Note:
- This assignment content has the answer key of chapter-01 'Fundamentals of Computer System' and chapter-02 'Troubleshooting' along with its answer key which is to be done in your computer copy.
- Fill in the blanks, MCQs and True/False will be discussed in the online class.

CHAPTER 1- FUNDAMENTALS OF COMPUTER SYSTEM

F. Short answer type questions.

1. What do you mean by machine language?

A. Machine is the only language understood by the computer. In this language, the instructions are made only by a combination of binary digits 0 (OFF) and 1 (ON).

2. What is an Operating System?

A. Operating System is an interface between the computer and the user. It is responsible for the management and coordination of activities and sharing of the resources of the computer. For example: UNIX, MS Windows.

3. Name any two input and output peripherals.

A. Two Input Peripherals : Mouse and Keyboard.

  Two Output Peripherals : Printer and Monitor.

G. Long answer type questions.

1. What do you understand by hardware and software. Give examples.

A. Hardware refers to the physical and tangible components of a computer, i.e. the components that can be seen and touched. For example: CPU, Monitor, etc.

Software means a set of programs that directs a computer to perform specific tasks or operations. For example: MS Windows, MS PowerPoint, etc.

2. What is the difference between a complier and an interpreter?

A. Complier is a program that translates the program written in high level language into machine language at once. The errors are reported with line numbers at the end.
   Interpreter is a program that translates the program written in high level language into machine language. It converts one instruction at a time.

3. What is the utility software? Name two commonly used utility softwares.

A. Utility software is a program that is used by a computer to carry out routine jobs. It is used to manage computer files. Example of utility software are: Antivirus (Norton) Data compression program (Win Zip)

4. List any four functions of Operating System.

A. a) It recognises input from the keyboard.

b) It sends output to the display screen.

c) It keeps track of files on the hard disk.

d) It allows sharing of resources like printers.

TROUBLESHOOTING

IN THE CHAPTER

- Windows 7 Troubleshooting Tools
- Keyboard Problem
- Mouse Problem
- Printer Problem
- Enable Hibernate

Troubleshooting is a process of finding and fixing errors. Generally, you can say that it is an act that one never wants to go through since there is never a good time for a problem to occur. However, gaining better skills in problem determination, problem analysis and problem solving is a valuable discipline. If keyboard has stopped working, your monitor is hard to read, the network is down, your printer is not working and a witty burning smell is coming from your computer. Here is what you could do as your success in eliminating a problem depends on a few factors:

- When you receive an error message and how detailed and accurate that message is.

- The accuracy and thoroughness of the documentation.

Underlying all of these factors is your level of skills and experience with the type of technology and tools you are working with.

Windows 7 Troubleshooting Tools

Microsoft has included many troubleshooting programs in Windows 7 and if something goes wrong with your computer you can try using these troubleshooting programs to identify and resolve the problem.

To Start Troubleshooting Program

Click on the **Start** button and hover your mouse pointer on the **Control Panel** option, then click on **All Control Panel Items**, a new window will appear with different options. Click on **Troubleshooting**.

Or

Type **Troubleshooting** in Search box located at bottom in **Start** menu and press enter. This opens the Troubleshooting item in **Control Panel**.
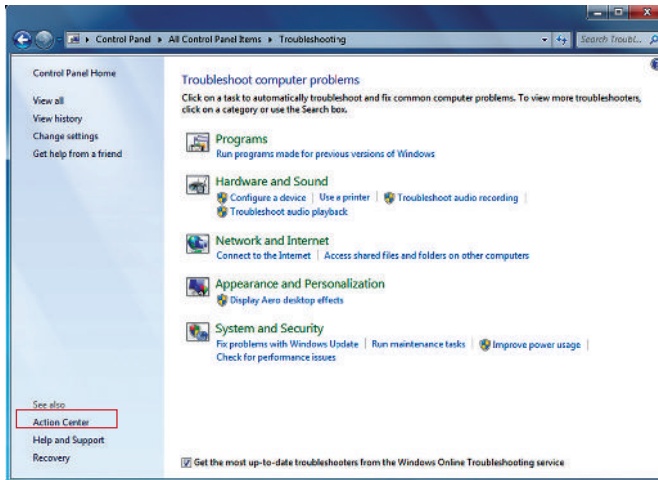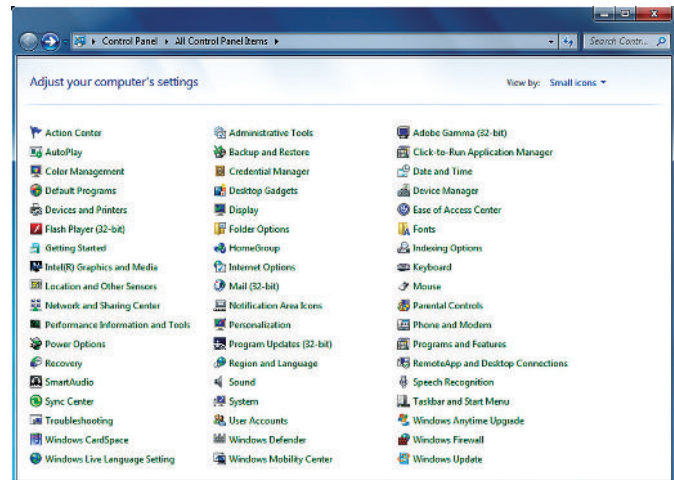
Fig 2.1: The Control Panel

Fig 2.2: Selecting Troubleshooting

Fig 2.3: Troubleshoot Utilities

Following is the list of built-in Windows 7 Troubleshooters (Troubleshooting items).

1. **Aero:** Troubleshoot problems that prevent you from experiencing Aero animations and effects

2. **Browse the Web:** Troubleshoot problems that prevent you from browsing the web with Internet Explorer

3. **Connection to a Shared Folder:** Access shared folder and folders on other PCs

4. **Connection to a Workplace using Direct Access:** Troubleshoot problems that prevent you from connecting to your workplace network over the Internet using Direct Access

5. **Hardware and Devices:** Troubleshoot problems with hardware and devices

6. **HomeGroup Networking:** Troubleshoot problems that prevent you from viewing PC or shared files in a homegroup

7. **Incoming Connection:** Allows other PCs to connect to this computer

8. **Internet Connections:** Connects to the Internet or to a particular website

9. **Maintenance:** Cleanup unused files and shortcuts and perform other maintenance tasks

10. **Networking Adapter:** Troubleshoot Ethernet, wireless or other network adapters

11. **Performance:** Adjust settings in Windows that can help to improve overall speed and performance

12. **Play a DVD in Windows Media Player:** Troubleshoot problems that prevent a DVD from playing in Windows Media Player

13. **Play Sound:** Troubleshoot problems that prevent your PC from playing sound

14. **Power:** Adjust power settings to improve battery life and reduce power consumption

15. **Printer:** Troubleshoot problems that prevent you from using a printer

16. **Program Compatibility Troubleshooter:** Troubleshoot a program that does not work in this version of Windows

17. **Record Sound:** Troubleshoot problems that prevent your PC from recording sound

18. **Web Browsing Safety:** Adjust settings for browser safety in Internet Explorer

19. **Windows Media Player Library:** Troubleshoot problems that prevent music and movies from being shown in the Windows Media Player Library

20. **Windows Media Player Settings:** Reset Windows Media Player back to default settings

Keyboard Problem

In case your keyboard stops working there are several checks you can go through to resolve the problem.

Check 1: Make sure that the keyboard is properly plugged into the computer. A lose connection may also cause the keyboard avert functioning. If you have USB keyboard, unplug it and try to plug it into another USB port. In case you have PS/2 port keyboard make sure to turn off the computer before you unplug the keyboard.
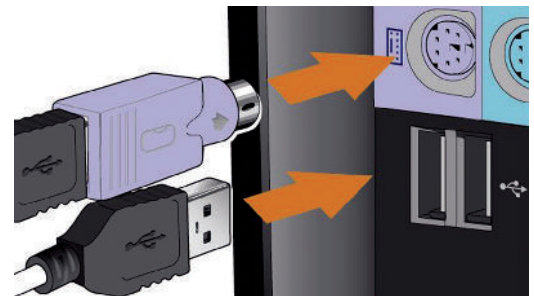

Fig 2.4: Checking PS/2 and USB Parts

Check 2: Dirt and lint built up within the keyboard keys can cause the keyboard to become stuck. Turn your keyboard upside down and gently shake it. This will remove dust that might be preventing the keys from functioning properly or you can use vacuum cleaner to clean the dust.

Fig 2.5: Cleaning Dust from keyboard

Check 3: The driver of the keyboard might be missing or needs to be updated. If your keyboard came with a software disc, insert it into your computer to reinstall the driver. Otherwise, perform the following steps:

Step 1: Open the **Control Panel** from the **Start** menu and select the **Keyboard** option.

Step 2: Click on the **Hardware** tab, check the keyboard that you are using and then double-click on it.

Step 3: Click on **Properties**, select the **Driver** tab, click on **Update Driver** and then follow the instructions after you have finished, restart your computer.
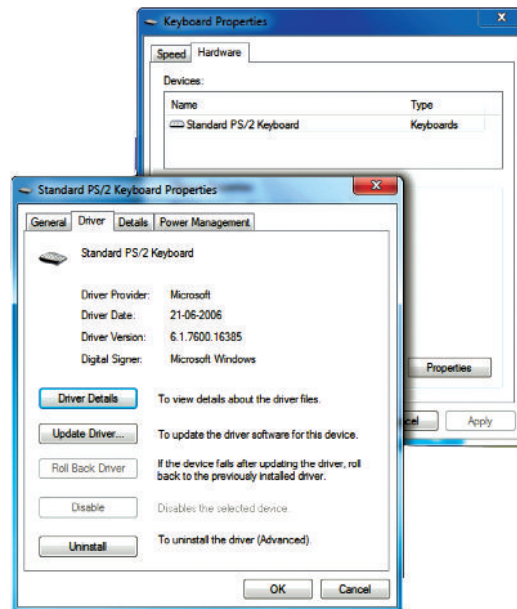
Fig 2.6: Updating Keyboard Driver

Mouse Problem

In case your mouse stops working there are several check you can go through to resolve the problem.

Check 1: Check your computer whether the mouse is properly connected to the USB port or the PS/2 connector. Unplug the mouse from your computer and plug it back again.
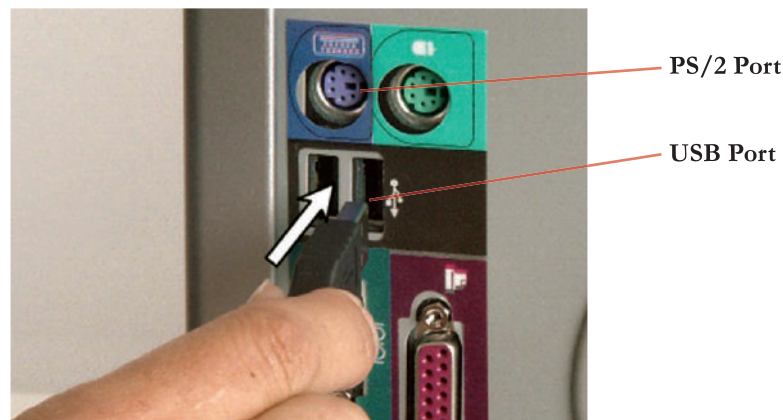
Fig 2.7: Checking port

Check 2: Clean the bottom of the mouse if it does not move smoothly. Use dampen soft cotton cloth with lens cleaner or use mild soap to clean the bottom surface. Remember that you clean the mouse pad too.

Fig 2.8: Cleaning the bottom of mouse

Check 3: Check mouse driver and update it.

For this, follow these steps:

Step 1: Open the **Control Panel** from the **Start** menu and select the **Mouse** option.

Step 2: Select the **Hardware** tab, select **Properties** and then the **Driver** tab.

Step 3: Update the OEM drivers if the mouse does not appear to be working with Windows.
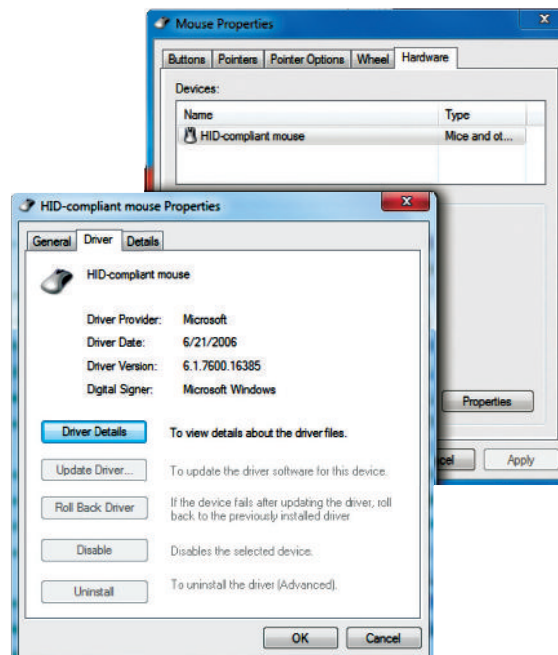
Fig 2.9: Updating Mouse driver

Printer Problem

There are many instances when printer stops working, may be due to any reason. You can resolve this issue by performing simple checks.

Check 1: Make sure that the printer is properly plugged into electric socket and the power is on and the printer cable is properly connected from the printer to the computer.

Fig 2.10: Checking Printer port

Check 2: Updating the printer driver on your computer may work. Printer problems sometimes stem from out-of-date driver software and can be solved by installing or reinstalling, the latest driver.

To Uninstall the Printer

Step 1: Click on the **Start** button, click on the **Control Panel** option and then select the **Devices and Printers** option.

Step 2: Left-click on the **Printer** and select **Delete**. Click on **Yes**, if prompted.
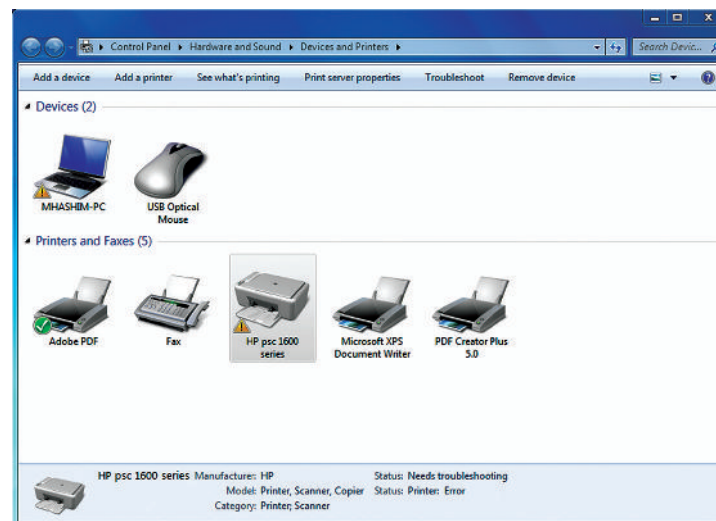
Fig 2.11: Unstalling Printer

To Install the Printer

Step 1: Click on the **Start** button, select the **Devices and Printers** option.

Step 2: Select the **Add Printer** option.

Step 3: Follow the instructions. Restart the computer after installing the printer.
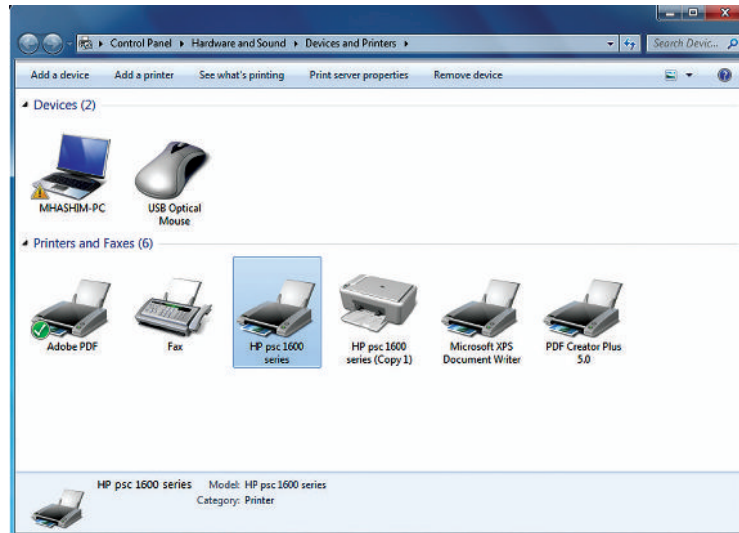
Fig 2.12: Installed Printer

Enable Hibernate

What is Hibernate?

Hibernate is a power management mode that saves power by powering down the system. In hibernate mode the current state of the system is saved to the hard drive and the system will turn off. When a user turns the system ON the saved information is read from the hard disk, restoring the last used settings.

Hibernate can be enabled using the Command Prompt.

Step 1: Click on **Start** button and type **cmd** in the Search box. Single click on the cmd.exe file.

Step 2: The **Command Prompt** will appear, type **powercfg /hibernate on** and press **Enter**.

Enabling Hibernate using the Control Panel.
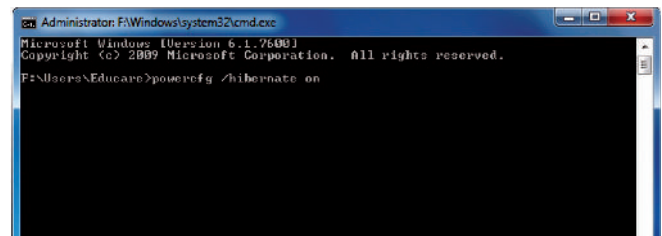
Fig 2.13: Enabling Hibernate using command prompt

Step 1: Click on **Start**, open **Control Panel** and then click on **Power Options**.

Step 2: Click on the left side, hover mouse pointer on **Change when the computer sleeps** and click on **Change advanced power settings**.
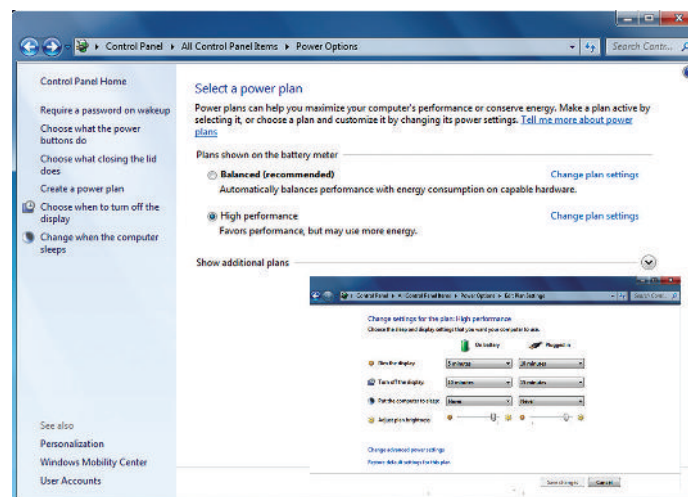
Fig 2.14: Power Options in the control panel

Step 3: Click on the **Advanced Power** option, a window expands the **Sleep** tree then expand **Hibernate after** and change the minutes to zero to turn it off.
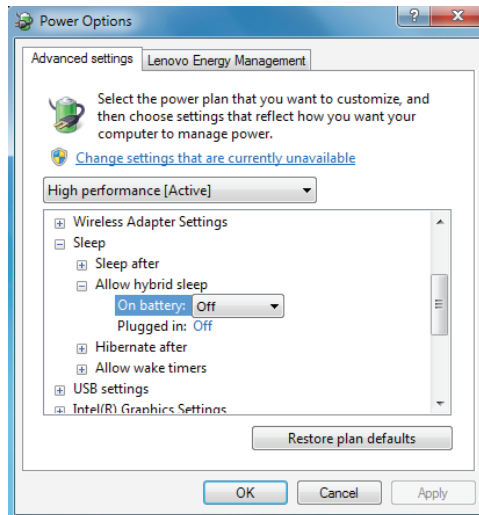
Fig 2.15: Advanced settings of power

Step 4: Change the **Allow hybrid sleep** setting to **Off** mode and click on **OK** button.
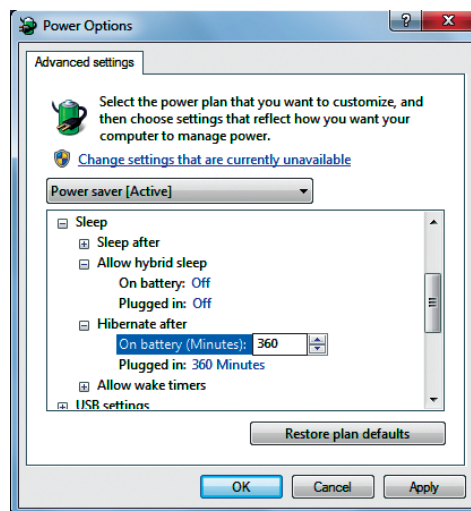
Fig 2.16: Allowing hybrid sleep option

Hibernate option will appear in the Start menu as the part of the power option.
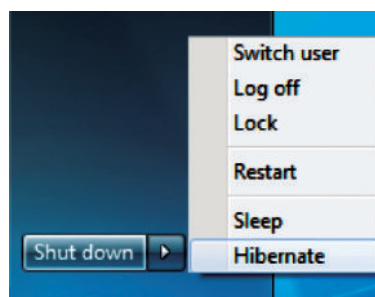
Fig 2.17: Hibernate option

Answer Key to be done in your copy

CHAPTER 2: TROUBLESHOOTING

C. Explain the following troubleshootings.

1. Record Sound
A. Troubleshoot problems that prevent the PC from recording sound.

2. Power troubleshooting
A. Adjusts power settings to improve battery life and reduce consumption.

3. Maintenance troubleshooting
A. Clean up unused files and shortcuts.

4. Printer troubleshooting
A. Troubleshoot problems that prevent us from using a printer.

D. Short answer type questions.
1. What is troubleshooting?
A. Troubleshooting is an option that lets us find and resolve the problem ourself.
2. What are the various checks, if mouse stops working?
A. 1. Check the connection.
   2. Clean the bottom of the mouse.
   3. Check the pointer settings.
3. What is hibernate?
A. Hibernate is a power management mode that saves power. In this mode, the current state of the system is saved to the hard disk and the system will turn off. When its turned ON, it restores the last used settings.

E. Long answer type questions.

1. Mention the steps to add a new printer.
A. **Step 1:** Click Start > Devices & Printers.
Step 2: Select Add Printer option.
Step 3: Follow the instructions.
**Step 4:** Restart the computer after installing.

2. How hibernate can be enabled? Write the command.
A. Command – "powercfg/hibernate on" on command prompt.

ENGLISH ASSIGNMENT FOR CLASS-6

JAGAT TARAN GOLDEN JUBILEE SCHOOL

ASSIGNMENT- 3

FOR CLASS 6

SUBJECT- ENGLISH

SESSION- 2020-2021

BOOK PRESCRIBED- ORIENT BLACKSWAN- GULMOHAR (9TH EDITION)

SUBJECT TEACHER- SUGANDHA BANERJEE

1. The pdf of literature chapter -1 – Meeting Cezanne is given below.

2. The summary of the chapter is given below.

3. Video link for chapter -1   https://youtu.be/hUfuha3OzWg

INSTRUCTIONS FOR STUDENTS

1. Go through the text of the chapter.

2. Go through the summary of the chapter.

3. Click the video link to see the chapter in animated form.

Assignment to be done

   Note:

   a) All the work to be done in English Literature Register Copy.

   b) Do your work neatly.

1) Pick out 20 difficult words from the chapter and write them three times in your literature copies.

2) Write the word meanings given in the chapter neatly.

3) Make sentences with the following words- bustle, tongs, cross, furrowed brows, tip.

4) Do the following exercises in your copies-

   i. UNDERSTANDING THE TEXT- A- Choose the correct answers.

                    B- Answer these questions. (ANSWERS GIVEN BELOW)

   ii. GRAMMAR AND USAGE- A and B

   iii. WORDS IN USE- A and B

Meeting Cézanne

Sir Michael Morpurgo is an English author, poet and playwright. He is best known for his novels and stories for children, many of which have been made into films. Between the years 2003 and 2005, he was named 'Children's Laureate' of the United Kingdom. He has won several awards for his work.

Provence: a region in southeastern France, famous for its scenery

Cézanne : Cézanne was a French painter who was a great influence on many artists of the 20th century

bustle: noisy, excited activity or movement

chateau: a large French country home or castle

tutted: made a sound expressing annoyance

crème brûlée: a French dessert consisting of custard and topped with a layer of sugar

tongs: a device used to pick up hot things

tip: extra money given to someone to thank them after they have provided us with a service

Q

How does the writer show us that Yannick is not very impressed by the famous man. Does he tell us this directly? (para 3)

*pro-VAANCE

**say-ZANN

***SHA-tow

****KREM-bru-LAY

Flipping through his mother's book, a young boy named Yannick admires the beauty of the countryside of Provence* as painted by the master painter Cézanne**. One summer, he gets the chance to go and spend time with his uncle's family who live there. Yannick soon begins to enjoy his stay, occasionally helping his uncle run the village inn. One day, there's a bustle at the inn, for a famous man—the inn's best customer—comes visiting. Who is this man and why is there such a fuss about his visit?

1. That evening, my cousin Amandine told me I had to do everything properly because their best customer was coming to dine with some friends. He lived in the chateau*** in the village, she said, and was very famous. When I asked what he was famous for, she didn't reply.

2. "Questions, always questions," she tutted. "Go and fetch the logs."

3. Whoever he was, he looked like an ordinary man without much hair. But I felt very pleased when the famous man ate one of my crème brûlée****. After the man and his guests left, we began to clear the table. I pulled the paper tablecloth off, scrunched it and threw it into the fire as usual. Suddenly, Amandine went rushing past me. For some reason, she grabbed the tongs and tried to pull out the remnants of the burning paper tablecloth. But it was already too late. Then she turned to me.

4. "You fool!" she shouted. "You little fool!"

5. "What?" I said.

6. "That man who just left does a drawing on the tablecloth as a tip for Papa if he likes his meal. You went and threw it in the fire. He's the most famous painter in the world. Idiot!" She was in tears now.

7. Everyone in the restaurant stopped eating and went silent.

8. Then Uncle Bruno came striding towards us, unlike his jolly self. "What is it?" he asked Amandine.

9. "It was Yannick, Papa," she cried. "He threw it into the fire, the tablecloth, the drawing."

10. "Did you tell him about it, Amandine?" Uncle Bruno asked. "Did Yannick know that he sketches something on the tablecloth and leaves it behind for us?"

11. Amandine looked at me, her cheeks wet with tears. I thought she was going to lie. But she didn't.

12. "No, Papa," she said, lowering her head.

13. "Then you shouldn't blame him, should you, for something that was your fault? Say sorry to Yannick now." She mumbled it but didn't raise her eyes. Uncle Bruno put his arm around me. "Never mind, Yannick," he said. "He said he particularly liked his crème brûlée. You made it, didn't you? So the drawing was for you, really. Always look on the bright side. For a moment, you held a drawing that was made for you by the greatest painter in the world. That's something you'll never forget."

14. Later on, as I came out of the bathroom, I heard Amandine crying in her room. I hated to hear her cry, so I knocked on the door and went in.

15. "I'm sorry," I said. "I didn't mean to upset you." She had stopped crying by now.

16. "It wasn't your fault, Yannick," she said, still sniffling a bit. "It's just that I hate it when Papa's cross with me. He hardly ever is, only when I've done something really bad. I shouldn't have blamed you. I'm sorry."

17. Then she smiled at me.

18. I lay awake all night, my mind racing. Somehow I was going to make it all right again and make Amandine happy. Soon I had worked out exactly what and how to do it, even what I was going to say when the time came.

look on the bright side: look for good things in a bad situation

cross: angry

when the time came: at the right time

Monsieur: a word in French for the title, Mr

furrowed brows: wrinkled brows, showing confusion or curiosity

Brittany: a coastal town in Northwest France

Picasso: a Spanish sculptor and painter who was considered one of the greatest artists of the 20th century

*muh-s-YER

**pi-KAA-so

19. Next morning, I didn't go for my walk in the hills but made my way down through the village towards the chateau. I waited till there was no one about. I climbed the gates easily enough, and then ran down through the trees. There, surrounded by the vast and threatening forest on all sides, was the old man with very little hair who had come to the inn. He was sitting alone on the steps in the sunshine and sketching. I approached as silently as I could, but somehow I must have disturbed him. He looked up, shading his eyes against the sun. "Hello, young man," he said. Now that I was this close to him I could see he was indeed very old. But his eyes were young, bright and searching.

20. "Are you Monsieur* Cézanne, the famous painter?" I asked. He seemed a little puzzled, so I went on. "My mother says you are the greatest painter in the world."

21. He smiled, and then laughed. "I think your mother's probably right," he said. "You clearly have a wise mother, but why did she let a young lad like you come wandering here on his own?"

22. I explained why I'd come and what I wanted. He looked at me with furrowed brows and said, "I remember you now, from last night. Of course I'll draw another picture for Bruno. What would he like? No. Better still, what would you like?"

23. "I like sailing boats," I said. "Can you do boats?"

24. "I'll try," he replied with a smile.

25. It didn't take him long. He drew fast, never once looking up. But as he worked, he asked me about where I'd seen sailing boats, about where I lived in Paris. He said he loved Paris, and sailing boats, too.

26. "There," he said, tearing the sheet from his sketchbook and showing me. "What do you think?" Four sailing boats were racing over the sea out and beyond a lighthouse, just as I'd seen them in Brittany. But I saw he'd signed it Picasso**.

27. "I thought your name was Cézanne," I said.

28. He smiled up at me. "How I wish it was," he said sadly. Then he added, "Off you go now."

Understanding the Text

A. Choose the correct answers.

1. Yannick threw the tablecloth into the fire because
   a. he was careless.
   b. he always did this when he cleaned the table.
   c. Amandine told him to do so.

2. Uncle Bruno was angry with Amandine because
   a. she didn't tell Yannick to save the tablecloth.
   b. she shouted at Yannick in front of everyone.
   c. she blamed Yannick unfairly for the ruined tablecloth.

3. According to Uncle Bruno, the unforgettable thing that had happened to Yannick was
   a. that the famous man liked his crème brûlée.
   b. that a great artist had made him a painting to show his appreciation for Yannick's effort.
   c. that he had met a great painter.

4. Uncle Bruno asked Yannick to always look on the bright side of things
   a. because doing so would change a bad situation.
   b. because doing so would help him face a bad situation.
   c. so that he could always remain cheerful.

5. The artist did not get angry at Yannick for not recognising him because
   a. he didn't care for what Yannick thought about him.
   b. he knew that Yannick was his friend's nephew and meant no ill-will.
   c. he was touched by Yannick's innocence and his earnest attempt to set things right.

B. Answer these questions.

1. Who was going to visit the inn? Was he someone important? How do you know? (para 1)

2. Why did Amandine try to remove the burning tablecloth from the fire? (para 6)

3. Did Amandine think her father would be angry with her for the burnt tablecloth? What tells you this? (para 9)

4. I thought she was going to lie. Who is the speaker talking about? Why did he think that she was going to lie? para 11)

5. I had worked out exactly what to do and how to do it. What was the speaker going to do and why? What does this say about him? (para 18)

6. "Now that I was this close to him I could see he was indeed very old. But his eyes were young, bright and searching."
   a. How has this image of the painter been contrasted against Yannick's first impression of him? (paras 3 and 19)
   b. How does Yannick's initial reaction to the old man's appearance prepare you for the rest of the events in the story? (paras 3 and 19)

7. …just as I'd seen them in Brittany. What did the speaker see in Brittany? What did he compare that sight with? Do you think he was surprised that they were so similar? (para 26)

8. Throughout the text, the famous man is described as the greatest painter in the world. And yet, at the end, he wishes his name was Cézanne. Why do you think someone who is already famous, will want to be known by the name of another famous artist? What does this say about how he feels about Cézanne? (para 28)

Appreciating the Text

1. Why do you think this text was told from Yannick's point of view? How did this affect the way you read and understood the text?

2. Do you think that Meeting Cézanne is a suitable title for the text? Why or why not?

Grammar and Usage

▶ revision: nouns

We know that there are several categories of nouns. Here are some examples to revise these.

common	proper	collective	abstract
student; school; crow; nest; basket	Karan; Athens; Amul; Godavari; Voyager 1	class; flock; team; committee; audience	depth; beauty; hunger; strength; education

Notice the highlighted words in these sentences.

▶ Amandine screamed at Yannick in anger because the sketch was now a pile of ashes.
▶ The famous man drew on the tablecloth, which was made of paper.

Let us look at two more kinds of nouns.

▶ Material nouns → paper; silk: glass; sand
▶ Compound nouns → tablecloth; hairpin; sunrise; firefly; cutting-board; swimming pool

Note: Compound nouns consist of two or more nouns that are joined. These can form one word, or can be joined by a hyphen, or remain two words. However, even if they are two words as in swimming pool, they represent one.

A. Say which kind of noun the highlighted words are. Refer to a dictionary, if you are in doubt.

1. We stopped on our way to admire a beautiful rainbow across a waterfall. compound noun

2. In cold places, people still use coal and firewood for heat.

3. Skyway Airlines has placed an order for a new fleet of aircraft.

4. The intelligence of the fox is described in old stories as cunning.

5. We must add some watermelon to the fruit-salad.

6. The highway is closed because they are laying it with tar.

7. The audience cheered with excitement when the actors came on stage.

▸ **countable and uncountable nouns with determiners**

Read these sentences.

▸ The old man had very little hair.
▸ He quickly made another sketch for Yannick.

The highlighted words are determiners. They give us an idea of the quantity or numbers of the nouns.

Study this table with the help of your teacher to understand how to match countable and uncountable nouns with specific determiners.

singular countable noun	a; an; every; either; neither; each; another; this; that	either colour; another bag; each person
singular uncountable noun	much; a little; little; less; this; that	a little care; less confidence; much weight
plural countable nouns	many; both; a few; few; several; these; those; two, three, etc	both pots; few plants; two leaves
common to countable and uncountable, singular and plural	some; any; enough; the; no; which; what; my; your, etc	enough sandwiches; enough space; which item; which food

B. Choose the correct word to complete these sentences.

1. There was not enough (enough / any) time to complete the test paper.

2. We have received _____ (much / several) replies to our email.

3. _____ (Few / Much) people understand the importance of being punctual.

4. There aren't _____ (some / any) buttons on this shirt.
Can you pass me _____ (another / either) shirt, please?

5. If we lose weight, there is _____ (little / less) pressure on the back and the knees.
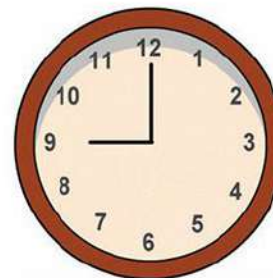
Words in Use

A. Find single words from the text which mean the same as these.

1. crushed noisily (para 3)

2. the small amount or parts that remain of something when most of it has been destroyed (para 3)

3. walking while taking long, firm steps (para 8)

4. said something in a quiet voice such that the words weren't clear (para 13)

5. frightening in appearance (para 19)

▶ idioms

> **Read this sentence.**
>
> "Always look on the bright side," said Uncle Bruno.

'Look on the bright side' is an idiom. Idioms are fixed expressions with meanings that are not easy to guess from their separate words, though the context or situation usually helps.

Here are some more idioms with look along with their meanings.

▶ look up to – to admire someone
▶ look like the cat that ate the canary – to look very pleased and satisfied with oneself
▶ look to one's laurels – to make an extra effort in order to succeed
▶ look high and low – look in every place possible
▶ from the look(s) of it/things – based on how things look now or seem to appear

B. Read these sentences and understand the situations that they describe. Then, complete them using the correct **idiom** with **look**. You may have to change the forms of the idioms in some cases.

1. When Jiten found out that he was the only one who had solved the puzzle, he _____ .

2. The supplies haven't arrived yet and the workmen are away for the weekend. _____, we will be able to finish painting the house only next week.

3. I couldn't find the book even though I _____ for it.

4. As the participants in this year's dance auditions are all very good, I will have to _____ if I want to make an impression upon the judges.

5. I think Hima Das and Dipa Karmakar have achieved such great things as sports women. I really do _____ them.

Listening

Many museums today provide **audio tours** or **audio guides** to help visitors learn more about the exhibits. Imagine that you have visited a museum and are observing the painting. Listen to the audio guide and try and answer these questions.

1. People no longer thought poorly of still-life paintings as a form of art because
   a. they were Cezanne's favourite form of art.
   b. Cezanne developed his own techniques to paint them.
   c. Cezanne's style and technique changed the way the paintings were made and how they looked.

2. When Cézanne wanted to paint something, he
   a. observed it and painted it just as it was already arranged.
   b. carefully arranged it in a particular pattern.
   c. painted it using his imagination.

3. In this painting, the shape of a cone can be found in
   a. the way the napkin has been arranged.
   b. the way all the objects have been arranged.
   c. the shape of the apple.

4. Cézanne used different colours while painting a single object
   a. because Pisarro told him to use bright colours.
   b. to show the different sides of the object.
   c. because most artists in that period used bright colours.

5. Cézanne painted
   a. only still-life paintings in oil.
   b. landscapes and seascapes in watercolour.
   c. still-life paintings, landscapes and seascapes, in oil and watercolour.

Writing

This is a picture of a mountain that overlooks the village of Provence. Cézanne was so inspired by the view of this mountain that he painted it 87 times, from different positions and in different angles. While his studio had a grand window which offered him a view of his beloved mountain, he often took great pains to walk up a hill with his easel to paint it because he found it very inspiring.

Now imagine that you are Yannick. Uncle Bruno takes you on a walk through Provence to the places that inspired Cézanne to paint. At one point in the walk, you are taken to see this mountain. Describe—

▶ what you saw.

▶ how you felt when you saw the mountain that inspired Cézanne to paint.
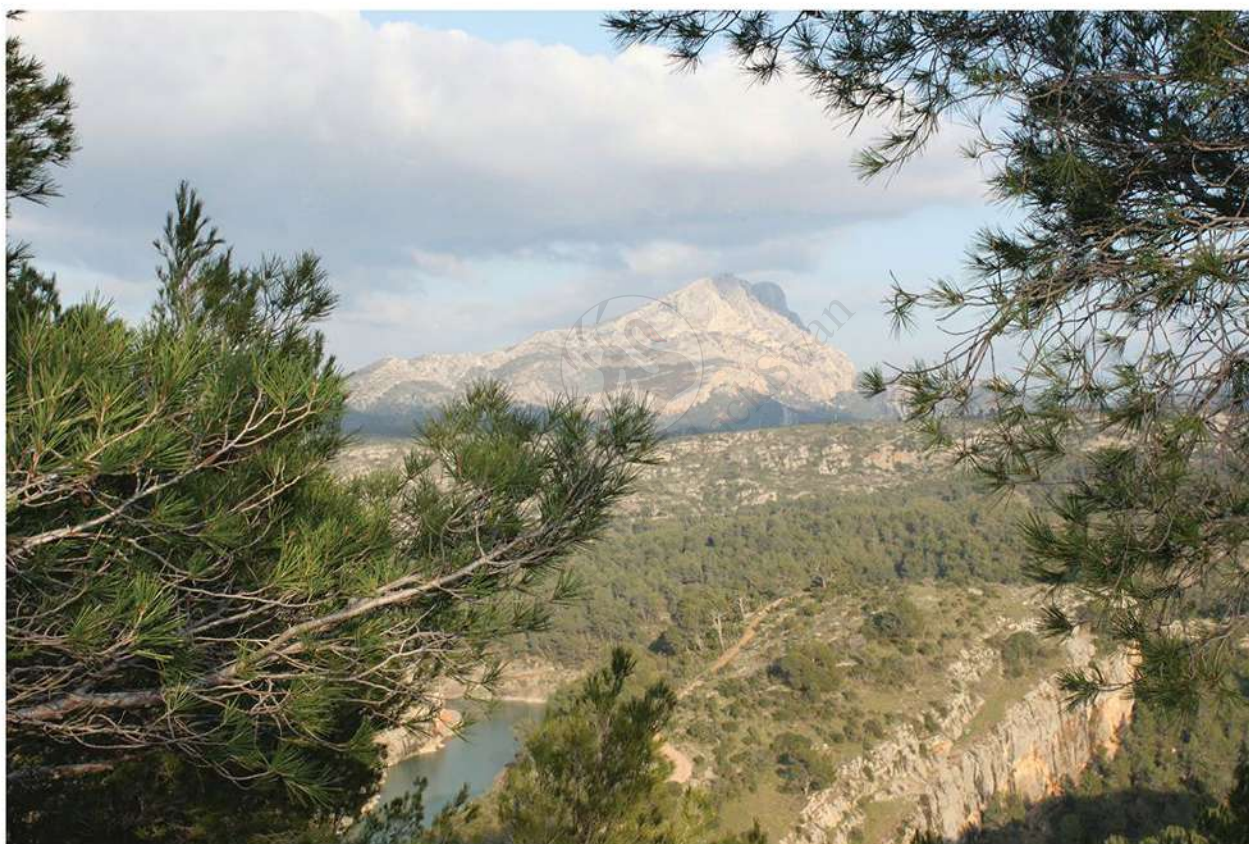
CLASS- 6 CHAPTER- 1- MEETING CEZANNE.

B. ANSWER THESE QUESTIONS. (PAGE NO.4 AND 5)

1. A famous man was going to visit the inn. It was clear that this man was an important person because there was a bustle in the inn as everyone prepared for his arrival. In the evening, Amandine also mentioned to Yannick that the inn's best customer would be visiting.

2. Amandine tried to remove the burning tablecloth because the famous man who was an artist, always did a drawing on the tablecloth for her father to show his appreciation for the food. Therefore, drawings such as this one, were thought to have value and thus, Amandine tried to save it from burning.

3. Yes, Amandine thought that her father would be angry with her for the burnt tablecloth. We know this because she got very angry with Yannick and shouted and screamed at him in front of everyone, because she knew how important that tablecloth was to her father.

4. The speaker is talking about Amandine. He thought that she was going to lie so that her father would not get angry with her and instead, direct his anger towards Yannick.

5. The speaker had decided to make things right and make Amandine happy again. This tells us that he is thoughtful and cares about other people's feelings.

6. a. When Yannick first saw the old man, he only noticed his aged appearance and his bald head. However, when he met him for the second time, he noticed a special spark in the old man's eyes which told him that this person was sharp and able to understand things that were not said. This made Yannick approach him and even think about him differently.

b. Yannick's initial indifference to the old man makes us take notice of him and we realise that he is not an ordinary man. This adds to the element of suspense and makes us curious to know what happens in the rest of the story.

7. The speaker had seen four sailing boats racing over the sea out and beyond a lighthouse. Yes, the speaker was surprised that they were so similar.

8. The famous man wanted to be known by the name of another famous artist to keep his own identity a secret. He does so probably because he did not want to get special attention from people.

जगत तारन गोल्डेन जुबली विद्यालय, प्रयागराज

(सत्र - २०२०-२१)

कक्षा - ६

विषय-हिन्दी

पुस्तक - वसंत भाग १

(एनसीईआरटी)

पाठ संख्या -३ (नादान दोस्त)

Video of this lesson: https://youtu.be/0bh35yT8JpQ

Chapter related questions in video: https://youtu.be/m4XA3lGnQ1I
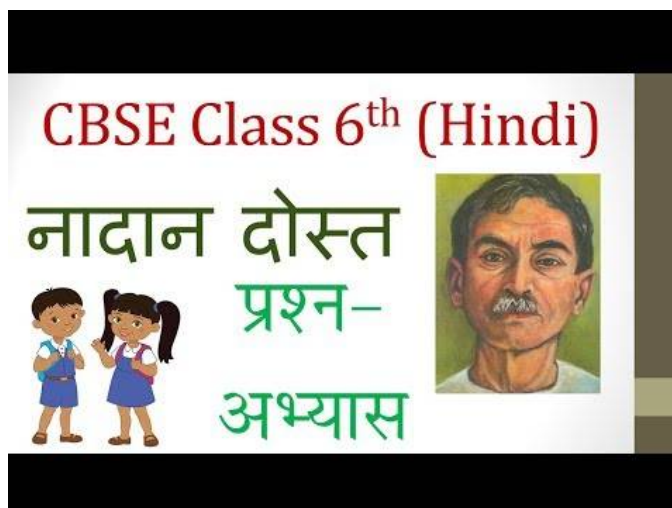
3 नादान दोस्त

केशव के घर कार्निस के ऊपर एक चिड़िया ने अंडे दिए थे। केशव और उसकी बहन श्यामा दोनों बड़े ध्यान से चिड़िया को वहाँ आते-जाते देखा करते। सवेरे दोनों आँखें मलते कार्निस के सामने पहुँच जाते और चिड़ा और चिड़िया दोनों को वहाँ बैठा पाते। उनको देखने में दोनों बच्चों को न मालूम क्या मज़ा मिलता, दूध और जलेबी की सुध भी न रहती थी। दोनों के दिल में तरह-तरह के सवाल उठते। अंडे कितने बड़े होंगे? किस रंग के होंगे? कितने होंगे? क्या खाते होंगे? उनमें से बच्चे किस तरह निकल आएँगे? बच्चों के पर कैसे निकलेंगे? घोंसला कैसा है? लेकिन इन बातों का जवाब देने वाला कोई नहीं। न अम्माँ को घर के काम-धंधों से फुरसत थी, न बाबू जी को पढ़ने-लिखने से। दोनों बच्चे आपस ही में सवाल-जवाब करके अपने दिल को तसल्ली दे लिया करते थे।

श्यामा कहती–क्यों भइया, बच्चे निकलकर फुर्र-से उड़ जाएँगे?

केशव विद्वानों जैसे गर्व से कहता–नहीं री पगली, पहले पर निकलेंगे। बगैर परों के बेचारे कैसे उड़ेंगे?

श्यामा–बच्चों को क्या खिलाएगी बेचारी?

केशव इस पेचीदा सवाल का जवाब कुछ न दे सकता था।

इस तरह तीन-चार दिन गुज़र गए। दोनों बच्चों की जिज्ञासा दिन-दिन बढ़ती जाती थी। अंडों को देखने के लिए वे अधीर हो उठते थे। उन्होंने अनुमान लगाया कि अब ज़रूर बच्चे निकल आए होंगे। बच्चों के चारे का सवाल अब उनके सामने आ खड़ा हुआ।

चिड़िया बेचारी इतना दाना कहाँ पाएगी कि सारे बच्चों का पेट भरे! गरीब बच्चे भूख के मारे चूँ-चूँ करके मर जाएँगे।

इस मुसीबत का अंदाज़ा करके दोनों घबरा उठे। दोनों ने फ़ैसला किया कि कार्निस पर थोड़ा-सा दाना रख दिया जाए। श्यामा खुश होकर बोली—तब तो चिड़ियों को चारे के लिए कहीं उड़कर न जाना पड़ेगा न?

केशव—नहीं, तब क्यों जाएँगी?

श्यामा—क्यों भइया, बच्चों को धूप न लगती होगी?

केशव का ध्यान इस तकलीफ़ की तरफ़ न गया था। बोला—ज़रूर तकलीफ़ हो रही होगी। बेचारे प्यास के मारे तड़पते होंगे। ऊपर छाया भी तो कोई नहीं।

आखिर यही फ़ैसला हुआ कि घोंसले के ऊपर कपड़े की छत बना देनी चाहिए। पानी की प्याली और थोड़े-से चावल रख देने का प्रस्ताव भी स्वीकृत हो गया।

दोनों बच्चे बड़े चाव से काम करने लगे। श्यामा माँ की आँख बचाकर मटके से चावल निकाल लाई। केशव ने पत्थर की प्याली का तेल चुपके से ज़मीन पर गिरा दिया और उसे खूब साफ़ करके उसमें पानी भरा।

अब चाँदनी के लिए कपड़ा कहाँ से आए? फिर ऊपर बगैर छड़ियों के कपड़ा ठहरेगा कैसे और छड़ियाँ खड़ी होंगी कैसे?

केशव बड़ी देर तक इसी उधेड़बुन में रहा। आखिरकार उसने यह मुश्किल भी हल कर दी। श्यामा से बोला—जाकर कूड़ा फेंकनेवाली टोकरी उठा लाओ। अम्माँ जी को मत दिखाना।

श्यामा—वह तो बीच से फटी हुई है। उसमें से धूप न जाएगी?

केशव ने झुँझलाकर कहा—तू टोकरी तो ला, मैं उसका सूराख बंद करने की कोई हिकमत निकालूँगा।

श्यामा दौड़कर टोकरी उठा लाई। केशव ने उसके सूराख में थोड़ा-सा कागज़ ठूँस दिया और तब टोकरी को एक टहनी से टिकाकर बोला–देख, ऐसे ही घोंसले पर उसकी आड़ कर दूँगा। तब कैसे धूप जाएगी?

श्यामा ने दिल में सोचा, भइया कितने चालाक हैं!

2

गरमी के दिन थे। बाबू जी दफ़्तर गए हुए थे। अम्माँ दोनों बच्चों को कमरे में सुलाकर खुद सो गई थीं। लेकिन बच्चों की आँखों में आज नींद कहाँ? अम्माँ जी को बहलाने के लिए दोनों दम रोके, आँखें बंद किए, मौके का इंतज़ार कर रहे थे। ज्यों ही मालूम हुआ कि अम्माँ जी अच्छी तरह से सो गईं, दोनों चुपके से उठे और बहुत धीरे से दरवाज़े की सिटकनी खोलकर बाहर निकल आए। अंडों की हिफ़ाज़त की तैयारियाँ होने लगीं। केशव कमरे से एक स्टूल उठा लाया, लेकिन जब उससे काम न चला तो नहाने की चौकी लाकर स्टूल के नीचे रखी और डरते-डरते स्टूल पर चढ़ा।

श्यामा दोनों हाथों से स्टूल पकड़े हुए थी। स्टूल चारों टाँगें बराबर न होने के कारण जिस तरफ़ ज़्यादा दबाव पाता था, ज़रा-सा हिल जाता था। उस वक़्त केशव को कितनी तकलीफ़ उठानी पड़ती थी, यह उसी का दिल जानता था। दोनों हाथों से कार्निस पकड़ लेता और श्यामा को दबी आवाज़ से डाँटता–अच्छी तरह पकड़,

वरना उतरकर बहुत मारूँगा। मगर बेचारी श्यामा का दिल तो ऊपर कार्निस पर था। बार-बार उसका ध्यान उधर चला जाता और हाथ ढीले पड़ जाते।

केशव ने ज्यों ही कार्निस पर हाथ रखा, दोनों चिड़ियाँ उड़ गईं। केशव ने देखा, कार्निस पर थोड़े तिनके बिछे हुए हैं और उन पर तीन अंडे पड़े हैं। जैसे घोंसले उसने पेड़ों पर देखे थे, वैसा कोई घोंसला नहीं है। श्यामा ने नीचे से पूछा—कै बच्चे हैं भइया?

केशव—तीन अंडे हैं, अभी बच्चे नहीं निकले।

श्यामा—जरा हमें दिखा दो भइया, कितने बड़े हैं?

केशव—दिखा दूँगा, पहले जरा चिथड़े ले आ, नीचे बिछा दूँ। बेचारे अंडे तिनकों पर पड़े हैं।

श्यामा दौड़कर अपनी पुरानी धोती फाड़कर एक टुकड़ा लाई। केशव ने झुककर कपड़ा ले लिया, उसकी कई तह करके उसने एक गद्दी बनाई और उसे तिनकों पर बिछाकर तीनों अंडे धीरे से उस पर रख दिए।

श्यामा ने फिर कहा—हमको भी दिखा दो भइया।

केशव—दिखा दूँगा, पहले जरा वह टोकरी तो दे दो, ऊपर छाया कर दूँ।

श्यामा ने टोकरी नीचे से थमा दी और बोली—अब तुम उतर आओ, मैं भी तो देखूँ।

केशव ने टोकरी को एक टहनी से टिकाकर कहा—जा, दाना और पानी की प्याली ले आ, मैं उतर आऊँ तो तुझे दिखा दूँगा।

श्यामा प्याली और चावल भी लाई। केशव ने टोकरी के नीचे दोनों चीजें रख दीं और आहिस्ता से उतर आया।

श्यामा ने गिड़गिड़ाकर कहा—अब हमको भी चढ़ा दो भइया।

केशव—तू गिर पड़ेगी।

श्यामा—न गिरूँगी भइया, तुम नीचे से पकड़े रहना।

केशव—न भइया, कहीं तू गिर-गिरा पड़ी तो अम्माँ जी मेरी चटनी ही कर डालेंगी। कहेंगी कि तूने ही चढ़ाया था। क्या करेगी देखकर? अब अंडे बड़े आराम से हैं। जब बच्चे निकलेंगे, तो उनको पालेंगे।

दोनों चिड़ियाँ बार-बार कार्निस पर आती थीं और बगैर बैठे ही उड़ जाती थीं। केशव ने सोचा, हम लोगों के डर से नहीं बैठतीं। स्टूल उठाकर कमरे में रख आया, चौकी जहाँ की थी, वहाँ रख दी।

श्यामा ने आँखों में आँसू भरकर कहा–तुमने मुझे नहीं दिखाया, मैं अम्माँ जी से कह दूँगी।

केशव–अम्माँ जी से कहेगी तो बहुत मारूँगा, कहे देता हूँ।

श्यामा–तो तुमने मुझे दिखाया क्यों नहीं?

केशव–और गिर पड़ती तो चार सर न हो जाते!

श्यामा–हो जाते, हो जाते। देख लेना मैं कह दूँगी!

इतने में कोठरी का दरवाज़ा खुला और माँ ने धूप से आँखों को बचाते हुए कहा–तुम दोनों बाहर कब निकल आए? मैंने कहा न था कि दोपहर को न निकलना? किसने किवाड़ खोला?

किवाड़ केशव ने खोला था, लेकिन श्यामा ने माँ से यह बात नहीं कही। उसे डर लगा कि भइया पिट जाएँगे। केशव दिल में काँप रहा था कि कहीं श्यामा कह न दे। अंडे न दिखाए थे, इससे अब उसको श्यामा पर विश्वास न था। श्यामा सिर्फ़ मुहब्बत के मारे चुप थी या इस कसूर में हिस्सेदार होने की वजह से, इसका फ़ैसला नहीं किया जा सकता। शायद दोनों ही बातें थीं।

माँ ने दोनों को डाँट-डपटकर फिर कमरे में बंद कर दिया और आप धीरे-धीरे उन्हें पंखा झलने लगी। अभी सिर्फ़ दो बजे थे। बाहर तेज़ लू चल रही थी। अब दोनों बच्चों को नींद आ गई थी।

3

चार बजे यकायक श्यामा की नींद खुली। किवाड़ खुले हुए थे। वह दौड़ी हुई कार्निस के पास आई और ऊपर की तरफ़ ताकने लगी। टोकरी का पता न था। संयोग से उसकी नज़र नीचे गई और वह उलटे पाँव दौड़ती हुई कमरे में जाकर ज़ोर से बोली–भइया, अंडे तो नीचे पड़े हैं, बच्चे उड़ गए।

केशव घबराकर उठा और दौड़ा हुआ बाहर आया तो क्या देखता है कि तीनों अंडे नीचे टूटे पड़े हैं और उनसे कोई चूने की-सी चीज़ बाहर निकल आई है। पानी की प्याली भी एक तरफ़ टूटी पड़ी है।

उसके चेहरे का रंग उड़ गया। सहमी हुई आँखों से ज़मीन की तरफ़ देखने लगा।

श्यामा ने पूछा–बच्चे कहाँ उड़ गए भइया?

केशव ने करुण स्वर में कहा–अंडे तो फूट गए।

श्यामा–और बच्चे कहाँ गए?

केशव–तेरे सर में। देखती नहीं है अंडों में से उजला-उजला पानी निकल आया है। वही तो दो-चार दिनों में बच्चे बन जाते।

माँ ने सोटी हाथ में लिए हुए पूछा–तुम दोनों वहाँ धूप में क्या कर रहे हो?

श्यामा ने कहा– अम्माँ जी, चिड़िया के अंडे टूटे पड़े हैं

माँ ने आकर टूटे हुए अंडों को देखा और गुस्से से बोलीं– तुम लोगों ने अंडों को छुआ होगा।

अब तो श्यामा को भइया पर ज़रा भी तरस न आया। उसी ने शायद अंडों को इस तरह रख दिया कि वह नीचे गिर पड़े। इसकी उसे सज़ा मिलनी चाहिए। बोली–इन्होंने अंडों को छेड़ा था अम्माँ जी।

माँ ने केशव से पूछा–क्यों रे?

केशव भीगी बिल्ली बना खड़ा रहा।

माँ–तू वहाँ पहुँचा कैसे?

श्यामा–चौकी पर स्टूल रखकर चढ़े अम्माँ जी।

केशव–तू स्टूल थामे नहीं खड़ी थी?

श्यामा–तुम्हीं ने तो कहा था।

माँ–तू इतना बड़ा हुआ, तुझे अभी इतना भी नहीं मालूम कि छूने से चिड़ियों के अंडे गंदे हो जाते हैं। चिड़िया फिर उन्हें नहीं सेती।

श्यामा ने डरते-डरते पूछा–तो क्या चिड़िया ने अंडे गिरा दिए हैं अम्माँ जी?

माँ–और क्या करती! केशव के सिर इसका पाप पड़ेगा। हाय, हाय, तीन जानें ले लीं दुष्ट ने!

केशव रोनी सूरत बनाकर बोला–मैंने तो सिर्फ़ अंडों को गद्दी पर रख दिया था अम्माँ जी!

माँ को हँसी आ गई। मगर केशव को कई दिनों तक अपनी गलती पर अफ़सोस होता रहा। अंडों की हिफ़ाज़त करने के जोग में उसने उनका सत्यानाश कर डाला। इसे याद कर वह कभी-कभी रो पड़ता था।

दोनों चिड़ियाँ वहाँ फिर न दिखाई दीं।

□ प्रेमचंद

🌾 प्रश्न-अभ्यास 🌾

🌸 कहानी से

1. अंडों के बारे में केशव और श्यामा के मन में किस तरह के सवाल उठते थे? वे आपस ही में सवाल-जवाब करके अपने दिल को तसल्ली क्यों दे दिया करते थे?

2. केशव ने श्यामा से चिथड़े, टोकरी और दाना-पानी माँगाकर कार्निस पर क्यों रखे थे?

3. केशव और श्यामा ने चिड़िया के अंडों की रक्षा की या नादानी?

20 ✸ वसंत

कहानी से आगे

1. केशव और श्यामा ने अंडों के बारे में क्या-क्या अनुमान लगाए? यदि उस जगह तुम होते तो क्या अनुमान लगाते और क्या करते?

2. माँ के सोते ही केशव और श्यामा दोपहर में बाहर क्यों निकल आए? माँ के पूछने पर भी दोनों में से किसी ने किवाड़ खोलकर दोपहर में बाहर निकलने का कारण क्यों नहीं बताया?

3. प्रेमचंद ने इस कहानी का नाम 'नादान दोस्त' रखा। तुम इसे क्या शीर्षक देना चाहोगे?

अनुमान और कल्पना

1. इस पाठ में गरमी के दिनों की चर्चा है। अगर सरदी या बरसात के दिन होते तो क्या-क्या होता? अनुमान करो और अपने साथियों को सुनाओ।

2. पाठ पढ़कर मालूम करो कि दोनों चिड़ियाँ वहाँ फिर क्यों नहीं दिखाई दीं? वे कहाँ गई होंगी? इस पर अपने दोस्तों के साथ मिलकर बातचीत करो।

3. केशव और श्यामा चिड़िया के अंडों को लेकर बहुत उत्सुक थे। क्या तुम्हें भी किसी नयी चीज़ या बात को लेकर कौतूहल महसूस हुआ है? ऐसे किसी अनुभव का वर्णन करो और बताओ कि ऐसे में तुम्हारे मन में क्या-क्या सवाल उठे?

भाषा की बात

1. श्यामा माँ से बोली, "**मैंने आपकी** बातचीत सुन ली है।"

ऊपर दिए उदाहरण में **मैंने** का प्रयोग 'श्यामा' के लिए और **आपकी** का प्रयोग 'माँ' के लिए हो रहा है। जब सर्वनाम का प्रयोग कहने वाले, सुनने वाले या किसी तीसरे के लिए हो, तो उसे पुरुषवाचक सर्वनाम कहते हैं। नीचे दिए गए वाक्यों में तीनों प्रकार के पुरुषवाचक सर्वनामों के नीचे रेखा खींचो—

- एक दिन दीपू और नीलू यमुना तट पर बैठे शाम की ठंडी हवा का आनंद ले रहे थे। तभी उन्होंने देखा कि एक लंबा आदमी लड़खड़ाता हुआ उनकी

ओर चला आ रहा है। पास आकर उसने बड़े दयनीय स्वर में कहा, "मैं भूख से मरा जा रहा हूँ। क्या आप मुझे कुछ खाने को दे सकते हैं?"

2. <u>तगड़े</u> बच्चे   <u>मसालेदार</u> सब्ज़ी   <u>बड़ा</u> अंडा

- यहाँ रेखांकित शब्द क्रमश: बच्चे, सब्ज़ी और अंडे की विशेषता यानी गुण बता रहे हैं, इसलिए ऐसे विशेषणों को गुणवाचक विशेषण कहते हैं। इसमें व्यक्ति या वस्तु के अच्छे-बुरे हर तरह के गुण आते हैं। तुम चार गुणवाचक विशेषण लिखो और उनसे वाक्य बनाओ।

3. (क) केशव ने <u>झुँझलाकर</u> कहा...

   (ख) केशव रोनी सूरत <u>बनाकर</u> बोला...

   (ग) केशव <u>घबराकर</u> उठा...

   (घ) केशव ने टोकरी को एक टहनी से <u>टिकाकर</u> कहा...

   (ङ) श्यामा ने <u>गिड़गिड़ाकर</u> कहा...

- ऊपर लिखे वाक्यों में रेखांकित शब्दों को ध्यान से देखो। ये शब्द रीतिवाचक क्रियाविशेषण का काम कर रहे हैं, क्योंकि ये बताते हैं कि कहने, बोलने और उठने की क्रिया कैसे <u>क्रिया</u> हुई। 'कर' वाले शब्दों के क्रियाविशेषण होने की एक पहचान यह भी है कि ये अकसर क्रिया से ठीक पहले आते हैं। अब तुम भी इन पाँच क्रियाविशेषणों का वाक्यों में प्रयोग करो।

4. नीचे प्रेमचंद की कहानी 'सत्याग्रह' का एक अंश दिया गया है। तुम इसे पढ़ोगे तो पाओगे कि विराम चिह्नों के बिना यह अंश अधूरा-सा है। तुम आवश्यकता के अनुसार उचित जगहों पर विराम चिह्न लगाओ–

- उसी समय एक खोमचेवाला जाता दिखाई दिया ।। बज चुके थे चारों तरफ़ सन्नाटा छा गया था पंडित जी ने बुलाया खोमचेवाले खोमचेवाला कहिए क्या दूँ भूख लग आई न अन्न-जल छोड़ना साधुओं का काम है हमारा आपका नहीं मोटेराम अबे क्या कहता है यहाँ क्या किसी साधु से कम हैं चाहें तो महीने पड़े रहें और भूख न लगे तुझे तो केवल इसलिए बुलाया है कि ज़रा अपनी कुप्पी मुझे दे देखूँ तो वहाँ क्या रेंग रहा है मुझे भय होता है

(ASSIGNMENT NO. 3)
कार्य-पत्र संख्या – ३

प्रिय विद्यार्थियों,

   प्रदत्त **कार्य-पत्र संख्या --३ (Assignment no. - 3)** प्रश्नो के उत्तर हिन्दी उत्तरपुस्तिका में लिखो->

१.   केशव के घर चिड़िया ने कहाँ अन्डे दिए थे?

२.   केशव और श्यामा चिड़िया के अंडों को लेकर बहुत उत्सुक थे। क्यों?

३.   केशव और श्यामा ने चिडियों के भोजन का क्या इन्तजाम किया?

४.   श्यामा ने मां से कौन सी बात छिपाई?

५.   भइया, अंडे तो नीचे पड़े हैं, बच्चे उड़ गए। यह किसने कहा?

६.   चिड़िया के टूटे अंडों को देखकर मां ने केशव और श्यामा को समझाते हुए क्या बताया?

७.   केशव को अपनी किस गलती पर अफसोस था?

८.   चेहरे का रंग उड़ना ' मुहावरे का अर्थ लिखकर वाक्य बनाओ।

९.   अपनी दिनचर्या में शामिल कोई पाँच अच्छी आदतें लिखो।

१०.   क्या आपने कभी किसी पशु-पक्षी की रक्षा की है? (कब और कैसे)

<u>गतिविधि -</u>

गर्मी की छुट्टियों में आपका दिन कैसे बीतता है? अपने मित्र को एक पोस्टकार्ड पर लिखकर बताओ। (यह पोस्टकार्ड हिन्दी उत्तरपुस्तिका में लगाना अनिवार्य है)

JAGAT TARAN GOLDEN JUBILEE SCHOOL
Class 6 maths
assignment 4

Instructions for the students:
1. Download the diksha app from the play store.
2. Open the app and login as student.
3. Select the medium in which u want to study.
4. Now select the class 6
5. Select the maths subject.
6. Open the fourth chapter (Basic Geometrical Ideas)
7. Do the following assignments which are as follows:-
 a. Practice all the examples
 b. Practice the questions given in the exercise.
c. Also learn and write the definitions given in the Exercise.
See Class 6 Mathematics
on DIKSHA at
https://diksha.gov.in/play/content/do_3129911200555991041174?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31279645525082931211691%26utm_campaign%3Dshare_content

See Video lecture at
https://diksha.gov.in/play/content/do_31280847601404313619715?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31279645525082931211691%26utm_campaign%3Dshare_content

See Class 6 Mathematics(Multiple Choice questions) on DIKSHA at
https://diksha.gov.in/play/content/do_31279914535723827217666?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31279645525082931211691%26utm_campaign%3Dshare_content
Get DIKSHA app from:
https://play.google.com/store/apps/details?id=in.gov.diksha.app&referrer=utm_source%3D8b8ef1afcc1f97f939a2ea9d297b61cfb2a50505%26utm_campaign%3Dshare_app

See Class 6 Mathematics(Long Answer type questions) on DIKSHA at
https://diksha.gov.in/play/content/do_31279914529729740817551?referrer=utm_sourc-e%3Ddiksha_mobile%26utm_content%3Ddo_31279645525082931211691%26utm_campaign%3Dshare_content
Get DIKSHA app from:
https://play.google.com/store/apps/details?id=in.gov.diksha.app&referrer=utm_source%3D8b8ef1afcc1f97f939a2ea9d297b61cfb2a50505%26utm_campaign%3Dshare_app

पुनरावर्तन—अकारान्त नपुंसकलिङ्ग (प्रथम पुरुष) शब्द
(Revision—अ-Ending Words of the Neuter Gender, Third Person)
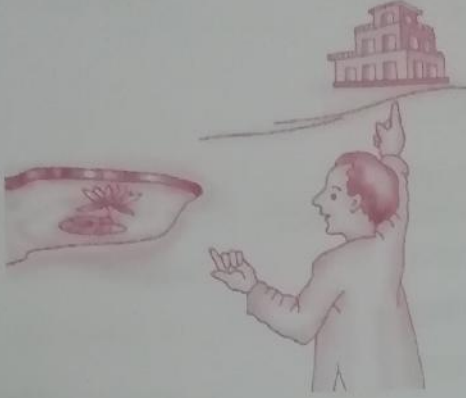
एतत् किम् अस्ति?
एतत् कमलम् अस्ति।
एतत् कमलं विकसति।

तत् किम् अस्ति?
तत् भवनम् अस्ति।

एते के स्तः?
एते कमले स्तः।
एते कमले विकसतः।
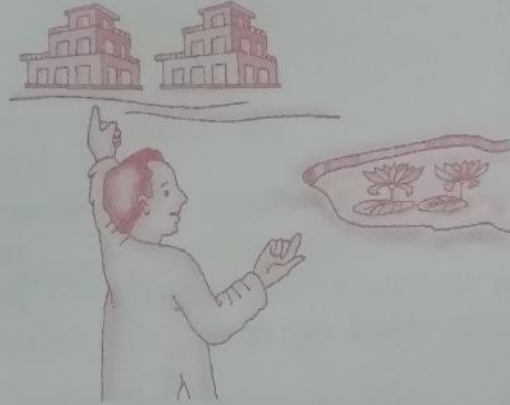
ते के स्तः?
ते भवने स्तः।

एतानि कानि सन्ति?
एतानि कमलानि सन्ति।
एतानि कमलानि विकसन्ति।

तानि कानि सन्ति?
तानि भवनानि सन्ति।

● **इन वाक्यों को भी देखें** (Look at these sentences too)

इदम् आम्रम् अस्ति।	इमे आम्रे स्तः।	इमानि आम्राणि सन्ति।
एतत् गृहम् अस्ति।	एते गृहे स्तः।	एतानि गृहाणि सन्ति।
तत् मोदकम् अस्ति।	ते मोदके स्तः।	तानि मोदकानि सन्ति।
किं पतति?	के पततः ?	कानि पतन्ति?
पत्रं पतति।	पत्रे पततः।	पत्राणि पतन्ति।

● **पढ़ें और समझें** (Read and understand)

किसी भी व्यञ्जन वर्ण से पूर्व आनेवाला 'म्' बदलकर अनुस्वार (ं) हो जाता है। जैसे—

किम् पतति = किं पतति?

कमलम् विकसति = कमलं विकसति।

किन्तु स्वर वर्ण से पूर्व आनेवाले 'म्' का परिवर्तन नहीं होता। जैसे—

पुस्तकम् अस्ति = पुस्तकम् अस्ति।

अयम् आगच्छति = अयम् आगच्छति।

इस विधि को **अनुस्वार-विधि** कहते हैं।

अभ्यास

1. **संस्कृत में रूपान्तर करें।** (Render in Sanskrit.)

दो फूल (two flowers) = ...   अनेक नगर (many towns) = नगराणि

पेट (stomach) = ...   मुँह (mouth) = ...

जंगल (forest) = ... अरण्यम् ......   पानी (water) = ...

दूरदर्शन (television) = ...   चिट्ठी (letter) = ... पत्रम् ......

2. **दिए गए सर्वनामों के उचित रूपों से रिक्त स्थानों की पूर्ति करें।**
(Fill in the blanks with suitable forms of the given pronouns.)

(क) ...... एतानि ...... मित्राणि आगच्छन्ति।   (एतत्)

(ख) .... शुष्काणि पत्राणि पतन्ति।   (तत्)

(ग) .... एकं कङ्कणम् अस्ति।   (एतत्)

(घ) तानि .... सन्ति?   (किम्)

(ङ) तत् .... तिष्ठति ?   (किम्)

(च) .... जलं शीतलम् अस्ति।   (तत्)

3. नीचे दिए गए शब्दों से रिक्त स्थानों की पूर्ति करें।
(Fill in the blanks with the words given below.)

मधुर, एकं, श्वेतम्, पुष्पाणि, चित्रं, है

(क) एतानि .... विकसन्ति।

(ख) उदरम् .... भवति।

(ग) एतत् छत्रं .... अस्ति।

(घ) नयने .... भवत।

(ङ) रमा एकं सुन्दरं .... पश्यति।

(च) सुरेश .... वचनं वदति।

4. रेखांकित शब्दों को शुद्ध करें। (Correct the underlined words.)

(क) अत्र दशानि चित्राणि सन्ति।   अत्र दश चित्राणि सन्ति।

(ख) एतानि पञ्च रूप्यक सन्ति।

(ग) इदं मोदकः मधुरम् अस्ति।

(घ) तानि चित्रं सुन्दराणि सन्ति।

(ङ) एषः उद्यानं शोभनम् अस्ति।

(च) एषा वाटिका शोभनः अस्ति।

5. दी गई संज्ञाओं के उचित रूपों से रिक्त स्थानों की पूर्ति करें।
(Fill in the blanks with suitable forms of the given nouns.)

(क) एते .... कृषकाः .... हलन्ति।   (कृषक)

(ख) तत् .... आगच्छति।   (मित्र)

(ग) एतत् .... सुन्दरम् अस्ति।   (चित्र)

(घ) एते .... पततः।   (पत्र)

(ङ) तानि .... विशालानि सन्ति।   (नेत्र)

(च) एतानि .... विकसन्ति।   (कमल)

6. निम्नलिखित शब्दों के लिङ्ग और वचन पहचानें।
   (Identify the gender and the number of each of the following words.)

	लिङ्ग	वचन
(क) कुसुमानि	नपुंसक	बहुवचन
(ख) नयने	....	....
(ग) पत्राणि	....	....
(घ) पायसम्	....	....
(ङ) खड्गः	....	....
(च) शाखाः	....	....

7. संस्कृत में अनुवाद करें। (Translate into Sanskrit.)

   (क) पानी गरम है।
       (The water is hot.)

   (ख) यह दूरदर्शन है।
       (This is a television.)

   (ग) ये फल मीठे हैं।
       (These fruits are sweet.)

   (घ) यहाँ फूल खिलते हैं।
       (Flowers blossom here.)

   (ङ) बन्दर दौड़ रहे हैं।
       (The monkeys are running.)

   (च) माँ पका रही है।
       (Mother is cooking.)

                    ॐ

जगत तारन गोल्डेन जुबली विद्यालय, प्रयागराज

सन् - २०२०-२१)

कक्षा - ६

विषय - संस्कृत

पाठ संख्या - ३

अकारान्त नपुंसकलिङ्ग (प्रथम पुरुष)

→ वर्तिका तिवारी

प्रदत्त कार्य-पत्र संख्या-३ से संबंधित प्रश्नों के उत्तर संस्कृत उत्तरपुस्तिका में लिखें -

१. 'फल' शब्द का रूप याद करके लिखें।

२. एक से बीस तक की संख्या संस्कृत में लिखें।

३. कमल पुष्प के विषय में पाँच पंक्तियाँ हिन्दी में लिखें।

४. अकारान्त नपुंसकलिङ्ग शब्दों के पाँच उदाहरण लिखें-

५. अनुस्वार विधि क्या है? लिखें

संस्कृत में रूपान्तर करें -

1.

पुस्तकम्	रसोई
उदरम्	मुखम्
खरगोशम्	जलम्
दूरदर्शनम्	फलम्

2. दिए गए शब्दों के उचित रूप

क) स्थानि   ख) लानि   ग) स्थल   घ) कर्मि
ड.) किम्   च) तत्

3. रिक्त स्थान भरें -

क). पुष्पाणि   ख). रुक्   ग). श्वेतः   घ). द्वे
ड.) चित्रा   च). मधुरं

4. शब्द शुद्ध करें -

क) दश   ख) सामग्रीणि   ग) सेवकम्   घ) चित्राणि
ड.) स्थल   च). शोभनम्

रिक्त स्थान भरें-

5. _____

क) लतिका;   ख) मित्राम्   ग) चिन्नम्   घ) फले
ड.) नेत्राणि   च) कमलानि

लिंग और वचन पहचानें-

6. _____

२०) नयने - नपुंसक   द्विवचन
क) फलानि - नपुंसक   बहुवचन
ख) जलसम् - नपुंसक   एकवचन
ड.) वानरः - पुंलिंग   एकवचन
च) शाखाः - स्त्रीलिंग   बहुवचन

संस्कृत में अनुवाद करें

7. _____

क) जलम् उष्णम् अस्ति।
ख) सुतत् दूरदर्शनम् अस्ति।
ग) फलानि मधुराणि सन्ति।
घ) जलं पुष्पाणि विकसन्ति।
ड.) वानरः धावति।
च) अम्बा पचति।

इदम् आम्रम् अस्ति।	इमे आम्रे स्तः।	इमानि आम्राणि सन्ति।
यह आम है।	ये दोनों आम हैं।	ये आम हैं।
एतत् गृहम् अस्ति।	एते गृहे स्तः।	एतानि गृहाणि सन्ति।
यह घर है।	ये दो घर हैं।	ये सब घर हैं।
तत् मोदकम् अस्ति।	ते मोदके स्तः।	तानि मोदकानि सन्ति।
वह लड्डू है।	वे दो लड्डू हैं।	वे सब लड्डू हैं।
किम् पतति?	के पततः?	कानि पतन्ति?
क्या गिरता है?	क्या दो गिरते हैं?	क्या गिरते हैं?
पत्रं पतति।	द्वे पततः।	पत्राणि पतन्ति।
पत्ता गिरता है।	दो पत्ते गिरते हैं।	सब पत्ते गिरते हैं।

अकारान्त नपुंसकलिङ्ग फल शब्द रूप

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा:	फलम्	फले	फलानि
द्वितीया	फलम्	फले	फलानि
तृतीया	फलेन	फलाभ्याम्	फलैः
चतुर्थी	फलाय	फलाभ्याम्	फलेभ्यः
पंचमी	फलात्	फलाभ्याम्	फलेभ्यः
षष्ठी	फलस्य	फलयोः	फलानाम्
सप्तमी	फले	फलयोः	फलेषु
सम्बोधन	हे फलम् !	हे फले !	हे फलानि

Class 6 Science Chapter 3 Textbook Questions Solved

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

Ans. **Natural fibres**: wool, cotton, jute, silk.

Synthetic fibres: nylon, polyester.

Q.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.

(d) Weaving of yam makes a piece of fabric.

(e) Silk fibre is obtained from the stem of a plant.

(g) Polyester is a natural fibre.

Ans.

(a) True

(b) False

(c) False

(d) True

Q.3. Fill in the blanks:

(a) Plant fibres are obtained from_____

and_____.

(b) Animal fibres are_____.

and_____.

Ans.

(a) cotton plants, jute plants

(b) wool, silk

Q. 4. From which part of the plant cotton and jute are obtained?

Ans.

(i) Cotton – Cotton bolls (from the surface of cotton seeds) (fruit)

(ii) Jute – Stem

Q.5. Name two items that are made from coconut fibre.

Ans.

(i) Ropes

(ii) Mats

Q.6. Explain the process of making yam from fibre.

Ans. Yarns are made up of thin strands called fibres. The process of making yam from fibres is called spinning. In this process, a mass of cotton wool are drawn out and twisted. This brings the fibres together to form yarn.

J.T. GOLDEN JUBILEE SCHOOL, PRAYAGRAJ.

SESSION: 2020-2021

CLASS: VI

SUBJECT: SOCIAL SCIENCE

SUBJECT TEACHER: ASHU RAI

ASSIGNMENT III

Given below is the link for tutorial:

. To access the video, tap the following link:

https://youtu.be/MF07jAybAbQ

Open the given link in You Tube and thoroughly go through it.

STUDY MATERIAL

CIVICS

LESSON 1: **UNDERSTANDING DIVERSITY**

**Thoroughly go through the chapter given below.**

1 Understanding Diversity

> **D**iversity is a fact and is found in all walks of life. We can see various forms of diversity in our social, cultural, political, economic and geographical environment. People are different from one another in many ways. We do not look exactly like each other. We also differ in terms of the languages we speak, our cultural backgrounds, the religious rituals that we follow, etc. Diversity enriches and enlivens the whole spectra of our society. India provides the prismatic spectrum of diversity. However, the threads of diversity weave the warp and weft of our impregnable unity.

MEANING OF DIVERSITY

Diversity means the state of being diverse. We see different types of people in our surroundings.
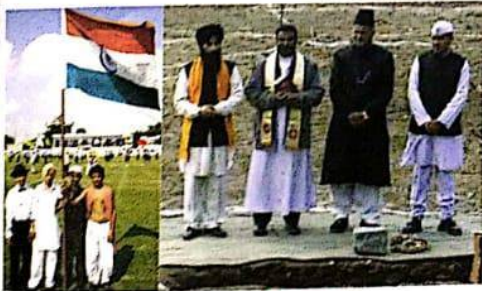
Pictures showing Diversity

They are in different dresses *e.g.,* some wear dhoti-kurta, while some other wear kurta-pyjamas etc. They speak different languages *e.g.,* Hindi, Urdu, Bengali, etc. They follow different religions, *e.g.,* Hinduism, Islam, Christianity etc. In fact, **diversity is a range of many people or things that are very different from one another.**

POSITIVE ASPECTS OF DIVERSITY

Diversity adds to our lives. The various differences that diversity includes, actually enrich our lives in many ways :

(i) We can be friends with people who are very different from us. This can enrich our quality of life. We can eat a variety of foods that are different from the food that we normally eat. We can enjoy by celebrating different festivals, wearing different clothes and learning different languages.

(ii) Diversity enriches our knowledge. When we read a good story even in other languages, we feel happy because it gives us lots of ideas.

(iii) The authors also get a lot of ideas from diversity to write stories or books. They get ideas from different books, and real life situations. They imagine on the basis of available facts.

For example, the 'Gita Govinda' was written by Jayadeva in Sanskrit language. But, it is used even today by dancers of different dance forms throughout the country.

(iv) We read and write different kinds of stories or books. They may relate to real accounts of various kings and queens, stories about love and honour, forests, fights and friendships between people and animals, *etc.* It would not be possible for the storytellers and writers to write such stories or books by living in one place.

DIVERSITY IN INDIA

India is a land of diversities. The people of India speak a number of languages, eat various types of foods, celebrate different festivals and follow different religions. There are eight major religions in the world. All of them are practised in India. We have more than 1600 dialects. There are more than a hundred dance forms in India.

Characteristics of Diversity in India

The following are the characteristics of diversity in India :

Different Languages

The people of India speak different languages. The Eighth Schedule of the Indian Constitution recognises 22 languages. Apart from these, there are many local languages that reflect our diversity.
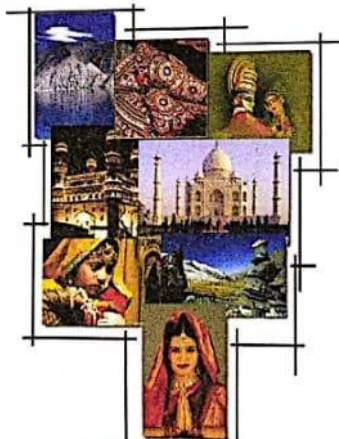
Many Religions

The people of India have the freedom to follow any religion. The main religions in India are Hinduism, Islam, Buddhism, Sikhism, Jainism, Christianity and Zoroastrianism. Besides, there are many customs

Religions

and rituals in these religions. Despite this religious diversity we have a harmonious secular fabric.

Different Cultures

Culture refers to the customs and beliefs, art, the way of life and social organisation of a particular group or country. The people of India have different cultural backgrounds.

Different Cultures

Festivals

Festivals may be linked to religions, seasons, crops, national pride, etc.

Some festivals are based on religions. The Hindus

Holi

celebrate festivals like Dussehra, Diwali, Holi etc. The Muslims and the Christians celebrate Id and Christmas respectively. Some festivals are celebrated on regional basis such as Onam, Pongal, Guruparv, Bihu etc.
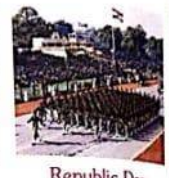

Pongal   Guruparv   Id

Independence Day, Republic Day and Gandhi Jayanti are the national festivals that are celebrated all over the country. These celebrations are shared by members of different regional and religious communities.

Republic Day

Dance and Music

Diversity in India, exists in the field of dance and music also. There are mainly two kinds of dances in India : classical and folk. Classical dance also has many forms such as Kathak in North India, Bharatnatyam in Tamil Nadu, Kathakali in Kerala, Odissi in Orissa, Kuchipudi in Andhra Pradesh, Manipuri in Manipur etc. Folk dances are simpler and are mostly based on seasons.

Bharatnatyam   Kathakali   Odissi   Manipuri

Music is also divided into classical and folk. Folk music is mainly sung during festivals and weddings. Film music has also been very popular throughout India.

Art and Sculpture

It is also in varied form. It is mostly related to religion.

For example, the Buddhist art, etc. The Buddhist art is based on the teachings of Buddha.

Food Habits

The people of different regions have different food habits. For example, the people of Punjab like Makke di Roti and Sarson da Sag, while the people of Bihar like to eat Litti and Chokha, Chura and Dahi, etc.

Makke di roti

Litti and Chokha

Clothes

The choice of Indian people also differs in terms of clothes. In a traditional Hindu family, male members generally wear dhoti and kurta while female members wear sari. Muslim males generally wear kurta-pyjama and lungi, while women wear Burka. Punjabi males keep pagari or turban on their heads. Even the style of tying the turban differs from state to state. Punjabi women wear salwar-kameez with a dupatta. The women in Gujarat wear lehenga and choli while in Kerala, they wear mundu and blouse.

Dhoti and Kurta

Lehenga and Choli

Burka

Pagari or Turban

Reasons for Diversity in India

Inequality of Income

There is a high inequality of income and wealth among the people in India that creates diversity. Inequality comes about when a person does not have the resources and opportunities that are available to other persons. A significant portion of Indian population still does not have enough to eat or wear or a place to live in.

Caste System

This is an important reason for social inequality. In this system, society was divided into different groups. Caste is a closed class and is determined by birth. It creates unequal and unscientific social hierarchy. People were supposed to remain in these groups.

Historical and geographical factors also influence the diversity of a region or a country.

Historical Factors

In early days, people travelled on foot, horses, camels or in ships. They travelled in search of new lands, new places to settle in due to famine, drought and war. They also travelled in search of the people to trade with or in search of work. Since it took so long to travel, once people got to a new place, they stayed and settled there. In the new places, people began to change a little. At the same time, they also did things in the old ways. In this process, their languages, food, cultures and religions became a mix of the old and new. This intermixing of cultures created something new and different. In this way, regions became very diverse because of their unique histories.

Even today, we move from one place to another for many purposes such as in search of job, for education, trade, seeing new places etc.

Geographical Factors

Diversity also comes from the geographical factors. For example, living in a desert area is quite different from living in the plain areas. The geographical factors not only influence the clothing and eating habits of the people but also the kinds of work they do. This is because, people's lives are closely related to their physical surroundings.
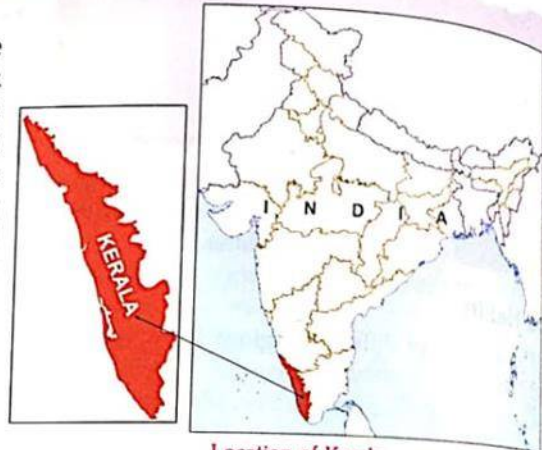
KERALA

Geographical Factors : The state of Kerala is situated in the south-west corner of India. It is located in between the high Western Ghats in the east and the Arabian sea in the west. The width of the state varies from 35 km to 120 km. On the basis of geographical features, the state can be divided into hills, valleys, midland plains and coastal belt. There are 44 rivers in the state, with a large number of tributaries and branches.

Due to its geographical features, a large number of spices like pepper,

Location of Kerala

cloves and cardamoms are grown on its hills. These spices made this region world famous. Pepper is still one of the major export-oriented commodities in which the state enjoys a near monopoly. Kerala is a major producer of coconut, rubber, pepper, cardamom, ginger, cocoa, cashew, arecanut, coffee and tea.

Vasco da Gama

Historical Factors : These products, especially the spices attracted world traders towards this region. This may be the reason that Jewish and Arab traders came here at first, followed by the Apostle of Christ, St. Thomas about 2,000 years ago. St. Thomas is believed to be the father of Christianity in India. Many Arab traders also came and settled here. Vasco da Gama, a portuguese navigator discovered the sea route to India from Europe. He landed with his ship at calicut in 1498.

Effects of these Factors on Diversity : Due to the above historical factors or influences, the people in Kerala practise different religions such as Judaism, Islam, Christianity, Hinduism and Buddhism.

Kerala is the home of many colourful festivals. Most of them are inspired by Hindu Mythology. Onam is the most important festival of Kerala. This is linked with the harvest season. The main Christian festivals are Christmas and Easter. Maramon convention is the biggest gathering of Christians in Asia.

The fishing nets and the utensils used for frying here are called cheena-vala and cheenachatti respectively. It is believed that the word, cheen could have come from China.

Onam festival

Chinese fishing nets and vessels

JAMMU & KASHMIR AND LADAKH

Geographical Factors : This union territory is situated between 32°15'N and 37°05'N and 72°35'E and 83°20'E. Geographically—Jammu, Kashmir and Ladakh. Ladakh is a desert in the mountains in the eastern part of Jammu and Kashmir. This region does not receive any rain but is covered with snow almost the whole year. So, there is a little possibility of agriculture. The region has very few trees.

Location of Ladakh

Provisions for the formation of the union territory of Jammu and Kashmir were contained within the Jammu and Kashmir Re-organization Bill, 2019, which was passed by both houses of the Parliament of India in August 2019. The purpose of the bill is to re-constitute the existing state of Jammu and Kashmir into two union territories : Jammu & Kashmir and Ladakh, with effect from 31 October, 2019.

In Ladakh, the mountain slopes have extensive pastures. So, almost every family keeps some livestock such as sheep, yaks, cows and goats. The people eat meat and milk products like cheese and butter. Pashmina wool from the sheep is the main source of income for the people. This wool gives high return. The people in Ladakh sell this wool to traders from Kashmir.

Historical Factors : Ladakh was considered as a good trade route. There were many passes through which caravans of traders travelled to today's Tibet. These caravans carried various items such as textiles, spices, raw silk, carpets, etc. with them. Ashoka introduced Buddhism to Kashmir in the 3rd century BC. This was later strengthened by Kanishka. Buddhism reached Tibet via Ladakh that is also called Little Tibet. Islam came to Kashmir during 13th and 14th century AD Zain-ul-Abedin (1420-70) was the most famous Muslim ruler of Kashmir.

Effects of these Factors on Diversity : The above historical factors are responsible for the existence of different religions in Ladakh. The people in Ladakh practise Buddhism, Islam, Hinduism, Christianity etc.

Hindu, Muslim, Sikh or Buddhist fairs and festivals are celebrated here with full enthusiasm. Ladakh has a rich tradition of songs and poems. Muslims and Buddhists both perform and sing local versions of the Tibetan national epic, The Kesar Saga.

However, these historical and geographical factors are connected to each other. *For example,* it was the geographical factors that encouraged the people of Kerala to cultivate spices that attracted traders to this region.

Similarly, the special geographical location of Ladakh gives favourable conditions for sheeping and producing pashmina wool. This attracted a large number of buyers and traders. It was also considered a good trade route because it had many passes through which caravans travelled to regions like Tibet. In this way, history and geography are often tied in the cultural life of a region.
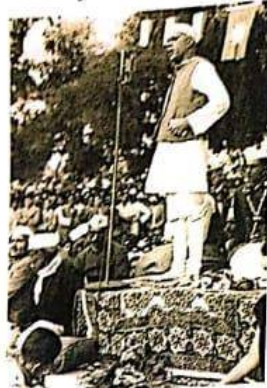

Caravans through trade routes

We have seen that Ladakh and Kerala have different geographical features but the history of both regions has similar cultural influences.

UNDERSTANDING DIVERSITY

NDIA-UNITY IN DIVERSITY

Diversity or the different types of people who belong to different regional, cultural or religious backgrounds, help to makes India very interesting and diverse. The term, 'unity in diversity' is an appropriate term to describe India. This phrase was coined by **Pt. Jawaharlal Nehru**. He talked about Indian unity in his famous book, 'The Discovery of India'. He says that Indian unity is not something that is from the outside, but it is something deeper. He further says that in India, the widest tolerance of belief and custom is

Nehru addressing a public meeting

practised and every variety is acknowledged and even encouraged.

Of course, India's diversity has also been a source of its strength. During India's freedom struggle, men and women from different linguistic, cultural, religious and regional backgrounds came together to oppose the British colonial rule. The

British thought that they could divide the Indians because of their diversity and rule them.

The people of India showed all the time that they could be different and still get united in need. People from every walk of life planned together, worked together and went to jail together during the National Freedom Movement. Poems, songs, plays and symbols served as a constant reminder of our country's rich tradition of respect for diversity. *For example*, Indian flag was used as a symbol of protest against the British rule by the people of the whole country.

The following song was sung after the Jallianwala Bagh Massacre in Amritsar in which a large number of unarmed and innocent people were killed by the British.
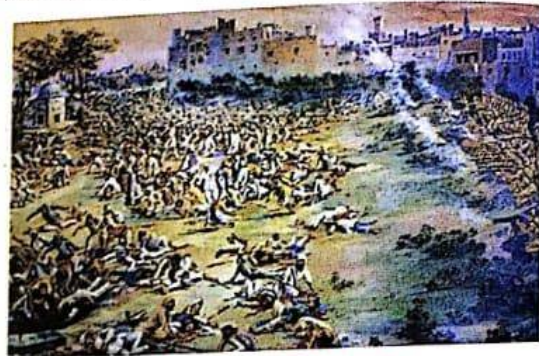
Jallianwala Bagh Massacre

Don't forget the days of blood, O friend
In the midst of your happiness remember to shed a tear for us
The hunter has torn away every single flower
Do plant a flower in the desert garden dear friend
Having fallen to bullets we slept in Jallianwalla Bagh
Do light a lamp on this lonely grave, O friend
The blood of Hindus and Muslims flows together today
Do soak your robe in this river of blood dear friend
Some rot in jails while others lie in their graves
Do shed a few tears for them O friend.

Source : *Indian People's Theatre Association (IPTA)*

Thousands of men and women, Hindus, Sikhs and Muslims, rich and poor had gathered and sung this song to protest against the diabolic colonial rule.

IMPORTANT POINTS

- People are different in many ways. It can be their looks, family backgrounds, languages, religions, their food, habits, dresses and cultures.
- The historical and geographical factors influence the diversity of a region.
- The history of shows as to how many different cultural influences have helped in shaking life and culture of a place.
- Diversity also comes about when people adapt their lives according to the geographical area in which they live.
- Ladakh's wool drew Chinese traders to this region, while the Arab traders went to Kerala for spices.
- When the British ruled India, women and men from different cultural, religious and regional backgrounds came together to oppose them.
- While Kerala and Ladakh are quite different in terms of their geographical features, the history of both regions has seen similar cultural influences. Both regions were influenced by Chinese and Arab traders.

- India's freedom movement had thousands of people from different backgrounds. They worked together to finalise joint actions, they went to jail together, and they found different ways to oppose the British.
- British thought that they could divide and rule over the Indians because they were so diverse. But people remained united in their battle against the British.
- After the Jallianwalla massacre, people showed their strength. Men and women, Hindus, Sikhs and Muslims, rich and poor had gathered to protest against the British rule.
- Jawaharlal Nehru also appreciated Indian Unity despite its vast diversity.

EXERCISES

I. Multiple Choice Questions (MCQs)

Choose the correct option from the following :

1. Which one of the following factors refers to the state of being diverse ?
   (a) Unity
   (b) Diversity
   (c) Discovery
   (d) None of these

2. The various differences that diversity consists of
   (a) enrich our lives
   (b) are harmful for us
   (c) have no effect on us
   (d) none of these

3. Which of the following is/are the characteristic/s of diversity in India ?
   (a) Different languages
   (b) Different religions
   (c) Different cultures
   (d) All of these

4. Which of the following is/are the reason/s of diversity in India ? HOTS
   (a) Inequality of Income
   (b) Caste system
   (c) Historical factors
   (d) All of these

UNDERSTANDING DIVERSIT

5. In the case of diversity, the historical and geographical factors are
   (a) delinked with each other
   (b) connected to each other
   (c) very important in the desert areas
   (d) none of these

6. Who among the following described India with the term 'Unity in Diversity'?
   (a) Dr. Rajendra Prasad
   (b) Mahatma Gandhi
   (c) Pt. Jawaharlal Nehru
   (d) Subhash Chandra Bose

II. Very Short Answer Type Questions

1. Define diversity.
2. How does diversity enrich our knowledge ? ◄HOTS
3. Why do you think India is a country of diversities ?
4. Who was Vasco da Gama ?

III. Short Answer Type Questions

1. What is meant by diversity ?
2. Mention any two qualities that diversity adds to our lives.
3. Make a list of the festivals that are celebrated in your locality. Which of these festivals are celebrated by the members of different regional and religious communities ?
4. 'Unity in Diversity' is an appropriate phrase to describe India. Justify this statement. ◄HOTS
5. Underline the line in the poem that was sung after the Jallianwalla incident, which according to you, reflects India's essential unity.

IV. Long Answer Type Questions

1. How does living in India with its rich heritage of diversity add to our lives ?
2. What was Pt. Nehru trying to say about Indian unity in the phrase, 'Unity in Diversity' taken from his famous book, The Discovery of India ? ◄HOTS
3. How do historical and geographical factors influence the diversity of a region ? ◄HOTS
4. What are the several characteristics of diversity in India ?
5. What are the main reasons for diversity in India ?

V. Fill in the blanks

1. The historical and _____ factors influence the diversity of a region.
2. Ladakh's _____ drew Chinese traders to this region.
3. The _____ traders went to Kerala for spices.
4. India's freedom _____ had thousands of people from different backgrounds in it.
5. After the _____ massacre people showed their strength.

CIVICS ASSIGNMENT

Do the given assignment in your S.ST notebook.

1. Do you think the term 'Unity in Diversity' is an appropriate term to describe India.

2. Name five classical dance forms and to which state they belong.

3. List down the languages mentioned in eighth schedule of our Constitution.

4. Make a list of food that you have eaten from different parts of India

5. Give short answer for the following :-

a) Name the Portuguese navigator who landed at Calicut in 1498.

b) Name the most important festival of Kerala.

c) Who has written 'Gita Govind'?

6. Write down three ways in which the different geographical location of Kerala and Ladakh would influence the following?

(i) Food of the people

(ii) Clothes of the people

(iii) Works of the people

---------X---------X---------X---------