



SUMMER ASSIGNMENT FOR GRADE- VII

General Instructions:

- ✚ The assignments are based on Term I topics.
- ✚ Do all revision work neatly on loose sheets. You will submit them after the holidays.
- ✚ Read your textbook lessons carefully before doing the assignments.

Subject-English

Chapter no:8

Poem: The Listeners

(Page no: 60-66)

(I) About the Poet

Walter de la Mare

Born: 25 Apr,1873, London

Died: 22 June,1956, London

Famous Literary works: Memoirs of a Midget, Peacock Pie

(II) Enjambment

It is a poetic device where lines of a poem run from one to the next without a punctuation mark at the end, creating a sense of flow and continuity.

Example:

No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,

(III) Central Idea

The Listeners by Walter de la Mare tells the story of a Traveller who arrives at a deserted house in the woods and knocks on the door, seeking to fulfill a promise. Despite his repeated calls, no one answers, although the Traveler senses unseen listeners within the house who are silently observing him.

The poem creates a mysterious and a haunted atmosphere as the Traveler leaves, never knowing if his message was received or understood.

(IV) Write a detailed summary of the poem “The Listeners”.

English Grammar

Tenses Recapitulation Worksheet – Grade 7

Section A: Fill in the blanks with the correct form of the verb in brackets.

1. By the time she arrives, we _____ (eat) dinner.
2. I _____ (study) for two hours before you called.
3. My parents _____ (travel) to Japan next month.
4. She _____ (not finish) her homework yet.
5. They _____ (play) football when it started to rain.
6. He usually _____ (go) for a walk in the morning.
7. We _____ (live) in this city since 2018.
8. At this time tomorrow, I _____ (attend) the seminar.

Section B: Identify the tense used in each sentence.

1. She has been reading that book all day.
Tense: _____
2. We had already left when the bus arrived.
Tense: _____
3. They will be visiting us next weekend.
Tense: _____
4. I go to school by bus every day.
Tense: _____
5. You will have completed the project by Monday.
Tense: _____

Section C: Rewrite the following sentences as directed.

1. (Change to Past Perfect)
She finishes the project.
→ _____
2. (Change to Future Continuous)
They eat dinner at 8 p.m.
→ _____
3. (Change to Present Perfect Continuous)
He plays the guitar.
→ _____

4. (Change to Future Perfect)

I write five letters.

→ _____

Section D: Error Correction

Each sentence has one error. Rewrite the sentence correctly.

1. She have been working in this office for 10 years.

→ _____

2. I was study when the lights went out.

→ _____

3. By next week, he will finish the assignment.

→ _____

4. They is going to the market now.

→ _____

Section E: Mixed Tense Paragraph

Fill in the blanks with the correct tense of the verbs in brackets.

Yesterday, when I _____ (wake) up, the sun _____ (shine), and birds _____ (sing). I _____ (have) my breakfast quickly because I _____ (know) my friends _____ (wait) for me at the park. We _____ (plan) a picnic for days, and finally, the day _____ (come). By the time I _____ (reach) the park, they _____ (already/spread) the mat and _____ (open) the snacks.

Subject-Science

Biology

Kingdom Classification – Part 1: Plants

P.no 28 (Concept Map)

Observe any three plants near your home or in a garden: one herb, one shrub, and one tree. Write their names, draw or paste their pictures, and find out which plant group they belong to (like Thallophyta, Bryophyta, etc.). Also, write one special feature of each group. You can present it creatively as a mini poster or a journal page.

Physics

Motion and Force

P.no 21

1. Time Period = Total time / Total number of oscillation

2. Frequency = Total number of oscillation / Total time

P.no 23-24

1. Speed = Distance ÷ Time

2. Distance = Speed × Time

3. Time = Distance ÷ Speed

4. Velocity = Displacement ÷ Time

5. Acceleration = (Final Velocity - Initial Velocity) ÷ Time

Based on the above formulas, create your own problems for each and solve them neatly.

Energy

P.no 34-35

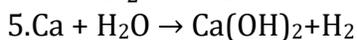
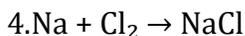
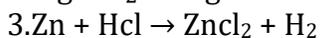
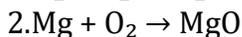
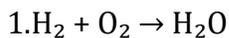
Observe and record any three ways in which energy is used at your home daily. Classify the type of energy (like electrical, solar, etc.) and suggest one simple idea to save energy in each case.

Chemistry

Physical and chemical changes and chemical reactions

P.no 17

Below are five chemical reactions. Balance each one by writing the correct number of atoms for each element on both sides of the equation.



Elements, Compounds and Mixtures

P.no 34-35

Find any three substances from your kitchen or home and complete the table below:

Substance Name	Is it an Element, Compound, or Mixture?	How did you identify it?	Physical Properties you observed

Subject-Sst

Instructions:

Map work needs to be done on an outline map of India

New Kings and Kingdoms

Page no. 14-20

Case Study: The Tripartite Struggle for Kannauj

Title: The Throne Everyone Wanted – Kannauj and the Three Dynasties

Introduction:

During the 8th and 9th centuries CE, the city of Kannauj became the center of a major conflict between three powerful dynasties. This conflict is known as the Tripartite Struggle because it involved three parties who wanted control over the same city.

Why Was Kannauj Important?

Located in present-day Uttar Pradesh.
Rich in trade, agriculture, and culture.

Whoever controlled Kannauj was seen as the most powerful ruler of North India.

The Three Competing Dynasties:

1. Gurjara-Pratiharas

Region: Rajasthan and parts of Madhya Pradesh.

Famous Ruler: King Bhoja.

Goal: Wanted to control North India and protect it from Arab invasions.

2. Rashtrakutas

Region: Deccan (Maharashtra and Karnataka).

Famous Rulers: Dhruva and Govinda III.

Goal: Wanted to expand their kingdom northwards.

3. Palas

Region: Bengal and Bihar.

Famous Ruler: Dharmapala.

Goal: Wanted to spread Buddhism and make Kannauj a center of learning

What Happened in the Struggle?

Each of the three kingdoms took control of Kannauj at different times.

They kept fighting and recapturing the city from one another.

None of them could hold it permanently for a long time.

Eventually, the Gurjara-Pratiharas managed to control it for the longest period.

Effects of the Tripartite Struggle:

The constant wars weakened all three dynasties.

No ruler could focus on development or administration.

The struggle created an opportunity for new powers like the Cholas to rise in the South.

Question Bank

A. Multiple Choice Questions (MCQs):

1. Which city was the center of the Tripartite Struggle?

- a) Thanjavur
- b) Kannauj
- c) Delhi
- d) Pataliputra

2. Who among the following was a ruler of the Rashtrakutas?

- a) Rajaraja
- b) Bhoja
- c) Dhruva
- d) Dharmapala

3. Which dynasty ruled Bengal and Bihar during the Tripartite Struggle?

- a) Pratiharas
- b) Palas
- c) Cholas
- d) Mauryas

4. The Tripartite Struggle weakened:

- a) Just the Palas
- b) Only the Rashtrakutas
- c) All three dynasties
- d) None of them

B. Short Answer Questions:

- 1. Name the three dynasties involved in the Tripartite Struggle.
- 2. Why was Kannauj considered important?
- 3. What was the main reason for the conflict between these dynasties?

Critical Thinking Questions (Higher-order):

- 1. If you were a ruler of one of the dynasties, what strategy would you have used to win and keep Kannauj?
- 2. Do you think fighting for power is more important than working for people's welfare? Why or why not?

Topic: The Cholas of the South

Page no 23-28

The Chola kings built large temples to showcase their power, wealth, and devotion to gods. These temples were not just religious centers but also served as cultural, economic, and social hubs. By naming the temples after themselves, the Chola rulers wanted to leave a lasting legacy and show their close connection to the divine, gaining respect and loyalty from their people.

1. Why do you think chola kings built such large temples and named them after themselves?

2. "On the outline map of India, students will label and mark the following locations":

- 1. Thanjavur - Capital city of the Cholas
- 2. Gangaikonda Cholapuram - Another important capital.
- 3. Kaveri River - Lifeline of the Chola kingdom.
- 4. Bay of Bengal - To show Chola naval power.

Topic: Inside Our Earth

Page no.12-16

Endogenic Forces (Internal Forces):

These forces originate from within the Earth. They are responsible for building up the Earth's surface.

Types:

Sudden Forces – Cause quick changes (e.g., earthquakes, volcanic eruptions)

Diastrophic Forces – Cause slow, long-term changes (e.g., folding, faulting, mountain formation)

Exogenic Forces (External Forces):

These forces originate from outside the Earth, especially from atmospheric conditions. They wear down or destroy landforms.

Types:

Weathering – Breaking down of rocks (e.g., physical, chemical, biological)

Erosion – Wearing away of land by agents like wind, water, glaciers, and sea waves

1. **“Make a flow chart showing the classification of endogenic and exogenic forces along with their types and examples”.**

Topic: Our Changing Earth –I

Page no.19-24

1.Fill in the table to show how earthquakes and volcanic eruptions are alike and how they are different.

Feature	Earthquake	Volcanic Eruption
Caused by		
Main Effect		
Warning signs		
One similarity		
Destructive Impact		
Constructive Impact		
Example Area		

Subject: Mathematics

Recapitulate the chapters Rational Numbers, Operations on Rational Numbers, Exponents and Powers.

Practice questions from the Exercises 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3.

Also make sure to solve questions from review exercises given at the end of each chapter.

RATIONAL NUMBERS

A number is said to be a rational number if it can be written in the form of p/q , where p and q are integers and $q \neq 0$.

Zero is a rational number since it can be written in the form p/q , where $p = 0$ and $q \neq 0$.

Every integer is a rational number but every rational number need not be an integer.

A rational number is said to be positive if its numerator and denominator both have same signs.

A rational number is said to be negative if its numerator and denominator have opposite signs.

Equivalent rational numbers are different rational numbers representing the same value. They are obtained by multiplying or dividing both numerator and denominator of a rational number with the same number.

A rational number is said to be in standard form if it is in the lowest form i. e; numerator and denominator have no common factors other than '1' and if its denominator is positive.

PROPERTIES OF RATIONAL NUMBERS:

Closure property: Rational numbers are closed under addition, subtraction and multiplication. This means if we add, subtract or multiply rational numbers, we will get rational number.

Rational numbers are not closed under division because division by zero is not allowed, e.g., $3/0$ is not defined.

Commutative property: Rational numbers are commutative for addition and multiplication, i.e.,

$$a + b = b + a$$

$$a \times b = b \times a$$

Rational numbers are not commutative for subtraction or division, e.g.,

$$3 - 2 = 1 \text{ but } 2 - 3 = -1$$

$$4 \div 2 = 2 \text{ but } 2 \div 4 = \frac{1}{2}$$

Associative property: Rational numbers are associative under addition and multiplication, i.e.,

$$(a + b) + c = a + (b + c)$$

$$(a \times b) \times c = a \times (b \times c)$$

Rational numbers are not associative under subtraction and division,

Distributive property: $a \times (b + c) = a \times b + a \times c$.

Identity property:

Additive identity: A number which when added to any rational number gives the same rational number.

0 is the additive identity.

Multiplicative identity: A number which when multiplied to any rational number gives the same rational number.

'1' is the multiplicative identity.

Inverse property:

Additive inverse: A rational number which when added to the given rational number such that the sum is '0'. For any number a , $-a$ is the additive inverse.

Multiplicative inverse: A rational number which when multiplied with the given rational number gives the product '1'. For any rational number p/q , its reciprocal i. e; q/p is its multiplicative inverse.

OPERATIONS ON RATIONAL NUMBERS

Addition and Subtraction of Rational Numbers

Case 1: Same Denominators

Steps:

Add or subtract the numerators.

Keep the denominator the same.

Simplify the result if possible.

Case 2: Different Denominators

Steps:

Find the **LCM** of the denominators.

Make the denominators same (equivalent fractions).

Add or subtract the numerators.

Simplify the result if possible.

Multiplication of Rational Numbers

Steps:

Multiply the numerators.

Multiply the denominators.

Simplify the result.

Division of Rational Numbers

Steps:

Keep the first rational number (dividend) as it is.

Flip the second rational number (divisor) i. e; write its reciprocal.

Change division to multiplication.

Multiply as usual and simplify.

EXPONENTS AND POWERS:

Exponential form is a way of representing repeated multiplication of a number with itself.

In the exponential form, there are two components - base and power or index or exponent.

In 2^3 , 2 is the base. It represents the number which is multiplied with itself and '3' is the exponent which represents the number of times the base is to be multiplied.

$(-1)^n = 1$, if n is an even number

-1 , if n is an odd number

$$a^{-n} = (1/a)^n = 1/a^n$$

LAWS OF EXPONENTS

For any non-zero rational number a, and integers m and n, we have

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

$$(a^m)^n = a^{mn}$$

$$(a/b)^m = a^m/b^m$$

$$(a \times b)^m = a^m \times b^m$$

$$a^0 = 1$$

Standard form: A number is said to be in standard form, if it can be expressed in the form $a \times 10^n$, where $1 \leq a < 10$ and n is any non-zero integer.

Subject-Urdu II Language

مضمون: اردو بطور دوسری زبان جماعت: ساتویں نام: _____ سیکشن: _____

سبق: دوستی

☆: میرا سب سے اچھا دوست کون ہے؟ وہ مجھے کیوں اچھا لگتا ہے؟ ہم کیا کیا کرتے ہیں؟ (طلبہ 8-10 جملوں میں تحریر کریں)
مددگار نکات:

اُس کا نام کیا ہے؟

وہ کیسا ہے؟ (عادتیں، اخلاق، بات چیت

آپ دونوں کیا سرگرمیاں کرتے ہیں؟

آپ نے کس وقت ایک دوسرے کی مدد کی؟

آپ کی دوستی سے آپ کو کیا سیکھنے کو ملا؟

☆: ایک دوستی کا پیغام یا نعرہ لکھیں جو دوسرے بچوں کو سچی دوستی کی اہمیت سمجھائے۔

سبق: خاک ہند

☆: اگر ہمارے ملک میں نہ دریاؤں کا پانی ہوتا، نہ فصلیں اُگتیں، اور نہ ہی کوئی موسم خوبصورت ہوتا— تو ہماری زندگی کیسی ہوتی؟ اپنے الفاظ میں ایک پیرا گراف لکھیں۔

☆: اپنے شہر یا گاؤں کی ایک ایسی چیز کے بارے میں لکھیں جو آپ کو اپنے ملک پر فخر دلاتی ہے (مثلاً: تاریخی عمارت، میلہ، ثقافت، یا کوئی مقام)

سبق: اُسی سے ٹھنڈا اُسی سے گرم

☆: پیغام تلاش کرو:

☆: اس کہانی (اُسی سے ٹھنڈا اُسی سے گرم) سے ہمیں کیا سبق ملتا ہے؟ ایک چھوٹا پیغام یا قول لکھیں۔

☆: سرگرمی

۱۔ صبح کے وقت دھوپ میں بیٹھیں، اور پھر کسی سایہ دار درخت کے نیچے بیٹھیں۔

۲۔ درجہ حرارت، روشنی اور محسوس ہونے والی حرارت کا موازنہ کریں۔

۳۔ آپ نے کیا فرق محسوس کیا؟

۴۔ چار یا پانچ جملے لکھیں جن میں آپ اپنے مشاہدے بیان کریں

عنوان: معنوں کے لحاظ سے اسم کی قسمیں

زید صبح سویرے پہاڑ کی سیر کو نکلا۔ راستے میں اس نے درخت، پھول اور پرندے دیکھے۔ پھر وہ مدرسہ بیت النور پہنچا جہاں اس کے استاد نے اُسے خوش آمدید کہا۔ زید نے کتاب نکالی اور سبق یاد کیا۔ چھٹی کے بعد زید نے دوست کے ساتھ بچوں کے پارک میں کھیلا۔

ہدایات برائے نشاندہی

۱۰۔ اسم معرفہ (خاص نام): دائرہ لگائیں

۱۱۔ اسم نکرہ (عام نام): زیر خط کریں

عنوان: اسم معرفہ کی قسمیں

☆: نیچے دی گئی عبارت کو غور سے پڑھیں اور درج ذیل ہدایات پر عمل کریں

۱۔ اسم علم پر نیلا دائرہ لگائیں

۲۔ اسم ضمیر پر سبز لکیر لگائیں

۳۔ اسم اشارہ کو سرخ رنگ میں رنگیں

۴۔ اسم موصول کو پیلا ہائی لائٹ کریں

☆: عبارت

علی اپنے دوست کے ساتھ یہ کتاب خریدنے گیا۔ وہ کتاب جو کل دکان پر دیکھی تھی، اسے بہت پسند آئی۔ عائشہ بھی وہاں موجود تھی۔ یہ

لڑکی وہی ہے جو ہر مقابلے میں کامیاب ہوتی ہے۔ ہم نے ان بچوں کو انعام دیا جو محنت کرتے ہیں

☆: درج ذیل اسم معرفہ کی قسم بتائیں

یہ کتاب = _____ جس نے جواب دیا = _____ تم = _____

زید = _____

☆: خود سے مثالیں دیں

اسم علم: _____ اسم ضمیر: _____ اسم اشارہ: _____ اسم موصول: _____

عنوان: ضرب الامثال

☆: جملے مکمل کریں

کہاوت کو ایک جملے میں استعمال کریں

۱۔ آپ کاج مہاکاج:

۲۔ خر بوزے کو دیکھ کر خر بوزہ رنگ پکڑتا ہے:

۳۔ دریا میں رہنا اور مگر مجھ سے بیر:

اردو درسی کتاب میں مختصر ہدایت برائے ریڈنگ (مطالعہ)

صفحہ نمبر ۲۱ سے ۲۳ تک خاموش مطالعہ کریں۔

سبق کا مطالعہ کریں: صفحہ ۳۵ سے ۳۸ تک۔

صفحہ ۲۸ سے ۲۹ تک بلند آواز میں ریڈنگ کی جائے گی۔

Subject -III language
(Urdu)

سیکشن:

نام:-----

جماعت: ساتویں

مضمون: اردو بطور تیسری زبان

سبق: مدد اور حصہ دای

☆ اپنا پیغام لکھو

”ہمیں مدد کیوں کرنی چاہیے؟“ (جملوں میں اپنی رائے دیں 2-3)

☆ ایک تصویر بناؤ جس میں کوئی کسی کی مدد کر رہا ہو

مثلاً: ماجد بچوں کو بیچ دے رہا ہے، یا کوئی بچہ کسی بوڑھے کو سڑک پار کر رہا ہے)

سبق: جاڑا آیا

☆ : سردی کا میرا دن (اپنے الفاظ میں 4-5 جملے لکھو کہ تم سردی کے دن کیا کرتے ہو؟

عنوان: رموزِ اوقاف

درست رموزِ اوقاف لگا کر جملے مکمل کرو:

۱۔ علی اسکول جا رہا ہے

۲۔ کیا آپ میرا نام جانتے ہیں

۳۔ آہا کتنا خوبصورت پھول ہے

۴۔ میری امی ابوداد اور دادی گھر آئے

عنوان: کلمہ اور اس کی قسمیں

کلمے کی چھ اقسام لکھیں:

اردو درسی کتاب میں مختصر ہدایت برائے ریڈنگ (مطالعہ)

صفحہ نمبر ۱۶ سے ۱۹ تک خاموش مطالعہ کریں۔

صفحہ ۲۴ بلند آواز میں ریڈنگ کی جائے گی۔

گریष्ماवकाश, गृहकार्य

कक्षा (Class):- 7th

विषय (Subject):- हिंदी

1. मिठाईवाले की उपस्थिति मोहल्ले में क्या माहौल बना देती थी?
2. 'शाम एक किसान' कविता में कवि ने किन प्राकृतिक दृश्यों का वर्णन किया है?
3. 'पापा खो गए' पाठ में निर्जीव वस्तुओं को जीवंत रूप में दिखाने का उद्देश्य क्या है?
4. दिए गए गद्यांश को पढ़कर संधि के शब्द छांट कर उनका संधि विच्छेद कीजिए:

प्राकृतिक आपदाओं से निपटने के लिए आपदाप्रबंधनकेंद्र की स्थापना की गई है।

यह केंद्र जनकल्याणकार्य में महत्वपूर्ण भूमिका निभाता है। हाल ही में विद्यालयपरिसर

में एक स्वच्छता अभियान चलाया गया, जिसमें छात्रसंघ और शिक्षकगण ने सक्रिय भाग लिया। कार्यक्रम के मुख्य अतिथि नगरनिगमप्रमुख थे, जिन्होंने पर्यावरणसंरक्षण पर जोर दिया। इस अवसर पर मुख्याध्यापक ने जलसंरक्षण का संदेश देते हुए जलस्रोतों के महत्व पर प्रकाश डाला। कार्यक्रम के अंत में विद्यालयप्रवेशद्वार पर पौधारोपण भी किया गया। सभी उपस्थित लोगों ने मिलकर स्वावलंबनभावना से कार्य करने की शपथ ली।

5. निम्न शब्दों में से कौन-से शब्द उपसर्ग से बने हैं और कौन-से प्रत्यय से? छाँटिए:
उपकार, सुंदरता, प्रस्थान, मीठापन, गायक, अशुभ, दयालुता, निवारण, बालक, अपकार

ग्रीष्मावकाश, गृहकार्य

कक्षा (Class):- 7th

विषय (Subject):- हिंदी III

Language

1. हमारा तिरंगा झंडा के बारे में 10 वाक्य लिखें?
2. चींटी और कबूतर कविता को एक कहानी के रूप में लिखिए?
3. स्वामी विवेकानन्द पाठ में जब अध्यापक कक्षा में आए तो छात्र कक्षा में क्या कर रहे थे और अध्यापक ने उनसे क्या कहा?