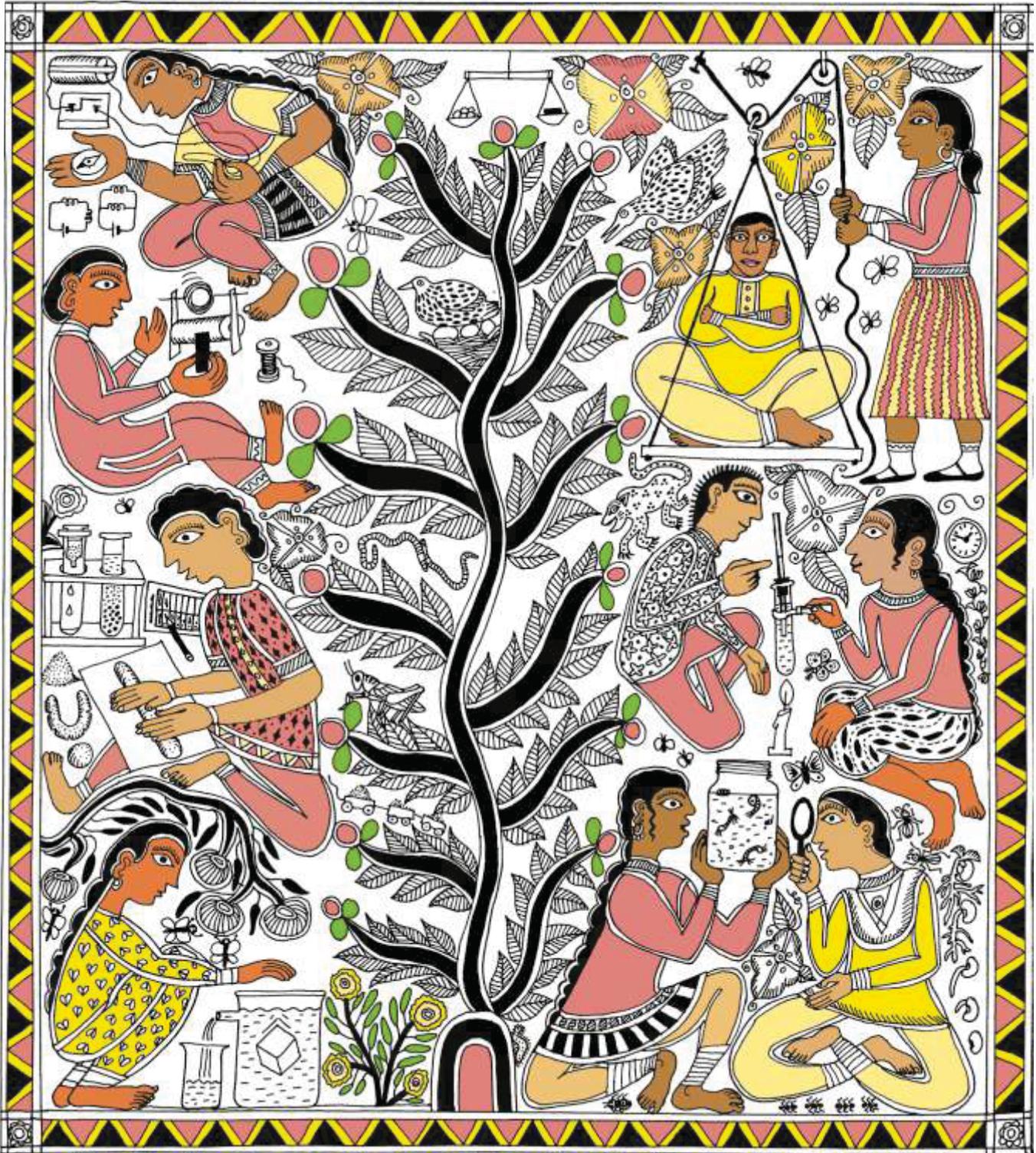


# BAL VAIGYANIK

class 8



an eklavya publication

Several dandelion seed heads are scattered across the top of the red background, some appearing to drift downwards.

I heard...

I forgot

Several dandelion seed heads are scattered across the middle of the red background, some appearing to drift downwards.

I saw...

I remembered

I did...

Several dandelion seed heads are scattered across the bottom of the red background, some appearing to drift upwards.

I understand

# Bal Vaigyanik

## Class-8



### Dedication

To all those teachers and children  
whose participation in the  
Hoshangabad Science Teaching  
Programme during 30 years made  
this new revised edition possible



an eklavya publication

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The content and educational theories contained in this book were developed with the active participation over a span of 30 years, of many individuals with the Hoshangabad Science Teaching Programme and Delhi University.

According to the notification number F/46-05/2001/20/C-3 of the Madhya Pradesh Government School Education Department, this book was permitted and prescribed for use in all the middle schools of Hoshangabad and Harda districts, as well as in some selected middle schools of Khandwa, Betul, Chhindwara, Narsinghpur, Indore, Dewas, Dhar, Khargone, Jhabua, Ujjain, Ratlam, Mandasaur and Shajapur districts. Later according to order number 424 of the Madhya Pradesh Government, dated 08/08/2002, Bhopal, the book was approved to be used as supplementary material.

## FROM OUR SIDE

Starting in 1972, the Hoshangabad Science Teaching Programme (HSTP) was a unique initiative of innovation in school education. Countless people joined this programme in an attempt to make education, especially science education, a meaningful and enjoyable experience for children. The HSTP chose the path of doing science and developing concepts as the basis of its curriculum in the place of information explosion. Efforts were made to help children become self-learners and equip them with methods and skills that aid in investigating new questions and problems. The motive behind preparing the Bal Vaigyanik series of books for classes 6 to 8 was also to encourage many dimensions in the processes of learning and teaching. The first edition of the Bal Vaigyanik books were prepared between 1978 and 1980 and published by the Madhya Pradesh Textbook Corporation. Afterwards they went through two rounds of revisions.

The third revised edition of Bal Vaigyanik for class 8 is in your hands now. We would like to discuss here the revisions introduced, the general framework of the book and how it is to be used in the classroom. Many a times misunderstandings are generated about Bal Vaigyanik because people consider books to be not only the foundation for all knowledge, all education, but as synonymous with these.

Bal Vaigyanik is definitely a foundation for learning science, a complete edifice of learning can be built on it only through the joint efforts of teachers and students. Thus it is important to recognise how to use this volume with children. To begin with, observe the framework of a typical chapter from Bal Vaigyanik. Each chapter begins by presenting some problem, which is usually related with the experiences of children.

Then the various aspects of the problem identified and analysed. These analyses are based on the results of the experiments done by children. Sometimes, common children's knowledge or information also become the bases of analyses.

Each experiment is followed by questions that give directions to the analysis of results. An overall conclusion emerges after collective discussions within the classroom based on these analyses. Further tests have been suggested in some places to verify or confirm this conclusion. At other places questions based on logic or reason have been given.

The commonly followed track in education by and large stresses on the practice of memorising the closing inference. This inference is surely a crucial part of science, but it is not its only aim. The purpose of Bal Vaigyanik is that children experience the aforementioned process of analysis and arrive at the inference.

Therefore simply writing down the answers to the questions posed in Bal Vaigyanik is never enough. That is necessary for the record, and to verify one's own understanding at a later time. But scientific temperament will develop in children only when they reflect upon each question.

You will notice that some of the questions given at the end of each experiment are related solely to the recording of observations. On the other hand, certain questions ask the children to explain their observations regarding different experiments. There are also some questions which expect children to arrive at some general conclusions by combining the observations and interpretations of several experiments. Every type of question has its own value. Before beginning any chapter, the teacher should prepare and know as to which question falls in which category and what strategy will s/he adopt in the classroom regarding them. However, it is not necessary that these questions be repeated word for word.

The overall objective should be that children participate in a meaningful the questions presented in the chapters and can connect the inferences with their other experiences and information. When this happens, we say that new information has been internalized by the person.

In short, Bal Vaigyanik has been created with the purpose of supporting the students and teachers, in the process of teaching-learning and offering a structure for this.

The most significant aspect of the revisions brought about in this book is that a lot of new elements have been included to reinforce and enrich the process of learning for children. The most important of these is that of readable text. This has been incorporated in many chapters. In some chapters, efforts have been made to allow children to be a part of the method of analysis in some chapters on the basis of scientific information. The alterations introduced in Bal Vaigyanik have further improved its syllabus. Questions for practice, stories from the history of science, etc, have also been added.

The endeavor is to ensure that studying Bal Vaigyanik not only proves to be a learning experience for students, but is also interesting and joyful for them. The objective is to create a desire for learning science, and give rise to curiosity about the world around us as well as the ability to understand it.

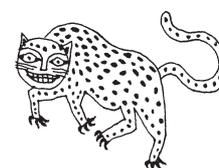
With our best wishes,

Eklavya and the HSTP group

# Bal Vyagyanik

## Class 8

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# THE LIFE CYCLE OF ANIMALS

1



During summer, the land is parched and ponds dry up. There is very little sign of life anywhere. When the monsoons come, the ponds fill with rainwater and suddenly they are teeming with different kinds of plants and animals. There are algae, frogs, many kinds of insects and, sometimes, even fish! Have you ever wondered where all these living creatures suddenly appear from?

If you wander in the fields and gardens after the rain you will see lots of bright red velvety insects, millipedes and centipedes crawling around. A few days later they disappear as suddenly as they had appeared.

Some people think that these creatures are created or spontaneously generated from the water of these ponds, or the soil, or the dung of different animals. Some people even think these creatures fall from the skies with the rain. Do you think these people are right? Do you think this is what happens?

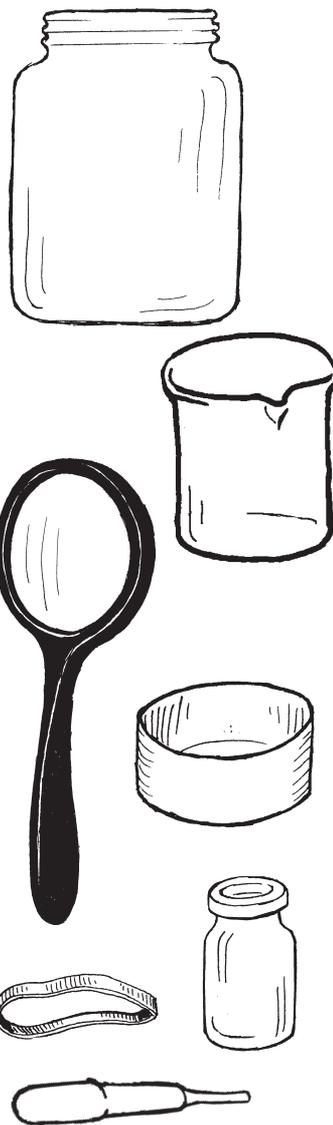
Let's do a few experiments to find answers to this question. While performing these experiments we shall also study how animals develop from the egg stage to adulthood. Our observations will help us understand the life cycles of various animals.

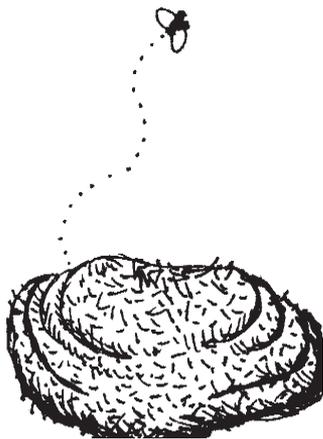
The best time to begin these experiments is during the rainy season. Since they will continue for many days, it would be a good idea to start more than one experiment at a time. But remember, you should note down your observations for each experiment very carefully every day.

## EXPERIMENT 1 : LIFE OF A FLY

Take two tin cans. If you cannot find cans, use paper cups, coconut shells or earthen cups (*kulhad*).

Mark one can A and the other B.





Now look for some freshly excreted dung of a cow or buffalo. Put some of the dung in Can A. Take care not to either let any fly sit in it or splatter the remaining dung around.

You must also ensure that no flies sit on the dung in Can A. So immediately cover the mouth of the can with a sheet of paper and tie the paper with a piece of string or a rubber band. Pierce tiny holes in the paper with a pin or needle so that air can pass through. The holes should be small enough not to let flies or other insects pass through.

There will be a lot of flies buzzing around the remaining dung lying on the open ground. When you spot a fly sitting on the dung, observe its rear portion carefully. You should see whether it is laying eggs or not. The fly's eggs are long whitish stuff that come out of the rear. You may have to wait for a while for seeing.

Flies don't always lay eggs when they sit on dung, so don't get impatient. You could look for flies in several piles of dung in different places. While searching, remember that flies usually lay their eggs in cracks or craters formed in the dung.

Once you spot a fly laying eggs, take some of the dung containing eggs and place it carefully in Can B.

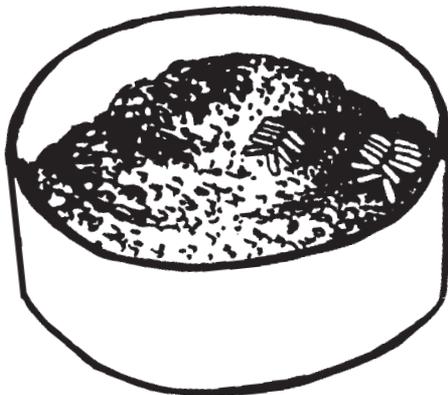


Figure 1

Figure 1 shows eggs lying on dung. The eggs of flies are about the size of the eggs you see in the picture.

Examine the eggs with a hand lens and draw a picture of what you see. (1)

Cover Can B too with a sheet of paper like you did with Can A and make tiny holes in the paper for air to circulate.

This is the first day of your experiment. We shall call it Day 1. The days that follow will be called Day 2, Day 3, Day 4 and so on.

You will have to remove the covers of Cans A and B daily to make your observations. This experiment will continue for about 10 days.

#### PRECAUTIONS TO BE TAKEN

1. When you uncover the cans to examine the dung, ensure that no flies get into the cans.
2. Remember to cover the cans properly as soon as you finish making your observations.

Copy Table 1 in your exercise book and enter your daily observations in it. (2)

**Table 1**

| No. | Name of stage | Day in which first sighted | Colour | Lies in one place/ moves around/ flies |
|-----|---------------|----------------------------|--------|----------------------------------------|
|     |               |                            |        |                                        |

On Day 2 of your experiment look for white eggs and the worm-like maggots that emerge from them on the surface of the dung in both cans.

These maggots will be just a little bigger than the eggs when they first appear.

If you do not find eggs or maggots on the surface of the dung, then scratch the surface a little and look for them inside the dung.

Did you find any maggots in Can A? (3)

You will definitely find some maggots in Can B on Day 2 or Day 3 of your experiment.

Note the day on which you find maggots in the table. (4)

Are these maggots moving around? (5)

Study one of them with your hand lens and draw its picture. (6)

The **maggot** of a fly is its **larva** stage.

Can you guess what these maggots eat to survive and grow? (7)

Observe the changes taking place in the maggots every day. See what they do. Try and observe when the maggots become a little sluggish. Whenever you find a maggot that is sluggish, observe it carefully from that day onwards.

Do you see a shell forming over its body or is the maggot already covered by a shell? (8)

Has the maggot stopped moving? (9)

This stage is known as the **pupa**.

Note the day you find the pupa in your table. (10)

Study the pupa with a hand lens and draw a picture of it. (11)

Observe the pupa daily.

*If you open the tin cans, be careful that flies don't sit in them.*





**DON'T LET YOUR FLY FLY AWAY**  
 Be careful while you open your can every day to look at the pupa. Your fly should not fly away suddenly.

The day you find the fly, make a note in your exercise book. (12)

Does anything remain of the pupa after the fly is formed — is there just a shell or is there something more? (13)

Your experiment is complete when a fly emerges from the pupa.

The entire process of the fly laying eggs, the maggot hatching from the egg and developing into a pupa and the fly emerging from the pupa and the fly emerging from the pupa is called the life cycle of a fly. The egg, maggot, pupa and adult fly are the different **stages** of this cycle.

Figure 2 shows the life cycle of a fly in **line diagrams**. One diagram shows the stages in pictures while the other gives the names of each stage. Only one stage — that of the fly — has been labelled in the second diagram.

Copy the line diagrams in your exercise book and fill in the blanks with the names of the appropriate stages. (14)

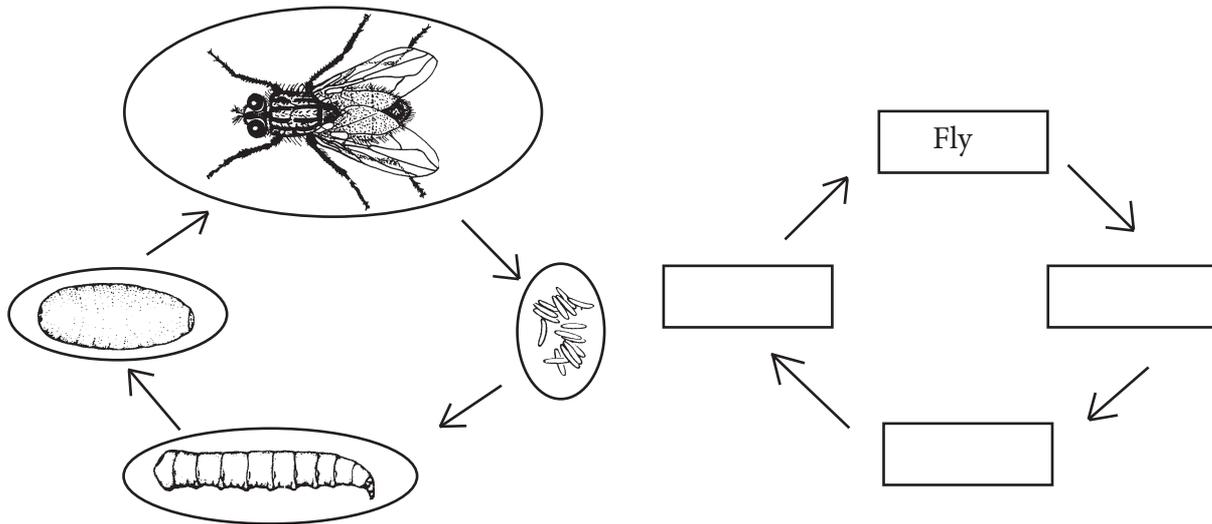


Figure 2

Such line diagrams are usually used to depict the life cycles of plants and animals.

**CAN DUNG GIVE BIRTH TO A FLY?**

Answer the following questions on the basis of your observations during your experiment with flies.

In which can did you see the various stages of the life cycle of a fly — Can A or B? (15)

You began the experiment by putting the same kind of dung in both the cans at the same time. Yet the stages of the life cycle of the fly were seen only in one can. Why? (16)

Can dung give birth to flies? In other words can flies be generated spontaneously from dung? Give reasons for your answer. (17)

If a student leaves one of the cans open after making observations, what could go wrong with the experiment? (18)

Some people think flies are spontaneously generated from dung. In fact they even call fly maggots as dung maggots. After performing this experiment how would you explain to these people how flies are born? (19)

### A CONTROL FOR COMPARISON

Why did you include the dung in Can A in your experiment? If this was not done, what difficulties could you have faced while answering Question 17? (20)

The dung in Can A was included so that you could compare it with the dung in Can B. If Can A was not included, you could never have been sure that flies are not spontaneously generated from dung. By including Can A, you have clearly shown that this cannot happen. The provision of a system to make a comparison is called a **control mechanism**.

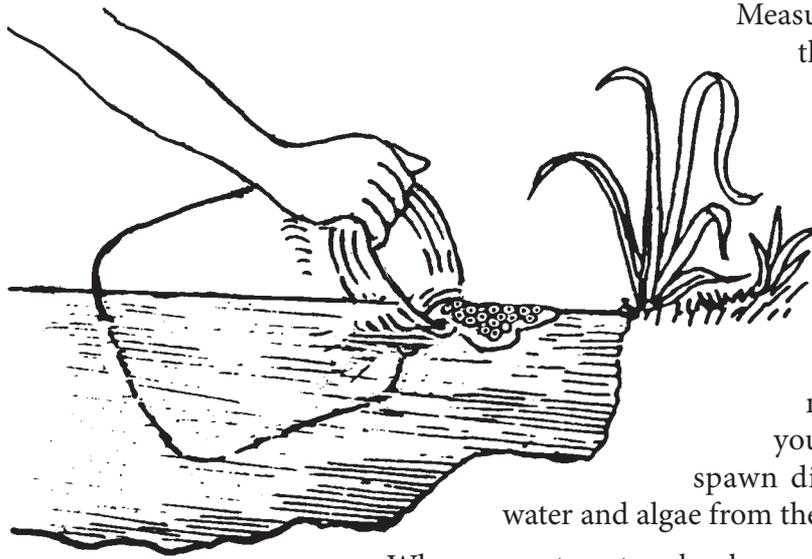
Go through your Class 6 and 7 exercise books and make a list of all the experiments in which you made a provision for a control. (21)

### EXPERIMENT 2: THE LIFE CYCLE OF A FROG

During the rainy season you may have seen a white frothy substance floating on the surface of ponds. This is frog spawn (eggs). It is usually found either at the edge of the pond or clinging to plants growing in it. The frog's eggs are held together by a sticky, slimy substance. Figure 3 shows a pond with frog spawn in it. The size of the frog eggs shown here are almost the same as in real life.



Figure 3



Measure the size of the eggs shown in the picture and note it down in your exercise book. (22)

The best time to look for frog spawn is at the beginning of the monsoon when the ponds fill with water after the first couple of showers. Collect the mass of spawn in a glass tumbler or a wide-mouthed bottle. Be careful while you are doing so — don't let the spawn disintegrate. Also, collect some water and algae from the pond along with the spawn.

When you return to school, pour the pond water with the spawn and algae into a broad vessel. This vessel should be at least 15 cm deep. The broken lower half of an earthen pot (*matka*) would be ideal.

The whole class should do this experiment together. It is not necessary for each group (*toli*) to perform it separately. But each *toli* should make their own observations.

Examine the eggs carefully. The black core in the transparent sticky substance is the **embryo**.

Guess the diameter of the frog embryo. (23)

This experiment is also a long duration one. If the water in the pot evaporates during the course of the experiment, add more water from the same pond. Don't add water from any other source.

As in your first experiment with flies, the day you brought the frog spawn to class is Day 1. Subsequent days are Day 2, Day 3 and so on.

You should observe the eggs daily and see the different stages they develop into.

On which day did the eggs hatch? (24)

Do the tiny creatures hatching out of the eggs look like frogs? (25)

The babies hatching out of frog's eggs are called **tadpoles**.

The tadpole is the **larval stage** of a frog.

#### A USEFUL TIP

If you can't find frog spawn in the ponds, don't get disheartened. You will certainly find tadpoles in them. You could then start your experiments with tadpoles.

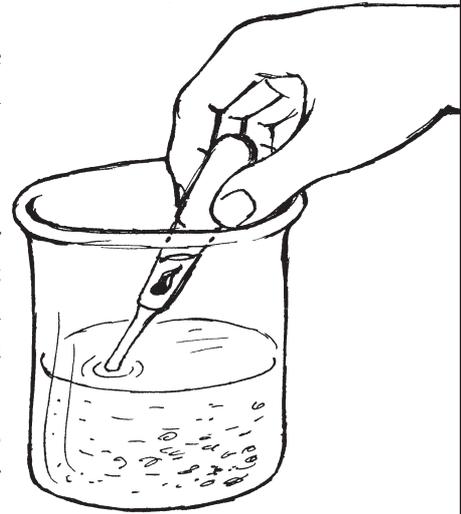
### HOW TO OBSERVE TADPOLES

You will have to spend some time everyday to observe the changes taking place in the tadpole. Note these changes in your exercise book and draw diagrams of them.

First examine the tadpole in the pot itself.

To observe the tadpole more closely pour some of the water from the pot into a glass tumbler or transparent plastic vessel. Use a dropper to suck the tadpole up, along with some water, and place it in this transparent vessel. You can now observe the tadpole from all angles.

Once the tadpole becomes bigger it may not be possible to take it out with a dropper. You could scoop it out in your palm or with the lid of a bottle.



Examine the tadpoles carefully everyday using the method written above. Whenever you notice a new organ or any other changes in the tadpoles, write the details in your exercise book and draw diagrams of what you observe. Mark the day you observed the change in your diagram.

On which day did you observe the tadpole's eyes? (26)

When the tadpoles are about three to four days old, look for their gills. They are located behind the eyes and look like fine threads or fibres.

On which day did you first observe the gills? (27)

Look for the following organs in the growing tadpoles and draw their diagrams in your exercise book. Mark the day on which you find each organ:

- Heart
- Intestine
- Spine (vertebral column)
- The tube through which excreta is passed
- Hind legs
- Front legs (28)

The day you see the hind legs of the tadpole, make a small island in your pot with the help of a few pebbles, like the one shown in Figure 4. At this stage the growing tadpole sometimes needs to get out of water and sit on dry land. That is why it is important to build an island in your pot.

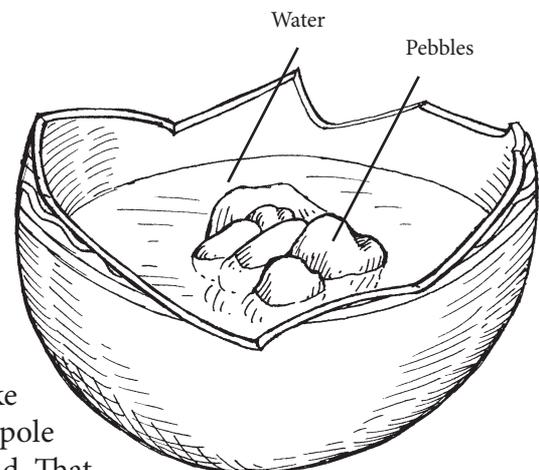


Figure 4

On which day did the gills disappear completely? (29)

When did the tail disappear completely? (30)

Now answer the following questions.

Why do frogs lay their eggs only in water? (31)

How many days did it take for an egg to grow into a baby frog? (32)

What different stages did you notice in the life cycle of the frog?  
Depict these stages in a line diagram. (33)

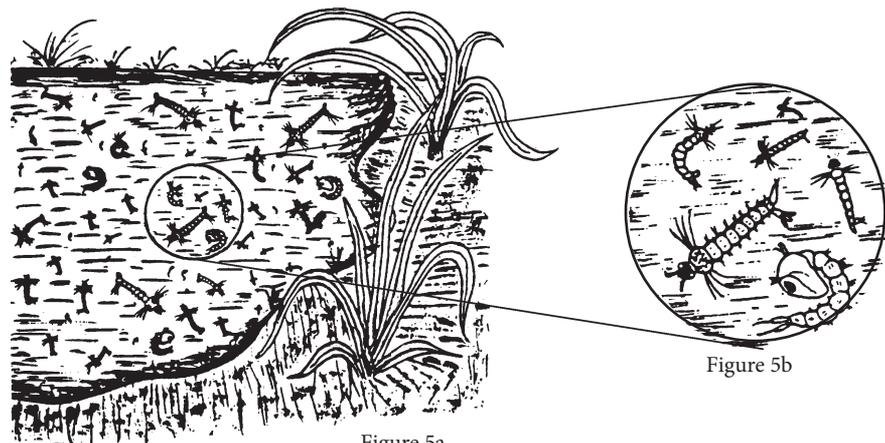
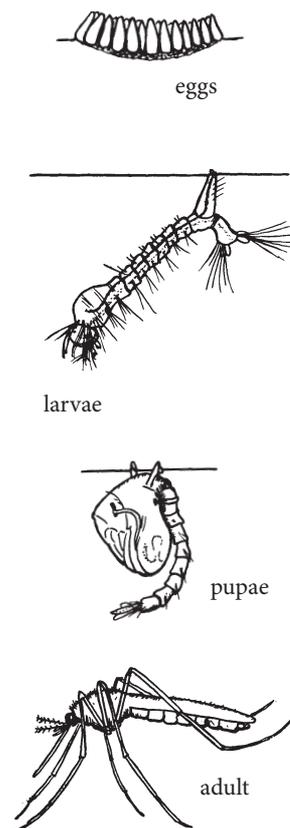
If someone tells you that frogs drop from the sky with the rain,  
what answer would you give him/her after what you have learned  
from your experiment? (34)

### EXPERIMENT 3: THE LIFE CYCLE OF A MOSQUITO

After it rains, mosquitoes lay their eggs in water tanks, ponds, lakes  
and stagnant pools of water.

Figure 5a shows a puddle of water with mosquito larvae and pupae.  
The size of the larvae and pupae in the picture is almost the same  
as in real life.

Figure 5b shows the same larvae and pupae magnified by a hand  
lens.



Pour some fresh water from a tap or well into the fourth bottle.

Don't fill the bottles to the brim. There should be some empty space above the surface of the water.

Cover the mouths of all four bottles with paper and tie the paper in place with rubber bands. Make tiny holes in the paper with a pin or needle.

Observe all four bottles daily and note down the changes that take place in your exercise book.

When your experiment is over, answer the following questions.

What changes occurred in the bottle containing larvae? (35)

What changes occurred in the bottle containing pupae? (36)

What remained in the water after a mosquito was formed? (37)

Did you see any larvae or pupae in the bottle containing only pond water? (38)

Were any larvae or pupae visible in the bottle of fresh water? (39)

If you found larvae and pupae in the bottle containing only pond water, can you explain where they came from? (40)

Why were there no larvae or pupae in the bottle containing fresh water? (41)

Draw a line diagram of the life cycle of a mosquito on the basis of your observations. (42)

## METAMORPHOSIS

You saw the offsprings of flies, frogs and mosquitoes hatching from eggs in the experiments you did. You saw that the offsprings do not look like their parents. They undergo a slow process of change before they begin to look like the adults. Many new organs are formed during this process and some others disappear. This process of change in the bodies of animals during the various stages of their life cycle is known as **metamorphosis**.

### A DIFFERENT KIND OF LIFE CYCLE

Are the life cycles of all insects similar to the life cycle of mosquitoes and flies? Let's try and find out.

Look at Figure 6. It shows the different stages in the life cycle of a grasshopper, from an egg to the adult grasshopper.

Now, answer the following questions.

Can you see the larva stage? (43)

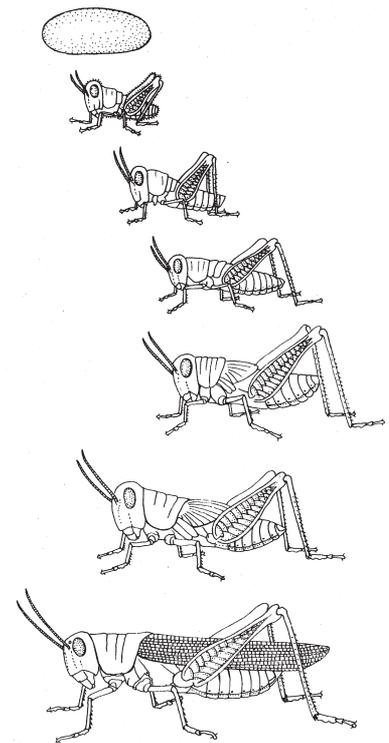


Figure 6

Is there a pupa stage? (44)

What changes can you identify from the time the baby grasshopper is hatched from an egg till the time it grows into an adult grasshopper? (45)

What are the differences between the life cycle of a grasshopper and that of a mosquito or fly? (46)

There are many insects whose life cycles are similar to that of the grass-hopper. Some examples are lice, bed bugs, cockroaches, the red beetles found on cotton or *kausam* trees, etc.

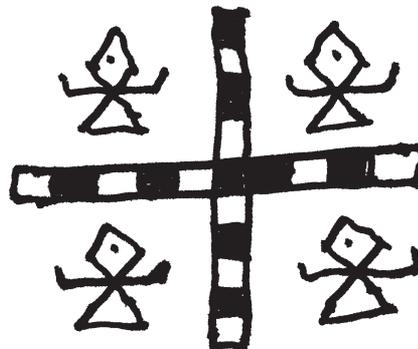
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### NEW WORDS

|                   |               |              |
|-------------------|---------------|--------------|
| Adult             | Larva         | Pupa         |
| Stage             | Tadpole       | Line diagram |
| Control mechanism | Metamorphosis | Life cycle   |
| Maggots           |               |              |

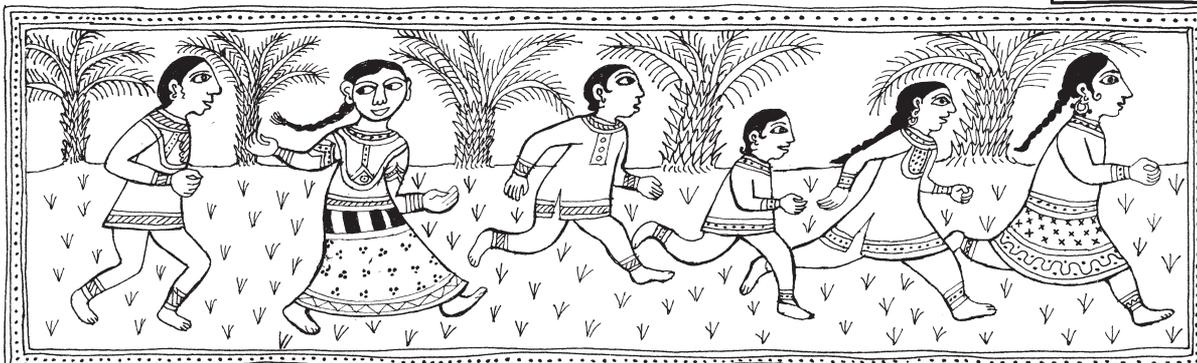
### QUESTIONS FOR REVISION

1. You often see insects crawling in the wounds of cows and buffaloes. Many people think these insects are spontaneously generated from these wounds. What explanation would you give to these people after what you have learned in the experiments you performed?
2. Do all animals that lay eggs undergo metamorphosis?



# GRAPHS OF MOTION

2



Have you travelled in a bus, train or bullock cart? Try and recall a trip you made and answer the following questions:

Where did you begin your journey from and where did you go? (1)

What was the distance between these two places? (2)

How long did it take for you to make the trip? (3)

What was the average distance your vehicle (bus, train, bullock cart, etc) travelled in one hour? (4)

The distance travelled by an object in a unit of time (one hour, one minute or one second) is called the **average speed** of the object. The equation to calculate the average speed is simple:

$$\text{Average speed} = \frac{\text{Total distance travelled}}{\text{Total time to cover the distance}}$$

If we measure the distance in kilometres and the time in hours, the unit of speed will be kilometres per hour or kph.

If needed, we can use other units of distance and time to measure the speed.

If the distance covered is measured in centimetres (cm) and the time in seconds, what will the unit of speed be? (5)

If the distance covered is measured in metres (m) and the time in minutes, then what will the unit of speed be? (6)

Bahadur travelled 15 km in 3 hours. Calculate his average speed and write your answer with the correct unit of speed. (7)

It is important to mention the unit when we measure anything, whether it is distance, time, speed, weight or any other amount.

Otherwise the measurement becomes meaningless. So always remember to write the unit after the amount.

There are many different ways in which you can describe a journey. In this chapter we shall learn how to use graphs to describe and represent motion. We shall also see in what other ways such graphs of motion can be of use to us.

### EXERCISE 1

Munnibai walked from her home to her school. The details of her journey are given in Table 1.

**Table 1**

| Time (in minutes)       | Distance travelled (in metres) |
|-------------------------|--------------------------------|
| 0-2 (first 2 minutes)   | 120                            |
| 2-4 (second 2 minutes)  | 120                            |
| 4-6 (third 2 minutes)   | 120                            |
| 6-8 (fourth 2 minutes)  | 120                            |
| 8-10 (fifth 2 minutes)  | 120                            |
| 10-12 (sixth 2 minutes) | 120                            |

This data tells us the distance Munnibai walked in consecutive two-minute segments of her journey. But it doesn't tell us how far she walked at any given time of her journey, for example, say after 10 minutes. So, we cannot find the distance from her home to her school just by looking at the table. To get this information, we must present the data in the table in a different way. We must show the total elapsed time and the total distance covered, as in Table 2.

**Table 2**

| Total elapsed time (in minutes) | Total distance covered (in metres) |
|---------------------------------|------------------------------------|
| 2                               | 120                                |
| 4                               | 240                                |
| 6                               | 360                                |
| 8                               | 480                                |
| 10                              | 600                                |
| 12                              | 720                                |

Let us now use this data to make a graph of Munnibai's journey, showing the time taken and the distance covered.

You learned how to make graphs last year. For this graph, we shall show the time on the X-axis and the distance travelled on the Y-axis.



Draw the X and Y axes on your graph paper and choose a scale for each axis. Record the scale in the upper right hand corner of your graph paper.

According to the data in Table 2, the first point of the graph will correspond to a time of 2 minutes on the X-axis and a distance of 120 metres on the Y-axis. In this way, plot the remaining five points of your graph. Connect these points in a straight line with the help of a ruler.

This is the graph of Munnibai's state of motion during her journey from home to school.

### A GRAPH IS NOT A MAP

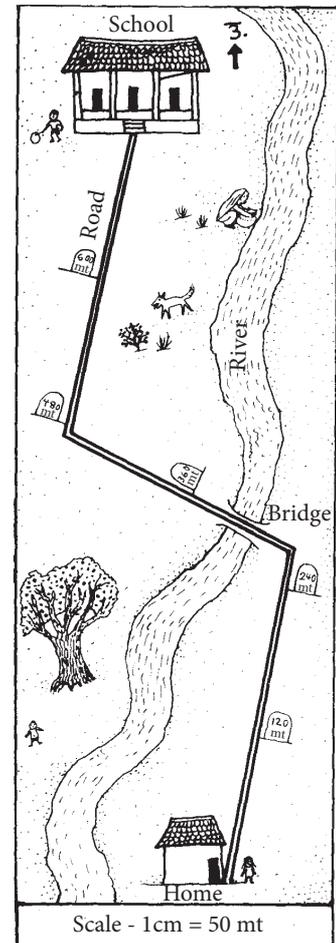
You must remember one thing. The graph you have drawn and the other graphs you will draw in this chapter are graphs of time plotted against the distance travelled. They are not maps showing the route travelled. Never make the mistake of thinking that a graph shows the route of a journey.

For example, figure 1 is a map showing the road from Munnibai's house to the school. Munnibai walks to school down this road. To the left of the map is the graph of her journey.

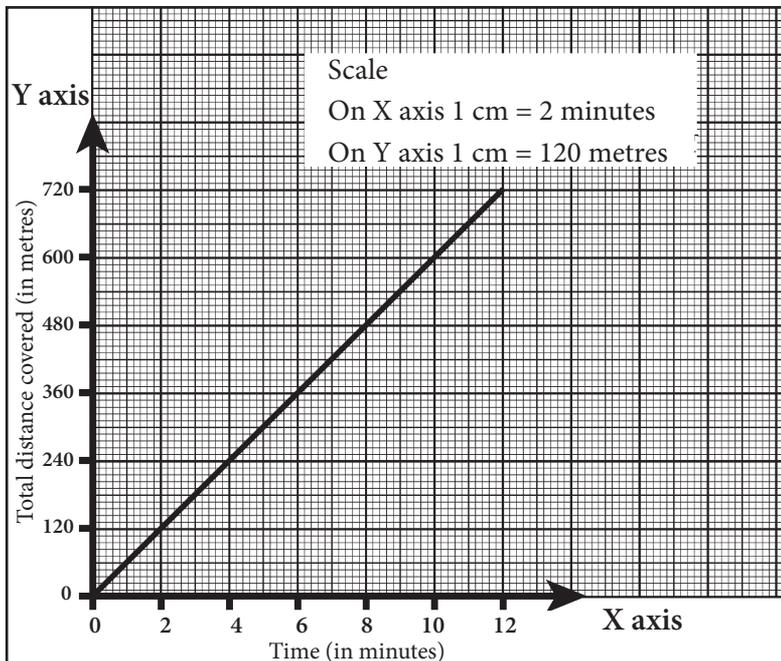
Can you estimate how long Munnibai takes to reach her school by looking at the map? (8)

Can you guess how many turns there are along the road from Munnibai's home to her school, or where the road crosses the river, by looking at the map? (9)

Figure 1



Graph 1



It is evident that the information you get from a route map cannot be obtained from a graph. Similarly, information about the speed at which Munnibai walked can be obtained only from the graph, not from the map.

Did Munnibai cover an equal distance in every 20 minute interval of her journey? (10)

If an object covers an equal distance in equal time intervals, it is said to be travelling with **uniform motion**.

How would the graph of time and distance look for an object travelling with uniform motion? (11)

If an object is travelling with uniform motion, the distance it covers in a unit of time is its **speed**.

What was Munnibai's speed for each 2-minute segment of her journey? (12)

Calculate the average speed of Munnibai's complete journey and write your answer in your exercise book. (13)

Is the speed for each two-minute segment of Munnibai's journey the same as her average speed for the entire journey? (14)

The speed of an object travelling with uniform motion does not change. In such cases, the speed at any given moment and the average speed are the same.

## EXERCISE 2: GRAPHS OF OBJECTS MOVING AT DIFFERENT UNIFORM SPEEDS

Lachhu and Nandu raced from their home to school. Lachhu ran at uniform speed. So did Nandu. But their uniform speeds were different. Graph 2 shows both their motions.



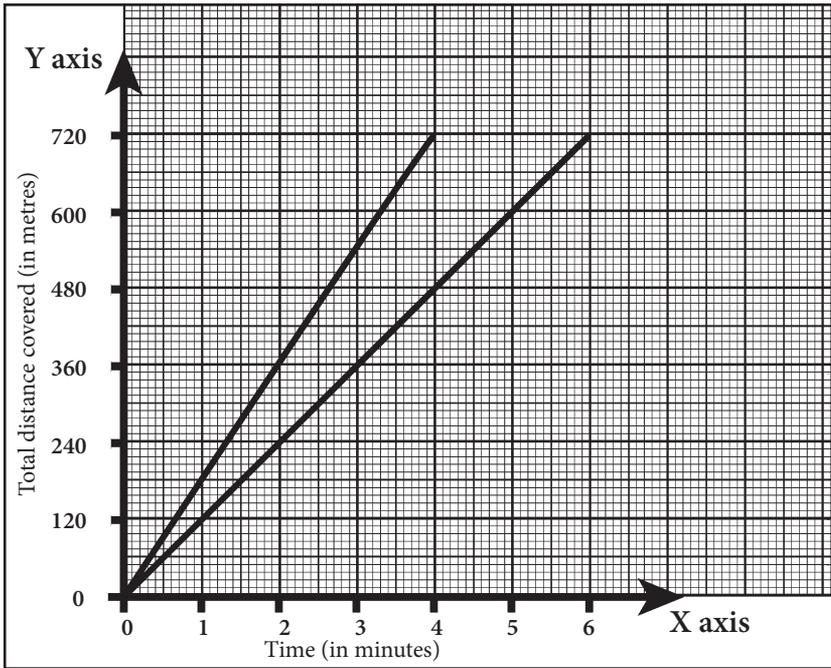
Can you tell who ran faster just by looking at the graph and without reading the figures? (15)

How long did Lachhu take to run from home to school?

Calculate his average speed. (16)

What was Nandu's average speed? (17)

Compare your answers to questions 16 and 17. On the basis of this comparison, say whether your answer to question 15 was right or wrong. (18)



Graph 2

### RELATION BETWEEN SPEED AND THE SLOPE OF A GRAPH

If we have two graphs of uniform speed, we can tell just by looking at the two lines which speed is greater.

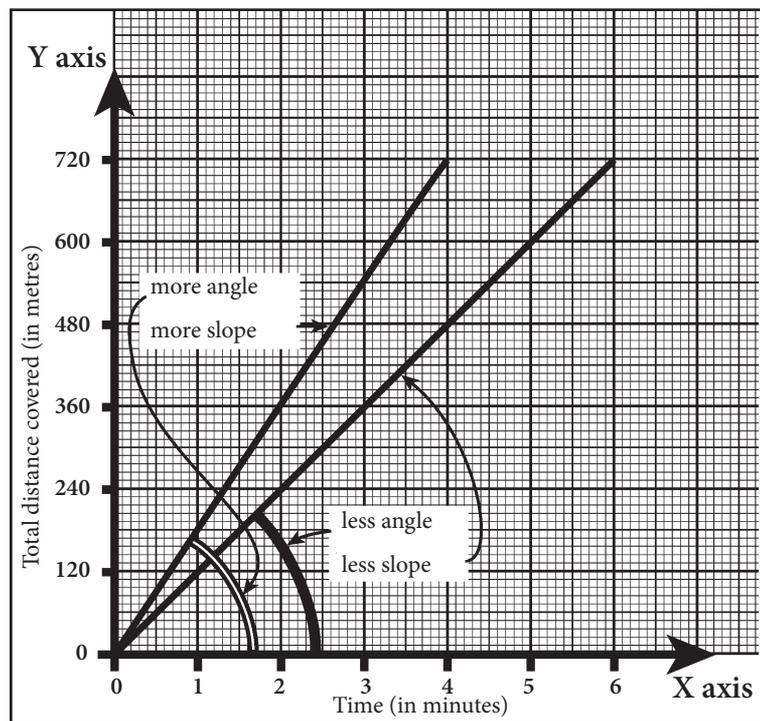
What we should look at is the angle the two graph lines make with the X-axis. We can estimate the slope of the graph lines from these angles. The greater the angle, the greater will be the slope of the graph line.

Graph 3

Take another look at Graph 2. Which graph line has the greater slope — Lachhu's or Nandu's? (19)

Is his speed faster too? (20)

Any graph of uniform motion will be a straight line. The faster the speed of uniform motion, the greater will be the slope of the graph line (Graph 3). That is, the angle the graph line makes with the X-axis will be larger. But remember, you can make such visual comparisons only between graphs which have the same scale. You cannot compare graphs with different scales just by looking at them.



### EXERCISE 3: GRAPHS OF STATIONARY OBJECTS

Karima went on a journey and the data of her trip is given in Table 3.

Can you say by looking at the table whether Karima rested somewhere during her journey? (21)

After walking for how many minutes did Karima rest? For how many minutes did she rest? (22)

How would you show the situation of someone being at rest in a graph?

To understand how this is done, let us draw a graph of Karima's journey.

**Table 3**

| Time (in minutes) | Distance Covered (in metres) |
|-------------------|------------------------------|
| 0-2               | 60                           |
| 2-4               | 60                           |
| 4-6               | 60                           |
| 6-8               | 60                           |
| 8-10              | 00                           |
| 10-12             | 00                           |
| 12-14             | 60                           |
| 14-16             | 60                           |

**Table 4**

| Total Time (in minutes) | Total Distance Covered (in metres) |
|-------------------------|------------------------------------|
| 2                       | 60                                 |
| 4                       | 120                                |
| 6                       | ...                                |
| 8                       | ...                                |
| 10                      | ...                                |
| 12                      | ...                                |
| 14                      | ...                                |
| 16                      | ...                                |

But before we do this, we must rearrange the figures in Table 3 and write them in the way we did for Munnibai's graph.

Copy Table 4 in your exercise book and fill in the blanks. (23)

Use the data from Table 4 to draw a graph of Karima's journey. (24)

Look at the graph and estimate the distance Karima covered after eight minutes. (25)

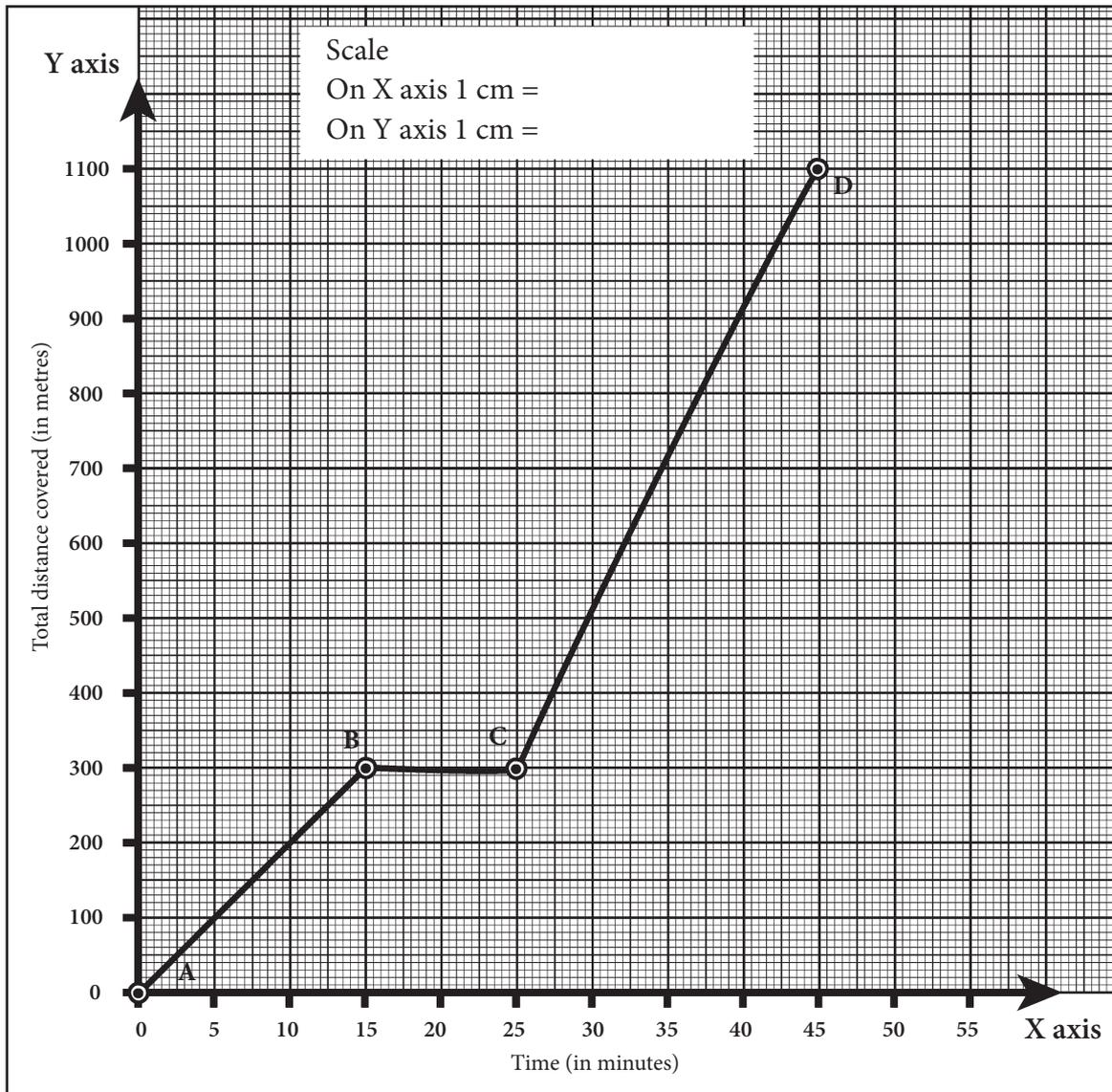
How far did she reach after 12 minutes? (26)

From the eighth to twelfth minute of her journey, the time increased but the total distance Karima covered remained the same. When any object stops at a place, the time continues to increase but the distance covered does not change. That is why the graph line remains parallel to the X-axis during the time that Karima rests.

### EXERCISE 4

The graph of Jamuna's journey is given on next page (Graph 4). Look at the graph and answer the following questions:





Graph 4

What is the scale for the X-axis? (27)

What is the scale for the Y-axis? (28)

What was Jamuna's average speed for section AB of her journey? (29)

What was her average speed for section CD of her journey? (30)

Calculate Jamuna's average speed for the entire journey. (31)

After covering what distance did Jamuna rest, and for how long did she rest? (32)

Which section of the graph has a greater slope — AB or CD? (33)

### EXERCISE 5: GRAPHS OF NON-UNIFORM MOTION

We have studied graphs of uniform motion in the exercises we have done so far. We shall now look at motions which are not uniform. You may have seen a train leaving or arriving at a station.

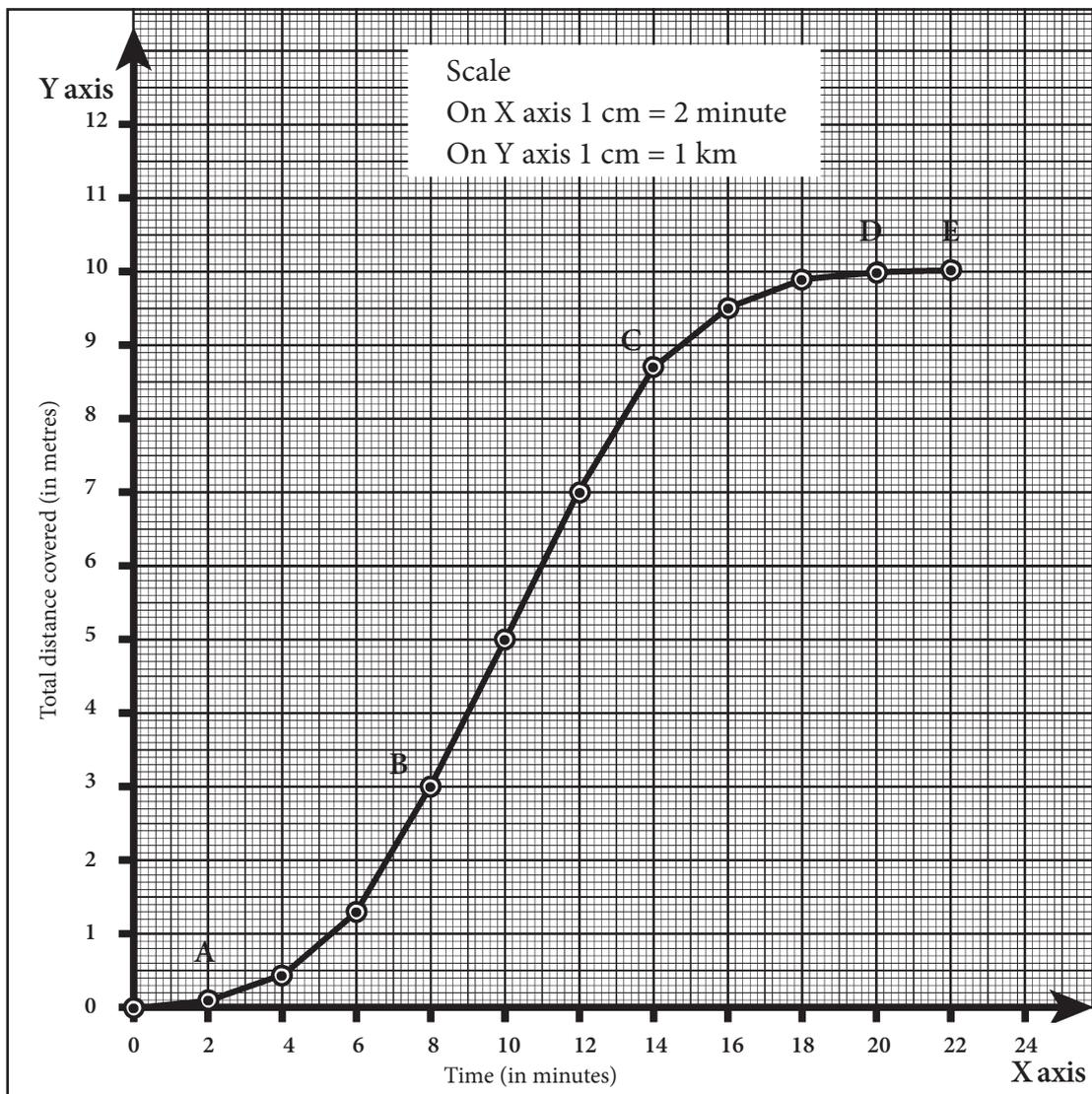
Is the motion of the train uniform as it leaves the station? (34)

What change occurs in the motion of the train while it comes to a halt at a station? (35)

Motion in which the speed increases or decreases is called **non-uniform motion**.

Rashid travelled by train from Hoshangabad to Powarkheda. He estimated the distance the train travelled in 2-minute intervals by counting the telephone poles along the railway tracks. He noted his estimates in the form of a graph. Graph 5 shows the motion of the

Graph 5



train from the time it left Powarkheda station until it stopped at Hoshangabad station.

Check the distance covered by the train in every two-minute interval in the graph and note these figures in Table 5. (36)

Did the train travel equal distances in equal intervals of time? (37)

Which sections of the graph show the changing or non-uniform motion of the train? (38)

Which sections of the graph show the uniform motion of the train? (39)

In which section of the graph was the train stationary? (40)

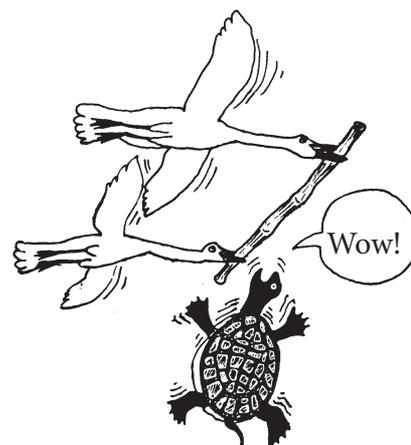
Look carefully at the sections of non-uniform and uniform motion in the graph.

What is the crucial difference you see between these two sections? (41)

A curved line in a graph of motion means the speed is changing continuously in that section.

Examine section AB of the graph. It shows the gradual increase in the train's speed as it leaves Powarkheda station.

| <b>Time (in minutes)</b> | <b>Distance Covered (in metres)</b> |
|--------------------------|-------------------------------------|
| 0-2                      | 100                                 |
| 2-4                      | 400                                 |
| 4-6                      | -                                   |
| -                        | -                                   |
| -                        | -                                   |
| -                        | -                                   |
| -                        | -                                   |
| 20-22                    | -                                   |



### EXERCISE 6

You may have read the story of the flight of the turtle. Two swans held the two ends of a stick firmly in their beaks. The turtle gripped the middle of the stick with his teeth. The swans flew and carried the turtle along. As they were flying 180 metres above a lake, the turtle was overwhelmed by the beautiful scene below. He couldn't hold his excitement and exclaimed "Wow!" The remaining part of the story of the turtle's fall is given in Table 6.

Draw a graph of motion of the turtle's fall. (42)

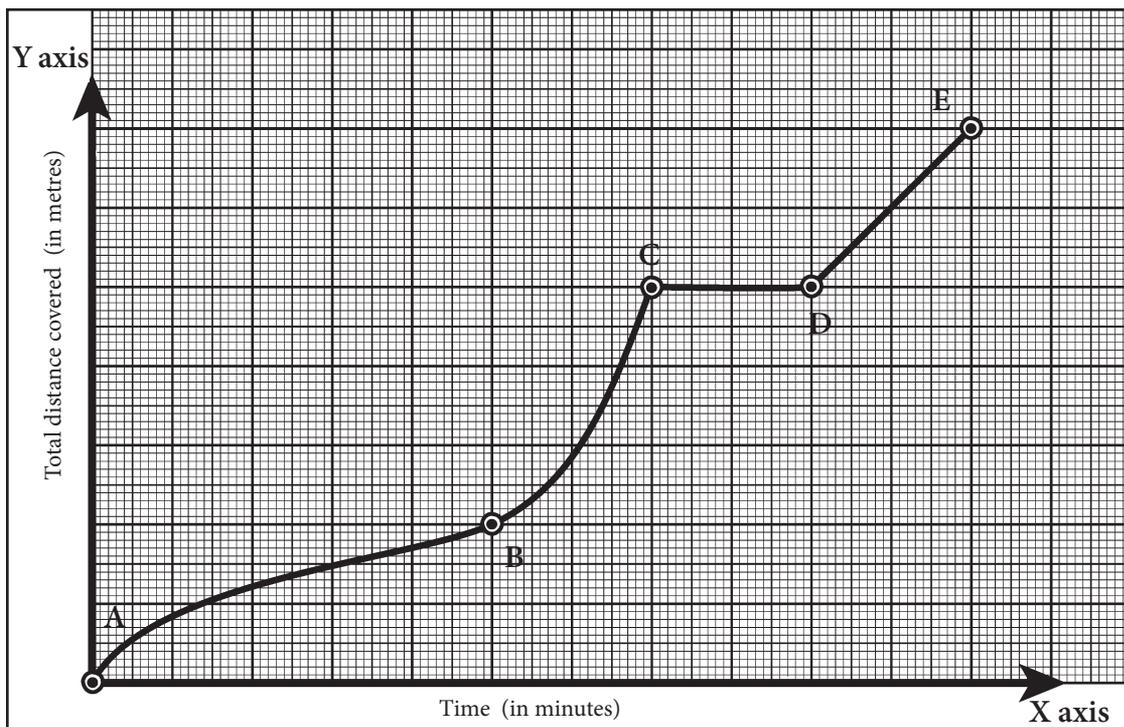
What does the graph look like? What is the shape of the graph line? (43)

Can you say, on the basis of this graph, whether the motion of the turtle was uniform or non-uniform? (44)

How long did the turtle take to fall into the lake from a height of 180 metres? (45)

What was the average speed of the turtle during his fall? (46)

| <b>Time (in seconds)</b> | <b>Distance turtle fell (metres)</b> |
|--------------------------|--------------------------------------|
| 0                        | 0                                    |
| 1                        | 5                                    |
| 2                        | 20                                   |
| 3                        | 45                                   |
| 4                        | 80                                   |
| 5                        | 125                                  |
| 6                        | 180                                  |



Graph 6

### EXERCISE 7

If you have ridden a bicycle, you may have noticed that you don't have any problem pedalling with uniform motion when the road is straight and level. But when you climb uphill, it gets difficult and your speed decreases. On the other hand, when you go downhill, your speed increases and the bicycle moves really fast.

Graph 6 represents a bicycle trip that a person made.

Look at the graph and say which of the following statements are true:

1. The person cycled up a slope, then cycled down a slope, then stopped and rested for awhile and then cycled on a level road.
2. The person cycled uphill continuously.
3. The person first went downhill, then on a level road, then climbed uphill and finally rested after reaching the top.
4. The person first cycled uphill, then stopped and rested for some time because he/she was tired, then cycled on a level road and finally rode downhill. (47)



### EXERCISE 8: SOME EXERCISES FOR REVISION

Ajay set out from his village, walking at a speed of 4 kph. After walking for two hours, he rested under the shade of a tree. An hour later, he again began walking at a speed of 3 kph. After walking for two hours, he met his friend Suresh. They sat under a tree talking

for one-and-a-half hours. Then Suresh took Ajay on his bicycle and pedalled at a speed of 10 kph. They cycled for one-and-a-half hours before reaching the city.

Let us proceed step by step to draw a graph of Ajay's journey.

First we shall make a table of the distances he travelled in different time intervals. For example, in the first two hours he walked at a speed of 4 kph. That means he covered a distance of  $2 \times 4 = 8$  km. In the same way, the distances he travelled in the remaining time intervals are as follows:

**Table 7**

| Time (in hours)               | Distance covered (in km) |
|-------------------------------|--------------------------|
| 2                             | 8                        |
| 1                             | ..                       |
| 2                             | ..                       |
| 1.5 (One hour and 30 minutes) | ..                       |
| 1.5 (One hour and 30 minutes) | ..                       |

Ajay rested under a tree for an hour. So the distance he travelled in this time was ..... km.

In the next two hours he walked at a speed of 3 kph. So the distance he travelled in these two hours was ..... km.

In the next one-and-a-half hours he sat and talked with his friend. So the distance he travelled in this time was ..... km.

Finally, in the next one-and-a-half hours he travelled on his friend's bicycle at a speed of 10 kph and reached the city. In this one-and-a-half hours he covered a distance of ..... km.

Enter this data in a table.

Fill in the distances in the blanks in Table 7. (48)

Make Table 8 on the basis of this table. It should contain the total elapsed time and the total distance covered. (49)

| <b>Table 8</b>                |                                |
|-------------------------------|--------------------------------|
| Total elapsed Time (in hours) | Total distance covered (in km) |
| 0                             | -                              |
| 2                             | -                              |
| 3                             | -                              |
| 5                             | -                              |
| 6.5 (6 hours and 30 minutes)  | -                              |
| 8                             | -                              |

Draw a graph of Ajay's journey with this data. Answer the following questions on the basis of this graph.

After walking how many km did Ajay meet Suresh? (50)

How many hours did Ajay take to reach the city from his village? (51)



What was Ajay's average speed for the first 5 hours? (52)

How far is the village from the city? (53)

Which section of the graph has the greatest slope? (54)

### EXERCISE 9

Mona and Sona decided to visit Ramu Halwai's sweetmeat shop after school. When they were about to leave school, the teacher called Sona. So Mona left alone. After a short while, Sona came running and caught up with Mona. They then went together to Ramu Halwai's shop and ate sweetmeats there. The entire episode is shown below in the form of a graph (Graph 7). Their journeys are shown by separate graph lines marked with different symbols.

Look at the graph and answer the following questions:

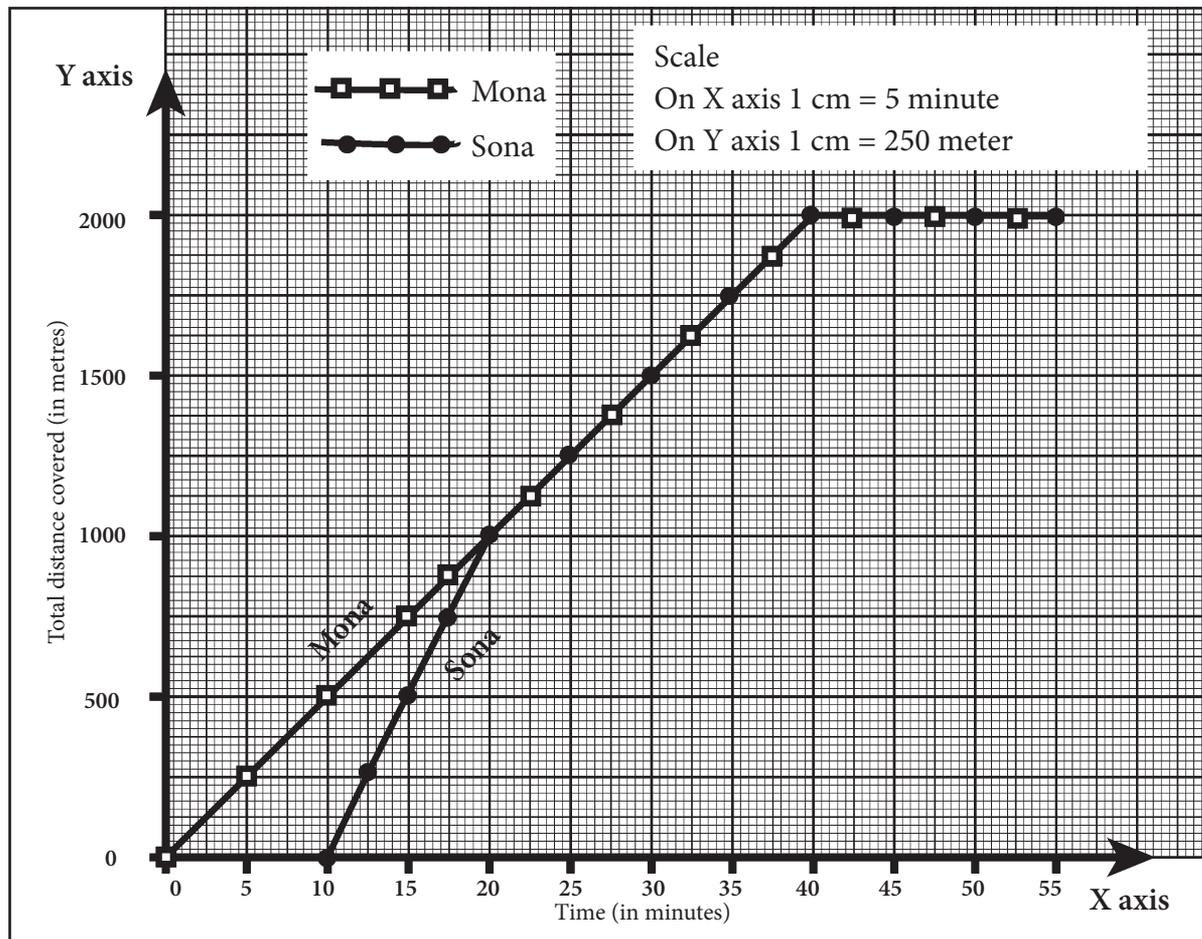
What was Mona's speed per minute? (55)

For how long was Sona detained by her teacher? (56)

For how long did Sona run before she caught up with Mona? (57)

What was Sona's average speed per minute while she ran? (58)

Graph 7



At what distance from the school did Sona finally catch up with Mona? (59)

What distance did the two cover together? (60)

For how long did they walk together? (61)

### A BRAIN TEASER

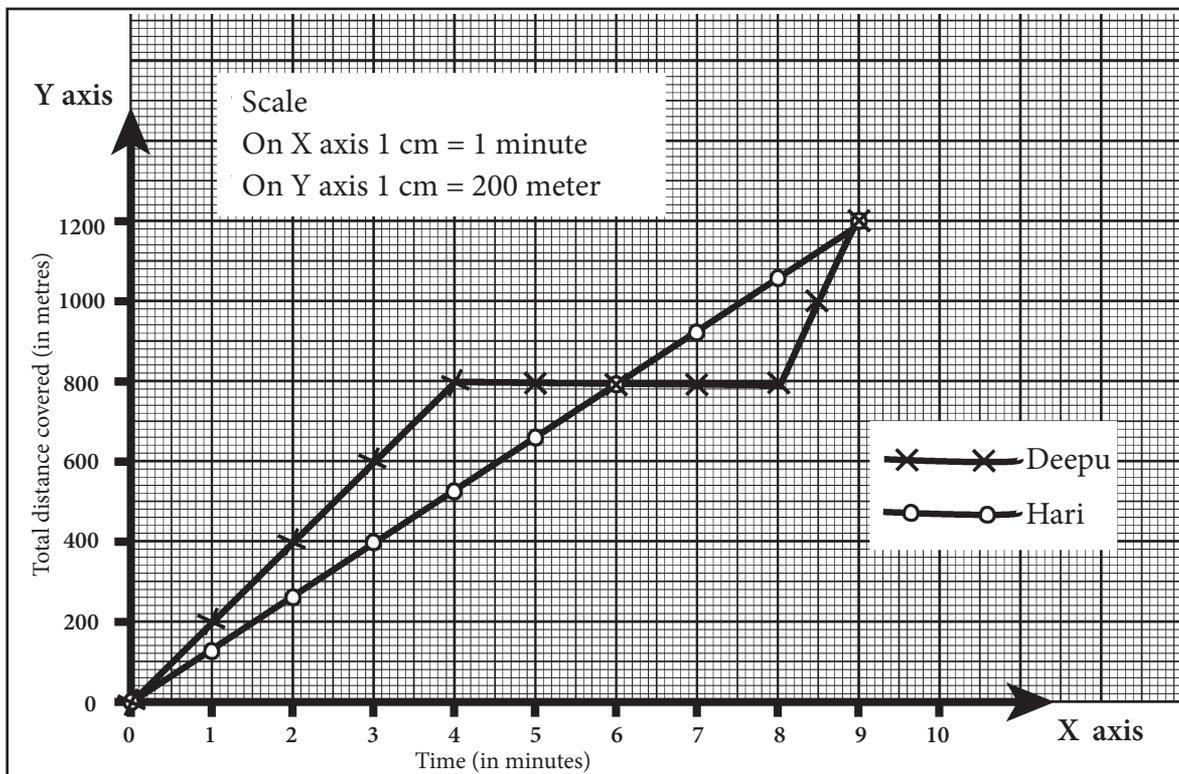
When school was over, Deepu and Hari left for their homes. Deepu's house lay to the east of the school while Hari's house lay to the west. The graph lines of their journeys to their homes are shown in Graph 8. Look at the graph and answer the following questions:

Did Deepu walk with uniform motion throughout his journey? (62)

How far is Deepu's home from the school? (63)

How far is Hari's home from the school? (64)

How long did Deepu take to reach his home? (65)



Graph 8

How long did Hari take to reach his home? (66)

Did Hari stop on the way? For how long did he stop? (67)

Calculate Hari's average speed during his journey. (68)

Did Deepu halt anywhere? How long did he stop? (69)

Calculate Deepu's average speed during his journey. (70)

## THE GRAPH OF A STORY

This is a very old story. You may have heard it many times before. It is the story of the race between the hare and the tortoise. The two take a bet on who will win the race. The rabbit takes off swiftly while the tortoise begins at a slow and steady pace. The rabbit runs far ahead, then halts to rest under a tree for awhile. He falls asleep. The tortoise, meanwhile, continues to forge ahead steadily. When the rabbit awakes, he runs swiftly to the finishing post. But alas! When he reaches the finishing line he finds that the tortoise has already won the race.

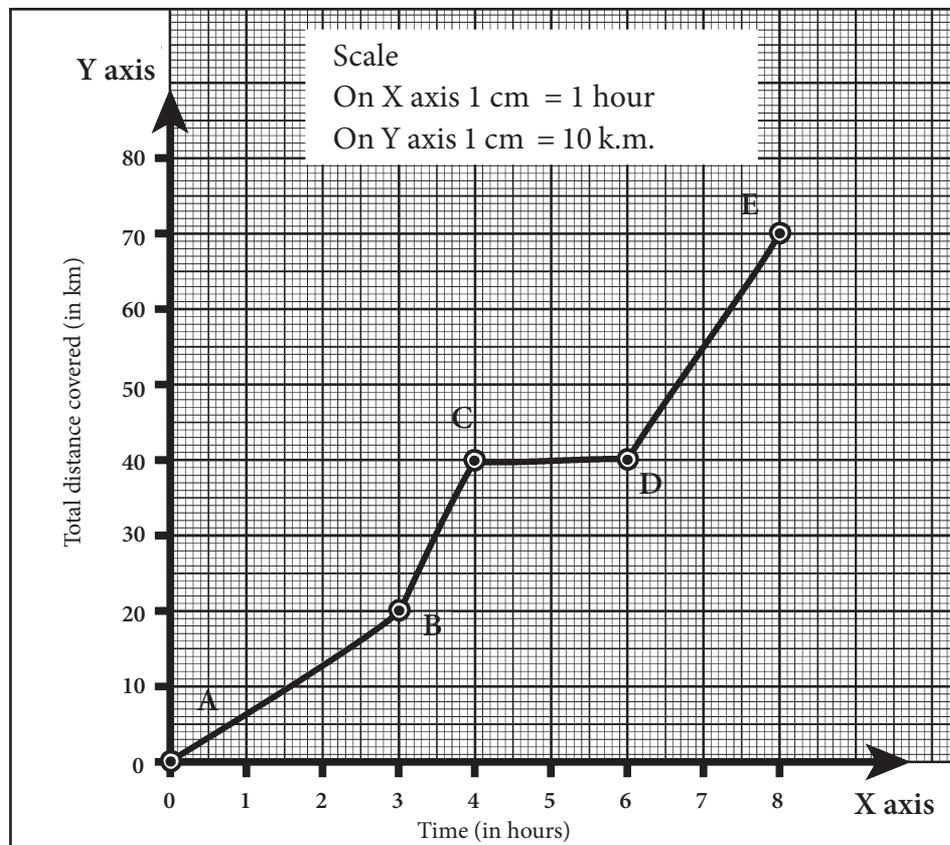


Illustrate the race between the hare and the tortoise in the form of a graph. (71)

## SOME QUESTIONS FOR REVISION

1. Which section of Graph 9 has the greatest slope? What can you say about the speed in this section based on the slope? What can you say about the speed in section CD of the graph?

Graph 9



2. The river is 37 km from Jaya's house. There is a hillock on the way. Jaya left for the river one morning on her bicycle. She reached the hillock after 2 hours, pedalling at a speed of 5 kph.

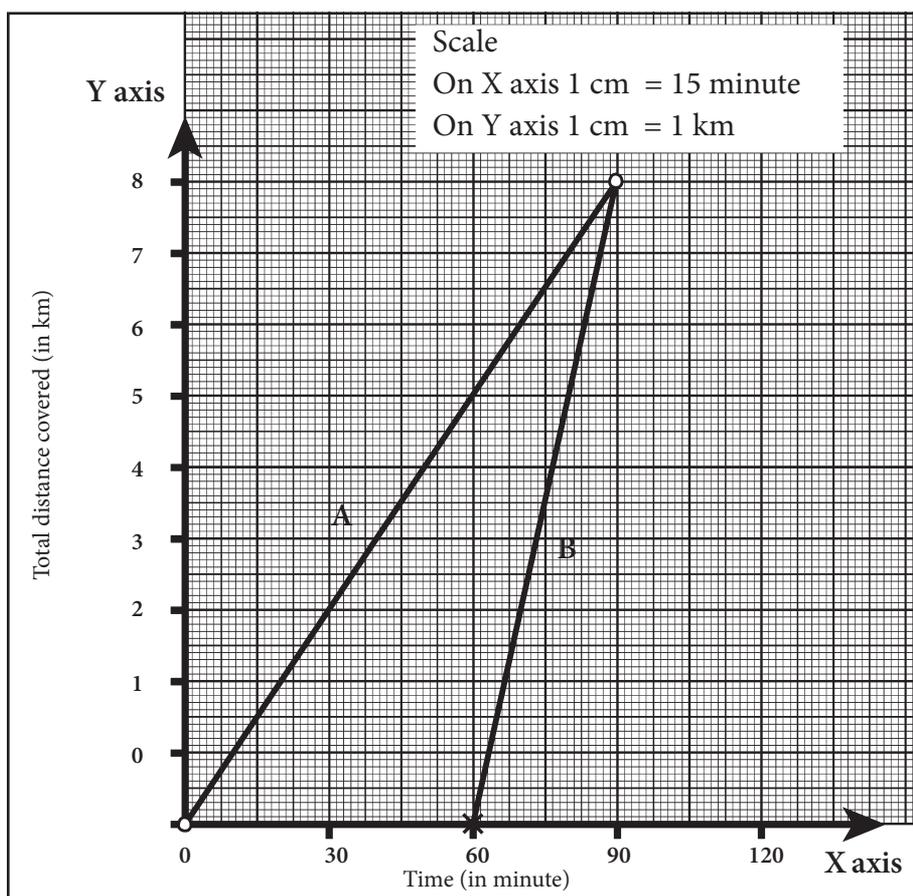
Since she couldn't cycle up the slope, Jaya continued on foot, pushing her bicycle along. She reached the peak of the hillock after 3 hours, walking at a speed of 3 kph. From there the road was all downhill. She rode her bicycle at a speed of 18 kph and reached the bottom of the hillock in half an hour. She then rested under a tree for half an hour. Refreshed after a rest, she cycled at a speed of 5 kph and reached the river in 2 hours.

Draw a graph of Jaya's journey from her home to the river.

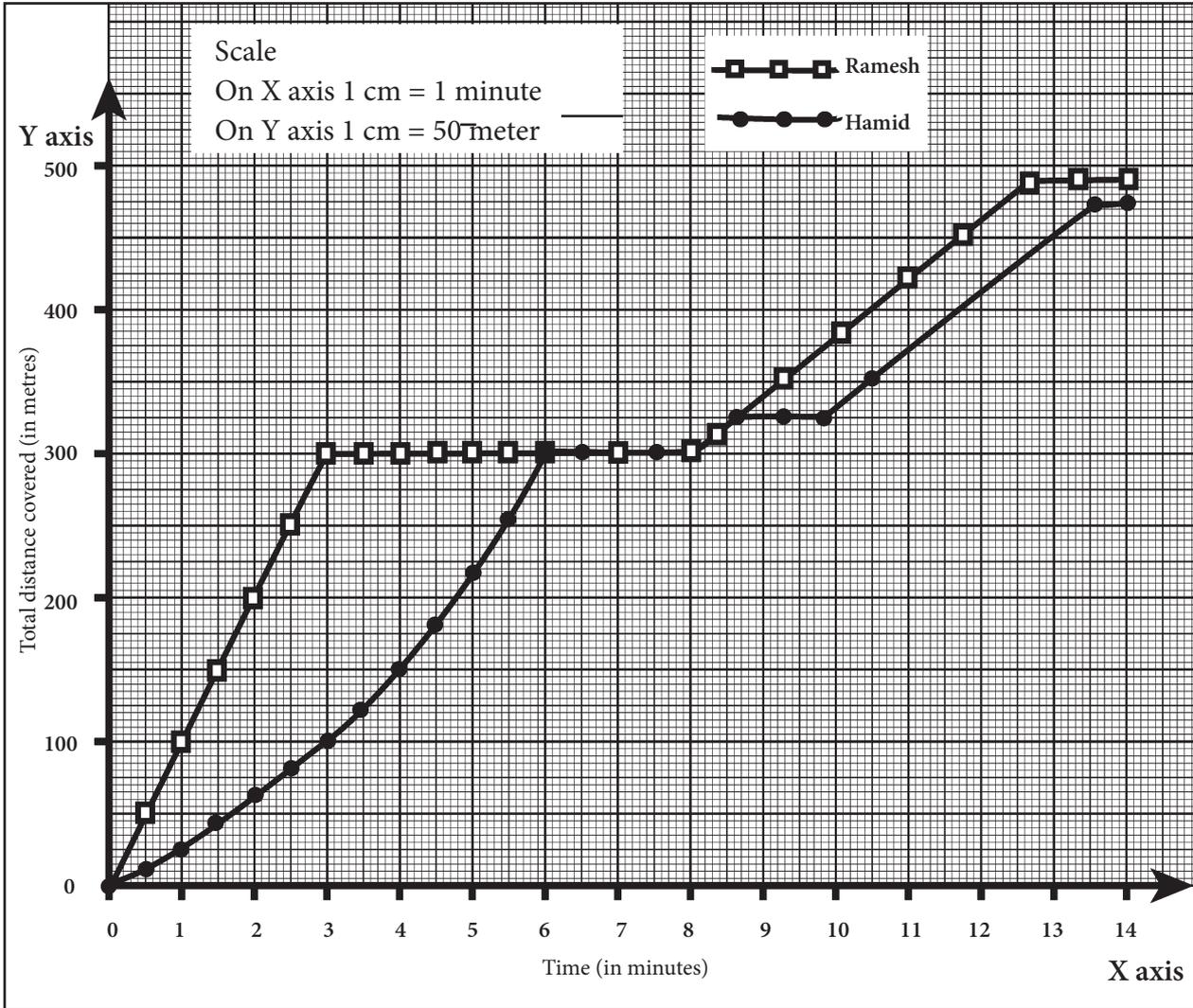
3. Sunita and her brother Bharat study in the same school. Sunita walks to the school while Bharat cycles to the school. So Sunita has to leave an hour before Bharat to reach the school on time. Graph 10 shows the graph lines of their journeys from their home to the school. Look at the graph and answer the following questions:

- Which graph line shows Sunita's journey?
- Whose graph line has a greater slope?
- Whose speed is greater?
- If Sunita wants to reach school in 3 hours, at what speed should she walk?

Graph 10



4. Graph 11 shows the journey of Ramesh and Hamid. Write a story about their journeys on the basis of the graph.



Graph 11

### NEW WORDS

Motion

Speed

Uniform motion

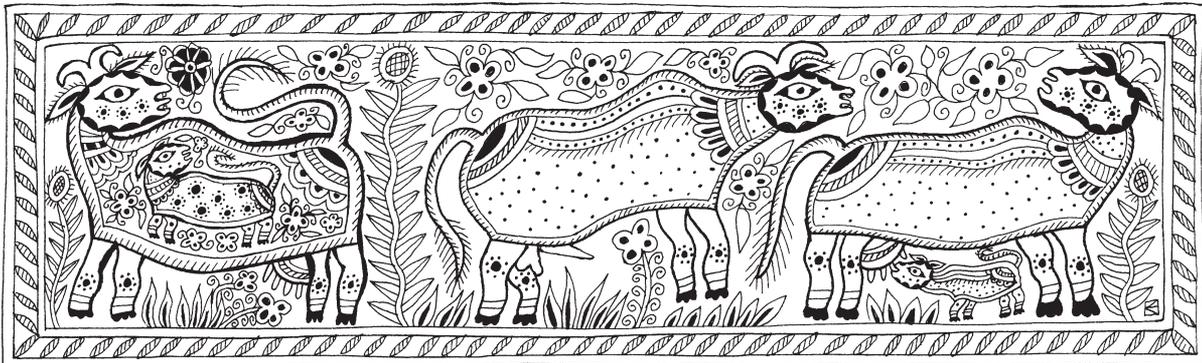
Non-uniform motion

Average speed

Slope

# REPRODUCTION IN ANIMALS

3



Which came first — the chicken or the egg? Have you ever thought about this question? Or has anyone ever asked you the question? Were you able to answer it? Most probably not, because it's a tricky question. Such questions are related to the subject of reproduction. In this chapter we shall discuss some aspects of reproduction and explore some associated questions.

You have already studied the life cycles of some animals. You have also studied reproduction in plants. So it should not be difficult for you to answer the following questions on the basis of what you learned in those chapters:

Can there be houseflies if there are no eggs? (1)

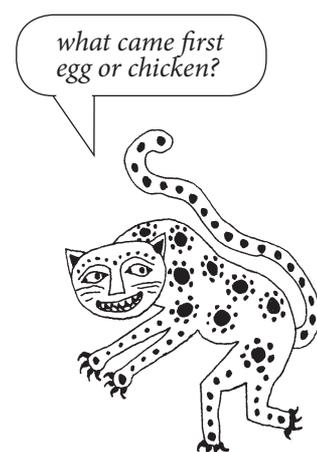
If there were no houseflies, would there be housefly eggs? (2)

Is it possible for tamarind trees to grow if there were no tamarind seeds? Is it possible to get tamarind seeds without tamarind trees? (3)

These questions are similar to the chicken-and-egg one. You can go round and round in circles trying to answer them. When a living organism (plant or animal) produces offspring like itself, the process is called **reproduction**. It seems to be a simple and straightforward matter, but it isn't! And the reason is variation. You know that there is a lot of variation in nature. There is a lot of variation in reproduction as well. Let us look at some examples of such variation.

## SEXUAL OR ASEXUAL

In the chapter 'Reproduction in Plants' in Class 7 you had seen that there are two types of reproduction — sexual and asexual. In sexual reproduction pollen grains reach the stigma of a flower, where



they germinate. A long tube is formed that reaches directly to the ovary. The **male reproductive cell** of the pollen grain travels down this tube to the ovary where it fuses with the **female reproductive cell** in the ovule. So, sexual reproduction is basically the fusion of the male reproductive cell and the female reproductive cell. This process is called **fertilisation**. In animals, the female reproductive cell is called the **ovum** and the male reproductive cell is called the **sperm**. So fertilisation is the fusion of the ovum and sperm. Fusion does not take place in asexual reproduction.

Do you know of any animal that reproduces asexually? (4)

Perhaps you have not seen such an animal. Or, maybe, you saw it but did not know whether it reproduces sexually or asexually.

### REPRODUCTION IN THE HYDRA

The hydra is one such animal. You can see what a hydra looks like in Figure 1. It reproduces both sexually and asexually and its reproduction process is very interesting. In the asexual mode, first a swelling appears on its body. This swelling grows slowly till it assumes the shape of a baby hydra. The young one then separates to form a new hydra.

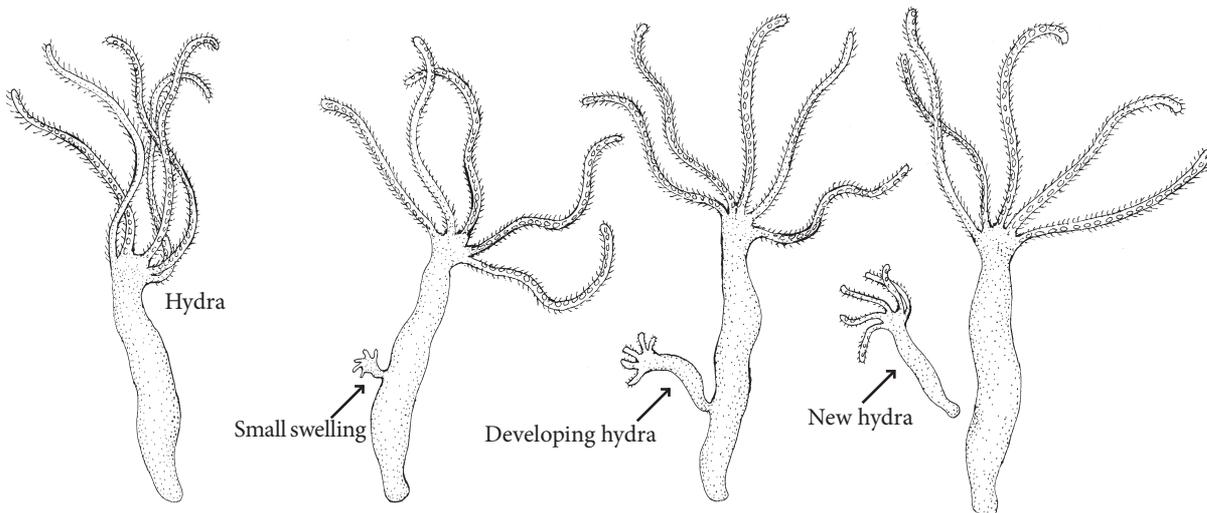


Figure 1

The honeybee is another interesting example.

### REPRODUCTION IN THE HONEYBEE

Honeybees also reproduce sexually as well as asexually. Each beehive contains many females and a few males or drones (Figure 2). Only one female is capable of reproduction. She is called the queen bee. The other females are called worker bees. They cannot reproduce. The queen bee mates with a drone of the hive and stores several hundred thousand of his sperms in her body. She uses these

throughout her life for fertilising her eggs. You will be surprised to know that one queen bee lays three to four thousand eggs every day. She lays a total of about 5,00,000 eggs in her lifetime. Most of the eggs are fertilised, but she also lays some unfertilised eggs.

The interesting part is that even unfertilised eggs develop fully into young bees.

Can this be called asexual reproduction? Discuss this in your class. (5)

Another interesting fact is that fertilised eggs develop into females while unfertilised eggs develop into males.

Generally however, most animals reproduce sexually. As we have seen, this is possible only when there is fusion between the male reproductive cell or sperm and the female reproductive cell or ovum. In plants, we have seen that it is always the pollen grain that reaches the stigma and then the ovules inside the ovary for fertilisation. But there is a lot of variety in the way fertilisation takes place in animals. We shall study these in more detail now.

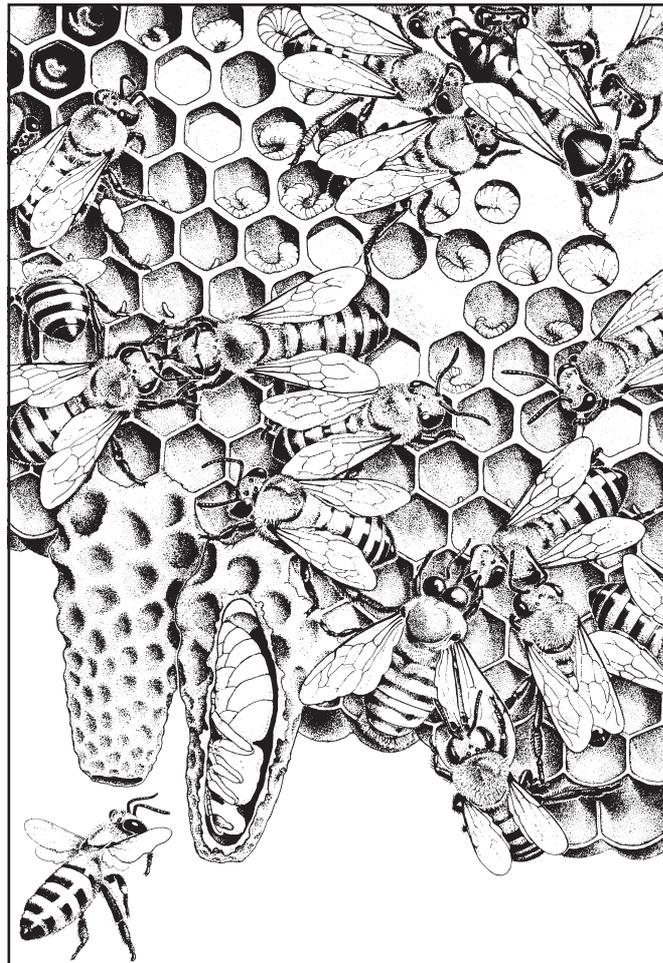
### UNISEXUAL OR BISEXUAL

We had seen that some plants are unisexual while others are bisexual. Is this the general case with animals as well? (6)

Have you ever heard of a bisexual animal? Perhaps you may have seen such an animal without realising that it is bisexual. Let's study one such bisexual animal you see fairly often.

### THE EARTHWORM: A BISEXUAL ANIMAL

You had studied earthworms in detail in Class 7 but perhaps did not pay much attention to the way they



Can you identify the queen bee, drones and worker bees in this beehive?

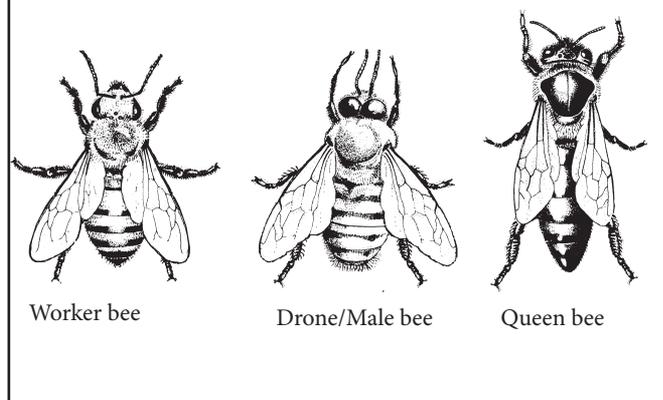


Figure 2

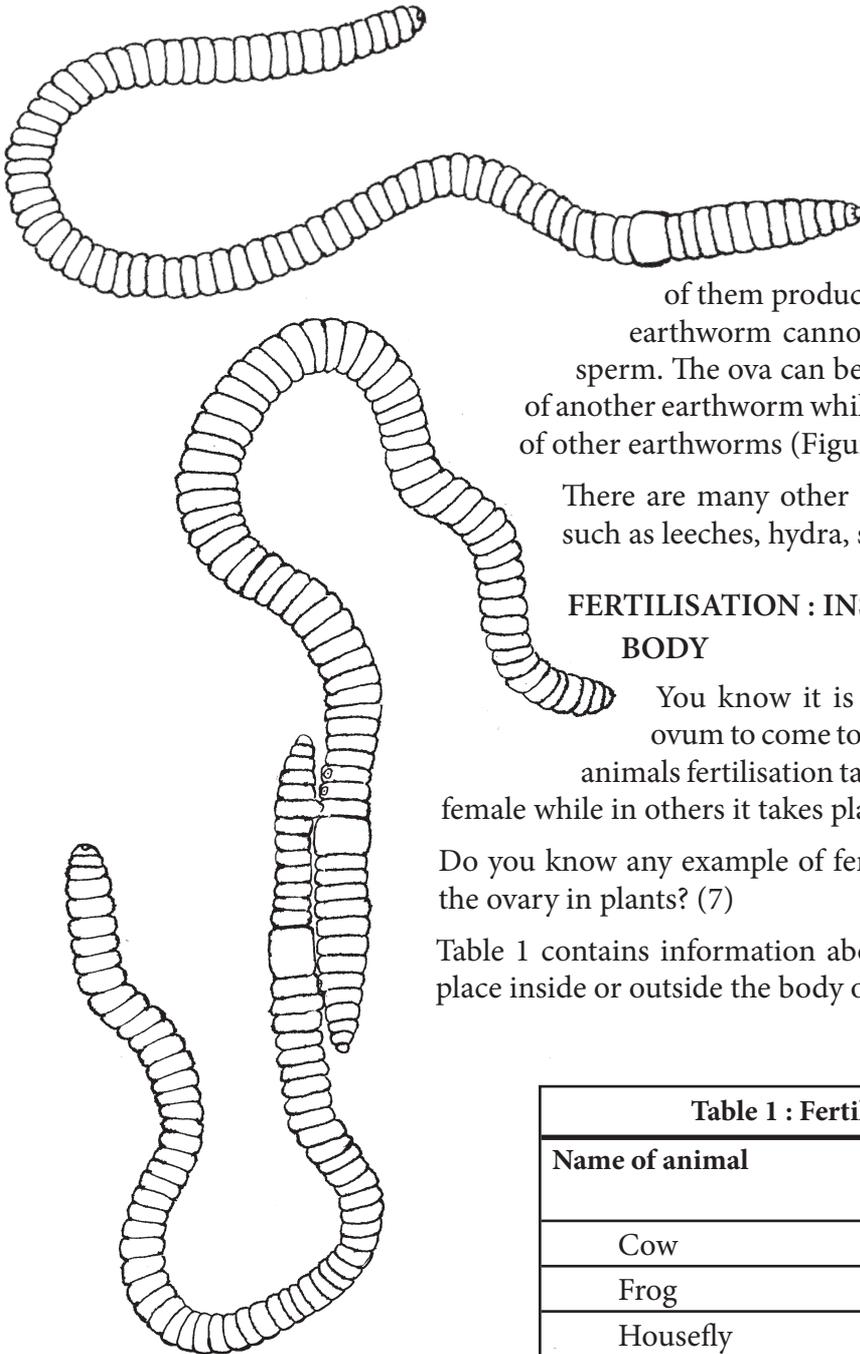


Figure 3  
Earthworms interchanging sperm

reproduce. Each earthworm has both male as well as female reproductive organs. So each of them produces both sperm and ova. But an earthworm cannot fertilise its ova with its own sperm. The ova can be fertilised only with the sperm of another earthworm while its sperm can fertilise the ova of other earthworms (Figure 3).

There are many other examples of bisexual animals, such as leeches, hydra, some snails, etc.

### FERTILISATION : INSIDE OR OUTSIDE THE BODY

You know it is necessary for the sperm and ovum to come together for fertilisation. In some animals fertilisation takes place inside the body of the female while in others it takes place outside her body.

Do you know any example of fertilisation taking place outside the ovary in plants? (7)

Table 1 contains information about whether fertilisation takes place inside or outside the body of the following animals.

| Table 1 : Fertilisation in animals |                                      |
|------------------------------------|--------------------------------------|
| Name of animal                     | Fertilisation internal or external   |
| Cow                                | Internal                             |
| Frog                               | External                             |
| Housefly                           | Internal                             |
| Dog                                | Internal                             |
| Cat                                | Internal                             |
| Mosquito                           | Internal                             |
| Fish                               | External in some, internal in others |
| Pigeon                             | Internal                             |
| Snake                              | Internal                             |
| Whale                              | Internal                             |
| Earthworm                          | External                             |
| Butterfly                          | Internal                             |
| Crocodile                          | Internal                             |

Answer the following questions on the basis of the table:

Does fertilisation take place inside the body of all animals that live on land? (8)

What about animals that live in water? Is fertilisation internal or external for them? (9)

Can you formulate a general rule on the basis of this table? If you can, then write this rule in your own words. (10)

Can you think of a reason for this difference between animals that live in water and those that live on land?

### THE PROBLEM OF EXTERNAL FERTILISATION

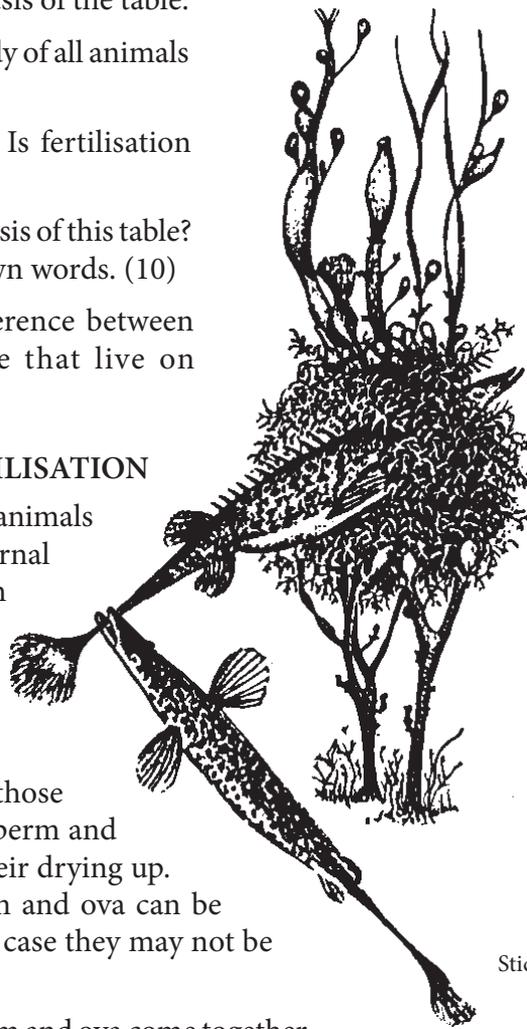
We shall first discuss the case of terrestrial animals (those that live on land). What would external fertilisation mean in the case of such animals? It would mean that the male and female leave their sperm and ova in the open. If this is done, the sperm and ova would dry up and be destroyed.

This is not the case with aquatic animals (those living in water). When they leave their sperm and ova in the water, there is no danger of their drying up. But there are other problems. The sperm and ova can be carried away by water currents, in which case they may not be able to come together for fertilisation.

So is it just a matter of chance that the sperm and ova come together for fertilisation to take place?

One way of increasing the probability of sperm and ova coming together is to produce them in very large quantities. They are then more likely to come in contact with each other. This is what actually happens in the case of animals where fertilisation takes place outside the body.

But even when eggs and sperm are produced in large quantities there is still the danger that fusion may not take place. Many animals have devised ways to ensure that fertilisation is not left entirely to chance. For example, male frogs deposit their sperm on top of the eggs laid by the female. Similarly, in the case of a fish called stickleback (Figure 4), the male builds a tunnel-like nest and the female lays her eggs in it. The male then leaves his sperm in the same nest. In some animals, the ova releases substances that attract sperm, thus increasing the chance of fusion.



Stickleback

Figure 4

## FERTILISATION INSIDE THE BODY

For fertilisation to take place inside the body of a female, it is necessary for the sperm to reach inside her body. Animals in which fertilisation is internal have some arrangement for ensuring that the sperm enters the body of the female. This type of fertilisation occurs in insects, snakes, lizards and mammals.

## DEVELOPMENT OF THE EMBRYO

The **embryo** is formed as a result of fertilisation. It then develops into a new animal. In some animals the embryo develops inside the body of the female while in others it develops outside. If fertilisation is external, it is obvious that the embryo develops outside the body.

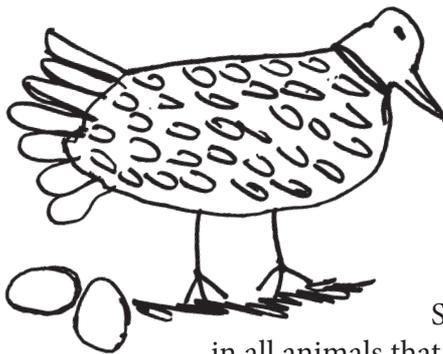
Can we say that in most aquatic animals the embryo develops outside the body? (11)

We shall now see what variations can occur in animals in which fertilisation takes place inside the body.

Once fertilisation takes place inside the body of the female, two things can happen. The embryo can continue to develop inside her body, or it can be expelled from the body in a partially developed form to undergo further development outside. Let us discuss both these possibilities.

## EGGS OR YOUNG

You may have observed that some animals lay eggs while others give birth to young ones.



Write the names of 10 animals that lay eggs and 10 animals that give birth to young ones. (12)

Would it be correct to say that fertilisation is internal in those animals that give birth to young ones? (13)

Similarly, can we say that fertilisation is external in all animals that lay eggs? (14)

## METAMORPHOSIS

There is still more variation. There are two types of egg-laying animals. You studied both types in the chapter 'Life Cycle of Animals'. The young of some animals resemble their parents as soon as they hatch from the egg.

Name five such animals. (15)

You also learned that in some animals the young do not resemble



| Name of animal | Reproduction throughout the year or during a particular season | When does it reproduce during the year? |
|----------------|----------------------------------------------------------------|-----------------------------------------|
| Frog           |                                                                |                                         |
| Mosquito       |                                                                |                                         |
| Dog            |                                                                |                                         |
| Man            |                                                                |                                         |
| Sparrow        |                                                                |                                         |
| Fowl           |                                                                |                                         |
| Rat            |                                                                |                                         |
| Butterfly      |                                                                |                                         |
| Fish           |                                                                |                                         |
| Cow            |                                                                |                                         |

their parents when they emerge from the eggs. They undergo a process of metamorphosis over the next few days and only then do they begin to resemble their parents.

How many such animals do you know about? (16)

### THE REPRODUCTIVE SEASON

Animals can be divided into two types on the basis of the period or season of reproduction. Some animals can reproduce anytime during the year. Others reproduce only during a particular season of the year. This season is called the **reproductive period**.



Some animals have been listed in the table above. Complete the table on the basis of what you already know. (17)

Which of these animals reproduce any time during the year? (18)

Do all the animals that reproduce in a particular season do so in roughly the same season? Which is that season? What is the basis of your assumption? (19)

Discuss in the class the probable reasons for such seasonal reproduction. (20)

### TAKING CARE OF THE EGGS

When fertilisation and embryonic development take place inside the body, the question of taking care of the eggs does not arise. But we have seen that in some animals fertilisation takes place

outside the body while in others the eggs are expelled after internal fertilisation. Do such animals take care of their eggs or do they just discard them after laying them? Here, too, we come across variation.

Name some animals that take care of their eggs. (21)

Two such examples are given below.

### CARING FOR THE EGGS: MIDWIFE TOADS AND CRABS

There is a toad named the midwife toad. The female midwife toad has a novel way of protecting her eggs. She lays her fertilised eggs on the back of the male. The male carries the eggs around until the tadpoles emerge from them.

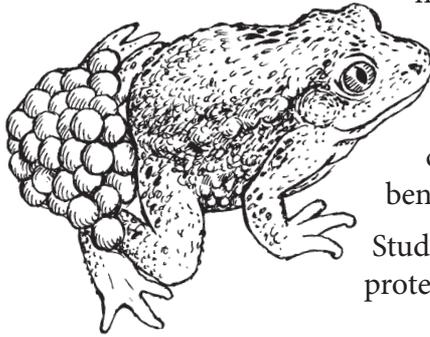


Figure 5 Midwife toad

Crabs have a different system of protecting their eggs. A cavity is formed below the abdomen of the female when she bends forward. Fertilised eggs undergo development in this cavity.

Study at least two other animals and find out what they do to protect their eggs after laying them. (22)

### CARING FOR THE YOUNG

Animals that give birth to young ones are also of two kinds. Some take care of their young while some others do not.

Name five animals of each type. (23)

What would happen if those animals that take care of their young fail to do so? In other words, what do such young animals need that they cannot get for themselves? (24)

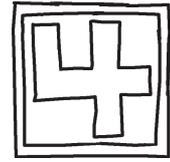
In this chapter, we discussed variations in the reproduction of animals. We did not, however, discuss many other aspects of their reproduction, such as the changes that occur in eggs after they are fertilised, the organ of the body in which the internal development of the egg takes place, how it is decided whether an offspring is male or female, how twins are born, whether test tube babies are actually born in test tubes, what cloning is, etc. These questions are all connected with reproduction. However, we need to have more information before we can begin answering these questions.

---

### NEW WORDS

|                          |                        |       |
|--------------------------|------------------------|-------|
| Female reproductive cell | Male reproductive cell | Ovum  |
| Reproductive period      | Fertilisation          | Sperm |
| Reproduction             | Embryo                 |       |

# MACHINES



Can you imagine a world without machines and tools? What would life be like in such a world? There would be no computers, no television, no planes, no trains. There would be no bullock carts, not even a screwdriver or a shovel. No clothes on your body, no shoes on your feet. Because even clothes and shoes are made with machines.

Could you list some other things we would have to live without in such a world? Could you paint a picture of such a world?

Such a world did exist many, many years ago. In prehistoric times, people did live without machines and tools. They could not cultivate crops the way we do today. They could not even kill animals for food or to protect themselves. But slowly, our ancestors learned to make tools to help them in their daily work and chores. They built new tools and machines to perform tasks which they could not have dreamt of doing earlier.

Let us take a ride back in time and look at some of these tools and machines which our ancestors developed and see how these tools and machines changed the way they lived and worked.

## USING A HAMMER

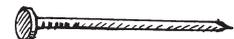
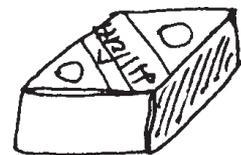
Try and insert a nail into a piece of wood with your thumb.

Were you able to do so? (1)

Now try and drive the nail into the wood with the help of a stone. First use a small stone, then a larger one.

Which stone made the job easier? (2)

Take a small stone, tie it to one end of a wooden stick and use this stone with a handle to pound the nail into the wood.



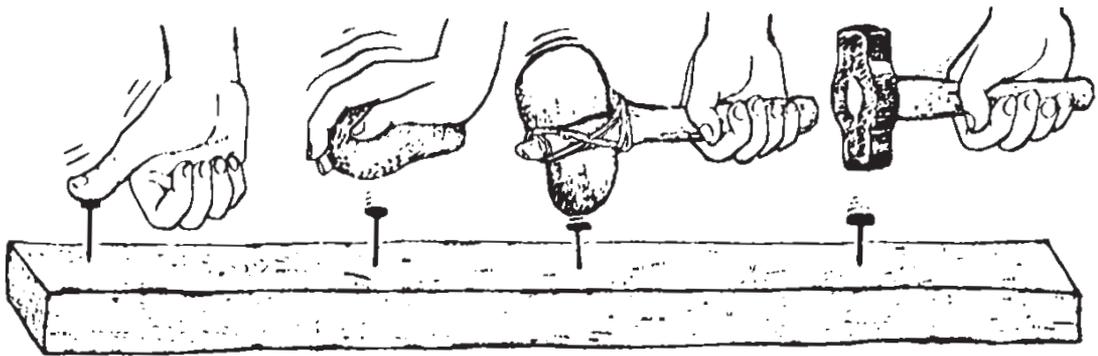


Figure 1

Did this stone hammer make the job of driving the nail into the wood even easier? (3)

There is a problem with using a stone hammer, however. If you use it repeatedly to hammer things, the stone may break into pieces.

Could you think of an alternative to stone to make the hammer stronger and longer-lasting?

### THE STORY OF METALS

In the beginning, our ancestors made tools of stone and wood, as well as the bones of animals they hunted and killed.

Once they discovered metals, however, their progress in making tools was rapid. They were able to make much better and long-lasting tools.

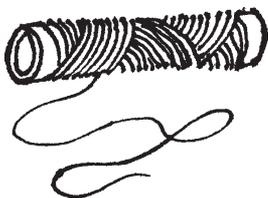
Tools made of copper and iron are much stronger than tools made of stone and wood. Metals have one more advantage. They can be heated in a fire and moulded or cast into different shapes.

So it became possible to make a wider range of tools with such metals. Even hammers were made with metal heads.

Metal tools made work and life much easier for our ancestors. Shovels were produced to dig the ground and knives fashioned to skin animals. Thus agriculture, hunting and other activities became much easier than before.

### SEWING WITHOUT NEEDLES

Can you sew two pieces of cloth together with thread using only your fingers? Or, perhaps, you could try using a *babool* thorn instead of your fingers.



What problems would you face in trying to sew cloth in this way? (4)

How could you modify the *babool* thorn to make it easier to sew with? (5)



How does a sewing needle overcome these problems? (6)

How does a cobbler use his awl for stitching shoes? (7)



### LIFTING WEIGHTS THE EASY WAY: LEVERS

Is there a large object lying somewhere near your school? Maybe a fallen tree or a rock? Try and lift it, or at least move it a bit, with your bare hands. Now take a long, strong pole. Push one end of the pole under the heavy object. Then prop a small rock or brick under the pole, near the object, as shown in Figure 2.

Push down the other end of the pole and try lifting the object.

Were you able to lift the object easily in this manner? (8)

Repeat this experiment by keeping the prop (or fulcrum) under the pole at varying distances from the object. That is, change the distance between the fulcrum and the object. Experiment with different distances.

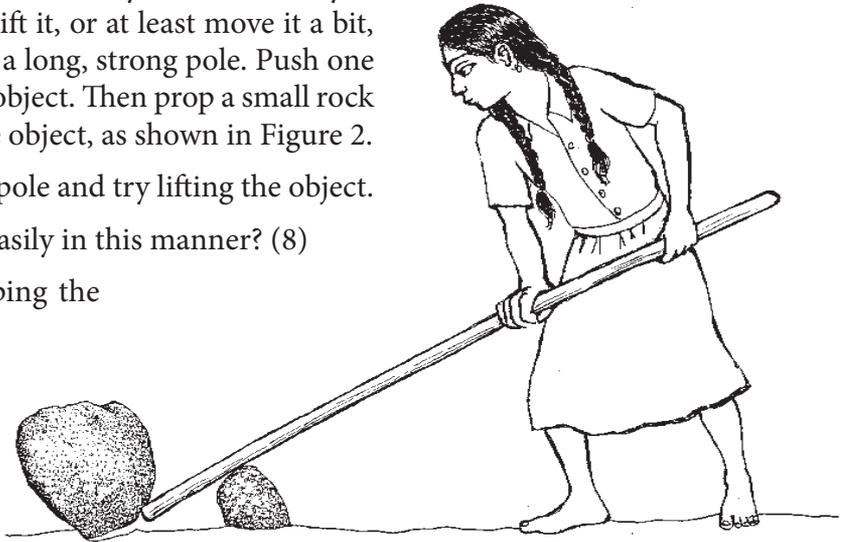


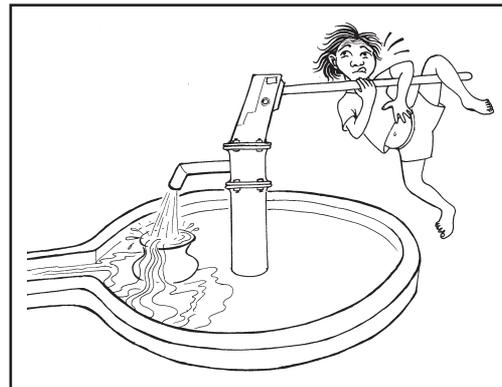
Figure 2

What difference does it make when you change the distance of the fulcrum from the object? (9)

How far down does your hand go in pressing the pole in comparison to how high the object is lifted? (10)

Is there any way you can make it even easier to lift the object in this experiment? (11)

Lifting a rock with a pole, rowing a boat with an oar, the barrier at a check point or a hand pump — these are all examples of levers.



### LET'S MAKE A PULLEY

The **pulleys** we'll make are like the ones used to draw water from wells or fitted into modern cranes that lift heavy weights. There are several ways of making pulleys, but the method we shall use is both simple and cheap.

You will need two cheap round plastic buttons, a candle, a needle and thread, two paper clips, a longer needle and a small piece of cycle valve tube.

Hold the two buttons back to back and sew them together with the needle and thread. Be careful not to use cross stitches while sewing because the thread should not cover the centre of the buttons.



Figure 3

Heat the tip of the longer needle and pierce the heated tip through the centre of the buttons to make a narrow hole through them. This is your pulley.

Remember: Use only those types of plastic buttons that don't crack when pierced with a heated needle.

To hang your pulley from a point, take the paper clip, open it to an S shape, then open one arm of the S as shown in Figure 3. That arm is the axle of your pulley. Slide the pulley onto this axle. To ensure that your pulley does not slip off the axle, fix the valve tube piece onto the end of the axle like a stopper.

Get more materials and make three such pulleys.

Hang one of your pulleys from a nail, as shown in Figure 4. Slip a thread around the pulley. Tie an opened paper clip to one end of the thread to form a hook which can be used to lift a weight.

For your weight, take a full matchbox and wrap a rubber band around it. Hook the rubber band onto the paper clip.

Now pull the free end of the thread downwards. Which way does the matchbox on the other side of the pulley go?

When you let go of the thread you are holding, which way does the matchbox go? (12)

Fix a paper clip hook to the free end of the thread you were holding and hook a filled matchbox to this end as well.

What happens now? (13)

Pull one of the matchboxes down and observe how far up the other matchbox goes. (14)

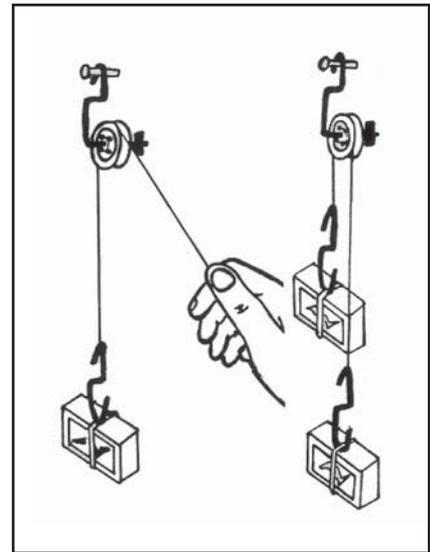


Figure 4

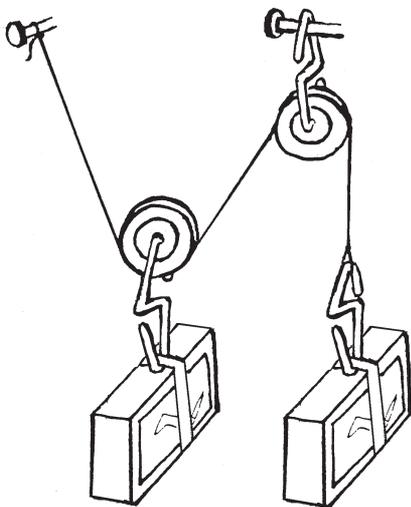


Figure 5a

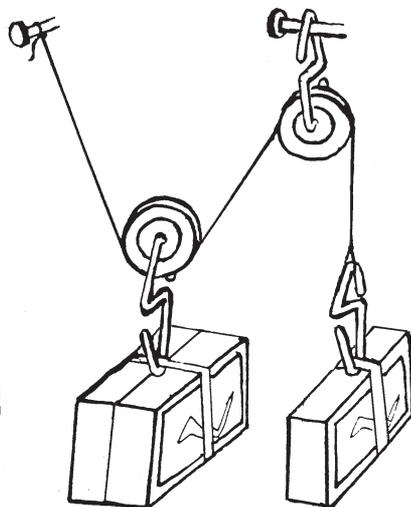


Figure 5b

### GETTING MORE WORK FOR LESS EFFORT

Fix two pulleys in the manner shown in Figure 5a and hang two filled matchboxes from the two hooks.

Do both matchboxes remain stable? (15)

If they do not, which matchbox goes downwards? (16)

Now add another filled matchbox to the hook on the left side, as shown in Figure 5b.

Give the single matchbox on the right side a slight upward push and see whether the two coupled matchboxes on the other side go down to a similar extent or not. (17)

Which weight shifts more in this experiment — the heavier one or the lighter one? (18)

Answer the following questions by comparing the one-pulley and two-pulley experiments:

- In which situation does the lighter weight lift a heavier weight?
- If the lighter weight is pulled 1 cm downwards, how far up does the heavier weight go — the same distance, less or more? (19)

Another arrangement for hanging two pulleys is shown in Figure 6. In this experiment, replace the matchboxes with a large pebble on one hook and the pan of a weighing balance on the other. Pour sand into the pan until the pan and the pebble are suspended at the same height in a stable state, meaning the pulleys do not rotate in any direction.

In your estimation, which weighs more — the pebble or the pan filled with sand? (20)

Does this arrangement also permit you to lift a greater weight with less force? (21)

### TRY THIS AT HOME

Figure 7 illustrates two ways of using a three-pulley arrangement to lift weights.

Was it possible to lift heavier weights with this three-pulley set-up than with the two-pulley system?

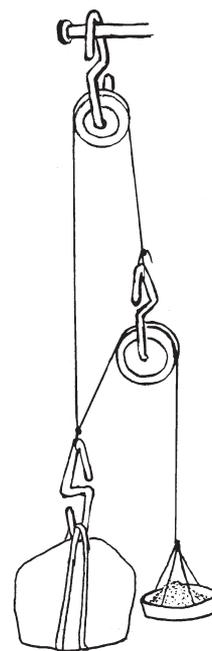


Figure 6

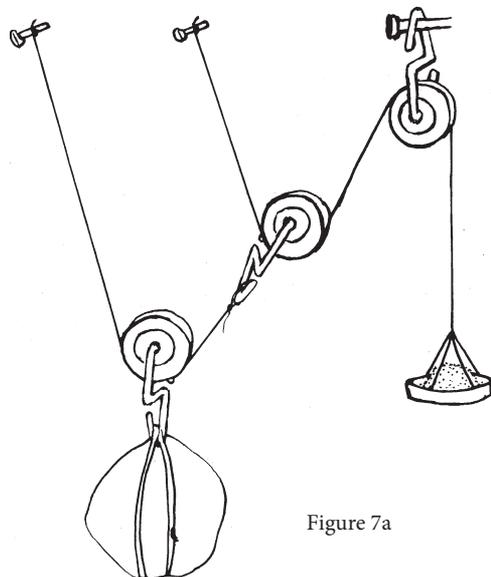


Figure 7a

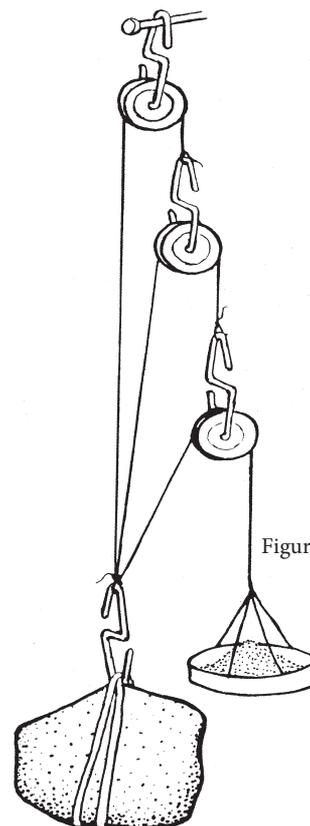


Figure 7b

## MACHINES TO TAKE YOU FROM HERE TO THERE

The machines we have talked about till now are those we use for lifting weights. Let's now take a look at machines that transport us from one place to another.

Stack some books on the floor or table and try pushing this stack forward. Now take four round pencils, place them parallel to each other on the floor or table. If you cannot get round pencils, use four round sticks of cane or reed. Pick up the books and place them on the row of pencils. Push the stack forward once again.

Was it easier to push the stack forward this time? (22)

What would you do if you wished to push the stack of books for some distance using only these four pencils? (23)

In ancient times, people moved really heavy weights from one place to another in this way. They used tree trunks or logs as rollers. They laid the logs on the ground, placed the object on them and pushed it forward. In this way, they were able to bring huge stones for constructing buildings from the quarries in the mountains to their settlements.

In the earlier experiment, you probably picked up the pencils from the rear and placed them in front to move your load across some distance. That is why moving the load forward was a slow and laborious process.

People invented the wheel to overcome this problem and speed up the process of moving things forward. It's impossible to guess who invented the wheel, or when. Perhaps, some clever ancestor devised a way of moving the log along with the load, without shifting the log from the rear to the front as the load moved forward. Once this was achieved, the idea of a wheel must have followed.

Suppose the wheel hadn't been invented. What effect would this have on life in your village/town and in the country? Discuss the matter with your friends and write a summary of your discussions in your exercise book. (24)

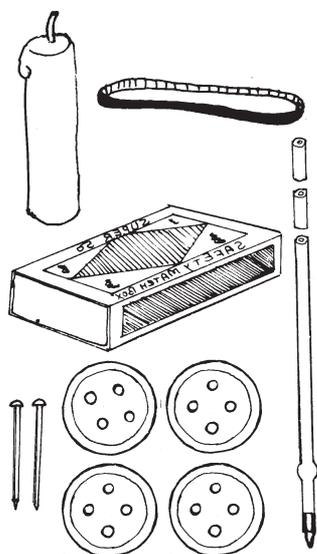


Figure 8

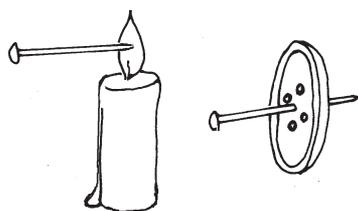
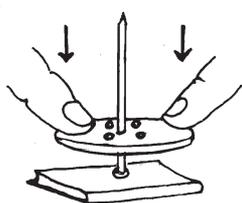


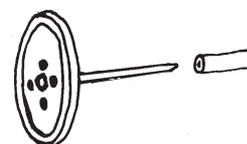
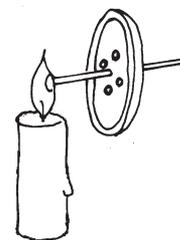
Figure 9



Heat the point of a pin and pierce the heated point through the centre of a plastic button.

Now heat the head of the pin.

Place the head on the floor and push the button down onto it as shown in Figure 9.



The heated pin head will get fused into the centre of the button and you will get something like a drawing pin.

Cut a 1.5 cm piece from an empty ballpoint pen refill and slide this refill piece onto the drawing pin.

Heat the tip of the drawing pin and stick another button onto it.

The two buttons are your wheels and the pin between them is the axle.

The refill piece is a rotating **bearing**.

Make another pair of wheels in this manner.

Stand a matchbox on its narrow side on the refill bearings, with one set of wheels in front and one at the rear, like in a motor car. Fix the wheels in place by winding a rubber band over them and the matchbox.

This is your matchbox cart.

Place another matchbox on its narrow (striking surface) side on the table. Try pushing it forward. Note how much effort you have to use.

Now roll your matchbox cart.

Which matchbox takes more effort to move? And why? (25)

Make several such matchbox carts and join them together to make a train.

### MAKING A BEARING AT HOME

Stack some books like you did in the previous experiment. Spread seven or eight marbles on a table and place your stack of books on them. Try pushing the stack in different directions.

Do you experience any difference in pushing the stack of books on pencils and on marbles? Explain the difference in your own words. (26)

Collect two lids of tin containers. The lids of *dalda* tins would be ideal. Place one of them on the floor and arrange marbles along the inside edge of its periphery. Place the other lid upside down over the marbles. Place a brick on the upturned lid and try to spin the brick. Now place the brick directly on the floor and try to spin it.

Do you feel any difference in spinning the brick in the two situations? (27)

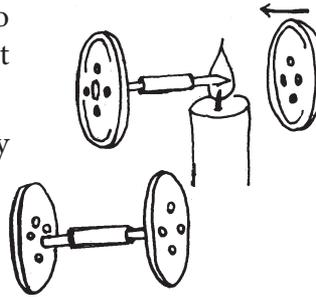


Figure 10

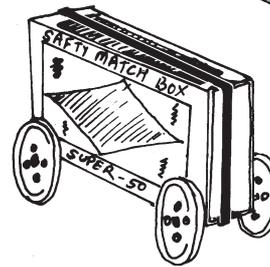
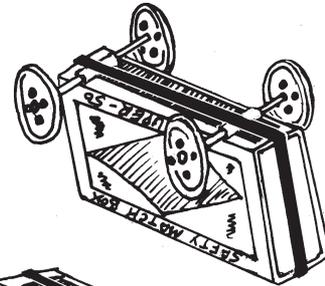
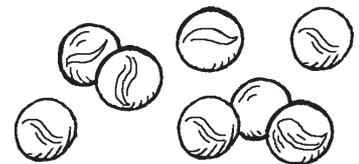


Figure 11



You had to use a little more effort in rotating the brick when it was placed directly on the floor than when it was on the lids with marbles. The reason is that the brick scrapes against the floor. This scraping or rubbing between two surfaces is called **friction**. When the brick is rotated on the lids with marbles, there is less friction because of the rolling marbles between the two lids. That is why it is easier to rotate the brick on the lids.

Get an old ball bearing from a bicycle repair shop.

Examine the bearing and try to explain why tiny metal balls (*chharra*) are placed between the axle and wheels of a vehicle. (28)

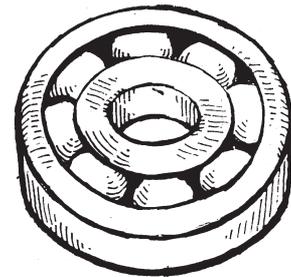


Figure 12



### MOVING ONE PULLEY WITH ANOTHER

The blades of a windmill or a watermill are rotated by air or water. How is this motion used to run another machine? Let's do a few simple experiments to understand this.

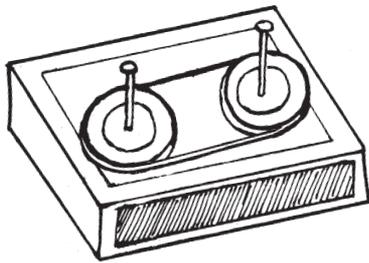


Figure 13a

Fix two pulleys made from large pant buttons on the surface of a matchbox with the help of two pins, as shown in Figure 13a. Wind a rubber band around the two pulleys to function like a belt. The rubber band should be smaller in length than the distance between the two pulleys; otherwise it will hang loosely around the pulleys. Now rotate one of the pulleys.

What happens? (29)

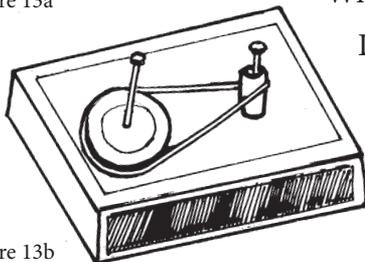


Figure 13b

Do both pulleys rotate in the same direction? (30)

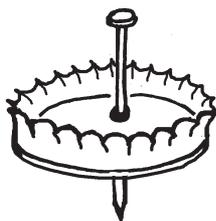
Do the pulleys rotate at the same speed? (31)

Replace one of the pulleys on the matchbox with a piece of a ballpoint pen refill, as shown in Figure 13b. The refill piece is also a small pulley.

When you turn the large button pulley a full round, how many turns does the smaller pulley make? (32)

When one pulley is rotated, does the other pulley rotate in the same direction or in the opposite direction? (33)

Give some examples where one pulley is used to rotate another pulley. (34)



### LEARN HOW TO MAKE GEARS

Collect some caps of cold drink bottles. Take two of them and make a tiny hole in their middle with a nail. Arrange these upturned caps on a wooden board in such a

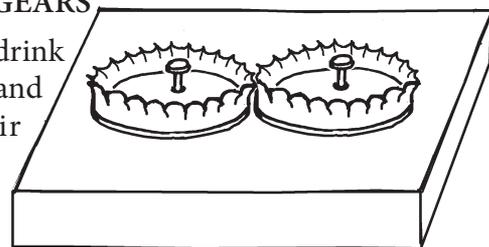


Figure 14

manner that their teeth interlock. Nail the caps to the board in this position. Ensure that the caps are not nailed too tight and can rotate freely.

Rotate one cap and observe the direction in which the other cap turns. (35)

Compare your answers to questions (33) and (35) and explain how the direction of rotation changes when we turn a pulley with a pulley and a gear with a gear. (36)

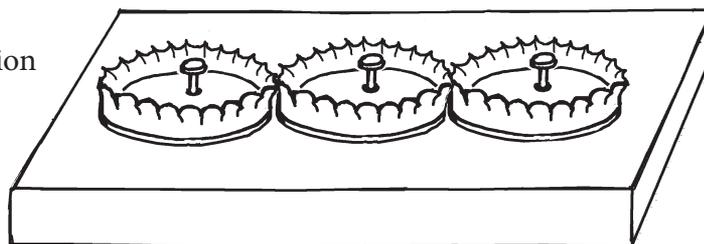


Figure 15

Add a third bottle cap to the two on the wooden board and observe the direction in which each of the gears rotates. (37)

### SOME QUESTIONS ABOUT BICYCLES

Carefully examine a bicycle. Locate its levers, bearings, pulleys and gears.

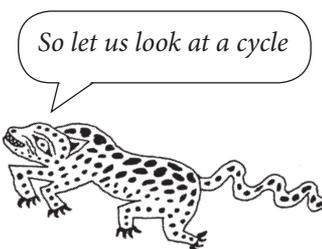
Make a list of these items. (38)

Which parts of the bicycle are oiled and why? (39)

Turn the bicycle's pedal once and count the number of rotations the rear wheel makes. (40)

Is it easier to push a bicycle forward when its brakes are applied or when the brakes are released? Give reasons for your answer. (41)

Why is it difficult to pedal a bicycle when its tyres contain less air? (42)



### VARIOUS KINDS OF MACHINES

Look around you and make a list of the machines you see. Divide them into the following groups:

- a) hand or feet powered machines,
- b) animal drawn machines,
- c) machines which run on electricity or petrol, and
- d) machines driven by air or water. (43)

Examine the machines in your list carefully. They all have pulleys or ball bearings or gears or levers fitted in somewhere. Try and spot which of these various things are fitted in the different machines, and where.

---

### NEW WORDS

Lever    Bearing    Friction    Axle    Pulley    Gear

## A CATERPILLAR FOR PET

You studied the life cycles of houseflies, mosquitoes in the chapter 'The Life Cycle of Animals'. Perhaps you are now familiar with the various stages of their life cycles:

Starting with egg, then larva, followed by pupa from the larva, and finally the adult emerging from the pupa – this is the cycle of life of almost all six-legged insects.



If you look carefully, you will find caterpillars feasting on leaves in the trees and shrubs

around you. These are the larvae of six-legged insects like butterfly, grasshopper, etc. Isn't this astonishing?

Locate such a caterpillar and observe what it eats. Collect one such caterpillar and keep it in a small shrub or plant near your home. This is to ensure that you can watch it every day.

This is now your pet caterpillar. Make sure that birds or other animals do not eat it. Also make sure not to lose sight of it. See whether or not it is feeding on the leaves of your shrub or plant.

This observation is going to continue for a few days. So prepare yourself accordingly before beginning. Note down your daily observations in a copy, and also draw pictures alongside.

Once you complete your observation, share it with your friends and teachers.



# GROWTH AND DEVELOPMENT

5



You may have noticed that plants grow slowly after they sprout. Their height and girth (thickness of the stem) increase, new branches and leaves appear, the length and width of their leaves increase, flowers bloom and fruits develop from flowers.

You may have seen similar changes occurring in animals. For example, a calf grows bigger after birth and, as it grows, many other changes occur in its body.

You have studied the life cycles of various insects and animals. You may have observed similar changes taking place in them as well.

We shall study these changes in this chapter. You will have to perform some experiments to understand these changes. These experiments will continue for many days. Most of them will be done with plants because it is easier to perform experiments with plants. We shall also discuss our observations. So, let's begin.

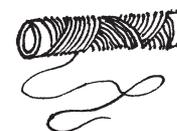
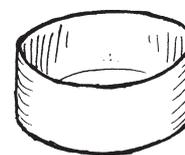
## DEVELOPMENT IN ANIMALS

You performed several experiments in the chapter 'Life Cycles of Animals'. You studied the different stages in the life cycles of frogs, houseflies, mosquitoes, grasshoppers and butterflies through these experiments.

The series of changes occurring in an animal from the embryo stage to the adult-like stage is called **development**.

In the chapter 'Reproduction in Animals', you saw that the embryo develops inside the body of the female in some animals while it develops outside the body in others.

You also saw that the young ones that emerge from eggs usually resemble their parents. They develop fully inside the egg itself. However, there are some egg-laying animals whose young do not



resemble their parents — they are in the form of larva. They go through a gradual developmental stage called metamorphosis before they begin to look like the adult. During this period, new organs are formed and some old organs disappear.

Only when an adult-like animal is formed from an embryo can we say that its development is complete.

## DEVELOPMENT IN PLANTS

Plants, too, go through a similar process. Their embryo lies inside the seed. But there is one important quality in a seed which is not found in an animal embryo. In most animals, development begins the moment the embryo is formed. Seeds, on the other hand, can remain dormant for a long time. They develop only when they find favourable conditions. So development in a plant is the process of formation of the plant from its seed.

You studied the developmental stages of animals in the chapter 'Life Cycles of Animals'. In this chapter we shall study the growth and development of plants.

### EXPERIMENT 1

We cannot study growth and development of plants in a day. That's obvious. We need to conduct some long-duration experiments.

Fill soil from a field or garden in four earthen cups (*kulhads*) or small tins. Sow five healthy bean or cow pea (*chawla*) seeds in each earthen cup. Take care to leave some space between the seeds when you plant them. Sprinkle water over the soil and keep the earthen cups in a safe place. Ensure that the soil doesn't become dry during the experiment, which will continue for about 10 days.

The day you sow the seeds is Day 0. Note the date in your exercise



book. The days that follow will be called Day 1, Day 2 and so on.

Over the next 10 days, you will have to uproot one seed everyday and examine it. While uprooting the seed, take care not to damage the sprout or cotyledons at any cost. Wash the soil sticking to the seed. Repeat this process everyday.

Note the daily changes you observe in the seed, cotyledons and sprout in Table 1. (1)

**Table 1: From seed to plant**

| Date of sowing the seeds ..... |                  |         |
|--------------------------------|------------------|---------|
| Day                            | Changes observed | Diagram |
| 1                              |                  |         |
| 2                              |                  |         |
| 3                              |                  |         |
| ...                            |                  |         |
| 10                             |                  |         |

On the basis of your observations, say which part of the plant emerged first. (2)

Which part of the plant emerged last? (3)

Make a list of the parts which did not develop during the experiment. (4)

What changes did you observe in the cotyledons during the formation of the plant from the seed? (5)

You may have noticed that growth in plants also takes place at the same time when they are developing. Come on, let us try and see what the speed of growth in plants is.

## EXPERIMENT 2: MEASURING GROWTH

This experiment will continue for about 20 days. So you must ensure that no one disturbs the set-up during this time, and that the plant does not wither and dry.

It is best to perform this experiment at home during the monsoon season.

Fill soil in an earthen cup or small tin. Sow one seed of either Bengal gram (*chana*), or bean (*sem*), or green gram (*moong*) in it. Moisten the soil well and keep the earthen cup in a safe place. You should examine the seeds daily during the course of the experiment. Note your observations in Table 2.

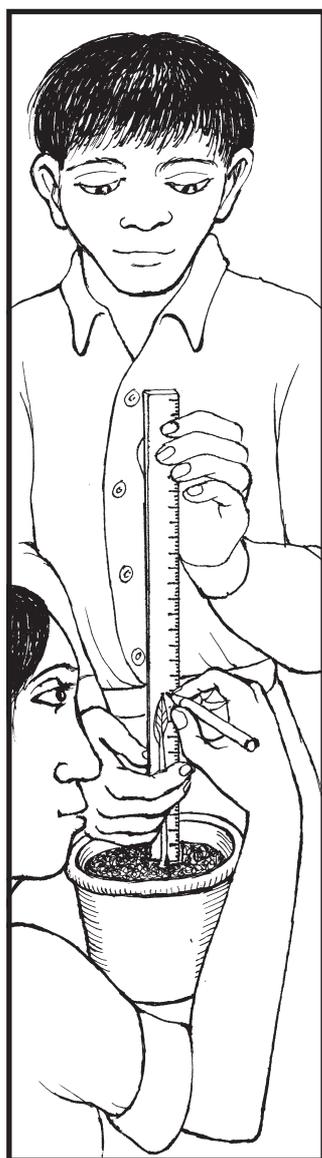
Note the day when the seed sprouts. This is Day 1.

**Table 2 : Measurement of growth**

Date of sowing the seeds \_\_\_\_\_

Date of germination \_\_\_\_\_

| Day of growth | Height (cm) |
|---------------|-------------|
| 1             |             |
| 2             |             |
| 3             |             |
| -             |             |
| 10            |             |
| 11            |             |
| -             |             |
| 20            |             |



Measure the height of the plant daily from this day onwards and note the figures in the table. (6)

If the plant grows straight up, you can measure its height with a scale. If it does not grow straight, use a thread to measure its height.

Plot a graph of the days of growth versus the heights of the plant. (7)

On the basis of your graph, identify the days when the growth of the plant was the slowest. (8)

Which were the days when its growth was the fastest? (9)

Did the plant grow at a constant rate during the first 20 days after sprouting, or did its rate of growth change on different days? (10)

It has been observed that the rate of growth in most plants, animals and humans is slow immediately after sprouting or birth, after which it becomes faster for some time before again slowing down or stopping altogether.

Does your data also match this observation? (11)

If you continue the experiment, what would happen to the plant? Explain in detail. (12)

You used gram or bean seeds for your experiment. Suppose you had used mango or tamarind (*imli*) seeds instead. Do you think your graph would have had the same shape? If not, in what way would it have been different? (13)

One thing you should remember is that plants like gram, bean, wheat, etc, are **annual plants**, whereas mango, tamarind, etc, are **perennial plants**.

## TWO KINDS OF GROWTH

Let's discuss the example of a perennial plant like mango in greater detail.

Does the tree keep growing bigger? (14)

Does the size of its leaves also increase as it grows? (15)

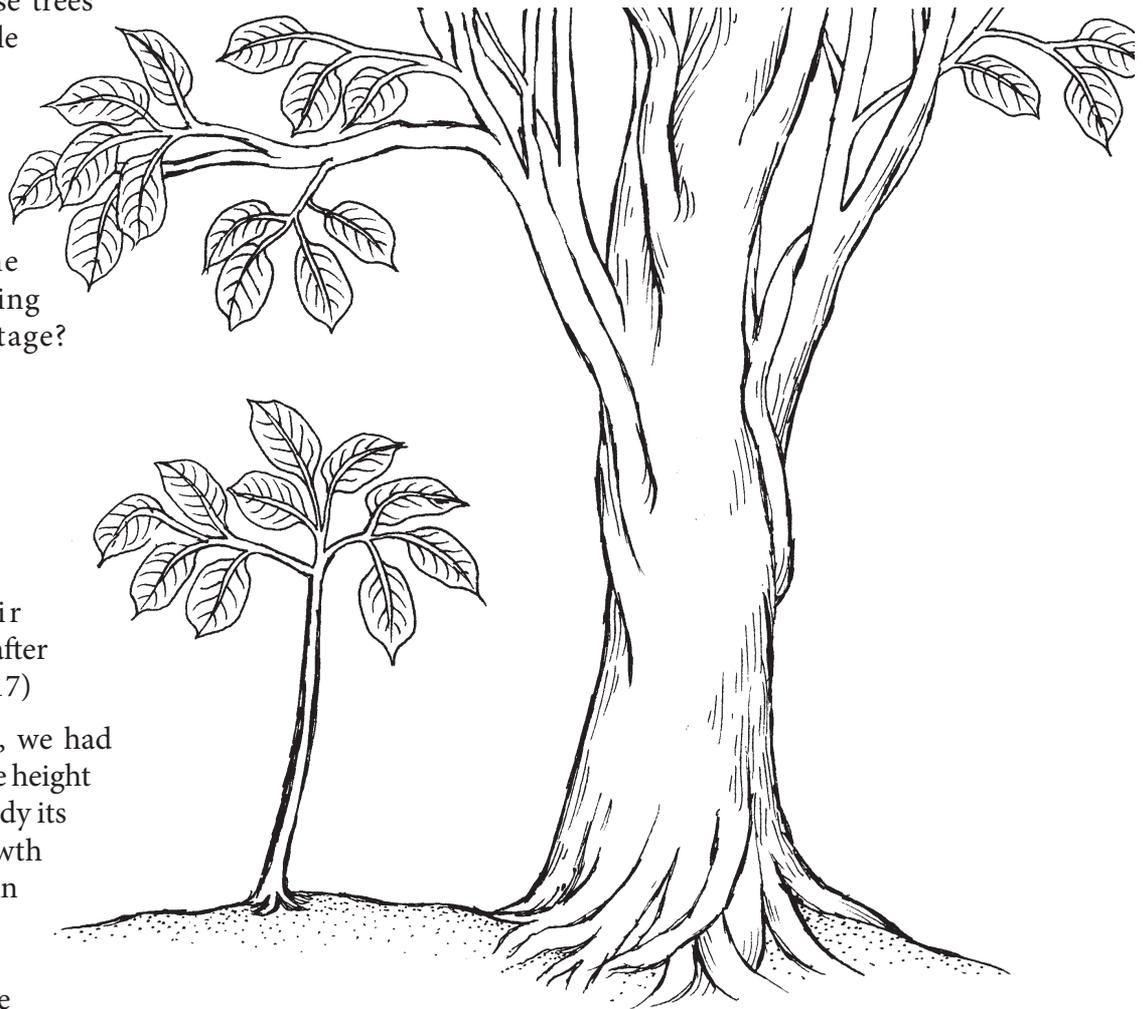
You may have noticed that many trees shed their leaves every year. New leaves appear after the old leaves fall off.

Can we say that the growth of the trunk of these trees is unlimited, while the growth of their leaves is limited? That is, does the trunk continue to grow bigger while the leaves stop getting larger after a stage? (16)

If the fruits remain on the trees, would they keep growing or would their growth also stop after a certain limit? (17)

In Experiment 2, we had measured only the height of the plant to study its growth. But growth can be measured in other ways too. For example, we can measure the increase in the weight of the plant, or the increase in the girth of its stem, or the growth and spread of its branches.

Do you think that plants continue to grow? Does the growth of animals stop after a certain limit? Discuss these questions in class and write your conclusions in your exercise book, giving examples and reasons. (18)





### RATIO OF GROWTH

Have you ever compared the small and large leaves of the same plant?

Usually, they look alike. But have you ever wondered how a small leaf grows into a large leaf? Does it only increase in length or does its breadth also increase? Let us investigate.

### EXPERIMENT 3

Bring five leaves each of a dicot and monocot plant to class. Ensure that the leaves are of different sizes — some should be small, some of medium size and some large. You could collect leaves of *besharam* (*Ipomea*) or *chandni*, and some grass. Remember to get leaves of different sizes of *besharam/chandni* and grass.

Draw Table 3 in your exercise book. Make a similar but separate table for the grass leaves.

Now measure the length and breadth of each leaf and note your measurements in the table. (19)

(Measure the length from the upper end of the stalk to the tip of the leaf and the breadth at its widest part.)

Calculate the ratio by dividing the length of the leaf by its breadth. Note your results in the table. (20)

**Table 3 : Growth of leaves**

Name of the plant:

| Leaf No.      | Length of leaf | Breadth of leaf | Ratio of length and breadth |
|---------------|----------------|-----------------|-----------------------------|
| 1. (smallest) |                |                 |                             |
| 2.            |                |                 |                             |
| 3.            |                |                 |                             |
| 4.            |                |                 |                             |
| 5. (largest)  |                |                 |                             |

On the basis of the data in your table, can you tell whether the length-breadth ratio of a dicot (*besharam/ chandni*) leaf changes as it grows, or whether it remains more or less the same? (21)

What is the situation of the length-breadth ratio of the monocot (grass) leaf as it grows? (22)

Have you ever thought how this ratio of growth works in the case of human beings? For example, when a child is growing, does her/his height and girth increase in the same ratio? Let us consider a simple example.

The height of a child is about 30 cm. The length of her/his ear is about 4 cm. The average height of an adult is around 170 cm. This means that the height of an adult is about five-and-a-half times the height of a child.

If the length of the child's ears was to increase in the same ratio, how long would the ears be when she/he becomes an adult? (23)

Similarly, consider the size of the eyes. The adjoining figure shows what a male child would look like as an adult if all his organs grow in the same ratio.

Examine the figures carefully and say whether all the organs of human beings grow in the same ratio. (24)

Can you say whether the height of a tree increases more rapidly than its girth? (25)

#### WHERE GROWTH TAKES PLACE

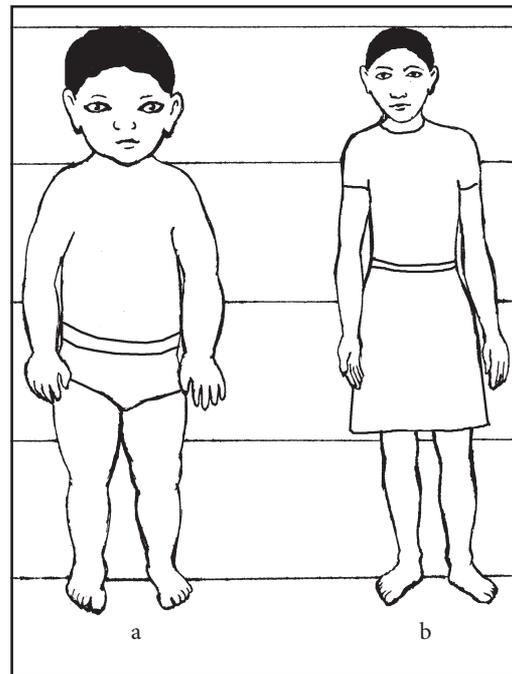
All living things grow. But does growth take place throughout the body or only in some parts? For example, when a stem grows, does it grow at the top or the bottom? Or when a root grows, in which part does growth occur?

Let's investigate this problem by performing an experiment. In this experiment, we shall find out the parts of the root where the maximum growth takes place after a plant sprouts.

#### EXPERIMENT 4

Sprout some *moong* (green gram) seeds. You will first have to soak them in water and then wrap them in a wet cloth. It is not necessary to sprout only *moong* seeds for this experiment. You could take gram, bean, pea or any other type of seeds.

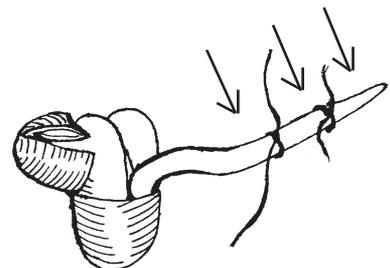
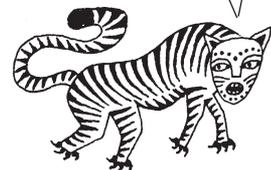
The next stage of the experiment begins when the sprouts are about 1 cm long. We have to find the part of the root where the



a: If the organs of a male child grow in the same ratio, this is how he would look as an adult

b: This is how a 12 year old girl actually looks like

Which of the parts grow faster?



maximum growth takes place. For this we need a way of marking the root. Tie a thread about 3 mm from the tip of the root. Then tie another thread on the root 3 mm from the previous one. Keep the knot loose while tying the thread so that the root is not damaged. The threads divide the root into three segments.

Now wrap the seeds in the wet cloth. Examine the sprouts the next day. Try and see which segment of the root has grown the most.

On the basis of your observations, state which part of the sprout (root) grows most rapidly. (26)

Which part of the stem grows the fastest? Design an experiment to find out and write the details in your exercise book. If possible, perform the experiment and note your conclusions. (27)

We performed several experiments in this chapter to study the growth and development of living things, and learned a few facts. But there is much more to learn on this subject. For example, what are the factors that affect growth? What is the relationship between the rate of growth and crop yields — can the graph of growth tell us when to manure and irrigate a crop? How can we assess the health of children by comparing the increase in their heights and weights, and so on.

Similarly, we shall discuss many aspects of development in the higher classes. For example, where does the tail of a tadpole disappear during the development of a frog, what are the differences between a larva and an adult fly, why is the larval stage found only in certain animals, etc.

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### New Words

Development

Annual Plant

Perennial Plant

# FORCE IS EVERYWHERE

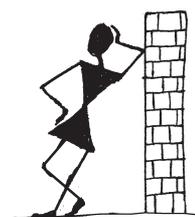
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Chajju had the ball but the goal was still quite far off. Nevertheless, he took a chance and kicked the ball hard. It flew like a bullet and landed straight between the goalposts. The crowd was stunned. The people just could not believe their eyes. How could a puny little fellow like Chajju kick the ball with such force over such a distance?



Force, strength, strong – you probably use these words everyday. At play, while fighting or wrestling, while doing hard physical labour ... these words are quite commonly used.



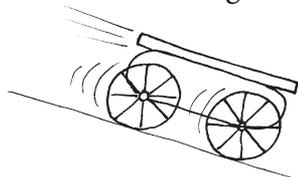
But the word 'Force' is used in a different way in science. For example, if you are asked to lift a book, you would probably exclaim, "Arre, it's so light. You don't require much strength to lift it." But the scientist would retort, "No sir. Let alone a book, you have to apply a force to lift even a pencil." Or suppose you are leaning lazily against a wall, just relaxing and doing no work – a force would still be acting on you. Strange, isn't it? You'd probably say, "No way. I'm standing here totally at rest. Where does the question of any force arise?"

So that's the question before us: Where does the scientist see a force in such situations? Or what exactly does a scientist consider force to be? We shall discuss this question in this chapter. Let's begin by taking some examples from our daily lives. Let's see if we can recognise or identify the forces in these commonplace situations.

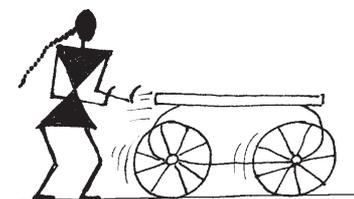
Answer the following questions on the basis of your understanding.

Look carefully at the pictures given below. Can you say whether or not any force is being applied to the various objects shown? (1)

1. A handcart rolling down a slope.



2. A handcart that moves forward slowly after being given a shove.



3. A ball falling to the ground.



4. A laden handcart that does not budge an inch even after being given a shove.

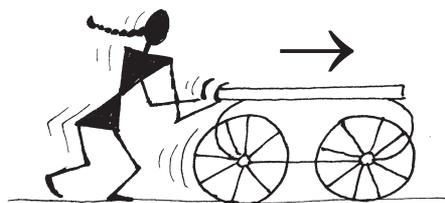


5. A ball bouncing after being hit with a stick.



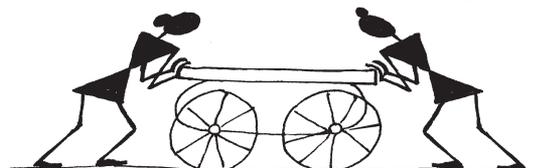
So have you figured out the answers? Write them down in your exercise book.

We shall now try to identify the forces that act upon objects in the following experiments and study their effects on these objects. You can then reassess the answers you have written on the basis of the new things you learn about force.



If you push an empty handcart – that is, if you apply a force to it – it begins to move. It moves in the direction in which you apply the force. The arrow in the diagram shows the direction of the force. If you wish to stop the handcart rolling down a slope, you will have to apply a force in the direction opposite to which the handcart is moving.

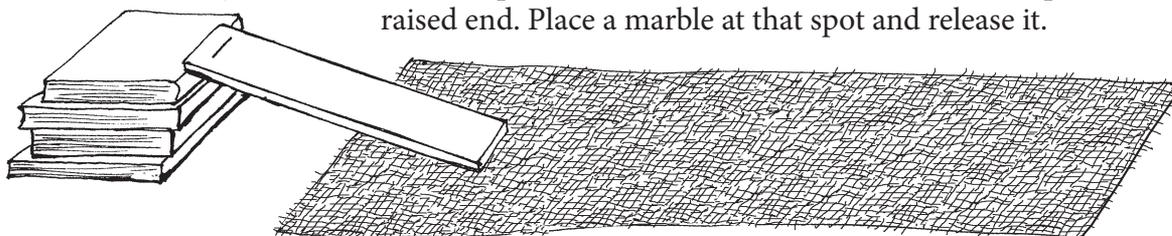
If two people push a handcart from opposite sides with equal force, the handcart does not move. It remains stationary.



Before we begin our discussions on force, let's perform an interesting experiment.

### EXPERIMENT 1

Take a plank of wood and place it on a *duree* or a *tatpatti* in your classroom. Place a stack of books under one end of the plank so that it slopes down to the *duree*. Make a mark on the plank near its raised end. Place a marble at that spot and release it.



How far did the marble roll? (2)

Now remove the *duree* from under the plank. Place the marble at the same spot on the plank as you did earlier. Let the marble roll down the plank onto the floor this time.

How far did the marble roll this time? (3)

Repeat the experiment a third time, but this time place the plank on a large sheet of glass.

What did you see? (4)

Why did the marble roll further when you changed the surface on which it rolls? (5)

Can you imagine a surface on which the marble will continue to roll forever, without stopping? It was questions like these that kept troubling a scientist called Galileo Galilei.

### GALILEO'S THOUGHT EXPERIMENT

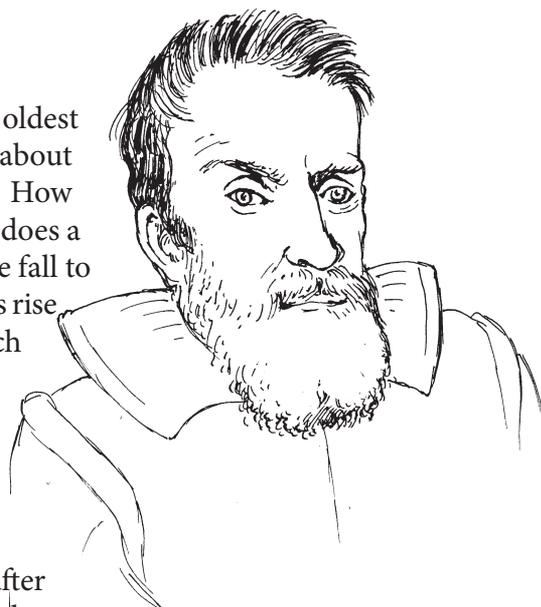
The story of force is quite old. In fact, it is among the oldest subjects in physics that people have been thinking about and trying to understand for thousands of years. How does an arrow fly through the air to its target? Why does a rolling stone come to a halt? Why do fruits on a tree fall to the ground when they ripen? Why does smoke always rise upwards? Why can't we fly? People do think about such everyday questions but they seldom arrive at a clear or precise answer about why these things happen.

These were the questions Galileo grappled with. He conducted several experiments in his search for answers. During these experiments he observed that a marble rolling down a slope comes to a halt after going some distance. He wondered what he would have to do if he wanted the marble to roll to a greater distance.

He found that if the surface of the floor was uneven or rough, the marble did not roll far. So Galileo smoothed the surface of the floor a bit and found that the marble did, indeed, roll a little bit further. On smoothing the floor more, the marble was also able to roll a bit further.

From this observation, Galileo reached the conclusion that it was the roughness of the surface that was proving to be an obstacle to the rolling marble. He wondered if there could be some imaginary surface that was so smooth that it would not interfere at all with the rolling of the marble. Such a surface can only be an imaginary one, he felt, because how smooth can you make an actual surface?

But Galileo was not dismayed by the fact that he could not obtain an ideally smooth surface. He performed an experiment in his mind — a thought experiment — and solved one of the difficult riddles of physics. Let's see what conclusions he reached from his thought experiment.



Galileo said that if there is no outside influence on the marble, either from the surface of the ground or the air, the marble will continue to roll, without stopping. A very remarkable conclusion indeed! Even in those days people must have found the conclusion a bit strange, like we do today. After all, has anyone ever seen something that keeps on moving forever, without stopping?

Another scientist, Isaac Newton, later took up this point. He said the rolling marble stops because a force you cannot see is stopping it. This force occurs when the marble scrapes against the floor and it acts in the opposite direction to which the marble rolls. As the marble rolls forward on the surface, this 'scraping' force acts like a hidden hand to hold back the marble. This force is called **friction**. It eventually stops the rolling marble. **But if there is no force to stop an object which is moving, that object will continue to move without coming to a halt.**

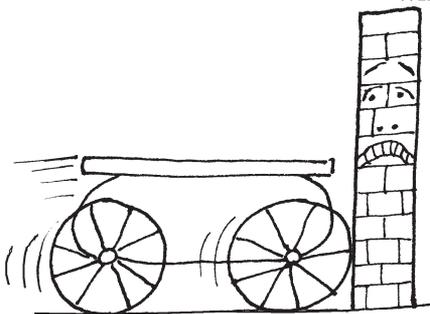
It is truly a bit difficult to digest this fact. That's because we have never seen such a thing happening. If we perform a special experiment for this purpose, then maybe we would be able to see it happen. But we would not see it in our everyday life because there are many forces that act secretly and silently to stop objects from moving. We generally conclude that the object came to a halt on its own.

Let's now try and identify and recognise these hidden forces.

### FIND THESE HIDDEN FORCES

If we keep pushing a handcart it will keep moving. Gradually, it will even pick up speed. If we stop pushing — stop applying a force — the handcart will slow down and come to a halt after some distance.

We may have stopped applying a force to the handcart. But there is an opposing force acting on it even then. That is the friction of the surface, which halts its motion. We may not see this force, but we can see its effect. This friction force was there even when we pushed the cart. But it could not match the force we applied to the cart. The friction force was weaker than the force we applied, that's why the cart moved forward.



### ANOTHER HIDDEN FORCE

A moving handcart crashes against the wall and comes to a halt.

Who applied the force that brought the handcart to a halt? (6)

You guessed correctly. It was the wall that applied the force. That may sound a bit strange, but it's true. If the wall had

not applied the force, the handcart would have continued to move forward. Suppose the wall was made of paper. The force such a paper wall applies would be negligible and the handcart would just brush it aside and move forward.

Whenever a moving object stops, or when its motion slows, we must look for and identify the force that is acting on it.



## EXPERIMENT 2: FIND THE FORCE

Hold a ball at a height. Drop it gently to the ground. Do not apply any force while doing so. The ball falls to the ground.

What could be the force that pulls the ball downwards? (7)

Can you recognise this hidden force? (8)

You did not apply any force to the ball. Then who did? (9)

Did you notice any change in the motion of the ball as it fell to the ground? (10)

If you couldn't notice a change because the ball fell in the blink of an eye, then drop it from a greater height.



What happens? Does the speed of the falling ball decrease or increase as it falls? (11)

If you still aren't able to notice a change in motion, then roll the ball down a slope and check carefully to see whether its speed decreases or increases.

Now throw the ball upwards. You applied a force to throw the ball in the air. The force was applied while the ball was in your palm. The moment it left your hand the ball was freed of that force. The force of your hand was no longer acting on it. Carefully study the ball's motion while it is in the air.

Does the ball continue to rise upwards? (12)

Does its speed increase or decrease after it leaves your hand? (13)

What is the force that changes the motion of the ball? (14)

As it reaches the peak of its upward motion, the ball halts for a moment and then begins to fall to the ground. The force acting on it during its upward motion is the same as the force acting on it when it descends to the ground.

Do you recognise this force now? (15)

Our earth applies a force on everything. It pulls every object towards itself. The effect of this force can be felt even far away from the earth. Even the moon cannot escape its effect. That's why the moon rotates around the earth. You have probably heard the name of this



force. It is called **gravity**. Let us try and identify the effects of this gravitational force.

Show the direction of the force applied to the ball when it is rising upwards.

Does that question put you in a fix? Are you wondering why the force acts in some other direction while the ball is going upwards? Why does the force not act upwards?

So go over the sequence carefully again. You first threw the ball up, didn't you? You were exerting a force on the ball while it was in your hand. This force was exerted upwards. The moment the ball left your hand it was freed of the force you were exerting upwards. The ball rose upwards in the air but there was no force acting on it in this direction. There was only one force acting on it at this point — the earth's attraction or the gravitational force. And the direction of that force is downwards, towards the earth.

The situation is similar to the moment you had let go of the handcart in the earlier experiment. When you let go of the handcart you were pushing, it continued to move forward. But a hidden force, the friction of the surface of the ground, was acting in the opposite direction.

These hidden forces do create some problems for us inside our minds. But we should not get confused. We should simply remember that when the motion of an object slows down, it is because a force is acting on it in a direction opposite to the motion. Or if the object is speeding up, then there is definitely some force pulling or pushing it in the same direction as its motion.

If you remember these two important factors, you can easily identify the hidden forces acting on an object.

### SOLVE THIS RIDDLE

A boatman rows a boat on a river. If he stops rowing, what effect would it have on the motion of the moving boat? (16)

Explain the reason for this difference in the motion of the boat. What is the hidden force acting on the boat and in which direction is it acting? (17)



### IF THE EARTH DID NOT ATTRACT THINGS

We saw that the earth attracts all objects. Whether it is a ball or a stone, a tree or a book, cow, buffalo, rat, frog ... the force of the earth's attraction acts on all of them. That's why we are able to stand on the surface of the earth. Otherwise we would be floating somewhere far off in outer space. Isn't that an exciting thought?

So try and imagine what would happen if the earth did not attract objects towards itself. This is not an imaginary situation any more. Many people have actually experienced it. They are astronauts who travel far from the earth in space vehicles. The gravitational pull of the earth is very weak at such a distance. So, strange things begin to happen. No object remains in its place. They don't stay on the surface you place them on. Utensils don't remain on their racks. Books and pens don't remain on the table. As if that isn't enough, even people cannot remain seated in chairs. The chairs float in one direction while they float in another.



It even becomes difficult to pour water from a glass, because the water does not flow downwards but in any direction. The more you let your imagination run, the stranger will be the picture that comes to your mind. Life literally becomes topsy-turvy. When Rakesh Sharma flew in a space vehicle, his pictures were shown on television. The film showed funny scenes such as those inside the space vehicle.

Can you take this imaginary situation a step further? Think and write about something new and unusual that might happen if there is no gravitational force and the earth stops pulling everything towards itself. (18)

In space there isn't even any air. Space vehicles have special arrangements to keep air inside. If our earth stopped pulling the air, all air would drift away into space and would not remain near the earth's surface. If that happened it would mean the end of the story of human beings on this planet.

### EXPERIMENT 3: WHAT IS WEIGHT?

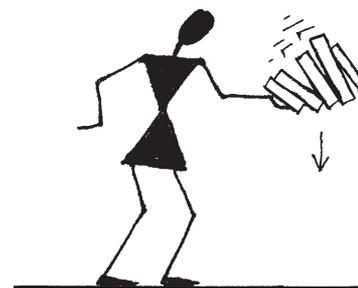
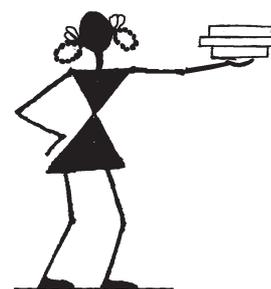
Spread your arm horizontally with the palm facing upwards. Ask a friend to place three books on your palm. Do you feel some force acting on your palm? In which direction is this force acting?

Ask your friend to place one more book on your palm.

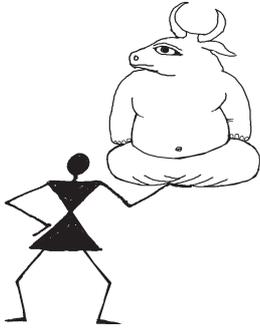
Can you estimate how many books you can carry in your palm in this manner without bending your elbow? (19)

The force exerted by the books on the palm of your hand has a familiar name. Can you say what it is? Yes, that force is called the weight of the books. Yes, the same weight you are familiar with. The gravitational force that acts on the books is the same as the weight of the books. And that is the force you feel on your palm. In other words, the weight of any object is the gravitational force of the earth acting on the object.

When you say the weight of a sack of wheat is 20 kg, that means the value of the gravitational force acting on the sack of wheat is



20 kg. Actually, the unit for weight should be **kg weight** but people generally refer to it in its shorter form — kg. There is another unit of force called the Newton which has been named after the famous scientist.



### YOUR WEIGHT ON THE MOON

Don't worry, we aren't sending you to the moon to check your weight! Just imagining what your weight would be if you somehow reached the moon.

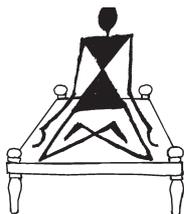
We saw that the earth attracts every object. But the earth isn't the only body to possess this quality. All objects exert their gravitational force on one another. The more massive the object, the greater is its gravitational force. The moon is also a huge object. So it also exerts its gravitational force on all objects near it. But the moon is smaller than the earth. So the earth attracts objects with greater force than the moon. The gravitational force of the moon is six times less than the earth's.

Suppose your weight on earth is 36 kg weight. If you go to the moon what would happen to your weight? (20)

On the moon your weight would be six times less. You will look the same — as tall and as broad — but your weight would be only  $36/6 = 6$  kg weight. You will thus become very light on the moon. That could be fun. Each step you take would carry you a long way. And since everything is lighter there, you would be able to easily lift even heavy-looking objects.

Now suppose we take you to Jupiter. This planet is even bigger than the earth. So the gravitational force there is five times more than earth's. Your weight there would also be five times more, which means you would be of  $36 \times 5 = 180$  kg weight. You'd be so heavy you may feel like you are made of iron.

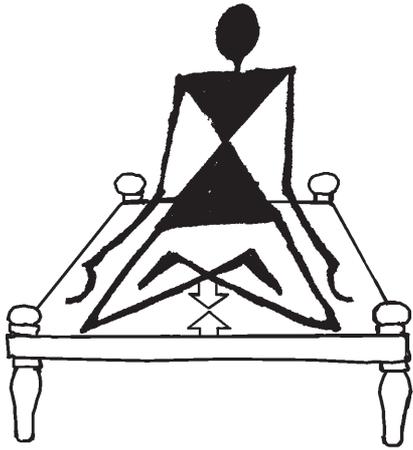
Let's return to earth from our imaginary trip to the planets and talk of less weighty matters than gravitational force.



### THE BATTLE OF FORCES: TOTAL FORCE EXERTED ON A BODY

You've probably often engaged in a battle of *panja* (arm wrestling) with your friends. As long as both opponents exert the same force, their palms remain locked at midpoint. In such a situation, both forces cancel each other out and the palms remain stationary. But the moment one opponent applies greater force, the palms tilt in the direction of that force.

We had seen a similar situation of equal and opposite forces exerted



on the handcart. Even with two forces acting on the handcart it could not move, it had no motion. Since both forces are equal and acting in opposite directions, scientists say the total force acting on the handcart is zero.

Let's take an example. A child is seated on a stool.

Is there any force acting on this seated child? (21)

You know one such force — the earth's gravitational attraction. But is it the only force in action?

If that was the only force, the child would have been rapidly pulled towards the earth. But this does not happen. Why? (22)

Because the stool supports him. It exerts a force upwards on the child. This force is equal to the weight of the child but in a direction opposite to it. That's why both forces cancel each other out or neutralise each other. The stool exerts the same force upwards as the weight acting on it.

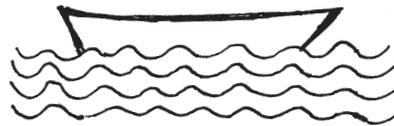
But if the force pushing down on it is excessive, it may not be able to exert an equal and opposite force upwards. The outcome of this situation is illustrated in the next picture.



Let's now take another example in which two forces battle to a draw. That is, the outcome is zero force.

A boat floats on water. It does not move in any direction. It is stationary.

Is there a force exerted on the boat, pulling it downwards? (23)

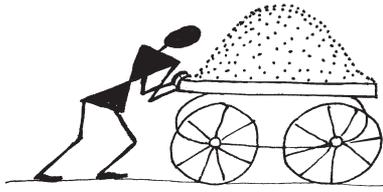


The boat is stationary. It is not sinking. So, obviously there is another opposite force acting upwards which is supporting it on the surface of the water.

What is the force on the boat which acts upwards? (24)

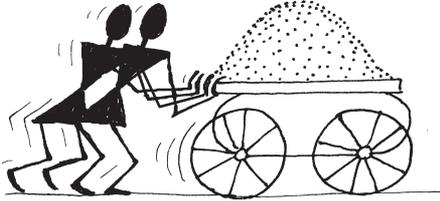
From these examples we can see that there are many situations in which it doesn't appear that any forces are acting, but in reality a battle of forces is underway in which the forces fight to a draw. An object may appear to be in a position of rest, or reclining. But there are two or more hidden forces acting upon it.

There is no situation on this earth that is free of forces. When we stand on the ground, there are two forces acting on us — the gravitational pull of the earth and the force that supports us on the ground. Since both forces cancel each other out, we do not feel anything. The total force acting on us is zero. That's why we are sometimes under the illusion that no force is acting on us.



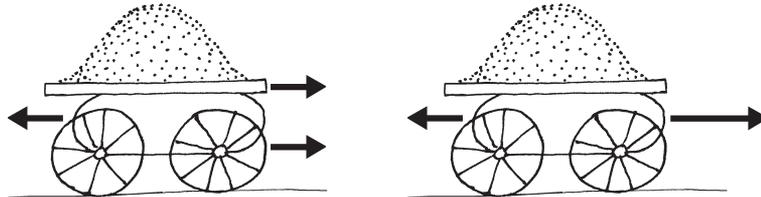
One final example, in which we exert tremendous pressure but we do not see any effect of the force. There is a fully laden handcart. You push it with all your might but it does not budge.

What is the force that is cancelling the tremendous effort you put in to move the handcart? Can you identify it? (25)



Yes, it's the friction force. Because the handcart is heavy, the friction of the surface acting on it is also high. If you have to overcome this friction, you must exert even greater force to push the handcart. If you can't do it alone, get help from a friend. This time the handcart does move. That means the combined force exerted by you and your friend is greater than the friction that is keeping the handcart rooted to the spot.

If you wish to show these forces with arrows in the diagrams below, you could do it either this way or this way.



In the latter diagram, the two forces pushing the handcart forward have been combined and depicted by a longer arrow. Because the friction force in the opposite direction is less, it is depicted by a shorter arrow.

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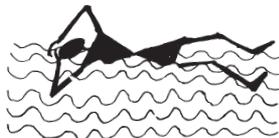
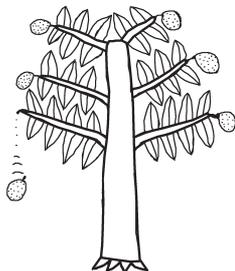
### NEW WORDS

Gravity    Kilogram weight    Space    Space vehicle    Astronaut



## SOME EXERCISES FOR REVISION

1. Are there any forces acting on the objects shown and mentioned below? If yes, in which directions are they acting? Mark them with arrows.



- a) A ball that is kicked.                      b) A ball rolling down a slope.  
c) A bird sitting on a stone.                d) A fruit falling from a tree.  
e) A child swimming on her back.
2. There are some incomplete sentences below. You have to complete them.
- a) The force on the ball that is thrown upwards acts in the ..... direction.  
b) The gravitational force exerted by the earth on every object is called the..... of the object.  
c) The friction of the surface acting on a rolling ball ..... the motion of the ball.  
d) When you stop pedalling a cycle it comes to a halt because a ..... force is acting on it.
3. Say which of the following sentences are true or false.
- a) There is no force acting on us when we sleep on a cot.  
b) A handcart slows down as it rolls down a slope.  
c) If no force is exerted on a moving object, it continues to move forever, without stopping.  
d) If we go to the moon we will not experience any gravitational force.  
e) The gravitational force of the earth also acts on birds flying in the sky.  
f) There is only one force acting on an arrow flying through the air that pulls it down towards the earth.
4. You are standing on the earth. The earth pulls you towards itself. But you do not experience this gravitational force. Why?
5. You did the experiment of rolling a marble on a *duree*. You saw that the marble rolled to some distance and then came to a halt. If the same experiment is repeated on smooth ice, will the rolling marble come to a halt after covering a shorter or longer distance? Why does this difference in distance occur?

## THE MUTUAL RELATIONSHIP OF ACIDS AND BASES

### PREPARATION FOR EXPERIMENTS BY THE TEACHER

Solutions of different chemicals will be needed for the experiments in the next chapter. So it will be good to prepare these solutions in sufficiently large quantities beforehand. Use distilled water to prepare all the solutions. If there are 10-12 groups in your class, then you will have to make 200 ml of each solution. Store them in thoroughly cleaned plastic containers with proper labels.

#### Caustic soda (sodium hydroxide)

Dissolve about 1 gm of caustic soda in 200 ml distilled water.

#### Sulphuric acid

Mix 10 ml of the acid solution given in the kit with distilled water to make a 200 ml solution.

#### Hydrochloric acid

Following the procedure written above, use 10 ml of the acid to make a 200 ml solution.

#### Washing soda (sodium carbonate)

Take two small spoonfuls of sodium carbonate and dissolve properly in 200 ml of distilled water.

#### Colourless indicator solution of phenolphthalein

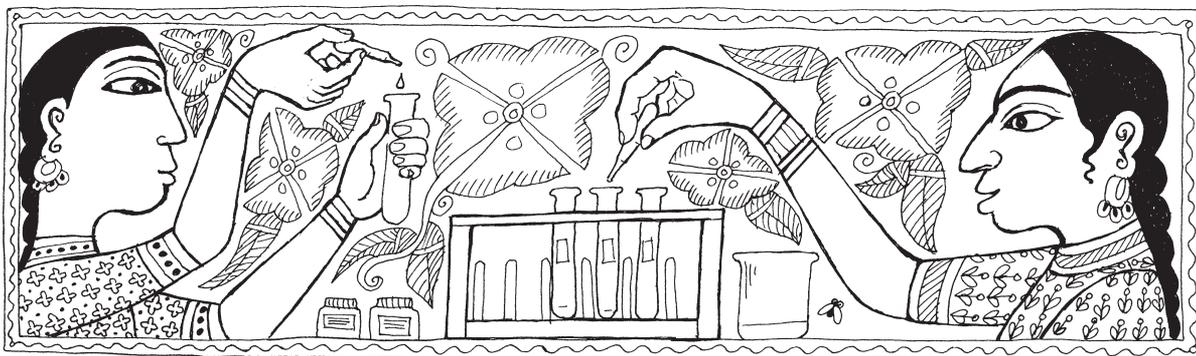
Add enough distilled water to the 10 ml solution given in the kit so that the final volume becomes 200 ml. If phenolphthalein solution is not available, then buy some tablets named *Virechni* (*Baidyanath Pvt. Ltd.*) from an ayurvedic medicine shop. Dissolve one tablet in 200 ml of distilled water. Filter this solution using filter paper and keep in a plastic bottle.

#### Pink indicator solution of phenolphthalein

Take 100 ml of the colourless indicator solution prepared above and keep in another bottle. Add a pinch of baking soda in this. The solution will turn light pink.



# THE MUTUAL RELATIONSHIP OF ACIDS AND BASES



In the chapter 'Identification of Acids and Bases' in Class 6, you learned to identify acids, bases and neutral substances with the help of litmus paper. In the chapter 'Gases' in Class 7 you learned to use another indicator – phenolphthalein – to identify acids and bases.

On the basis of your observations in these chapters, fill in the blanks in the following sentences.

1. Acidic substances turn ..... litmus .....
2. The substances that change the colour of ..... litmus to ..... are bases.
3. .... substances turn the pink indicator solution of phenolphthalein colourless while ..... substances turn the colourless indicator solution pink.
4. Those substances that show no effect on blue or red litmus paper are called ..... substances. (1)

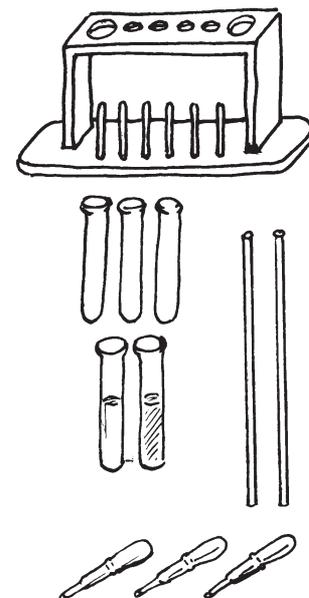
You have seen that neutral solutions have no effect on the indicator solutions. You have also seen that acids and bases have opposite effects on the indicator solutions. So is it possible to get a neutral solution by mixing an acid with a base? Let's find out if this is possible.

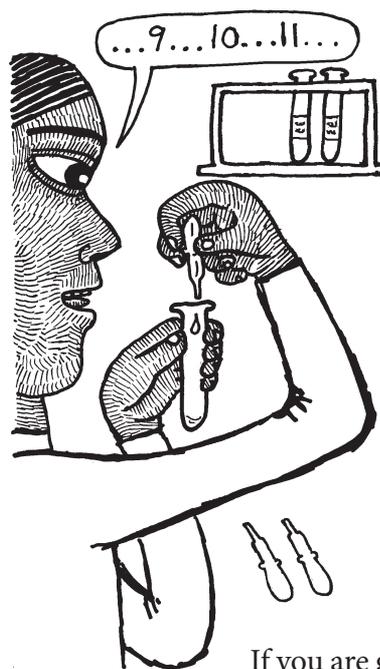
## EXPERIMENT 1: PREPARING A NEUTRAL SOLUTION

Take two clean test tubes. Label one 'caustic soda' and the other 'hydrochloric acid'.

Ask your teacher to fill the first test tube half full with caustic soda and the second half full with hydrochloric acid.

Take another clean test tube. Use a dropper to pour 10 drops of hydrochloric acid into it. Count the drops while pouring. Add two drops of colourless indicator solution to this test tube.





What is the colour of the solution? (2)

Take some caustic soda solution in another dropper. Add this solution drop by drop to the third test tube, counting the drops as you pour them. Shake the test tube well after adding each drop to see if the colour of the solution changes or not. Keep adding drops of caustic soda solution till the solution in the test tube begins to turn pink.

What is the nature of the solution in this test tube now? Is it acidic or basic? (3)

Now add a drop of hydrochloric acid to this test tube and see whether the solution changes back to its original colourless form. If it has not changed, add another drop of hydrochloric acid solution. Keep adding drops until the solution in the test tube turns colourless. Remember to shake the test tube while adding the drops.

What is the nature of the solution now? Is it acidic or basic? (4)

If you are given an acidic solution, how can you change it into a basic solution on the basis of what you learned in this experiment? (5)

If you are given a basic solution, how would you change it into an acidic one? (6)

We saw in this experiment that a stage comes when the acidic solution turns basic if one additional drop of caustic soda is added to it. If a drop of acid is then added to this basic solution, it again turns acidic.

Think it over and suggest a way in which you can prepare a neutral solution in this experiment. Discuss your method with your teacher and then write it down in your own words. (7)

A neutral solution is obtained by mixing fixed quantities of an acid and a base. We can say in the above experiment that the point where a neutral solution forms lies somewhere between the point where the acidic solution turns basic when a drop of basic solution is added to it and the basic solution, in turn, becomes acidic when a drop of acid solution is added to it. This process is called **neutralisation**. That is why when the nature of a solution changes on adding one drop of acid or base, the solution is considered to have become almost neutral.

How many drops of caustic soda were required to neutralise 10 drops of the acidic solution? (8)

## EXPERIMENT 2: AN EXERCISE IN NEUTRALISATION



Pour 25 drops of the hydrochloric acid given to you in Experiment 1 in a clean test tube. Add two drops of colourless indicator solution to this test tube.

On the basis of your answer to Question 8, estimate how many drops of caustic soda solution would be required to neutralise 25 drops of hydrochloric acid solution. (9)

Now, add caustic soda solution drop by drop to the test tube to neutralise the solution it contains.

Did you add more or less drops of caustic soda than you had estimated to neutralise the solution? (10)

### EXPERIMENT 3

Your teacher will prepare a fresh solution of hydrochloric acid for this experiment. To do this he/she will take 25 ml of the hydrochloric acid solution used in Experiment 2 in a measuring cylinder and add enough water to it to make its volume 50 ml.

Pour 25 drops of this new solution in a clean test tube.

If you have to neutralise this solution with the caustic soda solution you used in Experiment 2, how many drops of caustic soda would you require? Note your estimate in your exercise book. (11)

Now add caustic soda solution drop by drop to neutralise the solution in the test tube. Count the number of drops required for neutralisation.

How many drops of caustic soda solution were required to neutralise 25 drops of this new acidic solution? (12)

Was the number of drops of caustic soda solution required for neutralisation in this experiment more or less than the number of drops required in Experiment 2? Why was there a difference? (13)

Based on your observations in Experiment 2 and 3 say whether the quantity of acid in the hydrochloric acid solutions used in the two experiments was the same, or was more, or less. (14)

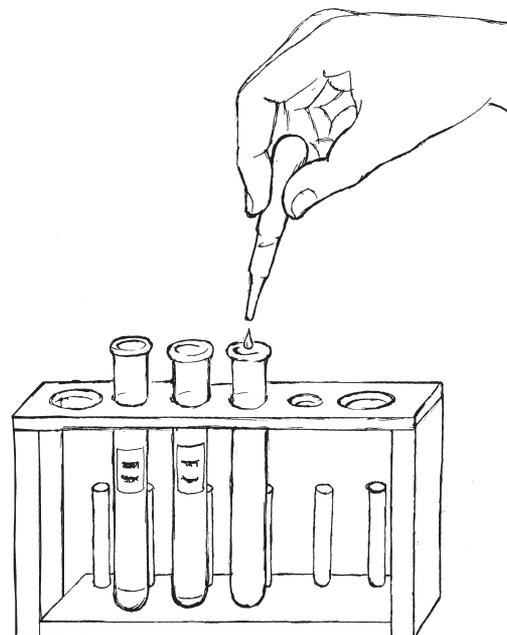
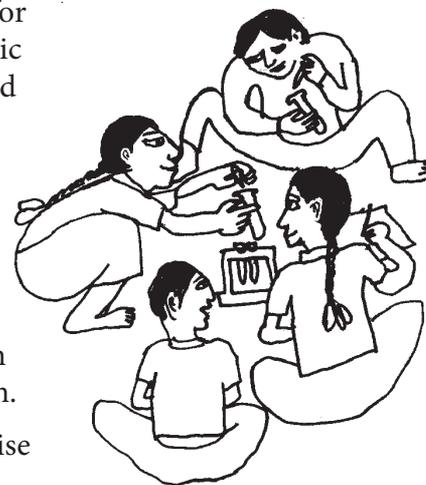
If we take 1ml each of the acidic solutions used in Experiment 2 and 3, which solution would have a greater quantity of acid? How much more acid would it contain than the other? (15)

### EXPERIMENT 4

Wash the test tubes, droppers and other apparatus used in the previous experiments. Take two test tubes and label them 'sulphuric acid' and 'sodium carbonate' respectively. Ask your teacher to pour 10ml each of sulphuric acid and sodium carbonate solution in the respective test tubes.

Pour 20 drops of sulphuric acid in another clean test tube. Add two drops of pink phenolphthalein indicator solution to the test tube. Now neutralise the solution in this test tube by adding sodium carbonate solution drop by drop, counting the number of drops as you add them.

How many drops of sodium carbonate solution did you require to neutralise 20 drops of sulphuric acid? (16)



### A PUZZLE

Ramesh poured 10 drops of water in a test tube. He added 10 drops of sulphuric acid to it. How many drops of sodium carbonate solution do you think he would require to neutralise this solution? (17)

Carry out the experiment and check whether your guess was correct.

Was your guess correct? If not, discuss the matter in your class to find the reason for the difference. (17)

### SALTS

You have carried out the process of neutralisation several times till now. You have seen that acids and bases lose their properties during the process. When acids and bases are mixed together, a chemical reaction takes place. A salt is formed as a result of this chemical reaction.

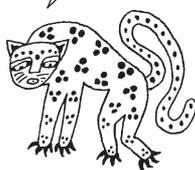
For example, when a solution of hydrochloric acid is neutralised by a solution of caustic soda, common salt (sodium chloride) is formed.

Other examples of salts formed in this manner include: sodium carbonate (washing soda), calcium chloride, calcium sulphate, calcium carbonate, magnesium sulphate, ammonium chloride (sal ammoniac), copper sulphate (blue vitriol), etc. You have used some of these salts in the chapter 'Water — hard and soft'.

But it is important to remember one thing. All neutral solutions are not salt solutions. For example, sugar or starch solutions are neutral but sugar and starch are not salts. So you should not make the mistake of labelling all neutral solutions you come across as salt solutions.

Similarly, some salt solutions are not neutral, but acidic or basic. For example, sodium carbonate is a salt that is basic in nature and reacts with an acid.

*Salt is formed during the process of neutralisation. But not all neutral solutions contain salt. Neither are all salts neutral in nature. This is too complicated to figure out!*



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### NEW WORDS

Neutralisation

## QUESTIONS FOR REVISION

1. 20 drops of hydrochloric acid were poured in a test tube. It took 20 drops of a solution of sodium hydroxide to neutralise this acidic solution. If 20 drops of the sodium hydroxide solution are poured in a clean test tube, how many drops of acid would be required to neutralise it?
2. A teacher prepared one litre each of acidic and basic solutions in her class. 10 drops of the acidic solution can be neutralised by 10 drops of the basic solution. Some water was accidentally added to one of the two solutions.



When neutralisation was again carried out, 15 drops of basic solution were required to neutralise 10 drops of acidic solution.

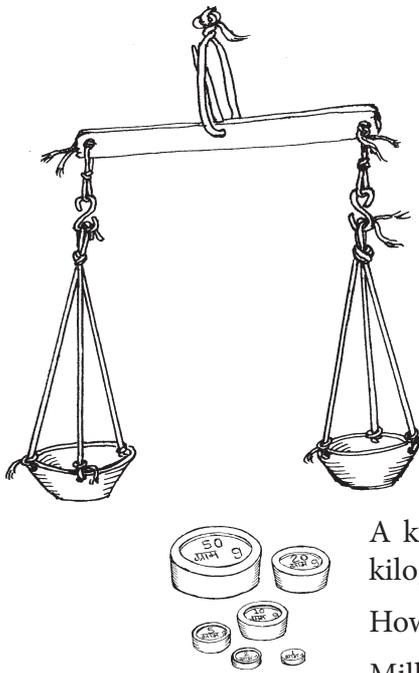
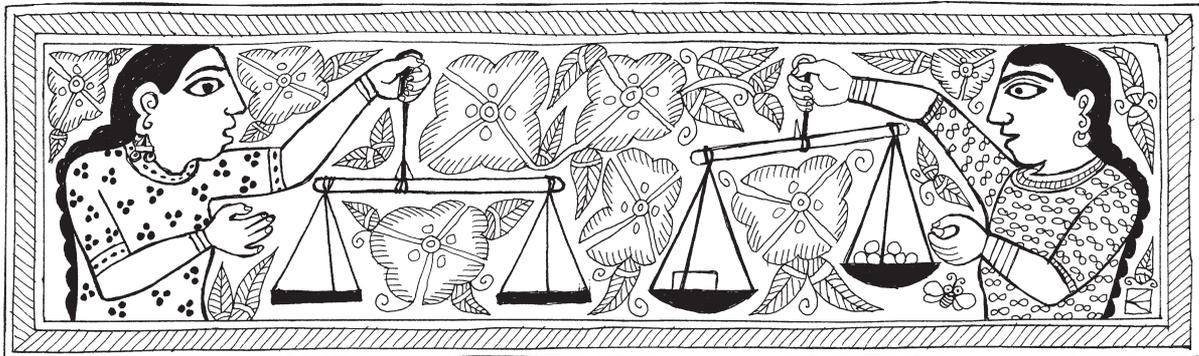
Can you say which solution was diluted with water?

Can you also say how much water was added to the solution?

3. Anita neutralised 10 drops of sulphuric acid with sodium hydroxide (caustic soda) solution. She needed seven drops of caustic soda solution for the purpose.  
She then added 10 ml of water to 20 ml of the caustic soda solution to get 30 ml of diluted solution.  
How many drops of this new caustic soda solution would she require to neutralise 10 drops of sulphuric acid?
4. 10 drops of a base were required to neutralise 10 drops of a certain acid 'A'.  
20 drops of the same base were required to neutralise 10 drops of another acid 'B'.  
Fatima poured 5 ml of acid 'A' in a test tube and added 10 ml of acid 'B' to it. She then neutralised this new solution with the same base used above. How many drops of the base did she require?
5. It takes 20 ml of an acid to neutralise 30 ml of a base. If we take 20 ml of the base, how much acid would be required to neutralise it?

# PRINCIPLE OF THE BALANCE

8



Why do things fall to the ground when we hold them up and drop them? (1)

The force that pulls a body downwards is called its weight. You performed some experiments on this subject in the chapter 'Force is everywhere.' You also learned that this force acts on a body because of the earth's attraction.

In the marketplace, things like gold, silver, grain, pulses, sugar, vegetables, salt, oil, etc, are bought and sold actually by their weights.

When you buy or sell these things, what unit does the tradesman use to weigh them? (2)

Weight is measured in grams, kilograms and quintals. A kilogram contains 1,000 grams and a quintal contains 100 kilograms.

How many grams are there in a quintal? (3)

Milli means a thousandth part of something. If a gram is divided into 1,000 equal parts, each part is a milligram.

How many milligrams are there in a gram? (4)

How many milligrams are there in a kilogram? (5)

1 quintal = 100 kilograms

1 kilogram = 1,000 grams

1 gram = 1,000 milligrams

In earlier times, gold was measured in units called *tola*, *masha*, *ratti*, etc. But today, things are measured in milligrams, grams, kilograms and quintals.



Do you know of any other unit for measuring weight? List these units. (6)

How many grams are there in a *tola*? (7)

How many grams are there in a *masha*? If you do not know, find out from someone who does. (8)

Also, find out how many grams there are in other units of weight. (9)

Based on your answers to Questions 3 to 9, which units do you think are more convenient for measuring weights, and why? (10)

### BALANCES OF DIFFERENT KINDS

You may have come across different kinds of balances or scales for measuring weights — in shops, the grain market, the post office, the railway station, the goldsmith's, etc.

### DO A LITTLE EXPLORING

Go to these places and examine these balances used to measure weights. See how they work. Sketch them in your exercise book. (11)

### THE BALANCE IN YOUR KIT

Your kit contains a balance that can weigh 1 to 200 grams. Examine this balance and each of its weights carefully. It has two identical pans which should weigh the same. Each pan has three equally spaced holes. Attached to these holes are chains of equal length. The chains of each pan are attached to a hook. The hooks, in turn, are attached to the two ends of the beam of the balance. The weights of these hooks should also be equal.

Does your balance have a **rider**? (12)

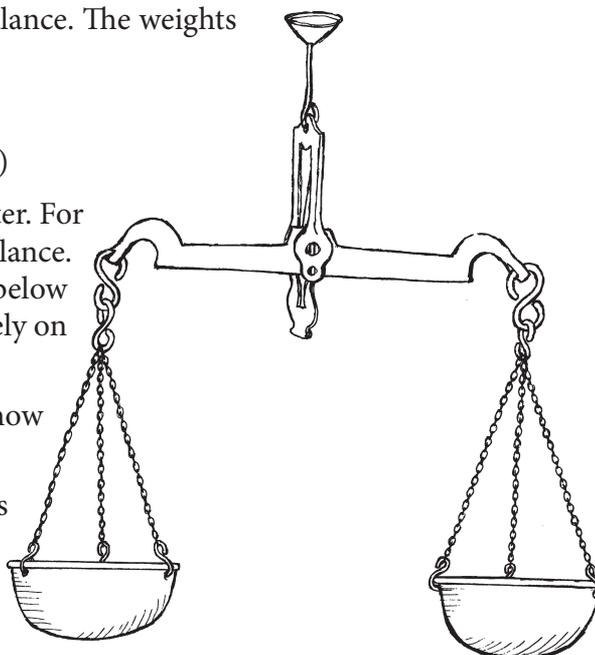
Why do you think a balance needs a rider? (13)

We shall discuss the importance of the rider later. For the moment, look carefully at the beam of the balance. It is fixed to a metal pivot at its middle, just below the needle of the balance. The beam moves freely on this pivot.

If the beam cannot move freely on the pivot how will this affect the balance? (14)

The needle at the centre of the beam indicates whether the pans are balanced and the balance is weighing items correctly or not.

If you hold up the empty balance by its handle and find that



- the beam leans to one side, or
- the pans of the balance are not level, or
- the needle of the balance does not point to the centre,

then would you call it a proper balance? (15)

If not, then what is a proper balance? (16)

What would be the position of the beam if two objects of equal weight are placed in the two pans of a proper balance? (17)

The scales are said to be **balanced** in this position.

In which position should the needle be when a shopkeeper says his scales are balanced? (18)

When the scales are balanced, we can exchange the contents of the two pans — shift the contents of the left pan to the right and the right pan to the left — and the scales will remain balanced.

Empty the pans of the balance in your kit and hold it up by its handle.

Is it balanced? (19)

Place a 1 gm weight in one of its pans.

What happened to the balance? (20)

Can you weigh a 1 gm weight with this balance? (21)

The English writing on the beam says “To weigh 200 grams” and its Hindi version is “200 ग्राम के लिए.” This means you cannot weigh more than 200 gm with this balance.

If you weigh objects heavier than 200 gm, your balance will be ruined.

If the balance is ruined, can you still weigh a 1 gm object? (22)

To answer this question, study your answer to Question 14.

Look carefully at the ends of the beam. There are holes with sharp inner edges at the ends. The pans are attached to hooks hung from these holes.

The hooks hang from two specific points in the holes at the ends of the beam.

Take a scale and thread and measure the distance between these points and the pivot in the middle of the beam. (23)

What did you find? (24)

You have just observed the essential characteristics of a two pan balance.

## THE WEIGHTS OF YOUR BALANCE

You may have observed shopkeepers weighing goods with their balances. They use weights of different measures. Your kit contains weights of 200 gm, 100 gm, 50 gm, 20 gm, 10 gm, 5 gm, 2 gm and 1 gm. You can weigh anything from 1 gm to 200 gm with your balance using these weights. Since there is only one balance and set of weights in the kit for the whole class, you will have to make your own balance and weights to perform the following experiments.

### A NOTE FOR THE TEACHER

There is only one balance and one set of weights in the kit. So get each group to make its own balance and set of weights. To help them do this, each group should be allowed to use the balance and weights in the kit to manufacture their own weights during free time.

### MAKE YOUR OWN WEIGHTS

You can make your own weights using the balance and weights in the kit. Some ways of making weights are given below. You can choose the way that suits you best.

1. Every coin has a fixed weight. Weigh different coins to find out their weights. Use combinations of these coins to obtain a desired weight. You could tie each lot of coins in a polythene bag and put a tag with the associated weight in grams. As far as possible, try to use new coins.
2. You could make weights from broken tiles, bricks or wood. The tiles or bricks can be scraped and the wood shaved down to the desired weight.
3. You could put heavy things like nails, pebbles, sand, ball bearings, nuts and bolts, marbles, etc, in a polythene bag to get a desired weight.
4. You could collect smooth pebbles of different sizes from the river bed and use them as weights.

You could think of several other ways of making your own weights.

Each group will need a set of weights for the following experiments. In addition to 1 gm and 200 gm weights, they will need two weights each of 20 gm, 30 gm, 40 gm, 50 gm, 60 gm and 100 gm. Each group must have this entire set of 14 weights.



9 gram



5 gram



3 gram



2 gram

## MAKE YOUR OWN BALANCE

Have you ever tried to make a balance before? Now that you know the important features of a balance, you can make one that weighs things accurately. It will certainly be more accurate than any balance you made earlier.

You could use bowls, the lids of tin containers or the caps of plastic bottles for your pans. But make sure both pans are identical.

What would you use for the beam? Think for a while about what you can use from the stuff available in and around where you live. Perhaps, you could ask the ironsmith or a mechanic to fashion an iron rod for the purpose. Or you could ask a carpenter to make you a wooden beam. Or else you could yourself trim a piece of bamboo and make holes or grooves in it. You could even try to make the pivot and the needle yourself. The more effort you put in, the better will your balance be.

Use materials that will permit you to weigh as little as 1 gm and as much as 200 gm with your balance. If you find it difficult to make a single balance to weigh this wide range of weights, make two separate balances — one for measuring small weights and one for heavier weights.

Now answer this question: Why did we suggest that you make two separate balances for light and heavy weights?

A goldsmith would not use a grain merchant's balance to weigh gold. Nor would you weigh the grain you buy on a jeweller's scales.

Can you explain why this can't be done? (25)

What special features must a balance possess to weigh light items? (26)

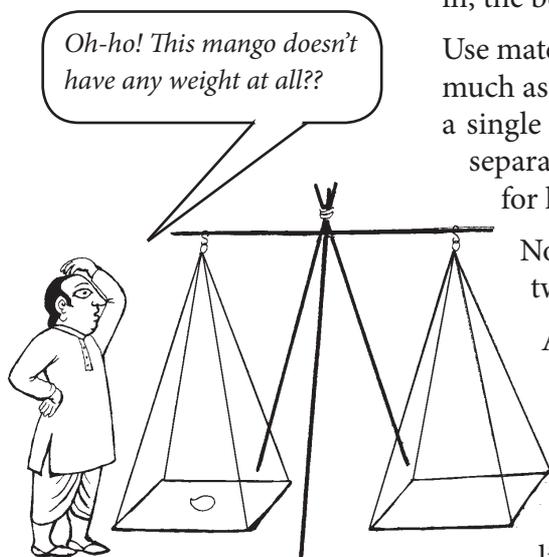
What special features must a balance possess to weigh heavy items? (27)

If you did make two separate balances, what differences were there in the materials you used in each balance? List these differences in a table. (28)

You will now perform several experiments using your weights and balances. So make sure your balances are sturdy. Perhaps these pictures of balances made by other students can provide some guidance to you (see Figure 1).

## HOW GOOD IS YOUR BALANCE?

Hold your balance by its handle and examine it. Push one end of the beam down with your finger, then let it go.



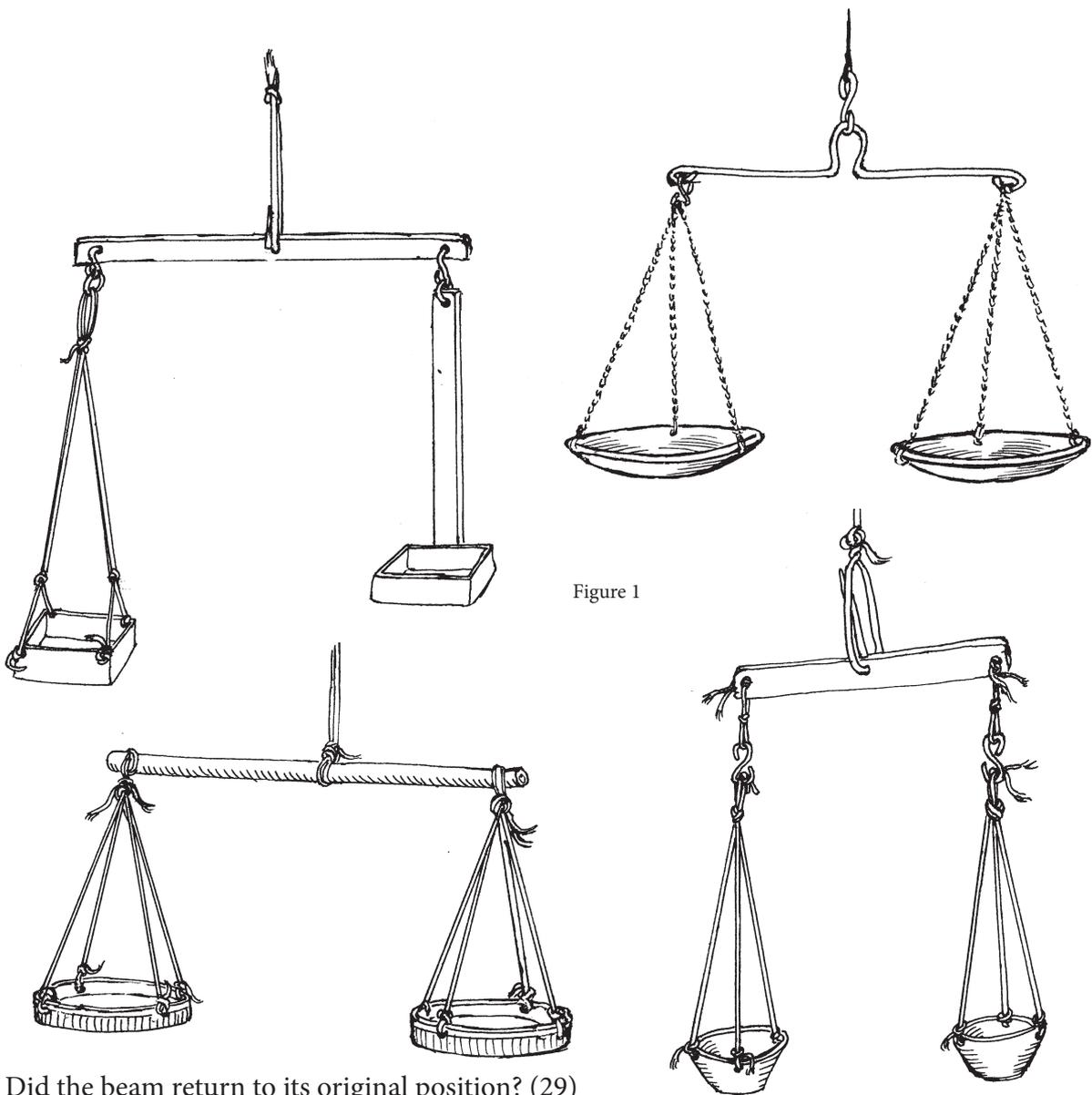


Figure 1

Did the beam return to its original position? (29)

The beam should swing freely and easily on the pivot at its midpoint. It should not get stuck. Each time you push the beam, it should return to its original position. If this does not happen, check what the problem is and rectify it.

### EXPERIMENT 1: FIXING THE RIDER

Hold up your balance again.

Is it balanced? (30)

If it is not balanced, then fix a rider to one side of the beam to balance it.

Which problem in your balance did you solve by using a rider? (31)

### EXPERIMENT 2: A SURE WAY TO TEST YOUR BALANCE

Place a 100 gm weight on each pan of your balance. Is it balanced?

If it is, it means your balance is properly constructed.

Putting equal weights on each pan of your balance is a sure way of testing whether your balance is correct or not. Use this test whenever you need to check your balance in the following experiments.

Even if your balance is properly constructed, you would still have to perform the following experiments to understand the principles of a balance. If you study some of the faulty balances made by your classmates you will get a clearer idea of these principles.

If your balance is faulty, there could be three possible reasons for the imbalance:

- there could be some problem with your weights, or
- there could be something wrong with your balance, or
- your weights and balance could both be faulty.

Check the weights you have made with the help of the balance and weights in the kit.

If your weights are faulty, rectify them. Test your balance once again by putting weights in both pans.

If your balance is still imbalanced, the fault is not with the weights. The problem must lie in the balance itself. This is a problem that cannot be solved by using a rider. So what could be the cause of the problem?

To understand the cause, you need to understand the principle of a balance. For this you will need to perform a few experiments.

### EXPERIMENT 3

Take a half metre scale. Tie a thick string around its middle. The scale should be balanced when it is held up by the string. That is, it should not lean to one side but should be **horizontal** or hang parallel to the ground.

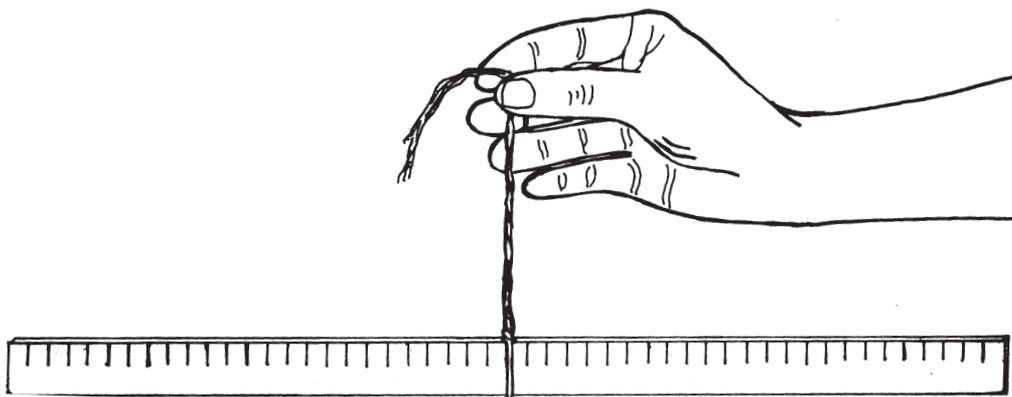


Figure 2

In this position, the point at which the string is tied is called the **balancing point**. Mark the balancing point on the scale and note its centimetre reading. Ensure that the string does not slip from this mark.

Take your 20 gm, 30 gm, 40 gm and 50 gm weights. Tie a thread around each weight to form a loop, as shown in Figure 3. You can hang these weights from the scale by these loops.

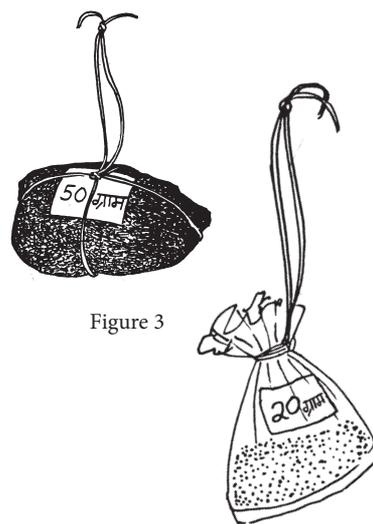


Figure 3

First hang the 20 gm weight exactly 10 cm to the left of the balancing point of your scale. The loop should hang exactly from the 10 cm mark. The correct way to hang the weight is shown in Figure 4.

Hang the other 20 gm weight on the other side of the balancing point. Its distance from the balancing point should be such that the scale is balanced when you lift it by its string handle.

How far from the balancing point did you hang the second 20 gm weight? (32)

Shift the left hand weight at 15 cm from the balancing point. Then slide the right hand weight until the scale is balanced.

How far from the balancing point did you have to hang the right hand weight this time? (33)

What conclusion can you draw about the relationship between balancing the scale and the distance at which the weights are hung from the balancing point? (34)

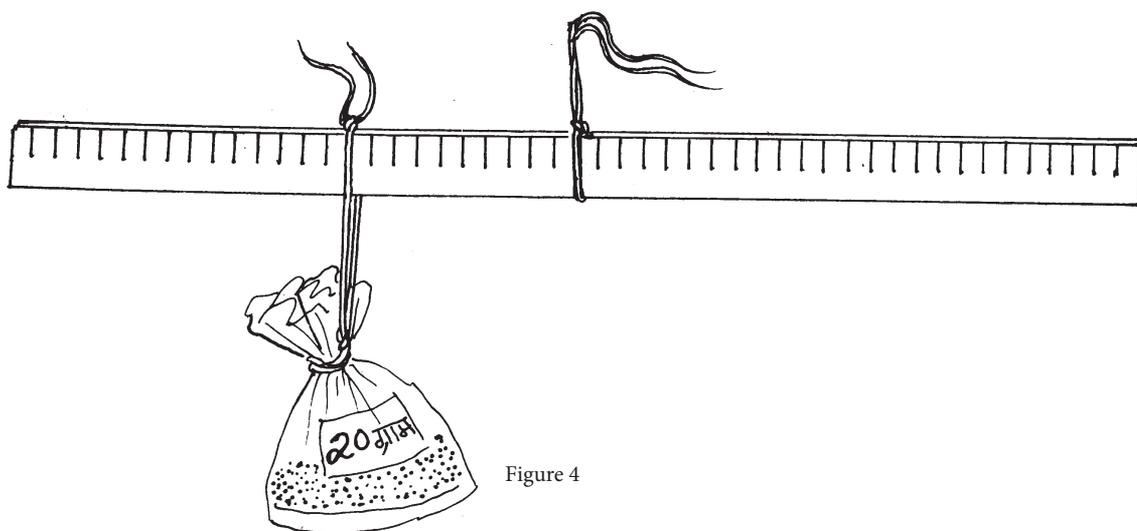


Figure 4

Repeat the experiment with the 30 gm, 40 gm and 50 gm weights, hanging them at different distances from the balancing point, and confirm whether your conclusion is correct or not. (35)

### SOLVE THIS RIDDLE

A balance has pans of the same weight and equal weights are placed in them. Yet the beam of the balance is not horizontal.



Based on your observations in Experiment 3, what do you think could be the problem with this balance? (36)

### RECTIFYING THE BALANCING ERROR

Measure the distance of the two pans from the balancing point in your own balance. Are these two distances the same? If they are not, make them equal. Is your balance correct now? Hold it up to find out.

### EXPERIMENT 4

Slide the string handle 1 cm to the left or right of the balancing point. Hang 20 gm weights at a distance of 20 cm on either side of this new point.

Is your scale balanced? (37)

Why do you think this happened? (38)

At the end of Experiment 3 you had measured the distance of the pans on either side of the balancing point and equalised these distances.

If your balance was still incorrect after this adjustment, then explain on the basis of your observations in Experiment 4 what could be the possible problem. (39)

### CHECKING THE BALANCING POINT

Remove the pans of your balance. Lift the beam by the handle.

Is it balanced?

If it isn't, correct the balancing point of the beam. Hang the pans at equal distances from this point.

Now check your balance again.

If the balance is still faulty, the only remaining possible reason for error could be the rider. It may not be in the correct position. Your balance will be accurate if you shift the position of the rider.

So rectify the rider.

This time your balance should become error free.

### DON'T LOSE HEART

If after doing all this your balance still poses problems, it could be that you erred in fixing the balancing point, or in hanging the pans

at equal distances on either side, or in fixing the rider. Recheck each step and try to find out where you may have erred. Rectify your error and fix your balance.

### HOW USEFUL IS YOUR BALANCE?

What is the smallest weight you can weigh with your balance? Experiment and find out. (40)

In your estimation, what is the heaviest weight you can weigh on your balance? (41)

### EXPERIMENT 5

Your balance is ready. Let us now weigh some things with it. There are three aluminium blocks of different sizes in your kit.

Weigh these blocks on your balance and record their weights in your exercise book. (42)

Your balance and weights are only to be used in your experiments. Do not use them for buying and selling things in the marketplace. It is a legal offence to use a balance and weights that do not carry the stamp of the Inspector of Weights and Measures.



### EXPERIMENT 6: A CLOSER LOOK AT THE PRINCIPLE OF A BALANCE

In Experiment 3 you used equal weights on the two sides of your balance. We shall now repeat this experiment but with different weights.

Balance your scale by sliding the string handle back to the balancing point.

Hang a 20 gm weight 16 cm to the left of the balancing point. Hang a 40 gm weight on the right side. Now balance your scale.

How far from the balancing point did you have to slide the 40 gm weight? (43)

Now hang the 20 gm weight 24 cm to the left of the balancing point.

How far away did you have to hang the 40 gm weight to balance your scale this time? (44)

Hang the 40 gm weight 7 cm to the left of the balancing point. Estimate the distance at which you will have to hang the 20 gm weight in order to balance your scale. (45)

Check your answer by actually performing the experiment.

If you hang the 40 gm weight 11 cm to the left of the balancing point, where would you have to hang the 20 gm weight to balance your scale? (46)

Repeat the experiment with a 30 gm weight on one side and a 60 gm weight on the other.

Explain the conclusion you have drawn from this experiment. (47)

#### EXPERIMENT 7: THE PRODUCT OF BALANCING: GRAM × CENTIMETRE

If we combine the conclusions of Experiment 3 and Experiment 6, we arrive at the principle on which a balance works. Let us perform this experiment in even finer detail to understand this principle more thoroughly.

Copy Table 1 in your exercise book and fill the data from Experiment 3 and Experiment 6 in the table.(48)

Table 1

|              | S.No | On the left side/pan |                                     |                   | On the right side/pan |                                     |                   |
|--------------|------|----------------------|-------------------------------------|-------------------|-----------------------|-------------------------------------|-------------------|
|              |      | Weight in grams      | Distance from balancing point (cms) | Product (gram cm) | Weight (grams)        | Distance from balancing point (cms) | Product (gram cm) |
| Expt. 3      | 1    | 20                   | 10.0                                | 200.0             | 20                    |                                     |                   |
|              | 2    | 20                   | 15.0                                | 300.0             | 20                    |                                     |                   |
| Expt. 6      | 1    | 20                   | 16.0                                | 320.0             | 40                    |                                     |                   |
|              | 2    | 20                   | 24.0                                | 480.0             | 40                    |                                     |                   |
|              | 3    | 40                   | 07.0                                | 280.0             | 20                    |                                     |                   |
|              | 4    | 40                   | 11.0                                | 440.0             | 20                    |                                     |                   |
| Experiment 7 | 1    | 10                   | -                                   | -                 | 20                    | 10.0                                | 200.0             |
|              | 2    | 30                   | -                                   | -                 | 20                    | 20.0                                | 400.0             |
|              | 3    | 40                   | -                                   | -                 | 20                    | 20.0                                | 400.0             |
|              | 4    | 50                   | -                                   | -                 | 20                    | 20.0                                | 400.0             |
|              | 5    | 60                   | -                                   | -                 | 20                    | 20.0                                | 400.0             |
|              | 6    | 50                   | 7.0                                 | 350.0             | 20                    | -                                   | -                 |
|              | 7    | 50                   | 7.0                                 | 350.0             | 30                    | -                                   | -                 |
|              | 8    | 50                   | 7.0                                 | 350.0             | 40                    | -                                   | -                 |

Hang a 20 gm weight 10 cm to the right of the balancing point. Hang a 10 gm weight on the left side and balance your scale.

Record your results in the table. (49)

What did you learn in each experiment? (50)

Do you now understand the principle which emerges from these three experiments? Discuss the principle with your teacher and explain it in writing. (51)

Hang a 20 gm weight 20 cm to the right of the balancing point. Now balance your scale using, one by one, the 30 gm, 40 gm, 50 gm and 60 gm weights. Record your results in the table.

Hang a 50 gm weight 7 cm to the left of the balancing point. On the right side, hang, one by one, a 20 gm, 30 gm and 40 gm weight and balance your scale. Record your results in the table.

Make the calculations to fill in the 'product' column of your table. Some products have been given as examples, so you should be able to fill in the rest of the column.

Compare the products on the left side of the table to those on the right side.

### THE EQUATION OF THE BALANCE

You have solved many equations in your mathematics class. We use the equal sign (=) to depict equality of both sides of an equation.

The product on the left side in these experiments was:

(weight on the left side) x (distance of weight from balancing point)

The product on the right side was:

(weight on the right side) x (distance of weight from the balancing point)

Write your principle in the form of an equation. (52)

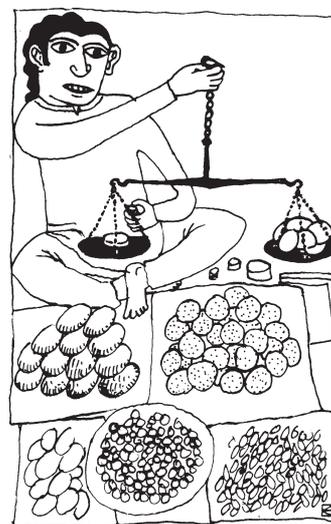
This equation is the formula for the principle of the balance.

### EXPERIMENT 8: USING THE FORMULA TO WEIGH A HEAVY OBJECT WITH SMALLER WEIGHTS

Study the conclusions you reached in Experiment 7. You have a half-metre scale with a string handle at its balancing point.

If you are given a 40 gm weight, can you find the weight of the largest aluminium block in your kit? Explain in your own words. (53)

Hang the aluminium block 4 cm to the left of the balancing point. Then hang the 40 gm weight on the right side of the balancing point and balance your scale.



Note the distance of the weight from the balancing point. (54)

What is the product of the right side of your scale? (55)

This product will equal the product of the left side of your scale, on which is hung the aluminium block whose weight you do not know.

Now using the formula of the principle of the balance, calculate the weight of the aluminium block. (56)

Carefully store your balance and weights. You will need them in the remaining chapters.

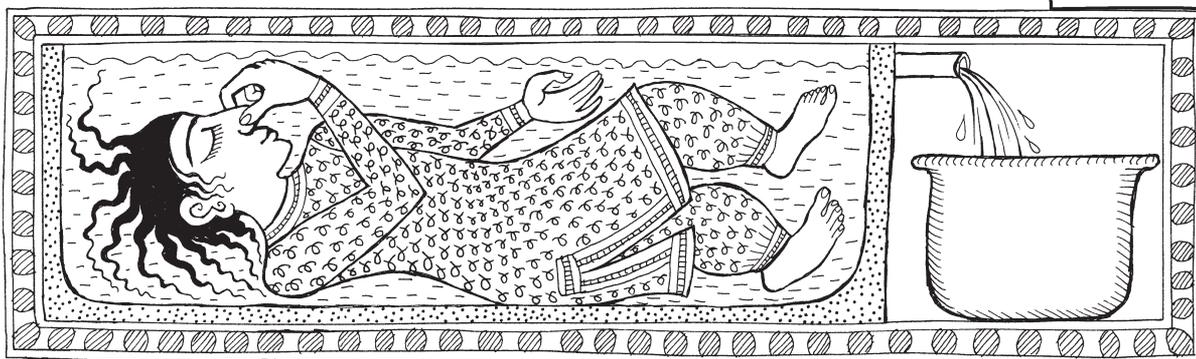
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#### NEW WORDS

|           |                 |         |
|-----------|-----------------|---------|
| Rider     | Horizontal      | Balance |
| Imbalance | Balancing point |         |

# RELATIVE DENSITY

9



You know that some things float in water and some things sink in it. But have you ever taken one of those things that float in water and tried to see if it floats in kerosene?

## HAVE A LITTLE FUN

Take a boiling tube and fill it about halfway with water. Add 15 to 20 ml of kerosene to the water. Drop in one by one, 2 to 3 plastic buttons, 1 or 2 pins, pieces of a matchstick, small pebbles, tiny paper balls, some sand, bits of wax, etc, and see what happens. Close the mouth of the boiling tube and shake it well. Wait for some time and again observe what happens.

Did kerosene float above the water or did water float above the kerosene? (1)

Which objects floated in kerosene? (2)

Why didn't they sink in kerosene? (3)

Which objects sank in kerosene but floated in water? (4)

Why were they stuck in between? (5)

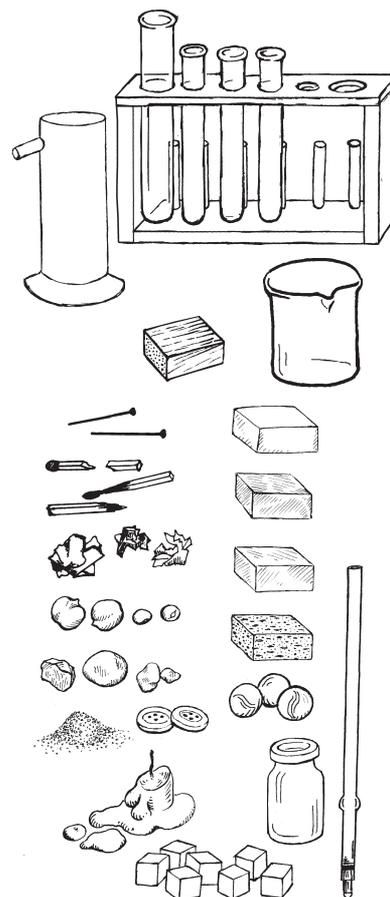
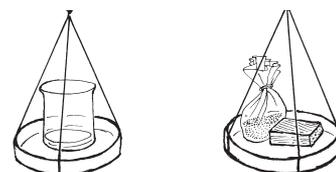
Which objects sank in water? Why did they sink? (6)

Draw a diagram of the boiling tube, showing the results of your experiment. (7)

Why did different objects behave differently? Which objects floated in which liquid and sank in which liquid? We shall try to find answers to these questions in this chapter.

## SOME QUESTIONS, SOME ANSWERS

You know that a glass marble sinks in water while a matchstick floats in it.



Can you tell why this happens? (8)

You would probably say that the marble sank because it is heavy while the matchstick floated because it is light.

Is this what you think? (9)

Perform the following experiment and again think about the problem.

Take a glass marble and a wooden block.

Which is heavier? (10)

Float each separately in water.

What happened? Based on the results of this experiment, will you still say a light object floats while a heavy object sinks? (11)

### WHAT IS HEAVY, WHAT IS LIGHT?

To understand the results of the experiment we just did, we must understand the meaning of the term heavy. We use this word in our everyday life in two ways: We say “Two quintals of wood are heavier than one quintal of iron”. But we also say “Iron is heavier than wood”.

Can you explain the difference in meaning of the word ‘heavier’ in both these sentences? (12)

Scientists try to ensure that each word they use has only one meaning for everyone. So let’s see in what way these two sentences differ.

The first sentence says if we keep two quintals of wood in one pan of a balance and one quintal of iron in the other, the beam of balance will tilt towards the pan with wood in it.

What is the meaning of the second sentence?

When we say iron is heavier than wood, it means if we take a piece of iron and a piece of wood of the same size and weigh them, the iron will be heavier than the wood. In the language of science, we say: “Iron is denser than wood”.

To understand this better, consider the two examples below.

#### Example 1

Neeraj took some wheat to the mill to grind. He filled a tin box to the brim with wheat. After the wheat was ground, Neeraj found that the box was not big enough to carry all the ground wheat.

Can you explain why this happened? (13)

Which is heavier:  
one quintal iron or  
one quintal cotton?



## Example 2

A bottle in the school laboratory holds one kg of water when filled to the brim. The teacher gave this bottle to Shama and asked her to get one kg of oil. The shopkeeper filled the bottle up to the brim with oil after weighing one kg of it, but there was still some oil left over.

Why did this happen? (14)

Which is denser — water or oil? (15)

Suppose we take two test tubes of the same size and fill one to the brim with water and the other with oil.

On the basis of your answer to question 15, explain which will weigh more? (16)

### WHO IS DENSER: RELATIVE DENSITY

Your science kit contains two equal sized blocks made of wood and metal.

Which of these two blocks is heavier? (17)

Can you tell which one is denser? (18)



### SOLVE THIS PROBLEM

You have two blocks. You do not know what material they are made of. The volume of one block is 30 cubic cm while the other is 60 cubic cm. The second block is heavier than the first.

Based on this information, can you tell which of the two blocks is denser? (19)

When the volume of two objects is different, it is difficult to tell which object is denser solely on the basis of its weight. One way in which we can compare the denseness of different objects is to take equal volumes of the objects and compare their weights. But this is not always possible.

There is another simple method. Let's perform an experiment and learn this method.

But first, check your weighing balance. We shall have to weigh objects several times to find how dense they are, so your balance should function properly. The way to check your balance is explained in the chapter 'Principles of the Balance'.

We shall use a method of comparing the denseness of each object with water. In the following experiment we shall find out how many times each solid object is denser than water. This is called as the **relative density** of that object. To find the relative density of

an object, we must first weigh the object and then weigh an equal volume of water. The two weights are then compared. Let us perform an experiment to understand how this is done.

### EXPERIMENT 1

Take an overflow vessel and a 50 ml measuring cylinder from your kit. You already have a weighing balance and weights.

Copy Table 1 in your exercise book and record the results of your experiment in it. First we shall find out the relative density of iron using the block.

Weigh the empty 50 ml measuring cylinder. Remember that you will have to use the same measuring cylinder throughout the experiment. Otherwise your results may not be correct.

Note the weight of the cylinder in the table. (20)

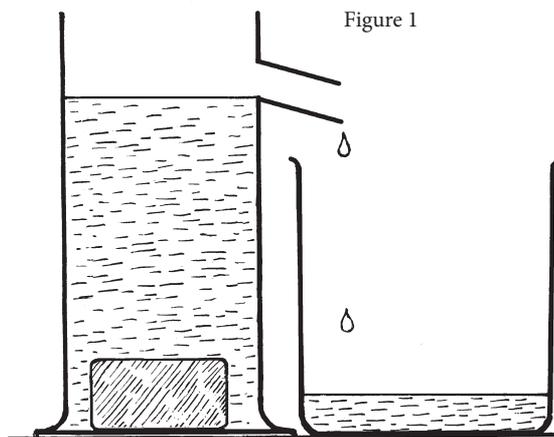
Weigh the iron block.

Record this in column 3 of the table. (21)

**Table 1: Relative density of solid**

| Weight of measuring cylinder ..... gm..... |                |                  |                                                  |                                     |                  |
|--------------------------------------------|----------------|------------------|--------------------------------------------------|-------------------------------------|------------------|
| S. No                                      | Name of object | Weight of object | Weight of displaced water together with cylinder | Weight of water displaced by object | Relative density |
| (1)                                        | (2)            | (3)              | (4)                                              | (5)                                 | (6)              |
|                                            |                |                  |                                                  |                                     |                  |
|                                            |                |                  |                                                  |                                     |                  |
|                                            |                |                  |                                                  |                                     |                  |

Figure 1



We need to find the weight of water equal to the volume of the iron block. Only then can we find out how dense the block is compared to water. That is, the relative density of the block. We require the overflow vessel for this purpose.

Pour water in the overflow vessel until it starts dripping from its beak. When water stops dripping from the beak, place the 50 ml measuring cylinder under it. Slip the block gently into the water, ensuring that water does not splash out. Once the block is in the overflow vessel, water flows out of the beak and collects in the cylinder. Wait till the flow stops.

Weigh the cylinder with the water that overflowed and record the weight in column 4. (22)

If we subtract the weight of the measuring cylinder from this weight, we get the weight of water.

This is the weight of water displaced by the iron block. Record it in column 5 of the table. (23)

Based on what you learned in the chapter 'Volume' in Class 7, say whether the volume of this water is equal to the volume of the block. (24)

We can find the relative density of the block by taking the weight of the block and dividing it by the weight of that equal volume of water. This tells us how many times the block is denser than water.

$$\text{Relative density} = \frac{\text{weight of the object}}{\text{weight of water equal to the volume of the object}}$$

Find the relative density of the block and record it in column 6 of the table. (25)

Repeat the experiment with other objects made of iron like nails, weights, etc.

Record your observations in the table. Also, calculate the relative density of each item and note it in the table. (26)

Check the relative density of iron in the table and say whether this relative density increases, decreases or remains almost same with the increase or decrease in volume of the items. (27)

Is iron more or less dense than water? (28)

Find the average relative density of iron from the figures in your table. (29)

One interesting aspect of relative density is that it has no units. Till now whenever we have measured something we have had a unit of that measurement. For example: the unit for volume is cubic cm, for speed it is cm per sec, etc. We shall discuss later why there is no unit for relative density.

## EXPERIMENT 2

Find the relative density of other objects using this same method. For example, wooden block, rubber block, glass slide, plastic cubes, etc. You can even use glass marbles, stones, cork, etc. But remember, whatever object you take,

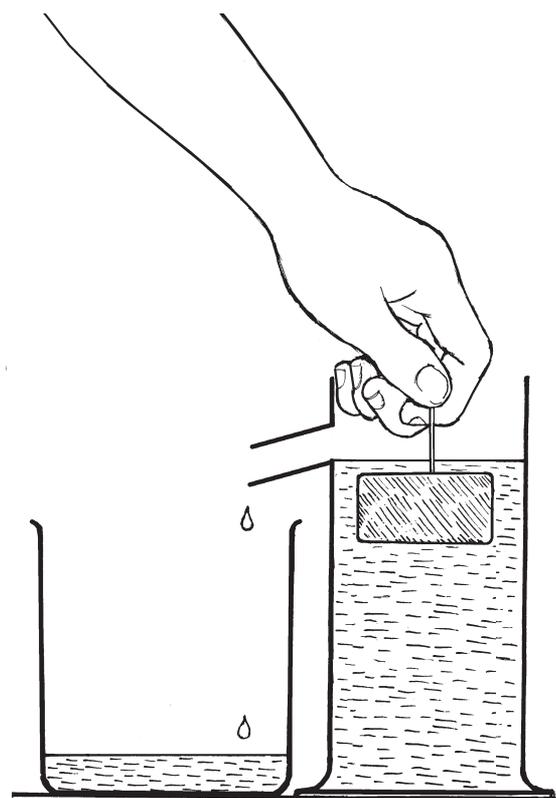


Figure 2

its volume should be more than 20 ml. For example: one glass slide will be insufficient. You will have to take 10 slides for the experiment.

Be careful about another thing. When you are collecting the water being displaced by the object, it should remain fully immersed. If the object floats when placed in water then stick a pin into it and use that to fully immerse the item. But your fingers should never get in the water while doing so.

Find the relative density of various objects and record the results in Table 1. (30)

Based on the table, answer the following questions.

Do objects that have a relative density of less than 1 sink or float in water? (31)

Do the objects that sink in water have a relative density less than 1 or more than 1? (32)

Explain in your own words the relationship between relative density and the floating-sinking of objects. (33)

We have just discussed the relative density of solid objects. We can also find the relative density of liquids following this method. For this, we again need to find the weight of a fixed volume of the liquid and the weight of an equal volume of water. The formula for finding the relative density of a liquid will be the same:

$$\text{Relative density} = \frac{\text{weight of the liquid}}{\text{weight of the same volume of water}}$$

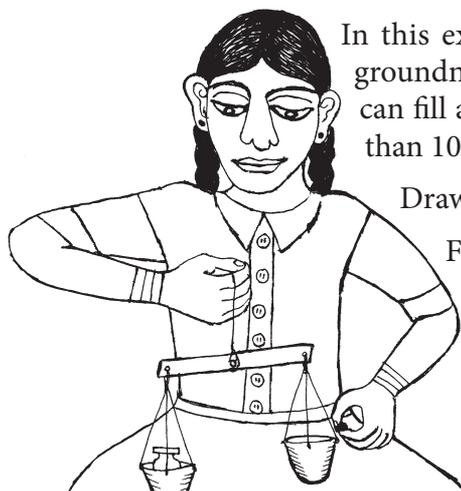
Come on then, let us find out the relative densities of a few liquids.

### EXPERIMENT 3

In this experiment we shall find the relative density of milk, groundnut oil and kerosene. Take a small bottle in which you can fill about 50 ml of liquid. The bottle should weigh not less than 10 gm.

Draw Table 2 in your exercise book.

First measure the weight of the empty bottle. Then fill the bottle to its brim with water, put the cap in its place and find out the total weight. Remember to fill the bottle up to its brim in every case. Fill the bottle in this way with the four liquids one by one, and find out each one's weight.



Enter your observations in Table 2. (34)

The volumes of the liquids in the bottle were the same. We can, thus, find their relative densities using the previous equation.

**Table 2: Relative density of liquid**

Weight of the empty bottle = ..... gm.....

| S. No | Name of object | Weight of bottle filled with liquid (gm) | Weight of liquid (gm) | Relative density |
|-------|----------------|------------------------------------------|-----------------------|------------------|
| 1.    | Water          |                                          |                       |                  |
| 2.    | Milk           |                                          |                       |                  |
| 3.    | Groundnut oil  |                                          |                       |                  |
| 4.    | Kerosene       |                                          |                       |                  |

Calculate the relative densities and note the figures in the table. (35)

Answer the following questions by comparing Table 1 and Table 2.

If groundnut oil is poured over water, which liquid will float on top? (36)

If we put a wooden block in kerosene, will it float or sink? Give reasons for your answer. (37)

#### A SIMPLE QUESTION

A piece of wax floats in water but the same piece sinks in liquid 'A'.

Based on this observation, say whether the relative density of liquid A is less than 1 or greater than 1? (38)

#### WATERY MILK OR MILKY WATER?

Can we use relative density to find out whether water has been added to milk or not? Let's try and find out.

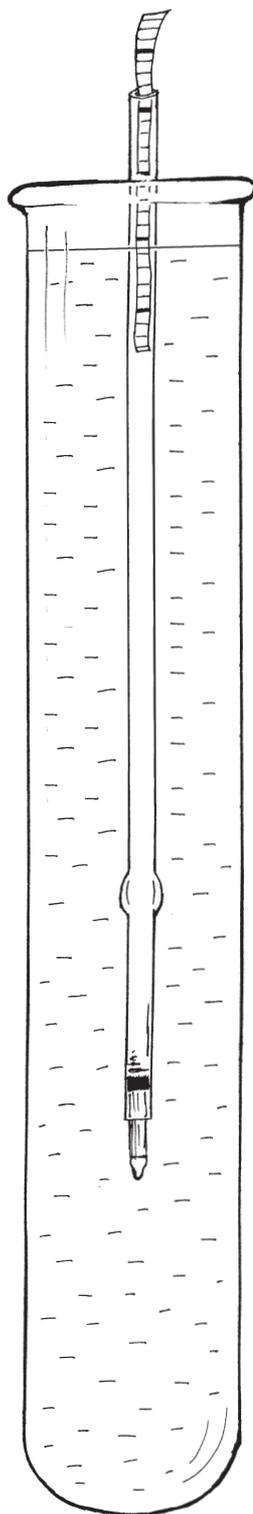
If we mix some water in milk, will the relative density of the mixture be less than or more than the relative density of milk itself? Refer to Table 2 to find the answer. (39)

If we take two bottles of equal volume and pour pure milk in one and milk mixed with water in the other, which one will be heavier? (40)

Can this method be used to find out if water has been added to milk? (41)

We can use a simple instrument to find this out. It is called a **lactometer**.

Figure 3



#### EXPERIMENT 4: MAKE A LACTOMETER

This is a simple instrument that you can easily make yourself.

Take an empty ball point refill. It should have a metal point. Cut out a 6 cm long strip from a graph paper, which should be about 4 mm wide. Roll this strip along its width and insert the roll inside the refill. Twist the upper end of this strip. Next take a boiling tube and fill it with water. Put the refill in that, with the metallic point inside the water.

Did the refill sink completely or is some part of it above the water surface? (42)

Take help of the graph paper to figure out how much the refill has sunk. You can count the lines of the graph paper which are inside the submerged part of the refill for this purpose. Otherwise use a pen to mark the point on the refill that is at the water surface (as shown in the figure). Pour out the water from the boiling tube and fill it with milk. Float the refill in the milk.

Did the refill sink to the same mark as in water? If not, did it sink more or less in milk than in water? Why did this happen? (43)

Put a second mark at the point where the refill is at the surface of the milk. Now pour a mixture containing equal amounts of milk and water in the boiling tube.

If we put the refill in this mixture, to which point will it sink? Take a guess. (44)

Test if your guess is correct by actually dipping the refill in the milk-water mixture.

#### TEST OF ADULTERATION: THE STORY OF ARCHIMEDES

In Experiment 4 we used a lactometer to find out whether milk was adulterated with water. How can we check adulteration in a solid object? A scientist named Archimedes had faced a similar problem many, many years ago. His king had a crown made of gold. It was a beautiful crown and the king liked it immensely. But he had doubts about whether the crown was made of pure gold or whether the jeweler had adulterated it. He called Archimedes and asked him to find out. But he placed one condition — Archimedes should not break or destroy the crown.

Archimedes thought hard and long. How could he solve the problem?

You can solve this problem by using the experiments that you came across in this chapter. Think for a while.

The questions below give you hints on how to solve the problem.

Discuss these questions in class and solve the king's problem.

How much water does an object displace when it is completely immersed in water?

If we take the crown and an equal weight of gold and measure the amount of water they displace, will the amounts of water be equal?

Will the crown and gold displace different volumes of water? Discuss among yourselves.

Were you able to think of a method for solving the king's problem? If you were, explain it. (45)

How did Archimedes solve the problem? The story goes that he decided to take a bath one day. The bathtub was full to the brim. When Archimedes got into his bathtub, he noticed that some water overflowed. This gave him the idea to solve the problem of the king's crown. He was so excited that he got out of his bathtub and, forgetting to put on his clothes, ran naked to the king's palace shouting "Eureka, Eureka". "Eureka" means 'I found it' in Greek.



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#### NEW WORDS

Lactometer

Eureka

Relative density

### EXERCISES FOR REVISION

1. Given below are the relative densities of two objects.

$$A = 1.5 \quad B = 1.7$$

If the weights of the two objects are equal, which one will displace more water? Give reasons for your answer.

2. Some figures are given below. Calculate which of the objects listed in the table will float in water and which will sink.

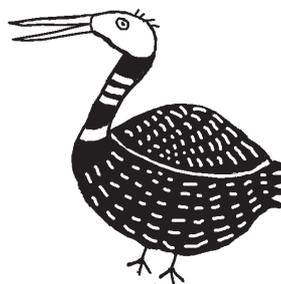
3. You are given a 1 kg weight of iron. You are also given an iron ball

| Name of object | Weight of object | Weight of displaced water | Sinks or floats |
|----------------|------------------|---------------------------|-----------------|
| Iron block     | 100 gm           | 8 gm                      |                 |
| Piece of ice   | 50 gm            | 55 gm                     |                 |
| Plastic block  | 30 gm            | 25 gm                     |                 |

The weight of the ball is also 1 kg. How will you explain whether the ball is made of pure iron or whether it is adulterated?

4. You are given two test tubes. One contains water and the other sugar solution. You do not know which test tube has which liquid. One way to check is to taste both liquids. But if you are not allowed to taste, how will you identify them?

There are two possible methods. Can you explain the two methods?



### UNIT FOR RELATIVE DENSITY

While discussing area, volume, etc, it was stressed that every measurement must have a proper unit. So then, what is the unit for relative density? Let us see how one finds out about the unit of a measurement. On the same basis we shall find the unit for relative density.

We know that speed of an object is the distance covered by that object in a unit of time. That means:

$$\text{Average speed} = \frac{\text{distance covered}}{\text{time taken to cover that distance}}$$

Let us write the unit for each quantity in the formula.

$$\text{Average speed} = \frac{\text{cm}}{\text{second}} = \text{cm per sec}$$

What can be the unit for relative density?

First we shall write the formula for relative density.

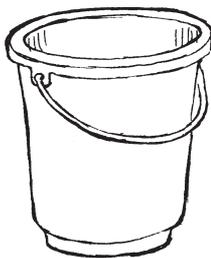
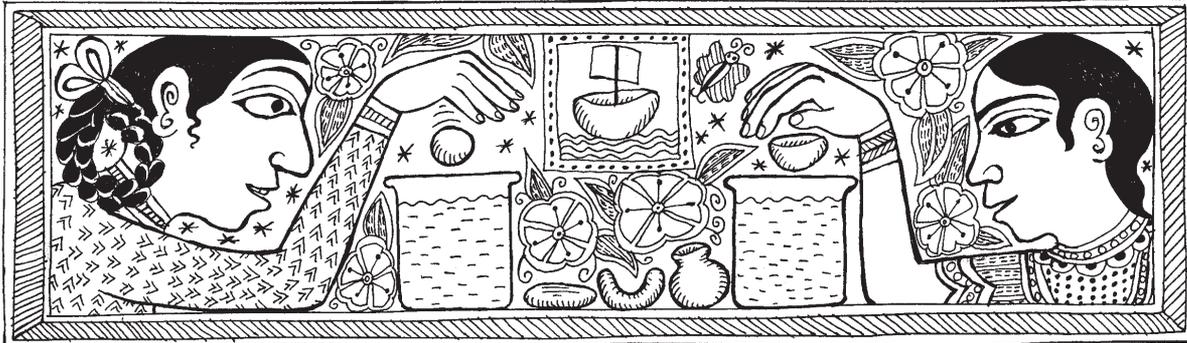
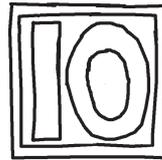
$$\text{Relative density} = \frac{\text{Weight of the object}}{\text{Weight of an equal volume of water}}$$

The next step is to write the unit for each quantity. One of the units for weight is gram. Hence, wherever the word weight comes we shall write gm

$$\text{Relative density} = \frac{\text{gm}}{\text{gm}}$$

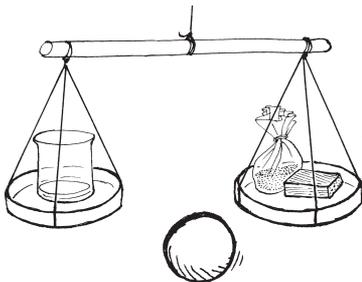
When you divide gram by gram, what do you get? Can you now reflect on this and say why there is no unit for relative density?

# WHAT SINKS, WHAT FLOATS?



You had performed some experiments and learned about relative density in the earlier chapter. Let's recall a few of the main points of that chapter. To help you remember what you learned, fill in the blanks in the following sentences.

To find the relative density of a substance, we need to know the weight of the substance and the weight of an ..... of water. (1)

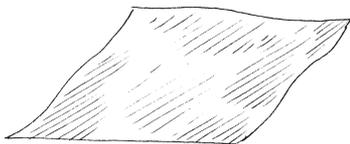


The unit to measure relative density is ..... (2)

If we take equal volumes of two substances, the weight of the substance with a higher relative density will be ..... (3)

The relative density of substances that float in water is ..... (4)

If two substances have the same weight, the volume of the substance with a higher relative density will be ..... (5)



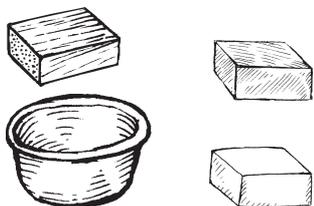
Now a question about substances that sink.

Explain on the basis of relative density why a block of iron sinks in water. (6)



In this chapter we shall try and see how substances with a relative density greater than 1 can be made to float on water.

## EXPERIMENT 1: MAKING IRON FLOAT



You saw what happens when you put a block of iron in water. Now take an iron vessel or container and try to float it on water.

Does the iron container float on water? (7)

Iron has a relative density greater than 1. So how does the iron container float on water? Before looking for an answer to that question, let's perform another interesting experiment.

### EXPERIMENT 2: A BOWL MADE OF WHEAT FLOUR

Knead a little wheat flour and mould it into the shape of a bowl and place it in water.

Does the bowl float on water? (8)

Now squash the wheat flour bowl into a ball and try to float this ball on water.

Does the ball of wheat flour float on water? (9)

Are the relative densities of the wheat flour bowl and the ball of wheat flour different? Then why does the bowl float and the ball sink?

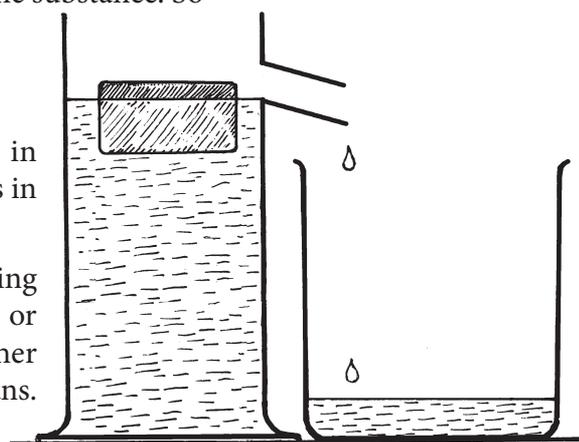
We saw in the earlier chapter that substances with a relative density greater than 1 sink in water. But in Experiments 1 and 2, we saw that objects made from substances with a relative density greater than 1 can sometimes float on water. So it seems we cannot judge whether a substance will sink or float only on the basis of its relative density. There is definitely some other factor we need to take into account. Let's investigate what this special property is, which a substance that floats has but a substance that sinks doesn't have?

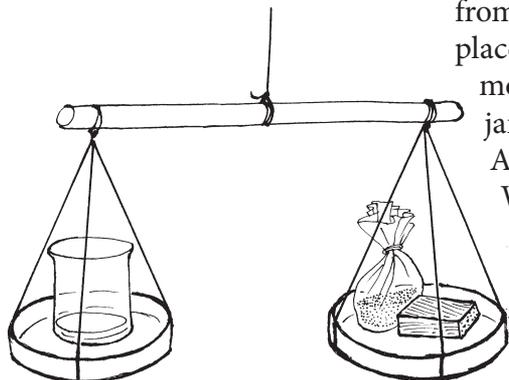
In the earlier chapter we had compared the weight of the substance with the weight of the water it displaces to find its relative density. In that experiment, we immersed the substance fully in water and collected the water it displaced. We shall now do the same experiment, but with a slight difference. The substance will again be put in water. But this time, if it sinks we'll let it sink and if it floats, we'll let it float. We'll collect the water displaced in both cases — whether the substance sinks or floats. We'll then compare the weight of water displaced with the weight of the substance. So let's begin the next experiment.

### EXPERIMENT 3

Before beginning the experiment, copy Table 1 in your exercise book. Note down your observations in this table.

Place a beaker on the pan of an accurate weighing balance. If a beaker is not available, a small bowl or container will do. Pour enough sand or any other substance in the other pan to balance the two pans. Let the sand remain in the pan.





Fill water in an overflow jar. Wait until the water stops dripping from its outlet. Then take the beaker from the weighing balance and place it below the outlet of the overflow jar. Take a wooden block, moisten it with water and then place it gently into the overflow jar. Don't forcefully submerge the wooden block in the water. Also, ensure that it does not block the outlet of the overflow jar. Water will flow out of the overflow jar and collect in the beaker.

Do you think the weight of the water displaced by the wooden block will be less than or equal to or more than the weight of the wooden block? Take a guess. (10)

Place the beaker containing the displaced water on the empty pan of the weighing balance. Take the wooden block, wipe it clean of water and place it on the pan that contains the sand.

Do the two pans balance? (11)

Is the weight of the water displaced by the wooden block less than, equal to or more than the weight of the wooden block? Note your observation in Table 1. (12)

Repeat this experiment with several other substances that float or sink. Things that float could include a small bowl, a ball, a steel container, a bottle and your wheat flour bowl. In each case, check whether the weight of the water displaced is less than, equal to or more than the weight of the substance.

Note your observations in the table. (13)

**Table 1**

| S.No. | Name of substance   | Weight of displaced water |                     |                      |
|-------|---------------------|---------------------------|---------------------|----------------------|
|       |                     | Less than the object      | Equal to the object | More than the object |
| 1.    | Wooden block        |                           |                     |                      |
| 2.    | Rubber ball         |                           |                     |                      |
| 3.    | Bowl                |                           |                     |                      |
| 4.    | A fruit that floats |                           |                     |                      |
| 5.    | A fruit that sinks  |                           |                     |                      |
| 6.    | Wheat flour bowl    |                           |                     |                      |

Your class teacher will now draw a **collective table** on the board. The results of all the groups should be entered in this table. If any

group has a result that is very different from the other groups, that group should repeat the experiment and verify the results.

On the basis of the collective table, explain the relationship between the weights of the substances that float and the weights of the water they displace. (14)

Can you express this special property of substances that float in the form of a theory? (15)

The special property of floating substances that you identified in this experiment was first discovered by a Greek scientist called Archimedes.

Test your theory by experimenting with several different substances that float.

### THINK IT OVER

You had earlier performed an experiment with a wheat flour bowl. The bowl floated on water.

On the basis of Experiment 3, estimate how much water this wheat flour bowl will displace. (16)

If the same wheat flour is rolled into a ball, it will sink in water.

Is its relative density lesser or greater than 1? (17)

The relative density of iron is also greater than 1. Can you think of a way to make iron float on water? (18)

Perhaps the following experiment will give you some ideas about how you can float iron on water.

### EXPERIMENT 4

Take a small sheet of aluminium foil. Fold it four or five times, pressing the foil tight after each fold. You already know the relative density of aluminium from an earlier experiment.

Given the relative density of aluminium, do you think the foil will float or sink in water? (19)

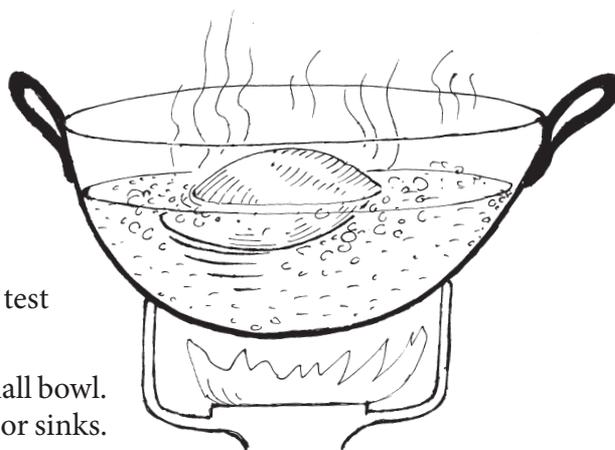
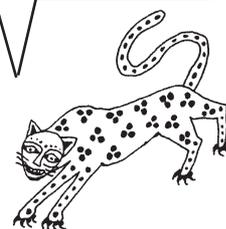
Drop the folded aluminium foil in the water and test whether your guess is correct or not.

Now unfold the aluminium foil and make it into a small bowl. Place this bowl in the water and see whether it floats or sinks.

How much water did the aluminium foil bowl displace? Explain on the basis of your theory of floating substances. (20)

Can you now explain why large ships made of iron and steel float on water while a small block of iron sinks? (21)

*A balloon filled with hydrogen floats in the air as well. How much air does it displace?*



### A HOT QUESTION

You may have seen puris being fried in oil. When the raw puri is put into the pan of oil, it sinks first. But after some time, it rises to the surface of the oil and floats.

Why does this happen? Can you explain in your own words? (22)

### A COLDER QUESTION

Have you ever seen ice floating on water? You know that ice is formed from water. So how does it float on water?

If ice floats on water, what is the relationship between its weight and the weight of water it displaces? (23)

If we take a kilogram of water and a kilogram of ice, which one would have the larger volume? (24)

### A RIDDLE

Imagine a mug floating in a bucket of water. The water level is marked on the inner rim of the bucket.

Now suppose we immerse the mug in water in such a way that it first fills with water before it sinks.

Can you guess what effect the sunken mug will have on the water level in the bucket?

- Will the water level remain the same?
- Will the water level rise?
- Will the water level fall?

Give reasons for your answer. (25)

Test whether your guess was correct or not by actually doing the experiment. Write the results of your experiment in your own words. (26)

### ANOTHER RIDDLE

Imagine a mug floating on water in a bucket. The mug contains a little water. The water level in the bucket has been marked.

We empty the mug in the bucket and again float it on the water.

What effect would this have on the water level in the bucket? (27)

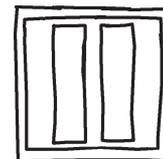
Do the experiment and see whether your guess was correct. Explain, with reasons, why the water level in the bucket was affected. (28)

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### NEW WORDS

Unit                      Collective table

# THE RATE OF CHEMICAL REACTIONS



You have done experiments to produce gases like carbon dioxide and oxygen. How quickly was the gas produced in these experiments? Did it take some time for the gas to form?

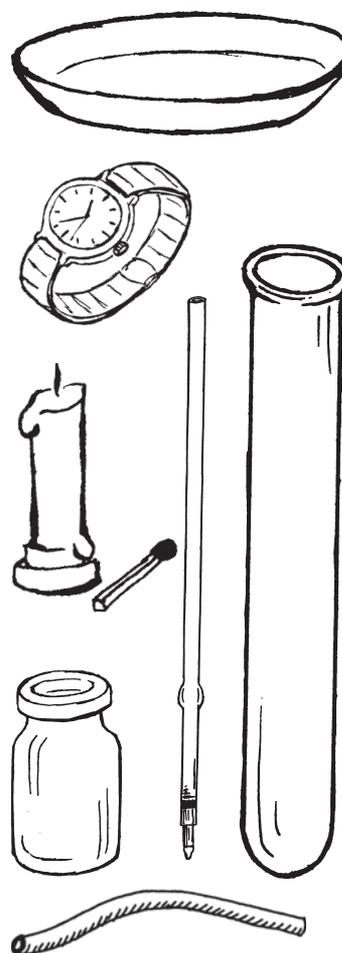
What can we do to increase the rate at which the gas is produced? (1)

In this chapter we shall learn how to measure the **rate of chemical reactions** and also study the different factors that affect this rate.

## WHO IS FAST, WHO IS SLOW?

The rate at which a gas is produced depends on the speed of the chemical reaction. If the reaction occurs fast, the gas is produced quickly. In fact, we can tell the rate of a chemical reaction by the rate at which the gas is produced. It is easy to measure this rate. For example, when you collect gas over water, you can count the number of gas bubbles that form in a minute to find out the rate of gas production. The faster the reaction, the more gas bubbles you will get in a minute.

We shall produce carbon dioxide and hydrogen gases in the experiments that follow. The method for producing carbon dioxide is the same as what you have used earlier. The only difference is that this time we shall change each factor one at a time while producing the gas to see how it affects the rate at which gas is produced. You have not produced hydrogen gas before. You will learn the method of producing hydrogen in this chapter. Let us proceed.

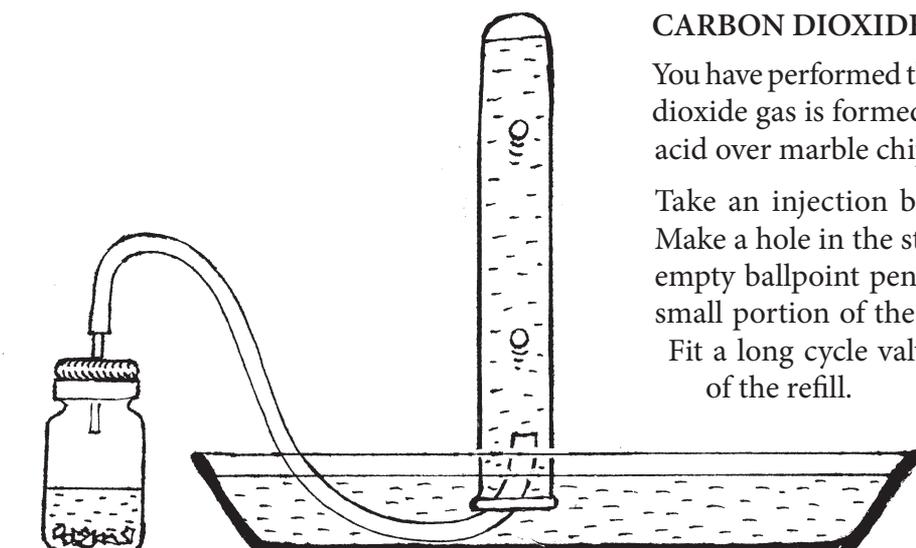


## CARBON DIOXIDE

You have performed this experiment before. Carbon dioxide gas is formed when we pour hydrochloric acid over marble chips.

Take an injection bottle with a rubber stopper. Make a hole in the stopper and push a piece of an empty ballpoint pen refill through it, with only a small portion of the refill being inside the bottle.

Fit a long cycle valve tube to the upper portion of the refill.



Completely fill a test tube with water. Now take a tray or the lid of a tin can and fill it with water. You are now ready to make carbon

dioxide. We shall also do some experiments with the gas.

In Experiment 1a, we shall see how the concentration of the acid affects the rate at which the gas is produced.

In Experiment 1b, we shall study the effect of temperature.

In Experiment 1c, we shall see whether there is any change in the rate of gas production if we use bigger or smaller marble chips.

### EXPERIMENT 1A: THE EFFECT OF ACID CONCENTRATION

In this experiment we shall see what difference there is in the rate of the chemical reaction when we use concentrated or diluted hydrochloric acid. For this, we require two different solutions of hydrochloric acid.

Take two test tubes and label them 1 and 2. Fill both test tubes with equal quantities of hydrochloric acid. We shall not add any water to the acid in test tube 1. In test tube 2, we shall add as much distilled water as the amount of acid already in the test tube.

In this way, the acid in test tube 1 is concentrated and the acid in test tube 2 is diluted.

We shall now test both these acid solutions.

You should set up the apparatus for the experiment as shown in the figure. Before beginning the experiment, choose one person from your group to keep note of the time with the help of a watch. She/he should note the time and count the number of gas bubbles that form. It would be better to begin counting the gas bubbles a little after the gas begins to form.



The number of gas bubbles formed during one minute has to be noted.

Stand the water-filled test tube upside down in the water in the tray. Ensure that no water spills out of the test tube while you turn it upside down. Put 4 to 5 marble pieces in the injection bottle. Then pour some concentrated hydrochloric acid from test tube 1 over the marble chips. When some gas begins to come out of the valve tube, insert its free end into the test tube standing in the tray of water. The gas bubbles will pass through the water and collect in the test tube.

Once the reaction is well underway, count the number of gas bubbles and then with the help of the watch calculate how many gas bubbles were formed in a minute.

Note your observations in Table 1. (2) **Table 1: Effect of concentration**

Now empty the acid from the injection bottle. Then repeat the experiment by adding the diluted acid from test tube 2.

After the experiment, note down the number of gas bubbles formed in a minute in the table. (3)

| S.No. | Acid         | Number of gas bubbles per minute |
|-------|--------------|----------------------------------|
| 1.    | Concentrated |                                  |
| 2.    | Dilute       |                                  |

How was the rate of gas production affected when the acid was diluted? (4)

Are the results of all the groups similar or not? (5)

In the next experiment, we shall try and examine the effect of temperature on the rate of chemical reaction. We had not heated or cooled the acid we used in Experiment 1a. Its temperature was the same as the temperature of other things around it. We call this temperature the room temperature. In the following experiment, we shall warm the acid a little and see what happens to the chemical reaction.

#### EXPERIMENT 1B: THE EFFECT OF TEMPERATURE

Pour 5 ml of hydrochloric acid in a test tube and add 15 ml of distilled water to it. Divide this acid into two equal lots in two test tubes. Put 4 to 5 marble chips in the injection bottle. Pour the acid from one test tube over the marble chips and collect the gas formed. Count the number of gas bubbles formed per minute.

**Table 2: Effect of temperature**

| S. No | Temperature of acid | Number of gas bubbles per minute |
|-------|---------------------|----------------------------------|
| 1.    | At room temperature |                                  |
| 2.    | Warm                |                                  |

Note this figure in Table 2. (6)

Now empty the acid from the injection bottle. Don't throw away the marble chips. Warm the acid in the other test tube a little over a candle flame. When the acid is slightly warm, pour it over the marble chips in the injection bottle. Count the number of gas bubbles formed.

Note the figure in the table. (7)

How was the rate of the chemical reaction affected when the temperature was increased? (8)

If we used acids of different concentrations in this experiment, what problems would we face in reaching any conclusion about the effect of temperature on the rate of the chemical reaction? (9)

You have seen the effects of acid concentration and temperature on the rate of chemical reactions in Experiments 1a and 1b. Can any other factor influence the rate of the chemical reaction? For example, does the rate depend upon the size of the marble chips?

#### EXPERIMENT 1c: BIG AND SMALL MARBLE CHIPS

Pour 5 ml of hydrochloric acid in a test tube and add 15 ml of distilled water to it. Divide the acid in two equal lots in two test tubes. Take a large marble chip, put it in the injection bottle and pour acid from one test tube over it. Measure the rate of the chemical reaction.

Note your observations in Table 3. (10)

**Table 3: Effect of surface area**

| S. No | Size of marble chip       | Number of gas bubbles per minute |
|-------|---------------------------|----------------------------------|
| 1.    | Large                     |                                  |
| 2.    | Fine particles (powdered) |                                  |

*Either use one large piece or break it into smaller pieces and use them. What kind of a difference is that supposed to make?*



Now empty the acid from the injection bottle. Take the large marble chip from the bottle and crush it into a fine powder. Put this powder in the injection bottle and add the acid in the second test tube to it. Now count the number of gas bubbles to find out the rate of gas production.

Note your figures in Table 3. (11)

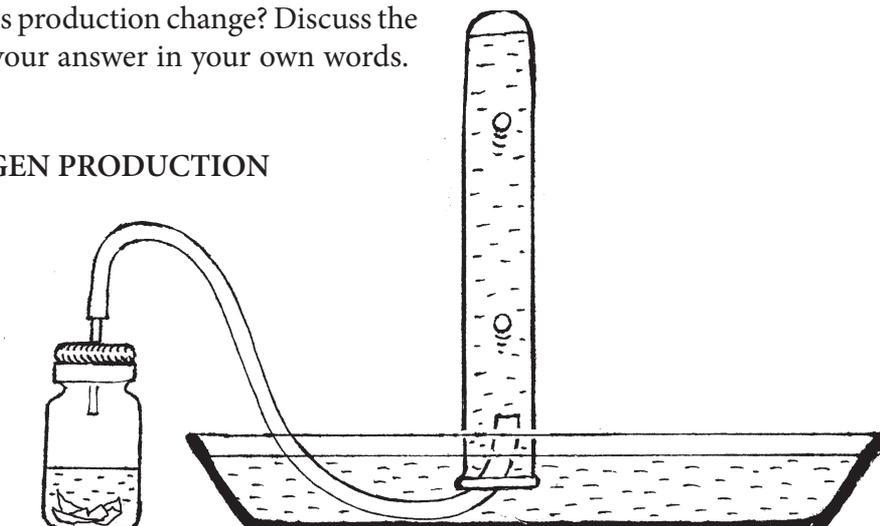
How was the rate of gas production affected by changing the size of the marble chips? (12)

The concentration of acid in both test tubes was the same. The temperature of the acid in both test tubes was the same. And the amount of marble chip in the injection bottle was also the same.

Why then did the rate of gas production change? Discuss the matter in class and write your answer in your own words. (13)

### THE RATE OF HYDROGEN PRODUCTION

Hydrogen is also a gas like carbon dioxide and oxygen. It is easy to produce. Hydrogen is produced when sodium hydroxide (caustic soda) reacts with aluminium. The question we want to answer is: will there be similar effects on the rate of production of hydrogen gas as in the case of carbon dioxide?



Let us find out.

Put some aluminium foil in an injection bottle. You could also use a piece of the shiny seal from an injection bottle. Pour a solution of caustic soda over it and collect the gas produced in the way shown in the figure.

Just as we did in the case of carbon dioxide, we shall measure the rate of production of hydrogen gas under different conditions.

In Experiment 2a, we shall see the effect of concentrated and diluted sodium hydroxide solutions on gas production.

In Experiment 2b, we shall change the temperature of the same solution of sodium hydroxide and see the effect on the reaction rate.

In Experiment 2c, we shall tear the aluminium foil into small and large pieces and see the effect on the reaction rate.

To measure the rate, we shall count the number of gas bubbles formed in a minute.

These experiments should be done in exactly the same way as you did for experiments 1a, 1b and 1c.

**Table 4**

#### EXPERIMENT 2a

Make two solutions of caustic soda according to the instructions contained in Table 4. Use these two solutions one by one in the experiment.

Note your observations in Table 4. (14)

| S. No | Concentration of solution                     | Number of gas bubbles per minute |
|-------|-----------------------------------------------|----------------------------------|
| 1.    | 2 gm of caustic soda in 15 ml distilled water |                                  |
| 2.    | 2 gm of caustic soda in 30 ml water           |                                  |

### EXPERIMENT 2b

For this experiment, make a solution like the second solution of the previous experiment, with 2 gm of caustic soda in 30 ml of distilled water. Divide this solution into two equal lots. Now do the experiment with one lot at room temperature and with the second lot after warming it a little.

Note your results in Table 5. (15)

**Table 5**

| S. No | Temperature of solution | Number of gas bubbles per minute |
|-------|-------------------------|----------------------------------|
| 1.    | At room temperature     |                                  |
| 2.    | Slightly warmed         |                                  |

### EXPERIMENT 2c

Take two equal sized pieces of aluminium foil. Tear one of the aluminium foils into smaller pieces and let the other one remain intact.

Perform the experiments separately with the foil which is intact and with the torn pieces of foil. Remember, you must use the same caustic soda solution (2 gm of caustic soda in 30 ml distilled of water) at room temperature in both cases.

Note your results in Table 6. (16)

**Table 6**

| S. No | Size of aluminium foil | Number of gas bubbles per minute |
|-------|------------------------|----------------------------------|
| 1.    | Large intact piece     |                                  |
| 2.    | Small pieces           |                                  |

What was the effect of the different factors on the rate of production of hydrogen? Explain with reasons. (17)

Fill in the blanks in the following sentences:

- When the temperature was increased, the rate of the chemical reaction .....
- If powdered marble is used instead of a single large marble chip, the gas is produced .....
- If water mixes with the acid while we are producing carbon dioxide, gas will be produced ..... (18)

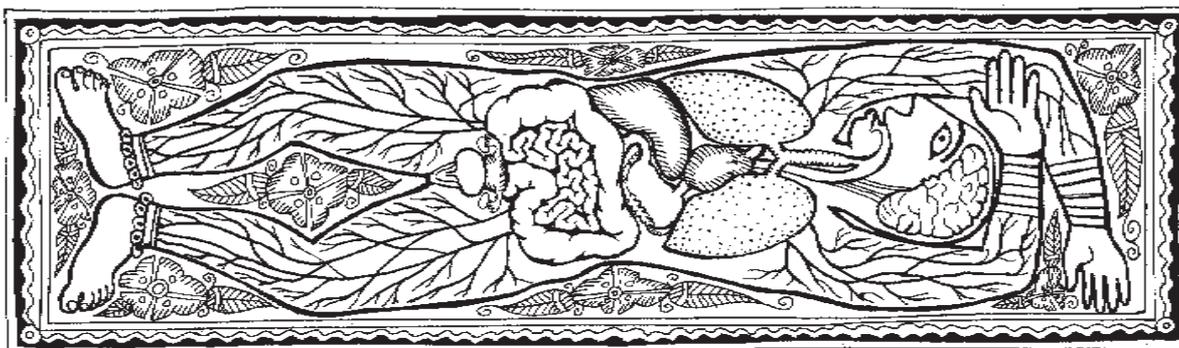
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### NEW WORDS

Factor

# INTERNAL ORGANS OF THE BODY AND THEIR FUNCTIONS (II)

12



In 'Internal Organs of the Body and their Functions (I)', you studied those organs that provide support to parts of the body and help them to move. In this chapter you will learn about the body's other internal organs. You will also learn about organs that coordinate and control various organs and systems of the body.

## TWO DISSECTED RATS

Your kit contains two **dissected** rats 'A' and 'B'. Both are dissected from the underside of the body — the side where the abdomen is. The rat is laid on its back and the skin of its underside is cut lengthwise down the middle and separated from the muscles underneath. The muscles and ribs below the skin are also cut and removed. Once this is done, the organs below the muscles and ribs become visible in their natural positions. Rat 'A' displays these organs (Figure 1). But the organs that lie below these organs, or towards the back, are not visible. Rat 'B' shows those organs lying towards the back. In order to expose these some of the organs in front are cut and removed while others are moved and tied to one side. Figure 2 shows a male rat 'B' and Figure 3a female rat 'B'.

## GETTING TO KNOW THE INTERNAL ORGANS

Observe rats 'A' and 'B' carefully. Identify their organs with the help of Figures 1, 2 and 3. Is your 'B' rat male or female?

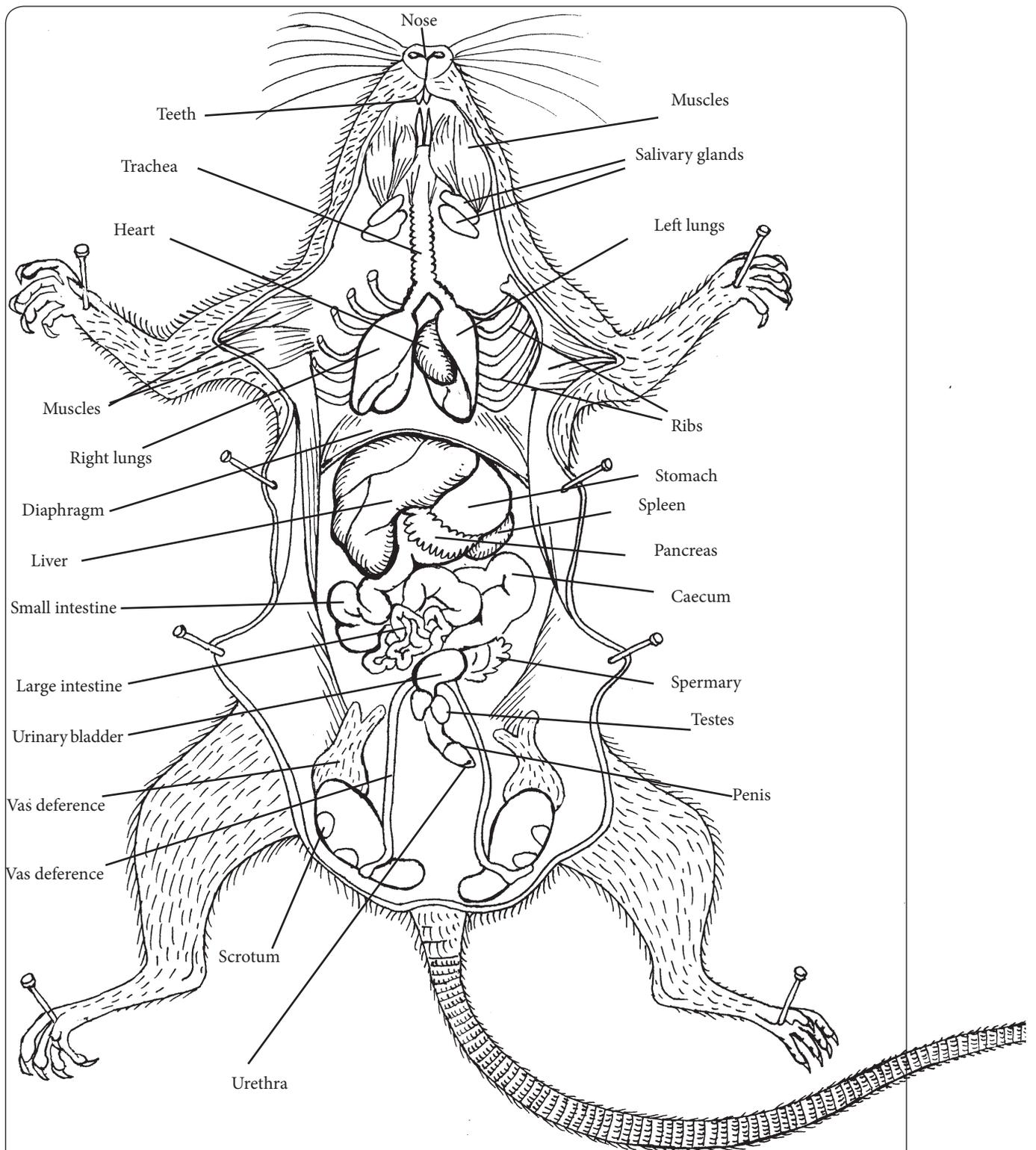


Figure 1: Rat 'A' in your kit

In this figure, the skin has been dissected from above the testes and the testes are visible. The testes may not be visible in the rat in your kit because the skin may not have been cut open in this manner. Or else, the rat could be a female.

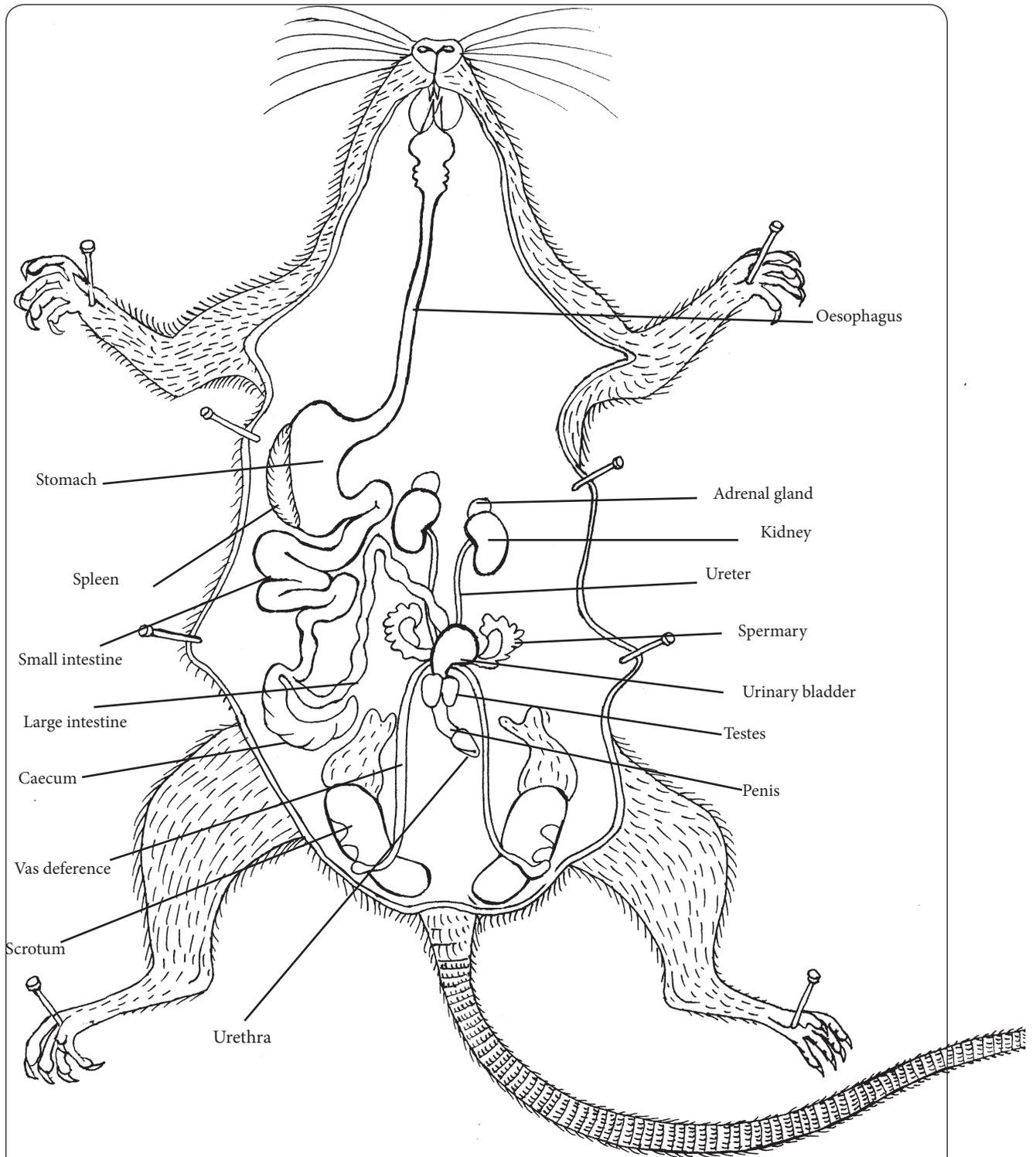


Figure 2: Rat 'B' in your kit (male)

In Figures 2 and 3 the stomach, small intestine and large intestine have been pushed aside to the left. The tissue that holds these organs together has also been torn off. The pancreas is attached to this tissue, so it is not seen. In this figure, the liver, diaphragm, lungs and respiratory tract have also been removed to reveal the oesophagus.

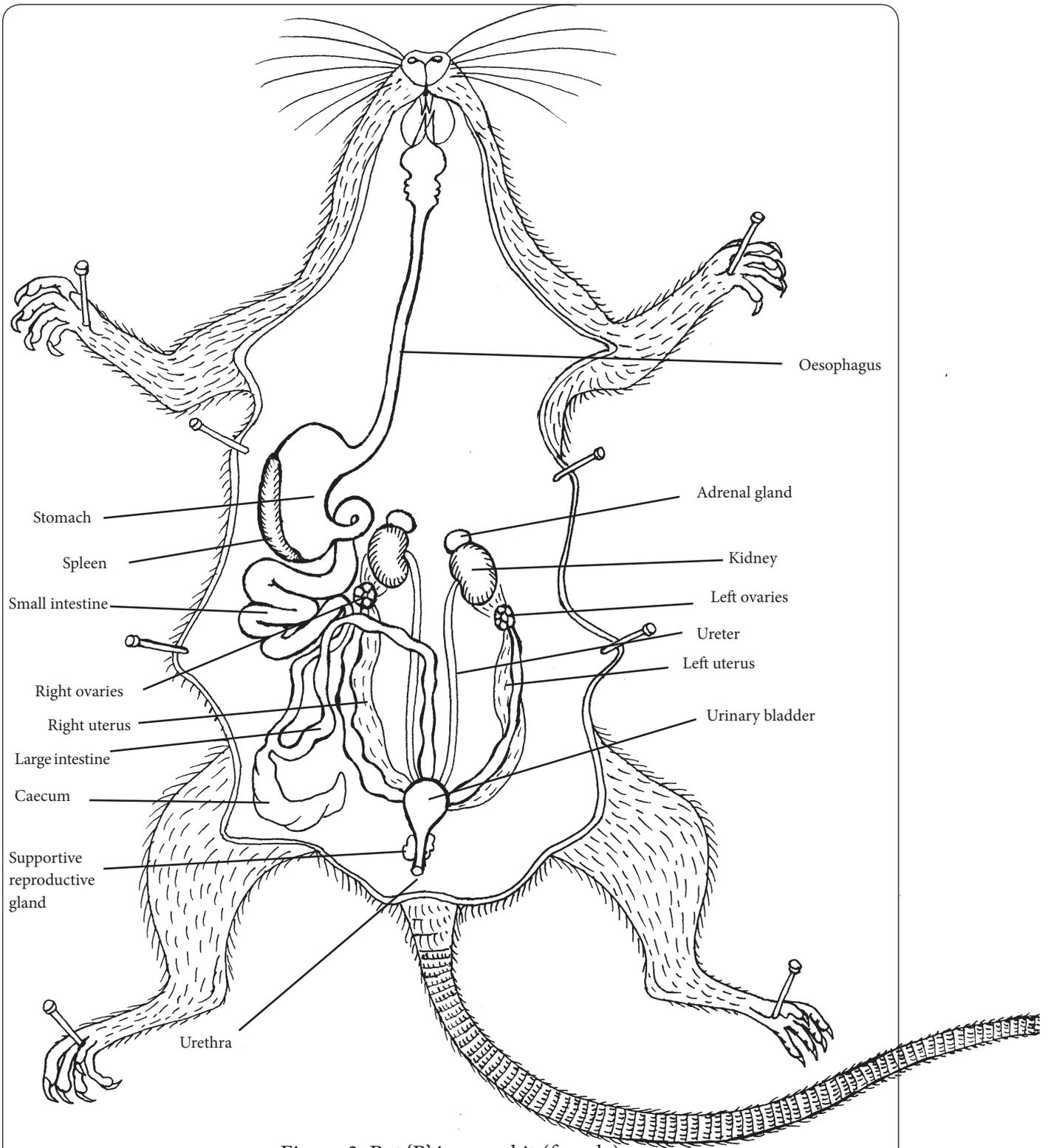


Figure 3: Rat 'B' in your kit (female)

In this figure the left uterus is shown as a straight tube while the right uterus has four swellings or raised structures on it. Each swelling has an embryo within. Usually, embryos can be seen in both uteruses.

## ORGANS OF DIGESTION

In Class 6, you learned in the chapter titled 'Our Food' that digestion of starch begins in the mouth with the help of saliva.

Identify the following organs in rat 'B' with the help of Figure 2:

Mouth, oesophagus, stomach, small intestine, caecum and large intestine. The anus is situated at the end of the large intestine.

All these organs are part of the same tube in which food is digested. This tube is called the **alimentary canal**.

Cut out the diagram of the digestive system of a human being from your kit copy and paste it in your exercise book. Compare this diagram with Figures 1 and 2 which show the digestive system of the rat. Identify those organs that appear similar in the digestive systems of human beings and rats.

What do the arrows in the figure of the digestive system of the human being given in your kit copy indicate?

In rat 'B', observe the tube that carries food from the mouth to the stomach.

## GLANDS OF THE DIGESTIVE SYSTEM

You learned in Class 6 that **saliva** is secreted in the mouth. Saliva is produced in the salivary glands situated at the rear of the mouth. Identify these glands in Figure 4. Saliva helps to digest a part of the starch in the mouth itself.

Look at the **liver** of rat 'A'. It is a large gland which is dark red in colour. The liver secretes **bile** which helps in the digestion of fat.

You can also see the **pancreas** in rat 'A'. This is a small, spread out gland. Its juices help to digest starch, protein and fat present in food.

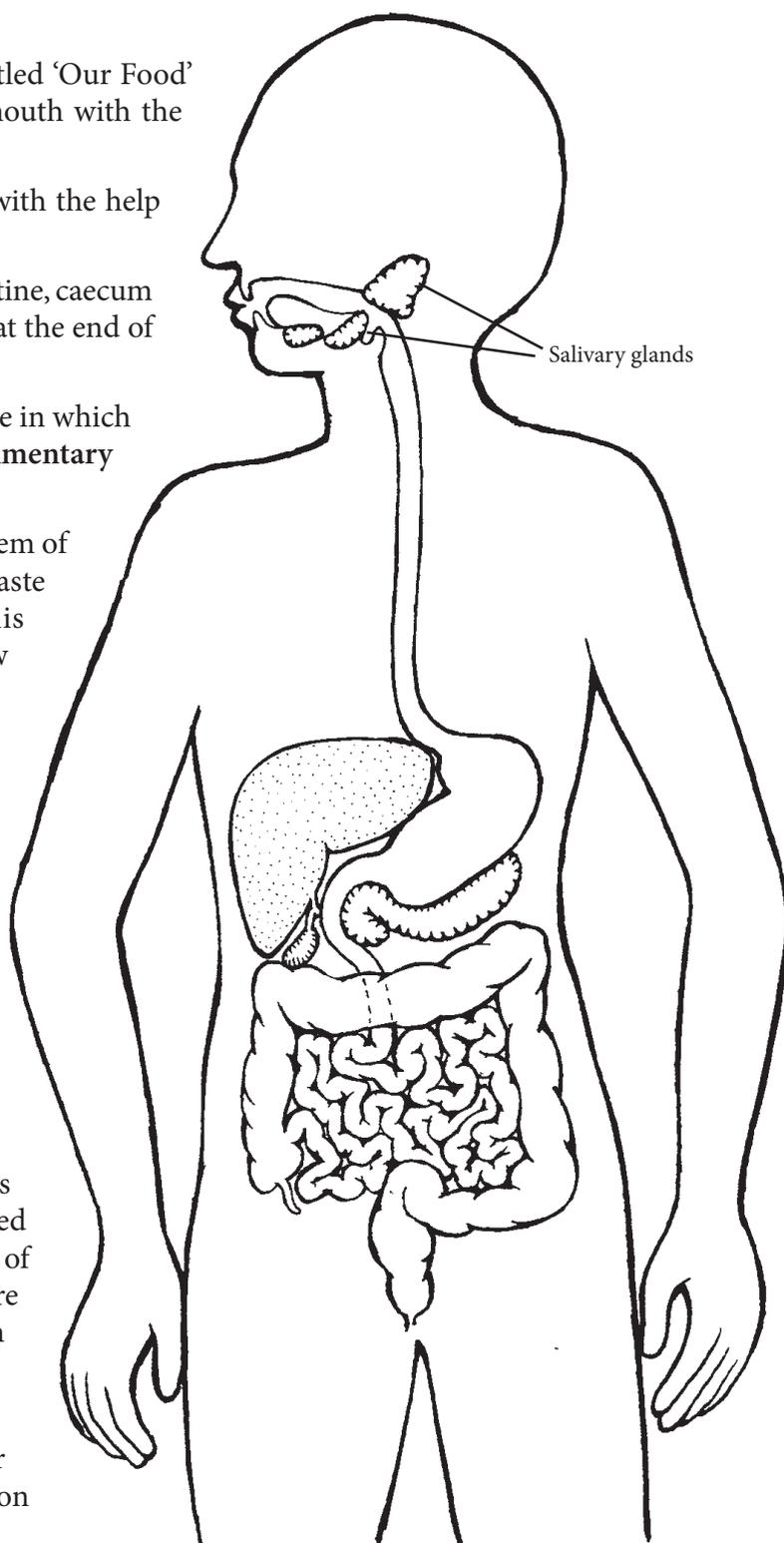


Figure 4

## THE PROCESS OF DIGESTION

Food collects in the stomach. Hydrochloric acid and digestive juices are secreted in the stomach. The food is mixed and churned thoroughly with these juices. The acid makes the food acidic and helps to kill any microorganisms present in it. The food is churned by the contraction and expansion of muscles on the wall of the stomach. It becomes a semi-liquid mass. Muscles play an important role at every step of digestion. Their contraction and expansion cause food to move forward in the alimentary canal.

The digestive juices in the stomach mix with the food and help to digest protein.

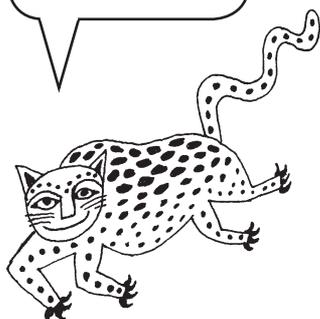
The food now moves to the **small intestine**. Juices from the liver and pancreas pour into the small intestine. The food becomes alkaline and turns into a thin liquid. The process of digestion is completed in the small intestine.

The major portion of the food digested in the stomach and intestine, along with water and salts, is absorbed in the intestine. Once water is absorbed, the remaining undigested food is expelled through the **anus** in the form of **faeces**.

Digested food is used in the body in two ways. The body gets energy from food. In addition, food helps the body to grow, and to maintain and repair it.

The digestion of food, the absorption of digested food, water and salts and the formation of faeces are part of the process of digestion. The organs which help in this process are called digestive organs. The digestive organs, that is alimentary canal and its related glands, together form the **digestive system**.

*You don't need  
any medicine for  
diarrhoea, only the  
life-saving solution.*



## DIARRHOEA: A DISEASE OF THE DIGESTIVE SYSTEM

In our country, thousands of children die every year of **diarrhoea**. Because of constant loose motions, the body of a victim loses a lot of water and becomes **dehydrated**. The tongue becomes dry. If the skin is pinched, it takes a long time to return to its normal shape.

Pinch your skin. Does it return to its normal shape soon?

Treatment of diarrhoea: Add a pinch of salt and a teaspoon of sugar to a glass of water and make the patient drink this solution at frequent intervals. This is a **life-saving solution** or *jeevan-rakshak ghol*.

The patient should continue to eat normal food and should be taken to the hospital as soon as possible.

## CIRCULATORY SYSTEM: THE FLOW OF BLOOD IN THE BODY

Food is digested in the alimentary canal. How is the digested food sent to every part of the body?

The digested food is absorbed in the intestine and goes into the blood, which carries it to various parts of the body.

Have you ever thought about how blood reaches every part of your body?

Identify the heart of rat 'A'. The heart is the organ which acts like a pump. It contracts and expands continuously. When it contracts, blood is pumped all over the body through pipes or blood vessels. When it expands, blood is brought back to the heart from various parts of the body through another set of blood vessels. The heart and these two sets of blood vessels form the **circulatory system**.

Put your ear to the left side of the chest of your friend.

Do you hear a sound?

This is the sound of the heart beating.

Can you feel the beating of the heart with your hand?

When a doctor examines a patient, (s)he uses a stethoscope to listen to the sound of a patient's breathing as well as the beating of the heart.

It is possible to see or feel some blood vessels below the surface of our skin. We shall perform some experiments for this purpose.

### EXPERIMENT 1: IDENTIFY YOUR VEINS

Hold your right arm tightly with your left arm, just above the elbow, as shown in Figure 5.

Close your right fist and shake it up and down 4 or 5 times. Look carefully at your right forearm.

Do you see any swollen blood vessels on it? (1)

Now release the arm.

Does it come back to normal?

The swollen vessels you saw carry blood from the hand to the heart. The vessels which carry blood from the organs to the heart are called **veins**.

Why do the veins swell when the upper arm is gripped tightly? (2)

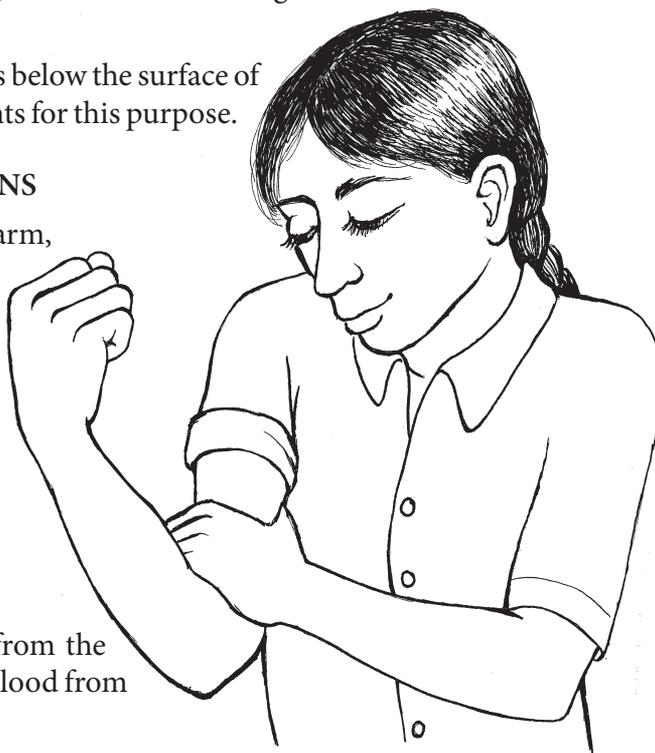


Figure 5

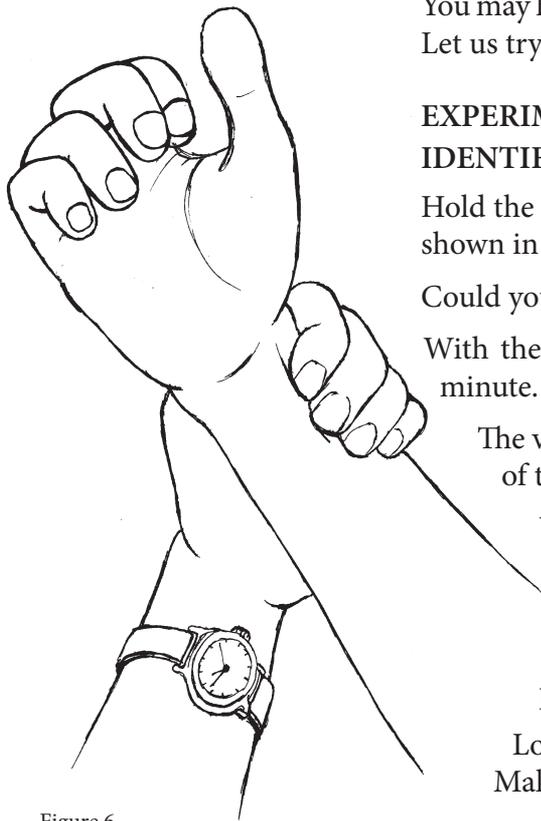


Figure 6

You may have seen a doctor or *vaidya* feeling the **pulse** of a patient. Let us try to feel the pulse ourselves.

### EXPERIMENT 2: THE BEATING OF THE PULSE, IDENTIFYING ARTERIES

Hold the wrist of one hand with the fingers of your other hand as shown in Figure 6. Press the wrist lightly with your fingers.

Could you feel a beat?

With the help of a watch, find out how many beats occur in a minute. Note this figure in your exercise book. (3)

The vessels which take blood from the heart to different parts of the body are called **arteries**.

When the heart pumps blood into the arteries, the arteries beat simultaneously with the heart. This beat is called the pulse.

Feel the beating of your heart and the beating of your pulse simultaneously. Do they beat at the same time?

Locate other parts of the body where you can feel the pulse. Make a list of these organs. (4)

Arteries and veins are spread over the body like a net. The network of major arteries and veins of the human body is shown in Figure 7.

Digested food reaches different parts of the body through the blood. There the food combines with oxygen and energy is released. This energy is used by the body. This process is called **oxidation**.

Can you think and say how oxygen gets into the blood? (5)

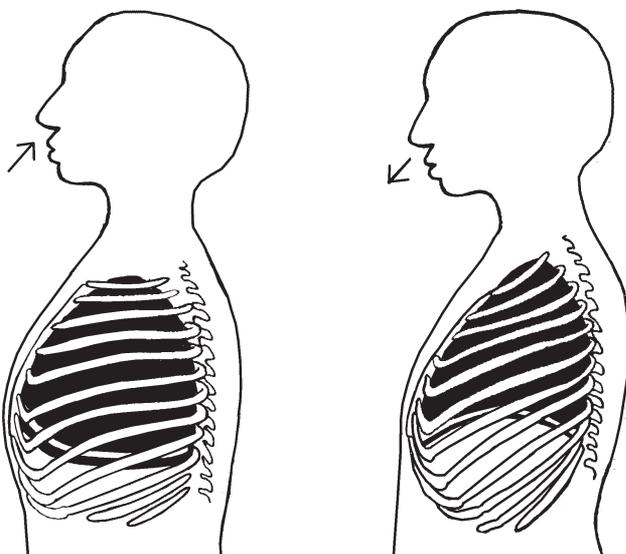


Figure 8

### RESPIRATORY SYSTEM

In Class 7 you performed experiments on respiration. During respiration, oxygen is absorbed from the air we breathe in and carbon dioxide is released.

The respiratory organs of a human being are shown in Figure 8. Examine them and answer the following questions:

When the ribs expand and the diaphragm is pulled downwards, what effect could this have upon the lungs and why? (6)

When the ribs contract and the diaphragm is lifted upwards, what effect could this have on the lungs? (7)

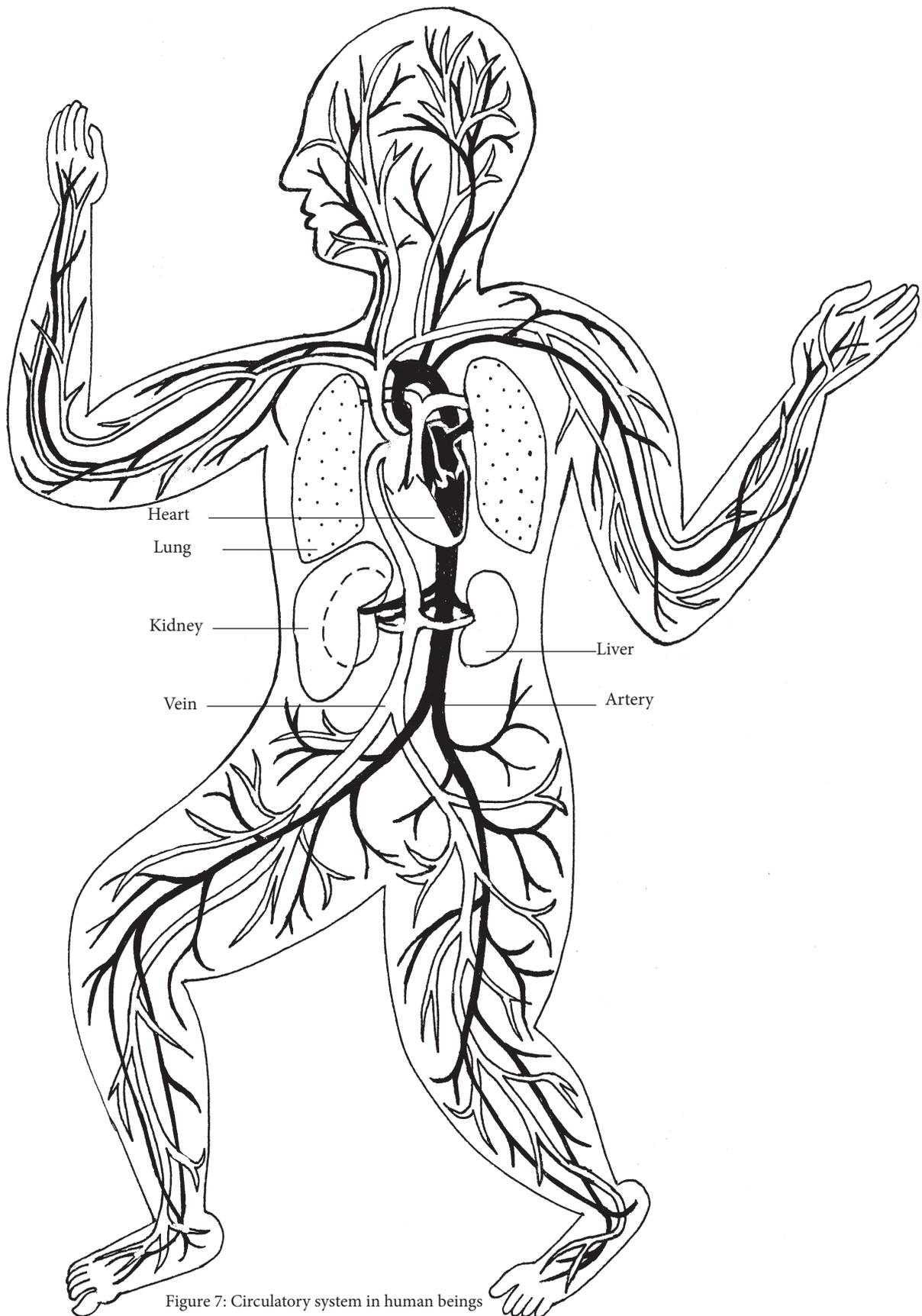


Figure 7: Circulatory system in human beings

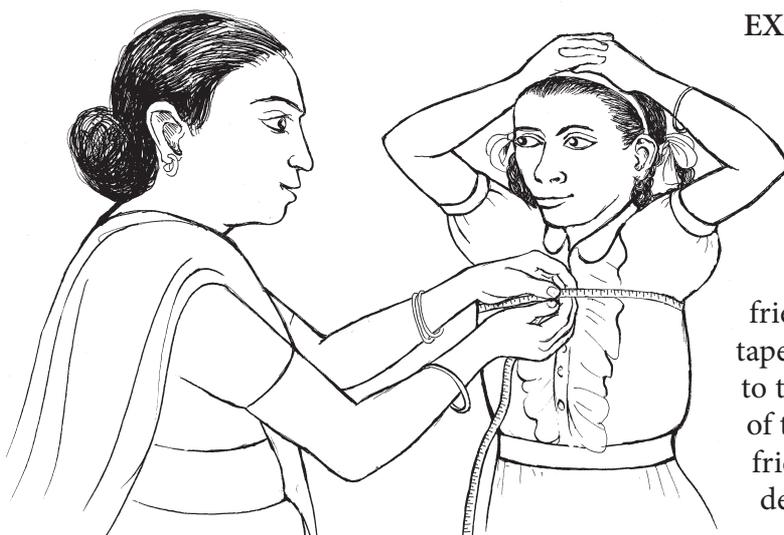


Figure 9

### EXPERIMENT 3

Let us do an experiment to find out where the lungs are situated in our body and how they are affected when we breathe in and out.

Take a measuring tape or a piece of string. Measure the chest of your friend. To do this, take one end of the tape/thread around the back and bring it to the front of the chest. Hold both ends of the tape or string lightly and ask your friend to breathe in and out, slowly and deeply.

How does the measurement of the chest change when air is inhaled and exhaled? (8)

### TUBERCULOSIS (TB): A DISEASE OF THE RESPIRATORY SYSTEM

Tuberculosis affects the lungs of the patient.

Which function of the body would be affected if something went wrong with the lungs? (9)

A TB patient gets fever every evening and perspires at night. she/he coughs constantly, becomes weak and loses appetite. she/he begins to lose weight and spits blood. A person with these symptoms should be taken to the hospital immediately for examination by a doctor.

### TREATMENT OF TB

There are medicines available today that can cure TB. But they need to be taken daily for many months under the guidance of a doctor.

### SMOKING AND THE RESPIRATORY SYSTEM

Cigarette or *bidi* smoke contains many harmful substances. The lungs of heavy smokers are damaged by this smoke and they suffer from shortness of breath. They cough constantly and their lungs and trachea face the risk of contracting a dangerous disease called **cancer**.

### THE RELATIONSHIP BETWEEN THE RESPIRATORY AND CIRCULATORY SYSTEMS

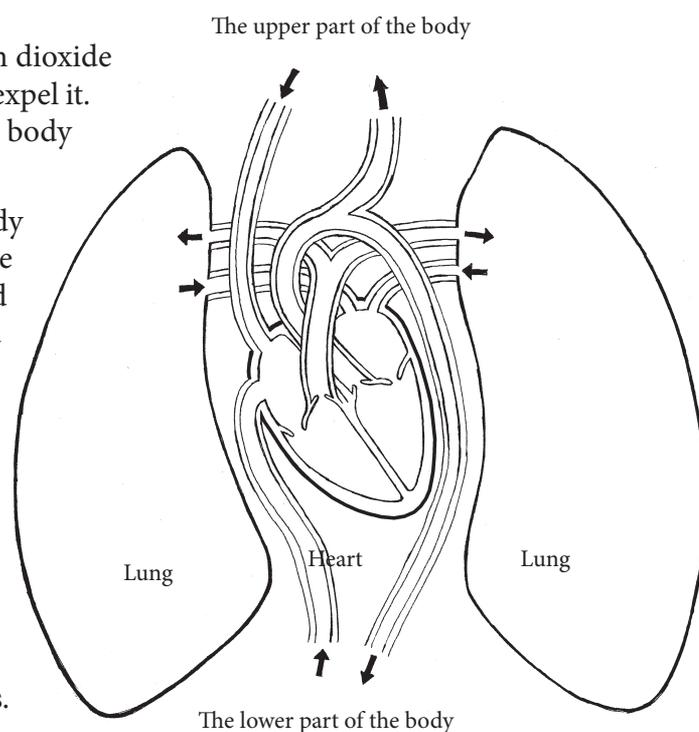
All organs of the body need a continuous supply of oxygen for respiration. In the process of respiration, carbon dioxide is

continuously formed in these organs. Carbon dioxide is harmful for the body and it is necessary to expel it. The blood brings oxygen to the organs of the body and takes carbon dioxide away from them.

The veins bring blood from all over the body to the heart. Look at the veins in Figure 7. The blood in the veins contains less oxygen and more carbon dioxide as compared to the blood in the arteries. This blood goes from the heart to the lungs.

The lungs contain the air we breathe in. The blood absorbs the oxygen from this air and discharges carbon dioxide into it. The air with carbon dioxide is breathed out.

The blood which has absorbed the oxygen now goes to the heart. The arteries take this **oxygenated blood** from the heart to the organs.



Complete the following sentences and write them in your exercise books:

- The air we breathe into our lungs contains more \_\_\_\_\_ and less \_\_\_\_\_. (10)
- The air we breathe out of our lungs contains more \_\_\_\_\_ and less \_\_\_\_\_ as compared with the air present in the atmosphere. (11)
- The blood containing carbon dioxide comes to the heart from different organs of the body through the \_\_\_\_\_. (12)
- The blood containing oxygen goes from the heart to different organs through the \_\_\_\_\_. (13)

### URINARY SYSTEM: ORGANS THAT EXPEL HARMFUL SUBSTANCES FROM THE BODY

If urine collects in a place, it has a strong smell. This smell comes from a gas — ammonia.

Many chemical reactions take place in the body. During some reactions, ammonia gas is formed. This gas is harmful for the body. So it is necessary to expel it.

This gas is converted into urea in the liver. The urea dissolves in the blood and is carried to the heart from where it circulates to the entire body through the arteries. When it reaches the **kidneys**, the urea is filtered from the blood and expelled from the body in the form of urine.

The figure of the urinary system of human beings (male) is given in the kit copy. Cut it out and paste it in your exercise book. Compare it with the urinary system of rat 'B' as shown in Figure 2.

On the basis of this comparison, label the different organs of the human urinary system. (14)

Observe the arrows in the figure of the urinary system in the kit copy. Try and understand — with the help of these arrows — how the kidneys function.

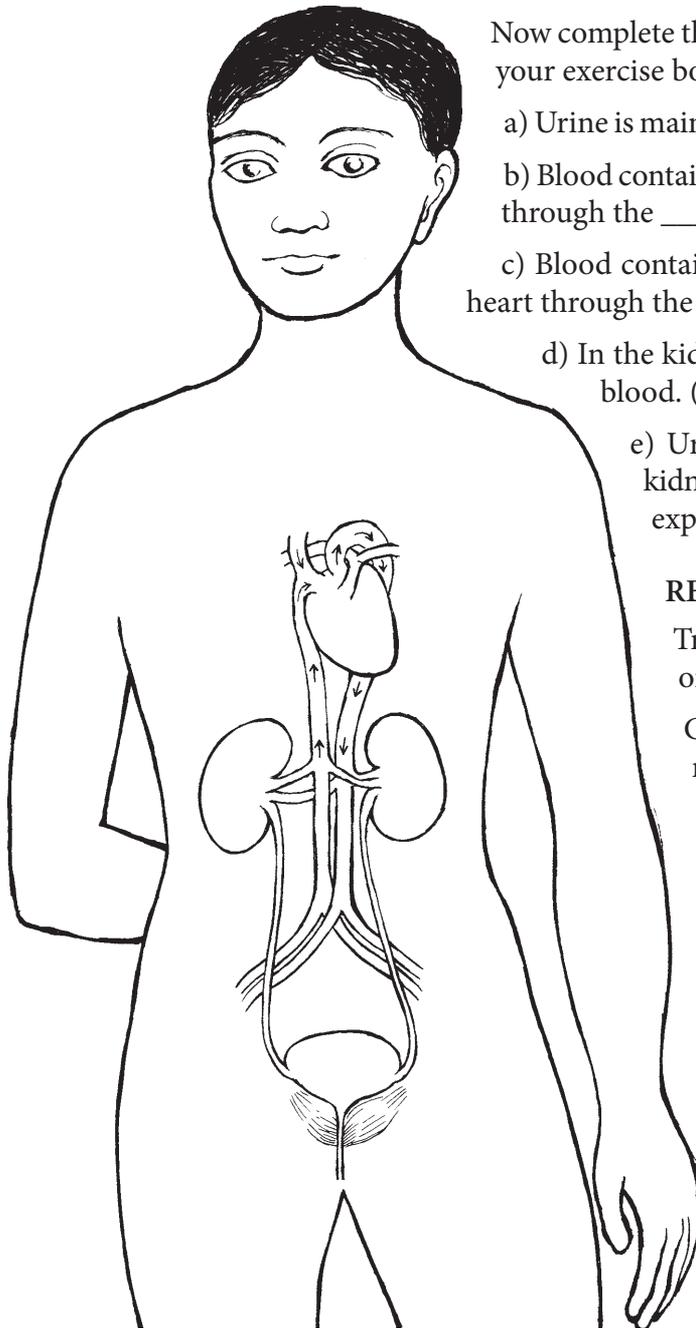


Figure 10: The urinary system

Now complete the following sentences and write them in your exercise book:

- Urine is mainly a solution of \_\_\_\_\_ in water. (15)
- Blood containing urea reaches the heart from the liver through the \_\_\_\_\_. (16)
- Blood containing urea reaches the kidneys from the heart through the \_\_\_\_\_. (17)
- In the kidneys \_\_\_\_\_ is separated from the blood. (18)
- Urine reaches the \_\_\_\_\_ from the kidneys through the \_\_\_\_\_ and is then expelled from the body. (19)

### REPRODUCTIVE SYSTEM

Try to identify the human reproductive organs with the help of the figure of rat 'B'.

Cut out the figures of the male and female reproductive systems from the kit copy and paste them in your exercise book. Compare the human reproductive system with the reproductive system of rat 'B'.

What difference do you see between the female reproductive organs of humans and rats? (20)

**Sperms** are formed in the **testes**. Similarly, ova are formed in the ovaries. The embryo is formed only after the sperm and the **ovum** fuse with each other. The embryo develops in the uterus.

Look at the human male reproductive

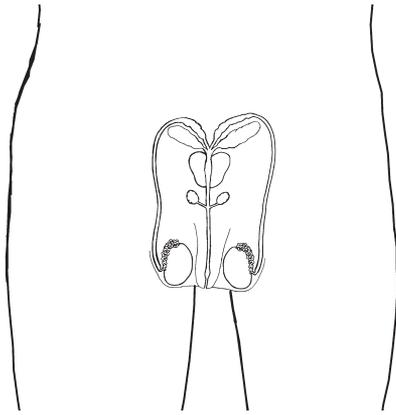


Figure 11: Human male reproductive system

organs in figure 11 and identify the tube (**vas deferens**) which takes sperms from the testes to the **seminal vesicles**.

What would happen if the vasa deferentia were tied up and closed? (21)

In figure 12, look at the ovary and oviduct of the female reproductive system.

What would happen if ova from the ovaries were not allowed to reach the uterus? (22)

The procedure of closing the vas deferens and oviduct is called **sterilisation**.

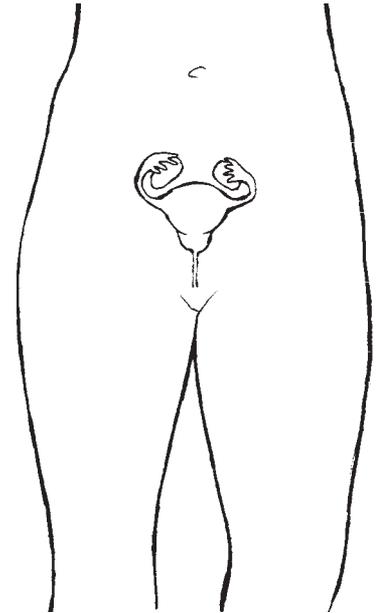


Figure 12: Human female reproductive system

## CONTROLLING AND COORDINATING THE ORGAN SYSTEMS

We saw that the digestive, circulatory, respiratory and excretory systems are closely connected with each other.

Suppose there was no coordination between these systems. What would happen to the body? Would food digested by the digestive system be absorbed by the blood? If the blood did not carry oxygen, would it be possible to oxidise digested food in the cells of the body? If oxidation did not take place in the cells, how would they get energy to do their work?

In the chapter 'Internal Organs of the Body (1)' in Class 7 you learned that just as the different parts of a truck, tractor, car, motorcycle or bicycle work in a coordinated way, it is necessary for the internal organs of the body to work in coordination. There are two systems in the body that help to coordinate the functions of the internal organs. One is the **nervous system** and the other is the **endocrine system**.

## NERVOUS SYSTEM: A NETWORK OF FIBRES TO CARRY MESSAGES

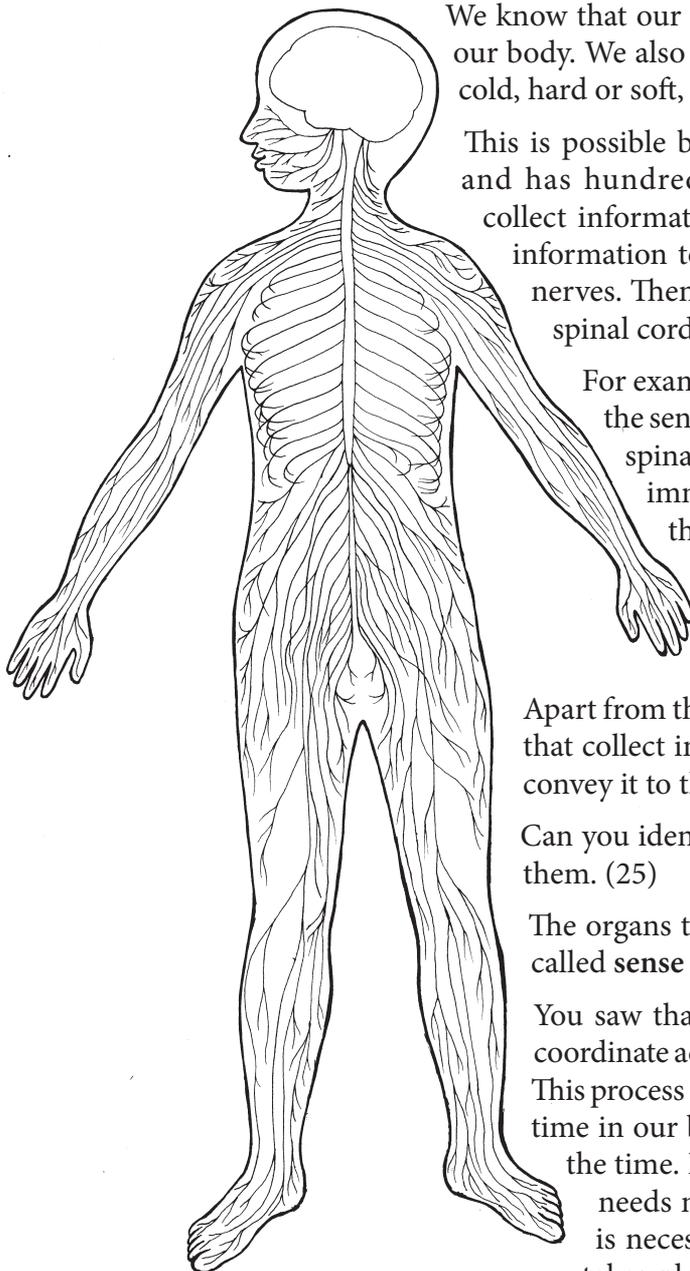
You had performed some experiments on sensitivity in Class 6. You saw that we become aware of a sensation the moment something touches our palm. If we touch a hot object, we quickly move our hand away. These reactions occur immediately, as quickly as an electric bulb lights up when its switch is pressed.

When a thorn pricks your foot, you remove it.

Which organs do you use to perform this task? List them. (23)

How did the hand come to know that it should remove a thorn from the foot? Is there some wire connecting the hand and the foot, like telephone wires?

Figure 13 shows the nervous system of human beings. The brain lies inside the skull and the **spinal cord** lies inside the vertebral column. Thread-like nerves come out of both these organs and spread all over the body like a net. In this figure, only the major nerves of the human body have been shown.



We know that our skin tells us whenever an object touches our body. We also get to know whether the object is hot or cold, hard or soft, or whether it is a gas, liquid or solid, etc.

This is possible because our skin covers our entire body and has hundreds of thousands of sensory cells that collect information. These groups of sensory cells send information to the brain and spinal cord through the nerves. Then, based on this information, the brain or spinal cord orders the organ to act.

For example, when the hand touches a hot object, the sensory cells in the skin send a message to the spinal cord through the nerves. The spinal cord immediately orders the muscles of the arm, through another set of nerves, to move the hand away from the hot object.

What would happen if the body did not have a nervous system? (24)

Apart from the skin, there are other organs in the body that collect information (sensation) from outside and convey it to the brain.

Can you identify some of these organs? Make a list of them. (25)

The organs that collect information from outside are called **sense organs**. The skin is a sense organ.

You saw that the brain and spinal cord control and coordinate actions like removing a thorn from the foot. This process of control and coordination goes on all the time in our body. We may not be aware of it most of the time. For example, when we exercise, the body needs more energy. To produce more energy, it is necessary that oxidation of the digested food takes place at a faster pace. For more oxidation,

Figure 13: The nervous system

more oxygen is needed. So the rate of respiration should increase. Therefore the brain gives the message to speed up respiration during exercising because it controls all these processes.

## LEPROSY

Have you seen a person afflicted by **leprosy**? This disease is caused by germs that attack and destroy the nerves of the hands and feet. The skin of the hands and feet lose their sensitivity. So a person suffering from leprosy won't know that his fingers are getting burned if he picks up a glowing ember with his eyes closed. Nor would he feel any sensation if rats gnaw at his fingers.

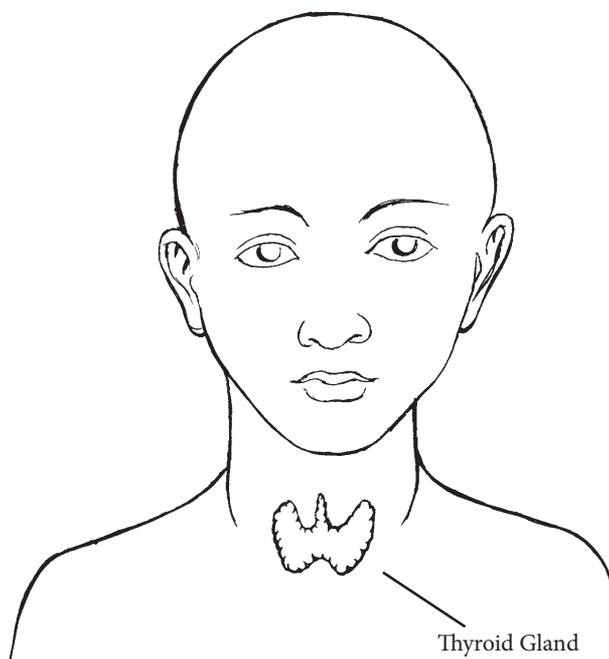
If anyone has a patch on her/his skin that does not hurt even after pricking it with a needle, she/he should immediately consult a doctor. There is a cure available for this disease.

## ENDOCRINE SYSTEM: GLANDS WITHOUT TUBES

The endocrine system has many **glands**. These glands do not have tubes (**ducts**) to carry substances they produce to different parts of the body. These substances are released directly in the blood and circulate throughout the body. But they affect only those organs for which they are made. These glands are called **endocrine glands** and the substances produced in them are called **hormones**.

The **thyroid gland** is an example of an endocrine gland. Look at the thyroid gland in Figure 14.

The hormone produced in the thyroid gland controls digestion, respiration, circulation, etc.



## GOITRE

You may have seen persons with a big swelling on their throats that bloats their necks. This swelling is caused when a gland called the thyroid gland gets enlarged and this disease is called **goitre**. It is caused when there is not enough iodine in our food.

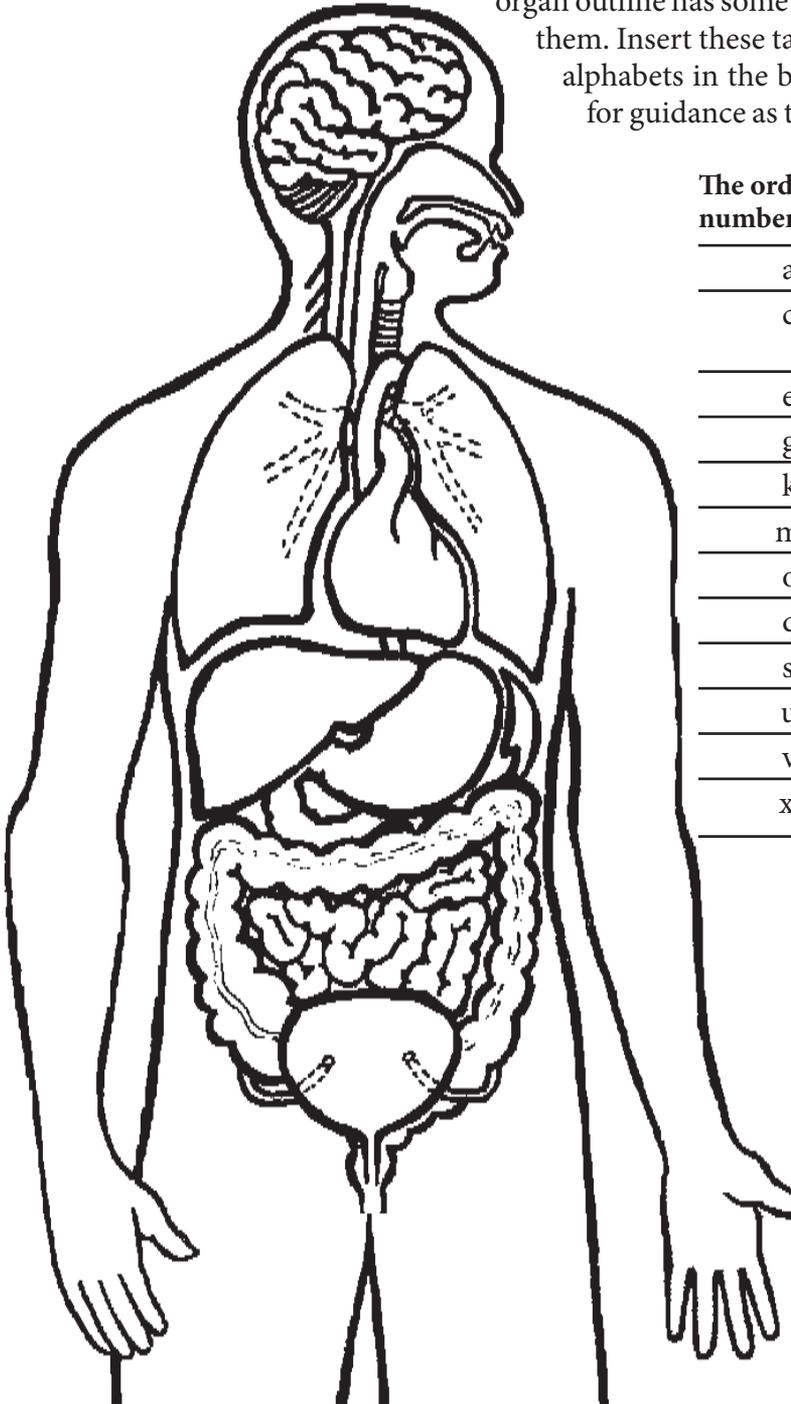
If the thyroid gland of a child does not produce enough hormone, the child's brain is affected. It does not develop properly and the child becomes dull. The child's skin becomes dry and the hair starts falling.

## LET'S PLAY A GAME: BUILDING A MODEL OF THE INTERNAL ORGANS

There is an outline of the human body in your kit copy. It contains many short lines marked with the alphabets a, b, ..., etc. Cut slits along these short dark lines with a razor blade.

Figure 15

Carefully cut out the figures of the organs given in the kit copy. Each organ outline has some square tags with an alphabet printed on them. Insert these tags into the slits with the corresponding alphabets in the body outline. You can look at Figure 15 for guidance as to the order to be followed for insertion.



### The order in which to fix the alphabetically numbered organs:

|       |                                                    |
|-------|----------------------------------------------------|
| a-b   | Kidneys                                            |
| c1-d1 | Mouth and upper half of the food tube (oesophagus) |
| e-f   | Lungs                                              |
| g-h   | Stomach                                            |
| k-l   | Ureter                                             |
| m-n   | Small intestine                                    |
| o-p   | Large intestine                                    |
| q-r   | Spleen                                             |
| s-t   | Liver                                              |
| u     | Urinary bladder                                    |
| v-w   | Brain                                              |
| x-y   | Female reproductive system                         |

Your model of the internal organs of the body is ready. When you fix the organs in this order you will see that some organs and systems lie on top of other organs and systems. This is the way in which the organs and organ systems are arranged in our body. Compare your model with Figure 15.

Which are the important organs that you have cut out and fixed in the model that are not visible in Figure 15? Explain why these organs are not visible. (26)

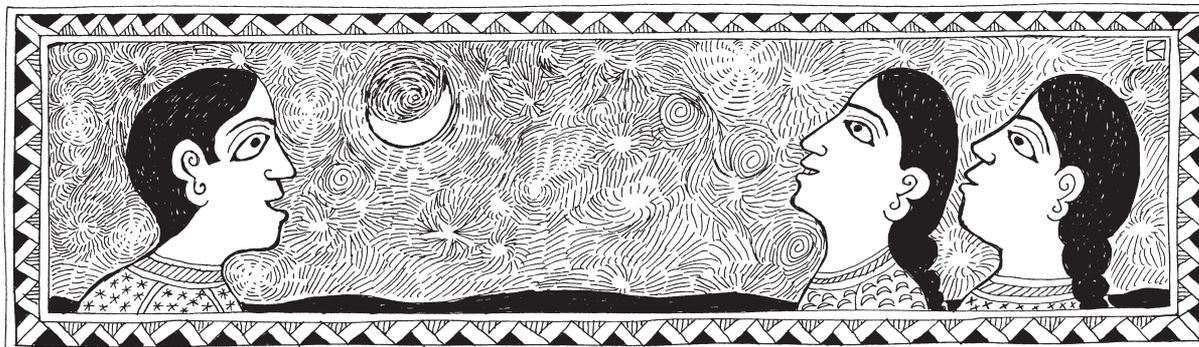
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### NEW WORDS

|                      |                  |                          |
|----------------------|------------------|--------------------------|
| Dissected            | Sterilisation    | Spinal cord              |
| Liver                | Sperm            | Anus                     |
| Vein                 | Seminal vesicle  | Diaphragm                |
| Digestive system     | Leprosy          | Alimentary Canal         |
| Pancreas             | Thyroid gland    | Trachea                  |
| Artery               | Endocrine system | Sense organ              |
| Oesophagus           | Endocrine gland  | Gland                    |
| Diarrhoea            | Testes           | Urinary system           |
| Nervous system       | Duct             | Kidney                   |
| Small intestine      | Hormone          | Ureter                   |
| Life-saving solution | Secretion        | Urinary bladder          |
| Large intestine      | Pulse            | Abdomen                  |
| Respiratory system   | Oxidation        | Oxygenated blood         |
| Caecum               | Sputum           | Ovum                     |
| Bile                 | Cancer           | Blood circulatory system |
| Faeces               | Saliva           | Reproductive system      |
| Dehydration          |                  | Vas deference            |

# LOOKING AT THE SKIES

13



Elderly people seem to know a lot of things. They can look at the shadow cast by a tree or building and say what time of the day it is, whether it is noon or evening. There must be an elderly relative in your own home who looks at the night sky and says that winter (or summer or the rainy season) is near. How does she/he make such a guess?

The answer to this question lies in the motion of the sun and stars. We should learn to recognise these stars and constellations and observe their motion across the sky throughout the year.

Telling the time of the day, or the day of the year as seen in a calendar, by looking at the sun, moon and stars is not something new. People have been doing so for centuries. For example, in the 18th century, Raja Jai Singh, the Maharaja of Jaipur, built several instruments to trace the movement of these heavenly bodies. He built observatories in Delhi, Jaipur, Ujjain, Mathura and Varanasi which are famous the world over. They are known as *jantar mantars*.

One thing must be made very clear when we talk of the movement of the sun, moon and stars across the skies. These are the motions observed only from the earth and not from some other point in the skies.

One more thing. Before proceeding further, quickly review what you learned in your geography lesson about the sun and earth and their mutual relationship.

Now answer the following questions:

What causes day and night? (1)

Why does the weather change during the course of the year? (2)

Where exactly is the sun situated in the sky at noon? (3)

Where is the sun situated in the sky in the morning and, again, in the evening? (4)

How does the shadow of a tree change from morning to evening? (5)

We shall now perform some experiments which will help us understand these questions more thoroughly.

### EXPERIMENT 1: A STICK IN THE GROUND — DOES IT TICK?

This experiment should be performed on a day when the sky is clear, preferably between nine in the morning and four in the evening.

Pick a spot in the open where you can be sure you will have sunshine throughout the day. It should be a spot where people won't come and meddle with your experiment.

Take a stick which is a little over a metre long and plant it vertically in the ground. Ensure that exactly one metre of the stick remains above the surface. You could even build a fence around your stick to keep people away from it. To build a fence, drive four pegs in the ground around the stick to form the corners of a square and join the pegs with a string, as shown in the figure.

You should take one more precaution. You should choose a spot which is as flat as possible. Also there should not be any trees or buildings nearby which can cast a shadow on the stick during the day. That would spoil your experiment.

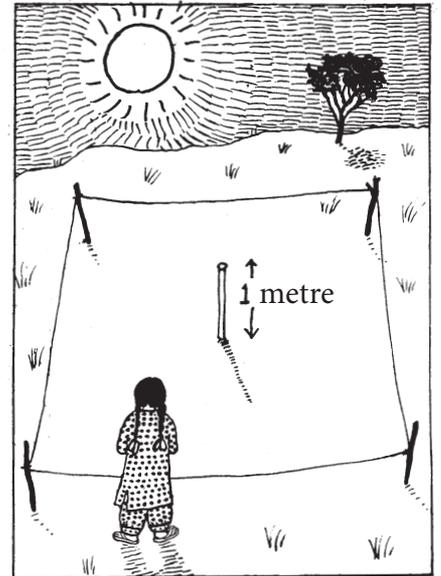
Make your first observation at nine in the morning. Check where the tip of the shadow of the stick is on the ground and make a mark at that point by driving a nail or peg. Measure the length of the shadow. Then, make similar observations every half an hour throughout the day till four in the evening. Use your watch to fix the time for making your observations. Enter the measurements of the length of the shadow and the time you made the measurements in a table.

Use the data in your table to draw a graph. Before making your graph, discuss among yourselves what you would like to plot on the 'x' axis — the time or the length of the shadow. On what basis would you make this decision?

Since you will be making observations over the next two weeks at least, you should ensure that the pegs and stick are not disturbed.

Is your graph a straight line or some other shape? (6)

Look at your graph and see at which time of the day the shadow was the shortest. (7)



Now recall the methods you learned for finding directions.

In which direction does the shortest shadow fall? (8)

When was the shadow the longest in your experiment? (9)

Why does the length of the shadow change with time? Illustrate your answer with the help of a diagram. (10)

If you continue your experiment from sunrise to sunset, at what times do you think the shadow would be the longest? (11)

### A USEFUL TIP

The shortest shadow cast by a vertical object on the ground always falls in the North-South direction. You can use this fact to locate directions.

### A RIDDLE

Look at the nails or pegs you have fixed to the ground to keep track of the shadow of the stick throughout the day. From their positions, can you tell how the position of the sun changes in the sky from sunrise to sunset?

If you can answer that question, then solve the riddle posed in Figure 1. The figure shows the position of the sun in the sky at three different times during the day. The positions of the shadows cast by the stick are also shown in the figure.

Copy this figure in your exercise book. Try and guess the time of day corresponding to each position of the sun shown in the figure. (12)

The day after doing Experiment 1, observe whether the shadow of the stick falls at the same spots at the same times throughout the day. (13)

Can you use your stick as a clock (sun dial) to tell the time? If your answer is 'Yes', explain how this is possible. (14)

Two weeks later, once again check to see whether the stick's shadow falls at the same spots at the same times during the day. (15)

If the shadows on different days do not fall on the same spot, what could be the possible reason? Illustrate your answer with the help of a diagram. (16)

### A SUGGESTION

You observed in Experiment 1 that the position of the sun in the sky changes during the day. If you continue your experiment for a full year, you will find that the position of the sun changes from day to day as well. That is, the position of the sun at 10.00 am today

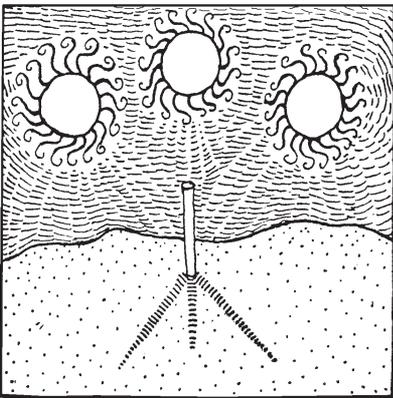


Figure 1

will be different from its position one month later at the same time. If you choose a particular time every week and mark the position of the sun with a peg at that time, you can build a calendar for the full year. You could use this calendar the following year to figure out dates without taking help from any other calendar.

### A POINT TO PONDER OVER

The sun feels hotter during some parts of the day. At which position in the sky is the sun when it feels the hottest? Is the heat of the rising or setting sun greater or lesser than that during noon? (17)

You had made a second set of observations in Experiment 1 after a gap of two weeks.

Did the length of the shadows change during this time? If they did change, did they become longer or shorter? (18)

Can you guess whether summer or winter is coming by gauging the length of the shadows? (19)

### AN EXPERIMENT YOU CAN DO ON YOUR OWN

Pick a spot near your home from where you can observe the sunrise. You may have to climb to the terrace or roof of a nearby house or go to an open field for this purpose. Choose a tree, electricity pole or some other stationery object as a reference point. Over the next 10 to 15 days, note the spot at which the sun rises daily, keeping in mind your reference point. Make a daily sketch of the position of the rising sun as well as your reference point in your exercise book during this period. If possible, try and do this experiment either during March-April or September-October. That is the best time of the year to make these observations.

Does the spot where the sun rises change? If it does, in which direction does it seem to move? (20)

When the sun is seen moving towards the southern part of the sky, it is called the **winter solstice** (*dakshinayana*). When it is seen moving towards the northern part of the sky it is called the **summer solstice** (*uttarayana*).

Was the sun in the winter or summer solstice during the time you made your observations? (21)



## EXPERIMENT 2: MAKE YOUR OWN SUN-DIAL

First of all, you will need to cut a right-angled triangle ABC from a sheet of cardboard. Angle C of the triangle should be equal to the latitude of your city or town and angle A should be 90 degrees. (Figure 2)

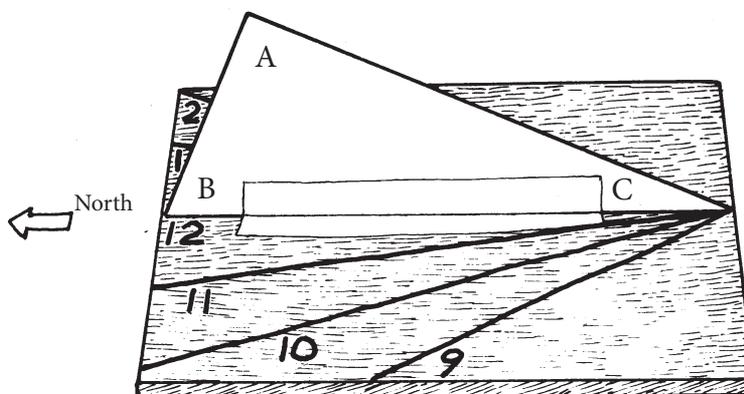


Figure 2

A list of latitudes is given below:

**Table 1**

| No | District                                                                          | Latitude   |
|----|-----------------------------------------------------------------------------------|------------|
| 1. | Betul, Chhindwara and Khandwa                                                     | 22 degrees |
| 2. | Hoshangabad, Narsinghpur, Dhar, Dewas Ujjain, Indore, Jhabua, Ratlam and Shajapur | 23 degrees |
| 3. | Mandsaur                                                                          | 24 degrees |

Fix your cardboard triangle vertically in the middle of a rectangular wooden board. Glue strips of paper along both sides of the edge BC and the wooden board to make the triangle stand erect.

Place your board with the triangle on level ground in an open space which gets sunlight throughout the day. Base BC of the triangle should be placed in the North-South direction, with B pointing exactly towards the north.

At nine in the morning, draw a line along the shadow of side AC on the wooden board. Mark the time alongside the line. Draw lines of the shadows of side AC at one-hour intervals (use a watch to check the time) through the day and mark the time for each line. Your sun-dial is ready.

You can tell the time by looking at the shadow on the sun-dial. But remember that base BC of the triangle in the sun-dial must always be in the North-South direction if you wish to read the time correctly.

### EXPERIMENT 3: THE MOVEMENT OF THE MOON

#### (A home assignment)

*Amavasya* is the night of the new moon. Note the date of the day after *amavasya* when the moon first appears in the sky. Also note the time at night when the moon sets.

Record your observations in a table in your exercise book. Draw a picture of the moon as you see it in your table. (22)

Continue making observations for as many nights as possible. Then, observe the moon from a few days before until a few days after the full moon (*purnima*) and note the date and time at which the moon rises in your table. Also, draw pictures of the shape of the moon when you make each observation.

From your observations, can you calculate the number of hours between one moon-rise and the next or the number of hours between one moon-setting and the next? (23)

How many hours separate one sunrise from the next, or one sunset from the next? (24)

Which takes longer to completely circle the sky — the sun or the moon? (25)

You saw that the shape of the moon changes night after night. These changes in appearance are called the **phases** of the moon. Can you guess why the shape of the moon changes? Let us perform two experiments to find out.

### EXPERIMENT 4

#### (A home assignment)

Choose a day one week after the new moon when the moon is visible in the sky during the day. Take a yellow lemon or a whitewashed ball of earth and hold it up towards the moon. Ensure that you are standing in the sunshine when you do this experiment.

Observe the shape formed by the sunlight on the surface of the lemon or ball of earth.

Is there some similarity between the shape formed and the shape of the moon? (26)

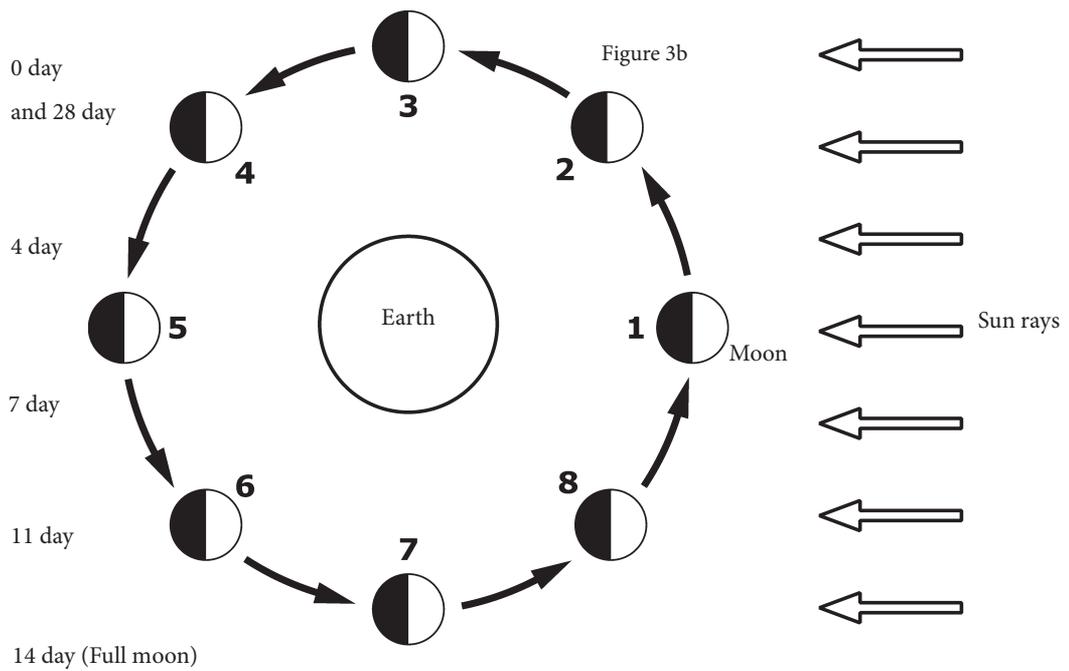
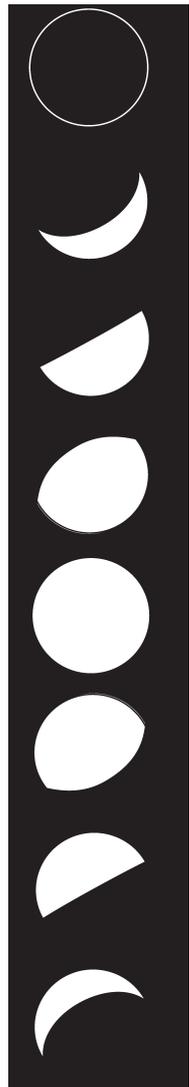
### EXPERIMENT 5

#### (Do this experiment at around 4.00 pm)

Wrap a ball tightly with a white handkerchief or some white piece of cloth. Assume this is the moon. Hold this ball in front of your eyes in bright sunshine and turn around slowly.



Figure 3a



**The monthly path followed by the Moon while circling the Earth**

In Figure 3 a, the day of the new moon is called Day-0. The picture of the moon on Day-0 is shown in Figure 3 b as position 1. In this position, the illuminated surface of the Moon is not visible from earth, so the moon cannot be seen from the earth.

Four days later (Day-4), the moon is in position 2. A small part of its illuminated surface is now visible from the earth. On Day-7, the moon is in position 3, so more of it is visible from the earth. Going ahead like this, on Day-14 the entire illuminated surface of the moon is visible from the earth. This is the day of the full moon. Subsequently, the moon grows smaller with each day as it passes through positions 6, 7 and 8. After 28 days, the moon is once again in position 1.

Observe how the shape of the illuminated part of the ball changes.

Does sunlight fall on half the ball at all times while you turn around? (27)

Does the shape of the illuminated part appear different in different positions in spite of this? (28)

Why does this happen? To understand the reason better, look carefully at Figure 3. The large circle in the middle of Figure 3 b is the earth and the smaller circles around it are the moon in different positions. The sun's rays falling on the moon illuminate half its surface in all the positions. However, we cannot see the entire illuminated surface from the earth in all the positions. In some cases we see the entire illuminated surface while in others we see only part of it. In one particular position, we cannot see the illuminated surface at all.

The shape of the moon we see is the shape of the illuminated portion visible to us.

So, although half the surface of the moon is illuminated on new moon day, we cannot see that. Try and duplicate this position with your ball. For this, you will have to hold the ball towards the sun.

In this position, which part of the ball is illuminated? (29)

On a full moon day, the situation is reversed. The illuminated half of the moon faces us, so we see a complete and round full moon.

In the phases in between, we see different shapes of the moon.

Hold your ball in different positions and draw pictures of the shapes of the visible illuminated portion in each case. (30)

The different shapes of the moon in its different phases, as seen from the earth, are shown in Figure 3a.

Compare the drawings you have made with those in Figure 3 a. (31)

From the above explanation, you may have understood that the sun and the moon must be on the same side of the earth on a new moon day and on opposite sides of the earth on a full moon day.

Can you now state in which direction the moon will rise on a full moon day? (32)

### WHY DO ECLIPSES OCCUR?

Why do **eclipses** occur? The myth of Rahu and Ketu is very popular in our country. But we now know that a solar eclipse occurs when the shadow of the moon falls on the earth and a lunar eclipse occurs when the shadow of the earth falls on the moon. You performed some experiments on forming shadows in the chapter on 'Light' in Class 6 and 7.

Describe the situation during a lunar eclipse on the basis of Figure 3. (33)

Why does a lunar eclipse only occur on a full moon day? (34)

According to Figure 3, in which position will the shadow of the moon fall on the earth? (35)

Can this position occur only on one particular day? (36)

Can you now explain why a solar eclipse occurs only on a new moon day? (37)

However, why is it that a solar eclipse does not occur on every new moon day and a lunar eclipse does not occur on every full moon day? Let us try and understand why.



Figure 4

A solar eclipse occurred on the afternoon of February 16, 1980. Because the sun was covered during the eclipse, the earth was clothed in darkness during the day. Figure 4 contains a photograph of this eclipse. It is a time exposure photograph. That means the exposures of the different stages of the Sun during the eclipse were made at 10-minute intervals on the same frame. The photograph shows the moon slowly covering the sun and then moving away. The covered portion of the sun appears black in the photograph and the uncovered portion white.

You can easily guess the position of the moon at each stage of the eclipse. Can you draw separate lines tracing the paths of the sun and the moon in the photograph?

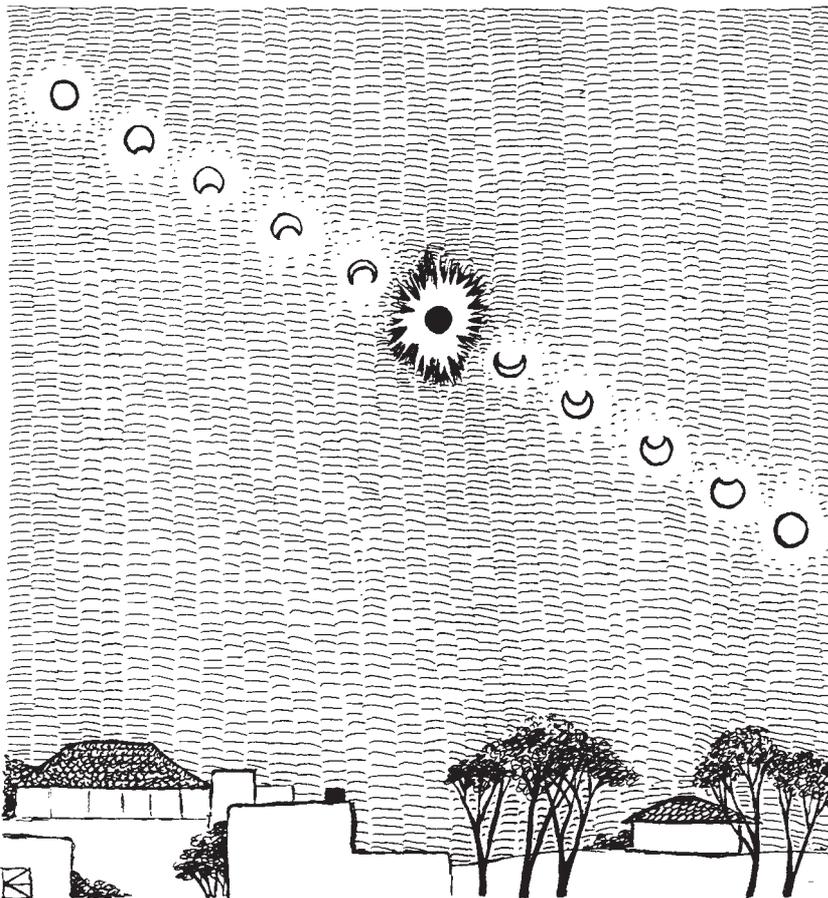
A larger diagram based on the photograph is given in your kit copy. That should help make your job easier. This diagram has two round discs at the bottom — one black and one white — with their centres marked. The white disc is your sun and the black disc your moon. Cut out these discs neatly with a blade.

We shall assume that the white portions of the other discs in the diagram are the sun and the black portions are the moon.

Each of these discs depicts the position of the sun and moon at various stages of the eclipse.

We shall now find the centres of the sun and moon at each stage. To do this, take the white disc you have cut out and place it exactly atop the white portion of any of the stages in the diagram in the kit copy. Pierce a hole through the centre of your disc with a pin to mark the spot at the centre of the sun's outline at that stage in the diagram. Remove the white disc and mark the spot with a pencil.

In this way, mark the sun's centre at every stage of the eclipse in your diagram. Join these spots with a line. This line depicts the path of the sun.



To find the moon's path, repeat the exercise. But this time use the black disc and mark the centres of the black portions at each stage of the eclipse. Join these spots by drawing a line with a pencil and you will get the path of the moon during the eclipse.

Do the sun and the moon follow parallel paths or do their paths cross each other during the course of the eclipse? (38)

What would be the difference in the positions of the sun and the moon on new moon days when no eclipse takes place and when there is an eclipse? Use the kit copy diagram to try and figure out your answer. (39)

There is another aspect to note in the diagram. The sun and moon reached the point of intersection of their paths at exactly the same time during the eclipse on February 16, 1980.

If this had not happened, would a total solar eclipse still have occurred? (40)

Can you now tell why a total solar eclipse does not occur on every new moon day? (41)

## EXPERIMENT 6: THE MOTION OF CONSTELLATIONS

(To be done at home at night)

When you look at the night sky, do the stars appear to be moving? If you wish to study the movement of stars across the sky and trace their paths, you must observe the Pole Star, the seven stars of the Great Bear (*Saptarishi*) constellation and the six stars of the Cassiopeia (*Kashyapi*) constellation. Seek guidance from any knowledgeable elder to locate these stars.

You can easily recognise the Great Bear with its rectangular head in the northern sky (Figure 5a). In winter, this constellation rises a few hours before sunrise. In this season, you can also see Cassiopeia in the same part of the sky, its six stars forming the letter 'W' (Figure 5b).

You can locate the Pole Star with the help of these two constellations as shown in Figure 5 a and 5 b. If you are able to spot only the Great Bear, look at the two stars that form the outer side of its rectangular head. Extend an imaginary line from these two stars. The Pole Star will be located on that extended line (Figure 5 a).

If only Cassiopeia is visible, the Pole Star will be located on a line extended straight outwards from the middle star at point 3 of the 'W' (Figure 5 b).

Once you have located the Great Bear, Cassiopeia and Pole Star in the night sky, do the following experiment.

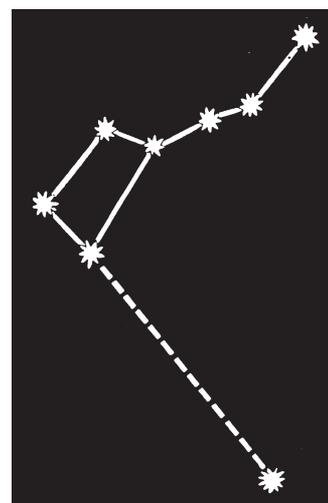


Figure 5a

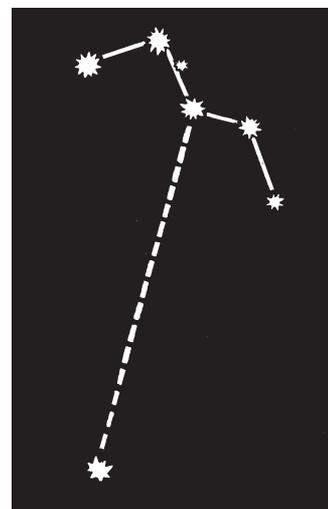


Figure 5 b

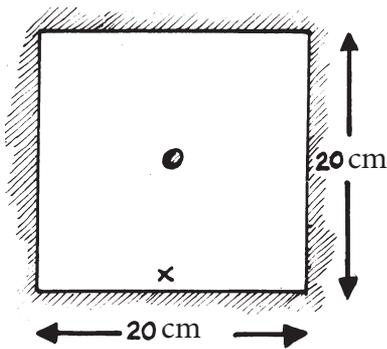


Figure 6

Take a 20 cm x 20 cm square sheet of paper and make a 1 cm diameter hole in its centre. Mark a cross on one side of the sheet of paper as shown in Figure 6.

Hold the sheet in front of your eyes with the X mark at the bottom and look for the Pole Star through the hole. Once you have located the Pole Star, check in which direction the Great Bear and Cassiopeia lie.

Draw an arrow on the paper in the direction in which you see each of these constellations. Mark the time at which you made your observation in both cases. (42)

Choose a nearby tree or house as a reference point. Draw a picture of your reference point on the paper, clearly indicating its location. (43)

Repeat your observations at one-hour intervals. Ensure that you are standing on the same spot each time you look at the stars.

Draw arrows in the direction of the position of the Great Bear or Cassiopeia during each observation on the same paper and note the time of the observation next to the arrows. (44)

Using the tree or house you have chosen as your reference point, check whether the position of the Pole Star has changed or not. If it has changed, note the changed position. (45)

Repeat this activity as many times as possible, the minimum being four times. But ensure that the X mark on your sheet of paper remains at the bottom during all your observations.

You could also use other known stars or constellations close to the Pole Star to perform this experiment.

Study the picture you have drawn and answer the following questions.

Do the positions of the stars change over time? (46)

Does the position of the Pole Star also change with time? (47)

Does the shape of the Great Bear or Cassiopeia change with time or does the position of these constellations in the sky change? (48)

What kind of path do these constellations trace in the sky? (49)

From your observations, you would have realised that the stars do not remain in the same spot in the sky but revolve around the Pole Star. The Pole Star, however, remains fixed at one place. It takes the stars 24 hours to complete a revolution around the Pole Star. We can observe only half of this revolution during the course of a night.

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**NEW WORDS**

Constellation

Winter solstice

Summer solstice

Latitude

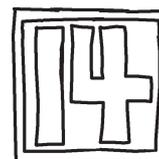
Phases

Eclipse





# OUR SOIL



Air and water are so much part of our lives that we don't really pay much attention to them. We just keep using them everyday. It's the same case with soil.

Make a list of the uses of soil. (1)

If you combine the lists made by all the students in the class, you can see that soil has many different uses.

But can different types of soil be used for any and every purpose? For example, can you make pots (*matkas* or *surahis*) using any and every kind of soil? Similarly you may have heard that particular types of soil are needed to grow particular types of crops and plants.

Can you think of some other examples where a particular type of soil is required for a particular purpose? (2)

The use to which a particular type of soil can be put depends on the qualities of the soil. We shall study and analyse various soils in this chapter to understand their qualities and the differences between different types of soil.

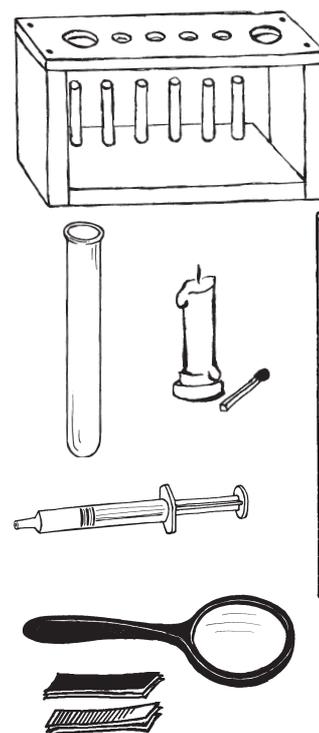
## MAKE YOUR PREPARATIONS

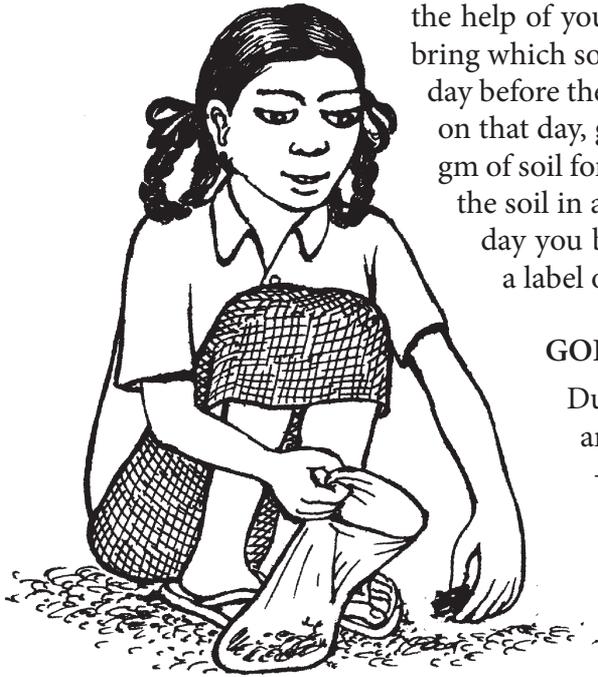
For our study, we require soils collected from different places. Examples of some of these locations are given below:

fields      lakeside      open meadows      river banks

garden      forests      roadside      fallow land

You can change the list, adding or subtracting names, to suit your convenience. But you should make sure that you get different types of soil from different places. It would be even better if the soils are of different colours. Collect the soil samples while you are on your way to school from home. To do this in an organised manner, take





the help of your teacher to decide in the class which group is to bring which soil sample. This work distribution should be done a day before the chapter is begun in class. Leave home a little early on that day, go to the location allotted to you, collect about 250 gm of soil for your sample, and bring it to school. You can carry the soil in a polythene bag. But remember, collect the soil the day you begin the experiments in class. Don't forget to put a label on your soil sample, stating where you got it from.

### GOING ON A FIELD TRIP

During the time this chapter is being done in class, try and go to places that have been recently dug up deep — for example, for laying a road, or constructing a bridge, or digging a well, or laying the foundation of a house. If you live near a river or stream, there may also be places where the water has cut into or eroded the banks and exposed several layers of soil.

These places will give you a good picture of the different layers of soil. Each layer will have a distinct texture and will be different from the other.

Make a diagram of a section of the dug up or eroded soil. Note the thickness of each layer, the shape and size of the particles of soil in each layer, their colour, etc. (3)

### FOR THE TEACHER

The arrangements for doing experiments and going on field trips are slightly different for this chapter. Each group will collect soil samples from one of the selected locations. You should help finalise which group will collect samples from which location a day before the field trip. You should plan in advance the locations that the groups are to go to, so that students are able to make necessary observations. Each group is to bring soil samples from one or two different locations and study them.

Experiment 5 needs to be started immediately after bringing the soil samples. The students should therefore be told to weigh 100 gm from the soil sample collected by them as soon as they reach school and spread it out for drying. In the end, the differences between the qualities of the soil samples are to be explored through a group discussion based on all of the collected data.

Before you move ahead, copy Table 1 in your exercise book. Note all your observations in this table. (4)

**Table 1**

**Group No .....Location from where sample was collected .....**

| Serial No | Experiment No | Properties                               | Observations |
|-----------|---------------|------------------------------------------|--------------|
| 1.        | 1             | Shape of particles                       |              |
| 2.        | 1             | Colour                                   |              |
| 3.        | 1             | How it feels                             |              |
| 4.        | 1             | Smell                                    |              |
| 5.        | 1             | The way it looks under a magnifying lens |              |
| 6.        | 1             | Living organisms present                 |              |
| 7.        | 1             | Remains of organisms                     |              |
| 8.        | 3             | Type of soil                             |              |
| 9.        | 5             | Moisture content (%)                     |              |
| 10.       | 6             | Water retention (ml)                     |              |
| 11.       |               | Percolation rate (ml per minute)         |              |
| 12.       | 7             | Acidic/alkaline                          |              |

### EXPERIMENT 1: EXAMINING THE SOIL AFTER RETURNING TO SCHOOL

Have you ever wondered which properties of soil you can study? Let us make a list of these properties. Some such points are given below.

1. How does the soil look? Is it like a fine powder, lumpy or granular?
2. What is its colour? Is it black, brown or some other colour?
3. How does it feel when you touch or press it? Hard, soft, elastic, dry, sticky, etc?
4. How does it smell? Is it aromatic, foul smelling or without a scent?
5. Can you see anything new when you examine the soil under a magnifying lens?
6. Can you see any living creatures or plants in the soil?
7. Can you see any remains of dead creatures or plants?



To observe properties No 6 and 7, you will have to break the soil into a fine powder, spread it out and examine the particles through a hand lens.

Check the soil for the properties listed in the table and fill the details in the table. (5)

Did you find any organisms in the soil? If yes, then what do they look like? Describe them in your own words. (6)

What do you think can be the importance of rotting vegetation and animal remains for the soil? (7)

Are all the particles in any one sample of soil equal in size? (8)

If you have a problem in answering this last question, do the following experiment and then try to answer it.

## EXPERIMENT 2

Take a little soil. Grind the larger particles into a fine powder. Fill a glass or test tube three-fourths with water and add half the amount of powdered soil to it. Use a twig or stick to stir the soil in the water. Now keep it undisturbed for half an hour. Then examine the soil solution and answer the following questions.

Do you see layers of different sized particles in the solution? (9)



Make a diagram of these layers and estimate the approximate thickness of each layer. Write down your estimates in the diagram. (10)

Compare the layers of soil in your test tube with the layers of soil in the test tubes of other groups. Make a list of the differences or similarities you observe. (11)

Now try and answer Question 8.

You had made a diagram of the layers of soil you saw during your field trip. Compare your first diagram with the diagram of soil layers in the test tube. (12)

This experiment shows that soil is made up of different sized particles. The proportion of these different sized particles differs in different types of soils. We classify soils on the basis of the proportion of different sized particles they contain. If the proportion of larger sized particles is more, we call the soil sandy. If the proportion of fine particles is more, the soil is clay. If large and fine particles are present in equal proportions, the soil is called **loam**.

We can do a simple experiment to find out which soil is of what type.

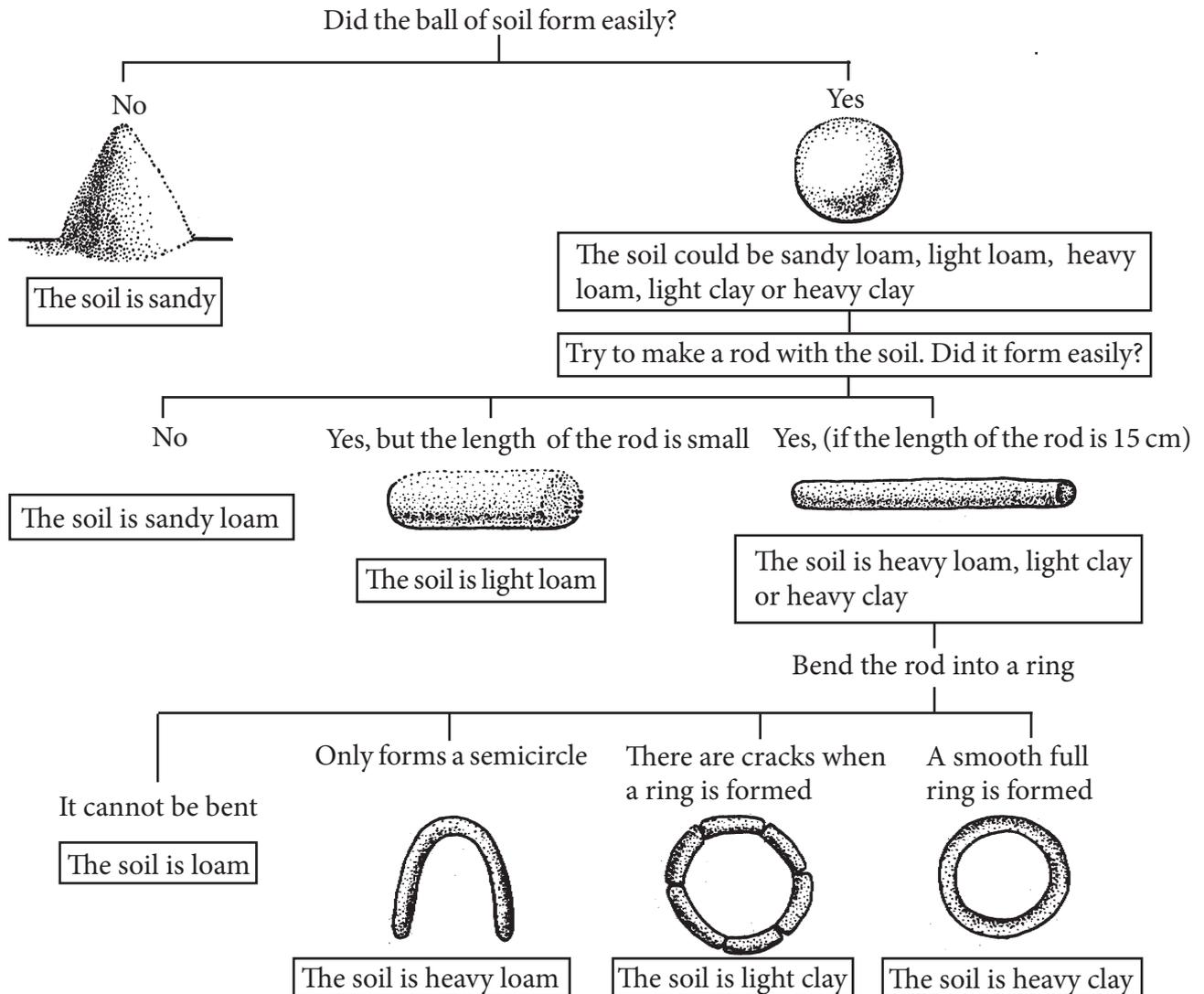
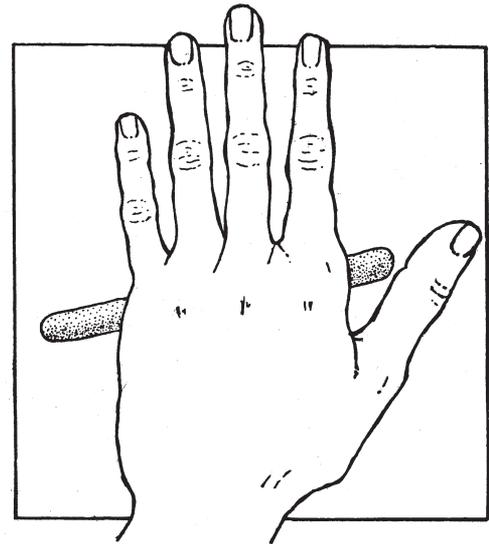
### EXPERIMENT 3: TYPES OF SOIL

Take 20 gm to 25 gm of soil from your soil sample. Remove pebbles, grass and other organic matter from it. Add water to the soil drop by drop, kneading the soil while doing so. Pour enough water so that you can make balls without the soil sticking to your palms. Make a 2.5 cm diameter ball of soil. Put this ball on a flat surface and try and roll it into a 15 cm long rod. If you can bend the rod without breaking it, then bend it into a ring. Carry on with the experiment by taking help from the chart given below.

You can identify a soil type by the extent to which you can mould it.

Note your conclusions in the table. (13)

Identify the different types of soils in the line diagram given below.



What type of soil would be ideal for making clay vessels, toys or models? (14)

#### EXPERIMENT 4: MOISTURE IN SOIL

Put two teaspoonfuls of soil in a boiling tube. Heat the boiling tube over a flame.

What happens when you heat the soil? (15)

Do you see any water anywhere? If you do, how did you recognise that it is water? (16)

Remove the soil from the boiling tube after you heat it.

Compare the soil with a sample of soil that has not been heated.

Do you notice any differences between the two soil samples? If you do, what are these differences? Explain in your own words. (17)

For the next two experiments (No 5 and No 6), don't collect soil samples immediately after it rains or after a field is irrigated. Otherwise your observations about the soil will be incorrect. Wait at least 48 hours after it stops raining or the irrigation is completed before collecting the soil samples for these experiments.

#### EXPERIMENT 5: THE MOISTURE CONTENT OF SOIL

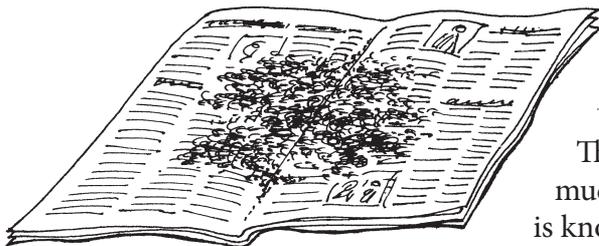
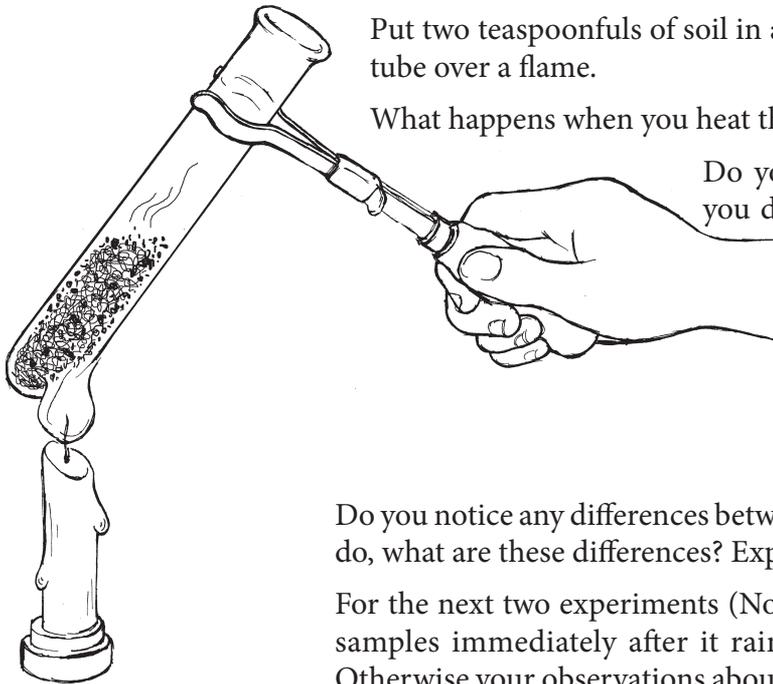
There are many ways of finding out the moisture content of different soils. We shall use a simple method. To find the moisture content of some soil, grind it into a fine powder. Weigh 100 gm of soil from this pile. Spread it on a newspaper and dry it for about two hours in the sun. While drying the soil, remember that the sky must be clear and the heat of the sun intense. So the best time to dry the soil is in the afternoon. Keep turning the soil over while you are drying it. But be careful that the soil does not

spill out of the newspaper. That would affect the results of your experiment.

Weigh the soil again after it has dried completely. The difference in the two weights will tell you how much water 100 gm of the soil contained. This quantity is known as the percent moisture content of the soil.

Let all the groups do the experiment with different soil samples.

Write the percent moisture content of the soil samples in the table. (18)



Are the figures of the percent moisture content of all the soil samples the same? Compare your findings with those of the other groups. (19)

#### EXPERIMENT 6: TWO PROPERTIES OF SOIL

We shall study two properties of soil together during this experiment. The two properties are:

- 1) The **amount of moisture absorbed** by soil.
- 2) The **percolation rate** of the soil.

You require a 5 ml or 10 ml syringe, a measuring cylinder and a weighing balance. Also, get a watch to keep track of the time.

Weigh 5 gm of soil with the weighing balance. Put this soil on a sheet of paper and grind it to a fine powder. Pour the powdered soil into the syringe and level the soil. Stand the syringe upright inside a boiling tube or test tube. Now measure 5 ml of water with the measuring cylinder. Pour the water slowly over the soil in the syringe. Note the time just when you begin pouring the water.

After the water on the surface has completely percolated into the soil in the syringe, note the time again.

Some water will seep through the soil and drip into the test tube. When water stops dripping into the test tube, measure the quantity of water collected in it.

Do this experiment with different soil samples and note your observations in a table.

Calculate the percolation rate (ml per minute) of the soil based on the time taken for the 5 ml of water to seep inside. Note your results in the table. (20)

We call this the **percolation rate** of the soil.

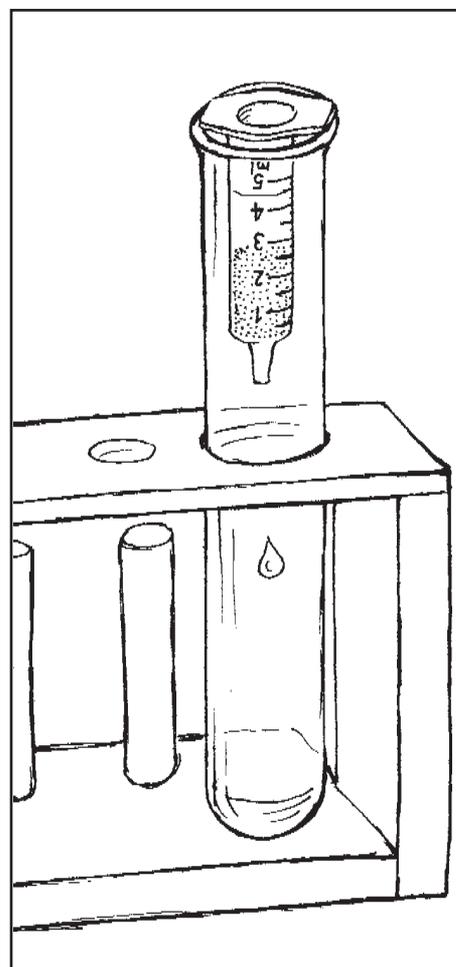
Find the percolation rates of different soil samples and accordingly list the samples in the table. (21)

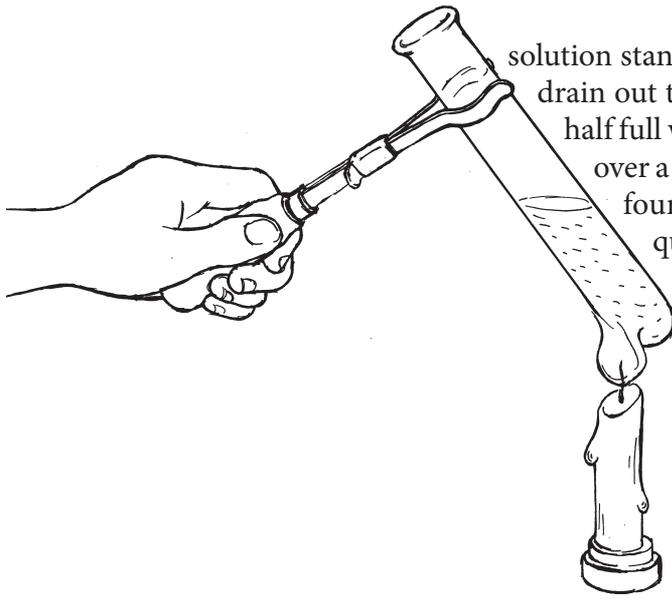
To find the amount of water absorbed by the soil, you will have to deduct the amount of water collected in the test tube from the original amount (5 ml) of water taken.

Calculate how much water different types of soil absorb. Note your results in the table. (22)

#### EXPERIMENT 7: SOLUBLE SUBSTANCES IN SOIL

Fill a beaker half full with soil. Pour some rainwater or distilled water over the soil. You should pour enough water to fill the beaker three-fourths. Stir the soil and water with a twig. Then let the





solution stand for some time. Once the soil settles down, drain out the water on top carefully. Fill a boiling tube half full with this drained water. Heat the boiling tube over a candle flame. Continue heating till only one-fourth of the water remains. Then answer the questions given below.

What is the colour of the water? (23)

Use blue and red litmus paper to test whether the water is acidic or basic. Note the result in the table. (24)

Make a collective table on the blackboard and enter the results of all the groups in this table one by one. Copy the table and results in your exercise book. (25)

**Table 2: Collective table**

| Serial No | Location from where soil was obtained | Type of soil | Percent moisture content | Percolation rate (ml/minute) | How much water absorbed by 5 gm of soil | Acidic or basic |
|-----------|---------------------------------------|--------------|--------------------------|------------------------------|-----------------------------------------|-----------------|
| 1.        |                                       |              |                          |                              |                                         |                 |
| 2.        |                                       |              |                          |                              |                                         |                 |
| 3.        |                                       |              |                          |                              |                                         |                 |
| -         |                                       |              |                          |                              |                                         |                 |
| -         |                                       |              |                          |                              |                                         |                 |

### COLLECTIVE TABLE

Answer the following questions on the basis of the collective table. Discuss the table in the class before answering.

Which type of soil has the highest percolation rate? (26)

Which type of soil has the lowest percolation rate? (27)

You may have noticed that the water level in a well rises about 8 to 10 days after it rains.

Through what type of soil would water percolate into the well faster and in larger quantities? (28)

In which type of soil would most of the rain water drain off the surface itself? (29)

What difference would there be if you planted a crop in two different soils, one with a high percolation rate and the other with a low

percolation rate? Either think on your own, or talk to a farmer and find out. Write your findings in your own words in your exercise book. (30)

A paddy crop grows best in a field that remains filled with water for a long time. Is paddy grown in your area?

Can you explain which type of soil is best for growing paddy — a soil with a high or a low percolation rate? (31)

What type of soil absorbs the most water and which absorbs the least? (32)

Is the percolation rate of soil that absorbs the most water higher or lower than other types of soil? (33)

Explain in your own words what you have understood about the relationship between percolation rate and the amount of water absorbed. (34)

If water is not available for a few days, in which soil would crops wither faster — those that absorb more water or those that absorb less water? (35)

You have now studied many properties of soil, including type, colour, smell, organic matter content, percolation rate, water absorption capacity, acidic/basic nature, etc. The kinds of crops commonly grown in any area depend on many factors. One major factor is the kind of soil available in that area and its properties.

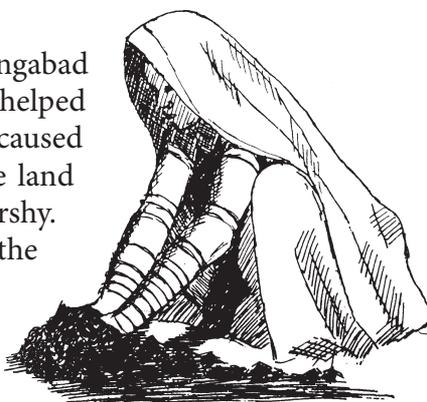
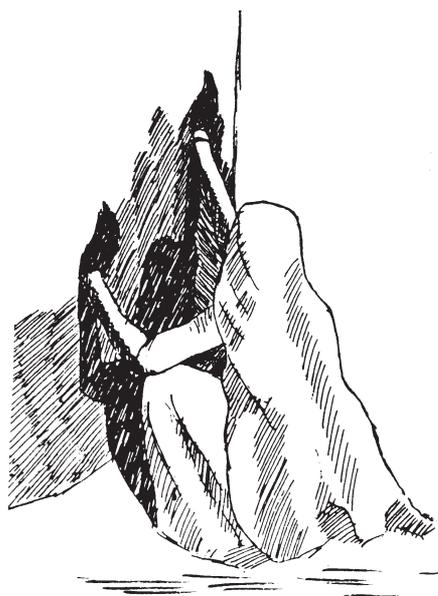
### SOME QUESTIONS FOR DISCUSSION

You may have heard about the Tawa dam in Hoshangabad district. It is a major irrigation project. The dam has helped to increase agricultural production. But it has also caused some problems. For example, in some villages, the land around the canals has become waterlogged and marshy. In some places, the soil has eroded. In some fields the excess water does not drain out.

You may have heard that many more such dams are built in Madhya Pradesh. One example is the Indira Sagar dam. Some people believe these dams will also cause problems like those seen in the Tawa dam irrigation area.

The things you have learned about soil in this chapter will help you understand these problems in a more scientific manner.

Now discuss the experiments you have done in this chapter with your classmates and others outside and try to identify those



experiments that help you to understand these problems in a more scientific manner. Write in your own words what you understand about the relationship between these problems and the properties of soil. (36)

### NEW WORDS

Percolation rate

Project

Loam



# OUR CROPS: SOME QUESTIONS, SOME ANSWERS – 2

15



You saw in the chapter 'Our Food' in Class 6 that we require different kinds of food. They include various kinds of seeds (like wheat, rice, dal, etc), different types of leaves (like spinach and methi), and many other things. In addition, non-vegetarians eat meat, fish and eggs. While discussing food chains in the chapter 'Nutrition in Plants' we also learned that the diet of non-vegetarians is eventually linked to plants.

Can you estimate how much grain your family consumes in a month? (1)

Can you also guess how much land is required to grow this amount of grain? (2)

Apart from human beings, other living creatures also need food to survive. Many of these animals have been domesticated and live with us. So we need to provide them with fodder, grain, etc, also grown in the fields.

In this chapter, we shall discuss what methods are used to increase the production of crops. There is one thing that needs to be stressed when we talk about production. It can be explained more easily through an example. Suppose we plant a crop of wheat. Suppose the plants grow nice and healthy but they do not produce any grain. Would you call this a good wheat crop? Similarly, in the case of carrot if the leaves and seeds develop well but the roots remain thin and small, will the farmer then label it as a good crop? So when we talk about increasing crop production, what we always mean is increasing that part of the crop which is useful for us.

Let's now begin our discussion on increasing production.

The production of a crop does not increase because of any one factor alone. Only when there is a proper combination of several factors

can the production increase. Some of these factors include the kind of seed planted, the properties of the soil, irrigation, the availability and timely application of fertilisers, the weather, controlling insect attacks and the growth of weeds and so on.

Experiments done with corn have revealed that there are various methods for increasing crop production. Some results of these experiments are given in Table 1.

**Table 1: Impact on the production of corn**

| <b>Method</b>                        | <b>Production<br/>(kg/ha)</b> | <b>Gain<br/>(kg/ha)</b> |
|--------------------------------------|-------------------------------|-------------------------|
| <b>Time of planting</b>              |                               |                         |
| A month after the onset of rains     | 3,400                         |                         |
| Immediately after the onset of rains | 5,830                         | 2,430                   |
| <b>Density of planting</b>           |                               |                         |
| 19,800 plants per hectare            | 4,100                         |                         |
| 39,600 plants per hectare            | 5,130                         | .....                   |
| <b>Weeding</b>                       |                               |                         |
| Once                                 | 4,040                         |                         |
| Twice                                | 5,200                         | .....                   |
| <b>Nutrient application</b>          |                               |                         |
| Without phosphorus                   | 4,570                         |                         |
| 56 kg of phosphorus                  | 4,660                         | .....                   |
| Without nitrogen                     | 4,320                         |                         |
| 78 kg of nitrogen                    | 4,900                         | .....                   |

The table shows us the gains achieved in production by using different methods. For example, planting the seed at the correct time resulted in a production gain of  $5,830 - 3,400 = 2,430$  kg per hectare.

Calculate the exact gain from each method mentioned in the table and note the results in the table. (3)

You now have some idea about the amount of production of different crops and some of the factors that affect this production.

Can you explain from what you learned in the chapter 'Nutrition in Plants' how a crop like wheat or corn can produce so much of grain? (4)

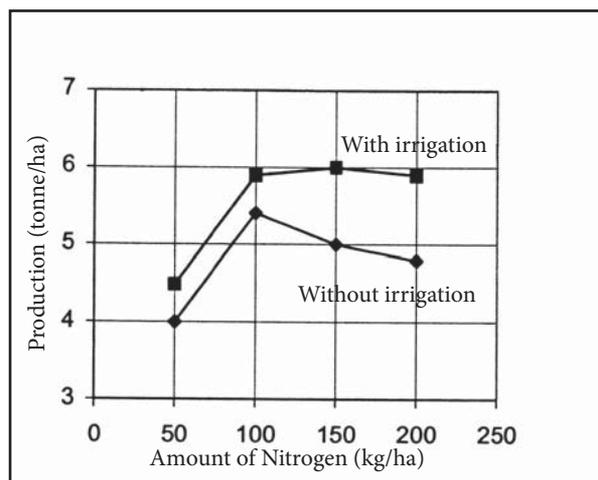
Let's now discuss each of the various factors that affect the production of crops in more detail.

## IRRIGATION

An experiment was conducted to find out how irrigation affected the production of a crop. In the experiment, crops were grown in two fields. One field was irrigated while the other wasn't. The same amount of nutrients, like nitrogen, was applied to both fields. The experiment was carried on like this by varying the amount of added nitrogen. The results of the experiment are illustrated in Graph 1.

On the basis of Graph 1, explain the importance of irrigation in increasing crop production. (5)

What difference is there in crop production when the same quantity of nitrogen is applied to both the irrigated and unirrigated fields? (6)



Graph 1

## WHAT DOES A PLANT DO WITH WATER?

We learned in the chapter 'Nutrition in Plants' in Class 7 that a plant absorbs water from soil. What does it do with this water? For one, we saw that the plant combines water and carbon dioxide with the help of sunlight to produce **carbohydrates**. Starch is one such carbohydrate. Different types of sugar and cellulose are also carbohydrates. A chemical analysis shows that 100 grams of water reacts with 260 grams of carbon dioxide to form 180 grams of carbohydrate. 180 grams of oxygen is created in this process. But the plant does not use all the water it absorbs through its roots to produce carbohydrates. Actually, most of this water evaporates in the air.

If you tie a plastic bag over a leaf, you will be able to see how much water a plant releases in the air.

It is estimated that a plant uses only 0.1 percent of the water it absorbs to form carbohydrate. That means, if a plant absorbs one litre of water, only one millilitre will be used to produce carbohydrate. The remaining 999 millilitres evaporate from the leaf.



## THE RELATIONSHIP BETWEEN WATER AND CROP YIELDS

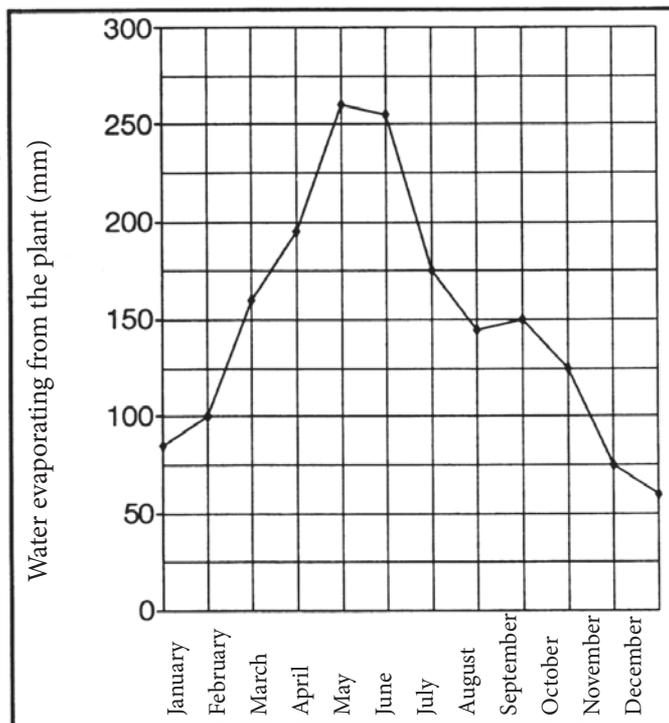
You may have wondered what difference it would make if water is scarce when only 0.1 percent is used to produce carbohydrate. Let's investigate this. Graph 2 tells us how much water evaporates from plants in different seasons.

Find out from the graph the months in which the most water evaporates from plants. (7)

Are these the same months as the monsoon season when the rainfall is heavy? (8)

So what effect does the availability of more water have on plants? (9)

Graph 2



Let's now look at an interesting fact. Most of the water released by plants evaporates from the leaves. The leaves have tiny, microscopic holes called **stomata**. Water evaporates through these stomata. We know that more water evaporates when the weather is hot. In such a situation, the stomata begin to close. This lessens the amount of water that evaporates from the leaves.

We learned in the chapter 'Nutrition in Plants' that plants absorb carbon dioxide from the air. The carbon dioxide also reaches the leaves through the stomata.

When the weather is hot and the stomata close, what effect would this have on the absorption of carbon dioxide by the plant? (10)

What effect would a change in the amount of carbon dioxide absorbed have on the growth of the plant? (11)

If the plant does not get water at this time, what effect would this have on its growth? Explain with reasons. (12)

## CROP NUTRIENTS

Just as we need different kinds of nutritious food, plants also require different kinds of nutrients. You know that a plant absorbs carbon dioxide from the air and water from the soil and produces carbohydrates with the help of sunlight.

Plants also absorb different kinds of mineral salts from the soil, in addition to water. Among these are salts that plants require in very

large quantities. There are other salts that are important for plants but are required in smaller quantities. For example, plants need nitrogen, phosphorus and potassium salts in larger quantities. These salts are obtained from soil. When we grow a crop, the plants absorb some salts from soil. Table 2 shows the amounts of nitrogen, phosphorus and potassium salts absorbed from soil by different crops. Plants also soak up other salts from soil, but the table does not give details of these salts. This means that every time any of these crops are grown in a field, these amounts of nutrients are extracted from the soil.

**Table 2: Absorption of salts by different crops**

| Crop      | Yield per hectare (kg) | Nitrogen (kg) | Phosphorus (kg) | Potassium (kg) |
|-----------|------------------------|---------------|-----------------|----------------|
| Rice      | 2,240                  | 34            | 22              | 67             |
| Wheat     | 1,568                  | 56            | 24              | 67             |
| Millet    | 1,792                  | 56            | 15              | 146            |
| Corn      | 2,016                  | 36            | 20              | 39             |
| Sugarcane | 67,200                 | 90            | 17              | 202            |
| Groundnut | 1,904                  | 78            | 22              | 45             |

If a field is farmed for many years, what would happen to the nutrient content of the soil? (13)

So, the question is how does the soil get back or replenish these nutrients? Let's examine this question in more detail.

### SOIL NUTRIENTS

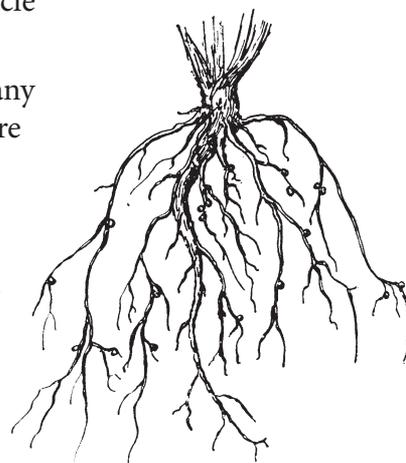
You may be wondering that we began by talking about our food, then went on to talk about nutrition in plants, and now we are faced with the question of soil nutrition. This is actually how the nutrition cycle works.

Soil nutrients are replenished or can be returned to the soil in many different ways. For example, by rotating crops, adding organic manure or chemical fertilisers, etc.

### CROP ROTATION

Usually, farmers don't grow only one crop in a field. Different crops are grown in different seasons. It has been seen that cereal crops take away a lot of nutrient elements from the soil. Legumes are different. While they do take nutrients from the soil, they also give back the soil some nutrients. Growing **leguminous crops** results in an increase in the quantity of nitrogenous salts in the soil.

Can you name some leguminous crops? (14)



Nodules of roots from leguminous crops

Leguminous crops usually have many small nodules on their roots. Several different kinds of **bacteria** live in these nodules. These bacteria absorb nitrogen from the air and convert it into a form that can be used by the plant.

**You could uproot a soyabean plant, or a methi plant, or a Bengal gram plant, to see the nodules on their roots.**

The microorganisms in the nodules use some of the nitrogen for their own purpose. Some nitrogen is used by the leguminous plant itself. But after the crop is harvested, the roots remain in the soil. So the soil gets some nitrogen in this way. Experiments have shown that a leguminous crop gives about 50 kg to 150 kg of nitrogen per hectare of soil. The crop grown after the leguminous crop can take advantage of the availability of more nitrogen in the soil.

Apart from this, there are various kinds of blue-green algae that add nitrogen to the soil. Blue-green algae culture is also available. It is applied in rice fields.

Nowadays a **bacterial culture** is also available. This is mixed with seeds. When the seeds are sown, the plants are able to produce more nodules on their roots.

So if a leguminous crop is rotated with a cereal crop, the leguminous crop replenishes, to some extent, the nitrogen taken from the soil by the cereal crop. But potassium, phosphorus and other nutrient elements cannot be replenished in this way.



### ORGANIC MANURE

By organic manure we normally mean the plant residues left in the field after cultivation such as stalks and roots, and cow-dung, urine, etc. The quantities of various nutrient elements in one tonne (1000 kg) of organic manure are given in Table 3.

Dry organic manure is made by mixing cow-dung, hay, urine, etc.

Suppose a paddy crop is grown in a field measuring one hectare and five quintals of rice is harvested.

**Table 3: Quantities of nutrient elements in organic manure (kg/tonne)**

|                     | Nitrogen | Phosphorus | Potassium |
|---------------------|----------|------------|-----------|
| Sheep manure        | 5-7      | 4-7        | 3-4       |
| Dry compost         | 5-10     | 4-8        | 6-12      |
| Dry organic manure* | 4-15     | 3-9        | 3-10      |

Calculate from Table 2 how much nutrient elements this crop must have taken from the soil. (15)

To replenish this quantity of nutrient elements in the soil, how much of dry compost needs to be added? (16)

### GREEN MANURE CROPS

Do you know that some crops are grown with the aim of being used as green manure and they are ploughed back into the soil after a few months? Some examples are *berseem*, *kulthi*, *sanhemp*, *lobia*, green gram, etc. Details of these crops and the nitrogen they provide are given in Table 4.

**Table 4: Levels of nitrogen in different green manure crops**

| Name of crop | Nitrogen (kg/tonne) |
|--------------|---------------------|
| Lobia, beans | 7.1                 |
| Dhaincha     | 6.2                 |
| Kulthi       | 3.3                 |
| Green gram   | 7.2                 |
| Sanhemp      | 7.5                 |
| Horsegram    | 8.5                 |

If the total weight of the green manure crop produced in a field is 8 to 25 tonnes per hectare, the amount of nitrogen it provides on being ploughed back into the soil is 70 kg to 90 kg per hectare.

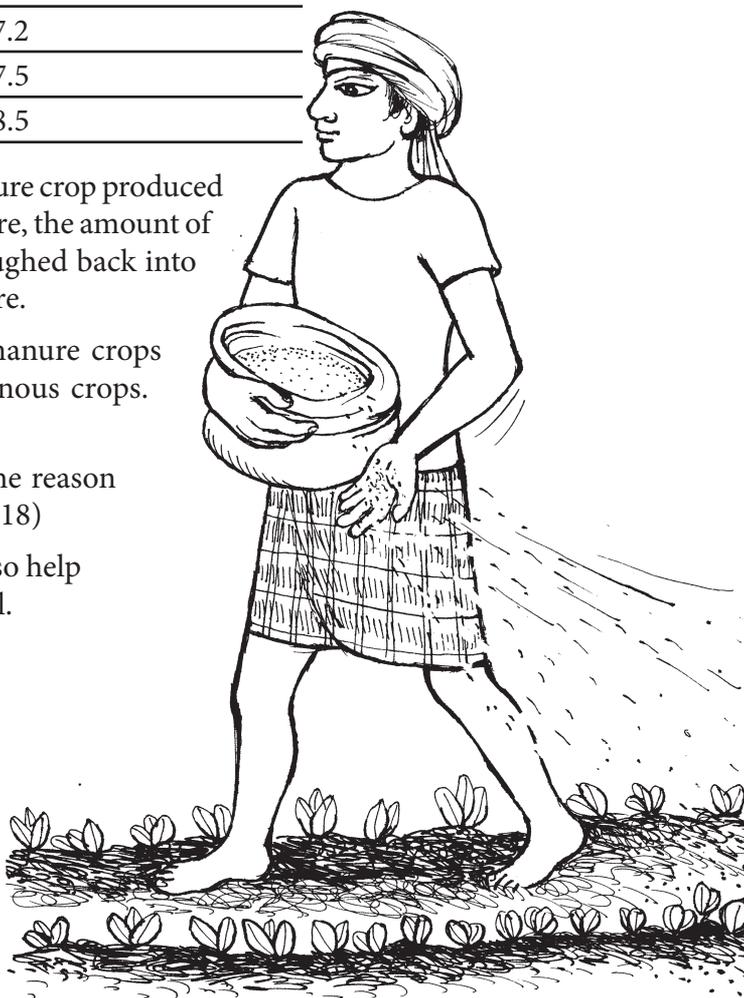
Find out whether all the green manure crops mentioned in Table 4 are leguminous crops. (17)

On the basis of Table 4, explain the reason for growing green manure crops. (18)

By the way, green manure crops also help in improving other qualities of soil.

### CHEMICAL FERTILISERS

You may have heard names like urea, NPK and superphosphate. These are chemical **fertilisers**. They are either manufactured in factories or dug from under the earth in mines.



We have already seen that plants get many of their nutrients from soil. The quantity of nutrients in the soil decreases if plants continue to absorb them. We have also seen some ways in which the nutrient content of soil can be replenished. There is one other way in which soils can receive nutrients – by adding chemical fertilisers.

The percentages of nutrients differ in different chemical fertilisers. So a farmer who uses a chemical fertiliser first checks how much of which nutrient he gets from that fertiliser before applying it in his or her fields.

If we use 50 kg of urea, then according to Table 5, 23 kg of nitrogen (46 percent) will be added to the soil.

**Table 5: Percentages of nutrients in different chemical fertilisers**

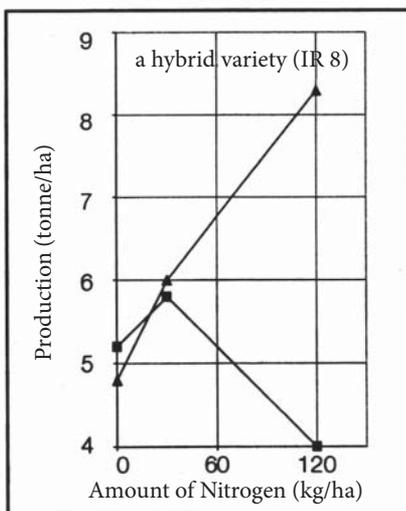
| Name of fertiliser | Nitrogen(%) | Phosphorus(%) | Potassium (%) |
|--------------------|-------------|---------------|---------------|
| Urea               | 46          | 0             | 0             |
| Superphosphate     | 0           | 8-9           | 0             |
| Ammonium sulphate  | 21          | 0             | 0             |
| Potassium nitrate  | 13          | 0             | 44            |

To get the same quantity of nitrogen, how much ammonium sulphate should we add? (19)

If 50 kg of superphosphate is added to soil, how much phosphorus would the soil get? (20)

But whether we use organic manure or compost or chemical fertilisers, it is not enough to know the percentages of nutrient elements they contain. It is important to know how much of this nutrient is finally available to the plant. It is also necessary to know which is the best time to add the nutrients so that plants can make the fullest use of them. We must also examine which is the best way to add the nutrients to soil. For example, would it be better to sprinkle them on the field or to dissolve them in water before sprinkling or to dig into the soil and put the fertiliser at some depth.

Graph 3



### THE METHOD DETERMINES THE EFFECT

It is not necessary that the production of all crops increases equally if an equal amount of nutrients is applied. The type of crop determines the effect of the nutrients. For example, the effect of applying nitrogen fertilisers on an indigenous rice variety (Peta) and a hybrid rice variety (IR-8) is shown in Graph 3.

What is the difference in effect of nitrogen fertiliser on Peta and IR-8? (21)

Normally, a farmer uses chemical fertiliser to increase the crop production in his or her fields. The question is, how much fertiliser should she/he add?

Graph 4 shows the resultant increase in crop production for different quantities of chemical fertilisers used.

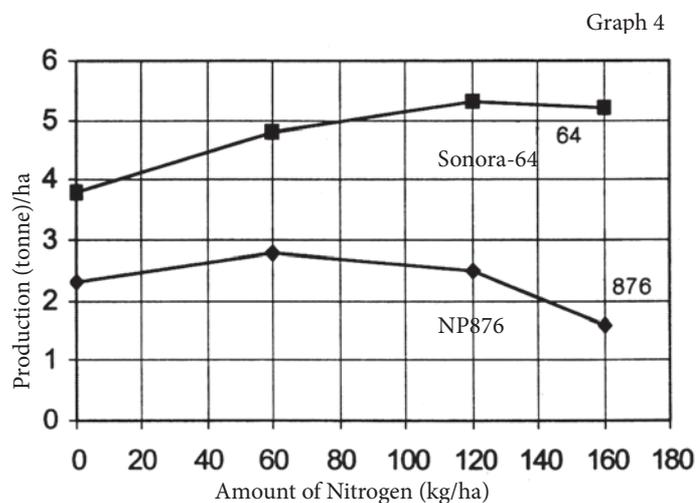
Look at the graph and say whether crop production will continue to increase as we add more and more quantities of nitrogenous fertilisers? (22)

Suppose 120 kg of nitrogen per hectare is added to a crop of Sonora-64 wheat. Then a total of 5.3 tonnes of wheat will be produced.

On the basis of Table 2, calculate how much of phosphorus and potassium will be absorbed from the field by this wheat crop. (23)

Is it advisable to add only nitrogenous fertiliser to increase production? What effect will this have on other nutrients in the soil? Explain with reasons. (24)

Now let's consider the last factor relating to crop production.



### CROP PROTECTION

Suppose we take the best variety of seeds, sow them at the correct time, apply fertiliser properly and at the proper intervals, and irrigate the crop well. Can there still be any obstacle to getting a good crop?

There are many other factors that affect crop production. Let's look at some of them.

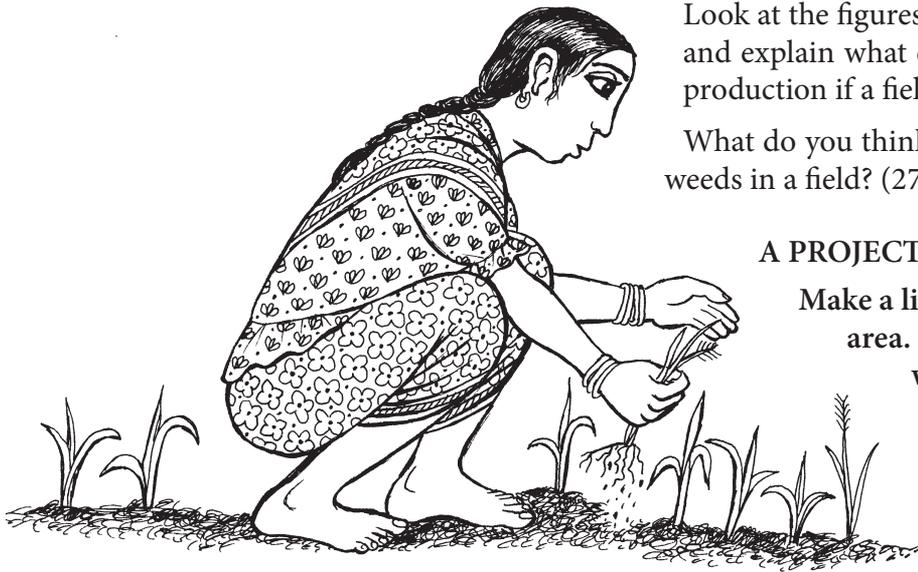
### WEEDS

Often, other plants grow in a field along with the crop. These plants are called **weeds**.

What effect do weeds have on a crop? Before trying to answer this question, discuss the following points in class:

1. How would weeds affect the supply of nutrients to the crop?
2. How would they affect the sunshine available to the crop?
3. What effect will there be on the water available for the crop?

Will these factors affect crop production? (25)



Look at the figures related to weeding in Table 1 and explain what effect there would be on crop production if a field is not weeded. (26)

What do you think should be done to get rid of weeds in a field? (27)

### A PROJECT

Make a list of the major weeds in your area. Find out which weeds grow with which crops. If possible, collect these weeds and make your own weed display. Also, try and find out what farmers do to get rid of these weeds.

### INSECTS AND PLANT DISEASES

Apart from weeds, plants are affected by insect attacks. Some insects eat the stems of plants, some nibble at the leaves, while others destroy the roots. But there are also insects that are useful for plants. For example, many insects help in the pollination of plants.

There are several microorganisms that destroy plants. We cannot see them, but we can see the destruction they cause in plants. These include shrivelling and discolouration of leaves, rusting of the stem and leaves, some powdery growth on leaves and stems, etc. There are, however, some useful microorganisms that make nitrogen available for plants, as we saw earlier.



The diseases caused by insects and microorganisms affect crop production. The question is, how should we deal with this problem? Nowadays, farmers use insecticides, **fungicides** and other chemicals. However, there are other ways to solve the problem. For example, just as weeding can rid a field of weeds, similarly insects can be captured and removed from the fields.

**Insecticides** and other such products are actually chemicals. They poison the insects. You read the story of the mosquito in the chapter 'Diversity in the Animal Kingdom' in Class 6.

On the basis of this story, can you explain whether insects can develop immunity to the insecticides that are used to destroy them? (Immunity means the insecticide will not have any effect on the insect it targets after a period of time.) (28)

There is another problem with the use of insecticides to kill pests or weedicides/herbicides to destroy weeds. A large percentage of these chemicals remain in the soil. From soil, these chemicals find their way into water sources. Do you think that a chemical used to kill insects will have no effect on humans?

People who spray these chemicals in fields are exposed to them and some of the chemicals enter their body in large amounts. What effect do you think these chemicals would have on their health?

Another problem is that these chemicals destroy all insects. We have seen earlier that some of these insects are useful and helpful to plants.

If insects that pollinate crops are killed, what effect will this have on crop production? (29)

Some people ask the question: If we don't use these chemicals, how can we get a good crop, how can we increase production? What could the answer to this question be? Some people say we can use some methods that don't give rise to these problems in the first place. For example, they say we can make use of natural food chains. Remember, we had discussed food chains in the chapter 'Nutrition of Plants'? There are many insects that eat other insects. They are called **predatory insects**. We can make use of these insects. There are also birds that eat insects. We can use these birds to get rid of insects.

Similarly, people say we can capture harmful insects and kill them. The problem is that this method is both slow and time consuming. However, supporters of this method say the process can be speeded up. For example, if a lighted bulb is placed in a field, insects would cluster around it.

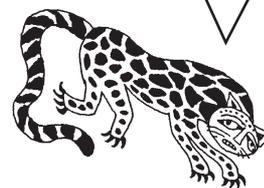
What are your thoughts on this subject? Discuss them and share them in class.

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#### NEW WORDS

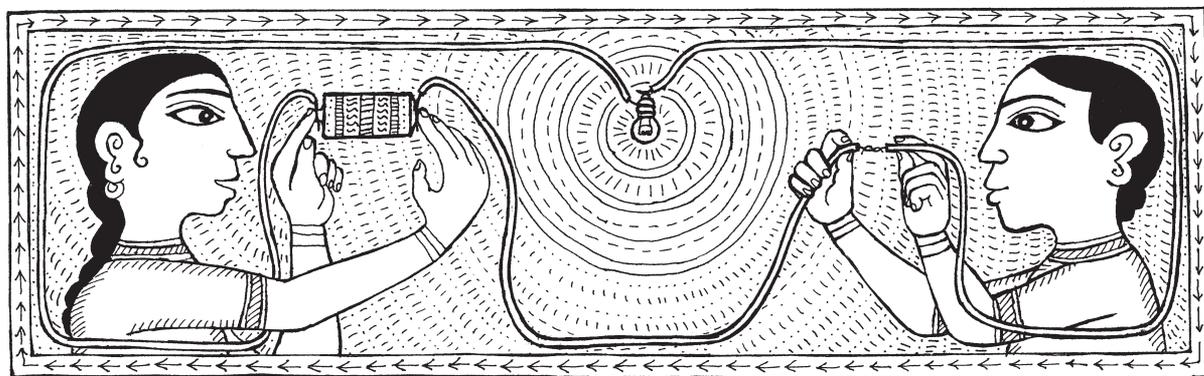
|                   |                   |                     |
|-------------------|-------------------|---------------------|
| Weeds             | Insecticides      | Fertilisers         |
| Fungicides        | Irrigated farming | Unirrigated farming |
| Predatory insects | Bacteria          | Immunity            |
| Stomata           | Carbohydrate      | Bacterial culture   |
| Leguminous crops  |                   |                     |

*Pesticides might be entering my body through the food chain*

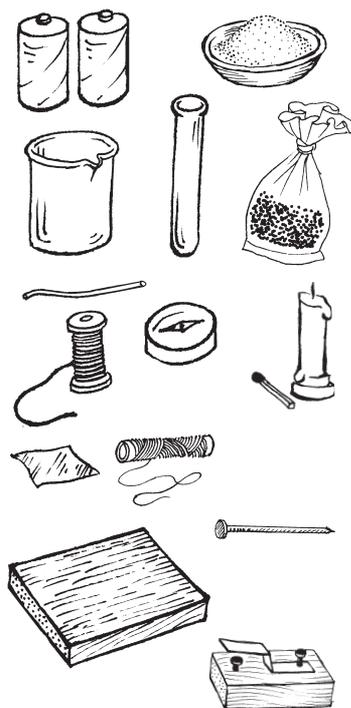
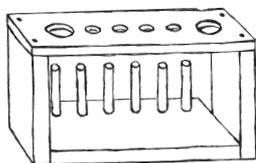


# ELECTRICITY AND ITS DIFFERENT EFFECTS

16



You performed experiments with electricity in Class 6 and 7 and learned quite a few interesting facts. For example, you saw that a bulb can be made to light up by making electricity flow through it. The light of the bulb is thus one of the effects of electricity. There are several other important effects of electricity. We shall study some of these effects in this chapter.



## PART 1: THE CHEMICAL EFFECTS OF ELECTRICITY

### EXPERIMENT 1: COPPER PLATING

Take a beaker, fill it one-half with water and prepare a **copper sulphate** solution. The colour of the solution should be a deep blue. Remove the **carbon rod** from a spent dry cell (battery) and wind a length of wire around its upper end. Ensure that the wire is properly cleaned. Take another length of thick copper wire, clean it well and flatten one end with a hammer. Immerse the carbon rod and the flattened end of the copper wire in the copper sulphate solution. Take them out after two minutes and examine them.

Has anything happened to the carbon rod or copper wire? (1)

Now connect the rod and flattened wire to two cells as shown in Figure 1. Ensure that the rod is connected to the negative terminal of the cells and the flattened wire to the positive terminal. Again immerse the rod and wire in the copper sulphate solution. But this time, ensure that they do not touch each other and that the wire wrapped around the upper end of the carbon rod remains above the surface of the solution. Take the rod and copper wire out after two minutes and examine them.

Has anything happened to them this time? (2)

Now reverse the cells in the circuit so that the carbon rod is connected to the **positive terminal** and the flattened wire to the **negative terminal**. Place the rod and wire in the solution in the same way as you did earlier. Take them out after two minutes and examine them.

What change do you see in them now? (3)

Before doing this experiment, had you heard about the process which you just saw? Even if not, still, consider what possible uses it can be put to.

Let's now observe another **chemical effect** of electricity.

### EXPERIMENT 2: IODINE RELEASED FROM POTASSIUM IODIDE

Take three test tubes. Put a pinch of wheat flour in test tube A, fill it three fourths with water, and prepare a wheat flour solution. To dissolve the flour, warm the test tube a little over a low flame. Put 3 to 4 pinches of **potassium iodide** into test tube B, fill it three fourths with water and prepare a potassium iodide solution. Pour approximately half the solutions from both test tubes A and B into test tube C and mix them well.

Did the colour change when you mixed these two solutions? (4)

Clean two lengths of copper wire and immerse them in the solution in test tube C in such a way that they do not touch each other. Complete the circuit shown in Figure 2.

What happens in the test tube? Does the colour of the solution change? What could be the possible reason for the change? (5)

You could refer to the experiment for testing starch in the Class 6 chapter "Our Food" to answer this question.

Observe carefully on which wire some fresh activity is taking place.

Is this wire connected to the positive or negative terminal of the cell? (6)

You could perform a magic trick with the help of this chemical process.

### EXPERIMENT 3: AN ELECTRIC PEN

Mix the remaining solution from test tubes A and B in a clean test tube. Dip a strip of filter paper in this new solution. Spread the wet filter paper on the upper surface of an aluminium block. If you do not have an aluminium block you could wrap aluminium foil around a wooden block and use it for the experiment.

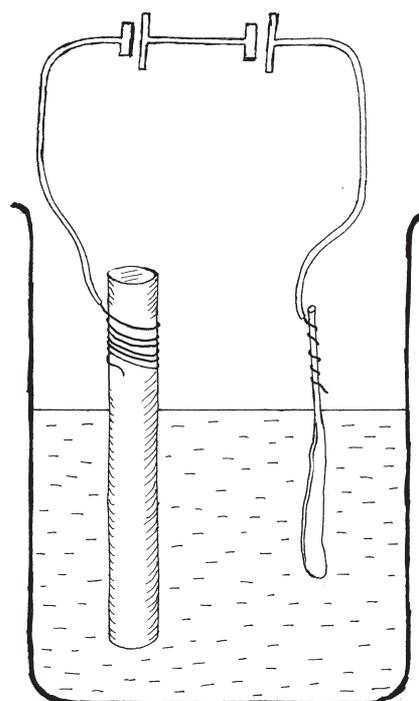


Figure 1

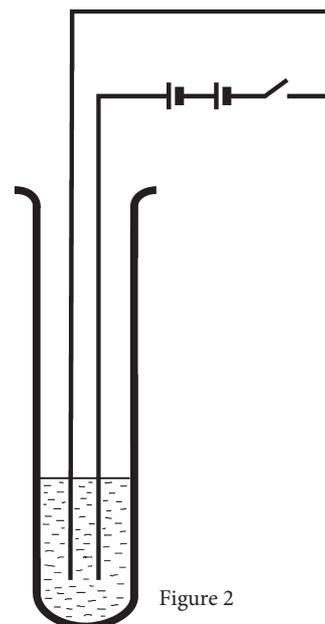


Figure 2

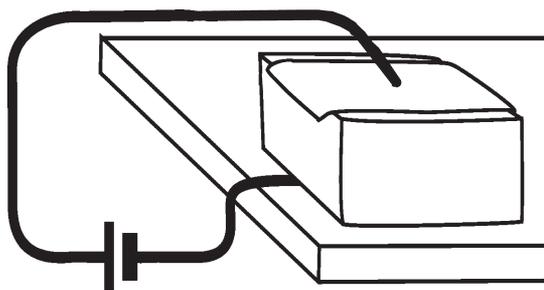


Figure 3

Place the block on one end of a copper wire as shown in Figure 3. Connect the other end of the wire to the negative terminal of a cell. Take another length of copper wire, connect one end to the positive terminal of the cell and coil the other end around a thicker copper wire. Use this thick copper wire to write what you wish on the strip of wet filter paper. You do not require a pen or pencil for the purpose.

How is the ink of the electric pen formed? (7)

## PART 2: HEAT FROM ELECTRICITY

### EXPERIMENT 4

Cut a narrow pointed strip in the shape of an arrow from aluminium foil. Ensure that the arrow head is a fine point.

Take one more precaution. Ensure that the aluminium foil does not have a paper backing. If it does, remove the paper first before cutting out your arrow.

Place your arrow-shaped strip of foil on a wooden board. Connect

two lengths of wire to the two terminals of a cell as shown in Figure 4. Attach two pins to the free ends of these two wires. Now press one pin onto the pointed tip of the arrow-shaped foil. Press the other pin into the foil at a distance of about 1 to 2 mm from the first pin.

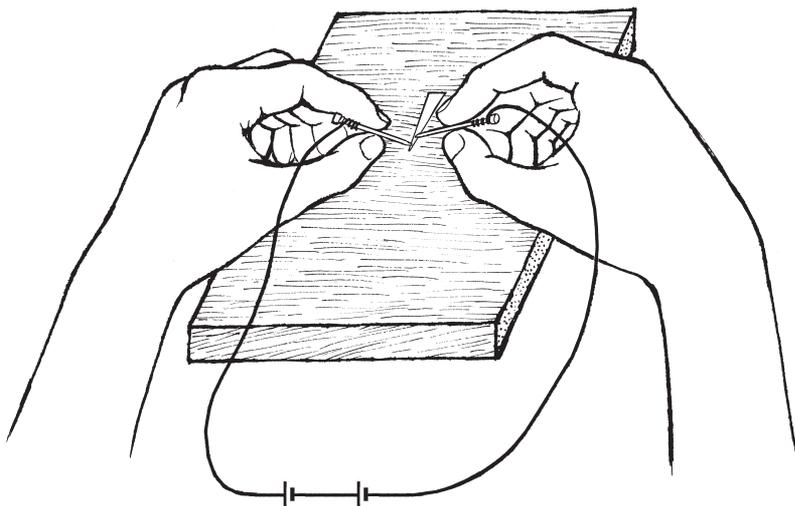


Figure 4

What happens to the aluminium foil? Can you state the reason for the change you saw occurring in the foil? (8)

What would happen if you increase the number of cells in the circuit? (9)

You may have seen the fuse that is connected to the electrical circuit in your school or home. This fuse blows up if there is a sudden increase in the **electric current** to your home. Once it blows up, the flow of electricity is stopped.

Can the aluminium foil used in the experiment be considered as a fuse for that circuit? Give reasons for your answer. (10)

If there is no fuse in the electrical connection to your home or school, what danger could there be? (11)

### PART 3: THE MAGNETIC EFFECTS OF ELECTRICITY

Let's study the **magnetic effects** of electricity. It was a Danish scientist named Hans Christian Oersted who first discovered that electricity produced a magnetic field. That was almost 200 years ago in 1819. Let us perform the very same experiment he did to discover this effect. But before doing the experiment, we need to understand one fact. When we connect wires to the terminals of a cell to complete a circuit, an electric current flows in the circuit in a particular direction.

#### THE DIRECTION OF AN ELECTRIC CURRENT IN A CIRCUIT

You saw in your **copper plating** experiment that copper was deposited on the carbon rod when the copper wire was connected to the positive terminal of the cell and the carbon rod was connected to the negative terminal. When the connections were reversed — the copper wire was connected to the negative terminal and the carbon rod to the positive terminal — the copper was re-deposited on the copper wire. We can, therefore, state that in such a circuit copper always flows from the positive terminal to the negative terminal. Scientists have accepted the direction in which the copper flows as the direction of the electric current. Thus it is accepted that in every circuit, the electric current flows from the positive terminal of the cell to the negative terminal. The direction of the electric current is shown by the arrows in Figure 5.

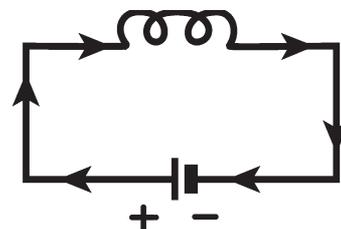
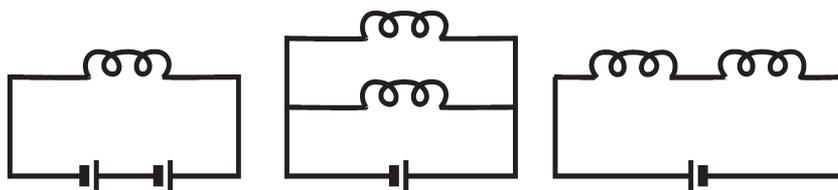


Figure 5

Copy the following **circuit diagrams** in your exercise book and draw arrows to show the direction of the electric current in each circuit. (12)



We shall now perform the experiment Oersted did.

#### EXPERIMENT 5: OERSTED'S EXPERIMENT

Place a compass on a flat surface. The compass should be placed in such a way that the North-South direction in which its needle points

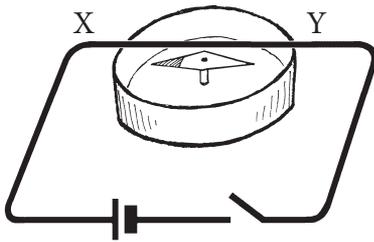


Figure 6

should be exactly in line with the North-South direction marked on the compass. Now prepare the circuit shown in Figure 6. Use a two-metre length of enamelled copper wire for the purpose. Place the section XY of the copper wire over the compass in the North-South direction. Ensure that this section is placed exactly over the middle of the compass. Press the switch and complete the circuit.

What is the direction of the electric current in wire XY - North to South or South to North? (13)

Was the compass needle affected? If the needle was deflected, state in which direction its North pole turned. (14)

While noting your observations remember that we have accepted the direction of an electric current in a circuit to be from the positive terminal of the cell to the negative terminal.

Reverse the cell in the above circuit and repeat the experiment.

State the direction of the electric current this time. If the compass needle is deflected, in which direction did its North pole turn? (15)

Make a table like the one shown below in your exercise book and list your observations in it.

**Table 1**

| Direction of electric current in wire XY | Is wire XY above or below the compass | Direction of rotation of compass needle's North pole |
|------------------------------------------|---------------------------------------|------------------------------------------------------|
| North to South                           | Above                                 |                                                      |
| South to North                           | Above                                 |                                                      |
| North to South                           | Below                                 |                                                      |
| South to north                           | Below                                 |                                                      |

Now place the compass over section XY of the wire.

Find the direction in which its North pole turns when the electric current is:

- flowing in the North-South direction,
- flowing in the South-North direction. (16)

Until now, you had observed that a compass needle is deflected when a magnet is brought near it. In this experiment, you saw that a wire in which an electric current is flowing has the same effect on the needle.

Does the wire behave like a magnet when an electric current flows through it? (17)

## THE RIGHT HAND RULE

It is now clear that an electric current has a magnetic effect. In Experiment 5, we saw how a compass needle was deflected by an electric current. We can identify the direction in which the needle will be deflected in any situation with the help of our right hand.

To do this, place your right hand as shown in Figure 7, such that:

- your fingers point in the direction of the flow of electric current in the wire, and
- the palm of your hand faces the compass and the wire is between the compass and your palm.

When you place your right hand in this manner, your thumb indicates the direction in which the North pole of the compass is deflected.

Test this rule with your observations.

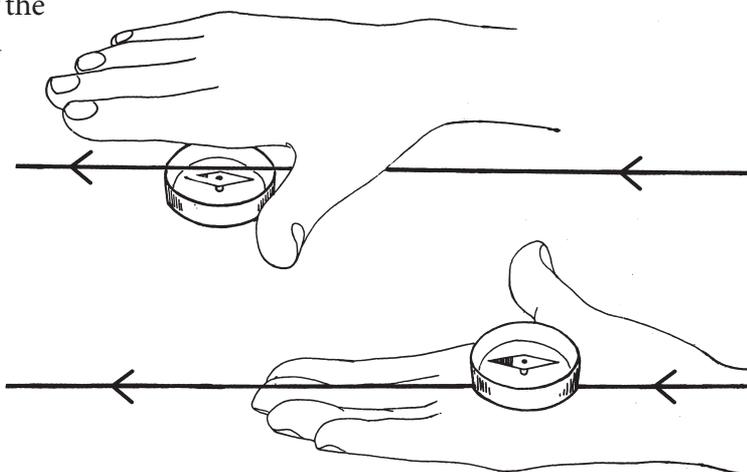


Figure 7

## EXPERIMENT 6

Set up Experiment 5 again. Fold section XY of the wire in the middle to double it. Place the folded section North-South.

What is the effect of the electric current on the direction of the needle when:

- the folded wire is directly over the compass (Figure 8a).
- the folded wire is directly below the compass (Figure 8b).
- the compass is placed between the folds of wire (Figure 8c). (18)

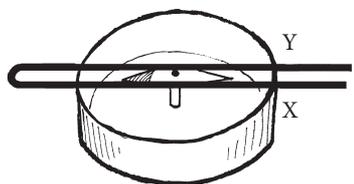


Figure 8a

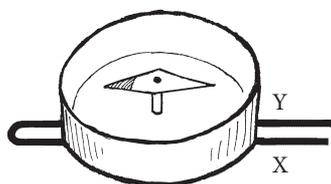


Figure 8b

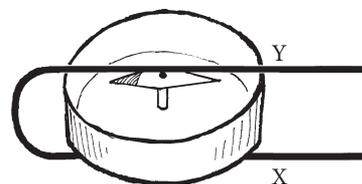


Figure 8c

Draw the three diagrams in your exercise book and mark the direction of the electric current in wire XY. (19)

Discuss the experiment with your teacher and explain your observations in your own words, giving reasons. Use **the right hand rule** you learned above. (20)

Look at the arrangement shown in Figure 8c once more. The wire XY is wound around the compass once. If it is wound twice, and then three times, will the deflection be greater or lesser? Do the experiment and find out.

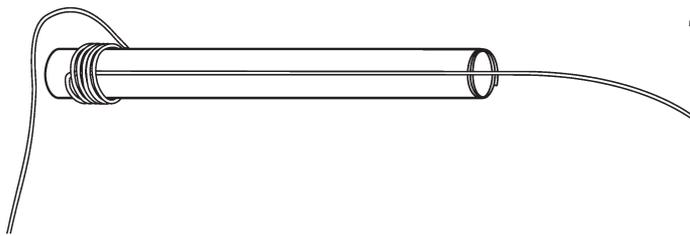
If we keep increasing the turns of wire around the compass, what would be the maximum deflection of the needle? (21)

First guess your answer. Then actually do the experiment and see if your estimation is correct.

### EXPERIMENT 7: MAKE AN ELECTROMAGNET

Cut out a sheet of paper 20 cm long and 7 cm to 8 cm wide and apply glue to one side. Keeping the glued end outwards, roll the paper over a pencil to get a 7 to 8 cm long tube. Ensure that the glued end doesn't touch the pencil. Remove the pencil carefully and stick the glued end. Let the glue dry. Take the two-metre enamelled copper wire you used in Experiments 4, 5 and 6. Leaving a length of 10 cm from one end, wrap the wire around your paper tube in the manner shown in Figure 9a to form a coil.

Figure 9a



The coil should have around 100 turns of wire. Ensure that the turns are closely packed but do not overlap. Insert a long nail in the tube. Connect this coil to the circuit shown in Figure 9b. Spread some pins around the coil and then press the switch to complete the circuit.



Are the pins attracted to the ends of the coil? (22)

What happens when the switch is released? (23)

Figure 9b



Isn't this fun! You had studied the **magnetic field** of a bar magnet in Class 6. If the electric coil produces a magnetic effect, it must have a magnetic field as well.

To study this magnetic field, place the coil with its nail in a North-South direction. Hold a card sheet over the coil and sprinkle some iron filings on it. Complete the circuit and tap the card sheet a couple of times. For comparison, repeat this experiment with a bar magnet kept in the North-South direction.

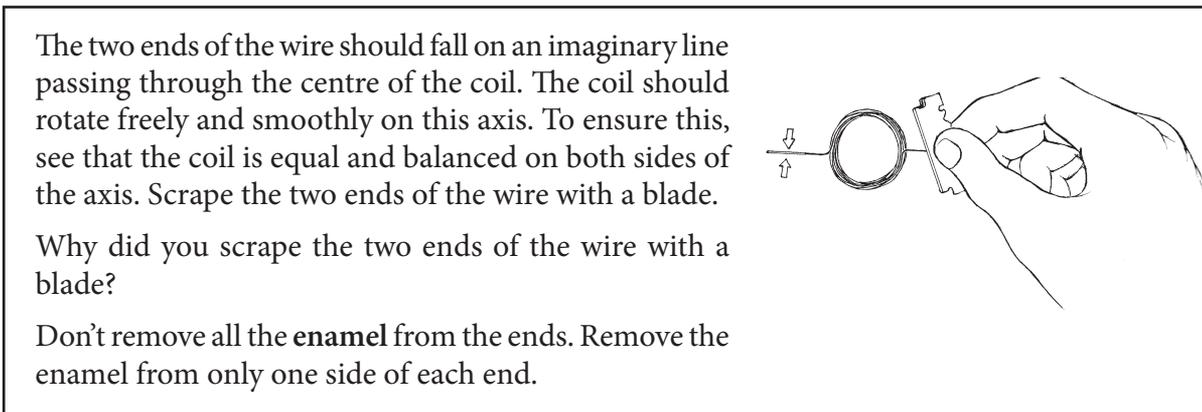
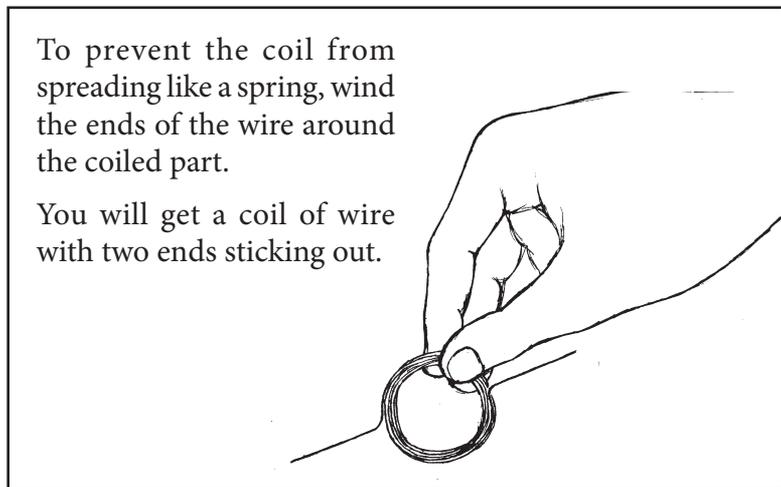
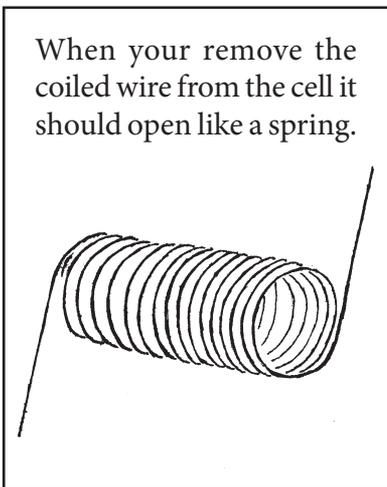
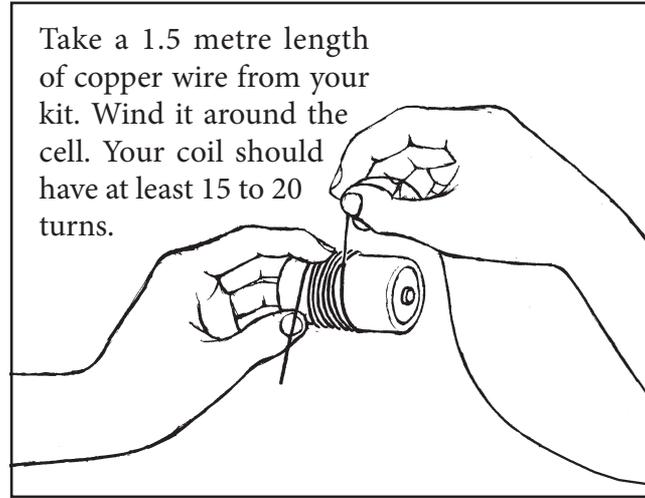
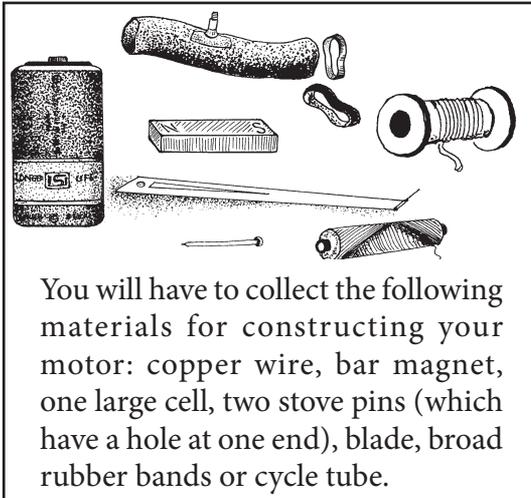
Compare the magnetic fields of the **electromagnet** and the bar magnet and illustrate your observations with diagrams. (24)

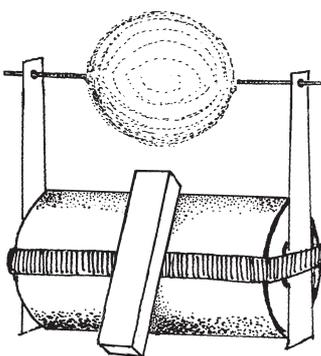
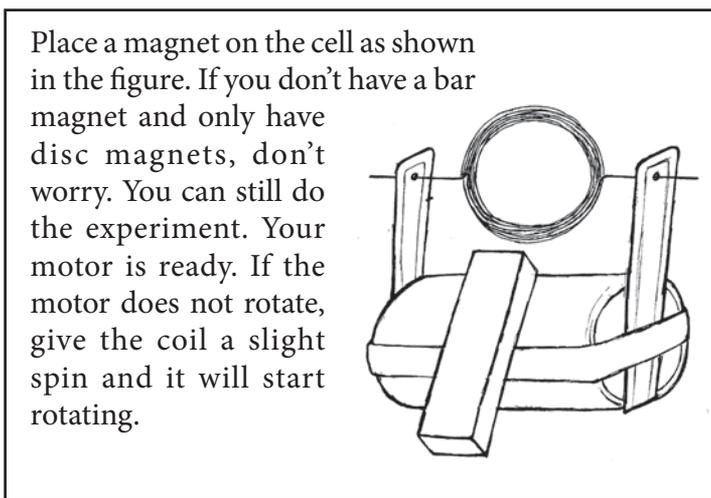
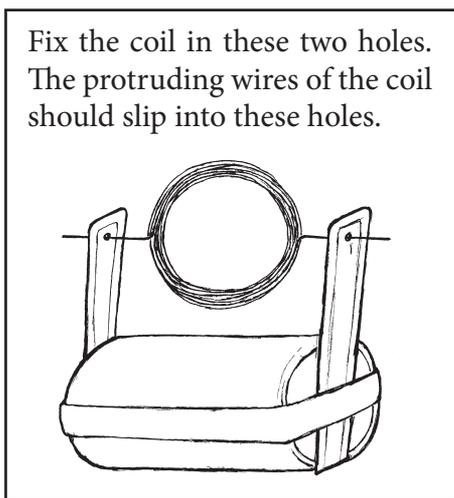
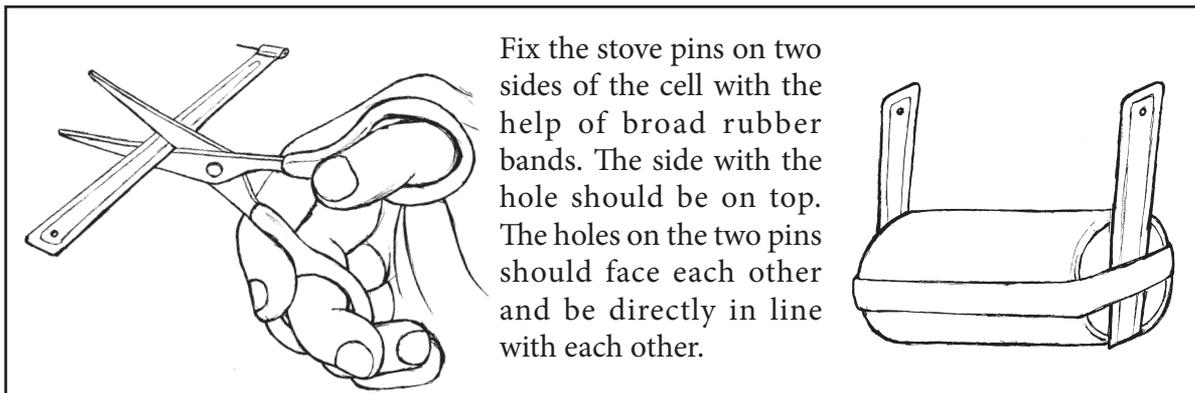
Discuss the results of all the experiments you have done with your teacher and find out the similarities between an electromagnet and a bar magnet. Write your answer in your own words. (25)

### MAKE AN ELECTRIC MOTOR

An **electric motor** uses the effect of the magnetic fields of two fixed magnets on an electromagnet. When an electric current flows

through the coils of the electromagnet, it begins to rotate. As simple as that. But if we look at the uses to which an electric motor is put, it would count among the greatest inventions in the world. So let's make a simple electric motor.





You may like to attach a paper disc inside the circular coil. Draw a bird and a cage on either sides of this disc. Now rotate the motor once again. The bird will now appear inside the cage.  
How did this happen? Discuss with your teacher.

**NEW WORDS**

- |                                           |                      |
|-------------------------------------------|----------------------|
| Chemical effect                           | Copper plating       |
| Copper sulphate                           | Carbon rod           |
| Iodine                                    | Potassium iodide     |
| Circuit diagram                           | Electric current     |
| Positive and negative terminals of a cell | Enamel               |
| Magnetic effect                           | Electromagnet        |
| The right hand rule                       | Field/magnetic field |
| Coil                                      | Electric motor       |



What effect did the heat from your palms have on the air in the bottle? (2)

If you want to repeat this experiment, first take the lid off the bottle, then rinse the bottle with some water.

You could do this experiment in another way. Invert the bottle and dip a bit of the exposed end of the refill in water. Now warm your palms by rubbing them together and clasp the bottle tightly in one palm.

What did you observe this time? (3)

What effect did the heat from your palms have on the air in the bottle? (4)

You did Experiment 5 in the chapter 'Games with Air' in *Bal Vaigyanik Class 7*. In case you have not done the experiment, do it now.

What happened in the experiment and why did it happen? (5)

## EXPERIMENT 2: THE EFFECT OF HEAT ON LIQUID

We saw what happens when we heat air. Would we see the same effect if we heat water? Let's do an experiment to find out.

You will need a boiling tube, a one-holed cork, glass tube and candle. Fill the boiling tube to the brim with water. Colour the water blue by mixing two drops of ink in it. That way you can easily see the water level in the glass tube. Push the glass tube into the one-holed cork and fit the cork tightly into the mouth of the boiling tube (Figure 2). Some water from the boiling tube will rise into the glass tube. Seal the cork with candle wax to prevent water from leaking out of the boiling tube. Mark the water level in the glass tube with your pen.

Now hold the boiling tube upright over a candle flame and heat it continuously. Observe the water level in the glass tube carefully for five to ten minutes.

Did the water level in the glass tube rise continuously while you were heating the boiling tube? Why did this happen? (6)

What change could have occurred in the volume of water on heating? (7)

Mark the new water level in the glass tube with your pen. Blow out the candle so that the water can cool gradually.

Watch the water level carefully for five to ten minutes during cooling.

What could have happened to the volume of water on cooling? (8)

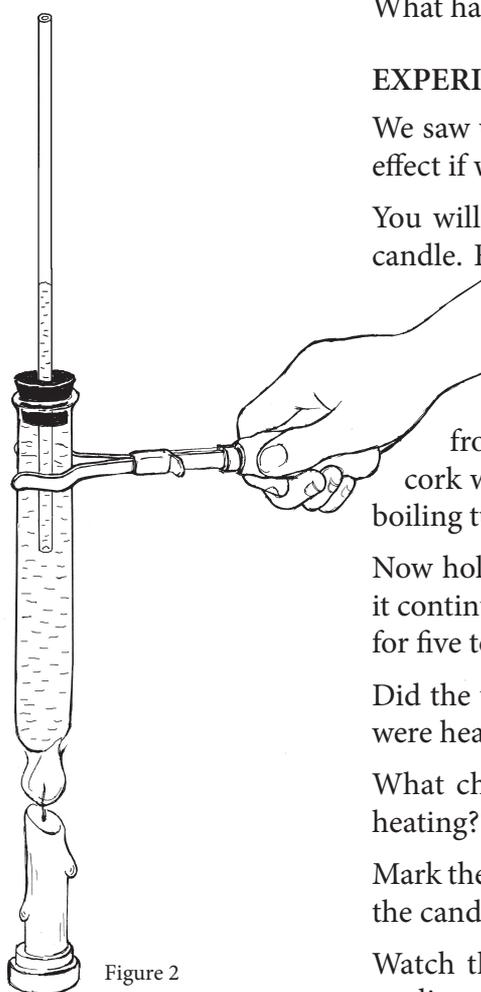


Figure 2

### EXPERIMENT 3: EFFECT OF HEAT ON METALS

Why is the iron rim of a bullock cart wheel heated before it is fitted onto the wheel? Why is a small gap left between two lengths of railway lines? We can perform an interesting experiment to find an answer to these questions. All we need to do is heat a cycle spoke.

You will need a bulb, dry cell, candle, cycle spoke, coin (or broad-headed nail) and two wooden blocks. Place one end of the cycle spoke on a wooden block and connect an electric wire to it. Put a stone over the spoke to hold it firmly in place on the wooden block, as shown in Figure 3. The spoke should be parallel to the ground. Place the second wooden block under the free end of the spoke. Wrap some electric wire around the coin (or nail) and place it on the block. You may put a stone over the coin to hold it in place.

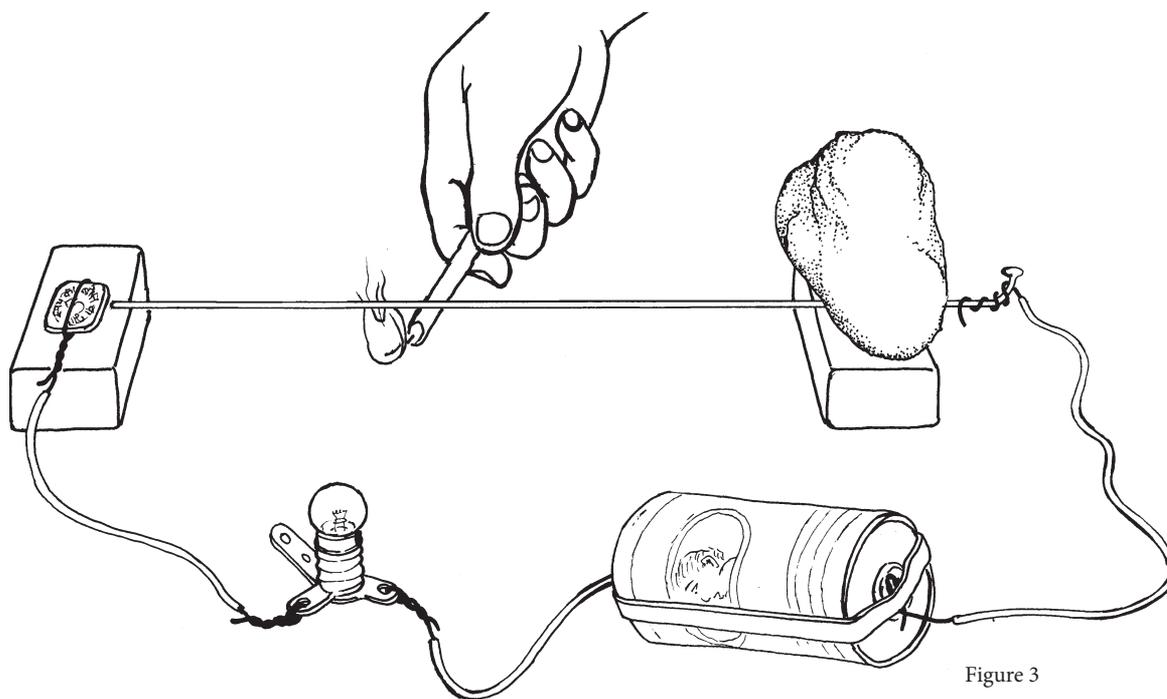


Figure 3

Connect a bulb and dry cell to the free ends of the wires connected to the coin and the spoke and make the circuit shown in the figure. When the tip of the free end of the spoke touches the coin, the circuit is completed and the bulb lights up. Check to ensure this. If the bulb does not light up, it means the circuit is not complete, so check your connections properly.

Now slide a page of your exercise book between the coin and spoke and then slide it out. That way you would have a gap between the coin and spoke equal to the thickness of the sheet of paper.

Does the bulb light up? If it doesn't, what could be the reason? (9)

You saw that the bulb does not light up when the spoke does not touch the coin. Now light the candle and heat the spoke with it.

Did the bulb light up after the spoke was heated for some time? (10)

If it did, then explain how the spoke touched the coin after it was heated. (11)

Why does the bulb go off some time after the candle is taken away from the spoke? (12)

What happens to the length of the spoke when it is heated or cooled? (13)

Now explain why the iron rim of a cartwheel is heated before it is fitted onto the wooden wheel. (14)

In the three experiments done so far, you saw the effect of heat on gases, liquids and solids.

On the basis of these experiments, explain what effect heat has on the volumes of these three substances. (15)

The word **heat** is used in many different ways. It means many different things. For example, you could get into a heated argument with your friend. But in science, heat has a specific meaning.

We saw one aspect of heat. Now let us look at another. Are various substances good or bad conductors of heat, just as they are good or bad conductors of electricity?

### GOOD AND BAD CONDUCTORS OF HEAT

We have no problem in holding a glass cup or earthen cup filled with boiling tea. But if the same tea is poured in a steel cup, that is difficult to hold.

Why is this so? Explain in your own words. (16)

A substance that absorbs heat easily and allows the heat to spread easily within it is called a good conductor of heat. Steel is a good conductor of heat. A substance that does not absorb heat easily and does not allow heat to spread easily within it is called a bad conductor of heat. For example, wood is a bad conductor of heat. No matter how hot a frying pan gets, we can hold its wooden handle without any problem because the heat of the frying pan does not reach our hand through the wooden handle.

But our hands can be easily fooled by good or bad conductors of heat. For example, things lying out in the cold at night take on more or less the same temperature as the outside air. But if we touch an iron pole it feels much colder than a wooden stick. The difference occurs because the iron pole easily absorbs heat from our palms,



as a result of which our palms feel cold. On the other hand, the wooden stick does not easily absorb heat from our palms, that is why it does not feel as cold as the iron pole when we touch it.

Try and give some examples from your daily life in which you use good or bad conductors of heat. (17)

We use sweaters, coats, shawls, quilts, blankets, etc, to protect ourselves from the cold. We call them warm clothes. Are they really warm? If we touch warm clothes, they don't feel warmer than other clothes.

So where does the warmth come from when we wear warm clothes? (18)

How do warm clothes protect us from the cold? (19)

In desert areas, the heat of the sun is intense and the temperature is mostly very high. People there wear cotton clothes when they go out of their homes.

Discuss among yourselves and explain the advantage of wearing cotton clothes in very hot places. (20)

We usually cover an ice block with a gunny bag or sawdust to keep it from melting.

The gunny bag or sawdust stops the flow of heat. But in which direction is the flow of heat stopped? And why? Think well before answering. (21)

We have seen that some substances are good conductors of heat while some are bad conductors of heat. But, do all substances conduct heat in the same way? Let's do some experiments to understand how heat is conducted in gases, liquids and solids (metals in this case).

#### EXPERIMENT 4: HOW HEAT TRAVELS FROM ONE PART OF A METAL TO ANOTHER

We can observe how fast a solid metal heats up with a simple experiment. In this experiment, pins are stuck with candle wax on a strip of iron and then it is heated. We can see how quickly heat moves from one end of the strip to the other.

Take a 15cm long iron strip. Use a candle to put a drop of molten candle wax on the iron strip, 3 cm from one end. Stick the head of a pin in the wax. When the wax cools and solidifies, the pin should stand upright on the iron strip (Figure 4a).

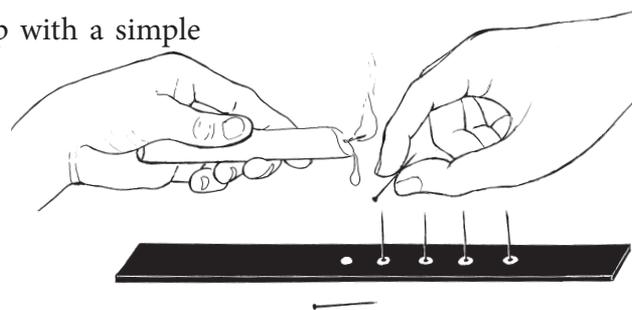
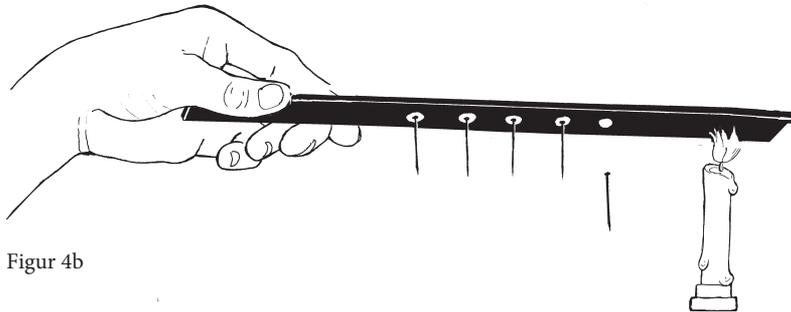


Figure 4a

Now fix pins in this manner at one cm intervals from the first pin. Turn the metal strip over and heat the end where you stuck the first pin, as shown in Figure 4b. Which pin fell off the iron strip first? (22)



Figur 4b

Why didn't all the pins fall off together? (23)

Was there a particular order in which the pins fell off? (24)

Suppose we heat the iron strip from the middle, with the pins stuck on both sides, as shown in Figure 5.

Which pin would fall off first in this case? (25)

The way in which heat flows from one part of a metal – or any other solid substance – to another is called **conduction**.

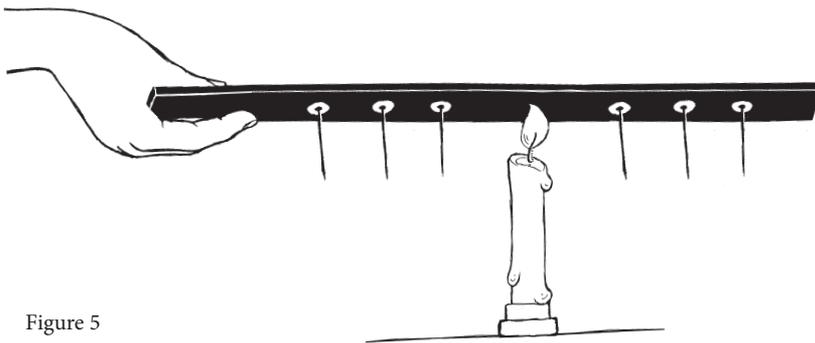


Figure 5

### EXPERIMENT 5

Hold a cycle spoke with one end slightly higher than the other, as shown in Figure 6. Heat the middle of the spoke over a candle flame.

Did you feel the upper and lower ends of the spoke becoming warmer after some time? (26)

Did the heat reach the lower end of the metal as well as the upper end? (27)

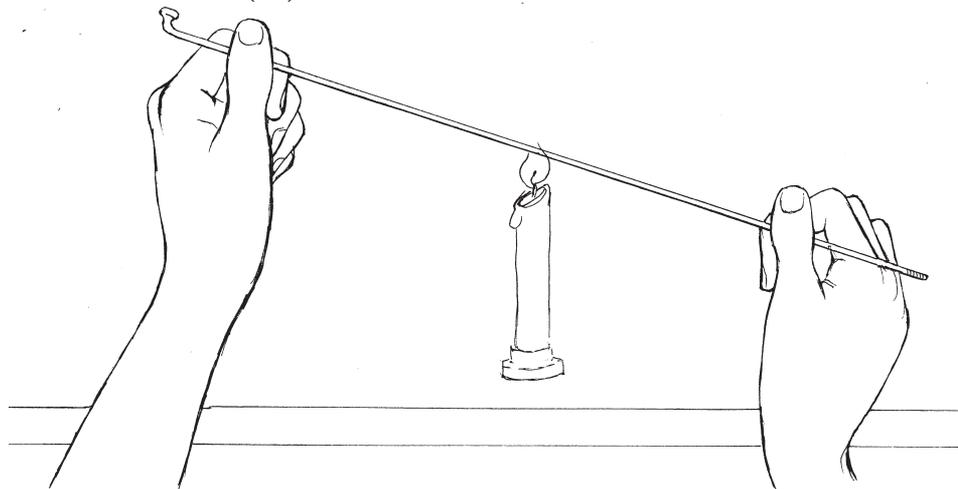


Figure 6

## EXPERIMENT 6: HEAT IS CONDUCTED IN LIQUIDS IN A DIFFERENT WAY

Fill a boiling tube two-thirds with water. Hold it at an angle over a candle flame and heat the portion of the boiling tube where the water level ends (Figure 7).

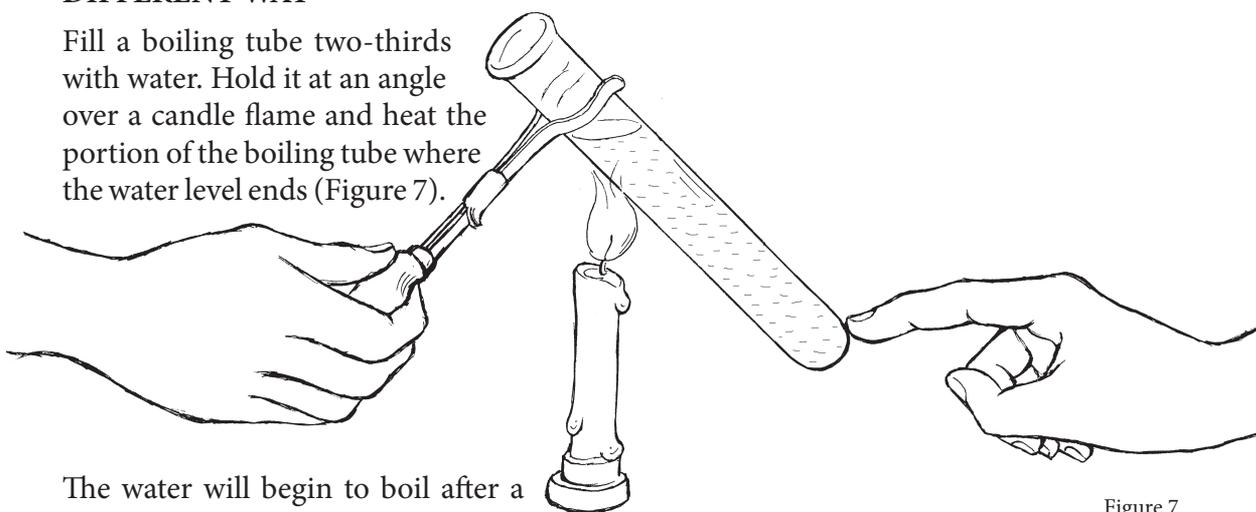


Figure 7

The water will begin to boil after a while. Touch the bottom of the test tube and see whether it has become hot or not. (28)

Why did this happen? (29)

If all the water in the boiling tube is to be heated, which part of the boiling tube should we heat? (30)

When a metal is heated in the middle, the heat spreads in all directions.

In which direction does heat flow in a liquid? (31)

## EXPERIMENT 7: CURRENTS IN WATER WHEN IT IS HEATED

Heat flows in all directions if any part of a solid is heated. But why does heat mostly flow upwards when a liquid is heated? Let's do an experiment to find out.

a) Fill a boiling tube half full with water. When the water is still, drop a grain of potassium permanganate in it. Watch how the colour spreads for some time.

In which direction did the colour spread? (32)

b) Throw out the coloured water and again fill the boiling tube half full with water. Put a grain of potassium permanganate in the water. But this time, heat the bottom of the boiling tube over a candle flame (Figure 8). Watch how the colour spreads for some time.

In which direction did the colour spread this time? (33)

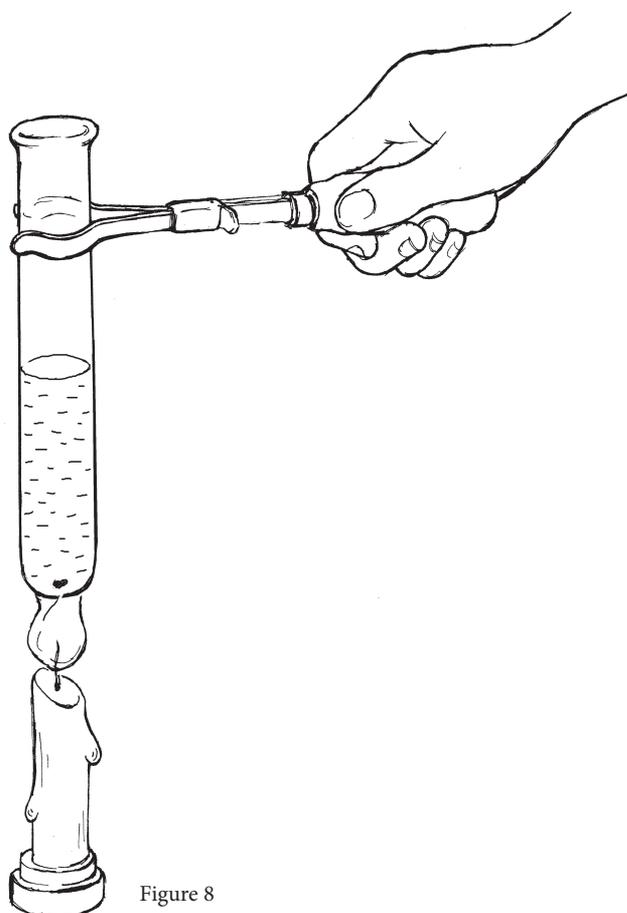


Figure 8

What were the differences in the way the colour spread in experiments (a) and (b)? (34)

Try and observe the upward and downward water currents. You can see these currents more clearly if you do the experiment in a glass beaker.

Make a diagram of these water currents. (35)

Will the water flowing upwards be cold or warm? (36)

Is the water flowing downwards cold or warm? (37)

In this experiment, the potassium permanganate was added only to colour the water. There could be many other currents in water when it is heated, which we don't see. When liquids are heated, processes of this kind that occur in it are called **convection**.

### EXPERIMENT 8: IN WHICH DIRECTION DOES HEAT FLOW IN AIR?

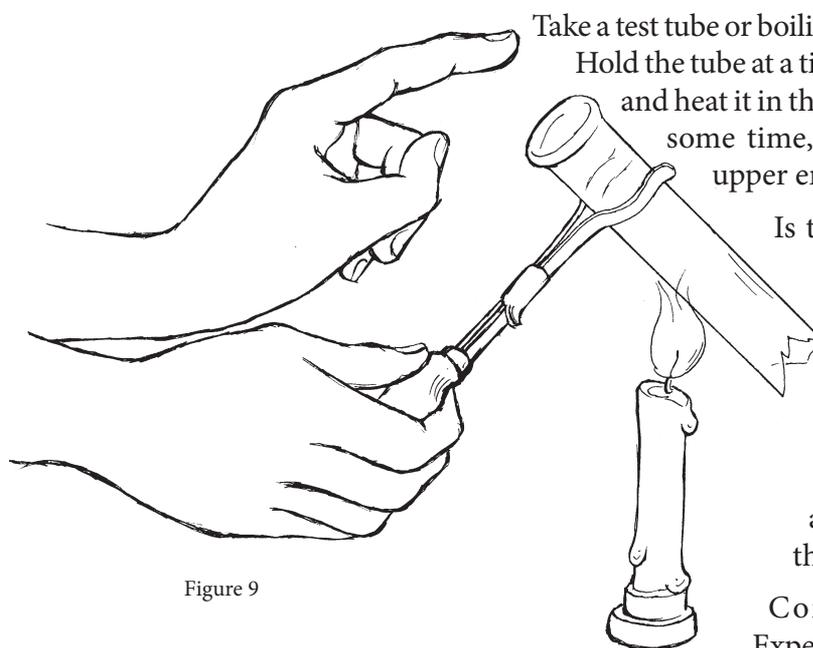


Figure 9

Take a test tube or boiling tube with the bottom broken off. Hold the tube at a tilt with the help of a test tube holder and heat it in the middle over a candle flame. After some time, put your finger inside the open upper end of the test tube (Figure 9).

Is the air at this end of the test tube warm? (38)

Now put your finger inside the open lower end of the test tube and feel how warm the air is.

Did you notice any difference between the temperatures of the air in the upper and lower ends of the test tube? (39)

Compare this experiment with Experiment 6 and explain the similarities in the way heat flows from one part to the other in water and air. (40)

### HOW DOES HEAT FLOW IF THERE IS NO AIR?

You saw in the previous experiment that when air is heated it carries the heat from bottom to top. But there is no air in outer space. So how does the heat of the sun reach the earth? In the chapter 'Light' you focused the rays of the sun with a hand lens and burned a hole in a sheet of black paper. You could repeat this experiment now, if you wish to. It is the sun's rays that carry heat to earth. This method of conveying heat is called **radiation**.

## TEMPERATURE

When a person has a fever, his or her body feels warm. If his or her body becomes hot, we begin to worry whether the fever is too high or not. We can estimate whether the fever is very high or not by touching the person's forehead with our palms. We can also use our palms to find out whether the tea in a cup has cooled enough to drink or whether milk has been heated enough to set for making curds. But our palms and fingers can sometimes deceive us. Like they did in the experiment on hot, cold and warm water in the chapter on 'Sensitivity' in *Bal Vaigyanik Class 6*.



In that experiment, the same warm water felt cool with one finger but hot with the other! So we can always be fooled if we try to judge temperature only by touch.

To know the temperature of the body, we need to measure the temperature. We use an instrument called the **thermometer** for this purpose (Figure 10). We shall use a thermometer in the next few experiments. But this one is slightly different from the thermometer used to measure the temperature of human body.

If there are not enough thermometers in the kit for each student, the teacher should make arrangements for all the students to get a chance to handle and read a thermometer. One way to ensure this is to make only as many groups as there are thermometers.

### EXPERIMENT 9: MEASURING TEMPERATURE WITH A THERMOMETER

Examine the thermometer in the kit. You will see that it contains some shining mercury in the bulb at one end. The bulb is joined to a long narrow tube called the stem of the thermometer. When the mercury is heated, it rises in the stem.

Can you explain why the mercury rises in the stem when it is heated? (41)

Look at the stem of thermometer from all sides. Its outer surface has a scale that is marked in **degrees Celsius**. Celsius is a unit for measuring temperature. The temperature at which water freezes and becomes ice is 0 degrees Celsius. Now look at the scale on the thermometer.

Celsius is called as **Centigrade** as well.

What is the minimum reading of the scale in the thermometer? (42)

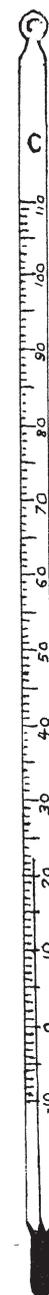


Figure 10

If you wish to find the temperature of a substance, you should place the bulb of the thermometer on it. You can see the silver thread of mercury rising in the stem of the thermometer. The point to which the thread rises on the scale is the temperature of that substance.

Clasp the bulb of the thermometer in your palm. Watch the mercury rise in the stem.

What is the temperature of your palm? (43)

Dip the thermometer in water and find its temperature. (44)

What is the temperature of the outside air? Take a guess.

Now measure the temperature of the outside air, both in the shade and in open sunlight. (45)

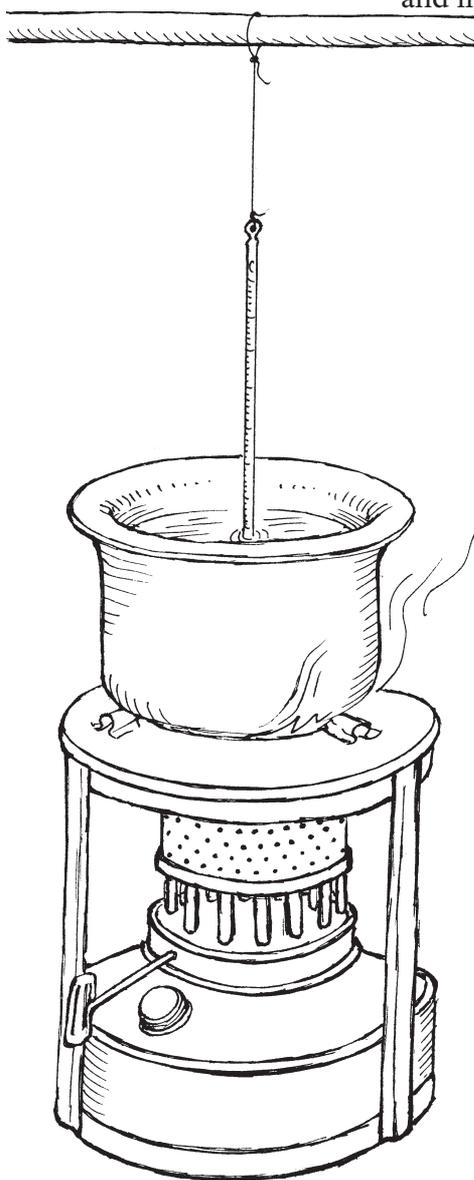


Figure 11

### EXPERIMENT 10: THE TEMPERATURE OF BOILING WATER

Your teacher will keep water in a vessel for boiling and hang a thermometer in it.

#### FOR TEACHERS

You have to arrange this experiment in such a way that you have water boiling on a stove and a thermometer dipped in the water to measure its temperature (Figure 11). The thermometer should not touch the vessel in which the water is being heated. All the students in the class should be asked to read the thermometer one by one. You will need the hot water for the next experiment, so don't throw it away.

Read the temperature of the boiling water and note the reading on the blackboard. What is the temperature of boiling water? (46)

Once all the students have written down their readings, study the readings and say whether the temperature of the boiling water continued to rise after it was heated for some time. (47)

When boiling water is heated for some time, the water continues to receive more heat, but its temperature does not rise further. The point at which the temperature of water being heated becomes stable and it begins to form steam is called the boiling point of water. Cooking oil begins to boil at around 250 degrees Celsius. But cooking oil is a mixture, so its **boiling point** is not stable.

One day in 1922, the air temperature was measured at 59 degrees Celsius in the shade in Libya, Africa. In India, the

maximum temperature in some places is at times approximately 48 degrees Celsius. The coldest temperature in the world was measured in the Antarctic continent. It was approximately  $-89$  degrees Celsius. The minus sign ( $-$ ) is used when the temperature falls below the freezing point of water, which is 0 degrees Celsius. If water becomes ice at 0 degrees Celsius, you can imagine how cold  $-89$  degrees Celsius would be.

Our body feels cool if the air temperature is around 15 to 20 degrees Celsius.

Now estimate the night temperature in your village or city during winter. (48)

### EXPERIMENT 11: WE CAN ADD WATER TO WATER, BUT DO TEMPERATURES ADD UP?

If we take some water at a temperature of 20 degrees Celsius and add some water at a temperature of 60 degrees Celsius to it, would the temperature of the mixture be 80 degrees Celsius? Let's do an experiment to find out.

Pour some water in a container. What is its temperature? (49)

Fill a beaker one-third with hot water. Note the temperature of the water. (50)

Pour the water from the container into the hot water in the beaker, filling the beaker to the brim. Stir the water in the beaker so that the plain water and hot water mix. Measure the temperature of the mixed water immediately. (51)

Suppose we filled half the beaker with hot water, instead of one-third, would the temperature of the mixed water be more or less than in Experiment 11? Think carefully before making a guess. (52)

### SOME USEFUL INFORMATION

We measured temperature in Celsius in this chapter. There is another unit for measuring temperature. It is called **Fahrenheit**. The 0 degrees on a Celsius thermometer equals 32 degrees Fahrenheit and 100 degrees Celsius equals 212 degrees Fahrenheit. In other words, if we read the temperature at which water freezes in Fahrenheit, it would be 32 degrees Fahrenheit, while the boiling point of water would be 212 degrees Fahrenheit.

If someone told you he has 102 degrees fever, did he measure the temperature of his body in Celsius or Fahrenheit? (53)

The normal temperature of our body is around 37 degrees Celsius or around 98.6 degrees Fahrenheit.

---

**NEW WORDS**

|             |               |                            |
|-------------|---------------|----------------------------|
| Thermometer | Heat          | Degrees Celsius/Centigrade |
| Convection  | Boiling point | Degrees Fahrenheit         |
| Radiation   | Conduction    |                            |

# THE TINY WORLD OF MICRO-ORGANISMS

18



In Class 6 and 7 you observed many things by magnifying them under a microscope. It is fun seeing things that we normally cannot see. Interestingly enough, before the first microscope was invented about 300 to 350 years ago, people didn't even know that the world around us is filled with so many living and non-living things that are not visible to the naked eye.

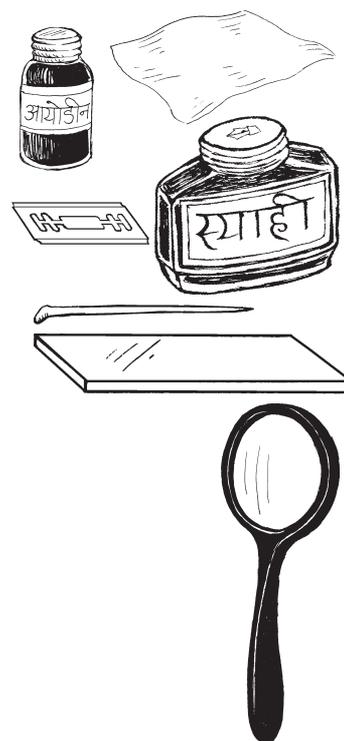
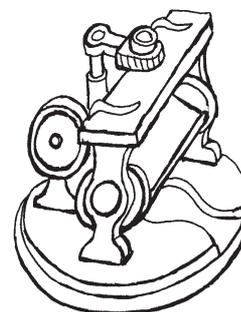
It was a cloth trader living in Holland in the seventeenth century who created the first true microscope. His name was Anton von Leeuwenhoek. Leeuwenhoek was fond of making different kinds of glass lenses and observing things through them. Once he made a lens that magnified things about a hundred times. That was a crucial moment because then a whole new world of tiny living organisms was thrown open to him. He started observing various minute living organisms, drawing their pictures and describing them. Soon, other scientists too started observing things through the microscope.

## THOSE WHO SEEK SHALL FIND

Magnifying tiny things, observing them and drawing their diagrams are important activities in science. In this chapter you will learn to observe very small things and draw their diagrams. A microscope is essential for doing this. If you have not used a microscope before, you may have some difficulty in the beginning. But with practice, you will be able to see very small things with ease. And when you do see them, it's so much fun!

All the experiments in this chapter have been performed many times before with the microscope you will use. Even with very large and powerful microscopes, scientists have to peer into the lenses for hours, adjusting them to be able to see something properly.

That is why there is a saying that "those who seek shall find." So you will be able to see things only if you keep looking for them. If you cannot see something in the microscope the first time, do not despair. Keep trying. Once you know how to look through the lens, you will find it hard to stop looking at new things around you through the microscope.



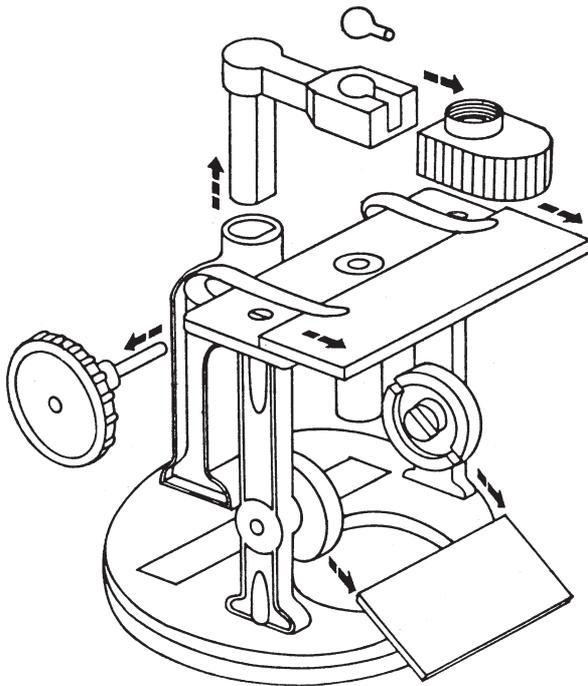


Figure 1

This led to the discovery of thousands of different kinds of living organisms. It also generated new information about the structure of animals, plants and non-living things.

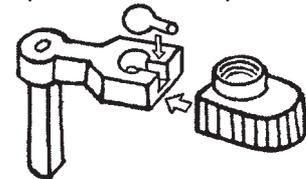
Before we proceed further it would be useful to re-examine the correct way of observing things through a microscope.

### HOW TO OBSERVE THINGS THROUGH A MICROSCOPE

The parts of a microscope are shown in Figure 1. Study the diagram and try to familiarise yourself with all these parts.

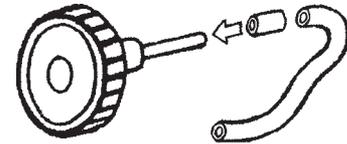
1. Now, do the following tasks:

a) Remove the lens cap of the microscope



and take out the lens. Check whether it is clean. If it is not, wipe it clean with a soft cloth.

b) Does the lens move up and down when you screw and unscrew the knob? If the screw is loose, change its valve-tube.



c) The mirror of the microscope should always be clean. Adjust it to an angle where you see bright light when you look through the lens.

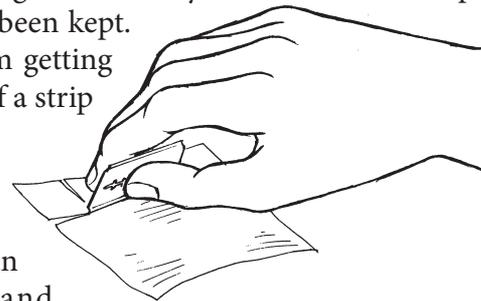


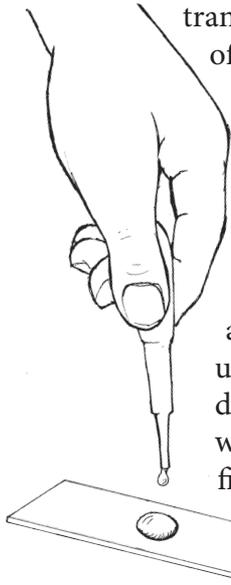
2. Wash the glass slide with water and wipe it clean with a dirt-free cloth.

3. To be able to see anything through a microscope, you must move the lens up and down until it comes to a position where the object is clearly visible. This is known as **focusing** the lens. Sometimes, while focusing, the lens may touch the water drop in which the object has been kept.

To prevent the lens from getting wet, you can make use of a strip of polythene.

You will need several such polythene cover slips for your observations. You can cut them from a clean and



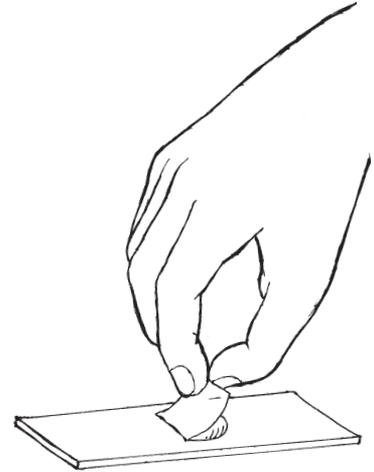


transparent polythene bag. First, cut a long strip of polythene two cm wide with a blade. Then cut this strip into small two square cm pieces. These pieces can serve as cover slips to shield the objects you wish to observe. Manufactured plastic cover slips are also available in the market.

4. When you wish to observe an object, pour a drop of water on the glass slide. Pick the object up with a needle or tweezers and place it in the drop of water. Cover it with the cover slip. If the water leaks out from under the cover slip, use filter paper or blotting paper to soak it up so that the object and the cover slip remain stationary and do not float.

5. Place the glass slide on the microscope. The object you wish to observe should be kept directly under the lens. Move the lens up and down to focus on the object.

Rotate the mirror to increase or decrease the amount of light while you observe the object.



## OBSERVING TINY THINGS

### EXPERIMENT 1: ALGAE

The water of any pond has strands of algae floating in it. Collect some algae along with some water and bring it to class. Use a needle or a *babool* thorn to pick a bit of the algae and place it on the glass slide. Try to separate the strands and draw a picture of what you see.

Observe the algae through the microscope.

Draw a picture of what you see. (1)

Now collect some soft velvety moss which you will find growing on walls or garden bricks during the rainy season.

Draw a picture of the moss plant. Now observe it through the microscope and draw a picture of whatever you see. (2)

### CELLS

We said earlier that many scientists began observing different things through the microscope after its discovery by Leeuwenhoek. Among them was Robert Hooke of England. In 1660, Hooke observed a thin strip of tree bark through his microscope. He thought it was made up of very small cavities (Figure 2). He called these cavities **cells** or rooms. Later, scientists found that these cells

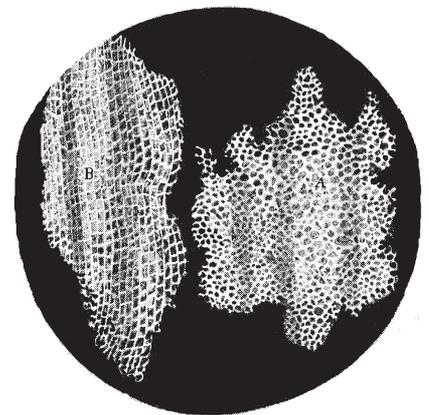


Figure 2: Robert Hooke made these drawings of thin strips from the bark of a tree

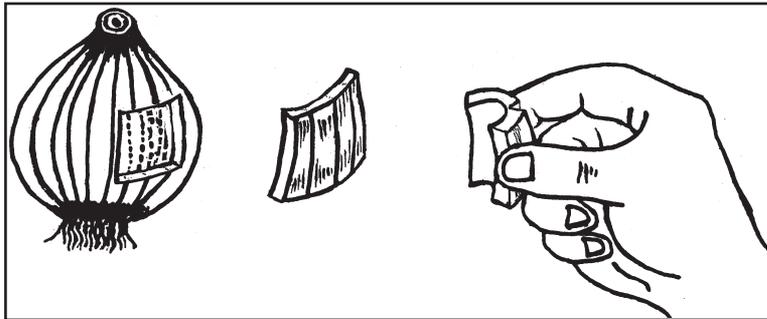
are not empty spaces; they are filled with a kind of liquid. This liquid is called **cytoplasm**. It contains minute parts that help the cell to do its work.

Let us try to look at some cells under the microscope.

### EXPERIMENT 2: ONION SKIN CELLS

Peel the top few layers of an onion and cut a squarish piece from the thick and juicy inside layer with a blade (Figure 3). Fold this piece

Figure 3



into two till it splits. Gently tear away the two fleshy parts (Figure 4). You will get a thin transparent layer coming out from the inner side of the two pieces. Cut a small piece from this onion skin film. Put 2 to 3 drops of water on a glass slide and spread the onion skin on the slide with the help of a needle or babool thorn (Figure 5)

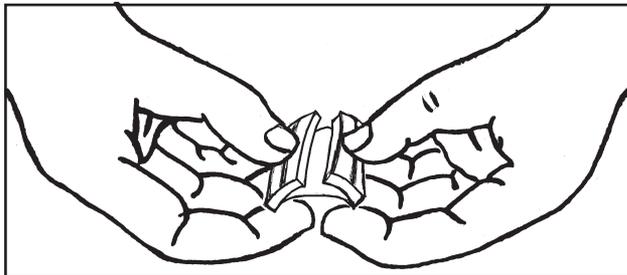


Figure 4

Examine it through the microscope. Adjust the position of the glass slide so that you see all parts of the onion skin.

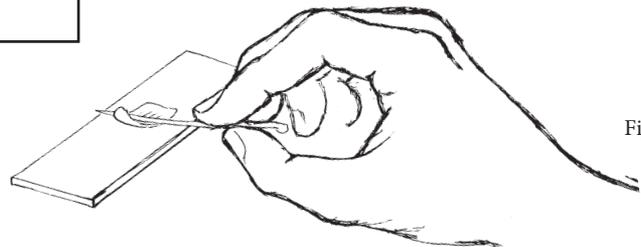


Figure 5

Can you see many rectangular structures packed together in the onion skin? These structures are called cells. The partitions between the cells are called **cell walls**.

Draw a diagram of the onion skin cells. Label the cell walls in this diagram. (3)

### EXPERIMENT 3: LEAF FILM CELLS

You can peel a similar transparent layer of skin from some leaves if you fold them down the middle like you did with the onion layer. Thick fleshy leaves are good for this purpose. For example, you can easily get a skin film from a betel (paan) leaf or the leaf of a lily. Examine these skin films through the microscope, like you examined the onion skin.

Draw a picture of what you see. (4)

Are all the cells in this skin the same, like all the cells in the onion skin, or are they different from each other? (5)

---

### A WORD OF CAUTION

In the following experiments you will have to cut sections of plants to examine their cells. If you wish to see the cells clearly, your sections must be as thin as possible. Use a new blade for cutting thin sections. Don't use this blade for cutting anything else. Keep it only to cut sections.

---

### EXPERIMENT 4: SECTION OF A STEM

Take a thin and soft stem of a dicotyledonous plant. The stems of methi, *bathua*, *panwar* (*puwadiya*) or *chiroutha* will be ideal for this experiment.

Cut a few thin transverse sections of the stem with the blade. Pour some water in a plate or small bowl. Place these sections in the water with the help of a needle or babool thorn (Figure 6). Cut many more sections and place them in the water.

Examine these sections with a hand lens. Find the thinnest and most transparent section. Place it on the glass slide and observe it through the microscope.

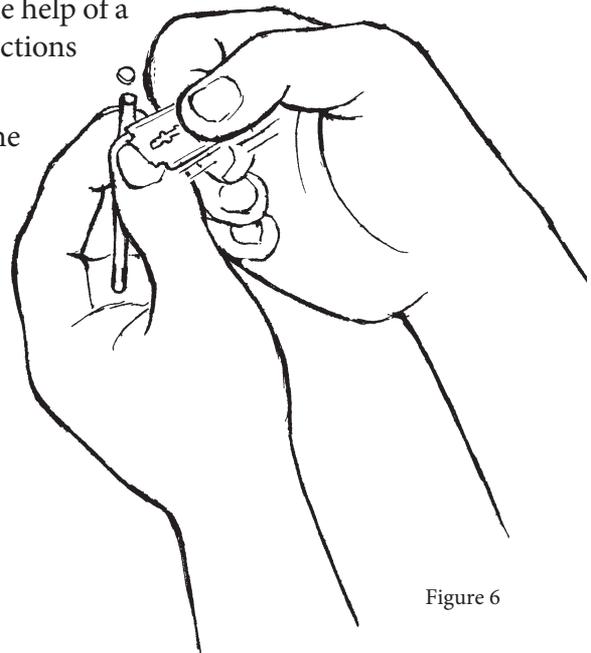
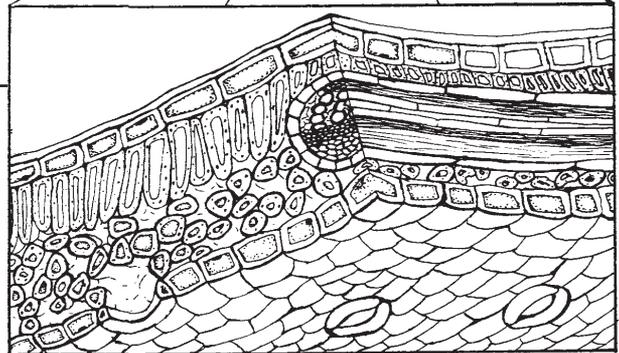
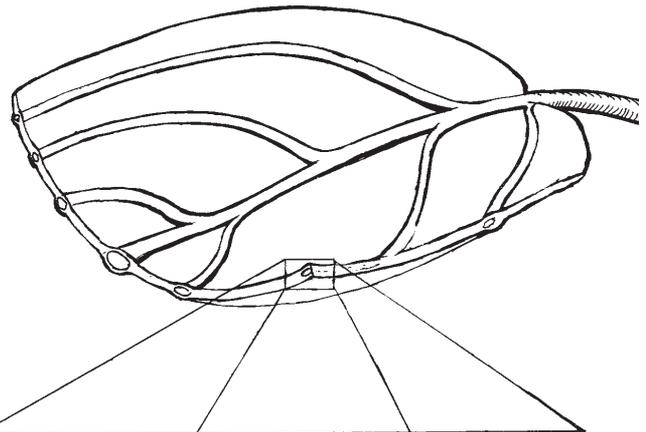


Figure 6

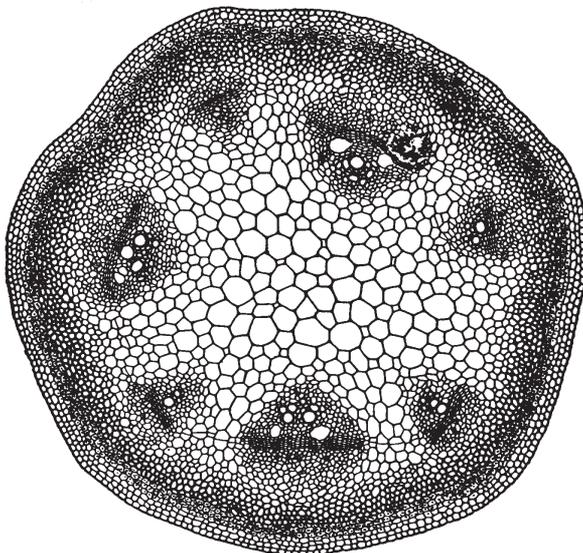


Figure 7: Diagram of the transverse section of the stem of a dicotyledonous plant

Are the shapes of all the cells you see the same or are there some differences? Compare the section you have cut with the section shown in Figure 7. How many of the cells seen in Figure 7 can you identify in your section? Draw a picture of your stem section. (6)

### FIND THE NUCLEUS OF THE CELL

You read that the cell is not empty or hollow. It is filled with cytoplasm which contains many microscopic parts. You can't see all these structures with your microscope. But there is one part that is clearly visible. It is called the **nucleus**.

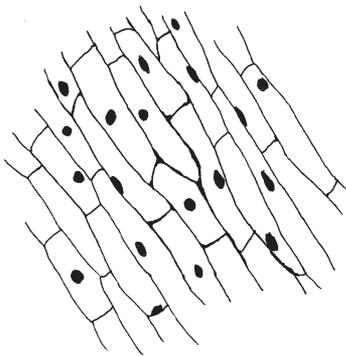


Figure 8: The nucleus in the cells of an onion skin film

### EXPERIMENT 5: THE NUCLEUS INSIDE AN ONION CELL

Place an onion skin film on the glass slide like you did in Experiment 2. Pour one or two drops of red ink on the film and let it stand for about 10 minutes. Next light a matchstick and move the flame seven to eight times from one end of the underside of the glass slide to the other.

Pour water on the skin film with a dropper. Continue pouring water until the entire red colour runs out of the film. Now place a cover slip over the film and examine it under the microscope.

Do you see pink-coloured circular structures in most of the cells? These are the nuclei of the cells. There is a nucleus in every cell and it is an important part of the cell (Figure 8).

Draw a picture of the onion skin film showing the nucleus. (7)

### EXPERIMENT 6: STARCH IN CELLS

Take a large square or rounded or elongated piece of potato and cut several horizontal sections from it. Place a thin section on a glass slide and pour water on it with a dropper until the whitish substance stops flowing from it. Then pour a drop of iodine on the section.

After a minute, wash the section by pouring water over it with a dropper. Put a cover slip over it and examine under the microscope.

Draw a picture of whatever you see. (8)

The dark blue dots you see in the cell are the starch molecules.

### THE BODY IS MADE UP OF CELLS

In the experiments done till now you have seen that the onion skin film, algae, leaves, stems of plants and potatoes are made up of innumerable cells. You have also seen that cells are of different sizes and shapes. This is because their functions are also different. Some cells in the plant stem transport water absorbed by roots to the upper parts of the plant. Other cells near the surface of the stem

protect the plant. Some cells are factories where food is produced while some cells store food.

All cells have cytoplasm in which the nucleus and other minute structures are located. The size and shape of a cell depends on the work it does.

Figure 9 shows some of the different kinds of cells found in plants and their functions.

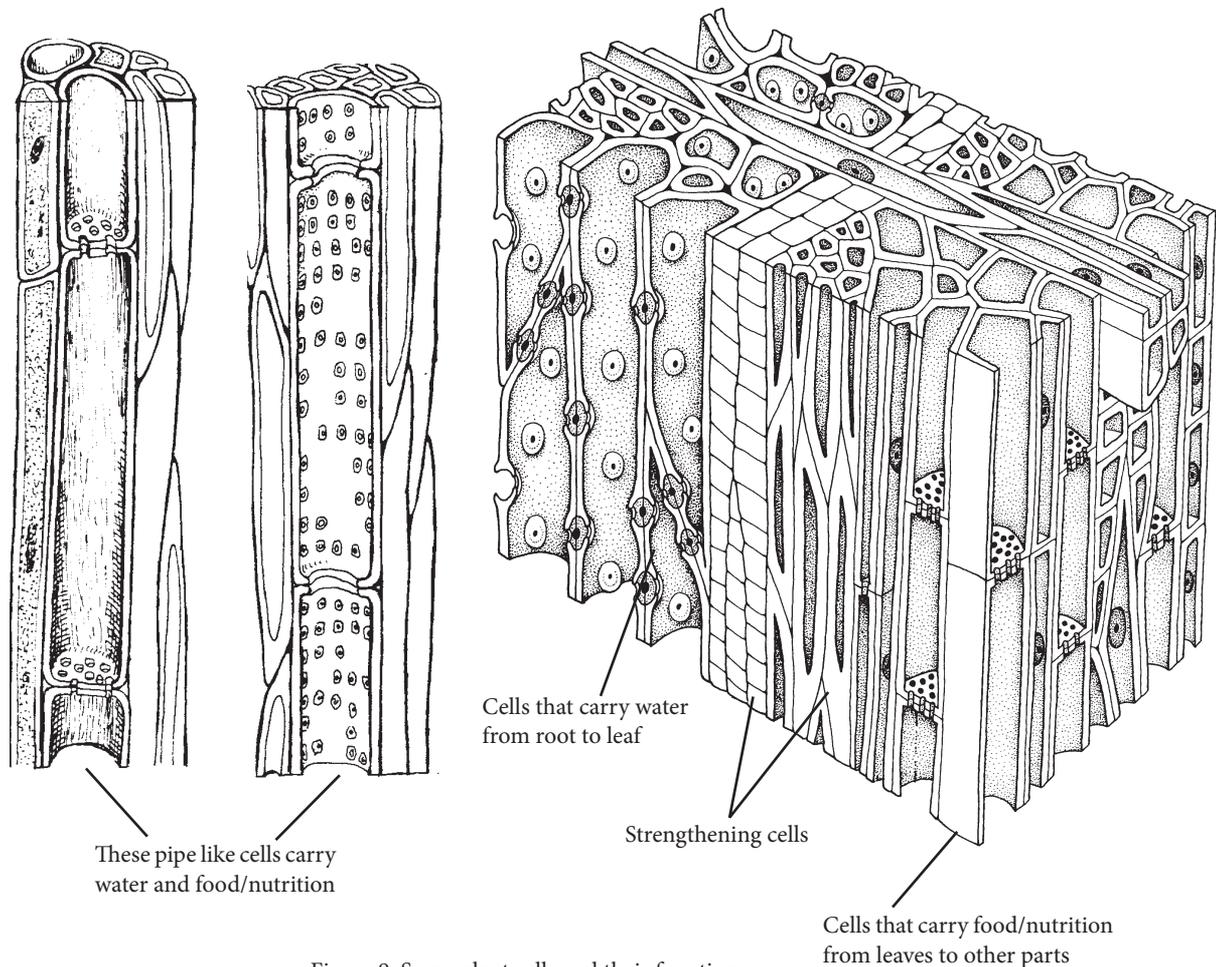


Figure 9: Some plant cells and their functions

Just as the plant's body is made up of innumerable cells, similarly the bodies of animals are also made up of millions and billions of cells. It is not possible to see the cells found in the bodies of animals with the microscope in your kit. But Figure 10 **on the next page** shows some of these cells and their functions

**Although all cells are very small, there is great variation in their sizes. The onion skin cells are big enough to be seen with the help of the microscope given in your kit. But they are still small enough for 3,000 to 4,000 of them to fit on a pin head. On the other hand,**

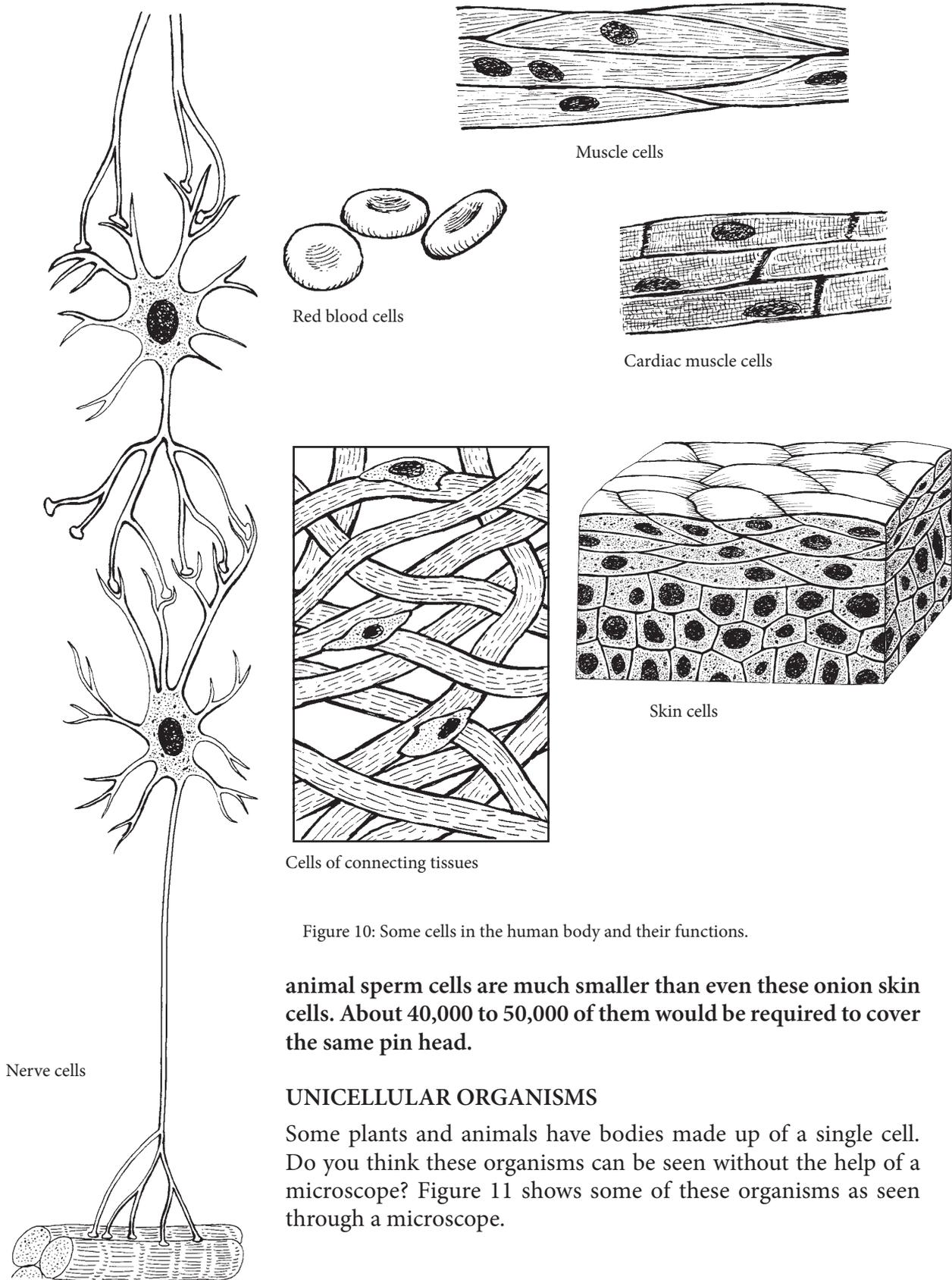


Figure 10: Some cells in the human body and their functions.

**animal sperm cells are much smaller than even these onion skin cells. About 40,000 to 50,000 of them would be required to cover the same pin head.**

### UNICELLULAR ORGANISMS

Some plants and animals have bodies made up of a single cell. Do you think these organisms can be seen without the help of a microscope? Figure 11 shows some of these organisms as seen through a microscope.

The line shown in this diagram is just as long as a 0.1 mm line would appear if seen through the same microscope.

Measure this line and calculate how many times it has been magnified by looking through the microscope. (9) Using this line as a scale, find the actual length (A to B and breadth (C to D) of the four organisms shown in the figure.

Copy the table given below in your exercise book and note your measurements in it. (10)

**Table 1**

| Organism   | Dimensions |        |
|------------|------------|--------|
|            | A to B     | C to D |
| Organism 1 |            |        |
| Organism 2 |            |        |
| Organism 3 |            |        |
| Organism 4 |            |        |

**SOME SPECIAL EXERCISES**

1. Draw a picture of any fungus growing on pickle, roti or bread. Examine it through the microscope and again draw a picture of it.

2. Bring some stagnant water from a pond or lake. Put a drop of this water on a glass slide, cover it with a cover slip and examine it through the microscope.

Do you see any micro-organisms swimming in the water? If you can see them, draw their pictures. (11)

**NEW WORDS**

Focusing      Cell      Nucleus      Cytoplasm  
Cell wall

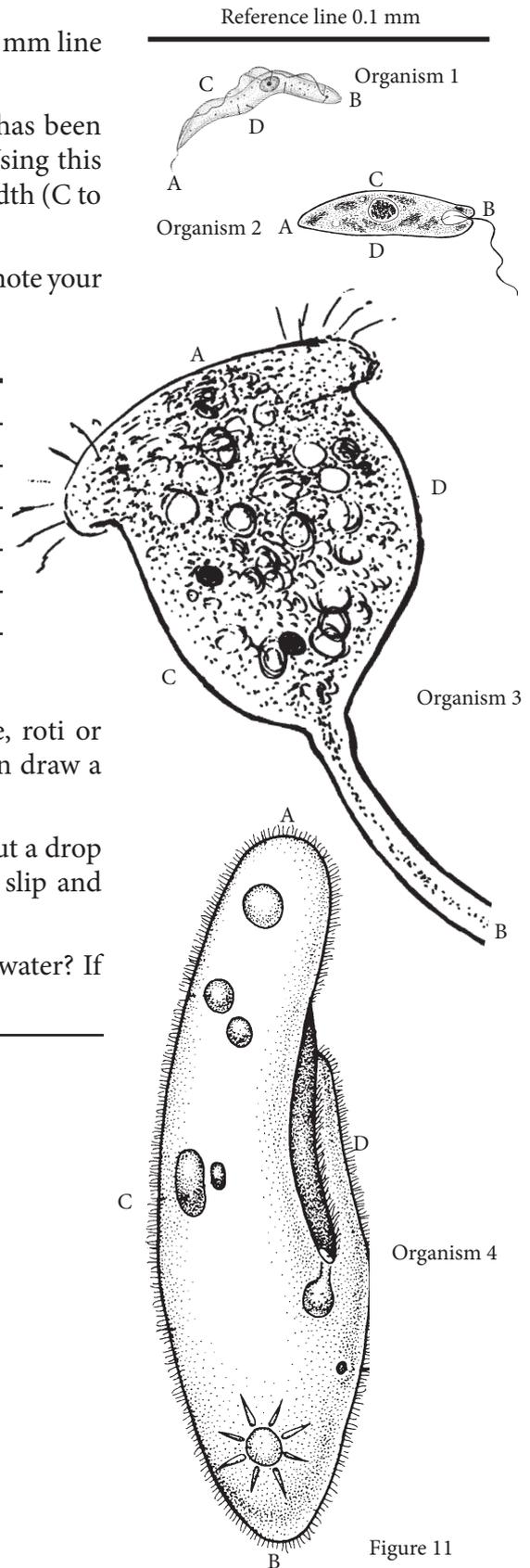
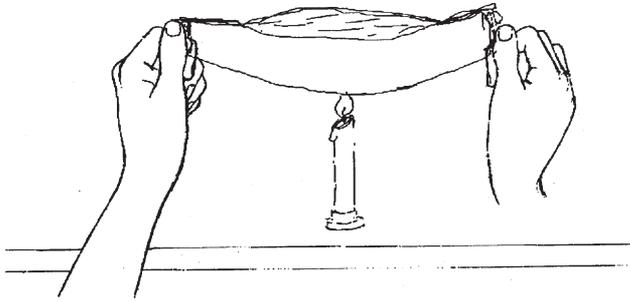


Figure 11

Special Activity – 1

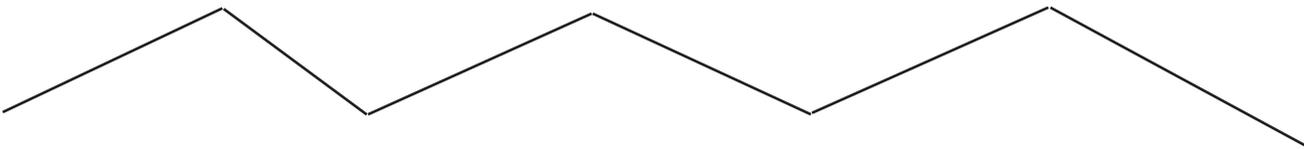


**MAKE TEA IN A PAPER BOAT**

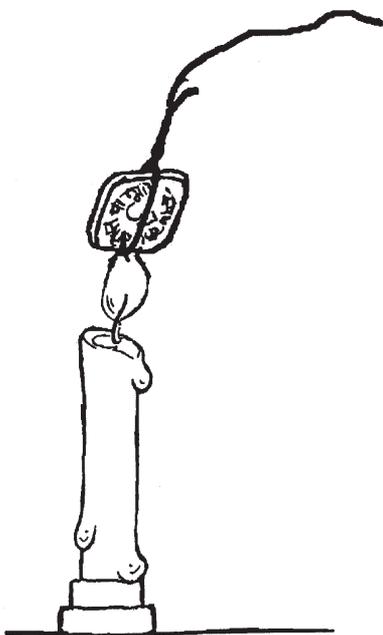
Everyone makes tea in steel or aluminium vessels in our homes, but you can surprise all your friends by making tea in a paper boat.

Take out a page from your copy. Hold it like a boat as shown in the figure so that it can be filled with water almost to the top. Fill this boat with water and hold it carefully over the flame of gas stove. After a while, the water will heat up and start to boil, but the paper will not burn.

If you really want to make tea, just add a little tea leaves, sugar and milk!



Special Activity – 2



**MAGIC COIN/MAGIC RING**

Cut out a thin piece of string about a met or a half in length. Tie it tightly to a five rupees coin or a ring. What is essential for this magic to work is that the string should not be loose at all. If the end of the string near the coin or ring is long and hanging, then cut it. It will be even better to stick the portion of the string in touch with the coin or ring with some glue.

Now call all your friends. Hang this from a nail in front of them and then try to burn the string tied to the coin or ring. Be careful that no part of the untied string comes in contact with the flame.

Magic! The string will not burn and the coin or ring will keep on hanging from it.

# CHANCE AND PROBABILITY

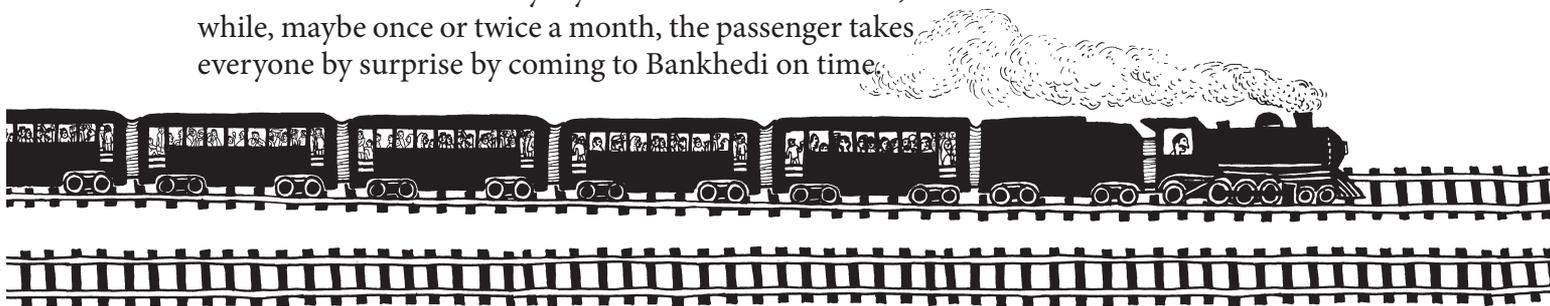
19



## MISSED THE TRAIN, BUT WHY?

Bankhedi is a small station on the Itarsi-Allahabad railway line in the eastern part of Hoshangabad district. Every morning at around 10 o'clock, a train for Itarsi called the Bina Express stops at this station. This train is usually 15 to 20 minutes late. Sometimes it comes as much as one to two hours late. But sometimes, it comes exactly on time.

There is another train for Itarsi, the Allahabad-Itarsi Passenger, that leaves Bankhedi at around 12.00 noon. That is the time you find written in the time table. In reality, the passenger train comes two to four hours late on several days of the month. Getting late by one or half an hour is an everyday affair for this train. But, once in a while, maybe once or twice a month, the passenger takes everyone by surprise by coming to Bankhedi on time.



A few questions about the arrival and departure of trains at Bankhedi are given below. Discuss these questions among yourselves before writing down your answers.

A gentleman came one day at 11.00 am to Bankhedi station to catch the Bina Express. Can you state, with reasons, whether he caught the train or not that day? (1)

Another gentleman wanted to catch the Allahabad-Itarsi Passenger the following day. Thinking the passenger would be late by at least

an hour or a half, as it usually is, he reached the station at 1.00 pm (approximately one hour after its scheduled time of arrival). To his surprise, he found that the train had left on time that day.

He cursed his luck for having missed the train.

Is the passenger coming on time an unlikely or improbable event? Taking into account its history of arrival and departure, give reasons for your answer. (2)

A class has 50 children enrolled in it. On an average, around 40 children are present every day. What would be the attendance on Monday? Can you guess the correct number? (3)

### A GAME OF COWRIES/CHIYE

You may have played games with cowries, tamarind seeds (*chiye*), dice or coins. Winning some times and losing at others is normal in these games.

Can you make the *chiye*, cowries, dice or coins fall the way you want? (4)

Suppose you throw four cowries together 20 times. Is it possible for the cowries to fall the same way on every throw? (5)

Let's perform a few experiments and play a few games to try and understand events like catching or missing a train, the attendance of children in a class on a particular day, or throwing a particular number with cowries or dice.

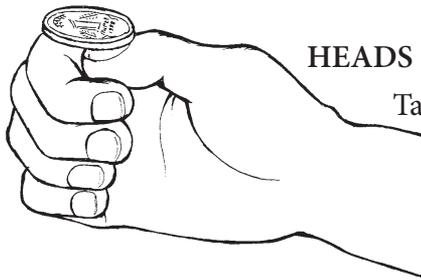


Figure 1

### HEADS OR TAILS

Take a coin and flick it in the air so that it spins rapidly several times before falling to the ground (Figure 1). If it falls with the Ashoka Pillar facing up, call it heads and if it falls with the number facing up, call it tails.

### EXPERIMENT 1: THE HEADS AND TAILS RACE

All the students in the class should play this game together. The minimum number of students required is 20. If your class does not have 20 students, get some students from Class 6 or 7 to join in. But remember, you will have to explain the game to them and how they should fill in their individual charts.

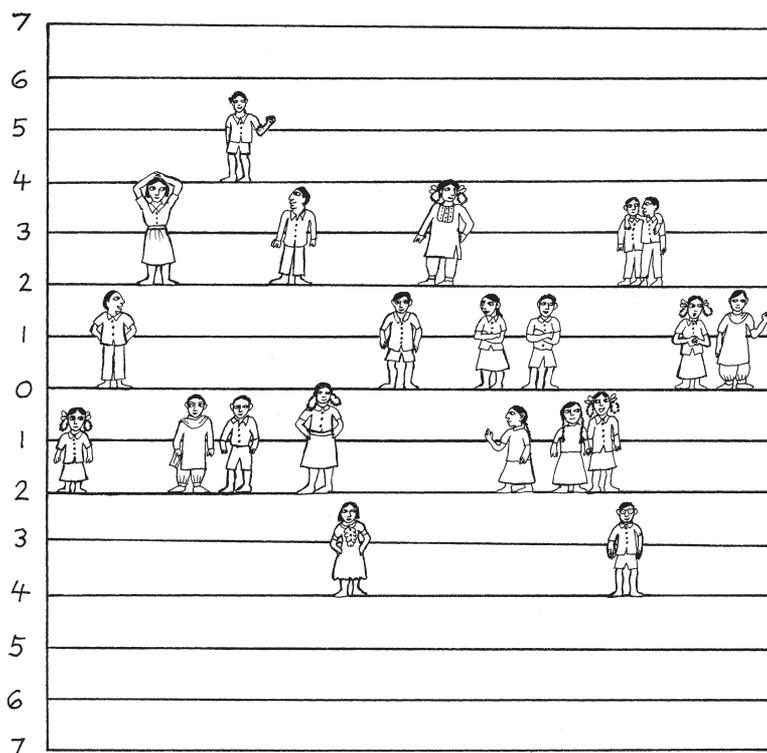
To prepare for the game, draw 15 parallel lines on the ground in an open maidan or playground. The spacing between the lines should be of one step. The lines should be long enough for all the students to stand together on each one, with a small gap between adjacent students. Label the middle line as Line 0. Label the lines on one side of Line 0 serially as Front 1, Front 2, Front 3 and so on till Front 7.

Similarly, label the lines on the other side Back 1, Back 2, Back 3 and so on till Back 7.

Your teacher can be the referee.

### HOW TO PLAY THE GAME

At the start of the game, all the students should stand on Line 0, facing line Front 1. Each student should have a coin. When the referee blows the whistle, all the students should flip their coins and check whether they fall heads or tails up. Those who flip heads should move a step forward to line Front 1 while those who flip tails should move a step backwards to line Back 1. This is the first move of the game.



Every time the referee blows the whistle, the students should flip their coins together. Those who flip heads should move a line forward and those who flip tails should move a line backwards from the line on which they are standing.

The first student to reach either Front 7 or Back 7 is the winner. The race ends once a student reaches the winning line.

### MAINTAINING YOUR GAME DIARY

Details of the moves in the game are kept in two ways.

**1. Individual charts:** Each student is to maintain a record of her/his moves in the Heads and Tails Race Chart in the kit copy. The example below explains how each move should be entered in the chart.

A student marked her position on the chart at the start of the game. She drew a large dot at the point where the horizontal Line 0 and the vertical line 'At the Start' intersected. Her first eight moves were heads, heads, tails, heads, tails, tails, tails, tails. After each move, she marked a dot on the intersection point of the (horizontal) line she had reached and the (vertical) line showing the move number (Figure 2).

When the game ended, she joined all the dots serially with straight lines.

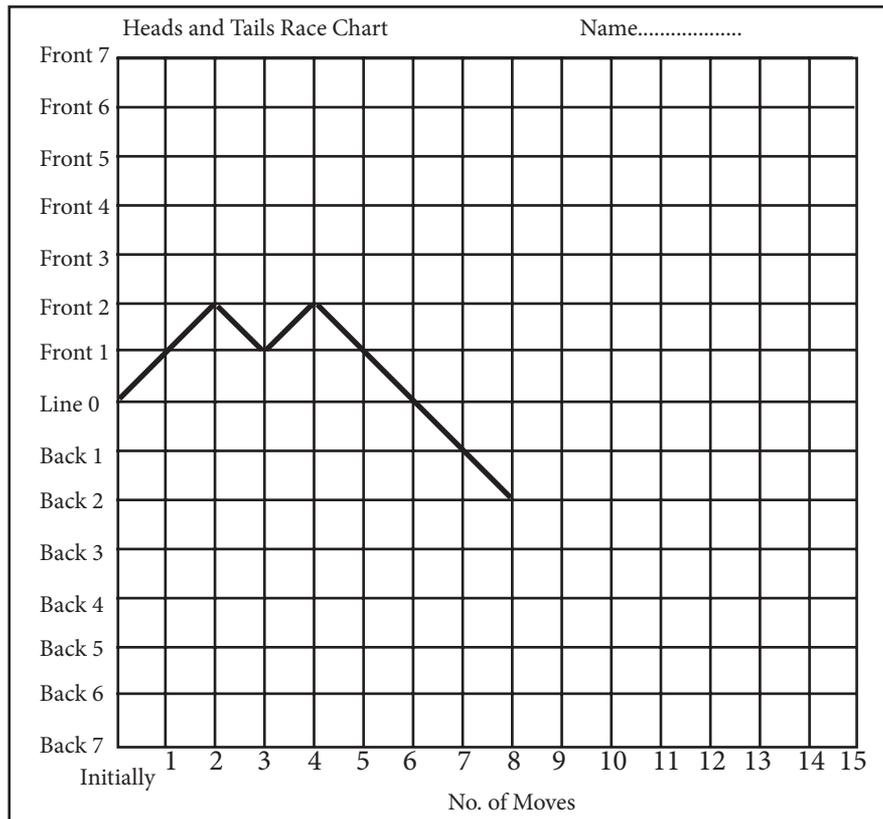


Figure 2

**Table 1: Collective table**

|           | No. of players on the line |   |   |   |   |    |    |        |       |   |   |   |   |   |   |
|-----------|----------------------------|---|---|---|---|----|----|--------|-------|---|---|---|---|---|---|
|           | Back                       |   |   |   |   |    |    | Line 0 | Front |   |   |   |   |   |   |
|           | 7                          | 6 | 5 | 4 | 3 | 2  | 1  |        | 1     | 2 | 3 | 4 | 5 | 6 | 7 |
| Initially |                            |   |   |   |   |    |    | 26     |       |   |   |   |   |   |   |
| First     |                            |   |   |   |   |    | 12 | -      | 14    |   |   |   |   |   |   |
| Second    |                            |   |   |   |   | 10 | -  | 9      | -     | 7 |   |   |   |   |   |
| Third     |                            |   |   |   | 5 | -  | 8  | -      | 9     | - | 4 |   |   |   |   |
| Fourth    |                            |   |   | 4 | - | 6  | -  | 7      | -     | 6 | - | 3 |   |   |   |
| Fifth     |                            |   | 3 | - | 5 | -  | 2  | -      | 12    | - | 3 | - | 1 |   |   |
| Sixth     |                            | 1 | - | 4 | - | 4  | -  | 8      | -     | 5 | - | 3 | - | 1 |   |
| Seventh   | 1                          | - | 3 | - | 4 | -  | 8  | -      | 1     | - | 7 | - | 2 | - | - |
| Eighth    |                            |   |   |   |   |    |    |        |       |   |   |   |   |   |   |
| Ninth     |                            |   |   |   |   |    |    |        |       |   |   |   |   |   |   |
| Tenth     |                            |   |   |   |   |    |    |        |       |   |   |   |   |   |   |
| Eleventh  |                            |   |   |   |   |    |    |        |       |   |   |   |   |   |   |

You should also mark your moves in this manner. Keep your kit copy with you while you are playing the game and mark your position after every turn in the chart with dots.

**2. Collective table:** Your teacher, that is the referee, will maintain a collective chart of all the students. The way to make this collective record is outlined in Table 1. After each move in the game, the number of students on each line is marked in the table. Some figures have been entered in the table here to show how the record is kept. Obviously, the record of your game will have different numbers.

Before the game begins, the referee should draw the collective table on the blackboard. The situation 'At the Start' is shown by marking the number of students on Line 0 at the starting point. After each move, the referee counts the number of students on each line and marks the number at the appropriate point in the table. This record is maintained till the game ends.

### A DISCUSSION ON THE GAME

Complete your individual chart when you play the game as instructed above.

Who won the race? (6)

Copy the collective table on the blackboard on a graph paper in your kit copy. (7)

Look at your individual chart and see whether there is any particular order in your moves back and forth. (8)

Similarly, can you guess the order in which your numbers will fall in a game of cowries-*chiye*? (9)

The students should pin their individual charts on the wall. Examine these charts.

Is there any particular order in the backward and forward movements of the students? (10)

What would you call this kind of movement? (11)

Use a coloured pencil or red ink to mark the following in your individual chart:

- if only heads falls every time the coin is flipped, how would your chart look? (12)

- if a heads is followed by a tails and a tails by a heads, how would your chart look? (13)

It is possible that one or two students in your class may flip only heads, or only tails, or may have heads and tails falling in a particular order.

If that happens, on what basis would you draw any conclusions about the order of heads and tails? On the basis of the results of a couple of students? Or on the basis of the results of the majority of students? Give reasons for your answer. (14)

Examine the collective table.

On which line were all the students standing at the start of the game? (15)

As the game progressed, how were the students distributed on the lines after each move? (16)

Look at the number of students on different lines in the collective table when the game ended.

Were most students on the lines close to Line 0 or were most of them on the lines further away from Line 0? (17)

If the game doesn't finish after a student reaches Line 7 and if the moves continue, what would happen? Think carefully before you answer. (18)

Were you able to predict the winner at the beginning of the game? (19)

Why is it not possible to predict the winners and losers in a heads and tails race? Give reasons for your answer. (20)

Can all the students be joint winners in a heads and tails race? Give reasons for your answer. (21)

### **MORE HEADS OR TAILS?**

The line a player reaches at the end of the game in experiment 1 depends on whether she/he gets more heads or tails. A player who ends the game on Line 0 would have got an equal number of heads and tails. A player on line Front 3 must have got three heads more than tails, while a player on line Back 3 must have got three tails more than heads. The more heads a player gets, the further in front she/he would be from Line 0. Similarly, the more tails a player gets, the further back she/he would be from Line 0.

Look at the collective table and find out which line had the most students on the final move. (22)

What was the difference in number of heads and tails of the students who had reached this line? (23)

### **TWO IMPORTANT QUESTIONS**

The major questions you will have to answer after the game are:

Did a tails follow every heads fall and did a heads follow every tails?

If not, were there an equal number of heads and tails? If this was also not the case, then what happened? (24)

If the game is played a second time, would the student who won the first game win the second game as well? If you have time, play the game again and find out for yourself. (25)

You perhaps got some answers to many of these questions while playing the game. You can confirm your answers only if you repeat your heads and tails experiment several times.

We cannot tell whether a heads or tails will fall if we flip a coin once. But if we flip the coin a sufficient number of times, we can roughly guess how many times heads will fall and how many times tails will fall.

We shall do some experiments with a larger number of moves.

## EXPERIMENT 2

All the students in the class must have a coin each for this experiment.

Each student will have to flip the coin 100 times and find out how many times heads falls and how many times tails falls.

Before you start flipping coins, try and guess how many heads will fall in the next 100 moves. (26)

Cut a sheet of graph paper with at least 10 squares in the horizontal lines. Or else take the 10 x 10 square coin flipping chart from your kit copy. Each line is for ten flips of the coin. So ten lines will give you 100 flips.

If a heads falls in the first flip, put a tick (✓) mark in the first square of the first line and if a tails falls put a cross (x) mark. In this manner, mark a tick for every heads and a cross for every tails that falls in subsequent flips.

When one line is completed, count the number of tick marks it contains. This number will tell you how many times heads fell in ten flips of the coin. Write the number towards the right end of the line (Figure 3).

Your chart will be filled after 100 flips of the coin. Add the numbers written at the right hand side after every line to find out how many times heads fell in 100 flips.

Figure 3

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
| x | x | x | ✓ | x | ✓ | x | ✓ | x | x | 3 |
| ✓ | x | x | ✓ | ✓ | ✓ | x | ✓ | x | ✓ | 6 |

We shall now total the figures of the entire class after the students have filled in their charts and got their totals for 100 flips.

You made a guess of the number of heads before the experiment began.

Was your guess more or less than the number of heads you got? How much more or less? (27)

On what basis did you make your guess? (28)

Every student flipped a coin 100 times. Calculate how many flips of the coin the entire class made. (29)

On the basis of the answer to question 29, estimate how many heads the entire class got. (30)

| S.No  | Student Number | Heads | Tails | Total Flips |
|-------|----------------|-------|-------|-------------|
| 1.    | Student 1      |       |       | 100         |
| 2.    | Student 2      |       |       | 100         |
| 3.    | Student 3      |       |       | 100         |
| 4.    |                |       |       |             |
| 5.    |                |       |       |             |
| Total |                |       |       |             |

Note the figures of the entire class in a collective table (Table 2).

Now you have learned about the numbers of heads or tails falling if you flip a coin many times.

On this basis can you tell whether a heads or tails will fall if you flip a coin once? (31)

We cannot predict whether a single event will occur or not. But we can predict the **probability** of the event occurring by performing a series of experiments. In

other words, we can experimentally determine the probability of the event occurring.

Divide the total number of heads in Table 2 by the total flips of the coin. You will get the probability of a heads falling in a single flip.

That is:

$$\text{Probability of heads} = \frac{\text{Total number of heads}}{\text{Total flips of the coin}}$$

Similarly,

$$\text{Probability of tails} = \frac{\text{Total number of tails}}{\text{Total flips of the coin}}$$

Calculate these two figures from the collective data in Table 2.

What is the sum of the probabilities of heads and tails? (32)

You get either a heads or tails when you flip a coin.

Can you understand the answer to the previous question on this basis?

Any event (such as flipping a coin) can have several probable results (heads or tails). The probability of a particular result occurring can be obtained experimentally in the following way (equation):

$$\text{Probability of a particular result} = \frac{\text{Number of times the result occurred}}{\text{Number of times the event occurred}}$$

The minimum probability is zero and the maximum probability is equal to one. If an event will definitely occur, its probability is one. For example, the probability of night following day is one, because night (the result) definitely occurs after every day (the event).

Can you give an example of another event whose probability is one? (33)

Can you give an example of an event whose probability is zero? (34)

Are the probabilities of heads and tails falling, which you found out experimentally, approximately the same? (35)

The probability of all results need not be the same. We shall see in Experiment 4 that the probability of different results can be different.

### PROBABILITY AND PREDICTION

On the basis of the probability you calculated, can you tell how many heads and tails will fall on flipping a coin ten times? (36)

Do the experiment and find out for yourself. Was your guess correct? (37)

Collect the figures (data) of ten flips made by all the students in the class and calculate how many heads and tails there are. (38)

Does increasing the total number of flips make any difference? To get a clearer answer to this question, we shall do another experiment with the figures (data) of the whole class.

### EXPERIMENT 3

In this experiment we shall arrange the figures we got in Experiment 2 in another way. We shall take the total of all the ten moves in each line as a single move. The number written to the right side of each line gives the number of heads in that move. This number will be between 0 and 10. For example, there were 6 heads in the first move and 3 in the second. When the experiment is completed, we can count the numbers and say how many times 6 heads fell in 10 moves.

We shall make a **histogram** with these numbers. The histogram will tell us at a glance how many times each total number of heads fell.

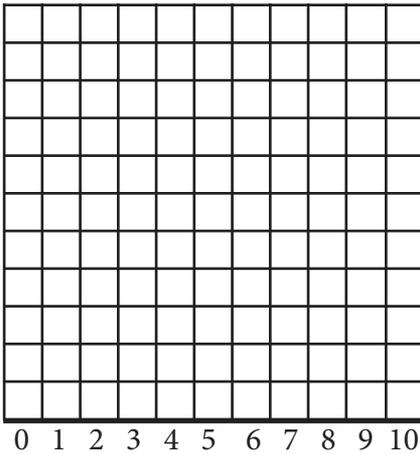


Figure 4

### MAKING A HISTOGRAM

Take a sheet of graph paper from your kit copy. Draw a thick line with a pencil along one of its horizontal lines, as shown in Figure 4.

Mark the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 on the graph paper as shown in the figure. These are the total number of heads that falls in every move. You will have to show on this graph paper how many times each total number of heads fell in 10 moves.

For example, if there were 3 heads in the first move, shade the square above number 3 with a pencil. If the following move had 5 heads, shade the square above number 5 (Figure 5). If the next move again had 5 heads, then shade the second square above 5 (Figure 6).

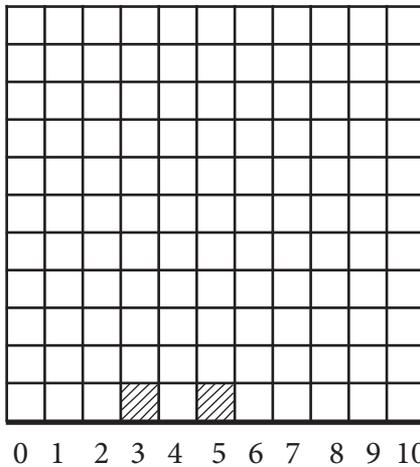


Figure 5

In this way, you should shade the squares according to the number of heads for each move. Your histogram will be ready as soon as the 10 moves are completed. This histogram has many advantages.

For example, counting the shaded squares will easily tell us how many times how many heads fell. On the other hand, looking at the completed histogram, we can tell from the height of the columns which number of heads occurred the most and which the least.

Using the method outlined above, make a histogram of the results of the ten moves. (39)

On the basis of your histogram, state whether the number of heads in all columns is more or less the same or different. (40)

Which number of heads occurred most frequently? (40)

The number of heads that occurs most frequently is called the mode of the histogram.

Now collect the figures of all the students in your group and make a group histogram. Figure 7 shows you how this is done. Two students from a group have marked their figures on the same sheet of paper in the figure. One has used a cross (x) mark and the other a zero (0) mark. The two other students of the group should also mark their figures in the same way.

Can you see any difference between your histogram and the histogram of your group? (42)

What is the mode of the group histogram of the number of heads? (In other words, which number of heads has occurred the most?) (43)

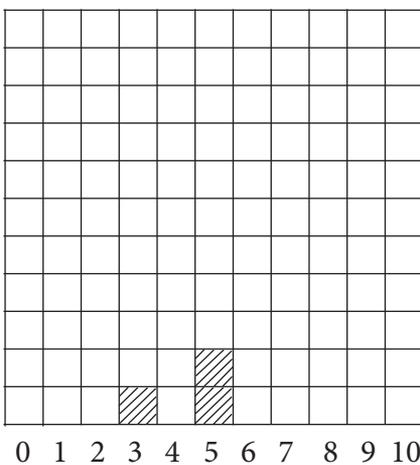


Figure 6



Is there some similarity between the collective histogram and your histogram? Explain your observations and write your answer in your exercise book. (47)

### POINTS TO PONDER OVER

There were only a few students in a certain class. So there was insufficient data to make a collective histogram. “Don’t worry,” said the teacher. “I have last year’s data with me. We can combine it with our data.”

Will the experiment be changed in any way if we include last year’s data? Why? (48)

Discuss this question among yourselves.

The probability of all events was equal in Experiment 2. But this is not always the case. Often, the probability of different events is different. You will see this in the next experiment.

### EXPERIMENT 4: A HORSE RACE

This experiment is a horse racing game. In this race, horses numbered 1 to 12 will compete to reach the winning line (Line 10). You won’t need real horses for your race, just make-believe horses. You can mark your horses on a sheet of paper with a cross (x). This sheet of paper is also your race track.

So let’s prepare for our race. Take a sheet of graph paper and write the numbers along its horizontal and vertical lines as shown in Figure 8. All the competing horses are on Line 0 at the start of the race and they have to reach Line 10. The horses move forward according to throws of two dice.

To make these dice, take two small wooden blocks from your science kit. Serially number their faces 1, 2, 3, 4, 5 and 6. You can do this by writing these numbers on small bits of paper and sticking these bits of paper on the faces of the dice. Put a special mark on one dice to distinguish it from the other.

A horse can move forward one line only if the total of the two numbers on the two dice thrown equals the number of the horse. For example, horse No 5 can move a line forward only if the dice show 4 and 1 or 2 and 3. Similarly, horse No 12 can move forward only if both dice show 6.

Try and guess which horse has the greatest probability of winning the race. (49)

Which horses have a low probability of winning the race? (50)

Is there any horse that may not be able to move forward in the race at all? (51)

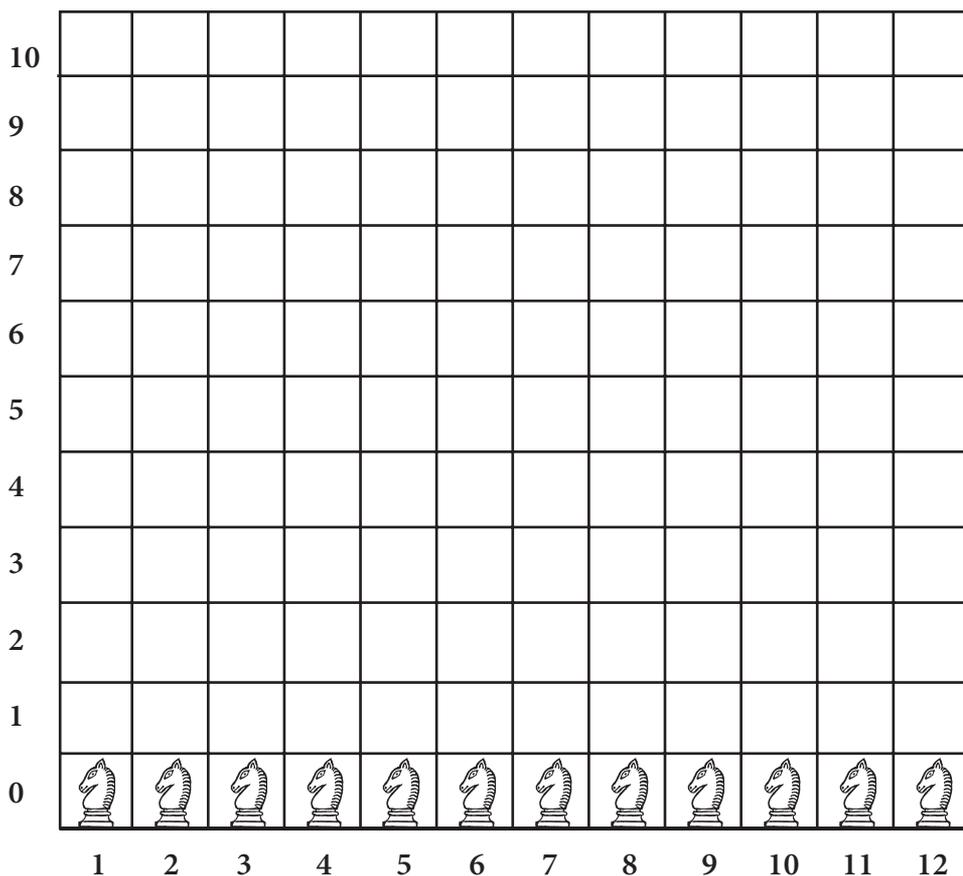


Figure 8: Horse racing – Starting point

Since this is a new game, your teacher will first demonstrate it to you. Then each group can play the game and see which horse wins. If you wish, you can change your guess about which horse will win at any time during the race.

When the race ends, enter your data in Table 4. (52)

Was your guess about the winning horse correct? (53)

Which horse won the race? (54)

Discuss among yourselves and explain why all the horses did not move forward at the same pace. (55)

We shall now look at the collective data of all the groups and see what result we get.

A collective table is given below. Make this table on the blackboard and enter the data of all the groups in it.

Look at the collective table and state which horse moved the most lines and which moved the least. (56)

Table 4: Results of the Groups

| Horse No | Total number of lines advanced |
|----------|--------------------------------|
| 1.       |                                |
| 2.       |                                |
| 3.       |                                |
| 4.       |                                |
| 5.       |                                |
| 6.       |                                |
| 7.       |                                |
| 8.       |                                |
| 9.       |                                |
| 10.      |                                |
| 11.      |                                |
| 12.      |                                |

Is there any group in which horse No 2 or horse No 12 won the race? (57)

**Table 5: Collective Table for the Horse Race**

| Number of steps each horse moved forward |   |   |   |   |   |   |   |   |   |   |    |
|------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|
|                                          | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Group 1                                  |   |   |   |   |   |   |   |   |   |   |    |
| Group 2                                  |   |   |   |   |   |   |   |   |   |   |    |
| Group 3                                  |   |   |   |   |   |   |   |   |   |   |    |
| Group 4                                  |   |   |   |   |   |   |   |   |   |   |    |
| _____                                    |   |   |   |   |   |   |   |   |   |   |    |
| _____                                    |   |   |   |   |   |   |   |   |   |   |    |
| Total                                    |   |   |   |   |   |   |   |   |   |   |    |

Why is the probability of horses No 2 and 12 winning the race low? (58)

The results of this race can be illustrated in an interesting histogram. Assume each step of a horse equals 1 cm. For each horse in your group cut out a strip of paper as many cm long as the number of steps taken by that horse. The strip should be 1 cm wide. Write the horse number on the strips of paper. Each group should stick its strips of paper on the wall one after another. First stick the strips of horse No 1 one atop another to form a long strip. Then stick the strips of horse No 2 next to it. Do the same with the strips of all the horses serially.

If, instead of adding the numbers shown by the two dice, we subtract them, what would happen?

Guess which horse will win this race. (59)

Play the subtraction game and see if your guess is correct or not. (60)

**WHAT IS CHANCE?**

You performed several experiments in this chapter in which you saw several examples of events that had two (or more) results. You could make predictions by calculating the probability of these results. For example, approximately how many times would heads fall if you flip a coin many times? Which horse would win more often in the horse racing game?

But you cannot predict the result of a single event.

If you flip a coin once, would you get a heads or a tails? If you toss a dice, which number would you get?

Which horse would win if you played the horse racing game once?

Any result is possible if an event occurs only once. The result that occurs is a matter of **chance**.

Changu flipped a coin thrice and he came up heads all three times. If he flips the coin a fourth time, what will he get?

Changu and Mangu got into an intense discussion about the outcome.

Changu: We got heads all three times, so we will get heads again.

Mangu: We haven't got tails for a long time, so we'll definitely get tails this time.

What do you think? Who do you think is right? (61)

If the Bina Express is 10 minutes late today, at what time will it arrive tomorrow? Can you predict the time? (62)

The captain of the Indian cricket team lost the toss four times in a row. Will he win the toss the next time? (63)

#### AN EXERCISE TO DO AT HOME

A farmer had paddy seeds which were several years old. He decided to test the seeds before sowing them. He did a total of five experiments, planting different numbers/quantities of seeds each time and checking the percentage of seeds that germinated. The results are given in Table 6.

**Table 6**

| S. No | No/Amount of seeds planted | No/Amount of seeds germinated | No/Amount of seeds germinated (percentage) |
|-------|----------------------------|-------------------------------|--------------------------------------------|
| 1.    | 1                          | 0                             | 0                                          |
| 2.    | 10                         | 10                            |                                            |
| 3.    | 150                        | 60                            | 40%                                        |
| 4.    | 1,000                      | 650                           |                                            |
| 5.    | 1/2 kg                     | About two-thirds              |                                            |

Fill in the percentage of seeds that germinated in each experiment in the last column of the table. On this basis, which experiment should the farmer place greater faith in to find out the percentage of seeds that germinated? Give reasons for your answer. (64)

What can you say about the germination of seeds on the basis of the farmer's first and second experiments? (65)

Why is there such a vast difference in the results of the first two experiments (Experiments 1 and 2) and the last two experiments (Experiments 4 and 5)? On the basis of whatever you have studied in this chapter, can you give any reason for these differences? (66)

### MAKE A SPECIAL EFFORT

You may have played a game of *changa* with tamarind seeds (*chiye*) or cowries.

Throw your cowries or *chiye* 1,000 times and find out how many times you got 1, 2, 3, 4 and 8. (67)

On the basis of your data, find out the probability of getting the numbers 1, 2, 3, 4 and 8. (68)

You may have understood by now why it is difficult to get a 4 or an 8 while playing a game of *changa*, and why you get 2 so often.

### DIFFERENT EXPERIENCES: SOME OURS, SOME YOURS

Answer the following questions on the basis of what you have learned in this chapter.

Doctors test for **tuberculosis** (TB) by examining the sputum under a microscope for the presence of disease causing micro-organisms. If they do not see any bacteria the first time, they collect sputum 3 to 4 times for further tests.

Why do they do this? (69)

Have you seen a *gram sevak* collecting soil samples from a field for testing? He goes to several spots in the field and takes samples of soil from each spot. He mixes these small amounts of soil together. He then takes a small portion from this mixture and sends it to the laboratory for testing.

Why is it not enough to collect soil from one spot in a field if we wish to test the soil quality of the field? (70)

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### NEW WORDS

Chance

Laboratory

Probability

Histogram

Tuberculosis (TB)

Collective table



## A QUESTION

At what time during the day do you think your shadow will be the smallest?

The answer most commonly received in reply is, "Exactly at 12 noon."

We can believe the "noon" part of it because it is from our everyday experience. But the "exactly at 12" part raises doubts.

You have done the experiments involving shadows of sticks in the chapter 'Looking at the Skies.'

Using that experiment, find out the exact time during noon when any shadow is the smallest in your area.

Plant a stick firmly in the ground, measure its shadow every five minutes from 11:30 am to 12:30 pm, and find out the answer.

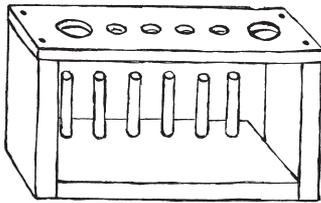


# LIVING AND NON-LIVING

20



What is living, what is non-living?



We know that many things we find around us are living while many others are non-living. For example, we would say that a cow or a mango tree is living while a stone or water is non-living.

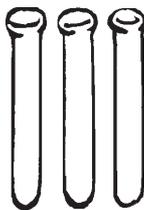
Make a list of animals, trees, plants and other things around you.

Divide these things into two groups of living and non-living. (1)



What are the things you have listed in the living category? On the basis of which properties of these things have you categorised them as living?

List these properties and tick (✓) those that you have already studied till now. (2)



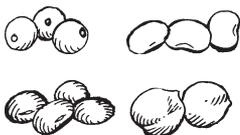
Is it essential for a living thing to have all of these properties or could a thing be considered living if it has some of these properties? Let's take a closer look at the problem.

Plants and trees cannot walk from one place to another.

If you still consider them to be living, state your reasons. (3)



You had studied different kinds of seeds in Class 6. You also know that if we sow a seed a new plant grows from it.



Study the list of properties of living things. Which of these properties do seeds possess:

- Do they need nutrition?
- Do they grow?
- Can they walk on their own?
- Do they respire?
- Do they reproduce? (4)

If you faced a problem in answering Question 4d, do the following experiment.

### EXPERIMENT 1: DO DRY SEEDS RESPIRE?

Choose any one of the following seeds – chick pea, corn, whole green gram or black gram. Pour some pink indicator solution (phenolphthalein) into three test tubes and cover the solution in each test tube with a swab of cotton as shown in Figure 1.

#### Precautions

1. The colour of the phenolphthalein solution should be light pink.
2. The layer of cotton must not be very thick. It should be at a distance from the solution so as to not get wet.

Boil 10-15 of the seeds taken for about 20 minutes.

Carefully fill test tube 'a' with raw (un-boiled) seeds and test tube 'b' with boiled ones. There should be enough seeds to fill the test tubes to the brim. Fill test tube 'c' similarly with beads of an abacus or tiny pieces of thermocol.

Cover the mouths of all three test tubes with pieces of polythene tied down with a piece of string or a rubber band. The mouths should be closed tightly enough to prevent air from entering or leaving the test tubes.

Check the indicator solution in all three test tubes after about 2 or 3 hours.

In which test tubes did the colour of the indicator solution change? (5)

Recall what you learned in the chapters on 'Gases' and 'Respiration' in Class 7 and explain in your own words what activity could have caused the indicator solution to change its colour. (6)

On the basis of a comparison between boiled and un-boiled seeds, which would you consider to be living and which non-living? (7)

You know that a child grows taller for several years after birth.

Have your parents grown taller in the past three or four years?

How much taller have you grown in this same period?

People stop growing taller after a certain age.

Would it be wrong to categorise them as living after they stop growing taller? Give reasons with your answer. (8)

Frogs usually burrow into the earth during winter. They do not eat

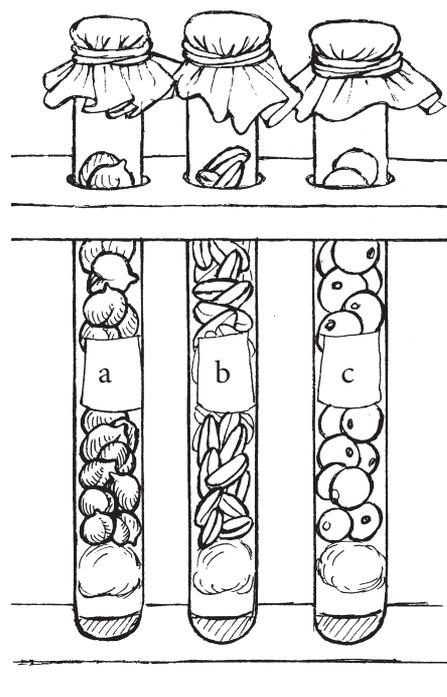


Figure 1

or move around. They emerge only in summer. When the weather becomes hot and the ponds dry up, frogs again bury themselves in the mud.

Would you categorise these frogs as living? Explain with reasons. (9)

You may have heard of hermits who go into a state of intense meditation. They bury themselves in a pit in the ground. This is called a samadhi. During the period of samadhi, they neither eat nor drink water, nor do they walk about.

Would you categorise a hermit in samaadhi as living? Explain with reasons. (10)

From the examples given above could we conclude that a thing can be considered living even if it does not have all the properties of living things?

Would it be correct to conclude that a thing is non-living by checking only one of the required properties? Answer with reasons. (11)

What happens to the body of an animal after it dies? If a dead rat or any other animal is buried, would its body remain in the same state after a few days? Due to a process of decay and decomposition, the bodies of dead animals slowly change into non-living substances. A similar process occurs with dead plants as well. Of the substances formed in this way, the solids and liquids mix with the soil while the gases escape into the air.

Plants absorb some of these substances mixed in soil through their roots. These substances provide nutrition for plants. You also know that plants absorb carbon dioxide present in air for getting nutrition. Thus, many non-living substances from the soil and air are absorbed or integrated into the bodies of living things.

Of the things listed below, which are living, which are dead and which are non-living? (12)



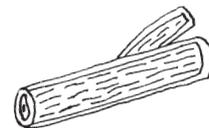
a) A fish out of water



b) A leaf fallen from a tree



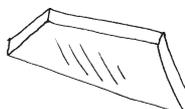
c) A mango



d) Dry wood



e) A running horse



f) Glass

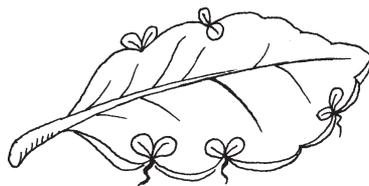


g) A green tree



h) An iron nail

- a) A fish out of water
- b) A leaf fallen from a tree
- c) A mango
- d) Dry wood
- e) A running horse
- f) Glass
- g) A green tree
- h) An iron nail



Did you have any problem in answering this question? In the chapter 'Getting to know Leaves' in Class 6 you read that when the leaves of the *ajoba* plant fall off, they grow into new plants on the ground. You may have also seen dry stems in some plants sometimes sprouting leaves and growing into new plants. This often happens with the *besharam* plant. So it is sometimes difficult to say when a living thing has died or when it has become non-living after death. Respiration and photosynthesis continue for some time in green leaves plucked from trees. These processes gradually slow down and finally when they stop the leaf becomes dead.

Some people donate their eyes. When the person dies, the doctor immediately removes her/his eyes and transplants its outer transparent layer, the cornea, to the eyes of another person who cannot see. The blind person thus regains her/his lost sight. Such transplantation is possible because the cells of the cornea remain alive for some time after a person dies. Similarly, the kidneys of a person can be removed immediately after her/his death and transplanted in a person whose kidneys have stopped functioning.

### LIVING FROM NON-LIVING

You already know that plants get nutrition from fertilisers. Similarly, without nutrition living beings can neither grow nor have the energy to walk around or do any other work. You studied in the chapter on 'The Internal Organs of the Body – II' that the body gets its energy from the oxidisation of digested food.

You saw that when food is digested it converts into substances that can be used by the body. With the help of these substances new cells develop in the body. Millions of cells keep getting destroyed in the body every day. To make up for this loss new cells are formed. New cells are also needed to heal an injury to the body. Growth takes place in the body with the formation of new cells.

In this way non-living things like food and fertiliser help in building bodies of living things.

What would happen if a plant or a living being does not get water for a long time? It is important that there is water in every cell of every living thing. If there is no water, the activities that take place in a cell stop and that plant or living being does not live very long. In this way, in spite of being non-living, water is an important part of the bodies of living things.

Can living things be formed on their own from non-living things?

From the discussion we have had, hope you haven't concluded that something living can directly be formed from non-living substances. In ancient times people used to believe that scorpions are born on their own from dung, bed bugs are formed on their own in old clothes, or that maggots develop on their own in a rotting animal's body. However, in the seventeenth century, an Italian scientist named Francesco Redi proved after some very carefully conducted experiments that maggots could develop in a carcass only if a fly lays eggs in it. These experiments were similar to the kind you did to study the life cycle of a fly.

Then with a simple experiment in 1862, a French scientist named Louis Pasteur showed that unless another living thing is already

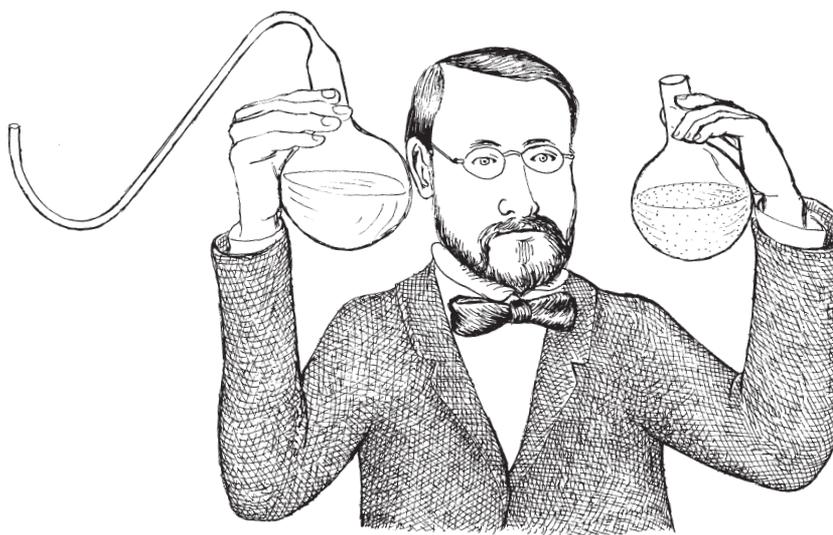


Figure 2: Experiment of Pasteur

present a new living thing can't be formed on its own. Pasteur took two glass jars in which he placed a nutrient substance in which microorganisms could grow and develop well (Figure 2). He let the tube at the mouth of one jar remain straight and bent that of the other as shown in the picture. He then heated the nutrient substance in both the jars to such a

high temperature that all existing organisms died. Then he let both the jars stand like that for a couple of days. Later when he tested the nutrient substance of both the jars he found that millions of organisms had developed in the jar with the straight pipe but there were none at all in the jar with the bent pipe.

If it were possible for organisms to develop on their own in a nutrient substance they would have been present in both jars. But this did not happen. Organisms in the air could easily get into the jar with the straight pipe, but in the other jar they got held in the

moisture that had collected in the twisted section of the pipe and could not get to the nutrient substance.

If living things do not develop from non-living things on their own, then what is the relationship between living and non-living? Come, let us try and understand this.

Read the sentences given below carefully:

- a) Plants take water and fertilisers from the soil for their nutrition.
- b) Plants take carbon dioxide from the air to make their food.
- c) Herbivorous animals feed on plants and carnivorous animals feed on herbivorous animals.

Complete the table given below. (13)

| Name of the substance | How is it used                                     | Is it living or non-living |
|-----------------------|----------------------------------------------------|----------------------------|
| Water                 | Necessary for the body of plants and animals       |                            |
| Fertiliser            | Develops the body of plants                        |                            |
| Carbon dioxide        | Helps in making food for plants                    |                            |
| Digested food         | Becomes a part of the bodies of plants and animals |                            |

In normal circumstances a non-living substance can become a part of the body of a living thing only when it has been taken in as food or with water or from the air during photosynthesis.

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## NEW WORDS

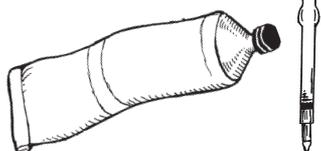
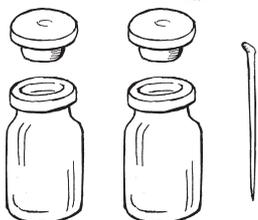
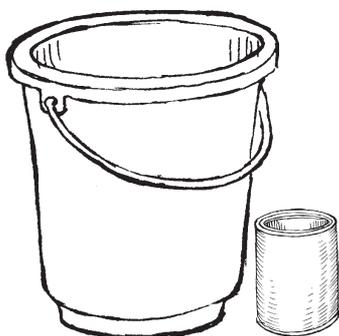
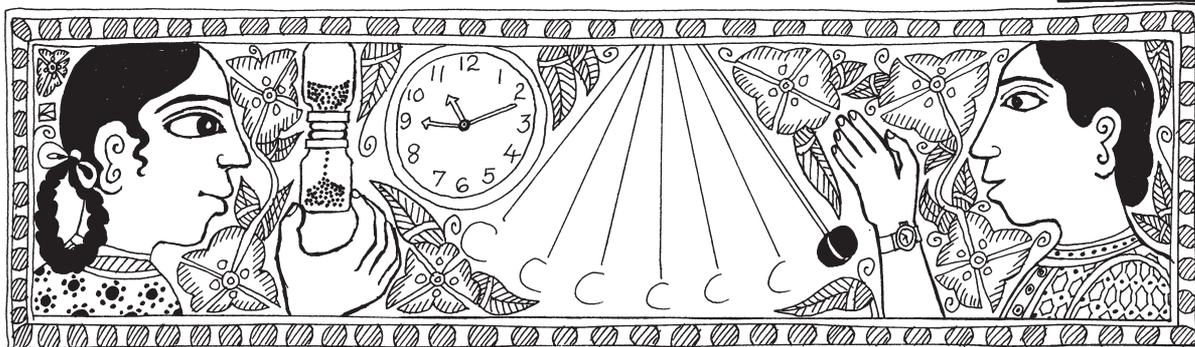
Organisms

### Practice questions

1. Read the following sentences carefully and say with reasons whether each one is correct or wrong:
  - a. Living things can always move from one place to another on their own.
  - b. Wheat infested with insects is non-living.
  - c. A rose scion is not non-living.
  - d. Cooked rice is living.
  - e. Fungus that grows on pickles is non-living.
  - f. Flower on a tree is non-living.
2. All the parts of the body of a plant or an animal do not die at the same time. Write of three such examples in your own words.

# PENDULUMS AND TIME

21



You learned to make two types of sun-dials in the chapter 'Looking at the Skies'. You learned that noon — or midday — is the time when the shadow of the vertical stick of the sundial is the shortest. The period between one midday and the next is called a **solar day**. The experiments done in that chapter also showed that the time when the shortest shadow forms changes a little from one day to the next. That means the period or length of the solar day also changes from day to day. If we average the lengths of the solar days over an entire year, we get what is known as an average solar day. This average solar day is divided into 24 equal periods of time. Each such section of time is called an hour. For smaller measures of time, this hour has been further divided into minutes and seconds.

You also learned in 'Looking at the Skies' how to tell time by looking at the position of the stars. Another tool to measure time is the phases of the moon. The regular pattern of full moon and new moon days tells us the number of days that have passed.

Similarly, changing seasons are indicators of the passage of time. The appearance of flowers on a mango tree tells us almost a year has passed since the last flowering.

There are a number of such processes in nature that occur repeatedly after a more or less fixed interval of time. We can use such processes to measure time.

You may have observed many such processes occurring around you.

Make a list of these processes and say what period of time you can measure with each of them. (1)

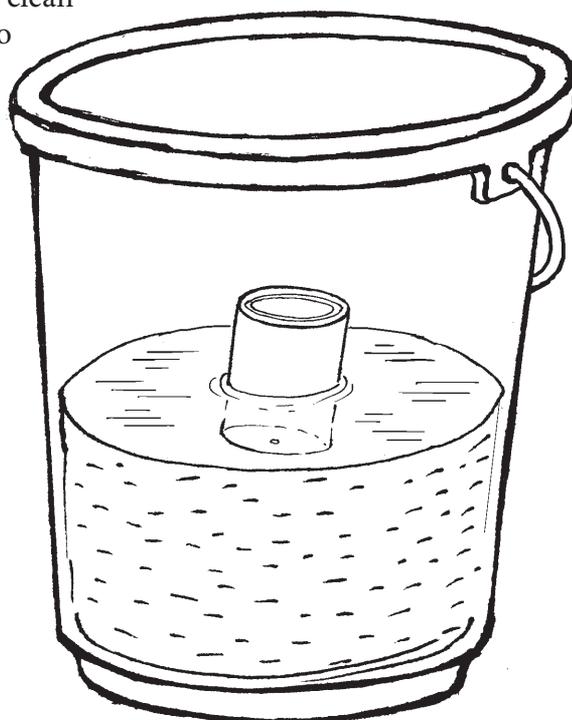
What are the processes that are repeated in a wristwatch? At what intervals are these processes repeated? Look at a watch to find out. (2)

You may have seen different kinds of clocks — water clocks, sand clocks, candle clocks — at science fairs or museums.

Let us make a few clocks and see which of their processes we can use to measure time.

### EXPERIMENT 1: MAKE YOUR OWN WATER CLOCK

In this experiment we shall learn an easy way to make a water clock. Take a tin can, open it at the top and make a fine hole with a nail in the centre of its base. Fill a bucket with clean water and float the can in it. Water will seep into the can through the hole. If this does not happen, make the hole a little bigger. The hole should be just big enough so that the can fills up and sinks in about five minutes. Now empty the can and float it once more in the bucket. This time, use a watch to measure how much time it takes to sink.



Record in your exercise book the time the can took to sink. (3)

Repeat this activity at least five times. Ensure that the can is empty before each observation.

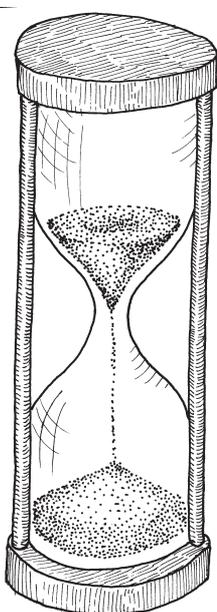
Does the can sink in about the same period of time each time? (4)

What is the average time the can takes to sink? (5)

Can you use this can to measure a time period equal to this average time? (6)

How will you use your water clock to measure time periods shorter than its average time? (7)

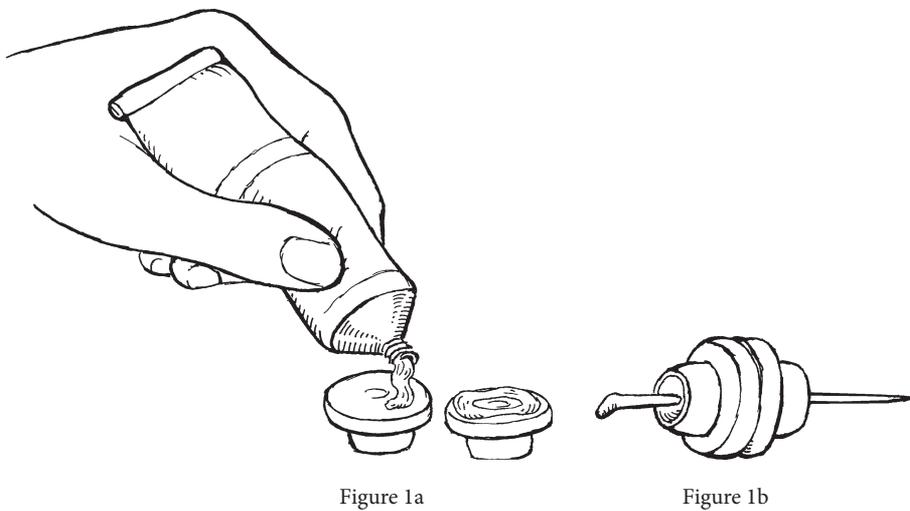
Why is it important to use clean water in the bucket? (8)



### EXPERIMENT 2: ANOTHER CLOCK TO MAKE AT HOME

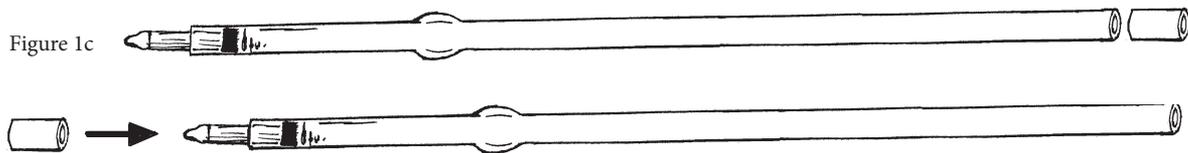
Take two empty injection bottles and their rubber caps.

Apply puncture solution on the flat sides of both the caps and seal them together.

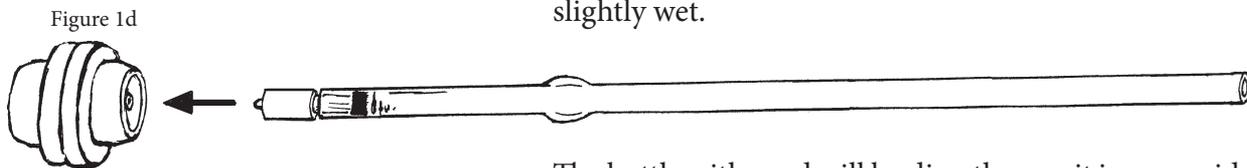


Use a *babool* thorn or nail to pierce a hole through the centre of the caps.

Cut a half centimetre bit of an empty refill.



Use the tip of the refill to push this piece through the hole in the caps. The piece will go in smoothly if it is slightly wet.



The bottle with sand will be directly over it in an upside down position. The sand in the bottle on the top will flow through the refill hole into the empty bottle below. Let the sand flow for a whole minute by the clock. Remove the remaining sand from the bottle on the top. You have a one-minute sand clock.

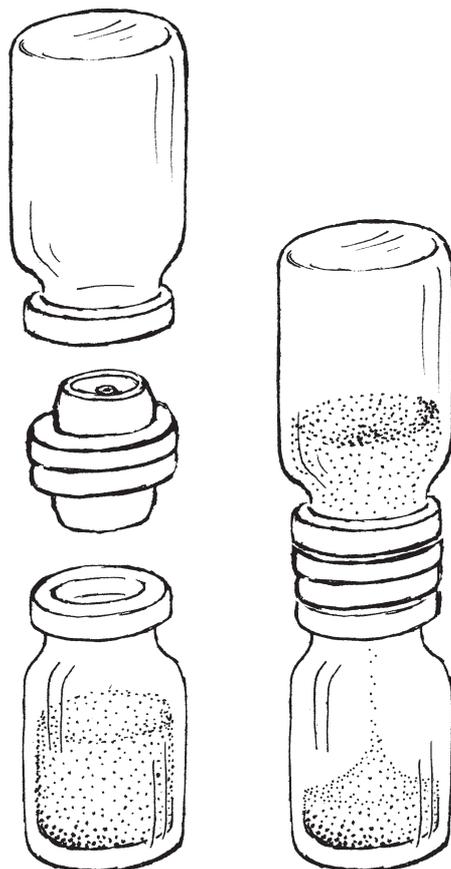
We have suggested two simple ways of making clocks. Can you think of other ways of making better clocks?

It is not easy to measure small units of time with a water or sand clock. Let us perform an experiment in which small intervals of time can be easily and accurately measured.

### EXPERIMENT 3: PENDULUM

Tie a stone tightly to one end of a two-metre long string. Tie the other end of the string to the latch of a door. If the door does not have a latch or it is loose, hammer a nail into the wooden frame and tie the string to it. You will need to alter the length of the string several times during the course of the experiment. So keep this in mind when you tie the knot of the string to the nail.

You now have a neat hole in the centre of the caps. Fill one bottle with fine dry sand. Fix the caps onto this bottle



and the other empty bottle onto the caps. Place the empty bottle standing upright on a table.

A weight hanging in this manner is your **pendulum**. Move the stone a little to one side and release it. When you do this the stone should swing independently. The swinging is known as an **oscillation**. The movement of the pendulum from position 'A' to 'B' and back to 'A' is one complete oscillation (Figure 2). Do not push the pendulum forcefully to make it move. Just move it a little to one side and release it.

### YOUR PULSE IS YOUR CLOCK

To conduct Experiment 3 each group must have a watch with a long second's hand. If such a watch is not available, the experiments with the pendulum in this chapter will have to be done using your pulse rate.

Every person has a different pulse rate. The pulse rate of the same person also varies in different circumstances. If a person is relaxed and sitting, his pulse rate remains fairly constant as long as he remains in that state. Because it is so regular, the pulse rate can be used as a clock.

Let one member of the group which does not have a watch with a second's hand sit in a relaxed manner. Ask her/him to measure her/his pulse rate the way you did in the chapter 'Internal Organs of the Body'. Another member of your group can hold the pendulum a little distance away from its central point and wait for a signal from the student measuring her/his pulse rate. As soon as she/he gets the signal she/he should release the pendulum and start counting its oscillations. The student measuring the pulse rate should also simultaneously start counting the pulse beats mentally. Make sure to start counting from 0. As soon as the decided number of oscillations is over, the student counting the pulse beats should stop. The period of oscillations should be recorded in pulses instead of seconds.

Now borrow a watch with a second's hand and find out how many times your friend's pulse beats in one minute. To find out the pulse rate, ask your friend to start counting the pulses when the second's hand is on 12 and tell her/him to keep counting till it comes back to 12 again. Do this at least three times and calculate your friend's average pulse rate per minute. On the basis of this information you can convert your earlier observations from pulses to seconds.

You can also use the sand clock for this purpose.

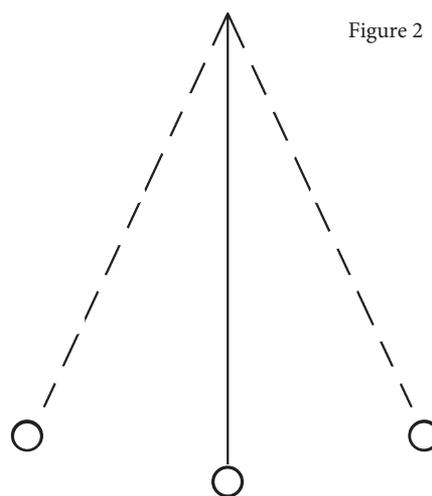
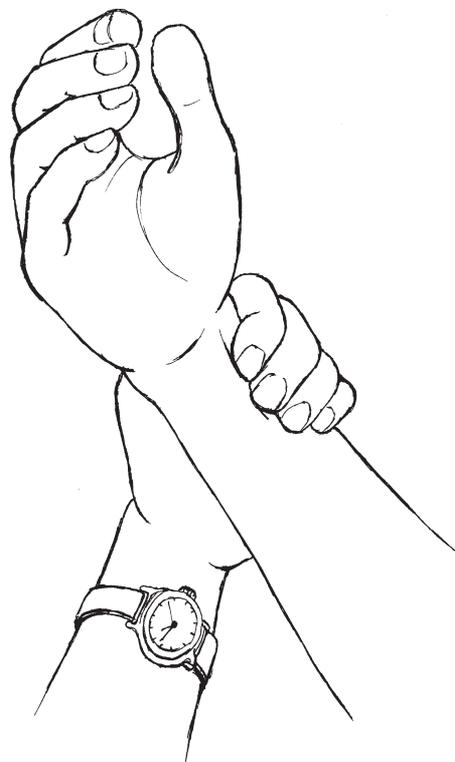


Figure 2





Find out how long your pendulum takes to make one oscillation. (9)

This time is known as the **time period** of the pendulum.

Did you have any problem in measuring the time period? If you did, what was the problem? (10)

Measure the time taken for 10 continuous oscillations.

How long did the pendulum take to complete 10 oscillations? (11)

On the basis of this measurement, calculate how long one oscillation takes. (12)

Measure how long the pendulum takes to make 20, 30, 40 and 50 oscillations.

Enter your recordings in a table. (13)

Find out the average time period in each case and record these in the table. (14)

Was the average time period about the same in every case? (15)

What conclusions can you draw about the oscillations of a pendulum from this experiment? (16)

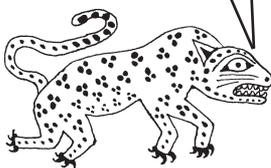
In the seventeenth century, an Italian scientist named Galileo Galilei first observed this quality of the pendulum that you learned about in your experiment. For many years wall clocks were made on the basis of this property of the pendulum and such clocks are used in many places even today.

We saw in our experiment that the average time period of a single oscillation of the pendulum remains the same, regardless of the number of times we measured it. Does this time period of a pendulum depend on the length of the pendulum or on the weight of the stone tied to the string? We shall find answers to these questions by doing the following two experiments.

#### EXPERIMENT 4: EFFECT OF THE LENGTH OF A PENDULUM ON ITS TIME PERIOD

The distance between the point from which the pendulum is suspended and the stone is the length of the pendulum. Keep the length at 20 cm and measure the time taken for 50 oscillations. Repeat this activity thrice and find the average time taken for 50 oscillations. Divide this average by 50 and find the average

*If changing the length does have an impact, then shouldn't changing the weight also have an impact?*



time period. Now increase the length of the pendulum by 10 cm and repeat this activity. Keep adding 10 cm to the length of the pendulum and repeat this activity until the length reaches 100 cm.

Make a table like the one shown below in your exercise book and record the figures of the lengths of the pendulum and the time periods in it. (17)

Students who record the time period in pulse counts should convert the figures of the last column of their tables into seconds. The procedure for doing so is described in Experiment 3.

What effect does increasing the length of the pendulum have on its time period? (18)

What should be the length of a pendulum with a time period of 2 seconds? Make an estimate on the basis of your table. (19)

**Table 4: Results of the Groups**

| No | Length of thread (cm) | Time for 50 oscillations (seconds) |   |   |         | Average time period (seconds) |
|----|-----------------------|------------------------------------|---|---|---------|-------------------------------|
|    |                       | 1                                  | 2 | 3 | Average |                               |
| 1. | 20                    |                                    |   |   |         |                               |
| 2. | 30                    |                                    |   |   |         |                               |
| .  |                       |                                    |   |   |         |                               |
| .  |                       |                                    |   |   |         |                               |
| .  | 100                   |                                    |   |   |         |                               |

Time can easily be measured in seconds with this kind of pendulum.

It is called a second's pendulum.

#### **EXPERIMENT 5: RELATIONSHIP BETWEEN WEIGHT OF STONE AND TIME PERIOD**

Would the average time period of a pendulum change if the weight of the stone is varied? We can perform an experiment to find out the answer to this question. Keep the length of the pendulum constant, but use stones of different weights and find out the average time period in each case.

Record the data from your experiment in a table. (20)

What effect does changing the weight of the stone have on the average time period of the pendulum? (21)

Why was the length of the pendulum kept constant in this experiment? (22)

### AN EXERCISE FOR REVISION

Jagdish made a 50 cm long pendulum and found its average time period. He repeated the experiment with a 100 cm long pendulum and found its average time period.

Compared to the time period in the first case, would the time period in the second case:

- (a) Increase
- (b) Decrease
- (c) Remain the same? (23)

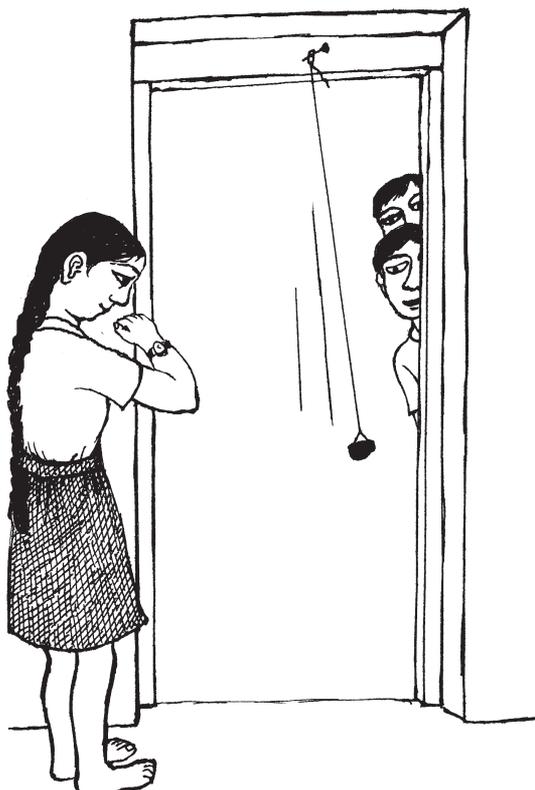
Compared to the first case, would the time period of the longer pendulum be:

- (a) Half
- (b) Double
- (c) More than double
- (d) Less than double? (24)

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### NEW WORDS

|           |             |          |
|-----------|-------------|----------|
| Solar day | Time period | Pendulum |
| Average   | Oscillation |          |



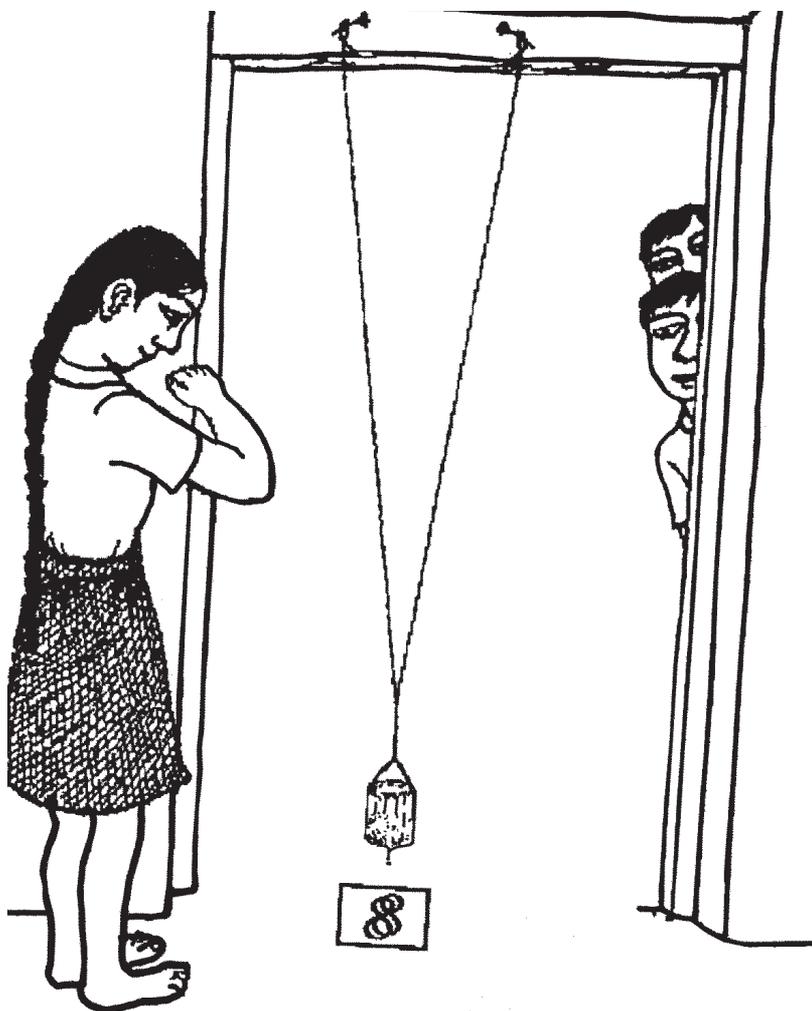
## A GAME OF PENDULUMS

Make three holes on the top of the tin can with which you made a water clock at the beginning of the chapter. Make arrangements to hang it using some thread. Hammer two nails about 50 cm apart on the upper frame of the door. Next take a piece of thread about 1.5 metres in length and tie each of its ends on the two nails. Now using another piece of thread, hang the tin can from the middle of the thread as shown in the figure.

Sieve some sand using a piece of cloth and pour the very fine sand into the can. Now see what happens after you move this pendulum in different directions. Observe how the sand coming out of the can makes various shapes on the floor.

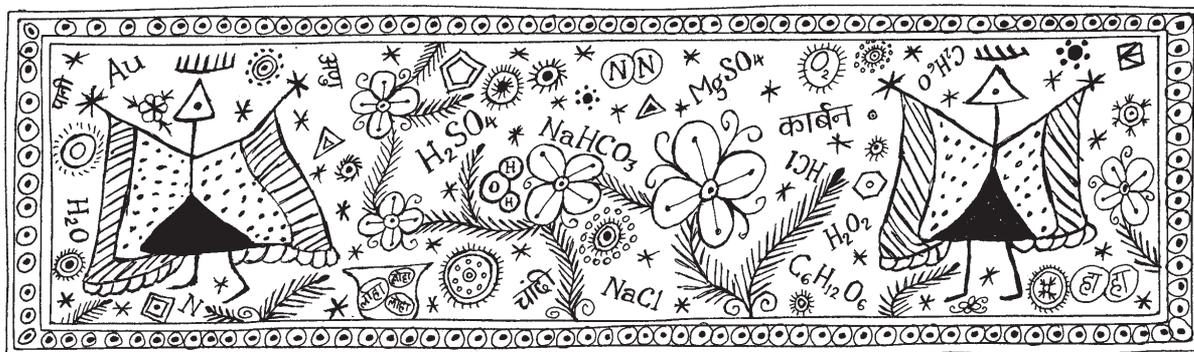
Make sure that the sand-filled can hangs at a height of not more than 4-5 cm from the floor. Otherwise, the sand coming out will spread haphazardly on the floor and not make any distinct shapes.

You may want to spread some glue all over a piece of paper and place it under the hanging tin can. This way you will get permanent shapes made of sand on paper.



# COMPOSITION OF MATTER AND THE LANGUAGE OF SYMBOLS

22



You see and use many substances in your daily life. You have also performed experiments with different substances and seen chemical reactions taking place between them. Some of these substances were transformed during these reactions and new substances were formed. Perhaps, you also tested the properties of these new substances. All these activities are included in the field of study named **chemistry**. For example, when you pour acid on marble chips, carbon dioxide is formed. Or when you heat potassium permanganate, oxygen is released. Or when iron is left exposed to air and moisture, it begins to rust. These are all examples of chemical reactions. In all these experiments, some new substance is formed.

Give five more examples of chemical reactions from experiments you did in Class 6, 7 and 8. (1)

Scientists who perform such experiments are called chemists and the branch of science dealing with chemical reactions is called chemistry. Over the years, chemists discovered hundreds and hundreds of different substances. They felt they needed a language to name and describe these chemical substances. One requirement was that such a language should be universal. That is, it should be understood by people from different parts of the world who speak different languages. In this chapter you will learn a few things about this language. It has its own letters, words and grammar. It follows its own strict rules. It is not possible to learn the entire language in one chapter, but we shall make a simple beginning.

In the chapter 'Our Food' in Class 6, you tested various food items to see if they contained protein. When a solution of sodium hydroxide

and copper sulphate is added to food items that contain protein, a purple colour is produced.

Have you ever wondered why a food item that does not contain protein does not produce this purple colour? (2)

Similarly, why does rust form on iron but not on aluminium?

The kind of chemical reaction a substance undergoes depends on its **chemical properties**. Substances can be grouped or classified on the basis of their chemical properties. For example, you have learned to recognise and group acids and bases on the basis of their effects on the colour of litmus paper.

### PURE SUBSTANCES

If you wish to study any substance, you must first get it in its pure form. This is essential. Scientists have discovered several ways of getting substances in their pure form. You have already used some of these methods for sorting out substances in Class 6. These methods fall under the broad technique termed as **separation**. For example, in Class 6 you had separated salt from a mixture of salt and sand.

When we say a substance is pure, it means it contains only that single substance. There is no other substance mixed in it. If a substance can be separated into two or more substances, we say it is impure, or a mixture of substances. In other words, if you cannot separate a substance into two or more substances after using all these different methods, the substance can be considered to be pure.

But there is a problem in defining a pure substance in this way. The problem is that you may have tried all the methods that you know about today for separating a substance. Maybe the substance cannot be separated by any of these methods. So you think the substance is pure. But it is possible that a scientist could discover some new method of separating such a substance in future. It is possible that the substance you thought was pure today could then be separated into different substances, using this new method.

So what you think is a pure substance may not actually be pure. For example, suppose you draw water from a well and filter it with a filter paper. Suppose all the water passes through the filter paper without leaving a deposit.

What would you conclude about this water? (3)

Now suppose you heat this water and some deposit is left behind after the water has evaporated.

Would you now consider this water to be pure? (4)

It has actually happened in this way before. A substance that was

*Am I not pure?*



considered pure at one time was found to be a mixture at a later time. Take the example of the air we breathe. Once upon a time, air was considered to be a pure substance. But after newer methods of separating substances were discovered, people found that air was a mixture of different gases. It contains oxygen, nitrogen, carbon dioxide and other gases.

So it is sometimes very difficult to say whether a substance is pure or not.

Anyway, we know that substances can be divided into two types - pure substances and mixtures. We use many different kinds of mixtures everyday. For example, wheat flour, dal, spices, ghee, cooking oil, etc, are mixtures. You may be surprised to know that what we call 'pure ghee' is actually a mixture of many fats.

In our daily life, we use the word 'pure' in a slightly different way. When we say that a certain brand of ghee is pure what we mean is that there are no other substances mixed in it that should not be present in ghee.

Today, iodised salt is sold in the market. Would it be correct to call it pure salt? (5)

Milk is a mixture that is 90 percent water. Would it become impure if we mix a little more water in it? In what way have we used the words pure and impure when we talk about milk? (6)

Most of the substances we use in our daily life are mixtures.

Let's now discuss pure substances in more detail.

## TWO TYPES OF PURE SUBSTANCES

Copper sulphate (blue vitriol) is a pure substance. It cannot be separated further by any of the methods of separation we know today. Now recall an experiment you did in the chapter 'Chemical Reactions' during Class 7. In that experiment you dropped a piece of aluminium foil in a solution of copper sulphate. After some time you found that a layer of copper was deposited on the aluminium foil. You also saw that the blue vitriol solution became colourless. Why did this happen? Apparently, a chemical reaction took place during which the copper present in some form in the solution was separated from it when it came in contact with aluminium.

So can we say that the copper sulphate solution is a mixture?

No, we cannot. It is a different kind of substance. It contains more than one substance but these substances can be separated only by a chemical reaction. Such substances are called **compounds**. We can define compounds as pure substances that can be separated into

two or more substances by means of a chemical reaction. Those substances that cannot be separated into two or more substances even with the help of a chemical reaction are called **elements**.

So we now have two types of pure substances — compounds and elements.

It is important to stress this aspect before we proceed further. If any substance can be separated into two or more constituent parts by a chemical reaction, that substance is definitely a compound.

If, despite all our attempts, we cannot divide a substance in this way, then this substance is probably an element. We say probably because we can never say with certainty that it is actually an element. Maybe, some time in the future someone could discover a method to divide this substance further. In that case, the substance that we thought was an element could actually turn out to be a compound. However, until that happens, we can accept it as an element.

To give an example, people once thought that water was an element. But later they discovered that water is a compound. There are many such examples we come across in the history of science.

To sum up, it is difficult to decide whether any substance is a mixture, compound or element. So it is better to consider any decision we make as a temporary decision.

But there is another way of identifying mixtures, compounds and elements and distinguishing between them. This method is based on the particles the substance is composed of.

### THE PARTICLES OF A SUBSTANCE

All substances are made up of particles. There are countless substances in the world, yet each one has totally different properties from the other. Does this mean the particles of one substance are different from particles of other substances? Yes, that is correct. The particles of different substances are different from each other. The particles we are talking about here are very small in size.

If we take a mixture, it would contain many different kinds of particles. The number of different kinds of particles in the mixture would equal the number of substances it contains. For example,

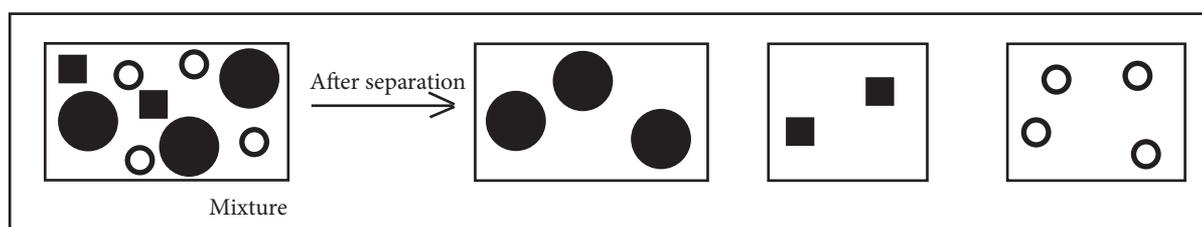


Figure 1

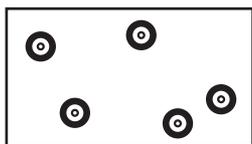


Figure 2: A pure substance

if we take sugar syrup, it would contain particles of water and particles of sugar.

We have already talked about pure substances. All the particles of a pure substance are identical. That is, they all weigh the same and have the same properties.

We saw that pure substances are of two kinds — elements and compounds. The special characteristic of a pure substance is that all its particles are identical, whether it is a compound or an element.

For example, we can produce distilled water in many different ways. We can obtain distilled water by condensing the vapour of water from the sea, a well or a river. However, it does not matter where we got the water from, all its particles will be identical. That is, the weight of all the particles will be equal. Similarly, the weight of all particles of iron will be the same, as will be the weight of all particles of oxygen, or ammonia, or all particles of copper.

Now take another example. All of us respire. You know that the air we exhale contains more carbon dioxide than the air we inhale.

Will the particles of carbon dioxide you exhale be identical to the particles of carbon dioxide your friend exhales? (7)

However, the weight of a particle of water will be different from the weight of a particle of iron. Particles of each substance have a definite weight and all the particles of that substance have the same weight. We would again like to remind you here that we are talking about very small particles. These are not the kind of particles you get if you grind salt to a fine dust. The finely ground grains of salt will not weigh the same. The particles we are talking about are called **molecules** and **atoms**.

Let's get more familiar with these particles.

## MOLECULES AND ATOMS

The particles of substances we are talking about are very small indeed. In fact, they are so small that we cannot get smaller particles of that substance. We cannot get a quantity of that substance that is smaller than the weight of the atom or molecule of that substance.

So we know that particles of different substances are of two kinds — atoms and molecules. Atoms are the most fundamental of all particles. They can be found existing alone in nature, or two or more atoms can combine. When atoms combine, they form molecules.

When the particles of a substance contain only one type of atom, that substance is called an element.

There are many elements whose smallest particle is an atom. That

is, each of their smallest particles comprises only a single atom. Iron, copper, zinc, aluminium, silver, gold, etc, are examples of substances in which the smallest particle is a single atom. If we show each atom as a small circle, then the element iron can be shown like the diagram in Figure 3.

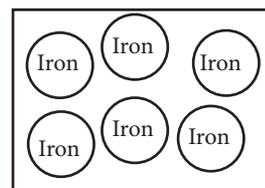


Figure 3

But it is not necessary that one particle of an element contains only a single atom. The particles of many elements are a combination of two or more identical atoms. These particles are called molecules.

Oxygen and nitrogen are examples of substances in which the particles are a combination of two or more identical atoms. That is, the smallest particles of these substances are molecules. For example, a molecule of oxygen has two atoms. The atoms combined into molecules are depicted as small circles in Figure 4.

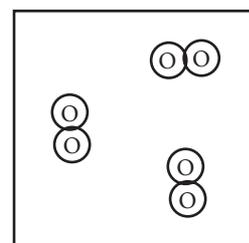


Figure 4

Such substances are also elements

Is it then correct to say that elements can also have molecules? (7)

When the atoms of two or more elements join together to form a molecule, a compound is formed. For example, if atoms of hydrogen and oxygen join together in a molecule, they form water. Water is a compound.

What is the difference between the molecule of an element and the molecule of a compound? (8)

Can there be atoms of a compound? (9)

Can you tell by looking at Figure 5 how many atoms each of hydrogen and oxygen make a molecule of water? (10)

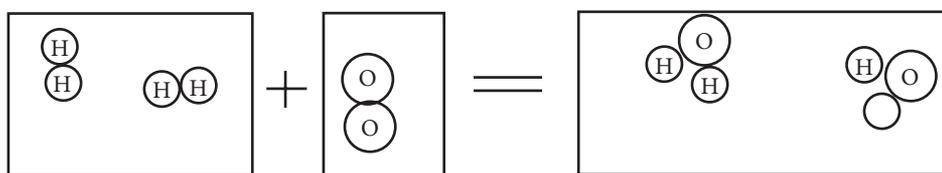


Figure 5

Actually, most of the substances we use are compounds. For example: water, sugar, caustic soda, baking soda, lime, plastic, salt, etc, are all compounds.

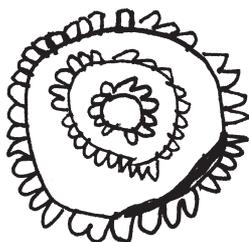
A molecule of water is formed by the combination of atoms of hydrogen and oxygen. All the molecules of water are identical. All the molecules of water have the same weight.

So is it possible for any number of atoms of hydrogen to combine with any number of atoms of oxygen to form a molecule of water? (11)

For all the molecules of water to be identical, it is essential that the atoms of hydrogen and oxygen are present in fixed numbers. If this number is not fixed, how could all the particles of water be identical? Each molecule of water contains two atoms of hydrogen and one atom of oxygen.

It is important to keep in mind that there are only a few types of atoms in nature. These atoms join together in different ways to form different molecules. In this way, innumerable types of molecules are formed. The chemical properties of a substance are determined by the types of atoms in its particles, their numbers and the way in which they are combined. We get this information from the **symbols** and **formulas** used to depict these substances.

We shall now discuss these symbols and formulas.



### SYMBOLS

You may have observed that different substances have different names in different languages. For example, iron is called *loha* in Hindi while copper is called *tamba*. Water also has several names like *pani*, *jal*, *neer*, etc.

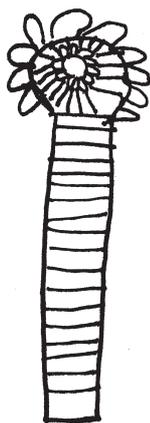
Having so many names for substances could create problems in a field like chemistry where work is conducted throughout the world. How would scientists from different countries who speak different languages communicate with each other? There should be some way in which they can understand each other. To make this possible, we must have universally accepted names for different substances. That is, a scientist from any part of the world should be able to recognise the substance by its name.

Many elements like iron, gold, silver, mercury, copper and zinc have been known from ancient times. But many other elements were discovered in more recent times.

When a new element is discovered, the discoverer gives it a name. That becomes the name of the element. When modern chemistry was being developed, the language most commonly used among scientists was **Latin**, the language of ancient Rome. Thus the names of many elements were based on Latin words. Take the example of hydrogen. One of the properties of this gas is that it combines with oxygen to form water. The Latin name for water is 'hydro'. So this gas was named hydrogen, which means, "gas that makes water".

Another similar case is that of helium. This gas was first discovered in the Sun, not on Earth. The Greek name for sun is 'helios', so the gas was named helium.

Many elements were named after the places in which they were



discovered. Some examples are scandinavium and californium. Some elements were named to honour well known scientists. One example is mendelium, named after Gregor Mendel.

The story of oxygen is very interesting. At one time people believed that any compound that contained oxygen would be acidic in nature. The Latin word for acid is 'oxy'. Hence the gas was called oxygen, meaning "gas that forms acid". It was later discovered that acidic property was not related to oxygen. However, by then the name had come into common use so it was not changed. After all, what's there in a name!

The names of many elements are their English names as well. For example, the chemical names aluminium, carbon, oxygen, nitrogen and hydrogen are also the English names of these elements. However, this is not always the case. The chemical name ferrum is called iron in English while cuprum is copper.

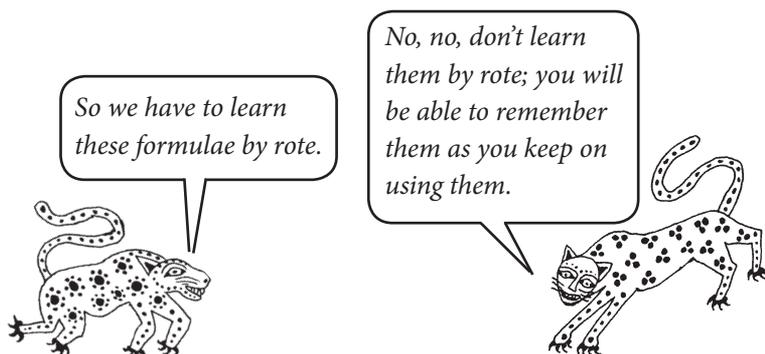
The next step in naming elements was to write them in an abbreviated form. Thus, carbon was given the symbol of a capital C. Generally, the first letter of the name of the element became the symbol of that element. For example: H for hydrogen, O for oxygen and N for nitrogen.

But this caused a problem. There are many elements whose names begin with the same alphabet. Examples include copper, carbon, calcium and chlorine, which all begin with the letter C.

Can you suggest a way in which this problem can be solved? Should the names of these elements be changed? (12)

No, the names of the elements were not changed. In these cases, instead of using only the first letter of the name, the second or any other letter were added with it. So while carbon became C, cuprium became Cu, calcium became Ca and chlorine became Cl.

Here, too, it is necessary to remember one thing. When two letters are used to form the symbol of an element, the first letter is written in capitals while the next letter is in the lower case. So the symbol for calcium would have a capital 'C' and a lower case 'a' to form Ca.



There is one more variation. The symbols of some elements are not assigned according to their English names but according to their Latin names. For example, the symbol for sodium is Na which is derived from its Latin name natrium. Similarly, K, the symbol for potassium, is derived from kalium, and Fe, the symbol for iron, is derived from ferrum.

The names and symbols of some elements are given in the following table:

| Name of element | English name | Latin name | Symbol |
|-----------------|--------------|------------|--------|
| Aluminium       | Aluminium    |            | Al     |
| Calcium         | Calcium      |            | Ca     |
| Carbon          | Carbon       |            | C      |
| Chlorine        | Chlorine     |            | Cl     |
| Chromium        | Chromium     |            | Cr     |
| Silver          | Silver       | Argentum   | Ag     |
| Copper          | Copper       | Cuprium    | Cu     |
| Sodium          | Sodium       | Natrium    | Na     |
| Gold            | Gold         | Argentum   | Ag     |
| Hydrogen        | Hydrogen     |            | H      |
| Iodine          | Iodine       |            | I      |
| Iron            | Iron         | Ferrum     | Fe     |
| Nitrogen        | Nitrogen     |            | N      |
| Nickel          | Nickel       |            | Ni     |
| Oxygen          | Oxygen       |            | O      |
| Phosphorous     | Phosphorus   |            | P      |
| Sulphur         | Sulphur      |            | S      |
| Potassium       | Potassium    | Kalium     | K      |
| Magnesium       | Magnesium    |            | Mg     |
| Manganese       | Manganese    |            | Mn     |
| Zinc            | Zinc         |            | Zn     |

You may have noticed that names of some common substances like wood, sugar, bronze, paper, plastic, etc, have not been included in the table. This is because these substances are not elements. You will, perhaps, be surprised to know that bronze is not an element but a mixture of copper and zinc.

Are you wondering whether these substances have symbols or not? Do they have abbreviated names or not? The answer is yes, they do. But before discussing these symbols, we need to look at one more aspect.

One advantage of using symbols is that we don't have to write the full name of the substance every time we refer to it. There is another advantage. When we use the full name of a substance, say 'iron', we do not know the quantity of the substance. But when we write its symbol Fe, we know there is only one atom of iron. This represents the equivalent amount of this substance of the atomic weight of iron. To similarly show two atoms of iron we write 2Fe.

How will you show three atoms each of carbon, silver and gold? (13)

### ELEMENTS WITH MORE THAN ONE ATOM

We had said earlier that several elements have more than one atom in their smallest constituent particle. That means each particle contains two or more atoms which join together to form a molecule. Oxygen, hydrogen and nitrogen are examples of such elements.

For example, a molecule of oxygen has two atoms. We need a formula to represent such a molecule in a simple way. The formula for oxygen is: O<sub>2</sub>.

You may have noticed that we did not write 2O here. That would indicate two atoms of oxygen. On the other hand, writing a formula in the way we did means that the two atoms of oxygen are combined in a molecule. So, we first write the symbol for oxygen and then write 2 as a subscript after the letter O.

How would you depict two molecules of oxygen? (14)

If hydrogen, nitrogen and chlorine also have two atoms each in their molecules, how would you write their formulas? (15)

How would you show five molecules of nitrogen? (16)

You may have heard about ozone gas. This gas is found in large quantities in the upper layers of the earth's atmosphere. It protects us by shielding the Earth from some harmful rays of the Sun. Every molecule of ozone has three atoms of oxygen.

What is the formula of ozone? (17)

Until now, we have discussed the symbols and formulas of elements. What about compounds?

### FORMULA OF COMPOUNDS

There are a total of 109 elements that have been discovered till now. Some of these elements were produced in the laboratory by scientists. 92 elements exist in nature. These elements react with each other to form compounds.

Before proceeding further, we must understand one thing about the reaction of elements. Every element has a definite **bonding capacity**.

Formula for a molecule  
of oxygen



Number of atom in  
one molecule

They react with other elements according to this bonding capacity.

Let us look at this aspect in greater detail. When elements react with other elements, it is their atoms that react. The reaction could involve either one, two or more atoms. It is not possible for one-and-a-half or two-and-three-quarter or five-and-a-half atoms to react. This means the atoms of elements that constitute a compound will always be in whole numbers, that is — 1, 2, 3, etc.

One more aspect needs to be emphasized. We have already seen that the particles of any substance (elements or compounds) are identical. This means that if a molecule in a compound has two atoms of a particular element, then all the molecules of that compound will have two atoms of that element. Take the example of sugar. Sugar is a compound. Its molecule contains atoms of carbon, hydrogen and oxygen. One molecule of sugar contains 12 carbon, 22 hydrogen and 11 oxygen atoms. Sugar can be produced in many different ways — from sugarcane, sugar beet, etc. However, whatever be the source or process by which sugar is produced, a molecule of sugar will always contain 12 carbon, 22 hydrogen and 11 oxygen atoms.

While writing the formula of a compound we must keep two things in mind. First, we must see what elements are present in a molecule of the compound. Second, we must see the number of atoms of each element present in the molecule. For example: to write the formula of sugar, we must write the symbols of the elements present in it — C for carbon, H for hydrogen and O for oxygen. We must then write the number of atoms of each element present in one molecule of sugar. This number is written as a subscript after the symbols of the element.

So the formula of sugar will be  $C_{12}H_{22}O_{11}$ . This is the formula of the molecule of sugar.

If we have five molecules of sugar how would we show this in the formula? (18)

Let us now practice writing the formulas of different compounds.

Nitrogen and oxygen react differently with each other under different conditions. As a result, different compounds are formed in these different reactions. The table below gives details of some of these reactions.

On the basis of the information in the table, write the formulas of the compounds. (19)

You should keep in mind that the formulas you write should give the symbols of elements as well as the number of atoms.

| No. of Nitrogen atoms | No. of Oxygen atoms | Name of compound   | Formula |
|-----------------------|---------------------|--------------------|---------|
| 2                     | 1                   | Nitrous oxide      |         |
| 1                     | 1                   | Nitric oxide       |         |
| 1                     | 2                   | Nitrogen dioxide   |         |
| 2                     | 3                   | Nitrogen trioxide  |         |
| 2                     | 5                   | Nitrogen pentoxide |         |

There is one more rule to be observed in writing formulas. If the molecule of a substance contains only one atom, we do not write the number 1. For example, a molecule of edible salt contains one atom of sodium and one atom of chlorine. It does not matter whether the salt came from sea water or if it is rock salt — its molecule will always have one sodium atom and one chlorine atom. So the formula for salt will have the symbols of these two elements — sodium (Na) and chlorine (Cl). Since there is only one atom each of these elements, we do not write the number 1 in the formula. So the formula of salt is NaCl, not Na<sub>1</sub>Cl<sub>1</sub>.

Now look at another example. A molecule of carbon dioxide contains one atom of carbon and two atoms of oxygen. Carbon and oxygen also react to form another gas called carbon monoxide. A molecule of carbon monoxide contains one atom of carbon and one atom of oxygen.

Write the formulas of carbon dioxide and carbon monoxide. (20)

The formulas of some compounds you have used before are given below.

| Name                             | Formula                         |
|----------------------------------|---------------------------------|
| Baking soda (sodium bicarbonate) | NaHCO <sub>3</sub>              |
| Washing soda                     | Na <sub>2</sub> CO <sub>3</sub> |
| Copper sulphate                  | CuSO <sub>4</sub>               |
| Potassium iodide                 | KI                              |
| Calcium chloride                 | CaCl <sub>2</sub>               |
| Calcium sulphate                 | CaSO <sub>4</sub>               |
| Magnesium sulphate               | MgSO <sub>4</sub>               |
| Water                            | H <sub>2</sub> O                |
| Iodine                           | I <sub>2</sub>                  |
| Potassium permanganate           | KMnO <sub>4</sub>               |
| Caustic soda                     | NaOH                            |
| Sulphuric acid                   | H <sub>2</sub> SO <sub>4</sub>  |
| Hydrochloric acid                | HCL                             |

The formula of any substance tells us the names of the elements that constitute each molecule of that substance and the number of atoms of each constituent element. There is no need to memorise these formulas. You will begin to remember them as you use them again and again. Another point is that several chemical properties are associated with these formulas. When you study these formulas in detail in your higher classes, they will be able to tell you much more about the substances which they represent. Substances can also be categorised by looking at their formulas as well. But let us leave all of that for the future.

### EXERCISES FOR REVISION

1. Which ones are elements and what is the number of atoms of each element present in the substances listed in the previous page?
2. What do you understand from the following formulas? Discuss with your group and write.

Hydrogen peroxide  $\text{H}_2\text{O}_2$

Glucose  $\text{C}_6\text{H}_{12}\text{O}_6$

Calcium carbonate  $\text{CaCO}_3$

3. Why are there no formulas for mixtures, like we have for compounds? Discuss the matter in class.

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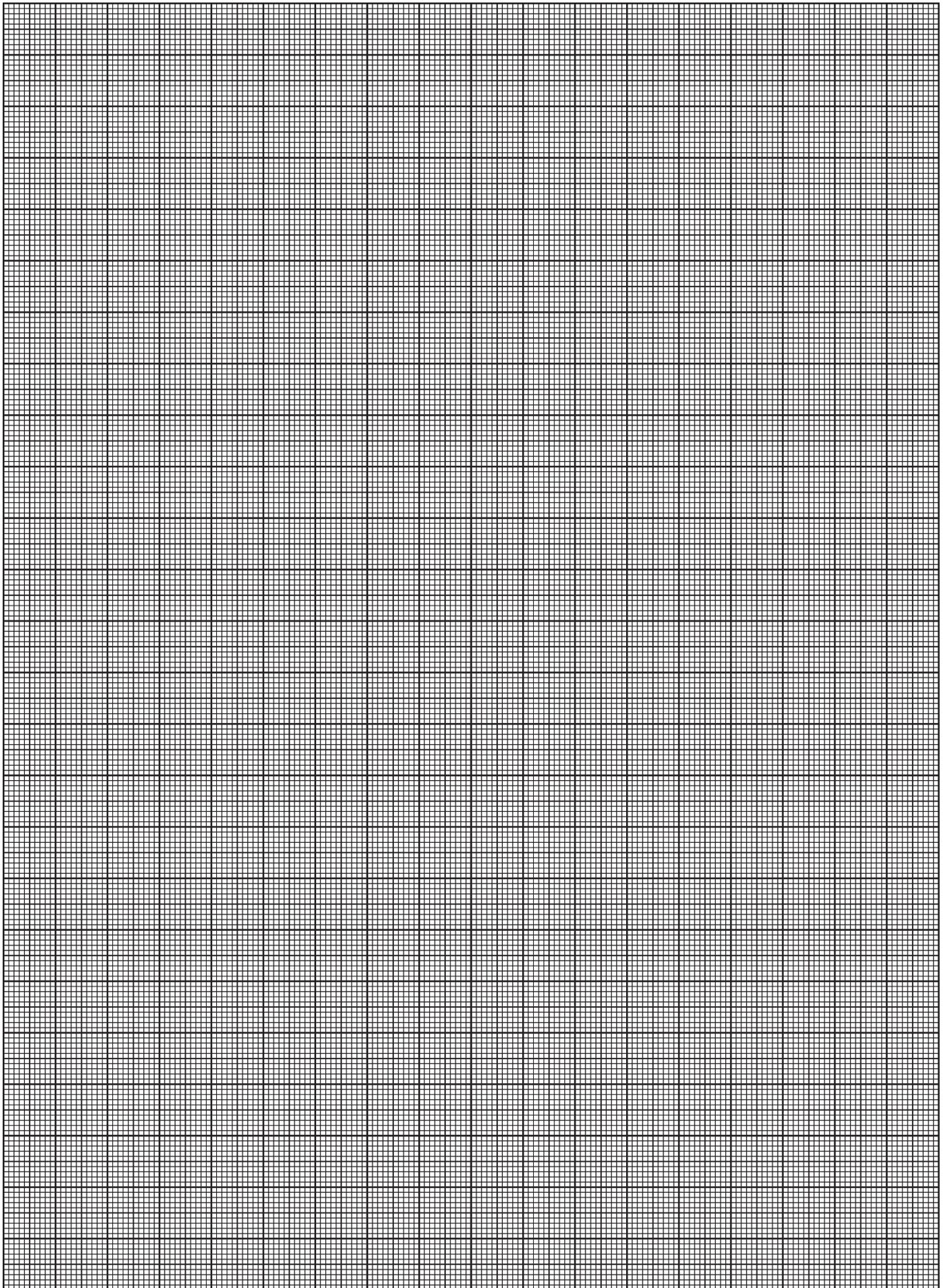
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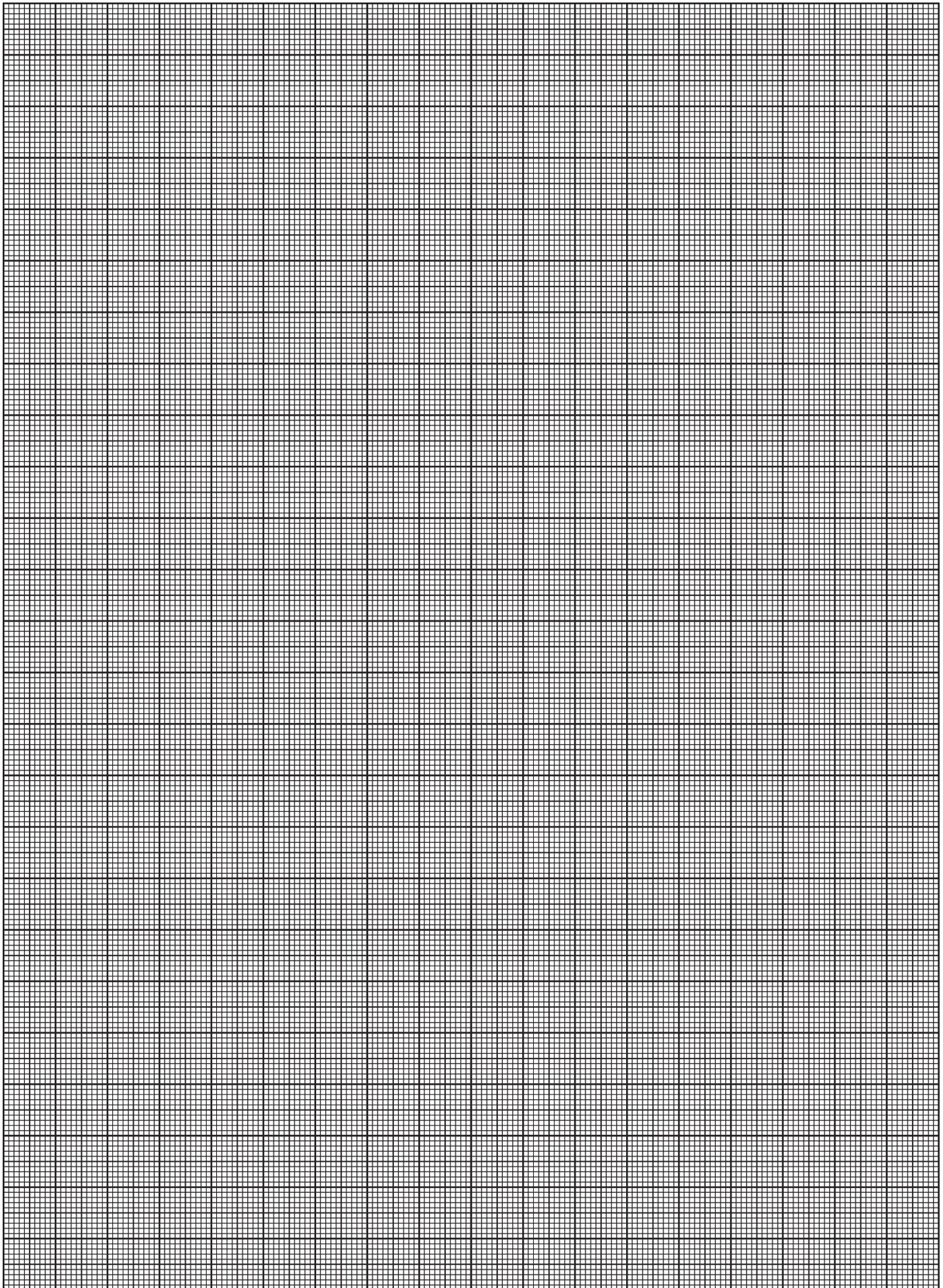
|                  |                   |          |
|------------------|-------------------|----------|
| Chemistry        | Chemical property | Compound |
| Bonding capacity | Molecule          | Atom     |
| Symbol           | Element           | Formula  |
| Latin            | Separation        |          |

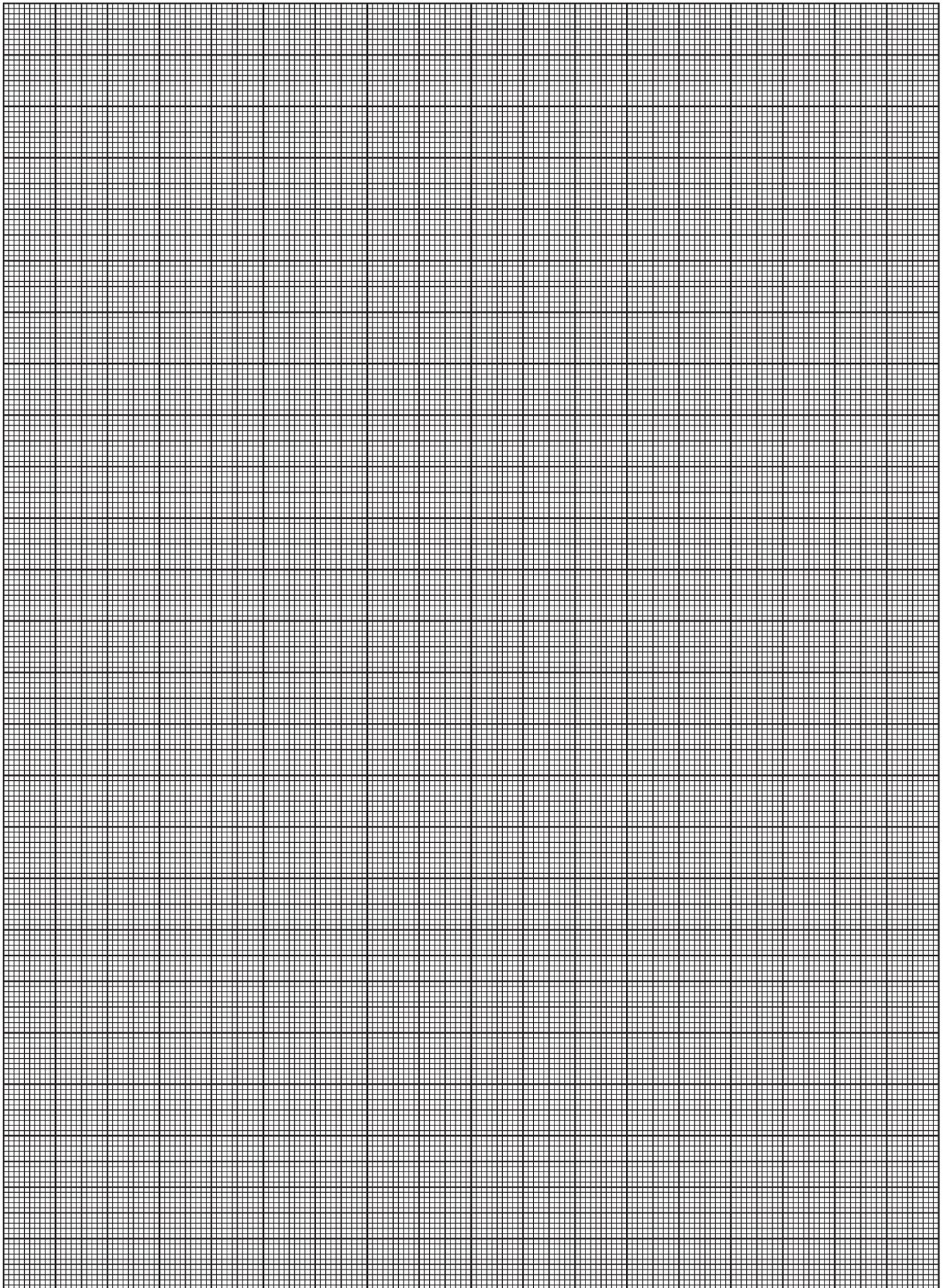
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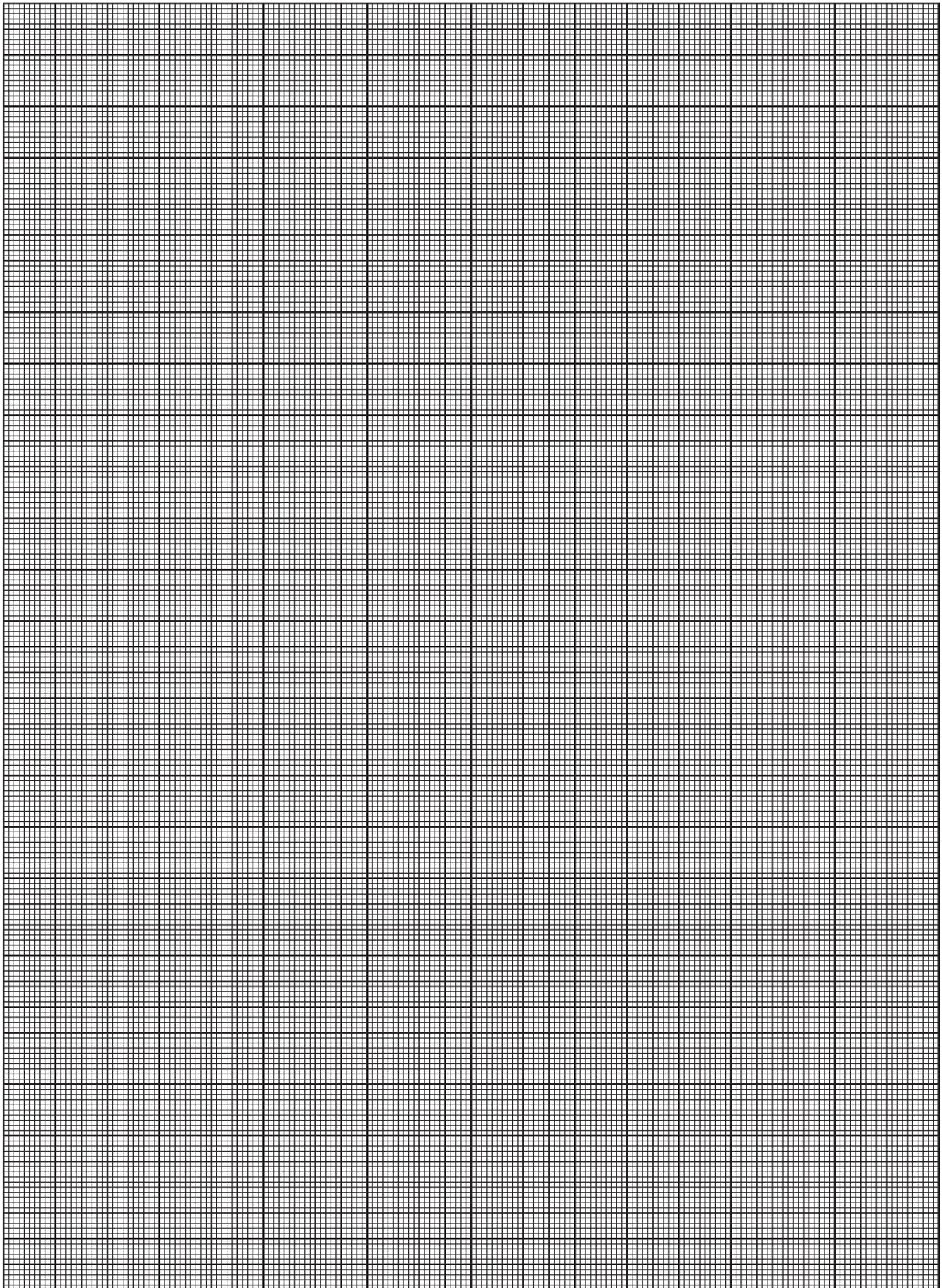
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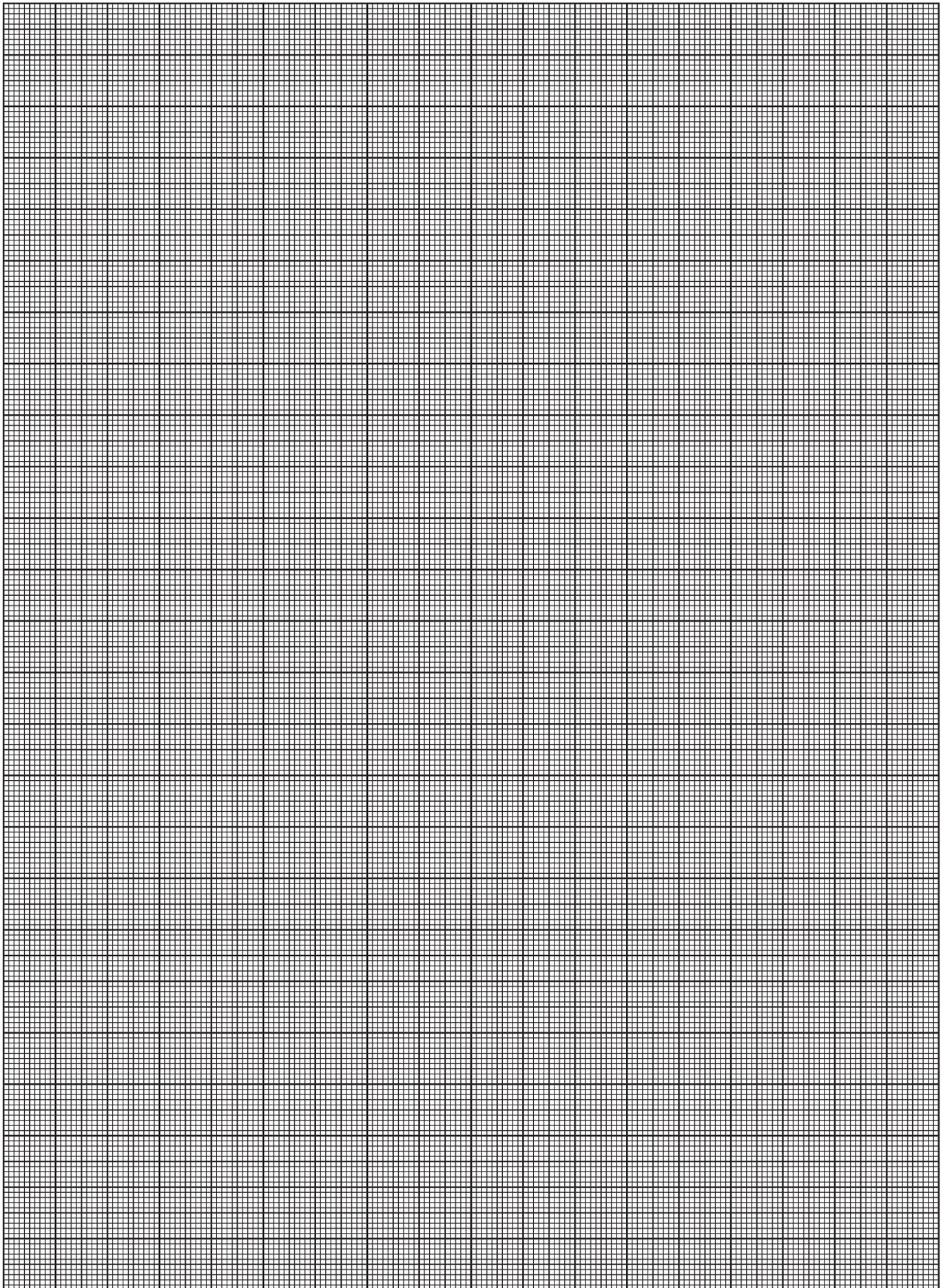
| <b>Material</b>           | <b>Quantity</b> | <b>Purpose</b>              | <b>Chapter used in</b>                               |
|---------------------------|-----------------|-----------------------------|------------------------------------------------------|
| Graph paper               | 5               | Preparing graphs, etcetera  | Graphs of motion<br>Growth and Development           |
| Square grid paper         | 5               | Horse racing game, etcetera | Chance and Probability                               |
| The digestive system      | 1               | To compare                  | Internal organs of the body and their functions (II) |
| The urinary system        | 1               | To compare                  | Internal organs of the body and their functions (II) |
| The reproductive system   | 2               | To compare                  | Internal organs of the body and their functions (II) |
| Head and tails race chart | 5               | Head and tails race         | Chance and Probability                               |
| Internal organs chart     | 2               | Complete the chart          | Internal organs of the body and their functions (II) |

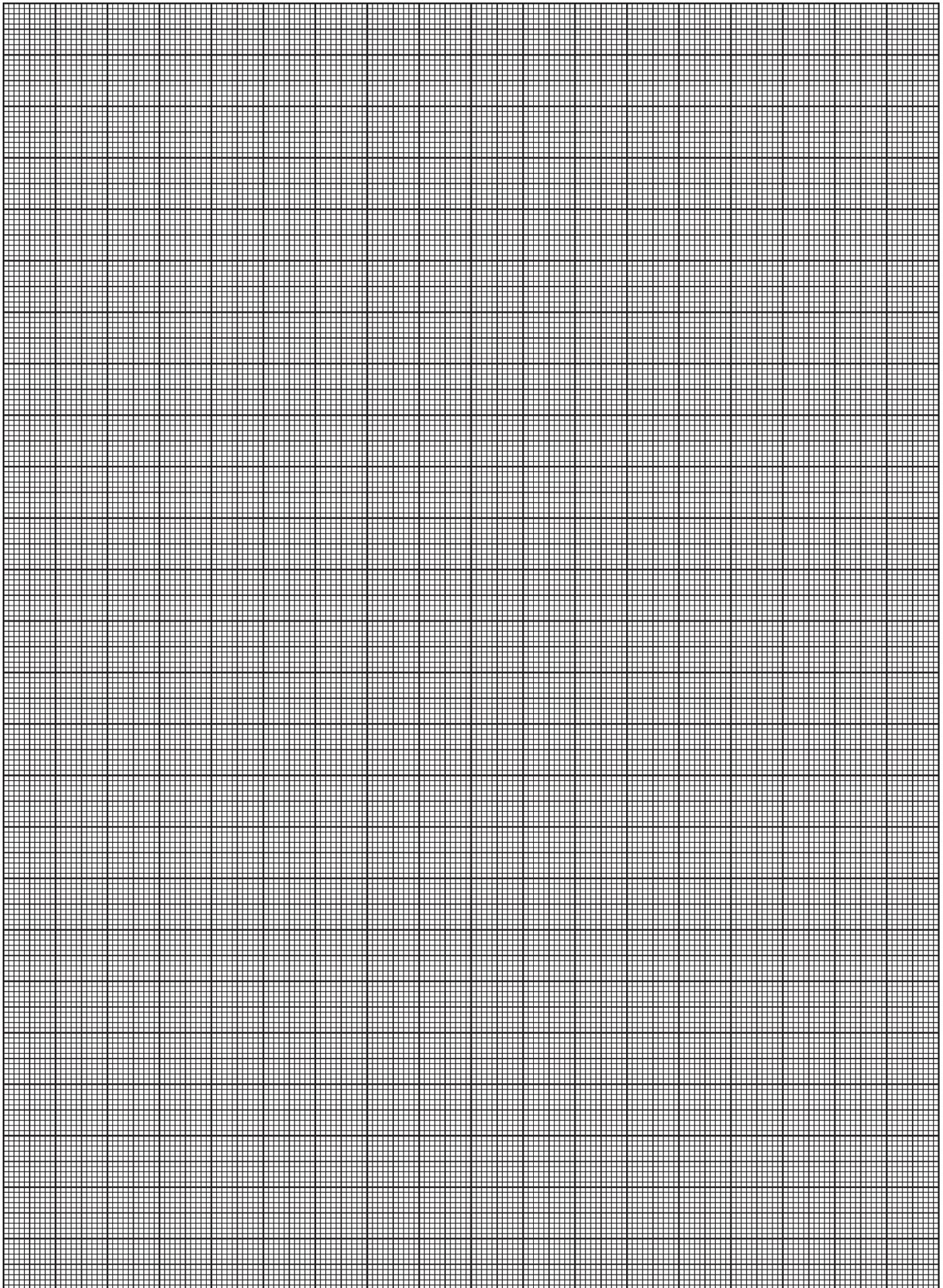


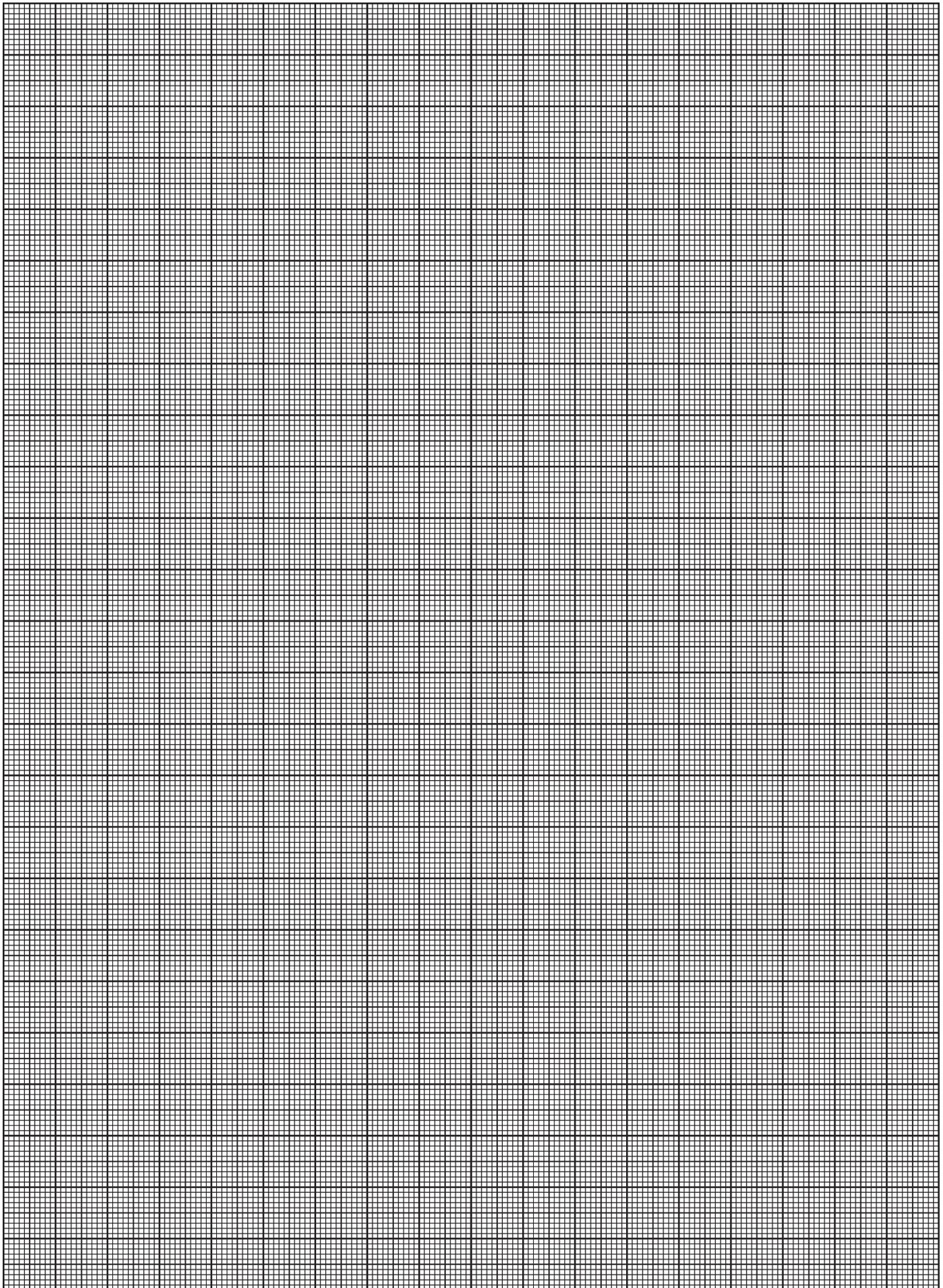


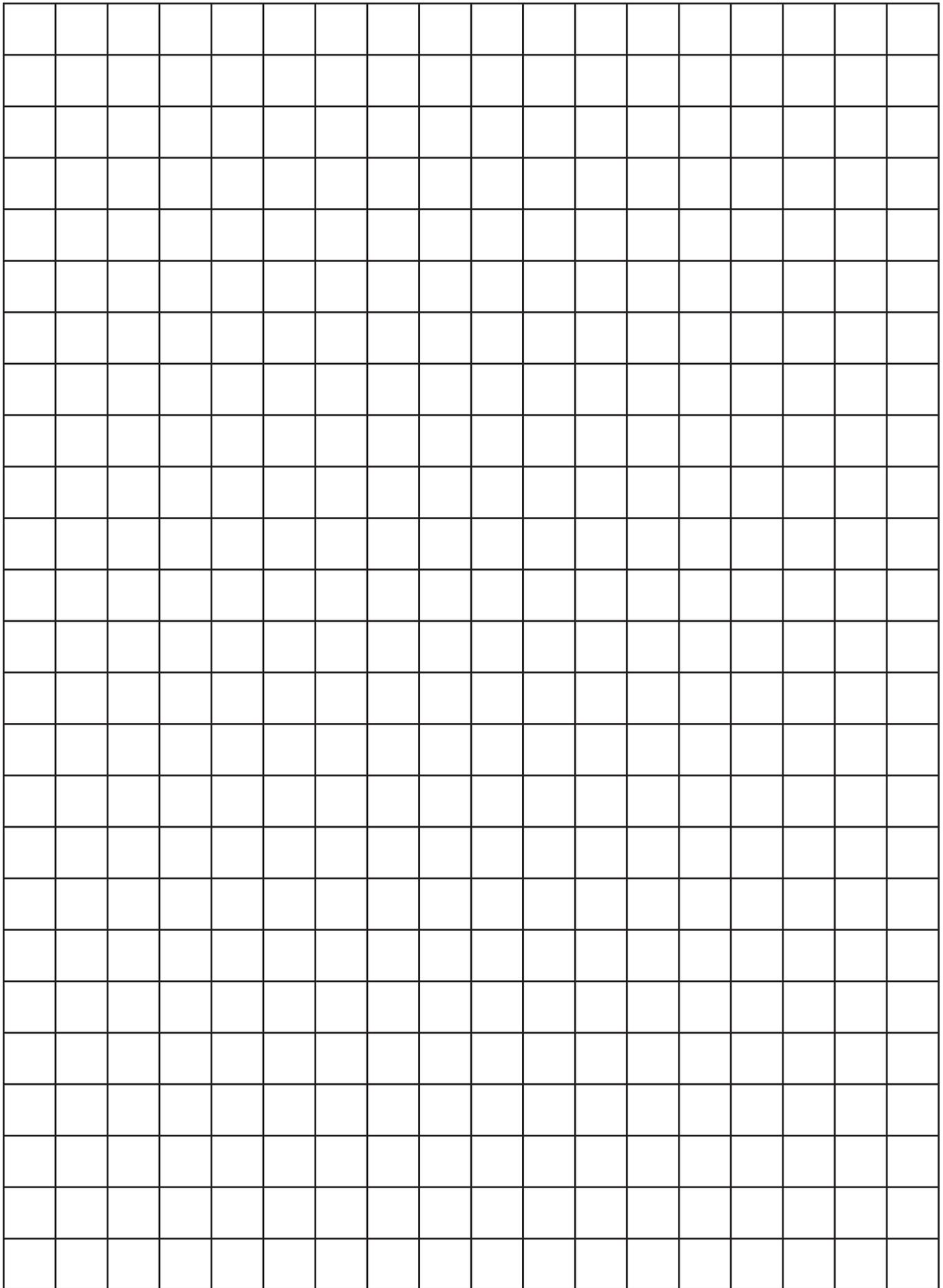


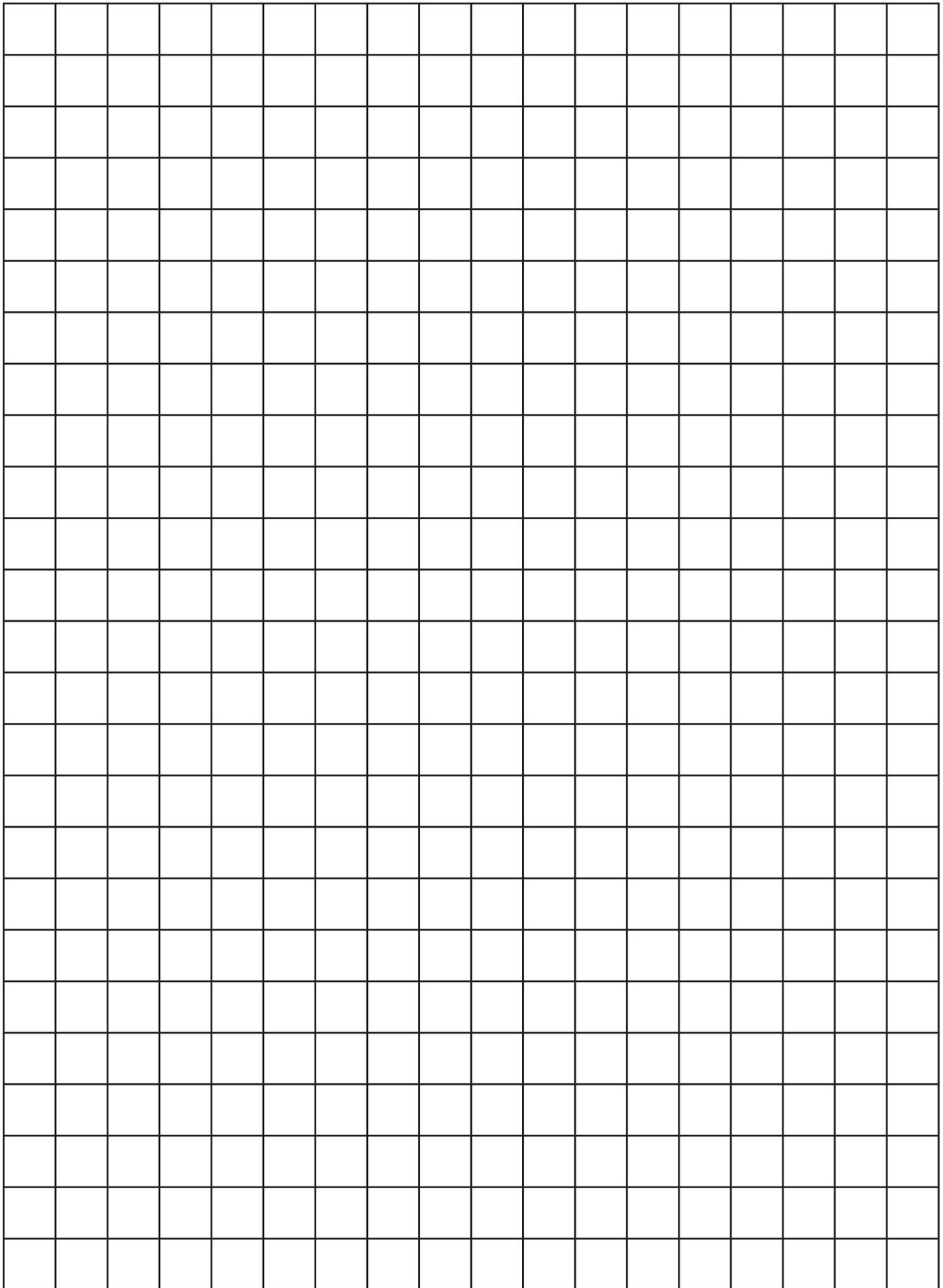


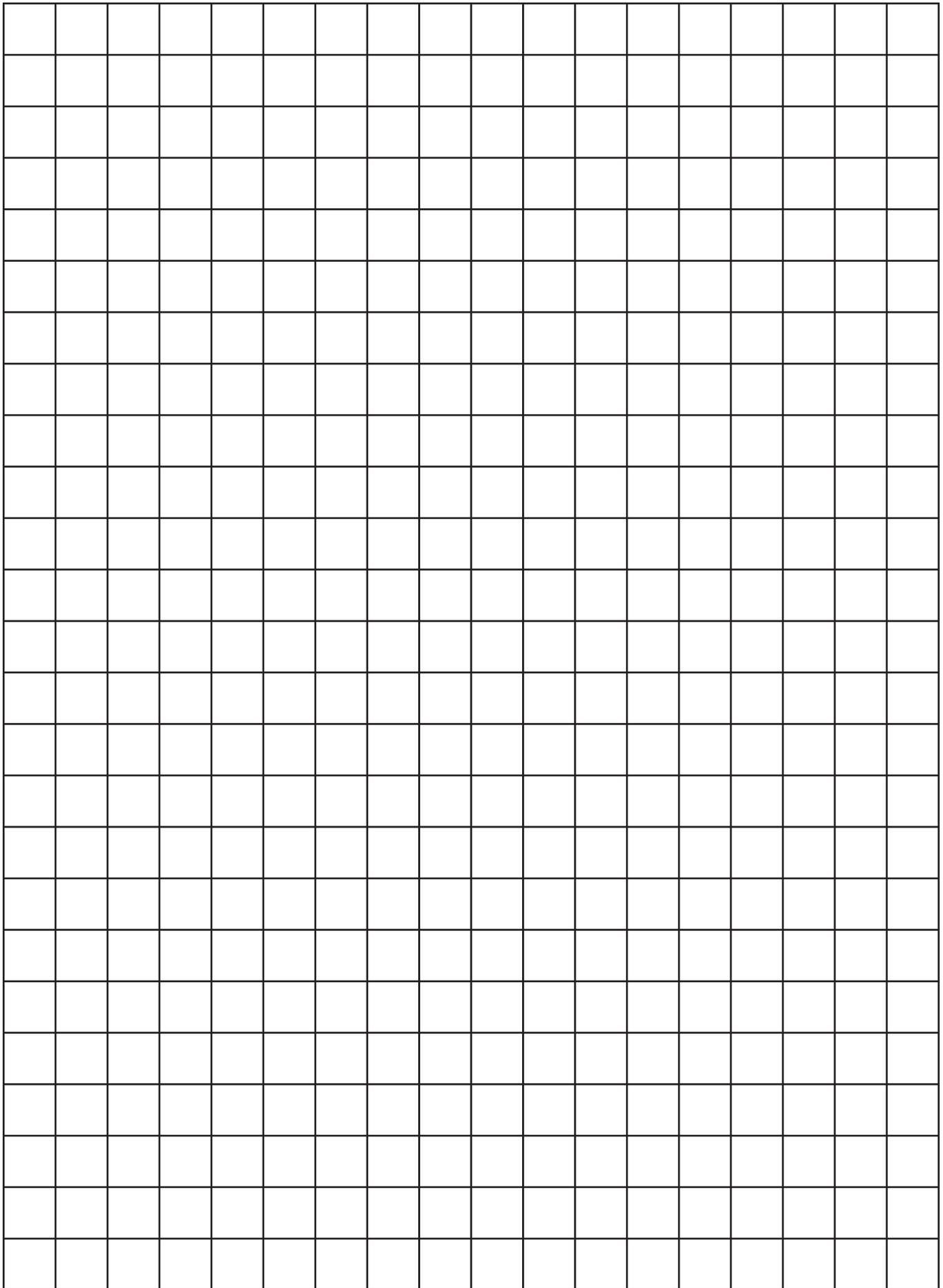


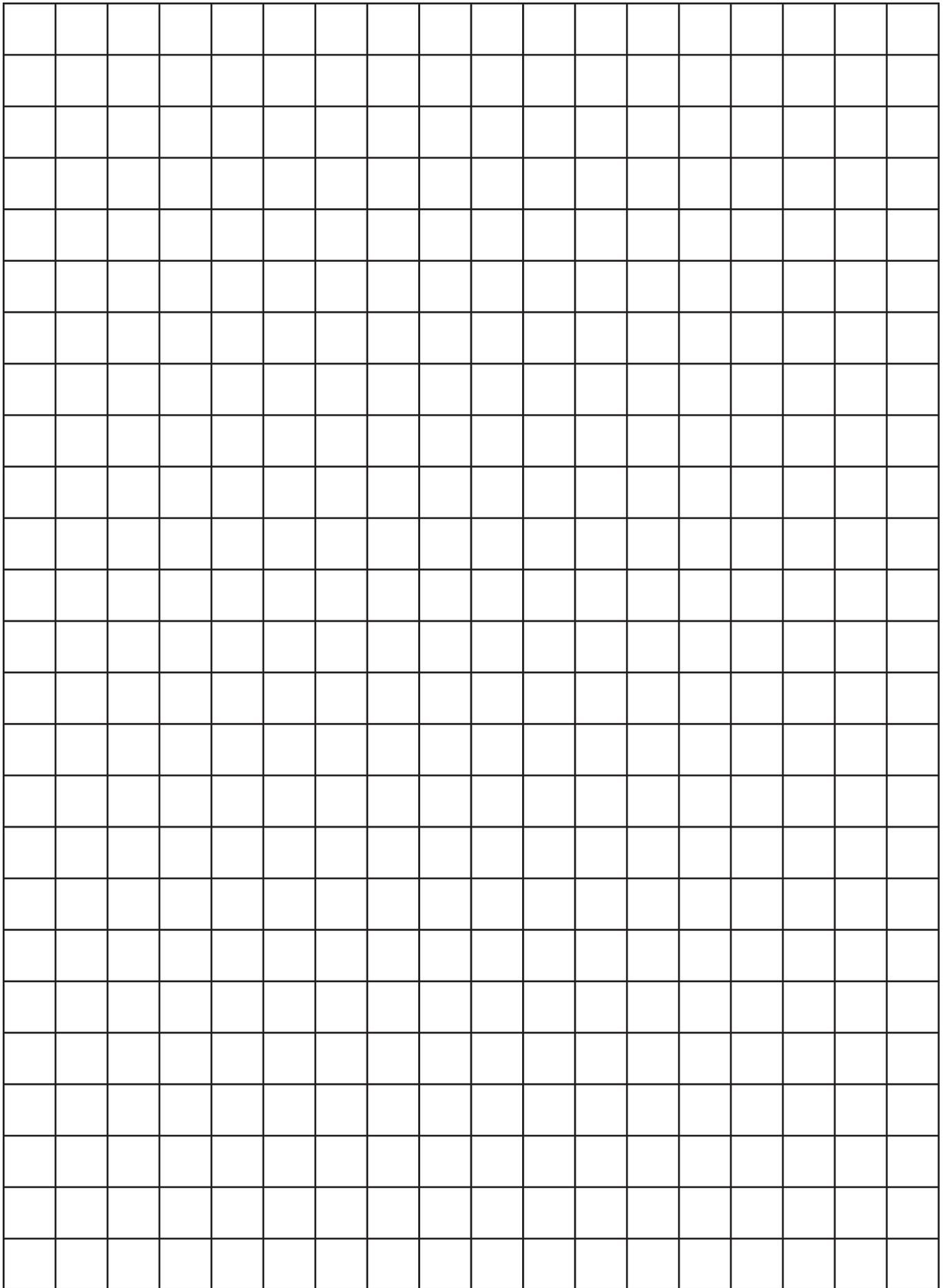


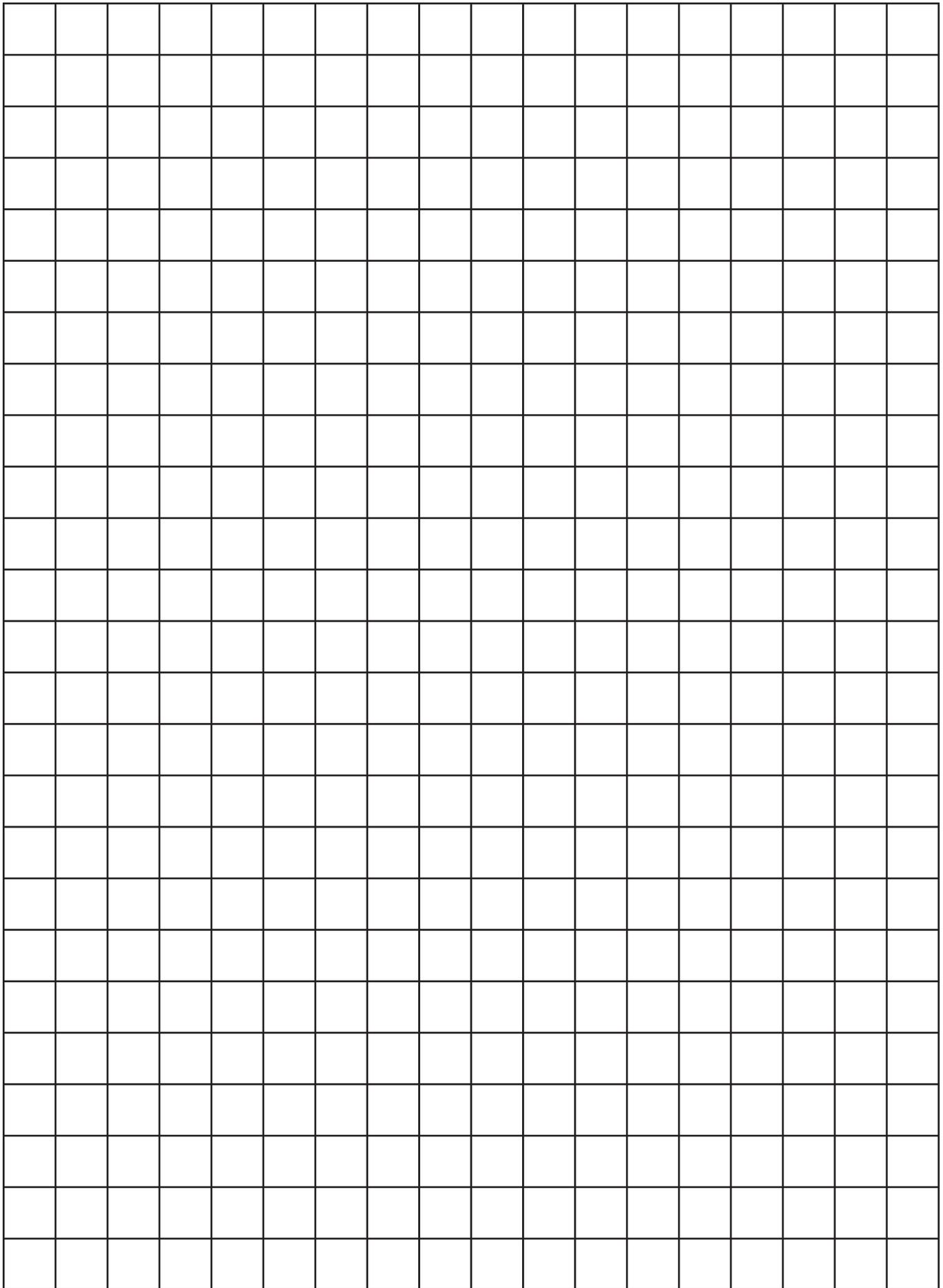




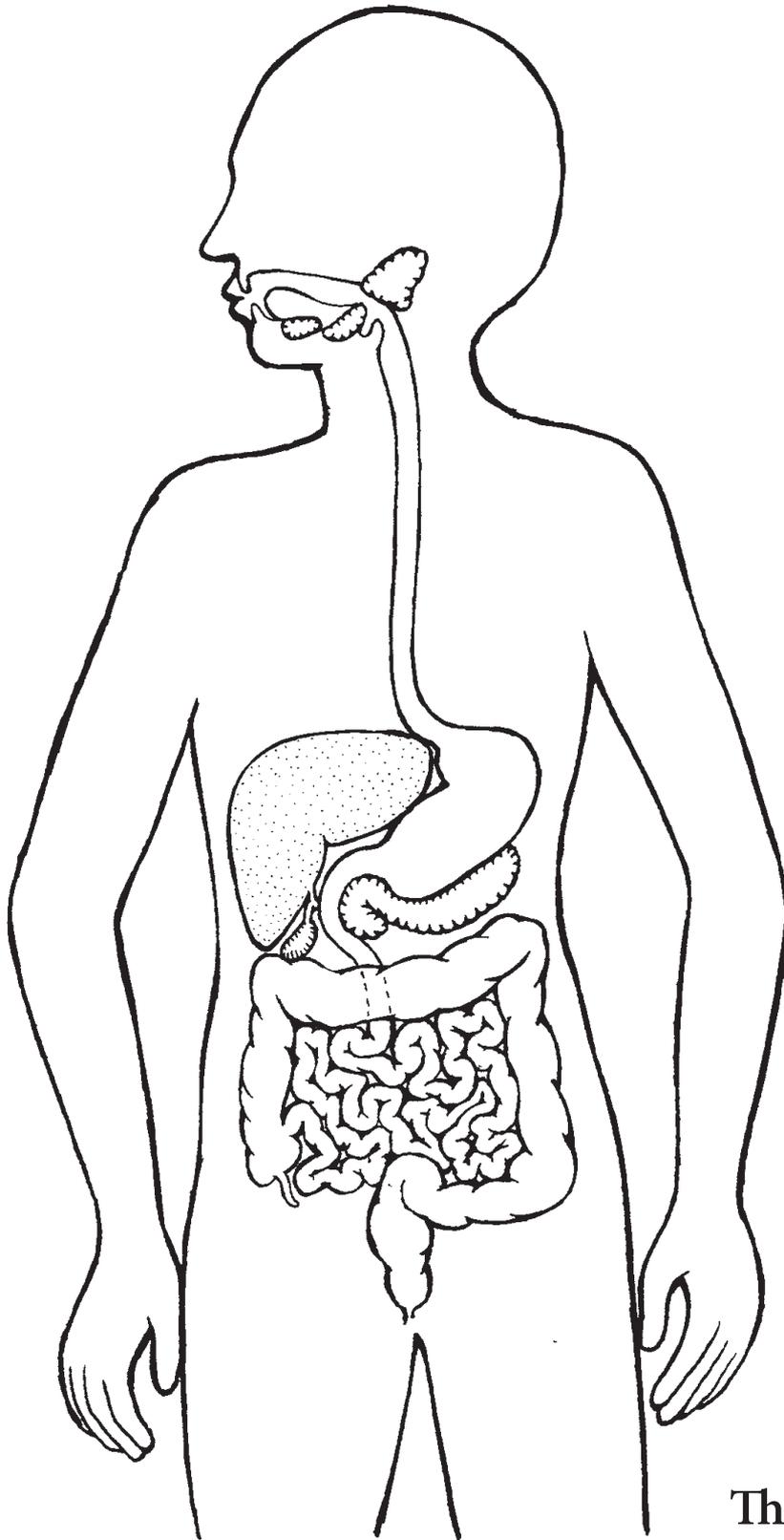






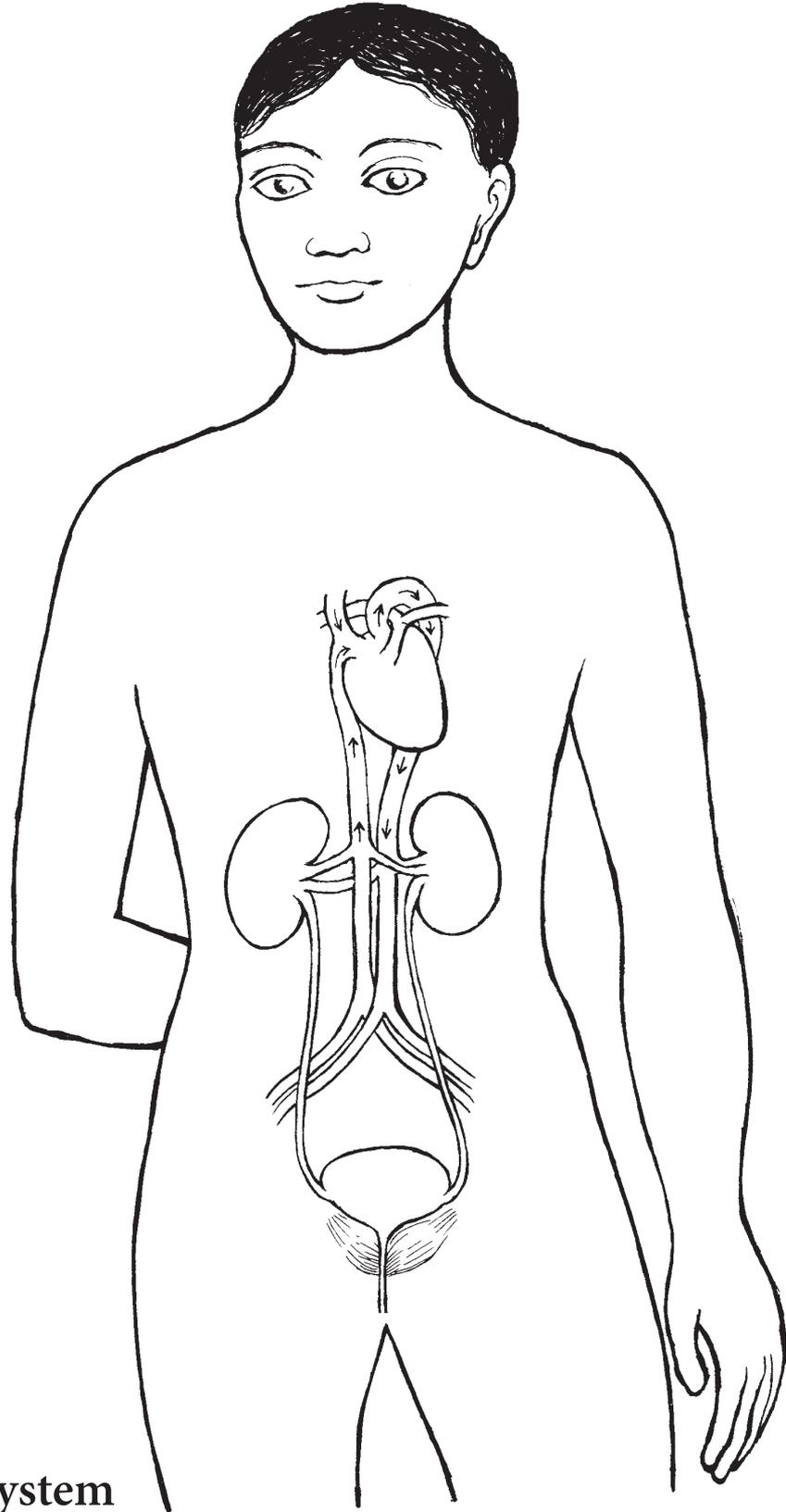


## INTERNAL ORGANS OF THE BODY AND THEIR FUNCTIONS (II)



The Digestive System

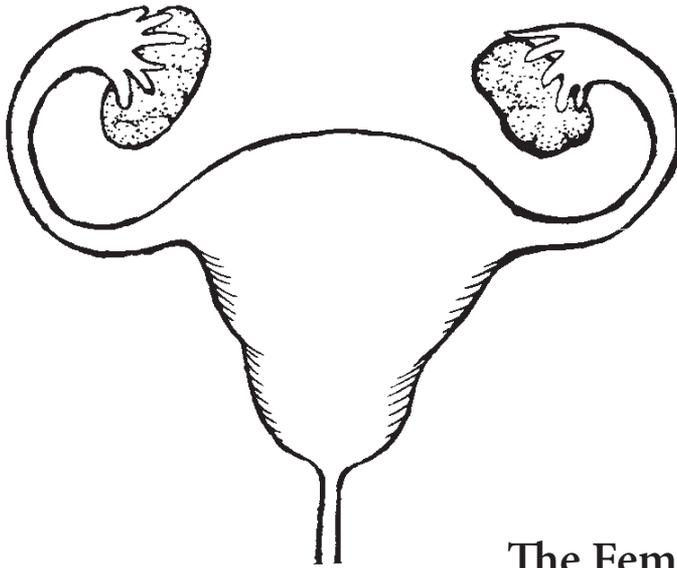
## INTERNAL ORGANS OF THE BODY AND THEIR FUNCTIONS (II)



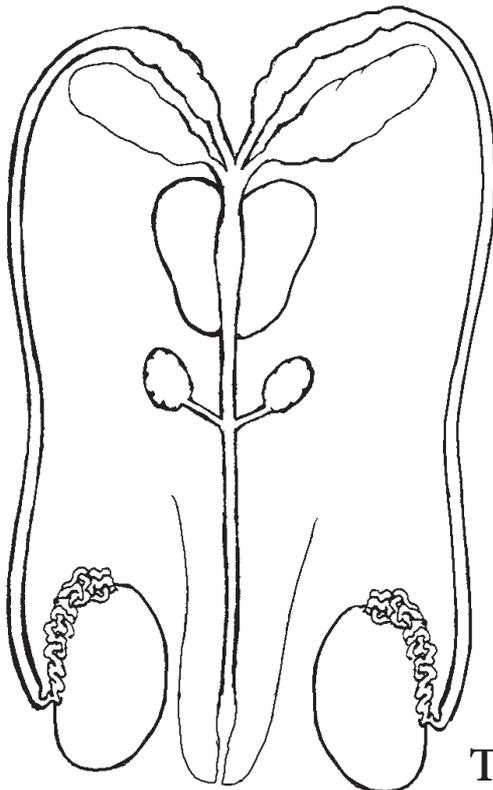
**The Urinary System**

## INTERNAL ORGANS OF THE BODY AND THEIR FUNCTIONS (II)

### The Reproductive System



The Female Reproductive System



The Male Reproductive System











Eklavya is a non-governmental registered society working in the fields of education and peoples' science since its inception in 1982. Its main aim is to develop educational practices and materials that are related to a child's environment, and are based on play, activities and creative learning.

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