

CLASS : VI

WEEKLY STUDY MATERIAL (02/11/ 2020 - 07/11/2020)

ENGLISH

TOPIC: LITERATURE :

SECTION 1: MARY KOM: NEVER SAY DIE! (Q/A) CONT....

SECTION 2: RETURN TO AIR (READING)

REVISION: TENSES

LEARNING OBJECTIVES:

- * Students will be able to read and comprehend the story in their own words.
- * Learners will be able to recapitulate the topic of ‘ Tenses’ and attempt the exercises based on the same.
- * Students will be encouraged to attempt the comprehension exercises on their own.

SECTION: 1 MARY KOM: NEVER SAY DIE!

III. Answer the following questions: (To be discussed and done in the notebook)

- 1. What are Mary Kom’s most important achievements? What essential lessons has her journey taught her?**
- 2. “ I think we need to change our attitude towards the sport itself.” Why does Mary think so?**
- 3. What was Mary’s inspiration?**
- 4. How did Mary train herself for the sport?**
- 5. What is Mary’s advice to other Indian women?**

REVISION (TENSES)

Q.1 Read the following sentences and change their tense as directed.

1. He did his work with diligence. (Future Perfect)
2. I will not allow this to happen. (Simple Past)
3. He is riding a horse. (Future Continuous)
4. He helps his father in his work. (Simple Past)

5. Most people want peace. (Simple Past)
6. He has just returned. (Future Perfect Tense)
7. I ran as fast as I could. (Future Continuous)
8. Will you be visiting this place? (Present Continuous)
9. He had never lived alone. (Present Perfect)
10. We want to ensure that there will be no scarcity of food and drinks. (Simple Past)

Life Skill Based Question:

- **Emotions run high in the sports field. One could hurl insults on losing or brag after a victory. Discuss how would you react to winning or losing.**

MCQ PRACTICE QUESTIONS

1. I up several times in the night.
 - a) woke
 - b) have waken
 - c) had woken
2. My mother delicious meals.
 - a) cook
 - b) cooks
 - c) have cooked
3. She the answer.
 - a) not knows
 - b) do not know
 - c) does not know
4. The boys in the garden when it started raining.
 - a) are playing

b) were playing

c) played

5. I for him.

a) wait

b) am waiting

c) have waited

6. I the parcel yesterday.

a) receive

b) had received

c) received

7. I that movie three times.

a) watched

b) have watched

c) had watched

8. Goats and cows us milk.

a) gives

b) give

c) gave

9. Cows on grass.

a) feeds

b) feed

c) fed

10. I for his call since yesterday.

a) waited

b) am waiting

c) have been waiting

11. I all the books written by Dickens.

a) read

b) am reading

c) have read

12. She in two films.

a) acted

b) has acted

c) acts

Class 6 Hindi

<https://youtu.be/2NDzom8tJXo> - पाठ – 13 (कविता)

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

मैं सबसे छोटी होऊँ

मैं सबसे छोटी होऊँ

तेरी गोदी में सोऊँ

तेरा आँचल पकड़-पकड़कर

फिरू सदा माँ तेरे साथ

कभी न छोड़ूँ तेरा हाथ

भावार्थ- मैं सबसे छोटी होऊँ कविता के प्रथम पद में बच्ची कह रही है कि काश मैं अपनी माँ की सबसे छोटी संतान बनूँ ताकि मैं उनकी गोदी में प्यार से सो सकूँ। प्यार से उनका आँचल पकड़कर, हमेशा उनके साथ घूमती रहूँ और उनका हाथ कभी ना छोड़ूँ।

बड़ा बनाकर पहले हमको

तू पीछे छलती है मात

हाथ पकड़ फिर सदा हमारे

साथ नहीं फिरती दिन-रात

भावार्थ- मैं सबसे छोटी होऊँ कविता के इस पद में बालिका कह रही है कि जैसे ही हम बड़े हो जाते हैं, माँ हमारा साथ छोड़ देती है। फिर वह दिन-रात हमारे आगे-पीछे नहीं घूमती, इसलिए हमें छोटा ही बने रहना चाहिए।

अपने कर से खिला, धुला मुख
धूल पोंछ, सज्जित कर गात
थमा खिलौने, नहीं सुनाती
हमें सुखद परियों की बात

भावार्थ- मैं सबसे छोटी होऊँ कविता में बच्ची आगे कहती है कि बड़े होने के बाद माँ हमें अपने हाथ से नहलाती नहीं, ना ही सजाती और संवारती है। फिर तो माँ हमें प्यार से एक जगह बिठा कर खिलौनों से नहीं खिलाती और परियों की कहानी भी नहीं सुनाती।

ऐसी बड़ी न होऊँ मैं
तेरा स्नेह न खोऊँ मैं
तेरे अंचल की छाया में
छिपी रहूँ निस्पृह, निर्भय
कहूँ दिखा दे चंद्रोदय

भावार्थ- मैं सबसे छोटी होऊँ कविता के अन्तिम पद में बच्ची कह रही है कि मुझे बड़ा नहीं बनना है क्योंकि अगर ऐसा हुआ तो मैं माँ के आंचल का साया खो दूंगी, जिसमें मैं निर्भय और सुरक्षित होकर आराम से सो जाती हूँ।

अतः बच्ची हमेशा छोटी ही रहना चाहती है क्योंकि बड़ा होने के बाद उसे माँ का प्यार और दुलार नहीं मिल पाएगा।

प्रश्न 1. कविता में सबसे छोटे होने की कल्पना क्यों की गई है?

प्रश्न 2. कविता में 'ऐसी बड़ी न होऊँ मैं' क्यों कहा गया है? क्या तुम भी हमेशा छोटे बने रहना पसंद करोगे?

प्रश्न 3. आशय स्पष्ट करो-

हाथ पकड़ फिर सदा हमारे
साथ नहीं फिरती दिन-रात !

प्रश्न 4. अपने छुटपन में बच्चे अपनी माँ के बहुत करीब होते हैं। इस कविता में नज़दीकी की कौन-कौन सी स्थितियाँ बताई गई हैं?

बहुविकल्पीय प्रश्न

(क) "मैं सबसे छोटी होऊँ" कविता किसके द्वारा लिखी गई है?

(i) भगवत शरण उपाध्याय

(ii) गुणाकर मुले

- (iii) विष्णु प्रभाकर
- (iv) सुमित्रानंदन पंत

(ख) सबसे छोटी होने की कामना क्यों की गई है?

- (i) अपनी जिम्मेदारियाँ न सँभालने के लिए।
- (ii) सदा माँ के साथ रहने के लिए
- (iii) डर से बचने के लिए
- (iv) सदा सुरक्षित रहने के लिए।

(ग) बच्ची किसके साथ रहने के लिए बड़ी नहीं होना चाहती?

- (i) माँ
- (ii) पिता
- (iii) दादा-दादी
- (iv) दोस्त

(घ) माँ के आँचल की छाया में बच्ची कैसा महसूस करती है?

- (i) निर्भय
- (ii) उदास
- (iii) भयभीत
- (iv) इनमें कोई नहीं

(ङ) बड़ी बनने का क्या नुकसान है?

- (i) बड़ी बनने से माँ सदा साथ नहीं रहती
- (ii) बड़ी होने पर कोई खिलौना नहीं देता
- (iii) बड़ी होने पर कोई जन्म दिन नहीं मानता
- (iv) बड़ी होने पर शादी कर दी जाती है।

गतिविधि

प्रश्न. अपने बचपन की कोई ऐसी घटना लिखिए जो आपको आजतक याद है, यदि उस समय की कोई पिक्चर या फोटो हो तो उसे भी दर्शाए।

गतिविधि उद्देश्य

- संस्मरण शक्ति व लेखन कौशल का विकास

मूल्य परक प्रश्न

प्रश्न. कविता से पता करके लिखो कि माँ बच्चों के लिए क्या-क्या काम करती है? तुम स्वयं सोचकर यह भी लिखो कि बच्चों को माँ के लिए क्या-क्या करना चाहिए?

Class VI (Decimals)

<https://youtu.be/m0aNbQi2uzI>

Learning Objectives-

To identify the place values of decimal numbers.

To compare the decimal numbers.

To be able to add and subtract the decimal numbers.

Activities - 1. Write 5 applications where you see decimal numbers being used in daily life.

2. To represent the place values of decimal numbers using number line

Material required- Graph paper, pencil, ruler, colours etc.

Procedure- 1. Represent the place values using blocks . Show the diagrammatic representation of 23.2, 324.6

2. Identify the whole numbers between which these decimal numbers lie.

1. Fill in the blanks.

i) Write 2.08 in the place value table _____

ii) Write 2.5 as fraction in lowest term _____

iii) Show 1.2 on number line.

iv) 3755 gm = _____ kg.

v) 152 mm = _____ cm.

vi) 13.9 lies between _____ & _____ and nearest to _____ on number line.

2. Match the following :-

i) Three ten and eight tenth a) 320.09

ii) Thirty six and seven hundredth b) 30.8

iii) 36.07

3. MCQ

i) $2 - 0.7$ is equal to

- a) 0.5 b) 1.3 c) 1.9 d) 1.5

ii) Which is greater 2.1 or 2.155

- a) 2.155 b) both are equal c) 2.1 d) can't compare

iii) $3.5 + 4.05 - 6.005$ is equal to

- a) 1.095 b) 1.600 c) 1.950 d) 1.545

4. Solve

i) What is to be added to ₹ 82.5 to get ₹ 90.

ii) Find the sum of $280.68 + 28.5 + 38$ iii) Which is lesser and why?

2.08 or 2.083

iv) Sita brought fruits weigh 20kg. Out of this 5 kg 500 gm are apples and 4 kg are oranges and the rest are bananas. What is the weight of bananas?

Science Worksheet

Class-VI

Chapter: Living organisms characteristics and habitats

<https://youtu.be/IMN4kottMTA>

Learning Outcomes:

- To study about the different types of adaptations found in animals living in different habitats.

Adaptation

Adaptation is the way in which an organism or species becomes better suited to its environment. The webbed feet of ducks enable them to swim well, while the sharp claws of eagles help them to catch their prey while flying. Similarly, all living things need to adjust and adapt to the climate and the surroundings of their habitat.

Habitat

A **habitat** can be defined as a home (a dwelling place) of an organism. It is the place where that particular organism lives. For example, deserts are the habitat of camels while seas are the habitat of fish. A habitat is composed of the following two components:

1. **Biotic components** are all of the living things in an ecosystem, such as plants and animals. These living things interact with one another in many ways.
2. **Abiotic components** are the non-living parts of the environment that can often have a major influence on living organisms. Abiotic components include non-living things such as water, sunlight, oxygen, soil, rocks and temperature.

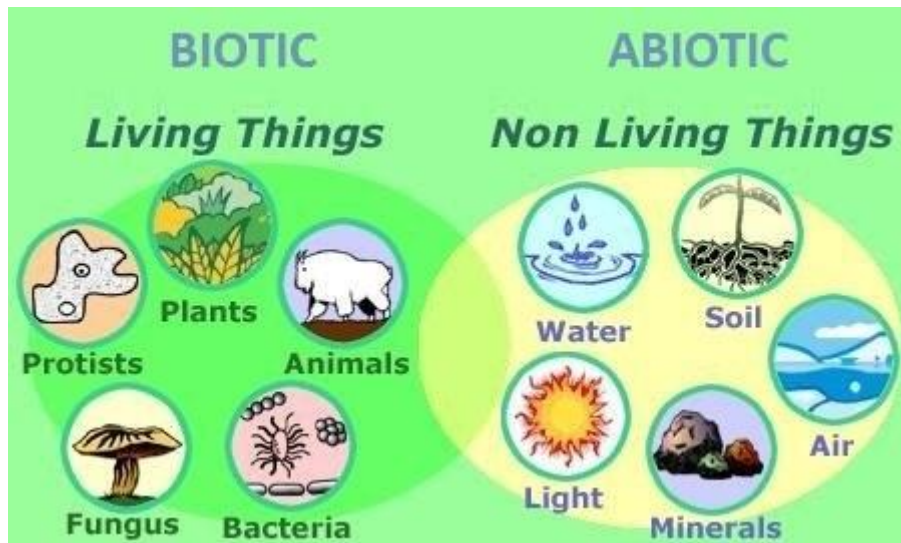


Figure 1: Biotic and Abiotic Components of Habitat

Acclimatisation

When organisms acclimatise to a condition, they become used to a new condition around them.

Acclimatisation is a process that generally takes place over a short period of time. For example, in acclimatisation to the

1

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2

low pressure of oxygen in high mountains, animals, including man, improve the capacity of blood to transport oxygen by increasing the number of red blood cells.

Terrestrial Habitats

The following are the examples of the terrestrial habitats:

Deserts

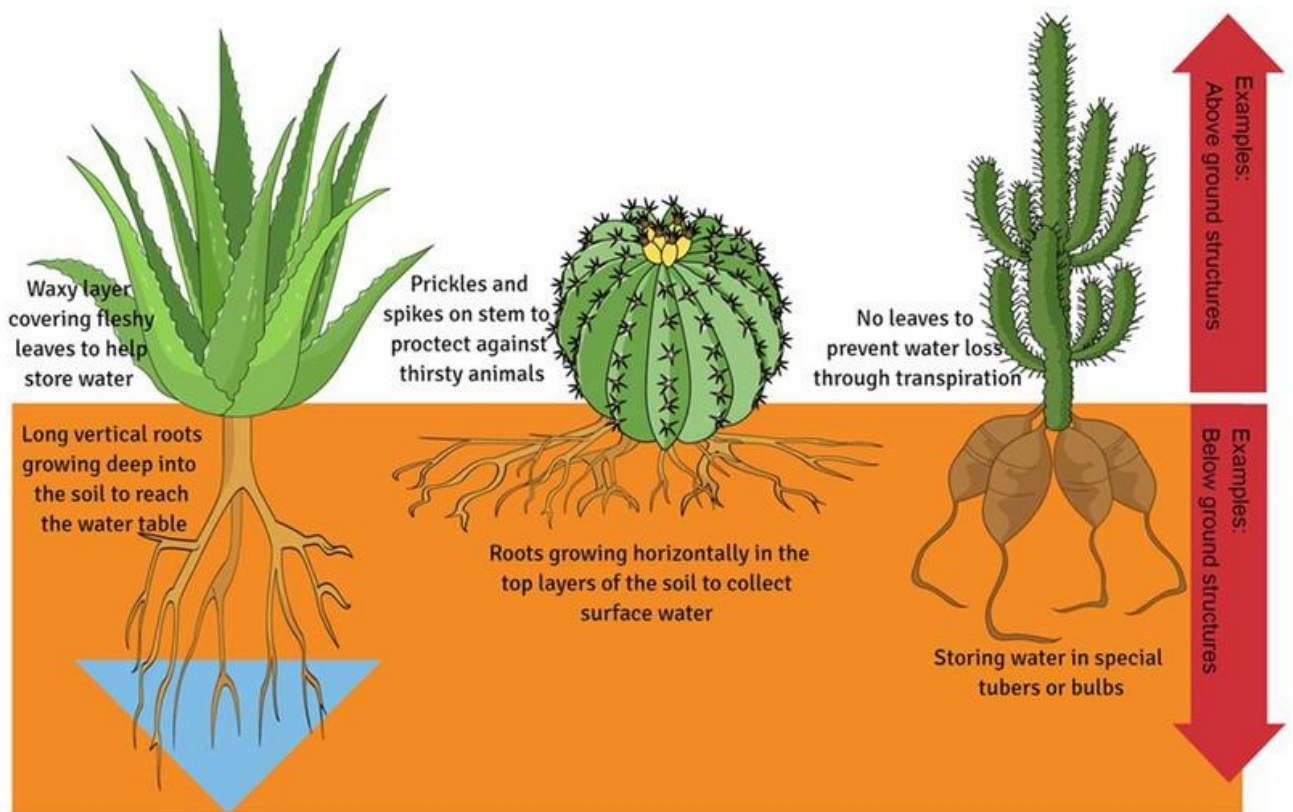


Figure 2: How plants adapt to heat

Grasslands

- Creatures of a grassland have adaptation techniques that help them to hide easily, and sense the presence of their enemies.
- Animals like lions have light-coloured bodies that help them to hide for hunting. When an animal hides in its habitat with the help of its body color, it is called camouflage.
- Other animals of the grasslands, like deer, have strong teeth to eat the hard stems of plants, and long ears to sense the presence of their predators (attackers).

Mountain Regions

- Animals of the mountain regions have characteristics that protect them from the cold. For example, a snow leopard has thick fur on its body while the mountain goat has strong hooves (feet) for running up the rocky slopes of mountains.
- The trees are normally cone-shaped and have sloping branches. The leaves of some of these trees are needle-like. This helps the rainwater and snow to slide off easily. Oaks, pine trees and deodar trees are commonly found in the mountain regions.

Test your learning:

Question 1: Plants in hilly areas have to bear high speed winds and cold. Which adaptation best helps them to face such conditions?

Question 2: Name the respiratory organ in

- (a) Terrestrial animals
- (b) Aquatic animals (fish)

Question 3: What is the adaptation mechanism of chameleon?

Question 4: Differentiate between diurnal and nocturnal animals.

Question 5: List the important characteristics of living things, which differentiate them from non-living things. (Any 5)

Question 6: Rahul and Raj collected some dry moong seeds. They kept 20-30 seeds aside and soaked the rest in water for a day. Rahul kept the soaked seeds completely submerged in water for 3-4 days and kept it in a sunny room whereas Raj kept the soaked seeds in a refrigerator.

- (a) Whose procedure for the germination of seeds was correct?
- (b) What is the importance of following the instructions given by the teacher while performing the activity?

Activity:

Question 1: On a sheet of paper, draw a diagram of a cactus and colour it. Write about the adaptations in the plant's body which help it in surviving in the desert areas.

SOCIAL SCIENCE STUDY MATERIAL

TOPIC- NEW QUESTIONS AND IDEAS

Video link: https://youtu.be/GrTSImq0_aw

LEARNING OBJECTIVE-

Students will be able to:-

- Outline the basic tenets of these systems of thought, and the context in which they developed and flourished.
- Introduce excerpts from sources relating to these traditions.

KEYWORDS-

- **Upanishads:** vedic compositions recorded in the form of conversations between teachers and students.
- **Karmas:** actions
- **Ahimsa:** non-violence
- **Sangha:** order of monks and nuns who had left their homes to follow Buddhism.
- **Monastery:** a place where monks and nuns live; Buddhist monasteries were also known as Viharas.

BUDDHISM-

- **Gautam Buddha** was the founder of Buddhism.
- He described the desires as Tanha.
- He delivered his sermon in Prakrit language.
- Buddhism emphasised on the moral life of an individual. It did not believe in permanence of soul and emphasised on Ahimsa.

UPANISHADS-

- It literally means approaching and sitting near.
- It contains conversations between teachers and students.

JAINISM-

- Vardhaman Mahavir was the real founder of Jainism.
- His teachings were also in Prakrit.

DOCTRINES OF JAINISM-

Some doctrines of Jainism are:-

- Ahimsa
- Satya
- Asteya
- Brahmacharya
- Aparigraha

THE SANGHA

- Sangha means an association of those who left their homes.
- The rules of Buddhist sangha were written in a book called Vinaya Pitaka.

MONASTRIES-

- These were temporary shelters where Jaina & Buddhist monks could stay during rainy season.
- These were known as Viharas. These were initially made up of wood and then of bricks.

WORKSHEET

I. Tick the correct answer:-

(i) Buddhism was found by _____

- (a) Mahavira
- (b) Zoroaster
- (c) Ramkrishna Paramhansa
- (d) None of these

(ii) Jainism was founded by _____

- (a) Mahavira
- (b) Buddha
- (c) Zoroaster
- (d) Tao

(iii) The Vinaya Pitaka is a sacred text of _____

- (a) the Buddhists

- (b) the Jainas
- (c) the Hindus
- (d) the Sikhs

(iv) Buddha used _____ to communicate with people.

- (a) Prakrit
- (b) Sanskrit
- (c) Urdu
- (d) Hindi

(v) A woman Upanishadic thinker was

- (a) Jabali
- (b) Satyakama Jabala
- (c) Urmila
- (d) Gargi

II. Fill in the blanks:-

1. The Buddha belonged to a small 'Gana' called _____
2. The Buddha got enlightenment at _____
3. The Buddha used the word _____ for the desire for worldly things.
4. Satyakama Jabala was the son of a _____ woman called Jabali.
5. The Prakrit spoken in Magadha was known as _____

III. State whether true or false. Justify if false:-

1. The original name of the Buddha was Siddhartha.
2. The Buddha passed away at Kusinara.
3. The Buddha believed 'tanha' could be removed by the following moderation in everything.
4. The Upanishads are part of the Rigveda.
5. The Jaina was supposed to lead luxurious lives.

IV. Match the following:-

Column A	Column B
(i) Enlightenment of the Buddha	(a) Valabhi
(ii) Death of the Buddha	(b) Kusinara
(iii) First sermon of the Buddha	(c) Sarnath
(iv) Place where the Jaina teachings were first written	(d) Bodh Gaya

V. Answer the following questions:-

1. Who was Buddha? List his teachings.
2. What were sanghas?
3. Discuss similarities between Buddha and Mahavira and their teachings.

4. What were the main teachings of Mahavira?
5. List some ideas recorded in the Upanishads.

VI. Value based questions:-

1. Why do you think Buddhism and Jainism stressed on equality of all living being?

ACTIVITY

- On the map of India, locate the following places:
- Sarnath
- Kushinagar
- Bodh Gaya

विषय - संस्कृत

कक्षा -VI

Link- <https://youtu.be/QryyxDXWNT0>

दशमः पाठः

कृषिकाः कर्मवीराः

पाठ का परिचय (Introduction of the Lesson)

इस पाठ में हमारे अन्नदाता किसानों की कर्मठता और उनके संघर्षमय जीवन के विषय में बताया गया है। सर्दी गर्मी के कष्टों को सहन करते हुए वे हम सब के लिए अन्न का उत्पादन करते हैं। अत्यधिक परिश्रम करने के उपरांत भी उन्हें निर्धनता का जीवन व्यतीत करना पड़ता है।

सूर्यस्तपतु मेघाः वा वर्षन्तु विपुलं जलम्।

कृषिका कृषिको नित्यं शीतकालेऽपि कर्मठौ ॥1॥

सरलार्थ :

चाहे सूरज तपाये या बादल अत्यधिक बरसें किसान तथा उसकी पत्नी सदा सरदी में भी काम में लगे रहते हैं।

ग्रीष्मे शरीरं सस्वेदं शीते कम्पमयं सदा।
हलेन च कुदालेन तौ तु क्षेत्राणि कर्षतः ॥2॥

गरमी में शरीर पसीने से भरा हुआ होता और ठंड में कंपनयुक्त अर्थात् काँपता रहता है किंतु फिर भी वे दोनों हल से अथवा कुदाल से खेतों को जोतते रहते हैं।

पादयोर्न पदत्राणे शरीरे वसनानि नो।
निर्धनं जीवनं कष्टं सुखं दूरे हि तिष्ठति ॥3॥

पैरों में जूते नहीं, शरीर पर कपड़े नहीं, निर्धन, कष्टमय जीवन है, सुख सदा दूर ही रहता है।

गृहं जीर्णं न वर्षासु वृष्टिं वारयितुं क्षमम्।
तथापि कर्मवीरत्वं कृषिकाणां न नश्यति ॥4॥

घर टूटा-फूटा (पुराना) है, वर्षा के समय बारिश (अर्थात् बारिश का पानी अंदर आने से) रोकने में असमर्थ है। तो भी किसानों की कर्मनिष्ठा नष्ट नहीं होती अर्थात् वे कृषि के काम में लगे रहते हैं।

तयोः श्रमेण क्षेत्राणि सस्यपूर्णानि सर्वदा।
धरित्री सरसा जाता या शुष्का कण्टकावृता ॥5॥

सरलार्थ :

उन दोनों (किसान तथा उसकी पत्नी) के परिश्रम से खेत सदा फसलों से भर जाते हैं। धरती जो पहले सूखी व काँटों से भरी थी अब हरी-भरी हो जाती है।

शाकमन्त्रं फलं दुग्धं दत्त्वा सर्वेभ्य एव तौ।
क्षुधा-तृषाकुलौ नित्यं विचित्रौ जन-पालकौ ॥6॥

वे दोनों सब को सब्जी, अन्न, फल-दूध (आदि) देते हैं (किन्तु) स्वयं भूख-प्यास से व्याकुल रहते हैं।
वे दोनों विचित्र (अनोखे) जन पालक हैं। (यह एक विडंबना है कि दूसरों की भूख मिटाने वाले स्वयं
भूख का शिकार हैं।)

2. श्लोकांशान् योजयत-

क

गृहं जीर्णं न वर्षासु

हलेन च कुदालेन

पादयोर्न पदत्राणे

तयोः श्रमेण क्षेत्राणि

धरित्री सरसा जाता

ख

तौ तु क्षेत्राणि कर्षतः।

या शुष्का कण्टकावृता।

सस्यपूर्णानि सर्वदा।

शरीरे वसनानि नो।

वृष्टिं वारयितुं क्षमम्।

3. उपयुक्तकथनानां समक्षम् 'आम्' अनुपयुक्तकथनानां समक्षं 'न' इति लिखत-

यथा- कृषकाः शीतकालेऽपि कर्मठाः भवन्ति।

आम्

कृषकाः हलेन क्षेत्राणि न कर्षन्ति।

न

(क) कृषकाः सर्वेभ्यः अन्नं यच्छन्ति।

(ख) कृषकाणां जीवनं कष्टप्रदं न भवति।

(ग) कृषकः क्षेत्राणि सस्यपूर्णानि करोति।

(घ) शीते शरीरे कम्पनं न भवति।

(ङ) श्रमेण धरित्री सरसा भवति।

4. मञ्जूषातः पर्यायवाचिपदानि चित्वा लिखत-

रविः वस्त्राणि जर्जरम् अधिकम् पृथ्वी पिपासा

वसनानि

सूर्यः

तृषा

विपुलम्

जीर्णम्

धरित्री

5. मञ्जूषातः विलोमपदानि चित्वा लिखत-

धनिकम् नीरसा अक्षमम् दुःखम् शीते पार्श्वे

सुखम्

दूरे

निर्धनम्

क्षमम्

ग्रीष्मे

सरसा

6. प्रश्नानाम् उत्तराणि लिखत-

(क) कृषकाः केन क्षेत्राणि कर्षन्ति?

(ख) केषां कर्मवीरत्वं न नश्यति?

(ग) श्रमेण का सरसा भवति?

(घ) कृषकाः सर्वेभ्यः किं किं यच्छन्ति?

(ङ) कृषकात् दूरे किं तिष्ठति?

