SOUTH END CENTRE (E.M) SCHOOL, HOWRAH

CLASS 7

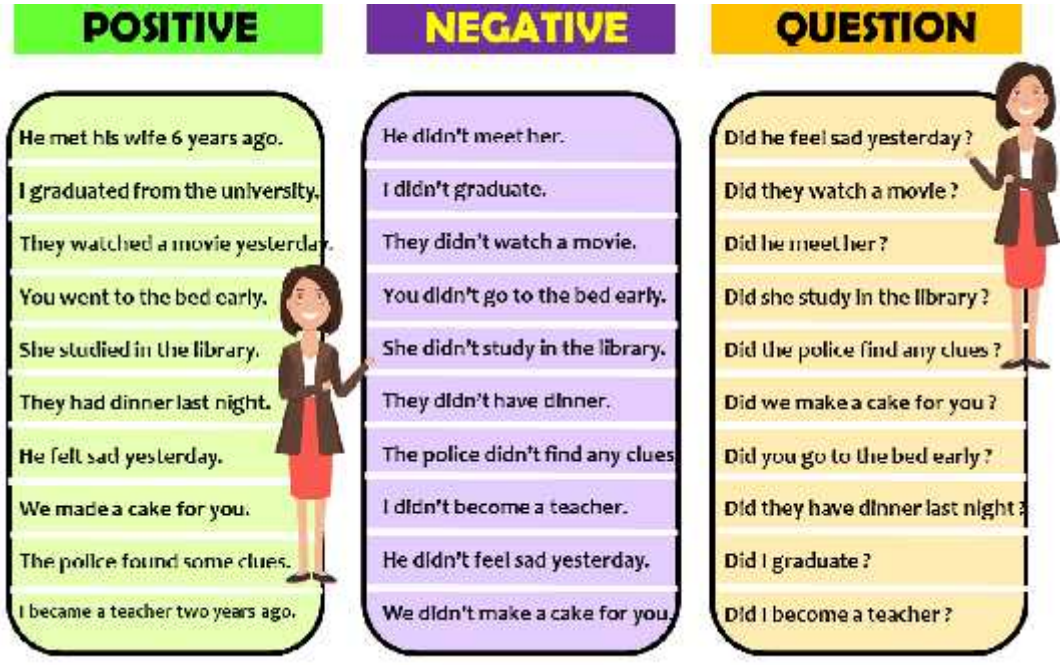
ENGLISH LANGUAGE

Week II ASSIGNMENT- I

SIMPLE PAST TENSE

The **Simple Past tense** is used for past actions that happened either at a specific time, which can either be given by a time phrase (*yesterday*, *last year*, etc.) or understood from the context. Regular Verbs add **-ed** to the base form, or **-d** if the verbs ends with **-e**. Irregular verbs can change in many different ways. The verb form is the same for all persons.

Examples:



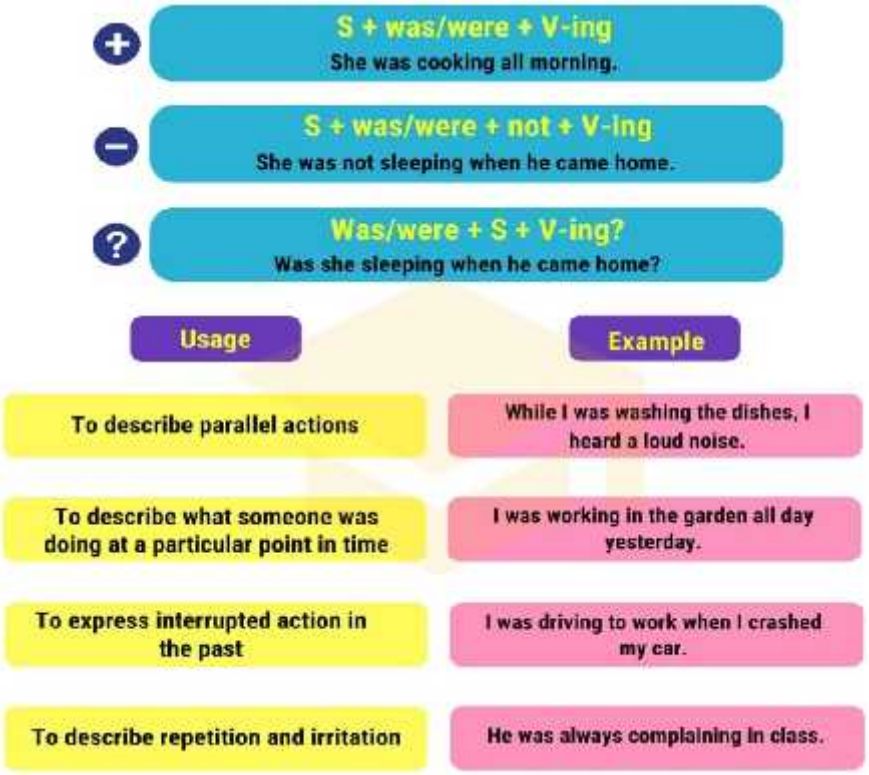
I. Fill in the blanks with the simple past form of the verbs given in the brackets:

1) They all (go) ___ shopping.
2) I never (imagine) ____ I would see you here.
3) We (book) ___ two tickets for the show.
4) He (collect) ___ his children from school.
5) Were you (frighten) ___ of the dark when you were young?
6) Who (eat) ___ my chocolate?

7) I (feel) so tired that I went straight to bed.
8) We (grow) ___ this tree from a seed.
9) She (lose) ___ her way home.
10) He thought I (steal) his umbrella.

PAST CONTINUOUS TENSE

The **past continuous tense** is used to describe actions that began in the **past** and often continued for a short period of time after the action started. This **tense** describes actions or events that happened at a specific time in the **past**.



II. Fill in the blanks with the past continuous form of the verbs given in the brackets:

1. When I phoned my friends, they (play) _____ monopoly.
2. Yesterday at six I (prepare) _____ dinner.
3. The kids (play) _____ in the garden when it suddenly began to rain.
4. I (practice) _____ the guitar when he came home.
5. We (not / cycle) _____ all day.
6. While Alan (work) _____ in his room, his friends (swim) _____ in the pool.
7. I tried to tell them the truth but they (not / listen) _____ .

8. What (you / do) _____ yesterday?
9. Most of the time we (sit) _____ in the park.
10. I (listen) _____ to the radio while my sister (watch) _____ TV.
11. When I arrived, They (play) _____ cards.
12. We (study) _____ English yesterday at 4:00 pm.

PAST PERFECT TENSE

The past perfect tense is used to show that an action took place once or many times before another point in the past. The past perfect is formed using ***had*** **+ past participle**. Questions are indicated by inverting the subject and *had*. Negatives are made with *not*.

III. Fill in the blanks with the past perfect form of the verbs given in the brackets:

1. The storm destroyed the sandcastle that we (build) _____.
2. He (not / be)_____ to Cape Town before 1997.
3. When she went out to play, she (do / already)_____ her homework.
4. My brother ate all of the cake that our mum (make)_____.

5. The doctor took off the plaster that he (put on)_____ six weeks before.
6. The waiter brought a drink that I (not / order) _____.
7. I could not remember the poem we (learn)_____ the week before.
8. The children collected the apples that (fall)_____ from the tree.
9. He (call)_____ Sheela before he went to see her in London?
10. She (not / ride)_____ a horse before that day.

PAST PERFECT CONTINUOUS TENSE

The past perfect continuous tense shows that an action that started in the past continued up until another time in the past. The past perfect continuous tense is constructed using **had been + the verb's present participle (root + -ing).**

IV. Fill in the blanks with the past perfect continuous form of the verbs given in the brackets:

1. She _____ (not/sit) at home for long before she went out.
2. Had _____ (they/stay) in a hotel before they found a flat in Warsaw?
3. Mary _____ (not/wait) long

when he turned up.

4. How long _____(you/ learn) English before you took TOEFL?
5. Jack _____(work) on the project for at least half an hour when the boss came in.
6. Had _____ (she/sing) for a long time when that crazy fan attacked her?
7. Why were you so hot when we met? _____(you/run)?
8. She _____ (see) Mike for only six months before she married him.
9. Had _____ (you/think) about that problem before Tom started talking about it?
10. They _____ (not/fly) for a long time when the plane crashed.
11. Had_____(Mark/do) such kind of things before or was that the first time?
12. We _____ (travel) all day before we got to Madrid.
13. _____ (you/work) in a garage? Why were you so dirty when I saw you?
14. They _____ (not/practice) the piano for long before they were ready to perform.
15. Had _____ (she/train) guide dogs for a long time before she changed her job?
16. My friends _____ (not/drink) alcohol before they went to that club.
17. Had _____(Maria/drive) for many hours when that accident happened?
18. The man _____(not/paint) the walls all day long.
19. It _____(not/rain) before we went out.
20. Why _____ (you/behave) so strangely before I talked to you?

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SOUTH END CENTRE (E.M) SCHOOL, HOWRAH

CLASS 7

ENGLISH LANGUAGE

Week II ASSIGNMENT- II

SIMPLE FUTURE TENSE

The **simple future tense** is used when an action is promised or thought to occur in the future.

FUTURE CONTINUOUS TENSE

The **future continuous tense** is a verb **tense** that indicates that something will occur in the **future** and continue for an expected length of time.

FUTURE PERFECT TENSE

The **FUTURE PERFECT TENSE** indicates that an action will have been completed (finished or "perfected") at some point in the **future**. This **tense** is formed with "will" plus "have" plus the past participle of the verb (which can be either regular or irregular in **form**)

FUTURE PERFECT CONTINUOUS TENSE

The **future perfect continuous tense** describes actions that will continue up until a point in the **future**. The **future perfect continuous** consists of will + have + been + the verb's present participle (verb root + -ing).

I. Fill in the blanks with the appropriate future form of the verbs given in the brackets:

1. Aaron is carrying two tyres – he (change) _____ the tyres on a car.

2. Next week (be) _____ the beginning of winter and the weather forecast says that there (be) _____ snow tomorrow.
3. That's why many of the garage's customers have made an appointment and (call in) _____ today to get their winter tyres.
4. By the end of the day, Aaron (mount) _____ about 80 tyres.
5. He (be/probably) _____ tired after that.
6. It's a lot of work for one day, but his customers promise that next year they (have) _____ their tyres changed earlier.
7. That's what they always say, but they (forget/surely) _____ about it by next year.
8. Some customers have agreed that they (pick up) _____ their cars tomorrow.
9. They have decided to go home by bus, which (stop) _____ in front of the garage every hour.
10. The train (to leave) _____ at 11:45.
11. We (to have) _____ dinner at a nice restaurant on Saturday, but we haven't booked a table yet.
12. My ski instructor believes it (to snow) _____ in the mountains tomorrow evening.
13. On Sunday at 8 o'clock I (to meet) _____ my friend.
14. They (to fly) _____ to London on Friday evening at 8:15.
15. Wait! I (to drive) _____ you to the station.
16. The English lesson (to start) _____ at 8:45.
17. I (to see) _____ my sister in April.
18. Look at the clouds - it (to rain) _____ in a few minutes.
19. Listen! There's someone at the door. I (to open) _____ the door for you.
20. Now I (to check) _____ my answers.

QUESTIONS

In English, there are four types of questions:

- general or yes/no questions,
- special questions using wh-words,
- choice questions, and
- questions tags.

Yes/No Questions

Common questions that can be answered with a simple "yes" or "no" are logically called **yes/no questions**.

For example:

- Do you like this country?
- Does Jane know about your new job?
- Can I call my sister?
- Did she clean the room?

Wh-Questions

A Wh- question, as you can guess, uses a certain word at the beginning of the sentence. The questions words **who**, **what**, **where**, **when**, **why**, **how**, **how many**, etc., are used to begin the question.

For example:

- Where is he from?
- When did you come here?
- How did you meet her?
- Who **goes** to the cinema?

Choice Questions

Choice questions are questions that offer a choice of several options as an answer. They are made up of two parts, which are connected by the conjunction **or**.

For example:

- Does she like ice cream or sweets? – She likes ice cream.
- Where would you go, to the cinema or the theatre? – I would go to the cinema.
- Is he a teacher or a student? – He is a student.
- Does she make it or do you? – She does.

Question Tags

This type of question is also made up of two parts, where the first part is a positive statement, and the second part is negative, or vice-versa. The first part of the sentence defines the expected answer. If the statement is positive, a positive answer is expected; if the statement is negative, a negative answer is expected.

For example:

- She sent him an invitation, **didn't she**? – Yes, she did.
- You aren't getting married, **are you**? – No, I am not.
- Jane isn't in France, **is she**? – No, she isn't.
- Our dad will come soon, **won't he**? – Yes, he will.

II. Make questions to these sentences according to the instruction in the brackets:

1) The book is on the table. (Wh- question)

2) The pupils are on the lesson. (yes/no question)
3) She is writing an exercise. (wh- question)
4) I cooked dinner for my parents yesterday. (Wh- question)
5) The shop is visited by thousands of people. (yes/no question)
6) I play three times a week. (choice question)
7) There are some cushions on the sofa. (question tag)
8) My friend has been to Germany twice. (wh- question)
9) The book helps to understand people. (question tags)
10) The neighbours were on holidays last month. (wh- question)
11) We've just bought the house. (wh- question)
12) The statue was made of marble. (Wh- question)
13) Her dogs are eating. (Wh- question)
14) He did his workout. (question tag)
15) They worked carefully. (yes/no question)

III. You are a student of Class 7 studying in a residential school. Write a letter to your father requesting him to send you some money. Tell him the reasons why you need that money urgently.

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Class 7

MATHEMATICS

INTEGERS

WEEK 2 ASSIGNMENT 2

Properties Of Integers

There are a few properties of integers which determines its operations. These principles or properties help us to solve many equations. To recall, integers are any positive or negative numbers including zero. The integer properties will help to simplify and solve a series of integers easily.

All properties and identities for addition, subtraction, multiplication and division of numbers are applicable to all the integers. Integers include the set of positive numbers, zero and negative numbers which can be represented with the letter Z.

$$Z = \{\ldots\ldots.-5,-4,-3,-2,-1,0,1,2,3,4,5\ldots\ldots\}$$

PROPERTIES OF INTEGERS

Commutative Property $x + y = y + x \quad x \times y = y \times x \quad x - y \neq y - x \quad x \div y \neq y \div x$

Associative Property $x + (y + z) = (x + y) + z \quad x \times (y \times z) = (x \times y) \times z \quad (x - y) - z \neq x - (y - z) \quad (x \div y) \div z \neq x \div (y \div z)$

Identity Property $x + 0 = x = 0 + x \quad x \times 1 = x = 1 \times x \quad x - 0 = x \neq 0 - x \quad x \div 1 = x \neq 1 \div x$

Closure Property $x + y \in Z \quad x \times y \in Z \quad x - y \in Z \quad x \div y \notin Z$

Distributive Property $x \times (y + z) = x \times y + x \times z$

$x \times (y - z) = x \times y - x \times z$

The explanation of each of the integer properties are given below.

Property 1: Closure Property

Closure property under multiplication states that the product of any two integers will be an integer i.e. if x and y are any two integers, xy will also be an integer.

Example 2: $6 \times 9 = 54$; $(-5) \times (3) = -15$, which are integers.

Division of integers doesn't follow the closure property, i.e. the quotient of any two integers x and y, may or may not be an integer.

Example 3: (−3) ÷ (−6) = ½, is not an integer.

Property 2: Commutative Property

The commutative property of addition and multiplication states that the order of terms doesn't matter, the result will be the same. Whether it is addition or multiplication, swapping of terms will not change the sum or product. Suppose, x and y are any two integers, then

$$\Rightarrow x + y = y + x$$

$$\Rightarrow x \times y = y \times x$$

Example 4: 4 + (−6) = −2 = (−6) + 4;

10 × (−3) = −30 = (−3) × 10

But, subtraction (x − y ≠ y − x) and division (x ÷ y ≠ y ÷ x) are not commutative for integers and whole numbers.

Example 5: 4 − (−6) = 10 ; (−6) − 4 = −10

⇒ 4 − (−6) ≠ (−6) − 4

Ex: 10 ÷ 2 = 5 ; 2 ÷ 10 = 1/5

⇒ 10 ÷ 2 ≠ 2 ÷ 10

Property 3: Associative Property

The associative property of addition and multiplication states that the way of grouping of numbers doesn't matter; the result will be same. One can group numbers in any way but the answer will remain same. Parenthesis can be done irrespective of the order of terms. Let x, y and z be any three integers, then

$$\Rightarrow x + (y + z) = (x + y) + z$$

$$\Rightarrow x \times (y \times z) = (x \times y) \times z$$

Example 6: $1 + (2 + (-3)) = 0 = (1 + 2) + (-3)$;

$$1 \times (2 \times (-3)) = -6 = (1 \times 2) \times (-3)$$

Subtraction of integers is not associative in nature i.e. $x - (y - z) \neq (x - y) - z$.

Example 7: $1 - (2 - (-3)) = -4$; $(1 - 2) - (-3) = -2$

$$1 - (2 - (-3)) \neq (1 - 2) - (-3)$$

Property 4: Distributive Property

The distributive property explains the distributing ability of operation over another mathematical operation within a

bracket. It can be either distributive property of multiplication over addition or distributive property of multiplication over subtraction. Here integers are added or subtracted first and then multiplied or multiply first with each number within the bracket and then added or subtracted. This can be represented for any integers x, y and z as:

$$\Rightarrow x \times (y + z) = x \times y + x \times z$$

$$\Rightarrow x \times (y - z) = x \times y - x \times z$$

Example 8: $-5\ (2 + 1) = -15 = (-5 \times 2) + (-5 \times 1)$

Property 5: Identity Property

Among the various properties of integers, additive identity property states that when any integer is added to zero it will give the same number. Zero is called additive identity. For any integer x,

$$x + 0 = x = 0 + x$$

The multiplicative identity property for integers says that whenever a number is multiplied by the number 1 it will give the integer itself as the product. Therefore, the integer 1 is called the multiplicative identity for a number. For any integer x,

$$x \times 1 = x = 1 \times x$$

If any integer multiplied by 0, the product will be zero:

$$x \times 0 = 0 = 0 \times x$$

If any integer multiplied by -1, the product will be opposite of the number:

$$x \times (-1) = -x = (-1) \times x$$

EXERCISE 1

Multiplication and Division of Integers

Q1) Choose correct answer(s) from given choices

(1) Identify the property satisfied by the given multiplication sentence.

$37 \times 86 = 86 \times 37$

a. Distributive property of multiplication b. Associative property of multiplication

c. Commutative property of multiplication d. Closure property of multiplication

Q(2) If a number is divided by 5, remainder is 4. If same number is divided by 2, remainder is 0. What should be the last digit of the number?

a. 6

b. 4

c. 3

d. 2

(Q3) According to the distributive law of multiplication over addition, $a \times (b + c)$ must be equal to:

a. $a \times b + a \times c$ b. $a \times b - a \times c$

c. $a \times c - b \times c$ d. $a - b \times c - b$

(Q4) $814 \div$ _____ $= 1$

a. 816 b. 814

c. 0 d. 1

(Q5) If a, b, and c are integers, then according to the associative law of multiplication, (a ×

b) × c must be equal to:

a. a × (b + c) b. (a − b) × c

c. a × (b × c) d. a × b + a × c

Fill in the blanks

(Q6) Divide :

A) -1271 by 41 =

B) 2537 by -59 =

(Q7) The value of 4 × 7 is

(Q8) 65 × 47 = 47 × 65 represents the property of

multiplication.

(Q9) What will be the sign (answer : positive or negative) of the product if we multiply

together :

A) 27 negative integers and 9 positive integers =

B) 5 negative integers and 3 positive integers =

Answer the questions

(Q10) Find the sign of the following multiplication sentence.

(−a) × (−b) × (−c)

(Q11) Find the value of (-2) × (-7)

EXERCISE 2

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Multiplication and Division of Integers

Choose correct answer(s) from the given choices

(1) Which of the following is not true?

a. $30 \div 0 = 30$ b. $-30 \div 5 = -6$

c. $30 \div 1 = 30$ d. $0 \div 30 = 0$

(2) If a number is divided by 5, remainder is 2. If same number is divided by 2, remainder is 0. What should be the last digit of the number?

a. 0 b. 2

c. 3 d. 7

(3) The value of 6×5 is:

a. −27 b. +30

c. −30 d. +32

(4) If a number is divided by 5, remainder is 3. What should be the last digit of the number?

a. 3 or 7

b. 3 or 8

c. 8 d. 3

Fill in the blanks

(5) $-284 \div$ ____ $= 1$

(6) Multiply:

$(-6) \times (7) =$

(7) Divide :

A) 2200 by 44 =

(8) Divide :

A) 180 by -18 =

(9) Find the value of the following :

$16 \times 4 \times 18 =$

(10) What is the multiplicative inverse of 3 ?

END