

# *Dqra Educational Institute*

Class: 7<sup>th</sup>

Subject: English

Lesson no 1

## THREE QUESTIONS

### Summary of "Three Questions"

The story "Three Questions" by Leo Tolstoy revolves around a king who seeks wisdom to become a good ruler. He believes that if he finds answers to three specific questions, he will always succeed. The questions were:

1. What is the right time to do something?
2. Who are the most important people to listen to?
3. What is the most important thing to do?

The king consults various wise men, but their answers were different and fail to satisfy him. He decides to visit a hermit known for his wisdom. The hermit is busy digging in his garden, and the king helps him with the work, hoping to earn answers.

While with the hermit, a wounded man suddenly appears. The king helps to care for the man, saving his life. The man later reveals that he was an enemy seeking revenge but now feels gratitude toward the king.

Through these events, the hermit explains the answers:

1. The right time is now because it is the only time you can act.
2. The most important person is the one you are with at any given moment.
3. The most important thing is to do good for others.

**Moral : This story teaches the value of living in the present , being kind, and helping others**

### Seen passage : (To be done on notebook)

The hermit lived in a woods which he never left. He saw no one but simple people and the king put on ordinary clothes before he reached the hermit. But the king left his horse with his bodyguard and went alone. As the king reached the hermit's hut, he saw the hermit digging the ground in front of his hut. He greeted the king and continued digging. The hermit was old and weak, and as he worked, he breathed heavily.

1. Where did the hermit live?
2. Why did the king choose to wear ordinary clothes?
3. Why was he breathing heavily?
4. What was the hermit doing when the king visited him?

### Comprehension questions (to be done on notebook)

1. Why did the king send two messengers throughout his kingdom?
2. How did the king promise to reward the person who would answer his questions correctly?
3. Where did the king find peace?
4. Where did the hermit live?
5. Why did the king refuse to give reward to anyone?
6. Why did the king want to know answers to three questions?
7. The king is the main character of the story. Explain, giving three examples.

8. Did the wise men win the rewards?
9. Who was the bearded man?

**Multiple Type(to be done on notebook)**

1. The king went to see the hermit in  
a)His cage                      b)simple clothes                      c) His cave                      d) A hurry
2. The bearded man was the  
a)Relative of the king                      b)Friend of the king  
c) King’s sworn enemy                      d) Guest of the king
3. The hermit replied to the king’s questions  
a) Immediately                      b)after the digging work  
c) after the man befriended him                      d) None of these
4. What is the most important time according to king ?  
a) Then                      b) Now                      c) Never                      d) Sometime
- 5.The king’s reaction was  
a)Undesirable                      b) Humiliating                      c) Justified                      d) Instant

<b>Word</b>	<b>Meaning</b>	<b><u>(to be done on notebook)</u></b>
1.Pity	To feel sympathy for	
2. Escape	Run away	
3. Redressed	Dressed again	
4. Greet	To welcome	
5.Recognise	To identify someone	
6.Messangers	people who deliver messages or carry information	
7.sum of money	quantity of money	
8. Hermit	A person who lives alone and leads a simple life	
9. Seize	Take by force	
10. Faint	lose consciousness	

**Comprehension Check ( page no 14 )**

**Complete the following sentences by adding the appropriate parts of the sentences given in the box:**

1. Many wise men answered the king’s questions,

**Ans : But their answers were so varied that the king was not satisfied.**

2. Someone suggested that there should be a council of wise men

**Ans: To help the king act at the right time**

3. Someone else suggested that the king should have a timetable

**Ans : And follow it strictly.**

4. The king requested the hermit

**Ans : To answer three questions.**

5. The king washed and dressed the bearded man’s wound,

**Ans: But the bleeding would not stop.                      (to be done on book)**

**Activity 1 :** Imagine you are the hermit. Write briefly the incident of your meeting the king. Begin like this:

One day I was digging in my garden. A man in ordinary clothes came to see me. I knew it was the king...

**Activity 2 :** Imagine you are the king. Narrate the incident of your meeting the hermit.

**Working with the text page no 14 (to be done on notebook)**

**Ans 1:** some of the wise men advised the king to go to magicians because they thought that only magicians can look into the future.

**Answer 2:** In answer to the 2nd question, some wise men believed that the king should have councilors to advise him, some others said priests, some said that doctors' advice was important, and yet others believed that soldiers were the most important.

**Answer 3:** In answer to the 3rd question, some wise men responded that science was the most important thing, some believed that fighting was the most crucial thing to do for a king, and others said that religious worship was the most important thing to do.

**Answer 4:** No, none of the wise men won the award because all of them came up with different answers, and the king was not satisfied with any of them.

**Answer 5:** The king washed the wound and covered it with his handkerchief. He dressed the wound until the bleeding entirely stopped and gave the wounded man some water to drink. The king and the Hermit then carried the wounded man inside the hut to take rest in the night.

**Answer 6:** The bearded man was the king's enemy and had come there to take revenge for his brother's death from the king and take back his property

ii) He asked for the king's forgiveness because he came to kill the king, but the king saved his life.

**Answer 7**

The king forgave the bearded man. He showed his forgiveness by offering to send a doctor and servants to take care of the wounded man and also promised to return his property too.

**Answer 8:** The Hermit's answers to the three questions were:

1. The right time to do something is "Now" because it is the only time when we can act.

2. The most important person is the person you are with at a particular moment because we don't know what will happen in the future.

3. The most important thing is to do good to the person because we are here on the earth for that purpose alone.

We liked the third answer the most because it is true in the context of the purpose of life.

**(to be done on notebook)**

**Working with Language (P. No. 15): (to be done on notebook)**

1. Match items in List A with their meanings in List B:

**List A**

1.wounded

2.awoke

**list B**

severely injured

got up from sleep

- |             |                                    |
|-------------|------------------------------------|
| 3. forgive  | pard                               |
| 4. faithful | loyal                              |
| 5. pity     | feel sorry for                     |
| 6. beds     | small patches of ground for plants |
| 7. Return   | give back                          |

Note : use any three of the above words in sentences of your own

2) fill in the blanks with appropriate words **(to be done on book)**

- |                         |                         |                      |
|-------------------------|-------------------------|----------------------|
| 1) The judge, judgement | 2) difference, differed | 3) Answer, answer    |
| 4) Necessary, Necessity | 5) wise, wisdom         | 6) Decided, decision |
| 7) forgiveness, forgive |                         |                      |

## POEM : SQUIRREL

## Lesson no 1

**Summary :** The poem The Squirrel has been written by Mildred Bowers Armstrong. In this poem, the poet describes a squirrel that the poet once saw. The small creature was covered in gray fur, was sitting on a tree branch in an upright position to eat a nut. His tail is twisted like a question mark. Whenever anyone ran around the tree, it would run to the other side of the tree. This shows the activeness and innocence of the squirrel.

**Unseen Passage:** The sun was setting behind the hills, painting the sky in shades of orange and pink. A gentle breeze rustled the leaves of the trees, and the birds were returning to their nests for the night. The meadow was peaceful, with the flowers gently swaying in the breeze. It was a perfect evening to sit and enjoy the calmness of nature. As the stars began to appear, the world seemed to slow down, and everything felt calm and serene.

### Questions:

1. What time of day is described in the passage?
2. How are the birds behaving in the evening?
3. What makes the evening feel peaceful in the passage?
4. What happens as the stars begin to appear?

### Comprehension questions **(to be done on notebook)**

1. Short Answer Questions:

1. What is the appearance of a squirrel?
2. How does the squirrel move from tree to tree?
3. What is the squirrel's primary food?
4. Why do squirrels bury their food?
5. Describe how squirrels communicate with each other.

### 2. Long Answer Questions: **(to be done on notebook)**

1. Describe the activities of the squirrel in the poem.
2. How does the poet describe the squirrel's appearance and actions?
3. What role does the squirrel play in nature?
4. How does the poet use simple language to make the poem relatable to children?

### 3. **Fill in the Blanks: (to be done on notebook)**

1. The squirrel has a \_\_\_\_\_ tail that helps it balance while moving.
2. Squirrels mainly live in \_\_\_\_\_ and \_\_\_\_\_.
3. The squirrel's primary food is \_\_\_\_\_ and \_\_\_\_\_.
4. Squirrels are known for their \_\_\_\_\_ and \_\_\_\_\_ movements.
5. The squirrel uses its tail to \_\_\_\_\_ during cold weather.

### 4. **True or False: (to be done on notebook)**

1. Squirrels mainly eat meat. (True/False)
2. The squirrel's tail is an important part of its balance. (True/False)
3. Squirrels only live in trees. (True/False)
4. Squirrels bury seeds for the future. (True/False)

### **Word:                      Meaning                      (to be done on notebook)**

- |                  |                    |
|------------------|--------------------|
| 1. overcoat      | A long warm coat   |
| 2. Tease         | To make fun of     |
| 3. Other way     | opposite direction |
| 4. Interrogation | question           |

### **Make sentences by yourself**

### **Working with the Poem (P.N:17)**

**Ans 1:** The poet says the squirrel "wore a question mark for a tail" as the tail of the squirrel curled in a way that it appears like a question mark.

**Ans 2:** No, usually we don't say that an animal "wears" a tail. Instead, we say the animal "has" a tail. According to the dictionary, the word "wear" is used to mean something that is used to cover. For example, we wear clothes.

**Ans 3:** He liked to tease and play. Here, the poet is teasing the squirrel. The poet will approach the squirrel, and as soon as he nears the squirrel, it runs away in a different direction. ( **To be done on notebook**)

### **Activity**

1. **Drawing Activity:** Draw a squirrel based on the poem's description (gray fur, question mark-shaped tail, sitting on a tree branch). This will help you visualize the poem. ( **To be done on notebook**)

## **ENGLISH GRAMMAR              THE NOUN PHRASE AND THE NOUN CLAUSE**

**NOUN PHRASE:** A Noun Phrase is a group of words that work together to act as a noun in a sentence. A noun phrase always has a main noun, which is the central word in the phrase. The other words in the noun phrase provide additional information about the main noun.e. g

1. The dog.
2. A big house.
3. My favorite book.
4. The tall man.

Some more examples of noun phrases:

1. Early to bed is a good maxim.
2. We enjoy playing cricket.
3. Did you enjoy reading this book?
4. To win a prize is my ambition.

A noun phrase can be:

1. The subject of a verb.
2. The object of a verb.
3. The complement of a verb.
4. The object of a preposition.

Look at the following sentences:

1. The boys of our class were dancing.(Subject)
2. Radha sang a Punjabi song.(Object)
3. My father works in a big factory.(Object of the preposition ' in')
4. Justin seems to a very gentle person.(Complement of the verb 'seems')

A noun phrase can include a determiner, an adjective, an adverb, or a To infinitive.

1. Some work.(Determiner)
2. Some important work.(Adjective)
3. Some very important work.(Adverb)
4. Some very important work to do.(To-infinitive)
5. Some very important work to do urgently.(Adverb)

The subject, the object or the complement of a verb is always a noun phrase.

Look at the following sentences:

1. We enjoy playing cricket.(Object)
2. The birds flying in the sky look beautiful. (Subject)
3. Dancing is a good exercise.(Complement)

### **TEST YOURSELF**

1. Go through the question 1 of page no.8

- a) Horses prefer living in dark stables.
- b) Have you ever tried climbing a hill?

{Do rest of the parts yourself}

2. Go through the question 2 of page no.8

- a) I dislike telling lies.
- b) I promise to work harder.

{Do rest of the parts yourself}

**NOUN CLAUSE:** A Noun Clause is a group of words which contains a subject and a predicate of its own, and does the work of a noun. e.g

1. What he wants is unclear.
2. I don't know if he will come.
3. He asked why the meeting was cancelled.

## TEST YOURSELF

1. Go through the question 1 of page no. 9

- a) I earn whatever I can.
- b) She fears that she will fail.

{Do rest of the parts yourself}

2. Go through the question 2 of page no. 10

- a) Tell me where she lives. (Object)
- b) Can you guess what it is? (Object)

{Do rest of the parts yourself}

3. Go through the question 3 of page no. 11

- a) I think that he loves me sincerely.
- b) This is just what I had expected.

{Do rest of the parts yourself}

4. Go through the question 4 of page no. 11

- a) He confessed his guilt.  
He confessed that he was guilty.
- b) I know him to be trustworthy. I know that he is trustworthy.

## COMPREHENSION TEST

Q1. What is the difference between a noun phrase and a noun clause?

Q2. Translate these noun phrases into noun clauses:

- 1. The reason of his delay.
- 2. The fact that she passed the exam.
- 3. My favorite book.
- 4. The decision to move abroad.
- 5. The way he responded to the question.
- 6. Her ability to solve complex problems.
- 7. The truth behind the story.
- 8. The idea of going on vacation.
- 9. The news about the promotion.
- 10. The possibility of a new project.

Q3. Translate these noun clauses into noun phrases:

- 1. What she decided to do.
- 2. Why they left early.
- 3. How he managed to win.
- 4. That he passed the exam.
- 5. Whether they will attend the party.
- 6. What caused the delay.
- 7. Who will be the next leader.
- 1. When the meeting will start.
- 2. Why she was upset.
- 3. What happened yesterday.

Q4. Choose the correct noun phrase that fits the sentences.

- 1. She loves \_\_\_\_\_.
- a) Her new shoes.                      b) A good cup of coffee    c) The idea of travelling
- 2) \_\_\_\_\_ Is on the shelf.
- a) My favorite book.                      b) A brand new vase.                      c) The old photograph.
- 3) I will bring \_\_\_\_\_ to the party.
- a) A bottle of wine.                      b) A delicious dessert.                      C) The best gift.

4) \_\_\_\_\_ Was very surprising.

a) His decision to leave      B) The unexpected news.      C) Her sudden departure.

5) I can't believe \_\_\_\_\_

a) His comment.      B) The news about the promotion.      C) My luck.

Q5. Rewrite the sentences to include both a noun phrase and a noun clause.

1. She smiled brightly.      2. They ran fast.      3. He laughed loudly.

4. The dog barked.      5. I worked hard

### **THE PHRASE AND THE CALUSE**

A phrase is a group of words that work together to convey a single idea but do not form a complete sentence because they lack a subject, a predicate, or both. e.g

- At night.
- On the shelf.
- With her father.

Each of the above groups of words has some sense, but not complete sense. In order to express complete sense, some more words are required. e.g

- The moon shines at night.
- Keep these utensils on the shelf.
- She is living with her father.

**POINT TO REMEMBER:**

A phrase cannot contain a predicate.

A phrase can be of three kinds :

1. Noun phrase.
2. Adjective phrase.
3. Adverb phrase.

More examples of phrases:

- It was a sunset of great beauty.
- The sun rises in the east.
- The tops of the mountains were covered in the snow.

In the above sentences, the group of sentences that are italicized are phrases.

### **THE CLAUSE**

A group of sentences which forms part of a sentence, and contains subject and a predicate of its own, is called a clause. e.g

- He has a chain which is made of gold.

Here, the italicized group of words “ which is made of gold” is not a phrase because it has a subject (which) and a predicate (is made of gold). Since it has a subject and a predicate, it resembles a sentence; yet it is not a complete sentence because it forms only part of the sentence.

The italicized group of words in each of the following sentences is a clause. Each clause has its own subject and predicate.

- We cannot start while it is raining.
- People who are honest are respected.
- I think that you have made a mistake.

In a sentence, there are two kinds of clauses:



1. Principal (Main) clause.

2. Subordinate clause.

### **TEST YOURSELF**

➤ Say whether the groups of words italicized in the following sentences are phrases or clauses:

- Neha sang a lovely song.
- Do you enjoy watching movies?
- I cooked a delicious meal.
- Plants with red roses surround her house.
- Going out in the rain did calm her mind.
- Ask if he is at home.
- He said that he would go abroad.
- An honourable man is trusted anywhere.
- Ashoka was a king without fear.
- He answered in a rude manner.
- I do not know what he wants.
- I should hate to tell lies.
- No one knows why Raj left his house.
- I know why he cries.
- You should resist playing so often.
- Raman enjoys playing cards.
- He has done deeds of great heroism.
- My belief is that she is not guilty.
- Why he deceived you is a mystery.
- Diya loves to paint her thoughts.

### **COMPREHENSION TEST**

Q1. What is the main difference between a phrase and a clause?

Q2. Transform these phrases into clauses:

- Walking along the beach.
- The man with the red hat.
- Beneath the old oak tree.
- With a smile on her face.
- To win the race.
- Dancing in the rain.
- Sitting quietly in the library.
- A tall woman carrying a basket.
- The boy in the blue shirt.
- Walking home from school.

Q3. Transform these clauses into phrases:

- She was walking in the park.
- The woman who works at the bakery.
- He completed his homework before dinner.
- The dog that barked all night.
- The man who gave her a gift.
- The boy who is wearing a red shirt.
- After she left the meeting.
- Before they arrived at the station.
- The girl who lives next door.

Q4. Choose the correct phrase that fits the sentence.

1. The children were playing \_\_\_\_\_.  
a) in the park.                      b) because it was sunny.                      c) they are happy.
2. The old man walked slowly \_\_\_\_\_.  
a) with a cane in his head.                      b) because he was tired.                      c) after the storm passed.
3. The cat jumped \_\_\_\_\_.  
a) over the fence.                      b) when it saw the dog.                      c) while barking loudly.
4. Couldn't hear him \_\_\_\_\_.

a) because he was whispering. b) due to the loud music. c) after the music ended.

5. He wrote a letter \_\_\_\_\_.

a) to his old friend.                      b) because he was lonely. c) after receiving a gift.

6. She placed the keys \_\_\_\_\_.

a) on the kitchen counter.              b) because she was in a hurry.

c) after unlocking the door.

7. The baby slept peacefully \_\_\_\_\_.

a) in her mother's arms. b) because she was tired. c) after drinking milk.

8. She bought a dress \_\_\_\_\_.

a) for the party.    b) because she needed one.        c) when the shop opened.

9. The book on the table \_\_\_\_\_.

a) belongs to my sister. b) because it is interesting. c) after I finished reading it.

10. The little boy hid \_\_\_\_\_.

a) behind the curtains.    b) because he was scared. c) after he heard a noise.

Q5. Rewrite the sentences to include both a phrase and a clause.

1. I love chocolate.

2. They went to the market.

3. She is reading a book.

4. We waited for the bus.

5. The child was crying.

## CHAPTER 1 - INTEGERS

### Previous connect

#### Types of Numbers

1. Natural numbers (N): The counting numbers such as 0,1,2,3...are called natural numbers.

2. Whole numbers (W): All natural numbers together with (zero) are called whole numbers.

Every natural number is a whole number, but '0' is a whole number that is not a natural number.

**Integers:** All natural numbers, 0, and the negatives of counting numbers are called integers.

The set of integers is denoted by Z (or I).

Thus, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5..... are all integers

Positive integers: The numbers 1, 2, 3..... are positive integers.

Negative integers: The numbers -1, -2, -3..... are all negative integers.

Zero: Zero is an integer that is neither positive nor negative.

#### Addition and Subtraction of Integers

##### **Properties of Addition and Subtraction of Integers**

**i. Closure Property:** If we add or subtract two integers, the answer is always an integer. Example:  $2 + 7 = 9$  (integer),  $-5 - 2 = -7$  (integer)

**ii. Commutative Property:** If we add two integers, the result does not depend on the placement of the integers. Hence addition of integers is commutative. If a and b are two integers, then:  $a + b = b + a$  e.g  $2 + 4 = 4 + 2 = 6$

However, subtraction of integers is not commutative.

$$a - b \neq b - a \qquad 2 - 4 \neq 4 - 2 \qquad -2 \neq 2$$

**iii. Associative Property:** When we add three or more integers, the result does not depend on their grouping. Hence, addition of integers is associative.

$$(a + b) + c = a + (b + c) \qquad (2 + 3) + 4 = 2 + (3 + 4)$$

For subtraction, the result depends on the grouping. Hence, subtraction of integers is not associative. Example:

$$(a - b) - c \neq a - (b - c) \qquad (4 - 3) - 2 \neq 4 - (3 - 2) \qquad 1 - 2 = -1 \text{ and } 4 - 1 = 3$$
$$-1 \neq 3$$

**iv. Additive Identity:** The additive identity of integers is adding 0 to any integer does not change its value. Example:

$$a + 0 = 0 + a = a \qquad 2 + 0 = 0 + 2 = 2$$

#### Properties of Multiplication of Integers

**i. Closure Property:** The product of two integers is always an integer. If a and b are two integers, then  $a \times b = c$  is also an integer. This is the closure property of multiplication of integers Example:

$$-6 \times 2 = -12, \text{ and } 5 \times 4 = 20$$

**ii. Commutative Property:** According to the commutative property if a and b, the product of two integers remains unchanged even if the order of the integers is changed.

$$a \times b = b \times a \qquad 2 \times 3 = 3 \times 2 = 6$$

**iii. Associative Property:** According to the associative property, the product of three integers remains unchanged even if the grouping is changed. Thus if a,b and c are three integers then  $(a \times b) \times c = a \times (b \times c)$

$$(a \times b) \times c = a \times (b \times c) \qquad (2 \times 3) \times 4 = 2 \times (3 \times 4)$$

**iv. Distributive Property:** If a,b and c are three integers, then:

$$\begin{aligned} a \times (b + c) &= (a \times b) + (a \times c) \\ 2 \times (10 + 5) &= (2 \times 10) + (2 \times 5) \\ &= 20 + 10 \\ &= 30 \end{aligned}$$

**v. Multiplicative Identity:** When we multiply any integer by 1 or 1 by any integer, the value or the identity of the integer does not change.

$$a \times 1 = 1 \times a = a \qquad 5 \times 1 = 5 \times 1 = 5$$

**vi. Multiplication by Zero:**

When any integer is multiplied by 0, the product is always zero. Hence for every integer a

$$a \times 0 = 0 \times a = 0 \qquad 2 \times 0 = 0 \times 2 = 0$$

**vii. Multiplicative Inverse:** An integer multiplied by its multiplicative inverse is equal to 1. Hence, for every non-zero integer a, the number  $1/a$  is the multiplicative inverse of a.

$$\text{So, } a \times \frac{1}{a} = \frac{1}{a} \times a = 1 \qquad 8 \times \frac{1}{8} = \frac{1}{8} \times 8 = 1$$

**Rules for Signs in Multiplication:**

- a. Positive  $\times$  Positive = Positive
- b. Negative  $\times$  Negative = Positive
- c. Positive  $\times$  Negative = Negative
- d. Negative  $\times$  Positive = Negative
- e. A negative integer (-1) multiplied by itself an even number of times = 1.

### Division of Integers

#### **Properties of Division of Integers**

**i. Closure Property:** If a and b are two integers, then their quotient may not always be an integer. Thus, the closure property is not always true for the division of integers. Example:

$$\begin{aligned} (-7) \div (-8) &= \frac{7}{8} \text{ (not an integer)} \\ 8 \div 4 &= \frac{8}{4} = 2 \text{ (an integer)} \end{aligned}$$

**ii. Commutative Property:** If a and b are two integers, then their quotient is not an integer. Thus:  $a \div b \neq b \div a$

$$\begin{aligned} 8 \div 2 &\neq 2 \div 8 \\ 4 &\neq \frac{1}{4} \end{aligned}$$

**iii. Associative Property:** If a,b and c are three integers, then  $(a \div b) \div c \neq a \div (b \div c)$   
Thus the associative property is not true for division of integers.

**iv. Division of an Integer by itself:** For any integer  $a$ , where  $a \neq 0$ , if it is divided by itself, the result will always be 1. Example:

$$(-4) \div (-4) = 1$$

$$7 \div 7 = 1$$

**v. Division of an Integer by 1:** Any integer divided by 1 is the integer itself.

Example:  $7 \div 1 = 7$

**vi. Division of 0 (zero) by an Integer:** When 0 (zero) is divided by any integer, the result is equal to 0. Example:  $0 \div (-4) = 0$

**vii. Division of an Integer by 0 (Zero):** Integers cannot be divided by 0.

Therefore,  $a \div 0 = a/0$  is not defined.

**Rules for Signs in Division:**

1. Positive Positive = Positive

2. Negative Negative = Positive

3. Positive Negative = Negative

4. Negative Positive = Negative

**DMAS Rule:** When the four basic operations (addition, subtraction, multiplication, and division) are to be performed on integers in a given expression, they follow the DMAS rule where

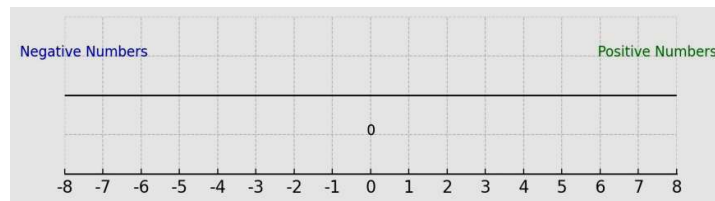
D: Division

M: Multiplication

A: Addition

S: Subtraction

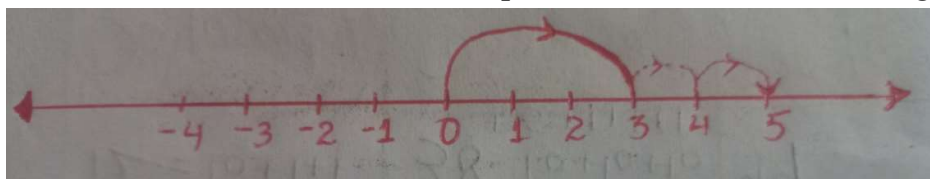
**Number Line:**



**On a number line, when we:**

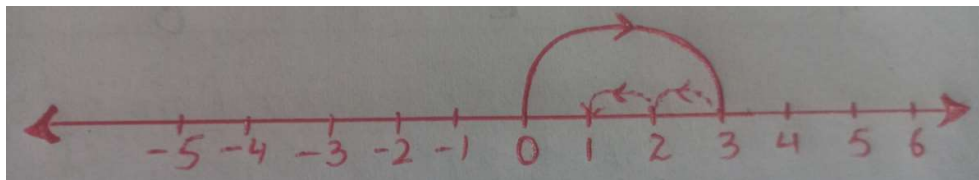
1. Add a positive integer to a given integer, we move to the right.

Example: When we add +2 to +3, move 2 places from +3 towards the right to get 5



2. Add a negative integer to a given integer, we move to the left.

Example: When we add -2 to +3, move 2 places from +3 towards the left to get +1.



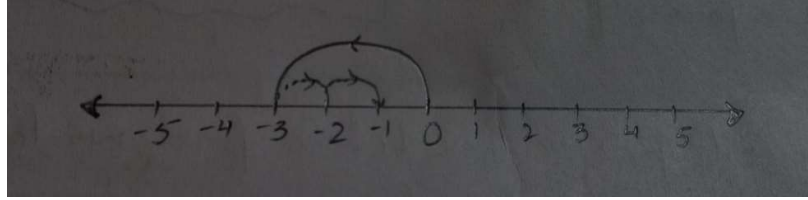
3. Subtract a positive integer from a given integer, we move to the left.

Example: When we subtract +2 from -3, move 2 places from -3 towards the left to get -5.



4. Subtract a negative integer from a given integer, we move to the right.

Example: When we subtract -2 from -3, move 2 places from -3 towards the right to get -1.



**Absolute Value of an Integer:** The absolute value of an integer is its numerical value without taking the sign into consideration. Example: The absolute value of  $-7 = 7$ .

The absolute value of  $7 = 7$ .

**Additive inverse:** The additive inverse of an integer is a value that, when added to the original integer, results in zero. In other words, the additive inverse of a number is its opposite. For any integer:  $a + (-a) = 0$  Examples:

The additive inverse of  $+5$  is  $-5$ , because  $5 + (-5) = 0$

The additive inverse of  $-8$  is  $+8$ , because  $-8 + 8 = 0$

**Comprehension questions(to be done yourself on notebook)**

1. What are integers? Give examples.
2. Differentiate between positive integers, negative integers, and zero.
3. Represent the integers  $-5$ ,  $0$ ,  $3$ , and  $-2$  on a number line.
4. Arrange the following integers in ascending order:  $-4$ ,  $7$ ,  $-1$ ,  $0$ ,  $5$ .
5. Identify the smallest and the largest integer from the set  $\{-10, -2, 0, 8, 3\}$ .
6. Find the sum of  $-7$  and  $5$ .
7. Subtract:  $(-4) - (-9)$ .
8. Multiply:  $(-6) \times 3$  and  $6 \times (-3)$ .
9. Divide:  $(-15) \div 3$  and  $15 \div (-3)$
10. The difference between two integers is  $-7$ . If one of the integers is  $10$ , what is the other?
11. The product of two integers is  $56$ . If one integer is  $-7$ , what is the other?
12. A number when subtracted from  $-8$  gives  $5$ . Find the number.

**Multiple Choice Questions (MCOs): (to be done yourself on notebook)**

1. What is the sum of  $-6$  and  $4$ ?  
a)  $-10$                       b)  $-2$                       c)  $2$                       d)  $10$
2. Which of the following integers is the smallest?  
a)  $-9$                       b)  $-4$                       c)  $0$                       d)  $3$
3. What is the product of  $-7$  and  $5$ ?  
a)  $-35$                       b)  $35$                       c)  $12$                       d)  $-12$
4. What is the difference between  $-15$  and  $5$ ?  
a)  $-10$                       b)  $10$                       c)  $-20$                       d)  $20$
5. Which of the following represents a negative integer?  
a)  $0$                       b)  $1$                       c)  $-5$                       d)  $5$

6. What is the result of  $8 \div -4$ ?  
 a) -2                      . b) 2                      c) 12                      d) -12
7. Which of the following integers is greater than -2?  
 a) -5                      b) -8                      c) 3                      d) -3
8. What is the sum of -3 and -7?  
 a) -10.                      b) 10                      c) -4                      d) 4
9. What is the product of two negative integers?  
 a) Positive                      b) Negative                      c) Zero.                      d) Undefined
10. What is the result of  $12 - (-5)$ ?  
 a) 7                      b) 17                      c) -17                      d) -7

**True or False: (to be done yourself on notebook)**

1. The sum of two positive integers is always positive.
2. A negative integer divided by a negative integer results in a positive integer.
3. The product of a positive integer and a negative integer is always positive.
4. Zero is an integer.
5. The difference between a positive integer and a negative integer is always positive.

**Do ex 1.1 , 1.2,1.3 & 1.4 yourself on notebook**

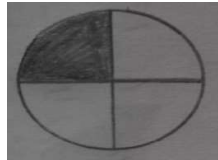
**CHAPTER 2: FRACTIONS AND DECIMALS**

**Fractions:** A fraction is a part of a whole or a collection. Fractions are written in the form of  $a/b$  where  $a$  and  $b$  are whole numbers and  $b \neq 0$ . The  $a$  is called the numerator, and  $b$  is called the denominator.

Example:

Shaded portion =  $\frac{1}{4}$

Unshaded portion =  $\frac{3}{4}$



**Types of Fractions:**

1. **Proper Fraction:** A fraction having a numerator less than its denominator is called a proper fraction. Example:  $\frac{7}{12}$ ,  $\frac{9}{11}$ ,  $\frac{2}{5}$  etc.
2. **Improper Fraction:** Fractions having numerators greater than their denominators are called improper fractions. Example:  $\frac{17}{12}$ ,  $\frac{15}{7}$ ,  $\frac{13}{2}$  etc.
3. If the numerator and denominator of a fraction are equal, the fraction becomes a whole number.
4. **Like Fractions:** Two or more fractions with the same denominator are called like fractions. Example:  $\frac{2}{9}$ ,  $\frac{4}{9}$ ,  $\frac{5}{9}$  etc.
5. **Unlike Fractions:** Fractions with different denominators are called unlike fractions. Example:  $\frac{2}{4}$ ,  $\frac{7}{5}$ ,  $\frac{8}{7}$  etc.  
 To compare them, we find the LCM of the denominators. For example to compare  $\frac{5}{3}$  and  $\frac{9}{2}$

Here, LCM of 3 and 2 = 6

So,

$$5/3 \times 2/2 = 10/6$$

$$9/2 \times 3/3 = 27/6$$

$$27/6 > 10/6$$

Therefore  $9/2 > 5/3$

**6. Unit Fractions:** Fractions with 1 as the numerator are called unit fractions.

Example:  $1/5, 1/6, 1/8$  etc.

**7. Decimal Fractions:** Fractions having denominators as 10, 100, 1000, or any other higher power of 10 are called decimal fractions. Example:  $40/100, 35/100$  etc.

**8. Vulgar Fractions:** Fractions having denominators as whole other than powers of 10 are called vulgar fractions. Example:  $5/31, 413/999$  etc.

**9. Mixed Fractions:** Fractions with whole numbers and fractions.

Example:  $5\frac{1}{2}, 6\frac{3}{8}$  etc.

To convert mixed fractions into improper fractions, we apply:  $\frac{(D \times W) + N}{D}$

- Fractions can be added or subtracted after being converted to like fractions:

Example:

$$\frac{2}{3} + \frac{3}{4} = \frac{8}{12} + \frac{9}{12} = \frac{17}{12}$$

- Only the numerators are added or subtracted. The denominator remains the same.

When we multiply two fractions: The numerator is the product of the numerators, and the denominator is the product of the denominators e.g.

$$\frac{2}{3} \times \frac{7}{5} = \frac{2 \times 7}{3 \times 5} = \frac{14}{15}$$

- The reciprocal of a fraction is obtained by inverting it: The numerator becomes the denominator, and the denominator becomes the numerator.

Example: The reciprocal of  $\frac{3}{7}$  is  $\frac{7}{3}$ .

- To divide a fraction by another fraction multiply the dividend by the reciprocal of the divisor e.g  $6/7 \div 19/18$

$$= \frac{6}{7} \times \frac{18}{19} = \frac{6 \times 18}{7 \times 19}$$

Decimals are special fractions. They have denominators of 10, 100, 1000, and so on.

Numbers that have the same number of places of decimal are called like decimals.

Numbers with different numbers of places of decimal are called unlike decimals.

Addition or subtraction of decimals are performed after converting them into like decimals.

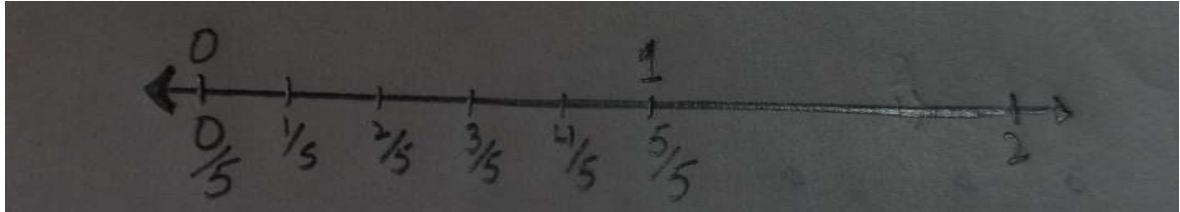


To multiply two decimal numbers we first multiply the numbers without considering the decimal points. Then, in the product, put the decimal point according to the sum of decimal places in the original numbers. The decimal point is placed after counting the places from the extreme right.

### **Fractions on the Number Line:**

To represent a fraction on a number line, divide the line segment between two whole numbers into  $n$  equal parts, where  $n$  is the denominator.

Example: To represent  $\frac{1}{5}$  or  $\frac{3}{5}$ , divide the line between 0 and 1 into 5 equal parts.



### **Comprehension questions(to be done yourself on notebook)**

1. What is a fraction? Provide an example.
2. Convert the fraction  $\frac{3}{4}$  into a decimal.
3. If a pizza is divided into 8 equal parts and you eat 3 parts, what fraction of the pizza did you eat?
4. What is the fraction form of 0.5?
5. Add the fractions  $\frac{2}{5}$  and  $\frac{3}{5}$ . What is the result?
6. Subtract  $\frac{1}{4}$  from  $\frac{3}{4}$ . What is the result?
7. Multiply  $\frac{2}{3}$  by  $\frac{4}{5}$ . What is the product?
8. Divide  $\frac{7}{9}$  by  $\frac{2}{3}$ . What is the quotient?
9. What is the decimal form of  $\frac{3}{4}$ ?
10. Write 0.75 as a fraction in its simplest form.
11. Which is greater: 0.6 or 0.75? Explain why.
12. Convert the fraction  $\frac{7}{8}$  into a decimal.
13. Add 3.5 and 2.75. What is the sum?
14. Subtract 4.25 from 9.5. What is the result?
15. Multiply 0.6 by 0.4. What is the product?
16. Divide 5.4 by 1.2. What is the quotient?
17. If a recipe requires  $\frac{2}{3}$  cup of sugar and you only have  $\frac{1}{2}$  cup, what fraction of the required sugar do you have?
18. A student scored 8.5 out of 10 in a test. What fraction of the total marks did the student score?
19. A bag of flour weighs 5.4 kg. If you need to divide it into 2 equal parts, what is the weight of each part?

### **True or False Questions**

1. The decimal form of  $\frac{3}{5}$  is 0.6

2. The sum of  $\frac{1}{4}$  and  $\frac{1}{2}$  is  $\frac{3}{4}$ .
3. 0.25 is equivalent to the fraction  $\frac{1}{4}$ .
4. The product of  $\frac{2}{3}$  and  $\frac{3}{4}$  is  $\frac{6}{12}$ .
5. 1.5 is equal to the fraction  $\frac{3}{2}$ .
6. The decimal 0.75 is equivalent to  $\frac{3}{5}$ .
7. 0.5 can be written as the fraction  $\frac{1}{2}$ .
8. The sum of two fractions with the same denominator is the sum of their numerators.
9. The fraction  $\frac{7}{10}$  is greater than 0.8.
10. 0.6 is equal to  $\frac{3}{5}$ .

Here are multiple-choice questions on fractions and decimals suitable for class 7:

**Multiple Choice Questions (MCQs)**

1. What is the decimal form of  $\frac{3}{4}$ ?  
a) 0.5                      b) 0.75                      c) 1.25                      d) 1.5
2. Which of the following is the correct fraction form of 0.6?  
a)  $\frac{6}{10}$                       b)  $\frac{3}{5}$                       c)  $\frac{1}{2}$                       d)  $\frac{1}{3}$
3. What is the sum of  $\frac{3}{4}$  and  $\frac{5}{8}$ ?  
a)  $\frac{7}{8}$                       b) 1                      c)  $\frac{1}{2}$                       d)  $\frac{5}{4}$
4. What is the difference between 7.6 and 3.45?  
a) 4.15.                      b) 3.65                      c) 5.25                      d) 4.25
5. Which of the following is the simplest form of the fraction  $\frac{6}{9}$ ?  
a)  $\frac{1}{3}$                       b)  $\frac{2}{3}$                       c)  $\frac{3}{4}$                       d)  $\frac{1}{2}$
6. Convert  $\frac{7}{8}$  into a decimal.  
a) 0.875                      b) 0.9                      c) 0.85                      d) 0.8
7. What is the result of multiplying  $\frac{5}{6}$  by  $\frac{3}{4}$ ?  
a)  $\frac{1}{2}$                       b)  $\frac{5}{24}$                       c)  $\frac{15}{24}$                       d)  $\frac{3}{10}$

**Do ex 2.1, 2.2, 2.3, 2.4, 2.5, 2.6,2.7 yourself on notebook**

**Additional Questions:**

Q1. Define nutrition. What are the two types of nutrition. Define them briefly.

Ans. Nutrition is the process of obtaining food processing it to get required ingredients for the growth of organism. The food that we take contains proteins, carbohydrates, fats & vitamins. These components are called nutrients.

There are two types of nutrition:

i.e. Autotrophic Nutrition & Heterotrophic Nutrition.

- a) Autotrophic Nutrition :- Nutrition in which green plants manufacture their food from simple organic substances such as CO<sub>2</sub> and H<sub>2</sub>O in presence of sunlight and chlorophyll.
- b) Heterotrophic Nutrition:- The nutrition in which the organisms obtain the already prepared or ready made food from autotrophs. Such organisms depend directly or indirectly on Autotrophs and are known as heterotrophs.

Q2. Define Photosynthesis?

Ans. Photo means 'light' and synthesis means 'to combine'. Thus, photosynthesis is the only process in which green plants trap solar energy and combine it with simple organic substances such as water and carbondioxide to convert it into organic energy.

Q3. Define the following terms:-

- i. Parasite:- Parasites are those organisms which derive their food from other organism known as host and also get support and shelter from it. The host is deprived of valuable nutrients and the parasite gets benefitted. E.g. cuscuta.
- ii. Saprophytes:- These organisms derive their food from dead and decayed organic matter. E.g. Mushroom
- iii. Symbiosis:- It is a relationship which is beneficial for both organisms living with each other. E.g. lichens (combination of Algae and fungi). They live together and share shelter and Nutrients.
- iv. Stomata:- Stomata are small pores present on the surface of leaves. These pores are surrounded by guard cells. Exchange of gases in plants takes place through these pores.

**TEXTUAL QUESTIONS**

Ans 1. All living organisms need food to get energy for various life activities and to build their bodies.

Ans. 2

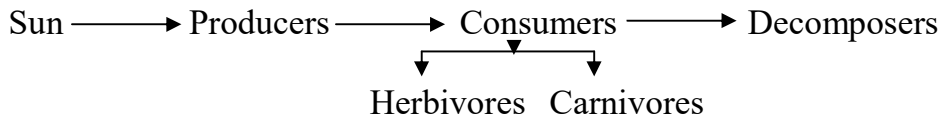
<b>PARASITE</b>	<b>SAPROTROPH</b>
a) An organism who derives its food from other organisms called host.	An organism which derives its food from dead and decayed organic matter.
b) Some parasites may be green in colour. E.g. cuscuta	Saprotrophs do not have green colour. E.g. Mushroom and some bacteria.

Ans 3. Take a leaf from a plant which was kept in sunlight for 72 hours. Now, put some drops of iodine solution on the leaf & observe it. Brown spots are noticed which indicate the presence of starch.

Ans. 4: Leaves are the food factories of a plant. Therefore, all the raw materials need to reach there. Water and minerals are absorbed by roots of plants from the soil. The root hairs do this job. They are transported to the leaves through the conducting tissue. Carbondioxide is taken in through stomata from the atmosphere and green pigment

chlorophyll present in leaves helps them to capture energy of sunlight. This energy is used to prepare food from carbon dioxide and water to release carbohydrate and oxygen.

Ans 5: Food Chain



Sun is the main source of energy on earth. This energy is transduced by the plants and passed on to the other trophic levels as chemical energy.

Q6. Fill in the blanks:-

a) Autotrophs                      b) Starch                      c) Chlorophyll                      d) CO<sub>2</sub> & O<sub>2</sub>

Q7. Name the following:-

i. Cuscuta                      ii. Pitcher plant                      iii. Stomata

Q8. i. Parasite                      ii. Pitcher plant/

Q9. Match the following:-

1. Chlorophyll → Leaf                      2. Nitrogen → Bacteria  
 3. Amarbel → Parasite                      4. Animals → Heterotrophs  
 5. Insects → pitcher plant [Q.No. 10 to Q.13 on book]

Q10. I. F                      II. F                      III. T                      IV. T

Q11. Stomata                      Q12. Leaves                      Q13. I. b                      II. B                      III. B                      IV. c

### Objectives

- The mode of taking food by an organism and its utilization by the body is termed as Nutrition.
- The components of food necessary for growth and nourishment of our body are called Nutrients.
- The mode of nutrition in which the organisms manufacture their own food is termed as autotrophic nutrition. E.g. Green plants.
- The mode of nutrition in which the organisms consume the readymade food is termed as heterotrophic nutrition.
- Autotrophs are also known as producers of food.
- Heterotrophs are also known as consumers of food.
- The pores through which gaseous exchange takes place in plants are known as stomata.
- The leaves have a green pigment called chlorophyll which helps them to trap sunlight.
- Photosynthesis is the process by which plants manufacture their food.
- The mode of nutrition in which one organism depends on another organism for its growth and development is known as parasitic mode of nutrition.
- The plants which feed on insects are known as insectivorous plants.
- The organisms which take in nutrients in a solution form from dead, and decaying matter are called saprotrophs.

### Comprehension questions of chapter Nutrition in plants

- Q1 What is photosynthesis? Why is it important for plants?  
 Q2 Name the raw materials required for photosynthesis.  
 Q3 Write the equation for photosynthesis in words.  
 Q4 What is the difference between autotrophic and heterotrophic nutrition?  
 Q5 What are saprophytic plants?  
 Q6 Give one example of Autotrophs and one example of Heterotrophs.

Q7 What are insectivorous plants? Give one example.

Q8 Name the gas released during photosynthesis.

Q9. What is Symbiotic nutrition? Give an example.

Q10 Why is chlorophyll absent in some plants?

Q11. Which pigment is responsible for trapping Sunlight in plants?

Q12 \_\_\_\_\_ plant shows parasitic nutrition.

Q13 Plants like mushroom obtain nutrients from dead organisms and are called \_\_\_\_\_.

**State True or false**

Q14 Insectivorous plants are autotrophs. \_\_\_\_

Q15 Saprophytic plants make their own food. \_\_\_\_

## LESSON NO. :- 6 : PHYSICAL & CHEMICAL CHANGES

### 1. Textual Questions

#### Q1. Physical Change

1. Dissolving sugar in water

2. Melting of wax

3. Beating aluminum to make aluminum foil

Q2. a) False, It is a physical change.

c) True

d) False, Iron and rust have different chemical composition.

e) True

Q3. a) Calcium carbonate ( $\text{CaCO}_3$ )

c) Painting & galvanization

#### Chemical Change

Photosynthesis

Burning of coal.

Digestion of food.

b) False, It is a chemical change.

b) Sodium hydrogen carbonate

d) Physical

Q4. When baking soda is mixed with lemon juice bubbles are formed with the evolution of carbon dioxide gas. When carbon dioxide is in lime water, calcium carbonate is formed, which makes lime water milky. In this reaction new substances ( $\text{CO}_2$  & Calcium carbonate) are formed, so thus it is a chemical change.

Q5. When a candle burns, both physical & chemical changes takes place. The wax near the wick vaporizes & form flames. This is a chemical change. Melted wax can again be changed into a candle which is a physical change. One more example of the familiar process is the breaking & eating of chocolate or cutting & burning of a paper.

Q6. Milk can be converted into curd. Once the curd has been formed, it cannot be converted back into milk. Thus, setting of curd is an irreversible change. So, it is a chemical change.

Q7. Burning of wood & cutting wood into small pieces are two different types of change. While burning of wood, ash is produced which cannot be converted back into wood and also the composition of wood & ash is different. So, burning of wood is a chemical change. When we cut wood into small pieces, its shape, form & size only changes not its chemical composition & no new substance is formed. So, it is a physical change.

Q8. Take a cup of water in a beaker & add a few drops of dilute sulphuric acid. Heat the water. When water starts boiling add copper sulphate powder till no more powder can

be dissolved. Filter the solution. Allow it to cool. Do not disturb the solution when it is cooling. After some time copper sulphate crystals are formed.(Fig 6.6)Page No.75

- Q9 . Painting prevent iron articles from coming in contact with oxygen or water, or both & thus protects them from rusting.
- Q10. In coastal areas, air is full of moisture (due to evaporation). In deserts, air is mostly dry because water bodies are not present there. So in coastal areas rusting is faster than in deserts.
- Q11. Process – B is a chemical change
- Q12. Both processes A & B are chemical changes.
- Q13. Iron oxide
- Q14. Rusting of iron.

### **OBJECTIVES**

1. Properties of substances such as shape, size, colour and state of a substance are known as physical properties.
2. A change in which a substance undergoes a change in its physical properties is called a physical change.
3. A change in which a substance undergoes a change in its chemical properties is known as a chemical change.
4. Rusting is an example of a chemical change.
5. One or more new substances are formed in a chemical change.
6. Rusting of iron can be prevented by painting and Galvanization.
7. Chemical name of rust is iron oxide.
8. Melting of ice is a physical change.
9. Chemical name of baking soda is sodium hydrogen carbonate.

### **Comprehension Questions of Physical & chemical changes**

- Q1 What is the difference between a physical change & a chemical change?
- Q2 Give two examples of physical changes.
- Q3 Give two examples of chemical changes.
- Q4 Is dissolving sugar in water a physical or chemical change? Why?
- Q5 What happens to molecular bonds during a Chemical change ?
- Q6 Explain why rusting of iron is a Chemical change.
- Q7 Can a Chemical change be reversed? Provide an example to support your answer.
- Q8 Why are physical changes usually reversible, While Chemical changes are often irreversible?
- Q9 Why is cooking an egg considered a Chemical change?
- Q10 What is a characteristic of a chemical change?
- Q11 Cutting paper into pieces is a \_\_\_\_\_ Change.
- Q12 Formation of gas bubbles during a reaction is evidence of a \_\_\_\_\_ change.

### **State true or false\**

- Q13 Melting of wax and burning of wax are both physical changes. \_\_\_\_\_
- Q14 Breaking a wooden stick is a chemical change. \_\_\_\_\_
- Q15 Physical change do not involve the formation of a new substance. \_\_\_\_\_

**Previous knowledge:**

**Environment:** The environment includes natural elements (biotic and abiotic) and human-made components. Examples: Land, water, air, plants, animals, buildings, roads, and communities.

**Natural Environment:** It is divided into domains such as lithosphere (land), hydrosphere (water), atmosphere (air), and biosphere (living organisms).

**Ecosystem:** A system formed by interactions between living organisms and their surroundings. Examples of ecosystems: Rainforest, desert, ocean, and even a small pond.

**Glossary**

1. Environment: Everything in our surrounding, including natural and human-made things, such as air, water, land, plants, animals, and buildings.
2. Ecosystem: A system where living things (plants, animals, and humans) interact with non-living things (air, water, and soil) in a specific environment.
3. Biotic Components: The living parts of the environment, such as plants, animals, and microorganisms.
4. Abiotic Components: The non-living parts of the environment, such as air, water, sunlight, and soil.
5. Pollution: The contamination of the environment by harmful substances, such as chemicals in air, water, or soil.
6. Deforestation: The cutting down of forests, which can harm ecosystems and reduce biodiversity.

**Introduction:**

**Environment:** The environment is everything that surrounds us, including natural and human-made things. It is made up of living things (plants, animals, and people) and non-living things (land, air, water, and sunlight). The word “environment” comes from the French word “Environner”, meaning “neighborhood”.

**Components of the Environment**

**1. Natural Environment:** This includes everything that exists in nature, without human effort. Examples: Land, water, air, plants, and animals. It is divided into the following

parts:

- a. Lithosphere: The solid outer part of the Earth, also called the land. It includes mountains, plains, valleys, and soil. It provides resources like minerals, forests, and space for agriculture and settlements.

b. **Hydrosphere:**All the water on Earth, such as rivers, lakes, oceans, and groundwater. Water is essential for life and is used for drinking, farming, and generating electricity.

c. **Atmosphere:**The layer of air that surrounds Earth.It protects us from harmful rays of the Sun and provides oxygen to breathe.Any changes in the atmosphere leads to change in weather and climate.

d. **Biosphere:**The part of the Earth where land, water, and air interact to support life. It includes all living organisms, such as plants, animals, and humans.

**2. Human-Made Environment:** This includes things created by humans to improve their lives.Examples: Buildings, roads, parks, bridges, and industries.

**3. Human Environment:**

This refers to people and their activities, such as farming, trading, education, and governance. Humans interact with the environment and modify it according to their needs.

<b>Biotic Components</b>	<b>Abiotic Components</b>
These are the living parts of the environment.	These are the non-living parts of the environment.
Examples include: Plants, animals, microorganisms, and humans.	Examples include: Land, water, air, sunlight, temperature, and soil.
They participate in energy transfer through food chains	They supply energy and resources, such as sunlight and water, to biotic components.

**Ecosystem:** An ecosystem is a system where living things (plants, animals, and humans) interact with non-living things (air, water, soil, and sunlight). Examples of ecosystems:

A **forest ecosystem** has trees, animals, and soil.

A **pond ecosystem** has water plants, fish, and frogs.

A **desert ecosystem** has sand, cacti, and camels.

Ecosystems show how living and non-living things are connected. For example: Plants make food using sunlight, Animals eat plants for energy, Dead plants and animals enrich the soil.

Human Interaction with the Environment

**1. Early Human Life:** Early humans lived in harmony with nature. They used natural resources for food, shelter, and tools. They adapted to their surroundings and led a simple life.

**2. Development Over Time:** As human needs grew, people began to modify the environment.Important developments include:



Agriculture: Humans started farming and domesticating animals.

Industrial Revolution: Factories were built, leading to large-scale production.

Transportation: Roads, railways, and ships were developed for trade and travel.

Information Revolution: Technology improved communication across the world.

**3. Impact of Human Activities:** While human development has made life easier, it has also harmed the environment. Problems caused by human activities include:

Pollution of air, water, and soil.

Deforestation and loss of wildlife.

Climate change due to global warming.

### **Why is the Environment Important?**

A healthy environment provides: Fresh air to breathe, Clean water to drink, Fertile soil to grow food. All living things depend on the environment for survival.

### **Why Should We Protect the Environment?**

1. To ensure future generations have the resources they need to live.
2. To maintain the balance of nature and avoid problems like pollution and natural disasters.
3. To protect plants, animals, and ecosystems that are part of our planet's beauty and diversity.

### **Comprehension**

#### **A. Answer the following Questions.**

1. What is the environment?
2. What are biotic and abiotic components? Give two examples of each.
3. What is the hydrosphere? Mention two examples.
4. What role does the atmosphere play in protecting life on Earth?
5. How does deforestation affect the environment?
6. Why do different places have different types of ecosystems?
7. How have humans modified the natural environment over time?
8. How do human activities lead to environmental problems?

#### **B. Fill in the blanks.**

1. The \_\_\_\_\_ is the solid crust or the hard top layer of the Earth.
2. Rivers, lakes, and oceans are examples of the \_\_\_\_\_.
3. \_\_\_\_\_ components include living organisms such as plants and animals.
4. The \_\_\_\_\_ is the part of the Earth where land, water, and air interact to support life.
5. The thin layer of air that surrounds the Earth is called the \_\_\_\_\_.
6. Roads, bridges, and parks are examples of \_\_\_\_\_ environment.

#### **C. Tick the Correct Option**

1. What is the narrow zone where land, water, and air interact called?

a) Lithosphere      b) Biosphere      c) Atmosphere      d) Hydrosphere

2. Which of the following is not a natural component of the environment?

a) Water              b) Air              c) Buildings              d) Soil

3. What does the lithosphere include?

a) Air              b) Water              c) Soil and rocks      d) Living organisms

4. Which is not a biotic component?

a) Plants              b) Animals              c) Soil              d) Microorganisms

5. The hydrosphere consists of:

a) Water bodies like rivers, lakes, and oceans      b) Landforms like mountains and valleys

c) Plants and animals              d) Air and gases

6. What is the atmosphere?

a) The solid outer layer of the Earth      b) The layer of gases surrounding the Earth

c) The water on Earth              d) The system of living organisms

### **Textual Questions (to be done on notebook)**

1. Answer the following questions:

**Ans 1:** An ecosystem is a place where all living things, like plants, animals, and people, interact with non-living things, like air, water, and soil. For example, a pond, a forest, or a desert are all ecosystems.

**Ans 2:** The natural environment is everything that nature has made. This includes land (like mountains and plains), water (like rivers and oceans), air (the atmosphere), plants, and animals. These things are not made by humans.

**Ans 3:** The environment has three main parts:

1. Natural components: These include things like land, water, air, plants, and animals.

2. Human-made components: These are things humans create, like buildings, parks, roads, and bridges.

3. Human components: This includes people and their activities, like farming, trading, and education.

**Ans 4:** Four examples of human-made environments are:

1. Roads      2. Buildings      3. Parks              4. Bridges

**Ans 5:** The lithosphere is the solid outer layer of the Earth. It is made up of rocks, soil, and landforms like mountains, valleys, and plains. It is where we grow our food, build houses, and find minerals.

**Ans 6:** The two major components of the biotic environment are:

1. Plants: They give us food, oxygen, and shade.

2. Animals: They provide food, help plants grow by spreading seeds, and maintain balance in nature.

**Ans 7:** The biosphere is the part of the Earth where life exists. It includes land, water, and air, and it is home to all living things, like plants, animals, and humans.

## 2. Tick the correct option:

(i) Which is not a natural ecosystem?

(a) Desert                      (b) **Aquarium**                      (c) Forest

(ii) Which is not a component of human environment?

(a) **Land**                      (b) Religion                      (c) Community

(iii) Which is a human-made environment?

(a) Mountain                      (b) Sea                      (c) **Road**

(iv) Which is a threat to the environment?

(a) Growing plant   (b) **Growing population**   (c) Growing crops

## 3. Match the following:

1. Biosphere - (e) Narrow zone where land, water, and air interact.

2. Atmosphere - (a) Blanket of air which surrounds the Earth.

3. Hydrosphere - (b) Domain of water.

4. Environment - (d) Our surroundings

## 4. Give reasons:

**Ans 1:** Humans change their environment to meet their needs. For example:

1. They cut down trees to make space for farms and cities.

2. They build houses and roads to live comfortably and travel easily.

3. They construct factories to make goods and produce energy.

4. These changes help humans live better, but they can also harm nature if not done carefully.

**Ans 2:** Plants and animals need each other for survival. For example:

1. Plants provide oxygen, food, and shelter for animals.

2. Animals help plants by spreading their seeds and pollinating flowers, which helps plants grow.

3. Animal waste makes the soil rich and fertile, which is good for plants.

4. This balance between plants and animals keeps ecosystems healthy.

## Tracing Changes through a Thousand Years

## History

### Glossary:

1. Cartographer: A person who makes maps.

2. Al-Idrisi: A 12th-century Arab geographer and cartographer who created an early map of the Indian subcontinent.

3. Guillaume de l'Isle: A French cartographer from the 18th century known for creating detailed maps of the subcontinent.

4. Manuscript: A hand-written document used to record texts before the invention of the printing press.

5. Jati: A sub-caste or community group with its own rules and regulations.

6. Persian Wheel: A medieval irrigation tool used to draw water from wells for agriculture.

7. Scribe: A person who copied manuscripts by hand in medieval times.

### **Important Dates:**

1. 1154 CE: Al-Idrisi created a map of India.
2. 13th Century: Minhaj-i-Siraj used the term “Hindustan” for parts of north India.
3. 1356 CE & 1358 CE: Ziyauddin Barani wrote and revised his chronicles.
4. 14th Century: Amir Khusrau described India’s languages and cultural diversity.
5. 1720s: Guillaume de l’Isle created a detailed map of India.
6. 700 CE – 1750 CE: Period of study covering 1,000 years of changes in India.

### **Previous Knowledge:**

1. The concept of kingdoms and empires (e.g., Gupta dynasty, Harshavardhana).
  - a. Gupta Empire: Known for cultural achievements, governance, and trade expansion.
  - b. Harshavardhana’s Rule: A significant early ruler who brought stability after the Gupta decline.
  - c. Society in these times was hierarchical, with rulers, scholars, and merchants playing key roles.
2. Historical sources like coins, monuments, inscriptions, and simple manuscripts.
3. Early Social Structure and Religion
  - a. Brahmanas (priests): Performed rituals and were key to religious and cultural life.
  - b. Kshatriyas (warriors): Protected the kingdom and governed it.
  - c. Vaishyas (merchants): Engaged in trade and agriculture.
  - d. Shudras (laborers): Served the other varnas.
  - e. Religion: Ancient India saw the growth of Hinduism and Buddhism, influencing society and governance.
4. Importance of Trade and Travel
  - a. Internal Trade: Spices, textiles, and agricultural products moved across regions.
  - b. External Trade: India’s silk and spices were exported to Rome, China, and Southeast Asia.
  - c. Travelers and Trade Routes: Travelers like Fa-Hien and Xuanzang documented their journeys, giving us valuable insights into Indian society and economy.

### **Introduction – Maps and Their Evolution**

#### **1. Differences Between Maps (Al-Idrisi’s Map and Guillaume de l’Isle’s Map):**

- a. **Al-Idrisi’s Map** (1154 CE): South India is depicted at the top, showing that the map’s orientation was different from modern conventions. Names are written in Arabic, reflecting the culture and priorities of the time.

b. **Guillaume de l'Isle's Map** (1720s): Shows more accurate coastal details, as these maps were created for European sailors and merchants who relied on them for trade and navigation.

**For maps consult book P.no 01 & 02**

**Why Maps Changed:**

A. Maps evolved due to advancements in technology, improved exploration, and changing priorities (e.g., trade or conquest).

B. Early medieval maps reflected cultural perceptions and limited geographical knowledge, whereas later maps were more focused on accuracy and usability.

**Changing Terminologies and Their Meanings**

1. The Evolution of "Hindustan" :

a. In the 13th century, Minhaj-i-Siraj used "Hindustan" to describe the political under the Delhi Sultanate, mainly north India (Punjab, Haryana, and the Ganga-Yamuna Doab).

b. By the 16th century, Babur referred to "Hindustan" as the cultural and geographical subcontinent, encompassing its people, climate, and traditions.

c. Modern "Hindustan" refers to the nation-state of India.

2. Meaning of "Foreigner": In medieval times, a "foreigner" referred to anyone outside a specific social or local context, such as a stranger visiting a village or someone from a different caste. Today, the term typically refers to someone from another country.

**Sources of History – Continuity and Change**

**1. Types of Sources:**

a. Ancient Sources: Inscriptions, coins, and monuments were prominent in ancient history.

b. Medieval Sources: Manuscripts, chronicles, and textual records gained importance as paper became cheaper and widely used.

c. Manuscripts were used for writing holy texts, chronicles of rulers, letters, and tax records.

**2. Challenges with Manuscripts:**

a. They were copied by hand, leading to errors or variations over time.

b. The absence of printing presses meant that historians often had to compare multiple versions to reconstruct the original text.

**Social, Political, and Cultural Changes**

**1. Emergence of New Social Groups:**

a. Rajputs: Originally a term for sons of rulers, it became associated with a warrior group claiming Kshatriya status.

b. Groups like the Marathas, Jats, and Sikhs gained prominence, seizing opportunities for political and military power.

**2. Technological Advancements:**

- a. Persian Wheel: Improved irrigation systems, boosting agricultural productivity.
- b. Spinning Wheel: Revolutionized weaving and textile production.
- c. New Crops: Introduction of potatoes, chillies, tea, and coffee transformed diets and trade.

### **3. Role of Jatis (Sub-Castes):**

Society became organized around jatis based on occupation and background. Jatis framed their own rules, enforced by local panchayats (assemblies).

## **Thinking About Historical Periods and Recap**

### **1. Dividing History into Periods:**

- a. Historians divide history into ancient, medieval, and modern periods to simplify study.
- b. However, such divisions can be problematic as they oversimplify complex overlaps between time periods and societies.

### **2. Continuities and Changes:**

- Continuities: Agricultural reliance, local village economies, and social structures persisted.
- Changes: New technologies, introduction of Islam, rise of new political powers, and cultural exchanges with external influences.

## **Comprehension**

### **A. Objective Type Questions (MCQs)**

1. Who created the map of India in 1154 CE?
  - a) Babur.                      b) Al-Idrisi.                      c) Minhaj-i-Siraj.                      d) Fa-Hien
2. What language was used to write place names in Al-Idrisi's map?
  - a) Persian.                      b) Hindi.                      c) Arabic.                      d) Sanskrit
3. What was the profession of Guillaume de l'Isle?
  - a) Merchant.                      b) Cartographer.                      c) Historian.                      d) Poet
4. Which of these crops was NOT introduced in India during the medieval period?
  - a) Potatoes.                      b) Corn.                      c) Tea.                      d) Sugarcane
5. The term "foreigner" in the medieval period referred to:
  - a) People from other countries      b) Strangers not belonging to a village or community
  - c) Traders from Europe.                      d) Invading armies
6. What was the purpose of Al-Idrisi's map?
  - a) Navigation for Arab merchants.      b) Marking Indian territories
  - c) Military planning.                      d) Cultural representation
7. The spinning wheel was introduced in India during:
  - a) The Gupta period                      b) Medieval times.                      c) British rule.                      d) The Vedic age
8. What were archives used for in medieval India?
  - a) Printing books.                      b) Storing manuscripts and documents
  - c) Writing inscriptions.                      d) Keeping maps

9. Who referred to “Hindustan” as the land between the Ganga and Yamuna in the 13th century?

- a) Al-Idrisi.            b) Minhaj-i-Siraj.    c) Babur.                d) Amir Khusrau

10. The Bhakti movement emphasized:

- a) The power of kings.                                    b) A direct connection with God  
c) Worship through elaborate rituals    d) The supremacy of priests

### **B. Fill in the Blanks**

1. The \_\_\_\_\_ style of handwriting in Persian was easy to read.

2. \_\_\_\_\_ was a 14th-century chronicler who revised his work in 1356 and again in 1358.

3. Archives are places where \_\_\_\_\_ are stored.

4. The term “Rajput” is derived from the word \_\_\_\_\_, meaning “son of a ruler”.

5. New crops introduced in India during the medieval period include \_\_\_\_\_ and \_\_\_\_\_.

### **C. Short Answer Questions (3-4 sentences)**

1. How did Al-Idrisi’s map differ from Guillaume de l’Isle’s map?

2. What does the term “foreigner” mean in the context of medieval India?

3. How did the term “Hindustan” evolve over time?

4. Why do historians face difficulties when using manuscripts as sources of history?

5. What role did the Persian wheel play in medieval agriculture?

6. What role did paper play in the preservation of history during the medieval period?

### **D. Long Answer Questions (6-8 sentences)**

1. Describe the sources used by historians to study medieval Indian history.

2. Discuss the changes in society with the emergence of new groups like the Rajputs and Marathas.

3. What were the challenges historians faced in dividing Indian history into periods?

4. Analyze the significance of Bhakti traditions in medieval India.

5. How did mobility and migration of people shape the cultural and economic changes in medieval India?

6. Why do you think maps from the medieval period are less accurate than modern maps?

### **E. Activity**

1. Draw a simple map of your surroundings as you think a medieval cartographer would have created it.

### **TEXTUAL QUESTIONS**

**Ans 1:** Any stranger who was not a part of that society or culture was considered a “foreigner” in the past. A city-dweller, therefore, might have regarded a forest-dweller as a “foreigner”.

**2. State whether true or false:**

- (a) False                      (b) True                      (c) True                      (d) False

**3. Fill in the blanks:**

- (a) Manuscripts.    (b) Ziyauddin Barani    (c) Potatoes, corn, chillies, tea and coffee

**Ans 4.** The technological changes associated with this period are:

- (i) The Persian wheel for irrigation.
- (ii) The spinning wheel in weaving.
- (iii) Firearms in combat.

**Ans5.** The major religious developments during this period:

- (i) Important changes occurred in the Hinduism religion which included the worship of new deities.
- (ii) Hindus started the construction of temples by royalty.
- (iii) Importance of Brahmanas and the priests grown and they became dominant groups of the society.
- (iv) There was also the emergence of the idea of bhakti i.e. of a loving, personal deity.
- (v) During this period, new religions like Islam appeared in the subcontinent who brought the teachings of holy Quran.
- (vi) Many rulers were patrons of Islam and the ulama.

**Ans6.** The meaning of the term “Hindustan” changed over the centuries:

- (i) In the 13th century, Minhaj-i-Siraj, a chronicler who wrote in Persian used “Hindustan” in a political sense for lands that were a part of the dominions of the Delhi Sultan.
- (ii) In 13th century, Hindustan never included south India. It meant the areas of Punjab, Haryana and the lands between the Ganga and Yamuna.
- (iii) In 14th century poet Amir Khusrau used the word “Hind” for the culture and the people of Indus river.
- (iv) But in the early 16th century Babur used Hindustan to describe the geography, the fauna and the culture of the inhabitants of the subcontinent.
- (v) Earlier, the term “Hindustan” never carried the political and national meanings which we associate with it today. But now this terms is used for nowadays India.

**Ans 7.**(i) The affairs of jatis were regulated by an assembly of elders which is also known as jati panchayat in some areas.

- (ii) Jatis framed their own rules and regulations to manage the conduct of their members.
- (iii) Jatis were also required to follow the rules of their villages governed by a chieftain.



## ON EQUALITY

## CIVICS

### **GLOSSRY**

#### **Terms and Definitions**

1. Democracy: A government of the people, by the people and for the people.
2. Voting Rights: The right to elect and remove the representatives of the government.
3. Elections: The process of choosing the representatives of the government by the people
4. Public Opinion: The collective views and wishes of the people that influence the policies of the government.
5. Society: The community of the people who live together and share a common culture, values and norms.
6. Caste system: A system of social hierarchy that divides people into different groups based on their birth, occupation and status.
7. Rule of Law: The principle that everyone is equal before the law and no one is above it.

#### **Points To remember:**

1. Democracy is based on rule of law, which means that everyone is equal before the law and no one is above it.
2. The constitution of India is the guiding framework for the working of democracy in our country.
3. Village Panchayats are democratic institutions at the local level.
4. There are different types of Governments in the world.
5. India has a democratic set-up which guarantees certain basic rights to all its people including the individuals freedom to choose.

#### **Multiple Choice Questions (MCQ'S)**

1. What does democracy mean?  
(a) Equal right to vote                      (b) Unequal right to vote  
(c) Discrimination                              (d) All of these
2. According to Universal Adult Franchise every adult has:  
(a) No vote                                      (b) one vote  
(c) multiple vote                                (d) All of these
3. What is NOT the element of equality?  
(a) Justice                      (b) Religion                      (c) Wealth                      (d) Health
4. Whose autobiography is 'Joothan'?  
(a) Omprakash Valmiki's                      (b) Atal Bihari Vajpayee's  
(c) Mahatma Gandhi's                      (d) Pt. Jawaharlal Nehru's
5. What did the headmaster ask Omprakash Valmiki to do?  
(a) To bring a glass of water                      (b) To sweep the school playground  
(c) To teach the students                      (d) None of these

6. When persons are treated unequally what is violated?  
 (a) Dignity                      b) Religion    (c) Caste                      (d) Practice
7. The Indian constitution recognises  
 (a) all people are equal                      (b) all people are not equal  
 (c) all people are economically sound                      (d) none of these
8. Who drafted the Indian Constitution?  
 (a) Pt. J.L. Nehru                      (b) Mahatma Gandhi  
 (c) Lai Bahadur Shastri                      (d) Dr. B.R. Ambedkar
9. Who represent our problems in the Parliament House?  
 (a) Ourselves                      (b) MLAs                      (c) SHO                      (d) MPs
10. Civil Rights movement of USA was about:  
 (a) Afro Americans                      (b) Both of these    (c) Indo Americans                      (d) NOT
11. What is the central feature of Democracy?  
 (a) Inequality                      (b) Discrimination    (c) Equality                      (d) restrictions

**Fill in the blanks with appropriate words**

1. .... was the first state to introduce Midday meal scheme
2. We are represented in the Parliament through our .....
3. Our constitution recognises everyone as equal before .....

**State whether the given statements are true or false.**

1. The Ansaris easily got a flat in the desired area
2. Joothan is an autobiography of Omprakash Valmiki.
3. Rosa Parka was an African-American.

**Very Short Answer Type Questions:**

1. What is Joothan about?  
 Answer: It is about the bitter experiences of growing up of a dalit boy.
2. What suggestion was given to Ansaris by the property dealer?  
 Answer: They were suggested to change their names and call themselves Mr and Mrs kumar
3. On what basis were the Ansaris treated unequally?  
 Answer: The Ansaris were treated unequally on the basis of religion.
4. What do you mean by 'dignity'?  
 Answer: Dignity means thinking of one self and others as worthy of self-respect.
5. What are the two ways in which the government has tried to implement theequality thatis guaranteed in the constitution?  
 Answer: (i) Through laws  
 (ii) Through government programmes or schemes to help unprivileged groups.
6. Who have been employed to cook the meal under midday meal scheme?  
 Answer: Dalit women have been employed for this purpose.
7. How did B.R. Ambedkar view self-respect?  
 Answer: B.R. Ambedkar viewed self-respect as the most vital factor in life, without which man was cipher.

8. What was the condition of the African-Americans in the United States of America prior to 1950s?

Answer: Prior to 1950's, the African-Americans were treated extremely unequally in the USA and denied equality through law.

9. What is known as the Civil Rights Movements?

Answer: A movement took place in the USA in the late 1950's to push for equal rights for African-Americans. This movement later came to be known as Civil Rights Movement.

10. Give an example to show all people are equal according to Indian constitution

Answer: Right to vote given to all adult irrespective of their gender, caste, creed or socio-economic status.

11. What do you mean by mid-day meal programme?

Answer: Mid-day meal programme is a programme introduced in all government elementary school to provide students with cooked lunch.

12. Are all the people who have voting rights really equal?

Answer: People like Kanta have the voting rights but their daily living conditions are far from equal. They experience inequality in different ways.

### **Short Answer Type Questions:**

1. Why universal adult franchise is important in a democracy?

Answer: In a democracy, universal adult franchise is important because of the following reasons:

(i) Democracy is the government of the people, by the people and for the people.

(ii) Every adult irrespective of caste, creed, religion, region, sex, rich or poor people are allowed to vote. This is called universal adult franchise.

(iii) Concept of universal adult franchise is based on equality.

(iv) In democracy every citizen is equal.

2. What is one of the main reasons which is responsible for continuance of discrimination?

Answer: One of the main reasons for continuance of discrimination is that attitudes change very slowly.

(i) People are aware that discrimination is against the law. Still they continue to treat people unequally on the basis of their caste, religion, disability, economic status and sex.

(ii) It is only when people begin to believe that no one is inferior and that every person deserves to be treated with dignity that attitudes change.

(iii) Establishing equality in a democratic society is a continuous struggle.

3. What is the position of equality in India, a democratic country?

Answer: (i) The Indian Constitution recognises every person as equal.

(ii) This means that every person in the country, both male and female from all castes, religions, tribes, educational and economic backgrounds is equal.

(iii) Inequality still exists. But at least, in democratic India, the principle of the equality of all persons is recognised.

(iv) Earlier no law existed to protect people from discrimination and, ill-treatment.

(v) Now there are several laws that work to see that people are treated with dignity and as equals.

4. List the provision in the constitution for recognition of equality.

Answer: (i) Every person, right from president to a domestic worker is equal before the law.

(ii) No person can be discriminated on the basis of caste, colour, race, religion, place of birth and gender.

(iii) Each and every person has access to all public place like park, market, hotel etc.

(iv) All persons can use publicly available well, roads, swimming pools, markets etc.

5. Does Kanta has enough reason to doubt the equality level of citizens?

Answer: Yes, Kanta has enough reasons to doubt whether she is really equal. The reasons behind it are:

(i) She cannot skip work when her daughter is ill

(ii) She does not have enough money to take her to doctor

(iii) She has to stand in a line in the government hospital for her turn to show her daughter to then doctor.

6. Why people refuse to think dalit as equal, even though law says it?

Answer: This is because of the attitude and individual's nature that cannot be changed immediately. It will take some more time to people to accept that all are equal and wonderful creation of god. No one is inferior or superior.

7. What do you mean by the term "All persons are equal before the law"? Why do you think this is important in a democracy?

Answer: By the term "all All persons are equal before the law"

(i) The law applies to everyone irrespective of their class, caste or gender

(ii) The law expects everyone to treat others as equal in matters of using public places, under law and all the fundamental rights.

(iii) This is important in a democracy so as to preserve the true nature of a democratic society where everyone's dignity is respected.

8. What is it that makes Kanta unsure?

Answer: (i) She lives in a slum and has a drain behind her house.

(ii) Her daughter is sick but she cannot take the day off from work because she needs to borrow money from her employers to take her child to the doctor.

(iii) Her job as a domestic help tires her out, and finally she ends her day by again standing in a long line.

This line, in front of the government hospital, is unlike the one in the morning because most of the people standing in it are poor.

9. Mention two different kinds of inequalities that exist in our country. Give examples.

Answer: Two different kinds of inequalities that exist in our country are—inequalities based on the caste system and that based on the religion.

Omprakash Valmiki was treated extremely unequally because he was a dalit. In school, his headmaster made him sweep the school and the playground.

The Ansaris were treated unequally on the basis differences of religion. They were looking to rent an apartment in the city. They were about to take an apartment at the first sight. But the moment the land lady knew their names she declined to rent the house.

10. Write a brief note on the Civil Rights Act of 1964.

Answer: The Civil Rights Act was passed in the year 1964. The Act 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, a majority of African-Americans continue to be among the poorest in the country.

11. In a democracy why is universal adult franchise important?

Answer: In a democracy, universal adult franchise is important because of the following reasons:

(i) Democracy is the government of the people, by the people and for the people.

(ii) Every adult irrespective of caste, creed, religion, region, sex, rich or poor people are allowed to vote. This is called universal adult franchise.

(iv) Concept of universal adult franchise is based on equality.

(v) In democracy every citizen is equal.

12. In what ways was Om prakash Valmiki's experience similar to that of the Ansaris?

Answer: In following ways Omprakash Valmiki's experience was similar to that of the Ansaris:

(i) Both of them discriminated by the society on the basis of their caste or religion.

(ii) Dignity and self respect of both of them get violated.

(iii) Both suffered from unequal treatment.

13. What is it that makes Kanta unsure?

Answer: Kanta is a poor domestic worker. She lives in a slum which is very filthy. Her daughter is sick but she cannot skip work because she needs to borrow money from her employers to take her daughter to the doctor. Her job as a domestic help is not a permanent. She can be removed by her employers any time.

14. Mention two different kinds of inequalities that exist in our country. Give examples.

Answer: Two different kinds of inequalities that exist in our country are—inequalities based on the caste system and that based on the religion.

Omprakash Valmiki was treated extremely unequally because he was a dalit. In school, his headmaster made him sweep the school and the playground.

The Ansaris were treated unequally on the basis differences of religion. They were looking to rent an apartment in the city. They were about to take an apartment at the first sight. But the moment the land lady knew their names she declined to rent the house.

15. Write a note on equality in Indian democracy.

Answer: The Indian constitution recognises all persons as equals. This means that every individual in the country irrespective of his/her caste, religion, educational and economic backgrounds is recognised as equal. Although, inequality still exists in the country, yet the principle of the equality of all persons is recognised. While earlier no law existed to protect people from discrimination and ill treatment now there are several that work to see that people are treated with dignity.

16. Write a brief note on the Civil Rights Act of 1964.

Answer: The Civil Rights Act was passed in the year 1964. The Act 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, a majority of African-Americans continue to be among the poorest in the country.

### **Long Answer Type Questions:**

1. What are the provision made in the constitution for the recognition of equality?

Answer: The provisions made in the constitution for the recognition of equality are as follow:

(a) Every person is equal before the law. What this means is that every person, from the President of India to a domestic worker like Kanta, has to obey the same laws.

(b) No person can be discriminated against on the basis of their religion, caste, race place of birth or whether they are male or female.

(c) Every person has access to all public places including playgrounds, hotels, shops and markets. All persons can use publicly available wells, roads and bathing ghats.

(d) Untouchability has been abolished.

2. How can you say that establishment of equality in society is a continuous struggle?

Answer: In spite of several efforts made by the government inequalities still exist in our society. Even today low caste people are being discriminated against and treated unequally. The reason behind it is that people refuse to think of them as equal even though the law requires it. This attitude of the people is so deeply rooted that it cannot change all of a sudden. It will take a lot of time. Even though people are aware that

discrimination is against the law, they continue to treat others unequally on the basis of caste and religion. People are also discriminated against on the basis of economic status, disability and gender.

Unless people believe that every person deserves to be treated equally and with dignity, the present attitude cannot be rooted out. Changing people's attitude is a very slow process and hence establishment of equality in society is a continuous struggle.

3. When persons are treated unequally, their dignity is violated. How?

Answer: (i) When persons are treated unequally their dignity is violated because they feel humiliated.

(ii) The dignity of both Omprakash Valmiki and the Ansaris was violated because of the way in which they were treated.

(iii) By picking on him and making him sweep the school, because of his caste, Omprakash Valmiki's schoolmates and teachers badly hurt his dignity and made him feel as if he was less than equal to all other students in the school.

(iv) Being a child Omprakash Valmiki could do very little about the situation that he was in. It was his father who felt angry by this unequal treatment. He confronted the teachers.

(v) The Ansaris' dignity was also hurt when persons refused to lease their apartments to them.

(vi) The suggestion of the property dealer to change their name also violated their dignity or self-respect. Hence, they refused this suggestion.

(vii) Omprakash and the Ansaris do not deserve to be treated like this. They deserve the same respect and dignity as others.

4. List four benefits of midday meal programme.

Answer: Following are the benefits of mid-day meal programme:

(i) It has helped increase the enrolment and attendance of poor children in school.

(ii) Students earlier used to go home for lunch and never returned after that. This practice has been stopped.

(iii) It has also helped reduce caste prejudices because both lower and upper caste children in the school eat this meal together, and in quite a few places, Dalit women have been employed to cook the meal.

(iv) The midday meal programme also helps reduce the hunger of poor students who often come to school and cannot concentrate because their stomachs are empty.

(v) This lead to increase in literacy rate of a state and removal of inequality among rich and poor children from schools.

**Textual question/answers:**

Ans 1: In a democracy, universal adult franchise is crucial as it is grounded in the principle of equality. It asserts that every adult in a country, regardless of wealth or community affiliations, possesses one vote.

Ans 2: Article 15 tackles inequality by addressing discrimination based on factors such as religion, race, caste, gender, and place of birth. Additionally, it emphasizes that public places funded wholly or partially by the government, such as wells, tanks, bathing ghats, and roads, should not be subject to discrimination based on the mentioned criteria.

Ans 3: Omprakash Valmiki faced discrimination based on his caste, while the Ansaris encountered discrimination due to their religion. The commonality lies in both being subjected to discrimination based on their birth, a practice prohibited under Article 15. Omprakash Valmiki, as a Dalit, was barred from sitting with his classmates and was compelled to sweep the school premises, violating his dignity. The Ansaris were denied a flat rental due to their religion differing from the majority in the apartment complex

Ans 4: The term “all persons are equal before the law” asserts that all citizens, irrespective of their social or economic background, must abide by the same laws. No individual should face discrimination in the eyes of the law based on race, religion, caste, or gender.

In a democracy, the significance of this principle lies in its core idea of equality. Democracy thrives on providing equal rights and recognition to all citizens. Without addressing inequalities related to race, religion, and gender, the very essence of democracy would be compromised.

Ans 5: 1. The boy in this photograph is disabled; the law is not being implemented in his case.

2. To make the buildings more accessible to him, wheel chair ramps should be constructed.

3. Being carried down the stairs is unsafe because he might slip and fall from his wheel chair. At the same time it injures his dignity because he has to depend on others, which makes him conscious of his disability.