

CLASS:6

STUDY MATERIAL (22/02/2021-27/02/2021)

English

Learning outcomes:

1. Students will be able to recapitulate the topics and attempt the related comprehension exercises.
2. They will be explained the format and rubrics of writing skills.
2. Learners will be able to attempt the writing skills topic on their own.

Quality

- John Galsworthy

Key Characters and Setting:

Gessler Brothers (Elder and Younger Brother) .They are German immigrants, who value the quality in their art of shoemaking .

The narrator – Loyal and sympathetic customer.

The Englishman – He took over the shop of Mr.Gessler

Setting of the story is in a small, fashionable part of London.

Theme:

The story “Quality” is about the commitment of an artist(Shoemaker) towards his art and his ultimate death by starvation. The story also exposes the sad loss of art and quality of work in the world of fashion, pomp and materialism.

Summary:

Quality’ written by John Galsworthy in 1912 is about the German shoemakers, Gessler Brothers.

- The story starts with the description of the boot shop; on top was the name plate ‘Gessler Brothers’ and a few shoes displayed on the window. They make shoes on order. The narrator then narrates one of his meetings with Mr. Gessler. He says it has not been possible to go to him much because the shoes he made have lasted very long and are the best of their kind.
- One day the narrator goes to their shop to get a pair of Russian-leather shoes. Mr. Gessler retreats upstairs and comes back after some time holding a fine golden Russian leather piece. After the narrator’s approval he says he’ll get his shoes tomorrow fortnight.

- Another day he goes to Gessler Brothers to order a new pair, wearing a pair of shoes which he bought due to some emergency from a big firm. Mr. Gessler at once recognizes that the shoes are not made by him. He touches a particular spot on the narrator's shoe where it isn't comfortable for the narrator and says that it hurts there. He expresses his contempt that those large firms attract customers through shiny impressive advertisements to sell their inferior quality products. Then the author explains to him under what circumstances he had to buy those shoes.
- The new shoes lasted nearly two years. And in his next visit he receives quite a shock. When he enters the shop, he sees the younger Gessler brother who informs him of elder Gessler's death. That day he orders several pairs. It takes longer to make them but the quality is even better than the previous ones.
- Soon after, the narrator leaves for abroad and returns after over a year. The first shop he goes to is Mr. Gessler's. Mr. Gessler, now seventy-five, is unable to recognize him at first. Narrator gives a huge order. The wait is longer than ever but the quality only gets better. After a week, while passing the little street, the narrator thinks to go in and tell Mr. Gessler that the boots are perfect. But when he goes to the place where the shop was, the name plate is no longer there. Disturbed, he goes into the shop and a young English face greets him. The narrator enquires about Mr. Gessler and comes to know of younger Gessler's death. Upon hearing this the narrator is quite shocked.
- The young man explains to him that Gessler died from starvation; he used to devote himself to shoe making so much that he used to forget about everything else. All the money went in the rents and leather. The fate was quite obvious from the beginning. But both the narrator and the young man agrees that the Gessler brothers made good quality boots.

LOB'S GIRL

- John Aiken

Perspective and Narrator

"Lob's Girl" is told from the omniscient third-person perspective. The narrator is an unnamed individual who relates the events of the story from multiple characters' viewpoints.

Tense

"Lob's Girl" is written in the immediate past tense.

About the Title

Lob is referred to as "Sandy's dog" multiple times in order to emphasize the close relationship between Lob and his owner. The title "Lob's Girl" shows this relationship from Lob's perspective. He is Sandy's dog, and Sandy is Lob's girl.

LOB'S GIRL PLOT

INTRODUCTION

1. The Pengelly children meet Lob while playing on the beach.

RISING ACTION

- 2 Mr. Dodsworth takes Lob home to Liverpool.
- 3 Lob walks back to Cornwall but is returned to his owner.
- 4 Lob is given to the Pengellys after he runs away again.
- 5 Sandy is asked to visit her aunt and takes Lob with her.
- 6 Lob goes missing after Sandy is hit by a truck.

CLIMAX

7 Lob appears at the hospital and is brought in to see Sandy.

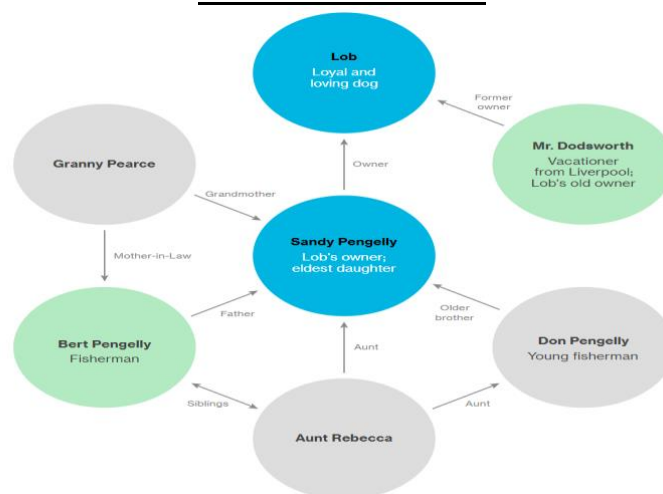
FALLING ACTION

8 Sandy wakes from her coma to pet Lob.

RESOLUTION

9 Lob vanishes because he is actually a ghost.

CHARACTER MAP



PLOT SUMMARY

In the short story, *Lob's Girl* by Joan Aiken, a girl named Sandy and a dog named Lob formed a strong friendship that helped them get through a tragic event. Throughout the story, Sandy and Lob developed an intense friendship that turned into an inseparable bond. The series of events in the story enabled the reader to understand the depth of their relationship and the power of loyalty; that seems to even surpass the realm of reality.

The story opened with the idea that Lob “decisively” chose to be with the Pengelly family instead of his owner. The decisiveness of their first encounter was evident when Lob forcibly knocked Sandy down and began “licking the sand off Sandy’s face” because he was so excited to see her. When they were playing fetch, Lob returned a stick to Sandy and “at the same time he gave himself.” To give oneself to someone is to show unconditional devotion. This devotion was mutual because, “...with Sandy, too, it was love at first sight.” The relationship between Lob and Sandy started off strong and became even stronger.

As the story’s events unfold, there were two different occasions when Lob walked over four hundred miles from Liverpool to Cornwall in order to be with Sandy. Lob endured “worn, dusty and tarry feet” and arrived hungry and thirsty from his long journey. He also faced insurmountable dangers when he appeared with, “a torn ear and a patch missing out of his furry coat, as if he had met and tangled with an enemy or two...” just so that he can be with Sandy. Lob’s persistence to be with Sandy would not be compromised. Sandy’s loyalty towards Lob also grew each time she was forced to return Lob to his owner. After the first time they separated, Sandy “walked home miserably, with her shoulders hunched and her hands in her pockets.” Their second parting “was worse than the first.” Sandy “lay with her face pressed into the quilt, feeling as if she were bruised all over.” Sandy and Lob not only wanted to be together, they needed to be together.

The strength of Lob and Sandy’s relationship was never more apparent than when they had to face adversity and tragedy. When Mrs. Pengelly asked Sandy to go spend the night at her Aunt Rebecca’s house, Sandy requested that Lob accompanied her. On their way to Aunt Rebecca’s house, both Sandy and Lob were both struck by a truck that lost control while traveling down a steep hill. Both were severely injured—Sandy with a coma and Lob killed upon contact. As Sandy lay in the hospital bed, she showed, “no signs of recovering consciousness,” until a dog, resembling Lob, visited her. Even a hospital guard who, “was gently but forcibly shoving out a large, agitated, soaking wet Alsatian dog” could not stop the dog from seeing Sandy. After hearing the dog’s “faint whine, anxious and pleading... Sandy stirred just a little. She signed and moved her head...” Everyone in the hospital room could not believe what just happened...Sandy woke up from her coma! “Her eyes opened” and she murmured, “Lob? Lobby boy?” Was the dog Lob? There is evidence that supports both sides of the argument: The dog is not Lob because “Lob was killed by the same truck that hit Sandy. Don found him... He was—he was dead. Ribs all smashed” or the dog by Sandy’s

bedside in the hospital IS Lob because as Sandy’s “groping fingers found Lob’s wet ears and gently pulled them. ‘Good boy,’ whispered Sandy, and fell asleep again.”

Aiken purposefully ended this short story mysteriously to allow the readers to draw their own conclusion about the dog that came to Sandy’s bedside at hospital. This communicates the message that true loyalty and strong relationships can withstand any circumstances—natural or supernatural.

PRACTICE QUESTIONS:

1. What was Mary’s inspiration?
2. What were the two difficulties that Mary Kom faced?
3. How do you understand the Gessler was passionate about his job?
4. What did Gessler feel about the big firms?
5. For both Sandy and Lob it was love at first sight. Give reasons to support your answer?

WRITING SKILLS

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

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

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.**

RUBRICS:

- Format - 01 mark
Content - 02 marks
Expression - 01 mark
Total = 04 marks

ARTICLE WRITING

An [article](#) is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world.

Objectives of Article Writing

An article is written with the following objectives

- It brings out the topics or the matter of interest in the limelight
- The article provides information on the topics
- It offers suggestions and pieces of advice
- It influences the readers and urges them to think
- The article discusses various stories, persons, locations, rising-issues, and technical developments

The Format of Article Writing

An article must be organized in a proper way so as to draw the attention of the readers. The basic outline for an article writing format is

1. Heading / Title
2. A line having the writer's name
3. Body (the main part of the article, 2 – 3 paragraphs)
4. Conclusion (Ending paragraph of the article with the opinion or recommendation, anticipation or an appeal)

Steps for Article Writing Format

Think of the topic you want to write the article about. Only after you've decided your topic you can go ahead and undertake the further steps in the process one by one:

- **Target Audience:** Identify the concerning reading group
- **Purpose:** Find the objective or aim of writing the article
- **Collect & Select:** Gather as such information as possible. Also, identify the details that are most significant
- **Organize:** Arrange the information and the facts in a logical way

RUBRICS:

Necessity	Marks
Format (Heading and Writers name)	1 Mark
Content	2 Marks
Expression Grammatical accuracy, relevant words, and spellings. Consistency and significance of ideas and style.	3 Marks:- 1.5 1.5
Total	6 marks

Formal Letter

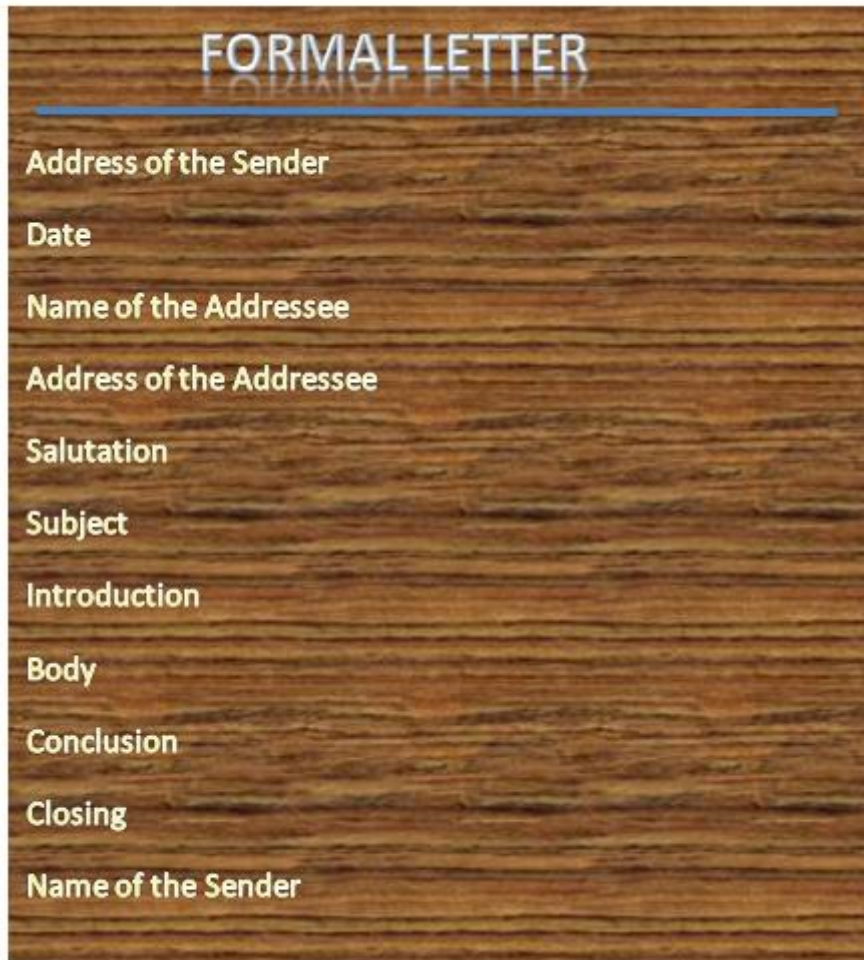
A formal letter is one written in an orderly and conventional language and follows a specific stipulated format. These letters are written for official purposes only, such as writing a letter to the manager, to the HR manager, to an employee, to the Principal of the college or school, to a teacher, etc. But we do not use formal letters for personal use such as writing it to our family, relatives or friends.

How to Write a Formal Letter?

To write a formal letter follow the below-given tips:

- Address or greet the concerned person properly like Dear Sir/Madam
- Always mention the subject of writing the letter
- Be concise in your letter. Write the reason for writing the letter in the first paragraph itself. Do not stretch the letter too much.
- The tone of the letter should be very polite and not harsh

- Write in a proper format and take care of the presentation of a letter
- Mention the address and date correctly.
- Mention the name and designation of the recipient correctly
- The closing of the letter should be with gratitude. Use “Thank you” for consideration of the letter and then at last mention “Yours sincerely or truly” along with your name and signature.



RUBRICS:

RUBRICS:

- Format – 1 mark
 - Content – 3 marks
 - Expression – 2 marks
- TOTAL - 6 MARKS**

Class 6 Hindi

पुनरावृत्ति अभ्यास पत्रिका

पाठ – 13 मैं सबसे छोटी होऊँ

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

(2)

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

प्रश्न 3. आशय स्पष्ट करो-

(3)

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?

(3)

बहुविकल्पीय प्रश्न

(1 x 5 = 5)

(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।

पाठ – 14 लोकगीत

प्रश्न 1. निबंध में लोकगीतों के किन पक्षों की चर्चा की गई है? बिंदुओं के रूप में उन्हें लिखो।

(3)

प्रश्न 2. हमारे यहाँ स्त्रियों के खास गीत कौन-कौन से हैं? पाठ के आधार पे बताइए।

(3)

प्रश्न 3. लोकगीत किस अर्थ में शास्त्रीय संगीत से भिन्न है?

(2)

प्रश्न 4. लोकगीतों की क्या विशेषता है?

(2)

प्रश्न 5. लोकगीत किससे जुड़े हैं?

(2)

बहुविकल्पीय प्रश्न

(1 X 5 = 5)

(क) "लोकगीत" पाठ के लेखक कौन हैं?

- (i) प्रेमचंद
- (ii) विष्णु प्रभाकर
- (iii) विनय महाजन
- (iv) भगवतशरण उपाध्याय

(ख) लोकगीतों की भाषा कैसी होती है?

- (i) संस्कृतनिष्ठ
- (ii) शास्त्रीय
- (iii) आम बोलचाल
- (iv) अनगढ़

(ग) लोकगीत शास्त्रीय संगीत से किस मायने में भिन्न है?

- (i) लय, सुर और ताल में

- (ii) मधुरता में
- (iii) सोच, ताजगी और लोकप्रियता में
- (iv) इनमें कोई नहीं

(घ) लोकगीतों की रचना में किसका विशेष योगदान है?

- (i) बच्चों का
- (ii) स्त्रियों का
- (iii) पुरुषों का
- (iv) इनमें कोई नहीं

(ङ) इनमें से कौन बंगाल का लोकगीत है?

- (i) कजरी
- (ii) बाउल
- (iii) पूरबी
- (iv) सावन

अनुच्छेद लेखन

विषय : मोबाइल फ़ोन के फायदे और नुकसान

(5)

संकेत बिंदु : मोबाइल फ़ोन सुविधाओं का भंडार ; तकनीकी ज्ञान में वृत्ति ; दुरूपयोग ; स्वास्थ्ये को हानि ।

Maths Revision material

1. **What fraction of a clockwise revolution does the hour hand of a clock turn through, when it goes from 12 to 3?**
 - (a) $\frac{1}{2}$
 - (b) $\frac{3}{4}$
 - (c) $\frac{1}{4}$
 - (d) none of these
2. **What fraction of a clockwise revolution does the hour hand of a clock turn through, when it goes from 3 to 6?**
 - (a) $\frac{1}{2}$
 - (b) $\frac{3}{4}$
 - (c) $\frac{1}{4}$
 - (d) none of these
3. **Which direction will you face if you start facing east and make $\frac{3}{4}$ of a revolution clockwise?**

- (a) east
 - (b) west
 - (c) north
 - (d) south
4. **Which direction will you face if you start facing east and make $1\frac{1}{2}$ of a revolution clockwise?**
- (a) east
 - (b) west
 - (c) north
 - (d) south
5. **An angle whose measure is more than 180° but less than 360° :**
- (a) reflex angle
 - (b) obtuse angle
 - (c) right angle
 - (d) straight angle
6. **What is the length of the garden if area of rectangular garden of width 60 m is 300 sq.m?**
- (a) 900 m
 - (b) 90 m
 - (c) 18 m
 - (d) 5 m
7. **If each angle is less than 90° , then the triangle is called**

- (a) an acute angled triangle
 - (b) a right angled triangle
 - (c) an obtuse angled triangle
 - (d) none of these.
8. **If any one angle is a right angle then the triangle is called**

- (a) an acute angled triangle
 - (b) a right angled triangle
 - (c) an obtuse angled triangle
 - (d) none of these.
9. **Name the type of triangle: APQR such that $PQ = QR = PR = 5$ cm.**
- (a) Scalene triangle
 - (b) Isosceles triangle
 - (c) Right triangle
 - (d) Equilateral triangle
10. **Name the type of triangle: APQR such that $PQ = QR = 5$ cm and $PR = 7$ cm.**
- (a) Scalene triangle
 - (b) Isosceles triangle

- (c) Right triangle
 - (d) Equilateral triangle
11. **Name the polygon with 6 sides.**
- (a) Triangle
 - (b) Quadrilateral
 - (c) Pentagon
 - (d) Hexagon
12. **Name the polygon with 8 sides.**
- (a) Octagon
 - (b) Quadrilateral
 - (c) Pentagon
 - (d) Hexagon
13. **The perimeter of a triangle whose sides are 5 cm, 2 cm and 3 cm.**
- (a) 30 cm
 - (b) 11 cm
 - (c) 17 cm
 - (d) 10 cm
14. **A cuboid has edges.**
- (a) 4
 - (b) 6
 - (c) 8
 - (d) 12
15. **An angle whose measure is more than 90° :**
- (a) acute angle
 - (b) obtuse angle
 - (c) right angle
 - (d) straight angle
16. **The number of faces of a triangular prism is**
- (a) 4
 - (b) 5
 - (c) 6
 - (d) none of these
17. **The area of a square of side 1 cm is**
- (a) 1 cm^2
 - (b) 4 cm^2
 - (c) 9 cm^2
 - (d) 16 cm^2 .

18. The area of a rectangle is 650 cm² and its length is 13 cm.
Find the width of the rectangle.
- (a) 120 cm
 - (b) 50 cm
 - (c) 126 cm
 - (d) none of these
19. What fraction of a clockwise revolution does the hour hand of a clock turn through, when it goes from 3 to 6?
- (a) $\frac{1}{2}$
 - (b) $\frac{3}{4}$
 - (c) $\frac{1}{4}$
 - (d) none of these

Class 6 Maths Understanding Elementary Shapes True (T) or False (F)

1. Each angle of a rectangle is a right angle.
2. The opposite sides of a rectangle are equal in length.
3. The diagonals of a square are perpendicular to one another.
4. All the sides of a rhombus are of equal length.
5. The opposite sides of a trapezium are parallel.

Class 6 Maths Understanding Elementary Shapes Match the following

Measures of Triangles	Type of Triangle
1. 3 sides of equal length	i. Scalene
2. 2 sides of equal length	ii. Isosceles right angled
3. All sides are of different length	iii. Equilateral

4. 3 acute angles	iv. Acute angled
5. 1 right angles with two sides of equal length	v. Isosceles

Class 6 Maths Understanding Elementary Shapes Very Short Answer Type Questions

1. Name a polygon with number of sides as
 - (a) 4
 - (b) 8
2. What shape is
 - (a) Tube light
 - (b) Earth?
3. Give an example of an object showing:
 - (a) an acute angle
 - (b) straight angle
4. Name the three types of triangles based on sides.
5. Classifying the following angles:
 - (a) 210°
 - (b) 78°
6. Name any two quadrilaterals.
 - (a), (b)

Class 6 Maths Understanding Elementary Shapes Short Answer Type Questions

1. Square is a special type of rhombus. Do you agree? Give reason.
2. What is the shape of the following objects?
 - (a) a football
 - (b) a joker's cap
 - (c) a metal pipe
3. If A, B, C, are three points on a line such that $AB = 5$ cm, $BC = 3$ cm and $AC = 8$ cm, which one of them lies between the other two?
4. What part of a revolution have you turned through if you stand facing:
 - (a) east and turn clockwise to face north?
 - (b) south and turn clockwise to face east?
 - (c) west and turn clockwise to face east?
5. Identify the given figure. Write its number of faces, edges and vertices.

6. Reema and Preeti have wardrobe of the same size partly filled with books. Reema's shelf is $\frac{4}{6}$ th full and Preeti's shelf is $\frac{3}{5}$ th full? Whose bookshelf is more full? By what fraction?

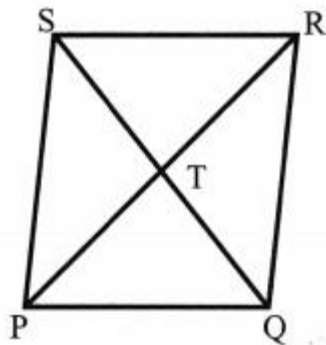
Class 6 Maths Understanding Elementary Shapes Long Answer Type Questions

1. Write the number of faces, edges and vertices of the following solids:

- Cube
- Triangular Pyramid
- Square Pyramid
- Rectangular Prism

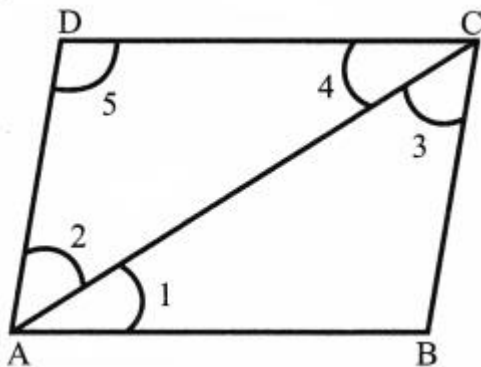
2. PQRS is a rhombus with $PQ = 4.1$ cm And diagonal $PR = 6$ cm. Find

- Sides PS, QR and RS
- $\angle STR$
- Length of PT and TR



3. In the given figure:

- Name the vertex of angle 3.
- Give full names of angles 2 and 4.
- Name the arms of angle 3.
- Name the angle formed by angle 1 and 2.



1. Rakhi had ₹ 293.50. She bought a gift for her friend for ₹ 102.75. How much money does she have now?

2. A floor is 5 m long and 4 m wide. A square carpet of sides 3 m is laid on the floor. Find the area of the floor that is not carpeted.
3. What is the length of the wooden strip required to frame a photograph of length and breadth 32 and 21 cm respectively?

SCIENCE STUDY MATERIAL FOR REVISION

CLASS VI

TOPIC: FUN WITH MAGNETS

Link for practice quiz:

<https://physicscatalyst.com/testprep/class-6-science/chapter-13-fun-with-magnets-mcq/>

Learning Outcomes:

- To understand the different properties of magnets
- To learn about the uses of magnets and how to handle them properly.

Magnets are pieces of iron or other materials which exhibit the properties of magnetism i.e. the ability to attract other objects that contain iron. Compass needles, fridge magnets and MRI scanners are some common examples of magnets.

It is said that magnets were discovered after a shepherd named Magnes accidentally got his iron stick stuck to a rock. It was later discovered that the said rock had magnetic properties and was called Magnetite, named so after the shepherd.

These days magnets come in different shapes and forms such as: horseshoe magnet, bar magnet, cylindrical or a ball-ended magnet, needle magnet etc.



Magnetic and Non-Magnetic Materials

Magnetic Materials: Materials like nickel, cobalt and iron are called magnetic materials. These materials are attracted to magnets.

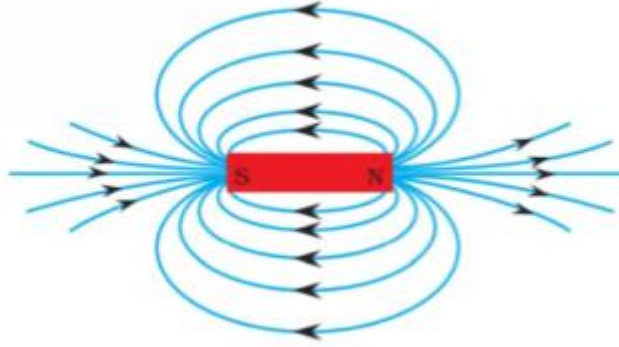
Non-Magnetic Materials: Materials like rubber, plastic, cloth, glasses etc. which are not attracted to magnets are referred to as non-magnetic materials.

Poles of Magnet

We can observe a very interesting property about magnets which is that when we try to attract iron filings or any other magnetic objects to a magnet, they always accumulate at the ends of the magnet.

This is because near the poles the magnetic field of the magnet is very strong.

A Magnetic field is defined as the region around a magnet within which the magnetic force acts. Being strongest at the poles, this is why magnetic objects get attracted to the ends of the magnet.



Finding Directions

Another great property of a magnet is that it can prove extremely helpful in navigating directions. This is because a freely suspended magnet always points in the North-South direction.

This property of magnet is used to make a compass. A magnetic needle is placed inside a box with directions marked on it. It is allowed to rotate freely so that when the compass is kept at the position of rest, the needle points towards the north and south direction.

Steps to make own Magnet

Take a rectangular piece of iron. Place it on the table.

Take a bar magnet and place one of its poles near one edge of the bar of iron. Without lifting the bar magnet, move it along the length of the iron bar till it reaches the other end.

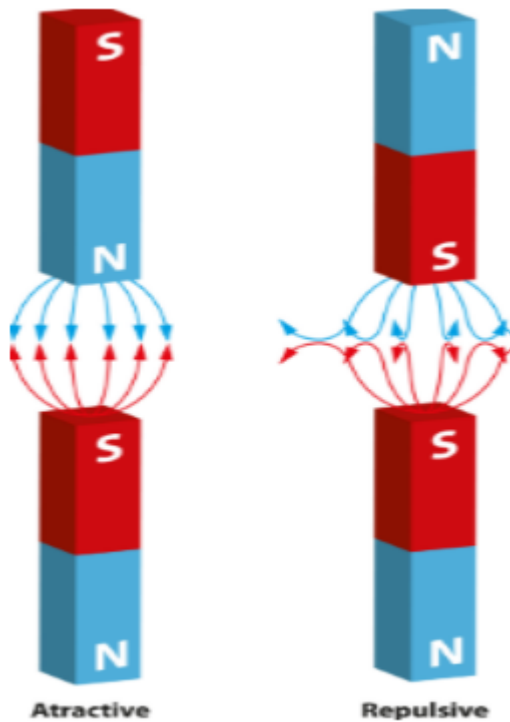
Lift the magnet and bring the pole (the same pole we started with) to the same point of the iron bar from which we began. Move the magnet again along the iron bar in the same direction as we did before.

Repeat this process about 30-40 times. The iron piece has become bar magnet.

Attraction and Repulsion among Magnets

Opposite or unlike poles i.e. North and the South Pole attract each and vice versa.

similar or like poles like north and north poles of two magnets repel each other. Same is the case with South poles of two magnets.



Notes of caution

- When heated, hammered or dropped from a height, magnets tend to lose their properties.
- They become weak if they are not stored properly and hence:
- Bar magnets should be stored in pairs separated by a small block of wood and their unlike poles facing the same side with a soft iron across their ends.
- A piece of iron should be kept across the poles in case of a horseshoe magnet.
- Magnets should be kept away from computers, mobiles, televisions etc.

VERY SHORT ANSWER TYPE QUESTIONS: (1 MARK)

1. Which of the following is not a non-magnetic substance?

- a) Glass
- b) Wood
- c) China ware

d) Nickel

2. When a magnet is placed on a plastic plate with common pins spread on it, then ----

a) Pins stick all around the magnet

b) Pins stick at the middle of the magnet

c) Pins stick at the ends of the magnet

d) None

3. Unlike poles of magnets ----- each other.

a) Attract

b) Repel

c) Both a and b

d) None

4. ----- is the only natural magnet.

a) Magnetite

b) Ebonite

c) Cobalt

d) Nickel

SHORT ANSWER TYPE QUESTIONS: (2 MARKS)

1. What are properties of magnets?

2. What is magnetic field?

Long answer type questions: (3 marks)

1. What are the uses of magnets?

2. Can we isolate north pole or south pole of a magnet? Give reason.

VALUE BASED QUESTIONS/ CRITICAL BASED QUESTIONS:

1. Sarika went to a fair nearby her house. She saw a stall with lots of people gathering there playing some game. She also went there. The game was to put a small iron ball into a hole named as 'prize' and if somebody does so they will win a great prize for that. There were 3 more holes adjacent to the 'prize' hole which do not have any gift or prize. Nobody was able to put the ball into the prize hole. Sarika got the trick of the shopkeeper that he had put a magnet near the mouth of each hole except the 'prize' hole. She made all the people aware of the wicked trick made by the shopkeeper. All of them praised Sarika for her intelligence.

(a) What is a magnet?

(b) Name any three types of magnet.

SOCIAL SCIENCE STUDY MATERIAL

REVISION TOPICS:-

- Urban Administration
- Major Domains Of The Earth
- Ashoka- The Emperor Who Gave Up War

QUESTION BANK

Very short Answer Questions-

1 mark questions

I. Tick the correct answer:-

1. Which is the smallest continent?

- (i) Africa (ii) Asia (iii) Australia

2. Taxes on goods is called-

- (a) Water tax (b) Octroi tax (c) Property tax

3. Book written by Chanakya

- (a) Arthashastra (b) Harshacharita (c) Discovery of India

Short Answer Questions-

2 mark questions

1. List two teachings of Ashoka.
2. Why is the Northern Hemisphere called the land Hemisphere?
3. Describe the functions played by a ward councillor.

Long Answer Questions-

3 mark questions

1. Explain biosphere—the domain of life.
2. List four ways in which the work of the Municipal Corporation affects the life of a city-dweller.
3. List the means adopted by Ashoka to spread the message of Dhamma.

CRITICAL THINKING

1. How does the government affect our daily life.
2. Describe the importance of mountains, plateaus and plains for us.
3. Explain the process of taking decision in an urban area.
4. Draw a neat and labelled diagram of the structure of atmosphere.
5. Give reason why mountain climbers carry oxygen cylinders with them.

विषय - संस्कृत

कक्षा -VI

पुनरावृत्ति (पाठ - 10)

दशमः पाठः

कृषिकाः कर्मवीराः

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।

शाकमत्रं 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 विडम्बना है कि दूसरों की भूख मिटाने वाले स्वयं भूख का शिकार हैं।)

लता - स्त्रीलिङ्गम् (शब्द रूप)

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा	लता	लते	लताः
द्वितीया	लताम्	लते	लताः
तृतीया	लतया	लताभ्याम्	लताभिः
चतुर्थी	लतायै	लताभ्याम्	लताभ्यः
पञ्चमी	लतायाः	लताभ्याम्	लताभ्यः
षष्ठी	लतायाः	लतयोः	लतानाम्
सप्तमी	लतायाम्	लतयोः	लतासु
सम्बोधन	हे लते !	हे लते!	हे लताः !

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा	का	के	काः
द्वितीया	काम्	के	काः
तृतीया	कया	काभ्याम्	काभिः
चतुर्थी	कस्यै	काभ्याम्	काभ्यः
पंचमी	कस्याः	काभ्याम्	काभ्यः
षष्ठी	कस्याः	कयोः	कासाम्
सप्तमी	कस्याम्	कयोः	कासु

किम् (कया) पुल्लिङ्ग शब्द रूप

किम् (क्या/कौन) स्त्रीलिंग शब्द रूप

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा	कः	कौ	के
द्वितीया	कम्	कौ	कान्
तृतीया	केन	काभ्याम्	कैः
चतुर्थी	कस्मै	काभ्याम्	केभ्यः
पंचमी	कस्मात्	काभ्याम्	केभ्यः

षष्ठी	कस्य	कयोः	केषाम्
सप्तमी	कस्मिन्	कयोः	केषु

