




**पुर्णा International School**

**Shree Swaminarayan Gurukul, Zundal**



**WELCOMES  
YOU TO  
PIS  
TEACHING LEARNING  
METHODOLOG**

BY- MALVIKA M BRAHMBHATT



# SUBJECT LIST for CLASS VIII

- ENGLISH
- HINDI
- SCIENCE
- SOCIAL STUDIES
- MATHS
- SANSKRIT
- GUJARATI
- COMPUTER
- GK
- SPOKEN ENGLISH/  
SPOKEN HINDI/  
SPOKEN SANSKRIT/  
SPOKEN GUJARATI.



# SUBJECT - ENGLISH

- IN DETAIL
- BOOKS LIST
- CHAPTER NAMES
- CONTENT
- TEACHING – LEARNING METHODOLOGY
- ACITIVIES
- ORAL – DISCUSSION – ASSESSMENT
- REMEDIAL INITIATIVES
- ORAL – WRITTEN CLASS TEST (BASED ON L, S, R, W, SPONTINITY, SPOKEN LANGUAGE, HAND WRITING AND WRITING SKILLS.



FOR THE MONTH OF  
AUG  
HONEY DEW-  
PROSE  
POERTY  
IT SO HAPPENED  
GRAMMAR GEAR

IN DETAIL

# SPLIT UP SYLLABUS FOR AUG

- HONEYDEW - LESSON - 3 & 4
- POETRY - POEM - 3 & 4
- IT SO HAPPENED - LESSON - 3
- GRAMMAR GEAR - LESSON - 10, 11, 12, 13 & 14
- GRAMMAR - NOTICE WRITING, LETTER WRITING, MESSAGE WRITING & PASSAGE WRITING
- EXTRA GRAMMAR NOTE BOOK - BASICS OF GRAMMAR, VOCABULARY, SPOKEN ENGLISH ACTIVITIES,
- WORKSEETS BASED ON GRAMMAR GEAR BOOK - LESSON - 10, 11, 12, 13 & 14

## TEACHING LEARNING BASED ON CBSE GUIDELINES

AV - HONEY COMB - LESSON - 3- GLIMPSES OF THE PAST  
WILL GIVE VIDEO LINK FOR STUDENTS TO WATCH AT HOME

**LEARNING** – NEW STORIES, ENHANCING SPOKEN ENGLISH, GRAMMAR WITH BASICS, ENHANCING THOUGHT PROCESS, ABOUT THE WRITER/POET – BIOGRAPHY/IMPORTANT INFORMATION, REFERENCE- EXAMPLES, TALES & INCIDENTS FROM LIFE, SELF EXPERIENCES, MOVIES ETC.....

**LISTENING FOR SPECIFIC INFORMATION** – TAKE DICTATION FOR LISTENING COMPREHENSION, PREPARING FOR A ROLE PLAY

**SPEAKING** - MAKING SENTENCES – ORAL FOR SPOKEN ENGLISH, ORAL DISCUSSION BASED ON LESSON'S STORY LINE, ASKING QUESTIONS FOR BETTER CONVERSATION SKILLS.

**READING**- LESSON –PRONOUNCIATION, HARD WORDS, NEW WORDS, MEANINGS.

**WRITING** – HAND WRITING PRACTICE, WRITING GRAMMAR BASED ACTIVITIES & SUBJECT ENRICHMENT ACTIVITIES, WRITING ON SMALL TOPICS ON THEIR OWN TO DEVELOP WRITING SKILL AND WRITING LESSON BASED EXERCISES.

**LESSON BASED L,S,R,W** - NEW WORDS, WORD MEANINGS, DICTATION, CLASS TEST, FLOW CHARTS, QUESTION-ANSWERS, COMPLETE THE SENTENCES, GRAMMAR, ACTIVITIES, ROLE PLAYS, INDIVIDUAL AND GROUP TASKS, LEARNING TO READ AND WRITE DIFFERENCES IN SPELLING OF THE SAME WORD, CONDUCTING AN INTERVIEW, DESIGNING A CROSSWORD PUZZLE.

# TEACHING LEARNING BASED ON CBSE GUIDELINES

AV - POETRY - POEM - 3 -MACAVITY

WILL GIVE VIDEO LINK FOR STUDENTS TO WATCH AT HOME

**LEARNING** – IMAGINATIONS, VISUALISING THE THOUGHT OF POET AND MESSAGE, ENHANCING SPOKEN ENGLISH, GRAMMAR WITH BASICS, ENHANCING THOUGHT PROCESS, ABOUT THE WRITER/POET – BIOGRAPHY/IMPORTANT INFORMATION, REFERENCE-EXAMPLES, TALES & INCIDENTS FROM LIFE, SELF EXPERIENCES, MOVIES ETC.....

**LISTENING FOR SPECIFIC INFORMATION** – TAKE DICTATION FOR LISTENING COMPREHENSION, PREPARING FOR A ROLE PLAY

**SPEAKING** - MAKING SENTENCES – ORAL FOR SPOKEN ENGLISH, ORAL DISCUSSION BASED ON LESSON'S STORY LINE, ASKING QUESTIONS FOR BETTER CONVERSATION SKILLS.

**READING**- LESSON –PRONOUNCIATION, HARD WORDS, NEW WORDS, MEANINGS.

**WRITING** – HAND WRITING PRACTICE, WRITING GRAMMAR BASED ACTIVITIES & SUBJECT ENRICHMENT ACTIVITIES, WRITING ON SMALL TOPICS ON THEIR OWN TO DEVELOP WRITING SKILL AND WRITING LESSON BASED EXERCISES.

**LESSON BASED L,S,R,W** - NEW WORDS, WORD MEANINGS, DICTATION, CLASS TEST, FLOW CARTS, QUESTION-ANSWERS, COMPLETE THE SENTENCES, GRAMMAR, ACTIVITIES, ROLE PLAYS, INDIVIDUAL AND GROUP TASKS, LEARNING TO READ AND WRITE DIFFERENCES IN SPELLING OF THE SAME WORD, CONDUCTING AN INTERVIEW, DESIGNING A CROSSWORD PUZZLE.

## TEACHING LEARNING BASED ON CBSE GUIDELINES

AV - HONEY COMB - LESSON - 4- BEPIN CHOUDHURY'S LAPSE OF MEMORY

WILL GIVE VEDIO LINK FOR STUDENTS TO WATCH AT HOME

**LEARNING** – NEW STORIES, ENHANCING SPOKEN ENGLISH, GRAMMAR WITH BASICS, ENANCING THOUGHT PROCESS, ABOUT THE WRITER/POET – BIOGRAPY/IMPORTANT INFORMATION, REFRENCE- EXAMPLES, TALES & INCIDENTS FROM LIFE ,SELF EXPERIENCES, MOVIES ETC.....

**LISTENING FOR SPECIFIC INFORMATION** – TAKE DICTATION FOR LISTENING COMPREHENSION, PREPARING FOR A ROLE PLAY

**SPEAKING** - MAKING SENTENCES – ORAL FOR SPOKEN ENGLISH, ORAL DISCUSSION BASED ON LESSON'S STORY LINE, ASKING QUESTIONS FOR BETTER CONVERSATION SKILLS.

**READING**- LESSON –PRONOUNCIATION, HARD WORDS, NEW WORDS, MEANINGS.

**WRITING** – HAND WRITING PRACTICE, WRITING GRAMMAR BASED ACTIVITIES & SUBJECT ENRICMENT ACTIVITIES, WRITING ON SMALL TOPICS ON THEIR OWN TO DEVELOP WRITING SKILL AND WRITING LESSON BASED EXERCISES.

**LESSON BASED L,S,R,W** - NEW WORDS, WORD MEANINGS, DICTATION, CLASS TEST, FLOW CARTS, QUESTION-ANSWERS, COMPLETE THE SENTENCES, GRAMMAR, ACTIVITIES, ROLE PLAYS, INDIVIDUAL AND GROUP TASKS, LEARNING TO READ AND WRITE DIFFERENCES IN SPELLING OF THE SAME WORD, CONDUCTING AN INTERVIEW, DESIGNING A CROSSWORD PUZZLE.

# WRITER'S BIOGRAPHY

- IN SHORT
- SATYAJIT RAY
- HIS MAJOR AND FAMOUS WORKS

# TEACHING LEARNING BASED ON CBSE GUIDELINES

AV - POETRY - POEM - 4 -THE LAST BARGAIN  
WILL GIVE VIDEO LINK FOR STUDENTS TO WATCH AT HOME

**LEARNING** - IMAGINATIONS, VISUALISING THE THOUGHT OF POET AND MESSAGE, ENHANCING SPOKEN ENGLISH, GRAMMAR WITH BASICS, ENHANCING THOUGHT PROCESS, ABOUT THE WRITER/POET - BIOGRAPHY/IMPORTANT INFORMATION, REFERENCE-EXAMPLES, TALES & INCIDENTS FROM LIFE, SELF EXPERIENCES, MOVIES ETC.....

**LISTENING FOR SPECIFIC INFORMATION** - TAKE DICTATION FOR LISTENING COMPREHENSION, PREPARING FOR A ROLE PLAY

**SPEAKING** - MAKING SENTENCES - ORAL FOR SPOKEN ENGLISH, ORAL DISCUSSION BASED ON LESSON'S STORY LINE, ASKING QUESTIONS FOR BETTER CONVERSATION SKILLS.

**READING**- LESSON -PRONOUNCIATION, HARD WORDS, NEW WORDS, MEANINGS.

**WRITING** - HAND WRITING PRACTICE, WRITING GRAMMAR BASED ACTIVITIES & SUBJECT ENRICHMENT ACTIVITIES, WRITING ON SMALL TOPICS ON THEIR OWN TO DEVELOP WRITING SKILL AND WRITING LESSON BASED EXERCISES.

**LESSON BASED L,S,R,W** - NEW WORDS, WORD MEANINGS, DICTATION, CLASS TEST, FLOW CARTS, QUESTION-ANSWERS, COMPLETE THE SENTENCES, GRAMMAR, ACTIVITIES, ROLE PLAYS, INDIVIDUAL AND GROUP TASKS, LEARNING TO READ AND WRITE DIFFERENCES IN SPELLING OF THE SAME WORD, CONDUCTING AN INTERVIEW, DESIGNING A CROSSWORD PUZZLE.



# WRITER'S BIOGRAPHY

- IN SHORT
- RABINDRANATH TAGORE
- HIS MAJOR AND FAMOUS WORKS

# TEACHING LEARNING BASED ON CBSE GUIDELINES

AN ALIEN HAND - LESSON - 3- THE SELFISH GIANT

WILL GIVE VIDEO LINK FOR STUDENTS TO WATCH AT HOME

**LEARNING** – NEW STORIES, ENHANCING SPOKEN ENGLISH, GRAMMAR WITH BASICS, ENHANCING THOUGHT PROCESS, ABOUT THE WRITER/POET – BIOGRAPHY/IMPORTANT INFORMATION, REFERENCE- EXAMPLES, TALES & INCIDENTS FROM LIFE, SELF EXPERIENCES, MOVIES ETC.....

**LISTENING FOR SPECIFIC INFORMATION** – TAKE DICTATION FOR LISTENING COMPREHENSION, PREPARING FOR A ROLE PLAY

**SPEAKING** - MAKING SENTENCES – ORAL FOR SPOKEN ENGLISH, ORAL DISCUSSION BASED ON LESSON'S STORY LINE, ASKING QUESTIONS FOR BETTER CONVERSATION SKILLS. SPEAKING SKILL THROUGH STORY TELLING TECHNIQUE : REMEMBERING AND RETELLING IT NUMEROUS TIMES UNTIL IT FEELS LIKE A STORY, RETELLING A STORY NUMEROUS TIMES UNTIL IT FEELS LIKE A STORY

**READING- LESSON** –PRONOUNCIATION, HARD WORDS, NEW WORDS, MEANINGS, READING PASSAGES TO REALIZE THE POWER OF COMPASSION,

**WRITING** – HAND WRITING PRACTICE, WRITING GRAMMAR BASED ACTIVITIES & SUBJECT ENRICHMENT ACTIVITIES, WRITING ON SMALL TOPICS ON THEIR OWN TO DEVELOP WRITING SKILL AND WRITING LESSON BASED EXERCISES, CREATING OWN VERSION OF THE STORY (TO ADAPT AND IMPROVISE)

**LESSON BASED L,S,R,W** - NEW WORDS, WORD MEANINGS, DICTATION, CLASS TEST, FLOW CHARTS, QUESTION-ANSWERS, COMPLETE THE SENTENCES, GRAMMAR, ACTIVITIES, ROLE PLAYS, INDIVIDUAL AND GROUP TASKS, EXPLORING AND ENABLING THEIR UNDERSTANDING ON HOW TO CREATE A JUST AND GENTLE WORLD.

# GRAMMAR GEAR – LESSON – 10-VERBS

ENGLISH  
GRAMMAR

## Transitive & Intransitive VERBS

### TRANSITIVE VERBS

NEED AN OBJECT

I bought a car.  
transitive verb      direct object

You **buy something** (an object).

What did you buy? *A car.*

You cannot just say "I bought."  
(incomplete - incorrect)

You need a direct object after  
a transitive verb. (In this case buy)

### INTRANSITIVE VERBS

CANNOT HAVE AN OBJECT

The baby smiled.  
intransitive verb

You cannot have an object  
after an intransitive verb.

(In this case smile)

You cannot "smile something"

Another example:

We waited but nobody came.  
intransitive                      intransitive

### Verbs that are Transitive and Intransitive

Some verbs can be transitive in one sentence and intransitive in another.

I stopped the car.  
transitive verb      direct object

The car stopped.  
intransitive verb      there is no object

Sometimes the **meaning** of a verb **changes** depending on whether that verb is transitive or intransitive (especially with phrasal verbs).

He runs a small grocery store.  
(transitive: run = manage)

He runs along the beach every morning.  
(intransitive: run – the sport)

# Adverbs

Adverbs describe verbs,  
adjectives, or another adverb.

Adverbs tell:

When?	Where?	How?	How Often?
after yesterday now later soon early	inside outside here there away near	quickly slowly sadly loudly easily happily	always sometimes never often once twice

- Many adverbs end in -ly.
- Adverbs can come before or after a verb
  - She **quickly** walked to the store.
  - She walked to the store **quickly**.

# Pronouns

Pronouns take the place of nouns.

## Subject

I  
You  
He  
She  
It  
We  
They

## Object

Me  
You  
Him  
Her  
It  
Us  
Them

## Possessive

My  
Your  
His  
Her  
Its  
Our  
Their

## Singular

A pronoun that names  
**ONE** person, place or thing.

**It** **Itself** **This** **That**  
**I** **Me** **My** **Myself**  
**You** **Your** **Yourself**  
**He** **Him** **His** **Himself**  
**She** **Her** **Herself**

## Plural

A pronoun that names **more**  
**than one** person, place or thing.

**Their** **They** **Them**  
**Themselves**  
**These** **Those**  
**We** **Us** **Our**  
**Ourselves**

## GRAMMAR GEAR – LESSON – 13- CONJUNCTIONS

# Conjunctions, Definitions Example Sentences

Conjunction	Definition	Example Sentence
Because	<b>Because</b> is used to show reason.	She usually eats at home, <b>because</b> she likes cooking.
Although	<b>Although</b> is used to show two opposite statements.	<b>Although</b> he speaks seldom, he says meaningful words.
Whereas	<b>Whereas</b> is used to show contrast.	She is very funny <b>whereas</b> he is boring.
But	<b>But</b> is used to join two ideas that are opposites.	I am very hungry, <b>but</b> the fridge is empty.
Besides	<b>Besides</b> means in addition to, also. It is a preposition.	She speaks three languages <b>besides</b> Spanish.
Unlike	<b>Unlike</b> means different from, not similar to.	Jack is completely <b>unlike</b> his father.
Therefore	<b>Therefore</b> is used to show the result /effect of an action.	She came first. <b>Therefore</b> she got a good seat.
Despite	<b>Despite</b> is used to introduce a fact that is in sharp contrast with another fact.	<b>Despite</b> all her faults, everybody likes him.
Provided	<b>Provided</b> means if or only if.	They can listen to music <b>provided</b> they disturb nobody.
Unless	<b>Unless</b> means: except on the condition that	You don't need to go <b>unless</b> you want to.
Since	<b>Since</b> is used to show result.	<b>Since</b> I see you, I am better.

# Prepositions

Prepositions connect nouns or pronouns to the rest of the sentence

Prepositions show:

Location	Time	Direction
above below inside over under between	before by from on to until	from toward up down upon into



# GRAMMAR BASED WORKSHEETS

- ACTIVITIES – LOT OF EXAMPLES, NEW VOCABULARY, FRAMING OF SENTENCES, USING CORRECT GRAMMAR.



# SPOKEN, COMMUNICATION, STAGE FEAR, USING CORRECT GRAMMAR BASED ACTIVITIES

- EXTRA NOTE BOOK DAILY WORK
- LISTENING TO GOOD ENGLISH
- UNDERSTANDING, READING, WRITING,  
AND THEN SPEAKING IN WAYS OF  
DEBATES, DRAMAS, PLAYS, SKITS,  
NEW TOPICS, SMALL PARAGRAPH  
WRITING, SMALL STORY WRITING  
etc.....





*Puna  
International  
School*

***PROJECTION WORK OF AUGUST  
MONTH 2019-2020***

**STANDARD-8<sup>TH</sup>  
MATHEMATICS**

## **SUMMARY:-**

**Chapter:- Square &  
Square Root**

**Chapter:- Cube &  
Cube Root**

INTRODUCTON

CHAPTER:-SQUARE

&

SQUARE ROOTS

## square root

Symbols:  $\sqrt{\quad}$  or  $\sqrt{\quad}$

$$\sqrt{4} = 2$$



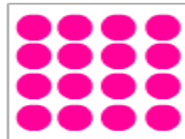
$$2^2 \text{ or } 2 \times 2 = 4$$

$$\sqrt{9} = 3$$



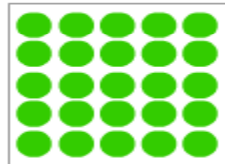
$$3^2 \text{ or } 3 \times 3 = 9$$

$$\sqrt{16} = 4$$



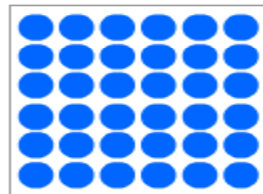
$$4^2 \text{ or } 4 \times 4 = 16$$

$$\sqrt{25} = 5$$



$$5^2 \text{ or } 5 \times 5 = 25$$

$$\sqrt{36} = 6$$



$$6^2 \text{ or } 6 \times 6 = 36$$

## SQUARING A SQUARE ROOT

$$(\sqrt{b})^2 = b$$

$$(\sqrt{36})^2 = 6^2 = 36$$

$$(\sqrt{25})^2 = 5^2 = 25$$

$$(\sqrt{2})^2 = 2$$

If  $a^2 = b$ ,  $\sqrt{b} = a$

$$\sqrt{b} = a \rightarrow (\sqrt{b})^2 = a^2$$

$$(\sqrt{b})^2 = b$$



$2^2$ 

1	2
3	4

$2 \times 2 = 4$

 $3^2$ 

1	2	3
4	5	6
7	8	9

$3 \times 3 = 9$

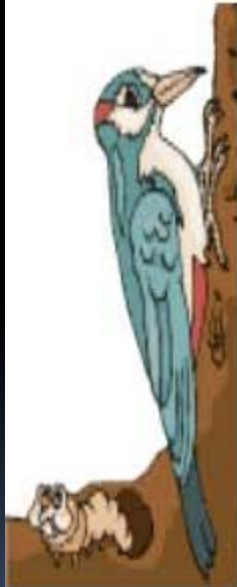
 $4^2$ 

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

$4 \times 4 = 16$

# Square root

## Chart of Perfect Squares 1 to 30



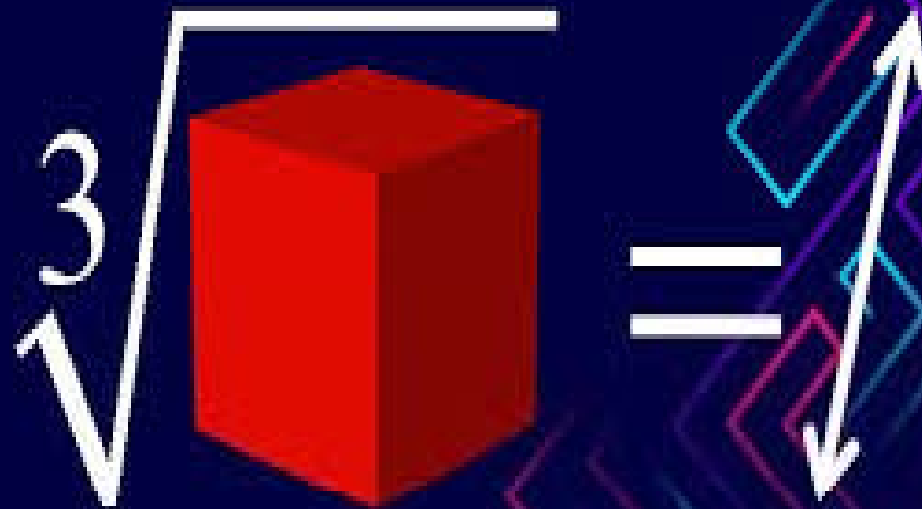
$1^2 = 1$	$11^2 = 121$	$21^2 = 441$
$2^2 = 4$	$12^2 = 144$	$22^2 = 484$
$3^2 = 9$	$13^2 = 169$	$23^2 = 529$
$4^2 = 16$	$14^2 = 196$	$24^2 = 576$
$5^2 = 25$	$15^2 = 225$	$25^2 = 625$
$6^2 = 36$	$16^2 = 256$	$26^2 = 676$
$7^2 = 49$	$17^2 = 289$	$27^2 = 729$
$8^2 = 64$	$18^2 = 324$	$28^2 = 784$
$9^2 = 81$	$19^2 = 361$	$29^2 = 841$
$10^2 = 100$	$20^2 = 400$	$30^2 = 900$

CHAPTER:-CUBE

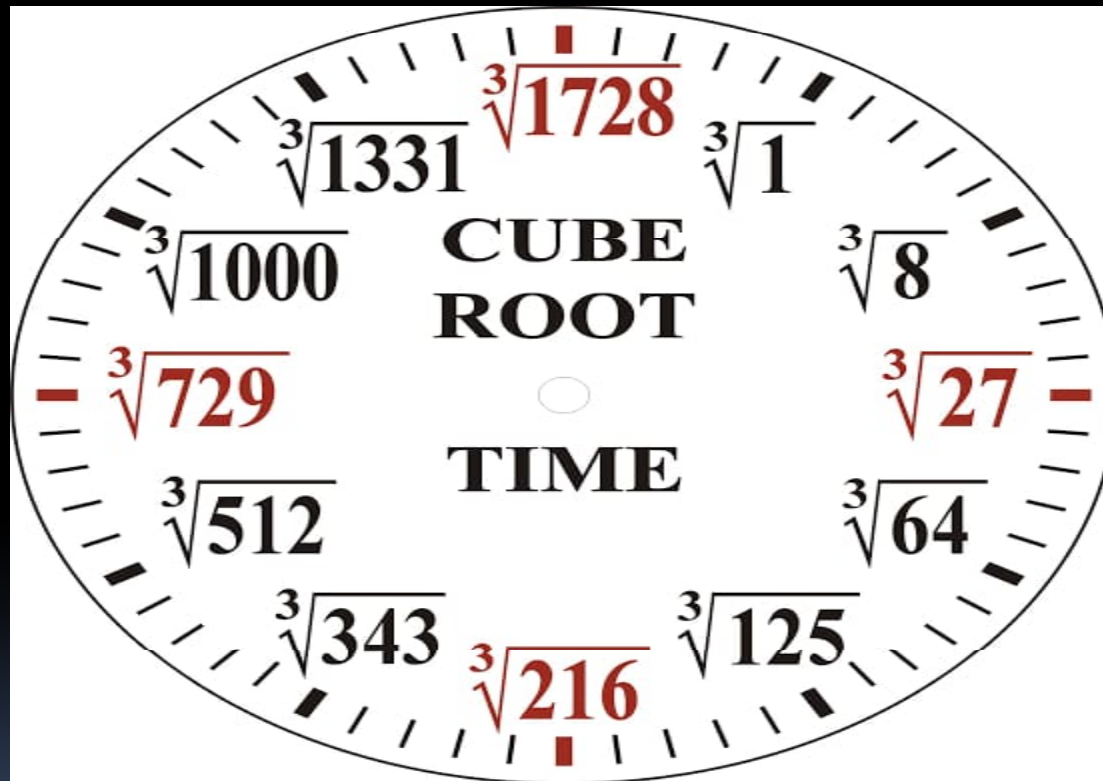
&

CUBE ROOTS

# Cubes & Cube Roots

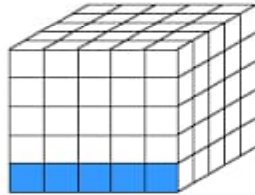


# CUBE ROOTS:-



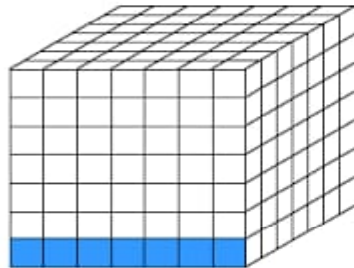
Symbol

$$\sqrt[3]{\quad}$$



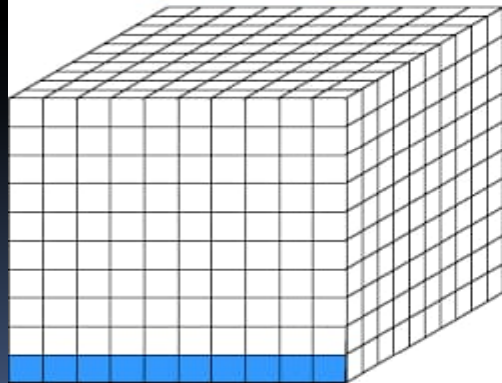
$$5 \times 5 \times 5 = 125$$

$$\text{so } \sqrt[3]{125} = 5$$



$$7 \times 7 \times 7 = 343$$

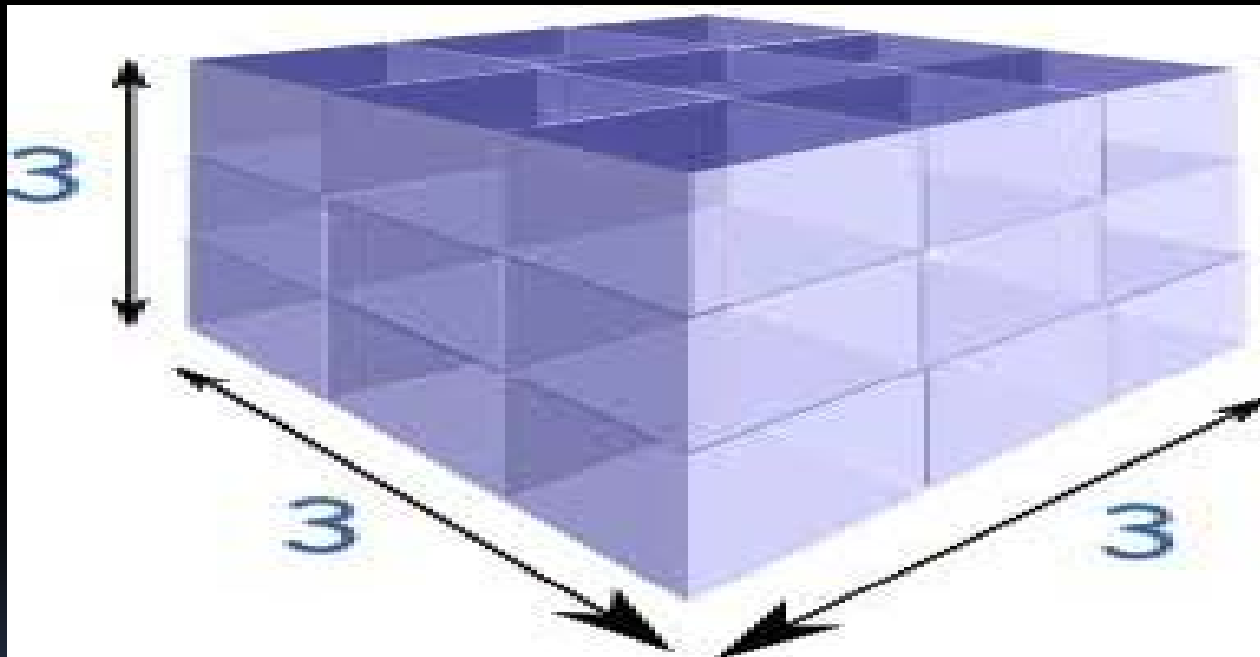
$$\text{so } \sqrt[3]{343} = 7$$

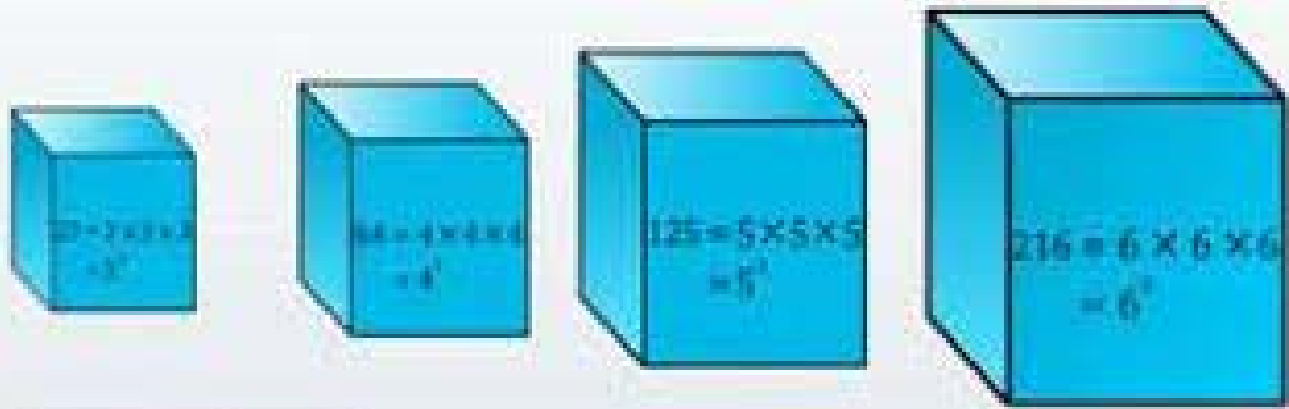


$$10 \times 10 \times 10 = 1000$$

$$\text{so } \sqrt[3]{1000} = 10$$

# CUBE





### Cube Numbers (Cubes)

The numbers obtained by multiplying another number three times with itself are called cube numbers or simply cubes.



# Weekly Test

-Chapter wise test

-Total marks :-10

# TEACHING AIDS:-

# REMEDIAL:-

## SQUARING A SQUARE ROOT

$$(\sqrt{b})^2 = b$$

$$(\sqrt{36})^2 = 6^2 = 36$$

$$(\sqrt{25})^2 = 5^2 = 25$$

$$(\sqrt{2})^2 = 2$$

If  $a^2 = b$ ,  $\sqrt{b} = a$

$$\sqrt{b} = a \rightarrow (\sqrt{b})^2 = a^2$$

$$(\sqrt{b})^2 = b$$





*Puna  
International  
School*

# STANDARD-8<sup>TH</sup>

*SCIENCE*



# *Combustion & Flame*



# *Contents:*



- Combustion
- Ignition Temperature
- Inflammable Substances
- Controlling Fire
- Types of Combustion
- Explosion
- Fuel Efficiency
- Burning of Fuels Leads to Harmful Products





# TYPES OF COMBUSTION

**Rapid combustion**



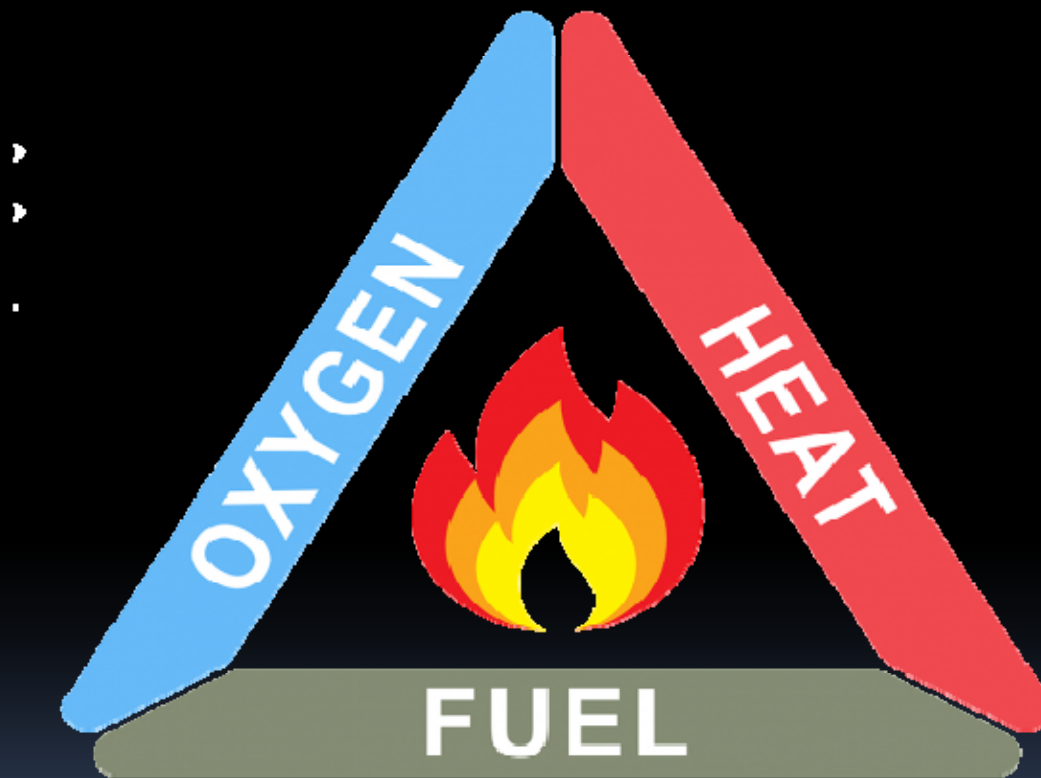
**Spontaneous combustion**



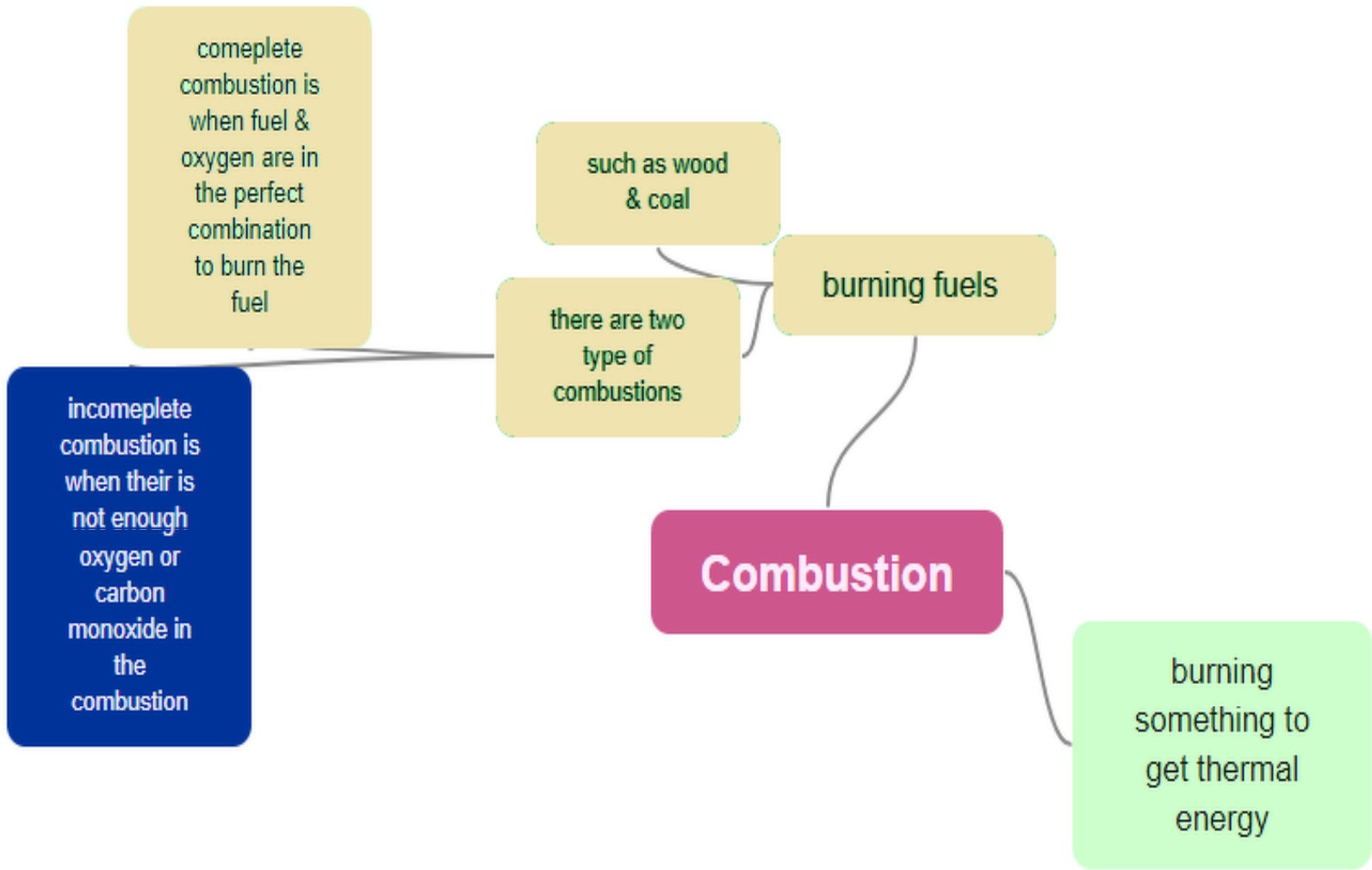
**Explosion**



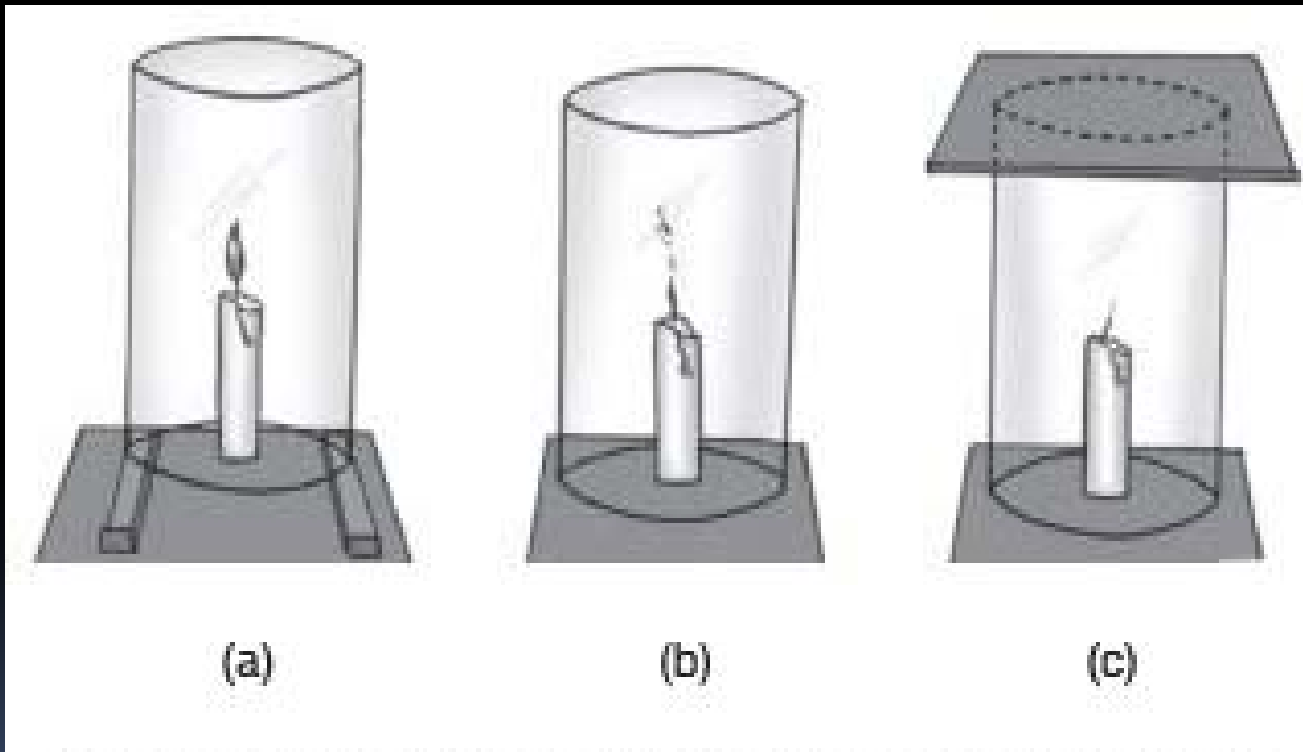
# *Process of combustion*





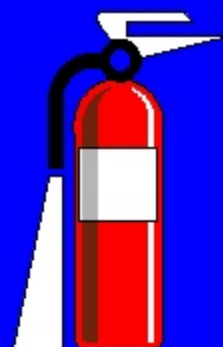


*EXPERIMENT SHOWS THAT AIR IS ESSENTIAL FOR BURNING*



## Fire Control

- Suitable fire control devices, such as small hose or portable fire extinguishers must be available where flammable or combustible liquids are stored
- Open flames and smoking must not be permitted in these storage areas
- Materials which react with water must not be stored in the same room with flammable or combustible liquids



## ***FIRE CONTROL:-***



# Teaching aids

- Video/Flow chart/Pictures
- Visit Lab, Field.
- Scientific Models
- Flash card



- **Weekly Test**
- Chapter wise test
- Total marks :-10

## REMEDIAL:-

- Extra classes to be conducted
- Additional time to be provided to needy students
- Show more related examples to make the understand better





*Puna  
International  
School*

**CLASS - 8**

**SOCIAL STUDIES**

**HISTORY**

**CHAPTER - 6**

Colonialism and the city  
The story of an Imperial Capital


# Topic- Colonialism and the city

## The story of an Imperial capital

- Key terms
  - Define the words
  - Answer in word
  - Answer in one sentences
  - Answer in brief
  - Answer in detail
  - Activity based on chapter



# Teaching-aids

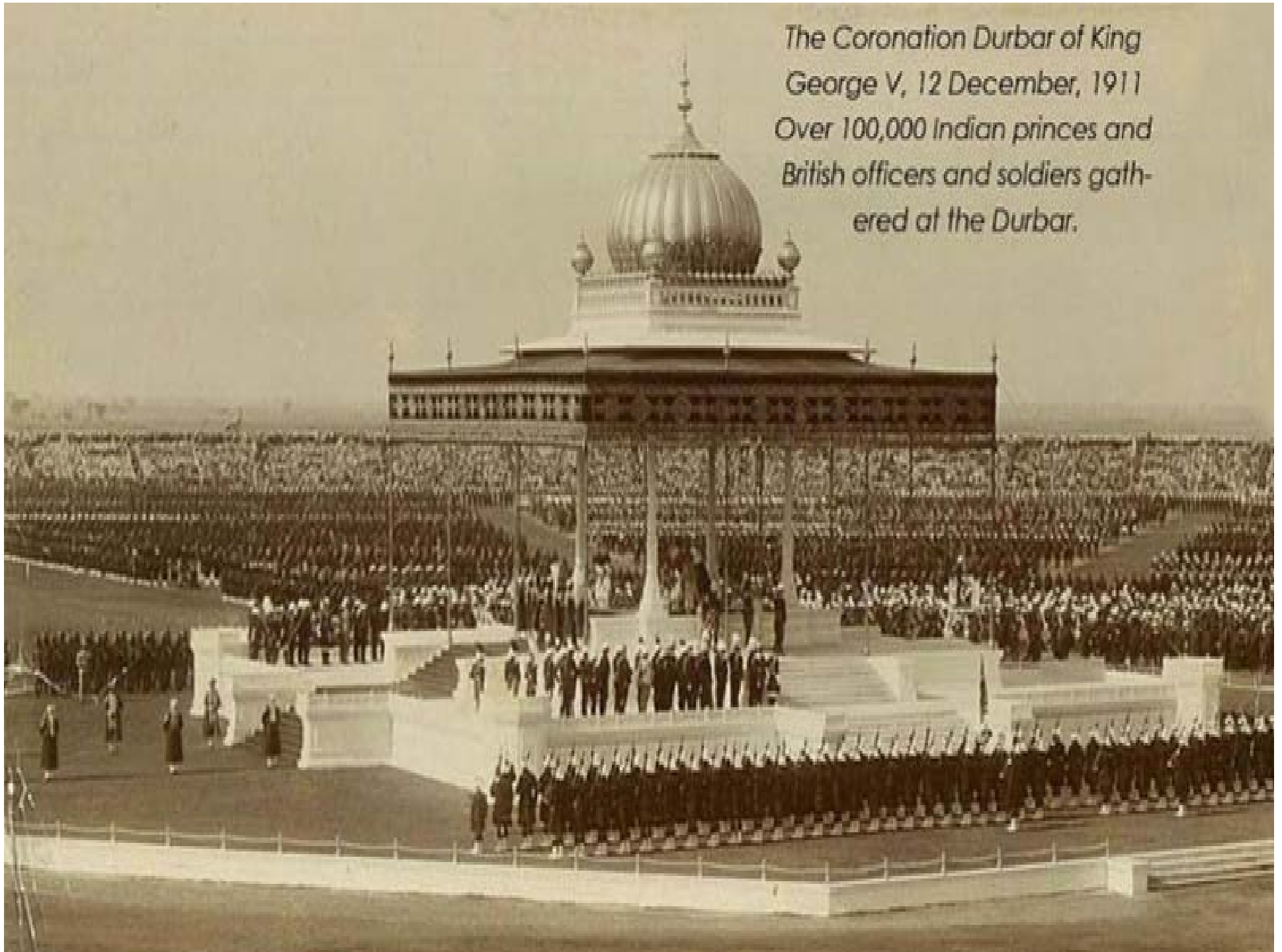
- Video
  - Mind Map
  - Flow chart
  - Flash card
  - Charts
- 

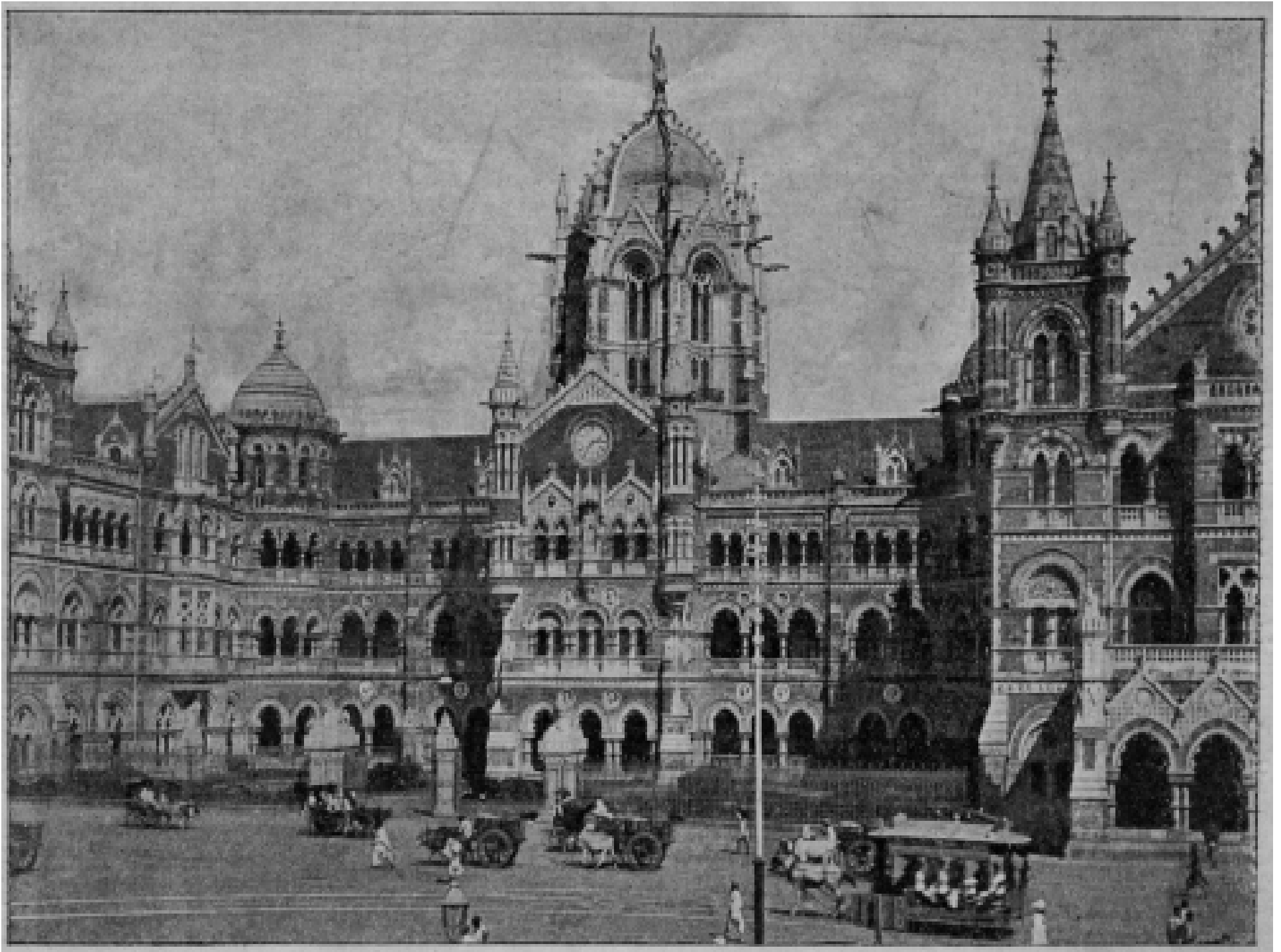
# Objective

- The student will be able to understand the condition of cities in the late 18<sup>th</sup> century.
- Recall the emergence of Delhi as a modern city.
- Student will understand the condition of the Delhi before the coming of the British.



*The Coronation Durbar of King  
George V, 12 December, 1911  
Over 100,000 Indian princes and  
British officers and soldiers gath-  
ered at the Durbar.*





old centres and administrative centres collapsed with old powers and new centres emerged. This process was c

on  
as **Surat, Seringapatam even Delhi** lost their import





# Smart Learning .in

The **Smartest** way to learn after School hours

## 8<sup>th</sup> History (CBSE)

Colonialism and the city  
The story of an Imperial Capital  
Part - 1

# Recapitulation

- Asking them question related to the topic or make them to solve the worksheet.
- Recapitulation of topic.
- Oral drilling of key terms.

# Weekly Test

- Key terms
- Define the terms
- Answer in one word
- Answer in one sentences

# Remedial

- Additional Measure taken for slow learner
- Extra class can be conducted.
- Give them more general example to understanding.
- Again show them video and boost them to do well







*Puna  
International  
School*



**WELCOME**



Class-8

Subject- SOCIAL STUDIES

Geography

Chapter-3


Mineral and Power Resources

# Topic- Mineral and Power Resources

- Keywords
- Define the terms
- Answer in one word
- Answer in one sentences
- Answer in brief
- Answer in detail
- Activity based on chapter
- Map work



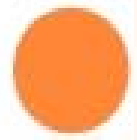
# Teaching-aids

- FLOW CHART
  - FLASH CARD
  - VIDEOS/CHART
  - MIND MAP
- 

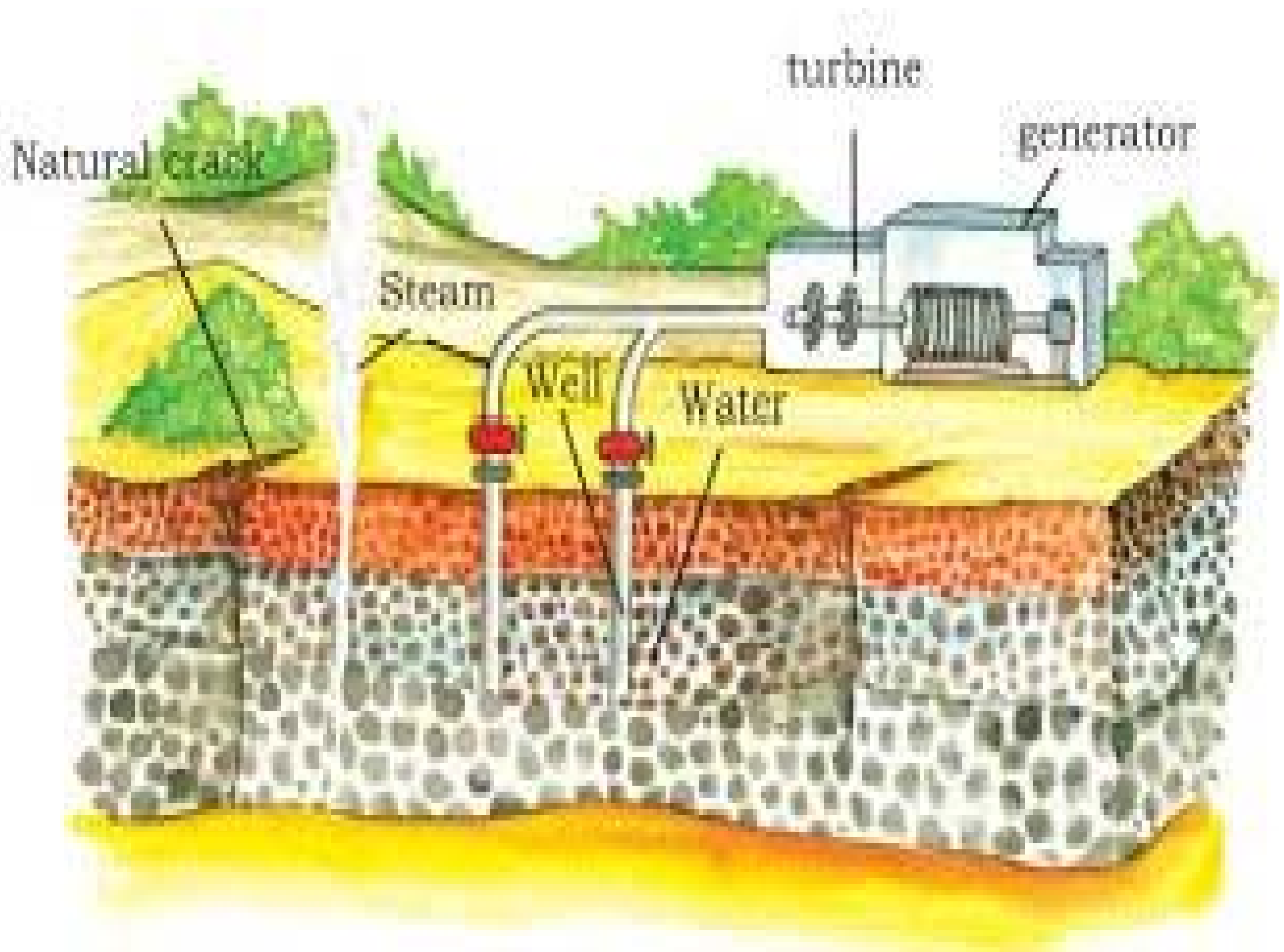
# Objectives

- The students will be able to understand the properties of minerals.
- Student will able to understand the importance of conserving minerals.
- Student will understand need power for agriculture, industry, transport, communication and defences.

# DIFFERENT KINDS OF MINERALS







Minerals

Metallic minerals

Non-metallic minerals

Ferrous

Non-ferrous

Limestone, gypsum, mica

Iron ore, manganese, chromites

Gold, silver

# MINERAL & ENERGY RESOURCES






# Recapitulation

- Asking them question related to the topic and make them to solve the worksheet.
- Oral drilling of key terms.
- Recapitulation of topic.



# Weekly-Test

- Keywords
  - Define the terms
  - Fill in the blanks
  - Answer in one word
  - Answer in one sentences
  - Answer in brief
- 



Thank you







*Puna  
International  
School*



**WELCOME**



**CLASS-8**

**SUBJECT- SOCIAL STUDIES  
CIVICS**




**CHAPTER- 5  
JUDICIARY**

# Topic- Judiciary

- Keywords
- Define the terms
- Answer in one word
- Answer in one sentences
- Answer in brief
- Answer in detail
- Activity based on chapter
- Map work



# Teaching aids

- FLOW CHART
  - FLASH CARD
  - VIDEOS/CHART
  - MIND MAP
- 

# Objectives

- Students will be able to understand the judiciary system and they should follow the rule of law and legal security for individual
- They will understand the three levels of judiciary in India.
- The students will be able to understand the importance of judiciary in a democratic country like India.

# India: The Judiciary









# Judiciary - The

# Recapitulation

- Asking them question related to the topic and make them to solve the worksheet.
- Oral drilling of key terms.
- Recapitulation of topic.

# Weekly-Test

- Keywords
- Define the terms
- Fill in the blanks
- Answer in one word
- Answer in one sentences
- Answer in brief

# Remedial

- Extra class can be conducted.
- Give them more example to understanding.
- Again show them video and boost them to do well.



Thank you





*Puna  
International  
School*



**CLASS-VIII**  
MONTH-AUGUST  
**SUBJECT-**  
**GUJARATI**



# કાવ્ય - 5 [મહેનતની મોસમ]



[વિદ્યાર્થીઓ મહેનત-પરીશ્રમ વિશે જાણો.]

**Topic&S  
ub Topic**

❑ કાવ્યની સમજૂતી.

❑ કાવ્યમાં આવતાં અધરા શબ્દો વિશે જાણે.

❑ કાવ્યનાં શબ્દાર્થ સમજે.

❑ કાવ્યનાં સવાલ – જવાબ વિશે જાણે.

❑ કાવ્યના વ્યાકરણ વિશે સમજે.

Topic&S  
ub Topic

- ❑ વ્યાકરણના મુદ્દાઓ :
- ❑ યોગ્ય વિકલ્પ શોધીને લખો તે સમજે.
- ❑ સમાનાર્થી શબ્દો લખો તે સમજે.
- ❑ નવા-નવા વિરુદ્ધાર્થી શબ્દો વિશે જાણે.
- ❑ સંજ્ઞાના પ્રકારો વિશે સમજે.
  - સમુહવાચક સંજ્ઞા.
  - દ્રવ્યવાચક સંજ્ઞા.
  - ભાવવાચક સંજ્ઞા.
  - જાતિવાચક સંજ્ઞા.



Thank You  
Thank You  
Thank You!!!!

Jay  
Swaminarayan



**CLASS-VIII**  
MONTH-AUGUST  
**SUBJECT-**  
**GUJARATI**

# પાઠ-6 [લેખણ ઝાલી નો રહી]



[વિદ્યાર્થીઓ શિક્ષણના મહત્વ વિશે જાણે.]

**Topic&S  
ub Topic**

☐ પાઠની સમજૂતી.

☐ પાઠમાં આવતાં અઘરા શબ્દો વિશે જાણે.

☐ પાઠનાં શબ્દાર્થ સમજે.

☐ પાઠનાં સવાલ – જવાબ વિશે જાણે.

☐ પાઠના વ્યાકરણ વિશે સમજે.

Topic&S  
ub Topic

- ❑ વ્યાકરણના મુદ્દાઓ :
- ❑ યોગ્ય વિકલ્પ શોધીને લખો તે સમજે.
- ❑ વિરામચિહ્નોનો વિશે જાણે.

- ❖ વિરામ ચિહ્ન :
- ❖ અર્ધ વિરામ [ ; ]
- ❖ ગુરુવિરામ [ : ]
- ❖ અવતરણ ચિહ્ન [ “ ]
- ❑ રૂઢિપ્રયોગનાં અર્થ શીખે.
- ❑ શબ્દ સમુહ માટે એક શબ્દ શીખે.





Thank You  
Thank You  
Thank You!!!!

Jay  
Swaminarayan





*Puna  
International  
School*

Name : Pratiksha Goswami

Sub. : Hindi

Std. : 8

Chapter : 5

# चिट्ठियों की अनूठी दुनिया



→ लेखक → अरविंद कुमार सिंह

जन्म - 11 जलाई 1962

स्थान - बरवारीपुर, सुल्तानपुर, उत्तरप्रदेश



के

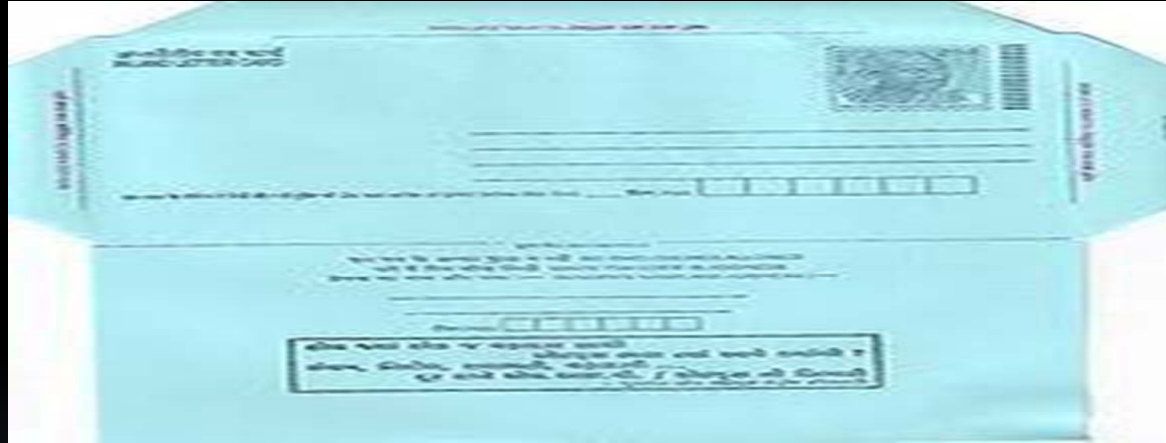


\* फिर डाकिए का समय आया।



- \* पत्र जैसा संतोष दूसरे Whatsup, Message नहीं दे सकते है।
- \* पत्र सहेजकर रखते है। और अपने प्रियजनों को याद करते है।
- \* पत्रों का महत्व बताया गया है।
- \* पत्र पढ़कर एक दूसरे के प्रति मन में, जो भाव उठते है। वो आज - कल नहीं देखा जा सकता।
- \* हम पत्रों के लिए डाकिए का इंतजार करते है।

\* चिठी भेजने के लिए आमतौर पर



→ पिनकोड की शुरुआत 15 अगस्त 1972 को डाक तार विभाग ने पोस्टल नंबर योजना के नाम से की।

\* पत्र का भाव सब जगह एक सा होता है, भले ही उसका नाम अलग - अलग हो।

पत्र को

- 1 उर्दू में खत
- 2 संस्कृत में पत्र
- 3 कन्नड़ में कागद
- 4 तेलगू में जाबू कहा जाता है।

\* भारत में साढ़े चार करोड़ चिट्ठियाँ डाक में डाली जाती हैं।

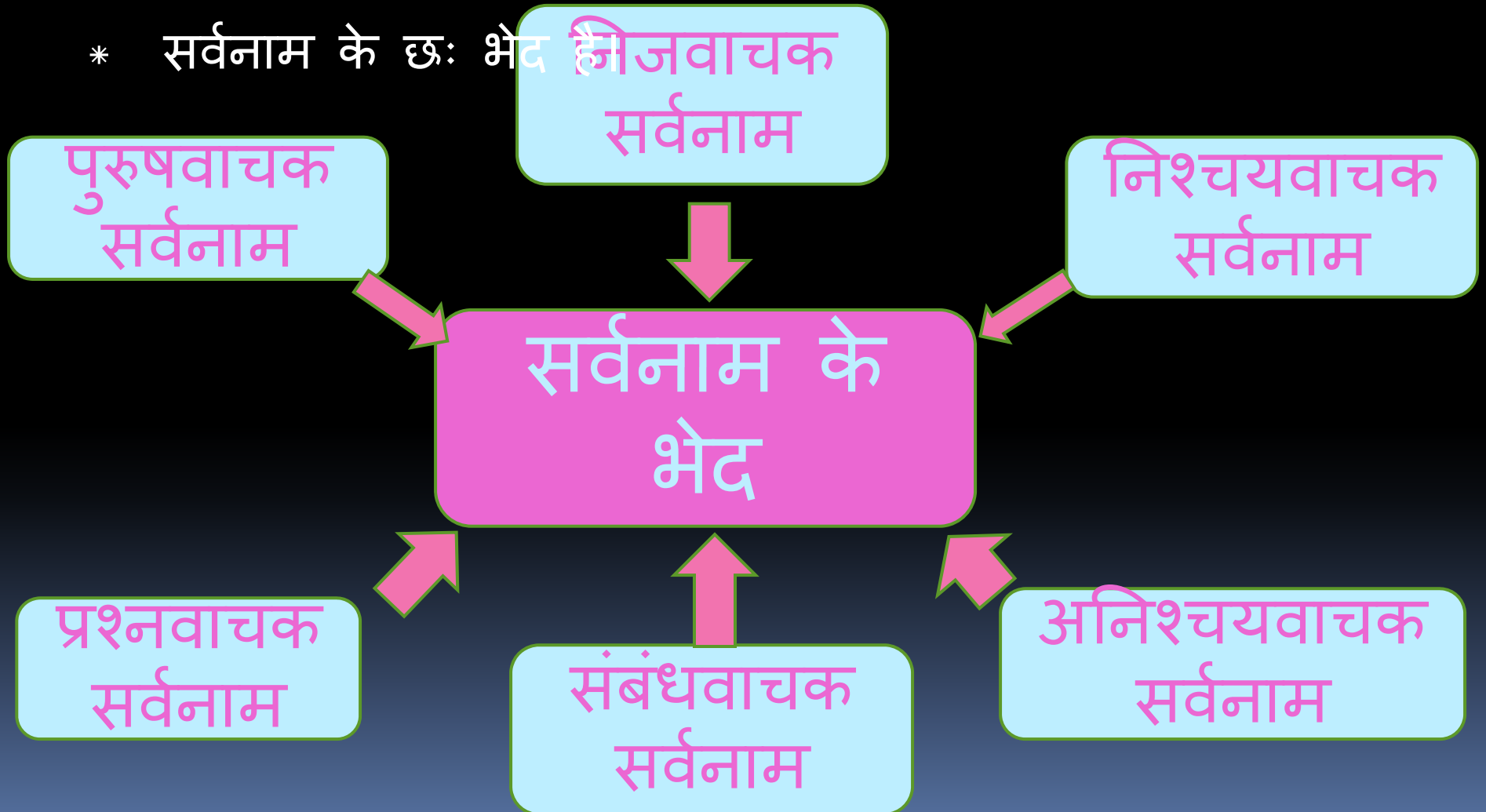
\* पाठ्यक्रम में भी पत्र लेखन शामिल किया गया है।



# सर्वनाम

→ संज्ञा के स्थान पर आने वाले शब्दों को सर्वनाम कहते हैं।

\* सर्वनाम के छः भेद हैं।





उत्तम पुरुष

मध्यम पुरुष

अन्य पुरुष

क. उत्तम पुरुष

→ बोलने वाला अपने लिए जिन का प्रयोग करता है  
उदा. मेरा, मैं, मेरे

ख. मध्यम पुरुष

→ सुनाने वाले के लिए जिन शब्दों का व्यवहार किया जाता है  
उदा. तुम्हारा, आपका, तुम्हें

ग. अन्य पुरुष

→ जिनके बारेमें बात की जाए, उनके लिए प्रयुक्त शब्दों को अन्य पुरुष कहते हैं।  
उदा. उसे विद्यालय जाने दो  
यह उसका घर है।

2. निजवाचक सर्वनाम → जिन सर्वनाम शब्दों से स्वयं का बोध हो।

उदा. अपना काम स्वयं करूँगा।  
वह अपने आप चला जायेगा।

3. निश्चयवाचक सर्वनाम → जिन सर्वनाम शब्दों से किसी निश्चित वस्तु या व्यक्ति का बोध हो

उदा. उसे छोड़ दो  
यह काम ठीक नहीं

4. अनिश्चयवाचक सर्वनाम → जिन सर्वनाम शब्दों से किसी निश्चित वस्तु, व्यक्ति का बोध न

चले  
उदा. आँगन में कुछ गिरा।  
घर में कोई आया।

5. संबंधवाचक सर्वनाम → वे सर्वनाम शब्द जो संज्ञा या सर्वनाम का

# साप्ताहिक परीक्षा

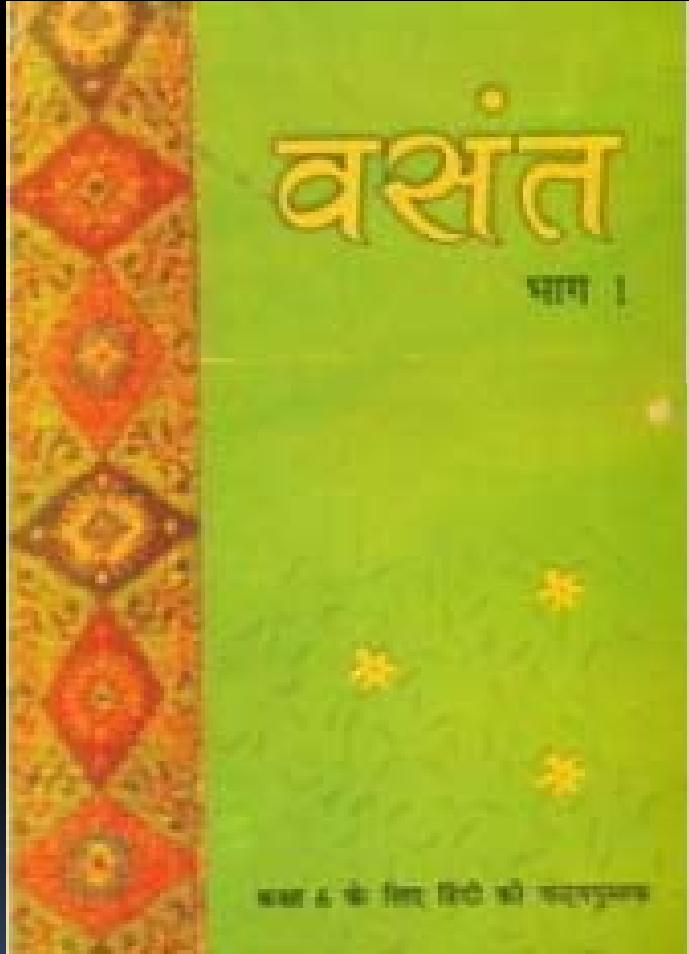
- १.समानार्थी शब्द
- २.प्रश्न के उत्तर लिखिए
- ३.खाली स्थान भरिए
- ४.व्याकरण

एक प्रकार का





*Puna  
International  
School*



WAG-Ó

pa#-Ú ese-ese  
Üka.k.Ý



## pa-pircy

- mohn - k iv' a \
- d.nana. - k p. \_os.
- ma> - mohn k. ma>
- ipta - mohn ke ipta
- mar. - mohn ke mar. j. |
- v' j., aš. r. ta k p. \_oisn|

## pa#-sar

- ka.k . ese-ese iv\*`u p/wakr μara iliq̄t h|
- yh ka.k . iv´a .\ ke bcpn pr p/kax . alt . h|
- mohn ko pe . me . ese-ese nam k . b . mar . h| jo v´ j . , . aš . r se  
w . # . k nh . . hot .|
- mohn ke mata-ipta prexan hote h .|
- yh b . mar . ]ske mar . j . se # . k ho jat . h|
- mohn b . mar . ka nak kr rha a| . yo . ik ]sne kl . ka kam nh . .  
ikya a|

yas

- ki#n xdo. ka ]car`|
- pa# ka iv´ai\yo. μara nak|
- svr vacn|
- bco. me. sc bolne k. wavna ko b!\_ana|

yakr`

sv \ nam

sv \ nam k . pirwaa

sv \ nam ke wed

sv \ nam ke ]dahr`

# sataihk pr .a

- e .
- gitivi .
- miqk p/n-]tr
- vk \x . .





*Puna  
International  
School*



ka-\*m





\:pa#:

- g<h. x. y. suta. ivna

- Übe. ke ibna r. snaÝ

## xdaa \:

- ipt<g<hm\ - ipta ke r
- tya - ]ska
- w/atujaya - waw .
- ra. - rat me.
- kir\*yaim - qa]>g .
- melny - imlne ka
- p/a . y - okr
- k/ . . i . t - qelt . hu[\
- ivrm-ivrm- =ko-=ko
- ixXu: - bca

## pa# ka pircy

- xailn . ka iptā ke r . ana
- k . yao . k . hya pr rok
- ixa ke il . p/er`a
- Ifke or Ifikyo . ke b .c wed-wav
- mala ka . ša . r ke pas jana
- il.g pr .
- rakex ka pra . v .kar krna

yyn samg/

- iciksaly




il.g pr





. yyn p it

- pa# va.cn
  - g/up cca\  
.
  - p/notr .
- 
-



▼ yvad







*Puna  
International  
School*



ka-\*m\



st:pa#:

wartjnta . hm\

Üm. wart k. jnta h>Ý

## xdaa \ :

- iwman - vaiwman
- sukumara - t.v koml
- wartjnta- wart .yjnta
- pe/y: - witk suq ko
- &ey: - a yaimk suq ko
- icnoim - cunt . h>
- m . ye - mant . h>
- pirpta - piv .
- &mip/ya - mhent se p/em krneval .
- shja - sama . y
- km \ - kam

## pa# ka pircy

- . a \ r m a k a . t x u . l μ a r a r i c t k a y
- w a r t . y j n t a k . . y a - . y a i v x e t a >
- v a i w m a n , i v n m / t a r e v w a v v a l . j n t a
- r t . k o p i r v a r m a n t . o r k . y a ` k a r . w a r t k . j n t a
- a n . d s e p i r p ` \ w a r t k . j n t a
- k m \ x . l w a r t k . j n t a

· yyn samg/ ·

- mhent jnta

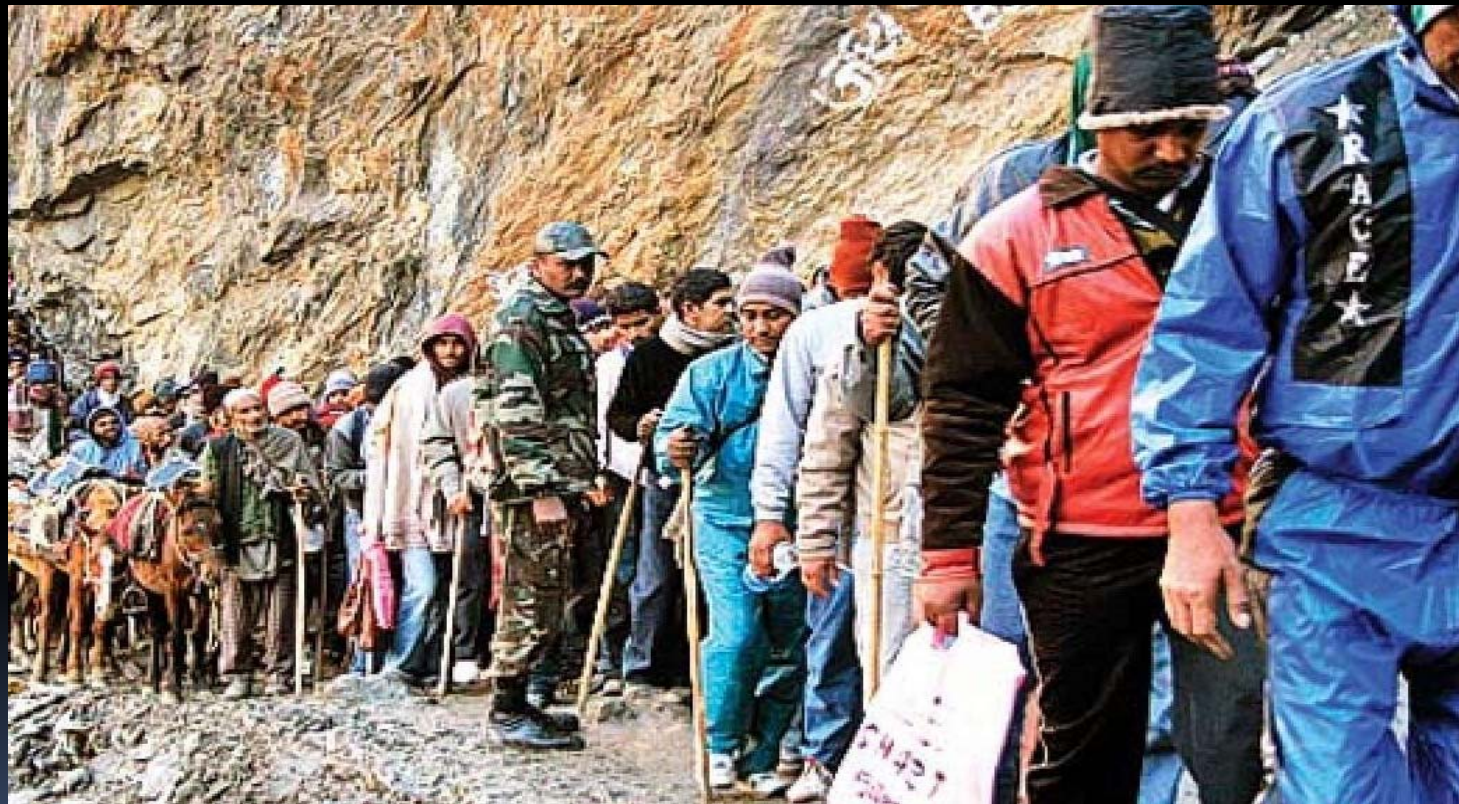


n<<y krt. jnta






yaa krt . jnta







. yyn p it

- pa# va.cn
  - g/up cca\  
.
  - p/notr .
- 
-



yvad