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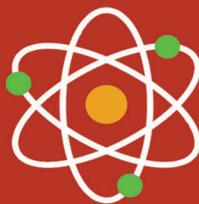


Class

# 7



# SCIENCE



## HIGHLIGHTS

- Strictly as per the NCERT Curriculum
- Chapterwise Synopsis for clarity of concepts
- Variety of questions from NCERT Textbooks
- Typology of Questions includes MCQs, VSA, SA and Long Answer types
- Include HOTS & Value Based Questions
- Answers follow the marking scheme and the prescribed word limit



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**QUESTION BANK**  
WITH COMPLETE SOLUTIONS

# Science

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**7**

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# PREFACE

Year after year CBSE has been introducing changes in the curriculum of various classes. We, at Oswaal Books, closely follow every change made by the Board and endeavor to equip students with the latest study material to prepare for the Examinations.

The latest offering from us are these Question Banks. These will provide comprehensive practice material for every chapter. These are prepared by experienced teachers who have translated their expertise into making important questions from every chapter in order to facilitate wholesome learning of every concept.

Highlights of our Question banks:

- Question Bank strictly as per the NCERT Curriculum
- Variety of Questions from NCERT Textbooks
- A synopsis of the important points from every chapter
- Value Based Questions as specified by CBSE Board
- Answers follow the marking scheme and the prescribed word limit

We feel extremely happy to offer our Question Banks and hope that with them, every student will discover a more thorough way of preparing and thereby excelling in their examinations. Though we have taken enough care to ensure our products to be error free, yet we welcome any feedback or suggestions that come our way for improvisation.

We wish you good luck for the forthcoming academic year!!

***-Publisher***

## Science Syllabus - Class VII



Questions	Key Concepts	Resources	Activities/Process
<p><b>1. Food</b> <b>Food from where</b> How do plants get their food?</p> <p><b>Utilisation of food</b> How do plants and animals utilise their food?</p>	<p>Autotrophic and heterotrophic nutrition; parasites, saprophytes; photosynthesis.</p> <p>Types of nutrition, nutrition in amoeba and human beings, Digestive system – human, ruminants; types of teeth; link with transport and respiration.</p>	<p>Coleus or any other plant with variegated leaves, alcohol, iodine solution, kit materials.</p> <p>Model of human teeth, charts of alimentary canal, types of nutrition etc., chart and model of amoeba. The story of the stomach with a hole.</p>	<p style="text-align: right;"><b>(Periods - 22)</b></p> <p>Need for light, green leaf for photosynthesis, looking at any saprophyte/parasite and noting differences from a green plant.</p> <p>Effect of saliva on starch, permanent slide of <i>Amoeba</i>. Role play with children.</p>
<p><b>2. Materials</b> <b>Materials of daily use</b> Do some of our clothes come from animal sources? Which are these animals? Who rears them? Which parts of the animals yield the yarn? How is the yarn extracted? What kinds of clothes help us to keep warm? What is heat? What is the meaning of 'cool'/cold' and 'warm' 'hot'? How does heat flow from/to our body to/ from the surroundings?</p> <p><b>Different kinds of materials</b> Why does turmeric stain become red on applying soap?</p> <p><b>How things change/ react with one another</b> What gets deposited on a <i>tawa/khurpi/kudal</i> if left in a moist state? Why does the exposed surface of a cut brinjal become black?</p>	<p>Wool, silk – animal fibres. Process of extraction of silk; associated health problems.</p> <p>Heat flow; temperature.</p> <p>Classification of substances into acidic, basic and neutral; indicators.</p> <p>Chemical substances; in a chemical reaction a new substance is formed.</p>	<p>Samples of wool and silk; brief account of silkworm rearing and sheep breeding.</p> <p>Potassium permanganate, metal strip or rod, wax, common pins, spirit lamp, matches, tumblers, Thermometer etc.</p> <p>Common substances like sugar, salt, vinegar etc, test tubes, plastic vials, droppers, etc.</p> <p>Test tubes, droppers, common pins, vinegar, baking powder, CuSO<sub>4</sub>, etc.</p>	<p style="text-align: right;"><b>(Periods - 38)</b></p> <p>Collection of different samples of woollen and silk cloth. Activities to differentiate natural silk and wool from artificial fibres. Discussion.</p> <p>Experiment to show that 'hot' and 'cold' are relative. Experiments to show conduction, convection and radiation. Reading a thermometer.</p> <p>Testing solutions of common substances like sugar, salt, vinegar, lime juice etc. with turmeric, litmus, china rose. Activity to show neutralisation.</p> <p>Experiments involving chemical reactions like rusting of iron, neutralisation (vinegar and baking soda), displacement of Cu from CuSO<sub>4</sub> etc. <i>Introduce chemical formulae without explaining them.</i></p>

Questions	Key Concepts	Resources	Activities/Process
Why is seawater salty? Is it possible to separate salt from seawater?	Substances can be separated by crystallisation.	Urea, copper sulphate, alum etc, beaker, spirit lamp, watch glass, plate, petridish etc.	Making crystals of easily available substances like urea, alum, copper sulphate etc. using supersaturated solutions and evaporation.
<p><b>3. The World of the Living</b></p> <p><b><i>Surroundings affect the living</i></b></p> <p>Why are nights cooler? How does having winters and summers affect soil? Are all soils similar? Can we make a pot with sand? Is soil similar when you dig into the ground? What happens to water when it falls on the cemented/ bare ground?</p> <p><b><i>The breath of life</i></b></p> <p>Why do we/animals breathe? Do plants also breathe? Do they also respire? How do plants/animals live in water?</p> <p><b><i>Movement of substances</i></b></p> <p>How does water move in plants? How is food transported in plants? Why do animals drink water? Why do we sweat? Why and how is there blood in all parts of the body? Why is blood red? Do all animals have blood? What is there in urine?</p> <p><b><i>Multiplication in plants</i></b></p> <p>Why are some plant parts like potato, onion swollen – are they of any use to the plants? What is the function of flowers? How are fruits and seeds formed? How are they dispersed?</p>	<p>Climate, soil types, soil profile, absorption of water in soil, suitability for crops, adaptation of animals to different climates.</p> <p>Respiration in plants and animals.</p> <p>Herbs, shrubs, trees; Transport of food and water in plants; circulatory and excretion system in animals; sweating.</p> <p>Vegetative, asexual and sexual reproduction in plants, pollination - cross, self pollination; pollinators, fertilisation, fruit, seed.</p>	<p>Data on earth, sun – size, distance etc, daily changes in temperature, humidity from the newspaper, sunrise, sunset etc.</p> <p>Lime water, germinating seeds, kit materials.</p> <p>Twig, stain; improvised stethoscope; plastic bags, plants, egg, sugar, salt, starch, Benedicts solution, AgNO<sub>3</sub> solution.</p> <p><i>Bryophyllum</i> leaves, potato, onion etc.; yeast powder, sugar.</p>	<p>(Periods - 42)</p> <p>Graph for daily changes in temperature, day length, humidity etc.; texture of various soils by wetting and rolling; absorption / percolation of water in different soils, which soil can hold more water.</p> <p>Experiment to show plants and animals respire; rate of breathing; what do we breathe out? What do plants 'breathe' out? Respiration in seeds; heat release due to respiration. Anaerobic respiration, root respiration.</p> <p>Translocation of water in stems, demonstration of transpiration, measurement of pulse rate, heartbeat; after exercise etc.</p> <p>Discussion on dialysis, importance; experiment on dialysis using egg membrane.</p> <p>Study of tuber, corm, bulb etc; budding in yeast; T.S./ L.S. ovaries, w.m.pollen grains; comparison of wind pollinated and insect pollinated flowers; observing fruit and seed development in some plants; collection and discussion of fruits/seeds dispersed by different means.</p> <p>(Periods - 16)</p>

Questions	Key Concepts	Resources	Activities/Process
<p><b>4. Moving Things, People and Ideas</b> <i>Moving objects</i> Why do people feel the need to measure time? How do we know how fast something is moving?</p>	<p>Appreciation of idea of time and need to measure it. Measurement of time using periodic events. Idea of speed of moving objects – slow and fast motion along a straight line.</p>	<p>Daily-life experience; metre scale, wrist watch/stop watch, string etc.</p>	<p>Observing and analysing motion (slow or fast) of common objects on land, in air, water and space. Measuring the distance covered by objects moving on a road in a given time and calculating their speeds. Plotting distance vs. time graphs for uniform motion. Measuring the time taken by moving objects to cover a given distance and calculating their speeds. Constancy of time period of a pendulum.</p>
<p><b>5. How Things Work</b> <i>Electric current and circuits</i> How can we conveniently represent an electric circuit? Why does a bulb get hot?</p>	<p>Electric circuit symbols for different elements of circuit. Heating effect of current.</p>	<p>Recollection of earlier activities. Pencil and paper. Cells, wire, bulb.</p>	<p>Drawing circuit diagrams.</p>
<p>How does a fuse work?</p>	<p>Principle of fuse.</p>	<p>Cells, wire, bulb or LED, aluminium foil.</p>	<p>Activities to show the heating effect of electric current. Making a fuse.</p>
<p>How does the current in a wire affect the direction of a compass needle?</p>	<p>A current-carrying wire has an effect on a magnet.</p>	<p>Wire, compass, battery.</p>	<p>Activity to show that a current-carrying wire has an effect on a magnet.</p>
<p>What is an electromagnet?</p>	<p>A current-carrying coil behaves like a magnet.</p>	<p>Coil, battery, iron nail.</p>	<p>Making a simple electromagnet. Identifying situations in daily life where electromagnets are used.</p>
<p>How does an electric bell work?</p>	<p>Working of an electric bell.</p>	<p>Electric bell.</p>	<p>Demonstration of working of an electric bell.</p>
<b>(Periods - 24)</b>			
<p><b>6. Natural Phenomena</b> <i>Rain, thunder and lightning</i> What causes storms? What are the effects of storms? Why are roofs blown off?</p>	<p>High-speed winds and heavy rainfall have disastrous consequences for human and other life.</p>	<p>Experience; newspaper reports. Narratives/stories.</p>	<p>Making wind speed and wind direction indicators. Activity to show “lift” due to moving air. Discussion on effects of storms and possible safety measures.</p>
<p><b>Light</b> Can we see a source of light through a bent tube?</p>	<p>Rectilinear propagation of light.</p>	<p>Rubber / plastic tube / straw, any source of light.</p>	<p>Observation of the source of light through a straight tube, a bent tube.</p>

Questions	Key Concepts	Resources	Activities/Process
How can we throw sunlight on a wall?	Reflection, certain surfaces reflect light.	Glass/metal sheet/metal foil, white paper.	Observing reflection of light on wall or white paper screen.
What things give images that are magnified or diminished in size?	Real and virtual images.	Convex/concave lenses and mirrors.	Open ended activities allowing children to explore images made by different objects, and recording observations.
How can we make a coloured disc appear white?	White light is composed of many colours.	Newton's disc.	Focussed discussions on real and virtual images. Making the disc and rotating it.
<p><b>7. Natural Resources</b></p> <p><b>Scarcity of water</b></p> <p>Where and how do you get water for your domestic needs? Is it enough? Is there enough water for agricultural needs? What happens to plants when there is not enough water for plants? Where does a plant go when it dies?</p>	Water exists in various forms in nature. Scarcity of water and its effect on life.	Experience; media reports; case material.	Discussions. Case study of people living in conditions of extreme scarcity of water, how they use water in a judicious way. Projects exploring various kinds of water resources that exist in nature in different regions in India; variations of water availability in different regions.
<p><b>Forest products</b></p> <p>What are the products we get from forests? Do other animals also benefit from forests? What will happen if forests disappear?</p>	Interdependence of plants and animals in forests. Forests contribute to purification of air and water.	Case material on forests.	Case study of forests.
<p><b>Waste Management</b></p> <p>Where does dirty water from your house go? Have you seen a drain? Does the water stand in it sometimes? Does this have any harmful effect?</p>	Sewage; need for drainage/sewer systems that are closed.	Observation and experience; photographs.	Survey of the neighbourhood, identifying locations with open drains, stagnant water, and possible contamination of ground water by sewage. Tracing the route of sewage in your building, and trying to understand whether there are any problems in sewage disposal.

# NUTRITION IN PLANTS

## Let's Revise

- The mode of taking food by an organism and its utilisation by the body is called **nutrition**.
- Carbohydrates, fats, proteins, vitamins and minerals are the components of food and are called **nutrients**.
- The mode of nutrition in which organisms make their food themselves from simple substances is called **autotrophic nutrition**.
- The mode of nutrition in which organisms depend on others for their food is called **heterotrophic nutrition**.
- The process in which green plants make their food in the presence of sunlight using carbon dioxide and water is called **photosynthesis**.
- The bodies of living organisms are made of tiny units called **cells**.
- The leaves of plants have a green pigment called **chlorophyll** which is one of the essential component of photosynthesis.
- Leaves are the food factories of plant. The synthesis of food in plants occurs in leaves.
- Water and minerals present in the soil are absorbed by the roots and transported to the leaves.
- Carbohydrates formed during photosynthesis is stored in the form of starch.
- Proteins are nitrogenous substances which contain nitrogen also.
- The organism which live on or in another animals are called the parasite.
- The organisms from which parasites take their food are called host.
- The insect eating plants are called insectivorous plants.
- **Saprotrophic Nutrition** : The mode of nutrition in which the organism digests the dead and decaying organic materials of the body by secreting enzymes and then absorb the nutrients in solution.
- **Saprotrophs** : Plants which use saprotrophic mode of nutrition.
- Some organims live together and share shelter and nutrients. This is called **symbiotic relationship**.
- **Lichens** are the most common example of symbiotic relationship in which an algae and a fungus live together.
- **Stomata** : There are tiny pores present on the surface of the leaves for exchange of gases from atmosphere. Each pore is called **stomata** (stoma-singular form) and is surrounded by Guard cells.

### Objective Type Questions

#### A. Fill in the blanks :

(1 mark each)

1. Plants like cuscuta takes food from..... plant.
2. ....is produced and.....is utilised during photosynthesis.
3. All green plants are called..... .
4. Chlorophyll is the site of reception of..... energy during photosynthesis.
5. The organisms which depend on others for their food are called..... .
6. The components of food are called..... .

7. Tiny pores present on the surface of the leaves are called..... .
8. Algae are..... .
9. The bacteria Rhizobium lives in the roots of ..... .
10. The food synthesised by the plants is stored as..... . (NCERT)

- Sol.**
1. Host
  2. Oxygen, carbon dioxide
  3. Autotrophs
  4. Light
  5. Heterotrophs
  6. Nutrients
  7. Stomata
  8. Autotrophs
  9. Legumes (pulses)
  10. Starch.

**B. Match the Columns :** (1 mark each)

Column-A	Column-B
(a) Cells	(i) Heterotrophs
(b) Sun	(ii) Cuscuta
(c) Man	(iii) Green pigment
(d) Parasite	(iv) Exchange of water and gases
(e) Stomata	(v) Structural units of bodies
(f) Transpiration	(vi) Loss of water through leaves
(g) Chlorophyll	(vii) Symbiont
(h) Lichen	(viii) Ultimate source of energy

- Sol.** (a)—(v), (b)—(viii), (c)—(i), (d)—(ii), (e)—(iv), (f)—(vi), (g)—(iii), (h)—(vii).

### Multiple Choice Questions

(1 mark each)

- Q. 1. Amarbel is an example of :** (NCERT)
- (a) Autotroph (b) Parasite  
(c) Saprotroph (d) Host
- Q. 2. The plant which traps and feeds on insects is :** (NCERT)
- (a) Cuscuta (b) China rose  
(c) Pitcher plant (d) Rose
- Q. 3. Which part of the plant takes in carbon dioxide from air for photosynthesis ?** (NCERT)
- (a) Root hair (b) Stomata  
(c) Leaf veins (d) Sepals
- Q. 4. Plants take carbon dioxide from the atmosphere mainly through their :** (NCERT)

- (a) Roots (b) Stem  
(c) Flowers (d) Leaves

**Q. 5. The raw materials for photosynthesis are :**

- (a) Oxygen and water  
(b) Carbon dioxide and water  
(c) Water, carbon dioxide, chlorophyll and solar energy  
(d) Nitrogen and water

**Q. 6. Algae is :**

- (a) Parasite (b) Saprotroph  
(c) Autotroph (d) None of these

**Q. 7. Which one of the following is parasite ?**

- (a) Lichens (b) Algae  
(c) Cuscuta (d) Fungus

**Q. 8. During photosynthesis :**

- (a) Carbon dioxide is released  
(b) Oxygen is released  
(c) Nitrogen is released  
(d) None of these

**Q. 9. Insectivorous plant is :**

- (a) Mushroom (b) Mango tree  
(c) Pitcher plant (d) Algae

**Q. 10. Lichens plant are the association of :**

- (a) Algae and fungus  
(b) An autotrophs and a heterotrophs  
(c) A green plant and a non-green plant  
(d) All of the above

**Q. 11. The tissue responsible for the transportation of food in plants : (K.V. S. 2014)**

- (a) Xylem (b) Phloem  
(c) Stomata (d) Root hair

### Answer Key

1. (b) Parasite, 2. (c) Pitcher plant, 3. (b) Stomata, 4. (d) Leaves, 5. (c) Water, carbon dioxide, chlorophyll and solar energy, 6. (c) Autotroph, 7. (c) Cuscuta, 8. (b) Oxygen released, 9. (c) Pitcher plant, 10. (b) An autotrophs and a heterotrophs, 11. (b) Phloem.

### Very Short Answer Type Questions

(1 mark each)

**Q. 1. What are Nutrients ?**

**Sol.** The compounds or components of food which are necessary for our body are called nutrients. (1)

**Q. 2. What is the mode of nutrition in plants ?**

**Sol.** Autotrophic. (1)

**Q. 3. What is the mode of nutrition of human and other animals ?**

**Sol.** Heterotrophic. (1)

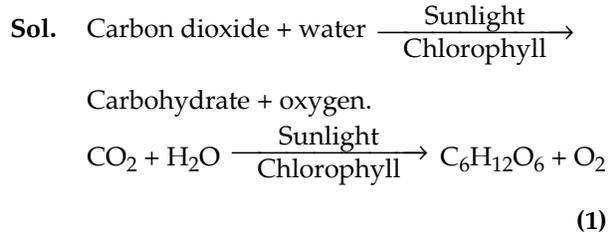
**Q. 4. State whether food is made in all parts of plants or only in certain parts.**

**Sol.** The food is made mainly in leaves and some green parts of the plants. (1)

**Q. 5. What is the function of chlorophyll ?**

**Sol.** Chlorophyll captures the energy from the sunlight for the photosynthesis. (1)

**Q. 6. Write the equation of photosynthesis.**



**Q. 7. Give an example of a parasitic plant.**

**Sol.** Cuscuta (Amarbel). (1)

**Q. 8. In which form saprotrophs take their food ?**

**Sol.** Saprotrophs take their food in solution form from dead organic matter. (1)

**Q. 9. Write the three main parts of the cell.**

**Sol.** (i) Cell membrane (ii) Nucleus (iii) Cytoplasm. (1)

**Q. 10. What are proteins ?**

**Sol.** Proteins are the nitrogenous substances which contains nitrogen with carbon, hydrogen and oxygen. (1)

**Q. 11. Name the substances from which plants get nitrogen.**

**Sol.** Fertilizers and manures. (½+½)

**Q. 12. Can plants use nitrogen in the manner they use carbon dioxide ?**

**Sol.** The plants can not use nitrogen in the manner they use carbon dioxide. They need N<sub>2</sub> in soluble form. (1)

**Q. 13. In which form plants use nitrogen ?**

**Sol.** Soluble form (soluble nitrates). (1)

**Q. 14. Name the bacteria which converts atmospheric nitrogen into a soluble form.**

**Sol.** Rhizobium bacteria. (1)

**Q. 15. Where do Rhizobium bacteria live ?**

**Sol.** They live in the roots of legumes such as gram, peas and other pulses.

**Short Answer Type Questions-I**

(2 marks each)

**Q. 1. Why do organisms need to take food ?**

(NCERT)

**Sol.** The organisms need to take food for :

- (i) Energy
- (ii) Growth and development of body.

(iii) Replacement and repairing of damaged parts of body.

(iv) Providing resistance to fight against diseases and infections. (½ mark each)

**Q. 2. Distinguish between a parasite and saprotrophs. (NCERT)**

**Sol. Difference between a parasite and saprotrophs :**

Parasite	Saprotrophs
1. Parasite feeds on living organisms.	1. They feed on dead and decaying organism.
2. The organism on which it feeds is called host.	2. They do not feed on a living organism.

2

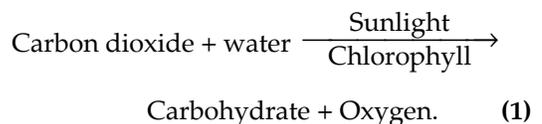
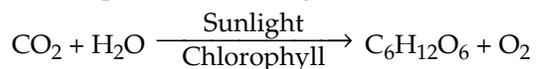
**Q. 3. How would you test the presence of starch in leaves ? (NCERT)**

**Sol. Iodine Test : (½ mark each)**

- (i) We remove chlorophyll from leaf by boiling it in alcohol. (½)
- (ii) Now put 2 drops of iodine solution. (½)
- (iii) The colour of leaf change to blue which indicates the presence of starch. (2)

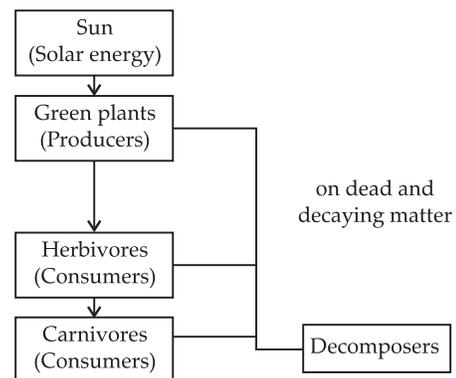
**Q. 4. Give a brief description of the process of synthesis of food in green plants. (NCERT)**

**Sol.** The green plants have chlorophyll in the leaves. The leaves use CO<sub>2</sub> and water to make food in presence of sunlight. (1)



**Q. 5. Show with the help of a sketch that the plants are the ultimate source of food. (NCERT)**

**Sol.**



(½+½+½+½)

Q. 6. Classify the following into autotrophs and heterotrophs :

- (a) Green plants      (b) Fungus  
(c) Human              (d) Algae

Sol. Autotrophs : (a) Green plants (b) Algae.

Heterotrophs : (a) Fungus (b) Human.

(½ mark each)

Q. 7. What are stomata ? Write their function.

Sol. The tiny pores present on the surface of the leaves are called stomata. (1)

They help in the exchange of the gases and to release excess of water by transpiration. (1)

Q. 8. What are insectivorous plants ? Give example.

Sol. The insect eating plants are called insectivorous plants. Such plants may be green or of some other colours. (1)

They trap insects and digest them. (½)

Example : Pitcher plant. (½)

Q. 9. What do you understand by symbiotic relationship ? Write an organism which shows this relationship.

Sol. Some organisms live together and share shelter and nutrients. Such relationship is called symbiotic relationship. (1)

Example : Lichens. (1)

Q. 10. How do Rhizobium bacteria take nitrogen from atmosphere ?

Sol. Rhizobium bacteria can take nitrogen from atmosphere and convert it into a soluble form which is used by that plant in which bacteria live. (2)

Q. 11. Why is it true to say that insectivorous plants are partial heterotrophs ? Explain.

Sol. Insectivorous plants are green and can do photosynthesis so they are called autotrophs. (1)

But they also can trap insects and digest them. (½)

Due to this they are called partial heterotrophs. (½)

Q. 12. What are Lichens ?

Sol. A chlorophyll containing partner, which is an algae and a fungus living together. (1)

The fungus provides shelter, water and mineral to algae. (½)

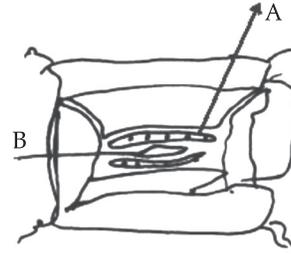
In return, the algae provides food which is prepared by it through photosynthesis. (½)

### Short Answer Type Questions-II

(3 marks each)

Q. 1. (a) Identify the following figure and label the parts marked as A and B.

(b) Which position of stomata-open or closed, has been shown in the figure ?



Sol. (a) The figure is of the stomata on a leaf labelling : (1)

(A) Guard cell (½)

(B) Stomata. (½)

(b) The position showed in the figure is of closed stomata. (1)

Q. 2. (a) Draw a diagram of a pitcher plant to show the following parts :

(i) Pitcher

(ii) Lid

(b) What is the mode of nutrition of this plant?

(c) Is it an autotroph or partial heterotroph?

Sol. (a)

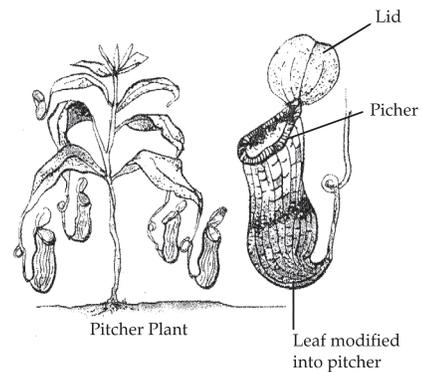


Fig. Pitcher plant showing lid and pitcher

(b) Autotrophic and Heterotrophic both (½)

(c) Partial heterotroph. (½)

Q. 3. What is the importance of photosynthesis for human beings ? (Value Based Question)

Sol. Photosynthesis is very important because all the organisms and humans depend directly or indirectly on food made by the plants.

Oxygen, which is essential for survival of humans is produced during photosynthesis.

(3)

### Long Answer Type Questions

(5 marks each)

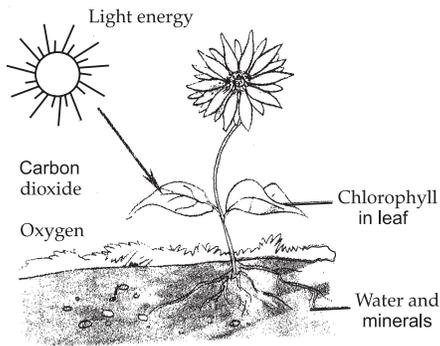
Q. 1. (a) Draw a schematic diagram showing photosynthesis.

(b) What are the products of photosynthesis ?

(c) Name the gases utilized and liberated in photosynthesis.

(d) Can all plants do photosynthesis ?

Sol. (a)



(2)

**Fig. Plant showing Photosynthesis**

(b) Carbohydrates and oxygen. (½+½)

(c) Liberated-oxygen, Utilised-carbon dioxide. (½+½)

(d) All plants cannot do photosynthesis, only green plants can do photosynthesis.

(1)



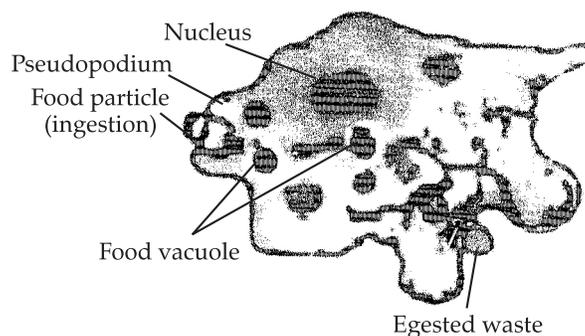
# NUTRITION IN ANIMALS

## Let's Revise

- Animals are heterotrophic in their mode of nutrition because they cannot prepare their own food.
- Most of the animals take food in the form of solids and this process of nutrition is called holozoic nutrition.
- Holozoic mode of nutrition has the following steps :
 

(a) Ingestion	(b) Digestion
(c) Absorption	(d) Assimilation
(e) Egestion.	
- The alimentary canal of humans can be divided into following parts :
 

(a) Buccal cavity	(b) Oesophagus (food pipe)
(c) Stomach	(d) Small intestine
(e) Large intestine	(f) Anus.
- The undigested and unabsorbed residues are expelled out of the body as faeces through the anus.
- Amoeba ingests its food with the help of its false feet or **pseudopodia**. The food is digested in the food vacuole.



**Fig. Amoeba**

- **Buccal Cavity** : The cavity of mouth, with all its internal parts like cheeks, teeth, tongue and salivary glands is called **buccal cavity**.
- **Cellulose** : A type of carbohydrate. Many animals including human cannot digest cellulose.
- **Glycerol** : It is one of the constituent of fats. It combines with fatty acid to form fats.
- **Fatty Acids** : One of the main constituent of fats.
- **Ingestion** : Process of taking food into the body.

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