

## A Tale of Two Birds

- *A mother bird and her two young ones lived in a forest.*
- *The mother was killed in a storm and the young birds were separated from each other.*
- *Each found a different home.*

THERE once lived a bird and her two new-born babies in a forest. They had a nest in a tall, shady tree and there the mother bird took care of her little ones day and night.

One day, there was a big storm. There was **thunder**, lightning and rain, and the wind blew down many trees. The tall tree in which the birds lived also came down. A big, heavy branch hit the nest and killed the bird. Fortunately for the baby birds, the strong wind blew them away to the other side of the forest. One of them came down near a cave where a gang of robbers lived. The other landed outside a *rishi's* ashram a little distance away.



Days passed and the baby birds became big birds. One day, the king of the country came to the forest to hunt. He saw a deer and rode after it. It ran deep into the forest followed by the king. Soon the king lost his way and didn't know where he was.

He rode on for a long time till he came to the other side of the forest. Very tired by now, he got off his horse and sat down under a tree that stood near a cave. Suddenly he heard a voice cry out, "Quick! Hurry up! There's someone under the tree. Come and take his jewels and his horse. Hurry, or else he'll slip away." The king was amazed. He looked up and saw a big, brown bird on the tree under which he was sitting. He also heard **faint** noises issuing from the cave. He quickly got on to his horse and rode away as fast as he could.

- *The king was amazed to hear a **similar** voice again.*
- *He came to know the birds' true story.*
- *He met the rishi who explained the behaviour of each bird.*

Soon, he came to a clearing which looked like an ashram. It was the *rishi*'s ashram. The king tied his horse to a tree and sat down in its shade. Suddenly he heard a gentle voice **announce**, "Welcome to the ashram, Sir. Please go inside and rest. The *rishi* will be back soon. There's some cold water in the pot. Please make yourself comfortable." The king looked up and saw a big, brown bird in the tree. He was **amazed**. 'This one looks like the other bird outside the cave,' he said to himself loudly.

"You are right, Sir," answered the bird. "He is my brother but he has made friends with robbers. He now talks as they do. He doesn't talk to me anymore." Just then the *rishi* entered the ashram.



*A Tale of Two Birds/3*

"Welcome, Sir," he said to the king. "Please come inside and make yourself at home. You look tired. Rest for a while. Then you can share my food."

The king told the *rishi* the story of the two birds and how each had behaved so differently though they looked so alike. "The forest is full of surprises", he said. The holy man smiled and said, "After all, one is known by the company one keeps. That bird has always heard the talk of robbers. He imitates them and talks about robbing people. This one has repeated what *he* has always heard. He welcomes people to the ashram. Now, come inside and rest. I'll tell you more about this place and these birds."

### ***Summary of A Tale Of Two Birds***

The story is about a mother bird and her two newborn babies. One day a fierce storm came and it made all the trees fall down. A big branch hit the nest and the mother bird was killed. But fortunately, the baby birds were blown away to the other side of the forest and were saved. But they got separated from each other. One of the baby birds reached near a gang of robbers and the other one landed near the Rishi's ashram. The days passed and the baby birds became big birds.

One day, a king came to the forest to hunt and went deep inside the forest while following a deer. He got tired and sat under the tree near the cave of robbers. There, the king heard a big brown bird's voice. It was calling the robbers to rob the king. The king hurriedly got up from there and rode away. He reached near the Rishi's ashram.

Here, the king again heard the bird's voice. But this time it was a complete contrast to what he heard earlier. This bird asked the king to take rest inside the ashram and wait for the Rishi to come. The King was amazed to see the similar appearance of the birds but this voice was too humble. The bird told the king that his brother had learnt that language from the robbers. When the Rishi came, the king shared the story of the birds with him. The Rishi smiled and explained that the birds were reflecting the impact of their company. That bird was not at fault. He was just repeating what he had heard.

### **Word- meaning**

1. robber- a thief, a burglar
  2. hunt- to trace and try to catch and kill
  3. Fortunately-luckily
- 

**Note:-***Work to be done in the English note book:-*

**Q1.** Consult an Oxford English dictionary and find out the meaning of the words printed in bold in the lesson.

**Q2.** Answer the following questions:-

1. How did the two baby birds get separated?

**Ans1.** There was a fierce storm. The strong wind blew the two baby birds away to the other side of the forest and they got separated from each other.

2. Where did each of them find a home?

**Ans2.** One baby bird reached a cave of robbers and the other landed near a Rishi's ashram.

3. What did the first bird say to the stranger?

**Ans3.** The first bird said, "Quick! Hurry up! There's someone under the tree. Come and take his jewels and his horse."

4. What did the second bird say to him?

**Ans4.** The second bird said, "Welcome to the ashram, Sir. Please go inside and rest. The rishi will be back soon."

**Homework: - Do question no. 5 and 6 in the note book.**

5. How did the rishi explain the different ways in which the birds behaved?

6. Which one of the following sums up the story best?

- (i) A bird in the hand is worth two in the bush.
- (ii) One is known by the company one keeps.
- (iii) A friend in need is a friend indeed.

**Note:-** Dear students,

Read the chapter thoroughly and do Q1 and Q2 in the note book. There is no need to copy down the summary of the lesson.



## ● Direct and indirect object

**Definition-**An **object** is the part of a sentence that gives meaning to the subject's action of the verb. It is always placed after the verb.

For **example:** Alice      caught      the baseball.  
                         ▼                    ▼                    ▼  
                         Subject          verb                  object

► **Objects** can be either **direct** or **indirect**.

**Direct objects** are the nouns or pronouns receiving the action. A direct object answers the question "*what?*" or "*who?*"

Examples:

1. David *repaired* **his car** → **his car** is the **direct object** of the verb *repaired*. (What did David repair?)
2. He *invited* **Mary to the party** → **Mary** is the **direct object** of the verb *invited*. (Who did he invite?)

**Indirect objects** are the nouns or pronouns affected by the action.

An indirect object answers the question "*to whom?*", "*for whom?*"

Examples:

1. They sent him a postcard - *him* is the **indirect object** of the verb *sent*. (*To whom* did they send a postcard?)
2. He bought his son a bike - *his son* is the **indirect object** of the verb *bought*. (*For whom* did he buy a bike?)
3. The teacher      gave      the class                  some advice.  
                         ▼                    ▼                    ▼                    ▼  
                         Sub                    V                    indirect object      direct object

### Practise Exercise 2

Decide whether the words in bold are subjects, direct objects or indirect objects. One has been done for you.

1. She sent **her friend** an email.

► Her friend -----indirect object

2. Sally will help **you** with your housework.
3. Where did **you** put the keys?
4. He gave **them** a bag full of money.
5. **Alice** wrote a book on the French revolution.
6. I need **your help**.
7. He offered her **a flower**.
8. My father bought **us** a new TV set.
9. John sold me **his car**.
10. I wish **you** good luck.

**Note:-** Dear students do practice exercise 1 and 2 in your note book. Answers will be shared in the next assignment.

## CHAPTER – 7

### GETTING TO KNOW PLANTS

#### SUMMARY

Plants are usually grouped into herbs, shrubs, trees, creepers and climbers.

From where does a plant come?

- ✓ A plant comes from a seed.
- ✓ A seed is covered with seed coats.
- ✓ The seed coats protect the seed.
- ✓ The seed has a baby plant inside,
- ✓ The baby plant has a tiny root towards the outer side. The tiny root is termed as plumule.

#### Classification of plants on the basis of growth habit”

1. **Herbs:** Have soft, green and weak stems. Eg. Rice, wheat, maize, sunflower, mint etc.
2. **Shrubs:** They are bushy and have hard stems that do not bend easily. These are plants with the stem branching out near the base. Eg. Lemon, china rose, jasmine, etc.
3. **Trees:** These are big plants which have a tall and strong stem(trunk). Stems have branches in the upper part, much above the ground. Live for many years. Eg. Mango, neem, banyan, coconut etc.
4. **Climber:** Have weak stems and cannot stand erect. They take the support of other tree and climb on them Eg. Pea, grapes, vine etc.
5. **Creepers:-** Plants which creep on the ground and spread out. Eg. Pumpkin and watermelon,

#### CLASSIFICATION OF PLANTS ON THE BASIS OF THEIR LIFE CYCLE:

1. **Annuals:** Plants whose life cycle is completed in the one season. These are generally herbs. Eg. Wheat, mustard
2. **Biennials:** Plants whose life cycle requires two seasons for completion. They are generally herbs and rarely shrubs. Eg. Carrot, radish and potato
3. **Perennials:** Plants whose life cycle runs for more than two seasons. Eg. Babul and palm trees.

## PARTS OF PLANTS

1. **Root system:** The root and its branches make up the root system of a plant.

- ❖ Root is the underground part of a plant body , it is non-green.

- ❖ The root grows into the soil and away from the light.

(i) **Tap Root:** It is formed by the baby root (radicle) which comes out from a germinating seed.

- ❖ It is the main primary root arises from the lower end of the stem,

- ❖ A number of tiny branches called secondary roots. Eg. Mustard, Neem, rose etc.

(ii) **Fibrous Root:** A branch of roots arises from the base of the stem  
Eg. Wheat, maize etc

## FUNCTIONS OF ROOT SYSTEM;

1. Roots absorb water and nutrients from the soil.

2. Roots help the plant to stand erect.

3. Roots check soil erosion.

4. Roots store food.

2. **SHOOT SYSTEM:** The part of the plant which grows above the soil. It includes

1. The stem,

2. The leaves,

3. The buds

4. The branches

5. The flower

6. The fruits

7. The seeds

**3. LEAF:** A leaf is a flat and green structure on a plant, coming out from a node on the stem and always bearing a bud in its axil.

**Parts of leaf:**

- a) **Petiole:** Stalk of the leaf with which it joined to the stem.
- b) **Leaf lamina:** The flat green portion of the leaf.
- c) **Veins:** These are the network of small, narrow, tube-like structures on both sides of the midrib present in the middle of the leaf.

**THE FUNCTIONS OF LEAF**

- a) **Transportation:** Process of losing water by the leaves of a plant.
- b) **Preparation of food** by the process of photosynthesis.
- c) **Flower:** It is the reproductive organ of the plant.

**THE FUNCTIONS OF FLOWERS**

- a) Help in reproduction
- b) These become fruits that store food and seeds.
- c) Modified flowers like cauliflower, broccoli are rich sources of vitamins.

**PARTS OF FLOWER**

- ❖ **Pedice:** Stalk of the flower through which the flower is joined to the branch. It has joined to the branch.
- ❖ **Sepal:** small green coloured leaf-like structure on the thalamus. They protect the flower.
- ❖ **Petals:** Brightly coloured leaf-like structures present inside the sepals. Petals attract the insects and help in the process of reproduction
- ❖ **Stamens:** These are long, thin and needle like structures. These are male organs of the flower. It consists of two parts : Anther, Filament.
  - a) **Anther:** The swollen tip of each stamen that encloses in it a small powdery substance called pollen grains.
  - b) **Filament:** Long stalk like structure that joins the anther with thalamus.

❖ **Carpel:** It is a flask shaped organ in the centre of the flower. It is the female organ of the flower. It consists three parts : style, stigma and ovary.

- a) **Style:**A long thin tube-like structure which is swollen at the base
- b) **Stigma:** Small, round and sticky part of the carpel at the top of the style the traps the pollen grains
- c) **Ovary:** Swollen part of carpel that contains ovules.

**THE BUD:** A bud is a compact or a condensed shoot. It encloses future stem, nodes and leaves.

**STEM:** Stem forms the central axis of the plant body. Gives rise to a number of Branches that bear leaves. The stem bears, leaves. Flowers and fruits.

#### **Functions of stem:**

1. It provides support to plant.
2. It bears important plant parts
3. It helps in transportation of water and food.
4. Underground stems store food.
5. Thick and fleshy stem makes food.

#### **Some extra points:**

1. The pattern of veins on the leaf is called venation. It can be reticulate or parallel.
2. Leaves give out water vapour through the process of transpiration.
3. Green leaves make their food by the process of photosynthesis using carbon dioxide and water in the presence of sunlight.
4. Roots absorb water and minerals from the soil and anchor the plant firmly in the soil.
5. Roots are mainly of two types: tap root and fibrous roots.
6. Plants having leaves with reticulate venation have tap roots while plants having leaves with parallel venation have fibrous roots.
7. The stem conducts water from roots to the leaves and other parts and food from leaves to other parts of the plant.

**NOTE:** You have to write all the questions and answers of all lessons which are given in the website in the copy or folder and keep it neatly.

## EXERCISE FROM THE NCERT BOOK

Question 1

**Correct the following statements and rewrite them in your note book.**

1. Stem absorbs water and minerals from the soil.
2. Leaves hold the plant upright.
3. Roots conduct water to the leaves.
4. The number of petals and sepals in a flower is always equal.
5. If the sepals of a flower are joined together, its petals are also joined together.
6. If the petals of a flower are joined together, then, the pistil is joined to the petal.

Answer 1

1. **Roots** absorb water and minerals from the soil.
2. **Stem** holds the plant upright.
3. **Stem** conduct water to the leaves.
4. The number of petals and sepals in a flower is **not** always equal.
5. If the sepals of a flower are joined together, its petals are **separate and not** joined together.
6. If the petals of flower are joined together, then the pistil is **not necessarily** joined to the petals.

Qn. 2 Can you find a plant in your house or in your neighbourhood, which has a weak stem? Write its name. In which category would you classify it?

Ans.2. Money plant has a weak stem and it is a climber.

Qn.3. What is the function of a stem in a plant?

You can write the answer from the summery.

Qn. 4 Which of the following leaves have reticulate venation?

Wheat, tulsi, maize, grass, coriander, china rose

Ans. 4 Tulsi, Coriander and china rose

Qn. 5. If a plant has fibrous root, what type of venation do its leaves likely to have?

Ans. 5 Parallel venation

Qn.6. If a plant has leaves with reticulate venation, what kind of roots will it have?

Ans. 6. Taproot

Qn. 7. Is it possible for you to recognize the leaves without seeing them? How?

Ans. 7. Yes, we can identify the type of leaves by looking at its roots. Plants having leaves with reticulate venation have tap roots while plants having leaves with parallel venation have fibrous roots.

Qn. 8. Write the names of the parts of a flower.

Ans 8. The parts of a flower are sepals, petals, stamens and pistil.

Qn. 9. Which of the following plants have you seen? Of those that you have flowers? Grass, maize, wheat, chilli, tomato, tulsi, pipal, shisham, banyan, mango, jamun, guava, pomegranate, papaya, banana, lemon, sugarcane, potato, groundnut.

Ans. 9. We have seen the following plants:

- ❖ Grass, maize, wheat, chilli, tomato, tulsi, pipal, banyan, mango, jamun, guava, papaya, banana, lemon, sugarcane, potato.

Plants having flowers;

- ❖ Maize, wheat, chilli, tomato, tulsi, pipal, shisham, banyan, mango, jamun, guava, pomegranate, papaya, banana, lemon, potato.

Qn.10 Name the parts of the plant which produces its food. Name this process.

Ans. 10. Leaves produce food for plant with the process of photosynthesis.

Qn.11. In which part of the flower, you are likely to find the ovary?

Ans.11. Ovary is located in the lowermost and swollen part of the pistil of flower.

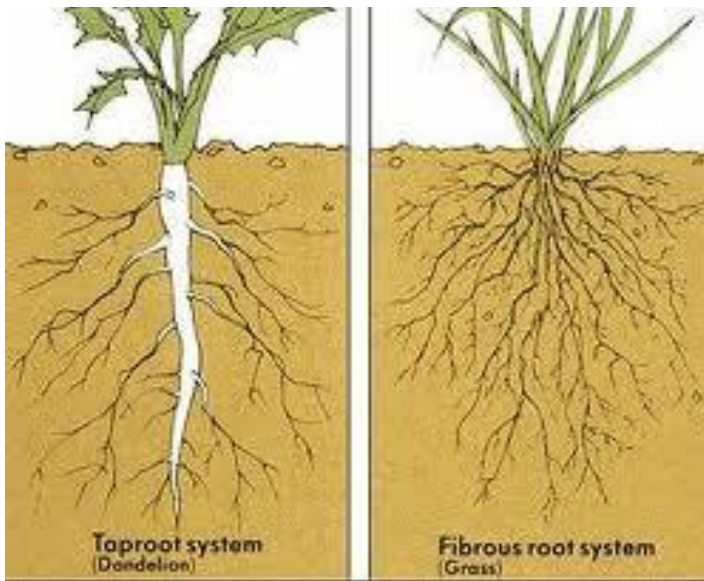
Qn. 12. Name two flowers, each with joined and separated sepals.

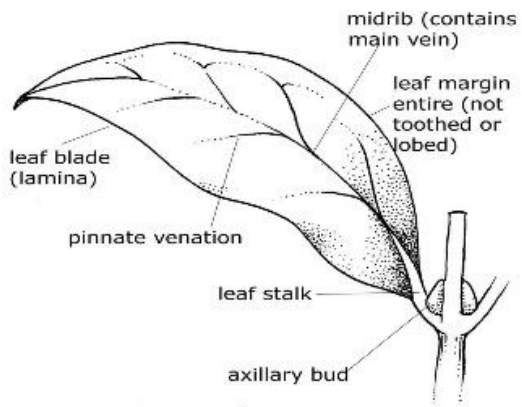
Ans. 12. Plants with joined sepals: Tomato, Hibiscus

Plants with separated sepals: Lotus, Rose

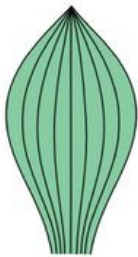
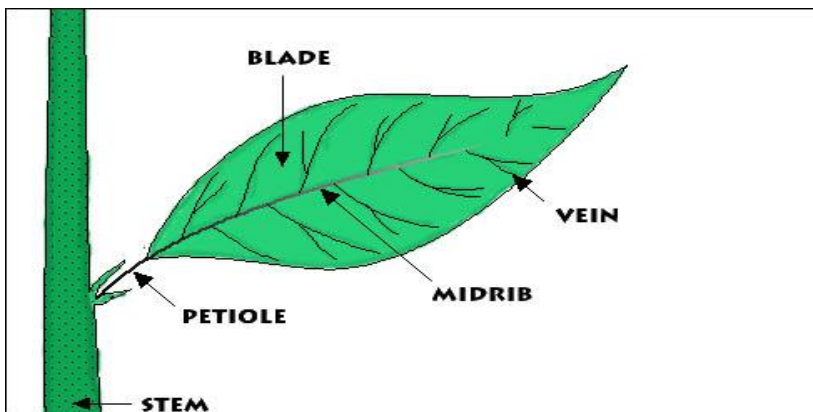
Tap root system

Fibrous root system

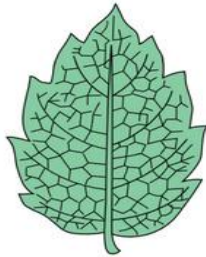




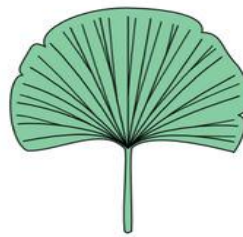
Parts of a leaf



(a)



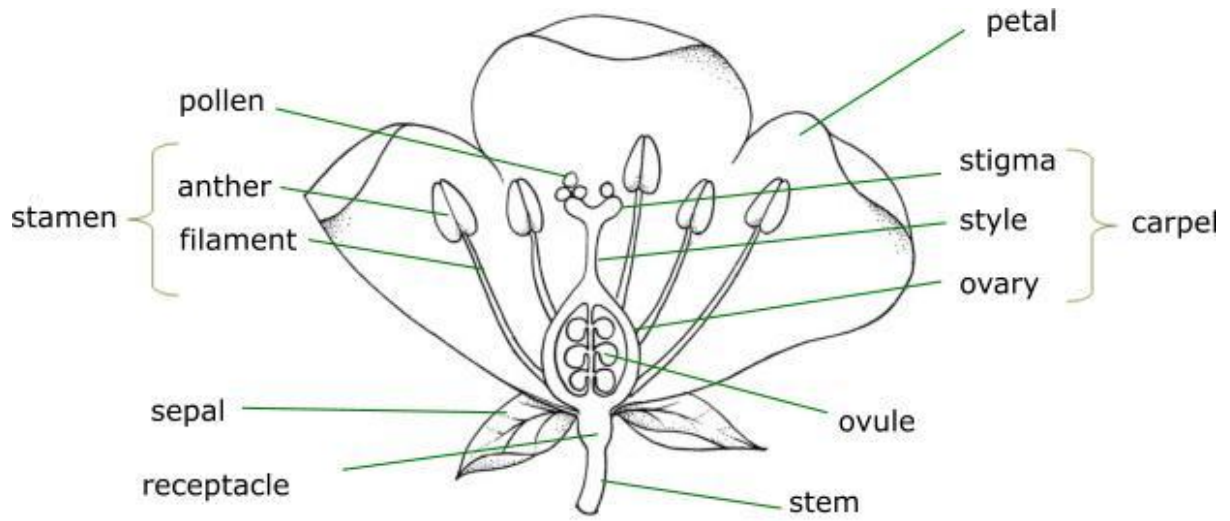
(b)



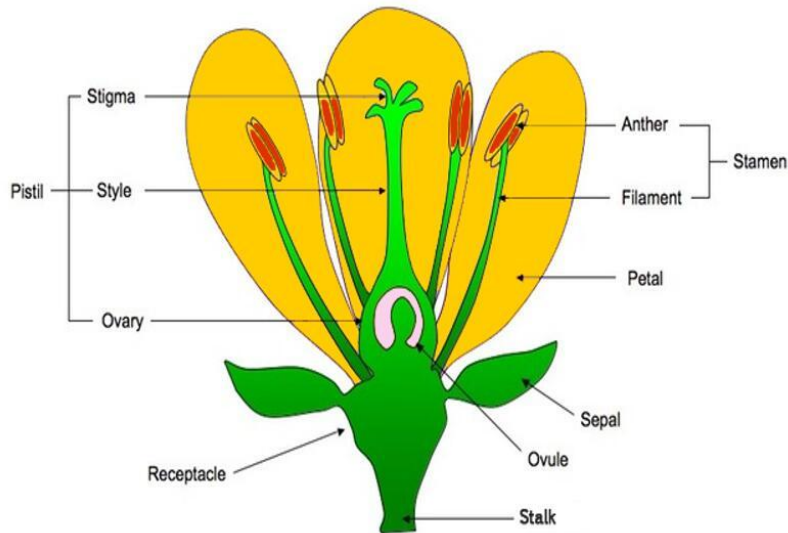
(c)

Parallel venation

Reticulate venation



Parts of a flower



Parts of a flower



Note: You have to draw these figures in the copy and label them.

# पाठ- शब्दविचार

WORKSHEET

DATE: 03.05.2020

प्रश्न: - निदेशानुसार उत्तर लिखो -

(क) → वाक्य पूर करो।

(1) जो शब्द देश के विभिन्न प्रदेशों से हिंदी में आरु हैं, वे \_\_\_\_\_ शब्द कहलाते हैं।

(2) संस्कृत के जो शब्दजों के लो हिंदी में प्रयोग किए जाते हैं, वे \_\_\_\_\_ शब्द कहलाते हैं।

(ख) → दिए गए तद्भव शब्दों के तत्सम रूप लिखो।

(1) अंधेरा -

(5) ऊँचा : -

(2) पाँच -

(6) सच : -

(3) सपना -

(7) मौर : -

(4) आग : -

(8) रात : -

(ग) → नीचे दिए गए शब्दों को तद्भव, तत्सम देशज और विदेशी शब्दों में छांटकर अलग-अलग लिखो।

दूध, खिड़की, डॉक्टर, रमत, दुर्बल, इमारत,  
साबुन, मतलब, हार, दिन, कपड़ा, हवा

→ तद्भव	तत्सम	देशज	विदेशी

५१०-२

## वशा

ईश्वरी एक बड़े ज़मींदार का लड़का था और मैं एक गरीब परिवार का। मैं हमेशा ज़मींदारों की बुराई करता और वह ज़मींदारों का पक्ष लेता था। उसका पक्ष कमज़ोर ही रहता, क्योंकि मेरे तर्क सच्चाई के धरातल पर आधारित होते थे। (ईश्वरी शांत स्वभाव का था) अतः हारकर भी वह मुस्कराता रहता था। अपने नौकरों से वह (सीधे मुँह बात न करता) था। (अमीरों में जो बेदर्री और उद्दंडता होती है, वह उसमें भी थी) नौकर ने बिस्तर लगाने में ज़रा भी देर की, दूध या अन्य वस्तु मन के अनुकूल न हुई तो बहुत जल्दी क्रोधित हो जाता था, पर दोस्तों से विशेषकर मुझसे बहुत नम्रतापूर्वक व्यवहार करता था। शायद उसके स्थान पर मैं होता तो मेरे अंदर भी वही कठोरताएँ आ जातीं जो उसमें थीं, क्योंकि मैं ज़मींदारों की बुराई लोक-प्रेम सिद्धांतों के आधार पर नहीं करता था, अपितु इनका आधार मेरी निजी दशाएँ थीं।

दशहरे की छुट्टियाँ नज़दीक थीं और मैंने निश्चय किया था कि इन छुट्टियों में मैं घर नहीं जाऊँगा। अपनी आर्थिक तंगी के कारण मैं परिवार पर और बोझ नहीं डालना चाहता था। वह अपनी हैसियत से ज्यादा मुझ पर खर्च कर रहे थे। इसके साथ ही परीक्षा में अच्छे अंक प्राप्त करने के लिए काफ़ी कुछ पढ़ना भी शेष था। घर जाकर पढ़ाई भी कम हो पाती थी। बोर्डिंग हाऊस में अकेले रहने का मन भी नहीं

था। तभी ईश्वरी ने मुझे अपने घर चलने का आमंत्रण दिया और मैं राजी हो गया। ईश्वरी के साथ परीक्षा की खूब तैयारी भी हो जाएगी और मैं बोर्डिंग हाऊस के अकेलेपन से भी बच जाऊँगा। वह अमीर होने पर भी जुहीन एवं मेहनती है।

ईश्वरी ने कहा—“मित्र, वहाँ एक बात का ख्याल रखना कि भूल से भी वहाँ ज़मींदारों की बुराई मत करना, नहीं तो मामला बिगड़ जाएगा। इसके साथ ही मेरे परिवार वालों को भी बुरा लगेगा। वे अपने असामियों पर इसी आधार पर शासन करते हैं कि उनका जन्म ही उनकी सेवा के लिए हुआ है। असामी भी इसीलिए चुपचाप उनकी गुलामी करते हैं।”

मैंने कहा—“तो क्या तुम समझते हो कि मैं वहाँ जाकर कुछ और हो जाऊँगा?”

“हाँ, मैं तो यही चाहता हूँ।”

“तो तुम गलत चाहते हो।”

ईश्वरी ने इसका कोई जवाब न दिया। कदाचित्त उसने इस मामले को मेरे विवेक पर छोड़ दिया और बहुत अच्छा किया। अगर वह ज़िद करता तो मैं भी अड़ जाता।

॥ 2 ॥

ईश्वरी ने अपना और मेरा सेकेंड क्लास का टिकट लिया था। उसके कारण मुझे सेकेंड क्लास में सफ़र करने का सौभाग्य प्राप्त हुआ। गाड़ी रात्रि नौ बजे आनी थी, पर यात्रा के जोश में हम शाम को ही स्टेशन जा पहुँचे।

कुछ देर स्टेशन पर इधर-उधर घूमने के बाद रिक्रेशमेंट-रूम में जाकर हम लोगों ने भोजन किया। मेरे पहनावे व रंग-ढंग से वेटर शीघ्र ही पहचान गया कि मेरी आर्थिक स्थिति क्या है? लेकिन न जाने मुझ



पर कैसा रंग चढ़ रहा था कि खानसामों की यह गुस्ताखी मुझे सहन नहीं हो रही थी। जैसे ईश्वरी ने दिए। मेरे पिता के वेतन से अधिक ही ये खानसामे इनाम-एकराम में प्राप्त कर लेते थे। एक अठन्नी तो चलते समय ईश्वरी ने ही दे दी। मैं उनसे ईश्वरी के समान ही विनय प्राप्त करने की आकांक्षा रख रहा था। मेरे कोई वस्तु माँगने पर वह उतना उत्साह नहीं दिखाते थे। इस कारण मेरा संपूर्ण ध्यान बँट रहा था और भोजन भी स्वाद नहीं लगा।

गाड़ी आई और हम तत्परता से उसमें सवार हो गए। ईश्वरी ने कहा कि ये सभी खानसामे कितने अदबदार हैं और हमारे नौकरों से कई गुणा समझदार भी हैं।

मैंने खट्टे मन से कहा—“यदि तुम अपने नौकरों को भी इसी प्रकार आठ आने रोज़ इनाम दिया करो, तो वे भी इनसे ज्यादा तहजीब वाले बन जाएँगे।”

“तुम क्या समझते हो, कि यह सब इन्होंने इनाम के लालच में किया है?”

“जी नहीं, यह तमीज़ और अदब इनमें जन्मजात हैं।”

डाकगाड़ी थी, इसलिए प्रयाग से चलकर प्रतापगढ़ जाकर ही रुकी। एक आदमी ने दरवाज़ा खोला। मैं तुरंत चिल्ला पड़ा, “कहाँ आ रहे हो? दूसरा दरज़ा है, सेकेंड क्लास है।”

उस यात्री ने अंदर आकर विचित्र उपेक्षा से देखते हुए कहा—“मुझे भी पता है।” और पास वाली बर्थ पर आकर बैठ गया। मैं अपने ओछेपन पर मन-ही-मन लज्जित हो उठा।

उषा-वेला में हम मुरादाबाद पहुँचे। स्टेशन पर कई आदमी हमारे स्वागत के लिए आए हुए थे। सेवकों ने हमारा सामान उठाया। अगुवानी करने आए व्यक्तियों में से एक व्यक्ति ने ईश्वरी से पूछा—“यह बाबू साहब आपके साथ ही पढ़ते हैं?”

ईश्वरी ने जवाब दिया—“हाँ, हम साथ ही पढ़ते और रहते हैं। इनके कारण ही मैं वहाँ रह रहा हूँ। इस बार मैं इन्हें यहाँ जबरदस्ती घसीट लाया हूँ। इनके घर से कई तार आ चुके थे, किंतु मैंने ही इन्हें इनके घर ना जाने दिया। आखिरी तार तो चार आने प्रति शब्द का अर्जेंट तार था।”

उन्होंने चकित होकर डरे भाव से मेरी तरफ़ देखकर कहा—“लेकिन यह बहुत सादगी वाले प्रतीत होते हैं।”

ईश्वरी ने मेरी प्रशंसा करते हुए कहा कि गांधी जी के भक्त होने के कारण घमंड इनको छूकर भी नहीं गया है। इनकी ढाई लाख रुपये सालाना आमदनी है।

मुझे यह झूठ बुरा लग रहा था, किंतु ईश्वरी का प्रत्येक वाक्य मुझे कल्पना लोक में पहुँचा रहा था। वहाँ दो घोड़े हमारे स्वागत के लिए तैयार खड़े थे। मैं मन-ही-मन डर रहा था। मैं कुशल घुड़सवार नहीं हूँ। डर रहा था कि कहीं असलियत न खुल जाए।

### ॥ 3 ॥

ईश्वरी का घर किले के समान विशाल था। ईश्वरी ने अपने परिवार से मेरा परिचय अतिशयोक्ति के साथ करवाया। इस झूठ के कारण सभी मेरा सम्मान करने लगे। एकांत मिलते ही मैंने ईश्वरी से हँसते हुए कहा—“क्यों मेरी झूठी प्रशंसा कर रहे हो?” ईश्वरी ने उत्तर दिया—“इज्जत पाने के लिए यह चाल आवश्यक थी।”

चारपाई पर लेटते ही, एक नाई हमारे पाँव दबाने आ गया। पहले मैं इसे अमीरों के चोंचले कहकर ईश्वरी का उपहास करता था। आज मुझे इसी में आनंद मिल रहा था।

हम स्नान करने चले। पहले मैं अपनी धोती स्वयं धोता था। आज ईश्वरी के समान अपनी धोती वहाँ छोड़ दी। भोजन करने के लिए जाने

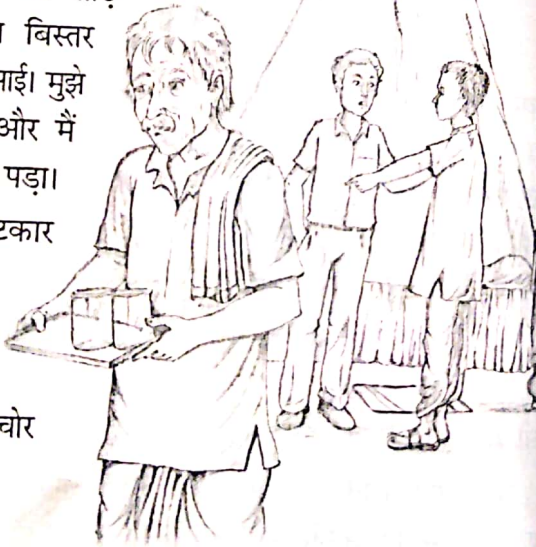
से पहले कहार ने हमारे पाँव धोए। पता नहीं मैं अपने विचारों को क  
तिलांजलि दे चुका था।

॥ 4 ॥

सोचा था, देहात में पाठ्यक्रम पूरा करेंगे; पर सारा समय ऐशो-आर  
में ही कट जाता। नहाने बैठे तो एक आदमी नहलाने को तैयार, लेटे  
आदमी पंखा झलने को तैयार। किसी भी काम के जबान हिलाने  
की आवश्यकता थी।

सभी पर मेरे धनवान होने की धाक थी, प्रत्येक  
कार्य समय पर स्वयं हो जाता। मैं ईश्वरी से भी  
ज्यादा नाजुक मिजाज बन गया था। एक दिन  
दस बज गए। नौकर विस्तर लगाना भूल गए।  
मुझे नींद आ रही थी, परंतु मैं विस्तर कैसे  
लगाऊँ, मेरी शान में बट्टा जो लग  
जाता। उन्हें रात को साढ़े  
ग्यारह बजे मेरा विस्तर  
लगाने की सुध आई। मुझे  
क्रोध आ गया और मैं  
नौकर पर उबल पड़ा।

मेरी डाँट-फटकार  
सुनकर ईश्वरी  
भी वहाँ आ  
गया और  
बोला—“यह कामचोर  
इसी व्यवहार के  
काबिल हैं।”



20

एक दिन ईश्वरी किसी दावत में गया हुआ था। शाम घिर आई थी।  
दियासलाई लैंप के पास ही रखी हुई थी। मैं धनाढ्य व्यक्ति स्वयं कैसे  
लैंप जलाऊँ? दैवयोग से मुंशी रियासत अली आ गए। मैं बद्दिमाग  
उन्हीं पर बरस पड़ा। यहाँ पर कैसे-कैसे कामचोर हैं? मैं तो इन्हें एक  
घंटा भी अपने घर पर न रहने दूँ। मुंशी ने डरते-डरते लैंप जला दिया।

वहाँ गांधी जी का एक भक्त आया करता था। वह ठाकुर मुझे  
गांधी जी का भक्त समझकर मेरा सम्मान करता था। एक दिन वह मुझे  
अकेला देखकर हाथ जोड़कर बोला—“सुराज मिलने पर ज़मींदार न  
रहेंगे न?” मैंने रोब जमाते हुए कहा—“ये तो गरीबों का खून चूसते हैं।”  
वह बोला—“मुझे आप अपने इलाके में थोड़ी-सी ज़मीन दे देना।”

मैंने चालाकी से काम लेते हुए कहा कि अभी तो मेरा कोई  
अख्तियार नहीं है, जैसे ही मुझे अख्तियार मिलेगा, सबसे पहले तुम्हें  
बुलाकर झाड़वरी सिखाकर तुम्हें झाड़वर बना लूँगा।

॥ 5 ॥

छुट्टियाँ समाप्त हुई और हम वापिस बोर्डिंग हाऊस आ गए। लौटते  
वक्त सभी नौकर चाहते थे कि मैं उन्हें इनाम दूँ, पर मेरी सामर्थ्य ही  
ऐसी नहीं थी। सभी लोग छुट्टियाँ मनाकर लौट रहे थे, अतः गाड़ी  
ठसाठस भरी हुई थी। हम बड़ी कठिनाई से तीसरे दर्जे में चढ़ पाए। मुझ  
पर अभी तक ईश्वरी के घर में उठाए सुख का नशा सवार था। अन्य  
सवारियों को मैं हेय दृष्टि से देख रहा था। एक आदमी पीठ पर गठरी  
लिए खड़ा था। उसे गठरी रखने का स्थान न मिल रहा था। मैं द्वार के  
पास ही बैठा हुआ था। उसकी गठरी बार-बार मेरे मुँह के पास आती।  
मुझे क्रोध आ गया और मैंने उसे दो तमाचे मार दिए।

वह तिलमिला उठा और बोला—“क्यों मारते हो बाबू जी?” मैंने दो  
तमाचे और जड़ दिए। वह चिल्ला उठा और बोला—“इतने नाजुक  
मिजाज हो तो पहले दरजे में क्यों नहीं चढ़े?”

21

**Class – VI (P.T -2)**  
**Chapter – 2 (Geography)**  
**Globe: Latitudes and Longitudes [Part-1]**

Earth is not a perfect sphere. It is slightly flattened at the North and the South Poles and bulge in the middle.



### Globe

- Globe is a true model (miniature form) of the earth. Globes may be of varying size and type – big ones, which cannot be carried easily, small pocket globes, and globe-like balloons, which can be inflated and are handy and carried with ease.
- The globe is not fixed.
- It can be rotated the same way as a top spin or a potter's wheel is rotated.
- The countries, continents and oceans are shown in their correct size and shape on a globe.
- It tells the correct location and direction of different places.
- Different colours and symbols are used to mark different relief features.

But it is not easy to describe the location of a point on a sphere like the earth. So we need certain points of reference and lines for it.

### The Poles

- The top and bottom of the earth are called the Poles. They are similar to the top and bottom of the globe. The top is called the North Pole and the bottom is called the South Pole.

### Axis

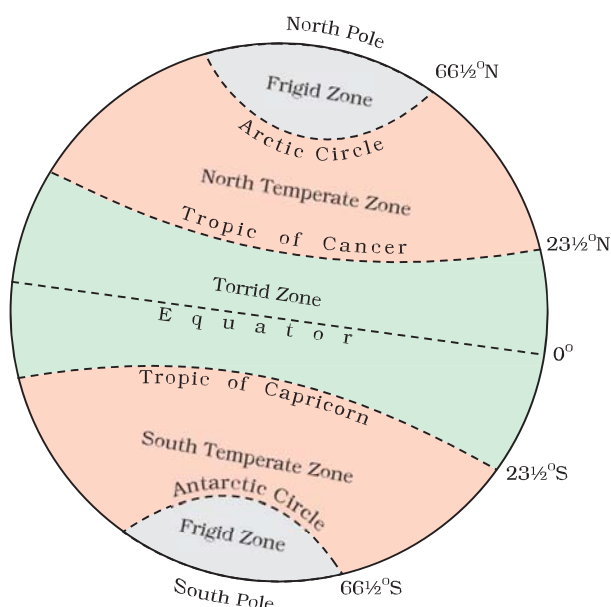
- The way a globe rotates around the pivots, the earth also rotates around an imaginary line. The imaginary line around which the earth rotates is called the axis of the earth.
- The earth is tilted at an angle of  $23\frac{1}{2}$ .

### Equator

- An imaginary line running on the globe divides it into two equal parts. This line is known as the equator. The northern half of the earth is known as the Northern Hemisphere and the southern half is known as the Southern Hemisphere. The equator represents the zero degree latitude.

## Parallels of latitudes

- All parallel circles from the equator up to the poles are called parallels of latitudes. Latitudes are measured in degrees.
- These are imaginary lines that run east-west.
- There are 90 parallels in each hemisphere. The poles (north and south) are marked as  $90^\circ$ . The equator is taken as the starting point.
- Latitudes help in measuring distance. ( In southern hemisphere it will be expressed as 'S' and in northern as 'N'.
- The distance between two latitudes is assumed to be  $1^\circ$  (i.e. 111km).
- They are all parallel to each other.
- All parallels are not of equal length.
- The equator is the most significant latitude. It divides the earth into two equal halves.
- It is  $0^\circ$  latitude. (it is common for both the hemispheres)
- Important parallels of latitudes:
  - Tropic of Cancer ( $23\frac{1}{2}^\circ$  N) in the Northern Hemisphere.
  - Tropic of Capricorn ( $23\frac{1}{2}^\circ$  S) in the Southern Hemisphere.
  - Arctic Circle at  $66\frac{1}{2}^\circ$  north of the equator.
  - Antarctic Circle at  $66\frac{1}{2}^\circ$  south of the equator.
  - These important latitudes divide the earth into various zones.



## Heat zones of the earth

- All parts of the earth do not receive the same amount of heat from the sun because of the tilt of the earth's axis. So the amount of the heat received by the earth from the sun is divided into different heat zones.

## Torrid Zone

- The mid-day sun is exactly overhead at least once a year on all latitudes in between the Tropic of Cancer and the Tropic of Capricorn. This area, therefore, receives the maximum heat and is called the Torrid Zone (Most part of India falls in this zone).

## Temperate Zone

- Temperate means neither too hot nor too cold. These regions have moderate temperature.
- The temperate zone lies between the Tropic of Cancer and the Arctic Circle in the North.
- Tropic of Capricorn and the Antarctic circle in the south.
- These latitudes, experience the slanting rays of the sun throughout the year. So, this part of the earth receives mild temperature. These zones are called the Temperate Zones.

## Frigid Zones

- Areas between the Arctic Circle and the North Pole and those between the Antarctic Circle and the South Pole receive sun rays at a big slant. Due to this, the sun is never much above the horizon. So, this part of the earth receives the least amount of heat and remains very cold. These zones are called Frigid Zones. These are the coldest regions of the earth's surface.

Q. *Answer the following questions:*

1. What is a globe? How is it useful?
2. What is the latitudinal value of the Tropic of Cancer?
3. What are the three heat zones of the Earth? Explain with the help of a diagram.
4. What are the parallels of latitude?
5. Name any two important latitudes.

**ST. GREGORIOS SCHOOL (Session 2020-21)**

**Class -6**

**Subject—English Answerkey**

**(Honey suckle Book) Lesson -4 An Indian – American Woman in Space:  
Kalpana Chawla (Unseen Passage)**

Ans1. Kalpana was born in Karnal, Haryana. She was called an Indian –American as she was born in India, but married an an American flight instructor Jean-Pierre Harrison.

Ans2. She went US for higher studies in aeronautical engineering .She married to the flight instructor Jean-Pierre Harrison.

Ans3. According to the journalist an astronaut needs to know a lot about everything, from biology to astrophysics to aeronautical engineering. An astronaut must have encyclopaedic knowledge to be an astronaut.

Ans4. Kalpana’s first space mission in the space shuttle, Columbia, was 15 days, 16 hours and 34 minutes long. During this time she went around the earth 252 times. The crew included Japanese and a Ukrainian astronaut. They did many experiments.

Ans5. Kalpana says that the path from dreams to success does exist. You may only have the vision to find it and the courage to get onto it. Yes, I do agree with her that success is possible.

**B. We add ‘un-’ to make opposites.**

**For example, true — untrue.**

Add ‘un’– to the words below to make their opposites. Then look up the meanings of the words you have formed in the dictionary .*One has been done for you.*

	<b>Opposites</b>	<b>Meanings</b>
1. Identified	unidentified	which has not been recognised
2. Controlled	uncontrolled	totally free
3. Attended	unattended	not looked after
4. Successful	unsuccessful	failed
5. Important	unimportant	petty
6. Educated	uneducated	illiterate
7. Interesting	uninteresting	dull
8. Qualified	unqualified	not having qualification needed a job.
9. Trained	untrained	raw hand
10. Answerable	unanswerable	not fit to be answered

**C. Given below are some words that are spelt differently in British and American English. Fill in the blanks accordingly.**

**British**

**American**

1. colour

color

2. labour

labor

3. traveller

traveler

4. centre

center

5. theatre

theater

6. organise

organize

7. realise

realize

8. defence

defense

9. offence

offense

**CHAPTER - 2**  
**WHOLE NUMBERS**

**Things in remember**

- Counting numbers 1,2,3 ----- are called natural numbers.
- All natural numbers together with zero are called whole numbers.
- The smallest natural number is 1 and the smallest whole number is 0.
- Whole numbers can be represented on the number line.
- 0 is the additive identity and 1 is the multiplicative identity.
- $0 \div a = 0$  and  $a \div 0$  is not defined.

**Assignment Questions**

Q1. Fill in the blanks and name the property use

a)  $23 + \square = 23$

c)  $235 \times \square = 235$

b)  $15 \times 12 = 12 \times \square$

d)  $111 \times 0 = \square$

Q2. Simplify using suitable properties

a)  $43 + 85 + 47$

b)  $1007 \times 95$

c)  $999 \times 106$

d)  $402 \times 659$  e)  $323 \times 97$

Q3. Can we find out the predecessor of zero in whole number?

Q4. If  $Y + Y = Y$ , what is the value of Y?

Q5. A ship is loaded with 45,000 tonnes of cargo. One reaching the first port, it unloads 6125 tonnes and at the second port it unloads 22,340 tonnes. How many tonnes of cargo is left?

Q6. On a particular day 73,550 spectators were watching a cricket match in a stadium. Of these 38,243 were men, 25,180 were women, and the rest were children. How many children were there in the stadium?

Q7. Sachin and his father went on a tour. They covered 360 km in one day. After 7 days, they decide to travel for 3 more days. Find the total distance covered by them during the whole journey. (use property)

Q8. In a factory, 96 workers work on a monthly salary of Rs. 5826 each. Find the total salary paid by the factory manager per month to the workers. (use property)

Q9. Find the value of the following (use distributive property)

a)  $496 \times 13 + 87 \times 496$

b)  $92165 \times 179 - 92165 \times 79$

c)  $631 \times 10 \times 1867 - 867 \times 6310$

d)  $473 \times 119 - 473 \times 19$

**Mental Maths**

1. Fill in the blanks: Also name the property.

a)  $9999 = 9999 + \underline{\hspace{2cm}}$

b)  $8273 - \underline{\hspace{2cm}} = 8273$

c)  $400 + (\underline{\hspace{2cm}} + 381) = (\underline{\hspace{2cm}} + 619) + 381$

d)  $27304 + 1532 = \underline{\hspace{2cm}} + 27304$

2. By suitable arrangement find the sum:

a)  $1638 + 547 + 1862 + 453$

b)  $692 + 1234 + 1008$

c)  $8 \times 40 \times 25 \times 125$

d)  $125 \times 289 \times 16$

3. One the number line 750 lies on \_\_\_\_\_ side of 705.
4. The predecessor of 1 is the smallest \_\_\_\_\_ number.
5. Whole numbers are not closed under \_\_\_\_\_ and \_\_\_\_\_
6. Whole numbers are cumulative under \_\_\_\_\_ and \_\_\_\_\_
7. \_\_\_\_\_ is called additive identity for whole numbers.
8. Multiplicative identity for whole numbers is \_\_\_\_\_
9.  $8 \times (6 \times 10) = (8 \times 6) \times 10$  shows that the multiplication of whole numbers is \_\_\_\_\_
10. The Whole natural which is not used as a divisor is \_\_\_\_\_
11. Is there any natural number, which when added to itself gives that number?

bananas which are  
with effective efficiency and marvel.



Using different shades of pencil colour on paper