

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:

POSITIVE	NEGATIVE	QUESTION
He met his wife 6 years ago.	He didn't meet her.	Did he feel sad yesterday?
I graduated from the university.	I didn't graduate.	Did they watch a movie?
They watched a movie yesterday.	They didn't watch a movie.	Did he meet her?
You went to the bed early.	You didn't go to the bed early.	Did she study in the library?
She studied in the library.	She didn't study in the library.	Did the police find any clues?
They had dinner last night.	They didn't have dinner.	Did we make a cake for you?
He felt sad yesterday.	The police didn't find any clues	Did you go to the bed early?
We made a cake for you.	I didn't become a teacher.	Did they have dinner last night?
The police found some clues.	He didn't feel sad yesterday.	Did I graduate?
I became a teacher two years ago.	We didn't make a cake for you.	Did I become a teacher?

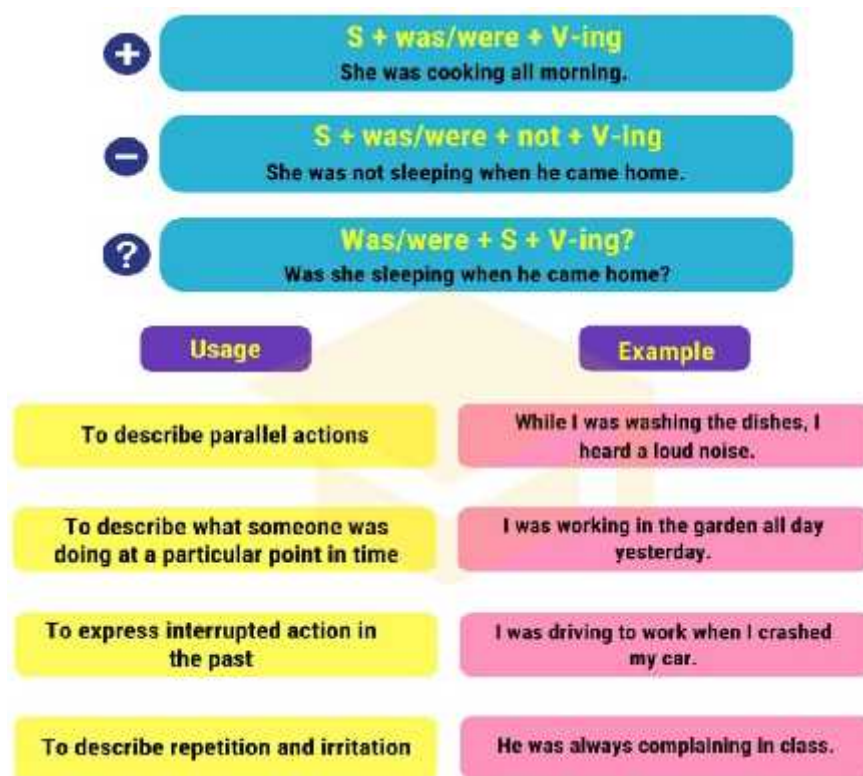
I. Fill in the blanks with the simple past form of the verbs given in the brackets:

- 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*.

+	S + had + past participle + ...	☞	She had finished.
-	S + had not + past participle + ...	☞	She hadn't finished.
?	Had + S + past participle + ...?	☞	Had she finished?

had not = hadn't

Use	Example
Action finished before another past action	☞ Richard had gone out when his wife arrived in the office.
Action happened before a specific time in the past	☞ Christine had never been to an opera before last night.
Action started in the past and continued up to a given time in the past	☞ We had owned that car for ten years before it broke down.
Cause and effect (combine with past simple)	☞ I got stuck in traffic because there had been an accident.
Emphasize the result of an activity in the past	☞ I had been to London twice by the time I got a job in New York.

Time Expressions already, yet, for, since, just, after, before, until, the moment that...

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?

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.



The infographic for the Simple Future Tense features a teacher character on the left. It lists three forms: affirmative (+), negative (-), and interrogative (?). Below these are two columns: 'Usage' and 'Example'. The usage examples include actions decided at the moment of speech, unplanned future actions, offering/requesting, unpreventable actions, conditional clauses, and thoughts/predictions.

Form	Structure	Example
+	S + will/shall + V (base form)	I will go to Thailand.
-	S + will not/won't + V (Base form)	I will not go to Thailand.
?	Will + S + V (Base form) + ...?	Will you go to Thailand?

Usage	Example
For actions decided at the moment of speech	I have a toothache. I'll take some medicine.
For unplanned future actions	Winter will come soon.
For offering, asking for a request, promising, ordering, threatening	I'm afraid we will get wet.
For unpreventable actions in future	Summer will come soon.
With conditional, time and purpose clauses	When I arrive at home, I will call you.
For thoughts, predictions, assumptions, sureness, fears about future	I promise I won't tell this to anyone.

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.



The infographic for the Future Continuous Tense features a teacher character on the left. It lists three forms: affirmative (+), negative (-), and interrogative (?). Below these are two columns: 'Usage' and 'Example'. The usage examples include interrupted actions, actions in progress at a specific time, actions happening now and expected to continue, polite questions, future plans, atmosphere, and parallel actions.

Form	Structure	Example
+	S + will + be + V-ing (present participle)	I will be singing in the concert tomorrow.
-	S + will + not + be + V-ing (present participle)	I will not be singing in the concert tomorrow.
?	Will + S + be + V-ing? (present participle)	Will you be singing in the concert tomorrow?

Usage	Example
To describe interrupted actions in the future	When you come tomorrow, they will be playing tennis.
To express actions in progress at a specific time in the future	At 12 o'clock tomorrow, we will be having lunch at school.
To refer to actions that are happening now and expected to continue in the future	Unfortunately, sea levels will still be rising in 20 years.
To ask a question politely about the future	Will you be bringing your friend to the party tonight?
To emphasize future plans and intentions	He'll be coming to visit us next week.
To describe atmosphere in the future	When I arrive at the party everybody will be celebrating, some will be dancing.
To express parallel actions or series of parallel actions in the future	She will be watching TV, and he will be cooking dinner.

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**)



The infographic illustrates the Future Perfect Tense. It features a woman character on the left. To her right are three boxes: a plus sign (+) for the affirmative form 'S + will + have + past participle + ...' with the example 'He will have done it by this evening.'; a minus sign (-) for the negative form 'S + will + not + have + past participle + ...' with the example 'He will not have done it by this evening.'; and a question mark (?) for the interrogative form 'Will + S + have + past participle + ...' with the example 'Will he have done it by this evening?'. Below these are two columns: 'Usage' and 'Example'. The 'Usage' column lists three points: 'To talk about an action that will finish before a certain time in the future', 'To talk about an action that will be completed before another event takes place', and 'To express conviction that something happened in the near past'. The 'Example' column provides corresponding sentences: 'By eight o'clock tomorrow, I will have taken off for Japan.', 'She will have learnt Chinese before she moves to China.', and 'The guests will have arrived at the hotel by now.'

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).



The infographic illustrates the Future Perfect Continuous Tense. It features a woman character at a podium on the left. To her right are three boxes: a plus sign (+) for the affirmative form 'S + will + have + been + V-ing...' with the example 'I will have been eating vegetables for three months.'; a minus sign (-) for the negative form 'S + will + not + have + been + V-ing...' with the example 'I won't have been eating vegetables for three months.'; and a question mark (?) for the interrogative form 'Will + S + have + been + V-ing...?' with the example 'Will you have been eating vegetables for three months?'. Below these are two columns: 'Usage' and 'Example'. The 'Usage' column lists two points: 'To show that something will continue up until a particular event or time in the future' and 'To talk about something that finishes just before another time or action'. The 'Example' column provides corresponding sentences: 'James will have been teaching at the university for more than a year by the time he leaves for Asia.' and 'I will be tired when I get home because I will have been walking for over an hour.'

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.

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.

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

PROPERTIES OF INTEGERS

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

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

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

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

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: $(-3) \div (-6) = \frac{1}{2}$, 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

$$\underline{\Rightarrow x + y = y + x}$$

$$\underline{\Rightarrow x \times y = y \times x}$$

Example 4: $4 + (-6) = -2 = (-6) + 4$;

$$\underline{10 \times (-3) = -30 = (-3) \times 10}$$

But, subtraction ($x - y \neq y - x$) and division ($x \div y \neq y \div x$) are not commutative for integers and whole numbers.

$$\underline{\text{Example 5: } 4 - (-6) = 10 ; (-6) - 4 = -10}$$

$$\underline{\Rightarrow 4 - (-6) \neq (-6) - 4}$$

$$\underline{\text{Ex: } 10 \div 2 = 5 ; 2 \div 10 = 1/5}$$

$$\underline{\Rightarrow 10 \div 2 \neq 2 \div 10}$$

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

$$\underline{\Rightarrow x + (y + z) = (x + y) + z}$$

$$\underline{\Rightarrow x \times (y \times z) = (x \times y) \times z}$$

$$\underline{\text{Example 6: } 1 + (2 + (-3)) = 0 = (1 + 2) + (-3);}$$

$$\underline{1 \times (2 \times (-3)) = -6 = (1 \times 2) \times (-3)}$$

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

$$\underline{\text{Example 7: } 1 - (2 - (-3)) = -4; (1 - 2) - (-3) = -2}$$

$$\underline{1 - (2 - (-3)) \neq (1 - 2) - (-3)}$$

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:

$$\underline{\Rightarrow x \times (y + z) = x \times y + x \times z}$$

$$\underline{\Rightarrow x \times (y - z) = x \times y - x \times z}$$

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,

$$\underline{x + 0 = x = 0 + x}$$

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 ,

$$\underline{x \times 1 = x = 1 \times x}$$

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

$$\underline{x \times 0 = 0 = 0 \times x}$$

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

$$\underline{x \times (-1) = -x = (-1) \times x}$$

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) $814 \div \underline{\quad} = 1$

- a. 816 b. 814
c. 0 d. 1

(Q5) If a , b , and c are integers, then according to the associative law of multiplication, $(a \times b) \times c$ must be equal to:

- a. $a \times (b + c)$ b. $(a - b) \times c$
c. $a \times (b \times c)$ d. $a \times b + a \times c$

Fill in the blanks

(Q6) Divide :

A) -1271 by $41 =$

B) 2537 by $-59 =$

(Q7) The value of 4×7 is

(Q8) $65 \times 47 = 47 \times 65$ 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.

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

(Q11) Find the value of $(-2) \times (-7)$

EXERCISE 2

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) $-284 \div \underline{\quad} = 1$

(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