Key to
Navjeevan Term Book - II

Standard
4

Teacher's Copy

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NAVJEEVAN

CONTENTS

English Balbharati

Unit - II

9. Time for Everything

F. A.

2. **(a)** talk **(b)** day **(c)** too **(d)** fit
3. **(a)** walk **(b)** noise **(c)** play **(d)** wake
   (e) adult **(f)** sit down
4. 'But see that the times and actions fit.'
5. **(a)** - (ii), **(b)** - (iv), **(c)** - (i), **(d)** - (iii).

S. A.

1. **(a)** nearly always.
   (b) used for saying that someone should do something now and not wait until later.
   (c) A tragedy can be avoided if you work on time.
2. **(a)** It is time to sleep at the close of day or at night.
   (b) Every deed or work we do has a specific time for it to be done.
   (c) (3) ✓

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10. Be a Craftsman ! (Marbling)

F. A.

2. **(a)** child **(b)** wet **(c)** cruel **(d)** soft
3. **(a)** cub **(b)** ground **(c)** fry **(d)** mind

S. A.

1. **(a)** The paint brush is needed for water colouring.
   (b) I spend about six hours in my classroom.
   (c) Water is a basic necessity of life.
   (d) When I fancy eating a cake, I go and buy one.

2. **What you need :**
   * A plastic bucket or a tub
   * Water
   * Kerosene or turpentine
   * Plain sheets of white or coloured drawing paper
   * Oil paints — blue, red, yellow, green
   * A paintbrush, clips

What you do :
   * Fil three-fourths of the bucket or tub with water.
   * Add kerosene or turpentine to the paints that you have in separate tins. This will make the paints thinner. Do it with the help of an adult.
   * Add a few drops of paints to the water, using the paintbrush. Stir the water gently with the brush. You will see the paints (colours) twirling around in water.
   * Now put the plain drawing paper sheet on the coloured surface of water and press it lightly.
   * Lift the sheet of paper carefully. You will see colourful shapes on the sheet.
   * Use a clip to lift the sheet to avoid staining your fingers.
   * Keep the sheet aside for a few movements to let it dry.

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11. In the World of Dictionaries

F. A.

2. **(a)** familiar **(b)** disrespect **(c)** easy
   (d) few **(e)** different **(f)** improper
3. **(a)** unfamiliar **(b)** unavailable
   (c) impossible **(d)** unused

4. **(1)** - (d), **(2)** - (a), **(3)** - (b), **(4)** - (c)

6.

M	A	P	M	N	D	M	C	L	M	X
A	L	R	N	C	A	K	J	W	X	P
G	P	O	N	L	I	N	E	I	H	Q
A	H	N	L	A	N	G	U	A	G	E
Z	A	U	A	N	G	U	A	G	E	O
I	B	N	N	V	B	W	N	F	G	Y
N	E	C	T	Y	V	X	H	D	E	A
E	T	I	O	A	Z	A	O	R	L	K
S	I	A	N	B	U	P	E	A		E
X	C	T	Y	T	K	L	U	Q	R	I
Y	A	I	M	O	Z	S	Q	U	S	Q
P	L	O	S	Y	I	B	P	S	T	M
Q	C	N		V	F	G		I	J	N
D	I	C	T	I	O	N	A	R	Y	Y
G	R	A	M	M	A	T	I	C	A	L

S. A.

1. **(a)** unusual

(b) a book that lists the words of a language.

(c) an object that represents something.

(d) words having opposite meaning.

(e) words having same meaning.

(f) the way in which a word is pronounced.

(g) relating to seeing or sight.

(h) a book giving information on many subjects.

(i) in the orders of the letters.

2. **(a)** Good manners is a must. I shall explain in this respect.

(b) I know that actions speak for themselves.

(c) I love going through magazines.

3. **(a)** Synonyms are words which have similar meanings.

(b) Meaning of words along with their pronunciation shown on a computer or internet are online dictionaries.

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12. Why English is so Hard...

F. A.

2. **(a)** oxes **(b)** nice **(c)** pen **(d)** beet **(e)** pan **(f)** boot **(g)** hat **(h)** hose **(i)** she **(j)** shim **(k)** see

3. **(a)** singular **(b)** woman **(c)** always **(d)** feminine

4. **(a)** ox **(b)** mouse **(c)** man **(d)** foot

5. **(a)** boots **(b)** houses **(c)** those **(d)** pans

7. oxes, beet, hose, shis, shim

8. A word used instead of a noun is called pronoun e.g., I, he, she, it, you, they, we.

9. **(a)** She is my friend.

(b) This is her notebook

(c) I want to return it to her.

S. A.

1. **(a)** something intended to deceive or outwit someone.

(b) cut something into pieces with axe or knife.

(c) scientific procedure carried out to make a discovery.

2. **(a)** Oxen are used to plough the field.

(b) The mouse ran into its hole.

(c) My brother wore his boot on the wrong foot.

(d) One must not use bad language.

3. **(1)** English is a tricky language because the pronunciation of some words do not always match with their spellings.

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13. Sultan Ghiyasuddin in the Qazi's Court

F. A.

2. **(a)** western **(b)** timely **(c)** disappear

(d) disrespect **(e)** rejected **(f)** absent

3. **(a)** sand, hand **(b)** heat **(c)** mix

4. **(a)** no **(b)** yes **(c)** yes **(d)** yes **(e)** yes **(f)** yes

5. **(a)** The Qazi said to Sultan Ghiyasuddin Azam Shah.

(b) Sultan Ghiyasuddin said to the Qazi.

(c) The Qazi said to Sultan Ghiyasuddin.

S. A.

1. **(a)** crying and sobbing long and loudly.

(b) honest.

(c) to order someone to come.

(d) a written notice ordering some one to appear in court.

(e) here its an awkward situation.

(f) an enclosed space in a court of law.

(g) crime, a wrong deed.

(h) a person who has done something wrong or illegal.

(i) falter, hesitate.

2. **(a)** The man was tried in the courtroom before the judge.

(b) Shivaji Maharaj was an honest ruler.

(c) Today all the palaces are in ruins.

(d) One must say a prayer as soon as one wakes up in the morning.

(e) In olden days kings fought with swords.

(f) My friend was found guilty of cheating.

3. **(a)** If the Qazi wavered in his judgement the Sultan would behead the Qazi.

(b) The Qazi would whip the Sultan if he did not obey the law.

(c) The offence was brought home to the offender.

(d) For fulfilling their duties without hesitations.

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14. My Books

F. A.

2. **(a)** gnomes **(b)** small **(c)** land

(d) meet **(e)** adventuring

3. **(a)** hate **(b)** tiny **(c)** enemies

(d) new **(e)** cry

4. **(a)** queens **(b)** fairies **(c)** knights **(d)** wonderland

Activity

6. island, could, calf, honest, gnaw, psalm, chores, chemist.

S. A.

1. **(a)** unusual or old fashioned and attractive.

(b) move in or take a twisting course.

(c) an unusual exciting daring experience.

2. **(a)** Books are a man's best friend.

(b) Queens live in royal palaces.

(c) I love reading stories about fairies.

(d) 'Alice in wonderland' is my favourite book.

(e) Mumbai city is very crowded.

(f) I sing when I am alone.

3. The child finds homes of queens, fairies, knights and gnomes. He visits wonderful places and meets quaint people.

4. **[To be done by students.]**

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15. A Collage - Sachin Ramesh Tendulkar

F. A.

2. **(a)** oldest **(b)** lowest **(c)** national **(d)** soft

3. **(a)** Bharat Ratna **(b)** Men's ODI

    (c) Test, ODI matches **(d)** Sachin Tendulkar

    (e) fifty **(f)** first batsman

4. Arjun Award, Rajiv Gandhi Khel Ratna, Padma Shri, Maharashtra Bhushan, Padma Vibhushan Bharat Ratna.

5. **(a)** **[To be done by students.]**

    (b) Teacher pays special attention to each and every one of us. She calls us by name and shows us where we have gone wrong. She explains our difficulties and shows us how to do our work well.

    (c) My aunt has been a great help. Whenever I have a difficulty, I approach her, since my mother is at work. My aunt too is a teacher, she explains everything to me and makes things very easy.

Activity

6. **(b)** Mother Teresa, Indira Gandhi, J. R. D Tata, Lata, Mangeshkar, A. P. J. Abdul Kalam.

    (c) Milkha Singh – Gold medal in the Asian Games. Gold medal in the Common wealth Games.

    Prakash Padukone – Bronze medal in the Asian Game Gold medal in the common wealth games.

Mary Kom – Bronze medal at the summer Olympics. Gold medal in the Asian Games.

S. A.

1. **(a)** someone who receives something.

    (b) making you feel deeply about something.

    (c) organisations such as newspapers, television.

    (d) pleased with oneself.

    (e) watching something.

    (f) great.

    (g) something that you do in order to help something to be successful.

2. **(a)** I broke all records when I stood first in class.

    (b) My brother loves playing cricket.

    (c) My teacher was very happy with my collage making.

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16. 'Know' Formalities, Please (Part - I)

F. A.

2. **(a)** seat **(b)** announcement

    (c) display **(d)** completion

3. **(a)** arrive **(b)** request **(c)** receive **(d)** subject

4. **(a)** false **(b)** impolite **(c)** informal **(d)** begin

S. A.

1. **(a)** a good time, correct moment.

    (b) producing a desired or intended result.

    (c) suitably.

2. **(a)** I wrote a letter to my friend yesterday.

    (b) The principal of my school is a kind person.

    (c) One must learn to be polite to all.

    (d) The teacher turns her classroom into a friendly place.

3. **(1)** It should be written in the upper right corner of the page.

(2) It should be written near the left margin.

(3) The subject of the letter should be short and precise.

(4) The receiver should not be addressed as My Dear Sir / Madam. It should be Dear Sir / Madam.

(5) Formal letters should be to the point and written in polite language.

17. 'Know' Formalities, Please (Part - II)

F. A.

2. **(a)** tall, long   **(b)** rude   **(c)** dull, dark

3. **(1)** cement   **(2)** rage

* **Teacher's note :** In Q.3 (2) please ask the students to change the Question courage - r _____ to (uncontolled anger)

4.   Mumbai Sikshan School

Mumbai Central,

Mumbai - 400 010.

24th July, 2014.

The Principal,

Mumbai Sikshan School

Mumbai - 400 010.

Sub. Request for Assembly Hall

Dear Sir.

We the students of class IV have a request. Sir, we have all made Science Projects and we have no place to exhibit these projects of ours.

We request you to please allow us to use the school hall to display our projects. We promise that we shall keep the hall clean and tidy.

Yours faithfully,

Std. IV Students

5.   Class IV

Mumbai Sikshan School

Mumbai - 400 010.

28th July, 2014.

Dear Madam and Sir Prabhune.

Thank you very much for giving us all the help we needed to hold our Science Exhibition. We are really very grateful to both of you for going out of your way to render us help.

You gave us monetary help and spent so much of your valuable time to help us complete our projects and set up the entire our projects and set up the entire exhibition.

We promise to continue doing our best when we have other project exhibitions.

Many thanks once again.

Yours faithfully,

Students of Std. IV

6. **(a)** The letter from the Librarian was put on the class notice board - Statement.

(b) Good bye boredom! Welcome happy hours - Exclamation.

(c) Do not forget to thank the receiver appropriately - Command.

(d) What do we do next, teacher? - Question.

S. A.

1. **(a)** feeling of great enthusiasm.
   (b) very pleased.
   (c) praise given for an achievement.
   (d) ask earnestly.
   (e) a good time for doing something.
   (f) giving out light.

2. **(a)** We will go for the school party dressed in formal clothes.
   (b) My high marks came to me as a surprise.
   (c) Our teachers instruct us to maintain silence in class.
   (d) I love to sit with my friends in the classroom.
   (e) We must always abide by the rules of the school.
   (f) I was given too short a time to study my speech.

3. **(1)** Mrs Desai, the English teacher met the principal to tell her about the excitement of the arrival of the new library books.
   (2) The principal praised Mrs Desai for creating and arousing the interest of reading books, in the children's minds.
   (3) The students wanted permission to read the books at home so they wrote a letter of request asking the principal to grant them permission to take the books home.

✳ ✳ ✳ ✳

English Grammar & Composition
Unit - II
8. Adjectives

F. A. – Assignment

➢ **(1)** lovely **(2)** dirty **(3)** little, heavy **(4)** old, tall
  (5) fresh **(6)** honest **(7)** noisy **(8)** sharp

➢ $1-c, 2-e, 3-d, 4-a, 5-f, 6-b.$

➢ **(1)** domestic **(2)** big **(3)** long **(4)** clever
  (5) strange **(6)** dirty **(7)** soft **(8)** sick

9. Picture Composition

F. A. – Assignment

➢ **[To be done by students.]**

10. The Sentence

F. A. – Assignment

➢ **(1)** The fish swims in the pond.
  (2) The stars twinkle at night.
  (3) My father is watching a cricket match on TV.
  (4) Salma did not come to school yesterday.
  (5) The eagle flew high over the mountains.
  (6) Mother bought a new sari for the wedding reception.
  (7) My cat Snowy loves to eat fish.
  (8) There is a church near the school.

2. My sister likes milk and biscuits. My sister played during the day. My sister played with the ball.

The dog likes milk and biscuits. The dog played during the day. The teacher likes milk and biscuits. The sun shines during the day. The dog played with the ball.

11. The Verb – Tense (Past and Present)

Class Work

➢ (1) dived (2) stopped (3) drinks (4) went
(5) sings (6) had/carried (7) talked/spoke (8) kicked
(9) study (10) flies

➢ (1) saw – Past Tense (2) goes – Present Tense
(3) slept – Past Tense (4) eats – Present Tense
(5) kicked – Past Tense (6) stood – Past Tense
(7) flies – Present Tense (8) plucks – Present Tense
(9) spoke – Past Tense (10) sells – Present Tense

F. A. – Assignment

➢ (1) chased (2) rises (3) went (4) reads
(5) bought (6) wrote (7) goes (8) won

➢ decided, stood, ran, walked, reached, turned, saw, thought, walked, passed, smiled, woke, reached.

12. Kinds of Sentences

F. A. – Activity

➢ (a) Question (b) Command (c) Statement
(d) Exclamation (e) Command (f) Statement
(g) Question (h) Exclamation (I) Statement
(j) Exclamation (k) Command (l) Question

13. Letter - writing

F. A. – Assignment / Group Activity

➢
Students of Std. IV
St. Mary's school
Mumbai 400002
29th August, 2014

The Principal
St. Mary's school,
Mumbai 400002

Sub.: Request for using the Assembly Hall.

Respected Sir,

We, the students of Std. IV, have prepared many science projects. We would like to hold an exhibition of these projects. We would like your permission for using the Assembly Hall for the exhibition. We promise to take utmost care and follow all the rules.

Yours faithfully,
Students – IV

14. Story Writing

F. A.

➢ [To be done by students.]

15. Comprehension

F. A.

(1) Vincent Van Gogh was one of the most celebrated painters of the last century.

(2) Van Gogh's art teacher asked him to draw the picture of a garden.

(3) Instead of drawing the picture of a garden, Van Gogh splashed a whole lot of colours on the canvas.

(4) (c)

(5) Van Gogh claimed to have painted the colours of happiness.

(6) The art teacher was shocked on seeing Van Gogh's painting.

(7) The art teacher had expected to see plants, flowers, leaves, the earth and the sky in Van Gogh's painting.

(8) False — Van Gogh had hardly learnt art at school.

Home Assignment - 2

F. A.

1. **(1)** stood   **(2)** bought   **(3)** slept

(4) thought   **(5)** threw   **(6)** caught

2. **(1)** Androcles master was a cruel man.

(2) Mother did not buy the dress as she thought it was expensive.

(3) Teacher said that Roma's answers were perfect.

(4) He learnt the poem without much effort as it was easy.

3. **(1)** The boys have won the match.

(2) The boys showed some funny tricks.

(3) The boys saw a lovely film.

(4) The boys arrived at the bus stop.

(4) The boys saw an interesting match.

(5) The boys have read the book.

(6) The clown showed some funny tricks.

(7) Mother has read the book.

(8) Mother arrived at the bus stop.

(9) Mother saw a lovely film.

Home Assignment - 3

F. A.

1. **(1)** Exclamation   **(2)** Command   **(3)** Statement
(4) Question   **(5)** Statement   **(6)** Command
(7) Question   **(8)** Exclamation

2. **[To be done by students.]**

❊ ❊ ❊ ❊

Mathematics

Part - I
5. Multiplication : Part 1

F. A. – Class Work

1.   **(1) 53 × 8**

×	50	3
8	400	24

$$+\begin{array}{r}400\\24\\\hline424\end{array}$$

(2) 25 × 9

×	20	5
9	180	45

$$+\begin{array}{r}180\\45\\\hline225\end{array}$$

(3) 86 × 5

×	80	6
5	400	30

$$+\begin{array}{r}400\\30\\\hline430\end{array}$$

(4) 75 × 11

×	70	5
10	700	50
1	70	5

$$700 + 50 + 70 + 5 = 825$$

(5) 41 × 14

×	40	1
10	400	10
4	160	4

$$400 + 10 + 160 + 4 = 574$$

(6) 68 × 12

×	60	8
10	600	80
2	120	16

$$600 + 80 + 120 + 16 = 816$$

(7) 60 × 25

×	60	0
20	1200	0
5	300	0

$$1200 + 0 + 300 + 0 = 1500$$

(8) 78 × 16

×	70	8
10	700	80
6	420	48

$$700 + 80 + 420 + 48 = 1248$$

(9) 45 × 5

×	40	5
5	200	

$$+\begin{array}{r}200\\25\\\hline225\end{array}$$

(10) 65 × 8

×	60	5
8	480	40

$$+\begin{array}{r}480\\40\\\hline520\end{array}$$

Multiplying a three-digit number

F. A. – Class Work

1.

(1)	4 H	×	5	= **2,000**
(2)	20	×	3 H	= **6,000**
(3)	40	×	500	= **20,000**
(4)	800	×	60	= **48,000**
(5)	35	×	200	= **7,000**
(6)	**1 H**	×	70	= 7,000
(7)	7 H	×	2	= **1,400**
(8)	20	×	300	= **6,000**
(9)	600	×	30	= **18,000**
(10)	900	×	20	= **18,000**
(11)	600	×	42	= **25,200**
(12)	15	×	**200 H**	= 30,000
(13)	200	×	20	= **4,000**
(14)	80	×	7	= **560**
(15)	800	×	80	= **64,000**
(16)	10	×	**70**	= 700

Multiplying any three-digit number by a one-digit number

F. A. – Class Work

1. (a) $124 \times 3 = \boxed{372}$ (b) $367 \times 5 = \boxed{1835}$

    (c) $408 \times 9 = \boxed{3672}$ (d) $627 \times 8 = \boxed{5016}$

    (e) $840 \times 4 = \boxed{3360}$ (f) $716 \times 7 = \boxed{5012}$

    (g) $193 \times 5 = \boxed{965}$ (h) $227 \times 3 = \boxed{681}$

    (i) $352 \times 2 = \boxed{704}$ (j) $444 \times 3 = \boxed{1332}$

    (k) $122 \times 6 = \boxed{732}$ (l) $100 \times 9 = \boxed{900}$

    (m) $215 \times 4 = \boxed{860}$ (n) $123 \times 5 = \boxed{615}$

    (o) $207 \times 2 = \boxed{414}$

2.

×	600	50	0
4	2400	200	0

$$\begin{array}{r} 2400 \\ +\ \ 200 \\ +\ \ \ \ \ 0 \\ \hline 2600 \end{array}$$

Therefore, the cost of 4 chairs is ₹ 2,600.

3.

×	800	20	5
5	4000	100	25

$$\begin{array}{r} 4000 \\ +\ \ 100 \\ +\ \ \ 25 \\ \hline 4125 \end{array}$$

Therefore, the cost of 5 sacks is ₹ 4,125.

4.

×	80	0
4	320	0

$$\begin{array}{r} 320 \\ +\ \ \ 0 \\ \hline 320 \end{array}$$

Therefore, there are 320 trees in 80 rows.

5.

×	90	0
3	270	0

$$\begin{array}{r} 270 \\ +\ \ \ \ 0 \\ \hline 270 \end{array}$$

Therefore, there are 270 students in 3 rows.

Multiplying a three-digit number by a two-digit number

F. A. – Class Work

1. (1)

×	800	10	9
10	8,000	100	90
2	1,600	20	18

$$\begin{array}{r} 8{,}000 \\ +\ \ \ \ 100 \\ +\ \ \ \ \ 90 \\ +\ 1{,}600 \\ +\ \ \ \ \ 20 \\ +\ \ \ \ \ 18 \\ \hline 9{,}828 \end{array}$$

Hence, $819 \times 12 = 9{,}828$

(2)

×	500	40	5
30	15,000	1,200	150
8	4,000	320	40

$$\begin{array}{r} 15{,}000 \\ +\ 1{,}200 \\ +\ \ \ 150 \\ +\ 4{,}000 \\ +\ \ \ 320 \\ +\ \ \ \ 40 \\ \hline 20{,}710 \end{array}$$

Hence, $545 \times 38 = 20{,}710$

(3)

×	900	50	3
30	27,000	1,500	90
8	7,200	400	24

$$\begin{array}{r} 27{,}000 \\ +\ 1{,}500 \\ +\ \ \ \ 90 \\ +\ 7{,}200 \\ +\ \ \ 400 \\ +\ \ \ \ 24 \\ \hline 36{,}214 \end{array}$$

Hence, $953 \times 38 = 36{,}214$

(4)

×	600	10	0
40	24,000	400	0
5	3,000	50	0

```
   24,000
 +    400
 +  3,000
 +     50
 +      0
 _____
   27,450
```

Hence, $610 \times 45 = 27,450$

(5)

×	400	00	7
50	20,000	0	350
5	2,000	0	35

```
   20,000
 +      0
 +    350
 +  2,000
 +      0
 +     35
 _____
   22,385
```

Hence, $407 \times 55 = 22,385$

(6)

×	700	80	1
90	63,000	7,200	90
0	0	0	0

```
   63,000
 +  7,200
 +     90
 +      0
 +      0
 +      0
 _____
   70,290
```

Hence, $781 \times 90 = 70,290$

Multiplying a three-digit number by a two-digit number

Class Work

1. **(1)**

×	300	40	2
20	6,000	800	40
3	900	120	6

```
   6,000
 +   800
 +    40
 +   900
 +   120
 +     6
 _____
   7,866
```

Hence, $342 \times 23 = 7,866$

(2)

×	800	20	1
20	16,000	400	20
0	0	0	0

```
   16,000
 +    400
 +     20
 _____
   16,420
```

Hence, $821 \times 20 = 16,420$

(3)

×	700	00	9
70	49,000	0	630
6	4,200	0	54

```
   49,000
 +      0
 +    630
 +  4,200
 +      0
 +     54
 _____
   53,884
```

Hence, $709 \times 76 = 53,884$

(4)

×	500	00	0
30	15,000	0	0
0	0	0	0

```
   15,000
 +      0
 +      0
 +      0
 +      0
 +      0
 _____
   15,000
```

Hence, $500 \times 30 = 15,000$

(5)

×	400	20	2
20	8,000	400	40
8	3,200	160	16

```
     8,000
+      400
+       40
+    3,200
+      160
+       16
   ───────
    11,816
```

Hence, $422 \times 28 = 11,816$

(6)

×	600	30	0
10	6,000	300	0
2	1,200	60	0

```
     6,000
+      300
+        0
+    1,200
+       60
+        0
   ───────
     7,560
```

Hence, $630 \times 12 = 7,560$

2. **1.**

×	100	70	5
30	3,000	2,100	150
1	100	70	5

```
     3,000
+    2,100
+      150
+      100
+       70
+        5
   ───────
     5,425
```

The teacher collected ₹ 5,425.

2.

×	200	00	5
40	8,000	0	200
8	1,600	0	40

```
     8,000
+        0
+      200
+    1,600
+        0
+       40
   ───────
     9,840
```

There are 9,840 mangoes in the van.

(3)

×	100	50	4
10	1,000	500	40
7	700	350	28

```
     1,000
+      500
+       40
+      700
+      350
+       28
   ───────
     2,618
```

The cost of the articles is ₹ 2,618.

(4)

×	70	2
10	700	20
0	0	2

```
+      700
+       20
   ───────
       720
```

The cost of pencils is ₹ 720.

---

6. Division : Part 1

F. A. – Class Work

1.

(1) 8 ÷ 2	(2) 16 ÷ 4	(3) 18 ÷ 6
``` 4 ⁄ 2)8 / −8 / ──── / 0 ```	``` 4 ⁄ 4)16 / −16 / ──── / 00 ```	``` 3 ⁄ 6)18 / −18 / ──── / 00 ```

```
(1) 8 ÷ 2
       4
   2) 8
    − 8
   ─────
       0
```

```
(2) 16 ÷ 4
       4
   4) 16
    −16
   ─────
      00
```

```
(3) 18 ÷ 6
       3
   6) 18
    −18
   ─────
      00
```

```
(4) 24 ÷ 8
       3
   8) 24
    −24
   ─────
      00
```

```
(5) 40 ÷ 5
       8
   5) 40
    −40
   ─────
      00
```

The inter-relationship between division and multiplication

F. A. – Oral

1.

$$7 \times 5 = 35$$

$$35 \div \boxed{7} = 5 \qquad 35 \div \boxed{5} = 7$$

$$5 \times 9 = 45$$

$$45 \div \boxed{5} = 9 \qquad 45 \div \boxed{9} = 5$$

$$6 \times 4 = 24$$

$$24 \div \boxed{6} = 4 \qquad 24 \div \boxed{4} = 6$$

$$7 \times 6 = 42$$

$$42 \div 7 = \boxed{6} \qquad 42 \div 6 = \boxed{7}$$

$$8 \times 7 = 56$$

$$56 \div 8 = \boxed{7} \qquad 56 \div 7 = \boxed{8}$$

$$7 \times 9 = 63$$

$$63 \div 7 = \boxed{9} \qquad 63 \div 9 = \boxed{7}$$

Dividing a two-digit number by a single-digit number

F. A. – Class Work

1.

(1)
```
        15
  5) 75
    − 5↓
    ─────
     25
    − 25
    ─────
      00
```
Dividend   = 75
Divisor   = 5
Quotient   = 15
Remainder = 0

(2)
```
        13
  4) 52
    − 4↓
    ─────
     12
    − 12
    ─────
      00
```
Dividend   = 52
Divisor   = 4
Quotient   = 13
Remainder = 0

(3)
```
        14
  3) 44
    − 3↓
    ─────
     14
    − 12
    ─────
      02
```
Dividend   = 44
Divisor   = 3
Quotient   = 14
Remainder = 2

(4)
```
        11
  8) 92
    − 8↓
    ─────
     12
    − 8
    ─────
      4
```
Dividend   = 92
Divisor   = 8
Quotient   = 11
Remainder = 4

(5)
$$\begin{array}{r} 14 \\ 6\overline{)85} \\ -6\downarrow \\ \hline 25 \\ -24 \\ \hline 01 \end{array}$$

Dividend = 85
Divisor = 6
Quotient = 14
Remainder = 1

(6)
$$\begin{array}{r} 13 \\ 7\overline{)92} \\ -7\downarrow \\ \hline 22 \\ -21 \\ \hline 01 \end{array}$$

Dividend = 92
Divisor = 7
Quotient = 13
Remainder = 1

(7)
$$\begin{array}{r} 19 \\ 3\overline{)58} \\ -3\downarrow \\ \hline 28 \\ -27 \\ \hline 01 \end{array}$$

Dividend = 58
Divisor = 3
Quotient = 19
Remainder = 1

(8)
$$\begin{array}{r} 15 \\ 5\overline{)75} \\ -5\downarrow \\ \hline 25 \\ -25 \\ \hline 00 \end{array}$$

Dividend = 75
Divisor = 5
Quotient = 15
Remainder = 0

Dividing a two-digit number by a single-digit number

Class Work

1.

(1) 33 ÷ 5	(2) 41 ÷ 8	(3) 51 ÷ 7	(4) 80 ÷ 9
$\begin{array}{r} 6 \\ 5\overline{)33} \\ -30 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ 8\overline{)41} \\ -40 \\ \hline 1 \end{array}$	$\begin{array}{r} 7 \\ 7\overline{)51} \\ -49 \\ \hline 2 \end{array}$	$\begin{array}{r} 8 \\ 9\overline{)80} \\ -72 \\ \hline 8 \end{array}$

(5) 90 ÷ 2	(6) 79 ÷ 3	(7) 93 ÷ 2	(8) 48 ÷ 4
$\begin{array}{r} 45 \\ 2\overline{)90} \\ -8\downarrow \\ \hline 10 \\ -10 \\ \hline 00 \end{array}$	$\begin{array}{r} 26 \\ 3\overline{)79} \\ -6\downarrow \\ \hline 19 \\ -18 \\ \hline 01 \end{array}$	$\begin{array}{r} 46 \\ 2\overline{)93} \\ -8\downarrow \\ \hline 13 \\ -12 \\ \hline 01 \end{array}$	$\begin{array}{r} 12 \\ 4\overline{)48} \\ -4\downarrow \\ \hline 08 \\ -8 \\ \hline 0 \end{array}$

(9) 33 ÷ 3	(10) 64 ÷ 2	(11) 55 ÷ 4	(12) 49 ÷ 3
$\begin{array}{r} 11 \\ 3\overline{)33} \\ -3\downarrow \\ \hline 03 \\ -3 \\ \hline 0 \end{array}$	$\begin{array}{r} 32 \\ 2\overline{)64} \\ -6\downarrow \\ \hline 04 \\ -4 \\ \hline 0 \end{array}$	$\begin{array}{r} 13 \\ 4\overline{)55} \\ -4\downarrow \\ \hline 15 \\ -12 \\ \hline 03 \end{array}$	$\begin{array}{r} 16 \\ 3\overline{)49} \\ -3\downarrow \\ \hline 19 \\ -18 \\ \hline 01 \end{array}$

Dividing zero by a non-zero number

S. A. – Class Work

1.

(1) 50 ÷ 5	(2) 90 ÷ 9	(3) 60 ÷ 3	(4) 40 ÷ 2
$\begin{array}{r} 10 \\ 5\overline{)50} \\ -5\downarrow \\ \hline 00 \\ -0 \\ \hline 00 \end{array}$	$\begin{array}{r} 10 \\ 9\overline{)90} \\ -9\downarrow \\ \hline 00 \\ -0 \\ \hline 00 \end{array}$	$\begin{array}{r} 20 \\ 3\overline{)60} \\ -6\downarrow \\ \hline 00 \\ -0 \\ \hline 00 \end{array}$	$\begin{array}{r} 20 \\ 2\overline{)40} \\ -4\downarrow \\ \hline 00 \\ -0 \\ \hline 00 \end{array}$

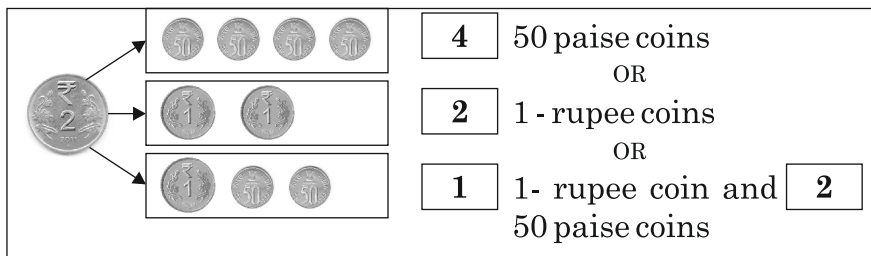| (5) 0 ÷ 2	(6) 30 ÷ 3	(7) 50 ÷ 5	(8) 0 ÷ 7
$\begin{array}{r} 0 \\ 2\overline{)0} \\ -0 \\ \hline 0 \end{array}$	$\begin{array}{r} 10 \\ 3\overline{)30} \\ -3\downarrow \\ \hline 00 \\ -0 \\ \hline 00 \end{array}$	$\begin{array}{r} 10 \\ 5\overline{)50} \\ -5\downarrow \\ \hline 00 \\ -0 \\ \hline 00 \end{array}$	$\begin{array}{r} 0 \\ 7\overline{)0} \\ -0 \\ \hline 0 \end{array}$

7. Coins and Notes

Exchanging big coins and notes for smaller ones

F. A. – Class Work

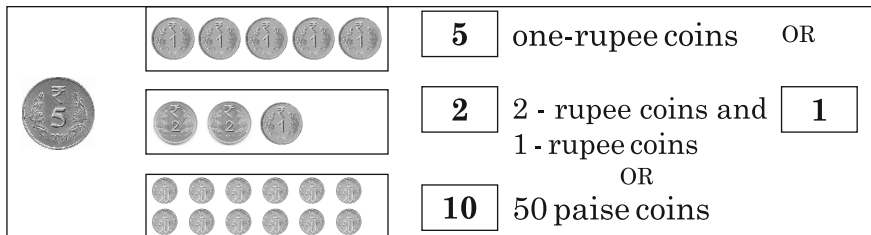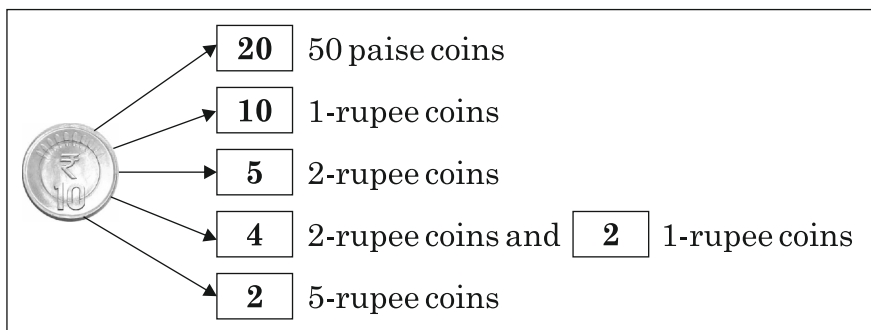1. **The change for 1 rupee is**

| 2 | coins of 50 paise |
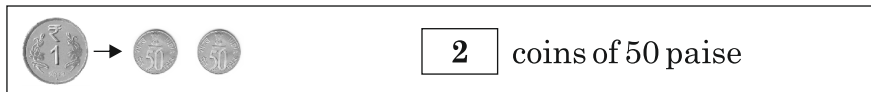
2. **The change for 2 rupee is**

| 4 | 50 paise coins |

OR

| 2 | 1 - rupee coins |

OR

| 1 | 1- rupee coin and | 2 | 50 paise coins |

3. **The change for a 5- rupee coin is**

| 5 | one-rupee coins | OR |

| 2 | 2 - rupee coins and | 1 | 1 - rupee coins |

OR

| 10 | 50 paise coins |

4. **The change for a 10- rupee coin is**

20	50 paise coins
10	1-rupee coins
5	2-rupee coins
4	2-rupee coins and	2	1-rupee coins
2	5-rupee coins

5. **The change for a 2000- rupee note is**

100	20-rupee coins
40	50-rupee coins
20	100-rupee coins
4	500-rupee coins
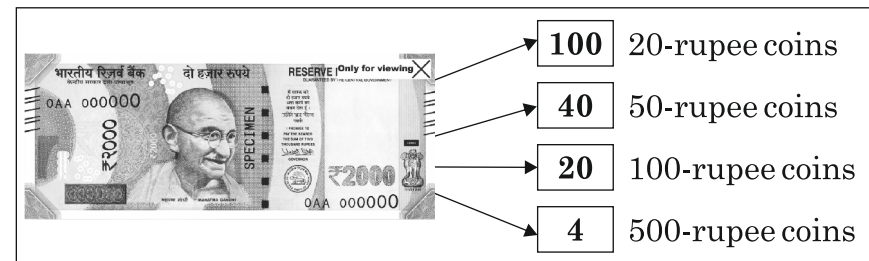
Small notes and coins can also be exchanged for a single bigger note or coin.

S. A. – Home Work

1.

10 +10

20+20+20+20+20

100+100+100+100+100

2+2+2+2+2

S. A. – Home Work

1.
   1. | 10 | 5-rupee notes ———————→
      | 5 | 10-rupee notes ———————→   one ₹ 50 note
      | 5 | 2-rupee coins and | 2 | 20-rupee notes ———————→

2. $\boxed{20}$ 5-rupee notes ⟶

$\boxed{4}$ 10-rupee notes and $\boxed{3}$
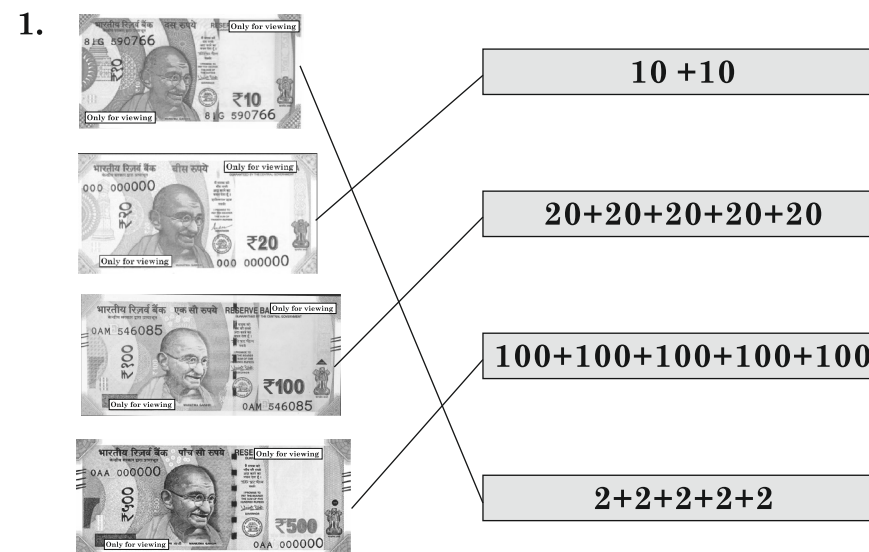
20-rupee notes ⟶
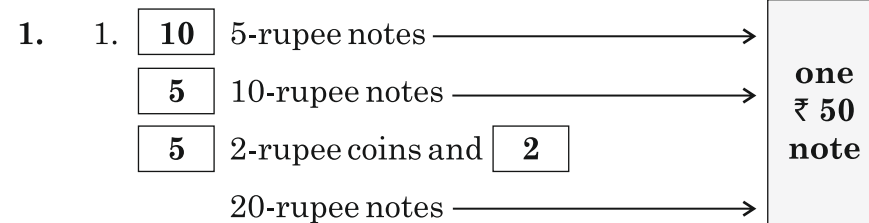
$\boxed{5}$ 20-rupee notes ⟶

$\boxed{2}$ 50-rupee notes ⟶

one
₹ 100
note

3. $\boxed{200}$ 10-rupee notes ⟶

$\boxed{100}$ 20-rupee notes ⟶

$\boxed{40}$ 50-rupee notes ⟶

$\boxed{20}$ 100-rupee notes ⟶

$\boxed{4}$ 500-rupee notes ⟶

one
₹ 2000
note

Note : Teacher please change Q.1. (3) to ₹ 2000 note.

4. Ajay has

₹	200	–	1 notes
₹	100	–	1 notes
₹	50	–	2 notes
₹	20	–	5 notes
₹	500	–	9 notes

5. Swati has

₹ 100 – 2 notes
₹ 50 – 4 notes
₹ 20 – 5 notes

6. Nandu has

₹ 200 – 4 notes
₹ 100 – 2 notes

7. Salma has

₹ 100 – 9 notes
₹ 50 – 2 notes

8. The value of a 100-rupee note is $\boxed{10}$ times that of a 10-rupee note.

The value of a 100-rupee note is $\boxed{2}$ times that of a 50-rupee note.

9. The value of a 500-rupee note is $\boxed{5}$ times that of a 100-rupee note.

The value of a 500-rupee note is $\boxed{10}$ times that of a 50-rupee note.

10. The value of a 2000-rupee note is $\boxed{4}$ times that of a 500-rupee note.

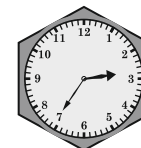The value of a 2000-rupee note is $\boxed{20}$ times that of a 100-rupee note.
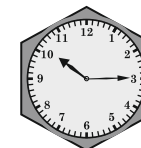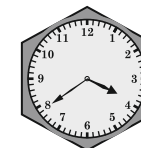
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8. Measuring Time

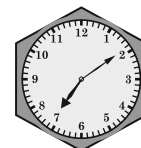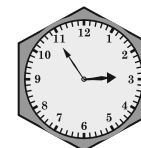### F. A. – Class Work

1.
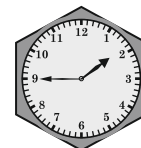
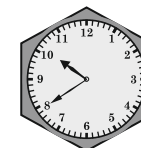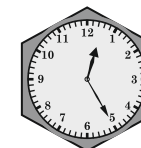| 45 minutes past 1 | 35 minutes past 2 | 15 minutes past 10 | 40 minutes past 3 |

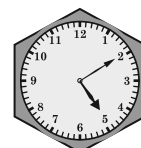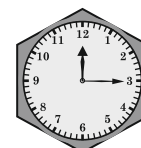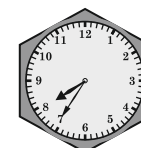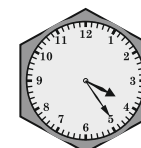| 10 minutes past 7 | 55 minutes past 2 | 40 minutes past 10 | 25 minutes past 12 |

2.

| 10 minutes past 5 | 15 minutes past 12 | 35 minutes past 8 | 25 minutes past 4 |

| 40 minutes past 2 | 45 minutes past 6 | 55 minutes past 2 | 15 minutes past 6 |

Using the terms 'a quarter past', 'half past' and 'a quarter to'

S. A. – Class Work

1. (1) Quarter past 3   =   15 minutes past 3

    (2) 15 minutes past 4 = **quarter past** 4.

    (3) Quarter past 5   = $\boxed{15}$ minutes past $\boxed{5}$

    (4) 45 minutes past 6 = **quarter to** 7.

    (5) Quarter to 10   = $\boxed{15}$ minutes past $\boxed{10}$

    (6) 30 minutes past 9 = **half past** 9.

2.

24-hour method	12-hour method
(1) 20 : 10	**(a)** 10 minutes past 7 pm
(2) 19 : 10	**(b)** 10 minutes past 5 pm
(3) 17 : 10	**(c)** 10 minutes past 11 pm
(4) 23 : 10	**(d)** 10 minutes past 8 pm

(1)→(d), (2)→(a), (3)→(b), (4)→(c)

The Calendar : Revision

F. A. – Class Work

1. 1. 31 days   2. 3rd Week   3. 4 Monday

    4. 7, 14, 21, 28   5. Sunday, Friday and Saturday

    6. 7 days

2. 1. 10 days   2. 20 days   3. 6 days   4. 31 days

F. A. – Class Work

1. **(1)** November   **(2)** 2014

    (3) 5 Sundays   **(4)** 1, 8, 15, 22, 29

    (5) It is a Wednesday   **(6)** Sunday and Saturday

    (7) 2 Fridays occur after 19th **(8)** 11

    (9) 24   **(10)** 30 days

2. **(1)** 28 or 29   **(2)** 365   **(3)** 366

3. **(1)** 28 days   **(2)** 28 days   **(3)** 29 days   **(4)** 29 days

4. **[To be done by students.]**

❈ ❈ ❈ ❈

Environmental Studies – Part I

7. Food and Nutrition

F. A.

1. **(a)** vitamins and minerals **(b)** staple **(c)** taste buds
2. **(a)** - (5), **(b)** - (4), **(c)** - (1), **(d)** - (3), **(e)** - (2)
3. Banana, custard apple, pineapple, papaya, watermelon, etc.
5. **(a)** Wheat, Bajra, Jowar **(b)** Milk

    (c) Sesame, peanut **(d)** egg, chicken, meat

    (e) mango, tamarind, bitter gourd, chilli

    (f) Raddish, cucumber
6. **(a)** sweet **(b)** salty **(c)** sour **(d)** bitter **(e)** sour
7. **(a)** **Steps :** Semi warm milk should be taken in the bowl, add a spoon of curd to it, leave it for 5 to 6 hours, after that you will see the entire bowl of milk is now curd for you.

    (b) **Steps :** Soak moth beans in semi warm water for entire night, next day tie all the moth beans in a piece of clean cloth and make a bag, tie it tight after 6 to 8 hours moth beans are sprouted.

S. A.

1. **(a)** **taste buds :** The tiny peaks on the tongue, they are called taste buds.
2. **(a)** While preparing food items, some of the constituents in the food stuffs can get destroyed.

    (b) So that we can do all our work with a lot of energy.

    (c) Since food will taste well even in the absence of garlic.

    (d) Since the lemon juice is sour when it is added to rice and dal, it becomes more tasty.

3. **(a)** Monikatai told that there are tiny peaks on the tongue. They are called taste buds. These taste buds tell us the different taste.

    (b) Fruits contain a lot of vitamins and minerals also.

    (c) Tamarind, lemon, etc., contain sour element.

    (d) There are wide variety in our foodstuffs we use different foodstuffs for different purposes, hence there are variations in our diet.

    (e) Yes, adding such food items make the dish more nourishing and it also makes the dish look attractive and tasty.

    (f) Sugarcane.

8. The Value of Food

F. A.

1. **(a)** humid **(b)** threshing **(c)** air **(d)** fruits **(e)** labour
2. **(a)** Fields **(b)** Forest **(c)** Sea

    (d) Fresh water **(e)** Orchards **(f)** Animals
3. **(a)** - (3), **(b)** - (4), **(c)** - (2), **(d)** - (5), **(e)** - (1)
4. There are people who gather and sell amlas which in forests, some people have farms for growing amlas.

S. A.

1. **(a)** We get food after the efforts of many people, and there are many poor people who don't have food to eat, hence food shouldn't be wasted.
2. **(a)** The field is ploughed and then crush the lumps of soil, finally the farmer would level the field to make it ready for sowing.

    (b) The grain is transported by means of trucks or goods trains.

    (c) First sort out any stones or rubbish to clean the grain, they get it milled into flour, the flour is

kneaded into lumps and then flattened into a bhakari and roasted.

(d) Saltpans

(e) potato, onions, garlic, ginger, sweet potato, etc.

(f) *Kanagi* (Kothi) is store house of grains. Farmers use it to store their food grains e.g. *Bazra, Jawar*, etc.

(g) *'Tiphan'* is used as seed drills for sowing.

9. Air

F. A.

1. **(a)** 50 **(b)** rare **(c)** to one of the **(d)** air **(e)** more

3. **(i)** Smoke from the factories is a source of air pollution. **(ii)** Smoke from vehicles are also a source of air pollution. **(iii)** Crackers burnt during celebration and festivals are cause air pollution.

4.

The man is putting air in the tyre.

The girl is blowing the balloon.
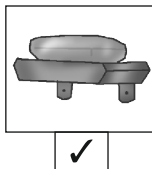
The man is pumping air in the tyre of the bicycle.

S. A.

1. **(a)** To remove the air present in the syringe.

2. **(a)** **(i)** in the car tyres. **(ii)** in the tyres of the bicycle. **(iii)** to blow balloons etc.

    (b) The smoke gets mixed with the air when wood or coal burns.

    (c) Steam get mixed with air, when water boils.

3. **(a)** **The atmosphere :** The earth on which we live is round in shape like a ball. There is air all around the earth. If we go higher above the earth, we find that there is air till a height of almost 50 km.

10. Clothes

F. A.

1. **(a)** cloth **(b)** Cloth **(c)** Nylon, rayon

    (d) Handlooms, powerlooms

2. **(a)** - (3) - (ii), **(b)** - (1) - (iii), **(c)** - (2) - (i)

3.

5. Boharin

6. **(c)** ✓

7. **(a)** Cotton, nylon, rayon, wool, jute, etc.

    (b) Soap bars, detergent powder, liquid soap, etc.

    (c) Soap nuts, washing soda, hinganbet, limestone, etc.

9. If old clothes are still in a good condition, they can be given to those who need them.

S. A.

1. **(a)** There is diversity in clothing due to cultural and geographical differences.

    (b) Clothes get dirty on being used. Due to dust and sweat.

    (c) We must always wear clean clothes in order to remain healthy and look neat and tidy.

    (d) Even if clothes become old, they can still be used hence clothes are durable.

2. **(a) (i)** In rainy season, we use umbrellas and rain coats and wear nylon or rayon clothes. **(ii)** In summer season, we wear loose cotton clothes. **(iii)** In winter season we wear woollen clothes.

(b) We get silk from silk worm.

3. **(a) Swadeshi goods :** In order to win independence for our country, Mahatma Gandhi started a people's movement. He called upon them to use only those things that were produced in our country. For this purpose, he began to use a charakha or a spinning wheel to make thread. Charakha Mandals were then established nationwide which gave the message of using only 'Swadeshi' goods.

11. A Look inside the Body

F. A.

1. **(a)** the mouth and the stomach   **(b)** two

   (c) contraction   **(d)** aware   **(e)** complex

2. **(a)** True **(b)** True **(c)** True **(d)** True

3. **(a)** - (2), **(b)** - (4), **(c)** - (1), **(d)** - (3).

S. A.

1. **(a) Internal organ :** an organ that is situated inside the body. It cannot be seen from the outside.

   (b) Contraction : becoming smaller

   (c) Relaxation : becoming larger again

2. **(a)** When we run too fast the breathing takes place very fast and our heart beat is also fast, it makes us pant.

   (b) The body is structured in such a way that the internal organs remain safe within the cavities inside the head and the torso.

(c) A network of blood vessels is spread throughout the body, blood flows through them continuously, the air we breathe in is carried to all parts of the body through the blood.

(d) The brain is situated in the cranial cavity, it is a very important internal organ. It controls all that we do. Injury to the brain can make one disabled for life. It can even cause death.

(e) When we breath in, the lungs expand a little, that is why our chest swells up when we breathe in.

3. **(a)** The biscuits in the pack were not broken into pieces.

4. **(a)** An organ that is situated inside the body. It cannot be seen from the outside.

   (b) Abdominal cavity and pelvic cavity.

   (c) Heart and lungs.

   (d) Injury to the brain can make one disabled for life. It can even cause death hence, the brain need to be totally protected.

   (e) Organs on the outside of our body are called our external organs. For eg. ears, nose, arms and legs.

   (f) The flexible walls of the oesophagus makes it possible to carry the food from the throat to the stomach easily.

12. Home Remedies for Simple Illnesses

F. A.

1. **(a)** yellow **(b)** snake **(c)** dabbed dry

2.

Get cured quickly	Do not get cured quickly
(1) Cold	(2) Chikungunya
(4) Bruising	(3) Malaria

(5) Stomach upset	(6) Typhoid
(8) Sprained ankle	(7) Scorched fingers

3. Gargle throat with warm water when suffering from cough, a lemon sherbet for vomiting, a tincture of iodine if there is a cut, bruise or a small wound.

4. **(a)** Wrong   **(b)** Right

S. A.

1. **(a)** Because he must have broken his bone.

2. **(a)** Extract of vasaka leaves used for treatment of bronchitis, asthma, fever, dysentery, cough and breathlessness.

   (b) The sore throat, difficulty in swallowing are the signs, which tell us that the person is suffering from cold.

   (c) If there is sprain in the body, balm is applied, sometimes even for headache.

   (d) A clinical thermometer is used to measure temperature of the human body.

3. **(a)** Since she ate an ice-cream.

   (b) The doctor advised her to take complete rest for three weeks.

   (c) If we have a cold we can inhale steam at bed-time or take hot fomentations on the chest.

   (d) Without a doctor's advice, one should never take any medicine that must be swallowed.

4. **(a)** **Home remedies :** If an illness is one that gets cured readily, one can try a home remedy. For e.g. gargle throat with warm water if you get cough. Elderly, experienced people on the family sometimes suggest such cures.

Environmental Studies – Part II

6. The Oath of Swaraj

F. A. – Class Work

1. **(1)** Raireshwar   **(2)** Deshmukhs   **(3)** seal
   (4) swaraj   **(5)** Lal Mahal

Orals

2. **(1)** Mavlas   **(2)** Raireshwar   **(3)** Sanskrit

3. **(1)** The Mavlas said to Shivaji Maharaj.
   (2) Shivaji Maharaj said to the Mavlas.
   (3) Shivaji Maharaj asked the Mavlas.

S. A. – Orals / Class Work

1. **(1)** The temple echoed the words of Shivaji Maharaj that "God thinks that this Kingdom should take shape as Hindavi Swaraj. We shall see that God's wish is fulfilled."

   (2) Overjoyed, Jijabai thought with satisfaction that Shivaji Maharaj would accomplish her dream of Swaraj.

   (3) After his detailed survey, Shivaji Maharaj came to know of the secret pathways, underground routes, ammunition dumps and cellars.

   (4) There were constant quarrels between Deshmukhs guarding their individual 'Watans' leading to useless waste of money and manpower. So Shivaji Maharaj decided to put an end to it.

2. **(1)** Shivaji Maharaj's ideal was 'Hindavi Swaraj'. They would not be slaves to anyone, anymore and would work hard to attain their ideal.

(2) Along with the Mavlas, Shivaji Maharaj started knowing the surrounding hilly area, swordsmanship, riding and exploring secret paths in the hills.

(3) In those days the royal seals were cast in Persian. However Shivaji Maharaj's royal seal was in Sanskrit because he felt that there would be no Swaraj without your own language and your religion.

7. Swaraj : First Conquest

F. A. – Open Book

1. **(1)** Indapur   **(2)** Torana   **(3)** Rajgad
   (4) Zunjar   **(5)** Prachandgad   **(6)** Murumbdeo

Class Work

2. **(1)** True   **(2)** False   **(3)** True   **(4)** False

Reasoning

3. 3, 2, 4, 1, 5

S. A. – Orals

1. **(1)** In those days, Maharashtra was governed by the Moghul Emperor of Delhi, Sultan Adilshah of Bijapur, the Portuguese of Goa and the Siddi of Janjira.

   (2) Shivaji Maharaj appointed officers such as a Maratha Killedar, a Brahmin Sabnis and a Prabhu Karkhanis on the fort of Torana.

   (3) Shivaji Maharaj wrote to the Sultan explaining that he had taken over the forts for the better administration of the jagir, and there was no evil design behind this action.

Class Work

2. **(1)** Fort Torana was a strong hill fort neglected by Adilshah. It also did not have enough troops nor ammunition for defence. Hence Shivaji Maharaj decided to capture this fort and lay the foundation of Swaraj.

   (2) The workers felt that the pots of mohurs were a gift to Shivaji Maharaj from Goddess Bhavani for his efforts. Therefore, they returned the wealth to Shivaji Maharaj.

8. Defeat of Internal Enemies

F. A. – Class Work

1. **(1)** twelve   **(2)** Rairi   **(3)** Pratapgad
   (4) Raigad   **(5)** Adilshah

Multiple Choice

2. 1 - b, 2 - d, 3 - a.

Orals

3. **(1)** Yeshwantrao rudely replied to Shivaji Maharaj.
   (2) Shivaji Maharaj stiffly replied to Yeshwantrao.
   (3) Shivaji Maharaj replied Yeshwantrao.

4. **(1)** False   **(2)** True   **(3)** False

5. Wrong pair – (3) Supe - Jadhav
   Right pair – Supe - Sambhaji Mohita

S. A. – Class Work

1. **(1)** Sardars like the Nimbalkars, the Ghorpades, the Moreys opposed Shivaji Maharaj's efforts to establish Swaraj.

   (2) The conquest of Javali was a very important landmark because it doubled the boundaries of

Swaraj and the strong Rairi fort came under Shivaji Maharaj's control.

(3) The title Chandrarao was conferred by Adilshah upon the Moreys of Javali.

Open Book

2. **(1)** Morey's Javali was covered with very thick forest full of wild life. Tigers, wolves and bears roamed freely in this forest. No one, therefore, crossed Morey's path.

(2) Shivaji Maharaj sent a stiff note to Yeshwantrao asking him to give up Javali and accept him as his master. He also warned him that if he refused to do so, he may have to risk his life.

9. Pratapgad Makes History

F. A. – Class Work

1. **(1)** Wai   **(2)** Pratapgad   **(3)** Raigad

(4) Jiva   **(5)** Bada Sayyad

Multiple Choice

2. (1) - (e), (2) - (c), (3) - (a), (4) - (f), (5) - (d),(6) - (h), (7) - (b)

Orals

3. **(1)** Afzalkhan said to Shivaji Maharaj.

(2) Pantaji Gopinath said to Afzalkhan.

(3) Badi Saheba asked the Sardars.

(4) Shivaji Maharaj replied to Afzalkhan.

Class Work

4. **(1)** True   **(2)** False   **(3)** True   **(4)** True   **(5)** True

5. **(1)** Pratapgad   **(2)** Shivaji   **(3)** Afzalkhan

S. A. – Open Book / Orals

1. **(1)** Afzalkhan accepted the challenge of marching against Shivaji Maharaj and putting an end to his rebellion.

(2) Afzalkhan wrote a friendly note to Shivaji Maharaj saying that he was like a son to him and asking him to give up the forts and promised to make Shivaji Maharaj a Sardar at the Bijapur court.

Class Work

2. **(1)** Pratapgad fort was surrounded by thick forests and high hills. There was no proper approach road to the fort and so heavy artillery could not be moved to the fort. Thus Shivaji Maharaj's idea of shifting to Pratapgad angered Afzalkhan greatly because he knew all the difficulties in going to Pratapgad.

(2) The Maratha troops had completely destroyed the whole of the Khan's powerful army and Shivaji Maharaj had put an end to the life of the most powerful Sardar of the Bijapur court. Therefore, gloom spread over the whole of Bijapur.

3. **(1)** Shivaji Maharaj knew that the Khan was full of stratagem and had a huge army with him. Shivaji Maharaj's kingdom was very small in comparison and so was his army. He could see that he could never hold his own in open battle against the Khan. So his only hope was in some strategic move that would take the Khan by surprise.

(2) Before going to meet the Khan, Shivaji Maharaj requested his Sardars to carry out their duties towards Swaraj. He asked them to install Sambhaji on the 'gadi' and follow the advice of Maasaheb in case he was killed, Shivaji Maharaj

told them to extend the boundaries of Swaraj and keep the subjects happy.

10. Baji Prabhu and the Memorable Battle of Ghodkhind

F. A. – Class Work

1. (1) Panhalgad   (2) loyalty   (3) Pavan Khind
    (4) Siddi Masaud   (5) Vishalgad   (6) Ghodkhind

Reasoning

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

3. 3, 5, 4, 1, 2.

Activity

4. (1) **B**A**JI** P**RA**B**HU**   (2) P**AN**H**ALGA**D
    (3) F**AZ**A**LK**H**AN**   (4) V**ISH**A**LGA**D

Orals

5. (1) Shivaji Maharaj said to Baji Prabhu.
    (2) Shivaji Maharaj said to Baji Prabhu.
    (3) Baji Prabhu to his troops.
    (4) Baji Prabhu to himself.
    (5) Baji Prabhu said to Shivaji Maharaj.

6. (1) Siddhi Jauhar   (2) Baji Prabhu
    (3) Shivaji Maharaj

S. A. – Open Book / Class Work

1. (1) Shivaji Maharaj, a brave young hairdresser in Shivaji Maharaj's service, who resembled in looks, undertook the task of impersonating Shivaji Maharaj in order to help him escape from the siege.

(2) When Siddi Jauhar learnt that Shivaji Maharaj had given him the slip, he was livid with rage.

(3) While leaving for Vishalgad fort, Shivaji Maharaj asked Baji Prabhu to abandon the Ghodkhind Pass as soon as the guns from Vishalgad were fired signalling Shivaji Maharaj 's safe arrival.

(4) Shivaji Maharaj sent a message to Siddi Jauhar to the effect that he would shortly surrender the fort.

2. (1) Shivaji Maharaj conquered the Panhala fort from the Bijapur garrison, at a time when the Bijapur court had still not got over the death of Afzalkhan and the route of his army. Thus, Adilshah was greatly annoyed with Shivaji Maharaj.

(2) It was because of the sacrifice made by men like Baji Prabhu that Swaraj was won. Ghodkhind therefore, became immortal in history as Pavan Khind.

(3) Shivaji sacrifice his own life in the cause of Shivaji and Swaraj. Thus became immortal.

3. (1) In the plan to escape, two palanquins were kept ready-one for Shivaji Maharaj to escape and the other to be occupied by a person disguised as Shivaji Maharaj. The palanquin leaving from 'Raj-dindi' would be spotted and captured by the enemy and in the meanwhile Shivaji Maharaj would escape from the difficult route.

(2) Baji Prabhu took a sword in his hand and stood at the entrance of the pass. He divided his company of soldier into small groups and posted them at suitable points. The Mavlas took their positions and collected huge boulders and stones to be used as weapons.

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