seringapattam.**

   Ans.:

   i) The Treaty of Seringapattam ended Tipu's dominant position in the south.

   ii) He had to surrender many of his territories to the Marathas, Nizam and the British, and also had to pay a heavy war indemnity.

16. **Who was put on the throne of Punjab after the death of Ranjit Sngh? Who became his regent and why?**

   Ans.: The youngest son of Ranjit Singh was put on the throne. Since he was a minor, his mother, Rani Jindhan, became his regent.

17. **Who was Shivaji?**

   Ans.: Shivaji was a Maratha ruler under whose leadership Marathas challenged the Mughal Empire.

18. **When and between whom was the Battle of plassey fought?**

   Ans.: The Battle of plassey was fought between British and sirajuddaulah on 23 June 1757.

19. **What were the main consequences of the Battle of plassey?**

   Ans.: The main consequences of the battle of plassey:

   i) It poved the way for the British conquest of the whole of India.

   ii) The vast resources of Bengal were now at the disposal of the British.

20. **When and between whom was the Battle of Buxar fought?**

   Ans.: The Battle of Buxar was fought between British on the one side and Mir Qasim, Shah Alam II and shujauddaulah on the other side on 22nd October 1764.

21. **Mention any two consequences of the Battle of plassey.**

   Ans.:

   i) Treaty of Allahabad was signed by which Nawab shujauddaulah was forced to pay a war indemnity of fifty lakh rupees to the company.

   ii) The company got the Diwani (the right to collect revenue) of Bengal, Bihar and Orissa.

Short Answer Questions:

1. *Describe the Anglo – Maratha wars and its consequences.*

   Ans.: The Marathas were subdved in a series of wars:

   i) In the first war that ended in 1782 with the treaty of salbai, there was no clear victor.

   ii) The second war from 1803 to 1805, was fought on different fronts, resulted in the British gaining Orissa and the territories north of the Yamuna river including Agra and Delhi.

   iii) The third Anglo – Maratha war of 1817-19 crushed the Maratha power. The peshwa was removed and sent to Bithur near Kanpur with pension. The company now had complete control over the territories south of the vindhyas.

TEXTUAL QUESTIONS

Short Answer Questions:

1. *What do you mean by the term mercantilism?*

   Ans.: Mercantilism pertains to commercial affairs and trade. It is based on the principle that a business enterprise should make profits mainly through trade.

2. *Between whom were the Carnatic wars fought?*

   Ans.: The carnatic wars were fought between the British and the French.

3. *Who were involved in the conspiracy against Nawab Sirajuddaulah?*

   Ans.: Mir Jafar, Rai Durlabh, Manik Chand, Ami Chand and Jagat Seth were involved in the conspiracy against Nawab Sirajuddaulah.

4. *Why did the Company remove Mir Jafar and Mir Qasim from the throne of Bengal?*

   Ans.: The Company removed Mir Jafar and Mir Qasim from the throne of Bengal because both of them objected to the unfair trade practices of the Company.

5. *How did the acquisition of Diwani benefit the East India Company?*

   Ans.:

i) The Diwani allowed the East India Company to use the vast revenue resources of Bengal.

ii) The revenues could be used to purchase cotton and silk textiles in India, maintain Company troops and meet the cost of building forts and offices at Calcutta.

6. *What was the objective of Lord Dalhousie behind the Doctrine of Lapse?*

Ans.: Dalhousie wanted to annex more and more territories to establish his supremacy and power.

7. *Which Governor-General annexed Punjab?*

Ans.: Lord Dalhousie

8. *Who was the last Nawab of Awadh?*

Ans.: Nawab Wajid Ali Shah

Long Answer Questions:

1. *Discuss the cause of Anglo-French struggle.*
Ans.: After defeating the Dutch and the Portuguese, the British wanted to eliminate the French, as the French posed a serious threat for the British in their path of establishing political power in India. This was the main reason that caused the Anglo-British struggle in India.

2. *Explain the results of Carnatic Wars.*
Ans.: The wars between the British and the French are known as the Carnatic wars. Three Carnatic wars took place between them. Ultimately, the British were successful in expelling the French from India.

3. *What were the chief causes of conflict between the Nawabs of Bengal and the East India Company?*
Ans.:
i) The Company kept pressing Aurangzeb for more and more trade concessions and misused existing privileges.
ii) The Company officials started their private trade, without paying duty, causing enormous loss of revenue to the Nawab of Bengal.
iii) They also tried to fortify their settlements in Bengal and began abusing the concessions they received for trade.
iv) The early Nawabs of Bengal exercised strict control over the British and not only prevented misuse of power but also suppressed their political ambitions.
v) The British refused Sirajuddaulah's orders to pull down the illegal fortifications. This led to the capture of Calcutta by the forces of the Nawab.

4. *Explain the system of the Subsidiary Alliance.*

   Ans.:

   i) Subsidiary Alliance was started by Lord Wellesley.

   ii) According to this alliance the Indian state did not have the right to keep a separate army of its own.

   iii) The signatory Indian state was compelled by the company to accept the permanent stationing of a British force within its territory.

   iv) A British officer called the 'Resident' would be stationed at the ruler's court.

   v) The native ruler was compelled to cede some parts of his territory for the expenses and maintenance of the army instead of paying annual subsidy.

5. *Write a short note on the annexation of Punjab in the British Empire.*

   Ans.: The two battles with the British broke the back of Sikh resistance. The Sikhs fought valiantly once again, but due to lack of effective leadership, they were defeated in the battle of Gujarat. This compelled them to lay down their arms. Thus Punjab was annexed by Lord Dalhousie, the then Governor-General.

6. *How did the British defeat Tipu Sultan?*

   Ans.:

   i) Tipu's capital seringapattam was captured by the British during fourth Mysore war.

   ii) The Marathas, the Nizam and the British made an alliance against Tipu Sultan.

   iii) Tipus, the "Tiger of Mysore", died while defending his capital.

7. *How did the British annex Awadh and what were its consequences?*

   Ans.: Awadh was annexed on the grounds of misgovernance. This caused great discontentment among the people of Awadh. The Begum of Awadh and the disbanded soldiers took an active part in the uprising of 1857.
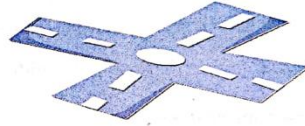
7 समास Compound

शब्दों का निर्माण अनेक तरीकों से होता है। कुछ उपसर्ग-प्रत्यय से बनते हैं तो कुछ संधि से निर्मित होते हैं। कुछ शब्द ऐसे होते हैं जिनकी रचना ऐसे दो शब्दों से होती है जिनमें कोई संबंध होता है या हो सकता है; जैसे— बैल की गाड़ी यहाँ बैल और गाड़ी में संबंध है।

बैल की गाड़ी
बैलगाड़ी (बैल + गाड़ी)

चार राहों का समूह
चौराहा (चार + राह)

नीला है जो कमल
नीलकमल (नील + कमल)

चित्रों के नीचे दिए गए शब्दों को संक्षिप्त करके नए शब्द बनाए गए हैं। इसी शब्द-रचना विधि को समास कहते हैं।

> दो या दो से अधिक शब्दों को संक्षिप्त (छोटा) करके नए शब्द बनाने की विधि को समास कहते हैं।

उपर्युक्त उदाहरणों में दो-दो शब्द हैं। पहले शब्द को **पूर्वपद** और दूसरे शब्द को **उत्तरपद** कहते हैं; जैसे— इन उदाहरणों में **बैल, चार** और **नील** पूर्वपद है तथा **गाड़ी, राह** और **कमल** उत्तर पद हैं।

समस्तपद — समास-रचना से बना हुआ शब्द समस्तपद अथवा सामासिक पद कहा जाता है; जैसे— गंगाजल समस्तपद है।

समास-विग्रह — समस्तपद को अलग-अलग करने की विधि को समास-विग्रह कहते हैं; जैसे— गंगा का जल।

समास के भेद

समास के छह भेद हैं—
1. अव्ययीभाव समास
2. तत्पुरुष समास
3. कर्मधारय समास
4. द्विगु समास
5. द्वंद्व समास
6. बहुब्रीहि समास

अव्ययीभाव समास
बहुब्रीहि समास
समास
तत्पुरुष समास
कर्मधारय समास
द्वंद्व समास
द्विगु समास

1. **अव्ययीभाव समास** — जिस समस्तपद का पहला पद अव्यय हो, मुख्य या प्रधान हो और समस्त पद क्रियाविशेषण का काम करे तो उसे अव्ययीभाव समास कहते हैं। अव्ययीभाव समास का पहला पद अधिकतर उपसर्ग होता है; जैसे आ, बे, प्रति, यथा आदि।
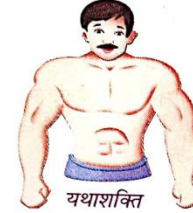
यथाशक्ति
शक्ति के अनुसार

भरपेट
पेट भरकर

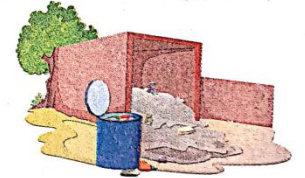| समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
प्रत्येक	एक-एक	आजन्म	जन्म से लेकर
अनजान	बिना जाने	आजीवन	जीवनभर
यथासमय	समय के अनुसार	भरपेट	पेट भरकर
रातोंरात	रात ही रात में	बेखटके	बिना खटके के
प्रतिदिन	प्रत्येक दिन/हर दिन	प्रतिक्षण	प्रत्येक क्षण/हर क्षण

2. **तत्पुरुष समास** — जिस समस्तपद का पूर्वपद गौण (कम महत्त्वपूर्ण) हो और उत्तर पद मुख्य या प्रधान हो, उसे तत्पुरुष समास कहा जाता है; जैसे—

घुड़सवार
घोड़े पर सवार

हस्तलिखित
हाथ से लिखा हुआ

कूड़ाघर
कूड़े के लिए घर

इसमें समस्तपद का विग्रह करने पर कारक चिह्नों (विभक्तियों) का प्रयोग होता है; जैसे— पर, से, का आदि। लेकिन समस्तपद में इनका लोप हो जाता है जैसा कि उपर्युक्त उदाहरणों से स्पष्ट हो रहा है।

कारक चिह्नों की दृष्टि से तत्पुरुष के छह भेद होते हैं—
i. कर्म तत्पुरुष समास
ii. करण तत्पुरुष समास
iii. संप्रदान तत्पुरुष समास
iv. अपादान तत्पुरुष समास
v. संबंध तत्पुरुष समास
vi. अधिकरण तत्पुरुष समास

कर्ता कारक और संबोधन कारक में तत्पुरुष समास नहीं होता।

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i. कर्म तत्पुरुष समास — जिस समास के पूर्वपद में कर्म कारक (विभक्ति) का लोप होता है उसे कर्म तत्पुरुष समास कहते हैं; जैसे—

समस्तपद	समास-विग्रह	समस्तपद	विग्रह
ग्रामगत	ग्राम को गया हुआ	परलोक गमन	परलोक को गमन
स्वर्गप्राप्त	स्वर्ग को प्राप्त	यशप्राप्त	यश को प्राप्त
सर्वप्रिय	सर्व को प्रिय	जेबकतरा	जेब को काटनेवाला

ii. करण तत्पुरुष समास — जिस समास के पूर्वपद में करण कारक (विभक्ति) का लोप हो उसे करण तत्पुरुष समास कहते हैं; जैसे—

समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
भुखमरा	भूख से मरा हुआ	कष्टसाध्य	कष्ट से साध्य
भयाकुल	भय से आकुल	मनमाना	मन से माना
रेखांकित	रेखा से अंकित	गुणयुक्त	गुण से युक्त
स्वरचित	स्वयं से रचित	मनगढ़त	मन से गढ़ा हुआ

iii. संप्रदान तत्पुरुष समास — जिस समास के पूर्वपद में संप्रदान कारक (विभक्ति) का लोप हो उसे संप्रदान तत्पुरुष समास कहते हैं; जैसे—

समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
राहखर्च	राह के लिए खर्च	पाठशाला	पाठ के लिए शाला
युद्धभूमि	युद्ध के लिए भूमि	क्रीड़ाक्षेत्र	क्रीड़ा के लिए क्षेत्र
देशार्पण	देश के लिए अर्पण	राज्यलिप्सा	राज्य के लिए लिप्सा
डाकागाड़ी	डाकं के लिए गाड़ी	गौशाला	गौओं के लिए शाला
बलिपशु	बलि के लिए पशु	आरामकुरसी	आराम के लिए कुरसी
देशभक्ति	देश के लिए भक्ति	डाकव्यय	डाक के लिए व्यय
हवनसामग्री	हवन के लिए सामग्री	विद्यालय	विद्या के लिए आलय

iv. अपादान तत्पुरुष समास — जिस समास के पूर्वपद में अपादान कारक (विभक्ति) का लोप हो उसे अपादान तत्पुरुष समास कहते हैं; जैसे—

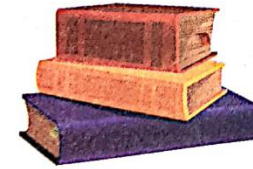| समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
देश-निकाला	देश से निकाला	पथभ्रष्ट	पथ से भ्रष्ट
शक्तिविहीन	शक्ति से विहीन	भयभीत	भय से भीत
पददलित	पद से दलित	प्रदूषणरहित	प्रदूषण से रहित
रोगमुक्त	रोग से मुक्त	लक्ष्यहीन	लक्ष्य से हीन

v. संबंध तत्पुरुष समास — जिस समास के पूर्वपद में संबंध कारक (विभक्ति) का लोप हो उसे संबंध तत्पुरुष समास कहते हैं; जैसे—

समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
देवमूर्ति	देव की मूर्ति	लखपति	लाखों का पति
जीवनसाथी	जीवन का साथी	ईश्वरभक्ति	ईश्वर की भक्ति
भ्रातृ-स्नेह	भाई का स्नेह	बैलगाड़ी	बैल की गाड़ी
विद्या-भंडार	विद्या का भंडार	सेनापति	सेना का पति
पराधीन	दूसरों के अधीन	दीनानाथ	दीनों के नाथ
सिरदर्द	सिर का दर्द	पवनपुत्र	पवन का पुत्र
देशोद्धार	देश का उद्धार	जल-प्रवाह	जल का प्रवाह

vi. अधिकरण तत्पुरुष समास — जिस समास के पूर्वपद में अधिकरण कारक (विभक्ति) का लोप हो उसे अधिकरण तत्पुरुष समास कहते हैं; जैसे—

समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
दानवीर	दान में वीर	जगबीती	जग पर बीती
आनंद-मग्न	आनंद में मग्न	कार्यकुशल	कार्य में कुशल
गृह-प्रवेश	गृह में प्रवेश	कुलश्रेष्ठ	कुल में श्रेष्ठ
लोकप्रिय	लोक में प्रिय	घुड़सवार	घोड़े पर सवार
नगरवास	नगर में वास	पर्वतारोहण	पर्वत पर आरोहण
जनप्रिय	जनता में प्रिय	पुरुषोत्तम	पुरुषों में उत्तम

3. कर्मधारय समास — जिस समास के समस्तपद में दूसरा पद प्रधान होता है और दोनों पदों में विशेषण-विशेष्य अथवा उपमेय-उपमान संबंध होता है। उसे कर्मधारय समास कहते हैं; जैसे—

विद्याधन
विद्यारूपी धन

काली मिर्च
काली है जो मिर्च

उपर्युक्त उदाहरणों में 'धन' और 'मिर्च' प्रधान हैं। दोनों शब्दों में विशेषण-विशेष्य और उपमेय-उपमान का संबंध है।

अत: कर्मधारय समास होगा। उदाहरणों में—

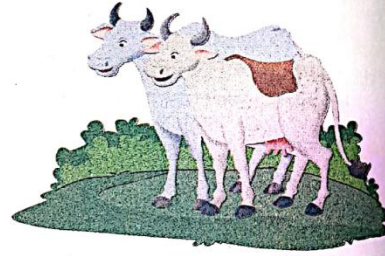विद्या (उपमेय) धन (उपमान)

काली (विशेषण) मिर्च (विशेष्य)

समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
श्वेतांबर	श्वेत है जो अंबर (कपड़ा)	नीलकंठ	नीला है जो कंठ
महाजन	महान है जो जन	भलामानस	भला है जो मानस
लालटोपी	लाल है जो टोपी	कमलनयन	कमल रूपी नयन,
पीतांबर	पीला है जो अंबर		कमल के समान नयन
महात्मा	महान है जो आत्मा	चरणकमल	कमल के समान चरण
अधपका	आधा है जो पका	घनश्याम	घन (बादल) के समान श्याम (काला)

4. द्विगु समास — जिस समस्तपद में पूर्वपद संख्यावाचक होता है और समस्तपद किसी समूह का बोध कराता है, उसे द्विगु समास कहते हैं; जैसे—

सतसई
सात सौ दोहों का समूह

द्विगु
दो गायों का समाहार

उपर्युक्त दोनों शब्दों का पूर्व पद संख्यावाची है— सत (सात), द्वि (दो) अत: द्विगु समास कहा जाएगा। इसके विग्रह में 'समूह' या 'समाहार' शब्द का प्रयोग होता है।

अन्य शब्द भी जानिए—

समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
चारपाई	चार पायों (पैरों) का समाहार	नवरत्न	नौ रत्नों का समाहार
सप्ताह	सात दिनों का समूह	नवरात्र	नौ रातों का समूह
त्रिवेणी	तीन वेणियों का समाहार	दोपहर	दो पहरों का समूह
तिरंगा	तीन रंगों का समूह	चवन्नी	चार आनों का समूह
पंजाब	पाँच आबों (नदियों) का समूह	त्रिफला	तीन फलों का समाहार
चौमासा	चार मासों का समाहार	पंचवटी	पाँच वटों (पेड़ों) का समूह
त्रिलोक	तीन लोकों का समूह	अष्टध्यायी	आठ अध्यायों का समाहार
चौराहा	चार राहों का समूह	शताब्दी	सौ वर्षों का समूह
अठन्नी	आठ आनों का समूह	दुराहा	दो राहों का समूह
त्रिकोण	तीन कोणों का समूह	नवग्रह	नौ ग्रहों का समूह

5. द्वंद्व समास — द्वंद्व शब्द का अर्थ है— जोड़ा या युग्म। जिस समस्तपद में दोनों पद प्रधान हों, कोई भी पद गौण (कम महत्त्वपूर्ण) न हो, उसे द्वंद्व समास कहते हैं। इन समस्तपदों का विग्रह करने पर और, या, अथवा समुच्चयबोधक में से किसी एक का प्रयोग किया जाता है; जैसे—

भाई–बहन
भाई और बहन

खिड़की–दरवाज़ा
खिड़की अथवा दरवाज़ा

माता–पिता
माता और पिता

अन्य शब्द भी जानिए—

समस्तपद	समास-विग्रह	समस्तपद	समास-विग्रह
रात-दिन	रात और दिन	बच्चे-बूढ़े	बच्चे और बूढ़े
घी-शक्कर	घी और शक्कर	पाप-पुण्य	पाप और पुण्य
दाल-रोटी	दाल और रोटी	जल-वायु	जल और वायु
भला-बुरा	भला और बुरा	हानि-लाभ	हानि और लाभ
हार-जीत	हार या जीत	खरा-खोटा	खरा या खोटा
अन-जल	अन्न और जल	दूध-दही	दूध और दही
नदी-नाले	नदी और नाले	गरम-ठंडा	गरम या ठंडा
लोभ-मोह	लोभ और मोह	भीम-अर्जुन	भीम और अर्जुन
ऊपर-नीचे	ऊपर या नीचे	राधा-कृष्ण	राधा और कृष्ण
देश-विदेश	देश या विदेश	गुण-दोष	गुण और दोष

6. बहुव्रीहि समास — जिस समस्तपद में दोनों ही पद गौण होते हैं तथा ये दोनों मिलकर किसी तीसरे पद के विषय में बताते हैं और वह तीसरा पद ही प्रधान होता है, वह बहुव्रीहि समास कहा जाता है; जैसे—

गिरिधर — गिरि को धारण करनेवाले अर्थात कृष्ण

वीणापाणि — वीणा है पाणि या हाथ में जिसके अर्थात सरस्वती

चंद्रशेखर — चाँद है शिखर पर जिसके अर्थात शिव

उपर्युक्त उदाहरणों में आए शब्द अपने मूल अर्थ को छोड़कर क्रमश: कृष्ण, सरस्वती और शिव के बारे में बता रहे हैं। अत: इनमें बहुव्रीहि समास होगा। इसके विग्रह में समस्तपद का अर्थ लिखकर अर्थात के पश्चात तीसरा पद लिखा जाता है।

कुछ अन्य उदाहरण भी जानिए—

समस्तपद	समास-विग्रह
दशानन	दस हैं आनन जिसके अर्थात रावण
घनश्याम	जो घन के समान श्याम है अर्थात कृष्ण
चक्रधर	चक्र को धारण करनेवाला अर्थात कृष्ण या विष्णु
मेघनाद	मेघ के समान नाद है जिसका अर्थात रावणपुत्र
तिरंगा	तीन रंग हैं जिसमें अर्थात भारत का झंडा
त्रिलोचन	तीन लोचन हैं जिसके अर्थात शिव
गजानन	गज के समान आनन/मुख वाला अर्थात गणेश
दीर्घबाहु	दीर्घ (बड़ी) बाँहें हैं जिसकी अर्थात विष्णु
षडानन	षड (छह) सिरवाला अर्थात कार्तिकेय
विषधर	विष को धारण करनेवाला अर्थात साँप
सुलोचना	सुंदर हैं लोचन जिसके अर्थात स्त्री विशेष
निशाचर	निशा (रात) में विचरण (घूमता) करता है जो अर्थात राक्षस
बारहसिंगा	बारह हैं सींग जिसके अर्थात एक विशेष जानवर
चंद्रशेखर	चाँद है शिखर (सिर) पर जिसके अर्थात शिव
महावीर	महान है जो वीर अर्थात हनुमान
नीलकंठ	नीला है कंठ जिसका अर्थात शिव
पद्मासना	पद्म (कमल) है आसन जिसका अर्थात लक्ष्मी

संकेत — इस समास से बने अधिकतर शब्द पौराणिक पात्रों के लिए प्रयोग किए जाते हैं।

यह भी जानो

समासों में अंतर

कर्मधारय और बहुव्रीहि— कर्मधारय समास में विशेषण और विशेष्य अथवा उपमेय-उपमान का संबंध होता है; जैसे—

विद्याधन — विद्यारूपी धन

इसमें विद्या को धन के समान बताया गया है। इनमें विद्या उपमेय और धन उपमान है। इसलिए यह कर्मधारय समास है।

बहुव्रीहि समास में समस्त पद के दोनों पदों में विशेषण-विशेष्य का संबंध नहीं होता है अपितु वह समस्त पद ही किसी अन्य संज्ञा अथवा किसी तीसरे के लिए आता है; जैसे—

दशानन — दस हैं आनन जिसके अर्थात रावण

इसमें समस्तपद दशानन के दोनों पद 'दश' और 'आनन' की विशेषता को प्रकट न करके किसी अन्य संज्ञा अर्थात रावण के विषय में बताया गया है।

बहुत-से शब्द कर्मधारय और बहुव्रीहि दोनों समासों में आते हैं। ऐसे में इनके विग्रह से अंतर जाना जा सकता है; जैसे—

समस्त पद		विग्रह		समास
महावीर	—	महान वीर	—	कर्मधारय
	—	महान है जो वीर अर्थात हनुमान	—	बहुव्रीहि
नीलकंठ	—	नीला है जो कंठ	—	कर्मधारय
	—	नीला है कंठ जिसका अर्थात शिव	—	बहुव्रीहि
कमलनयन	—	कमल जैसे नयन	—	कर्मधारय
	—	कमल जैसे नयन हैं जिसके अर्थात राम	—	बहुव्रीहि

द्विगु और बहुव्रीहि — बहुव्रीहि समास में भी बहुत-से पद संख्यावाची होते हैं जिससे छात्र को द्विगु का भ्रम हो सकता है। इसलिए यह स्पष्ट करना आवश्यक है कि द्विगु समास में पहला पद संख्यावाचक विशेषण और दूसरा पद उसका विशेष्य होता है। किंतु बहुव्रीहि समास से पूरा समस्त पद किसी अन्य संज्ञा के लिए विशेषण का काम करता है; जैसे—

समस्त पद		विग्रह		समास
1. चतुर्भुज	—	चार भुजाएँ हैं जिसकी अर्थात विष्णु	—	बहुव्रीहि
	—	चार भुजाओं का समूह	—	द्विगु
2. बारहसिंगा	—	बारह हैं सींग जिसके अर्थात एक विशेष जानवर	—	बहुव्रीहि
	—	बारह सींगों का समूह	—	द्विगु

अध्यापकों से

समास में विग्रह का महत्त्व है। अतः विग्रह पर ध्यान दें। बहुव्रीहि समास में 'अर्थात' के पश्चात तीसरा पद लिखना आवश्यक है। समास विशुद्ध रूप से संस्कृत व्याकरण से आगत है। कर्मधारय और बहुव्रीहि में अधिकतर शब्द संस्कृत से हैं। बाकी सभी में हिंदी और उर्दू के शब्द मिलते हैं; जैसे— जेबखर्च, चारपाई, बड़े-बूढ़े, बेखटके आदि। अनेक सामासिक शब्द 'वाक्यांश के लिए एक शब्द' की श्रेणी में भी आ जाते हैं; जैसे— मंदबुद्धि— जिसकी मंद बुद्धि हो।

❧ अभ्यास ❧

1. निम्नलिखित वाक्यों में सामासिक शब्दों को रेखांकित कर लिखिए—

(Understanding, Applying)

i. प्रधानमंत्री ने जनता से शांति बनाए रखने को कहा।

ii. राम ने अपना अधिकांश समय पंचवटी में व्यतीत किया।

iii. वह रातोंरात अमीर बन गया।

iv. वह दीन-हीन गरीब बालक नंगे पैर, नंगे सिर था।

v. जीवन में उतार-चढ़ाव आते ही रहते हैं।

vi. चंद्रगुप्त, अशोक, अकबर लोकप्रिय शासक कहे जा सकते हैं।

vii. मेरा आत्मविश्वास ही मेरी पूँजी है।

viii. यहाँ ग्रामवासी बहुत सीधे-सादे हैं।

ix. कालिदास संस्कृत के महाकवि थे।

प्रधानमंत्री
पंचवटी
रातोंरात
दीन-हीन
उतार-चढ़ाव
लोकप्रिय
आत्मविश्वास
ग्रामवासी
महाकवि

2. समस्तपद का विग्रह/विग्रह का समस्तपद रूप लिखकर समास का नाम लिखिए—

(Applying)

समस्तपद	विग्रह	भेद
ऋणमुक्त	ऋण से मुक्त	अपादान तत्पुरुष समास
शरणागत	शरण में आगत	अधिकरण तत्पुरुष "
रक्तकमल	रक्त रूपी कमल	कर्मधारय "
हवनसामग्री	हवन के लिए सामग्री	संप्रदान तत्पुरुष
बिहारी कृत	बिहारी द्वारा कृत	अपादान तत्पुरुष
महात्मा	महान है जो आत्मा	कर्मधारय
गुरुदक्षिणा	गुरु के लिए दक्षिणा	संप्रदान तत्पुरुष
भयभीत	भय से भीत	अपादान तत्पुरुष
जन्मांध	जन्म से अंधा	अपादान तत्पुरुष
नरसिंह	नर रूपी सिंह	कर्मधारय
चंद्रमुख	चंद्र के समान मुख	कर्मधारय
देशनिकाला	देश से निकाला	अपादान तत्पुरुष
आपबीती	आप पर बीती	अव्ययीभाव
परमानंद	परम है जो आनंद	कर्मधारय
क्रोधाग्नि	क्रोधरूपी अग्नि	कर्मधारय
भारतरत्न	भारत का रत्न	संबंध तत्पुरुष
मृगनयन	मृगरूपी नयन	कर्मधारय

3. निम्नलिखित वाक्यों में आए समास-विग्रह को सामासिक शब्दों में लिखिए—

(Analyzing, Applying)

i. मैं दिन-दिन स्कूल जाता हूँ।

ii. ब्रह्मा चार हैं मुख जिसके कहलाते हैं।

iii. यदि तुम मेरी मदद कर दो तो मैं जीवनभर तुम्हारा आभारी रहूँगा।

iv. जितनी जल्दी हो सके स्टेशन पहुँचो।

v. राष्ट्र के पति हमारे देश की सर्वोच्च सेना के नायक भी हैं।

vi. तीन रंगों का समूह हमारा राष्ट्र-ध्वज है।

vii. व्यापार में लाभ और हानि तो चलती रहती है।

viii. यह सारा सामान माल ढोने की गाड़ी से भेज दो।

ix. मैं चार भुजाओं वाले का उपासक हूँ।

x. हम प्रातः काल वीणा है पाणि में जिसके की प्रार्थना करते हैं।

प्रतिदिन
चतुर्मुखी
आजीवन
जल्दी जल्दी
राष्ट्रपति, सेनानायक
तिरंगा
लाभ-हानि
मालगाड़ी
चतुर्भुज
वीणापाणि

⭑ Rapid Fire ⭑

समस्त पद बनाकर समास के भेद का नाम भी लिखिए—

(Verbal, Applying)

समास-विग्रह	समस्त पद	समास का भेद
i. तीन मंज़िलवाला	तिमंज़िला	द्विगु
ii. हस्त से लिखित	हस्तलिखित	तत्पुरुष
iii. नीली है जो गाय	नील गाय	कर्मधारय
iv. संसद का सदस्य	सांसद	संबंध तत्पुरुष
v. पाँच वटों का समूह	पंचवटी	द्विगु
vi. बसों का अड्डा	बस अड्डा	संबंध तत्पुरुष
vii. प्रधान है जो मंत्री	प्रधान मंत्री	कर्मधारय
viii. घोड़े पर सवार	घुड़सवार	अधिकरण तत्पुरुष
ix. दस या बीस	दस-बीस	द्वंद्व
x. बाढ़ से पीड़ित	बाढ़ पीड़ित	करण तत्पुरुष
xi. आज्ञा पालन करनेवाला	आज्ञाकारी	कर्मधारय
xii. अल्प आहार करनेवाला	अल्पाहारी	कर्मधारय
xiii. नाम के अनुकूल	नामानुकूल	संबंध तत्पुरुष
xiv. कृपा का पात्र	कृपापात्र	संप्रदान तत्पुरुष

SCIENCE

Science   Senior Shreeram Model School

Class-7   Ch-10   Respiration in Organisms

Answer in one word

1. Respiration in the presence of oxygen.
2. Small air sacs at one end of bronchioles.
3. A process in plants that occurs in mitochondria.
4. Process of inhaling fresh air and exhaling used air.
5. Number of times a person breathe in one minute.
6. Frog (on land) breathe through the _____
7. The end product of respiration is _____
8. Glucose is oxidised to ethyl alcohol during the process of _____
9. Where does respiration occur in plants?
10. Site of anaerobic respiration in animals and humans.
11. The opening through which woody stems take in air.
12. Taking in oxygen and producing energy and removing the waste products.
13. All living organisms _____ to perform life processes.
14. The nutrient which act as fuel for the working of a cell is _____
15. Anaerobic respiration is carried out by _____
16. Cockroach respires through _____ and _____.
17. The air trapped in the soil diffuses into the roots through _____
18. Product of anaerobic respiration.
19. Process of respiration is the reverse of _____
20. Breathing involves movement of _____ and the _____ cage.

Sr Shreeram Model School

Ch-10   Respiration in Organisms   Class-7   science

MCQ

1. During heavy exercise, we get cramps in the legs due to the accumulation of:
   (a) carbon dioxide   (b) lactic acid
   (c) alcohol   (d) water

2. The normal range of breathing rate 'per minute' of an average adult person at rest is:
   (a) 9-12   (b) 5-10   (c) 21-24   (d) 30-33

3. During inhalation, the diaphragm:
   (a) moves downwards   (b) moves upwards
   (c) moves towards left   (d) moves towards right

4. During exhalation, the rib cage:
   (a) moves upward and outwards   (b) moves downward and inwards
   (c) moves from side to side   (d) does not move at all

5. In cockroaches, air enters the body through:
   (a) lungs (b) gills (c) spiracles (d) skin

6. One of the following does not have gills for breathing. This one is:
   (a) prawn (b) crab (c) whale (d) fish

7. Which of the following is not a part of the human respiratory system?
   (a) lungs (b) oesophagus (c) trachea (d) diaphragm

8. One of the following is not produced during the anaerobic respiration in yeast. This one is:
   (a) carbon dioxide (b) energy (c) lactic acid (d) alcohol

9. Which of the following has haemoglobin-containing blood?
   (a) grasshopper (b) cockroach (c) goose (d) wasp

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10. The energy of food which we eat is released slowly inside our body by the process called:

(a) transpiration (b) pollination (c) restoration (d) respiration

11. Which of the following is not a product of aerobic respiration?

(a) carbon dioxide (b) alcohol (c) energy (d) water

12. Yeast converts glucose into:

(a) starch (b) alcohol (c) lactic acid (d) yogurt

13. During respiration in humans, exchange of gases takes place in

(a) bronchi (b) alveoli (c) bronchioles (d) trachese

14. Which of the following does not have lungs for breathing?

(a) lizard (b) frog (c) fish (d) fox

15. One of the following organisms can live without oxygen of air. This organism is:

(a) Amoeba (b) yak (c) Yeast (d) Leech

16. Which of the following is most likely to have a much higher breathing rate?

(a) man (b) dog (c) sparrow (d) fish

17. The animal which can breathe through lungs as well as through skin is:

(a) fish (b) dolphin (c) frog (d) crocodile

18. When air is blown from mouth into test tube containing lime water, the lime water turns milky due to ____.

(a) oxygen (b) carbon dioxide (c) nitrogen (d) alcohol

19. Glucose is oxidised to ethyl alcohol during the process of

(a) respiration   (b) aerobic respiration

(c) anaerobic respiration   (d) photosynthesis

20. Exhaled air contains

(a) more carbon dioxide   (b) more oxygen

(c) more dust   (d) all of these

Define The Following Terms:

1. **Wool-yielding animals :** Wool is obtained from the hair of some animals. These animals are called wool-yielding animals. Some wool-yielding animals are sheep, goat, yak. Camel, rabbit (angora), Llama, Alpaca etc.

2. **Scouring :** The process of removing grease, dirt and dust from the hair by thoroughly washing them is called scouring.

3. **Rearing and breeding of sheep :** Rearing of sheep means to look after the sheep by providing them food, shelter and health care. Breathing of sheep is done to obtain animals with desired characters.

4. **Sericulture :** Rearing of silk moth for obtaining silk is called sericulture. Sericulture means silk farming.

5. **Reeling of silk :** The silk filaments are separated from the cocoons. This process of obtaining silk fibres is called reeling of the silk.

Very Short Answer Type Questions:

1. *Which of the two cotton or wool is a proteineous fibre?*
   Ans.: Wool.

2. *Which of the following is suitable for summer wear? Nylon, Polyester, Cotton, Silk.*
   Ans.: Cotton.

3. *Why is the sheep after shearing dipped into an antiseptic?*
   Ans.: To prevent infection.

4. *Which property of silk makes it so attractive?*
   Ans.: Soft, light and smooth.

5. *What is the process of separating silk filaments from the cocoons called?*

    Ans.: Reeling of silk.

Short Answer Type Questions:

1. *Why is wool used for making winter clothing?*

    Ans.: The wool-yeilding animals bear hair on their body. Being porous, hair trap a lot of air and does not allow the body heat to go out. Thus, hair on the body of these animals keep them warm. Since wool is derived from the hairy fibres, therefore it is used for making winter clothing.

2. *What treatment is given to the sheared hair of sheep in (i) scouring (ii) sorting (iii) carding?*

    Ans.: **i)** **Scouring :** In scouring, the sheared skin with hair is thoroughly washed in soap solution to remove grease, dirt and dust.

        ii) Sorting : In sorting, the dried hair of different textures are sorted out. The small fluffy fibres called burrs are picked out and sent for reprocessing.

        iii) Carding : In carding process, selected curly wool fibres are straightened by passing through rollers.

3. *What is sericulture?*

    Ans.: Rearing of silk moth is called sericulture. Sericulture means silk farming.

4. *What are occupational hazards?*

    Ans.: The risks faced by workers in any industry are called occupational hazards. For example, sorter's disease is an occupational hazard for workers working in wool industry.

5. *Name the four stages in the life cycle of a silkmoth.*

    Ans.: There are four stages in the life-cycle of a silk moth. These are egg, caterpillar (larva) pupa and adult.

Long Answer Type Questions:

1. *How is wool fibre obtained from the sheared wool?*

    Ans.: Wool fibre is obtained from the sheared wool through the following steps :

        i) **Washing or Scouring :** The sheared hair is washed thoroughly to remove grease, dirt and dust from the hair. This process is called scouring. The scoured hair are then dried.

ii) **Sorting :** The dried hair of different textures are sorted out. The small fluffy fibres called burrs are picked out and sent for reprocessing.

iii) **Carding :** The selected curly wool fibres are straightened by passing through rollers.

iv) **Dyeing :** The wool fibres of light or white colour are dyed in any colour of choice.

v) **Spinning and weaving :** The wool fibres are straightened, combed and rolled into yarn.

2. *Name the wool-yielding animals. Name the animal which provides us Pashmina wool.*
   Ans.: Sheep, Goat, Yak, Rabbits (angora), Camel, Alpaca, Llama are the wool-yielding animals.
   Pashmina is obtained from the under fur of Cashmere goat.

3. *Give reason : a) Why does shearing cause no pain to the sheep? b) What kind of feed be given to a sheep for good growth of curly and shiny hair? c) Why are sheep bred selectively?*
   Ans.: **a)** Shearing does not cause any pain to the sheep because the uppermost thin layer of their skin is dead.
   a) Proein-rich food such as mixture of corn, pulses, jowar and oil-cakes should be given to a sheep for good growth of curly and shiny hair.
   b) Sheep are bred selectively to obtain the desired quality of wool.

4. *Write two characteristics of silk fibre.*
   Ans.: Characteristics of silk fibre are (i) It is soft, smooth and light in weight (ii) it is strong and has a longer life than other natural fibre.

5. *What happens when the silk caterpillar stops feeding?*
   Ans.: When the silk caterpillar stops feeding, its salivary gland starts secreting a sticky fluid (a protein called fibroin). This fluid hardens on exposure to air and forms a long thread of silk. This thread gets wrapped around its body to form a ball-like structure called cocoon.

Higher Order Thinking Skills:

1. *Which of the fabrics made from silk, wool, cotton and jute traps air the most? How does such trapped air affect the property of such fabric?*
   Ans.: Woollen fabric being porous traps the air most. As woollen fibre traps a lot of air. Air doesn't allow the body heat to go out. Thus the trapped air enhances the warmth of the fabric.

2. *Why is it necessary to kill the pupae by boiling cocoons in water?*
   Ans.: It is necessary to boil cocoon in water because we cannot get silk without boiling the cocoons. Boiling kills the pupae and it loosens the strands of the silk fibre.

Extra Very Short Answer Type Questions:

1. *Name two fibres obtained from animals.*
   Ans.: Wool, silk.

2. *Which type of wool is common in Tibet and Ladakh?*
   Ans.: Yak wool.

3. *Where are Angora goats found in our country?*
   Ans.: Jammu and Kashmir.

4. *Which animal produces wool for making the fine pashmina shawls?*
   Ans.: Kashmiri Goat.

5. *Where are the wool-yielding animals called llama and alpaca found?*
   Ans.: South America.

6. *Name any two breeds of sheep found in India.*
   Ans.: Lohi, Marwari, Nali, Pattanwadi.

7. *State whether sheep are herbivores or carnivores.*
   Ans.: Herbivores.

8. *What terms are used for the following processes?*
   a) Removing hair of sheep along with a thin layer of skin.
   Ans.: Shearing.

   b) Washing of sheep's fleece to remove dust, dirt and grease.
   Ans.: Scouring.

   c) Separating sheep's fleece into fibres of different qualities.
   Ans.: Sorting.

9. *What causes sorter's disease?*
   Ans.: Bacteria called anthrax.

10. *Which step comes first in the production of woollen yarn from sheep: scouring or shearing?*

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Ans.: Shearing.

11. *Name a natural fibre obtained from insects.*
    Ans.: Silk.

12. *Name the tree whose leaves provide food for the silkworms.*
    Ans.: Mulberry tree.

13. *What are the natural colours of the fleece of sheep and goats?*
    Ans.: The natural colour of wool is generally creamy white.

14. *Which stage comes earlier in the life history of a silk moth-pupa or larva?*
    Ans.: Larva.

15. *Which of the following actually makes the silk fibres?*
    Larva, Pupa, Adult silk moth.
    Ans.: Larva.

16. *Which of the following terms is related to silk production?*
    Floriculture, Tissue culture, Silviculture, Apiculture, Sericulture.
    Ans.: Sericulture.

17. *Name two fibres which are made of proteins?*
    Ans.: Wool and silk.

18. *State whether artificial silk is an animal fibre or a plant fibre.*
    Ans.: Plant Fibre.

Chapters - 8
Pairs of angles and parallel lines.

* **Line :-** A line segment when extended endlessly in both the directions gives us a line. A line neither has end point nor any fixed length.

$\overset{\bullet}{A} \qquad \overset{\bullet}{B}$
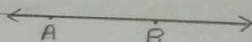
* **Ray :-** A line segment extended endlessly in one direction gives us a ray. A ray has one end point and has no fixed length.

$\overset{\bullet}{C} \qquad \overset{\bullet}{D}$
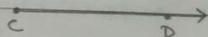
* **Line segment :-** A line segment has two end points and thus has a fixed length.

$\overset{\bullet}{E} \qquad \overset{\bullet}{F}$
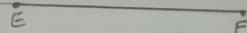
* **Angle :-** Two rays with common initial point form an angle. The two rays are called arms and common initial point is called vertex.

A ← arm
Vertex → x ∠ angle
O   B ← arm
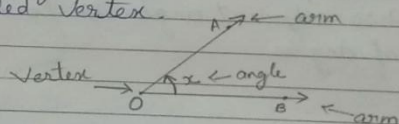
* **Pairs of angles :-**

1) **Adjacent Angles :-** Two angles are called adjacent if they have a common vertex, a common arm, and their arms do not overlap.

C   B
O   A
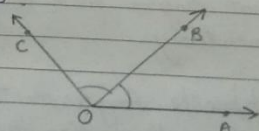
2) **Complementary Angles :-** If the sum of the measure of two angles is 90, then the angles are called complementary angles.

Complementary angles may or may not be adjacent.

C   B
45°
45°
O   A
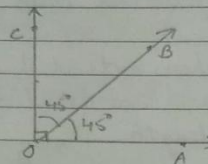
3. **Supplementary Angles :-** If the sum of the measures of two angles is 180°, then the angles are said to be supplementary angles.

C
120° 60°
A   O   B
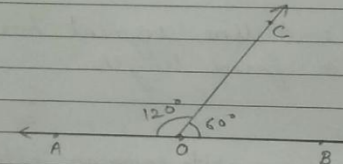
4. **Linear pair :-** If a ray stands on a line then the two adjacent angles so formed are called Linear pair of angles.

C
A   O   B
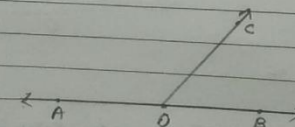
$\angle AOC + \angle BOC = \angle AOB = 180°$

Two adjacent angles form a linear pair if they are supplementary.

5. **Vertically opposite Angles :-** If two straight lines intersect each other then the pair of angles formed without any common arm are called vertically opposite angles.
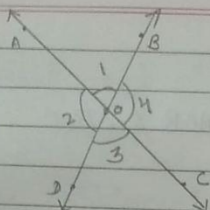
If two lines intersect each other then the pairs of

(i) adjacent angles are 180°.

(ii) Vertically opposite angles are equal.

i.e ∠1 = ∠3, ∠2 = ∠4.

Exercise - 8.1

Q-1 In the figure:

(a) Is ∠1 adjacent to ∠2

Ans. Yes, ∠1 adjacent to ∠2.

(b) Is ∠AOB adjacent to ∠COA

Ans. NO.

(c) Do ∠2 and ∠3 form linear pair.

Ans. NO.

(d) Is ∠3 Vertically opposite to ∠5

Ans. NO.
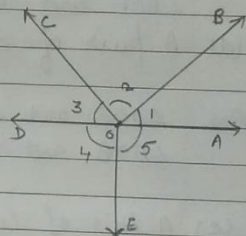
Q-2. In the adjoining Figure, name the following pairs of angles:

(a) 2 pairs of Vertically opposite angles

lines AC and BE intersect at O.

∠AOB and ∠EOC

∠BOC and ∠AOE are Vertically opposite angles.
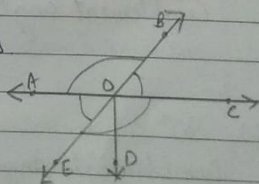
(b) A linear pair

Ans A pair of linear pair = ∠AOB & ∠BOC.

(c) A pair of Adjacent angles

Ans ∠BOC and ∠COD,

∠DOE and ∠DOC,

∠AOE and ∠EOD.

(d) A pair of Supplementary, adjacent angles.

Ans. ∠AOE and ∠EOC,

∠AOB and ∠BOC.

(e) A pair of complementary, adjacent angles

Ans. ∠AOD and ∠DOC.

Q-3 Find the complements of the angles:

(a) 45°

Complement of 45° angle $= 90° - 45°$

$= 45°$

(b) 60°

Complement angle of 60° $= 90° - 60°$

$= 30°$

(c) 90°

Complement angle of 90° $= 90° - 90°$

$= 0°$

(d) $23°$

Complement angle of $23° = 90° - 23°$

$= 67°$

Q-4. Find the supplements of the angles :

(a) $75°$

Supplement angle of $75° = 180° - 75°$

$= 105°$

(b) $140°$

Supplement angle of $140° = 180° - 140°$

$= 40°$

(c) $90°$

Supplement angle of $90° = 180° - 90°$

$= 90°$

(d) $57°$

Supplement angle of $57° = 180° - 57°$

$= 123°$.

Q-5. Identify the following as supplementary and complementary pairs of angles :

(a) $50°, 40°$

$50° + 40° = 90°$, These pairs are complementary.

(b) $110°, 70°$

$110° + 70° = 180°$, These pairs are supplementary.

(c) $28°, 62°$

$28° + 62° = 90°$, These pairs are complementary.

(d) $0°, 180°$

$0 + 180° = 180°$, These pair are supplementary.

(e) $45°, 135°$

$45° + 135° = 180°$, These pairs are supplementary.

(f) $90°, 0°$

$90° + 0° = 90°$, These pairs are complementary.

Q-6. If the magnitude of an angle is the same as its supplement, find the angle.

Sol. Let one supplement angle $= x$

Other " " $= 180° - x$

A-T-Q

$x = 180° - x$

$x + x = 180°$

$2x = 180°$

$x = \dfrac{180°}{2} \quad 90°$

$x = 90°$

One supplement angle $= 90°$

Other " " $= 180° - x$

$= 180° - 90°$

$= 90°$.

Q-7. The magnitude of an angle is the same as its complement. What is the measure of the angle ?

Sol. Let one complement angle $= x$

Other " " $= 90° - x$

A.T.Q

$x = 90° - x$

$x + x = 90°$

$2x = 90°$

$x = \dfrac{90°}{2}$ $45°$

$x = 45°$

One complement angle $= 45°$

Other " " $= 90° - x$

$= 90° - 45°$

$= 45°$

Q-8 An angle is $\dfrac{2}{3}$ of its complement. Find its magnitude.

Sol. Let one complement angle $= x$

Other " " $= 90° - x$

A.T.Q

$\dfrac{x}{1} = \dfrac{2}{3}(90° - x)$

$3 \times x = 2 \times 90° - 2 \times x$

$3x = 180° - 2x$

$3x + 2x = 180°$

$5x = 180°$

$x = \dfrac{180°}{5}$ $36°$

$x = 36°$

One complement angle $= 36°$

Other " " $= 90° - x$

$= 90° - 36°$

$= 54°$

Q-9 Two angles are such that one angle is $\dfrac{4}{5}$ of its supplement. Find the measure of angles.

Sol. Let one supplement angle $= x$

Other " " $= 180° - x$

A.T.Q

$x = \dfrac{4}{5}(180° - x)$

$5x = 4 \times 180° - 4x$

$5x + 4x = 720°$

$9x = 720°$

$x = \dfrac{720°}{9}$ $80°$

$x = 80°$

One supplement angle $= 80°$

Other " " $= 180° - x$

$= 180° - 80°$

$= 100°$

Q-10 Ratio of two angles of a linear pair is $2:1$. Find the angles.

Sol. Let common ratio x

One angle of linear pair $= 2x$

Other " " " $= x$

A.T.Q

$\angle AOC + \angle BOC = 180°$ (linear pair)

$2x + x = 180°$

$3x = 180°$

$x = \dfrac{180°}{3}$ $60°$

$x = 60°$

28
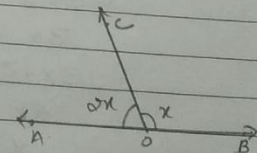
One angle of linear pair $= 2x$

$= 2 \times 60°$

$= 120°$

othe angle of linear pair $= 60°$.

Q-11. If two angles of a linear pair are equal, then what is the measure of each angle.

Sol. Let one angle of linear pair $= x$

Other $\;\;\;\;\;\text{''}\;\;\;\;\;\text{''}\;\;\;\;\;\text{''}\;\;\;\;\;\text{''}\;\; = x$

A·T·Q

$\angle AOC + \angle BOC = 180°$ (linear pair)

$x + x = 180°$

$2x = 180°$

$x = \dfrac{\cancel{180°}\;90°}{2}$

$x = 90°$

∴ Each angles of linear pair $= 90°$.

Q-12 In the adjoining figure, if $\angle 3 = 82°$. Find the measures of remaining three angles.

Sol two lines PQ and RS intersecting at point o.

$\angle 3 = 82°$ (given).

$\angle 1 = \angle 3 = 82°$ (Vertically opposite angle).

$\angle 1 + \angle 2 = 180°$ (linear pair)

$82° + \angle 2 = 180°$

$\angle 2 = 180° - 82°$

$= 98°$
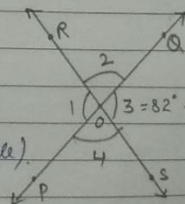
$\angle 2 = 98°$

$\angle 2 = \angle 4 = 98°$ (Vertically opposite angle)

Q-13. Find the Value of x in figures :

(a)
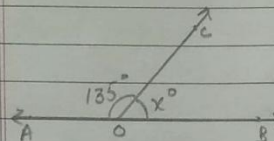
A·T· Figure.

$\angle AOC + \angle BOC = 180°$ (linear pair)

$135° + x° = 180°$

$x° = 180° - 135°$

$x° = 45°$

(b)

A·T·F
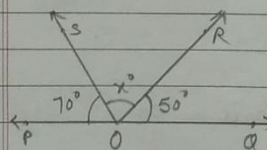
Sum of angles on straight line are Supplementary.
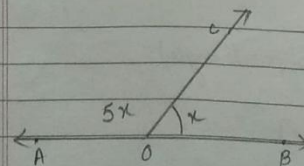
$\angle POS + \angle SOR + \angle ROQ = 180°$

$70° + x° + 50° = 180°$

$120° + x° = 180°$

$x° = 180° - 120°$

$x° = 60°$

(c)

A·T· F

$\angle AOC + \angle BOC = 180°$ (linear pair)

$5x + x = 180°$

$6x = 180°$

$x = \dfrac{\cancel{180°}\;30°}{6}$

29

$\angle AOC = 5x$

$= 5 \times 30°$

$= 150°$

$\angle BOC = x$

$= 30°$

(d)
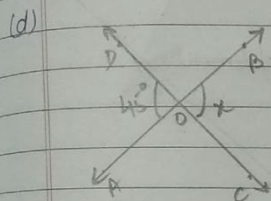
A·T·F

$\angle BOC = \angle AOD$ (Vertically opposite angles)

$x° = 45°$

(e)

A·T·F
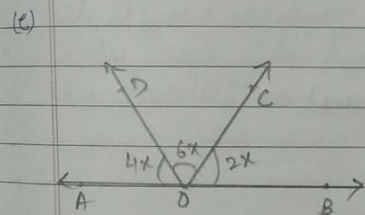
Sum of angles on straight lines are supplementary.

$\angle AOD + \angle COD + \angle BOC = 180°$

$4x + 6x + 2x = 180°$

$12x = 180°$

$x = \dfrac{180°}{12}^{15°}$

$x = 15°$

Now

$\angle AOD = 4x = 4 \times 15° = 60°$

$\angle DOC = 6x = 6 \times 15° = 90°$

$\angle BOC = 2x = 2 \times 15° = 30°$

Q-14. Find the missing values in the figure:

Sol   A·T·F

$x = 50°$ (Vertically opposite angles)
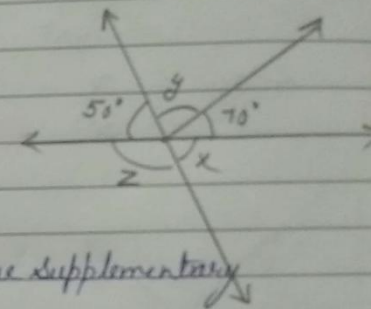
Sum of angles on straight line are supplementary

$50° + y + 70° = 180°$

$120° + y = 180°$

$y = 180° - 120°$
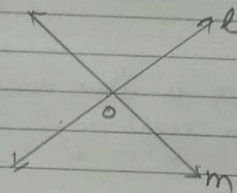
$y = 60°$

$x + z = 180°$ (linear pair)

$50° + z = 180°$
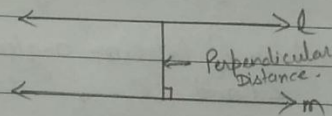
$z = 180° - 50°$

$z = 130°$

Exercise – 8.2.

Pairs of lines.

* **Intersecting lines :-** Two lines l and m intersect if they have a common point. This common point is called the point of intersection.
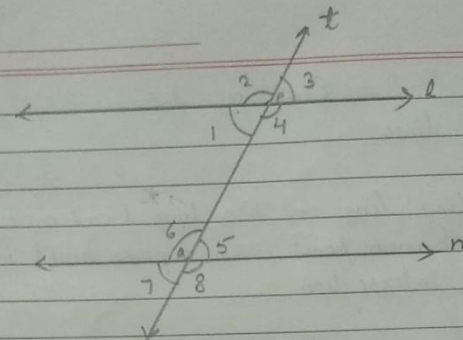

* **Parallel lines :-** Two lines, in a plane are parallel if they do not meet when produced indefinitely on either side. The perpendicular distance between two parallel lines always remains same.

* **Transversal line :-** A line which intersects two or more lines of the same plane in distinct points is called a transversal line.
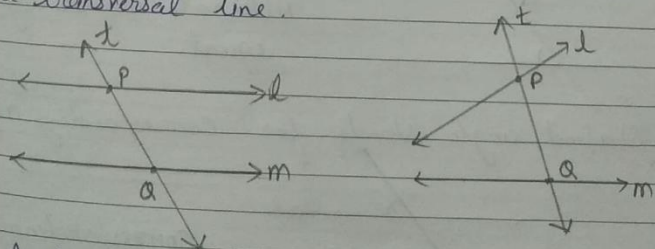

* **Angles formed by a Transversal line with two lines.**

When a transversal line intersect on two lines, then eight angles are formed as shown above figure.

(a) Interior angles – $\angle 1, \angle 4, \angle 5, \angle 6$.
(b) Exterior angles – $\angle 2, \angle 3, \angle 7, \angle 8$.
(c) pair of Alternate interior angles – $\angle 1$ and $\angle 5$, $\angle 4$ and $\angle 6$
(d) pair of Alternate exterior angles – $\angle 2$ and $\angle 8$, $\angle 3$ and $\angle 7$
(e) pair of corresponding angles – $\angle 1$ and $\angle 7$, $\angle 2$ and $\angle 6$, $\angle 3$ and $\angle 5$, $\angle 4$ and $\angle 8$.
(f) pair of Interior angles on the same side of transversal $\angle 1$ and $\angle 6$, $\angle 4$ and $\angle 5$.

* Z – Shaped angle stands for alternate angles.
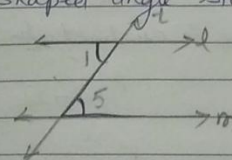
Alternate interior angles are equal.

* F – shaped angle stands for corresponding angles
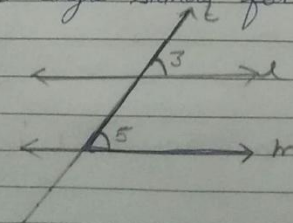
Corresponding angles are equal.

★ Sum of interior angle on the same side of transversal line is supplementary. It is also known as (co-interior angles)
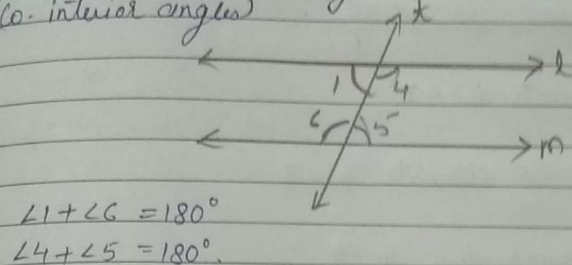
$$\angle 1 + \angle 6 = 180°$$
$$\angle 4 + \angle 5 = 180°.$$

Exercise – 8.2

Q-1 In the given Figure, which are transversals and also name the lines which are cut by these transversals.

ans. $\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$, are the transversal lines, cut the lines $\overleftrightarrow{EF}$ and $\overleftrightarrow{GH}$

$\overleftrightarrow{EF}$ and $\overleftrightarrow{GH}$ are the transversal lines, cut the lines $\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$

Q-2 Using the given figure, name the following angles.

(a) alternate interior angles

Ans. $\angle 3$ and $\angle 5$; $\angle 4$ and $\angle 6$.

(b) Corresponding angles

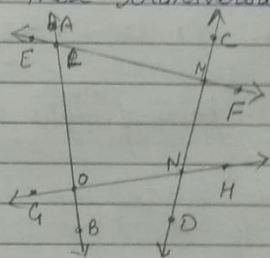Ans $\angle 1$ and $\angle 5$; $\angle 2$ and $\angle 6$; $\angle 3$ and $\angle 7$; $\angle 4$ and $\angle 8$
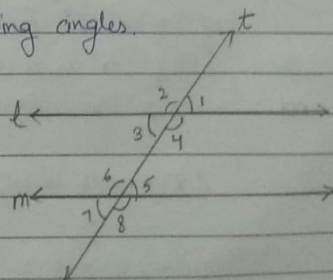
(c) interior angles

Ans $\angle 3, \angle 4, \angle 5, \angle 6$

(d) angle alternate to $\angle 3$

Ans $\angle 5$ alternate to $\angle 3$.

(e) angle corresponding to $\angle 4$.

Ans $\angle 8$ corresponding to $\angle 4$.

(f) exterior angles

Ans $\angle 1, \angle 2, \angle 7, \angle 8$

(g) pairs of interior angles on the same side of transversal

Ans $\angle 3$ and $\angle 6$; $\angle 4$ and $\angle 5$.

Q-3 In the adjoining figure, P||q and r is a transversal. If $\angle x = 115°$. Find the measure of $\angle u$, $\angle y$, and $\angle z$.

Sol. P||q , r is a transversal. (given)
$\angle x = 115°$ (given).

$\angle x = \angle u = 115°$ (Vertically opposite angle)

$\angle u + \angle z = 180°$ (co-interior angles)
$115° + \angle z = 180°$
$\angle z = 180° - 115°$
$\angle z = 65°$

$\angle y = \angle u = 115°$ (corresponding angle)

Q-4 If $l \parallel m$, find the value of x in the given figures:

(a) A.T.F, $l \parallel m$.

$y + 125° = 180°$ (linear pair)

$y = 180° - 125°$

$y = 55°$

$x = y = 55°$ (corresponding angles)
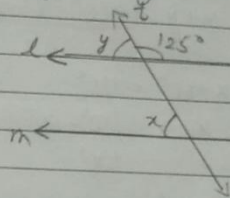
(b) A.T.F, $l \parallel m$.

$2x + 3x = 180°$ (co-interior angle)

$5x = 180°$

$x = \dfrac{180°}{5}\ 36°$

$x = 36°$
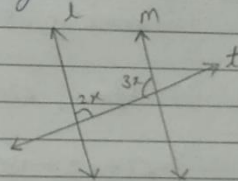
(c) A.T.F, $l \parallel m$

$y + 110° = 180°$ (linear pair)

$y = 180° - 110°$

$y = 70°$

$x = y = 70°$ (corresponding angles)
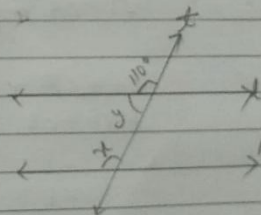
Q-5 In the figure, $\overline{BA} \parallel \overline{CD}$ and $\overline{EF} \parallel \overline{CD}$. If $\angle ABC = 60°$ Find $x°$

sol. $\overleftrightarrow{BA} \parallel \overleftrightarrow{CD}$, $\overleftrightarrow{EF} \parallel \overleftrightarrow{CD}$

$\angle ABC = 60°$

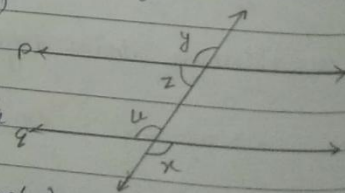---
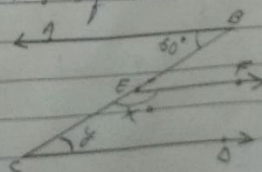
$\overrightarrow{BA} \parallel \overleftrightarrow{CD}$

$y = 60°$ (alternate interior angle)

$\overleftrightarrow{EF} \parallel \overleftrightarrow{CD}$

$x + y = 180°$ (co-interior angle)

$x + 60° = 180°$

$x = 180° - 60°$

$= 120°$

Q-6. If in the adjoining figure, $l \parallel m$ and $\angle 2 = 125°$, find the measure of $\angle 8$. Is $\angle 8 = \angle 2$

Sol. $l \parallel m$, $\angle 2 = 125°$

$\angle 1 + \angle 2 = 180°$ (linear pair)

$\angle 1 + 125° = 180°$

$\angle 1 = 180° - 125°$

$\angle 1 = 55°$

$\angle 1 = \angle 5 = 55°$ (corresponding angle)

$\angle 5 + \angle 8 = 180°$ (linear pair)

$55° + \angle 8 = 180°$

$\angle 8 = 180° - 55°$

$\angle 8 = 125°$

Yes, $\angle 8 = \angle 2$ (exterior alternate angle)
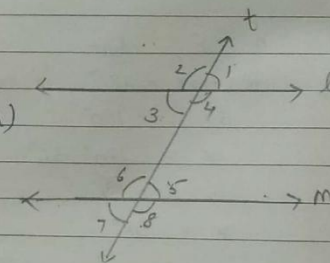
Q-7. If in the figure, $p \parallel q$ and $t \parallel r$, find x

Sol. $p \parallel q$ and $t \parallel r$.

$t \parallel \sigma$
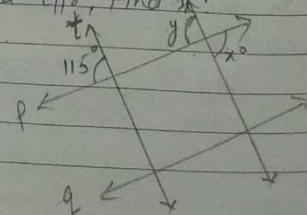
$y = 115°$ (corresponding angles).

$x = y = 115°$ (vertically opposite angles).

Q-8 It is given that $\overline{OA} \parallel \overline{EC}$ and $\overline{OB} \parallel \overline{ED}$. If $\angle x = 80°$ then find $\angle y$ and $\angle z$

Sol. $\overleftrightarrow{OA} \parallel \overleftrightarrow{EC}$, $\angle x = 80°$

$\angle x = \angle y = 80°$ (corresponding angles)

$\overleftrightarrow{OB} \parallel \overleftrightarrow{ED}$

$\angle y = \angle z = 80°$ (corresponding angles).
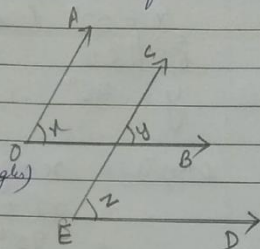
Q-9. In the given figure, $\angle B = 75°$ and $\angle C = 35°$ in $\triangle ABC$ and $\overleftrightarrow{PB} \parallel \overline{BC}$. If $\angle PAB = x°$ and $\angle QAC = y°$. Find the values of x and y.

Sol. $\overleftrightarrow{PQ} \parallel \overleftrightarrow{BC}$

$\angle x = 75°$ (alternate interior angle)

$\angle y = 35°$ (alternate interior angle).
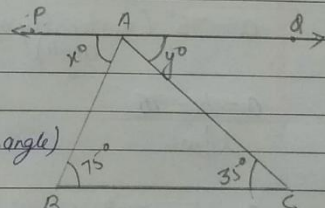
Q-10 In the given figure, $AB \parallel CD$, $\angle ABO = 50°$ and $\angle CDO = 40°$ Find the measure of $\angle BOD$.

Sol. $\overleftrightarrow{AB} \parallel \overleftrightarrow{CD}$

Draw $\overleftrightarrow{EF} \parallel \overleftrightarrow{AB}$ through O.
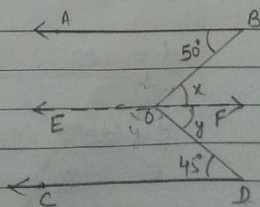
$\overleftrightarrow{AB} \parallel \overleftrightarrow{CD}$

$\overleftrightarrow{EF} \parallel \overleftrightarrow{AB}$

$\Rightarrow \overleftrightarrow{EF} \parallel \overleftrightarrow{CD}$

$\overleftrightarrow{AB} \parallel \overleftrightarrow{EF}$

$x = 50°$ (alternate interior angle).

$\overleftrightarrow{EF} \parallel \overleftrightarrow{CD}$

$y = 45°$ (alternate interior angle).

$\angle BOD = x + y$
$\qquad = 50° + 45°$
$\qquad = 95°$

Q-11. In the given figure, $l \parallel m$; Find the values of a, b, c, d and e. Give reasons.

Sol. A.T.F, $l \parallel m$.

$a = 75°$ (vertically opposite angle)

$l \parallel m$.

$a = b = 75°$ (alternate interior angle).

$c = 120°$ (vertically opposite angle).

$d = 120°$ (alternate interior angle).

$e + 120° = 180°$ (co. interior angle).
$e = 180° - 120°$
$e = 60°$
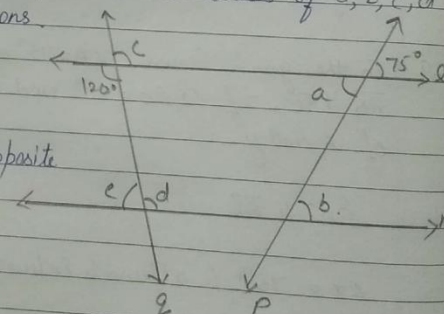
Q-12 In the adjoining Figure, $\angle 2$ is $125°$ and $\angle 5$ is $55°$ Is $l \parallel m$? Give reasons in support of your answer.

Sol. $\angle 2 = 125°$, $\angle 5 = 55°$

$\angle 2 = \angle 6 = 125°$ (Corresponding angles)

Yes, $l \parallel m$ because $\angle 2 = \angle 6$, These angles are formed corresponding angles are equal.

Q-13 state whether l is parallel to m or not. Give reasons to support your answer.

(a)
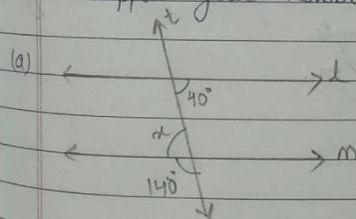
A·T·F
$x + 140° = 180°$
$x = 180° - 140°$
$x = 40°$

$\Rightarrow$ They formed alternate interior angles.
$\Rightarrow$ $l \parallel m$.

(b)
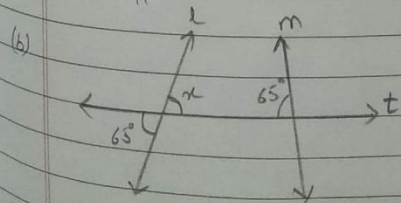
A·T·F
$x = 65°$.
Now
$65° + 65° = 130 \neq 180°$

$\Rightarrow$ They do not formed co·interior angles.
$\Rightarrow$ $l \parallel\!\!\!/ m$.

(c)
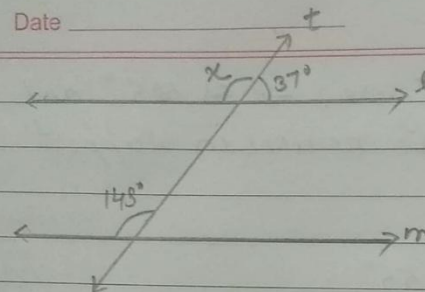
A·T·F
$x + 37° = 180°$ (linear pair)
$x = 180° - 37°$
$x = 143°$

$\Rightarrow$ They formed corresponding angles.
$\Rightarrow$ $l \parallel m$.

(d)
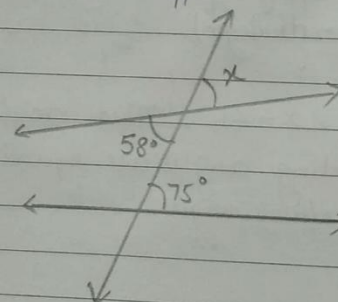
A·T·F

$x = 58°$ (Vertically opposite angle)

$x = 58° \neq 75°$

$\Rightarrow$ They do not formed corresponding angle
$\Rightarrow$ $l \parallel\!\!\!/ m$.

Senior Shree Ram Model High School
Assignment-I (2020-21)
Subject – Punjabi
Class – VII
Month – July

(ੳ)
ਪ੍ਰ:-1. ਦਸ ਰੰਗਾਂ ਦੇ ਨਾਂ ਲਿਖੋ ?
ਪ੍ਰ:-2. ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਦਸ ਪਦਵੀਆਂ ਲਿਖੋ ?
ਪ੍ਰ:-3. ਭਾਈ ਪ੍ਰਲਾਦਿਆ ਜੀ ਦੀ ਸਾਖੀ ਪੜੋ ?
ਪ੍ਰ:-4. ਭਾਈ ਸਾਹਿਬ ਅਤੇ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਪਾਠ ਰੋਜ਼ਾਨਾ ਪੜੋ ।

(ਅ) ਹੇਠ ਲਿਖੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦਿਉ :-

ਪ੍ਰ:-1. ਪਟਲਾਂ ਸਾਹਿਬ ਲਿਖੇ ਦਸਿਆ ਹੋਇਆ ਹੈ ?
ਪ੍ਰ:-2. ਗੁਰੂ ਤੇਗਬਹਾਦਰ ਜੀ ਪੁਸਲਾਦੇ ਲਿਖੇ ਸੁਰਖਿਆਬ ਸੱਚੇ ਸੇਵੇ ਘਰ .
ਪ੍ਰ:-3. ਅਸਾਮ ਵਿਚ ਰਿਹ ਦੀ ਗੱਲ ਦਾ ਬਹੁਤ ਸੰਗ ਸੀ ?
ਪ੍ਰ:-4. ਅਸਾਮ ਦੇ ਗਏ ਦੇ ਗੁਰੂ ਜੀ ਪਾਸ ਦੀ ਬੇਲੜੀ ਰੀੜੀ ਸੀ ?

(ੲ) ਖਾਲੀ ਥਾਂਵਾਂ ਭਰੋ :-

1. ਲਿਖੇ ਪੁਸਿਲਾਂ _____ ਸੀ ਦੀ ਪਧਾਰੇ ਸਲਾ
2. ਗੁਰੂ ਜੀ ਸੂਬੇ _____ ਵਿਚ ਸੀਸਲ ਜਾਣ ਤੁ ਆਧਾਪ _____ ਤੇ(ਗੁ.)
   ਸੀ ਇਹ ਲਿਖਾ ਜੀਏ ਜਲਸ਼ ਦੀ ਖਰ ਬਿਲੀ ।
3. ਗਏ ਦੇ ਗੁਰੂ ਜੀ ਤੁ _____ ਲਈ ਬੇਲੜੀ ਰੀੜੀ ।
4. ਜਿਸ ਸਥਾਨ ਤੇ ਗੁਰੂ ਜੀ ਕਹਿਣੇ ਉਹ _____ ਦੇ ਦੂਦੇ ਟੇਸੀ ।

(ਸ) ਹੇਠ ਲਿਖੇ ਸ਼ਬਦਾਂ ਦੇ ਧਾਰ ਬਣਾਓ :-

1. ਸੁਸ਼ਾਗਤ
2. ਜਾਂਦਾਗ
3. ਸਿੱਧਪ
4. ਸੰਦੇਹ
5. ਵਿਸ਼ਟਾਸ

SENIOR SHREERAM MODEL HIGH SCHOOL

VII – ENGLISH　　　　　　　　**A S S I G N M E N T**　　　　　　　**2020– 2021**

Chapter – The Scholarship Jacket

Word – Meanings

	Word	Meaning		Word	Meaning
1.	**Valedictorian**	Highest-ranking student.	11.	**Graffiti**	Pictures or writing on a wall, in a public place.
2.	**Agile**	Able to move quickly and easily.	12.	**Falsify**	To change a document, that it is no longer true in order to trick somebody.
3.	**Eavesdrop**	Secretly listen to a conversation.	13.	**Pounding**	To hit something hard many times making a lot of noise.
4.	**Fidgeted**	(here) shuffled the papers nervously.	14.	**Drowned**	To be so loud that you cannot hear something else.
5.	**Hoe**	A garden tool with a long handle and a blade.	15.	**Fled**	To run away or escape from something.
6.	**Withdrawn**	Not wanting to talk to others.	16.	**Clasped**	To hold somebody/something tightly.
7.	**Scholarship**	An amount of money that is given to a person who is all rounder.	17.	**Dignity**	The quality of being serious and formal.

8.	Vengeance	The act of punishing or harming.	18.	Leaned	To be in a position that is not straight or upright.
9.	Wandered	To walk somewhere slowly with no particular sense of direction or purpose.	19.	Vile	Very bad or unpleasant.
10.	Hesitated	To pause before you do something or before you take a decision.	20.	Crouched	To bend your legs and body so that you are close to the ground.

SUMMARY

The story is about a 14year-old girl named Martha. She is 8th grade Mexican- American girl who lives in Texas with her grandparents. She is a skinny girl and not very pretty either. However she was very intelligent and gets great grades and wants the school scholarship Jacket. The Jacket is given to the student with the highest grades each year as an award for their hard work Martha expects to be given the honour as she enters her 8th grade, just like her sister Rosie did in the past. Suddenly her world shakes when she hears few teachers talking about the jacket and how it should go to her classmate Joan as Joan's father was an influential man. Soon, Martha's nightmare is realized when she was called to the principal's office. The principal informs her about a change in school policy. From that year the Jacket was going to be paid for 15 dollars to be exact. Martha relays as she has no money to pay for it. She offers it to next student in line Joan. But after hearing her word, the principal heart melts. He decides to award it to his most deserving student, Martha herself. In the end Martha gets the jacket that she deserves without having to pay for it.

Question/Answer

19. *What was the school tradition that Martha longed to follow? Why?*

    Ans.: The school tradition that Martha longed to follow was of winning the gold and green jacket that was awarded to the class valedictorian. Martha's older sister had won the jacket a few years before, and Martha herself, who was straight, a student since the first grade, was also expected to win it.

20. *Where was Martha brought up and why?*

    Ans.: Martha was brought up in Texas by her grandparents. Her father was a poor farm labourer with eight children. So, Martha had been given to her grandparents to be raised.

21. *What were the two teachers arguing about? Why did the two disagree?*

    Ans.: The two teachers were arguing about whom that year's scholarship jacket should go to. Mr. Boone wanted it to go to a girl called Joan whose father was on the school board and was quite on influential person in the town. Mr. Schmidt, on the other hand, refused to lie or falsify records as he felt that Martha undoubtedly deserved the award.

22. *How did Martha react to the argument that she heard? Why did seem like a cruel coincidence to have overheard that conversation?*

    Ans.: Martha was shocked, disheartened and sad after overhearing the conversation. She cried all night. It seemed to her like a cruel coincidence because it revealed to her that her hopes and dreams of winning the scholar ship jacket, something she had worked hard for, were being snatched away from her just when they were within reach.

23. *How did grandpa respond to the idea of paying for the scholarship jacket?*

    Ans.: Grandpa said that if they had to pay for it was not really a scholarship jacket. He told Martha to tell her principal that he refused to pay for the jacket.

अभ्यास-पुस्तिका

1. लङ्लकारे परिवर्तयत।

(लङ् लकार में बदलिए। Change into past tense.)

उदाहरणम्— गच्छताम्   आगच्छताम्

(क) स्यात्   ....   (ख) लिखे।   ....

(ग) आनये।   ....   (घ) तिष्ठ   ....

(ङ) भविष्यति   ....   (च) पूजयिष्यति   ....

(छ) चोरयेयम्   ....   (ज) पठत।   ....

(झ) दास्यन्ति   ....   (ञ) स्मरिष्याम।   ....

2. निम्नलिखितानि वाक्यानि लङ्लकारे (भूतकाले) परिवर्तयत।

(निम्नलिखित वाक्यों को लङ् लकार में बदलिए। Change the following sentences into past tense.)

उदाहरणम्— छात्रः उपवने भ्रमति।   छात्रः उपवने अभ्रमत्।

(क) छात्रा: छात्रै: सह भ्रमति।   छात्रा: छात्रै: सह ....।

(ख) स: सिंहेन सदृश: वीर: अस्ति।   स: ....।

(ग) तौ मात्रा सम: निपुणौ स्त।   तौ मात्रा सम: ....।

(घ) ते तत्र विद्यालयं गच्छन्ति।   ते ....।

(ङ) स: कदा गृहम् आगच्छति?   स: कदा ....?

(च) स: प्रश्नं पृच्छति।   ....।

(छ) बालक: फलम् आनयति।   ....।

(ज) बाली जम्बुफलानि नयत।   ....।

(झ) तन्वय: योग्य: छात्र: अस्ति।   ....।

(ञ) पूजा योग्या छात्रा अस्ति।   ....।

3. निर्दिष्टलकारस्य प्रयोगं कृत्वा उचित क्रियापदं लिखत।

(निर्दिष्ट लकार का प्रयोग करके उचित क्रिया पद लिखिए। Write the correct forms of the verbs.)

(क) बाल: गृहे ....।   (रमा, लृट् लकार)

(ख) छात्री विद्यालयं ....।   (गम्, लट् लकार)

(ग) जना: आपणम् ....।   (गम्, लङ् लकार)

(घ) रमा गीताम् ....।   (पठ्, विधिलिङ् लकार)

(ङ) बालिके कविते ....।   (पठ्, लोट् लकार)

(च) कन्या: कविता: ....।   (स्मृ, विधिलिङ् लकार)

(छ) वर: चन्द्र ....।   (दृश्, लृट् लकार)

(ज) मनुष्या: सूर्यं ....।   (दृश्, लङ् लकार)

(झ) स: बालाय पुस्तकं ....।   (दा, लट् लकार)

(ञ) तौ भिक्षुकाय धनं ....।   (दा, लोट् लकार)

4. निम्नलिखितवाक्यानि द्विवचने परिवर्तयत।

(निम्नलिखित वाक्यों को द्विवचन में बदलिए। Change the following sentences in dual number.)

एकवचनम्	द्विवचनम्
सा भोजनम् खादति।	ते भोजनम् खादत:।
(क) स: पत्रम् अलिखत्।	....
(ख) एष: लगुडेन ताडयेत्।	....
(ग) स: बालकेन सह गच्छतु।	....
(घ) सा छात्राय पुस्तकम् अयच्छत्।	....
(ङ) वने सिंह: वसति।	....
(च) लतायाम् पुष्पम् आसीत्।	....
(छ) छात्र: पाठं स्मरिष्यति।	....
(ज) सा बालिका पुस्तकम् अपठत्।	....
(झ) स: सुन्दर: अश्व: अस्ति।	....
(ञ) एतत् आम्रम् खादतु।	....

5. निम्नलिखितधातूनाम् लङ्लकारस्य रूपाणि लिखत।

(निम्नलिखित धातुओं के लङ् लकार में रूप लिखिए। Conjugate the following roots in past tense.)

धातु:	पुरुष:	एकवचनम्	द्विवचनम्	बहुवचनम्
पठ्	प्रथम	अपठत्	अपठताम्	अपठन्
(क) लिख्	प्रथम	....	....	....
(ख) हस्	मध्यम	....	....	....
(ग) कृ	मध्यम	....	....	....
(घ) अस्	उत्तम	....	....	....
(ङ) वद्	प्रथम	....	....	....

(च) खाद् उत्तम ....
(छ) नम् मध्यम ....
(ज) चल् प्रथम ....
(झ) चर् मध्यम ....
(ञ) स्मृ उत्तम ....

6. पदपरिचयं लिखत।

(पद परिचय लिखिए। Parse the verbs.)

क्रियापद:	धातु:	लकार:	पुरुष:	वचनम्
अभवन्	भू	लङ् लकार	प्रथम पुरुष:	बहुवचनम्
(क) वदतम्	....	....	....	....
(ख) अकुर्वन्	....	....	....	....
(ग) क्रीडतु	....	....	....	....
(घ) पिबताम्	....	....	....	....
(ङ) करिष्यामि	....	....	....	....
(च) अतिष्ठत	....	....	....	....
(छ) मिलेताम्	....	....	....	....
(ज) चिन्तयसि	....	....	....	....
(झ) अगायत्	....	....	....	....

7. निम्नलिखितेषु वाक्येषु शुद्धं वाक्यं (✓) अशुद्धं वाक्यं (✗) इति चिह्नेन प्रदर्शयत।

(निम्नलिखित वाक्यों में शुद्ध वाक्यों पर (✓) तथा अशुद्ध वाक्यों पर (✗) का चिह्न लगाइए। Tick (✓) the correct sentences and cross (✗) the wrong ones.)

उदाहरणम्–

बालक: जनकेन सह अगच्छत्। ✓   बालकौ जनकेन सह अगच्छत्। ✗

(क) छात्र: संस्कृतं अध्यापकात् अपठम्। ☐   (ख) कच्छप: शनै: शनै: अचलत्। ☐
(ग) गुरु: शिष्याय अक्रुध्यत्। ☐   (घ) राम: असत्यं न अवदताम्। ☐
(ङ) राजा ब्राह्मणाय धनम् अयच्छताम्। ☐   (च) तत्र ग्रामात् बहि: उद्यानम् आसीत्। ☐
(छ) गुरु: शिष्यं प्रश्नम् अपृच्छत्। ☐   (ज) ह्य: अवकाश: अभवन्। ☐
(झ) ग्रामं सर्वत: वनानि आसन्। ☐   (ञ) पुरा संस्कृतं लोकभाषा आसीत्। ☐
(ट) भिक्षुक: गृहात् गृहम् अगच्छत्। ☐   (ठ) युवाम् लेखम् अलिखतम्। ☐

8. निम्नलिखितवाक्यानि बहुवचने परिवर्तयत।

(निम्नलिखित वाक्यों को बहुवचन में बदलिए। Change the following sentences in plural.)

एकवचनम्

स: गृहे न अतिष्ठत्।

बहुवचनम्

ते गृहे न अतिष्ठन्।

(क) अहं पत्रं लिखामि। वयम् ....
(ख) तौ उच्चै: अहसताम्। ते ....
(ग) अध्यापिका सुन्दरं चित्रं द्रक्ष्यति। अध्यापिका: ....
(घ) पुत्र: पितरम् नमतु। पुत्रा: ....
(ङ) शिशु: तरणताले तरेत्। शिशव: ....
(च) अहं पाठम् अस्मरम्। वयं ....
(छ) त्वं कुरुक्षेत्रम् गच्छ। यूयम् ....
(ज) नरौ कविताम् स्मरिष्यत:। नरा: ....
(झ) आवाम् पाठम् अपठाव। वयम् ....

9. निम्नलिखितानि क्रियापदानि द्विवचने परिवर्तयत।

(निम्नलिखित क्रिया पदों को द्विवचन में बदलिए। Change the following verbs into their dual numbers.)

एकवचनम्	द्विवचनम्		एकवचनम्	द्विवचनम्
अवदत्	अवदताम्		पास्यति	पास्यत:
(क) गच्छतु	....		(ख) स्मरामि	....
(ग) लिखेत्	....		(घ) अकरोत्	....
(ङ) आसीत्	....		(च) कथयसि	....
(छ) अनम:	....		(ज) पश्य	....
(झ) आनयेत्	....		(ञ) अयच्छम्	....

10. निम्नलिखितानि पदानि वचनानुसारं पृथक्-पृथक् कुरुत।

(निम्नलिखित शब्दों को वचन के अनुसार अलग-अलग कीजिए। Separate the following verbs according to their numbers.)

अक्रुध्यन्	अतिष्ठत्	अहसताम्	अगच्छताम्	अयच्छत्
अपिबत्	अनमत्	अखादत्	अहसत्	अनमताम्
अस्मरत्	अपठन्	अवदताम्	अहरत्	अजयत्
अपश्यन्	अतिष्ठन्	अभवन्	अधावताम्	

2. निम्नलिखितानि वाक्यानि लङ्लकारे लिखत।

(निम्नलिखित वाक्यों को लङ् लकार (भूतकाल) में लिखिए। Write the following sentences into past ten...)

उवाहरणम्— त्वं बहि: **गच्छ**। त्वं बहि: **अगच्छ:**।

(क) अधुना अहं **गच्छानि**। *[अधुना अहं अगच्छाम्]*
(ख) अधुना यूयं सर्वे **गच्छत**। *[अधुना यूयं सर्वे अगच्छत]*
(ग) सदा सुखी **भवत**। *[सदा सुखी अभवन्]*
(घ) दीनानां सहायतां **कुरु**। *[दीनानां सहायता अकरौ]*
(ङ) त्वं जल **पिब**। *[त्वं जलं अपिब]*
(च) सत्यं **वद**। धर्म **चर**। *[सत्यं अवद: धर्मम् अचर:]*

3. मञ्जूषायां दत्तै: शब्दै: रिक्तस्थानानि पूरयत।

(मंजूषा में दिए गए शब्दों से रिक्त स्थान भरिए। Fill in the blanks with the words given in the box.)

> गुरुजनान्, सत्यम्, मा, चर, भवन्ति, सहायताम्, कुरु, प्राप्य, ते, गत्वा।

सत्यम् वद। धर्म **चर**। **गुरुजनान्** नम। असत्यं **मा** वद।
ये गृहं **गत्वा** मातरं पितरं च नमन्ति **ते** सदा सुखिन: **भवन्ति**।
दीनानाम् **सहायताम्** कुरु। विद्याम् **प्राप्य** देशस्य सेवाम् **कुरु**।

भाषा-अवबोधनम्

1. कोष्ठकात् उचितं पदं चित्वा रिक्तस्थानानि पूरयत।

(कोष्ठक से उचित पद चुनकर रिक्त स्थान की पूर्ति कीजिए। Choose the correct word from the bracket and ... in the blanks.)

(क) पिता **पुत्रेण** सह गच्छति। (पुत्रस्य, पुत्रेण, पुत्रात्)
(ख) शिष्य: **शिक्षकेण** सह गच्छति। (शिक्षकेण, शिक्षकाय, शिक्षकस्य)
(ग) बाल: **गृहात्** बहि: गच्छति। (गृहम्, गृहेण, गृहात्)
(घ) छात्रा: **आचार्येण** सह भ्रमणाय गच्छन्ति। (आचार्यम्, आचार्येण, आचार्यात्)
(ङ) वयं **कक्षायाः** बहि: तिष्ठाम:। (कक्षात्, कक्षायाः, कक्षाया)
(च) त्वम् **उद्यानात्** बहि: किमर्थ क्रीडसि? (उद्यानस्य, उद्यानेन, उद्यानात्)
(छ) बालक: **मातरम्** नमति। (मातरम्, मात्रा, मातुः)

2. निम्नलिखितेषु वाक्येषु क्रियापूर्ति: उचितलोट्लकारेण कुरुत।

(निम्नलिखित वाक्यों में क्रिया-पूर्ति उचित लोट् लकार (आज्ञार्थक क्रिया) से कीजिए। Fill in the blanks in the following sentences with the correct forms of the verbs in imperative mood.)

(क) वयं सर्वे अत्र **तिष्ठाम**। (तिष्ठानि, तिष्ठाम, अतिष्ठाम)
(ख) हे ईश! त्वं माम् **रक्ष**। (रक्षतु, रक्षसि, रक्ष)
(ग) भो बालक! त्वं गृह **गच्छ**। (गच्छ, गच्छानि, गच्छतु)
(घ) भो छात्र! अत्र **आगच्छ**। (आगच्छसि, आगच्छ, आगच्छथ)
(ङ) यूयं कन्दुकेन **क्रीडत**। (क्रीडन्तु, क्रीडत, क्रीडाम)
(च) त्वम् अस्मान् कर्त्तव्यान् **वद**। (वदानि, वदन्तु, वद)
(छ) ते सदा सुखिन: **भवन्तु**। (भवतु, भवत, भवन्तु)

मूल्यपरकम्

1. नैतिकनियमा: पालनीया: उपेक्षणीया: वा? (नैतिक नियमों का पालन करना चाहिए या उपेक्षा करनी चाहिए?)
2. यदा अध्यापिका कक्षायां प्रविशति किम् त्वं तस्या: सम्मानार्थम् आसनात् उत्तिष्ठसि? (जब अध्यापिका कक्षा में प्रवेश करती हैं, क्या आप उनके सम्मान में उठकर खड़े होते हैं?)

क्रियाकलाप:

1. छात्र पाठ में आए हुए लोट् लकार के शिक्षाप्रद वाक्यों को छाँटकर अपनी संचिका में लिखें और क्रिया पदों को रंजित करें; जैसे– यूयम् पर्यावरणस्य रक्षाम् कुरुत। मातु देवो भव।
2. छात्र इसी प्रकार के अन्य शिक्षाप्रद वाक्यों का संग्रह करके चार्ट आदि बनाएँ तथा कक्षा को सजाएँ।
3. रंगों का प्रयोग करके संचिका में इंद्रधनुष बनाएँ और उसके रंगों के नाम संस्कृत में लिखें।
4. उदाहरणानुसार निम्नलिखित शब्दों में उपसर्ग, धातु तथा प्रत्यय अलग-अलग करें।

उदाहरण—

	शब्द	उपसर्ग	धातु	प्रत्यय
1.	उपगम्य	उप	गम्	ल्यप्
2.	प्रणम्य	प्र	नम्	ल्यप्
3.	पठित्वा	--	पठ्	क्त्वा
4.	आनीय	आ	नी	ल्यप्

इसी प्रकार और भी शब्द लेकर तालिका बनाएँ।

याद रखें

1. सह शब्द के योग में तृतीया विभक्ति का प्रयोग होता है; यथा–सीता **रामेण** सह गच्छति।
2. बहि: के योग में पंचमी विभक्ति का प्रयोग होता है; यथा–वयम् **कक्षायाः** बहि: तिष्ठाम:।
3. लोट् लकार का प्रयोग संस्कृत भाषा में आज्ञा के लिए किया जाता है।

> **सूक्ति:**
> ॥ वाग्भूषणं भूषणम् ॥
> (सुसंस्कृत वाणी ही सच्चा आभूषण है।)

सम्प्रति लेखनीयम्

1. उचितेन पदेन उत्तरत।

(उचित शब्द में उत्तर दीजिए। Choose the correct answer.)

(क) छात्रा: कं प्रणमन्ति? (जनकम्, आचार्यम्, अम्बाम्) — **आचार्यम्**
(ख) जना: विद्यां प्राप्य कस्य सेवां कुर्वन्ति? (परिवारस्य, समाजस्य, देशस्य) — **देशस्य**
(ग) पादपा: कीदृशा: आसन्? (हरिता:, पीता:, रक्ता:) — **हरिता:**
(घ) क्षेत्रं कीदृशम् अस्ति? (संकुचितम्, विस्तृतम्, दीर्घम्) — **विस्तृतम्**

अभ्यास

सम्प्रति लेखनीयम्

1. स्थूलानि संख्यापदानि शुद्धानि कुरुत।

(स्थूल संख्यावाची शब्दों को शुद्ध कीजिए। Correct the numerals in bold.)

उदाहरणम्– **तिस्रः** बालका:। **त्रयः** बालका:।

(क) **एकम्** बाल: — *एकः बालः*
(ख) **तिस्रः** पुस्तकानि — *त्रीणि पुस्तकानि*
(ग) **द्वौ** महिले — *द्वे महिले*
(घ) **चत्वारि** वेदा: — *चत्वारः वेदाः*
(ङ) **द्वौ** फले — *द्वे फले*
(च) **एका** पुस्तकम् — *एकम् पुस्तकम्*
(छ) **चत्वारि** मयूरा: — *चत्वारः मयूराः*
(ज) **चत्वार:** कदलीफलानि — *चत्वारि कदलीफलानि*

2. निम्नलिखितानि वाक्यानि शुद्धानि कुरुत।

(निम्नलिखित वाक्यों को शुद्ध कीजिए। Correct the following sentences.)

उदाहरणम्– **एकम्** बालक: पठति। — एक: बालक: पठति।

(क) **एक:** पुष्प वृक्षे अस्ति। — *एकम् पुष्पं वृक्षे अस्ति*
(ख) **त्रय:** चटका: उत्पतन्ति। — *तिस्रः चटकाः उत्पतन्ति*
(ग) अस्मिन् गृहे **चत्वारि** सदस्या: वसन्ति। — *अस्मिन् गृहे चत्वारः सदस्याः वसन्ति*
(घ) उद्याने **चतस्र:** बालका: क्रीडन्ति। — *उद्याने चत्वारः बालकाः क्रीडन्ति*
(ङ) **द्वे** बालकौ आपणं गच्छत:। — *द्वौ बालकौ आपणं गच्छतः*

भाषा-अवबोधनम्

1. विशेष्यस्य आधारे शुद्धसंख्यापदानां प्रयोगं कुरुत।

(विशेष्य के आधार पर शुद्ध संख्यावाची शब्दों का प्रयोग कीजिए। Use the correct adjectives of the numerals.)

(क) मम हस्तयो: (2) *द्वे* अंगुष्ठौ स्त:। — (द्वि, द्वे, द्वौ)
(ख) तत्र (1) *एकः* कुक्कुर: तिष्ठति। — (एक:, एकम्, एका)
(ग) बालकानां हस्ते (1) *एकम्* कन्दुकम् अस्ति। — (एक:, एकेन, एकम्)
(घ) अहम् (1) *एकम्* पुस्तकं क्रीणामि। — (एकम्, एका, एक:)
(ङ) (3) *त्रीणि* फलानि (4) *चत्वारि* पुष्पाणि च तत्र सन्ति। — (त्रय:, त्रीणि, चतस्र:)

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2. कोष्ठगतै: शब्दै: उचितपदं निर्माय रिक्तस्थानानि पूरयत।

(कोष्ठगत शब्दों से उचित पद बनाकर रिक्त स्थानों की पूर्ति कीजिए। Fill in the blanks with appropriate forms of the words given in the brackets.)

(क) वेदा: *चत्वारः* सन्ति। — (चतुर)
(ख) तत्र गृहात् बहि: *पञ्च* मार्जारा: तिष्ठन्ति। — (पञ्च)
(ग) अहम् *चतस्रः* मूषिका: अपश्यम्। — (चतुर)
(घ) मम गृहे *द्वौ* मूषकौ स्त:। — (द्वि)
(ङ) एकस्मिन् सप्ताहे *सप्त* दिनानि भवन्ति। — (सप्त)

3. परस्परमेलनं कुरुत।

(परस्पर मेल कीजिए। Match the following.)

(क) चत्वार: वृक्षा:   (i) *(ख)*

(ख) द्वे पुस्तके   (ii) *(ग)*

(ग) तिस्र: चटका   (iii) *(घ)*

(घ) सप्त नक्षत्राणि   (iv) *(क)*

4. संस्कृतेन अनुवादं कुरुत।

(संस्कृत में अनुवाद कीजिए। Translate into Sanskrit.)

(क) मेरे पास चार रुपये हैं। — *मम समीपे चत्वारि रूप्यकाणि सन्ति।*
(ख) पाँच लड़कियाँ रंगमंच पर नाचती हैं। — *पञ्च बालिकाः रंगमञ्चे नृत्यन्ति।*
(ग) चार बालक माता के पास गए। — *चत्वारः बालकाः मातुः समीपम् अगच्छन्।*
(घ) नौ दिनों तक तुम यहाँ रहे। — *नव दिनानि भवन्तः त्वम् अवसः।*
(ङ) हाथ में पाँच अँगुलियाँ होती हैं। — *हस्ते पञ्च अङ्गुल्यः भवन्ति।*

मूल्यपरकम्

1. किं त्वं परस्परं चाकलेह (चॉकलेट)–वितरणे निष्कपटता वर्तसे? (क्या तुम आपस में चॉकलेट बाँटते समय ईमानदारी दिखाते हो?)

2. तव मित्रं कक्षायां प्रथमं स्थानं लब्धवान्। त्वम् तम् वर्धाप्य तादृशं साफल्यं प्राप्तुम् प्रयासं करिष्यसि अथवा ईर्ष्याभावम् अनुभवसि? (तुम्हारे मित्र ने कक्षा में प्रथम स्थान प्राप्त किया। तुम उसे बधाई देकर वैसी ही सफलता प्राप्त करने का प्रयास करोगे अथवा उससे ईर्ष्या करोगे?)