

Notre Dame school

Class -6 subject – science

Chapter-6(Changes around us)

A. Choose the most appropriate answer.

1.a 2.b 3.c 4.a 5.d 6.c 7.b 8.c

B. Very short answer

1.true 2.true 3.physical change 4.physical change 5.
Irreversible 6. No 7. No 8.physical change

C. Short answer questions.

1.(a) Physical changes:

Example: Change in the size of the pencil or eraser with continuous use.

(b) Chemical changes:

Example: Burning of wood.

© Reversible changes:

Example: Salt dissolving in water.

(d) Irreversible changes:

Example: Curdling of milk.

2.A potter shapes pots out of clay. This is a physical change which can be easily reversed. During this change, only the shape of the substance changes, without any change in the texture of the clay.

The potter then bakes the pots in an oven that makes the clay to become hard and brittle. Thus, there is a change in the internal structure of clay which makes soft clay hard and brittle. This is a chemical change which is irreversible.

4. Cooking food is an irreversible, chemical change. During cooking, the molecules that are present in food change to form new substances. Also, cooked food cannot be reverted to the raw state.

5. No, there are some physical changes which are irreversible. For example, tearing of a paper. When a paper is torn, the size and the shape of the paper change, but the molecules of the paper remain the same. Since, no new molecules are formed, tearing paper is a physical change. At the same time, we cannot get back the sheet of paper from the pieces. Thus, the physical change is irreversible.

6. Growth results in increase in size due to the intake of food. The food consumed by a living organism, is absorbed by the body and is used to nourish the cells for growth. Therefore, this is a chemical change, which includes the formation of new substances during the process of growth.

D. Long answer questions

1.

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Physical change	Chemical change
No new substance is formed.	New substance is formed.
The molecules of the substances remain the same before and after the change	The new substances formed during the change exhibit different properties from that of the original substances.
Example: Heating of iron. When heated, a piece of iron expands, but it contracts to its original size when cooled.	Example: Curdling of milk. The molecules of milk are changed in the curdling process to give curds.

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2. Consider the example, when salt is mixed with water. The salt dissolves in water forming a solution. The salt can be obtained back by the evaporation of water and water by condensation of the water vapour. Such changes which can be easily reversed are called reversible changes.

Consider the example of rusting of iron. When an iron is kept in humid air for some days, a brown substance (rust) deposits on it, which has very different properties from that of iron. There is no simple way to get back the iron from the

rust. Such changes which cannot be reversed are called irreversible changes.

3. A chemical reaction is the process by which reactants react with each other to yield products. In chemical reactions, the reactant molecules are completely different from the molecules of the products formed.

Example: Take some washing soda and mix it with water in a bottle. After making sure that the washing soda is fully dissolved in the water, add a few drops of lemon juice to the contents of the bottle. Hold a lit match stick near the mouth of the bottle. You will see that the match is extinguished showing that the gas produced is carbon dioxide.

4. When substances are mixed together, it can result either in a physical change or a chemical change.

Example: If iron and sulphur are mixed, no chemical change occurs. But when the mixture is heated, it glows after some time and a black substance is formed which is different from iron and sulphur. So, heating a mixture of iron and sulphur results in a chemical change.

Similarly, when sugar and water are mixed together, sugar dissolves completely in water. No new substances are formed during the change. The sugar and water can be obtained back from the solution. This is a physical change which can be reversed.

5. When a candle burns, wax in the candle melts and is then vaporised as it is drawn up the wick. Melting and vaporisation are physical changes. The wax vapours then burn at the wick to leave behind soot and water vapour, while emitting heat and light. The burning of wax vapours is a chemical change. Thus, wax undergoes both physical and chemical changes when a candle burns.

CLASS VI ENGLISH II

CHAPTER 10 PRONOUNS

Exercise 1. Fill in the blanks with suitable personal Pronouns.

Shreya: Ananya and I would like to visit a library. Would you take us there?

Mother: Yes, I can go to the public library tomorrow. It is closed today.

Shreya: I want to issue new books and read it over the summer vacation.

Mother: Great idea ! I have a few books too. They are kept in my room. I will take them out for you.

Shreya: Are they from your childhood? Did you read a lot too?

Mother: I enjoyed reading. Come, I will show you my favourite book.

Shreya: It seems interesting! I will also show it to Anaya. She can borrow it after I finish reading.

Exercise 3. Fill in the blanks with interrogative pronouns.

1. What is the latest news?
2. Which of these dresses do you like?
3. Whose is this lovely bag?
4. Who let the dogs out?
5. What do we have for breakfast?
6. Which are the gloves in your hands?

Exercise 6. Rewrite the following sentences as shown: (only answers)

1. This parrot is hers.
2. This parrot is not yours.
3. Those apple orchards is theirs.
4. This cricket bat is not mine.
5. These are not his books.
6. Are these crayons ours?

Exercise 8. Fill in the blanks with suitable relatives pronouns:

1. Mr. Hain who is our librarian showed me some new books.
2. The path which led to his house was very narrow.
3. Here is a boy whom everybody respects.
4. The house that they live in is very small.
5. I swam across the river which flowed by the village.
6. The cyclist who was coming very fast ran into a parked car.
7. Meet the gentleman who runs this art gallery.

Class VI English II. 12. Verbs.

Ex 1. Pick out the bugs in this sentence and say whether they are transitive, intransitive or incomplete

1. The Saint went to the jungle. **Intransitive**
2. There is enough food for all of us. **Incomplete**
3. The shop opens at 10 in the morning. **Intransitive**
4. will you please open the door ? **Intransitive**
5. The traveller looked tired. **Incomplete**
6. The flight took off on time. **Intransitive**
7. My brother took exercise regularly. **Transitive**
8. Some song became popular immediately. **Incomplete**
9. We fly kites on holidays. **Transitive**
10. Fighter planes fly at a very high speed. **Intransitive**
11. The tip of the pen broke. **Intransitive**
12. Harry broke the tip of the pen. **Transitive**
13. A banana tree grows very fast. **Intransitive**
14. The day dawns and the eastern sky grows Orange. **Intransitive**
15. You should grow some Rose's in your garden. **Transitive**

Ex- 2. Underline the verbs in the passage.....

Last week Mohit and Pranjal went to Bavana, a small town. They had grown up their. First they visited a house in Chander Nagar. They had spend most of their childhood in this house. Their father had sold this house long back and it had changed a great deal. the new owner had neglected the house completely. Its miserable condition really pained them.

Went – I, had grown – I, visited- T, had spent - T, had sold – T, had changed – I , had neglected- T, pained – T.

Ex- 5. Underline the two objects in these sentences.....

1. my sister- indirect object, beautiful wrist watch – direct object.
2. me – indirect object, your camera- direct object.
3. you – indirect object, a cup – direct object.
4. Our friends - indirect object, Diwali- direct object.
5. Me – indirect object, question - direct object.
6. His master – indirect object, stick – direct object.
7. Me – indirect object, favour – direct object.
8. Friend- indirect object, red roses- direct object.

_____ M.L

Class-----VI

English----I

The Sweet Sound Of Success

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C.

1. Why did Mrs Rajan not scold Rishi for doodling in class? What did she do that made him feel good?

ANSWER: I believe Mrs. Rajan being a teacher knows about individual differences She was well aware of how to spot and encourage child's talent. Thus instead of scolding she gave him the responsibility to, draw a backdrop for the class, which made him feel appreciated.

2. Why was Rishi's heart thumping when Mrs Rajan came to inspect the scenery for the play?

ANSWER: Rishi's heart was thumping when Mrs Rajan came to inspect the scenery for the play because he was worried and concerned about what if Mrs. Rajan didn't like what he had done. What if she thought that it was silly. What if she caught sight of her own face and got annoyed with it.

3. How did you think Rishi felt when Mrs Rajan asked him to be in charge of the decoration of the state for the school day? Write words from the text that tell you so.

ANSWER: Rishi was excited and elated when Mrs. Rajan asked him to be in charge of the decoration of the state for the school day. Instead of scolding him Mrs. Rajan described him as artist and encouraged him. Rishi wasn't interested in studies but was creative and activities charged him. Opportunity offered by his teacher put him on top of the world. He knew that now he could finally prove to his parents and teacher that he could do something. Rishi started at her, lost for work. Then he nodded dumbly, before saying 'Yes Ma'am!' These words tells us so.

4. Read the story again. What kind of a teacher was Mrs Rajan? Use three words to describe her. (For example, kind). Share your words in class.

ANSWER:Mrs.Rajan was a generous and observant teacher who did not give up on those students who did not excel in academics. She saw the artistic skills in Rishi's doodling which displays her positive approach. She turned this motivated behaviour into energetic willingness by making him recognize his own ability. The three words that describe Mrs. Rajan the best was that she was marvellous, stupendous and a talent catcher.

NOTRE DAME HOLY CROSS SCHOOL

CLASS-VI

SUBJECT-BENGALI

কবিতা---আদর্শ শিষ্য

অতি সংক্ষিপ্ত প্রশ্নোত্তর(MARK 1)

1) আরুণি হল শান্তিপন গুরুর শিষ্য।

অতুলনীয় গুরুভক্তি ও আদর্শ শিষ্য হিসেবে তার নাম বিখ্যাত হয়ে
আছে।

2) আরুণি গুরুর নাম শান্তিপন।

তিনি অবন্তী নগরে বাস করতেন।

3) সে যুগে গুরু-শিষ্যের জ্ঞানার্জন স্পৃহা, কষ্টসহিষ্ণুতা এবং গুরুভক্তি প্রভৃতি গুণ
দেখলে তবেই থাকে শিক্ষা দিতেন।

2) অর্থ লেখ:--

প্রণামিল-- প্রণাম করল।

আসিশ- আশীর্বাদ।

দ্বিজবর-- ব্রাহ্মণ শ্রেষ্ঠ।

বাঁধাল--বাঁধ।

রজনী--রাত্রি।

অধ্যয়ন-- নিষ্ঠাসহকারে পড়াশোনা।

আলি--আল।

3) বিপরীত শব্দ লেখ:

শিষ্য--- গুরু।

রজনী--- প্রভাত।

প্রভাত--রাত্রি।

শীঘ্র ---- ধীরে।

ক্রোধ ---শত্রুতা।

আশীষ--- তিরস্কার।

7) বাক্য রচনা কর:

অধ্যয়ন-অধ্যয়নই ছাত্রদের একমাত্র ব্রত হওয়া উচিত।

কল্যাণ--- পিতা-পুত্রের কল্যাণ কামনা করলেন।

আশিস-পরীক্ষায় বসার আগে তোমার আশিস প্রার্থনা করছি।

বন্ধন---- এই বন্ধন যে কোন রকমে হোক ছিন্ন করতে হবে।

রজনী--- দিন অতিক্রান্ত হল, রজনীর আবির্ভাব হল।

**** PRITI RANI GOPE ****

Class 6

Social science

Chapter 4

The First Cities

A. Tick the correct answer.

1. B
2. D
3. D
4. D
5. A

B. Answer the following questions in brief.

1. Describe the Great Bath.

Ans: The Great Bath is another striking building at Mohenjo-daro .It was a rectangular tank, lined with bricks and coated with plaster and a layer of natural tar to make it water tight.

2. List any four crafts in which the Harappan people were skilled?

Ans: The four crafts in which the Harappan people were skilled are pottery making , weaving ,carving and writing on seal.

3.Where did the inhabitants of the Indus Valley store their grains?

Ans: The inhabitants of the Indus valley store their grains in the granary.

4.Describe a seal . Why were they made?

Ans: Seals are a very important source of information on this ancient civilization. seals have been discovered with carved figures of animals or other objects and writings on them.

Seals were usually made of Slatite- a soft stone , and were flat and rectangular. Seals were used for trading purposes, to stamp goods.

5.Why has nobody been able to read the indus valley script?

Ans: This is because there is no other script which resembles it and most of the seals have very short and brief texts.

C. Answer the following questions in detail.

1.Why did the earliest civilizations come along river valleys?

Ans:The earliest civilizations came along river valleys because.

1. Rivers provided an abundant supply of water to support life settlements.
2. Land near the river was extremely fertile, leading to good harvesting of crops.
3. Rivers could be used as a means of transport and trade.

2.Why did the Indus valley civilization come to an end?

Ans: Historians have offered several reasons for the end of the Indus valley Civilization.

1. Epidemics and natural calamities

2. periodic floods , which may have forced the people to shift to other areas.

3. Climate change due to large scale of deforestation.

3. Name the two parts of the Harappan sites into which they were divided . Write about each part?

Ans: The Harappan sites were divided into two parts as well as the Citadel and the lower town.

Citadel: The citadel was built on a raised platform . Often , walls of baked bricks were built around each part to protect them from floods.

Lower town: The lower town was located at a lower height. The lower town was extremely well planned with houses built on either side of the street.

4. Describe the religious beliefs of the indus valley people?

Ans: The Indus valley people followed a religion in which natural objects ,like peepal trees ,animals ,etc were worshipped.

5. How were the houses and the drains constructed in the Indus valley civilization?

Ans: The drainage system of the Indus valley Civilization was one of the most important features because the drains were interconnected, and covered, smaller drains leading to bigger ones. Each drains had a gentle slope. The drains also had inspection holes at regular intervals , probably meant for cleaning.

D. State whether the following statements are true or false.

1. True
2. True
3. True
4. False
5. False

E. Fill in the blanks with correct answer.

1. Mohenjo-daro
2. Blackware
3. Bricks , plastered wall
4. Mesopotamia, Egypt
5. Sabarmati , Gujarat

Class VI

English I

Younguncle Goes to His Village

Page: 44 B. Write the answer.

Q. 1. Enthusiastically means eagerly. What did Younguncle enthusiastically agree to and why?

Answer: Younguncle's friend, Yusuf, wanted to find out the reason behind the ranger's leaving the job within a short period of time. He requested Younguncle to look into the matter for him and Younguncle agreed eagerly.

Q. 2. Younguncle said, "What long faces? What are long faces? What did the children have long faces? What could be the opposite of long faces?"

Answer: A long face means a sad and disappointed expression on one's face. The children had long faces because their mother would not let them accompany Younguncle to the village to meet Ancient Uncle. "Cheerful faces" or "beaming faces" could be the opposite of long faces.

C. Think and discuss with your partner. Share your answers in class.

Q. 1. The mangoes from the village were the best in the known Universe. Why is the phrase known universe used?

Answer: The phrase known universe indicates that the children had not seen much of the country or the world. The village and their own home comprised the universe for them. It also indicates that the narrator of the story had not eaten better mangoes than these.

Q. 2. Do you think the conversation between the baby and Younguncle is true? Did the baby really want a hair from a tiger's tail? What does the conversation show?

Answer: The conversation between Younguncle and the baby could not be true because it is not possible for a little child like her to think And Express Express as Younguncle had portrayed it. Younguncle being highly imaginative, mainly probably

chose to interpret the baby's action as a request for a hair from a Roger's tail this conversation shows the IQ (Intelligence Quotient) and his hilarious solution.

D. Discuss in class

Q. 1. Use information from the text to show why the children felt the mangoes from the village were the best.

Answer: The lines from text which show that the mangoes of their village were the best are "The village mangoes were the best in the whole universe". They grew only in special grooves near the village, and were large, golden, luscious and ambrosial enough to inspire poetry in most prosaic souls.

Q. 2. Tradition means habit or custom. What is a family tradition? What do the words the Gobarmal stories were part of the family tradition mean?

Answer: A family tradition is the passing on of the customs and beliefs from one generation to another. By family tradition the author means getting together of the whole family to celebrate the event. The author considers Gobarmal's story as a tradition as it was repeated many a time just like a tradition as a favourite time pass.

अतः भाषा के बिना हमारा काम नहीं चल सकता। यदि भाषा न हो तो समाज के अधिकतर काम रुक जाएँगे।

भाषा द्वारा हम एक-दूसरे के भावों या विचारों को समझते-समझाते हैं।

अपने दैनिक जीवन में हम भाषा के दो रूप देखते हैं—**8. मौखिक भाषा**

(जब हम अपनी बात बोलकर और दूसरे की बात सुनकर समझते हैं तो इसे मौखिक भाषा कहते हैं।)

मानव-समाज में भाषा का आरंभिक रूप मौखिक ही था। पढ़ने-पढ़ाने का काम भी मौखिक भाषा में ही होता था।

8. लिखित भाषा

(जब हम लिखकर अपने विचार प्रकट करते हैं तो इसे लिखित भाषा कहते हैं।)

भाषा का यह रूप स्थायी होता है। मौखिक भाषा में कही गई बात कुछ समय बाद भुला दी जा सकती है। लिखित भाषा में कही गई बात, पुस्तकों के रूप में बरसों तक सुरक्षित रह सकती है।

संसारभर में अनेक भाषाएँ बोली जाती हैं—अंग्रेजी, फ्रेंच, रूसी, अरबी, जर्मन आदि।

हमारे देश में भी कई भाषाएँ बोली जाती हैं—असमिया, बँगला, गुजराती, हिंदी, कन्नड़, कश्मीरी, मराठी, मलयालम, उड़िया, डोगरी, बोडो, मैथिली, संथाली, पंजाबी, संस्कृत, सिंधी, तमिल, तेलगू, उर्दू, कोंकणी, मणिपुरी, नेपाली आदि।

हिंदी हमारे देश के सबसे बड़े क्षेत्र में बोली जाने वाली भाषा है।

यह संसार की सबसे अधिक बोली जाने वाली भाषाओं में से एक है।

हिंदी भारत की राष्ट्रभाषा भी है और राजभाषा भी।

हिंदी के अलावा आप और कौन-कौन सी भारतीय भाषाएँ समझ लेते हैं?

आप घर में किस भाषा में बातचीत करते हैं?

8. लिपि

मौखिक भाषा को लिखने के लिए कुछ विहनों की आवश्यकता पड़ती है। इन विहनों को ही लिपि कहते हैं।

अलग-अलग भाषाओं की अलग-अलग लिपि होती है। जैसे—हिंदी की लिपि देवनागरी है, पंजाबी की गुरुमुखी, अंग्रेज़ी की रोमन तथा उर्दू की लिपि फ़ारसी।

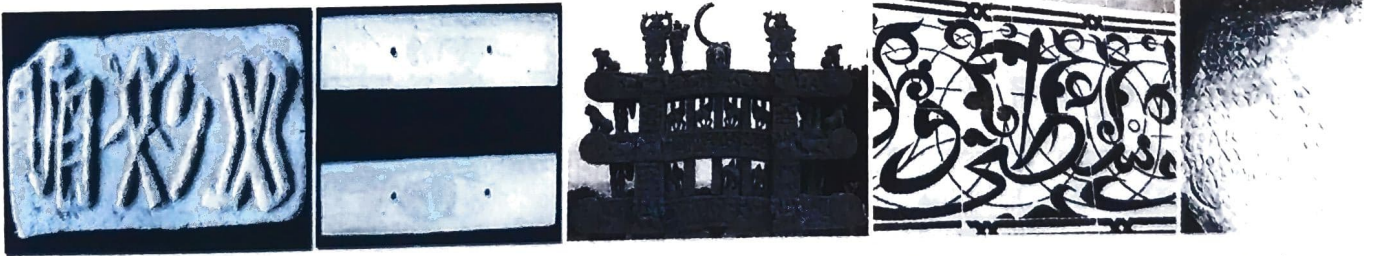
हिंदी के अलावा संस्कृत, मराठी, नेपाली आदि भाषाएँ भी देवनागरी लिपि में लिखी जाती हैं।

आप कौन-कौन सी लिपियाँ लिखना और पढ़ना जानते हैं?

पचास रुपये के नोट पर छपी लिपियों में से आप कौन-कौन सी लिपियाँ पढ़ना जानते हैं?



क्या आप जानते हैं कि जिस रूप में देवनागरी लिपि आज प्रचलित है, उसे विकसित होने में कई हजार वर्ष लगे। पुराने भोजपत्रों, शिलालेखों, ताम्रपत्रों और सिक्कों आदि में हम विभिन्न प्रकार की प्राचीन लिपियाँ देखते हैं।

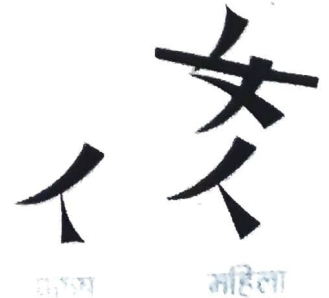


लिपि-विशेषज्ञ इन लिपियों को पढ़कर ही मानव-इतिहास के बारे में जानकारी प्राप्त करते हैं। इन लिपियों को समझना इसलिए कठिन हो जाता है क्योंकि अब इनका प्रयोग समाप्त हो चुका है।

ध्यान दीजिए, आज की लेखन-विधि और पुराने समय की लेखन-विधि में क्या अंतर है?

ज्ञान कोष

चीनी लिपि का प्रारंभ छोटे-छोटे चित्रों से हुआ था। जैसे 'पुरुष' के लिए एक चिह्न और 'स्त्री' के लिए अलग चिह्न। बाद में विचारों को प्रकट करने के लिए चिह्नों को एकसाथ लिखा जाने लगा। यही कारण है कि चीनी लिपि संसार की जटिलतम लिपियों में से एक है।



Class 6, Bengali

ঐক্যই বল

✓✓অতি সংক্ষিপ্ত উত্তরধর্মী প্রশ্নাবলি:

১) একটি মাত্র বৃষ্টিবিন্দু অতি তুচ্ছ এবং ক্ষুদ্র এককভাবে এসে একটি যুথিকা কলির শুষ্ক মুখ ধুতে পারেনা মল্লিকার ক্ষুদ্র হৃদয় কে পড়াতে পারে না পৃথিবীর বুকে নাম আরও ক্ষমতা তার নেই কারণ সূর্যের প্রচণ্ড তাপে মাঝপথেই সে শুকিয়ে যাবে।

২) বৃষ্টি কণাগুলি যখন উপর থেকে নিচে পড়ে তখন বায়ু তাদের দিক পরিবর্তন করে দেয়। দরজা জানালা দিয়ে বৃষ্টি বাহিত জলবিন্দু ঘরের ভেতরে প্রবেশ করে। বায়ু সাহায্যেই বৃষ্টি বিন্দুগুলি দেশ-দেশান্তরে ঘুরে বেড়ায়। বায়ুর সাহায্য পেলে বৃষ্টিধারা বড় বড় গ্রাম এবং অটালিকাকেও স্রোতের মুখে ভাসিয়ে দিয়ে যেতে পারে। বায়ু অত্যন্ত দ্রুতগামী, তাই জলকণার বাহন জলবায়ুকে লেখক ঘোড়া হিসেবে কল্পনা করেছেন।

৩) বৃষ্টিধারার জন্যই শস্যক্ষেত্রে ফসল ফলে, মানুষ তার খেয়ে বাঁচে। বর্ষায় কানায় কানায় ভরে ওঠে, তাতে নৌকা চলাচলের এবং পরিনামে ব্যবসা বাণিজ্যের শ্রীবৃদ্ধি ঘটে। বৃষ্টির জন্যই তৃণ-লতা ও বৃক্ষাদির পরিপুষ্টি সাধিত হয়, পশুপক্ষী ও কীটপতঙ্গ বাঁচে। এভাবে বৃষ্টিবিন্দুরা পৃথিবীকে রক্ষা করে।

৪) বৃষ্টি বিন্দু নানাভাবে পৃথিবীর অপকারও করে পর্বত কোন দেশ প্রদেশ প্রভৃতি ধুয়ে নিয়ে যায়। নদীকে ফুলিয়ে-ফাঁপিয়ে তোলে, সে কূলপ্লাবনী জল রাক্ষসীতে পরিণত হয়। বন্যায় ঘরবাড়ি নষ্ট হয়, মানুষ ও গবাদি পশু দুর্দশার মধ্যে পড়ে - তাদের অনেকের মৃত্যুও হয়। নদীর ও সমুদ্রের জল ফুলে ফেঁপে উঠলে জাহাজ ডুবে যায়, তাতেও প্রচুর ক্ষতি হয়। এভাবে বৃষ্টিবিন্দু উপকারের সঙ্গে সঙ্গে নানা অপকারও করে।

✓✓শব্দার্থ লেখ

অর্বুদ - একটি বিশাল বড় সংখ্যা, পর্বতকন্দর - পাহাড়ের গহ্বর, স্ফটিক - স্বচ্ছ শুভ্র প্রস্ফুরখণ্ড, বিশীর্ণা - অত্যন্ত রুগ্না, দেশান্তর - অন্যদেশ, তটিনী - নদীর তীর, বিশোষিতা - বিশেষভাবে শুকনো।

✓✓বাক্য রচনা করো

পুষ্টি - ছেলেটার শরীরের পুষ্টির অভাব আছে।

কল্লোল - সমুদ্রের উদ্দাম জলধি কল্লোল দূর থেকে কানে এলো।

অর্ধপথে - একটি বৃষ্টিবিন্দু অর্ধপথেই সূর্যকিরণের শুকিয়ে যাবে।

অবুর্দ - বৃষ্টি বিন্দুরা সংখ্যায় অবুর্দ বা লক্ষ-কোটি হতে পারে।

বলবান - বৃষ্টি যেমন ক্ষুদ্র তেমনি বলবান।

যুথিকাকালি - একটি বৃষ্টিবিন্দু যুথিকাকালির ক্ষুদ্র মুখেকেও ধুতে পারে না।

স্ফটিক - তাজমহল সেতুটিকে নির্মিত এক স্মৃতিসৌধ।

দেশান্তর - অনেক কষ্ট সহ্য করার পর তিনি দেশান্তর গমন করলেন।

✓✓ বিপরীত শব্দ লিখ

পুষ্টি - অপুষ্টি, বলবান - দুর্বল, তুচ্ছ - গুরুত্বপূর্ণ, ক্ষুদ্র - বৃহৎ, ঐক্য - অনৈক্য, শীর্ণ - পুষ্ট, শুষ্ক - রসালো, শূন্য - পূর্ণ।

✓✓ সংক্ষিপ্ত উত্তরধর্মী প্রশ্নাবলি:

১) এটি বৃষ্টিবিন্দুদের কথা।

এই জগতে ঐক্য না থাকলে শক্তি জাগ্রত হয়না। যে একা সেই ক্ষুদ্র এবং তার শক্তি সীমিত। একটি বৃষ্টিবিন্দু আকাশ থেকে একা পড়তে চাইলে সূর্যের প্রচণ্ড তাপে শুকিয়ে যাবে। কিন্তু শত শত, সহস্র সহস্র, কোটি কোটি জলকনা একত্র হলে প্রবল জলপ্রবাহের পৃথিবীর ভাসায়। অতএব জলকণারা যখন একা, তখন তারা ক্ষুদ্র ও সামান্য।

২) উক্তিটি বৃষ্টিবিন্দুদের।

গ্রীষ্মের প্রচণ্ড তাপে পৃথিবী উত্তপ্ত। জলাশয়গুলির জল শুকিয়ে গেছে। তরুলতাদের রসধারার শুষ্ক হয় তারা বিবর্ণ ও হতশ্রী হয়ে পড়েছে। জলের অভাব অভাব এ পৃথিবী তার সরসতা হারিয়েছে। কীটপতঙ্গ, পশুপাখি, মানুষ সকলেই আকুলভাবে জলের জন্য অর্থাৎ বর্ষার আগমনের জন্য ছটফট করছে। তাদের আকুল প্রতীক্ষার অবসান ঘটিয়ে আবার পৃথিবী কে সরস করে তুলতেই বৃষ্টিবিন্দুরা আষাঢ় মাসের আগমনে পৃথিবীতে নামতে চাইছে।

আমাদের দেশে গ্রীষ্ম ঋতুর আসে বর্ষা। বৈশাখ-জ্যৈষ্ঠ - এই দুই মাস হল গ্রীষ্মকাল এবং আষাঢ়-শ্রাবণ - এই দুই মাস হল বর্ষাকাল। আমাদের দেশে বর্ষাকালের সূচনা হয় আষাঢ় মাসে। এই কারণেই আষাঢ়ের সূচনাতেই বৃষ্টিবিন্দুরা পৃথিবীতে নামতে চাইছে।

৩) উক্তিটি বৃষ্টিবিন্দুদের।

একা একটিমাত্র বৃষ্টি বিন্দুর কোন ক্ষমতা নেই। তারা একজনে একটি যুথিকাকালির শুষ্ক মুখকেও ধুতে পারে না, এমনকি একটি মল্লিকার ক্ষুদ্র হৃদয়কেও ভরাতে পারে না। কেবলমাত্র একটি বৃষ্টিবিন্দু যদি পৃথিবীতে নামতে চাইত, তাহলে পৃথিবীতে আসার আগেই তা সূর্যের উত্তাপ শুকিয়ে যেত। এই কারণে বৃষ্টিবিন্দুরা একা পৃথিবীতে নামতে চাইছে না।

একটি বৃষ্টিবিন্দু একা নামার চেষ্টা করলে পৃথিবীতে আদৌ নামতে পারত না, সূর্যের প্রচণ্ড তাপে মুহূর্তে তা বিলীন হয়ে যাবে।

একটিমাত্র বৃষ্টিবিন্দু সূর্যের প্রচণ্ড উত্তাপে বাষ্পীভূত হওয়ার সম্ভাবনা আছে বটে, কিন্তু অজস্র বৃষ্টিবিন্দু একত্রিত হলে সেই সম্ভাবনা আর থাকেনা। অজস্র বারিধারা তখন পৃথিবীকে প্লাবিত করতে সক্ষম হবে।

৪) উক্তিটি বৃষ্টিবিন্দুদের।

বৃষ্টিকনারা প্রচণ্ড শক্তিশ্বর এবং জাতিতে জল হলেও রসিকতায় তাদের জুড়ি মেলা ভার। রঙ্গ করে তারা লোকের ঘরের দরজা জানালা দিয়ে ঘরে ঢুকে আচমকা তাদের জামাকাপড় ভিজিয়ে দেয়। মল্লিকা ফুলের মধু ধুয়ে দিয়ে তারা ভ্রমরদের অন্ন নষ্ট করে। মুড়ি মুড়কি রং দোকানে প্রবেশ করে প্রায়ই ফলার মেখে দেয়। রামী চাকরানীর শুকনো কাপড় ভিজিয়ে দিয়ে তার কাজ দ্বিগুন করে দেয়। এভাবে আচমকা বৃষ্টিপাতে পৃথিবীর যে হাল হয় লেখক তাকেই এখানে বৃষ্টি বিন্দুদের রঙ্গরস নামে অভিহিত করেছেন।

৫) বৃষ্টিবিন্দুদের দেখে পৃথিবী আল্লাদিত হয়। পৃথিবীর এই আল্লাদের প্রকাশ ঘটে বিচিত্রভাবে। গাছপালাগুলি আনন্দে মাথা নাড়তে থাকে, নদী ফুলে ওঠে, ধান্যক্ষেত্র মাথা নামিয়ে প্রণাম করে। বৃষ্টির জল পেয়ে হুট কৃষক মাঠে চাষ শুরু করে। সে বৃষ্টির জলে ভিজে, তবু তার ভ্রক্ষেপ নেই। নদী-নালা, পুকুর প্রভৃতি জলাশয়গুলো স্ফীত হয়ে ওঠে। এভাবে পৃথিবীর দিকে দিকে বর্ষার আগমনে আনন্দের প্রতিফলন দেখা যায়।

Prabal Sarkar

CHAPTER-9
ARTICLES

EXERCISE-1.

FILL IN THE BLANKS WITH A OR AN WHERE NECESSARY:

1. An ox and a cow.
2. An airy room in a big hotel.
3. X fresh cheese in a packet.
4. X stylish furniture for X father's room.
5. An hour and a few minutes.
6. A useful book written by an Indian author.
7. An idea for an essay.
8. X rice in an uncovered dish.
9. A valuable hint from an experienced teacher.
10. An egg with a slice of bread in the breakfast.

Exercise-2.

Fill in the blanks with a, an or the where necessary.

1. Have you seen the principal?
Yes, he is talking to a visitor.
2. The youngest daughter has just joined the arts college.
3. We had to wait for an hour and a half.
4. My uncle has settled in the U.K.
5. The Ganga rises in the Himalayas and falls in the Bay of Bengal.
6. On our trip to X Kathmandu, we visited the swayambhunath Temple.
7. What is the average height of an Indian male?
8. X French is the language of the French.

Class-----VI

English----I

The Sweet Sound Of Success

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C.

1. Why did Mrs Rajan not scold Rishi for doodling in class? What did she do that made him feel good?

ANSWER: I believe Mrs. Rajan being a teacher knows about individual differences She was well aware of how to spot and encourage child's talent. Thus instead of scolding she gave him the responsibility to, draw a backdrop for the class, which made him feel appreciated.

2. Why was Rishi's heart thumping when Mrs Rajan came to inspect the scenery for the play?

ANSWER: Rishi's heart was thumping when Mrs Rajan came to inspect the scenery for the play because he was worried and concerned about what if Mrs. Rajan didn't like what he had done. What if she thought that it was silly. What if she caught sight of her own face and got annoyed with it.

3. How did you think Rishi felt when Mrs Rajan asked him to be in charge of the decoration of the state for the school day? Write words from the text that tell you so.

ANSWER: Rishi was excited and elated when Mrs. Rajan asked him to be in charge of the decoration of the state for the school day. Instead of scolding him Mrs. Rajan described him as artist and encouraged him. Rishi wasn't interested in studies but was creative and activities charged him. Opportunity offered by his teacher put him on top of the world. He knew that now he could finally prove to his parents and teacher that he could do something. Rishi started at her, lost for work. Then he nodded dumbly, before saying 'Yes Ma'am!' These words tells us so.

4. Read the story again. What kind of a teacher was Mrs Rajan? Use three words to describe her. (For example, kind). Share your words in class.

ANSWER:Mrs.Rajan was a generous and observant teacher who did not give up on those students who did not excel in academics. She saw the artistic skills in Rishi's doodling which displays her positive approach. She turned this motivated behaviour into energetic willingness by making him recognize his own ability. The three words that describe Mrs. Rajan the best was that she was marvellous, stupendous and a talent catcher.