

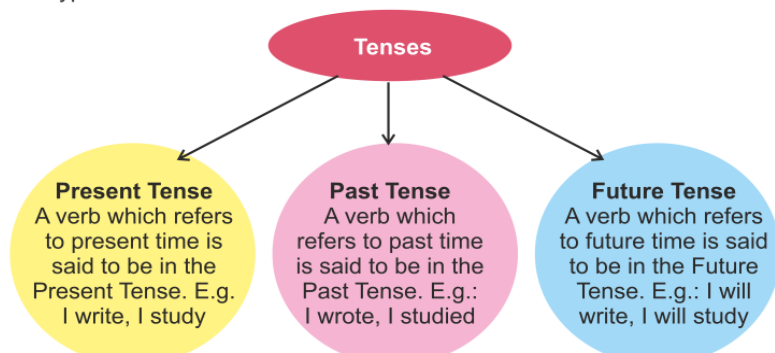
CLASS: VI
WEEKLY STUDY MATERIAL
(21.09.2020 – 26.09.2020)

English

Topic: Tenses

URL: https://www.youtube.com/watch?v=PQG_gYFePD4

Tenses locate a situation in time, to indicate when the situation takes place.
 The 3 types of Tenses are:



There are three main tenses:

(i) The Present

(ii) The Past

(iii) The Future

The tense of a verb shows the time of action or event.

PRESENT TENSE CHART	
1. Simple Present (Action is mentioned simply)	I work.
2. Present Continuous (Action is mentioned as incomplete or continuous)	I am working.
3. Present Perfect (Action is mentioned as finished, complete or perfect)	I have worked.
4. Present Perfect Continuous (Action is going on continuously and not completed at this present moment)	I have been working.

1. PRESENT TENSE

I. Simple Present Tense or Present Indefinite Tense

The Simple Present Tense is used:

1. To express what is actually taking place at the present moment; as:
Example: See, how it rains.
2. To express a habitual action; as:
Example: He gets up everyday at six o'clock.
3. To express general truths; as:
Example: The sun rises in the east.

Structure of Simple Present:

—> Subject + V1/Vs (s or es)

<i>Positive (sub + V₁/V_s)</i>	<i>Negative (sub + do not/ does not/V₁)</i>	<i>Interrogative (Do/Does + sub + V₁ + ?)</i>
I read.	I do not (don't) read.	Do I read?
You/We/They read.	You/We/They do not read.	Do You/We/They read?
He/She reads.	He/She does not (doesn't) read.	Does He/She read?
Namita reads.	Namita does not read.	Does Namita read?

Exercise 1

Change the following as directed :

1. Birds fly in the sky. (**negative**)
2. Rohit loves his teacher. (**interrogative**)
3. Boys are doing their homework. (**negative**)
4. My friend speaks good English. (**interrogative**)
5. Dogs are barking. (**interrogative**)
6. He is learning music. (**negative**)
7. We are going to Kolkata soon. (**interrogative**)
8. Children play in the evening. (**negative**)
9. Ritu sings a song. (**negative**)
10. I am listening to western music. (**interrogative**)

Exercise 2

Fill in the blanks with is, am or are:

1. These bags heavy.
2. Look! There Raman.
3. My brother and I good cricket players.
4. The weather nice today.
5. This bag not so heavy.
6. I not tired.
7. Rama at home.
8. Her children at school.
9. I a student.
10. My sister a doctor.

II. Present Continuous Tense

1. The Present Continuous Tense represents an action as going on at the time of speaking;

Example:

- i) Shweta is singing.
- ii) The school boys are playing football.
- iii) I am opening the door.
- iv) I am not going to Delhi today.
- v) What are you doing now?

Structure of Present Continuous:

—> Subject + is / am / are + V4 (V1 + ing)

Positive (Sub + am/is /are + V ₄)	Negative (Sub + am not /isn't/aren't + V ₄)	Interrogative (Am/Is/Are + Sub + V ₄ + ?)
I am jumping.	I am not jumping.	Am I jumping?
You/We/They are running.	You/We/They are not running.	Are you/they/we running?
He/She is writing.	He/She is not writing.	Is he/she writing?
Raksha is cooking.	Raksha is not cooking.	Is Raksha cooking?

Exercise 1

Complete the sentences. Use one of these verbs given in the box.

build cook go have stand stay swim work rain watch

1. Please be quiet. I
2. Where is Umesh? He is in the kitchen. He
3. 'You on my foot.'
4. Look! Somebodyin the river.
5. We're here on holiday. We at the Royal Hotel.
6. Where's Renu? She a shower.
7. They a new theatre in the city centre at the moment.
8. I now. Goodbye.

9. The weather is nice at the moment. It is not
10. You can turn off the television. I am notit.

III. Present Perfect Tense

1. The Present Perfect Tense denotes an action that has just been completed; as:
I have written my essay.
He has worked the sum.
2. *The Present Perfect Tense is also used instead of past tense, to represent a past action as continuing to the present; as:*
We have lived here ten years (and we are still living here).
Note the difference between:
(a) We have lived here for ten years, and
(b) We lived here ten years.
Structure of Present Perfect Tense:
—> Subject + has / have + V3

Positive (Sub + has /have + V ₃)	Negative (Sub + hasn't/ haven't + V ₃)	Interrogative (Has/Have + Sub + V ₃ + ?)
I have eaten.	I have not (haven't) eaten.	Have I eaten?
You/we/they have gone.	You/We/they have not gone.	Have You/we/they gone?
He/She has done it.	He/She has not (hasn't) done it.	Has he/she done it?
Sarita has taught us.	Sarita has not taught us.	Has Sarita taught us?

Exercise 1

Fill in the blanks with the Present Perfect tense form of the verbs given in the brackets.

- The train _____ just now. (**arrive**)
- I _____ not _____ the cinema all these years. (**visit**)
- Someone _____ some crockery. (**break**)
- I _____ never _____ the Taj (**see**)
- I _____ not _____ him so far. (**meet**)
- I _____ not _____ the work even now. (**finish**)
- My friend _____ his purse, (**lose**)
- They _____ my pen. (**take**)
- Birds _____ from here. (**fly**)
- Rachna _____ food. (**cook**)

IV. Present Perfect Continuous Tense

- Sometimes an action, beginning in the past, is still continuing at the present moment.

Structure of the Present Perfect Continuous Tense:

Subject + has / have been + V4(V1 + ing)

Positive (Sub + has been/have been/V ₄)	Negative (Sub + has not been/have not been + V ₄)	Interrogative (Has/Have + Sub + been + V ₄ + ?)
<ul style="list-style-type: none"> • I have been waiting her for two years. • You/We/They have been living here for ten years. • He/She has been playing since 6 p.m. • Radha has been writing a letter since 10 o' clock. 	<ul style="list-style-type: none"> • I have not been waiting here for two hours. • You/We/They have not been living here for ten years. • He/She has not been playing since 6 p.m. • Radha has not been writing a letter since 10 o'clock. 	<ul style="list-style-type: none"> • Have I been waiting here for two hours? • Have you/we/they been living here for ten years? • Has he/she been playing since 6 p.m.? • Has Radha been writing a letter since 10 o' clock?

Exercise 1

Fill in the blanks with the Present Perfect Continuous Tense of the verbs given in brackets.

1. We _____ English for two years. (**study**)
2. He _____ in this school for several years. (**teach**)
3. I _____ in this flat since 2000. (**live**)
4. It _____ for three hours. (**rain**)
5. They _____ for seven hours. (**work**)

Use of 'since' and 'for'

1. 'Since' means 'from some definite point or period in the past till now'
'Since' is used before a noun or phrase denoting some point of time in the past. It is preceded by a verb in the present perfect tense; as:
 I have not seen Sanjay since 10 th May.
 She has been ill since Tuesday
2. 'For' means "a length of time till now."
'For' is used before a noun or phrase denoting a period of time and is used with all the tenses; as:
 I shall stay here for a week.
 They were there for ten days.

Exercise 2

Fill in the blanks with since or for:

1. He has been here last Monday.
2. She has been on the phone twenty minutes.
3. I have been in this town 1967.
4. You have been married six years.
5. Raman has been on holiday last Friday.

Activity: (To be done in the class)

Students will be asked to frame sentences in different forms of the Present tense using the given verbs.

BATTLESHIP

	I	YOU	HE	SHE	IT	WE	THEY
watch tv							
play football							
visit my uncle							
talk on the phone							
listen to music							
walk the dog							
water the plants							

हिंदी असाइनमेंट (सितम्बर)

कक्षा- 6

प्रश्न 1 निम्नलिखित गद्यांश के आधार पर प्रश्नों के उचित उत्तर लिखिए।

विद्यार्थी जीवन ही वह समय है, जिसमें बच्चों के चरित्र, व्यवहार तथा आचरण को जैसा चाहे वैसा रूप दिया जा सकता है। यह अवस्था भावी वृक्ष की उस कोमल शाखा की भाँति है, जिसे जिधर चाहे मोड़ा जा सकता है। पूर्णतः विकसित वृक्ष की शाखाओं को मोड़ना संभव नहीं। उन्हें मोड़ने का प्रयास करने पर वे टूट तो सकती हैं, पर मुड़ नहीं सकतीं। छात्रावस्था उस श्वेत चादर की तरह होती है, जिसमें जैसा प्रभाव डालना हो, डाला जा सकता है। सफेद चादर पर एक बार जो रंग चढ़ गया, सो चढ़ गया; फिर से वह पूर्वावस्था को प्राप्त नहीं हो सकती। इसीलिए प्राचीन काल से ही विद्यार्थी जीवन के महत्त्व को स्वीकार किया गया है। इसी अवस्था में सुसंस्कार और सद्वृत्तर्या पोषित की जा सकती हैं। इसीलिए प्राचीन समय में बालक को घर से दूर गुरुकुल में रहकर कठोर अनुशासन का पालन करना होता था।

- व्यवहार को सुधारने का सर्वोत्तम समय कौन-सा है?
- छात्रावस्था की तुलना विकसित पेड़ से करना क्यों ठीक नहीं है?
- छात्रों को गुरुकुल में क्यों छोड़ा जाता था?
- छात्रावस्था सफेद चादर के समान है, क्यों।

v. 'छात्रावस्था' में छिपे दो शब्द हैं।

प्रश्न 2 नीचे दिए गए चित्र को देखकर मन में आए विचारों को अपने शब्दों में शुद्धता पूर्वक लिखिए।



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?

East Point School

Science Worksheet

Class-VI

Chapter: Fibre to Fabric

<https://youtu.be/q68kIdOnEtk>

Learning Outcomes:

- To study different types of clothing materials.

- To understand the concept of fibres, fabric and yarn.
- To know different sources to get fibres.

Introduction

All cloth materials are made up of long, narrow, thin structures called **fibres**. Fibres are obtained from natural as well as man-made sources.

Natural Fibre	Synthetic Fibre
Natural fibres are fibres that are found in nature. Ex: Wool, Silk and Cotton etc.	These fibres are manmade or simply prepared in lab. Ex: Nylon, Teflon etc.
They are good absorbents and so able to absorb heat, temperature, cold, sweat etc. depending on conditions and nature of fibres.	They do not have such pores as they are made up of chemical and so do not act as good absorbents.
Comfortable in use.	Not as comfortable as natural fibres.
Their length is naturally obtained and it is not possible to change the fibre structure.	Their lengths can be controlled by man and the fibres can easily be changed to different structures.

Natural Fibres

Natural fibres are fibres that are found in nature. There two main sources of natural fibres:

1. Plant Fibres
2. Animal Fibres

Plant Fibres

All the plants have fibres in their body structure, e.g., cotton and mango have fibres on their seed, coconut on its fruit, jute in its stem and banana tree in its leaf. The fibres obtained from these sources are called **plant fibres**.

2.1.1 Cotton

Cotton plants are grown in fields usually at places having a **warm climate** and **black soil**. Some cotton producing Indian states are Punjab, Gujarat, Madhya Pradesh, Karnataka, Maharashtra etc. Cotton plants bear fruits the size of a lemon called Cotton Balls which burst open upon maturing and the seeds wrapped up in cotton fibre become visible. Cotton is generally picked by hand from these balls.



Figure 1: A field of cotton

Ginning: Ginning of cotton can be defined as the process of separating cotton fibres from cotton seeds. Traditionally, ginning used to be done by hand but these days machines called double roller cotton ginning machines are widely in use.



Figure 2: Ginning of cotton

Test your learning:

Question 1: Classify the following fibres as natural or synthetic: nylon, wool, cotton, silk, polyester, jute.

Question 2: State whether the following statements are 'true' or false':

- (a) Yam is made from fibres.
- (b) Spinning is a process of making fibres.
- (c) Jute is the outer covering of coconut.
- (d) The process of removing seeds from cotton is called ginning.
- (e) Weaving of yam makes a piece of fabric.
- (f) Silk fibre is obtained from the stem of a plant.
- (g) Polyester is a natural fibre.

Question 3: Fill in the blanks:

- (a) Plant fibres are obtained from _____ and _____.
- (b) Animal fibres are _____ and _____.

3

Question 4: Explain the process of making yam from fibre.

Question 5: Name two items that are made from coconut fibre.

Question 6: What type of soil is used to grow cotton plants?

Activity:

Question 1: Take any two pieces of fabric. Pull the threads of the fabric and try to guess what it is made of. Paste the piece of fabric and the pulled-out threads on a piece of paper and answer the following questions:

- (a) What is the fabric made of?
- (b) Is it natural or synthetic fibre?
- (c) What is the source of the fibre?

SOCIAL SCIENCE STUDY MATERIAL

TOPIC: MOTIONS OF THE EARTH

Video link- <https://youtu.be/FB3AMvxXLDA>

LEARNING OBJECTIVES-

Students will be able to-

- Understand two motions of the earth and their effects



KEYWORDS-

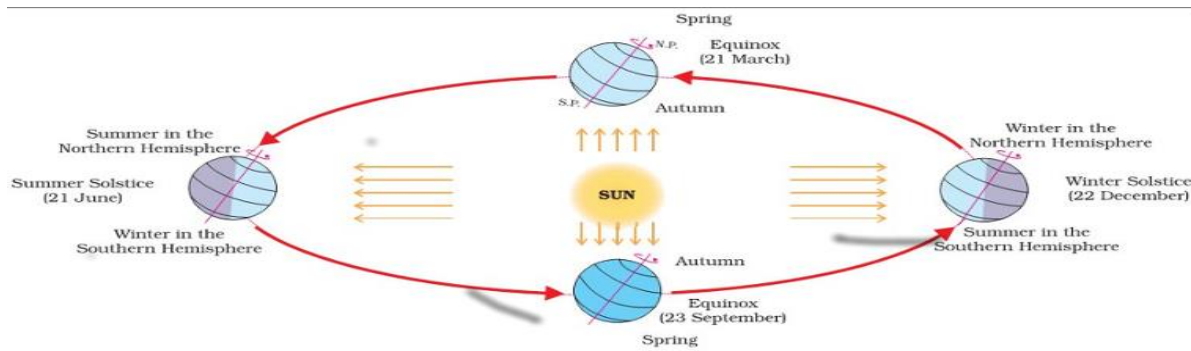
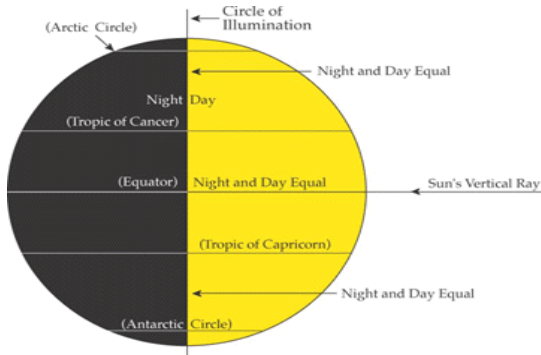
- **Rotation:** the spinning of the earth on its own axis once in every 24 hours
- **Revolution:** the motion of the earth around the sun in a fixed orbit in 365 $\frac{1}{4}$ days or one year
- **Circle of illumination:** the circle that divides the day from night on the globe
- **Leap year:** a year occurring once every four years which has 366 days including 29 February
- **Elliptical orbit:** when an object moves around another object in an oval shaped path

THE TWO MOTIONS

- **Rotation** is the movement of the earth on its own axis. The movement of the earth around the sun in a fixed path or orbit is called **revolution**.
- The circle that divides the day from night on the globe is called **circle of illumination**. The circle takes about 24 hours to complete one rotation around its axis. The period of rotation is known as earth day. This is the daily motion of the earth.
- It takes **365 $\frac{1}{4}$ days** for earth to revolve around the sun. We add 6 hour of each year to every fourth year, which makes it a complete 1 day and it is added to the month of February. This year is called **leap year** and it has **366 days**.

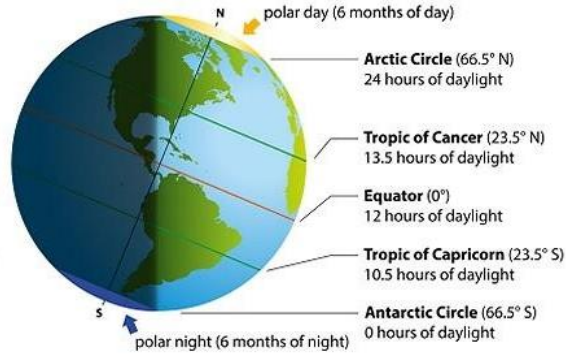
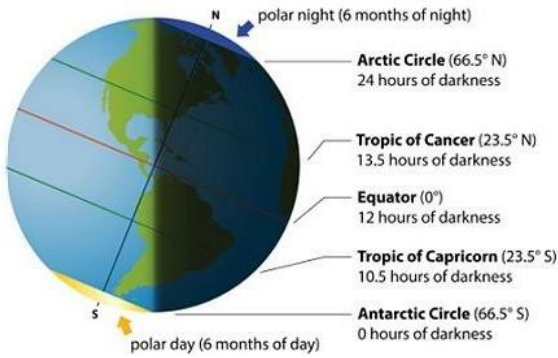
WHAT WOULD HAPPEN IF THE EARTH DID NOT ROTATE?

The portion of the earth facing the sun would always experience day, thus bringing continuous warmth to the region. The other half would remain in darkness and be freezing cold all the time.



winter solstice (December 21)

summer solstice (June 21)



Summer Solstice	Winter Solstice
It is the position of the Earth when the rays of the Sun fall directly on the Tropic of Cancer.	It is the position of the Earth when the rays of the Sun fall directly on the Tropic of Capricorn
In this position, the North Pole is tilted towards the Sun.	In this position, the North Pole is tilted away from the Sun.
A larger portion of the Northern Hemisphere gets light from the Sun; hence, it is summer in the Northern Hemisphere.	A larger portion of the Southern Hemisphere gets light from the Sun; hence, it is winter in the Northern Hemisphere.
During this period in the Northern Hemisphere, days are longer than nights.	During this period in the Northern Hemisphere, nights are longer than days.

EQINOX

On 21st March and September 23rd, direct rays of the sun fall on the equator. At this position, neither of the poles is tilted towards the sun; so, the whole earth experiences equal days and equal nights. This is called an **equinox**. On 23rd September, it is autumn season in the Northern Hemisphere and spring season in the Southern Hemisphere. The opposite is the case on 21st March, when it is spring in the Northern Hemisphere and autumn in the Southern Hemisphere.

WORKSHEET

I. Fill in the blanks:-

1. A leap year has _____ number of days.
2. The daily motion of the earth is _____
3. The earth travels around the sun in _____
4. The sun's rays fall vertically on the Tropic of _____ on 21st June.
5. Days are shorter during _____.

II. Tick the correct answers:-

1. The movement of the earth around the sun is known as
(a) Rotation (b) Revolution (c) Inclination
2. Direct rays of the sun fall on the equator on
(a) 21 March (b) 21 June (c) 22 December
3. Christmas is celebrated in summer in
(a) Japan (b) India (c) Australia
4. The cycle of the seasons is caused due to
(a) Rotation (b) Revolution (c) Gravitation
5. The earth revolves around the sun in a _____ orbit.
(a) elliptical orbit (b) round (c) straight

III. Match the following:-

Column A

- (i) Summer solstice
- (ii) Winter solstice
- (iii) Equinox
- (iv) Orbit
- (v) Rotation

Column B

- (a) Daily motion of the earth
- (b) 23rd September
- (c) Fixed path
- (d) 22nd December
- (e) 21st June

IV. Give answer for the following questions:-

1. Define rotation and revolution
2. Differentiate between summer and winter solstice
3. Why do the poles experience 6 months day and six months night?
4. How does a leap year occur?
5. What is an equinox?

ACTIVITY

- From your local newspaper record the timings of sunrise and sunset at your place for a week and find out how the length of the days of a week from day to day.

OR

- Take a ball/globe and a candle/torch. Now mark a point- town X on the ball and place it in such a way that town X is in darkness. Now rotate the ball from left to right. As you move the ball slightly, the town

will have its sunrise. As the ball continues to move, the point X gradually gets away from the sun. This is sunset.