

# Key to Navjeevan Term Book - IV

Standard  
**4**

**Teacher's Copy**

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# English Balbharati

## Unit - IV

### 28. The Elf Singing

F.A.

- (a) big (b) wrong / along (c) sound  
(d) lizard / gizzard (e) ape (f) glider (g) now
- (a) love (b) sour, bitter (c) small  
(d) beautiful (e) new, young (f) ahead  
(g) non poisonous (h) right
- (a) twig (b) lizard (c) creep

S.A.

- (a) a part of a bird's stomach  
(b) an animal related to the monkey but with no tail  
(c) done quickly  
(d) a small dark furry animal  
(e) move quickly and suddenly  
(f) move slowly  
(g) crawling or wriggling  
(h) take hold of somebody or something  
(i) a small thin stem of wood  
(j) a light aircraft that flies without an engine.
- (a) I almost got bitten by a poisonous snake.  
(b) I love reading stories about fairies and wizards.  
(c) The bough of the mango tree laden with mangoes broke and fell.  
(d) In the jungle, I saw a mole hiding from a fox.  
(e) Fairies and wizards always play tricks of magic.
- (a) he was not very big  
(b) to sing songs  
(c) all sweet sounds

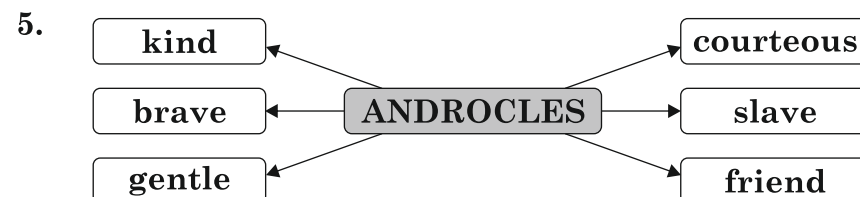
- (d) seize and bind him  
(e) it lifted him into the air  
(f) fell down into a hole, by a mole

- (a) The wizard is supposed to be an evil creature. He is always up to evil tricks. He is not liked by people. He just cannot be good, hence he takes only ugly shapes.  
(b) Yes, he sings a happy song. We know this because the song lifts him in the air and helps him to float away from the evil wizard.

### 29. Androcles and the Lion

F.A.

- (a) kind - cruel (b) high - low (c) punishment - reward  
(d) unhappy - happy (e) slave - master
- Androcles was a slave who belonged to a cruel master. One day he ran away. He came across a lion in the forest who was injured. Androcles pulled out the thorn and bound the lion's wound. Both become friends. Androcles master sent out men to search him. Both were caught. Androcles was made to fight a lion in the arena. This lion was Androcles friend. When they met the lion did not attack Androcles rubbed his nose against him. All were surprised.
- (a) seemed (b) wounded (c) wished (d) roared  
(e) licked (f) complained (g) reached (h) melted
- (a) Androcles (b) clutches (c) cruel  
(d) wonder (e) capture (f) clean



## Activity

6.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| D | E | P | A | R | T | E | D | U |
| O | I | C | M | U | J | M | P | N |
| J | A | R | A | D | P | G | X | B |
| S | M | U | S | E | E | Q | T | O |
| N | P | E | T | L | R | L | M | U |
| R | E | L | E | A | S | E | B | N |
| O | S | U | R | E | W | A | R | D |

- (a) cruel      (b) release      (c) master  
(d) reward      (e) departed      (f) unbound

### S.A.

- (a) in such a way as to cause pity  
(b) very carefully (c) sorrow, suffering  
(d) skilfully and quickly  
(e) a place where public events take place  
(f) fierce      (g) made unhappy, frightened sounds
- (a) I was trying to hide from my angry father but I suddenly found my self face to face with my mother.  
(b) I looked high and low for my lost umbrella but could not find it.  
(c) As examination dates draw near, I start getting scared.  
(d) To everyone's amazement, I defeated the strongest boy in the wrestling match.
- (a) The slaves were forced to work for their masters. They had no freedom, no rights. They were bound by law to obey their master even if they were unhappy they could not leave them.

- (b) Androcles master was wicked he starved the slaves and whipped them.  
(c) Androcles took shelter in the forest where wild beasts roamed freely.  
(d) The lion recognized Androcles in the arena. The lion rubbed its nose against Androcles and began to purr.  
(e) Androcles asked for the lion's freedom.  
(f) Androcles pulled out the thorn from the lion's paw. He tore a piece of his own clothing and bound the injured paw. He shared his food with the lion.

4. (a) Androcles was slave. He did not like his wicked cruel master. He escaped from his clutches and ran into the forest. He was a kind, gentle and courteous. He helped an injured lion in the forest.

## 30. Young Scientist

### F.A.

- (a) plastic bottle      (b) stiff plastic tubes or straw  
(c) balloon      (d) scissors, glue or adhesive tape
- (a) remove      (b) non adhesive  
(c) visible      (d) narrow

### S.A.

- (a) a removeable cover for the top of a container  
(b) a substance used to stick things  
(c) the upper or outer edge of something circular  
(d) allow liquid to flow into a vessel  
(e) jumping high  
(f) expanded something by filling air or gas.  
(g) A light, self-propelled movement upwards or forwards.

2. (a) Make a small hole in the lid of a bottle and insert a small plastic tube. Make a small hole near the bottom of the bottle and insert another small tube. Place a balloon in the bottle. Suck through the hole. The balloon get inflated. Cover the hole. Pour water in the balloon screw the bottle. A fountain leaps out of the straw in the lid.
- (b) Make a hole in the base of a can and many holes in the lid of the can. Fill the can with water after covering the hole in the base. Invert the can remove your finger from the base hole. Water drops like a shower.

[ To be done by students.]

### 32. The Noble Monkey

F.A.

1. (a) a tall shady mango tree (b) big juicy mangoes  
(c) bigger, stronger and wiser
2. (a) Ganga (b) cool shade, delicious fruit  
(c) Benaras (d) sacrifice, witnessed

S.A.

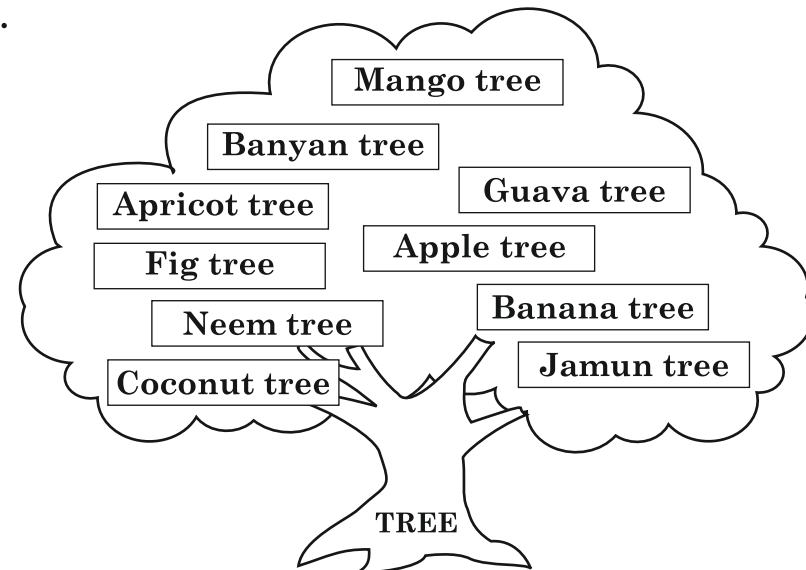
1. (a) This year we got delicious mangoes.  
(b) We must eat ripe fruits.  
(c) In my dream, I saw the wizard slowly vanishing.  
(d) My brother injured his foot while play football.  
(e) Army men are noted for their bravery.  
(f) Our nation inspires us to sacrifice ourselves for our motherland.
2. (a) The monkeys lived in a forest glade, on the banks of the River Ganga.  
(b) A fisherman found the fruit in the river and presented it to the King of Benaras.

- (c) The monkey king made a bridge across the river with his own body and ordered the monkeys to rush to the other side of the river and thus saved the other monkeys.
- (d) The mango tree bore big juicy and sweet mangoes which the monkeys loved to eat.
- (e) The King's men did not want the monkeys to enjoy the mangoes so they decided to drive away the monkeys.
3. The Monkey King ordered his monkeys to move quickly and vanish into the forest to save their lives.

### 33. On Planting a Tree

F.A.

2. Trees bear fruits and give shade. They prevent soil erosion. Many birds, animals and insects make or build their home in the trees. Trees help to keep the atmosphere clean, by giving out oxygen in the presence of sunlight and taking in carbondioxide.
- 3.





S.A.

1. (a) The poem tells us that the tree we plant will be of great use to the living creatures. The squirrel and the mouse will use it as a bank to store its food. The Robin and Wren will build their homes there. The butterfly will use it as a dressing room. The locust's and katydid's as concert hall. The school boy will use it as a ladder during his May vacation. The school girl will use the tree as a tent.

### 34. The King of the Golden River (Part I)

F.A.

1. (a) kind/good (b) cheap (c) familiar  
(d) appeared (e) nowhere
2. (a) profitable (b) everything  
(c) extra-ordinary (d) crucible

3.

|    |    |    |   |   |    |   |   |   |    |   |   |
|----|----|----|---|---|----|---|---|---|----|---|---|
|    | 1↓ | 2↓ | w |   |    |   |   |   | 4↓ | s |   |
| 1→ | e  | n  | c | h | a  | n | t | m | e  | n | t |
|    | n  | 2→ |   | i | 3↓ |   |   |   |    | a |   |
|    | t  | p  | a | r | c  | h | e | d |    | f |   |
|    | e  |    |   | i | r  |   |   |   |    | f |   |
|    | r  |    |   | w | u  |   |   |   |    |   |   |
|    | p  |    |   | i | c  |   |   |   |    |   |   |
|    | r  |    |   | n | i  |   |   |   |    |   |   |
|    | i  |    |   | d | b  |   |   |   |    |   |   |
|    | s  |    |   |   | l  |   |   |   |    |   |   |
|    | e  |    |   |   | e  |   |   |   |    |   |   |

4. Krishna, Ganga, Yamuna, Godavari, Kaveri, Brahmaputra.

S.A.

1. (a) able to produce great crops  
(b) give out or reflect light

(c) rays

(d) money that is paid for the work a person does

(e) a warm piece of clothing

(f) forgive-ness for a mistake

(g) moving quickly

2. (a) In children's story books, they always mention hidden treasure.  
(b) I love to read about the Golden river in story books.  
(c) The Ganga plain is a fertile plain.  
(d) One must remember to be humble at all times.
3. (a) **Treasure Valley** : It always rained in the Treasure Valley, the winds and the clouds made the crops green, the hay high, the apples red, the grapes purple and the honey sweet.  
(b) **Gluck** : He was the youngest of the three brothers. He was only twelve years old. He was kind to every living thing. He did all the cooking and the mending and the house work for his brothers.
4. (a) The treasure valley belonged to three brother - Schwartz, Hans, and Gluck.  
(b) Gluck let the stranger in as it was raining heavily and was cold. The stranger was wet.  
(c) The strange visitor left his card on the kitchen table.

### 35. The King of the Golden River (Part II)

F.A.

1. chant, tent, net, ant, ten, he, men, chat, me
2. The ugly duckling, Rumpunzel, Goldilocks, The three bears.

3. (a) tore (b) dug (c) drew  
(d) molly (e) porter (f) hair
4. Hans, Gluck, Schwartz, child, pup, old man.

S.A.

1. (a) an enclosed space for heating of material.  
(b) a container in which something is heated.  
(c) be reluctant to do something.  
(d) an imaginary creature that looks like a small man.  
(e) effect of magic.  
(f) a way or track laid down for walking.
2. (a) **The black brothers** : Hans and Schwartz were called as the 'Black Brothers' by the people of the valley. They were wicked farmers and killed everything that was not profitable to them. They did not treat their servants well and gave them poor wages.  
(b) **South-West Wind, Esquire** : The strange gentleman was South-West Wind, Esquire. He was very short, with a large nose, red cheeks, curly moustache and merry twinkling eyes. He wore a conical cap and a cloak four times long.

---

### 36. A Farewell to the Teacher

F.A.

1. (a) enemy (b) scattered (c) demand  
(d) unlimited (e) more, excessive  
(f) humble (g) dull, dark
2. (a) Shastri (b) English  
(c) bouquet (d) amazing

3. My teacher calls us by our name when she wants to tell us something. This gives a personal touch. Teacher goes round the class to help us in our difficulty. We get pats on our back when we do well. Teacher always encourages us.
4. We must prepare a small speech of appreciation to show how much we love our teacher. We must give her a small gift to show how much she has done for us. All of us must show her how she has been an idol for us by obtaining high marks in the test.

S.A.

1. (a) I don't like bidding farewell to anyone.  
(b) I dreamt that I was captured by a wizard.  
(c) I read an amazing story about a fairy and a wizard.  
(d) Every lesson in our book is followed by activities to be done.  
(e) I was overwhelmed to see my beautiful birthday gift given by my brother.
2. Respected teacher and my dear friends, we are here today to bid farewell to our loving teacher Miss Aafreen. She has been a friend, philosopher and guide to all of us. She has guided and motivated us to work hard and do well in our studies. It is because of Miss Aafreen that we have done so well till day. Good bye Miss. Wish you all the best in your retired life.

---

### 37. Ryokan and the Starfish

F.A.

2. Pomfret, Mackrel, Catfish, Codfish, Tuna, etc.
3. You can explain the problem to people. You can help by give the person monetary aid if the person is poor and needy. You can also give the person books or clothes.

S. A.

1. (a) someone who knows the art of fine handwriting.  
(b) a follower of a teacher.  
(c) on the shore.  
(d) a violent disturbance of the atmosphere.
2. (a) Ryokan saw hundreds of starfish washed ashore in a storm.  
(b) Ryokan picked up the starfish one by one and put them back in the sea.  
(c) The disciple said that throwing a few fish back into the water was of no use as there were hundreds of fish dying.  
(d) Ryokan said that it would make a difference to the few fish whom he was trying to save.  
(e) The few fish who were thrown back into the water got their lives saved.
3. (a) This chapter tells us that when help is needed, it is important to give whatever help we can give.

\* \* \* \*

## English Grammar & Composition

### Unit - IV

#### 26. Prepositions

##### F. A. – Activity

- (1) for (2) beside (3) to (4) across  
(6) through (7) at (8) between  
(9) at (10) from

##### F. A. – Assignment

- along, towards, through, from, over, on, behind, with, to

---

#### 27 : Adverbs

##### F. A. – Class Work

- (1) quietly (2) fiercely (3) slowly  
(4) politely (5) shabbily (6) hungrily  
(7) well (8) high (9) loudly  
(10) brilliantly (11) worriedly (12) happily  
(13) well (14) quietly (15) dangerously  
(16) easily

##### Activity

- (1) The children walked in a line quietly.  
(2) John answered the questions carefully.  
(3) The postman comes daily.  
(4) The Maratha Soldiers fought bravely.  
(5) The students listened to the lecture attentively.  
(6) Soma learnt the poem easily.  
(7) They went in immediately.

## 28. Interjection

### F. A.

- (1) Wow! (2) Ah! (3) Hush! (4) Alas!  
(5) Hello! (6) Hey! (7) Oh! (8) Hurrah!  
(9) Well done! (10) Oh, heavens!
- (1) Hurrah! We have won the match.  
(2) Alas! My grandfather is no more.  
(3) Wow! You are looking beautiful in this dress.  
(4) Bravo! You have topped the merit list.  
(5) Hello! May I speak to Tina, please?
- 

## 29. Idioms

### F. A. – Assignment

- (1) When the thief heard the police van, he took to his heels.  
(2) I asked Sam to help me but he turned a deaf ear to my request.  
(3) Vibha finds herself in hot water over her rude comments about the teacher.  
(4) Since the time he has won the trophy Karan has been blowing his own trumpet.  
(5) The school is within a stone's throw of my house.  
(6) The news of the prince's kidnap spread like wild fire.  
(7) The police arrived on the scene in the nick of time.  
(8) I cannot trust Dino's words, he is a wolf in sheep's clothing.
- 

## 30. Contractions

### F. A. – Assignment

- **Column - 1 :** I'm, you'd, we're, I'll, shan't, can't, didn't, aren't, wasn't, hadn't, couldn't, mustn't.  
**Column - 2 :** you're, she's, they're, won't, shouldn't, I'd, weren't, isn't, haven't, hasn't, wouldn't.

### Class Work

- (1) I haven't received your letter.  
(2) The children didn't listen to the old man.  
(3) You're a clever boy. You mustn't waste your time watching TV.  
(4) I'd like you to join me for lunch today.  
(5) She isn't a very good singer.  
(6) We're the best of friends.  
(7) Go and watch the film. I'm sure you'd love it.  
(8) I'm reading an exciting new book.  
(9) They're going on a trip to Lonavala.  
(10) We shouldn't speak ill of others.
- 

## 32. Story Writing

### The Capseller and the Monkeys

A capseller was walking through a forest one day. In his hand he carried a big bag full of colourful caps. Being tired, he sat down under a tree to take rest and soon fell asleep.

There were many monkeys in the tree. Seeing the bag they opened it and took away the caps. When the capseller woke up he found the bag empty and some caps lying here and there. There was nobody around. So he looked up and spotted the monkeys wearing his caps. Not knowing what to

do, he threw a stone at them. The monkeys then threw down same fruits at him. He was so angry that he shook his fist at them. The monkeys copied his action. This gave him an idea. Taking off his cap from his head, he threw it down on the ground. Imitating his action, the monkeys too took off the caps on their heads and threw them down.

The capseller quickly collected the caps, put them back in the bag and went away happily.

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### 33. Letter – Writing

F.A.

X.Y.Z.  
49/2, Dhobiwadi,  
Dr. Jaykar Marg, Thakurdwar  
Mumbai - 400 002.  
12<sup>th</sup> July, 2012

To,  
Mr. Vinod Das  
Flat no. 403, B wing,  
Dhanush Apartments,  
Dr. B. R. Ambedkar Road,  
Dadar (E), Mumbai 400 012.

Sub.: Letter of thanks

Dear Sir,

I wish to thank you for your invaluable help while conducting the art workshop in our school, namely 'St. Johns'.

During the workshop we got to know many important details about drawing and painting, which we were totally unaware of. We came to understand how colours should be

used on different mediums such as paper, canvas and fabric, how colours are to be mixed, what kind of brushes are to be used, and most importantly how to hold the brush. Those who are interested in making sketches, came to know the use of pencils, the way to draw outlines etc.

We were thrilled to meet some of your talented students who too guided us in our work. Last, but not the least we came to learn how you concentrate while painting, which made us realise that art too is a subject which requires a lot of hard work and sincerity.

We all wish you the best in future and hope to visit same of your exhibitions in our city.

Yours faithfully,  
XYZ

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### Home Assignment

F.A.

1. (1) sweetly (2) politely (3) slowly (4) quickly  
(5) brilliantly (6) abruptly (7) happily (8) loudly  
(9) neatly (10) softly
2. (1) The doctor wasn't in the clinic.  
(2) Anita and Asha weren't invited to the party.  
(3) I wouldn't tell a lie to save my self.  
(4) They couldn't cross the stream.  
(5) We're playing a match today.  
(6) You can't enter this room. Please leave.  
(7) The boys haven't reached home yet.

\*\*\*\*

# Mathematics

## Part - II

### 13. Multiplication : Part 2

#### F.A. – Class Work

1. 1.

| Th | H | T | U |
|----|---|---|---|
|    | 2 | 1 |   |
|    | 7 | 4 | 3 |
|    | × |   | 5 |
| 3  | 7 | 1 | 5 |

2.

| Th | H | T | U |
|----|---|---|---|
|    |   | 3 |   |
|    | 4 | 0 | 9 |
|    | × |   | 4 |
| 1  | 6 | 3 | 6 |

3.

| Th | H | T | U |
|----|---|---|---|
|    | 4 | 3 |   |
|    | 3 | 5 | 4 |
|    | × |   | 9 |
| 3  | 1 | 8 | 6 |

2. 1.

| Th | H | T | U |
|----|---|---|---|
|    |   | 1 |   |
|    |   | 4 |   |
|    |   | × | 3 |
|    |   | 2 | 7 |
|    | 2 | 5 | 9 |
| +  | 7 | 4 |   |
|    | 9 | 9 | 9 |

2.

| Th | H | T | U |
|----|---|---|---|
|    |   | 6 |   |
|    |   | 1 |   |
|    |   | × | 6 |
|    |   | 9 | 7 |
|    | 1 | 3 | 4 |
| +  | 6 | 0 | 3 |
| 6  | 1 | 6 | 4 |

3.

| Th | H | T | U |
|----|---|---|---|
|    |   |   |   |
|    |   | × | 6 |
|    |   | 2 | 0 |
|    | 2 | 4 | 0 |
| +  | 1 | 2 | 0 |
| 1  | 4 | 4 | 0 |

4.

| Th | H | T | U |
|----|---|---|---|
|    |   | 1 |   |
|    |   | 4 |   |
|    |   | × | 3 |
|    |   | 2 | 8 |
|    | 1 | 9 | 0 |
| +  | 7 | 6 |   |
|    | 9 | 5 | 0 |

5.

| Th | H | T | U |
|----|---|---|---|
|    |   | 6 |   |
|    |   | 2 |   |
|    |   | × | 6 |
|    |   | 9 | 7 |
|    | 2 | 6 | 8 |
| +  | 6 | 0 | 3 |
| 6  | 2 | 9 | 8 |

6.

| Th | H | T | U |
|----|---|---|---|
|    |   |   |   |
|    |   | × | 6 |
|    |   | 3 | 0 |
|    | 2 | 4 | 0 |
| +  | 1 | 8 | 0 |
| 2  | 0 | 4 | 0 |

3. 1.

| Th | H | T | U |
|----|---|---|---|
|    |   |   |   |
|    | 2 | 2 | 3 |
|    | × |   | 3 |
|    | 6 | 6 | 9 |

2.

| Th | H | T | U |
|----|---|---|---|
|    | 2 | 5 |   |
|    | 1 | 2 | 7 |
|    | × |   | 8 |
| 1  | 0 | 1 | 6 |

3.

| Th | H | T | U |
|----|---|---|---|
|    |   | 3 |   |
|    |   | × | 8 |
|    |   | 1 | 5 |
|    | 5 | 9 | 5 |
| +  | 8 | 3 |   |
| 1  | 4 | 4 | 5 |

4.

| Th | H | T | U |
|----|---|---|---|
|    |   | 1 |   |
|    |   | 4 |   |
|    |   | × | 3 |
|    |   | 2 | 7 |
|    | 2 | 5 | 9 |
| +  | 7 | 4 |   |
|    | 9 | 9 | 9 |

5.

| Th  | H | T          | U |
|-----|---|------------|---|
|     |   | 6          |   |
|     |   | 1          |   |
|     |   | $\times 6$ | 7 |
|     |   | 9          | 2 |
|     | 1 | 3          | 4 |
| + 6 | 0 | 3          |   |
| 6   | 1 | 6          | 4 |

6.

| Th | H        | T | U |
|----|----------|---|---|
|    | 1        | 3 |   |
|    | 2        | 2 | 5 |
|    | $\times$ |   | 7 |
| 1  | 5        | 7 | 5 |

4. 1.

|                                 |   |   |   |                 |
|---------------------------------|---|---|---|-----------------|
|                                 | 2 | 1 |   |                 |
|                                 | 4 | 9 | 5 | cost of a shirt |
| $\times$                        |   |   | 3 | shirts          |
|                                 | 1 | 4 | 8 | 5               |
| The cost of 3 shirts is ₹ 1485. |   |   |   |                 |

2.

|  |   |   |   |                           |
|--|---|---|---|---------------------------|
|  | 1 | 3 |   |                           |
|  | 3 | 2 | 5 | cost of apples per crates |
| $\times$                               |   |   | 6 | crates of apples          |
|  | 1 | 9 | 5 | 0                         |
| The cost of 6 crates of apples ₹ 1950. |   |   |   |                           |

3.

|                                  |   |   |   |              |
|----------------------------------|---|---|---|--------------|
|                                  |   | 1 |   |              |
|                                  |   | 1 |   |              |
|                                  |   | 4 | 5 | rows         |
| $\times$                         |   | 3 | 2 | trees in row |
|                                  |   | 9 | 0 |              |
|                                  |   |   |   |              |
| +                                | 1 | 3 | 5 |              |
|                                  | 1 | 4 | 4 | 0            |
| ₹ 1440 mango trees in the grove. |   |   |   |              |

4.

|                                   |   |   |   |                |
|-----------------------------------|---|---|---|----------------|
|                                   | 8 | 0 |   |                |
| $\times$                          | 2 | 5 |   | cost of a book |
|                                   | 4 | 0 | 0 | books          |
|                                   | 1 | 6 | 0 |                |
|                                   | 2 | 0 | 0 | 0              |
| The cost of ₹ 25 books is ₹ 2000. |   |   |   |                |

5.

|                           |   |   |   |                 |
|---------------------------|---|---|---|-----------------|
|                           | 1 | 1 |   |                 |
|                           | 6 | 9 | 5 | cost of a dress |
| $\times$                  |   |   | 2 | Dresses         |
|                           | 1 | 3 | 9 | 0               |
| Seema paid ₹ 1390 in all. |   |   |   |                 |

### S. A. – Home Work

1. 1.

|  |   |   |   |                             |
|--|---|---|---|-----------------------------|
|  |   | 2 |   |                             |
|  |   | 5 | 3 | kilogram of wheat in a sack |
| $\times$                                   |   | 1 | 9 | sacks                       |
|  |   | 4 | 7 | 7                           |
|  |   |   |   |                             |
| +  | 5 | 3 |   |                             |
|  | 1 | 0 | 0 | 7                           |
| 19 sacks of a wheat weighs 1007 kilograms. |   |   |   |                             |

2.

|                             |   |   |   |                 |
|-----------------------------|---|---|---|-----------------|
|                             |   | 1 |   |                 |
|                             |   | 3 |   |                 |
| $\times$                    | 1 | 6 |   | km in one litre |
|                             | 3 | 5 |   | litres          |
|                             | 8 | 0 |   |                 |
|                             |   |   |   |                 |
| +                           | 4 | 8 |   |                 |
|                             | 5 | 6 | 0 |                 |
| 560 km the car will travel. |   |   |   |                 |





3.

|                                  |   |   |   |   |                 |
|----------------------------------|---|---|---|---|-----------------|
|                                  |   | 9 | 5 | 0 | cost of one bag |
| ×                                |   |   | 1 | 9 | bags            |
|                                  | 8 | 5 | 5 | 0 |                 |
| +                                | 9 | 5 | 0 |   |                 |
|                                  | 1 | 8 | 0 | 5 | 0               |
| The cost of 19 bags is ₹ 18,050. |   |   |   |   |                 |

4.

|   |   |   |   |   |                          |
|---|---|---|---|---|--------------------------|
|   | 7 | 8 | 3 | 5 | cost of one refrigerator |
| ×   |   |   | 1 | 2 | refrigerators            |
|   | 1 | 5 | 6 | 7 | 0                        |
| +   | 7 | 8 | 3 | 5 |                          |
|   | 9 | 4 | 0 | 2 | 0                        |
| The cost of 12 refrigerators is ₹ 94,020. |   |   |   |   |                          |

5.

|  |   |   |   |   |   |                      |
|--|---|---|---|---|---|----------------------|
|  |   | 6 | 7 | 2 | 5 | cost of one cupboard |
| ×                                      |   |   |   | 8 | 2 | cupboards            |
|  | 1 | 3 | 4 | 5 | 0 |                      |
| +                                      | 5 | 3 | 8 | 0 | 0 |                      |
|  | 5 | 5 | 1 | 4 | 5 | 0                    |
| The cost of 82 cupboards is ₹5,51,450. |   |   |   |   |   |                      |

6.

|  |   |   |   |   |   |                         |
|--|---|---|---|---|---|-------------------------|
|  |   | 3 | 8 | 4 | 5 | cost of one ceiling fan |
| ×  |   |   |   | 3 | 8 | ceiling fans            |
|  | 3 | 0 | 7 | 6 | 0 |                         |
| +  | 1 | 1 | 5 | 3 | 5 |                         |
|  | 1 | 4 | 6 | 1 | 1 | 0                       |
| The cost of 38 ceiling fans is ₹ 1,46,110. |   |   |   |   |   |                         |

## 14. Division : Part 2

### F. A. – Class Work

1. 1.

$$\begin{array}{r} 30 \\ 3 \overline{) 90} \\ - 9 \downarrow \\ \hline 00 \\ - 0 \\ \hline 0 \end{array}$$

The cost of one compass box is ₹ 30.

2.

$$\begin{array}{r} 23 \\ 4 \overline{) 92} \\ - 8 \downarrow \\ \hline 12 \\ - 12 \\ \hline 00 \end{array}$$

The cost of one kg wheat is ₹ 23.

3.

$$\begin{array}{r} 7 \\ 4 \overline{) 31} \\ - 28 \\ \hline 03 \end{array}$$

7 vessels will be filled with milk completely.  
3 litres of milk will be there in the partly filled vessel.

4.

$$\begin{array}{r} 7 \\ 7 \overline{) 49} \\ - 49 \\ \hline 00 \end{array}$$

7 row will be made.

5.

$$\begin{array}{r} 8 \\ 5 \overline{) 40} \\ - 40 \\ \hline 00 \end{array}$$

8 children in each row.

6.

$$\begin{array}{r} 9 \\ 9 \overline{) 87} \\ - 81 \\ \hline 06 \end{array}$$

9 necklaces will be made.  
3 beads will be left over.

## Dividing a three-digit number by a one - digit number

- 1.
- |  |  |  |  |  |
|--|--|--|--|--|
| 1.<br>$\begin{array}{r} 121 \\ 4 \overline{) 484} \\ -4 \downarrow \\ \hline 08 \\ -8 \downarrow \\ \hline 04 \\ -4 \\ \hline 0 \end{array}$ | 2.<br>$\begin{array}{r} 132 \\ 3 \overline{) 396} \\ -3 \downarrow \\ \hline 09 \\ -9 \downarrow \\ \hline 06 \\ -6 \\ \hline 0 \end{array}$ | 3.<br>$\begin{array}{r} 112 \\ 4 \overline{) 448} \\ -4 \downarrow \\ \hline 04 \\ -4 \downarrow \\ \hline 08 \\ -8 \\ \hline 0 \end{array}$ | 4.<br>$\begin{array}{r} 234 \\ 2 \overline{) 468} \\ -4 \downarrow \\ \hline 06 \\ -6 \downarrow \\ \hline 08 \\ -8 \\ \hline 0 \end{array}$ | 5.<br>$\begin{array}{r} 123 \\ 3 \overline{) 369} \\ -3 \downarrow \\ \hline 06 \\ -6 \downarrow \\ \hline 09 \\ -9 \\ \hline 0 \end{array}$ |
|--|--|--|--|--|
- 2.
- |  |  |   |   |   |
|--|--|---|---|---|
| 1.<br>$\begin{array}{r} 123 \\ 4 \overline{) 494} \\ -4 \downarrow \\ \hline 09 \\ -8 \downarrow \\ \hline 14 \\ -12 \\ \hline 02 \end{array}$ | 2.<br>$\begin{array}{r} 407 \\ 2 \overline{) 815} \\ -8 \downarrow \downarrow \\ \hline 015 \\ -14 \\ \hline 01 \end{array}$ | 3.<br>$\begin{array}{r} 80 \\ 3 \overline{) 242} \\ -24 \downarrow \\ \hline 002 \end{array}$ | 4.<br>$\begin{array}{r} 91 \\ 5 \overline{) 455} \\ -45 \downarrow \\ \hline 005 \\ -5 \\ \hline 0 \end{array}$ | 5.<br>$\begin{array}{r} 96 \\ 6 \overline{) 578} \\ -54 \downarrow \\ \hline 038 \\ -36 \\ \hline 02 \end{array}$ |
|--|--|---|---|---|
- |  |   |   |  |   |
|--|---|---|--|---|
| 6.<br>$\begin{array}{r} 118 \\ 8 \overline{) 945} \\ -8 \downarrow \\ \hline 14 \\ -8 \downarrow \\ \hline 65 \\ -64 \\ \hline 01 \end{array}$ | 7.<br>$\begin{array}{r} 92 \\ 7 \overline{) 647} \\ -63 \downarrow \\ \hline 017 \\ -14 \\ \hline 03 \end{array}$ | 8.<br>$\begin{array}{r} 227 \\ 4 \overline{) 908} \\ -8 \downarrow \\ \hline 10 \\ -8 \downarrow \\ \hline 28 \\ -28 \\ \hline 0 \end{array}$ | 9.<br>$\begin{array}{r} 209 \\ 3 \overline{) 629} \\ -6 \downarrow \downarrow \\ \hline 029 \\ -27 \\ \hline 02 \end{array}$ | 10.<br>$\begin{array}{r} 118 \\ 8 \overline{) 945} \\ -8 \downarrow \\ \hline 14 \\ -8 \downarrow \\ \hline 65 \\ -64 \\ \hline 01 \end{array}$ |
|--|---|---|--|---|

3. 1. 100 2. 150 3. 30

## Word Problems

### F.A. – Class Work

1. 1. Each child will get 14 peppermint sweets.
2. 141 seedlings are planted in each row.
3. Students are staying in 44 rooms.
4. 42 bouquets with 8 flowers in each bouquets.  
4 flowers are left.

$$\begin{array}{r} 14 \\ 9 \overline{) 126} \\ -9 \downarrow \\ \hline 36 \\ -36 \\ \hline 00 \end{array}$$

$$\begin{array}{r} 141 \\ 7 \overline{) 987} \\ -7 \downarrow \\ \hline 28 \\ -28 \downarrow \\ \hline 007 \\ -7 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 44 \\ 3 \overline{) 132} \\ -12 \downarrow \\ \hline 12 \\ -12 \\ \hline 00 \end{array}$$

$$\begin{array}{r} 42 \\ 8 \overline{) 340} \\ -32 \downarrow \\ \hline 020 \\ -16 \\ \hline 04 \end{array}$$

5. 100 packets of biscuits.

$$\begin{array}{r} 100 \\ 2 \overline{) 600} \\ - 6 \downarrow \downarrow \\ \hline 000 \end{array}$$

6. There are 77 books on each shelf.

$$\begin{array}{r} 77 \\ 8 \overline{) 618} \\ - 56 \downarrow \\ \hline 058 \\ - 56 \\ \hline 02 \end{array}$$

7. Sonu will complete reading the books in 109 days.

$$\begin{array}{r} 109 \\ 4 \overline{) 436} \\ - 4 \downarrow \\ \hline 036 \\ - 36 \\ \hline 00 \end{array}$$

## 15. Pictographs

### F. A. – Class Work

1. 1. 240 families      2. Food items      3. Clothes
2. 1. Kerosene  
2. 30 houses use gobar gas  
3. 40 houses use gas

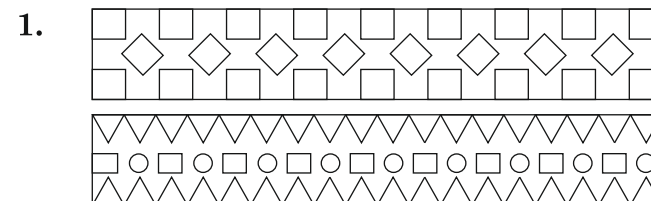
### F. A. – Class Work

1. 1. 120 farmers      2. Pulses      3. 20 more farmers
2. 1. 35 children in the class

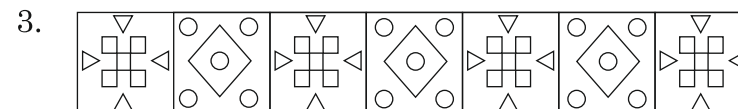
## 16. Patterns

### Geometric patterns

### F. A. – Class Work



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



### Patterns in multiplication tables

1. The units place goes 9, 8, 7, 6 ... this descending order. The tens place goes 1, 2, 3, 4... this is ascending order.
2. The units place goes 5, 0, 5, 0, 5,... and tens place goes 0, 1, 1, 2, 2, 3.
3. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. The units place in always zero.
4. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 28, 30. The units place goes, 2, 4, 6, 8, 0, 2, 4, 8, 0, it repeats.
5.  $6 \times 100 = 6000$   $6 \times 10,000 = 60,000$   
 $7 \times 1000 = 7,000$   $7 \times 10,000 = 70,000$

In each case just one zero keeps getting attached to the final result.

6.  $37 \times 3 = 111$ ,       $37 \times 6 = 222$ ,       $37 \times 9 = 333$ ,  
 $37 \times 12 = 444$ ,       $37 \times 15 = 555$ ,       $37 \times 18 = 666$ ,  
 $37 \times 21 = 777$ ,       $37 \times 24 = 888$ ,       $37 \times 27 = 999$ .

In each case we have a single number repeated trice in order from 1 to 9.

# Environmental Studies – Part I

## 19. My Delightful School

F.A.

1. (a) help (b) child
5. Cricket, badminton, foot ball, volley ball, etc.

S.A.

1. (a) There may be children who speak different language at home, because of this we see a lot of diversity.  
(b) Every child should get the joy of learning in school. The government has also provided many facilities for the education of girls.
2. (a) We make many friends in school. We study with each other's helps. We play together and share our tiffins. We take part in school functions and go on trip together. We come together to clean and decorate the classroom.  
(b) If we help each other, we can succeed at anything, work becomes enjoyable. In school we first understand our mutual needs and help each other, the joy in learning increase.
3. (a) All children with special needs have the right to education. Many parents of children with special needs send their children to school with great determination. The government also has many schemes for them.

---

## 20. I'll be Responsible and Sensitive

F.A.

1. (a) doctors (b) Braille (c) television
2. (a) False (b) False

3. (a) Deaf people use ~~Braille~~ / sign language.  
(b) Blind people can cross the road using white cane / ~~wheel chair~~.

4. (a) × (b) ✓ (c) × (d) ✓ (e) ✓ (f) × (g) × (h) ×

S.A.

1. We have been successful in eradicating polio in our country. The World Health Organisation has praised India for this achievement, the phrase is related to polio.
2. (a) Grandparents are often at home all day they have great affection for their grand children, they feel happy when we speak to them lovingly.  
(b) Some people have physical handicaps because of illnesses or accidents or they may be born with them. They suffer many inconveniences and much discomfort at public place.
3. (a) Old people only pastime is talking to their children and grand children.  
(b) We should take doctor's advice and take care accordingly.

---

## 21. Management of Community Life

F.A.

1. (a) Management (b) Proper co-ordination  
(c) representatives
2. (i) Getting up at.  
(ii) Morning studies and evening studies.  
(iii) School timings.  
(iv) Play-timings. (v) Sleeping time etc.
3. (i) Has the classroom been properly cleaned.  
(ii) Is there chalk and a duster in the classroom?  
(iii) Is the board clean?

- (iv) Checking these things regularly. Writing good thoughts on the board and maintaining discipline in the classroom is the responsibility of class representatives.

S.A.

1. (a) **Management** : To do any kind of work smoothly and in an efficient and systematic manner, the planning involved to achieve goal is called management.  
(b) **School Management Committee** : To make sure that the school run smoothly a school management committee is formed.  
(c) **Constitution** : After independence a 'constitution' was framed for our country, the constitution provides the fundamental framework for governing the country.
2. (a) The school management tries to understand the difficulties of parents, students and teachers, it gives guidance and helps smooth functioning of the school.  
(b) If there is no fixed time, students would come to school whenever they wished this will create confusion, and hamper the process of learning.  
(c) Rules guide us about how to behave in society, because of rules, we can be sure that everyone will behave in a particular manner.
3. (a) The first step in management is to prepare an outline of how and when the work is to be done.  
(b) Because of rules, we can be sure that everyone will behave in a particular manner.
4. (a) **Management** : is necessary for any work to be done properly. A detailed plan is necessary for group work. If work is carried out according to the

plan, it is done smoothly and on time. The school management committee works to ensure that all round development of children. The local government body provides facilities for the daily needs of people.

---

## 22. Transport and Communication

F.A.

1. (a) faster, safer (b) wheel  
(c) gestures, facial (d) modes
2. (a) - (2), (b) - (3), (c) - (1).
5. (a) We use the above means of transport to carry goods and people from one place to another.  
(b) The bullock cart.  
(c) Wheels.
6. Bullocks, donkeys, horses, camels, etc.

S.A.

1. (a) **Communication** : Obtaining or sending various types of information is called communication.
2. (a) Recently the use of mobile phones are increased however sparrows are disturbed by the waves coming from mobile phones. That is why sparrows are disappearing from our environment.
3. (a) Fish communicate with help of its body movements.  
(b) Street play, puppet show, etc. are used to promote the pulse polio campaign in rural areas.  
(c) TV is the means of live entertainment and means of transmission.  
(d) Textbook is used to provide information on a particular subject on a particular topic for a particular age group.

## 23. Natural Disasters

F.A.

- (a) Waves (b) areas where people are living  
(c) helpless (d) heaps
- Natural disaster :** (a), (c), (f), (e).  
**Man-made disaster :** (b), (d), (g), (h).
- (a) Floods (b) Nashik, Nagpur (c) Tsunami

4.



Flood



Earthquake

S.A.

- (a) **Disaster :** a very serious mishap, one in which people or animals can get injured or die.  
(b) **Natural disaster :** Mishaps have natural causes, they are called natural disasters.  
(c) **Man-made disaster :** Disaster that are caused due to man-made cause is called man-made disaster.
- We will allow people from the neighbouring village to come and stay in our village for few days.
- (a) Showers of rain in winter is good for the crops.  
(b) Hailstorms can injure people as well as animals, it damages crops and orchards.  
(c) The current of flood waters is very strong. It is dangerous to swim in flood waters.  
(d) A tsunami comes with so much force that vehicles on the coast along with the people in them get thrown away to quite a distance. Vehicles are crushed, people inside get injured or die.

## 24. Are we Endangering Our Environment?

F.A.

- (a) storage (b) wheel (c) Man (d) bag (e) work
- Car, bus, truck, bike, etc.
- (a) Kacha roads are now pakka roads, a lot new buildings coming up, new shops opens, vegetable shop are now available.

S.A.

- (a) Because of the increasing population, the drainage system in cities fails sometimes.  
(b) The food produced in the country began to fall short of the needs of the growing population. So our scientists developed improved methods of farming, hence farmers grow more than one crop in the year.  
(c) As the population keeps growing, the demand for things we get from the environment also grows in leaps and bounds, the number of vehicles increased, their smoke began to cause.
- (a) Cities became crowded as people left their villages in search of work, the number of vehicles increased.
- A city is crowded, populated, polluted but have a lot of facilities, a village has olden way of leading life close to nature but no facilities, a forest is totally a backwards meant for only animals.
- The waste from factory pollutes the river, the water becomes dirty and sometime harmful chemical makes water unfit for animals and human beings use.
- (a) Car, bus, truck, train, aeroplane, ships, submarines, etc.



- (b) In order to set up new colonies, people used open space and fields around the cities, and to build new houses and colonies, the trees there had to be cut down.
- (c) Malaria, dengue, filaria, chikungunya.
6. (a) **Using diesel and petrol sparingly :** Petrol and diesel is available in very small quantity compared to its demand hence we should use it sparingly so that it is made available for the next generation also.
- (b) **Saving water :** Water is the most need of the human beings, rain is the main source of water, we should not waste, water and save it so that it can be used when we have summer or no rains.
- (c) **The progress made by human beings :** Man used fuel and invented vehicles, he build roads and railways for transportation, factories are set up to manufacture various things. He build houses with best facilities he made his life easier and prosperous.

\* \* \* \*

## Environmental Studies – Part II

### 16. Campaign in the South

#### F. A. – Open Book / Class Work / Orals

- (1) Tanjavur (2) Golconda (3) Deepabai
- (1) False (2) True (3) False (4) True
- (1) Vyankoji (2) Golconda (3) Jinji

#### Multiple Choice

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

#### Reasoning

- Correct order :** 4, 3, 5, 1, 2.

#### S. A. – Oral / Class Work

- (1) Shivaji Maharaj wanted to meet Vyankoji in order to end his dispute with him over the Tanjavur jagir.
  - (2) Shivaji Maharaj made an appeal to Vyankoji Raje to help him in the work of Swaraj.
  - (3) In his letter to Vyankoji, Shivaji Maharaj advised him to follow the path of valour and not to trust the enemies.
- (1) Shivaji Maharaj wanted to create a powerful base in the south in order to resist the blows of Aurangzeb. Also, he wanted to resolve his dispute with Vyankoji. With these two objectives in mind, Shivaji Maharaj planned the campaign for the south.
  - (2) Shivaji Maharaj wrote to Vyankoji and tried to persuade him to change his ways because Vyankoji returned to Tanjavur without taking his leave and also attacked Shivaji Maharaj's forces from Tanjavur.

## 17. Management of Forts and the Navy

### F. A. – Open Book / Class Work

1. (A) (a) Aadnyaapatra (b) Janjira  
(B) (1) Sabnis, Karkhanis (2) bastions, fortifications  
(3) Purandar, Bhimgad  
(4) iron, stone cannonballs, canister  
(5) warships

### Oral / Class Work

1. (1) • To protect and administer the fort. • To issue orders to the Sabnis and Karkhanis.  
(2) • To keep accounts (Record income and expenses on the fort). • To collect revenue / tax from the subjects on the fort and around it.  
(3) • Supply grains and goods to the people living on the fort. • To arranged for the ammution for the guns and firearms at the time of war.

### Home Assignment

1. (1) Bahirji Naik was the chief of army intelligence and espionage.  
(2) The defence strategy helped Shivaji Maharaj in guerrilla warfare.  
(3) He had strictly warned his soldiers not to drink alcohol, not to trouble his subjects and not to extort money from them.  
(4) The associates of Shivaji Maharaj - Kanhoji Jedhe, Veer Baji Pasalkar, Firangoji Narsala, Prataprao Gujar, Sidhoji Nimbalkar and Siddi Hilal.  
(5) Shivaji Maharaj built three types of forts - forest forts, hill forts and sea forts.  
(6) Ramchandrapant Amatya wrote the book Aadhyapatra.

## Activity

### 1. [To be done by students.]

#### S. A.

1. (a) Shivaji Maharaj raised an independent and strong navy, Shivaji Maharaj defined his territorial waters and established domination over the coastal area. He safeguarded his sea-coast. This navy was the first of its kind in medieval India. That is why he is rightly regarded as the 'Father of the Indian Navy'.  
(b) (1) The management skills of Shivaji Maharaj are seen at all times in the battles he fought all his life and also in his overall administration.  
(2) He realized the importance of forts in the establishment of Swaraj. He therefore maintained, repaired and built about 300 forts.  
(3) Shivaji Maharaj made definite arrangement for protection of forts by appointing the officers Killedar, Sabnis and Karkhanis.  
(4) He had a well-organized and very efficient system of army intelligence and espionage.  
(5) He safeguarded the sea-coast by building a strong navy.  
(6) Shivaji Maharaj also managed a very disciplined army.
2. Shivaji Maharaj had many excellent adminsitration skills. The one I liked the most was the bravery and fearless attitude. Although the Moguls were very strong and many in numbers but this fact could not deviate Shivaji Maharaj from his objective achieving Swaraj. He had excellent leadership skills that could unite people for a noble cause and even motivate them to sacrifice themselves for Swaraj.

I shall try to learn and use the skill of bravery and fearless attitude to achieve the goals of my life to serve my country and help others.

## 18. Management of the Welfare State of Swaraj

### F. A. – Class Work

- (1) Shivaji Maharaj  
(2) confidence, self-respect, patriotism  
(3) peasants, artisans (4) Mallamma Desai  
(5) Fumigation (6) torch-bearer, slavery
- (1) The title 'Savitri' was given to Mallamma Desai.  
(2) Hindavi Swaraj was the dream of Shivaji Maharaj.  
(3) Shivaji Maharaj bestowed great honour on Sant Tukaram, Samarth Ramdas, Baba Yakut and Mauni Baba.

### (4) [To be done by students.]

| 3. | Name of the Minister                | Designation      | Department                        |
|----|-------------------------------------|------------------|-----------------------------------|
| 1. | Moro Trimbak Pingle                 | <b>Pradhan</b>   | Administration (Political)        |
| 2. | <b>Ramchandra Nilkanth Muzumdar</b> | Amatya           | Revenue and Accounts of the State |
| 3. | Hambirrao Mohite                    | Senapati         | <b>Defence</b>                    |
| 4. | Moreswar Panditrao                  | <b>Panditrao</b> | Religious Matters                 |
| 5. | <b>Niraji Rawaji</b>                | Nyayadhish       | <b>Justice</b>                    |
| 6. | Annaji Datto                        | <b>Sachiv</b>    | <b>Government Orders</b>          |

|    |                               |               |                          |
|----|-------------------------------|---------------|--------------------------|
| 7. | <b>Dattaji Trimbak Waknis</b> | <b>Mantri</b> | Correspondence           |
| 8. | Ramchandra Trimbak Dabir      | Sumant        | <b>Foreign Relations</b> |

### S. A.

- (1) An independent Hindavi Swaraj was created because :  
(i) Hindavi Swaraj was a dream of Shivaji Maharaj.  
(ii) Anyone who lived in Hindustan, no matter to what religion or community they belonged, was a 'Hindavi'. Their raj was 'Hindavi Swaraj'.
- (2) Shivaji Maharaj gave various facilities to drought-affected peasants.  
(i) He used to waive taxes.  
(ii) Shivaji Maharaj freely distributed the grain stored in the State granaries to the people.  
(iii) He also undertook repairs of various forts and construction of dams, bunds and canals during drought years. In this way, people could earn their daily living and did not feel the severity of drought.
- (3) (i) Mallamma Desai, was a brave woman from Beawadi in Karnataka.  
(ii) She fought a great battle in defence of the fortress.  
(iii) When Shivaji Maharaj came to know about her courage, he called her his younger sister.  
(iv) He also returned her fortress and villages to her with honour and gave her the title 'Savitri'.

2. Shivaji Maharaj had ordered to take special care of the forest and water in the environment. He also ensured that the forests in his kingdom are not destroyed. Shivaji Maharaj had ordered his men to use teakwood trees for building boats and ships. He ordered the people to use water sparingly. He also instructed burning of garbage and use the ash as manure for cultivation of vegetables.

**Things I will do to protect environment are :**

1. Will plant more trees in my surroundings.
2. Will use water carefully.
3. Will throw garbage in the dust bin and not in public places.
4. Will not throw garbage in the ponds, rivers or seas, in this way water will not get polluted.

\* \* \* \*