

Key to Navjeevan Term Book - I

Standard
6

Teacher's Copy

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English Balbharati

Unit - I

Topic - 1.1 Don't Give Up !

- Q.1.** (1) flying (2) stronger (3) defeat (4) crying
- Q.2.** (1) - (c), (2) - (a), (3) - (d), (4) - (b)
- Q.3.** (1) Defeat (2) While flying
(3) The oak (4) crying
- Q.4.** (1) True, (2) True, (3) False, (4) False.
- Q.5.** (1) impatient (2) weaker
(3) difficult (4) success/victory
- Q.6.** (1) We must never ever stop to cry when we have not won.
(2) All that is great and good can be done by patient trying.
(3) When their wings grow stronger, young birds can keep up a little longer.
(4) The test that tries everyone is gaining victory from defeat.
(5) When a blast has bowed her, the sturdy oak has risen and grown loftier and prouder.
- Q.7.** (1) P A T I E N T (2) V I C T O R Y
(3) D E F E A T (4) C R Y I N G
- Q.8.** (1) prouder (2) sturdier (3) loftier (4) crying
- Q.9.** (a) Your chair is more sturdy than mine.
(b) Victory makes the winner confident.
(c) We should defeat the opposite team today.

Extract - 1

- I.** (a) loftier, prouder (b) Gaining victory from defeat.
- II.** (1) – (b), (2) – (c), (3) – (a)
- III.** (1) for crying (2) prize you?
(3) again, grown (4) grow stronger
- IV. (A)** (1) Alliteration - the 'g' sound is repeated for poetic effect.
(2) Alliteration - sound 'f' is repeated for poetic effect.
Oxymoron - Opposite words are used in the same sentence
- (B)** won–done, crying–trying
- V.** The poet will tell this person that he/she has done a wrong thing by giving up learning to ride the bicycle. The poet's advice will be, 'Rise each time you fall'. I too agree with the poet's advice. We must learn how to gain victory from defeat.

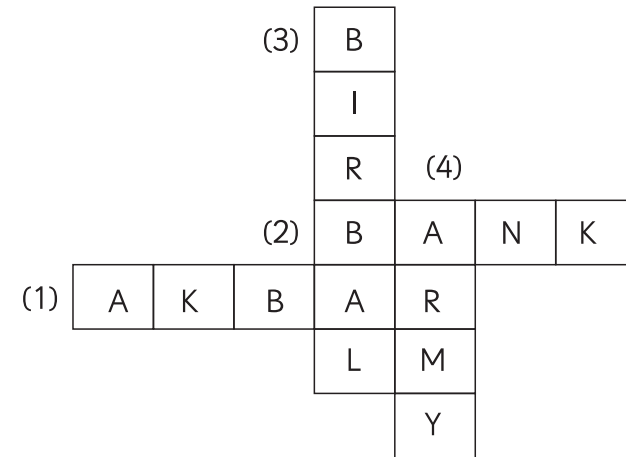
Topic - 1.2 Who's the Greatest ?

- Q.1.** (1) nav-ratnas (2) generations (3) agitated
(4) sweetmeats (5) bowed low (6) God's
(7) stupidity
- Q.2.** (1) - (b), (2) - (a), (3) - (c)
- Q.3.** (1) Emperor Akbar (2) Birbal (3) this grandson
- Q.4.** (1) True, (2) False - They have been handed down mainly by word of mouth, (3) True, (4) False - Akbar burst out laughing, (5) False - It was his own grandson, (6) False - Akbar never thought so. He knew God was the greatest.
(7) False - Birbal knew God was the greatest, (8) True,
(9) False - Birbal stepped forward and bowed low,
(10) True, (11) False - The courtiers were in a proper fix.

- Q.5.** (1) weak (2) poverty (3) uninteresting
 (4) farthest (5) true (6) pleasure
 (7) backward (8) frown
 (9) disadvantage (10) smartness

- Q.6.** (1) This was because Akbar the Great was a very good human being who cared for his subjects and respected scholars, writers, poets and artists belonging to different religions.
 (2) Akbar wanted to know what should be the punishment for someone who pulled his moustache.
 (3) Only the Emperor's grandson would be so bold as to pull the Emperor's moustache.
 (4) The Almighty cannot banish anyone from his kingdom because his kingdom extends everywhere.
 (5) Akbar was not a fool because he did not care for false praise.
 (6) Akbar was so pleased with Birbal's answer that he forgave the courtiers for their stupidity.
 (7) The courtiers wanted to shower praises on Emperor Akbar to get some favours from him.
 (8) Akbar told his courtiers to tell him at least one thing that he could do that Almighty God could not do or else they would all incur the royal displeasure.
 (9) Akbar could throw a person out of his kingdom, but since God's kingdom extended everywhere, the Almighty could not banish anyone from his kingdom.

Q.7.



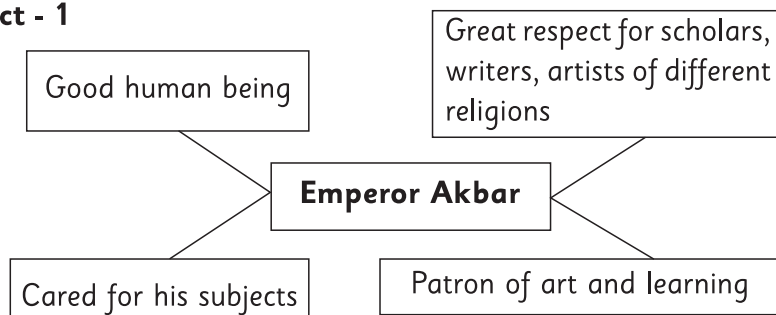
- Q.8.** (1) m o u s t a c h e (2) P a t r o n
 (3) f l o g (4) f a m o u s

- Q.9. (A)** (1) respect - abstract noun; scholars - common noun
 (2) army - collective noun; wealth - common noun
 (3) jail - common noun; food, water - material noun
 (4) Birbal - proper noun; explanation - abstract noun
- (B)** (1) The court was stunned!
 (2) "Flog him! Give him fifty lashes of the whip!" exclaimed the nobleman.
 (3) "What do you say Birbal?"
- (C)** Emperor Akbar or Akbar the Great is known as one of the greatest rulers in the world. He is known thus, not because he had a vast empire, a very strong army and untold wealth, but because he was a very good human being. Emperor Akbar cared for his subjects and had great respect for scholars, writers, poets and artists belonging to different religions. Emperor Akbar was a patron of art and culture.

- (D)** (1) The king was renowned as a great patron of art and culture.
 (2) My friends and I burst out laughing at the joke made by the comedian.
- (E)** (1) false - adjective of quality
 (2) next - adjective of time
 (3) one - adjective of number
 (4) proper - adjective of quality
- (F)** (1) from (2) for (3) in
- (G)** (1) rain, nail, certain, cane
 (2) thought, ought, full, tough
- (H)** (1) Looking at Birbal thoughtfully, Akbar asked him what that one thing was.
 (2) Akbar's face lit up with a smile when he exclaimed to Birbal that it was very clever of him.
- (I)** (1) enormous wealth,
 (2) very dear to the Emperor
 (3) throw out of the kingdom
- (J)** (1) live (2) wood (3) herd (4) forewood
- (K)** (i) banish, kingdom, punish, someone
 (ii) advantage, bowed, courtiers, stupidity

Extract - 1

Q.1.



- Q.2.** (1)-(d), (2)-(a), (3)-(c), (4)-(b).
- Q.3.** (a) Akbar loved to pose interesting questions or problems in his court.
 (b) He had great respect for scholars, writers, poets and artists belonging to different religions.
 (c) Emperor Akbar wanted to know, what should be the punishment for someone who pulled his moustache.
 (d) Birbal was the closest to the Emperor's heart.
- Q.4.** (a) subjects - common noun
 (b) Emperor Akbar had vast empire, hadn't he?
 (c) (1) failure (2) interest
 (3) belief (4) seriousness

Extract - 1

- Q.1. (A)** (a) with a smile. (b) another look
 (c) royal displeasure. (d) the God Almighty!
- (B)** (a) Birbal (b) courtiers (c) thing
- Q.2.** (1) -(c), (2)-(d), (3)-(b), (4) -(a).
- Q.3.** (a) True, (b) False - Birbal stepped forward and bowed low
 (c) True, (d) False - The courtiers did not know the answer to Akbar's question.
- Q.4. (A)** (a) banishment (b) punishment
 (c) thought (d) curiosity
- (B)** (i) They were in a proper fix, weren't they?
 (ii) The Almighty cannot banish anyone from his kingdom, can he?
- Q.5.** Birbal told Emperor Akbar in front of the entire court that the Emperor could throw someone out of his kingdom, and that even God could not do so. Birbal explained that Emperor

Akbar could banish anyone from his kingdom but God could not do that since God's kingdom extended everywhere. This saved the courtiers and brought a smile on Akbar's face.

Topic- 1.3 Autobiography of A Great Indian Bustard

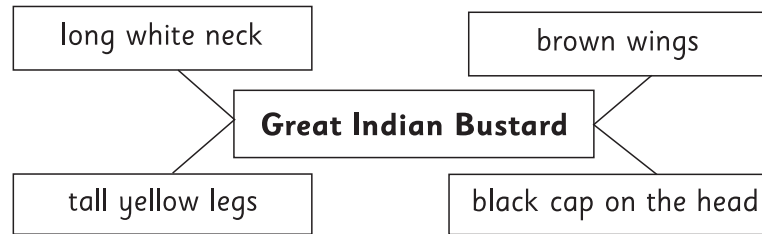
- Q.1.** (1) impress (2) heaviest (3) Maldhok or Hoom
(4) ground (5) predators (6) humans
(7) Rajasthan.
- Q.2.** (1) The Great Indian Bustard has a black cap on its head.
(2) The Great Indian Bustard eats everything including snakes, lizards, small fruits, berries and all sorts of insects.
(3) The egg looks like a stone.
(4) Only 200 Great Indian Bustards are left in the world today.
(5) The Great Indian Bustards live on grasslands and in deserts.
- Q.3.** (1)-(b), (2)-(c), (3)-(d), (4)-(e), (5)-(f), (6)-(a).
- Q.4.** (1) Resonating sound. (2) The ground.
(3) Dr. Salim Ali. (4) Ten. (5) Air.
- Q.5.** (1) lightest (2) humble (3) unimpressive
(4) stale (5) ugly (6) unafraid
(7) winning (8) inhuman (9) happily (10) old
- Q.6.** (1) diverse (2) cheerful (3) house
(4) live (5) friend (6) appear

Teacher's Note : The words depart, overlive and fellow were printed mistakenly. Kindly replace them with the words friend, appear and live.

- Q.7.** (1) The Great Indian Bustard gulps air in the special feathery pouch attached below its neck. This pouch helps it to produce a resonating sound similar to the 'Hooooom' sound produced by the cow. The Bustard dances in joy with puffed out feathers, cocked up tail and dropped down wings.
(2) Sadly the number of Great Indian Bustards is dropping. The growing population of humans has pushed these birds away from more than 90 percent of their home regions. They are afraid of hunters that kill them for fun. They die due to shocks from electric power-lines. They are losing their homes.
- Q.8.** (1) long, white, brown – Adjectives of quality
(2) no - Adjectives of quantity
(3) plenty - Adjectives of quantity
(4) ten - Adjectives of number
(5) your - Possessive adjective
- Q.9.** (1) up to, in (2) on (3) in (4) from (5) for
- Q.10.** (1) Nouns - bird, friends, grasslands, humans.
(2) Verbs - gather, helps, protect, arrive.
(3) Adjectives - wonderful, healthy, happy, afraid.
(4) Adverbs - directly, together, away, slowly.
(5) Pronouns - we, I, you, us.
- Q.11.** (a) We drove slowly in the ghats.
(b) "I lost my dog", she said sadly.

Extract - 1

Q.1.



Q.2. (1) 30 (2) smaller, slimmer (3) healthy

Q.3. (1) The friends are Chinkara, blackbuck and larks.

(2) The Bustard's food includes snakes, lizards, small fruits, berries, all sorts of insects, etc.

(3) Grasshoppers and beetles are the Bustard's favourite food.

Q.4. (1) grasslands, deserts - common nouns.

(2) I eat everything, don't I?

(3) heaviest - Superlative degree.

(4) healthy - adjective of quality.

Q.5. The Great Indian Bustard is the heaviest bird in India. It can weigh up to 18 kilos and can stand up to four feet in height. It has a long white neck, brown wings, tall yellow legs and a black cap on its head. It looks very impressive.

Extract - 2

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

Q.2. (1) Rajasthan (2) Peacock

(3) growing population of man (4) support, love

Q.3. (1) Dr. Salim Ali suggested that the Great Indian Bustard should be given the status of 'National Bird' of our country.

(2) The Bustards are afraid of hunters who kill them for fun.

(3) The Bustards need human love and support in order to survive.

Q.4. (1) about (2) ten - Adjective of number.

(3) sadly - Adverb of manner down - Adverb of place.

Q.5. It makes me feel very sad that today only two hundred Great Indian Bustards are left in the world. My friends and I can write letters to our MLAs and officers and make an appeal for help. We can visit the bird in the sanctuary. It is in our hands to help this bird and we have to try our level best to give it more space in Maharashtra and to stop hunters from killing them.

Pointers

*(1) (1) Hello Sir, we have heard so much about you. We are so excited to see you. Do you like being with humans?

(2) How are you treated by other birds and animals?

(3) Did you feel hurt when your beautiful relative the peacock was chosen as the National Bird of India?

(4) Were you happy to be chosen as the State Bird of Rajasthan?

(5) What do you have to say about Dr. Salim Ali, your great human friend?

(6) Do you think, the humans are going to help your species?

(7) What do you have to say about your population decreasing?

(8) Why do you have to impress your soul mate with your dance?

- (9) What are your favourite food items?
 (10) Do you think human beings will give you their support and love to survive?

***(2)** 25, Rose Villa,
 Byculla,
 Mumbai 400 010
 25th March, 2016.

Dear Rachel,

I must tell you how we enjoyed ourselves at the Bustard Sanctuary in Talegaon. You were supposed to join us but unfortunately, you fell ill and could not make it.

The Great Indian Bustard is magnificent to look at. It has a long white neck, brown wings, tall yellow legs and a black cap on its head.

It dances with joy when it begins to rain. Its dance is very much like that of the peacock, who actually is the Bustard's relative.

Unfortunately, the Bustard will soon become extinct, since at the moment, there are only 200 of them left in the world. Hunters are killing them and overpopulation is getting the better of these birds.

We need to help this species by not allowing builders to take away their land space, by not allowing electric wires on high poles and by prohibiting hunting completely.

Let us get together and gather friends and supporters to help us.

I shall see what I can do and let you know how you and your friends can help.

See you soon. Love to all at home

Your friend

Sarah

- Q.3.** (a) yes (b) yes (c) no (d) no
 (e) yes (f) yes (g) no (h) yes

Topic - 1.4 Children are going to school...

- Q.1.** (1) waves his hands.
 (2) like a mother's heart.
 (3) bows his head in respect.
 (4) smiles on one side of the road.
 (5) their songs of blessings.
 (6) is a - gleam.
- Q.2** (1) Time is seated on an old roof.
 (2) The sun is wearing his golden muslin turban.
 (3) The main theme of the poem is that the whole world is happy because children are going to school.
- Q.3.** (1) - (c) (2) - (d) (3) - (a) (4) - (e)
 (5) - (b) (6) - (g) (7) - (f).
- Q.4.** (1) frowns (2) disrespect (3) shallow (4) darkness

Extract - 1

- Q.1.** (1) The morning light spreads over the earth.
 (2) The sun is waiting on one side of the road.
 (3) The sky bows its head in respect to the children going to school.
 (4) The breeze is singing the song of blessings.
- Q.2.** (1) - (b), (2) - (c), (3) - (a)

Teacher's Note : The word heart was printed mistakenly in column 'B' (c). Kindly replace it with the word greenery.

Q.3. The whole world is happy to see children going to school because children are the future of the country and the world. Education will make these children wise and smart. These children will grow up and become great men and women and help the world to prosper.

- Q.4.** (1) Personification - The sky is spoken of as a person.
(2) Personification - The sun is given human qualities.
(3) Personification - Breezes are given human qualities.
Alliteration - Sound 's' is repeated for poetic effect.

Extract - 2

Q.1. (1) in his lush deep foliage (2) a-gleam, this hour
(3) like a mother's heart (4) flies pigeons in the sky.

Q.2. If children didn't go to school, we would end up having illiterate and uneducated people in this world. These children would not know how to behave and conduct themselves at home, as well as in public places. There would be chaos, noise and ill-mannered people everywhere. There would be no progress as children are the future.

- Q.3.** (1) Personification - Peepal is given human qualities.
(2) Simile - Particles throbbing is compared to a mother's heart.
(3) Personification - Time is given human qualities.

Pointers

- (1)** (a) (1) Morning light spreads.....
(2) The Sun, after his morning dip in the river.....
(b) (1) Breezes sing their songs of blessings.
(2) Fragrant flowers awaken the sleepy roads.....

- (2)** (1) The sky bows his head with respect for the children going to school.
(2) The sun waits and smiles on one side of the road.
(3) Breezes sing songs of blessings.
(4) Fragrant flowers awaken the sleepy roads.
(5) The Peepal waves his hands for the children.
(6) Every particle of the earth throbs like a mother's heart.
(7) Time sits on an old roof and flies pigeons in the sky.
- (3)** Every member of my family helps me to get ready to go to school. School starts at seven o'clock in the morning. My mother wakes up early, wakes me up, prepares my breakfast and my recess tiffin, packs everything and keeps my bag ready. My father reaches me to school every morning. My brother and sister help me with my studies. Without my family members help, life would be very difficult.
- (4)** My parents feel very happy when they send me to school because they are sure that I am going to learn a lot in school. Besides my studies, I am also going to learn good manners and discipline. My parents know that the school and the teachers in school are going to help me to become a good person.

Topic - 1.5 A Kabaddi Match

- Q.1.** (1) The spectators clapped and boosted the morale of both the Kabaddi teams.
(2) With great determination and without losing his breath, Mangesh successfully touched the midline and besides saving himself, he also got Ravi, Mohan and Ajinkya out.
(3) Class 9A managed to get three more bonus points of 'lona'. This was the icing on the cake.

- (4) Their team spirit, confidence, strategies, swiftness and suppleness helped Class 9A to beat Class 9B.
- (5) The game requires good health, muscular strength, strategic skills, a lot of practice and above all, great determination.
- (6) Sanjeevani, Gaminee, Amar are some Kabaddi styles.

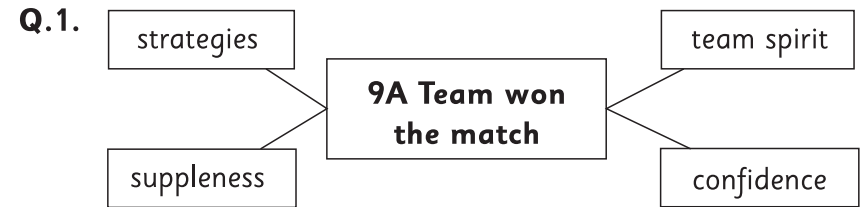
- Q.2.** (1) strong players in their team
 (2) clapped and boosted the morale of both the teams
 (3) his mettle (4) India
 (5) scores a point (6) 'Kabaddi', 'Kabaddi'
 (7) 'raiders, midline

- Q.3. (A)** (1) weak (2) lost (3) possible
 (4) beatable (5) tensed (6) unsuccessful
 (7) modern (8) minimum
- (B)** (1) Outstanding (2) anti-raiders (3) Oneself

- Q.4.** (1) Govind. (2) Ravi (3) Mangesh.
 (4) The raider (5) Bonus points

- Q.5.** (i) (a) started, clapped (b) proved
 (c) had won (d) proved
- (ii) (a) Ravi - proper noun; player - common noun.
 (b) defeat - abstract noun.
 (c) team - collective noun.
- (iii) (a) He - pronoun ; cautiously - adverb.
 (b) slowly, back - adverb; towards - preposition.
 (c) maximum - adjective ; wins - verb; match - noun.
 (d) usually - adverb ; in - preposition.

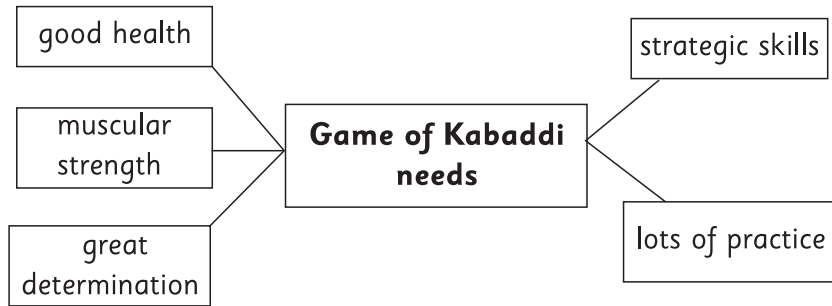
Extract - 1



- Q.2.** (1)-(c), (2)-(d), (3)-(b), (4)-(a)
- Q.3.** (1) The Class 9B team began to play cautiously.
 (2) The three more bonus points of 'lona' was the icing on the cake.
 (3) The 9A team star players were full of confidence after the half time break.
 (4) The 9A team caught hold of the ace raiders Mohan, Ajinkya and Ravi.
- Q.4.** (1) Mihir even managed to tag Sohan, didn't he?
 (2) He never failed to play with strategies.
 (3) The heads were set reeling by it.
- Q.5.** Kabaddi originated in India. It is a very ancient sport. Today this sport has become popular in many countries. There are two teams of seven members each standing face to face in a rectangular court divided by a midline. Each team sends raiders across the midline to get the members of the other team out. The raider must not stop saying the word 'Kabaddi - Kabaddi' continuously. If all the seven players are out, the winning team gets bonus points. This is a lovely game depending on stamina.

Extract - 2

Q.1.



- Q.2.** (1) The Kabaddi styles are Sanjeevani, Gaminee, Amar, etc.
(2) Kabaddi has two teams. Each team consists of seven members.
(3) The 'raider' tries to tag the opponents and run back to his side, all in one breath.
(4) The 'raider' proves this by chanting 'Kabaddi', 'Kabaddi' all the time.
- Q.3.** (1) excelled at Kabaddi (2) popular, many countries
(3) exchange their sides in the court
(4) maximum, wins
- Q.4.** (1) Kabaddi is an ancient sport, isn't it?
(2) two, seven - adjectives of number.
(3) team - collective noun; points - common noun
(4) he, he
- Q.5.** It is very necessary to have good health, muscular strength, strategic skills, a lot of practice and above all, great determination to excel at Kabaddi.
It is necessary to keep our bodies fit with exercise and good wholesome diet. I would see to it that I eat wholesome food,

exercise, learn how to attack the raider and excel at the game. For this, practice and determination are very necessary.

Pointers

- Q.1.** (a) Class 9A - Govind, Mangesh, Sohan, Vivek.
Class 9B - Suresh, Ravi, Mohan, Vinod, Ajinkya, Mihir.
(b) 9A team won the toss and sent their raider Govind who touched Suresh from Class 9B and won a point. Ravi from 9B team was an ace player. Mangesh from 9A was a strong player. Mangesh was caught by the opponents, but he crawled towards the midline without losing his breath and scored three points, since Ravi, Mohan and Ajinkya, were declared out, as they were holding him. Vivek was a great player. He touched the midline with the anti-raiders hanging on to him and got all of them out. These were bonus points.
(c) In the second half, the players of Class 9A team were full of confidence. Mohan, Ravi and Ajinkya were caught. 9A team outplayed Class 9B team.
- Q.2.** Kabaddi, midline, raiders, anti-raiders, 'lona', Sanjeevani, Gaminee, Amar.
- Q.3.** (1) The princess was as beautiful as her sister. (Positive)
(2) The princess was more beautiful than her sister. (Comparative)
(3) The princess was the most beautiful amongst all the young girls. (Superlative)
- Q.4.** good, bad - positive; better, worse - comparative; best, worst - superlative.
- Q.5.** (1) She is the only girl in class with high moral.
(2) Indians are unbeatable when cricket is played in India.
(3) She accepted all adds with great determination.

- (4) Her suppleness made her strong.
 (5) Sachin and Saurav developed a strategic partnership in cricket.

Topic - 1.6 The Peacock and the Crane

- Q.1.** (1) The Peacock scoffed at the Crane's colourless and dull feathers.
 (2) He boasted that its feathers had all the colours of the rainbow and that he was dressed like a king.
 (3) The Crane could fly high above, among the clouds and the stars.
 (4) The moral of this lesson is 'Fine feathers don't make fine birds.'
- Q.2.** (1) colourless and dull feathers (2) like a king
 (3) in all its glory (4) Fine feathers, fine birds
 (5) conceited, gorgeous
- Q.3.** (1)-(b), (2)-(c), (3)-(d), (4)-(a)
- Q.4.** (1) tale (2) see (3) hear (4) know

Extract - 2

- Q.1.** (1) conceited, gorgeous, colourful. (2) Colourless, dull.
- Q.2.** (a) The Peacock has colourful feathers, while the Crane has colourless and dull feathers.
 (b) The Crane can fly very high among the clouds and stars while the Peacock cannot fly.
 (c) A fable is a story having animals or birds as characters and it gives us a moral.
- Q.3.** (1)-(c), (2)-(d), (3)-(a), (4)-(b).

- Q.4.** (1) conceited, gorgeous - adjectives of quality
 (2) immediately (3) beauty and glory - abstract nouns
- Q.5.** I would not like the Peacock's conceit. The Peacock has too much of attitude and ego which is not good for us. I would not like its boastful attitude of showing everyone its feathers and making fun of someone else's feathers. I would not like its attitude of thinking that it is the best bird on earth.

Pointers

- (1)** (a) The Peacock's tail was more beautiful than any bird's.
 (b) Something that looks beautiful may not really be useful.
- (2)** Dear Crane, I would like you to see my colourful tail. I am proud of it but I also know that though I have a gorgeous tail, I cannot use it to fly in the sky. You dear Crane are really simple, but God has blessed you and you can fly so high and enjoy the view of the beautiful earth from up there in the sky. Both of us must be thankful to God for what he has blessed us with.
- (3)** Adjectives - conceited, gorgeous, colourless, dull, colourful.
 Nouns - Peacock, Crane, feathers, tail, rainbow, king, stars, clouds, birds.
- (4)** (a) 'ful' - colourful, beautiful, cheerful, peaceful, wonderful.
 (b) 'less' - useless, colourless, senseless, careless, fearless.

Antonyms -

- (a) **colourful** × colourless;
beautiful × ugly; **cheerful** × dull;
peaceful × tense;
wonderful × average/ ordinary.
- (b) **useless** × useful;
colourless × colourful; **senseless** × sensible;
careless × careful; **fearless** × coward.

(5) An example which shows that beautiful appearance is not enough is when the crane says, “but I can fly above, among the clouds and the stars and I can see all the beauty of the earth in all its glory.”

- (6) (1) She is a gorgeous girl in town.
(2) The peacock boasted of its colourful feathers.
(3) A mother’s smile brings glory.

- Q.6.** (a) thunder, blue,, bolt, burn
(b) nation, dear, dame, earn

Topic - 1.7 Param Vir Chakra : Our Heroes

- Q.1.** (a) Posthumously (b) Dadhichi’s bones
(c) Savitribai Khanolkar (d) flying skill, determination

Q.2. (1) The Param Vir Chakra is India’s highest military decoration. It is awarded for the most conspicuous bravery or some daring or prominent act of valour or self sacrifice.

(2) On the obverse, the PVC medal has the Indian national emblem at the centre, surrounding by four replicas of ‘Indra’s Vajra’.

On the reverse, the words Param Vir Chakra are engraved in Hindi and English with two lotus flowers in between.

(3) The Param Vir Chakra medal was designed by Savitribai Khanolkar.

(4) Sage Dadhichi had bones of such extraordinary power that nothing could affect them. He was a noble person. He laid down his life and gave his bones to help the people, Indra vajra, Indra’s weapon of

thunderbolts was fashioned from these bones to defeat any demons.

- (5) It has been awarded 21 times. Fourteen of these awards were given posthumously.
(6) On this day, the Srinagar airfield was attacked by a wave of six enemy Sabre aircrafts.
(7) Flying Officer Nirmal Singh could not take off immediately because of the clouds of dust raised by another aircraft.
(8) Flying Officer Sekhon displayed great flying skills and determination in the face of certain death. He showed unmatched heroism above and beyond the call of duty.

- Q.3.** (1) bravest of the brave
(2) enemy aircrafts, overhead
(3) at tree-top height
(4) simple in appearance
(5) Mrs. Savitribai Khanolkar
(6) highest military decoration
(7) Marathi, Sanskrit, Hindi

Q.4. (1)-(b), (2)-(c), (3)-(a), (4)-(e), (5)-(d)

Q.5. (1) extraordinary (2) weakness
(3) reverse (4) lowest (5) dishonoured

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

- Q.7.** (1) Sacrifice - simple present tense.
(2) fitted - simple past tense.
(3) derived - simple past tense.
(4) saved - simple past tense.
(5) defeated - simple past tense.

Extract - 1

- Q.1.** (a) False - It is supposed to be a matchless weapon. (b) True
(c) True (d) False - It has been awarded 21 times. Fourteen of these awards were given posthumously.
- Q.2.** (1) our safety (2) rare (3) Indian Citizenship
- Q.3.** (1) Savitribai married Vikram Khanolkar, an Indian Army Officer.
- Q.4.** (1) Savitribai designed the Param Vir Chakra medal
(2) simple - adjective of quality
(3) Param Vir Chakra - proper noun
honour - abstract noun
- Q.5.** Long long ago, a demon had stolen all the water in the world. Innocent people began to suffer due to this. It was discovered that the demon could not be brought under control since no ordinary weapon could harm him. The people soon learnt that a sage named Dadhichi was blessed with extraordinary bones. But how could the people ask this living sage for his bones?
Sage Dadhichi was a noble man. He laid down his life and gave his bones to help the people.

Extract - 2

- Q.1.** (1) vajra, thunderbolt (2) Dadhichi
- Q.2.** (1) Indra's vajra is also known as thunderbolt.
(2) The sage Dadhichi sacrificed his life to help the people.
(3) The Indian military derives its strength and power from the sacrifice of the bravest of brave.
- Q.3. Teacher's Note:** The words given in the term book are mistakenly printed. Apologies for the same. Request you to ask children to change as per the following.

Give one word for:

- (1) causing death - _____
(2) very brave - _____
(3) too powerful - _____

- Ans.** (1) fatal (2) gallant (3) invincible
- Q.4.** (1) extraordinary (2) dishonored
(3) weakness
- Q.5.** (1) sacrifice - simple present tense
(2) derived - simple past tense
(3) had stolen - past perfect tense

Extract - 2

- Q.1.** (a) unmatched heroism (b) enemy, overhead
(c) fled, scene
- Q.2.** (1) It was attacked on the 14th of December 1971.
(2) Flying Officer displayed great flying skill and determination in the face of certain death.
(3) Flying Officer Nirmal is called the 'bravest of the brave'.
- Q.3.** (1) - (b), (2) - (c), (3) - (d), (4) - (a)
- Q.4.** (1) Great flying skill was displayed by Flying Officer Sekhon.
(2) The enemy aircraft fled from the scene, didn't it ?
(3) had been killed. - past perfect.
- Q.5.** Six enemy Sabre aircrafts attacked Srinagar Airfield on the 14th of December, 1971. Just at that time, Flying Officer Sekhon was on readiness duty. He wanted to take off, but could not do so, since there were clouds of smoke and dust.

By the time the runway was clear, the enemy aircrafts were overhead, attacking the airfield. The Flying Officer attacked the enemy aircrafts till they fled, but his aircraft unfortunately crashed and this brave Flying Officer lost his life trying to save lives.

- Q.6.** (1) Mohammed Rafi's singing was legendary.
(2) The opposite team seems invincible in battle.
(3) Tuberculosis is a fatal disease.
(4) The gallant judge gave justice to the right.
(5) I felt conspicuous in my fluorescent jacket.

मराठी सुलभभारती

१. भारतमाता

विद्यार्थ्यांनी स्वतः कृती करा.

२. माझा अनुभव

स्वाध्याय

- प्र.१. * (अ)** “उद्ध्या आपल्याला आगगाडीने मामाच्या गावाला जायचे आहे.” असे आईने सांगितले म्हणून रिमाने आनंदाने उद्ध्या मारल्या.
- * (आ)** शेजारी बसलेल्या मावशीच्या मांडीवर बसलेले बाळ मुलाकडे पाहून खुदकन हसले म्हणून मुलाने बाळाला मांडीवर घेतले.
- * (इ)** पानांची सळसळ, नदीच्या पाण्याची खळखळ, पक्ष्यांची किलबिल, शेतात चरणाच्या गाईचे हंबरणे, बकऱ्यांचे बेंडबेंड हे सारे सायंकाळच्या वातावरणात मिसळून गेले होते. शेतातील पिके मंद मंद डुलत होती म्हणून मुलाचे मन आनंदाने थुईथुई नाचत होते.
- * (ई)** आजीने मुलांना जवळ घेतले. त्यांच्या डोक्यावरून, तोंडावरून हात फिरवला. तिच्या हाताचा थरथरणारा स्पर्श खूप प्रेमळ अन् बोलका होता म्हणून मुलांना गहिवरून आले.
- (उ)** मामाच्या गावी रोजच मजाच मजा. या मजेत मुलांची सुट्टी कधी संपली ते त्यांना कळलेच नाही. त्यामुळे ती गावी परत आली.

*** प्र. २.**

मी केलेले एक चांगले काम

माझा चांगला मित्र दोन-चार दिवसांपासून शाळेत आला नाही. चौकशी केल्यावर समजले की तो तापाने आजारी आहे. त्यानंतरही तो शाळेत आला नाही म्हणून मी त्याच्या घरी गेलो. घरची परिस्थिती पाहून मी खूपच दुःखी झालो. त्यापेक्षाही त्याच्या आजाराचे कारण थक्क करणारे होते. त्याच्या आजारपणासाठी पुरेसे पैसेही त्यांच्याकडे नव्हते, हे त्याच्या आईकडून समजले.

मी घरी आलो. माझ्या आईला सर्व सांगितले. आई म्हणाली, “आपण त्याच्यासाठी मदत गोळा करू.” आईला हॉस्पिटलमध्ये उपलब्ध असणाऱ्या

समाजसेवकांविषयी माहिती होती. तिने ती मला सांगितली. मी आणि माझ्या मित्राची आई आम्ही जाऊन त्या समाजसेवकांना भेटलो. त्यांनी सांगितल्याप्रमाणे सर्व कागदपत्र जमा करून मित्राच्या उपचारासाठी मदतनिधी उभा केला. मित्रावर योग्य वेळी व योग्य औषधोपचार झाले. दोन महिन्यात माझा मित्र बरा झाला व शाळेत येऊ लागला.

त्याच्या मदतीसाठी मी उचललेला खारीचा वाटा जेव्हा सर्वांना समजला तेव्हा सर्वांनी माझे कौतुक केले. शाळेने तर माझा विशेष सत्कार केला.

★ प्र. ३. विद्यार्थ्यांनी स्वतः कृती करा.

★ प्र. ४. (१) कृपया - एखाद्याला विनंती करताना.

(२) माफ करा - एखाद्याकडून माफी मागताना.

(३) आभारी आहे - एखाद्याचे आभार मानताना.

उतारा क्र. १

प्र. १. (१) (i) (१) आगगाडीने या ठिकाणी जायचे आहे -

मामाच्या गावाला

(२) मुलाच्या बहिणीचे नाव -

रिमा

(३) पुस्तकाच्या पानांचा आवाज -

फडफड

(ii) सकाळी निघालो.

(२) (i) (१) रिमा (२) हवेने

(ii) असे आई मुलाला व रिमाला म्हणाली.

★ (३) (i) (१) पवन (२) जननी, माता

(ii) (१) (अ) सुरसुर (ब) कुरकुर

(२) (अ) टुकटुक (ब) चुकचुक

(४) लहानपणी बाराखडी शिकत असल्यापासून 'आ' पासून आगगाडीचे आकर्षण होते. आज घराच्या बरोबर मी आगगाडीत बसून प्रवासाला निघालो होतो.

गाडी येताच शोध घेत आम्ही आमच्या जागेवर पोहोचलो. बरोबर घेललेले सर्व सामान व्यवस्थित लावले. गाडी सुटली. हळूहळू

चालणाऱ्या गाडीने वेग पकडला. खिडकीपाशी बसून मी बाहेरचे पळणारे जग पाहू लागले. स्टेशनवर गाडी थांबताच माणसांचा घोळका आमच्या डब्यापाशी आला. डब्यात एकच गर्दी झाली. उभ्या असणाऱ्या एका आर्जींना बसायला आम्ही सरकून जागा करून दिली. आर्जींना खूप बरे वाटले. मोठ्या आस्थेवाईकपणे आर्जींनी सारी चौकशी केली. आशीर्वाद दिला. पिशवीतून खाऊ काढून मला देऊ लागली. मी प्रथम आढेवेढे घेतले पण आईची मूक संमती मिळताच खाऊ घेऊन खाण्यास सुरुवात केली. आजही प्रवासात भेटलेल्या त्या आजीला मी विसरलेले नाही.

अधिक प्रश्न

★ प्र. १. (१) खळखळ, (२) सळसळ, (३) खुळखुळ, (४) किलबिल.

प्र. २. (१) - (आ) (२) - (इ) (३) - (ई) (४) - (अ)

उतारा क्र. २

प्र. १. (१) (i) (१) - (इ) (२) - (ई) (३) - (अ) (४) - (आ)

(ii) (१) बरोबर (२) बरोबर (३) बरोबर

(२) (i) आईकडे गेले

(ii) (१) खुदकन (२) बाळ

★ (३) (i) (अ) मार्ग (आ) शिवार

(ii) (अ) अर्थ - गालातल्या गालात हसणे.

वाक्य : छोटी निरागस बाळे आपल्याकडे पाहून खुदकन हसतात.

(आ) अर्थ - शांत झोपणे.

वाक्य : दिवसभराच्या कामाच्या थकव्यामुळे मी रात्री गाढ झोपलो.

(इ) अर्थ - लोभसयुक्त दृष्टीने पाहणे.

वाक्य : ते हसरे गोड बालक सर्वांकडे टुकटुकु पाहत होते.

(ई) अर्थ - खूप आनंद होणे.

वाक्य : सायंकाळच्या रम्य वातावरणामुळे आमचे मन आनंदाने थुईथुई नाचत होते.

(४) कॅलेंडरवरून सुट्टीचा दिवस कोणता आहे? हे आम्हांला माहीतच असते. त्या दिवशी आम्हांला सर्वांनाच लवकर जाग येते. नाशत्यानंतर मी, बाबा, माझा दादा व आई सर्वजण घराच्या साफसफाईचे काम करतो नंतर स्वयंपाकात आईला मदत. विशेष म्हणजे प्रत्येक सुट्टीला बाबा एक नवीन पदार्थ बनवून आम्हांला खाऊ घालतात. दुपारी मस्तपैकी गप्पा मारत आम्ही जेवतो. आणि हो विशेष म्हणजे आमच्या सुट्टीच्या दिवशी टी.व्ही., कॉम्प्युटर, मोबाईल या सर्वांनाच सुट्टी देतो. संध्याकाळी सर्वजण मिळून फिरायला जातो. दररोज आई-बाबा नोकरीमुळे व्यस्त तर आम्ही शाळा-कॉलेजमध्ये पण सुट्टीच्या दिवशी मात्र आम्ही प्रत्येक क्षणाचा आनंद लुटतो.

अधिक प्रश्न

प्र.१. *(१) मुख, *(२) शिवार, (३) गृह, (४) कर,
(५) सरिता, (६) सावकाश

*प्र.२. (१) बकरी - बेंडबेंड (२) वाघ - गुरगुर
(३) बेडूक - डराँवऽ डराँवऽऽ (४) मांजर - म्याँव, म्याँव
(५) मोर - पिऊ, पिऊ (६) कुत्रा - भोऽभोऽ

प्र.३. (१) मामी (२) बैल, (३) काका

उतारा क्र. ३

प्र.१. (१) (i) राजू — मामाच्या मुलांची नावे — चिमी

(ii) मामी
(२) (i) मामाच्या गावाला मुलांनी केलेली धमाल
→ विहिरीवर पोहायला जाणे
→ शेतात बागडणे
→ आंब्याच्या झाडावर चढून कैऱ्या,
पाडाचा आंबा तोडून खाणे
→ बैलगाडीतून मामाबरोबर फेरफटका मारणे
→ आज शेतावर, उदया आमराईत
मामाबरोबर फिरायला जाणे

(ii) आजीच्या हाताचा थरथरणारा स्पर्श होता - प्रेमळ व बोलका

(३) (i) (१) धमाल (२) झाड
(ii) आम्ही एकमेकांना कडकडून भेटलो.

(४) आईने सांगितल्यावर कधी एकदा मामाच्या घरी पोहोचतो असे मुलांना झाले. पहिला दिवस प्रवासात गेला. पण दुसऱ्या दिवसापासून नुसती धमाल. ती रोज मामाच्या मुलांबरोबर विहिरीवर पोहायला जात. मामाच्या शेतात दिवसभर बागडत. आंब्याच्या झाडावर चढून कैऱ्या, पाडाचा गोड आंबा खाणे, बैलगाडीतून मामाबरोबर निरनिराळ्या आमराईत फिरायला जाणे अशी रोज त्यांची मजा असे. या सर्व धमाल मस्तीमुळेच सुट्टी कधी संपली, ते आम्हांला समजलेच नाही असे मुलाला वाटते.

अधिक प्रश्न

प्र.१. (१) शहर (२) दूर, (३) रात्र (४) भरभर, घाईने

प्र.२. (१) अर्थ - मन भरून येणे.

वाक्य : आजोबांनी आम्हांला कुरवाळताच आम्हांला गहिवरून आले.

(२) अर्थ - प्रेमाने मिठी मारणे.

वाक्य : बऱ्याच दिवसानंतर प्रिय मित्र भेटल्यावर मी त्याला कडकडून भेटलो.

व्याकरण

* प्र.१.

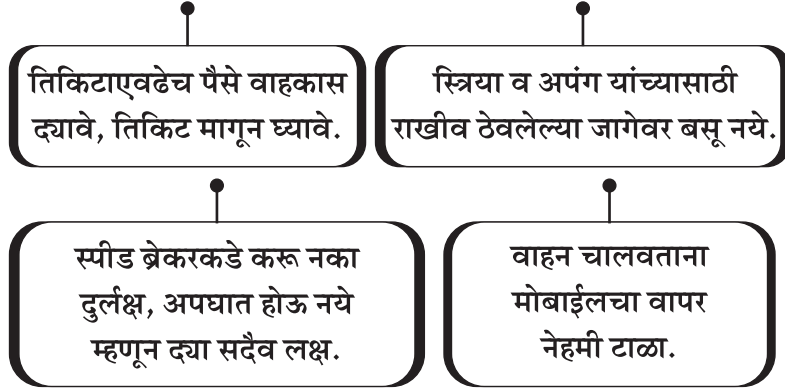
अ. क्र.	एकवचन	अनेकवचन
(१)	छत्री	छत्र्या
(२)	पाटी	पाट्या
(३)	बांगडी	बांगड्या
(४)	डोळा	डोळे
(५)	अंगठी	अंगठ्या
(६)	पुस्तक	पुस्तके

- प्र.२. (अ) बाबांचा सदरा उसवला. (आ) सुमनने गुलाबाचे रोपटे लावले.
 (इ) पाकिटात पैसे नव्हते. (ई) मुले बागेत, खेळत होती.
 (उ) समोरून बैल येत होता. (ऊ) सरिता व फरिदा चांगल्या मैत्रिणी आहेत.
 (ए) पंकजने परीक्षेत पहिला नंबर मिळवला.
- ★ प्र.३. (१) आवराआवर, (२) बांधाबांध, (३) पळापळ, (४) सामानसुमान.

उपक्रम

- ★ (१) अपयश ही यशाची पहिली पायरी आहे.
 (२) मनाची शांतता म्हणजे सुखी जीवन होय.
 (३) गरजेच्या वेळी उपयोगी पडतो तोच खरा मित्र.
 (४) आपल्यामुळे दुसऱ्याला दुःख होईल असे कधीच वागू नका.
 (५) नेहमी सत्याने वागा, सत्याचा नेहमीच विजय होतो.

★ सूचना फलक



३. पाऊस आला ! पाऊस आला !

स्वाध्याय

- प्र.१. ★ (अ) एकदा भर दुपारी अचानकपणे भयभीत करणारा सुसाट वारा वाहू लागला, तेव्हा विजांचा चमचमाट व ढगांचा गडगडाट सुरू झाला.

- ★ (आ) सुटलेला वारा भणण होता. (भयभीत करणारा होता.)
 ★ (इ) पाऊस आल्यामुळे आजोबांनी छत्री शिवली.
 ★ (ई) कार्यालयात जायला अगोदरच उशीर झाला होता, त्यातच पाऊस अचानक आल्यामुळे घोटाळा झाला म्हणून बाबांनी चडफड केली.
 ★ (उ) पावसामुळे आईचे पापड भिजले.
 (ऊ) भर दुपारी अचानकपणे आलेल्या जोरदार पावसाने विजांचा चमचमाट सुरू झाल्याने वर्गातील मुलांनी गोंधळ सुरू केला, म्हणून मॅडम कुट्टी यांनी शाळेला सुट्टी दिली.
 (ए) अकस्मित आलेल्या सुसाट पावसामुळे कुत्री सैरभैर झाली व ती भुंकत सुटली.

- ★ प्र.२. (अ) रिमझिम पाऊस पडत होता. उदा. सगळ्यांच्या डोक्यावर छत्र्या होत्या.

- (१) पावसाचा जोर जरा जास्तच होता.
 (२) रस्त्यावरील खड्ड्यात पाणी साचले होते.
 (३) खड्ड्यातून गाडी जाताच सर्वांवर चिखलाचा फवारा उडत होता.
 (४) छोटी छोटी मुले हळूच रेनकोटची टोपी काढून पावसात भिजत होती.
 (आ) रिश्का खडखड करत थांबली. उदा. अचानक काय झाले कळलेच नाही.
 (१) रिश्काचा ब्रेक लावल्यामुळे आम्ही थोडे पुढे झुकलो.
 (२) रिश्कावालेकाका म्हणाले, “रिश्का बिघडली वाटते ?”
 (३) माझे घड्याळाकडे लक्ष गेले.
 (४) बापरे ! मी आता पेपरला शाळेत कसा वेळेवर पोहोचणार ?

- ★ प्र.३. अचानक आलेल्या पावसामुळे दिवाळीचा आकाशकंदील चिंब भिजून गेला. ताईने काढलेल्या रांगोळीचे पाणी पाणी झाले. दोन-तीन दिवस मेहनत करून बनविलेल्या किल्ल्याचा चिखल झाला. पावसामुळे फटाक्यांनी आर्द्रता पकडली ते काही केल्या वाजेनात. अशा प्रकारे अचानक आलेल्या पावसामुळे दिवाळीच्या मजेचा विचका झाला.

★प्र.४. पापड उडीद डाळ, तांदूळ, बटाटा, साबुदाणा, पोहे, नाचणी असे विविध प्रकारचे बनविले जातात.

★प्र.५. सांडगे, बटाटा वेफर्स, कुर्ड्या, पापड्या, उपवासाच्या चकल्या, फणसाचे गरे, बटाट्याचा कीस.

पद्य

प्र.१. (१) (i) (१) छत्री शिवणारे - आजोबा
(२) शाळेला सुट्टी देणाऱ्या - मॅडम कुट्टी

(ii) (१) घोटाळा (२) बाबा

(२) (i) (१) गारा (२) दिवाळीतला

(ii) (१)-(ग) (२)-(क) (३)-(घ) (४)-(ख)

★(३) दिवाळीत आलेला अवकाळी पाऊस माझ्या स्मरणात चांगला राहिला आहे. अंगण स्वच्छ करून मी ते सारवण्यासाठी आईला मदत करित होते. अंगण थोडेसे सुकल्यानंतर आईने रांगोळी काढली. रांगोळीत मी रंग भरत होते आणि अचानक जोराच्या पावसाला सुरुवात झाली. जोरदार पावसामुळे रांगोळीचे रंग अंगणातून वाहू लागले. मला तर हे सर्व पाहून रडू कोसळले. घरासमोर लावलेला आकाशकंदिलही वाऱ्यामुळे फाटला. बाबांजवळ हट्ट करून नव्यानेच घेतलेल्या आकाशकंदिलाची अवस्था पाहून प्रचंड दुःख झाले. पावसाला 'अवकाळी' का म्हणतात हे या दिवाळीत मला समजले. पाऊस हा बऱ्याचदा आपल्या मेहनतीला एका क्षणात जलमय करून टाकतो. अवचित येणारा, नुकसान करणारा पाऊस म्हणूनच मला आवडत नाही.

★(४) (१) पावसाळी चप्पल, बूट खरेदी करतो. (२) रेनकोट घेतो.

(३) पुस्तके भिजू नयेत म्हणून बॅगसाठी कव्हर घेतो.

अधिक प्रश्न

प्र.१. (१) विंदा करंदीकर
(२) हसत म्हणाल्या मॅडम कुट्टी
'चला, पळा, शाळेला सुट्टी!'

(३) अचानकपणे पावसाचे जोरदार आगमन झाल्यामुळे, मुलांनी तयार केलेला दिवाळीतला किल्ला ढासळून गेला. अकस्मितपणे आलेल्या सुसाट पावसामुळे गल्लीबोळातली कुत्रीसुद्धा सैरभैर झाली. त्यांनाही काही कळनासे झाले व ती जोरजोराने भुंकू लागली. आता या पावसात कोणाला बाहेर पडावे लागले तर छत्री लागेल म्हणून आजोबांनी फाटकी छत्री शिवून टाकली.

(४) या जोराच्या पावसात कोणाला बाहेर पडावे लागले तर म्हणून फाटकी छत्री आजोबांनी शिवली.

व्याकरण

★प्र.१.(अ) (१) छत्री (२) किल्ला (३) चडफड (४) घोटाळा
(५) सुट्टी

(आ) (१) तडफड, (२) बडबड, (३) गडबड, (४) फडफड,
(५) तडतड, (६) भडभड

★प्र.२.	एकवचन	अनेक वचन	एकवचन	अनेक वचन
(१)	माणूस	माणसे	(२) गाय	गाई
(३)	दप्तर	दप्तरे	(४) पाणी	पाणी
(५)	वही	वह्या	(६) पत्र	पत्रे

प्र.३. (१) गेला (२) तिकडे (३) रडत (४) तुम्ही

प्र.४. (१) दुपारी (२) छत्री (३) दिवाळी (४) भुंकत

प्र.५. (१) आजी (२) बाबा

★प्र.६. (१) वाऱ्याची मंद मंद झुळूक खिडकीतून येत होती. (२) घोंगवणाऱ्या वाऱ्यामुळे झाडांची पाने जणू गिरव्या घेत होती. (३) महाराष्ट्रात सर्वत्र जोरदार वाऱ्यासह पाऊस पडला. (४) महाबळेश्वरची हवा नेहमीच थंडगार असते. (५) पावसाची संतत धार होती व त्यासोबतच अंगाला झोंबणारा वारा होता.

प्र.७. (१) पाऊस (२) घोटाळा (३) चडफड (४) आई
(५) वारा (६) बाबा

४. माहिती घेऊया
स्वाध्याय

*प्र.१.

	भारतीय संशोधकांची नावे	त्यांनी लावलेले शोध	शोधांविषयी माहिती
१.	डॉ. जगदीशचंद्र बोस वनस्पतींच्या संवेदना जाणणारा शास्त्रज्ञ	वनस्पतींना भावभावना असतात.	माणसांप्रमाणे वनस्पतींना भावभावना असतात हे प्रयोगाद्वारे सिद्ध करून दाखवले.
२.	विक्रम साराभाई आधुनिक आर्यभट्ट	कॉस्मिक रेज्-अंतरिक्षातून पृथ्वीकडे येणाऱ्या किरणांचे संशोधन.	या शोधामुळे भारताचा आर्यभट्ट हा पहिला उपग्रह अंतराळात झेपावला.
३.	डॉ. जयंत नारळीकर खगोल शास्त्रज्ञ	डॉ. हॉईल नारळीकर सिद्धांत	न्यूटनच्या गुरुत्वाकर्षणाच्या संशोधनात ज्या काही त्रुटी होत्या त्या दाखवून दिल्या.
४.	डॉ. वसंत गोवारीकर	(१) मान्सूनच्या अंदाजाची नवी पद्धत (२) अग्निबाणाच्या मोटारीकरिता घन इंधन बनविण्याचे तंत्र	(१) या शोधामुळे देशभराची पावसाची चिंता कमी झाली.
५.	डॉ. ए.पी.जे. अब्दुल कलाम अग्निबाण शोधक	अग्निबाणाच्या निर्मितीचे संशोधन	रोहिणी या उपग्रहाने सुरु झालेला प्रयत्न पृथ्वी, अग्नी, नाग, आकाश अशी क्षेत्रांमध्ये तयार करून थांबला.

*प्र.२. (१) आपला देश शेतीप्रधान आहे म्हणून शेतीविषयक क्षेत्रात संशोधन व्हावे. अवकाळी आलेल्या पावसापासून पिकाचे संरक्षण याविषयी संशोधन व्हावे.

(२) आपल्या देशातील लोकांचे आयुर्मान वाढले पण निरोगी जीवन कमी झाले. वेगवेगळ्या आजारांवर प्रतिबंध होण्याच्या दृष्टीने संशोधन व्हावे.

*प्र.३. डॉ. वसंत गोवारीकरांचा जन्म २५ मार्च १९३३ या दिवशी पुण्यात झाला. त्यांना शाळेत असताना नवीन नवीन कल्पना सुचायच्या.

कुशाग्र बुद्धिमत्ता आणि दृढ संकल्प हे गुण त्यांच्याकडे होते. कोल्हापूरला त्यांचे पदवीपर्यंतचे शिक्षण झाल्यानंतर ते इंग्लंडला पुढील शिक्षणासाठी गेले. तेथील बर्मिंगहॅम विद्यापीठात त्यांनी 'रासायनिक अभियांत्रिकी' विषयात संशोधन केले. त्यानंतर त्यांनी इंग्लंडच्या ऊर्जा संशोधन केंद्रात संशोधक म्हणून काम केले. १९६७ साली विक्रम साराभाई यांच्या आग्रहामुळे ते भारताच्या अवकाश संशोधन केंद्रात रुजू झाले. त्यांच्या पुढाकाराने 'घन पदार्थातील ऊर्जा' या विषयाच्या संशोधनासाठी नवा प्रकल्प सुरू करण्यात आला. तसेच अग्निबाणाच्या मोटारीकरिता घन इंधन तयार करण्याचे तंत्र विकसित केले. भारतीय विज्ञान क्षेत्रामध्ये त्यांनी मोलाची कामगिरी केली आहे.

व्याकरण

(१) मला कविता आठवल्या. (२) त्याने खुर्च्या ठेवल्या.
(३) मधू आंबे खा. (४) सद्दू सफरचंद घेऊन ये.

उपक्रम

(विद्यार्थ्यांनी स्वतः कृती करा.)

प्रकल्प

(विद्यार्थ्यांनी स्वतः कृती करा.)

५. सुगरणीचे घरटे

स्वाध्याय

प्र.१. *(१) गवताच्या बारीक पण चिवट काड्यांपासून.

* (२) निंब, बाभळीच्या झाडावर.

* (३) कसबी विणकर.

(४) गुरुजींनी.

प्र. २. * (१) सुगरण पक्षी गवताच्या बारीक पण चिवट काड्या गोळा करतो. मग आपल्या चोचीने सुबक वीण घालतो.

* (२) सुगरण पक्ष्याचे हे घरे झाडाच्या फांदीला झोक्यासारखे टांगलेले असते म्हणून वादळात ते शाबूत राहते.

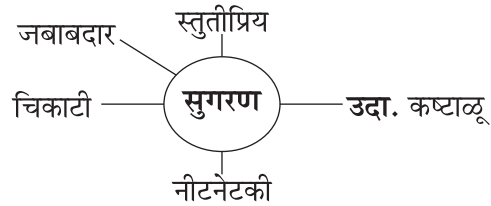
* (३) 'कुठे घाई नाही, गडबड नाही, सगळे कसे नियोजनबद्ध.' असे नयना सुगरण पक्ष्याबद्दल म्हणाली.

* (४) आपल्या सुगरणीसाठी व पिलांसाठी अपार मेहनत घेऊन तो पक्षी खूपच सुरेख घरे बांधतो म्हणूनच त्याला कुटुंबवत्सल पक्षी असे म्हटले आहे.

* (५) आपल्या चोचीने सुगरण पक्षी आकारबद्ध घरे बांधतो म्हणूनच त्याला कसबी विणकर असे म्हटले आहे.

(६) सुगरणमादी राहण्यास योग्य व मजबूत असेल अशा प्रकारच्या घरात राहणे पसंत करते.

* प्र. ३.



प्र. ४. नयना - "कुठे घाई नाही, गडबड नाही, सगळे कसे नियोजनबद्ध".

सुगरण पक्ष्याबद्दलचे मुलांचे निरीक्षण

सिमरन - "खरंच खूपच जबाबदार व कुटुंबवत्सल पक्षी आहे हा!"

जॉन - "त्याची चिकाटी किती आहे."

अतुल - "मला त्याची कष्टाळूवृत्ती भावून जाते."

* प्र. ५. या पाठातून सुगरण पक्ष्याच्या घराच्या माहिती मिळाली पण त्याबरोबरच सफाईदारपणा, कष्टाळूवृत्ती, चिकाटी, नीटनेटकेपणा या गुणांची ओळख झाली. सुगरण पक्ष्याची जबाबदारी व आई-वडिलांची आपल्या बाळाप्रती माया जाणवली. सुगरण पक्षी केवळ चोचीने एवढे सुंदर घरे विणू शकतो तर देवाने आपल्याला दोन हात व बुद्धी दिली आहे. मग यांच्या जोरावर आपण सुंदर कलाकृती साकार करू शकतो, याची जाणीव झाली. सुगरण पक्ष्याचे सर्व गुण आपण अंगी बाणवावे असे वाटले.

प्र. ६. * (१) सुबक : वाक्य - पेणचे देवधर गणपतीच्या सुबक मूर्ती बनवतात.

* (२) कसब : वाक्य - सुबक घर बांधणाऱ्या गवंड्याचे कसब कौतुकास्पद असते.

* (३) चिकाटी : वाक्य - उंच पर्वतकडा चढण्यास चिकाटी हवी.

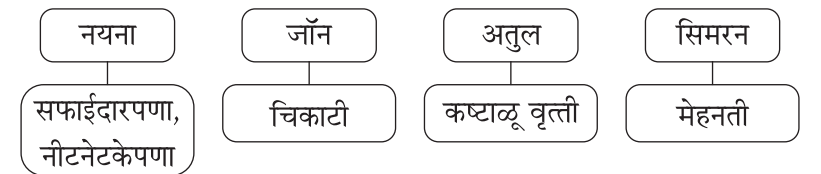
* (४) मजबूत : वाक्य - पाया मजबूत असेल तर इमारत भक्कम होते.

(५) आकारबद्ध : वाक्य - ताजमहालाचे बांधकाम आकारबद्ध आहे.

(६) नियोजनबद्ध : वाक्य - नियोजनबद्ध अभ्यासाने यश हमखास मिळते.

उतारा क्र. १

प्र. १. (१) (i)



(ii) (१) असे सिमरन आपल्या मित्र, मैत्रिणींना म्हणाली.

(२) असे गुरुजी मुलांना म्हणाले.

(२) (i) निंबाच्या

(ii) मुले सुगरण पक्षी कसे घरटे बांधतो या गोष्टीचे निरीक्षण करायची.

★(३) (i) (१) वृक्ष, तरु, (२) खग

(ii) (१) घरटी (२) शाळा

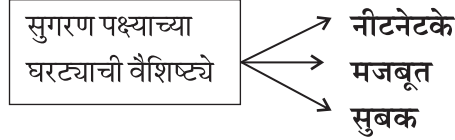
★(४) मी सुगरण पक्ष्याचे घरटे गावी झाडाला टांगलेले पाहिले आहे. त्याचा आकार मला गारुड्याच्या पुंगीप्रमाणे वाटला. त्या घरट्यावरून हात फिरवताना गवताची काडीही कुठे टोचली नाही. गवताच्या काड्या जणू हातमागावर कापड विणावे त्याप्रमाणे एकमेकांत विणल्या होत्या. ते घरटे मला कलेचा एक सुंदर नमुना वाटला.

उतारा क्र. २

प्र.१. (१) (i) (१) ते राहण्यास योग्य व मजबूत असेल.

(२) सुगरण पक्ष्याचे घरटे बांधून पूर्ण झाले होते.

(ii)



(२) (i) (१) निंब — झाडांच्या फांदीला सुगरणीचे घरटे टांगलेले असते — बाभळी

(ii) नक्षीदार

(३) (i) ★(१) - (इ) ★(२) - (ई)

★(३) - (आ) (४) - (अ)

(ii) (१) अयोग्य (२) अपूर्ण

(३) आळशी (४) बेजबाबदार

★(४) सुगरण पक्ष्याप्रमाणे जर आपल्यात चिकाटी असेल तर आपण प्रत्येक काम यशस्वीपणे करू शकतो. चिकाटीने अभ्यास करून आपण यशस्वी होऊ शकतो. मेहनत, कष्टाळूपणा, जबाबदारपणा यांमुळे आपण खेळांत प्रावीण्य मिळवू शकतो. सुगरणीचे गुण अंगी बाणवले, तर आपल्या यशाचा मार्ग मोकळा होईल.

★ आपण समजून घेऊया.

★ खालील वाक्यांतील सर्वनामे अधोरेखित करा.

(अ) मी कुमारला हाक मारली.

(आ) तुला नवीन दप्तर आणले.

(इ) त्याचा फोटो छान येतो.

(ई) मी त्यांना सुविचार सांगितला.

(उ) त्याने घर झाडून घेतले.

(ऊ) आपण पतंग उडवूया.

★ खालील परिच्छेद वाचा व त्यातील सर्वनामे अधोरेखित करा.

सलीम नुकताच शाळेत दाखल झाला होता. त्याला शाळेत करमत नव्हते. तो त्याच्या आईबरोबर शाळेत यायचा. तेवढ्यात त्याला त्याची मैत्रीण दिसली. सलीम त्याच्या आईला म्हणाला, “तू जा. मी आज तिच्याबरोबर घरी येईन”.

तक्ता पूर्ण करा.

अ.क्र.	शब्द	नामे	सर्वनामे
(१)	जॉन	नाम	—
(२)	ती	—	सर्वनाम
(३)	गुरुजी	नाम	—

प्र.१. (१) पुल्लिंग (२) नपुंसकलिंग (३) स्त्रीलिंग

(४) नपुंसकलिंग (२) स्त्रीलिंग (३) पुल्लिंग

प्र.२. (१) स्त्रीलिंग (२) नपुंसकलिंग (३) पुल्लिंग

उपक्रम

विद्यार्थ्यांनी स्वतः करा.

General Science

1. Natural Resources - Air, Water and Land

Formative Evaluation

I. Unit Test

- (A)** (1) ultra violet, (2) 0.3, (3) biotic, abiotic,
(4) Air, water, land (5) ozone.
- (B)** (1)- e, (2)- d, (3)- b, (4)- c, (5)- a.
- (C)** **(1)** Proportion of Land = 29% and Water = 71% on earth.
(2) As we go on higher altitudes the air becomes rarer.
(3) Chemical formula of ozone is O_3 .
(4) 16th September is celebrated as "Ozone Protection Day" all over the world.
(5) Carbon tetrachloride and Chlorofluorocarbons destroy the ozone layer.

II. Questionnaire

- (A)** **(1)** True. **(2)** False - Water is a universal solvent.
(3) False - Bedrock layer has more proportion of rocks.
(4) False - The soil on the land is formed by natural process.
- (B)** **(1)** Ice, **(2)** Formation of nitrates, **(3)** Fluorescent tubes, **(4)** Photography, **(5)** Decorative lights.
- (C)** (1) - e, (2) - d, (3) - b, (4) - c, (5) - a.

III. Quiz

- (A)** True: 5 False: 1, 2, 3, 4, 6, 7, 8
***(B)** (1) - c, (2) - d, (3) - b, (4) - a.

- *(C)** **(1)** Living things, atmosphere, lithosphere, hydrosphere.
(2) Microbes, worms and insects.
(3) Petrol, diesel, kerosene, paraffin, tar, wax.
(4) Argon, Helium, Neon, Krypton, Xenon.
(5) Carbon tetrachloride, Chlorofluorocarbons.

Summative Evaluation

- (A)** (1) Nitrogen, (2) Carbon dioxide, (3) Argon,
(4) Xenon, (5) Neon.
- (B)** (1) - f, (2) - e, (3) - d, (4) - c, (5) - b.
- (C)** (1) Nitrogen, oxygen, carbon dioxide, six inert gases, nitrogen dioxide, sulphur dioxide, water vapour and dust particles are the constituents of air.
(2) Carbon tetrachloride and chlorofluorocarbons are used in air conditioners and refrigerators.
- (D)** **(1)** Mountaineers carry oxygen cylinders with them because air becomes rarer at higher altitudes. So, they don't get enough oxygen.
(2) A mall has many fire extinguishers in it because a mall is a crowded place, so in case of fire in it, fire extinguishers help to extinguish the fire as they contain carbon dioxide.
(3) Water scarcity has become a serious problem because of uncontrolled use of water for an increasing population, industry and farming. So, it is now in short supply.
(4) We should grow more trees and bushes because

they reduce the erosion of land and hence, soil gets conserved.

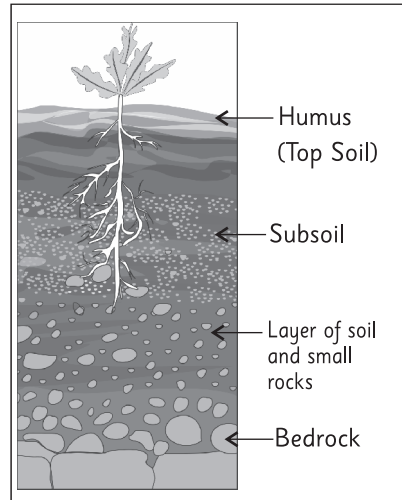
- * (E) (a)** The ultra violet rays coming from the sun are very harmful for living things. The ozone gas absorbs these rays, as a result, life on earth is protected. So, it is said that the ozone layer is a protective shell of the earth.
- (b)** No living thing can survive without water. Hence, it is said that water is life.
- (c)** Seawater is used in many industries, it is used to produce salt, seawater can be distilled to get pure water, sea waves create tidal energy which is useful in generating electricity. So, it is said that seawater is useful even though it is not potable.
- * (F) (a)** If microbes in the soil get destroyed then no humus can be formed and soil will remain without nutrients, so we won't get enough crops from the soil.
- (b)** If the number of vehicles and factories in our surroundings increases then amount of smoke will increase in the air and hence, air pollution will increase, which will cause many lung diseases in human beings. Even animal life and plant life would get destroyed due to air pollution.
- (c)** If the total supply of potable water is finished, then no life will be possible on the earth.
- (G) * (A)** The various constituents of air are nitrogen, oxygen, carbon dioxide, six inert gases, nitrogen

dioxide, sulphur dioxide, water vapour and dust particles.

Uses of gases in air :-

- (i) Nitrogen : (a)** It helps living things to build the necessary proteins. **(b)** It is useful in the production of ammonia. **(c)** It is used in airtight packaging of foodstuffs.
- (ii) Oxygen : (a)** It is necessary for respiration in living things. **(b)** It is necessary for combustion.
- (iii) Carbon dioxide : (a)** Plants use it for producing their food. **(b)** It is used in fire extinguishers.
- (iv) Argon : (a)** It is used in electric bulbs.
- (v) Helium : (a)** It is used in obtaining low temperature and also for generating lift in airships.
- (vi) Neon : (a)** It is used in decorative lights. **(b)** It is used for street lighting.
- (vii) Krypton : (a)** It is used in fluorescent tubes.
- (viii) Xenon : (a)** It is used in flash photography.
- (B)** (a) The soil on the land is formed by a natural process. (b) The abiotic components of soil are supplied through the weathering of the bedrock. (c) Due to the heat, cold, water, sunlight, wind and rain the bedrock breaks down into pieces. (d) Stones, sand and soil are formed from these pieces. (e) Microbes, worms and insects are found among them. (f) Rodents like mice and rats are found here.

(g) The roots of trees growing on the land also help weathering of rocks. (h) The process of soil formation is slow and continuous. (i) It takes about a 1000 years for a 2.5 cm thick layer of mature soil to form.



- (C)** Air, water and land are considered to be valuable natural resources because natural resources are all those which exist without the actions of humankind. Air, water and land are very useful to us in our day to day life, so they are considered to be valuable natural resources.
- (D)** There is a shortage of water even though it occupies about 71% of the earth's surface because out of this 71% of water, seas and oceans contain 97% water, which is salty. Frozen state of water is 2.7% and potable water is only 0.3%. As compared to this proportion, population growth, industrial growth and growth in farming are very high, so we face shortage of water.

2. The Living World

Formative Evaluation

I. Unit Test

- (A)** (1) photosynthesis, (2) oxygen, carbon dioxide, (3) excretion, (4) responsiveness, stimuli, (5) dies.
- (B)** (1) gills, (2) nostrils, (3) lungs, (4) skin, (5) lungs (6) tiny pores, (7) spiracles, (8) tracheae.
- (C)** (1) Snake (2) Hat (3) Bird (4) Cow (5) Rat
- (D)** (1) True (2) False- To inhale is to take oxygen from the air into the body. (3) False - Human beings grow only during a specific period of their life. (4) False - Plants respire. (5) False- Non-living things do not make any movements by themselves. (6) True (7) False- Lifespans of animals and plants are different. (8) True.
- (E)** (1) Gives birth to young ones, (2) Multicellular living thing, (3) 50 years, (4) Living, (5) Lungs.
- (F)** (1) Amoeba, Paramoecium, (2) Man, Guava plant, (3) Chlorella, Horse, (4) Stone, Bicycle, (5) Hen, Snake, (6) Neem, Babul

II. Quiz

- (A)** (1) oxygen (2) vapour (3) 18 to 25 (4) water (5) tiny pores (6) gum
- (B)** (1) hirada, behada (2) ox, earthworm (3) mosquitoes, flies (4) shakes, scorpions (5) dodder, parthenium (6) nettle, colocasia
- (C)** (1) - (e), (2) - (d), (3) - (b), (4) - (c), (5) - (a).

III. Orals

- (A) (1)** Housefly : 1 - 4 months.

Dog : 16 - 18 years.

Ostrich : 50 years.

Elephant : 70 - 90 years.

Mayfly : 1 to 24 hours.

Giant turtle of Galapagos : 170 years.

- (2) When life processes stop in a living thing, death occurs.
- (3) Plants respire through pores which are situated on the parts of their bodies.

Summative Evaluation

I. Semester Examination

- (A) (1) unicellular, (2) cells,
(3) multicellular, (4) locomotion,
- (B) (1) Responsiveness to stimulus is one of the characteristics of all living things. When an aeroplane is passing overhead, it makes a loud noise. This noise acts as a stimulus. In order to respond to this noise, people look up towards the sky.
- (2) Responsiveness to stimulus is a characteristic of human beings. A beam of light acts as a stimulus for our eyes. When the beam flashes, we respond to it, by closing the eyes quickly. We need to respond quickly to protect our eyes from possible damage.
- (3) A cat is an alert animal and is very quick in its responses. When there is a sound, the sound acts as a stimulus and the cat immediately responds to it by pricking up its ears. Since, responsiveness is one of the characteristics of

animals, when there is the slightest sound, a cat pricks up its ears.

(C)

(1)	Living things		Non-Living things
(1)	Living things are made of basic units of life called cells.	(1)	They do not have cells in their structure.
(2)	They show life processes like respiration, reproduction, response to stimulus, death, etc.	(2)	They do not show the characteristics of life processes.
(3)	They move of their own accord.	(3)	They do not move of their own accord.
(4)	They show growth.	(4)	There is no growth.
(5)	They excrete waste materials.	(5)	They do not excrete.

(D) (1) Following are the similarities between plants and animals :

- (i) Both are living things (ii) Both respire (iii) Both excrete (iv) Both show movements (v) Both die (vi) Both show response to stimuli (vii) Both have proper cell structure.

(2)

	Plants		Animals
(1)	Plants have chlorophyll.	(1)	Animals do not have chlorophyll.
(2)	Plants prepare their own food.	(2)	Animals cannot prepare their own food.

(3)	Plants growth is unlimited.	(3)	Animals' growth is for limited period of time.
(4)	Plants cannot move from one place to another, but show certain movement.	(4)	Animals can move from one place to another.

(3) Plants are used for household as well as industrial purposes. Eg., Fenugreek (methi), potato, okra (bhendi), apple, banana are used as food, while vasaka (adulsa), hirada, behada, asparagus are used as medicines. This way plant kingdom is useful to us.

- (E) (a)
- (1) **Honeybees** : (i) They give honey. (ii) They help in transferring pollen from one plant to another, which means they help in pollination.
 - (2) **Sharks** : (i) Skin of shark is used to make wallets, purses, shoes. (ii) Its teeth and jaws are used to make jewellery. (iii) It is used as food and in medicines too.
 - (3) **Yaks** : (i) They give milk. (ii) They are used as beasts of burden. (iii) Their dried droppings are used as fuel.
 - (4) **Sheep** : (i) They give wool. (ii) Meat is used as food.
 - (5) **Earthworms** : (i) They help in ploughing the soil. (ii) They are known as farmer's friends.
 - (6) **Dogs** : (i) They guard our homes.
 - (7) **Bivalves** : (i) Used as food. (ii) Shells are used to make decorative articles.
 - (8) **Horses** : (i) They help to pull carts. (ii) Used for riding. (iii) Also help in agriculture.

(9) **Mice** : (i) Used as the most common animal models for studying human diseases.

- (b)
- (1) **Ginger** : (i) It is used as medicine for cold and in food.
 - (2) **Mango** : (i) It is used to prevent cancer if we eat it. (ii) It is used to make juices and pickles.
 - (3) **Eucalyptus** : (i) Its oil is used as medicine for cold. (ii) Its leaves are used for infections, fever and stomach upset.
 - (4) **Babul** : (i) Leaves of Babul tree can be used to treat mild dysentery and diarrhoea. (ii) Babul bark is used for oral and dental hygienes.
 - (5) **Teak** : It is used to make furniture.
 - (6) **Spinach** : (i) It is an excellent source of Vit. K and Vit. A.
 - (7) **Aloevera** : (i) It is used as medicine. (ii) It is very good for skin diseases.
 - (8) **Turmeric** : (i) It is used in food. (ii) It is also used as medicine for cold and cough. (iii) It is used in cosmetics also.
 - (9) **Holy basil** :- (i) It is used as medicine. (ii) It is also used in pooja because it is considered as a sacred plant.
 - (10) **Karanja** : It is used for skin diseases.
 - (11) **Moh** : It is used as medicine.
 - (12) **Mulberry** : It is used as medicine.
 - (13) **Grapevine** : It is used to make wine.

- Q.3.** Snakes : Snakes use their muscles and their scales to move.
- Tortoises : Tortoises walk on the tips of their toes and move quite slowly.
- Kangaroos : Only animal to move by jumping. It uses its tail to balance its movement.
- Eagles : Eagles flap their wings and give themselves thrust to move through air and fly.
- Chameleons : Chameleons make many jerky movements for each step.
- Frogs : Most land frogs hop as means of movement.
- Gulmohur : It shows movement towards sunlight.
- Sweet potato : It's actually a root and shows movement accordingly.
- Creeper : It requires a support for its movement.
- Dolphins : They move by swimming.
- Ants : Their movements are highly co-ordinated and are being studied by scientists for finding patterns.
- Rattlesnakes : They move with their rattles held up to prevent damage.
- Grasshoppers : They use their two-winged legs and push with a spring motion.
- Earthworms : They use circular and longitudinal muscles to move through soil or along surfaces.

3. Diversity in Living things and their Classification

Formative Evaluation

I. Unit Test

- (A)** (1) Carolus Linnaeus, (2) domestic,
(3) 2 to 3, (4) Mushroom, (5) biennial,
(6) annuals, (7) 1 to 1½, (8) herbs
- (B)** (A) Tree - hard strong stem - Mango.
(B) Herb - 1 to 1½ m height - Holy basil.
(C) Shrub - branches close to the ground - Lemon.
(D) Creeper - weak stem - Pumpkin.
- (C)** (1) Mango, Dhatura
(2) Bread mould, Mushroom
(3) Coconut tree, Tamarind tree
(4) Orange, Hibiscus
(5) Grapevine, Cucumber.
(6) Sunflower, Jowar
(7) Radish, Carrot
(8) Fern, Mango

II. Questionnaire

- (A)** (1) Chrysanthemum (2) Chick pea (3) Grapes
(4) Banyan (5) Guava (6) Worms (7) Fish
- (B)** (1) True, (2) False, (3) True, (4) False,
(5) False, (6) True
- (C)** (1) -(c), (2) -(d), (3) -(a), (4) -(b).
- (D)** (1) It is necessary to classify all the living things in order to identify and study them.
(2) Parts of the part are root, stem, leaf, flower and fruit.
(3) Roots hold the soil firmly and anchor the plant. Its

main function is to absorb and transport water and nutrients from the soil.

- (4) Herbs grow 1 to 1.5 meters tall. The stem of herbs are green and quite flexible compared to trees and bushes. Herbs live for few months and up to one year.
Examples, mint and oregano.
- (5) The creeper has a green, flexible and soft stem. Creepers cannot stand tall they usually creep on the ground. They live for one year or longer.
Examples, pumpkin and bitter melon.
- (6) The function of the brain is more developed in vertebrates.
- (7) Plants and animals are classified on the basis of the similarities and differences in the structure of their organs and their characteristics.
- (8) The skin of the animal usually protects the animal body, but there are also different mechanisms by which different animals protect themselves.

III. Quiz

- (A) (1)-(c), (2)-(a), (3)-(b).
- (B) (1) amoeba, (2) fish, (3) toad, (4) fox, (5) dog.
- (C) (1) scales, (2) non-vertebrate animal,
(3) amphibious animal, (4) terrestrial animal,
(5) creeper
- (D) (1) Jelly fish (2) Carrot (3) Sunflower
(4) Oleander (5) Pumpkin (6) Lemongrass

Teacher Note: In the options for the 4. (c) sentence, kindly delete pumpkin and add of sander. And 5. (b) Sentence,

kindly delete oleander and add pumpkin. We apologise for the inconvenience caused.

IV. Orals

- (A) (1) Plants which make their own food are called autotrophic plants.
Eg., Hibiscus, pomegranate, periwinkle.
- (2) Some plants which use other plants for food are said to be heterotrophic plants. Eg., fungi, loranthus, dodder.
- (3) Plants which consume insects as their food are called insectivorous plants. Eg., Pitcher Plant, Drosera.
- (4) Rafflesia arnoldi is the world's largest flower and its diameter is one metre.
- (5) Wolffia or duckweed is the world's smallest flower. Its diameter is 0.5 mm.
- (B) (1) -(e), (2)-(d), (3)-(b), (4)-(c), (5)-(a).
- (C) (1) **Trees :** banyan, peepal, babul, gulmohur.
Shrubs : oleander, hibiscus, koranti, lantana.
Herbs : lemon grass, fenugreek.
- (2) **Vertebrates :** cow, dog, cat, fish, bird, snake, kangaroo, man, horse.
Invertebrates : snail, cockroach, ant, spider, amoeba.
- (3) **Terrestrial animals :** horse, cat, bear.
Aquatic animals : fish, jellyfish, sea horse, bivalve.
Amphibious animals : frog, salamander, toad.

Summative Evaluation

Semester Examination

- I.** (1) Shrub, (2) Herb, (3) Mushroom, (4) Biennial plant, (5) Scales, (6) Oviparous
- II.** (1) Mould (2) mushroom (3) cucumber/ pumpkin
- III.** (1) Salamander is an amphibious animal because it lives on both land and in water.
- (2) Cockroach is an invertebrate animal because it has no vertebral column.
- (3) Cow is a viviparous animal because it gives birth to young ones.

IV.

(1) A tree		(1) A shrub
(1) A tree grows very tall.		(1) A shrub does not grow very tall.
(2) They have branches at some height above the ground.		(2) They have branches very close to the ground.
(3) Eg., tamarind, banyan.		(3) Eg., rose, hibiscus.

(2) Flowering plants		(2) Non-flowering plants
(1) Flowering plants bear flowers.		(1) Non-flowering plants do not bear flowers.
(2) Flowers are the reproductive part of the plant.		(2) Spores and other parts of the plant reproduce new plant.
(3) Eg., Datura, Periwinkle.		(3) Eg., Bread mould, Mushroom.

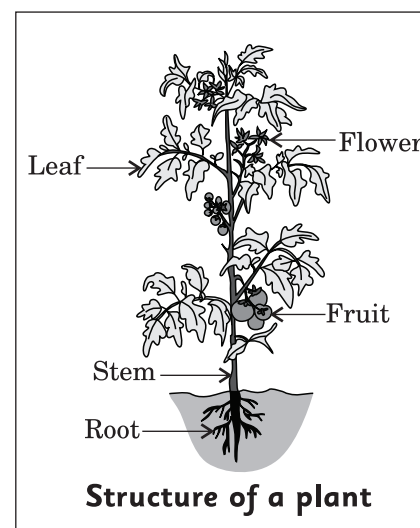
(3)	Viviparous		Oviparous
(1)	Eggs are not laid by animals.	(1)	Eggs are laid by animals.
(2)	They give birth to young ones.	(2)	Young ones come out from the eggs.
(3)	Eg., cat, dog.	(3)	Eg., hen, sparrow.

(4)	Vertebrate animals		Invertebrate animals
(1)	They have a vertebral column.	(1)	They do not have a vertebral column.
(2)	Vertebral column helps in the movement of the body.	(2)	They move with the help of organs of locomotion.
(3)	e.g. monkey, parrot.	(3)	e.g. cockroach, butterfly.

V. (1) Root, stem, leaf, flower and fruit are the parts of a plant.

- (1) **The root :** (i) Roots hold the soil firmly and anchor the plant. (ii) The main functions of the root are to absorb and transport water and nutrients from the soil. (iii) The roots of the carrot and radish also store food.

- (2) **The stem :** (i) The height, shape and size of a plant depend upon the stem. (ii) The stem carries out the functions of production, conduction and storage of food. (iii) In some



plants, it has the function of reproduction. (iv) The stem gives support to the other parts of the plant.

- (3) **The leaf :** (i) The leaf is flat. (ii) It plays an important role in the production of food. (iii) Leaves are mainly of two types - simple and compound.
- (4) **The flower :** (i) This is the most attractive part of a plant. (ii) It is connected to the stem by a stalk which may be long or short. (iii) A flower has a typical colour and shape. (iv) The flower is an important means of reproduction.
- (5) **The fruit :** (i) Fruits have different shapes. (ii) Fruits contain one or more seeds. (iii) The pods of beans and peas are actually fruits.

These animals are said to have an aerial mode of life.

*** (3)** Plants are classified on the bases of their height and the shape of stems, period of life-cycle and habitat.

Animals are classified on the basis of the cell structure, vertebral column, method of reproduction and habitat.

4. Disaster Management

Formative Evaluation

I. Unit Test

*** (A)** (a) 100, (b) 101, (c) 102, (d) 108.

(B) (1) disaster, (2) man-made, natural, (3) floods, (4) earthquake, (5) strong winds, storms, (6) Forest fires

(C) True - (3), (5), (8) **False -** (1), (2), (4), (6), (7)

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

II. Questionnaire

(A) (1) Man-made disasters - fire, leakage of chemical gases, bomb explosion, war, forest fire.

(2) Natural disasters - earthquake, storms, floods, tsunami, forest fire.

(B)



(1) Earthquake



(2) Flood



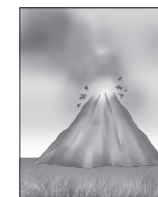
(3) Fire,



(4) Storm,



(5) Forest fire,



(6) Volcanic eruption.

III. Orals

*** (1)** A sudden event that causes large scale damage to life, property and social aspects of a nation or society is called a disaster.

*** (2)** There are two types of disasters : (1) Man-made, (2) Natural.

*** (3)** Taking steps to prevent disasters, making plans to face disasters and developing the capacity for these is called 'disaster management'.

*** (4)** The main components of disaster management are :
(1) To prevent or reduce damage caused by natural or

man-made disasters, (2) Emergency planning, (3) Management.

- ***(5)** Causes of an earthquake are : (1) Movement in the interior of the earth, (2) Mining, (3) Construction of big dams, (4) Injecting liquid into the ground, (5) Drilling a gusher dry, (6) Constructing large buildings.
- ***(6)** Causes of floods are : (1) Choking of gutters and drainage lines, (2) Heavy rain, (3) High tide, (4) Tsunami.
- ***(7)** The formation of high and low air pressure belts in the atmosphere causes changes in weather resulting in strong winds or storms.
- ***(8)** The causes of storms are : (1) Formation of high and low air pressure belts in the atmosphere, (2) Extreme heat mixed with rain and wind.

Summative Evaluation

I. Semester Examination

- Q.1.** (1) Fire Brigade, (2) Ambulance, (3) Heavy rains in Tamil Nadu, (4) Storms, (5) Floods.
- Q.2.** (1) To get protection from fire, use fire extinguishers in public places like schools, hospitals, railway stations etc.
 - (2) Should avoid major alterations and be aware of the construction area.
 - (3) Strictly follow traffic rules, speed limit should be maintained.
 - (4) During floods, do not linger in houses or areas on river banks. Seek shelter in other safe places. Move to safer places at a greater height. Do not step into the water currents or drive a vehicle into them.

- (5) Citizens should vote for a good leader who can help develop respectful relationship between regions and nations.
- (6) Should be attentive in reporting of unknown belongings found, everyone should be provided with emergency numbers.
- (7) During an earthquake, roads split open, the ground cracks, railway tracks get uprooted. Hence, when moving from one place to another, ensure that the roads are safe further on.
- (8) Every country/state should support each other during calamities to maintain oneness..

- ***Q.3. (1) Dog bite :** (i) Wash the wound with a solution of potassium permanganate or other antiseptic. (ii) Cover the wound with a clean and dry cloth. (iii) Get a doctor's help and an injection of the anti rabies vaccine.
- (2) Scratches / Bleeding :** (i) Make him / her sit or lie down comfortably. (ii) Clean the bleeding part of the body with water and keep it above the level of the heart.
- (3) Burns / Scalds : (1) Minor burns :** (i) The injured part should be washed with water or held under water. (ii) Give the victim water to drink. (iii) Clean the wound using a cotton swab soaked in an antiseptic solution. (iv) Do not apply oily ointments. (v) Cover wound using dry dressings.
(2) Serious burns : (i) Give emotional support. (ii) Cover the wounds with sterilized cloth. (iii) Remove

jewellery, shoes, etc. if easily possible. (iv) Do not touch or burst the blisters on the skin. (v) Do not try to remove the cloth if it is stuck to the burnt skin. (vi) If the patient is conscious, give water to drink but avoid tea or coffee or other stimulating drinks. (vii) Get medical aid at once.

(4) Snakebite : (i) Wash the wound with water. (ii) Give emotional support to the patient. (iii) Tie a cloth tightly above the wound. (iv) Get immediate medical help.

(5) Sunstrokes : (i) Take the patient to a cool place or in the shade. (ii) Sponge the whole body with cold water. (iii) Place a cloth soaked in cold water on the neck. (iv) Give plenty of water or liquids like sherbets to drink. (v) If the patient feels like vomiting make her / him lie prone i.e. on his / her abdomen with the head turned to one side. (vi) Get medical help or shift the patient to a hospital.

History

1. The Indian Subcontinent and History

Formative Evaluation

I. Unit Test

(A) (1) rivers (2) strenuous (3) Deccan Plateau.

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

(C) (1) Man and his environment.

(2) Pakistan and Bangladesh.

(3) Silk Route or Silk Road.

(4) China and Myanmar

Teacher Note : Question C (2) has been wrongly printed. We request you to change question as per the following:
Parts of India before 1947.

Apologies for the inconvenience.

(D) (1) History is a coherent account of the significant past events in the progress of human culture.

(2) The Hindukush and Himalaya ranges have created an impenetrable wall on the northern side of the Indian subcontinent.

(3) The Thar desert spreads across Rajasthan, Haryana and some parts of Gujarat.

(4) China and Myanmar had trade relations with ancient India.

(5) The land route through the Khyber and Bolan passes through the Hindukush mountains.

(6) The manuscript 'Periplus of the Erythrean Sea' or 'Handbook of the Red Sea' makes a mention of Indian islands.

II. Questionnaire

- (A) (1) technology (2) agricultural produce
- (B) (1)-d, (2)-c, (3)-a, (4)-b.
- (C) (1) Time, Place, Society and Individuals.
(2) The Himalayas.
(3) Satluj river.
- (D) *(1) The cities of Harappa and Mohen-jo-daro are in today's Pakistan.
(2) 'Place' is related to geography and geographical conditions.
*(3) Human settlements flourished wherever the means of living were plentiful.
(4) A part of Thar desert lies in today's Pakistan.
(5) Afghanistan, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and India are the countries which together form South Asia.
(6) Degradation of the environment, drought, invasions, etc., lead to the scarcity of human settlements.

III. Class / Home Assignments

- (A) (1) Harappa (2) Indian subcontinent
(3) inseparable.
- (B) (1)-b (2)-c (3)-a.
- (C) (1) The Harappan civilization spreads mainly in the northwestern part of the Indian subcontinent.
(2) The life of the people in hilly regions is more strenuous than that of the people on the plains.
(3) The country is contiguous except for islands of Andaman - Nicobar and Lakshadweep.

- *(4) Human settlements flourished wherever the means of living were plentiful.
- *(5) The people in hilly regions depend on hunting and gathering for their food.
- *(6) Harappan Civilization is the earliest civilization in India.

- (D) (1) (a) The Ghaggar river that originates in Himachal Pradesh reaches the Thar desert.
(b) It is known as 'Hakra' in Pakistan.
(c) Its course in Rajasthan and Pakistan has now dried up.
(d) Many sites of the Harappan civilization are situated along the now dry course of this river.

(2) Explain 'History' in brief.

- (a) History is a coherent account of the significant past events in the progress of human culture.
- (b) Time, Place, Society and Individuals are the four major pillars of history.
- (c) Of these four components 'place' is related to geography or geographical conditions. History and geography are inseparable.
- (d) History is influenced by geographical conditions in many ways.
- *(3) The human life depends on diet, clothing, housing, occupation and to a large extent a region's geographical characteristics. Human settlements flourish wherever the means of living are plentiful.
- *(4) The climate, rainfall, agricultural produce, flora

and fauna of the region where we live are the features of our surrounding, which form the means of our livelihood.

- * (5)** Afghanistan, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and India are the countries which together form the region known as South Asia. Considering the expanse and significance of India in its region, it is known as Indian subcontinent.
- (E) * (1) (a)** History is a coherent account of the significant past events in the progress of human culture.
- (b)** Time, place, society and individuals are the four major pillars of history. Among the four components of history 'place' is related to geography or geographical conditions.
- (c)** In this sense, history and geography are inseparable.
- (d)** History is influenced by geographical conditions in many ways.
As a result, there is a close relation between history and geography.
- * (2) (a)** The climate, rainfall, agricultural produce, flora and fauna of the region where we live are the sources of our livelihood. The lifestyle and culture of a region develop with their support.
- (b)** Human settlements have flourished wherever the means of living are plentiful.
- (c)** Over a period of time, these settlements develop further into villages and towns.

(d) But sometimes, reasons like the degradation of the environment, drought, invasions, etc., lead to the scarcity of those means.

As a result, people are forced to leave their settlements.

Summative Evaluation

I. Semester Examination

- (A)** (1) hilly regions (2) Himachal Pradesh (3) Peninsula.
- (B)** (1)-a (2)-c (3)-b.
- (C)** (1) Hakra. (2) Hilly areas. (3) The Himalayas.
(4) The Deccan Plateau.
- (D) (1)** The Hindukush and Himalayan ranges have created an impenetrable wall on the northern side of the Indian subcontinent. This wall has separated the Indian subcontinent from the deserts of Central Asia.
- (2)** The mountain ranges of Vindhya and Satpuda are situated to the north of Deccan Plateau.
- (E) (1) (a)** There is no fertile land available in the hilly regions.
- (b)** As a result, grains and vegetables are scarce.
- (c)** This has a bad impact on the diet of the people.
- (d)** As a result, in the hilly regions people depend more on hunting and gathering for their food.
- (2) (a)** Ancient India had trade relations with the western countries from the time of the Harappan Civilization which was carried on by sea.

- (b) And so, India developed contact and interaction with foreign cultures and people at the sea ports.
- (c) Later on, land routes came to be used for trade and transport.
- (d) But the importance of sea routes did not diminish.

*(F)

	Life in hilly region		Life on plains
(1)	Life is more strenuous.	(1)	Life is comparatively easier.
(2)	Fertile land not available.	(2)	Availability of fertile land.
(3)	Scarce foodgrains and vegetables.	(3)	Plenty of foodgrains and vegetables.
(4)	Depend on hunting and gathering for food.	(4)	Consume foodgrains and vegetables.

Activity

- (1) Hindukush and Himalaya mountain range lies in the north of India.
- (2) Many foreign invaders used the route passing through Khyber and Bolan passes to enter ancient India.
- (3) Rivers Ganga and Brahmaputra meet in Bangladesh.
- (4) Andaman and Nicobar islands are to the east of the Indian peninsula.
- (5) We see Thar desert in Rajasthan, Haryana, and some part of Gujarat.
 - (1) (To be done by students with teachers help.)
 - (2) (Refer textbook page no.4)

2. Sources of History

Formative Evaluation

I. Unit Test

- (A) (1) ancestors (2) paintings, (3) folk songs, folk tales
(4) archaeological
- (B) (1) Articles (2) Inscriptions (3) Vedic, Buddhist, Jain
(4) Material written and oral source.

*(C)

Material Sources	Written Sources	Oral Sources
(1) Pottery	(1) Travelogues	(1) Folk tales
(2) Beads	(2) Inscription	(2) Owis
(3) Stupa	(3) Puranas	
(4) Coin	(4) Vedic literature	
	(5) Copper - plate	

- (D) (1) Material source, written source and oral sources help to understand history.
- (2) Man learnt the art of writing after thousands of years.

II. Questionnaire

- (A) (1) oral (2) Stone Age (3) material sources
- (B) (1) Rock (2) Vedic literature (3) fort
- (C) (1) In the beginning, humans recorded their thoughts and ideas by using symbols and signs.
- (2) Owis, folk songs, folk tales and similar literature are passed from generation to generation by word of mouth.
- *(3) The ancient Indians developed the technique of memorizing and reciting the vedas.

III. Oral

- (1) The different sources of history are :-
(a) Material sources (b) Written sources (c) Oral sources.
(2) Thousand of years were taken to develop a script.
(3) Foodgrains easily get infested and turn into powder.
(4) Birch trees are found in Kashmir.

IV. Class / Home Assignments

- (A) (1) oral sources (2) written sources.
(B) (1)-c (2)-a (3)-b.
(C) (1) The variety of things used by man in his day-to-day life are known as artefacts.
(2) In the beginning, man wrote on potsherds, unbaked bricks using pointed objects.

Summative Evaluation

I. Semester Examination

- (A) (1) Vedic literature (2) Artefacts (3) courts
(B) (1)-b (2)-a
(C) (1) Sources such as archaeological remains, ancient monuments and coins found in excavations are the material sources through which we learn history.
*(2) Initially man used pointed reeds to write on potsherds, unbaked bricks, bhoorjapatra.
(3) We can decide the period of ancient artefacts like earthen pots by studying the shape, colour and designs on potsherds.
*(4) The information about the ancient period from 1500 BCE onwards is obtained from Vedic literature.

(5) The books on religious and social subjects, plays, poetry, travelogues and scientific works help us to understand the history of various historical periods.

*(6) The folk songs, the folk tales, the ovis as well as the early Vedic, Jain and Buddhist literature are preserved by oral tradition.

- (D) (1) (i) It is necessary to take precautions while using historical sources to write history.
(ii) A written document cannot be said to be authentic just because it is old - it needs to be examined critically as to who wrote it, why and when it was written.
(iii) The conclusions drawn on the basis of various genuine documents have to be cross checked and corroborated with one another.
(iv) Such a critical analysis is very important in the writing of history.
- (E) (1) (i) Man uses a variety of things in his day - to-day life. These are known as artefacts.
(ii) We get information about the diet of the people from the remains of foodgrains, seeds and bones of animals found in excavations.
(iii) We also find ancient coins and seals. All these give us information about human activities in the past.
(iv) All such artefacts, articles, monuments or their ruins are called the 'material sources' of history.

Activity

Q.1. (To be done by students.)

Q.2. (To be done by students.)

3. The Harappan Civilization

Formative Evaluation

I. Unit Test

(A) (1) Archaeological (2) baked bricks (3) red terra cotta

(B) (1) -b (2) -c (3) -a.

(C) ***(1)** Archaeological excavations first began in 1921 CE at Harappa in Punjab on the banks of river Ravi. This was the reason the civilization got the name Harappa.

(2) **(i)** The natural calamities like frequent floods, invasions by foreign tribes, decline in trade were some of the reasons for the decline of the Harappan civilization. **(ii)** The scanty rainfall, earthquakes, changes in the sea level also forced people to migrate to other places.

(3) Harappan civilization is also known as Indus Civilization.

II. Questionnaire

(A) (1) Unbaked bricks (2) Harappan

(B) (1) -c (2) -b (3) -a

(C) **(1)** Some regions became arid due to weakening of monsoon, drying up of river basins, earthquakes, changes in sea level, etc.

***(2)** The patterns such as fishscales, interlocking circles, pipal leaves etc. are seen on the Harappan pots.

(3) The similar remains structures and artefacts have been found Dholavira, Lothal, Kalibangan, Daimabad etc.

III. Oral

(1) The rooms of the houses were built around a central courtyard.

(2) The earthen pots were buried with the bodies.

(3) Migration of people to other places led to the decline of cities.

IV. Class / Home Assignments

(A) (1) Mohen-jo-daro (2) bathrooms

(3) Interlocking circles

(B) (1) evidence of ploughed field

(2) Harappan Civilization

(3) Harappan Civilization (4) Steatite stone

(C) **(1)** The spacious bath has been discovered at Mohen-jo-daro.

(2) The Harappan people cultivated crops such as wheat, barley, sesame, peas, lentils and cotton.

(3) The Harappan traders supplied muslin cloth to Egypt.

(D) **(1)** **(i)** Frequent floods, invasions by foreign tribes, decline in trade were some of the reasons for the decline of the Harappan civilization.

(ii) Some regions became arid due to weakening

of monsoon, drying up of river basins, earthquakes, changes in sea level, etc.

- (iii) People migrated to other places leading to the decline of cities.
- (iv) The Harappan civilization was a prosperous and flourishing urban civilization.
- (v) It laid the foundation of the Indian civilization.

Summative Evaluation

I. Semester Examination

- (A) (1) artefacts (2) drains (3) 2.5.
- (B) (1) - c (2) - b
- (C) (1) The streets were broad and laid out in a grid pattern.
 - (2) To prevent the seepage of water of the Great Bath it was lined with baked bricks.
 - (3) In Rajasthan, barley while in Gujarat, ragi crops were grown.
 - (4) The seals of Harappan civilization were mainly square - shaped and made from a stone called steatite.
 - (5) The steps of the great bath led down to the tank.
- (D) (1) Frequent floods, invasions by foreign tribes, decline in trade were some of the reasons for the decline of the Harappan Civilization. Some regions became arid due to weakening of monsoon, drying up of river basins, earthquakes, changes in sea level, etc. People migrated to other places leading to the decline of cities.

Seals of Harappa

- (2) (i) The stone called steatite was used to make the Harappan seals.
- (ii) Its shape was square.
- (iii) The pictures of animals like bulls, buffaloes, oxen, elephants, rhinos, tigers etc. were carved on the seals.
- (iv) Imaginary picture like the unicorn were also carved on the seals.
- (v) Some seals also had human pictures. Many times these seals were used as stamps.

Pots of Harappa

- (3) (i) During the time of excavations various earthen pots of different shapes and types were found.
 - (ii) Among the pots found there were red terra cotta pots with different patterns and many were in black colour with different design.
 - (iii) The patterns on pots were that of fishscales, interlocking circles, pipal leaves etc.
 - (iv) The Harappan people used to bury earthen pots along with the bodies of dead.
- (3) (i) A spacious bath has been discovered at Mohen-jo-daro.
 - (ii) The tank in the great bath was nearly 2.5 metres deep.
 - (iii) It was 12 metres long and 7 metres wide.
 - (iv) It was lined with baked bricks to prevent seepage of water.
 - (v) There were steps leading down to the tank.

(vi) There was also a provision for draining, cleaning, and refilling the tank from time to time.

- (E) **Teachers Note:** This question can be omitted. We apologise for the wrongly printed question.
- (F) Archaeological excavation first began in 1921 CE at Harappa in the Punjab on the banks of the river Ravi. Therefore, the civilization is also known as Indus civilization or Harappan civilization. Excavations were also carried out at Mohen-jo-daro, a place about 650 km to the south of Harappa in the Indus Valley. There was a striking resemblance between the remains of structures and artefacts found at the two places. The characteristic of the Harappan civilization includes town planning, roads, construction of houses, drainage system, seals, pots and toys and burial customs.
- (G) (1) Do not touch the structures of the monument.
 (2) Pet and stray animals should not be allowed inside.
 (3) Avoid taking food product inside.
 (4) Contribution your support for monitoring, maintenance and amenities.

*(2) (To be done by students.)

*(3)

Major Crops	Clothes	Ornaments
Wheat	Knee length cloth	Multistrand necklaces
Barley	Upper garment	Rings
Peao		Armlets, bangles
Sesame	Cloak	Waistbands

*(4) (Refer textbook page 10)

Civics

1. Our Life in Society Formative Evaluation

I. Unit Test

- (A) (1) evolution (2) society.
 (B) (1)- b (2)- a
 (C) (1) Man (2) Food, shelter, clothing
 *(D) (1) Food, clothing, shelter, education and health are our basic needs.
 (2) Every person is born with some qualities and capabilities.
 (3) We also have the capacity to think independently.

II. Questionnaire

- (A) (1) rules (2) society (3) people
 (B) (1) Permanent system (2) Equal.
 (C) *(1) We like the company of our family members, relatives and friends.
 (2) Evolution of man tells us that our present social life has taken shape through a process of evolution over thousands of years.
 (3) In the nomadic stage, man did not have stability and security.

III. Quiz

- (1) In company (2) Stability

IV. Oral

- (1) A variety of articles are produced due to labour and skills of people in society.

- (2) The people who are born with capabilities and qualities are dormant.
- (3) The thought process in everyone is different.
- (4) When man realized that living in a group provides security, people came together to develop an organized way of life.

V. Class / Home Assignments

- (A) (1) Society (2) psychological (3) encouragement (4) families.
- (B) (1) Man has moved from nomadic stage to a settled social life.
- (C) (1) (i) A stable and secure community life is necessary for the development of the individual as well as society.
(ii) In the nomadic stage, man did not have this stability and security.
(iii) When man realized that living in a group provides security, people came together to develop an organized way of life.
(iv) This was one of the main motivations for the creation of society.
(v) To live in society, man felt the need for rules, to help with the smooth functioning of day to day matters.

Summative Evaluation

I. Semester Examination

- (A) (1) happy (2) Education
- (B) (1)-b (2)-c (3)-a
- (C) *(1) Society provides us with the opportunities for expressing our thoughts and feelings.

- (2) To feel secure is an emotional need.
- (3) Education and health related services and facilities which allow us to live with dignity are made available in a society.
- (4) Every person born with qualities and capabilities, develops in a society.

- (D) (1) (i) Man is social by nature. (ii) We all basically like to live with one another in each other's company and with people around us. (iii) Living with people not only makes us happy, it is also our need. (iv) We have many needs. (v) Food, shelter, clothing are our physical needs.
- (2) (i) Society includes all people- men, women, grown-ups, old people, young children etc.
(ii) Society is not simply a mob or crowd of people.
(iii) A society is formed when people come together to achieve certain common objectives.
(iv) In order to fulfill our needs like food, clothing, shelter and security, the society has to create a permanent system.
(v) The existence of many such systems makes a society stable.
- (E) (1) Every person is born with some qualities and capabilities, which are developed in society.
(i) Schools provide opportunities to learn different languages.
(ii) Society too provides opportunities for expressing our thoughts and feelings.
(iii) The development of our artistic and other talents takes place in society.

- (iv) This encouragement is very important.
- * (F) (1)** (i) The inter-relations and interactions between the people, their dependence on one another and sharing form a part of the society. (ii) Society is not simply a mob or crowd of people. (iii) A society is formed when people come together to achieve certain common objectives.
- (2)** (i) In order to fulfill the needs like food, clothing, shelter and security, the society has to create a permanent system. (ii) Without such a system, the day-to-day affairs of the society cannot be carried on. (iii) Such system is essential for continued existence of the society.
- (3)** (i) Man is social by nature. Living with people not only makes us happy but also fulfills our basic needs. In society, our life becomes interdependent. We depend on each other for our emotional and psychological needs. Society provides opportunities to develop inherent skills and capabilities. Regulation in the form of customs, traditions, norms and laws make life in society stable and organised.
- (4)** If there were no social institutions, man would have faced the following difficulties.
- (i) Man would have to lead a nomadic life wandering from place to place in search of food.
- (ii) Life would be insecure and instable.
- (iii) Law of jungle would have prevailed.
- (iv) Qualities and capabilities would not have developed.
- (v) Emotional, psychological and physical needs would not have been satisfied.

- (G) (1)** I would help my friend when he has forgotten to bring the things needed in school and also tell him not to make it a habit.
- (2)** If I meet a blind or handicapped person on the road, I will inquire whether they want any help. If they want to cross the road, I would help them.

2. Diversity in Society

Formative Evaluation

I. Unit Test

- (A)** (1) Indian (2) co-existence
- (B)** (1) - b (2) - a
- (C)** (1) Indian society (2) India
- (D) *(1)** Co-operation is the process of sharing and helping each other in solving problems and removing difficulties.
- (2)** All societies are based on mutual co-operation between individuals and the community.
- (3)** Along with co-operation there can also be differences, disputes and conflicts in a society.
- (4)** An understanding attitude leads to a lot of new learning.

II. Questionnaire

- (A)** (1) co-existence (2) society (3) rules
- (B)** (1) Diversity (2) Co-existence
- (C) *(1)** We have accepted the principle of secularism to preserve the diversity in a sound and healthy manner.
- (2)** The very existence of the society depends on the co-operation between individuals.

- (3) Disputes and conflicts arise when there is lack of agreement in the opinions, ideas and views of the people.

III. Quiz

- (1) New ideas (2) Roles and responsibilities

IV. Oral

- (1) Society was mostly regulated with the help of traditions in ancient times.
- (2) We live among people who speak different languages such as Marathi, Kannada, Telugu, Bengali, Hindi, Gujarati, Urdu, etc.
- (3) We are acquainted with each other's traditions, customs and ways of life due to co-existence.
- (4) Conflicts can be resolved if people make efforts to understand each other and show a spirit of tolerance.
- (5) The principle of secularism has helped to maintain religious harmony.

V. Class / Home Assignments

- (A) (1) secular (2) interdependence (3) Constitution
(4) linguistic (5) Co-operation
- (B) (1) (i) Our Constitution has made important provisions to ensure that all religious communities will have the freedom to worship according to their faith.
(ii) To help develop a feeling of mutual understanding.
- (2) We have accepted the principle of secularism to preserve the diversity in our country in a sound and healthy manner.

- (C) (1) (i) For the society to function smoothly, some rules are required. (ii) In ancient times, society was mostly regulated with the help of traditions. (iii) Law is different from traditions and customs. (iv) The regulation of society through laws and traditions is carried out by different organizations and institutions in the society. (v) The government bodies at the local level also play an important role in the process of regulation of the society.

Summative Evaluation

I. Semester Examination

- (A) (1) conflicts (2) social
- (B) (1)-b (2)-c (3)-a
- (C) (1) While playing several roles in a society, we form bonds with many people.
(2) In modern times, laws are needed with traditions.
(3) People of different religions celebrate their festivals in different ways.
- (D) (1) (i) All societies are based on mutual co-operation between individuals and the community.
(ii) Co-operation is a process of inclusion and of moving ahead taking along all sections of the society.
(iii) Just as there is co-operation in the society, so also at times there can be differences of opinion, disputes and conflicts.
(iv) Society provides us an opportunity to learn how to co-operate, simple method of maintaining well-being and peace in society.

- (2) (i) Indian society consists of people following different religions.
- (ii) India is an important secular nation of the world.
- (iii) We have great linguistic and religious diversity in our country.
- (iv) In order to preserve this diversity in a sound and healthy manner India has accepted the principle of secularism.
- (E) (1) (i) We experience co-existence when we live with different groups.
- (ii) Co-existence help to increase the level of understanding among people.
- (iii) We get acquainted with each other's traditions, customs and way of life.
- (iv) In this way, we learn to respect each others way of life and adopt others tradition.
- (v) The social unity helps us to face many natural and social calamities together.
- *(F) (1) (i) Unity in diversity is our rich social heritage. We have diversity of religions, language and culture.
- (ii) Our country consists of regions with different historical legacies where this diversity is shared and celebrated.
- (iii) As all these different communities in our country have lived together for many years, a feeling of oneness has developed among them.
- (iv) This feeling of oneness leads to unity in Indian society.

- (v) It acquaints us with each others traditions, customs and ways of life.
- (2) (i) As there is co-operation in the society, so also at times there are conflicts.
- (ii) Conflicts arise when there is lack of agreement in the opinions, ideas and views of the people.
- (iii) Prejudices or misconceptions about each other leads to conflicts.
- (3) (i) All societies are based on mutual co-operation between individuals and the community.
- (ii) Co-operation helps in solving problems and removing difficulties.
- (iii) Progress can be achieved when people co-operate.
- (iv) Co-operation makes interdependence in society healthier and allows inclusion of everybody in the society.
- (4) If I see two children quarrelling, I would certainly go there and try to know the reason for the quarrel, and if I could, I would solve their dispute.
- (5) The functions I would perform are :-
- (i) Firstly to over see the discipline of the school cabinet.
- (ii) Plan the administration of the school cabinet.
- (iii) Allot responsibilities to the members of the cabinet.
- (iv) Plan the meetings of the cabinet etc.

Geography

1. The Earth and the Graticule

Formative Evaluation

I. Unit Test

- (A) (1) centre, (2) parallel, (3) spherical, (4) 0°
- (B) (1)-(b), (2)-(c), (3)-(a)
- (C) (1) **Graticule** - The parallels and meridians on the globe that form a net is called a graticule.
- (2) **Prime Meridian** - One meridian is considered to be 0° . This is known as the Prime Meridian.
- (D) (1) The Taj Mahal is situated in Agra.
- (2) We can draw 181 parallels of latitude on the earth at the intervals of 1° .
- (3) The degrees of parallels are measured from the equator.
- (4) The values of parallels are angular measures expressed in degrees.

II. Questionnaire

- (A) (1) maximum, 0, (2) location, (3) globe, (4) equator.
- (B) (1)-(c), (2)-(a), (3)-(b)
- (C) (1) The distance between any two adjacent parallels and meridians is the same, which is 111 km.
- (2) Cairo, Harare and Durban in Africa are at an angular distance of 30° from the Prime Meridian.
- (3) The Vertical - 12714 kilometres.
The Horizontal - 12756 kilometres.
- (4) We can draw 179 meridians in the Eastern

Hemisphere and 179 meridians in the Western Hemisphere. This is not counting the 0° Prime Meridian and the 180° meridian.

III. Quiz

- (a) Agra, (b) 12756, (c) centre, (d) degrees.

IV. Oral

- (1) 181 parallels, (2) 90 parallels, (3) 360 meridians,
(4) 179 meridians, (5) Latitudes and Longitudes

V. Class / Home Assignments

- (A) (1) Global Positioning Technology, (2) Indian Regional Navigation Satellite System (IRNSS), (3) 111 km., (4) latitude
- (B) (1)-(b), (2)-(a), (3)-(d), (4)-(c)
- (C) (1) We can draw 181 parallel lines on the earth at distances of 1° . These lines are called as parallels of latitudes.
- (2) It is necessary for us to mention whether the line is in the Northern or Southern hemisphere.
- (3) The location of any place on earth is determined with reference to the centre of the earth.
- (4) The equator is measured at 0° .

Intext Question

- (1) Places shown on the map are North America, South America, Africa, Europe, Asia, Australia and Antarctica. Oceans - Arctic Ocean, Southern Ocean, Pacific Ocean, Atlantic Ocean and Indian Ocean.
- (2) The Taj Mahal is located in Agra.
- (3) The Taj Mahal is located in the continent of Asia.

- (4) For Graham, the Taj Mahal is in the South. For Katya, the Taj Mahal is in the North. For Michico, the Taj Mahal is to the West. For Minakshi the Taj Mahal is to the North West.
- (5) According to Shahid, Minakshi is in the East, Graham is to the North; Kimberley is to the South West, Natalia is to the West and Enrika is far West.
- (6) Enrika will say that Natalia lives in the East and Natalia will say that Enrika lives in the West. Yes, they both will be correct.

● **Do it Yourself.**

(To be done by students with teacher help.)

● **Can you tell.**

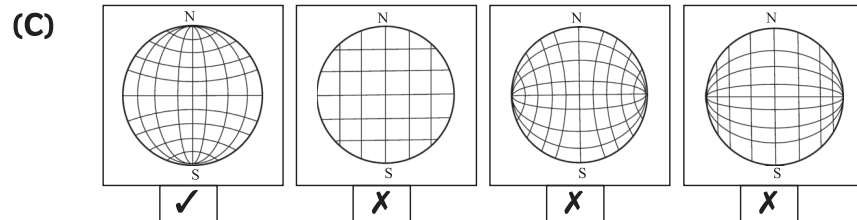
(1), (2), and (3) (To be done by students with teacher help.)

● **Do it Yourself.**

(To be done by students with teachers help.)

Textual Exercises

- (A) (1) Parallels, (2) Semicircular, (3) Graticule, (4) 90, (5) 0° Prime Meridian and 180° meridian, (6) North / South Pole, (7) Many
- (B) (1) **False.** They lie parallel to the equator. (2) **False.** They are parallel to the equator. (3) **True** (4) **False.** Meridians show east or west. (5) **False.** They meet at the North Pole and South Pole.



- (D) (1) The latitude of the North Pole is shown as 90°. The degrees of the parallels are measured from the equator, hence the equator is 0° and the North Pole is 90°. The meridian at the North Pole is 0°.
- (2) It is 48°.
- (3) The equator passes through Ecuador, Colombia and Brazil in S. America; Congo, Gabon, Kenya, Uganda in Africa, Sumatra, Borneo Islands in Asia.
- (4) The parallels and meridians on the globe form a net that is called graticule. This facilitates determining the location of a place on the earth.

(E)

Characteristics	Parallels of latitude	Meridians of longitude
Shape	Parallel lines	Semicircular
Size	Size of each parallel is different.	Equal in size
Distance	Larger at the equator because earth is spherical.	Distance between two meridians is larger on the equator and the same decreases towards the Poles.

Summative Evaluation

I. Objective Type (Semester Examination)

- (A) (1) graticule, (2) longitude, latitude, (3) centre, (4) increasing, (5) 90
- (B) (1)-(d), (2)-(a), (3)-(b), (4)-(c)

- (C) (a) **Equator** : The equator is 0° parallel. It is the largest parallel and also a great circle. It divides the earth into 2 equal parts, the Northern Hemisphere and the Southern Hemisphere.

II. Subjective Type

- (A) (1) Meridians of longitudes are drawn from North to South on the map. They are semi circles joining both poles. One of these meridians is considered to be 0° . This is the Prime Meridian. The angular distances of the other meridians from the Prime Meridian are measured in degrees. These are known as longitudes.
- (2) The parallels and meridians on the globe form a net that is called graticule. This facilitates determining the location of a place on the earth.

2. Let us use the Graticule

Formative Evaluation

I. Unit Test

- (A) (1) latitudes, (2) Vatican City, (3) Prime Meridian, (4) parallel, meridian
- (B) (1)-(d), (2)-(a), (3)-(b), (4)-(c)
- (C) (1) The important places in the Vatican city are St. Peter's Basilica, St. Peter's Square, Ethiopian College, Vatican Library, Pigna Garden, Vatican Radio, Palace of the Governatorate and the Treasury.

- (2) We use the equator as well as all pairs of opposite meridians from the Great Circles to find the minimum distance.

II. Questionnaire

- (A) (1) Equator, (2) River Nile, (3) perpendicular, (4) axis

III. Quiz

- (1) Arctic Circle, (2) six, (3) sunlight

IV. Orals

- (1) Greenwich Meridian.
(2) Greenwich Mean Time or GMT.
(3) Pressure belts.

V. Class / Home Assignment

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

Intext Question

- I. (1) They are called parallels of latitudes.
(2) The equator passes through Africa, South America and islands of Sumatra and Borneo.
It passes through the Pacific Ocean, Atlantic Ocean and Indian Ocean.
(3) For intersection of 0° meridian and 0° parallel refer textbook fig 2.2 on pg. 10.
(4) The Arctic Ocean, the Antarctic Ocean, the Pacific Ocean, the Atlantic Ocean and the Indian Ocean are spread in the four hemispheres.
(5) The continents spread in all the four hemispheres are North America, South America, Europe, Africa, Asia, Australia and Antarctica.

(6) All the meridians converge at 90° N and 90° S parallels.

- II. (1) Latitude 10° S and longitude 50° W.
(2) It would be approximately 35° W to 75° W.
(3) It extends in the Southern Hemisphere.
(4) In the Western Hemisphere.
(5) The extent is approximately from 05° S latitude, 35° W longitude to 23° S latitude and 46° W longitude.
(6) The Marajo island is approx. between 48° W longitude and 0° latitude and 55° W longitude and 0° latitude.

III. **Think a little.**

- (1) The Tropic of Cancer.
(2) Leh and Srinagar do not get perpendicular sunrays.
(3) Regions in Hyderabad and Chennai receive perpendicular rays.

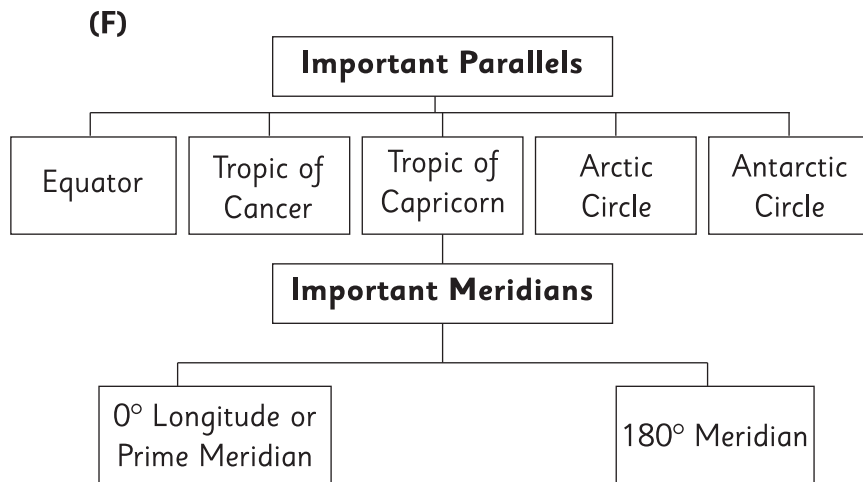
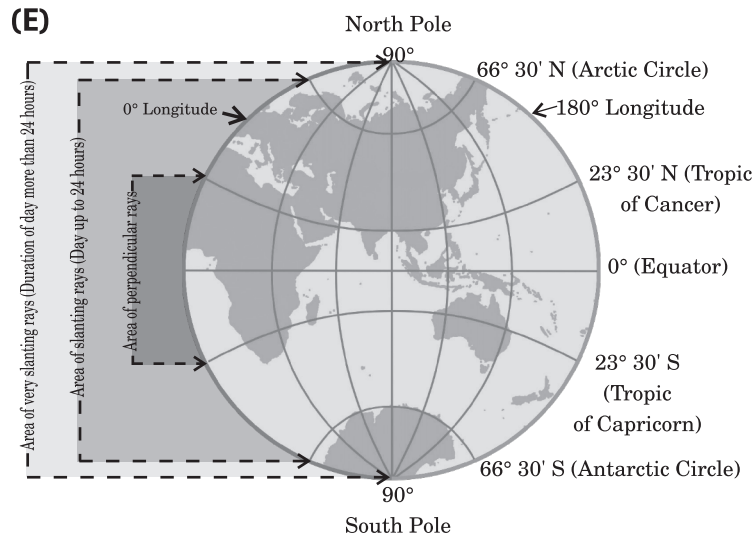
Textual Exercises

- (A) (1) Arctic Circle, (2) Equator, (3) 66° 30',
(4) Atlantic Ocean, (5) Tropic of Cancer and Tropic of Capricorn, (6) 90° S.
(B) (1) **False** - Both latitude and longitude are necessary, (2) **False** - We need to consider two parallels and 2 meridians at the extreme ends of the region, (3) **True**, (4) **False** - 0° and 180° have no E or W, (5) **False** - We need to consider 2 parallels and 2 meridians at the extreme ends of the region, (6) **False** - Both parallels as well as meridians are necessary.

(C)

		Latitudes	Longitudes
(1)	Mumbai	– 19° 07' 60" N	72° 87' 77" E
(2)	Guwahati	– 26° 14' 45" N	91° 73' 62" E
(3)	Srinagar	– 34° 08' 37" N	74° 79' 73" E
(4)	Bhopal	– 23° 25' 99" N	77° 41' 26" E
(5)	Chennai	– 13° 08' 27" N	80° 27' 07" E
(6)	Ottawa	– 45° 42' 15" N	75° 69' 72" W
(7)	Tokyo	– 35° 68' 95" N	139° 69' 17" E
(8)	Johannesburg	– 26° 20' 41" S	28° 04' 73" E
(9)	New York	– 40° 7' 128" N	74° 00' 59" W
(10)	London	– 51° 50' 74" N	0° 12' 78" W

- (D) (1) Maharashtra (State) : Latitude 15° 55' N to 22° N, Longitude 72° 5' E to 80° 9' E
(2) Chile (A country) : Latitude 17° S to 56° S, Longitude 66° W to 75° W
(3) Australia (A continent) : Latitude 10° 30' S to 43° 39' S, Longitude 113° 9' E to 153° 38' E
(4) Sri Lanka (An island) : Latitude 5° to 10° N, Longitude 79° to 82° E
(5) Trans Siberian Railway of Russia : 9,829 km
Starting point - St. Petersburg : Latitude 59.93° N, Longitude 30.33° E
Terminal Point - Vladivostok : Latitude 43.173° N, Longitude 132.0065° E



3. Comparing a Globe and a Map : Field Visits

I. Unit Test

- (A) (1) two, three, (2) globe, (3) Geography
 (B) (1)-(c), (2)-(a), (3)-(d), (4)-(b)

- (C) (1) We use maps to study the whole world or regions of limited extent.
 (2) The product of the length and width of the place gives us the area of the place.
 (3) It is known as a representative model of the entire earth.

II. Questionnaire

- (A) (1) graticule, (2) Globe, (3) map, (4) Geography
 (B) (1) The map is flat and the globe is spherical.
 (2) The map can be used for studying the particular regions in detail.
 (3) A graticule is absolutely essential for drawing the map of the earth.
 (4) It helps us to understand the geographical and social conditions of a place.
 (C) (1) The globe. (2) The 'EARTHA'.
 (3) At Yarmouth in Maine - USA. (4) The map.

Summative Evaluation

I. Objective Type

- (A) (1) three dimensional, (2) area, (3) globe, (4) field visit
 (B) (1)-(c), (2)-(a), (3)-(d), (4)-(b)

II. Subjective Type

- (A) (1) A field visit is an important method of studying Geography. Field visits help us to understand the geographical and social conditions of a place. It provides an opportunity to directly interact with the local people and understand their problems.

Textual Exercises

- (1) Two dimensional objects are flat while three dimensional objects have got body and weight. Two dimensional objects only have area while three dimensional objects have volume.
 - (2) The place along with the parallels of latitudes and the longitudinal lines can be shown. Other details cannot be shown since the space is small.
 - (3) The globe.
 - (4) The map.
 - (5) The map.
-

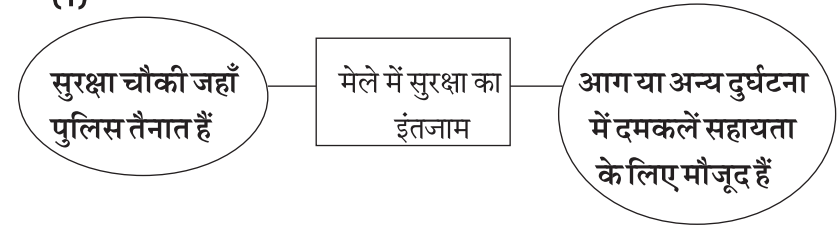
हिंदी सुलभभारती

मेला

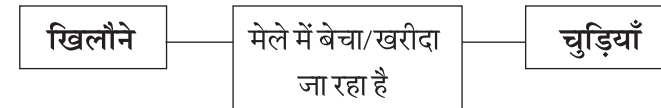
जब किसी स्थान पर लोग किसी सामाजिक, धार्मिक, व्यापारिक या अन्य कारणों से एकत्रित होते हैं तो उसे मेला कहते हैं। एक ही मेले में तरह-तरह के क्रियाकलाप देखने को मिलते हैं। यहाँ चित्र में देखते ही अंदाजा आ जाता है कि यहाँ खचाखच भीड़ है। अलग-अलग झुले, दुकानें देखने को मिल रही हैं। कहीं खिलौने बिक रहे हैं तो कहीं चुड़ियाँ। गुब्बारेवाला बड़े-बड़े रंगबिरंगे गुब्बारे फुलाकर बच्चों को आकर्षित कर रहा है तो सीटी वाला सीटी बजाकर बच्चों को लुभा रहा है। इसलिए भीड़ के साथ-साथ मेले में खूब शोर भी है। मिठाई, चाट, भेलपुरी तथा तरह-तरह के खाद्य पदार्थ बेचे जा रहे हैं और वहाँ भी काफी भीड़ नजर आ रही है।

मेले में भीड़ के चलते सुरक्षा का पूरा इंतजाम भी है। वहाँ एक सुरक्षा-चौकी है जहाँ पुलिस तैनात हैं। आग से बचाने के लिए दमकलें भी खड़ी हैं। सहायता कक्ष भी खोला गया है जहाँ मदद की गुहार लगा सकते हैं। पीने के पानी की भी व्यवस्था है। साथ में पानी के बचत का संदेश भी दिया जा रहा है। हर उम्र के लोग मेले का भरपूर आनंद उठा रहे हैं।

(1)



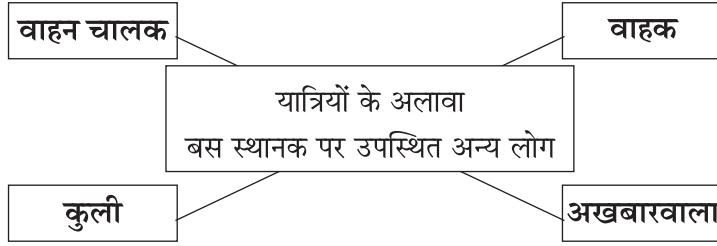
(2)



1. सैर

कृतिपत्रिका

प्र.1. (1)



- (2) (i) (1) बस पर लिखा है, 'राष्ट्रीय संपत्ति, हमारी संपत्ति।'
 (2) बस स्थानक पर लिखा हुआ है कि, "आपकी यात्रा सुखद हो।"
 (ii) (1) यात्रियों को अपनी गाड़ी पकड़ने में मदद मिले इसलिए फलक पट्टियों पर फलाट क्रमांक लिखे होते हैं।
 (2) यात्रियों को खाने-पीने की चीजें मिले इसलिए बस स्थानक पर उपाहार गृह खोलते हैं।

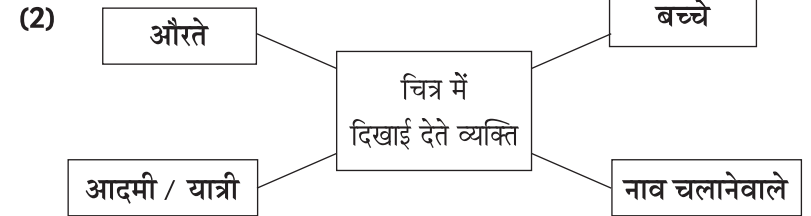
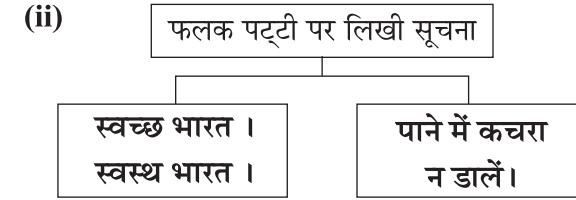
स्त्रीलिंग		पुल्लिंग	
एकवचन	बहुवचन	एकवचन	बहुवचन
लड़की	लड़कियाँ	लड़का	लड़के
औरत	औरते	आदमी	आदमी

- (4) मेरी अविस्मरणीय यात्रा
 पिछली छुट्टियों में मैं महाबलेश्वर गया था। दिवाली की छुट्टियों में मेरे पिताजी ने सारे परिवार के साथ महाबलेश्वर जाने का निश्चय किया था। मेरी माँ, पिताजी, मेरी बहन रुपाली और मेरे चाचा का परिवार भी था। हम मुंबई से रेल गाड़ी में बैठे और छह घंटे के सफर के बाद सातारा पहुँचे। वहाँ से प्रायव्हेट बस से हम महाबलेश्वर की ओर निकले। चारों तरफ फैली हरियाली, हरे-भरे पेड़ की शोभा मन को आनंद दे रही थी। वहाँ हम एक होटल में ठहरें।

सुबह उठकर हम पँचगनी गए। इसे प्रकृति की सुंदरता का वरदान मिला है। वहाँ का दृश्य सुहाना और स्फूर्तिदायक था। वहाँ की हवा में बहुत ठंडक थी। चारों ओर गहरी घाटियाँ थी। वहाँ का नजारा मन मोह लेनेवाला था। वहाँ हमने घुड़सवारी की। मेरे चाचा के लड़के ने अपने कैमरे से वहाँ की तस्वीरें खींची। वहाँ पर हमने गरम-गरम भजियाँ खाए।

दूसरे दिन हम प्रतापगढ़ किला देखने गए। तीन दिन सुबह-शाम घूमकर हमने और भी कई जगह देखी जैसे - मंकी पॉइंट, वेण्णा तालाब। बहुत घूमने के बाद भी पलभर भी थकान नहीं लग रही थी। महाबलेश्वर के बाजार में दिनभर यात्रियों का मेला लगा रहता है। वहाँ चप्पल, चिक्की, स्ट्रॉबेरीज, चॉकलेट्स, रंग-बिरंगे पंखे आदि चीजें बेची जाती हैं। हमने वहाँ से स्ट्रॉबेरीज और चिक्की खरीदी। पूरे परिवार के साथ चार दिन मौजमस्ती में कैसे निकल गए पता ही नहीं चला। यहाँ बिताए हर पल ने मन को सुकून दिया था। प्रकृति की गोद में बिताई हुई वह हमारी यात्रा अविस्मरणीय थी।

प्र.2. (1) (i) (1) जलमार्ग (2) जहाज

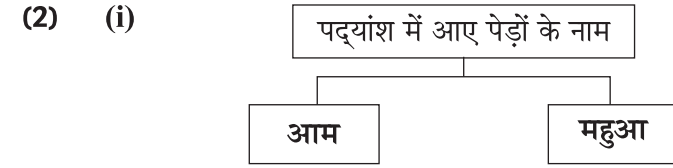
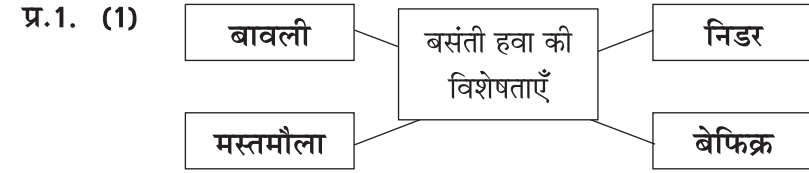


- (3) (i) (1) जल, नीर (2) खग, विहग
 (4) स्वस्थ शरीर, मन और आत्मा के लिए स्वच्छता महत्त्वपूर्ण है। स्वच्छता उतनी ही महत्त्वपूर्ण है जितना कि भोजन, पानी और ऑक्सीजन हमारे लिए महत्त्वपूर्ण है। जहाँ गंदगी है वहाँ बीमारियाँ पनपती हैं। एक जिम्मेदार नागरिक होने के नाते हमें अपना क्षेत्र, पर्यावरण साफ रखने में

अपनी भूमिका निभानी चाहिए। कूड़ा केवल कूड़ेदान में ही फेंकना चाहिए। अपने घर की तरह ही गाँव, नगर और देश को स्वच्छ रखने के लिए सक्रिय रहना चाहिए। सफाई हमें एक सकारात्मक सार्वजनिक छवि बनाने में मदद करती है। इसलिए बचपन से ही हमें स्वच्छ खाने-पीने, पहनने-ओढ़ने की आदत डाल लेनी चाहिए।

२. बसंती हवा

कृतिपत्रिका

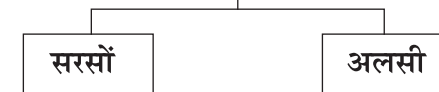


(ii) गेहूँ (iii) मस्तमौला

(3) बसंती हवा अपना परिचय देते हुए कह रही है कि, “मैं बसंती हवा हूँ, एकदम अनोखी हवा हूँ। मैं बहुत सीधी-साधी हूँ, बावली-सी और मनमौजी। जहाँ चाहूँ वहाँ बेझिझक चली जाती हूँ। मुझे कोई चिंता नहीं कि कौन मेरे बारे में क्या सोचता है। मैं तो एक अजब मुसाफिर हूँ।”

“मैं बसंती हवा हूँ। पहले मैं महुआ के पेड़ पर चढ़ गई और वहाँ थपाथप मचाया। इसके कारण धम्म से नीचे गिरी और उतने ही वेग से आम के पेड़ पर चढ़ गई। मैंने उसे भी झोंका दिया। उसके कान में ‘कू’ आवाज निकालकर झट से उतरकर भाग गई। फिर वहाँ से हरे खेत में पहुँची। वहाँ गेहूँ की फसल को खूब लहराया, तरंगित किया।”

प्र.2. (1) (i) पद्यांश में आए तिलहनों के नाम

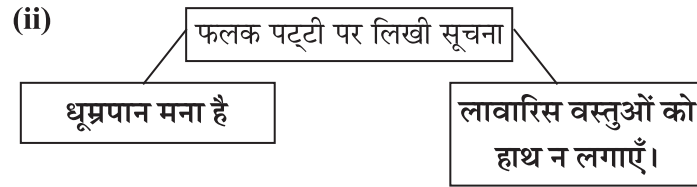
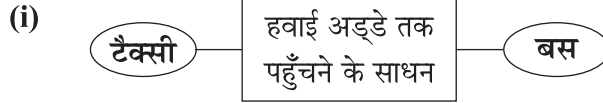


(ii) (1) गगरी गिरी नहीं। (2) हवा हार गई।

(2) (i) (1) हार (2) बसंती

(ii) (1) शीश (2) कलसी

प्र.3. (1)



- (2) (i) (1) चित्र में यातायात का कौनसा मार्ग चित्रित है ?
 (2) फलक पट्टी पर लिखी सूचना के अनुसार क्या करना मना है ?
- (ii) (1) हवाई जहाज (2) अंतरराष्ट्रीय हवाई अड्डा
- (3) (i) (1) राष्ट्र + ईय (2) हवा + ई
 (ii) (1) अड्डे (2) वस्तु
- (4) हमें रेल, बस या सार्वजनिक स्थलों पर लावारिस वस्तु दिखाई दे तो उसे हाथ नहीं लगाना चाहिए क्योंकि उसमें कोई विस्फोटक वस्तु हो सकती है। जिससे अपनी और कई लोगों की जान को खतरा हो सकता है। हमें अगर ऐसी कोई लावारिस वस्तुएँ दिखाई पड़े तो तुरंत हमें बसचालक या रेल अधिकारी को या नजदीक के पुलिस थाने में जाकर इसकी जानकारी देनी चाहिए। इससे आगे होनेवाली हानी टल सके। बहुत से लोगों की जान बच सकती है।

- (3) “मैं बसंती हवा हूँ। प्रहर दो प्रहर ही नहीं अनेकों प्रहर तक मैं इन्हीं खेतों में रही। वहाँ मैंने अलसी को देखा जो अपने मस्तक पर गगरी लिए खड़ी थी। मुझे शरारत सूझी। मैंने उसको खूब हिलाया-झुलाया और उसकी गगरी गिराने की कोशिश की परंतु गगरी गिरी ही नहीं।”

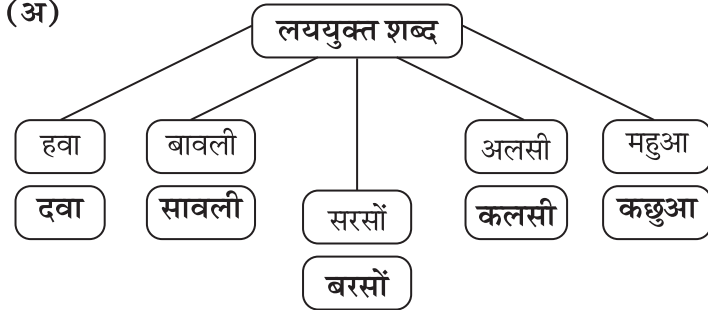
कलसी (गगरी) न गिरा पाने पर मैंने हार मान ली और सरसों के खेत में चली गई। पर वहाँ मैंने सरसों को न हिलाया, न झुलाया। ऐसी ही हूँ मैं बसंती हवा।

- प्र.3. (1) केदारनाथ अग्रवाल
(2) इसी हार को पा हिलाई न सरसों, झुलाई न सरसों, हवा हूँ, हवा मैं बसंती हवा हूँ।
(3) इन पंक्तियों में बसंती हवा का नटखट वर्णन आया है। लयात्मक शब्दों के कारण यह पंक्तियाँ मुझे पसंद है।

स्वाध्याय

- प्र.1. (अ) (i) महुआ (ii) गेहूँओं (iii) गिरी
(आ) (i) गेहूँओं (ii) अनोखी (iii) कलसी (iv) फिकर (v) धम्म
(इ) (i) ✓ (ii) ✗ (iii) ✓
(ई) (i) महुआ के पेड़ से (ii) गेहूँ के खेतों में (iii) महुआ के पेड़ पर

★प्र.2. (अ)



- (आ) (i) फिकर (ii) कलसी (iii) हवा (iv) मुसाफिर
(इ) (i) बड़ी (ii) डरपोक (iii) नीचे (iv) जीत

3. उपहार

कृतिपत्रिका

- प्र.1. (1) (ड) ऋत्त्विक ने पेड़ों के पीछे तेज रोशनी देखी।
(ब) वहाँ सुनहरें पंखों वाली परी देखी।
(क) ऋत्त्विक के आँखों में आँसू आ गए।
(अ) तुम्हारी मदद करने के लिए ही मैं आई हूँ।
- (2) (i) अपने दोस्तों के साथ पुस्तक मेला देखना — ऋत्त्विक की इच्छा — पुस्तकें खरीदना
(ii) (1) वह अपने दोस्तों के साथ मेला देखने और पुस्तकें खरीदने नहीं जा पाया था।
(2) वहाँ उसे बहुत तेज रोशनी दिखाई दी थी।
- (3) (i) (1) चुप (2) उजाला
(ii) (1) बेचना (2) दुश्मन
- (4) पुस्तक पढ़ने से एकाग्रता बढ़ती है। हमारा ज्ञान बढ़ता है। जानकारी बढ़ती है। नए शब्द, नयी बातें पता चलती हैं। जिसके कारण हम किसी भी विषय पर बात कर सकते हैं। बात करने का आत्मविश्वास बढ़ता है। अपने विचार अच्छी तरह से किसी को समझा सकते हैं। पुस्तक पढ़ने से हमारी कल्पनाशक्ति बढ़ती है। पुस्तक पढ़ने से याद करने की और याद रखने की क्षमता बढ़ती है। अकेलापन दूर होने में मदद होती है। दिनभर की थकान कम होती है। मन तरोताजा होता है।
- प्र.2. (1) (i) ऋत्त्विक — पुस्तक मित्र के असली नाम — कृतिका
(ii) साथी — पुस्तकों से ऋत्त्विक का नाता — मित्र
- (2) (i) (1) वहाँ सभी बच्चे अपनी मनपसंद पुस्तकें पढ़ने लगे।
(2) ऋत्त्विक की नौद टूटी।

- (ii) (1) आगे चलकर ऋत्त्विक बड़ा सा पुस्तक भांडार खोलेगा।
 (2) अब तो पुस्तक ही ऋत्त्विक के साथी हैं, मित्र हैं।
- (3) (i) (1) हिम + आलय = हिमालय
 (2) देव + आलय = देवालय
- (ii) (1) स्त्रीलिंग (2) पुल्लिंग

(4) व्यक्ति के मन में अनेक कल्पना, लक्ष्य होता है कि मैं बड़ा होकर क्या बनूँगा? किसी को डॉक्टर, इंजिनियर बनने की चाहत होती है। मुझे अच्छा शिक्षक बनना है क्योंकि माँ के बाद बच्चों के भविष्य को आकार देने का काम शिक्षक ही करता है। किताबों का ज्ञान देने के साथ वे छात्रों के व्यक्तिमत्त्व का विकास करने का महत्त्वपूर्ण कार्य भी करते हैं। मैं विद्यार्थियों को पढ़ाई के साथ खेलों का महत्त्व भी समझाऊँगा।

उनपर बड़ों का आदर करना, इमानदारी, सही-गलत की समझ ऐसे अच्छे संस्कार कर के उनको अच्छा और सजग नागरिक बनाना चाहता हूँ। अच्छी जानकारी अच्छे तरीके से छात्रों को समझाने की कोशिश करूँगा। समाज शिक्षक को सम्मान की नजर से देखता हूँ। उस सम्मान के पात्र बनकर छात्रों को विकास के पथ पर चलने की शिक्षा दूँगा ताकि वे बड़े होकर अपने देश के लिए कुछ कर सकें। उनके मन में अपनी संस्कृति, राष्ट्र के प्रति प्रेम उत्पन्न करने की मेरी कोशिश रहेगी। विद्यार्थी देश की नींव होते हैं और वह नींव शक्तिशाली बनाने के लिए मैं प्रयास करूँगा क्योंकि समाज का भविष्य उत्तम शिक्षक के हाथ में होता है।

स्वाध्याय

- प्र.1. (अ) (1) यह वाक्य परी ने ऋत्त्विक से कहा है।
 (2) यह वाक्य राहगीर ने ऋत्त्विक से कहा है।
 (3) यह वाक्य राहगीर ने ऋत्त्विक से कहा है।
 (4) यह वाक्य ऋत्त्विक ने पुस्तक से कहा है।
- (आ) (i) अपनी माँ की बात सुनकर ऋत्त्विक उदास हो गया।
 (ii) जब यह (पोटली) मेरी नहीं है तो इसे खोलने का मेरा हक नहीं है।

- (इ) (1) उत्तीर्ण (2) इमानदारी (3) पुस्तकालय
 (4) सुनहरे (5) मखमली (6) पुस्तक

- प्र.2. (अ) (1) - ग (2) - घ (3) - ड (4) - (क) (5) - (ख)
 (आ) (i) ✓ (ii) × (iii) ✓

व्याकरण

- प्र.1. (अ) सखा — साथी वृक्ष — पेड़
 जननी — माँ भगिनी — बहन
 नयन — आँख

- (आ) (i) छोटा (ii) अनुत्तीर्ण (iii) प्रसन्न (iv) बेईमानी

- (इ) ★(i) दुखी होना।

वाक्य : पाठशाला से विदा होते समय मेरी आँखें भर आईं।

- ★(ii) निश्चय करना।

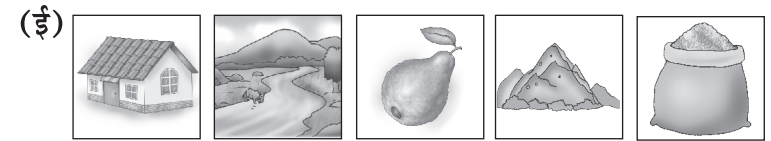
वाक्य : मैंने प्रतिदिन कसरत करना तय कर लिया है।

- ★(iii) आश्चर्य करना।

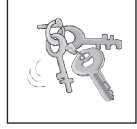
वाक्य : घाटी का उबा देनेवाला रास्ता पार करने पर हिमालय का मनोरम दृश्य देखकर यात्री चकित हो गए।

- ★(iv) नींद आ जाना।

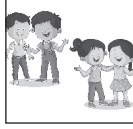
वाक्य : दादी की कहानी सुनते-सुनते कब आँख लग गई पता ही नहीं चला।



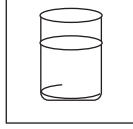
घर नदी अमरूद पर्वत अनाज



चाबियाँ



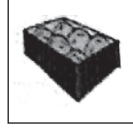
बच्चे



दूध



बूढ़ा / वृद्ध



आम

सूचना - Term Book page No 199 पर बच्चे का दिया हुआ चित्र गलत है।

उपयोजित लेखन

मेरी चाह

- (1) बड़ा होकर मैं एक ईमानदार इन्सान और सफल डॉक्टर बनना चाहता हूँ। क्योंकि ईमानदार व्यक्ति को जीवन में कभी किसी वस्तु की कमी नहीं होती। समाज को सुंदर बनाने के लिए ईमानदार लोगों का होना जरूरी है। मैं अपना काम सच्ची लगन और ईमानदारी से करना चाहता हूँ।

डॉक्टर रोगियों का इलाज करते हैं, उनको जीवनदान देते हैं। इसलिए लोग उन्हें ईश्वर का रूप मानते हैं। मैं केवल अर्थार्जन के लिए डॉक्टर नहीं बनना चाहता बल्कि जनता जनार्दन की सेवा करने के लिए डॉक्टर बनना चाहता हूँ। गरीब और असहाय लोगों का इलाज कर मैं समाज की सेवा करना चाहता हूँ।

गाँव में डॉक्टरों की बहुत जरूरत है। क्योंकि गाँव में लोगों को इलाज के लिए, अच्छी वैद्यकीय सेवाओं के लिए शहर आना पड़ता है। इसलिए डॉक्टर बनकर गाँव में रहकर गाँव के लोगों की सेवा करना मेरी इच्छा है। गाँव के लोगों में बहुत अंधश्रद्धाएँ होती हैं। उनको अंधश्रद्धाओं से दूर रहकर डॉक्टर की सलाह से दवाईयाँ लेने के लिए कहूँगा। अंधश्रद्धा निर्मूलन पर कार्यक्रम का आयोजन करूँगा। अंधश्रद्धाओं के कारण वे लोग डॉक्टर के पास जाते नहीं हैं। उनकी अंधश्रद्धा दूर करने की कोशिश करूँगा।

मुझे पता है कि डॉक्टर बनना आसान नहीं है। मुझे कड़ी मेहनत करनी पड़ेगी। इसलिए मैंने अभी से खुद को अनुशासन में ढालकर इस ओर कदम बढ़ाना शुरू कर दिया है। विश्वास के साथ आगे बढ़कर मैं एक सफल डॉक्टर बनकर दिखाऊँगा।

(2) (i)

जल्दी कीजिए
जल्दी आइए
और लूट सको तो
लूट लीजिए।



ज्ञान का अक्षय भंडार

मनोरंजन अपार

हरभाषा में उपलब्ध

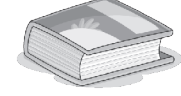
बैठकर पढ़ने की सुविधा

तो देर किस बात की

आज ही हमारे पुस्तकालय के मेंबर बनें।

अनमोल पुस्तकालय, ग्रामदेवी, अकोले।

☎ : ०२४२४-XXXXXXX



(ii)

खुशियाँ हैं वहाँ

खेलकूद हो जहाँ



आपके शहर में भव्य शो रूम का प्रारंभ

सभी प्रकार के खेलों का साहित्य उपलब्ध



किफायती दाम

मार्गदर्शक पुस्तकें भी उपलब्ध

प्रशिक्षण केंद्रों की जानकारी मुफ्त मुहैया

आज ही आकर अपना खेल पसंद कीजिए।

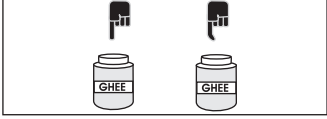

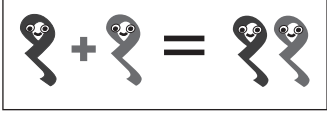


हमारा पता : ठक्कर बाजार, गाला नं. ३०, कोल्हापुर।

दूरभाष : ४३५XXXXXXX



4. जोकर

कृतिपत्रिका

- प्र. 1. (1)  सीधी उँगली से घी न निकले तो उँगली टेढ़ी करनी पड़ती है।
- (2)  आम के आम गुठलियों के भी दाम।
- (3)  एक और एक ग्यारह होते हैं।
- (4)  आँखों का तारा
- (5)  आसमान सिर पर उठाना

- प्र. 2. (1) हाथ साफ करना (2) हाथ पाँव मारना
(3) हाथ खींचना (4) हाथ मलते रह जाना।

- प्र. 3. (1) सच (2) रूलाना (3) शुरू (4) अनुचित

उपयोजित लेखन

- ★(1) 'अब पछताए होत क्या, जब चिड़िया चुग गई खेत' पर आधारित कोई कहानी सुनाओ।

सीमा अपनी सहेलियों से मिलकर घर जा रही थी। रास्ते में उसने एक बाबाजी को देखा जो पेड़ के नीचे ध्यानमग्न बैठे थे और दो सेवक पास में खड़े थे। बाबाजी के चेहरे पर रौनक थी जो सीमा को अपनी ओर खींच लाई। सीमा बाबाजी से आशीर्वाद लेकर घर जाने लगी। तभी रास्ते में उसे एक अजनबी औरत मिली।

“बाबाजी के दर्शन करके आ रही हो?” उसने पूछा। सीमा ने रूखा सा जवाब दिया। पर औरत की बातों ने उसकी जिज्ञासा बढ़ा दी। औरत बाबाजी के विषय में बहुत कुछ जानती थी। उसी ने सीमा को बताया कि बाबाजी अपने सोने को दुगना कर देते हैं। बस फिर क्या था। सीमा भी लालच में आ गई।

दूसरे दिन सीमा फिर बाबाजी के दर्शन करने चली गई। उसने बाबाजी से चमत्कार के बारे में पूछा। अन्य दो-चार लोगों के मुँह से सुनने के बाद सीमा ने अपने कंगन जो 35 ग्राम के थे बाबाजी के सफेद रूमाल पर रख दिए। बाबाजी ने सीमा को आँखें बंद करने के लिए कहा। थोड़ी देर बाद बाबाजी ने सीमा को वही सफेद रूमाल दिया और घर जाकर खोलने को कहा।

सीमा खुशी-खुशी रूमाल लेकर घर गई। भगवान के सामने रूमाल की गाँठ खोली और देखने लगी तो अंदर सिर्फ कागज थे। कंगन तो थे ही नहीं। उसकी तो पैरों तले जमीन खिसक गई। खुद को जैसे-तैसे सँभाला और बाबाजी से मिलने पेड़ के पास बाबाजी के ठिकाने पहुँची। लेकिन वहाँ कोई नहीं था। बाबाजी उसके कंगन लेकर फरार हो गए थे। अब वह खुद को कोसने लगी परंतु उससे क्या लाभ? क्योंकि अब पछताए होत क्या जब चिड़िया चुग गई खेत।

★ यदि साइकिल तुमसे बोलने लगी तो.....

बच्चो, मनुष्य की बहुत समय से इच्छा रही कि एक ऐसी मशीन बनाई जाए जिसे चलाने के लिए घोड़ा आदि जानवर या डिझेल, पेट्रोल, कोयला आदि की जरूरत न पड़े। वर्ष 1817 में जर्मन निवासी बैरन वान ने छकड़े के दो पहियों को लकड़ी के एक फ्रेम से जोड़कर मुझे जन्म दिया। तब मेरे पैडल नहीं थे, इसलिए चलाना मुश्किल होता था। फिर 1840 में मेरे अगले पहिए के साथ दो पैडल लगा दिए गए। अब चलाना तो आसान हुआ लेकिन ढलान पर रोकना मुश्किल होता था। सन 1845 में फ्रांसीसी निकोलस ने मेरे ब्रेक फिट किए और सब ठीक हो गया। इस तरह उत्तरोत्तर मेरा रूप बदलता गया और आज गियर्स भी लग गए हैं।

आज यातायात के अनेक साधन उपलब्ध हैं, परंतु उनसे जुड़ी समस्याएँ भी कम नहीं। इन वाहनों की कीमतें, रखरखाव का खर्च देखेंगे तो समझ जाओगे कि मैं सबसे किफायती हूँ। मुझे चलने के लिए महँगी सड़कों की भी आवश्यकता नहीं। एक बित्ते की मेंड भी मेरे लिए पर्याप्त है। मैं अपने सवार को लेकर आराम से निकल जाती हूँ।

आज का युग गति का युग है। हर कोई पहले आगे बढ़ना चाहता है। ऐसे में सावधानी न बरतने से दुर्घटनाएँ हो जाती हैं। कई बार लोगों को जान से हाथ धोने पड़ते हैं। पर आपने कभी सुना कि, दो साइकिल टकराने से दुर्घटना हुई और जान चली गई। मैंने कभी किसी की जान नहीं ली। अब दुनिया का नियम है कि संसार की सभी वस्तुओं का अंत होता ही है। मेरा भी होगा। लेकिन नुकसान अधिक न होने के कारण मेरे जाने पर गम भी ज्यादा नहीं होता। हूँ न मैं सबसे निराली। पर्यावरण का ख्याल रखनेवाली अद्वितीय सवारी। इसीलिए आजकल मेरी माँग बढ़ने लगी है। मेरे तो अच्छे दिन आ गए हैं।

★ चित्र की सहायता से बारहखड़ी के शब्द बनाकर लिखो।

- (२) कागद/काजल (३) किसान (४) कीमत (५) कुटीर
 (६) कूकना (७) कमल (८) केकड़ा (९) कैलास
 (१०) कोयल (११) कौशिक (१२) कंगन

5. (अ) आओ, आयु बताना सीखो

- प्र.1. (1) मेरी वर्तमान आयु 11 है। अगले वर्ष की मेरी आयु 12 होगी।
 (2) मेरी वर्तमान आयु और अगले वर्ष की आयु को जोड़कर संख्या मिली
 $11 + 12 = 23$
 (3) आई हुई संख्या को मैंने 5 से गुणा किया $23 \times 5 = 115$.
 (4) प्राप्त हुआ संख्या में जन्मवर्ष का इकाई अंक जोड़ा। (जन्मवर्ष है
 2003) $115 + 3 = 118$.
 (5) प्राप्त संख्या में से 5 घटा दिए $- 118 - 5 = 113$.
 (6) प्राप्त संख्या में बाईं ओर के दो अंक मेरी वर्तमान आयु है।

उपक्रम

- (i) पंजाब (ii) तीन
 (iii) सूचना - Term Book में चौखट में दिए हुए अंक न देखकर प्रश्न और उत्तर के लिए Answer key का उपक्रम (iii) देखे। जो आगे दिए हैं।

	3		6	4	7		8	
7		9				2		6
	1		9		3		4	
3		1		7		8		4
8			3		4			2
4		2		5		6		3
	8		5		1		2	
1		3				4		9
	2		4	3	9			6

उत्तर

2	3	5	6	4	7	9	8	1
7	4	9	8	1	5	2	3	6
6	1	8	9	2	3	7	4	5
3	5	1	2	7	6	8	9	4
8	7	6	3	9	4	5	1	2
4	9	2	1	5	8	6	7	3
9	8	4	5	6	1	3	2	7
1	6	3	7	8	2	4	5	9
5	2	7	4	3	9	1	6	8

(आ) महाराष्ट्र की बेटी

- (i) दोनों की साड़ियों के रंग अलग हैं। (ii) दोनों के दुपट्टे का रंग अलग है।
 (iii) दोनों के ब्लाऊज का रंग अलग है। (iv) दोनों के हाथ पर बने चित्र अलग-
 अलग है। (v) दोनों के माथेपर लगी बिंदी के आकार अलग है। (vi) दोनों के गले
 में पहने हार में अंतर है। (vii) एक बेटी के चेहरे पर तील है। (viii) दोनों के माँग
 टीके का आकार अलग है। (ix) गुलाबी रंग की साड़ी की बॉर्डर पर डिजाइन
 अधुरी है। (x) दोनों के होठों पर लगी लिपस्टिक का रंग अलग हैं।

प्रकल्प

विद्यार्थी स्वयं कृति करें।