TEACHER'S HANDBOOK

E-world COMPUTER

CLASS 1 TO 5

TEACHER RESOURCE

G. 1. [illegible]
2. [illegible]
3. [illegible]

Chapter [illegible]

A. [illegible]
B. 1. [illegible]
C. 1. [illegible]
D. 1. [illegible]
E. 1. [illegible]
F. 1. [illegible]
2. [illegible]

[illegible]

Chapter [illegible]

A. 1. [illegible]
B. 1. [illegible]
2. [illegible]
3. [illegible]
C. 1. [illegible]
D. 1. [illegible]
E. 1. [illegible]
F. 1. [illegible]
2. [illegible]
3. [illegible]

Chapter 2

A. [illegible]
B. 1. [illegible]
C. 1. [illegible]
D. 1. [illegible]

Chapter 3

A. [illegible]
B. 1. [illegible]
C. 1. [illegible]
D. 1. [illegible]
2. [illegible]

1. Word processing (Overview): A word processor is a software application used to create, edit, format, and print documents. Examples include Microsoft Word, Google Docs, and LibreOffice Writer. Word processing software is used in schools, offices, and homes for tasks such as writing letters, essays, reports, and resumes.

Chapter 2: Getting Started

2. To install Software X on your computer, follow these steps:
   1. Download the installation file from the official website.
   2. Double-click the downloaded file to open it.
   3. Click "Next" to proceed through the setup wizard.
   4. Choose the installation location or leave it as the default.
   5. Click "Install" to begin the installation process.
   6. Wait for the installation to complete, then click "Finish" to exit the setup wizard.
   7. Launch Software X from the desktop shortcut or the Start menu.

Chapter 3: Advanced Features

3. Software X includes several advanced features that can help you work more efficiently. Some of these features include:
   - Automatic backup: Software X can automatically save your work at regular intervals, so you don't have to worry about losing your data in case of a power outage or system crash.
   - Customizable toolbars: You can customize the toolbars in Software X to display the tools you use most often, making it easier to access them quickly.
   - Collaboration tools: Software X includes tools for collaborating with others in real-time, such as co-editing documents and leaving comments.

4. Match the following:

Chapter one

A. 1. Define social science and explain its importance in understanding human behavior.

B. 1. (a) 2. (c) 3. (a)

C. 1. True 2. Positive 3. Law of Gravity

D. 1. (T) 2. (F) 3. (T)

E. 1. Explain the difference between qualitative and quantitative research methods.

Step 1: Define qualitative research.

Step 2: Explain its purpose and characteristics.

Step 3: Define quantitative research.

Step 4: Explain its purpose and characteristics.

Step 5: Compare and contrast the two methods, highlighting their strengths and weaknesses.

Step 6: Provide examples of when each method is appropriate to use.

Step 7: Conclude with a summary of the differences between the two methods.

2. Describe the process of conducting a scientific experiment.

Step 1: Define the problem or question you want to investigate.

Step 2: Research existing knowledge on the topic to gain a better understanding of the problem.

Step 3: Develop a hypothesis, which is a testable prediction about the relationship between variables.

Step 4: Design the experiment, including the variables to be manipulated and measured, the control group, and the experimental group.

Step 5: Collect data by conducting the experiment and recording observations.

Step 6: Analyze the data using statistical methods to determine if the results support the hypothesis.

Step 7: Draw conclusions based on the results and determine if the hypothesis was supported or not.

Step 8: Communicate the results of the experiment to others through a report or presentation.

Chapter two

A. 1. (c) 2. (a) 3. (b)

B. 1. (T) 2. (F) 3. (T) 4. (F)

C. 1. Sociology 2. Culture 3. Socialization 4. Social norms

D. 1. (c) 2. (b) 3. (a) 4. (c)

E. 1. Explain the concept of culture and its importance in sociology.

Culture refers to the shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society. It is important in sociology because it helps us understand how people interact with each other and how they make sense of the world around them. Culture shapes our perceptions, attitudes, and behaviors, and it influences our social relationships and institutions.

2. Describe the process of socialization and its importance in shaping individuals' identities.

Socialization is the process by which individuals learn the norms, values, and behaviors of their culture or society. It is important in shaping individuals' identities because it helps them develop a sense of self and their place in the world. Socialization occurs through various agents, such as family, peers, schools, and media, and it can be both formal and informal.

Chapter three

A. 1. Define the concept of psychology and explain its importance in understanding human behavior.

Psychology is the scientific study of the mind and behavior. It is important in understanding human behavior because it helps us to understand how people think, feel, and act in different situations. By studying psychology, we can gain insights into the causes of behavior and develop strategies to improve mental health and well-being.

2. Describe the different branches of psychology and provide examples of each.

B. 1. (a) 2. (c)

C. 1. experiment 2. correlation 3. psychology 4. cognitive 5. behaviorism

D. 1. (T) 2. (T) 3. (F) 4. (T)

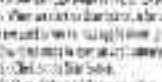
E. 1. The main difference between qualitative and quantitative research is that qualitative research focuses on understanding the meaning and experience of human behavior, while quantitative research focuses on measuring and analyzing numerical data.

C. [illegible]

D. [illegible]

E. [illegible]

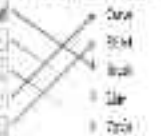
2. [illegible]



A. [illegible]

B. [illegible]

3. [illegible]



4. [illegible]

Step – 2: [illegible]

Step – 3: [illegible]

Step – 4: [illegible]

Step – 5: [illegible]

Step – 6: [illegible]

Step – 7: Click on OK.

[illegible]

[illegible]

[illegible]

[illegible]

Step – 1: [illegible]

Step – 2: [illegible]

Step – 3: [illegible]

Step – 4: [illegible]

[illegible]

Step – 5: [illegible]

[illegible]

Step – 1: [illegible]

[illegible]

Step – 2: [illegible]

Step – 3: [illegible]

Step – 4: Type the text using the keyboard.

Step – 5: [illegible]

[illegible]

Step – 1: [illegible]

Step – 2: Click on Paste.

Step – 3: [illegible]

Step – 4: [illegible]

Step – 5: [illegible]

Chapter 6

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

[illegible]

2. [illegible]

3. [illegible]

D. 1. [illegible]

Step 1: [illegible]

Step 2: [illegible]

Step 3: [illegible]

Step 4: [illegible]

2. [illegible]

Step 1: [illegible]

Step 2: [illegible]

Step 3: [illegible]

Step 4: [illegible]

Chapter 7

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. WordPad [illegible]

[illegible]

2. [illegible]

E. 1. Step 1: [illegible] WordPad [illegible]

Step 2: [illegible]

Step 3: [illegible]

Step 4: [illegible]

2. [illegible] WordPad.

Step 1: [illegible] WordPad [illegible]

Step 2: [illegible]

Step 3: [illegible]

Step 4: [illegible]

3. [illegible] WordPad.

Step 1: [illegible] WordPad [illegible]

Step 2: [illegible]

[illegible] WordPad [illegible]

Chapter 8

A.

B. 1. (a), (c), (e), (g), (i), (k), (m)

C. 1. [2000] 1 All ER (Comm) 321 (HL)

Facts:

D. 1. (a), (c), (e), (g), (i), (k), (m)

E. [2007] Civil Law Rep. (Commercial) 234 (Com. Ct. (Central) (England))

Facts:

Chapter 9

A. 1. (a), (c), (e), (g), (i), (k), (m), (o)

B. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s)

C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (T), 6. (F)

D. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y)

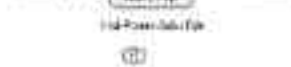
Chapter 10

A. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y), (aa), (cc)

B. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y), (aa), (cc), (ee), (gg)

C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (T), 6. (F)

D. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y), (aa), (cc), (ee), (gg), (ii), (kk), (mm)



Mobile Phone Audio Path

Chapter 4

A. [illegible]

B. Windows 7 [illegible]

C. [illegible]

D. 1. [illegible]

Step 1: [illegible] Start button.

Step 2: [illegible] Programs [illegible]

[illegible] All Programs [illegible] Start button.

Step 3: [illegible]

Step 4: [illegible]

2. [illegible] window.

Step 1: [illegible]

Step 2: [illegible]

3. [illegible]

[illegible]

E. 1. [illegible] Windows 7 [illegible]

[illegible]

Chapter 5

A. [illegible]

B. 1. [illegible]

Q. [illegible]

A. [illegible]

Q. [illegible]

A. [illegible]

Q. [illegible]

A. [illegible]

[illegible]

Step 3 : Click on the Apply button.

Step 4 : Now Click on the OK button.

[illegible]

[illegible]

d. To Close the window

Step 1 : Open the particular window.

Step 2 : [illegible]

[illegible]

Step 3 : Click on the close [illegible]

Chapter 2

A. 1. [illegible] 2. [illegible] 3. [illegible]

B. 1. [illegible]

[illegible]

C. 1. T 2. F 3. T 4. T 5. T

D. 1. A type of application software used to type and edit text on a computer is called the word processor.

2. Following are the main features of a word processor :

i) The documents can be saved, opened and changed as many times as desired.

ii) Documents can be [illegible]

iii) Left, right [illegible]

iv) Bold, italic [illegible]

v) [illegible]

vi) [illegible]

3. Elements of MS Word Window are the following:

Title bar, Quick Access Toolbar, [illegible], Office Button, [illegible]

[illegible]

E. 1. Follow these steps to open Word 2007:

Step 1 : Click on Start button.

Step 2 : Click on All Programs option.

Step 3 : From the All Programs menu, choose Microsoft Office.

Step 4 : Now in the submenu click on Microsoft Office Word 2007.

2. You can open the already typed and saved document by following these steps:

Step 1 : [illegible]

Step 2 : Click on the Open option.

The Open dialog box appears.

Step 3 : Click on the file you want to open.

Step 4: Now, you can see the Control window.

7. Switching Text to Vertical: The Control window is open, and the Character tab is selected. Click on the Character tab to switch to the Character panel. Here, you'll find various options to control the appearance of your text, including the ability to switch to vertical text.

Click on the vertical text button: Look for the vertical text button in the Character panel. It usually looks like a capital "T" with a vertical line next to it. Click on this button to switch your text to vertical orientation.

Adjust the text if needed: Depending on the font and size you're using, you may need to adjust the text further to fit your design. You can do this by changing the font size, adjusting the tracking (the spacing between characters), or even changing the font itself.

Congratulations! You've successfully switched your text to vertical using the Control window. Experiment with different fonts and settings to find the perfect vertical text for your project.

8. Adjusting Text Direction: To change the direction of your text, select the text you want to modify. Then, go to the "Text" menu at the top of the screen and choose "Text Direction." From there, you can select "Left to Right" or "Right to Left" depending on your preference.

9. Creating Vertical Text: To create vertical text, select the Vertical Type Tool from the toolbar. It looks like a "T" with a vertical line next to it. Click and drag to create a text box, then start typing. Your text will appear vertically.

10. Changing Text Alignment: To change the alignment of your text, select the text you want to align. Then, go to the "Text" menu and choose "Alignment." From there, you can choose "Left," "Center," or "Right" alignment.

11. Adjusting Text Spacing: To adjust the spacing between characters or lines of text, select the text you want to modify. Then, go to the "Text" menu and choose "Character" or "Paragraph." From there, you can adjust the tracking, kerning, or leading to your desired spacing.

12. Applying Text Effects: To add effects to your text, select the text you want to modify. Then, go to the "Text" menu and choose "Text Effects." From there, you can choose from a variety of effects, such as drop shadow, glow, or bevel.

13. Saving Your Text: Once you're satisfied with your text, make sure to save your document. Go to the "File" menu and choose "Save" or "Save As" to save your document in the desired format.

14. Exporting Your Text: If you need to use your text in another program, you can export it as an image or a PDF. Go to the "File" menu and choose "Export" or "Save As" to export your text in the desired format.

15. Printing Your Text: To print your text, go to the "File" menu and choose "Print." From there, you can select your printer and adjust the print settings as needed.

16. Closing Your Text: When you're finished working with your text, go to the "File" menu and choose "Close" to close your document.

17. Opening Your Text: To open your text again, go to the "File" menu and choose "Open." Navigate to the location where you saved your document and select it.

18. Undoing Changes: If you make a mistake, you can undo your changes by going to the "Edit" menu and choosing "Undo." You can also use the keyboard shortcut Ctrl+Z (Windows) or Cmd+Z (Mac).

19. Redoing Changes: If you undo a change and then decide you want to redo it, go to the "Edit" menu and choose "Redo." You can also use the keyboard shortcut Ctrl+Y (Windows) or Cmd+Y (Mac).

20. Getting Help: If you need help with any of these steps, you can always refer to the program's documentation or search online for tutorials and guides.

Step [illegible]
Step [illegible]
The [illegible]
Step [illegible]
Step [illegible]
The [illegible]

Chapter [illegible]

A. [illegible]
B. [illegible]
C. [illegible]
D. 1. The [illegible]
[illegible]
2. [illegible]
[illegible]
3. [illegible]
[illegible]
[illegible]

Chapter [illegible]

A. [illegible]
B. [illegible]
C. [illegible]
D. [illegible]
E. 1. A [illegible]
[illegible]
[illegible]
[illegible]
2. [illegible]
[illegible]
3. [illegible]
[illegible]
Step 1. [illegible]
Step 2. [illegible]
[illegible]
4. [illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

Chapter 1

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

E. 1. A computer [illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

2. [illegible] Computer [illegible]

1. Computers help [illegible]

2. Computers help [illegible]

3. Computers help [illegible]

4. Computers help [illegible]

5. Computers are helpful [illegible]

6. Computers [illegible]

7. [illegible]

8. Testing samples of blood, [illegible]

9. Computers [illegible]

10. [illegible]

11. [illegible]

12. Computers help [illegible]

13. [illegible]

14. [illegible]

Chapter 2

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

E. 1. [illegible]

F. 1. A folder [illegible]

[illegible]

[illegible]

TEACHER'S HANDBOOK

E-world COMPUTER

CLASS 6 TO 8

TEACHER RESOURCE

COMPUTER

PART - A

(Unit)

1. (1) programming (2) machine language (3) assembly language
2. (1) machine language (2) FORTRAN (3) C++ (4) BASIC (5) Prolog
3. (1) B (2) C (3) A (4) D (5) E
4. (1) Machine Language is a representation of binary digits. This language does not need any special software to translate it into machine understandable form. (2) Machine language is difficult to read and write as it is represented in binary digits. (3) Machine language is not portable as it is machine dependent.

5.

Compiler	Interpreter
A compiler converts the high-level instructions into machine code (or a lower level language) at once and then executes them.	An interpreter also converts high-level instructions into machine code but does it line-by-line: each line is converted and executed before moving on to the next line.

6.

High-level Language	Assembly Language
User-friendly. Machine-independent.	Symbolic instructions which are used in this language are close to English. Machine-dependent.

7. (1) Assembler is a set of programs that converts assembly language to machine code.
   (2) Copy and edit the source program.
   (3) Edit error-free and save the program as a source file (with a .asm extension).
   (4) The Assembler then reads the source code and converts it into a different machine code.
8. (1) Low cost of developing a program.
   (2) Reduction in errors in coding.
   (3) Increase in reliability.
   (4) Improvement in performance of the program.

Ethical Hacking

Unauthorized	Physical Programming Language
(1) Unauthorized computer break-ins (known as Crackers). (2) Unauthorized copying of software programs. (3) Unauthorized use of computer systems.	(1) Machine Language (2) FORTRAN, COBOL and ALGOL (3) BASIC, Visual and Java Languages (4) Pascal, Ada, C#, Microsoft Windows Vista, UNIX

Figure 1.1.1:

Hello World program in Java. The program creates a single output line to the standard output stream. The line is written by the println method of the predefined object named out that is found in the System class. The line is terminated by a newline character. Comments in Java start with // and continue to the end of the line.
A Hello world program in Java using only Java SE classes. Unlike the Java example above, this one does not use any third-party libraries.
Hello world program in Java using the Swing library. Unlike the Java SE example above, this one uses the Swing GUI framework to display a window with the message.

Hello world program in Java using the Swing library. Unlike the Java SE example above, this one uses the Swing GUI framework to display a window with the message.

Hello world program in Java using the Android framework. Unlike the Java SE example above, this one uses the Android framework to display a window with the message.

Hello world program in Java using the Spring framework. Unlike the Java SE example above, this one uses the Spring framework to create a web application that displays the message.

Hello world program in Java using the Hibernate framework. Unlike the Java SE example above, this one uses the Hibernate framework to store and retrieve the message from a database.

Hello world program in Java using the Apache Wicket framework. Unlike the Java SE example above, this one uses the Apache Wicket framework to create a web application that displays the message.

Hello world program in Java using the Google Web Toolkit (GWT). Unlike the Java SE example above, this one uses the GWT framework to create a web application that displays the message.

Hello world program in Java using the Vaadin framework. Unlike the Java SE example above, this one uses the Vaadin framework to create a web application that displays the message.

Hello world program in Java using the Play framework. Unlike the Java SE example above, this one uses the Play framework to create a web application that displays the message.

Hello world program in Java using the Grails framework. Unlike the Java SE example above, this one uses the Grails framework to create a web application that displays the message.

Hello world program in Java using the Micronaut framework. Unlike the Java SE example above, this one uses the Micronaut framework to create a web application that displays the message.

Hello world program in Java using the Quarkus framework. Unlike the Java SE example above, this one uses the Quarkus framework to create a web application that displays the message.

Hello world program in Java using the Helidon framework. Unlike the Java SE example above, this one uses the Helidon framework to create a web application that displays the message.

Hello world program in Java using the Javalin framework. Unlike the Java SE example above, this one uses the Javalin framework to create a web application that displays the message.

Hello world program in Java using the Spark framework. Unlike the Java SE example above, this one uses the Spark framework to create a web application that displays the message.

Hello world program in Java using the Ratpack framework. Unlike the Java SE example above, this one uses the Ratpack framework to create a web application that displays the message.

Hello world program in Java using the Dropwizard framework. Unlike the Java SE example above, this one uses the Dropwizard framework to create a web application that displays the message.

Hello world program in Java using the Vert.x framework. Unlike the Java SE example above, this one uses the Vert.x framework to create a web application that displays the message.

Hello world program in Java using the Akka framework. Unlike the Java SE example above, this one uses the Akka framework to create a web application that displays the message.

Hello world program in Java using the Finagle framework. Unlike the Java SE example above, this one uses the Finagle framework to create a web application that displays the message.

Hello world program in Java using the Lagom framework. Unlike the Java SE example above, this one uses the Lagom framework to create a web application that displays the message.

Hello world program in Java using the Axon framework. Unlike the Java SE example above, this one uses the Axon framework to create a web application that displays the message.

Hello world program in Java using the Eclipse Vert.x framework. Unlike the Java SE example above, this one uses the Eclipse Vert.x framework to create a web application that displays the message.

Hello world program in Java using the Eclipse Jetty framework. Unlike the Java SE example above, this one uses the Eclipse Jetty framework to create a web application that displays the message.

Hello world program in Java using the Eclipse Undertow framework. Unlike the Java SE example above, this one uses the Eclipse Undertow framework to create a web application that displays the message.

Hello world program in Java using the Eclipse Grizzly framework. Unlike the Java SE example above, this one uses the Eclipse Grizzly framework to create a web application that displays the message.

Hello world program in Java using the Eclipse Tomcat framework. Unlike the Java SE example above, this one uses the Eclipse Tomcat

4. [illegible]

[illegible]

[illegible]

[illegible]

5. [illegible]

6. [illegible]

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[illegible]

A. [illegible]

B. [illegible]

C. [illegible]

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D. [illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

E. [illegible]

F. [illegible]

G. [illegible]

H. [illegible]

(10 x 2 = 20 Marks)

Answer ALL the questions.

1. (a) Write the formula for calculating the area of a circle.

   (b) Define a polynomial.

2. (a) Find the value of $\sin 30^\circ$.

   (b) Find the value of $\cos 60^\circ$.

3. (a) Express $\frac{3}{4}$ as a decimal.

   (b) Express 0.25 as a fraction in its simplest form.

4. (a) Write the formula for finding the volume of a cube with side length a.

   (b) Find the volume of a cube with side length 3 cm.

5. (a) Write the formula for finding the area of a triangle with base b and height h.

   (b) Find the area of a triangle with base 6 cm and height 4 cm.

6. (a) Write the formula for finding the circumference of a circle with radius r.

   (b) Find the circumference of a circle with radius 7 cm. (Use $\pi = \frac{22}{7}$)

7. (a) Write the formula for finding the area of a rectangle with length l and width w.

   (b) Find the area of a rectangle with length 8 cm and width 5 cm.

8. (a) Write the formula for finding the perimeter of a rectangle with length l and width w.

   (b) Find the perimeter of a rectangle with length 8 cm and width 5 cm.

9. (a) Write the formula for finding the volume of a cylinder with radius r and height h.

   (b) Find the volume of a cylinder with radius 3 cm and height 10 cm. (Use $\pi = 3.14$)

10. (a) Write the formula for finding the surface area of a sphere with radius r.

    (b) Find the surface area of a sphere with radius 7 cm. (Use $\pi = \frac{22}{7}$)

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]

5. [illegible]
- [illegible]
- [illegible]
- [illegible]

6. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

7.

[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

1. List any two characteristics of Class III malocclusion.
2. What is the significance of the Bolton's analysis in orthodontic diagnosis?
3. Explain the concept of functional matrix theory in relation to craniofacial growth.
4. Describe the clinical features and management of ankylosed primary molars.
5. Write short notes on:
   a. Habit breaking appliances
   b. Space maintainers in mixed dentition

Group A	Group B
Write short notes on any two of the following:	Answer any one of the following:
Cephalometric analysis	Discuss the different types of malocclusion

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt.

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Lorem Ipsum

Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit.

Sed ut Perspiciatis

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1. (1) cat (2) [illegible] (3) [illegible]
   (4) [illegible] (5) [illegible]
2. (1) ... (2) ... (3) ... (4) ... (5) ...
3. (1) [illegible] (2) [illegible] (3) [illegible]
   (4) [illegible] (5) [illegible]
4. [illegible]

[illegible]	[illegible]
[illegible]	[illegible]

5. [illegible]

Word Finding

Sight Words

[illegible]

COMPUTER

PART - 7

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[illegible]

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A. [illegible]

B. [illegible]

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[illegible]

A. [illegible]

B. [illegible]

C. [illegible]

[illegible]

[illegible]

[illegible]

Question: The sentence you will start yourself by using your imagination in the field of communication and information technology.

1. Please read the text and answer the following questions according to the text.

   a) Why did [illegible] in the text?

   b) Why [illegible] in the text?

   c) Why [illegible] in the text?

   d) Why [illegible] in the text?

   e) Why [illegible] in the text?

2. Match the words in column A with their meanings in column B. Write the letters of the correct answers in the boxes provided below the table.

   The letters you have chosen will appear.

3. Complete the table below to classify each of the following words as either a noun, a verb, an adjective or an adverb. Some words can belong to more than one category. Write each word in the correct column. Remember that some words can be used in more than one way.

   Example: Nouns: [illegible]; Verbs: [illegible]; Adjectives: [illegible]; Adverbs: [illegible]

   Example: Nouns: [illegible]; Verbs: [illegible]; Adjectives: [illegible]; Adverbs: [illegible]

Task 4 Multiple Choice Questions

Read the text and answer the questions.

1. Choose the correct answer from the options given below.

   a) [illegible] b) [illegible] c) [illegible] d) [illegible] e) [illegible] f) [illegible] g) [illegible]

2. Choose the correct answer from the options given below.

   a) [illegible] b) [illegible] c) [illegible] d) [illegible] e) [illegible]

3. Read the text carefully and choose the correct answer from the options given below.

   a) [illegible] b) [illegible] c) [illegible] d) [illegible] e) [illegible]

4. Read the following statements and choose the correct answer from the options given below.

   a) [illegible] b) [illegible] c) [illegible] d) [illegible] e) [illegible]

5. Read the following statements and choose the correct answer from the options given below.

   a) [illegible] b) [illegible] c) [illegible] d) [illegible] e) [illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

A. [illegible]

B. [illegible]

C. [illegible]

[illegible]

[illegible]
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[illegible]

[illegible]

a. [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible]

b. [illegible] [illegible] [illegible]
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c. 1. [illegible]
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[illegible]

[illegible]

a. [illegible] [illegible] [illegible] [illegible]

b. [illegible] [illegible] [illegible]
[illegible] [illegible]

c. 1. [illegible]

2. [illegible]

[illegible]

[illegible]

3. [illegible]

[illegible]

[illegible]

[illegible]

COMPUTER

PART A

Exercise 3.1

Question 1:

Solution:

Question 2:

Solution:

Question 3:

Solution:

Question 4:

Solution:

Question 5:

Solution:

Question 6:

Solution:

Question 7:

Solution:

Question 8:

Solution:

Question 9:

Solution:

Question 10:

Solution:

Question 11:

Solution:

Question 12:

Solution:

Question 13:

Solution:

**Question

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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[illegible]

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A. [illegible]

B. [illegible]

C. [illegible]

[illegible]

i) [illegible]

ii) [illegible]

iii) [illegible]

iv) [illegible]

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- [illegible]
- [illegible]
- [illegible]

1. What is the purpose of the Lahore Agreement, and what key provisions did it bring about regarding the relocation of the Lahore Secretariat?
2. **Completion:** The Lahore Agreement was signed on [blank] between the Government of Punjab and the Government of India.
3. **Multiple Choice:** The Lahore Agreement was signed in which year?
   a) 1945 b) 1946 c) 1947 d) 1948
4. **True or False:** The Lahore Agreement was signed by the Governor of Punjab and the Chief Minister of India. (True/False)
5. **Short Answer:** What was the significance of the Lahore Agreement in the context of the partition of Punjab?

Answer Key:
1. The purpose of the Lahore Agreement was to facilitate the relocation of the Lahore Secretariat from the Government of Punjab to the Government of India. Key provisions included the transfer of certain departments and offices to India, the division of assets and liabilities between the two governments, and the establishment of a joint committee to oversee the implementation of the agreement.
2. Completion: The Lahore Agreement was signed on August 15, 1947.
3. Multiple Choice: b) 1946
4. True or False: False (The Lahore Agreement was signed by the Governor of Punjab and the Chief Minister of India, not the Governor of Punjab and the Chief Minister of India.)
5. Short Answer: The Lahore Agreement was significant in the context of the partition of Punjab as it marked the beginning of the process of dividing the province between India and Pakistan. It also set the stage for the subsequent relocation of the Lahore Secretariat and the division of assets and liabilities between the two countries.

Chapter 13: Lahore Secretariat

Section 1: Lahore Secretariat

Multiple Choice Questions

1. What is the primary function of the Lahore Secretariat?
   a) To serve as a residence for the Governor of Punjab
   b) To house the offices of the Chief Minister and the Cabinet
   c) To act as the administrative headquarters of the Government of Punjab
   d) To function as a museum
2. The Lahore Secretariat is located in which city?
   a) Lahore
   b) Karachi
   c) Islamabad
   d) Rawalpindi
3. Which of the following departments is NOT typically housed in the Lahore Secretariat?
   a) Finance Department
   b) Education Department
   c) Health Department
   d) Defense Department
4. The Lahore Secretariat is known for its unique architectural style, which is a blend of:
   a) Mughal and Colonial
   b) Gothic and Modern
   c) Victorian and Art Deco
   d) Islamic and Contemporary
5. What is the approximate number of employees working in the Lahore Secretariat?
   a) 1,000
   b) 2,500
   c) 5,000
   d) 10,000

Fill-in-the-Blank Questions

1. The Lahore Secretariat is a complex of _____ buildings that serve as the administrative headquarters of the Government of Punjab.
2. The Lahore Secretariat is known for its _____ architecture, which is a blend of Mughal and Colonial styles.
3. The Chief Minister's office is located in the _____ wing of the Lahore Secretariat.
4. The Lahore Secretariat is home to the _____ Department, which is responsible for the province's finances.
5. The Lahore Secretariat is a _____ of the province's administrative history and culture.

Short Answer Questions

1. Describe the architectural style of the Lahore Secretariat and its significance.
2. What are the main departments housed in the Lahore Secretariat?
3. Explain the role of the Chief Minister's office in the Lahore Secretariat.
4. How many employees work in the Lahore Secretariat?
5. What is the significance of the Lahore Secretariat in the province's administrative history and culture?

Answer Key

Multiple Choice Questions

1. c) To act as the administrative headquarters of the Government of Punjab
2. a) Lahore
3. d) Defense Department
4. a) Mughal and Colonial
5. c) 5,000

Fill-in-the-Blank Questions

1. The Lahore Secretariat is a complex of **multiple** buildings that serve as the administrative headquarters of the Government of Punjab.
2. The Lahore Secretariat is known for its **unique** architecture, which is a blend of Mughal and Colonial styles.
3. The Chief Minister's office is located in the **central** wing of the Lahore Secretariat.
4. The Lahore Secretariat is home to the **Finance** Department, which is responsible for the province's finances.
5. The Lahore Secretariat is a **repository** of the province's administrative history and culture.

Short Answer Questions

1. The Lahore Secretariat is a complex of buildings that serve as the administrative headquarters of the Government of Punjab. The architectural style of the Lahore Secretariat is a blend of Mughal and Colonial styles, which is significant as it reflects the province's rich cultural heritage and history.
2. The main departments housed in the Lahore Secretariat include the Finance Department, Education Department, Health Department, and Defense Department, among others.
3. The Chief Minister's office is located in the central wing of the Lahore Secretariat. The Chief Minister is responsible for the overall administration of the province and oversees the work of the various departments housed in the Lahore Secretariat.
4. The Lahore Secretariat is home to approximately 5,000 employees who work in the various departments and offices housed in the complex.
5. The Lahore Secretariat is significant in the province's administrative history and culture as it has been the seat of government for many years and has played a key role in the province's development. It is also a repository of the province's administrative history and culture, containing many important documents and records.

1. ... The other ... is the controlling or dominant organism that exerts the most influence on the community. Both the same ... The removal of a keystone species can have significant effects on the community.

For example, in the rocky intertidal zone of the Pacific Northwest, the starfish Pisaster ochraceus is a keystone predator. When the starfish are present, they prey on mussels, which are the dominant species in the community. However, when the starfish are removed, the mussel population increases dramatically, leading to a decrease in the diversity of other species in the community.

2. Ecological succession is the process by which the structure of a community changes over time. It can occur in two main types: primary succession and secondary succession. Primary succession occurs in areas where there is no existing soil or life, such as on bare rock or sand dunes. Secondary succession occurs in areas where there was previously a community of organisms, but it was disturbed or destroyed, such as after a forest fire or a flood.

3. The main differences between primary and secondary succession are:

Primary succession	Secondary succession
It occurs in areas where there is no existing soil or life.	It occurs in areas where there was previously a community of organisms, but it was disturbed or destroyed.
It takes much longer to occur because it must first create soil and establish a community of organisms.	It occurs more quickly because it can build on the existing soil and organisms.
It is characterized by the presence of pioneer species, which are the first organisms to colonize the area.	It is characterized by the presence of species that were already present in the community before the disturbance.

4. Ecological succession is important for several reasons:

It helps to maintain the diversity of ecosystems. By creating new habitats and allowing for the establishment of different species, succession helps to increase the overall diversity of an ecosystem.

It helps to maintain the stability of ecosystems. By allowing for the gradual replacement of species, succession helps to prevent sudden changes in the composition of an ecosystem.

It helps to maintain the productivity of ecosystems. By allowing for the establishment of new species, succession helps to maintain the flow of energy and nutrients through an ecosystem.

Critical thinking: Ecological succession can be affected by human activities.

Bonus: Another type of succession is called the "secondary succession."

Unit 7 (Biology)

I. Match the words with their meanings.

A. 1. a. 2. b. 3. c. 4. d. 5. e.

II. Choose the correct answer.

1. a. 2. b. 3. b. 4. c. 5. b.

III. 1. Ecological succession is the process by which the structure of a community changes over time. It can occur in two main types: primary succession and secondary succession. Primary succession occurs in areas where there was no previous soil or life, such as on bare rock or sand dunes. Secondary succession occurs in areas where there was previously a community of organisms, but it was disturbed or destroyed, such as after a forest fire or a flood.

2. **Environmental Factors:**

- Climate: Climate is the long-term pattern of temperature and precipitation in a region. It can affect the distribution of species by determining the types of habitats that are available.
- Soil: Soil is the upper layer of the earth's crust that is composed of minerals, organic matter, water, and air. It can affect the distribution of species by providing the nutrients and water that they need to survive.
- Water: Water is a source of life for all living things. It can affect the distribution of species by providing a habitat for aquatic organisms and by supporting the growth of plants.

3. **Biological Factors:**

- Competition: Competition occurs when two or more species compete for the same resources, such as food, water, or space.
- Predation: Predation occurs when one species kills and eats another species.
- Parasitism: Parasitism occurs when one species lives on or in another species and benefits at the expense of the host.

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1. [illegible]
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3. [illegible]

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A. [illegible] [illegible] [illegible] [illegible] [illegible]

B. [illegible] [illegible] [illegible] [illegible] [illegible]

C. 1. [illegible]

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[illegible]	[illegible]
[illegible]	[illegible]

2. [illegible]

[illegible] [illegible] [illegible]

3. [illegible]

4. [illegible]

[illegible]

i) [illegible]

ii) [illegible]

iii) [illegible]

iv) [illegible]

v) [illegible]

vi) [illegible]

vii) [illegible]

viii) [illegible]

5. [illegible]

D. [illegible]

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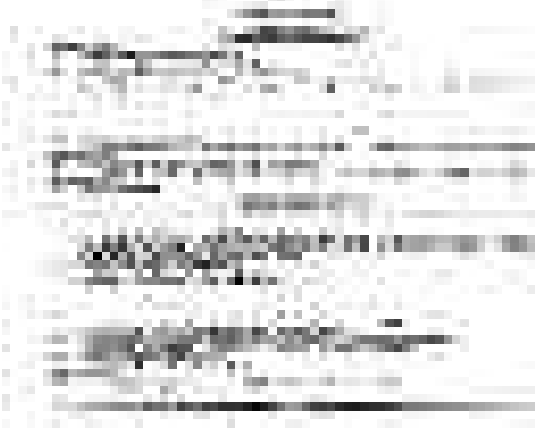
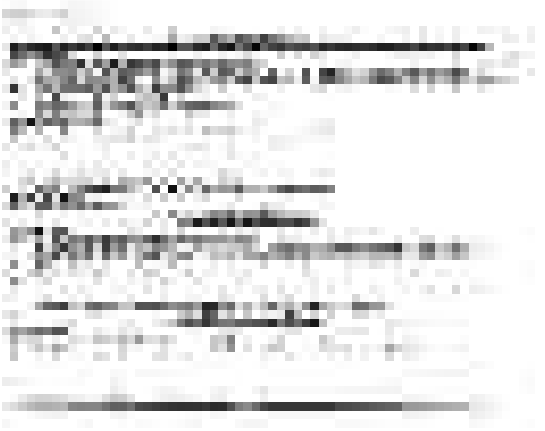
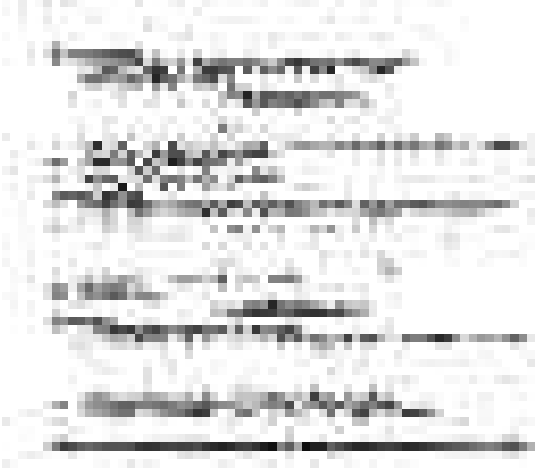
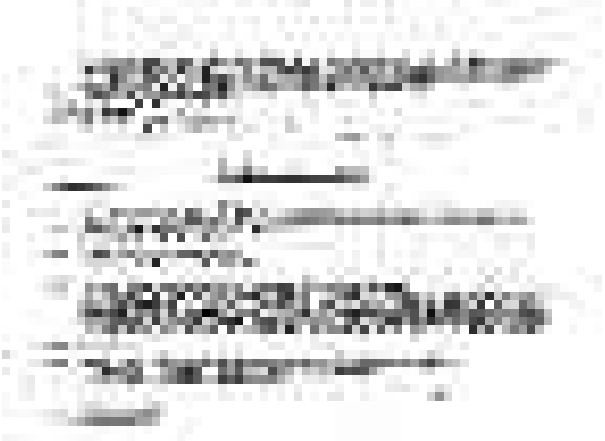
A. [illegible] [illegible] [illegible] [illegible] [illegible]

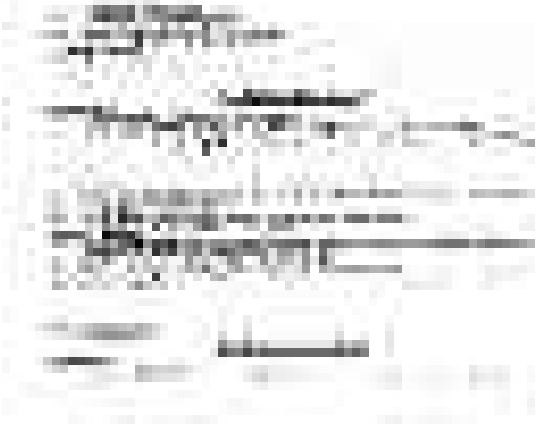
B. [illegible] [illegible] [illegible] [illegible] [illegible]

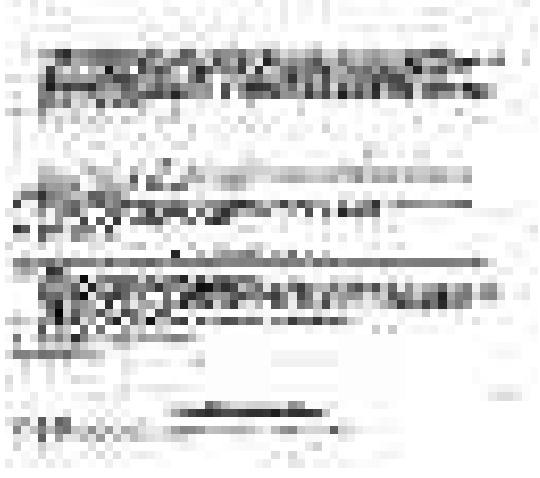


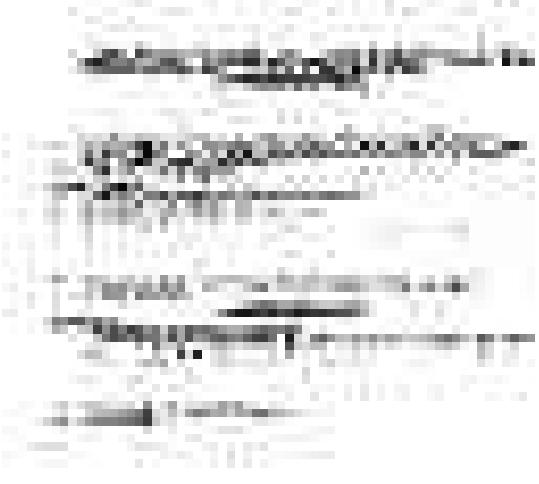


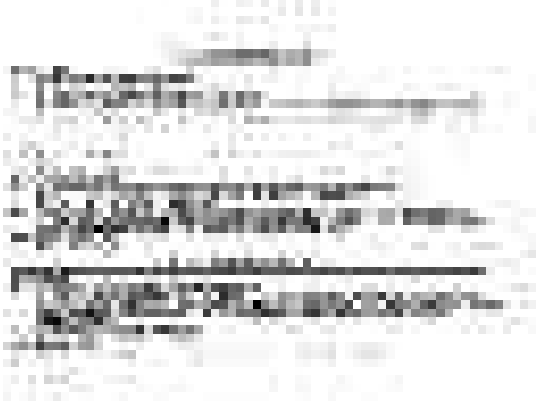


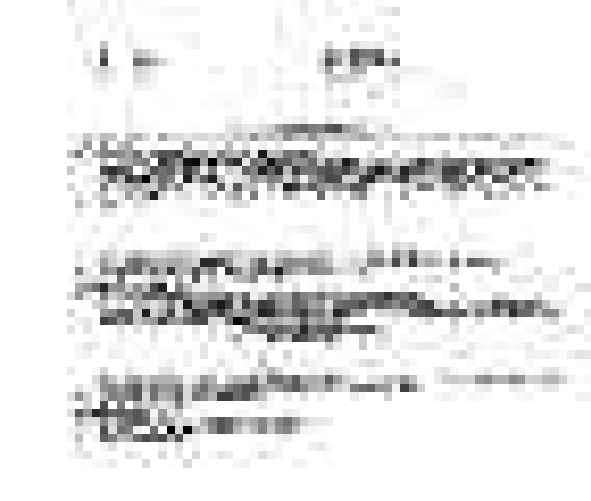


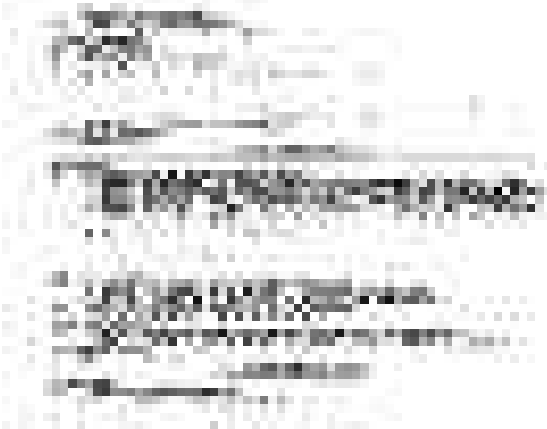


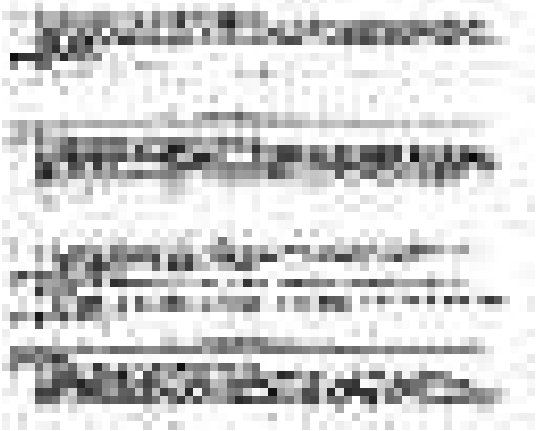












TEACHER RESOURCE

CLASS 6 TO 8

ENGLISH READER

PART - A

Answer All Questions

1. a. Define Environmental Pollution.
   b. Name the Different Types of Pollution.
   c. Define Ozone Depletion.
   d. Define Global Warming.
   e. Define Acid Rain.
2. Choose the correct answer:
   (a) Which of the following is a renewable resource?
   (i) Petroleum (ii) Natural gas (iii) Coal (iv) Solar energy
   (b) Which of the following is a non-renewable resource?
   (i) Wind energy (ii) Solar energy (iii) Natural gas (iv) Hydroelectricity
   (c) Which of the following is a renewable resource?
   (i) Petroleum (ii) Natural gas (iii) Coal (iv) Forest
   (d) Which of the following is a non-renewable resource?
   (i) Water (ii) Air (iii) Soil (iv) Iron ore
   (e) Which of the following is a renewable resource?
   (i) Petroleum (ii) Natural gas (iii) Coal (iv) Wind energy
3. Define Ecosystem.
4. Define Biodiversity.
5. Define Pollution.
6. Define Conservation.
7. Define Sustainable Development.
8. Define Deforestation.
9. Define Soil Erosion.
10. Define Water Pollution.

PART - B

Answer any Five Questions

11. Explain the different types of pollution and their effects on the environment.
12. Explain the causes and effects of deforestation.
13. Explain the causes and effects of soil erosion.
14. Explain the causes and effects of water pollution.
15. Explain the causes and effects of air pollution.
16. Explain the causes and effects of noise pollution.
17. Explain the causes and effects of thermal pollution.
18. Explain the causes and effects of radioactive pollution.

[illegible]

[illegible]

[illegible]

A. [illegible]

[illegible]

a. [illegible]

b. [illegible]

c. [illegible]

d. [illegible]

e. [illegible]

B. [illegible]

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[illegible]	[illegible]

Reading cycle

1 a. [illegible]

b. [illegible]

c. [illegible]

2 a. [illegible]

b. [illegible]

c. [illegible]

Listening [illegible]

Let's learn spelling

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[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

Let's learn grammar

a. [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible]

b. [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible]

Vocabulary time

b) [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

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[illegible]

Everyday Time

a. [illegible]

[illegible]

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b. [illegible]

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4 [illegible]

2. [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible]

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PART - 2

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3. [illegible]
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7. [illegible]

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[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]
	[illegible]	[illegible]
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[illegible]

A. [illegible] [illegible] [illegible] [illegible] [illegible]

B. [illegible] [illegible] [illegible] [illegible]

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A. [illegible]

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B. [illegible] [illegible]

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[illegible]

[illegible]

C. [illegible] [illegible]

[illegible]

[illegible]

[illegible]

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[illegible]

[illegible]

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[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]			

[illegible]

A. [illegible]

[illegible]

[illegible]

A. 1. [illegible]

2. [illegible]

3. [illegible]

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5. [illegible]

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7. [illegible]

B. [illegible]

[illegible]

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
B.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
C.	[illegible]	[illegible]	[illegible]		

[illegible]

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[illegible]

[illegible]

[illegible]

1. [illegible] 2. [illegible]
3. [illegible]
4. [illegible]

[illegible]

Friend - [illegible]
[illegible]

Friend - [illegible]
[illegible]

Friend - [illegible]
[illegible]

Friend - [illegible]
[illegible]

[illegible]

1. [illegible]	2. [illegible]	3. [illegible]	4. [illegible]
5. [illegible]	6. [illegible]	7. [illegible]	8. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
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3. [illegible]
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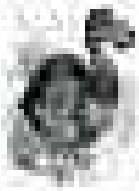
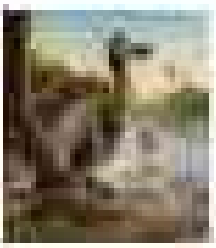
5. [illegible]





[illegible]

[illegible]

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6. [illegible]

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ENGLISH READER

PART - I

[illegible]

1. [illegible]

2. [illegible]

[illegible]	[illegible]	
[illegible]	[illegible]	
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1. [illegible]	[illegible]	[illegible]
4. [illegible]	[illegible]	[illegible]
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[illegible]		
1. [illegible]	[illegible]	[illegible]
2. [illegible]	[illegible]	

[illegible]

1. [illegible]
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[illegible]

[illegible]

3. [illegible]

4. [illegible]

B. [illegible]

C. [illegible]

D. [illegible]

E. [illegible]

[illegible]

A. [illegible]

B. [illegible]

[illegible]

A. [illegible]

B. [illegible]

1. [illegible]
2. [illegible]
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4. [illegible]
5. [illegible]

[illegible]

1. a. [illegible]
   b. [illegible]
   c. [illegible]
2. a. [illegible]
   b. [illegible]
   c. [illegible]

[illegible]

[illegible]

A. 1. [illegible]
   2. [illegible]
   3. [illegible]
   4. [illegible]
   5. [illegible]
   6. [illegible]
B. 1. [illegible] 2. [illegible]
   3. [illegible] 4. [illegible]
   5. [illegible] 6. [illegible]
C. 1. [illegible] 2. [illegible] 3. [illegible]
   4. [illegible] 5. [illegible]
D. [illegible]
E. [illegible]

[illegible]

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[illegible]

A. [illegible]

TEACHER'S HANDBOOK

GROW WAY

E-world COMPUTER

CLASS 1 TO 5

TEACHER RESOURCE

Q. 1 Define computer and its components. Explain their functions.

Ans. A computer is an electronic device that can receive data (input), process it according to a set of instructions (program), store the data, and produce results (output). The main components of a computer are:

1. Input Unit: This unit is used to enter data and instructions into the computer. Examples include keyboard, mouse, scanner, and microphone.
2. Central Processing Unit (CPU): The CPU is the brain of the computer. It performs all the calculations and processes the data. It has three main parts:
   - Arithmetic Logic Unit (ALU): It performs arithmetic and logical operations.
   - Control Unit: It controls the flow of data between the CPU and other components.
   - Memory Unit: It stores data and instructions temporarily during processing.
3. Output Unit: This unit is used to display the results of processing. Examples include monitor, printer, and speakers.
4. Storage Unit: This unit is used to store data and instructions permanently. Examples include hard disk, CD, and pen drive.

4. Processing Devices – The data input are stored, managed and arranged into meaningful [illegible] by the computer. It is done by processing devices. The processing device in a computer is [illegible] the Central Processing Unit or the CPU. [illegible]

Chapter 4

A. 1. Mouse 2. Optical 3. [illegible] B. [illegible]
B. [illegible]

B. 1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
Step 1. [illegible]
Step 2. [illegible]
Step 3. [illegible]
Step 4. [illegible]
Step 5. [illegible]

Chapter 5

A. [illegible] B. [illegible]
C. [illegible]
D. 1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

E. 1. My Documents

2. Recycle Bin

3. Network

4. Computer

5. Internet Explorer

Chapter [illegible]

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

E. 1. [illegible]

Step [illegible]

Step [illegible]

Step [illegible]

2. [illegible]

Step [illegible]

Step [illegible]

Step [illegible]

Step [illegible]

Step [illegible]

Chapter [illegible]

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

E. 1. [illegible]

[illegible]

(ii) [illegible]

[illegible]

(iii) [illegible]

[illegible]

[illegible]

Chapter [illegible]

A. 1. [illegible]

2. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

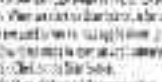
E. 1. [illegible]

C. [illegible]

D. [illegible]

E. [illegible]

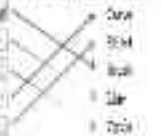
2. [illegible]



A. [illegible]

B. [illegible]

3. [illegible]



4. [illegible]

Step - 2 : [illegible]

Step - 3 : Click on [illegible]

[illegible]

Step - 4 : Click on [illegible] dialog box.

Step - 5 : [illegible]

Step - 6 : [illegible]

Step - 7 : [illegible]

[illegible]

Step - 8 : Click on OK.

[illegible]

[illegible]

[illegible]

[illegible]

Step - 1 : Click on [illegible]

Step - 2 : Click on Select [illegible]

Step - 3 : [illegible]

Step - 4 : [illegible]

[illegible]

[illegible]

Step - 5 : [illegible]

[illegible]

Step - 1 : [illegible]

[illegible]

Step - 2 : [illegible]

Step - 3 : [illegible]

Step - 4 : Type the text using the keyboard.

Step - 5 : [illegible]

[illegible]

Step - 1 : [illegible]

Step - 2 : Click on Paste.

Step - 3 : [illegible]

Step - 4 : [illegible]

Step - 5 : [illegible]

Chapter [illegible]

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

[illegible]

2. [illegible]

3. [illegible]

D. 1. [illegible]

Step 1: [illegible]

Step 2: [illegible]

Step 3: [illegible]

Step 4: [illegible]

2. [illegible]

Step 1: [illegible]

Step 2: [illegible]

Step 3: [illegible]

Step 4: [illegible]

Chapter [illegible]

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

[illegible]

2. [illegible]

[illegible]

E. 1. [illegible]

Step [illegible]

Step [illegible]

Step [illegible]

2. [illegible]

Step [illegible]

Step [illegible]

Step [illegible]

Step [illegible]

3. [illegible]

Step [illegible]

Step [illegible]

[illegible]

Chapter 8

A.

B. 1. (a), (c), (e), (g), (i), (k), (m)

C. 1. [2000] 1 All ER (Comm) 321 (HL)

Facts:

D. 1. (a), (c), (e), (g), (i), (k), (m)

E. [2007] Civil Law Rep. (Commercial) 234 (Com. Ct. (Central) (England))

Facts:

Chapter 9

A. 1. (a), (c), (e), (g), (i), (k), (m), (o)

B. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s)

C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (T), 6. (F)

D. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y)

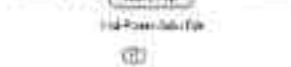
Chapter 10

A. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y), (aa), (cc)

B. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y), (aa), (cc), (ee), (gg)

C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (T), 6. (F)

D. 1. (a), (c), (e), (g), (i), (k), (m), (o), (q), (s), (u), (w), (y), (aa), (cc), (ee), (gg), (ii), (kk), (mm)



Mobile Phone Audio Path

Chapter 4

A. [illegible]

B. Windows 7 [illegible]

C. [illegible]

D. 1. [illegible]

Step 1: Click on the Start button.

Step 2: [illegible] All Programs [illegible]

[illegible]

Step 3: [illegible]

[illegible]

Step 4: [illegible]

2. [illegible]

Step 1: [illegible]

[illegible]

Step 2: [illegible]

3. [illegible]

4. [illegible]

[illegible]

E. 1. Some of the new features of Windows 7 are as follows:

[illegible]

Chapter 5

A. [illegible]

B. [illegible]

Q. [illegible]

A. [illegible]

Q. [illegible]

A. [illegible]

Q. [illegible]

A. [illegible]

[illegible]

Step 4: Click on the Apply button.

Step 5: Now Click on the OK button.

[illegible]

[illegible]

Step 1: Open the picture in your slides.

Step 2: [illegible]

Step 3: Click on the [illegible]

Chapter 6

A. 1. (c) 2. (c) 3. (b)

B. 1. [illegible]

C. 1. T 2. F 3. T 4. T 5. T

D. 1. A computer application software used to type and edit [illegible] is called the word processor.

2. Following are the main features of a word processor:

i) [illegible]

ii) [illegible]

iii) [illegible]

iv) [illegible]

v) [illegible]

vi) [illegible]

3. Elements of MS-Word Window are the following:

Title bar, Quick Access Toolbar, Ribbon, [illegible] Status Bar

E. 1. Follow these steps to open Word 2007:

Step 1: Click on Start button.

Step 2: Click on All Programs option.

Step 3: From the All Programs menu, choose Microsoft Office.

Step 4: Now in the submenu, click on Microsoft Office Word 2007.

2. You can open [illegible] existing document by following these steps:

Step 1: [illegible]

Step 2: Click on the Open option.

The Open dialog box appears.

Step 3: Click on the file you want to open.

Step 4: Now, you can see the Control window.

7. Switching Text to Vertical: The Control window is open, and the Character tab is selected. Click on the Character tab to switch to the Character panel. Here, you'll find various options to control the appearance of your text, including the ability to switch to vertical text.

Click on the vertical text button: Look for the vertical text button in the Character panel. It usually looks like a capital "T" with a vertical line next to it. Click on this button to switch your text to vertical orientation.

Adjust the text if needed: Depending on the font and size you're using, you may need to adjust the text further to fit your design. You can do this by changing the font size, adjusting the tracking (the spacing between characters), or even changing the font itself.

Congratulations! You've successfully switched your text to vertical using the Control window. Experiment with different fonts and settings to find the perfect vertical text for your project.

8. Adjusting Text Direction: To change the direction of your text, select the text you want to modify. Then, go to the "Text" menu at the top of the screen and choose "Text Direction." From there, you can select "Left to Right" or "Right to Left" depending on your preference.

9. Creating Vertical Text: To create vertical text, select the Vertical Type Tool from the toolbar. It looks like a "T" with a vertical line next to it. Click and drag to create a text box, then start typing. Your text will appear vertically.

10. Changing Text Alignment: To change the alignment of your text, select the text you want to align. Then, go to the "Text" menu and choose "Alignment." From there, you can choose "Left," "Center," or "Right" alignment.

11. Adjusting Text Spacing: To adjust the spacing between characters or lines of text, select the text you want to modify. Then, go to the "Text" menu and choose "Character" or "Paragraph." From there, you can adjust the tracking, kerning, or leading to your desired spacing.

12. Applying Text Effects: To add effects to your text, select the text you want to modify. Then, go to the "Text" menu and choose "Text Effects." From there, you can choose from a variety of effects, such as drop shadow, glow, or bevel.

13. Saving Your Text: Once you're satisfied with your text, make sure to save your document. Go to the "File" menu and choose "Save" or "Save As" to save your document in the desired format.

14. Exporting Your Text: If you need to use your text in another program, you can export it as an image or a PDF. Go to the "File" menu and choose "Export" or "Save As" to export your text in the desired format.

15. Printing Your Text: To print your text, go to the "File" menu and choose "Print." From there, you can select your printer and adjust the print settings as needed.

16. Closing Your Text: When you're finished working with your text, go to the "File" menu and choose "Close" to close your document.

17. Opening Your Text: To open your text again, go to the "File" menu and choose "Open." Navigate to the location where you saved your document and select it.

18. Undoing Changes: If you make a mistake, you can undo your changes by going to the "Edit" menu and choosing "Undo." You can also use the keyboard shortcut Ctrl+Z (Windows) or Cmd+Z (Mac).

19. Redoing Changes: If you undo a change and then decide you want to redo it, go to the "Edit" menu and choose "Redo." You can also use the keyboard shortcut Ctrl+Y (Windows) or Cmd+Y (Mac).

20. Getting Help: If you need help with any of these steps, you can always refer to the program's documentation or search online for tutorials and guides.

Step 1: [illegible]

Step 2: [illegible]

The [illegible]

Step 3: [illegible]

Step 4: [illegible]

This [illegible]

Chapter 8

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

2. [illegible]

3. [illegible]

Chapter 9

A. 1. [illegible]

B. 1. [illegible]

C. 1. [illegible]

D. 1. [illegible]

E. 1. [illegible]

2. [illegible]

3. [illegible]

Step 1: [illegible]

Step 2: [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

[illegible]

Chapter [illegible]

A. [illegible]

B. [illegible]

C. [illegible]

D. [illegible]

E. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Computers [illegible]

Computers [illegible]

Computers [illegible]

Computers [illegible]

Computers [illegible]

Computers [illegible]

[illegible]

[illegible]

Computers [illegible]

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Computers [illegible]

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Chapter 2

A. [illegible]

B. [illegible]

C. [illegible]

D. [illegible]

E. [illegible]

F. [illegible]

[illegible]

[illegible]