



BIRLA PUBLIC SCHOOL, PILANI

**SUMMER HOLIDAY
ASSIGNMENT**

SESSION 2026-2027

CLASS VI

Name of the Student

Class Section

House House No.

ENGLISH

Hello, young learners! Get ready to explore the wonderful world of English. Let's make learning fun!

General Instructions

Format: Compile all activities in a neat, well-labelled file/folder/notebook.

Handwritten: All work must be handwritten in your best, neatest cursive handwriting.

Presentation: Neatness carries marks! Use colours, diagrams, and clear headings.

Identification: Ensure the front page clearly mentions your Name, Class and Section.

Section 1: Fun Learning Activities

The "Comic Strip" Adventure: Think of a funny incident that happened with your friends or family. Create a 6-panel comic strip. Use simple dialogue bubbles to describe what is happening. Don't forget to add colourful illustrations!

Podcast Interview: Act as a "Roving Reporter." Interview a family member (parent/grandparent/sibling) about their favorite childhood memory. Record it or write it down as a script (Q&A format).

Word Scavenger Hunt: Look around your house and find 10 objects. Write their names and describe them using one interesting Adjective for each (e.g., a shiny spoon, a soft pillow).

Section 2: Practice Work

The Diary Master: Keep a "Vacation Diary" for 5 days. Write 5–8 lines daily about one special thing you did. Remember to mention the date and day!

Synonym Crossword: Create a small crossword puzzle on a piece of paper using 10 words you learned recently. Provide clues for the synonyms of those words (e.g., Clue: "Very happy" | Answer: "Joyful").

Section 3: Creative Task

Book Review Poster: Pick any storybook you read during the holidays. Create an A4 size poster for it. Include the Title, Author, your favorite character, and a short "Recommendation" sentence explaining why others should read it. Draw the cover of the book on your poster.

Write an essay on any one of the following topics:

1. My favorite movie

Describe its plot and your favourite episode in the movie.

2. My favourite movie character

Describe your favourite movie character and explain why you like him/her.

3. The book I love the most

Write about your favorite book - a novel, a volume of essays, scientific monograph, etc. Do you have a hard copy of it at home?

4. The house of my dreams

Here you need to use your imagination for the most part. Try not only to describe the exterior and interior of the house, but also the feelings related to it.

Section 4: Parent/Family Involvement Task

Storytelling Night: Choose a short story. Read it aloud to your parents or grandparents. After reading, ask them to ask you 3 questions about the story to check if they were listening carefully!

Add a creative front cover page with your Name, Class, Section, Subject, and a title like "My English Vacation Diary."

Happy Holidays and Happy Learning!

HINDI

निम्नलिखित कविता को कंठस्थ करें

कविता- अग्निपथ

कवि - हरिवंशराय बच्चन

वृक्ष हों भले खड़े,
हों घने हों बड़े,
एक पत्र छाँह भी,
माँग मत, माँग मत, माँग मत,
अग्निपथ अग्निपथ अग्निपथ।

तू न थकेगा कभी,
तू न रुकेगा कभी,
तू न मुड़ेगा कभी,
कर शपथ, कर शपथ, कर शपथ,
अग्निपथ अग्निपथ अग्निपथ।

यह महान दृश्य है,
चल रहा मनुष्य है,
अश्रु श्वेत रक्त से,
लथपथ लथपथ लथपथ,
अग्निपथ अग्निपथ अग्निपथ।

लिंग

निम्न शब्दों का लिंग-परिवर्तन करो।

पुल्लिंग	स्त्रीलिंग	पुल्लिंग	स्त्रीलिंग
नाग	_____	शिक्षक	_____
वर	_____	मालिक	_____
सेवक	_____	पाठक	_____
पुरुष	_____	ठाकुर	_____

पर्यायवाची शब्द / समानार्थक शब्द

निम्नलिखित शब्दों के लिए समानार्थी शब्द लिखें।

अग्नि	-	_____	_____	_____
घर	-	_____	_____	_____
झंडा	-	_____	_____	_____
दानव	-	_____	_____	_____
शेर	-	_____	_____	_____

विपरीतार्थक / विलोम शब्द

निम्नलिखित शब्दों के विलोम शब्द लिखें।

शब्द	विलोम	शब्द	विलोम
जन्म	_____	निंदा	_____
जड़	_____	धीर	_____
गुण	_____	सरस	_____
क्रोध	_____	शीत	_____
जीवन	_____	युवा	_____

अनेक शब्दों के लिए एक शब्द

अनेक शब्दों के लिए एक शब्द लिखें।

अच्छे आचरण वाला

जो कम बोलता हो

जिसके समान कोई दूसरा न हो

जिसको भय न हो

अधिक बोलने वाला

जो पहले जन्मा हो

जो बाद में जन्मा हो

जिसके माता-पिता न हों

वचन

निम्न शब्दों के वचन बदलिए।

एकवचन

बहुवचन

एकवचन

बहुवचन

बेटा

बच्चा

गुरु

अध्यापक

डिबिया

बोली

छुट्टी

मिठाई

हड्डी

कहानी

गुड़िया

बुढ़िया

लता _____

अध्यापिका _____

सेना _____

ऋतु _____

कक्षा _____

बहन _____

भेड़ _____

किताब _____

- ग्रीष्मावकाश के दौरान समाचार पत्र पढ़कर कॉपी में प्रतिदिन एक समाचार लिखें ।

MATHEMATICS

Note: Make a separate notebook for this assignment.

Project 1: "My Family Budget Planner"

Objective:

To develop basic understanding of money management.

Instructions:

1. Assume your family's monthly income is ₹2,00,000(imaginary).
2. Plan monthly expenses like:
 - Food
 - Rent
 - School fees
 - Savings
 - Entertainment
3. Create a **table or pie chart**

Learning Outcome:

- Application-based mathematical thinking

Note: Write and learn tables 2 to 25

WORKSHEET 1

Choose the correct answer:

1. The number name of 45,678 in the Indian system is:
 - A. Forty-five thousand six hundred seventy-eight
 - B. Forty-five thousand six hundred and seventy-eight
 - C. Fourty-five thousand six hundred seventy-eight
 - D. Forty five thousand six hundred seventy eight
2. The number name of 3,45,678 in the Indian system is:
 - A. Three lakh forty-five thousand six hundred seventy-eight
 - B. Three hundred forty-five thousand six hundred seventy-eight
 - C. Thirty-four thousand five hundred seventy-eight
 - D. Three lakh forty-five hundred seventy-eight
3. In the International system, 1,000,000 is read as:
 - A. Ten lakh
 - B. One million
 - C. One crore
 - D. Hundred thousand

5. The number name of 7,890,123 in the International system is:
 - A. Seven million eight hundred ninety thousand one hundred twenty-three
 - B. Seventy-eight lakh ninety thousand one hundred twenty-three
 - C. Seven crore eighty-nine thousand one hundred twenty-three
 - D. Seven million eighty-nine thousand one hundred twenty-three

6. Which of the following is correctly written in the Indian system?
 - A. 4,567,89
 - B. 45,67,89
 - C. 4,56,789
 - D. 456,789

7. The number 8,76,543 in words (Indian system) is:
 - A. Eight lakh seventy-six thousand five hundred forty-three
 - B. Eight hundred seventy-six thousand five hundred forty-three
 - C. Eight lakh seventy-six thousand five hundred and forty-three
 - D. Eight lakh seventy-six hundred forty-three

8. What is the place value of 5 in 5,67,890 (Indian system)?
 - A. Thousand
 - B. Lakh
 - C. Ten thousand
 - D. Hundred

9. The number name of 900,000 in the International system is:
 - A. Nine lakh
 - B. Nine hundred thousand
 - C. Ninety thousand
 - D. Nine million

10. Which number is written as "Two lakh thirty thousand" in figures?
 - A. 2,30,000
 - B. 23,000
 - C. 2,03,000
 - D. 20,30,000

11. The number 1,25,000 in the International system is:
 - A. One hundred twenty-five thousand
 - B. One lakh twenty-five thousand
 - C. One million twenty-five thousand
 - D. One hundred twenty-five lakh

12. Which of the following represents "Five million"?
- A. 50,00,000
 - B. 5,00,000
 - C. 5,000,000
 - D. 500,000
13. The number 9,99,999 in words (Indian system) is:
- A. Nine lakh ninety-nine thousand nine hundred ninety-nine
 - B. Nine hundred ninety-nine thousand nine hundred ninety-nine
 - C. Ninety-nine lakh ninety-nine thousand nine hundred ninety-nine
 - D. Nine lakh ninety-nine hundred ninety-nine
14. How is 10,000 written in the Indian system?
- A. Ten thousand
 - B. One lakh
 - C. One million
 - D. Hundred thousand
15. The number name of 2,345,678 in the International system is:
- A. Two million three hundred forty-five thousand six hundred seventy-eight
 - B. Twenty-three lakh forty-five thousand six hundred seventy-eight
 - C. Two crore thirty-four thousand five hundred seventy-eight
 - D. Two million thirty-four thousand five hundred seventy-eight

WORKSHEET 2

Choose the correct answer:

1. Evaluate: $345 + 678 - 289$
- A. 734
 - B. 744
 - C. 754
 - D. 764
2. Solve: $25 \times (18 + 12)$
- A. 600
 - B. 650
 - C. 700
 - D. 750
3. Find the value of: $960 \div 12 \times 5$
- A. 300
 - B. 350
 - C. 400
 - D. 450

4. Evaluate: $(450 - 150) \div 5$
- A. 50
 - B. 60
 - C. 70
 - D. 80
5. What is the result of: $72 \times 9 - 100$?
- A. 548
 - B. 558
 - C. 568
 - D. 578
6. Solve: $1200 \div (10 \times 2)$
- A. 50
 - B. 60
 - C. 70
 - D. 80
7. Find the missing number: $45 \times ? = 1350$
- A. 20
 - B. 25
 - C. 30
 - D. 35
8. Evaluate: $800 - (350 + 275)$
- A. 165
 - B. 175
 - C. 185
 - D. 195
9. Solve: $64 \div 8 + 36 \times 2$
- A. 80
 - B. 88
 - C. 96
 - D. 104
10. Find the value of: $15 \times 15 - 125$
- A. 75
 - B. 100
 - C. 125
 - D. 150

11. Evaluate: $(36 \times 5) + (48 \div 6)$

- A. 188
- B. 190
- C. 192
- D. 196

12. A number divided by 7 gives 9. What is the number?

- A. 56
- B. 63
- C. 72
- D. 81

13. Solve: $999 - 333 \times 2$

- A. 333
- B. 343
- C. 353
- D. 363

14. Find the value of: $(125 \times 4) \div 5$

- A. 80
- B. 90
- C. 100
- D. 110

15. Evaluate: $200 + 300 \times 3 - 400 \div 2$

- A. 800
- B. 850
- C. 900
- D. 950

**SCIENCE
AND
SOCIAL STUDIES**

Project Based Learning (PBL)

Theme: Biodiversity Register- Young Guardians of Nature

General Instructions:

1. Maintain a separate notebook for PBL.
2. The homework will be graded based on Research, Field work, Creativity, Observation, Record keeping, and understanding.
3. Complete only the tasks given below during summer vacation.
4. The remaining stages will be done under the **supervision of a teacher in the school.**
5. **Use website: <http://bellschool.ebonline.in> for any type of online research work.**

STAGE 1: REAL WORLD CONNECT

Read the passage carefully:

Nagaland's Forest Protectors

In the state of Nagaland in India, many communities have lived closely connected to forests, rivers and farms for generations. Forests were not just places with trees, they were sources of food, clean water, building materials, medicines, and cultural traditions. Because their lives depended on nature, people developed ways to use the forest resources carefully and respectfully. Elders taught the younger generation how to recognize plants, track animals, understand seasonal patterns, and limit the use of lumber so that forest and its wildlife remained pristine. However, over time, villagers began to notice that the balance between people and nature was changing. Trees were being cut faster than they could grow back. Hunting increased and some animals became rare to find. Overfishing led to a decrease in the number of fish in the river, negatively affecting the riverine ecosystem. Forest areas became smaller, wildlife numbers dropped, and the air was less clean. Communities realised that if these trends continued, both nature and their own future well-being would be at risk. They were also concerned that traditional ecological knowledge might disappear if younger generations did not learn and practice it. To restore this balance, three villages— Sukhai, Kivikhu, and Ghukhuyi—decided to create Community-Conserved Areas (CCAs). These were forest areas that the whole community agreed to protect and manage together. Creating CCAs required cooperation, discussion, and shared responsibility. People had to rethink how they used forest resources and agree on new practices that would allow nature to recover. So, what did these village communities do to revive and protect their forests? They set clear rules for hunting and resource use, such as limiting when and where animals could be hunted and preventing cutting of certain trees. They recorded species found in their forests, including birds, butterflies, mammals, and useful plants, so they could track changes over time. They protected breeding seasons and habitats, ensuring animals could reproduce safely and ecosystems could regenerate. They passed ecological knowledge to younger generations by involving youth in forest walks, monitoring, and conservation activities. These actions were not easy. People had to change long-standing habits, learn new ways of observing and recording biodiversity, and stay committed even when results were slow. But persistence brought change. Gradually, the forests were regenerated, the wildlife returned, and the riverine ecosystem became healthier. The communities also developed nature-friendly livelihoods, such as guiding visitors, that supported conservation instead of harming it.

Discuss these questions to understand the relevance from the scenario:

- a. Why did the villages in Nagaland decide to create Community-Conserved Areas?
- b. How did setting rules for hunting and protecting breeding seasons help the forests and the animals to recover?
- c. Why is it important for communities to record species and pass ecological knowledge to younger generations?
- d. What signs showed the communities that the balance between people and nature was disturbed?
- e. What can your school or neighborhood learn from the Nagaland communities to help protect biodiversity locally?

STAGE 2: RESEARCH

Step1: Observation

Note: Go to Britannica Library for research work.

Study about biodiversity and its importance for the environment and human beings.

- As you explore, research what the presence and absence of certain animals or plants can tell us about the health of an ecosystem. For example, the presence or absence of frogs often in ponds or lakes bees, and birds are markers of the health of forest ecosystems.
- **Use Britannica resources, such as articles, videos, images, as well as books from the library, and the observations of your locality to gather correct and reliable information.**
- Read about bioacoustics—how scientists use sounds from animals and nature to understand the environment. Think about how listening to these sounds can help identify problems in your local ecosystem.
- Research the main challenges and threats to biodiversity such as habitat loss, pollution, climate change, or invasive species.
- Think about what it might mean for an ecosystem if an indicator species (like frogs, butterflies, or birds) disappears.
- Explore how everyday human choices, such as waste disposal, noise, and appliance use negatively affect plants and animals.
- Study about interdependence of every type.

Find out which plants, animals, and insects are local to your area and what is their state now: are they still thriving, do they struggle to survive, or have they died out? Support your research with examples and case studies.

Step 2-Data Collection and Analysis

Guidelines: How do you do it?

1. Conduct **field observations** in your selected area and record the type of flora and fauna.
2. **Segregate the types of flora and fauna into categories** such as local, indigenous, foreign, and invasive.
3. **Take clear photographs** of species, their habitats, and any visible environmental factors, such as landforms, water bodies, and tree cover.

4. **Conduct simple interviews and surveys of educators, gardeners, local residents, or forest officials (if permitted)** to understand the types of species present, any changes over time, and local environmental concerns.
5. **Identify visible threats to biodiversity** in the area, such as pollution, habitat loss, or climate-related changes.
6. Analyze the **role of each observed species** in the ecosystem (pollination, pest control, food chain support, oxygen production, etc.).
7. **Summarize your findings in the Design Thinker's Journal by listing species observed, their ecological importance, threats identified, and possible conservation actions.**

Questionnaire : Answer the following questions in detail

- a. Have you noticed any plants, birds, or insects in the school that were common before but are rare now?
- b. Are there any species in our school area that you think are important for nature? Why?
- c. Have you observed any environmental changes in or around the school over the years?
- d. What activities in school might affect local plants or animals (for example, waste, noise, construction)?
- e. What actions can schools take to protect biodiversity on campus?
- f. Do you think keeping a school biodiversity register or record of plants and animals would be useful? How could it help learners or the environment?

Gardeners (at home /parks and Maintenance Staff (Home/Locality)

- a. What plants, birds, or insects do you commonly see in the school garden or grounds?
- b. Have you noticed any changes in the number of butterflies, birds, or other animals over time?
- c. What problems do plants or soil in this area face (for example, pests, dryness, pollution)?
- d. Have any plants or species disappeared or reduced in recent years?
- e. What practices help keep the garden healthy for plants and animals?

Local Residents:

- a. What kinds of plants, birds, or animals do you usually see in this area?
- b. Have you noticed any species becoming fewer or disappearing over the years?
- c. What environmental changes have you observed in this locality (trees cut, water bodies changed, more buildings, etc.)?
- d. What human activities here might affect biodiversity (waste, traffic, noise, land use)?
- e. Are there any local efforts or traditions that help protect nature?

Forest Officials and Environmental Workers (if available)

- a. What important plant or animal species are found in this area?
- b. Have any species become rare, threatened, or disappeared in recent years?
- c. What are the main threats to biodiversity in this region? How do human activities affect forests and wildlife here?
- d. What conservation actions are being taken to protect local species?
- e. How do you use sounds from animals or nature to find out if there are problems in the forest?
- f. How can learners or communities help in biodiversity conservation?
- g. How important is documenting or maintaining records of species in conservation work? How does it help protect biodiversity?

STEP-3 OBSERVATION REPORT

Species Role in the Ecosystem—Analysis Table

Species Name	Type (Plant/Animal/Bird/Insect)	Observed Habitat	Ecological Role Why It Is Important

Interview Notes or summary

Photo and videos collection (of observation and interviews to be pasted here)

COMPUTERS

1. Make a list of different email addresses that you can use and identify different Host names.
2. Name the platform used for E-Learning.
3. What is the difference between the Twitter and Facebook?
4. Write **5 sentences** on how you use **web services in your daily life**.
5. Make a list of all the steps needed to reservation of a ticket online?
6. What are the advantages and disadvantages of E- shopping?
7. Make a list all social media sites you are using. Identify what benefits you feel by their use. Also identify the restrictions these websites put on you as a user.
8. Your friend wants to make a birthday invitation card using GIMP.
 - Which tools can be used to add colours and text ?
9. You opened the picture in GIMP and accidentally drew extra line on it.
 - Which tool will help you remove them?
10. Check out <https://www.autodraw.com/> to create freehand doodles and watch them magically transform into beautiful drawings.

11. Write the full form of all.

URL, ASCII, RFID, IDLE, BCC, OMR, OCR, BCR, MICR, LED, LCD, CRT, HTML, AI, VIRUS, RDBMS, JPEG, CC, PNG, SMTP, IMAP, TCP, SSL, SQL, FTP, GIF , GIMP

12. Draw a poster on:

“Safety Rules While Using Internet”

- Strong Password
- Don't Share Personal Information
- Safe Browsing

LIBRARY

General Instructions: -

- Parents are requested to motivate their child to complete the work independently. Assistance may be provided only if needed.
- The holiday homework will be graded.
- Use a small notebook to complete this assignment.

Students will write a story using their thinking, imagination and creativity. In this story writing, students can take inspiration from Non-Fiction, Fiction, Reference Books read by them or from any of their travels. In which students will use some pictures related to the story. This story writing can be done in any language, Hindi or English.