

CLASS : VI

ENGLISH WEEKLY STUDY MATERIAL (28/09/2020 – 03/10/2020)

TOPIC: GRAMMAR - TENSES (PAST TENSE)

LITERATURE – ATILA – R.K NARAYAN (READING)

LEARNING OBJECTIVES:

- * Students will be able to identify the verb and tense in a sentence.
- * Learners will be able to write a sentence using the past/ present or future form.
- * Students will be able to read and comprehend the story in their own words.

PAST TENSE

Past tense is further divided into the following kinds:

1. Simple Past Tense
2. Past Continuous Tense
3. Past Perfect Tense
4. Past Perfect Continuous Tense

Simple Past Tense

The simple past tense is used:

- to talk about a habitual or regular action in the past: *Example:*
 - She attended the meetings regularly.
- to talk about an action which took place over a period of time in the past but is now over. *Example:*
 - She watched a movie yesterday.

Past Continuous Tense

The past continuous tense is used:

- to express an action that had started sometime in the past and was going on for a duration at that time. *Example:*
— I was watching a cricket match that evening.
- to mark out an action of relatively longer duration in the past. *Example:*
— When we reached the temple, the priest was chanting *mantras*.
(Here the action 'reached' is of shorter duration as compared to the action 'chanting')

Past Perfect Tense

The past perfect tense is used:

- to express an action that was completed before a given point of time. *Example:*
— She had finished her work before 5 p.m.
- If two actions happened in the past (one action earlier than the other action), the past perfect is used for earlier action and the simple past for the later action. *Example:*
— When I reached the station, the train had started.

Past Perfect Continuous Tense

The past perfect continuous tense is used to express an action that was going on for a period of time in the past and which is related to some other event or action in the past. The second action or event may be started or may be implied. *Example:*

- She had been teaching in our school for five years before she left for the US.
- They had been visiting Shimla for the last four years.

Syntax of Past Tense Forms

Tenses	Assertive	Negative	Interrogative
Simple past	S + V ² + O.	S + did + not + V ¹ + O.	Did + S + V ¹ + O + ?
Past continuous	S + was/were + V ¹ ing + O.	S + was/were + not + V ¹ ing + O.	Was/Were + S + V ¹ ing + O + ?
Past perfect	S + had + V ³ + O.	S + had + not + V ³ + O.	Had + S + V ³ + O + ?
Past perfect continuous	S + had + been + V ¹ ing + O.	S + had + not + been + V ¹ ing + O.	Had + S + been + V ¹ ing + O + ?

Exercise :1 Put in am / is/are (present) or was / were (past):

- Last year she10, so she 11 now.
- I hungry. Can I have something to eat?
- 'Where the children?' 'I don't know. They in the garden ten minutes ago.'
- Today the weather nice, but yesterday it very cold.
- I feel fine this morning but I tired last night.
- Whereyou at 11 o'clock last Friday morning?
- I like your new shirt it expensive?
- Don't they wear those shoes? These very expensive.
- This time last year I in Goa.
- They in school today morning.

Exercise : 2 Complete the sentences. Use one of these verbs in the past simple:

enjoy, clean, die, open , finish , happen, rain, start, stay, want

1. It was hot in the room, so I the window.
2. I my teeth twice yesterday.
3. The shopat 9 a.in. yesterday.
4. The match at 6 in the evening.
5. I always to be a doctor.
6. It is a nice day but yesterday it all day.
7. The accident last Sunday afternoon.
8. Shiela's grandmother when she was 90 years old.
9. We our holiday last year.
10. We at Grand Hotel when we went to Kolkata.

Exercise : 3 Rewrite the sentences using past continuous form of the verb.

1. We (**watch**) the movie when we met Vimal.
2. We(**wait**) outside the theatre when I saw Om.
3. When Vijay arrived, Soma (**study**).
4. When he saw Ramesh in the library, he (**return**) his books.
5. When I saw them at midnight, they (**try**) to find a taxi.

Exercise :4 Change the following sentences into negative:

1. Vishal was living in Kolkata in July last year.
2. Vimal was talking to Vijay at ten o'clock last night.
3. At four o'clock yesterday we were all drinking tea.
4. I was trying to get a taxi at ten o'clock last night.
5. It was raining in Chennai at five o'clock last evening.

Exercise :5 Change the following sentences into questions:

1. They were crying there.
2. He was playing cricket.
3. He was doing his homework.
4. Ruchi and Rubi were cooking in the kitchen.
5. We were going to the market.

Exercise: 6 Choose the correct verb from those given in brackets:

1. He thanked me for what I (have done, had done, have been doing).
2. When we went to the cinema, the film
(already started, had already started, would already start.)
3. Did you think you me somewhere before?
(have seen, had seen, were seeing.)
4. I to Mumbai once before.
(have gone, had gone, have been going)
5. They anything till night.
(have not read, were not reading, had not read)

Exercise : 7 Fill in the blanks with suitable verb:

1. You had been till now since morning, (slept, sleeping, sleep)
2. She sun-bath for a month, (have been taking, had taken, had been taking)
3. I this car for four years, (have driven, had driven, had been driving)
4. He had not been for a few days, (seen, saw, seeing)
5. The players had been for three hours, (running, ran, run)
6. he been studying for examination for four days? (had, have)
7. Where had he been for so many days? (lived, live, living)

Section -2 Attila

- **R.K. Narayan**

About the Author:

Rasipuram Krishnaswami Iyer Narayanaswami (10 October 1906 – 13 May 2001), commonly known as **R. K. Narayan**, was an Indian writer known for his work set in the fictional South Indian town of Malgudi. He was a leading author of early Indian literature in English. Narayan's greatest achievement was making India accessible to the outside world through his literature. He gave his readers something to look forward to with Malgudi and its resident and is considered to be one of the best novelists India has ever produced. He brought small-town India to his audience in a manner that was both believable and experiential. Also, his collection of stories Swami and Friends is one of his many famous works.

Characters in the story:

Family:

- i) Youngest son (Defender)
- ii) Eldest son
- iii) Mother (Criticize)

"Attila" is a brilliant short story, written by the famous Indian author, R.K. Narayan. R.K. Narayan has depicted the story of a guard dog in this literary work.

Blackboard Summary

Attila is actually the name of the guard dog of a family. The family is worried that their dog might be not a good security guard material. They have had entrusted him with the role of protecting their property in their absence. However, Attila has turned out to be a pet dog with very timid and generous nature. He is easily wooed with good behaviour or treat. But to his fortune, the young member of the family is hellbent on supporting the innocent dog and likes to think him to be an actual guard dog.



The story takes a turn when the thief, Ranga, robs off the entire property of the family and runs off without getting a scratched from the supposed guard. If anything, Attila follows Ranga to his shelter and becomes Ranga's faithful pet. Much to Ranga's annoyance, the dog stays rooting for him wherever he goes.



The story reaches its end when the young defender of Attila sees him on the street accidentally. He thinks that the snooping detective instinct in the dog has followed the thief so that he would get caught. Attila is rewarded and honoured for his achievement even though it was not the case. Attila never wanted Ranga to be caught, in fact, he has never understood that Ranga may have done something wrong. The dog is too innocent for his own good. But, fortune helps him anyhow to regain his place in the family.

Class 6 Hindi पाठ – 10 (कविता)

<https://youtu.be/l-bmbppITtM> - Part 1

<https://youtu.be/vH0kjN-Zzy8> - Part 2

<https://youtu.be/uwZZFwkc2Sc> - Part 3

<https://youtu.be/X1LVr9eUa5s> - Part 4

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

झाँसी की रानी

प्रश्न 1. 'किंतु कालगति चुपके-चुपके काली घटा घेर लाई

(क) इस पंक्ति में किस घटना की ओर संकेत है?

(ख) काली घटा घिरने की बात क्यों कही गयी

है?

प्रश्न 2. सुभद्रा

कुमारी चौहान, लक्ष्मीबाई को 'मर्दानी' क्यों कहती हैं?

प्रश्न 3. झाँसी की रानी के जीवन से हम क्या प्रेरणा ले सकते हैं?

प्रश्न 4. अंग्रेजों ने भारत के किन-किन क्षेत्रों पर अधिकार कर लिया था?

प्रश्न 5. कविता में वीरता और वैभव किसे कहा गया है ?

प्रश्न 6. रानी लक्ष्मी बाई बचपन में किन-किन खेलों से खेला करती थी ?

बहुविकल्पी प्रश्नोत्तर

(क) 'झाँसी की रानी' कविता किसने लिखी है?

- (i) लक्ष्मीबाई
- (ii) सुभद्रा कुमारी चौहान
- (iii) सुमित्रानंदन पंत
- (iv) केदारनाथ अग्रवाल

(ख) रानी लक्ष्मीबाई किसकी मुँहबोली बहन थी?

- (i) अजीमुल्ला खाँ
- (ii) अहमदशाह
- (iii) कुँवर सिंह
- (iv) नाना धुंधूपंत पेशवा

(ग) रानी लक्ष्मी बाई को किसकी गाथाएं याद थी ?

- (i) वीर शिवाजी की
- (ii) मंगल पांडेय की
- (iii) राणा प्रताप की

(iv) अकबर की

(घ) नाना साहब कहाँ के रहने वाले थे?

(i) इलाहाबाद।

(ii) झाँसी

(iii) कानपुर

(iv) ग्वालियर

(ङ) लक्ष्मीबाई का प्रिय खेल था?

(i) नकली युद्ध करना

(ii) व्यूह की रचना करना, शिकार करना

(iii) सैन्य घेरना, दुर्ग तोड़ना

(iv) उपर्युक्त सभी

गतिविधि

रानी लक्ष्मी बाई का चित्र बनाकर या चिपकाकर उनके बारे में बताते हुए एक अनुच्छेद लिखिए | (100-150 शब्दों में)

➤ गतिविधि उद्देश्य

1. झाँसी की रानी के बारे में अधिक जानकारी
2. छात्रों में लेखन कौशल का विकास

MATHEMATICS ASSIGNMENT (CLASS VI)

INTEGER

<https://youtu.be/2NiXgfMp9Mw>

Learning outcomes- Students will be able

- 1. To identify the order of integers**
- 2. To draw and do addition and subtraction of integers on number line.**

Maths Lab Activity

Activity- To represent positive and negative integers using coloured bindis or dots.

Material Required- Coloured Bindis or two different pencil colours

Procedure- Represent positive integers with red bindis and negative integers with green bindis.

1. To represent addition of positive integers +3 and +2, paste 3 (positives) and 2 (positives) bindis together. ie. Count the total positives, it gives 5 positives (red bindis)

$$+3+2= +5$$

3. To represent addition of negative integers -2 and -4 paste 2 (negatives) green and 4 (negatives) green bindis together. ie. Count the total negatives, it gives 6 negatives (green bindis)

$$(-2) + (-4) = -6$$

3. To represent addition of a negative integer -3 and +2, paste 3 (negative) green bindis and 2 (positives) bindis together. Cancel each negative with each positive. How many extras are left? One negative (green) .

$$-3 + (2) = -1$$

Maths Assignment

1. Write the opposite of the following:

- a) Spending Rs. 700 b) 2 years after

2. FILL in the blanks:

- a) Sum of an integer and its additive inverse is always equal to -----.
- b) A negative integer is always _____ than 0.
- c) The _____ integer is its own opposite/additive inverse.

3. Write the successor & predecessor of each of the following:

- a) -35 b) -501 c) -199 d) -300

4. Fill in the blanks by appropriate symbol > or < :

- a) -14 ___ -8
- b) -430 ___ -330
- c) -10 ___ 0

5. Write all integers between

- a) -5 & 1 b) -4 & 4

6. Write the integer:

a) 7 less than -2 b) 5 more than -6

7. Find the sum:

a) 150 & -125

b) -1, 36 & -95

c) -1020, -327 & 890

d) 125 & -215

8. Subtract:

a) -832 from 237

b) 19 from -19

c) -15 from -25

9. Find the value:

a) $-16 - (-14) + 25$

b) $-21 + (-9) + 53 + (-33) - (-14)$

c) $-30 + (-120) - (-150) + (-150) - 300$

10. From the sum of -15 and -54, subtract -63

11. Raju deposited Rs.5500 in his account on Monday & the withdraw Rs.3850 on Tuesday. Next week he again deposited Rs.1285. What was his balance in account?

Science Worksheet

Class-VI

Chapter: Fibre to Fabric

<https://www.youtube.com/watch?v=CPf45cpeiVU>

Learning Outcomes:

- To understand the process of spinning, weaving and knitting.
- To study about the history of clothing.

Natural Fibres

Plant Fibres

1.1.1 Jute

Jute is the most extensively used fibre next to cotton. It is obtained from the stem of a plant called 'putson'. It is cultivated during the rainy season. In India, jute is mainly grown in West Bengal, Bihar and Assam. The jute plant is normally harvested when it is at flowering stage. The stems of the

harvested plants are immersed in water for a few days. The stems rot and fibres are separated by hand.



Figure 1: Jute plant

Processes on Yarn

In order to make fabric, the fibres are first spun into **yarns**. Yarn is the spun thread that is made from fibres in order to produce a fabric.

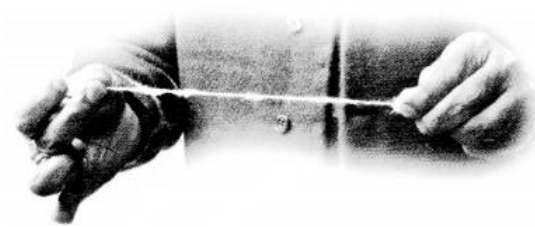


Figure 2: Cotton yarn

Spinning Yarn

Spinning is the process of constructing yarn from fibres in which fibres from a huge heap of cotton wool are taken out and twisted which brings them together to form a yarn. There are two major devices called **Takli** which is a hand spindle and **Charkha** which is also a hand-operated device, are used for spinning.

Note: Use of charkha was popularised by Mahatma Gandhi as part of the Independence movement. He encouraged people to wear clothes made of homespun yarn termed as khadi and shun imported cloth made in the mills of Britain.



Figure 3: Charkha and Takli used for spinning

Yarn to Fabric

There are two major ways using which yarn is converted to fabric, namely, Weaving and Knitting.

2.2.1 Weaving

The process of arranging two sets of yarns together to make a fabric is called weaving. The process is done using a **loom** (which can either be operated by hand or by a machine) which interlaces two sets of yarn at right angles to each other.

2.2.2 Knitting

Knitting is the process by which a single strand of yarn is used to make a piece of fabric. Socks, sweaters, mufflers and a lot of other winter clothes are made of knitted fabrics. Knitting can be done by hand as well as by machines.

History of Clothing Material

- In earlier times, when people did not have access or the knowledge to process fibre, big leaves and the bark of trees were used by people to cover themselves.
- After settlement began in agricultural communities, they learnt how to weave. They used grass and twigs to make mats and baskets. Animal hair or fleece and vines were warped together into stretched out strands which were then woven into fabrics.
- There was an abundant growth of cotton in areas near Ganga, which the early Indians readily used to make fabrics for themselves.
- There is another plant named flax which yields natural fibres. The early Egyptians cultivated both cotton and flax and used them for creating fabrics. These plants grew near the river Nile.
- But in those days, people were not aware of the process of stitching. They simply used to wrap around the fabric around different parts of their bodies. Even today unstitched clothes like sarees, dhotis, lungis or turbans are widely in use.
- It was with the advent of the sewing needle that people learnt how to stitch fibres to make fabric.

Chapter: Body Movements

Introduction

The human skeleton is the internal framework which is responsible for giving support, shape and protection to our bodies. It contains 206 bones, each playing a distinct yet important task. The skeleton can be classified into two parts called as the axial and the appendicular. The axial skeleton comprises of the central part of the skull, spine, and ribs and the appendicular skeleton consists of the arms and legs.

Some important terms

Limbs: The arms or legs of an animal.

Bones: These are the hard-white structures below our skin that protect our internal organs. Bones are incapable of bending.

Joints: These are defined as the points at which two bones are fitted together. These are the points at which we can rotate and bend our bodies.

Test your learning:

Question 1: What is ginning?

Question 2: Which type of soil is the best for the cultivation of cotton?

Question 3: Which type of soil is best suited for jute crop?

Question 4: Why are jute plants cut at flowering stage and not on complete maturation?

Activity:

Question 1: Take two sheets of paper of different colours. Cut square pieces of length and width equal to 30 cm from each sheet. Now, fold both the sheets into half. On one sheet draw rectangular strips and cut them out. Weave them against each other to form a grid pattern.

SST STUDY MATERIAL

TOPIC: KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT?

Video Link- <https://youtu.be/3iCpkt3SfKo>

LEARNING OBJECTIVES: -

To enable students to-

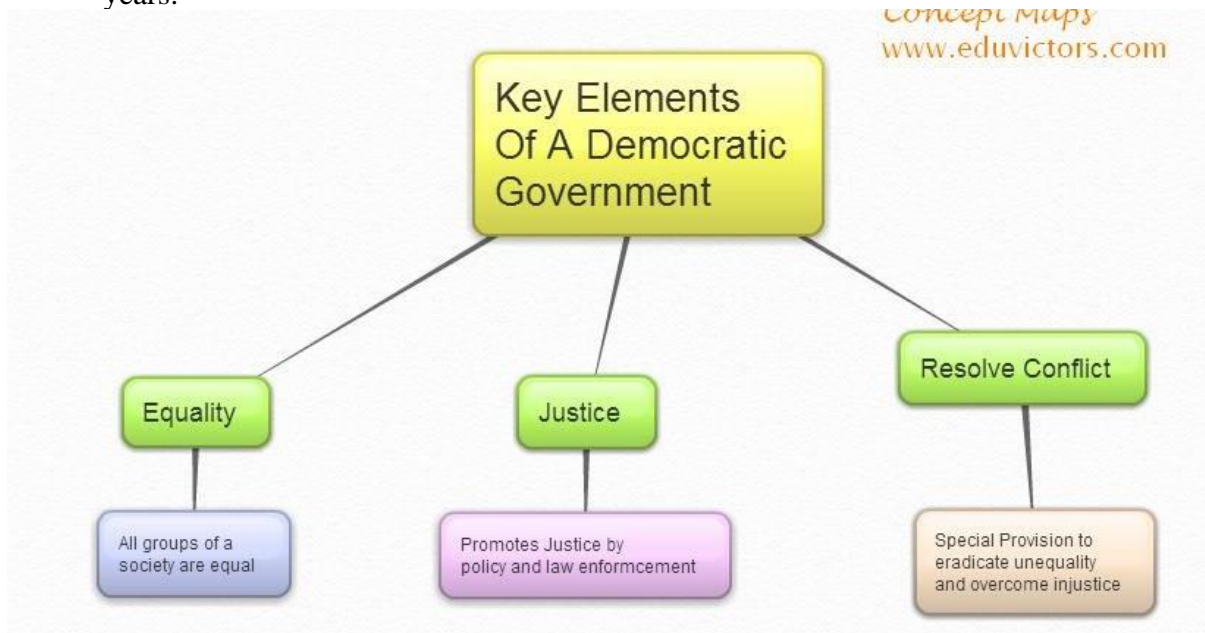
- Recognise the need for universal adult franchise
- Gain a sense of why government is required

KEYWORDS: -

- Apartheid - separation of people on the basis of their race
- River sharing - sharing of particular river's waters
- Public opinion – views of the public on matters of general concern

People participation

- How do people choose their government? - by **participating in elections**, they choose their representative and vote for them.
- **Democracies** have regular elections. In India government is elected for a term of 5 years.



Other ways of participation

- Taking out **public rallies, holding dharnas**, or striking work to mobilise support for or express disapproval against government decisions.
- Conducting **campaigns** for a particular cause
- Expressing their opinions and views through **media**, such as newspaper, television channels and magazines.
- By organising themselves into **social movements or organisations** to fight for the rights of certain sections of the society, such as women, Dalits, tribals, and minority communities

Resolving conflicts

- We have people from different cultures, religions, regions, or economic backgrounds. **Sometimes, people from such diverse backgrounds have trouble getting along with each other.**
- Government is usually assigned with the responsibility of helping resolve conflicts. The Indian government also lays down certain laws which have to be followed by everyone.
- For example:-
 - i. **Religious conflicts**- religious celebrations can result in a conflict between different religious groups. In such a case government tries to avoid the development of a conflict like situation by getting the representatives of the concerned communities to meet and arrive at a solution themselves. The police plays an important role in this.
 - ii. **Rivers**- too can become a source of conflict between states. The Cauvery water dispute between Karnataka and Tamil Nadu. The water stored in Krishna Raja Sagar dam in Karnataka is used for irrigating a number of districts and for meeting the needs of the city of Bengaluru. The water stored in Mettur dam in Tamil Nadu is used for crops grown in the delta region of that state. A conflict arises because both dams are on the same river. The downstream dam in Tamil Nadu can only be filled up if water is released from the upstream one located in Karnataka. Therefore, both states can't get as much water as they need for people in their states. This leads to conflict. The central government has to step in and see that a fair distribution is worked out for both states.

Equality and justice

- **Equality and justice are inseparable.** The earlier practice of untouchability is now banned by law. This group of people were denied education, transport or medical facilities and even the chance to offer prayers.
- Dr Ambedkar realised that such practices must not continue and that justice can only be achieved when **people are treated equally**. The government also recognises this and makes special provisions for groups within society that are unequal.
- For instance, in our society there is a general tendency to value and care for the boy child more than the girl child. This means that society does not value the girl and boy child equally and this is unjust. In this context the government steps in to promote justice by providing special provisions that can enable girls to overcome the injustice.

WORKSHEET

I. Tick the correct answer:-

1. For how many years is the Indian Government elected?
 - (a) 5 years
 - (b) 7 years
 - (c) 10 years
 - (d) 15 years

2. The dispute between Karnataka and Tamil Nadu was for the water of river?

- (a) Yamuna
- (b) Ganga
- (c) Mahanadi
- (d) Cauvery

3. Which dam is used by Karnataka for irrigation?

- (a) Krishna Sagar Dam
- (b) Hirakud Dam
- (c) Bhakra Nangal Dam
- (d) Mottur Dam

4. Which agency steps in to promote justice by providing special provisions that helps girls to overcome?

- (a) Government
- (b) Society
- (c) Doctors
- (d) None of these

5. **The leader of the African National Congress was**

- (a) Nelson Mandela
- (b) Vinni Mandela
- (c) Yasar Arafat
- (d) Kofi Annan

II. Answer the following questions-

1. **How do rivers become a source of conflict between states?**
2. **What do you mean by apartheid?**
3. **When do conflicts occur? What happens afterward?**
4. **How do people participate in the working of government?**
5. **Describe about 'The African National Congress'.**

ACTIVITY

- Make a PPT showing the economic and social discriminations that were practiced in India before Independence.

OR

- Choose any particular NGO which works on a particular issue such as environment, education, etc. and write about the work done by them

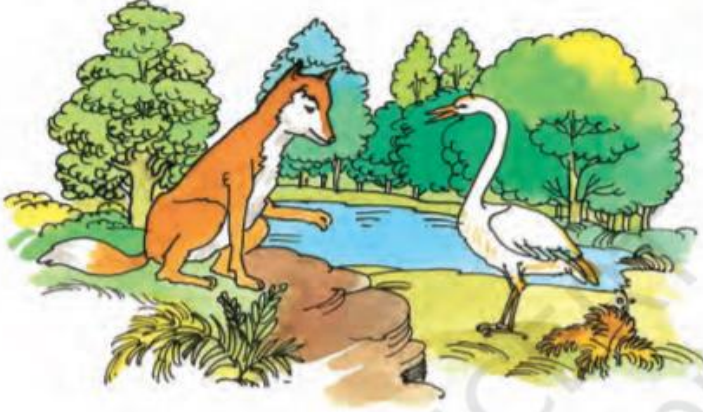
विषय - संस्कृत

कक्षा -VI

Link- <https://youtu.be/1rkF0gI-00s>

सप्तमः पाठः

बकस्य प्रतीकारः



एकस्मिन् वने शृगालः बकः
च निवसतः स्म। तयोः
मित्रता आसीत्। एकदा प्रातः
शृगालः बकम् अवदत्-
“मित्र! श्वः त्वं मया सह
भोजनं कुरु।” शृगालस्य
निमन्त्रणेन बकः प्रसन्नः
अभवत्।

अग्रिमे दिने सः भोजनाय
शृगालस्य निवासम् अगच्छत्।
कुटिलस्वभावः शृगालः
स्थाल्यां बकाय क्षीरोदनम्
अयच्छत्। बकम् अवदत्
च-“मित्र! अस्मिन् पात्रे
आवाम् अधुना सहैव



खादावः।” भोजनकाले बकस्य चञ्चुः स्थालीतः भोजनग्रहणे समर्था न अभवत्।
अतः बकः केवलं क्षीरोदनम् अपश्यत्। शृगालः तु सर्वं क्षीरोदनम् अभक्षयत्।

शृगालेन वञ्चितः बकः अचिन्तयत्-“यथा अनेन मया सह व्यवहारः कृतः तथा अहम् अपि तेन सह व्यवहरिष्यामि”।

एवं चिन्तयित्वा सः शृगालम् अवदत्-“मित्र! त्वम् अपि श्वः सायं मया सह भोजनं करिष्यसि”। बकस्य निमन्त्रणेन शृगालः प्रसन्नः अभवत्। यदा शृगालः सायं बकस्य निवासं



भोजनाय अगच्छत्, तदा बकः सङ्कीर्णमुखे कलशे क्षीरोदनम् अयच्छत्, शृगालं च अवदत्-“मित्र! आवाम् अस्मिन् पात्रे सहैव भोजनं कुर्वः”। बकः कलशात् चञ्च्वा क्षीरोदनम् अखादत्। परन्तु शृगालस्य मुखं कलशे न प्राविशत्। अतः बकः सर्वं क्षीरोदनम् अखादत्। शृगालः च केवलम् ईर्ष्या अपश्यत्।

शृगालः बकं प्रति यादृशं व्यवहारम् अकरोत् बकः अपि शृगालं प्रति तादृशं व्यवहारं कृत्वा प्रतीकारम् अकरोत्।

उक्तमपि-

आत्मदुर्व्यवहारस्य फलं भवति दुःखदम्।
तस्मात् सद्व्यवहर्तव्यं मानवेन सुखैषिणा॥

शब्दार्थाः



शृगालः	- सियार	jackal
बकः	- बगुला	Indian crane
आसीत्	- था/थी	was
एकदा (अव्यय)	- एक बार	once

अवदत्	- बोला	said/told
श्वः	- (आने वाला) कल	tomorrow
कुरु	- करो	do
स्थाल्याम्	- थाली में	in the plate
अयच्छत्	- दिया	gave
सङ्कीर्णमुखे	- संकुचित मुख वाले/तंग मुख वाले में	in a narrow mouth
सहैव (सह+एव)	- साथ ही	same time
चञ्चुः	- चोंच	beak
स्थालीतः	- थाली से	from plate
अपश्यत्	- देखता था/देखती थी	saw
अभक्षयत्	- खाया/खायी	ate
चिन्तयित्वा	- सोचकर	after deep thought
प्रतीकारम्	- बदला	revenge
सद्व्यवहर्तव्यम्	- अच्छा व्यवहार करना चाहिए	one should act good
सुखैषिणा	- सुख चाहने वाले के द्वारा	by pleasure seeker

1. उच्चारणं कुरुत-

यत्र	यदा	अपि	अहर्निशम्
तत्र	तदा	अद्य	अधुना
कुत्र	कदा	श्वः	एव
अत्र	एकदा	ह्यः	कुतः
अन्यत्र	च	प्रातः	सायम्

2.

अधोलिखितानां प्रश्नानाम् उत्तरं लिखत-

- (क) शृगालस्य मित्रं कः आसीत्?
- (ख) स्थालीतः कः भोजनं न अखादत्?
- (ग) बकः शृगालाय भोजने किम् अयच्छत्?
- (घ) शृगालस्य स्वभावः कीदृशः भवति?

3.

मञ्जूषातः उचितम् अव्ययपदं चित्वा रिक्तस्थानं पूरयत-

अद्य अपि प्रातः कदा सर्वदा अधुना

- (क) भ्रमणं स्वास्थ्याय भवति।
(ख) सत्यं वद।
(ग) त्वं मातुलगृहं गमिष्यसि?
(घ) दिनेशः विद्यालयं गच्छति, अहम् तेन सह गच्छामि।
(ङ) विज्ञानस्य युगः अस्ति।
(च) रविवासरः अस्ति।

4.

पाठात् पदानि चित्वा अधोलिखितानां विलोमपदानि लिखत-

यथा- शत्रुः मित्रम्

सुखदम्	.....	दुर्व्यवहारः	.....
शत्रुता	.....	सायम्	.....
अप्रसन्नः	.....	असमर्थः	.....

5.

तत्समशब्दान् लिखत-

यथा-	सियार	शृगालः
	कौआ	.....
	मक्खी	.....
	बन्दर	.....
	बगुला	.....
	चोंच	.....
	नाक	.....

