Affiliated to CBSE, New Delhi (Affiliation No. 1030642)

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CLASS X · SCIENCE (086) · BIOLOGY · CBSE BOARD EXAMINATION 2027

CHAPTER 13

Our Environment

Chapter Practice Booklet · Questions only · Answers in the separate Answer Booklet

12 note blocks + 5 diagrams | 56 practice questions | 3 case studies | Board question index

INSIDE THIS BOOKLET

1	**Chapter Notes** 12 note blocks, 5 diagrams, key-terms table + exam snapshot	2
A	**NCERT Practice** 16 questions	6
B	**Exemplar Practice** 14 questions	7
C	**Board Pattern Practice** 26 questions, with frequency stars	8
D	**Case-Based Questions** 3 case studies	11
E	**Board PYQ Index** Real 2023–2026 questions by type	12
F	**My Mistakes** Your error log	13

STUDENT DETAILS

NAME _____

CLASS & SECTION _____

ROLL NO. _____

BOOKLET STARTED ON _____

CHAPTER TEST SCORE _____ / 20

1

READ THIS FIRST

Chapter Notes

The whole chapter in short-note form: every definition, activity, diagram, formula and reason. Revise from here – you should not need the textbook again.

1 Biodegradable and non-biodegradable substances

Biodegradable: broken down into simpler, harmless substances by **biological processes** – the action of **decomposers** (bacteria, fungi). E.g. vegetable peels, paper, cotton cloth, wood, leaves, cow dung.
Non-biodegradable: not broken down by biological processes; they stay in the environment for a long time. E.g. plastics, polythene, glass, DDT and other pesticides, aluminium cans.

- Enzymes of decomposers are **specific**: they can break down only certain substances. That is why plastic is not broken down.
- Non-biodegradable wastes harm soil and water, block drains, are eaten by animals, and can enter food chains.
- Some substances (e.g. leather, wool) are biodegradable but break down slowly.

2 What is an ecosystem?

Ecosystem: all the **living organisms** of an area together with the **non-living** parts of their surroundings, interacting with one another (exchanging matter and energy).

Natural ecosystems	Artificial (human-made) ecosystems
Forests, grasslands, ponds, lakes, seas	Gardens, crop fields, parks, aquariums
Self-sustaining; decomposers recycle wastes	Need human care: watering, weeding, feeding, cleaning

An **aquarium** must be cleaned because it has few decomposers and no natural cycling; a **pond** cleans itself, as its decomposers break down dead matter and wastes.

3 Components of an ecosystem

- **Abiotic (non-living):** sunlight, temperature, rainfall, wind, air, water, soil and minerals.
- **Biotic (living):**

Producers	Green plants and blue-green algae: make food from sunlight by photosynthesis (autotrophs).
Consumers	Depend on producers directly or indirectly: **herbivores** (deer, cow), **carnivores** (lion, frog), **omnivores** (humans, crow), **parasites** (lice, tapeworm).
Decomposers	Bacteria and fungi: break down dead bodies and wastes.

4 Decomposers – the cleaners

- They break down complex organic substances of dead plants, animals and wastes into **simple inorganic substances**.
- These substances go back to the **soil** and are used again by plants → **nutrients are recycled**.
- They also **clean** the environment by removing dead matter.
- **Without decomposers:** dead bodies and wastes would pile up and the soil would not get back its nutrients.

5 Food chains and trophic levels

Food chain: a series of organisms in which each one feeds on the one before it. Each step is a **trophic level**.

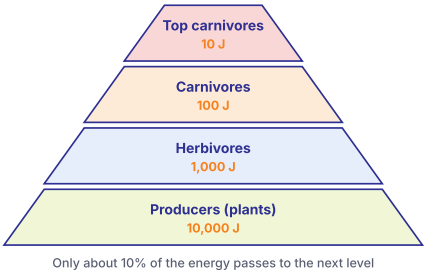


- Arrows show the direction of **food and energy** (from the eaten to the eater).
- Other chains: grass → deer → lion · phytoplankton → zooplankton → small fish → large fish · plants → rabbit → fox.
- Producers are always the **first** trophic level. Herbivores (primary consumers) are the second; small carnivores the third; large carnivores the fourth.

6 Flow of energy

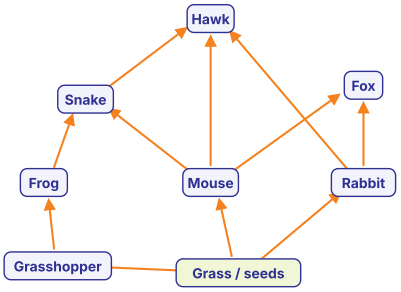
- Green plants capture only about **1%** of the sunlight falling on their leaves and change it into food energy.
- When a herbivore eats a plant, much energy is lost as **heat**, used in **life processes** (movement, digestion) or stays in undigested matter.

10 per cent law: on average only about **10%** of the energy at one trophic level is available to the next.



- So food chains usually have only **3 or 4** trophic levels – after that too little energy is left.
- The number of organisms and the energy available are **largest at the producer level**, so the pyramid has a broad base.
- Energy flow is **one-way (unidirectional)**: energy that passes to herbivores never comes back to plants, nor does it go back to the sun.

7 Food web



Food web: many food chains linked together, because most organisms eat more than one kind of food and are eaten by more than one animal.

- A food web is **more stable** than a single chain: if one food is scarce, the animal can eat another.
- Removing one organism affects many others: e.g. if all snakes are removed, frogs and mice increase, and they may eat up the grass and insects.

8 Biological magnification

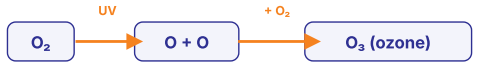
Biological magnification: the increase in the concentration of harmful, **non-biodegradable** chemicals at each higher trophic level of a food chain.

- Pesticides (e.g. DDT) sprayed on crops are washed into soil and water; plants absorb them; animals eat the plants.
- The chemical is **not broken down or excreted**, so it collects in body fat; each eater gathers what was in many of its prey.
- The **top** level (e.g. humans, eagles) has the **highest** concentration. Humans take it in through grains, vegetables, fish and milk.

EXAMPLE

Water 0.02 ppm → plankton → small fish → big fish → fish-eating bird: the bird may hold thousands of times more.

9 The ozone layer



High in the atmosphere UV splits O_2; each free O atom joins an O_2 molecule

- **Ozone (O_3)** is a molecule of three oxygen atoms. It is a deadly poison at ground level.
- High in the atmosphere, the **ozone layer** shields the earth from the sun's harmful **ultraviolet (UV)** rays.
- UV rays cause **skin cancer**, damage to the eyes (cataract) and to the immune system, and harm plants and plankton.

10 Ozone depletion

- The amount of ozone began to fall sharply in the **1980s**.
- Main cause: man-made **chlorofluorocarbons (CFCs)**, used as **refrigerants** (fridges, ACs) and in **fire extinguishers** and aerosol sprays. Chlorine from CFCs breaks down ozone.
- **1987:** the United Nations Environment Programme (UNEP) got countries to agree to **freeze CFC production at 1986 levels**. Now CFC-free refrigerators are made.

11 Managing the garbage we produce

- Better lifestyles and more packaging (plastic bags, bottles, disposable cups and plates) mean **more garbage**, much of it non-biodegradable.
- **Segregate** waste at home: green bin – biodegradable (kitchen waste), blue bin – non-biodegradable (plastic, glass, metal).
- Biodegradable waste → **compost** or biogas. Non-biodegradable waste → **recycle** (plastic, paper, metal, glass). Hospital waste → incineration.
- Follow the **3 Rs**: Reduce, Reuse, Recycle. Carry cloth bags; refuse plastic.
- **Disposable kulhads** (clay cups) are biodegradable, but making them on a large scale would use up a lot of **fertile top soil**; paper cups or washable cups can be better.

12 Our activities and the environment

- Pesticides and fertilisers in excess pollute soil and water and enter food chains.
- Plastic in drains causes waterlogging; in the sea it kills fish and turtles; cattle eating polythene bags can die.
- Burning garbage releases harmful gases.
- **What we can do:** use biodegradable materials, compost kitchen waste, avoid pesticides that do not break down, save electricity and water, plant trees.

Key terms at a glance

Learn the meaning with an example

Term	Meaning	Example
Ecosystem	Living organisms + non-living surroundings interacting	Pond, forest, crop field
Producer	Makes its own food from sunlight (first trophic level)	Grass, phytoplankton
Primary consumer	Herbivore (second trophic level)	Deer, grasshopper, zooplankton
Secondary consumer	Carnivore that eats herbivores (third level)	Frog, small fish
Decomposer	Breaks down dead matter; recycles nutrients	Bacteria, fungi
Trophic level	Each step of a food chain	T1 producers … T4 top carnivores
10% law	About 10% of energy passes to the next level	10,000 J → 1,000 J → 100 J → 10 J
Food web	Interconnected food chains	Mouse eaten by snake, hawk and fox
Biomagnification	Non-biodegradable chemicals build up at higher trophic levels	DDT highest in eagles, humans

Term	Meaning	Example
Ozone (O_3)	Layer in the upper atmosphere absorbing UV rays	Depleted by CFCs

Explain why – quick answers

Common 1- and 2-mark reasons

Plastics are non-biodegradable – the enzymes of decomposers cannot break them down.

A pond does not need cleaning but an aquarium does – the pond is a natural ecosystem whose decomposers recycle wastes.

Decomposers are essential – they recycle nutrients to the soil and clean up dead matter.

Food chains have only 3–4 levels – only about 10% of energy passes on, so little is left for a fifth level.

The pyramid of energy is broad at the base – producers hold the most energy; it decreases at each level.

Energy flow is unidirectional – energy passed to herbivores does not return to plants or the sun.

Herbivores get more energy than carnivores – they are one step nearer the producers, so less energy has been lost.

Humans have the most pesticide in their bodies – they are at the top of many food chains (biological magnification).

A food web is more stable than a food chain – each organism has more than one source of food.

Ozone depletion is a worry – more UV rays reach the earth, causing skin cancer and harming living things.

CFC-free refrigerators are made now – CFCs destroy the ozone layer.

Large-scale use of kulhads is not advisable – making them removes fertile top soil.

Exam snapshot

What the board asks, and how to prepare

SYLLABUS 2026–27

- Ecosystem; environmental problems.
- Ozone depletion.
- Waste production and their solutions.
- Biodegradable and non-biodegradable substances.

BOARD WEIGHTAGE

30 / 80

Biology = 30 marks (Section A). Unit V **Natural Resources** = this chapter alone, **5 marks**. Recent papers gave it 3–5 marks: two 1-mark MCQs or an A–R, plus a 2- or 3-mark question on food chains, decomposers or biomagnification.

MOST ASKED IN BOARD AND SAMPLE PAPERS, 2025–2027 (5 PAPERS CHECKED)

How often	Question type	Marks	Papers
★★★	Food chains, trophic levels, 10% law, energy flow and pyramids	1–3	5 of 5
★★★	Decomposers, components of an ecosystem, natural vs artificial ecosystem	1–3	4 of 5
★★★	Biological magnification	1–3	3 of 5
★☆☆	Biodegradable and non-biodegradable substances, managing garbage	1–3	1 of 5
★☆☆	Ozone layer: formation, depletion, CFCs	1–3	1 of 5

MISTAKES THAT COST MARKS

- Drawing food-chain arrows the wrong way – the arrow goes from the **eaten** to the **eater**.
- Starting a food chain with an animal or with the sun – it begins with a **producer**.
- 10% law sums: multiplying by 10 when moving **up** the chain – going up, **divide by 10** at each step.
- Saying decomposers are "consumers that eat waste" without naming them (bacteria, fungi) or their role (recycling nutrients).
- Writing O_2 for ozone, or saying ozone is harmful in the upper atmosphere – there it is **protective**.
- Calling biomagnification "accumulation in one organism" – it is the **increase from one trophic level to the next**.

HOW TO USE THIS BOOKLET

1. **Day 1:** Read the notes and the key tables; then Part A (NCERT).
2. **Day 2:** Part B (Exemplar) and Part C (board pattern). Do every MUST DO question first.
3. **Day 3:** Part D (case studies) and the real board questions listed in Part E.
4. **Thu 3 Dec (zero period): Biology chapter test – 20 marks, 40 minutes.**
5. Check every answer in the **Answer Booklet**. Write each mistake on the My Mistakes page (Part F).

PART A · NCERT PRACTICE

A NCERT Practice

The ideas of every NCERT activity, in-text question and exercise, asked in new words. Finish every question.

Ecosystem and its components

A1. What is an ecosystem? Name its two main kinds of components, with two examples of each. [3] MUST DO

A2. Classify the following as natural or artificial ecosystems: forest, crop field, pond, aquarium, garden, lake. [2]

A3. What would happen if all the decomposers were removed from an ecosystem? Give two effects. [2] MUST DO

Food chains and energy flow

A4. What are trophic levels? Write a food chain of four trophic levels and name the trophic level of each organism. [3] MUST DO

A5. Why are producers always placed at the first trophic level? [1]

A6. State the 10 per cent law. A food chain has producers with 50,000 J of energy. How much energy is available to the secondary consumers? [2] MUST DO

A7. Why is the flow of energy in an ecosystem said to be unidirectional? [2]

A8. Why do food chains usually have only three or four trophic levels? [2]

A9. What is a food web? How is it different from a food chain? [2]

Biological magnification

A10. What is biological magnification? Will its effect be the same at all trophic levels? Explain. [3]
MUST DO

Waste and its management

A11. Classify the following as biodegradable or non-biodegradable: fruit peels, polythene bag, cotton cloth, glass bottle, newspaper, DDT. [3]

A12. Why are some substances biodegradable and some non-biodegradable? [2]

A13. Give two ways in which biodegradable substances and two ways in which non-biodegradable substances affect the environment. [2]

Ozone layer

A14. How is ozone formed in the upper atmosphere? How does the ozone layer protect us? MUST DO [3]

A15. Why is the damage to the ozone layer a cause for concern? What steps have been taken to limit it? [2]

A16. Give any four ways in which you can help to reduce the problem of waste disposal at home and at school. [2]

B

PART B · EXEMPLAR PRACTICE

Exemplar Practice

Exemplar-style questions, one step harder. Give a reason with every short answer.

Multiple choice

1 mark each

B1. Which of the following groups contains only producers? [1]

(a) Grass, wheat, mango tree (b) Grass, goat, human
(c) Goat, cow, elephant (d) Grass, fish, goat

B2. In the food chain: grass → deer → lion, the deer is a: [1]

(a) producer (b) primary consumer
(c) secondary consumer (d) decomposer

B3. If 10,000 J of solar energy is trapped by green plants, the energy available to the tertiary consumers is about: [1]

(a) 1,000 J (b) 100 J (c) 10 J (d) 1 J

B4. Which of the following has the largest amount of energy in an ecosystem? [1]

(a) Herbivores (b) Carnivores (c) Top carnivores (d) Producers

B5. Which of the following are decomposers? [1]

(a) Earthworms and grasshoppers (b) Bacteria and fungi
(c) Green algae and moss (d) Frogs and snakes

B6. Which pair is an example of an artificial ecosystem? [1]

(a) Forest and pond (b) Lake and sea
(c) Crop field and aquarium (d) Grassland and desert

B7. In a food chain, the concentration of a pesticide like DDT will be maximum in: [1]

(a) producers (b) herbivores (c) small carnivores (d) top carnivores

B8. Which of the following is biodegradable? [1]

(a) Polythene bag (b) Aluminium can (c) Leather belt (d) Plastic bottle

B9. Disposable plastic plates should not be used because: [1]

(a) they are made of light material (b) they are non-biodegradable
(c) they are cheap (d) they are biodegradable

B10. Ozone layer depletion is mainly caused by: [1]

(a) carbon dioxide (b) chlorofluorocarbons
(c) methane (d) nitrogen

Short answer

2–3 marks

B11. In a food chain of four levels, the producers have 20,000 kJ of energy. Find the energy at each of the other levels. Which level would have the fewest individuals? [3]

B12. In a forest food chain, all the frogs are killed by a disease. Grasshoppers eat grass, frogs eat grasshoppers and snakes eat frogs. What will happen to the grasshoppers and to the snakes? [2]

B13. Why should we prefer cloth bags to plastic bags? Give two reasons. [2]

B14. Ozone is a poisonous gas, yet the ozone layer is important for life. Explain. [2]

C

PART C · BOARD PATTERN

Board Pattern Practice

Question types from the 2025 and 2026 board papers and the CBSE sample papers. ★★★ = asked in 3 or more of the 5 papers checked · ★★ = 2 papers · ★ = 1 paper.

ASSERTION–REASON: HOW TO ANSWER

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

Food chains, trophic levels and the 10% law

★★★ 5 of 5 papers · 1–3 marks

C1. In a pond food chain: phytoplankton → zooplankton → small fish → kingfisher, the small fish is at the: [1]

(a) first trophic level (b) second trophic level
(c) third trophic level (d) fourth trophic level

C2. If 2 J of energy is available at the third trophic level of a food chain, the energy at the producer level was about: [1]

(a) 20 J (b) 200 J (c) 2,000 J (d) 0.2 J

C3. Which of these food chains makes the most energy available to the top consumer (with the same producer energy)? [1]

(a) Grass → goat → human
(b) Grass → insect → frog → snake → eagle
(c) Wheat → human
(d) Grass → rabbit → fox → tiger

C4. ASSERTION–REASON [1]

Assertion (A): In a food chain, the number of trophic levels is usually limited to three or four.

Reason (R): Only about 10% of the energy is transferred from one trophic level to the next.

C5. ASSERTION–REASON [1]

Assertion (A): A food web is more stable than a food chain.

Reason (R): In a food web an organism can get food from more than one source.

C6. ASSERTION–REASON [1]

Assertion (A): If all the lions are removed from a grassland, the grass will also be affected in time.

Reason (R): Removal of any organism from a food chain affects the population of other organisms.

C7. Arrange deer, grass, lion, snake and rabbit into two food chains. Why do primary consumers get more energy than secondary consumers? Why is the base of an energy pyramid broad? [3] MUST DO

C8. What is meant by trophic levels? Why are the organisms of the first trophic level always green plants? [2]

C9. Draw an energy pyramid for the food chain: plants → goat → human, if the plants receive 30,000 J. What happens to the remaining 90% of energy at each step? [3]

Decomposers and the ecosystem

★★★ 4 of 5 papers · 1–3 marks

C10. Which of the following is **not** a role of decomposers? [1]

(a) Breaking down dead bodies
(b) Making food by photosynthesis
(c) Returning nutrients to the soil
(d) Cleaning the environment

C11. ASSERTION–REASON [1]

Assertion (A): Bacteria and fungi are called decomposers.

Reason (R): They break down complex organic substances of dead matter into simple inorganic substances.

C12. Why does an aquarium need to be cleaned regularly while a pond or lake does not? [2] MUST DO

C13. Define decomposers. Give two examples. How do they help in keeping a balance in an ecosystem? [3] MUST DO

C14. Give one difference between consumers and decomposers. [1]

Biological magnification

★★★ 3 of 5 papers · 1–3 marks

C15. Which of the following will show biological magnification? [1]

(a) Glucose
(b) Starch
(c) DDT
(d) Oxygen

C16. ASSERTION–REASON [1]

Assertion (A): Humans have the highest concentration of pesticides among the organisms of a food chain.

Reason (R): Pesticides are biodegradable.

C17. A farmer sprays a non-biodegradable pesticide on his crop. Explain how it can reach a person eating fish from a nearby pond, and why the person gets the largest amount. MUST DO [3]

C18. What is the impact of biological magnification on human beings? Suggest one way to reduce it. [2]

Biodegradable, non-biodegradable and garbage

★☆☆ 1 of 5 papers · 1–3 marks

C19. Which of the following groups contains only non-biodegradable items? [1]

(a) Wood, paper, leather
(b) Polythene, detergent, PVC
(c) Plastic, bakelite, cow dung
(d) Grass, flowers, glass

C20. Making kulhads (clay cups) on a large scale is not advisable because: [1]

(a) they are non-biodegradable
(b) it removes fertile top soil
(c) they cannot be recycled
(d) they give out harmful gases

C21. List two differences between biodegradable and non-biodegradable substances, with two examples of each. [3]

C22. Suggest four steps your school can take to manage the garbage it produces. [2]

Ozone layer

★☆☆ 1 of 5 papers · 1–3 marks

C23. Which statement about ozone is **incorrect**? [1]

(a) It is made of three atoms of oxygen
(b) It shields the earth from UV radiation
(c) It is beneficial to breathe at ground level
(d) It is depleted by CFCs

C24. The UNEP agreement of 1987 was to: [1]

(a) ban plastic bags
(b) freeze CFC production at 1986 levels
(c) stop the use of DDT
(d) plant more trees

C25. Name the compounds mainly responsible for depleting the ozone layer and give two of their uses. Write two harmful effects of UV rays on human beings. MUST DO [3]

Long answer

5 marks

C26. (a) What is an ecosystem? Name its biotic and abiotic components. (b) Draw a food chain of four trophic levels and label them. (c) State the 10% law and use it to explain why the energy available to the fourth level is small. (d) Why is the role of decomposers important? [5]

PART D · SECTION A CASE STYLE

D Case-Based Questions

Each case carries 4 marks (1 + 1 + 2), as in the case-based questions of the board paper.

D1. Case Study · The Village Pond [4]

A class visits a pond near Bina. They find green algae and water plants, tiny animals (zooplankton) feeding on the algae, small fish eating the zooplankton and a kingfisher catching the fish. The teacher says the algae trap 1% of the sunlight falling on them and that energy passes along the chain by the 10% law.

(i) Write the food chain of this pond. [1]

(ii) Which organism is at the third trophic level? [1]

(iii) If the algae trap 40,000 J, how much energy reaches the kingfisher? What happens to the rest? [2]

OR

(iii) Why is the pond a self-sustaining ecosystem, while an aquarium is not? [2]

D2. Case Study · Poison in the Plate [4]

A study of a lake measured DDT (a pesticide) in different organisms: water 0.00005 ppm, plankton 0.04 ppm, small fish 0.5 ppm, big fish 2 ppm, fish-eating birds 25 ppm. Farmers around the lake had sprayed DDT on their fields for years.

(i) Name the phenomenon shown by these figures. [1]

(ii) Why is the concentration highest in the birds? [1]

(iii) Why does DDT build up along the food chain while glucose does not? [2]

OR

(iii) How could DDT reach human beings, and what can farmers do to reduce the problem? [2]

D3. Case Study · Clean-up Drive [4]

During a clean-up drive the eco-club collected 40 kg of waste from the school campus: vegetable peels, paper, plastic wrappers, glass bottles, thermocol plates and dry leaves. They want to set up a system so that less waste goes to the landfill.

(i) Name two biodegradable items from the list. [1]

(ii) Why can plastic wrappers and thermocol not be broken down by decomposers? [1]

(iii) Suggest how the club should deal with (a) the biodegradable waste (b) the non-biodegradable waste. [2]

OR

(iii) What is meant by the 3 Rs? Give one example of each from school life. [2]

E

PART E · REAL BOARD QUESTIONS

Board PYQ Index

Real questions from recent Science board papers and CBSE sample papers, by type. Open the official paper and solve the listed questions.

Frequency	Question type	Marks	Where asked (year: paper code, question number)	Practise here
★★★	**Food chains, trophic levels, 10% law, energy flow and pyramids**	1–3	**2026:** 31/1/1 Q13 · **2025:** OD Set 1 Q15, Q20 (A–R, food web) · **2025:** Delhi Set 1 Q15 · **SQP 2024–25:** Q15, Q20 (A–R) · **SQP 2026–27:** Q7, Q9 (A–R), Q14	A4–A9, B1–B4, B11–B12, C1–C9, D1
★★★	**Decomposers, components of an ecosystem, natural vs artificial ecosystem**	1–3	**2026:** 31/1/1 Q14(c) · **2025:** OD Set 1 Q26 (aquarium vs pond) · **2025:** Delhi Set 1 Q33 · **SQP 2024–25:** Q16	A1–A3, B5–B6, C10–C14
★★★	**Biological magnification**	1–3	**2025:** Delhi Set 1 Q16 · **SQP 2024–25:** Q26 · **SQP 2026–27:** Q14	A10, B7, C15–C18, D2
★☆☆	**Biodegradable and non-biodegradable substances, managing garbage**	1–3	**2026:** 31/1/1 Q7	A11–A13, A16, B8–B9, B13, C19–C22, D3
★☆☆	**Ozone layer: formation, depletion, CFCs**	1–3	**2025:** OD Set 1 Q16	A14–A15, B10, B14, C23–C25

PAPERS CHECKED (5)

- 2026 board paper 31/1/1 (Set 1) – first paper with separate Biology, Chemistry and Physics sections
- 2025 board paper, Outside Delhi Set 1
- 2025 board paper, Delhi Set 1
- CBSE Sample Question Paper 2024–25
- CBSE Sample Question Paper 2026–27 (the pattern for your exam)

★★★ = asked in 3 or more of the 5 papers checked · ★★ = 2 papers · ★ = 1 paper. Codes: OD = Outside Delhi. Each paper was read question by question; questions from the 2026–27 Sample Paper after Q20 were checked from a summary of the paper. Download the official papers from cbse.gov.in → Previous Year Question Papers and cbseacademic.nic.in → Sample Question Papers, and solve the exact questions listed.

F

PART F · YOUR RECORD

My Mistakes

Write down each mistake from this chapter, including the chapter test.

Every wrong answer is a free lesson. Write it here, find the rule you missed, and redo the question after three days. Bring this page to class before the chapter test.

Date	Part & Q No.	What went wrong	Correct rule or method	Redone ✓