

04.05.2020

**SOLUTION TO PREVIOUS HOME ASSIGNMENT  
CLASS-VI BIOLOGY**

**SOLUTION OF 4<sup>th</sup> HOME ASSIGNMENT OF CHAPTER 1**

1. Which part of the cactus plants gets modified into spines?

Ans. In cactus plants leaves are modified into spines.

2. Why the leaves in cactus plants are reduced to spines?

Ans. Leaves are modified to reduce water loss by transpiration because the cactus plant grows in desert areas where there is scarcity of water. The leaf spines also protect the plants from the grazing animals like goat and sheep.

3. Give two examples of insectivorous plants.

Ans. Two examples of insectivorous plants are: Pitcher plant and Venus flytrap.

4. In pitcher plant which part of the leaf gets modified into: a) pitcher b) lid

Ans. a) Pitcher- lamina b) Lid- leaf apex

04.05.2020

**5<sup>th</sup> HOME ASSIGNMENT  
CLASS-VI BIOLOGY  
CHAPTER -1 (PLANT LIFE- THE LEAF)**

**VEGETATIVE PROPAGATION IN LEAVES**

In some plants, a new plant can develop from the vegetative parts like roots, stem or leaves. This is known as **vegetative propagation**. Some plants such as bryophyllum and begonia produce adventitious buds on their leaf margins. When the leaf of such plants fall on the moist soil these buds develop into new plantlets. The leaves of such plants are thick and fleshy thus, they provide enough food and water to the new plantlets.



Leaf of bryophyllum shows vegetative propagation

**Points to remember:**

- Some plants such as prickly poppy and cotton have simple leaves. In their leaves, the leaf blade is divided or bilobed, but it does not extend to the midrib.
- **Jan Ingenhousz**, a Dutch born British physiologist and scientist is best known for his discovery of the process of photosynthesis.
- The root tips are protected by the root caps whereas, the shoot tips are protected by the apical buds.

- A variegated leaf is a leaf which has both green and non-green parts. As the green parts contain chlorophyll they perform photosynthesis, but the non green parts don't contain chlorophyll, so they cannot absorb sunlight.



Variegated leaves of Hosta plant

- Main functions of the stems- i) support for the elevation of leaves, flowers and fruits. The stem keep the leaves in the light and provide a place for the plant to keep its flowers and fruits. ii) Transport of fluids between the roots and the shoots. iii) Storage of nutrients. iv) Production of new living tissue.
- The four major functions of root are- 1) absorption of water and inorganic nutrients from the soil, 2) anchoring of the plant body to the ground, and supporting it, 3) storage of food and nutrients, 4) translocating water and minerals to the stem.

#### **HOMEWORK QUESTIONS:**

1. Write a short note on vegetative propagation.
2. What are partially green leaves called?
3. State the main functions of the stems.
4. What are the major functions of roots in plants?

class - vi

Subject - Mathematics

Solution of Ex - 3.2 (28/4/20)

Date :- 4/5/20

Question - 1

i)  $4 + (-5)$

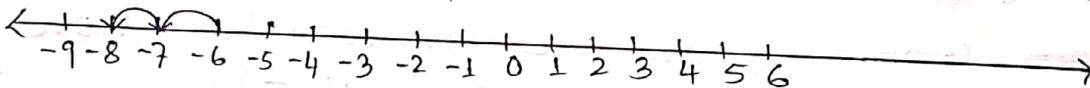
Start from 4 on the numberline. Move 5 units to the left, we reach at -1.



$$\therefore 4 + (-5) = 4 - 5 = -1$$

iv)  $-6 + (-2)$

Start from -6 on the numberline. Move 2 units to the left, we reach at -8.



$$\therefore -6 + (-2) = -6 - 2 = -8$$

Question - 2

i)  $(-8) + (-14)$

$$= -8 - 14$$

$$= -22$$

ii)  $-35 + (-47)$

$$= -35 - 47$$

$$= -82$$

iii)  $91 + (-48)$

$$= 91 - 48$$

$$= 43$$

iv)  $(-203) + 501$

$$= -203 + 501$$

$$= 298$$

Question - 3

iii)  $1309 + (-2811)$

$$= 1309 - 2811$$

$$= -1502$$

### Question - 5

i) Additive inverse of 9 =  $(-9) = -9$

ii) Additive inverse of  $-11 = -(-11) = 11$

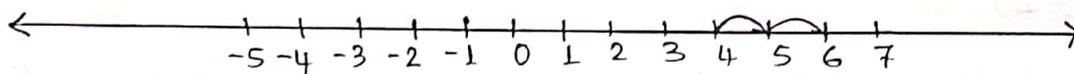
### Solution of Ex-3.3 (29/4/20)

#### Question - 1

i)  $4 - (-2)$

Start from 4 on the numberline. Move 2 units to the right, we reach at 6.

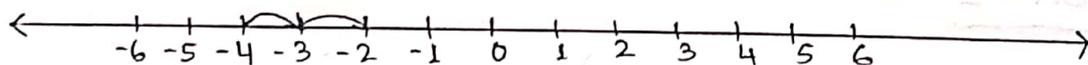
$$\therefore 4 - (-2) = 4 + 2 = 6$$



ii)  $-4 - (-2)$

Start from  $-4$  on the numberline. Move 2 units to the right, we reach at  $-2$ .

$$\therefore -4 - (-2) = -4 + 2 = -2$$



#### Question - 2

i)  $-6$  from 9

$$= 9 - (-6)$$

$$= 9 + 6$$

$$= 15$$

ii)  $-9 - 6$

$$= -15$$

iii)  $-9 - (-6)$

$$= -9 + 6$$

$$= -3$$

#### Question - 3

i)  $-237 - (+1884)$

$$= -237 - 1884$$

$$= -(237 + 1884)$$

$$= -2121$$

ii)  $-346 - (-1275)$

$$= -346 + 1275$$

$$= 929$$

### question - 6

$$\text{Predecessor of } 0 = 0 - 1 = -1$$

### question - 7

$$\text{i) Successor of } -31 = -31 + 1 \\ = -30$$

$$\text{Predecessor of } -31 = -31 - 1 \\ = -32$$

$$\text{ii) Successor of } -735 = -735 + 1 \\ = -734$$

$$\text{Predecessor of } -735 = -735 - 1 \\ = -736$$

### Solution of Ex - 3.4 (30|4|20)

#### question - 1

$$\text{i) } 6 - 9 + 4 \\ = (6 + 4) - 9 \\ = 10 - 9 \\ = 1$$

$$\text{ii) } -5 - (-3) + 2 \\ = -5 + 3 + 2 \\ = -5 + 5 \\ = 0$$

#### question - 2

$$\text{i) } -77 + (-84) + 318 \\ = -77 - 84 + 318 \\ = -(77 + 84) + 318 \\ = -161 + 318 \\ = 157$$

$$\text{ii) } 54 + (-218) - (-76) \\ = 54 - 218 + 76 \\ = (54 + 76) - 218 \\ = 130 - 218 \\ = -88$$

### question - 3

$$\begin{aligned} \text{i) } & 8 - 6 + (-2) - (-3) + 1 \\ & = 8 - 6 - 2 + 3 + 1 \\ & = (8 + 3 + 1) - 6 - 2 \\ & = 12 - (6 + 2) \\ & = 12 - 8 \\ & = 4 \end{aligned}$$

### classwork

ch-4 (Playing with numbers)  
Ex - 4.1

### question - 3

Write all the factors of the following natural numbers :-

iii) 210

The factors of 210 are : 1, 2, 3, 5, 6, 7, 10, 14, 15, 21, 30, 35, 42, 70, 105, 210.

ii) 27

The factors of 27 are : 1, 3, 9, 27.

### question - 4

Write first six multiples of the following natural numbers :-

iii) 12

The first six multiples of 12 are : 12, 24, 36, 48, 60, 72

### question - 6

Find the common factors of :-

iii) 56 and 120

The factors of 56 are : (1), (2), (4), 7, (8), 14, 28, 56

The factors of 120 are: ① ②, 3, ④, 5, 6, ⑧, 10, 12, 15, 20, 24, 30, 40, 60, 120

The common factors of 56 and 120 are: 1, 2, 4, 8

Home work

Ch-3  
Check your progress

question-2

Find the value of :-

i)  $39 - 35 + 7 - (-4) + 21$

question-3

Evaluate :-

i)  $|35 - 41| - |7 - (-2)|$

question-5

Find the successor and predecessor of -199.

question-6

Subtract the sum of -235 and 137 from -152

question-8

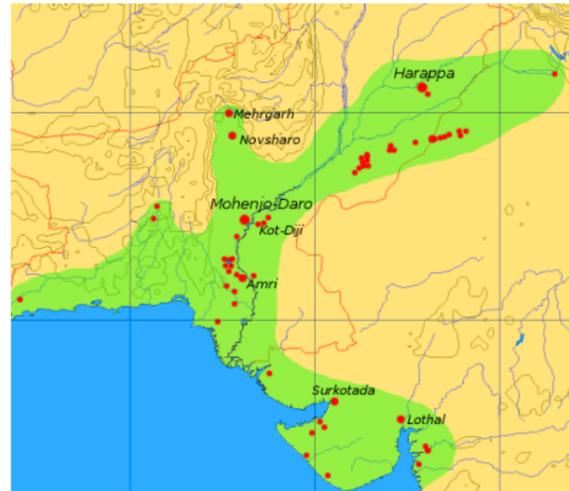
What is the difference in height between a point 270m above sea level and 80m below sea level?

**CLASS-VI**  
**SUBJECT-HISTORY**  
**CHAPTER 2(INDUS VALLEY CIVILIZATION)**  
**STUDY MATERIAL NO: 2.1**

**DATE: 04/05/2020**

**Introduction:**

Indus civilization, also called Indus valley civilization or Harappa civilization, the earliest known urban culture of the Indian subcontinent. The Indus Valley Civilization was an ancient civilization located in what is Pakistan and northwest India today, on the fertile flood plain of the Indus River and its vicinity. Evidence of religious practices in this area date back approximately to 5500 BCE. Farming settlements began around 4000 BCE and around 3000 BCE there appeared the first signs of urbanization. By 2600 BCE, dozens of towns and cities had been established, and between 2500 and 2000 BCE the Indus Valley Civilization was at its peak.



The civilization was first identified in 1921 at Harappa in the Punjab region and then in 1922 at Mohenjo-Daro (Mohenjo-Daro), near the Indus River in the Sindh (Sind) region. Both sites are in present-day Pakistan, in Punjab and Sindh provinces, respectively.

The Indus Valley Civilization extended from Pakistan's Baluchistan in the west to India's western Uttar Pradesh in the east, from northeastern Afghanistan in the north to India's Gujarat state in the south. The largest number of sites are in Gujarat, Haryana, Punjab, Rajasthan, Uttar Pradesh, Jammu and Kashmir states in India and Sindh, Punjab, and Baluchistan provinces in Pakistan. Coastal settlements extended from Sutkagan Dor in Western Baluchistan to Lothal in Gujarat.



**Ruins of Indus Valley Civilization in Harappa & Mohenjo-Daro**

## **The Life of the Indus Valley Civilization**

Two cities, in particular, have been excavated at the sites of Mohenjo-Daro on the lower Indus, and at Harappa, further upstream. The evidence suggests they had a highly developed city life; many houses had wells and bathrooms as well as an elaborate underground drainage system. The social conditions of the citizens were comparable to those in Sumerian and superior to the contemporary Babylonians and Egyptians. These cities display a well-planned urbanization system.

The Indus Civilization had a writing system which today still remains a mystery: all attempts to decipher it have failed. This is one of the reasons why the Indus Valley Civilization is one of the least known of the important early civilizations of antiquity. Examples of this writing system have been found in pottery, amulets, carved stamp seals, and even in weights and copper tablets.

Another point of debate is the nature of the relationship between these cities. Whether they were independent city-states or part of a larger kingdom is not entirely clear. Because the writing of the Indus people remains deciphered and neither sculptures of rulers nor depictions of battles and military campaigns have been found, evidence pointing in either direction is not conclusive.

### **Fill in the blanks along with the answers:**

1. The Indus Valley Civilization was the **earliest** civilization of India.
2. Harappa is situated in Sahiwal district in **Pakistan**.
3. The Indus Valley Civilization stood on the bank of river **Indus**
4. The largest building discovered at Mohenjo-Daro is **Great Granary**.
5. **Bronze** metal was used by the people of the Indus Valley Civilization.
6. Indus people used **Burnt bricks** for constructing buildings.
7. The Harappa culture came to an end by **1500 BC**.
8. The main river of the Harappa civilization was **Ravi**.
9. The Great Bath is located in **Mohenjo-Daro**.
10. The main occupation of the Harappa were **farming**.
11. The rich wore ornaments made of **gold, silver** and **ivory**.
12. The Harappa seals are made of **clay, soapstone** and **copper**.

## CLASS-6. SUB-PHYSICS

• **[ Solution of the Fourth Home Assignment Ch-2 (Physical Quantities & Measurement) Date-29.04.2020 ] :**

1) i)  $1\text{ cm} = \frac{1}{100} \text{ m}$

$$20 \text{ cm} = \frac{20}{100} \text{ m} = 0.2 \text{ m}$$

ii)  $1 \text{ km} = 1000 \text{ m}$

$$0.2 \text{ km} = \frac{0.2}{1} \times 1000 \text{ m} = (2 \times 100) \text{ m} = 200 \text{ m}$$

iii)  $1 \text{ kg} = \frac{1}{100} \text{ quintal}$

$$150 \text{ kg} = \frac{150}{100} \text{ quintal} = 1.5 \text{ quintal}$$

iv)  $1 \text{ lb} = 453.59 \text{ g}$

$$1 \text{ g} = \frac{1}{1000} \text{ kg}$$

$$453.59 \text{ g} = \frac{453.59}{1000 \times 1000} \text{ kg} = 0.45359 \text{ kg}$$

So,  $1 \text{ lb} = 0.45359 \text{ kg}$

$$10 \text{ lb} = 10 \times 0.45359 \text{ kg} = \frac{10 \times 0.45359}{1000} \text{ kg} = 4.5359 \text{ kg}$$

v)  $1 \text{ h} = 3600 \text{ s}$

$$1 \text{ min} = 60 \text{ s}$$

$$5 \text{ h } 2 \text{ min } 5 \text{ s} = (5 \times 3600) \text{ s} + (2 \times 60) \text{ s} + 5 \text{ s} = (18000 + 120 + 5) \text{ s} = 18125 \text{ s}$$

2) i) Pound ( lb )

ii) cm and mm

iii) Magnitude

iv) Second

v) Multiple

3) **Choice of Unit in measurement: -**

i) The Unit selected should be of convenient size.

ii) The Unit selected should be universally accepted i.e its value should not change with place on time.

4) **Definition :-**

i) **Metre:-** Nowadays, One metre is defined as the distance travelled by light in air or vacuum in  $\frac{1}{3 \times 10^8}$  of a second

One metre was originally defined in 1889 as distance between two points drawn on rod of platinum-iridium alloy kept at  $0^\circ\text{C}$  in the International Bureau of Weight and Measures at Sevres near Paris.

ii) **Second:-** One second is defined as  $\frac{1}{86400}$  th part of mean solar day . Also, one second is the time interval between two consecutive ticks that we hear from pendulum wall clock.

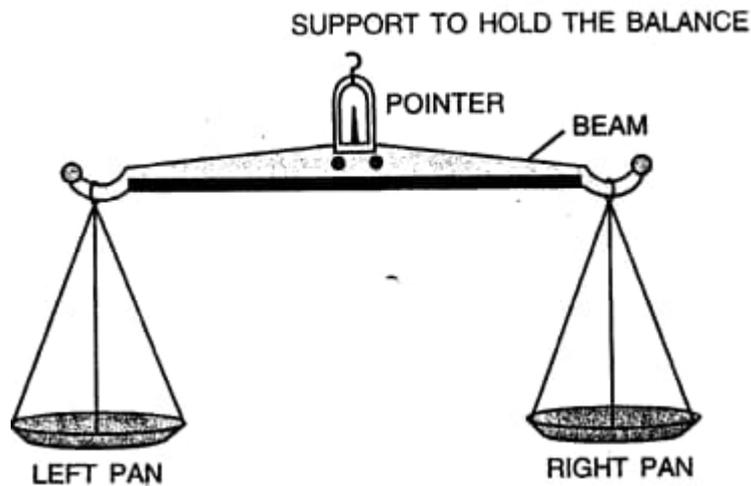
5) i) True      ii) False      iii) False

4.05.2020.  
MONDAY

CLASS-6 SUB-PHYSICS  
CHAPTER-2 PHYSICAL QUANTITIES AND MEASUREMENT

• Use of Beam Balance:-

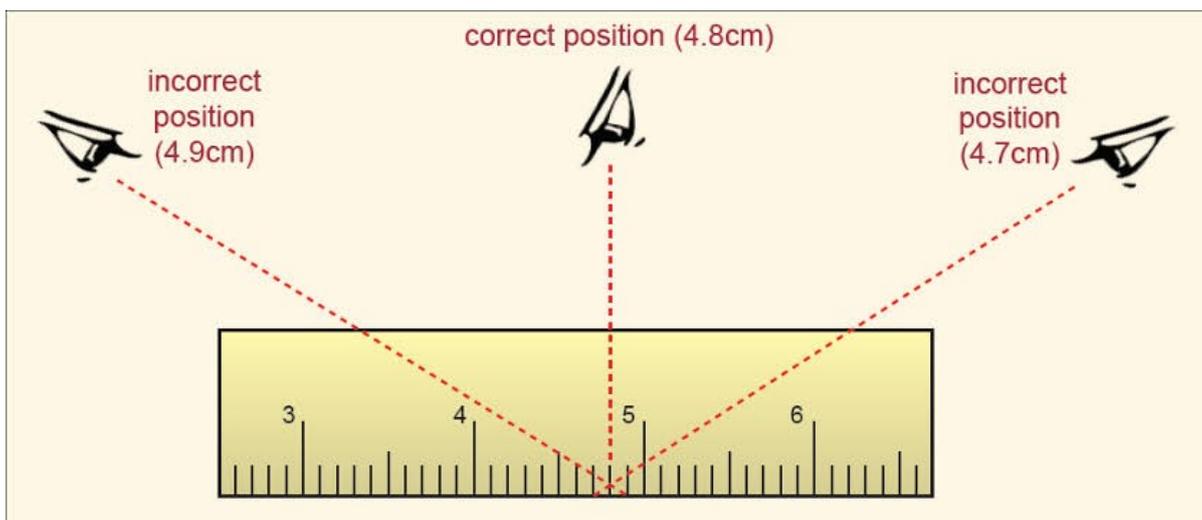
First we hold up the balance and observe that when there is nothing on either pan, the beam is horizontal. The body whose mass is to be measured is placed on the left pan and standard weights are placed on the right pan. They are adjusted in such a way that the beam is again horizontal on holding the balance up. The total of the standard weights give the mass of the given body.



BEAM BALANCE

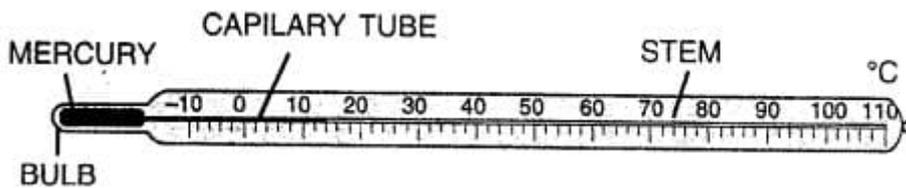
• Parallax error:-

- It happens mainly when the object is viewed from an angle due to wrong positioning of the eye .
- The only way to avoid it is to view by placing the eye in a straight line directly above the marking on your device whether it is a metre ruler or any other instrument.
- Parallax error arrives in rulers due to thickness of the ruler.



• **Difference between Clinical thermometer and Laboratory Thermometer:-**

Clinical thermometer	Laboratory Thermometer
1. It is used to measure body temperature of human.	1.It is used to measure temperature in laboratory.
2. It has markings from 35°C to 42 °C	2.It has markings from 10 <sup>0</sup> C to 110 <sup>0</sup> C
3. A kink is present near the bulb to prevent fall of mercury level.	3.No kink is present so mercury level falls on its own.
4. Can be tilted while taking readings.	4.Should be kept upright while taking a reading.
5. Temperature can be read after removing the thermometre from patient’s armpit or mouth.	5.Temperature is recorded while keeping the thermometre in source such as liquid or anything.



**LABORATORY THERMOMETER**

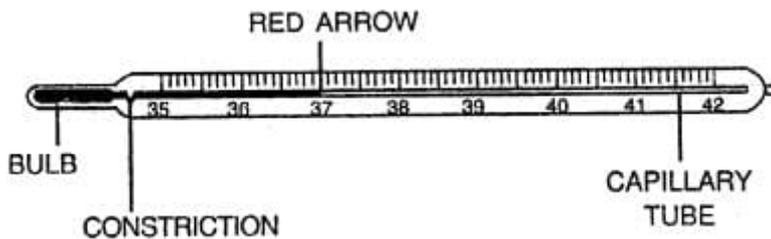
• **Information about Clinical thermometer:-**

Doctors use a special thermometre called Clinical Thermometer for measuring temperature of patient’s body. It has markings from 35 °C to 42 °C. It has slight bend or kink called constriction in the stem just above the bulb. This constriction prevents the mercury from falling back by itself.

Normal human body temperature is 37 °C or 98.6 °F . It is marked by a red arrow.

A clinical thermometer cannot be used to measure temperature of boiling water due to following reasons :-

- 1) It has a very small range of temperature (35 °C to 42 °C) but boiling point of water is 100 °C.
- 2) It can be break on cooling and excess heating.



**CLINICAL THERMOMETER**

• **Area:-**

- 1) The total surface occupied by an object is called its Area or Surface Area.
- 2) The S. I unit of area is square mete (m<sup>2</sup>).

<b>Multiples of Area</b>	<b>Submultiples of Area</b>
i. Square kilometres(km <sup>2</sup> )	i. square centimetre(cm <sup>2</sup> )
ii. hectare	ii. square millimetre(mm <sup>2</sup> )
iii. are or square decametre(dam <sup>2</sup> )	iii. square decimetre ( dm <sup>2</sup> ).

• **Define:-**

- 1) **Hectare:-** One hectare is the area of a square of each side 100 metre.
- 2) **Square Kilometre:-** One square Kilometre is the area of a square of each side 1000 metre or 1 km.
- 3) **Square decametre(are):-** One square decametre or one are is the area of a square of each side 10 metre or 1 decametre.
- 4) **Square centimetre:-** One square centimetre is the area of a square of each side 1 cm .
- 5) **Square millimetre:-** One square millimetre is the area of a square of each side 1 mm
- 6) **Square decimetre:-** One square decimetre is the area of a square of each side 1 mm.

• **Relation of Multiples and Submultiples of Area with square metre (m<sup>2</sup>):-**

- 1) 1 Hectare = 100m × 100 m = 10000 m<sup>2</sup> = 10<sup>4</sup> m<sup>2</sup>
- 2) 1 Km<sup>2</sup> = 1000 m × 1000 m = 1000000 m<sup>2</sup> = 10<sup>6</sup> m<sup>2</sup>
- 3) 1 dam<sup>2</sup> = 10 m × 10 m = 100 m<sup>2</sup> = 10<sup>2</sup> m<sup>2</sup>
- 4) 1 cm<sup>2</sup> = 1 cm × 1 cm =  $\frac{1}{100}$  m ×  $\frac{1}{100}$  m. =  $\frac{1}{10000}$  m<sup>2</sup> = 10<sup>-4</sup> m<sup>2</sup>
- 5) 1 mm<sup>2</sup> = 1 mm × 1 mm =  $\frac{1}{1000}$  m ×  $\frac{1}{1000}$  m =  $\frac{1}{1000000}$  m<sup>2</sup> = 10<sup>-6</sup> m<sup>2</sup>
- 6) 1 dm<sup>2</sup> = 1 dm × 1 dm =  $\frac{1}{10}$  m ×  $\frac{1}{10}$  m =  $\frac{1}{100}$  m<sup>2</sup> = 10<sup>-2</sup> m<sup>2</sup>.

• **FIFTH HOME ASSIGNMENT:-**

1) **Name the Following:-**

- a) Thermometer used to measure temperature of boiling water.
- b) Slight bend or Kink in clinical thermometer.
- c) Any two submultiples of Area.
- d) Other name of square decametre
- e) Error due to thickness of ruler.

2) Write three important difference between Clinical Thermometer and Laboratory Thermometer.

3) **Define:-**

- a) Area
- b) Hectare
- c) Square decimetre
- d) Square Kilometre

4) **Show conversions :-**

- a) 1 dam<sup>2</sup> to m<sup>2</sup>
- b) 1 mm<sup>2</sup> to m<sup>2</sup>

5) What is Normal human Body Temperature? How is it indicated in Clinical Thermometer?

6) Draw a neat labelled diagram of

a) Beam Balance

b) Clinical Thermometer.

**SUBJECT – ENGLISH LANGUAGE**  
**CLASS - VI**  
**STUDY MATERIAL NUMBER - 9**  
**EXPLANATION & HOME ASSIGNMENT**  
**CHAPTER-26 [ PHRASAL VERBS ]**  
**DATE : 04/05/2020**

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**SOLUTION OF CHAPTER – 7 [ ADJECTIVE ]**  
**STUDY MATERIAL NUMBER – 8**  
**OF DATE- 02/05/2020**  
**HOME ASSIGNMENT OR HOME WORK**

**EX-G ) Complete the following table:-**

Positive	Comparative	Superlative
Good	better	best
Smart	smarter	smartest
Strong	stronger	strongest
Helpful	more helpful	most helpful
Brave	braver	bravest
Many	more	most
Old	older	oldest
Beautiful	more beautiful	most beautiful
Rich	richer	richest
wealthy	wealthier	wealthiest

**EX-H ) Fill in the blanks with the correct form of degree of the adjectives given in brackets :-**

1. beautiful
2. naughtier
3. easier
4. brighter
5. interesting as
6. busier
7. prettiest
8. finer
9. loveliest
10. more expensive

**EX -I ) Complete the following sentences by choosing the right option:-**

1. (a) clever
2. (c) five
3. (c) careless
4. (c) all
5. (a) poor
6. (c) own
7. (c) great

**EX-J ) Complete the following sentences using the appropriate form of the adjective given in the brackets. :-**

1. He is **richer** than his neighbours.
2. The brides were much **younger** than the grooms.
3. He is too **intelligent** to be taught.
4. He is **cleverer** than I thought him to be.
5. When the old woman became **stronger**, she began to move about.
6. He is much **better** now.
7. The offer was too **good** to be true.
8. He fishes with **greater** success than I do.
9. Shakespeare is the **greatest** playwright in English.
10. The pain was **more** than he could bear.
11. The **worst** thing of all was that his son was rude to him.
12. Jane was the **better** player of the two.

**EXPLANATION & HOME ASSIGNMENT**  
**CHAPTER- 26 [ PHRASAL VERBS ]**  
**STUDY MATERIAL NUMBER - 9**

**DATE: 04/05/2020**

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**EXPLANATION STARTED**

1. Define Phrasal Verb ?

**Ans-** an idiomatic phrase consisting of a verb and another element, typically either an adverb, as in *break down*, or a preposition, for example *see to*, or a combination of both, such as *look down on*.

or

A phrasal verb is a combination of a verb and an adverb or preposition, for example 'shut up' or 'look after', which together have a particular meaning.

A phrasal verb is a type of verb that is created when a main verb is combined with either:

- an adverb,

take off give in

blow up break in

- a preposition,

get at (someone) pick on (weaker children)

- or an adverb + preposition,

put up with (insults) get out of (doing something)

## **2. Type A. Verb plus adverb**

Some Type A phrasal verbs have no object, i.e. they are intransitive. The sentence makes sense without any further addition to the verb.

- Mary went away.
- Helen sat down.
- The students came back.

Others do require an object, i.e. they are transitive.

- We could make out a figure in the distance.
- He tried to blow up the Houses of Parliament.
- Could you put your clothes away, please?

If the object is a noun, many Type A phrasal verbs will allow the adverb to come either:

- before the object,
- I picked up Jim on my way home.
- He blew out the candle.
- She tidied away her things.
- or after the object.
- I picked Jim up on my way home.
- He blew the candle out.
- She tidied her things away.

If the object is a pronoun, it must come before the adverb.

- I picked him up.
- He blew it out.
- She tidied them away.

Sometimes you can guess the meaning of these verbs from the meanings of the parts.

- to sit down = sit + down
- to go away = go + away

Sometimes you have to learn the new meanings, or use a dictionary.

to make up (an answer) = invent

to turn down (an invitation) = decline

to work out (a problem) = solve

to put up (a visitor) = accommodate

## **3. Type B. Verb plus preposition**

Type B phrasal verbs always have an object. This is because prepositions always have an object.

- He asked for his bill.
- He asked for it.
- She listened to the doctor.
- She listened to her.
- They referred to our conversation.

- They referred to it.

Sometimes there are two objects – the object of the verb and the object of the preposition.

- He asked the waiter for the bill.

#### 4. Type C. Verb plus adverb and preposition

Type C phrasal verbs are a combination of the two previous kinds of verb. All the parts of a Type C phrasal verb come before the object.

- We are looking forward to our holiday/it.
- Don't put up with bad behaviour/it.
- You must look out for the warning signs/them.
- It is sometimes hard to tell adverbs and prepositions apart, because often the same word can be both a preposition and an adverb, depending on how it is used. For further information about prepositions see Prepositions.

5. The following are examples of the **three types of phrasal verb** that are explained on Phrasal verbs.

##### i) Type A

Phrasal verbs made from a verb plus an adverb may be intransitive (do not take an object) or transitive (take an object).

**some phrasal verbs that do not take an object**      **some phrasal verbs that do take an object**

to break down	to blow something up
to carry on	to break something off
to fall down	to bring a child up
to get about	to bring a subject up
to get up	to catch somebody up
to give up	to clear something up
to go away	to close something down
to go off	to give something up
to go on	to leave something out
to grow up	to make something up
to hold on	to pick someone up

##### ii) Type B

Phrasal verbs made from a verb plus a preposition are all transitive.

to add to something	to hope for something
to agree with someone	to insist on something
to apply for a job	to laugh at something
to approve of something	to listen to something
to arrive at a place	to look after someone
to ask for something	to look for something
to believe in something	to look into something
to belong to someone	to pay for something
to call on someone	to refer to something
to care for someone	to rely on someone
to come across something	to run into someone

to deal with something    to run over something

Some Type B verbs are doubly transitive, since both the verb and the preposition can have an object  
to add insult to injury

to ask a grown-up for help

to check your answers with the teacher

to pay the assistant for your shopping

to refer a customer to the manager

**iii)    Type C**

Phrasal verbs with an adverb plus a preposition all take a prepositional object.

to be fed up with something    to keep away from something

to carry on with something    to look back on something

to catch up with something    to look forward to something

to check up on something    to look out for something

to come up with something    to look up to someone

to cut down on something    to make up for something

to do away with something    to put in for something

to face up to something    to run away with something

to fall back on something    to run out of something

to get on with someone    to run up against something

to get out of something    to stand up for something

to go back on something    to walk out on someone

to go in for something    to watch out for something

to break in on someone    to lead up to something

**HOME ASSIGNMENT OR HOME WORK**

**SOLVE THE FOLLOWING EXERCISES GIVEN BELOW :-**

**EX -A) Fill in the blanks with an appropriate phrasal verb.:-**

**1. The teacher ..... an explanation of his conduct.**

called off

called out

called in

called for

**2. .... the doctor immediately.**

Call on

Call in

Call at

**3. Julie ..... us yesterday.**

called on

called in

called out

**4. My grandfather cannot ..... past events.**

call up  
bring out  
bring up

**5. His arrogance ..... his ruin.**

brought in  
brought up  
brought about

**6. The publishers are planning to ..... a cheap edition of their new dictionary.**

bring up  
bring out  
bring in

**7. She ..... the orphan as her own child.**

brought out  
brought up  
brought in  
brought about

**8. How did these things .....?**

come up  
come about  
bring out  
bring about

**9. The question ..... before the municipal corporation last week.**

came out  
came up  
came off

**10. He seems to be .....**

well out  
pull off  
run off  
well off

**11. They ..... against the gross injustice meted out to them.**

cried up  
cried out  
cried away

**12. The rope ..... while they were hauling up the pillar.**

gave up  
gave in  
gave way  
gave out

**EX-B ) Complete the sentences :-**

passed away, do without, look forward to, called off, made up, carried away, break out, run out, put up with, keep up.

1. Don't smoke in the forest. Fires \_\_\_\_\_ easily at this time of the year.
2. I \_\_\_\_\_ seeing my friends again.
3. I'm afraid; we have \_\_\_\_\_ of apple juice. Will an orange juice do?
4. Your website has helped me a lot to \_\_\_\_\_ the good work.
5. A friend of mine has \_\_\_\_\_ her wedding.
6. His mother can't \_\_\_\_\_ his terrible behavior anymore.
7. As an excuse for being late, she \_\_\_\_\_ a whole story.
8. I got \_\_\_\_\_ by his enthusiasm.
9. I just cannot \_\_\_\_\_ my mobile. I always keep it with me.
10. she was very sad because her father \_\_\_\_\_ last week.

**EX-C) Type the correct form of the verb into the box. :-**

( care, grow, look, make, put, run, set, switch )

1. What time did Julie and Dave \_\_\_\_\_ off?
2. Where did you \_\_\_\_\_ up?
3. Will you \_\_\_\_\_ up the doctor's number in the phone book?
4. Don't forget to \_\_\_\_\_ the heating off when you go out.
5. We \_\_\_\_\_ into Pete at the supermarket yesterday.
6. Millie's parents \_\_\_\_\_ for her children while she's at work.
7. I'm leaving - I can't \_\_\_\_\_ up with this situation any longer.
8. Charlie still hasn't \_\_\_\_\_ his mind up about which laptop to buy.

(\*This chapter will be continued in the next day )

**Date: 04.05.2020**

## **COMPUTER (HOME ASSIGNMENT -5)**

**CLASS – 6**

### **CHAPTER: 1 (COMPUTERS' & ITS LANGUAGES' TYPES)**

**STUDY MATERIAL NO. – 1.5**

- **Game Consoles :-**

Game console or video-game console, is a computer system specially made for playing video games by connecting it to a television or other display for video and sound. The control or monitoring unit of a computer, containing the keyboard or keys, switches etc. These computers have fast processors and large memory.



#### **Features of a Game Console:-**

- ❖ Its supports music and DVD players.
- ❖ They have Ethernet ports for wired connections.
- ❖ Removable hard drive and storage devices.
- ❖ Can support other input devices e.g. USB's
- ❖ HD graphics due to new and improved hardware
- ❖ Software updates online.
- ❖ Wired, wireless and human controllers.
- ❖ GPU's and CPU's to improve graphics and frame rates.
- ❖ Portable so the consoles can be moved easily.
- ❖ Multiple games for people to play.

### Limitations of a Game Console:-

- ❖ Wireless controllers need charging.
- ❖ Need an internet connection to play online.
- ❖ Controllers are too big or too small.
- ❖ Old hardware and software in most consoles which aren't compatible with newer updates.
- ❖ New consoles focus mainly on online game play and put no effort into single player.
- ❖ Games can be pirated.
- ❖ Need a TV or some sort of visual output to operate them.

### • **Embedded Computer :-**

An embedded a computer system is also called microcontroller or microprocessor based system devised for specific function. So, this type of computer is - a combination of a computer processor, computer memory, and input/output peripheral devices—that has a dedicated function within a larger mechanical or electrical system. These computers are incorporated into other devices, rather than being stand alone computers. Examples include digital cameras, mobile phones, music players, specialist IT hardware (such as networking hardware), and used in modern TV sets, motor vehicles, telephones, washing machines, microwaves and dishwashers.

### **Home work:-**

1. Name different types of computers.
2. Give two example of each of the computer type—
  - a) Microcomputer.
  - b) Embedded Computer.
  - c) Mainframe.
3. Enlist some features of —
  - a. Mini Computer.
  - b. Super Computer.