

EMMANUEL MISSION SR SEC SCHOOL, BEAWAR
ONLINE CLASSES
WEEK - 35 (29.10.2020)
CLASS - VI

English: Kindly send below

Hindi: Kindly see below

Mathematics: Kindly see below
Mathematics: Kindly see below

General Science: <https://youtu.be/T00hzOIswL0>

Social Studies: Kindly see below

Sanskrit: Kindly see below

Computer Science: <https://youtu.be/Iw8jWQ-YR4A>

General Knowledge: <https://youtu.be/VmKFyN6OLak>

Moral Science: Kindly see below

Physical Education: <https://youtu.be/qFp8IbV19n8>

Music (Guitar): <https://youtu.be/zXD8jJ03Nyc>

Music (Keyboard): <https://youtu.be/jdkWqjdTYA>

Health & Sanitation: <https://youtu.be/XRzEZqExQPg>

Art Education: <https://youtu.be/hwYW8hUDaVY>

EMMANUEL MISSION SR SEC SCHOOL, BEAWAR

ENGLISH

CLASS – VI

Matilda Can Do Magic

Answer the following questions

1. When Miss TRunchbull visited the class, she found a newt in her glass of water. She accused Matilda of playing a prank on her and threatening to expel her. This was the astounding event that had occurred.
2. Speaker wanted Matilda do repeat the same act which she did in the classroom.she asked her to do it again because she thought that it was just an imagination of Matilda.
3. Without opening her mouth and without any sound she ordered “tip glass tip”.she simply shouted the words inside her head. She then concentrated her mind on the glass and keep shouting inside her head for the glass to go over. Gradually , the glass wobbled, tilted and toppled right over and fell on the table top.
4. When Matilda made the glass tip cover with her eyes, miss Honey got highly surprised. She felt about Matilda that she had some extra ordinary powers. She was totally different from other children.
5. Matilda had special powers in her. She could move objects with her eyes. She used her power only for good reason. This power was not developed in other children of her age. That’s why this makes her special.
6. This says that Miss Honey was a very generous teacher. She knew very well about how to handle children. She gave them every scope to enhance their skill.Yes, this gives us confidence that she is just the sort of person that Matilda can confused in.

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HINDI

CLASS – VI

पाठ -8 झाँसी की रानी

लिखित

1.सही उत्तर पर सही का निशान लगाइए-

(क) iii

(ख) iv

(ग) iii

(घ) ii

2. इन प्रश्नों के उत्तर लिखकर दीजिए-

(क) रानी की सहेलियाँ बरछी, ढाल कृपाण और कटारी थी।

(ख) ब्रिटिश देश झाँसी को हड़पना चाहता था ।

(ग) स्मिथ गवर्नर जनरल था वह रानी को घेरकर के मारने के उद्देश्य से सामने आया था।

(घ) लेफ्टिनेंट वॉकर को हराने के बाद रानी कालपी की ओर सौ मील लगातार चली इस कारण उसका घोड़ा थक कर गिर पड़ा और मृत्यु को प्राप्त हुआ इसके बाद भी उसने ग्वालियर में स्मिथ को हराया । अंत में हयुरोज की सेना ने रानी को चारों ओर से घेर लिया। रानी बुरी तरह घायल हो चुकी थी लेकिन फिर भी वह अंत समय तक अंग्रेजों का मुकाबला करती रही ।

(ङ) रानी दुश्मनों से युद्ध में लड़ते लड़ते-घायल होकर गिर जाती हैं लेकिन फिर भी अंतिम समय तक संघर्ष करते वह वीरांगना वीरगति को प्राप्त हो जाती हैं।

(च) रानी की सगाई और विवाह के समय झाँसी के राजमहल में खुशियाँ मनाई जाने लगी तथा झाँसी में सभी जगह बधाइयाँ बैठने लगी। जिसकी बुंदेल योद्धाओं ने प्रशंसा की थी ।

(छ) रानी के वीरता भरे जीवन से हमें देशभक्ति व अंतिम समय तक दुश्मन से संघर्ष करने की प्रेरणा मिलती है।

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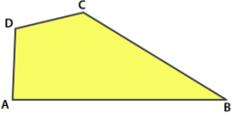
MATHEMATICS

CLASS – VI

4. Basic Geometrical Ideas

Exercise 4.3

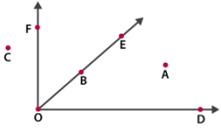
1. Name the angles in the given figure.



Solutions: The angles are $\angle DAB$, $\angle ABC$, $\angle BCD$ and $\angle CDA$

2. In the given diagram, name the point(s)

- (a) In the interior of $\angle DOE$ (b) In the exterior of $\angle EOF$ (c) On $\angle EOF$



Solutions: (a) The point in the interior of $\angle DOE$ is A (b) The point in the exterior of $\angle EOF$ is C, A and D (c) The points on $\angle EOF$ are E, B, O and F

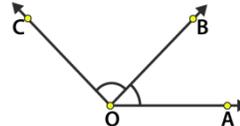
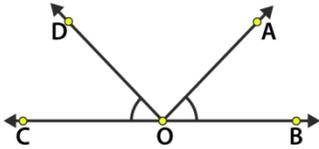
3. Draw rough diagrams of two angles such that they have

- (a) One point in common (b) Two points in common (c) Three points in common
 (d) Four points in common (e) One ray in common

Solutions:

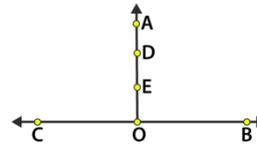
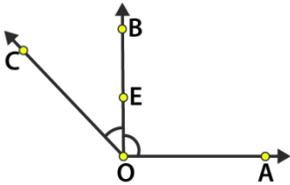
(a) O is common point between $\angle COD$ and $\angle AOB$

(b) O and B are common points between $\angle AOB$ and $\angle BOC$

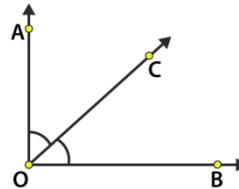
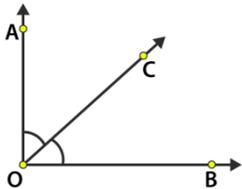


(c) O, E and B are common points between $\angle AOB$ and $\angle BOC$

(d) O, E, D and A are common points between $\angle BOA$ and $\angle COA$



(e) OC is common ray between $\angle BOC$ and $\angle AOC$



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MATHEMATICS

CLASS – VI

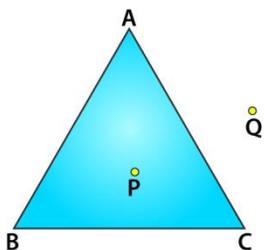
4. Basic Geometrical Ideas

Exercise 4.4

1. Draw a rough sketch of a triangle ABC. Mark a point P in its interior and a point Q in its exterior. Is the point A in its exterior or in its interior?

Solutions:

Point A lies on the given triangle ABC. It lies neither in interior nor exterior.

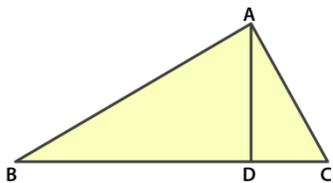


2. (a) Identify three triangles in the figure.

(b) Write the names of seven angles.

(c) Write the names of six line segments

(d) Which two triangles have $\angle B$ as common?



Solutions:

(a) The three triangles are $\triangle ABD$, $\triangle ACB$, $\triangle ADC$

(b) The angles are $\angle BAC$, $\angle BAD$, $\angle CAD$, $\angle ADB$, $\angle ADC$, $\angle ABC$, $\angle ACB$

(c) The line segments are \overline{AB} , \overline{AC} , \overline{BC} , \overline{AD} , \overline{BD} , \overline{DC}

(d) $\triangle ABD$ and $\triangle ABC$ are triangles which have $\angle B$ as common.

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SOCIAL STUDIES (History)

CLASS – VI

**Chapter 5 : Different Ways Of Living:
What Books And Burial Tell Us**

Question and answers

Q1. Tick the correct answer

Answers – 1 Council of elders

2. Goswami Tulsidas

3. Rigveda

Q2. Fill in the blanks

1. Punjab

2. Villages

3. Samiti

4. Khetri

Q3. Right and wrong statement

1. Wrong

2. Right

3. Right

4. Wrong

Q4. Match the following

1. ----- d

2. -----c

3. -----b

4. -----a

5. -----f

6. -----e

Q5. Answer the following questions

1. Name three literary sources of the Vedic Period.

Answer - The three literary sources of Vedic Period are:-

Vedas, the Ramayana and the Mahabharata.

2. What is the importance of the Vedas?

Answer2. Vedas are the oldest and the most sacred books of the Aryans. It is believed that they were revealed by God to the Rishis .The Vedas tell us a lot about the Vedic civilization: the arrival of the Aryans in India, their early settlements, their social, religious, economic and political life.

3. What were the four stages into which the ASryans divided the span of human life?

Answer3. The whole span of life was a hundred years, of which the first 25 years were to be spent in a Gurukul where students were taught by learned Brahmins in various arts of life and religion.

This stage of life was called Brahmacharya.

The next stage, called the Gristha Ashrama, started when a man got married and raised a family. Vanprastha or the age of vital retirement from worldly life started at the age of 50 which was followed by the last stage of life called the Sanyas or the stage of total renunciation to lead a life of service and preaching.

Q6 Tell the reason.

1. The stone – copper age is called so.

Answer. After the Neolithic age began the so called Chalcolithic Age when man began to use copper along with tiny stone implements. Because of the use of stone side by side with copper this age is sometimes known as the stone- copper age.

2. We say that the Chalcolithic settlements were quite different from the Harappan settlements.

Answer. The Chalcolithic settlements were rural, while Harappan settlements were primarily urban settlements. Harappan people knew how to produce bronze but Chalcolithic people don't know this. The Chalcolithic people could not make full use of animals, but the Harappan people could make the full use of animals.

3 The Vedic Age is named so.

Answer. Aryans came to India during the second millennium B.C. This age is called the Vedic Age because much of the knowledge about this period is derived from the Vedic texts, especially the Vedas.

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SANSKRIT

CLASS – VI

एकादशः पाठः कर्मकारंद्वितीया) विभक्तिः)

अभ्यासाः

1. विकल्पेभ्यः उचितम् उत्तरं चित्वा रिक्तस्थानानि पूरयत-

(i) घ (ii) क (iii) ख (iv) ग

2. मञ्जूषायाः कर्मपदम् चित्वा रिक्तस्थानानि पूरयत-

(i) पुष्पाणि

(ii) पत्रं

(iii) रोटिकाः

(iv) ईश्वरं

(v) भोजनं

3. निम्नलिखितशब्दानां द्वितीया विभक्तिरूपाणि लिखत -

	एकवचन	द्विवचन	बहुवचन
(i)	छात्रं।	छात्रौ।	छात्रान्
(ii)	सैनिकं।	सैनिकौ।	सैनिकाः
(iii)	पुष्पं।	पुष्पे।	पुष्पाणि
(iv)	गृहं।	गृहे।	गृहाणि
(v)	कन्यां।	कन्ये।	कन्याः

4. रञ्जिततदानि आधृत्य प्रश्ननिर्माणं कुरुत-

(i) सा के आनयति ?

(ii) गजाः कानि खादन्ति ?

(iii) मालाकारः कान् सिंचन्ति ?

(iv) महिला कम् पूजयति ?

(v) वयं कथं वदामः ?

अधोलिखितवाक्यानां संस्कृतभाषायां अनुवादं कुरुत-

(i) रजकौ वस्त्राणि क्षालयतः।

(ii) युवां ईश्वरं नमथः।

(iii) जनाः जलं पिबन्ति।

(iv) यूयं देशं रक्षन्ति।

(v) वयं पाठं पठामः।

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MORAL SCIENCE

CLASS – VI

Ch.: 9 – Don't Wait For Tomorrow

A. Answer the following Questions :

1 . Have you ever helped anybody ? Narrate the incident in not more than 100 words.

Ans.: Yes I have helped somebody. As once I was walking on the road. An old man of almost 80 was trying to cross the road. He had walking stick in his hand. Due to a heavy traffic he could not cross the road. I was watching him. Nobody helping him. I went near him. I caught his hand and made him cross the road. The old man thanked me heartily and went.

2. What do you understand by : Whatever good you can do, do it today. You may not get a chance to do it tomorrow.

Ans. : My grandparents are very old. They mostly rest in position on the bed. I have many friends. They often go to watch movie or to play matches on the playground. I also desire to join them but being an only son of my parents, I have stay home with them to serve them. I have take care of them to give medicine, meals etc. Time to time. I desire to enjoy a lot but a thought comes in my mind that this a golden chance to serve my parents and get their blessing. May be possible tomorrow, I would have this opportunity to serve them or not.

B. Fill ups.

1 . No sooner did the crumbs touch the surface of the **pond** than the open mouth of the fish rose to grab them.

2. He took the **crumb** and gobbled it in no time.

3. Tinytink swam away under the spreading **lotus** leaves.

4. Tomorrow I shall give it to you for **breakfast**.

5. It got **swollen** and caused the death of the flower.

6. Tinytink looked at the flower and shed a tear for his **beautiful** sister.

7. Tinytink woke up with a **smile**.

8. Tinytink was sorry to see the petals of the first lotus still **closed**.

9. Tinytink was hungry. He came up to the **surface** again.

Home work :

(a) Write the story of Tinytink and the lotus in your own words.

(d) Your resolution for the day : (Do not tick it if you think you will not be able to do)

I will do one good deed everyday and write it down in my diary before going to bed.