

EAST POINT SCHOOL

CLASS: VI

ENGLISH WEEKLY STUDY MATERIAL

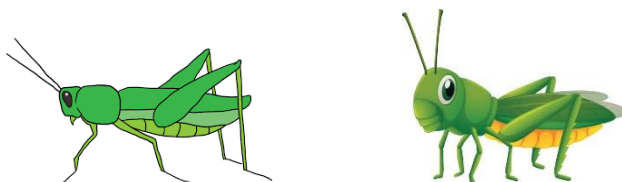
Topics: Unit 2: Section 3 – On the Grasshopper and the Cricket – John Keats (Cont..)

LEARNING OBJECTIVES:

- i) To be able to read and appreciate the poem
- ii) Develop creativity and imagination
- iii) Identify the poetic devices

On the Grasshopper and the Cricket (Poem)

- John Keats



URL : <https://www.youtube.com/watch?v=pF9Qlkxcv80>

About the poet:

JOHN KEATS:

- **Born** – 31 October 1795, London England
- **Died** – 23rd February 1821, Rome
- He was one of the prominent figures in second generation of romantic poets.

Famous works :

- 1) “ode to autumn”
- 2) “La Belle Dame sans merci”
- 3) The eve of St. Egnés

ABOUT THE POEM

Like other poets Keats was also much moved by the nature. He here presents whatever the season is, **the music and poetry never ends**. Whether it is hot summer or it is cold winter, Poetry and music of earth never ends. Here in the poem, the grasshopper symbolises the summer season and the cricket symbolises the winter.

STRUCTURE OF THE POEM

The whole poem is an example of sonnet. It consists of 14 lines. The rhyme scheme of the poem is abba abba (octave) and cde cde (sestet). The first 8 lines are called Octave and rest six lines are called sestet.

Summary:

In this poem, the poet expresses the beauty of nature. He says that the music of the earth is always alive. During the summer all birds get tired due to the heat of the sun and take shelter under the shadow of trees. It is then that they stop singing the songs. The poet says, even then the song of nature can be heard. At that time, the grasshopper sings songs flying from one garden to another. He leads the way and sings the everlasting song of nature. During summer, he enjoys the pleasure of singing. When he gets tired with the fun, he rests beneath some weed.

The poet elaborates that the poetry of the earth never ends. During the winter season in the silent frosty evening, the birds stop singing songs. However, at that time, the cricket begins to sing and spreads the warmth of joy everywhere. The people who are half-sleep feel that it is the grasshopper song which is coming from the grassy hills.

Through this poem, the poet sends the message that nature is beautiful all the time, irrespective of the season. So, in a similar way, we should be joyful in our life and be happy in all situations, whether the conditions are in our favour or against us.

Activity: (Classroom discussion)

- It is Okay to Face and Embrace Your Unhappiness or Disappointment.
- Practicing Gratitude Provides Perspective.
- Ask Yourself What You Can Learn from the Situation.
- Things Are Rarely as Bad as You Think. ...
- Your Expectations Affect Your Happiness.

SCIENCE

Chapter: Getting to know plants

Video links

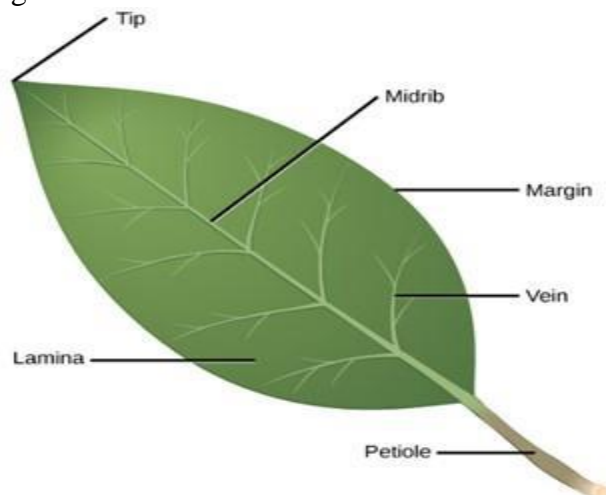
<https://www.youtube.com/watch?v=awW0ByYNUtc>

Leaf

4.1 Parts of a Leaf

1. **Petiole:** This is the stalk via which the leaf is joined to the plant.
2. **Lamina:** This is the expanded part or the green portion of any leaf which is responsible for photosynthesis.
3. **Veins:** The many lines that run through the surface of the leaf are called veins and the design made by them is called leaf venation. They transport water and minerals.
4. **Midrib:** This is the central, prominent thick structure right in the middle of the leaf that helps support the leaf and prevent it from breaking.

Figure 1: A labelled diagram of a leaf



The design made by veins in a leaf is called the leaf venation. There are two types of leaf venation:

1. **Reticulate Venation:** Reticulate venation is said to exist when the veins form a net-like shape on either side of the midrib. This type of venation is seen to exist in dicots like guava and mango.

2. **Parallel Venation:** Parallel venation is said to exist when the veins run parallel to one another. This type of venation is seen to exist in monocots like banana, wheat, coconut etc.

Figure 2: Parallel and reticulate venation

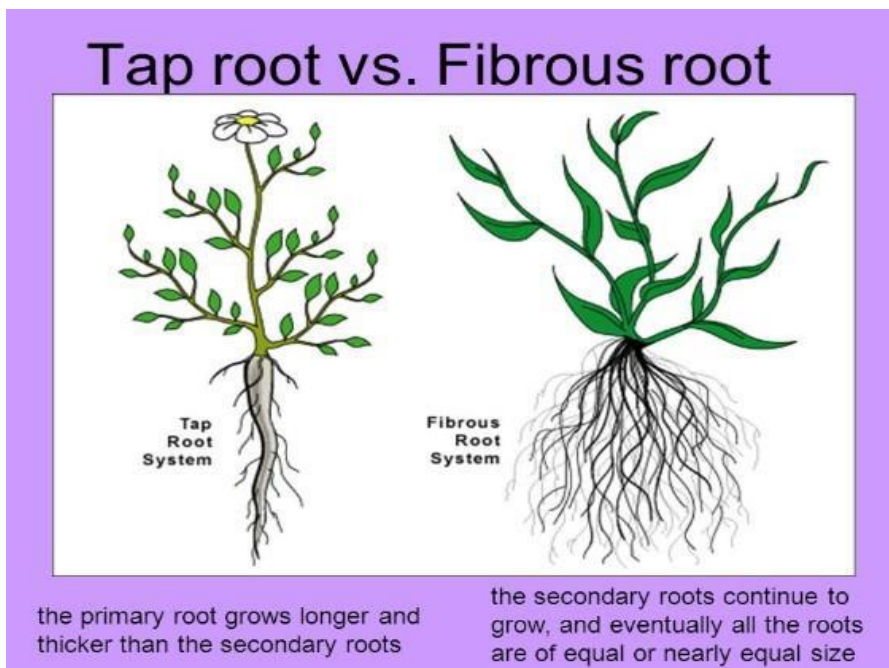


Root

The root is a very important component of the plant system, as, without the presence of roots the plant ceases to exist. This is because the roots perform three major functions essential to the growth and survival of the plant which are:

- Roots are responsible for absorbing minerals and water from the soil and transferring them to the stem. It's only after root has transported water and minerals to stem that the stem becomes capable of transporting these to all parts of the plant.
- Another important function of roots is to firmly anchor the plant in the ground. This is essential to support the upright position of the plants.
- Roots also perform the function of storing important nutrients and food for growth.

There are two major types of roots that exist in plants and these are:



SANSKRIT

	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा-	वनम्	वने	वनानि
	.....	जले	.....
	बिम्बम्	.....	.....
यथा-	वृक्षम्	वृक्षौ	वृक्षान्
	.....	.....	पवनान्
	.....	जनौ	.....

ANSWER:

	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा-	वनम्	वने	वनानि
	जलम्	जले	जलानि
	बिम्बम्	बिम्बे	बिम्बानि
यथा-	वृक्षम्	वृक्षौ	वृक्षान्
	पवनम्	पवनौ	पवनान्
	जनम्	जनौ	जनान्

Question 2:

कोष्ठकेषु प्रदत्तशब्देषु उपयुक्ताविभक्तिं योजयित्वा रिक्तस्थानानि पूरयत-

यथा- अहं रोटिकां खादामि। (रोटिका)

(क) त्वं पिबसि। (जल)

(ख) छात्रः पश्यति। (दूरदर्शन)

(ग) वृक्षाः पिबन्ति। (पवन)

(घ) ताः लिखन्ति। (कथा)

(ङ) आवाम् गच्छामः। (जन्तुशाला)

ANSWER:

(क) त्वं जलं पिबसि। (जल)

(ख) छात्रः दूरदर्शनं पश्यति। (दूरदर्शन)

(ग) वृक्षाः पवनं पिबन्ति। (पवन)

(घ) ताः कथां लिखन्ति। (कथा)

3. अधोलिखितेषु वाक्येषु कर्तृपदानि चिनुत-

- (क) वृक्षाः नभः शिरस्सु वहन्ति।
(ख) विहगाः वृक्षेषु कूजन्ति।
(ग) पयोदर्पणे वृक्षाः स्वप्रतिबिम्बं पश्यन्ति।
(घ) कृषकः अन्नानि उत्पादयति।
(ङ) सरोवरे मत्स्याः सन्ति।

4. प्रश्नानामुत्तराणि एकपदेन लिखत-

- (क) वृक्षाः कैः पातालं स्पृशन्ति?
(ख) वृक्षाः किं रचयन्ति?
(ग) विहगाः कुत्र आसीनाः।
(घ) कौतुकेन वृक्षाः किं पश्यन्ति?

5. समुचितैः पदैः रिक्तस्थानानि पूरयत-

विभक्तिः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमा	गजः	गजौ	गजाः



द्वितीया	सूर्यम्	सूर्यौ	सूर्यान्
	.....	.....	चन्द्रान्
तृतीया	विडालेन	विडालाभ्याम्	विडालैः
	.....	मण्डूकाभ्याम्	.....
चतुर्थी	सर्पाय	.....	सर्पेभ्यः
	.....	वानराभ्याम्	.....
पञ्चमी	मोदकात्	.....	.....
	.....	.....	वृक्षेभ्यः
षष्ठी	जनस्य	जनयोः	जनानाम्
	.....	.....	शुकानाम्
सप्तमी	शिक्षके	.....	शिक्षकेषु
	.....	मयूरयोः	.....
सम्बोधनम्	हे बालक!	हे बालकौ!	हे बालकाः!
	नर्तक!	.....	.....

MATHS

Introduction to Integers

Set of positive numbers, zero and negative numbers is known as integers.

..., -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, ...

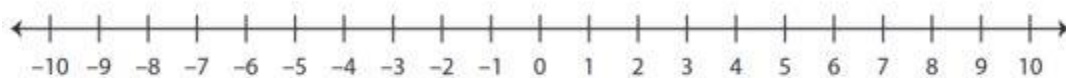
1, 2, 3, 4, 5, ... are known as positive integers.

-1, -2, -3, -4, -5 are known as negative integers

The number zero is an integer. It is neither positive nor negative.

Integers on the Number Line

Let's draw a line and mark a point in the middle of it. We number this point with zero.



We mark equal distances on the right as well on the left of zero. On the right side of zero label the points with numbers 1, 2, 3, 4, 5, ... and on the left side of the zero label the points with numbers -1, -2, -3, -4, -5,

So, we can represent all the integers on a number line as shown in the above figure.

Ordering of Integers

Between two given integers, the integer occurring on the right side on the number line is greater than that occurring on the left side.

For Example.

$5 > 2$, since 5 is to the right of 2.

$3 > 0$, since 3 is to the right of 0.

$0 > -2$, since 0 is to the right of -2.

$-5 > -8$, since -5 is to the right of -8.

Some basic rules are provided below.

1. Every positive integer is greater than zero.
2. Zero is greater than every negative integer.
3. Every positive integer is greater than every negative integer.

Absolute Value of an Integer

The absolute value of an integer 'p' is the numerical value of 'p' regardless of its sign. We denote the absolute value of 'p', by $|p|$. Let's see some examples.

Example 1. Find the absolute value of -5 .

Solution. $|-5| = 5$.

Example 2. Find the absolute value of 12 .

Solution. $|12| = 12$.

Example 3. Find the value of $|-12 + (-15)|$.

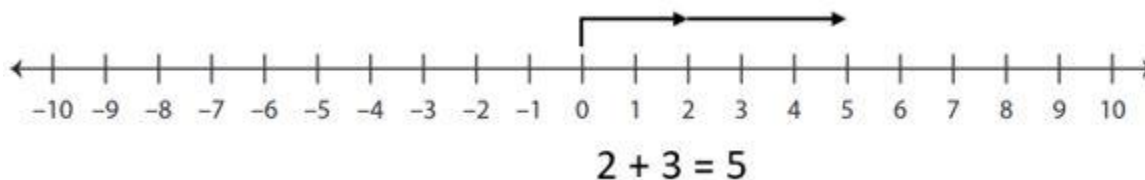
Solution. $|-12 + (-15)| = |-12 - 15| = |-27| = 27$.

Example 4. Find the value of $|25 - (-45 + 15)|$.

Solution. $|25 - (-45 + 15)| = |25 - (-30)| = |25 + 30| = |55| = 55$

Addition of Integers Using Number Lines

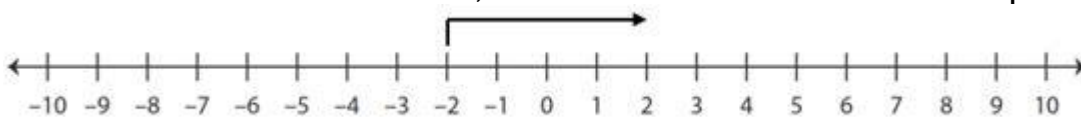
We have already known how to add two whole numbers using number lines. Let's see some examples.



Let's extend this method of addition of whole numbers to the integers.

Example 1. Add -2 and 4 .

Solution. On the number line, we start from -2 and move 4 steps to the right of -2 .

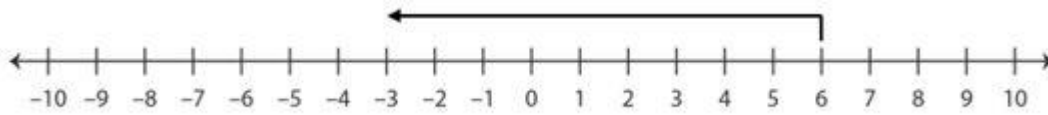


We end up at $+2$ or 2 .

Therefore, $-2 + 4 = 2$.

Example 2. Add 6 and -9 .

Solution. On the number line, we start from 6 and move 9 steps to the left of 6 .

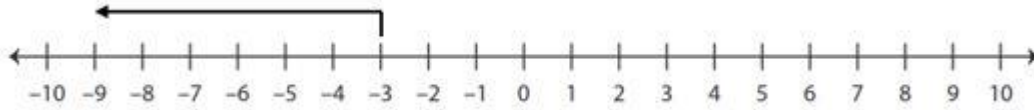


We end up at -3 .

Therefore, $6 + (-9) = -3$.

Example 3. Add -3 and -6 .

Solution. On the number line, we start from -3 and move 6 steps to the left of -3 .



We end up at -9 .

Therefore, $-3 + (-6) = -9$.

Addition of two like integers

When integers have same signs, we add their absolute values and assign the same sign to the sum. Let's see some examples.

Example 1. Add $+4$ and $+5$.

Solution. $(+4) + (+5) = + \{|+4| + |+5|\} = + \{4 + 5\} = +9$

Example 2. Add -5 and -8 .

Solution. $(-5) + (-8) = - \{|-5| + |-8|\} = - \{5 + 8\} = -13$

Addition of unlike integers

When integers have different signs, we determine the difference of their absolute values, and assign the sign of the integer having greater absolute value. Let's see some examples.

Example 1. Add -7 and 19 .

Solution. Absolute value of $-7 = |-7| = 7$

Absolute value of $19 = |+19| = 19$

Difference of absolute values is $19 - 7 = 12$

Since the integer with greater absolute value is $+19$, and it's sign is $+$.

$(-7) + (+19) = +12$

Example 2. Add -25 and $+5$.

Solution. Absolute value of $-25 = |-25| = 25$

Absolute value of $+5 = |+5| = 5$

Difference of absolute values is $25 - 5 = 20$

Since the integer with greater absolute value is -25 , and its sign is $-$.

$$(-25) + (+5) = -20$$

Properties of Addition

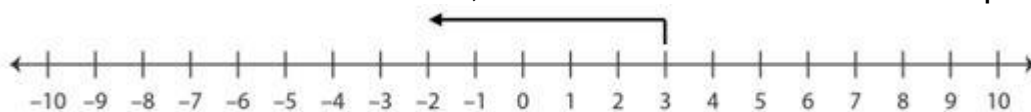
1. If 'a' and 'b' are any two integers, then $a + b$ is also an integer.
2. If 'a' and 'b' are any two integers, then $a + b = b + a$.
3. If 'a', 'b' and 'c' are any three integers, then $a + (b + c) = (a + b) + c$
4. If 'a' is in integer, then $a + 0 = 0 + a = a$.
5. The sum of any integer and its opposite integer (known as additive inverse) is zero.
 $a + (-a) = 0$
6. If $a > b$, then $a + c > b + c$ and if $a < b$, $a + c < b + c$, where a, b, c are any integers.

Subtraction of Integers Using Number Lines

To subtract a positive integer, we must move to the left on the number line. Let's see some examples.

Example 1. Subtract 5 from 3.

Solution. On the number line, we start from 3 and move 5 steps to the left of 3.



We end up at -2 .

Therefore, $3 - 5 = -2$.

Example 2. Subtract 6 from -2 .

Solution. On the number line, we start from -2 and move 6 steps to the left of -2 .



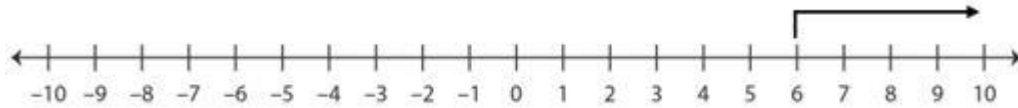
We end up at -8 .

Therefore, $-2 - 6 = -8$.

To subtract a negative integer, we must move to the right on the number line. Let's have a look at some examples.

Example 1. Subtract -4 from 6 .

Solution. On the number line, we start from 6 and move 4 steps to the right of 6 .



We end up at 10 .

Therefore, $6 - (-4) = 6 + 4 = 10$.

Class 6 Maths Integers 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

Class 6 Maths Integers Very Short Answer Type Questions

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:
 $-5, -7, -2, 3, 0, 7$

HISTORY CHAPTER - 2

From Gathering to Growing Food

What students will learn in this lesson?

- effects of the introduction of farming and herding
- archaeological evidences of early crops, animals, houses, tools, pottery, burials, etc.
- case study: The North-West and the North-East

Objectives

- appreciate the diversity of early domestication
- identify the material culture generated by people in relatively stable settlements
- understand strategies to analyse the above

The Beginning of Agriculture and Herding

- When people, about 5 to 10 thousand years ago, saw the natural processes of the growth of plants, falling of seeds from fruits, and then sprouting into more plants, they started collecting seeds and protecting them from animals and birds. And this is how people first became farmers.
- They also started keeping and rearing animals such as dogs, sheep, goats, pigs, etc. This is known as herding.

- Different plants are grown in different regions and different time periods, as per their natural conditions. Similarly, different animals also need different environments to live and grow.

Change from Nomads to Natives

- As growing of plants needs time, people who started farming began staying in one place for long periods of time. They protected the plants, watered, weeded, and tilled the soil, and ultimately harvested the crops after some months or years.
- Those crops were then stored (for both food and seed) in large pots, baskets, and underground pits.
- We can also think of animals as a 'store' of food, because if they are reared properly, they can give us food (milk, eggs, etc.) for a long time.

The First Farmers and Herders

- Scientists and archaeologists have found evidences of plants, animal bones, and burnt grains in places where the first farmers and animal herders lived. Some of those sites were in the north-west of India (present-day Kashmir), and in the east and the south of India.
- Archaeologists have also found traces of houses, huts, and pit-houses (houses dug in the ground) in some sites.
- They found stone tools such as mortars and pestles (used to grind grain) which were different than the tools used in the Palaeolithic Era (the Stone Age period of history). So they named them Neolithic Era (the New Stone Age period of history) tools.
- Earthen pots that were used to cook and store food were also found.

Other Customs and Practices

- We do not know the exact times when the customs and practices of the first farmers and herders started. But archaeologists have studied the lives of today's farmers and herders who live in groups called tribes. And archaeologists believe they follow some of the same old customs.

Important Archaeological sites

Mehrgarh

- The site of Mehrgarh is in the present-day Kacchi plain of Balochistan, Pakistan, near the Bolan Pass (in western Pakistan). It is one of the earliest known villages in the world.
- The earliest people who lived there were the first ones to grow barley and wheat and to rear sheep and goats.
- When they were excavating the site, archaeologists found bones of the animals like deer, pig, sheep, goat, cattle at different levels. So they believe that animals were reared by the people of that time.
- They also found remains of square or rectangular houses. And they believe that the compartments found in those houses might have been used to store food they got from farming.
- Some burial sites have also been discovered, so archaeologists believe that the people of those times settled down and lived together as a society.

Daojali Hading

- The archaeological site of Daojali Hading is in the hills near the Brahmaputra valley (on routes leading to China and Myanmar).

- Experts have found many things here. For example, they found stone tools such as mortars and pestles, tools made from fossil woods (very old wood that has hardened into stone), pottery, and jadeite (a type of rare stone).

Class 6 Hindi Grammar

<https://www.youtube.com/watch?v=mv1VdJGYXeI> - शब्द विचार

Note- please refer to the above given link to study the chapter before answering the following assignment

शब्द विचार की परिभाषा

दो या दो से अधिक वर्णों से बने ऐसे समूह को शब्द कहते हैं, जिसका कोई न कोई अर्थ अवश्य हो।

दूसरे शब्दों में- ध्वनियों के मेल से बने सार्थक वर्णसमुदाय को शब्द कहते हैं।

जैसे- सन्तरा, कबूतर, टेलीफोन, आ, गाय, घर, हिमालय, कमल, रोटी, आदि।

इन शब्दों की रचना दो या दो से अधिक वर्णों के मेल से हुई है। वर्णों के ये मेल सार्थक है, जिनसे किसी अर्थ

का बोध होता है। घर में दो वर्णों का मेल है, जिसका अर्थ है मकान, जिसमें लोग रहते हैं। हर हालत में शब्द

सार्थक होना चाहिए। व्याकरण में निरर्थक शब्दों के लिए स्थान नहीं है।

शब्दों का वर्गीकरण

1. उत्पत्ति या स्रोत के आधार पर

उत्पत्ति या स्रोत के आधार पर शब्द निम्नलिखित प्रकार के माने जाते हैं –

- 1) तत्सम शब्द
- 2) तद्भव शब्द
- 3) देशज शब्द
- 4) विदेशज शब्द

(I) तत्सम शब्द

तत्सम शब्द तद् + सम के योग से बना है। यहाँ 'तद्' का अर्थ 'उसके' तथा 'सम' का अर्थ 'समान' है। हिन्दी की मूल भाषा संस्कृत है। अतः ऐसे शब्द जो संस्कृत के समान ही हिन्दी में प्रयुक्त होते हैं, वे शब्द तत्सम शब्द कहलाते हैं। जैसे – आम्र, सूर्य, चन्द्र, क्षेत्र इत्यादि।

(II) तद्भव शब्द

तद्भव शब्द 'तद्+भव' के योग से बना है। यहाँ 'तद्' का अर्थ 'उससे' तथा 'भव' का अर्थ 'उत्पन्न होने वाला'

होता है। अर्थात् ऐसे शब्द जो अपनी मूल भाषा संस्कृत से उत्पन्न होते हैं किन्तु भाषा विकास के कारण आज उनके उच्चारण में अन्तर आ गया है, वे तद्भव शब्द कहलाते हैं। जैसे – आम, सूरज, चाँद, आग, खेत इत्यादि।

(II) तद्भव शब्द

तद्भव शब्द 'तद्+भव' के योग से बना है। यहाँ 'तद्' का अर्थ 'उससे' तथा 'भव' का अर्थ 'उत्पन्न होने वाला' होता है। अर्थात् ऐसे शब्द जो अपनी मूल भाषा संस्कृत से उत्पन्न होते हैं किन्तु भाषा विकास के कारण आज उनके उच्चारण में अन्तर आ गया है, वे तद्भव शब्द कहलाते हैं। जैसे – आम, सूरज, चाँद, आग, खेत इत्यादि।

तत्सम शब्द	तद्भव शब्द
अग्नि	आग
चंद्र	चाँद
पक्षी	पंछी
घोटक	घोड़ा
कपोत	कबूतर
दधि	दही
घृत	घी
वानर	बन्दर
नयन	नैन
कदली	केला

(III) देशज शब्द

देशज शब्द 'देश + ज' के योग से बना है। यहाँ 'देश' का अर्थ 'क्षेत्र' (स्थान विशेष) तथा 'ज' का अर्थ 'जन्म देने वाला' होता है। जैसे – खिचड़ी, पेट, खचाखच, गड़बड़, रेवड़, थप्पड़, ऊबड़-खाबड़, छोहरा, छोहरी इत्यादि।

(IV) विदेशज शब्द

विदेशज शब्द का शाब्दिक अर्थ होता है – अन्य देश में जन्म लेने वाला। अर्थात् ऐसे शब्द जो भारत देश से भिन्न किसी अन्य देश की भाषा में उत्पन्न हुए थे लेकिन आज उनको हिन्दी भाषा में शामिल कर लिया गया है, एवं वे हिन्दी में इतने घुल मिल गए हैं कि उन्हें हिन्दी से पृथक् नहीं किया जा सकता, वे विदेशज शब्द कहलाते हैं।

अंग्रेजी :- पेन, कॉपी, रजिस्टर, चॉक |

अरबी :- आदमी, औरत, जिला, तहसील, |

फ्रेंच :- कूपन, मीनू, सूप इत्यादि।

जापानी :- रिक्शा, सुनामी, सायोनारा (अलविदा) इत्यादि।

चीनी :- चाय, तूफान, लीची इत्यादि।

2. व्युत्पत्ति या रचना की दृष्टि से शब्द भेद

- (i) रूढ़
- (ii) यौगिक और
- (iii) योगरूढ़।

(I) रूढ़ शब्द

जो शब्द अपनी स्वतंत्र स्थिति को प्रकट करते हैं, उनमें किसी अन्य शब्द का मेल नहीं होता, वे रूढ़ शब्द कहलाते हैं। अर्थात् यदि किसी शब्द के टुकड़े करने पर पृथक किये गये शब्दों या शब्दांशों का अलग से कोई अर्थ प्रकट नहीं होता वे रूढ़ शब्द कहलाते हैं, जैसे :- गाय, भैंस, बैल, भेड़, बकरी इत्यादि।

(II) यौगिक शब्द

ऐसे शब्द जो कम से कम दो शब्दों के योग से बने हो, यौगिक शब्द कहलाते हैं अर्थात् संधि, समास, उपसर्ग व प्रत्यय आदि की प्रक्रिया से निर्मित शब्द यौगिक शब्द कहलाते हैं। जैसे :- रसोईघर, दूधवाला, स्वागत, प्रत्येक, सामाजिक, परोपकार इत्यादि।

(III) योगरूढ़ शब्द

जब कोई यौगिक शब्द किसी विशेष अर्थ में रूढ़ हो जाता है, तब उसे योगरूढ़ शब्द कहते हैं। बहुव्रीहि समास का प्रत्येक उदाहरण योगरूढ़ शब्द की श्रेणी में शामिल किया जाता है। खग, नग, जलज, जलद, लम्बोदर, वीणापाणि, चक्रपाणि, चतुरानन, गजानन, दशानन, चन्द्रशेखर, चन्द्रमौलि इत्यादि।

3. अर्थ के आधार पर शब्द भेद:

(1) **पर्यायवाची** - जैसे → ईश्वर → प्रभु, परमेश्वर, हरि, परमात्मा, जगदीश, जगदीश्वर
उपवन → बाग, बगीचा, वाटिका, फुलवारी, उद्यान

(2) **विलोम शब्द** - अपमान – सम्मान, उष्ण – शीत, तीव्र – मंद

(3) **अनेकार्थी शब्द** - जलज = कमल, शंख, मोती, मछली

फल = परिणाम, खाने का फल, चाकू या तलवार का फलका (धार)

(4) **अनेक शब्दों के लिए एक शब्द** - जो पढ़ा न हो = अनपढ़

- जो ज्ञात न हो = अज्ञात

(5) **समानाभासी** - आदी = आदत होना

- आदि = शुरू

- कलि = कलियुग

- कली = अधखिला पुष्प

(4) प्रयोग के आधार पर शब्द-भेद

1-विकारी शब्द के चार भेद होते हैं

संज्ञा

सर्वनाम

विशेषण

क्रिया

2. अविकारी शब्द के चार भेद होते हैं

क्रिया-विशेषण

संबंधबोधक

समुच्चयबोधक

विस्मयादिबोधक