

ENGLISH WEEKLY STUDY MATERIAL (01/02/2021 – 06/02/2021)

TOPIC: Colonel Fazackerly Butterworth – Toast

- Charles Causley

LEARNING OUTCOMES:

- i) Students will be able to show an appreciation for a poem
- ii) They will be able to express a justified opinion on a particular poem
- iii) Learners will be able to recite the poem with proper rhythm, tone & intonation

SUMMARY:

Colonel Fazackerly Butterworth-Toast is a humorous poem written by Charles Causley which describes the failure of a ghost to frighten Colonel Fazackerly in his new castle that he had newly bought. As the Colonel is about to dine, the ghost makes its appearance from the chimney and tries to scare him. He is amused to see the ghost and calls him 'my dear fellow'. He thinks the ghost is going for a fancy dress show. When the ghost, in his anger, tries to move about in and out of the room, he offers him a drink and wants to know how he did it all. The ghost's frustration knows no bounds and his moans fill the entire castle before he listens 'encore' from the Colonel and disappears from there. Colonel still feels undisturbed despite all this and thinks that he can't even call him back as he doesn't even know his name.

Word Meanings

1. spectre: an incorporeal presence
2. monocle: lens attached to a single eye
3. encore: demand for the repetition of an act, generally made by an audience

A. Answer these questions.

1. Where does the Colonel encounter the ghost? Is he prepared for this meeting?
2. What was the ghost's first reaction on seeing Colonel Fazackerly?
3. Who did the Colonel mistake him to be? Why do you think so?
4. What did the Colonel say that left the ghost speechless?
5. What did the Colonel regret?

B. Answer the following with reference to the context.

1. Colonel Fazackerly put down his glass
And said, 'My dear fellow, that's really first class!
I just can't conceive how you do it at all.
I imagine you're going to a Fancy Dress Ball?'

- a) Who was the Colonel addressing as 'fellow'?

Ans: The Colonel is addressing the ghost as ‘ fellow’.

b) What did he refer to as ‘ first class’?

Ans: He referred the ghost entry as ‘ first class’.

c) How did the ‘fellow’ respond to this?

Ans: The fellow responded by making a withering cry.

2. ‘ My house- warming party I hope you won’t spurn.

You MUST say you’ll come and you’ll give us a turn!’

At this, the poor spectre – quite out of his witsProceeded to shake himself almost to bits.

a) Who is the speaker?

Ans: The Colonel is the speaker.

b) Why was the speaker extending an invitation and to whom?

Ans: The speaker was extending an invitation of his housewarming party and it was given to the ghost.

c) Explain: ‘ give us a turn’.

Ans: By ‘ give us a turn’ the poet means that the ghost will come and entertain the guests with his humorous acts.

d) Why is the spectre described as ‘ poor’?

Ans: The spectre is described as ‘poor’ because he was unable to frighten the Colonel in spite of his numerous efforts.

Hindi

<https://youtu.be/iCd-PIOWajM> - पाठ – 17

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

साँस-साँस में बाँस

प्रश्न 1. साँस- साँस में बाँस पाठ किसके द्वारा लिखित है ?

(1)

प्रश्न 2. बांस को बूढ़ा कब कहा जाता है ? बूढ़े बांस में कौन सी विशेषताएं होती हैं जो युवा बांस में नहीं होती ? (3)

प्रश्न 3. बांस की बुनाई मानव के इतिहास में कब आरंभ हुई होगी ? (3)

बहुविकल्पीय प्रश्न

(1 X 10 = 10)

1. इनमें से किस राज्य में बांस बहुतायत में नहीं पाया जाता है ?

- (क) असम
- (ख) त्रिपुरा
- (ग) नागालैंड
- (घ) केरल

2. इनमें से कोण सी चीज़ बांस से नहीं बनती ?

- (क) चटाई
- (ख) टोकरी
- (ग) जूते
- (घ) अचार

3. बूढ़ा बांस कैसा होता है ?

- (क) मुलायम
- (ख) सख्त
- (ग) कमजोर
- (घ) लचीला

4. चंगकीचंगलनबा कौन था?

- (क) कारीगर
- (ख) बाज़ीगर
- (ग) जादूगर
- (घ) इनमें से कोई नहीं

5. किन पक्षी के घोंसले से टोकरी बनाने की तरकीब सूझी होगी ?

- (क) कबूतर
- (ख) बया
- (ग) गौरैया
- (घ) कौआ

6. बांस से बना मछली पकड़ने का जाल क्या कहलाता है ?

- (क) जकाई
- (ख) अकाई
- (ग) चटाई
- (घ) इनमें से कोई नहीं

7. किस मौसम में लोग बांस की वस्तुएँ अधिक बनाते हैं ?

- (क) जाड़ा
- (ख) गरमी
- (ग) बसंत
- (घ) बरसात

8. बांस की खपच्चियाँ किस हथियार से तयार की जाती हैं ?

- (क) दाओ
- (ख) चाकू
- (ग) हथोड़ी
- (घ) तलवार

9. खपच्चियों की चौड़ाई कितनी रखी जाती है ?

- (क) एक सेंटीमीटर
- (ख) एक फुट
- (ग) एक इंच
- (घ) आधा इंच

10. खपच्चियों को काले रंग से रंगने के लिए किस पेड़ की छाल का प्रयोग किया जाता है ?

- (क) गुड़हल
- (ख) इमली
- (ग) गुलाब

(घ) आम

HOTS

प्रश्न. बांस से बनाई जाने वाली चीज़ों में सबसे आश्चर्य जनक चीज़ तुम्हे कौन सी लगी और क्यों ?
(5)

गतिविधि

प्रश्न 1. बांस भारत के किन- किन राज्यों में अत्यधिक मात्रा में पाया जाता है ? उन राज्यों को भारत के मानचित्र में दर्शाइए । (5)

प्रश्न 2. बांस से बनने वाली किन्हीं चार से पांच वस्तुओं का चित्र बनाकर उनका प्रयोग लिखिए ।
(5)

➤ **गतिविधि उद्देश्य :-**

- बांस से संबंधित भारतीय संस्कृति के प्रति लगाव व ज्ञान में वृद्धि ।
- बांस उत्पादक राज्यों की जानकारी ।

मूल्य परक प्रश्न

प्रश्न. हमारे जीवन में बांस का क्या महत्त्व है ? विचार करके लिखिए यदि बांस न होता तो क्या होता ?
(5)

MATHEMATICS ASSIGNMENT (CLASS VI)

INTEGER

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

Learning outcomes- Students will be able

- 1. To identify the order of integers**
- 2. To do addition and subtraction of integers .**
- 3. To apply the use of integers in daily life**

QUESTION BANK

1 Multiple Choice Questions (MCQs)

1. 2 subtracted from 7 gives:

- (a) -9
- (b) 5
- (c) -5
- (d) 9

2. 5 added to -5 gives:

- (a) 10
- (b) -10
- (c) 0
- (d) -25

3. The number 3 less than -2 is:

- (a) -1
- (b) 1
- (c) 5
- (d) -5

4. Which of the following numbers is to the right of -3 on number line?

- (a) -4
- (b) -2
- (c) -12
- (d) -13

5. The number of integers between -2 and 2 is:

- (a) 5
- (b) 4
- (c) 3
- (d) 2

6. Which of the following will give answer with negative sign?

- (a) $-48 + 79$
- (b) $-40 + 40$
- (c) $-18 + 30$
- (d) $48 + (-39)$

7. What will be the additive inverse of -1 ?

- (a) -2
- (b) -1
- (c) 0
- (d) 1

8. Sum of a negative and a positive integer is:

- (a) always negative
- (b) either positive or negative
- (c) always positive
- (d) zero

9. The pair of integers whose sum is -5:

- (a) 1, -4
- (b) -1, 6
- (c) -3, -2
- (d) 5, 0

10. $39 - 50$ is:

- (a) Not possible
- (b) -89
- (c) -11
- (d) 10

Fill in the Blanks

1. $(-8) + \dots = 0$
2. $13 + \dots = 0$
3. $12 + (-12) = \dots$
4. $(-4) + \dots = -12$
5. $\dots - 15 = -10$

Write the following numbers with appropriate signs:

1. 100 m below sea level
2. 25°C above 0°C temperature
3. 15°C below 0°C temperature
4. any five numbers less than 0

Very Short Answer Type Questions

(1 marks)

1. Represent +5 and -3 on the number line.
2. Write five negative integers greater than -10.
3. How many integers lie between -5 and 4?
4. Write the following integers in ascending order:
-5, -7, -2, 3, 0, 7
5. Find the sum $(-7) + (-9) + 4 - 16$.
6. Find : $50 - (-40) + (-20)$.

Short Answer Type Questions

(2 marks)

1. Write opposite of the following:
 - (a) Increase in height
 - (b) Loss of ₹ 500
 - (c) 10 Km. South
 - (d) 50 m below sea level
2. A man is standing at -5 on the number line. In which direction and how many steps should he move to reach at -11?
3. In the following pairs, which number is to the right of the other on the number line?

- (a) 0 and -3
(b) -7 and 7
(c) -1000 and 4
4. Solve without using the number line.
(a) $(-7)-8-(-23)$
(b) $4 - (-8) + (-7) - (-8)$

Long Answer Type Questions

(3 marks)

1.
(a) Subtract -31 from 50.
(b) Subtract 50 from -31.
2. Put $<$, $>$ or $=$
a. $-13 + (-28)$ _____ $-25 - 43$
b. $-297 - (-89)$ _____ $78 + (-65)$

HOTS

1. Subtract the sum of -16 and -26 from the sum of 25 and -40.
2. Simplify :
 $1 + (-3) + 5 + (-7) + 9 + (-11) + 13 + (-15)$

Activity

Note the temperature of 5 consecutive days.

Which day was the coldest?

Does the temperature increases or decreases with the cold ?

Science Worksheet

Class-VI

Chapter: Garbage in, garbage out

<https://youtu.be/VReXwIwB73E>

Learning Outcomes:

- To develop an understanding of the different types of wastes.
- To create awareness and develop sensitivity about the diseases that rag pickers suffer from.

2 Dumping of wastes

1. We sweep houses, shops and other places, collect the dirt and other waste materials in the polythene and throw it either in a drain or at the corner of the street.

2. The heaps of rubbish material not only spread dirtiness but also provide shelter to houseflies, mosquitoes, microorganisms, bacteria and other disease-carrying living organisms.
3. Hospital waste includes bandages, cotton impulse, injection bottles, tablet wrappers, cut out plaster, syringes, glucose bottles, needles, papers, corks, instruments, tubes, fruit peelings and seeds.
4. Mostly wastes are used for filling the low-lying areas. These things pollute the soil and are responsible for several fatal diseases.
5. Many people sort out syringes, tubes, needles and other reusable instruments, wash them and reuse them which become the cause of many diseases. The filling materials diffuse in the soil and pollute the soil.

3 Dustbins

The utensil or space where the waste material is collected is called dustbin. There are many various dustbins placed to segregate waste:

1. **Green dustbins:** Generally, we use green dustbin for collecting biodegradable waste.
2. **Blue dustbins:** The non-biodegradable wastes which do not decompose naturally are kept in blue dustbin.

4 Biodegradable and non-biodegradable waste

1. The waste matter which is decomposed by microorganisms naturally is called biodegradable waste. Ex: Banana peels, paper waste etc.
2. The waste matter which is not decomposed by micro-organisms is called non-biodegradable waste. Ex: Plastic wrappers, aluminium foil etc.

Apart from these, there is another category of non-biodegradable waste also known as electronic waste or e-waste that is composed of electrical appliances or components that no longer serve their specified function and are hence needed to be reused, re-sold, recycle or disposed off. These are non-biodegradable as no action by any microorganism is effective in breaking them down.



Garbage should be allowed to be processed by the authorities and not burnt because the burning of garbage releases toxic fumes which are harmful to the health of everybody.

Best out of waste

The Rock Garden in Chandigarh is an excellent example of how solid wastes can be utilized. Every item in this garden is made from waste materials like tyres, plastic bottles, eggshells, and tube lights. This innovative idea of utilizing solid waste has made the Rock Garden very popular tourist attraction.

VERY SHORT ANSWER TYPE QUESTIONS (1 MARK EACH):

1. What is waste?
2. Where is waste material stored in your home?
3. Name some substances that are difficult to dispose of.

SHORT ANSWER TYPE QUESTIONS (2 MARKS EACH):

1. How many types of dustbins are formed for convenience?
2. Which animals do you find to visit the heaps of waste?

CRITICAL THINKING/VALUE BASED QUESTIONS: (3 MARKS)

1. We should not burn or heat plastics, why?
2. What can we do to minimise overuse of plastics?

ACTIVITY:

A. Conduct an interview of the person who collects the waste from your home and ask the following questions. Record your observations.

1. Where does this waste go?
2. What happens to the waste once it is disposed off at the site?
3. Is the waste segregated from the site where it is disposed for further processing or recycling?

You may ask other questions too.

B. On a sheet of paper, draw the types of waste thrown away by people. Also, find out about the diseases that rag pickers mostly suffer from?

SOCIAL SCIENCE STUDY MATERIAL

TOPIC- REVISION

Video link: <https://youtu.be/71lm4gg5oAY>, https://youtu.be/_o_gqk9pYIU

LEARNING OBJECTIVE-

Students will be able to:-

- Introduce the idea that strategies of expansion and their logic differ
- Understand conditions that underline and impact life strategies of various groups of people

DIFFERENT TYPES OF FARMERS

Large farmers

- they lend their land to farmers
- they usually do not work as cultivator
- they live in pucca houses

Middle farmers

- they work on the land with their families using primitive tools
- crops like, wheat and barley are grown

Small farmers

- own land less than 2 hectares
- those with no land work for large scale farmers

BEING IN DEBT

Farmers borrow money to fulfil the basic needs of the farming land. Sometimes, they are unable to return the loan due to the failure of monsoon, which results in debt and finally the major cause of distress

COMMUNITY DEVELOPMENT PROJECT

Aim- to develop villages & improve agricultural production

Launched on- 1952 by Government of India

About the project-

- easy term loans are provided
- different branches have been opened
- land was given to landless labourers to make them self reliant

FARMING (DAIRY, SUBSISTENCE & TERRACE)

- Dairy farming is a class of agriculture form long term production of milk, which is processed (either on the farm or at a dairy plant, either of which may be called a dairy) for eventual sale of a dairy product.
- The practice of growing crops and raising livestock sufficiently only for one's own use, without any surplus for trade.
- This means that the land on a hill is made into flat plots and carved out in steps. The sides of each plot are raised in order to retain water. This allows water to stand in the field, which is best for rice cultivation. Practiced in areas like- Nagaland, Meghalaya, Uttarakhand etc.

SAMUDRAGUPTA'S POLICIES TOWARDS DIFFERENT KINDS OF RULERS

- **Rulers of Aryavarta:** - covered the area of Kannauj, Mathura, Prayag, Patliputra, Nalanda, uprooted 9 rulers and their kingdom was made a part of Samundragupta's empire.
- **Rulers of Dakshinapatha:** - comprised of 12 rulers who were defeated by Samundragupta
- **Rulers of neighbouring states:** - included Bengal, Assam, Nepal, N-W area, the rulers followed Samundragupta's orders
- **Rulers of outlying areas:**- these were the descendents of Kushanas & Shakas and rulers of Sri Lanka.

HARSHAVARDHANA AND THE HARSHACHARITA

- Harshavardhana's court poet **Bhanabhatt** wrote his biography Harshacharita in Sanskrit
- **Xuan Zang**, left an account of his court
- Harsha was king of **Thanesar**, he also conquered Magadha & Bengal

PALLAVAS & CHALUKYAS

These two were the most important ruling dynasty of the South India.

- **Aihole**, the capital of Chalukya was an important trading centre
- **Pulakeshin-II**, best known Chalukya ruler

QUESTION BANK

Very Short Answer Questions-

1 mark questions

I. Fill in the blanks:-

1. Nearly _____ of all rural families are agricultural labourers in India.

2. In some villages in central India, both farming and _____ from forest are important sources of livelihood.
3. The two important ruling dynasties in south India during this period were the _____ and the _____

Short Answer Questions-

2 mark questions

1. Name the four different kinds of rulers described by Samudragupta's court poet, Harishena.
2. Who are landless farmers?
3. Name the main occupations of people living in rural area.

Long Answer Questions-

3 mark questions

1. List three situation in which crops can be ruined.
2. Differentiate between large and small farmers.

CRITICAL THINKING

1. Why do the agricultural labour work only for a couple of months in a year & later travel to cities?
2. Who was Samudragupta? Differentiate between the way in which he treated rulers of Aryavarta and Dakshinapatha.

ACTIVITY

- Make a poster giving pictorial representation to various rural and urban livelihoods.

विषय - संस्कृत

पञ्चदशः पाठः

मातुलचन्द्र!!

Link-<https://youtu.be/THvk3XkpuX4>

कुत आगच्छसि मातुलचन्द्र!
कुत्र गमिष्यसि मातुलचन्द्र!

सरलार्थ – कहाँ से आते हो चंदामामा !
कहाँ चले जाते हो चंदामामा !

अतिशयविस्तृतनीलाकाशः
नैव दृश्यते क्वचिदवकाशः
कथं प्रयास्यसि मातुलचन्द्र!
कुत आगच्छसि मातुलचन्द्र!

सरलार्थ– अति-विशाल नीला आकाश है, आकाश में कहीं भी नहीं दिखते हो ?
कैसे जाओगे चंदामामा! कहाँ से आते हो चंदामामा !

कथमायासि न भो! मम गेहम्
मातुल! किरसि कथं न स्नेहम्
कदाऽऽगमिष्यसि मातुलचन्द्र!
कुत आगच्छसि मातुलचन्द्र!

सरलार्थ– हे चंदामामा, कैसे नहीं आओगे मेरे घर ? (अपने) स्नेह को कैसे नहीं
विखेरते हो ? कब जाओगे चंदामामा ? कहाँ से आते हो चंदामामा !

धवलं तव चन्द्रिकावितानम्
तारकखचितं सितपरिधानम्
मह्यं दास्यसि मातुलचन्द्र!
कुत आगच्छसि मातुलचन्द्र!

सरलार्थ – चन्दामामा! तुम्हरी फैली हुई चाँदनी सफ़ेद है! (क्या) तुम तारों से सुशोभित (अपना) सफ़ेद वस्त्र मुझे दोगे? कहाँ से आते हो चंदामामा!

त्वरितमेहि मां श्रावय गीतिम्
प्रिय मातुल! वर्धय मे प्रीतिम्।
किन्नायास्यसि मातुलचन्द्र!
कुत आगच्छसि मातुलचन्द्र!

सरलार्थ – हे प्यारे चन्दामामा! तुम जल्दी आओ। मुझे गीत सुनाओ। मेरा प्यार बढ़ाओ। क्या नहीं आओगे? हे चंदामामा! तुम कहाँ से आते हो?

1. बालगीतं साभिनयं सस्वरं गायत। (अंक – 5*1)
2. प्रश्नानाम् उत्तराणि लिखत- (अंक – 1*5)

(क) अस्मिन् पाठे कः मातुलः?

(ख) नीलाकाशः कीदृशः अस्ति?

(ग) मातुलचन्द्रः किं न किरति?

(घ) किं श्रावयितुं शिशुः चन्द्रं कथयति?

(ड) चन्द्रस्य सितपरिधानं कथम् अस्ति?

3. उदाहरणानुसारं निम्नलिखितपदानि सम्बोधने परिवर्तयत- (अंक – 1*12)

यथा- चन्द्रः	-	चन्द्र!
(क) शिष्यः	-	.....
(ख) गोपालः	-	.....
यथा- बालिका	-	बालिके!
(क) प्रियंवदा	-	.....
(ख) लता	-	.....
यथा- फलम्	-	फल!
(क) मित्रम्	-	.....
(ख) पुस्तकम्	-	.....
यथा- रविः	-	रवे!
(क) मुनिः	-	.....
(ख) कविः	-	.....
यथा- साधुः	-	साधो!
(क) भानुः	-	.....
(ख) पशुः	-	.....
यथा- नदी	-	नदि!
(क) देवी	-	.....
(ख) मानिनी	-	.....

4. मञ्जूषातः उपयुक्तानाम् अव्ययपदानां प्रयोगेण रिक्तस्थानानि पूरयत- (अंक – 1*5)

कुतः कदा कुत्र कथं किम्

(क) जगन्नाथपुरी अस्ति?

(ख) त्वं पुरीं गमिष्यसि?

(ग) गङ्गानदी प्रवहति?

(घ) तव स्वास्थ्यं अस्ति?

(ङ) वर्षाकाले मयूराः कुर्वन्ति?

5. तत्समशब्दान् लिखत-

(अंक – 1*5)

मामा.....

मोर.....

तारा.....

कोयल.....

कबूतर.....

