

**EAST POINT SCHOOL**

**CLASS: VI**

**ENGLISH LESSON PLAN (13/07/2020 – 18/07/2020)**

**GRAMMAR : SUBJECT & PREDICATE**

**WRITING SKILL: NOTICE WRITING ( INTRODUCTION).**

**Learning Objectives:**

1. The learner will understand the difference between the subject and the predicate.
2. The learner will identify the subject and the predicate in a sentence.
3. Students will be able to analyse any NOTICE shown to them on the basis of the knowledge imparted.
4. They will be able to frame notice about any event.
5. Students will be able to use appropriate style and format to write a NOTICE effectively

**URL:** <https://www.youtube.com/watch?v=r3sTXXD7bc8>

Every sentence has two parts- Subject and Predicate.

**Subject** refers to that part of the sentence that we are speaking about. The term “Subject” means something which has more importance. Subject can be a person, place, thing, or an animal.

**Predicate** refers to the part of sentence that tells about the Subject. The term “Predicate” is derived from a Latin word which means declared. It contains the Verb and all words supporting the Verb. So Predicate declares something about the Subject in a sentence.

**For example,**

1. **Children love ice cream.**
  - In this sentence, we are talking about the children and giving more importance to them. So “children” are the Subject in this sentence. The sentence says that the children love ice cream. So “love ice cream” is the Predicate in this sentence.
2. **I am feeling very thirsty.**

Subject- I  
Predicate – am feeling very thirsty

**Grammar Assignment ( Subject and Predicate)**

**Q.1 Identify the subject and the predicate in the following sentences.**

1. The sun was shining brightly.
2. The dogs were barking loudly.

3. The pretty girl was wearing a blue frock.
4. My younger brother serves in the army.
5. The man and his wife were working in their garden.
6. My mother and my aunt are trained classical dancers.
7. You don't have to wait for me.
8. We will no longer tolerate this.
9. The little tree was covered with needles instead of leaves.
10. A rich merchant was passing by the shoemaker's window.

**Q.2 Identify the highlighted words as Subject or Predicate:**

Q1. The boy **ate the apple**.

- Subject
- Predicate

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Q2. **I** need help with this math problem.

- Subject
- Predicate

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Q3. Next week **my grandmother** is coming from Korea.

- Subject
- Predicate

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Q4.. **My favourite month** is May.

- Subject

Predicate

---

Q5. May **is my favourite month.**

Subject

Predicate

---

Q6. Our homeroom **is having a pizza party tomorrow.**

Subject

Predicate

---

Q7. **Football** is played in every country in the world.

Subject

Predicate

---

Q8. Yasmin **yawned.**

Subject

Predicate

---

Q9. My expensive new watch **has stopped.**

Subject

Predicate

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Q10 **Sitting on the roof of my house was** a huge black bird.

Subject

Predicate

## Notice Writing ( Introduction)

### INTRODUCTION:

A Notice is information regarding an important event that is about to happen. It is publicly displayed - a kind of information for others to know and follow. The notice must contain complete information. It should be written in a formal tone.

### A notice should contain all the necessary details such as:

1. Name of the issuing agency (school, institution etc)
2. Subject and date of issue/release of the notice
3. The notice must answer the question: WHAT, WHERE, WHEN, WHY, HOW.
4. State clearly the event.
5. Mention the name of the body/ organisation – organising the event.
6. Authorized signatory: **Name** and **signature**.

### Important points:

1. Use formal tone and register.
2. Always put the notice in a box.
3. Do not exceed the Word limit of 50 words

## Format of Notice Writing

<p>Name of Institution / Organisation Notice</p> <p><b>Date : <i>date /month /year</i></b> <i>E.g. - 1 October ,2019</i></p> <p>Heading Body / Content</p> <p>Signature Name Designation (<i>means post of person</i>)</p>
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## Notice Writing Topics

The topics for notice writing could be as follows –

- ❖ A competition
- ❖ An excursion trip
- ❖ A lost and found notice
- ❖ An inauguration to take place
- ❖ An exhibition
- ❖ A blood donation camp to be held
- ❖ Or any such type of event or information to be issued in public interest.

### SAMPLE OF NOTICE WRITING:

1. You are Varun/ Rita, the music secretary of Modern School, Barakhamba Road. Your school is hosting the 6<sup>th</sup> Inter-school Music Carnival. Write a notice inviting the students for the audition in the school auditorium. Put the notice in the box. ( Word limit: 50)

#### Modern School, Barakhamba Road, New Delhi

#### NOTICE

March 20, 2012

#### ATTENTION! MUSIC LOVERS!

The school is hosting the 6th Inter-School Musical carnival for classes VI-IX on April 10, 2012 at Indian Habitat Centre, Lodhi Road at 9:00 a.m.

All the talented students with gifted voices may appear for the audition to be conducted in the presence of Mrs. Bela Shende, the well-known singer on March 22, 2012 at 9 a.m. in the school auditorium.

For further details, contact the undersigned.

Varun Malhotra  
(Secretary, Music Club)

### Practice Questions:

**Q.1** You are Arush/ArushiTandon, the Head Boy/Girl of CPH Public School. Your school is hosting an Inter-House English Poetry Competition. Draft a notice to be put up on the school notice board informing students about it. Invent all the necessary details.

**Q.2** You are Ashish Jain of VI-C Exford Public School, Gaziabad. While playing in the basketball court, you lost your Science practical register. Draft a notice, regarding the same and announce a suitable reward to the finder.

**ACTIVITY:**

**Question:** Design a poster on the topic ‘ The most exciting or effective learning environment would be..... ( Give an eye-catching slogan and design it neatly.)

## Class 6 Hindi

[https://youtu.be/1ellheHK\\_yY](https://youtu.be/1ellheHK_yY) - □□□□ □□□□□

Note- please refer to the above given link to study the chapter

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## Maths Study Material

Learning Objective- To identify and be able to write the name of Quadrilateral.

To be able to draw and name the parts of a circle.

Quadrilateral- A four sided polygon is called a Quadrilateral. It has four sides and four angles.



The **Quadrilateral** ABCD has four sides AB, BC, CD, DA and four angles A, B, C, D.

Adjacent sides AB, BC are adjacent sides.

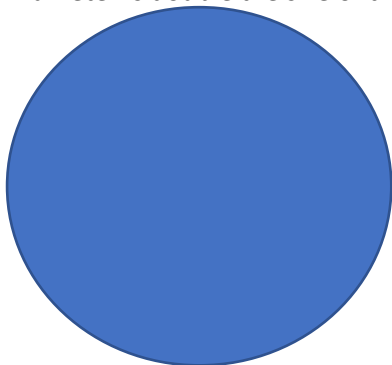
Opposite sides – AB and DC are opposite sides.

A **circle** is a simple closed curve which is not a polygon.

The radius is a line segment that connects the centre to a point on the circle.

Chord is a line connecting two points of a circle.

Diameter is double the size of the radius.



Activity. To prove that each point on a circle is at an equal distance from the centre

Material Required- alpins/ Toth picks, A string, Crayon

Procedure- - Pierce one alpin in on a paper of the notebook. This is the centre of the circle.

Piece thread with the help of alpin.

Tie the string to the crayon. Keeping the crayon vertical to the page, take the crayon around the alpin.

You will find that a circle is drawn.

Assignment

1. Draw a quadrilateral PQRS. Draw it's diagonal.. Name them. Is the meeting point of the diagonal in the interior or exterior of the Quadrilateral.

2. Draw sketch of a quadrilateral KLMN . State

i. Two pairs of opposite sides

ii. Two pairs of opposite angles

iii. Two pairs of adjacent sides

iv. Two pairs of adjacent angles

3. From the figure identify

a. The centre of the circle

b. Three radii

c. a diameter

d. a chord e. a point in the interior

f. a point in the exterior

g. A sector h. a segment

4. i. Is every diameter of a circle also it's chord?

ii. Is every chord of a circle also it's diameter?

5. Draw a circle and mark

. The centre of the circle

b. Three radii

c. a diameter

d. a chord e. a point in the interior

f. a point in the exterior

g. A sector h. a segment

6. Write True/False

a. Two diameters of a circle will necessarily intersect.

b. The centre of a circle is always in its interior.

## East Point School

### Science Worksheet

Class-VI

*Chapter: Getting To Know Plants*

<https://youtu.be/9P5yjMeZxqk>

### Learning Outcomes:

- To develop the understanding of different types of plants.
- To develop the understanding of different parts of plants and their functions.

## 1 Introduction

As we all know, Earth is the only planet in our solar system that has the viable conditions for life to exist. While the presence of water and oxygen is the main reason, we must also recognize that life would not have been possible if it weren't for the oxygen-emitting plants, life would not have been able to take shape on Earth. These plants are not only our source of oxygen but also the major source of the food that we eat.

## 2 Herbs, Shrubs and Trees

We can classify plants on the basis of the thickness of their stems and the place of origin of their branches, into three broad categories:

1. **Herbs:** These are plants that have green and frail stems. Usually, these are small plants with not many branches. Some common examples of herbs are Basil, Coriander, Mint, Oregano, Thyme, Parsley, Rosemary etc.
2. **Shrubs:** These are plants with hard but not exactly thick stems. Their branches generally originate from the base of their stems. These are much taller than herbs but usually shorter than trees. Some common examples of shrubs are Aloe Vera, Rose plant, Jasmine plant, Blackberry plant etc.
3. **Trees:** These are plants which are very tall and have a thick and hard stem. The branches originate from the upper part of the tree and are very high above the ground. Some common examples of trees are neem, peepal, coconut tree, mango tree etc.

There are two other kinds of plants which are:

1. **Creepers:** These are plants which have soft, weak and green stems and hence cannot stand straight and instead spread on the ground. Some common examples are sweet potato, watermelon, pumpkin etc.
2. **Climbers:** These are also plants with soft and weak stems but instead of spreading on the ground they take support with a nearby object to climb up. Some common examples of creepers are cucumber, bean, grapevine, money-plant etc.

### 3 Stem

The Stem is the part of a plant which is responsible for supplying water to all parts of the plant. It is the stem which bears branches, flowers, leaves, fruits and buds. The root sucks the water and minerals from the soil and it is the stem's function to push this water upward to other parts of the plant.

We can observe this by soaking the stem of a plant in a glass with water. On adding coloured ink to the water, we observe that after a while the stem and leaves of the plant start to turn the colour of the ink, which is proof that the stem carries the water to the different parts of the plant.

### 4 Leaf

#### 4.1 Parts of a Leaf

1. **Petiole:** This is the stalk via which the leaf is joined to the plant.
2. **Lamina:** This is the expanded part or the green portion of any leaf which is responsible for photosynthesis.
3. **Veins:** The many lines that run through the surface of the leaf are called veins and the design made by them is called leaf venation. They transport water and minerals.
4. **Midrib:** This is the central, prominent thick structure right in the middle of the leaf that helps support the leaf and prevent it from breaking.

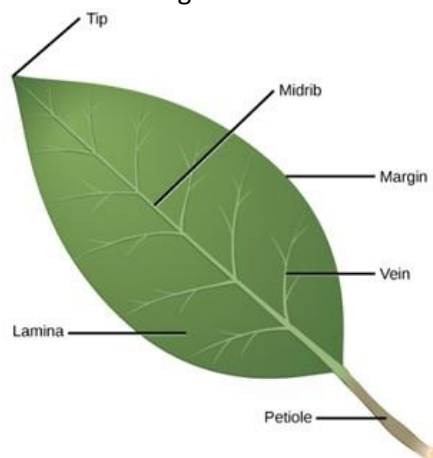


Figure 1: A labelled diagram of a leaf

The design made by veins in a leaf is called the leaf venation. There are two types of leaf venation:

1. **Reticulate Venation:** Reticulate venation is said to exist when the veins form a net-like shape on either side of the midrib. This type of venation is seen to exist in dicots like guava and mango.
2. **Parallel Venation:** Parallel venation is said to exist when the veins run parallel to one another. This type of venation is seen to exist in monocots like banana, wheat, coconut etc.

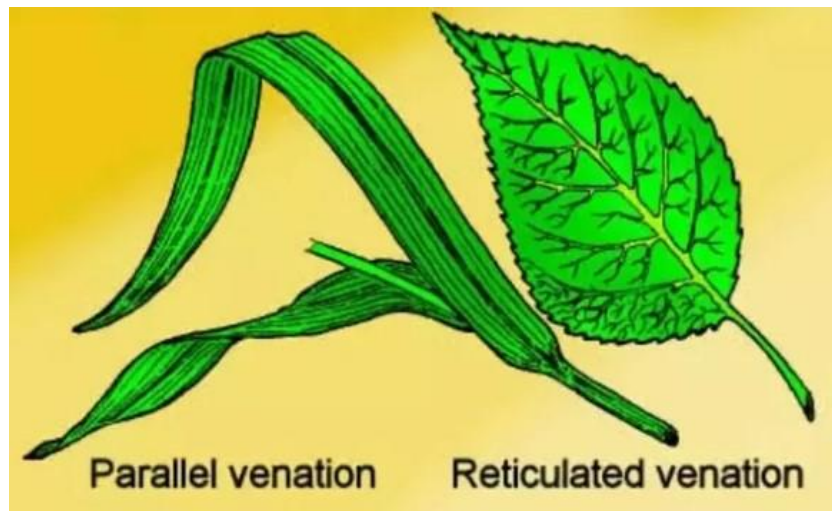


Figure 2: Parallel and reticulate venation

**Test your learning:**

**Question 1: What are herbs?**

**Question 2: With the help of diagrams, tabulate the differences between a shrub and a tree, based on the properties of the stem.**

**Question 3: From the members of the various groups given below, find the odd one out:**

(a) Coriander (Dhania), Mint (Pudina), Jamun, Grass

(b) Rose, Mehndi, Guava, Morepankh

**Question 4: What are climbers and creepers? Give some examples.**

**Question 5: Pitcher plant has green leaves which can prepare food by photosynthesis then why does it eat insects?**

**Question 6: Do you agree that stem is like a two way street?**

**Question 7: Draw a labelled diagram of the external structure of a leaf.**

**Question 8: What do you mean by:**

(a) Leaf Venation

(b) Reticulate Venation



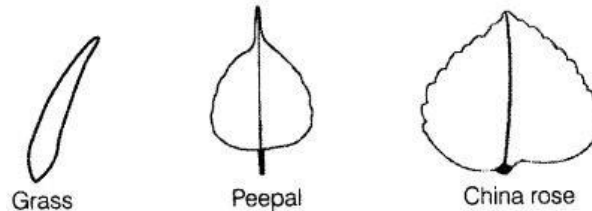
(c) Parallel Venation

**Question 9: Solve the riddles given below:**

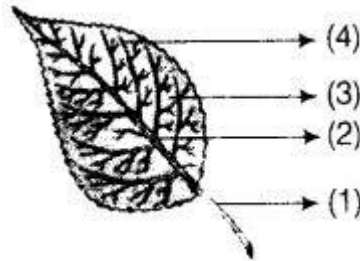
(a) I have a green tender stem and I am much shorter than you. Who am I?

(b) I come out first from the seed when it is soaked in water. I provide anchorage to plants. Who am I? Write another function that I perform.

**Question 10: Draw the veins of leaves given in the figure below and write the type of venation:**



**Question 11: Observe the figure and attempt the questions that follow it.:**



(a) Label the parts (i), (ii), (iii) and (iv) in the figure.

(b) What type of venation does the leaf has?

(c) What type of venation is seen in grass leaves?

**Activity:**

**Question 1: Follow the following steps to observe the stem's function:**

- Pour water to fill one-third of a glass.
- Add a few drops of red ink to the water.
- Cut the base of the stem of a herb and put it in the glass.
- Note your observation and repeat the process with different coloured inks.

**Question 2: Put a leaf under a white sheet of paper or a sheet in your notebook. Hold it in place. Hold your pencil tip sideways and rub it on the portion of the paper having the leaf below it. Note your observation.**

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पञ्चमः पाठः

वृक्षाः

Link - [https://youtu.be/0yi\\_qSIC7d8](https://youtu.be/0yi_qSIC7d8)

इस पाठ में अकारान्त शब्द के प्रथमा तथा द्वितीया विभक्ति के रूप का प्रयोग आया है। प्रथमा विभक्ति का शब्द रूप कर्तापद के लिए और द्वितीया विभक्ति का रूप कर्मपद के लिए प्रयोग में लाया जाता है। यथा--

(i) 'बालकाः खेलन्ति' वाक्य में 'बालकाः' कर्तापद (Subject) होने के कारण प्रथम विभक्ति में है।

(ii) 'बालकाः पादकंदुक-खेलं खेलन्ति' वाक्य में 'पादकंदुकखेलम्' कर्मपद (object) होने के कारण द्वितीया विभक्ति में है।

हम सीख चुके हैं अकारान्त शब्द दो प्रकार के होते हैं। (i) पुल्लिंग तथा (ii) नपुंसकलिंग। दोनों के रूप नीचे दिए गए हैं।

(क) पुल्लिंग -	प्रथमा	बालकः	बालकौ	बालकाः
	द्वितीया	बालकम्	बालकौ	बालकान्
(ख) नपुंसकलिंग -	प्रथमा	पुस्तकम्	पुस्तके	पुस्तकानि
	द्वितीया	पुस्तकम्	पुस्तके	पुस्तकानि

☛ ध्यातव्यम्—नपुंसकलिंग शब्दों के रूप प्रथमा तथा द्वितीया विभक्ति में एक समान होते हैं।

वने वने निवसन्तो वृक्षाः।

वनं वनं रचयन्ति वृक्षाः ॥1॥

शाखादोलासीना विहगाः।

तैः किमपि कूजन्ति वृक्षाः ॥2॥

**शब्दार्थः (Word Meanings) :** वने वने-प्रत्येक जंगल में (in each forest), निवसन्तः (निवसन्तो)-निवास करते रहते हैं (keep living), वनम्-जंगल (forest), रचयन्ति-रचना करते हैं (create), शाखादोलासीना (शाखादोला + आसीनाः)-शाखा रूपी झूले पर आसीन (sitting on the swing of branches), विहगाः-पक्षी (birds), तैः-उनके द्वारा अर्थात् पक्षियों द्वारा (through them by the birds), किमपि (किम् + अपि)-कुछ-कुछ (some), कूजन्ति-कूकते/कूकती हैं (chirping), वृक्षाः-पेड़ (trees)।

**सरलार्थ :**

1. वृक्ष प्रत्येक वन में निवास करते/रहते हैं, इस प्रकार वृक्ष कई जंगल बनाते रहते हैं।
2. पक्षी शाखा रूपी झूले पर बैठे हैं मानों वृक्ष उनके माध्यम से कुछ-कुछ कूक रहे हैं अर्थात् कह रहे हैं।

पिबन्ति पवनं जलं सन्ततम्।

साधुजना इव सर्वे वृक्षाः ॥3॥

स्पृशन्ति पादैः पातालं च।

नभः शिरस्सु वहन्ति वृक्षाः ॥4॥

**शब्दार्थः (Word Meanings) :** पिबन्ति-पीते/पीती हैं (drink), पवन-वायु (air), सन्ततम्-लगातार (continually), साधुजनाः इव-सज्जनों की भाँति (like good noble people), सर्वे-सब (all), स्पृशन्ति-स्पर्श करते हैं (touch), पादैः-पैरों से (with foot), पातालं-जमीन के नीचे भाग (underground), नभः-आकाश (the sky), शिरस्सु-सिरों पर (on their head), वहन्ति-वहन करते हैं (carry)।

सरलार्थ :

3. वृक्ष हमेशा वायु और जल पीते हैं। सभी वृक्ष सज्जनों की भाँति होते हैं। अर्थात् वे सज्जनों के समान हमारा उपकार करते हैं।
4. वृक्ष पैरों से (जड़ों से) पाताल को छूते हैं और सिरों पर आकाश को ढोते हैं। अर्थात् वे महान हैं और अत्यधिक कार्यभार सँभालते हैं।

पयोदर्पणे स्वप्रतिबिम्बम्  
कौतुकेन पश्यन्ति वृक्षाः ॥5॥

प्रसार्य स्वच्छायासंस्तरणम्।  
कुर्वन्ति सत्कारं वृक्षाः। ॥6॥

**शब्दार्थः (Word Meanings) :** पयोदर्पणे—जल रूपी दर्पण/शीश में (in the mirror like water), स्वप्रतिबिम्बम्—अपनी परछाई को (own reflection), कौतुकेन—आश्चर्य से (with surprise/wonder), पश्यन्ति—देखते हैं (see), प्रसार्य—फैलाकर (having spread), स्वच्छायासंस्तरणम्—(स्व+छाया+संस्तरणम्) अपने छाया रूपी बिस्तर को (their own shadow which is like a bed), कुर्वन्ति—करते/करती हैं (do), सत्कारम्—आदर-सत्कार-(regards)।

सरलार्थ :

5. वृक्ष जल रूपी आईने में अपना प्रतिबिम्ब आश्चर्य/कौतूहल से देखते हैं।
6. वृक्ष अपने छाया रूपी बिछौने को फैला कर अर्थात् बिछा कर (सबका) आदर-सत्कार करते हैं।



1. वचनानुसारं रिक्तस्थानानि पूरयत-

	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा-	वनम्	वने	वनानि
	.....	जले	.....
	बिम्बम्	.....	.....
यथा-	वृक्षम्	वृक्षौ	वृक्षान्
	.....	.....	पवनान्
	.....	जनौ	.....

2. कोष्ठकेषु प्रदत्तशब्देषु उपयुक्तविभक्तिं योजयित्वा रिक्तस्थानानि पूरयत-

यथा- अहं रोटिकां खादामि। (रोटिका)

(क) त्वं ..... पिबसि। (जल)

(ख) छात्रः ..... पश्यति। (दूरदर्शन)

(ग) वृक्षाः ..... पिबन्ति। (पवन)

(घ) ताः ..... लिखन्ति। (कथा)

(ङ) आवाम् ..... गच्छामः। (जन्तुशाला)

SST STUDY MATERIAL

CLASS VI

Video links- <https://youtu.be/m0CTq-9ATu4>

LEARNING OBJECTIVE:-

Students will be able to-

- Understand globe as the 3D (three dimensional) model of the earth
- Know the advantages and disadvantages of globe
- Understand the concept of latitude and longitude

KEYWORDS:-

- **Parallels of latitudes**- a set of imaginary circles drawn horizontally between the North Pole and the South Pole

- **Meridians of longitude**- a set of imaginary circles drawn vertically between the North Pole and the South Pole
- **AM**- stands for ante- meridian, i.e., before noon
- **PM**- stands for post- meridian, i.e., after noon
- **IST**- Indian standard time; the standard time for India

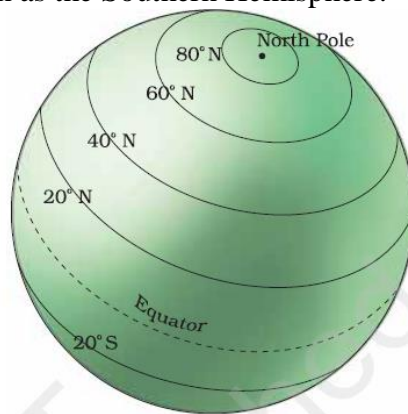
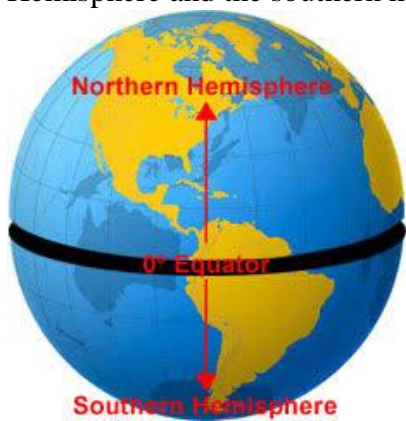
### GLOBE:-

Globe is a true model (miniature form) of the earth. On the globe, countries, continents and oceans are shown in their correct size. Earth spins on its axis once after every 24 hours.

	<b>Globes</b>	<b>Maps</b>
<b>What is it?</b>	Scale model of Earth that shows actual shapes, sizes and locations of Earth's landmasses and water bodies	Drawing or representation, on a flat surface, of a region
<b>Advantages</b>	<ul style="list-style-type: none"> <li>* Shape of land and water bodies are accurate</li> <li>* Compass directions are correct</li> <li>* Distance from one location to another is accurately represented</li> </ul>	<ul style="list-style-type: none"> <li>* Can show details too small to be seen on a globe</li> <li>* Flat can be easily folded/ carried</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>* Can not show small areas in great detail</li> <li>* Not easily folded or carried</li> </ul>	<ul style="list-style-type: none"> <li>* Size, shape and relative location of a place may not be accurate... distorted</li> </ul>

### EQUATOR:-

The equator represents the zero degree latitude. It is an imaginary line that divides the earth into two parts is called equator. The northern half of the earth is known as the Northern Hemisphere and the southern half is known as the Southern Hemisphere.



### PARALLELS/ LATITUDE:-

90° north latitude marks the North Pole and 90 degrees south latitude marks the South Pole. All parallels north of the equator are called 'north latitudes.' Similarly all parallels south of the equator are called 'south latitudes.'

### Important latitudes-

- (i) Tropic of Cancer ( $23\frac{1}{2}^{\circ}\text{N}$ ) in the Northern Hemisphere
- (ii) Tropic of Capricorn ( $23\frac{1}{2}^{\circ}\text{S}$ ) in the Southern Hemisphere
- (iii) Arctic Circle at  $66\frac{1}{2}^{\circ}$  north of the equator
- (iv) Antarctic Circle at  $66\frac{1}{2}^{\circ}$  south of the equator

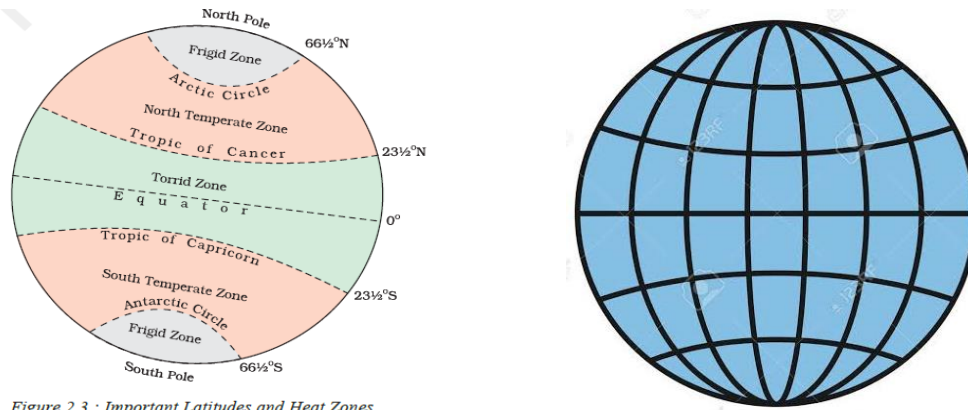


Figure 2.3 : Important Latitudes and Heat Zones

### HEAT ZONES OF THE EARTH:-

**Torrid zone-** It lies between tropic of cancer and tropic of Capricorn.

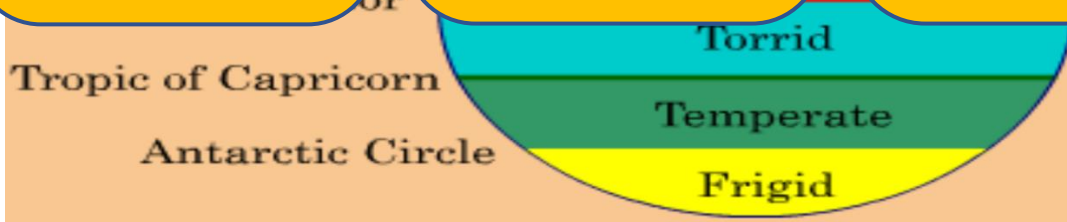
It receives direct sunlight and maximum heat

**Temperate zone-** It lies between the tropic of cancer and Arctic circle in the Northern Hemisphere & between tropic of Capricorn and Antarctic circle in the Southern Hemisphere.

It receives slanting sun rays.

**Frigid zone-** It lies between the Arctic circle and the North pole and between the Antarctic circle and the South pole.

It receives extreme slanting rays of the sun, the temperature is extremely low and is covered with ice.



### GRID:-

The parallels of latitudes and meridians of longitude form a network or pattern of lines on globes and maps, which cut each other at right angles. Such a network of intersecting lines is called a grid.

### WORKSHEET

I. Tick the correct answer-





## COMPUTER CH-3 MORE ON MS WORD

### Video Link

Watermark-<https://www.youtube.com/watch?v=VmdwXTAWe40>

Line spacing-<https://www.youtube.com/watch?v=JEC2nH43LU0>

### Applying Watermark in a document:

A **watermark** is a picture or text that appears behind a document's contents. ... For instance, a **watermark** might say confidential, urgent, or display a symbolic graphic. Adding a **watermark** to a **Word** document is a simple process .



### Steps for adding Watermark:

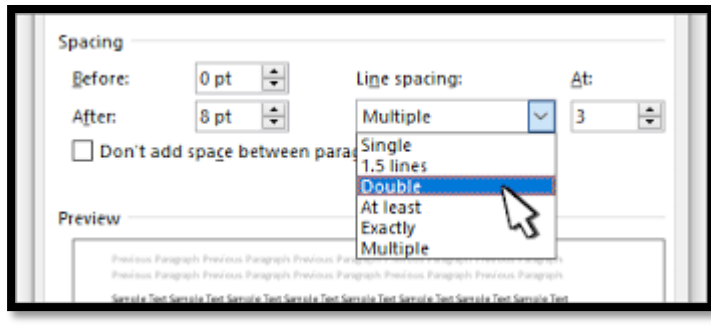
1. On the Design tab/Page Layout tab, select **Watermark**.
2. In the Insert **Watermark** dialog, select Text and either type your own **watermark** text or select one, like DRAFT, from the list. Then, customize the **watermark** by setting the font, layout, size, colors, and orientation. ...
3. Select OK.

### Setting line Spacing:

**Line spacing** is the distance between **lines** of text. Loose **line spacing** can make text much more readable, while tight **line spacing** can fit more text in a **space**. To change the **line spacing**, select the **lines** you want to change. Then go to the Home tab and find the **line spacing** button in the **Paragraph** section.

## Steps for adding line spacing:

Select the paragraphs you want to change. Go to Home > **Line and Paragraph Spacing**. Choose the number of **line spaces** you want or select **Line Spacing Options**, and then select the options you want under **Spacing**.



## Setting Paragraph Spacing:

**Line spacing** determines the amount of vertical space between lines of text in a **paragraph**. By default, lines are **single-spaced**, meaning that the **spacing** accommodates the largest font in that **line**, plus a small amount of extra space. **Paragraph spacing** determines the amount of space above or below a **paragraph**.

### **To format paragraph spacing:**

1. Select the **paragraph** or **paragraphs** you want to format.
2. On the Home tab, click the Line and **Paragraph Spacing** command. Click Add Space Before **Paragraph** or Remove Space After **Paragraph** from the drop-down menu. ...
3. The **paragraph spacing** will change in the document.

